

DEPAUL
UNIVERSITY



University Catalog
Autumn 2023-2024

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Irish Studies (Minor)	652	Latin American and Latino Studies (Minor)	690
Islamic World Studies (BA)	653	Latino Media and Communication (Minor)	691
Islamic World Studies 3+3 (BA+JD)	656	Latino/a Culture and Communication (BA)	691
Islamic World Studies (Minor)	656	Law (JD)	695
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Commercial Italian Concentration, Italian (BA)	660	Business Law Certificate, Law (JD)	700
Italian 3+3 (BA+JD)	661	Criminal Law Certificate, Law (JD)	701
Italian Language and Literature Concentration, Italian (BA)	661	Family Law Certificate, Law (JD)	702
		General Intellectual Property Certificate, Law (JD)	702

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Family Law Concentration, Law (MLS)	710	Management (Minor: Business Students Only)	744
General Legal Studies Concentration, Law (MLS)	710	Management (MS)	745
Health and Intellectual Property Law Concentration, Law (MLS)	711	Management (MS), Combined Bachelor's + Master's Degree	747
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Health Law Concentration, Law (MLS)	711	General Management Concentration, Management Honors (BSB)	750
Intellectual Property (IP) Law Concentration with Information Technology Law Specialty, Law (MLS)	712	Human Resources Concentration, Management Honors (BSB)	750
Intellectual Property (IP) Law Concentration with Patent Law Specialty, Law (MLS)	712	International Management Concentration, Management (BSB)	751
Intellectual Property (IP) Law Concentration, Law (MLS)	712	Leadership and Change Management Concentration, Management Honors (BSB)	752
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- School of Music
- The Theatre School

Disclaimer: The University reserves the right to change programs, courses and requirements; and to modify, amend or revoke any rules, regulations, policies, procedures or financial schedules at any time during a student's enrollment period.

Non-Discrimination Policy : DePaul University has a long standing commitment to the diversity of its faculty, staff and student body. As a university with a strong Catholic, Vincentian and urban heritage, this commitment is particularly integral to our mission. DePaul University is committed to preserving an environment that respects the personal rights and dignity of each member of its community.

PROGRAMS

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- Accountancy (BSB) Online Undergraduate Bachelor's DrieHaus College of Business Undergraduate
- Accountancy (BSB) Online + Audit and Advisory Services (MSAA) DrieHaus College of Business Combined Degrees Undergraduate
- Accountancy (BSB) Online + Taxation (MSTAX) Online DrieHaus College of Business Combined Degrees Undergraduate
- Accountancy (Minor) Undergraduate Minor DrieHaus College of Business
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- Accountancy (MSACC) Online Graduate Master's DrieHaus College of Business Graduate
- Accountancy Honors (BSB) Undergraduate Bachelor's DrieHaus College of Business
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- Accountancy Honors (BSB) + Taxation (MSTAX) Online Undergraduate DrieHaus College of Business Combined Degrees
- Acting (BFA) Undergraduate Bachelor's The Theatre School
- Acting (MFA) Graduate Master's The Theatre School
- Actuarial Science (BS) Undergraduate Bachelor's College of Science and Health
- Actuarial Science (BSB) Undergraduate Bachelor's DrieHaus College of Business
- Adult-Gerontological Nurse Practitioner Certificate Online Graduate Certificate College of Science and Health Graduate
- Advertising Creative (Minor) Undergraduate Minor College of Communication
- African and Black Diaspora Studies (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- African and Black Diaspora Studies (BA)+Critical Ethnic Studies (MA) Undergraduate College of Liberal Arts and Social Sciences Combined Degrees
- African and Black Diaspora Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- African and Black Diaspora Studies 3+3 (BA +JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- Albanian and Southeastern European Studies Undergraduate Certificate Undergraduate Certificate College of Liberal Arts and Social Sciences
- American Politics (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
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- Anthropology (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences

- Anthropology (BA) + Secondary Education Social Science (MEd) Undergraduate College of Education College of Liberal Arts and Social Sciences Combined Degrees
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- Anthropology 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- Applied Behavioral Sciences (BA) Undergraduate Bachelor's School of Continuing and Professional Studies
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- Applied Diplomacy (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
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- Artificial Intelligence (MS) Online Graduate Master's Jarvis College of Computing and Digital Media Graduate
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- Arts Leadership (MFA) Graduate Master's The Theatre School
- Asian Studies, Global (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Astrophysics (BS) Undergraduate Bachelor's College of Science and Health
- Audit and Advisory Services (MSAA) Graduate Master's Driehaus College of Business
- Bilingual Education (Minor) Undergraduate Minor College of Education
- Bilingual English-Spanish Specialization in Speech Language Pathology Graduate Certificate Graduate Certificate College of Science and Health
- Bilingual-Bicultural Education (MA or MEd) Graduate Master's College of Education
- Biochemistry (BA) Undergraduate Bachelor's College of Science and Health
- Biochemistry (BS) Undergraduate Bachelor's College of Science and Health
- Bioethics and Society (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences

- Bioethics Graduate CertificateGraduateCertificateCollege of Liberal Arts and Social Sciences
- Biological Science (Minor)UndergraduateMinorCollege of Science and Health
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- Biological Sciences (BS)/Biological Sciences (MS)UndergraduateCollege of Science and HealthCombined Degrees
- Biological Sciences (MA)GraduateMaster'sCollege of Science and Health
- Biological Sciences (MS)GraduateMaster'sCollege of Science and Health
- BSN Completion (BSN)UndergraduateBachelor'sCollege of Science and Health
- Business (Minor)UndergraduateMinorDriehaus College of Business
- Business Administration (BAPS)UndergraduateBachelor'sSchool of Continuing and Professional Studies
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- Business Administration (Minor)UndergraduateMinorDriehaus College of Business
- Business Analytics (BSB)UndergraduateBachelor'sDriehaus College of Business
- Business Analytics (MBA)GraduateMaster'sDriehaus College of Business
- Business Analytics (Minor)UndergraduateMinorDriehaus College of Business
- Business Analytics (MS)GraduateMaster'sDriehaus College of Business
- Business Analytics (MS), Combined Bachelor's + Master's DegreeUndergraduateGraduateDriehaus College of BusinessCombined Degrees
- Business Information Technology (MS)GraduateMaster'sJarvis College of Computing and Digital Media
- Business Information Technology (MS) OnlineGraduateMaster'sJarvis College of Computing and Digital MediaGraduate
- Business Information Technology (MS), Combined Bachelor's + Master's DegreeGraduateJarvis College of Computing and Digital MediaCombined Degrees
- Business Law Certificate, Law (JD)LawCertificateCollege of LawJuris Doctor
- Business of Visual Arts (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Cannabis Studies (Minor)UndergraduateMinorSchool of Continuing and Professional Studies
- Catholic Studies (BA)UndergraduateBachelor'sCollege of Liberal Arts and Social Sciences
- Catholic Studies (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Chemistry (BA)UndergraduateBachelor'sCollege of Science and Health
- Chemistry (BA) + Secondary Education Chemistry (MEd)UndergraduateCollege of EducationCollege of Science and HealthCombined Degrees
- Chemistry (BS)UndergraduateBachelor'sCollege of Science and Health
- Chemistry (BS) + Chemistry (MS)UndergraduateCollege of Science and HealthCombined Degrees
- Chemistry (BS) + Secondary Education Chemistry (MEd)UndergraduateCollege of EducationCollege of Science and HealthCombined Degrees
- Chemistry (Minor)UndergraduateMinorCollege of Science and Health
- Chemistry (MS)GraduateMaster'sCollege of Science and Health
- Chicago Studies (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Chinese (MA)GraduateMaster'sCollege of Liberal Arts and Social Sciences
- Chinese (MA), Combined Bachelor's + Master's DegreeUndergraduateGraduateCollege of Liberal Arts and Social SciencesCombined Degrees
- Chinese Language (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Chinese Studies (BA)UndergraduateBachelor'sCollege of Liberal Arts and Social Sciences
- Chinese Studies (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Chinese Studies 3+3 (BA+JD)UndergraduateCollege of LawCollege of Liberal Arts and Social SciencesCombined Degrees
- Cinema Studies (Minor)UndergraduateMinorCollege of Communication
- Cinematography (Minor)UndergraduateMinorJarvis College of Computing and Digital Media

- Classical Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Climate Change Science and Policy (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences College of Science and Health
- Clinical Psychology (MA)/(PhD) Graduate Master's Doctoral College of Science and Health
- Coaching (Minor) Undergraduate Minor College of Education
- Coaching and Leadership Graduate Certificate Graduate Certificate Driehaus College of Business
- Comedy Arts (BFA) Undergraduate Bachelor's The Theatre School
- Comedy Filmmaking (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media
- Commercial Chinese (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Commercial French (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Commercial Spanish (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Communication and Media (BA) Undergraduate Bachelor's College of Communication
- Communication and Media (BA) Online Undergraduate Bachelor's College of Communication Undergraduate
- Communication and Media (MA) Graduate Master's College of Communication
- Communication and Media (MA), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Communication Combined Degrees
- Communication and Media (Minor) Undergraduate Minor College of Communication
- Communication and Media 3+3 (BA+JD) Undergraduate College of Communication College of Law Combined Degrees
- Communication and Technology (BA) Undergraduate Bachelor's College of Communication
- Communication and Technology 3+3 (BA+JD) Undergraduate College of Communication College of Law Combined Degrees
- Communication Studies (BA) Undergraduate Bachelor's College of Communication
- Communication Studies (Minor) Undergraduate Minor College of Communication
- Communication Studies 3+3 (BA+JD) Undergraduate College of Communication College of Law Combined Degrees
- Community Development Certificate Graduate Certificate College of Liberal Arts and Social Sciences College of Science and Health
- Community Psychology (MA/PhD) Graduate Master's Doctoral College of Science and Health
- Community Psychology (MS) Graduate Master's College of Science and Health
- Community Service Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Comparative Literature (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Compensation and Benefits Graduate Certificate Graduate Certificate Driehaus College of Business
- Composition (BM) Undergraduate Bachelor's School of Music
- Composition (MM) Graduate Master's School of Music
- Computational Finance (MS) (College of Business) Graduate Master's Driehaus College of Business
- Computational Mathematics Graduate Certificate Graduate Certificate College of Science and Health
- Computational Physics (Minor) Undergraduate Minor College of Science and Health
- Computational Statistics and Data Analytics Graduate Certificate Graduate Certificate College of Science and Health
- Computer and Information Sciences (PhD) Graduate Doctoral Jarvis College of Computing and Digital Media
- Computer Science (BS) Undergraduate Bachelor's Jarvis College of Computing and Digital Media
- Computer Science (BS), Combined Bachelor's + Master's Degree Undergraduate Jarvis College of Computing and Digital Media Combined Degrees
- Computer Science (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media
- Computer Science (MS) Graduate Master's Jarvis College of Computing and Digital Media
- Computer Science (MS) Online Graduate Master's Jarvis College of Computing and Digital Media Graduate
- Computer Science (MS), Combined Bachelor's + Master's Degree Graduate Jarvis College of Computing and Digital Media Combined Degrees
- Computer Science + Animation (BS) Undergraduate Bachelor's Jarvis College of Computing and Digital Media
- Computer Science + Economics (BS) Undergraduate Bachelor's Jarvis College of Computing and Digital Media College of Liberal Arts and Social Sciences
- Computer Science + Geography (BS) Undergraduate Bachelor's Jarvis College of Computing and Digital Media College of Liberal Arts and Social Sciences
- Computing (BAPS) Undergraduate Bachelor's School of Continuing and Professional Studies

- Computing (BAPS) OnlineUndergraduateBachelor'sSchool of Continuing and Professional StudiesUndergraduate
- Costume Design (BFA)UndergraduateBachelor'sThe Theatre School
- Costume Technology (BFA)UndergraduateBachelor'sThe Theatre School
- Counseling (MA or MEd)GraduateMaster'sCollege of Education
- Creative Practice: Art and Writing (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Creative Producing (MFA)GraduateMaster'sJarvis College of Computing and Digital Media
- Creative Writing (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Creative Writing and Publishing (MFA)GraduateMaster'sCollege of Liberal Arts and Social Sciences
- Criminal Law Certificate, Law (JD)LawCertificateCollege of LawJuris Doctor
- Criminology (BA)UndergraduateBachelor'sCollege of Liberal Arts and Social Sciences
- Criminology (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Criminology 3+3 (BA+JD)UndergraduateCollege of LawCollege of Liberal Arts and Social SciencesCombined Degrees
- Critical Ethnic Studies (MA)GraduateMaster'sCollege of Liberal Arts and Social Sciences
- Critical Ethnic Studies (MA), Combined Bachelor's + Master's DegreeGraduateCollege of Liberal Arts and Social SciencesCombined Degrees
- Critical Ethnic Studies CertificateGraduateCertificateCollege of Liberal Arts and Social Sciences
- Curriculum Studies (EdD)GraduateDoctoralCollege of Education
- Curriculum Studies (EdS)GraduateDoctoralCollege of Education
- Curriculum Studies (MA or MEd)GraduateMaster'sCollege of Education
- Curriculum Studies (MA or MEd) OnlineGraduateMaster'sCollege of EducationGraduate
- Curriculum Studies (PhD)GraduateDoctoralCollege of Education
- Cyber-Physical Systems Engineering (BS)UndergraduateBachelor'sJarvis College of Computing and Digital Media
- Cybersecurity (BS)UndergraduateBachelor'sJarvis College of Computing and Digital Media
- Cybersecurity (BS), Combined Bachelor's + Master's DegreeUndergraduateJarvis College of Computing and Digital MediaCombined Degrees
- Cybersecurity (MS)GraduateMaster'sJarvis College of Computing and Digital Media
- Cybersecurity (MS) OnlineGraduateMaster'sJarvis College of Computing and Digital MediaGraduate
- Cybersecurity Training CertificateGraduateCertificateJarvis College of Computing and Digital Media
- Data Science (BA)UndergraduateBachelor'sCollege of Science and Health
- Data Science (BS)UndergraduateBachelor'sJarvis College of Computing and Digital Media
- Data Science (Minor)UndergraduateMinorJarvis College of Computing and Digital Media
- Data Science (MS)GraduateMaster'sJarvis College of Computing and Digital Media
- Data Science (MS) OnlineGraduateMaster'sJarvis College of Computing and Digital MediaGraduate
- Data Science (MS), Combined Bachelor's + Master's DegreeGraduateJarvis College of Computing and Digital MediaCombined Degrees
- Decision Analytics (BA)UndergraduateBachelor'sSchool of Continuing and Professional Studies
- Decision Analytics (BA) OnlineUndergraduateBachelor'sSchool of Continuing and Professional StudiesUndergraduate
- Designing for Physical Technology (Minor)UndergraduateMinorJarvis College of Computing and Digital Media
- Digital Communication and Media Arts (MA), Combined Bachelor's + Master's DegreeUndergraduateGraduateCollege of CommunicationCombined Degrees
- Digital Communication and Media Arts - CDM (MA)GraduateMaster'sJarvis College of Computing and Digital Media
- Digital Communication and Media Arts - Communication (MA)GraduateMaster'sCollege of Communication
- Digital Communication CertificateGraduateCertificateCollege of Communication
- Digital Humanities CertificateGraduateCertificateCollege of Liberal Arts and Social Sciences
- Digital Marketing (Minor)UndergraduateMinorDriehaus College of Business
- Digital Marketing (Minor: Business Students Only)UndergraduateMinorDriehaus College of Business
- Directing (MFA)GraduateMaster'sThe Theatre School
- Discrete Mathematics (Minor)UndergraduateMinorCollege of Science and Health
- Diversity, Equity and Inclusion Graduate CertificateGraduateCertificateDriehaus College of Business

- Doctor of Nursing Practice (DNP) Doctoral College of Science and Health
- Doctorate in Business Administration (DBA) Graduate Doctoral Driehaus College of Business
- Documentary (MFA) Graduate Master's Jarvis College of Computing and Digital Media
- Documentary Production (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media
- Documentary Studies (Minor) Undergraduate Minor College of Communication
- Dramaturgy/Criticism (BFA) Undergraduate Bachelor's The Theatre School
- Drawing (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Early Childhood Education (BS) Undergraduate Bachelor's College of Education
- Early Childhood Education (EdD) Graduate Doctoral College of Education
- Early Childhood Education (Minor) Undergraduate Minor College of Education
- Economic Data Analytics (BSB) Undergraduate Bachelor's Driehaus College of Business
- Economics (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- Economics (BA) + Economics and Policy Analysis (MS) Undergraduate Driehaus College of Business College of Liberal Arts and Social Sciences Combined Degrees
- Economics (BA) + Secondary Education Social Science (MEd) Undergraduate College of Education College of Liberal Arts and Social Sciences Combined Degrees
- Economics (BSB) Undergraduate Bachelor's Driehaus College of Business
- Economics (Minor) Undergraduate Minor Driehaus College of Business
- Economics (Minor: Business Students Only) Undergraduate Minor Driehaus College of Business
- Economics 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- Economics and Quantitative Analysis (MS) Graduate Master's Driehaus College of Business
- Economics and Quantitative Analysis (MS), Combined Bachelor's + Master's Degree Undergraduate Bachelor's Driehaus College of Business
- Economics Honors (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- Economics Honors (BA) + Economics and Policy Analysis (MS) Undergraduate Driehaus College of Business College of Liberal Arts and Social Sciences Combined Degrees
- Economics Honors (BA) + Secondary Education Social Science (MEd) Undergraduate College of Education College of Liberal Arts and Social Sciences Combined Degrees
- Economics Honors (BSB) Undergraduate Bachelor's Driehaus College of Business
- Economics Honors 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- Educating Adults (MA)
- Educating Adults (MA) Online
- Educating Adults (MA), Combined Bachelor's + Master's Degree
- Education and Social Justice (Minor) Undergraduate Minor College of Education
- Education, Culture, and Society (MA or MEd) Graduate Master's College of Education
- Education, Culture, and Society (MEd) Online Graduate Master's College of Education Graduate
- Education, Culture, and Society Graduate Certificate Graduate Certificate College of Education
- Educational Leadership (EdD) Graduate Doctoral College of Education
- Educational Leadership (EdS) Graduate Doctoral College of Education
- Educational Leadership (MA or MEd) Graduate Master's College of Education
- Educational Leadership (MA) Online Graduate Master's College of Education Graduate
- Educational Leadership (MEd) Online Graduate Master's College of Education
- Educational Leadership (PhD) Graduate Doctoral College of Education
- Electronics (Minor) Undergraduate Minor College of Science and Health
- Elementary Education (BS) Undergraduate Bachelor's College of Education
- Emergency Management Administration Graduate Certificate Graduate Certificate College of Liberal Arts and Social Sciences
- Energy Policy and Management Graduate Certificate Graduate Certificate College of Liberal Arts and Social Sciences
- Energy Policy and Management Undergraduate Certificate Undergraduate Certificate College of Liberal Arts and Social Sciences
- English (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences

- English (BA) + English Literature and Publishing (MA) Undergraduate College of Liberal Arts and Social Sciences Combined Degrees
- English (BA) + Secondary Education English (MEd) Undergraduate College of Education College of Liberal Arts and Social Sciences Combined Degrees
- English (BA) + Writing and Publishing (MA) Undergraduate College of Liberal Arts and Social Sciences Combined Degrees
- English 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- English as a Second Language (Minor) Undergraduate Minor College of Education
- English as a Second Language/Bilingual Education (ESL-BE) (Minor) Undergraduate Minor College of Education
- English Literature (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- English Literature and Publishing (MA) Graduate Master's College of Liberal Arts and Social Sciences
- Entrepreneurship (BSB) Undergraduate Bachelor's Driehaus College of Business
- Entrepreneurship (Minor) Undergraduate Minor Driehaus College of Business
- Entrepreneurship (Minor: Business Students Only) Undergraduate Minor Driehaus College of Business
- Entrepreneurship (MS) Online Graduate Master's Driehaus College of Business Graduate
- Entrepreneurship (MS) Online, Combined Bachelor's + Master's Degree Graduate Driehaus College of Business Combined Degrees Graduate
- Environmental Communication (Minor) Undergraduate Minor College of Communication
- Environmental Science (BS) Undergraduate Bachelor's College of Science and Health
- Environmental Science (BS) + Secondary Education Environmental Science (MEd) Undergraduate College of Education College of Science and Health Combined Degrees
- Environmental Science (Minor) Undergraduate Minor College of Science and Health
- Environmental Science (MS) Graduate Master's College of Science and Health
- Environmental Science (MS), Combined Bachelor's + Master's Degree Graduate College of Science and Health Combined Degrees
- Environmental Science/Studies (BA/BS) + Master of Science in Sustainable Management (MSSM) Undergraduate Driehaus College of Business College of Science and Health Combined Degrees
- Environmental Studies (BA) Undergraduate Bachelor's College of Science and Health
- Environmental Studies (Minor) Undergraduate Minor College of Science and Health
- Event Management and Operations (Minor) Undergraduate Minor Driehaus College of Business
- Event Planning (Minor) Undergraduate Minor College of Communication
- Exceptionality and Learning (Minor) Undergraduate Minor College of Education
- Executive Education
- Executive Master of Science in Human Resource Management (EMSHRM) Graduate Master's Driehaus College of Business
- Exercise Science (BS) Undergraduate Bachelor's College of Education
- Experimental Filmmaking (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media
- Family Law Certificate, Law (JD) Law Certificate College of Law Juris Doctor
- Family Nurse Practitioner Certificate Online Graduate Certificate College of Science and Health Graduate
- Fandom, Cult Media and Subculture (Minor) Undergraduate Minor College of Communication
- Film & Television (BA) Undergraduate Bachelor's Jarvis College of Computing and Digital Media
- Film & Television (BFA) Undergraduate Bachelor's Jarvis College of Computing and Digital Media
- Film & Television (MS) Graduate Master's Jarvis College of Computing and Digital Media
- Film & Television Directing (MFA) Graduate Master's Jarvis College of Computing and Digital Media
- Film Production (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media
- Finance (BSB) Undergraduate Bachelor's Driehaus College of Business
- Finance (Minor) Undergraduate Minor Driehaus College of Business
- Finance (Minor: Business Students Only) Undergraduate Minor Driehaus College of Business
- Finance (MSF) Graduate Master's Driehaus College of Business
- Finance (MSF) Online Graduate Master's Driehaus College of Business Graduate
- Finance (MSF) Online, Combined Bachelor's + Master's Degree Graduate Driehaus College of Business Combined Degrees Graduate

- Finance (MSF), Combined Bachelor's + Master's Degree Undergraduate Graduate Driehaus College of Business Combined Degrees
- Finance Honors (BSB) Undergraduate Bachelor's Driehaus College of Business
- Food & Beverage Management (Minor) Undergraduate Minor Driehaus College of Business
- Food Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- French (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- French (MA) Graduate Master's College of Liberal Arts and Social Sciences
- French (MA), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Liberal Arts and Social Sciences Combined Degrees
- French (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- French 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- French Translation (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Fundamentals of Psychology (Minor) Undergraduate Minor College of Science and Health
- Game Design (BS) Undergraduate Bachelor's Jarvis College of Computing and Digital Media
- Game Design (MFA) Graduate Master's Jarvis College of Computing and Digital Media
- Game Design (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media
- Game Programming (BS) Undergraduate Bachelor's Jarvis College of Computing and Digital Media
- Game Programming (MS) Graduate Master's Jarvis College of Computing and Digital Media
- Game Programming (MS) Online Graduate Master's Jarvis College of Computing and Digital Media Graduate
- Game Technical Director (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media
- General Intellectual Property Certificate, Law (JD) Law Certificate College of Law Juris Doctor
- General Psychology (Minor) Undergraduate Minor College of Science and Health
- Generalist Nursing (MSN) Graduate Master's College of Science and Health
- Geographic Information Systems Graduate Certificate Graduate Certificate College of Liberal Arts and Social Sciences
- Geographic Information Systems Undergraduate Certificate Undergraduate Certificate College of Liberal Arts and Social Sciences
- Geography (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- Geography (BA) + Secondary Education Social Science (MEd) Undergraduate College of Education College of Liberal Arts and Social Sciences Combined Degrees
- Geography (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Geography 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- German (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- German (MA) Graduate Master's College of Liberal Arts and Social Sciences
- German (MA), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Liberal Arts and Social Sciences Combined Degrees
- German (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- German 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- German Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Global Educational Leadership Online (PhD) Graduate Doctoral College of Education Graduate
- Global Fluency Certificate Undergraduate Certificate Driehaus College of Business College of Communication Jarvis College of Computing and Digital Media College of Education College of Law College of Liberal Arts and Social Sciences College of Science and Health School of Continuing and Professional Studies School of Music The Theatre School
- Global Health Certificate Graduate Certificate College of Liberal Arts and Social Sciences
- Governance, Risk Management, and Compliance Post-Master's Certificate Graduate Certificate Jarvis College of Computing and Digital Media
- Governance, Risk Management, and Compliance Post-Master's Certificate Online Graduate Certificate Jarvis College of Computing and Digital Media Graduate
- Graphic Art (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Graphic Design (BFA) Undergraduate Bachelor's Jarvis College of Computing and Digital Media

- Graphic Design (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media
- Health (Minor) Undergraduate Minor College of Education
- Health Care Administration Graduate Certificate Graduate Certificate College of Liberal Arts and Social Sciences
- Health Care Compliance Certificate, Law (JD) Law Certificate College of Law Juris Doctor
- Health Communication (MA) Graduate Master's College of Communication
- Health Communication (MA), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Communication Combined Degrees
- Health Communication Certificate Graduate Certificate College of Communication
- Health Informatics (MS) Graduate Master's Jarvis College of Computing and Digital Media
- Health Informatics (MS) Online Graduate Master's Jarvis College of Computing and Digital Media Graduate
- Health Informatics (MS), Combined Bachelor's + Master's Degree Graduate Jarvis College of Computing and Digital Media Combined Degrees
- Health Law (LLM) Law Master's College of Law
- Health Law Certificate, Law (JD) Law Certificate College of Law Juris Doctor
- Health Sciences (BS) Undergraduate Bachelor's College of Science and Health
- Health Sciences (BS) + Generalist Nursing (MSN) Master's Entry to Nursing Practice Undergraduate College of Science and Health Combined Degrees
- Health Sciences (BS) + Master of Public Health (MPH) Undergraduate College of Liberal Arts and Social Sciences College of Science and Health Combined Degrees
- Health Sciences (BS) + Occupational Therapy (MS) Undergraduate College of Science and Health Combined Degrees
- Healthcare Administration (BA) Undergraduate Bachelor's School of Continuing and Professional Studies
- History (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- History (BA) + International Studies (MA) Undergraduate College of Liberal Arts and Social Sciences Combined Degrees
- History (BA) + Secondary Education History (MEd) Undergraduate College of Education College of Liberal Arts and Social Sciences Combined Degrees
- History (MA) Graduate Master's College of Liberal Arts and Social Sciences
- History (MA), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Liberal Arts and Social Sciences Combined Degrees
- History (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- History 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- History of Art and Architecture (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- History of Art and Architecture (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- History of Art and Architecture 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- History of Law (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Hospitality Leadership (BSB) Undergraduate Bachelor's Driehaus College of Business
- Hospitality Leadership (Minor) Undergraduate Minor Driehaus College of Business
- Hospitality Leadership and Operational Performance (MS) Graduate Master's Driehaus College of Business
- Hospitality Leadership and Operational Performance (MS), Combined Bachelor's + Master's Degree Undergraduate Graduate Driehaus College of Business Combined Degrees
- Human Computer Interaction (MS) Graduate Master's Jarvis College of Computing and Digital Media
- Human Computer Interaction (MS) Online Graduate Master's Jarvis College of Computing and Digital Media Graduate
- Human Resources (MS), Combined Bachelor's + Master's Degree Undergraduate Graduate Driehaus College of Business Combined Degrees
- Human Resources (MSHR) Graduate Master's Driehaus College of Business
- Human-Centered Design (PhD) Graduate Doctoral Jarvis College of Computing and Digital Media
- Illustration (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media College of Liberal Arts and Social Sciences
- Industrial Design (BFA) Undergraduate Bachelor's Jarvis College of Computing and Digital Media
- Industrial Design (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media
- Industrial-Organizational Psychology (MA)/ (PhD) Graduate Master's Doctoral College of Science and Health
- Industrial-Organizational Psychology (Minor) Undergraduate Minor College of Science and Health

- Information Systems (BS) Undergraduate Bachelor's Jarvis College of Computing and Digital Media
- Information Systems (BS), Combined Bachelor's + Master's Degree Undergraduate Jarvis College of Computing and Digital Media Combined Degrees
- Information Systems (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media
- Information Systems (MS) Graduate Master's Jarvis College of Computing and Digital Media
- Information Systems (MS) Online Graduate Master's Jarvis College of Computing and Digital Media Graduate
- Information Systems (MS), Combined Bachelor's + Master's Degree Graduate Jarvis College of Computing and Digital Media Combined Degrees
- Information Technology (BS) Undergraduate Bachelor's Jarvis College of Computing and Digital Media
- Information Technology (BS) Online Undergraduate Bachelor's Jarvis College of Computing and Digital Media Undergraduate
- Information Technology (BS), Combined Bachelor's + Master's Degree Undergraduate Jarvis College of Computing and Digital Media Combined Degrees
- Information Technology (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media
- Information Technology, Cybersecurity & Data Privacy Law Certificate, Law (JD) Law Certificate College of Law Juris Doctor
- Intellectual Property Law & Information Technology (LLM) Law Master's College of Law
- Intercultural Communication (Minor) Undergraduate Minor College of Communication
- Interdisciplinary Studies (MA) Graduate Master's College of Liberal Arts and Social Sciences
- Interdisciplinary Studies (MS) Graduate Master's College of Liberal Arts and Social Sciences
- International and Comparative Law Certificate, Law (JD) Law Certificate College of Law Juris Doctor
- International Business (Minor: Business Students Only) Undergraduate Minor Driehaus College of Business
- International Communication (Minor) Undergraduate Minor College of Communication
- International Law (LLM) Law Master's College of Law
- International Politics (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- International Public Service (MS) Graduate Master's College of Liberal Arts and Social Sciences
- International Public Service (MS), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Liberal Arts and Social Sciences Combined Degrees
- International Studies (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- International Studies (BA) + International Studies (MA) Undergraduate College of Liberal Arts and Social Sciences Combined Degrees
- International Studies (MA) Graduate Master's College of Liberal Arts and Social Sciences
- International Studies (MA), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Liberal Arts and Social Sciences Combined Degrees
- International Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- International Studies 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- International Studies Certificate Graduate Certificate College of Liberal Arts and Social Sciences
- Irish Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Islamic World Studies (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- Islamic World Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Islamic World Studies 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- Italian (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- Italian (MA) Graduate Master's College of Liberal Arts and Social Sciences
- Italian (MA), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Liberal Arts and Social Sciences Combined Degrees
- Italian (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Italian 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- Japanese (MA) Graduate Master's College of Liberal Arts and Social Sciences
- Japanese (MA), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Liberal Arts and Social Sciences Combined Degrees
- Japanese (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences

- Japanese Studies (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- Japanese Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Japanese Studies 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- Jazz Studies (BM) Undergraduate Bachelor's School of Music
- Jazz Studies (MM) Graduate Master's School of Music
- Journalism (BA) Undergraduate Bachelor's College of Communication
- Journalism (MA) Graduate Master's College of Communication
- Journalism (MA), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Communication Combined Degrees
- Journalism (Minor) Undergraduate Minor College of Communication
- Journalism 3+3 (BA+JD) Undergraduate College of Communication College of Law Combined Degrees
- Language Proficiency Certificate Undergraduate Certificate College of Liberal Arts and Social Sciences
- Latin American and Latino Studies (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- Latin American and Latino Studies (BA) + Critical Ethnic Studies (MA) Undergraduate College of Liberal Arts and Social Sciences Combined Degrees
- Latin American and Latino Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Latin American and Latino Studies 3+3 (BA + JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- Latino Media and Communication (Minor) Undergraduate Minor College of Communication
- Latino/a Culture and Communication (BA) Undergraduate Bachelor's College of Communication College of Liberal Arts and Social Sciences
- Law (JD) Law College of Law Juris Doctor
- Law (MLS) Law Master's College of Law
- Law (MLS) Online Law Master's College of Law Graduate
- Law - Joint Degree (JD + LL.M) Law Master's College of Law Juris Doctor Joint Degrees
- Law/Business - Joint Degree (JD/ MBA) Graduate Law Master's Driehaus College of Business College of Law Juris Doctor Joint Degrees
- Law/Computer Science - Joint Degree (JD/ MS) Graduate Law Master's Jarvis College of Computing and Digital Media College of Law Juris Doctor Joint Degrees
- Law/International Public Service - Joint Degree (JD/ MS) Graduate Law Master's College of Law College of Liberal Arts and Social Sciences Juris Doctor Joint Degrees
- Law/International Studies - Joint Degree (JD/ MA) Graduate Law Master's College of Law College of Liberal Arts and Social Sciences Juris Doctor Joint Degrees
- Law/Non-Profit Management - Joint Degree (JD/ MNM) Graduate Law Master's College of Law College of Liberal Arts and Social Sciences Juris Doctor Joint Degrees
- Law/Public Administration - Joint Degree (JD/ MPA) Graduate Law College of Law College of Liberal Arts and Social Sciences Joint Degrees
- Law/Public Policy - Joint Degree (JD/ MPP) Graduate Law College of Law College of Liberal Arts and Social Sciences Joint Degrees
- Law/Public Service - Joint Degree (JD/ MS) Graduate Law Master's College of Law College of Liberal Arts and Social Sciences Juris Doctor Joint Degrees
- Leadership Studies (BA) Undergraduate Bachelor's School of Continuing and Professional Studies
- Leadership Studies (BA) Online Undergraduate Bachelor's School of Continuing and Professional Studies Undergraduate
- Leave of Absence
- Legal and Public Affairs Communication (Minor) Undergraduate Minor College of Communication
- Lesbian, Gay, Bisexual, Transgender, Queer Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Liberal Studies (MA) Graduate Master's College of Liberal Arts and Social Sciences
- Lighting Design (BFA) Undergraduate Bachelor's The Theatre School
- Linguistics (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Management (BSB) Undergraduate Bachelor's Driehaus College of Business
- Management (MBA/MPH in Public Health) Graduate Driehaus College of Business Joint Degrees
- Management (Minor) Undergraduate Minor Driehaus College of Business
- Management (Minor: Business Students Only) Undergraduate Minor Driehaus College of Business
- Management (MS) Graduate Master's Driehaus College of Business

- Management (MS), Combined Bachelor's + Master's Degree Undergraduate Graduate Driehaus College of Business Combined Degrees
- Management Honors (BSB) Undergraduate Bachelor's Driehaus College of Business
- Management Information Systems (BSB) Undergraduate Bachelor's Driehaus College of Business
- Management Information Systems (Minor) Undergraduate Minor Driehaus College of Business
- Management Information Systems (Minor: Business Students Only) Undergraduate Minor Driehaus College of Business
- Marketing (BSB) Undergraduate Bachelor's Driehaus College of Business
- Marketing (BSB) Online Undergraduate Bachelor's Driehaus College of Business Undergraduate
- Marketing (Minor) Undergraduate Minor Driehaus College of Business
- Marketing (Minor: Business Students Only) Undergraduate Minor Driehaus College of Business
- Marketing (MS) Graduate Master's Driehaus College of Business
- Marketing (MS), Combined Bachelor's + Master's Degree Undergraduate Graduate Driehaus College of Business Combined Degrees
- Marketing Analysis (MS) Graduate Master's Driehaus College of Business
- Marketing Analysis (MS), Combined Bachelor's + Master's Degree Undergraduate Graduate Driehaus College of Business Combined Degrees
- Marketing Honors (BSB) Undergraduate Bachelor's Driehaus College of Business
- Marketing: Sales Leadership (Minor) Undergraduate Minor Driehaus College of Business
- Marketing: Sales Leadership (Minor: Business Students Only) Undergraduate Minor Driehaus College of Business
- Master of Business Administration (MBA) Graduate Master's Driehaus College of Business
- Mathematical Sciences (BA) Undergraduate Bachelor's College of Science and Health
- Mathematical Sciences (BA) + Secondary Education Mathematics (MEd) Undergraduate College of Education College of Science and Health Combined Degrees
- Mathematical Sciences (BS) Undergraduate Bachelor's College of Science and Health
- Mathematical Sciences (BS) + Secondary Education Mathematics (MEd) Undergraduate College of Education College of Science and Health Combined Degrees
- Mathematics (Minor) Undergraduate Minor College of Science and Health
- Mathematics and Computer Science (BS) (College of Computing and Digital Media) Undergraduate Bachelor's Jarvis College of Computing and Digital Media
- Mathematics and Computer Science (BS) (College of Computing and Digital Media), Combined Bachelor's + Master's Degree Undergraduate Jarvis College of Computing and Digital Media Combined Degrees
- Mathematics and Computer Science (BS) (College of Science & Health) Undergraduate Bachelor's College of Science and Health
- Mathematics Education (MA) Graduate Master's College of Science and Health
- Mathematics for Community College Teaching Certificate Graduate Certificate College of Science and Health
- Mathematics for Teaching (MS) Graduate Master's College of Science and Health
- Media and Cinema Studies (BA) Undergraduate Bachelor's College of Communication
- Media and Cinema Studies (Minor) Undergraduate Minor College of Communication
- Media and Cinema Studies 3+3 (BA+JD) Undergraduate College of Communication College of Law Combined Degrees
- Medical Anthropology (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Metropolitan Planning and Development Certificate Graduate Certificate College of Liberal Arts and Social Sciences
- Middle Grades Education (BS)
- Middle Grades Education (MEd) Graduate Master's College of Education
- Middle School Mathematics Education (MS) Graduate Master's College of Education
- Motion Graphics (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media
- MSN Specialty (MSN) Online Graduate Master's College of Science and Health Graduate
- Museum Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Music (BA) Undergraduate Bachelor's School of Music
- Music Education (BM) Undergraduate Bachelor's School of Music
- Music Education (MM) Graduate Master's School of Music
- Music Entrepreneurship Certificate Undergraduate Certificate School of Music

- Music Industry: Music Business (Minor)UndergraduateMinorSchool of Music
- Music Industry: Music Recording (Minor)UndergraduateMinorSchool of Music
- Music Performance (BM)UndergraduateBachelor'sSchool of Music
- Music Performance (MM)GraduateMaster'sSchool of Music
- Music Studies (Minor)UndergraduateMinorSchool of Music
- Network Engineering and Security (BS)UndergraduateBachelor'sJarvis College of Computing and Digital Media
- Network Engineering and Security (BS), Combined Bachelor's + Master's DegreeUndergraduateJarvis College of Computing and Digital MediaCombined Degrees
- Network Engineering and Security (MS)GraduateMaster'sJarvis College of Computing and Digital Media
- Network Engineering and Security (MS) OnlineGraduateMaster'sJarvis College of Computing and Digital MediaGraduate
- Network Technologies (Minor)UndergraduateMinorJarvis College of Computing and Digital Media
- Neuroscience (BS)UndergraduateBachelor'sCollege of Science and Health
- Nonprofit Management (BA)UndergraduateBachelor'sSchool of Continuing and Professional Studies
- Nonprofit Management (BA) OnlineUndergraduateBachelor'sSchool of Continuing and Professional StudiesUndergraduate
- Nonprofit Management (MNM)GraduateMaster'sCollege of Liberal Arts and Social Sciences
- Nonprofit Management (MNM) OnlineGraduateMaster'sCollege of Liberal Arts and Social SciencesGraduate
- Nonprofit Management (MNM), Combined Bachelor's + Master's DegreeUndergraduateGraduateCollege of Liberal Arts and Social SciencesCombined Degrees
- Nonprofit Organizations (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Nursing (BSN)UndergraduateBachelor'sCollege of Science and Health
- Occupational Therapy (MS)GraduateMaster'sCollege of Science and Health
- Optimization and Operations Research Graduate CertificateGraduateCertificateCollege of Science and Health
- Organizational Communication (BA)UndergraduateBachelor'sCollege of Communication
- Organizational Communication (Minor)UndergraduateMinorCollege of Communication
- Organizational Communication 3+3 (BA+JD)UndergraduateCollege of CommunicationCollege of LawCombined Degrees
- Patent Law Certificate, Law (JD)LawCertificateCollege of LawJuris Doctor
- Peace, Justice and Conflict Studies (BA)UndergraduateBachelor'sCollege of Liberal Arts and Social Sciences
- Peace, Justice and Conflict Studies (BA), Combined Bachelor's + Master's DegreeUndergraduateCollege of Liberal Arts and Social SciencesCombined Degrees
- Peace, Justice and Conflict Studies (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Peace, Justice and Conflict Studies 3+3 (BA +JD)UndergraduateCollege of LawCollege of Liberal Arts and Social SciencesCombined Degrees
- People Analytics Graduate CertificateGraduateCertificateDriehaus College of Business
- Performance Program CertificateGraduateCertificateSchool of Music
- Performance Studies (Minor)UndergraduateMinorCollege of Communication
- Performing Arts Management (BM)UndergraduateBachelor'sSchool of Music
- Performing Arts Management (BS)UndergraduateBachelor'sSchool of Music
- Philosophy (BA)UndergraduateBachelor'sCollege of Liberal Arts and Social Sciences
- Philosophy (MA/PhD)GraduateDoctoralCollege of Liberal Arts and Social Sciences
- Philosophy (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Philosophy 3+3 (BA+JD)UndergraduateCollege of LawCollege of Liberal Arts and Social SciencesCombined Degrees
- Photography (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Physical Education (BSPE)UndergraduateBachelor'sCollege of Education
- Physical Education (Minor)UndergraduateMinorCollege of Education
- Physical Education LicensureGraduateCollege of Education
- Physics (BS)UndergraduateBachelor'sCollege of Science and Health
- Physics (BS) + Secondary Education Physics (MEd)UndergraduateCollege of EducationCollege of Science and HealthCombined Degrees
- Physics (Minor)UndergraduateMinorCollege of Science and Health
- Physics (MS)GraduateMaster'sCollege of Science and Health

- Playwriting (BFA) Undergraduate Bachelor's The Theatre School
- Political Science (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- Political Science (BA) + Secondary Education Social Science (MEd) Undergraduate College of Education College of Liberal Arts and Social Sciences Combined Degrees
- Political Science 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- Politics and Policies of Forced Migration Certificate Graduate Certificate College of Liberal Arts and Social Sciences
- Principal Endorsement Online
- Principal Preparation Option, Educational Leadership (EdS) Graduate Doctoral College of Education
- Principal: Catholic Leadership Endorsement Online
- Product Innovation and Computing (MS) Graduate Master's Jarvis College of Computing and Digital Media
- Professional Communication (MA) Online Graduate Master's College of Communication Graduate
- Professional Writing (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Project Management Post-Master's Certificate Graduate Certificate Jarvis College of Computing and Digital Media
- Project Management Post-Master's Certificate Online Graduate Certificate Jarvis College of Computing and Digital Media Graduate
- Projection Design (BFA) Undergraduate Bachelor's The Theatre School
- Psychological Research Methods (Minor) Undergraduate Minor College of Science and Health
- Psychological Science (MA)/(PhD) Graduate Master's Doctoral College of Science and Health
- Psychology (BA) Undergraduate Bachelor's College of Science and Health
- Psychology (BA) + Occupational Therapy (MS) Undergraduate College of Science and Health Combined Degrees
- Psychology (BA) Community Concentration + Community Psychology (MS) Undergraduate College of Science and Health Combined Degrees
- Psychology (BA) Industrial and Organizational Concentration + Psychology (MS) Industrial and Organizational Undergraduate College of Science and Health Combined Degrees
- Psychology (BA) Online Undergraduate Bachelor's College of Science and Health Undergraduate
- Psychology (BS) Undergraduate Bachelor's College of Science and Health
- Public Administration (MPA) Graduate Master's College of Liberal Arts and Social Sciences
- Public Administration (MPA) Online Graduate Master's College of Liberal Arts and Social Sciences Graduate
- Public Administration (MPA), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Liberal Arts and Social Sciences Combined Degrees
- Public Health (MPH) Graduate Master's College of Liberal Arts and Social Sciences
- Public Health (MPH), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Liberal Arts and Social Sciences Combined Degrees
- Public Health (MPH/MBA in Management) Graduate College of Liberal Arts and Social Sciences Joint Degrees
- Public Health Studies (Minor) Undergraduate Minor College of Science and Health
- Public Interest Law Certificate, Law (JD) Law Certificate College of Law Juris Doctor
- Public Law and Political Thought (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Public Policy (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- Public Policy (MPP) Graduate Master's College of Liberal Arts and Social Sciences
- Public Policy (MPP) Online Graduate Master's College of Liberal Arts and Social Sciences Graduate
- Public Policy (MPP), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Liberal Arts and Social Sciences Combined Degrees
- Public Policy 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- Public Policy Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Public Relations and Advertising (BA) Undergraduate Bachelor's College of Communication
- Public Relations and Advertising (MA) Graduate Master's College of Communication
- Public Relations and Advertising (MA), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Communication Combined Degrees
- Public Relations and Advertising (Minor) Undergraduate Minor College of Communication
- Public Relations and Advertising 3+3 (BA+JD) Undergraduate College of Communication College of Law Combined Degrees
- Public Service Management (MS) Graduate Master's College of Liberal Arts and Social Sciences

- Public Service Management (MS) Online Graduate Master's College of Liberal Arts and Social Sciences Graduate
- Public Service Management (MS), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Liberal Arts and Social Sciences Combined Degrees
- Publishing Certificate Graduate Certificate College of Liberal Arts and Social Sciences
- Pure Mathematics (MS) Graduate Master's College of Science and Health
- Pure Mathematics (MS), Combined Bachelor's + Master's Degree Undergraduate Graduate College of Science and Health Combined Degrees
- Pure Mathematics Graduate Certificate Graduate Certificate College of Science and Health
- Radio, TV, and New Media (Minor) Undergraduate Minor College of Communication
- Reading Specialist (MA or MEd) Graduate Master's College of Education
- Real Estate (BSB) Undergraduate Bachelor's Driehaus College of Business
- Real Estate (Minor) Undergraduate Minor Driehaus College of Business
- Real Estate (MS) Graduate Master's Driehaus College of Business
- Real Estate (MS), Combined Bachelor's + Master's Degree Undergraduate Graduate Driehaus College of Business Combined Degrees
- Recreation and Sport Management (BA) Undergraduate Bachelor's School of Continuing and Professional Studies
- Recreation and Sport Management (BA) Online Undergraduate Bachelor's School of Continuing and Professional Studies Undergraduate
- Refugee and Forced Migration Studies (MS) Graduate Master's College of Liberal Arts and Social Sciences
- Relational Communication (Minor) Undergraduate Minor College of Communication
- Religious Studies (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- Religious Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Religious Studies 3+3 (BA+JD) Undergraduate College of Law College of Liberal Arts and Social Sciences Combined Degrees
- Research Psychology (MS) Graduate Master's College of Science and Health
- Revenue Management (Minor) Undergraduate Minor Driehaus College of Business
- Rhetoric (Minor) Undergraduate Minor College of Communication
- Russian Studies (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Scene Design (BFA) Undergraduate Bachelor's The Theatre School
- Science Education (MS) Graduate Master's College of Science and Health
- Screenwriting (MFA) Graduate Master's Jarvis College of Computing and Digital Media
- Screenwriting (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media
- Secondary Education (BA/BS) Undergraduate Bachelor's College of Education
- Secondary Education Biology (BS) Undergraduate Bachelor's College of Education
- Secondary Education Chemistry (BS) Undergraduate Bachelor's College of Education
- Secondary Education English (BA) Undergraduate Bachelor's College of Education
- Secondary Education Environmental Science (BS) Undergraduate Bachelor's College of Education
- Secondary Education History (BA) Undergraduate Bachelor's College of Education
- Secondary Education Mathematics (BA) Undergraduate Bachelor's College of Education
- Secondary Education Mathematics (BS) Undergraduate Bachelor's College of Education
- Secondary Education Physics (BS) Undergraduate Bachelor's College of Education
- Secondary Education Social Science (BA) Undergraduate Bachelor's College of Education
- Secondary Education Visual Art (BA) Undergraduate Bachelor's College of Education
- Social Research Certificate Graduate Certificate College of Liberal Arts and Social Sciences
- Social Work (Minor) Undergraduate Minor College of Liberal Arts and Social Sciences
- Social Work (MSW) Graduate Master's College of Liberal Arts and Social Sciences
- Social Work (MSW/MA Women's and Gender Studies) Graduate College of Liberal Arts and Social Sciences Joint Degrees
- Sociology (BA) Undergraduate Bachelor's College of Liberal Arts and Social Sciences
- Sociology (BA), Combined Bachelor's + Master's in Social Work (MSW) Undergraduate College of Liberal Arts and Social Sciences Combined Degrees

- Sociology (MA)GraduateMaster'sCollege of Liberal Arts and Social Sciences
- Sociology (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Sociology 3+3 (BA+JD)UndergraduateCollege of LawCollege of Liberal Arts and Social SciencesCombined Degrees
- Sociology BA + Secondary Education Social Science MEdUndergraduateCollege of EducationCollege of Liberal Arts and Social SciencesCombined Degrees
- Sociology BA + Sociology MAUndergraduateCollege of Liberal Arts and Social SciencesCombined Degrees
- Sociology MA, Combined Bachelor's + Master's DegreeGraduateCollege of Liberal Arts and Social SciencesCombined Degrees
- Software Engineering (Minor)UndergraduateMinorJarvis College of Computing and Digital Media
- Software Engineering (MS)GraduateMaster'sJarvis College of Computing and Digital Media
- Software Engineering (MS) OnlineGraduateMaster'sJarvis College of Computing and Digital MediaGraduate
- Sound Design (BFA)UndergraduateBachelor'sThe Theatre School
- Sound Design for Film & Television (Minor)UndergraduateMinorJarvis College of Computing and Digital Media
- Sound Recording Technology (BS)UndergraduateBachelor'sSchool of Music
- Spanish (BA)UndergraduateBachelor'sCollege of Liberal Arts and Social Sciences
- Spanish (MA)GraduateMaster'sCollege of Liberal Arts and Social Sciences
- Spanish (MA), Combined Bachelor's + Master's DegreeUndergraduateGraduateCollege of Liberal Arts and Social SciencesCombined Degrees
- Spanish (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Spanish 3+3 (BA+JD)UndergraduateCollege of LawCollege of Liberal Arts and Social SciencesCombined Degrees
- Spanish Linguistics (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Spanish Translation (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Special Education (BS)UndergraduateBachelor'sCollege of Education
- Special Education (MEd)GraduateMaster'sCollege of Education
- Special Education (Minor)UndergraduateMinorCollege of Education
- Special Education CertificateGraduateCertificateCollege of Education
- Speech Language Pathology (Minor)UndergraduateMinorCollege of Science and Health
- Speech Language Pathology (MS)GraduateMaster'sCollege of Science and Health
- Sport, Fitness and Recreation Leadership (MS) OnlineGraduateMaster'sCollege of EducationGraduate
- Sports Business (BSB)UndergraduateBachelor'sDriehaus College of Business
- Sports Business (Minor: Business Students Only)UndergraduateMinorDriehaus College of Business
- Sports Communication (BA)UndergraduateBachelor'sCollege of Communication
- Sports Communication (Minor)UndergraduateMinorCollege of Communication
- Sports Communication 3+3 (BA+JD)UndergraduateCollege of CommunicationCollege of LawCombined Degrees
- Stage Management (BFA)UndergraduateBachelor'sThe Theatre School
- Statistics (Minor)UndergraduateMinorCollege of Science and Health
- Strategic Writing and Advancement for Nonprofits Graduate CertificateGraduateCertificateCollege of Liberal Arts and Social Sciences
- Studio Art (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Superintendent Option, Educational Leadership (EdS)GraduateDoctoralCollege of Education
- Supply Chain Management (MS)GraduateMaster'sDriehaus College of Business
- Supply Chain Management (MS), Combined Bachelor's + Master's DegreeUndergraduateGraduateDriehaus College of BusinessCombined Degrees
- Sustainability Studies (Minor)UndergraduateMinorCollege of Science and Health
- Sustainable Management (MS)GraduateMaster'sDriehaus College of Business
- Sustainable Management (MS), Combined Bachelor's + Master's DegreeUndergraduateGraduateDriehaus College of BusinessCombined Degrees
- Sustainable Urban Development (MA)GraduateMaster'sCollege of Liberal Arts and Social Sciences
- Sustainable Urban Development (MA), Combined Bachelor's + Master's DegreeUndergraduateGraduateCollege of Liberal Arts and Social SciencesCombined Degrees
- Sustainable Urban Food Systems CertificateGraduateCertificateCollege of Liberal Arts and Social Sciences

- Tax Law Certificate, Law (JD) Law Certificate College of Law Juris Doctor
- Taxation (LLM) Law Master's College of Law
- Taxation (MSTAX) Online Graduate Master's Driehaus College of Business Graduate
- TEACH: Secondary Education Biology (MEd) Graduate Master's College of Education
- TEACH: Secondary Education Chemistry (MEd) Graduate Master's College of Education
- TEACH: Secondary Education English (MEd) Graduate Master's College of Education
- TEACH: Secondary Education Environmental Science (MEd) Graduate Master's College of Education
- TEACH: Secondary Education History (MEd) Graduate Master's College of Education
- TEACH: Secondary Education Mathematics (MEd) Graduate Master's College of Education
- TEACH: Secondary Education Physics (MEd) Graduate Master's College of Education
- TEACH: Secondary Education Social Science (MEd) Graduate Master's College of Education
- Teacher Leader Option, Educational Leadership (EdS) Graduate Doctoral College of Education
- Teaching and Learning: Early Childhood Education (MA or MEd) Online Graduate Master's College of Education
- Teaching and Learning: Elementary Education (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: Physical Education (MEd) Graduate Master's College of Education
- Teaching and Learning: Secondary Education - Biology (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: Secondary Education - Chemistry (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: Secondary Education - English (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: Secondary Education - Environmental Science (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: Secondary Education - History (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: Secondary Education - Mathematics (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: Secondary Education - Physics (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: Secondary Education - Social Science (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: Secondary Education - Visual Arts (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: World Language - Arabic (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: World Language - Chinese (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: World Language - French (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: World Language - German (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: World Language - Italian (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: World Language - Japanese (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: World Language - Latin (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: World Language - Russian (MA or MEd) Graduate Master's College of Education
- Teaching and Learning: World Language - Spanish (MA or MEd) Graduate Master's College of Education
- Teaching English in Two-Year Colleges Certificate Graduate Certificate College of Liberal Arts and Social Sciences
- Teaching English to Speakers of Other Languages Certificate Graduate Certificate College of Liberal Arts and Social Sciences
- Television Production (Minor) Undergraduate Minor Jarvis College of Computing and Digital Media
- Theatre Arts (BFA) Undergraduate Bachelor's The Theatre School
- Theatre Management (BFA) Undergraduate Bachelor's The Theatre School
- Theatre Studies (Minor) Undergraduate Minor The Theatre School
- Theatre Technology (BFA) Undergraduate Bachelor's The Theatre School
- Translation and Interpreting Studies Graduate Certificate Graduate Certificate College of Liberal Arts and Social Sciences
- Translation and Interpreting Studies Undergraduate Certificate Undergraduate Certificate College of Liberal Arts and Social Sciences
- Trauma Psychology Certificate Undergraduate Certificate College of Science and Health
- Trauma Psychology Graduate Certificate Graduate Certificate College of Science and Health
- U.S. Legal Studies (LLM) Law Master's College of Law

- Undergraduate Certificate in Disability Justice, Rights, and Policy StudiesUndergraduateCertificateCollege of Liberal Arts and Social Sciences
- Undergraduate Spanish for Healthcare CertificateUndergraduateCertificateCollege of Liberal Arts and Social Sciences
- Urban Geography and Planning (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- User Experience Design (BS)UndergraduateBachelor'sJarvis College of Computing and Digital Media
- User Experience Design (BS), Combined Bachelor's + Master's DegreeUndergraduateJarvis College of Computing and Digital MediaCombined Degrees
- User Experience Design (Minor)UndergraduateMinorJarvis College of Computing and Digital Media
- Value-Creating Education for Global Citizenship (MEd)OnlineGraduateMaster'sCollege of EducationGraduate
- Value-Creating Education for Global Citizenship (PhD)OnlineGraduateDoctoralCollege of EducationGraduate
- Visual Effects (Minor)UndergraduateMinorJarvis College of Computing and Digital Media
- Wig and Makeup (BFA)UndergraduateBachelor'sThe Theatre School
- Women's and Gender Studies (BA)UndergraduateBachelor'sCollege of Liberal Arts and Social Sciences
- Women's and Gender Studies (MA)GraduateMaster'sCollege of Liberal Arts and Social Sciences
- Women's and Gender Studies (MA), Combined Bachelor's + Master's DegreeGraduateCollege of Liberal Arts and Social SciencesCombined Degrees
- Women's and Gender Studies (MA/MSW Social Work)UndergraduateGraduateCollege of Liberal Arts and Social SciencesJoint Degrees
- Women's and Gender Studies (Minor)UndergraduateMinorCollege of Liberal Arts and Social Sciences
- Women's and Gender Studies CertificateGraduateCertificateCollege of Liberal Arts and Social Sciences
- Women's and Gender Studies (BA) + Women's and Gender Studies (MA)UndergraduateCollege of Liberal Arts and Social SciencesCombined Degrees
- World Language Education Chinese (BA)UndergraduateBachelor'sCollege of Education
- World Language Education French (BA)UndergraduateBachelor'sCollege of Education
- World Language Education German (BA)UndergraduateBachelor'sCollege of Education
- World Language Education Italian (BA)UndergraduateBachelor'sCollege of Education
- World Language Education Japanese (BA)UndergraduateBachelor'sCollege of Education
- World Language Education Spanish (BA)UndergraduateBachelor'sCollege of Education
- Writing and Publishing (MA)GraduateMaster'sCollege of Liberal Arts and Social Sciences
- Writing and Rhetoric (BA)UndergraduateBachelor'sCollege of Liberal Arts and Social Sciences
- Writing and Rhetoric (BA) + Secondary Education English (MED)UndergraduateCollege of EducationCollege of Liberal Arts and Social SciencesCombined Degrees
- Writing and Rhetoric (BA) OnlineUndergraduateBachelor'sCollege of Liberal Arts and Social SciencesUndergraduate
- Writing and Rhetoric 3+3 (BA+JD)UndergraduateCollege of LawCollege of Liberal Arts and Social SciencesCombined Degrees
- Writing, Rhetoric and Discourse (MA)GraduateMaster'sCollege of Liberal Arts and Social Sciences
- Writing, Rhetoric, and Discourse (MA), Combined Bachelor's + Master's DegreeUndergraduateGraduateCollege of Liberal Arts and Social SciencesCombined Degrees
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Accountancy (BSB)

The objectives of the Bachelor of Science in Business with a major in Accountancy are to provide students with a solid foundation in the theory, principles, and procedures of the discipline and professional practice of accountancy, including the study of financial, managerial and tax accounting as well as auditing and systems; to encourage and prepare students for professional certification; to foster an understanding of the profession of accountancy and its role in modern business environments; and to develop an awareness of the need for continuing intellectual development through either professional or academic means.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	50
Open Electives	10
Total hours required	192

Learning Outcomes

Core Outcomes

- Use analytical and reflective skills in decision making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.

- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

Program Specific Outcomes

Students will be able to:

- Apply and explain the application of accounting standards and regulation, and where appropriate international accounting standards.
- Communicate effectively both orally and in writing.
- Use research databases to research accounting issues.
- Apply accounting knowledge in new and unfamiliar circumstances.
- Use technology and data analytics to facilitate accounting and auditing decisions.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	

Global Business Perspective ⁴

Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 363	ECONOMICS OF THE EUROPEAN UNION	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 357	INTERNATIONAL BUSINESS	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT	
MKT 360	INTERNATIONAL MARKETING	
SOC 217	WORK IN A GLOBALIZED WORLD	
A course taken as part of a term-long study abroad program		

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Grade Minimum Requirements for Accountancy Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, and MAT 137.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

¹ PHL 248/MGT 248 is required in PI or REL 228/MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

In addition to ACC 101 and ACC 102, a student majoring in Accountancy is required to complete the following courses totaling at least 50.0 hours:

Course	Title	Quarter Hours
ACC 250	CAREER MANAGEMENT FOR ACCOUNTANTS	2
ACC 300	ACCOUNTING ANALYTICS	4
ACC 301	ACCOUNTING INFORMATION SYSTEMS	4
ACC 303	COST & MANAGERIAL ACCOUNTING	4
ACC 304	FINANCIAL REPORTING I	4
ACC 305	FINANCIAL REPORTING II	4
ACC 306	FINANCIAL REPORTING III	4
ACC 308	ADVANCED FINANCIAL ACCOUNTING I	4
ACC 312	ADVANCED FINANCIAL ACCOUNTING II (formerly ACC 350)	4
ACC 372	AUDITING I	4
ACC 374	AUDITING II	4
ACC 380	TAX TREATMENT OF INDIVIDUALS AND PROPERTY	4
ACC 383	TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS	4

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Open Electives

Open elective credit (10.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Financial Reporting Course

Students who have taken the financial accounting course, ACC 307-H taught within the finance cohort are exempt from taking the financial accounting course ACC 304.

Graduation Requirements

All Accountancy (ACC) courses and any courses used toward the Accountancy major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Concentration Requirements

A concentration provides focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students *may* choose the following:

- Accountancy (BSB), Internal Audit Concentration (p. 48)

Sample Schedule

Students majoring in Accountancy are encouraged to take the required courses in the following order:

Course	Title	Hours
First Year		
Fall Quarter		
ACC 101	INTRODUCTION TO ACCOUNTING I	4
Winter Quarter		
ACC 102	INTRODUCTION TO ACCOUNTING II	4
ACC 250	CAREER MANAGEMENT FOR ACCOUNTANTS	2
Spring Quarter		
ACC 303	COST & MANAGERIAL ACCOUNTING	4
Second Year		
Fall Quarter		
ACC 300	ACCOUNTING ANALYTICS	4
ACC 304	FINANCIAL REPORTING I	4
Winter Quarter		
ACC 305	FINANCIAL REPORTING II	4
Spring Quarter		
ACC 306	FINANCIAL REPORTING III	4
Third Year		
Fall Quarter		
ACC 301	ACCOUNTING INFORMATION SYSTEMS	4
ACC 372	AUDITING I	4
Winter Quarter		
ACC 374	AUDITING II	4
Spring Quarter		
ACC 380	TAX TREATMENT OF INDIVIDUALS AND PROPERTY	4
Fourth Year		
Fall Quarter		
ACC 383	TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS	4

Winter Quarter

ACC 308 ADVANCED FINANCIAL ACCOUNTING I 4

Spring Quarter

ACC 312 ADVANCED FINANCIAL ACCOUNTING II 4

Students should take ACC 250 as soon as possible.

Accountancy (BSB) + Audit and Advisory Services (MSAA)

The Combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The Combined BSB + MSAA Program allows accountancy majors to complete a bachelor's degree and a Master of Science in Audit and Advisory Services (MSAA) degree in as few as five years.

The MSAA provides students with advanced auditing skills and prepares them to succeed as accountants at both public accounting firms and corporate internal audit departments. Students receive hands-on training with audit tools, visualization techniques and data analytics. The program also uses forensic accounting to prepare students to understand what questions to ask of financial data and how to interpret the findings. Students graduate with a set of integrated competencies that are highly valued by the accounting profession.

Classes During Senior Year

In this program, students will take three graduate classes during their senior year. These three classes will count toward both the bachelor's degree and master's degree as indicated below.

Course	Title	Quarter Hours
ACC 547	AUDITING I ¹	4
ACC 550	AUDITING II ²	4
ACC 640	ADVANCED TOPICS IN ACCOUNTING THEORY II ³	4

¹ replaces ACC 372; prerequisite ACC 305

² replaces ACC 374; prerequisite ACC 372

³ replaces ACC 312 (formerly ACC 350); prerequisite ACC 305 and ACC 380

These courses are offered every quarter except summer and may be taken at any time providing prerequisites have been met. These courses must be taken in-person and not online.

Graduate Year

Upon completion of the bachelor's degree, students complete the remaining master's degree requirements.

Visit the MSAA degree requirements (p. 184) in the course catalog for more information.

Admission Requirements

Current DePaul accountancy majors who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200
- A minimum Accountancy (ACC) grade point average of 3.000
- B or higher in each of the three graduate classes taken during senior year

Students should apply for admission while enrolled in ACC 305.

Students must maintain the same GPA standards above by the end of senior year to continue into the MSAA program.

To apply to the program, go to <https://grad.depaul.edu/apply> (<https://grad.depaul.edu/apply/>).

- Select Audit and Advisory Services-Combined
- Select the term you plan to begin the master's degree after finishing your bachelor's degree. This term can be changed at a later date if your plans change.
- Not required: GMAT exam, personal statement, recommendations, and application fee.
- You may upload your unofficial transcript available through Campus Connect.

Accountancy (BSB) + Taxation (MSTAX) Online

The Combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The Combined BSB-Accountancy + MS Taxation Program allows accountancy majors to complete a bachelor's degree and a Master of Science in Taxation (MSTAX) degree in as few as five years.

The Master of Science (MS) in taxation is an integrated program of study that provides the foundation for exceptional performance and leadership in the field of taxation.

One of the first MS in taxation programs in the United States, DePaul's program is structured for working professionals to enhance understanding and analysis of complex tax statutes, tax regulations, related cases and rulings, and the Internal Revenue Code.

MS in taxation students gain technical competencies; analytical, communications and interpretive skills; and leadership abilities that prepare them to add value at the highest levels in their firms, businesses and organizations.

Classes During Senior Year

In this program, students will take three graduate classes during their senior year. These three classes will count toward both the bachelor's degree and master's degree as indicated below.

Course	Title	Quarter Hours
ACC 551	TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS ¹	4
ACC 558	TAX RESEARCH ²	4

ACC 565	TAX ACCOUNTING, PERIODS, AND METHODS	4
or ACC 566	FEDERAL INCOME TAX PROCEDURES	

¹ replaces ACC 383; prerequisite ACC 380

² replaces ACC 312 (formerly ACC 350); prerequisite ACC 551

These courses must be taken in-person and not online.

Graduate Year

Upon completion of the bachelor's degree, students complete the remaining master's degree requirements.

Visit the MS Taxation Online degree requirements (p. 1132) in the course catalog for more information.

Admission Requirements

Current DePaul accountancy majors who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200
- A minimum Accountancy (ACC) grade point average of 3.000
- B or higher in each of the three graduate classes taken during senior year
- B or higher in ACC 380

Students should apply for admission while enrolled in ACC 380.

Students must maintain the same GPA standards above by the end of senior year to continue into the MST program.

To apply to the program, go to <https://grad.depaul.edu/apply> (<https://grad.depaul.edu/apply/>).

- Select Taxation – Combined Degree
- Select the term you plan to begin the master's degree after finishing your bachelor's degree. This term can be changed at a later date if your plans change.
- Not required: GMAT exam, personal statement, recommendations, and application fee.
- You may upload your unofficial transcript available through Campus Connect.

Accountancy (BSB), Internal Audit Concentration

Available to students majoring in Accountancy, the optional concentration in Internal Audit prepares students to meet the challenges of the profession and provides them with knowledge of the internal audit function that is becoming increasingly important in the global business community. Students experience rigorous classroom learning designed to deliver the knowledge and practical skills they'll need to succeed during the first years of their careers including: oral and written communication, understanding of internal audit's role of providing objective assurance of key governance, risk management, and compliance processes, use information technology processes and controls in the assurance function, and development of teamwork and leadership skills. Successful

students will enjoy opportunities to visit companies and interact with Chief Audit Executives on risk assessment projects.

A student completing the concentration in Internal Audit is required to take three courses:

Course	Title	Quarter Hours
ACC 372	AUDITING I	4
ACC 376	INTERNAL AUDITING	4
ACC 375 or IS 344	FRAUD EXAMINATION AND FORENSIC AUDITING IT AUDITING	4

Courses for the concentration may be taken in any order.

To declare the concentration in Internal Audit, a student must be a declared Accountancy major. The concentration may be declared at the same time as major declaration or added afterward. All courses for the concentration must be completed with a minimum grade of C-.

Accountancy (BSB) Online

The objectives of the Bachelor of Science in Business with a major in Accountancy are to provide students with a solid foundation in the theory, principles, and procedures of the discipline and professional practice of accountancy, including the study of financial, managerial and tax accounting as well as auditing and systems; to encourage and prepare students for professional certification; to foster an understanding of the profession of accountancy and its role in modern business environments; and to develop an awareness of the need for continuing intellectual development through either professional or academic means.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	50
Open Electives	10
Total hours required	192

Learning Outcomes

Learning Outcomes

Core Outcomes

- Use analytical and reflective skills in decision making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

Students will be able to:

- Apply and explain the application of accounting standards and regulation, and where appropriate international accounting standards.
- Communicate effectively both orally and in writing.
- Use research databases to research accounting issues.

- Apply accounting knowledge in new and unfamiliar circumstances.
- Use technology and data analytics to facilitate accounting and auditing decisions.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	

ECO 363	ECONOMICS OF THE EUROPEAN UNION
FIN 340	INTERNATIONAL FINANCE
FIN 355	GLOBAL IPOs & VENTURE CAPITAL
IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT
MGT 357	INTERNATIONAL BUSINESS
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT
MKT 360	INTERNATIONAL MARKETING
SOC 217	WORK IN A GLOBALIZED WORLD

A course taken as part of a term-long study abroad program

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Grade Minimum Requirements for Accountancy Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, and MAT 137.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

¹ PHL 248/MGT 248 is required in PI or REL 228/MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

In addition to ACC 101 and ACC 102, a student majoring in Accountancy is required to complete the following courses totaling at least 50.0 hours:

Course	Title	Quarter Hours
ACC 250	CAREER MANAGEMENT FOR ACCOUNTANTS	2
ACC 300	ACCOUNTING ANALYTICS	4
ACC 301	ACCOUNTING INFORMATION SYSTEMS	4
ACC 303	COST & MANAGERIAL ACCOUNTING	4
ACC 304	FINANCIAL REPORTING I	4
ACC 305	FINANCIAL REPORTING II	4
ACC 306	FINANCIAL REPORTING III	4
ACC 308	ADVANCED FINANCIAL ACCOUNTING I	4
ACC 312	ADVANCED FINANCIAL ACCOUNTING II (formerly ACC 350)	4
ACC 372	AUDITING I	4
ACC 374	AUDITING II	4
ACC 380	TAX TREATMENT OF INDIVIDUALS AND PROPERTY	4
ACC 383	TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS	4

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Open Electives

Open elective credit (10.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Concentration

The Internal Audit concentration is not available in the Online Accountancy degree.

Graduation Requirements

All Accountancy (ACC) courses and any courses used toward the Accountancy major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Accountancy (BSB) Online + Audit and Advisory Services (MSAA)

The Combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The Combined BSB + MSAA Program allows accountancy majors to complete a bachelor's degree and a Master of Science in Audit and Advisory Services (MSAA) degree in as few as five years.

The MSAA provides students with advanced auditing skills and prepares them to succeed as accountants at both public accounting firms and corporate internal audit departments. Students receive hands-on training with audit tools, visualization techniques and data analytics. The program also uses forensic accounting to prepare students to understand what questions to ask of financial data and how to interpret the findings. Students graduate with a set of integrated competencies that are highly valued by the accounting profession.

Classes During Senior Year

In this program, students will take three graduate classes during their senior year. These three classes will count toward both the bachelor's degree and master's degree as indicated below.

Course	Title	Quarter Hours
ACC 547	AUDITING I ¹	4
ACC 550	AUDITING II ²	4
ACC 640	ADVANCED TOPICS IN ACCOUNTING THEORY II ³	4

¹ replaces ACC 372, prerequisite ACC 305

² replaces ACC 374; prerequisite ACC 372

³ replaces ACC 312 (formerly ACC 350); prerequisite ACC 305 and ACC 380

These courses are offered every quarter except summer and may be taken at any time providing prerequisites have been met. These courses must be taken in-person and not online.

Graduate Year

Upon completion of the bachelor's degree, students complete the remaining master's degree requirements.

Visit the MSAA degree requirements (p. 184) in the course catalog for more information.

Admission Requirements

Current DePaul accountancy majors who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200
- A minimum Accountancy (ACC) grade point average of 3.000
- B or higher in each of the three graduate classes taken during senior year

Students should apply for admission while enrolled in ACC 305.

Students must maintain the same GPA standards above by the end of senior year to continue into the MSA program.

To apply to the program, go to <https://grad.depaul.edu/apply> (<https://grad.depaul.edu/apply/>).

- Select Audit and Advisory Services-Combined
- Select the term you plan to begin the master's degree after finishing your bachelor's degree. This term can be changed at a later date if your plans change.
- Not required: GMAT exam, personal statement, recommendations, and application fee.
- You may upload your unofficial transcript available through Campus Connect.

Accountancy (BSB) Online + Taxation (MSTAX) Online

The Combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The Combined BSB-Accountancy + MS Taxation Program allows accountancy majors to complete a bachelor's degree and a Master of Science in Taxation (MSTAX) degree in as few as five years.

The Master of Science (MS) in taxation is an integrated program of study that provides the foundation for exceptional performance and leadership in the field of taxation.

One of the first MS in taxation programs in the United States, DePaul's program is structured for working professionals to enhance understanding and analysis of complex tax statutes, tax regulations, related cases and rulings, and the Internal Revenue Code.

MS in taxation students gain technical competencies; analytical, communications and interpretive skills; and leadership abilities that prepare them to add value at the highest levels in their firms, businesses and organizations.

Classes During Senior Year

In this program, students will take three graduate classes during their senior year. These three classes will count toward both the bachelor's degree and master's degree as indicated below.

Course	Title	Quarter Hours
ACC 551	TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS ¹	4
ACC 558	TAX RESEARCH ²	4

ACC 565	TAX ACCOUNTING, PERIODS, AND METHODS	4
or ACC 566	FEDERAL INCOME TAX PROCEDURES	

¹ replaces ACC 383; prerequisite ACC 380

² replaces ACC 312 (formerly ACC 350); prerequisite ACC 551

Graduate Year

Upon completion of the bachelor's degree, students complete the remaining master's degree requirements.

Visit the MS Taxation Online degree requirements (p. 1132) in the course catalog for more information.

Admission Requirements

Current DePaul accountancy majors who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200
- A minimum Accountancy (ACC) grade point average of 3.000
- B or higher in each of the three graduate classes taken during senior year
- B or higher in ACC 380

Students should apply for admission while enrolled in ACC 380.

Students must maintain the same GPA standards above by the end of senior year to continue into the MST program.

To apply to the program, go to <https://grad.depaul.edu/apply> (<https://grad.depaul.edu/apply/>).

- Select Taxation – Combined Degree
- Select the term you plan to begin the master's degree after finishing your bachelor's degree. This term can be changed at a later date if your plans change.
- Not required: GMAT exam, personal statement, recommendations, and application fee.
- You may upload your unofficial transcript available through Campus Connect.

Accountancy (Minor)

Available to students majoring outside the Driehaus College of Business, the Accountancy minor is designed for those students seeking to acquire skills in analyzing, interpreting, and communicating financial information to complement their major course of study.

Prerequisite Requirements

Students must meet the prerequisite course equivalency of pre-calculus (MAT 130 (<https://catalog.depaul.edu/search/?P=MAT%20130>)) PRECALCULUS prior to taking the first course in the minor.

Course Requirements

A non-Driehaus student minoring in Accountancy is required to complete the following courses totaling at least 24.0 hours:

Course	Title	Quarter Hours
Required Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I	4
ACC 102	INTRODUCTION TO ACCOUNTING II	4
ACC 304	FINANCIAL REPORTING I	4
Electives		
Select three of the following:		12
ACC 301	ACCOUNTING INFORMATION SYSTEMS	
ACC 303	COST & MANAGERIAL ACCOUNTING	
ACC 305	FINANCIAL REPORTING II	
ACC 306	FINANCIAL REPORTING III	
ACC 308	ADVANCED FINANCIAL ACCOUNTING I	
ACC 312	ADVANCED FINANCIAL ACCOUNTING II	
ACC 370	PROFESSIONAL RESPONSIBILITIES & BUSINESS LAW	
ACC 372	AUDITING I	
ACC 374	AUDITING II	
ACC 375	FRAUD EXAMINATION AND FORENSIC AUDITING	
ACC 376	INTERNAL AUDITING	
ACC 380	TAX TREATMENT OF INDIVIDUALS AND PROPERTY	
ACC 383	TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS	
ACC 398	SPECIAL TOPICS (with approval)	
ACC 399	INDEPENDENT STUDY	

ACC 250, ACC 300, ACC 393 may not be used toward minor requirements.

Graduation Requirements

All Accountancy (ACC) courses and any courses used toward the Accountancy minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Accountancy (Minor: Business Students Only)

Students in the Driehaus College of Business who minor in Accountancy will acquire skills in analyzing, interpreting and communicating financial information to complement their major course of study.

Course Requirements

In addition to ACC 101 and ACC 102, a Driehaus student minoring in Accountancy is required to complete the following courses totaling at least 16.0 hours:

Course	Title	Quarter Hours
ACC 304	FINANCIAL REPORTING I (or ACC 307 if Finance Honors student)	4
Select three of the following Accountancy electives:		12
ACC 301	ACCOUNTING INFORMATION SYSTEMS	
ACC 303	COST & MANAGERIAL ACCOUNTING	
ACC 305	FINANCIAL REPORTING II	

ACC 306	FINANCIAL REPORTING III
ACC 308	ADVANCED FINANCIAL ACCOUNTING I
ACC 312	ADVANCED FINANCIAL ACCOUNTING II
ACC 370	PROFESSIONAL RESPONSIBILITIES & BUSINESS LAW
ACC 372	AUDITING I
ACC 374	AUDITING II
ACC 375	FRAUD EXAMINATION AND FORENSIC AUDITING
ACC 376	INTERNAL AUDITING
ACC 380	TAX TREATMENT OF INDIVIDUALS AND PROPERTY
ACC 383	TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS
ACC 398	SPECIAL TOPICS (with approval)
ACC 399	INDEPENDENT STUDY

ACC 250, ACC 300, ACC 393 may not be used toward minor requirements.

Financial Reporting Course

Students who have taken ACC 307 FINANCIAL REPORTING I FOR FINANCE HONORS STUDENTS are exempt from taking ACC 304 FINANCIAL REPORTING I.

Graduation Requirements

All Accountancy (ACC) courses and any courses used toward the Accountancy minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Accountancy (MSACC) Online

Program Description

The nationally ranked Master of Science (MS) in Accountancy is intended for students who do not have an undergraduate accounting degree and wish to pursue a career in accountancy. Through the program's challenging and integrated sequence of courses, students become proficient in topics that are relevant to the work of a professional accountant. Students also gain a solid understanding of other business disciplines and their relationship to accounting issues.

Program Features

Faculty expertise and experience. Bringing both theory and practice into the classroom, DePaul's accountancy faculty includes distinguished scholars and professionals who have served as internal auditors, team managers, chief financial officers, controllers and partners in accounting firms.

Location. DePaul's location in the heart of Chicago's financial and business community gives students access to employers at top companies, including international accounting and consulting firms.

Strong alumni network. The alumni of DePaul's graduate and undergraduate accounting programs form one of the largest accounting and tax networks in the Chicago area, providing unparalleled access to career opportunities and networking.

Online learning. The program can be completed entirely online, a benefit for students who seek a flexible schedule or do not live in the area. The online option provides full access to the MS in Accountancy's

comprehensive curriculum through video lectures and course materials presented in a convenient, supportive and engaging online format.

Program Requirements	Quarter Hours
Accounting Course Requirements	48
Total hours required	48

- Exhibit sophisticated knowledge of accounting, auditing, and tax standards and regulations.
- Understand and critically analyze the regulatory and ethical standards within an accounting context.
- Demonstrate an understanding of global business issues in general and international accounting standards in particular.
- Understand and analyze new and emerging and/or critical accounting issues.
- Understand the role of segregation of duties and personnel control plans and will be able to analyze internal controls and design processes that can prevent fraud.
- Independently design and carry out research using online databases to resolve accounting issues.
- Write and speak about current accounting issues to peers, practitioners, and the public.
- Understand and apply technology and data analytics in a accounting and auditing environment.

Degree Requirements

Course Requirements

The Master of Science in Accountancy requires a minimum of 12 courses.

Core Accountancy Courses (8 required accounting courses)

Course	Title	Quarter Hours
ACC 500	FINANCIAL ACCOUNTING	4
ACC 535	PRINCIPLES OF ACCOUNTING INFORMATION SYSTEMS	4
ACC 541	FINANCIAL ACCOUNTING THEORY & PRACTICE I	4
ACC 543	FINANCIAL ACCOUNTING THEORY & PRACTICE II	4
ACC 545	ADVANCED TOPICS IN ACCOUNTING THEORY	4
ACC 547	AUDITING I	4
ACC 548	TAX TREATMENT OF INDIVIDUALS AND PROPERTY TRANSACTIONS	4
ACC 551	TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS	4

Elective Courses (4 required accounting courses)

Course	Title	Quarter Hours
ACC 542	COST AND MANAGERIAL ACCOUNTING	4
ACC 640	ADVANCED TOPICS IN ACCOUNTING THEORY II	4
ACC 646	FORENSIC FINANCIAL STATEMENT ANALYSIS AND VALUATION	4
ACC 550	AUDITING II	4
ACC 636	INTERNAL AUDITING, CORPORATE GOVERNANCE AND INTERNAL CONTROL	4
ACC 639	AUDIT ANALYTICS	4
ACC 558	TAX RESEARCH	4
ACC 560	TAXATION OF CORPORATIONS AND SHAREHOLDERS	4
ACC 565	TAX ACCOUNTING, PERIODS, AND METHODS	4
ACC 615	APPLIED STATISTICS FOR ACCOUNTANTS	4
ACC 635	INTRODUCTION TO FRAUD EXAMINATION	4
ACC 637	DATA MINING AND ANALYTICS	4
ACC 552	BUSINESS LAW FOR ACCOUNTANTS	4

Degree Requirements

1. Satisfactory completion of 12 required Accountancy Courses as outlined above.
2. Satisfactory completion of at least 48 earned graduate credit hours applicable to the degree (waived courses are not considered earned hours).
3. Satisfactory completion of the college residency requirement.
4. All courses for credit toward the degree must be completed with satisfactory grades within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written permission of the program director or the Kellstadt Graduate School of Business.

Accountancy Honors (BSB)

The designation Strobel Scholar is reserved for students of exceptional ability, achievement, and motivation in the School of Accountancy and Management Information Systems' Strobel Honors Program. These students are characterized by outstanding academic records, high aptitudes for scholastic work, and reputations for leadership.

Special honors sections of accountancy courses are provided for Strobel Scholars every quarter as indicated in the quarterly class schedule. The content and structure of these honors sections are designed to appeal to the Strobel Scholar. Strobel Scholars proceed through the Program together, interacting with peers who have similar abilities. Learning and teaching concepts are advanced and student-oriented; small group activities and student presentations are used in honors sections. Students in the Strobel Scholars Program are expected to maintain high academic performance throughout the complete honors curriculum. Academic performance is reviewed at the end of each school year by the Administrator of the Strobel Scholars Program, Mary Mindak.

Outside speakers from the accounting and business communities are frequent visitors and participants.

The program is named after the late chair of the Accountancy Department, Eldred C. Strobel. Professor Strobel's distinguished career as an accounting educator spanned thirty-five years, fourteen of which were served as chair. Known for his support of innovative approaches to accounting education, he was the founder of the honors program, which now bears his name.

Admission to the Strobel Honors Program is by invitation only and is based on outstanding academic achievement in high school. Prior to being considered for the Strobel Honors Program, a student must be admitted to DePaul University and the Driehaus College of Business as a full-time, first-year, degree-seeking student.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	50
Open Electives	10
Total hours required	192

Core Outcomes

- Use analytical and reflective skills in decision making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

Program Specific Outcomes

Students will be able to:

- Apply and explain the application of accounting standards and regulation, and where appropriate international accounting standards.
- Communicate effectively both orally and in writing.
- Use research databases to research accounting issues.
- Apply accounting knowledge in new and unfamiliar circumstances.
- Use technology and data analytics to facilitate accounting and auditing decisions.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 363	ECONOMICS OF THE EUROPEAN UNION	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 357	INTERNATIONAL BUSINESS	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT	
MKT 360	INTERNATIONAL MARKETING	
SOC 217	WORK IN A GLOBALIZED WORLD	
A course taken as part of a term-long study abroad program		

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Grade Minimum Requirements for Accountancy Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, and MAT 137.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		

Sophomore Year

Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248/MGT 248 is required in PI or REL 228/MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

In addition to ACC 101 and ACC 102, a student majoring in Accountancy Honors is required to complete the following courses totaling at least 50.0 hours:

Course	Title	Quarter Hours
ACC 250	CAREER MANAGEMENT FOR ACCOUNTANTS	2
ACC 300	ACCOUNTING ANALYTICS	4
ACC 301	ACCOUNTING INFORMATION SYSTEMS	4
ACC 303	COST & MANAGERIAL ACCOUNTING	4
ACC 304	FINANCIAL REPORTING I	4
ACC 305	FINANCIAL REPORTING II	4
ACC 306	FINANCIAL REPORTING III	4
ACC 308	ADVANCED FINANCIAL ACCOUNTING I	4
ACC 312	ADVANCED FINANCIAL ACCOUNTING II (formerly ACC 350)	4
ACC 372	AUDITING I	4
ACC 374	AUDITING II	4
ACC 380	TAX TREATMENT OF INDIVIDUALS AND PROPERTY	4
ACC 383	TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS	4

Strobel Course Sections

The courses listed above (excluding ACC 300 and ACC 301) must be taken as honors sections by students in the Strobel program. Strobel students take specially designated sections of all ACC classes, including ACC 101 and ACC 102.

Grade Standard

Strobel Honors students will face dismissal from the honors track if they receive a D or F in an honors accounting class or less than a B- in three honors accounting classes. This standard is designed to ensure that the academic excellence that the designation engenders is maintained.

Financial Reporting Course

Students who have taken the financial accounting course, ACC 307-H taught within the finance cohort are exempt from taking the financial accounting course ACC 304.

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Open Electives

Open elective credit (10.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Graduation Requirements

All Accountancy (ACC) courses and any courses used toward the Accountancy major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

- Accountancy Honors (BSB), Internal Audit Concentration (p. 59)

Courses in the Strobel sequence must be taken in the following order.

Course	Title	Hours
First Year		
Fall Quarter		
ACC 101	INTRODUCTION TO ACCOUNTING I (H)	4
Winter Quarter		
ACC 102	INTRODUCTION TO ACCOUNTING II (H)	4
Spring Quarter		
ACC 250	CAREER MANAGEMENT FOR ACCOUNTANTS (H)	2
ACC 303	COST & MANAGERIAL ACCOUNTING (H)	4
Second Year		
Fall Quarter		
ACC 304	FINANCIAL REPORTING I (H)	4
Winter Quarter		
ACC 305	FINANCIAL REPORTING II (H)	4
Spring Quarter		
ACC 300	ACCOUNTING ANALYTICS	4
ACC 306	FINANCIAL REPORTING III (H)	4
Third Year		
Fall Quarter		
ACC 301	ACCOUNTING INFORMATION SYSTEMS	4
ACC 372	AUDITING I (H)	4
Winter Quarter		
ACC 393	INTERNSHIP IN ACCOUNTANCY (recommended)	4
Spring Quarter		
ACC 374	AUDITING II (H)	4
ACC 380	TAX TREATMENT OF INDIVIDUALS AND PROPERTY (H)	4
Fourth Year		
Fall Quarter		
ACC 383	TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS (H)	4
Winter Quarter		
ACC 308	ADVANCED FINANCIAL ACCOUNTING I (H)	4
Spring Quarter		
ACC 312	ADVANCED FINANCIAL ACCOUNTING II (formerly ACC 350)	4

"H" denotes Strobel specific section of the course listed. The courses must be taken as honors sections by students in the Strobel program (with the exception of the recommended ACC 393, which is not offered as an honors section).

There is no honors section of ACC 300 or ACC 301. Students may take these courses any quarter that fits their schedule.

ACC 393 is not required for the major, but it is recommended and may be used for Experiential Learning in the Liberal Studies requirements.

Accountancy Honors (BSB) + Audit and Advisory Services (MSAA)

Classes During Senior Year

The Combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The Combined BSB + MSAA Program allows accountancy majors to complete a bachelor's degree and a Master of Science in Audit and Advisory Services (MSAA) degree in as few as five years.

The MSAA provides students with advanced auditing skills and prepares them to succeed as accountants at both public accounting firms and corporate internal audit departments. Students receive hands-on training with audit tools, visualization techniques and data analytics. The program also uses forensic accounting to prepare students to understand what questions to ask of financial data and how to interpret the findings. Students graduate with a set of integrated competencies that are highly valued by the accounting profession.

Classes During Senior Year

In this program, students will take three graduate classes during their senior year. These three classes will count toward both the bachelor's degree and master's degree as indicated below.

Course	Title	Quarter Hours
ACC 547	AUDITING I ¹	4
ACC 550	AUDITING II ²	4
ACC 640	ADVANCED TOPICS IN ACCOUNTING THEORY II ³	4

¹ replaces ACC 372; prerequisite ACC 305

² replaces ACC 374; prerequisite ACC 372

³ replaces ACC 312 (formerly ACC 350); prerequisite ACC 305 and ACC 380

These courses are offered every quarter except summer and may be taken at any time providing prerequisites have been met. These courses must be taken in-person and not online.

Graduate Year

Upon completion of the bachelor's degree, students complete the remaining master's degree requirements.

Visit the MSAA degree requirements (<https://catalog.depaul.edu/programs/audit-advisory-services-msaa/>) in the course catalog for more information.

Admission Requirements

Current DePaul accountancy majors who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200
- A minimum Accountancy (ACC) grade point average of 3.000
- B or higher in each of the three graduate classes taken during senior year

Students should apply for admission while enrolled in ACC 305.

Students must maintain the same GPA standards above by the end of senior year to continue into the MSAA program.

To apply to the program, go to <https://grad.depaul.edu/apply> (<https://grad.depaul.edu/apply/>).

- Select Audit and Advisory Services-Combined
- Select the term you plan to begin the master's degree after finishing your bachelor's degree. This term can be changed at a later date if your plans change.
- Not required: GMAT exam, personal statement, recommendations, and application fee.
- You may upload your unofficial transcript available through Campus Connect.

Accountancy Honors (BSB) + Taxation (MSTAX) Online

The Combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The Combined BSB-Accountancy + MS Taxation Program allows accountancy majors to complete a bachelor's degree and a Master of Science in Taxation (MSTAX) degree in as few as five years.

The Master of Science (MS) in taxation is an integrated program of study that provides the foundation for exceptional performance and leadership in the field of taxation.

One of the first MS in taxation programs in the United States, DePaul's program is structured for working professionals to enhance understanding and analysis of complex tax statutes, tax regulations, related cases and rulings, and the Internal Revenue Code.

MS in taxation students gain technical competencies; analytical, communications and interpretive skills; and leadership abilities that prepare them to add value at the highest levels in their firms, businesses and organizations.

Classes During Senior Year

In this program, students will take three graduate classes during their senior year. These three classes will count toward both the bachelor's degree and master's degree as indicated below.

Course	Title	Quarter Hours
ACC 551	TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS ¹	4
ACC 558	TAX RESEARCH ²	4

ACC 565	TAX ACCOUNTING, PERIODS, AND METHODS	4
or ACC 566	FEDERAL INCOME TAX PROCEDURES	

¹ replaces ACC 383; prerequisite ACC 380

² replaces ACC 312 (formerly ACC 350); prerequisite ACC 551

These courses must be taken in-person and not online.

Graduate Year

Upon completion of the bachelor's degree, students complete the remaining master's degree requirements.

Visit the MS Taxation Online degree requirements (p. 1132) (p. 1132) in the course catalog for more information.

Admission Requirements

Current DePaul accountancy majors who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200
- A minimum Accountancy (ACC) grade point average of 3.000
- B or higher in each of the three graduate classes taken during senior year
- B or higher in ACC 380

Students should apply for admission while enrolled in ACC 380.

Students must maintain the same GPA standards above by the end of senior year to continue into the MST program.

To apply to the program, go to <https://grad.depaul.edu/apply> (<https://grad.depaul.edu/apply/>).

- Select Taxation – Combined Degree
- Select the term you plan to begin the master's degree after finishing your bachelor's degree. This term can be changed at a later date if your plans change.
- Not required: GMAT exam, personal statement, recommendations, and application fee.
- You may upload your unofficial transcript available through Campus Connect.

Accountancy Honors (BSB), Internal Audit Concentration

Available to students majoring in Accountancy, the optional concentration in Internal Audit prepares students to meet the challenges of the profession and provides them with knowledge of the internal audit function that is becoming increasingly important in the global business community. Students experience rigorous classroom learning designed to deliver the knowledge and practical skills they'll need to succeed during the first years of their careers including: oral and written communication, understanding of internal audit's role of providing objective assurance of key governance, risk management, and compliance processes, use information technology processes and controls in the assurance function, and development of teamwork and leadership skills. Successful

students will enjoy opportunities to visit companies and interact with Chief Audit Executives on risk assessment projects.

A student completing the concentration in Internal Audit is required to take three courses:

Course	Title	Quarter Hours
ACC 372	AUDITING I	4
ACC 376	INTERNAL AUDITING	4
ACC 375	FRAUD EXAMINATION AND FORENSIC AUDITING	4
or IS 344	IT AUDITING	

Courses for the concentration may be taken in any order.

To declare the concentration in Internal Audit, a student must be a declared Accountancy major. The concentration may be declared at the same time as major declaration or added afterward. All courses for the concentration must be completed with a minimum grade of C-.

Acting (BFA)

The Theatre School's Bachelor of Fine Arts (BFA) degree in Acting prepares actors to work on both stage and screen. It develops actors who are imaginative, skillful, expressive and vibrantly alive. It is rooted in the Chicago tradition, emphasizing physicality, truth in action, communication, collaboration and spontaneity. The first year introduces the actor to a broad range of techniques and experiences, defines a way of working and provides a set of skills. The next three years focus on developing and refining this way of working - adding skills and technique - while helping each actor discover and apply those which work best for them.

Work on The Theatre School's production season extends outside of the university's academic calendar. Some production assignments may require participation up to two weeks before the beginning of fall quarter, during a portion of the winter break, or during spring break. Specific details pertaining to different programs, specific assignments, and options for students not able to participate outside of the university's academic calendar are available in the Theatre School Student Handbook and the Theatre School website.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	166
Total hours required	218

- Read and interpret theatrical text and apply research, imagination, and personalization to create a unique, insightful, and compelling performance.
- Act truthfully from moment-to-moment in a variety of theatrical works, periods, and styles.
- Demonstrate personal practice of improving vocal and physical expressiveness as an actor.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Not Required		
Senior Year		
Capstone		
Not Required		

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- THE 204
- THE 205
- THE 206

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements Course Requirements

First Year		Hours
Acting I Sequence		
PRF 111	ACTING I	3
PRF 112	ACTING I	3
PRF 113	ACTING I	3
Movement I Sequence		
PRF 121	MOVEMENT I	3
PRF 122	MOVEMENT I	3
PRF 123	MOVEMENT I	3
Voice and Speech I Sequence		
PRF 131	VOICE AND SPEECH I	3
PRF 132	VOICE AND SPEECH I	3
PRF 133	VOICE AND SPEECH I	3
History of Dramatic Literature Sequence (Arts and Literature Requirement)		
THE 204	HISTORY OF DRAMATIC LITERATURE	4
THE 205	HISTORY OF DRAMATIC LITERATURE	4
THE 206	HISTORY OF DRAMATIC LITERATURE	4
Three Quarters of Crew		
TEC 107	THEATRE CREW (three quarters)	6
Second Year		
PRF 281	STAGE COMBAT	1
PRF 214	MAKE-UP	4
PRF 314	ACTING LABORATORY	1
Acting II Sequence		
PRF 211	ACTING II	3
PRF 212	ACTING II	3
PRF 213	ACTING II	3
Movement II Sequence		
PRF 221	MOVEMENT II	3
PRF 222	MOVEMENT II	3
PRF 223	MOVEMENT II	3
Voice and Speech II Sequence		
PRF 231	VOICE AND SPEECH II	3
PRF 232	VOICE AND SPEECH II	3
PRF 233	VOICE AND SPEECH II	3
Introduction to Performance Sequence		
PRF 261	INTRODUCTION TO PERFORMANCE	3

PRF 262	INTRODUCTION TO PERFORMANCE	3
PRF 263	INTRODUCTION TO PERFORMANCE	3

Third Year**Acting III Sequence**

PRF 311	ACTING III	4
PRF 312	ACTING III	4
PRF 313	ACTING III	4

Movement III Sequence

PRF 321	MOVEMENT III	4
PRF 322	MOVEMENT III	4
PRF 323	MOVEMENT III	4

Voice and Speech III Sequence

PRF 331	VOICE AND SPEECH III	4
PRF 332	VOICE AND SPEECH III	4
PRF 333	VOICE AND SPEECH III	4

Technique Sequence

PRF 318	TECHNIQUE	1
PRF 319	TECHNIQUE	1

Rehearsal and Performance I Sequence. Select two out of the three courses, dependent on casting:

PRF 361	REHEARSAL AND PERFORMANCE I	
PRF 362	REHEARSAL AND PERFORMANCE I	
PRF 363	REHEARSAL AND PERFORMANCE I	

Fourth Year

PRF 411	ACTING IV	4
PRF 390	IMPROVISATION	4
PRF 416	GRADUATE SHOWCASE	4

Audition Sequence

PRF 414	AUDITION-PORTFOLIO	2
PRF 415	AUDITION	2

On Camera Coursework

PRF 420	ACTING FOR THE CAMERA	3
PRF 327	ACTING FOR THE CAMERA 2: TV & FILM; ETIQUETTE (One 5 week course)	2
PRF 328	ACTING FOR THE CAMERA 3: TV & FILM; SKILLS (One 5 week course)	2

Movement IV Sequence

PRF 423	MOVEMENT IV	4
PRF 427	ACTION FOR THE SCREEN-COMBAT (One 5 week session)	2
PRF 428	ACTION FOR THE SCREEN - MOTION CAPTURE (One 5 week session)	2

Voice and Speech IV Sequence

PRF 431	VOICE AND SPEECH IV	3
PRF 432	VOICE AND SPEECH IV	3

Rehearsal and Performance II Sequence. Select two out of the three courses, dependent on casting:

PRF 461	REHEARSAL AND PERFORMANCE II	
PRF 462	REHEARSAL AND PERFORMANCE II	
PRF 463	REHEARSAL AND PERFORMANCE II	

Open Electives

Open elective credit may also be required to meet the minimum graduation requirement of 192 hours.

Acting (MFA)

The Theatre School's Master of Fine Arts (MFA) degree in Acting is a highly truthful, yet expressive, physical acting program informed by our Chicago roots that prepares actors to work on stage and screen all over the world. The first year experience is about expanding the size and specificity of the actor's skill, imagination, and drive. The next year intensifies scenic study of a diverse spectrum of dramatic literature, with a strong path of ensemble creation and student-generated work. The final year puts the work in the context of the profession, connects the student to artistic and industry leaders while refining the actor's entrepreneurial spirit through company created works and independent cinema experience.

Work on The Theatre School's production season extends outside of the university's academic calendar. Some production assignments may require participation up to two weeks before the beginning of fall quarter, during a portion of the winter break, or during spring break. Specific details pertaining to different programs, specific assignments, and options for students not able to participate outside of the university's academic calendar are available in the Theatre School Student Handbook and the Theatre School website.

Program Requirements	Quarter Hours
Degree Requirements	120
Total hours required	120

- Read and interpret theatrical text and apply research, imagination, and personalization to create a unique, insightful, and compelling performance.
- Demonstrate the mastery of acting truthfully from moment-to-moment in a variety of theatrical works, periods, and styles.
- Demonstrate an advanced personal practice of improving vocal and physical expressiveness as an actor.
- Take a leadership role in the creation and execution of work for theatrical production.

Degree Requirements Course Requirements

First Year		Hours
PRF 588	GRADUATE ON CAMERA I: FILM	3
Acting I Sequence		
PRF 511	GRADUATE ACTING I: TRUTH IN ACTION	4
PRF 512	GRADUATE ACTING I: SCENE STUDY	4
PRF 513	GRADUATE ACTING I: ENSEMBLE	4
Voice I Sequence		
PRF 531	GRADUATE VOICE AND SPEECH I	2
PRF 532	GRADUATE VOICE AND SPEECH I	2
PRF 533	GRADUATE VOICE AND SPEECH I	2
Speech Sequence		
PRF 520	MFA I SPEECH	2
PRF 530	MFA I ADVANCED SPEECH	2

PRF 540	GRADUATE SPEECH I: ADVANCED NOTATION	2
Movement I Coursework		
PRF 521	GRADUATE MOVEMENT I: YOGA FOR ACTORS	1
PRF 522	GRADUATE MOVEMENT I: ACRO-YOGA	1
PRF 523	GRADUATE MOVEMENT I: LABAN & MPA	2
PRF 524	GRADUATE MOVEMENT I: PATTERNS & CONTACT	2
PRF 525	GRAD MOVEMENT I: AWARENESS & RADIANCE	2
PRF 620	GRAD MOVEMENT I: NEUTRAL MASK & CORPOREAL EXPRESSION	2
Acting, Improvisation Sequence		
PRF 551	MFA IMPROVISATION I	2
PRF 552	MFA IMPROVISATION II	2
MFA Workshop I, Actor as Entrepreneur Sequence		
PRF 571	MFA WORKSHOP I: EQUILIBRIUM & POETRY (Two 5 week sessions)	2
PRF 572	MFA WORKSHOP I: MAKEUP & MONOLOGUES (Two 5 week sessions)	2
PRF 573	MFA WORKSHOP I: COMMUNITY & DIALOGUE (Two 5 week sessions)	2
Graduate Seminar Sequence		
THE 601	GRADUATE SEMINAR	3
THE 602	GRADUATE SEMINAR	3
Rehearsal and Performance I Sequence		
PRF 562	REHEARSAL AND PERFORMANCE I: MFA ACTORS PROJECT	5
PRF 563	REHEARSAL AND PERFORMANCE I: CASTING POOL	5
Second Year		
PRF 580	GRADUATE MOVEMENT II: UNARMED COMBAT	1
Graduate Acting Coursework		
PRF 611	GRADUATE ACTING II: SHAKESPEARE	4
PRF 612	GRADUATE ACTING II: ACTIVISM & COMMUNITY	4
PRF 714	AUDITION	3
PRF 716	GRADUATE SHOWCASE	3
On Camera		
PRF 720	GRADUATE ON-CAMERA II: AUDITIONING FOR THE CAMERA	3
PRF 688	GRADUATE ON CAMERA III: ACTING ON SCREEN	3
Movement II Coursework		
PRF 621	GRADUATE MOVEMENT II: STORYTELLING & THE WORLD OF PLAY	2
PRF 622	GRADUATE MOVEMENT II: MASK/WHOLE BODY	3
PRF 623	GRADUATE MOVEMENT II: RED NOSE/ FLYING	2
PRF 624	GRADUATE MOVEMENT II: WEAPONS & MOTION CAPTURE	2
Voice and Speech II Coursework		

PRF 630	GRADUATE SPEECH II: TEXT & RHETORIC	2
PRF 631	GRADUATE VOICE AND SPEECH II	2
PRF 632	GRADUATE VOICE AND SPEECH II	2
PRF 633	GRADUATE VOICE AND SPEECH II	2
Rehearsal and Performance II Sequence		
Take three of the four listed:		
PRF 661	REHEARSAL AND PERFORMANCE II: CASTING POOL	5
PRF 662	REHEARSAL AND PERFORMANCE II: CASTING POOL	5
PRF 663	REHEARSAL AND PERFORMANCE II: CASTING POOL	5
PRF 715	MFA INDEPENDENT PROJECT	5
MFA Workshop II, Actor as Entrepreneur Sequence		
PRF 671	MFA WORKSHOP II: MARKETING & SELF TAPING (Two 5 week sessions)	2
PRF 673	MFA WORKSHOP II: BUSINESS OF ACTING & COMPANY CREATION (Two 5 week sessions)	2

Terminal Requirements for the Master of Fine Arts Degree

In addition to completing the graduate requirements of the major program, each student must complete this terminal requirement: one analytical research paper, a minimum of 15 pages in length, in conjunction with Rehearsal and Performance Casting, Independent Project, or a topic relevant to the degree and approved by The Head of Graduate Acting.

Actuarial Science (BS)

An actuary is a business professional who analyzes the financial consequences of risk and uncertainty. They interpret statistics to determine probabilities of accidents, sickness, death, and loss of property from theft and natural disasters. Actuaries use mathematics, statistics and financial theory to study uncertain future events, especially concerning risk management and insurance programs. Actuaries are considered the “financial architects” of the insurance world.

We offer courses that will help you prepare for the actuarial exams offered by the Society of Actuaries and the Casualty Actuarial Society. These courses include Probability and Statistics I & II (P Exam), Theory of Interest (FM Exam), Mathematics for Finance (IFM Exam), Loss Models I & II (STAM Exam), Life Contingencies I & II (LTAM Exam), and Applied Regression Analysis and Applied Time Series & Forecasting (SRM Exam).

We also offer courses that will allow you to satisfy other requirements in the actuarial credentialing process.

Program Requirements	Quarter Hours
Liberal Studies Requirements	72
Major Requirements	96
Open Electives	24
Total hours required	192

Learning Outcomes

Students will be able to:

- Describe the risk management process and explain how insurance is used to protect against risk.
- Apply the laws of probability and statistics to problems encountered by actuaries.
- Use the theory of interest to evaluate financial instruments and manage assets and liabilities.
- Analyze financial derivatives contracts and identify their risk-mitigation features.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or

program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR	4

¹ Students must earn C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required (must not be an ECO course)

¹ PHL 248/ MGT 248 is required in PI or REL 228 / MGT 228 is required in RD

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

We offer courses that will help you prepare for the actuarial exams offered by the Society of Actuaries and the Casualty Actuarial Society. These courses include Probability and Statistics I & II (P Exam), Theory of Interest (FM Exam), Mathematics for Finance (IFM Exam), Loss Models I & II (STAM Exam), Life Contingencies I & II (LTAM Exam), and Applied Regression Analysis and Applied Time Series & Forecasting (SRM Exam).

We also offer courses that will allow you to satisfy other requirements in the actuarial credentialing process.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
Core Courses		
Select one of the following Calculus sequences:		12
Sequence One		
MAT 150	CALCULUS I	
MAT 151	CALCULUS II	
MAT 152	CALCULUS III	
Sequence Two		
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
Sequence Three ¹		
MAT 155	SUMMER CALCULUS I	
MAT 156	SUMMER CALCULUS II	
ACC 101	INTRODUCTION TO ACCOUNTING I	4
ACC 102	INTRODUCTION TO ACCOUNTING II	4
BLW 201	LEGAL & ETHICAL ASPECTS IN THE BUSINESS ENVIRONMENT	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
MAT 260	MULTIVARIABLE CALCULUS I	4
MAT 262	LINEAR ALGEBRA	4
MAT 351	PROBABILITY AND STATISTICS I	4
MAT 352	PROBABILITY AND STATISTICS II (Covers topics relevant to the P Exam)	4
MAT 353	PROBABILITY AND STATISTICS III	4
MAT 361	THEORY OF INTEREST	4

MAT 368 or MAT 369	MATHEMATICS FOR FINANCE ACTUARIAL SCIENCE SEMINAR	4
FIN 251	CAREER MANAGEMENT IN ACTUARIAL SCIENCE	
FIN 310	INTRODUCTION TO FINANCE	4
FIN 365	PRINCIPLES OF RISK & INSURANCE	4
ICS 392	(Liberal Studies Program Capstone)	4
Data Analysis Requirements		
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
MAT 341	STATISTICAL METHODS USING SAS	4
Actuarial Mathematics Major Electives		
Select one of the following two-course sequences:		8
MAT 362 & MAT 363	LIFE CONTINGENCIES I and LIFE CONTINGENCIES II	
MAT 362 & MAT 364	LIFE CONTINGENCIES I and LOSS MODELS I	
MAT 364 & MAT 365	LOSS MODELS I and LOSS MODELS II	
Actuarial Statistics Major Electives		
Select three of the following:		12
MAT 350	BAYESIAN STATISTICS	
MAT 355	STOCHASTIC PROCESSES	
MAT 356	APPLIED REGRESSION ANALYSIS	
MAT 358	APPLIED TIME SERIES AND FORECASTING	
MAT 359	SIMULATION MODELS AND MONTE CARLO METHOD	
MAT 360	GENERALIZED LINEAR MODELS	
DSC 323	DATA ANALYSIS AND REGRESSION	
DSC 324	ADVANCED DATA ANALYSIS	
DSC 341	FOUNDATIONS OF DATA SCIENCE	

¹ This Calculus sequence is offered only during the summer, in two 6-credit hour courses. Students successfully completing MAT 131, MAT 147, MAT 150 or MAT 160 should enroll in MAT 155; students who successfully complete MAT 148, MAT 151 or MAT 161 should enroll in MAT 156. Students who successfully complete MAT 155 may enroll in either MAT 151 or MAT 156.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Actuarial Science (BSB)

An actuary is a business professional who analyzes the financial consequences of risk and uncertainty. They interpret statistics to determine probabilities of accidents, sickness, death, and loss of property from theft and natural disasters. Actuaries use mathematics, statistics and financial theory to study uncertain future events, especially concerning risk management and insurance programs. Actuaries are considered the “financial architects” of the insurance world.

Actuaries are in high demand and work for insurance companies, consulting and investment firms, government, employee benefit departments of large corporations, hospitals, and banks. The field is highly competitive and requires students to pass exams that lead to

professional certification by the Society of Actuaries, the Casualty Actuarial Society and other accredited international societies. This program will equip students with the skills needed to pass at least two actuarial exams, which are the industry's standard of gauging expertise for internships and employment, prior to graduation. We have structured our program around these milestones, enabling our students to gain internships in a timely manner and to graduate into full employment.

Program Requirements	Quarter Hours
Business Core Requirements	68
Liberal Studies Requirements	72
Major Requirements	44
Open Electives	8
Total hours required	192

Learning Outcomes:

- Apply the laws of probability and statistics to problems encountered by actuaries on a daily basis.
- Explain the theory of interest and how it is the foundation for derivative securities.
- Explain contingent payment models and how they apply to mitigating financial risks through insurance contracts.
- Organize, and simulate various Life Contingency models in a manner consistent with the insurance industry practice.
- Describe life cycle effects and then explain how different groups of individuals may protect themselves from any harmful effects.
- Calculate the financial costs and benefits of insurance contracts for various individuals given different life cycle assumptions.
- Apply the laws of probability and statistics to problems encountered by actuaries on a daily basis.
- Explain the theory of interest and how it is the foundation for derivative securities.
- Explain contingent payment models and how they apply to mitigating financial risks through insurance contracts. Organize, and simulate various Life Contingency models in a manner consistent with the insurance industry practice.
- Describe life cycle effects and then explain how different groups of individuals may protect themselves from any harmful effects. Calculate the financial costs and benefits of insurance contracts for various individuals given different life cycle assumptions.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business with a major in Actuarial Science, the following Business Core courses totaling at least 68.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I	4
ACC 102	INTRODUCTION TO ACCOUNTING II	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 150	CALCULUS I	4
MAT 151	CALCULUS II	4
MAT 152	CALCULUS III	4
MAT 341	STATISTICAL METHODS USING SAS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Communication		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective		
Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 363	ECONOMICS OF THE EUROPEAN UNION	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 357	INTERNATIONAL BUSINESS	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT ((Marketing Honors Students Only))	
MKT 360	INTERNATIONAL MARKETING	
SOC 217	WORK IN A GLOBALIZED WORLD	
A course taken as part of a term-long study abroad program		

¹ Actuarial Science majors take CSC 241 for the BSB Business Technology requirement.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for Actuarial Science majors

- An Actuarial Science student is expected to complete the Calculus sequence in the first year of study.
- The calculus requirement can be met with one of theses sequences:
 - Calculus: MAT 150, MAT 151, and MAT 152
 - Calculus for Mathematics and Science Majors: MAT 160, MAT 161, and MAT 162
 - Calculus for Life Sciences: MAT 170, MAT 171, and MAT 172
 - Summer Calculus: MAT 155 and MAT 156
- Actuarial Science students do not take Business Calculus MAT 135, MAT 136, or Business Statistics MAT 137.

Grade Minimum Requirements for Actuarial Science Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 103, ECO 105, (<https://catalog.depaul.edu/search/?P=ECO%20105>) ECO 106, FIN 310, MAT 150, MAT 151, MAT 152, MAT 341, and any FIN course used for Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		

Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

¹ PHL 248/ MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

In addition to FIN 310 , a student majoring in Actuarial Science is required to complete the following courses totaling at least 44.0 hours:

Course	Title	Quarter Hours
Required Courses		
DSC 341	FOUNDATIONS OF DATA SCIENCE	4

FIN 251	CAREER MANAGEMENT IN ACTUARIAL SCIENCE	0
FIN 365	PRINCIPLES OF RISK & INSURANCE	4
MAT 260	MULTIVARIABLE CALCULUS I	4
MAT 262	LINEAR ALGEBRA	4
MAT 351	PROBABILITY AND STATISTICS I	4
MAT 352	PROBABILITY AND STATISTICS II	4
MAT 353	PROBABILITY AND STATISTICS III	4
MAT 361	THEORY OF INTEREST	4
MAT 368	MATHEMATICS FOR FINANCE	4
or MAT 369	ACTUARIAL SCIENCE SEMINAR	

Electives

Select two elective courses to be chosen as a pair from the following:

Elective Pair 1

DSC 323	DATA ANALYSIS AND REGRESSION
DSC 324	ADVANCED DATA ANALYSIS

Elective Pair 2

MAT 356	APPLIED REGRESSION ANALYSIS
MAT 358	APPLIED TIME SERIES AND FORECASTING

Elective Pair 3

MAT 359	SIMULATION MODELS AND MONTE CARLO METHOD
MAT 360	GENERALIZED LINEAR MODELS

Elective Pair 4

MAT 362	LIFE CONTINGENCIES I
MAT 363	LIFE CONTINGENCIES II

Elective Pair 5

MAT 364	LOSS MODELS I
MAT 365	LOSS MODELS II

Elective Pair 6

MAT 362	LIFE CONTINGENCIES I
MAT 364	LOSS MODELS I

Career Management Course

Students are required to complete the Career Course (FIN 251) associated with the major. Students who double major may choose the Career Course (250/251) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Open Electives

Open elective credit (8.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Graduation Requirements

All Finance (FIN) courses and any course used towards the Actuarial Science major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Adult-Gerontological Nurse Practitioner Certificate Online

The certificate option will allow for licensed registered nurses holding a graduate degree to complete the coursework necessary to sit for

certification as a nurse practitioner. Upon completion of the program, graduates are eligible to take certification exams provided by either the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). Those seeking certification in the population specific options offered by the School are able to take an exam through either certifying body.

The population targeted by the program consists of graduates of the entry to practice program at DePaul University as well as other programs in the State of Illinois and other selected states. Additionally, this program allows any registered nurse with a graduate degree to pursue nurse practitioner training. Alumni have often communicated the desire for nurse practitioner training without immediately pursuing the doctorate. This certificate offering will provide that training, allowing experienced nurses to practice at an advanced level prior to completing the terminal degree.

Course	Title	Quarter Hours
NSG 428	PATHOPHYSIOLOGY FOR ADVANCED PRACTICE	4
NSG 464	HEALTH ASSESSMENT FOR ADVANCED PRACTICE	6
NSG 474	PRIMARY CARE OF THE ADULT AND OLDER ADULT	4
NSG 478	CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE	4
NSG 479	ADVANCED GERONTOLOGICAL NURSING	4
NSG 483	PRACTICUM IN POPULATION-BASED NURSING PRACTICE I	4
NSG 484	PHARMACOLOGY FOR ADVANCED PRACTICE	4
NSG 487	PRACTICUM IN POPULATION-BASED NURSING PRACTICE II	4
NSG 488	PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING	4
NSG 490	PRACTICUM IN POPULATION-BASED NURSING PRACTICE III	4
NSG 555	PHARMACOTHERAPEUTIC IMPLICATIONS FOR THE OLDER ADULT	2

Total Credit Hours: 44

This graduate certificate program is approved as a Gainful Employment Program through the U.S. Department of Education and is, therefore, eligible for Federal Student Aid.

Advertising Creative (Minor)

Students pursuing an Advertising Creative minor develop an understanding of creative processes in developing advertising campaigns. *Creative* is also a longstanding industry standard used in the profession for describing individuals that create advertising content for various media and communication forms including traditional (i.e. direct mail, sales letters, brochures, television, radio, internet) to more innovative forms (social media platforms, interactive promotions, brand user experiences, etc.). It is also a job title that refers to an Ad/PR professional who works on creative teams to develop big ideas such as campaign slogans, storyboards, jingles, and other branded persuasive messages. The following collection of courses in the Advertising Creative

minor prepares students to be advertising creatives, copywriters, creative strategists, and for careers in other creative roles with a specific focus on branding in advertising and PR.

An Advertising Creative Minor requires students to complete a total of 24 credit hours (six courses): three required courses and three elective courses. To complete the minor, students must take:

Course	Title	Quarter Hours
PRAD 244	PRINCIPLES OF ADVERTISING	4
PRAD 351 or PRAD 378	COPYWRITING CREATIVITY IN ADVERTISING	4
PRAD 357	ADVERTISING PORTFOLIO	4
Select three of the following:		12
CMNS 280	INTRODUCTION TO DIGITAL MEDIA SKILLS	
JOUR 316	SOUND AND VISION	
MCS 260	TRANSMEDIA STORYTELLING: BUILDING A NARRATIVE WORLD	
MCS 273	STORYTELLING & STYLE IN CINEMA	
PRAD 290	PUBLIC RELATIONS AND ADVERTISING WORKSHOP (VARIABLE TOPICS) (Creative related topics) ¹	
PRAD 292	DESIGN APPLICATIONS FOR PRAD PROFESSIONALS	
PRAD 333	HUMOR AND ADVERTISING	
PRAD 336	ADVERTISING CAMPAIGNS	
PRAD 337	PUBLIC RELATIONS CAMPAIGNS	
PRAD 339	INTEGRATED COMMUNICATION CAMPAIGNS	
PRAD 351	COPYWRITING	
PRAD 378	CREATIVITY IN ADVERTISING	
PRAD 393	SPECIAL TOPICS IN PUBLIC RELATIONS AND ADVERTISING (Creative related topics such as Advanced Copywriting, Advanced Portfolio, Multimedia Ad Production, Concept and Sketch Development)	

¹ 2 credit course. Must take two of these courses to count toward the minor

All students at DePaul, including students majoring in Public Relations and Advertising (PRAD) can earn this minor.

African and Black Diaspora Studies (BA)

The aim of the Department of African & Black Diaspora Studies is to provide DePaul students with a systematic, interdisciplinary, and integrated course of study of Africa & the Black Diaspora, including Black America, the Afro-Caribbean and Afro-Latin America.

African & Black Diaspora Studies (ABD) will also train students in comparative analysis (of regions, histories, peoples, religions, philosophies, etc.) through intersectional analysis of history, power, identity, gender, and race. The Department's offerings provide students

with opportunities to learn about and develop expertise in the cultures, histories, and societies of people of African descent.

African and Black Diaspora Studies prepares students to pursue professions and careers in a variety of areas. ABD students have gone on to careers in fields such as law/legal studies, counseling, social work, academia, teaching, community work/advocacy, publishing, communication and media, marketing, public policy, and more.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	48
Open Electives	60
Total hours required	192

Learning Outcomes

Students will be able to:

- Explain the concept of diaspora as a global unifying concept by integrating attention to the diversity of groups that make up the Black Diaspora.
- Detect and differentiate the interactions of race, ethnicity, gender, sexuality, and class.
- Identify and analyze multiple theories of Blackness: as a source of cultural identity, aesthetics, and/or as a basis of political, social, or national movements.
- Analyze and evaluate the ideological frameworks through which Black people have been defined and have defined themselves.
- Produce oral or written work based on primary and secondary sources that evaluate the contributions of African and Black people in the modern world.

College Core Requirements Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
ABD 391	CAPSTONE (See Note Below) ¹	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course

reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)
• 3 Courses Required

Historical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/math-and-computing/>)
• 2 Courses Required
[1 CR Course, and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)
• 2 Courses Required

Religious Dimensions (RD) (p. 1330)
• 2 Courses Required

Scientific Inquiry (SI) (p. 1332)
• 2 Courses Required
[1 Lab Course, and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 1 Course Required

Notes

A student majoring in African and Black Diaspora Studies (ABD) is required to complete the Capstone offered by the ABD Department. This is the case even if a student is double majoring (or pursuing a dual degree) and the secondary major (or degree) requires its own Capstone. An ABD major in the University Honors Program shall take the University Honors Capstone and the ABD Capstone.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
ABD 100	INTRODUCTION TO AFRICAN AND BLACK DIASPORA STUDIES	4
ABD 200	AFRICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	4
ABD 206	AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	4

ABD 208	AFRICAN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	4
4 300-level ABD Courses		16
4 Major-Field ABD Electives at 200-level or 300-level		16
ABD 391	CAPSTONE	4

Core Courses

Students are required to complete four core courses (16-quarter credit hours) in African and Black Diaspora Studies (ABD). The core courses are designed to accomplish these goals:

- to introduce students to the learning goals and outcomes of the Department of African and Black Diaspora Studies;
- to introduce students to the main debates, concerns, and ideas in the distinct areas within African and Black Diaspora Studies;
- to emphasize the Vincentian tenet that questions of human value are central to scholarly inquiry; and
- to strengthen an understanding of the interrelationships and dynamics between Africa, the Caribbean and Latin America, the United States, and other spaces of the African Diaspora.

300-Level Courses

For this requirement, students must take four ABD courses (16-quarter credit hours) at the 300 level.

Any ABD 300-level course may apply toward the completion of the major's 300-Level requirement. All other 300-level courses must be approved by the African and Black Diaspora Studies department chair for application toward the 300-Level requirement.

These courses build upon the general foundation of knowledge provided by the core courses. They serve to reinforce and extend student knowledge about a particular area of study relating to Africa and/or the Black Diaspora as well as the Department's core sites of inquiry (culture, gender, history, power, and race).

To ensure that students are exposed to a variety of methodological approaches, students will endeavor to take courses in the social and behavioral sciences (i.e. Anthropology, Geography, History, International Studies, Psychology, Political Science, and Sociology), humanities (i.e. Art and Architectural History, Literature, Music, Philosophy, Religious Studies, and Theatre), and interdisciplinary studies (i.e. American studies, Critical Ethnic Studies, Latin American & Latino studies, Women's and Gender studies, LGBT studies, etc.).

Students who wish to take a 200-level course in partial fulfillment of this requirement must petition the Department of African and Black Diaspora Studies chair for approval (this is not common, and only allowed in exceptional circumstances).

Major Field Electives

Majors in the Department of African and Black Diaspora Studies will take four ABD courses as major field electives (16-quarter credit hours). These courses can be at the 200-level or 300-level. The Department urges students to consider courses at the 300-level to fulfill this requirement.

Such courses are designed to provide students with an opportunity to take courses related to their interests in African and Black Diaspora Studies and at the same time extend their academic preparation through coursework in allied fields. The selection of electives should be done in consultation with the student's ABD academic advisor.

Capstone

This senior seminar (four quarter hours) engages students in a synthesis of what they have learned through coursework. The capstone course will involve reading, writing, discussion, as well as the preparation of a substantive piece of work (e.g., a senior thesis, a research paper, etc.).

Open Electives

Open elective credits are also required to meet the minimum graduation requirement of 192 quarter-credit hours.

African and Black Diaspora Studies 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

African and Black Diaspora Studies (BA)+Critical Ethnic Studies (MA)

The combined Bachelor's/Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Undergraduate students majoring in African and Black Diaspora Studies apply to the Critical Ethnic Studies MA program in spring of their junior year; interested students should contact the Critical Ethnic Studies (CES) graduate director. Students in this program take twelve graduate credit hours in their senior year; these graduate courses apply toward both undergraduate African and Black Diaspora Studies and graduate Critical Ethnic Studies requirements.

In the senior year undergraduate students complete:

Course	Title	Quarter Hours
CES 401	CRITICAL ETHNIC STUDIES	4
Select two of the following:		8
CES 402	MOBILITY AND THE STATE	
CES 403	CITIES AND RACIAL FORMATION	
CES 404	BORDERS AND MIGRATION	
or INT 404	MIGRATION AND FORCED MIGRATION	
CES 405	RACE AND THE MEDIA	
or CMNS 563	MULTICULTURAL MEDIA REPRESENTATIONS	

Once the student has graduated with their undergraduate BA in African and Black Diaspora Studies, they will matriculate into the MA Program. As MA students, students will take the remaining nine

courses toward the MA degree. Usually, students will take three graduate courses per quarter in order to complete the MA in the one additional year. Students may also wish to take one of these courses during the summer. See MA degree requirements (p. 321).

Students interested in applying to the BA/MA program in Critical Ethnic Studies should contact the Critical Ethnic Studies director at ces@depaul.edu.

African and Black Diaspora Studies (Minor)

The minor provides students with a general knowledge about African and Black Diaspora (ABD) Studies. Many students minor in ABD to complement their major field studies.

Six courses (24-quarter hours) are required for the ABD minor. ABD courses that fulfill Liberal Studies Learning Domain requirements can also double-count towards the ABD minor.

Course Requirements

Course	Title	Quarter Hours
ABD 100	INTRODUCTION TO AFRICAN AND BLACK DIASPORA STUDIES	4
Select ONE of the following three courses:		4
ABD 200	AFRICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	
ABD 206	AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	
ABD 208	AFRICAN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	
Select ONE 300 level course		4
Select THREE ABD electives (senior ABD minors may take the ABD Capstone in partial fulfillment of this requirement)		12
Total Hours		24

Students majoring in African and Black Diaspora Studies (BA) are restricted from earning this minor.

Albanian and Southeastern European Studies Undergraduate Certificate

The multidisciplinary Certificate in Albanian and Southeastern European Studies consists of four 4-credit hour courses (16 credit hours total) and is available to DePaul undergraduate and non-degree seeking students. It explores the intersections and connections of Albanian history, language, culture, and politics to the larger regions of the Balkans, Eastern Mediterranean, and South/Eastern Europe. Almost all the courses in the certificate can be double counted toward the learning domains, and students can build their own interdisciplinary curriculum by drawing on courses from different disciplines that explore the history, politics, and culture of Albania and Kosova, South/Eastern Europe, and the European Union through multiple perspectives. This Certificate helps students to internationalize their academic plan, and can also demonstrate an understanding of Albania, South/Eastern, and broader

European culture, history, literature, and politics to potential graduate schools and/or employers.

By offering a vibrant and comprehensive undergraduate curriculum in Albanian and Southeastern European Studies our goal is to offer to DePaul students of all ethnic and racial backgrounds the rare opportunity to explore the complexities and career possibilities presented by a region that constitutes a fascinating meeting point between East and West. The world is better understood when told and viewed from the edges, the borderlines, and the crossroads.

- One 4-credit hour core course: ALB 280E
- Three 4-credit hour elective courses (see sample course list below for details)

Note:

Advanced or heritage speakers of Albanian can choose to complete two 2-credit FLAC courses in Albanian language instead of one of the required 4-credit hour electives in English.

Course	Title	Quarter Hours
Core Course		
ALB 280E	THE POLITICS OF FOOD, HISTORY, AND IDENTITY IN THE BALKANS	4
At least one elective course chosen from:		
ALB 281E	TALES OF POLITICAL DYSTOPIA: STORYTELLING AFTER THE BERLIN WALL	4
ALB 283E	BORDERS AND WALLS IN CONTEMPORARY ART AND LITERATURE: FROM ALBANIA TO ARIZONA	4
ALB 285E	THE PLAGUE: PANDEMICS BETWEEN FICTION AND REALITY	4
ALB 286E	HOLOCAUST IN THE BALKANS: THE UNTOLD STORY OF ALBANIA RESCUING GERMAN JEWS FROM NAZIS	4
ALB 397E	SPECIAL TOPICS IN ALBANIAN STUDIES	4-4.5
Remaining elective course chosen from:		
HST 252	THE AGE OF THE COLD WAR: 1945-1991	4
GEO 201	GEOPOLITICS	4
GEO 204	RELIGIOUS GEOGRAPHY	4
INT 304	MIGRATION AND FORCED MIGRATION	4
PSC 340	THE EUROPEAN UNION	4
Language Course (optional; for advanced and heritage speakers of Albanian):		
MOL 395	FLAC FOR ALBANIAN STUDIES	2

Certificate Advising:

To declare the certificate, students must contact the Hidai "Eddie" Bregu Endowed Chair in Albanian Studies, Dr. Gazmend Kapllani (gkapllani@depaul.edu). Dr. Kapllani advises on the completion of requirements and can share additional information on opportunities that complement classroom learning, such as research opportunities, academic internships, and scholarships.

American Politics (Minor)

A minor concentration in American Politics offers a survey of American political institutions and behavior. It provides an opportunity to explore in depth a specific topic of interest which complements an individual course of study.

Course Requirements

Course	Title	Quarter Hours
PSC 120	THE AMERICAN POLITICAL SYSTEM	4
Select three 200-level courses from the following:		12
PSC 211	POLITICAL PSYCHOLOGY	
PSC 212	LATINO POLITICS	
PSC 213	POLITICAL SOCIALIZATION	
PSC 216	AMERICAN POLITICAL CULTURE	
PSC 217	WOMEN AND POLITICS *	
PSC 218	AFRICAN-AMERICAN POLITICS	
PSC 219	TOPICS IN POLITICAL CULTURE	
PSC 220	THE AMERICAN PRESIDENCY	
PSC 221	CONGRESS AND THE LEGISLATIVE PROCESS	
PSC 222	POLITICAL PARTIES AND ELECTIONS	
PSC 223	URBAN POLITICS	
PSC 225	STATE POLITICS	
PSC 226	LATINO POLITICAL BEHAVIOR	
PSC 229	TOPICS IN AMERICAN POLITICS	
PSC 260	LAW AND THE POLITICAL SYSTEM	
PSC 282	POLITICAL ACTION AND SOCIAL JUSTICE	
PSC 286	CAMPAIGNS AND SOCIAL ENGAGEMENT	
Select two 300-level courses from the following:		8
PSC 310	POLITICAL CULTURE AND DEVELOPMENT	
PSC 312	LGBTQ POLITICS	
PSC 315	INTERNET, TECHNOLOGY, AND POLITICS	
PSC 316	RELIGION, NATIONALISM AND POLITICS	
PSC 319	ADVANCED TOPICS IN POLITICAL CULTURE	
PSC 321	MASS MEDIA AND AMERICAN POLITICS	
PSC 322	URBAN POLICYMAKING	
PSC 323	CHICAGO GOVERNMENT AND POLITICS	
PSC 324	INEQUALITY IN AMERICAN SOCIETY	
PSC 326	IDEOLOGY, ECONOMICS AND POLICY	
PSC 327	PUBLIC OPINION	
PSC 328	ADVANCED TOPICS IN AMERICAN POLITICS	
PSC 329	ADVANCED TOPICS IN PUBLIC POLICY	
PSC 330	AMERICAN POLITICAL THOUGHT	
PSC 362	THE CRIMINAL JUSTICE SYSTEM	

Students majoring in Political Science (BA) or minoring in International Politics or Public Law/Political Thought are restricted from earning this minor.

American Sign Language (Minor)

The minor in American Sign Language at DePaul University provides students with a basic linguistic and cultural background, develops their creative and critical thinking skills, and helps to prepare them for a career in a multicultural world.

The minor consists of a total of 5 courses in American Sign Language at the 200/300-level.

American Studies (BA)

American Studies examines the breadth and diversity of the American experience. It is an interdisciplinary field that integrates the study of history, literature, popular culture, media, geography, politics, art, and religion in order to analyze critically American society, culture, institutions, and intellectual traditions. Students and faculty in American Studies question what constitutes American culture, and how cultural expressions reflect and reveal American values, beliefs, prejudices, pleasures, and perceptions.

American Studies courses are methodologically grounded in many different areas of cultural studies including media studies, material culture, visual literacy, critical race theory, and gender/sexuality studies. Students are expected to gain competency in American cultural studies by mastering the theoretical and intellectual frameworks of their concentrations and by learning to interpret and analyze primary documents.

Students in history, communication, anthropology, political science, sociology, English and other interdisciplinary programs find it beneficial to double major or minor in American Studies. Students who pursue Americans Studies are well prepared for graduate work in the humanities as well as professional training in law, business, and other fields. Most of our graduates go on to pursue post-graduate degrees.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements (Core + Concentration)	48
Open Electives	60
Total hours required	192

Learning Outcomes

- Integrate a range of disciplinary approaches and methods into their written and oral projects;
- Find, use, and synthesize primary source material from multiple disciplines (including but not limited to textual sources, material culture, visual culture, music, and popular culture);
- Apply theories and methodologies drawn from cultural studies, cultural theory, or cultural criticism to their written and oral work;
- Analyze an event, source, idea or person within its historical context;
- Interprets or analyzes identities through an intersectional lens, where three or more areas of identity are examined in relationship to one another (such as the inter-workings of race, ethnicity, gender, sexuality, citizenship, class, ability, religion, etc.);
- Analyze historical and/or contemporary manifestations of inequality in power, resources, and access;

- Produce and communicate an interdisciplinary project that draws on primary and secondary source evidence to a broad audience.

College Core Requirements

Study in the Major Field

The student’s course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By “liberal education” the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized “concentration.” The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student’s choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

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- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High

or above (see the Department of Modern Languages website for registration details)

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Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

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Liberal Studies Requirements

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Focal Point		

LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
AMS 301	SENIOR SEMINAR ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ A student majoring in American Studies (AMS) is required to complete the Capstone offered by the AMS Department. AMS 301 may be waived for Honors students who are producing an Honors capstone thesis project and double majors when AMS is a student's secondary major and the student completes a thesis project through a capstone in their primary major; in these cases AMS 301 must be replaced with a 300 level AMS course. Students seeking these exceptions must discuss with the AMS Program Director in advance.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/math-and-computing/>)

- 2 Courses Required
[1 CR Course, and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course, and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Notes

A student majoring in American Studies (AMS) is required to complete the Capstone offered by the AMS Department. AMS 301 may be waived for Honors students who are producing an Honors capstone thesis project and double majors when AMS is a student's secondary major and the student completes a thesis project through a capstone in their primary major; in these cases AMS 301 must be replaced with a 300 level AMS course. Students seeking these exceptions must discuss with the AMS Program Director in advance.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

The American Studies major requires thirteen courses, detailed below.

- **Five (5) core courses form the foundation of the program. Ideally, majors should complete these prior to the start of their senior year.**
 - Foundational course, Critical American Studies: AMS 201 (generally offered Winter quarter);
 - Introduction to Historical Methods and Sources: HST 298 (offered every quarter);
 - U.S. history course (see first list below).
 - Intersectional & Transnational Approaches course (from second list below)
 - Additional Method/Theory course (from third list below). Ideally, this will be connected to the student's concentration & selected in consultation with your Major Advisor.
- **One (1) American Studies Capstone course**
 - AMS 301: During the fall quarter of their senior year, students should take AMS 301. Students will be sent instructions on how to prepare for the Senior Seminar by the Autumn Quarter instructor for the course. Students must earn a C- or better in this course. This course is waived for Honors students who are producing an Honors capstone thesis project and Double Majors when AMS is a student's secondary major AND the student completes a thesis project through a capstone course in their primary major; in these cases AMS 301 must be replaced with a 300-level AMS course. Students seeking these exceptions must discuss with the AMS Program Director in advance.
- **Five (5) interdisciplinary courses are selected to form one of five possible concentrations:**
 - Popular Culture and Media Studies;
 - Social and Literary Movements;
 - Politics, Institutions and Values;
 - Comparative Race and Ethnic Studies; or

- Material Culture and the Built Environment.
At least three of the concentration courses must be at the 300-level.
- **Two (2) Major Elective courses are selected to complement one's work in American Studies.**
 - In consultation with an advisor, students select two additional courses from outside the concentration.

Distribution Requirements

- For the concentration and the electives, no more than three courses for the major should be from any one department outside of AMS.
- Also, from the combination of concentration courses AND elective courses at least three courses should carry an AMS designator.
- At least three of the concentration courses should be at the 300-level.
- In **no** instance may a course double count within the major; in other words, a course taken to fulfill the method or theory course requirement in the core may not also simultaneously fulfill credits within the concentration or electives, etc. Likewise, a course taken to fulfill the "Additional Method/Theory" requirement may not also simultaneously fill the "Intersectional & Transnational Approaches" requirement, etc.

To fulfill the U.S. History requirement, one of the following may be taken (please note that these courses may NOT double count to fulfill any other AMS requirement):

Course	Title	Quarter Hours
AMS 200	AMERICAN SOCIAL HISTORY AND CULTURE (Recommended)	
AMS 230	ASIAN AMERICAN HISTORIES	
AMS 240	CHICAGO HISTORY, GEOGRAPHY, AND CULTURES	
AMS 261	AMERICAN ETHNICITIES 1800-1945	
AMS 275	HISTORY OF SEX IN AMERICA 1: COLONIAL TO LATE NINETEENTH CENTURY	
AMS 276	HISTORY OF SEX IN AMERICA 2: LATE VICTORIANS TO THE PRESENT	
AMS 277	LGBTQ+ HISTORY IN THE UNITED STATES, WORLD WAR II TO THE PRESENT	
AMS 285	HISTORY AND U.S. POPULAR MEDIA	
AMS 340	AMERICAN POPULAR CULTURE: 1890s - 1930s	
HST 181	UNITED STATES TO 1800	
HST 182	UNITED STATES, 1800-1900	
HST 183	UNITED STATES, 1900-PRESENT	
HST 185	AMERICAN SOCIAL HISTORY AND CULTURE	
HST 240	HISTORY OF CHICAGO	
HST 246	AFRICAN-AMERICAN HISTORY TO 1800	
HST 247	AFRICAN-AMERICAN HISTORY, 1800-1900	
HST 248	AFRICAN-AMERICAN HISTORY, 1900 TO PRESENT	
HST 260	LGBTQ+ AMERICAN HISTORY, WW2 TO THE PRESENT	
HST 269	MUSEUMS, MATERIAL CULTURE AND MEMORY: INTRODUCTION TO PUBLIC HISTORY	
HST 270	U.S. HISTORICAL LANDSCAPE	

HST 275	SEX IN AMERICA, PURITANS TO VICTORIANS
HST 276	SEX IN AMERICA, LATE VICTORIANS TO PRESENT
HST 278	HISTORY OF AMERICAN RELIGION
HST 279	WESTWARD EXPANSION IN U.S.
HST 283	ASIAN-AMERICAN IMMIGRATION AND HISTORY, 1840-1965
HST 284	HISTORY OF EDUCATION IN THE UNITED STATES
HST 288	WOMEN IN UNITED STATES HISTORY
HST 301	U.S. LABOR HISTORY
HST 310	INTER-AMERICAN AFFAIRS
HST 319	IMMIGRANT AMERICA
HST 342	TOPICS IN AFRICAN-AMERICAN HISTORY
HST 354	U.S. WOMEN'S HISTORY
HST 367	US-MEXICAN BORDERLANDS
HST 370	AMERICAN COLONIAL HISTORY
HST 372	ANTEBELLUM AMERICA
HST 374	EMERGENCE OF MODERN AMERICA, 1877-1914
HST 376	THE UNITED STATES SINCE 1940
HST 378	THE AMERICAN WEST IN THE 20TH CENTURY
HST 381	AMERICAN POPULAR CULTURE 1890s-1930s
HST 383	BORDERLANDS AND FRONTIERS IN AMERICA
HST 385	UNITED STATES CONSTITUTIONAL HISTORY TO 1865
HST 388	THE COURT AND THE U.S. BILL OF RIGHTS
HST 394	AFRICAN-AMERICAN URBAN HISTORY

To fulfill the Intersectional & Transnational Approaches core requirement, one of the following may be taken (please note that these courses may NOT double count to fulfill any other AMS requirement):

Course	Title	Quarter Hours
ABD 275	BLACK FEMINIST THEORIES IN A U.S. CONTEXT	4
or WGS 275	BLACK FEMINIST THEORIES IN A U.S. CONTEXT	
ABD 379	BLACK FEMINIST THEORY	4
ABD 386	BLACK WOMEN'S LIVES	4
or WGS 386	BLACK WOMEN'S EXPERIENCES: VARIABLE TOPICS	
AMS 328	MOBILITY & THE STATE	4
or CES 402	MOBILITY AND THE STATE	
AMS 329	POWER, OPPRESSION, RESISTANCE: APPROACHES TO CRITICAL RACE AND ETHNIC STUDIES	4
or CES 401	CRITICAL ETHNIC STUDIES	
WGS 200	WOMEN'S STUDIES IN TRANSNATIONAL CONTEXTS	4
WGS 250	INTERSECTIONAL & TRANSNATIONAL FEMINIST FORMATIONS	4
WGS 314	ANTIRACIST FEMINISMS	4

ABD 382	TOPICS IN AFRICAN DIASPORA STUDIES (Afro feminism topic only)	4
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To fulfill the Methods/Theory core requirement, one of the following may be taken (please note that these courses may NOT double count to fulfill any other AMS requirement. Please consult your Major advisor so you might select a course that will complement your concentration):

Course	Title	Quarter Hours
ABD 275	BLACK FEMINIST THEORIES IN A U.S. CONTEXT	
or WGS 275	BLACK FEMINIST THEORIES IN A U.S. CONTEXT	
ABD 379	BLACK FEMINIST THEORY	
AMS 292	TOPICS IN AMERICAN STUDIES THEORIES AND METHODS	
AMS 329	POWER, OPPRESSION, RESISTANCE: APPROACHES TO CRITICAL RACE AND ETHNIC STUDIES	
or CES 401	CRITICAL ETHNIC STUDIES	
ANT 201	ETHNOGRAPHIC RESEARCH METHODS	
ANT 202	ARCHAEOLOGICAL FIELD METHODS	
CRIM 301	RESEARCH METHODS IN CRIMINOLOGY	
ENG 381	LITERARY THEORY	
GEO 141		
HST 391	DOING LOCAL AND COMMUNITY HISTORY	
HST 396	ORAL HISTORY: MEMORY, METHOD AND PRACTICE	
LST 203	MEDIA AND CULTURAL STUDIES ACROSS THE AMERICAS	
MCS 271	MEDIA AND CULTURAL STUDIES	
PSC 300	POLITICAL ANALYSIS AND RESEARCH	
SOC 331	SOCIOLOGICAL THEORY	
SOC 346	URBAN ETHNOGRAPHY	
SOC 380	RESEARCH METHODS IN SOCIOLOGY I	
SOC 381	RESEARCH METHODS IN SOCIOLOGY II	
WGS 250	INTERSECTIONAL & TRANSNATIONAL FEMINIST FORMATIONS	
WGS 388	QUEER THEORY: AN INTRODUCTION	

To fulfill the AMS Major Electives Requirement, two of the following may be taken (please note that these courses may NOT double count to fulfill any other AMS requirement):

Course	Title	Quarter Hours
AAS 200	ASIAN AMERICAN HISTORY	
AAS 203	ASIAN AMERICAN ARTS AND CULTURE	
AAS 205	GLOBAL ASIA	
AAS 290	TOPICS IN ASIAN AMERICAN STUDIES	
AAS 343	JAPANESE AMERICAN HISTORY IN THE US/CHICAGO	
ABD 100	INTRODUCTION TO AFRICAN AND BLACK DIASPORA STUDIES	
ABD 208	AFRICAN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	
ABD 209	RACE AND RACISM	

ABD 214	ANTHROPOLOGY OF THE AFRICAN DIASPORA
ABD 215	THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE
ABD 218	AFRICAN AMERICAN POLITICS
ABD 220	BLACKS AND LOVE
ABD 229	RACE, SCIENCE AND WHITE SUPREMACY
ABD 230	STEREOTYPES AND BLACK IDENTITY
ABD 231	PHILOSOPHY AND THE QUESTION OF RACE
ABD 232	MIXED RACE AMERICAN IDENTITY
ABD 233	SURVEY OF AFRICAN DIASPORIC INTELLECTUAL THOUGHT
ABD 234	BLACK AESTHETIC THOUGHT
ABD 235	HARLEM RENAISSANCE AND NEGRITUDE
ABD 236	BLACK FREEDOM MOVEMENTS
ABD 240	BLACK MUSIC IN AMERICAN CULTURE
ABD 241	RELIGIOUS DIMENSIONS OF THE AFRICAN DIASPORA
ABD 245	RACE AND ETHNICITY IN LITERARY STUDIES
ABD 249	JAZZ AND THE DIASPORIC IMAGINATION
ABD 256	AFRICAN-AMERICAN HISTORY TO 1800
ABD 258	AFRICAN AMERICAN HISTORY, 1900 TO PRESENT
ABD 260	DIMENSIONS OF BLACK FAMILY LIFE
ABD 261	RADICAL AESTHETICS OF HIP HOP
ABD 262	WHAT IS BLACK CINEMA?
ABD 275	BLACK FEMINIST THEORIES IN A U.S. CONTEXT
ABD 305	PAN-AFRICANISM
ABD 320	AFRICAN AMERICAN SCIENCE FICTION
ABD 336	AFRICAN-AMERICAN POLITICAL THOUGHT
ABD 351	RECONSTRUCTION AND THE RISE OF JIM CROW
ABD 365	VOTING, REPRESENTATION, AND THE LAW
ABD 369	TOPICS IN PUBLIC LAW
ABD 371	AFRICAN- AMERICAN FICTION
ABD 372	AFRICAN AMERICAN DRAMA AND POETRY
ABD 373	TOPICS IN AFRICAN AMERICAN POETRY 1940-1960
ABD 374	THE BLACK ARTS MOVEMENT
ABD 375	RACE, MEDIA, AND REPRESENTATION
ABD 379	BLACK FEMINIST THEORY
ABD 386	BLACK WOMEN'S LIVES
AMS 102	INTRODUCTION TO U.S. POPULAR MUSIC STUDIES
AMS 150	PERSPECTIVES ON AMERICAN IDENTITIES
AMS 200	AMERICAN SOCIAL HISTORY AND CULTURE
AMS 202	UNITED STATES POPULAR MUSIC HISTORY
AMS 220	AMERICAN BUDDHISMS: RACE AND RELIGIOUS DIVERSITY

AMS 230	ASIAN AMERICAN HISTORIES	AMS 395	ADVANCED TOPICS IN AMERICAN STUDIES
AMS 240	CHICAGO HISTORY, GEOGRAPHY, AND CULTURES	AMS 396	AMERICAN STUDIES COLLOQUIUM
AMS 250	IN THEIR OWN VOICES: AMERICAN AUTOBIOGRAPHY	AMS 397	ADVANCED TOPICS IN AMERICAN RACE AND ETHNIC STUDIES
AMS 261	AMERICAN ETHNICITIES 1800-1945	AMS 399	INDEPENDENT STUDY
AMS 265	PACIFIC WORLD: NORTH AMERICA AND THE PACIFIC, 1776 - 1945	ANT 202	ARCHAEOLOGICAL FIELD METHODS
AMS 275	HISTORY OF SEX IN AMERICA 1: COLONIAL TO LATE NINETEENTH CENTURY	ANT 250	MATERIAL CULTURE OF MODERN AMERICA
AMS 276	HISTORY OF SEX IN AMERICA 2: LATE VICTORIANS TO THE PRESENT	ANT 252	MATERIAL CULTURE AND DOMESTIC LIFE
AMS 277	LGBTQ+ HISTORY IN THE UNITED STATES, WORLD WAR II TO THE PRESENT	ANT 254	HISTORICAL ARCHAEOLOGY OF CHICAGO
AMS 280	POLITICS AND HISTORY OF THE VIETNAM WAR	ANT 280	ARCHAEOLOGICAL FIELDWORK
AMS 285	HISTORY AND U.S. POPULAR MEDIA	ANT 358	ARCHEOLOGY OF CITIES
AMS 290	AMERICAN VOICES: TO 1860	ANT 374	ANTHROPOLOGY AND MUSEUMS
AMS 291	AMERICAN VOICES: FROM 1860 ONWARD	ANT 378	MUSEUM EDUCATION
AMS 292	TOPICS IN AMERICAN STUDIES THEORIES AND METHODS	ANT 382	HERITAGE DISPLAYS AND MUSEUMS
AMS 293	TOPICS IN AMERICAN MATERIAL CULTURE AND THE BUILT ENVIRONMENT	ASL 305	AMERICAN SIGN LANGUAGE LITERATURE
AMS 294	TOPICS IN AMERICAN POLITICS, INSTITUTIONS, AND VALUES	ASL 306	ARTS IN THE DEAF COMMUNITY
AMS 295	SPECIAL TOPICS IN AMERICAN STUDIES	ASL 310	DEAF CULTURE
AMS 296	TOPICS IN AMERICAN POPULAR CULTURE AND MEDIA	ASL 311	DEAF-BLIND COMMUNITY
AMS 297	TOPICS IN AMERICAN RACE AND ETHNIC STUDIES	CES 401	CRITICAL ETHNIC STUDIES
AMS 298	TOPICS IN AMERICAN SOCIAL AND LITERARY MOVEMENTS	CES 402	MOBILITY AND THE STATE
AMS 329	POWER, OPPRESSION, RESISTANCE: APPROACHES TO CRITICAL RACE AND ETHNIC STUDIES	CES 403	CITIES AND RACIAL FORMATION
AMS 340	AMERICAN POPULAR CULTURE: 1890s - 1930s	CES 404	BORDERS AND MIGRATION
AMS 352	SEX, GENDER AND SOCIAL MEDIA	CES 405	RACE AND THE MEDIA
AMS 360	AMERICAN FILM	CMNS 230	PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY
AMS 370	THE MATERIAL CULTURE OF MODERN AMERICA	CMNS 337	ASIAN-AMERICAN MEDIA REPRESENTATIONS
AMS 371	MATERIAL CULTURE OF EARLY AMERICA	CMNS 339	PERFORMANCE OF GENDER & SEXUALITY
AMS 380	TELEVISION AND AMERICAN IDENTITY	CMNS 347	THE POLITICS OF HIP HOP CULTURE
AMS 386	ADVANCED TOPICS IN AMERICAN POPULAR CULTURE AND MEDIA	CMNS 367	PERFORMANCE FOR SOCIAL CHANGE
AMS 387	ADVANCED TOPICS IN GENDER AND SEXUALITY STUDIES IN THE U.S./ AMERICAS	CMNS 369	PERFORMANCE OF HUMOR
AMS 388	ADVANCED TOPICS IN AMERICAN SOCIAL AND LITERARY MOVEMENTS	CPL 312	THE LITERATURE OF IDENTITY
AMS 392	INTERNSHIP	CPL 313	FEMINIST LITERATURE
AMS 393	ADVANCED TOPICS IN AMERICAN MATERIAL CULTURE AND THE BUILT ENVIRONMENT	CRIM 101	INTRODUCTION TO THE CRIMINAL LEGAL SYSTEM
AMS 394	ADVANCED TOPICS IN AMERICAN POLITICS, INSTITUTIONS, AND VALUES	CRIM 105	CRIME AND THE MEDIA
		CRIM 201	LAW ENFORCEMENT
		CRIM 202	CRIMINAL LAW AND PROCEDURE
		CRIM 203	CORRECTIONS
		CRIM 205	RACE, CLASS, GENDER AND THE CRIMINAL LEGAL SYSTEM
		CRIM 206	CRIMINAL INVESTIGATIONS
		CRIM 208	LATINOS AND THE CRIMINAL JUSTICE SYSTEM
		CRIM 209	CRIME AND PUNISHMENT
		CRIM 215	GANGS IN SOCIETY
		CRIM 218	COMMUNITIES AND CRIME
		CRIM 225	COMMUNITY NON-VIOLENCE
		CRIM 240	CRIMES OF THE STATE
		CRIM 257	SCHOOL VIOLENCE, DISCIPLINE AND JUSTICE
		CRIM 301	RESEARCH METHODS IN CRIMINOLOGY

CRIM 302	STATISTICS IN CRIMINOLOGY	GEO 201	GEOPOLITICS
CRIM 303	CRIMINOLOGICAL THEORY	GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT
CRIM 312	21ST CENTURY POLICING	GEO 210	INTERNATIONAL ENVIRONMENTAL CONSERVATION
CRIM 325	US POLITICAL PRISONERS AND CRIMES OF CONSCIENCE	GEO 231	HISTORICAL GEOGRAPHY OF CHICAGO
CRIM 337	DRUGS AND SOCIETY	GEO 269	CULTURAL AND POLITICAL ECOLOGY
CRIM 345	WHITE COLLAR AND CORPORATE CRIME	GEO 330	SUSTAINABLE URBAN TRANSPORTATION
CSS 310	RESTORATIVE JUSTICE: ENGAGEMENT WITH THE PRISON	GEO 333	URBAN PLANNING
CSS 312	LAW AND POLITICS: PRISON POLICIES AND RESTORATIVE JUSTICE	GEO 351	GEOGRAPHY, FOOD AND JUSTICE
CSS 320	COMMUNITY FOOD SYSTEMS	HAA 145	INTRODUCTION TO ARTS OF THE AMERICAS
CSS 350	CRITICAL ISSUES IN PUBLIC EDUCATION: THE CHICAGO CONTEXT	HAA 260	AMERICAN ART
CTH 250	ART IN THE SPANISH AMERICAN EMPIRE	HAA 263	HISTORY OF INTERIOR DESIGN
CTH 273	HISTORY OF THE CATHOLIC CHURCH IN THE U.S.	HAA 265	HISTORY OF PHOTOGRAPHY
CTH 384		HAA 281	MODERN ARCHITECTURE
ECO 310	URBAN ECONOMICS	HAA 291	MUSEUM AND NON-PROFIT ARTS MANAGEMENT
ECO 313	MARKET STRUCTURE AND REGULATION OF BUSINESS	HAA 380	CHICAGO ARCHITECTURE AND URBANISM (WORLD CITIES)
ECO 317	AMERICAN ECONOMIC HISTORY	HAA 391	THE EVOLVING MUSEUM: HISTORIES AND CONTEMPORARY CHALLENGES
ECO 318	LABOR ECONOMICS AND ORGANIZATION	HST 181	UNITED STATES TO 1800
ECO 319	ECONOMICS AND GENDER	HST 182	UNITED STATES, 1800-1900
ECO 340	DEVELOPMENT OF ECONOMIC THOUGHT	HST 183	UNITED STATES, 1900-PRESENT
ENG 265	THE AMERICAN NOVEL	HST 240	HISTORY OF CHICAGO
ENG 271	AFRICAN AMERICAN LITERATURE	HST 243	HISTORY OF THE CATHOLIC CHURCH IN THE U.S.
ENG 272	LITERATURE AND IDENTITY	HST 246	AFRICAN-AMERICAN HISTORY TO 1800
ENG 276	LATINX LITERATURE	HST 247	AFRICAN-AMERICAN HISTORY, 1800-1900
ENG 285	LGBTQ LITERATURE	HST 248	AFRICAN-AMERICAN HISTORY, 1900 TO PRESENT
ENG 335	TOPICS IN EARLY AMERICAN LITERATURE	HST 254	AMERICAN URBAN HISTORY
ENG 360	AMERICAN LITERATURE TO 1830	HST 269	MUSEUMS, MATERIAL CULTURE AND MEMORY: INTRODUCTION TO PUBLIC HISTORY
ENG 361	19TH-CENTURY AMERICAN LITERATURE	HST 270	U.S. HISTORICAL LANDSCAPE
ENG 362	AMERICAN LITERATURE FROM 1865 TO 1920	HST 278	HISTORY OF AMERICAN RELIGION
ENG 363	AMERICAN LITERATURE AFTER 1900	HST 279	WESTWARD EXPANSION IN U.S.
ENG 364	TOPICS IN GENRE STUDIES	HST 280	HISTORY OF US NATIONAL PARKS
ENG 365	TOPICS IN 20TH-CENTURY FICTION	HST 281	IDEAS OF NATURE IN US HISTORY
ENG 367	TOPICS IN AMERICAN STUDIES	HST 283	ASIAN-AMERICAN IMMIGRATION AND HISTORY, 1840-1965
ENG 369	TOPICS IN AMERICAN LITERATURE	HST 284	HISTORY OF EDUCATION IN THE UNITED STATES
ENG 371	TOPICS IN AFRICAN AMERICAN LITERATURE	HST 288	WOMEN IN UNITED STATES HISTORY
ENG 373	MULTIETHNIC LITERATURE OF THE U.S.	HST 295	AMERICAN HISTORY AND FILM/TV
ENG 374	NATIVE LITERATURE	HST 301	U.S. LABOR HISTORY
ENG 375	STUDIES IN SHORT FICTION	HST 310	INTER-AMERICAN AFFAIRS
ENG 383	WOMEN AND LITERATURE	HST 312	LATINOS IN THE UNITED STATES
ENG 384	TOPICS IN LATINX LITERATURE	HST 313	THE OLD SOUTH
ENG 385	TOPICS IN LGBTQ LITERATURE	HST 319	IMMIGRANT AMERICA
ENV 160	IDEAS OF NATURE	HST 342	TOPICS IN AFRICAN-AMERICAN HISTORY
ENV 165	NATIONAL PARKS HISTORY		
ENV 200	CITIES AND THE ENVIRONMENT		
GEO 103	URBANIZATION		
GEO 133	URBAN GEOGRAPHY - EXPERIENTIAL LEARNING		

HST 346	AFRICAN-AMERICAN INTELLECTUAL HISTORY	LGQ 332	LGBTQ POLITICS
HST 354	U.S. WOMEN'S HISTORY	LGQ 338	SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW
HST 360	DOING DIGITAL HISTORY	LGQ 362	ADVANCED TRANSGENDER STUDIES
HST 367	US-MEXICAN BORDERLANDS	LGQ 388	QUEER THEORY: AN INTRODUCTION
HST 368	SOCIAL MOVEMENTS IN LATIN AMERICA	LST 113	LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES
HST 369	REVOLUTIONS IN LATIN AMERICA	LST 202	CONSTRUCTING LATINO COMMUNITIES
HST 370	AMERICAN COLONIAL HISTORY	LST 203	MEDIA AND CULTURAL STUDIES ACROSS THE AMERICAS
HST 371	THE AMERICAN REVOLUTION	LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES
HST 372	ANTEBELLUM AMERICA	LST 303	THE U.S.-MEXICO BORDER. PEOPLE, RESOURCES, ENVIRONMENTAL WASTE, TECHNOLOGY
HST 373	THE CIVIL WAR ERA	LST 305	LATINO COMMUNITIES AND SOCIAL ENGAGEMENT
HST 374	EMERGENCE OF MODERN AMERICA, 1877-1914	LST 306	LATINO COMMUNITIES IN CHICAGO
HST 375	THE GREAT DEPRESSION AND THE NEW DEAL ERA	LST 307	GROWING UP LATINO/LATINA IN THE U.S.
HST 376	THE UNITED STATES SINCE 1940	LST 308	MOTHERHOOD IN LATINO COMMUNITIES
HST 377	HISTORY OF POVERTY IN THE UNITED STATES	LST 309	SOCIAL ENGAGEMENT AND LATINO FAMILIES
HST 378	THE AMERICAN WEST IN THE 20TH CENTURY	LST 310	SPECIAL TOPICS: LATINOS IN THE U.S.
HST 379	RECONSTRUCTION AND THE RISE OF JIM CROW	LST 312	LATINA/O SEXUALITIES
HST 380	GENDER, TECHNOLOGY AND CULTURE IN 20TH CENTURY AMERICA	LST 321	GLOBALIZATION IN THE AMERICAS
HST 381	AMERICAN POPULAR CULTURE 1890s-1930s	LST 348	INDIGENOUS POLITICAL STRUGGLES
HST 382	CHICAGO HISTORY MUSEUM EXPERIENCE	MCS 231	INTRODUCTION TO DOCUMENTARY STUDIES
HST 383	BORDERLANDS AND FRONTIERS IN AMERICA	MCS 271	MEDIA AND CULTURAL STUDIES
HST 384	TOPICS IN AMERICAN HISTORY	MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION
HST 386	UNITED STATES CONSTITUTIONAL HISTORY SINCE 1865	MCS 275	COMICS STUDIES
HST 388	THE COURT AND THE U.S. BILL OF RIGHTS	MCS 342	HISTORY OF TELEVISION & RADIO
HST 389	TOPICS IN PUBLIC HISTORY	MCS 343	MEDIA ETHICS
HST 391	DOING LOCAL AND COMMUNITY HISTORY	MCS 344	THE SEXUAL REVOLUTION: HOLLYWOOD IN THE 1960s
HST 392	PUBLIC HISTORY INTERNSHIP	MCS 348	TOPICS IN FILM GENRE
HST 394	AFRICAN-AMERICAN URBAN HISTORY	MCS 349	TOPICS IN FILM STUDIES
HST 396	ORAL HISTORY: MEMORY, METHOD AND PRACTICE	MCS 351	TOPICS IN TELEVISION STUDIES
INT 206	IDENTITIES AND BOUNDARIES	MCS 352	TOPICS IN NEW MEDIA
INT 304	MIGRATION AND FORCED MIGRATION	MCS 353	TOPICS IN MEDIA STUDIES
INT 305	CULTURE AND INEQUALITY	MCS 355	SEX IN THE BOX: U.S. TELEVISION, SEX, AND SEXUALITY
INT 306	GLOBAL EMPIRES	MCS 358	TOPICS IN COMICS STUDIES
INT 307	RACE, SEX, DIFFERENCE	MCS 359	TOPICS IN CULT STUDIES
INT 308	NATURE, SOCIETY AND POWER	MCS 360	B-MOVIES
LGQ 150	INTRODUCTION TO LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER STUDIES [SSMW]	MCS 361	FANDOM & PARTICIPATORY CULTURE
LGQ 236	GAY MEN'S HEALTH MATTERS	MCS 362	BLACKNESS IN AMERICAN TV
LGQ 277	LGBTQ+ HISTORY IN THE UNITED STATES, WORLD WAR II TO THE PRESENT	MCS 363	TOPICS IN FAN STUDIES
LGQ 282	INTRODUCTION TO LGBTQ LITERATURE	MCS 364	MONSTERS IN POPULAR CULTURE
LGQ 319	QUEER PIONEERS: CULTURE, GENDER, AND POLITICAL ACTIVISM	MCS 365	HORROR FILMS
		MCS 367	SPORTS FANDOM
		MCS 368	MUSIC INDUSTRIES AND CULTURE
		MCS 369	TIME TRAVEL ON TELEVISION

MCS 370	ADAPTATION: MOVIES/TV/NOVELS/ COMICS/TOYS/VIDEO GAMES
MCS 371	WRITING TELEVISION CRITICISM
MCS 373	AUDIO DOCUMENTARY
MCS 375	LATINO/A TELEVISION AND MEDIA
MUS 278	JAZZ
PAX 212	SOCIAL JUSTICE AND SOCIAL CHANGE
PHL 231	PHILOSOPHY AND RACE
PHL 376	AMERICAN PHILOSOPHY
PPS 201	PUBLIC POLICY AND URBAN ISSUES
PPS 250	ISSUES IN NEIGHBORHOOD DEVELOPMENT
PPS 251	URBAN POVERTY
PPS 300	APPLIED URBAN AND ENVIRONMENTAL ECONOMICS
PPS 301	PUBLIC POLICY AND POLITICS
PPS 331	
PPS 353	INEQUALITY AND PUBLIC POLICY
PPS 361	PUBLIC SPACES AND SOCIAL CONTROL
PSC 120	THE AMERICAN POLITICAL SYSTEM
PSC 216	AMERICAN POLITICAL CULTURE
PSC 217	WOMEN AND POLITICS
PSC 218	AFRICAN-AMERICAN POLITICS
PSC 219	TOPICS IN POLITICAL CULTURE
PSC 221	CONGRESS AND THE LEGISLATIVE PROCESS
PSC 223	URBAN POLITICS
PSC 225	STATE POLITICS
PSC 242	AMERICAN FOREIGN POLICY
PSC 260	LAW AND THE POLITICAL SYSTEM
PSC 261	CONSTITUTIONAL LAW: FIRST AMENDMENT RIGHTS
PSC 262	CONSTITUTIONAL LAW: RIGHTS OF DEFENDANTS
PSC 263	CONSTITUTIONAL LAW: EQUAL PROTECTION OF THE LAWS
PSC 321	MASS MEDIA AND AMERICAN POLITICS
PSC 322	URBAN POLICYMAKING
PSC 323	CHICAGO GOVERNMENT AND POLITICS
PSC 324	INEQUALITY IN AMERICAN SOCIETY
PSC 327	PUBLIC OPINION
PSC 328	ADVANCED TOPICS IN AMERICAN POLITICS
PSC 330	AMERICAN POLITICAL THOUGHT
PSC 336	AFRICAN-AMERICAN POLITICAL THOUGHT
PSC 339	ADVANCED TOPICS IN POLITICAL THOUGHT
PSC 362	THE CRIMINAL JUSTICE SYSTEM
PSC 363	WOMEN AND THE LAW
PSC 367	IMMIGRATION LAW
PSY 346	PSYCHOLOGY OF THE AFRICAN- AMERICAN CHILD
REL 111	

REL 115	THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE
REL 161	NATIVE AMERICAN RELIGIONS
REL 218	BLACK INTELLECTUAL TRADITIONS
REL 219	SLAVERY, RACE AND RELIGION
REL 224	RELIGION AND POLITICS IN THE UNITED STATES
REL 266	ISLAM IN THE UNITED STATES
REL 384	
SOC 200	SOCIAL WORK AND SOCIAL WELFARE
SOC 214	POLICING THE MARGINS
SOC 221	INTRODUCTION TO THE U.S HEALTH CARE SYSTEM
SOC 231	RACE AND ETHNICITY IN THE CITY
SOC 245	URBAN SOCIOLOGY
SOC 248	RESISTING WHITE SUPREMACY
SOC 313	SOCIOLOGY OF EDUCATION
SOC 315	LAW, POWER AND RESISTANCE
SOC 316	STREET GANGS
SOC 340	SOCIAL INEQUALITY
SOC 344	POLITICAL SOCIOLOGY
SOC 347	CLASS, POWER AND DECISION MAKING IN THE CITY
WGS 100	WOMEN'S LIVES:RACE/CLASS/GENDER
WGS 212	GROWING UP FEMALE IN THE U.S.
WGS 215	GENDER AND EDUCATION
WGS 250	INTERSECTIONAL & TRANSNATIONAL FEMINIST FORMATIONS
WGS 255	DECONSTRUCTING THE DIVA
WGS 275	BLACK FEMINIST THEORIES IN A U.S. CONTEXT
WGS 303	GENDER, VIOLENCE AND RESISTANCE
WGS 306	GENDER AND FAMILIES
WGS 314	ANTIRACIST FEMINISMS
WGS 316	REPRESENTATIONS OF THE BODY
WGS 326	WOMEN AND LAW
WGS 362	INTRODUCTION TO TRANSGENDER STUDIES
WGS 386	BLACK WOMEN'S EXPERIENCES: VARIABLE TOPICS
WGS 388	QUEER THEORY: AN INTRODUCTION

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Comparative Race and Ethnic Studies Concentration, American Studies (BA) (p. 82)
- Material Culture and the Built Environment Concentration, American Studies (BA) (p. 85)
- Politics, Institutions and Values Concentration, American Studies (BA) (p. 87)
- Popular Culture and Media Studies Concentration, American Studies (BA) (p. 90)

- Social and Literary Movements Concentration, American Studies (BA) (p. 92)

Comparative Race and Ethnic Studies Concentration, American Studies (BA)

American Studies has taken a central position in the analysis of American ethnicity and race. Early work in this area focused on the history and culture of specific groups, but as the field has developed, inquiry has turned to the theoretical and comparative analysis of race. Courses in this concentration encourage students to explore both the specificity and the diversity of race and ethnicity in American culture by taking some courses that focus on the experience of one racial or ethnic group and others that offer comparative perspectives.

Concentration Courses

Please note that the below list of possible courses is not exhaustive and that many courses listed under "TOPICS" headings may also count toward American Studies. Students may take an unlimited number of TOPICS courses, as long as the topic of each course is different.

Students must choose five courses from the following; however, exceptions may be granted by the Director of the American Studies Program. No more than three courses may be from any one department (AMS notwithstanding); at least three courses should be at the 300-level.

American Studies

Course	Title	Quarter Hours
AMS 150	PERSPECTIVES ON AMERICAN IDENTITIES	
AMS 220	AMERICAN BUDDHISMS: RACE AND RELIGIOUS DIVERSITY	
AMS 230	ASIAN AMERICAN HISTORIES	
AMS 240	CHICAGO HISTORY, GEOGRAPHY, AND CULTURES	
AMS 261	AMERICAN ETHNICITIES 1800-1945	
AMS 265	PACIFIC WORLD: NORTH AMERICA AND THE PACIFIC, 1776 - 1945	
AMS 290	AMERICAN VOICES: TO 1860	
AMS 291	AMERICAN VOICES: FROM 1860 ONWARD	
AMS 297	TOPICS IN AMERICAN RACE AND ETHNIC STUDIES	
AMS 329	POWER, OPPRESSION, RESISTANCE: APPROACHES TO CRITICAL RACE AND ETHNIC STUDIES	
AMS 395	ADVANCED TOPICS IN AMERICAN STUDIES	
AMS 397	ADVANCED TOPICS IN AMERICAN RACE AND ETHNIC STUDIES	

Asian American Studies

Course	Title	Quarter Hours
AAS 200	ASIAN AMERICAN HISTORY	
AAS 203	ASIAN AMERICAN ARTS AND CULTURE	

AAS 205	GLOBAL ASIA
AAS 290	TOPICS IN ASIAN AMERICAN STUDIES
AAS 343	JAPANESE AMERICAN HISTORY IN THE US/CHICAGO

African & Black Diaspora Studies

Course	Title	Quarter Hours
ABD 100	INTRODUCTION TO AFRICAN AND BLACK DIASPORA STUDIES	
ABD 208	AFRICAN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	
ABD 209	RACE AND RACISM	
ABD 214	ANTHROPOLOGY OF THE AFRICAN DIASPORA	
ABD 215	THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE	
ABD 218	AFRICAN AMERICAN POLITICS	
ABD 220	BLACKS AND LOVE	
ABD 229	RACE, SCIENCE AND WHITE SUPREMACY	
ABD 230	STEREOTYPES AND BLACK IDENTITY	
ABD 231	PHILOSOPHY AND THE QUESTION OF RACE	
ABD 232	MIXED RACE AMERICAN IDENTITY	
ABD 234	BLACK AESTHETIC THOUGHT	
ABD 235	HARLEM RENAISSANCE AND NEGRITUDE	
ABD 236	BLACK FREEDOM MOVEMENTS	
ABD 240	BLACK MUSIC IN AMERICAN CULTURE	
ABD 241	RELIGIOUS DIMENSIONS OF THE AFRICAN DIASPORA	
ABD 245	RACE AND ETHNICITY IN LITERARY STUDIES	
ABD 249	JAZZ AND THE DIASPORIC IMAGINATION	
ABD 256	AFRICAN-AMERICAN HISTORY TO 1800	
ABD 257	AFRICAN-AMERICAN HISTORY, 1800-1900	
ABD 258	AFRICAN AMERICAN HISTORY, 1900 TO PRESENT	
ABD 259	THE GREAT MIGRATION AND BLACK IDENTITY	
ABD 260	DIMENSIONS OF BLACK FAMILY LIFE	
ABD 261	RADICAL AESTHETICS OF HIP HOP	
ABD 262	WHAT IS BLACK CINEMA?	
ABD 275	BLACK FEMINIST THEORIES IN A U.S. CONTEXT	
ABD 305	PAN-AFRICANISM	
ABD 320	AFRICAN AMERICAN SCIENCE FICTION	
ABD 336	AFRICAN-AMERICAN POLITICAL THOUGHT	
ABD 351	RECONSTRUCTION AND THE RISE OF JIM CROW	
ABD 365	VOTING, REPRESENTATION, AND THE LAW	
ABD 371	AFRICAN- AMERICAN FICTION	
ABD 372	AFRICAN AMERICAN DRAMA AND POETRY	
ABD 373	TOPICS IN AFRICAN AMERICAN POETRY 1940-1960	
ABD 374	THE BLACK ARTS MOVEMENT	

ABD 375	RACE, MEDIA, AND REPRESENTATION
ABD 379	BLACK FEMINIST THEORY
ABD 380	TOPICS IN AFRICAN AMERICAN STUDIES
ABD 386	BLACK WOMEN'S LIVES
ABD 390	TOPICS IN POPULAR CULTURE IN THE BLACK DIASPORA

Comparative Literature

Course	Title	Quarter Hours
CPL 312	THE LITERATURE OF IDENTITY ¹	
CPL 313	FEMINIST LITERATURE ¹	

¹ Depends on topic.

Catholic Studies

Course	Title	Quarter Hours
CTH 250	ART IN THE SPANISH AMERICAN EMPIRE	
CTH 273	HISTORY OF THE CATHOLIC CHURCH IN THE U.S.	

Community Service Studies

Course	Title	Quarter Hours
CSS 310	RESTORATIVE JUSTICE: ENGAGEMENT WITH THE PRISON	
CSS 312	LAW AND POLITICS: PRISON POLICIES AND RESTORATIVE JUSTICE	
CSS 320	COMMUNITY FOOD SYSTEMS	
CSS 350	CRITICAL ISSUES IN PUBLIC EDUCATION: THE CHICAGO CONTEXT	

Criminology

Course	Title	Quarter Hours
CRIM 205	RACE, CLASS, GENDER AND THE CRIMINAL LEGAL SYSTEM	
CRIM 208	LATINOS AND THE CRIMINAL JUSTICE SYSTEM	

Critical Ethnic Studies

Course	Title	Quarter Hours
CES 401	CRITICAL ETHNIC STUDIES	
CES 402	MOBILITY AND THE STATE	
CES 403	CITIES AND RACIAL FORMATION	
CES 404	BORDERS AND MIGRATION	
CES 405	RACE AND THE MEDIA	

English

Course	Title	Quarter Hours
ENG 271	AFRICAN AMERICAN LITERATURE	
ENG 272	LITERATURE AND IDENTITY ¹	

ENG 276	LATINX LITERATURE
ENG 351	POSTCOLONIAL LITERATURE
ENG 364	TOPICS IN GENRE STUDIES
ENG 365	TOPICS IN 20TH-CENTURY FICTION
ENG 367	TOPICS IN AMERICAN STUDIES
ENG 369	TOPICS IN AMERICAN LITERATURE
ENG 371	TOPICS IN AFRICAN AMERICAN LITERATURE
ENG 373	MULTIETHNIC LITERATURE OF THE U.S.
ENG 374	NATIVE LITERATURE
ENG 383	WOMEN AND LITERATURE ¹
ENG 384	TOPICS IN LATINX LITERATURE

¹ Depends on topic.

Geography

Course	Title	Quarter Hours
GEO 103	URBANIZATION	
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	
GEO 231	HISTORICAL GEOGRAPHY OF CHICAGO	

History of Art & Architecture

Course	Title	Quarter Hours
HAA 145	INTRODUCTION TO ARTS OF THE AMERICAS	

History

Course	Title	Quarter Hours
HST 243	HISTORY OF THE CATHOLIC CHURCH IN THE U.S.	
HST 246	AFRICAN-AMERICAN HISTORY TO 1800	
HST 247	AFRICAN-AMERICAN HISTORY, 1800-1900	
HST 248	AFRICAN-AMERICAN HISTORY, 1900 TO PRESENT	
HST 240	HISTORY OF CHICAGO	
HST 312	LATINOS IN THE UNITED STATES	
HST 342	TOPICS IN AFRICAN-AMERICAN HISTORY	
HST 346	AFRICAN-AMERICAN INTELLECTUAL HISTORY	
HST 384	TOPICS IN AMERICAN HISTORY	
HST 388	THE COURT AND THE U.S. BILL OF RIGHTS	
HST 394	AFRICAN-AMERICAN URBAN HISTORY	

Latin American & Latino Studies

Course	Title	Quarter Hours
LST 113	LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES	
LST 202	CONSTRUCTING LATINO COMMUNITIES	
LST 203	MEDIA AND CULTURAL STUDIES ACROSS THE AMERICAS	

LST 207	AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS
LST 209	LATINOS/AS AND THE CRIMINAL LEGAL SYSTEM
LST 208	JEWISH EXPERIENCES IN THE AMERICAS
LST 290	LATINO/A LIBERATION TRADITIONS
LST 303	THE U.S.-MEXICO BORDER. PEOPLE, RESOURCES, ENVIRONMENTAL WASTE, TECHNOLOGY
LST 305	LATINO COMMUNITIES AND SOCIAL ENGAGEMENT
LST 306	LATINO COMMUNITIES IN CHICAGO
LST 307	GROWING UP LATINO/LATINA IN THE U.S.
LST 308	MOTHERHOOD IN LATINO COMMUNITIES
LST 309	SOCIAL ENGAGEMENT AND LATINO FAMILIES
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S.
LST 312	LATINA/O SEXUALITIES
LST 321	GLOBALIZATION IN THE AMERICAS
LST 330	LATINOS IN EDUCATION
LST 348	INDIGENOUS POLITICAL STRUGGLES

Music

Course	Title	Quarter Hours
MUS 278	JAZZ	

Philosophy

Course	Title	Quarter Hours
PHL 231	PHILOSOPHY AND RACE	

Political Science

Course	Title	Quarter Hours
PSC 218	AFRICAN-AMERICAN POLITICS	
PSC 223	URBAN POLITICS	
PSC 260	LAW AND THE POLITICAL SYSTEM	
PSC 261	CONSTITUTIONAL LAW: FIRST AMENDMENT RIGHTS	
PSC 262	CONSTITUTIONAL LAW: RIGHTS OF DEFENDANTS	
PSC 263	CONSTITUTIONAL LAW: EQUAL PROTECTION OF THE LAWS	
PSC 324	INEQUALITY IN AMERICAN SOCIETY	
PSC 328	ADVANCED TOPICS IN AMERICAN POLITICS	
PSC 339	ADVANCED TOPICS IN POLITICAL THOUGHT ¹	
PSC 362	THE CRIMINAL JUSTICE SYSTEM	

¹ Depends on topic.

Psychology

Course	Title	Quarter Hours
PSY 346	PSYCHOLOGY OF THE AFRICAN-AMERICAN CHILD	

Religion

Course	Title	Quarter Hours
REL 221	RELIGION IN SOCIETY IN SOUTH ASIA	
REL 224	RELIGION AND POLITICS IN THE UNITED STATES	
REL 266	ISLAM IN THE UNITED STATES	

Sociology

Course	Title	Quarter Hours
SOC 214	POLICING THE MARGINS	
SOC 231	RACE AND ETHNICITY IN THE CITY	
SOC 248	RESISTING WHITE SUPREMACY	
SOC 310	CRIMINALIZATION, PUNISHMENT, & RESISTANCE	
SOC 316	STREET GANGS	
SOC 340	SOCIAL INEQUALITY	
SOC 245	URBAN SOCIOLOGY	

Women's and Gender Studies

Course	Title	Quarter Hours
WGS 255	DECONSTRUCTING THE DIVA	
WGS 386	BLACK WOMEN'S EXPERIENCES: VARIABLE TOPICS	

Portfolio Requirement

Students are encouraged to maintain an active record of documents from their concentration courses, including syllabi, completed written course work, collections of visuals, e.g., photo essays – whatever is appropriate to the six courses chosen for the concentration. Students will use these documents to aid them in writing reflective essays during the initial weeks of their senior seminar. These essays might ask you to consider “What were the course’s most valuable lessons in research, analysis, writing and communication? How did this course, taken together with the other courses you have chosen for your concentration, influence/develop your understanding of the area of American culture on which you are focusing?” These essays, along with representative assignments, will form the student’s American Studies “portfolio.” Students turn in their portfolio on the concentration, along with a proposal for the senior seminar project, in the first weeks of the senior seminar, AMS 301. Specific directions for the portfolio can be obtained from your American Studies advisor, from the American Studies Program office, or from the American Studies Program Director.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Material Culture and the Built Environment Concentration, American Studies (BA)

Students in this concentration study the complex interrelationships among the arts, craft, design, ideas, places, and social and cultural life in America. This concentration allows for the encyclopedic study of things in their historical context, drawing on methodologies and approaches from art and design history, economic history, history of technology, philosophy, anthropology, archaeology, and geography.

The curriculum combines two broad approaches: giving objects prime importance and placing objects in wider social and intellectual contexts. Some courses raise issues related to media, techniques, aesthetics, production and consumption, historiography, and theory, while others focus on the role objects and places play in people’s lives: the planning of cities, parks, and gardens; the design of buildings, interiors, and furnishings; clothing; jewelry and body adornment; the material culture of food, decoration, and ornament; illustration and the graphic arts. Students will explore the ways in which Americans have been shaped by and have shaped their physical environments, from “nature” to the urban environment.

Concentration Courses

Please note that the below list of possible courses is not exhaustive and that many courses listed under "TOPICS" headings may also count toward American Studies. Students may take an unlimited number of TOPICS courses, as long as the topic of each course is different.

Students must choose five courses from the following; however, exceptions may be granted by the Director of the American Studies Program. No more than three courses may be from any one department (AMS notwithstanding); at least three courses should be at the 300-level.

American Studies

Course	Title	Quarter Hours
AMS 150	PERSPECTIVES ON AMERICAN IDENTITIES	
AMS 240	CHICAGO HISTORY, GEOGRAPHY, AND CULTURES	
AMS 261	AMERICAN ETHNICITIES 1800-1945	
AMS 240	CHICAGO HISTORY, GEOGRAPHY, AND CULTURES	
AMS 293	TOPICS IN AMERICAN MATERIAL CULTURE AND THE BUILT ENVIRONMENT	
AMS 370	THE MATERIAL CULTURE OF MODERN AMERICA	
AMS 371	MATERIAL CULTURE OF EARLY AMERICA	
AMS 393	ADVANCED TOPICS IN AMERICAN MATERIAL CULTURE AND THE BUILT ENVIRONMENT	
AMS 387	ADVANCED TOPICS IN GENDER AND SEXUALITY STUDIES IN THE U.S./ AMERICAS ¹	
AMS 395	ADVANCED TOPICS IN AMERICAN STUDIES ¹	

¹ Depending on topic.

African and Black Diaspora Studies

Course	Title	Quarter Hours
ABD 259	THE GREAT MIGRATION AND BLACK IDENTITY	
ABD 351	RECONSTRUCTION AND THE RISE OF JIM CROW	

Anthropology

Course	Title	Quarter Hours
ANT 202	ARCHAEOLOGICAL FIELD METHODS	
ANT 250	MATERIAL CULTURE OF MODERN AMERICA	
ANT 252	MATERIAL CULTURE AND DOMESTIC LIFE	
ANT 254	HISTORICAL ARCHAEOLOGY OF CHICAGO	
ANT 280	ARCHAEOLOGICAL FIELDWORK	
ANT 314	ANTHROPOLOGY OF GENDER	
ANT 342	ANTHROPOLOGY OF FOOD MOVEMENTS AND PRACTICES	
ANT 346	URBAN ANTHROPOLOGY	
ANT 356	URBAN ETHNOGRAPHY	
ANT 358	ARCHEOLOGY OF CITIES	
ANT 374	ANTHROPOLOGY AND MUSEUMS	
ANT 378	MUSEUM EDUCATION	
ANT 382	HERITAGE DISPLAYS AND MUSEUMS	

Art

Course	Title	Quarter Hours
ART 291	MURAL PAINTING	
ART 328	DOCUMENTARY PHOTOGRAPHY	

Community Service Studies

Course	Title	Quarter Hours
CSS 310	RESTORATIVE JUSTICE: ENGAGEMENT WITH THE PRISON	
CSS 312	LAW AND POLITICS: PRISON POLICIES AND RESTORATIVE JUSTICE	

Environmental Science

Course	Title	Quarter Hours
ENV 165	NATIONAL PARKS HISTORY	
ENV 181	LANDSCAPE ARCHITECTURE	
ENV 200	CITIES AND THE ENVIRONMENT	

Geography

Course	Title	Quarter Hours
GEO 101	ENVIRONMENTAL GEOGRAPHY	
GEO 103	URBANIZATION	
GEO 133	URBAN GEOGRAPHY - EXPERIENTIAL LEARNING	
GEO 140	MAPPING WORKSHOP FOR ONLINE STORYTELLING	
GEO 172	CULTURAL GEOGRAPHY: THE NATURE-CULTURE INTERFACE	
GEO 200	SUSTAINABLE URBAN DEVELOPMENT	
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	
GEO 206	BOUNDARIES AND IDENTITIES	
GEO 210	INTERNATIONAL ENVIRONMENTAL CONSERVATION	
GEO 231	HISTORICAL GEOGRAPHY OF CHICAGO	
GEO 233	COMPARATIVE URBANISM	
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	
GEO 242	GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS	
GEO 269	CULTURAL AND POLITICAL ECOLOGY	
GEO 299	KNOWLEDGE, PLACE AND POWER	
GEO 301	ECONOMIC INEQUALITY AND POLITICAL TRAUMA	
GEO 339	TOPICS IN ARCHITECTURE AND URBANISM	
GEO 350	WORLD OF WINE	
GEO 351	GEOGRAPHY, FOOD AND JUSTICE	
GEO 369	RISKS, HAZARDS AND NATURAL DISASTERS	

History of Art and Architecture

Course	Title	Quarter Hours
HAA 145	INTRODUCTION TO ARTS OF THE AMERICAS	
HAA 247	MODERN LATIN AMERICAN ART	
HAA 260	AMERICAN ART	
HAA 265	HISTORY OF PHOTOGRAPHY	
HAA 281	MODERN ARCHITECTURE	
HAA 288	COMPARATIVE URBANISM	
HAA 291	MUSEUM AND NON-PROFIT ARTS MANAGEMENT	
HAA 371	HISTORIC CATHOLIC CHURCH ARCHITECTURE OF CHICAGO	
HAA 380	CHICAGO ARCHITECTURE AND URBANISM (WORLD CITIES)	
HAA 391	THE EVOLVING MUSEUM: HISTORIES AND CONTEMPORARY CHALLENGES	
HAA 394	MUSEUM STUDIES INTERNSHIP	

History

Course	Title	Quarter Hours
HST 240	HISTORY OF CHICAGO	
HST 269	MUSEUMS, MATERIAL CULTURE AND MEMORY: INTRODUCTION TO PUBLIC HISTORY	
HST 270	U.S. HISTORICAL LANDSCAPE	
HST 280	HISTORY OF US NATIONAL PARKS	
HST 281	IDEAS OF NATURE IN US HISTORY	
HST 302	MAPS IN HISTORY AND CULTURE	
HST 382	CHICAGO HISTORY MUSEUM EXPERIENCE	
HST 389	TOPICS IN PUBLIC HISTORY	
HST 391	DOING LOCAL AND COMMUNITY HISTORY	
HST 392	PUBLIC HISTORY INTERNSHIP	

International Studies

Course	Title	Quarter Hours
INT 150	GLOBAL PERSPECTIVES ON SOCIAL JUSTICE	
INT 201	NATION STATES, NATIONALISM, EMPIRE	
INT 206	IDENTITIES AND BOUNDARIES	
INT 308	NATURE, SOCIETY AND POWER	
INT 316	THE SOCIAL AND POLITICAL LIFE OF OIL	
INT 317	READING MARX'S CAPITAL	

Media and Cinema Studies

Course	Title	Quarter Hours
MCS 342	HISTORY OF TELEVISION & RADIO	
MCS 344	THE SEXUAL REVOLUTION: HOLLYWOOD IN THE 1960s	
MCS 355	SEX IN THE BOX: U.S. TELEVISION, SEX, AND SEXUALITY	

Political Science

Course	Title	Quarter Hours
PSC 201	GEOGRAPHIC INFORMATION SYSTEMS	
PSC 223	URBAN POLITICS	

Public Policy Studies

Course	Title	Quarter Hours
PPS 201	PUBLIC POLICY AND URBAN ISSUES	
PPS 231	ENVIRONMENTAL JUSTICE	
PPS 250	ISSUES IN NEIGHBORHOOD DEVELOPMENT	
PPS 251	URBAN POVERTY	
PPS 255	CITIES, GLOBALIZATION AND PUBLIC POLICY	
PPS 330	SUSTAINABLE DEVELOPMENT	
PPS 332	NATIONAL PARKS POLICY AND GOVERNANCE	

PPS 333	GREEN CITIES
PPS 350	ISSUES IN URBAN REDEVELOPMENT
PPS 351	THE POLICY AND POLITICS OF URBAN HOUSING
PPS 360	GREAT LAKES GOVERNANCE POLICY AND MANAGEMENT
PPS 361	PUBLIC SPACES AND SOCIAL CONTROL

Sociology

Course	Title	Quarter Hours
SOC 231	RACE AND ETHNICITY IN THE CITY	
SOC 232	GLOBAL CITIES	
SOC 245	URBAN SOCIOLOGY	
SOC 246	HOMELESS IN THE CITY	
SOC 316	STREET GANGS	
SOC 346	URBAN ETHNOGRAPHY	
SOC 347	CLASS, POWER AND DECISION MAKING IN THE CITY	

Portfolio Requirement

Students are encouraged to maintain an active record of documents from their concentration courses, including syllabi, completed written course work, collections of visuals, e.g., photo essays – whatever is appropriate to the six courses chosen for the concentration. Students will use these documents to aid them in writing reflective essays during the initial weeks of their senior seminar. These essays might ask you to consider “What were the course’s most valuable lessons in research, analysis, writing and communication? How did this course, taken together with the other courses you have chosen for your concentration, influence/develop your understanding of the area of American culture on which you are focusing?” These essays, along with representative assignments, will form the student’s American Studies “portfolio.” Students turn in their portfolio on the concentration, along with a proposal for the senior seminar project, in the first weeks of the senior seminar, AMS 301. Specific directions for the portfolio can be obtained from your American Studies advisor, from the American Studies Program office, or from the American Studies Program Director.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Politics, Institutions and Values Concentration, American Studies (BA)

Students in the Politics, Institutions, and Values concentration examine the structural and cultural processes that shape the distribution of power and resources, and supply the cultural meanings for U.S. society. Courses in this concentration explore a variety of American institutions and social processes, among them the political system, the economy, the educational system, the health care arena, the justice system and numerous other cultural and social spheres. Students will study the dynamic relations among these realms in courses ranging from traditional disciplines, like Political Science and Sociology, to those within

interdisciplinary programs such as Women’s and Gender Studies and, of course, American Studies.

This concentration particularly encourages students to choose courses that emphasize an historical perspective in order to better understand the interplay of individuals, social groups and subcultures as they shape and are shaped by various institutions over time. A historical perspective also allows for comparisons among traditional, modern and contemporary methodologies for conceptualizing American society. Ultimately, students in the Politics, Institutions and Values concentration should develop the critical skills with which to analyze the complexity of the conflicts among these institutions and processes and their diverse participants, among ruling elites, their members and outsiders, and between the official discourses and the complex real outcomes.

Concentration Courses

Please note that the below list of possible courses is not exhaustive and that many courses listed under “TOPICS” headings may also count toward American Studies. Students may take an unlimited number of TOPICS courses, as long as the topic of each course is different.

Students must choose five courses from the following; however, exceptions may be granted by the Director of the American Studies Program. No more than three courses may be from any one department (AMS notwithstanding); at least three courses should be at the 300-level.

American Studies

Course	Title	Quarter Hours
AMS 150	PERSPECTIVES ON AMERICAN IDENTITIES	
AMS 220	AMERICAN BUDDHISMS: RACE AND RELIGIOUS DIVERSITY	
AMS 240	CHICAGO HISTORY, GEOGRAPHY, AND CULTURES	
AMS 275	HISTORY OF SEX IN AMERICA 1: COLONIAL TO LATE NINETEENTH CENTURY	
AMS 276	HISTORY OF SEX IN AMERICA 2: LATE VICTORIANS TO THE PRESENT	
AMS 277	LGBTQ+ HISTORY IN THE UNITED STATES, WORLD WAR II TO THE PRESENT	
AMS 280	POLITICS AND HISTORY OF THE VIETNAM WAR	
AMS 294	TOPICS IN AMERICAN POLITICS, INSTITUTIONS, AND VALUES	
AMS 380	TELEVISION AND AMERICAN IDENTITY	
AMS 387	ADVANCED TOPICS IN GENDER AND SEXUALITY STUDIES IN THE U.S./ AMERICAS	
AMS 394	ADVANCED TOPICS IN AMERICAN POLITICS, INSTITUTIONS, AND VALUES	

African & Black Diaspora Studies

Course	Title	Quarter Hours
ABD 218	AFRICAN AMERICAN POLITICS	
ABD 260	DIMENSIONS OF BLACK FAMILY LIFE	
ABD 305	PAN-AFRICANISM	
ABD 336	AFRICAN-AMERICAN POLITICAL THOUGHT	

ABD 351	RECONSTRUCTION AND THE RISE OF JIM CROW
ABD 365	VOTING, REPRESENTATION, AND THE LAW
ABD 369	TOPICS IN PUBLIC LAW

Asian American Studies

Course	Title	Quarter Hours
AAS 200	ASIAN AMERICAN HISTORY	

Community Service Studies

Course	Title	Quarter Hours
CSS 310	RESTORATIVE JUSTICE: ENGAGEMENT WITH THE PRISON	
CSS 312	LAW AND POLITICS: PRISON POLICIES AND RESTORATIVE JUSTICE	
CSS 320	COMMUNITY FOOD SYSTEMS	
CSS 350	CRITICAL ISSUES IN PUBLIC EDUCATION: THE CHICAGO CONTEXT	

Economics

Course	Title	Quarter Hours
ECO 310	URBAN ECONOMICS	
ECO 313	MARKET STRUCTURE AND REGULATION OF BUSINESS	
ECO 317	AMERICAN ECONOMIC HISTORY	
ECO 318	LABOR ECONOMICS AND ORGANIZATION	
ECO 319	ECONOMICS AND GENDER	
ECO 335	SUSTAINABLE STRATEGIES FOR ENERGY AND THE ENVIRONMENT	

Geography

Course	Title	Quarter Hours
GEO 103	URBANIZATION	
GEO 201	GEOPOLITICS	
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	
GEO 210	INTERNATIONAL ENVIRONMENTAL CONSERVATION	
GEO 330	SUSTAINABLE URBAN TRANSPORTATION	
GEO 269	CULTURAL AND POLITICAL ECOLOGY	
GEO 231	HISTORICAL GEOGRAPHY OF CHICAGO	
GEO 333	URBAN PLANNING	

History of Art and Architecture

Course	Title	Quarter Hours
HAA 291	MUSEUM AND NON-PROFIT ARTS MANAGEMENT	

History

Course	Title	Quarter Hours
HST 240	HISTORY OF CHICAGO	
HST 243	HISTORY OF THE CATHOLIC CHURCH IN THE U.S.	
HST 254	AMERICAN URBAN HISTORY	
HST 269	MUSEUMS, MATERIAL CULTURE AND MEMORY: INTRODUCTION TO PUBLIC HISTORY	
HST 270	U.S. HISTORICAL LANDSCAPE	
HST 278	HISTORY OF AMERICAN RELIGION	
HST 279	WESTWARD EXPANSION IN U.S.	
HST 283	ASIAN-AMERICAN IMMIGRATION AND HISTORY, 1840-1965	
HST 284	HISTORY OF EDUCATION IN THE UNITED STATES	
HST 288	WOMEN IN UNITED STATES HISTORY	
HST 301	U.S. LABOR HISTORY	
HST 302	MAPS IN HISTORY AND CULTURE	
HST 310	INTER-AMERICAN AFFAIRS	
HST 312	LATINOS IN THE UNITED STATES	
HST 313	THE OLD SOUTH	
HST 354	U.S. WOMEN'S HISTORY	
HST 370	AMERICAN COLONIAL HISTORY	
HST 371	THE AMERICAN REVOLUTION	
HST 382	CHICAGO HISTORY MUSEUM EXPERIENCE	

International Studies

Course	Title	Quarter Hours
INT 150	GLOBAL PERSPECTIVES ON SOCIAL JUSTICE	4
INT 200	INTRODUCTION TO POLITICAL ECONOMY	4
INT 201	NATION STATES, NATIONALISM, EMPIRE	4
INT 206	IDENTITIES AND BOUNDARIES	4
INT 302	CRITICAL SOCIAL THEORY	4
INT 308	NATURE, SOCIETY AND POWER	4
INT 316	THE SOCIAL AND POLITICAL LIFE OF OIL	4
INT 317	READING MARX'S CAPITAL	4

LGBTQ Studies

Course	Title	Quarter Hours
LGQ 319	QUEER PIONEERS: CULTURE, GENDER, AND POLITICAL ACTIVISM	
LGQ 332	LGBTQ POLITICS	
LGQ 338	SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW	

Latin American & Latino Studies

Course	Title	Quarter Hours
LST 113	LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES	

LST 202	CONSTRUCTING LATINO COMMUNITIES
LST 305	LATINO COMMUNITIES AND SOCIAL ENGAGEMENT
LST 306	LATINO COMMUNITIES IN CHICAGO
LST 321	GLOBALIZATION IN THE AMERICAS
LST 348	INDIGENOUS POLITICAL STRUGGLES

Peace, Justice, and Conflict Studies

Course	Title	Quarter Hours
PAX 102	CHICAGO AND STRATEGIC NONVIOLENCE	
PAX 200	COMMUNITIES WORKING FOR SUSTAINABLE JUSTICE AND PEACE: SERVICE IN CHICAGO AND THE U.S.	
PAX 212	SOCIAL JUSTICE AND SOCIAL CHANGE	

Public Policy Studies

Course	Title	Quarter Hours
PPS 201	PUBLIC POLICY AND URBAN ISSUES	
PPS 205	PUBLIC POLICY RESEARCH DESIGN AND METHODS	
PPS 208	INTRODUCTION TO NONPROFIT ORGANIZATIONS	
PPS 231	ENVIRONMENTAL JUSTICE	
PPS 250	ISSUES IN NEIGHBORHOOD DEVELOPMENT	
PPS 251	URBAN POVERTY	
PPS 255	CITIES, GLOBALIZATION AND PUBLIC POLICY	
PPS 300	APPLIED URBAN AND ENVIRONMENTAL ECONOMICS	
PPS 301	PUBLIC POLICY AND POLITICS	
PPS 332	NATIONAL PARKS POLICY AND GOVERNANCE	
PPS 333	GREEN CITIES	

Political Science

Course	Title	Quarter Hours
PSC 120	THE AMERICAN POLITICAL SYSTEM	
PSC 216	AMERICAN POLITICAL CULTURE	
PSC 217	WOMEN AND POLITICS	
PSC 218	AFRICAN-AMERICAN POLITICS	
PSC 219	TOPICS IN POLITICAL CULTURE ¹	
PSC 220	THE AMERICAN PRESIDENCY	
PSC 221	CONGRESS AND THE LEGISLATIVE PROCESS	
PSC 223	URBAN POLITICS	
PSC 225	STATE POLITICS	
PSC 242	AMERICAN FOREIGN POLICY	
PSC 260	LAW AND THE POLITICAL SYSTEM	
PSC 261	CONSTITUTIONAL LAW: FIRST AMENDMENT RIGHTS	

PSC 262	CONSTITUTIONAL LAW: RIGHTS OF DEFENDANTS
PSC 263	CONSTITUTIONAL LAW: EQUAL PROTECTION OF THE LAWS
PSC 321	MASS MEDIA AND AMERICAN POLITICS
PSC 322	URBAN POLICYMAKING
PSC 323	CHICAGO GOVERNMENT AND POLITICS
PSC 324	INEQUALITY IN AMERICAN SOCIETY
PSC 327	PUBLIC OPINION
PSC 328	ADVANCED TOPICS IN AMERICAN POLITICS
PSC 330	AMERICAN POLITICAL THOUGHT
PSC 339	ADVANCED TOPICS IN POLITICAL THOUGHT ¹
PSC 362	THE CRIMINAL JUSTICE SYSTEM
PSC 363	WOMEN AND THE LAW

¹ Depends on topic.

Sociology

Course	Title	Quarter Hours
SOC 200	SOCIAL WORK AND SOCIAL WELFARE	
SOC 214	POLICING THE MARGINS	
SOC 221	INTRODUCTION TO THE U.S HEALTH CARE SYSTEM	
SOC 231	RACE AND ETHNICITY IN THE CITY	
SOC 248	RESISTING WHITE SUPREMACY	
SOC 310	CRIMINALIZATION, PUNISHMENT, & RESISTANCE	
SOC 305	POWER, DEVIANCE AND SOCIAL CONTROL	
SOC 306	SOCIOLOGY OF FAMILIES	
SOC 313	SOCIOLOGY OF EDUCATION	
SOC 315	LAW, POWER AND RESISTANCE	
SOC 316	STREET GANGS	
SOC 317	GENDER, CRIME AND JUSTICE	
SOC 321	HEALTH AND HUMAN SERVICE ORGANIZATIONS	
SOC 340	SOCIAL INEQUALITY	
SOC 344	POLITICAL SOCIOLOGY	
SOC 347	CLASS, POWER AND DECISION MAKING IN THE CITY	
SOC 351	HEALTH DISPARITIES	

Women's & Gender Studies

Course	Title	Quarter Hours
WGS 100	WOMEN'S LIVES: RACE/CLASS/GENDER	
WGS 212	GROWING UP FEMALE IN THE U.S.	
WGS 215	GENDER AND EDUCATION	
WGS 250	INTERSECTIONAL & TRANSNATIONAL FEMINIST FORMATIONS	
WGS 275	BLACK FEMINIST THEORIES IN A U.S. CONTEXT	

WGS 303	GENDER, VIOLENCE AND RESISTANCE
WGS 306	GENDER AND FAMILIES
WGS 326	WOMEN AND LAW
WGS 388	QUEER THEORY: AN INTRODUCTION

Portfolio Requirement

Throughout the concentration courses, students are required to maintain a "portfolio" which combines reflections on the courses with collections of course materials (syllabi, completed written course work, collections of visuals, e.g., photo essays – whatever is appropriate to the six courses chosen for the concentration). The reflections on each course and then on the concentration overall should include responses to questions such as "What were the course's most valuable lessons in research, analysis, writing and communication? How did this course, taken together with the other courses you have chosen for your concentration, influence/develop your understanding of the area of American culture on which you are focusing?" Students turn in their portfolio on the concentration, along with a proposal for the senior seminar project, in the first weeks of the senior seminar. Specific directions for the portfolio can be obtained from your American Studies advisor, from the American Studies Program office, or from the American Studies Program Director.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Popular Culture and Media Studies Concentration, American Studies (BA)

The Popular Culture and Media Studies concentration in American Studies offers students an opportunity to explore the rich and complex role popular culture has played and continues to play in American life. In contrast to high culture or folk culture forms, "popular culture" generally refers to those commercialized leisure activities or arts that are broadly accessible to most Americans, either through their mass media production (music, radio, film, television, novels, newspapers, magazines, fashion) or wide availability (amusement parks, concerts, sports, Broadway shows, shopping malls, internet sites). Since the end of the nineteenth century, American culture has been defined through its popular arts, most obviously Hollywood films and television programs, and American popular culture and media products have had enormous effects on American identity.

Four broad sets of questions underpin our examination of American popular culture and media. First, what does our close examination of the formal elements of cultural products - their written and visual texts, their physical shapes and sounds - tell us about their specific cultural effects and meanings, both during the historical period in which they were produced and in the present? Second, how does examining the development processes and industrial histories of cultural products help us better understand their political, economic, technological, and social implications? Third, what does the reception of these products by audiences, either through live performances or mass media, tell us about their impact on the formation of American identities (gender, racial, sexual), values, and opinions? Finally, how does studying the history of American popular culture help us critically assess our current cultural politics and the role American popular culture continues to play in our

understanding of ourselves as individuals, as members of social groups, and as national and international citizens?

In this concentration, students integrate courses from a number of disciplines, combining those that offer broad surveys of cultural development as well as close examinations of particular cultural products; students should also look for courses that offer a variety of methodological approaches to studying American popular culture.

Concentration Courses

Please note that the below list of possible courses is not exhaustive and that many courses listed under "TOPICS" headings may also count toward American Studies. Students may take an unlimited number of TOPICS courses, as long as the topic of each course is different.

Students must choose five courses from the following; however, exceptions may be granted by the Director of the American Studies Program. No more than three courses may be from any one department (AMS notwithstanding); at least three courses should be at the 300-level.

American Studies

Course	Title	Quarter Hours
AMS 150	PERSPECTIVES ON AMERICAN IDENTITIES	
AMS 202	UNITED STATES POPULAR MUSIC HISTORY	
AMS 250	IN THEIR OWN VOICES: AMERICAN AUTOBIOGRAPHY	
AMS 276	HISTORY OF SEX IN AMERICA 2: LATE VICTORIANS TO THE PRESENT	
AMS 285	HISTORY AND U.S. POPULAR MEDIA	
AMS 290	AMERICAN VOICES: TO 1860	
AMS 291	AMERICAN VOICES: FROM 1860 ONWARD	
AMS 296	TOPICS IN AMERICAN POPULAR CULTURE AND MEDIA	
AMS 340	AMERICAN POPULAR CULTURE: 1890s - 1930s	
AMS 352	SEX, GENDER AND SOCIAL MEDIA	
AMS 360	AMERICAN FILM	
AMS 380	TELEVISION AND AMERICAN IDENTITY	
AMS 386	ADVANCED TOPICS IN AMERICAN POPULAR CULTURE AND MEDIA	
AMS 387	ADVANCED TOPICS IN GENDER AND SEXUALITY STUDIES IN THE U.S./ AMERICAS	

African & Black Diaspora Studies

Course	Title	Quarter Hours
ABD 234	BLACK AESTHETIC THOUGHT	
ABD 235	HARLEM RENAISSANCE AND NEGRITUDE	
ABD 240	BLACK MUSIC IN AMERICAN CULTURE	
ABD 244	AFRICAN DIASPORA WOMEN WRITERS	
ABD 249	JAZZ AND THE DIASPORIC IMAGINATION	
ABD 261	RADICAL AESTHETICS OF HIP HOP	
ABD 262	WHAT IS BLACK CINEMA?	

ABD 320	AFRICAN AMERICAN SCIENCE FICTION
ABD 371	AFRICAN- AMERICAN FICTION
ABD 372	AFRICAN AMERICAN DRAMA AND POETRY
ABD 374	THE BLACK ARTS MOVEMENT
ABD 375	RACE, MEDIA, AND REPRESENTATION

Anthropology

Course	Title	Quarter Hours
ANT 250	MATERIAL CULTURE OF MODERN AMERICA	

Asian American Studies

Course	Title	Quarter Hours
AAS 203	ASIAN AMERICAN ARTS AND CULTURE	

Communication and Communication Studies

Course	Title	Quarter Hours
CMN 102	INTRODUCTION TO MASS COMMUNICATION	
CMNS 230	PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY	
CMNS 301	AUDIO DOCUMENTARY	
CMNS 305	PERFORMANCE STUDIES	
CMNS 308	TOPICS IN INTERCULTURAL COMMUNICATION	
CMNS 326	ENVIRONMENTAL POLITICS AND RHETORIC	
CMNS 337	ASIAN-AMERICAN MEDIA REPRESENTATIONS	
CMNS 339	PERFORMANCE OF GENDER & SEXUALITY	
CMNS 367	PERFORMANCE FOR SOCIAL CHANGE	
CMNS 369	PERFORMANCE OF HUMOR	

Critical Ethnic Studies

Course	Title	Quarter Hours
CES 405	RACE AND THE MEDIA	

English

Course	Title	Quarter Hours
ENG 236	GRAPHIC NOVELS AND SOCIAL JUSTICE	
ENG 265	THE AMERICAN NOVEL	
ENG 271	AFRICAN AMERICAN LITERATURE	
ENG 276	LATINX LITERATURE	
ENG 285	LGBTQ LITERATURE	
ENG 335	TOPICS IN EARLY AMERICAN LITERATURE	
ENG 345	TOPICS IN 19TH-CENTURY AMERICAN LITERATURE	
ENG 360	AMERICAN LITERATURE TO 1830	
ENG 361	19TH-CENTURY AMERICAN LITERATURE	

ENG 362	AMERICAN LITERATURE FROM 1865 TO 1920
ENG 363	AMERICAN LITERATURE AFTER 1900
ENG 364	TOPICS IN GENRE STUDIES
ENG 365	TOPICS IN 20TH-CENTURY FICTION
ENG 367	TOPICS IN AMERICAN STUDIES
ENG 369	TOPICS IN AMERICAN LITERATURE
ENG 371	TOPICS IN AFRICAN AMERICAN LITERATURE
ENG 373	MULTIETHNIC LITERATURE OF THE U.S.
ENG 374	NATIVE LITERATURE
ENG 381	LITERARY THEORY
ENG 384	TOPICS IN LATINX LITERATURE
ENG 385	TOPICS IN LGBTQ LITERATURE

History of Art and Architecture

Course	Title	Quarter Hours
HAA 260	AMERICAN ART	
HAA 265	HISTORY OF PHOTOGRAPHY	

History

Course	Title	Quarter Hours
HST 295	AMERICAN HISTORY AND FILM/TV	
HST 381	AMERICAN POPULAR CULTURE 1890s-1930s ¹	

Intercultural Communication

Course	Title	Quarter Hours
CMNS 230	PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY	
CMNS 321	CULTURAL AND SYMBOLIC CRITICISM	
CMNS 324	CULTURE OF CONSUMPTION	
CMNS 337	ASIAN-AMERICAN MEDIA REPRESENTATIONS	

Journalism

Course	Title	Quarter Hours
JOUR 343	JOURNALISM AND THE AMERICAN EXPERIENCE	
JOUR 361	JOURNALISM LAW AND ETHICS	
JOUR 362	THE PRESS AND THE PRESIDENCY	

Media & Cinema Studies

Course	Title	Quarter Hours
MCS 207	HISTORY OF CINEMA I, 1890-1945	
MCS 208	HISTORY OF CINEMA II, 1945-1975	
MCS 209	HISTORY OF CINEMA III, 1975-PRESENT	
MCS 271	MEDIA AND CULTURAL STUDIES	
MCS 273	STORYTELLING & STYLE IN CINEMA	
MCS 342	HISTORY OF TELEVISION & RADIO	

MCS 343	MEDIA ETHICS
MCS 344	THE SEXUAL REVOLUTION: HOLLYWOOD IN THE 1960s
MCS 351	TOPICS IN TELEVISION STUDIES ¹
MCS 355	SEX IN THE BOX: U.S. TELEVISION, SEX, AND SEXUALITY
MCS 361	FANDOM & PARTICIPATORY CULTURE
MCS 366	COMMUNICATION, TECHNOLOGY AND SOCIETY
MCS 383	TALKING ABOUT FILM: THEORY & CRITICISM

Public Relations & Advertising

Course	Title	Quarter Hours
PRAD 244	PRINCIPLES OF ADVERTISING	
PRAD 333	HUMOR AND ADVERTISING	
PRAD 335	DIVERSITY & CURRENT ISSUES IN ADVERTISING AND PUBLIC RELATIONS	

Political Science

Course	Title	Quarter Hours
PSC 321	MASS MEDIA AND AMERICAN POLITICS	
PSC 327	PUBLIC OPINION	

Religion

Course	Title	Quarter Hours
REL 212	RELIGION AND POPULAR CULTURE ¹	

Sociology

Course	Title	Quarter Hours
SOC 233	SOCIOLOGY OF SPORT	
SOC 280	MASS MEDIA AND CULTURE	
SOC 281	SOCIOLOGY OF ROCK MUSIC	
SOC 383	VISUAL SOCIOLOGY	
SOC 386	POPULAR CULTURE AND THE ARTS	
SOC 387	SOCIOLOGY OF CELEBRITY	

Theater

Course	Title	Quarter Hours
ACT 100	POLITICS, POP CULTURE, AND THE STAGE	

Women's and Gender Studies

Course	Title	Quarter Hours
WGS 255	DECONSTRUCTING THE DIVA	

Portfolio Requirement

Students are encouraged to maintain an active record of documents from their concentration courses, including syllabi, completed written course work, collections of visuals, e.g., photo essays -- whatever is appropriate to the six courses chosen for the concentration. Students

will use these documents to aid them in writing reflective essays during the initial weeks of their senior seminar. These essays might ask you to consider "What were the course's most valuable lessons in research, analysis, writing and communication? How did this course, taken together with the other courses you have chosen for your concentration, influence/develop your understanding of the area of American culture on which you are focusing?" These essays, along with representative assignments, will form the student's American Studies "portfolio." Students turn in their portfolio on the concentration, along with a proposal for the senior seminar project, in the first weeks of the senior seminar, AMS 301. Specific directions for the portfolio can be obtained from your American Studies advisor, from the American Studies Program office, or from the American Studies Program Director.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Social and Literary Movements Concentration, American Studies (BA)

The Social and Literary Movements concentration focuses upon two areas of study: major cultural products by the principal novelists, philosophers, poets, political and religious thinkers, historians, artists, musicians and intellectuals in American history; and major cultural movements which have shaped the world view and attitudes of literate Americans in American history.

In the first area of focus, a heavy emphasis will be given to individual creative work, its form and content, its specific antecedents and influences as well as its later impact, and the cultural and philosophical implications of the document itself. The relationship between each work and larger trends of the period, both cultural and social, will also be explored.

In the second field of study, the focus will be upon broader cultural movements which are diffused through the larger literate society, which include major cultural documents as well as popular expressions of these ideas, beliefs and attitudes. Thus, the focus here is on the cultural reception and diffusion of ideas, the relation between innovative movements and mainstream belief systems and attitudes, and the nature and direction of cultural exchange.

Concentration Courses

Please note that the below list of possible courses is not exhaustive and that many courses listed under "TOPICS" headings may also count toward American Studies. Students may take an unlimited number of TOPICS courses, as long as the topic of each course is different.

Students must choose five courses from the following; however, exceptions may be granted by the Director of the American Studies Program. No more than three courses may be from any one department (AMS notwithstanding); at least three courses should be at the 300-level.

American Studies

Course	Title	Quarter Hours
AMS 150	PERSPECTIVES ON AMERICAN IDENTITIES	
AMS 220	AMERICAN BUDDHISMS: RACE AND RELIGIOUS DIVERSITY	
AMS 250	IN THEIR OWN VOICES: AMERICAN AUTOBIOGRAPHY	
AMS 261	AMERICAN ETHNICITIES 1800-1945	
AMS 275	HISTORY OF SEX IN AMERICA 1: COLONIAL TO LATE NINETEENTH CENTURY	
AMS 276	HISTORY OF SEX IN AMERICA 2: LATE VICTORIANS TO THE PRESENT	
AMS 290	AMERICAN VOICES: TO 1860	
AMS 291	AMERICAN VOICES: FROM 1860 ONWARD	
AMS 298	TOPICS IN AMERICAN SOCIAL AND LITERARY MOVEMENTS	
AMS 387	ADVANCED TOPICS IN GENDER AND SEXUALITY STUDIES IN THE U.S./ AMERICAS	
AMS 388	ADVANCED TOPICS IN AMERICAN SOCIAL AND LITERARY MOVEMENTS	
AMS 395	ADVANCED TOPICS IN AMERICAN STUDIES	

Asian American Studies

Course	Title	Quarter Hours
AAS 203	ASIAN AMERICAN ARTS AND CULTURE	

African & Black Diaspora Studies

Course	Title	Quarter Hours
ABD 220	BLACKS AND LOVE	
ABD 233	SURVEY OF AFRICAN DIASPORIC INTELLECTUAL THOUGHT	
ABD 234	BLACK AESTHETIC THOUGHT	
ABD 235	HARLEM RENAISSANCE AND NEGRITUDE	
ABD 241	RELIGIOUS DIMENSIONS OF THE AFRICAN DIASPORA	
ABD 245	RACE AND ETHNICITY IN LITERARY STUDIES	
ABD 249	JAZZ AND THE DIASPORIC IMAGINATION	
ABD 260	DIMENSIONS OF BLACK FAMILY LIFE	
ABD 275	BLACK FEMINIST THEORIES IN A U.S. CONTEXT	
ABD 351	RECONSTRUCTION AND THE RISE OF JIM CROW	
ABD 365	VOTING, REPRESENTATION, AND THE LAW	
ABD 372	AFRICAN AMERICAN DRAMA AND POETRY	

Economics

Course	Title	Quarter Hours
ECO 340	DEVELOPMENT OF ECONOMIC THOUGHT	

English

Course	Title	Quarter Hours
ENG 265	THE AMERICAN NOVEL	
ENG 271	AFRICAN AMERICAN LITERATURE	
ENG 272	LITERATURE AND IDENTITY	
ENG 276	LATINX LITERATURE	
ENG 285	LGBTQ LITERATURE	
ENG 345	TOPICS IN 19TH-CENTURY AMERICAN LITERATURE	
ENG 351	POSTCOLONIAL LITERATURE	
ENG 360	AMERICAN LITERATURE TO 1830	
ENG 361	19TH-CENTURY AMERICAN LITERATURE	
ENG 362	AMERICAN LITERATURE FROM 1865 TO 1920	
ENG 363	AMERICAN LITERATURE AFTER 1900	
ENG 364	TOPICS IN GENRE STUDIES	
ENG 365	TOPICS IN 20TH-CENTURY FICTION	
ENG 367	TOPICS IN AMERICAN STUDIES	
ENG 369	TOPICS IN AMERICAN LITERATURE	
ENG 371	TOPICS IN AFRICAN AMERICAN LITERATURE	
ENG 373	MULTIETHNIC LITERATURE OF THE U.S.	
ENG 374	NATIVE LITERATURE	
ENG 375	STUDIES IN SHORT FICTION ¹	
ENG 383	WOMEN AND LITERATURE ¹	
ENG 384	TOPICS IN LATINX LITERATURE	
ENG 385	TOPICS IN LGBTQ LITERATURE	
ENG 465	STUDIES IN THE MODERN AMERICAN NOVEL ¹	

¹ Depends on topic.

History

Course	Title	Quarter Hours
HST 243	HISTORY OF THE CATHOLIC CHURCH IN THE U.S.	
HST 246	AFRICAN-AMERICAN HISTORY TO 1800	
HST 247	AFRICAN-AMERICAN HISTORY, 1800-1900	
HST 248	AFRICAN-AMERICAN HISTORY, 1900 TO PRESENT	
HST 254	AMERICAN URBAN HISTORY	
HST 270	U.S. HISTORICAL LANDSCAPE	
HST 278	HISTORY OF AMERICAN RELIGION	
HST 279	WESTWARD EXPANSION IN U.S.	
HST 301	U.S. LABOR HISTORY	
HST 313	THE OLD SOUTH	
HST 319	IMMIGRANT AMERICA	
HST 346	AFRICAN-AMERICAN INTELLECTUAL HISTORY	
HST 354	U.S. WOMEN'S HISTORY	
HST 370	AMERICAN COLONIAL HISTORY	

HST 372	ANTEBELLUM AMERICA
HST 373	THE CIVIL WAR ERA
HST 374	EMERGENCE OF MODERN AMERICA, 1877-1914
HST 375	THE GREAT DEPRESSION AND THE NEW DEAL ERA
HST 376	THE UNITED STATES SINCE 1940
HST 379	RECONSTRUCTION AND THE RISE OF JIM CROW
HST 383	BORDERLANDS AND FRONTIERS IN AMERICA
HST 394	AFRICAN-AMERICAN URBAN HISTORY

Latin American & Latino Studies

Course	Title	Quarter Hours
LST 202	CONSTRUCTING LATINO COMMUNITIES	
LST 113	LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES	
LST 307	GROWING UP LATINO/LATINA IN THE U.S.	
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES	
LST 303	THE U.S.-MEXICO BORDER. PEOPLE, RESOURCES, ENVIRONMENTAL WASTE, TECHNOLOGY	
LST 309	SOCIAL ENGAGEMENT AND LATINO FAMILIES	
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S.	
LST 330	LATINOS IN EDUCATION	

Peace, Justice, and Conflict Studies

Course	Title	Quarter Hours
PAX 102	CHICAGO AND STRATEGIC NONVIOLENCE	
PAX 200	COMMUNITIES WORKING FOR SUSTAINABLE JUSTICE AND PEACE: SERVICE IN CHICAGO AND THE U.S.	

Philosophy

Course	Title	Quarter Hours
PHL 232	WHAT IS FREEDOM?	
PHL 376	AMERICAN PHILOSOPHY	

Political Science

Course	Title	Quarter Hours
PSC 120	THE AMERICAN POLITICAL SYSTEM	
PSC 216	AMERICAN POLITICAL CULTURE	
PSC 217	WOMEN AND POLITICS	
PSC 218	AFRICAN-AMERICAN POLITICS	
PSC 336	AFRICAN-AMERICAN POLITICAL THOUGHT	
PSC 367	IMMIGRATION LAW	

Religion

Course	Title	Quarter Hours
REL 115	THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE	
REL 161	NATIVE AMERICAN RELIGIONS	
REL 218	BLACK INTELLECTUAL TRADITIONS	
REL 219	SLAVERY, RACE AND RELIGION	
REL 224	RELIGION AND POLITICS IN THE UNITED STATES	

Women's & Gender Studies

Course	Title	Quarter Hours
WGS 212	GROWING UP FEMALE IN THE U.S.	
WGS 303	GENDER, VIOLENCE AND RESISTANCE	
WGS 305	MOTHERING, WORK, AND REPRODUCTIVE JUSTICE	
WGS 306	GENDER AND FAMILIES	
WGS 314	ANTIRACIST FEMINISMS	
WGS 320	TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE	
WGS 355	WOMEN AND ART	
WGS 364	POLITICAL AUTOBIOGRAPHY	
WGS 378	UTOPIAN AND DYSTOPIAN LITERATURE AND FILM: GENDER, RACE AND BEYOND	

Portfolio Requirement

Students are encouraged to maintain an active record of documents from their concentration courses, including syllabi, completed written course work, collections of visuals, e.g., photo essays – whatever is appropriate to the six courses chosen for the concentration. Students will use these documents to aid them in writing reflective essays during the initial weeks of their senior seminar. These essays might ask you to consider “What were the course’s most valuable lessons in research, analysis, writing and communication? How did this course, taken together with the other courses you have chosen for your concentration, influence/develop your understanding of the area of American culture on which you are focusing?” These essays, along with representative assignments, will form the student’s American Studies “portfolio.” Students turn in their portfolio on the concentration, along with a proposal for the senior seminar project, in the first weeks of the senior seminar, AMS 301. Specific directions for the portfolio can be obtained from your American Studies advisor, from the American Studies Program office, or from the American Studies Program Director.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

American Studies (Minor)

The six course American Studies minor offers a course of study on what constitutes American culture and how cultural expressions reflect and reveal American values, beliefs and perceptions.

Course Requirements

Course	Title	Quarter Hours
AMS 201	CRITICAL AMERICAN STUDIES (generally offered in Winter quarter)	4
Select four US topic courses (American Studies electives), one of which must have an AMS prefix.		16
Select one US survey course of the following:		4
AMS 200	AMERICAN SOCIAL HISTORY AND CULTURE (preferred; generally offered in Autumn quarter)	
AMS 240	CHICAGO HISTORY, GEOGRAPHY, AND CULTURES	
AMS 275	HISTORY OF SEX IN AMERICA 1: COLONIAL TO LATE NINETEENTH CENTURY	
AMS 276	HISTORY OF SEX IN AMERICA 2: LATE VICTORIANS TO THE PRESENT	
AMS 285	HISTORY AND U.S. POPULAR MEDIA	
HST 181	UNITED STATES TO 1800	
HST 182	UNITED STATES, 1800-1900	
HST 183	UNITED STATES, 1900-PRESENT	
HST 185	AMERICAN SOCIAL HISTORY AND CULTURE	
HST 240	HISTORY OF CHICAGO	
HST 246	AFRICAN-AMERICAN HISTORY TO 1800	
HST 247	AFRICAN-AMERICAN HISTORY, 1800-1900	
HST 248	AFRICAN-AMERICAN HISTORY, 1900 TO PRESENT	
HST 260	LGBTQ+ AMERICAN HISTORY, WW2 TO THE PRESENT	
HST 269	MUSEUMS, MATERIAL CULTURE AND MEMORY: INTRODUCTION TO PUBLIC HISTORY	
HST 270	U.S. HISTORICAL LANDSCAPE	
HST 275	SEX IN AMERICA, PURITANS TO VICTORIANS	
HST 276	SEX IN AMERICA, LATE VICTORIANS TO PRESENT	
HST 278	HISTORY OF AMERICAN RELIGION	
HST 279	WESTWARD EXPANSION IN U.S.	
HST 283	ASIAN-AMERICAN IMMIGRATION AND HISTORY, 1840-1965	
HST 284	HISTORY OF EDUCATION IN THE UNITED STATES	
HST 288	WOMEN IN UNITED STATES HISTORY	
HST 295	AMERICAN HISTORY AND FILM/TV	

Students majoring in American Studies (BA) are restricted from earning this minor.

Analytics Certificate

A certificate program in Analytics is intended for students with a bachelor degree who want to gain technical skills in data mining and big data analytics.

Required Courses

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	4
DSC 430	PYTHON PROGRAMMING	4
DSC 441	FUNDAMENTALS OF DATA SCIENCE	4
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS	4
DSC 465	DATA VISUALIZATION	4

A student in a certificate program may not use a course already taken as part of an MS program. In particular, students with an MS from CDM may not reuse, for certificate credit, any course already taken for the MS. A faculty advisor can make an appropriate substitution. A student in a certificate program may substitute a maximum of two (2) courses.

A student must earn at least C- in each of the five (5) courses and earn a cumulative GPA of at least 2.5 to receive the certificate.

Students who do not have a background in statistical inference, linear algebra and programming will be required to take up to three (3) introductory courses.

Introductory Courses

Course	Title	Quarter Hours
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 412	TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS	4
IT 403	STATISTICS AND DATA ANALYSIS	4

Introductory courses can be waived by prior coursework, work experience or successful completion of a Graduate Assessment Examination (GAE) in the Introductory Course area.

Admission Requirements

The Certificate Program in Analytics has the same admission requirements as the MS in Data Science. After completing the certificate, students have the option to enroll in the MS degree and all courses from the certificate can be applied there.

All applicants must have:

- Successfully completed a bachelor's degree or its equivalent from a regionally accredited institution.
- Have a minimum GPA of 3.0.
- Have completed two (2) courses in Calculus.

Choose non-degree seeking programs on the DePaul Application.

Analytics Certificate Online

A certificate program in Analytics is intended for students with a bachelor degree who want to gain technical skills in data mining and big data analytics.

Required Courses

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 430	PYTHON PROGRAMMING	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS	
DSC 465	DATA VISUALIZATION	

A student in a certificate program may not use a course already taken as part of an MS program. In particular, students with an MS from CDM may not reuse, for certificate credit, any course already taken for the MS. A faculty advisor can make an appropriate substitution. A student in a certificate program may substitute a maximum of two (2) courses.

A student must earn at least C- in each of the five (5) courses and earn a cumulative GPA of at least 2.5 to receive the certificate.

Students who do not have a background in statistical inference, linear algebra and programming will be required to take up to three (3) introductory courses.

Introductory Courses

Course	Title	Quarter Hours
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 412	TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS	4
IT 403	STATISTICS AND DATA ANALYSIS	4

Introductory courses can be waived by prior coursework, work experience or successful completion of a Graduate Assessment Examination (GAE) in the Introductory Course area.

Animation (BA)

The BA in Animation focuses on 3D modeling and animation, hand-drawn animation, motion graphics, and stop-motion animation for game development, cinema, TV and interactive media.

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	64
Open Electives	48
Total hours required	192

Learning Outcomes

Students will be able to:

- Demonstrate a solid foundation in design and traditional studio art, and will be able to use these skills in order to communicate effectively through visual means.
- Demonstrate knowledge of the history of animation through written critical evaluation of animated films and be able to analyze work in a historical context.
- Create work in a variety of animation techniques including hand-drawn, 3D animation, stop-motion and experimental methods.

- Implement the use of storyboarding, animatics, and essential pre-production techniques to develop a film concept.
- Discuss learning experiences across disciplines in the University and establish connections to their own animation practices.
- Utilize their skills to produce a number of animated films culminating in a thesis animation in the media of their choosing.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program	Hours
Chicago Quarter	
LSP 110 DISCOVER CHICAGO or LSP 111 or EXPLORE CHICAGO	4
Focal Point	
LSP 112 FOCAL POINT SEMINAR	4
Writing	
WRD 103 COMPOSITION AND RHETORIC I ¹	4
WRD 104 COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning	
MAT 120 QUANTITATIVE REASONING ²	4
Sophomore Year	
Race, Power, and Resistance	
LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year	
Experiential Learning	
Required	4
Senior Year	
Capstone	
ANI 395 ANIMATION PROJECT II ¹	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required:
 - 2 Courses Required from the following list:
 - Any HAA course approved for A&L
 - ART 200
 - ART 220
 - GD 220
 - ILL 206
 - MCS 207
 - MCS 208
 - MCS 209
 - 1 Additional Course

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 1 CR Course or 1 SR Course Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required (See note below)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required (See note below)

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

¹ Students must earn a C- or better in this course.

Note

Students must take one of the following ethics courses: CSC 208 (PI), FILM 228/GAM 228/IT 228 (PI), PHL 248/MGT 248 (PI), REL 228/MGT 228 (RD).

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course	Title	Quarter Hours
Course Requirements		
Select one of the following:		4
ANI 105	MOTION GRAPHICS FOUNDATIONS	
or ART 105	TWO-DIMENSIONAL FOUNDATIONS	
or GD 105	INTRO TO VISUAL DESIGN	
ANI 201	ANIMATION I	4
ANI 206	HISTORY OF ANIMATION	4
ANI 220	STORYBOARDING I	4
ANI 240	INTRO TO ANIMATION PRODUCTION	4
ANI 321	ANIMATION MECHANICS	4
ANI 328	ANIMATION FIGURE STUDY I	4
or ART 218	FIGURE DRAWING	
ANI 340	2D ANIMATION PRODUCTION	4
or ANI 342	3D ANIMATION PRODUCTION	
or ANI 358	ADVANCED STOP MOTION ANIMATION	

or ANI 360	3D MOTION GRAPHICS	
or ANI 371	ANIMATED SERIES DEVELOPMENT	
or ANI 382	DIGITAL PUPPET ANIMATION	
ANI 341	ADVANCED ANIMATION PRODUCTION	4
ANI 364	ANIMATION RESEARCH SEMINAR	4
ANI 394	ANIMATION PROJECT I	4
ANI 395	ANIMATION PROJECT II	4
ART 106	BEGINNING DRAWING	4
FILM 233	CINEMA & ART	4
or ANI 363	CINEMA AND ART FOR ANIMATORS	

Major Electives

Select Eight (8) Credit Hours of Major Electives:		8
ANI 230	3D DESIGN & MODELING	
ANI 231	3D ANIMATION	
ANI 315	SOUND DESIGN FOR ANIMATION	
ANI 320	HAND-DRAWN ANIMATION	
ANI 355	STOP MOTION ANIMATION	
ANI 357	HYBRID ANIMATION	
ANI 382	DIGITAL PUPPET ANIMATION	
ILL 200	ILLUSTRATION FOUNDATIONS	
POST 110	EDITING I	
SCWR 101	SCREENWRITING FOR MAJORS	
VFX 200	INTRODUCTION TO VISUAL EFFECTS	
Select Forty-Eight Credit Hours of Open Electives		48

Students must earn a grade of C- or higher in all major elective courses.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu>) to see sample schedule of course requirements on a year-by-year basis.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 192 credit hours (generally 48 courses).
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses.
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses.
- Maintain a cumulative GPA of 2.0 or higher.

Animation (BA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Students who meet the admission requirements below may choose to apply to a combined degree program. Interested students should consult their faculty advisor regarding the application procedure. This program

allows students to combine many CDM bachelor's degrees with a CDM master's degree following the structure outlined below.

Admission Criteria

- Minimum of 44 quarter hours earned
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Full admission to the designated master's program requires meeting admission requirements (<https://www.cdm.depaul.edu/Admission-and-Aid/Pages/Grad-Program-Requirements.aspx>) for that program
- Faculty endorsement from a CDM full-time faculty member

Students should discuss their interest in a CDM combined degree program with a CDM faculty advisor. Before admission to the degree, students should work with the faculty advisor to identify a course plan for the combined degree program, including the list of courses to take and how the courses will be applied toward both the undergraduate and graduate degrees. Non-CDM students can email the CDM advising office (advising@cdm.depaul.edu) if interested in a combined degree with a CDM master's degree.

If you are currently a CDM student and interested in combining your CDM bachelor's degree with a non-CDM graduate degree, please contact the respective college for admission and application procedures.

Students enrolled in the Bachelor of Arts in Computing or the Bachelor of Arts in Professional Studies with a major in Computing (<https://www.cdm.depaul.edu/academics/Pages/BA-Computing.aspx>) joint degree programs between CDM and the School of Continuing and Professional Studies are eligible for this program. Interested students who meet the admission criteria for a combined degree should contact SCPS Academic Services (scpsadvising@depaul.edu) for more information. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Program Structure

Students in the combined degree program take a maximum of three (3) graduate level courses that count toward both their bachelor's and master's degree requirements. Students may enroll in graduate level coursework in the junior and senior year only. Students in the combined degree program will receive the bachelor's degree after meeting all graduation requirements including the minimum credit hours required for graduation.

To earn the master's degree, the student must earn as many additional graduate credit hours as needed to reach the minimum number of graduate credit hours required in that master's degree.

Only CDM courses can be taken as part of this program. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Maintaining Good Standing

Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter.

The student and faculty advisor will be notified when the student's cumulative GPA falls below 3.3 or when the students receives less than a C- in graduate level course.

If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional B.A./B.S./B.F.A.

If dismissed from the combined degree program after graduate courses have been passed, the graduate courses may only apply to the undergraduate degree. Should the student later be admitted to a graduate program, graduate courses applied to the undergraduate degree may not apply to the graduate program and may not be repeated if they are required in the declared graduate curriculum. Other graduate courses may be substituted in this case.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study should include the graduate courses to be taken and the undergraduate courses that are replaced by the graduate courses. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

It is advisable for the student and the faculty advisor to enter the proposed plan of study in the student communication record in BlueStar so it is available to the student and CDM faculty and staff.

Registering for Master's Degree Courses

Combined degree students must meet regularly with their faculty advisor. The faculty advisor will initiate the registration process for all graduate level courses taken during the undergraduate career.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. When preparing to complete the undergraduate portion of the combined degree, students must submit the application for degree conferral for the undergraduate degree by the application deadline. At this time, the students should contact the CDM Academic Success Center about the procedure required to be formally admitted to the declared graduate program.

Animation (BFA)

The BFA in Animation provides students with a solid foundation in the art of animation and its history combined with insight into the latest techniques used in the rapidly-moving fields of high end 3D animation in the film, television, and game development industries.

Concentrations

3D Animation

The area of 3D animation dominates the film industry—five of the twenty-one top grossing films of 2017 were 3D animated, and eight of the top ten were heavily dependent on 3D animation for special effects.

Cinema Concentration

The technically demanding art of modern 3D character animation is grounded in the core fundamentals of animation mechanics, visual

storytelling and acting. Right from the start, students in the Cinema Animation concentration gain hands-on experience bringing digital characters to life. They are given in-depth instruction in the most up-to-date software and technology available, including motion capture and green screen, but the emphasis is always on creativity, experimentation and expression.

Game Art Concentration

Becoming a game development artist requires a solid foundation in animation, visual design principles, color theory, and drawing. Students in the Game Art concentration also receive in-depth instruction in the latest advanced game modeling and animation technology and practices, including motion capture, rigging and digital sculpting. They learn about real-world problem-solving, team dynamics, and pipeline requirements while working alongside programmers and game designers on cross-disciplinary game development projects.

Motion Graphics Concentration

Motion Graphics, sometimes known as Motion Design, involves putting graphic forms, text, and photographic elements into motion using the principles of animation. These are almost always paired with sound and music for a specific purpose, such as in advertisements, educational and industrial videos, films and television titles, visual effects, and video games. Chicago is a major center for commercial advertising production, and Motion Graphics is a significant part of the commercial production and post-production process.

Storyboarding and Character Design Concentration

Storyboard artists are in demand in the television and feature film animation industries. A storyboard artist can also find work storyboarding live action films, visual effects, and commercials. The skills of the storyboard artist can also be applied to graphic novels and comics. Character design is a much sought-after role in animation, game art, live action film, comics, and children's literature. Both disciplines share a requirement for strong traditional drawing skills.

Visual Effects Animation Concentration

The VFX Animation concentration in the Animation BFA deals with the artistic creation and animation of computer-generated 3D creatures, vehicles, objects, and environments for use in the live action film and television industries. Think of the T-Rex from Jurassic Park, the AT-ATs of Rogue One, or the future Los Angeles of Blade Runner 2049. The concentration combines a solid animation foundation with specialized VFX courses. VFX careers in live action film and television require skills ranging broadly from live action compositing to 3D character animation. Skilled VFX artists are in high demand within the feature film, television, commercial, and new media industries. This concentration complements the VFX concentration in the Film & Television BFA, which is balanced more towards live action production.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	134-138
Open Electives	18-22
Total Hours Required	208

Learning Outcomes

Students will be able to:

- Demonstrate a solid foundation in design and traditional studio art, and will be able to use these skills in order to communicate effectively through visual means.
- Demonstrate knowledge of the history of animation through written critical evaluation of animated films and be able to analyze work in a historical context.
- Acquire animation skills necessary for careers in game development, 3D and 2D animated films, television or effects animation.
- Implement the use of storyboarding, animatics, and essential pre-production techniques to develop a film concept.
- Develop research practices as a foundation for their own art and design.
- Utilize their skills to produce a number of animated films culminating in a thesis animation in the media of their choosing.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Game Art Concentration		
GAM 395	GAME DEVELOPMENT PROJECT II	4
or		
ANI 395	ANIMATION PROJECT II	4
Cinema Concentration		
ANI 395	ANIMATION PROJECT II	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required from the following list:
 - Any HAA course approved for A&L
 - ART 200
 - ART 220
 - GD 220
 - ILL 206
 - MCS 207
 - MCS 208
 - MCS 209

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
ANI 105	MOTION GRAPHICS FOUNDATIONS	4
or ART 105	TWO-DIMENSIONAL FOUNDATIONS	
or GD 105	INTRO TO VISUAL DESIGN	
ANI 201	ANIMATION I	4
ANI 206	HISTORY OF ANIMATION	4
ANI 220	STORYBOARDING I	4
ANI 230	3D DESIGN & MODELING	4
ANI 240	INTRO TO ANIMATION PRODUCTION	4
ANI 321	ANIMATION MECHANICS	4
ANI 326	VISUAL CONCEPT DEVELOPMENT	4

ANI 375	PROFESSIONAL PRACTICE FOR ANIMATORS AND GAME ARTISTS	2
ANI 394	ANIMATION PROJECT I	4
ANI 395	ANIMATION PROJECT II	4
ART 106	BEGINNING DRAWING	4
ILL 200	ILLUSTRATION FOUNDATIONS	4
HAA 101	INTRODUCTION TO AFRICAN ART	4
or HAA 115	INTRODUCTION TO ASIAN ART	
or HAA 130	INTRODUCTION TO EUROPEAN ART	
or HAA 145	INTRODUCTION TO ARTS OF THE AMERICAS	

Concentration Requirement

Students must also complete the requirements from one (1) of the following concentrations: 3D Animation, Cinema, Game Art, Motion Graphics, Storyboarding and Character Design, or Visual Effects Animation

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 208 credit hours.
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses.
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses.
- Maintain a cumulative GPA of 2.0 or higher.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- 3D Animation Concentration, Animation (BFA) (p. 100)
- Cinema Concentration, Animation (BFA) (p. 102)
- Game Art Concentration, Animation (BFA) (p. 104)
- Motion Graphics Concentration, Animation (BFA) (p. 105)
- Storyboarding and Character Design Concentration, Animation (BFA) (p. 106)
- Visual Effects Concentration, Animation (BFA) (p. 107)

3D Animation Concentration, Animation (BFA)

Course Requirements

Course	Title	Quarter Hours
ANI 150	AFTER EFFECTS WORKSHOP	2
ANI 154	DIGITAL PAINTING WORKSHOP	2
ANI 231	3D ANIMATION	4
ANI 300	3D CHARACTER ANIMATION	4
ANI 301	ADVANCED 3D CHARACTER ANIMATION	4
ANI 315	SOUND DESIGN FOR ANIMATION	4
ANI 324	STORYBOARDING II	4
ANI 328	ANIMATION FIGURE STUDY I	4

or ART 218	FIGURE DRAWING	
ANI 330	3D CHARACTER MODELING	4
ANI 332	3D RIGGING	4
ANI 339	3D TEXTURING AND LIGHTING	4
ANI 341	ADVANCED ANIMATION PRODUCTION	4
ANI 342	3D ANIMATION PRODUCTION	4
ANI 376	POST-PRODUCTION WORKSHOP	2
or ANI 396	ANIMATION CAPSTONE WORKSHOP	
FILM 233	CINEMA & ART	4
or ANI 363	CINEMA AND ART FOR ANIMATORS	
POST 110	EDITING I	4
SCWR 101	SCREENWRITING FOR MAJORS	4
Select Eight (8) Credit Hours of Studio Art Electives (See list below)		8
Select Twelve (12) Credit Hours of CDM Electives		12
Select Twenty (20) Credit Hours of Open Electives		20

Studio Art Electives

Course	Title	Quarter Hours
ANI 226	TRADITIONAL MATERIALS FOR ANIMATION	
ANI 328	ANIMATION FIGURE STUDY I (If not taken to satisfy a required major course)	
ANI 348	ANIMATION FIGURE STUDY II	
ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 115	BEGINNING SCULPTURE	
ART 205	COLOR THEORY AND APPLICATION	
ART 206	INTERMEDIATE DRAWING	
ART 210	INTERMEDIATE PAINTING I	
ART 212	WATERCOLOR PAINTING	
ART 215	INTERMEDIATE SCULPTURE	
ART 218	FIGURE DRAWING (If not taken to satisfy a required major course)	
ART 219	BEGINNING FIGURE SCULPTURE	
ART 229	BEGINNING PRINTMAKING	
ART 231	SCREEN PRINTING	
ART 245	PAINTING: MIXOLOGY	
ART 306	ADVANCED DRAWING	
ART 310	ADVANCED PAINTING I	
ART 311	ADVANCED PAINTING II	
ART 312	FIGURE PAINTING	
ART 318	ADVANCED FIGURE DRAWING	
ART 324	INTERMEDIATE PRINTMAKING	
ART 338	FIGURE DRAWING IN CONTEXT	
ART 376	DRAWING PROJECTS	
ART 393	SENIOR PROJECT STUDIO	
ILL 220	MAKING COMICS	
ILL 321	MAKING COMICS II	

CDM Electives

CDM electives can be any undergraduate course in the Jarvis College of Computing and Digital Media.

Open Electives

Open Elective credit hours are required to meet the minimum graduation requirement of 208 hours. Open Electives may be taken from any unit at DePaul.

Animation (BFA), Combined Bachelor's + Master's Degree

The combined Bachelor's/Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Students who meet the admission requirements below may choose to apply to a combined degree program. Interested students should consult their faculty advisor regarding the application procedure. This program allows students to combine many CDM bachelor's degrees with a CDM master's degree following the structure outlined below.

Admission Criteria

- Minimum of 44 quarter hours earned
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Full admission to the designated master's program requires meeting admission requirements (<https://www.cdm.depaul.edu/Admission-and-Aid/Pages/Grad-Program-Requirements.aspx>) for that program
- Faculty endorsement from a CDM full-time faculty member

Students should discuss their interest in a CDM combined degree program with a CDM faculty advisor. Before admission to the degree, students should work with the faculty advisor to identify a course plan for the combined degree program, including the list of courses to take and how the courses will be applied toward both the undergraduate and graduate degrees. Non-CDM students can email the CDM advising office (advising@cdm.depaul.edu) if interested in a combined degree with a CDM master's degree.

If you are currently a CDM student and interested in combining your CDM bachelor's degree with a non-CDM graduate degree, please contact the respective college for admission and application procedures.

Students enrolled in the Bachelor of Arts in Computing or the Bachelor of Arts in Professional Studies with a major in Computing (<https://www.cdm.depaul.edu/academics/Pages/BA-Computing.aspx>) joint degree programs between CDM and the School of Continuing and Professional Studies are eligible for this program. Interested students who meet the admission criteria for a combined degree should contact SCPS Academic Services (scpsadvising@depaul.edu) for more information. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Program Structure

Students in the combined degree program take a maximum of three (3) graduate level courses that count toward both their bachelor's and master's degree requirements. Students may enroll in graduate level

coursework in the junior and senior year only. Students in the combined degree program will receive the bachelor's degree after meeting all graduation requirements including the minimum credit hours required for graduation.

To earn the master's degree, the student must earn as many additional graduate credit hours as needed to reach the minimum number of graduate credit hours required in that master's degree.

Only CDM courses can be taken as part of this program. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Maintaining Good Standing

Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter.

The student and faculty advisor will be notified when the student's cumulative GPA falls below 3.3 or when the student receives less than a C- in graduate level course.

If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional B.A./B.S./B.F.A.

If dismissed from the combined degree program after graduate courses have been passed, the graduate courses may only apply to the undergraduate degree. Should the student later be admitted to a graduate program, graduate courses applied to the undergraduate degree may not apply to the graduate program and may not be repeated if they are required in the declared graduate curriculum. Other graduate courses may be substituted in this case.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study should include the graduate courses to be taken and the undergraduate courses that are replaced by the graduate courses. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

It is advisable for the student and the faculty advisor to enter the proposed plan of study in the student communication record in BlueStar so it is available to the student and CDM faculty and staff.

Registering for Master's Degree Courses

Combined degree students must meet regularly with their faculty advisor. The faculty advisor will initiate the registration process for all graduate level courses taken during the undergraduate career.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. When preparing to complete the undergraduate portion of the combined degree, students must submit the application for degree conferral for the undergraduate degree by the application deadline. At this time, the

students should contact the CDM Academic Success Center about the procedure required to be formally admitted to the declared graduate program.

Cinema Concentration, Animation (BFA)

Course Requirements

Course	Title	Quarter Hours
ANI 150	AFTER EFFECTS WORKSHOP	2
ANI 154	DIGITAL PAINTING WORKSHOP	2
ANI 231	3D ANIMATION	4
ANI 300	3D CHARACTER ANIMATION	4
or ANI 327	HAND-DRAWN CHARACTER ANIMATION	
ANI 315	SOUND DESIGN FOR ANIMATION	4
ANI 324	STORYBOARDING II	4
ANI 340	2D ANIMATION PRODUCTION	4
or ANI 342	3D ANIMATION PRODUCTION	
or ANI 358	ADVANCED STOP MOTION ANIMATION	
or ANI 360	3D MOTION GRAPHICS	
or ANI 371	ANIMATED SERIES DEVELOPMENT	
or ANI 382	DIGITAL PUPPET ANIMATION	
ANI 341	ADVANCED ANIMATION PRODUCTION	4
ANI 376	POST-PRODUCTION WORKSHOP	2
or ANI 396	ANIMATION CAPSTONE WORKSHOP	
FILM 233	CINEMA & ART	4
or ANI 363	CINEMA AND ART FOR ANIMATORS	
POST 110	EDITING I	4
SCWR 101	SCREENWRITING FOR MAJORS	4
Select two (2) of the following:		8
ANI 328	ANIMATION FIGURE STUDY I	
ANI 348	ANIMATION FIGURE STUDY II	
ART 218	FIGURE DRAWING	
ART 317	ADVANCED FIGURE SCULPTURE	
ART 318	ADVANCED FIGURE DRAWING	
Select Eight (8) Credit Hours of Studio Art Major Electives		8
Select 24 Credit Hours of Focus Area Major Electives		24
Select 20 Credit Hours of Open Electives		20

Major Electives

Students must earn a grade of C- or higher in all major elective courses.

Studio Art Major Elective Courses

Students in the Cinema concentration must select the eight (8) credit hours of Studio Art Major Electives from the following list as part of the major elective requirements:

Course	Title	Quarter Hours
ANI 226	TRADITIONAL MATERIALS FOR ANIMATION	
ANI 328	ANIMATION FIGURE STUDY I	
ANI 348	ANIMATION FIGURE STUDY II	

ART 113	THREE DIMENSIONAL FOUNDATIONS
ART 115	BEGINNING SCULPTURE
ART 205	COLOR THEORY AND APPLICATION
ART 206	INTERMEDIATE DRAWING
ART 210	INTERMEDIATE PAINTING I
ART 212	WATERCOLOR PAINTING
ART 215	INTERMEDIATE SCULPTURE
ART 218	FIGURE DRAWING (if not taken to satisfy a major requirement)
ART 219	BEGINNING FIGURE SCULPTURE
ART 229	BEGINNING PRINTMAKING
ART 231	SCREEN PRINTING
ART 245	PAINTING: MIXOLOGY
ART 306	ADVANCED DRAWING
ART 310	ADVANCED PAINTING I
ART 311	ADVANCED PAINTING II
ART 312	FIGURE PAINTING
ART 318	ADVANCED FIGURE DRAWING
ART 324	INTERMEDIATE PRINTMAKING
ART 338	FIGURE DRAWING IN CONTEXT
ART 376	DRAWING PROJECTS
ART 393	SENIOR PROJECT STUDIO
ILL 220	MAKING COMICS
ILL 321	MAKING COMICS II

Focus Area Major Elective Courses

Students can customize their curriculum by choosing a Focus Area. Students in the Cinema concentration must take the 24 credit hours of Focus Area Major Elective courses as part of their major elective requirements. Students are encouraged, but not required, to select their Focus Area Major Elective courses from one of the below groups.

Traditional Animation Focus

Course	Title	Quarter Hours
ANI 328	ANIMATION FIGURE STUDY I	
ANI 329	STORYBOARDING III	
ANI 358	ADVANCED STOP MOTION ANIMATION	
ANI 320	HAND-DRAWN ANIMATION	
ANI 327	HAND-DRAWN CHARACTER ANIMATION	
ANI 340	2D ANIMATION PRODUCTION	
ANI 355	STOP MOTION ANIMATION	
ANI 356	EXPERIMENTAL ANIMATION	
ANI 357	HYBRID ANIMATION	
ANI 361	MOTION GRAPHICS	
ANI 382	DIGITAL PUPPET ANIMATION	
ANI 390	TOPICS IN ANIMATION	
FILM 110	DIGITAL CINEMA PRODUCTION I	
ILL 220	MAKING COMICS	

3D Character Animation Focus

Course	Title	Quarter Hours
ANI 300	3D CHARACTER ANIMATION	
ANI 301	ADVANCED 3D CHARACTER ANIMATION	

ANI 310	MOTION CAPTURE
ANI 327	HAND-DRAWN CHARACTER ANIMATION
ANI 332	3D RIGGING
ANI 333	ADVANCED 3D RIGGING
ANI 342	3D ANIMATION PRODUCTION
ANI 352	3D SCRIPTING
ANI 353	ADVANCED 3D SCRIPTING

3D Modeling and Rigging Focus

Course	Title	Quarter Hours
ANI 330	3D CHARACTER MODELING	
ANI 332	3D RIGGING	
ANI 333	ADVANCED 3D RIGGING	
ANI 336	3D MODELING STUDIO	
ANI 337	ENVIRONMENT MODELING	
ANI 338	3D ORGANIC MODELING	
ANI 339	3D TEXTURING AND LIGHTING	
ANI 342	3D ANIMATION PRODUCTION	
ANI 345	CHARACTER DESIGN	
ANI 352	3D SCRIPTING	
ANI 353	ADVANCED 3D SCRIPTING	

Motion Graphics Focus

Course	Title	Quarter Hours
ANI 356	EXPERIMENTAL ANIMATION	
ANI 357	HYBRID ANIMATION	
ANI 360	3D MOTION GRAPHICS	
ANI 361	MOTION GRAPHICS	
ANI 362	TITLE DESIGN	
GD 200	GRAPHIC DESIGN: FORM	
GD 230	TYPOGRAPHY: FORM	

Visual Effects Focus

Course	Title	Quarter Hours
ANI 310	MOTION CAPTURE	
ANI 339	3D TEXTURING AND LIGHTING	
ANI 342	3D ANIMATION PRODUCTION	
ANI 357	HYBRID ANIMATION	
ANI 378	3D DYNAMICS	
ANI 379	3D COMPOSITING	
FILM 110	DIGITAL CINEMA PRODUCTION I	
VFX 200	INTRODUCTION TO VISUAL EFFECTS	
VFX 334	VIRTUAL CINEMATOGRAPHY	
VFX 340	PREVISUALIZATION	
VFX 374	COMPOSITING I	
VFX 378	COMPOSITING II	
VFX 380	CG COMPOSITING	

Open Electives

Open elective credit also is required to meet the minimum graduation requirements of 208 hours.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu>) to see sample schedule of course requirements on a year-by-year basis.

Game Art Concentration, Animation (BFA)

Course Requirements

Course	Title	Quarter Hours
ANI 150	AFTER EFFECTS WORKSHOP	2
ANI 154	DIGITAL PAINTING WORKSHOP	2
ANI 231	3D ANIMATION	4
ANI 300	3D CHARACTER ANIMATION	4
ANI 339	3D TEXTURING AND LIGHTING	4
ANI 342	3D ANIMATION PRODUCTION	4
ANI 344	VISUAL DESIGN FOR GAMES	4
ANI 347	ART FOR GAME MODS	4
GAM 226	FUNDAMENTALS OF GAME DESIGN	4
GAM 244	GAME DEVELOPMENT I	4
GAM 245	GAME DEVELOPMENT II	4
GAM 341	INTRODUCTION TO LEVEL DESIGN	4
GAM 392	GAME MODIFICATION WORKSHOP	4
Select eight (8) Credit Hours from the following list:		8
ANI 328	ANIMATION FIGURE STUDY I	
ANI 348	ANIMATION FIGURE STUDY II	
ART 218	FIGURE DRAWING	
ART 317	ADVANCED FIGURE SCULPTURE	
ART 318	ADVANCED FIGURE DRAWING	
Select 12 Credit Hours of Studio Art Major Electives		12
Select 16 Credit Hours of Focus Area Major Electives		16
Select 18 Credit Hours of Open Electives		18
GAM 394 and GAM 395 may be taken in place of ANI 394 and ANI 395		

Major Electives

Students must earn a grade of C- or higher in all major elective courses.

Studio Art Major Elective Courses

Students in the Game Art concentration must take the 12 Credit Hours of Studio Art Major Elective courses from the following list as part of their major elective requirements:

Course	Title	Quarter Hours
ANI 226	TRADITIONAL MATERIALS FOR ANIMATION	
ANI 328	ANIMATION FIGURE STUDY I (If not taken to satisfy a required major course)	
ANI 348	ANIMATION FIGURE STUDY II (If not taken to satisfy a required major course)	
ART 110	BEGINNING PAINTING	
ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 115	BEGINNING SCULPTURE	
ART 205	COLOR THEORY AND APPLICATION	

ART 206	INTERMEDIATE DRAWING
ART 210	INTERMEDIATE PAINTING I
ART 212	WATERCOLOR PAINTING
ART 215	INTERMEDIATE SCULPTURE
ART 218	FIGURE DRAWING (If not taken to satisfy a required major course)
ART 219	BEGINNING FIGURE SCULPTURE
ART 229	BEGINNING PRINTMAKING
ART 231	SCREEN PRINTING
ART 245	PAINTING: MIXOLOGY
ART 306	ADVANCED DRAWING
ART 310	ADVANCED PAINTING I
ART 311	ADVANCED PAINTING II
ART 312	FIGURE PAINTING
ART 318	ADVANCED FIGURE DRAWING (If not taken to satisfy a required major course)
ART 324	INTERMEDIATE PRINTMAKING
ILL 220	MAKING COMICS
ILL 321	MAKING COMICS II

Focus Area Major Elective Courses

Students can customize their curriculum by choosing a Focus Area. Students in the Game Art concentration must take the 16 Credit Hours of Focus Area Major Elective courses as part of their major elective requirements. Students are encouraged, but not required, to select their Focus Area courses from one of the below groups.

Animation Focus

Course	Title	Quarter Hours
ANI 301	ADVANCED 3D CHARACTER ANIMATION	
ANI 310	MOTION CAPTURE	
ANI 320	HAND-DRAWN ANIMATION	
ANI 327	HAND-DRAWN CHARACTER ANIMATION	
ANI 328	ANIMATION FIGURE STUDY I	
ANI 329	STORYBOARDING III	
ANI 330	3D CHARACTER MODELING	
ANI 333	ADVANCED 3D RIGGING	
ANI 340	2D ANIMATION PRODUCTION	
ANI 341	ADVANCED ANIMATION PRODUCTION	
ANI 349	ADVANCED CHARACTER DESIGN	
ANI 351	ADVANCED MOTION CAPTURE STUDIO	
ANI 352	3D SCRIPTING	
ANI 353	ADVANCED 3D SCRIPTING	
ANI 355	STOP MOTION ANIMATION	
ANI 360	3D MOTION GRAPHICS	
ANI 378	3D DYNAMICS	
ANI 393	TOPICS IN 3D ANIMATION	
GAM 240	PLAYGRAMMING	
ILL 220	MAKING COMICS	
VFX 310	GAME ENGINES FOR FILMMAKERS	
VFX 320	FUNDAMENTALS OF VIRTUAL PRODUCTION	
VFX 334	VIRTUAL CINEMATOGRAPHY	

Modeling and Rigging Focus

Course	Title	Quarter Hours
ANI 332	3D RIGGING	
ANI 333	ADVANCED 3D RIGGING	
ANI 336	3D MODELING STUDIO	
ANI 337	ENVIRONMENT MODELING	
ANI 338	3D ORGANIC MODELING	
ANI 345	CHARACTER DESIGN	
ANI 352	3D SCRIPTING	
ANI 353	ADVANCED 3D SCRIPTING	
GD 200	GRAPHIC DESIGN: FORM	

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirements of 208 hours. Open Electives may be taken from any unit at DePaul.

Capstone

Students choosing the Animation Capstone option are required to complete ANI 341 Animation Production III as one of their Focus Area Electives.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu>) to see sample schedule of course requirements on a year-by-year basis.

Motion Graphics Concentration, Animation (BFA)**Course Requirements**

Course	Title	Quarter Hours
ANI 150	AFTER EFFECTS WORKSHOP	2
ANI 155	CINEMA 4D WORKSHOP	2
ANI 231	3D ANIMATION	4
ANI 315	SOUND DESIGN FOR ANIMATION	4
ANI 328	ANIMATION FIGURE STUDY I	4
or ART 218	FIGURE DRAWING	
ANI 341	ADVANCED ANIMATION PRODUCTION	4
ANI 342	3D ANIMATION PRODUCTION	4
or VFX 310	GAME ENGINES FOR FILMMAKERS	
ANI 356	EXPERIMENTAL ANIMATION	4
ANI 360	3D MOTION GRAPHICS	4
ANI 361	MOTION GRAPHICS	4
ANI 362	TITLE DESIGN	4
ANI 367	MOTION DESIGN STUDIO	4
ANI 368	ADVANCED CINEMA 4D & REDSHIFT WORKSHOP	2
ANI 376	POST-PRODUCTION WORKSHOP	2
or ANI 396	ANIMATION CAPSTONE WORKSHOP	
FILM 233	CINEMA & ART	4
or ANI 363	CINEMA AND ART FOR ANIMATORS	
GD 200	GRAPHIC DESIGN: FORM	4
GD 230	TYPOGRAPHY: FORM	4

POST 110	EDITING I	4
VFX 200	INTRODUCTION TO VISUAL EFFECTS	4
VFX 374	COMPOSITING I	4
Select 12 Credit Hours of Motion Graphics Electives (See list below)		12
Select 18 Credit Hours of Open Electives		18
*NOTE: Motion Graphics students are required to take ANI 360 3D Motion Graphics, which is now a prereq for ANI 341.		

Motion Graphics Electives

Course	Title	Quarter Hours
ANI 226	TRADITIONAL MATERIALS FOR ANIMATION	
ANI 301	ADVANCED 3D CHARACTER ANIMATION	
ANI 324	STORYBOARDING II	
ANI 327	HAND-DRAWN CHARACTER ANIMATION	
ANI 328	ANIMATION FIGURE STUDY I	
ANI 332	3D RIGGING	
ANI 339	3D TEXTURING AND LIGHTING	
ANI 340	2D ANIMATION PRODUCTION	
ANI 342	3D ANIMATION PRODUCTION	
ANI 357	HYBRID ANIMATION	
ANI 345	CHARACTER DESIGN	
ANI 378	3D DYNAMICS	
ANI 382	DIGITAL PUPPET ANIMATION	
ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 115	BEGINNING SCULPTURE	
ART 205	COLOR THEORY AND APPLICATION	
ART 206	INTERMEDIATE DRAWING	
ART 218	FIGURE DRAWING	
ART 219	BEGINNING FIGURE SCULPTURE	
ART 229	BEGINNING PRINTMAKING	
ART 231	SCREEN PRINTING	
ART 245	PAINTING: MIXOLOGY	
ART 306	ADVANCED DRAWING	
ART 324	INTERMEDIATE PRINTMAKING	
ART 376	DRAWING PROJECTS	
FILM 250	CINEMATOGRAPHY I	
FILM 325	EXPERIMENTAL FILMMAKING I	
ILL 220	MAKING COMICS	
ILL 321	MAKING COMICS II	
POST 200	EDITING II	
POST 322	ABLETON LIVE WORKSHOP	
POST 328	SCORING FOR FILM AND VIDEO	
POST 360	SOUND & MUSIC SYNTHESIS FOR FILM	
POST 364	MAX CYCLING 74 WORKSHOP	
POST 391	ADVANCED TOPICS IN EDITING	
VFX 310	GAME ENGINES FOR FILMMAKERS	
VFX 320	FUNDAMENTALS OF VIRTUAL PRODUCTION	
VFX 334	VIRTUAL CINEMATOGRAPHY	

VFX 340	PREVISUALIZATION
VFX 378	COMPOSITING II
VFX 380	CG COMPOSITING
VFX 382	FLAME WORKSHOP
VFX 390	ADVANCED TOPICS IN VISUAL EFFECTS
VFX 391	VISUAL EFFECTS STUDIO

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirements of 208 hours. Open Electives may be taken from any unit at DePaul.

Storyboarding and Character Design Concentration, Animation (BFA)

Course Requirements

Course	Title	Quarter Hours
ANI 150	AFTER EFFECTS WORKSHOP	2
ANI 154	DIGITAL PAINTING WORKSHOP	2
ANI 324	STORYBOARDING II	4
ANI 327	HAND-DRAWN CHARACTER ANIMATION	4
ANI 340	2D ANIMATION PRODUCTION	4
or ANI 342	3D ANIMATION PRODUCTION	
or ANI 358	ADVANCED STOP MOTION ANIMATION	
or ANI 360	3D MOTION GRAPHICS	
or ANI 371	ANIMATED SERIES DEVELOPMENT	
or ANI 382	DIGITAL PUPPET ANIMATION	
ANI 341	ADVANCED ANIMATION PRODUCTION	4
ANI 345	CHARACTER DESIGN	4
ART 110	BEGINNING PAINTING	4
or ART 206	INTERMEDIATE DRAWING	
FILM 233	CINEMA & ART	4
or ANI 363	CINEMA AND ART FOR ANIMATORS	
ILL 220	MAKING COMICS	4
POST 110	EDITING I	4
SCWR 101	SCREENWRITING FOR MAJORS	4
Select two (2) of the following:		8
ANI 328	ANIMATION FIGURE STUDY I	
ANI 348	ANIMATION FIGURE STUDY II	
ART 218	FIGURE DRAWING	
ART 317	ADVANCED FIGURE SCULPTURE	
ART 318	ADVANCED FIGURE DRAWING	
Choice of one (1)		4
ANI 344	VISUAL DESIGN FOR GAMES	
or ANI 329	STORYBOARDING III	
or ANI 349	ADVANCED CHARACTER DESIGN	
Select eight (8) credit hours of Studio Art Major Electives		8
Select 16 credit hours of Animation Major Electives		16
Select 22 credit hours of Open Electives		22

Major Electives

Students must earn a grade of C- or higher in all major elective courses.

Studio Art Major Electives

Students in the Storyboarding and Character Design concentration must select the eight (8) credit hours of Studio Art Major Elective courses from the following list as part of their Major Elective requirements:

Course	Title	Quarter Hours
ANI 226	TRADITIONAL MATERIALS FOR ANIMATION	
ANI 328	ANIMATION FIGURE STUDY I (If not taken to satisfy a required major course)	
ANI 348	ANIMATION FIGURE STUDY II (If not taken to satisfy a required major course)	
ART 110	BEGINNING PAINTING	
ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 115	BEGINNING SCULPTURE	
ART 205	COLOR THEORY AND APPLICATION	
ART 206	INTERMEDIATE DRAWING	
ART 210	INTERMEDIATE PAINTING I	
ART 212	WATERCOLOR PAINTING	
ART 215	INTERMEDIATE SCULPTURE	
ART 218	FIGURE DRAWING (If not taken to satisfy a required major course)	
ART 219	BEGINNING FIGURE SCULPTURE	
ART 229	BEGINNING PRINTMAKING	
ART 231	SCREEN PRINTING	
ART 245	PAINTING: MIXOLOGY	
ART 306	ADVANCED DRAWING	
ART 310	ADVANCED PAINTING I	
ART 311	ADVANCED PAINTING II	
ART 312	FIGURE PAINTING	
ART 318	ADVANCED FIGURE DRAWING (If not taken to satisfy a required major course)	
ART 324	INTERMEDIATE PRINTMAKING	
ART 338	FIGURE DRAWING IN CONTEXT	
ART 376	DRAWING PROJECTS	
ART 393	SENIOR PROJECT STUDIO	
ILL 321	MAKING COMICS II	

Animation Major Electives

Students in the Storyboarding and Character Design concentration must select the 16 credit hours of Animation Major Elective courses from the following list as part of their Major Elective requirements:

Course	Title	Quarter Hours
ANI 231	3D ANIMATION	
ANI 300	3D CHARACTER ANIMATION	
ANI 301	ADVANCED 3D CHARACTER ANIMATION	
ANI 320	HAND-DRAWN ANIMATION	
ANI 328	ANIMATION FIGURE STUDY I	
ANI 329	STORYBOARDING III	

ANI 330	3D CHARACTER MODELING
ANI 332	3D RIGGING
ANI 336	3D MODELING STUDIO
ANI 337	ENVIRONMENT MODELING
ANI 338	3D ORGANIC MODELING
ANI 339	3D TEXTURING AND LIGHTING
ANI 340	2D ANIMATION PRODUCTION
ANI 349	ADVANCED CHARACTER DESIGN
ANI 355	STOP MOTION ANIMATION
ANI 356	EXPERIMENTAL ANIMATION
ANI 357	HYBRID ANIMATION
ANI 358	ADVANCED STOP MOTION ANIMATION
ANI 361	MOTION GRAPHICS
ANI 371	ANIMATED SERIES DEVELOPMENT
ANI 376	POST-PRODUCTION WORKSHOP
ANI 382	DIGITAL PUPPET ANIMATION
VFX 334	VIRTUAL CINEMATOGRAPHY
VFX 340	PREVISUALIZATION

Open Electives

Open elective credit also is required to meet the minimum graduate requirements of 208 hours.

Visual Effects Concentration, Animation (BFA)

Course Requirements

Course	Title	Quarter Hours
ANI 154	DIGITAL PAINTING WORKSHOP	2
ANI 231	3D ANIMATION	4
ANI 315	SOUND DESIGN FOR ANIMATION	4
or POST 124	SOUND DESIGN I	
ANI 330	3D CHARACTER MODELING	4
or ANI 336	3D MODELING STUDIO	
ANI 339	3D TEXTURING AND LIGHTING	4
ANI 341	ADVANCED ANIMATION PRODUCTION	4
ANI 342	3D ANIMATION PRODUCTION	4
ANI 352	3D SCRIPTING	4
ANI 360	3D MOTION GRAPHICS	4
ANI 363	CINEMA AND ART FOR ANIMATORS	4
or FILM 233	CINEMA & ART	
ANI 376	POST-PRODUCTION WORKSHOP	2
ANI 378	3D DYNAMICS	4
POST 110	EDITING I	4
VFX 200	INTRODUCTION TO VISUAL EFFECTS	4
VFX 310	GAME ENGINES FOR FILMMAKERS	4
VFX 334	VIRTUAL CINEMATOGRAPHY	4
VFX 340	PREVISUALIZATION	4
VFX 374	COMPOSITING I	4
VFX 378	COMPOSITING II	4

VFX 380	CG COMPOSITING	4
Eight (8) credit hours of Visual Effects Major Electives		8

Visual Effects Major Electives

Student in the Visual Effects concentration must select the eight (8) credit hours of Visual Effects Major Electives from the following list:

Course	Title	Quarter Hours
ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 115	BEGINNING SCULPTURE	
ART 205	COLOR THEORY AND APPLICATION	
ART 206	INTERMEDIATE DRAWING	
ART 210	INTERMEDIATE PAINTING I	
ART 212	WATERCOLOR PAINTING	
ART 215	INTERMEDIATE SCULPTURE	
ART 218	FIGURE DRAWING	
ART 229	BEGINNING PRINTMAKING	
ART 231	SCREEN PRINTING	
ART 245	PAINTING: MIXOLOGY	
ART 306	ADVANCED DRAWING	
ART 310	ADVANCED PAINTING I	
ART 311	ADVANCED PAINTING II	
ART 312	FIGURE PAINTING	
ART 318	ADVANCED FIGURE DRAWING	
ART 324	INTERMEDIATE PRINTMAKING	
ART 338	FIGURE DRAWING IN CONTEXT	
ART 376	DRAWING PROJECTS	
ART 393	SENIOR PROJECT STUDIO	
FILM 250	CINEMATOGRAPHY I	
ILL 200	ILLUSTRATION FOUNDATIONS	
ILL 321	MAKING COMICS II	
POST 200	EDITING II	
POST 340	COLOR CORRECTION	

Any ANI or VFX course that is not a required course for the major

Animation (MA)

The MA in Animation provides a combination of artistic and technical training that prepares students for a future in traditional and 3D animation, computer game art, pre-production, motion graphics, and visual effects.

Concentrations

3D Animation

The 3D Animation concentration is for students interested in 3D animated film making. Students will learn all the 3D tools necessary to realize their cinematic vision, including the most current approaches to 3D animation, modeling, texturing, lighting, rigging, visual effects, compositing, and rendering. Students will complement their 3D studies with a solid foundation in studio art, visual design, art history, and traditional approaches to cinematic film making.

Motion Graphics

Motion Graphics, sometimes known as Motion Design, involves putting graphic forms, text, and photographic elements into motion using the principles of animation. These are almost always paired with sound and music for a specific purpose, such as in advertisements, educational and industrial videos, films and television titles, visual effects, and video games.

Storyboarding and Character Design

Storyboard artists are in demand in the television and feature film animation industries. A storyboard artist can also find work storyboarding live action films, visual effects, and commercials. The skills of the storyboard artist can also be applied to graphic novels and comics. Character design is a much sought-after role in animation, game art, live action film, comics, and children's literature. Both disciplines share a requirement for strong traditional drawing skills, so a drawing portfolio is a crucial part of application to this concentration.

Technical Artist Concentration

The Technical Artist Concentration prepares students for a range of technical roles, from the complex jobs of riggers, next generation modelers and motion capture artists to the hybrid specialization of the Technical Artist. A game industry Technical Artist is an art department member who serves as a bridge between art and engineering. In the film and television CGI animation and VFX industries the Technical Artist is more commonly referred to as a Technical Director or Technical Animator.

Traditional Animation

The Traditional Animator Concentration is for students who are interested in deepening their knowledge of traditional animation, including hand-drawn, stop motion, and hybrid methods, with an eye towards a production career in animation. Students in this concentration will have training in the history, critical artistic issues, and fundamental principles that are necessary for animation artists. MA in Animation graduates will be prepared for many varied career options available to animators, including storyboard artists, visual development artists, layout artists, character animators, and commercial animators.

Program Requirements	Quarter Hours
Degree Requirements	52
Total hours required	52

Learning Outcomes

Students will be able to:

- Examine the historical foundations of animation, and analyze the relationships between animation and other arts.
- Utilize critical and historical analysis to inform their specific area of study.
- Apply essential concepts and utilize tools necessary for 3D production including modeling, lighting, texturing and rendering.
- Demonstrate a high level of competence in 2D or 3D animation technique.
- Implement the use of storyboarding, animatics, and essential pre-production techniques to develop a film concept.
- Produce animated films both collaboratively and as solo ventures.

Degree Requirements

Course Requirements

Course requirements are determined by the concentration selected.

No Introductory Course may be substituted for any other course at any level.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in the designated program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all graduate courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

For DePaul's policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate Handbook in the Course Catalog.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- 3D Animation Concentration, Animation (MA) (p. 108)
- Motion Graphics Concentration, Animation (MA) (p. 110)
- Storyboarding and Character Design Concentration, Animation (MA) (p. 110)
- Technical Artist Concentration, Animation (MA) (p. 111)
- Traditional Animation Concentration, Animation (MA) (p. 112)

3D Animation Concentration, Animation (MA)

Course Requirements

Core Courses

Course	Title	Quarter Hours
ANI 422	ANIMATION HISTORY & PRACTICE	4
ANI 425	STORYBOARDING I	4

ANI 423	3D ANIMATION SURVEY ¹	4
ANI 439	3D TEXTURING AND LIGHTING	4
ANI 442	3D ANIMATION PRODUCTION	4
ANI 460	ANIMATION GRADUATE SEMINAR	4
ANI 466 or ANI 444	CINEMA, ANIMATION AND ART VISUAL DESIGN FOR GAMES	4

¹ Students with 3D animation experience can have the ANI 423 3D ANIMATION SURVEY requirement substituted with an Animation Elective by their Faculty Advisor.

3D Animation Electives

Course	Title	Quarter Hours
Select sixteen credit hours from the following list:		16
ANI 428	ANIMATION FIGURE STUDY I	
ANI 429	STORYBOARDING III	
ANI 430	3D CHARACTER ANIMATION	
ANI 431	ADVANCED 3D CHARACTER ANIMATION	
ANI 432	3D RIGGING	
ANI 433	ADVANCED 3D RIGGING	
ANI 435	3D CHARACTER MODELING	
ANI 436	3D MODELING STUDIO	
ANI 437	ENVIRONMENT MODELING	
ANI 438	3D ORGANIC MODELING	
ANI 442	3D ANIMATION PRODUCTION	
ANI 443	3D ANIMATION FOR GAMES & CINEMATICS	
ANI 444	VISUAL DESIGN FOR GAMES	
ANI 445	CHARACTER DESIGN	
ANI 446	GAME ART PIPELINE	
ANI 447	ART FOR GAME MODS	
ANI 449	ADVANCED CHARACTER DESIGN	
ANI 450	MOTION CAPTURE	
ANI 451	ADVANCED MOTION CAPTURE STUDIO	
ANI 452	3D SCRIPTING	
ANI 453	ADVANCED 3D SCRIPTING	
ANI 455	STOP MOTION ANIMATION	
ANI 458	ADVANCED STOP MOTION ANIMATION	
ANI 463	3D MOTION GRAPHICS	
ANI 478	3D DYNAMICS	
ANI 493	TOPICS IN 3D ANIMATION	
VFX 410	GAME ENGINES FOR FILMMAKERS	
VFX 420	FUNDAMENTALS OF VIRTUAL PRODUCTION	
VFX 434	VIRTUAL CINEMATOGRAPHY	
VFX 440	PREVISUALIZATION	
VFX 474	COMPOSITING I	
VFX 478	COMPOSITING II	
VFX 480	CG COMPOSITING	
VFX 490	ADVANCED TOPICS IN VISUAL EFFECTS	

CDM Open Electives

Students must complete eight (8) credit hours of graduate courses from the Jarvis College of Computing and Digital Media. Elective courses must be in the range of 421 to 699.

Animation (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Animation (MA)

The Animation (MA) combined degree program is open to all undergraduate majors across the university.

Students who are interested in this program and meet the following criteria

- Sophomore status (at least 44 quarter hours earned)
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Full admission to the designated master's program requires meeting admission requirements (<https://www.cdm.depaul.edu/Admission-and-Aid/Pages/Grad-Program-Requirements.aspx>) for that program
- Faculty endorsement from a CDM full-time faculty member

Students should review the information online (<https://www.cdm.depaul.edu/academics/Pages/CombinedDegrees.aspx>) to follow the instructions to submit an application.

If accepted, a student can take up to three graduate courses (12 credits). These three courses count towards both the bachelor's program and the Master of Arts degree. Students will pay the current undergraduate tuition rate for these three courses.

Maintaining Good Standing

- Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter
- The student and Faculty Advisor will be notified when the student's cumulative GPA falls below 3.3 or when the student receives less than a C- in graduate level course
- If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional BA/BS.
- Graduate courses passed before dismissal will not be counted and may not be retaken. If the student pursues graduate study, other graduate courses must be substituted. To apply to a CDM graduate degree program, following dismissal from the combined degree, students must follow regular CDM Admission procedures, and will be required take 13 new graduate courses to earn a master's degree.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study may include which undergraduate classes to avoid taking in order to take the graduate version. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

Registering for Master's Degree Courses

The student's advisor must complete the BS/MS Request form, under the Faculty tab on the CDM Intranet, to request the student's enrollment in the three graduate courses. The form will require the following data: student's full name, graduate course and section, and the undergraduate course to be substituted for. The CDM dean's office will process the enrollment.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. Learn more about master's degree admission requirements (<http://www.cdm.depaul.edu/Prospective%20Students/Pages/MastersDegreeStudents.aspx>). Students will follow the master's degree program requirements for the term they are admitted to the master's degree program.

Double Demon Scholarship

The Double Demon scholarship, offered exclusively to DePaul alumni, covers 25 percent of the tuition for a master's degree or select certificate programs. Combined degree program students are eligible.

Alumni from any of DePaul's colleges who are admitted into a graduate degree program from one of these programs automatically qualify for the Double Demon Scholarship. This scholarship is available for new part-time or full-time students who began a master's degree in CDM in winter 2012-2013 or later and the other colleges beginning in winter 2013-2014. It cannot be applied retroactively.

There is no limit to the amount of courses that can be taken by eligible students. However, students may not take more than four courses in any quarter without permission from the college. The scholarship cannot be applied to cover fees or other non-tuition costs.

Motion Graphics Concentration, Animation (MA)

Course Requirements

Course	Title	Quarter Hours
ANI 421	ANIMATION MECHANICS	4
ANI 423	3D ANIMATION SURVEY ¹	4
ANI 425	STORYBOARDING I	4
ANI 460	ANIMATION GRADUATE SEMINAR	4
ANI 461	MOTION GRAPHICS	4
ANI 462	TITLE DESIGN	4

ANI 463	3D MOTION GRAPHICS	4
ANI 422	ANIMATION HISTORY & PRACTICE	4
or ANI 466	CINEMA, ANIMATION AND ART	
ANI 467	MOTION DESIGN STUDIO	4

¹ Students with 3D animation experience can have the ANI 423 3D ANIMATION SURVEY requirement substituted with an Animation Elective by their Faculty Advisor.

Motion Graphics Electives

Course	Title	Quarter Hours
Select eight (8) credit hours from the following:		8
ANI 422	ANIMATION HISTORY & PRACTICE	
ANI 428	ANIMATION FIGURE STUDY I	
ANI 429	STORYBOARDING III	
ANI 456	EXPERIMENTAL ANIMATION	
ANI 457	HYBRID ANIMATION	
ANI 466	CINEMA, ANIMATION AND ART	
ANI 481	SOUND DESIGN FOR ANIMATION	
DMA 527	CREATIVE PROCESS AND STRATEGY	
FILM 499	INTERNSHIPS IN MEDIA AND DESIGN	
	or POST 499 INTERNSHIPS IN MEDIA AND DESIGN	
NMS 504	TEXT AND IMAGE	
POST 400	EDITING	
POST 420	DIRECTING SOUND DESIGN AND MUSIC	
POST 444	ADVANCED COLOR CORRECTION (FORMERLY DC 426)	
POST 460	SOUND AND MUSIC SYNTHESIS FOR FILM	
VFX 434	VIRTUAL CINEMATOGRAPHY	
VFX 474	COMPOSITING I	
VFX 478	COMPOSITING II	
VFX 480	CG COMPOSITING	
VFX 490	ADVANCED TOPICS IN VISUAL EFFECTS	

CDM Open Electives

Students must complete eight (8) credit hours of graduate courses from CDM. Elective courses must be in the range of 421 to 699.

Storyboarding and Character Design Concentration, Animation (MA)

Course Requirements

Course	Title	Quarter Hours
ANI 421	ANIMATION MECHANICS	4
ANI 422	ANIMATION HISTORY & PRACTICE	4
ANI 425	STORYBOARDING I	4
ANI 426	VISUAL CONCEPT DEVELOPMENT	4
ANI 428	ANIMATION FIGURE STUDY I	4
ANI 429	STORYBOARDING III	4
or ANI 449	ADVANCED CHARACTER DESIGN	
or ANI 471	ANIMATED SERIES DEVELOPMENT	

ANI 445	CHARACTER DESIGN	4
ANI 460	ANIMATION GRADUATE SEMINAR	4
ANI 465	STORYBOARDING II	4
ANI 466	CINEMA, ANIMATION AND ART	4
or ANI 444	VISUAL DESIGN FOR GAMES	
Four (4) credit hours from the following list:		4
ANI 420	HAND-DRAWN ANIMATION	
ANI 427	HAND-DRAWN CHARACTER ANIMATION	
ANI 429	STORYBOARDING III	
ANI 448	ANIMATION FIGURE STUDY II	
ANI 449	ADVANCED CHARACTER DESIGN	
ANI 471	ANIMATED SERIES DEVELOPMENT	
Open Electives		8

Open Electives

Students must complete the eight (8) credit hours of Open Electives from graduate courses in the Jarvis College of Computing and Digital Media. Open Elective courses must be in the range of 421 to 699.

Technical Artist Concentration, Animation (MA)

Course Requirements

Core Courses

Course	Title	Quarter Hours
ANI 423	3D ANIMATION SURVEY ¹	4
ANI 444	VISUAL DESIGN FOR GAMES	4
ANI 446	GAME ART PIPELINE	4
ANI 452	3D SCRIPTING	4
ANI 453	ADVANCED 3D SCRIPTING	4
ANI 460	ANIMATION GRADUATE SEMINAR	4
Select four (4) credit hours from the following:		4
GAM 690	GAME DEVELOPMENT STUDIO I	
GAM 691	GAME DEVELOPMENT STUDIO II ²	
ANI 442	3D ANIMATION PRODUCTION	
Sixteen (16) credit hours of Technical Artist Electives		16
Eight (8) credit hours of CDM Open Electives		8

¹ Students with 3D animation experience can have the ANI 423 requirement substituted by their Faculty Advisor with an Animation Elective.

² Students who take GAM 690 to fulfill their Core Requirements must take GAM 691 as one of their Technical Artist Electives requirements.

Technical Artist Electives

Students must select the required 16 credit hours of Technical Artist Electives from the following choices. Students may take these courses before completing their Core Requirements courses. It is recommended that students choose their Technical Artist Elective courses in one of the following areas of focus: Rigging, Animation, Modeling, or Visual Effects.

Rigging Focus Area

Course	Title	Quarter Hours
ANI 430	3D CHARACTER ANIMATION	
ANI 432	3D RIGGING	
ANI 433	ADVANCED 3D RIGGING	
ANI 435	3D CHARACTER MODELING	
ANI 450	MOTION CAPTURE	

Animation Focus Area

Course	Title	Quarter Hours
ANI 430	3D CHARACTER ANIMATION	
ANI 431	ADVANCED 3D CHARACTER ANIMATION	
ANI 432	3D RIGGING	
ANI 442	3D ANIMATION PRODUCTION	
ANI 443	3D ANIMATION FOR GAMES & CINEMATICS	
ANI 450	MOTION CAPTURE	
ANI 451	ADVANCED MOTION CAPTURE STUDIO	
ANI 463	3D MOTION GRAPHICS	

Modeling Focus Area

Course	Title	Quarter Hours
ANI 435	3D CHARACTER MODELING	
ANI 436	3D MODELING STUDIO	
ANI 437	ENVIRONMENT MODELING	
ANI 438	3D ORGANIC MODELING	
ANI 439	3D TEXTURING AND LIGHTING	
ANI 447	ART FOR GAME MODS	

Visual Effects Focus Area

Course	Title	Quarter Hours
ANI 478	3D DYNAMICS	
ANI 479	3D COMPOSITING	
VFX 410	GAME ENGINES FOR FILMMAKERS	
VFX 420	FUNDAMENTALS OF VIRTUAL PRODUCTION	
VFX 434	VIRTUAL CINEMATOGRAPHY	
VFX 440	PREVISUALIZATION	
VFX 480	CG COMPOSITING	
VFX 474	COMPOSITING I	
VFX 478	COMPOSITING II	

Other Available Technical Artist Electives

Course	Title	Quarter Hours
GAM 690	GAME DEVELOPMENT STUDIO I	
GAM 691	GAME DEVELOPMENT STUDIO II	

CDM Open Electives

Students must select the eight (8) credit hours of Open Electives from graduate courses from the Jarvis College of Computing and Digital Media. Elective courses must be in the range of 421 to 699.

Traditional Animation Concentration, Animation (MA)

Course Requirements

Core Courses

Course	Title	Quarter Hours
ANI 460	ANIMATION GRADUATE SEMINAR	4
ANI 421	ANIMATION MECHANICS	4
ANI 422	ANIMATION HISTORY & PRACTICE	4
ANI 425	STORYBOARDING I	4
ANI 426	VISUAL CONCEPT DEVELOPMENT	4
ANI 466	CINEMA, ANIMATION AND ART	4
or ANI 444	VISUAL DESIGN FOR GAMES	

Traditional Animation Electives

Course	Title	Quarter Hours
Select twelve credit hours from the following:		12
ANI 420	HAND-DRAWN ANIMATION	
ANI 427	HAND-DRAWN CHARACTER ANIMATION	
ANI 428	ANIMATION FIGURE STUDY I	
ANI 429	STORYBOARDING III	
ANI 445	CHARACTER DESIGN	
ANI 455	STOP MOTION ANIMATION	
ANI 456	EXPERIMENTAL ANIMATION	
ANI 457	HYBRID ANIMATION	
ANI 458	ADVANCED STOP MOTION ANIMATION	
ANI 470	ACTING FOR ANIMATORS	
ANI 482	DIGITAL PUPPET ANIMATION	
ANI 490	TOPICS IN ANIMATION	

CDM Open Electives

Students must complete sixteen credit hours of graduate courses from the Jarvis College of Computing and Digital Media. Elective courses must be in the range of 421 to 699.

Animation (MFA)

Program Requirements	Quarter Hours
Degree Requirements	80
Total hours required	80

Learning Outcomes

Students will be able to:

- Examine the historical foundations of animation, and analyze the relationships between animation and other arts.

- Utilize critical and historical analysis to inform their specific area of study and develop personal voice.
- Demonstrate skills necessary for the creation of animation in game development, 3D and 2D animated films, television or effects animation.
- Produce animated films both collaboratively and as solo ventures.
- Acquire and utilize contemporary and professional practices in animation education.
- Demonstrate their abilities as contributing artists in the field of animation by the completion of an animated thesis film.

Degree Requirements

Core Requirements

Course	Title	Quarter Hours
ANI 421	ANIMATION MECHANICS	4
ANI 422	ANIMATION HISTORY & PRACTICE	4
ANI 425	STORYBOARDING I	4
ANI 460	ANIMATION GRADUATE SEMINAR	4
ANI 466	CINEMA, ANIMATION AND ART	4
ANI 481	SOUND DESIGN FOR ANIMATION	4
or POST 420	DIRECTING SOUND DESIGN AND MUSIC	
ANI 560		

Short Film Sequence

Course	Title	Quarter Hours
ANI 501	MFA SHORT FILM I	4
ANI 502	MFA SHORT FILM II	4
ANI 503	MFA SHORT FILM III	4

MFA Thesis Project Sequence

Course	Title	Quarter Hours
ANI 601	MFA THESIS PROJECT I	4
ANI 602	MFA THESIS PROJECT II	4
ANI 603	MFA THESIS PROJECT III	4

After successfully completing ANI 603, students may continue to work on their Thesis Projects in the zero-credit ANI 701 until they successfully complete their project.

- ANI 701 allows students to maintain status without additional cost.

CDM Electives

Twenty-eight (28) credit hours of open electives are required and may be chosen from any graduate level CDM courses. Introductory courses from any CDM graduate program may not be used as CDM electives in this program.

MFA Short Film Sequence

This course will start out with research, including an examination of animated short film examples as role models. Students will then work on developing ideas and pre-production. The instructor will be responsible for helping the students determine what method of animation they want to use, and identifying faculty mentors who can help them with the method. The students will complete their short film by the end of Spring

quarter. Successful completion of ANI 503 is required in order to progress to ANI 601, so if a student doesn't show adequate progress they may be delayed or recommended to switch to the MA program. **All MFA majors will be subject to review at the end of their first year before they are allowed to proceed to the MFA Thesis Project sequence.** At the end of the first year the ANI MFA Committee will meet and decide, using a clear rubric, whether MFA students should be allowed to proceed to the MFA Thesis Project sequence. The instructor of the MFA Short Film sequence will provide written recommendations to the committee. The committee will view the films created in the MFA Short Film sequence, and special consideration will be given to the opinions of faculty who have had the students in class and/or have served as their mentors. Students who are not approved to the MFA Thesis phase will be allowed to complete the requirements for the ANI MA in the concentration of their choice. Their faculty advisor will help them substitute the MFA Short Film sequence courses for MA requirements if necessary.

MFA Thesis Project Sequence

We use the word "project" instead of film because we are open to and encourage alternative animation solutions beyond films, including TV shows, installations, interactive/game projects, augmented/virtual reality, performance, and others. Students will be strongly encouraged to work on their thesis project concepts over the summer before their second year. At the beginning of the fall quarter each student will consult with the instructor to choose their MFA Thesis Committee. They will work on a thesis proposal at the beginning of Fall quarter, which must be approved by the instructor and their MFA Thesis Committee before proceeding with production. Students will work on their thesis projects throughout the year.

MFA Faculty Mentors

Every quarter of their first year each MFA student will choose two faculty mentors from among the full-time faculty. They cannot choose a faculty mentor who is currently their MFA Short Film instructor. They cannot choose the same faculty mentor two quarters in a row. No faculty mentor will mentor more than two MFA students each quarter. MFA students must schedule meetings (during the faculty member's office hours) with each faculty mentor at least two times during the quarter. These meetings will be used for feedback and suggestions for the student's short film. In addition to helping the students and building a sense of community, this will also better prepare faculty for the students' thesis defense and give the student better knowledge for their choice of their MFA Thesis Committee. Non-Animation full-time faculty may be chosen as faculty mentors with the approval of the Short Film instructor.

MFA Thesis Committee

At the beginning of their second year, in consultation with the MFA Thesis Project instructor, all MFA students will choose a three member MFA Thesis Committee, and designate one of these three full-time faculty members as their Thesis Chair. Non-Animation full-time faculty may be members of a thesis committee with the approval of the MFA Thesis Project instructor. MFA students must schedule meetings (during the faculty member's office hours) with each thesis committee member at least once during the quarter. These meetings will be used for feedback and suggestions for the student's thesis film. Students should continue to meet regularly with their committee during the thesis continuation process.

MFA Thesis Continuation

After the second year MFA students may use this zero-credit course, which they don't pay for, to continue working on their thesis projects until

completion. MFA students have five years to successfully complete their thesis project, which must be approved by ANI faculty (see MFA Thesis Defense). In extreme circumstances a student may ask for the deadline to be extended, but they must receive approval from their Thesis Chair.

MFA Thesis Defense

At the completion of their thesis project all students must publicly screen/exhibit their projects. The ANI MFA Committee meets with the MFA candidate and questions them about their project. A supermajority of the committee is required for approval of the MFA. A student whose project was not approved may reapply up to two times for approval.

The admission process for the MFA will not change. All applicants are subject to portfolio review and vote by the Animation MFA Committee. MFA students will only be admitted to start in the Fall quarter.

Degree Requirements

Students in the MFA in Animation degree program must meet the following requirements:

- Complete a minimum of 80 graduate credit hours in the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all graduate courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Satisfactorily complete the MFA thesis as determined by the student's MFA Advisor Committee.
- Students cannot count credit earned towards a previously awarded master's or MFA degree toward the completion of this MFA program.

For DePaul's policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate Handbook in the Course Catalog.

Animation (Minor)

The minor in Animation at DePaul emphasizes solid traditional animation and storytelling skills, while encouraging experimentation in form, content and medium.

Course Requirements

Course	Title	Quarter Hours
ANI 101 or ANI 201	ANIMATION FOR NON-MAJORS ANIMATION I	4
ANI 206	HISTORY OF ANIMATION	4
Select 20 credit hours from the following: ¹		20
Any ANI course		
FILM 110	DIGITAL CINEMA PRODUCTION I	
POST 110	EDITING I	
SCWR 100	INTRODUCTION TO SCREENWRITING	

¹ At least three (3) courses must be ANI courses.

Animation Technical Director (Minor)

This minor is only available to students in the Game Programming BS and the Computer Science BS who complete GAM 325 and GAM 370 as part of their degree requirements.

Course	Title	Quarter Hours
ANI 230	3D DESIGN & MODELING	4
ANI 231	3D ANIMATION	4
GAM 325	APPLIED 3D GEOMETRY	4
GAM 370	RENDERING AND GRAPHICS PROGRAMMING	4
Select eight (8) credit hours from the following - REQUIRED		8
ANI 332	3D RIGGING	
ANI 339	3D TEXTURING AND LIGHTING	
ANI 342	3D ANIMATION PRODUCTION	
ANI 378	3D DYNAMICS	
Select eight (8) Credit Hours from the following - REMAINING OPTIONS:		8
ANI 310	MOTION CAPTURE	
ANI 333	ADVANCED 3D RIGGING	
ANI 336	3D MODELING STUDIO	
ANI 337	ENVIRONMENT MODELING	
ANI 338	3D ORGANIC MODELING	
ANI 351	ADVANCED MOTION CAPTURE STUDIO	
ANI 379	3D COMPOSITING	

Anthropology (BA)

Anthropology is the comparative study of humanity, focusing on people in all places and throughout history and prehistory. Courses engage students in the analysis of beliefs, values, and practices from a perspective that understands societies on their own terms. This perspective includes comparing the similarities and differences among different groups and appreciating and valuing different ways of living. Students study other cultures in order to learn more about their own. This curriculum affords students the opportunity to see the interaction between “what we know” and “what we do” that lies at the heart of the study of humanity.

Our curriculum combines the best parts of a critical, creative, liberal arts education with practical, professional preparation. The major courses direct the student toward the subfields of cultural anthropology, biological anthropology and archaeology, with a focus on applied research in these sub-fields. As part of the major, students engage in several research projects, including those that expose them to the application of anthropological knowledge for non-academic audiences, and to archaeological field methods. Out-of-class research projects in the City of Chicago are integral components of several courses. Students graduate with an extensive knowledge of how anthropology is actually done. We bring students farther into this practical side of the discipline than any other BA program in the country.

Academic careers are attractive to some graduates, but more than half of all professional anthropologists work outside of academic institutions. Some of these careers include research for public and private organizations, administration and/or public policy on the local, regional, federal, or international level; research and work in museums;

intercultural communication; advertising, marketing, and public relations; human resources, public health, health care, and law. They also contribute to non-governmental and international organizations. Within the context of administration or public policy, anthropologists are engaged in cultural resource management (CRM), monitoring the preservation of cultural resources for national parks, museums, and state or municipal cultural institutions (i.e., parks and historical societies). Anthropology enhances other career paths, such as modern languages, international studies, international relations, cultural studies, and international business. Students will have completed at least four ethnographic research projects and be qualified in archaeological research skills by the time they graduate.

The extensive ethnographic research experience qualifies students with BA degrees to work in both non-profit (social service agencies) and for-profit (marketing, design, user-based) research settings. The archaeological certification opens avenues for careers in cultural resource management (CRM), and monitoring the preservation of cultural resources for national parks, museums, and state or municipal cultural institutions.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	50
Open Electives	58
Total hours required	192

Learning Outcomes

Students will be able to:

- Assess core anthropological concepts.
- Generate results of anthropological research.
- Disseminate anthropological research findings to multiple audiences.
- Demonstrate anthropological methods.
- Apply ethical principles of anthropology.

College Core Requirements Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By “liberal education” the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized “concentration.” The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
ANT 396	SENIOR CAPSTONE SEMINAR ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who

complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ A student majoring in Anthropology (ANT) is required to complete the Capstone offered by the ANT Department. This is the case even if a student is double majoring (or pursuing a dual degree) and the secondary major (or degree) requires its own Capstone. An ANT major in the University Honors Program shall take the University Honors Capstone and the ANT Capstone.

Learning Domains
Arts and Literature (AL) (p. 1322)
• 3 Courses Required

H (p.)istorical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/math-and-computing/>)
• 2 Courses Required
[1 CR Course, and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)
• 2 Courses Required

Religious Dimensions (RD) (p. 1330)
• 2 Courses Required

Scientific Inquiry (SI) (p. 1332)
• 2 Courses Required
[1 Lab Course, and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 1 Course Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements
Course Requirements

Course	Title	Quarter Hours
Select one of the following:		4
ANT 102	CULTURAL ANTHROPOLOGY	
ANT 103	ARCHAEOLOGY	
ANT 104	INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY	

ANT 105	ANTHROPOLOGY THROUGH FILM	
ANT 107	THE CULTURE OF BUSINESS	
ANT 109	FOOD AND CULTURE	
ANT 120	SCIENCE OF ARCHAEOLOGY	
All of the following:		
ANT 201	ETHNOGRAPHIC RESEARCH METHODS	4
ANT 202	ARCHAEOLOGICAL FIELD METHODS	6
ANT 203	PROFESSIONALISM AND ETHICS IN ANTHROPOLOGY	4
ANT 204	LINEAGES OF CULTURE THEORY	4
ANT 386	CULTURAL ANALYSIS	4
ANT 396	SENIOR CAPSTONE SEMINAR	4
Select one of the following:		4
ANT 322	COMMUNITY-BASED APPLIED PRACTICE	
ANT 328	INTERNATIONAL APPLIED PRACTICE	
ANT 330	CLIENT-BASED APPLIED PRACTICE	
Select five 200/300 level ANT courses ¹		20

¹ 100 level courses do not count as electives unless approved by the chair.

Experiential Learning and Senior Capstone

Majors in anthropology are expected to fulfill their junior year experiential learning (JYEL) and senior capstone (SC) requirements with ANT 322 and ANT 396 respectively. Both of these courses are recognized by the Liberal Studies Council as fulfilling these requirements. Students may take other junior year experiential learning and senior capstone courses, but are still required to take these two courses (or designated alternatives) to fulfill the major with the permission of the department chair. When students take ANT 322 to fulfill the JYEL requirement they must take an additional course in a liberal studies learning domain of their choice.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Anthropology 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.

- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Anthropology (BA) + Secondary Education Social Science (MEd)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These

12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate Social Science major (Anthropology, Economics, Geography, History, Political Science, or Sociology) or a Science and Health (Psychology) major with a graduate level College of Education (COE) Master's in Education Program. Students graduate with a BA or BS in their disciplinary major and a MEd in Education with State of Illinois Secondary Social Science licensure.

Students may apply to the TEACH Program during the spring of their junior year. They must enroll in the Junior Year Experiential Learning course, TCH 320, and meet other application criteria; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 GPA. During their senior year, students are required to complete a TEACH Program capstone course, TCH 390, and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 412	THE NATURE OF HISTORY AND THE SOCIAL SCIENCES	4
TCH 422	INQUIRY & APPLICATION IN DEVELOPING HISTORY AND SOCIAL SCIENCES PEDAGOGY	4

Social Science Content Area (grades of C or better required for licensure):

The following Social Science content area requirements are required. These can be taken as part of the major, liberal studies or open elective requirements:

- HST 298
- HST 299
- 3 United States History courses
- 2 Non- United States History courses
- 6 from the anthropology major

- Additional licensure requirements: (one course in each area required)
 - Geography (GEO 101 recommended)
 - Economics (ECO 106 recommended)
 - Political Science (PSC 120 recommended)
 - Psychology (PSY 105 recommended)
 - Sociology (SOC 101 recommended)

This combined degree program of the College of Liberal Arts and Social Sciences and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach Social Sciences at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1160)

Students interested in the TEACH Program should consult with the designated TEACH Program advisor in their home department.

Anthropology (Minor)

The minor in Anthropology is intended to give you an overview of the discipline. You will study beliefs, values and practices of various cultures and will compare similarities and differences among diverse groups.

Course Requirements

Course	Title	Quarter Hours
ANT 102	CULTURAL ANTHROPOLOGY	4
ANT 103	ARCHAEOLOGY	4
ANT 104	INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY	4

Select any three additional courses from the anthropology curriculum for which the student has the prerequisites, including at least one 200-level and one 300-level course. 12

Students majoring in Anthropology (BA) or minoring in Archaeology are restricted from earning this minor.

Applied Behavioral Sciences (BA)

The Bachelor of Arts in Applied Behavioral Studies degree from the School of Continuing and Professional Studies (SCPS) is an accelerated, inter-disciplinary, 2-year degree completion program for adult students. This major is for graduates of community colleges with an Associate's degree or equivalent who seek broad interdisciplinary preparation for a career in human services, social work, nonprofit management and other related fields.

Applicants to the Bachelor of Arts in Applied Behavioral Sciences need an Associate in Arts or an Associate in Science or 66 semester credit hours, applicable to the program based on review and evaluation. The major consists of courses from the Department of Psychology, the College of Communication, and the School of Continuing and Professional Studies, which offers the majority of courses, including a unique series of Adult Learning Seminars. The courses in the major provide

students with multiple perspectives on human behavior, interaction and communications.

- Flexible scheduling including online options available
- Financial Aid, flexible payment options, and **special adult student tuition pricing**
- Acceleration and affordability through transfer credit and prior learning assessment (PLA) credit
- Opportunities to combine bachelor's and master's programs and apply graduate courses to both programs
- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
- Degree granted by DePaul University, with its excellent academic reputation and the opportunity to join its prestigious and extensive alumni network

Program Requirements	Quarter Hours
Transfer Credit	98
Major Requirements	94
Total hours required	192

Learning Outcomes

Students will be able to:

- Analyze and apply knowledge and theories of behavioral sciences.
- Investigate problems using qualitative and quantitative methods.
- Apply ethical principles in context.
- Explain the value of social justice in behavioral settings.
- Utilize principles of reflective practice in behavioral science.
- Analyze and apply different liberal arts perspectives.

Major Requirements (94 quarter hours)

Understanding Human Behavior (16 credit hours)

Course	Title	Quarter Hours
CMNS 329	PERSUASION	4-4.5
PSY 347	SOCIAL PSYCHOLOGY	4
PSY 363	SUBSTANCE USE DISORDERS AND RECOVERY	4
DCM 307	ANALYZING HUMAN BEHAVIOR	4

Life Cycle in Context (8 credit hours)

Course	Title	Quarter Hours
DCM 323	THE PSYCHOLOGY OF AGING AND THE AGED	4
PSY 302	PERSONAL ADJUSTMENT AND MENTAL HEALTH	4-4.5

Community and Social Justice (12 credit hours)

Course	Title	Quarter Hours
DCM 304	EVOLVING PROFESSIONAL ETHICS	4
DCM 325	WORK & SOCIETY	4
PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE	0-4.5
or PSY 354	COMMUNITY PSYCHOLOGY	

Methods (14 credit hours)

Course	Title	Quarter Hours
DA 200	DATA ANALYTICS	4
or DA 233	APPLIED INFORMATION MANAGEMENT SYSTEMS	
DCM 308	INTRODUCTION TO STATISTICS	4
LL 301	RESEARCH METHODS	6

Effective Workplace Dynamics (12 credit hours)

Course	Title	Quarter Hours
DCM 324	EFFECTIVE GROUP AND PERSONAL DYNAMICS	4
ORGC 316		
ORGC 353		

Leadership Theories and Skills (12 credit hours)

Course	Title	Quarter Hours
LL 270	CRITICAL THINKING	4
CCH 299	ASSESSING AND MANAGING CONFLICT	4
DCM 303	LEADERSHIP MODELS FOR STRONG ORGANIZATIONS	4

Adult Learning Seminars (20 credit hours)

Course	Title	Quarter Hours
LL 201	REFLECTIVE LEARNING	2
or RPL 101	PRIOR LEARNING ASSESSMENT	
DCM 314	LEARNING AND TRANSFORMATION	2
DCM 316	WORK IN A GLOBAL ENVIRONMENT	2
DCM 317	ETHICS IN THE PROFESSIONS	2
DCM 318	SOCIAL JUSTICE IN THE PROFESSIONS	
DCM 319	CREATIVITY AND INNOVATIVE THINKING	
FA 199	CAREER ASSESSMENT AND PLANNING	2
LL 303	CAPSTONE PROJECT	6

Applied Behavioral Sciences (BA) Online

The Bachelor of Arts in Applied Behavioral Studies degree from the School of Continuing and Professional Studies (SCPS) is an accelerated, inter-disciplinary, 2-year degree completion program for adult students. This degree is offered at the Loop campus and online. This course-based major is for graduates of community colleges with an Associate's

degree who seek broad interdisciplinary preparation for a career in human services, social work, nonprofit management and other related fields.

Applicants to the Bachelor of Arts in Applied Behavioral Sciences need an Associate in Arts or an Associate in Science (from IL schools; other degrees to be evaluated), or have earned 66 semester credit hours, applicable to the program based on review and evaluation. The major consists of courses from the Department of Psychology, the College of Communication, and the School of Continuing and Professional Studies, which offers the majority of courses, including a unique series of Adult Learning Seminars. The courses in the major provide students with multiple perspectives on human behavior, interaction and communications.

- Flexible scheduling including online options available
- Financial Aid, flexible payment options, and **special adult student tuition pricing**
- Acceleration and affordability through transfer credit and prior learning assessment (PLA) credit
- Opportunities to combine bachelor's and master's programs and apply graduate courses to both programs
- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
- Degree granted by DePaul University, with its excellent academic reputation and the opportunity to join its prestigious and extensive alumni network

Program Requirements	Quarter Hours
Transfer Credit	98
Major Requirements	94
Total hours required	192

Learning Outcomes

Students will be able to:

- Analyze and apply knowledge and theories of behavioral sciences.
- Investigate problems using qualitative and quantitative methods.
- Apply ethical principles in context.
- Explain the value of social justice in behavioral settings.
- Utilize principles of reflective practice in behavioral science.
- Analyze and apply different liberal arts perspectives.

Major Requirements (94 quarter hours)

Understanding Human Behavior (16 credit hours)

Course	Title	Quarter Hours
CMNS 329	PERSUASION	4-4.5
PSY 347	SOCIAL PSYCHOLOGY	4
PSY 363	SUBSTANCE USE DISORDERS AND RECOVERY	4
DCM 307	ANALYZING HUMAN BEHAVIOR	4

Life Cycle in Context (8 credit hours)

Course	Title	Quarter Hours
DCM 323	THE PSYCHOLOGY OF AGING AND THE AGED	4
PSY 302	PERSONAL ADJUSTMENT AND MENTAL HEALTH	4-4.5

Community and Social Justice (12 credit hours)

Course	Title	Quarter Hours
DCM 304	EVOLVING PROFESSIONAL ETHICS	4
DCM 325	WORK & SOCIETY	4
PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE	0-4.5
or PSY 354	COMMUNITY PSYCHOLOGY	

Methods (14 credit hours)

Course	Title	Quarter Hours
DA 200	DATA ANALYTICS	4
or DA 233	APPLIED INFORMATION MANAGEMENT SYSTEMS	
DCM 308	INTRODUCTION TO STATISTICS	4
LL 301	RESEARCH METHODS	6

Effective Workplace Dynamics (12 credit hours)

Course	Title	Quarter Hours
DCM 324	EFFECTIVE GROUP AND PERSONAL DYNAMICS	4
ORGC 316		
ORGC 353		

Leadership Theories and Skills (12 credit hours)

Course	Title	Quarter Hours
LL 270	CRITICAL THINKING	4
CCH 299	ASSESSING AND MANAGING CONFLICT	4
DCM 303	LEADERSHIP MODELS FOR STRONG ORGANIZATIONS	4

Adult Learning Seminars (20 credit hours)

Course	Title	Quarter Hours
LL 201	REFLECTIVE LEARNING	2
or RPL 101	PRIOR LEARNING ASSESSMENT	
DCM 314	LEARNING AND TRANSFORMATION	2
DCM 316	WORK IN A GLOBAL ENVIRONMENT	2
DCM 317	ETHICS IN THE PROFESSIONS	2
DCM 318	SOCIAL JUSTICE IN THE PROFESSIONS	
DCM 319	CREATIVITY AND INNOVATIVE THINKING	
FA 199	CAREER ASSESSMENT AND PLANNING	2
LL 303	CAPSTONE PROJECT	6

Applied Diplomacy (BA)

The practice of diplomacy in the 21st Century requires new and creative responses to the complex nature of bridge building, community formation and conflict resolution. While the work of nation-state diplomatic corps representatives remains central to such efforts, diplomacy is also practiced by multiple non-state actors and individuals, including business people, scientists, artists, community organizers, activists, clergy and educators. Diplomacy today is truly *transprofessional*.

DePaul's program in Applied Diplomacy addresses these realities through an innovative program designed to train a new generation of diplomats. At both the undergraduate and graduate level the curriculum is multidisciplinary in expertise, deeply rooted in an ethic of collaboration and is designed to serve the needs of bridge builders across multiple boundaries of difference.

What would it look like if a future nation-state diplomat spent time with Chicago-based community organizers, in order to learn about the real-world intricacies of negotiation and coalition-building across boundaries of difference? Can you imagine a world in which a Chicago community organizer has the same background in international relations, international political economy and mediation as a peer in the foreign service?

DePaul's Applied Diplomacy program is dedicated to re-conceptualizing the practice of diplomacy to make these interconnections possible. Uniting traditional and non-traditional approaches to the field, the program seeks to transform our understanding of both. We emphasize the critical necessity for practitioners of diplomacy to become culturally, racially, ethnically, ecologically and religiously literate, and embrace an interdisciplinary and intercultural definition of the term *diplomacy*.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Degree (Core + Concentration) Requirements	84
Open Electives	24
Total hours required	192

Learning Outcomes

Students will be able to:

- **Mastery of Content** – Students will be able to describe and explain core concepts within the field of diplomatic studies in their local, national, and international contexts.
- **Critical Thinking** – Students will be able to analyze a given diplomatic issue from diverse perspectives and/or theoretical approaches.
- **Articulate Expression** – Students will be able to compose clear and well-organized written or verbal explanations of diplomatic phenomena and support these explanations with evidence.
- **Ethical Analysis** – Students will be able to evaluate diplomatic institutions, practices, and theories regarding social justice.

College Core Requirements**Study in the Major Field**

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College

understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		

LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
DPL 350	APPLIED DIPLOMACY SENIOR CAPSTONE	4-4.5

¹ Students must earn C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains
Arts and Literature (AL) (p. 1322)
• 3 Courses Required

Historical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/math-and-computing/>)
• 2 Courses Required
[1 CR Course, and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)
• 2 Courses Required

Religious Dimensions (RD) (p. 1330)
• 2 Courses Required¹

Scientific Inquiry (SI) (p. 1332)
• 2 Courses Required
[1 Lab Course, and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 1 Course Required

Notes
Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Core Requirements

Course	Title	Quarter Hours
DPL 200	DIPLOMACY: ITS PAST AND PRESENT	4
DPL 201	DIPLOMACY: ITS PRESENT AND FUTURE	4
DPL 202	TRANSPROFESSIONAL MEDIATION AND NEGOTIATION	4
DPL 203	CITIZEN DIPLOMACY IN THE 21ST CENTURY	4
DPL 350	APPLIED DIPLOMACY SENIOR CAPSTONE	4
GEO 233	COMPARATIVE URBANISM	4
INT 200	INTRODUCTION TO POLITICAL ECONOMY	4
INT 201	NATION STATES, NATIONALISM, EMPIRE	4
PSC 140	INTRODUCTION TO INTERNATIONAL RELATIONS	4
PSC 150	INTRODUCTION TO COMPARATIVE POLITICS	4
Modern Language Component		24

Modern Language Courses
The Applied Diplomacy program stresses the importance of language study for its students and offers ample opportunity to advance linguistic and cultural competence. All majors are required to complete a minimum of six language study courses (24 credit hours) and encouraged to go beyond this minimum if possible. Any courses taken must align with the incoming language proficiency level of the student, and will be taken according to the following guidelines:

- For students with no second language background:
- Six courses to develop intermediate proficiency of a new language.
- For students with some knowledge of another language:
- Option A: six courses to refine the linguistic and communicative intercultural skills of the language in which the student already has proficiency;
 - Option B: A total of six language courses across two languages, including one to five courses in the modern language in which they have some experience, to achieve at a minimum intermediate proficiency in that language; and one to five courses in a second language of their choice.

Students are encouraged to begin their language studies as soon as possible following their declaration of an Applied Diplomacy major.

The six course language requirement cannot be waived. English as a second language cannot count for this modern language requirement.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following concentrations. Majors will take six courses from their chosen concentration, two of which must be at the 300 level.

- Diplomacy and Critical Theory, Applied Diplomacy (BA) (p. 123)
- Diplomacy and International Law, Applied Diplomacy (BA) (p. 123)
- Diplomacy and International Political Economy, Applied Diplomacy (BA) (p. 123)
- Diplomacy and International Relations, Applied Diplomacy (BA) (p. 124)
- Diplomacy and Religion, Applied Diplomacy (BA) (p. 124)
- Diplomacy and the Arts, Applied Diplomacy (BA) (p. 125)
- Diplomacy, Culture, and Identity, Applied Diplomacy (BA) (p. 126)
- Diplomacy, Non-Governmental Organizations, and Peacebuilding, Applied Diplomacy (BA) (p. 127)
- Environmental Diplomacy, Applied Diplomacy (BA) (p. 128)
- History of Diplomacy, Applied Diplomacy (BA) (p. 129)
- Language and Diplomacy, Applied Diplomacy (BA) (p. 129)
- Urban Diplomacy, Applied Diplomacy (BA) (p. 133)

Diplomacy and Critical Theory, Applied Diplomacy (BA)

"As it stands today, diplomatic theory and practice is for the most part the story of the European man: his triumphs, technologies of the self and methods for mediating otherness, hence the need to come up with an idea of diplomacy predicated on different subjectivities and set of ethico-political considerations."

- Sam Okoth Opondo, "Decolonizing Diplomacy: Reflections on African Estrangement and Exclusion," *Sustainable Diplomacies*, 2010

The Diplomacy and Critical Theory concentration provides a foundation for those interested in interrogating the power and practices associated with the field of diplomacy. The concentration provides preparation for a variety of careers, as well as advanced studies in the field. Students selecting this concentration will study critical social theory, culture and identity, and the impact of post-colonial studies on the practice and study of diplomacy.

Students in the Diplomacy and Critical Theory concentration are advised to take INT 206: Identities and Boundaries, before taking five additional courses from the following list. At least three of these must be at the 300-level.

Course	Title	Quarter Hours
Choose six from the following, at least two must be taken at the 300-level:		24
DPL 210	LEADERSHIP AND DIPLOMACY	
DPL 295	SPECIAL TOPICS	
INT 206	IDENTITIES AND BOUNDARIES	
INT 302	CRITICAL SOCIAL THEORY	
INT 305	CULTURE AND INEQUALITY	
INT 306	GLOBAL EMPIRES	
INT 307	RACE, SEX, DIFFERENCE	
INT 308	NATURE, SOCIETY AND POWER	
INT 317	READING MARX'S CAPITAL	
INT 327	THE LONG LIFE OF EMPIRE	
INT 362	LANGUAGE AND THE POLITICS OF TERROR	

Diplomacy and International Law, Applied Diplomacy (BA)

"In this world of political entities, each of which theoretically has unchallenged control over its territory...the practices recognizable as contemporary diplomacy and international law grew up."

- David Clinton, "Diplomacy and International Law," *The SAGE Handbook of Diplomacy*, 2016

The Diplomacy and International Law concentration provides a foundation for those who are interested in pursuing graduate work in Law or other fields that require an understanding of international legal frameworks and that incorporate mediation and conflict resolution. Students selecting this concentration will bring the study and practice of diplomacy into conversation with the disciplines of international studies, law, peace studies, political science and writing, rhetoric and discourse.

Students in the Diplomacy and International Law concentration are advised to take INT 323: Public International Law: Peace, Conflict, and Human Rights, before choosing five additional courses from the following list.

Course	Title	Quarter Hours
Choose six from the following, at least two must be taken at the 300-level:		24
CMN 103	INTERCULTURAL COMMUNICATION	
CMNS 349	DIGITAL MEDIA LAW AND ETHICS	
DPL 210	LEADERSHIP AND DIPLOMACY	
DPL 295	SPECIAL TOPICS	
INT 323	HUMAN RIGHTS AND INTERNATIONAL LAW	
INT 324	INTERNATIONAL ECONOMIC LAW FROM COLONIALISM TO GLOBALIZATION	
INT 325	LAW OF INTERNATIONAL ORGANIZATIONS, NGOS AND GLOBAL GOVERNANCE	
PAX 388	TOPICS IN LAW, JUSTICE, AND HUMAN RIGHTS	
PSC 265	LAW AND POPULAR CULTURE	
PSC 361	INTERNATIONAL LAW	
PSC 366	NATIONAL SECURITY AND THE U.S. CONSTITUTION	
PSC 367	IMMIGRATION LAW	
PSC 368	RIGHTS-BASED SOCIAL MOVEMENTS	
PSC 369	ADVANCED TOPICS IN PUBLIC LAW	
WRD 321	WRITING IN THE LEGAL PROFESSION	

Diplomacy and International Political Economy, Applied Diplomacy (BA)

"In an increasingly competitive world where political and economic power is in flux and financial constraints are increasing, countries need to make clear decisions about where their priorities lie."

- Maaiko Okano-Heijmans, "Economic Diplomacy," *The SAGE Handbook of Diplomacy*, 2016

The Diplomacy and International Political Economy concentration provides a foundation for those interested in pursuing careers in the foreign service or the private sector, or advanced studies in the field. Students in this concentration will learn how the disciplines of economics, geography and political theory intersect with and inform the study and practice of diplomacy.

Students in the Diplomacy and International Political Economy concentration are advised to complete the core course required of all Applied Diplomacy majors, INT 200: Introduction to Macroeconomics in an International Context, before taking six courses from the following list.

Course	Title	Quarter Hours
Choose six from the following, at least two must be taken at the 300-level:		24
CMN 103	INTERCULTURAL COMMUNICATION	
DPL 210	LEADERSHIP AND DIPLOMACY	
DPL 295	SPECIAL TOPICS	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
GEO 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY	
GEO 266	WORLD ECONOMY: STATES, MARKETS AND LABOR	
GEO 315	THE STATE AND ECONOMIC GROWTH	
GEO 351	GEOGRAPHY, FOOD AND JUSTICE	
INT 205	INTERNATIONAL POLITICAL ECONOMY	
INT 304	MIGRATION AND FORCED MIGRATION	
INT 324	INTERNATIONAL ECONOMIC LAW FROM COLONIALISM TO GLOBALIZATION	
JOUR 360	POLITICAL COMMUNICATION	
PSC 343	INTERNATIONAL POLITICAL ECONOMY OF THE PACIFIC RIM	
PSC 344	INTERNATIONAL POLITICAL ECONOMY	
PSC 349	ADVANCED TOPICS IN INTERNATIONAL RELATIONS	

Diplomacy and International Relations, Applied Diplomacy (BA)

"From quite early on, diplomacy has been as much about the negotiation of meaning, value and knowledge as of the negotiation of interests and positions."

- Costas Constantinou and Paul Sharp, "Theoretical Perspectives in Diplomacy," *The SAGE Handbook of Diplomacy*, 2016

The Diplomacy and International Relations concentration provides a foundation for those interested in pursuing careers in the foreign service or advanced studies in the field. Students selecting this concentration will study international relations, comparative politics, and their relationship to the study and practice of diplomacy.

Students in the Diplomacy and International Relations concentration are advised to complete the core course, PSC 140 Introduction to International Relations, before taking six courses from the following list.

Course	Title	Quarter Hours
Choose six from the following, at least two must be taken at the 300-level:		24
INT 202	THEORIES OF INTERNATIONAL RELATIONS	
CMN 103	INTERCULTURAL COMMUNICATION	
DPL 210	LEADERSHIP AND DIPLOMACY	
DPL 295	SPECIAL TOPICS	
GEO 316	THE EUROPEAN UNION	
PAX 218	HUMAN RIGHTS: PROMISE AND PROBLEMATIC	
PAX 312	TRANSCENDING COEXISTENCE: TRUTH, JUSTICE, AND RECONCILIATION	
PRAD 384	INTERNATIONAL PUBLIC RELATIONS	
PSC 242	AMERICAN FOREIGN POLICY	
PSC 243	RUSSIAN-AMERICAN RELATIONS	
PSC 244	LATIN AMERICAN-UNITED STATES RELATIONS	
PSC 246	ASIAN FOREIGN POLICY	
PSC 247	U.S. - AFRICA RELATIONS	
PSC 250	EUROPEAN POLITICS	
PSC 251	RUSSIAN POLITICS	
PSC 252	LATIN AMERICAN POLITICS	
PSC 253	ASIAN POLITICS	
PSC 254	AFRICAN POLITICS	
PSC 255	MIDDLE EAST POLITICS	
PSC 259	TOPICS IN COMPARATIVE POLITICS	
PSC 281	MODEL UN	
PSC 316	RELIGION, NATIONALISM AND POLITICS	
PSC 340	THE EUROPEAN UNION	
PSC 342	ARMS, SECURITY, AND WAR	
PSC 346	THE UNITED NATIONS AND WORLD PROBLEMS	
PSC 347	ETHICS IN WORLD POLITICS	
PSC 351	REVOLUTION AND TERRORISM	
PSC 366	NATIONAL SECURITY AND THE U.S. CONSTITUTION	
PSC 367	IMMIGRATION LAW	
PHL 200	ETHICAL THEORIES	
PHL 314	SURVEY OF ETHICS	
PHL 315	SURVEY OF POLITICAL PHILOSOPHY	
PHL 342	PHILOSOPHY OF LAW	

Diplomacy and Religion, Applied Diplomacy (BA)

"International relations will not stay like it is whether in theory or in practice, whether for scholars and students or for citizens and practitioners. Religion will play a role in that."

- Mariano Barbato, *Pilgrimage, Politics, and International Relations: Religious Semantics for World Politics*, 2013

The Diplomacy and Religion concentration provides a foundation for those interested in pursuing work in the foreign service, interfaith contexts or advanced studies in international relations. Students will bring the study and practice of diplomacy in to conversation with the disciplines of geography, history, Islamic studies, peace studies and religious studies.

Students in the Diplomacy and Religion concentration will be required to take REL 260: Religion and Political Conflict, before choosing five additional courses from the following list.

Course	Title	Quarter Hours
Choose six from the following, at least two must be taken at the 300-level:		24
ABD 241	RELIGIOUS DIMENSIONS OF THE AFRICAN DIASPORA	
CMN 103	INTERCULTURAL COMMUNICATION	
CMNS 349	DIGITAL MEDIA LAW AND ETHICS	
CSS 340	MINDFULNESS AND ACTIVISM	
DPL 210	LEADERSHIP AND DIPLOMACY	
DPL 295	SPECIAL TOPICS	
GEO 204	RELIGIOUS GEOGRAPHY	
HST 143	THE MUSLIM WORLD, 1400-1920	
MCS 265	FAITH, REDEMPTION, & TRANSCENDENCE IN INTERNATIONAL CINEMA	
PAX 387	TOPICS IN PEACE, JUSTICE AND RELIGION	
REL 212	RELIGION AND POPULAR CULTURE	
REL 217	ISLAMIC CULTURES AND SOCIETIES	
REL 241	RELIGION IN CHINESE HISTORY, SOCIETY AND CULTURE	
REL 242	HINDU THOUGHT AND CULTURE	
REL 243	BUDDHIST THOUGHT IN CULTURAL CONTEXT	
REL 245	RELIGION IN JAPANESE HISTORY, SOCIETY, AND CULTURE	
REL 246	TRADITIONS OF CHINESE POPULAR CULTURE	
REL 248	LITERATURE AND RELIGION IN CHINA	
REL 252	FORGIVENESS AND RECONCILIATION	
REL 260	RELIGION AND POLITICAL CONFLICT	
REL 263	RELIGION AND POLITICS IN THE MIDDLE EAST	
REL 290	LATINX LIBERATION TRADITIONS	
REL 291	LIBERATION THEOLOGIES	
REL 295	SHI'ITE ISLAM	
REL 298	THEORY AND METHOD IN THE STUDY OF RELIGION	
REL 300	THEORIES OF CULTURE AND RELIGION	
REL 302	THEORIES OF RELIGION AND ETHICS	
REL 305	TOPICS IN RELIGION AND CULTURE	
REL 342	ZEN MIND	
REL 344	YOGA AND TANTRA	
PHL 200	ETHICAL THEORIES	

PHL 244 PHILOSOPHY OF RELIGION

PHL 341 AESTHETICS

Diplomacy and the Arts, Applied Diplomacy (BA)

"Musicians can perform diplomatic functions. Beyond the official responsibilities, they disseminate models of relationships to others that diplomatic practice can draw on or even adopt."

- Frédéric Ramel and Cécile Prévost-Thomas, *International Relations, Music and Diplomacy*, 2018

The Diplomacy and the Arts concentration provides a foundation for those interested in putting art and an understanding of aesthetics into the service of community formation, conflict resolution and peacebuilding. Likely vocations could include work in museums, galleries or as a studio artist, among others. Students selecting this concentration will place the study and practice of diplomacy into conversation with the disciplines of literary studies, studio art, the history of art and architecture, peace studies, religion, and writing, rhetoric and discourse.

Students in the Diplomacy and the Arts concentration are required to take six courses from the following list.

Course	Title	Quarter Hours
Choose six from the following, at least two must be taken at the 300-level:		24
ABD 235	HARLEM RENAISSANCE AND NEGRITUDE	
ABD 244	AFRICAN DIASPORA WOMEN WRITERS	
ABD 249	JAZZ AND THE DIASPORIC IMAGINATION	
ABD 261	RADICAL AESTHETICS OF HIP HOP	
ABD 345	THE LITERATURE OF IDENTITY	
ABD 374	THE BLACK ARTS MOVEMENT	
ART 101	DIGITAL FOUNDATIONS	
ART 104	CREATING ART	
ART 105	TWO-DIMENSIONAL FOUNDATIONS	
ART 106	BEGINNING DRAWING	
ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	
ART 220	THINKING PHOTOGRAPHY	
ART 224	BEGINNING DIGITAL PHOTOGRAPHY	
ART 226	VIDEO ART	
ART 291	MURAL PAINTING	
CMN 103	INTERCULTURAL COMMUNICATION	
CMNS 205	COMMUNICATION, CULTURE AND COMMUNITY	
CMNS 309	INTERNATIONAL/GLOBAL COMMUNICATION	
CMNS 333	CULTURES IN CONVERSATION	
DPL 210	LEADERSHIP AND DIPLOMACY	
DPL 295	SPECIAL TOPICS	
GEO 334	URBAN/CITY DESIGN	
HAA 101	INTRODUCTION TO AFRICAN ART	
HAA 115	INTRODUCTION TO ASIAN ART	

HAA 130	INTRODUCTION TO EUROPEAN ART
HAA 145	INTRODUCTION TO ARTS OF THE AMERICAS
HAA 200	SPECIAL TOPICS ON THE ART INSTITUTE
HAA 203	POST-COLONIAL AFRICAN ART
HAA 220	BUDDHIST ART
HAA 222	ISLAMIC ART
HAA 247	MODERN LATIN AMERICAN ART
HAA 248	MEXICAN ART
HAA 281	MODERN ARCHITECTURE
HAA 291	MUSEUM AND NON-PROFIT ARTS MANAGEMENT
HAA 297	SPECIAL TOPICS IN HISTORY OF ART & ARCHITECTURE
HAA 365	ART SINCE 1975
HAA 366	TOPICS ON WOMEN AND ART
HAA 391	THE EVOLVING MUSEUM: HISTORIES AND CONTEMPORARY CHALLENGES
HAA 394	MUSEUM STUDIES INTERNSHIP
LST 249	MODERN LATIN AMERICAN ART
LST 336	EXPERIENCING MEXICAN ART
MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION
PAX 240	VOICES OF WAR AND PEACE: ART, LITERATURE AND FILM
PAX 242	PICTURES OF INJUSTICE: NARRATIVE ARTS IN SOCIAL JUSTICE MOVEMENTS
PAX 244	ARCHEOLOGY OF POWER: TESTIMONIES FROM FILM, LITERATURE, AND NARRATIVES
PAX 372	TRAUMA, ART & RESILIENCE
REL 225	RELIGION AND THE ARTS
WRD 263	READING BETWEEN THE GROOVES: THE RHETORICAL POWER OF POPULAR MUSIC
WRD 265	SOCIAL MOVEMENT, SOCIAL MEDIA, AND AMERICAN IDENTITIES
WRD 363	VISUAL RHETORIC
WRD 371	MENTORING YOUTH IN COMMUNITY WRITING GROUPS
WRD 376	FIELDWORK IN ARTS WRITING
WRD 377	WRITING AND SOCIAL ENGAGEMENT
PHL 200	ETHICAL THEORIES
PHL 243	PHILOSOPHY AND FILM
PHL 246	BLACK AESTHETIC THOUGHT
PHL 341	AESTHETICS

Diplomacy, Culture, and Identity, Applied Diplomacy (BA)

"A society's culture," says Ward Goodenough, "consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members." The same might be said of the manifest culture of the international society, the diplomatic culture."

- James Der Derian, *On Diplomacy*, 1987

The Diplomacy, Culture and Identity concentration provides a foundation for those interested in pursuing multiple career trajectories, including preparation for advanced studies in the field. Students will have the opportunity to place the study and practice of diplomacy into conversation with the disciplines of history, sociology, anthropology, international studies, peace studies, political science and religious studies.

Students in the Diplomacy, Culture and Identity concentration are advised to take GEO 172: Cultural Geography, before choosing five additional courses from the following list.

Course	Title	Quarter Hours
Choose six from the following, two must be taken at the 300-level:		24
GEO 172	CULTURAL GEOGRAPHY: THE NATURE-CULTURE INTERFACE	
ABD 100	INTRODUCTION TO AFRICAN AND BLACK DIASPORA STUDIES	
ABD 200	AFRICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	
ABD 206	AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	
ABD 230	STEREOTYPES AND BLACK IDENTITY	
ABD 235	HARLEM RENAISSANCE AND NEGRITUDE	
ABD 254	AFRICAN POLITICS	
ABD 305	PAN-AFRICANISM	
ABD 345	THE LITERATURE OF IDENTITY	
CMN 103	INTERCULTURAL COMMUNICATION	
CMNS 205	COMMUNICATION, CULTURE AND COMMUNITY	
CMNS 309	INTERNATIONAL/GLOBAL COMMUNICATION	
CMNS 333	CULTURES IN CONVERSATION	
DPL 210	LEADERSHIP AND DIPLOMACY	
DPL 295	SPECIAL TOPICS	
GEO 269	CULTURAL AND POLITICAL ECOLOGY	
HST 241	WORLD REFUGEE CRISIS	
INT 204	CULTURAL ANALYSIS	
LST 201	STRUGGLE AND RESISTANCE IN LATIN AMERICA	
LST 202	CONSTRUCTING LATINO COMMUNITIES	
LST 207	AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	
LST 217	WORK IN A GLOBALIZED WORLD	
LST 252	LATIN AMERICAN POLITICS	
LST 303	THE U.S.-MEXICO BORDER. PEOPLE, RESOURCES, ENVIRONMENTAL WASTE, TECHNOLOGY	
LST 321	GLOBALIZATION IN THE AMERICAS	
LST 348	INDIGENOUS POLITICAL STRUGGLES	
PAX 228	IDENTITY, PRIVILEGE, AND SOCIAL CHANGE	

PAX 268	DISABILITY JUSTICE STUDIES: AN INTRODUCTION
PRAD 362	ENGAGING LATINX COMMUNITIES
PSC 218	AFRICAN-AMERICAN POLITICS
PSC 250	EUROPEAN POLITICS
PSC 251	RUSSIAN POLITICS
PSC 252	LATIN AMERICAN POLITICS
PSC 253	ASIAN POLITICS
PSC 254	AFRICAN POLITICS
PSC 255	MIDDLE EAST POLITICS
PSC 350	JAPANESE POLITICS
PSC 352	CHINESE POLITICS
PSC 353	COMPARATIVE DEMOCRACY AND DICTATORSHIP
PSC 358	GLOBAL GENDER POLITICS
REL 202	ATOM BOMB DISCOURSE
REL 217	ISLAMIC CULTURES AND SOCIETIES
REL 246	TRADITIONS OF CHINESE POPULAR CULTURE
REL 260	RELIGION AND POLITICAL CONFLICT
REL 262	RELIGION AND GLOBALIZATION
REL 263	RELIGION AND POLITICS IN THE MIDDLE EAST
REL 264	COLONIZATION, RELIGION AND RESISTANCE
REL 278	GENDER IDENTITIES, SEXUALITY AND RELIGION
REL 290	LATINX LIBERATION TRADITIONS
REL 291	LIBERATION THEOLOGIES
REL 300	THEORIES OF CULTURE AND RELIGION
WGS 345	WOMEN, WAR AND RESISTANCE
WGS 363	GLOBALLY QUEER: TRANSNATIONAL LGBTQ POLITICS
WGS 364	POLITICAL AUTOBIOGRAPHY
WGS 388	QUEER THEORY: AN INTRODUCTION
WRD 264	LANGUAGE, SELF AND SOCIETY
WRD 265	SOCIAL MOVEMENT, SOCIAL MEDIA, AND AMERICAN IDENTITIES
WRD 281	WRITING CENSORSHIP
WRD 368	GLOBAL ENGLISHES
WRD 378	TEACHING ENGLISH AS A SECOND LANGUAGE IN CHICAGO
PHL 200	ETHICAL THEORIES
PHL 231	PHILOSOPHY AND RACE
PHL 233	ISSUES IN SEX AND GENDER
PHL 246	BLACK AESTHETIC THOUGHT
PHL 263	GENDER, RACE, AND CLASS: PHILOSOPHICAL PERSPECTIVES
PHL 264	PHILOSOPHICAL CRITIQUES OF COLONIALISM
PHL 314	SURVEY OF ETHICS
PHL 315	SURVEY OF POLITICAL PHILOSOPHY

PHL 389	LATIN AMERICAN PHILOSOPHY
PHL 392	TOPICS IN FEMINIST PHILOSOPHY

Diplomacy, Non-Governmental Organizations, and Peacebuilding, Applied Diplomacy (BA)

"The act of Compassionate Listening is an embodiment of the core definition of compassion, which means 'to suffer with.' To feel that depth of connection with another we must find the place within us that also suffers."

- A. S. Cohen, *Practicing the Art of Compassionate Listening*, 2011

The Diplomacy, Non-Governmental Organizations and Peacebuilding concentration provides a foundation for students interested in pursuing careers that emphasize mediation and bridge building in non-profit transnational organizations. Students will have the opportunity to place the study and practice of diplomacy into conversation with the disciplines of African Black diaspora studies, community service studies, international studies, peace studies, political science and religious studies.

Students in the Diplomacy, Non-Governmental Organizations and Peacebuilding concentration are advised to take PAX 202: Active Non-Violence: Practical and Creative Approaches, before choosing five additional courses from the following list.

Course	Title	Quarter Hours
Choose six from the following, at least two must be taken at the 300-level:		24
ABD 236	BLACK FREEDOM MOVEMENTS	
CMN 103	INTERCULTURAL COMMUNICATION	
CMNS 309	INTERNATIONAL/GLOBAL COMMUNICATION	
CMNS 333	CULTURES IN CONVERSATION	
CSS 201	CRITICAL COMMUNITY ENGAGEMENT	
CSS 340	MINDFULNESS AND ACTIVISM	
DPL 210	LEADERSHIP AND DIPLOMACY	
DPL 295	SPECIAL TOPICS	
INT 203	INTERNATIONAL MOVEMENTS AND SOCIAL CHANGE	
INT 325	LAW OF INTERNATIONAL ORGANIZATIONS, NGOS AND GLOBAL GOVERNANCE	
JOUR 311	CLIMATE CHANGE COMMUNICATION	
JOUR 342	SOCIAL MEDIA & THE NEWS	
PAX 202	ACTIVE NONVIOLENCE: PRACTICAL AND CREATIVE APPROACHES	
PAX 210	INTERNATIONAL CONFLICT AND PEACEBUILDING	
PAX 212	SOCIAL JUSTICE AND SOCIAL CHANGE	
PAX 220	SOCIAL ENGAGEMENT FOR PEACE AND JUSTICE	
PAX 225	TRANSNATIONAL GRASSROOTS SOCIAL MOVEMENTS	
PAX 250	TOPICS: TOOLS FOR SOCIAL CHANGE	

PAX 301	THE THEORY AND PRACTICE OF NONVIOLENT ACTION
PAX 312	TRANSCENDING COEXISTENCE: TRUTH, JUSTICE, AND RECONCILIATION
PAX 313	BEYOND CONFLICT RESOLUTION: THE EVOLUTION OF GRASSROOTS PEACEBUILDING
PAX 321	PRINCIPLES AND PRACTICES OF RESTORATIVE JUSTICE
PAX 380	TOPICS IN NONVIOLENCE
PAX 384	TOPICS IN ACTIVISM AND ADVOCACY
PAX 389	TOPICS IN COMMUNITY DEVELOPMENT, ADVOCACY, & ACTIVISM
PRAD 376	CRISIS COMMUNICATION MANAGEMENT
PRAD 382	NON-PROFIT PUBLIC RELATIONS
PSC 282	POLITICAL ACTION AND SOCIAL JUSTICE
PSC 368	RIGHTS-BASED SOCIAL MOVEMENTS
REL 224	RELIGION AND POLITICS IN THE UNITED STATES
REL 259	RELIGION AND SOCIAL ENGAGEMENT
REL 290	LATINX LIBERATION TRADITIONS
REL 291	LIBERATION THEOLOGIES
PHL 200	ETHICAL THEORIES
PHL 237	PHILOSOPHY, CONFLICT AND PEACE
PHL 241	ETHICS AND PUBLIC POLICY
PHL 250	PHILOSOPHY AND SOCIAL CHANGE
PHL 314	SURVEY OF ETHICS
PHL 315	SURVEY OF POLITICAL PHILOSOPHY

Environmental Diplomacy, Applied Diplomacy (BA)

"Environmental diplomats should engage in an ethical and philosophical debate when it comes to taking moral actions. Being a 'technocratic' or expert diplomat is not enough vis-à-vis this intergenerational field that requires a sense of moral awareness and responsibility. This moral consciousness must be embedded with the diplomats' understanding of how their actions can influence future generations as well as predecessors."

- Leila Nicolas and Elie Kallab, *Effective Forms of Environmental Diplomacy*, 2021

The Grace School's concentration in Environmental Diplomacy is the first university program in the world designed to train future practitioners of diplomacy in this vital field and reflects the fact that the new language of diplomacy is emerging from three terms which are common to all cultures and geographic locations: "clean air," "clean water" and "arable land." The Environmental Diplomacy concentration provides a foundation for those who are interested in pursuing multiple career trajectories, including work in international and domestic NGO's, the foreign service, science diplomacy, community organizing, municipal government and activism.

Students in the Environmental Diplomacy concentration are required to take six courses from the following list.

Course	Title	Quarter Hours
Choose six courses from the following list:		24
BIO 118	MARINE BIOLOGY	
DPL 210	LEADERSHIP AND DIPLOMACY	
DPL 295	SPECIAL TOPICS	
ENV 101	INTRO TO ENVIRONMENTAL SCIENCE WITHOUT LAB	
ENV 102	INTRO TO ENVIRONMENTAL SCIENCE WITH LAB	
ENV 118	EARTH THROUGH TIME	
ENV 150	FOUNDATIONS OF ENVIRONMENTAL STUDIES	
ENV 151	INTRODUCTION TO SUSTAINABILITY	
ENV 152	ECOLOGICAL AND SOCIAL ECONOMICS	
ENV 160	IDEAS OF NATURE	
ENV 165	NATIONAL PARKS HISTORY	
ENV 170	ENVIRONMENTAL ETHICS	
ENV 181	LANDSCAPE ARCHITECTURE	
ENV 200	CITIES AND THE ENVIRONMENT	
ENV 202	RESOURCES, POPULATION, AND THE ENVIRONMENT	
ENV 204	ENERGY AND THE ENVIRONMENT	
ENV 216	EARTH SYSTEM SCIENCE	
ENV 217	HUMAN IMPACTS ON THE ENVIRONMENT	
ENV 230	GLOBAL CLIMATE CHANGE	
ENV 235	ENVIRONMENTAL EDUCATION: THEORY AND PRACTICE	
ENV 240	INTRODUCTION TO HORTICULTURE	
ENV 245	URBAN AND COMMUNITY AGRICULTURE	
ENV 310	ENVIRONMENTAL SOIL SCIENCE	
ENV 331	URBAN ENVIRONMENTAL MONITORING	
ENV 344	ENVIRONMENTAL JUSTICE AND ADVOCACY	
ENV 355	INTRODUCTION TO ENVIRONMENTAL HEALTH	
ENV 359	ADVANCED ENVIRONMENTAL DATA ANALYSIS WITH R	
ENV 361	RESEARCH IN ENVIRONMENTAL SCIENCE	
GEO 101	ENVIRONMENTAL GEOGRAPHY	
GEO 200	SUSTAINABLE URBAN DEVELOPMENT	
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	
GEO 210	INTERNATIONAL ENVIRONMENTAL CONSERVATION	
GEO 220	OCEANOGRAPHY	
GEO 225	EARTH'S CHANGING CLIMATE	
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	
GEO 269	CULTURAL AND POLITICAL ECOLOGY	
GEO 330	SUSTAINABLE URBAN TRANSPORTATION	
GEO 333	URBAN PLANNING	
GEO 335	GEODESIGN	

GEO 346	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH
INT 321	INTERNATIONAL ENVIRONMENTAL POLITICS
LSP 112	FOCAL POINT SEMINAR <small>The only LSP 112 Focal Point Seminar Course subtopics that may be selected are Biodiversity and the Modern Extinction Process (Study Abroad) and A Focus on Climate Change</small>
PPS 260	CLIMATE CHANGE POLICY
PPS 300	APPLIED URBAN AND ENVIRONMENTAL ECONOMICS
PPS 302	ENVIRONMENTAL MANAGEMENT AND POLICY
PPS 330	SUSTAINABLE DEVELOPMENT
PPS 332	NATIONAL PARKS POLICY AND GOVERNANCE
PPS 333	GREEN CITIES
PPS 334	SUSTAINABLE LAND REVITALIZATION AND BROWNFIELDS DEVELOPMENT POLICY
PPS 360	GREAT LAKES GOVERNANCE POLICY AND MANAGEMENT
PPS 376	ENERGY POLICY AND THE ENVIRONMENT
PPS 378	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY
PSC 348	GLOBAL ENVIRONMENTAL POLITICS

History of Diplomacy, Applied Diplomacy (BA)

"Scholars of diplomacy have identified diplomatic practices across the human experience, spanning the globe and going back before recorded history. Even so, the actual term diplomacy did not enter into usage until the last decade of the eighteenth century."

- Halvard Leira, "A Conceptual History of Diplomacy," The SAGE Handbook of Diplomacy, 2016

The History of Diplomacy concentration provides a foundation for those who are interested in pursuing work in education or advanced studies. Students will have the opportunity to place the discipline of history into conversation with the study and practice of diplomacy.

Students in the History of Diplomacy concentration will be required to take six courses from the following list.

Course	Title	Quarter Hours
Choose six from the following, at least two must be 300-level:		24
ABD 236	BLACK FREEDOM MOVEMENTS	
CMN 103	INTERCULTURAL COMMUNICATION	
CMNS 323	SOCIAL MOVEMENTS	
CMNS 328	HISTORY OF RHETORIC AND COMMUNICATION	
DPL 210	LEADERSHIP AND DIPLOMACY	
DPL 295	SPECIAL TOPICS	
HST 163	EAST ASIA, c.1800-PRESENT	
HST 241	WORLD REFUGEE CRISIS	

HST 249	ORIGINS OF THE FIRST WORLD WAR, 1871-1917
HST 250	ORIGINS OF THE SECOND WORLD WAR, 1914 - 1941
HST 251	ORIGINS OF THE COLD WAR, 1917 - 1953
HST 252	THE AGE OF THE COLD WAR: 1945-1991
HST 255	THE HISTORY OF THE FIRST WORLD WAR
HST 256	AXIS AND ALLIES: THE SECOND WORLD WAR
HST 272	FASCISM AND COUNTER REVOLUTION
HST 274	INTELLIGENCE IN 20TH CENTURY
HST 277	WAR AND PEACE IN THE MODERN AGE
HST 308	EUROPE FROM CONFLICT TO CONSENSUS
HST 337	REVOLUTION AND NATIONALISM IN IRELAND, 1798 - 1923
HST 338	THE GREAT WAR, 1914 - 1918
HST 349	THE HOLOCAUST
HST 367	US-MEXICAN BORDERLANDS

Language and Diplomacy, Applied Diplomacy (BA)

The Language and Diplomacy BA Concentration

The structure of the Language and Diplomacy BA concentration is as follows. Students will be able to select six 200- or 300-level courses from 1) target language courses, 2) courses in translation and interpretation, and 3) linguistics courses.

At least two of the concentration courses must be at the 300 level. At least three of the concentration courses must be in a target language.

Embedded in this concentration are the following possibilities:

- If students take five courses at the 200 or 300 level in their chosen target language, they'll also earn the standard language minor in that language.
- If students choose three of their courses in Translation and Interpreting, they'll have earned the Undergraduate Certificate in Translation and Interpreting after taking the two-credit hour "TIC" practicum (MOL 379).
- If students choose three of their courses in Linguistics, they'll be halfway to earning the six-course Linguistics minor.

Students fulfilling the requirements of this concentration have the possibility of choosing to take courses in more than one language, but the majority of students will focus on one language. Students selecting this concentration for their major in Applied Diplomacy are expected to work closely with an advisor, in order to insure that their course selections both fulfill the requirements of the concentration and are best tailored to fit with their vocational trajectory.

TARGET LANGUAGE COURSES:

Arabic

Course	Title	Quarter Hours
ARB 201	ADVANCED ARABIC I	4
ARB 202	ADVANCED ARABIC II	4

ARB 203	ADVANCED ARABIC III	4
ARB 300	ARABIC GRAMMAR	4
ARB 301	ARAB BROADCAST MEDIA	4
ARB 302	ARABIC PRINT MEDIA	4
ARB 311	ARABIC SHORT STORIES	4
ARB 313	ARABIC FILM	4
ARB 320	BUSINESS ARABIC	4
ARB 330	ARABIC TRANSLATION	4
ARB 350	ARABIC LITERATURE	4
ARB 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM	2
ARB 397	SPECIAL TOPICS IN ARABIC	4

American Sign Language

Course	Title	Quarter Hours
ASL 201	ADVANCED COMMUNICATION I	4
ASL 202	ADVANCED COMMUNICATION II	4
ASL 203	ADVANCED COMMUNICATION III	4
ASL 305	AMERICAN SIGN LANGUAGE LITERATURE	4
ASL 306	ARTS IN THE DEAF COMMUNITY	4
ASL 310	DEAF CULTURE	4
ASL 311	DEAF-BLIND COMMUNITY	4
ASL 321	ART OF TRANSLATION	4
ASL 352	ASL LINGUISTICS	4
ASL 353	FINGERSPELLING	4
ASL 354	SOCIOLINGUISTICS FOR THE DEAF COMMUNITY	4

Chinese

Course	Title	Quarter Hours
CHN 201	ADVANCED CHINESE I	4
CHN 202	ADVANCED CHINESE II	4
CHN 203	ADVANCED CHINESE III	4
CHN 211	LANGUAGE AND SOCIETY IN MODERN CHINA	4
CHN 252	INTRODUCTION TO COMMERCIAL CHINESE	4
CHN 301	ADVANCED SPEAKING	4
CHN 302	ADVANCED READING & WRITING	4
CHN 303	ADVANCED WRITING	4
CHN 305	TANG DYNASTY LITERATURE AND CULTURE	4
CHN 319	CONTEMPORARY CHINESE LITERATURE	4
CHN 320	CHINESE FOR BUSINESS	4
CHN 321	TRANSLATION	4
CHN 330	MODERN CHINESE LITERATURE: 1919 - 1949	4
CHN 331	CHINESE CLASSIC FICTION: JOURNEY TO THE WEST	4
CHN 354	INTRODUCTION TO CHINESE LINGUISTICS	4
CHN 360	CHINESE POPULAR CULTURE AND SOCIAL MEDIA	4

CHN 370	CHINESE CULTURE THROUGH FILM	4
CHN 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM	2
CHN 397	SPECIAL TOPICS IN CHINESE	4

French

Course	Title	Quarter Hours
FCH 201	ADVANCED COMMUNICATION I	4
FCH 202	ADVANCED COMMUNICATION II	4
FCH 203	ADVANCED COMMUNICATION III	4
FCH 204	ADVANCED COMMUNICATION IV	4
FCH 301	THE MIDDLE AGES	4
FCH 302	SURVEY OF 17TH AND 18TH CENTURY FRENCH LITERATURE	4
FCH 303	ROMANTICS, REALISTS, AND REBELS	4
FCH 304	FRENCH CIVILIZATION I	4
FCH 305	RENAISSANCE	4
FCH 306	SEVENTEENTH-CENTURY FRANCE	4
FCH 307	THE AGE OF ENLIGHTENMENT	4
FCH 308	THE ROMANTIC MOVEMENT	4
FCH 309	THE FRENCH NOVEL	4
FCH 310	FRENCH DRAMA	4
FCH 311	FRENCH POETRY	4
FCH 312	TWENTIETH CENTURY WRITERS	4
FCH 313	THE SURREALIST REVOLUTION	4
FCH 314	CONTEMPORARY FRENCH WRITERS	4
FCH 315	CONTEMPORARY FRENCH CRITICISM	4
FCH 316	FRANCOPHONE LITERATURE OF AFRICA AND THE CARIBBEAN	4
FCH 317	THE LITERATURE OF FRENCH CANADA	4
FCH 319	FRENCH/FRANCOPHONE WOMEN WRITERS	4
FCH 320	FRENCH FOR BUSINESS	4
FCH 321	TRANSLATION	4
FCH 322	FRENCH GRAMMAR AND USAGE	4
FCH 323	TRANSLATION II	4
FCH 324	TRANSLATION III	4
FCH 326	FRENCH STYLISTICS	4
FCH 329	FRENCH CINEMA	4
FCH 332	FRENCH CIVILIZATION II	4
FCH 333	PASTEUR, MICROBES AND 19TH CENTURY FRANCE	4
FCH 340	CONTEMPORARY FRANCE	4
FCH 341	INTRODUCTION TO FRENCH LITERATURE I	4
FCH 342	INTRODUCTION TO FRENCH LITERATURE II	4
FCH 345	THE AFRICAN PRESENCE IN FRANCE	4
FCH 350	FRENCH PHONOLOGY AND PHONETICS	4
FCH 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM	2
FCH 397	SPECIAL TOPICS IN FRENCH	4

German

Course	Title	Quarter Hours
GER 201	ADVANCED GERMAN I: COMING TO TERMS WITH THE PAST	4
GER 202	ADVANCED GERMAN II: READING THE FOREIGN/FOREIGN READING	4
GER 203	ADVANCED GERMAN III: THE UNCANNY AND THE SELF	4
GER 275	EXORCISM, MESMERISM, PSYCHOANALYSIS: THE GERMAN UNCONSCIOUS MIND	4
GER 301	ORIGINS OF THE GERMAN LANGUAGE TO 1600	4
GER 302	PLAY, PERSONALITY, AND POLITICS IN SCHILLER'S LETTERS ON ART	4
GER 304	WORD-SCRIPT-STAGE-WORLD: DAS THEATER	4
GER 305	COMPOSING REALITY: WRITING IN GERMAN	4
GER 306	THE NOVELLE	4
GER 307	FROM SOUND TO STRUCTURE: GERMAN POETRY	4
GER 308	GOETHE AND HIS ERA	4
GER 311	BREAKING NEWS IN THE GERMAN-SPEAKING WORLD	4
GER 312	GERMAN INTELLECTUAL HISTORY	4
GER 313	TURN OF THE CENTURY VIENNA	4
GER 314	BERLIN AND THE GOLDEN TWENTIES	4
GER 315	LITERATURE AFTER 1945 (EAST AND WEST)	4
GER 317	WOMEN WRITERS OF GERMAN EXPRESSION	4
GER 319	MULTICULTURAL GERMANY: LITERATURE, FILM, FOOD, CULTURE	4
GER 321	TRANSLATION	4
GER 325	KAFKA AND THE KAFKAESQUE	4
GER 328	GERMAN FILM SINCE 2010	4
GER 329	MEISTERWERKE OF GERMAN CINEMA	4
GER 351	GERMAN PHONOLOGY AND PHONETICS	4
GER 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM	2
GER 397	SPECIAL TOPICS IN GERMAN	4

Italian

Course	Title	Quarter Hours
ITA 201	ADVANCED COMMUNICATION I	4
ITA 202	ADVANCED COMMUNICATION II	4
ITA 203	ADVANCED COMMUNICATION III	4
ITA 301	ORIGINS OF ITALIAN LITERATURE: THE MIDDLE AGES	4
ITA 302	MASTERPIECES OF THE ITALIAN RENAISSANCE	4

ITA 303	LITERATURE AND SCIENCE IN ITALY: 1600-1800	4
ITA 304	ITALIAN CIVILIZATION I: THE MIDDLE AGES AND RENAISSANCE	4
ITA 305	TOWARDS UNIFICATION: ROMANTICS, REVOLUTIONARIES, AND REALISTS	4
ITA 306	FUTURISM AND BEYOND: TWENTIETH CENTURY WRITERS AND CULTURE	4
ITA 309	THE ITALIAN NOVEL	4
ITA 310	PETRARCA AND BOCCACCIO	4
ITA 311	ITALIAN POETRY	4
ITA 312	ITALIAN DRAMA	4
ITA 317	ITALIAN WOMEN WRITERS	4
ITA 318	CONTEMPORARY MULTICULTURAL WRITERS IN ITALIAN	4
ITA 320	ITALIAN FOR BUSINESS	4
ITA 321	TRANSLATION	4
ITA 329	ITALIAN CINEMA	4
ITA 332	ITALIAN CIVILIZATION II: EARLY MODERN ITALY	4
ITA 340	ITALIAN CIVILIZATION III: MODERN AND CONTEMPORARY ITALY	4
ITA 351	HISTORY OF THE ITALIAN LANGUAGE	4
ITA 352	ITALIAN LANGUAGE IN THE SOCIETY OF COMMUNICATION	4
ITA 353	ITALIAN PHONOLOGY AND PHONETICS	4
ITA 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM	2
ITA 397	SPECIAL TOPICS IN ITALIAN	4

Japanese

Course	Title	Quarter Hours
JPN 201	ADVANCED JAPANESE I	4
JPN 202	ADVANCED JAPANESE II	4
JPN 203	ADVANCED JAPANESE III	4
JPN 301	ADVANCED JAPANESE IV	4
JPN 302	ADVANCED JAPANESE V	4
JPN 303	ADVANCED JAPANESE VI	4
JPN 304	CONTEMPORARY JAPANESE LITERATURE	4
JPN 310	JAPANESE CULTURE	4
JPN 311	ADVANCED DISCUSSION AND READING I	4
JPN 312	ADVANCED DISCUSSION AND READING II	4
JPN 313	ADVANCED DISCUSSION AND READING III	4
JPN 320	ADVANCED COMMERCIAL JAPANESE	4
JPN 330	INTRODUCTION TO JAPANESE LINGUISTICS	4
JPN 342	ADVANCED HIGH JAPANESE I	4
JPN 343	ADVANCED HIGH JAPANESE II	4
JPN 344	ADVANCED HIGH JAPANESE III	4
JPN 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM	2
JPN 397	SPECIAL TOPICS IN JAPANESE	4

Russian

Course	Title	Quarter Hours
RUS 201	ADVANCED RUSSIAN LANGUAGE I	4
RUS 202	ADVANCED RUSSIAN LANGUAGE II	4
RUS 203	ADVANCED RUSSIAN LANGUAGE III	4
RUS 205	ADVANCED RUSSIAN: LITERATURE AND CULTURE I	4
RUS 206	ADVANCED RUSSIAN: LITERATURE AND CULTURE II	4
RUS 207	ADVANCED RUSSIAN: LITERATURE AND CULTURE III	4

Spanish

Course	Title	Quarter Hours
SPN 200	TRANSITIONAL SPANISH FOR HERITAGE LEARNERS	4
SPN 201	ADVANCED GRAMMAR AND COMMUNICATION	4
SPN 202	ADVANCED COMPOSITION AND COMMUNICATION	4
SPN 203	ADVANCED CONVERSATION	4
SPN 205	ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE LEARNERS I	4
SPN 206	ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE LEARNERS II	4
SPN 207	ADVANCED CONVERSATION FOR THE HERITAGE LEARNER	4
SPN 220	INTRODUCTION TO LITERARY ANALYSIS IN SPANISH	4
SPN 221	INTRODUCTION TO PENINSULAR CIVILIZATION	4
SPN 242	INTRODUCTION TO SPANISH LINGUISTICS	4
SPN 243	SPANISH TRANSLATION I: INTRODUCTION TO TRANSLATION	4
SPN 244	COMPUTER-ASSISTED TRANSLATION TOOLS	4
SPN 252	INTRODUCTION TO SPANISH FOR BUSINESS	4
SPN 254	SPANISH FOR LAW PROFESSIONALS	4
SPN 301	SPANISH LITERATURE I : MIDDLE AGES THROUGH THE GOLDEN AGE	4
SPN 302	SPANISH LITERATURE II: THE ENLIGHTENMENT TO THE PRESENT	4
SPN 303	LATIN AMERICAN LITERATURE & CULTURE I	4
SPN 304	LATIN AMERICAN LITERATURE AND CULTURE II	4
SPN 305	LATIN AMERICAN NOVEL	4
SPN 306	PUERTO RICAN LITERATURE	4
SPN 307	PENINSULAR CIVILIZATION	4
SPN 308	MEDIEVAL SPANISH LITERATURE	4
SPN 309	SPANISH BALLAD	4

SPN 310	GOLDEN AGE POETRY	4
SPN 311	CERVANTES	4
SPN 312	THE SPANISH NOVEL	4
SPN 313	THE GENERATION OF 1898	4
SPN 314	CONTEMPORARY HISPANIC LITERATURE	4
SPN 315	MEXICAN LITERATURE	4
SPN 316	THE HISPANIC ESSAY	4
SPN 317	THE HISPANIC SHORT STORY	4
SPN 319	CONTEMPORARY POETRY	4
SPN 320	ADVANCED SPANISH FOR BUSINESS	4
SPN 321	U.S. LATINO/A WRITERS	4
SPN 322	HISPANIC WOMEN WRITERS	4
SPN 323	REVOLUTION IN LATIN AMERICAN LITERATURE	4
SPN 324	THE BIRTH OF THE NOVEL IN SPAIN	4
SPN 325	SPANISH TRANSLATION II: THEORY AND PRACTICE	4
SPN 326	SPANISH STYLISTICS	4
SPN 327	AREA STUDIES IN LATIN AMERICAN LITERATURE	4
SPN 328	MODERN LATIN AMERICAN THEATRE	4
SPN 329	LATINO GAY AND LESBIAN LITERATURE	4
SPN 330	LATIN AMERICAN, LATINO AND SPANISH CINEMA	4
SPN 331	FILM AS A SUBVERSIVE ART	4
SPN 332	NINETEENTH-CENTURY SPANISH NOVEL	4
SPN 333	GOLDEN AGE THEATER	4
SPN 334	SPANISH TRANSLATION III: ADVANCED TRANSLATION AND PRACTICE	4
SPN 335	U.S. LATINA WRITERS	4
SPN 339	THE GENERATION OF 1927	4
SPN 340	SPANISH CREATIVE WRITING WORKSHOP	4
SPN 351	SPANISH IN THE U.S.	4
SPN 352	SPANISH PHONOLOGY AND PHONETICS	4
SPN 353	THE STRUCTURE OF SPANISH	4
SPN 354	SPANISH SOCIOLINGUISTICS	4
SPN 355	THE HISTORY OF THE SPANISH LANGUAGE	4
SPN 356	BILINGUALISM IN THE SPANISH-SPEAKING WORLD	4
SPN 370	LATIN AMERICAN CIVILIZATION	4
SPN 371	CULTURAL DIVERSITY AND LEGACIES THROUGH FILM	4
SPN 372	LITERATURE OF THE DOMINICAN REPUBLIC	4
SPN 373	AFRO-HISPANIC LITERATURE	4
SPN 374	LITERATURE OF THE CONQUEST	4
SPN 375	LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO MODERNISM	4
SPN 376	SOR JUANA INES DE LA CRUZ	4
SPN 377	PERUVIAN REALITIES IN A MULTICULTURAL SOCIETY: HISTORY, CULTURE, POLITICS, VIOLENCE & SOCIAL JUSTICE	4

SPN 378	FOUNDATIONAL FICTIONS	4
SPN 391	SOCIOLINGUISTICS OF HERITAGE LANGUAGE LITERACY	4
SPN 392	TRANSNATIONALISM AND SOCIAL JUSTICE	4
SPN 393	LATINO MEDIA AND DIGITAL CULTURE LITERACY	4
SPN 394	LATINO CULTURAL LITERACY AND COMMUNITY ENGAGEMENT	4
SPN 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM	2
SPN 397	SPECIAL TOPICS IN SPANISH	4

COURSES IN TRANSLATION AND INTERPRETING

Course	Title	Quarter Hours
MOL 370	PROFESSIONAL TRANSLATION AND INTERPRETING	4
MOL 371	TRANSLATION AS AN ART & SCIENCE	4
MOL 372	TRANSLATION LANGUAGE-PAIR PRACTICE	4
MOL 373	CONSECUTIVE INTERPRETING	4
MOL 374	SIMULTANEOUS INTERPRETING	4
MOL 379	TRANSLATION/INTERPRETING PRACTICUM	2

COURSES IN LINGUISTICS:

Course	Title	Quarter Hours
ANT 106	LANGUAGE AND CULTURE	4
ANT 317	LANGUAGE, POWER AND IDENTITY	4
ASL 352	ASL LINGUISTICS	4
ASL 354	SOCIOLINGUISTICS FOR THE DEAF COMMUNITY	4
ENG 370	HISTORY OF THE ENGLISH LANGUAGE	4
FCH 322	FRENCH GRAMMAR AND USAGE	4
FCH 350	FRENCH PHONOLOGY AND PHONETICS	4
GER 351	GERMAN PHONOLOGY AND PHONETICS	4
HON 208	TOPICS IN SOCIO-CULTURAL INQUIRY	4
ITA 351	HISTORY OF THE ITALIAN LANGUAGE	4
ITA 352	ITALIAN LANGUAGE IN THE SOCIETY OF COMMUNICATION	4
ITA 353	ITALIAN PHONOLOGY AND PHONETICS	4
JPN 330	INTRODUCTION TO JAPANESE LINGUISTICS	4
MOL 220	HOW LANGUAGE WORKS	4
MOL 349	TEACHING MODERN LANGUAGES	4
MOL 350	METHODS OF TEACHING MODERN LANGUAGES IN THE ELEMENTARY SCHOOL	4
MOL 354	THEORETICAL FOUNDATIONS/CURRENT RESEARCH SECOND/FOREIGN LANGUAGE ACQUISITION	4
MOL 356	PSYCHOLINGUISTICS	4
PHL 322	PHILOSOPHY OF LANGUAGE	4

SPN 242	INTRODUCTION TO SPANISH LINGUISTICS	4
SPN 252	INTRODUCTION TO SPANISH FOR BUSINESS	4
SPN 391	SOCIOLINGUISTICS OF HERITAGE LANGUAGE LITERACY	4
WRD 264	LANGUAGE, SELF AND SOCIETY	4
WRD 330	LANGUAGE AND LINGUISTICS	4
WRD 362	SEMIOTICS	4
WRD 368	GLOBAL ENGLISHES	4
WRD 378	TEACHING ENGLISH AS A SECOND LANGUAGE IN CHICAGO	4

Urban Diplomacy, Applied Diplomacy (BA)

"We should expect private enterprises, civil society organizations and possibly individual people to engage in more and more diplomacy as they become more influential in international relations. We should want them all to be good at it."

- Paul Sharp, *Diplomatic Theory of International Relations*, 2009

The Urban Diplomacy concentration provides a foundation for those who are interested in applying the insights and practices of diplomacy to the context of the modern city. The concentration is ideal for those pursuing vocations in local politics, urban non-profit organizations, community organizing or globally-connected business. Students selecting this concentration will place the study and practice of diplomacy into conversation with the disciplines of history, urban studies, art, anthropology, peace studies, religion and political theory.

Students in the Urban Diplomacy concentration are required to take PSC 223: Urban Politics. Students are advised to take PSC 223 before choosing five additional courses from the following list.

Course	Title	Quarter Hours
Choose six from the following, two must be taken at the 300-level:		24
ABD 208	AFRICAN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	
ABD 209	RACE AND RACISM	
ABD 231	PHILOSOPHY AND THE QUESTION OF RACE	
ABD 275	BLACK FEMINIST THEORIES IN A U.S. CONTEXT	
CMN 103	INTERCULTURAL COMMUNICATION	
CMNS 309	INTERNATIONAL/GLOBAL COMMUNICATION	
CMNS 323	SOCIAL MOVEMENTS	
CMNS 324	CULTURE OF CONSUMPTION	
CMNS 333	CULTURES IN CONVERSATION	
CMNS 334	URBAN COMMUNICATION	
CMNS 365	ARGUMENTATION, ADVOCACY, AND DELIBERATION	
CSS 201	CRITICAL COMMUNITY ENGAGEMENT	
CSS 340	MINDFULNESS AND ACTIVISM	
DPL 210	LEADERSHIP AND DIPLOMACY	

DPL 295	SPECIAL TOPICS
ECO 310	URBAN ECONOMICS
ECO 312	THE CHICAGO ECONOMY
GEO 200	SUSTAINABLE URBAN DEVELOPMENT
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT
GEO 333	URBAN PLANNING
HAA 288	COMPARATIVE URBANISM
HAA 375	MEXICO CITY (WORLD CITIES)
HAA 380	CHICAGO ARCHITECTURE AND URBANISM (WORLD CITIES)
HST 240	HISTORY OF CHICAGO
JOUR 360	POLITICAL COMMUNICATION
LST 202	CONSTRUCTING LATINO COMMUNITIES
LST 207	AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS
LST 217	WORK IN A GLOBALIZED WORLD
LST 307	GROWING UP LATINO/LATINA IN THE U.S.
LST 309	SOCIAL ENGAGEMENT AND LATINO FAMILIES
LST 375	MEXICO CITY (WORLD CITIES)
PAX 231	ANALYZING POVERTY, ITS CAUSES AND CONSEQUENCES
PAX 235	THE ETHICS OF POVERTY
PAX 238	TOPICS ON HOMELESSNESS AND POVERTY
PPS 250	ISSUES IN NEIGHBORHOOD DEVELOPMENT
PSC 216	AMERICAN POLITICAL CULTURE
PSC 223	URBAN POLITICS
PSC 286	CAMPAIGNS AND SOCIAL ENGAGEMENT
PSC 322	URBAN POLICYMAKING
PSC 323	CHICAGO GOVERNMENT AND POLITICS
PSC 324	INEQUALITY IN AMERICAN SOCIETY
REL 113	THE LATINX RELIGIOUS EXPERIENCE IN THE UNITED STATES
REL 115	THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE
REL 218	BLACK INTELLECTUAL TRADITIONS
REL 259	RELIGION AND SOCIAL ENGAGEMENT
REL 266	ISLAM IN THE UNITED STATES
SOC 214	POLICING THE MARGINS
SOC 217	WORK IN A GLOBALIZED WORLD
SOC 221	INTRODUCTION TO THE U.S HEALTH CARE SYSTEM
SOC 232	GLOBAL CITIES
SOC 245	URBAN SOCIOLOGY
SOC 246	HOMELESS IN THE CITY
SOC 256	SOCIAL CHANGE
SOC 305	POWER, DEVIANCE AND SOCIAL CONTROL
SOC 340	SOCIAL INEQUALITY
SOC 346	URBAN ETHNOGRAPHY

SOC 347	CLASS, POWER AND DECISION MAKING IN THE CITY
SOC 348	THE CITY IN THE FUTURE
SOC 358	REVOLUTIONS AND PEASANT REBELLIONS
PHL 200	ETHICAL THEORIES
PHL 209	CRIME AND PUNISHMENT
PHL 231	PHILOSOPHY AND RACE
PHL 236	PHILOSOPHY AND THE CITY
PHL 241	ETHICS AND PUBLIC POLICY
PHL 242	PHILOSOPHY AND TECHNOLOGY
PHL 250	PHILOSOPHY AND SOCIAL CHANGE
PHL 314	SURVEY OF ETHICS
PHL 315	SURVEY OF POLITICAL PHILOSOPHY

Applied Diplomacy (MA)

The practice of diplomacy in the 21st Century requires new and creative responses to the complex nature of bridge building, community formation and conflict resolution. While the work of nation-state diplomatic corps representatives remains central to such efforts, diplomacy is also practiced by multiple non-state actors and individuals, including business people, scientists, artists, community organizers, activists, clergy and educators. Diplomacy today is truly *transprofessional*.

DePaul's program in Applied Diplomacy addresses these realities through an innovative program designed to train a new generation of diplomats. At both the undergraduate and graduate level the curriculum is multidisciplinary in expertise, deeply rooted in an ethic of collaboration and is designed to serve the needs of bridge builders across multiple boundaries of difference.

What would it look like if a future nation-state diplomat spent time with Chicago-based community organizers, in order to learn about the real-world intricacies of negotiation and coalition-building across boundaries of difference? Can you imagine a world in which a Chicago community organizer has the same background in international relations, international political economy and mediation as a peer in the foreign service?

Program Requirements	Quarter Hours
Degree (Core + Professional Development) Requirements	32
Concentration	16
Total hours required	48

Students will be able to:

- **Mastery of Content** – Students will be able to describe and explain core concepts within the field of diplomatic studies in their local, national, and international contexts.
- **Critical Thinking** – Students will be able to analyze a given diplomatic issue from diverse perspectives and/or theoretical approaches.
- **Articulate Expression** – Students will be able to compose clear and well-organized written or verbal explanations of diplomatic phenomena and support these explanations with evidence.
- **Ethical Analysis** – Students will be able to evaluate diplomatic institutions, practices, and theories regarding social justice.

Core Classes

Course	Title	Quarter Hours
DPL 400	DIPLOMACY: ITS FOUNDATIONS AND FUTURES	4
DPL 401	TRANSPROFESSIONAL MEDIATION AND NEGOTIATION	4
DPL 402	CITIZEN DIPLOMACY IN THE 21ST CENTURY	4
INT 402	INTERNATIONAL POLITICAL ECONOMY	4
MPS 511	SUSTAINABLE INTERNATIONAL DEVELOPMENT	4
PSC 400	INTERNATIONAL RELATIONS THEORY	4

Professional Development & Experiential Learning

Course	Title	Quarter Hours
Choose two from the following:		8
CMNS 548	TEAMS, DIVERSITY AND LEADERSHIP	
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT	
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT	
GEO 446	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH	
GEO 447	WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB	
MPS 500	INTRODUCTION TO PUBLIC SERVICE MANAGEMENT	
MPS 508	INTRODUCTION TO NONPROFIT MANAGEMENT	
MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	
MPS 519	RESOURCE DEVELOPMENT	
MPS 520	VALUES-CENTERED LEADERSHIP	
MPS 521	LEADERSHIP IN PUBLIC SERVICE	
MPS 522	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	
MPS 533	APPLIED STATISTICS FOR PUBLIC SERVICE (USING EXCEL)	
MPS 541	ECONOMIC FOUNDATIONS OF PUBLIC SERVICE	
MPS 546	ADVOCACY AND LOBBYING	
MPS 554	PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING	
MPS 564	PUBLIC SAFETY ADMINISTRATION AND PLANNING	
MPS 575	STUDY ABROAD SEMINAR	
MPS 594	ETHICAL LEADERSHIP IN PUBLIC SERVICE	
MPS 610	INTERNSHIP - CAPSTONE	
SOC 402	STATISTICS FOR THE SOCIAL SCIENCES	
SOC 404	CLASSICAL AND MODERN THEORY	

SOC 411	SOCIAL RESEARCH
SOC 412	DATA ANALYSIS
SOC 413	QUALITATIVE METHODS
SOC 423	URBAN ETHNOGRAPHY
SOC 466	SOCIAL MOVEMENTS
SUD 404	URBAN DESIGN LABORATORY
WGS 464	POLITICAL AUTOBIOGRAPHY
WRD 507	GLOBAL ENGLISHES
WRD 526	GRANT AND PROPOSAL WRITING
WRD 531	DIGITAL STORYTELLING

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements and major requirements, students are required to choose one of the following:

- Critical Approaches to Diplomacy, Applied Diplomacy (MA) (p. 135)
- Diplomacy and Critical Ethnic Studies, Applied Diplomacy (MA) (p. 136)
- Diplomacy and Global Public Health, Applied Diplomacy (MA) (p. 136)
- Diplomacy and International Public Service, Applied Diplomacy (MA) (p. 136)
- Diplomacy and Migration, Applied Diplomacy (MA) (p. 136)
- Environmental Diplomacy, Applied Diplomacy (MA) (p. 137)
- Language and Diplomacy, Applied Diplomacy (MA) (p. 137)
- Urban Diplomacy, Applied Diplomacy (MA) (p. 140)

Critical Approaches to Diplomacy, Applied Diplomacy (MA)

“As it stands today, diplomatic theory and practice is for the most part the story of the European man: his triumphs, technologies of the self and methods for mediating otherness, hence the need to come up with an idea of diplomacy predicated on different subjectivities and set of ethico-politico considerations.”

- Sam Okoth Opondo, “Decolonizing Diplomacy: Reflections on African Estrangement and Exclusion,” Sustainable Diplomacies, 2010

The Critical Approaches to Diplomacy concentration provides a foundation for those interested in interrogating the power and practices associated with the field of diplomacy. The concentration provides preparation for a variety of careers, as well as advanced studies in the field. Students selecting this concentration will study critical social theory, culture and identity and the impact of post-colonial studies on the practice and study of diplomacy.

Students in the Critical Approaches to Diplomacy concentration are required to take four courses from the following classes:

Course	Title	Quarter Hours
Choose four from the following:		16
INT 401	CRITICAL SOCIAL THEORY	
INT 405	CULTURE AND INEQUALITY	
INT 406	GLOBAL EMPIRES	
INT 407	RACE, SEX, DIFFERENCE	

INT 408	NATURE, SOCIETY, AND POWER
INT 409	CRITICAL DEVELOPMENT THEORY

Diplomacy and Critical Ethnic Studies, Applied Diplomacy (MA)

The Diplomacy and Critical Ethnic Studies concentration provides students with a foundation for applying the tools and understanding of diplomatic practice—mediation, conflict resolution and advocacy—on behalf of marginalized communities. Students will have the opportunity to place the study and practice of diplomacy into conversation with the disciplines of critical race theory, ethnic studies, forced migration studies, history and international studies.

Students in the Diplomacy and Critical Ethnic Studies concentration are required to take four courses from the following list:

Course	Title	Quarter Hours
Choose four from the following:		16
CES 401	CRITICAL ETHNIC STUDIES	
CES 402	MOBILITY AND THE STATE	
CES 403	CITIES AND RACIAL FORMATION	
CES 404	BORDERS AND MIGRATION	
CES 405	RACE AND THE MEDIA	
CES 410	SPECIAL TOPICS IN CRITICAL ETHNIC STUDIES	
CMNS 501	COMMUNICATION IN CULTURAL CONTEXTS	
INT 407	RACE, SEX, DIFFERENCE	

Diplomacy and Global Public Health, Applied Diplomacy (MA)

The Diplomacy and Global Public Health concentration provides students with a foundation for applying the tools and understanding of diplomatic practices to mediation, conflict resolution, advocacy and leadership in the field of international public health. Students will have the opportunity to place the study and practice of diplomacy into conversation with the disciplines of behavior theory, health care, forced migration and public policy.

Students in the Diplomacy and Global Public Health concentration are required to take four courses from the following list:

Course	Title	Quarter Hours
Choose four from the following:		16
HTHC 517	COMMUNICATION, HEALTH DISPARITIES, AND CULTURE	
MPH 502	INTRODUCTION TO EPIDEMIOLOGY	
MPH 551	GLOBAL HEALTH INEQUITIES	
MPH 552	MATERNAL AND CHILD HEALTH	
MPH 553/ FMS 405	PUBLIC HEALTH AND FORCED MIGRATION	
MPH 554	GLOBAL PUBLIC HEALTH PRACTICE	
MPH 595	SPECIAL TOPICS IN PUBLIC HEALTH	

WGS 405	MOTHERING. WORK AND REPRODUCTIVE JUSTICE
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Diplomacy and International Public Service, Applied Diplomacy (MA)

The Diplomacy and International Public Service concentration provides students with a foundation for applying the tools and understanding of diplomatic practices to mediation, conflict resolution, advocacy and leadership within international non-governmental organizations. Students will have the opportunity to place the study and practice of diplomacy in conversation with the disciplines of management, ethics, international political economy, public policy and international relations.

Students in the Diplomacy and International Public Service concentration are required to take four courses from the following list:

Course	Title	Quarter Hours
Choose four from the following:		16
MPS 510	INTERNATIONAL DIMENSIONS OF PUBLIC SERVICE	
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 520	VALUES-CENTERED LEADERSHIP	
MPS 525	WORKING WITH NONPROFIT BOARDS	
MPS 529	STRATEGIC MANAGEMENT AND PLANNING	
MPS 594	ETHICAL LEADERSHIP IN PUBLIC SERVICE	
MPS 611	MANAGEMENT OF INTERNATIONAL NGOS	
MPS 612	INTERNATIONAL POLITICAL ECONOMY	
MPS 613	COMPARATIVE PUBLIC POLICY	
MPS 614	INTERNATIONAL ORGANIZATIONS SEMINAR	
MPS 615	MANAGEMENT OF INTERCULTURAL DIVERSITY	
MPS 616	INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT	

Diplomacy and Migration, Applied Diplomacy (MA)

The Diplomacy and Migration concentration provides students with a foundation for applying the tools and understanding of diplomatic practices—such as mediation, conflict resolution, advocacy and leadership—to the pressing challenges posed by forced migration. Students will have the opportunity to place the study and practice of diplomacy into conversation with the disciplines of history, forced migration studies, human rights law, public health and international relations.

Students in the Diplomacy and Migration concentration are required to take four courses from the following list:

Course	Title	Quarter Hours
Choose four from the following:		16
CMNS 501	COMMUNICATION IN CULTURAL CONTEXTS	

FMS 402	PRO-SEMINAR IN FORCED MIGRATION
FMS 403	INTERNATIONAL HUMAN RIGHTS AND POLICY
FMS 404	INTERNATIONAL CONFLICT MANAGEMENT
FMS 405	PUBLIC HEALTH AND FORCED MIGRATION
INT 404	MIGRATION AND FORCED MIGRATION
MPS 616	INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT
WGS 445	WOMEN, WAR AND RESISTANCE

Environmental Diplomacy, Applied Diplomacy (MA)

“Environmental diplomats should engage in an ethical and philosophical debate when it comes to taking moral actions. Being a ‘technocratic’ or expert diplomat is not enough vis-à-vis this intergenerational field that requires a sense of moral awareness and responsibility. This moral consciousness must be embedded with the diplomats’ understanding of how their actions can influence future generations as well as predecessors.”

- Leila Nicolas and Elie Kallab, Effective Forms of Environmental Diplomacy, 2021

The Grace School's concentration in Environmental Diplomacy is the first university program in the world designed to train future practitioners of diplomacy in this vital field and reflects the fact that the new language of diplomacy is emerging from three terms which are common to all cultures and geographic locations: “clean air,” “clean water” and “arable land.” The Environmental Diplomacy concentration provides a foundation for those who are interested in pursuing multiple career trajectories, including work in international and domestic NGO's, the foreign service, science diplomacy, community organizing, municipal government and activism.

Students in the Environmental Diplomacy concentration are required to take six courses from the following list:

Course	Title	Quarter Hours
Choose 4 courses from the following list:		16
ENV 400	PLANT IDENTIFICATION	
ENV 401	INTRODUCTION TO URBAN BIODIVERSITY MANAGEMENT	
ENV 402	URBAN ECOLOGY	
ENV 403	ECOLOGICAL DATA ANALYSIS WITH R	
ENV 404	APPLIED ECOLOGICAL MANAGEMENT PRACTICUM	
ENV 410	ENVIRONMENTAL SOIL SCIENCE	
ENV 415	PLANT ECOLOGY	
ENV 420	CONSERVATION BIOLOGY	
ENV 422	ECOSYSTEM ECOLOGY	
ENV 425	ANIMAL DIVERSITY	
ENV 440	URBAN ECOLOGY	
ENV 441	URBAN FORESTS AS SOCIAL-ECOLOGICAL SYSTEMS	
ENV 450	THESIS RESEARCH	

ENV 490	SPECIAL TOPICS
ENV 506	SUSTAINABILITY SCIENCE: ENVIRONMENTAL LIMITS, HUMAN NEEDS, & SYSTEMS THINKING
FMS 419	HUMANITARIAN LOGISTICS
GEO 433	URBAN PLANNING
GEO 469	RISKS, HAZARDS AND NATURAL DISASTERS
INT 408	NATURE, SOCIETY, AND POWER
INT 418	THE SOCIAL AND POLITICAL LIFE OF OIL
INT 421	INTERNATIONAL ENVIRONMENTAL POLITICS
MPS 554	PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING
MPS 564	PUBLIC SAFETY ADMINISTRATION AND PLANNING
MPS 576	ENERGY POLICY AND THE ENVIRONMENT
MPS 577	ENVIRONMENTAL CONFLICTS AND MEDIATED SOLUTIONS
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY
MPS 579	SUSTAINABLE DEVELOPMENT POLICY AND INTERNATIONAL INSTITUTIONS
MPH 503	INTRODUCTION TO ENVIRONMENTAL HEALTH
MPH 557	ENVIRONMENTAL EPIDEMIOLOGY
SUD 401	SUSTAINABLE URBAN DEVELOPMENT I: PLANNING, POLICY & COMMUNITY DEVELOPMENT
SUD 420	SUSTAINABLE URBAN FOOD SYSTEMS
SUD 430	SUSTAINABLE URBAN TRANSPORTATION

Language and Diplomacy, Applied Diplomacy (MA)

The Language and Diplomacy MA Concentration

The structure of the MA Language and Diplomacy concentration is as follows. Students will be able to select 4 courses from 1) target language courses, and 2) courses in translation and interpretation.

At least two of the concentration courses must be in a target language.

Embedded in this concentration is the following possibility:

- If students choose three of their courses in Translation and Interpreting, they'll have earned the Graduate Certificate in Translation and Interpreting after taking the two-credit hour “TIC” practicum (MOL 479).

Students fulfilling the requirements of this concentration have the possibility of choosing to take courses in more than one language, but it is more likely that they will focus on one language. Students selecting this concentration for their MA in Applied Diplomacy are expected to work closely with an advisor, in order to insure that their course selections both fulfill the requirements of the concentration and are best tailored to fit with their vocational trajectory.

TARGET LANGUAGE COURSES**Arabic**

Course	Title	Quarter Hours
ARB 400	ARABIC GRAMMAR	4
ARB 401	ARAB BROADCAST MEDIA	4
ARB 402	ARABIC PRINT MEDIA	4
ARB 411	ARABIC SHORT STORIES	4
ARB 413	ARABIC FILM	4
ARB 420	BUSINESS ARABIC	4
ARB 430	ARABIC TRANSLATION	4
ARB 450	ARABIC LITERATURE	4
ARB 495	FOREIGN LANGUAGES ACROSS THE CURRICULUM	2
ARB 497	SPECIAL TOPICS IN ARABIC	4

Chinese

Course	Title	Quarter Hours
CHN 401	ADVANCED SPEAKING	4
CHN 402	ADVANCED READING	4
CHN 403	ADVANCED WRITING	4
CHN 405	TANG DYNASTY LITERATURE AND CULTURE	4
CHN 419	CONTEMPORARY CHINESE LITERATURE	4
CHN 420	CHINESE FOR BUSINESS	4
CHN 421	TRANSLATION	4
CHN 430	MODERN CHINESE LITERATURE: 1919 - 1949	4
CHN 454	INTRODUCTION TO CHINESE LINGUISTICS	4
CHN 460	CHINESE POPULAR CULTURE AND SOCIAL MEDIA	4
CHN 470	CHINESE CULTURE THROUGH FILM	4
CHN 497	SPECIAL TOPICS IN CHINESE	4

French

Course	Title	Quarter Hours
FCH 401	THE MIDDLE AGES	4
FCH 402	SURVEY OF 17TH AND 18TH CENTURY FRENCH LITERATURE	4
FCH 403	ROMANTICS, REALISTS AND REBELS	4
FCH 404	FRENCH CIVILIZATION I	4
FCH 405	RENAISSANCE	4
FCH 406	SEVENTEENTH-CENTURY FRANCE	4
FCH 407	AGE OF ENLIGHTENMENT	4
FCH 408	THE ROMANTIC MOVEMENT	4
FCH 409	THE FRENCH NOVEL	4
FCH 410	FRENCH DRAMA	4
FCH 411	FRENCH POETRY	4
FCH 412	TWENTIETH CENTURY WRITERS	4
FCH 413	THE SURREALIST REVOLUTION	4

FCH 414	CONTEMPORARY FRENCH WRITERS	4
FCH 415	CONTEMPORARY FRENCH CRITICISM	4
FCH 416	FRANCOPHONE LITERATURE OF AFRICA AND THE CARIBBEAN	4
FCH 417	THE LITERATURE OF FRENCH CANADA	4
FCH 419	FRENCH WOMEN WRITERS	4
FCH 420	FRENCH FOR BUSINESS	4
FCH 421	TRANSLATION	4
FCH 422	FRENCH GRAMMAR AND USAGE	4
FCH 423	TRANSLATION II	4
FCH 424	TRANSLATION III	4
FCH 426	FRENCH STYLISTICS	4
FCH 429	FRENCH CINEMA	4
FCH 432	FRENCH CIVILIZATION II	4
FCH 433	PASTEUR, MICROBES AND 19TH CENTURY FRANCE	4
FCH 440	CONTEMPORARY FRANCE	4
FCH 441	INTRODUCTION TO FRENCH LITERATURE I	4
FCH 442	INTRODUCTION TO FRENCH LITERATURE II	4
FCH 445	THE AFRICAN PRESENCE IN FRANCE	4
FCH 450	FRENCH PHONOLOGY AND PHONETICS	4
FCH 497	SPECIAL TOPICS IN FRENCH	4

German

Course	Title	Quarter Hours
GER 401	INTRODUCTION TO GERMAN LITERATURE I: FROM ORIGINS TO 1600	4
GER 402	PLAY, PERSONALITY, AND POLITICS IN SCHILLER'S LETTERS ON ART	4
GER 404	WORD-SCRIPT-STAGE-WORLD: DAS THEATER	4
GER 405	COMPOSING REALITY: WRITING IN GERMAN	4
GER 406	THE NOVELLE	4
GER 407	FROM SOUND TO STRUCTURE: GERMAN POETRY	4
GER 408	GOETHE AND HIS ERA	4
GER 411	BREAKING NEWS IN THE GERMAN-SPEAKING WORLD	4
GER 412	GERMAN INTELLECTUAL HISTORY	4
GER 413	TURN OF THE CENTURY VIENNA	4
GER 414	BERLIN AND THE GOLDEN TWENTIES	4
GER 415	LITERATURE AFTER 1945 (EAST AND WEST)	4
GER 417	WOMEN WRITERS OF GERMAN EXPRESSION	4
GER 419	MULTICULTURAL GERMANY: LITERATURE, FILM AND ART	4
GER 421	TRANSLATION	4
GER 425	KAFKA AND THE KAFKAESQUE	4
GER 429	MEISTERWERKE OF GERMAN CINEMA	4
GER 451	GERMAN PHONOLOGY AND PHONETICS	4

GER 496	PRACTICUM IN GERMAN INSTRUCTION	4
GER 497	SPECIAL TOPICS IN GERMAN	4

Italian

Course	Title	Quarter Hours
ITA 401	ORIGINS OF ITALIAN LITERATURE	4
ITA 402	WRITING THE SELF IN THE ITALIAN RENAISSANCE	4
ITA 403	LITERATURE OF THE SEICENTO & SETTECENTO	4
ITA 404	ITALIAN CIVILIZATION I	4
ITA 405	TOWARDS UNIFICATION: ROMANTICS, REVOLUTIONARIES AND REALISTS	4
ITA 406	FUTURISM AND BEYOND: LITERATURE OF THE NOVECENTO	4
ITA 407	DANTE'S INFERNO: THE WORLD OF THE CONDEMNED	4
ITA 408	DANTE'S PURGATORY AND PARADISE: THE REALM OF SALVATION	4
ITA 409	THE ITALIAN NOVEL	4
ITA 410	PETRARCA AND BOCCACCIO	4
ITA 411	ITALIAN POETRY	4
ITA 412	ITALIAN DRAMA	4
ITA 418	CONTEMPORARY MULTICULTURAL WRITERS IN ITALIAN	4
ITA 420	ITALIAN FOR BUSINESS	4
ITA 421	TRANSLATION	4
ITA 429	ITALIAN FILM	4
ITA 432	ITALIAN CIVILIZATION II	4
ITA 440	ITALIAN CIVILIZATION III	4
ITA 451	HISTORY OF THE ITALIAN LANGUAGE	4
ITA 452	ITALIAN LANGUAGE IN THE SOCIETY OF COMMUNICATION	4
ITA 453	ITALIAN PHONOLOGY AND PHONETICS	4
ITA 497	SPECIAL TOPICS IN ITALIAN	4

Japanese

Course	Title	Quarter Hours
JPN 401	ADVANCED JAPANESE IV	4
JPN 402	ADVANCED JAPANESE V	4
JPN 403	ADVANCED JAPANESE VI	4
JPN 404	CONTEMPORARY JAPANESE LITERATURE	4
JPN 410	JAPANESE CULTURE	4
JPN 411	ADVANCED DISCUSSION AND READING I	4
JPN 412	ADVANCED DISCUSSION AND READING II	4
JPN 413	ADVANCED DISCUSSION AND READING III	4
JPN 420	ADVANCED COMMERCIAL JAPANESE	4
JPN 430	INTRODUCTION TO JAPANESE LINGUISTICS	4
JPN 442	ADVANCED HIGH JAPANESE I	4
JPN 443	ADVANCED HIGH JAPANESE II	4

JPN 444	ADVANCED HIGH JAPANESE III	4
JPN 497	SPECIAL TOPICS IN JAPANESE	4

Spanish

Course	Title	Quarter Hours
SPN 401	SPANISH LITERATURE I : MIDDLE AGES THROUGH THE GOLDEN AGE	4
SPN 402	SPANISH LITERATURE II: THE ENLIGHTENMENT TO THE PRESENT	4
SPN 403	LATIN AMERICAN LITERATURE & CULTURE I	4
SPN 404	LATIN AMERICAN LITERATURE AND CULTURE II	4
SPN 405	LATIN AMERICAN NOVEL	4
SPN 406	HISPANIC LITERATURE OF THE CARIBBEAN	4
SPN 407	PENINSULAR CIVILIZATION	4
SPN 408	MEDIEVAL SPANISH LITERATURE	4
SPN 409	SPANISH BALLAD	4
SPN 410	GOLDEN AGE POETRY	4
SPN 411	CERVANTES	4
SPN 412	THE SPANISH NOVEL	4
SPN 413	THE GENERATION OF 1898	4
SPN 414	CONTEMPORARY HISPANIC LITERATURE	4
SPN 415	MEXICAN LITERATURE	4
SPN 416	THE HISPANIC ESSAY	4
SPN 417	THE HISPANIC SHORT STORY	4
SPN 418	THE HISPANIC THEATER	4
SPN 419	CONTEMPORARY POETRY	4
SPN 420	COMMERCIAL SPANISH II	4
SPN 421	U.S. LATINO/A WRITERS	4
SPN 422	HISPANIC WOMEN WRITERS	4
SPN 423	REVOLUTION IN LATIN AMERICAN LITERATURE	4
SPN 424	THE BIRTH OF THE NOVEL IN SPAIN	4
SPN 425	ADVANCED SPANISH TRANSLATION	4
SPN 426	SPANISH STYLISTICS	4
SPN 427	AREA STUDIES IN LATIN AMERICAN LITERATURE	4
SPN 428	MODERN LATIN AMERICAN THEATRE	4
SPN 429	LATINO GAY AND LESBIAN LITERATURE	4
SPN 430	LATIN AMERICAN, LATINO AND SPANISH CINEMA	4
SPN 431	FILM AS A SUBVERSIVE ART	4
SPN 432	NINETEENTH-CENTURY SPANISH NOVEL	4
SPN 433	GOLDEN AGE THEATER	4
SPN 434	ADVANCED TRANSLATION IN THE PROFESSIONAL WORLD: COMMUNITY-BASED SERVICE LEARNING	4
SPN 435	U.S. LATINA WRITERS	4
SPN 439	THE GENERATION OF 1927	4
SPN 440	SPANISH CREATIVE WRITING WORKSHOP	4
SPN 451	SPANISH IN THE U.S.	4

SPN 452	SPANISH PHONOLOGY AND PHONETICS	4
SPN 453	THE STRUCTURE OF SPANISH	4
SPN 454	SPANISH SOCIOLINGUISTICS	4
SPN 455	THE HISTORY OF THE SPANISH LANGUAGE	4
SPN 456	BILINGUALISM IN THE SPANISH-SPEAKING WORLD	4
SPN 470	LATIN AMERICAN CIVILIZATION	4
SPN 471	CULTURAL DIVERSITY AND LEGACIES THROUGH FILM	4
SPN 472	LITERATURE OF THE DOMINICAN REPUBLIC	4
SPN 473	AFRO-HISPANIC LITERATURE	4
SPN 474	LITERATURE OF THE CONQUEST	4
SPN 475	LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO MODERNISM	4
SPN 476	SOR JUANA INES DE LA CRUZ	4
SPN 477	PERUVIAN REALITIES IN A MULTICULTURAL SOCIETY: HISTORY, CULTURE, POLITICS, VIOLENCE & SOCIAL JUSTICE	4
SPN 478	FOUNDATIONAL FICTIONS	4
SPN 491	THE SOCIOLINGUISTICS OF HERITAGE LANGUAGE LITERACY	4
SPN 492	TRANSNATIONALISM AND SOCIAL JUSTICE	4

Courses in Translation and Interpreting

Course	Title	Quarter Hours
MOL 470	PROFESSIONAL TRANSLATION AND INTERPRETING	4
MOL 471	TRANSLATION AS AN ART & SCIENCE	4
MOL 472	TRANSLATION LANGUAGE-PAIR PRACTICE	4
MOL 473	CONSECUTIVE INTERPRETING	4
MOL 474	SIMULTANEOUS INTERPRETING	4
MOL 479	TRANSLATION/INTERPRETING PRACTICUM	2

Course	Title	Quarter Hours
MOL 470	PROFESSIONAL TRANSLATION AND INTERPRETING	4
MOL 471	TRANSLATION AS AN ART & SCIENCE	4
MOL 472	TRANSLATION LANGUAGE-PAIR PRACTICE	4
MOL 473	CONSECUTIVE INTERPRETING	4
MOL 474	SIMULTANEOUS INTERPRETING	4
MOL 479	TRANSLATION/INTERPRETING PRACTICUM	2

Urban Diplomacy, Applied Diplomacy (MA)

"We should expect private enterprises, civil society organizations and possibly individual people to engage in more and more diplomacy as they

become more influential in international relations. We should want them all to be good at it."

- Paul Sharp, Diplomatic Theory of International Relations, 2009

The Urban Diplomacy concentration provides a foundation for those who are interested in applying the insights and practices of diplomacy to the context of the modern city. The concentration is ideal for those pursuing vocations in local politics, urban non-profit organizations, community organizing or globally-connected business. Students selecting this concentration will place the study and practice of diplomacy into conversation with Critical Ethnic Studies, Communication, Journalism, Public Service, Sociology, Sustainable Urban Development and Women and Gender Studies.

Students in the Urban Diplomacy concentration are required to take four courses from the following list:

Course	Title	Quarter Hours
Choose four from the following:		16
CES 403	CITIES AND RACIAL FORMATION	
CMNS 501	COMMUNICATION IN CULTURAL CONTEXTS	
CMNS 522	COMMUNICATING IDENTITY	
CMNS 542	MULTICULTURAL COMMUNICATION IN THE WORKPLACE	
CMNS 552	RELATIONSHIPS AND INFLUENCE IN THE WORKPLACE	
INT 405	CULTURE AND INEQUALITY	
JOUR 525	URBAN AFFAIRS REPORTING	
JOUR 526	POLITICAL COMMUNICATION	
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	
MPS 571	METROPOLITAN PLANNING	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	
SOC 420	URBAN SOCIOLOGY	
SOC 426	URBAN DEVELOPMENT POLICIES	
SOC 465	RACE AND ETHNIC RELATIONS	
SUD 401	SUSTAINABLE URBAN DEVELOPMENT I: PLANNING, POLICY & COMMUNITY DEVELOPMENT	
SUD 402	SUSTAINABLE URBAN DEVELOPMENT II: APPLIED ANALYSIS OF URBAN ENVIRONMENTAL POLICY	
SUD 403	BROWNFIELDS REDEVELOPMENT: PRACTICE AND IMPLEMENTATION	
SUD 420	SUSTAINABLE URBAN FOOD SYSTEMS	
SUD 430	SUSTAINABLE URBAN TRANSPORTATION	
SUD 451	SUSTAINABLE CITIES AND FOOD JUSTICE	
WGS 414	ANTIRACIST FEMINISMS	
WGS 420	TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE	
WGS 465	GLOBALIZATION, TRANSNATIONALISM, AND GENDER	
WGS 475	FEMINISMS OF THE BLACK DIASPORA	

WGS 485 WOMEN, GENDER, AGENCY, AND SOCIAL CHANGE

WGS 488 QUEER THEORY: AN INTRODUCTION

Applied Diplomacy (Minor)

The Minor in Applied Diplomacy is designed to equip students with an understanding of the transprofessional nature of modern diplomacy, which holds that while diplomacy is practiced by nation-state diplomatic corps representatives, it is also practiced by businesspeople, scientists, artists, educators, religious leaders, community organizers and activists, among others. This perspective is the hallmark of the Grace School of Applied Diplomacy and is the lens through which we aim to inspire minors to see the work they are doing in their respective majors as a vital source of diplomatic knowledge and practice.

The core courses required for a Minor in Applied Diplomacy have been chosen to give the students a strong foundation upon which to build a bridge between their own major and the discipline of diplomatic studies.

The Minor in Applied Diplomacy consists of six courses. Three of these courses must be drawn from among DPL 200, DPL 201, DPL 202 and DPL 203. Students taking the Minor may also take a fourth course from this group.

Course	Title	Quarter Hours
Choose 3 of the following:		12
DPL 200	DIPLOMACY: ITS PAST AND PRESENT	4
DPL 201	DIPLOMACY: ITS PRESENT AND FUTURE	4
DPL 202	TRANSPROFESSIONAL MEDIATION AND NEGOTIATION	4
DPL 203	CITIZEN DIPLOMACY IN THE 21ST CENTURY	4
Select 3 additional courses from Applied Diplomacy concentration courses		12

The three remaining courses a student must take to fulfill the requirements of the Minor can be drawn from no more than two of the eleven concentrations offered in the BA program. One of the three remaining courses may be fulfilled by the fourth course from "DPL 200-201-202-203" group above. Students who minor in Applied Diplomacy will be encouraged to work with an advisor to select concentration courses which best reflect their field of interest.

- Diplomacy and Critical Theory (<https://las.depaul.edu/academics/applied-diplomacy/undergraduate/applied-diplomacy-ba/concentration-requirements/Pages/diplomacy-critical-theory.aspx>)
- Diplomacy and International Law (<https://las.depaul.edu/academics/applied-diplomacy/undergraduate/applied-diplomacy-ba/concentration-requirements/Pages/diplomacy-international-law.aspx>)
- Diplomacy and International Political Economy (<https://las.depaul.edu/academics/applied-diplomacy/undergraduate/applied-diplomacy-ba/concentration-requirements/Pages/diplomacy-international-political-economy.aspx>)
- Diplomacy and International Relations (<https://las.depaul.edu/academics/applied-diplomacy/undergraduate/applied-diplomacy-ba/concentration-requirements/Pages/diplomacy-international-relations.aspx>)

- Diplomacy and Religion (<https://las.depaul.edu/academics/applied-diplomacy/undergraduate/applied-diplomacy-ba/concentration-requirements/Pages/diplomacy-religion.aspx>)
- Diplomacy and the Arts (<https://las.depaul.edu/academics/applied-diplomacy/undergraduate/applied-diplomacy-ba/concentration-requirements/Pages/diplomacy-arts.aspx>)
- Diplomacy, Culture, and Identity (<https://las.depaul.edu/academics/applied-diplomacy/undergraduate/applied-diplomacy-ba/concentration-requirements/Pages/diplomacy-culture-identity.aspx>)
- Diplomacy, Non-Governmental Organizations, and Peacebuilding (<https://las.depaul.edu/academics/applied-diplomacy/undergraduate/applied-diplomacy-ba/concentration-requirements/Pages/diplomacy-ngos-peacebuilding.aspx>)
- History of Diplomacy (<https://las.depaul.edu/academics/applied-diplomacy/undergraduate/applied-diplomacy-ba/concentration-requirements/Pages/history-of-diplomacy.aspx>)
- Urban Diplomacy (<https://las.depaul.edu/academics/applied-diplomacy/undergraduate/applied-diplomacy-ba/concentration-requirements/Pages/urban-diplomacy.aspx>)

Applied Mathematics (MS)

Program Requirements	Quarter Hours
Core	24-40
Electives	8-24
Degree Requirements	48 hours

Learning Outcomes

Students will be able to:

- Demonstrate knowledge of the mathematical basis and foundations of probability and statistics necessary to develop and implement appropriate mathematical models.
- Solve a computational problem by using appropriate numerical and statistical procedures with a focus on accuracy, error control, and efficiency.
- Implement a variety of mathematical and statistical structures to model and analyze complex problems.
- Identify, formulate, abstract, and solve mathematical problems using tools from a variety of mathematical areas including calculus, linear algebra, algebra, analysis, probability, and statistics.
- Use computational and statistical software platforms to develop and execute various mathematical procedures and numerical algorithms.
- Communicate mathematical ideas professionally, in verbal and visual form, by using appropriate terminology and notation.

Degree Requirements

Course Requirements

Candidates for the degree must complete at least 48 quarter hours of graduate level work in applied mathematics.

Concentration Requirement

Applied Mathematics students must choose one concentration: Actuarial Science, Statistics, Applied and Computational Mathematics, or Mathematical Finance.

Computer Usage

The department places strong emphasis on computation and is well supported with equipment and software necessary for research. Computers are used for data analysis and to find solutions to problems that arise in numerical analysis, simulations, and mathematical modeling. The computer packages used in these courses are likely to play an important role in the solution of the problems students will encounter in their places of employment.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. Students may declare at most two concentrations for their MS, provided they successfully complete at least 14 courses as 56 credit hours required for their degree.

In addition to any degree requirements, students are required to choose one of the following:

- Actuarial Science Concentration, Applied Mathematics (MS) (p. 142)
- Applied and Computational Mathematics Concentration, Applied Mathematics (MS) (p. 143)
- Mathematical Finance Concentration, Applied Mathematics (MS) (p. 143)
- Statistics Concentration, Applied Mathematics (MS) (p. 144)

Student Handbook

Academic Probation

A student will be placed on academic probation at the time when his/her cumulative GPA falls below 2.70.

Academic Dismissal

A graduate student may be academically dismissed under one or more of the following violations of satisfactory progress: his/her cumulative GPA remains below 2.70 after one year of coursework while being on academic probation, or lack of progress toward degree completion.

Conditional Admission

Students whose undergraduate degrees were in majors other than mathematics or related fields may be conditionally admitted provided they complete the following minimum prerequisites as conditions: two years of calculus [the equivalent of MAT 150-MAT 152], multivariable calculus and linear algebra [the equivalent of MAT 260-MAT 262], and a course in statistics. Additionally, a course in computer programming is required.

Readmission

The same readmission standards outlined in the Graduate Student Handbook and approval of the program director are observed for students in these programs.

Transfer Credit

No more than two graduate courses (8 quarter credit hours or its semester equivalent) may be transferred from another DePaul program or institution provided that they are equivalent to courses offered in DePaul's graduate program, and they did not count toward another degree either at DePaul or another institution. Written approval must come from graduate program director and associate dean for graduate studies.

Undergraduate Courses

No undergraduate courses shall count toward the graduate degree.

Graduation Requirements

Requirements include, but are not limited to, twelve graduate courses (48 credit hours) at a minimum cumulative GPA of 2.70.

Graduation with Distinction

A minimum cumulative GPA of 3.83 for coursework applied toward the applied mathematics degree is required for graduation with distinction.

Time Limitation

The degree is expected to be completed in a maximum of six years.

Actuarial Science Concentration, Applied Mathematics (MS)

Course Requirements

Core Courses - All 10 courses / 40 credit hours:

Course	Title	Quarter Hours
MAT 451	PROBABILITY AND STATISTICS I	4
MAT 452	PROBABILITY AND STATISTICS II	4
MAT 453	PROBABILITY AND STATISTICS III	4
MAT 456	APPLIED REGRESSION ANALYSIS	4
MAT 461	ACTUARIAL SCIENCE I: THEORY OF INTEREST	4
MAT 462	ACTUARIAL SCIENCE II: BASIC CONTINGENCIES	4
MAT 463	ACTUARIAL SCIENCE III: ADVANCED CONTINGENCIES	4
MAT 464	LOSS MODELS I	4
MAT 465	LOSS MODELS II	4
MAT 468	MATHEMATICS FOR FINANCE	4

Electives - Choose 2 courses / 8 credit hours:

Course	Title	Quarter Hours
MAT 448	STATISTICAL METHODS USING SAS	
MAT 455	STOCHASTIC PROCESSES	
MAT 459	SIMULATION MODELS AND MONTE CARLO METHOD	
MAT 460	TOPICS IN STATISTICS	
MAT 470	ADVANCED LINEAR ALGEBRA	
MAT 485	NUMERICAL ANALYSIS I	
MAT 512	APPLIED TIME SERIES AND FORECASTING	

Applied and Computational Mathematics Concentration, Applied Mathematics (MS)

Course Requirements

Core Courses - All 8 courses / 32 credit hours

Course	Title	Quarter Hours
MAT 451	PROBABILITY AND STATISTICS I	4
MAT 485	NUMERICAL ANALYSIS I	4
MAT 486	NUMERICAL ANALYSIS II	4
MAT 437	COMPLEX ANALYSIS	4
MAT 484	MATHEMATICAL MODELING	4
MAT 470	ADVANCED LINEAR ALGEBRA	4
MAT 482	PARTIAL DIFFERENTIAL EQUATIONS	4
MAT 494	GRAPH THEORY	4

Electives - Any 4 courses / 16 credit hours

Course	Title	Quarter Hours
MAT 459	SIMULATION MODELS AND MONTE CARLO METHOD	
MAT 452	PROBABILITY AND STATISTICS II	
MAT 453	PROBABILITY AND STATISTICS III	
MAT 481	FOURIER ANALYSIS AND SPECIAL FUNCTIONS	
MAT 435	MEASURE THEORY	
MAT 436	FUNCTIONAL ANALYSIS	
MAT 471	GROUP THEORY	
MAT 596	ADVANCED TOPICS IN ALGEBRA	
MAT 597	ADVANCED TOPICS IN ANALYSIS	
MAT 455	STOCHASTIC PROCESSES	
MAT 468	MATHEMATICS FOR FINANCE	
MAT 469	STOCHASTIC CALCULUS	
MAT 496	GAME THEORY	
MAT 448	STATISTICAL METHODS USING SAS	
MAT 487	OPERATIONS RESEARCH: LINEAR PROGRAMMING	
MAT 488	OPERATIONS RESEARCH: OPTIMIZATION THEORY	

Applied Mathematics (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Applied Mathematics (MS)

This combined program is an opportunity for every DePaul undergraduate with at least 88 credits (junior-standing) and preparatory work in Mathematics roughly equivalent to a math minor to apply for early admission to the Master of Science in Applied Mathematics. The interdisciplinary nature of this program will be beneficial to non-mathematics majors interested in studying more advanced topics in applied and computational mathematics as they are used in other fields.

Students interested in the combined degree program should consult first with their undergraduate advisor in their home college and the Applied Mathematics graduate program director to evaluate whether they are eligible for admission to the combined degree program and to plan the undergraduate program of study that includes the graduate level MAT courses as open electives or, in certain cases, as substitutes to major requirements.

Admission Criteria

Students may apply for admission to the universal combined degree program if they satisfy the following criteria:

- At least 88.0 credit hours earned (junior status)
- GPA of 3.0 or higher in courses taken at DePaul University
- Successful completion (with a grade of C- or better) of the following undergraduate coursework:
 - A year of single-variable calculus (equivalent of MAT 150-151-152)
 - A course in multivariable calculus (equivalent of MAT 260)
 - A course in linear algebra (equivalent of MAT 262)
 - A course in computer programming (e.g., C++, Python, Java, R)

To apply, students should submit the following materials to the Office of Graduate Admissions (graddepaul@depaul.edu):

- CSH Combined Program Application form
- Official copy of undergraduate transcript

Interested students are strongly encouraged to consult with the Applied Mathematics Graduate Program Director prior to submitting their application.

Students enrolled in the universal combined degree program will be awarded their Bachelor's degrees upon completion of their undergraduate degree requirements. They need to apply for undergraduate degree conferral when they reach the required credit hours and meet all other criteria for their baccalaureate degree.

Mathematical Finance Concentration, Applied Mathematics (MS)

Course Requirements

Core Courses - All 10 courses / 40 credit hours

Course	Title	Quarter Hours
MAT 451	PROBABILITY AND STATISTICS I	4
MAT 452	PROBABILITY AND STATISTICS II	4
MAT 453	PROBABILITY AND STATISTICS III	4
MAT 455	STOCHASTIC PROCESSES	4

MAT 456	APPLIED REGRESSION ANALYSIS	4
MAT 459	SIMULATION MODELS AND MONTE CARLO METHOD	4
MAT 468	MATHEMATICS FOR FINANCE	4
MAT 469	STOCHASTIC CALCULUS	4
MAT 512	APPLIED TIME SERIES AND FORECASTING	4
MAT 515	FINANCIAL MODELING	4

Electives - Any 2 courses / 8 credit hours

Course	Title	Quarter Hours
MAT 448	STATISTICAL METHODS USING SAS	4
MAT 457	NONPARAMETRIC STATISTICS	4
MAT 461	ACTUARIAL SCIENCE I: THEORY OF INTEREST	4
MAT 467	CREDIBILITY THEORY	4
MAT 485	NUMERICAL ANALYSIS I	4
MAT 487	OPERATIONS RESEARCH: LINEAR PROGRAMMING	4
MAT 488	OPERATIONS RESEARCH: OPTIMIZATION THEORY	4

Statistics Concentration, Applied Mathematics (MS)

Course Requirements

Core Courses - All 6 courses / 24 credit hours

Course	Title	Quarter Hours
MAT 448	STATISTICAL METHODS USING SAS	4
MAT 451	PROBABILITY AND STATISTICS I	4
MAT 452	PROBABILITY AND STATISTICS II	4
MAT 453	PROBABILITY AND STATISTICS III	4
MAT 456	APPLIED REGRESSION ANALYSIS	4
MAT 459	SIMULATION MODELS AND MONTE CARLO METHOD	4

Electives - Any 6 courses / 24 credit hours

Course	Title	Quarter Hours
MAT 421	BASIC BIOSTATISTICS	
MAT 443	APPLIED STATISTICS III	
MAT 454	MULTIVARIATE STATISTICS	
MAT 455	STOCHASTIC PROCESSES	
MAT 457	NONPARAMETRIC STATISTICS	
MAT 460	TOPICS IN STATISTICS	
MAT 470	ADVANCED LINEAR ALGEBRA	
MAT 485	NUMERICAL ANALYSIS I	
MAT 512	APPLIED TIME SERIES AND FORECASTING	
MAT 526	SAMPLING THEORY AND METHODS	
MAT 528	DESIGN AND ANALYSIS OF EXPERIMENTS	

Applied Professional Studies (MA)

The Master of Arts in Applied Professional Studies (MA) from the School of Continuing and Professional Studies (SCPS) is for adults like you who would benefit from a graduate degree program that's personally-relevant with room for flexibility and customization.

Whether you're a working professional seeking career advancement, a career changer or a curious learner, our master's of professional studies will deepen your knowledge, enhance your skills and advance your goals.

Our flexible approach to learning is shaped by your unique needs as an adult learner, with formats designed to fit your busy schedule. We offer options to study full-time or part-time, in online classes with synchronous meetings (Zoom) on nights or weekends.

Key Features

- Earn credit for professional certificates.
- Benefit from an advising team and instructors who are practicing experts in their fields
- Complete the degree requirements with courses, approved prior learning and certificates.
- Engage with fellow students—working professionals with diverse jobs, experience and interests.
- Complete your degree in as little as two years while attending class as a part time student.
- Program can be completed online.

Program Requirements	Quarter Hours
Degree Requirements	52
Total hours required	52

Alumni qualify for the Double Demon scholarship (<https://www.depaul.edu/admission-and-aid/Pages/scholarships.aspx>).

Learning Outcomes

Students who complete the MAAPS common curriculum plus their Focus Area demonstrate the following learning outcomes:

- Demonstrate advanced knowledge in their areas of professional study.
- Cultivate a regular practice of reflection on their professional practice.
- Engage methods of inquiry to improve practice in their areas of study.
- Take initiative to broaden professional networks and continually develop and refresh key skills.
- Anticipate, adapt and engage with emerging issues in their areas of study and practice.
- Exercise personal agency and collaborative skill to attain personal and professional goals.

Degree Requirements

Course Requirements

Students are required to complete a minimum of 52 graduate credit hours with a cumulative GPA of not less than 2.5.

Planning & Integration (8 credit hours)

Students, with the assistance of an academic committee, design individualized graduate learning plans. Once plans are approved, students pursue their plans and work to ensure that all parts link together.

Course	Title	Quarter Hours
AP 501	PROFESSIONAL PLANNING PROSEMINAR	4
AP 504	RESEARCHING PROFESSIONAL PATHWAYS	4

Liberal Learning (16 credit hours)

The liberal learning seminars offer opportunities for unique and rich discussions with fellow professionals from diverse professional backgrounds. They are designed to challenge students' thinking around topics relevant to working professionals as they enhance core skills in critical thinking, communication, collaboration, and problem solving.

Course	Title	Quarter Hours
Required Courses:		8
LLS 410D	WRITING FOR GRADUATE STUDENTS	4
LLS 450B	APPLYING SYSTEMATIC INQUIRY (IN PROFESSIONAL PRACTICE)	4
Elective Options (8 credit hours) choose from list:		8
LLS 410F		
LLS 410G	ADVANCED LEADERSHIP THEORY & PRACTICE	4
LLS 410H	EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT	4
LLS 420D	APPLYING ETHICS IN THE PROFESSIONS	4
LLS 420E	LEADERSHIP, CHANGE AND POSITIVE ORGANIZATIONS	4
LLS 420F	LEADERSHIP MODELS FOR STRONG ORGANIZATIONS	4
LLS 420G	EMOTIONAL INTELLIGENCE AT WORK	4
LLS 420H	LEADING FOR SOCIAL CHANGE	
LLS 440A	UNDERSTANDING AND FLEXING MINDSETS	4
ORGL 510	EVIDENCED BASED DECISION MAKING (formerly LLS 410E))	

Tracks (24 credit hours): Individualized, Educating Adults, Organizational Leadership, or Social Change

Students design and implement learning strategies for enhancing their understanding and competence development in each of the following aspects of their track.

Course	Title	Quarter Hours
AP 510	MAIN THEORIES AND IDEAS	2
AP 520	METHODS OF RESEARCH	2
AP 530	SPECIALIZED SKILLS	2
AP 540	COMMUNICATION MODES	2
AP 550	ORGANIZATIONAL AND/OR INTERPERSONAL DYNAMICS	2
AP 560	CHALLENGES FROM LARGER CONTEXTS	2

AP 570	ETHICAL ISSUES	2
AP 574	REFLECTION IN/ON PRACTICE	2
AP 584	SUPPLEMENTAL COMPETENCE I	2
AP 585	SUPPLEMENTAL COMPETENCE II	2
AP 586	SUPPLEMENTAL COMPETENCE III	2
AP 587	SUPPLEMENTAL COMPETENCE IV	2

Program Culmination (4 credit hours)

Students culminate their graduate study through either four supplemental competencies or an integrating project (proposal and final artifact).

Course	Title	Quarter Hours
Supplementals (Electives)		
AP 588	SUPPLEMENTAL COMPETENCE V	2
AP 589	SUPPLEMENTAL COMPETENCE VI	2
Integrating Project		
AP 592	GRADUATE CAPSTONE PROJECT	4

MAAPS Program Tracks

The MAAPS Program is designed around the completion of content tracks. Students may choose from tracks in Organizational Leadership, Educating Adults or Social Change that include several required courses, elective course options and other ways to document learning in those tracks. The program also offers a Customized Focus Area track that is designed according to the student's career and learning goals.

Organizational Leadership Track

The Organizational Leadership track is designed for students interested in developing and applying effective leadership skills known to be crucial to success in the business world. Completing the Organizational Leadership track will provide opportunities for students to positively impact their organizations. Students will learn to apply relevant leadership theories and models to generate solutions to real world problems within various types of organizations and to advance teams toward a shared corporate vision.

Course	Title	Quarter Hours
Organizational Leadership Required Courses		12
ORGL 506	LEADERSHIP AND ORGANIZATIONAL THEORY	4
ORGL 508	COMMUNICATION SKILLS AND STRATEGIES	4
ORGL 510	EVIDENCED BASED DECISION MAKING	4
Organizational Leadership Elective Options		12
ORGL 512	LEADING FOR SOCIAL CHANGE	4
ORGL 516	GENDER AND DIVERSITY IN LEADERSHIP	4
LLS 420E	LEADERSHIP, CHANGE AND POSITIVE ORGANIZATIONS	4

Educating Adults Track

The Educating Adults track is designed for students working in diverse settings who are involved in the process and practice of adults' learning. Grounded in current research and best practices in adult education and learning theory, the Educating Adults track is made up of a set of core courses and learning activities to be applied in the students'

own workplace/practice setting. Participants in this track deepen their knowledge and skills in the areas of assessment, design, facilitation, evaluation, and applied research to improve their repertoire of core and cutting-edge knowledge and skill as educators of adults.

Course	Title	Quarter Hours
Educating Adults Required Courses		12
EA 516	DESIGNING EDUCATIONAL OFFERINGS	4
EA 517	FACILITATING ADULT LEARNING	4
EA 518	ENHANCING PRACTICE WITH THEORY IN ADULT LEARNING	4
Educating Adults Elective Options		12
EA 526	ASSESSING ADULT LEARNING	4
EA 542	DESIGNING OUTCOME BASED EVALUATION	2-4
EA 546	EDUCATING FOR SOCIAL JUSTICE GFDIS	4
EA 547	DESIGNING ONLINE LEARNING	4

Social Change Track

This track is designed for individuals whose practice involves leading effective social change in communities and organizations. Integral components of this track are ethical decision-making, global and inclusive perspectives, future trends, and mentorship. Learning gained from the track's core curriculum, as well as the applied capstone project, is essential to unlock each participants' potential to effectively lead social change. As students collaborate with the other advocates in their communities, they have the unique opportunity to practice the creation of responsible action plans to effect constructive social change.

Customized Focus Area Track

The Customized Focus Area track allows students to research and design a path leading to the attainment of specific, academically grounded objectives in an applied professional field. This Customized Focus Area integrates graduate level coursework, applied learning activity, academic inquiry, and professional development. Since the Customized Focus Area track is not limited to a particular academic area with existing professional standards, it is ideal for entrepreneurial students ready to work with leaders in their field to determine the appropriate professional standards for their unique, often cutting edge or hybrid, focus.

Applied Professional Studies (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Applied Professional Studies (MA)

The Applied Professional Studies (MAAPS (p. 144)) combined degree program from the School of Continuing and Professional Studies (<https://scps.depaul.edu/Pages/default.aspx>) (SCPS) is open to all undergraduate majors across the university. Students who are interested in this program must apply to the SCPS Graduate Admission Office in their junior year, and if accepted, can take up to three graduate courses

(12 credits). These three courses count towards both the bachelor's program and the Master of Arts degree. Students will pay the current undergraduate tuition rate for these three courses. Once students earn their Bachelor of Arts or Bachelor of Science degree from DePaul, they matriculate as a graduate student and complete the remaining required courses for their Master of Arts degree. Students should work with their undergraduate advisor to see how the graduate classes will fulfill undergraduate degree requirements. Students must maintain a 3.0 GPA (B or better) in each graduate class taken in their senior year in order to continue in the program.

Pathway participants may take 12 credit hours from the Liberal Learning section of the graduate programs. Current offerings include:

- LLS 410D WRITING FOR GRADUATE STUDENTS
- LLS 410G ADVANCED LEADERSHIP THEORY & PRACTICE
- LLS 410H EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT
- LLS 420D APPLYING ETHICS IN THE PROFESSIONS
- LLS 420E LEADERSHIP, CHANGE AND POSITIVE ORGANIZATIONS
- LLS 420F LEADERSHIP MODELS FOR STRONG ORGANIZATIONS
- LLS 420G EMOTIONAL INTELLIGENCE AT WORK
- LLS 420H LEADING FOR SOCIAL CHANGE
- LLS 440A UNDERSTANDING AND FLEXING MINDSETS

Alumni qualify for the Double Demon scholarship (<https://www.depaul.edu/admission-and-aid/Pages/scholarships.aspx>).

Applied Professional Studies (MA) Online

The Master of Arts in Applied Professional Studies Online (MA) from the School of Continuing and Professional Studies (SCPS) is for adults like you who would benefit from a graduate degree program that's personally-relevant with room for flexibility and customization.

Whether you're a working professional seeking career advancement, a career changer or a curious learner, our master's of professional studies will deepen your knowledge, enhance your skills and advance your goals.

Our flexible approach to learning is shaped by your unique needs as an adult learner, with formats designed to fit your busy schedule. We offer options to study full-time or part-time, in online classes with synchronous meetings (Zoom) on nights or weekends.

Key Features

- Earn credit for professional certificates.
- Manage the pace, place and process of implementing your educational plan.
- Benefit from the support of a faculty advisor and a professional advisor in your field.
- Engage with fellow students—working professionals with diverse jobs, experience and interests.
- Complete your degree in as little as two years while attending class as a part time student.
- Program can be completed online.

Program Requirements	Quarter Hours
Degree Requirements	52
Total hours required	52

Alumni qualify for the Double Demon scholarship (<https://www.depaul.edu/admission-and-aid/Pages/scholarships.aspx>).

Learning Outcomes

- Demonstrate advanced knowledge in their areas of professional study.
- Cultivate a regular practice of reflection on their professional practice.
- Engage methods of inquiry to improve practice in their areas of study.
- Take initiative to broaden professional networks and continually develop and refresh key skills.
- Anticipate, adapt and engage with emerging issues in their areas of study and practice.
- Exercise personal agency and collaborative skill to attain personal and professional goals.

Degree Requirements

Course Requirements

Students are required to complete a minimum of 52 graduate credit hours with a cumulative GPA of not less than 2.5.

Planning & Integration (8 credit hours)

Students, with the assistance of an academic committee, design individualized graduate learning plans. Once plans are approved, students pursue their plans and work to ensure that all parts link together.

Course	Title	Quarter Hours
AP 501	PROFESSIONAL PLANNING PROSEMINAR	4
AP 504	RESEARCHING PROFESSIONAL PATHWAYS	4

Liberal Learning (16 credit hours)

The liberal learning seminars offer opportunities for unique and rich discussions with fellow professionals from diverse professional backgrounds. They are designed to challenge students' thinking around topics relevant to working professionals as they enhance core skills in critical thinking, communication, collaboration, and problem solving.

Course	Title	Quarter Hours
Required Courses:		8
LLS 410D	WRITING FOR GRADUATE STUDENTS	4
LLS 450B	APPLYING SYSTEMATIC INQUIRY (IN PROFESSIONAL PRACTICE)	4
Elective Options (8 credit hours) choose from list:		8
LLS 410F		
LLS 410G	ADVANCED LEADERSHIP THEORY & PRACTICE	4
LLS 410H	EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT	4
LLS 420D	APPLYING ETHICS IN THE PROFESSIONS	4

LLS 420E	LEADERSHIP, CHANGE AND POSITIVE ORGANIZATIONS	4
LLS 420F	LEADERSHIP MODELS FOR STRONG ORGANIZATIONS	4
LLS 420G	EMOTIONAL INTELLIGENCE AT WORK	4
LLS 420H	LEADING FOR SOCIAL CHANGE	
LLS 440A	UNDERSTANDING AND FLEXING MINDSETS	4
ORGL 510	EVIDENCED BASED DECISION MAKING (formerly LLS 410E)	

Tracks (24 credit hours): Individualized, Educating Adults, Organizational Leadership, or Social Change

Students design and implement learning strategies for enhancing their understanding and competence development in each of the following aspects of their track.

Course	Title	Quarter Hours
AP 510	MAIN THEORIES AND IDEAS	2
AP 520	METHODS OF RESEARCH	2
AP 530	SPECIALIZED SKILLS	2
AP 540	COMMUNICATION MODES	2
AP 550	ORGANIZATIONAL AND/OR INTERPERSONAL DYNAMICS	2
AP 560	CHALLENGES FROM LARGER CONTEXTS	2
AP 570	ETHICAL ISSUES	2
AP 574	REFLECTION IN/ON PRACTICE	2
AP 584	SUPPLEMENTAL COMPETENCE I	2
AP 585	SUPPLEMENTAL COMPETENCE II	2
AP 586	SUPPLEMENTAL COMPETENCE III	2
AP 587	SUPPLEMENTAL COMPETENCE IV	2

Program Culmination (4 credit hours)

Students culminate their graduate study through either four supplemental competencies or an integrating project (proposal and final artifact).

Course	Title	Quarter Hours
Supplementals (Electives)		
AP 588	SUPPLEMENTAL COMPETENCE V	2
AP 589	SUPPLEMENTAL COMPETENCE VI	2
Integrating Project		
AP 592	GRADUATE CAPSTONE PROJECT	4

MAAPS Program Tracks

The MAAPS Program is designed around the completion of content tracks. Students may choose from tracks in Organizational Leadership, Educating Adults or Social Change that include several required courses, elective course options and other ways to document learning in those tracks. The program also offers a Customized Focus Area track that is designed according to the student's career and learning goals.

Organizational Leadership Track

The Organizational Leadership track is designed for students interested in developing and applying effective leadership skills known to be

crucial to success in the business world. Completing the Organizational Leadership track will provide opportunities for students to positively impact their organizations. Students will learn to apply relevant leadership theories and models to generate solutions to real world problems within various types of organizations and to advance teams toward a shared corporate vision.

Course	Title	Quarter Hours
Organizational Leadership Required Courses		12
ORGL 506	LEADERSHIP AND ORGANIZATIONAL THEORY	4
ORGL 508	COMMUNICATION SKILLS AND STRATEGIES	4
ORGL 510	EVIDENCED BASED DECISION MAKING	4
Organizational Leadership Elective Options		12
ORGL 512	LEADING FOR SOCIAL CHANGE	4
ORGL 516	GENDER AND DIVERSITY IN LEADERSHIP	4
LLS 420E	LEADERSHIP, CHANGE AND POSITIVE ORGANIZATIONS	4

Educating Adults Track

The Educating Adults track is designed for students working in diverse settings who are involved in the process and practice of adults' learning. Grounded in current research and best practices in adult education and learning theory, the Educating Adults track is made up of a set of core courses and learning activities to be applied in the students' own workplace/practice setting. Participants in this track deepen their knowledge and skills in the areas of assessment, design, facilitation, evaluation, and applied research to improve their repertoire of core and cutting-edge knowledge and skill as educators of adults.

Course	Title	Quarter Hours
Educating Adults Required Courses		12
EA 516	DESIGNING EDUCATIONAL OFFERINGS	4
EA 517	FACILITATING ADULT LEARNING	4
EA 518	ENHANCING PRACTICE WITH THEORY IN ADULT LEARNING	4
Educating Adults Elective Options		12
EA 526	ASSESSING ADULT LEARNING	4
EA 542	DESIGNING OUTCOME BASED EVALUATION	2-4
EA 546	EDUCATING FOR SOCIAL JUSTICE GFDIS	4
EA 547	DESIGNING ONLINE LEARNING	4

Social Change Track

This track is designed for individuals whose practice involves leading effective social change in communities and organizations. Integral components of this track are ethical decision-making, global and inclusive perspectives, future trends, and mentorship. Learning gained from the track's core curriculum, as well as the applied capstone project, is essential to unlock each participants' potential to effectively lead social change. As students collaborate with the other advocates in their communities, they have the unique opportunity to practice the creation of responsible action plans to effect constructive social change.

Customized Focus Area Track

The Customized Focus Area track allows students to research and design a path leading to the attainment of specific, academically grounded objectives in an applied professional field. This Customized Focus Area integrates graduate level coursework, applied learning activity, academic inquiry, and professional development. Since the Customized Focus Area track is not limited to a particular academic area with existing professional standards, it is ideal for entrepreneurial students ready to work with leaders in their field to determine the appropriate professional standards for their unique, often cutting edge or hybrid, focus.

Applied Psychology (Minor)

The Applied Psychology minor allows you to study the application of psychological theories and research to fields that integrate applied psychological perspectives including health care, education, community outreach, and sports.

This minor is only for non-psychology majors and a maximum of one psychology minor may be earned by a student.

Psychology majors cannot earn a minor in applied psychology.

Six psychology courses are required, including:

Course	Title	Quarter Hours
PSY 105	INTRODUCTORY PSYCHOLOGY I	4
PSY 106	INTRODUCTORY PSYCHOLOGY II	4
PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE	4
PSY 354	COMMUNITY PSYCHOLOGY	4
Select 2 Additional Psychology courses (Recommended List):		8
PSY 317	PSYCHOLOGY OF INTERPERSONAL RELATIONSHIP	
PSY 333	CHILD PSYCHOLOGY	
PSY 334	ADOLESCENT PSYCHOLOGY	
PSY 345	CULTURAL ISSUES IN PSYCHOLOGY	
PSY 363	SUBSTANCE USE DISORDERS AND RECOVERY	
PSY 366	BEHAVIOR PROBLEMS OF CHILDREN	
PSY 367	PSYCHOLOGY OF EXCEPTIONAL CHILDREN	

Applied Statistics (MS)

Program Requirements	Quarter Hours
Degree Requirements	28
Concentration Requirements	20
Total hours required	48

Learning Outcomes

Students will be able to:

- Demonstrate knowledge of the mathematical basis and foundations of probability and statistics necessary for them to develop and implement appropriate statistical models.
- Implement a variety of mathematical, statistical, and data analysis techniques to model and analyze complex problems,

and demonstrate competence in analyzing data using methods embedded in their courses.

- Solve a real-world problem using appropriate statistical procedures with a focus on precision and accuracy.
- Use computational and statistical software platforms to develop and execute various statistical procedures and statistical computing algorithms.
- Communicate statistical ideas clearly, in verbal form, using appropriate statistical terminology and generate reports that show statistical expertise in writing and model implementation.

Degree Requirements

Course Requirements

Core - All 7 courses / 28 credit hours

Course	Title	Quarter Hours
MAT 441	APPLIED STATISTICS I	4
MAT 442	APPLIED STATISTICS II	4
MAT 443	APPLIED STATISTICS III	4
MAT 451	PROBABILITY AND STATISTICS I	4
MAT 452	PROBABILITY AND STATISTICS II	4
MAT 453	PROBABILITY AND STATISTICS III	4
MAT 456	APPLIED REGRESSION ANALYSIS	4

Candidates for the degree must complete at least 48 quarter hours of graduate level work in applied statistics.

Concentration Requirement

Applied Statistics students must choose one concentration: Biostatistics, Data Science, or General Applied Statistics.

Computer Usage

The department places strong emphasis on computation and is well supported with equipment and software necessary for research. Computers are used for data analysis and to find solutions to problems that arise in numerical analysis, simulations, and mathematical modeling. The computer packages used in these courses are likely to play an important role in the solution of the problems students will encounter in their places of employment.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. Students may declare at most two concentrations for their MS, provided they successfully complete at least 14 courses as 56 credit hours required for their degree.

In addition to any degree requirements, students are required to choose one of the following:

- Biostatistics Concentration, Applied Statistics (MS) (p. 150)
- Data Science Concentration, Applied Statistics (MS) (p. 150)
- General Applied Statistics Concentration, Applied Statistics (MS) (p. 151)

Program Graduate Academic Student Handbook

Academic Probation

A student will be placed on academic probation at the time when his/her cumulative GPA falls below 2.70.

Academic Dismissal

A graduate student may be academically dismissed under one or more of the following violations of satisfactory progress: his/her cumulative GPA remains below 2.70 after one year of coursework while being on academic probation, or lack of progress toward degree completion.

Conditional Admission

Students whose undergraduate degrees were in majors other than mathematics or related fields may be conditionally admitted provided they complete the following minimum prerequisites as conditions: two years of calculus [the equivalent of MAT 150-MAT 152], multivariable calculus and linear algebra [the equivalent of MAT 260-MAT 262], and a course in statistics.

Readmission

The same readmission standards outlined in the Graduate Student Handbook and approval of the program director are observed for students in these programs.

Transfer Credit

No more than two graduate courses (8 quarter hours or its semester equivalent) may be transferred from another program or institution provided that they are equivalent to courses offered in DePaul's graduate program, and they did not count toward another degree at DePaul or another institution. Written approval must come from graduate program director and associate dean for graduate studies.

Undergraduate Courses

No undergraduate courses shall count toward the graduate degree.

Graduation Requirements

Requirements include, but are not limited to, twelve graduate courses (48 credit hours) at a minimum cumulative GPA of 2.70.

Graduation with Distinction

A minimum cumulative GPA of 3.83 for coursework applied toward the applied statistics degree is required for graduation with distinction.

Time Limitation

The degree is expected to be completed in a maximum of six years.

Applied Statistics (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Applied Statistics (MS)

This combined program is an opportunity for every DePaul undergraduate with at least 88 credits (junior-standing) and preparatory work in Mathematics roughly equivalent to a math or stat minor to apply for early admission to the Master of Science in Applied Statistics. The interdisciplinary nature of this program will be beneficial to non-mathematics majors interested in studying the theory and application of mathematics and statistics as well as statistical computing. This can help them connect applied statistics to their area of study and will provide them with contextualized experience in data analysis.

Students interested in the combined degree program should consult first with their undergraduate advisor in their home college and the Applied Statistics graduate program director to evaluate whether they are eligible for admission to the combined degree program and to plan the undergraduate program of study that includes the graduate level MAT courses as open electives or, in certain cases, as substitutes to major requirements.

Admission Criteria

Students may apply for admission to the universal combined degree program if they satisfy the following criteria:

- At least 88.0 credit hours earned (junior status)
- GPA of 3.0 or higher in courses taken at DePaul University
- Successful completion (with a grade of C- or better) of the following undergraduate coursework:
 - A year of single-variable calculus (equivalent of MAT 150-151-152)
 - A course in multivariable calculus (equivalent of MAT 260)
 - A course in linear algebra (equivalent of MAT 262)
 - A course in computer programming (e.g., C++, Python, Java, R)

To apply, students should submit the following materials to the Office of Graduate Admissions (graddepaul@depaul.edu):

- CSH Combined Program Application form
- Official copy of undergraduate transcript

Interested students are strongly encouraged to consult with the Applied Statistics Graduate Program Director prior to submitting their application.

Students enrolled in the universal combined degree program will be awarded their Bachelor's degrees upon completion of their undergraduate degree requirements. They need to apply for undergraduate degree conferral when they reach the required credit hours and meet all other criteria for their baccalaureate degree.

Biostatistics Concentration, Applied Statistics (MS)

Concentration Requirements - All 3 courses / 12 credit hours

Course	Title	Quarter Hours
MAT 421	BASIC BIOSTATISTICS	4
MAT 424	ADVANCED BIOSTATISTICS	4
MAT 425	SURVIVAL ANALYSIS	4

Electives - Any 2 courses / 8 credit hours

Course	Title	Quarter Hours
Select two of the following:		8
MAT 454	MULTIVARIATE STATISTICS	
MAT 455	STOCHASTIC PROCESSES	
MAT 457	NONPARAMETRIC STATISTICS	
MAT 459	SIMULATION MODELS AND MONTE CARLO METHOD	
MAT 465	LOSS MODELS II	
MAT 512	APPLIED TIME SERIES AND FORECASTING	
MAT 526	SAMPLING THEORY AND METHODS	
MAT 528	DESIGN AND ANALYSIS OF EXPERIMENTS	

Data Science Concentration, Applied Statistics (MS)

Concentration Requirements - All 4 courses / 16 credit hours

Course	Title	Quarter Hours
MAT 449	STATISTICAL DATA MANAGEMENT	4
MAT 450	ADVANCED STATISTICAL COMPUTING	4
MAT 491	DATA MINING	4
CSC 555	MINING BIG DATA	4

Electives - Any 1 course / 4 credit hours

Course	Title	Quarter Hours
Select one of the following:		4
MAT 454	MULTIVARIATE STATISTICS	
MAT 455	STOCHASTIC PROCESSES	
MAT 457	NONPARAMETRIC STATISTICS	
MAT 459	SIMULATION MODELS AND MONTE CARLO METHOD	
MAT 488	OPERATIONS RESEARCH: OPTIMIZATION THEORY	
MAT 512	APPLIED TIME SERIES AND FORECASTING	
DSC 465	DATA VISUALIZATION	

DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS
DSC 480	SOCIAL NETWORK ANALYSIS
CSC 575	INTELLIGENT INFORMATION RETRIEVAL

General Applied Statistics Concentration, Applied Statistics (MS)

Concentration Requirements - All 2 courses / 8 credit hours

Course	Title	Quarter Hours
MAT 512	APPLIED TIME SERIES AND FORECASTING	4
MAT 528	DESIGN AND ANALYSIS OF EXPERIMENTS	4

Electives - Any 3 courses / 12 credit hours

Course	Title	Quarter Hours
Select three of the following:		12
MAT 449	STATISTICAL DATA MANAGEMENT	
MAT 450	ADVANCED STATISTICAL COMPUTING	
MAT 454	MULTIVARIATE STATISTICS	
MAT 455	STOCHASTIC PROCESSES	
MAT 457	NONPARAMETRIC STATISTICS	
MAT 458	STATISTICAL QUALITY CONTROL	
MAT 459	SIMULATION MODELS AND MONTE CARLO METHOD	
MAT 460	TOPICS IN STATISTICS	
MAT 489	QUEUEING THEORY WITH APPLICATIONS	
MAT 526	SAMPLING THEORY AND METHODS	
MAT 598	ADVANCED PROBLEM SOLVING IN ALGEBRA AND ANALYSIS	
MAT 599	INDEPENDENT STUDY	

Applied Statistics Certificate

The certificate program requires successful completion of six courses in Applied Statistics.

Course	Title	Quarter Hours
MAT 441	APPLIED STATISTICS I	4
MAT 442	APPLIED STATISTICS II	4
MAT 443	APPLIED STATISTICS III	4
Select three of the following:		12
MAT 456	APPLIED REGRESSION ANALYSIS	
MAT 457	NONPARAMETRIC STATISTICS	
MAT 458	STATISTICAL QUALITY CONTROL	
MAT 526	SAMPLING THEORY AND METHODS	
MAT 528	DESIGN AND ANALYSIS OF EXPERIMENTS	

Students in the Certificate in Applied Statistics program must follow the academic standing, probation and dismissal guidelines, among the other

guidelines, found in the Program Graduate Academic Student Handbook for Applied Statistics.

Students in the Certificate in Applied Statistics program must apply for degree conferral via Campus Connection in advance of their final quarter in the program in order to have their coursework audited for the awarding and delivery of their certificate.

Applied Technology (MS)

The Master of Science Program in Applied Technology (MSAT) from the School of Continuing and Professional Studies (p. 1486) (SCPS) is designed for people who want to deepen their understanding and use of technology while enhancing their skills and knowledge for improving the interface between technology and humanity in organizational systems.

Key Features

- You draw on the combined strengths of two of DePaul University's colleges—the School for Continuing and Professional Studies and the College of Computing and Digital Media.
- You develop advanced and applied capabilities in one of the following areas of “applied technology” specialization:
 - Applied Information Systems
 - Applied Network Technology
 - Applied IT Project Management
 - Applied Information Technology
 - Applied Human Computer Interaction
- You customize portions of your study by combining coursework with on-the-job applied learning projects.
- You receive assistance from a team of advisors from the University and professional community who provide coaching and mentoring to ensure your success.
- You engage in a brief/intensive series of “liberal learning” seminars designed to rekindle and/or deepen your practice in key domains of applied effectiveness (personal, interpersonal, organizational, values and inquiry).
- You accomplish your goal of graduate study—enhancing your expertise in applying technology and earning an accredited graduate degree with competencies endorsed by the University.

Program Requirements	Quarter Hours
Degree Requirements	52
Total hours required	52

Alumni qualify for the Double Demon scholarship (<https://www.depaul.edu/admission-and-aid/Pages/scholarships.aspx>).

Learning Outcomes

Students will be able to:

- Demonstrate advanced knowledge with respect to applying technology to organizational problem solving and decision-making.
- Apply reflective acuity in support of applying technology.
- Engage methods of inquiry to improve practice in applying technology in practice.
- Take initiative to add value in their professional practice.
- Adapt and engage from an over-broadening repertoire of responses.
- Contribute to achieve collective results.

Degree Requirements

Course Requirements

Students must complete a minimum of 52 graduate credit hours with a cumulative GPA of not less than 2.5.

Planning & Integration

- AT 580

Liberal Learning

Students participate in graduate seminars designed to liberate practice from single points of view and action. Students are required to complete 18 credit hours of coursework in the Liberal Learning section.

Course	Title	Quarter Hours
LLS 450A	FINDING & ASSESSING INFORMATION	2
LLS 450B	APPLYING SYSTEMATIC INQUIRY (IN PROFESSIONAL PRACTICE)	4
Electives Options		12
LLS 410D	WRITING FOR GRADUATE STUDENTS	4
LLS 410E		
LLS 410F		
LLS 410G	ADVANCED LEADERSHIP THEORY & PRACTICE	4
LLS 420D	APPLYING ETHICS IN THE PROFESSIONS	4
LLS 420E	LEADERSHIP, CHANGE AND POSITIVE ORGANIZATIONS	4
LLS 420F	LEADERSHIP MODELS FOR STRONG ORGANIZATIONS	4
LLS 420G	EMOTIONAL INTELLIGENCE AT WORK	4
LLS 420H	LEADING FOR SOCIAL CHANGE	
LLS 440A	UNDERSTANDING AND FLEXING MINDSETS	4

Professional Specialization

The Professional Specialization includes one of five career-related 'tracks' of core courses offered by the College of Computing and Digital Media.

- Applied Information Systems
- Applied Network Technology
- Applied IT Project Management
- Applied Information Technology
- Applied Human-Computer Interaction

Culmination

- AT 587
- AT 589

Concentration Requirements

- Applied Human-Computer Interaction Specialization, Applied Technology (MS) (p. 152)
- Applied Information Systems Specialization, Applied Technology (MS) (p. 153)
- Applied Information Technology Specialization, Applied Technology (MS) (p. 153)

- Applied IT Project Management Specialization, Applied Technology (MS) (p. 153)
- Applied Network Technology Specialization, Applied Technology (MS) (p. 154)

Applied Human-Computer Interaction Specialization, Applied Technology (MS)

This area of specialization within the MS in Applied Technology program prepares students to design, implement, and evaluate computer interfaces so that they are accessible and easy for people to use. This interdisciplinary specialization integrates concepts and methods from computer science, graphic design and the social sciences to provide a comprehensive understanding of the user-centered design process. The combination of coursework, liberal learning seminars, and independent workplace-based projects advance students' capabilities to influence organizations and apply a repertoire of strategies and techniques to the user-centered design process, including usability assessment and testing, user task and preference analysis, information architecture, and construction of dynamic and function-driven web sites and other applications.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Course	Title	Quarter Hours
HCI 402	FOUNDATIONS OF DIGITAL DESIGN	4
HCI 406	WEB SITE DESIGN FOR HCI	4
IT 403	STATISTICS AND DATA ANALYSIS	4
IT 411	SCRIPTING FOR INTERACTIVE SYSTEMS	4

Foundation Courses

Course	Title	Quarter Hours
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	4
HCI 445	USER RESEARCH METHODS	4
HCI 454	INTERACTION DESIGN AND INFORMATION ARCHITECTURE	4

Advanced Courses

Course	Title	Quarter Hours
Select three of the following:		12
HCI 430	PROTOTYPING AND IMPLEMENTATION	
HCI 450	FOUNDATIONS OF HUMAN-COMPUTER INTERACTION	
HCI 460	USABILITY EVALUATION METHODS	

HCI 470	DIGITAL DESIGN
HCI 511	ACCESSIBILITY CONSIDERATIONS IN HCI

Applied Information Systems Specialization, Applied Technology (MS)

The Applied Information Systems specialization focuses on integrating business and technology with an emphasis on the development, management and planning of information systems. This focus provides students with a strong foundation in business and systems analysis, project management and database and enterprise infrastructure. Students completing this specialization possess a broad range of skills and understandings in support of organizations gaining strategic and tactical competitive advantage.

Foundation Courses

Course	Title	Quarter Hours
IS 421	SYSTEMS ANALYSIS AND DESIGN	4
IS 422	SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE	4
IS 451	DATABASE DESIGN FOR INFORMATION SYSTEMS (FORMERLY CSC 451)	4

Advanced Courses

Course	Title	Quarter Hours
ECT 424		4
IS 430	FUNDAMENTALS OF IT PROJECT MANAGEMENT	4
Select one of the following:		4
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	
IS 435	ORGANIZATION MODELING FOR DIGITAL TRANSFORMATION	
IS 483	INFORMATION SERVICES AND OPERATIONS	
IS 485	REQUIREMENTS ELICITATION, ANALYSIS, AND SPECIFICATION	
IS 505	BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES	
IS 535	INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS	
IS 560		
IS 565	SOURCING FOR IT AND INNOVATION	

Applied Information Technology Specialization, Applied Technology (MS)

This area of specialization within the MS in Applied Technology program addresses contemporary needs for understanding and applying the core principles of technology to solve problems, improve effectiveness and increase efficiencies in corporations, health care institutions, and

government agencies. With the combination of coursework, workplace-based projects, and liberal learning seminars, students advance their technological, organizational, and personal capacities. Individuals who serve or are moving into positions of serving as liaisons between the Information Technology department and a functional business unit are likely to benefit from this graduate program. The program also serves those who work within departments that are information dependent, rely heavily on information technology, and/or seeking to advance their careers through project management or information technology management positions.

Foundation Courses

Course	Title	Quarter Hours
PM 430	FUNDAMENTALS OF IT PROJECT MANAGEMENT	4
or IS 430	FUNDAMENTALS OF IT PROJECT MANAGEMENT	
IS 483	INFORMATION SERVICES AND OPERATIONS	4
ECT 424		4

Advanced Courses

Course	Title	Quarter Hours
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	4
IS 535	INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS	4
IS 451	DATABASE DESIGN FOR INFORMATION SYSTEMS (FORMERLY CSC 451)	4

Applied IT Project Management Specialization, Applied Technology (MS)

This area of specialization within the MS in Applied Technology program is designed to advance the capabilities of working professionals to fill the growing need for IT project managers. The combination of coursework, liberal learning seminars, and independent workplace-based projects advance students' technological, organizational, and personal capacities to lead and manage IT project teams. Students focus on developing and leveraging knowledge and skills in project and risk management, investment financial analysis, organizational and ethical decision-making, and technologies to promote both collaboration and management controls. These and other capabilities reflect the skills to build leadership practices that enable quality work.

Foundation Courses

Course	Title	Quarter Hours
PM/IS 430	FUNDAMENTALS OF IT PROJECT MANAGEMENT	4
PM/IS 556	ENTERPRISE PROJECT MANAGEMENT	4
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	4
or IS 500	INFORMATION TECHNOLOGY LEADERSHIP	

Advanced Courses

Course	Title	Quarter Hours
PM/IS 440	COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS	4
PM/IS 535	INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS	4
PM/IS 570	ENTERPRISE SYSTEM IMPLEMENTATION	4

Applied Network Technology Specialization, Applied Technology (MS)

This area of specialization trains professionals to mediate industry demands for innovative network designs, new network applications and services, and the interactions between business enterprises and the network providers that serve them. The combination of coursework, liberal learning seminars, and independent workplace-based projects advance students' capabilities at both the theoretical and applied levels of design, configuration and management of converged communication networks. Students may pursue paths in technical areas such as network protocols, analysis, management or network and information security in wired and wireless contexts.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Course	Title	Quarter Hours
NET 405	NETWORK FUNDAMENTALS (FORMERLY TDC 405)	4
NET 411	INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS (FORMERLY TDC 411)	4
NET 413	INTRODUCTION TO LAN TECHNOLOGIES (FORMERLY TDC 413)	4

Foundation Courses

Course	Title	Quarter Hours
NET 460	FOUNDATIONS OF NETWORK TECHNOLOGIES (FORMERLY TDC 460)	4
NET 463	COMPUTER NETWORKS AND DATA SYSTEMS (FORMERLY TDC 463)	4
NET 464	CONVERGED MULTIMEDIA NETWORKS (FORMERLY TDC 464)	4

Advanced Courses

- Three additional Applied Telecommunications or Applied Network and Information Security courses chosen with advisor approval.

Arabic (MA)

DePaul's MA program in Arabic provides students a customizable, flexible curriculum to develop advanced linguistic and cultural expertise in a language and to apply that expertise in the disciplinary or professional contexts of their choice. Whether in the "global village" of today's world or in multiethnic communities such as Chicago, this advanced expertise is an increasingly valuable personal and professional asset, requiring appropriate training and credentials. The MA program especially seeks to serve adult professionals (government employees, social workers, healthcare providers, businesspeople, or certified K-12 teachers) whose careers require this applied expertise.

The MA in Arabic may be expanded also to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Arabic + Digital Humanities Certificate
- Arabic + Teaching English to Speakers of Other Languages (TESOL) Certificate
- Arabic + Translation and Interpreting Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of paragraph length; although these narrations and descriptions tend to be handled separately rather than interwoven.
- Use communicative strategies such as rephrasing and circumlocution, and contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- Combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.
- Listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.
- Understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).

Degree Requirements

Course Requirements

The curriculum of the MA in Arabic consists of twelve courses (48 quarter credit hours), divided into two parts:

1. A core curriculum of three required courses (12 quarter credit hours), and
2. Nine courses (36 quarter credit hours) in the language area. All courses in the language area must be courses taught in the target language of the student's program (i.e. courses with prefixes ARB). In exceptional cases, with the approval of the student's advisor and the director of the graduate program, a student may count one or two courses taught in English from allied fields (such as art history, economics, education, geography, health sciences, management, philosophy, political science, religion, sociology, etc.) among the nine "language area" courses in the student's program.

Core Curriculum

The core curriculum consists of the following three courses:

Course	Title	Quarter Hours
MOL 401	PROFESSIONAL FOUNDATIONS	4
MOL 402	LANGUAGE, SELF AND SOCIETY	4
MOL 496	MAMOL CAPSTONE	4

In addition, all 300-level language courses are offered simultaneously as 400-level electives to complete the MA program. The 400-level courses have additional requirements.

Additional Requirements

Additional requirements include:

- Portfolio

The portfolio (completed while enrolled in MOL 496) consists of a compilation and critical assessment of select work done throughout the program and a capstone project. Capstone projects may include a community service experience, internship, performance or creative work, teaching portfolio, thesis, or translation.

Graduation Grade Point Average Requirement

In order to graduate from the program, students must complete all program requirements with a minimum GPA of 3.000.

Thesis Option

A thesis option will be available for students who attain a GPA of at least 3.7 in the program after completing 24 credit hours of coursework.

Student Handbook

Students in a graduate program offered through Modern Languages follow the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in a Modern Language graduate program.

Language Proficiency for Admission

In order to be eligible for admission to a Modern Language graduate program a student must have successfully completed at least 20 quarter credit hours (or the equivalent in semester credit hours) of advanced college-level coursework in the language (this is the equivalent of an undergraduate "minor" at most colleges or universities in the United States).

Students who lack 20 quarter credit hours (or the equivalent in semester credit hours) of coursework must demonstrate proficiency in the language by attaining a rating of at least "Intermediate Mid" on two

standardized tests from the American Council on the Teaching of Foreign Languages (ACTFL): the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT).

Transfer Credit

Students may apply ("transfer") toward their MA programs in Modern Languages no more than eight quarter hours of graduate-level credit completed at another college or university, with approval from the departmental director of graduate programs. Students may not transfer credits already used to satisfy the degree requirements of any program at another college or university.

Students seeking to apply "transfer" credit toward their MA programs in Modern Languages must complete the college transfer request form.

Graduation with Distinction

Students from the MA programs in Modern Languages earn their degrees "with distinction" if they graduate with a cumulative grade point average (GPA) of 4.0 (on a scale where 4.0=A). To verify eligibility, students and their faculty advisors should contact the departmental advisor and the departmental director of graduate studies before the deadline to apply for graduation.

Arabic (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Arabic (MA)

Admission to this combined Master of Arts program is based on a minimum level of language proficiency (ACTFL rating of "Intermediate Mid") rather than on prior coursework. Therefore, it is open to students with any undergraduate majors with the accompanying language ability.

The program is designed to prepare students for advanced use of their linguistic skills in any area of professional interest (from business, government, and education to further graduate study).

The program requires 48-quarter hour credits of coursework. This coursework consists of:

1. 12-quarter hour credits of required courses:

Course	Title	Quarter Hours
MOL 401	PROFESSIONAL FOUNDATIONS	4
MOL 402	LANGUAGE, SELF AND SOCIETY	4
MOL 496	MAMOL CAPSTONE	4

2. 36-quarter hour credits of elective coursework, specifically relevant to each individual student's professional interests and language, and chosen in consultation with the student's faculty advisor.

The required courses (MOL 401, MOL 402, and MOL 496) are each worth 4-quarter hour credits. Elective courses may vary in credit. Because each student pursues a highly customized selection of coursework, it may include independent study, practicum, study abroad, or transfer credits that allow students to complete in any term additional credits

toward satisfaction of degree requirements. Depending on individual interests, a student may (with approval of their advisor) also take as electives courses taught in English by other DePaul units, provided that the students satisfy any relevant prerequisites for those courses.

Arabic Language (Minor)

An Arabic Language minor provides intermediate proficiency in Arabic. Arabic is considered by the United States government as one of the critical languages for Americans to learn.

The minor consists of a total of 5 courses in Arabic language at the 200/300-level. Courses taught in English will not be counted toward this minor unless Program Director permission is secured.

Students majoring in Arabic Studies (BA) or minoring in Arabic Studies are restricted from earning this minor.

Arabic Studies (BA)

Through DePaul's Arabic Studies program, students will develop the ability to speak, understand, read and write the Arabic language and will be encouraged to foster an appreciation of Islamic literature and civilization.

Studying Arabic will expand the student's knowledge of the Middle East and of the culture of more than one billion Arabs across the globe. While learning the Arabic language, the student will also learn about Arab cultural, religious and political forces.

The Arabic language is one of the United Nations' six official languages, and the U.S. Government considers it one of the most critical languages for Americans to learn. Chicago has one of the nation's largest Arab-American populations in the U.S., giving the student opportunities to visit its communities and gain first-hand knowledge about the Arab culture and language.

What can the student do with this degree?

- Consulting
- Education
- Governmental Agency Work
- Immigration Services
- International Business
- Non-Profit Work
- Public Administration
- Public Policy
- Translation Services

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	52
Open Electives	56
Total hours required	192

Learning Outcomes

Students will be able to:

- Communicate in Arabic at the Intermediate proficiency level.
- Analyze cultural products in Arabic and English.
- Explain features of Arabic and its use.

- Navigate cultural differences effectively.
- Apply their language and cross-cultural skills to other domains.
- Apply interdisciplinary methods to the analysis of Arabic-speaking communities.

College Core Requirements

Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High

or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		

LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Required ¹		4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 1 Course Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/math-and-computing/>)

- 2 Courses Required
- [1 CR Course, and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course, and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

A student whose only major is in Modern Languages is required to complete the Capstone offered by the Department of Modern Languages (MOL). A student who is double majoring (or pursuing dual degrees)

with the primary major (or primary degree) in MOL may substitute the Capstone of the secondary major or degree. An MOL major in the University Honors Program shall take only the University Honors Capstone, not both the Honors Capstone and the MOL Capstone.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

- 24-32 credit hours of 200/300 level courses in Arabic Language
- 20-28 credit hours of Allied Courses from at least three different departments

Students who begin their study of Arabic at DePaul with ARB 202 or higher may substitute a 300-level Arabic elective course for any of the required 200-level courses. No English-language ("E-designation") courses can be applied toward the "Six Advanced Level Courses in Arabic Language" requirement of the major.

MOL 340, MOL 341, and MOL 342 are specifically designed to help Arabic Studies students better understand the Arabic-speaking world. Students are highly recommended to take at least two of the three MOL Arabic-related courses that we offer.

Course	Title	Quarter Hours
MOL 340	ARAB CULTURE	
MOL 341	MEDIA IN THE ARAB WORLD	
MOL 342	MODERN ARABIC LITERATURE IN TRANSLATION	

Arabic Studies Allied Course List

Course	Title	Quarter Hours
Anthropology		
ANT 240	CULTURES OF THE MIDDLE EAST	
Art and Architecture, History of		
HAA 222	ISLAMIC ART	
HAA 397	SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE (Islamic Africa)	
Geography		
GEO 201	GEOPOLITICS	
History		
HST 141	THE MUSLIM WORLD, C. 600 CE TO 1100	
HST 142	THE MUSLIM WORLD, 1000-1500	
HST 143	THE MUSLIM WORLD, 1400-1920	
HST 226	ISLAM AND THE WEST: A SURVEY OF ORIENTALISM	

HST 361	TOPICS IN ISLAMIC HISTORY
HST 366	THE MODERN MIDDLE EAST AND NORTH AFRICA

Islamic World Studies

IWS 263	RELIGION AND POLITICS IN THE MIDDLE EAST
IWS 217	ISLAMIC CULTURES AND SOCIETIES
IWS 265	ISLAMIST POLITICAL MOVEMENTS
IWS 272	GENDER AND SEXUALITY IN MUSLIM CULTURES
IWS 295	SHI'ITE ISLAM
IWS 340	SPECIAL TOPICS IN ISLAMIC WORLD STUDIES

Modern Languages

MOL 297	SPECIAL TOPICS IN MODERN LANGUAGES
MOL 340	ARAB CULTURE
MOL 341	MEDIA IN THE ARAB WORLD
MOL 342	MODERN ARABIC LITERATURE IN TRANSLATION

Philosophy

PHL 294	MEDIEVAL PHILOSOPHY
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Political Science

PSC 255	MIDDLE EAST POLITICS
PSC 339	ADVANCED TOPICS IN POLITICAL THOUGHT (Muslim Political Thought)
PSC 349	ADVANCED TOPICS IN INTERNATIONAL RELATIONS (The Israeli-Palestinian Conflict)
PSC 349	ADVANCED TOPICS IN INTERNATIONAL RELATIONS (Political Islam and US Foreign Policy)
PSC 359	ADVANCED TOPICS IN COMPARATIVE POLITICS (Religion, Nationalism and Politics)

Religious Studies

REL 217	ISLAMIC CULTURES AND SOCIETIES
REL 263	RELIGION AND POLITICS IN THE MIDDLE EAST
REL 265	ISLAMIST POLITICAL MOVEMENTS
REL 272	GENDER AND SEXUALITY IN MUSLIM CULTURES
REL 295	SHI'ITE ISLAM

Sociology

SOC 290	SPECIAL TOPICS IN SOCIOLOGY (Women in the Arab World)
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Women's and Gender Studies

WGS 307	WOMEN IN THE MIDDLE EAST: BEYOND THE VEIL
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Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Arabic Studies 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Arabic Studies (Minor)

Through DePaul's Arabic Studies minor, students will develop a basic grasp of the Arabic language and gain an overview of Islamic literature and civilization.

Course Requirements

- Three quarters of college-level Arabic language (at any level).
- Five additional courses focusing on the Arab world from at least two different disciplines, chosen in consultation with an advisor or faculty member, from the current approved Arabic Studies Allied Course List.

Arabic Studies Allied Course List

Course	Title	Quarter Hours
Select five courses from the following (as noted above):		20
Anthropology		
ANT 240	CULTURES OF THE MIDDLE EAST	
Art and Architecture, History of		
HAA 222	ISLAMIC ART	
HAA 397	SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE (Islamic Africa)	
Geography		
GEO 201	GEOPOLITICS	
History		
HST 141	THE MUSLIM WORLD, C. 600 CE TO 1100	
HST 142	THE MUSLIM WORLD, 1000-1500	
HST 143	THE MUSLIM WORLD, 1400-1920	
HST 226	ISLAM AND THE WEST: A SURVEY OF ORIENTALISM	
HST 361	TOPICS IN ISLAMIC HISTORY	
HST 366	THE MODERN MIDDLE EAST AND NORTH AFRICA	
Islamic World Studies		
IWS 217	ISLAMIC CULTURES AND SOCIETIES	
IWS 263	RELIGION AND POLITICS IN THE MIDDLE EAST	
IWS 265	ISLAMIST POLITICAL MOVEMENTS	
IWS 272	GENDER AND SEXUALITY IN MUSLIM CULTURES	
IWS 295	SHI'ITE ISLAM	

IWS 340	SPECIAL TOPICS IN ISLAMIC WORLD STUDIES
Modern Languages	
MOL 297	SPECIAL TOPICS IN MODERN LANGUAGES
MOL 340	ARAB CULTURE
MOL 341	MEDIA IN THE ARAB WORLD
MOL 342	MODERN ARABIC LITERATURE IN TRANSLATION
Philosophy	
PHL 294	MEDIEVAL PHILOSOPHY
Political Science	
PSC 255	MIDDLE EAST POLITICS
PSC 339	ADVANCED TOPICS IN POLITICAL THOUGHT (Muslim Political Thought)
PSC 349	ADVANCED TOPICS IN INTERNATIONAL RELATIONS (The Israeli-Palestinian Conflict)
PSC 349	ADVANCED TOPICS IN INTERNATIONAL RELATIONS (Political Islam and US Foreign Policy)
PSC 359	ADVANCED TOPICS IN COMPARATIVE POLITICS (Religion, Nationalism and Politics)
Religious Studies	
REL 217	ISLAMIC CULTURES AND SOCIETIES
REL 263	RELIGION AND POLITICS IN THE MIDDLE EAST
REL 265	ISLAMIST POLITICAL MOVEMENTS
REL 272	GENDER AND SEXUALITY IN MUSLIM CULTURES
REL 295	SHI'ITE ISLAM
Sociology	
SOC 290	SPECIAL TOPICS IN SOCIOLOGY (Women in the Arab World)
Women's and Gender Studies	
WGS 307	WOMEN IN THE MIDDLE EAST: BEYOND THE VEIL

Students majoring in Arabic Studies (BA) or minoring in Arabic Language are restricted from earning this minor.

Archaeology (Minor)

The Archaeology minor provides students with an intensive grounding in both the methods and narratives of prehistoric and historic archaeology. Students are required to complete six courses (24-26 credit hours).

Course Requirements

Course	Title	Quarter Hours
ANT 103	ARCHAEOLOGY	4
or ANT 120	SCIENCE OF ARCHAEOLOGY	
ANT 202	ARCHAEOLOGICAL FIELD METHODS ¹	6
ANT 206	WORLD PREHISTORY	4
To complete the minor students may select three electives from the following:		12

ANT 250	MATERIAL CULTURE OF MODERN AMERICA
ANT 252	MATERIAL CULTURE AND DOMESTIC LIFE
ANT 254	HISTORICAL ARCHAEOLOGY OF CHICAGO
ANT 256	MUSEUMS AND MATERIAL CULTURE
ANT 358	ARCHEOLOGY OF CITIES
ANT 374	ANTHROPOLOGY AND MUSEUMS
ANT 384	ARCHAEOLOGICAL ANALYSIS
ANT 390	SPECIAL TOPICS IN ANTHROPOLOGY (Focusing primarily on archaeology)

¹ Or comparable field methods course (ANT 384).

Non-anthropology courses that apply as electives for the minor include:

Course	Title	Quarter Hours
AMS 370	THE MATERIAL CULTURE OF MODERN AMERICA	
HST 290	ANCIENT EGYPT	
HST 291	ANCIENT WORLD HISTORY: MESOPOTAMIA AND THE FERTILE CRESCENT	
HST 294	ANCIENT GREECE	
HST 296	ANCIENT ROME: ORIGINS TO THE END OF THE REPUBLIC	

Students majoring in Anthropology (BA) or minoring in Anthropology are restricted from earning this minor.

Architecture and Urbanism (Minor)

The interdisciplinary Architecture and Urbanism Minor brings together the prominent emphases on the material landscapes and cultural environments of the city evident in Geography courses and History of Art and Architecture courses. While both History of Art and Architecture and Geography have different kinds of theoretical or historical questions, they nevertheless strongly overlap when considering how the specific geographic spaces of cities unfold as particular spatial and cultural constructs. Courses in the minor thus explore the variety of ways in which the spaces of cities relate to their historical/geographical materiality. In this sense, culture is broadly construed to encompass the spatial, aesthetic, linguistic, and other social practices that define the material and phenomenological particularities of cities.

The minor is made up of 5 courses total, 2 required courses and 3 additional courses selected from the list below.

Course Requirements

Course	Title	Quarter Hours
Two Required Courses		8
GEO 233	COMPARATIVE URBANISM	
or GEO 334	URBAN/CITY DESIGN	
HAA 280	PREMODERN ARCHITECTURE: ANCIENT SOCIETIES TO THE ENLIGHTENMENT	
or HAA 281	MODERN ARCHITECTURE	
One to Two Elective Courses from Geography		4-8

GEO 103	URBANIZATION
GEO 133	URBAN GEOGRAPHY - EXPERIENTIAL LEARNING
GEO 200	SUSTAINABLE URBAN DEVELOPMENT
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT
GEO 210	INTERNATIONAL ENVIRONMENTAL CONSERVATION
GEO 231	HISTORICAL GEOGRAPHY OF CHICAGO
GEO 233	COMPARATIVE URBANISM *
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING
GEO 330	SUSTAINABLE URBAN TRANSPORTATION
GEO 333	URBAN PLANNING
GEO 334	URBAN/CITY DESIGN *
One to Two Elective Courses from History of Art and Architecture	
HAA 280	PREMODERN ARCHITECTURE: ANCIENT SOCIETIES TO THE ENLIGHTENMENT *
HAA 281	MODERN ARCHITECTURE *
HAA 301	AFRICAN ARCHITECTURE
HAA 372	CAIRO: MOTHER OF THE WORLD (WORLD CITIES)
HAA 373	KYOTO (WORLD CITIES)
HAA 375	MEXICO CITY (WORLD CITIES)
HAA 376	ROME (WORLD CITIES)
HAA 378	HEAVENLY AND EARTHLY JERUSALEM (WORLD CITIES)
HAA 379	PARIS AND VICINITY TO CIRCA 1870 (WORLD CITIES)
HAA 380	CHICAGO ARCHITECTURE AND URBANISM (WORLD CITIES)

Total Hours 20

* If not taken as one of the two required courses

Additional courses may be substituted with the consent of an advisor in the Department of Geography or History of Art and Architecture. No more than **two courses** can come from the same department as the student's major.

Art (BA)

The Bachelor of Arts in Art offers a general studio curriculum in project-based learning, which identifies and promotes continuing contact with the enduring values of our artistic heritage and the application of these values to the future. The educational aim of the school is to provide a broad foundation in art. The curriculum emphasizes fundamental artistic concepts through art making, problem solving, and experimentation in studio courses.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	56

Open Electives	52
Total hours required	192

Learning Outcomes

Students will be able to:

- Demonstrate competency of technical execution appropriate to their chosen medium.
- Differentiate between artistic styles and the diverse populations and communities from which works of art are made.
- Express their thoughts and opinions in critiques, written assignments, and through their artwork.
- Integrate the ways in which their materials, techniques, and subjects generate meaning.
- Understand the place of art making in a global context that connects with other disciplines.

College Core Requirements

Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the “Modern Language Option” (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be

obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
ART 393	SENIOR PROJECT STUDIO (or other related capstone course - with advisor approval, applied to major) ¹	4

¹ Students must earn a C- or better in this course.
² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)
• 1 Course Required

Historical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/math-and-computing/>)
• 2 Courses Required
[1 CR Course, and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course, and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student’s primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student’s major and is cross-listed with a course within the student’s major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Core Requirements

Course	Title	Quarter Hours
ART 101 or ART 106	DIGITAL FOUNDATIONS BEGINNING DRAWING	4
Select one course from the following list:		4
ART 105 GD 105	TWO-DIMENSIONAL FOUNDATIONS INTRO TO VISUAL DESIGN	
ANI 105	MOTION GRAPHICS FOUNDATIONS	
Select one course from the following list:		4
ART 113 or ART 114	THREE DIMENSIONAL FOUNDATIONS FOUR DIMENSIONAL FOUNDATIONS	

School Requirements

Course	Title	Quarter Hours
Select 5 courses from the following list: (three course selections are recommended on the 200-level)		20
ART 101	DIGITAL FOUNDATIONS (If not applied to the Core)	
ART 105	TWO-DIMENSIONAL FOUNDATIONS (If not applied to the Core)	
ART 106	BEGINNING DRAWING (If not applied to the Core)	
ART 110	BEGINNING PAINTING	
ART 113	THREE DIMENSIONAL FOUNDATIONS (If not applied to the Core)	
ART 114	FOUR DIMENSIONAL FOUNDATIONS (If not applied to the Core)	
ART 115	BEGINNING SCULPTURE	

ART 117	INTRODUCTION TO 3D PRINTING
ART 204	VISUAL COMMUNICATION
ART 205	COLOR THEORY AND APPLICATION
ART 206	INTERMEDIATE DRAWING
ART 209	DRAWING SPECIAL TOPICS
ART 210	INTERMEDIATE PAINTING I
ART 212	WATERCOLOR PAINTING
ART 215	INTERMEDIATE SCULPTURE
ART 217	ADVANCED THREE-DIMENSIONAL DESIGN
ART 218	FIGURE DRAWING
ART 219	BEGINNING FIGURE SCULPTURE
ART 224	BEGINNING DIGITAL PHOTOGRAPHY
ART 225	BEGINNING PHOTOGRAPHY
ART 226	VIDEO ART
ART 227	DIGITAL ART
ART 229	BEGINNING PRINTMAKING
ART 230	ISSUES IN ENVIRONMENTAL DESIGN
ART 231	SCREEN PRINTING
ART 245	PAINTING: MIXOLOGY
ART 260	INTERMEDIA STUDIO
ART 264	TEXT IN THE VISUAL ARTS
ART 289	EXPERIMENTAL FILM AND VIDEO
ART 291 or ART 292	MURAL PAINTING ¹ COMMUNITY VIDEO PRODUCTION
ANI 225	MAKING COMICS
GD 200	GRAPHIC DESIGN: FORM

¹ ART 291 or ART 292 can only be used if they are not applied to Experiential Learning.

Course	Title	Quarter Hours
Select 3 courses from the following list: (please consult the course description and pre-requisite for a 300-level course)		12
ART 304	THE PHOTOGRAPHIC BOOK	
ART 306	ADVANCED DRAWING	
ART 309	DIGITAL SCULPTURE	
ART 310	ADVANCED PAINTING I	
ART 311	ADVANCED PAINTING II	
ART 312	FIGURE PAINTING	
ART 313	PERFORMANCE/INSTALLATION ART	
ART 315	ADVANCED SCULPTURE	
ART 316	ADVANCED SCULPTURE II	
ART 317	ADVANCED FIGURE SCULPTURE	
ART 318	ADVANCED FIGURE DRAWING	
ART 321	INTERMEDIATE DIGITAL PHOTOGRAPHY	
ART 323	INTERMEDIATE PHOTOGRAPHY	
ART 324	INTERMEDIATE PRINTMAKING	
ART 325	ADVANCED PHOTOGRAPHY PROJECTS	
ART 326	SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART	
ART 329	ADVANCED DIGITAL PHOTOGRAPHY	
ART 328	DOCUMENTARY PHOTOGRAPHY	

ART 329	ADVANCED DIGITAL PHOTOGRAPHY
ART 331	INTERMEDIATE PRINTMAKING: SCREEN PRINTING
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE
ART 334	PORTFOLIO
ART 338	FIGURE DRAWING IN CONTEXT
ART 345	ADVANCED PAINTING: MIXOLOGY
ART 358	GRAPHIC ART
ART 359	PRINT MEDIA
ART 360	ILLUSTRATION
ART 376	DRAWING PROJECTS
ART 377	PHOTOJOURNALISM
ART 382	STUDENTS TEACHING ART IN THE ELEMENTARY CLASSROOM ¹
or ART 383	SERVICE LEARNING IN THE ARTS INTERNSHIP
or ART 348	GRAPHIC ART IN THE PUBLIC REALM
ART 385	WEB ART & DESIGN I
ART 394	PROFESSIONAL PRACTICE IN THE STUDIO
Or Other Course (with approval of the advisor)	

¹ ART 382, ART 383 or ART 348 can only be used if they are not applied to Experiential Learning.

Art, Culture, Theory, Criticism, and History Requirements

Course	Title	Quarter Hours
Select 2 courses from the following list:		8
HAA 130	INTRODUCTION TO EUROPEAN ART	
HAA 242	ART FROM 1945 - 1975	
HAA 265	HISTORY OF PHOTOGRAPHY	
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	
ART 220	THINKING PHOTOGRAPHY	
ART 395	SPECIAL TOPICS IN ART	
FILM 233	CINEMA & ART	
GD 220	HISTORIES OF DESIGN	
ILL 206	HISTORY OF COMICS	
ANI 206	HISTORY OF ANIMATION	
OR related HAA, CDM, ART, or Other course based on approval of the advisor		

Senior Requirements

Course	Title	Quarter Hours
Students must complete 2 courses.		8
ART 393	SENIOR PROJECT STUDIO ¹	4-4.5
ART 395	SPECIAL TOPICS IN ART ²	4

¹ ART 393 offered in the Winter Quarter.

² Any course section not applied elsewhere in this degree program.
ART 395 is offered every quarter in select topics.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The Modern Language Requirement (MLR) credits earned can be applied to open electives.

Art (Minor)

The Art minor provides students with the opportunity to choose a general art studio study in their areas of interest, through any art media offered in the department. A total of six courses are required for an Art minor.

Course Requirements

Course	Title	Quarter Hours
Select two of the following:		8
ART 101	DIGITAL FOUNDATIONS	
ART 104	CREATING ART	
ART 105	TWO-DIMENSIONAL FOUNDATIONS	
ART 106	BEGINNING DRAWING	
ART 110	BEGINNING PAINTING	
ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 115	BEGINNING SCULPTURE	
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	
Select four of the following, if not applied above: ¹		16
ART 101	DIGITAL FOUNDATIONS	
ART 104	CREATING ART	
ART 105	TWO-DIMENSIONAL FOUNDATIONS	
ART 106	BEGINNING DRAWING	
ART 110	BEGINNING PAINTING	
ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 115	BEGINNING SCULPTURE	
ART 117	INTRODUCTION TO 3D PRINTING	
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	
ART 204	VISUAL COMMUNICATION	
ART 205	COLOR THEORY AND APPLICATION	
ART 206	INTERMEDIATE DRAWING	
ART 209	DRAWING SPECIAL TOPICS	
ART 210	INTERMEDIATE PAINTING I	
ART 212	WATERCOLOR PAINTING	
ART 215	INTERMEDIATE SCULPTURE	
ART 217	ADVANCED THREE-DIMENSIONAL DESIGN	
ART 218	FIGURE DRAWING	
ART 219	BEGINNING FIGURE SCULPTURE	
ART 220	THINKING PHOTOGRAPHY	
ART 224	BEGINNING DIGITAL PHOTOGRAPHY	
ART 225	BEGINNING PHOTOGRAPHY	
ART 226	VIDEO ART	
ART 227	DIGITAL ART	
ART 229	BEGINNING PRINTMAKING	
ART 230	ISSUES IN ENVIRONMENTAL DESIGN	
ART 231	SCREEN PRINTING	
ART 245	PAINTING: MIXOLOGY	
ART 260	INTERMEDIA STUDIO	

ART 264	TEXT IN THE VISUAL ARTS
ART 289	EXPERIMENTAL FILM AND VIDEO
ART 291	MURAL PAINTING
ART 302	TOPICS IN THE HISTORY OF CINEMA
ART 304	THE PHOTOGRAPHIC BOOK
ART 306	ADVANCED DRAWING
ART 309	DIGITAL SCULPTURE
ART 310	ADVANCED PAINTING I
ART 311	ADVANCED PAINTING II
ART 315	ADVANCED SCULPTURE
ART 318	ADVANCED FIGURE DRAWING
ART 321	INTERMEDIATE DIGITAL PHOTOGRAPHY
ART 323	INTERMEDIATE PHOTOGRAPHY
ART 324	INTERMEDIATE PRINTMAKING
ART 325	ADVANCED PHOTOGRAPHY PROJECTS
ART 326	SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART
ART 328	DOCUMENTARY PHOTOGRAPHY
ART 329	ADVANCED DIGITAL PHOTOGRAPHY
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE
ART 338	FIGURE DRAWING IN CONTEXT
ART 358	GRAPHIC ART
ART 360	ILLUSTRATION
ART 376	DRAWING PROJECTS
ART 383	SERVICE LEARNING IN THE ARTS INTERNSHIP
ART 385	WEB ART & DESIGN I
ART 390	ADVANCED STUDIO PROBLEMS
ART 393	SENIOR PROJECT STUDIO
ART 394	PROFESSIONAL PRACTICE IN THE STUDIO
ART 395	SPECIAL TOPICS IN ART
Or select other ART and related courses based on the approval of the advisor and/or AMD Chair	

¹ At least one course must be on the 200-level and once course must be on the 300-level.

Students majoring in Art, Media, and Design (BA) or (BFA) or Art (BA) are restricted from earning this minor.

Art, Media, and Design (BA)

The BA in Art, Media, and Design offers a focused curriculum with areas of concentration, which identifies and promotes continuing contact with the enduring values of our artistic heritage and the application of these values to the future. The educational aim of the school is to provide, through individualized mentoring, a foundation in project-based learning and studio art practice. The curriculum emphasizes fundamental artistic concepts through art making, problem solving, and experimentation in studio courses.

Three areas of concentration are offered:

1. A Studio Art concentration designed to develop artistic skills and abilities in painting, drawing, sculpture, printmaking, and digital imaging;

2. A Photography and Media Art concentration designed to develop artistic skills and abilities in photography, digital photography, video, and web art; and
3. A Graphic Art concentration designed to develop artistic skills and abilities in primarily two-dimensional media, focusing on an intersection of art and design which can include the following areas: photography, drawing, printmaking, text, digital imaging, web art, the graphic novel, and the artist book and poster.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements (Core + Concentration)	76
Open Electives	32
Total hours required	192

Learning Outcomes

Students will be able to:

- Demonstrate a high degree of competency of technical execution appropriate to their chosen medium.
- Integrate the ways in which materials, techniques, processes, and subjects generate meaning.
- Produce work that demonstrates sensitivity to the cultural, social, and/or aesthetic components of art making.
- Produce work that demonstrates their ability to take creative and intellectual risks.
- Apply critical thinking to analyze and contextualize their ideas in group critiques, written assignments, and through their artworks.

College Core Requirements

Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty

advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the “Modern Language Option” (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Select one of the following (or other capstone course - with advisor approval):		4
ART 392	SENIOR STUDIO SEMINAR ¹	
ART 393	SENIOR PROJECT STUDIO ¹	

¹ Students must earn a C- or better in this course.
² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course

reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 1 Course Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Core Requirements

Course	Title	Quarter Hours
ART 101	DIGITAL FOUNDATIONS	4
ART 105	TWO-DIMENSIONAL FOUNDATIONS	4
or GD 105	INTRO TO VISUAL DESIGN	
or ANI 105	MOTION GRAPHICS FOUNDATIONS	
ART 106	BEGINNING DRAWING	4
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	4
Select one of the following:		4
ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 114	FOUR DIMENSIONAL FOUNDATIONS	

Concentration Requirements

Students must also complete the requirements from one of the following concentrations: Studio Art, Photography and Media Art, or Graphic Art.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Graphic Art Concentration, Art, Media, and Design (BA) (p. 168)
- Photography and Media Art Concentration, Art, Media, and Design (BA) (p. 169)
- Studio Art Concentration, Art, Media, and Design (BA) (p. 170)

Art, Media, and Design 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Graphic Art Concentration, Art, Media, and Design (BA)

Course Requirements

Requirements

Course	Title	Quarter Hours
Select 6 courses from the following list:		24
ART 204	VISUAL COMMUNICATION	
ART 206	INTERMEDIATE DRAWING	
ART 220	THINKING PHOTOGRAPHY	
ART 227	DIGITAL ART	
ART 229	BEGINNING PRINTMAKING	
ART 231	SCREEN PRINTING	
ART 260	INTERMEDIA STUDIO	
ART 264	TEXT IN THE VISUAL ARTS	
GD 230	TYPOGRAPHY: FORM	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 331	INTERMEDIATE PRINTMAKING: SCREEN PRINTING	
ART 348	GRAPHIC ART IN THE PUBLIC REALM	
ART 358	GRAPHIC ART	
ART 359	PRINT MEDIA	
ART 360	ILLUSTRATION	
ART 385	WEB ART & DESIGN I	

Art, Culture, Theory, Criticism, and History Elective

Course	Title	Quarter Hours
Select 1 course from the following list:		4
HAA 239	19TH CENTURY EUROPEAN ART	
HAA 240	ART FROM 1900-1945	
HAA 242	ART FROM 1945 - 1975	
HAA 265	HISTORY OF PHOTOGRAPHY	
Other HAA course based upon approval of faculty advisor		

Major Electives

Course	Title	Quarter Hours
ART 395	SPECIAL TOPICS IN ART (Any section)	4
Select one 200/300 level ART electives.		4
Select one of the following:		4
ART 231	SCREEN PRINTING	
ART 385	WEB ART & DESIGN I	
GD 210	DIGITAL ILLUSTRATION I	

Senior Course Requirements

Course	Title	Quarter Hours
ART 394	PROFESSIONAL PRACTICE IN THE STUDIO (offered Autumn Quarter)	4
or ART 291	MURAL PAINTING	
or ART 348	GRAPHIC ART IN THE PUBLIC REALM	
or ART 383	SERVICE LEARNING IN THE ARTS INTERNSHIP	
or ART 393	SENIOR PROJECT STUDIO	
ART 392	SENIOR STUDIO SEMINAR ¹	4
or ART 393	SENIOR PROJECT STUDIO	

¹ ART 392 is offered in the Spring Quarter only. ART 393 is offered in the Winter Quarter. 4 credits earned towards Senior Capstone LSP Requirement, not concentration requirements.

Area of Specialty

Select 3 courses (12 credits) from one of the following specialties:

Photography Specialty

Course	Title	Quarter Hours
ART 220	THINKING PHOTOGRAPHY	
ART 226	VIDEO ART	
or ART 289	EXPERIMENTAL FILM AND VIDEO	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 321	INTERMEDIATE DIGITAL PHOTOGRAPHY	
or ART 323	INTERMEDIATE PHOTOGRAPHY	
ART 325	ADVANCED PHOTOGRAPHY PROJECTS	
ART 328	DOCUMENTARY PHOTOGRAPHY	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	

Intermedia Specialty

Course	Title	Quarter Hours
ART 204	VISUAL COMMUNICATION	
ART 226	VIDEO ART	
ART 260	INTERMEDIA STUDIO	
ART 289	EXPERIMENTAL FILM AND VIDEO	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 326	SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	
ART 386	WEB ART & DESIGN II	
ANI 201	ANIMATION I	
FILM 233	CINEMA & ART	

Drawing, Painting, and Printmaking Specialty

Course	Title	Quarter Hours
ART 110	BEGINNING PAINTING	
ART 209	DRAWING SPECIAL TOPICS	
ART 218	FIGURE DRAWING	
ART 210	INTERMEDIATE PAINTING I	
or ART 245	PAINTING: MIXOLOGY	
ART 229	BEGINNING PRINTMAKING	
ART 306	ADVANCED DRAWING	
ART 310	ADVANCED PAINTING I	
ART 312	FIGURE PAINTING	
ART 318	ADVANCED FIGURE DRAWING	
ART 324	INTERMEDIATE PRINTMAKING	
ART 338	FIGURE DRAWING IN CONTEXT	
ART 376	DRAWING PROJECTS	

Sculpture Specialty

Course	Title	Quarter Hours
ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 115	BEGINNING SCULPTURE	
ART 117	INTRODUCTION TO 3D PRINTING	
ART 215	INTERMEDIATE SCULPTURE	
ART 219	BEGINNING FIGURE SCULPTURE	
ART 309	DIGITAL SCULPTURE	
ART 315	ADVANCED SCULPTURE	
ART 317	ADVANCED FIGURE SCULPTURE	
ART 395	SPECIAL TOPICS IN ART (Kinetic Sculpture or other rotational topics)	

HON courses with approval of faculty advisor or Chair

Please note: ART 104 is not acceptable for major credit.

Prerequisites may be waived with the permission of the instructor.

Open Electives (28 credits)

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Photography and Media Art Concentration, Art, Media, and Design (BA)

Course Requirements

Requirements

Course	Title	Quarter Hours
Select 5 courses from the following list:		20
ART 220	THINKING PHOTOGRAPHY	4
ART 205	COLOR THEORY AND APPLICATION	4
ART 224	BEGINNING DIGITAL PHOTOGRAPHY	4
ART 225	BEGINNING PHOTOGRAPHY	4
ART 395	SPECIAL TOPICS IN ART (Any section)	4

Art, Culture, Theory, Criticism, and History Elective

Course	Title	Quarter Hours
Select 1 course from the following list:		4
HAA 239	19TH CENTURY EUROPEAN ART	
HAA 240	ART FROM 1900-1945	
HAA 242	ART FROM 1945 - 1975	
HAA 265	HISTORY OF PHOTOGRAPHY	
Other HAA course based upon approval of faculty advisor		

Major Electives

Course	Title	Quarter Hours
Select one 200/300 level ART elective.		4
Select one 300 level ART elective.		4
Select 2 ART electives, any level.		8

Senior Requirements

Course	Title	Quarter Hours
ART 394	PROFESSIONAL PRACTICE IN THE STUDIO (offered Autumn Quarter)	4
or ART 291	MURAL PAINTING	
or ART 348	GRAPHIC ART IN THE PUBLIC REALM	
or ART 383	SERVICE LEARNING IN THE ARTS INTERNSHIP	
or ART 393	SENIOR PROJECT STUDIO	
ART 392	SENIOR STUDIO SEMINAR ¹	4
or ART 393	SENIOR PROJECT STUDIO	

¹ ART 392 is offered in the Spring Quarter only. ART 393 is offered in the Winter Quarter. 4 credits earned towards Senior Capstone LSP Requirement, not concentration requirements.

Area of Specialty

Select 3 courses (12 credits) from one of the following specialties:

Photography Specialty

Course	Title	Quarter Hours
ART 323	INTERMEDIATE PHOTOGRAPHY	4
ART 325	ADVANCED PHOTOGRAPHY PROJECTS	4
Select one course from the following list:		4
ART 289	EXPERIMENTAL FILM AND VIDEO	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 328	DOCUMENTARY PHOTOGRAPHY	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	

Digital Photography Specialty

Course	Title	Quarter Hours
ART 321	INTERMEDIATE DIGITAL PHOTOGRAPHY	4
ART 329	ADVANCED DIGITAL PHOTOGRAPHY	4
Select one course from the following list:		4
ART 226	VIDEO ART	
ART 289	EXPERIMENTAL FILM AND VIDEO	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 325	ADVANCED PHOTOGRAPHY PROJECTS	
ART 326	SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART	
ART 328	DOCUMENTARY PHOTOGRAPHY	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	

Intermedia Specialty

Course	Title	Quarter Hours
ART 226	VIDEO ART	
ART 260	INTERMEDIA STUDIO	
ART 264	TEXT IN THE VISUAL ARTS	
ART 289	EXPERIMENTAL FILM AND VIDEO	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 326	SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	
ART 358	GRAPHIC ART	
ART 385	WEB ART & DESIGN I	
ART 386	WEB ART & DESIGN II	
ANI 201	ANIMATION I	

Graphic Art Specialty

Course	Title	Quarter Hours
ART 264	TEXT IN THE VISUAL ARTS	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 321	INTERMEDIATE DIGITAL PHOTOGRAPHY	
or ART 323	INTERMEDIATE PHOTOGRAPHY	
ART 324	INTERMEDIATE PRINTMAKING	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	
ART 334	PORTFOLIO	
ART 348	GRAPHIC ART IN THE PUBLIC REALM	

ART 358	GRAPHIC ART
ART 359	PRINT MEDIA

Please note: ART 104 is not acceptable for major credit.

Prerequisites may be waived with the permission of the instructor.

Open Electives (28 credits)

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Studio Art Concentration, Art, Media, and Design (BA)

Course Requirements Requirements

Course	Title	Quarter Hours
Select 7 courses from the following list:		28
ART 110	BEGINNING PAINTING	4
ART 115	BEGINNING SCULPTURE	4
ART 205	COLOR THEORY AND APPLICATION	4
ART 206	INTERMEDIATE DRAWING	4
or ART 218	FIGURE DRAWING	
ART 210	INTERMEDIATE PAINTING I	4
or ART 245	PAINTING: MIXOLOGY	
ART 215	INTERMEDIATE SCULPTURE	4
or ART 219	BEGINNING FIGURE SCULPTURE	
or ART 309	DIGITAL SCULPTURE	
ART 395	SPECIAL TOPICS IN ART (Any section)	4

Art, Culture, Theory, Criticism, and History Elective

Course	Title	Quarter Hours
Select 1 course from the following list:		4
HAA 240	ART FROM 1900-1945	
HAA 242	ART FROM 1945 - 1975	

Other Art History course based on approval of faculty advisor.

Major Electives

Course	Title	Quarter Hours
Two ART electives are required:		8
Select one 200/300 level ART elective.		4
Select one 300 level ART elective.		4

Senior Requirement

Course	Title	Quarter Hours
ART 394	PROFESSIONAL PRACTICE IN THE STUDIO (offered Autumn Quarter)	4
or ART 291	MURAL PAINTING	
or ART 348	GRAPHIC ART IN THE PUBLIC REALM	
or ART 383	SERVICE LEARNING IN THE ARTS INTERNSHIP	
or ART 393	SENIOR PROJECT STUDIO	

ART 392	SENIOR STUDIO SEMINAR ¹	4
or ART 393	SENIOR PROJECT STUDIO	

¹ ART 392 is offered in the Spring Quarter only. ART 393 is offered in the Winter Quarter. 4 credits earned towards Senior Capstone LSP Requirement, not concentration requirements.

Area of Specialty

Select 3 courses (12 credits) from one of the following specialties:

Drawing, Painting, and Printmaking Specialty

Course	Title	Quarter Hours
ART 209	DRAWING SPECIAL TOPICS	4
ART 218	FIGURE DRAWING (whichever course is not applied to the Requirements)	
or ART 206	INTERMEDIATE DRAWING	
ART 229	BEGINNING PRINTMAKING	
ART 245	PAINTING: MIXOLOGY	
or ART 210	INTERMEDIATE PAINTING I	
ART 306	ADVANCED DRAWING	
ART 318	ADVANCED FIGURE DRAWING	
ART 310	ADVANCED PAINTING I	
ART 311	ADVANCED PAINTING II	
ART 312	FIGURE PAINTING	
ART 324	INTERMEDIATE PRINTMAKING	
ART 338	FIGURE DRAWING IN CONTEXT	
or ART 376	DRAWING PROJECTS	

Sculpture Specialty

Course	Title	Quarter Hours
ART 117	INTRODUCTION TO 3D PRINTING	4
ART 215	INTERMEDIATE SCULPTURE (if not applied to the Requirements)	
or ART 219	BEGINNING FIGURE SCULPTURE	
ART 217	ADVANCED THREE-DIMENSIONAL DESIGN	
ART 309	DIGITAL SCULPTURE (if not applied to the Requirements)	
ART 313	PERFORMANCE/INSTALLATION ART	
ART 315	ADVANCED SCULPTURE	
ART 317	ADVANCED FIGURE SCULPTURE	
ART 395	SPECIAL TOPICS IN ART (Kinetic Sculpture or other related rotational topics)	
HON courses with approval of faculty advisor or Chair		

Digital Imaging in Studio Art Specialty

Course	Title	Quarter Hours
ART 114	FOUR DIMENSIONAL FOUNDATIONS (whichever course is not applied to the Requirements)	4
or ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 204	VISUAL COMMUNICATION	
ART 224	BEGINNING DIGITAL PHOTOGRAPHY	
ART 226	VIDEO ART	

ART 260	INTERMEDIA STUDIO
ART 245	PAINTING: MIXOLOGY
ART 264	TEXT IN THE VISUAL ARTS
or GD 230	TYPOGRAPHY: FORM
ART 289	EXPERIMENTAL FILM AND VIDEO
ART 304	THE PHOTOGRAPHIC BOOK
ART 309	DIGITAL SCULPTURE
ART 313	PERFORMANCE/INSTALLATION ART
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE
ART 358	GRAPHIC ART
ART 385	WEB ART & DESIGN I

Graphic Art Specialty

Course	Title	Quarter Hours
ART 204	VISUAL COMMUNICATION	4
ART 224	BEGINNING DIGITAL PHOTOGRAPHY	
or ART 225	BEGINNING PHOTOGRAPHY	
ART 264	TEXT IN THE VISUAL ARTS	
ART 324	INTERMEDIATE PRINTMAKING	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	
ART 334	PORTFOLIO	
ART 348	GRAPHIC ART IN THE PUBLIC REALM	
ART 358	GRAPHIC ART	
ART 359	PRINT MEDIA	

Please note: ART 104 is not acceptable for major credit.

Prerequisites may be waived with the permission of the instructor.

Open Electives (28 credits)

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Art, Media, and Design (BFA)

The Bachelor of Fine Arts in Art, Media, and Design offers a specialized studio curriculum that identifies and promotes continuing contact with the enduring values of our artistic heritage and the application of these values to the future. The educational aim of the school is to provide, through individualized mentoring, a focused foundation in studio art practice. The curriculum emphasizes fundamental artistic concepts through project-based learning, problem solving, experimentation in studio courses, and through development of the student artistic voice.

The Art School offers three concentrations, Studio Art, Photography and Media Art, and Graphic Art, leading to a Bachelor of Fine Arts degree. Each of the concentrations is comprised of courses specifically designed to enhance students' creativity, productivity, artistic and analytic skills, and mastery of tools and materials. Through individualized mentoring and a choice of electives, students are aided in planning for a variety of diverse art-related professions and graduate school options.

Studio Art: Designed to develop artistic skills and abilities in painting, drawing, sculpture, printmaking, and digital imaging. Areas of Specialty:

- 1. Drawing and Painting and Printmaking,
- 2. Sculpture,

3. Digital Imaging in Studio Art,
4. Graphic Art

Photography and Media Art: Designed to develop artistic skills and abilities in photography, digital photography, video, and web art. Areas of Specialty:

1. Photography,
2. Digital Photography,
3. Graphic Art,
4. Intermedia/Web Art and Video Art

Graphic Art: Designed to develop artistic skills and abilities in primarily two-dimensional media, focusing on an intersection of art and design that can include photography, drawing, printmaking, text, digital imaging, web art, the graphic novel, and the artist book and poster. Areas of Specialty:

1. Photography,
2. Intermedia/Web Art and Video Art,
3. Drawing and Painting and Printmaking

Complementary Minors in related areas: Students in the BFA in Art, Media, and Design have the option of complementing their major for extended artistic study and/or expanded career possibilities with minors in: Communication and Media, Graphic Design, Creative Writing, Art-Related Service Learning, Illustration, Animation, Game Design, Digital Cinema, Marketing (for non-business majors), History of Art and Architecture, American Politics, Psychology, International Politics, Public Law and Political Thought, Environmental Studies/Science, and Sustainability Studies. For details please visit the college/school website for the minor(s) in which you are interested.

Students majoring in Art, Media, and Design (BA) or Art (BA) are restricted from earning this major.

Program Requirements	Quarter Hours
Liberal Studies Requirements	64
Major Requirements (Core + Concentration)	104
Open Electives	24
Total hours required	192

Learning Outcomes

Students will be able to:

- Demonstrate a high degree of competency of technical execution appropriate to their chosen medium.
- Produce work that demonstrates the social, visual, psychological, and/or aesthetic components of art making.
- Differentiate between artistic styles and the diverse populations and communities from which works of art are made.
- Express their thoughts and opinions in critiques, written assignments, and through their artwork.
- Produce work that demonstrate their ability to take creative and intellectual risks.
- Integrate the ways in which their materials, techniques, and subjects generate meaning.
- Understand the place of art making in a global context that connects with other disciplines.

- Define themselves as professional artists who contribute to their communities with their creative work.

College Core Requirements Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

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Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
Not Required		

Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
AMD Course Required (Select one of the following courses, applied to major):		4
ART 291	MURAL PAINTING	
ART 292	COMMUNITY VIDEO PRODUCTION	
ART 348	GRAPHIC ART IN THE PUBLIC REALM	
ART 382	STUDENTS TEACHING ART IN THE ELEMENTARY CLASSROOM	
ART 383	SERVICE LEARNING IN THE ARTS INTERNSHIP	
Senior Year		
Capstone		
AMD Course Required (Select one of the following courses, or other related capstone course - with advisor approval, applied to major):		4
ART 392	SENIOR STUDIO SEMINAR ¹	
ART 393	SENIOR PROJECT STUDIO ¹	

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- Not Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 1 Course Required
[1 Lab Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Course Required

Notes

A student majoring in Art, Media, and Design (AMD) is required to complete the Capstone offered by the AMD Department. This is the case even if a student is double majoring (or pursuing a dual degree) and the secondary major (or degree) requires its own Capstone. An AMD major in the University Honors Program shall take the University Honors Capstone and the AMD Capstone.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or as the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Core Requirements

Course	Title	Quarter Hours
ART 101	DIGITAL FOUNDATIONS	4
ART 105	TWO-DIMENSIONAL FOUNDATIONS	4
or GD 105	INTRO TO VISUAL DESIGN	
or ANI 105	MOTION GRAPHICS FOUNDATIONS	
ART 106	BEGINNING DRAWING	4
ART 113	THREE DIMENSIONAL FOUNDATIONS	4
or ART 114	FOUR DIMENSIONAL FOUNDATIONS	
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	4
ART 205	COLOR THEORY AND APPLICATION	4
ART 224	BEGINNING DIGITAL PHOTOGRAPHY	4

Art Culture, Theory, Criticism, and History Electives

Course	Title	Quarter Hours
Select 4 courses from the following list:		16
ART 204	VISUAL COMMUNICATION (If not applied to Concentration or Specialty)	
ART 220	THINKING PHOTOGRAPHY (If not applied to Concentration or Specialty)	
HAA 130	INTRODUCTION TO EUROPEAN ART	
HAA 239	19TH CENTURY EUROPEAN ART	
HAA 240	ART FROM 1900-1945	
HAA 242	ART FROM 1945 - 1975	
HAA 265	HISTORY OF PHOTOGRAPHY	
FILM 233	CINEMA & ART	
ANI 206	HISTORY OF ANIMATION	
ANI 365	CINEMA, ANIMATION, AND ART	
ILL 206	HISTORY OF COMICS	
GD 220	HISTORIES OF DESIGN	

ART 395	SPECIAL TOPICS IN ART (Repeatable with a different topic)
Or other related courses based on approval of the advisor, for example courses in ART, CDM, and HAA.	

Experiential Learning: Artists and Community

Course	Title	Quarter Hours
Select one course from the following list:		4
ART 291	MURAL PAINTING	
ART 348	GRAPHIC ART IN THE PUBLIC REALM	
ART 383	SERVICE LEARNING IN THE ARTS INTERNSHIP	
Or other related courses based on approval of the advisor.		

Senior Requirements

Course	Title	Quarter Hours
ART 394	PROFESSIONAL PRACTICE IN THE STUDIO ¹	4
ART 392	SENIOR STUDIO SEMINAR ²	4
or ART 393	SENIOR PROJECT STUDIO	

¹ ART 394, offered in the Autumn Quarter only. Contact your advisor for other quarters that ART 394 might be offered in.

² ART 392 offered Spring Quarter only. ART 393 offered in the Winter Quarter. 4 credits earned towards Senior Capstone LSP Requirement, not concentration requirements.

Please Note: ART 104 is not acceptable for major credit.

Prerequisites may be waived with the permission of the instructor.

Concentration Requirements

Students must also complete the requirements from one of the following concentrations: Studio Art, Photography and Media Art, or Graphic Art.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Graphic Art Concentration, Art, Media, and Design (BFA) (p. 174)
- Photography and Media Art Concentration, Art, Media, and Design (BFA) (p. 175)
- Studio Art Concentration, Art, Media, and Design (BFA) (p. 176)

Graphic Art Concentration, Art, Media, and Design (BFA)

Course Requirements

Major Requirements

Course	Title	Quarter Hours
Select 10 courses from the following list:		40
ART 204	VISUAL COMMUNICATION	4
or ART 218	FIGURE DRAWING	

ART 227	DIGITAL ART	4
or ART 206	INTERMEDIATE DRAWING	
ART 229	BEGINNING PRINTMAKING	4
or ART 231	SCREEN PRINTING	
ART 264	TEXT IN THE VISUAL ARTS	4
or GD 230	TYPOGRAPHY: FORM	
ART 358	GRAPHIC ART	4
or ART 331	INTERMEDIATE PRINTMAKING: SCREEN PRINTING	
ART 359	PRINT MEDIA	4
or ART 304	THE PHOTOGRAPHIC BOOK	
ART 385	WEB ART & DESIGN I	4
or ART 260	INTERMEDIA STUDIO	
Select three 200/300-level ART electives		12

Area of Specialty

Select 4 courses (16 credits) from one of the following specialties:

Photography Specialty

Course	Title	Quarter Hours
ART 220	THINKING PHOTOGRAPHY (If not applied to the Art, Culture, Criticism, and History Electives)	
ART 225	BEGINNING PHOTOGRAPHY	
ART 226	VIDEO ART	
ART 289	EXPERIMENTAL FILM AND VIDEO	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 321	INTERMEDIATE DIGITAL PHOTOGRAPHY	
ART 323	INTERMEDIATE PHOTOGRAPHY	
ART 325	ADVANCED PHOTOGRAPHY PROJECTS	
ART 328	DOCUMENTARY PHOTOGRAPHY	
ART 329	ADVANCED DIGITAL PHOTOGRAPHY	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	
ART 377	PHOTOJOURNALISM	

Intermedia Specialty

Course	Title	Quarter Hours
ART 204	VISUAL COMMUNICATION (If not applied to the Art, Culture, Criticism, and History Electives)	
ART 226	VIDEO ART	
ART 260	INTERMEDIA STUDIO	
ART 289	EXPERIMENTAL FILM AND VIDEO	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 326	SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	
ART 386	WEB ART & DESIGN II	
ANI 201	ANIMATION I	
FILM 233	CINEMA & ART	

Drawing, Painting, and Printmaking Specialty

Course	Title	Quarter Hours
ART 209	DRAWING SPECIAL TOPICS	
ART 210	INTERMEDIATE PAINTING I	
ART 212	WATERCOLOR PAINTING	
ART 218	FIGURE DRAWING	
ART 231	SCREEN PRINTING	
ART 245	PAINTING: MIXOLOGY	
ART 306	ADVANCED DRAWING	
ART 310	ADVANCED PAINTING I	
ART 311	ADVANCED PAINTING II	
ART 312	FIGURE PAINTING	
ART 318	ADVANCED FIGURE DRAWING	
ART 324	INTERMEDIATE PRINTMAKING	
ART 331	INTERMEDIATE PRINTMAKING: SCREEN PRINTING	
ART 338	FIGURE DRAWING IN CONTEXT	
ART 345	ADVANCED PAINTING: MIXOLOGY	
ART 376	DRAWING PROJECTS	
ANI 225	MAKING COMICS	

Sculpture Specialty

Course	Title	Quarter Hours
ART 113	THREE DIMENSIONAL FOUNDATIONS (If not applied to the core)	
ART 114	FOUR DIMENSIONAL FOUNDATIONS (If not applied to the core)	
ART 117	INTRODUCTION TO 3D PRINTING	
ART 215	INTERMEDIATE SCULPTURE	
ART 217	ADVANCED THREE-DIMENSIONAL DESIGN	
ART 219	BEGINNING FIGURE SCULPTURE	
ART 309	DIGITAL SCULPTURE	
ART 313	PERFORMANCE/INSTALLATION ART	
ART 315	ADVANCED SCULPTURE	
ART 316	ADVANCED SCULPTURE II	
ART 317	ADVANCED FIGURE SCULPTURE	
ART 395	SPECIAL TOPICS IN ART (Kinetic Sculpture or other rotational topics, if not applied to the Art, Culture, Criticism, and History Electives)	

HON courses with approval of faculty advisor or Chair

Please Note: ART 104 is not acceptable for major credit.

Prerequisites may be waived with the permission of the instructor.

Open Electives (24 credits)

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Photography and Media Art Concentration, Art, Media, and Design (BFA)

Course Requirements

Major Requirements

Course	Title	Quarter Hours
Select 10 courses from the following list:		40
ART 220	THINKING PHOTOGRAPHY	4
ART 225	BEGINNING PHOTOGRAPHY	4
ART 226	VIDEO ART	4
ART 227	DIGITAL ART	4
or ART 260	INTERMEDIA STUDIO	
ART 264	TEXT IN THE VISUAL ARTS	4
or ART 359	PRINT MEDIA	
ART 385	WEB ART & DESIGN I	4
Select four 200/300-level ART Electives		16

Area of Specialty

Select 4 courses (16 credits) from one of the following specialties:

Photography, and Digital Photography Specialty

Course	Title	Quarter Hours
ART 289	EXPERIMENTAL FILM AND VIDEO	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 321	INTERMEDIATE DIGITAL PHOTOGRAPHY	
ART 323	INTERMEDIATE PHOTOGRAPHY	
ART 325	ADVANCED PHOTOGRAPHY PROJECTS	
ART 326	SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART	
ART 328	DOCUMENTARY PHOTOGRAPHY	
ART 329	ADVANCED DIGITAL PHOTOGRAPHY	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	
ART 377	PHOTOJOURNALISM	

Intermedia Specialty

Course	Title	Quarter Hours
ART 204	VISUAL COMMUNICATION (If not applied to Art,Culture, Criticism, an History Elective)	
ART 260	INTERMEDIA STUDIO	
ART 231	SCREEN PRINTING	
ART 289	EXPERIMENTAL FILM AND VIDEO	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 326	SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	
ART 358	GRAPHIC ART	
ART 386	WEB ART & DESIGN II	
ANI 201	ANIMATION I	

Graphic Art Specialty

Course	Title	Quarter Hours
GD 200	GRAPHIC DESIGN: FORM	
GD 210	DIGITAL ILLUSTRATION I	
or GD 230	TYPOGRAPHY: FORM	
ART 231	SCREEN PRINTING	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 321	INTERMEDIATE DIGITAL PHOTOGRAPHY	
ART 323	INTERMEDIATE PHOTOGRAPHY	
ART 324	INTERMEDIATE PRINTMAKING	
ART 331	INTERMEDIATE PRINTMAKING: SCREEN PRINTING	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	
ART 334	PORTFOLIO	
ART 348	GRAPHIC ART IN THE PUBLIC REALM (if not applied to the Experiential Learning: Artists and Community)	
ART 358	GRAPHIC ART	
ART 359	PRINT MEDIA	

Please note: ART 104 is not acceptable for major credit.

Prerequisites may be waived with the permission of the instructor.

Open Electives (24 credits)

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Studio Art Concentration, Art, Media, and Design (BFA)

Course Requirements**Major Requirements**

Course	Title	Quarter Hours
Select 10 courses from the following list:		40
ART 110	BEGINNING PAINTING	4
ART 115	BEGINNING SCULPTURE	4
ART 206	INTERMEDIATE DRAWING	4
ART 218	FIGURE DRAWING	4
ART 210	INTERMEDIATE PAINTING I	4
ART 215	INTERMEDIATE SCULPTURE	4
or ART 219	BEGINNING FIGURE SCULPTURE	
or ART 309	DIGITAL SCULPTURE	
Select four 200/300-level ART Electives		16

Area of Specialty

Select 4 courses (16 credits) from one of the following specialties:

Drawing, Painting, and Printmaking

Course	Title	Quarter Hours
ART 209	DRAWING SPECIAL TOPICS	
ART 212	WATERCOLOR PAINTING	

ART 229	BEGINNING PRINTMAKING
ART 231	SCREEN PRINTING
ART 245	PAINTING: MIXOLOGY
ART 306	ADVANCED DRAWING
ART 310	ADVANCED PAINTING I
ART 311	ADVANCED PAINTING II
ART 312	FIGURE PAINTING
ART 318	ADVANCED FIGURE DRAWING
ART 324	INTERMEDIATE PRINTMAKING
ART 331	INTERMEDIATE PRINTMAKING: SCREEN PRINTING
ART 338	FIGURE DRAWING IN CONTEXT
ART 345	ADVANCED PAINTING: MIXOLOGY
ART 376	DRAWING PROJECTS

Sculpture

Course	Title	Quarter Hours
ART 113	THREE DIMENSIONAL FOUNDATIONS (if not applied to the Core)	
ART 114	FOUR DIMENSIONAL FOUNDATIONS (if not applied to the Core)	
ART 117	INTRODUCTION TO 3D PRINTING	
ART 217	ADVANCED THREE-DIMENSIONAL DESIGN	
ART 219	BEGINNING FIGURE SCULPTURE	
ART 309	DIGITAL SCULPTURE (if not applied to the Major Requirements)	
ART 313	PERFORMANCE/INSTALLATION ART	
ART 315	ADVANCED SCULPTURE	
ART 316	ADVANCED SCULPTURE II	
ART 317	ADVANCED FIGURE SCULPTURE	
ART 395	SPECIAL TOPICS IN ART (Kinetic Sculpture or other related rotational topics, if not applied to the Art, Culture, Theory, Criticism, and History Electives)	

HON courses with approval of faculty advisor or Chair

Digital Imaging in Studio Art

Course	Title	Quarter Hours
ART 226	VIDEO ART	
ART 227	DIGITAL ART	
ART 245	PAINTING: MIXOLOGY	
ART 260	INTERMEDIA STUDIO	
ART 264	TEXT IN THE VISUAL ARTS	
ART 289	EXPERIMENTAL FILM AND VIDEO	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 309	DIGITAL SCULPTURE	
ART 313	PERFORMANCE/INSTALLATION ART	
ART 321	INTERMEDIATE DIGITAL PHOTOGRAPHY	
ART 326	SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART	
ART 329	ADVANCED DIGITAL PHOTOGRAPHY	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	
ART 358	GRAPHIC ART	

ART 385	WEB ART & DESIGN I
GD 210	DIGITAL ILLUSTRATION I
Graphic Art Specialty	
Course	Title
	Quarter Hours
ART 204	VISUAL COMMUNICATION (If not applied to Art, Culture, Theory, Criticism and History Elective)
ART 264	TEXT IN THE VISUAL ARTS
ART 304	THE PHOTOGRAPHIC BOOK
ART 321	INTERMEDIATE DIGITAL PHOTOGRAPHY
ART 323	INTERMEDIATE PHOTOGRAPHY
ART 324	INTERMEDIATE PRINTMAKING
ART 331	INTERMEDIATE PRINTMAKING: SCREEN PRINTING
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE
ART 334	PORTFOLIO
ART 348	GRAPHIC ART IN THE PUBLIC REALM (if not applied to Experiential Learning: Artists and Community)
ART 358	GRAPHIC ART
ART 359	PRINT MEDIA
GD 200	GRAPHIC DESIGN: FORM
GD 210	DIGITAL ILLUSTRATION I
or GD 230	TYPOGRAPHY: FORM

Please note: ART 104 is not acceptable for major credit.

Prerequisites may be waived with the permission of the instructor.

Open Electives (24 credits)

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Artificial Intelligence (MS)

The MS in Artificial Intelligence degree provides students with the foundational knowledge and technical skills to design and implement artificial intelligence machines and autonomous systems. Students will gain a deep understanding of advanced concepts and techniques in AI, and will learn core relevant areas including machine learning, vision computing, natural language processing, robotics and cognitive science. The degree prepares students for professional careers as AI/ML engineers or research scientists, managing intelligent systems development and design.

Program Requirements	Quarter Hours
Introductory Courses	0-24
Degree Requirements	48
Total hours required	48-72

Learning Outcomes

Students will be able to:

- Analyze and design architectures for intelligent agents to solve a specific real-world problem.

- Explain core concepts of advanced machine learning techniques and AI algorithms including, for instance, heuristic search, logical reasoning, supervised and unsupervised learning, deep learning, classification methods, Bayesian networks, natural language processing and image analysis.
- Identify and combine AI techniques and approaches to solve a specific problem and to develop a modern intelligent application.
- Use programming skills to implement an AI enabled system in a specific domain.
- Explain and define categories of ethical dilemmas posed by the coming revolution in intelligent and autonomous computing systems.
- Work independently or in a small team to design and develop an intelligent computer system.
- Read and present research papers.
- Communicate effectively the core concepts of an intelligent computer system to a non-technical audience.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 412	TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS	4
IT 403	STATISTICS AND DATA ANALYSIS	4

Required Courses

Course	Title	Quarter Hours
CSC 421	APPLIED ALGORITHMS AND STRUCTURES	4
CSC 480	ARTIFICIAL INTELLIGENCE I	4
CSC 484	ETHICS IN ARTIFICIAL INTELLIGENCE	4
CSC 578	NEURAL NETWORKS AND DEEP LEARNING	4
CSC 580	ARTIFICIAL INTELLIGENCE II	4
CSC 583	NATURAL LANGUAGE PROCESSING	4
CSC 587	COGNITIVE SCIENCE	4
DSC 540	ADVANCED MACHINE LEARNING	4

Major Electives

Course	Title	Quarter Hours
Choose eight (8) credits from the following list:		8
CMNS 549	SPECIAL TOPICS IN ORGANIZATIONAL COMMUNICATION	
CSC 458	SYMBOLIC PROGRAMMING	
CSC 481	INTRODUCTION TO IMAGE PROCESSING	
CSC 482	APPLIED IMAGE ANALYSIS	
CSC 528	COMPUTER VISION	
CSC 555	MINING BIG DATA	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
CSC 577	RECOMMENDER SYSTEMS	
CSC 594	TOPICS IN ARTIFICIAL INTELLIGENCE	
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	
CSE 475	INTRODUCTION TO ROBOTICS (FORMERLY CSC 475)	
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
DSC 480	SOCIAL NETWORK ANALYSIS	

Open Elective

Course	Title	Quarter Hours
Student must complete four (4) credits of advisor-approved graduate courses from the School of Computing in the range of 421-699. Students may select from the following subjects: CSC, CSE, CSEC, DSC, ECT, GAM, HIT, IS, IT, NET, SE.		4

Capstone Requirement

Course	Title	Quarter Hours
CSC 675 or CSC 695	CAPSTONE IN ARTIFICIAL INTELLIGENCE MASTER'S RESEARCH	4

Artificial Intelligence (MS) Online

The MS in Artificial Intelligence degree provides students with the foundational knowledge and technical skills to design and implement artificial intelligence machines and autonomous systems. Students will gain a deep understanding of advanced concepts and techniques in AI, and will learn core relevant areas including machine learning, vision computing, natural language processing, robotics and cognitive science. The degree prepares students for professional careers as AI/ML engineers or research scientists, managing intelligent systems development and design.

Program Requirements	Quarter Hours
Introductory Courses	0-24
Degree Requirements	48
Total hours required	48-72

Learning Outcomes

Students will be able to:

- Analyze and design architectures for intelligent agents to solve a specific real-world problem.
- Explain core concepts of advanced machine learning techniques and AI algorithms including, for instance, heuristic search, logical reasoning, supervised and unsupervised learning, deep learning, classification methods, Bayesian networks, natural language processing and image analysis.
- Identify and combine AI techniques and approaches to solve a specific problem and to develop a modern intelligent application.
- Use programming skills to implement an AI enabled system in a specific domain.
- Explain and define categories of ethical dilemmas posed by the coming revolution in intelligent and autonomous computing systems.
- Work independently or in a small team to design and develop an intelligent computer system.
- Read and present research papers.
- Communicate effectively the core concepts of an intelligent computer system to a non-technical audience.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 412	TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS	4
IT 403	STATISTICS AND DATA ANALYSIS	4

Required Courses

Course	Title	Quarter Hours
CSC 421	APPLIED ALGORITHMS AND STRUCTURES	4
CSC 480	ARTIFICIAL INTELLIGENCE I	4
CSC 484	ETHICS IN ARTIFICIAL INTELLIGENCE	4
CSC 578	NEURAL NETWORKS AND DEEP LEARNING	4
CSC 580	ARTIFICIAL INTELLIGENCE II	4
CSC 583	NATURAL LANGUAGE PROCESSING	4
CSC 587	COGNITIVE SCIENCE	4
DSC 540	ADVANCED MACHINE LEARNING	4

Major Electives

Course	Title	Quarter Hours
Choose eight (8) credits from the following list:		8
CMNS 549	SPECIAL TOPICS IN ORGANIZATIONAL COMMUNICATION	
CSC 458	SYMBOLIC PROGRAMMING	
CSC 481	INTRODUCTION TO IMAGE PROCESSING	
CSC 482	APPLIED IMAGE ANALYSIS	
CSC 528	COMPUTER VISION	
CSC 555	MINING BIG DATA	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
CSC 577	RECOMMENDER SYSTEMS	
CSC 594	TOPICS IN ARTIFICIAL INTELLIGENCE	
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	
CSE 475	INTRODUCTION TO ROBOTICS (FORMERLY CSC 475)	
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
DSC 480	SOCIAL NETWORK ANALYSIS	

Open Elective

Course	Title	Quarter Hours
Student must complete four (4) credits of advisor-approved graduate courses from the School of Computing in the range of 421-699. Students may select from the following subjects: CSC, CSE, CSEC, DSC, ECT, GAM, HIT, IS, IT, NET, SE.		4

Capstone Requirement

Course	Title	Quarter Hours
CSC 675 or CSC 695	CAPSTONE IN ARTIFICIAL INTELLIGENCE MASTER'S RESEARCH	4

Arts Leadership (MFA)

The Theatre School's graduate Arts Leadership Fellowship is a two-year Master of Fine Arts (MFA) program that combines full-time employment at Chicago Shakespeare Theater with full-time coursework at DePaul University. This rigorous program, distinct among competitive programs, is designed to prepare students to become highly skilled leaders in the complex and sophisticated world of the arts.

Program Requirements	Quarter Hours
Degree Requirements	96
Total hours required	96

Learning Outcomes**Core Outcomes:**

Students will be able to:

- Identify and describe the historical and theatrical significance of a range of theatrical artists, works, and artistic approaches from

antiquity to the present, encompassing a broad range of periods, cultures, and styles.

- Identify and explain their theatrical work in the context of the cultural and social impact of the arts.

Program Specific Outcomes:

Students will be able to:

- Master the nature and dynamics of collaborative practice between and among artists, boards, personnel, and audience and work with collaborators within an organizational structure.
- Develop and master the skills of strategic planning and master the basic principles of finance (including budgeting and financial management).
- Develop a workable knowledge of law and legal procedures as they relate to the ethics of business practice, governance, and contracts, and a practical knowledge of relevant labor relations and issues.
- Develop specific proficiencies in marketing strategies as they relate to overall artistic programming and specific events.
- Understand the specifics of facility management and resource allocation.

Degree Requirements**Course Requirements**

First Year	Hours
MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT	4
WRD 522 WRITING IN THE PROFESSIONS	4
MPS 515 NONPROFIT FINANCIAL ADMINISTRATION	4
MGT 530 LEADERSHIP IN ORGANIZATIONS	4
MPS 519 RESOURCE DEVELOPMENT	4

Synthesis Seminar Sequence

THE 521 ARTS LEADERSHIP SYNTHESIS SEMINAR	3
THE 522 ARTS LEADERSHIP SYNTHESIS SEMINAR	3
THE 523 ARTS LEADERSHIP SYNTHESIS SEMINAR	3

Graduate Management Practicum Sequence

THE 511 GRADUATE MANAGEMENT PRACTICUM	6
THE 512 GRADUATE MANAGEMENT PRACTICUM	6
THE 513 GRADUATE MANAGEMENT PRACTICUM	6

Select one 500 Level CMNS Course Chosen in Consultation with the Arts Leadership Department Head

Second Year

MPS 525 WORKING WITH NONPROFIT BOARDS	4
MPS 561 LAW AND NONPROFIT ORGANIZATIONS	4
AP 550 ORGANIZATIONAL AND/OR INTERPERSONAL DYNAMICS	2

Synthesis Seminar Sequence

THE 621 ARTS LEADERSHIP SYNTHESIS SEMINAR	3
THE 622 ARTS LEADERSHIP SYNTHESIS SEMINAR	3

Graduate Management Practicum Sequence

THE 611 GRADUATE MANAGEMENT PRACTICUM	6
THE 612 GRADUATE MANAGEMENT PRACTICUM	6
THE 613 GRADUATE MANAGEMENT PRACTICUM	4
THE 681 ARTS LEADERSHIP THESIS PROJECT	5

Eight credit hours of Elective credit must be completed as approved by advisor. 8

Asian Studies, Global (Minor)

The Global Asian Studies Program at DePaul is the first program of its kind in the world and unique in its global approach to the study of Asia, Asian diaspora and transnationalism, and Asian American topics.

Our award-winning faculty offer international expertise and professional training in our more than one hundred courses. We have a vibrant alumni mentoring network as well as international internship opportunities.

See our website (<https://las.depaul.edu/academics/global-asian-studies/Pages/default.aspx>) for information about our faculty, students and alumni. The Global Asian Studies program also hosts a number of events. We bring in speakers and performers of international renown to provide the latest scholarly and popular culture developments in the field of Global Asian Studies. These and other program activities provide a contemporary link between in-class learning and out-of-the-classroom experiences. For more information, email us at globalasianstudies@depaul.edu.

A minor in Global Asian Studies complements a student's major field of study through:

- Enhancing cultural competence in Asia, particularly in business and social practices.
- Preparing for real-world challenges, especially in inter-cultural and international environments.
- Improving critical thinking and analytical skills, including in professional presentation and writing.
- Strengthening career readiness via hands-on learning, study abroad and international exchange.
- Developing flexibility and adaptability to new places and situations.
- Mentoring and networking opportunities.

Minor Requirements

A student minoring in Global Asian Studies is required to complete the following courses totaling 24.0 hours (6 courses):

Course	Title	Quarter Hours
AAS 205	GLOBAL ASIA (Required course)	
Select five elective courses from the following:		20
AAS 200	ASIAN AMERICAN HISTORY	
AAS 202	ASIAN AMERICAN LITERATURE	
AAS 203	ASIAN AMERICAN ARTS AND CULTURE	
AAS 208	CHINA'S CULTURAL SOFT POWER AND ITS FUTURE	
AAS 209	CHINESE YOUTH CULTURES	
AAS 210	ASIAN ART	
AAS 211	BUDDHIST ART	
AAS 214	JAPANESE ART	
AAS 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY	
AAS 216	CHINESE ART	
AAS 217	ARTS OF INDIA AND THE HIMALAYAS	
AAS 218	ARTS OF THE SILK ROAD	

AAS 219	K-POP & ITS GLOBAL CULTURAL INFLUENCE
AAS 220	AMERICAN BUDDHISM
AAS 221	RELIGION IN SOCIETY: SOUTH ASIA
AAS 222	RELIGION AND CONFLICT IN SOUTH ASIA
AAS 223	TALES OF INDIA
AAS 224	HINDU THOUGHT AND CULTURE
AAS 225	RELIGION AND SOCIAL ENGAGEMENT: SOCIALLY ENGAGED BUDDHISM
AAS 226	ETHICAL WORLDS: MORAL ISSUES ACROSS CULTURES: ATOM BOMB DISCOURSE
AAS 227	BEYOND PARASITE: SOUTH KOREAN CULTURE THROUGH FILM
AAS 228	ROMANCE IN ASIA: LOVE AND GLOBALIZATION
AAS 230	INTERNATIONAL ENVIRONMENTAL CONSERVATION
AAS 233	THE RISE OF MODERN CHINA
AAS 235	CHINESE SCIENCE FICTION
AAS 238	JAPANESE FILM ARTS
AAS 239	RELIGION AND ETHICS IN JAPANESE FOODSCAPES
AAS 240	MODERN JAPANESE LITERATURE
AAS 241	RELIGION IN CHINESE HISTORY, SOCIETY, AND CULTURE
AAS 242	LITERATURE AND RELIGION IN CHINA
AAS 243	BUDDHIST THOUGHT IN CULTURAL CONTEXT
AAS 244	TRADITIONS OF CHINESE POPULAR CULTURE
AAS 245	RELIGION IN JAPANESE HISTORY, SOCIETY, AND CULTURE
AAS 246	ASIAN FOREIGN POLICY
AAS 247	LITERATURE AND RELIGION IN JAPAN
AAS 248	CHINESE CALLIGRAPHY
AAS 249	JAPANESE WOMEN'S LITERARY MASTERPIECES
AAS 250	CHINESE CINEMA: A WINDOW ON CHINA
AAS 251	SOUTH ASIA TO C. 900 C.E.: THE STONE AGE TO THE GOLDEN AGE
AAS 252	SOUTH ASIA, C. 900 TO 1707: SULTANS, MUGHALS, AND ISLAMIC EMPIRES
AAS 253	ASIAN POLITICS
AAS 254	SOUTH ASIA, 1707 - 1947: RISE AND FALL OF THE BRITISH RAJ
AAS 259	RELIGION IN MANGA AND ANIME
AAS 262	JAPANESE POPULAR CULTURE
AAS 263	JAPAN TO C. 1200
AAS 264	JAPAN, CA. 1200-1800
AAS 265	JAPAN, C. 1800 - PRESENT
AAS 266	EAST ASIA, C.1800-PRESENT
AAS 267	WORLD ECONOMY: STATES, MARKETS AND LABOR
AAS 272	ANIME AND MANGA

AAS 273	GLOBAL ASIAN LITERATURE
AAS 287	INTRODUCTION TO ASIAN PHILOSOPHY
AAS 290	TOPICS IN ASIAN AMERICAN STUDIES
AAS 301	ECONOMIC INEQUALITY AND POLITICAL TRAUMA
AAS 305	RELIGION AND CULTURE IN SOUTH ASIA
AAS 315	THE STATE & ECONOMIC GROWTH IN EAST ASIA
AAS 325	QUEER JAPAN
AAS 337	ASIAN AMERICAN MEDIA REPRESENTATION
AAS 338	ASIAN CULTURE AND COMMUNICATION
AAS 341	ZEN MIND
AAS 342	ASIAN POLITICAL ECONOMY
AAS 343	JAPANESE AMERICAN HISTORY IN THE US/CHICAGO
AAS 344	YOGA AND TANTRA
AAS 345	MORAL PHILOSOPHY, POLITICAL POWER, & RELIGION IN PRE-MODERN CHINA
AAS 350	ETHNIC MINORITY YOUTH: ADAPTATION, IDENTITY AND DEVELOPMENT
AAS 351	JAPANESE POLITICS
AAS 352	CHINESE POLITICS
AAS 363	YELLOW PERIL/YELLOW POWER: ASIAN AMERICANS IN THE MEDIA
AAS 367	LITERATURE OF THE VIETNAM WAR
AAS 373	KYOTO (WORLD CITIES)
AAS 385	INTERNATIONAL ADVERTISING
AAS 395	INDEPENDENT STUDY IN GLOBAL ASIAN STUDIES

NOTE: Students may use up to three courses focusing on only one country (e.g., up to three China, Japan, or India courses) towards the five General Asia electives.

Astrophysics (BS)

The Astrophysics program focuses on the theoretical, observational and experimental study of the Universe. Emphasis is placed on the universe on its largest scales (cosmology), its most visible constituents (stars), and on analysis of modern astronomical data sets. Undergraduates also have the opportunity to work with faculty in their research.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	96
Open Electives	20
Total hours required	192

Students will be able to:

- Demonstrate critical thinking, quantitative, and mathematical skills required to answer questions about the behavior of the universe.
- Create and interpret multiple representations of astrophysics concepts through the use of mathematics, computational code, computer simulations, as well as written, graphical, and pictorial descriptions.

- Design, execute, and analyze observations to test astrophysics theories and hypotheses.
- Effectively communicate their understanding of astrophysics concepts to scientists and non-scientists.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor

in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
PHY 330	SENIOR CAPSTONE PHYSICAL SCIENCE ^{1, 2}	4

¹ Students must earn a C- or better in this course.

² Students with a primary major in Physics are required to complete the Capstone offered by the Physics department. Students double majoring or pursuing dual degrees with the primary major or primary degree in Physics are required to complete the Capstone offered by the Physics department. Physics students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- Not required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Physics		
Course	Title	Quarter Hours
PHY 170	UNIVERSITY PHYSICS I	4
PHY 171	UNIVERSITY PHYSICS II	4
PHY 172	UNIVERSITY PHYSICS III	4
PHY 270	UNIVERSITY PHYSICS IV	4
PHY 300	METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS I	4
PHY 301	METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS II	4
PHY 330	SENIOR CAPSTONE PHYSICAL SCIENCE (Liberal Studies Program Capstone)	4

Mathematics		
Course	Title	Quarter Hours
Select one of the following three-course Calculus sequences:		12
Sequence One		
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
Sequence Two		
MAT 150	CALCULUS I	
MAT 151	CALCULUS II	
MAT 152	CALCULUS III	
Sequence Three		
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	
MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	

Additional Math Course		
MAT 260	MULTIVARIABLE CALCULUS I	4
Course	Title	Quarter Hours
PHY 310	MECHANICS I	4
PHY 320	ELECTRICITY AND MAGNETISM I	4
PHY 360	QUANTUM MECHANICS I	4
PHY 361	QUANTUM MECHANICS II	4
PHY 373	STAR FORMATION	4
PHY 374	STELLAR ASTROPHYSICS	4
PHY 375	INTRODUCTION TO COSMOLOGY	4
PHY 376	ASTRONOMICAL DATA ANALYSIS	4
PHY 380	EXPERIMENTAL PHYSICS I	4
One PHY Elective Required		4
PHY 104	THE SUN & ITS PLANETS	
PHY 114	EXPLORING OTHER WORLDS	
PHY 204	FRONTIERS OF THE UNIVERSE	
PHY 370	ELECTRONICS	
For additional options, see Advisor		

Course	Title	Quarter Hours
MAT 261	MULTIVARIABLE CALCULUS II	4
Select one year-long sequence of courses in biology, chemistry, mathematics, or computer science from the following sequences:		12
Biology Sequence		
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	
Chemistry Sequence		
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	
Mathematics Sequence: Select three 300-level sequenced courses as approved by departmental advisor		
Computer Science Sequence: Select any one year-long three-course sequence of CSC courses as approved by departmental faculty advisor		

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Audit and Advisory Services (MSAA)
Program Description

The Master of Science in Audit and Advisory Services (MSAA) provides students with advanced auditing skills and prepares them to succeed as accountants at both public accounting firms and corporate internal audit departments. Students received hands-on training with audit tools, visualization techniques and data analytics. The program also uses forensic accounting to prepare students to understand what questions to ask about financial data and how to interpret the findings. Students graduate with a set of integrated competencies that are highly valued by the accounting profession.

The program is intended for students with a prior degree in accounting. It offers a unique opportunity to earn a graduate degree while also fulfilling the extra credit hours needed to qualify for the CPA exam.

Program Features

Comprehensive curriculum. The program’s integrated curriculum focuses on areas that are in high demand across accounting profession sectors, including internal audit, data analytics, fraud and forensic accounting, and information systems.

Case-based coursework. Students gain advanced, practical skills for workplace application by learning in a case-based setting and working with audit systems used by accounting professionals.

Professional input. The program’s core competencies are based on insights from top-ranking members of the auditing and accounting profession. Students are prepared with skills that are highly regarded by firms and corporations.

Recognized as a top school. DePaul’s accounting program is recognized by the Institute of Internal Auditors Internal Auditing Education Partnership Program as a comprehensive-level school for internal audit education—making DePaul one of only 15 schools in the United States recognized with this distinction.

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

- Students will be able to:
- Exhibit sophisticated knowledge of internal auditing, corporate governance and internal control.
 - Apply and develop an understanding of data mining, data analytics and data reporting.
 - Understand and critically analyze the regulatory and ethical standards within an internal auditing and fraud context.
 - Demonstrate an understanding of audit and fraud issues from an international perspective.
 - Find red flags in financial statement and reports and investigate fraud within an organization.
 - Recognize and apply relevant ethical standards in the context of fraud and internal auditing.
 - Write and speak about current accounting issues to peers, practitioners, and the public.

Degree Requirements

Course Requirements

Twelve courses are required to complete the Master of Science in Audit and Advisory Services (MSAA) degree. Of the twelve required courses, nine are required and three are selected from among business electives. Students may not repeat at the graduate level course material that was completed as part of their undergraduate degree. Please consult with an academic advisor for clarification.

Students must complete the following nine required courses (36 hrs):

Course	Title	Quarter Hours
ACC 535	PRINCIPLES OF ACCOUNTING INFORMATION SYSTEMS	4
ACC 615	APPLIED STATISTICS FOR ACCOUNTANTS	4
ACC 635	INTRODUCTION TO FRAUD EXAMINATION	4
ACC 636	INTERNAL AUDITING, CORPORATE GOVERNANCE AND INTERNAL CONTROL	4
ACC 637	DATA MINING AND ANALYTICS	4
ACC 638	ADVANCED IT AUDITING	4
ACC 639	AUDIT ANALYTICS	4
ACC 645	FORENSIC AND INVESTIGATIVE ACCOUNTING	4
ACC 646	FORENSIC FINANCIAL STATEMENT ANALYSIS AND VALUATION	4

In addition, students must complete three business electives (12 hrs.) from the list below:

Course	Title	Quarter Hours
CSEC 477	GOVERNANCE POLICIES IN INFORMATION ASSURANCE (FORMERLY CNS 477)	
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	
MIS 673	DATA MANAGEMENT	
CSC 401	INTRODUCTION TO PROGRAMMING	
DSC 430	PYTHON PROGRAMMING	
MGT 563	NEGOTIATION SKILLS	
GSB 500	U.S. BUSINESS CULTURE & PRACTICE	
SEV 621	STRATEGY EXECUTION	
IB 750	INTERNATIONAL BUSINESS SEMINAR I	
IB 755	INTERNATIONAL BUSINESS SEMINAR II	

Please note: ACC 547 AUDITING I, ACC 550 AUDITING II and ACC 640 ADVANCED TOPICS IN ACCOUNTING THEORY II are approved for credit only in the combined Bachelor's/Master's program.

Degree Requirements

- Satisfactory completion of the 9 required courses and 3 required electives.
- A minimum of 48 earned graduate credit hours applicable to the MSAA degree (waived credits are not considered earned hours).
- Satisfactory completion of the college residency requirement.
- All courses taken for credit toward the degree must be completed with satisfactory grades within six calendar years after the

candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years, a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the permission of the faculty program director or the Kellstadt Graduate School of Business.

Bilingual Education (Minor)

The Bilingual Education (BE) minor provides a learning opportunity to all DePaul students interested in working with second language learners. Students gain a comprehensive and in-depth understanding of second language acquisition, as well as related educational theories and practices.

Students interested in this minor should consult home college advisors and secure permission from the Bilingual-Bicultural Education Program to enroll.

Course Requirements

7 courses are required for the minor.

Course	Title	Quarter Hours
BBE 310	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
BBE 370	LANGUAGE, LITERACIES AND CULTURES	4
BBE 307	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
BBE 325	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 316	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	4
BBE 324	METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE	4
BBE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4

Minor in Bilingual Education with Bilingual Endorsement

This option is only available to undergraduates in the College of Education pursuing ISBE Licensure.

The minor with endorsement requires the above 7 courses PLUS 100 fieldwork hours (including registration in BBE 96) and a passing score on the Target Language Proficiency Test.

- BBE 96

Licensure Tests

- Target Language Proficiency Test (select language) – assesses reading comprehension, writing proficiency and oral proficiency in the language. Test is required to qualify for the bilingual endorsement.

ISBE Licensure Division endorses in any target language for which tests are available through ILTS. The Global Seal of Biliteracy or IL State Seal of Biliteracy can be used in place of the language proficiency test. If a language test through ILTS does not exist for bilingual endorsement, candidates may substitute the Foreign Language Content-Area test.

Note: Individuals interested in pursuing a minor in bilingual and a minor in ESL need to select the combined ESL-Bilingual (ESL-BE) minor. Individuals cannot earn a separate minor for both areas.

Bilingual English-Spanish Specialization in Speech Language Pathology Graduate Certificate

The Bilingual English-Spanish Specialization Certificate (BESSC) allows students pursuing a M.S. in Speech Language Pathology at DePaul to complete specialized coursework and clinical practica underscoring a thorough level of competence across scientific, theoretical, and clinical knowledge and skills in order to equitably serve the needs of primarily Spanish speaking individuals with communicative disabilities. In accordance with an additive cultural and linguistic competence curricula, student recruitment of advanced-low proficient per the American Council on Teaching Foreign Languages (ACTFL) speakers of the Spanish language will be emphasized.

Course	Title	Quarter Hours
SLP 460	RESEARCH TO PRACTICE IN BILINGUAL SPEECH LANGUAGE PATHOLOGY	1
SLP 461	PROFESSIONALISM AND ADVOCACY IN BILINGUAL SPEECH LANGUAGE PATHOLOGY	1
SLP 462	ASSESSMENT AND INTERVENTION OF YOUNG BILINGUAL CHILDREN WITH COMMUNICATION DISORDERS	2
SLP 464	ASSESSMENT AND INTERVENTION OF BILINGUAL ADULTS WITH COMMUNICATION DISORDERS	2
SLP 465	CULTURAL RESPONSIVENESS IN BILINGUAL SPEECH-LANGUAGE PATHOLOGY	1
SLP 466	BILINGUAL SPEECH LANGUAGE PATHOLOGY SERVICE PROVISION ACROSS SETTINGS	1
BBE 550	SPEECH-LANGUAGE PATHOLOGY AND THE BILINGUAL LEARNER EXPERIENCE	2

The admission process for the bilingual certificate will uphold a holistic review of applicants. Student admission requirement include: a) earning acceptance to the MS Speech Language Pathology Program; b) indicating interest on the MS Speech-Language Pathology Program at DePaul University graduate application; c) submitting a supplemental application for the Bilingual English-Spanish Specialization Certificate which includes completion of an essay question and self-evaluation of Spanish language skills; d) attaining a rating of at least "Advanced Low" from the standardized Oral Proficiency Interview (OPI) of the American Council on Teaching Foreign Languages (ACTFL) <https://www.language-testing.com/>; and e) completing a brief interview, in Spanish, with the Director of Culturally and Linguistically Diverse Programs in SLP.

Bilingual-Bicultural Education (MA or MEd)

The Bilingual Bicultural Education program offers a comprehensive and in-depth examination of the linguistic, academic, social, and cultural needs of English language learners by addressing second language acquisition and bilingual/ESL educational theory, research, policy, and practice. The foundation of the program rests on the sociopolitical, linguistic, and cultural implications of approaches to language education and language policies. The program offers two concentrations for Illinois State endorsement: Bilingual Education (BE) and English as a Second Language (ESL).

Licensure Option

Students seeking the master's degree in Bilingual Bicultural Education have the option to also pursue an Illinois initial or subsequent teaching license. Please consult your academic advisor as an additional program application may be required.

Endorsements

- Bilingual Education (BE): Requires an Illinois target language proficiency (TLP) test in addition to the required coursework and field experience hours.
- English as a Second Language (ESL): Must complete the required coursework and field experience hours (does not require a language proficiency test).

Endorsement Application

Program Requirements	Quarter Hours
Degree Requirements (MA)	48
Total hours required	48

Program Requirements	Quarter Hours
Degree Requirements (MEd)	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Apply theoretical foundations of second language education to develop sound instruction and teaching approaches for language learners.
- Integrate theory and research on second language acquisition into praxis for language learners.
- Evaluate history and policies of second language education and how historical and policy context affect the education of language learners.
- Analyze various assessment issues that affect second language learners, such as accountability, reliability, validity, bias, special education testing, language proficiency, language supports, and accommodations.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul

University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Course Requirements

Bilingual Bicultural Courses: 36 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
BBE 402	DESIGNING LANGUAGE PROGRAMS	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	4
BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
BBE 425	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 524	METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
BBE 599	LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS	4

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 408	EDUCATION AND SOCIETY	4
SCG 403	HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY	4
or SCG 406	HUMAN DEVELOPMENT AND LEARNING:SECONDARY	

100 Field Experience Hours: Non-credit, non-tuition, PA grade required

Course	Title	Quarter Hours
BBE 97	100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED	0

Choose One: Thesis (MA) or Capstone (MEd)

Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required

Course	Title	Quarter Hours
BBE 589	THESIS RESEARCH IN BILINGUAL-BICULTURAL EDUCATION	4

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

Master of Education (MEd) Degree Requirements: 4 quarter hours, grade of C or better required

Course	Title	Quarter Hours
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE (MEd degree only)	4

Biochemistry (BA)

As a Biochemistry major, you will learn the fundamentals of chemical and biochemical theory and practice through scientific investigation, laboratory experience and research opportunities.

All Biochemistry students will take core courses in chemistry and biochemistry, biology, physics and mathematics.

Program Requirements	Quarter Hours
Liberal Studies Requirements	72 - 76
Major Requirements	72 - 82
Major Concentration Requirements	12 - 48
Open Electives	0 - 32
Total hours required	192

Learning Outcomes

Students will be able to:

- Perform experiments in the domain of biochemistry, using discipline specific techniques.
- Apply proper safety protocols for biochemical laboratory environments.
- Responsibly collect, analyze, and represent scientific data from biochemical experiments.
- Proficiently explain and apply, in writing, core biochemical principles to the results of biochemical experiments and to representative problems

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language

- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4

Junior Year**Experiential Learning**

Required	4
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Senior Year

CHE 330	SENIOR CAPSTONE IN THE PHYSICAL SCIENCES ^{1,2}	4
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¹ Students must earn a C- or better in this course.² Students with a primary major in Biochemistry are required to complete the Capstone offered by the Chemistry department. Students double majoring or pursuing dual degrees with the primary major or primary degree in Biochemistry are required to complete the Capstone offered by the Chemistry department. Biochemistry students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.**Learning Domains****Arts and Literature (AL) (p. 1322)**

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required; 1 Course required for Pre-Med - Accelerated concentration

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

In addition, the Department of Chemistry recommends that students who are seeking accreditation by the American Chemical Society fulfill the Modern Language Option by completing a three-course language sequence. Please see an advisor for further information.

Major Requirements**Course Requirements****Common Core**

All students pursuing a Bachelor of Arts in Biochemistry must complete a common core of courses in the department. These courses are consistent with the requirements of all degree programs accredited by the American Chemical Society. The courses in the common core consist of:

Introductory Courses

Course	Title	Quarter Hours
Select one of the following:		4-6
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	
CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY	
Select one of the following:		4-6
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	
CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II	
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4

The department's summer General Chemistry sequence of CHE 136/CHE 137 and CHE 138/CHE 139 may substitute for the three-quarter sequences above.

Foundation Courses

Course	Title	Quarter Hours
CHE 204 & CHE 205	ANALYTICAL CHEMISTRY and ANALYTICAL CHEMISTRY LABORATORY	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III	4
CHE 261	INSTRUMENTAL ANALYSIS (lecture and lab)	4
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	4

Biology

One year of General Biology, offered by the Department of Biological Sciences, are required to earn a baccalaureate degree in biochemistry:

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4

BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4

Calculus

One year of calculus is required to earn a baccalaureate degree in biochemistry. This may be accomplished by completing any one of the following five course sequences offered by the Department of Mathematical Sciences:

Course	Title	Quarter Hours
Sequence One		
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	6
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	6
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	6
Sequence Two		
MAT 150	CALCULUS I	4
MAT 151	CALCULUS II	4
MAT 152	CALCULUS III	4
Sequence Three		
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	5
MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	5
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	5
Sequence Four		
MAT 170	CALCULUS FOR LIFE SCIENCES I	5
MAT 171	CALCULUS FOR LIFE SCIENCES II	5
MAT 172	CALCULUS III WITH DIFFERENTIAL EQUATIONS	5
Sequence Five		
MAT 155	SUMMER CALCULUS I	6
MAT 156	SUMMER CALCULUS II	6

Students interested in earning credit for multi-variable calculus should not take the MAT 170/ MAT 171/MAT 172 sequence. Business calculus cannot be substituted for any of the sequences above.

Physics

One year of general physics is required to earn a baccalaureate in biochemistry. This may be accomplished by completing one of the following three-course sequences offered by the Department of Physics:

Course	Title	Quarter Hours
Sequence One		
PHY 170	UNIVERSITY PHYSICS I	4
PHY 171	UNIVERSITY PHYSICS II	4
PHY 172	UNIVERSITY PHYSICS III	4
Sequence Two		
PHY 150	GENERAL PHYSICS I	4

PHY 151	GENERAL PHYSICS II	4
PHY 152	GENERAL PHYSICS III	4

Concentration Requirements

Students must also complete the requirements from one of the following concentrations: Standard, Pre-Med - Accelerated Program, and Pre-Podiatry - Accelerated Program.

Biochemistry (BA) students are not eligible to earn a double major in Biochemistry (BS).

Students are advised to talk with their advisor before double majoring because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Departmental Program Requirements

The following enrollment-related policies are fully enforced by the Department of Chemistry and Biochemistry

1. All students enrolling in the first course of a General Chemistry sequence must independently meet a minimum mathematics requirement. See the course descriptions for General Chemistry for up-to-date information.
2. All prerequisite chemistry courses must be completed with a C- or better. Students not meeting this requirement may be removed from course rosters before the start of an academic session. This requirement may be waived only with departmental consent.
3. The department offers lower-level sequences several times each academic year. Due to potentially small class sizes, upper-level courses are typically scheduled every other year. Students should consult with their faculty academic advisor to develop a program they can complete in a timely fashion.

Sequencing and Prerequisites

Students should begin their General Chemistry and General Biology sequences in their freshman year provided they have an adequate mathematics background. Students not yet prepared for calculus should take the prerequisite courses in their first year. The Calculus and Physics sequences should be taken no later than their sophomore and junior year, respectively. The Organic Chemistry sequence, Analytical Chemistry and Instrumental Analysis should be taken in the sophomore year. The Biochemistry sequence should be taken in their junior year. Advanced courses in Chemistry may be taken as soon as students have met the appropriate prerequisites.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Pre-Medicine - Accelerated Program, Biochemistry (BA) (p. 190)
- Pre-Podiatry - Accelerated Program, Biochemistry (BA) (p. 190)
- Standard Concentration, Biochemistry (BA) (p. 190)

Pre-Medicine - Accelerated Program, Biochemistry (BA)

This Accelerated Program concentration is only for qualified Pathways Honors students who are majoring in Biochemistry (BA), and who have been accepted into an accelerated 3+ College of Science and Health pre-professional program. In order to pursue this pre-professional Accelerated Program concentration, students must coordinate carefully with their Pre-Health Advisor and the Pre-Health Advising Committee's (PAC) Accelerated Program advisor (email CSHPreHealth@depaul.edu (CSHPreHealth@depaul.edu) for information). Students may declare this concentration once accepted into an accelerated program.

Students formally accepted into this Accelerated Program will complete their fourth year of coursework at Rosalind Franklin University of Science and Medicine (RFUMS) and apply the credit toward their Bachelor of Arts in Biochemistry at DePaul. Students must apply for degree conferral via Campus Connect by the deadline outlined in the Student Handbook in order to be considered a candidate for earning their Bachelor of Arts degree at the conclusion of their fourth year of study. Depending on the program in question, some combination of Liberal Studies Program courses, Biochemistry (BA) major requirements, and open electives will be fulfilled by professional degree courses. To avoid earning duplicate credit for some courses, students must meet regularly with their Pre-Health Advisor. Please visit the Pathways Honors Program site for more information about eligibility requirements.

Courses from the first year of the RFUMS program will be automatically transferred as a block of credit. Given the nature of the Accelerated Program, most, if not all, of a student's complete first year or coursework at RFUMS will transfer back to DePaul during what would be considered their fourth year or 'senior year'. The senior residency requirement will continue to be automatically waived for them, and they will earn at least 192 credit hours.

Course	Title	Quarter Hours
Select one of the following:		4
CHE 300	THERMODYNAMICS AND INTRODUCTION TO QUANTUM MECHANICS	
CHE 320 & CHE 321	INTERMEDIATE INORGANIC CHEMISTRY and INTERMEDIATE INORGANIC CHEMISTRY LABORATORY	

At the end of the first year at Rosalind Franklin University of Medicine and Science a block of 44 credit hours will be transferred to DePaul to complete the BA degree with 192 credit hours.

Pre-Podiatry - Accelerated Program, Biochemistry (BA)

This Accelerated Program concentration is only for qualified Pathways Honors students who are majoring in Biochemistry (BA), and who have been accepted into an accelerated 3+ College of Science and Health pre-professional program. In order to pursue this pre-professional Accelerated Program concentration, students must coordinate carefully with their Pre-Health Advisor and the Pre-Health Advising Committee's (PAC) Accelerated Program advisor (email CSHPreHealth@depaul.edu (CSHPreHealth@depaul.edu) for information). Students may declare this concentration once accepted into an accelerated program.

Students formally accepted into this Accelerated Program will complete their fourth year of coursework at Rosalind Franklin University of Science and Medicine (RFUMS) and apply the credit toward their Bachelor of Arts in Biochemistry at DePaul. Students must apply for degree conferral via Campus Connect by the deadline outlined in the Student Handbook in order to be considered a candidate for earning their Bachelor of Arts degree at the conclusion of their fourth year of study. Depending on the program in question, some combination of Liberal Studies Program courses, Biochemistry (BA) major requirements, and open electives will be fulfilled by professional degree courses. To avoid earning duplicate credit for some courses, students must meet regularly with their Pre-Health Advisor. Please visit the Pathways Honors Program site for more information about eligibility requirements.

Courses from the first year of the RFUMS program will be automatically transferred as a block of credit. Given the nature of the Accelerated Program, most, if not all, of a student's complete first year or coursework at RFUMS will transfer back to DePaul during what would be considered their fourth year or 'senior year'. The senior residency requirement will continue to be automatically waived for them, and they will earn at least 192 credit hours.

Course	Title	Quarter Hours
Select one of the following:		4
CHE 300	THERMODYNAMICS AND INTRODUCTION TO QUANTUM MECHANICS	
CHE 320 & CHE 321	INTERMEDIATE INORGANIC CHEMISTRY and INTERMEDIATE INORGANIC CHEMISTRY LABORATORY	

At the end of the first year at Rosalind Franklin University of Medicine and Science a block of 40 credit hours will be transferred to DePaul to complete the BA degree with 192 credit hours.

Standard Concentration, Biochemistry (BA)

Course	Title	Quarter Hours
Take all of the following:		
CHE 300	THERMODYNAMICS AND INTRODUCTION TO QUANTUM MECHANICS	4
CHE 320 & CHE 321	INTERMEDIATE INORGANIC CHEMISTRY and INTERMEDIATE INORGANIC CHEMISTRY LABORATORY	4
CHE 342 & CHE 343	BIOCHEMISTRY II and EXPERIMENTAL BIOCHEMISTRY II	4

Open Electives

Open elective credit is also required to meet the minimum graduation requirement of 192 hours.

Biochemistry (BS)

As a Biochemistry major, you will learn the fundamentals of chemical and biochemical theory and practice through scientific investigation, laboratory experience and research opportunities.

All Biochemistry students will take core courses in chemistry and biochemistry, biology, physics and mathematics.

Faculty in the Department of Chemistry and Biochemistry research projects in biochemistry, chemical biology, biophysical chemistry, medicinal chemistry and bioanalytical chemistry in addition to traditional subdisciplines of chemistry. Their projects are funded internally and also through government, foundation and industry grants, providing students with multiple opportunities to gain hands-on research experience. Being in Chicago also allows you to attend many scientific conferences hosted in the city throughout the year.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	104
Open Electives	12
Total hours required	192

Learning Outcomes

Students will be able to:

- Design and perform biochemical experiments and use chemical instrumentation.
- Apply proper safety protocols while in laboratory environments.
- Responsibly collect, analyze, and represent scientific data.
- Proficiently explain, both orally and in writing, and apply core chemical principles to the results of experiments and to representative problems.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
CHE 330	SENIOR CAPSTONE IN THE PHYSICAL SCIENCES ^{1,2}	4

¹ Students must earn a C- or better in this course.

² Students with a primary major in Biochemistry are required to complete the Capstone offered by the Chemistry department. Students double

majoring or pursuing dual degrees with the primary major or primary degree in Biochemistry are required to complete the Capstone offered by the Chemistry department. Biochemistry students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Common Core

All students pursuing a Bachelor of Science in Biochemistry must complete a common core of courses in the department. These courses are consistent with the requirements of all degree programs accredited by the American Chemical Society. The courses in the common core consist of:

Introductory Courses

Major Requirements

Course Requirements

Common Core

All students pursuing a Bachelor of Arts or Bachelor of Science in chemistry must complete a common core of courses in the department. These courses are consistent with the requirements of all degree

programs accredited by the American Chemical Society. The courses in the common core consist of:

Course	Title	Quarter Hours
Select one of the following:		4-6
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	
CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY	
Select one of the following:		4-6
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	
CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II	
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4

The department occasionally offers General Chemistry in the summer. In this case, the combination of CHE 136/CHE 137 and CHE 138/CHE 139 may substitute for the three-quarter sequences above.

Foundation Courses

Course	Title	Quarter Hours
CHE 204 & CHE 205	ANALYTICAL CHEMISTRY and ANALYTICAL CHEMISTRY LABORATORY	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III	4
CHE 261	INSTRUMENTAL ANALYSIS (lecture and lab)	4
CHE 300	THERMODYNAMICS AND INTRODUCTION TO QUANTUM MECHANICS	4
CHE 320 & CHE 321	INTERMEDIATE INORGANIC CHEMISTRY and INTERMEDIATE INORGANIC CHEMISTRY LABORATORY	4
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	4

In-Depth Courses

Course	Title	Quarter Hours
CHE 315	PHYSICAL CHEMISTRY LAB	4
CHE 342 & CHE 343	BIOCHEMISTRY II and EXPERIMENTAL BIOCHEMISTRY II	4
Select 12 credit hours from any of CHE 250 through CHE 399, excluding CHE 346. One course may be CHE 392, CHE 397, or CHE 398. ¹		12

¹ One 300-level biology course may replace an In-Depth Chemistry course in consultation with a student’s academic advisor. Suggested options include BIO 370, BIO 375, and HLTH 320.

Biology

One year of General Biology and a course in Cell Biology, all offered by the Department of Biological Sciences, are required to earn a baccalaureate degree in biochemistry:

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 250	CELL BIOLOGY	4

Calculus

One year of calculus is required to earn a baccalaureate degree in biochemistry. This may be accomplished by completing any one of the following five course sequences offered by the Department of Mathematical Sciences:

Course	Title	Quarter Hours
Sequence One		
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	6
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	6
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	6
Sequence Two		
MAT 150	CALCULUS I	4
MAT 151	CALCULUS II	4
MAT 152	CALCULUS III	4
Sequence Three		
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	5
MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	5
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	5
Sequence Four		
MAT 170	CALCULUS FOR LIFE SCIENCES I	5
MAT 171	CALCULUS FOR LIFE SCIENCES II	5
MAT 172	CALCULUS III WITH DIFFERENTIAL EQUATIONS	5
Sequence Five		
MAT 155	SUMMER CALCULUS I	6
MAT 156	SUMMER CALCULUS II	6

Students interested in earning credit for multi-variable calculus should not take the MAT 170/ MAT 171/MAT 172 sequence. Business calculus cannot be substituted for any of the sequences above.

Physics

One year of general physics is required to earn a baccalaureate in biochemistry. This may be accomplished by completing one of the following three-course sequences offered by the Department of Physics:

Course	Title	Quarter Hours
Sequence One		
PHY 170	UNIVERSITY PHYSICS I	4
PHY 171	UNIVERSITY PHYSICS II	4
PHY 172	UNIVERSITY PHYSICS III	4
Sequence Two		
PHY 150	GENERAL PHYSICS I	4
PHY 151	GENERAL PHYSICS II	4
PHY 152	GENERAL PHYSICS III	4

Open Electives

Open elective credit is also required to meet the minimum graduation requirement of 192 hours.

Departmental Program Requirements

The following enrollment-related policies are fully enforced by the Department of Chemistry and Biochemistry

1. All students enrolling in the first course of a General Chemistry sequence must independently meet a minimum mathematics requirement. See the course descriptions for General Chemistry for up-to-date information.
2. All prerequisite chemistry courses must be completed with a C- or better. Students not meeting this requirement may be removed from course rosters before the start of an academic session. This requirement may be waived only with departmental consent.
3. The department offers lower-level sequences several times each academic year. Due to potentially small class sizes, upper-level courses may be scheduled every other year. Students should consult with their faculty academic advisor to develop a program they can complete in a timely fashion.

Departmental Program Requirements

The following enrollment-related policies are fully enforced by the Department of Chemistry and Biochemistry

1. All students enrolling in the first course of a General Chemistry sequence must independently meet a minimum mathematics requirement and successfully complete the General Chemistry placement examination. See the course descriptions for General Chemistry for up-to-date information.
2. All prerequisite chemistry courses must be completed with a C- or better. Students not meeting this requirement may be removed from course rosters before the start of an academic session. This requirement may be waived only with departmental consent.
3. The department offers lower-level sequences several times each academic year. Due to potentially small class sizes, upper-level courses are typically scheduled every other year. Students should

consult with their faculty academic advisor to develop a program they can complete in a timely fashion.

Sequencing and Prerequisites

Students should begin their General Chemistry and General Biology sequences in their freshman year provided they have an adequate mathematics background. Students not yet prepared for calculus should take the prerequisite courses in their first year. The Calculus and Physics sequences should be taken no later than their sophomore and junior year, respectively. The Organic Chemistry sequence, Analytical Chemistry and Instrumental Analysis should be taken in the sophomore year. The Biochemistry sequence should be taken in their junior year. Advanced courses in Chemistry and courses in biology may be taken as soon as students have met the appropriate prerequisites.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Bioethics and Society (Minor)

The Minor in Bioethics and Society offers students an interdisciplinary approach to the various moral, social, political, and conceptual issues that arise at the ever changing intersection of the life sciences, health, and society.

Course Requirements

The minor requires students to take a total of six courses (24 quarter hours):

Course	Title	Quarter Hours
Select one of the following foundational bioethics courses:		4
HLTH 229	ETHICS FOR HEALTH SCIENCES	
PHL 229	BIOMEDICAL ETHICS	
REL 229	MEDICINE, ETHICS AND SOCIETY	
Note: Only one of these courses may be counted towards satisfaction of the requirement for the minor.		

Note: Only one of these courses may be counted towards satisfaction of the requirement for the minor.

Students must take a total of *four* courses, in addition to the foundational bioethics course, in accordance with the following distribution:

Course	Title	Quarter Hours
Ethical Theory		
Select one of the following:		4
NEU 228	NEUROETHICS	
PHL 200	ETHICAL THEORIES	
PHL 206	TOPICS AND CONTROVERSIES	
PHL 208	WHAT IS A PERSON?	
PHL 228	NEUROETHICS	
PHL 230	CONTEMPORARY TOPICS IN ETHICS	
PHL 241	ETHICS AND PUBLIC POLICY	
PHL 314	SURVEY OF ETHICS	
Religious Ethics		
Select one of the following:		4

REL 227	RELIGIOUS ETHICS AND PROFESSIONAL LIFE
REL 251	THE IDEA OF "EVIL"
REL 252	FORGIVENESS AND RECONCILIATION
REL 253	DESPAIR AND HOPE
REL 257	DEATH AND ITS BEYOND: EXPERIENCE, MYTH AND RITUALS

Health Sciences

Select one of the following:		4
HLTH 200	FOUNDATIONS OF HEALTH SCIENCES	
HLTH 329	HEALTH HUMANITIES	
HLTH 341	DEATH AND DYING	

Social Sciences

Select one of the following:		4
ANT 272	INTRODUCTION TO MEDICAL ANTHROPOLOGY	
ANT 360	ISSUES IN GLOBAL HEALTH	
ANT 361	GLOBAL ISSUES IN WOMEN'S HEALTH	
ANT 362	GLOBAL HISTORY OF HEALTH	
SOC 221	INTRODUCTION TO THE U.S HEALTH CARE SYSTEM	
SOC 321	HEALTH AND HUMAN SERVICE ORGANIZATIONS	
SOC 353	SOCIOLOGY OF MENTAL ILLNESS	
SOC 373	PUBLIC HEALTH AND HIGH RISK BEHAVIOR	

Note: Other courses may be substituted for those listed here at the discretion of the Director(s) of the minor if the focus of the specific class is deemed appropriate to satisfy the distribution requirements of the minor.

- Finally, students must take the minor capstone course:
 - PHL 339/HLTH 339
 Students seeking to enroll in PHL 339/HLTH 339 must have successfully completed one of the following courses:
 - PHL 229
 - HLTH 229
 - REL 229

Bioethics Graduate Certificate

The Graduate Certificate in Bioethics is an option for doctoral candidates in Philosophy who want (a) to cultivate their ability to engage in critical analysis of bioethical issues, and (b) to train to teach bioethics to a variety of different kinds of students.

Course Requirements: 16 total credit hours

Course	Title	Quarter Hours
PHL 529	THE PHILOSOPHICAL FOUNDATIONS OF BIOETHICS	4
Choose 3 of the Following:		
PHL 416	ARISTOTLE II	4
PHL 425	AQUINAS	4
PHL 511	KANT II	4
PHL 520	MARX I	4
PHL 521	MARX II	4

PHL 641	SEMINAR ON THE CONTINENTAL TRADITION IN ETHICS	4
PHL 656	SEMINAR ON SOCIAL AND POLITICAL THOUGHT	4
PHL 660	SEMINAR IN FEMINIST ETHICS	4
PHL 661	TOPICS IN FEMINIST THEORY	4

Open Electives	56
Total hours required	192

Learning Outcomes

Students will be able to:

- Distinguish among the diversity of fields and approaches within Biology.
- Describe the relationships among Biology and other scientific and social disciplines.
- Describe how the scientific process is used to identify and resolve testable questions.
- Critically analyze and interpret the biological scientific literature.
- Effectively communicate scientific information to diverse audiences in both written and oral form.

Training / Teaching Requirements

1. Students must participate in the Biomedical Ethics Training Program or serve as a Teaching Assistant for PHL 229 (<https://catalog.depaul.edu/search/?P=PHL%20229>): Biomedical Ethics with a tenured or tenure-line faculty member.

2. Upon completion of the training program or assistantship, students must teach at least two sections of Biomedical Ethics (PHL 229 (<https://catalog.depaul.edu/search/?P=PHL%20229>)).

Biological Science (Minor)

As a Biological Science minor you will gain a strong foundation in biological science theories and practices. You will have the opportunity to choose electives based on your individual study plan.

Course Requirements

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4

Select three additional courses (generally lab-based) designed for the major¹ 12

¹ If desired, these courses can be recommended by a departmental advisor on the basis of the student's interests.

Biological science majors cannot earn a biological science minor.

Biological Sciences (BA)

The Department of Biological Sciences provides courses for both biology majors and non-majors. The core program for the BA major consists of seven lecture/laboratory courses which provide a strong foundation in biology. Beyond the core program, students take three additional majors-level biology courses, guided by their interests. There are a number of opportunities for learning outside the classroom, including a program of seminars, internships, and opportunities for research with a member of the faculty. Students are encouraged to use their open electives to complete coursework required for graduate or professional programs or to pursue minors in fields that will complement their training in biology.

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	56

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		4
LSP 110	DISCOVER CHICAGO	
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BIO 395	BIOLOGY CAPSTONE SEMINAR ^{1, 2}	4

¹ Students must earn a C- or better in this course.

² Students with a primary major in Biology are required to complete the Capstone offered by the Biology department. Students double majoring or pursuing dual degrees with the primary major or primary degree in Biology are required to complete the Capstone offered by the Biology department. Biology students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)
• 3 Courses Required

Historical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (p. 1328)
• 1 Course Required
[1 CR Course]

Philosophical Inquiry (PI) (p. 1329)
• 2 Courses Required

Religious Dimensions (RD) (p. 1330)
• 2 Courses Required

Scientific Inquiry (SI) (p. 1332)
• Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy would apply only to those students in pursuit of a BA or BS degree, and not to those who are double majors or earning BFA or BM degrees.

Major Requirements

Course Requirements

Biology Core Requirements

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 206	BIOSTATISTICS	4
BIO 215	ECOLOGY	4
or BIO 235	EVOLUTION	
BIO 250	CELL BIOLOGY	4
BIO 260	GENETICS	4
BIO 307	ANIMAL PHYSIOLOGY	4
or BIO 308	HUMAN PHYSIOLOGY	
or BIO 309	PLANT PHYSIOLOGY	

Chemistry

Course	Title	Quarter Hours
Select one of the following:		4-6
CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY	
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	
The following courses are required		
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4

Biology Majors-level Electives

Course	Title	Quarter Hours
Select three additional majors-level biology courses, two of which must be 300 level ¹		12

¹ Biology courses that fulfill the Scientific Inquiry Domain requirements, other than the General Biology sequence, do not generate credit toward the major.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Biological Sciences (BS)

NA	
Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	64
Major Concentration Requirements	32
Open Electives	20
Total hours required	192

Learning Outcomes

- Students will be able to:
- Distinguish among the diversity of fields and approaches within Biology.
 - Describe the relationships among Biology and other scientific and social disciplines.
 - Describe how the scientific process is used to identify and resolve testable questions.
 - Critically analyze scientific information and design and analyze the results of an experiment.

- Effectively communicate scientific information in both written and oral forms.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor

in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BIO 395	BIOLOGY CAPSTONE SEMINAR ^{1,2}	4

¹ Students must earn a C- or better in this course.

² Students with a primary major in Biology are required to complete the Capstone offered by the Biology department. Students double majoring or pursuing dual degrees with the primary major or primary degree in Biology are required to complete the Capstone offered by the Biology department. Biology students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy would apply only to those students in pursuit of a BA or BS degree, and not to those who are double majors or earning BFA or BM degrees.

Major Requirements

Course Requirements

Biological Sciences Core

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 206	BIOSTATISTICS	4
BIO 260	GENETICS	4
BIO 395	BIOLOGY CAPSTONE SEMINAR (Liberal Studies Program Capstone)	4

Chemistry

Course	Title	Quarter Hours
Select one of the following:		4-6
CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY	
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	
The following courses are required:		
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II	4

Students are typically expected to take the first year chemistry courses simultaneously with BIO 191, BIO 192, and BIO 193.

Physics

Course	Title	Quarter Hours
PHY 150	GENERAL PHYSICS I	4
PHY 151	GENERAL PHYSICS II	4
PHY 152	GENERAL PHYSICS III	4

Students may substitute comparable sequences of Physics courses designed for science majors.

Mathematics

Choose one of the following Calculus sequences:

Course	Title	Quarter Hours
Sequence One		
MAT 150	CALCULUS I	4
MAT 151	CALCULUS II	4
Sequence Two		
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	6
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	6
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	6
Sequence Three		
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	5
MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	5
Sequence Four		
MAT 170	CALCULUS FOR LIFE SCIENCES I	5
MAT 171	CALCULUS FOR LIFE SCIENCES II	5
Sequence Five		
MAT 155	SUMMER CALCULUS I	6
MAT 156	SUMMER CALCULUS II	6

Students may be advised on the basis of their performance on the Mathematics Diagnostic test to take one or more course before calculus.

Concentration Requirements

Students must also complete the requirements from one of the following concentrations: Integrative Biology; Microbiology and Biotechnology; Medicine and Health; Neuroscience; Ecology and Evolution; Cell & Molecular Biology; or Physiology. Students are limited to only declaring one concentration.

Sequencing

Since programs in the Biological Sciences tend to be structured, it is useful for students to take courses in sequence. Students should begin with the General Biology and General Chemistry sequences. These are prerequisite to higher level requirements such as Ecology, Cell Biology, Genetics, and Organic Chemistry, which should preferably be taken in the sophomore year. Since calculus is required for the degree, students should also begin their study of mathematics as soon as possible, preferably prior to their junior year, so that they can be adequately prepared for the General Physics sequence, best taken in the junior year. Because of this highly structured sequence, students are strongly encouraged to work with their departmental advisor in order to plan their

course schedules and plan alternatives if necessary. Such planning is particularly important for transfer students, as the sequence presented above is highly recommended and most likely to be completed in a timely fashion.

The predominance of chemistry and biology course sequences required in the freshman and sophomore years generally dictates that, with the exception of the Liberal Studies Core courses, the majority of the Liberal Studies courses may be postponed until the junior and senior years. Students may therefore be taking fewer Liberal Studies courses in the first two years than many other programs, concentrating instead on major field requirements, which are prerequisites to upper division courses.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Cell & Molecular Biology Concentration, Biological Sciences (BS) (p. 200)
- Ecology and Evolution Concentration, Biological Sciences (BS) (p. 201)
- Integrative Biology Concentration, Biological Sciences (BS) (p. 201)
- Medicine and Health Concentration, Biological Sciences (BS) (p. 202)
- Microbiology and Biotechnology Concentration, Biological Sciences (BS) (p. 202)
- Neuroscience Concentration, Biological Sciences (BS) (p. 203)
- Physiology Concentration, Biological Sciences (BS) (p. 203)

Biological Sciences (BS) + Secondary Education Biology (MEd)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The TEACH Program combines a College of Science and Health (CSH) undergraduate Biology major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Biology Certification.

Students may apply to the TEACH Program during the spring of their junior year. They must enroll in the Junior Year Experiential Learning course, TCH 320, and meet other application criteria; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 GPA.

During their senior year, students are required to complete a TEACH Program capstone course, TCH 390, and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework : 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework : 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 414	THE NATURE OF SCIENCE	4
TCH 424	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	4

All coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- Ecology
- Cell Biology
- Physiology
- Genetics
- Biology Elective
- Biology Elective
- Biology Elective
- Biology Elective (with lab)
- Biology Elective (with lab)
- College Algebra or Calculus I
- Trigonometry or Calculus II
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III

This combined degree program of the College of Science and Health and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach Biology at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1133)

Students interested in the TEACH Program should consult with the designated TEACH Program advisor in their home department.

Biological Sciences (BS)/Biological Sciences (MS)

The combined Bachelor's/Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and MS degree programs.

Students apply to this program in spring of their junior year. Applicants should have the support of a faculty member that will serve as their research mentor in the MS program. Information on potential research mentors can be found at our Biology Faculty and Staff page. (<https://csh.depaul.edu/academics/biological-sciences/Pages/faculty-staff.aspx>)

In addition, applicants will need to submit a copy of their transcripts, a letter of recommendation from the potential research mentor, and a personal statement highlighting their professional interests, experience, and plans. A minimum GPA of 3.0 is expected. Interested students should meet with the Graduate Program Director to learn more.

Visit our Biological Sciences (MS) program page (<https://csh.depaul.edu/academics/biological-sciences/graduate/biological-sciences-ms/Pages/default.aspx>) for more information.

Cell & Molecular Biology Concentration, Biological Sciences (BS)**Course Requirements**

Course	Title	Quarter Hours
BIO 210	MICROBIOLOGY	4
BIO 250	CELL BIOLOGY	4
BIO 360	MOLECULAR BIOLOGY	4
Select one Advanced Topics Course		4
BIO 315	TOPICS IN ECOLOGY	
BIO 319	TOPICS IN BEHAVIORAL PARASITOLOGY	
BIO 335	CONCEPTS IN EVOLUTION	
BIO 341	TOPICS IN NEUROBIOLOGY	
BIO 345	TOPICS IN PALEOBIOLOGY	
BIO 349	TOPICS IN MICROBIOLOGY AND BIOTECHNOLOGY	
BIO 347	TOPICS IN MEDICAL BACTERIOLOGY	
BIO 361	TOPICS IN MOLECULAR BIOLOGY	
BIO 390	SPECIAL TOPICS (as appropriate)	

Select two courses from the following list, one of which must be a lab course: ¹ 8

BIO 309	PLANT PHYSIOLOGY
BIO 315	TOPICS IN ECOLOGY
BIO 321	MOLECULAR METHODS IN ECOLOGY AND EVOLUTION
BIO 330	DEVELOPMENTAL BIOLOGY
BIO 335	CONCEPTS IN EVOLUTION
BIO 339	CELLULAR NEUROBIOLOGY
BIO 341	TOPICS IN NEUROBIOLOGY
BIO 345	TOPICS IN PALEOBIOLOGY
BIO 347	TOPICS IN MEDICAL BACTERIOLOGY
BIO 348	THE BIOLOGY OF INFECTION
BIO 355	GENETIC TOXICOLOGY
BIO 361	TOPICS IN MOLECULAR BIOLOGY
BIO 362	ADVANCED GENETIC ANALYSIS
BIO 365	PRINCIPLES OF TOXICOLOGY
BIO 370	IMMUNOBIOLOGY
BIO 375	INTRODUCTION TO PHARMACOLOGY
BIO 380	CANCER BIOLOGY
BIO 381	TOPICS IN CANCER
BIO 385/485	MAMMALIAN REPRODUCTION
BIO 386	ENDOCRINOLOGY
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I
BIO 390	SPECIAL TOPICS ²

Select three additional majors-level Biology courses, one must be a lab course ^{1,3} 12

¹ At least two of the five biology electives must have a lab.
² Students can request permission from the department to have a BIO 390 class count for one of the requirements if appropriate.
³ CHE 234 & 235, 340 & 341, 346, HLTH 301, 302, 320, and NEU 201 also fulfills this requirement

Biology courses other than the General Biology sequence that have any Scientific Inquiry domain designation do not generate credit toward the major or minor.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Ecology and Evolution Concentration, Biological Sciences (BS)
Course Requirements

Course	Title	Quarter Hours
BIO 215	ECOLOGY	4
BIO 235	EVOLUTION	4
Select three courses from the following list - at least one must be a lab course: ¹		12
BIO 270	COMPARATIVE VERTEBRATE ANATOMY	

BIO 306	RESEARCH METHODS & APPLIED BIOSTATISTICS
BIO 315	TOPICS IN ECOLOGY
BIO 318	FIELD STUDIES IN MARINE AND ESTUARINE BIOLOGY
BIO 319	TOPICS IN BEHAVIORAL PARASITOLOGY
BIO 321	MOLECULAR METHODS IN ECOLOGY AND EVOLUTION
BIO 325	PALEOBIOLOGY
BIO 332	POPULATION ECOLOGY
BIO 335	CONCEPTS IN EVOLUTION
BIO 345	TOPICS IN PALEOBIOLOGY
BIO 389	RESEARCH IN FIELD BIOLOGY
BIO 390	SPECIAL TOPICS ²

Select four additional majors-level Biology courses ^{1,3} 16

¹ Two of the seven total electives must have a lab.
² Students can request permission from the department to have a BIO 390 class count for one of the requirements if appropriate.
³ CHE 234 & 235, 340 & 341, 346, HLTH 301, 302, 320, and NEU 201 also fulfills this requirement

Biology courses other than the General Biology sequence that have any Scientific Inquiry domain designation do not generate credit toward the major or minor.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Integrative Biology Concentration, Biological Sciences (BS)
Course Requirements

Course	Title	Quarter Hours
BIO 215 or BIO 235	ECOLOGY EVOLUTION	4
BIO 250	CELL BIOLOGY	4
BIO 309 or BIO 307 or BIO 308	PLANT PHYSIOLOGY ANIMAL PHYSIOLOGY HUMAN PHYSIOLOGY	4

Select six additional majors-level Biology courses ^{1,2} 24

¹ At least two of the six must have a lab component and at least two of the six must be 300-level courses. Biology courses that fulfill the Scientific Inquiry Domain requirements, other than the General Biology sequence, do not generate credit toward the major or minor.
² CHE 234 & 235, 340 & 341, 346, HLTH 301, 302, 320, and NEU 201 also fulfills this requirement.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Medicine and Health Concentration, Biological Sciences (BS)

Course Requirements

Course	Title	Quarter Hours
BIO 250	CELL BIOLOGY	4
Select two of the following: ^{1, 2}		8
BIO 201	HUMAN ANATOMY	
BIO 210	MICROBIOLOGY	
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	
BIO 307 or BIO 308	ANIMAL PHYSIOLOGY or HUMAN PHYSIOLOGY	
CHE 342 & CHE 343	BIOCHEMISTRY II and EXPERIMENTAL BIOCHEMISTRY II	
Select three courses from the following, at least one of which must have a lab:		12
BIO 201	HUMAN ANATOMY	
BIO 307	ANIMAL PHYSIOLOGY	
BIO 308	HUMAN PHYSIOLOGY	
BIO 210	MICROBIOLOGY	
BIO 220	BIOTECHNOLOGY	
BIO 270	COMPARATIVE VERTEBRATE ANATOMY	
BIO 311	HISTOLOGY	
BIO 330	DEVELOPMENTAL BIOLOGY	
BIO 339	CELLULAR NEUROBIOLOGY	
BIO 340	BEHAVIORAL NEUROSCIENCE	
BIO 341	TOPICS IN NEUROBIOLOGY	
BIO 342	COGNITIVE NEUROSCIENCE	
BIO 347	TOPICS IN MEDICAL BACTERIOLOGY	
BIO 348	THE BIOLOGY OF INFECTION	
BIO 349	TOPICS IN MICROBIOLOGY AND BIOTECHNOLOGY	
BIO 352	ADVANCED COMPARATIVE PHYSIOLOGY	
BIO 360	MOLECULAR BIOLOGY	
BIO 362	ADVANCED GENETIC ANALYSIS	
BIO 370	IMMUNOBIOLOGY	
BIO 375	INTRODUCTION TO PHARMACOLOGY	
BIO 380	CANCER BIOLOGY	
BIO 381	TOPICS IN CANCER	
BIO 385	MAMMALIAN REPRODUCTION	
BIO 386	ENDOCRINOLOGY	
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	
CHE 342 & CHE 343	BIOCHEMISTRY II and EXPERIMENTAL BIOCHEMISTRY II	
BIO 390	SPECIAL TOPICS ³	
Select three additional majors-level Biology courses; one must be a lab course ⁴		12

¹ Each professional program in health requires different courses from the list below. Please consult with an academic advisor to help you select the ones that will support your applications.

² Students may substitute HLTH 301 AND HLTH 302 for BIO 201 AND BIO 307 or BIO 201 AND BIO 308. Students who opt to take HLTH 301 and HLTH 302 cannot receive credit for any of the following courses: BIO 201, BIO 307, and BIO 308. BIO 201 and BIO 307 or BIO 308 do not need to be taken as a combination.

³ Students can request permission from the department to have a BIO 390 class count for one of the requirements if appropriate.

⁴ CHE 234 & 235, 340 & 341, 346, HLTH 301, 302, 320, and NEU 201 also fulfills this requirement.

It is strongly recommended that students who wish to take the MCAT take an ethics course as part of their Philosophical Inquiry Domain and PSY 105, PSY 106 & SOC 101 for their Social, Cultural, and Behavioral Inquiry. Biology courses other than the General Biology sequence that have any Scientific Inquiry domain designation do not generate credit toward the major or minor.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Microbiology and Biotechnology Concentration, Biological Sciences (BS)

Course Requirements

Course	Title	Quarter Hours
BIO 210	MICROBIOLOGY	4
BIO 220	BIOTECHNOLOGY	4
BIO 250	CELL BIOLOGY	4
BIO 349	TOPICS IN MICROBIOLOGY AND BIOTECHNOLOGY	4
Select two courses from the following list, one of which must be a lab course:		8
BIO 235	EVOLUTION	
BIO 320	ADVANCED MICROBIOLOGY	
BIO 321	MOLECULAR METHODS IN ECOLOGY AND EVOLUTION	
BIO 347	TOPICS IN MEDICAL BACTERIOLOGY	
BIO 348	THE BIOLOGY OF INFECTION	
BIO 360	MOLECULAR BIOLOGY	
BIO 362	ADVANCED GENETIC ANALYSIS	
BIO 370	IMMUNOBIOLOGY	
BIO 375	INTRODUCTION TO PHARMACOLOGY	
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	
CHE 342 & CHE 343	BIOCHEMISTRY II and EXPERIMENTAL BIOCHEMISTRY II	
HLTH 320	MOLECULAR VIROLOGY	

BIO 390	SPECIAL TOPICS ¹	
Select three additional majors-level Biology courses ²		12

¹ Students can request permission from the department to have a BIO 390 class count for one of the requirements if appropriate.

² CHE 234 & 235, 340 & 341, 346, HLTH 301, 302, 320, and NEU 201 also fulfills this requirement.

Biology courses other than the General Biology sequence that have any Scientific Inquiry domain designation do not generate credit toward the major or minor.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Neuroscience Concentration, Biological Sciences (BS)
Course Requirements

Course	Title	Quarter Hours
BIO 250	CELL BIOLOGY	4
BIO 339	CELLULAR NEUROBIOLOGY	4
BIO 307	ANIMAL PHYSIOLOGY ¹	4
or BIO 308	HUMAN PHYSIOLOGY	
BIO 340	BEHAVIORAL NEUROSCIENCE	4
Select one of the following:		4
BIO 341	TOPICS IN NEUROBIOLOGY	
BIO 342	COGNITIVE NEUROSCIENCE	
BIO 360	MOLECULAR BIOLOGY	
BIO 375	INTRODUCTION TO PHARMACOLOGY	
BIO 386	ENDOCRINOLOGY	
Select four additional majors-level Biology courses ^{2, 3}		16

¹ Students can substitute HLTH 301 AND HLTH 302 for BIO 307 or BIO 308.

² At least two of the five total electives must be lab courses. Biology courses other than the General Biology sequence that have any Scientific Inquiry domain designation do not generate credit toward the major or minor.

³ CHE 234 & 235, 340 & 341, 346, HLTH 301, 302, 320, and NEU 201 also fulfills this requirement.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Physiology Concentration, Biological Sciences (BS)
Course Requirements

Course	Title	Quarter Hours
BIO 250	CELL BIOLOGY	4
BIO 309	PLANT PHYSIOLOGY	
or BIO 307	ANIMAL PHYSIOLOGY	
or BIO 308	HUMAN PHYSIOLOGY	
Select three courses from the following list, at least one of which must be a lab course:		12
BIO 201	HUMAN ANATOMY	
or BIO 270	COMPARATIVE VERTEBRATE ANATOMY	
BIO 309	PLANT PHYSIOLOGY	
or BIO 307	ANIMAL PHYSIOLOGY	
or BIO 308	HUMAN PHYSIOLOGY	
BIO 312	TOPICS IN EXERCISE PHYSIOLOGY	
BIO 339	CELLULAR NEUROBIOLOGY	
BIO 352	ADVANCED COMPARATIVE PHYSIOLOGY	
BIO 385	MAMMALIAN REPRODUCTION	
BIO 386	ENDOCRINOLOGY	
BIO 360	MOLECULAR BIOLOGY	
CHE 340	BIOCHEMISTRY I	
& CHE 341	and EXPERIMENTAL BIOCHEMISTRY I	
Select four additional majors-level Biology courses ^{1,2}		16

¹ One must be a lab course. Biology courses other than the General Biology sequence that have any Scientific Inquiry domain designation do not generate credit toward the major or minor.

² CHE 234 & 235, 340 & 341, 346, HLTH 301, 302, 320, and NEU 201 also fulfills this requirement.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Biological Sciences (MA)

A program of study leading to the Master of Arts degree in Biology is designed for students who:

- Have a strong desire to increase their understanding of the life sciences.
- Plan additional education at the master's level for increased proficiency in teaching. This program is not intended for those students pursuing technical and/or laboratory research-related careers, or planning to continue study towards the PhD degree.

Program Requirements	Quarter Hours
Degree Requirements	50
Total hours required	50

Learning Outcomes

Students will be able to:

- Apply biology knowledge to design a scientific study to test an original hypothesis.
- Distinguish among the diversity of fields and approaches within Biology.
- Critically analyze and evaluate the validity of scientific findings.
- Effectively communicate scientific information in both written and oral formats.

Degree Requirements

Course Requirements

50 hours of graduate credit including:

Course	Title	Quarter Hours
BIO 402	INTRODUCTION TO GRADUATE STUDIES	2
BIO 403	DEVELOPMENT OF TOPICS FOR RESEARCH	4
BIO 494	COMMUNICATING SCIENCE	4
Select three courses from the Ecology, Evolution and Population Biology core area		12
Select three courses from the Genetics, Cell and Molecular Biology core area		12
Select three courses from the Physiology and Neurobiology core area		12
BIO 499	THESIS RESEARCH	4

Core Areas of Study

Ecology, Evolution, and Population Biology

Course	Title	Quarter Hours
BIO 415	TOPICS IN ECOLOGY	
BIO 417	AQUATIC BIOLOGY	
BIO 419	TOPICS IN BEHAVIORAL PARASITOLOGY	
BIO 421	MOLECULAR METHODS IN ECOLOGY AND EVOLUTION	
BIO 432	POPULATION ECOLOGY	
BIO 435	CONCEPTS IN EVOLUTION	
BIO 445	TOPICS IN PALEOBIOLOGY	
BIO 489	RESEARCH IN FIELD BIOLOGY	

Genetics, Cell and Molecular Biology

Course	Title	Quarter Hours
BIO 409	PLANT PHYSIOLOGY	
BIO 421	MOLECULAR METHODS IN ECOLOGY AND EVOLUTION	
BIO 425	CELLULAR EVENTS IN THE IMMUNE RESPONSE	
BIO 430	DEVELOPMENTAL BIOLOGY	
BIO 439	CELLULAR NEUROBIOLOGY	
BIO 447	TOPICS IN MEDICAL BACTERIOLOGY	
BIO 448	THE BIOLOGY OF INFECTION	
BIO 449	TOPICS IN MICROBIOLOGY AND BIOTECHNOLOGY	
BIO 455	GENETIC TOXICOLOGY	
BIO 460	MOLECULAR BIOLOGY	

BIO 461	TOPICS IN MOLECULAR BIOLOGY
BIO 462	ADVANCED GENETIC ANALYSIS
BIO 471	IMMUNOBIOLOGY
BIO 475	INTRODUCTION TO PHARMACOLOGY
BIO 480	CANCER BIOLOGY
BIO 481	TOPICS IN CANCER
BIO 486	ENDOCRINOLOGY

Physiology and Neurobiology

Course	Title	Quarter Hours
BIO 409	PLANT PHYSIOLOGY	
BIO 412	TOPICS IN EXERCISE PHYSIOLOGY	
BIO 439	CELLULAR NEUROBIOLOGY	
BIO 440	BEHAVIORAL NEUROSCIENCE	
BIO 441	TOPICS IN NEUROBIOLOGY	
BIO 442	COGNITIVE NEUROSCIENCE	
BIO 452	ADVANCED COMPARATIVE PHYSIOLOGY	
BIO 465	PRINCIPLES OF TOXICOLOGY	
BIO 475	INTRODUCTION TO PHARMACOLOGY	
BIO 485	MAMMALIAN REPRODUCTION	
BIO 486	ENDOCRINOLOGY	
BIO 489	RESEARCH IN FIELD BIOLOGY	

BIO 490, as appropriate, may also be approved in one of the three core areas.

BIO 406 can be taken as an elective.

Advancement to Candidacy

Based upon results of a qualifying examination taken near the end of the third quarter of the student’s first full year of course work.

Final Project Requirement

Based upon an independent library research project under the supervision of a faculty member. Up to four credit hours of BIO 499 may be taken to complete the Final Project.

Program Graduate Academic Student Handbook

Academic Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.00. If a student’s cumulative GPA falls below this minimum the student will be put on academic probation and will have one quarter of coursework to raise their cumulative GPA up to at least a 3.00 or face academic dismissal from the program. If the student’s cumulative GPA goes below the minimum a second time, they will be academically dismissed from the program.

Academic Dismissal

Students may be dismissed for breaches of academic integrity, breaches of the code of student responsibility, or violations of satisfactory progress, including but not limited to, failing a retake of the oral qualifying exam, not maintaining at least a 3.00 cumulative GPA, or lack of progress towards degree completion. Students who have completed their coursework, but who are still working on their final project (MA) must be enrolled in candidacy continuation during the three quarters of the

academic school year. Failure to enroll in candidacy continuation will result in dismissal from the program.

Readmission

If a student leaves the program for any reason they must reapply to the program unless prior agreement for readmission has been granted by the Director of Graduate Studies in Biology (hereafter, Program Director). A specific timeline for readmission must be specified and agreed to by the Program Director prior to the student leaving the program.

Transfer Credit

Two semester courses or three quarter courses from another institution or program may be accepted as transfer credit upon approval of the Program Director and Associate Dean for Graduate Studies. Credit will only be transferred for courses that have equivalents in the DePaul curriculum as determined by the Program Director. Transfer credit can only be awarded for graduate level coursework which has not counted toward the completion of a degree at DePaul or any other institution.

Undergraduate Courses

No undergraduate courses will be counted towards the graduate degree.

Graduation Requirements

In order to graduate, students must satisfy the degree requirements as specified in the course catalog for MA degrees, including but not limited to maintaining a minimum cumulative GPA of 3.00.

Graduation with Distinction

This program does not offer the "With Distinction" designation at the time of graduation.

Time Limitation

Students pursuing a master's degree must complete all requirements for the master's degree within a maximum of six years from their first term of enrollment in the program.

Biological Sciences (MS)

A program of study leading to the Master of Science degree in Biology designed for students who:

- Have a strong desire to increase their understanding of the life sciences.
- Plan additional education at the master's level for increased proficiency in teaching and/or research.
- Plan to continue study toward the PhD.

Program Requirements	Quarter Hours
Degree Requirements	50
Total hours required	50

Learning Outcomes

Students will be able to:

- Apply biology knowledge to design a scientific study to test an original hypothesis.
- Distinguish among the diversity of fields and approaches within Biology.
- Critically analyze and evaluate the validity of scientific findings.

- Effectively communicate scientific information in both written and oral form.
- Conduct a novel research study using the scientific method with qualitative and/or quantitative data analysis and explain its relevance and contribution to science.

Degree Requirements

Course Requirements

50 hours of graduate credit including:

Course	Title	Quarter Hours
BIO 402	INTRODUCTION TO GRADUATE STUDIES	2
BIO 403	DEVELOPMENT OF TOPICS FOR RESEARCH	4
BIO 494	COMMUNICATING SCIENCE	4
BIO 499	THESIS RESEARCH (20 quarter hours)	20
Select at least one course from the Ecology, Evolution, and Population biology core area		4
Select at least one course from the Genetics, Cell and Molecular biology core area		4
Select at least one course from the Physiology and Neurobiology core area		4
Select two additional courses from any of the core areas		8

Graduate students are also required to attend all of the seminars presented in the department's Seminar Series.

Core Areas of Study

Ecology, Evolution, and Population Biology

Course	Title	Quarter Hours
BIO 415	TOPICS IN ECOLOGY	
BIO 417	AQUATIC BIOLOGY	
BIO 419	TOPICS IN BEHAVIORAL PARASITOLOGY	
BIO 421	MOLECULAR METHODS IN ECOLOGY AND EVOLUTION	
BIO 432	POPULATION ECOLOGY	
BIO 435	CONCEPTS IN EVOLUTION	
BIO 445	TOPICS IN PALEOBIOLOGY	
BIO 489	RESEARCH IN FIELD BIOLOGY	

Genetics, Cell and Molecular Biology

Course	Title	Quarter Hours
BIO 409	PLANT PHYSIOLOGY	
BIO 420	ADVANCED MICROBIOLOGY	
BIO 421	MOLECULAR METHODS IN ECOLOGY AND EVOLUTION	
BIO 425	CELLULAR EVENTS IN THE IMMUNE RESPONSE	
BIO 430	DEVELOPMENTAL BIOLOGY	
BIO 439	CELLULAR NEUROBIOLOGY	
BIO 447	TOPICS IN MEDICAL BACTERIOLOGY	
BIO 448	THE BIOLOGY OF INFECTION	

BIO 449	TOPICS IN MICROBIOLOGY AND BIOTECHNOLOGY
BIO 455	GENETIC TOXICOLOGY
BIO 460	MOLECULAR BIOLOGY
BIO 461	TOPICS IN MOLECULAR BIOLOGY
BIO 462	ADVANCED GENETIC ANALYSIS
BIO 471	IMMUNOBIOLOGY
BIO 475	INTRODUCTION TO PHARMACOLOGY
BIO 480	CANCER BIOLOGY
BIO 481	TOPICS IN CANCER
BIO 486	ENDOCRINOLOGY

Physiology and Neurobiology

Course	Title	Quarter Hours
BIO 409	PLANT PHYSIOLOGY	
BIO 412	TOPICS IN EXERCISE PHYSIOLOGY	
BIO 439	CELLULAR NEUROBIOLOGY	
BIO 440	BEHAVIORAL NEUROSCIENCE	
BIO 441	TOPICS IN NEUROBIOLOGY	
BIO 442	COGNITIVE NEUROSCIENCE	
BIO 452	ADVANCED COMPARATIVE PHYSIOLOGY	
BIO 465	PRINCIPLES OF TOXICOLOGY	
BIO 475	INTRODUCTION TO PHARMACOLOGY	
BIO 485	MAMMALIAN REPRODUCTION	
BIO 486	ENDOCRINOLOGY	
BIO 489	RESEARCH IN FIELD BIOLOGY	

BIO 490, as appropriate, may also be approved in one of the three core areas.

BIO 406 can be taken as an elective.

Advancement to Candidacy

Based upon the results of a qualifying examination taken near the end of the third quarter of the student's first full year and earning grades of B or better on graduate courses taken during the first year. Participation in undergraduate laboratory instruction is strongly encouraged.

Thesis Requirement

Results based upon an independent laboratory investigation.

Final Examination Requirement

An oral examination, including presentation of a seminar based on the MS thesis research, and a period of questioning on the thesis, the area of research which the thesis addresses, and basic biology as it relates to the thesis area.

Program Graduate Academic Student Handbook

Academic Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.00. If a student's cumulative GPA falls below this minimum the student will be put on academic probation and will have one quarter of coursework to raise their cumulative GPA up to at least a 3.00 or face dismissal from the program. If the student's cumulative

GPA falls below the minimum a second time, they will be dismissed from the program.

Academic Dismissal

Students may be dismissed for breaches of academic integrity, breaches of the code of student responsibility, or violations of satisfactory progress, including but not limited to, failing a retake of the oral qualifying exam, not maintaining at least a 3.00 cumulative GPA, or lack of progress towards degree completion. Students who have completed their coursework, but who are still working on their thesis (MS) must be enrolled in candidacy continuation during the three quarters of the academic school year. Failure to enroll in candidacy continuation will result in dismissal from the program.

Readmission

If a student leaves the program for any reason they must reapply to the program unless prior agreement for readmission has been granted by the Director of Graduate Studies in Biology (hereafter, Program Director). A specific timeline for readmission must be specified and agreed to by the Program Director prior to the student leaving the program.

Transfer Credit

Two semester courses or three quarter courses from another institution or program may be accepted as transfer credit upon approval of the Program Director and Associate Dean for Graduate Studies. Credit will only be transferred for courses that have equivalents in the DePaul curriculum as determined by the Program Director. Transfer credit can only be awarded for graduate level coursework which has not counted toward the completion of a degree at DePaul or any other institution.

Undergraduate Courses

No undergraduate courses will be counted towards the graduate degree.

Graduation Requirements

In order to graduate, students must satisfy the degree requirements as specified in the course catalog for MS degrees, including but not limited to maintaining a minimum cumulative GPA of 3.00.

Graduation with Distinction

This program does not offer the "With Distinction" designation at the time of graduation.

Time Limitation

Students pursuing a master's degree must complete all requirements for the master's degree within a maximum of six years from their first term of enrollment in the program.

Business (Minor)

Available to students outside of the Driehaus College of Business, the Business Minor provides students with sought-after skills for developing an entrepreneurial mindset, making economic and financial decisions, understanding consumers and branding, and using data to tell a story.

Course Requirements

A non-Driehaus student minoring in Business is required to complete the following courses totaling at least 20.0 hours:

Course	Title	Quarter Hours
BUS 211	DEVELOPING AN ENTREPRENEURIAL MINDSET	4
BUS 212	MARKETING, CONSUMER BEHAVIOR & YOU	4
BUS 213	ECONOMICS FOR EVERYBODY	4
BUS 214	MAKING FINANCIAL DECISIONS	4
BUS 215	BIG DATA STORYTELLING	4

Graduation Requirements

All Business (BUS) courses and any other courses used toward the Business minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Business Administration (BAPS)

The Bachelor of Arts in Professional Studies with a major in Business Administration from the School of Continuing and Professional Studies (SCPS) builds knowledge and skills for application in corporate and nonprofit settings, especially within administrative, managerial and supervisory positions. In this program, students examine their prior and current work experience in light of theory and principles. This program intentionally helps students to integrate liberal arts learning, with an emphasis on agile and critical thinking, with a professional specialization.

This major advances students' foundational business knowledge in a range of areas critical to business administration, especially project management, human resources, risk management, leadership, workplace law, globalization, ethical conduct, data analytics, and professional communications. With a range of courses in the major offered as electives, students may choose courses and specialize in areas of particular interest to them.

Graduates of this program will be particularly well positioned to make optimal decisions in the workplace and become promotable leaders. This major is designed for working adult students and provides:

- Flexible scheduling including online options available
- Financial Aid, flexible payment options, and **special adult student tuition pricing**
- Acceleration and affordability through transfer credit and prior learning assessment (PLA) credit
- Opportunities to combine bachelor's and master's programs and apply graduate courses to both programs
- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
- Degree granted by DePaul University, with its excellent academic reputation and the opportunity to join its prestigious and extensive alumni network

Program Requirements	Quarter Hours
Core Requirements	78
Major Requirements	70
Open Electives	44
Total hours required	192

Learning Outcomes

Students will be able to:

- Analyze and apply knowledge and theories of management.
- Analyze issues in organizational contexts.
- Apply skills for effective decision-making in organizations.
- Investigate problems using qualitative and quantitative methods.
- Apply ethical principles in context.
- Apply various methods of communication in multiple settings.
- Analyze and apply different liberal arts perspectives.

College Core (78 credits, 20 credits in residence):

Lifelong Learning Requirements (32 credits, 16 credits in residence):

Course	Title	Quarter Hours
LL 201 or RPL 101	REFLECTIVE LEARNING ¹ PRIOR LEARNING ASSESSMENT	2
LL 305	ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD	4
LL 205 or LL 206	QUANTITATIVE REASONING ADVANCED MATH FOR PROFESSIONAL STUDIES	4
LL 261	ESSAY WRITING	4
LL 270	CRITICAL THINKING	4
LL 290	RESEARCH WRITING ¹	4
LL 301	RESEARCH METHODS ¹	6
LL 302	EXPERIENTIAL LEARNING PRACTICUM ¹	4

Liberal Learning Requirements (46 credits, 4 credits in residence):

- Liberal Arts in Action Requirement: CCA 281, CCH 281, CCS 281 or courses with LA1 designation, 6 credits
- CORE CURRICULUM ARTS & IDEAS, courses with the CCA, AL, PI, or RD requirement designations, 12 credits
- CORE CURRICULUM HUMAN COMMUNITY, courses with the CCH, SCBI, or HI requirement designations, 12 credits
- CORE CURRICULUM SCIENTIFIC WORLD, courses with the CCSW, SI, SILB, or SISK requirement designations, 12 credits
- IN 307 INTEGRATIVE LEARNING, 4 credits ¹

¹ Must be completed in residence.

Major Requirements (70 credits)

40 credit hours must be completed in residence in the major, including FA 199 and LL 303.

Professional Studies Core (20 credits, 8 credits in residence)

Course	Title	Quarter Hours
CAREER ASSESSMENT AND PLANNING		
FA 199	CAREER ASSESSMENT AND PLANNING ¹	2

PROFESSIONAL COMMUNICATIONS		
DCM 330	PROFESSIONAL COMMUNICATION IN THE WORKPLACE	4
ETHICS OR SOCIAL JUSTICE, courses with the PSES requirement designation. Choose one of the following:		
DCM 317	ETHICS IN THE PROFESSIONS	2
DCM 318	SOCIAL JUSTICE IN THE PROFESSIONS	2
CREATIVITY OR INNOVATION, courses with the PSCI requirement designation. Choose one of the following:		
CCA 170	CREATIVITY AND ENTREPRENEURSHIP	2
DCM 319	CREATIVITY AND INNOVATIVE THINKING	2
GLOBAL PERSPECTIVES, courses with the PSGP requirement designation. Choose one of the following:		
CCH 239	BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE	4
CCH 283	GLOBAL PERSPECTIVES OF WORK & FAMILY	4
CCH 300	GLOBALIZATION AND PROFESSIONAL PRACTICE	4
CAPSTONE PROJECT		
LL 303	CAPSTONE PROJECT ¹	6

¹ Must be completed in residence.

Business Administration Core (40 credits)

Course	Title	Quarter Hours
BADM 208	SALES AND MARKETING MANAGEMENT FOR BUSINESS TODAY	4
BADM 223	ACCOUNTING AND FINANCE PRINCIPLES	4
DA 200	DATA ANALYTICS	4
DA 233	APPLIED INFORMATION MANAGEMENT SYSTEMS	4
DCM 301	EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT	4
DCM 302	PROJECT MANAGEMENT: DESIGN AND ASSESSMENT	4
BADM 315 or BADM 305	ECONOMICS FOR DECISION-MAKING ECONOMICS FOR MANAGERS	4
BADM 330	LAW IN THE BUSINESS ENVIRONMENT	4
BADM 334	HUMAN RESOURCE AND TALENT DEVELOPMENT FUNDAMENTALS FOR MANAGERS	4
BADM 335	RISK MANAGEMENT IN THE WORKPLACE	4

Business Administration Electives (10 credits)

Course	Title	Quarter Hours
BADM 120	ESSENTIALS OF COACHING	2
BADM 224	ECONOMY, SOCIETY, AND SUSTAINABILITY IN THE 21ST CENTURY	4
BADM 231	PERSONAL FINANCIAL PLANNING	4
BADM 270	BUSINESS STARTUPS	2
BADM 288	MARKETING FOR THE SOCIAL GOOD ⁴	4
BADM 310	GENDER IN BUSINESS AND LEADERSHIP	4

BADM 313	CHANGE MANAGEMENT: THEORY & PRACTICE	2
BADM 318	UNDERSTANDING FINANCIAL STATEMENTS	4
BADM 340	IMPLEMENTING CORPORATE TRAINING PROGRAMS	4
BADM 359	ETHICAL BUSINESS BEHAVIOR	4
CCA 153	THE ART OF SPEECHMAKING	2
CCH 110	ESSENTIALS OF TRAINING AND DEVELOPMENT	2
CCH 209	CONSUMER BEHAVIOR INSIGHTS	4
CCH 220	FRAUD IN REAL WORLD ORGANIZATIONS	2
CCH 221	PROFESSIONAL SPEAKING SKILLS FROM ZOOM TO ROOM	2
CCH 222	FACILITATIVE DIALOGUE	4
DCM 307	ANALYZING HUMAN BEHAVIOR	4
DCM 308	INTRODUCTION TO STATISTICS	4
DCM 312	ADVANCED LEADERSHIP THEORY & PRACTICE	4
DCM 316	WORK IN A GLOBAL ENVIRONMENT	2
DCM 324	EFFECTIVE GROUP AND PERSONAL DYNAMICS	4

Open Electives (44 credits)

Open Electives can be fulfilled through courses taken in the School of Continuing and Professional Studies and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Business Administration (BAPS) Online

The Bachelor of Arts in Professional Studies with a major in Business Administration from the School of Continuing and Professional Studies (SCPS) builds knowledge and skills for application in corporate and nonprofit settings, especially within administrative, managerial and supervisory positions. In this program, students examine their prior and current work experience in light of theory and principles. This program intentionally helps students to integrate liberal arts learning, with an emphasis on agile and critical thinking, with a professional specialization.

This major advances students' foundational business knowledge in a range of areas critical to business administration, especially project management, human resources, risk management, leadership, workplace law, globalization, ethical conduct, data analytics, and professional communications. With a range of courses in the major offered as electives, students may choose courses and specialize in areas of particular interest to them.

Graduates of this program will be particularly well positioned to make optimal decisions in the workplace and become promotable leaders. This major is designed for working adult students and provides:

- Flexible scheduling including online options available
- Financial Aid, flexible payment options, and **special adult student tuition pricing**
- Acceleration and affordability through transfer credit and prior learning assessment (PLA) credit

- Opportunities to combine bachelor's and master's programs and apply graduate courses to both programs
- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
- Degree granted by DePaul University, with its excellent academic reputation and the opportunity to join its prestigious and extensive alumni network

Program Requirements	Quarter Hours
Core Requirements	78
Major Requirements	70
Open Electives	44
Total hours required	192

Learning Outcomes

Students will be able to:

- Analyze and apply knowledge and theories of management.
- Analyze issues in organizational contexts.
- Apply skills for effective decision-making in organizations.
- Investigate problems using qualitative and quantitative methods.
- Apply ethical principles in context.
- Apply various methods of communication in multiple settings.
- Analyze and apply different liberal arts perspectives.

College Core (78 credits, 20 credits in residence):

Lifelong Learning Requirements (32 credits, 16 credits in residence):

Course	Title	Quarter Hours
LL 201 or RPL 101	REFLECTIVE LEARNING ¹ PRIOR LEARNING ASSESSMENT	2
LL 305	ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD	4
LL 205 or LL 206	QUANTITATIVE REASONING ADVANCED MATH FOR PROFESSIONAL STUDIES	4
LL 261	ESSAY WRITING	4
LL 270	CRITICAL THINKING	4
LL 290	RESEARCH WRITING ¹	4
LL 301	RESEARCH METHODS ¹	6
LL 302	EXPERIENTIAL LEARNING PRACTICUM ¹	4

Liberal Learning Requirements (46 credits, 4 credits in residence):

- Liberal Arts in Action Requirement: CCA 281, CCH 281, CCS 281 or courses with LA1 designation, 6 credits
- CORE CURRICULUM ARTS & IDEAS, courses with the CCA, AL, PI, or RD requirement designations, 12 credits
- CORE CURRICULUM HUMAN COMMUNITY, courses with the CCH, SCBI, or HI requirement designations, 12 credits

- CORE CURRICULUM SCIENTIFIC WORLD, courses with the CCSW, SI, SILB, or SISK requirement designations, 12 credits
- IN 307 INTEGRATIVE LEARNING, 4 credits ¹

¹ Must be completed in residence.

Major Requirements (70 credits)

40 credit hours must be completed in residence in the major, including FA 199 and LL 303.

Professional Studies Core (20 credits, 8 credits in residence)

Course	Title	Quarter Hours
CAREER ASSESSMENT AND PLANNING		
FA 199	CAREER ASSESSMENT AND PLANNING ¹	2
PROFESSIONAL COMMUNICATIONS		
DCM 330	PROFESSIONAL COMMUNICATION IN THE WORKPLACE	4
ETHICS OR SOCIAL JUSTICE, courses with the PSES requirement designation. Choose one of the following:		
DCM 317	ETHICS IN THE PROFESSIONS	2
DCM 318	SOCIAL JUSTICE IN THE PROFESSIONS	2
CREATIVITY OR INNOVATION, courses with the PSCI requirement designation. Choose one of the following:		
CCA 170	CREATIVITY AND ENTREPRENEURSHIP	2
DCM 319	CREATIVITY AND INNOVATIVE THINKING	2
GLOBAL PERSPECTIVES, courses with the PSGP requirement designation. Choose one of the following:		
CCH 239	BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE	4
CCH 283	GLOBAL PERSPECTIVES OF WORK & FAMILY	4
CCH 300	GLOBALIZATION AND PROFESSIONAL PRACTICE	4
CAPSTONE PROJECT		
LL 303	CAPSTONE PROJECT ¹	6

¹ Must be completed in residence.

Business Administration Core (40 credits)

Course	Title	Quarter Hours
BADM 208	SALES AND MARKETING MANAGEMENT FOR BUSINESS TODAY	4
BADM 223	ACCOUNTING AND FINANCE PRINCIPLES	4
DA 200	DATA ANALYTICS	4
DA 233	APPLIED INFORMATION MANAGEMENT SYSTEMS	4
DCM 301	EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT	4
DCM 302	PROJECT MANAGEMENT: DESIGN AND ASSESSMENT	4
BADM 315 or BADM 305	ECONOMICS FOR DECISION-MAKING ECONOMICS FOR MANAGERS	4

BADM 330	LAW IN THE BUSINESS ENVIRONMENT	4
BADM 334	HUMAN RESOURCE AND TALENT DEVELOPMENT FUNDAMENTALS FOR MANAGERS	4
BADM 335	RISK MANAGEMENT IN THE WORKPLACE	4

Business Administration Electives (10 credits)

Course	Title	Quarter Hours
BADM 120	ESSENTIALS OF COACHING	2
BADM 224	ECONOMY, SOCIETY, AND SUSTAINABILITY IN THE 21ST CENTURY	4
BADM 231	PERSONAL FINANCIAL PLANNING	4
BADM 270	BUSINESS STARTUPS	2
BADM 288	MARKETING FOR THE SOCIAL GOOD ⁴	4
BADM 310	GENDER IN BUSINESS AND LEADERSHIP	4
BADM 313	CHANGE MANAGEMENT: THEORY & PRACTICE	2
BADM 318	UNDERSTANDING FINANCIAL STATEMENTS	4
BADM 340	IMPLEMENTING CORPORATE TRAINING PROGRAMS	4
BADM 359	ETHICAL BUSINESS BEHAVIOR	4
CCA 153	THE ART OF SPEECHMAKING	2
CCH 110	ESSENTIALS OF TRAINING AND DEVELOPMENT	2
CCH 209	CONSUMER BEHAVIOR INSIGHTS	4
CCH 220	FRAUD IN REAL WORLD ORGANIZATIONS	2
CCH 221	PROFESSIONAL SPEAKING SKILLS FROM ZOOM TO ROOM	2
CCH 222	FACILITATIVE DIALOGUE	4
DCM 307	ANALYZING HUMAN BEHAVIOR	4
DCM 308	INTRODUCTION TO STATISTICS	4
DCM 312	ADVANCED LEADERSHIP THEORY & PRACTICE	4
DCM 316	WORK IN A GLOBAL ENVIRONMENT	2
DCM 324	EFFECTIVE GROUP AND PERSONAL DYNAMICS	4

Open Electives (44 credits)

Open Electives can be fulfilled through courses taken in the School of Continuing and Professional Studies and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Business Administration (BSB)

The Bachelor of Science in Business with a major in Business Administration is designed for those students who desire a broad-based business curriculum with a strong liberal arts foundation. This flexible program is geared to the student who has no strong functional preference (e.g. Accounting, Finance, Marketing) but rather desires an overall conceptual foundation. Students majoring in Business Administration might be preparing for law school, entering into a family business, or some other specialized purpose. The program has sufficient flexibility to meet the needs of each of these career orientations.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	30
Open Electives	30
Total hours required	192

Learning Outcomes

Students will be able to:

- Use analytical and reflective skills in decision making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	

MIS 360 SYSTEMS ANALYSIS AND DESIGN

Business Communication ³

Select one of the following: 4

MKT 276 EFFECTIVE BUSINESS COMMUNICATION

CMNS 201 BUSINESS AND PROFESSIONAL COMMUNICATION

Global Business Perspective ⁴

Select one of the following: 4

ECO 316 EUROPEAN ECONOMIC HISTORY

ECO 330 RADICAL RESPONSES TO CAPITALISM

ECO 333 TOPICS IN GLOBAL ECONOMIES

ECO 334 UNDERSTANDING CHINA'S ECONOMY

ECO 360 ECONOMICS OF LOW-INCOME COUNTRIES

ECO 361 INTERNATIONAL TRADE

ECO 362 INTERNATIONAL MONETARY ECONOMICS

ECO 363 ECONOMICS OF THE EUROPEAN UNION

FIN 340 INTERNATIONAL FINANCE

FIN 355 GLOBAL IPOs & VENTURE CAPITAL

IB 350 INTERNATIONAL BUSINESS SEMINAR

MGT 354 GLOBAL HUMAN RESOURCE MANAGEMENT

MGT 357 INTERNATIONAL BUSINESS

MKT 340 MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS

MKT 358 MARKETING IN A GLOBAL ENVIRONMENT

MKT 360 INTERNATIONAL MARKETING

SOC 217 WORK IN A GLOBALIZED WORLD

A course taken as part of a term-long study abroad program

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Global Business Perspective

If a course is shared between Global Business Perspective and the Business Administration major, additional hours of Open Elective credit are required.

Grade Minimum Requirements for Business Administration Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, MAT 137, MGT 300, MGT 301, and any MGT course used for Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student’s primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student’s major and is cross-listed with a course within the student’s major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

A student majoring in Business Administration is required to complete the following courses totaling at least 30.0 hours:

Course	Title	Quarter Hours
Three required courses:		10
MGT 250	CAREER MANAGEMENT SKILLS (2.0 hours)	
MGT 302	ORGANIZATIONAL BEHAVIOR	
MGT 388	ENTREPRENEURSHIP STRATEGY	
or MGT 389	MANAGEMENT STRATEGY	
Select one Advanced Analytics course from the following:		4
ACC 300	ACCOUNTING ANALYTICS	
FIN 315	DATA ANALYTICS IN FINANCE	
MGT 314	BUSINESS ANALYTICS FOUNDATION TOOLS	
MIS 300	DATA MINING AND ANALYTICS	
MKT 305	INTRODUCTION TO MARKETING RESEARCH	
Select four business electives to be chosen from any 300-level courses offered through any Driehaus College of Business program or department.		16

The four electives must be from at least three different departments.
Exceptions listed below.

Major Electives Exceptions

- Students are required to follow all course prerequisites.
- Students may not use the following courses in the Business Administration major: BUS 392, ECO 393, ECO 395, FIN 310, HSP 301, HSP 302, MGT 300, MGT 301, and MKT 301.
- The following courses are not recommended for Business Administration majors: ECO 304, ECO 305, ECO 306, and ECO 380
- IB 350 can be used only once in the Business Administration major electives.
- BLW 201, BLW 202, and/or BLW 203 may be used in the Business Administration Electives.
- MKT 276 may be used as a Business Administration Elective **or** in the Business Communication requirement (in the Business Core); not both.

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Open Electives

Open elective credit (30.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Global Business Perspective

If any course is shared between Global Business Perspective and the Business Administration major, additional hours of Open Elective credit are required. Any course used toward the Business Administration major and Global Business Perspective must be passed with C- or higher.

Graduation Requirements

Any Management (MGT) courses in the Business Core and any courses used toward the Business Administration major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Business Administration (Minor)

Available to students majoring outside of the Driehaus College of Business, those students who minor in Business Administration will acquire a general foundation in business, including the fields of accounting, business law, economics, finance, management, and marketing.

Prerequisite Requirements

Students must complete MAT 130 (or placement test) prior to taking ACC 101.

Course Requirements

A non-Driehaus student minoring in Business Administration is required to complete the following courses totaling at least 32.0 hours:

Course	Title	Quarter Hours
Select a course in statistics		4
ACC 101	INTRODUCTION TO ACCOUNTING I	4
ACC 102	INTRODUCTION TO ACCOUNTING II	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
FIN 290	FINANCE FOR NON-BUSINESS MAJORS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Select one business elective to be chosen from any 300-level courses offered through any Driehaus College of Business program or department.		4

Minor Business Electives Exceptions

- Students are required to follow all course prerequisites.
- Students may not use the following courses in the Business Administration minor: ECO 393, ECO 395, FIN 310, HSP 301, HSP 302, BUS 392, MGT 300, and MKT 301.
- The following courses are not recommended for Business Administration minor elective: ECO 304, ECO 305, ECO 306, and ECO 380
- IB 350 can be used only once in the Business Administration minor elective.
- BLW 201, BLW 202, and/or BLW 203 may be used in the Business Administration minor elective.
- MKT 276 may be used in the Business Administration minor elective.

Graduation Requirements

All Management (MGT) and any other courses used toward the Business Administration minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Business Analytics (MS)

The Master of Science in Business Analytics provides students with the tools and techniques to turn complex data into decisions that drive business performance. Students gain data analysis skills that can be applied to a wide range of functions and fields, including marketing, finance, operations, human resources, healthcare and hospitality. Graduates emerge well-equipped to assume business analyst roles or deepen analytical skills within their current roles.

Program Features

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Acquire data necessary to make data-driven business decisions using appropriate emerging technologies.
- Apply data preparation and cleaning techniques in accordance with business rules and practices.
- Analyze business problems through the use of statistical analyses and techniques.

- Design business reports that effectively communicate business results within in the management decision-making process.
- Develop skills necessary to quickly perform exploratory data analysis using a variety of analysis tools.
- Leverage data analyses to drive business strategy and ethical practices throughout an organization that generate business value.

Degree Requirements

The curriculum for the Master of Science in Business Analytics requires a minimum of 12 courses (48 credit hours), consisting of:

- Nine core courses (36 credit hours total)
- Three career path electives (12 credit hours total)

Course	Title	Quarter Hours
Core Courses		
<i>Foundational</i>		
GSB 420 or GSB 519	BUSINESS ANALYTICS TOOLS BUSINESS ANALYTICS TOOLS (FORMERLY GSB420)	4
MGT 585	FUNDAMENTALS OF BUSINESS ANALYTICS	4
<i>Analytics</i>		
ECO 520	BUSINESS ANALYTICS TOOLS II	4
MGT 506	DECISION MAKING FOR MANAGERS	4
MGT 586	DATA VISUALIZATION	4
MGT 588	DATABASE MANAGEMENT SYSTEMS	4
<i>Business</i>		
MGT 587	BUSINESS PERFORMANCE ANALYSIS	4
MGT 598	PROJECT MANAGEMENT	4
<i>Capstone</i>		
MGT 599	ANALYSIS OF BUSINESS STRATEGY & CAPSTONE	4
Career Path Electives		
Students may choose any three elective electives from the courses listed below. However, they are encouraged to select meaningful course groupings that support career and academic objectives. The career paths below provide several groupings for your consideration. MGT 793 Management Internship may also be taken for one of the three elective courses. Please note some course prerequisites.		
<i>Computer Science</i>		
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	
CSC 401	INTRODUCTION TO PROGRAMMING	
NET 411	INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS (FORMERLY TDC 411)	
Other CSC, DSC and TDC courses as appropriate, with permission of MSBA Director		
<i>Data Science</i>		
DSC 480	SOCIAL NETWORK ANALYSIS	
IS 452	BIG DATA & THE INTERNET OF THINGS (IoT)	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	
<i>Economic Analysis</i>		
ECO 511	BUSINESS AND ECONOMIC FORECASTING	

ECO 525	GAME THEORY AND STRATEGY
ECO 541	HEALTHCARE DATA ANALYTICS
ECO 555	MANAGERIAL ECONOMICS
<i>Enterprise Risk Management</i>	
ACC 500 or ACC 502	FINANCIAL ACCOUNTING FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING
ACC 637	DATA MINING AND ANALYTICS
ACC 639	AUDIT ANALYTICS
FIN 555	FINANCIAL MANAGEMENT
FIN 562	RISK MANAGEMENT
FIN 565	PRINCIPLES OF RISK AND INSURANCE
FIN 798	SPECIAL TOPICS (FINANCIAL ANALYTICS)
<i>Geographic Information Systems</i>	
To be taken in order listed:	
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT
GEO 446	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH
<i>Healthcare</i>	
MGT 510	TECHNOLOGY, QUALITY & HEALTH INFORMATICS
MGT 559	HEALTH SECTOR MANAGEMENT
MGT 566	HEALTH INSURANCE & BENEFITS
<i>Hospitality</i>	
HSP 561	MANAGING REVENUE TO MAXIMIZE FINANCIAL PERFORMANCE
HSP 562	HOSPITALITY DISRUPTORS, CURRENT TRENDS, AND THEIR IMPLICATIONS FOR LEADERS
HSP 563	HOSPITALITY RESEARCH ANALYSIS & FINANCIAL METRICS
<i>Human Resources</i>	
MGT 523	RECRUITMENT AND SELECTION
MGT 526	COMPENSATION AND BENEFITS
MGT 535	CHANGE MANAGEMENT AND CONSULTING
MGT 555	HUMAN CAPITAL STRATEGY AND SCIENCE
MGT 584	CONSULTING SKILLS
MGT 591	FUNDAMENTALS OF PEOPLE ANALYTICS
MGT 592	ADVANCED PEOPLE ANALYTICS
<i>Marketing</i>	
MKT 525	MARKET RESEARCH
MKT 530	CUSTOMER RELATIONSHIP MANAGEMENT
MKT 534	ANALYTICAL TOOLS FOR MARKETERS
MKT 555	MARKETING MANAGEMENT
MKT 576	EFFECTIVE BUSINESS COMMUNICATION
<i>Supply Chain Management</i>	
MGT 501	STRATEGIC SUPPLY CHAIN MANAGEMENT
MGT 502	OPERATIONS MANAGEMENT

MGT 507	GLOBAL SOURCING AND PROCUREMENT
MGT 509	PRODUCTION AND INVENTORY MANAGEMENT
MGT 511	TRANSPORTATION AND LOGISTICS

Business Analytics (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These three graduate level courses will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Business Analytics (MS)

Through the master's in Business Analytics program, you'll gain the necessary techniques to turn complex data into solutions that drive business decisions for a wide range of industries.

The program's primary focus is preparing students for roles that require them to be *expert users* of data analytics with the ultimate purpose of informing business decisions. Students will develop key competencies that enable them to perform core tasks applying data analytic tools and techniques to any business function. These include analyzing market strategies, synthesizing and managing timely flow of current business intelligence to support recommendations for action, identifying, analyzing and communicating industry, technology or geographic trends with business strategy implications, and generating reports summarizing business, financial or economic data for review key stakeholders.

DePaul degree-seeking undergraduate students interested in earning a Master of Science in Business Analytics may apply to the bachelor's degree/Business Analytics (MS) combined program. Students may be able to obtain both degrees in an expedited period, typically in five years.

Admission

Students must formally apply and be admitted to the Department of Management before beginning their graduate coursework. Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.20

Students participating in this program will typically take three of the following graduate level courses during their senior year.

Course	Title	Quarter Hours
GSB 519	BUSINESS ANALYTICS TOOLS (FORMERLY GSB420) ⁶	
MGT 585	FUNDAMENTALS OF BUSINESS ANALYTICS ⁵	
Select one of the following:		
MGT 506	DECISION MAKING FOR MANAGERS ¹	
MGT 598	PROJECT MANAGEMENT ²	
MGT 555	HUMAN CAPITAL STRATEGY AND SCIENCE ³	
MGT 502	OPERATIONS MANAGEMENT ⁴	

ACC 500	FINANCIAL ACCOUNTING ⁶
MKT 555	MARKETING MANAGEMENT ⁶

- ¹ Replaces MGT 315 Supply Chain Analytics
² Replaces MGT 303 Managing Projects and Teams
³ Replaces MGT 307 Human Resource Management
⁴ Replaces MGT 301 Principles of Operations Management
⁵ Replaces MGT 314 Business Analytics Foundation Tools
⁶ These graduate courses do not currently replace any single undergraduate level course

These three courses may double-count up to 12 credits towards both degree programs. The undergraduate degree will be awarded at the completion of all undergraduate work while the MSBA will be awarded upon completion of the remaining graduate level work.

Business Information Technology (MS)

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

The MS in Business Information Technology is offered by the Jarvis College of Computing and Digital Media (CDM), with some course work taken from the Kellstadt Graduate School of Business that addresses today's need for individuals who understand the core principles of both business and technology in corporations, health care institutions, and government agencies.

Learning Outcomes

Students will be able to:

- Analyze and design a complex information system using data and process modeling.
- Create a project plan for the development of an information system.
- Analyze the effectiveness of network computing and cloud computing policies in a multi-location organization.
- Analyze the effectiveness of a security policy, citing strengths and making recommendations for improvement.
- Evaluate project and IT management situations to determine which of the various categories of leadership approaches is most appropriate, and construct a plan to apply those leadership techniques.
- Interpret and use financial statements to analyze the position, performance and changes in the financial position of an organization.
- Apply marketing metrics to evaluate the effectiveness of marketing activities.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Course	Title	Quarter Hours
CDM Required Courses		
IS 421	SYSTEMS ANALYSIS AND DESIGN	4

IS 430	FUNDAMENTALS OF IT PROJECT MANAGEMENT	4
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	4
IS 424	ENTERPRISE INFRASTRUCTURE (FORMERLY ECT 424)	4
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	4

Kellstadt Required Courses		
ACC 502	FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING	4
MKT 555	MARKETING MANAGEMENT	4
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	4
MGT 504	FUNDAMENTALS OF OPERATIONS MANAGEMENT	2
MGT 554	MANAGING HUMAN CAPITAL	2
GSB 525	BUSINESS INNOVATION & DESIGN (FORMERLY MGT 573)	4

Open Elective Courses		
Select four (4) credit hours of Open Electives ¹		4
Capstone ²		4

¹ Open Elective Courses are in the range of 421-699 and must be chosen among CSEC, CSC, DSC, ECT, GAM, GPH, HCI, HIT, IPD, IS, IT, NET, SE, and Kellstadt courses.

² See Capstone Options below.

Capstone Options

Students have the option of completing either (a) IS 577 (Information Systems capstone course) or IS 580 (Technology Entrepreneurship), (b) a Graduate Internship (4 credits), (c) two quarters of CSC 500 (a Research Colloquium course), (d) IS 696 (a Master's Project course), or (e) a Master's Thesis.

• Capstone Courses

- IS 577
- IS 580

• Graduate Internship

- An internship offers students the opportunity integrate their academic experience with on-the-job training in information systems. Students must enroll in CSC 697 for four (4) credit hours to satisfy the practicum requirement. These are the steps:
 - Secure an internship with a focus in information systems.
 - International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval (<http://oiss.depaul.edu/Requests/Forms/index.asp> (<http://oiss.depaul.edu/Requests/Forms/>)).
 - Login to MyCDM and click the "MyInternships" link on the left to start the course enrollment process.

• Research Options

- CSC 500 This is a course for two (2) credit hours therefore students must enroll in the course in each of two (2) separate quarters.
- Master's Research
 - Up to eight (8) credit hours with Major Elective substitutions.
- IS 696

- Master's Thesis
 - A student who has made an original contribution to the area may choose to complete a Master's Thesis. The process is:
 - i. Complete IS 590 as a Major Elective substitution.
 - ii. The student and the student's research advisor form a Master's Thesis Committee of three (3) faculty.
 - iii. The student enrolls in IS 698 for two (2) consecutive quarters. In the event, the student has not completed the thesis within these two (2) quarters, the student will be allowed to register for the zero (0) credit hour course CSC 698 and the transcript will show the thesis title as the course topic.
 - iv. The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

For DePaul's policy on repeat graduate courses and a complete list of academic policies, see the DePaul Graduate Handbook.

Business Information Technology (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates.

These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Business Information Technology (MS)

The Business Information Technology (MS) combined degree program is open to all undergraduate majors across the university.

Students who are interested in this program and meet the following criteria

- Sophomore status (at least 44 quarter hours earned)
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Full admission to the designated master's program requires meeting admission requirements (<https://www.cdm.depaul.edu/Admission-and-Aid/Pages/Grad-Program-Requirements.aspx>) for that program
- Faculty endorsement from a CDM full-time faculty member

Student should discuss their interest in this combined degree program with a CDM Information Systems faculty advisor prior to submitting the application for admission.

If accepted, a student can take up to three graduate courses (12 credits). These three courses count towards both the bachelor's program and the Master of Science degree. Students will pay the current undergraduate tuition rate for these three courses.

Maintaining Good Standing

- Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter
- The student and Faculty Advisor will be notified when the student's cumulative GPA falls below 3.3 or when the student receives less than a C- in graduate level course
- If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional BA/BS.
- Graduate courses passed before dismissal will not be counted and may not be retaken. If the student pursues graduate study, other graduate courses must be substituted. To apply to a CDM graduate degree program, following dismissal from the combined degree, students must follow regular CDM Admission procedures, and will be required take 12 new graduate courses to earn a master's degree.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study may include which undergraduate classes to avoid taking in order to take the graduate version. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

Registering for Master's Degree Courses

The student's advisor must complete the BS/MS Request form, under the Faculty tab on the CDM Intranet, to request the student's enrollment in the three graduate courses. The form will require the following data: student's full name, graduate course and section, and the undergraduate course to be substituted for. The CDM dean's office will process the enrollment.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. Learn more about master's degree admission requirements (<http://www.cdm.depaul.edu/Prospective%20Students/Pages/MastersDegreeStudents.aspx>). Students will follow the master's degree program requirements for the term they are admitted to the master's degree program.

Double Demon Scholarship

The Double Demon scholarship, offered exclusively to DePaul alumni, covers 25 percent of the tuition for a master's degree or select certificate programs. Combined degree program students are eligible.

Alumni from any of DePaul's colleges who are admitted into a graduate degree program from one of these programs automatically qualify for the Double Demon Scholarship. This scholarship is available for new part-time or full-time students who began a master's degree in CDM in winter 2012-2013 or later and the other colleges beginning in winter 2013-2014. It cannot be applied retroactively.

There is no limit to the amount of courses that can be taken by eligible students. However, students may not take more than four courses in any quarter without permission from the college. The scholarship cannot be applied to cover fees or other non-tuition costs.

Business Information Technology (MS) Online

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

- Analyze and design a complex information system using data and process modeling.
- Create a project plan for the development of an information system.
- Analyze the effectiveness of network computing and cloud computing policies in a multi-location organization.
- Analyze the effectiveness of a security policy, citing strengths and making recommendations for improvement.
- Evaluate project and IT management situations to determine which of the various categories of leadership approaches is most appropriate, and construct a plan to apply those leadership techniques.
- Interpret and use financial statements to analyze the position, performance and changes in the financial position of an organization.
- Apply marketing metrics to evaluate the effectiveness of marketing activities.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Course	Title	Quarter Hours
CDM Required Courses		
IS 421	SYSTEMS ANALYSIS AND DESIGN	4
IS 430	FUNDAMENTALS OF IT PROJECT MANAGEMENT	4
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	4
IS 424	ENTERPRISE INFRASTRUCTURE (FORMERLY ECT 424)	4
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	4
Kellstadt Required Courses		
ACC 502	FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING	4
MKT 555	MARKETING MANAGEMENT	4
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	4
MGT 504	FUNDAMENTALS OF OPERATIONS MANAGEMENT	2
MGT 554	MANAGING HUMAN CAPITAL	2
GSB 525	BUSINESS INNOVATION & DESIGN (FORMERLY MGT 573)	4
Open Elective Courses		
Select four (4) credit hours of Open Electives ¹		4
Capstone ²		4

¹ Open Elective Courses are in the range of 421-699 and must be chosen among CSEC, CSC, DSC, ECT, GAM, GPH, HCI, HIT, IPD, IS, IT, NET, SE, and Kellstadt courses.

² See Capstone Options below.

Capstone Options

Students have the option of completing either (a) IS 577 (Information Systems capstone course) or IS 580 (Technology Entrepreneurship), (b) a Graduate Internship (4 credits), (c) two quarters of CSC 500 (a Research Colloquium course), (d) IS 696 (a Master's Project course), or (e) a Master's Thesis.

• Capstone Courses

- IS 577
- IS 580

• Graduate Internship

- An internship offers students the opportunity integrate their academic experience with on-the-job training in information systems. Students must enroll in CSC 697 for four (4) credit hours to satisfy the practicum requirement. These are the steps:
 - Secure an internship with a focus in information systems.
 - International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval (<http://oiss.depaul.edu/Requests/Forms/index.asp> (<http://oiss.depaul.edu/Requests/Forms/>)).
 - Login to MyCDM and click the "MyInternships" link on the left to start the course enrollment process.

• Research Options

- CSC 500 This is a course for two (2) credit hours therefore students must enroll in the course in each of two (2) separate quarters.
- Master's Research
 - Up to eight (8) credit hours with Major Elective substitutions.
- IS 696
- Master's Thesis
 - A student who has made an original contribution to the area may choose to complete a Master's Thesis. The process is:
 - Complete IS 590 as a Major Elective substitution.
 - The student and the student's research advisor form a Master's Thesis Committee of three (3) faculty.
 - The student enrolls in IS 698 for two (2) consecutive quarters. In the event, the student has not completed the thesis within these two (2) quarters, the student will be allowed to register for the zero (0) credit hour course CSC 698 and the transcript will show the thesis title as the course topic.
 - The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

For DePaul's policy on repeat graduate courses and a complete list of academic policies, see the DePaul Graduate Handbook.

Cannabis Studies (Minor)

The Cannabis Studies minor offers students pursuing a range of majors with a focused, multidisciplinary study of cannabis in its social context. The curriculum adopts a social justice framework: all courses include learning goals and lessons that engage with social justice theory and practice, emphasizing an interrogation of issues of social equity.

Course Requirements

The minor consists of 4 required core credits and 16 elective credits. The elective credits may be selected in any combination.

Course	Title	Quarter Hours
Choose one of the following options:		4
<i>Option 1:</i>		
CAN 230 & CAN 231	CANNABIS AND SOCIETY I and CANNABIS AND SOCIETY II	
<i>Option 2:</i>		
CAN 260	INTRODUCTION TO CANNABIS STUDIES	
Electives:		16
CAN 265	CANNABIS & 60S PSYCHEDELIC CULTURE	
CAN 300	CANNABIS, RACE, AND JUSTICE	
CMNS 307	TOPICS IN COMMUNICATION STUDIES (*Communication, Cannabis and Culture only)	
CRIM 337	DRUGS AND SOCIETY	
CRIM 390	SPECIAL TOPICS (*Cannabis and the Law only)	
CSS 395	COMMUNITY INTERNSHIP	
HLTH 327	PHYSIOLOGY AND SOCIAL IMPACT OF DRUG USE	
HLTH 343	CANNABIS STUDIES AND SOCIAL JUSTICE	
HST 210	PSYCHOTROPIC DRUGS IN MODERN AMERICAN HISTORY	
MKT 393	MARKETING INTERNSHIP	
MKT 420	CANNABIS BUSINESS-THE SOCIAL & ECONOMIC IMPACT & PRACTICE	
NEU 310	SEMINAR IN NEUROPSYCHOPHARMACOLOGY	
PSC 369	ADVANCED TOPICS IN PUBLIC LAW (*The Politics of Drug Reform only)	
PSY 363	SUBSTANCE USE DISORDERS AND RECOVERY	
SOC 307	SOCIOLOGY OF DRUGS	

Catholic Studies (BA)

Program Requirements	Quarter Hours
Liberal Studies Requirements	88
Major Requirements	52
Open Electives	52
Total hours required	192

Learning Outcomes

Students will be able to:

- Identify and explain important terms, events, and concepts in Catholicism.
- Analyze Catholicism from a variety of disciplinary perspectives.
- Integrate classroom learning with Vincentian ideals.

College Core Requirements Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in

high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4

Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Required ¹		4

¹ Students must earn a C- or better in this course.
² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains
Arts and Literature (AL) (p. 1322)
• 3 Courses Required

Historical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (p. 1328)
• 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)
• 2 Courses Required

Religious Dimensions (RD) (p. 1330)
• 1 Course Required

Scientific Inquiry (SI) (p. 1332)
• 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 3 Courses Required

Notes
See Program Director for one additional course reduction.

Courses offered in the student’s primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student’s major and is cross-listed with a course within the student’s major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements
Course Requirements

Course	Title	Quarter Hours
CTH 180	INTRODUCTION TO CATHOLICISM	4
CTH 209	THEORIES OF THE CHURCH: CONCEPTS AND CONTROVERSIES	4
Select two of the following:		8
CTH 220	EARLY CATHOLIC HISTORY: ORIGINS AND EXPANSION	
CTH 221	CATHOLIC HISTORY FROM MEDIEVAL TO MODERN: REFORM AND REVOLUTION	
CTH 222	CATHOLICISM IN THE MODERN AGE: SECULAR AND SACRED	
Select one of the following:		4
CTH 202	CATHOLICS AND SCRIPTURE	
CTH 203	WHAT CATHOLICS BELIEVE	
Select three courses over three of the five areas listed below		12
Select four Electives, three of which must be at the 300-level ¹		16
Select one Senior Capstone ²		4

¹ The Study Abroad Program in Rome is encouraged.
² One Senior Capstone (four credit hours) is required. Consult with the Department of Catholic Studies for approved Capstone options.

Areas
Philosophy, Scripture, and Theology

Course	Title	Quarter Hours
CTH 110	THE CHRISTIAN EXPERIENCE	
CTH 183	THEMES IN CATHOLIC SOCIAL THOUGHT	
CTH 190	METHODS OF BIBLICAL INTERPRETATION	
CTH 212	ANCIENT ISRAEL: HISTORY, LITERATURE AND RELIGION	
CTH 213	THE NEW TESTAMENT	
CTH 214	THE HISTORICAL JESUS	
CTH 215	VARIETIES OF EARLY CHRISTIANITY	
CTH 218	THE BIBLE AS LITERATURE	
CTH 223	THE SECOND VATICAN COUNCIL	
CTH 228	MEDIEVAL MYSTICS IN EUROPE: 1000-1600 A.D.	
CTH 230	THINKING ABOUT GOD	
CTH 231	ROMAN CATHOLIC LITURGY	
CTH 238	ANCIENT PHILOSOPHY	
CTH 239	MEDIEVAL PHILOSOPHY	
CTH 240	TOPICS IN CATHOLIC THOUGHT	
CTH 243	ROMAN CATHOLIC THEOLOGICAL THINKING	
CTH 244	DEBATES ABOUT GOD	
CTH 246	INTRODUCTION TO CHRISTIAN ETHICS	
CTH 248	CONTEMPORARY MORAL ISSUES	

CTH 249	NATURE, COSMOS AND GOD: CATHOLICISM AND SCIENCE
CTH 336	THEORIES OF INTERPRETATION
CTH 337	GREEK AND MEDIEVAL THOUGHT
CTH 338	EARLY MODERN PHILOSOPHY
CTH 339	PHILOSOPHY SINCE KANT
CTH 341	LIBERATION THEOLOGY: THEORY AND PRACTICE
CTH 354	SPECIAL TOPICS IN CATHOLIC THOUGHT

Catholicism and Aesthetics

Course	Title	Quarter Hours
CTH 226	ROMAN CATHOLIC SPIRITUAL LITERATURE	
CTH 229	CATHOLICISM AS A SPIRITUAL PATH	
CTH 250	ART IN THE SPANISH AMERICAN EMPIRE	
CTH 251	CATHOLIC THEMES IN CONTEMPORARY CINEMA	
CTH 252	BYZANTINE ART	
CTH 253	CONQUEST AND CONVERSION: THE ART OF THE EARLY MIDDLE AGES	
CTH 254	THE AGE OF CATHEDRALS: THE ART OF THE LATER MIDDLE AGES	
CTH 255	ANCIENT AND MEDIEVAL ART	
CTH 256	ITALIAN RENAISSANCE ART	
CTH 257	BAROQUE ART	
CTH 258	NORTHERN RENAISSANCE ART	
CTH 260	ART, LITURGY AND LIFE	
CTH 261	CATHOLIC FAITH AND MUSICAL EXPRESSION	
CTH 264	CATHOLICISM AND LITERATURE	
CTH 265	LITERATURE AND THE SACRED	
CTH 266	CONTEMPORARY SPIRITUAL MEMOIRS	
CTH 294	THE ART OF CRUSADING	
CTH 350	LOVE IN THE CHRISTIAN TRADITION	
CTH 369	SPECIAL TOPICS IN THE ART, MUSIC AND LITERATURE OF CATHOLICISM	

Social Concerns and Moral Questions

Course	Title	Quarter Hours
CTH 210	CATHOLIC SOCIAL TEACHING	
CTH 241	VIRTUE ETHICS	
CTH 247	ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT	
CTH 248	CONTEMPORARY MORAL ISSUES	
CTH 270	JESUS ACROSS CULTURES	
CTH 271	ROMAN CATHOLICISM'S ENCOUNTER WITH OTHER RELIGIONS	
CTH 273	HISTORY OF THE CATHOLIC CHURCH IN THE U.S.	
CTH 274	IRELAND: RELIGION AND THE CONTEMPORARY "TROUBLES"	
CTH 275	MEDIEVAL PEOPLE: 400 TO 1400 A.D.	

CTH 276	CATHOLICISM IN AFRICA
CTH 279	CATHOLICISM AND THE FAMILY
CTH 280	RELIGION AND EDUCATION IN WESTERN CULTURE
CTH 282	GOD, JUSTICE AND REDEMPTIVE ACTION
CTH 288	IRELAND, 1450-1800, CONQUEST, COLONIZATION & REBELLION
CTH 289	IRELAND, 1800 - 2000

Vincentine Studies

Course	Title	Quarter Hours
CTH 290	THE LIFE AND TIMES OF VINCENT DE PAUL	
CTH 292	WOMEN AND SAINT VINCENT DE PAUL	
CTH 293	NOTABLE VINCENTIAN WOMEN	
CTH 295	OZANAM: A VINCENTIAN LIFE	

World Catholicism

Course	Title	Quarter Hours
CTH 181	INTRODUCTION TO WORLD CATHOLICISM	
CTH 386	THE CATHOLIC CHURCH IN WORLD POLITICS	
CTH 389	SPECIAL TOPICS IN THE SOCIAL DIMENSION OF CATHOLICISM	

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Catholic Studies (Minor)

Course Requirements

DePaul's Catholic Studies minor aims to provide an understanding and appreciation of the Catholic contribution to society. The program is intellectual in focus and is based on an interdisciplinary curriculum.

Six courses are required for the Minor in Catholic Studies.

Course	Title	Quarter Hours
Select two of the following:		8
CTH 180	INTRODUCTION TO CATHOLICISM	
CTH 181	INTRODUCTION TO WORLD CATHOLICISM	
CTH 202	CATHOLICS AND SCRIPTURE	
CTH 203	WHAT CATHOLICS BELIEVE	
CTH 209	THEORIES OF THE CHURCH: CONCEPTS AND CONTROVERSIES	
Select two of the following:		8
CTH 220	EARLY CATHOLIC HISTORY: ORIGINS AND EXPANSION	
CTH 221	CATHOLIC HISTORY FROM MEDIEVAL TO MODERN: REFORM AND REVOLUTION	
CTH 222	CATHOLICISM IN THE MODERN AGE: SECULAR AND SACRED	

Select two CTH electives, one of which must be at the 300-level	8
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Students majoring in Catholic Studies (BA) are restricted from earning this minor.

Chemistry (BA)

As a Chemistry major, you will learn the fundamentals of chemical theory and practice through scientific investigation, laboratory experience and research opportunities.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	68
Open Electives	48
Total hours required	192

Learning Outcomes

Students will be able to:

- Perform experiments.
- Apply proper safety protocols while in laboratory environments.
- Responsibly collect, analyze, and represent scientific data.
- Proficiently explain and apply, in writing, core chemical principles to the results of experiments and to representative problems.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
CHE 330	SENIOR CAPSTONE IN THE PHYSICAL SCIENCES ^{1,2}	4

¹ Students must earn a C- or better in this course.

² Students with a primary major in Chemistry are required to complete the Capstone offered by the Chemistry department. Students double majoring or pursuing dual degrees with the primary major or primary degree in Chemistry are required to complete the Capstone offered by the Chemistry department. Chemistry students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Learning Domains
Arts and Literature (AL) (p. 1322)
• 3 Courses Required

Historical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (p. 1328)
• Not Required

Philosophical Inquiry (PI) (p. 1329)
• 2 Courses Required

Religious Dimensions (RD) (p. 1330)
• 2 Courses Required

Scientific Inquiry (SI) (p. 1332)
• Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 3 Courses Required

Notes
Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

In addition, the Department of Chemistry recommends that students who are seeking accreditation by the American Chemical Society fulfill the Modern Language Option by completing a three-course language sequence. Please see an advisor for further information.

Major Requirements
Course Requirements

Common Core
All students pursuing a Bachelor of Arts or Bachelor of Science in chemistry must complete a common core of courses in the department. These courses are consistent with the requirements of all degree programs accredited by the American Chemical Society. The courses in the common core consist of:

Course	Title	Quarter Hours
Select one of the following:		4-6
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	
CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY	
Select one of the following:		4-6
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	
CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II	
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4

The department offers General Chemistry each summer. In this case, the combination of CHE 136/CHE 137 and CHE 138/CHE 139 may substitute for the three-quarter sequences above.

Course	Title	Quarter Hours
CHE 204 & CHE 205	ANALYTICAL CHEMISTRY and ANALYTICAL CHEMISTRY LABORATORY	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III	4
CHE 261	INSTRUMENTAL ANALYSIS (LECTURE AND LAB COMPONENTS)	4

Allied Courses
Calculus
One year of calculus is required to earn a baccalaureate degree in chemistry. This may be accomplished by completing any of the following three-course sequences offered by the Department of Mathematical Sciences:

Course	Title	Quarter Hours
Sequence One		
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	6
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	6
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	6
Sequence Two		
MAT 150	CALCULUS I	4
MAT 151	CALCULUS II	4

MAT 152	CALCULUS III	4
Sequence Three		
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	5
MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	5
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	5
Sequence Four		
MAT 170	CALCULUS FOR LIFE SCIENCES I	5
MAT 171	CALCULUS FOR LIFE SCIENCES II	5
MAT 172	CALCULUS III WITH DIFFERENTIAL EQUATIONS	5
Sequence Five		
MAT 155	SUMMER CALCULUS I	6
MAT 156	SUMMER CALCULUS II	6

Students interested in earning credit for multi-variable calculus should not take the MAT 170/MAT 171/MAT 172 sequence. Business calculus cannot be substituted for any of the sequences above.

Physics

One year of calculus-based physics is required to earn a baccalaureate in chemistry. This may be accomplished by completing the following three-course sequence offered by the Department of Physics:

Course	Title	Quarter Hours
PHY 170	UNIVERSITY PHYSICS I	4
PHY 171	UNIVERSITY PHYSICS II	4
PHY 172	UNIVERSITY PHYSICS III	4

Non-calculus-based physics cannot be used to meet the requirements of the common core unless previously approved by the Director of Undergraduate Studies or the Chair.

Departmental Program Requirements

The following enrollment-related policies are fully enforced by the Department of Chemistry

1. All students enrolling in the first course of a General Chemistry sequence must independently meet a minimum mathematics requirement. See the course descriptions for General Chemistry for up-to-date information.
2. All prerequisite chemistry courses must be completed with a C- or better. Students not meeting this requirement may be removed from course rosters before the start of an academic session. This requirement may be waived only with departmental consent.
3. The department offers lower-level sequences several times each academic year. Due to potentially small class sizes, upper-level courses are typically scheduled every other year. Students should consult with their faculty academic advisor to develop a program they can complete in a timely fashion.

Sequencing and Prerequisites

Students should begin their General Chemistry, Physics, and Calculus sequences in their freshman year, provided they have an adequate mathematics background. The Organic Chemistry sequence and Analytical Chemistry should be taken in the sophomore year. Students not yet prepared for calculus should take the prerequisite courses in

the first year and take Calculus and General Physics one year later than suggested above. Advanced courses in Chemistry may be taken as soon as students have met the appropriate prerequisites.

Since the Undergraduate Common Core in Chemistry, Mathematics, and Physics is particularly demanding in the first two years, students take the majority of their Liberal Studies courses in their junior and senior years. This is necessary so that students have the necessary prerequisites for advanced courses.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Accelerated Program, Chemistry (BA) (p. 224)
- Standard Concentration, Chemistry (BA) (p. 225)

Accelerated Program, Chemistry (BA)

Course Requirements

Pre-Pharmacy

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 210	MICROBIOLOGY	4
HLTH 301	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A	4
HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	4
Select one of the following:		4
CHE 300	THERMODYNAMICS AND INTRODUCTION TO QUANTUM MECHANICS	
CHE 320 & CHE 321	INTERMEDIATE INORGANIC CHEMISTRY and INTERMEDIATE INORGANIC CHEMISTRY LABORATORY	

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Chemistry (BA) + Secondary Education Chemistry (MEd)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The TEACH Program combines a College of Science and Health (CSH) undergraduate Chemistry major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MED) Program. Students graduate with a BS in their CSH disciplinary major and a MED in Education with a State of Illinois Secondary Chemistry Certification.

Students may apply to the TEACH Program during the spring of their junior year. They must enroll in the Junior Year Experiential Learning course, TCH 320, and meet other application criteria; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 GPA.

During their senior year, students are required to complete a TEACH Program capstone course, TCH 390, and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework : 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework : 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 414	THE NATURE OF SCIENCE	4
TCH 424	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	4

All coursework in the content area must earn a grade of C or better.

- General Chemistry I
- General Chemistry II
- General Chemistry III
- Organic Chemistry I
- Organic Chemistry II
- Analytical Chemistry
- Physical Chemistry I
- Physical Chemistry II
- Applied Probability and Statistics (2 qh)
- Chemistry Seminar (2qh)
- Calculus I

- Calculus II
- Calculus III
- General Physics I
- General Physics II
- General Physics III
- Choose three of the following Chemistry courses: 12 quarter hours

- Organic Chemistry III
- Air Chemistry
- Solid Waste Chemistry
- Physical Chemistry III
- Intermediate Inorganic Chemistry
- Intermediate Organic Chemistry
- Biochemistry I
- Biochemistry II
- Biochemistry III
- Nuclear Chemistry
- Biophysical Chemistry
- Medicinal Chemistry
- Drugs and Toxicology
- Nutrition
- Applied Spectroscopy

This combined degree program of the College of Science and Health and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach Chemistry at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1137)

Students interested in the TEACH Program should consult with the designated TEACH Program advisor in their home department.

Standard Concentration, Chemistry (BA)

Course Requirements

Course	Title	Quarter Hours
CHE 300	THERMODYNAMICS AND INTRODUCTION TO QUANTUM MECHANICS	4
CHE 320 & CHE 321	INTERMEDIATE INORGANIC CHEMISTRY and INTERMEDIATE INORGANIC CHEMISTRY LABORATORY	4
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	4

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Chemistry (BS)

As a Chemistry major, you will learn the fundamentals of chemical theory and practice through scientific investigation, laboratory experience and research opportunities.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	68
Major Concentration Requirements	24
Open Electives	24
Total hours required	192

Learning Outcomes

Students will be able to:

- Perform experiments and use chemical instrumentation.
- Apply proper safety protocols while in laboratory environments.
- Responsibly collect, analyze, and represent scientific data.
- Proficiently explain, both orally and in writing, and apply core chemical principles to the results of experiments and to representative problems.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
CHE 330	SENIOR CAPSTONE IN THE PHYSICAL SCIENCES ^{1,2}	4

¹ Students must earn a C- or better in this course.

² Students with a primary major in Chemistry are required to complete the Capstone offered by the Chemistry department. Students double majoring or pursuing dual degrees with the primary major or primary degree in Chemistry are required to complete the Capstone offered by the Chemistry department. Chemistry students in the University

Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Common Core

All students pursuing a Bachelor of Arts or Bachelor of Science in chemistry must complete a common core of courses in the department. These courses are consistent with the requirements of all degree programs accredited by the American Chemical Society. The courses in the common core consist of:

Introductory Courses

Course	Title	Quarter Hours
Select one of the following:		4-6
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	
CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY	
Select one of the following:		4-6
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	

CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II	
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4

The department occasionally offers General Chemistry in the summer. In this case, the combination of CHE 136/CHE 137 and CHE 138/CHE 139 may substitute for the three-quarter sequences above.

Foundation Courses

Course	Title	Quarter Hours
CHE 204 & CHE 205	ANALYTICAL CHEMISTRY and ANALYTICAL CHEMISTRY LABORATORY	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III	4
CHE 261	INSTRUMENTAL ANALYSIS (lecture and lab)	4
CHE 300	THERMODYNAMICS AND INTRODUCTION TO QUANTUM MECHANICS	4
CHE 320 & CHE 321	INTERMEDIATE INORGANIC CHEMISTRY and INTERMEDIATE INORGANIC CHEMISTRY LABORATORY	4
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	4

In-Depth Courses

Course	Title	Quarter Hours
CHE 302	QUANTUM CHEMISTRY	3-4
CHE 315	PHYSICAL CHEMISTRY LAB	4
Select 16 credit hours from any of CHE 250 through CHE 399, excluding CHE 346. One of these courses must have a lab component or be a research course (CHE 392, CHE 397, or CHE 398).		16

Calculus

One year of calculus is required to earn a baccalaureate degree in chemistry. This may be accomplished by completing any one of the following five course sequences offered by the Department of Mathematical Sciences:

Course	Title	Quarter Hours
Sequence One		
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	6
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	6
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	6

Sequence Two		
MAT 150	CALCULUS I	4
MAT 151	CALCULUS II	4
MAT 152	CALCULUS III	4
Sequence Three		
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	5
MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	5
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	5
Sequence Four		
MAT 170	CALCULUS FOR LIFE SCIENCES I	5
MAT 171	CALCULUS FOR LIFE SCIENCES II	5
MAT 172	CALCULUS III WITH DIFFERENTIAL EQUATIONS	5
Sequence Five		
MAT 155	SUMMER CALCULUS I	6
MAT 156	SUMMER CALCULUS II	6

Students interested in earning credit for multi-variable calculus should not take the MAT 170/MAT 171/MAT 172 sequence. Business calculus cannot be substituted for any of the sequences above.

Physics

One year of calculus-based physics is required to earn a baccalaureate in chemistry. This may be accomplished by completing the following three-course sequence offered by the Department of Physics:

Course	Title	Quarter Hours
PHY 170	UNIVERSITY PHYSICS I	4
PHY 171	UNIVERSITY PHYSICS II	4
PHY 172	UNIVERSITY PHYSICS III	4

Non-calculus-based physics cannot be used to meet the requirements of the common core unless previously approved by the departmental Exceptions Committee or academic advisor.

Departmental Program Requirements

The following enrollment-related policies are fully enforced by the Department of Chemistry

1. All students enrolling in the first course of a General Chemistry sequence must independently meet a minimum mathematics requirement. See the course descriptions for General Chemistry for up-to-date information.
2. All prerequisite chemistry courses must be completed with a C- or better. Students not meeting this requirement may be removed from course rosters before the start of an academic session. This requirement may be waived only with departmental consent.
3. The department offers lower-level sequences several times each academic year. Due to potentially small class sizes, upper-level courses are typically scheduled every other year. Students should consult with their faculty academic advisor to develop a program they can complete in a timely fashion.

Sequencing and Prerequisites

Students should begin their General Chemistry, Physics, and Calculus sequences in their freshman year, provided they have an adequate

mathematics background. The Organic Chemistry sequence and Analytical Chemistry should be taken in the sophomore year. Students not yet prepared for calculus should take the prerequisite courses in the first year and take Calculus and General Physics one year later than suggested above. Advanced courses in Chemistry may be taken as soon as students have met the appropriate prerequisites.

Since the Undergraduate Common Core in Chemistry, Mathematics, and Physics is particularly demanding in the first two years, students take the majority of their Liberal Studies courses in their junior and senior years. This is necessary so that students have the necessary prerequisites for advanced courses.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Chemistry (BS) + Chemistry (MS)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates.

These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Students planning to integrate a BS and MS degree program at DePaul University should inquire of the Director of Graduate Studies as undergraduate juniors. Students who have applied and are accepted into this program take a maximum of twelve graduate credit hours as three courses in their senior year; these graduate courses apply toward both undergraduate and graduate Chemistry requirements.

Chemistry (BS) + Secondary Education Chemistry (MEd)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The TEACH Program combines a College of Science and Health (CSH) undergraduate Chemistry major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Chemistry Certification.

Students may apply to the TEACH Program during the spring of their junior year. They must enroll in the Junior Year Experiential Learning course, TCH 320, and meet other application criteria; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 GPA.

During their senior year, students are required to complete a TEACH Program capstone course, TCH 390, and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework : 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework : 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 414	THE NATURE OF SCIENCE	4
TCH 424	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	4

All coursework in the content area must earn a grade of C or better.

- General Chemistry I
- General Chemistry II
- General Chemistry III
- Organic Chemistry I
- Organic Chemistry II
- Analytical Chemistry
- Physical Chemistry I
- Physical Chemistry II
- Applied Probability and Statistics (2 qh)
- Chemistry Seminar (2qh)
- Calculus I
- Calculus II
- Calculus III
- General Physics I
- General Physics II
- General Physics III
- Choose three of the following Chemistry courses: 12 quarter hours
 - Organic Chemistry III
 - Air Chemistry
 - Solid Waste Chemistry
 - Physical Chemistry III
 - Intermediate Inorganic Chemistry
 - Intermediate Organic Chemistry

- Biochemistry I
- Biochemistry II
- Biochemistry III
- Nuclear Chemistry
- Biophysical Chemistry
- Medicinal Chemistry
- Drugs and Toxicology
- Nutrition
- Applied Spectroscopy

This combined degree program of the College of Science and Health and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach Chemistry at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1137)

Students interested in the TEACH Program should consult with the designated TEACH Program advisor in their home department.

Chemistry (Minor)

As a Chemistry minor, you will learn the fundamentals of chemical theory and practice through scientific investigation and laboratory experience.

Course Requirements

Course	Title	Quarter Hours
Select one of the following:		4-6
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	
CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY	
Select one of the following:		4-6
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	
CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II	
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4
CHE 204 & CHE 205	ANALYTICAL CHEMISTRY and ANALYTICAL CHEMISTRY LABORATORY	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II	4

CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III	4
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Select two additional 4 credit-hour courses numbered above CHE 200 8

The department occasionally offers General Chemistry each summer. In this case, the combination of CHE 136/CHE 137 and CHE 138/CHE 139 may substitute for the three-quarter sequences above.

Chemistry majors cannot earn a chemistry minor.

Chemistry (MS)

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Critique the results of experiments and representative problems based on core chemical principles, both orally and in writing.
- Graphically represent scientific data for a professional audience.
- Formulate a chemical problem of interest and propose an appropriate solution.
- Integrate chemical knowledge to create a persuasive and justifiable scientific argument regarding results.
- State future directions for and impact of their work on the scientific community.

Degree Requirements

Course Requirements

Graduate Common Core (8 courses/32 credit hours)

Course	Title	Quarter Hours
CHE 494	SCIENCE WRITING AND COMMUNICATION	4
Select six of the following common core courses:		24
CHE 422	INORGANIC STRUCTURE AND REACTIVITY	
CHE 424	GROUP THEORY	
CHE 442	PROTEIN STRUCTURE AND FUNCTION	
CHE 444	ADVANCED TOPICS IN PROTEIN BIOCHEMISTRY	
CHE 450	ADVANCED MECHANISTIC ORGANIC CHEMISTRY	
CHE 452	ADVANCED SYNTHETIC ORGANIC CHEMISTRY	
CHE 470	STATISTICAL THERMODYNAMICS	
CHE 472	MOLECULAR DYNAMICS	
Select one of the following special topics courses:		4
CHE 480	SPECIAL TOPICS IN ANALYTICAL CHEMISTRY	
CHE 482	SPECIAL TOPICS IN BIOCHEMISTRY	
CHE 484	SPECIAL TOPICS IN INORGANIC CHEMISTRY	

CHE 486	SPECIAL TOPICS IN ORGANIC CHEMISTRY
CHE 488	SPECIAL TOPICS IN PHYSICAL CHEMISTRY

Track Requirements

In addition to the 8 courses at 32 credit hours in the Graduate Common Core, Chemistry students must complete the requirements within their chosen track: Thesis Track or Non-Thesis Track.

Track Requirements

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Non-Thesis Track, Chemistry (MS) (p. 231)
- Thesis Track, Chemistry (MS) (p. 231)

Program Graduate Academic Student Handbook

Academic Probation

Students must maintain a minimum cumulative GPA of 2.75 to remain in good standing. A student whose cumulative GPA falls below 2.75 will be placed on academic probation.

Academic Dismissal

Students on probation have at most one academic quarter of coursework to raise their cumulative GPA to at least a 2.75. If a student does not, then he/she may be academically dismissed for a violation of satisfactory progress.

All students are expected to adhere to the Code of Student Responsibility as outlined in the Graduate Student Handbook. Any violation of the Code of Student Responsibility is considered very serious and is grounds for probation or dismissal at the discretion of the Chemistry Graduate Committee or Dean of Students.

Conditional Admission

An applicant may be admitted conditionally to the program at the discretion of the Chemistry Graduate Committee for one or more of the following reasons:

- Undergraduate GPA is less than 2.75 but the student has shown considerable promise in other areas (such as research).
- The applicant is missing one or two of the required courses but otherwise has met all of the criteria for admission; the applicant will be required to complete the missing coursework either at DePaul or comparable institution as a condition prior to taking graduate courses for which the missing course(s) is(are) prerequisite.

The Chemistry Graduate Committee will consider other circumstances not included in the above list on an individual basis.

Transfer Credit

Up to 12 quarter hours (or semester equivalent) of coursework may be accepted as transfer credit towards the M.S. degree for courses taken at another institution or through another DePaul program that articulate with current courses in the chemistry graduate program. Credits applied toward the completion of a degree at DePaul or another institution will not be accepted as transfer credit. Written approval must come from graduate program director and associate dean for graduate studies.

Graduation Requirements

Students need a minimum cumulative GPA of 2.75 in courses required by the program to be eligible for graduation.

Graduation with Distinction

Students may graduate “with distinction” by earning a minimum cumulative GPA of 3.75 for coursework applied toward the chemistry graduate program, or on the recommendation of the thesis defense committee.

Time Limitation

Students pursuing a master's degree must complete all requirements for the master's degree within a maximum of six years from the first term of enrollment in the program.

Non-Thesis Track, Chemistry (MS)

- Four additional 4 credit-hour courses at the 400-level. One of these may be CHE 497 (research).

Thesis Track, Chemistry (MS)

Course	Title	Quarter Hours
CHE 497	RESEARCH	12 - 16
Up to one additional course at the 400-level to complete 16 credit hours in the track		0 - 4

In addition, Thesis Track students must write a thesis based on their research project and successfully pass a two-part oral exam. The first part of the examination consists of the thesis presentation and defense; the second part is an oral examination concerning the student's general knowledge of chemistry.

Chicago Studies (Minor)

The Chicago Studies minor gives students the opportunity to study Chicago across multiple disciplines. It is designed for students who wish to deepen their understanding of the city through a range of community-based learning experiences.

Course Requirements

The minor requires five courses (20 credits), including one core course (4 credits) and four electives (16 credits). Courses marked ⁽¹⁾ may fulfill Experiential Learning requirements.

Core

Course	Title	Quarter Hours
Select one of the following:		4
AMS 240	CHICAGO HISTORY, GEOGRAPHY, AND CULTURES	
GEO 231	HISTORICAL GEOGRAPHY OF CHICAGO	
HST 240	HISTORY OF CHICAGO	

Electives

Course	Title	Quarter Hours
Select four of the following, with no more than two from any unit:		16
ANT 254	HISTORICAL ARCHAEOLOGY OF CHICAGO	
ANT 358	ARCHEOLOGY OF CITIES	
ART 382	STUDENTS TEACHING ART IN THE ELEMENTARY CLASSROOM ¹	
CSS 350	CRITICAL ISSUES IN PUBLIC EDUCATION: THE CHICAGO CONTEXT	
CSS 395	COMMUNITY INTERNSHIP (when based in Chicago) ¹	
CTH 233	LA MORENITA DE CHICAGO: FAITH, CULTURE AND IDENTITY IN MEXICAN CATHOLICISM	
ECO 312	THE CHICAGO ECONOMY	
GEO 103	URBANIZATION	
GEO 133	URBAN GEOGRAPHY - EXPERIENTIAL LEARNING ¹	
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	
GEO 242	GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS	
HAA 200	SPECIAL TOPICS ON THE ART INSTITUTE (when focused on Chicago-contexts)	
HAA 281	MODERN ARCHITECTURE	
HAA 291	MUSEUM AND NON-PROFIT ARTS MANAGEMENT	
HST 382	CHICAGO HISTORY MUSEUM EXPERIENCE ¹	
HST 389	TOPICS IN PUBLIC HISTORY (when focused on Chicago-contexts)	
HST 391	DOING LOCAL AND COMMUNITY HISTORY ¹	
HST 392	PUBLIC HISTORY INTERNSHIP (when based in Chicago) ¹	
HST 396	ORAL HISTORY: MEMORY, METHOD AND PRACTICE (when focused on Chicago-contexts)	
LST 306	LATINO COMMUNITIES IN CHICAGO ¹	
PAX 102	CHICAGO AND STRATEGIC NONVIOLENCE	
PAX 112	CHICAGO JUSTICE AND THE WORK FOR SOCIAL CHANGE	
PAX 200	COMMUNITIES WORKING FOR SUSTAINABLE JUSTICE AND PEACE: SERVICE IN CHICAGO AND THE U.S. ¹	
PSC 323	CHICAGO GOVERNMENT AND POLITICS	
PPS 231	ENVIRONMENTAL JUSTICE	
SOC 231	RACE AND ETHNICITY IN THE CITY	
SOC 370	SOCIOLOGY OF FOOD	
SPN 394	LATINO CULTURAL LITERACY AND COMMUNITY ENGAGEMENT	
WGS 387	TEEN VIOLENCE PREVENTION	
WRD 376	FIELDWORK IN ARTS WRITING	

WRD 378 TEACHING ENGLISH AS A SECOND
LANGUAGE IN CHICAGO

¹ May fulfill Experiential Learning requirements.

Chinese (MA)

DePaul's MA program in Chinese provides students a customizable, flexible curriculum to develop advanced linguistic and cultural expertise in a language and to apply that expertise in the disciplinary or professional contexts of their choice. Whether in the "global village" of today's world or in multi-ethnic communities such as Chicago, this advanced expertise is an increasingly valuable personal and professional asset, requiring appropriate training and credentials. The MA program especially seeks to serve adult professionals (government employees, social workers, healthcare providers, business people, or certified K-12 teachers) whose careers require this applied expertise.

The MA in Chinese may be expanded to include also select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Chinese + Digital Humanities Certificate
- Chinese + Teaching English to Speakers of Other Languages (TESOL) Certificate
- Chinese + Translation and Interpreting Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of paragraph length; although these narrations and descriptions tend to be handled separately rather than interwoven.
- Use communicative strategies such as rephrasing and circumlocution, and contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- Combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.
- Listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.
- Understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).

Degree Requirements

Course Requirements

The curriculum of the MA in Chinese consists of twelve courses (48 quarter credit hours), divided into two parts:

1. A core curriculum of three required courses (12 quarter credit hours), and
2. Nine courses (36 quarter credit hours) in the language area. All courses in the language area must be courses taught in the target language of the student's program (i.e. courses with prefixes CHN). In exceptional cases, with the approval of the student's advisor and the director of the graduate program, a student may count one or two courses taught in English from allied fields (such as art history, economics, education, geography, health sciences, management, philosophy, political science, religion, sociology, etc.) among the nine "language area" courses in the student's program.

Core Curriculum

The core curriculum consists of the following three courses:

Course	Title	Quarter Hours
MOL 401	PROFESSIONAL FOUNDATIONS	4
MOL 402	LANGUAGE, SELF AND SOCIETY	4
MOL 496	MAMOL CAPSTONE	4

In addition, all 300-level language courses are offered simultaneously as 400-level electives to complete the MA program. The 400-level courses have additional requirements.

Additional Requirements

Additional requirements include:

- Portfolio

The portfolio (completed while enrolled in MOL 496) consists of a compilation and critical assessment of select work done throughout the program and a capstone project. Capstone projects may include a community service experience, internship, performance or creative work, teaching portfolio, thesis, or translation.

Graduation Grade Point Average Requirement

In order to graduate from the program, students must complete all program requirements with a minimum GPA of 3.000.

Thesis Option

A thesis option will be available for students who attain a GPA of at least 3.7 in the program after completing 24 credit hours of coursework.

Student Handbook

Students in a graduate program offered through Modern Languages follow the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in a Modern Language graduate program.

Language Proficiency for Admission

In order to be eligible for admission to a Modern Language graduate program a student must have successfully completed at least 20 quarter credit hours (or the equivalent in semester credit hours) of advanced

college-level coursework in the language (this is the equivalent of an undergraduate "minor" at most colleges or universities in the United States).

Students who lack 20 quarter credit hours (or the equivalent in semester credit hours) of coursework must demonstrate proficiency in the language by attaining a rating of at least "Intermediate Mid" on two standardized tests from the American Council on the Teaching of Foreign Languages (ACTFL): the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT).

Transfer Credit

Students may apply ("transfer") toward their MA programs in Modern Languages no more than eight quarter hours of graduate-level credit completed at another college or university, with approval from the departmental director of graduate programs. Students may not transfer credits already used to satisfy the degree requirements of any program at another college or university.

Students seeking to apply "transfer" credit toward their MA programs in Modern Languages must complete the college transfer request form.

Graduation with Distinction

Students from the MA programs in Modern Languages earn their degrees "with distinction" if they graduate with a cumulative grade point average (GPA) of 4.0 (on a scale where 4.0=A). To verify eligibility, students and their faculty advisors should contact the departmental advisor and the departmental director of graduate studies before the deadline to apply for graduation.

Chinese (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Chinese (MA)

Admission to this combined Master of Arts program is based on a minimum level of language proficiency (ACTFL rating of "Intermediate Mid") rather than on prior coursework. Therefore, it is open to students with any undergraduate majors with the accompanying language ability.

The program is designed to prepare students for advanced use of their linguistic skills in any area of professional interest (from business, government, and education to further graduate study).

The program requires 48 quarter hour credits of coursework. This coursework consists of:

1. 12-quarter hour credits of required courses:

Course	Title	Quarter Hours
MOL 401	PROFESSIONAL FOUNDATIONS	4
MOL 402	LANGUAGE, SELF AND SOCIETY	4
MOL 496	MAMOL CAPSTONE	4

2. 36-quarter hour credits of elective coursework, specifically relevant to each individual student's professional interests and language, and chosen in consultation with the student's faculty advisor.

The required courses (MOL 401, MOL 402, and MOL 496) are each worth 4-quarter hour credits. Elective courses may vary in credit. Because each student pursues a highly customized selection of coursework, it may include independent study, practicum, study abroad, or transfer credits that allow students to complete in any term additional credits toward satisfaction of degree requirements. Depending on individual interests, a student may (with approval of their advisor) also take as electives courses taught in English by other DePaul units, provided that the students satisfy any relevant prerequisites for those courses.

Chinese Language (Minor)

DePaul's Chinese Language minor focuses on developing an intermediate proficiency in spoken and written Chinese, one of the world's major languages that is growing in importance in our global society.

The minor consists of a total of 5 courses in Chinese language at the 200/300-level. Courses taught in English (CHN 208E, CHN 248E, CHN 250E) will not be counted toward this minor unless Program Director permission is secured.

Students majoring in Chinese Studies (BA) or minoring in Chinese Studies are restricted from earning this minor.

Chinese Studies (BA)

DePaul Chinese Studies Program (BA) is an interdisciplinary program that aims to develop DePaul students' Mandarin Chinese language proficiency and deeper understanding of Chinese society and culture as well as its relations to the world. Students take both Mandarin Chinese language, culture, and literature courses taught in Mandarin Chinese by faculty in the Department of Modern Languages and a variety of China-related allied studies courses taught in English by faculty in over ten disciplines. The program will help students grow into a marketable candidate in a variety of professional fields, such as business, consulting, education, or politics.

Chinese Studies courses focus on a variety of topics, including:

- Art
- Business
- Economics
- History
- Language
- Literature
- Philosophy
- Politics
- Religion

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	52
Open Electives	56
Total hours required	192

Learning Outcomes

Students will be able to:

- Communicate in Chinese at the Intermediate proficiency level.
- Analyze cultural products in Chinese and English.
- Explain features of Chinese and its use.
- Navigate cultural differences effectively.
- Apply their language and cross-cultural skills to other domains.
- Apply interdisciplinary methods to the analysis of Chinese-speaking communities.

College Core Requirements

Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*

- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Required ¹		4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 1 Course Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

A student whose only major is in Modern Languages is required to complete the Capstone offered by the Department of Modern Languages (MOL). A student who is double majoring (or pursuing dual degrees) with the primary major (or primary degree) in MOL may substitute the Capstone of the secondary major or degree. An MOL major in the University Honors Program shall take only the University Honors Capstone, not both the Honors Capstone and the MOL Capstone.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

- 24-32 credit hours of 200/300 level courses in Chinese Language
- 20-28 credit hours of Allied Courses from at least three different departments

Students who begin their study of Chinese at DePaul with CHN 202 or higher may substitute a 300-level Chinese elective course for any of the required 200-level courses. No English-language ("E-designation") courses can be applied toward the "Six Advanced Level Courses in Chinese Language" requirement of the major.

Chinese Studies Allied Course List

Course	Title	Quarter Hours
Select 20-28 credit hours as noted above		20-28
Art and Architecture, History of		
HAA 115	INTRODUCTION TO ASIAN ART	
HAA 215	CHINESE ART	
HAA 218	ARTS OF THE SILK ROAD	
HAA 220	BUDDHIST ART	
Chinese Culture		
CHN 208E	CHINA'S CULTURAL SOFT POWER AND ITS FUTURE	
CHN 209E	CHINESE YOUTH CULTURES	
CHN 248E	CHINESE CALLIGRAPHY	
CHN 250E	CHINESE CINEMA -- A WINDOW ON CHINA	
Economics		
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
English		
ENG 235	SCIENCE FICTION	
Geography		
GEO 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY	

GEO 266	WORLD ECONOMY: STATES, MARKETS AND LABOR (when 1/3 content is about China)
GEO 315	THE STATE AND ECONOMIC GROWTH
Global Asian Studies	
AAS 208	CHINA'S CULTURAL SOFT POWER AND ITS FUTURE
AAS 209	CHINESE YOUTH CULTURES
AAS 210	ASIAN ART
AAS 211	BUDDHIST ART
AAS 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY
AAS 216	CHINESE ART
AAS 233	THE RISE OF MODERN CHINA
AAS 241	RELIGION IN CHINESE HISTORY, SOCIETY, AND CULTURE
AAS 242	LITERATURE AND RELIGION IN CHINA
AAS 244	TRADITIONS OF CHINESE POPULAR CULTURE
AAS 246	ASIAN FOREIGN POLICY
AAS 248	CHINESE CALLIGRAPHY
AAS 250	CHINESE CINEMA: A WINDOW ON CHINA
AAS 253	ASIAN POLITICS
AAS 287	INTRODUCTION TO ASIAN PHILOSOPHY
AAS 315	THE STATE & ECONOMIC GROWTH IN EAST ASIA
AAS 342	ASIAN POLITICAL ECONOMY
AAS 352	CHINESE POLITICS
AAS 345	MORAL PHILOSOPHY, POLITICAL POWER, & RELIGION IN PRE-MODERN CHINA
History	
HST 161	EAST ASIA TO C. 1200
HST 162	EAST ASIA c. 1200 TO 1800
HST 163	EAST ASIA, c. 1800-PRESENT
HST 232	CULTURE AND POLITICS IN IMPERIAL CHINA
HST 233	THE RISE OF MODERN CHINA
HST 322	TOPICS IN ASIAN HISTORY
HST 339	HISTORY FROM PICTURES: VISUAL CULTURE IN EAST ASIAN HISTORY
HST 434	COLLOQUIUM IN ASIAN HISTORY
Intercultural Communication	
CMNS 338	ASIAN CULTURE AND COMMUNICATION
Management	
IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 357	INTERNATIONAL BUSINESS (when 1/3 content is about China)
Marketing	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 360	INTERNATIONAL MARKETING (when 1/3 content is about China)
Modern Languages	

MOL 244	CLASSICAL CHINESE I
MOL 245	CLASSICAL CHINESE II
MOL 246	CLASSICAL CHINESE III
MOL 247	CHINA AND SOCIAL MEDIA
Philosophy	
PHL 287	INTRODUCTION TO ASIAN PHILOSOPHIES
PHL 388	TOPICS IN COMPARATIVE PHILOSOPHY
Political Science	
PSC 246	ASIAN FOREIGN POLICY
PSC 253	ASIAN POLITICS
PSC 343	INTERNATIONAL POLITICAL ECONOMY OF THE PACIFIC RIM
PSC 344	INTERNATIONAL POLITICAL ECONOMY (when dealing with China)
PSC 349	ADVANCED TOPICS IN INTERNATIONAL RELATIONS (International Political Economy of the Pacific Rim)
PSC 352	CHINESE POLITICS
Religious Studies	
REL 143	BUDDHIST RELIGIOUS WORLDS
REL 241	RELIGION IN CHINESE HISTORY, SOCIETY AND CULTURE
REL 246	TRADITIONS OF CHINESE POPULAR CULTURE
REL 248	LITERATURE AND RELIGION IN CHINA

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Chinese Studies 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.

- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Chinese Studies (Minor)

The Chinese Studies minor offers a basic understanding of the Chinese Language along with an exploration of at least two disciplines in Chinese history and culture.

Course Requirements

- Three quarters of college-level Chinese language (at any level).
- Five additional courses focusing on China from at least two different disciplines, chosen in consultation with an advisor or faculty member, from the current approved Chinese Studies Allied Course List.

Chinese Studies Allied Course List

Course	Title	Quarter Hours
Select five additional courses from below (as noted above):		20
Art and Architecture, History of		
HAA 115	INTRODUCTION TO ASIAN ART	
HAA 215	CHINESE ART	
HAA 218	ARTS OF THE SILK ROAD	
HAA 220	BUDDHIST ART	
Chinese Culture		
CHN 208E	CHINA'S CULTURAL SOFT POWER AND ITS FUTURE	
CHN 209E	CHINESE YOUTH CULTURES	
CHN 248E	CHINESE CALLIGRAPHY	
CHN 250E	CHINESE CINEMA -- A WINDOW ON CHINA	
Economics		
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
English		
ENG 235	SCIENCE FICTION	
Geography		
GEO 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY	
GEO 266	WORLD ECONOMY: STATES, MARKETS AND LABOR	
GEO 315	THE STATE AND ECONOMIC GROWTH	
Global Asian Studies		
AAS 208	CHINA'S CULTURAL SOFT POWER AND ITS FUTURE	
AAS 209	CHINESE YOUTH CULTURES	
AAS 210	ASIAN ART	
AAS 211	BUDDHIST ART	
AAS 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY	
AAS 216	CHINESE ART	
AAS 233	THE RISE OF MODERN CHINA	
AAS 241	RELIGION IN CHINESE HISTORY, SOCIETY, AND CULTURE	
AAS 242	LITERATURE AND RELIGION IN CHINA	
AAS 244	TRADITIONS OF CHINESE POPULAR CULTURE	
AAS 246	ASIAN FOREIGN POLICY	
AAS 248	CHINESE CALLIGRAPHY	
AAS 250	CHINESE CINEMA: A WINDOW ON CHINA	
AAS 253	ASIAN POLITICS	
AAS 287	INTRODUCTION TO ASIAN PHILOSOPHY	
AAS 315	THE STATE & ECONOMIC GROWTH IN EAST ASIA	
AAS 342	ASIAN POLITICAL ECONOMY	
AAS 345	MORAL PHILOSOPHY, POLITICAL POWER, & RELIGION IN PRE-MODERN CHINA	
AAS 352	CHINESE POLITICS	
History		
HST 161	EAST ASIA TO C. 1200	
HST 162	EAST ASIA c. 1200 TO 1800	

HST 163	EAST ASIA , c.1800-PRESENT
HST 232	CULTURE AND POLITICS IN IMPERIAL CHINA
HST 233	THE RISE OF MODERN CHINA
HST 322	TOPICS IN ASIAN HISTORY
HST 339	HISTORY FROM PICTURES: VISUAL CULTURE IN EAST ASIAN HISTORY
HST 434	COLLOQUIUM IN ASIAN HISTORY
Intercultural Communication	
CMNS 338	ASIAN CULTURE AND COMMUNICATION
Management	
ICS 350	(when study abroad in China)
MGT 357	INTERNATIONAL BUSINESS (when 1/3 content is about China)
Marketing	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 360	INTERNATIONAL MARKETING (when 1/3 content is about China)
Modern Languages	
MOL 244	CLASSICAL CHINESE I
MOL 245	CLASSICAL CHINESE II
MOL 246	CLASSICAL CHINESE III
MOL 247	CHINA AND SOCIAL MEDIA
Philosophy	
PHL 287	INTRODUCTION TO ASIAN PHILOSOPHIES
PHL 388	TOPICS IN COMPARATIVE PHILOSOPHY
Political Science	
PSC 246	ASIAN FOREIGN POLICY
PSC 253	ASIAN POLITICS
PSC 343	INTERNATIONAL POLITICAL ECONOMY OF THE PACIFIC RIM
PSC 344	INTERNATIONAL POLITICAL ECONOMY (when dealing with China)
PSC 349	ADVANCED TOPICS IN INTERNATIONAL RELATIONS (International Political Economy of the Pacific Rim)
PSC 352	CHINESE POLITICS
Religious Studies	
REL 143	BUDDHIST RELIGIOUS WORLDS
REL 241	RELIGION IN CHINESE HISTORY, SOCIETY AND CULTURE
REL 246	TRADITIONS OF CHINESE POPULAR CULTURE
REL 248	LITERATURE AND RELIGION IN CHINA
School of Continuing and Professional Studies	
SNC 194	

Students majoring in Chinese Studies (BA) or minoring in Chinese Language are restricted from earning this minor.

Cinema Studies (Minor)

The Cinema Studies minor provides students with the skills to analyze film critically across genres, along with a basic competency in film production in two areas of the student's choice.

Course Requirements

A minor in Cinema Studies requires students to complete six courses (24 credits).

Course	Title	Quarter Hours
MCS 273	STORYTELLING & STYLE IN CINEMA	4
Select three of the following History/Criticism Courses:		12
MCS 207	HISTORY OF CINEMA I, 1890-1945	
MCS 208	HISTORY OF CINEMA II, 1945-1975	
MCS 209	HISTORY OF CINEMA III, 1975-PRESENT	
MCS 231	INTRODUCTION TO DOCUMENTARY STUDIES	
MCS 254	IMAGINING ITALY: CINEMA AS A COLLECTIVE NARRATIVE OF THE ITALIAN PEOPLE	
MCS 257	MEXICAN CINEMA	
MCS 261	INTRODUCTION TO FAN STUDIES	
MCS 265	FAITH, REDEMPTION, & TRANSCENDENCE IN INTERNATIONAL CINEMA	
MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	
MCS 280	BAH HUMBURG! CHRISTMAS MOVIES/TV AND MEDIA METHODS	
MCS 331	TOPICS IN DOCUMENTARY STUDIES	
MCS 343	MEDIA ETHICS	
MCS 344	THE SEXUAL REVOLUTION: HOLLYWOOD IN THE 1960s	
MCS 348	TOPICS IN FILM GENRE	
MCS 349	TOPICS IN FILM STUDIES	
MCS 350	TOPICS IN GLOBAL CINEMA	
MCS 354	TOPICS IN MEDIA AND MATERIAL CULTURE	
MCS 360	B-MOVIES	
MCS 365	HORROR FILMS	
MCS 383	TALKING ABOUT FILM: THEORY & CRITICISM	
MCS 393	TOPICS IN ADVANCED MEDIA ETHICS	
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP	
CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS	
Select two of the following Production courses:		8
DOC 324	DOCUMENTARY PRODUCTION II	
FILM 110	DIGITAL CINEMA PRODUCTION I	
FILM 210	CINEMA PRODUCTION II	
FILM 245	MEDIA LITERACIES	
FILM 250	CINEMATOGRAPHY I	
POST 110	EDITING I	

POST 124	SOUND DESIGN I
SCWR 100	INTRODUCTION TO SCREENWRITING
SCWR 302	WRITING THE FEATURE SCREENPLAY

Cinematography (Minor)

With an increase in the use of visuals across multiple platforms, the need for purposeful visual communications has risen. This minor allows students to utilize our state-of-the-art facilities to compose, light and capture visuals in a hands-on, experiential and real-world environment.

Course	Title	Quarter Hours
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 250	CINEMATOGRAPHY I	4
FILM 350	CINEMATOGRAPHY II	4
FILM 355	LIGHTING I	4
Choose 12 credit hours from the following list:		12
DOC 352	DOCUMENTARY CINEMATOGRAPHY	
FILM 251	CINEMATOGRAPHERS AT WORK	
FILM 279	VISUAL DESIGN	
FILM 280	INTRODUCTION TO DIRECTING	
FILM 318	TV PRODUCTION WORKSHOP (FORMERLY TV 310)	
FILM 319	LIVE EVENT/TALK TV WORKSHOP	
FILM 323	MUSIC VIDEO PRODUCTION	
FILM 325	EXPERIMENTAL FILMMAKING I	
FILM 356	LIGHTING II	
FILM 357	CINEMATIC SPACE	
FILM 358	CAMERA WORKSHOP	
FILM 390	ADVANCED TOPICS IN CINEMA	
POST 340	COLOR CORRECTION	
VFX 200	INTRODUCTION TO VISUAL EFFECTS	

Classical Studies (Minor)

The Classical Studies minor offers a basic grounding in Latin or Greek, along with a more in-depth exploration of at least two disciplines focusing on the history, culture, art or religion of the ancient Western world.

Course Requirements

- Three quarters of college-level Ancient Greek or Latin (at any level).
- Five additional courses focusing on Ancient Greece or Rome from at least two different disciplines, chosen in consultation with an advisor or faculty member, from the current approved Classical Studies Allied Course List. For any of these five courses students are strongly encouraged to substitute any intermediate level course in Ancient Greek or Latin.

Classical Studies Allied Course List

Course	Title	Quarter Hours
Select five additional courses from below (as noted above):		20
Art and Architecture, History of		
HAA 230	ART AND EMPIRE IN THE ANCIENT WORLD	

HAA 231	CONQUEST & CONVERSION: THE ART OF THE EARLY MIDDLE AGES
HAA 234	BYZANTINE ART
HAA 332	ROMANESQUE ART AND ARCHITECTURE
HAA 376	ROME (WORLD CITIES)
HAA 397	SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE (Rome Archaeology, Art, and Architecture of the Ancient City (Rome))

Comparative Literature	
CPL 301	EPIC AND ROMANCE (applicable only based on time period discussed, which is not defined in the course description)
CPL 302	COMEDY (applicable only based on time period discussed, which is not defined in the course description)
CPL 303	TRAGEDY (applicable only based on time period discussed, which is not defined in the course description)

Greek	
GRK 101	BASIC CLASSICAL GREEK I
GRK 102	BASIC CLASSICAL GREEK II
GRK 103	BASIC CLASSICAL GREEK III
GRK 104	INTERMEDIATE CLASSICAL GREEK I
GRK 105	INTERMEDIATE CLASSICAL GREEK II
GRK 106	INTERMEDIATE CLASSICAL GREEK III
GRK 197	SPECIAL TOPICS IN GREEK
GRK 297	SPECIAL TOPICS IN GREEK
GRK 397	SPECIAL TOPICS IN GREEK

History	
HST 237	HISTORY OF THE CITY OF ROME
HST 253	HISTORY OF THE MODERN OLYMPICS
HST 285	ANCIENT ROME: AUGUSTUS TO CONSTANTINE
HST 294	ANCIENT GREECE
HST 296	ANCIENT ROME: ORIGINS TO THE END OF THE REPUBLIC

Latin	
LAT 101	BASIC LATIN I
LAT 102	BASIC LATIN II
LAT 103	BASIC LATIN III
LAT 113	LATIN FOR READING IV: INTRODUCTION TO LATIN POETRY
LAT 114	LATIN FOR READING V: INTRODUCTION TO LATIN PROSE
LAT 115	LATIN FOR READING VI: LATIN PROSE COMPOSITION
LAT 197	SPECIAL TOPICS IN LATIN
LAT 297	SPECIAL TOPICS IN LATIN
LAT 397	SPECIAL TOPICS IN LATIN

Modern Languages	
MOL 210	CLASSICAL MYTHOLOGY
MOL 211	ANCIENT GREEK AND ROMAN EPIC
MOL 212	ANCIENT GREEK AND ROMAN TRAGEDY

MOL 213	ANCIENT GREEK AND ROMAN COMEDY
MOL 214	GENDER AND SEXUALITY IN ANCIENT GREECE AND ROME
MOL 215	ANCIENT SCIENCE AND ITS LANGUAGE
Philosophy	
PHL 293	ANCIENT PHILOSOPHY
PHL 294	MEDIEVAL PHILOSOPHY
PHL 360	GREEK PHILOSOPHY
PHL 361	PLATO
PHL 362	ARISTOTLE
PHL 381	DRAMATIC THEORY: TRAGEDY
PHL 382	DRAMATIC THEORY: COMEDY (applicable only based on time period discussed)
PHL 383	PHILOSOPHICAL THEMES IN LITERATURE
Political Science	
PSC 230	CLASSICAL POLITICAL THOUGHT
PSC 231	MODERN POLITICAL THOUGHT (applicable only based on time period discussed)
PSC 239	TOPICS IN POLITICAL THOUGHT (applicable only based on time period discussed)
Religious Studies	
REL 236	VARIETIES OF JUDAISM IN THE GREEK AND ROMAN WORLD
Sociology	
SOC 254	ANCIENT GREECE AND ROME

Climate Change Science and Policy (Minor)

The Climate Change Science and Policy minor provides a targeted set of natural and social science courses that form a background which will be useful in research, business, public service and non-profit sectors. The minor is a great fit for students who desire to be conversant in the scientific basis of climate change and the various policy responses being taken in governmental contexts throughout the world.

Course Requirements

Core Courses

Course	Title	Quarter Hours
ENV 230	GLOBAL CLIMATE CHANGE	4
PPS 260	CLIMATE CHANGE POLICY	4
GEO/PHY 220	OCEANOGRAPHY	4
or GEO/PHY 225	EARTH'S CHANGING CLIMATE	

Electives

Course	Title	Quarter Hours
Select three of the following:		12
Policy and Social Science Electives (must take at least one):		
ENV 152	ECOLOGICAL AND SOCIAL ECONOMICS	
PPS 330	SUSTAINABLE DEVELOPMENT	

PPS 333	GREEN CITIES
ECO 335	SUSTAINABLE STRATEGIES FOR ENERGY AND THE ENVIRONMENT
CMNS 326	ENVIRONMENTAL POLITICS AND RHETORIC
CMNS 363	CLIMATE CHANGE COMMUNICATION
Natural Science Electives (must take at least one):	
ENV 117	EARTH THROUGH TIME WITH LABORATORY
ENV 118	EARTH THROUGH TIME
ENV 204	ENERGY AND THE ENVIRONMENT
GEO 243	EARTH OBSERVATION

Clinical Psychology (MA)/(PhD)

The Clinical Psychology Program, which includes both clinical-child and clinical-community tracks, is one of four MA/PhD programs in the Department of Psychology at DePaul University. The American Psychological Association (APA) first accredited the Clinical Program in 1976, and it has held continuous APA accreditation since then. The Clinical Program trains students within the scientist-practitioner model, providing training in both research and practice.

The Clinical Program has four broad program aims:

- To educate students generally about psychology and instill a commitment to life-long learning
- To prepare graduates with knowledge and skills to engage in and shape research and scholarship
- To prepare graduates for diverse leadership career paths in the practice of clinical psychology and more in-depth preparation in child and/or community applications and policy
- To prepare graduates to work in the public sector, in an urban environment, with diverse ethnic and socio-economic populations, and with those who have been traditionally underserved by psychology

Specific competencies that support these aims include: ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, psychological assessment, psychological intervention, supervision, and consultation and interprofessional/interdisciplinary skills.

Program objectives are for students to acquire understanding and competence in psychological theory, research and practice, with particular attention to developmental psychopathology, community psychology, evidence-based treatments, dissemination, and program evaluation with children, adolescents, and families of diverse backgrounds. Our program's focus on diversity is intended to promote students' understanding about the societal and systemic/ecological forces that have contributed to current manifestations of inequality for many diverse groups such as for poor, urban, and ethnically diverse populations and on how these conditions influence mental health, family/community processes, and access to mental health services.

Program Requirements	Quarter Hours
MA Degree Requirements	76
Total hours required	76

Program Requirements	Quarter Hours
PhD Requirements	16
Total hours required	16

MA Learning Outcomes

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how Clinical Psychology currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly Clinical Psychology journals in terms of theory, methods, data analyses, and conclusions.
- Develop testable research questions, identify strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature in Clinical Psychology.
- Describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects, and apply these ethical practices in research.

PhD Learning Outcomes

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how Clinical Psychology currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly Clinical Psychology journals in terms of theory, methods, data analyses, and conclusions in order to compose novel perspectives and ideas.
- Independently develop testable research questions, identify strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature in Clinical Psychology.
- Independently describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects, and apply these ethical practices in research.
- Exhibit effective communication skills for presenting at professional conferences and publishing in professional journals in Clinical Psychology.
- Demonstrate competence in Clinical Psychology applications.

MA Course Requirements

The MA degree requires a minimum of 76 quarter hours beyond the completion of a bachelor's degree, including four quarter hours of thesis research.

Core Courses

Course	Title	Quarter Hours
PSY 406	PHYSIOLOGICAL PROCESSES	4
PSY 461	ETHICS & HISTORY OF PSYCHOLOGY SEMINAR	4
PSY 499	INTRODUCTION TO CLINICAL SKILLS, CONSULTATION, AND SUPERVISION	0

Select one of the following: 4

PSY 404	PERCEPTION AND COGNITION
PSY 426	LANGUAGE AND COGNITION
PSY 473	THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING

Select one of the following: 4

PSY 430	SOCIAL PSYCHOLOGY OF THE SELF
PSY 556	PREJUDICE AND INTERGROUP RELATIONS
PSY 560	SOCIAL COGNITION

Select one of the following: 4

PSY 439	COGNITIVE DEVELOPMENT
PSY 554	EMOTIONAL DEVELOPMENT
PSY 555	SOCIAL DEVELOPMENT

Statistics and Methodology Courses

Course	Title	Quarter Hours
PSY 410	ADVANCED STATISTICS I	4
PSY 411	ADVANCED STATISTICS II	4
PSY 420	QUANTITATIVE RESEARCH DESIGN	4
Select one of the following:		4
PSY 418	MULTIVARIATE STATISTICAL ANALYSIS	
PSY 419	FACTOR ANALYSIS AND STRUCTURAL EQUATION MODELING	

Additional Courses

Course	Title	Quarter Hours
PSY 481	CHILD ASSESSMENT	4
PSY 482	ADULT ASSESSMENT	4
PSY 486	ADVANCED PSYCHOPATHOLOGY	4
PSY 488	PRINCIPLES OF PSYCHOTHERAPY AND BEHAVIOR CHANGE	4
PSY 493	ADVANCED COMMUNITY PSYCHOLOGY	4
PSY 520	PRINCIPLES OF HUMAN DIVERSITY	4
PSY 565	PROFESSIONAL DEVELOPMENT SEMINAR	0
PSY 590	THESIS RESEARCH SEMINAR	0

Elective Courses

Course	Title	Quarter Hours
Select three electives. Students may select additional graduate courses as electives with program approval.		12
PSY 416	METHODS IN QUALITATIVE RESEARCH	
PSY 450	PSYCHOLOGICAL MEASUREMENT	
PSY 471	PSYCHOLOGY OF TRAUMA	
PSY 472	PSYCHOLOGY OF DISASTER AND CRISIS INTERVENTION	
PSY 489	ADVANCED TOPICS IN PSYCHOTHERAPY	
PSY 511	HEALTH PSYCHOLOGY	
PSY 567	SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY	
PSY 568	SEMINAR IN PREVENTION AND INTERVENTION	

Clinical Practicum

Three quarters of clinical practicum need to be successfully completed. The Director of Clinical Training must approve the practicum placement in advance. All practicum courses are zero credit hours.

Master's Thesis Requirements

Research Course

Course	Title	Quarter Hours
PSY 597	MASTER'S THESIS RESEARCH	4

Master's Thesis

Complete a thesis on a topic approved by the department. The finished thesis should reflect the research process which usually includes: identifying a problem, reviewing literature to find theoretical perspectives and research findings relevant to the problem, developing specific and testable hypotheses, developing methodology for the investigation, conducting the investigation, analyzing results of the investigation, and discussing the implications and limitations of these results.

Master's Thesis Examination

The examination is an oral defense of the student's thesis.

PhD Course Requirements

The PhD degree requires a minimum of 16 quarter hours beyond the completion of the master's degree, including four quarter hours of dissertation research. The following requirements must be completed to confer the PhD.

Core Courses

Course	Title	Quarter Hours
PSY 565	PROFESSIONAL DEVELOPMENT SEMINAR (3 quarters) ¹	0
PSY 596	INTERNSHIP IN CLINICAL PSYCHOLOGY (5 quarters)	0
PSY 598	DISSERTATION RESEARCH SEMINAR	0

¹ Students are required to complete a total of 3 quarters of PSY 565 for the PhD requirements.

Area of Emphasis

At least three additional courses consistent with an area of emphasis are required to reach the minimum number of hours required for the PhD.

Additional Required Courses for Clinical-Child (may be used as general electives for Clinical-Community)

Course	Title	Quarter Hours
PSY 491	TREATMENT METHODS WITH CHILDREN	4
PSY 562	SEMINAR IN FAMILY THERAPY	4
PSY 570	SEMINAR IN PSYCHOTHERAPY RESEARCH	4

Additional Required Courses for Clinical-Community (may be used as general electives for Clinical-Child)

Course	Title	Quarter Hours
PSY 492	PRINCIPLES OF CONSULTATION	4
PSY 495	GRANT WRITING IN PSYCHOLOGY	4
PSY 569	SEMINAR IN PROGRAM EVALUATION	4
PSY 585	FIELDWORK IN COMMUNITY SETTINGS	0

Clinical Practicum

Six quarters of clinical practicum need to be successfully completed. The Director of Clinical Training must approve the practicum placement in advance. All practicum courses are zero credit hours.

Course	Title	Quarter Hours
PSY 582	ADVANCED PRACTICUM-CLINICAL PSYCHOLOGY	0
PSY 583	PRACTICUM IN COMMUNITY MENTAL HEALTH	0
PSY 584	ADVANCED PRACTICUM IN EVIDENCE-BASED PRACTICE IN PSYCHOLOGY	0
PSY 574	PRACTICUM IN SPECIAL AREAS IN PSYCHOLOGY (minimum of 3 quarters)	0

If students choose to complete additional years of practicum beyond the required minimum, students should enroll in PSY 574 (taken separately in AQ, WQ, and SQ).

Doctoral Candidacy Examination (Comprehensive Examination or Review Paper)

Designed to assess the student's general knowledge of clinical psychology and the student's area of emphasis (clinical-child or clinical-community). The examination is given in two sections. One section consists of an examination in the areas represented by the required courses in clinical psychology. A second section consists of an examination in the student's area of emphasis – clinical-child or clinical-community psychology. An alternative to the Doctoral Candidacy Examination is to complete a major comprehensive review paper based on the literature within an area relevant to the field of clinical psychology. This paper must be submitted for publication in a peer-reviewed clinical psychology journal.

Admission to Doctoral Candidacy

Formally given to the student with satisfactory coursework performance who has successfully completed the master's thesis and passed the Doctoral Candidacy Examination; the candidate has no more than five years from this date to complete the PhD requirements or dismissal from the program will ensue.

Students denied candidacy will be required to withdraw from the program.

Internship

One-year supervised internship in an approved doctoral training site. Students typically intern during the final year of the program.

Doctoral Dissertation Requirements

Research Course

Course	Title	Quarter Hours
PSY 599	DOCTORAL DISSERTATION RESEARCH	4

Doctoral Dissertation

Departmental committee approval and acceptance of topic and outline of dissertation given only after admission to doctoral candidacy.

Doctoral Dissertation Examination

Student to defend dissertation and to show competence in the general field of psychology and in the area of specialization of the dissertation.

Residency Requirement

The clinical psychology program requires a minimum of three full-time academic years of graduate coursework and residency, a master's thesis and dissertation, comprehensive exam/project, and completion of an internship prior to awarding the doctoral degree. The program's residency requirement is addressed through the requirement that students complete their coursework in face-to-face classes during the first three years in the program, and complete their required graduate assistantship and teaching assistantship roles in person. Students are required to complete the internship before the degree is awarded.

Time Limitations

- No more than four years between admission to the MA/PhD program and admission to doctoral candidacy.
- No less than eight months and no more than five years between admission to doctoral candidacy and the final doctoral oral examination; or dismissal from the program will ensue.

Program Graduate Academic Student Handbook

The content on this page is shared from another website. If you are seeing this message, the referring website is not available or is experiencing technical difficulties.

Minimum Grades

1. The minimum grade considered acceptable for a graduate course is a B+. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., B and below) indicate that the student has not mastered the relevant content of the course.
2. If a graduate student earns a grade lower than B+ in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain competence in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.
3. A second occurrence of a grade lower than a B+ (for the same or different course) will put the student on academic probation.

Once placed on academic probation, the student's record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student's advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.

4. If there is a third occurrence of a grade below B+ (for the same or different course), the student will be dismissed from the program. The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student's program to hear the appeal. Depending on the student's academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master's degree but will not be permitted to continue onto the PhD (not applicable to terminal Department of Psychology MS degrees) without a successful appeal.

Academic Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.20. If a student's cumulative GPA falls below this minimum, the student will be put on academic probation and will have one quarter of coursework to raise their cumulative GPA to at least a 3.20 or face academic dismissal from the program. If the student raises his/her cumulative GPA to at least a 3.20, but it falls below the minimum a second time, he or she will be dismissed from the program before the next term begins.

Academic Dismissal

In addition to violations of satisfactory progress, including but not limited to, earning minimum grades, failing the comprehensive exam (including any possible retakes) or project, or maintaining a minimum cumulative GPA, students may be dismissed for breaches of academic honesty, or breaches of the code of student responsibility articulated in the DePaul University Student Handbook.

Time Limitations

Students must complete their MA degree requirements prior to completing their requirements for admission to doctoral candidacy. Further, no more than four years may pass between admission to the doctoral program (i.e., successful completion of the doctoral candidacy examination/project), and no less than eight months and no more than five years may pass between admission to candidacy and the final examination (i.e., the oral dissertation defense).

Students are required to meet the timelines specified by the program even if the timeline is more stringent than the College timeline. Failure to do so could result in dismissal.

Extensions on these timelines must be requested in writing to both the department (Program Director) and the college (to the Dean) and must be approved at both levels. Students must complete all requirements for the degree (which may include additional coursework, examinations, or other conditions) by the deadline outlined in the extension. Failure to meet specified time limitations or deadlines can result in dismissal from the program.

Graduation Requirements

Students need a minimum cumulative GPA of 3.20 in courses required by the program. In addition to meeting the minimum cumulative GPA requirement, failing the doctoral candidacy exam (or one retake) or project, lack of progress towards degree completion, and/or

unsatisfactory evaluation could result in academic dismissal. See individual program policies for more details.

Graduation with Distinction for MA

The criteria for graduating "with distinction" are a minimum cumulative GPA of 3.75 and the recommendation of "with distinction" by the thesis committee.

For topics not listed above, please consult the Graduate Student Handbook of the Department of Psychology, your program manual or the Psychology Graduate Program Assistant.

Coaching (Minor)

A minor in Coaching is designed for students interested in acquiring a second teaching area in physical education to coach in a school or professional setting.

Course Requirements

Course	Title	Quarter Hours
PE 302	FIRST AID: RESPONDING TO EMERGENCIES	2
PE 303	ATHLETIC INJURIES	4
PE 346	ORGANIZATION/ADMINISTRATION OF PHYSICAL EDUCATION, SPORTS & FITNESS PROGRAMS	4
PE 351	KINESIOLOGY	4
PE 352	PHYSIOLOGY OF EXERCISE	4
PE 390	PSYCHO-SOCIAL ASPECTS OF EXERCISE AND SPORT	4
PE 391	THEORY AND TECHNIQUES OF COACHING	4
BIO 202	HUMAN PHYSIOLOGY	4

****Note:** Students in DePaul's College of Education programs in Physical Education or Exercise Science cannot select the Coaching minor.

Combined Degree Options

The following graduate programs can be combined with any DePaul undergraduate degree:

- Animation (MA) (p. 109)
- Arabic (MA) (p. 155)
- Applied Mathematics (MS) (p. 143)
- Applied Professional Studies (MA) (p. 146)
- Applied Statistics (MS) (p. 149)
- Business Analytics (MS) (p. 214)
- Business Information Technology (MS) (p. 216)
- Chinese (MA) (p. 233)
- Communication and Media (MA) (p. 254)
- Computer Science (MS) (p. 286)
- Critical Ethnic Studies (MA) (p. 321)
- Data Science (MS) (p. 361)
- Digital Communication and Media Arts (MA) (p. 380)
- Economics and Quantitative Analysis (MS) (p. 416)
- Educating Adults (MA) (p. 425)
- Entrepreneurship (MS) (p. 481)

- Environmental Science (MS) (p. 487)
- Finance (MSF) (p. 522)
- French (MA) (p. 532)
- German (MA) (p. 560)
- Health Communication (MA) (p. 572)
- Health Informatics (MS) (p. 574)
- History (MA) (p. 595)
- Hospitality Leadership and Operational Performance (MS) (p. 605)
- Human Resources (MS) (p. 611)
- Information Systems (MS) (p. 623)
- International Public Service (MS) (p. 645)
- International Studies (MA) (p. 648)
- Italian (MA) (p. 665)
- Japanese (MA) (p. 667)
- Journalism (MA) (p. 682)
- Management (MS) (p. 747)
- Marketing (MS) (p. 767)
- Marketing Analysis (MS) (p. 768)
- Nonprofit Management (MNM) (<https://catalog.depaul.edu/programs/nonprofit-leadership-mnm/nonprofit-management-mnm-combined-bachelors-masters-degree/>)
- Public Administration (MPA) (p. 952)
- Public Health (MPH) (p. 959)
- Public Policy (MPP) (p. 967)
- Public Service Management (MS) (p. 978)
- Public Relations and Advertising (MA) (p. 974)
- Pure Mathematics (MS) (p. 983)
- Real Estate (MS) (p. 991)
- Sociology (MA) (p. 1070)
- Spanish (MA) (p. 1094)
- Supply Chain Management (MS) (p. 1126)
- Sustainable Management (MS) (p. 1128)
- Sustainable Urban Development (MA) (p. 1130)
- Writing, Rhetoric, and Discourse (MA) (p. 1301)
- Women's and Gender Studies (MA) (p. 1265)

Comedy Arts (BFA)

The Theatre School's Bachelor of Fine Arts (BFA) degree in Comedy Arts prepares graduates to be performers, directors, and content creators through the academic study of the history and techniques of comedy and by the practical application of this knowledge in the creation and performance of a progression of theatrical productions.

The curriculum reflects the way comedians have learned their field for centuries, by testing their material in front of an audience, digesting their response, and then learning to revise and rethink in order to be successful communicators. Through a variety performance experiences, students will create content for a variety of forums.

Students work with a distinguished and award-winning faculty of professional writers, directors, and performers. Students will perform their work both on campus and in Chicago comedy venues.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	140-148
Total hours required	192-200

Learning Outcomes

Core Outcomes:

Students will be able to:

- Analyze and discuss artistic productions within a context of theatre history, social structures, cultural identities, political movements, and individual experience.
- Apply ethical frameworks to both the process and product of artistic collaboration in service to both colleagues and the larger community.
- Design actionable plans to complete complex projects both individually and as a leader or member of a team.

Program Specific Outcomes:

Students will be able to:

- Practice the concepts and skills of multiple theatrical disciplines in order to create, produce, and perform a variety of forms of comedy.
- Apply the knowledge and skills they have developed in the study of comedy to projects in other fields and disciplines as life-long learners.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Not Required		
Senior Year		
Capstone		
Not Required		

¹ Students must earn a C- or better in this course.
² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement

may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- THE 204
- THE 205
- THE 206

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

First Year

Course	Title	Quarter Hours
History of Dramatic Literature		12
THE 204	HISTORY OF DRAMATIC LITERATURE	
THE 205	HISTORY OF DRAMATIC LITERATURE	
THE 206	HISTORY OF DRAMATIC LITERATURE	
THE 210	SCRIPT ANALYSIS	4
THE 268	INTRODUCTION TO THE PRODUCTION PROCESS	4
THE 212	INTRODUCTION TO THEATRE STUDIES	4
THE 291	PERFORMANCE WORKSHOP I	4
THE 227	PLAYWRITING I	4

Three Quarters of Theatre Crew	6
TEC 107 THEATRE CREW	

Second Year

Course	Title	Quarter Hours
ACT 250	AMERICAN FUNNY: STAGE COMEDY FROM GROUCHO MARX TO TINA FEY	4
THE 352	VOICE AND SPEECH FOR COMEDY	4
FILM 184	STAND-UP COMEDY	4
ACT 209	SKETCH COMEDY	4
THE 281	SCENE STUDY: COMEDY	4
THE 282	CONTEMPORARY STAGE COMEDY	4
ACT 223	INTRODUCTION TO IMPROVISATION	4
THE 354	COMEDY STYLES	4
Once DC Course (TBA)		4

Third Year

Course	Title	Quarter Hours
Two Courses in Directing:		8
PRF 374	DIRECTING	
PRF 375	DIRECTING	
SCWR 100	INTRODUCTION TO SCREENWRITING	4
SCWR 352	WRITING THE HALF-HOUR SERIES	4
THE 353	ADVANCED IMROVISATION	4
THE 361	ADVANCED SKETCH COMEDY: REHEARSAL AND PERFORMANCE	4
PRF 377	DIRECTING COMEDY	4
THE 395	ARTIST AS ENTREPRENEUR	4
One TV Course (TBA)		4

Fourth Year

Course	Title	Quarter Hours
THE 351	PHYSICAL COMEDY	4
THE 362	ADVANCED SKETCH COMEDY: REHEARSAL AND PERFORMANCE	4
THE 410	THEATRE STUDIES CAPSTONE	2
One TV Course (TBA)		4
THE 412	PORTFOLIO PREPARATION	4
Choose one of these two courses:		4
SCWR 346	FILMMAKERS SEMINAR	
Theatre Elective		
Choose one of these three courses:		2-12
THE 373	THEATRE STUDIES PRODUCTION PRACTICE II	
THE 490	THEATRE STUDIES INTERNSHIP	
FILM 298	INTERNSHIP IN MEDIA PRODUCTION/ POST-PRODUCTION	
Choose one of these three courses:		2-12
THE 373	THEATRE STUDIES PRODUCTION PRACTICE II	
THE 490	THEATRE STUDIES INTERNSHIP	

SCWR 345	HOLLYWOOD HISTORY
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Choose one of these two courses:		4
Theatre Elective		
SCWR 392	TOPICS IN LA	

Open Electives (4-12 hours)

Open elective credit may also be required to meet the minimum graduation requirement of 192 hours.

Comedy Filmmaking (Minor)

The Comedy Filmmaking Minor consists of 28 credit hours. Students have the option to focus on Directing Comedy for Film, Feature Comedy Writing, or Television Comedy Writing.

Course	Title	Quarter Hours
SCWR 100	INTRODUCTION TO SCREENWRITING	4
or SCWR 101	SCREENWRITING FOR MAJORS	
SCWR 120	FILM STRUCTURE FOR MAJORS	4
or SCWR 121	CLASSIC HOLLYWOOD FILM STRUCTURE	
or SCWR 150	TELEVISION GENRES	
or SCWR 151	TELEVISION GENRES FOR MAJORS	
SCWR 370	CREATING FROM ABUNDANCE	4
SCWR 371	CREATING COMEDIC CHARACTERS	4
SCWR 372	IMPROVISATIONAL SCENE CONSTRUCTION	4
Choose one of the following 2-course sequences:		8
SCWR 250	INTRODUCTION TO TELEVISION WRITING	
& SCWR 352	and WRITING THE HALF-HOUR SERIES	
OR		
SCWR 301	STORY DEVELOPMENT	
& SCWR 302	and WRITING THE FEATURE SCREENPLAY	
OR		
SCWR 385	DIRECTING COMEDY FOR FILM	
& SCWR 386	and DIRECTING COMEDY FOR FILM II	

Commercial Chinese (Minor)

The Commercial Chinese Studies Minor offers a basic understanding of the Chinese Language along with an exploration of Chinese business operations and contexts.

Course Requirements

- Three quarters of college-level Chinese language (at any level).
- Five additional courses focusing on Chinese business and economy from at least three different disciplines, chosen in consultation with an advisor or faculty member, from the Commercial Chinese Studies Allied Course List.

Commercial Chinese Studies Allied Course List

Course	Title	Quarter Hours
Select five additional courses from below (as noted above):		20
Chinese Studies		
CHN 252	INTRODUCTION TO COMMERCIAL CHINESE	

CHN 320	CHINESE FOR BUSINESS
Economics	
ECO 334	UNDERSTANDING CHINA'S ECONOMY
Geography	
GEO 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY
GEO 266	WORLD ECONOMY: STATES, MARKETS AND LABOR
GEO 315	THE STATE AND ECONOMIC GROWTH
Management	
IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 357	INTERNATIONAL BUSINESS
Marketing	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 360	INTERNATIONAL MARKETING
Political Science	
PSC 246	ASIAN FOREIGN POLICY
PSC 343	INTERNATIONAL POLITICAL ECONOMY OF THE PACIFIC RIM
PSC 352	CHINESE POLITICS

Students majoring in Chinese Studies (BA) or minoring in Chinese Language or Chinese Studies are restricted from earning this minor.

Commercial French (Minor)

The Commercial French minor program is offered to students who wish to be proficient enough to conduct business in French. Students completing the minor are encouraged to take the business language certification exams given by the French government through their respective chambers of commerce.

Course Requirements

- 12 credits of advanced (200-level) coursework in French language, selected to develop appropriate levels of proficiency in the language and to provide an introduction to translation
- 8 credits of advanced (300-level) coursework: FCH 320 FRENCH FOR BUSINESS and a related class.

Depending on their level of prior expertise with French, students may need to complete courses at the Basic and Intermediate levels before enrolling in 200 or 300-level language courses.

Students majoring in French (BA) or minoring in French or French Translation are restricted from earning this minor.

Commercial Spanish (Minor)

The Commercial Spanish minor program is for students who wish to be proficient enough to conduct business in Spanish. Students completing the minor are encouraged to take the business language certification exam in Spanish.

Required Courses

- SPN 320
- Four more courses at the 200/300 level in Spanish. The department recommends that those four courses include SPN 252.

Students majoring in Spanish (BA) or minoring in Spanish are restricted from earning this minor.

Communication and Media (BA)

The College of Communication offers a variety of courses leading to a Bachelor of Arts degree in Communication and Media. The BA in Communication and Media offers students the opportunity to pursue coursework in communication and media that draws upon two or more related areas of study. This degree will provide flexibility for transfer students and others who have not determined their precise career trajectory, while affording them the fundamental communication and critical thinking skills needed to enter jobs across the public, private and non-profit sectors, or to continue their education in academic or professional post-graduate programs. In order to complete this degree, students have the option of pursuing coursework from any of the other majors offered in the College of Communication.

Some liberal studies requirements may not be offered online. Some communication major courses may not have online options.

Program Requirements	Quarter Hours
College Core Requirements	16
Liberal Studies Requirements	84
Major Requirements	40
Open Electives	52
Total hours required	192

Learning Outcomes

Students will be able to:

- Explain the complexities of human communication
- Construct a presentation that tailors ideas to a specific audience
- Analyze content from various media.

College Core Requirements (p.) Modern Language Requirement (p. 248) Modern Language Option (p. 248)

All majors in the College of Communication consist of a four-course common core plus an additional combination of program requirements and electives.

College Core Requirements

Four core courses are required of all College of Communication students:

Course	Title	Quarter Hours
CMN 101	INTRODUCTION TO HUMAN COMMUNICATION	4
CMN 102	INTRODUCTION TO MASS COMMUNICATION	4

CMN 103	INTERCULTURAL COMMUNICATION	4
CMN 104	PUBLIC SPEAKING	4

Students are encouraged to complete all four prior to taking additional coursework in the major.

Modern Language Requirement

Students who intend to graduate with a Bachelor of Arts degree in the College of Communication will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing the last course in a second year high school course work in a modern language or Latin
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language (must be completed during high school)
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement. Students with some modern language training should consult with the Modern Language Department about the course with which they should begin. Students with little or no previous work in the language will be required to complete the entire three-course introductory sequence.

Modern Language Option

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level necessary to meet the College's modern language requirement. Students selecting the option may substitute a three-course language sequence for three learning domain courses, or two upper-level courses in the same language for two learning domain requirements. Modern language option waivers cannot be applied to courses in the Math and Computing Domain or courses in the Scientific Inquiry domain. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		

LSP 112	FOCAL POINT SEMINAR	4
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Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4

Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4

Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4

Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
CMN 396	CAPSTONE IN COMMUNICATION ¹	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Note

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by

the major may count it either as a major requirement or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

One presentation skills course from the following selection of classes:

Course	Title	Quarter Hours
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	4
CMNS 230	PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY	4
CMNS 330	TOPICS IN PERFORMANCE	4
CMNS 336	STORYTELLING: COMMUNICATION AS NARRATIVE	4
CMNS 339	PERFORMANCE OF GENDER & SEXUALITY	4
CMNS 354	EMPLOYMENT INTERVIEWING	4
CMNS 365	ARGUMENTATION, ADVOCACY, AND DELIBERATION	4
CMNS 367	PERFORMANCE FOR SOCIAL CHANGE	4
CMNS 369	PERFORMANCE OF HUMOR	4
CMNS 371	PERFORMANCE OF RITUAL	4

One media analysis course from the following selection of classes:

Course	Title	Quarter Hours
MCS 231	INTRODUCTION TO DOCUMENTARY STUDIES	4
MCS 271	MEDIA AND CULTURAL STUDIES	4
MCS 273	STORYTELLING & STYLE IN CINEMA	4

Two elective courses (8 hours) from CMNS²

Two elective courses (8 hours) from JOUR, MCS, PRAD and/or SPRTCMN²

Four courses (16 hours) from CMN, CMNS, JOUR, MCS, PRAD, SPRTCMN and/or the College of Computing and Digital Media (CDM) courses listed below (maximum 2 CDM courses)^{1, 2}:

Course	Title	Quarter Hours
DOC 324	DOCUMENTARY PRODUCTION II	
FILM 110	DIGITAL CINEMA PRODUCTION I	
FILM 210	CINEMA PRODUCTION II	
FILM 245	MEDIA LITERACIES	
FILM 250	CINEMATOGRAPHY I	
POST 110	EDITING I	
POST 124	SOUND DESIGN I	
SCWR 100	INTRODUCTION TO SCREENWRITING	

SCWR 250 INTRODUCTION TO TELEVISION WRITING

SCWR 302 WRITING THE FEATURE SCREENPLAY

¹ Students may take up to 4 hours of credit in CMN 397 RESEARCH PRACTICUM and CMN 399 INDEPENDENT STUDY toward graduation requirements.

² A maximum of 8 credits from two credit College of Communication courses can be applied to major requirements.

Internship Credit

Students in the major may take CMN 394 and/or CMN 395 (when work relates to the major). In order to take CMN 394 or CMN 395, students must have completed two of the four communication core classes (CMN 101, CMN 102, CMN 103, CMN 104), two courses in the chosen major and have fulfilled internship program eligibility requirements.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Communication and Media 3+3 (BA +JD)

In the 3 + 3 BA/JD Program, high-achieving first-year incoming undergraduate students are admitted simultaneously to the College of Communication and the College of Law. Students complete their first three years in the College of Communication and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA/JD students meet regularly with advisors in both colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Communication during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Communication for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study. Students who enrolled in the BA+JD program prior to 2022 must achieve a cumulative GPA of 3.35 by the end of their second

year of undergraduate study and maintain a cumulative GPA of 3.35 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

- PRELAW 150 THE PRACTICE OF LAW
- PRELAW 151 RECENT CONTROVERSIES IN THE LAW
- PRELAW 152 THINKING ABOUT THE LAW

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Participating Majors

The BA/JD Program is available for students pursuing the following majors:

- Communication and Media (p. 247)
- Communication and Technology (p. 256)
- Communication Studies (p. 259)
- Journalism (p. 676)
- Media and Cinema Studies (p. 807)
- Organizational Communication (p. 879)
- Public Relations and Advertising (p. 969)
- Sports Communication (p. 1116)

For admission requirements and information, contact the Office of Admission (<https://www.depaul.edu/admission-and-aid/Pages/default.aspx>).

Communication and Media (BA) Online

The College of Communication offers a variety of courses leading to a Bachelor of Arts degree in Communication and Media. The BA in Communication and Media offers students the opportunity to pursue coursework in communication and media that draws upon two or more

related areas of study. This degree will provide flexibility for transfer students and others who have not determined their precise career trajectory, while affording them the fundamental communication and critical thinking skills needed to enter jobs across the public, private and non-profit sectors, or to continue their education in academic or professional post-graduate programs. In order to complete this degree, students have the option of pursuing coursework from any of the other majors offered in the College of Communication.

Some liberal studies requirements may not be offered online. Some communication major courses may not have online options.

Program Requirements	Quarter Hours
College Core Requirements	16
Liberal Studies Requirements	84
Major Requirements	40
Open Electives	52
Total hours required	192

Learning Outcomes

- Explain the complexities of human communication
- Construct a presentation that tailors ideas to a specific audience
- Analyze content from various media.

College Core Requirements (p. 250) Modern Language Requirement (p. 250) Modern Language Option (p. 251)

All majors in the College of Communication consist of a four-course common core plus an additional combination of program requirements and electives.

College Core Requirements

Four core courses are required of all College of Communication students:

Course	Title	Quarter Hours
CMN 101	INTRODUCTION TO HUMAN COMMUNICATION	4
CMN 102	INTRODUCTION TO MASS COMMUNICATION	4
CMN 103	INTERCULTURAL COMMUNICATION	4
CMN 104	PUBLIC SPEAKING ¹	4
or CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	

Students are encouraged to complete all four prior to taking additional coursework in the major.

¹ Students may choose to take CMN 104 or CMNS 201 to complete the communication core requirement. Students who complete CMNS 201 for the communication core requirement can waive the presentation requirement and take an additional communication elective instead.

Modern Language Requirement

Students who intend to graduate with a Bachelor of Arts degree in the College of Communication will be required to demonstrate a measure

of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing the last course in a second year high school course work in a modern language or Latin
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language (must be completed during high school)
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement. Students with some modern language training should consult with the Modern Language Department about the course with which they should begin. Students with little or no previous work in the language will be required to complete the entire three-course introductory sequence.

Modern Language Option

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level necessary to meet the College's modern language requirement. Students selecting the option may substitute a three-course language sequence for three learning domain courses, or two upper-level courses in the same language for two learning domain requirements. Modern language option waivers cannot be applied to courses in the Math and Computing Domain or courses in the Scientific Inquiry domain. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		

LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE

Junior Year

Experiential Learning

Required	4
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Senior Year

Capstone

CMN 396	CAPSTONE IN COMMUNICATION ¹	4
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¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Note

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a major requirement or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

One presentation skills course from the following selection of classes³:

Course	Title	Quarter Hours
Presentation Skills		4
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
CMNS 230	PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY	
CMNS 330	TOPICS IN PERFORMANCE	
CMNS 336	STORYTELLING: COMMUNICATION AS NARRATIVE	
CMNS 339	PERFORMANCE OF GENDER & SEXUALITY	
CMNS 354	EMPLOYMENT INTERVIEWING	
CMNS 365	ARGUMENTATION, ADVOCACY, AND DELIBERATION	
CMNS 367	PERFORMANCE FOR SOCIAL CHANGE	
CMNS 371	PERFORMANCE OF RITUAL	

One media analysis course from the following selection of classes:

Course	Title	Quarter Hours
Media Analysis		4
MCS 231	INTRODUCTION TO DOCUMENTARY STUDIES	
MCS 271	MEDIA AND CULTURAL STUDIES	
MCS 273	STORYTELLING & STYLE IN CINEMA	

Two elective courses (8 hours) from CMNS²

Two elective courses (8 hours) from JOUR, MCS, PRAD and/or SPRTCMN²

Four courses (16 hours) from CMN, CMNS, JOUR, MCS, PRAD, SPRTCMN and/or the College of Computing and Digital Media (CDM) courses listed below (maximum 2 CDM courses)^{1, 2}:

Course	Title	Quarter Hours
CDM Elective Options		up to 8 hours
DOC 324	DOCUMENTARY PRODUCTION II	
FILM 110	DIGITAL CINEMA PRODUCTION I	
FILM 210	CINEMA PRODUCTION II	
FILM 245	MEDIA LITERACIES	
FILM 250	CINEMATOGRAPHY I	
POST 110	EDITING I	
POST 124	SOUND DESIGN I	
SCWR 100	INTRODUCTION TO SCREENWRITING	
SCWR 250	INTRODUCTION TO TELEVISION WRITING	
SCWR 302	WRITING THE FEATURE SCREENPLAY	

¹ Students may take up to 4 hours of credit in CMN 397 RESEARCH PRACTICUM and CMN 399 INDEPENDENT STUDY toward graduation requirements.

² A maximum of 8 credits from two credit College of Communication courses can be applied to major requirements.

³ Students who take CMNS 201 instead of CMN 104 in the communication core can waive the presentation requirement and take an additional communication elective instead.

Internship Credit

Students in the major may take CMN 394 and/or CMN 395 (when work relates to the major). In order to take CMN 394 or CMN 395, students must have completed two of the four communication core classes (CMN 101, CMN 102, CMN 103, CMN 104), two courses in the chosen major and have fulfilled internship program eligibility requirements.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Communication and Media (MA)

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Demonstrate knowledge of relevant conceptual and theoretical vocabulary with the concentration(s) of interest.
- Identify and produce communicative messages to solve problems; address or explain industrial or cultural issues; or create changes in relational, organizational, intercultural, or mediated spheres.
- Critically analyze communication-related problems and products through a variety of theoretical, methodological, and stylistic lenses.

Degree Requirements

The MA in Communication and Media degree requires a minimum of 48 credit hours to earn. Courses include a set of core courses, a methods course, concentration electives in either Applied Communication (p. 253) or Media and Popular Culture (p. 255), and general electives. Students complete the program with either a comprehensive exam or a project/thesis.

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours and a degree completion option.
- Complete all graduate courses and requirements listed in the designated degree program.
- Maintain a cumulative GPA of 3.00 or higher.

Communication and Media Concentrations

- Applied Communication (p. 253)
- Media and Popular Culture (p. 255)

Completion Requirement: Comprehensive Final Exam or Project/Thesis

Students in the Master of Arts in Communication and Media complete their degree requirements by passing a comprehensive final exam. Students who attain a 3.75 GPA or higher and obtain prior approval from the graduate program director have the option to complete a culminating project or thesis instead of the comprehensive final exam. Students completing a project or thesis will enroll in CMNS 599 as their 12th and final course in the quarter they defend their project/thesis.

Grade Requirements

All students are required to maintain a cumulative GPA of 3.000 in their coursework. If a student's cumulative GPA falls below 3.000, the student will be allowed to complete an additional 16 credits or 3 quarters (whichever comes first) to attain the 3.000 minimum GPA. If the cumulative GPA remains below a 3.000 at the conclusion of this time period, the student may be dismissed from the program. The student's cumulative and term GPAs along with overall academic performance will be factored into the dismissal decision.

Optional Latino Media & Communication Concentration

The graduate concentration in Latino Media & Communication is comprised of at least three graduate courses drawn from the areas of advertising, journalism, media and cinema studies, multicultural communication, organizational communication and public relations. Graduate students in any of the College of Communication Master of Arts programs can elect to complete the Latino Media & Communication concentration. Students may need to use outside electives to complete this concentration.

Students who complete the concentration will:

- Develop an understanding of the heterogeneous and rapidly changing Latino communities locally, nationally and globally
- Ground their knowledge of intercultural studies within a more extensive and concrete knowledge of a particular (even though diverse), rapidly growing, and increasingly important population within the U.S.
- Increase their cross-cultural competence (understanding and ability to dialogue across difference, develop cultural sensitivity and awareness) with Latino communities
- Enhance their capacity to communicate with and learn from Latino populations in the workplace, in community situations and other sites of engagement
- Recognize the impact of the movement of Latinos across the globe and develop the skills to critically consume and produce media, public relations and advertisement representations that communicate to and about Latino communities
- Develop field-specific knowledge of Latino media and communication along with an understanding of how Latino studies shapes other fields of communication

Courses

Students are required to take three courses (12 credits) from the following list:

Course	Title	Quarter Hours
CMNS 509	SPECIAL TOPICS IN MULTICULTURAL COMMUNICATION ¹	

CMNS 542	MULTICULTURAL COMMUNICATION IN THE WORKPLACE
JOUR 515	SPECIAL TOPICS IN JOURNALISM ¹
MCS 521	TOPICS IN CINEMA STUDIES ¹
MCS 533	LATIN AMERICAN CINEMA/MEDIA
PRAD 511	CONSUMER INSIGHTS
PRAD 512	ENGAGING LATINX COMMUNITIES
PRAD 514	CONTEMPORARY ISSUES IN PUBLIC RELATIONS AND ADVERTISING ¹
PRAD 595	SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING ¹
CMN 591	INTERNSHIP ¹
CMN 598	STUDY ABROAD ¹

¹ Topic must be related to Latino Media and Communication.

Concentration Requirements

- Applied Communication Concentration, Communication & Media (MA) (p. 253)
- Media and Popular Culture Concentration, Communication & Media (MA) (p. 255)

Applied Communication Concentration, Communication & Media (MA)

The Applied Communication concentration offers students insights into practices that can make them more effective communicators, decision-makers and leaders in relational, professional and community settings. Armed with the latest applied communication theory and research, students will learn how to critically analyze key challenges and opportunities for personal growth in interpersonal and organizational contexts, identify areas for change and development, and apply effective communication strategies that advance just and equitable outcomes.

Our interdisciplinary graduate seminars investigate current applied communication topics through various perspectives, including communication and technology, work/life communication and wellness, inter-organizational collaboration for social impact, diversity and leadership, and campaigns for social change.

This concentration will be of interest to those seeking to further their careers in fields such as human relations, marketing and communications, community engagement, internal and policy communications, or to prepare for a PhD program in communication related fields.

Course Requirements

The MA in Communication and Media with a concentration in Applied Communication requires a total of 12 courses, 48 credit hours, for completion. Students must complete the following requirements:

- Three core courses
- One methods course
- Four Applied Communication electives

- One Media and Popular Culture elective
- Three graduate level electives

Applied Communication Concentration Core Courses

Course	Title	Quarter Hours
Students must take the following core courses:		
CMNS 500	FOUNDATIONS IN GRADUATE COMMUNICATION STUDIES	4
CMNS 510	APPLIED COMMUNICATION: THEORIES AND CASES	4
MPOP 502	MEDIA AND CULTURAL STUDIES	4

Applied Communication Concentration Methods Requirement

Course	Title	Quarter Hours
CMNS 581 or CMNS 582	QUALITATIVE RESEARCH METHODS QUANTITATIVE RESEARCH METHODS	4

Applied Communication Concentration Elective Courses

Students must take a minimum of 4 Applied Communication electives (16 credit hours). Topics courses can be taken multiple times for credit as long as the specific topic differs each time.

Course	Title	Quarter Hours
Select four Applied Communication electives:		16
CMNS 512	TOPICS IN APPLIED COMMUNICATION	
CMNS 530	INSTRUCTIONAL DEVELOPMENT	
CMNS 541	ORGANIZATIONAL COMMUNICATION AND CULTURE	
CMNS 545	COMMUNICATION AND TECHNOLOGY	
CMNS 548	TEAMS, DIVERSITY AND LEADERSHIP	
CMNS 551	COLLABORATION FOR SOCIAL IMPACT	
CMNS 573	WORK/LIFE COMMUNICATION AND WELLNESS	
CMNS 580	DATA-DRIVEN DECISION MAKING IN COMMUNICATION	
PRAD 594	COMMUNICATION CAMPAIGNS FOR SOCIAL CHANGE	

Media and Popular Culture Elective

Students in the Applied Communication concentration must take a minimum of 1 Media and Popular Culture elective (4 credits).

Course	Title	Quarter Hours
Students must take 1 Media and Popular Culture elective:		4
MPOP 501	FILM AND MEDIA THEORY	
MPOP 505	DIVERSITY AND INCLUSION IN MEDIA	
MPOP 506	MEDIA LITERACY	
MPOP 520	TOPICS IN MEDIA STUDIES	
MPOP 523	TOPICS IN GLOBAL FILM & MEDIA	
MPOP 530	NEW MEDIA AND CULTURE	
MPOP 541	AUDIO DOCUMENTARY	

MPOP 542	TOPICS IN PRODUCTION
MPOP 550	FANDOM AND ACTIVE AUDIENCES
MPOP 575	DIGITAL MEDIA ETHICS

General Electives

Students in the Applied Communication Concentration must take a minimum of 3 general electives (12 credits). These electives can come from any of the Media and Popular Culture concentration electives, any of the Applied Communication concentration electives, and up to 2 electives can be an outside elective from a graduate program outside of Communication and Media. Outside electives must be approved by advisor or graduate program director.

Course	Title	Quarter Hours
Students in the Applied Communication Concentration must take 3 general electives.		12
MPOP 501	FILM AND MEDIA THEORY	
MPOP 505	DIVERSITY AND INCLUSION IN MEDIA	
MPOP 506	MEDIA LITERACY	
MPOP 520	TOPICS IN MEDIA STUDIES	
MPOP 523	TOPICS IN GLOBAL FILM & MEDIA	
MPOP 530	NEW MEDIA AND CULTURE	
MPOP 541	AUDIO DOCUMENTARY	
MPOP 542	TOPICS IN PRODUCTION	
MPOP 550	FANDOM AND ACTIVE AUDIENCES	
MPOP 575	DIGITAL MEDIA ETHICS	
CMNS 512	TOPICS IN APPLIED COMMUNICATION	
CMNS 530	INSTRUCTIONAL DEVELOPMENT	
CMNS 541	ORGANIZATIONAL COMMUNICATION AND CULTURE	
CMNS 545	COMMUNICATION AND TECHNOLOGY	
CMNS 548	TEAMS, DIVERSITY AND LEADERSHIP	
CMNS 551	COLLABORATION FOR SOCIAL IMPACT	
CMNS 573	WORK/LIFE COMMUNICATION AND WELLNESS	
CMNS 580	DATA-DRIVEN DECISION MAKING IN COMMUNICATION	
PRAD 594	COMMUNICATION CAMPAIGNS FOR SOCIAL CHANGE	

Communication and Media (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Communication and Media (MA)

The Communication and Media (MA) combined degree program is open to all undergraduate majors across the university. Students who are interested in this program must apply to the Graduate Admission

Office in their junior year, and if accepted, can take up to three graduate courses (12 credits) in their senior year. These three courses count towards both the bachelor's program and the master of arts degree. Students will pay the current undergraduate tuition rate for these three courses. Once students earn their Bachelor of Arts or Bachelor of Science degree from DePaul, they matriculate as a graduate student and complete the remaining required courses for their Master of Arts degree. Students should work with their undergraduate advisor to see how the graduate classes will fulfill undergraduate degree requirements. Students must maintain a 3.0 GPA (B or better) in each graduate class taken in the senior year in order to continue in the program.

Example Schedule for Students in the Combined Degree Program

Course	Title	Hours
Senior Year		
Fall Quarter		
Take one graduate course		4
Winter Quarter		
Take one graduate course		4
Spring Quarter		
Take one graduate course (student completes undergraduate degree requirements and matriculates as a graduate student for fall quarter.)		4
Fifth Year		
Fall Quarter		
Take three courses		12
Winter Quarter		
Take three courses		12
Spring Quarter		
Take three courses		12

Double Demon Scholarship

Alumni from any of DePaul's colleges who are admitted into a graduate degree program in the College of Communication automatically qualify for the Double Demon Scholarship. *Combined degree program students are eligible.*

This scholarship covers 25% of the tuition for a master's degree in the College of Communication. Both full-time and part-time students are eligible. No scholarship application is required. (DePaul University employees are eligible for other employee tuition benefits through the university, and therefore are not eligible for the Double Demon Scholarship.)

Media and Popular Culture Concentration, Communication & Media (MA)

The Media and Popular Culture concentration provides students with the necessary critical skills, historical grounding, and research methodologies for interpreting the cultural and social impact of popular media (television, film, radio, and social and digital media) in our globalized society. Students will learn how to analyze shifting patterns

of production and consumption of popular culture, and to contextualize these changes within broader historical and theoretical frameworks.

Our interdisciplinary graduate seminars investigate current media-related topics through different perspectives, including popular audiences, national and transnational media, media industries, the politics of media culture, media histories, and representational content. Our courses examine the impact and potential of new technologies, the power of audiovisual media in society, the role of media in the formation of identities, and aesthetic dimensions of popular culture.

This concentration will be of interest to those seeking to prepare for a PhD program or to further their careers in the film, television and digital media fields.

Course Requirements

The MA in Communication and Media with a concentration in Media and Popular Culture requires a total of 12 courses, 48 credit hours, for completion. Students must complete the following requirements:

- Three core courses
- One methods course
- Four Media and Popular Culture electives
- One Applied Communication elective
- Three graduate level electives

Media and Popular Culture Concentration Core Courses

Course	Title	Quarter Hours
Students must take the following core courses:		12
CMNS 500	FOUNDATIONS IN GRADUATE COMMUNICATION STUDIES	
CMNS 510	APPLIED COMMUNICATION: THEORIES AND CASES	
MPOP 502	MEDIA AND CULTURAL STUDIES	

Media and Popular Culture Concentration Methods Requirement

Course	Title	Quarter Hours
Students must take one methods course:		
MPOP 503	CRITICAL ANALYSIS	4

Media and Popular Culture Concentration Elective Courses

Students must take a minimum of 4 Media and Popular Culture electives (16 credit hours). Topics courses can be taken multiple times for credit as long as the specific topic differs each time.

Course	Title	Quarter Hours
Select four Media and Popular Culture electives:		16
MPOP 501	FILM AND MEDIA THEORY	
MPOP 505	DIVERSITY AND INCLUSION IN MEDIA	
MPOP 506	MEDIA LITERACY	
MPOP 520	TOPICS IN MEDIA STUDIES	
MPOP 523	TOPICS IN GLOBAL FILM & MEDIA	
MPOP 530	NEW MEDIA AND CULTURE	

MPOP 541	AUDIO DOCUMENTARY
MPOP 542	TOPICS IN PRODUCTION
MPOP 550	FANDOM AND ACTIVE AUDIENCES
MPOP 575	DIGITAL MEDIA ETHICS

Applied Communication Elective

Students in the Media and Popular Culture concentration must take a minimum of 1 Applied Communication Elective (4 credits).

Course	Title	Quarter Hours
Students must take 1 Applied Communication elective:		4
CMNS 512	TOPICS IN APPLIED COMMUNICATION	
CMNS 530	INSTRUCTIONAL DEVELOPMENT	
CMNS 541	ORGANIZATIONAL COMMUNICATION AND CULTURE	
CMNS 545	COMMUNICATION AND TECHNOLOGY	
CMNS 548	TEAMS, DIVERSITY AND LEADERSHIP	
CMNS 551	COLLABORATION FOR SOCIAL IMPACT	
CMNS 573	WORK/LIFE COMMUNICATION AND WELLNESS	
CMNS 580	DATA-DRIVEN DECISION MAKING IN COMMUNICATION	
PRAD 594	COMMUNICATION CAMPAIGNS FOR SOCIAL CHANGE	

General Electives

Students in the Media and Popular Culture Concentration must take a minimum of 3 general electives (12 credits). These electives can come from any of the Media and Popular Culture concentration electives, any of the Applied Communication concentration electives, and up to 2 electives can be an outside elective from a graduate program outside of Communication and Media. Outside electives must be approved by advisor or graduate program director.

Course	Title	Quarter Hours
Students in the Media and Popular Culture concentration must take 3 general electives.		12
MPOP 501	FILM AND MEDIA THEORY	
MPOP 505	DIVERSITY AND INCLUSION IN MEDIA	
MPOP 506	MEDIA LITERACY	
MPOP 520	TOPICS IN MEDIA STUDIES	
MPOP 523	TOPICS IN GLOBAL FILM & MEDIA	
MPOP 530	NEW MEDIA AND CULTURE	
MPOP 541	AUDIO DOCUMENTARY	
MPOP 542	TOPICS IN PRODUCTION	
MPOP 550	FANDOM AND ACTIVE AUDIENCES	
MPOP 575	DIGITAL MEDIA ETHICS	
CMNS 512	TOPICS IN APPLIED COMMUNICATION	
CMNS 530	INSTRUCTIONAL DEVELOPMENT	
CMNS 541	ORGANIZATIONAL COMMUNICATION AND CULTURE	
CMNS 545	COMMUNICATION AND TECHNOLOGY	
CMNS 548	TEAMS, DIVERSITY AND LEADERSHIP	
CMNS 551	COLLABORATION FOR SOCIAL IMPACT	

CMNS 573	WORK/LIFE COMMUNICATION AND WELLNESS
CMNS 580	DATA-DRIVEN DECISION MAKING IN COMMUNICATION
PRAD 594	COMMUNICATION CAMPAIGNS FOR SOCIAL CHANGE

Communication and Media (Minor)

The Communication and Media minor is for students interested in multiple areas of the media who wish to further their skills in effective communication to complement their major course of study.

Course Requirements

A minor in Communication and Media consists of 24 credit hours (six courses).

- 3 courses starting with the prefix CMNS
- 3 courses starting with the prefix JOUR, MCS, PRAD, or SPRTCMN

Any of those six courses may be replaced with:

Course	Title	Quarter Hours
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP	4
or CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS	

Students majoring in Communication and Media (BA) are restricted from earning this minor.

Communication and Technology (BA)

Program Requirements	Quarter Hours
College Core Requirements	16
Liberal Studies Requirements	84
Major Requirements	40
Open Electives	52
Total hours required	192

Learning Outcomes

Students will be able to:

- Students will be able to explain how digital technology has affected communication practices across a range of subjects and disciplines.
- Students will be able to compare new technological practices and evaluate changes in technological practices across a range of communication subjects.
- Students will be able to demonstrate key competencies in video production, audio production, graphic design, and other technologies within digital media arts.
- Students will be able to identify the underlying ethical issues that the advent of digital technology has brought to contemporary society.

College Core Requirements (p.)

Modern Language Requirement (p. 257)

Modern Language Option (p. 257)

All majors in the College of Communication consist of a four-course common core plus an additional combination of program requirements and electives.

College Core Requirements

Four core courses are required of all College of Communication students:

Course	Title	Quarter Hours
CMN 101	INTRODUCTION TO HUMAN COMMUNICATION	4
CMN 102	INTRODUCTION TO MASS COMMUNICATION	4
CMN 103	INTERCULTURAL COMMUNICATION	4
CMN 104	PUBLIC SPEAKING	4

Students are encouraged to complete all four prior to taking additional coursework in the major.

Modern Language Requirement

Students who intend to graduate with a Bachelor of Arts degree in the College of Communication will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing the last course in a second year high school course work in a modern language or Latin
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language (must be completed during high school)
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement. Students with some modern language training should consult with the Modern Language Department about the course with which they should begin. Students with little or no previous work in the language will be required to complete the entire three-course introductory sequence.

Modern Language Option

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level necessary to meet the College's modern language requirement. Students selecting the option may substitute a three-course language sequence for three learning domain courses, or two upper-level courses in the same language for two learning domain requirements. Modern language option waivers cannot

be applied to courses in the Math and Computing Domain or courses in the Scientific Inquiry domain. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Multiculturalism in the US		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
CMN 396	CAPSTONE IN COMMUNICATION ¹	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Note

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a major requirement or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Four Required Courses (16 hours)

Course	Title	Quarter Hours
CMNS 280	INTRODUCTION TO DIGITAL MEDIA SKILLS	4
CMNS 349	DIGITAL MEDIA LAW AND ETHICS	4
CMNS 366	COMMUNICATION, TECHNOLOGY AND SOCIETY	4
or MCS 366	COMMUNICATION, TECHNOLOGY AND SOCIETY	
WRD 201	DIGITAL WRITING	4

Six Additional Courses (24 hours)

A minimum of three of these additional classes (12 hours) but no more than five classes (20 hours) must be from the Professional Skills category. A minimum of one class (4 hours) but no more than three classes (12 hours) must be from a focus area in either the Social Media, Cultural Impact of Technology, or Communication, Technology, and Ethics categories. No more than four of these courses (16 hours) can be taken outside of the College of Communication.

Professional Skills (at least 12 hours but no more than 20 hours)

Course	Title	Quarter Hours
CMN 292	ADOBE CREATIVE CLOUD WORKSHOP ²	
CMN 397	RESEARCH PRACTICUM ¹	
CMNS 346	SOCIAL MEDIA RESEARCH METHODS	
JOUR 276	PHOTOJOURNALISM	
JOUR 355	NEWSCAST PRODUCING	
JOUR 370	MULTIMEDIA NEWS PRODUCTION	
JOUR 376	TOPICS IN JOURNALISM	
JOUR 377	SPECIAL TOPICS IN JOURNALISM (Data Journalism or Journalism by Numbers)	

JOUR 382	ADVANCED PHOTOJOURNALISM
MCS 389	TOPICS IN MEDIA PRODUCTION
PRAD 352	DIGITAL ADVERTISING
PRAD 393	SPECIAL TOPICS IN PUBLIC RELATIONS AND ADVERTISING (Department approval required contingent on topic)
DOC 324	DOCUMENTARY PRODUCTION II
FILM 101	FOUNDATIONS OF CINEMA FOR MAJORS
FILM 102	FOUNDATIONS OF CINEMA FOR NON-MAJORS
FILM 110	DIGITAL CINEMA PRODUCTION I
GD 200	GRAPHIC DESIGN: FORM
IT 231	WEB DEVELOPMENT I
IT 232	WEB DEVELOPMENT II
POST 110	EDITING I
POST 124	SOUND DESIGN I
UXD 210	INTRODUCTION TO USER EXPERIENCE DESIGN
UXD 220	PROTOTYPING METHODS I
WRD 204	TECHNICAL WRITING
WRD 286	WRITING WITH PHOTOGRAPHS
WRD 290	WRITER'S TOOLS WORKSHOP (Department approval required contingent on topic)
WRD 322	WRITING AND METADATA
WRD 372	DIGITAL STORYTELLING

Focus Area (at least 4 hours but no more than 12 hours)

Social Media

Course	Title	Quarter Hours
CMN 399	INDEPENDENT STUDY ¹	
CMNS 311	TOPICS IN RELATIONAL COMMUNICATION	
CMNS 341	COMMUNICATION NETWORKS IN A DIGITAL AGE	
JOUR 342	SOCIAL MEDIA & THE NEWS	
CSC 270	FROM FIREFLIES TO FACEBOOK: THE SCIENCE OF NETWORKS	
GAM 208	VIRTUAL WORLDS AND ONLINE COMMUNITIES	

Cultural Impact of Technology

Course	Title	Quarter Hours
CMN 399	INDEPENDENT STUDY ¹	
CMNS 307	TOPICS IN COMMUNICATION STUDIES	
CMNS 308	TOPICS IN INTERCULTURAL COMMUNICATION	
CMNS 342	LIVING ONLINE	
CMNS 350	TOPICS IN COMMUNICATION AND TECHNOLOGY	
MCS 231	INTRODUCTION TO DOCUMENTARY STUDIES	
MCS 349	TOPICS IN FILM STUDIES (Adaptation)	
MCS 352	TOPICS IN NEW MEDIA	
WRD 205	HISTORY OF LITERACIES AND WRITING	
WRD 261	DIGITAL CULTURE	

WRD 362	SEMIOTICS
WRD 363	VISUAL RHETORIC

Communication, Technology, and Ethics

Course	Title	Quarter Hours
CMN 399	INDEPENDENT STUDY ¹	
CMNS 345	THE DARK WEB	
JOUR 361	JOURNALISM LAW AND ETHICS	
MCS 343	MEDIA ETHICS	
PRAD 334	ADVERTISING AND PUBLIC RELATIONS ETHICS	
WRD 282	ETHICS OF PUBLIC AND PROFESSIONAL WRITING	

¹ Students may take up to 4 hours of credit in this course toward graduation requirements.

² A maximum of 8 credits from two credit College of Communication courses may be applied to major requirements.

Communication and Technology 3+3 (BA+JD)

In the 3 + 3 BA/JD Program, high-achieving first-year incoming undergraduate students are admitted simultaneously to the College of Communication and the College of Law. Students complete their first three years in the College of Communication and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA/JD students meet regularly with advisors in both colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Communication during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Communication for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study. Students who enrolled in the BA+JD program prior to 2022 must achieve a cumulative GPA of 3.35 by the end of their second

year of undergraduate study and maintain a cumulative GPA of 3.35 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

- PRELAW 150 THE PRACTICE OF LAW
- PRELAW 151 RECENT CONTROVERSIES IN THE LAW
- PRELAW 152 THINKING ABOUT THE LAW

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Participating Majors

The BA/JD Program is available for students pursuing the following majors:

- Communication and Media (p. 247)
- Communication and Technology (p. 256)
- Communication Studies (p. 259)
- Journalism (p. 676)
- Media and Cinema Studies (p. 807)
- Organizational Communication (p. 879)
- Public Relations and Advertising (p. 969)
- Sports Communication (p. 1116)

For admission requirements and information, contact the Office of Admission (<https://www.depaul.edu/admission-and-aid/Pages/default.aspx>).

Communication Studies (BA)

Program Requirements	Quarter Hours
College Core Requirements	16
Liberal Studies Requirements	84
Major Requirements	40

Open Electives	52
Total hours required	192

Learning Outcomes

- Students will be able to:
- Articulate the importance of communication in public, professional, and personal contexts.
 - Explain cultural similarities and differences across communication contexts.
 - Critically analyze messages employing relevant communication theories, ethics, principles, and research.
 - Create messages that are effective and appropriate for the audience, purpose, and context.

College Core Requirements (p.)
Modern Language Requirement (p. 260)
Modern Language Option (p. 260)

All majors in the College of Communication consist of a four-course common core plus an additional combination of program requirements and electives.

College Core Requirements

Four core courses are required of all College of Communication students:

Course	Title	Quarter Hours
CMN 101	INTRODUCTION TO HUMAN COMMUNICATION	4
CMN 102	INTRODUCTION TO MASS COMMUNICATION	4
CMN 103	INTERCULTURAL COMMUNICATION	4
CMN 104	PUBLIC SPEAKING	4

Students are encouraged to complete all four prior to taking additional coursework in the major.

Modern Language Requirement

Students who intend to graduate with a Bachelor of Arts degree in the College of Communication will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing the last course in a second year high school course work in a modern language or Latin
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language (must be completed during high school)

- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement. Students with some modern language training should consult with the Modern Language Department about the course with which they should begin. Students with little or no previous work in the language will be required to complete the entire three-course introductory sequence.

Modern Language Option

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level necessary to meet the College’s modern language requirement. Students selecting the option may substitute a three-course language sequence for three learning domain courses, or two upper-level courses in the same language for two learning domain requirements. Modern language option waivers cannot be applied to courses in the Math and Computing Domain or courses in the Scientific Inquiry domain. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
CMN 396	CAPSTONE IN COMMUNICATION ¹	4

¹ Students must earn a C- or better in this course.
² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math

coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Note

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a major requirement or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
Communication Methods		
Select one of the following:		4
CMNS 282	STATISTICS IN HUMAN COMMUNICATION	
CMNS 291	RESEARCH METHODS	
CMNS 301/ MCS 373	AUDIO DOCUMENTARY	
CMNS 321	CULTURAL AND SYMBOLIC CRITICISM	
CMNS 327	RESEARCHING RELATIONSHIPS	
CMNS 331	COMMUNICATION FIELDWORK	
CMNS 333	CULTURES IN CONVERSATION	

CMNS 346	SOCIAL MEDIA RESEARCH METHODS
CMNS 362/ JOUR 316	SOUND AND VISION
or MCS 316	SOUND AND VISION
CMNS 382	APPLIED RESEARCH METHODS IN COMMUNICATION STUDIES
Presentation Skills	
Select one of the following:	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION
CMNS 230	PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY
CMNS 330	TOPICS IN PERFORMANCE
CMNS 336	STORYTELLING: COMMUNICATION AS NARRATIVE
CMNS 339	PERFORMANCE OF GENDER & SEXUALITY
CMNS 354	EMPLOYMENT INTERVIEWING
CMNS 365	ARGUMENTATION, ADVOCACY, AND DELIBERATION
CMNS 367	PERFORMANCE FOR SOCIAL CHANGE
CMNS 369	PERFORMANCE OF HUMOR
CMNS 371	PERFORMANCE OF RITUAL
Communication Studies Electives	
Select five of the following:	
CMN 292	ADOBE CREATIVE CLOUD WORKSHOP (2.0 quarter hours) ²
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP
CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS
CMN 397	RESEARCH PRACTICUM ¹
CMN 399	INDEPENDENT STUDY ¹
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION
CMNS 205	COMMUNICATION, CULTURE AND COMMUNITY
CMNS 211	INTERPERSONAL COMMUNICATION
CMNS 212	EFFECTIVE COMMUNICATION IN TEAMS AND SMALL GROUPS
CMNS 221	HOW LANGUAGE WORKS: INTRODUCTION TO LINGUISTICS
CMNS 230	PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY
CMNS 251	ORGANIZATIONAL COMMUNICATION
CMNS 280	INTRODUCTION TO DIGITAL MEDIA SKILLS
CMNS 282	STATISTICS IN HUMAN COMMUNICATION
CMNS 290	COMMUNICATION WORKSHOP (VARIABLE TOPICS) (2.0 quarter hours)
CMNS 291	RESEARCH METHODS
CMNS 300	MUSIC INDUSTRIES AND CULTURE
CMNS 301	AUDIO DOCUMENTARY
CMNS 303	TOPICS IN ORGANIZATIONAL AND GROUP COMMUNICATION
CMNS 304	COMMUNICATION, CODING & ENTREPRENEURSHIP

CMNS 307	TOPICS IN COMMUNICATION STUDIES
CMNS 308	TOPICS IN INTERCULTURAL COMMUNICATION
CMNS 309	INTERNATIONAL/GLOBAL COMMUNICATION
CMNS 311	TOPICS IN RELATIONAL COMMUNICATION
CMNS 312	EVOLUTION AND COMMUNICATION
CMNS 313	NONVERBAL COMMUNICATION
CMNS 314	FAMILY COMMUNICATION
CMNS 315	HEALTH COMMUNICATION
CMNS 316	COMMUNICATION AND DECISION-MAKING IN GROUPS AND TEAMS
CMNS 318	CLOSE RELATIONSHIPS
CMNS 319	THE DARK SIDE OF PERSONAL RELATIONSHIPS
CMNS 320	DECEPTIVE COMMUNICATION
CMNS 321	CULTURAL AND SYMBOLIC CRITICISM
CMNS 323	SOCIAL MOVEMENTS
CMNS 324	CULTURE OF CONSUMPTION
CMNS 325	PROMOTING SUSTAINABILITY
CMNS 326	ENVIRONMENTAL POLITICS AND RHETORIC
CMNS 327	RESEARCHING RELATIONSHIPS
CMNS 328	HISTORY OF RHETORIC AND COMMUNICATION
CMNS 329	PERSUASION
CMNS 330	TOPICS IN PERFORMANCE
CMNS 331	COMMUNICATION FIELDWORK
CMNS 333	CULTURES IN CONVERSATION
CMNS 334	URBAN COMMUNICATION
CMNS 335	LATINX COMMUNICATION, ADVOCACY AND COMMUNITY BUILDING
CMNS 336	STORYTELLING: COMMUNICATION AS NARRATIVE
CMNS 337	ASIAN-AMERICAN MEDIA REPRESENTATIONS
CMNS 338	ASIAN CULTURE AND COMMUNICATION
CMNS 339	PERFORMANCE OF GENDER & SEXUALITY
CMNS 340	COMMUNICATING & DATING
CMNS 341	COMMUNICATION NETWORKS IN A DIGITAL AGE
CMNS 342	LIVING ONLINE
CMNS 343	WORK/FAMILY COMMUNICATION
CMNS 344	MINDFULNESS
CMNS 345	THE DARK WEB
CMNS 346	SOCIAL MEDIA RESEARCH METHODS
CMNS 347	THE POLITICS OF HIP HOP CULTURE
CMNS 348	COMMUNICATING HEALTH, RACE AND REPRODUCTIVE RIGHTS
CMNS 349	DIGITAL MEDIA LAW AND ETHICS
CMNS 350	TOPICS IN COMMUNICATION AND TECHNOLOGY
CMNS 351	EFFECTIVE COMMUNICATION FOR THE HUMAN RESOURCES PROFESSIONAL

CMNS 352	COMMUNICATION AND THE CORPORATE CULTURE
CMNS 353	COMMUNICATION AND ORGANIZATIONAL CHANGE
CMNS 354	EMPLOYMENT INTERVIEWING
CMNS 355	CONFLICT MANAGEMENT
CMNS 356	COMMUNICATION CONSULTING
CMNS 357	DARK SIDE OF ORGANIZATIONAL COMMUNICATION
CMNS 358	DIVERSITY, LEADERSHIP, & TEAM BUILDING
CMNS 359	THE FUTURE OF REMOTE AND VIRTUAL TEAMS
CMNS 360	RELATIONAL, GROUP, AND ORGANIZATIONAL THEORY
CMNS 361	GENDER AND COMMUNICATION
CMNS 362	SOUND AND VISION
CMNS 363	CLIMATE CHANGE COMMUNICATION
CMNS 365	ARGUMENTATION, ADVOCACY, AND DELIBERATION
CMNS 366	COMMUNICATION, TECHNOLOGY AND SOCIETY
CMNS 367	PERFORMANCE FOR SOCIAL CHANGE
CMNS 369	PERFORMANCE OF HUMOR
CMNS 371	PERFORMANCE OF RITUAL
CMNS 373	INTERPERSONAL COMMUNICATION, POWER, AND SOCIAL JUSTICE
CMNS 382	APPLIED RESEARCH METHODS IN COMMUNICATION STUDIES
CMNS 393	COMMUNICATION STUDIES PRACTICUM (2.0 quarter hours)

Electives

Select three electives (12 credits) from any College of Communication offering	12
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¹ Students may take up to 4 hours of credit in this course toward graduation requirements.

² A maximum of 8 credits from two credit College of Communication courses may be applied to major requirements.

Internship Credit

Students in the major may take CMN 394 and/or CMN 395 (when work relates to the major). In order to take CMN 394 or CMN 395, students must have completed two of the four communication core classes (CMN 101, CMN 102, CMN 103, CMN 104), two courses in the chosen major and have fulfilled internship program eligibility requirements.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Communication Studies 3+3 (BA+JD)

In the 3 + 3 BA/JD Program, high-achieving first-year incoming undergraduate students are admitted simultaneously to the College of Communication and the College of Law. Students complete their first three years in the College of Communication and their final three years

in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA/JD students meet regularly with advisors in both colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Communication during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Communication for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study. Students who enrolled in the BA+JD program prior to 2022 must achieve a cumulative GPA of 3.35 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.35 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

- PRELAW 150 THE PRACTICE OF LAW
- PRELAW 151 RECENT CONTROVERSIES IN THE LAW
- PRELAW 152 THINKING ABOUT THE LAW

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Participating Majors

The BA/JD Program is available for students pursuing the following majors:

- Communication and Media (p. 247)
- Communication and Technology (p. 256)
- Communication Studies (p. 259)
- Journalism (p. 676)
- Media and Cinema Studies (p. 807)
- Organizational Communication (p. 879)
- Public Relations and Advertising (p. 969)
- Sports Communication (p. 1116)

For admission requirements and information, contact the Office of Admission (<https://www.depaul.edu/admission-and-aid/Pages/default.aspx>).

Communication Studies (Minor)

The Communication Studies minor is focused on preparing students to communicate effectively in any career. Emphasis is placed on speaking and writing for presentation, along with professional, workplace communication.

Course Requirements

A minor in Communication Studies consists of 24 credit hours (6 courses) in Communication Studies.

Course	Title	Quarter Hours
Communication Methods Course		
Select one of the following:		4
CMNS 282	STATISTICS IN HUMAN COMMUNICATION	
CMNS 291	RESEARCH METHODS	
CMNS 301/ MCS 373	AUDIO DOCUMENTARY	
CMNS 321	CULTURAL AND SYMBOLIC CRITICISM	
CMNS 327	RESEARCHING RELATIONSHIPS	
CMNS 331	COMMUNICATION FIELDWORK	
CMNS 333	CULTURES IN CONVERSATION	
CMNS 346	SOCIAL MEDIA RESEARCH METHODS	
CMNS 362/ JOUR 316	SOUND AND VISION	
or MCS 316	SOUND AND VISION	
CMNS 382	APPLIED RESEARCH METHODS IN COMMUNICATION STUDIES	
Presentation Skills Course		
Select one of the following:		4
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	

CMN 104	PUBLIC SPEAKING
CMNS 230	PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY
CMNS 330	TOPICS IN PERFORMANCE
CMNS 336	STORYTELLING: COMMUNICATION AS NARRATIVE
CMNS 339	PERFORMANCE OF GENDER & SEXUALITY
CMNS 354	EMPLOYMENT INTERVIEWING
CMNS 365	ARGUMENTATION, ADVOCACY, AND DELIBERATION
CMNS 367	PERFORMANCE FOR SOCIAL CHANGE
CMNS 369	PERFORMANCE OF HUMOR
CMNS 371	PERFORMANCE OF RITUAL

Additional Courses

Select four additional courses (16 hours) from CMNS. 16
Students may include the following toward the four additional courses:

CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP
or CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS

Students majoring in Communication Studies (BA) are restricted from earning this minor.

Community Development Certificate

This inter-disciplinary certificate program offers skills in organization planning, leadership development, and program evaluation. The program allows established and emerging professionals to broaden their perspective on urban development programs in an inter-disciplinary learning environment by including knowledge from psychology, public service, sociology, geography and liberal studies.

Students must successfully complete a minimum of 16-quarter hours of graduate credit. Each course carries four-quarter hours. **No more than two courses earned toward the certificate shall come from one department.** Please note that the list of courses is subject to change.

Course Requirements

Course	Title	Quarter Hours
MPS 571	METROPOLITAN PLANNING	4
Select three of the following:		12
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT	
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT	
MLS 404	THE CITY	
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	
MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	
PSY 493	ADVANCED COMMUNITY PSYCHOLOGY	
PSY 680	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	

SOC 420	URBAN SOCIOLOGY
SOC 426	URBAN DEVELOPMENT POLICIES

Students may also enroll in the following elective courses, with permission of the program director and often the approval of the instructor. Generally, participants will be limited to one of these courses (each course is 4 quarter hours):

Course	Title	Quarter Hours
GEO 430	SUSTAINABLE URBAN TRANSPORTATION	
GEO 446	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH	
MPS 529	STRATEGIC MANAGEMENT AND PLANNING	
MPS 575	STUDY ABROAD SEMINAR	
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
PSY 495	GRANT WRITING IN PSYCHOLOGY	
PSY 520	PRINCIPLES OF HUMAN DIVERSITY	
PSY 567	SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY	
PSY 569	SEMINAR IN PROGRAM EVALUATION	
SOC 423	URBAN ETHNOGRAPHY	

Community Psychology (MA/PhD)

The Community Psychology Program prepares students to become excellent researchers, intervention specialists, consultants, and program evaluators who have a firm grounding in the theory, research and practice of Community Psychology.

Our training program has a special focus on working with underserved, minority populations (e.g., low-income urban children, adolescents, families and adults) and community-based organizations. We invite you to explore our website so that you can find out more about our program.

We believe there is a need to equip students with psychological skills that are targeted toward non-individually oriented topics, such as community and organizational change, and evaluators of social policy. Students in the Community Psychology Program will be trained in research methodologies to be applied to social and community interventions. These students will gain an understanding of social-community change from a public health perspective rather than a traditional individual-counseling orientation and will be collaborating with community agencies, not-for-profit groups or grass-roots organizations. Their principle roles are in research, evaluation, program development and other non-clinical activities.

The Community Program utilizes a unique approach toward training graduate students. The program will stress training community professionals who work in the public or private sector with diverse gender, ethnic, racial and sexual orientation populations. This program exemplifies the mission of DePaul University through its strong emphasis on service to others. An objective of training will be to provide graduate students with educational and practical skills for scientific and leadership development as community advocates of social justice and empowerment. The community faculty and supervisors have both an intra- and interdisciplinary orientation, including but not limited to, social, experimental, and feminist psychology, plus sociology and public service.

The Community Program seeks to achieve four inter-related goals in training, specifically:

1. Provide students with a breadth of knowledge in the content of community psychology.
2. Provide statistical and methodological foundations in general psychology to demonstrate competence in core areas within the discipline.
3. Provide the means to contribute to new developments in the field of community psychology and the social basis of behavior.
4. Provide for the specific needs of the students and the communities they will serve.

Since the Community Program has an ecological-community orientation that emphasizes a public health model rather than a clinical or medical model, those who have no specific interest in this area would be better served by another program. In particular, those having interests in traditional clinical work would not find the Community Program a good fit. Students accepted in the Community Program are ineligible to transfer into the Clinical Program.

Using a research-in-action training model, our program focuses on providing students with the theory, knowledge, skills and experience to work effectively with underserved communities to promote positive change, to examine the interaction between the individual and the environment, and to understand how contextual issues affect individuals and communities.

Specifically, the Community Program trains students to do the following:

- Develop, implement and evaluate preventive interventions
- Conduct action research that will help us to better understand and address social problems
- Evaluate community-based programs to help them gather information that will lead to better service provision to disadvantaged populations
- Consult with non-profit social service organizations to build organizational capacity
- Teach and conduct community research in college and university settings

Program Requirements	Quarter Hours
MA Degree Requirements	48
Total hours required	48

Program Requirements	Quarter Hours
PhD Requirements	28
Total hours required	28

MA Learning Outcomes

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how Community Psychology currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly Community Psychology journals in terms of theory, methods, data analyses, and conclusions.
- Develop testable research questions, identify strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret

the findings to situate them within the extant research literature in Community Psychology.

PhD Learning Outcomes

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how Community Psychology currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly Community Psychology journals in terms of theory, methods, data analyses, and conclusions in order to compose novel perspectives and ideas.
- Independently develop testable research questions, identify strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature in Community Psychology.
- Independently describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects, and apply these ethical practices in research.
- Exhibit effective communication skills for presenting at professional conferences and publishing in professional journals in Community Psychology.
- Demonstrate competence in Community Psychology applications.

MA Course Requirements

The MA portion of the combined degree program requires a minimum of 48 quarter hours beyond the completion of a bachelor's degree, including four quarter hours of thesis research.

Core Courses

Course	Title	Quarter Hours
PSY 492	PRINCIPLES OF CONSULTATION	4
PSY 493	ADVANCED COMMUNITY PSYCHOLOGY	4
PSY 520	PRINCIPLES OF HUMAN DIVERSITY	4
PSY 568	SEMINAR IN PREVENTION AND INTERVENTION	4
or PSY 495	GRANT WRITING IN PSYCHOLOGY	
PSY 569	SEMINAR IN PROGRAM EVALUATION	4
PSY 590	THESIS RESEARCH SEMINAR (3 quarters)	0

Statistics and Methodology Courses

Course	Title	Quarter Hours
PSY 410	ADVANCED STATISTICS I	4
PSY 411	ADVANCED STATISTICS II	4
PSY 420	QUANTITATIVE RESEARCH DESIGN	4
Select one of the following:		4
PSY 416	METHODS IN QUALITATIVE RESEARCH	
PSY 418	MULTIVARIATE STATISTICAL ANALYSIS	
PSY 419	FACTOR ANALYSIS AND STRUCTURAL EQUATION MODELING	
PSY 450	PSYCHOLOGICAL MEASUREMENT	
PSY 558	SEMINAR IN ADVANCED STATISTICS	

GEO 441 GEOGRAPHIC INFORMATION SYSTEMS
(GIS) FOR COMMUNITY DEVELOPMENT

Elective Courses

Two elective courses are required. Electives can be any graduate-level psychology course, or any graduate-level non-psychology course, with permission from the faculty advisor or program director.

Research Course

Course	Title	Quarter Hours
PSY 597	MASTER'S THESIS RESEARCH	4

Master's Thesis Research

Complete a thesis on a topic approved by the department.

Master's Thesis Examination

The examination may be, but is not necessarily limited to, an oral defense of the student's thesis.

PhD Course Requirements

Core Courses

Course	Title	Quarter Hours
PSY 568 or PSY 495	SEMINAR IN PREVENTION AND INTERVENTION GRANT WRITING IN PSYCHOLOGY	4
PSY 567	SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY	4
PSY 585	FIELDWORK IN COMMUNITY SETTINGS (6 quarters)	0

Statistics and Methodology

Course	Title	Quarter Hours
Select one of the following courses, which must be different from the Stats and Methodology course completed for the MA requirements:		4
PSY 416	METHODS IN QUALITATIVE RESEARCH	
PSY 418	MULTIVARIATE STATISTICAL ANALYSIS	
PSY 419	FACTOR ANALYSIS AND STRUCTURAL EQUATION MODELING	
PSY 450	PSYCHOLOGICAL MEASUREMENT	
PSY 558	SEMINAR IN ADVANCED STATISTICS	
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT	

Elective Courses

Three elective courses required to complete the minimum number of credit hours. One elective must be any graduate-level psychology course. The remaining two electives can be any graduate-level psychology course or any graduate-level non-psychology course, with permission from the faculty advisor or program director.

Additional Courses

Course	Title	Quarter Hours
PSY 565	PROFESSIONAL DEVELOPMENT SEMINAR (9 quarters)	0

PSY 550 SEMINAR IN TEACHING PSYCHOLOGY (3 quarters) 0

Research Course

Course	Title	Quarter Hours
PSY 599	DOCTORAL DISSERTATION RESEARCH	4

Field Work and Practicum

All students develop two applied community-based fieldwork projects. They develop relationships with community organizations, design a project based on mutual interests, and receive individual and group supervision to implement the project they design. Metropolitan Chicago has a large population of community sites to draw upon as resources for assisting in placing students in practica and job-related sites.

Dissertation

The student should form a dissertation committee and begin work on the dissertation proposal. The dissertation includes the acceptance of the proposal and acceptance of the final dissertation.

Oral Examination

Student is to defend their dissertation and to show competence in the general field of psychology and in the area of specialization.

Program Graduate Academic Student Handbook

The content on this page is shared from another website. If you are seeing this message, the referring website is not available or is experiencing technical difficulties.

Minimum Grades

1. The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.
2. If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain competence in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.
3. A second occurrence of a grade lower than a B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student's record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student's advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.
4. If there is a third occurrence of a grade below B- (for the same or different course), the student will be dismissed from the program. The student may choose to appeal this decision, in which case the

Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student's program to hear the appeal. Depending on the student's academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master's degree but will not be permitted to continue onto the PhD (not applicable to terminal Department of Psychology MS degrees) without a successful appeal.

Academic Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.20. If a student's cumulative GPA falls below this minimum, the student will be put on academic probation and will have one quarter of coursework to raise their cumulative GPA to at least a 3.20 or face academic dismissal from the program. If the student raises his/her cumulative GPA to at least a 3.20, but it falls below the minimum a second time, he or she will be dismissed from the program before the next term begins.

Academic Dismissal

In addition to violations of satisfactory progress, including but not limited to, earning minimum grades, failing the comprehensive exam (including any possible retakes) or project, or maintaining a minimum cumulative GPA, students may be dismissed for breaches of academic honesty, or breaches of the code of student responsibility articulated in the DePaul University Student Handbook.

Time Limitations

Students must complete their MA degree requirements prior to completing their requirements for admission to doctoral candidacy. Further, no more than four years may pass between admission to the doctoral program (i.e., successful completion of the doctoral candidacy examination/project), and no less than eight months and no more than five years may pass between admission to candidacy and the final examination (i.e., the oral dissertation defense).

Students are required to meet the timelines specified by the program even if the timeline is more stringent than the College timeline. Failure to do so could result in dismissal.

Extensions on these timelines must be requested in writing to both the department (Program Director) and the college (to the Dean) and must be approved at both levels. Students must complete all requirements for the degree (which may include additional coursework, examinations, or other conditions) by the deadline outlined in the extension. Failure to meet specified time limitations or deadlines can result in dismissal from the program.

Graduation Requirements

Students need a minimum cumulative GPA of 3.20 in courses required by the program. In addition to meeting the minimum cumulative GPA requirement, failing the doctoral candidacy exam (or one retake) or project, lack of progress towards degree completion, and/or unsatisfactory evaluation could result in academic dismissal. See individual program policies for more details.

Graduation with Distinction for MA

The criteria for graduating "with distinction" are a minimum cumulative GPA of 3.75 and the recommendation of "with distinction" by the thesis committee.

For topics not listed above, please consult the Graduate Student Handbook of the Department of Psychology, your program manual or the Psychology Graduate Program Assistant.

Community Psychology (MS)

Program Requirements	Quarter Hours
Core Requirements	36
Elective Requirements	12
Total hours required	48

Students will be able to:

- Describe major community psychology theories in depth
- Design research studies to collect appropriate data, analyze and report the data
- Apply the ethical standards of psychology
- Demonstrate competence in written, oral, and interpersonal communication
- Demonstrate a high level of professional performance

Students must complete 48 quarter hours and maintain a cumulative GPA of at least 3.00.

Quantitative Courses

Course	Title	Quarter Hours
PSY 410	ADVANCED STATISTICS I	4
PSY 411	ADVANCED STATISTICS II	4
PSY 421	APPLIED RESEARCH DESIGN	4

Graduate Core

Course	Title	Quarter Hours
Select one class each from each seminar listed:		8
Developmental Seminar		
PSY 439	COGNITIVE DEVELOPMENT	
PSY 554	EMOTIONAL DEVELOPMENT	
PSY 555	SOCIAL DEVELOPMENT	
Social Seminar		
PSY 430	SOCIAL PSYCHOLOGY OF THE SELF	
PSY 435	SPECIAL SEMINAR IN PSYCHOLOGICAL SCIENCE	
PSY 556	PREJUDICE AND INTERGROUP RELATIONS	
PSY 560	SOCIAL COGNITION	

Community Core

Course	Title	Quarter Hours
PSY 492	PRINCIPLES OF CONSULTATION	4
PSY 520	PRINCIPLES OF HUMAN DIVERSITY	4
PSY 569	SEMINAR IN PROGRAM EVALUATION	4
PSY 585	FIELDWORK IN COMMUNITY SETTINGS	0
PSY 654	COMMUNITY PSYCHOLOGY	0

Graduate Psychology Electives

Course	Title	Quarter Hours
3 courses		12

Program Graduate Academic Student Handbook
Minimum Grades

1. The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.
2. If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain competence in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.
3. A second occurrence of a grade lower than a B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student's record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student's advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.
4. If there is a third occurrence of a grade below B- (for the same or different course), the student will be dismissed from the program. The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student's program to hear the appeal. Depending on the student's academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master's degree but will not be permitted to continue onto the PhD (not applicable to terminal Department of Psychology MS degrees) without a successful appeal.

Academic Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.00. If a student's cumulative GPA falls below this minimum, the student will be put on academic probation and will have one quarter of coursework to raise it up to the minimum.

Academic Dismissal

If the student does not raise their cumulative GPA to at least a 3.00 after one quarter of coursework while on academic probation, the student will be academically dismissed from the program. If the student's cumulative GPA falls below the minimum a second time, they will be academically dismissed from the program without a second academic probationary period.

Graduation Requirements

Students need a minimum cumulative GPA of 3.20 in courses required by the program. In addition to meeting the minimum cumulative GPA requirement, lack of progress towards degree completion, and/or unsatisfactory evaluation could result in dismissal. See individual program policies for more details.

Graduation with Distinction for MS

The criteria for graduating "with distinction" are a minimum cumulative GPA of 3.75 and the recommendation of "with distinction" by the thesis committee.

Time Limitation

Students must complete their degree requirements within a five-year period from the first registration date for a course in the program.

Community Service Studies (Minor)

The Community Service Studies (CSS) Minor is a multidisciplinary program that provides a framework for understanding and engaging in critical social issues at the level of community. While the notion of community is increasingly complex, the program explores the nuances of community as defined through the lens of groups with common affiliation, identity, or grievance that may be geographically or non-geographically based. The curriculum relies heavily on community-based service learning courses and is designed to provide students with a foundation of analytical, reflective, interpersonal, and leadership skills. Through supporting university partnerships with Chicago-area community-based organizations, students gain a local perspective on social justice issues, including those built on race, class, and gender inequalities and other forms of social, economic and political exclusion.

The practice of service is often shaped by particular economic and cultural circumstances related to power, privilege, and identity. A central component of CSS is the importance of viewing communities through an asset lens and thus working to support existing community strengths rather than responding to needs. Students minoring in CSS therefore develop strong critical self-reflection skills that guide them as future leaders in making ethical and socially responsible decisions.

Course Requirements

Course	Title	Quarter Hours
CSS 201	CRITICAL COMMUNITY ENGAGEMENT	4
CSS 300	INTRODUCTION TO NON-PROFIT MANAGEMENT	4
CSS 395	COMMUNITY INTERNSHIP	4
Select one EL-CbSL (community-based service learning) course from the Approved Electives list		4
Select two electives from the Approved Electives list		8

Approved Electives

Course	Title	Quarter Hours
Select two electives as noted above:		
ABD 275	BLACK FEMINIST THEORIES IN A U.S. CONTEXT ¹	
ABD 290	SPECIAL TOPICS	
ART 291	MURAL PAINTING ¹	

ART 292	COMMUNITY VIDEO PRODUCTION ¹	PAX 220	SOCIAL ENGAGEMENT FOR PEACE AND JUSTICE
ART 382	STUDENTS TEACHING ART IN THE ELEMENTARY CLASSROOM ¹	PAX 231	ANALYZING POVERTY, ITS CAUSES AND CONSEQUENCES
ART 383	SERVICE LEARNING IN THE ARTS INTERNSHIP ¹	PHL 250	PHILOSOPHY AND SOCIAL CHANGE
ANT 322	COMMUNITY-BASED APPLIED PRACTICE	PSC 218	AFRICAN-AMERICAN POLITICS
CTH 247	ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT	PSC 223	URBAN POLITICS
CTH 248	CONTEMPORARY MORAL ISSUES	PSC 282	POLITICAL ACTION AND SOCIAL JUSTICE ¹
CTH 282	GOD, JUSTICE AND REDEMPTIVE ACTION	PSC 286	CAMPAIGNS AND SOCIAL ENGAGEMENT
CTH 290	THE LIFE AND TIMES OF VINCENT DE PAUL	PSC 324	INEQUALITY IN AMERICAN SOCIETY
CTH 293	NOTABLE VINCENTIAN WOMEN	PSC 345	THE CATHOLIC CHURCH IN WORLD POLITICS
CTH 341	LIBERATION THEOLOGY: THEORY AND PRACTICE ¹	PSC 347	ETHICS IN WORLD POLITICS
CTH 354	SPECIAL TOPICS IN CATHOLIC THOUGHT	PSC 362	THE CRIMINAL JUSTICE SYSTEM
CTH 386	THE CATHOLIC CHURCH IN WORLD POLITICS	PSY 220	LATINX PSYCHOLOGY
CMNS 205	COMMUNICATION, CULTURE AND COMMUNITY ¹	PSY 305	PSYCHOLOGY AND SOCIAL JUSTICE ¹
CMNS 323	SOCIAL MOVEMENTS	PSY 306	SERVICE LEARNING ¹
CMNS 361	GENDER AND COMMUNICATION	PSY 310	CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER I
JOUR 374	COMMUNITY JOURNALISM	PSY 311	CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER 2
CSS 101	CATHOLIC SOCIAL TEACHING AND REFLECTION	PSY 312	CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER 3
CSS 310	RESTORATIVE JUSTICE: ENGAGEMENT WITH THE PRISON	PPS 331	¹
CSS 311	MASCULINITY, JUSTICE AND LAW	REL 222	
CSS 312	LAW AND POLITICS: PRISON POLICIES AND RESTORATIVE JUSTICE	REL 259	RELIGION AND SOCIAL ENGAGEMENT ¹
CSS 378	COMMUNITY-BASED TECHNOLOGY PROJECTS	REL 283	ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT
CSS 399	INDEPENDENT STUDY	REL 322	FEMINIST ETHICS
CSS 320	COMMUNITY FOOD SYSTEMS	REL 351	LIBERATION THEOLOGY ¹
ENV 245	URBAN AND COMMUNITY AGRICULTURE	SOC 200	SOCIAL WORK AND SOCIAL WELFARE
ENV 344	ENVIRONMENTAL JUSTICE AND ADVOCACY	SOC 212	COMMUNITY AND SOCIETY
GEO 133	URBAN GEOGRAPHY - EXPERIENTIAL LEARNING	SOC 231	RACE AND ETHNICITY IN THE CITY
GEO 242	GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS	SOC 248	RESISTING WHITE SUPREMACY
GEO 395	SEMINAR IN SELECTED TOPICS (Sustainable Urban Food Systems)	SOC 340	SOCIAL INEQUALITY
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING ¹	SOC 394	COMMUNITY BASED SOCIOLOGY
LST 202	CONSTRUCTING LATINO COMMUNITIES	SOC 398	INTERNSHIP (upon approval) ¹
LST 306	LATINO COMMUNITIES IN CHICAGO	SPN 124	INTERMEDIATE SPANISH I: SERVICE LEARNING ¹
LST 307	GROWING UP LATINO/LATINA IN THE U.S. ¹	SPN 125	INTERMEDIATE SPANISH II: SERVICE LEARNING ¹
LST 308	MOTHERHOOD IN LATINO COMMUNITIES ¹	SPN 126	INTERMEDIATE SPANISH III: SERVICE LEARNING ¹
PAX 200	COMMUNITIES WORKING FOR SUSTAINABLE JUSTICE AND PEACE: SERVICE IN CHICAGO AND THE U.S. ¹	SPN 391	SOCIOLINGUISTICS OF HERITAGE LANGUAGE LITERACY
PAX 212	SOCIAL JUSTICE AND SOCIAL CHANGE	SPN 393	LATINO MEDIA AND DIGITAL CULTURE LITERACY
		SPN 394	LATINO CULTURAL LITERACY AND COMMUNITY ENGAGEMENT
		WGS 300	FEMINIST THEORIES
		WGS 303	GENDER, VIOLENCE AND RESISTANCE

WGS 320	TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE
WGS 387	TEEN VIOLENCE PREVENTION
WGS 394	WOMEN, SELF, AND SOCIETY SEMINAR
WRD 377	WRITING AND SOCIAL ENGAGEMENT

¹ EL-CbSL course.

Study Abroad Courses

Several Study Aboard experiences may be used to fulfill one or more course requirements for the Minor. Approval of these trips for the Minor must be obtained in consultation with the Director.

Comparative Literature (Minor)

The Comparative Literature minor enables students to study the history, theory, and criticism of literature across national, linguistic, and disciplinary boundaries. It is designed for students who combine the drive and the ability to master foreign languages with a strong commitment to theoretical and interdisciplinary approaches to literature. Students must do a substantial portion of their work in at least one foreign language. Although students will take many of their courses in the departments of their elected literary fields, the program in comparative literature is distinguished from national literature departments by its comparative scope and by the requirement of seminars that focus on fundamental theoretical questions regarding the nature of literature and literary inquiry. The requirements for the minor are designed to allow each student to follow a course of study that combines intellectual rigor with the pursuit of personal interests.

Course Requirements

Course	Title	Quarter Hours
CPL 355	CONTEMPORARY CRITICISM	4
Select one of the following two five-course options:		20
Option One:		
Five Comparative Literature courses		
Option Two:		
Four Comparative Literature courses		
One 300-level literature course from the Department of Modern Languages in a language other than English (not an "E" course)		

Composition (BM)

The Bachelor of Music degree in composition is comprised of a comprehensive range of courses including analysis, orchestration, counterpoint, compositional procedures and contemporary musical styles. Throughout their studies, students work with a faculty of distinguished composers and participate in master classes with well-known guest composers. Student compositions may be performed at quarterly Composers Forums, and seniors may have a composition read through and recorded by Ensemble 20+, the School's student new music ensemble.

Program Requirements	Quarter Hours
Music Core Requirements	65
Liberal Studies Requirements	52

Specialization Requirements	57
Electives	18
Total hours required	192

Learning Outcomes

Students will be able to:

- Perform solo and ensemble works with appropriate techniques and musicality.
- Identify and analyze the elements of music in a given piece, including an understanding of its compositional processes, aesthetic properties, and artistic, social, and historical contexts for works in the Western music tradition, Contemporary periods, Jazz, and World Music Cultures.
- Demonstrate an appropriate level of aural, keyboard, and conducting skills.
- Compose consistently, developing a compositional voice that reflects awareness of prevalent musical styles of the 20th and 21st centuries and that shows a fundamental knowledge of instrumentation.
- Analyze appropriately music of the common practice period as well as the 20th and 21st centuries.
- Identify and demonstrate essential techniques of creating electro-acoustic music.
- Effectively employ contrapuntal composition techniques of previous centuries.

Music Core Requirements

Course Requirements

All students in the School of Music are required to enroll in the following music courses:

Musicianship (42 Credits)

Course	Title	Quarter Hours
Music Theory Sequence:		
MUS 110A	MUSIC THEORY I	2
MUS 120A	MUSIC THEORY II	2
MUS 130A	MUSIC THEORY III	2
MUS 212A	MUSIC THEORY IV ¹	2

To satisfy the remaining requirements in music theory, students should enroll in one of the following courses:

MUS 222-A	MUSIC THEORY V - A ¹	2
MUS 222-B	MUSIC THEORY V - B ¹	2
MUS 222-C	MUSIC THEORY V - C ¹	2

And one of the following courses:

MUS 232A	MUSIC THEORY VI-A: CONCEPTS AND MATERIALS IN CONTEMPORARY MUSIC ¹	2
MUS 232B	MUSIC THEORY VI-B: ANALYSIS OF MUSICAL FORM ¹	2

Musicology Sequence- Students should complete three of the following four classes to satisfy their musicology requirements:

MUS 224	MUSIC, HISTORY, AND CULTURE I	4
MUS 225	MUSIC, HISTORY, AND CULTURE II	4
MUS 226	GLOBAL MUSIC CULTURES	4
MUS 310	INTRODUCTION TO ETHNOMUSICOLOGY	4

Aural Training Sequence:

MUS 111	AURAL TRAINING I	1
MUS 121	AURAL TRAINING II	1
MUS 131	AURAL TRAINING III	1
MUS 211	AURAL TRAINING IV ²	1
MUS 221	AURAL TRAINING V ²	1
MUS 231	AURAL TRAINING VI ²	1

Group Piano Sequence:

MUS 113	GROUP PIANO I	1
MUS 123	GROUP PIANO II	1
MUS 133	GROUP PIANO III	1
MUS 213	GROUP PIANO IV ³	1
MUS 223	GROUP PIANO V ³	1
MUS 233	GROUP PIANO VI ³	1

¹ Students in the BM- Jazz Studies program are not required to take MUS 222a, MUS222b, MUS222c, or MUS 232a, MUS 232b

² Students in the BM-Jazz Studies program are not required to take MUS 211, MUS 221, or MUS 231.

³ Students in the BM-Jazz Studies program are not required to take MUS 213, MUS 223, or MUS 233.

⁴ Students in the BM-Jazz Studies program are not required to take MUS 323

Additional Courses

Course	Title	Quarter Hours
MUS 303	BASIC CONDUCTING PRACTICUM	0
MUS 304	BASIC CONDUCTING	4
MUS 323	MUSICOLOGY SEMINAR ⁴	2

Applied Music

Students may enroll in a maximum of 3 credits of applied study per quarter, with a maximum of 36 credits total. The requirements for applied study vary by degree program:

- BM in performance, 36 credits
- BM in jazz studies, 32 credits
- BM in composition, 12 credits
- BM in music education, 18 credits
- BM in performing arts management, 18 credits
- BA in music, 12 credits
- BS in sound recording technology, performance track, 9 credits

The BS in Performing Arts Management degree does not require applied lessons, and the BS in Sound Recording Technology, audio technology track, does not require applied lessons.

Except for performance majors, students may enroll in additional applied credits, which will count toward music electives.

Modern Language Option

If a music student wishes to study a modern language for a three-course sequence (12 credits) beyond their degree program's requirement, the three MLO substitutions must be made in three different Liberal Studies learning domains. Any substitutions must be consistent with the principle that students complete at least one course in each learning domain. In

the Scientific Inquiry domain, the only MLO substitution allowed is for Scientific Inquiry-Elective. Additional language credits may be applied toward non-music electives or free electives.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Not Required		
Senior Year		
Capstone		
Not Required		

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains**Arts and Literature (AL) (p. 1322)**

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 SWK Course or 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student’s major and is cross-listed with a course within the student’s major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Program Checkpoints

Students are admitted to a specialization at their initial enrollment. Students are then allowed to continue in specialization courses on the basis of program checkpoints. The program checkpoints differ for each specialization, and students should contact the department chairs or program directors/coordinators for more information. Students are not permitted to continue to enroll in specialization classes if they have not met the requirements of their program checkpoints.

Course Requirements

Students are required to complete the following courses for a specialization in Composition:

Course	Title	Quarter Hours
24 credits of composition (2 credits in each quarter):		24
COM 315	COMPOSITION	
Counterpoint sequence:		
COM 301	16TH CENTURY COUNTERPOINT	4
COM 302	18TH CENTURY COUNTERPOINT	4
COM 303	20TH CENTURY COUNTERPOINT	4
Orchestration Sequence:		
COM 300	ORCHESTRATION I	4
COM 320	ORCHESTRATION II	4
Additional required courses:		
COM 305	ANALYTICAL STUDIES	4
COM 326	ELECTRO-ACOUSTIC MUSIC I	4
COM 316	COMPUTER ASSISTED COMPOSITION	4
COM 399	FINAL COMPOSITION PROJECT	1
6 credits of Large Ensemble		6
5 credits of Any Ensemble		5
8 credits of Music Electives		8
10 credits of Free Electives		10

Composition (MM)

The Master of Music in composition program offers students one-on-one instruction with DePaul’s distinguished faculty of active composers, as well as seminars with guest composers and performers from Chicago and across the country. Graduate composition majors have their compositions performed at DePaul Composers Forum, a quarterly student composition concert, and second-year students may have a composition read through and recorded by the DePaul Chamber

Orchestra. Graduate student compositions may also be performed by other DePaul ensembles, including Ensemble 20+, the Contemporary Music Ensemble. DePaul also offers two assistantships to graduate composition students. The Master of Music in composition is a two-year program.

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate basic music research techniques and apply knowledge of standard reference tools and bibliographic sources to the writing of a variety of professional and academic music texts.
- Develop an expanded global, historical, and cultural understanding of music through the in-depth study of musical elements, compositional processes, and aesthetic properties.

Program Specific Outcomes

Students will be able to:

- Compose consistently throughout the two years of the degree program, and successfully produce performances of works.
- Develop an individual compositional voice or style that reflects an awareness of prevalent musical styles and techniques of the 20th and 21st centuries and have a knowledge of works of the last 100 years that are an important part of the development of new sonorities and techniques.
- Analyze music of the common practice period as well as music of the 20th and 21st centuries.

Degree Requirements

Course Requirements

A minimum of 48 quarter hours of graduate credit is required for the Master of Music degree. This total is divided between the basic studies required of all master's degree students and courses in the specialization.

Music Core Requirements (16 Credits)

Course	Title	Quarter Hours
COM 405	ANALYTICAL STUDIES	4
MUS 400	MUSIC RESEARCH	4
Music History: Select two of the following:		8
JZZ 405	JAZZ HISTORY	
MUS 420	HISTORY OF THE ORATORIO	
MUS 435	18th & 19th WIND HISTORY AND LITERATURE	
MUS 436	20th CENTURY WIND HISTORY AND LITERATURE	
MUS 475	MEDIEVAL MUSIC	
MUS 478	RENAISSANCE MUSIC	
MUS 479	BAROQUE MUSIC	
MUS 481	HISTORY OF OPERA	
MUS 482	WORLD MUSIC CULTURES	

MUS 484	CLASSICAL MUSIC
MUS 485	ROMANTIC MUSIC
MUS 486	MUSIC SINCE WORLD WAR II
MUS 487	20TH CENTURY MUSIC BEFORE WWII

Composition Specialization Requirements (28 Credits)

Course	Title	Quarter Hours
COM 415	COMPOSITION	2
12 credits of composition lessons (2 credits in each quarter):		12
COM 447	NON-WESTERN SOUND AND CONCEPT IN CONTEMPORARY MUSIC	4
COM 445	TWENTIETH CENTURY MUSIC TOPICS	4
COM 416	COMPUTER ASSISTED COMPOSITION	4
COM 446	NEW MUSIC COMPOSITION SEMINAR	4

Music Electives (4 Credits)

- Students may choose from any 400 level course offered by the School of Music, except for additional applied lessons.

Terminal Requirements

- Two terminal requirements are required of all students:
- A written comprehensive examination, in which the students must demonstrate a satisfactory knowledge of their major field of study. The comprehensive examination may be taken at any time after 32 quarter hours of graduate credit have been earned.
 - The completion of an original work.

While preparation of the terminal requirement in the major may take place within some course or activity for which a student is registered for credit, additional academic credit is not granted for the project itself.

Residency Requirements

All courses for the master’s degree must be taken at DePaul University. Graduate credit for courses completed at other institutions may not be applied toward the degree.

A full-time graduate student must be registered for a minimum of six quarter hours in any term. All requirements for the degree must be completed within six calendar years from the time a student is first enrolled. For students removing deficiencies, this period will begin when all deficiencies are removed and admission to the master’s degree program has been granted.

Computational Finance (MS) (College of Business)

The Master of Science in Computational Finance provides students the ability to understand existing financial models in a quantitative and mathematical way. Graduates will be able to apply these quantitative tools to solve complex problems in the areas of portfolio management, risk management and financial engineering. Offered as a joint degree of the College of Computing and Digital Media and the Kellstadt Graduate School of Business, the program is designed to meet the industry-wide need for financial professionals with exceptional programming skills, as well as in-depth understanding of financial concepts and business language.

Program Features

Taught by faculty members with both industry and academic expertise, this degree will help you to develop skills to:

- Build a trading engine.
- Implement financial concepts into computer programs.
- Develop and use numerical algorithms and analytical techniques.
- Explore pricing of derivative securities.
- Understand and analyze simulation of financial systems.

STEM Designation

Program Requirements	Quarter Hours
Degree Requirements	52
Total hours required	52

Learning Outcomes

- Students will be able to:
- Analyze and simulate time series data using a stochastic process.
 - Implement a portfolio optimization algorithm based on Modern Portfolio Theory.
 - Demonstrate an in-depth knowledge of Bond Valuation Models, Stock Valuation Models, Options Valuation Models.

Degree Requirements

Course Requirements

The Master of Science in Computational Finance is a joint degree with the College of Computing and Digital Media, CDM. The degree is structured to develop financial management knowledge and proficiency. The GMAT test is required for admission for students admitted via the College of Business. Students admitted via the College of Computing and Digital Media may submit either GMAT or GRE test results. The TOEFL test is required for international students. Calculus I and Calculus II with at least a B- average. Business Calculus is not sufficient for the Calculus requirement.

Students complete the degree by taking 13 required courses; 7 from KGSB and 5 from CDM and 1 elective.

Introductory Courses

Course	Title	Quarter Hours
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 404	ACCELERATED C++	4
CSC 412	TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS	4
IT 403	STATISTICS AND DATA ANALYSIS	4

The introductory courses may be waived for any of the following conditions:

- The student has appropriate course work to satisfy an introductory course.
- The student has appropriate and verified professional experience to satisfy an introductory course.
- The student passes a graduate assessment examination (GAE) to demonstrate competence in an introductory course equivalent.

KGSB Courses (7 Courses)

Course	Title	Quarter Hours
ACC 500	FINANCIAL ACCOUNTING	4
ECO 555	MANAGERIAL ECONOMICS	4
FIN 555	FINANCIAL MANAGEMENT	4
FIN 523	INVESTMENT ANALYSIS	4
FIN 525	PORTFOLIO MANAGEMENT	4
FIN 562	RISK MANAGEMENT	4
FIN 662	DERIVATIVES VALUATION	4

CDM Courses (5 Courses)

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	4
DSC 425	TIME SERIES ANALYSIS AND FORECASTING	4
CSC 431 or CSC 485	SCIENTIFIC COMPUTING NUMERICAL ANALYSIS	4
CSC 521	MONTE CARLO ALGORITHMS	4
Select one of the following:		4
CSC 695	MASTER'S RESEARCH	
CSC 697	GRADUATE INTERNSHIP	
CSC 559	SOFTWARE ENGINEERING FOR FINANCIAL MARKETS	

Major Elective Course (1 Course)

Students must take one 500-level course in CDM, Kellstadt, or the Department of Mathematics.

Degree Requirements

- 1. Satisfactory completion of the college residency requirement.
- 2. Satisfactory completion of the 13 required and elective courses.
- 3. All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written approval of the director of the program or the Kellstadt Graduate School of Business.

Computational Mathematics Graduate Certificate

Students pursuing a graduate certificate in Computational Mathematics need to complete four graduate-level courses (16 credit hours). Below is the list of the three core required courses and elective courses.

Course	Title	Quarter Hours
MAT 484	MATHEMATICAL MODELING	4
MAT 485	NUMERICAL ANALYSIS I	4
MAT 486	NUMERICAL ANALYSIS II	4
Select one of the following:		4
MAT 450	ADVANCED STATISTICAL COMPUTING	
MAT 459	SIMULATION MODELS AND MONTE CARLO METHOD	

MAT 482	PARTIAL DIFFERENTIAL EQUATIONS
MAT 487	OPERATIONS RESEARCH: LINEAR PROGRAMMING
MAT 488	OPERATIONS RESEARCH: OPTIMIZATION THEORY
MAT 494	GRAPH THEORY

In special circumstances and with approval of the graduate program director, an elective can be substituted with other relevant courses.

Students in this certificate program must earn a grade of C- or higher in all graduate courses and finish with a cumulative GPA or 2.0 of higher.

The requirements for admission into this certificate program are:

- Bachelor's degree from an accredited institution
- Successful completion (with a grade of C- or higher) of the following undergraduate coursework:
 - A year of single-variable calculus (equivalent of MAT 150-151-152)
 - A course in multivariable calculus (equivalent of MAT 260)
 - A course in linear algebra (equivalent of MAT 262)
 - A course in computer programming (e.g., C++, Python, Java, or R)

The admission process and review of applicants is managed by the Office of Graduate Admission via the online application and follows procedures similar to those used for existing graduate programs offered by the Department of Mathematical Sciences.

Computational Physics (Minor)

The Computational Physics minor provides a hands-on curriculum in computational and experimental physics with an emphasis on applications in modern, applied physics.

Course Requirements

Course	Title	Quarter Hours
PHY 170	UNIVERSITY PHYSICS I	4
PHY 171	UNIVERSITY PHYSICS II	4
PHY 172	UNIVERSITY PHYSICS III	4
PHY 270	UNIVERSITY PHYSICS IV	4
PHY 300	METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS I	4
PHY 301	METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS II	4

Physics majors cannot earn a minor in Computational Physics.

Computational Statistics and Data Analytics Graduate Certificate

Students pursuing a graduate certificate in Computational Statistics and Data Analytics need to complete four graduate-level courses (16 credit hours). Below is the list of the two core required courses and two elective courses.

Course	Title	Quarter Hours
MAT 449	STATISTICAL DATA MANAGEMENT	4
MAT 491	DATA MINING	4
Select two of the following:		8
MAT 426	GENERALIZED LINEAR MODELS	
MAT 427	BAYESIAN STATISTICS	
MAT 442	APPLIED STATISTICS II	
MAT 443	APPLIED STATISTICS III	
MAT 450	ADVANCED STATISTICAL COMPUTING	
MAT 454	MULTIVARIATE STATISTICS	
MAT 455	STOCHASTIC PROCESSES	
MAT 456	APPLIED REGRESSION ANALYSIS	
MAT 459	SIMULATION MODELS AND MONTE CARLO METHOD	
MAT 484	MATHEMATICAL MODELING	
MAT 488	OPERATIONS RESEARCH: OPTIMIZATION THEORY	
MAT 512	APPLIED TIME SERIES AND FORECASTING	

In special circumstances and with approval of the graduate program director, one or two of the elective courses can be substituted with other relevant courses.

Students in this certificate program must earn a grade of C- or higher in all graduate courses and finish with a cumulative GPA of 2.0 or higher.

The requirements for admission into this certificate program are:

- Bachelor's degree from an accredited institution
- Successful completion (with a grade of C- or higher) of the following undergraduate coursework:
 - A year of single-variable calculus (equivalent of MAT 150-151-152)
 - A course in linear algebra (equivalent of MAT 262)
 - A course in statistics (equivalent of MAT 348)
 - A course in computer programming (e.g., C++, Python, Java, or R)

The admission process and review of applicants is managed by the Office of Graduate Admission via the online application and follows procedures similar to those used for existing graduate programs offered by the Department of Mathematical Sciences.

Computer and Information Sciences (PhD)

The PhD in Computer and Information Sciences offers an opportunity for exceptional students to pursue substantial research in the computer sciences and related areas. To earn a PhD degree, a student must demonstrate breadth of knowledge in at least two (2) research areas and significant depth in a chosen dissertation area. In addition, the student must conceive, write, and defend a PhD dissertation representing a significant and original contribution to current academic research as demonstrated by a public dissertation defense and publication in established peer-reviewed academic conferences and/or journals.

There are two (2) tracks within the PhD Program: the Computing track (C-track) and the Information Systems and HCI track (I-track). Students pursuing PhD topics in typical computer science areas such as

algorithms, artificial intelligence, databases, data mining, programming languages, software engineering, etc. follow the Computing track. The Information Systems and HCI track is for students whose topics fall under the category of Information Systems or Human-Computer Interaction. Students must choose whether to enter the Computing or Information Systems track at admission.

Program Requirements	Quarter Hours
Degree requirements for students entering with relevant master's degree	minimum 60 hours
Degree requirements for conditionally admitted students (students without a relevant master's degree)	minimum 100 hours

Learning Outcomes

Students will be able to:

- Propose a research problem and novel solutions that make significant and unique contributions to advance knowledge.
- Select and apply appropriate research methods and experimental designs within the selected research area.
- Demonstrate knowledge of core concepts, theories, and seminal work in the general field of Computer Science (Computing Track) or Information Systems (Information Systems and HCI Track).
- Communicate research results in academic publications including a clear motivation and problem statement, a rigorous survey of related work, a clear explanation and analysis of work performed, and a summary of the novel research contributions.
- Orally communicate complex and novel research concepts.
- Describe the ethical issues of conducting and publishing research using human subjects.
- Evaluate the novelty, correctness, and rigor of research papers describing research in areas related to the selected research.

Degree Requirements

Course Requirements

Most of the courses that PhD students will take will be geared toward preparing the student for the Breadth exams, and for whatever other preparation the advisor deems necessary. There are some specific requirements for courses, as specified below.

Number of Credits

Students must take at least 60 credits in the CDM 420 - CDM 699 range, including at least 12 credits of CSC 699 (or equivalent as approved by advisor). Non-CDM courses may be substituted with permission of the advisor.

CSC 426

Students must take CSC 426 in their first two years.

CSC 500

Students must take at least two quarters (4 credits) of CSC 500 in their first two years.

Other Requirements for Conditionally Admitted Students

Students who do not have a master's degree are considered "conditionally admitted" students. These students must complete an

additional 40 credits (typically 10 courses) of graduate coursework, including 36 credits (9 courses) of CDM courses in the range of 420 - 598. No courses under CSC 420 shall count toward the PhD degree. Non-CDM courses may be substituted with permission of the advisor.

Grade Requirements

Students must maintain a grade point average of 3.5 or better to remain in good standing in the program. Any course grade below B- is unsatisfactory and will not be counted toward degree requirements.

Continuous Enrollment

Students must remain continuously enrolled in CSC 701 (Full Time, 0 credits) or CSC 702 (Part Time, 0 credits) in Fall, Winter, and Spring quarters if they are not taking any other courses. CSC 701 is for students who are working on their doctoral work on a full-time basis during that quarter. CSC 702 is for those students working on their doctoral work on a part-time basis (e.g., if they also hold a full-time job).

Exams

Breadth Exams

Students must pass two Breadth Exams. Exams are administered in the second week of the Spring and Fall Quarters. Registration for the exams are due 30 days prior. If an exam is unsuccessful, the student is required to retake the Breadth Exam in that same area. Students may attempt a Breadth Exam twice. If a student fails a Breadth Exam twice, he or she will be dismissed from the program.

In consultation with their advisor, students in the Computing track can choose two exams from among the following.

- Artificial Intelligence
- Automata Complexity and Computability
- Data Analysis & Data Mining
- Databases
- Human-Computer Interaction
- Networking
- Programming Languages & Compilers
- Software Engineering
- Systems

In consultation with their advisor, students in the Information Systems and HCI track can choose two exams. One of the breadth exams must be selected from the following topic areas. The second breadth exam can be either one of the I-track exams listed below or a C-track exam from the previous list.

- IS Analysis and Design
- IT Project Management
- Information Security and Compliance
- IT Policy, Strategy, and Management
- E-Commerce Technology
- Human-Computer Interaction

Depth

Students must complete a Depth examination in the chosen area of research. The Depth Exam must be completed before the Proposal Defense.

For the C-track, the specifics of the depth examination will be determined by the student's Dissertation Committee, who must all agree on the format of the exam and whether it was successfully completed.

The I-track Depth Exam is a take-home exam administered by the student's advisor. This exam covers research methodology and essential data analysis techniques. A common reading list is established by the I-track faculty for this exam.

The Dissertation

After the exams have been passed, the student must propose a significant original research project and successfully defend that proposal to the student's Dissertation Committee. Once the research has been completed, the student must hold a public defense to demonstrate to the Dissertation Committee that the work has been completed satisfactorily.

Time Limits

Full-Time Students

- Year 1: (a) Pass at least 1 breadth exam **or** (b) show concrete evidence of initial research, such as a literature review, technical report, poster presentation at a conference, etc.
- Year 2: (a) Pass both breadth exams **and** (b) show evidence of continuing research, such as publication or conference presentation.
- Years 3 to 5: Continue to demonstrate progress in research; submit additional publication(s) to reputable journals or conferences; **and** pass Proposal Defense.
- No less than six months and no more than three years between Proposal Defense and the Dissertation Defense.

Conditionally admitted students will have an extra year to achieve these milestones.

Part-Time Students

- No more than three years between enrollment in the doctoral program and completion of Breadth Examinations.
- No more than five years between completion of Breadth Examinations and Proposal Defense.
- No less than eight months and no more than five years between Proposal Defense and Dissertation Defense.

Computer Science (BS)

The BS in Computer Science provides essential training in the foundations of computing, data storage and information processing. With this foundation, graduates of the program can easily adapt to and create new information technologies, new computing paradigms, and new ideas for applying computer systems.

The BS in Computer Science can be completed online by transfer students if they meet the following requirements:

- Have a minimum of 45 quarter/30 semester hours of transfer credit
- Completed one (1) semester of Java or C++
- Have a minimum cumulative 2.0 GPA
- Be in good standing at the last school they attended

Note - The lab science requirement, English Composition I (WRD 103), and the pre-calculus prerequisite (MAT 130) for the Discrete Mathematics I (MAT 140) and Data Analysis (IT 223) requirements are not available

online at DePaul and will need to be completed on campus or transferred in from another institution.

For more information on this option and a sample schedule please see www.cdm.depaul.edu (<http://www.cdm.depaul.edu/>).

Students can choose to study within one of two concentrations in the BS in Computer Science program:

- Software Development
- Game Systems

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major and Concentration Requirements	96
Open Electives	20
Total hours required	192

Learning Outcomes

Students will be able to:

- Model a computational problem, select appropriate algorithms and data structures for a solution, justify the correctness of the algorithm, and implement an application solving the problem.
- Analyze the efficiency of a computational solution mathematically and validate the analysis experimentally.
- Analyze and select an algorithm based on system effects.
- Criticize a program on the basis of its maintainability and suggest improvements.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		

Select one of the following:

CSC 394	SOFTWARE PROJECTS ¹	4
GAM 395	GAME DEVELOPMENT PROJECT II (Game Systems concentration)	4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required:
 - CSC 208
 - 1 Additional Course

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Note

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II	4
CSC 300	DATA STRUCTURES I	4
CSC 301	DATA STRUCTURES II	4
CSC 321	DESIGN AND ANALYSIS OF ALGORITHMS	4
CSC 347	CONCEPTS OF PROGRAMMING LANGUAGES	4
CSC 373	COMPUTER SYSTEMS I	4

CSC 374	COMPUTER SYSTEMS II	4
MAT 140	DISCRETE MATHEMATICS I	4
MAT 141	DISCRETE MATHEMATICS II	4
WRD 204	TECHNICAL WRITING	4

Note: Students may take CSC 243 and one (1) Additional Major Elective in lieu of CSC 241 and CSC 242.

Concentration Requirements

Students must also complete the requirements from Software Development or Game Systems concentrations.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 192 credit hours (generally 48 courses)
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses
- Maintain a cumulative GPA of 2.0 or higher

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Game Systems Concentration, Computer Science (BS) (p. 279)
- Software Development Concentration, Computer Science (BS) (p. 279)

Computer Science (BS), Combined Bachelor's + Master's Degree

The combined Bachelor's/Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates.

These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Students who meet the admission requirements below may choose to apply to a combined degree program. Interested students should consult their faculty advisor regarding the application procedure. This program allows students to combine many CDM bachelor's degrees with a CDM master's degree following the structure outlined below.

Admission Criteria

- Minimum of 44 quarter hours earned
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Full admission to the designated master's program requires meeting admission requirements (<https://www.cdm.depaul.edu/Admission-and-Aid/Pages/Grad-Program-Requirements.aspx>) for that program
- Faculty endorsement from a CDM full-time faculty member

Students should discuss their interest in a CDM combined degree program with a CDM faculty advisor. Before admission to the degree, students should work with the faculty advisor to identify a course plan for the combined degree program, including the list of courses to take

and how the courses will be applied toward both the undergraduate and graduate degrees. Non-CDM students can email the CDM advising office (advising@cdm.depaul.edu) if interested in a combined degree with a CDM master's degree.

If you are currently a CDM student and interested in combining your CDM bachelor's degree with a non-CDM graduate degree, please contact the respective college for admission and application procedures.

Students enrolled in the Bachelor of Arts in Computing or the Bachelor of Arts in Professional Studies with a major in Computing (<https://www.cdm.depaul.edu/academics/Pages/BA-Computing.aspx>) joint degree programs between CDM and the School of Continuing and Professional Studies are eligible for this program. Interested students who meet the admission criteria for a combined degree should contact SCPS Academic Services (scpsadvising@depaul.edu) for more information. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Program Structure

Students in the combined degree program take a maximum of three (3) graduate level courses that count toward both their bachelor's and master's degree requirements. Students may enroll in graduate level coursework in the junior and senior year only. Students in the combined degree program will receive the bachelor's degree after meeting all graduation requirements including the minimum credit hours required for graduation.

To earn the master's degree, the student must earn as many additional graduate credit hours as needed to reach the minimum number of graduate credit hours required in that master's degree.

Only CDM courses can be taken as part of this program. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Maintaining Good Standing

Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter.

The student and faculty advisor will be notified when the student's cumulative GPA falls below 3.3 or when the students receives less than a C- in graduate level course.

If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional B.A./B.S./B.F.A.

If dismissed from the combined degree program after graduate courses have been passed, the graduate courses may only apply to the undergraduate degree. Should the student later be admitted to a graduate program, graduate courses applied to the undergraduate degree may not apply to the graduate program and may not be repeated if they are required in the declared graduate curriculum. Other graduate courses may be substituted in this case.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study should include the graduate courses to be taken and the undergraduate courses that are replaced by the graduate courses. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

It is advisable for the student and the faculty advisor to enter the proposed plan of study in the student communication record in BlueStar so it is available to the student and CDM faculty and staff.

Registering for Master's Degree Courses

Combined degree students must meet regularly with their faculty advisor. The faculty advisor will initiate the registration process for all graduate level courses taken during the undergraduate career.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. When preparing to complete the undergraduate portion of the combined degree, students must submit the application for degree conferral for the undergraduate degree by the application deadline. At this time, the students should contact the CDM Academic Success Center about the procedure required to be formally admitted to the declared graduate program.

Game Systems Concentration, Computer Science (BS)

Course Requirements

Course	Title	Quarter Hours
CSC 361	OPTIMIZED C++	4
CSC 386	REAL-TIME NETWORKING (FORMERLY GAM 390)	4
GAM 325	APPLIED 3D GEOMETRY	4
GAM 372	OBJECT-ORIENTED GAME DEVELOPMENT	4
GAM 374	GAME ENGINE PROGRAMMING I	4
GAM 377	GAME ENGINE PROGRAMMING II	4
GPH 329 or GAM 370	COMPUTER GRAPHICS DEVELOPMENT II RENDERING AND GRAPHICS PROGRAMMING	4
Select 16 credit hours of Major Electives		16
Select 20 credit hours of Open Electives		20

Major Electives

Major Electives may be selected from 300-level CSC, CSE, SE, or GAM courses or from the list of courses below:

Course	Title	Quarter Hours
ANI 230	3D DESIGN & MODELING	
CSE 314	NETWORKING FOR CYBER-PHYSICAL SYSTEMS	
CSE 316	CYBER-PHYSICAL SYSTEM SECURITY	
CSE 331	CYBER-PHYSICAL SYSTEM ENGINEERING I	
CSE 332	CYBER-PHYSICAL SYSTEMS ENGINEERING II	
CSE 333	CYBER-PHYSICAL SYSTEMS ENGINEERING III	
CSE 351	EMBEDDED SYSTEMS I	
CSE 352	EMBEDDED SYSTEMS II	
CSE 362	FOUNDATIONS OF CYBER-PHYSICAL COMPUTING	
GAM 226	FUNDAMENTALS OF GAME DESIGN	
GPH 389	REAL-TIME GRAPHICS TECHNIQUES	

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirements of 192 hours. Open Electives may be taken from any unit at DePaul.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu>) to see sample schedule of course requirements on a year-by-year basis.

Capstone

One of the following two-course options is required:

- GAM 394 and GAM 395
- or CSC 394 and one (1) additional major elective

Software Development Concentration, Computer Science (BS)

Course Requirements

Course	Title	Quarter Hours
CSC 299	SOPHOMORE LAB IN APPLIED COMPUTING	4
CSC 343	INTRODUCTION TO OPERATING SYSTEMS	4
or CSC 344	AUTOMATA THEORY AND FORMAL GRAMMARS	
or CSC 348	INTRODUCTION TO COMPILER DESIGN	
or CSC 363	THEORY AND PRACTICE OF SAFE SYSTEMS PROGRAMMING	
or CSC 389	THEORY OF COMPUTATION	
CSC 355	DATABASE SYSTEMS	4
CSC 376	DISTRIBUTED SYSTEMS	4
CSC 394	SOFTWARE PROJECTS	4
IT 223	DATA ANALYSIS	4
SE 333	SOFTWARE TESTING	4
or SE 359	AGILE SOFTWARE DEVELOPMENT	
or SE 371	PRACTICES OF GLOBAL SOFTWARE DEVELOPMENT	

SE 350	OBJECT-ORIENTED SOFTWARE DEVELOPMENT	4
Select 20 Credit Hours of Major Electives		20
Select 20 Credit Hours of Open Electives		20

Major Electives

Major Electives courses must be selected from the Introductory and Advanced Major Field Course lists below. At least 16 of the 20 Major Field Elective Credit Hours must be taken from the list of Advanced Major Field courses.

Introductory Major Field Courses

Course	Title	Quarter Hours
ANI 230	3D DESIGN & MODELING	
CSC 281	WORKSHOP: JAVA FOR PROGRAMMERS	
CSC 282	WORKSHOP: LINUX FOR PROGRAMMERS	
CSC 233	CODES AND CIPHERS	
CSC 235	PROBLEM SOLVING	
CSC 309	C++ FOR PROGRAMMERS	
CSC 395	RESEARCH COLLOQUIUM	
GAM 226	FUNDAMENTALS OF GAME DESIGN	
GAM 244	GAME DEVELOPMENT I	
GAM 245	GAME DEVELOPMENT II	
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	
GEO 243	EARTH OBSERVATION	
IT 130	INTRODUCTORY COMPUTING FOR THE WEB	
IT 231	WEB DEVELOPMENT I	
IT 232	WEB DEVELOPMENT II	
IT 263	APPLIED NETWORKS AND SECURITY	
MAT 150	CALCULUS I	
MAT 151	CALCULUS II	
UXD 210	INTRODUCTION TO USER EXPERIENCE DESIGN	
UXD 336	INTERACTIVE MEDIA SCRIPTING FOR PROGRAMMERS (FORMERLY ISM 336)	

Advanced Major Field Courses

Artificial Intelligence

Course	Title	Quarter Hours
CSC 357	EXPERT SYSTEMS	
CSC 358	SYMBOLIC PROGRAMMING	
CSC 380	FOUNDATIONS OF ARTIFICIAL INTELLIGENCE	

Computational Sciences

Course	Title	Quarter Hours
CSC 331	SCIENTIFIC COMPUTING	

Computer Game Development

Course	Title	Quarter Hours
CSC 361	OPTIMIZED C++	
CSC 386	REAL-TIME NETWORKING (FORMERLY GAM 390)	
GAM 350	PHYSICS FOR GAME DEVELOPERS	
GAM 374	GAME ENGINE PROGRAMMING I	
GAM 376	ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES	
GAM 378	STRATEGY GAMES PROGRAMMING	
GAM 380	CONSOLE GAME DEVELOPMENT ENVIRONMENTS	
GAM 382	SERIOUS GAMES	
GAM 353	TOOL PROGRAMMING FOR GAME DEVELOPMENT	
GAM 372	OBJECT-ORIENTED GAME DEVELOPMENT	
GAM 377	GAME ENGINE PROGRAMMING II	
GAM 386	GAME PROGRAMMING FOR MOBILE DEVICES	
GAM 394	GAME DEVELOPMENT PROJECT I	
GAM 395	GAME DEVELOPMENT PROJECT II	

Computer Graphics

Course	Title	Quarter Hours
GPH 321	COMPUTER GRAPHICS DEVELOPMENT I	
GPH 325	SURVEY OF COMPUTER GRAPHICS	
GPH 329	COMPUTER GRAPHICS DEVELOPMENT II	
GPH 339	ADVANCED RENDERING TECHNIQUES	
GPH 358	COMPUTER GRAPHICS AUTOMATION	
GPH 372	PRINCIPLES OF COMPUTER ANIMATION	
GPH 389	REAL-TIME GRAPHICS TECHNIQUES	

Computer Networks

Course	Title	Quarter Hours
NET 362	PRINCIPLES OF DATA COMMUNICATIONS (FORMERLY TDC 362)	
NET 363	INTRODUCTION TO LOCAL AREA NETWORKS (FORMERLY TDC 363)	
NET 365	NETWORK INTERCONNECTION TECHNOLOGIES (FORMERLY TDC 365)	
NET 371	WIRELESS COMMUNICATIONS NETWORKS (FORMERLY TDC 371)	
NET 372	WAN SERVICES (FORMERLY TDC 372)	
NET 375	NETWORK PROTOCOLS (FORMERLY TDC 375)	
NET 377	FUNDAMENTALS OF NETWORK SECURITY (FORMERLY TDC 377)	
NET 379	TELECOMMUNICATION AND NETWORK SECURITY PRACTICUM (FORMERLY TDC 379)	

Computer Systems

Course	Title	Quarter Hours
CSC 343	INTRODUCTION TO OPERATING SYSTEMS	
CSC 348	INTRODUCTION TO COMPILER DESIGN	
CSC 361	OPTIMIZED C++	
CSC 362	OPTIMIZED C++ MULTITHREADING	
CSC 364	VIRTUALIZATION AND CLOUD COMPUTING	
CSC 371	MOBILE APPLICATION DEVELOPMENT FOR IOS	
CSC 372	MOBILE APPLICATION DEVELOPMENT FOR ANDROID	
CSC 391	MOBILE APPLICATION DEVELOPMENT FOR IOS II	
CSC 392	MOBILE APPLICATION DEVELOPMENT FOR ANDROID II	
CSE 314	NETWORKING FOR CYBER-PHYSICAL SYSTEMS	
CSE 316	CYBER-PHYSICAL SYSTEM SECURITY	
CSE 331	CYBER-PHYSICAL SYSTEM ENGINEERING I	
CSE 332	CYBER-PHYSICAL SYSTEMS ENGINEERING II	
CSE 333	CYBER-PHYSICAL SYSTEMS ENGINEERING III	
CSE 351	EMBEDDED SYSTEMS I	
CSE 352	EMBEDDED SYSTEMS II	
CSE 362	FOUNDATIONS OF CYBER-PHYSICAL COMPUTING	
CSE 375	INTRODUCTION TO ROBOTICS	
IT 372	INTRODUCTION TO ANDROID DEVELOPMENT	
NET 368	NETWORK PROGRAMMING (FORMERLY TDC 368)	

Computer Vision

Course	Title	Quarter Hours
CSC 381	INTRODUCTION TO DIGITAL IMAGE PROCESSING	
CSC 382	APPLIED IMAGE ANALYSIS	

Data Analysis and Data Mining

Course	Title	Quarter Hours
DSC 323	DATA ANALYSIS AND REGRESSION	
DSC 324	ADVANCED DATA ANALYSIS	
DSC 341	FOUNDATIONS OF DATA SCIENCE	
DSC 333	INTRODUCTION TO BIG DATA PROCESSING	
DSC 345	MACHINE LEARNING	
DSC 365	DATA VISUALIZATION	

Data Storage

Course	Title	Quarter Hours
CSC 352	DATABASE PROGRAMMING	
CSC 353	ADVANCED DATABASE CONCEPTS	

Human-Computer Interaction

Course	Title	Quarter Hours
CSC 360	WEB APPLICATIONS	
IT 330	USER INTERFACE DEVELOPMENT FOR INTERACTIVE SYSTEMS	
UXD 360	USER EXPERIENCE RESEARCH METHOD (FORMERLY ISM 360)	

Security

Course	Title	Quarter Hours
CSEC 320	COMPUTER FORENSIC AND INCIDENT RESPONSE (FORMERLY CNS 320)	
CSEC 340	FUNDAMENTALS OF INFORMATION ASSURANCE (FORMERLY CNS 340)	
CSEC 388	SECURITY TESTING AND ASSESSMENT (FORMERLY CNS 388)	
CSEC 389	CYBER DEFENSE EXERCISES AND ATTACK RESPONSES (FORMERLY CNS 389)	
CSC 333	CRYPTOLOGY	

Software Engineering

Course	Title	Quarter Hours
SE 325	INTRODUCTION TO SOFTWARE ENGINEERING	
SE 333	SOFTWARE TESTING	
SE 341	CONTINUOUS DELIVERY AND DEVOPS	
SE 352	OBJECT-ORIENTED ENTERPRISE APPLICATION DEVELOPMENT	
SE 359	AGILE SOFTWARE DEVELOPMENT	
SE 371	PRACTICES OF GLOBAL SOFTWARE DEVELOPMENT	

Theory of Computation

Course	Title	Quarter Hours
CSC 327	PROBLEM SOLVING FOR CONTESTS	
CSC 344	AUTOMATA THEORY AND FORMAL GRAMMARS	
CSC 389	THEORY OF COMPUTATION	

Web Development

Course	Title	Quarter Hours
CSC 308	FRAMEWORKS FOR WEB APPLICATION DEVELOPMENT	
CSC 360	WEB APPLICATIONS	
ECT 330	ADVANCED INTERNET APPLICATION DEVELOPMENT	
ECT 360	INTRODUCTION TO XML	
IT 320	CONTENT MANAGEMENT SYSTEMS	

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirements of 192 hours. Open Electives may be taken from any unit at DePaul.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu>) to see sample schedule of course requirements on a year-by-year basis.

Computer Science (Minor)

DePaul's Computer Science minor provides an overview of the field with a focus on programming, data storage and information processing.

Course Requirements

Course	Title	Quarter Hours
MAT 140	DISCRETE MATHEMATICS I	4
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II	4
CSC 300	DATA STRUCTURES I	4
CSC 301	DATA STRUCTURES II	4
CSC 373	COMPUTER SYSTEMS I	4
CSC 374	COMPUTER SYSTEMS II	4

Computer Science (MS)

Program Requirements	Quarter Hours
Introductory Courses	0-24
Degree Requirements	48
Total hours required	48-72

Learning Outcomes

Students will be able to:

- Model a computational problem, select appropriate algorithms and data structures for a solution, justify the correctness of the algorithm, and implement an application solving the problem.
- Demonstrate proficiency with fundamental concepts in algorithms, programming languages, software engineering, distributed systems, and databases.
- Demonstrate an in-depth knowledge in at least one area of Computer Science.
- Demonstrate the ability to independently learn and master new software development paradigms, algorithms, APIs, and programming languages.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.

- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4

Foundation Courses

Course	Title	Quarter Hours
CSC 421	APPLIED ALGORITHMS AND STRUCTURES	4
CSC 435	DISTRIBUTED SYSTEMS I	4
CSC 447	CONCEPTS OF PROGRAMMING LANGUAGES	4
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS	4
SE 450	OBJECT-ORIENTED SOFTWARE DEVELOPMENT	4
or SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	

Major Electives

Twenty-eight credit hours of Major Electives are required. Graduates of the MS in Computer Science program must be proficient in at least one broad area of Computer Science listed below. For this reason students will take the remaining twenty-eight credit hours as follows:

- Sixteen credit hours (typically taken as four 4-credit courses) from one area
- Twelve credit hours (typically taken as three 4-credit courses) from any area, including the option to take the SE Studio Capstone, the 2-course GAM studio sequence, the 1-course CS capstone, the Research Colloquium course, or write an MS Thesis, or develop an MS Research Project.

The courses in each area are listed below. The Independent Study courses (CSC 695) may be taken for up to 8 credits and at most 4 credit hours of CSC 695 can count towards the chosen area.

Areas

Software and System Development Area

Course	Title	Quarter Hours
CSC 436	WEB APPLICATIONS	
CSC 438	FRAMEWORK FOR WEB APPLICATION DEVELOPMENT	
CSC 439	COMPUTER SECURITY	
CSC 443	INTRODUCTION TO OPERATING SYSTEMS	
CSC 448	COMPILER DESIGN	
CSC 461	OPTIMIZED C++	

CSC 463	THEORY AND PRACTICE OF SAFE SYSTEMS PROGRAMMING
CSC 464	VIRTUALIZATION AND CLOUD COMPUTING
CSC 471	MOBILE APPLICATION DEVELOPMENT FOR IOS
CSC 472	MOBILE APPLICATION DEVELOPMENT FOR ANDROID
CSC 491	MOBILE APPLICATION DEVELOPMENT FOR IOS II
CSC 492	MOBILE APPLICATION DEVELOPMENT FOR ANDROID II
CSC 534	SOFTWARE DEVELOPMENT FOR LIMITED AND EMBEDDED DEVICES
CSC 536	DISTRIBUTED SYSTEMS II
CSC 540	MOBILE APPLICATION DEVELOPMENT II
CSC 548	ADVANCED COMPILER DESIGN
CSC 549	DATABASE SYSTEM IMPLEMENTATION
CSC 551	DISTRIBUTED DATABASE SYSTEMS
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT
CSC 553	ADVANCED DATABASE CONCEPTS
CSC 562	OPTIMIZED C++ MULTITHREADING
CSC 588	REAL-TIME MULTITHREADED ARCHITECTURE
CSC 595	TOPICS IN COMPUTER SCIENCE
CSE 475	INTRODUCTION TO ROBOTICS (FORMERLY CSC 475)
CSEC 450	DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450)
CSEC 488	SECURITY TESTING AND ASSESSMENT (FORMERLY CNS 488)
CSEC 489	ADVANCED CYBER ATTACK RESPONSES AND DEFENSES (FORMERLY CNS 489)
GAM 690	GAME DEVELOPMENT STUDIO I
GAM 691	GAME DEVELOPMENT STUDIO II
SE 441	CONTINUOUS DELIVERY AND DevOps
SE 452	OBJECT-ORIENTED ENTERPRISE COMPUTING
SE 459	AGILE SOFTWARE DEVELOPMENT
SE 525	SOFTWARE SECURITY ARCHITECTURE
SE 526	SOFTWARE SECURITY ASSESSMENT
SE 554	ENTERPRISE COMPONENT ARCHITECTURE
SE 560	STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
SE 491	SOFTWARE ENGINEERING STUDIO
SE 591	SOFTWARE ENGINEERING STUDIO II
NET 478	INFORMATION STORAGE AND MANAGEMENT (FORMERLY TDC 478)
NET 484	SCRIPTING FOR NETWORK MANAGEMENT (FORMERLY TDC 484)
NET 568	NETWORK MANAGEMENT (FORMERLY TDC 568)

Theory Area

Course	Title	Quarter Hours
CSC 431	SCIENTIFIC COMPUTING	
CSC 440	CRYPTOLOGY	
CSC 444	AUTOMATA THEORY AND FORMAL GRAMMARS	
CSC 489	THEORY OF COMPUTATION	
CSC 503	PARALLEL ALGORITHMS	
CSC 521	MONTE CARLO ALGORITHMS	
CSC 525	COMBINATORIAL OPTIMIZATION	
CSC 531	INTRODUCTION TO BIOINFORMATICS	
CSC 535	FORMAL SEMANTICS OF PROGRAMMING LANGUAGES	
CSC 557	FOUNDATIONS OF COMPUTER SECURITY	
CSC 547	ADVANCED TOPICS IN PROGRAM LANGUAGES	
CSC 580	ARTIFICIAL INTELLIGENCE II	
CSC 591	TOPICS IN ALGORITHMS	
SE 533	SOFTWARE VALIDATION AND VERIFICATION	

Data Science Area

Course	Title	Quarter Hours
CSC 468	PROGRAMMING INTERACTIVE DATA VISUALIZATION FOR THE WEB	
CSC 481	INTRODUCTION TO IMAGE PROCESSING	
CSC 482	APPLIED IMAGE ANALYSIS	
CSC 555	MINING BIG DATA	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
CSC 578	NEURAL NETWORKS AND DEEP LEARNING	
CSC 594	TOPICS IN ARTIFICIAL INTELLIGENCE	
CSC 598	TOPICS IN DATA ANALYSIS	
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	
DSC 425	TIME SERIES ANALYSIS AND FORECASTING	
DSC 433	SCRIPTING FOR DATA ANALYSIS	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	
DSC 465	DATA VISUALIZATION	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
DSC 480	SOCIAL NETWORK ANALYSIS	
DSC 484	WEB DATA MINING	
DSC 540	ADVANCED MACHINE LEARNING	
DSC 672	DATA SCIENCE CAPSTONE	

Database Systems Area

Course	Title	Quarter Hours
CSC 452	DATABASE PROGRAMMING	
CSC 454	DATABASE ADMINISTRATION AND MANAGEMENT	

CSC 543	SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS
CSC 549	DATABASE SYSTEM IMPLEMENTATION
CSC 551	DISTRIBUTED DATABASE SYSTEMS
CSC 553	ADVANCED DATABASE CONCEPTS
CSC 554	ADVANCED DATABASE MANAGEMENT
CSC 555	MINING BIG DATA
CSC 575	INTELLIGENT INFORMATION RETRIEVAL
CSC 589	TOPICS IN DATABASE
DSC 433	SCRIPTING FOR DATA ANALYSIS
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS
DSC 540	ADVANCED MACHINE LEARNING

Artificial Intelligence Area

Course	Title	Quarter Hours
CSC 457	EXPERT SYSTEMS	
CSC 458	SYMBOLIC PROGRAMMING	
CSC 480	ARTIFICIAL INTELLIGENCE I	
CSC 481	INTRODUCTION TO IMAGE PROCESSING	
CSC 482	APPLIED IMAGE ANALYSIS	
CSC 528	COMPUTER VISION	
CSC 538	VISION SYSTEMS	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
CSC 576	COMPUTATIONAL ADVERTISING	
CSC 577	RECOMMENDER SYSTEMS	
CSC 578	NEURAL NETWORKS AND DEEP LEARNING	
CSC 583	NATURAL LANGUAGE PROCESSING	
CSC 587	COGNITIVE SCIENCE	
CSC 592	TOPICS IN COMPUTER VISION AND PATTERN RECOGNITION	
CSC 594	TOPICS IN ARTIFICIAL INTELLIGENCE	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	
DSC 484	WEB DATA MINING	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
DSC 480	SOCIAL NETWORK ANALYSIS	
DSC 540	ADVANCED MACHINE LEARNING	
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT	
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT	

Software Engineering Area

Course	Title	Quarter Hours
SE 430	OBJECT ORIENTED MODELING	
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	
SE 441	CONTINUOUS DELIVERY AND DevOps	
SE 452	OBJECT-ORIENTED ENTERPRISE COMPUTING	

SE 453	ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS
SE 459	AGILE SOFTWARE DEVELOPMENT
SE 457	SERVICE-ORIENTED ARCHITECTURE
SE 475	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
SE 477	SOFTWARE AND SYSTEMS PROJECT MANAGEMENT
SE 480	SOFTWARE ARCHITECTURE I
SE 482	REQUIREMENTS ENGINEERING
SE 485	REAL-TIME SOFTWARE DEVELOPMENT I
SE 576	GPU Architecture
SE 585	REAL-TIME SOFTWARE DEVELOPMENT II
SE 491	SOFTWARE ENGINEERING STUDIO
SE 525	SOFTWARE SECURITY ARCHITECTURE
SE 526	SOFTWARE SECURITY ASSESSMENT
SE 533	SOFTWARE VALIDATION AND VERIFICATION
SE 529	SOFTWARE RISK MANAGEMENT
SE 546	SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS
SE 549	MODEL-DRIVEN SOFTWARE DEVELOPMENT
SE 554	ENTERPRISE COMPONENT ARCHITECTURE
SE 556	ADVANCED ARCHITECTURE OF COMPUTER GAMES
SE 560	STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
SE 579	ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING
SE 581	SOFTWARE ARCHITECTURE II
SE 582	SOFTWARE-INTENSIVE SYSTEMS ENGINEERING AND MANAGEMENT

Game and Real-Time Systems Area

Course	Title	Quarter Hours
CSC 461	OPTIMIZED C++	
CSC 486	REAL-TIME NETWORKING (FORMERLY GAM 490)	
CSC 562	OPTIMIZED C++ MULTITHREADING	
CSC 588	REAL-TIME MULTITHREADED ARCHITECTURE	
GAM 425	APPLIED 3D GEOMETRY	
GAM 450	PHYSICS FOR GAME DEVELOPERS	
GAM 453	TOOL PROGRAMMING FOR GAME DEVELOPMENT	
GAM 470	RENDERING AND GRAPHICS PROGRAMMING	
GAM 475	REAL - TIME SOFTWARE DEVELOPMENT	
GAM 476	ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES	

GAM 486	GAME PROGRAMMING FOR MOBILE DEVICES
GAM 575	REAL-TIME SOFTWARE DEVELOPMENT II
GAM 576	GPU ARCHITECTURE
GAM 690	GAME DEVELOPMENT STUDIO I
GAM 691	GAME DEVELOPMENT STUDIO II
GPH 436	FUNDAMENTALS OF COMPUTER GRAPHICS
GPH 469	COMPUTER GRAPHICS DEVELOPMENT
GPH 570	VISUALIZATION
GPH 572	PRINCIPLES OF COMPUTER ANIMATION
GPH 580	HARDWARE SHADING TECHNIQUES
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS

Human-Computer Interaction

Course	Title	Quarter Hours
CSC 436	WEB APPLICATIONS	
CSC 438	FRAMEWORK FOR WEB APPLICATION DEVELOPMENT	
CSC 471	MOBILE APPLICATION DEVELOPMENT FOR IOS	
CSC 472	MOBILE APPLICATION DEVELOPMENT FOR ANDROID	
CSC 491	MOBILE APPLICATION DEVELOPMENT FOR IOS II	
CSC 492	MOBILE APPLICATION DEVELOPMENT FOR ANDROID II	
DSC 465	DATA VISUALIZATION	
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	
HCI 430	PROTOTYPING AND IMPLEMENTATION	
HCI 457	INFORMATION ARCHITECTURE AND CONTENT STRATEGY	

As part of their electives, students have the option of signing up for the Research Colloquium, or completing a Research Project, or writing a Master's Thesis, or participating in a Graduate Internship.

Research Colloquium

The research colloquium consists of weekly talks by a variety of speakers including faculty, students, and guests from the academic and business communities. The lectures feature new creative and scholarly work that encompasses the disciplines and areas of interest of the School of Computing. Students interested in attending the colloquium and receiving credit should sign up for the CSC 500 course (NOTE: this course carries only 2 credits; it may be taken twice for credit.) Student evaluation is based on attendance as well as an online journal with reflections on each of the presentations. The educational objectives are to expose students to creative and scholarly research at DePaul and elsewhere, and to engage students in the thought process of identifying and solving challenging research problems.

Master's Research

Students interested in a more in-depth study of a particular area can choose to work with a faculty member (not necessarily their academic advisor) on an independent study or research project. The work involved may include system development, empirical studies, or theoretical

work. The student will register for up to 4 credit hours of CSC 695. 4 credit hours of CSC 695 replaces one 500 level major elective course in the MS in Computer Science program. CSC 695 can be taken multiple times for up to 8 credit hours. Students must successfully complete the Foundation courses prior to their first enrollment in CSC 695. Students interested in the Master's Thesis option will typically take 8 credits of CSC 695.

Master's Thesis

A student who has made an original contribution to the area (typically, through work done by CSC 695) may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0 credit course CSC 698 and the transcript will show the thesis title as the course topic.

Graduate Internship

In cooperation with local employers, the graduate program offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. Students may take CSC 697 for up to four credits. Admission to the internship program requires consent of the instructor and a student services advisor. International students may complete curricular practical training (CPT) through this class provided they first obtain CPT authorization from International Student and Scholar Services (ISS) before beginning the internship.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

For DePaul's policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate Handbook.

Computer Science (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates.

These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Computer Science (MS)

The Computer Science (MS) combined degree program is open to all undergraduate majors across the university.

Students who are interested in this program and meet the following criteria

- Sophomore status (at least 44 quarter hours earned)
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Full admission to the designated master's program requires meeting admission requirements (<https://www.cdm.depaul.edu/Admission-and-Aid/Pages/Grad-Program-Requirements.aspx>) for that program
- Faculty endorsement from a CDM full-time faculty member

Students should discuss their interest in this combined degree program with a CDM Computer Science faculty advisor prior to submitting the application for admission.

If accepted, a student can take up to three graduate courses (12 credits). These three courses count towards both the bachelor's program and the Master of Science degree. Students will pay the current undergraduate tuition rate for these three courses.

Maintaining Good Standing

- Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter
- The student and Faculty Advisor will be notified when the student's cumulative GPA falls below 3.3 or when the students receives less than a C- in graduate level course
- If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional BA/BS.
- Graduate courses passed before dismissal will not be counted and may not be retaken. If the student pursues graduate study, other graduate courses must be substituted. To apply to a CDM graduate degree program, following dismissal from the combined degree, students must follow regular CDM Admission procedures, and will be required take 12 new graduate courses to earn a master's degree.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study may include which undergraduate classes to avoid taking in order to take the graduate version. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

Registering for Master's Degree Courses

The student's advisor must complete the BS/MS Request form, under the Faculty tab on the CDM Intranet, to request the student's enrollment in the three graduate courses. The form will require the following data: student's full name, graduate course and section, and the undergraduate course to be substituted for. The CDM dean's office will process the enrollment.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. Learn more about master's degree admission requirements (<http://www.cdm.depaul.edu/Prospective%20Students/Pages/MastersDegreeStudents.aspx>). Students will follow the master's degree program requirements for the term they are admitted to the master's degree program.

Double Demon Scholarship

The Double Demon scholarship, offered exclusively to DePaul alumni, covers 25 percent of the tuition for a master's degree or select certificate programs. Combined degree program students are eligible.

Alumni from any of DePaul's colleges who are admitted into a graduate degree program from one of these programs automatically qualify for the Double Demon Scholarship. This scholarship is available for new part-time or full-time students who began a master's degree in CDM in winter 2012-2013 or later and the other colleges beginning in winter 2013-2014. It cannot be applied retroactively.

There is no limit to the amount of courses that can be taken by eligible students. However, students may not take more than four courses in any quarter without permission from the college. The scholarship cannot be applied to cover fees or other non-tuition costs.

Computer Science (MS) Online

Program Requirements	Quarter Hours
Introductory Courses	0-24
Degree Requirements	48
Total hours required	48-72

Learning Outcomes

- Model a computational problem, select appropriate algorithms and data structures for a solution, justify the correctness of the algorithm, and implement an application solving the problem.
- Demonstrate proficiency with fundamental concepts in algorithms, programming languages, software engineering, distributed systems, and databases.
- Demonstrate an in-depth knowledge in at least one area of Computer Science.

- Demonstrate the ability to independently learn and master new software development paradigms, algorithms, APIs, and programming languages.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4

Foundation Courses

Course	Title	Quarter Hours
CSC 421	APPLIED ALGORITHMS AND STRUCTURES	4
CSC 435	DISTRIBUTED SYSTEMS I	4
CSC 447	CONCEPTS OF PROGRAMMING LANGUAGES	4
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS	4
SE 450	OBJECT-ORIENTED SOFTWARE DEVELOPMENT	4
or SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	

Major Electives

Twenty-eight credit hours of Major Electives are required. Graduates of the MS in Computer Science program must be proficient in at least one broad area of Computer Science listed below. For this reason students will take the remaining twenty-eight credit hours as follows:

- Sixteen credit hours (typically taken as four 4-credit courses) from one area
- Twelve credit hours (typically taken as three 4-credit courses) from any area, including the option to take the SE Studio Capstone, the 2-course GAM studio sequence, the 1-course CS capstone, the Research Colloquium course, or write an MS Thesis, or develop an MS Research Project.

The courses in each area are listed below. The Independent Study courses (CSC 695) may be taken for up to 8 credits and at most 4 credit hours of CSC 695 can count towards the chosen area.

Areas

Software and System Development Area

Course	Title	Quarter Hours
CSC 436	WEB APPLICATIONS	
CSC 438	FRAMEWORK FOR WEB APPLICATION DEVELOPMENT	
CSC 439	COMPUTER SECURITY	
CSC 443	INTRODUCTION TO OPERATING SYSTEMS	
CSC 448	COMPILER DESIGN	
CSC 461	OPTIMIZED C++	
CSC 463	THEORY AND PRACTICE OF SAFE SYSTEMS PROGRAMMING	
CSC 464	VIRTUALIZATION AND CLOUD COMPUTING	
CSC 471	MOBILE APPLICATION DEVELOPMENT FOR IOS	
CSC 472	MOBILE APPLICATION DEVELOPMENT FOR ANDROID	
CSC 491	MOBILE APPLICATION DEVELOPMENT FOR IOS II	
CSC 492	MOBILE APPLICATION DEVELOPMENT FOR ANDROID II	
CSC 534	SOFTWARE DEVELOPMENT FOR LIMITED AND EMBEDDED DEVICES	
CSC 536	DISTRIBUTED SYSTEMS II	
CSC 540	MOBILE APPLICATION DEVELOPMENT II	
CSC 548	ADVANCED COMPILER DESIGN	
CSC 549	DATABASE SYSTEM IMPLEMENTATION	
CSC 551	DISTRIBUTED DATABASE SYSTEMS	
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT	
CSC 553	ADVANCED DATABASE CONCEPTS	
CSC 562	OPTIMIZED C++ MULTITHREADING	
CSC 588	REAL-TIME MULTITHREADED ARCHITECTURE	
CSC 595	TOPICS IN COMPUTER SCIENCE	
CSE 475	INTRODUCTION TO ROBOTICS (FORMERLY CSC 475)	
CSEC 450	DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450)	
CSEC 488	SECURITY TESTING AND ASSESSMENT (FORMERLY CNS 488)	
CSEC 489	ADVANCED CYBER ATTACK RESPONSES AND DEFENSES (FORMERLY CNS 489)	
GAM 690	GAME DEVELOPMENT STUDIO I	
GAM 691	GAME DEVELOPMENT STUDIO II	
SE 441	CONTINUOUS DELIVERY AND DevOps	
SE 452	OBJECT-ORIENTED ENTERPRISE COMPUTING	
SE 459	AGILE SOFTWARE DEVELOPMENT	
SE 525	SOFTWARE SECURITY ARCHITECTURE	
SE 526	SOFTWARE SECURITY ASSESSMENT	

SE 554	ENTERPRISE COMPONENT ARCHITECTURE
SE 560	STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
SE 491	SOFTWARE ENGINEERING STUDIO
SE 591	SOFTWARE ENGINEERING STUDIO II
NET 478	INFORMATION STORAGE AND MANAGEMENT (FORMERLY TDC 478)
NET 484	SCRIPTING FOR NETWORK MANAGEMENT (FORMERLY TDC 484)
NET 568	NETWORK MANAGEMENT (FORMERLY TDC 568)

Theory Area

Course	Title	Quarter Hours
CSC 431	SCIENTIFIC COMPUTING	
CSC 440	CRYPTOLOGY	
CSC 444	AUTOMATA THEORY AND FORMAL GRAMMARS	
CSC 489	THEORY OF COMPUTATION	
CSC 503	PARALLEL ALGORITHMS	
CSC 521	MONTE CARLO ALGORITHMS	
CSC 525	COMBINATORIAL OPTIMIZATION	
CSC 531	INTRODUCTION TO BIOINFORMATICS	
CSC 535	FORMAL SEMANTICS OF PROGRAMMING LANGUAGES	
CSC 557	FOUNDATIONS OF COMPUTER SECURITY	
CSC 547	ADVANCED TOPICS IN PROGRAM LANGUAGES	
CSC 580	ARTIFICIAL INTELLIGENCE II	
CSC 591	TOPICS IN ALGORITHMS	
SE 533	SOFTWARE VALIDATION AND VERIFICATION	

Data Science Area

Course	Title	Quarter Hours
CSC 468	PROGRAMMING INTERACTIVE DATA VISUALIZATION FOR THE WEB	
CSC 481	INTRODUCTION TO IMAGE PROCESSING	
CSC 482	APPLIED IMAGE ANALYSIS	
CSC 555	MINING BIG DATA	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
CSC 578	NEURAL NETWORKS AND DEEP LEARNING	
CSC 594	TOPICS IN ARTIFICIAL INTELLIGENCE	
CSC 598	TOPICS IN DATA ANALYSIS	
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	
DSC 425	TIME SERIES ANALYSIS AND FORECASTING	
DSC 433	SCRIPTING FOR DATA ANALYSIS	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	
DSC 465	DATA VISUALIZATION	

DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS
DSC 480	SOCIAL NETWORK ANALYSIS
DSC 484	WEB DATA MINING
DSC 540	ADVANCED MACHINE LEARNING
DSC 672	DATA SCIENCE CAPSTONE

Database Systems Area

Course	Title	Quarter Hours
CSC 452	DATABASE PROGRAMMING	
CSC 454	DATABASE ADMINISTRATION AND MANAGEMENT	
CSC 543	SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS	
CSC 549	DATABASE SYSTEM IMPLEMENTATION	
CSC 551	DISTRIBUTED DATABASE SYSTEMS	
CSC 553	ADVANCED DATABASE CONCEPTS	
CSC 554	ADVANCED DATABASE MANAGEMENT	
CSC 555	MINING BIG DATA	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
CSC 589	TOPICS IN DATABASE	
DSC 433	SCRIPTING FOR DATA ANALYSIS	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
DSC 540	ADVANCED MACHINE LEARNING	

Artificial Intelligence Area

Course	Title	Quarter Hours
CSC 457	EXPERT SYSTEMS	
CSC 458	SYMBOLIC PROGRAMMING	
CSC 480	ARTIFICIAL INTELLIGENCE I	
CSC 481	INTRODUCTION TO IMAGE PROCESSING	
CSC 482	APPLIED IMAGE ANALYSIS	
CSC 528	COMPUTER VISION	
CSC 538	VISION SYSTEMS	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
CSC 576	COMPUTATIONAL ADVERTISING	
CSC 577	RECOMMENDER SYSTEMS	
CSC 578	NEURAL NETWORKS AND DEEP LEARNING	
CSC 583	NATURAL LANGUAGE PROCESSING	
CSC 587	COGNITIVE SCIENCE	
CSC 592	TOPICS IN COMPUTER VISION AND PATTERN RECOGNITION	
CSC 594	TOPICS IN ARTIFICIAL INTELLIGENCE	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	
DSC 484	WEB DATA MINING	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
DSC 480	SOCIAL NETWORK ANALYSIS	
DSC 540	ADVANCED MACHINE LEARNING	
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT	

GEO 442 GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT

Software Engineering Area

Course	Title	Quarter Hours
SE 430	OBJECT ORIENTED MODELING	
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	
SE 441	CONTINUOUS DELIVERY AND DevOps	
SE 452	OBJECT-ORIENTED ENTERPRISE COMPUTING	
SE 453	ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS	
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	
SE 459	AGILE SOFTWARE DEVELOPMENT	
SE 457	SERVICE-ORIENTED ARCHITECTURE	
SE 475	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT	
SE 477	SOFTWARE AND SYSTEMS PROJECT MANAGEMENT	
SE 480	SOFTWARE ARCHITECTURE I	
SE 482	REQUIREMENTS ENGINEERING	
SE 485	REAL-TIME SOFTWARE DEVELOPMENT I	
SE 576	GPU Architecture	
SE 585	REAL-TIME SOFTWARE DEVELOPMENT II	
SE 491	SOFTWARE ENGINEERING STUDIO	
SE 525	SOFTWARE SECURITY ARCHITECTURE	
SE 526	SOFTWARE SECURITY ASSESSMENT	
SE 533	SOFTWARE VALIDATION AND VERIFICATION	
SE 529	SOFTWARE RISK MANAGEMENT	
SE 546	SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS	
SE 549	MODEL-DRIVEN SOFTWARE DEVELOPMENT	
SE 554	ENTERPRISE COMPONENT ARCHITECTURE	
SE 556	ADVANCED ARCHITECTURE OF COMPUTER GAMES	
SE 560	STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING	
SE 579	ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING	
SE 581	SOFTWARE ARCHITECTURE II	
SE 582	SOFTWARE-INTENSIVE SYSTEMS ENGINEERING AND MANAGEMENT	

Game and Real-Time Systems Area

Course	Title	Quarter Hours
CSC 461	OPTIMIZED C++	
CSC 486	REAL-TIME NETWORKING (FORMERLY GAM 490)	
CSC 562	OPTIMIZED C++ MULTITHREADING	

CSC 588 REAL-TIME MULTITHREADED ARCHITECTURE

GAM 425	APPLIED 3D GEOMETRY
GAM 450	PHYSICS FOR GAME DEVELOPERS
GAM 453	TOOL PROGRAMMING FOR GAME DEVELOPMENT
GAM 470	RENDERING AND GRAPHICS PROGRAMMING
GAM 475	REAL - TIME SOFTWARE DEVELOPMENT
GAM 476	ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES
GAM 486	GAME PROGRAMMING FOR MOBILE DEVICES
GAM 575	REAL-TIME SOFTWARE DEVELOPMENT II
GAM 576	GPU ARCHITECTURE
GAM 690	GAME DEVELOPMENT STUDIO I
GAM 691	GAME DEVELOPMENT STUDIO II
GPH 436	FUNDAMENTALS OF COMPUTER GRAPHICS
GPH 469	COMPUTER GRAPHICS DEVELOPMENT
GPH 570	VISUALIZATION
GPH 572	PRINCIPLES OF COMPUTER ANIMATION
GPH 580	HARDWARE SHADING TECHNIQUES
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS

Human-Computer Interaction

Course	Title	Quarter Hours
CSC 436	WEB APPLICATIONS	
CSC 438	FRAMEWORK FOR WEB APPLICATION DEVELOPMENT	
CSC 471	MOBILE APPLICATION DEVELOPMENT FOR IOS	
CSC 472	MOBILE APPLICATION DEVELOPMENT FOR ANDROID	
CSC 491	MOBILE APPLICATION DEVELOPMENT FOR IOS II	
CSC 492	MOBILE APPLICATION DEVELOPMENT FOR ANDROID II	
DSC 465	DATA VISUALIZATION	
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	
HCI 430	PROTOTYPING AND IMPLEMENTATION	
HCI 457	INFORMATION ARCHITECTURE AND CONTENT STRATEGY	

As part of their electives, students have the option of signing up for the Research Colloquium, or completing a Research Project, or writing a Master's Thesis, or participating in a Graduate Internship.

Research Colloquium

The research colloquium consists of weekly talks by a variety of speakers including faculty, students, and guests from the academic and business communities. The lectures feature new creative and scholarly work that encompasses the disciplines and areas of interest of the School of Computing. Students interested in attending the colloquium and receiving credit should sign up for the CSC 500 course (NOTE: this course carries

only 2 credits; it may be taken twice for credit.) Student evaluation is based on attendance as well as an online journal with reflections on each of the presentations. The educational objectives are to expose students to creative and scholarly research at DePaul and elsewhere, and to engage students in the thought process of identifying and solving challenging research problems.

Master's Research

Students interested in a more in-depth study of a particular area can choose to work with a faculty member (not necessarily their academic advisor) on an independent study or research project. The work involved may include system development, empirical studies, or theoretical work. The student will register for up to 4 credit hours of CSC 695. 4 credit hours of CSC 695 replaces one 500 level major elective course in the MS in Computer Science program. CSC 695 can be taken multiple times for up to 8 credit hours. Students must successfully complete the Foundation courses prior to their first enrollment in CSC 695. Students interested in the Master's Thesis option will typically take 8 credits of CSC 695.

Master's Thesis

A student who has made an original contribution to the area (typically, through work done by CSC 695) may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0 credit course CSC 698 and the transcript will show the thesis title as the course topic.

Graduate Internship

In cooperation with local employers, the graduate program offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. Students may take CSC 697 for up to four credits. Admission to the internship program requires consent of the instructor and a student services advisor. International students may complete curricular practical training (CPT) through this class provided they first obtain CPT authorization from International Student and Scholar Services (ISS) before beginning the internship.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.

- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

For DePaul's policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate Handbook.

Computer Science + Animation (BS)

The multidisciplinary Computer Science + Animation (CS+ANI) Bachelor of Science degree program prepares students to span the boundary between computing and its application in animation, providing them with a career path to technical artistic roles in the animation and game development fields. The fact that DePaul boasts both a highly-ranked Animation program in the School of Cinematic Arts and a large, successful Computer Science program in the School of Computing enables us to provide a unique high-quality curricular combination of both educational areas. The CS+ANI curriculum combines a solid computer science core customized to fit the specific needs of this discipline, with a foundation in 3D animation designed by animation and game art faculty. There is a heavier emphasis on programming than on art due to the technical demands of this field. CS+ANI students receive valuable interdisciplinary collaborative group project experiences with teams of students majoring in 3D animation, storyboarding and character design, game design, game art, and game programming.

The CS+ANI BS contains two concentrations, Animation Technical Director and Game Art Technical Director, with requirements of each tailored to the specific requirements of the film and TV and game production fields. A technical director (referred to as a TD in the industry) serves as a bridge between artists and programmers. TDs in both fields can be involved in a wide range of duties, including managing and developing the production pipeline, developing features and add-ons to software, developing custom tools, and working with programmers on larger software projects. They also work on productions doing rigging, modeling, lighting and rendering scenes, building shaders, programming FX and particle systems, and working with motion capture.

Due to the rare combination of technical and artistic skills, the demand is high for people who fit this job description. Top animation and game studios

Program Requirements	Quarter Hours
Liberal Studies	80
Common Major	80
Concentration	20
Open Electives	12
Total hours required	192

Learning Outcomes

- Model a computational problem, select appropriate algorithms and data structures for a solution, justify the correctness of the algorithm, and implement an application solving the problem.
- Analyze and select an algorithm based on system effects.
- Analyze the efficiency of a computational solution mathematically, and validate the analysis experimentally.
- Criticize a program on the basis of its maintainability and suggest improvements.

- Apply graphics and rendering techniques to support game or animation production.
- Apply essential concepts and utilize tools necessary for 3D entertainment production including modeling, lighting, texturing, rigging, and rendering.
- Utilize scripting knowledge to create tools in professional software packages such as Maya, Unity, Unreal, Houdini, or Nuke.
- Analyze and troubleshoot the artwork-to-render/engine pipeline on a 3D animation or game development project.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Required ¹		4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required
 - ANI 101
 - 1 course selected from: ANI 206 or MCS 207 or MCS 208 or MCS 209 or any HAA course approved for AL
 - 1 additional AL course

Historical Inquiry (HI) (p. 1326)

- 2 Course Required

Math and Computing (MC) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/math-and-computing/>)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required
 - 1 course selected from either FILM 228 or CSC 208
 - 1 additional PI course

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 1 Course Required
- [1 Lab Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Major Requirements

Course	Title	Quarter Hours
MAT 140	DISCRETE MATHEMATICS I	4
MAT 141	DISCRETE MATHEMATICS II	4
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II	4
CSC 300	DATA STRUCTURES I	4
CSC 301	DATA STRUCTURES II	4
CSC 321	DESIGN AND ANALYSIS OF ALGORITHMS	4
CSC 361	OPTIMIZED C++	4
CSC 373	COMPUTER SYSTEMS I	4
CSC 374	COMPUTER SYSTEMS II	4
GAM 325	APPLIED 3D GEOMETRY	4
GAM 370	RENDERING AND GRAPHICS PROGRAMMING	4
ANI 105	MOTION GRAPHICS FOUNDATIONS	4
ANI 230	3D DESIGN & MODELING	4
ANI 231	3D ANIMATION	4
ANI 332	3D RIGGING	4
ANI 339	3D TEXTURING AND LIGHTING	4
Eight (8) credit hours selected from any courses in ANI, CP, DOC, FILM, GAM, POST, SCWR, or VFX		8
Senior Capstone (Choose one of the following pairs)		8
GAM 394	GAME DEVELOPMENT PROJECT I	
GAM 395	GAME DEVELOPMENT PROJECT II	
OR		
ANI 394	ANIMATION PROJECT I	
ANI 395	ANIMATION PROJECT II	
OR		
CSC 394	SOFTWARE PROJECTS	
Any 300-level ANI, CSC, or GAM course		

Note: Students may take CSC 243 (<https://catalog.depaul.edu/search/?P=CSC%20243>) and one (1) CSC elective in lieu of CSC 241 (<https://catalog.depaul.edu/search/?P=CSC%20241>) and CSC 242 (<https://catalog.depaul.edu/search/?P=CSC%20242>).

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Animation Technical Director, Computer Science + Animation (BS) (p. 292)
- Game Art Technical Director, Computer Science + Animation (BS) (p. 292)

Animation Technical Director, Computer Science + Animation (BS)

Course	Title	Quarter Hours
ANI 240	INTRO TO ANIMATION PRODUCTION	4
ANI 342	3D ANIMATION PRODUCTION	4
One course from the following list:		4
CSC 347	CONCEPTS OF PROGRAMMING LANGUAGES	
CSC 376	DISTRIBUTED SYSTEMS	
SE 350	OBJECT-ORIENTED SOFTWARE DEVELOPMENT	
GAM 372	OBJECT-ORIENTED GAME DEVELOPMENT	
Two 3D Animation courses from the following list:		8
ANI 300	3D CHARACTER ANIMATION	
ANI 310	MOTION CAPTURE	
ANI 330	3D CHARACTER MODELING	
ANI 333	ADVANCED 3D RIGGING	
ANI 336	3D MODELING STUDIO	
ANI 337	ENVIRONMENT MODELING	
ANI 338	3D ORGANIC MODELING	
ANI 341	ADVANCED ANIMATION PRODUCTION	
ANI 346	GAME ART PIPELINE	
ANI 378	3D DYNAMICS	
ANI 351	ADVANCED MOTION CAPTURE STUDIO	

NOTE: ANI 341 is required for students choosing the Animation Capstone option

Game Art Technical Director, Computer Science + Animation (BS)

Course	Title	Quarter Hours
GAM 372	OBJECT-ORIENTED GAME DEVELOPMENT	4
GAM 392	GAME MODIFICATION WORKSHOP	4
ANI 346	GAME ART PIPELINE	4
ANI 347	ART FOR GAME MODS	4
One 3D Animation course from the following list		4
ANI 300	3D CHARACTER ANIMATION	
ANI 310	MOTION CAPTURE	
ANI 330	3D CHARACTER MODELING	
ANI 333	ADVANCED 3D RIGGING	
ANI 336	3D MODELING STUDIO	
ANI 337	ENVIRONMENT MODELING	

ANI 338	3D ORGANIC MODELING
ANI 341	ADVANCED ANIMATION PRODUCTION
ANI 343	3D ANIMATION FOR GAMES & CINEMATICS
ANI 378	3D DYNAMICS

NOTE: ANI 341 is required for students choosing the Animation Capstone option

Computer Science + Geography (BS)

The CS+GEO BS brings together the two distinct fields of Computer Science and Geography in a multi-disciplinary degree program that reflects the wide use of Geographic Information Systems (GIS) technologies and the application of computational methods in geography and other social sciences.

The CS part of the CS+GEO BS curriculum provides students training in fundamental computational problem-solving skills including thinking abstractly, applying formal logic and mathematics, developing algorithms and data structures, and reasoning about and developing software systems at different levels of abstraction. The GEO part of the CS+GEO BS curriculum provides students training in Geographic Information Systems and digital mapping, spatial analytics, and spatial reasoning to explore phenomena, relationships, and processes that have spatial patterns and distributions. Students in the CS+GEO BS will have a unique multidisciplinary combination of critical intellectual, technical and creative skills that will set them apart.

The program provides students with a coherent and complete education in each field and prepares them to become:

- software developers with an exceptional expertise in GIS and other application areas of geography and, more broadly, the social sciences, as well as
- social scientists with expertise in geographic research methods who can leverage and develop technology-based solution to social science questions.

A CS+GEO BS graduate will be ideally suited for many positions requiring knowledge of geospatial technologies that refer to tools contributing to the geographic mapping and analysis of the environment and human societies, including GIS. Since the CS+GEO BS program incorporates the core of the CS BS degree program and the core of the GEO BA degree program, graduates of the program will also be well-prepared to pursue a graduate degree in either field.

Program Requirements	Quarter Hours
Liberal Studies	72
Modern Language	12
CS ICRS	48
GEO ICRS	44
Open Electives	16
Total hours required	192

Learning Outcomes

- Model a computational problem, select appropriate algorithms and data structures for a solution, justify the correctness of the algorithm, and implement an application solving the problem.
- Analyze and select an algorithm based on system effects.

- Analyze the efficiency of a computational solution mathematically, and validate the analysis experimentally.
- Criticize a program on the basis of its maintainability and suggest improvements.
- Use key concepts, theories, and vocabulary to interpret how socio-cultural, political, economic, and/or environmental phenomena may construct a "space," a "place," a "landscape," a "location," or a "region" as a complex material or symbolic structure.
- Use qualitative and/or quantitative methodologies to analyze spatial phenomena, and collect, identify, and apply spatial data from either primary or secondary sources to interpret the spatial character of a physical, socio-cultural, or environment-society problem.
- Interpret spatial patterns of economic inequalities and social injustices and their relation to urban, built, and natural environments.
- Demonstrate competence in one or more of several geospatial technologies, (i.e. remote sensing, geographical information systems, global navigation satellite systems, etc.) and articulate effectively the results of that use in speech, text, image, or map.
- Describe and differentiate processes of globalization and their effects on cities, regions, physical systems, cultures, and political divisions.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Required ¹		4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Course Required

Math and Computing (MC) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/math-and-computing/>)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 1 Course Required
- [1 Lab Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Major Requirements

Course	Title	Quarter Hours
The Modern Language Requirement (MLR)		12
All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:		
placing into 104 or above on the DePaul language placement exam		
completing the last course or earning AP or BI credit for the last course in the first-year collegel sequence of any language (e.g., 103 for DePaul language classes)		
completing a college course or earning AP or IB credit for a college course beyond the first-year level in any language (e.g., 104 or above for DePaul language classes)		
completing the final course of a four-year sequence of the same modern language in high school *		
completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)		
completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)		
*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language at the proper level.		
Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Langague Requirement.		
Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.		
MAJOR REQUIREMENTS (CS ICRS)		
MAT 140	DISCRETE MATHEMATICS I	4

MAT 141	DISCRETE MATHEMATICS II	4
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II	4
CSC 300	DATA STRUCTURES I	4
CSC 301	DATA STRUCTURES II	4
CSC 321	DESIGN AND ANALYSIS OF ALGORITHMS	4
CSC 373	COMPUTER SYSTEMS I	4
CSC 374	COMPUTER SYSTEMS II	4
One course from the following		4
CSC 347	CONCEPTS OF PROGRAMMING LANGUAGES	
CSC 376	DISTRIBUTED SYSTEMS	
SE 350	OBJECT-ORIENTED SOFTWARE DEVELOPMENT	
Eight (8) additional crdit hours, can be any 300-level CSC, CSEC, DSC or SE		8
MAJOR REQUIREMENTS (GEO ICRS)		
GEO 101	ENVIRONMENTAL GEOGRAPHY	4
GEO 103	URBANIZATION	4
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	4
GEO 299	KNOWLEDGE, PLACE AND POWER	4
GEO 391	STATISTICAL DATA ANALYSIS FOR GIS	4
Twenty-four (24) credit hours, at least four (4) of which must be 300-level, from the following:		24
GEO 133	URBAN GEOGRAPHY - EXPERIENTIAL LEARNING	
GEO 172	CULTURAL GEOGRAPHY: THE NATURE-CULTURE INTERFACE	
GEO 200	SUSTAINABLE URBAN DEVELOPMENT	
GEO 201	GEOPOLITICS	
GEO 204	RELIGIOUS GEOGRAPHY	
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	
GEO 210	INTERNATIONAL ENVIRONMENTAL CONSERVATION	
GEO 211	BIOGEOGRAPHY	
GEO 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY	
GEO 219	WOMEN AND SCIENCE	
GEO 220	OCEANOGRAPHY	
GEO 225	EARTH'S CHANGING CLIMATE	
GEO 231	HISTORICAL GEOGRAPHY OF CHICAGO	
GEO 233	COMPARATIVE URBANISM	
GEO 242	GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS	
GEO 243	EARTH OBSERVATION	
GEO 260	GLOBALIZATION AND RESOURCES	
GEO 266	WORLD ECONOMY: STATES, MARKETS AND LABOR	
GEO 269	CULTURAL AND POLITICAL ECOLOGY	
GEO 299	KNOWLEDGE, PLACE AND POWER	
GEO 310	GREEN INFRASTRUCTURE	
GEO 316	THE EUROPEAN UNION	

GEO 330	SUSTAINABLE URBAN TRANSPORTATION	
GEO 333	URBAN PLANNING	
GEO 334	URBAN/CITY DESIGN	
GEO 339	TOPICS IN ARCHITECTURE AND URBANISM	
GEO 340	PLACES, HUMANITIES AND GEOGRAPHIC INFORMATION SYSTEMS	
GEO 343	EARTH OBSERVATION II	
GEO 344	GEOGRAPHIC INFORMATION SYSTEMS III: SPATIAL ANALYSIS FOR SUSTAINABILITY	
GEO 346/446	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH	
GEO 347	WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB	
GEO 348	SPATIAL DATA SCIENCE	
GEO 350	WORLD OF WINE	
GEO 351	GEOGRAPHY, FOOD AND JUSTICE	
GEO 395	SEMINAR IN SELECTED TOPICS	
Senior Capstone options - choose one course from the following:		4
CSC 394	SOFTWARE PROJECTS	
GEO 300	GEOGRAPHICAL INQUIRY	

Note: CSC 243 Python for Programmers and a CS elective can take the place of CSC 241 & CSC 242

Open Electives

Open elective credits are also required to meet the minimum graduation requirement of 192 quarter-credit hours.

Computing (BAPS)

The Bachelor of Arts in Professional Studies with a Major in Computing is a joint degree program between the School of Continuing and Professional Studies (SCPS) and the Jarvis College of Computing and Digital Media (CDM) at DePaul. The program builds knowledge and skills in computing and technology-based systems for application in a range of organizational settings. Students examine their prior and current work-based experience in light of theory and principles. This program helps students integrate liberal arts learning with an emphasis on agile and critical thinking with a professional specialization.

This major advances students' foundational knowledge in a range of computing areas. Students may pursue concentrations in Computer Science, Information Systems, Information Technology, Network Technology, and Security. With a range of elective courses offered in the major, students may specialize further in areas of particular interest to them.

This major is designed for working adult students and provides:

- Flexible scheduling including online options available
- Financial Aid, flexible payment options, and **special adult student tuition pricing**
- Acceleration and affordability through transfer credit and prior learning assessment (PLA) credit
- Opportunities to combine bachelor's and master's programs and apply graduate courses to both programs

- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
- Degree granted by DePaul University, with its excellent academic reputation and the opportunity to join its prestigious and extensive alumni network

Program Requirements	Quarter Hours
Core Requirements	78
Major Requirements	22
Concentration Requirements	varies by concentration
Open Electives	varies by concentration
Total hours required	192 hours

Learning Outcomes

Students will be able to:

- Design a technology-based solution to a problem in an organization.
- Plan the implementation of a technology-based system customized to an organization.
- Analyze a technology-based system in an organization and recommend improvements.
- Investigate problems using qualitative and quantitative methods.
- Apply ethical principles in contest.
- Apply various methods of communication in multiple settings.
- Analyze and apply different liberal arts perspectives.

College Core (78 credits, 20 credits in residence)

Lifelong Learning Requirements (32 credits, 16 credits in residence)

Course	Title	Quarter Hours
LL 201	REFLECTIVE LEARNING ¹	2
or RPL 101	PRIOR LEARNING ASSESSMENT	
LL 305	ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD	4
MAT 130	FUNCTIONS AND MATHEMATICAL MODELS	4
LL 261	ESSAY WRITING	4
LL 270	CRITICAL THINKING	4
LL 290	RESEARCH WRITING ¹	4
LL 301	RESEARCH METHODS ¹	6
LL 302	EXPERIENTIAL LEARNING PRACTICUM ¹	4

Liberal Learning Requirements (46 credits, 4 credits in residence):

- Liberal Arts in Action Requirement: CCA 281, CCH 281, CCS 281 or courses with LA1 designation, 6 credits
- CORE CURRICULUM ARTS & IDEAS, courses with the CCA, AL, PI, or RD requirement designations, 12 credits
- CORE CURRICULUM HUMAN COMMUNITY, courses with the CCH, SCBI, or HI requirement designations, 12 credits

- CORE CURRICULUM SCIENTIFIC WORLD, courses with the CCSW, SI, SILB, or SISK requirement designations, 12 credits
- IN 307, INTEGRATIVE LEARNING, 4 credits ¹

¹ Must be completed in residence.

Major Requirements

At least 40 credit hours must be completed in residence (at DePaul) taken from the following categories: Professional Studies Core, Computing Core, Computing Concentration, and Computing Electives including FA 199 and at least 20 of those 40 credits must be taken from CDM (the Jarvis College of Computing and Digital Media at DePaul). See "Concentration Requirements" for further details about the Computing Concentration and Computing Elective requirements.

Professional Studies Core (14 credits, 2 credits in residence)

Course	Title	Quarter Hours
CAREER ASSESSMENT AND PLANNING		
FA 199	CAREER ASSESSMENT AND PLANNING ¹	2
PROFESSIONAL COMMUNICATIONS		
DCM 330	PROFESSIONAL COMMUNICATION IN THE WORKPLACE	4
ETHICS OR SOCIAL JUSTICE, courses with the PSES requirement designation. Choose one of the following:		
DCM 317	ETHICS IN THE PROFESSIONS	2
DCM 318	SOCIAL JUSTICE IN THE PROFESSIONS	2
CREATIVITY OR INNOVATION, courses with the PSCI requirement designation. Choose one of the following:		
CCA 170	CREATIVITY AND ENTREPRENEURSHIP	2
DCM 319	CREATIVITY AND INNOVATIVE THINKING	2
GLOBAL PERSPECTIVES, courses with the PSGP requirement designation. Choose one of the following:		
CCH 239	BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE	4
CCH 283	GLOBAL PERSPECTIVES OF WORK & FAMILY	4
CCH 300	GLOBALIZATION AND PROFESSIONAL PRACTICE	4

¹ Must be completed in residence.

Computing Core (8 credits)

Course	Title	Quarter Hours
IT 223	DATA ANALYSIS	4
IT 263	APPLIED NETWORKS AND SECURITY	4

Students in the The Bachelor of Arts in Professional Studies with a Major in Computing are to choose one of the following Concentrations:

- Computer Science Concentration, Computing (BAPS) (p. 296)
- Information Systems Concentration, Computing (BAPS) (p. 296)
- Information Technology Concentration, Computing (BAPS) (p. 296)

- Network Technology Concentration, Computing (BAPS) (p. 296)
- Security Concentration, Computing (BAPS) (p. 297)

Computer Science Concentration, Computing (BAPS)

A prerequisite of one course in Java or C++ is required for this concentration.

Computer Science Concentration Requirements (28 credits)

Course	Title	Quarter Hours
CSC 243	PYTHON FOR PROGRAMMERS	4
CSC 300	DATA STRUCTURES I	4
CSC 301	DATA STRUCTURES II	4
MAT 140	DISCRETE MATHEMATICS I	4
CSC 373	COMPUTER SYSTEMS I	4
CSC 374	COMPUTER SYSTEMS II	4
CSC 394	SOFTWARE PROJECTS (Capstone)	4

Computing Electives (16 credits)

Students must fulfill 16 credits in electives that are 200-level or higher from the School of Computing. Allowable prefixes are CSC, CSEC, DSC, ECT, GAM, IS, UXD, IT, and NET.

Open Electives (48 credits)

Open Electives can be fulfilled through courses taken in the School of Continuing and Professional Studies (SCPS), The Jarvis College of Computing and Digital Media (CDM), and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Information Systems Concentration, Computing (BAPS)

Information Systems Concentration Requirements (24 credits)

Course	Title	Quarter Hours
IS 201	INTRODUCTION TO INFORMATION SYSTEMS	4
IS 215	ANALYSIS AND DESIGN TECHNIQUES	4
IT 240	INTRODUCTION TO DATABASES	4
IS 372	SOFTWARE PROJECT MANAGEMENT	4
IS 373	INTRODUCTION TO ENTERPRISE SYSTEMS	4
IS 376	INFORMATION SYSTEMS PROJECT (Capstone)	4

Computing Electives (20 credits)

Students must fulfill 20 credits in electives that are 200-level or higher from the School of Computing. Allowable prefixes are CSC, CSEC, DSC, ECT, GAM, IS, UXD, IT, and NET.

Open Electives (48 credits)

Open Electives can be fulfilled through courses taken in the School of Continuing and Professional Studies (SCPS), The Jarvis College of Computing and Digital Media (CDM), and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Information Technology Concentration, Computing (BAPS)

Information Technology Concentration Requirements (36 credits)

Course	Title	Quarter Hours
IT 130	INTRODUCTORY COMPUTING FOR THE WEB	4
IT 211	INTRODUCTION TO APPLIED PROGRAMMING	4
IT 231	WEB DEVELOPMENT I	4
IT 240	INTRODUCTION TO DATABASES	4
IT 280	TEAM PROJECT DEVELOPMENT WITH AGILE	4
UXD 210	INTRODUCTION TO USER EXPERIENCE DESIGN	4
IT 320	CONTENT MANAGEMENT SYSTEMS	4
IT 394	SOFTWARE PROJECTS FOR COMMUNITY CLIENTS I (Capstone I)	4
IT 395	SOFTWARE PROJECTS FOR COMMUNITY CLIENTS II (Capstone II)	4

Computing Electives (8 credits)

Students must fulfill 16 credits in electives that are 200-level or higher from the School of Computing. Allowable prefixes are CSC, CSEC, DSC, ECT, GAM, IS, UXD, IT, and NET.

Open Electives (48 credits)

Open Electives can be fulfilled through courses taken in the School of Continuing and Professional Studies (SCPS), The Jarvis College of Computing and Digital Media (CDM), and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Network Technology Concentration, Computing (BAPS)

Network Technology Concentration Requirements (36 credits)

Course	Title	Quarter Hours
IT 211	INTRODUCTION TO APPLIED PROGRAMMING	4
or CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
or CSC 243	PYTHON FOR PROGRAMMERS	
NET 311	COMPUTERS IN TELECOMMUNICATIONS SYSTEMS (FORMERLY TDC 311)	4

NET 362	PRINCIPLES OF DATA COMMUNICATIONS (FORMERLY TDC 362)	4
NET 363	INTRODUCTION TO LOCAL AREA NETWORKS (FORMERLY TDC 363)	4
NET 365	NETWORK INTERCONNECTION TECHNOLOGIES (FORMERLY TDC 365)	4
NET 372	WAN SERVICES (FORMERLY TDC 372)	4
NET 379	TELECOMMUNICATION AND NETWORK SECURITY PRACTICUM (FORMERLY TDC 379)	4
CSEC 378	HOST BASED SECURITY (FORMERLY CNS 378)	4
NET 376	NETWORK PROJECT (FORMERLY TDC 376)	4

Computing Electives (8 credits)

Students must fulfill 16 credits in electives that are 200-level or higher from the School of Computing. Allowable prefixes are CSC, CSEC, DSC, ECT, GAM, IS, UXD, IT, and NET.

Open Electives (48 credits)

Open Electives can be fulfilled through courses taken in the School of Continuing and Professional Studies (SCPS), The Jarvis College of Computing and Digital Media (CDM), and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Security Concentration, Computing (BAPS)

A prerequisite of one course in Java or C++ is required for this concentration.

Security Concentration Requirements (48 credits)

Course	Title	Quarter Hours
CSC 233	CODES AND CIPHERS	4
CSC 243	PYTHON FOR PROGRAMMERS	4
CSEC 228	LEGAL, ETHICAL AND SOCIAL ISSUES IN INFORMATION SECURITY (FORMERLY CNS 228)	4
NET 311	COMPUTERS IN TELECOMMUNICATIONS SYSTEMS (FORMERLY TDC 311)	4
CSEC 340	FUNDAMENTALS OF INFORMATION ASSURANCE (FORMERLY CNS 340)	4
CSEC 378	HOST BASED SECURITY (FORMERLY CNS 378)	4
NET 363	INTRODUCTION TO LOCAL AREA NETWORKS (FORMERLY TDC 363)	4
NET 365	NETWORK INTERCONNECTION TECHNOLOGIES (FORMERLY TDC 365)	4
NET 377	FUNDAMENTALS OF NETWORK SECURITY (FORMERLY TDC 377)	4
NET 379	TELECOMMUNICATION AND NETWORK SECURITY PRACTICUM (FORMERLY TDC 379)	4

CSEC 394	INFORMATION SYSTEMS SECURITY ENGINEERING I (FORMERLY CNS 394)	4
CSEC 395	INFORMATION SYSTEMS SECURITY ENGINEERING II (FORMERLY CNS 395)	4

Open Electives (44 credits)

Open Electives can be fulfilled through courses taken in the School of Continuing and Professional Studies (SCPS), The Jarvis College of Computing and Digital Media (CDM), and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Computing (BAPS) Online

The Bachelor of Arts in Professional Studies with a Major in Computing is a joint degree program between the School of Continuing and Professional Studies (SCPS) and the Jarvis College of Computing and Digital Media (CDM) at DePaul. The program builds knowledge and skills in computing and technology-based systems for application in a range of organizational settings. Students examine their prior and current work-based experience in light of theory and principles. This program helps students integrate liberal arts learning with an emphasis on agile and critical thinking with a professional specialization.

This major advances students' foundational knowledge in a range of computing areas. Students may pursue concentrations in Computer Science, Information Systems, Information Technology, Network Technology, and Security. With a range of elective courses offered in the major, students may specialize further in areas of particular interest to them.

This major is designed for working adult students and provides:

- Flexible scheduling including online options available
- Financial Aid, flexible payment options, and **special adult student tuition pricing**
- Acceleration and affordability through transfer credit and prior learning assessment (PLA) credit
- Opportunities to combine bachelor's and master's programs and apply graduate courses to both programs
- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
- Degree granted by DePaul University, with its excellent academic reputation and the opportunity to join its prestigious and extensive alumni network

Program Requirements	Quarter Hours
Core Requirements	78
Major Requirements	22
Concentration Requirements	varies by concentration
Open Electives	varies by concentration
Total hours required	192 hours

Learning Outcomes

Students will be able to:

- Design a technology-based solution to a problem in an organization.
- Plan the implementation of a technology-based system customized to an organization.
- Analyze a technology-based system in an organization and recommend improvements.
- Investigate problems using qualitative and quantitative methods.
- Apply ethical principles in contest.
- Apply various methods of communication in multiple settings.
- Analyze and apply different liberal arts perspectives.

College Core (78 credits, 20 credits in residence)

Lifelong Learning Requirements (32 credits, 16 credits in residence)

Course	Title	Quarter Hours
LL 201 or RPL 101	REFLECTIVE LEARNING ¹ PRIOR LEARNING ASSESSMENT	2
LL 305	ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD	4
MAT 130	FUNCTIONS AND MATHEMATICAL MODELS	4
LL 261	ESSAY WRITING	4
LL 270	CRITICAL THINKING	4
LL 290	RESEARCH WRITING ¹	4
LL 301	RESEARCH METHODS ¹	6
LL 302	EXPERIENTIAL LEARNING PRACTICUM ¹	4

Liberal Learning Requirements (46 credits, 4 credits in residence):

- Liberal Arts in Action Requirement: CCA 281, CCH 281, CCS 281 or courses with LA1 designation, 6 credits
- CORE CURRICULUM ARTS & IDEAS, courses with the CCA, AL, PI, or RD requirement designations, 12 credits
- CORE CURRICULUM HUMAN COMMUNITY, courses with the CCH, SCBI, or HI requirement designations, 12 credits
- CORE CURRICULUM SCIENTIFIC WORLD, courses with the CCSW, SI, SILB, or SISK requirement designations, 12 credits
- IN 307, INTEGRATIVE LEARNING, 4 credits ¹

¹ Must be completed in residence.

Major Requirements

At least 40 credit hours must be completed in residence (at DePaul) taken from the following categories: Professional Studies Core, Computing Core, Computing Concentration, and Computing Electives including FA 199 and at least 20 of those 40 credits must be taken from CDM (the Jarvis College of Computing and Digital Media at DePaul). See "Concentration Requirements" for further details about the Computing Concentration and Computing Elective requirements.

Professional Studies Core (14 credits, 2 credits in residence)

Course	Title	Quarter Hours
CAREER ASSESSMENT AND PLANNING		
FA 199	CAREER ASSESSMENT AND PLANNING ¹	2
PROFESSIONAL COMMUNICATIONS		
DCM 330	PROFESSIONAL COMMUNICATION IN THE WORKPLACE	4
ETHICS OR SOCIAL JUSTICE, courses with the PSES requirement designation. Choose one of the following:		
DCM 317	ETHICS IN THE PROFESSIONS	2
DCM 318	SOCIAL JUSTICE IN THE PROFESSIONS	2
CREATIVITY OR INNOVATION, courses with the PSCI requirement designation. Choose one of the following:		
CCA 170	CREATIVITY AND ENTREPRENEURSHIP	2
DCM 319	CREATIVITY AND INNOVATIVE THINKING	2
GLOBAL PERSPECTIVES, courses with the PSGP requirement designation. Choose one of the following:		
CCH 239	BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE	4
CCH 283	GLOBAL PERSPECTIVES OF WORK & FAMILY	4
CCH 300	GLOBALIZATION AND PROFESSIONAL PRACTICE	4

¹ Must be completed in residence.

Computing Core (8 credits)

Course	Title	Quarter Hours
IT 223	DATA ANALYSIS	4
IT 263	APPLIED NETWORKS AND SECURITY	4

Students in the The Bachelor of Arts in Professional Studies with a Major in Computing are to choose one of the following Concentrations:

- Computer Science Concentration, Computing (BAPS) (<https://catalog.depaul.edu/programs/computing-baps/computer-science-concentration-computing-baps/>)
- Information Systems Concentration, Computing (BAPS) (<https://catalog.depaul.edu/programs/computing-baps/information-systems-concentration-computing-baps/>)
- Information Technology Concentration, Computing (BAPS) (<https://catalog.depaul.edu/programs/computing-baps/information-technology-concentration-computing-baps/>)
- Network Technology Concentration, Computing (BAPS) (<https://catalog.depaul.edu/programs/computing-baps/network-technology-concentration-computing-baps/>)
- Security Concentration, Computing (BAPS) (<https://catalog.depaul.edu/programs/computing-baps/security-concentration-computing-baps/>)

Computer Science Concentration, Computing (BAPS) Online

A prerequisite of one course in Java or C++ is required for this concentration.

Computer Science Concentration Requirements (28 credits)

Course	Title	Quarter Hours
CSC 243	PYTHON FOR PROGRAMMERS	4
CSC 300	DATA STRUCTURES I	4
CSC 301	DATA STRUCTURES II	4
MAT 140	DISCRETE MATHEMATICS I	4
CSC 373	COMPUTER SYSTEMS I	4
CSC 374	COMPUTER SYSTEMS II	4
CSC 394	SOFTWARE PROJECTS (Capstone)	4

Computing Electives (16 credits)

Students must fulfill 16 credits in electives that are 200-level or higher from the School of Computing. Allowable prefixes are CSC, CSEC, DSC, ECT, GAM, IS, UXD, IT, and NET.

Open Electives (48 credits)

Open Electives can be fulfilled through courses taken in the School of Continuing and Professional Studies (SCPS), The Jarvis College of Computing and Digital Media (CDM), and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Information Technology Concentration, Computing (BAPS) Online

Information Technology Concentration Requirements (36 credits)

Course	Title	Quarter Hours
IT 130	INTRODUCTORY COMPUTING FOR THE WEB	4
IT 211	INTRODUCTION TO APPLIED PROGRAMMING	4
IT 231	WEB DEVELOPMENT I	4
IT 240	INTRODUCTION TO DATABASES	4
IT 280	TEAM PROJECT DEVELOPMENT WITH AGILE	4
UXD 210	INTRODUCTION TO USER EXPERIENCE DESIGN	4
IT 320	CONTENT MANAGEMENT SYSTEMS	4
IT 394	SOFTWARE PROJECTS FOR COMMUNITY CLIENTS I (Capstone I)	4
IT 395	SOFTWARE PROJECTS FOR COMMUNITY CLIENTS II (Capstone II)	4

Computing Electives (8 credits)

Students must fulfill 16 credits in electives that are 200-level or higher from the School of Computing. Allowable prefixes are CSC, CSEC, DSC, ECT, GAM, IS, UXD, IT, and NET.

Open Electives (48 credits)

Open Electives can be fulfilled through courses taken in the School of Continuing and Professional Studies (SCPS), The Jarvis College of Computing and Digital Media (CDM), and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Costume Design (BFA)

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	177
Total hours required	229

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and describe the historical and theoretical significance of a range of theatrical artists, works and artistic approaches from antiquity to the present, encompassing a broad range of periods, cultures, and styles.
- Synthesize and apply elements of their education and training to the preparation, rehearsal, and presentation of theatrical productions with discipline, respect, and maturity.
- Identify and explain their theatrical work in the context of the cultural and social impact of the arts

Program Specific Outcomes

Students will be able to:

- Read and interpret theatrical text and apply research, imagination, and personalization to create a unique, insightful, and compelling design concept.
- Demonstrate an understanding of the history of clothing and fashion in the context of social and cultural development.
- Demonstrate and apply an understanding and application of garment fabrication skills.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		

MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Not Required		
Senior Year		
Capstone		
Not Required		

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- THE 204
- THE 205
- THE 206

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Quantitative Reasoning and Technological Literacy

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab or SWK requirement.

Major Requirements

Course Requirements

First Year		Hours
DES 286	FIGURE DRAWING FOR THEATRE	4
TEC 200	COSTUME TECHNOLOGY INTRODUCTION	4
TEC 254	COSTUME CRAFTS:DYEING AND PAINTING	4
TEC 354	COSTUME CONSTRUCTION I: INTRODUCTION	4
Drawing for Designers Sequence:		
DES 111	DRAWING FOR DESIGNERS I	2
DES 112	DRAWING FOR DESIGNERS II	2
History of Dramatic Literature Sequence (Arts and Literature Requirement):		
THE 204	HISTORY OF DRAMATIC LITERATURE	4
THE 205	HISTORY OF DRAMATIC LITERATURE	4
THE 206	HISTORY OF DRAMATIC LITERATURE	4
Wig and Make-up Design & Technology Sequence:		
DES 215	WIG & MAKEUP DESIGN AND TECHNOLOGY 1	4
DES 216	WIG & MAKEUP DESIGN AND TECHNOLOGY 1	4
DES 217	WIG & MAKEUP DESIGN AND TECHNOLOGY 1	4
Principles of Design Sequence:		
DES 141	ELEMENTS OF DESIGN	4
DES 142	PRINCIPLES OF DESIGN	4
DES 143	SCRIPT ANALYSIS	4
Three Quarters of Theatre Crew		
TEC 107	THEATRE CREW (three quarters)	6
Second Year		
TEC 255	COSTUME CRAFTS: GENERAL CRAFTS	4
Theatrical Collaboration Sequence:		
DES 641	THEATRICAL COLLABORATION	3
DES 642	THEATRICAL COLLABORATION	3
Rendering for Designers Sequence:		
DES 384	RENDERING FOR DESIGNERS I	3
DES 385	RENDERING FOR DESIGNERS II	3
DES 386	RENDERING FOR DESIGNERS III	3
Costume Construction I Sequence:		
TEC 355	COSTUME CONSTRUCTION I: PATTERN DRAFTING	4
TEC 356	COSTUME CONSTRUCTION I: DRAPING	4
Costume Design Sequence:		

DES 244	COSTUME DESIGN I	4
DES 245	COSTUME DESIGN I	4
DES 246	COSTUME DESIGN I	4
Production Practice I Sequence:		
DES 271	DESIGN PRODUCTION PRACTICE I	3
DES 272	DESIGN PRODUCTION PRACTICE I	3
DES 273	DESIGN PRODUCTION PRACTICE I	3
Third Year		
TEC 256	COSTUME CRAFTS: MILLINERY	4
TEC 220	TEXTILES FOR COSTUME PRODUCTION	4
History of Costume, Hair and Makeup:		
DES 260	GLOBAL HISTORY OF COSTUME, HAIR, AND MAKEUP	4
DES 261	GLOBAL HISTORY OF COSTUME, HAIR, AND MAKEUP	4
Costume Design II Sequence:		
DES 344	COSTUME DESIGN II	4
DES 345	COSTUME DESIGN II	4
DES 346	COSTUME DESIGN II	4
Survey Sequence:		
THE 381	SURVEY OF THE ARTS FOR THEATRE	4
THE 382	SURVEY OF THE ARTS FOR THEATRE	4
Production Practice II Sequence:		
Select two of the following:		8
DES 371	DESIGN PRODUCTION PRACTICE II	
DES 372	DESIGN PRODUCTION PRACTICE II	
DES 373	DESIGN PRODUCTION PRACTICE II	
Fourth Year		
DES 486	PORTFOLIO PREPARATION	3
DES 490	DESIGN INTERNSHIP	5
Costume Design III Sequence:		
DES 444	COSTUME DESIGN III	4
DES 445	COSTUME DESIGN III	4
DES 446	COSTUME DESIGN III	4
Design Electives chosen in consultation with your department head		6
Figure Drawing Elective		4
Choose one course from the following list:		
ART 218	FIGURE DRAWING	
ART 318	ADVANCED FIGURE DRAWING	
ART 338	FIGURE DRAWING IN CONTEXT	
DES 290	PORTRAITURE FOR THE WIG AND MAKEUP ARTIST	
Production Practice III		
Select one of the following:		5
DES 471	DESIGN PRODUCTION PRACTICE III	
DES 472	DESIGN PRODUCTION PRACTICE III	
DES 473	DESIGN PRODUCTION PRACTICE III	

Costume Technology (BFA)

The Theatre School's Bachelor of Fine Arts (BFA) degree in Costume Technology is designed to train students interested in careers

as theatrical drapers/cutters, crafts persons, and costume shop managers. The four-year curriculum in many ways simulates a theatrical costume technicians professional experience and process. Costume Technology students learn to translate designs into the reality of the garments and accessories worn by actors. Students learn a variety of skills including: sewing, pattern making, cutting, fitting, millinery, mask making, etc. They also take a progression of business management coursework. Students collaborate with directors and our professional costume shop staff in work on productions in addition to their class work.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	175
Total hours required	227

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and describe the historical and theoretical significance of a range of theatrical artists, works and artistic approaches from antiquity to the present, encompassing a broad range of periods, cultures, and styles.
- Synthesize and apply elements of their education and training to the preparation, rehearsal and presentation of theatrical productions with discipline, respect, and maturity.
- Identify and explain their theatrical work in the context of the cultural and social impact of the arts.

Program Specific Outcomes

Students will be able to:

- Understand and interpret a design concept and create a plan to fabricate the design for production.
- Demonstrate an understanding of the history of clothing and fashion in the context of social and cultural development.
- Demonstrate and apply an expertise in garment fabrication skills for a variety of styles and periods.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		

LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE

Junior Year

Experiential Learning

Not Required

Senior Year

Capstone

Not Required

¹ Students must earn a C- or better in this course.
² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- THE 204
- THE 205
- THE 206

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

4 Major Requirements
Course Requirements

First Year		Hours
DES 111	DRAWING FOR DESIGNERS I	2
DES 286	FIGURE DRAWING FOR THEATRE	4
TEC 200	COSTUME TECHNOLOGY INTRODUCTION	4
TEC 254	COSTUME CRAFTS:DYEING AND PAINTING	4
TEC 354	COSTUME CONSTRUCTION I: INTRODUCTION	4
History of Dramatic Literature Sequence (Arts and Literature Requirement)		
THE 204	HISTORY OF DRAMATIC LITERATURE	4
THE 205	HISTORY OF DRAMATIC LITERATURE	4
THE 206	HISTORY OF DRAMATIC LITERATURE	4
Principles of Design Sequence		
DES 141	ELEMENTS OF DESIGN	4
DES 142	PRINCIPLES OF DESIGN	4
DES 143	SCRIPT ANALYSIS	4
Three Quarters of Theatre Crew		
TEC 107	THEATRE CREW (three quarters)	6
Second Year		
TEC 220	TEXTILES FOR COSTUME PRODUCTION	4
TEC 255	COSTUME CRAFTS: GENERAL CRAFTS	4
Costume Construction I Sequence		
TEC 355	COSTUME CONSTRUCTION I: PATTERN DRAFTING	4
TEC 356	COSTUME CONSTRUCTION I: DRAPING	4
Costume Design I Sequence		
DES 244	COSTUME DESIGN I	4
DES 245	COSTUME DESIGN I	4
DES 246	COSTUME DESIGN I	4
History of Costume, Hair, and Makeup Sequence		
DES 260	GLOBAL HISTORY OF COSTUME, HAIR, AND MAKEUP	4
DES 261	GLOBAL HISTORY OF COSTUME, HAIR, AND MAKEUP	4
Wig and Makeup Design & Technology I		
DES 215	WIG & MAKEUP DESIGN AND TECHNOLOGY I	4
DES 216	WIG & MAKEUP DESIGN AND TECHNOLOGY I	4
DES 217	WIG & MAKEUP DESIGN AND TECHNOLOGY I	4
Production Practice Sequence I		
TEC 271	TECHNICAL PRODUCTION PRACTICE I	3
TEC 272	TECHNICAL PRODUCTION PRACTICE I	3
TEC 273	TECHNICAL PRODUCTION PRACTICE I	3
Third Year		
TEC 256	COSTUME CRAFTS: MILLINERY	4
TEC 310	COSTUME MANAGEMENT	4
Costume Technology Sequence III		
TEC 454	COSTUME CONSTRUCTION II: PERIOD COSTUMES	4

TEC 455	COSTUME CONSTRUCTION II: TAILORING	4
TEC 456	COSTUME CONSTRUCTION II: SPECIAL TOPICS	4

Survey of the Arts Sequence

THE 381	SURVEY OF THE ARTS FOR THEATRE	4
THE 382	SURVEY OF THE ARTS FOR THEATRE	4

Production Practice Sequence II

TEC 371	TECHNICAL PRODUCTION PRACTICE II	4
TEC 372	TECHNICAL PRODUCTION PRACTICE II	4
TEC 373	TECHNICAL PRODUCTION PRACTICE II	4

Fourth Year

DES 486	PORTFOLIO PREPARATION	3
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Costume Construction II Sequence

TEC 454	COSTUME CONSTRUCTION II: PERIOD COSTUMES	4
TEC 455	COSTUME CONSTRUCTION II: TAILORING	4
TEC 456	COSTUME CONSTRUCTION II: SPECIAL TOPICS	4

Production Practice and/or Internship 15

Must complete three:

TEC 471	TECHNICAL PRODUCTION PRACTICE III
TEC 472	TECHNICAL PRODUCTION PRACTICE III
TEC 473	TECHNICAL PRODUCTION PRACTICE III
TEC 490	INTERNSHIP

Open Electives 12

Counseling (MA or MEd)

The Counseling Program is CACREP-accredited and ensures the highest academic and professional standards, providing individuals with theoretical frameworks and competencies that prepare them to offer effective counseling services. There are three degree specialty areas within the program: clinical mental health counseling, college counseling and student affairs, and school counseling. The specialty areas of clinical mental health counseling and school counseling integrate Illinois state requirements for licensure, and all specialty areas meet national standards for professional practice. School counseling and college counseling and student affairs programs are 72 credit hours, and the clinical mental health counseling program is 90 credit hours. All specialty areas include a 100 hour practicum and 600 hour internship. These clinical experiences are mandatory, and for the school counseling and clinical mental health counseling specialty areas, they are required by the state for licensure. A degree from the Counseling Program prepares students for career opportunities such as school counseling in elementary, middle, and high schools; counseling in community agencies; counseling in higher education; career counseling through the lifespan; counseling in hospitals or institutional-care settings; group counseling; couples and family counseling; or counseling in private practice, depending upon the chosen specialty area. All of the specialty areas emphasize and are designed to foster leadership, advocacy, and social justice.

The MA degree in Counseling requires the successful completion of a Thesis.

Specialty Areas

The Counseling program has three specialty areas:

- Clinical Mental Health Counseling
- College Counseling and Student Affairs
- School Counseling

School Counseling Licensure Option

The School Counseling specialty area is an Illinois State Board of Education (ISBE) approved program for the Illinois Professional Educator License with and endorsement in School Counseling.

LPC Licensure Information

The State of Illinois requires that those who wish to work as a counselor have licensure as either a Licensed Professional Counselor (LPC) or an advanced Licensed Clinical Professional Counselor (LCPC). The Counseling program's Clinical Mental Health Counseling specialty area meets the educational requirements for the Licensed Clinical Professional Counselor. However, there are further requirements that must be met according to state regulations. For more information, contact the State of Illinois Department of Financial and Professional Regulation in Springfield, Illinois.

Program Requirements	Quarter Hours
Degree Requirements (School Counseling) (MA or MEd)	90-94
Total hours required	90-94

Program Requirements	Quarter Hours
Degree Requirements (Clinical Mental Health Counseling) (MA or MEd)	90
Total hours required	90

Learning Outcomes

Student will be able to:

- Exhibit personal and professional maturity and adhere to the ethical codes of the counseling profession.
- Explain how social systems and policies impact underrepresented, marginalized, and oppressed groups and, when deemed necessary, incorporate multicultural advocacy skills in their professional practice.
- Apply micro counseling skills when providing counseling services with clients and/or students.
- Evaluate research and conduct program evaluation.
- Use a variety of individual counseling strategies and provide appropriate referral services.

College Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions

- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

College Requirements Dispositions

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- Is receptive to supervisor and faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on their own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Takes initiative in all learning experiences and responsibility for their own professional growth and development
- Is open to new ideas and engagement in learning
- Demonstrates awareness of own cultural values and biases, actively works to understand clients' worldviews, and applies culturally appropriate intervention strategies
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Communicates and cooperates effectively with others
- Demonstrates consistent professional behavior across all settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for their own behavior
- Expresses feelings and opinions effectively and appropriately to the setting

Degree Conferral and Graduation

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Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Professional Practice

Students complete their Professional Practice courses towards the end of the program. The Professional Practice courses include a Practicum in Counseling, Internship in Counseling I, and Internship in Counseling II. Students must have taken the specialty area's prerequisite courses and must complete a formal application process to participate in the Professional Practice experience. This includes attending a clinical orientation a full year before submitting an initial placement site application, securing a placement, and beginning the Professional Practice experience. Students should consult an advisor for additional information on the application and the course enrollment process.

Professional Practice Courses: 12 quarter hours required, grade of B or better required

Course	Title	Quarter Hours
CSL 552	PRACTICUM IN COUNSELING	4
CSL 553	INTERNSHIP IN COUNSELING I	4
CSL 554	INTERNSHIP IN COUNSELING II	4

Specialty areas provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Clinical Mental Health Counseling Specialty Area, Counseling (MA or MEd) (p. 305)
- College Counseling and Student Affairs Specialty Area, Counseling (MA or MEd) (p. 306)
- School Counseling Specialty Area, Counseling (MA or MEd) (p. 307)

Clinical Mental Health Counseling Specialty Area, Counseling (MA or MEd)

The Clinical Mental Health Counseling (CMHC) specialty area is a practitioner-oriented program that is designed to prepare students to enter the professional field of clinical mental health counseling. Our program integrates counseling knowledge, skills, and clinical field experiences based on current research and best practices to help students develop their professional identities as clinical mental health counselors. With a sound foundation in counseling and mental health training, graduates will be able to work within a variety of clinical settings such as community mental health centers, day treatment and in-patient hospital settings, employee assistance plans, correctional facilities, foster care agencies, group homes, youth mentoring programs, colleges and universities, and private practice settings. Within these settings, our graduates are equipped to address and resolve personal, familial, and social concerns that interfere with clients' abilities to lead healthy and productive lives.

Unique to the Counseling program at DePaul University are opportunities for our students to learn in our state-of-the-art training facility (Education and Counseling Center), and a rigorous education in multiculturalism and social justice. The program's focus is on training students to become culturally competent practitioners who can serve as advocates and leaders for clients, communities, and the profession. Graduates of our program have become counselors and leaders serving culturally and linguistically diverse populations (e.g., clients who are LGBTQ, of varied racial and ethnic backgrounds, and economically disenfranchised).

Graduates of this specialty area are also competitive for admission into doctoral programs in counseling psychology, counselor education, and other mental health fields as long as they design their coursework and experiences during the program with this focus in mind. Students choosing to further their research knowledge and skills to better prepare for advanced degree programs often complete a master's thesis or complete research with a faculty advisor.

Program Requirements

The CMHC specialty area is a 90-quarter hour program that requires at least three years to complete. Coursework plus an on-site practicum experience generally make up the first two years of the program, followed by a year of specialty coursework and professional practice in the field.

The course sequence below meets the educational requirements for both the Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC) as set by the State of Illinois Department of Financial and Professional Regulation (IDFPR). The CMHC specialty area program of study generally meets the licensure requirements for other states; however, certain states have different requirements. It is the responsibility of the student to check with the state licensure board to verify the necessary requirements to be eligible for licensure and to plan on meeting those requirements. State licensure board contact information can be obtained through the American Counseling Association <http://www.counseling.org/knowledge-center/licensure-requirements> (<http://www.counseling.org/knowledge-center/licensure-requirements/>).

Course Requirements

Social and Cultural Foundations Courses: 2 courses, 8 quarter hours required, grade of B- or better required

Course	Title	Quarter Hours
SCG 401	ADVANCED LIFESPAN DEVELOPMENT	4
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4

Counseling Courses: 17 courses, 62 quarter hours required, grade of B- or better required

Course	Title	Quarter Hours
CSL 451	LEGAL AND ETHICAL ISSUES IN COUNSELING	4
CSL 452	INTRODUCTION TO THE COUNSELING PROFESSION	4
CSL 454	CAREER COUNSELING	4
CSL 458	GROUP COUNSELING	4
CSL 461	TESTING AND APPRAISAL	4

CSL 466	ASSESSMENT AND TREATMENT OF CHEMICAL DEPENDENCY	4
CSL 467	COUNSELING THEORIES	4
CSL 483	COUNSELING INTERVENTIONS AND TREATMENT PLANNING	4
CSL 484	ISSUES IN CLINICAL MENTAL HEALTH COUNSELING	4
CSL 485	SEXUALITY COUNSELING	4
CSL 489	PSYCHOPATHOLOGY	4
CSL 501	COUNSELING SKILLS	4
CSL 510	MULTICULTURAL COUNSELING	4
CSL 511	SUPERVISION	1
CSL 513	CONSULTATION FOR COUNSELORS	1
CSL 515	CRISIS INTERVENTION AND TRAUMA COUNSELING	4
CSL 556	COUPLES AND FAMILY COUNSELING	4

Elective Courses: 8 quarter hours required, grade of B- or better required

Course	Title	Quarter Hours
CSL 480	SPECIAL TOPICS IN COUNSELING	1
CSL 481	SPECIAL TOPICS IN COUNSELING:	2
CSL 482	SPECIAL TOPICS IN COUNSELING:	4

Students may also take elective courses in another program approved by an advisor.

Practicum and Internship: 3 courses, 12 hours; grade of B or better is required

Course	Title	Quarter Hours
CSL 552	PRACTICUM IN COUNSELING	4
CSL 553	INTERNSHIP IN COUNSELING I	4
CSL 554	INTERNSHIP IN COUNSELING II	4

Choose one: Thesis (MA) or Capstone (MEd)

Master of Arts (MA) Degree Requirements: Non-credit, non-tuition, grade of B- or better required

Course	Title	Quarter Hours
CSL 559	THESIS RESEARCH IN COUNSELING	0

The Master's Thesis is written in conjunction with CSL 553 and CSL 554 and with faculty advisement. Enrollment in CSL 559 and an oral defense of the thesis are required. Consult the MA Thesis Handbook for additional information.

Master of Education (MEd) Degree Requirements

Capstone project with faculty supervision written in conjunction with CSL 552, CSL 553, and CSL 554. Does not require additional course enrollment.

College Counseling and Student Affairs Specialty Area, Counseling (MA or MEd)

This master's degree prepares counseling professionals to work in various offices within student affairs such as in career centers, offices of residence life, and college counseling centers. It provides the counseling professional with the skills to provide individual and group counseling and to serve as a leader and advocate for students, universities, and the profession.

Course Requirements

Social and Cultural Studies Courses: 8 quarter hours required, grade of B- or better required

Course	Title	Quarter Hours
SCG 401	ADVANCED LIFESPAN DEVELOPMENT	4
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4

Counseling Courses: 52 quarter hours required, grade of B- or better required

Course	Title	Quarter Hours
CSL 451	LEGAL AND ETHICAL ISSUES IN COUNSELING	4
CSL 452	INTRODUCTION TO THE COUNSELING PROFESSION	4
CSL 454	CAREER COUNSELING	4
CSL 458	GROUP COUNSELING	4
CSL 461	TESTING AND APPRAISAL	4
CSL 467	COUNSELING THEORIES	4
CSL 490	FOUNDATIONS OF STUDENT AFFAIRS	4
CSL 491	CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT	4
CSL 492	PROGRAM DEVELOPMENT IN STUDENT AFFAIRS	4
CSL 501	COUNSELING SKILLS	4
CSL 510	MULTICULTURAL COUNSELING	4
CSL 511	SUPERVISION	1
CSL 512	CRISIS INTERVENTION	2
CSL 513	CONSULTATION FOR COUNSELORS	1
Select one Counseling Elective (per faculty advisor approval)		4

Practicum and Internship: 3 courses, 12 hours; grade of B or better is required

Course	Title	Quarter Hours
CSL 552	PRACTICUM IN COUNSELING	4
CSL 553	INTERNSHIP IN COUNSELING I	4
CSL 554	INTERNSHIP IN COUNSELING II	4

Choose one: Thesis (MA) or Capstone (MEd)

Master of Arts (MA) Degree Requirements: Non-credit, non-tuition, grade of B- or better required

Course	Title	Quarter Hours
CSL 559	THESIS RESEARCH IN COUNSELING	0

The Master's Thesis is written in conjunction with CSL 553 and CSL 554 and with faculty advisement. Enrollment in CSL 559 and an oral examination are required. Consult the MA Thesis Handbook for additional information.

Master of Education (MEd) Degree Requirements

Capstone project with faculty supervision written in conjunction with CSL 552, CSL 553, and CSL 554. Does not require additional course enrollment.

School Counseling Specialty Area, Counseling (MA or MEd)

This master's degree allows the student to become licensed as a professional school counselor through the Illinois State Board of Education. The specialty area sequence prepares students to work with students, staff and families in public and private K-12 school systems. Courses and professional practice experiences in the field provide students the skills and knowledge to deliver a comprehensive, data-driven school counseling program based on national standards and best practice, and to serve as leaders and advocates for students, schools, and the profession.

Course Requirements

Social and Cultural Studies Courses: 8 quarter hours required, grade of B- or better required

Course	Title	Quarter Hours
SCG 401	ADVANCED LIFESPAN DEVELOPMENT	4
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4

Counseling Courses: 66-70¹ quarter hours required, grade of B- or better required

Course	Title	Quarter Hours
CSL 451	LEGAL AND ETHICAL ISSUES IN COUNSELING	4
CSL 452	INTRODUCTION TO THE COUNSELING PROFESSION	4
CSL 458	GROUP COUNSELING	4
CSL 461	TESTING AND APPRAISAL	4
CSL 466	ASSESSMENT AND TREATMENT OF CHEMICAL DEPENDENCY	4
CSL 467	COUNSELING THEORIES	4
CSL 481	SPECIAL TOPICS IN SCHOOL COUNSELING:	2

CSL 475	COLLEGE AND CAREER READINESS COUNSELING FOR SCHOOL COUNSELORS	4
CSL 489	PSYCHOPATHOLOGY	4
CSL 501	COUNSELING SKILLS	4
CSL 510	MULTICULTURAL COUNSELING	4
CSL 514	CRISIS INTERVENTION FOR SCHOOL COUNSELING	4
CSL 519	FOUNDATIONS OF READING LITERACY& SPECIAL EDUCATION FOR SCHOOL COUNSELORS	4
CSL 520	COUNSELING CHILDREN AND ADOLESCENTS	4
CSL 521	CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING	4
CSL 522	DELIVERY OF COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS	4
CSL 556	COUPLES AND FAMILY COUNSELING (Take Spring quarter of 3rd year)	4
CSL 523	LEARNING AND CLASSROOM MANAGEMENT FOR SCHOOL COUNSELORS (required only for students without a teaching license) ¹	4

¹ CSL 523 required only for students without a teaching license.

Practicum and Internship: 4 courses, 16 hours; grade of B or better is required

Course	Title	Quarter Hours
CSL 552	PRACTICUM IN COUNSELING (Taken Spring quarter)	4
CSL 553	INTERNSHIP IN COUNSELING I (200 clock hours)	4
CSL 554	INTERNSHIP IN COUNSELING II (200 clock hours)	4
CSL 555	INTERNSHIP IN COUNSELING III (200 clock hours)	4

Choose one: Thesis (MA) or Capstone (MEd)

Master of Arts (MA) Degree Requirements: Non-credit, non-tuition, grade of B- or better required

Course	Title	Quarter Hours
CSL 559	THESIS RESEARCH IN COUNSELING	0

The Master's Thesis is written in conjunction with CSL 553 and CSL 554 and with faculty advisement. Enrollment in CSL 559 and an oral examination are required. Consult the MA Thesis Handbook for additional information.

Master of Education (MEd) Degree Requirements

Capstone project with faculty supervision written in conjunction with CSL 553, CSL 554, and CSL 555. Does not require additional course enrollment.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their licensure area.

School Counseling students must complete the following tests:

- School Counseling Content Area (test #235) – assesses knowledge of student development, assessment, the school environment and the school counseling profession. Students must pass the School Counseling Content Area (test #235) prior to CSL 555: Internship III.

Creative Practice: Art and Writing (Minor)

This minor is an introduction to a cross-disciplinary approach to a creative arts practice in art-making and creative writing. This minor is not available to English majors in the Creative Writing concentration. Six courses are required.

The Art School Course Requirements

Three courses are required from one Art, Media, and Design area of focus from the following list:

Digital Photography Focus

Course	Title	Quarter Hours
ART 224	BEGINNING DIGITAL PHOTOGRAPHY	4
ART 321	INTERMEDIATE DIGITAL PHOTOGRAPHY	4
Select one course from the following list:		4
ART 220	THINKING PHOTOGRAPHY	
ART 329	ADVANCED DIGITAL PHOTOGRAPHY	
ART 325	ADVANCED PHOTOGRAPHY PROJECTS	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 395	SPECIAL TOPICS IN ART	

Drawing Focus

Course	Title	Quarter Hours
ART 106	BEGINNING DRAWING	4
ART 206	INTERMEDIATE DRAWING	4
Select one course from the following list:		4
ART 306	ADVANCED DRAWING	
ART 376	DRAWING PROJECTS	
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	
ART 395	SPECIAL TOPICS IN ART	

Figure Drawing Focus

Course	Title	Quarter Hours
ART 106	BEGINNING DRAWING	4
ART 218	FIGURE DRAWING	4
Select one course from the following list:		4
ART 318	ADVANCED FIGURE DRAWING	
ART 338	FIGURE DRAWING IN CONTEXT	
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	
ART 395	SPECIAL TOPICS IN ART	

Graphic Art Focus

Course	Title	Quarter Hours
ART 101	DIGITAL FOUNDATIONS	4
ART 264	TEXT IN THE VISUAL ARTS	4
Select one course from the following list:		4
ART 358	GRAPHIC ART	
ART 204	VISUAL COMMUNICATION	
ART 105	TWO-DIMENSIONAL FOUNDATIONS	
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	
ART 395	SPECIAL TOPICS IN ART	

Painting Focus

Course	Title	Quarter Hours
ART 105 or ART 106	TWO-DIMENSIONAL FOUNDATIONS BEGINNING DRAWING	4
ART 110	BEGINNING PAINTING	4
Select one course from the following list:		4
ART 210	INTERMEDIATE PAINTING I	
ART 245	PAINTING: MIXOLOGY	
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	
ART 395	SPECIAL TOPICS IN ART	

Photography Focus

Course	Title	Quarter Hours
ART 225	BEGINNING PHOTOGRAPHY	4
ART 323	INTERMEDIATE PHOTOGRAPHY	4
Select one course from the following list:		4
ART 220	THINKING PHOTOGRAPHY	
ART 325	ADVANCED PHOTOGRAPHY PROJECTS	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	
ART 395	SPECIAL TOPICS IN ART	

Printmaking Focus

Course	Title	Quarter Hours
ART 105 or ART 106	TWO-DIMENSIONAL FOUNDATIONS BEGINNING DRAWING	4
ART 229 or ART 231	BEGINNING PRINTMAKING SCREEN PRINTING	4
Select one course from the following list:		4
ART 324	INTERMEDIATE PRINTMAKING	
ART 331	INTERMEDIATE PRINTMAKING: SCREEN PRINTING	
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	
ART 395	SPECIAL TOPICS IN ART	

Sculpture Focus

Course	Title	Quarter Hours
ART 113 or ART 114	THREE DIMENSIONAL FOUNDATIONS FOUR DIMENSIONAL FOUNDATIONS	4
ART 115 or ART 117	BEGINNING SCULPTURE INTRODUCTION TO 3D PRINTING	4
Select one course from the following list:		4
ART 215	INTERMEDIATE SCULPTURE	
ART 315	ADVANCED SCULPTURE	
ART 313	PERFORMANCE/INSTALLATION ART	
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	
ART 395	SPECIAL TOPICS IN ART	

Video Art Focus

Course	Title	Quarter Hours
ART 226	VIDEO ART	4
ART 289	EXPERIMENTAL FILM AND VIDEO	4
Select one course from the following list:		4
ART 220	THINKING PHOTOGRAPHY	
ART 326	SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART	
ART 395	SPECIAL TOPICS IN ART	

Web Art & Design Focus

Course	Title	Quarter Hours
ART 114 or ART 101	FOUR DIMENSIONAL FOUNDATIONS DIGITAL FOUNDATIONS	4
ART 224	BEGINNING DIGITAL PHOTOGRAPHY	4
Select one course from the following list:		4
ART 385	WEB ART & DESIGN I	
ART 386	WEB ART & DESIGN II	
ART 358	GRAPHIC ART	

ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE
ART 395	SPECIAL TOPICS IN ART

The English Department Creative Writing Requirements

Three courses are required from the following list:

Requirements

- ENG 201

Elective Requirement

Select two writing workshops from the following list:

Course	Title	Quarter Hours
ENG 209	TOPICS IN WRITING (may be taken twice)	
ENG 216	CREATING CHARACTERS (may be taken only once)	
ENG 290	THE CRAFT OF CREATIVE NONFICTION WRITING (may be taken twice)	
ENG 291	THE CRAFT OF FICTION WRITING (may be taken twice)	
ENG 292	THE CRAFT OF POETRY WRITING (may be taken twice)	
ENG 306	ADVANCED CREATIVE NONFICTION WRITING (may be taken twice)	
ENG 307	ADVANCED FICTION WRITING (may be taken twice)	
ENG 308	ADVANCED POETRY WRITING (may be taken twice)	
ENG 309	ADVANCED TOPICS IN WRITING (repeatable with different topics)	

For additional programming information: ART website (<https://las.depaul.edu/academics/art-media-and-design/Pages/default.aspx>) and English-Creative Writing website (<https://las.depaul.edu/academics/english/undergraduate/Pages/creative-writing-minor.aspx>)

Creative Producing (MFA)

DePaul University is a private institution operating under the Bureau for Private Postsecondary Education in California for this degree. The university does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.). This program is offered in Los Angeles at the Sunset Las Palmas Studio Lot, 1040 N Las Palmas Avenue, Los Angeles, CA 90038. Our classes are held at 6660 Santa Monica Boulevard. Classrooms are Zoom-enabled with a projection system.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which will be provided to you prior to signing an enrollment agreement.

The transferability of credits you earn at DePaul University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree (MFA) you earn in Creative Producing or course credit earned is also at the complete discretion of the institution to which you seek to transfer. If the course credits or the MFA Creative Producing that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending DePaul University to determine if your course credits or MFA Creative Producing will transfer.

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter

by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

DePaul University has no responsibility to find or assist a student in finding housing.

Program Requirements	Quarter Hours
Hours required	72
Total hours required	72

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education (<https://www.bppe.ca.gov/>) at 1747 N. Market Blvd. Ste 225 Sacramento CA 95834. The mailing address is P.O. Box 980818, West Sacramento, CA 95798-0818. Telephone and Fax #s are: (888) 370-7589 or by fax (916)263-1897; (916) 574-8900 or by fax (916-1897).

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site <https://www.bppe.ca.gov/>.

Learning Outcomes

Students will be able to:

- Demonstrate a mastery of producing skills in the areas of development, pre-production, production, post-production, and marketing.
- Perform the key steps involved in putting a film or television project together in the areas of rights acquisitions, talent packaging, finance, and distribution.
- Master essential producing skills such as scheduling, budgeting, contracts, and clearance.
- Develop a film or television slate and create a professional pitch deck for their projects.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Course	Title	Quarter Hours
CP 410	CREATIVE PRODUCING	4
CP 412	FEATURE FILM DEVELOPMENT	4
CP 414	TELEVISION DEVELOPMENT	4
CP 420	SCHEDULING & BUDGETING	4
CP 440	PRE-PRODUCTION FOR PRODUCERS	4
CP 442	THE AGENCY	2
CP 444	THE TALENT MANAGER	2
CP 450	PRODUCING REALITY TELEVISION	2
CP 452	PRODUCING COMMERCIALS & MUSIC VIDEOS	2
CP 460	PRODUCING TELEVISION	4
CP 480	ENTERTAINMENT LAW FOR PRODUCERS	4
CP 482	DISTRIBUTION AND EXHIBITION	4
CP 484	POST PRODUCTION FOR PRODUCERS	4
CP 498	PRE-PRODUCTION INTERNSHIP	4
CP 499	POST-PRODUCTION INTERNSHIP (FORMERLY DC 499)	4
CP 511	CREATIVE PRODUCING THESIS I	4
CP 512	CREATIVE PRODUCING THESIS II	4
FILM 401	FUNDAMENTALS OF CINEMA PRODUCTION	4
SCWR 441	INDUSTRY AND PITCHING SEMINAR	4
SCWR 442	STUDIO DEVELOPMENT	4

Optional Los Angeles Quarter

Students may apply to participate in the Los Angeles Quarter Program for the spring of their second year. The LA Quarter program offers a unique opportunity for students to experience the inner workings of Hollywood first hand. This ten-week immersion program is structured around living in Los Angeles, taking classes on a historic studio lot, and interning at high profile companies that align with students' professional aspirations. Through this experience, students learn how to navigate the studio system and build a network of professional contacts that will help them leave an indomitable mark on the entertainment industry. If selected to participate in the LA program, MFA Creative Producing students would take SCWR 441 INDUSTRY AND PITCHING SEMINAR and FILM 499 INTERNSHIPS IN MEDIA AND DESIGN in Los Angeles.

MFA Thesis

Students in the MFA for Creative Producing will be required to complete a final thesis project that involves creating a professional creative report for a feature-length film or television series. The thesis project will entail optioning and developing source material such as an original screenplay or teleplay and creating a comprehensive report detailing the potential talent attachments, financing plan, and distribution strategies, as well as a detailed development path to production. In addition, all MFA candidates will craft a professional story pitch for their individual thesis projects. The purpose for the thesis is for the students to have a viable

project they can work to set up at a production company or produce on their own independently after graduation.

Student's MFA Advisor Committee

All MFA candidates will be assigned two thesis committee members plus their thesis instructor. These three faculty members will be the MFA Advisor Committee. The MFA Advisor Committee will offer suggestions and feedback on the student's thesis report and help guide the student during the final phase of the program. They will ultimately judge the final thesis project as pass or fail.

Thesis Timeline

In the fall quarter of the second year, students will enroll in CP 511 Creative Producing Thesis I, in which they will select, option and begin to develop their thesis project. Students will enroll in CP 512 during the winter quarter, in which they will be expected to create their professional reports for their selected thesis script. The candidate will not be able to enroll in CP 512 unless they have optioned their thesis script or teleplay by the beginning of the winter quarter.

The first draft of the thesis project must be submitted to the Advisor Committee by the first day of the spring quarter. Producers will get notes from their committee during week 2 or week 3 of the spring quarter. The final draft of the thesis report must be sent to the committee by the last day of mid-term exams for the spring quarter. The committees will meet during the following weeks of the spring quarter to evaluate thesis projects. In addition to the written thesis report, the candidate is also required to present their project via a story pitch session with their thesis committee members, which will serve as their defense of their project. Thesis chairs will then notify each student as to whether they received a "pass," or a "fail" decision based on a points system outlined in the thesis rubric. If a student passes, they must then complete their coursework in order to graduate. If a student does not pass, the candidate must resubmit their thesis by an assigned due date determined by the thesis advisor. The re-defense will take place no later than Friday of week 10 of the spring quarter. If the student passes, they can move on to graduation assuming all courses are complete.

If the student has a second non-pass, they must enroll in CP 701 Thesis Continuation (a zero-credit hour and zero cost class) to remain enrolled for the summer session after completion of the year two coursework. The reworked professional report is due by the last day of final exams for Summer I Session. The defense will take place before the end of the Summer II Session. If the student passes, they may apply for the next round of graduation. If the student does not pass, they may elect to speak with the advising office about applying their course credit hours to an M.S. in Cinema Production degree.

Degree Requirements

Students in the MFA Creative Producing degree must meet the following requirements:

- Complete a minimum of 72 graduate credit hours in the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all graduate courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Satisfactorily complete the MFA thesis as determined by the student's MFA Advisor Committee.

- Students cannot count credit earned towards a previously awarded master's or MFA degree toward the completion of this MFA program.

For DePaul's policy on repeat graduate courses and a complete list of academic policies, see the DePaul Graduate Handbook in the Course Catalog.

Creative Writing (Minor)

The Creative Writing minor trains students to write in a variety of genres through a series of workshops and courses in literary analysis.

Course Requirements

Course	Title	Quarter Hours
ENG 201	INTRODUCTION TO CREATIVE WRITING	4
Select three of the following writing workshops:		12
ENG 209	TOPICS IN WRITING (may be taken only once)	
ENG 216	CREATING CHARACTERS (may be taken only once)	
ENG 290	THE CRAFT OF CREATIVE NONFICTION WRITING (may be taken twice)	
ENG 291	THE CRAFT OF FICTION WRITING (may be taken twice)	
ENG 292	THE CRAFT OF POETRY WRITING (may be taken twice)	
ENG 302	SCIENCE AND NATURE WRITING	
ENG 303	MAGAZINE WRITING	
ENG 304	TRAVEL WRITING	
ENG 306	ADVANCED CREATIVE NONFICTION WRITING (may be taken twice)	
ENG 307	ADVANCED FICTION WRITING (may be taken twice)	
ENG 308	ADVANCED POETRY WRITING (may be taken twice)	
ENG 309	ADVANCED TOPICS IN WRITING (repeatable with different topics)	
ENG 312	HISTORICAL FICTION	
ENG 313	SPECULATIVE FICTION	
ENG 314	SETTING IN FICTION	
Select two of the following literature courses:		8
HON 101	WORLD LITERATURE	
ENG 101	INTRODUCTION TO LITERATURE	
ENG 102	INTRODUCTION TO POETRY	
ENG 103	INTRODUCTION TO DRAMA	
ENG 110	LITERARY CLASSICS	
ENG 120	READING LITERATURE	
ENG 130	THEMES IN LITERATURE	
ENG 205	LITERATURE TO 1700	
ENG 206	LITERATURE FROM 1700 TO 1900	
ENG 207	LITERATURE FROM 1900 TO THE PRESENT	
ENG 218	READING AND WRITING FICTION	
ENG 219	READING AND WRITING POETRY	
ENG 221	READING PROSE	

ENG 228	INTRODUCING SHAKESPEARE
ENG 231	GOTHIC MONSTERS AND VILLAINS
ENG 232	THE ROMANCE
ENG 235	SCIENCE FICTION
ENG 236	GRAPHIC NOVELS AND SOCIAL JUSTICE
ENG 237	HARRY POTTER
ENG 245	THE BRITISH NOVEL
ENG 250	GREAT WRITERS
ENG 265	THE AMERICAN NOVEL
ENG 268	LITERATURE ACROSS CULTURES
ENG 271	AFRICAN AMERICAN LITERATURE
ENG 272	LITERATURE AND IDENTITY
ENG 273	GLOBAL ASIAN LITERATURE
ENG 275	LITERATURE AND FILM
ENG 276	LATINX LITERATURE
ENG 279	STUDIES IN LITERATURE
ENG 280	THE EPIC
ENG 283	GENDER IN LITERATURE
ENG 284	THE BIBLE AS LITERATURE
ENG 285	LGBTQ LITERATURE
ENG 286	TOPICS IN POPULAR LITERATURE
ENG 288	AUTOBIOGRAPHY AND BIOGRAPHY
ENG 321	ENGLISH LITERATURE TO 1500
ENG 322	CHAUCE
ENG 323	TOPICS IN MEDIEVAL LITERATURE
ENG 325	ENGLISH RENAISSANCE LITERATURE
ENG 327	MILTON
ENG 328	STUDIES IN SHAKESPEARE
ENG 329	TOPICS IN RENAISSANCE LITERATURE
ENG 330	RESTORATION AND 18TH-CENTURY LITERATURE
ENG 332	MAJOR AUTHORS BEFORE 1800
ENG 335	TOPICS IN EARLY AMERICAN LITERATURE
ENG 339	TOPICS IN RESTORATION AND 18TH CENTURY BRITISH LITERATURE
ENG 340	19TH-CENTURY BRITISH LITERATURE
ENG 342	MAJOR AUTHORS 1800-1900
ENG 343	LITERATURE OF THE ROMANTIC ERA
ENG 344	VICTORIAN LITERATURE
ENG 345	TOPICS IN 19TH-CENTURY AMERICAN LITERATURE
ENG 346	19TH-CENTURY IRISH LITERATURE
ENG 348	TOPICS IN 19TH-CENTURY LITERATURE
ENG 349	TOPICS IN 19TH-CENTURY BRITISH LITERATURE
ENG 350	MODERN BRITISH LITERATURE
ENG 351	POSTCOLONIAL LITERATURE
ENG 352	GLOBAL ENGLISH LITERATURE
ENG 353	TOPICS IN GLOBAL ASIAN LITERATURE
ENG 354	THE IRISH REVIVAL
ENG 355	MODERN IRISH LITERATURE
ENG 357	TOPICS IN IRISH STUDIES
ENG 358	TOPICS IN 20TH-CENTURY LITERATURE

ENG 359	TOPICS IN MODERN BRITISH LITERATURE
ENG 360	AMERICAN LITERATURE TO 1830
ENG 361	19TH-CENTURY AMERICAN LITERATURE
ENG 362	AMERICAN LITERATURE FROM 1865 TO 1920
ENG 363	AMERICAN LITERATURE AFTER 1900
ENG 364	TOPICS IN GENRE STUDIES
ENG 365	TOPICS IN 20TH-CENTURY FICTION
ENG 366	STUDIES IN POETRY
ENG 367	TOPICS IN AMERICAN STUDIES
ENG 368	STUDIES IN LITERATURE ACROSS CULTURES
ENG 369	TOPICS IN AMERICAN LITERATURE
ENG 371	TOPICS IN AFRICAN AMERICAN LITERATURE
ENG 373	MULTIETHNIC LITERATURE OF THE U.S.
ENG 374	NATIVE LITERATURE
ENG 375	STUDIES IN SHORT FICTION
ENG 378	LITERATURE AND SOCIAL ENGAGEMENT
ENG 379	TOPICS IN LITERATURE
ENG 380	MASTERPIECES OF WORLD LITERATURE
ENG 381	LITERARY THEORY
ENG 382	MAJOR AUTHORS
ENG 383	WOMEN AND LITERATURE
ENG 384	TOPICS IN LATINX LITERATURE
ENG 385	TOPICS IN LGBTQ LITERATURE
ENG 386	POPULAR LITERATURE
ENG 387	TOPICS IN CONTEMPORARY LITERATURE
ENG 388	TOPICS IN TRANSATLANTIC LITERATURE
ENG 389	TOPICS IN COMPARATIVE LITERATURE
ENG 397	NEWBERRY LIBRARY SEMINAR
ENG 398	LITERARY AND CULTURAL HERITAGE

Students majoring in English are restricted from earning this minor.

Students who minor in both Creative Writing and English Literature cannot count the same classes for both minors.

Creative Writing and Publishing (MFA)

The MFA in Creative Writing and Publishing is designed for students who want to work on long-form projects such as a novel, a memoir, or a poetry or story collection during their time at DePaul. Study across genres and develop and revise your work under the mentorship of acclaimed authors and poets. Flexible admissions and genre guidelines let students design their perfect MFA, culminating in a required master's thesis of a publishable quality.

While you find your voice as a writer, hone your skills and build your resume in either publishing or teaching through courses in Copyediting, Book Publicity, Book Design, Teaching Creative Writing, or Teaching English. Gain hands-on instruction in editorial work and desktop publishing with Big Shoulders Books, *Poetry East*, *Crook & Folly*, or *Slag Glass City*, including technical instruction in InDesign and the *Chicago Manual of Style*.

Because the MFA is a terminal degree qualifying graduates to teach at most colleges or universities, students interested in teaching should plan to take pedagogy courses to prepare for working in the classroom. Professional internships in DePaul classrooms offer excellent experience and preparation within the MFA program.

Additional graduate certificates are available in

- Teaching English to Speakers of Other Languages (TESOL) (p. 1240)
- Teaching English in Two-Year Colleges (p. 1239)
- Digital Humanities

Courses are offered weekday evenings on the Lincoln Park Campus and online. Check with the program director or www.english-exlibris.com for online course offerings. The program may be completed in as little as two years. Part-time options are available for working students.

MFA Admission Requirements

Students with a bachelor's degree in any field will be considered simultaneously for admission to the MA and MFA. MA in Writing and Publishing students can be considered for admission to the MFA if they have at least one remaining quarter of graduate study. Courses taken in the MA in Writing and Publishing can count toward the MFA as long as the student has not already graduated.

For admission, a student must also present the following:

- A strong record of previous academic achievement.
- Relevant course work in creative writing or experience with creative writing gained on the job or through endeavors such as publishing original work and/or participating in a writers' circle or group.

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Students will be able to:

- Create original works of poetry, fiction, and nonfiction that demonstrate appropriate skills of narrative and lyric writing, such as the use of description, exposition, and research.
- Offer constructive criticism on works in progress that illustrates understanding of forms (the prose poem, the short story cycle, the lyric essay, etc.), and/or elements of voice, structure, and idea development.
- Apply the knowledge, vocabulary, and tools of writing craft in professional contexts, such as teaching, presenting conference papers, producing creative and multimedia content, and editing.
- Demonstrate an understanding of literary production across diverse contexts, cultures, structures, systems, and traditions.
- Develop and sustain a substantial excerpt of a book-length work of literature that demonstrates the skills of narrative and/or lyric writing.

MFA Course Requirements

Writing Workshop

- All workshops, except for ENG 480, ENG 487, ENG 490, ENG 491, and ENG 497, are reserved for graduate students in the Department of English

Course	Title	Quarter Hours
Choose six courses from the following list:		24
ENG 480	INTRODUCTION TO CREATIVE WRITING	
ENG 484	WRITING WORKSHOP TOPICS	
ENG 487	TRAVEL WRITING	
ENG 490	WRITING FOR MAGAZINES	
ENG 491	SCIENCE WRITING	
ENG 492	WRITING FICTION	
ENG 493	WRITING POETRY	
ENG 494	NOVELS I	
ENG 495	NOVELS II	
ENG 497	WRITING THE LITERATURE OF FACT	

Literature

Course	Title	Quarter Hours
Choose one course from the following list:		4
ENG 411	CHAUER	
ENG 412	STUDIES IN ARTHURIAN LITERATURE	
ENG 413	STUDIES IN MEDIEVAL LITERARY FORMS	
ENG 419	TOPICS IN MEDIEVAL LITERATURE	
ENG 421	STUDIES IN ENGLISH RENAISSANCE PROSE	
ENG 422	STUDIES IN ENGLISH RENAISSANCE POETRY	
ENG 423	STUDIES IN ENGLISH RENAISSANCE DRAMA	
ENG 426	THE ESSAY: HISTORY, THEORY, PRACTICE	
ENG 427	MILTON	
ENG 428	STUDIES IN SHAKESPEARE	
ENG 429	TOPICS IN RENAISSANCE LITERATURE	
ENG 431	STUDIES IN THE EIGHTEENTH CENTURY NOVEL	
ENG 432	STUDIES IN RESTORATION AND EIGHTEENTH-CENTURY DRAMA	
ENG 434	STUDIES IN RESTORATION AND EIGHTEENTH CENTURY AUTHORS	
ENG 439	TOPICS IN RESTORATION AND EIGHTEENTH-CENTURY LITERATURE	
ENG 441	STUDIES IN ENGLISH ROMANTIC PROSE	
ENG 442	STUDIES IN ENGLISH ROMANTIC POETRY	
ENG 443	STUDIES IN VICTORIAN PROSE	
ENG 444	STUDIES IN VICTORIAN POETRY	
ENG 445	STUDIES IN NINETEENTH-CENTURY BRITISH FICTION	
ENG 446	NINETEENTH-CENTURY IRISH LITERATURE	
ENG 449	TOPICS IN NINETEENTH-CENTURY BRITISH LITERATURE	
ENG 451	STUDIES IN THE MODERN BRITISH NOVEL	
ENG 452	STUDIES IN MODERN BRITISH POETRY	
ENG 453	STUDIES IN MODERN DRAMA	
ENG 455	MODERN IRISH LITERATURE	

ENG 456	CONTEMPORARY IRISH LITERATURE
ENG 459	TOPICS IN MODERN BRITISH LITERATURE
ENG 464	STUDIES IN AMERICAN AUTHORS
ENG 465	STUDIES IN THE MODERN AMERICAN NOVEL
ENG 466	STUDIES IN MODERN AMERICAN POETRY
ENG 467	STUDIES IN AMERICAN DRAMA
ENG 469	TOPICS IN AMERICAN LITERATURE
ENG 472	LITERARY THEORY
ENG 475	TOPICS IN LITERATURE
ENG 476	TOPICS IN GENRE AND FORM

Electives in Language, Literature, Publishing and Teaching

Course	Title	Quarter Hours
Choose two courses from the following list:		8
ENG 400	STRUCTURE OF MODERN ENGLISH	
ENG 401	HISTORY OF THE ENGLISH LANGUAGE	
ENG 407	LANGUAGE AND STYLE FOR WRITERS	
ENG 408	STYLISTICS	
ENG 426	THE ESSAY: HISTORY, THEORY, PRACTICE	
ENG 473	TEACHING CREATIVE WRITING	
ENG 474	TEACHING LITERATURE	
ENG 476	TOPICS IN GENRE AND FORM	
ENG 477	TOPICS IN PUBLISHING	
ENG 478	TOPICS IN TEACHING	
ENG 496	TOPICS IN EDITING	
Any courses in literature if not used to satisfy the Literature category requirement, above		
Courses from other programs may be substituted only with approval of program director.		

Open Electives

Course	Title	Quarter Hours
Choose two courses from the following list:		8
ENG 500	INDEPENDENT STUDY	
ENG 509	INTERNSHIP	
Any graduate-level courses in writing, literature, criticism, publishing, and teaching offered by the English department and not used to satisfy other requirements, above		
Up to two graduate level courses offered by the Department of Writing, Rhetoric and Discourse.		
Courses from other programs may be substituted only with approval of program director.		
Note: No more than two courses from outside of the English Department may count toward Open Electives.		

Thesis Requirement

Course	Title	Quarter Hours
Near the end of your second year, you will be required to register for ENG 501 THESIS RESEARCH. You will need to choose a thesis director and a second reader for your final thesis.		
ENG 501	THESIS RESEARCH	4

Online Degree Option

The MFA/MA program is committed to offering at least 3 online and/or remote-enabled courses every regular academic quarter. Yearly offerings will include 4-5 workshops, 2 publishing courses, 1-2 literature courses, and a variety of electives. Online summer session and December intercession courses can also count toward your degree. Check with the program director or www.english-exlibris.com (<http://www.english-exlibris.com/>) for online course offerings.

Criminology (BA)

Criminology studies the criminal legal system with the aim of creating more just policies and institutions that better support marginalized members of society. In the Criminology major, students are taught the skills needed to analyze crime and behavior data; to evaluate offender treatment programs; to design crime prevention models; and to assess social policies.

The Criminology major provides an educational experience that allows students to enter law enforcement, probation, corrections, crime prevention, and crime analysis professions. The major also provides a foundation for graduate study in law, social work, sociology, public policy, and public health.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	36
Concentration Requirements	20
Open Electives	52
Total hours required	192

Learning Outcomes

Students will be able to:

- Describe the moral, philosophical, historical, and scientific dimensions of Criminology.
- Explain the principles and methods of research in Criminology, how they are commonly used by professionals and scholars in the field to create and assess policy, and how to analyze these data.
- Contrast the main criminological traditions and perspectives in a clear, reasoned, and discipline-specific manner, and its relation to policy, practice, and research.
- Demonstrate critical thinking and effective communication skills about Criminology

College Core Requirements Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common

purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the “Modern Language Option” (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		

LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
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Junior Year

Experiential Learning

Required ³		
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Senior Year

Capstone		
CRIM 395	CAPSTONE IN CRIMINOLOGY ^{1,4}	4

- ¹ Students must earn a C- or better in this course.
- ² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.
- ³ CRIM 398 recommended.
- ⁴ A student majoring in Criminology (CRIM) is required to complete the Capstone offered by the Criminology Department. This is the case even if a student is double majoring (or pursuing a dual degree) and the secondary major (or degree) requires its own Capstone. A CRIM major in the University Honors Program shall take the University Honors Capstone and the CRIM Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 1 Course Required
- [1 CR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Courses offered in the student’s primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or as the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student’s major and is cross-listed with a course within the student’s major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

The multidisciplinary nature of Criminology provides content, training, and theoretical knowledge to undergraduate students across a variety of disciplines.

Required Courses

Course	Title	Quarter Hours
CRIM 101	INTRODUCTION TO THE CRIMINAL LEGAL SYSTEM	4
CRIM 201	LAW ENFORCEMENT	4
CRIM 202	CRIMINAL LAW AND PROCEDURE	4
CRIM 203	CORRECTIONS	4
CRIM 205	RACE, CLASS, GENDER AND THE CRIMINAL LEGAL SYSTEM	4
CRIM 301	RESEARCH METHODS IN CRIMINOLOGY	4
CRIM 302	STATISTICS IN CRIMINOLOGY	4
CRIM 303	CRIMINOLOGICAL THEORY	4
CRIM 305	VICTIMOLOGY	4
CRIM 395	CAPSTONE IN CRIMINOLOGY	4

In addition, the students will register for a Criminology-specific capstone course (CRIM 395) that contextualizes the knowledge and skills learned in the curriculum.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Community Justice Concentration, Criminology (BA) (p. 317)
- Criminal Justice Administration Concentration, Criminology (BA) (p. 318)
- Race, Class, Gender, and Justice Concentration, Criminology (BA) (p. 319)

The three concentrations in the Criminology major speak to the Vincentian mission at DePaul and prepare students for the profession. In addition, the three concentrations will emphasize experiential learning, connections to Chicago institutions, and transferable leadership skills. The three concentrations are Community Justice; Race, Class, Gender and Justice; and Criminal Justice Administration. All students must enroll in one concentration in order to receive the BA in Criminology.

Community Justice Concentration, Criminology (BA)

Community Justice emphasizes the need for collaborative efforts between criminal legal agencies and community partners to enhance informal social control with the goal of stabilizing communities and reducing crime. Specific strategies include community organizing, different aspects of crime prevention, private-public partnerships, and justice initiatives.

Students in the Community Justice Concentration will be required to register for 2 Criminology courses from the list below, one of which must be at the 300-level:

Course	Title	Quarter Hours
Choose two of the following:		8
CRIM 215	GANGS IN SOCIETY	
CRIM 218	COMMUNITIES AND CRIME	
CRIM 228	CRIME PREVENTION	
CRIM 225	COMMUNITY NON-VIOLENCE	
CRIM 257	SCHOOL VIOLENCE, DISCIPLINE AND JUSTICE	
CRIM 290	SPECIAL TOPICS	
CRIM 337	DRUGS AND SOCIETY	
CRIM 390	SPECIAL TOPICS	

In addition, students in the Community Justice Concentration will be required to choose 3 elective courses from the list below:

Course	Title	Quarter Hours
Choose three of the following:		12
CRIM 105	CRIME AND THE MEDIA	
CRIM 107	CRIMINOLOGY GOES TO THE MOVIES	
CRIM 206	CRIMINAL INVESTIGATIONS	
CRIM 207	LAW ENFORCEMENT MANAGEMENT	
CRIM 208	LATINOS AND THE CRIMINAL JUSTICE SYSTEM	
CRIM 209	CRIME AND PUNISHMENT	
CRIM 235	JUVENILE JUSTICE	
CRIM 240	CRIMES OF THE STATE	
CRIM 245	HATE/BIAS CRIMES	
CRIM 264	FORENSIC SCIENCE	
CRIM 265	DOMESTIC AND INTERNATIONAL TERRORISM	
CRIM 275	CYBERCRIME AND CYBERTERRORISM	
CRIM 285	COMMUNITY CORRECTIONS	
CRIM 306	FOUNDATIONS OF JUSTICE	
CRIM 309	FEDERAL LAW ENFORCEMENT AGENCIES	
CRIM 312	21ST CENTURY POLICING	
CRIM 320	WRONGFUL CONVICTIONS	
CRIM 325	US POLITICAL PRISONERS AND CRIMES OF CONSCIENCE	
CRIM 330	REHABILITATION, REINTEGRATION AND REENTRY	
CRIM 345	WHITE COLLAR AND CORPORATE CRIME	
CSS 201	CRITICAL COMMUNITY ENGAGEMENT	
CSS 310	RESTORATIVE JUSTICE: ENGAGEMENT WITH THE PRISON	
CSS 312	LAW AND POLITICS: PRISON POLICIES AND RESTORATIVE JUSTICE	
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	
INT 323	HUMAN RIGHTS AND INTERNATIONAL LAW	
LST 202	CONSTRUCTING LATINO COMMUNITIES	
LST 305	LATINO COMMUNITIES AND SOCIAL ENGAGEMENT	

LST 306	LATINO COMMUNITIES IN CHICAGO
LST 309	SOCIAL ENGAGEMENT AND LATINO FAMILIES
PAX 200	COMMUNITIES WORKING FOR SUSTAINABLE JUSTICE AND PEACE: SERVICE IN CHICAGO AND THE U.S.
PAX 214	CONFLICT: STORYTELLING, INTERVENTION, NEGOTIATION
PAX 380	TOPICS IN NONVIOLENCE
PAX 383	TOPICS IN CONFLICT INTERVENTION
PSC 368	RIGHTS-BASED SOCIAL MOVEMENTS
SOC 212	COMMUNITY AND SOCIETY
SOC 245	URBAN SOCIOLOGY
SOC 347	CLASS, POWER AND DECISION MAKING IN THE CITY
WGS 320	TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE

Criminal Justice Administration Concentration, Criminology (BA)

Criminal Justice Administration prepares students for criminal justice professions by developing the leadership and administrative skills needed for the daily challenges facing law enforcement agencies, the courts, and corrections institutions. Through a social justice perspective, students in this concentration develop more just and humane responses as agents of criminal legal system.

Students in the Criminal Justice Administration Concentration will be required to register for 2 Criminology courses from the list below, one of which must be at the 300-level:

Course	Title	Quarter Hours
Choose two of the following:		8
CRIM 206	CRIMINAL INVESTIGATIONS	
CRIM 207	LAW ENFORCEMENT MANAGEMENT	
CRIM 209	CRIME AND PUNISHMENT	
CRIM 235	JUVENILE JUSTICE	
CRIM 264	FORENSIC SCIENCE	
CRIM 265	DOMESTIC AND INTERNATIONAL TERRORISM	
CRIM 275	CYBERCRIME AND CYBERTERRORISM	
CRIM 285	COMMUNITY CORRECTIONS	
CRIM 290	SPECIAL TOPICS	
CRIM 306	FOUNDATIONS OF JUSTICE	
CRIM 309	FEDERAL LAW ENFORCEMENT AGENCIES	
CRIM 312	21ST CENTURY POLICING	
CRIM 330	REHABILITATION, REINTEGRATION AND REENTRY	
CRIM 390	SPECIAL TOPICS	

In addition, students in the Criminal Justice Administration Concentration will be required to choose 3 elective courses from the list below:

Course	Title	Quarter Hours
Choose three of the following:		12
CRIM 105	CRIME AND THE MEDIA	
CRIM 107	CRIMINOLOGY GOES TO THE MOVIES	
CRIM 208	LATINOS AND THE CRIMINAL JUSTICE SYSTEM	
CRIM 215	GANGS IN SOCIETY	
CRIM 218	COMMUNITIES AND CRIME	
CRIM 225	COMMUNITY NON-VIOLENCE	
CRIM 228	CRIME PREVENTION	
CRIM 240	CRIMES OF THE STATE	
CRIM 245	HATE/BIAS CRIMES	
CRIM 257	SCHOOL VIOLENCE, DISCIPLINE AND JUSTICE	
CRIM 320	WRONGFUL CONVICTIONS	
CRIM 325	US POLITICAL PRISONERS AND CRIMES OF CONSCIENCE	
CRIM 337	DRUGS AND SOCIETY	
CRIM 345	WHITE COLLAR AND CORPORATE CRIME	
ANT 274	FORENSIC ANTHROPOLOGY	
INT 324	INTERNATIONAL ECONOMIC LAW FROM COLONIALISM TO GLOBALIZATION	
INT 325	LAW OF INTERNATIONAL ORGANIZATIONS, NGOS AND GLOBAL GOVERNANCE	
PHL 234	PHILOSOPHY AND MODERN SOCIETY	
PHL 241	ETHICS AND PUBLIC POLICY	
PPS 201	PUBLIC POLICY AND URBAN ISSUES	
PPS 301	PUBLIC POLICY AND POLITICS	
PPS 302	ENVIRONMENTAL MANAGEMENT AND POLICY	
PSC 260	LAW AND THE POLITICAL SYSTEM	
PSC 261	CONSTITUTIONAL LAW: FIRST AMENDMENT RIGHTS	
PSC 366	NATIONAL SECURITY AND THE U.S. CONSTITUTION	

Criminology 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.

- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Race, Class, Gender, and Justice Concentration, Criminology (BA)

Race, Class, Gender, and Justice examines the social, political, and economic inequities in society. This concentration sensitizes students to the struggles of marginalized groups who are exposed to the criminal legal system. The courses within this concentration serve to further students' conceptual understanding of the values, ethics, and power relationships involved in the process of justice.

Students in the Race, Class, Gender and Justice Concentration will be required to register for 2 Criminology courses from the list below, one of which must be at the 300-level:

Course	Title	Quarter Hours
Choose two of the following:		8
CRIM 105	CRIME AND THE MEDIA	
CRIM 107	CRIMINOLOGY GOES TO THE MOVIES	
CRIM 208	LATINOS AND THE CRIMINAL JUSTICE SYSTEM	
CRIM 240	CRIMES OF THE STATE	
CRIM 245	HATE/BIAS CRIMES	
CRIM 290	SPECIAL TOPICS	
CRIM 320	WRONGFUL CONVICTIONS	
CRIM 325	US POLITICAL PRISONERS AND CRIMES OF CONSCIENCE	
CRIM 345	WHITE COLLAR AND CORPORATE CRIME	
CRIM 390	SPECIAL TOPICS	

In addition, students in the Race, Class, Gender and Justice Concentration will be required to choose 3 elective courses from the list below:

Course	Title	Quarter Hours
Choose three of the following:		12
CRIM 206	CRIMINAL INVESTIGATIONS	
CRIM 207	LAW ENFORCEMENT MANAGEMENT	
CRIM 209	CRIME AND PUNISHMENT	
CRIM 215	GANGS IN SOCIETY	
CRIM 218	COMMUNITIES AND CRIME	
CRIM 225	COMMUNITY NON-VIOLENCE	
CRIM 228	CRIME PREVENTION	
CRIM 235	JUVENILE JUSTICE	
CRIM 257	SCHOOL VIOLENCE, DISCIPLINE AND JUSTICE	
CRIM 264	FORENSIC SCIENCE	
CRIM 265	DOMESTIC AND INTERNATIONAL TERRORISM	
CRIM 275	CYBERCRIME AND CYBERTERRORISM	
CRIM 285	COMMUNITY CORRECTIONS	
CRIM 306	FOUNDATIONS OF JUSTICE	
CRIM 309	FEDERAL LAW ENFORCEMENT AGENCIES	
CRIM 312	21ST CENTURY POLICING	

CRIM 330	REHABILITATION, REINTEGRATION AND REENTRY
ABD 209	RACE AND RACISM
ABD 230	STEREOTYPES AND BLACK IDENTITY
CSS 311	MASCULINITY, JUSTICE AND LAW
LGQ 319	QUEER PIONEERS: CULTURE, GENDER, AND POLITICAL ACTIVISM
LST 305	LATINO COMMUNITIES AND SOCIAL ENGAGEMENT
LST 306	LATINO COMMUNITIES IN CHICAGO
LST 307	GROWING UP LATINO/LATINA IN THE U.S.
LST 309	SOCIAL ENGAGEMENT AND LATINO FAMILIES
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (Latinas/os and the Mass Incarceration/ Detention Complex)
PHL 233	ISSUES IN SEX AND GENDER
PHL 263	GENDER, RACE, AND CLASS: PHILOSOPHICAL PERSPECTIVES
PSC 367	IMMIGRATION LAW
SOC 209	SOCIOLOGY OF GENDER
WGS 260	GENDER, SEXUALITY AND VIOLENCE
WGS 303	GENDER, VIOLENCE AND RESISTANCE
WGS 326	WOMEN AND LAW
WGS 387	TEEN VIOLENCE PREVENTION

Criminology (Minor)

Students who minor in Criminology will explore the social, political, and economic influences that shape crime and punishment. The following curriculum chart provides the required and elective courses that count toward the minor. A total of 24 credit hours from 6 courses is required for completion of the minor.

1. Three required courses (12 credit hours):
 - CRIM 101
 - CRIM 205
 - A 300-level CRIM course
2. Three elective courses from the following areas (12 credit hours):
 - Criminology Major Core (p. 317)
 - Concentration in Community Justice (p. 317)
 - Concentration in Criminal Justice Administration (p. 318)
 - Concentration in Race, Class, Gender and Justice (p. 319)
 - A related course from another department (with program director approval)

Critical Ethnic Studies (MA)

The Critical Ethnic Studies Master of Arts prepares students for advanced analysis of race and ethnicity in an urban and global context. It provides an interdisciplinary approach to the studies of systematic marginalization of racialized minorities. It also looks at how racialized groups respond to and counter these forces through art, culture, political organization and other forms of social citizenship.

This program uses an interdisciplinary social justice perspective to critique global and local configurations of power. We emphasize

social justice and transformation while focusing on U.S. ethno-racial populations through an intersectional, transnational, and urban framework. Students apply critical theories to complex social and cultural issues. The program consists of a combination of core courses and electives and a final project or internship. Launched in the Fall of 2015, CES is the first of its kind in the nation. Admission is accepted on a rolling basis.

Certificate Options:

The MA in Critical Ethnic Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the unit offering the certificate for additional information.

- Critical Ethnic Studies + Community Development Certificate
- Critical Ethnic Studies + Digital Humanities Certificate
- Critical Ethnic Studies + GIS Certificate
- Critical Ethnic Studies + Global Health Certificate
- Critical Ethnic Studies + Master in Social Work Certificate
- Critical Ethnic Studies + Metropolitan Planning and Development Certificate
- Critical Ethnic Studies + Publishing Certificate
- Critical Ethnic Studies + Social and Cultural Foundations in Education Certificate
- Critical Ethnic Studies + Social Research Certificate
- Critical Ethnic Studies + Sustainable Urban Food Systems Certificate
- Critical Ethnic Studies + Teaching English to Speakers of Other Languages
- Critical Ethnic Studies + Women's and Gender Studies Certificate

Program Requirements	Quarter Hours
Core Requirements	28
Concentration Requirements	16
Final Project Requirements	4
Total hours required	48

Learning Outcomes

Students will be able to:

- Demonstrate knowledge of critical approaches to ethnic studies through the study of the diverse racial and ethnic groups in the city of Chicago and the U.S. within a global context.
- Integrate diverse methodologies and approaches to the study of race and ethnicity in writing.
- Apply theories of racialization and ethnic formation to cultural, social and political issues and contexts.
- Create an ethical framework and strong sense of social responsibility by engaging normative questions and engaging in public service experiences.

Degree Requirements

Course Requirements

Core Courses

Course	Title	Quarter Hours
CES 401	CRITICAL ETHNIC STUDIES	4
CES 402	MOBILITY AND THE STATE	4
CES 403	CITIES AND RACIAL FORMATION	4
CES 404	BORDERS AND MIGRATION	4
or INT 404	MIGRATION AND FORCED MIGRATION	
CES 405	RACE AND THE MEDIA	4
or CMNS 563	MULTICULTURAL MEDIA REPRESENTATIONS	

Choose One Theory/Social Movements Course

Course	Title	Quarter Hours
INT 401	CRITICAL SOCIAL THEORY	
SOC 466	SOCIAL MOVEMENTS	
WGS 400	FEMINIST THEORIES	
Select an elective (with CES director permission)		

Choose One Research Methods Course

Course	Title	Quarter Hours
CMNS 581	QUALITATIVE RESEARCH METHODS	
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT	
HST 422	SEMINAR IN PRIMARY SOURCE ANALYSIS	
SCG 610	INTRODUCTION TO RESEARCH METHODS	
SOC 411	SOCIAL RESEARCH	
SOC 413	QUALITATIVE METHODS	
WGS 491	METHODS AND SCHOLARSHIP IN WOMEN'S & GENDER STUDIES	

Concentration Electives

Students must choose four elective courses in an area of concentration. Electives are defined as either 400-level courses or up to two 300-level courses in departments including but not limited to African and Black Diaspora Studies, English, Global Asian Studies, History, International Studies, Islamic World Studies, Latin American and Latino/a Studies, LGBTQ Studies, Sociology, Women's and Gender Studies, and courses in the College of Communication. These courses should be chosen in consultation with the CES director or final project advisor.

Final Project Requirements

Course	Title	Quarter Hours
CES 412	FINAL PROJECT INDEPENDENT RESEARCH	4-8

Students are asked to complete a final project, one that will represent a culmination of the student's work in the program. All projects will consist of a rigorous piece of writing, either reflective, analytical, or expository. This piece of writing will draw upon the writing intensive skills developed in all their coursework. Final project options are as follows:

1. An original research thesis of up to 50–80 pages on a topic agreed upon by the student's committee. The thesis may be comparative or focus on a single ethnic or racialized group through the use of intersectional methodologies.
2. A portfolio of three high-quality essays completed during the program, which are curated and linked together by a 20-page narrative setting out the intellectual rationale for their compilation.
3. A completed internship with a community organization in order to gain practical experience and a 20-page essay reflecting on the links between the student's intellectual work and practical work experience.
4. An original creative project and a 15-20 page framing paper, in which the student describes, critically frames, and reflects on the creative project.

Critical Ethnic Studies (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Critical Ethnic Studies (MA)

Critical Ethnic Studies offers a combined program that allows students the opportunity to complete a bachelor's degree in any major while also taking courses that can count towards a master's degree in Critical Ethnic Studies. This program is open to all majors at DePaul University. Students apply in the spring of their junior year. Interested students should contact the Critical Ethnic Studies (CES) graduate director at ces@depaul.edu (%20ces@depaul.edu).

During the senior year, admitted students take three graduate-level courses that double-count toward undergraduate and graduate requirements. Students beginning the MA portion of the combined degree program will receive the Double Demon Scholarship which covers 25% of the tuition on the remaining MA courses.

In the senior year students complete:

Course	Title	Quarter Hours
CES 401	CRITICAL ETHNIC STUDIES	4
Select two of the following:		8
CES 402	MOBILITY AND THE STATE	
CES 403	CITIES AND RACIAL FORMATION	
CES 404	BORDERS AND MIGRATION	
or INT 404	MIGRATION AND FORCED MIGRATION	
CES 405	RACE AND THE MEDIA	
or CMNS 563	MULTICULTURAL MEDIA REPRESENTATIONS	

Once the student has graduated with their undergraduate degree, they will matriculate into the MA Program. As MA Students, the students take the remaining nine courses toward the MA degree – usually students will take three graduate courses per quarter in order to complete the MA

in the one additional year. Students may also wish to take one of these courses during the summer. See MA degree requirements (p. 321).

Application Instructions and Requirements

Current DePaul undergraduate students with junior status (at least 88.0 credits) and a cumulative DePaul grade point average of 3.00, outside and within the College of Liberal Arts and Social Sciences, are encouraged to apply to the combined bachelor's + master's degree program in Critical Ethnic Studies.

Students must submit the following to the Graduate Admission Office at graddepaul@depaul.edu no later than the end of the spring quarter of their Junior year:

- Critical Ethnic Studies BA/MA Online Application (<https://www.depaul.edu/academics/undergraduate/Pages/combined-degree-apply.aspx>)
- Personal Statement/statement of purpose (300-500 words)
- Writing sample (academic writing of approximately 2,000 words)
- Letters of recommendation are not required but can be submitted to strengthen an application

Critical Ethnic Studies Certificate Graduate Certificate Program (16 Credit Hours)

The Critical Ethnic Studies Graduate Certificate Program at DePaul University introduces students to critical race theory and social movements through an intersectional approach that includes gender analysis and allows students to gain expertise in a comparative race framework or to focus on a specific ethno-racial group. The CES Certificate Program is available both to non-degree seeking students and to students in other DePaul graduate degree programs.

The Program's requirements are:

Course	Title	Quarter Hours
CES 401	CRITICAL ETHNIC STUDIES	4
Select three of the following CES graduate-level elective courses:		12
CES 402	MOBILITY AND THE STATE	
CES 403	CITIES AND RACIAL FORMATION	
CES 404	BORDERS AND MIGRATION	
CES 405	RACE AND THE MEDIA	
CES 410	SPECIAL TOPICS IN CRITICAL ETHNIC STUDIES	
CES elective course or course approved by the CES director		

To be considered for the certificate program, please follow the directions below. The admission requirements for the certificate program include a bachelor's degree from a regionally accredited institution.

Non-Degree Seeking Students

Applications are accepted on an ongoing basis. Complete a DePaul University Liberal Arts and Social Sciences graduate admission online application (<https://grad.depaul.edu/apply/>); submit undergraduate

and (if applicable) graduate transcripts (a GPA of 3.0 or above on a 4.0 scale is recommended but not required for admission); and a personal statement of 300-500 words (describing your interest in Critical Ethnic Studies, any prior experience in the field, and personal or professional goals for pursuing the certificate), and a writing sample (academic writing of approximately 2,000 words).

Students Enrolled in Other DePaul Graduate Degree Programs

Applications are accepted on an ongoing basis. Complete a DePaul University Liberal Arts and Social Sciences graduate admission online application (<https://grad.depaul.edu/apply/>). Submit a personal statement of 300-500 words (describing your interest in Critical Ethnic Studies, any prior experience in the field, and personal or professional goals for pursuing the certificate) and a writing sample (academic writing of approximately 2,000 words).

The Graduate Director may use the personal statement as a basis for advising certificate students on the selection of courses and on any academic skills development that would aid successful participation in and completion of CES graduate courses.

Descriptions of courses offered through the Critical Ethnic Studies can be found in Campus Connect through the "Search for Classes" function.

For more information please contact the Critical Ethnic Studies Graduate Program Director, Laura Kina (773-325-4048 or lkinaaro@depaul.edu), or visit the Critical Ethnic Studies website (<https://las.depaul.edu/academics/critical-ethnic-studies/Pages/default.aspx>).

Curriculum Studies (EdD)

The Education Doctorate (EdD) in Curriculum Studies encourages educators to reflect on and strengthen their own practice and to challenge themselves and their colleagues to work effectively for social justice and educational excellence. Students use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in education. The EdD typically serves candidates seeking professional or practitioner careers (e.g., superintendent, principal) and terminates in a capstone project (e.g., program evaluation, treatise, analysis of organizational practice, proposal for organizational development, policy paper, applied research, professional plan, final report, inquiry into a problem of practice, cost-benefit analysis).

Curriculum decision-making is a theoretically informed, practical, and dialogic activity. We encourage educators to seek the most defensible course of action in specific circumstances; this requires a thorough understanding of the sociocultural and political context and the analytical ability to think critically about broader purposes and consequences. We consider educators to be teachers not only in the classroom, but also in a variety of settings where they interact (including in higher education, community organizations, etc.). Educational environments, especially those in urban settings, are complex; creating viable options within them requires a rich knowledge base and the ability to think conceptually. Our program provides educators with a variety of theoretical perspectives to use in analyzing educational phenomena.

Graduates of the program may enter a new career or strengthen their current position in schools, universities or community organizations. They may assume faculty positions in higher education, take leadership positions in local and state education agencies, assume curriculum

positions in school or community learning environments, or become leaders in educational policy.

Licensures and Endorsements

Superintendent Endorsement Option

Students pursuing a doctoral degree in Curriculum Studies are also eligible for the Superintendent Endorsement program, which requires additional coursework, along with four quarter hours for the superintendent internship course. ISBE states the following guidelines:

Individuals seeking the Superintendent endorsement must possess:

- a master's degree with a GPA of 3.0 or better on a 4.0 scale
- proof of two years of teaching experience on a valid Illinois teaching license
- proof of two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Superintendent program and the endorsement's additional requirements, students must apply for the endorsement. Students are to work with the College of Education's Licensure Officer when applying for the endorsement.

Teacher Leader Endorsement Option

Students pursuing a doctoral degree in Curriculum Studies are also eligible for the Teacher Leader Endorsement option, which requires additional coursework. To be eligible for the Teacher Leader endorsement program, students must possess:

- a bachelor's degree and master's degree from an accredited college or university,
- a valid teaching license
- at least two years of teaching experience
- proof of passing the Basic Skills or Test of Academic Proficiency.

Principal Licensure

Students pursuing a doctoral degree in Curriculum Studies are also eligible for the Principal Licensure program, which requires additional coursework. The Principal Licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

To be eligible for the Principal Licensure program, students possess:

- a master's degree from an accredited college or university with a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level.
- a valid Illinois teaching license
- at least two years of full-time successful teaching experience
- proof of passing the basic skills or test of academic proficiency.

Concentrations

- Curriculum Studies (degree only)
- Curriculum Studies plus Superintendent Endorsement
- Curriculum Studies plus Teacher Leader Endorsement
- Curriculum Studies plus Principal Licensure

Program Requirements	Quarter Hours
Degree Requirements	76
Total hours required	76

Learning Outcomes

Students will be able to:

- Describe major movements in curriculum history and apply them to current educational practices and controversies.
- Analyze the theoretical foundations of curriculum and curriculum studies.
- Conduct independent inquiry supported by appropriate research literature, methods, and theoretical frameworks.
- Honor diverse perspectives, improve curriculum, and promote student learning and well-being.
- Critically analyze relationships between schools, society, and curriculum, drawing especially on structural, ideological, and human development perspectives
- Produce an independent dissertation that includes extensive review of relevant literature, clear rationale for study design and methods supported by relevant literature, and collection and analysis of appropriate data in order to make a novel contribution to a problem of professional knowledge.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 801	LEADERSHIP: THEORY AND PRACTICE	4
CS 704	CURRICULUM DISCOURSES/ PERSPECTIVES OVER TIME	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
SCG 701	SEMINAR: PHILOSOPHY OF EDUCATION	4
SCG 711	CULTURE, POWER AND EDUCATION	4
SCG 721	HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS	4

Research Courses: 20 quarter hours required

These courses are sequenced and must be taken in the following order:

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
SCG 785	FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH	4
SCG 735	QUANTITATIVE RESEARCH METHODS I	4
SCG 745	QUALITATIVE RESEARCH METHODS I	4
SCG 755 or SCG 765	QUANTITATIVE RESEARCH METHODS II QUALITATIVE RESEARCH METHODS II	4

Elective Requirement: 4 quarter hours required

One elective (4 quarter hours) from the following list:

Course	Title	Quarter Hours
Any doctoral course (700 or above) for which the student qualifies		
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES	
A&S 598	INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP	
BBE 404	LANGUAGE, LITERACY AND CULTURE	
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	
BBE 530	LATINOS AND EDUCATION	
Other options need to be approved by the Ed.D. Program		

Concentration Courses: 20 quarter hours required

Choose five courses from the following list:

Course	Title	Quarter Hours
CS 754	CURRICULUM THEORIZING: MULTIPLE LENSES	
CS 761	ASSESSING SCHOOL CURRICULUM	
CS 764	YOUTH DEVELOPMENT, IDEOLOGY, CULTURE, AND SOCIETY	
CS 774	ENGAGING IN CURRICULUM DELIBERATION	
CS 784	CURRICULUM AND PROGRAM DESIGN	
CS 794	SPECIAL TOPICS IN CURRICULUM	

Candidacy Course: non-credit, non-tuition

Course	Title	Quarter Hours
CS 706	CANDIDACY PAPER	0

Applied Capstone Courses: 8 quarter hours required

Course	Title	Quarter Hours
CS 838	SUPERVISED APPLIED CAPSTONE (EDD) PROPOSAL DEVELOPMENT	4
CS 839	INDEPENDENT APPLIED CAPSTONE (EDD): CURRICULUM STUDIES	4

- Principal Preparation Option, Curriculum Studies (EdD) (p. 325)
- Superintendent Option, Curriculum Studies (EdD) (p. 325)
- Teacher Leader Option, Curriculum Studies (EdD) (p. 325)

Principal Preparation Option, Curriculum Studies (EdD)

This Illinois State Board of Education approved program, is designed for licensed teachers who already hold a master's degree in education and are seeking principal licensure. The program offers a powerful, discipline-based curriculum with a problem-solving orientation that prepares effective and principled decision-makers. Graduates from the program are prepared to assume school and district administrative and supervisory roles.

Additional Program Requirements

An additional 44 quarter hours:

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 492	THE PRINCIPALSHIP	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4
A&S 694	SCHOOL FINANCE	4
A&S 695	SCHOOL LAW	4
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4

Superintendent Option, Curriculum Studies (EdD)

Education doctoral students can pursue the Superintendent Endorsement, which is approved by the Illinois State Board of Education. Students must be admitted to the doctoral program in the College of Education and complete requirements of the program to qualify for the Superintendent Endorsement.

Additional Program Requirements

Curriculum Studies doctoral students must also complete the following courses along with the superintendent internship:

Course	Title	Quarter Hours
A&S 803	THE SUPERINTENDENCY: PROGRAMS, SYSTEMS, AND STRUCTURES	4
A&S 811	ASSESSMENT AND ACCOUNTABILITY	4
A&S 823	COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT	4
A&S 824	ADVANCED HUMAN RESOURCES MANAGEMENT	4
A&S 834	THE SUPERINTENDENT AS INSTRUCTIONAL LEADER	4
A&S 843	THE POLITICS OF SCHOOLING	4
A&S 873	CURRENT TRENDS IN BUDGETING AND FINANCE	4
A&S 883	SCHOOL LAW	4
Superintendent Internship Requirement:		
A&S 898	SUPERINTENDENT INTERNSHIP SEMINAR - THEORY INTO PRACTICE	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC I, Fall quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC II, Winter quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC III, Spring quarter)	1

Teacher Leader Option, Curriculum Studies (EdD)

This program is ideal for students who are educators in K-12 environments and are seeking leadership roles, excluding principalship. Such roles include, but are not limited to: curriculum specialists, coaches, mentor teachers, department chair or lead teachers, content specialists, teacher leaders charged with supervisor roles, and program leaders. The program meets the standards set forth by the state of Illinois for the endorsement of Teacher Leader.

Additional Program Requirements

Teacher Leader Core Courses: (10 courses, 40 quarter hours)

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 499	PLANNING FOR PROFESSIONAL DEVELOPMENT	4
BBE 599	LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS	4
CS 470	TEACHERS AS LEADERS	4

CS 473	ASSESSMENT	4
CS 482	THE HISTORY OF CURRICULUM PRACTICE	4
CS 488	CURRICULUM DESIGN	4

Curriculum Studies (EdS)

The Curriculum Studies Education Specialist Program encourages educators to reflect on and strengthen their own practice and to challenge themselves and their colleagues to work effectively for social justice and educational excellence. Students use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in education.

The EdS is situated between our existing master's and doctoral degrees. It allows students wishing to continue their professional development to pursue classwork toward an advanced degree without the additional requirement of extensive, specialized training in research design and methods. Unlike almost all doctoral degrees, specialist degrees do not typically require a dissertation. Therefore, EdS students are not expected to engage in the in-depth research, analysis, and extensive conceptual and empirical framing required to research, write, and defend a dissertation.

Graduates of the EdS Program may enter a new career or strengthen their current position in schools, universities or community organizations. Potential professional opportunities for Education Specialists include adjunct and part-time faculty in higher education; curriculum specialists, directors of assessment, directors of instruction, and curriculum directors; P-12 teachers and teacher leaders, coaches, and mentors; and deans, administrators, and principals.

Licensures and Endorsements

Superintendent Endorsement Option

Students pursuing an EdS degree in Curriculum Studies are also eligible for the Superintendent Endorsement program, which requires additional coursework, along with four quarter hours for the superintendent internship course. ISBE states the following guidelines:

Individuals seeking the Superintendent endorsement must possess:

- a master's degree with a GPA of 3.0 or better on a 4.0 scale
- proof of two years of teaching experience on a valid Illinois teaching license
- proof of two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Superintendent program and the endorsement's additional requirements, students must apply for the endorsement. Students are to work with the College of Education's Licensure Officer when applying for the endorsement.

Teacher Leader Endorsement Option

Students pursuing a doctoral degree in Curriculum Studies are also eligible for the Teacher Leader Endorsement option, which requires additional coursework. To be eligible for the Teacher Leader endorsement program, students must possess:

- a bachelor's degree and master's degree from an accredited college or university,
- a valid teaching license
- at least two years of teaching experience
- proof of passing the Basic Skills or Test of Academic Proficiency.

Principal Licensure

Students pursuing a doctoral degree in Curriculum Studies are also eligible for the Principal Licensure program, which requires additional coursework. The Principal Licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

To be eligible for the Principal Licensure program, students must possess:

- a master's degree from an accredited college or university with a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level.
- a valid Illinois teaching license
- at least two years of full-time successful teaching experience
- proof of passing the basic skills or test of academic proficiency.

Concentrations

- Curriculum Studies (degree only)
- Curriculum Studies plus Superintendent Endorsement
- Curriculum Studies plus Teacher Leader Endorsement
- Curriculum Studies plus Principal Licensure

Program Requirements	Quarter Hours
Degree Requirements	60
Total hours required	60

Learning Outcomes

Students will be able to:

- Describe major movements in curriculum history and apply them to current educational practices and controversies.
- Analyze the theoretical foundations of curriculum and curriculum studies.
- Conduct independent inquiry supported by appropriate research literature, methods, and theoretical frameworks.
- Honor diverse perspectives, improve curriculum, and promote student learning and well-being.
- Critically analyze relationships between schools, society, and curriculum, drawing especially on structural, ideological, and human development perspectives
- Produce an independent capstone project that includes a review of relevant literature and collection and analysis of appropriate data to make a novel contribution to a problem of professional practice.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain

circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 801	LEADERSHIP: THEORY AND PRACTICE	4
CS 704	CURRICULUM DISCOURSES/ PERSPECTIVES OVER TIME	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
SCG 701	SEMINAR: PHILOSOPHY OF EDUCATION	4
SCG 711	CULTURE, POWER AND EDUCATION	4
SCG 721	HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS	4

Research Courses: 12 quarter hours required

These courses are sequenced and must be taken in the following order:

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
Select two subsequent research courses from the following:		8
SCG 735	QUANTITATIVE RESEARCH METHODS I	
SCG 745	QUALITATIVE RESEARCH METHODS I	
SCG 755	QUANTITATIVE RESEARCH METHODS II	
SCG 765	QUALITATIVE RESEARCH METHODS II	

Elective Requirement: 4 quarter hours required

One elective (4 quarter hours) from the following list:

Course	Title	Quarter Hours
Any doctoral course (700 or above) for which the student qualifies		
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	
CS 470	TEACHERS AS LEADERS	
CS 472	ETHICS, CURRICULUM AND SOCIAL CHANGE	
CS 473	ASSESSMENT	
CS 481	THE STUDY OF TEACHERS AND TEACHING	
CS 482	THE HISTORY OF CURRICULUM PRACTICE	
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	
CS 591	CURRICULUM THEORIZING: MULTIPLE LENSES	

CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES
A&S 598	INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
BBE 404	LANGUAGE, LITERACY AND CULTURE
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE
BBE 530	LATINOS AND EDUCATION
Other options need to be approved by the EdS Program	

Concentration Courses: 20 quarter hours required

Choose five courses from the following list:

Course	Title	Quarter Hours
CS 754	CURRICULUM THEORIZING: MULTIPLE LENSES	
CS 761	ASSESSING SCHOOL CURRICULUM	
CS 764	YOUTH DEVELOPMENT, IDEOLOGY, CULTURE, AND SOCIETY	
CS 774	ENGAGING IN CURRICULUM DELIBERATION	
CS 784	CURRICULUM AND PROGRAM DESIGN	
CS 794	SPECIAL TOPICS IN CURRICULUM (since topics vary, this course may be taken more than once)	

- Principal Preparation Option, Curriculum Studies (EdS) (p. 328)
- Superintendent Option, Curriculum Studies (EdS) (p. 328)
- Teacher Leader Option, Curriculum Studies (EdS) (p. 329)

Principal Preparation Option, Curriculum Studies (EdS)

This Illinois State Board of Education approved program, is designed for licensed teachers who already hold a master's degree in education and are seeking principal licensure. The program offers a powerful, discipline-based curriculum with a problem-solving orientation that prepares effective and principled decision-makers. Graduates from the program are prepared to assume school and district administrative and supervisory roles.

Additional Program Requirements

An additional 44 quarter hours:

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 492	THE PRINCIPALSHIP	4

A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4
A&S 694	SCHOOL FINANCE	4
A&S 695	SCHOOL LAW	4
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4

Principal Preparation Option, Educational Leadership (EdS)

This Illinois State Board of Education approved program, is designed for licensed teachers who already hold a master's degree in education and are seeking principal licensure. The program offers a powerful, discipline-based curriculum with a problem-solving orientation that prepares effective and principled decision-makers. Graduates from the program are prepared to assume school and district administrative and supervisory roles.

Additional Program Requirements

An additional 44 quarter hours:

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 492	THE PRINCIPALSHIP	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4
A&S 694	SCHOOL FINANCE	4
A&S 695	SCHOOL LAW	4
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4

Superintendent Option, Curriculum Studies (EdS)

Education EdS students can pursue the Superintendent Endorsement, which is approved by the Illinois State Board of Education. Students must be admitted to the doctoral program in the College of Education and complete requirements of the program to qualify for the Superintendent Endorsement.

Additional Program Requirements

Curriculum Studies EdS students must also complete the following courses along with the superintendent internship:

Course	Title	Quarter Hours
A&S 803	THE SUPERINTENDENCY: PROGRAMS, SYSTEMS, AND STRUCTURES	4
A&S 811	ASSESSMENT AND ACCOUNTABILITY	4
A&S 823	COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT	4
A&S 824	ADVANCED HUMAN RESOURCES MANAGEMENT	4
A&S 834	THE SUPERINTENDENT AS INSTRUCTIONAL LEADER	4
A&S 843	THE POLITICS OF SCHOOLING	4
A&S 873	CURRENT TRENDS IN BUDGETING AND FINANCE	4
A&S 883	SCHOOL LAW	4
Superintendent Internship Requirement:		
A&S 898	SUPERINTENDENT INTERNSHIP SEMINAR - THEORY INTO PRACTICE	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC I, Fall quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC II, Winter quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC III, Spring quarter)	1

Superintendent Option, Educational Leadership (EdS)

Education EdS students can pursue the Superintendent Endorsement, which is approved by the Illinois State Board of Education. Students must be admitted to the doctoral program in the College of Education and complete requirements of the program to qualify for the Superintendent Endorsement.

Additional Program Requirements

Educational Leadership EdS students must also complete the following courses along with the superintendent internship:

Course	Title	Quarter Hours
A&S 811	ASSESSMENT AND ACCOUNTABILITY	4
A&S 824	ADVANCED HUMAN RESOURCES MANAGEMENT	4
A&S 834	THE SUPERINTENDENT AS INSTRUCTIONAL LEADER	4
Superintendent Internship Requirement:		
A&S 898	SUPERINTENDENT INTERNSHIP SEMINAR - THEORY INTO PRACTICE	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC I, FALL quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC II, WINTER quarter)	1

A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC III, SPRING quarter)	1
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Teacher Leader Option, Curriculum Studies (EdS)

This program is ideal for students who are educators in K-12 environments and are seeking leadership roles, excluding principalship. Such roles include, but are not limited to: curriculum specialists, coaches, mentor teachers, department chair or lead teachers, content specialists, teacher leaders charged with supervisor roles, and program leaders. The program meets the standards set forth by the state of Illinois for the endorsement of Teacher Leader.

Additional Program Requirements

Teacher Leader Core Courses: (10 courses, 40 quarter hours)

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 499	PLANNING FOR PROFESSIONAL DEVELOPMENT	4
BBE 599	LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS	4
CS 470	TEACHERS AS LEADERS	4
CS 473	ASSESSMENT	4
CS 482	THE HISTORY OF CURRICULUM PRACTICE	4
CS 488	CURRICULUM DESIGN	4

Teacher Leader Option, Educational Leadership (EdS)

This program is ideal for students who are educators in K-12 environments and are seeking leadership roles, excluding principalship. Such roles include, but are not limited to: curriculum specialists, coaches, mentor teachers, department chair or lead teachers, content specialists, teacher leaders charged with supervisor roles, and program leaders. The program meets the standards set forth by the state of Illinois for the endorsement of Teacher Leader.

Additional Program Requirements

Teacher Leader Core Courses: (10 courses, 40 quarter hours)

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4

A&S 499	PLANNING FOR PROFESSIONAL DEVELOPMENT	4
BBE 599	LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS	4
CS 470	TEACHERS AS LEADERS	4
CS 473	ASSESSMENT	4
CS 482	THE HISTORY OF CURRICULUM PRACTICE	4
CS 488	CURRICULUM DESIGN	4

Curriculum Studies (MA or MEd)

Curriculum Studies programs at DePaul share a commitment to social justice, democracy, and critical engagement with issues affecting marginalized students and communities. We assist educators to strengthen their practice and challenge themselves and their colleagues to work effectively for justice and excellence in teaching and learning. Students engage in critical reflection, rigorous theoretical inquiry, and applied and project-based work to improve their practice and to identify and address opportunities and problems in teaching and learning.

Our program is designed for educators who wish to enhance their skills in teaching, curriculum development, instructional supervision and coaching, or leadership of departments or educational programs. We aim to equip instructional leaders with the skills to better serve the needs all learners in a variety of settings: from PK-12 schools, colleges and universities, to school districts, museums, community-based organizations, national and international policy organizations, to major corporations.

To meet students' goals, we offer students two master's degree options:

- A Master's of Arts (MA) culminating in an academic thesis (primarily for students planning to pursue a doctorate and wishing to develop their skills in research and scholarly writing).
- A Master's of Education (MEd) culminating in an applied capstone project and offering three concentration / endorsement options.

MA Degree

Students who are interested in doctoral studies often pursue a Master of Arts degree to further hone their skills in research and scholarly writing.

A Master of Arts degree is distinguished by the preparation of a master's thesis. The master's thesis provides the culminating experience for students and allows them to explore the relationship between theory, educational practice, and educational inquiry.

The purpose of the master's thesis is to demonstrate a student's ability to engage in research by critically analyzing an educational issue, problem or question, to demonstrate their knowledge in a specific area, and to prepare them to conduct further independent research.

The Curriculum Studies Master of Arts (MA) program has 1 concentration:

- Curriculum Specialist (degree only)

MEd Degree Concentrations/Endorsement Options

The Master's of Education (MEd) offers three concentration / endorsement options:

1. Curriculum Specialist (degree only)
2. Teacher Leader (degree with endorsement)
3. Computer Science (degree with endorsement)

(Students who already hold a master's degree may elect to pursue coursework leading to the Teacher Leader Endorsement only.)

MEd-Curriculum Studies, Curriculum Specialist concentration

This concentration is a cross-disciplinary program run jointly by Curriculum Studies and Educational Leadership faculty. It provides practicing teachers who desire to take on various leadership roles in their school or district with the knowledge of both leadership and curriculum to be effective instructional leaders. The program meets the standards set forth by the State of Illinois for the Endorsement of "Teacher Leader."

MEd-Curriculum Studies with Teacher Leader Endorsement

This degree program is a cross-disciplinary program, housed in the Department of Leadership, Language and Curriculum (LLC) and run jointly by Curriculum Studies and Educational Leadership. It provides practicing teachers who desire to take on the myriad leadership roles in the local school community with the knowledge base of leadership and curriculum that will allow them to be effective and competent leaders. The program meets the standards set forth by the State of Illinois for the Endorsement of "Teacher Leader."

MEd-Curriculum Studies with Computer Science Endorsement

This concentration is a cross-disciplinary program run jointly by Curriculum Studies and College of Computing and Digital Media (CDM) and developed in collaboration with the Office of Computer Science of Chicago Public Schools (CPS). It integrates courses in curriculum studies with courses on computer science and computer science pedagogy to meet the specific requirements of the Illinois State Board of Education computer science teaching endorsement. This concentration is for practicing educators interested in teaching in or assisting the development of Computer Science classes, curriculum, or programs.

Teacher Leader Endorsement Only

Program Requirements	Quarter Hours
Degree Requirements (MA)	52
Total hours required	52

Program Requirements	Quarter Hours
Degree Requirements (MEd)	52
Total hours required	52

Program Requirements	Quarter Hours
Degree Requirements (MEd) with Computer Science Endorsement	52
Total hours required	52

Learning Outcomes

Students will be able to:

- Describe major movements in curriculum history and apply them to current educational practices and controversies.

- Analyze the theoretical foundations of curriculum and curriculum studies.
- Conduct independent inquiry supported by appropriate research literature, methods, and theoretical frameworks.
- Honor diverse perspectives, improve curriculum, and promote student learning and well-being.
- Critically analyze relationships between schools, society, and curriculum, drawing especially on structural, ideological, and human development perspectives.

College Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

MA Degree Requirements

Specific degree requirements are determined according to the concentration chosen by the student. Master of Arts (MA) concentration is available in Curriculum Specialist.

Please review the concentration requirements pages for more information.

Please note: a Master's Thesis is completed for the MA concentration in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

MEd Degree Requirements

Specific degree requirements are determined according to the concentration chosen by the student. Master of Education (MEd) concentrations are available in Curriculum Specialist (degree only), Teacher Leader (degree with endorsement), Computer Science (degree with endorsement).

Please review the concentration requirements pages for more information.

Please note: A Capstone project is completed for only (Curriculum Specialist and Teachers Leader) MEd Concentrations in conjunction with faculty advisement, and students are required to take CS 608 to complete the Capstone project.

Academic Standards

Students must maintain a 3.0 average or higher to continue in the program. Any grade below a C will not count for credit toward completion of the program.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements and major requirements, students are required to complete one of the following:

- Computer Science Endorsement, Curriculum Studies (MEd) (p. 332)
- Curriculum Specialist, Curriculum Studies (MA) (p. 332)

- Curriculum Specialist, Curriculum Studies (MEd) (p. 333)
- Teacher Leader Endorsement, Curriculum Studies (MEd) (p. 334)

Computer Science Endorsement, Curriculum Studies (MEd)

Course Requirements

Computer Science Courses: 32 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4
CSC 421	APPLIED ALGORITHMS AND STRUCTURES	4
IS 511	SOCIAL ISSUES OF COMPUTING	4

Curriculum Studies Course: 16 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
CS 470	TEACHERS AS LEADERS	4
CS 482	THE HISTORY OF CURRICULUM PRACTICE	4
CS 488	CURRICULUM DESIGN	4
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4

Teaching Methods Courses: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
T&L 498	TEACHING COMPUTER SCIENCE	4

Note: For other requirements please view the Degree Requirements section.

Curriculum Specialist, Curriculum Studies (MA)

Degree Requirements

Course Requirements

Core Curriculum Courses: 32 quarter hours (8 courses) required, grade of C or better required

Core curriculum classes are offered every other year (except CS 492 and CS 493, which also serve other programs). CS Students should prioritize CS classes when registering each quarter, should plan classes carefully, and should periodically review their course plan and degree progress report with their academic advisor in order to avoid delays in degree completion.

Course	Title	Quarter Hours
CS 470	TEACHERS AS LEADERS	
CS 472	ETHICS, CURRICULUM AND SOCIAL CHANGE	
CS 473	ASSESSMENT	
CS 481	THE STUDY OF TEACHERS AND TEACHING	
CS 482	THE HISTORY OF CURRICULUM PRACTICE	
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	
CS 495	DESIGN THINKING IN EDUCATION	
CS 551	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	
CS 564	CURRICULUM AND IDEOLOGY	
CS 580	RESEARCH SEMINAR IN CURRICULUM STUDIES	
CS 591	CURRICULUM THEORIZING: MULTIPLE LENSES	
CS 594	SPECIAL TOPICS IN CURRICULUM	

Electives: 8 quarter hours (2 courses) required, grade of C or better required

- 2 Master's-level courses, chosen in consultation with CS faculty advisor

Social and Cultural Studies Courses: 8 quarter hours (2 courses) required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
SCG 610	INTRODUCTION TO RESEARCH METHODS	
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES ¹	
Select one of the following:		4
SCG 604	IDENTITY: CONSTRUCTIONS AND NEGOTIATIONS SEMINAR ²	
or SCG 406	HUMAN DEVELOPMENT AND LEARNING: SECONDARY	
SCG 608	IDEOLOGY, POWER AND POLITICS SEMINAR ³	
or SCG 408	EDUCATION AND SOCIETY	
SCG 603	CULTURE AND EDUCATION SEMINAR ⁴	
or SCG 409	SOCIOLOGY OF EDUCATION	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR ⁵	
or SCG 411	PHILOSOPHY OF EDUCATION	

¹ Only if SCG 610 not offered or full.

² Select SCG 406 only if SCG 604 not offered or full.

³ Select SCG 408 only if SCG 608 not offered or full.

⁴ Select SCG 409 only if SCG 603 not offered or full.

⁵ Select SCG 411 only if SCG 611 not offered or full.

Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required

Course	Title	Quarter Hours
CS 589	THESIS RESEARCH IN CURRICULUM STUDIES	4

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

Note: For other requirements please view the Degree Requirements section.

Curriculum Specialist, Curriculum Studies (MEd)

Degree Requirements

Course Requirements

Core Curriculum Courses: 32 quarter hours (8 courses) required, grade of C or better required

Core curriculum classes are offered every other year (except CS 492 and CS 493, which also serve other programs). CS Students should prioritize CS classes when registering each quarter, should plan classes carefully, and should periodically review their course plan and degree progress report with their academic advisor in order to avoid delays in degree completion.

Course	Title	Quarter Hours
CS 470	TEACHERS AS LEADERS	
CS 472	ETHICS, CURRICULUM AND SOCIAL CHANGE	
CS 473	ASSESSMENT	
CS 481	THE STUDY OF TEACHERS AND TEACHING	
CS 482	THE HISTORY OF CURRICULUM PRACTICE	
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	
CS 495	DESIGN THINKING IN EDUCATION	
CS 551	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	
CS 564	CURRICULUM AND IDEOLOGY	
CS 580	RESEARCH SEMINAR IN CURRICULUM STUDIES	
CS 591	CURRICULUM THEORIZING: MULTIPLE LENSES	
CS 594	SPECIAL TOPICS IN CURRICULUM	

Electives: 8 quarter hours (2 courses) required, grade of C or better required

- 2 Master's-level courses, chosen in consultation with CS faculty advisor

Social and Cultural Studies Courses: 8 quarter hours (2 courses) required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
SCG 610	INTRODUCTION TO RESEARCH METHODS	
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES ¹	
Select one of the following:		4
SCG 604	IDENTITY: CONSTRUCTIONS AND NEGOTIATIONS SEMINAR ²	
or SCG 406	HUMAN DEVELOPMENT AND LEARNING: SECONDARY	
SCG 608	IDEOLOGY, POWER AND POLITICS SEMINAR ³	
or SCG 408	EDUCATION AND SOCIETY	
SCG 603	CULTURE AND EDUCATION SEMINAR ⁴	
or SCG 409	SOCIOLOGY OF EDUCATION	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR ⁵	
or SCG 411	PHILOSOPHY OF EDUCATION	

¹ Only if SCG 610 not offered or full.

² Select SCG 406 only if SCG 604 not offered or full.

³ Select SCG 408 only if SCG 608 not offered or full.

⁴ Select SCG 409 only if SCG 603 not offered or full.

⁵ Select SCG 411 only if SCG 611 not offered or full.

Master of Education (MEd) Degree Requirements: 4 quarter hours, grade of C or better required

Course	Title	Quarter Hours
CS 608	CAPSTONE IN CURRICULUM STUDIES	4

This class supports students as they develop a master's paper or site-based practicum project. The master's paper or practicum project offer students an opportunity to demonstrate, in an educational setting, the curricular and leadership skills developed during the master's program.

Note: For other requirements please view the Degree Requirements section.

Teacher Leader Endorsement, Curriculum Studies (MEd)

Course Requirements (13 courses, 52 qh)

Core Teacher Leader Core Courses: 40 quarter hours (10 courses) required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 499	PLANNING FOR PROFESSIONAL DEVELOPMENT	4
CS 470	TEACHERS AS LEADERS	4
CS 473	ASSESSMENT	4
CS 482	THE HISTORY OF CURRICULUM PRACTICE	4
CS 488	CURRICULUM DESIGN	4
BBE 599	LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS	4

Sub-Specialization (2 courses)

Elective Course Sequence: 8 quarter hours, choose 2 courses beyond the core coursework, students will be allowed to elect a sub-specialization from among the following graduate program areas:

Administrative Concentration Option

Course	Title	Quarter Hours
A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4

Curriculum Studies Concentration Option ¹

Course	Title	Quarter Hours
CS 481	THE STUDY OF TEACHERS AND TEACHING	4
CS 591	CURRICULUM THEORIZING: MULTIPLE LENSES	4

¹ Strongly encouraged for CS master's students.

Bilingual Bicultural Concentration Option

Course	Title	Quarter Hours
BBE 404	LANGUAGE, LITERACY AND CULTURE	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4

Foundations Concentration (SCG) Option

- Two advanced standing courses to be determined by the program faculty.

Capstone Course Requirement (1 course)

Students are required to take the 4qh Capstone Course below. This site-based practicum combined with classroom based instruction support

students as they demonstrate and put into practice their leadership skills in an educational setting.

Course	Title	Quarter Hours
CS 608	CAPSTONE IN CURRICULUM STUDIES	4

Note: For other requirements please view the Degree Requirements section.

Curriculum Studies (MA or MEd) Online

Curriculum Studies programs at DePaul share a commitment to social justice, democracy, and critical engagement with issues affecting marginalized students and communities. We assist educators to strengthen their practice and challenge themselves and their colleagues to work effectively for justice and excellence in teaching and learning. Students engage in critical reflection, rigorous theoretical inquiry, and applied and project-based work to improve their practice and to identify and address opportunities and problems in teaching and learning.

Our program is designed for educators who wish to enhance their skills in teaching, curriculum development, instructional supervision and coaching, or leadership of departments or educational programs. We aim to equip instructional leaders with the skills to better serve the needs all learners in a variety of settings: from PK-12 schools, colleges and universities, to school districts, museums, community-based organizations, national and international policy organizations, to major corporations.

To meet students' goals, we offer students two master's degree options:

- A Master's of Arts (MA) culminating in an academic thesis (primarily for students planning to pursue a doctorate and wishing to develop their skills in research and scholarly writing).
- A Master's of Education (MEd) culminating in an applied capstone project and offering three concentration / endorsement options.

MA Degree

Students who are interested in doctoral studies often pursue a Master of Arts degree to further hone their skills in research and scholarly writing.

A Master of Arts degree is distinguished by the preparation of a master's thesis. The master's thesis provides the culminating experience for students and allows them to explore the relationship between theory, educational practice, and educational inquiry.

The purpose of the master's thesis is to demonstrate a student's ability to engage in research by critically analyzing an educational issue, problem or question, to demonstrate their knowledge in a specific area, and to prepare them to conduct further independent research.

The Curriculum Studies Master of Arts (MA) program has 1 concentration:

- Curriculum Specialist (degree only)

MEd Degree Concentrations/Endorsement Options

The Master's of Education (MEd) offers three concentration / endorsement options:

1. Curriculum Specialist (degree only)
2. Teacher Leader (degree with endorsement)
3. Computer Science (degree with endorsement)

(Students who already hold a master's degree may elect to pursue coursework leading to the Teacher Leader Endorsement only.)

MEd-Curriculum Studies, Curriculum Specialist concentration

This concentration is a cross-disciplinary program run jointly by Curriculum Studies and Educational Leadership faculty. It provides practicing teachers who desire to take on various leadership roles in their school or district with the knowledge of both leadership and curriculum to be effective instructional leaders. The program meets the standards set forth by the State of Illinois for the Endorsement of "Teacher Leader."

MEd-Curriculum Studies with Teacher Leader Endorsement

This degree program is a cross-disciplinary program, housed in the Department of Leadership, Language and Curriculum (LLC) and run jointly by Curriculum Studies and Educational Leadership. It provides practicing teachers who desire to take on the myriad leadership roles in the local school community with the knowledge base of leadership and curriculum that will allow them to be effective and competent leaders. The program meets the standards set forth by the State of Illinois for the Endorsement of "Teacher Leader."

MEd-Curriculum Studies with Computer Science Endorsement

This concentration is a cross-disciplinary program run jointly by Curriculum Studies and College of Computing and Digital Media (CDM) and developed in collaboration with the Office of Computer Science of Chicago Public Schools (CPS). It integrates courses in curriculum studies with courses on computer science and computer science pedagogy to meet the specific requirements of the Illinois State Board of Education computer science teaching endorsement. This concentration is for practicing educators interested in teaching in or assisting the development of Computer Science classes, curriculum, or programs.

Teacher Leader Endorsement Only

This non-degree program allows students who already have a master's degree to obtain an ISBE Teacher Leader Endorsement. (Specific course requirements are detailed under the College of Education Licensure section of this catalog).

Program Requirements	Quarter Hours
Degree Requirements (MA)	52
Total hours required	52

Program Requirements	Quarter Hours
Degree Requirements (MEd)	52
Total hours required	52

Program Requirements	Quarter Hours
Degree Requirements (MEd) with Computer Science Endorsement	52
Total hours required	52

Learning Outcomes

- Describe major movements in curriculum history and apply them to current educational practices and controversies.
- Analyze the theoretical foundations of curriculum and curriculum studies.
- Conduct independent inquiry supported by appropriate research literature, methods, and theoretical frameworks.
- Honor diverse perspectives, improve curriculum, and promote student learning and well-being.
- Critically analyze relationships between schools, society, and curriculum, drawing especially on structural, ideological, and human development perspectives.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

MA Degree Requirements

Specific degree requirements are determined according to the concentration chosen by the student. Master of Arts (MA) concentration is available in Curriculum Specialist.

Please review the concentration requirements pages for more information.

Please note: a Master's Thesis is completed for the MA concentration in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

MEd Degree Requirements

Specific degree requirements are determined according to the concentration chosen by the student. Master of Education (MEd) concentrations are available in Curriculum Specialist (degree only), Teacher Leader (degree with endorsement), Computer Science (degree with endorsement).

Please review the concentration requirements pages for more information.

Please note: A Capstone project is completed for only (Curriculum Specialist and Teachers Leader) MEd Concentrations in conjunction with faculty advisement, and students are required to take CS 608 to complete the Capstone project.

Academic Standards

Students must maintain a 3.0 average or higher to continue in the program. Any grade below a C will not count for credit toward completion of the program.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements and major requirements, students are required to complete the following:

- Computer Science Endorsement, Curriculum Studies (MEd) Online (p. 336)
- Curriculum Specialist, Curriculum Studies (MA) Online (p. 337)
- Curriculum Specialist, Curriculum Studies (MEd) Online (p. 337)
- Teacher Leader Endorsement, Curriculum Studies (MEd) Online (p. 338)

Computer Science Endorsement, Curriculum Studies (MEd) Online

Course Requirements

Computer Science Courses: 32 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4
CSC 421	APPLIED ALGORITHMS AND STRUCTURES	4
IS 511	SOCIAL ISSUES OF COMPUTING	4

Curriculum Studies Course: 16 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
CS 470	TEACHERS AS LEADERS	4
CS 482	THE HISTORY OF CURRICULUM PRACTICE	4
CS 488	CURRICULUM DESIGN	4
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4

Teaching Methods Courses: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
T&L 498	TEACHING COMPUTER SCIENCE	4

Note: For other requirements please view the Degree Requirements section.

Curriculum Specialist, Curriculum Studies (MA) Online

Degree Requirements

Course Requirements

Core Curriculum Courses: 32 quarter hours (8 courses) required, grade of C or better required

Core curriculum classes are offered every other year (except CS 492 and CS 493, which also serve other programs). CS Students should prioritize CS classes when registering each quarter, should plan classes carefully, and should periodically review their course plan and degree progress report with their academic advisor in order to avoid delays in degree completion.

Course	Title	Quarter Hours
CS 470	TEACHERS AS LEADERS	
CS 472	ETHICS, CURRICULUM AND SOCIAL CHANGE	
CS 473	ASSESSMENT	
CS 481	THE STUDY OF TEACHERS AND TEACHING	
CS 482	THE HISTORY OF CURRICULUM PRACTICE	
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	
CS 495	DESIGN THINKING IN EDUCATION	
CS 551	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	
CS 564	CURRICULUM AND IDEOLOGY	
CS 580	RESEARCH SEMINAR IN CURRICULUM STUDIES	
CS 591	CURRICULUM THEORIZING: MULTIPLE LENSES	
CS 594	SPECIAL TOPICS IN CURRICULUM	

Electives: 8 quarter hours (2 courses) required, grade of C or better required

- 2 Master's-level courses, chosen in consultation with CS faculty advisor

Social and Cultural Studies Courses: 8 quarter hours (2 courses) required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
SCG 610	INTRODUCTION TO RESEARCH METHODS	
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES ¹	
Select one of the following:		4

SCG 604	IDENTITY: CONSTRUCTIONS AND NEGOTIATIONS SEMINAR ²
or SCG 406	HUMAN DEVELOPMENT AND LEARNING:SECONDARY
SCG 608	IDEOLOGY, POWER AND POLITICS SEMINAR ³
or SCG 408	EDUCATION AND SOCIETY
SCG 603	CULTURE AND EDUCATION SEMINAR ⁴
or SCG 409	SOCIOLOGY OF EDUCATION
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR ⁵
or SCG 411	PHILOSOPHY OF EDUCATION

¹ Only if SCG 610 not offered or full.

² Select SCG 406 only if SCG 604 not offered or full.

³ Select SCG 408 only if SCG 608 not offered or full.

⁴ Select SCG 409 only if SCG 603 not offered or full.

⁵ Select SCG 411 only if SCG 611 not offered or full.

Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required

Course	Title	Quarter Hours
CS 589	THESIS RESEARCH IN CURRICULUM STUDIES	4

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

Note: For other requirements please view the Degree Requirements section.

Curriculum Specialist, Curriculum Studies (MEd) Online

Degree Requirements

Course Requirements

Core Curriculum Courses: 32 quarter hours (8 courses) required, grade of C or better required

Core curriculum classes are offered every other year (except CS 492 and CS 493, which also serve other programs). CS Students should prioritize CS classes when registering each quarter, should plan classes carefully, and should periodically review their course plan and degree progress report with their academic advisor in order to avoid delays in degree completion.

Course	Title	Quarter Hours
CS 470	TEACHERS AS LEADERS	
CS 472	ETHICS, CURRICULUM AND SOCIAL CHANGE	
CS 473	ASSESSMENT	
CS 481	THE STUDY OF TEACHERS AND TEACHING	
CS 482	THE HISTORY OF CURRICULUM PRACTICE	
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	

CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS
CS 495	DESIGN THINKING IN EDUCATION
CS 551	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
CS 564	CURRICULUM AND IDEOLOGY
CS 580	RESEARCH SEMINAR IN CURRICULUM STUDIES
CS 591	CURRICULUM THEORIZING: MULTIPLE LENSES
CS 594	SPECIAL TOPICS IN CURRICULUM

Electives: 8 quarter hours (2 courses) required, grade of C or better required

- 2 Master's-level courses, chosen in consultation with CS faculty advisor

Social and Cultural Studies Courses: 8 quarter hours (2 courses) required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
SCG 610	INTRODUCTION TO RESEARCH METHODS	
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES ¹	
Select one of the following:		4
SCG 604	IDENTITY: CONSTRUCTIONS AND NEGOTIATIONS SEMINAR ²	
or SCG 406	HUMAN DEVELOPMENT AND LEARNING: SECONDARY	
SCG 608	IDEOLOGY, POWER AND POLITICS SEMINAR ³	
or SCG 408	EDUCATION AND SOCIETY	
SCG 603	CULTURE AND EDUCATION SEMINAR ⁴	
or SCG 409	SOCIOLOGY OF EDUCATION	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR ⁵	
or SCG 411	PHILOSOPHY OF EDUCATION	

¹ Only if SCG 610 not offered or full.

² Select SCG 406 only if SCG 604 not offered or full.

³ Select SCG 408 only if SCG 608 not offered or full.

⁴ Select SCG 409 only if SCG 603 not offered or full.

⁵ Select SCG 411 only if SCG 611 not offered or full.

Master of Education (MEd) Degree Requirements: 4 quarter hours, grade of C or better required

Course	Title	Quarter Hours
CS 608	CAPSTONE IN CURRICULUM STUDIES	4

This class supports students as they develop a master's paper or site-based practicum project. The master's paper or practicum project offer

students an opportunity to demonstrate, in an educational setting, the curricular and leadership skills developed during the master's program.

Note: For other requirements please view the Degree Requirements section.

Teacher Leader Endorsement, Curriculum Studies (MEd) Online

Course Requirements (13 courses, 52 qh)

Core Teacher Leader Core Courses: 40 quarter hours (10 courses) required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 499	PLANNING FOR PROFESSIONAL DEVELOPMENT	4
CS 470	TEACHERS AS LEADERS	4
CS 473	ASSESSMENT	4
CS 482	THE HISTORY OF CURRICULUM PRACTICE	4
CS 488	CURRICULUM DESIGN	4
BBE 599	LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS	4

Sub-Specialization (2 courses)

Elective Course Sequence: 8 quarter hours, choose 2 courses beyond the core coursework, students will be allowed to elect a sub-specialization from among the following graduate program areas:

Administrative Concentration Option

Course	Title	Quarter Hours
A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4

Curriculum Studies Concentration Option ¹

Course	Title	Quarter Hours
CS 481	THE STUDY OF TEACHERS AND TEACHING	4
CS 591	CURRICULUM THEORIZING: MULTIPLE LENSES	4

¹ Strongly encouraged for CS master's students.

Bilingual Bicultural Concentration Option

Course	Title	Quarter Hours
BBE 404	LANGUAGE, LITERACY AND CULTURE	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4

Foundations Concentration (SCG) Option

- Two advanced standing courses to be determined by the program faculty.

Capstone Course Requirement (1 course)

Students are required to take the 4qh Capstone Course below. This site-based practicum combined with classroom based instruction support students as they demonstrate and put into practice their leadership skills in an educational setting.

Course	Title	Quarter Hours
CS 608	CAPSTONE IN CURRICULUM STUDIES	4

Note: For other requirements please view the Degree Requirements section.

Curriculum Studies (PhD)

The Doctor of Philosophy of Education (PhD) in Curriculum Studies encourages educators to reflect on and strengthen their own practice and to challenge themselves and their colleagues to work effectively for social justice and educational excellence. Students use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in education. The PhD serves candidates seeking academic careers (e.g., university faculty, researcher) and terminates in a comprehensive dissertation of original research.

Curriculum decision-making is a theoretically informed, practical, and dialogic activity. We encourage educators to seek the most defensible course of action in specific circumstances; this requires a thorough understanding of the sociocultural and political context and the analytical ability to think critically about broader purposes and consequences. We consider educators to be teachers not only in the classroom, but also in a variety of settings where they interact (including in higher education, community organizations, etc.). Educational environments, especially those in urban settings, are complex; creating viable options within them requires a rich knowledge base and the ability to think conceptually. Our program provides educators with a variety of theoretical perspectives to use in analyzing educational phenomena.

Graduates of the program may assume faculty or researcher positions in higher education, take leadership positions in local and state education agencies, assume curriculum positions in school or community learning environments, or become leaders in educational policy. They may enter a new career or strengthen their current position in schools, universities or community organizations.

Licensures and Endorsements

Superintendent Endorsement Option

Students pursuing a doctoral degree in Curriculum Studies are also eligible for the Superintendent Endorsement program, which requires additional coursework, along with four quarter hours for the superintendent internship course. ISBE states the following guidelines:

Individuals seeking the Superintendent endorsement must possess:

- a master's degree with a GPA of 3.0 or better on a 4.0 scale
- proof of two years of teaching experience on a valid Illinois teaching license

- proof of two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Superintendent program and the endorsement's additional requirements, students must apply for the endorsement. Students are to work with the College of Education's Licensure Officer when applying for the endorsement.

Teacher Leader Endorsement Option

Students pursuing a doctoral degree in Curriculum Studies are also eligible for the Teacher Leader Endorsement option, which requires additional coursework. To be eligible for the Teacher Leader endorsement program, students must possess:

- a bachelor's degree and master's degree from an accredited college or university,
- a valid teaching license
- at least two years of teaching experience
- proof of passing the Basic Skills or Test of Academic Proficiency.

Principal Licensure

Students pursuing a doctoral degree in Curriculum Studies are also eligible for the Principal Licensure program, which requires additional coursework. The Principal Licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

To be eligible for the Principal Licensure program, students possess:

- a master's degree from an accredited college or university with a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level.
- a valid Illinois teaching license
- at least two years of full-time successful teaching experience
- proof of passing the basic skills or test of academic proficiency.

Concentrations

- Curriculum Studies (degree only)
- Curriculum Studies plus Superintendent Endorsement
- Curriculum Studies plus Teacher Leader Endorsement
- Curriculum Studies plus Principal Licensure

Program Requirements	Quarter Hours
Degree Requirements	76
Total hours required	76

Students will be able to:

- Describe major movements in curriculum history and apply them to current educational practices and controversies.
- Analyze the theoretical foundations of curriculum and curriculum studies.
- Conduct independent inquiry supported by appropriate research literature, methods, and theoretical frameworks.
- Honor diverse perspectives, improve curriculum, and promote student learning and well-being.

- Critically analyze relationships between schools, society, and curriculum, drawing especially on structural, ideological, and human development perspectives
- Produce an independent dissertation that includes extensive review of relevant literature, clear rationale for study design and methods supported by relevant literature, and collection and analysis of appropriate data in order to make a novel contribution to a problem of professional knowledge.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 801	LEADERSHIP: THEORY AND PRACTICE	4
CS 704	CURRICULUM DISCOURSES/ PERSPECTIVES OVER TIME	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
SCG 701	SEMINAR: PHILOSOPHY OF EDUCATION	4
SCG 711	CULTURE, POWER AND EDUCATION	4
SCG 721	HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS	4

Research Courses: 20 quarter hours required

These courses are sequenced and must be taken in the following order:

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
SCG 785	FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH	4
SCG 735	QUANTITATIVE RESEARCH METHODS I	4
SCG 745	QUALITATIVE RESEARCH METHODS I	4
SCG 755 or SCG 765	QUANTITATIVE RESEARCH METHODS II QUALITATIVE RESEARCH METHODS II	4

Elective Requirement: 4 quarter hours required

One elective (4 quarter hours) from the following list:

Course	Title	Quarter Hours
Any doctoral course (700 or above) for which the student qualifies		
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES	
A&S 598	INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP	
BBE 404	LANGUAGE, LITERACY AND CULTURE	
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	
BBE 530	LATINOS AND EDUCATION	
Other options need to be approved by the Ed.D. Program		

Concentration Courses: 20 quarter hours required

Choose five courses from the following list:

Course	Title	Quarter Hours
CS 754	CURRICULUM THEORIZING: MULTIPLE LENSES	
CS 761	ASSESSING SCHOOL CURRICULUM	
CS 764	YOUTH DEVELOPMENT, IDEOLOGY, CULTURE, AND SOCIETY	
CS 774	ENGAGING IN CURRICULUM DELIBERATION	
CS 784	CURRICULUM AND PROGRAM DESIGN	
CS 794	SPECIAL TOPICS IN CURRICULUM	

Candidacy Course: non-credit, non-tuition

Course	Title	Quarter Hours
CS 706	CANDIDACY PAPER	0

Dissertation Courses: 8 quarter hours required

Course	Title	Quarter Hours
CS 849	SUPERVISED DISSERTATION (PHD) PROPOSAL DEVELOPMENT	4
CS 859	INDEPENDENT DISSERTATION RESEARCH (PHD): CURRICULUM STUDIES	4

- Principal Preparation Option, Curriculum Studies (PhD) (p. 341)
- Superintendent Option, Curriculum Studies (PhD) (p. 341)
- Teacher Leader Option, Curriculum Studies (PhD) (p. 342)

Principal Preparation Option, Curriculum Studies (PhD)

This Illinois State Board of Education approved program, is designed for licensed teachers who already hold a master's degree in education and are seeking principal licensure. The program offers a powerful, discipline-based curriculum with a problem-solving orientation that prepares effective and principled decision-makers. Graduates from the program are prepared to assume school and district administrative and supervisory roles.

Additional Program Requirements

An additional 44 quarter hours:

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 492	THE PRINCIPALSHIP	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4
A&S 694	SCHOOL FINANCE	4
A&S 695	SCHOOL LAW	4
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4

Superintendent Option, Curriculum Studies (PhD)

Education doctoral students can pursue the Superintendent Endorsement, which is approved by the Illinois State Board of Education. Students must be admitted to the doctoral program in the College of Education and complete requirements of the program to qualify for the Superintendent Endorsement.

Additional Program Requirements

Curriculum Studies doctoral students must also complete the following courses along with the superintendent internship:

Course	Title	Quarter Hours
A&S 803	THE SUPERINTENDENCY: PROGRAMS, SYSTEMS, AND STRUCTURES	4
A&S 811	ASSESSMENT AND ACCOUNTABILITY	4
A&S 823	COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT	4
A&S 824	ADVANCED HUMAN RESOURCES MANAGEMENT	4
A&S 834	THE SUPERINTENDENT AS INSTRUCTIONAL LEADER	4
A&S 843	THE POLITICS OF SCHOOLING	4

A&S 873	CURRENT TRENDS IN BUDGETING AND FINANCE	4
A&S 883	SCHOOL LAW	4

Superintendent Internship Requirement:

Course	Title	Quarter Hours
A&S 898	SUPERINTENDENT INTERNSHIP SEMINAR - THEORY INTO PRACTICE	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC I, Fall quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC II, Winter quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC III, Spring quarter)	1

Teacher Leader Option, Curriculum Studies (PhD)

This program is ideal for students who are educators in K-12 environments and are seeking leadership roles, excluding principalship. Such roles include, but are not limited to: curriculum specialists, coaches, mentor teachers, department chair or lead teachers, content specialists, teacher leaders charged with supervisor roles, and program leaders. The program meets the standards set forth by the state of Illinois for the endorsement of Teacher Leader.

Additional Program Requirements

Teacher Leader Core Courses (10 courses, 40 quarter hours)

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 499	PLANNING FOR PROFESSIONAL DEVELOPMENT	4
BBE 599	LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS	4
CS 470	TEACHERS AS LEADERS	4
CS 473	ASSESSMENT	4
CS 482	THE HISTORY OF CURRICULUM PRACTICE	4
CS 488	CURRICULUM DESIGN	4

Cyber-Physical Systems Engineering (BS)

The BS in Cyber-Physical Systems Engineering program prepares students for engineering systems that integrate physical processes, computation, and control. Cyber-physical systems are used to manage electric grids and other infrastructures, home utilities and appliances, robots, self-driving vehicles, smart appliances, and Internet of Things (IoT).

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	136
Open Electives	4
Total hours required	192

Learning Outcomes

Students will be able to:

- Model a computational problem, select appropriate algorithms and data structures for a solution, justify the correctness of the algorithm, and implement an application solving the problem.
- Analyze and select an algorithm based on system effects.
- Analyze a simple physical process; develop a mathematical model that describes it and feedback control system that controls it.
- Select the hardware (e.g., sensor, actuators, controllers, etc.) and integrate feedback control algorithms to implement a cyber-physical system.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
CSE 393	CYBER-PHYSICAL SYSTEMS ENGINEERING PRACTICUM I	4-4.5
Senior Year		
Capstone		
CSE 394	CYBER-PHYSICAL SYSTEMS ENGINEERING PRACTICUM II ¹	4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Note

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II	4
CSC 300	DATA STRUCTURES I	4
CSC 301	DATA STRUCTURES II	4
CSC 321	DESIGN AND ANALYSIS OF ALGORITHMS	4
CSC 373	COMPUTER SYSTEMS I	4
CSC 374	COMPUTER SYSTEMS II	4
CSE 299	HARDWARE PROJECTS	4
CSE 314	NETWORKING FOR CYBER-PHYSICAL SYSTEMS	4
CSE 316	CYBER-PHYSICAL SYSTEM SECURITY	4
CSE 331	CYBER-PHYSICAL SYSTEM ENGINEERING I	4
CSE 332	CYBER-PHYSICAL SYSTEMS ENGINEERING II	4
CSE 333	CYBER-PHYSICAL SYSTEMS ENGINEERING III	4
CSE 351	EMBEDDED SYSTEMS I	4
CSE 352	EMBEDDED SYSTEMS II	4
CSE 361	LINEAR SYSTEMS	4

CSE 362	FOUNDATIONS OF CYBER-PHYSICAL COMPUTING	4
CSE 393	CYBER-PHYSICAL SYSTEMS ENGINEERING PRACTICUM I (Experiential Learning)	4
CSE 394	CYBER-PHYSICAL SYSTEMS ENGINEERING PRACTICUM II (Capstone)	4
MAT 140	DISCRETE MATHEMATICS I	4
MAT 141	DISCRETE MATHEMATICS II	4
MAT 150	CALCULUS I	4
MAT 151	CALCULUS II	4
MAT 152	CALCULUS III	4
MAT 260	MULTIVARIABLE CALCULUS I	4
MAT 262	LINEAR ALGEBRA	4
MAT 304	DIFFERENTIAL EQUATIONS	4
MAT 351	PROBABILITY AND STATISTICS I	4
PHY 170	UNIVERSITY PHYSICS I	4
PHY 171	UNIVERSITY PHYSICS II	4
PHY 172	UNIVERSITY PHYSICS III	4
WRD 204	TECHNICAL WRITING	4
Select twelve (12) credit hours of Major Electives		12
Select four (4) credit hours of Open Electives		4

Note: Students may take CSC 243 and one (1) additional Major Elective in lieu of CSC 241 and CSC 242.

Major Electives

Major electives may be selected from the following list of courses:

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	
CHE 140	UNIVERSITY CHEMISTRY I	
CHE 142	UNIVERSITY CHEMISTRY II	
CHE 144	UNIVERSITY CHEMISTRY III	
CSC 299	SOPHOMORE LAB IN APPLIED COMPUTING	
CSE 304	RAPID PROTOTYPING TECHNOLOGIES	
CSE 341	DIGITAL SYSTEMS	
CSE 342	COMPUTER SYSTEM ORGANIZATION AND DESIGN	
CSE 377	INTRO TO MECHATRONICS	
CSEC 378	HOST BASED SECURITY (FORMERLY CNS 378)	
IT 300	RESEARCH EXPERIENCE	
MAT 352	PROBABILITY AND STATISTICS II	
MAT 353	PROBABILITY AND STATISTICS III	
MAT 370	ADVANCED LINEAR ALGEBRA	
MAT 381	FOURIER ANALYSIS AND SPECIAL FUNCTIONS	
MAT 384	MATHEMATICAL MODELING	

MAT 385	NUMERICAL ANALYSIS I
MAT 386	NUMERICAL ANALYSIS II
PHY 110	BASIC ELECTRONICS: PRINCIPLES & TECHNIQUES
PHY 231	LINEAR ELECTRIC CIRCUITS
PHY 270	UNIVERSITY PHYSICS IV
PHY 300	METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS I
PHY 301	METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS II
PHY 320	ELECTRICITY AND MAGNETISM I
PHY 321	ELECTRICITY AND MAGNETISM II
PHY 370	ELECTRONICS
Any 300-level CSC course	
Any 300-level SE course	

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu/>) to see sample schedule of course requirements on a year-by-year basis.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 192 credit hours (generally 48 courses).
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses.
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses.
- Maintain a cumulative GPA of 2.0 or higher.

Cybersecurity (BS)

The BS in Cybersecurity prepares students to evaluate and manage an organization's computer, information and network security, as well as develop a solid information technology infrastructure.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	96
Open Electives	20
Total hours required	192

Learning Outcomes

Students will be able to:

- Identify the information security services provided by "Confidentiality," "Integrity," and "Availability" (CIA).
- Analyze the security controls present in an environment and identify any improvements needed to implement fully a defense-in-depth model.
- Design an enterprise infrastructure that implements a defense-in-depth model.
- Develop security policies for an enterprise environment.
- Interpret how some of the legal and regulatory requirements impact an enterprise environment.

- Evaluate the threat sources, attack vectors and asset vulnerabilities in an enterprise environment via a risk assessment.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
CSEC 395	INFORMATION SYSTEMS SECURITY ENGINEERING II (FORMERLY CNS 395)	4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required (See note below)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required (See note below)

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Students must take one of the following ethics courses: CSC 208 (PI), IT 228 (PI), PHL 248/MGT 248 (PI) or REL 228/MGT 228 (RD)

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	4
CSEC 228	LEGAL, ETHICAL AND SOCIAL ISSUES IN INFORMATION SECURITY (FORMERLY CNS 228)	4
CSEC 320	COMPUTER FORENSIC AND INCIDENT RESPONSE (FORMERLY CNS 320)	4
CSEC 340	FUNDAMENTALS OF INFORMATION ASSURANCE (FORMERLY CNS 340)	4
CSEC 378	HOST BASED SECURITY (FORMERLY CNS 378)	4
CSEC 388	SECURITY TESTING AND ASSESSMENT (FORMERLY CNS 388)	4
CSEC 394	INFORMATION SYSTEMS SECURITY ENGINEERING I (FORMERLY CNS 394)	4
CSEC 395	INFORMATION SYSTEMS SECURITY ENGINEERING II (FORMERLY CNS 395)	4
CSC 233 or CSC 333	CODES AND CIPHERS CRYPTOLOGY	4
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II	4
CSC 300	DATA STRUCTURES I	4
CSC 301	DATA STRUCTURES II	4
CSC 355	DATABASE SYSTEMS	4
CSC 373	COMPUTER SYSTEMS I	4
CSC 374	COMPUTER SYSTEMS II	4
IT 263	APPLIED NETWORKS AND SECURITY	4
MAT 140	DISCRETE MATHEMATICS I	4
NET 363	INTRODUCTION TO LOCAL AREA NETWORKS (FORMERLY TDC 363)	4

NET 365	NETWORK INTERCONNECTION TECHNOLOGIES (FORMERLY TDC 365)	4
NET 377	FUNDAMENTALS OF NETWORK SECURITY (FORMERLY TDC 377)	4
NET 379	TELECOMMUNICATION AND NETWORK SECURITY PRACTICUM (FORMERLY TDC 379)	4
Select eight (8) credit hours of Major Electives		8
Major Electives can be chosen from the following:		
Any 300-level CSEC, NET, CSC, SE, IS or IT courses		
CSC 281	WORKSHOP: JAVA FOR PROGRAMMERS	
CSC 282	WORKSHOP: LINUX FOR PROGRAMMERS	

¹ Students may take CSC 243 and 1 Additional Open Elective in lieu of CSC 241 and CSC 242.

Students must earn a grade of C- or higher in all major elective courses.

Students may take CSC 243 and 1 Additional Open Elective in lieu of CSC 241 and CSC 242.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 192 credit hours (generally 48 courses)
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses
- Maintain a cumulative GPA of 2.0 or higher

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu>) to see sample schedule of course requirements on a year-by-year basis.

Cybersecurity (BS), Combined Bachelor's + Master's Degree

The combined Bachelor's/Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates.

These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Students who meet the admission requirements below may choose to apply to a combined degree program. Interested students should consult their faculty advisor regarding the application procedure. This program allows students to combine many CDM bachelor's degrees with a CDM master's degree following the structure outlined below.

Admission Criteria

- Minimum of 44 quarter hours earned
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul

- Full admission to the designated master's program requires meeting admission requirements (<https://www.cdm.depaul.edu/Admission-and-Aid/Pages/Grad-Program-Requirements.aspx>) for that program
- Faculty endorsement from a CDM full-time faculty member

Students should discuss their interest in a CDM combined degree program with a CDM faculty advisor. Before admission to the degree, students should work with the faculty advisor to identify a course plan for the combined degree program, including the list of courses to take and how the courses will be applied toward both the undergraduate and graduate degrees. Non-CDM students can email the CDM advising office (advising@cdm.depaul.edu) if interested in a combined degree with a CDM master's degree.

If you are currently a CDM student and interested in combining your CDM bachelor's degree with a non-CDM graduate degree, please contact the respective college for admission and application procedures.

Students enrolled in the Bachelor of Arts in Computing or the Bachelor of Arts in Professional Studies with a major in Computing (<https://www.cdm.depaul.edu/academics/Pages/BA-Computing.aspx>) joint degree programs between CDM and the School of Continuing and Professional Studies are eligible for this program. Interested students who meet the admission criteria for a combined degree should contact SCPS Academic Services (scpsadvising@depaul.edu) for more information. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Program Structure

Students in the combined degree program take a maximum of three (3) graduate level courses that count toward both their bachelor's and master's degree requirements. Students may enroll in graduate level coursework in the junior and senior year only. Students in the combined degree program will receive the bachelor's degree after meeting all graduation requirements including the minimum credit hours required for graduation.

To earn the master's degree, the student must earn as many additional graduate credit hours as needed to reach the minimum number of graduate credit hours required in that master's degree.

Only CDM courses can be taken as part of this program. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Maintaining Good Standing

Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter.

The student and faculty advisor will be notified when the student's cumulative GPA falls below 3.3 or when the students receives less than a C- in graduate level course.

If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional B.A./B.S./B.F.A.

If dismissed from the combined degree program after graduate courses have been passed, the graduate courses may only apply to the undergraduate degree. Should the student later be admitted to a graduate

program, graduate courses applied to the undergraduate degree may not apply to the graduate program and may not be repeated if they are required in the declared graduate curriculum. Other graduate courses may be substituted in this case.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the combined degree program.

This course of study should include the graduate courses to be taken and the undergraduate courses that are replaced by the graduate courses. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

It is advisable for the student and the faculty advisor to enter the proposed plan of study in the student communication record in BlueStar so it is available to the student and CDM faculty and staff.

Registering for Master's Degree Courses

Combined degree students must meet regularly with their faculty advisor. The faculty advisor will initiate the registration process for all graduate level courses taken during the undergraduate career.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. When preparing to complete the undergraduate portion of the combined degree, students must submit the application for degree conferral for the undergraduate degree by the application deadline. At this time, the students should contact the CDM Academic Success Center about the procedure required to be formally admitted to the declared graduate program.

Cybersecurity (MS)

The MS in Cybersecurity is intended for students who wish to specialize in the security aspects of Information Technology. Students will learn how to design, implement and maintain software systems designed to support security policy and network architecture consistent with mitigating risk and preventing hostile attacks.

Concentrations

Computer Security Concentration

The Computer Security concentration focuses on fundamental security topics that arise in the design, analysis, and implementation of distributed systems. This concentration provides in-depth coverage of the theory and application of identity, authentication, access control, auditing, assessment & prevention of software vulnerabilities, and cryptography, in the context of modern enterprise-scale & web-based systems.

Networking and Infrastructure Concentration

The Networking and Infrastructure concentration focuses on the network infrastructure and network security management aspects of information security. This concentration will provide in-depth coverage of network security infrastructure technologies such as firewalls, Virtual Private Networks (VPN), Intrusion Detection and Prevention Systems (IDS/IPS),

vulnerability assessment tools, as well as overall security infrastructure engineering and design.

Governance, Risk Management and Compliance Concentration

The Governance, Risk Management, and Compliance concentration focuses on enterprise-level information security risk management, IT audit, and regulatory compliance. This cross-disciplinary concentration focuses on how to:

- develop an information security program;
- assess security risk in business processes;
- identify and implement a system of controls for security governance and regulatory compliance;
- plan and conduct IT audits; and
- develop business continuity and disaster recovery plans.

Program Requirements	Quarter Hours
Introductory Courses	0-24
Degree Requirements	48
Total hours required	48-72

Learning Outcomes

Students will be able to:

- Identify the information security services provided by "Confidentiality," "Integrity," and "Availability" (CIA).
- Develop a security awareness program adapted to the different stakeholder of an enterprise.
- Evaluate sets of security controls to enforce security policies.
- Select appropriate tools and methods to conduct a proper incident response and forensic investigation in an enterprise environment.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

The Introductory, Foundation, Advanced and Major Elective course selections are determined by the concentration chosen.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Foundation Courses

Students must achieve an average GPA of 3.0 or better in the five Foundation Courses. Students who do not meet the Foundation Courses' GPA requirement must retake the course with the lowest grade. If a number of such courses exist, it is up to the student to choose which class to retake. Only the higher grade will count toward the average grade for the purpose of completing the GPA Requirement. Students who do not meet the GPA requirements are encouraged to talk to their faculty

advisor to discuss their options. To progress to the Advanced Courses of the degree, a student must complete the Introductory and Foundation Courses.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Achieve a GPA of 3.0 or better among the five foundation courses.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Computer Security Concentration, Cybersecurity (MS) (p. 347)
- Governance, Risk Management and Compliance Concentration, Cybersecurity (MS) (p. 349)
- Networking and Infrastructure Concentration, Cybersecurity (MS) (p. 349)

Computer Security Concentration, Cybersecurity (MS)

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4

Foundation Courses

Course	Title	Quarter Hours
CSC 435	DISTRIBUTED SYSTEMS I	4
SE 450	OBJECT-ORIENTED SOFTWARE DEVELOPMENT	4
NET 477	NETWORK SECURITY (FORMERLY TDC 477)	4
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	4
CSEC 450	DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450)	4

Advanced Courses

Course	Title	Quarter Hours
CSEC 480	CYBERSECURITY AUTOMATION OPERATIONS	4
Select twelve (12) Credit Hours from the following:		12
CSC 439	COMPUTER SECURITY	
CSC 440	CRYPTOLOGY	
CSC 463	THEORY AND PRACTICE OF SAFE SYSTEMS PROGRAMMING	
CSEC 428	IT RISK MANAGEMENT	
CSEC 477	GOVERNANCE POLICIES IN INFORMATION ASSURANCE (FORMERLY CNS 477)	
NET 560	ADVANCED NETWORK TECHNOLOGIES AND DESIGN (FORMERLY TDC 560)	
NET 577	NETWORK SECURITY II (FORMERLY TDC 577)	
SE 525	SOFTWARE SECURITY ARCHITECTURE	
SE 526	SOFTWARE SECURITY ASSESSMENT	

Major Elective Courses

Students must complete **four (4) credit hours from CSEC courses in the range of 420 or higher** or a course from the list of courses below. That course cannot be used to fulfill a student's CSEC Concentration Area or Foundation Course requirements.

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	
DSC 433	SCRIPTING FOR DATA ANALYSIS	
CSC 436	WEB APPLICATIONS	
CSC 438	FRAMEWORK FOR WEB APPLICATION DEVELOPMENT	
CSC 439	COMPUTER SECURITY	
CSC 440	CRYPTOLOGY	
DSC 465	DATA VISUALIZATION	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
CSC 536	DISTRIBUTED SYSTEMS II	
CSC 557	FOUNDATIONS OF COMPUTER SECURITY	
CSE 426	CYBER-PHYSICAL SYSTEM SECURITY	
ECT 582	SECURE ELECTRONIC COMMERCE	

IS 444	IT AUDITING
DSC 441	FUNDAMENTALS OF DATA SCIENCE
IS 482	LEGAL RESPONSIBILITIES IN INFORMATION TECHNOLOGY
IS 505	BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
IS 506	BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE
SE 441	CONTINUOUS DELIVERY AND DevOps
SE 452	OBJECT-ORIENTED ENTERPRISE COMPUTING
SE 482	REQUIREMENTS ENGINEERING
SE 525	SOFTWARE SECURITY ARCHITECTURE
SE 526	SOFTWARE SECURITY ASSESSMENT
SE 529	SOFTWARE RISK MANAGEMENT
NET 460	FOUNDATIONS OF NETWORK TECHNOLOGIES (FORMERLY TDC 460)
NET 511	TELECOMMUNICATIONS PRACTICUM (FORMERLY TDC 511)
NET 560	ADVANCED NETWORK TECHNOLOGIES AND DESIGN (FORMERLY TDC 560)
NET 562	COMPUTER-COMMUNICATION NETWORK DESIGN & ANALYSIS (FORMERLY TDC 562)
NET 563	PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS (FORMERLY TDC 563)
NET 567	TELECOMMUNICATION SYSTEMS DESIGN AND MANAGEMENT (FORMERLY TDC 567)
NET 568	NETWORK MANAGEMENT (FORMERLY TDC 568)
NET 577	NETWORK SECURITY II (FORMERLY TDC 577)

CDM Open Elective Courses

Students must complete four (4) Credit Hours of advisor-approved graduate courses from the School of Computing in the range of 421-699. Open Elective courses must be within the range of 421-699 and must be chosen among : CSC, CSE, CSEC, DSC, ECT, GAM, HIT, IS, IT, NET, SE.

Capstone Options

Students have the option of completing the Information Security Governance course (4 credit hours) or the Cybersecurity Security Capstone course (4 credit hours) or completing a Master's Research Project (up to 8 credit hours) to fulfill their Capstone requirement. If a student chooses to complete a Master's Research project for 8 credit hours, 4 credit hours of CSC 695 replace one major or open elective course in the M.S. in Cybersecurity program. A student who completes a Master's Research project also has the option of completing a Master's Thesis.

Information Security Governance Course

- CSEC 587

Computer, Information and Network Security Capstone Course

- CSEC 594

Master's Research

- Students interested in a more-in-depth study of a particular area can choose to work with a faculty member (not necessarily their academic advisor) on an independent study or research project. The student will register for up to 8 credit hours of CSC 695. If a student chooses to complete a Master's Research Project for 8 credit hours, 4 credit hours of CSC 695 replace one more or open elective course in the MS in Cybersecurity program.

Master's Thesis

- A student who has made an original contribution to the area (typically, through work done by CSC 695) may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0 credit course CSC 698 and the transcript will show the thesis title as the course topic.

Governance, Risk Management and Compliance Concentration, Cybersecurity (MS)

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
NET 405	NETWORK FUNDAMENTALS (FORMERLY TDC 405)	4
NET 411	INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS (FORMERLY TDC 411)	4
NET 413	INTRODUCTION TO LAN TECHNOLOGIES (FORMERLY TDC 413)	4
CSEC 418	INTRODUCTION TO HOST SECURITY (FORMERLY CNS 418)	4

Foundation Courses

Course	Title	Quarter Hours
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	4
CSEC 445	HUMAN-CENTERED CYBERSECURITY (FORMERLY CNS 445)	4
CSEC 477	GOVERNANCE POLICIES IN INFORMATION ASSURANCE (FORMERLY CNS 477)	4
IS 444	IT AUDITING	4
NET 463	COMPUTER NETWORKS AND DATA SYSTEMS (FORMERLY TDC 463)	4

Advanced Courses

A maximum of four (4) Advanced Courses can be taken before completing the Foundation Courses and fulfilling the GPA Requirement.

Course	Title	Quarter Hours
CSEC 428	IT RISK MANAGEMENT	4
CSEC 533	ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE (FORMERLY CNS 533)	4
NET 477	NETWORK SECURITY (FORMERLY TDC 477)	4
Select two of the following:		8
IS 486	CYBERSECURITY LAW	
IS 487	DATA PRIVACY LAW: US & EU	
CSEC 448	ONLINE MISINFORMATION AND DISINFORMATION OPERATIONS	

Major Elective Courses

Student must complete four (4) Credit Hours from the following list:

Course	Title	Quarter Hours
Select four (4) Credit Hours from the following list:		4
CSEC 420 or higher		
NET 420 or higher		
IS 482	LEGAL RESPONSIBILITIES IN INFORMATION TECHNOLOGY	
IS 486	CYBERSECURITY LAW	
IS 487	DATA PRIVACY LAW: US & EU	
IS 505	BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES	

Capstone Requirement

Course	Title	Quarter Hours
CSEC 594	COMPUTER INFORMATION AND NETWORK SECURITY CAPSTONE (FORMERLY CNS 594)	4

Networking and Infrastructure Concentration, Cybersecurity (MS)

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
CSEC 418	INTRODUCTION TO HOST SECURITY (FORMERLY CNS 418)	4
NET 405	NETWORK FUNDAMENTALS (FORMERLY TDC 405)	4
NET 411	INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS (FORMERLY TDC 411)	4
NET 413	INTRODUCTION TO LAN TECHNOLOGIES (FORMERLY TDC 413)	4

Foundation Courses

Course	Title	Quarter Hours
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	4
CSEC 445	HUMAN-CENTERED CYBERSECURITY (FORMERLY CNS 445)	4
CSEC 450	DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450)	4
NET 463	COMPUTER NETWORKS AND DATA SYSTEMS (FORMERLY TDC 463)	4
NET 477	NETWORK SECURITY (FORMERLY TDC 477)	4

Advanced Courses

A maximum of four (4) Advanced Courses can be taken before completing the Foundation Courses and fulfilling the GPA Requirement.

Course	Title	Quarter Hours
CSEC 488	SECURITY TESTING AND ASSESSMENT (FORMERLY CNS 488)	4
CSEC 533	ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE (FORMERLY CNS 533)	4
NET 577	NETWORK SECURITY II (FORMERLY TDC 577)	4
Select one of:		4
NET 511	TELECOMMUNICATIONS PRACTICUM (FORMERLY TDC 511)	
CSEC 489	ADVANCED CYBER ATTACK RESPONSES AND DEFENSES (FORMERLY CNS 489)	

Major Elective Courses

Students must complete **eight (8) Credit Hours of CSEC or NET courses in the range of 420 or higher.** That course cannot be used to fulfill a student's Concentration Area or Foundation Courses requirements.

Capstone Options

Four (4) credit hours are required for the capstone requirement. Students have the option of completing the Information Security Governance course (4 credit hours) or the Computer, Information and Network Security Capstone course (4 credit hours) or the Network Capstone course (4 credit hours) or completing a Master's Research Project (up to 8 credit hours) to fulfill their Capstone requirement. If a student chooses to complete a Master's Research project for 8 credit hours, 4 credit hours of CSC 695 replace one major elective course in the M.S. in Cybersecurity program. A student who completes a Master's Research project also has the option of completing a Master's Thesis.

Information Security Governance Course

- CSEC 587

Computer, Information and Network Security Capstone Course

- CSEC 594

Network Capstone Course

- NET 594

Master's Research

- Students interested in a more-in-depth study of a particular area can choose to work with a faculty member (not necessarily their academic advisor) on an independent study or research project. The student will register for up to 8 credit hours of CSC 695. If a student chooses to complete a Master's Research project for 8 credit hours, 4 credit hours of CSC 695 replace one major elective course in the M.S. in Cybersecurity program.

Master's Thesis

- A student who has made an original contribution to the area (typically, through work done by CSC 695) may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0 credit course CSC 698 and the transcript will show the thesis title as the course topic.

Cybersecurity (MS) Online

The MS in Cybersecurity is intended for students who wish to specialize in the security aspects of Information Technology. Students will learn how to design, implement and maintain software systems designed to support security policy and network architecture consistent with mitigating risk and preventing hostile attacks.

Concentrations

Computer Security Concentration

The Computer Security concentration focuses on fundamental security topics that arise in the design, analysis, and implementation of distributed systems. This concentration provides in-depth coverage of the theory and application of identity, authentication, access control, auditing, assessment & prevention of software vulnerabilities, and cryptography, in the context of modern enterprise-scale & web-based systems.

Networking and Infrastructure Concentration

The Networking and Infrastructure concentration focuses on the network infrastructure and network security management aspects of information security. This concentration will provide in-depth coverage of network security infrastructure technologies such as firewalls, Virtual Private Networks (VPN), Intrusion Detection and Prevention Systems (IDS/IPS), vulnerability assessment tools, as well as overall security infrastructure engineering and design.

Governance, Risk Management and Compliance Concentration

The Governance, Risk Management, and Compliance concentration focuses on enterprise-level information security risk management, IT audit, and regulatory compliance. This cross-disciplinary concentration focuses on how to:

- develop an information security program;
- assess security risk in business processes;
- identify and implement a system of controls for security governance and regulatory compliance;

- plan and conduct IT audits; and
- develop business continuity and disaster recovery plans.

Program Requirements	Quarter Hours
Introductory Courses	0-24
Degree Requirements	48
Total hours required	48-72

- Identify the information security services provided by "Confidentiality," "Integrity," and "Availability" (CIA).\n
- Develop a security awareness program adapted to the different stakeholder of an enterprise.\n
- Evaluate sets of security controls to enforce security policies.\n
- Select appropriate tools and methods to conduct a proper incident response and forensic investigation in an enterprise environment.\n

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

The Introductory, Foundation, Advanced and Major Elective course selections are determined by the concentration chosen.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Foundation Courses

Students must achieve an average GPA of 3.0 or better in the five Foundation Courses. Students who do not meet the Foundation Courses' GPA requirement must retake the course with the lowest grade. If a number of such courses exist, it is up to the student to choose which class to retake. Only the higher grade will count toward the average grade for the purpose of completing the GPA Requirement. Students who do not meet the GPA requirements are encouraged to talk to their faculty advisor to discuss their options. To progress to the Advanced Courses of the degree, a student must complete the Introductory and Foundation Courses.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Achieve a GPA of 3.0 or better among the five foundation courses.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion

of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.

- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Computer Security Concentration, Cybersecurity (MS) Online (p. 351)
- Governance, Risk Management and Compliance Concentration, Cybersecurity (MS) Online (p. 353)
- Networking and Infrastructure Concentration, Cybersecurity (MS) Online (p. 353)

Computer Security Concentration, Cybersecurity (MS) Online

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4

Foundation Courses

Course	Title	Quarter Hours
CSC 435	DISTRIBUTED SYSTEMS I	4
SE 450	OBJECT-ORIENTED SOFTWARE DEVELOPMENT	4
NET 477	NETWORK SECURITY (FORMERLY TDC 477)	4
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	4
CSEC 450	DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450)	4

Advanced Courses

Course	Title	Quarter Hours
CSC 480	ARTIFICIAL INTELLIGENCE I	4
Select twelve (12) Credit Hours from the following:		12
CSC 439	COMPUTER SECURITY	
CSC 440	CRYPTOLOGY	
CSC 463	THEORY AND PRACTICE OF SAFE SYSTEMS PROGRAMMING	
CSEC 428	IT RISK MANAGEMENT	
CSEC 477	GOVERNANCE POLICIES IN INFORMATION ASSURANCE (FORMERLY CNS 477)	
SE 525	SOFTWARE SECURITY ARCHITECTURE	
SE 526	SOFTWARE SECURITY ASSESSMENT	
NET 560	ADVANCED NETWORK TECHNOLOGIES AND DESIGN (FORMERLY TDC 560)	
NET 577	NETWORK SECURITY II (FORMERLY TDC 577)	

Major Elective Courses

Students must complete **four (4) credit hours from CSEC courses in the range of 420 or higher** or a course from the list of courses below. That course cannot be used to fulfill a student's CSEC Concentration Area or Foundation Course requirements.

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	
DSC 433	SCRIPTING FOR DATA ANALYSIS	
CSC 436	WEB APPLICATIONS	
CSC 438	FRAMEWORK FOR WEB APPLICATION DEVELOPMENT	
CSC 439	COMPUTER SECURITY	
CSC 440	CRYPTOLOGY	
DSC 465	DATA VISUALIZATION	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
CSC 536	DISTRIBUTED SYSTEMS II	
CSC 557	FOUNDATIONS OF COMPUTER SECURITY	
CSE 426	CYBER-PHYSICAL SYSTEM SECURITY	
ECT 582	SECURE ELECTRONIC COMMERCE	
IS 444	IT AUDITING	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	
IS 482	LEGAL RESPONSIBILITIES IN INFORMATION TECHNOLOGY	
IS 505	BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES	
IS 506	BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS	
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	
SE 441	CONTINUOUS DELIVERY AND DevOps	
SE 452	OBJECT-ORIENTED ENTERPRISE COMPUTING	

SE 482	REQUIREMENTS ENGINEERING
SE 525	SOFTWARE SECURITY ARCHITECTURE
SE 526	SOFTWARE SECURITY ASSESSMENT
SE 529	SOFTWARE RISK MANAGEMENT
NET 460	FOUNDATIONS OF NETWORK TECHNOLOGIES (FORMERLY TDC 460)
NET 511	TELECOMMUNICATIONS PRACTICUM (FORMERLY TDC 511)
NET 560	ADVANCED NETWORK TECHNOLOGIES AND DESIGN (FORMERLY TDC 560)
NET 562	COMPUTER-COMMUNICATION NETWORK DESIGN & ANALYSIS (FORMERLY TDC 562)
NET 563	PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS (FORMERLY TDC 563)
NET 567	TELECOMMUNICATION SYSTEMS DESIGN AND MANAGEMENT (FORMERLY TDC 567)
NET 568	NETWORK MANAGEMENT (FORMERLY TDC 568)
NET 577	NETWORK SECURITY II (FORMERLY TDC 577)

CDM Open Elective Courses

Students must complete four (4) Credit Hours of CDM open electives. Open Elective courses must be within the range of 421-699 and must be chosen among CSC, CSEC, NET, SE, IS, ECT, IT, PM, IPD, HIT, HCI, and GAM courses.

Capstone Options

Students have the option of completing the Information Security Governance course (4 credit hours) or the Computer, Information and Network Security Capstone course (4 credit hours) or completing a Master's Research Project (up to 8 credit hours) to fulfill their Capstone requirement. If a student chooses to complete a Master's Research project for 8 credit hours, 4 credit hours of CSC 695 replace one major or open elective course in the M.S. in Computer, Information, and Network Security program. A student who completes a Master's Research project also has the option of completing a Master's Thesis.

Information Security Governance Course

- CSEC 587

Computer, Information and Network Security Capstone Course

- CSEC 594

Master's Research

- Students interested in a more-in-depth study of a particular area can choose to work with a faculty member (not necessarily their academic advisor) on an independent study or research project. The student will register for up to 8 credit hours of CSC 695. If a student chooses to complete a Master's Research Project for 8 credit hours, 4 credit hours of CSC 695 replace one major or open elective course in the MS in Cybersecurity program.

Master's Thesis

- A student who has made an original contribution to the area (typically, through work done by CSC 695) may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to

submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0 credit course CSC 698 and the transcript will show the thesis title as the course topic.

Governance, Risk Management and Compliance Concentration, Cybersecurity (MS) Online

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
NET 405	NETWORK FUNDAMENTALS (FORMERLY TDC 405)	4
NET 411	INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS (FORMERLY TDC 411)	4
NET 413	INTRODUCTION TO LAN TECHNOLOGIES (FORMERLY TDC 413)	4
CSEC 418	INTRODUCTION TO HOST SECURITY (FORMERLY CNS 418)	4

Foundation Courses

Course	Title	Quarter Hours
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	4
CSEC 455	PHYSICAL AND IT SECURITY CONVERGENCE (FORMERLY CNS 455)	4
CSEC 477	GOVERNANCE POLICIES IN INFORMATION ASSURANCE (FORMERLY CNS 477)	4
IS 444	IT AUDITING	4
NET 463	COMPUTER NETWORKS AND DATA SYSTEMS (FORMERLY TDC 463)	4

Advanced Courses

A maximum of four (4) Advanced Courses can be taken before completing the Foundation Courses and fulfilling the GPA Requirement.

Course	Title	Quarter Hours
CSEC 428	IT RISK MANAGEMENT	4
CSEC 533	ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE (FORMERLY CNS 533)	4
NET 477	NETWORK SECURITY (FORMERLY TDC 477)	4
<i>Select eight (8) credit hours from the following:</i>		8
Any CSEC 400 or 500 level not used in degree		
CSEC 448	ONLINE MISINFORMATION AND DISINFORMATION OPERATIONS	
IS 486	CYBERSECURITY LAW	
IS 487	DATA PRIVACY LAW: US & EU	

Major Elective Courses

Student must complete four (4) Credit Hours from the following list:

Course	Title	Quarter Hours
Any CSEC or NET course numbered 420 or higher		
IS 482	LEGAL RESPONSIBILITIES IN INFORMATION TECHNOLOGY	
IS 486	CYBERSECURITY LAW	
IS 487	DATA PRIVACY LAW: US & EU	
IS 505	BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES	

Capstone Requirement

Course	Title	Quarter Hours
CSEC 594	COMPUTER INFORMATION AND NETWORK SECURITY CAPSTONE (FORMERLY CNS 594)	4

Networking and Infrastructure Concentration, Cybersecurity (MS) Online

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
CSEC 418	INTRODUCTION TO HOST SECURITY (FORMERLY CNS 418)	4
NET 405	NETWORK FUNDAMENTALS (FORMERLY TDC 405)	4
NET 411	INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS (FORMERLY TDC 411)	4
NET 413	INTRODUCTION TO LAN TECHNOLOGIES (FORMERLY TDC 413)	4

Foundation Courses

Course	Title	Quarter Hours
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	4
CSEC 445	HUMAN-CENTERED CYBERSECURITY (FORMERLY CNS 445)	4
CSEC 450	DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450)	4
NET 463	COMPUTER NETWORKS AND DATA SYSTEMS (FORMERLY TDC 463)	4
NET 477	NETWORK SECURITY (FORMERLY TDC 477)	4

Advanced Courses

A maximum of four (4) Advanced Courses can be taken before completing the Foundation Courses and fulfilling the GPA Requirement.

Course	Title	Quarter Hours
CSEC 488	SECURITY TESTING AND ASSESSMENT (FORMERLY CNS 488)	4
CSEC 533	ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE (FORMERLY CNS 533)	4
NET 577	NETWORK SECURITY II (FORMERLY TDC 577)	4
Select four (4) Credit Hours from the following:		4
CSEC 489	ADVANCED CYBER ATTACK RESPONSES AND DEFENSES (FORMERLY CNS 489)	
NET 511	TELECOMMUNICATIONS PRACTICUM (FORMERLY TDC 511)	

Major Elective Courses

Students must complete **eight (8) Credit Hours of CSEC or NET courses in the range of 420 or higher.**

Capstone Options

Four (4) credit hours are required for the capstone requirement. Students have the option of completing the Information Security Governance course (4 credit hours) or the Computer, Information and Network Security Capstone course (4 credit hours) or completing a Master's Research Project (up to 8 credit hours) to fulfill their Capstone requirement. If a student chooses to complete a Master's Research project for 8 credit hours, 4 credit hours of CSC 695 (<https://catalog.depaul.edu/search/?P=CSC%20695>) replace one major or open elective course in the M.S. in Computer, Information, and Network Security program. A student who completes a Master's Research project also has the option of completing a Master's Thesis.

Information Security Governance Course

- CSEC 587 (<https://catalog.depaul.edu/search/?P=CSEC%20587>)

Computer, Information and Network Security Capstone Course

- CSEC 594 (<https://catalog.depaul.edu/search/?P=CSEC%20594>)

Master's Research

- Students interested in a more-in-depth study of a particular area can choose to work with a faculty member (not necessarily their academic advisor) on an independent study or research project. The student will register for up to 8 credit hours of CSC 695 (<https://catalog.depaul.edu/search/?P=CSC%20695>). If a student chooses to complete a Master's Research project for 8 credit hours, 4 credit hours of CSC 695 (<https://catalog.depaul.edu/search/?P=CSC%20695>) replace one more or open elective course in the M.S. in Cybersecurity program.

Master's Thesis

- A student who has made an original contribution to the area (typically, through work done by CSC 695 (<https://catalog.depaul.edu/search/?P=CSC%20695>)) may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0

credit course CSC 698 (<https://catalog.depaul.edu/search/?P=CSC%20698>) and the transcript will show the thesis title as the course topic.

Cybersecurity Training Certificate

The certificate allows instructors to engage in active learning via structured training material. The goal for the certificate is to create an instructional ecosystem that captures the interest of high school students early – particularly underrepresented and underresourced students in cybersecurity - instructs them on the essentials of cybersecurity and prepares them with the skills and abilities to enter pathways to a cybersecurity career.

THIS CERTIFICATE IS NOT AVAILABLE TO DePAUL STUDENTS.

Course	Title	Quarter Hours
CST 400	CYBERSECURITY TRAINING	4
CST 401	FUNDAMENTALS OF CYBERSECURITY	4
CST 402	HUMAN-CENTERED SECURITY	4
CST 403	CYBERSECURITY PRACTICUM	4

Data Science (BA)

The Bachelor of Arts in Data Science is designed to meet the growing demand for data scientists or data analysts. The increasing availability of digital information is changing the way businesses and organizations operate. More and more companies are in need of data science professionals with deep analytical and technical skills who can analyze massive amounts of data and extract information from complex data sources.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	76-80
Open Electives	36-40
Total hours required	192

Learning Outcomes

Students will be able to:

- Collect, manage, interpret, and analyze data in order to assist in data-driven decision-making and to identify and solve problems using data-based analytical approaches.
- Use statistical software packages and computational software platforms to execute various statistical and mathematical procedures for data analysis and to sanitize, process, and visualize data.
- Employ suitable tools and techniques to access data from various sources, such as data from relational databases or from the web.
- Critique data analyses performed on a particular data set, identify limitations in the inferences drawn from the data, and effectively communicate, in verbal form, the results.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level

language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
DSC 394	DATA SCIENCE PROJECT ^{1,2}	4

¹ Students must earn a C- or better in this course.

² Students with a primary major in Data Science are required to complete the Capstone offered by the Data Science department. Students double majoring or pursuing dual degrees with the primary major or primary degree in Data Science are required to complete the Capstone offered by the Data Science department. Data Science students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by

the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course	Title	Quarter Hours
Select one of the following options:		4-8
Option A		
CSC 241 & CSC 242	INTRODUCTION TO COMPUTER SCIENCE I and INTRODUCTION TO COMPUTER SCIENCE II	
Option B		
CSC 243	PYTHON FOR PROGRAMMERS	
Select one of the following Calculus sequences:		12
Sequence One		
MAT 150	CALCULUS I	
MAT 151	CALCULUS II	
MAT 152	CALCULUS III	
Sequence Two		
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
Sequence Three ¹		
MAT 155	SUMMER CALCULUS I	
MAT 156	SUMMER CALCULUS II	
CSC 300	DATA STRUCTURES I	4
CSC 301	DATA STRUCTURES II	4
CSC 321	DESIGN AND ANALYSIS OF ALGORITHMS	4
DSC 323	DATA ANALYSIS AND REGRESSION	4
DSC 324	ADVANCED DATA ANALYSIS	4
CSC 355	DATABASE SYSTEMS	4
DSC 341	FOUNDATIONS OF DATA SCIENCE	4
IT 223	DATA ANALYSIS	4
MAT 140	DISCRETE MATHEMATICS I	4
MAT 220 or MAT 262	APPLIED LINEAR ALGEBRA LINEAR ALGEBRA	4
MAT 260	MULTIVARIABLE CALCULUS I	4
MAT 349	APPLIED PROBABILITY	4
MAT 350	BAYESIAN STATISTICS	4
MAT 360	GENERALIZED LINEAR MODELS	4
MAT 384	MATHEMATICAL MODELING	4

¹ This Calculus sequence is offered only during the summer, in two 6-credit hour courses. Students successfully completing MAT 131, MAT 147, MAT 150 or MAT 160 should enroll in MAT 155; students who successfully complete MAT 148, MAT 151 or MAT 161 should enroll in

MAT 156. Students who successfully complete MAT 155 may enroll in either MAT 151 or MAT 156.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Data Science (BS)

The Bachelor of Science in Data Science is designed to meet the growing demand for data scientists or data analysts who can manage and analyze structured and unstructured data sets and extract meaningful knowledge to inform decisions. The curriculum consists of courses in computer science, mathematics and data management. Students learn about data processing and application development, machine learning and statistical modeling techniques, and the analytical and communication skills to explain results in a meaningful way. DePaul offers a Bachelor of Science degree through the School of Computing and a Bachelor of Arts degree in the College of Science and Health. The two programs share a common core of courses focusing on fundamental skills in data science that students take during the first two years. After the second year, the two degrees diverge in their emphasis and level of specialization.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	100
Open Electives	16
Total hours required	192

Learning Outcomes

Students will be able to:

- Explain how data is represented for analytic applications.
- Select and apply techniques for data preparation including normalization and reduction.
- Perform exploratory analysis to gain preliminary understanding of data.
- Develop and evaluate predictive models.
- Perform an independent data science investigation, from data gathering and cleaning to application of data mining algorithms.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4

WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
DSC 394	DATA SCIENCE PROJECT ¹	4

¹ Students must earn a C- or better in this course.

Learning Domains
Arts and Literature (AL) (p. 1322)
• 3 Courses Required

H (p.)istorical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (p. 1328)
• Not Required

Philosophical Inquiry (PI) (p. 1329)
• 2 Courses Required (see note below)

Religious Dimensions (RD) (p. 1330)
• 2 Courses Required (see note below)

Scientific Inquiry (SI) (p. 1332)
• 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 3 Courses Required

Note

Students must take one of the following ethics courses: CSC 208 (<https://catalog.depaul.edu/search/?P=CSC%20208>) (PI), PHL 248 (<https://catalog.depaul.edu/search/?P=PHL%20248>)/MGT 248 (<https://catalog.depaul.edu/search/?P=MGT%20248>) (PI) or REL 228 (<https://catalog.depaul.edu/search/?P=REL%20228>)/MGT 228 (<https://catalog.depaul.edu/search/?P=MGT%20228>) (RD).

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements
Course Requirements

Course	Title	Quarter Hours
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II	4
CSC 300	DATA STRUCTURES I	4
CSC 301	DATA STRUCTURES II	4
CSC 321	DESIGN AND ANALYSIS OF ALGORITHMS	4
DSC 323	DATA ANALYSIS AND REGRESSION	4
DSC 324	ADVANCED DATA ANALYSIS	4
CSC 355	DATABASE SYSTEMS	4
DSC 341	FOUNDATIONS OF DATA SCIENCE	4
DSC 333	INTRODUCTION TO BIG DATA PROCESSING	4
DSC 345	MACHINE LEARNING	4
DSC 365	DATA VISUALIZATION	4
IT 223	DATA ANALYSIS	4
MAT 140	DISCRETE MATHEMATICS I	4
MAT 150	CALCULUS I	4
MAT 151	CALCULUS II	4
MAT 152	CALCULUS III	4
MAT 220	APPLIED LINEAR ALGEBRA	4
MAT 349	APPLIED PROBABILITY	4
MAT 360	GENERALIZED LINEAR MODELS	4
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	4
SE 350	OBJECT-ORIENTED SOFTWARE DEVELOPMENT	4
Select eight (8) credit hours of Major Electives		8

Students may take CSC 243 and one (1) additional Major Elective in lieu of CSC 241 and CSC 242.

Major Electives

Students must earn a grade of C- or higher in all Major Elective courses. Students must select the eight (8) credit hours of Major Electives from the following list of courses, grouped by topic:

Computer Science

Course	Title	Quarter Hours
CSC 331	SCIENTIFIC COMPUTING	
CSC 347	CONCEPTS OF PROGRAMMING LANGUAGES	
CSC 360	WEB APPLICATIONS	
CSC 361	OPTIMIZED C++	
CSC 373	COMPUTER SYSTEMS I	
CSC 374	COMPUTER SYSTEMS II	
CSC 376	DISTRIBUTED SYSTEMS	
SE 325	INTRODUCTION TO SOFTWARE ENGINEERING	

Mathematics

Course	Title	Quarter Hours
MAT 260	MULTIVARIABLE CALCULUS I	
MAT 350	BAYESIAN STATISTICS	
MAT 351	PROBABILITY AND STATISTICS I	
MAT 352	PROBABILITY AND STATISTICS II	
MAT 353	PROBABILITY AND STATISTICS III	
MAT 355	STOCHASTIC PROCESSES	
MAT 358	APPLIED TIME SERIES AND FORECASTING	
MAT 387	OPERATIONS RESEARCH: LINEAR PROGRAMMING	
MAT 388	OPERATIONS RESEARCH: OPTIMIZATION THEORY	

Artificial Intelligence

Course	Title	Quarter Hours
CSC 358	SYMBOLIC PROGRAMMING	
CSC 380	FOUNDATIONS OF ARTIFICIAL INTELLIGENCE	

Image Analytics

Course	Title	Quarter Hours
CSC 381	INTRODUCTION TO DIGITAL IMAGE PROCESSING	
CSC 382	APPLIED IMAGE ANALYSIS	

Geographic Information Systems

Course	Title	Quarter Hours
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	
GEO 242	GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS	
GEO 243	EARTH OBSERVATION	
GEO 343	EARTH OBSERVATION II	
GEO 344	GEOGRAPHIC INFORMATION SYSTEMS III: SPATIAL ANALYSIS FOR SUSTAINABILITY	
GEO 346	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH	
GEO 347	WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB	

Information Technology

Course	Title	Quarter Hours
IT 130	INTRODUCTORY COMPUTING FOR THE WEB	
IT 231	WEB DEVELOPMENT I	
IT 232	WEB DEVELOPMENT II	
IT 251	INTRODUCTION TO MOBILE APPS	

Research

Course	Title	Quarter Hours
CSC 395	RESEARCH COLLOQUIUM	
CSC 399	INDEPENDENT STUDY	
IT 300	RESEARCH EXPERIENCE	

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu>) to see sample schedule of course requirements on a year-by-year basis.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 192 credit hours (generally 48 courses)
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses
- Maintain a cumulative GPA of 2.0 or higher

Data Science (Minor)

The minor in Data Science is designed for students interested in organizing and understanding statistics and data. The minor complements any scientific or data-driven field of study.

Course Requirements

Course	Title	Quarter Hours
DSC 323	DATA ANALYSIS AND REGRESSION	4
DSC 324	ADVANCED DATA ANALYSIS	4
DSC 341	FOUNDATIONS OF DATA SCIENCE	4
IT 223	DATA ANALYSIS	4
or MAT 137	BUSINESS STATISTICS	
IT 240	INTRODUCTION TO DATABASES	4
or CSC 355	DATABASE SYSTEMS	
Select eight (8) Credit Hours from the following list:		8
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II	
or CSC 243	PYTHON FOR PROGRAMMERS	
CSC 270	FROM FIREFLIES TO FACEBOOK: THE SCIENCE OF NETWORKS	
CSC 380	FOUNDATIONS OF ARTIFICIAL INTELLIGENCE	
CSC 381	INTRODUCTION TO DIGITAL IMAGE PROCESSING	
CSC 382	APPLIED IMAGE ANALYSIS	
DSC 345	MACHINE LEARNING	
DSC 365	DATA VISUALIZATION	
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	
MAT 150	CALCULUS I	

MAT 151	CALCULUS II
MAT 220	APPLIED LINEAR ALGEBRA

Data Science (MS)

The program provides students with the skills and knowledge to be successful in a data science career. At the end of program, graduates have the skills to analyze large datasets and to develop modeling solutions to support decision-making, a good understanding of the fundamental principles of marketing and customer relationship management, and communication skills to present results effectively to a non-technical business audience.

Concentrations

Computational Methods Concentration

The Computational Methods concentration addresses the increasing demand of data scientist with strong technical knowledge and skills to manage and extract information from massive amounts of data. This concentration is recommended for students who are interested in the more technical aspects of data science.

Health Care Concentration

The Health Care concentration addresses the increasing need of data scientists responsible for gathering, integrating, analyzing and presenting health care data. Students will learn analytics methods to support clinical decision systems, to improve patients' outcomes and patients' experience, and to improve clinical care and costs.

Hospitality Concentration

The Hospitality concentration addresses the increasing demand of data scientists that combine the skills to extract information from massive amounts of data with the competency in hospitality revenue analytics and optimization. The focus of this concentration is to teach students the analytics needs and challenges of the hospitality and tourism industry.

Marketing Concentration

Program Requirements	Quarter Hours
Introductory Courses	0-12
Degree Requirements	48
Total hours required	48-60

Learning Outcomes

Students will be able to:

- Explain how data is represented for analytic applications.
- Select and apply techniques for data preparation including normalization and reduction.
- Develop and evaluate predictive models.
- Perform an independent data science investigation, from data gathering and cleaning to application of data mining algorithms to interpretation of results.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Introductory, Foundation, Advanced, and Elective course selections are determined by the concentration chosen.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Computational Methods Concentration, Data Science (MS) (p. 360)
- Health Care Concentration, Data Science (MS) (p. 362)
- Hospitality Concentration, Data Science (MS) (p. 363)
- Marketing Concentration, Data Science (MS) (p. 364)

Computational Methods Concentration, Data Science (MS)

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
IT 403	STATISTICS AND DATA ANALYSIS	4
CSC 412	TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS	4
CSC 401	INTRODUCTION TO PROGRAMMING	4

Foundation Courses

Course	Title	Quarter Hours
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS	4
DSC 423	DATA ANALYSIS AND REGRESSION	4
DSC 430	PYTHON PROGRAMMING	4
DSC 441	FUNDAMENTALS OF DATA SCIENCE	4
Select one of the following applied analytics courses:		4
DSC 424	ADVANCED DATA ANALYSIS	
DSC 465	DATA VISUALIZATION	

Advanced Courses

Course	Title	Quarter Hours
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	4
CSC 555	MINING BIG DATA	4
DSC 540	ADVANCED MACHINE LEARNING	4
Select one of the following:		4
CSC 521	MONTE CARLO ALGORITHMS	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
CSC 578	NEURAL NETWORKS AND DEEP LEARNING	

Elective Courses

Students must select eight (8) Credit Hours of graduate-level elective courses in the areas of statistical modeling, data mining or database technologies. Students must choose electives from the following list of courses:

Course	Title	Quarter Hours
Select eight (8) credit hours from the following:		8
CMNS 549	SPECIAL TOPICS IN ORGANIZATIONAL COMMUNICATION	
CSC 452	DATABASE PROGRAMMING	
CSC 468	PROGRAMMING INTERACTIVE DATA VISUALIZATION FOR THE WEB	
CSC 481	INTRODUCTION TO IMAGE PROCESSING	
CSC 482	APPLIED IMAGE ANALYSIS	
CSC 484	ETHICS IN ARTIFICIAL INTELLIGENCE	
CSC 521	MONTE CARLO ALGORITHMS	

CSC 528	COMPUTER VISION
CSC 543	SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS
CSC 555	MINING BIG DATA
CSC 575	INTELLIGENT INFORMATION RETRIEVAL
CSC 576	COMPUTATIONAL ADVERTISING
CSC 577	RECOMMENDER SYSTEMS
CSC 578	NEURAL NETWORKS AND DEEP LEARNING
CSC 580	ARTIFICIAL INTELLIGENCE II
CSC 583	NATURAL LANGUAGE PROCESSING
CSC 594	TOPICS IN ARTIFICIAL INTELLIGENCE
CSC 598	TOPICS IN DATA ANALYSIS
DSC 425	TIME SERIES ANALYSIS AND FORECASTING
DSC 433	SCRIPTING FOR DATA ANALYSIS
DSC 465	DATA VISUALIZATION
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS
DSC 480	SOCIAL NETWORK ANALYSIS
DSC 484	WEB DATA MINING
DSC 510	HEALTH DATA SCIENCE
DSC 540	ADVANCED MACHINE LEARNING
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT
GPH 565	DESIGNING FOR VISUALIZATION
HCI 512	INFORMATION VISUALIZATION AND INFOGRAPHICS
IPD 451	BIG DATA AND NOSQL PROGRAM
IS 478	INFORMATION TECHNOLOGY CONSULTING
IS 549	DATA WAREHOUSING
IS 550	ENTERPRISE DATA MANAGEMENT
IS 574	BUSINESS INTELLIGENCE AND ANALYTICS SYSTEMS
MGT 559	HEALTH SECTOR MANAGEMENT
MGT 798	SPECIAL TOPICS (Managerial & Marketing Epidemiology)
MKT 555	MARKETING MANAGEMENT
MKT 530	CUSTOMER RELATIONSHIP MANAGEMENT
MKT 534	ANALYTICAL TOOLS FOR MARKETERS
MKT 595	DIGITAL MARKETING ANALYTICS & PLANNING
MKT 798	SPECIAL TOPICS (Health Care Data Analysis)

Capstone Options

Four (4) credit hours are required for the capstone requirement. Students have the option of completing a real world Data Analytics Project, or completing the Data Science Capstone course, or participating in a Data Analytics Internship or completing a Master's Thesis to fulfill their Capstone requirement.

- **Data Analytics Project**
 - The real data analytics project is for students who are interested in working in a small team on a research project under the supervision of a CDM faculty. A list of available projects is published on the dampa center website (<http://dampa.cdm.depaul.edu>). Students who are interested in proposing their own data analytics project are encouraged to contact a CDM faculty member teaching analytics courses as soon as possible. Students must enroll in CSC 695 for a total of 4 credit hours taken in two consecutive quarters (2 credit hours for 2 quarters) to satisfy the capstone requirement. The faculty who supervises the project will initiate enrollment in the CSC 695 course.
- **Predictive Analytics Capstone course**
 - DSC 672 course offers the opportunity of working on an analytics project in a more structured class format. Students enrolled in the courses will be working in teams on a data analytics project under the supervision of the course instructor.
- **Analytics Internship**
 - An internship offers students the opportunity to integrate their academic experience with on-the-job training in an analytics related field. Students must enroll in CSC 697 for 4 credit hours to satisfy the practicum requirement. These are the steps:
 - i. Secure an internship with focus in analytics.
 - ii. International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval. (<http://oiss.depaul.edu/Requests/Forms/index.asp> (<http://oiss.depaul.edu/Requests/Forms/>))
 - iii. Login to MyCDM and click the "MyInternships" link on the left to start the course enrollment process.
- **Master's Thesis**
 - A student who has made an original contribution to the area (typically, through work done by CSC 695 may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0 credit hour course CSC 698 and the transcript will show the thesis title as the course topic.

- Sophomore status (at least 44 quarter hours earned)
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Full admission to the designated master's program requires meeting admission requirements (<https://www.cdm.depaul.edu/Admission-and-Aid/Pages/Grad-Program-Requirements.aspx>) for that program
- Faculty endorsement from a CDM full-time faculty member

Student should discuss their interest in this combined degree program with a CDM Data Science faculty advisor prior to submitting the application for admission.

If accepted, a student can take up to three graduate courses (12 credits). These three courses count towards both the bachelor's program and the Master of Science degree. Students will pay the current undergraduate tuition rate for these three courses.

Maintaining Good Standing

- Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter
- The student and Faculty Advisor will be notified when the student's cumulative GPA falls below 3.3 or when the students receives less than a C- in graduate level course
- If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional BA/BS.
- Graduate courses passed before dismissal will not be counted and may not be retaken. If the student pursues graduate study, other graduate courses must be substituted. To apply to a CDM graduate degree program, following dismissal from the combined degree, students must follow regular CDM Admission procedures, and will be required take 12 new graduate courses to earn a master's degree.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study may include which undergraduate classes to avoid taking in order to take the graduate version. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

Registering for Master's Degree Courses

The student's advisor must complete the BS/MS Request form, under the Faculty tab on the CDM Intranet, to request the student's enrollment in the three graduate courses. The form will require the following data: student's full name, graduate course and section, and the undergraduate course to be substituted for. The CDM dean's office will process the enrollment.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. Learn more about master's degree admission requirements

Data Science (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates.

These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Data Science (MS)

The Data Science (MS) combined degree program is open to all undergraduate majors across the university.

Students who are interested in this program and meet the following criteria

(<http://www.cdm.depaul.edu/Prospective%20Students/Pages/MastersDegreeStudents.aspx>). Students will follow the master's degree program requirements for the term they are admitted to the master's degree program.

Double Demon Scholarship

The Double Demon scholarship, offered exclusively to DePaul alumni, covers 25 percent of the tuition for a master's degree or select certificate programs. Combined degree program students are eligible.

Alumni from any of DePaul's colleges who are admitted into a graduate degree program from one of these programs automatically qualify for the Double Demon Scholarship. This scholarship is available for new part-time or full-time students who began a master's degree in CDM in winter 2012-2013 or later and the other colleges beginning in winter 2013-2014. It cannot be applied retroactively.

There is no limit to the amount of courses that can be taken by eligible students. However, students may not take more than four courses in any quarter without permission from the college. The scholarship cannot be applied to cover fees or other non-tuition costs.

Health Care Concentration, Data Science (MS)

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
IT 403	STATISTICS AND DATA ANALYSIS	4
CSC 412	TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS	4
CSC 401	INTRODUCTION TO PROGRAMMING	4

Foundation Courses

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	4
DSC 430	PYTHON PROGRAMMING	4
DSC 441	FUNDAMENTALS OF DATA SCIENCE	4
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS	4
Select one of the following applied analytics courses:		4
DSC 424	ADVANCED DATA ANALYSIS	
DSC 465	DATA VISUALIZATION	

Advanced Courses ¹

Course	Title	Quarter Hours
DSC 510	HEALTH DATA SCIENCE	4
DSC 540	ADVANCED MACHINE LEARNING	4
HIT 421 or MGT 559	HEALTH INFORMATICS HEALTH SECTOR MANAGEMENT	4
HIT 430	ELECTRONIC HEALTH RECORDS	4

¹ Some advanced courses may not be offered online. Student may consult with their faculty advisor to determine suitable course substitutions.

Elective Courses

Students must take eight (8) Credit Hours of graduate level elective courses in the areas of statistical modeling, data mining or database technologies. Elective courses must be selected from the following list:

Course	Title	Quarter Hours
CMNS 549	SPECIAL TOPICS IN ORGANIZATIONAL COMMUNICATION	
CSC 452	DATABASE PROGRAMMING	
CSC 468	PROGRAMMING INTERACTIVE DATA VISUALIZATION FOR THE WEB	
CSC 481	INTRODUCTION TO IMAGE PROCESSING	
CSC 482	APPLIED IMAGE ANALYSIS	
CSC 484	ETHICS IN ARTIFICIAL INTELLIGENCE	
CSC 521	MONTE CARLO ALGORITHMS	
CSC 528	COMPUTER VISION	
CSC 543	SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS	
CSC 555	MINING BIG DATA	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
CSC 576	COMPUTATIONAL ADVERTISING	
CSC 578	NEURAL NETWORKS AND DEEP LEARNING	
CSC 580	ARTIFICIAL INTELLIGENCE II	
CSC 583	NATURAL LANGUAGE PROCESSING	
CSC 594	TOPICS IN ARTIFICIAL INTELLIGENCE	
CSC 598	TOPICS IN DATA ANALYSIS	
DSC 425	TIME SERIES ANALYSIS AND FORECASTING	
DSC 433	SCRIPTING FOR DATA ANALYSIS	
DSC 540	ADVANCED MACHINE LEARNING	
DSC 465	DATA VISUALIZATION	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
DSC 480	SOCIAL NETWORK ANALYSIS	
DSC 484	WEB DATA MINING	
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT	
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT	
GPH 565	DESIGNING FOR VISUALIZATION	
HCI 512	INFORMATION VISUALIZATION AND INFOGRAPHICS	
IPD 451	BIG DATA AND NOSQL PROGRAM	
IS 478	INFORMATION TECHNOLOGY CONSULTING	
IS 549	DATA WAREHOUSING	
IS 550	ENTERPRISE DATA MANAGEMENT	

IS 574

BUSINESS INTELLIGENCE AND ANALYTICS
SYSTEMS

Capstone Options

Four (4) Credit Hours are required for the capstone requirement. Students have the option of completing a real world Data Analytics Project, or completing the Data Science Capstone course, or participating in a Data Analytics Internship or completing a Master's Thesis to fulfill their Capstone requirement.

- Data Analytics Project
 - The real data analytics project is for students who are interested in working in a small team on a research project under the supervision of a CDM faculty. A list of available projects is published on the damp center website (<http://dampa.cdm.depaul.edu>). Students who are interested in proposing their own data analytics project are encouraged to contact a CDM faculty member teaching analytics courses as soon as possible. Students must enroll in CSC 695 for a total of 4 credit hours taken in two consecutive quarters (2 credit hours for 2 quarters) to satisfy the capstone requirement. The faculty who supervises the project will initiate enrollment in the CSC 695 course.
- Predictive Analytics Capstone course
 - DSC 672 course offers the opportunity of working on an analytics project in a more structured class format. Students enrolled in the courses will be working in teams on a data analytics project under the supervision of the course instructor.
- Analytics Internship
 - An internship offers students the opportunity to integrate their academic experience with on-the-job training in an analytics related field. Students must enroll in CSC 697 for 4 credit hours to satisfy the practicum requirement. These are the steps:
 - i. Secure an internship with focus in analytics.
 - ii. International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval (<https://offices.depaul.edu/global-engagement/student-resources/student-services/Pages/Forms.aspx>).
 - iii. Login to MyCDM and click the "MyInternships" link on the left to start the course enrollment process.
- Master's Thesis
 - A student who has made an original contribution to the area (typically, through work done by CSC 695) may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0 credit hour course CSC 698 and the transcript will show the thesis title as the course topic.

Hospitality Concentration, Data Science (MS)

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
IT 403	STATISTICS AND DATA ANALYSIS	4
CSC 412	TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS	4
CSC 401	INTRODUCTION TO PROGRAMMING	4

Foundation Courses

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	4
DSC 430	PYTHON PROGRAMMING	4
DSC 441	FUNDAMENTALS OF DATA SCIENCE	4
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS	4
Select one of the following applied analytics courses:		4
DSC 424	ADVANCED DATA ANALYSIS	
DSC 465	DATA VISUALIZATION	

Advanced Courses ¹

Course	Title	Quarter Hours
HSP 561	MANAGING REVENUE TO MAXIMIZE FINANCIAL PERFORMANCE	4
HSP 562	HOSPITALITY DISRUPTORS, CURRENT TRENDS, AND THEIR IMPLICATIONS FOR LEADERS	4
HSP 563	HOSPITALITY RESEARCH ANALYSIS & FINANCIAL METRICS	4
DSC 540	ADVANCED MACHINE LEARNING	4

¹ Some advanced courses may not be offered online. Students may consult with their faculty advisor to determine suitable course substitutions.

Elective Courses

Students must take eight (8) Credit Hours of graduate level elective courses in the areas of statistical modeling, data mining or database technologies. These courses must be selected from the following list:

Course	Title	Quarter Hours
CMNS 549	SPECIAL TOPICS IN ORGANIZATIONAL COMMUNICATION	
CSC 452	DATABASE PROGRAMMING	
CSC 468	PROGRAMMING INTERACTIVE DATA VISUALIZATION FOR THE WEB	
CSC 481	INTRODUCTION TO IMAGE PROCESSING	
CSC 482	APPLIED IMAGE ANALYSIS	
CSC 484	ETHICS IN ARTIFICIAL INTELLIGENCE	

CSC 521	MONTE CARLO ALGORITHMS
CSC 528	COMPUTER VISION
CSC 543	SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS
CSC 555	MINING BIG DATA
CSC 575	INTELLIGENT INFORMATION RETRIEVAL
CSC 576	COMPUTATIONAL ADVERTISING
CSC 578	NEURAL NETWORKS AND DEEP LEARNING
CSC 580	ARTIFICIAL INTELLIGENCE II
CSC 583	NATURAL LANGUAGE PROCESSING
CSC 594	TOPICS IN ARTIFICIAL INTELLIGENCE
CSC 598	TOPICS IN DATA ANALYSIS
DSC 425	TIME SERIES ANALYSIS AND FORECASTING
DSC 433	SCRIPTING FOR DATA ANALYSIS
DSC 465	DATA VISUALIZATION
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS
DSC 480	SOCIAL NETWORK ANALYSIS
DSC 484	WEB DATA MINING
DSC 510	HEALTH DATA SCIENCE
DSC 540	ADVANCED MACHINE LEARNING
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT
GPH 565	DESIGNING FOR VISUALIZATION
HCI 512	INFORMATION VISUALIZATION AND INFOGRAPHICS
IPD 451	BIG DATA AND NOSQL PROGRAM
IS 478	INFORMATION TECHNOLOGY CONSULTING
IS 549	DATA WAREHOUSING
IS 550	ENTERPRISE DATA MANAGEMENT
IS 574	BUSINESS INTELLIGENCE AND ANALYTICS SYSTEMS

Capstone Options

Four (4) Credit Hours are required to satisfy the capstone requirement. Students have the option of completing a real world Data Analytics Project, or completing the Data Science Capstone course, or participating in a Data Analytics Internship or completing a Master's Thesis to fulfill their Capstone requirement.

- Data Analytics Project
 - The real data analytics project is for students who are interested in working in a small team on a research project under the supervision of a CDM faculty. A list of available projects is published on the DAMPA Center website (<http://dampa.cdm.depaul.edu>). Students who are interested in proposing their own data analytics project are encouraged to contact a CDM faculty member teaching analytics courses as soon as possible. Students must enroll in CSC 695 for a total of four (4) credit hours taken in two (2) consecutive quarters (two (2) credit hours for two (2) quarters) to satisfy the capstone

requirement. The faculty who supervises the project will initiate enrollment in the CSC 695 course.

- Predictive Analytics Capstone course
 - DSC 672 course offers the opportunity of working on an analytics project in a more structured class format. Students enrolled in the courses will be working in teams on a data analytics project under the supervision of the course instructor.
- Analytics Internship
 - An internship offers students the opportunity to integrate their academic experience with on-the-job training in an analytics related field. Students must enroll in CSC 697 for 4 credit hours to satisfy the practicum requirement. These are the steps:
 - i. Secure an internship with focus in analytics.
 - ii. International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval (<http://oiss.depaul.edu/Requests/Forms/index.asp> (<http://oiss.depaul.edu/Requests/Forms/>)).
 - iii. Login to MyCDM and click the "MyInternships" link on the left to start the course enrollment process.
- Master's Thesis
 - A student who has made an original contribution to the area (typically, through work done by CSC 695) may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0 credit hour course CSC 698 and the transcript will show the thesis title as the course topic.

Marketing Concentration, Data Science (MS)

Course Requirements Introductory Courses

Course	Title	Quarter Hours
IT 403	STATISTICS AND DATA ANALYSIS	4
CSC 412	TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS	4
CSC 401	INTRODUCTION TO PROGRAMMING	4

Foundation Courses

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	4
DSC 430	PYTHON PROGRAMMING	4
DSC 441	FUNDAMENTALS OF DATA SCIENCE	4
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS	4
Select one (1) of the following applied analytics courses:		4
DSC 424	ADVANCED DATA ANALYSIS	
DSC 465	DATA VISUALIZATION	

Advanced Courses¹

Course	Title	Quarter Hours
MKT 555	MARKETING MANAGEMENT	4
MKT 530	CUSTOMER RELATIONSHIP MANAGEMENT	4
MKT 534	ANALYTICAL TOOLS FOR MARKETERS	4
Select four (4) Credit Hours from the following list:		4
MKT 529	PRECISION MARKETING	
MKT 595	DIGITAL MARKETING ANALYTICS & PLANNING	
MKT 798	SPECIAL TOPICS (must be approved by program coordinator)	

¹ Some advanced courses may not be offered online. Students may consult with their faculty advisor to determine suitable course substitutions.

Elective Courses

Students must take eight (8) Credit Hours of graduate level elective courses in the areas of statistical modeling, data mining or database technologies. Elective courses must be selected from the following list:

Course	Title	Quarter Hours
CMNS 549	SPECIAL TOPICS IN ORGANIZATIONAL COMMUNICATION	
CSC 452	DATABASE PROGRAMMING	
CSC 468	PROGRAMMING INTERACTIVE DATA VISUALIZATION FOR THE WEB	
CSC 481	INTRODUCTION TO IMAGE PROCESSING	
CSC 482	APPLIED IMAGE ANALYSIS	
CSC 484	ETHICS IN ARTIFICIAL INTELLIGENCE	
CSC 521	MONTE CARLO ALGORITHMS	
CSC 528	COMPUTER VISION	
CSC 543	SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS	
CSC 555	MINING BIG DATA	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
CSC 576	COMPUTATIONAL ADVERTISING	
CSC 578	NEURAL NETWORKS AND DEEP LEARNING	
CSC 580	ARTIFICIAL INTELLIGENCE II	
CSC 583	NATURAL LANGUAGE PROCESSING	
CSC 594	TOPICS IN ARTIFICIAL INTELLIGENCE	
CSC 598	TOPICS IN DATA ANALYSIS	
DSC 425	TIME SERIES ANALYSIS AND FORECASTING	
DSC 433	SCRIPTING FOR DATA ANALYSIS	
DSC 540	ADVANCED MACHINE LEARNING	
DSC 465	DATA VISUALIZATION	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
DSC 480	SOCIAL NETWORK ANALYSIS	
DSC 484	WEB DATA MINING	
DSC 510	HEALTH DATA SCIENCE	

GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT
GPH 565	DESIGNING FOR VISUALIZATION
HCI 512	INFORMATION VISUALIZATION AND INFOGRAPHICS
IPD 451	BIG DATA AND NOSQL PROGRAM
IS 478	INFORMATION TECHNOLOGY CONSULTING
IS 549	DATA WAREHOUSING
IS 550	ENTERPRISE DATA MANAGEMENT
IS 574	BUSINESS INTELLIGENCE AND ANALYTICS SYSTEMS

Capstone Options

Four (4) Credit Hours are required for the capstone requirement. Students have the option of completing a real world Data Analytics Project, or completing the Data Science Capstone course, or participating in a Data Analytics Internship or completing a Master's Thesis to fulfill their Capstone requirement.

- Data Analytics Project
 - The real data analytics project is for students who are interested in working in a small team on a research project under the supervision of a CDM faculty. A list of available projects is published on the DAMPA Center website (<http://dampa.cdm.depaul.edu>). Students who are interested in proposing their own data analytics project are encouraged to contact a CDM faculty member teaching analytics courses as soon as possible. Students must enroll in CSC 695 for a total of 4 credit hours taken in two consecutive quarters (2 credit hours for 2 quarters) to satisfy the capstone requirement. The faculty who supervises the project will initiate enrollment in the CSC 695 course.
- Predictive Analytics Capstone course
 - DSC 672 course offers the opportunity of working on an analytics project in a more structured class format. Students enrolled in the courses will be working in teams on a data analytics project under the supervision of the course instructor.
- Analytics Internship
 - An internship offers students the opportunity to integrate their academic experience with on-the-job training in an analytics related field. Students must enroll in CSC 697 for 4 credit hours to satisfy the practicum requirement. These are the steps:
 - Secure an internship with focus in analytics.
 - International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval (<http://oiss.depaul.edu/Requests/Forms/index.asp> (<http://oiss.depaul.edu/Requests/Forms/>)).
 - Login to MyCDM and click the "MyInternships" link on the left to start the course enrollment process.
- Master's Thesis
 - A student who has made an original contribution to the area (typically, through work done by CSC 695) may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to submit to the committee a

thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0 credit hour course CSC 698 and the transcript will show the thesis title as the course topic.

Data Science (MS) Online

The program provides students with the skills and knowledge to be successful in a data science career. At the end of program, graduates have the skills to analyze large datasets and to develop modeling solutions to support decision-making, a good understanding of the fundamental principles of marketing and customer relationship management, and communication skills to present results effectively to a non-technical business audience.

Concentrations

Computational Methods Concentration

The Computational Methods concentration addresses the increasing demand of data scientist with strong technical knowledge and skills to manage and extract information from massive amounts of data. This concentration is recommended for students who are interested in the more technical aspects of data science.

Health Care Concentration

The Health Care concentration addresses the increasing need of data scientists responsible for gathering, integrating, analyzing and presenting health care data. Students will learn analytics methods to support clinical decision systems, to improve patients’ outcomes and patients’ experience, and to improve clinical care and costs.

Hospitality Concentration

The Hospitality concentration addresses the increasing demand of data scientists that combine the skills to extract information from massive amounts of data with the competency in hospitality revenue analytics and optimization. The focus of this concentration is to teach students the analytics needs and challenges of the hospitality and tourism industry.

Marketing Concentration

Program Requirements	Quarter Hours
Introductory Courses	0-12
Degree Requirements	48
Total hours required	48-60

Learning Outcomes

Students will be able to:

- Explain how data is represented for analytic applications.
- Select and apply techniques for data preparation including normalization and reduction.
- Develop and evaluate predictive models.
- Perform an independent data science investigation, from data gathering and cleaning to application of data mining algorithms to interpretation of results.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Introductory, Foundation, Advanced, and Elective course selections are determined by the concentration chosen.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Computational Methods Concentration, Data Science (MS) Online (p. 367)
- Health Care Concentration, Data Science (MS) Online (p. 368)
- Hospitality Concentration, Data Science (MS) Online (p. 369)
- Marketing Concentration, Data Science (MS) Online (p. 371)

Computational Methods Concentration, Data Science (MS) Online

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
IT 403	STATISTICS AND DATA ANALYSIS	4
CSC 412	TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS	4
CSC 401	INTRODUCTION TO PROGRAMMING	4

Foundation Courses

Course	Title	Quarter Hours
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS	4
DSC 423	DATA ANALYSIS AND REGRESSION	4
DSC 430	PYTHON PROGRAMMING	4
DSC 441	FUNDAMENTALS OF DATA SCIENCE	4
Select one of the following applied analytics courses:		4
DSC 424	ADVANCED DATA ANALYSIS	
DSC 465	DATA VISUALIZATION	

Advanced Courses

Course	Title	Quarter Hours
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	4
CSC 555	MINING BIG DATA	4
DSC 540	ADVANCED MACHINE LEARNING	4
Select one of the following:		4
CSC 521	MONTE CARLO ALGORITHMS	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
CSC 578	NEURAL NETWORKS AND DEEP LEARNING	

Elective Courses

Students must select eight (8) Credit Hours of graduate-level elective courses in the areas of statistical modeling, data mining or database technologies. Students must choose electives from the following list of courses:

Course	Title	Quarter Hours
CMNS 549	SPECIAL TOPICS IN ORGANIZATIONAL COMMUNICATION	
CSC 452	DATABASE PROGRAMMING	
CSC 468	PROGRAMMING INTERACTIVE DATA VISUALIZATION FOR THE WEB	
CSC 480	ARTIFICIAL INTELLIGENCE I	
CSC 481	INTRODUCTION TO IMAGE PROCESSING	
CSC 482	APPLIED IMAGE ANALYSIS	
CSC 521	MONTE CARLO ALGORITHMS	

CSC 528	COMPUTER VISION
CSC 543	SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS
CSC 555	MINING BIG DATA
CSC 575	INTELLIGENT INFORMATION RETRIEVAL
CSC 576	COMPUTATIONAL ADVERTISING
CSC 577	RECOMMENDER SYSTEMS
CSC 578	NEURAL NETWORKS AND DEEP LEARNING
CSC 580	ARTIFICIAL INTELLIGENCE II
CSC 583	NATURAL LANGUAGE PROCESSING
CSC 594	TOPICS IN ARTIFICIAL INTELLIGENCE
CSC 598	TOPICS IN DATA ANALYSIS
DSC 425	TIME SERIES ANALYSIS AND FORECASTING
DSC 433	SCRIPTING FOR DATA ANALYSIS
DSC 465	DATA VISUALIZATION
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS
DSC 480	SOCIAL NETWORK ANALYSIS
DSC 484	WEB DATA MINING
DSC 510	HEALTH DATA SCIENCE
DSC 540	ADVANCED MACHINE LEARNING
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT
GPH 565	DESIGNING FOR VISUALIZATION
HCI 512	INFORMATION VISUALIZATION AND INFOGRAPHICS
IPD 451	BIG DATA AND NOSQL PROGRAM
IS 478	INFORMATION TECHNOLOGY CONSULTING
IS 549	DATA WAREHOUSING
IS 550	ENTERPRISE DATA MANAGEMENT
IS 574	BUSINESS INTELLIGENCE AND ANALYTICS SYSTEMS
MGT 559	HEALTH SECTOR MANAGEMENT
MGT 798	SPECIAL TOPICS
MKT 555	MARKETING MANAGEMENT
MKT 530	CUSTOMER RELATIONSHIP MANAGEMENT
MKT 534	ANALYTICAL TOOLS FOR MARKETERS
MKT 595	DIGITAL MARKETING ANALYTICS & PLANNING
MKT 798	SPECIAL TOPICS

Capstone Options

Four (4) credit hours are required for the capstone requirement. Students have the option of completing a real world Data Analytics Project, or completing the Data Science Capstone course, or participating in a Data Analytics Internship or completing a Master's Thesis to fulfill their Capstone requirement.

- **Data Analytics Project**
 - The real data analytics project is for students who are interested in working in a small team on a research project under the supervision of a CDM faculty. A list of available projects is published on the dampa center website (<http://dampa.cdm.depaul.edu> (<http://dampa.cdm.depaul.edu/>)). Students who are interested in proposing their own data analytics project are encouraged to contact a CDM faculty member teaching analytics courses as soon as possible. Students must enroll in CSC 695 for a total of 4 credit hours taken in two consecutive quarters (2 credit hours for 2 quarters) to satisfy the capstone requirement. The faculty who supervises the project will initiate enrollment in the CSC 695 course.
- **Predictive Analytics Capstone course**
 - DSC 672 course offers the opportunity of working on an analytics project in a more structured class format. Students enrolled in the courses will be working in teams on a data analytics project under the supervision of the course instructor.
- **Analytics Internship**
 - An internship offers students the opportunity to integrate their academic experience with on-the-job training in an analytics related field. Students must enroll in CSC 697 for 4 credit hours to satisfy the practicum requirement. These are the steps:
 - Secure an internship with focus in analytics.
 - International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval. (<http://oiss.depaul.edu/Requests/Forms/index.asp> (<http://oiss.depaul.edu/Requests/Forms/>))
 - Login to MyCDM and click the "MyInternships" link on the left to start the course enrollment process.
- **Master's Thesis**
 - A student who has made an original contribution to the area (typically, through work done by CSC 695 may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0 credit hour course CSC 698 and the transcript will show the thesis title as the course topic.

Health Care Concentration, Data Science (MS) Online

Course Requirements Introductory Courses

Course	Title	Quarter Hours
IT 403	STATISTICS AND DATA ANALYSIS	4
CSC 412	TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS	4
CSC 401	INTRODUCTION TO PROGRAMMING	4

Foundation Courses

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	4
DSC 430	PYTHON PROGRAMMING	4
DSC 441	FUNDAMENTALS OF DATA SCIENCE	4
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS	4
Select one of the following applied analytics courses:		4
DSC 424	ADVANCED DATA ANALYSIS	
DSC 465	DATA VISUALIZATION	

Advanced Courses ¹

Course	Title	Quarter Hours
DSC 510	HEALTH DATA SCIENCE	4
DSC 540	ADVANCED MACHINE LEARNING	4
HIT 421	HEALTH INFORMATICS	4
or MGT 559	HEALTH SECTOR MANAGEMENT	
HIT 430	ELECTRONIC HEALTH RECORDS	4

¹ Some advanced courses may not be offered online. Student may consult with their faculty advisor to determine suitable course substitutions.

Elective Courses

Students must take eight (8) Credit Hours of graduate level elective courses in the areas of statistical modeling, data mining or database technologies. Elective courses must be selected from the following list:

Course	Title	Quarter Hours
CMNS 549	SPECIAL TOPICS IN ORGANIZATIONAL COMMUNICATION	
CSC 452	DATABASE PROGRAMMING	
CSC 468	PROGRAMMING INTERACTIVE DATA VISUALIZATION FOR THE WEB	
CSC 481	INTRODUCTION TO IMAGE PROCESSING	
CSC 482	APPLIED IMAGE ANALYSIS	
CSC 484	ETHICS IN ARTIFICIAL INTELLIGENCE	
CSC 521	MONTE CARLO ALGORITHMS	
CSC 528	COMPUTER VISION	
CSC 543	SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS	
CSC 555	MINING BIG DATA	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
CSC 576	COMPUTATIONAL ADVERTISING	
CSC 578	NEURAL NETWORKS AND DEEP LEARNING	
CSC 580	ARTIFICIAL INTELLIGENCE II	
CSC 583	NATURAL LANGUAGE PROCESSING	
CSC 594	TOPICS IN ARTIFICIAL INTELLIGENCE	
CSC 598	TOPICS IN DATA ANALYSIS	
DSC 425	TIME SERIES ANALYSIS AND FORECASTING	
DSC 433	SCRIPTING FOR DATA ANALYSIS	

DSC 540	ADVANCED MACHINE LEARNING
DSC 465	DATA VISUALIZATION
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS
DSC 480	SOCIAL NETWORK ANALYSIS
DSC 484	WEB DATA MINING
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT
GPH 565	DESIGNING FOR VISUALIZATION
HCI 512	INFORMATION VISUALIZATION AND INFOGRAPHICS
IPD 451	BIG DATA AND NOSQL PROGRAM
IS 478	INFORMATION TECHNOLOGY CONSULTING
IS 549	DATA WAREHOUSING
IS 550	ENTERPRISE DATA MANAGEMENT
IS 574	BUSINESS INTELLIGENCE AND ANALYTICS SYSTEMS

Capstone Options

Four (4) Credit Hours are required for the capstone requirement. Students have the option of completing a real world Data Analytics Project, or completing the Data Science Capstone course, or participating in a Data Analytics Internship or completing a Master's Thesis to fulfill their Capstone requirement.

- Data Analytics Project
 - The real data analytics project is for students who are interested in working in a small team on a research project under the supervision of a CDM faculty. A list of available projects is published on the dampacenter website (<http://dampacenter.depaul.edu>). Students who are interested in proposing their own data analytics project are encouraged to contact a CDM faculty member teaching analytics courses as soon as possible. Students must enroll in CSC 695 for a total of 4 credit hours taken in two consecutive quarters (2 credit hours for 2 quarters) to satisfy the capstone requirement. The faculty who supervises the project will initiate enrollment in the CSC 695course.
- Predictive Analytics Capstone course
 - DSC 672 course offers the opportunity of working on an analytics project in a more structured class format. Students enrolled in the courses will be working in teams on a data analytics project under the supervision of the course instructor.
- Analytics Internship
 - An internship offers students the opportunity to integrate their academic experience with on-the-job training in an analytics related field. Students must enroll in CSC 697 for 4 credit hours to satisfy the practicum requirement. These are the steps:
 - i. Secure an internship with focus in analytics.
 - ii. International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval (<https://offices.depaul.edu/global-engagement/student-resources/student-services/Pages/Forms.aspx>).

iii. Login to MyCDM and click the "MyInternships" link on the left to start the course enrollment process.

- Master's Thesis
 - A student who has made an original contribution to the area (typically, through work done by CSC 695) may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0 credit hour course CSC 698 and the transcript will show the thesis title as the course topic.

Hospitality Concentration, Data Science (MS) Online

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
IT 403	STATISTICS AND DATA ANALYSIS	4
CSC 412	TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS	4
CSC 401	INTRODUCTION TO PROGRAMMING	4

Foundation Courses

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	4
DSC 430	PYTHON PROGRAMMING	4
DSC 441	FUNDAMENTALS OF DATA SCIENCE	4
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS	4
Select one of the following applied analytics courses:		4
DSC 424	ADVANCED DATA ANALYSIS	
DSC 465	DATA VISUALIZATION	

Advanced Courses ¹

Course	Title	Quarter Hours
HSP 561	MANAGING REVENUE TO MAXIMIZE FINANCIAL PERFORMANCE	4
HSP 562	HOSPITALITY DISRUPTORS, CURRENT TRENDS, AND THEIR IMPLICATIONS FOR LEADERS	4
HSP 563	HOSPITALITY RESEARCH ANALYSIS & FINANCIAL METRICS	4
DSC 540	ADVANCED MACHINE LEARNING	4

¹ Some advanced courses may not be offered online. Students may consult with their faculty advisor to determine suitable course substitutions.

Elective Courses

Students must take eight (8) Credit Hours of graduate level elective courses in the areas of statistical modeling, data mining or database technologies. These courses must be selected from the following list:

Course	Title	Quarter Hours
CMNS 549	SPECIAL TOPICS IN ORGANIZATIONAL COMMUNICATION	
CSC 452	DATABASE PROGRAMMING	
CSC 468	PROGRAMMING INTERACTIVE DATA VISUALIZATION FOR THE WEB	
CSC 481	INTRODUCTION TO IMAGE PROCESSING	
CSC 482	APPLIED IMAGE ANALYSIS	
CSC 484	ETHICS IN ARTIFICIAL INTELLIGENCE	
CSC 521	MONTE CARLO ALGORITHMS	
CSC 528	COMPUTER VISION	
CSC 543	SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS	
CSC 555	MINING BIG DATA	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
CSC 576	COMPUTATIONAL ADVERTISING	
CSC 578	NEURAL NETWORKS AND DEEP LEARNING	
CSC 580	ARTIFICIAL INTELLIGENCE II	
CSC 583	NATURAL LANGUAGE PROCESSING	
CSC 594	TOPICS IN ARTIFICIAL INTELLIGENCE	
CSC 598	TOPICS IN DATA ANALYSIS	
DSC 425	TIME SERIES ANALYSIS AND FORECASTING	
DSC 433	SCRIPTING FOR DATA ANALYSIS	
DSC 465	DATA VISUALIZATION	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
DSC 480	SOCIAL NETWORK ANALYSIS	
DSC 484	WEB DATA MINING	
DSC 510	HEALTH DATA SCIENCE	
DSC 540	ADVANCED MACHINE LEARNING	
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT	
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT	
GPH 565	DESIGNING FOR VISUALIZATION	
HCI 512	INFORMATION VISUALIZATION AND INFOGRAPHICS	
IPD 451	BIG DATA AND NOSQL PROGRAM	
IS 478	INFORMATION TECHNOLOGY CONSULTING	
IS 549	DATA WAREHOUSING	
IS 550	ENTERPRISE DATA MANAGEMENT	
IS 574	BUSINESS INTELLIGENCE AND ANALYTICS SYSTEMS	

Capstone Options

Four (4) Credit Hours are required to satisfy the capstone requirement. Students have the option of completing a real world Data Analytics Project, or completing the Data Science Capstone course, or participating in a Data Analytics Internship or completing a Master's Thesis to fulfill their Capstone requirement.

- Data Analytics Project
 - The real data analytics project is for students who are interested in working in a small team on a research project under the supervision of a CDM faculty. A list of available projects is published on the DAMPA Center website (<http://dampa.cdm.depaul.edu>). Students who are interested in proposing their own data analytics project are encouraged to contact a CDM faculty member teaching analytics courses as soon as possible. Students must enroll in CSC 695 for a total of four (4) credit hours taken in two (2) consecutive quarters (two (2) credit hours for two (2) quarters) to satisfy the capstone requirement. The faculty who supervises the project will initiate enrollment in the CSC 695 course.
- Predictive Analytics Capstone course
 - DSC 672 course offers the opportunity of working on an analytics project in a more structured class format. Students enrolled in the courses will be working in teams on a data analytics project under the supervision of the course instructor.
- Analytics Internship
 - An internship offers students the opportunity to integrate their academic experience with on-the-job training in an analytics related field. Students must enroll in CSC 697 for 4 credit hours to satisfy the practicum requirement. These are the steps:
 - i. Secure an internship with focus in analytics.
 - ii. International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval (<http://oiss.depaul.edu/Requests/Forms/index.asp> (<http://oiss.depaul.edu/Requests/Forms/>)).
 - iii. Login to MyCDM and click the "MyInternships" link on the left to start the course enrollment process.
- Master's Thesis
 - A student who has made an original contribution to the area (typically, through work done by CSC 695) may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0 credit hour course CSC 698 and the transcript will show the thesis title as the course topic.

Marketing Concentration, Data Science (MS) Online

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
IT 403	STATISTICS AND DATA ANALYSIS	4
CSC 412	TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS	4
CSC 401	INTRODUCTION TO PROGRAMMING	4

Foundation Courses

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	4
DSC 430	PYTHON PROGRAMMING	4
DSC 441	FUNDAMENTALS OF DATA SCIENCE	4
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS	4
Select one (1) of the following applied analytics courses:		4
DSC 424	ADVANCED DATA ANALYSIS	
DSC 465	DATA VISUALIZATION	

Advanced Courses ¹

Course	Title	Quarter Hours
MKT 555	MARKETING MANAGEMENT	4
MKT 530	CUSTOMER RELATIONSHIP MANAGEMENT	4
MKT 534	ANALYTICAL TOOLS FOR MARKETERS	4
Select four (4) Credit Hours from the following list:		4
MKT 529	PRECISION MARKETING	
MKT 595	DIGITAL MARKETING ANALYTICS & PLANNING	
MKT 798	SPECIAL TOPICS (must be approved by program coordinator)	

¹ Some advanced courses may not be offered online. Students may consult with their faculty advisor to determine suitable course substitutions.

Elective Courses

Students must take eight (8) Credit Hours of graduate level elective courses in the areas of statistical modeling, data mining or database technologies. Elective courses must be selected from the following list:

Course	Title	Quarter Hours
CMNS 549	SPECIAL TOPICS IN ORGANIZATIONAL COMMUNICATION	
CSC 452	DATABASE PROGRAMMING	
CSC 468	PROGRAMMING INTERACTIVE DATA VISUALIZATION FOR THE WEB	
CSC 481	INTRODUCTION TO IMAGE PROCESSING	

CSC 482	APPLIED IMAGE ANALYSIS
CSC 484	ETHICS IN ARTIFICIAL INTELLIGENCE
CSC 521	MONTE CARLO ALGORITHMS
CSC 528	COMPUTER VISION
CSC 543	SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS
CSC 555	MINING BIG DATA
CSC 575	INTELLIGENT INFORMATION RETRIEVAL
CSC 576	COMPUTATIONAL ADVERTISING
CSC 578	NEURAL NETWORKS AND DEEP LEARNING
CSC 580	ARTIFICIAL INTELLIGENCE II
CSC 583	NATURAL LANGUAGE PROCESSING
CSC 594	TOPICS IN ARTIFICIAL INTELLIGENCE
CSC 598	TOPICS IN DATA ANALYSIS
DSC 425	TIME SERIES ANALYSIS AND FORECASTING
DSC 433	SCRIPTING FOR DATA ANALYSIS
DSC 540	ADVANCED MACHINE LEARNING
DSC 465	DATA VISUALIZATION
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS
DSC 480	SOCIAL NETWORK ANALYSIS
DSC 484	WEB DATA MINING
DSC 510	HEALTH DATA SCIENCE
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT
GPH 565	DESIGNING FOR VISUALIZATION
HCI 512	INFORMATION VISUALIZATION AND INFOGRAPHICS
IPD 451	BIG DATA AND NOSQL PROGRAM
IS 478	INFORMATION TECHNOLOGY CONSULTING
IS 549	DATA WAREHOUSING
IS 550	ENTERPRISE DATA MANAGEMENT
IS 574	BUSINESS INTELLIGENCE AND ANALYTICS SYSTEMS

Capstone Options

Four (4) Credit Hours are required for the capstone requirement. Students have the option of completing a real world Data Analytics Project, or completing the Data Science Capstone course, or participating in a Data Analytics Internship or completing a Master's Thesis to fulfill their Capstone requirement.

- Data Analytics Project
 - The real data analytics project is for students who are interested in working in a small team on a research project under the supervision of a CDM faculty. A list of available projects is published on the DAMPA Center website (<http://dampa.cdm.depaul.edu>). Students who are interested in proposing their own data analytics project are encouraged to contact a CDM faculty member teaching analytics courses as soon as possible. Students must enroll in CSC 695 for a total

of 4 credit hours taken in two consecutive quarters (2 credit hours for 2 quarters) to satisfy the capstone requirement. The faculty who supervises the project will initiate enrollment in the CSC 695 course.

- Predictive Analytics Capstone course
 - DSC 672 course offers the opportunity of working on an analytics project in a more structured class format. Students enrolled in the courses will be working in teams on a data analytics project under the supervision of the course instructor.
- Analytics Internship
 - An internship offers students the opportunity to integrate their academic experience with on-the-job training in an analytics related field. Students must enroll in CSC 697 for 4 credit hours to satisfy the practicum requirement. These are the steps:
 - i. Secure an internship with focus in analytics.
 - ii. International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval (<http://oiss.depaul.edu/Requests/Forms/index.asp> (<http://oiss.depaul.edu/Requests/Forms/>)).
 - iii. Login to MyCDM and click the "MyInternships" link on the left to start the course enrollment process.
- Master's Thesis
 - A student who has made an original contribution to the area (typically, through work done by CSC 695) may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0 credit hour course CSC 698 and the transcript will show the thesis title as the course topic.

Decision Analytics (BA)

The Bachelor of Arts in Decision Analytics degree from the School of Continuing and Professional Studies (SCPS) is an interdisciplinary degree dedicated to the collection, analysis and communication of Big Data, a term used to reflect the challenging complexities and dynamic nature of large data sets today. Decision analysts have a keen sense of data and are able to apply critical reasoning to both qualitative and quantitative data in context. They are able to ask the right questions and formulate problems to facilitate analysis. As such, they are able to understand the organization from a systems perspective. They are comfortable learning new technologies in this dynamic field, particularly database, statistical and visualization software. They also excel in working collaboratively, dealing with ambiguity, creative problem solving, and communication skills.

The BA in Decision Analytics has a strong industry orientation that is specifically geared to provide students with the knowledge and skills they can apply in jobs they hold today and to enable them to advance in their careers.

This major is designed for working adult students and provides:

- Flexible scheduling including online options available
- Financial Aid, flexible payment options, and **special adult student tuition pricing**
- Acceleration and affordability through transfer credit and prior learning assessment (PLA) credit

- Opportunities to combine bachelor's and master's programs and apply graduate courses to both programs
- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
- Degree granted by DePaul University, with its excellent academic reputation and the opportunity to join its prestigious and extensive alumni network

Program Requirements	Quarter Hours
College Core Requirements	78
Major and Concentration Requirements	68
Open Electives	46
Total hours required	192

Learning Outcomes

Students will be able to:

- Select and apply data analysis strategies to clarify situations.
- Identify patterns and relationships in data.
- Evaluate decisions based on logical analysis of data.
- Investigate problems using qualitative and quantitative methods.
- Apply ethical principles in context.
- Apply various methods of communication in multiple settings.
- Analyze and apply different liberal arts perspectives.

College Core (78 credit hours, 20 credit hours in residence)

Lifelong Learning Requirements (32 credit hours, 16 credit hours in residence)

Course	Title	Quarter Hours
LL 201 or RPL 101	REFLECTIVE LEARNING ¹ PRIOR LEARNING ASSESSMENT	2
LL 305	ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD	4
LL 205 or LL 206	QUANTITATIVE REASONING ADVANCED MATH FOR PROFESSIONAL STUDIES	4
LL 261	ESSAY WRITING	4
LL 270	CRITICAL THINKING	4
LL 290	RESEARCH WRITING ¹	4
LL 301	RESEARCH METHODS ¹	6
LL 302	EXPERIENTIAL LEARNING PRACTICUM ¹	4

Liberal Learning Requirements (46 credit hours, 4 credit hours in residence)

- Liberal Arts in Action Requirement: CCA 281, CCH 281, CCS 281 or courses with LA1 designation, 6 credits
- CORE CURRICULUM ARTS & IDEAS, courses with the CCA, AL, PI, or RD requirement designations, 12 credits
- CORE CURRICULUM HUMAN COMMUNITY, courses with the CCH, SCBI, or HI requirement designations, 12 credits

- CORE CURRICULUM SCIENTIFIC WORLD, courses with the CCSW, SI, SILB, or SISK requirement designations, 12 credits
- IN 307 INTEGRATIVE LEARNING, 4 credits ¹

¹ Must be completed in residence.

Major Requirements (68 credit hours)

40 credit hours must be completed in residence in the major, including FA 199 and LL 303.

Professional Studies Core (20 credits, 8 credits in residence)

Course	Title	Quarter Hours
CAREER ASSESSMENT AND PLANNING		
FA 199	CAREER ASSESSMENT AND PLANNING ¹	2
PROFESSIONAL COMMUNICATIONS		
DCM 330	PROFESSIONAL COMMUNICATION IN THE WORKPLACE	4
ETHICS OR SOCIAL JUSTICE, courses with the PSES requirement designation. Choose one of the following:		
DCM 317	ETHICS IN THE PROFESSIONS	2
DCM 318	SOCIAL JUSTICE IN THE PROFESSIONS	2
CREATIVITY OR INNOVATION, courses with the PSCI requirement designation. Choose one of the following:		
CCA 170	CREATIVITY AND ENTREPRENEURSHIP	2
DCM 319	CREATIVITY AND INNOVATIVE THINKING	2
GLOBAL PERSPECTIVES, courses with the PSGP requirement designation. Choose one of the following:		
CCH 239	BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE	4
CCH 283	GLOBAL PERSPECTIVES OF WORK & FAMILY	4
CCH 300	GLOBALIZATION AND PROFESSIONAL PRACTICE	4
CAPSTONE PROJECT		
LL 303	CAPSTONE PROJECT ¹	6

¹ Must be completed in residence.

Decision Analytics Courses (24 credit hours)

Course	Title	Quarter Hours
MAT 130	FUNCTIONS AND MATHEMATICAL MODELS	
DA 200	DATA ANALYTICS	4
DA 233	APPLIED INFORMATION MANAGEMENT SYSTEMS	4
DSC 323	DATA ANALYSIS AND REGRESSION	4
IT 223	DATA ANALYSIS	4
IT 240	INTRODUCTION TO DATABASES	4

Concentration Requirements (24 credit hours)

Students must also complete the requirements from either the General or Computing concentrations.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Computing Concentration, Decision Analytics (BA) (p. 373)
- General Concentration, Decision Analytics (BA) (p. 373)

Computing Concentration, Decision Analytics (BA)

Students interested in continuing their study of decision analytics with a master's degree in Predictive Analytics or a similar computing field should complete this concentration.

Students must fulfill a total of 24 credits in the courses below (any additional credit hours taken are eligible toward Open Electives requirements):

Course	Title	Quarter Hours
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II	4
CSC 352	DATABASE PROGRAMMING	4
DSC 324	ADVANCED DATA ANALYSIS	4
DSC 341	FOUNDATIONS OF DATA SCIENCE	4
Select at least four additional credits from the following:		4
MAT 137	BUSINESS STATISTICS	4
MKT 301	PRINCIPLES OF MARKETING	4
DA 150	ANALYTICS IN ACTION SEMINARS	2
DA 220	DATA MINING	2-4
DA 240	TEXT ANALYTICS	2
DA 340	ACCELERATING ORGANIZATION INTELLIGENCE: WHAT'S THE STORY?	2

Open Electives (46 credit hours)

Open Electives can be fulfilled through courses offered by the School of Continuing and Professional Studies and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

General Concentration, Decision Analytics (BA)

Students who wish to pursue a master's degree in Predictive Analytics or a similar computing field should take the CSC courses. Students interested in a master's degree in Marketing Analysis or a similar marketing field should take MKT courses.

Students must fulfill a total of 24 credits selecting from any of the courses below (any additional credit hours taken are eligible toward Open Electives requirements):

Course	Title	Quarter Hours
MAT 137	BUSINESS STATISTICS	4
MKT 301	PRINCIPLES OF MARKETING	4
MKT 305	INTRODUCTION TO MARKETING RESEARCH	4
MKT 310	CONSUMER BEHAVIOR	4
MKT 315	STRATEGIC TOOLS FOR MARKETERS	4
DA 150	ANALYTICS IN ACTION SEMINARS	2
DA 220	DATA MINING	2-4
DA 240	TEXT ANALYTICS	2
DA 340	ACCELERATING ORGANIZATION INTELLIGENCE: WHAT'S THE STORY?	2
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II	4
CSC 352	DATABASE PROGRAMMING	4
DSC 324	ADVANCED DATA ANALYSIS	4
DSC 341	FOUNDATIONS OF DATA SCIENCE	4

Open Electives (46 credit hours)

Open Electives credit is required to meet the minimum graduation requirement of 192 credit hours. Students can individualize their learning in several ways using the Open Electives. Open Electives can be fulfilled through courses offered by the School of Continuing and Professional Studies and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Decision Analytics (BA) Online

The Bachelor of Arts in Decision Analytics degree from the School of Continuing and Professional Studies (SCPS) is an interdisciplinary degree dedicated to the collection, analysis and communication of Big Data, a term used to reflect the challenging complexities and dynamic nature of large data sets today. Decision analysts have a keen sense of data and are able to apply critical reasoning to both qualitative and quantitative data in context. They are able to ask the right questions and formulate problems to facilitate analysis. As such, they are able to understand the organization from a systems perspective. They are comfortable learning new technologies in this dynamic field, particularly database, statistical and visualization software. They also excel in working collaboratively, dealing with ambiguity, creative problem solving, and communication skills.

The BA in Decision Analytics has a strong industry orientation that is specifically geared to provide students with the knowledge and skills they can apply in jobs they hold today and to enable them to advance in their careers.

This major is designed for working adult students and provides:

- Flexible scheduling including online options available
- Financial Aid, flexible payment options, and **special adult student tuition pricing**
- Acceleration and affordability through transfer credit and prior learning assessment (PLA) credit
- Opportunities to combine bachelor's and master's programs and apply graduate courses to both programs

- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
- Degree granted by DePaul University, with its excellent academic reputation and the opportunity to join its prestigious and extensive alumni network

Program Requirements	Quarter Hours
College Core Requirements	78
Major and Concentration Requirements	68
Open Electives	46
Total hours required	192

- Select and apply data analysis strategies to clarify situations.
- Identify patterns and relationships in data.
- Evaluate decisions based on logical analysis of data.
- Investigate problems using qualitative and quantitative methods.
- Apply ethical principles in context.
- Apply various methods of communication in multiple settings.
- Analyze and apply different liberal arts perspectives.

College Core (78 credit hours, 20 credit hours in residence)

Lifelong Learning Requirements (32 credit hours, 16 credit hours in residence)

Course	Title	Quarter Hours
LL 201 or RPL 101	REFLECTIVE LEARNING ¹ PRIOR LEARNING ASSESSMENT	2
LL 305	ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD	4
LL 205 or LL 206	QUANTITATIVE REASONING ADVANCED MATH FOR PROFESSIONAL STUDIES	4
LL 261	ESSAY WRITING	4
LL 270	CRITICAL THINKING	4
LL 290	RESEARCH WRITING ¹	4
LL 301	RESEARCH METHODS ¹	6
LL 302	EXPERIENTIAL LEARNING PRACTICUM ¹	4

Liberal Learning Requirements (46 credit hours, 4 credit hours in residence)

- Liberal Arts in Action Requirement: CCA 281, CCH 281, CCS 281 or courses with LA1 designation, 6 credits
- CORE CURRICULUM ARTS & IDEAS, courses with the CCA, AL, PI, or RD requirement designations, 12 credits
- CORE CURRICULUM HUMAN COMMUNITY, courses with the CCH, SCBI, or HI requirement designations, 12 credits
- CORE CURRICULUM SCIENTIFIC WORLD, courses with the CCSW, SI, SILB, or SISK requirement designations, 12 credits
- IN 307 INTEGRATIVE LEARNING, 4 credits ¹

¹ Must be completed in residence.

Major Requirements (68 credit hours)

40 credit hours must be completed in residence in the major, including FA 199 and LL 303.

Professional Studies Core (20 credits, 8 credits in residence)

Course	Title	Quarter Hours
CAREER ASSESSMENT AND PLANNING		
FA 199	CAREER ASSESSMENT AND PLANNING ¹	2
PROFESSIONAL COMMUNICATIONS		
DCM 330	PROFESSIONAL COMMUNICATION IN THE WORKPLACE	4
ETHICS OR SOCIAL JUSTICE, courses with the PSES requirement designation. Choose one of the following:		
DCM 317	ETHICS IN THE PROFESSIONS	2
DCM 318	SOCIAL JUSTICE IN THE PROFESSIONS	2
CREATIVITY OR INNOVATION, courses with the PSCI requirement designation. Choose one of the following:		
CCA 170	CREATIVITY AND ENTREPRENEURSHIP	2
DCM 319	CREATIVITY AND INNOVATIVE THINKING	2
GLOBAL PERSPECTIVES, courses with the PSGP requirement designation. Choose one of the following:		
CCH 239	BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE	4
CCH 283	GLOBAL PERSPECTIVES OF WORK & FAMILY	4
CCH 300	GLOBALIZATION AND PROFESSIONAL PRACTICE	4
CAPSTONE PROJECT		
LL 303	CAPSTONE PROJECT ¹	6

¹ Must be completed in residence.

Decision Analytics Courses (24 credit hours)

Course	Title	Quarter Hours
MAT 130	FUNCTIONS AND MATHEMATICAL MODELS	
DA 200	DATA ANALYTICS	4
DA 233	APPLIED INFORMATION MANAGEMENT SYSTEMS	4
DSC 323	DATA ANALYSIS AND REGRESSION	4
IT 223	DATA ANALYSIS	4
IT 240	INTRODUCTION TO DATABASES	4

Concentration Requirements (24 credit hours)

Students must also complete the requirements from either the General or Computing concentrations.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements

and major requirements, students are required to choose one of the following:

- Computing Concentration, Decision Analytics (BA) Online (p. 375)
- General Concentration, Decision Analytics (BA) Online (p. 375)

Computing Concentration, Decision Analytics (BA) Online

Students interested in continuing their study of decision analytics with a master's degree in Predictive Analytics or a similar computing field should complete this concentration.

Students must fulfill a total of 24 credits in the courses below (any additional credit hours taken are eligible toward Open Electives requirements):

Course	Title	Quarter Hours
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II	4
CSC 352	DATABASE PROGRAMMING	4
DSC 324	ADVANCED DATA ANALYSIS	4
DSC 341	FOUNDATIONS OF DATA SCIENCE	4
Select at least four additional credits from the following:		4
MAT 137	BUSINESS STATISTICS	4
MKT 301	PRINCIPLES OF MARKETING	4
DA 150	ANALYTICS IN ACTION SEMINARS	2
DA 220	DATA MINING	2-4
DA 240	TEXT ANALYTICS	2
DA 340	ACCELERATING ORGANIZATION INTELLIGENCE: WHAT'S THE STORY?	2

Open Electives (46 credit hours)

Open Electives can be fulfilled through courses offered by the School of Continuing and Professional Studies and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

General Concentration, Decision Analytics (BA) Online

Students who wish to pursue a master's degree in Predictive Analytics or a similar computing field should take the CSC courses. Students interested in a master's degree in Marketing Analysis or a similar marketing field should take MKT courses.

Students must fulfill a total of 24 credits selecting from any of the courses below (any additional credit hours taken are eligible toward Open Electives requirements):

Course	Title	Quarter Hours
MAT 137	BUSINESS STATISTICS	4
MKT 301	PRINCIPLES OF MARKETING	4
MKT 305	INTRODUCTION TO MARKETING RESEARCH	4
MKT 310	CONSUMER BEHAVIOR	4

MKT 315	STRATEGIC TOOLS FOR MARKETERS	4
DA 150	ANALYTICS IN ACTION SEMINARS	2
DA 220	DATA MINING	2-4
DA 240	TEXT ANALYTICS	2
DA 340	ACCELERATING ORGANIZATION INTELLIGENCE: WHAT'S THE STORY?	2
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II	4
CSC 352	DATABASE PROGRAMMING	4
DSC 324	ADVANCED DATA ANALYSIS	4
DSC 341	FOUNDATIONS OF DATA SCIENCE	4

Open Electives (46 credit hours)

Open Electives credit is required to meet the minimum graduation requirement of 192 credit hours. Students can individualize their learning in several ways using the Open Electives. Open Electives can be fulfilled through courses offered by the School of Continuing and Professional Studies and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Designing for Physical Technology (Minor)

The Designing for Physical Technology minor provides the opportunity to integrate hardware with software and build a project suitable for a Maker Faire.

Course Requirements

Course	Title	Quarter Hours
UXD 210	INTRODUCTION TO USER EXPERIENCE DESIGN	4
EXP 210	DESIGN AND FABRICATION FOR PHYSICAL SPACE WORKSHOP	2
GAM 240	PLAYGRAMMING	4
EXP 250	HARDWARE DESIGN BASICS WORKSHOP	2
EXP 390	PHYSICAL TECHNOLOGY COLLABORATIVE STUDIO I	4
EXP 391	PHYSICAL TECHNOLOGY COLLABORATIVE STUDIO II	4
Select eight (8) Credit Hours from the following list:		8
EXP 340	DESIGNING FOR AUTONOMY	
EXP 350	DESIGNING FOR THE INTERNET OF THINGS	
EXP 360	PHYSICAL & INTERACTIVE EXHIBITS	
EXP 370	GAMES AND PLAY IN PHYSICAL SPACE	

Digital Communication and Media Arts - CDM (MA)

The MA in Digital Communication and Media Arts is an interdisciplinary program that provides a foundation of media theory with hands-on experience in the latest digital technology. Students learn to develop and execute effective stories and campaigns across the ever-widening spectrum of digital media, while strengthening and expanding their

chosen skill sets from classes across the College of Computing and Digital Media, as well as the College of Communication (degree partner).

Program Requirements	Quarter Hours
Introductory Courses	0-8
Degree Requirements	52
Total hours required	52-60

Learning Outcomes

Students will be able to:

- Understand and effectively explain how digital technology has affected communication practices across a range of subjects and disciplines, including the underlying ethical issues digital technology has brought to contemporary society.
- Assess and inventory relevant media projects; apply varied research methods and design thinking to develop new and relevant digital media products that address contemporary problems.
- Adequately demonstrate key competencies in still and moving image production, graphic and interactive design, and other technologies related to digital media arts.
- Identify and employ the affordances of digital media components in order to effectively develop a story or campaign across multiple media formats.
- Develop and deliver professional-level project pitches and research presentations.

Degree Requirements

Course Requirements

No Introductory course may be substituted for any other course at any level. Foundation, Advanced, and Elective course selections are determined by the concentration chosen.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area, if such an examination is available.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course

to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.

- Students pursuing a second master's degree must complete a minimum of 52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Digital Communication Concentration, Digital Communication and Media Arts - CDM (MA) (p. 377)
- Media Arts Concentration, Digital Communication and Media Arts - CDM (MA) (p. 378)

Digital Communication Concentration, Digital Communication and Media Arts - CDM (MA)

Course Requirements

The Digital Communication track requires an Introductory Competency course (4 credit hours) plus 13 courses (52 credit hours): four (4) core courses and nine (9) elective courses and a degree completion option.

Introductory Competency Course¹

Course	Title	Quarter Hours
DMA 402	INTRO TO VISUAL COMMUNICATIONS PRINCIPLES	4
or DMA 405	INTRO TO VISUAL COMMUNICATION TOOLS	

¹ Evaluation of the Introductory Competency course will follow standard CDM practice. All or part of the Introductory Competency course may be waived if a student has the equivalent academic background, or can demonstrate core technology competency.

Students may take an additional competency course as a Media Arts elective.

Core Courses

Students are required to take all of the following:

Course	Title	Quarter Hours
CMNS 570	INTRODUCTION TO DIGITAL CMN	4
DMA 525	FOUNDATION OF DIGITAL MEDIA	4
DMA 527	CREATIVE PROCESS AND STRATEGY	4
MCS 575	DIGITAL MEDIA ETHICS	4

Digital Elective Courses

Students are required to take at least one (1) elective course that focuses on digital technology from each area: MCS, JOUR, and PRAD. Students must take two (2) media arts electives (from the College of Computing and Digital Media). Students must also take four (4) additional courses (two (2) if student chooses the Master's Project degree completion option, taking DMA 695 and CMNS 595), either from another College of Communication graduate program, the College of Computing and Digital Media, pre-approved outside electives, or in another department/college at DePaul. Outside electives must be approved by graduate advisor or program director.

Example Communication Electives (with Digital Technology Focus)

Course	Title	Quarter Hours
JOUR 503	REPORTING FOR CONVERGED NEWSROOMS	
JOUR 504	MULTIMEDIA NEWS PRODUCTION	
JOUR 506	NEWSCAST PRODUCING	
JOUR 507	VISUAL COMMUNICATION	
JOUR 509	JOURNALISM LAW AND ETHICS	
JOUR 515	SPECIAL TOPICS IN JOURNALISM ¹	
JOUR 520	DATA JOURNALISM	
JOUR 521	SPORTS PRODUCING	
JOUR 523	ONLINE SPORTS REPORTING	
JOUR 529	ONLINE NEWS BUREAU	
JOUR 531	JOURNALISM BY NUMBERS	
JOUR 536	SPORTS BLOGGING	
JOUR 537	FROM FRANKLIN TO THE INTERNET: A HISTORY OF AMERICAN JOURNALISM	
JOUR 538	MASS COMMUNICATION IN THE DIGITAL AGE	
JOUR 540	THE INTERNET, TECHNOLOGY, AND POLITICS	
JOUR 542	SOCIAL MEDIA AND THE NEWS	
JOUR 544	ENTREPRENEURIAL JOURNALISM	
JOUR 545	NEWS DOCUMENTARY	
JOUR 588	REPORTING FOR 14 EAST MAGAZINE	
MCS 520	TOPICS IN MEDIA STUDIES ²	
MCS 530	NEW MEDIA AND CULTURE	
MCS 541	AUDIO DOCUMENTARY	
MCS 550	FANDOM AND ACTIVE AUDIENCES	
PRAD 521	PUBLIC RELATIONS MEASUREMENT AND DATA ANALYTICS	
PRAD 562	MEDIA RELATIONS	
PRAD 595	SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING ³	

¹ Topics must be approved by graduate program director. Some examples of topics include: Sports Content Creation, Media Management, True Crime and Murder Mystery Radio, Podcasting, Multimedia Magazines

- 2 Topics must be approved by graduate program director. Some examples of topics include: Alternate Reality Gaming, Communication and Technology, Complex Narratives, Creativity in Practice, Digital Media Campaigns, Mass Communication in the Digital Age, Race, Class, & Gender In the Digital Age, Teaching Media Literacy.
- 3 Topics must be approved by graduate program director. Some examples of topics include: Brand and Business Impact of Digital Media, Content Strategy for PR and Advertising, Creating Effective Social Media, Creative and Critical Thinking, Data Driven Marketing (Big Data), Digital Media Campaigns, Digital and Social Media for PR, Social Media and Culture

Example Media Arts Electives

Course	Title	Quarter Hours
DMA 410	DESIGN WORKSHOP	
DMA 415	AUDIO WORKSHOP	
DMA 425	STILL IMAGE WORKSHOP	
DMA 475	MOVING IMAGE WORKSHOP	
DMA 480	WEB/MEDIA DELIVERY WORKSHOP	
DMA 490	PORTFOLIO	

Pre-Approved Outside Electives

Students will have the option to take pre-approved elective courses in either Writing, Rhetoric and Discourse (WRD) or Art, Media, and Design (AMD) as part of their additional electives, allowing students to develop an enriched focus.

Writing, Rhetoric and Discourse

Course	Title	Quarter Hours
WRD 524	DOCUMENT DESIGN	
WRD 525	WRITING FOR THE WEB	
WRD 530	TOPICS IN PROFESSIONAL AND DIGITAL WRITING	
WRD 531	DIGITAL STORYTELLING	
WRD 532	CONTENT STRATEGY	
WRD 533	WRITING ACROSS MEDIA	
WRD 580	MARKUP AND TEXT ENCODING IN THE HUMANITIES	

Art, Media, and Design

Course	Title	Quarter Hours
ART 405	ADVANCED ART STUDIO	
ART 427	DIGITAL ART	
ART 460	WEB ART AND DESIGN	
ART 461	PHOTOGRAPHY AND MEDIA ART	
ART 489	VIDEO ART	
ART 490	ADVANCED TOPICS IN ART, MEDIA AND DESIGN	

Students who want to switch between DCMA tracks should be aware that some completed courses in one track may not count towards the

requirements of the other. If a student is considering switching tracks, they should consult their advisor and graduate director for assistance.

Completion Options

Comprehensive Exam

Students complete a three-part comprehensive exam based on questions derived from a minimum of one College of Communication core course (CMNS 570 or MCS 575) and two additional courses pulled from either the other core course and/or from the College of Communication elective courses.

Graduate Scholarly Paper/Project

In consultation with a faculty member in the College of Communication (a professor with whom the student has had a class), the student should choose a paper or project they did for that professor's course. This paper/project should be something to which the student wishes to expand upon or devote more time. This option is available to students holding a 3.5 GPA or higher and who have completed at least 10 courses (40 credit hours) in their program.

Master's Project

Two project courses (DMA 695 and CMNS 595) replace two additional elective classes. Students will enroll in CMNS 595 in the quarter they defend their project. The student will create an original project (i.e., web- or film-based projects, or projects related to professional or educational organizations) and a 30- to 40-page accompanying written report/ analysis. This option is available to students holding a 3.7 GPA or higher and who have completed at least 6 courses (24 credit hours) in their program. Grade Requirements All students are required to maintain a cumulative GPA of 3.000 in their course work.

Grade Requirements

All students are required to maintain a cumulative GPA of 3.000 in their coursework. If a student's cumulative GPA falls below 3.000, the student will be allowed to complete an additional 16 credits or 3 quarters (whichever comes first) to attain the 3.000 minimum GPA. If the cumulative GPA remains below a 3.000 at the conclusion of this time period, the student may be dismissed from the program. The student's cumulative and term GPAs along with overall academic performance will be factored into the dismissal decision.

Media Arts Concentration, Digital Communication and Media Arts - CDM (MA)

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
DMA 402	INTRO TO VISUAL COMMUNICATIONS PRINCIPLES	4
DMA 405	INTRO TO VISUAL COMMUNICATION TOOLS	4

Foundation Courses

Course	Title	Quarter Hours
CMNS 570	INTRODUCTION TO DIGITAL CMN	4
DMA 525	FOUNDATION OF DIGITAL MEDIA	4
DMA 530	DESIGN THINKING AND STORYTELLING	4
MCS 575	DIGITAL MEDIA ETHICS	4

Advanced Courses

Course	Title	Quarter Hours
DMA 527	CREATIVE PROCESS AND STRATEGY	4
DMA 535	STORYTELLING ACROSS MEDIA	4
Select 12 Credit Hours from the following classes:		12
DMA 410	DESIGN WORKSHOP	
DMA 415	AUDIO WORKSHOP	
DMA 425	STILL IMAGE WORKSHOP	
DMA 475	MOVING IMAGE WORKSHOP	
DMA 480	WEB/MEDIA DELIVERY WORKSHOP	
DMA 490	PORTFOLIO	
EXP 440	DESIGNING PLAYFUL EXPERIENCES	
EXP 442	DESIGNING INTERFACES FOR EMERGING TECHNOLOGIES	
FILM 401	FUNDAMENTALS OF CINEMA PRODUCTION	
HCD 421	DESIGN AND HUMAN EXPERIENCE	

Thesis/Capstone

Course	Title	Quarter Hours
DMA 695	THESIS I	4
DMA 698	THESIS II	4

Major Elective Courses

Students are required to take eight (8) Credit Hours of Major Elective Courses according to the following criteria:

- Students should choose the eight (8) Credit Hours of graduate level elective courses from a College of Communication graduate program.

Master's Thesis Project

Students must complete a Master's Thesis Project as part of the degree requirements. Students have two options for how to complete the Master's Thesis Project.

- Individual - The student will create an original project and a 20-30 page accompanying written research documentation and report/analysis.
- Collaborative - Students work in teams of 2-4 students to complete an original project and a 40-60 page accompanying written research documentation and report/analysis.

Students must have completed the necessary prerequisite classes and at least 8 courses (32 credit hours) in the DCMA program toward their 52 required Credit Hours (credits earned from Introductory Courses do not count toward the required total credits). Students should schedule a meeting with a faculty member to discuss the requirements.

Thesis milestones:

- Fall - Before the end of the fall quarter, students should submit a written proposal to advising faculty outlining their Thesis concept.
- Winter - Enroll in DMA 695.
- Spring - Enroll in DMA 698.
- Spring - Participate in end of year showcase and/or symposium.

Digital Communication and Media Arts - Communication (MA)

The Digital Communication and Media Arts program will teach students how digital technology has affected communication and artistic practices, and how to effect change in communication and artistic practices through the integration of digital technology. The learning goals for the MA in Digital Communication and Media Arts are grounded in both practice and theory. By taking advantage of the wealth of courses that focus on digital communication and digital technology in the College of Communication and the College of Computing and Digital Media, the degree program provides students an opportunity to experience and apply digital technology in multiple professions.

The Master of Arts in Digital Communication and Media Arts integrates multiple topics all centered on the way contemporary technology is changing communication practices, for a truly interdisciplinary degree program. This is a practical degree, in that it teaches students skills utilizing technology, while giving them the critical tools to become better communicators in a digital environment.

Students choose between two tracks: The Digital Communication track is offered through the College of Communication, while the Media Arts track is offered through the College of Computing and Digital Media.

Program Requirements	Quarter Hours
Competency Course	0-8
Degree Requirements	52
Total hours required	52-60

Learning Outcomes

Students will be able to:

- Explain how digital technology has affected communication practices across a range of subjects and disciplines.
- Articulate relationships between multiple fields of technological practice.
- Demonstrate key competencies in video production, audio production, graphic design, and other technologies within digital media arts.
- Identify the underlying ethical issues that the advent of digital technology has brought to contemporary society.

Degree Requirements

Course Requirements

Specific course requirements are determined by the concentration chosen. Please see each concentration page for detailed information.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in addition to any required competency courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 3.00 or higher.

Optional Latino Media & Communication Concentration

The graduate concentration in Latino Media & Communication is comprised of at least three graduate courses drawn from the areas of advertising, journalism, media and cinema studies, multicultural communication, organizational communication and public relations. Graduate students in any of the College of Communication Master of Arts programs can elect to complete the Latino Media & Communication concentration. Students may need to use outside electives to complete this concentration.

Students who complete the concentration will:

- Develop an understanding of the heterogeneous and rapidly changing Latino communities locally, nationally and globally
- Ground their knowledge of intercultural studies within a more extensive and concrete knowledge of a particular (even though diverse), rapidly growing, and increasingly important population within the U.S.
- Increase their cross-cultural competence (understanding and ability to dialogue across difference, develop cultural sensitivity and awareness) with Latino communities
- Enhance their capacity to communicate with and learn from Latino populations in the workplace, in community situations and other sites of engagement
- Recognize the impact of the movement of Latinos across the globe and develop the skills to critically consume and produce media, public relations and advertisement representations that communicate to and about Latino communities
- Develop field-specific knowledge of Latino media and communication along with an understanding of how Latino studies shapes other fields of communication

Courses

Students are required to take three courses (12 credits) from the following list:

Course	Title	Quarter Hours
CMNS 509	SPECIAL TOPICS IN MULTICULTURAL COMMUNICATION ¹	
CMNS 542	MULTICULTURAL COMMUNICATION IN THE WORKPLACE	
JOUR 515	SPECIAL TOPICS IN JOURNALISM ¹	
MCS 521	TOPICS IN CINEMA STUDIES ¹	
MCS 533	LATIN AMERICAN CINEMA/MEDIA	
PRAD 511	CONSUMER INSIGHTS	
PRAD 512	ENGAGING LATINX COMMUNITIES	
PRAD 514	CONTEMPORARY ISSUES IN PUBLIC RELATIONS AND ADVERTISING ¹	
PRAD 595	SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING ¹	

CMN 591	INTERNSHIP ¹	
CMN 598	STUDY ABROAD ¹	
Course	Title	Quarter Hours
CMNS 509	SPECIAL TOPICS IN MULTICULTURAL COMMUNICATION ¹	
CMNS 542	MULTICULTURAL COMMUNICATION IN THE WORKPLACE	
JOUR 515	SPECIAL TOPICS IN JOURNALISM ¹	
MCS 521	TOPICS IN CINEMA STUDIES ¹	
MCS 533	LATIN AMERICAN CINEMA/MEDIA	
PRAD 511	CONSUMER INSIGHTS	
PRAD 512	ENGAGING LATINX COMMUNITIES	
PRAD 514	CONTEMPORARY ISSUES IN PUBLIC RELATIONS AND ADVERTISING ¹	
PRAD 595	SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING ¹	
CMN 591	INTERNSHIP ¹	
CMN 598	STUDY ABROAD ¹	

¹ Topic must be related to Latino Media and Communication.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Digital Communication Concentration, Digital Communication and Media Arts - Communication (MA) (p. 381)
- Media Arts Concentration, Digital Communication and Media Arts - Communication (MA) (p. 383)

Digital Communication and Media Arts (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates.

These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Digital Communication and Media Arts (MA)

The Digital Communication and Media Arts (MA) combined degree program is open to all undergraduate majors across the university. Students who are interested in this program must apply to the Graduate Admission Office in their junior year, and if accepted, can take up to three graduate courses (12 credits) in their senior year. These three courses count towards both the bachelor's program and the master of arts degree. Students will pay the current undergraduate tuition rate for these three courses. Once students earn their Bachelor of Arts or Bachelor of Science degree from DePaul, they matriculate as a graduate student and complete the remaining required courses for their Master of Arts degree. Students should work with their undergraduate

advisor to see how the graduate classes will fulfill undergraduate degree requirements. Students must maintain a 3.0 GPA (B or better) in each graduate class taken in the senior year in order to continue in the program.

Example Schedule for Students in the Combined Degree Program

Course	Title	Hours
Senior Year		
Fall Quarter		
Select one graduate course		4
Winter Quarter		
Select one graduate course		4
Spring Quarter		
Select one graduate course (student completes undergraduate degree requirements and matriculates as a graduate student for fall quarter)		4
Fifth Year		
Graduate Year ¹		
Fall Quarter		
Select three courses		12
Winter Quarter		
Select three courses		12
Spring Quarter		
Select three courses		12

¹ DCMA students must take 10 or 11 courses in their graduate year. Many DCMA students will take December Session or Summer session classes to fit in the additional course requirements.

Double Demon Scholarship

Alumni from any of DePaul's colleges who are admitted into a graduate degree program in the College of Communication automatically qualify for the Double Demon Scholarship. ***Combined degree program students are eligible.***

This scholarship covers 25% of the tuition for a master's degree in the College of Communication. Both full-time and part-time students are eligible. No scholarship application is required. (DePaul University employees are eligible for other employee tuition benefits through the university, and therefore are not eligible for the Double Demon Scholarship.)

Digital Communication Concentration, Digital Communication and Media Arts - Communication (MA)

Course Requirements

The Digital Communication track requires: an Introductory Competency course (4 credit hours) plus 13 courses (52 credit hours): four core courses and nine elective courses and a degree completion option.

Introductory Competency Course ¹

Course	Title	Quarter Hours
DMA 402	INTRO TO VISUAL COMMUNICATIONS PRINCIPLES	4
or DMA 405	INTRO TO VISUAL COMMUNICATION TOOLS	

¹ Evaluation of the Introductory Competency course will follow standard CDM practice. All or part of the Introductory Competency course may be waived if a student has the equivalent academic background, or can demonstrate core technology competency.

Students may take an additional competency course as a Media Arts elective.

Core Courses

Students are required to take all of the following (16 credits):

Course	Title	Quarter Hours
CMNS 570	INTRODUCTION TO DIGITAL CMN	4
DMA 525	FOUNDATION OF DIGITAL MEDIA	4
DMA 530	DESIGN THINKING AND STORYTELLING	4
MPOP 575	DIGITAL MEDIA ETHICS	4

Elective Courses

Communication Digital Technology Electives

Students are required to take at least one elective course that focuses on digital technology from each of the following areas:

- Media and Popular Culture (MPOP)
- Journalism (JOUR)
- Public Relations and Advertising (PRAD)

Example Communication Digital Technology Electives

Course	Title	Quarter Hours
JOUR 503	REPORTING FOR CONVERGED NEWSROOMS	
JOUR 504	MULTIMEDIA NEWS PRODUCTION	
JOUR 506	NEWSCAST PRODUCING	
JOUR 507	VISUAL COMMUNICATION	
JOUR 509	JOURNALISM LAW AND ETHICS	
JOUR 515	SPECIAL TOPICS IN JOURNALISM ¹	
JOUR 520	DATA JOURNALISM	
JOUR 521	SPORTS PRODUCING	
JOUR 522	MULTI-PLATFORM NEWS EDITING	
JOUR 523	ONLINE SPORTS REPORTING	
JOUR 529	ONLINE NEWS BUREAU	
JOUR 531	JOURNALISM BY NUMBERS	
JOUR 536	SPORTS BLOGGING	
JOUR 537	FROM FRANKLIN TO THE INTERNET: A HISTORY OF AMERICAN JOURNALISM	
JOUR 538	MASS COMMUNICATION IN THE DIGITAL AGE	

JOUR 540	THE INTERNET, TECHNOLOGY, AND POLITICS
JOUR 542	SOCIAL MEDIA AND THE NEWS
JOUR 544	ENTREPRENEURIAL JOURNALISM
JOUR 545	NEWS DOCUMENTARY
JOUR 588	REPORTING FOR 14 EAST MAGAZINE
MPOP 506	MEDIA LITERACY
MPOP 520	TOPICS IN MEDIA STUDIES ²
MPOP 530	NEW MEDIA AND CULTURE
MPOP 541	AUDIO DOCUMENTARY
MPOP 542	TOPICS IN PRODUCTION
MPOP 550	FANDOM AND ACTIVE AUDIENCES
PRAD 521	PUBLIC RELATIONS MEASUREMENT AND DATA ANALYTICS
PRAD 550	INTEGRATED COMMUNICATION CAMPAIGNS
PRAD 562	MEDIA RELATIONS
PRAD 563	MEDIA PLANNING
PRAD 595	SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING ³

¹ Topics must be approved by graduate program director. Some examples of topics include: Sports Content Creation, Media Management, True Crime and Murder Mystery Radio, Podcasting, Multimedia Magazines.

² Topics must be approved by graduate program director. Some examples of topics include: Alternate Reality Gaming, Communication and Technology, Complex Narratives, Creativity in Practice, Digital Media Campaigns, Mass Communication in the Digital Age, Race, Class, & Gender In the Digital Age, Teaching Media Literacy.

³ Topics must be approved by graduate program director. Some examples of topics include: Brand and Business Impact of Digital Media, Communication Strategies for Digital Activism, Content Strategy for PR and Advertising, Creating Effective Social Media, Creative and Critical Thinking, Data Driven Marketing (Big Data), Digital Media Campaigns, Digital and Social Media for PR, Social Media and Culture.

Media Arts Electives

Students must take two Media Arts electives from the College of Computing and Digital Media (CDM). These electives can be from Digital Media Arts (DMA) or other departments in CDM that have a media arts focus.

Example Media Arts Electives

Course	Title	Quarter Hours
DMA 410	DESIGN WORKSHOP	
DMA 445	360 VIDEO PRODUCTION	
DMA 475	MOVING IMAGE WORKSHOP	
DMA 480	WEB/MEDIA DELIVERY WORKSHOP	
DMA 490	PORTFOLIO	
DMA 527	CREATIVE PROCESS AND STRATEGY	
DMA 535	STORYTELLING ACROSS MEDIA	
EXP 440	DESIGNING PLAYFUL EXPERIENCES	
EXP 442	DESIGNING INTERFACES FOR EMERGING TECHNOLOGIES	

FILM 401	FUNDAMENTALS OF CINEMA PRODUCTION
HCD 450	THEORIES AND METHODS IN HUMAN-CENTERED DESIGN
SCWR 400	FOUNDATIONS OF SCREENWRITING
VFX 474	COMPOSITING I

Additional Electives

Students must also take four additional elective courses (two if student chooses the Master's Project degree completion option, taking CMNS 594 and CMNS 595). These elective courses may be:

- Any College of Communication graduate course
- Any College of Computing and Digital Media graduate course
- Any pre-approved outside elective (up to two electives from outside of the College of Communication or College of Computing and Digital Media can apply toward the degree)
- Any course in another department/college at DePaul that is approved by the graduate advisor or graduate program director (up to two electives from outside of the College of Communication or College of Computing and Digital Media can apply toward the degree)

Pre-Approved Outside Electives

Students will have the option to take pre-approved elective courses in either Writing, Rhetoric and Discourse (WRD) or Art, Media, and Design (AMD) as part of their additional electives, allowing students to develop an enriched focus.

Writing, Rhetoric and Discourse Pre-Approved Outside Electives

Course	Title	Quarter Hours
WRD 524	DOCUMENT DESIGN	
WRD 525	WRITING FOR THE WEB	
WRD 530	TOPICS IN PROFESSIONAL AND DIGITAL WRITING	
WRD 531	DIGITAL STORYTELLING	
WRD 532	CONTENT STRATEGY	
WRD 533	WRITING ACROSS MEDIA	
WRD 580	MARKUP AND TEXT ENCODING IN THE HUMANITIES	

Art, Media, and Design

Course	Title	Quarter Hours
ART 405	ADVANCED ART STUDIO	
ART 427	DIGITAL ART	
ART 460	WEB ART AND DESIGN	
ART 461	PHOTOGRAPHY AND MEDIA ART	
ART 489	VIDEO ART	
ART 490	ADVANCED TOPICS IN ART, MEDIA AND DESIGN (topic approval required)	

All electives listed on this page are examples. The lists are not exhaustive and the specific courses listed may not be offered every quarter. Please consult your advisor to determine how electives will apply toward degree requirements.

Students who want to switch between DCMA tracks should be aware that some completed courses in one track may not count towards the

requirements of the other. If a student is considering switching tracks, they should consult their advisor and graduate director for assistance.

Completion Options

Digital Communication Reflection Paper

Students complete a comprehensive reflection paper during their final term in the program. This completion option is available to all students and does not come with any course credit.

Digital Communication Capstone

In consultation with a faculty member in the College of Communication, the student should expand or develop a paper or project they have worked on in the program. This professor should have expertise in the area the student's paper/project is based. A meeting should be scheduled to discuss the requirements and design and agreement for the paper/project. Capstone does not come with course credit and is expected to take approximately 10 hours for the student to complete. This option is available to students holding a 3.5 GPA or higher and who have completed at least 10 courses (40 credit hours) in their program.

Master's Thesis Project

Two project/thesis courses (CMNS 594 and CMNS 595) replace two additional elective classes. Students will enroll in CMNS 594 in the Winter quarter and CMNS 595 in the Spring quarter of their final year. The student will create an original project (i.e., web- or film-based projects, or projects related to professional or educational organizations) and a 30- to 40-page accompanying written report/analysis. This option is available to students holding a 3.7 GPA or higher and who have completed at least 6 courses (24 credit hours) in their program.

Grade Requirements

All students are required to maintain a cumulative GPA of 3.000 in their coursework. If a student's cumulative GPA falls below 3.000, the student will be allowed to complete an additional 16 credits or 3 quarters (whichever comes first) to attain the 3.000 minimum GPA. If the cumulative GPA remains below a 3.000 at the conclusion of this time period, the student may be dismissed from the program. The student's cumulative and term GPAs along with overall academic performance will be factored into the dismissal decision.

Media Arts Concentration, Digital Communication and Media Arts - Communication (MA)

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
DMA 402	INTRO TO VISUAL COMMUNICATIONS PRINCIPLES	4
DMA 405	INTRO TO VISUAL COMMUNICATION TOOLS	4

Foundation Courses

Course	Title	Quarter Hours
CMNS 570	INTRODUCTION TO DIGITAL CMN	4
DMA 527	CREATIVE PROCESS AND STRATEGY	4
DMA 525	FOUNDATION OF DIGITAL MEDIA	4
DMA 530	DESIGN THINKING AND STORYTELLING	4
MCS 575	DIGITAL MEDIA ETHICS	4

Advanced Courses

Course	Title	Quarter Hours
DMA 535	STORYTELLING ACROSS MEDIA	4
DMA 695	THESIS I	4
DMA 698	THESIS II	4
Select 12 credit hours from the following workshop classes:		12
FILM 401	FUNDAMENTALS OF CINEMA PRODUCTION	
DMA 410	DESIGN WORKSHOP	
DMA 415	AUDIO WORKSHOP	
DMA 425	STILL IMAGE WORKSHOP	
DMA 475	MOVING IMAGE WORKSHOP	
DMA 480	WEB/MEDIA DELIVERY WORKSHOP	
DMA 490	PORTFOLIO	
EXP 440	DESIGNING PLAYFUL EXPERIENCES	
EXP 442	DESIGNING INTERFACES FOR EMERGING TECHNOLOGIES	
HCD 421	DESIGN AND HUMAN EXPERIENCE	

Major Elective Courses

Students are required to take eight (8) credit hours of Major Elective Courses according to the following criteria:

- Students should choose 2 graduate level elective courses from a College of Communication program.

Master's Thesis Project

Students must complete a Master's Thesis Project as part of the degree requirements. Students have two options for how to complete the Master's Thesis Project.

- Individual - The student will create an original project and a 20-30 page accompanying written research documentation and report/analysis.
- Collaborative - Students work in teams of 2-4 students to complete an original project and a 40-60 page accompanying written research documentation and report/analysis.

Students must have completed the necessary prerequisite classes and at least 8 courses (32 credit hours) in the DCMA program toward their 52 required credit hours (credits earned from Introductory Courses do not count toward the required total credits). Students should schedule a meeting with a faculty member to discuss the requirements.

Thesis milestones:

- Fall - Before the end of the fall quarter, students should submit a written proposal to advising faculty outlining their Thesis concept.

- Winter - Enroll in DMA 695.
- Spring - Enroll in DMA 698.
- Spring - Participate in end of year showcase and/or symposium.

Digital Communication Certificate

The graduate certificate in Digital Communication provides both continuing education for professionals in communication fields such as advertising, journalism, media studies, and public relations, and also skills training in contemporary digital technology for communication professionals. This six course (24 credit hour) interdisciplinary certificate will help students understand how digital technology has affected communication practices across a range of subjects and disciplines, develop new technological practices that reflect changes in the field across a range of communication subjects, identify ethical perspectives and evaluate the ethical dimensions of digital technology and practice, and evaluate professional-level communication skills and technological practices in order to become better communicators in digital environments.

Course Requirements

Course	Title	Quarter Hours
CMNS 570	INTRODUCTION TO DIGITAL CMN	4
Select three digital technology focused courses among offerings in Journalism (JOUR), Media and Popular Culture (MPOP), and Public Relations and Advertising (PRAD). Pre-approved courses include:		12
JOUR 503	REPORTING FOR CONVERGED NEWSROOMS	
JOUR 504	MULTIMEDIA NEWS PRODUCTION	
JOUR 506	NEWSCAST PRODUCING	
JOUR 507	VISUAL COMMUNICATION	
JOUR 509	JOURNALISM LAW AND ETHICS	
JOUR 515	SPECIAL TOPICS IN JOURNALISM ¹	
JOUR 520	DATA JOURNALISM	
JOUR 521	SPORTS PRODUCING	
JOUR 522	MULTI-PLATFORM NEWS EDITING	
JOUR 523	ONLINE SPORTS REPORTING	
JOUR 529	ONLINE NEWS BUREAU	
JOUR 531	JOURNALISM BY NUMBERS	
JOUR 533	JOURNALISM & FREEDOM OF INFORMATION	
JOUR 536	SPORTS BLOGGING	
JOUR 537	FROM FRANKLIN TO THE INTERNET: A HISTORY OF AMERICAN JOURNALISM	
JOUR 538	MASS COMMUNICATION IN THE DIGITAL AGE	
JOUR 540	THE INTERNET, TECHNOLOGY, AND POLITICS	
JOUR 542	SOCIAL MEDIA AND THE NEWS	
JOUR 544	ENTREPRENEURIAL JOURNALISM	
JOUR 588	REPORTING FOR 14 EAST MAGAZINE	
MPOP 520	TOPICS IN MEDIA STUDIES	
MPOP 530	NEW MEDIA AND CULTURE	
MPOP 541	AUDIO DOCUMENTARY	

MPOP 542	TOPICS IN PRODUCTION
MPOP 550	FANDOM AND ACTIVE AUDIENCES
MPOP 575	DIGITAL MEDIA ETHICS
PRAD 521	PUBLIC RELATIONS MEASUREMENT AND DATA ANALYTICS
PRAD 550	INTEGRATED COMMUNICATION CAMPAIGNS
PRAD 562	MEDIA RELATIONS
PRAD 563	MEDIA PLANNING
PRAD 595	SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING ¹

Select one Digital Media Arts (DMA) course from the College of Computing and Digital Media's School of Design. Pre-approved courses include:

DMA 402	INTRO TO VISUAL COMMUNICATIONS PRINCIPLES
DMA 405	INTRO TO VISUAL COMMUNICATION TOOLS
DMA 410	DESIGN WORKSHOP
DMA 445	360 VIDEO PRODUCTION
DMA 475	MOVING IMAGE WORKSHOP
DMA 480	WEB/MEDIA DELIVERY WORKSHOP
DMA 490	PORTFOLIO
DMA 525	FOUNDATION OF DIGITAL MEDIA
DMA 527	CREATIVE PROCESS AND STRATEGY
DMA 530	DESIGN THINKING AND STORYTELLING
DMA 535	STORYTELLING ACROSS MEDIA

Select one additional elective course from the digital technology focused courses in JOUR, MCS or PRAD, DMA courses in the School of Design, or pre-approved courses in allied fields.² Example pre-approved allied field courses include:

WRD 524	DOCUMENT DESIGN
WRD 525	WRITING FOR THE WEB
WRD 530	TOPICS IN PROFESSIONAL AND DIGITAL WRITING
WRD 531	DIGITAL STORYTELLING
WRD 532	CONTENT STRATEGY
WRD 533	WRITING ACROSS MEDIA
WRD 580	MARKUP AND TEXT ENCODING IN THE HUMANITIES
ART 405	ADVANCED ART STUDIO
ART 427	DIGITAL ART
ART 460	WEB ART AND DESIGN
ART 461	PHOTOGRAPHY AND MEDIA ART
ART 489	VIDEO ART
ART 490	ADVANCED TOPICS IN ART, MEDIA AND DESIGN

¹ Topics must be approved by graduate program director.
² With prior approval of the graduate program director, the additional elective course may come from other areas within the College of Communication, the College of Computing and Digital Media, or from relevant areas in other colleges at DePaul.

This graduate certificate program is approved as a Gainful Employment Program through the U.S. Department of Education and is, therefore, eligible for Federal Student Aid.

Digital Humanities Certificate

The Graduate Certificate in Digital Humanities requires 16 credit hours. The certificate program provides hands-on knowledge and guided experience with DH projects, tools, and methods. It is an interdisciplinary program taught by faculty from across the university. The certificate can broaden, and strengthen, employment prospects of students in all humanities fields. From public history and journalism to website development and all levels of teaching, real-world experience with state-of-the-art software makes digital humanities training stand out in a world powered by new media.

Course Requirements

Course	Title	Quarter Hours
DHS 500	INTRODUCTION TO DIGITAL HUMANITIES	4
WRD 580	MARKUP AND TEXT ENCODING IN THE HUMANITIES	4
GEO 440	PLACES, HUMANITIES AND GEOGRAPHIC INFORMATION SYSTEMS	4
Select one of the following:		4
ENG 469	TOPICS IN AMERICAN LITERATURE (Digital Humanities in 19th Century American Literature)	
ENG 475	TOPICS IN LITERATURE (Digital Humanities Tools and Methods for Literary Study)	
HAA 402	DIGITAL MAPPING AND ART HISTORY	
HST 438	COLLOQUIUM: SPECIAL TOPICS IN HISTORY (Digital History)	
NMS 540	DIGITAL ARCHIVES	

Digital Marketing (Minor)

Students majoring outside the Driehaus College of Business may minor in Digital Marketing. Digital Marketing knowledge is complementary for students in majors where they will be working in marketing departments or need to have an understanding of how Digital Marketing works. Given Digital Marketing intersects skill-sets of analytics, content creation, marketing, and technology, Digital Marketing as a minor is of great value to students who need to understand the business side of marketing to be competitive and standout in the market. There is current demand among other concentrations being Computer Science, CDM, Public Relations, Communication, Entrepreneurship, and Hospitality.

Course Requirements

A non-Driehaus student minoring in Digital Marketing is required to complete the following courses totaling at least 20.0 hours:

Course	Title	Quarter Hours
MKT 301	PRINCIPLES OF MARKETING	4
MKT 321	SOCIAL MEDIA MARKETING	4
MKT 322	SEARCH ENGINE MARKETING & ANALYTICS	4

MKT 395	DIGITAL MARKETING ANALYTICS AND PLANNING ¹	4
MKT 396	MOBILE MARKETING	4

¹ Recommended: take MKT 395 for first Digital Marketing course.

Graduation Requirements

All Marketing (MKT) courses and any courses used toward the Digital Marketing minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Digital Marketing (Minor: Business Students Only)

Students in the Driehaus College of Business may minor in Digital Marketing. Digital Marketing knowledge is complementary for students in majors where they will be working in marketing departments or need to have an understanding of how Digital Marketing works. Given Digital Marketing intersects skill-sets of analytics, content creation, marketing, and technology, Digital Marketing as a minor is of great value to students who need to understand the business side of marketing to be competitive and standout in the market. There is current demand among other concentrations being Computer Science, CDM, Public Relations, Communication, Entrepreneurship, and Hospitality.

Course Requirements

In addition to MKT 301, a Driehaus student minoring in Digital Marketing is required to complete the following courses of 16.0 hours (totaling at least 20.0 hours):

Course	Title	Quarter Hours
MKT 321	SOCIAL MEDIA MARKETING	4
MKT 322	SEARCH ENGINE MARKETING & ANALYTICS	4
MKT 395	DIGITAL MARKETING ANALYTICS AND PLANNING ¹	4
MKT 396	MOBILE MARKETING	4

¹ Recommended: take MKT 395 for first Digital Marketing course.

Graduation Requirements

All Marketing (MKT) courses and any courses used toward the Marketing minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Directing (MFA)

The Theatre School's Master of Fine Art (MFA) degree in Directing is a three-year program that allows directors to develop and explore their artistic vision and then apply their ideas through constant collaboration with other artists – actors, designers, and dramaturgs. Coursework is focused on preparation – research, theory and analysis – as well as practical application through scene study, workshops and quarterly full-length directing assignments.

Program Requirements	Quarter Hours
Degree Requirements	167
Total hours required	167

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and describe the historical and theatrical significance of a range of theatrical artists, works, and artistic approaches from antiquity to present, encompassing a broad range of periods, cultures, and styles.
- Synthesize and apply elements of their education and training to the preparation, rehearsal, and presentation of theatrical productions with discipline, respect, and maturity.
- Identify and explain their theatrical work in the context of the cultural and social impact of the arts.

Program Specific Outcomes

Students will be able to:

- Identify and create dramatic action through text analysis, personalization, and imagination, telling the story of the play clearly and dynamically in space and time.
- Articulate the intent of the play and the director's point of view.
- Lead organized and creative collaborations with designers, technicians, and actors.
- Articulate a personal aesthetic vision and demonstrate intent to impact the field.

Degree Requirements

Course Requirements

First Year		Hours
DES 641	THEATRICAL COLLABORATION	3
Directing I Sequence		
PRF 581	DIRECTING I	3
PRF 582	DIRECTING I	3
PRF 583	DIRECTING I	3
Directing Seminar Sequence		
PRF 691	DIRECTING SEMINAR	3
PRF 692	DIRECTING SEMINAR	3
PRF 693	DIRECTING SEMINAR	3
Acting I Sequence		
PRF 511	GRADUATE ACTING I: TRUTH IN ACTION	4
PRF 512	GRADUATE ACTING I: SCENE STUDY	4
PRF 513	GRADUATE ACTING I: ENSEMBLE	4
Dramaturgy I Sequence		
THE 534	DRAMATURGY I	4
THE 535	DRAMATURGY I	4
Directing Theories Sequence		
PRF 591	DIRECTING THEORIES	3
PRF 592	DIRECTING THEORIES	3
Topics in Design Collaboration: Two Quarters		8
PRF 500	PRACTICUM: TOPICS IN DESIGN COLLABORATION	

Rehearsal & Performance I Sequence

Select two of the following in consultation with the Advisor: 10

PRF 561	REHEARSAL AND PERFORMANCE I	
PRF 562	REHEARSAL AND PERFORMANCE I: MFA ACTORS PROJECT	
PRF 563	REHEARSAL AND PERFORMANCE I: CASTING POOL	

Second Year

THE 603	GRADUATE SEMINAR	3
PRF 500	PRACTICUM: TOPICS IN DESIGN COLLABORATION	4

Directing II Sequence

PRF 681	DIRECTING II	3
PRF 682	DIRECTING II	3
PRF 683	DIRECTING II	3

Topics in Scene Study Sequence

PRF 617	DIRECTING: SCENE STUDY	3
PRF 618	DIRECTING: SCENE STUDY	3

Directing Seminar Sequence

PRF 691	DIRECTING SEMINAR	3
PRF 692	DIRECTING SEMINAR	3
PRF 693	DIRECTING SEMINAR	3

Acting II, Classical Sequence

PRF 611	GRADUATE ACTING II: SHAKESPEARE	4
PRF 612	GRADUATE ACTING II: ACTIVISM & COMMUNITY	4

Rehearsal and Performance II Sequence

PRF 661	REHEARSAL AND PERFORMANCE II: CASTING POOL	5
PRF 662	REHEARSAL AND PERFORMANCE II: CASTING POOL	5
PRF 663	REHEARSAL AND PERFORMANCE II: CASTING POOL	5

Third Year

PRF 690	INTERNSHIP	2
PRF 619	THE DIRECTOR AND THE NEW PLAY DEVELOPMENT PROCESS	3

Directing Seminar Sequence

PRF 691	DIRECTING SEMINAR	3
PRF 692	DIRECTING SEMINAR	3
PRF 693	DIRECTING SEMINAR	3

Thesis Project Sequence

PRF 781	THESIS PROJECT IN DIRECTING	9
PRF 782	THESIS PROJECT IN DIRECTING	9
PRF 783	THESIS PROJECT IN DIRECTING	9

Rehearsal & Performance III

Select one of the following: 5

PRF 762	REHEARSAL AND PERFORMANCE III	
PRF 763	REHEARSAL AND PERFORMANCE III	

Discrete Mathematics (Minor)

Course	Title	Quarter Hours
MAT 140	DISCRETE MATHEMATICS I	4
MAT 141	DISCRETE MATHEMATICS II	4
MAT 216	FOUNDATIONS OF ADVANCED MATHEMATICS	4
One of the following:		4
MAT 220	APPLIED LINEAR ALGEBRA	
MAT 262	LINEAR ALGEBRA	
Two of the following:		8
MAT 302	COMBINATORICS	
MAT 303	THEORY OF NUMBERS	
MAT 305	GRAPH THEORY	
MAT 310	ABSTRACT ALGEBRA I	
MAT 370	ADVANCED LINEAR ALGEBRA	

Students majoring in Mathematical Sciences cannot earn a minor in Discrete Mathematics. The Discrete Mathematics minor is open to students pursuing the BA Data Science or the BS Actuarial Science degrees granted by the Department of Mathematical Sciences.

Doctorate in Business Administration (DBA)

The Doctorate in Business Administration (DBA) is designed for highly experienced professionals who seek to take their career to the highest level. The three-year program is designed for working professionals with a previous master's degree in a business or business-related discipline. The ideal candidate will enter the program with significant business acumen gained through eight to 10 years of managerial or consultative experience. Candidates for the DBA will learn to frame complex business problems in a manner that enables an applied, evidence-based analysis of all available data and rigorous evaluation of potential solutions.

A fundamental component of the DBA experience is the personal working relationship with the research-active faculty of the Driehaus College of Business and Kellstadt Graduate School of Business. These ongoing mentor-student relationships support the doctoral candidates' professional development in the tools and methods of data analysis and business intelligence. In addition, DBA candidates will advance through their program as members of a cohort of about 15 students. The program's small group format is designed to build a strong network of like-minded, high-potential professionals to support each other both during the program and after graduation.

Each year of the program, candidates will participate in nine three-day residencies led by Kellstadt faculty. DePaul's DBA program begins with a strong emphasis on research methodology and disciplinary coursework that features the most current developments from both academia and professional practice. Coursework simultaneously builds candidates' interdisciplinary business knowledge and applied research skills. In the second year, DBA candidates will work as part of a small research team, with a faculty mentor, to take a research idea from conception to completion in one year. By the end of the second year, candidates will be expected to have framed and formally proposed their dissertation research. In the third year of the program, candidates will be personally supervised by one of Kellstadt's research faculty as they pursue their

dissertation research. Throughout the program, DBA candidates are exposed to emerging industry and disciplinary developments through a series of doctoral seminars on current topics in business.

Program Requirements	Quarter Hours
Degree Requirements	72
Total hours required	72

Learning Outcomes

Students will be able to:

- Design, conduct and analyze research.
- Communicate and disseminate knowledge for internal and external constituencies.
- Understand and apply relevant organizational theory to contemporary organizational problems.
- Demonstrate awareness of ethical issues when conducting or disseminating research.
- Critically evaluate research quality and approaches to organizational decision-making.
- Understand how multicultural perspectives influence knowledge creation and dissemination.

Degree Requirements

Course Requirements

Research Methodology Courses

Course	Title	Quarter Hours
Research Methodology Courses		
GSB 800	INTRODUCTION TO RESEARCH METHODS	2
GSB 801	EMPIRICAL RESEARCH STUDIES	6
GSB 802	STATISTICS IN BUSINESS RESEARCH	4
GSB 803	APPLIED MULTIVARIATE STATISTICS	5
GSB 804	FORECASTING AND PREDICTION	4
GSB 805	DATA SCIENCE AND VISUALIZATION	2
GSB 806	INSTITUTIONAL AND ACADEMIC RESEARCH DISSEMINATION	2
GSB 820	LEADING ORGANIZATIONS THROUGH PEOPLE	2
GSB 820	LEADING ORGANIZATIONS THROUGH PEOPLE	3
GSB 850	QUALITATIVE RESEARCH METHODS	3

Disciplinary Courses

Course	Title	Quarter Hours
GSB 821	CONTEMPORARY TOPICS IN FINANCIAL RESEARCH	3
GSB 822	MARKETING AND BUSINESS STRATEGY	3
GSB 823	LEADING ORGANIZATIONAL DEVELOPMENT AND CHANGE	4
GSB 824	BEHAVIORAL DECISION THEORY	3
GSB 825	BUSINESS ETHICS AND SOCIAL RESPONSIBILITY	2
GSB 826	CONTEMPORARY TOPICS IN ACCOUNTING RESEARCH	3

Research Labs ¹

Course	Title	Quarter Hours
GSB 840	GROUP RESEARCH LAB I	2
GSB 841	GROUP RESEARCH LAB II	2
GSB 842	DISSERTATION PROPOSAL LAB	5
GSB 843	DISSERTATION LAB II	3
GSB 843	DISSERTATION LAB II	3
GSB 843	DISSERTATION LAB II	6

¹ These courses are taken Pass/Fail

Student Handbook

Doctorate in Business Administration

DePaul's Doctorate in Business Administration (DBA) is for experienced professionals looking to take their careers to the next level.

About the DBA

The DBA is a three-year program designed for high-potential working professionals. Doctoral candidates are trained to frame complex business issues (both opportunities and threats), analyze responsive options, and implement change. The program empowers graduates to transform their organizations through a mastery of sophisticated research and analytical skills for decision-making. It also can provide experienced business professionals with the skills, experiences, and credentials to transition to academic careers.

Students take eight research methodology and eight business discipline-specific courses. Each course is delivered in three-hour modules resulting in five different courses during a given residency, and courses are staggered throughout the year to offer deep engagement in each topic.

Degree Requirements

Students in the DBA degree program must meet the following requirements in order to be eligible for degree conferral:

- Complete all designated doctoral courses, topical seminars, and research requirements.
- Earn a grade of C or better in all designated courses and doctoral seminars.
- Earn a designation of pass or higher on all research requirements.
- Prior to beginning the program, Doctorate in Business Administration ("DBA") students can request for doctoral-level academic credit earned at another institution be considered for transfer to DePaul University to fulfill degree requirements. The number of transfer credits allowed is at the discretion of the DBA Director, and will take into account previous course level, content, and rigor. The maximum number of transferrable credits is not to exceed 12 quarter hours.

Leave of Absence

- Students requesting a non-medical leave of absence are subject to the DePaul Graduate Handbook policy terms found here (<https://catalog.depaul.edu/student-handbooks/graduate/graduate-academic-policies/leave-of-absence/>).
- In addition to the terms of that policy, DBA students requesting non-medical leave must:

- notify the Program Director and the Assistant Dean of Graduate Programs.
- resume their coursework where they discontinued their studies (typically one year from the leave of absence date).
- Students requesting a medical leave of absence must contact the Dean of Students.

Computer Equipment

Each student will receive a computer with installed software for use over the three year program. Please refer to the Equipment Loan Agreement for details regarding return and damage policies.

Class Materials

Class materials, including textbooks, are provided by the program/are included in tuition fees.

Dismissal

Students who receive a C- or below in any single DBA course or who fail to make sufficient progress towards degree requirements will be subject to dismissal from the program.

Graduation

- DBA degree conferral requires the completion of a minimum of 72 quarter hours.
- Students should successfully defend their final dissertation by June 1 of their final year of coursework.
- If students do not successfully defend their final dissertation by June 1 of their final year of coursework, they must formally request a dissertation extension. To do this, they must:
 - by May 1, schedule a meeting with the Program Director to discuss (a) their intent to work on their dissertation beyond the deadline and (b) their anticipated timeline for completion.
 - by May 15, discuss with their Dissertation Chair that Chair's availability for advising beyond the expected timeline. (The DBA program cannot guarantee the Chair's availability and students may be reassigned if their work extends beyond the dissertation deadline.)
 - by June 1, complete the Dissertation Extension Request form and submit that form to the Program Director.
- Students granted a dissertation extension may request up to 12 additional months to successfully defend their final dissertation proposal. Students who do not meet this deadline set forth in their Dissertation Extension Request will be unable to graduate from the program.

Grades

- Letter Grades - Grades of A through C are acceptable and allow the student to remain in good academic standing.
- Pass/ Fail Grade - "Pass/ Fail" is assigned to specified program components upon their completion.
- Research-in-Progress (R) - "R" may be assigned to indicate that a student is making satisfactory progress in a course that extends beyond the end of the term or in a project.

Additional Policies

The Kellstadt Graduate School of Business Handbook (<https://catalog.depaul.edu/colleges-schools/business/#graduateacademicstext>) and the DePaul Graduate Handbook (<https://catalog.depaul.edu/student->

handbooks/graduate/graduate-academic-policies/) covers all policies and procedures not otherwise described within this DBA Handbook.

Documentary (MFA)

Program Requirements	Quarter Hours
Degree Requirements	64
Total hours required	64

Learning Outcomes

Students will be able to:

- Describe cinematic contentions utilized in the making of feature length and short documentary films.
- Assess the strengths and weakness of written non-fiction proposals to include visual approaches, as well as fundraising, marketing, exhibition, and distribution plans.
- Communicate a clear vision to a team of collaborators.
- Apply key concepts in areas of documentary media production, including: producing, directing, cinematography, sound, and editing.
- Critique creative work, synthesizing theory and practice.
- Analyze the ethical and moral decisions inherent in representing individuals, lifestyles, and cultures.
- Evaluate legal considerations regarding content and characters present in their work, whether domestically or abroad.

Degree Requirements

Course Requirements

Course	Title	Quarter Hours
DOC 405	NON-FICTION STORYTELLING	4
DOC 412	EDITING THE DOCUMENTARY	4
DOC 414	INTRO TO DOCUMENTARY PRODUCTION	4
DOC 424	DOCUMENTARY PRODUCTION II	4
DOC 426	DOCUMENTARY PRODUCING	4
DOC 433	DOCUMENTARY SOUND WORKSHOP	2
DOC 452	DOCUMENTARY CINEMATOGRAPHY	4
DOC 472	DOCUMENTARY LAW AND ETHICS	2
DOC 482	THE PERSONAL DOCUMENTARY	4
DOC 484	ADVANCED DOCUMENTARY PRODUCTION	4
DOC 599	INDEPENDENT STUDY	4
FILM 410	PRODUCTION WORKSHOP	4
POST 400	EDITING	4
Select twelve (12) credit hours of Major Electives from the list below		12
Select four (4) credit hours of Open Electives		4

Major Electives

Major electives may be selected from the following list:

Course	Title	Quarter Hours
ART 489	VIDEO ART	
DMA 535	STORYTELLING ACROSS MEDIA	
DOC 439	TOPICS IN DOCUMENTARY PRODUCTION WORKSHOP	

DOC 496	ADVANCED TOPICS IN DOCUMENTARY
FILM 480	PROJECT BLUELIGHT
FILM 493	TOPICS IN STUDY ABROAD
JOUR 504	MULTIMEDIA NEWS PRODUCTION
MCS 541	AUDIO DOCUMENTARY
MCS 544	TOPICS IN DOCUMENTARY STUDIES
SOC 417	ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION

Open Elective

Open electives may be selected from any graduate level CP, DOC, FILM, POST, SCWR, or VFX course.

MFA Thesis

The most important form that program assessment will take is the MFA thesis project. This project is the culmination of the eight quarters of study and practice. We expect the thesis projects to find funding, screen at film festivals, create an impact in their respective communities, with their anticipated audiences, and find wide avenues of outreach and distribution. Specific requirements include:

- Documentary film under 30 minutes in length is required.
- Complete final proposal.
- Complete Rough Cut.
- Prepare for Public Screening after the thesis defense.

MFA Thesis Committee

Students will be assigned a faculty advisor upon acceptance into the MFA program. The advisor will monitor the student's work and progress at the end of each quarter during their first year. Students will form a thesis committee at the beginning of their second year. During this second and third year, the thesis committee will evaluate the student's work, making sure that each student is progressing at the pace with the quality required to earn the degree upon completion of their courses and thesis project. The MFA in Documentary allows students to nominate the chair of their thesis advisor committee in conjunction with the following rules:

- The committee must include three faculty advisors.
- One advisor must be assigned to the MFA Documentary Committee.
- Two advisors will be nominated by the student.
- Of the three advisors, at least two should be fulltime faculty members. One advisor may be an adjunct faculty member.

MFA Thesis Screening

A major component of the MFA degree is the public screening of the MFA thesis. It is the student's responsibility to organize, schedule, promote and publicize this event.

MFA Thesis Defense

A minimum of thirty days prior to the public screening, the student will schedule a thesis defense with his/her MFA Thesis Committee. At this defense the student's MFA Thesis Committee will discuss, evaluate, and critique the thesis and make a determination on the awarding of the MFA degree.

MFA Thesis Timeline

Students will have a maximum of five years from the first enrollment in the program to complete, defend, and screen their MFA Thesis. Time

spent in the MS program will count toward this limit. Students may petition their MFA Thesis Committees for a one-time extension.

DOC 701 THESIS CONTINUATION

This zero-credit course is for students actively working to finish their thesis projects. A student's MFA Thesis Committee Chair may enroll a student in 701 a maximum of eight times. Enrolling in 701 requires students to declare goals for the quarter with regard to finishing their thesis. Students who do not meet these goals may not be eligible to enroll in another 701 until those goals are met.

Degree Requirements

Students in the MFA Documentary degree program must meet the following requirements:

- Complete a minimum of 64 graduate credit hours in the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in a graduate courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Satisfactorily complete the MFA thesis as determined by the student's MFA Advisor Committee.
- Students cannot count credit earned towards a previously awarded master's or MFA degree toward the completion of this MFA program.

For DePaul's policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate Handbook in the Course Catalog.

Documentary Production (Minor)
Course Requirements

Course	Title	Quarter Hours
FILM 110 or FILM 111	DIGITAL CINEMA PRODUCTION I CINEMA PRODUCTION FOR NON-MAJORS	4
DOC 305	DOCUMENTARY STORYTELLING	4
DOC 224	DOCUMENTARY PRODUCTION I	4
Select 12 Credit Hours from the following list:		12
DOC 122	ART OF DOCUMENTARY	
DOC 312	EDITING THE DOCUMENTARY	
DOC 324	DOCUMENTARY PRODUCTION II	
DOC 326	DOCUMENTARY PRODUCING	
DOC 352	DOCUMENTARY CINEMATOGRAPHY	
DOC 382	THE PERSONAL DOCUMENTARY	
DOC 396	ADVANCED TOPICS IN DOCUMENTARY	
FILM 290 or FILM 390	TOPICS IN DIGITAL CINEMA ADVANCED TOPICS IN CINEMA	

Documentary Studies (Minor)

The Documentary Studies minor is designed to give students a foundation in the field of documentary creation across genres and subject matters. Students may choose to focus on a specific area such as audio or photo documentary.

Course Requirements

Students take a total of six courses (24 hours).

Course	Title	Quarter Hours
MCS 231	INTRODUCTION TO DOCUMENTARY STUDIES	4
MCS 383	TALKING ABOUT FILM: THEORY & CRITICISM	4
Select four of the following:		16
ART 291	MURAL PAINTING	
ART 328	DOCUMENTARY PHOTOGRAPHY	
ART 377	PHOTOJOURNALISM	
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP	
DOC 324	DOCUMENTARY PRODUCTION II	
ENG 290	THE CRAFT OF CREATIVE NONFICTION WRITING (Instructor Permission Required)	
ISP 392	INTERNSHIP	
JOUR 377	SPECIAL TOPICS IN JOURNALISM	
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES	
MCS 331	TOPICS IN DOCUMENTARY STUDIES	
MCS 373	AUDIO DOCUMENTARY	
MCS 389	TOPICS IN MEDIA PRODUCTION	
MUS 208	COMMUNITY AUDIO ART PRODUCTION	
SOC 383	VISUAL SOCIOLOGY	

Dramaturgy/Criticism (BFA)

The Theatre School's Bachelor of Fine Arts (BFA) degree in Dramaturgy/Criticism focuses on helping students explore their critical thinking and writing skills for a variety of applications within theatre and other art forms. The four-year curriculum provides students with primary tools – script analysis, dramatic theory and new play development – and opportunity for practical application of those tools in our production process.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	142-154
Total hours required	194-206

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and describe the historical and theoretical significance of a range of theatrical artists, works and artistic approaches from antiquity to the present, encompassing a broad range of periods, cultures, and styles.
- Synthesize and apply elements of their education and training to the preparation, rehearsal and presentation of theatrical productions with discipline, respect, and maturity.
- Identify and explain their theatrical work in the context of the cultural and social impact of the arts.

Program Specific Outcomes

Students will be able to:

- Read and interpret theatrical text within the historical context of its creation and as applied to contemporary issues and practices.
- Identify and communicate, orally and in writing, significant issues and approaches to the production of theatrical texts to both theatre practitioners and general audiences.
- Apply interpretive, analytical, and communication skills to a wide variety of literature and theatrical practices, ranging from classics to new work.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Not Required		
Senior Year		
Capstone		
Not Required		

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- THE 204
- THE 205
- THE 206

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

First Year		Hours
THE 212	INTRODUCTION TO THEATRE STUDIES	4
THE 210	SCRIPT ANALYSIS	4
THE 268	INTRODUCTION TO THE PRODUCTION PROCESS	4
THE 291	PERFORMANCE WORKSHOP I	4
THE 214	ETHICAL DECISION MAKING IN THE THEATRE	4

History of Dramatic Literature Sequence (Arts and Literature Requirement)

THE 204	HISTORY OF DRAMATIC LITERATURE	4
THE 205	HISTORY OF DRAMATIC LITERATURE	4
THE 206	HISTORY OF DRAMATIC LITERATURE	4

Three Quarters of Theatre Crew

TEC 107	THEATRE CREW (three quarters)	6
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Second Year

THE 324	DRAMATIC THEORY	4
THE 273	THEATRE STUDIES PRODUCTION PRACTICE I	4
THE 141	DESIGN WORKSHOP	4

Dramaturgy I Sequence

THE 234	DRAMATURGY I: INTRODUCTION TO DRAMATURGY	4
THE 235	DRAMATURGY I: INTRODUCTION TO PRODUCTION DRAMATURGY	4

THE 236	DRAMATURGY I: TYA AND PLAYWORKS DRAMATURGY	4
English Literature Electives: Select three 300-level English courses chosen in consultation with advisor		12
Third Year		
THE 310	WRITING ABOUT THE ARTS	4
PHL 381	DRAMATIC THEORY: TRAGEDY	4
PRF 374	DIRECTING	4
THE 325	DRAMATIC CRITICISM	4
Dramaturgy II Sequence		
THE 334	DRAMATURGY II: CIVIC DRAMATURGY	4
THE 335	DRAMATURGY II: NEW PLAY DRAMATURGY	4
THE 336	DRAMATURGY II : DIY DRAMATURGY	4
Production Practice: Select two of the following:		8
THE 371	THEATRE STUDIES PRODUCTION PRACTICE II	
THE 372	THEATRE STUDIES PRODUCTION PRACTICE II	
THE 373	THEATRE STUDIES PRODUCTION PRACTICE II	
Dramatic Literature Electives: select three courses in consultation with advisor		12
Fourth Year		
PHL 382	DRAMATIC THEORY: COMEDY	4
Survey of the Arts for Theatre Sequence		
THE 381	SURVEY OF THE ARTS FOR THEATRE	4
THE 382	SURVEY OF THE ARTS FOR THEATRE	4
Capstone Sequence		
THE 408	CAPSTONE:PREPARING FOR THE PROFESSION	4
THE 410	THEATRE STUDIES CAPSTONE	2
THE 412	PORTFOLIO PREPARATION	4
Production Practice Sequence		
THE 471	THEATRE STUDIES PRODUCTION PRACTICE III	4
THE 472	THEATRE STUDIES PRODUCTION PRACTICE III	4
THE 490	THEATRE STUDIES INTERNSHIP	2-12

Additional Courses

It is also strongly suggested that students take three quarters of language.

Open Electives

Open elective credit may also be required to meet the minimum graduation requirement of 192 hours.

Drawing (Minor)

The Drawing minor will provide students with an intellectual base in idea development and visual literacy by working with a variety of media and approaches to drawing as a graphic medium. Six courses are required for the minor. ART 376 Drawing Projects is a "mini thesis" project-based course that will provide students with the opportunity to include

experiences, interests, and varied degree programs from across the university as a resource for their final project.

Required Courses

Course	Title	Quarter Hours
ART 106	BEGINNING DRAWING	4
ART 218	FIGURE DRAWING	4
ART 206	INTERMEDIATE DRAWING	4
Select one of the following:		4
ART 376	DRAWING PROJECTS	
ART 306	ADVANCED DRAWING	
ART 318	ADVANCED FIGURE DRAWING	
ART 338	FIGURE DRAWING IN CONTEXT	
ART 393	SENIOR PROJECT STUDIO	

Elective Requirements

Choose any two courses from the following list:

Course	Title	Quarter Hours
ART 101	DIGITAL FOUNDATIONS	
ART 104	CREATING ART	
ART 105	TWO-DIMENSIONAL FOUNDATIONS	
ART 110	BEGINNING PAINTING	
ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 115	BEGINNING SCULPTURE	
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	
ART 209	DRAWING SPECIAL TOPICS	
ART 230	ISSUES IN ENVIRONMENTAL DESIGN	
ART 306	ADVANCED DRAWING	
ART 318	ADVANCED FIGURE DRAWING	
ART 338	FIGURE DRAWING IN CONTEXT	
or ART 376	DRAWING PROJECTS	
ART 395	SPECIAL TOPICS IN ART	

Or other ART and related courses based on the approval of the advisor and/or AMD Chair

Students majoring in Art, Media, and Design (BA) or (BFA) and Art (BA) are restricted from earning this minor.

Early Childhood Education (BS)

The Bachelor of Science program in Early Childhood Education prepares students to teach children birth through second grade in a variety of urban and suburban education settings, including public and private elementary schools and child care centers.

Students learn educational theories and effective teaching practices, participate in field experiences that require observation and participation in teaching activities at multiple schools, and student teaching. Early Childhood students complete six weeks in a preschool classroom and six weeks in a primary classroom to fulfill their student teaching requirement leading to Illinois licensure. Students should meet early and regularly with their advisors to design and monitor their program of study.

Students entering the program must be able and willing to devote themselves to a minimum of 380 hours of daytime field experiences in schools and child care centers (230 hours in early childhood, including special education settings, and 150 hours in bilingual/ESL education settings). These field-based clinical hours are completed in conjunction with curriculum and strategy courses that require students to participate in teaching activities with children ranging in age from birth through eight years. In addition, the student must successfully complete two six-week periods of full-time student teaching as part of their culminating early childhood education experience.

The program incorporates a required concentration in bilingual education and English as a Second Language (ESL). Upon completion of the program, students are eligible to apply for Endorsements in bilingual education or ESL to be added to their early childhood teaching license. Bilingual Endorsements require a test of proficiency in the non-English language.

The required curriculum prepares students in special education and students are eligible for an Approval in ECE Special Education on their teaching license. This qualifies the individual to teach young children with special needs in a preschool setting (ages 3-6). Additional courses are available to prepare individuals to teach special education for the full range of the license (birth-2, primary grades).

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Licensure

Program Requirements	Quarter Hours
Liberal Studies Requirements	62
Major Requirements	126
Open Elective	4
Total hours required	192

Learning Outcomes

Students will be able to:

- Apply their knowledge of child development to create healthy, respectful, supportive, and challenging learning environments for each child.
- Establish respectful, reciprocal relationships that involve, support, and empower families as well as the communities in which they live. Create these relationships based on their knowledge and understanding of each family's characteristics, the community's dynamics, and the identified needs of the children.
- Use multiple forms and approaches of effective assessment in planning and documenting all children's ongoing growth and development for a variety of stakeholders.
- Choose from a wide repertoire of developmentally appropriate and productive strategies to address the multiple learning needs of children and the families who support them.
- Design, implement, and critically analyze meaningful curriculum through use of academic disciplinary knowledge, to enhance learning outcomes for all children.
- Conduct themselves as knowledgeable professionals focused upon providing and advocating for quality care and education in a variety of settings across the early childhood age span (i.e., birth through age 8 years).

College Core Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy

- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language

- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required

by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		
Senior Year		
Capstone		
ECE 387	CAPSTONE SEMINAR IN EARLY CHILDHOOD EDUCATION ³	2

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

³ This must be taken along with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
(Note: One must be in US History.)

Math and Computing (MC) (p. 1328)

- 1 Course Required
[1 CR Course or 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required:
 - LSE 380
 - 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required :
 - PSC 120
 - 2 Additional Courses

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Introductory Courses: 30 quarter hours required, grade of C or better required		
Course	Title	Quarter Hours
ECE 290	CHILD GROWTH AND DEVELOPMENT	4
ECE 280	INTERNSHIP WITH INFANTS AND TODDLERS ¹	2
ECE 286	ART, MUSIC, AND MOVEMENT FOR THE YOUNG CHILD	4
ECE 302	CHILD AND FAMILY IN THE URBAN COMMUNITY	4
ECE 303	INTRODUCTION TO EARLY CHILDHOOD EDUCATION	4
ECE 298	CHILD HEALTH SAFETY AND NUTRITION	4
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
EE 347	CHILDREN'S LITERATURE	4

¹ Must be taken with ECE 290.

ISBE Science Requirement: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
	Biological Science: Choose a Scientific Inquiry course in Biology	4
	Physical Science: Choose a Scientific Inquiry course in Chemistry or Physics	4
	Earth/Space Science: Choose a Scientific Inquiry course in Environmental Science or Geography	4

Science requirement fulfills the mandate by the Illinois State Board of Education that all individuals pursuing a license in Early Childhood Education have coursework in 3 science areas that cover biological science, physical science, and earth/space science. These courses simultaneously meet DePaul requirements for Liberal Studies.

Choose One of the Following Concentrations

ESL Concentration Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
BBE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
BBE 325	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 370	LANGUAGE, LITERACIES AND CULTURES	4
ECE 314	METHODS AND MATERIALS FOR DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4
BBE 310	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
ECE 377	ASSESSMENT OF DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4

Bilingual Concentration Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
BBE 316	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	4
BBE 325	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 370	LANGUAGE, LITERACIES AND CULTURES	4
ECE 314	METHODS AND MATERIALS FOR DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4
BBE 310	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
ECE 377	ASSESSMENT OF DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4

*Individuals seeking both bilingual and ESL endorsements on the Professional Educator License (PEL) must complete one additional course to qualify for both endorsements and must take both:

Course	Title	Quarter Hours
BBE 316	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	4
BBE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4

To be eligible for the bilingual endorsement, individuals also complete the Illinois State Board of Education (ISBE) Target Language Proficiency (TLP) test in the non-English language.

Advanced Courses: 40 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 336	ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT	4
ECE 306	FUNCTIONAL BEHAVIOR ASSESSMENT: INTERVENTION AND SUPPORT IN EARLY CHILDHOOD	4
ECE 307	LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (BIRTH TO 8)	4
ECE 309	YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS	4
ECE 310	PREPRIMARY PROGRAMS: CURRICULUM AND STRATEGIES ¹	4
ECE 381	INTERNSHIP IN PRESCHOOL SETTING ²	2
ECE 311	CURRICULUM AND INSTRUCTION IN PRIMARY GRADES ³	4
ECE 382	INTERNSHIP IN PRIMARY SETTING ⁴	2
ECE 331	BEGINNING MATH AND SCIENCE INSTRUCTION	4
ECE 375	ASSESSMENT IN EARLY CHILDHOOD INCLUSIVE SETTINGS	4
EE 324	READING/LANGUAGE ARTS IN THE EARLY YEARS	4

¹ Must be taken with ECE 381.

² ECE 310 is co-requisite.

³ Must be taken with ECE 382.

⁴ ECE 311 is co-requisite.

Open Electives: 4 quarter hours required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98 (<https://catalog.depaul.edu/search/?P=WRD%2098>), MAT 94 (<https://catalog.depaul.edu/search/?P=MAT%2094>), and MAT 95 (<https://catalog.depaul.edu/search/?P=MAT%2095>)

Student Teaching: 12 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours

are complete. All students also take ECE 387, Capstone Seminar with student teaching (listed in the Liberal Studies section) during the Autumn, Winter or Spring quarters. Early Childhood students complete 6 weeks in a preschool classroom and 6 weeks in a primary classroom.

Course	Title	Quarter Hours
ECE 385	EARLY CHILDHOOD STUDENT TEACHING	12
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Learning Behavior Specialist Special Education Endorsement Courses

Individuals seeking an endorsement in Special Education (called LBS1-Learning Behavior Specialist) can add the credential to the Professional Educator License (PEL) by taking additional courses. Courses are:

Course	Title	Quarter Hours
ECE 332	EARLY LITERACY AND ASSESSMENT FOR YOUNG CHILDREN WITH DISABILITIES	4
ECE 333	EARLY CHILDHOOD EDUCATION FOR LOW INCIDENCE DISABILITIES	4
ECE 334	SPECIAL EDUCATION CURRICULUM AND STRATEGIES FOR YOUNG CHILDREN	4
ECE 380	EARLY CHILDHOOD SPECIAL EDUCATION PRACTICUM	4

Requirements are listed in the Endorsements section of the Course Catalog and are in addition to degree requirements.

Special Education Approval Courses

All students in ECE program will take 5 courses that are required for the degree. These courses will make ECE students who are seeking a PEL eligible to receive a letter of approval in early childhood special education. An approval in early childhood special education makes graduating ECE license holders eligible to work in preschool special education settings. Five special education courses are:

Course	Title	Quarter Hours
ECE 302	CHILD AND FAMILY IN THE URBAN COMMUNITY	4
ECE 306	FUNCTIONAL BEHAVIOR ASSESSMENT: INTERVENTION AND SUPPORT IN EARLY CHILDHOOD	4
ECE 307	LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (BIRTH TO 8)	4
ECE 309	YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS	4
ECE 375	ASSESSMENT IN EARLY CHILDHOOD INCLUSIVE SETTINGS	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Early Childhood majors must complete the following tests:

- Early Childhood Content Area Test (test #206) – assesses knowledge of the content of what is taught at the early childhood level including language and literacy development, learning across the curriculum, diversity, collaboration, and professionalism in the early childhood program. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Non-Licensure Option

Individuals that do not desire a license or are not eligible for a license can seek to earn the degree without meeting licensure requirements. In seeking this option, individuals understand that the following stipulations apply:

Course	Title	Quarter Hours
ECE 390	DEVELOPMENTAL THERAPY STRATEGIES FOR INFANTS AND TODDLERS IN EARLY INTERVENTION	4
ECE 391	ASSESSMENT OF INFANT AND TODDLERS	4
ECE 392	WORKING WITH FAMILIES OF INFANTS AND TODDLERS: PARTNERSHIP AND COLLABORATION IN EARLY INTERVENTION	4
ECE 393	INTERNSHIP EXPERIENCES WITH INFANTS, TODDLERS AND TWOS WITH SPECIAL NEEDS (optional)	2

Optional Infant Toddler Courses

Two infant toddler courses are available for special population or as elective for early childhood education students who seek additional specialty in infant/toddler education.

Course	Title	Quarter Hours
ECE 395	DESIGNING CURRICULUM FOR INFANTS AND TODDLERS	4
ECE 398	SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (credit hours may vary for special population)	4

Early Childhood Education (EdD)

The Early Childhood Education concentration in DePaul's EdD program recognizes the current shortage of highly trained early childhood professionals for colleges and universities at the national level. The program focuses not only on analyzing theory and practice in early childhood education today, but also on the policy issues influencing the field of early childhood education.

All the coursework in this program is designed based on best practice guidelines from a variety of leading national early childhood education professional and research organizations, such as National Association of Education of Young Children, Council for Exceptional Children and Zero to Three. The program is rooted in applied child development as well as curricular theory that embraces the notion of learner self-efficacy, inquiry-based curricula, and partnerships with families.

Recognizing the need for hands-on training in research and higher academic teaching, part of the focus of this program is on mentoring doctoral candidates in acquiring these skills through two research and teaching internships prior to their dissertation work. The program is designed to prepare early childhood professionals who might come from a variety of backgrounds such as teachers, leaders or administrators, professionals working in the early childhood or related fields, or instructors at the college level.

Licensures/Endorsements

Superintendent Endorsement Option

Students pursuing a doctoral degree in Early Childhood Education are also eligible for the Superintendent Endorsement program, which requires additional coursework, along with four quarter hours for the superintendent internship course. ISBE states the following guidelines:

Individuals seeking the Superintendent endorsement must possess:

- a master's degree with a GPA of 3.0 or better on a 4.0 scale
- proof of two years of teaching experience on a valid Illinois teaching license
- proof of two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Superintendent program and the endorsement's additional requirements, students must apply for the endorsement. Students are to work with the College of Education's Licensure Officer when applying for the endorsement.

Teacher Leader Endorsement Option

To be eligible for the Teacher Leader endorsement program, students must possess:

- a bachelor's degree and master's degree from an accredited college or university,
- a valid teaching license
- at least two years of teaching experience
- proof of passing the Basic Skills or Test of Academic Proficiency.

Principal Licensure

The principal licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

To be eligible for the Principal Licensure program, students must possess:

- a master's degree from an accredited college or university with a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level.
- a valid Illinois teaching license
- at least two years of full-time successful teaching experience
- proof of passing the basic skills or test of academic proficiency.

Concentrations

- Early Childhood Education (degree only)
- Early Childhood Education plus Superintendent Endorsement

- Early Childhood Education plus Teacher Leader Endorsement
- Early Childhood Education plus Principal Licensure

Program Requirements	Quarter Hours
Degree Requirements	88
Total hours required	88

Learning Outcomes

Students will be able to:

- Critically research, analyze, and argue (orally and in writing) various theories about child development (e.g., genetics, epigenetics), using the most up-to-date research literature on the science of development, and identify their implications for early childhood education and social policy.
- Effectively demonstrate (orally and in writing) an advocacy stance for children's well-being and that of their families, using the most up-to-date research on factors affecting development such as risk and resilience, culture, race, ethnicity, and language.
- Critically examine and conduct program evaluations of curricula, instructional approaches, assessment, and other elements of early childhood programming in the service of information the design of early childhood programs that consider neurological development, families, culture, class, race, ethnicity, as well as educational and social program environments.
- Create syllabi and demonstrate a high level of professional knowledge, competence, and communication skills in teaching about the field of early childhood education and care, applying critical knowledge of current research.
- Demonstrate an ability to conduct and compete quantitative and/or qualitative research studies (i.e., develop hypothesis and research questions, collect and analyze data, write results) focused upon the field of early childhood education.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development

- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 28 quarter hours required

Course	Title	Quarter Hours
A&S 801	LEADERSHIP: THEORY AND PRACTICE	4
A&S 811	ASSESSMENT AND ACCOUNTABILITY	4
CS 704	CURRICULUM DISCOURSES/ PERSPECTIVES OVER TIME	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4

SCG 701	SEMINAR: PHILOSOPHY OF EDUCATION	4
SCG 711	CULTURE, POWER AND EDUCATION	4
SCG 721	HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS	4

Research Courses: 20 quarter hours required

The research courses are sequenced and must be taken in the following order:

Course	Title	Quarter Hours
The research courses are sequenced and must be taken in the following order:		
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
SCG 785	FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH	4
SCG 735	QUANTITATIVE RESEARCH METHODS I	4
SCG 745	QUALITATIVE RESEARCH METHODS I	4
SCG 755 or SCG 765	QUANTITATIVE RESEARCH METHODS II QUALITATIVE RESEARCH METHODS II	4

Elective Requirement: 4 quarter hours required

Course	Title	Quarter Hours
Select one elective (4 quarter hours) from the following:		4
Any doctoral course (700 or above) for which the student qualifies		
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES	
A&S 598	INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP	
BBE 404	LANGUAGE, LITERACY AND CULTURE	
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	
BBE 530	LATINOS AND EDUCATION	
Other options need to be approved by the Ed.D. Program		

Concentration Courses: 28 quarter hours

Course	Title	Quarter Hours
ECE 704	SEMINAR IN RESEARCH IN CHILD DEVELOPMENT	4
ECE 714	SEMINAR IN DEVELOPMENT, RISK, AND RESILIENCE	4

ECE 724	SEMINAR IN CURRICULAR APPROACHES IN EARLY CHILDHOOD EDUCATION	4
ECE 734	SEMINAR IN EARLY CHILDHOOD PROGRAM DESIGN AND EVALUATION	4
ECE 744	SEMINAR IN CULTURE, LANGUAGE AND LEARNING	4
ECE 759	TEACHING INTERNSHIP IN EARLY CHILDHOOD EDUCATION	4
ECE 769	RESEARCH INTERNSHIP IN EARLY CHILDHOOD EDUCATION	4

Candidacy Course: Non-credit, non-tuition

Course	Title	Quarter Hours
ECE 706	CANDIDACY PAPER	0

Dissertation Courses: 8 quarter hours required

Course	Title	Quarter Hours
ECE 849	SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT	4
ECE 859	INDEPENDENT DISSERTATION RESEARCH: EARLY CHILDHOOD EDUCATION	4

- Principal Preparation Option, Early Childhood Education (EdD) (p. 401)
- Superintendent Option, Early Childhood Education (EdD) (p. 401)
- Teacher Leader Option, Early Childhood Education (EdD) (p. 401)

Principal Preparation Option, Early Childhood Education (EdD)

This Illinois State Board of Education approved program, is designed for licensed teachers who already hold a master's degree in education and are seeking principal licensure. The program offers a powerful, discipline-based curriculum with a problem-solving orientation that prepares effective and principled decision-makers. Graduates from the program are prepared to assume school and district administrative and supervisory roles.

Additional Program Requirements

An additional 44 quarter hours:

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 492	THE PRINCIPALSHIP	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 494	SCHOOL FINANCE	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4
A&S 695	SCHOOL LAW	4
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4

CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4
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Superintendent Option, Early Childhood Education (EdD)

Education doctoral students can pursue the Superintendent Endorsement, which is approved by the Illinois State Board of Education. Students must be admitted to the doctoral program in the College of Education and complete requirements of the program to qualify for the Superintendent Endorsement.

Additional Program Requirements

Early Childhood Education doctoral students must also complete the following courses along with the superintendent internship:

Course	Title	Quarter Hours
A&S 803	THE SUPERINTENDENCY: PROGRAMS, SYSTEMS, AND STRUCTURES	4
A&S 823	COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT	4
A&S 824	ADVANCED HUMAN RESOURCES MANAGEMENT	4
A&S 834	THE SUPERINTENDENT AS INSTRUCTIONAL LEADER	4
A&S 843	THE POLITICS OF SCHOOLING	4
A&S 873	CURRENT TRENDS IN BUDGETING AND FINANCE	4
A&S 883	SCHOOL LAW	4

Superintendent Internship Requirement

Course	Title	Quarter Hours
A&S 898	SUPERINTENDENT INTERNSHIP SEMINAR - THEORY INTO PRACTICE	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC I, Fall quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC II, Winter quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC III, Spring quarter)	1

Teacher Leader Option, Early Childhood Education (EdD)

This program is ideal for students who are educators in K-12 environments and are seeking leadership roles, excluding principalship. Such roles include, but are not limited to: curriculum specialists, coaches, mentor teachers, department chair or lead teachers, content specialists, teacher leaders charged with supervisor roles, and program leaders. The program meets the standards set forth by the state of Illinois for the endorsement of Teacher Leader.

Additional Program Requirements

Teacher Leader Core Courses (10 courses, 40 quarter hours)

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 499	PLANNING FOR PROFESSIONAL DEVELOPMENT	4
BBE 599	LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS	4
CS 470	TEACHERS AS LEADERS	4
CS 473	ASSESSMENT	4
CS 488	CURRICULUM DESIGN	4
CS 482	THE HISTORY OF CURRICULUM PRACTICE	4

Early Childhood Education (Minor)

The Early Childhood Education minor provides a learning opportunity to all DePaul Students for those interested in the care and education of young children. Students interested in this minor should consult home college advisors and secure permission from the Early Childhood Program to enroll.

Course Requirements

Seven courses from the following list selected in consultation with an academic advisor and Early Childhood Program faculty:

Course	Title	Quarter Hours
Select seven courses from the following list selected in consultation with an academic advisor and Early Childhood Program faculty:		28
ECE 286	ART, MUSIC, AND MOVEMENT FOR THE YOUNG CHILD	
ECE 290	CHILD GROWTH AND DEVELOPMENT	
ECE 302	CHILD AND FAMILY IN THE URBAN COMMUNITY	
ECE 303	INTRODUCTION TO EARLY CHILDHOOD EDUCATION	
ECE 307	LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (BIRTH TO 8)	
ECE 309	YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS	
ECE 310	PREPRIMARY PROGRAMS: CURRICULUM AND STRATEGIES	
ECE 375	ASSESSMENT IN EARLY CHILDHOOD INCLUSIVE SETTINGS	

Note: Students in DePaul's College of Education programs in Elementary Education, Physical Education, Special Education, Secondary Education, or World Language Education cannot select the ECE minor. Students may elect to take courses in this minor or other education courses but it would not lead to an endorsement on their Professional Educator License at the

completion of their program, though it may be applied in the future to a post-degree program leading to the addition of an endorsement.

Economic Data Analytics (BSB)

The Economic Data Analytics (EDA) Bachelor of Science in Business (BSB) focuses on quantitative analysis and aims to attract students who are specifically interested in a STEM undergraduate Economics program that highlights the economic analysis of data and the acquisition of software skills with such programs as STATA, R and SAS. Students learn to analyze "big data" using economic theory and both cross sectional and time series data analysis techniques. The skills developed allow graduates to analyze data to make business decisions in the private sector and to inform public policy and regulatory decisions in the public sector.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	38
Open Electives	22
Total hours required	192

STEM Designation

DePaul's Bachelor of Science in Business degree with a major in Economic Data Analytics (EDA) is a STEM-designated program under CIP Code 45.0603: Econometrics and Quantitative Economics. International students who earn degrees from STEM-designated programs can qualify to extend their post-graduation stay in the United States for Optional Practical Training (OPT). OPT provides an opportunity for international students to develop their careers while also helping meet the demand for STEM-educated professionals in the U.S. workforce.

Learning Outcomes

Core Outcomes

- Use analytical and reflective skills in decision-making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

Students will be able to:

- Apply linear regression models to applications in economics and business.
- Use and program within statistical software [Stata, R and SAS].
- Define economic concepts needed to analyze issues in the business and popular press.
- Identify the function of key economic institutions, such as the Federal Reserve System.
- Employ an economic theory or model to analyze the impact of changes in economic variables.
- Assess the potential impact of government interventions on individuals, markets, and/or the macroeconomy.

- Clean and manipulate real-world data from sources such as social media, housing, health, financial and public [Census and Current Population Survey].

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	

ECO 363	ECONOMICS OF THE EUROPEAN UNION
FIN 340	INTERNATIONAL FINANCE
FIN 355	GLOBAL IPOs & VENTURE CAPITAL
IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT
MGT 357	INTERNATIONAL BUSINESS
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT
MKT 360	INTERNATIONAL MARKETING
SOC 217	WORK IN A GLOBALIZED WORLD
A course taken as part of a term-long study abroad program	

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Grade Minimum Requirements for Economic Data Analytic Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, CSC 241, ECO 105, ECO 106, MAT 137, and any ECO course used for Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Course Requirements

In addition to ECO 105 and ECO 106 a student majoring in Economic Data Analytics is required to complete the following courses totaling 38.0 hours:

Course	Title	Quarter Hours
ECO 250	CAREER PREPARATION FOR ECONOMICS MAJORS	2
ECO 304	ANALYTICS FOR ECONOMICS	4
ECO 305	INTERMEDIATE MICROECONOMICS	4
ECO 306	INTERMEDIATE MACROECONOMICS	4
ECO 315	INTRODUCTION TO MONEY AND BANKING	4
ECO 376	TIME SERIES ANALYSIS	4
ECO 377	ECONOMIC ANALYTICS USING SAS & R	4
Select one from:		4
ECO 380	MATHEMATICAL ECONOMICS	4
MAT 135	BUSINESS CALCULUS I	
MAT 150	CALCULUS I	
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	
MAT 170	CALCULUS FOR LIFE SCIENCES I	4
Select one from an empirical or data-focused elective:		
ECO 310	URBAN ECONOMICS	4
ECO 314	ECONOMICS OF THE PUBLIC SECTOR	
ECO 318	LABOR ECONOMICS AND ORGANIZATION	
ECO 336	EXPLORING ECONOMICS & STATISTICS THROUGH SPORTS	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	4
Select one elective of the following (cannot also be taken above):		
ECO 307	MANAGERIAL DECISION MAKING	4
ECO 308	BUSINESS STRATEGY	
ECO 310	URBAN ECONOMICS	4
ECO 312	THE CHICAGO ECONOMY	
ECO 313	MARKET STRUCTURE AND REGULATION OF BUSINESS	4
ECO 314	ECONOMICS OF THE PUBLIC SECTOR	
ECO 316	EUROPEAN ECONOMIC HISTORY	4

ECO 317	AMERICAN ECONOMIC HISTORY
ECO 318	LABOR ECONOMICS AND ORGANIZATION
ECO 319	ECONOMICS AND GENDER
ECO 320	ECONOMICS OF RELIGION
ECO 321	LAW & ECONOMICS
ECO 322	FINANCIAL MARKET REGULATION
ECO 325	THE ECONOMICS OF POVERTY
ECO 326	HEALTH ECONOMICS
ECO 330	RADICAL RESPONSES TO CAPITALISM
ECO 333	TOPICS IN GLOBAL ECONOMIES
ECO 334	UNDERSTANDING CHINA'S ECONOMY
ECO 335	SUSTAINABLE STRATEGIES FOR ENERGY AND THE ENVIRONMENT
ECO 336	EXPLORING ECONOMICS & STATISTICS THROUGH SPORTS
ECO 340	DEVELOPMENT OF ECONOMIC THOUGHT
ECO 341	BEHAVIORAL ECONOMICS
ECO 359	DEVELOPMENT ECONOMICS
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES
ECO 361	INTERNATIONAL TRADE
ECO 362	INTERNATIONAL MONETARY ECONOMICS
ECO 363	ECONOMICS OF THE EUROPEAN UNION
ECO 379	GAME THEORY
ECO 398	SPECIAL TOPICS (multiple topics may be used)
ECO 399	INDEPENDENT STUDY

ECO 393 may not be used towards the major.

ECO 395 may not be taken by students in the Driehaus College of Business.

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Global Business Perspective

If an ECO course is shared between Global Business Perspective and the Economics major, additional hours of Open Elective credit are required. Any ECO course must be passed with C- or higher.

Open Electives

Open elective credit (22.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Combined Bachelor's + Master's Program Participants

Students admitted to the Economics Combined Bachelor's + Master's program may apply up to three approved graduate course(s) towards undergraduate Economics major electives.

Graduation Requirements

All Economics (ECO) courses and any other courses used toward the Economics Data Analytics major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Economics (BA)

Economics is both a social science discipline and a framework for analyzing production, consumption, and distribution decisions. The goal of the undergraduate curriculum is to offer students the theoretical background necessary to understand business and policy issues, as well as the quantitative and analytical skills necessary to evaluate these issues independently. The Economics Department offers courses that explore topics such as unemployment, inflation, production and distribution, economic growth, environmental issues, poverty, urban and regional development, international trade, labor issues, economic history, and international economic relations.

Courses emphasize the need for accurate knowledge of business institutions and economic phenomena, for theories capable of explaining these phenomena, for estimating relationships among economic variables, and for testing explanations.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	56
Open Electives	60
Total hours required	192

Learning Outcomes

Students will be able to:

- Define economic concepts needed to analyze issues in the popular press.
- Identify the function of key economic institutions, such as the Federal Reserve System.
- Employ an economic theory or model to analyze the impact of changes in economic variables.
- Assess the potential impact of government interventions on individuals, markets, and/or the macroeconomy.
- Gain exposure to the application of economic concepts/models in a variety of fields within economics (e.g., Labor Economics, Health Economics, Urban Economics, Development Economics, History of Economic Thought, etc.).

College Core Requirements

Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult

an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the “Modern Language Option” (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
ECO 395	CAPSTONE SEMINAR IN ECONOMICS ^{1,2}	4

¹ Students must earn a C- or better in this course.

² A student whose only major is Economics is required to complete the Capstone offered by the Economics Department. A student who is double majoring (or pursuing dual degrees) with the primary major (or primary degree) in Economics may substitute the Capstone of the secondary major or degree. An Economics major in the University

Honors Program shall take only the University Honors Capstone, not both the Honors Capstone and the Economics Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
ECO 304	ANALYTICS FOR ECONOMICS	4
ECO 305	INTERMEDIATE MICROECONOMICS	4
ECO 306	INTERMEDIATE MACROECONOMICS	4
Select eight additional 300-level or higher Economics Electives. ECO 101, ECO 250, ECO 393, and ECO 395 may not be used as Economics Electives towards a major or minor in Economics.		32
MAT 137	BUSINESS STATISTICS (or an equivalent statistics course approved by an Economics advisor)	4

Focus Areas for Economics Majors/Minors

The Economics major requires students to complete principles of micro- and macroeconomics, intermediate micro- and macroeconomic theory,

1 term of statistics, and Economic Analytics. While the program does not require students to select a particular concentration for their studies, students may want to focus the selection of their economics electives to match their academic and future career interests. The department recommends the following Focus Areas as an advising tool for students to use in their course selection. In addition to the courses listed below, the department offers Special Topics courses [ECO 398] that may be relevant to one or more of the Focus Areas.

Focus Area	Description	Occupations
Business Strategy	For students interested in understanding how market competition and government regulation affects the behavior of business.	Pricing/Revenue Analyst; Business Development Analyst; Consulting; Risk Analyst
International Economics	For students interested in understanding how international markets work, how businesses handle international operations, and how countries develop trade and development policies.	International Trade Analyst; International Business Development; Positions with multinational companies related to their overseas operations
Data Analytics	For students interested in enhancing their data analytical skills beyond the basic statistic requirement. This FA is a good complement to all other FAs as data analytics is used in many types of occupations.	Consulting; Data Analyst; Research Analyst
Economic Policy and Market Analysis	For students interested in government policy and its effect on the economy.	Economics Analyst (federal, state, and local government agencies); Policy Analyst; Legislative Liaison
*Health Economics	For students interested in policy and analysis of healthcare delivery and insurance markets	Healthcare Analysts; Business Consulting; Healthcare Actuary
Macroeconomic Policy Analysis	For students interested in developing knowledge of how macroeconomic indicators are used in business decisions and policy making	Federal Reserve Bank Research Analyst; Business Development Analyst; Financial Market Analyst; Bureau of Economic Analysis Economist
Preparation for PhD in Economics	For students interested in pursuing a PhD in Economics	A Ph.D. in Economics is needed for academic and research-based employment in think tanks and government agencies

Relevant Coursework

Business Strategy

Course	Title	Quarter Hours
ECO 307	MANAGERIAL DECISION MAKING	
ECO 308	BUSINESS STRATEGY	
ECO 313	MARKET STRUCTURE AND REGULATION OF BUSINESS ¹	
ECO 335	SUSTAINABLE STRATEGIES FOR ENERGY AND THE ENVIRONMENT	
ECO 379	GAME THEORY ¹	

¹ For students participating in the Economics Honors Track, this course can be used to satisfy the Advance Elective requirement [courses carrying a prerequisite of ECO 305, ECO 306, or ECO 304].

International Economics

Course	Title	Quarter Hours
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 340	DEVELOPMENT OF ECONOMIC THOUGHT ¹	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	

¹ For students participating in the Economics Honors Track, this course can be used to satisfy the Advance Elective requirement [courses carrying a prerequisite of ECO 305, ECO 306, or ECO 304].

Note: Students may want to add a language to this FA.

Data Analytics

Course	Title	Quarter Hours
ECO 304	ANALYTICS FOR ECONOMICS	
ECO 336	EXPLORING ECONOMICS & STATISTICS THROUGH SPORTS	
ECO 376	TIME SERIES ANALYSIS ¹	
ECO 377	ECONOMIC ANALYTICS USING SAS & R	

¹ For students participating in the Economics Honors Track, this course can be used to satisfy the Advance Elective requirement [courses carrying a prerequisite of ECO 305, ECO 306, or ECO 304].

Economic Policy and Market Analysis

Course	Title	Quarter Hours
ECO 310	URBAN ECONOMICS	
ECO 312	THE CHICAGO ECONOMY	
ECO 314	ECONOMICS OF THE PUBLIC SECTOR ¹	
ECO 317	AMERICAN ECONOMIC HISTORY	
ECO 318	LABOR ECONOMICS AND ORGANIZATION	

ECO 321	LAW & ECONOMICS
ECO 341	BEHAVIORAL ECONOMICS ¹

¹ For students participating in the Economics Honors Track, this course can be used to satisfy the Advance Elective requirement [courses carrying a prerequisite of ECO 305, ECO 306, or ECO 304].

Health Economics

Course	Title	Quarter Hours
ECO 326	HEALTH ECONOMICS	
ECO 398	SPECIAL TOPICS (The Business of Health)	
ECO 398	SPECIAL TOPICS (Topics in Health Economics)	

Macroeconomic Policy Analysis

Course	Title	Quarter Hours
ECO 315	INTRODUCTION TO MONEY AND BANKING	
ECO 322	FINANCIAL MARKET REGULATION	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 376	TIME SERIES ANALYSIS	
ECO 398	SPECIAL TOPICS (Modern Analysis of Economic Indicators & Trends)	
ECO 198	CURRENT ECONOMIC ISSUES (FED CHALLENGE (not applicable to major/minor))	

Preparation for PhD in Economics

- Data Analytics courses
- Courses from any other FA would be appropriate especially advanced electives¹
- Regular calculus sequence (MAT 150/MAT 151/MAT 152) rather than the business calculus sequence (MAT 135/MAT 136).
- Note: students may want to consider the combined bachelor's/master's program to take graduate economics course in their senior year.

ECO 101, ECO 250, ECO 393 and ECO 395 may not be used as Economics Electives towards a major or minor in Economics.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Students are encouraged to use their open electives to minor or double major in a complementary field of study. A student's specific interest in economics will dictate the best choice of a minor or double major.

Economics (BA) + Economics and Policy Analysis (MS)

The MS in Economics and Policy Analysis (MS-EPA) gives students a distinguished and marketable set of skills in economic theory as it applies to business and economic policy analysis. Students learn how to conduct statistical and econometric research grounded in sound economic models using data from multiple sources on different issues. In addition, students will be able to explain their results and policy

recommendations not only to economists, but also to politicians, and the general public.

Course	Title	Quarter Hours
ECO 505	ADVANCED MICROECONOMICS	4
ECO 515	MICROECONOMICS OF MARKET ORGANIZATION	4
Graduate Economics elective (subject to prerequisites)		4

Students who begin the program in winter or spring quarters will select graduate courses in consultation with the Director of the MS in Economics and Policy Analysis Program.

These three courses will count towards completion of the BA with a major in Economics and will also count towards completion of the MS-EPA (students are encouraged to check with the department if they are not also economics majors). The undergraduate degree will be awarded at the completion of all undergraduate work while the MS-EPA will be awarded upon completion of the remaining graduate level work.

Economics (BA) + Secondary Education Social Science (MEd)

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate Economics major with a graduate level College of Education (COE) Master's in Education Program. Students graduate with a B.A. in their disciplinary major and a MEd in Education with State of Illinois Secondary Social Science licensure.

Students may apply to the TEACH Program during the spring of their junior year. They must enroll in the Junior Year Experiential Learning course, TCH 320, and meet other application criteria; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 grade point average. During their senior year, students are required to complete a TEACH Program capstone course, TCH 390, and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 412	THE NATURE OF HISTORY AND THE SOCIAL SCIENCES	4
TCH 422	INQUIRY & APPLICATION IN DEVELOPING HISTORY AND SOCIAL SCIENCES PEDAGOGY	4

Social Science Content Area (grades of C or better required for licensure):

The following Social Science content area requirements are required. These can be taken as part of the major, liberal studies or open elective requirements:

- HST 298
- HST 299
- 3 United States History courses
- 2 Non-United States History courses
- 6 from the economics major
- Additional licensure requirements: (one course in each area required)
 - Geography (GEO 101 recommended)
 - Political Science (PSC 120 recommended)
 - Psychology (PSY 105 recommended)
 - Sociology (SOC 101 recommended)
 - Anthropology (ANT 102 recommended)

This combined degree program of the College of Liberal Arts and Social Sciences and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach Social Sciences at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1160)

Students interested in the TEACH Program should consult with the designated TEACH Program advisor in their home department.

Economics 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger

merit scholarships. College of Law students are not eligible for the Double Demon discount.

Economics (BSB)

Economics is both a social science discipline and a framework for analyzing production, consumption, and distribution decisions. The goal of the undergraduate curriculum is to offer students the theoretical background necessary to understand business and policy issues, as well as the quantitative and analytical skills necessary to evaluate these issues independently. The Economics Department offers courses that explore topics such as unemployment, inflation, production and distribution, economic growth, environmental issues, poverty, urban and regional development, international trade, labor issues, economic history, and international economic relations. Courses emphasize the need for accurate knowledge of business institutions and economic phenomena, for theories capable of explaining these phenomena, for estimating relationships among economic variables, and for testing explanations.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	34
Open Electives	26
Total hours required	192

Learning Outcomes

Core Outcomes

- Use analytical and reflective skills in decision making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

Program Specific Outcomes

Students will be able to:

- Define economic concepts needed to analyze issues in the business and popular press.
- Identify the function of key economic institutions, such as the Federal Reserve System.
- Employ an economic theory or model to analyze the impact of changes in economic variables.
- Assess the potential impact of government interventions on individuals, markets, and/or the macroeconomy.
- Apply economic concepts/models in a variety of fields within economics (e.g., Labor Economics, Health Economics, Urban Economics, International Economics, Development Economics, History of Economic Thought, etc.).

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses

that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 363	ECONOMICS OF THE EUROPEAN UNION	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 357	INTERNATIONAL BUSINESS	

MKT 340 MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS

MKT 358 MARKETING IN A GLOBAL ENVIRONMENT

MKT 360 INTERNATIONAL MARKETING

SOC 217 WORK IN A GLOBALIZED WORLD

A course taken as part of a term-long study abroad program

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Global Business Perspective

If an ECO course is shared between Global Business Perspective and the Economics major, additional hours of Open Elective credit are required.

Grade Minimum Requirements for Economics Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, MAT 137, and any ECO course used for Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by

the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student’s major and is cross-listed with a course within the student’s major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements
Course Requirements

In addition to ECO 105 and ECO 106, a student majoring in Economics is required to complete the following courses totaling 34.0 hours:

Course	Title	Quarter Hours
Required Courses		
ECO 250	CAREER PREPARATION FOR ECONOMICS MAJORS	2
ECO 304	ANALYTICS FOR ECONOMICS	4
ECO 305	INTERMEDIATE MICROECONOMICS	4
ECO 306	INTERMEDIATE MACROECONOMICS	4
ECO 315	INTRODUCTION TO MONEY AND BANKING	4
Electives		
Select four of the following:		16
ECO 307	MANAGERIAL DECISION MAKING	
ECO 308	BUSINESS STRATEGY	
ECO 310	URBAN ECONOMICS	
ECO 312	THE CHICAGO ECONOMY	
ECO 313	MARKET STRUCTURE AND REGULATION OF BUSINESS	
ECO 314	ECONOMICS OF THE PUBLIC SECTOR	
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 317	AMERICAN ECONOMIC HISTORY	
ECO 318	LABOR ECONOMICS AND ORGANIZATION	
ECO 319	ECONOMICS AND GENDER	
ECO 320	ECONOMICS OF RELIGION	
ECO 321	LAW & ECONOMICS	
ECO 322	FINANCIAL MARKET REGULATION	
ECO 325	THE ECONOMICS OF POVERTY	
ECO 326	HEALTH ECONOMICS	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA’S ECONOMY	
ECO 335	SUSTAINABLE STRATEGIES FOR ENERGY AND THE ENVIRONMENT	
ECO 336	EXPLORING ECONOMICS & STATISTICS THROUGH SPORTS	
ECO 340	DEVELOPMENT OF ECONOMIC THOUGHT	
ECO 341	BEHAVIORAL ECONOMICS	
ECO 359	DEVELOPMENT ECONOMICS	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 363	ECONOMICS OF THE EUROPEAN UNION	

ECO 376	TIME SERIES ANALYSIS
ECO 379	GAME THEORY
ECO 380	MATHEMATICAL ECONOMICS
ECO 398	SPECIAL TOPICS (multiple topics may be used)
ECO 399	INDEPENDENT STUDY

ECO 101 is intended for non-Driehaus students and cannot be counted toward a major or minor in economics.

ECO 393 may not be used towards the major.

ECO 395 may not be taken by students in the Driehaus College of Business.

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Global Business Perspective

If an ECO course is shared between Global Business Perspective and the Economics major, additional hours of Open Elective credit are required. Any ECO course must be passed with C- or higher.

Open Electives

Open elective credit (26.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Combined Bachelor's + Master's Program Participants

Students admitted to the Economics Combined Bachelor's + Master's program may apply up to three approved graduate course(s) towards undergraduate Economics major electives.

Graduation Requirements

All Economics (ECO) courses and any courses used toward the Economics major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Focus Areas for Economics Majors/Minors

The Economics major requires students to complete principles of micro- and macroeconomics, intermediate micro- and macroeconomic theory, business analytics, and statistics. While the program does not require students to select a particular concentration for their studies, students may want to focus the selection of their economics electives to match their academic and future career interests. The department recommends the following Focus Areas as an advising tool for students to use in their course selection. In addition to the courses listed below, the department offers Special Topics courses [ECO 398] that may be relevant to one or more of the Focus Areas.

Focus Area	Description	Occupations
Business Strategy	For students interested in understanding how market competition and government regulation affects the behavior of business.	Pricing/ Revenue Analyst; Business Development Analyst; Consulting (litigation-related); Risk Analyst

International Economics

For students interested in understanding how international markets work, how businesses handle international operations, and how countries develop trade and development policies.

International Trade Analyst; International Business Development; Trade Compliance Analyst

Data Analytics

For students interested in enhancing their data analytical skills beyond the basic statistic requirement. This FA is a good complement to all other FAs as data analytics is used in many types of occupations.

Consulting; Data Analyst; Research Analyst

Economic Policy and Market Analysis

For students interested in government policy and its effect on the economy.

Economics Analyst (federal, state, and local government agencies); Policy Analyst; Legislative Liaison

Health Economics

For students interested in policy and analysis of healthcare delivery and insurance markets.

Healthcare Analyst; Business Consulting; Healthcare Actuary

Macroeconomic Policy Analysis

For students interested in developing knowledge of how macroeconomic indicators are used in business decisions and policy making.

Federal Reserve Bank Research Analyst; Business Development Analyst; Financial Market Analyst; Bureau of Economic Analysis Economist

Relevant Coursework

For students participating in the Economics Honors Track, we have indicated [¹] which courses in can be used to satisfy the Advance Elective requirement [courses carrying a prerequisite of ECO 304, ECO 305, or ECO 306].

Business Strategy

Course	Title	Quarter Hours
ECO 307	MANAGERIAL DECISION MAKING	
ECO 308	BUSINESS STRATEGY	
ECO 313	MARKET STRUCTURE AND REGULATION OF BUSINESS ¹	
ECO 335	SUSTAINABLE STRATEGIES FOR ENERGY AND THE ENVIRONMENT	
ECO 379	GAME THEORY ¹	

¹ Advanced Elective.

International Economics

Course	Title	Quarter Hours
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 340	DEVELOPMENT OF ECONOMIC THOUGHT ¹	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
Students may want to add a language to this Focus Area.		

¹ Advanced Elective.**Data Analytics**

Course	Title	Quarter Hours
ECO 304	ANALYTICS FOR ECONOMICS	
ECO 336	EXPLORING ECONOMICS & STATISTICS THROUGH SPORTS	
ECO 376	TIME SERIES ANALYSIS ¹	
ECO 377	ECONOMIC ANALYTICS USING SAS & R (for Economic Honors and BSB-EDA students only)	

¹ Advanced Elective.**Economic Policy and Market Analysis**

Course	Title	Quarter Hours
ECO 310	URBAN ECONOMICS	
ECO 312	THE CHICAGO ECONOMY	
ECO 314	ECONOMICS OF THE PUBLIC SECTOR ¹	
ECO 317	AMERICAN ECONOMIC HISTORY	
ECO 318	LABOR ECONOMICS AND ORGANIZATION	
ECO 321	LAW & ECONOMICS	
ECO 341	BEHAVIORAL ECONOMICS ¹	

¹ Advanced Elective.**Health Economics**

Course	Title	Quarter Hours
ECO 326	HEALTH ECONOMICS	
ECO 398	SPECIAL TOPICS (TOPICS IN HEALTH ECONOMICS and/or THE BUSINESS OF HEALTH)	

Macroeconomic Policy Analysis

Course	Title	Quarter Hours
ECO 315	INTRODUCTION TO MONEY AND BANKING	
ECO 322	FINANCIAL MARKET REGULATION	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 376	TIME SERIES ANALYSIS ¹	

ECO 398	SPECIAL TOPICS (MODERN ANALYSIS OF ECONOMIC INDICATORS AND TRENDS)
ECO 198	CURRENT ECONOMIC ISSUES (FED CHALLENGE 2 hours; not applicable to major/minor)

¹ Advanced Elective**Preparation for PhD in Economics**

- A Ph.D. in Economics is needed for academic and research-based employment in think tanks and government agencies.
- Recommended course ECO 304
- Courses from any of the FA would be appropriate especially advanced electives¹.
- Regular calculus sequence (MAT 150/MAT 151/MAT 152) rather than the business calculus sequence (MAT 135/MAT 136)
- Note: students may want to consider the combined bachelor's/master's program to take graduate economics course in their senior year

¹ Advanced Elective.

Economics (Minor)

Available to students majoring outside the Driehaus College of Business, the minor in Economics allows a student to learn the foundations of microeconomic and macroeconomic theory, along with the theoretical, quantitative and analytical skills necessary to understand business and policy issues.

Prerequisite Requirements

Students must meet the prerequisite of MAT 101 prior to taking the first course in the minor.

Course Requirements

A non-Driehaus student minoring in Economics is required to complete the following courses totaling at least 20.0 hours:

Course	Title	Quarter Hours
Required Courses		
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
Select three 300-level or higher Economics Electives		12

ECO 101 cannot be counted toward a major or minor in economics.

ECO 377, ECO 393 and ECO 395 may not be used as Economics Electives in the Economics major or minor.

Focus Areas for Economics Majors/Minors

The department recommends the following Focus Areas as an advising tool for students to use in their course selection. In addition to the courses listed in the Focus Areas, the department offers Special Topics courses (ECO 398) that may be relevant to one or more of the Focus Areas. Economics Focus Areas can be found in the the Economics Major (p. 410) section of the Academic Catalog.

Graduation Requirements

All Economics (ECO) courses and any other courses used toward the Economics minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Economics (Minor: Business Students Only)

Course Requirements

Students in the Driehaus College of Business who wish to gain a deeper understanding of economic theory and practice to complement their majors can do so with a minor in Economics. Students may choose the economics electives that best fit their individual courses of study.

In addition to ECO 105 and ECO 106, a Driehaus student minoring in Economics is required to complete the following courses of 12.0 hours (totaling at least 20.0 hours):

Course	Title	Quarter Hours
Select three, 300-level or higher Economics Electives		12

ECO 101 is intended for non-Driehaus students and cannot be counted toward a major or minor in economics.

ECO 377, ECO 393, and ECO 395 may not be used as Economics Electives in the Economics major or minor.

Focus Areas for Economics Majors/Minors

The department recommends the following Focus Areas as an advising tool for students to use in their course selection. In addition to the courses listed in the Focus Areas, the department offers Special Topics courses (ECO 398) that may be relevant to one or more of the Focus Areas. Economics Focus Areas can be found in the the Economics Major (p. 410) section of the Academic Catalog.

Graduation Requirements

All Economics (ECO) courses and any other courses used toward the Economics minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Economics and Quantitative Analysis (MS)

Become an Economic Analyst

In DePaul's Master of Science (MS) in Economics and Quantitative Analysis you'll gain in-depth knowledge of economic theory and advanced skills in data analysis that position you to examine economic and business policies. The research-driven curriculum prepares you to be a hands-on economic analyst.

Interested students participate in 12-16 week fellowships at private companies, a government agency, public policy institute or nonprofit in Chicago, Washington D.C., or another city.

Program Features

Through the MS in Economics and Quantitative Analysis program, students develop skills and knowledge in:

- Applied economic theory.
- Demonstrating research findings through written analyses for audiences that include business professionals, economists, policymakers and the public.
- Conducting econometric research.
- The relationship between economics and politics.

STEM Designation

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Apply modern economic theory, use analytical and evaluative skills to solve a variety of policy problems and make recommendations and decisions.
- Employ existing econometric software programs to solve complex problems in policy analysis.
- Understand the main theories of international trade and apply them to relevant international trade policy issues.
- Create clear and coherent written work that is geared towards different audiences including economists, non-economists, policy makers and general public.
- integrate emerging technologies in ethical decision making.

Degree Requirements

Prerequisite Requirements

Students must have completed one course in Principles of Microeconomics and one in Principles of Macroeconomics as well as differential calculus prior to admission to the MSEPA program.

Course Requirements

Students in the MSEPA program complete 12 courses (48 credit hours). The degree consists of seven required core courses plus five elective courses. As part of the electives, students may apply for a one- or two-course equivalent research fellowship. Alternatively, with approval of the program director, students may take two graduate elective courses outside of the economics department.

Students may enroll in the program on a full-time or part-time basis. Classes are generally offered during the evening. The typical full-time student will finish the program in five quarters. Students will be advised to take no more than three courses per term. Students attending the program part-time will typically take two evening courses per quarter and finish the program in six quarters.

Core Courses (7 required courses)

Course	Title	Quarter Hours
ECO 505	ADVANCED MICROECONOMICS	4
ECO 506	ADVANCED MACROECONOMICS	4

ECO 507	DATA ANALYTICS I: REGRESSION ANALYSIS	4
ECO 508	DATA ANALYTICS II: TIME SERIES AND PANEL DATA ANALYSIS	4
ECO 510	DATA ANALYTICS III: CAUSAL INFERENCE	4
ECO 515	MICROECONOMICS OF MARKET ORGANIZATION	4
ECO 516	ECONOMICS OF THE PUBLIC SECTOR I	4

Elective Courses (5 courses required)

Course	Title	Quarter Hours
Select five of the following:		20
ECO 435	REAL ANALYSIS I	
ECO 436	REAL ANALYSIS II	
ECO 511	BUSINESS AND ECONOMIC FORECASTING	
ECO 513	DEMYSTIFYING THE FEDERAL RESERVE BANK	
ECO 517	THE PUBLIC POLICY, BUSINESS, AND ETHICAL ENVIRONMENT OF GOVERNMENT	
ECO 518	LABOR ECONOMICS AND LABOR RELATIONS	
ECO 525	GAME THEORY AND STRATEGY	
ECO 526	BUSINESS STRATEGY	
ECO 528	STRATEGIES AND PROCESSES OF NEGOTIATIONS	
ECO 529	STRATEGY AND ANTITRUST	
ECO 531	BUSINESS MODELS AND INNOVATION STRATEGY	
ECO 535	BEHAVIORAL ECONOMICS AND DECISION-MAKING	
ECO 542	HEALTH ECONOMICS	
ECO 557	INTERNATIONAL TRADE THEORY & POLICY	
ECO 798	SPECIAL TOPICS (Research Fellowship I)	
ECO 798	SPECIAL TOPICS (Research Fellowship II)	
ECO 799	INDEPENDENT STUDY (Directed Research Project. Requires department consent.)	

Research Fellowship

The research fellowship allows students to work full-time on Capitol Hill, an independent agency or nonprofit in Washington D.C., Chicago, or elsewhere for 12 to 16 weeks. Fellowships immerse students in analysis, research and policymaking, while providing a unique opportunity to develop an extensive professional network.

In order to be eligible for the fellowship, students must have earned a course grade of B or better in ECO 505, ECO 506 and ECO 507. In addition to the academic requirements, students must also have departmental approval.

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the 12 required and elective courses.
- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a

course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written approval of the director of the program or the Kellstadt Graduate School of Business.

Economics and Quantitative Analysis (MS), Combined Bachelor's + Master's Degree

The combined DePaul Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Economics and Policy Analysis (MS)

The MS in Economics and Quantitative Analysis gives students a distinguished and marketable set of skills in economic theory as it applies to business and policy analysis. Students learn how to conduct statistical and econometric research grounded in sound economic models using data from multiple sources on different issues. In addition, students will be able to explain their results and policy recommendations not only to economists, but also to politicians and the general public.

Course	Title	Quarter Hours
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
ECO 305	INTERMEDIATE MICROECONOMICS	4
MAT 150	CALCULUS I	4
or MAT 135	BUSINESS CALCULUS I	
MAT 137	BUSINESS STATISTICS (or equivalent)	4

Undergraduate students will typically take the following three graduate level courses during their senior year:

Course	Title	Quarter Hours
ECO 505	ADVANCED MICROECONOMICS	4
ECO 515	MICROECONOMICS OF MARKET ORGANIZATION	4
Graduate Economics elective (subject to prerequisites)		4

These three courses will count towards completion of the bachelor's degree and will also count towards completion of the MS-EPA.

The undergraduate degree will be awarded at the completion of all undergraduate work while the MS-EPA will be awarded upon completion of the remaining graduate level work.

Economics Honors (BA)

The Honors Track in Economics is available to students completing the Bachelor of Arts in Economics in the College of Liberal Arts and Social Sciences. It provides the opportunity to pursue a more challenging path of meeting degree requirements. In addition to maintaining a higher GPA, this path requires the demonstration of more quantitative and writing skills than the basic requirements for the Economics major. The student

successfully completing this track would graduate with departmental honors.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	60
Open Electives	56
Total hours required	192

Learning Outcomes

Students will be able to:

- Define economic concepts needed to analyze issues in the popular press.
- Identify the function of key economic institutions, such as the Federal Reserve System.
- Employ an economic theory or model to analyze the impact of changes in economic variables.
- Assess the potential impact of government interventions on individuals, markets, and/or the macroeconomy.
- Gain exposure to the application of economic concepts/models in a variety of fields within economics (e.g., Labor Economics, Health Economics, Urban Economics, Development Economics, History of Economic Thought, etc.).

College Core Requirements Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility

of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
ECO 395	CAPSTONE SEMINAR IN ECONOMICS ^{1,2}	4

¹ Students must earn a C- or better in this course.
² A student whose only major is Economics is required to complete the Capstone offered by the Economics Department. A student who is double majoring (or pursuing dual degrees) with the primary major (or primary degree) in Economics may substitute the Capstone of the secondary major or degree. An Economics major in the University Honors Program shall take only the University Honors Capstone, not both the Honors Capstone and the Economics Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)
• 3 Courses Required

Historical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (p. 1328)
• Not Required

Philosophical Inquiry (PI) (p. 1329)
• 2 Courses Required

Religious Dimensions (RD) (p. 1330)
• 2 Courses Required

Scientific Inquiry (SI) (p. 1332)
• 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 1 Course Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements Invitation

Economics majors will be invited each term to participate in the Honors Track if they meet the following criteria:

- Have declared Economics as their major (or second major).
- Have completed ECO 305 and ECO 306 with a minimum grade of B- in each course.
- Have a minimum grade point average (GPA) of 3.300 in all economics courses taken at DePaul.

Course Requirements

Course	Title	Quarter Hours
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
ECO 304	ANALYTICS FOR ECONOMICS	4
ECO 305	INTERMEDIATE MICROECONOMICS (Minimum grade of B-)	4
ECO 306	INTERMEDIATE MACROECONOMICS (Minimum grade of B-)	4
ECO 315	INTRODUCTION TO MONEY AND BANKING	4
Select either ECO 376 or ECO 377:		
ECO 376	TIME SERIES ANALYSIS	4
ECO 377	ECONOMIC ANALYTICS USING SAS & R	4
Select one advanced economics elective. Students must earn a minimum grade of B-. Current courses meeting this requirement are: ¹		
ECO 313	MARKET STRUCTURE AND REGULATION OF BUSINESS	4
ECO 314	ECONOMICS OF THE PUBLIC SECTOR	
ECO 340	DEVELOPMENT OF ECONOMIC THOUGHT	

ECO 341	BEHAVIORAL ECONOMICS	
ECO 359	DEVELOPMENT ECONOMICS	
ECO 376	TIME SERIES ANALYSIS (If not used above)	
ECO 377	ECONOMIC ANALYTICS USING SAS & R (If not used above)	
ECO 379	GAME THEORY	
Any other ECO course that carries a prerequisite of ECO 305, ECO 306 or ECO 304		
Select five additional 300-level or higher Economics courses		20
MAT 135	BUSINESS CALCULUS I	4
MAT 137	BUSINESS STATISTICS (or an equivalent statistics course approved by an Economics advisor)	4

¹ Advanced economics elective (an ECO course that carries a prerequisite of ECO 305, ECO 306, or ECO 304). This requirement must be satisfied with a course taken at DePaul.

MAT 150 may be substituted for MAT 135.

ECO 101, ECO 250, ECO 393, and ECO 395 may not be used as Economics Electives towards a major or minor in Economics.

Degree Requirements

- Honors Track students must maintain a minimum GPA of 3.300 (B+ average) in all economics courses taken at DePaul.
- Honors Track students must submit a paper written for any economics class that meets the following criteria:
 - the student earned a B+ or better on the paper;
 - the paper contained a literature review based on at least 5 sources; and
 - the paper was at least 10 pages OR used econometrics.
 - the paper was sole-authored

This requirement must be satisfied using a paper from a course taken at DePaul. Students should contact the Director of the Undergraduate Economics Program for submission guidelines.

Economics Honors (BA) + Economics and Policy Analysis (MS)

The MS in Economics and Policy Analysis (MS-EPA) gives students a distinguished and marketable set of skills in economic theory as it applies to business and economic policy analysis. Students learn how to conduct statistical and econometric research grounded in sound economic models using data from multiple sources on different issues. In addition, students will be able to explain their results and policy recommendations not only to economists, but also to politicians, and the general public.

MS-EPA graduates can find employment in the private sector working for corporations in governmental relations departments, in federal and state governmental agencies, in trade associations or lobbying firms, or in the not-for-profit sector.

Undergraduate students will apply to the combined degree program during their sophomore/junior year. Students must complete ECO 105, ECO 106, ECO 305, MAT 135 or equivalent, MAT 137 or equivalent before being admitted to the program. Students who begin

the program in the fall quarter, typically take the following graduate level courses during their senior year.

Course	Title	Quarter Hours
ECO 505	ADVANCED MICROECONOMICS	4
ECO 515	MICROECONOMICS OF MARKET ORGANIZATION	4
Graduate Economics elective (subject to prerequisites)		4

Students who begin the program in winter or spring quarters, will select graduate courses in consultation with the Director of the MS in Economics and Policy Analysis Program.

The three graduate courses will count towards completion of the BA and will also count towards completion of the MS-EPA. Students may count their three graduate courses as major or open electives. One of the graduate level courses may count as an advanced elective for the Economics Honors Track if the minimum grade of B- is met. The undergraduate degree will be awarded at the completion of all undergraduate work while the MS-EPA will be awarded upon completion of the remaining graduate level work.

Economics Honors (BA) + Secondary Education Social Science (MEd)

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate Economics major with a graduate level College of Education (COE) Master's in Education Program. Students graduate with a BA in their disciplinary major and a MEd in Education with State of Illinois Secondary Social Science licensure.

Students may apply to the TEACH Program during the spring of their junior year. They must enroll in the Junior Year Experiential Learning course, TCH 320, and meet other application criteria; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 grade point average. During their senior year, students are required to complete a TEACH Program capstone course, TCH 390, and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 412	THE NATURE OF HISTORY AND THE SOCIAL SCIENCES	4
TCH 422	INQUIRY & APPLICATION IN DEVELOPING HISTORY AND SOCIAL SCIENCES PEDAGOGY	4

Social Science Content Area (grades of C or better required for licensure)

The following Social Science content area requirements are required. These can be taken as part of the major, liberal studies or open elective requirements:

- HST 298
- HST 299
- 3 United States History courses
- 2 Non-United States History courses
- 6 from the economics major
- Additional licensure requirements: (one course in each area required)
 - Geography (GEO 101 recommended)
 - Political Science (PSC 120 recommended)
 - Psychology (PSY 105 recommended)
 - Sociology (SOC 101 recommended)
 - Anthropology (ANT 102 recommended)

This combined degree program of the College of Liberal Arts and Social Sciences and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach Social Sciences at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1160)
Students interested in the TEACH Program should consult with the designated TEACH Program advisor in their home department.

Economics Honors 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger

merit scholarships. College of Law students are not eligible for the Double Demon discount.

Economics Honors (BSB)

The Honors Track in Economics is available to students completing the Bachelor of Science in Business with a major in Economics. It provides the opportunity to pursue a more challenging path of meeting degree requirements. In addition to maintaining a higher GPA, this path requires the demonstration of more quantitative and writing skills than the basic requirements for the Economics major. The student successfully completing this track would graduate with departmental honors.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	38
Open Electives	22
Total hours required	192

Learning Outcomes

Core Outcomes

- Use analytical and reflective skills in decision-making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

Program Specific Outcomes

Students will be able to:

- Define economic concepts needed to analyze issues in the business and popular press
- Identify the function of key economic institutions, such as the Federal Reserve System.
- Employ an economic theory or model to analyze the impact of changes in economic variables.
- Assess the potential impact of government interventions on individuals, markets, and/or the macroeconomy.
- Apply economic concepts/models in a variety of fields within economics (e.g., Labor Economics, Health Economics, Urban Economics, International Economics, Development Economics, History of Economic Thought, etc.)

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 363	ECONOMICS OF THE EUROPEAN UNION	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 357	INTERNATIONAL BUSINESS	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT	
MKT 360	INTERNATIONAL MARKETING	
SOC 217	WORK IN A GLOBALIZED WORLD	

- A course taken as part of a term-long study abroad program
- ¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).
- ² Actuarial Science and Economic Data Analytics majors must take CSC 241.
- MIS majors must take MIS 360.
- ³ MKT majors and Sales minors must take MKT 276.
- ⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C- .

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Global Business Perspective

If an ECO course is shared between Global Business Perspective and the Economics major, additional hours of Open Elective credit are required.

Grade Minimum Requirements for Economics Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, MAT 137, and any ECO course used for Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		

WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Invitation

Economics majors will be invited each term to participate in the Honors Track if they meet the following criteria:

- Have completed ECO 305 and ECO 306 with a minimum grade of B- in each course
- Have a minimum GPA of 3.300 in all Economics (ECO) courses taken at DePaul

Course Requirements

In addition to ECO 105 and ECO 106, a student majoring in the Honors Track in Economics is required to complete the following courses totaling 38.0 hours:

Course	Title	Quarter Hours
ECO 250	CAREER PREPARATION FOR ECONOMICS MAJORS	2
ECO 304	ANALYTICS FOR ECONOMICS	4
ECO 305	INTERMEDIATE MICROECONOMICS (with a B- minimum grade)	4
ECO 306	INTERMEDIATE MACROECONOMICS (with a B- minimum grade)	4
ECO 315	INTRODUCTION TO MONEY AND BANKING	4
Select one from either:		4
ECO 376	TIME SERIES ANALYSIS (with a B- minimum grade)	
ECO 377	ECONOMIC ANALYTICS USING SAS & R (with a B- minimum grade)	
Select one from:		4
ECO 380	MATHEMATICAL ECONOMICS	
MAT 135	BUSINESS CALCULUS I	
MAT 150	CALCULUS I	
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	
MAT 170	CALCULUS FOR LIFE SCIENCES I	
Select one Advanced Economics Elective of the following completed at DePaul with a B-minimum grade:		4
ECO 313	MARKET STRUCTURE AND REGULATION OF BUSINESS	
ECO 314	ECONOMICS OF THE PUBLIC SECTOR	
ECO 340	DEVELOPMENT OF ECONOMIC THOUGHT	
ECO 341	BEHAVIORAL ECONOMICS	
ECO 359	DEVELOPMENT ECONOMICS	
ECO 376	TIME SERIES ANALYSIS	
ECO 377	ECONOMIC ANALYTICS USING SAS & R	
ECO 379	GAME THEORY	
Any other ECO course that carries a prerequisite of ECO 304, ECO 305 or ECO 306		
Select two electives of the following:		8
ECO 307	MANAGERIAL DECISION MAKING	
ECO 308	BUSINESS STRATEGY	
ECO 310	URBAN ECONOMICS	
ECO 312	THE CHICAGO ECONOMY	

ECO 313	MARKET STRUCTURE AND REGULATION OF BUSINESS
ECO 314	ECONOMICS OF THE PUBLIC SECTOR
ECO 316	EUROPEAN ECONOMIC HISTORY
ECO 317	AMERICAN ECONOMIC HISTORY
ECO 318	LABOR ECONOMICS AND ORGANIZATION
ECO 319	ECONOMICS AND GENDER
ECO 320	ECONOMICS OF RELIGION
ECO 321	LAW & ECONOMICS
ECO 322	FINANCIAL MARKET REGULATION
ECO 325	THE ECONOMICS OF POVERTY
ECO 326	HEALTH ECONOMICS
ECO 330	RADICAL RESPONSES TO CAPITALISM
ECO 333	TOPICS IN GLOBAL ECONOMIES
ECO 334	UNDERSTANDING CHINA'S ECONOMY
ECO 335	SUSTAINABLE STRATEGIES FOR ENERGY AND THE ENVIRONMENT
ECO 336	EXPLORING ECONOMICS & STATISTICS THROUGH SPORTS
ECO 340	DEVELOPMENT OF ECONOMIC THOUGHT
ECO 341	BEHAVIORAL ECONOMICS
ECO 359	DEVELOPMENT ECONOMICS
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES
ECO 361	INTERNATIONAL TRADE
ECO 362	INTERNATIONAL MONETARY ECONOMICS
ECO 363	ECONOMICS OF THE EUROPEAN UNION
ECO 376	TIME SERIES ANALYSIS
ECO 377	ECONOMIC ANALYTICS USING SAS & R
ECO 379	GAME THEORY
ECO 398	SPECIAL TOPICS (multiple topics may be used)
ECO 399	INDEPENDENT STUDY

ECO 393 may not be used towards the major.

ECO 395 may not be taken by students in the Driehaus College of Business.

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Global Business Perspective

If an ECO course is shared between Global Business Perspective and the Economics major, additional hours of Open Elective credit are required. Any ECO course must be passed with C- or higher.

Open Electives

Open elective credit (22.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Additional Requirements

Honors Track students must maintain a minimum GPA of 3.300 (B+ average) in all Economics (ECO) courses taken at DePaul.

Honors Track students must submit a paper written for any economics class that meets the following criteria:

1. the student earned a B+ or better on the paper
2. the paper contained a literature review based on at least 5 sources; and
3. the paper was at least 10 pages OR used econometrics.
4. the paper was sole-authored
This requirement must be satisfied using a paper from a course taken at DePaul. Students should contact the Director of the Undergraduate Economics Program for submission guidelines.

Combined Bachelor's + Master's Program Participants

Students admitted to the Economics Combined Bachelor's + Master's program may apply up to three approved graduate course(s) towards undergraduate Economics major electives.

Graduation Requirements

All Economics (ECO) courses and any other courses used toward the Economics Honors major must be completed with a minimum grade of C- unless otherwise noted above and with a combined GPA of 2.000 or higher. Economics Honors students must maintain a minimum GPA of 3.300 (B+ average) in all Economics (ECO) courses taken at DePaul.

Sample Schedule

Students interested in pursuing the Honors Track in Economics are advised to complete the following courses according to the sequence found below:

Course	Title	Quarter Hours
1st or 2nd Year		
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
MAT 137	BUSINESS STATISTICS	4
One term of Calculus (MAT 135, MAT 150, MAT 160, MAT 170)		4
2nd or 3rd Year		
ECO 250	CAREER PREPARATION FOR ECONOMICS MAJORS	2
ECO 304	ANALYTICS FOR ECONOMICS	4
ECO 305	INTERMEDIATE MICROECONOMICS	4
ECO 306	INTERMEDIATE MACROECONOMICS	4
ECO 315	INTRODUCTION TO MONEY AND BANKING	4
Advanced Economics Electives (selected from approved courses)		4
2nd through 4th Year		
ECO 376 TIME SERIES ANALYSIS or ECO 377 ECONOMIC ANALYTICS USING SAS AND R		4
Additional Economics Electives (2 courses required)		8

Educating Adults (MA)

The Master of Arts Program in Educating Adults (MAEA) from the School of Continuing and Professional Studies (p. 1486) (SCPS) is designed for

people who, working formally or informally in diverse settings, support the process and practice of adults' learning. Grounded in key theories, current research and best practices in adult education and learning, the program provides a learning laboratory for learners to build and deepen their knowledge and skills in assessment, design, facilitation, evaluation and ongoing research to improve practice.

Focus Areas

MAEA students may choose a focus area within Educating Adults:

Community-Engaged Learning

This focus area is designed to help adults effect change and growth within their local contexts. Students electing this focus area work with others to facilitate positive change for individuals, groups, and/or communities. Related areas include community development, community engagement, empowerment, social change, social impact, and social justice.

Learning and Development

This focus area is designed to help adults develop their growth and performance potential in the workplace. Students electing this focus area center their work on assessment and evaluation, curriculum/program development, delivery/facilitation, and/or curriculum design. Related areas include employee engagement, human resources, instructional design, performance improvement, talent development, and training.

Technology-Enhanced Learning

This focus area is designed to help adults learn using technology in various ways and for various purposes. Students electing this focus area use a range of platforms, strategies and tools for designing and delivering learning in on-line, on-ground, and/or hybrid environments. Related areas include E-learning, gamification, and social media.

Individualized

This focus area is to-be-developed by the individual student in the event that none of the three designated areas (above) reflects the student's interests and career aspirations. (If proposing one's own individualized focus area, students are advised to consider the perspectives of external audiences such as employers and graduate schools.)

Key Features

- You expand your knowledge of key theories and best practices in adult learning—including the latest in instructional technology, course design, learning facilitation, internet-based practices and emerging trends.
- You further develop competencies as an adult educator and expand your repertoire of core and cutting-edge knowledge and skills.
- You study with other adult educators in a collaborative learning environment.
- You customize portions of your study to match your individual learning needs and goals and carry out an applied project that contributes to adults' learning in your particular area of practice.
- You receive assistance from a team of advisors from the University who provide coaching and mentoring to ensure your success.
- You engage in a brief/intensive series of "liberal learning" seminars designed to rekindle and/or deepen your practice in key domains of applied effectiveness (personal, interpersonal, organizational, values and inquiry).

- You accomplish your goal of graduate study—enhancing your contribution as an educator of adults and earning an accredited graduate degree with competencies endorsed by the University.

Program Requirements	Quarter Hours
Degree Requirements	52
Total hours required	52

Alumni qualify for the Double Demon scholarship (<https://www.depaul.edu/admission-and-aid/Pages/scholarships.aspx>).

Learning Outcomes

Program Specific Outcomes

Students will be able to:

- Demonstrate advanced knowledge critical to adult learning in various settings.
- Apply reflective acuity in support of adults learning.
- Engage methods of inquiry to improve the practice of adult learning.
- Take initiative to add value in their professional practice.
- Adapt and engage from an ever-broadening repertoire of responses.
- Contribute to achieve collective results.

Degree Requirements

Course Requirements

Students must complete a minimum of 52 graduate credit hours with a cumulative GPA of not less than 2.5.

Professional Core

Course	Title	Quarter Hours
EA 515	DEVELOPING PROFESSIONAL IDENTITY	4
EA 516	DESIGNING EDUCATIONAL OFFERINGS	4
EA 517	FACILITATING ADULT LEARNING	4
EA 526	ASSESSING ADULT LEARNING	4
Select 8 credit hours of Electives (additional options available outside of SCPS)		
EA 516	DESIGNING EDUCATIONAL OFFERINGS	4
EA 518	ENHANCING PRACTICE WITH THEORY IN ADULT LEARNING	4
EA 542	DESIGNING OUTCOME BASED EVALUATION	
EA 545	PARTNERING FOR SOCIAL ACTION GFDIS	4
EA 546	EDUCATING FOR SOCIAL JUSTICE GFDIS	4
EA 547	DESIGNING ONLINE LEARNING	

Liberal Learning

Students participate in graduate seminars designed to liberate practice from single points of view and action. Students are required to complete 18 credit hours of coursework in the Liberal Learning section.

Course	Title	Quarter Hours
LLS 450A	FINDING & ASSESSING INFORMATION	2
LLS 450B	APPLYING SYSTEMATIC INQUIRY (IN PROFESSIONAL PRACTICE)	4
Select 12 credit hours of Electives		

LLS 410D	WRITING FOR GRADUATE STUDENTS	4
LLS 410E		
LLS 410F		
LLS 410G	ADVANCED LEADERSHIP THEORY & PRACTICE	4
LLS 410H	EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT	4
LLS 420D	APPLYING ETHICS IN THE PROFESSIONS	4
LLS 420E	LEADERSHIP, CHANGE AND POSITIVE ORGANIZATIONS	4
LLS 420F	LEADERSHIP MODELS FOR STRONG ORGANIZATIONS	4
LLS 420G	EMOTIONAL INTELLIGENCE AT WORK	4
LLS 420H	LEADING FOR SOCIAL CHANGE	
LLS 440A	UNDERSTANDING AND FLEXING MINDSETS	4

Reflective Practice

Course	Title	Quarter Hours
EA 535	REFLECTIVE PRACTICE SEMINAR I	0.5
EA 536	REFLECTIVE PRACTICE SEMINAR II	0.5
EA 537	REFLECTIVE PRACTICE SEMINAR III	0.5
EA 538	REFLECTIVE PRACTICE SEMINAR IV	0.5

Program Culmination

Course	Title	Quarter Hours
EA 528	APPLIED INQUIRY PROJECT	4
or EA 528C	APPLIED INQUIRY PROJECT CAPSTONE	

Educating Adults (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Educating Adults (MA)

The Educating Adults (MAEA (p. 424)) combined degree program from the School of Continuing and Professional Studies (p. 1486) (SCPS) is open to all undergraduate majors across the university. Students who are interested in this program must apply to the SCPS Graduate Admission Office in their junior year, and if accepted, can take up to three graduate courses (12 credits). These three courses count towards both the bachelor's program and the Master of Arts degree. Students pay the current undergraduate tuition rate for these three courses. Once students earn their Bachelor of Arts or Bachelor of Science degree from DePaul, they matriculate as a graduate student and complete the remaining required courses for their Master of Arts degree. Students should work with their undergraduate advisor to see how the graduate classes will fulfill undergraduate degree requirements. Students must maintain a 3.0 GPA (B or better) in each graduate class taken in the senior year in order to continue in the program.

Pathway participants may take 12 credit hours from the Liberal Learning Seminar section of the graduate programs. Current offerings include:

- LLS 410G ADVANCED LEADERSHIP THEORY & PRACTICE
- LLS 410H EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT
- LLS 420D APPLYING ETHICS IN THE PROFESSIONS
- LLS 420E LEADERSHIP, CHANGE AND POSITIVE ORGANIZATIONS
- LLS 420G EMOTIONAL INTELLIGENCE AT WORK
- LLS 420H LEADING FOR SOCIAL CHANGE
- ORGL 510 EVIDENCED BASED DECISION MAKING (formerly LLS 410E)
- ORGL 516 GENDER AND DIVERSITY IN LEADERSHIP (formerly LLS 410F)

Alumni qualify for the Double Demon scholarship (<https://www.depaul.edu/admission-and-aid/Pages/scholarships.aspx>).

Educating Adults (MA) Online

The Master of Arts Program in Educating Adults (MAEA) Online from the School of Continuing and Professional Studies (p. 1486) (SCPS) is designed for people who, working formally or informally in diverse settings, support the process and practice of adults' learning. Grounded in key theories, current research and best practices in adult education and learning, the program provides a learning laboratory for learners to build and deepen their knowledge and skills in assessment, design, facilitation, evaluation and ongoing research to improve practice.

Focus Areas

MAEA students may choose a focus area within Educating Adults:

Community-Engaged Learning

This focus area is designed to help adults effect change and growth within their local contexts. Students electing this focus area work with others to facilitate positive change for individuals, groups, and/or communities. Related areas include community development, community engagement, empowerment, social change, social impact, and social justice.

Learning and Development

This focus area is designed to help adults develop their growth and performance potential in the workplace. Students electing this focus area center their work on assessment and evaluation, curriculum/program development, delivery/facilitation, and/or curriculum design. Related areas include employee engagement, human resources, instructional design, performance improvement, talent development, and training.

Technology-Enhanced Learning

This focus area is designed to help adults learn using technology in various ways and for various purposes. Students electing this focus area use a range of platforms, strategies and tools for designing and delivering learning in on-line, on-ground, and/or hybrid environments. Related areas include E-learning, gamification, and social media.

Individualized

This focus area is to-be-developed by the individual student in the event that none of the three designated areas (above) reflects the student's interests and career aspirations. (If proposing one's own individualized focus area, students are advised to consider the perspectives of external audiences such as employers and graduate schools.)

Key Features

- You expand your knowledge of key theories and best practices in adult learning—including the latest in instructional technology, course design, learning facilitation, internet-based practices and emerging trends.
- You further develop competencies as an adult educator and expand your repertoire of core and cutting-edge knowledge and skills.
- You study with other adult educators in a collaborative learning environment.
- You customize portions of your study to match your individual learning needs and goals and carry out an applied project that contributes to adults' learning in your particular area of practice.
- You receive assistance from a team of advisors from the University who provide coaching and mentoring to ensure your success.
- You engage in a brief/intensive series of "liberal learning" seminars designed to rekindle and/or deepen your practice in key domains of applied effectiveness (personal, interpersonal, organizational, values and inquiry).
- You accomplish your goal of graduate study—enhancing your contribution as an educator of adults and earning an accredited graduate degree with competencies endorsed by the University.

Program Requirements	Quarter Hours
Degree Requirements	52
Total hours required	52

Alumni qualify for the Double Demon scholarship (<https://www.depaul.edu/admission-and-aid/Pages/scholarships.aspx>).

Learning Outcomes

Students will be able to:

- Demonstrate advanced knowledge critical to adult learning in various settings.
- Apply reflective acuity in support of adults learning.
- Engage methods of inquiry to improve the practice of adult learning.
- Take initiative to add value in their professional practice.
- Adapt and engage from an ever-broadening repertoire of responses.
- Contribute to achieve collective results.

Degree Requirements

Course Requirements

Students must complete a minimum of 52 graduate credit hours with a cumulative GPA of not less than 2.5.

Professional Core

Course	Title	Quarter Hours
EA 515	DEVELOPING PROFESSIONAL IDENTITY	4
EA 516	DESIGNING EDUCATIONAL OFFERINGS	4
EA 517	FACILITATING ADULT LEARNING	4
EA 526	ASSESSING ADULT LEARNING	4
Select 8 credit hours of Electives (additional options available outside of SCPS)		
EA 516	DESIGNING EDUCATIONAL OFFERINGS	4
EA 518	ENHANCING PRACTICE WITH THEORY IN ADULT LEARNING	4

EA 542	DESIGNING OUTCOME BASED EVALUATION	
EA 545	PARTNERING FOR SOCIAL ACTION GFDIS	4
EA 546	EDUCATING FOR SOCIAL JUSTICE GFDIS	4
EA 547	DESIGNING ONLINE LEARNING	

Liberal Learning

Students participate in graduate seminars designed to liberate practice from single points of view and action. Students are required to complete 18 credit hours of coursework in the Liberal Learning section.

Course	Title	Quarter Hours
LLS 450A	FINDING & ASSESSING INFORMATION	2
LLS 450B	APPLYING SYSTEMATIC INQUIRY (IN PROFESSIONAL PRACTICE)	4
Select 12 credit hours of Electives		
LLS 410D	WRITING FOR GRADUATE STUDENTS	4
LLS 410E		
LLS 410F		
LLS 410G	ADVANCED LEADERSHIP THEORY & PRACTICE	4
LLS 410H	EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT	4
LLS 420D	APPLYING ETHICS IN THE PROFESSIONS	4
LLS 420E	LEADERSHIP, CHANGE AND POSITIVE ORGANIZATIONS	4
LLS 420F	LEADERSHIP MODELS FOR STRONG ORGANIZATIONS	4
LLS 420G	EMOTIONAL INTELLIGENCE AT WORK	4
LLS 420H	LEADING FOR SOCIAL CHANGE	4
LLS 440A	UNDERSTANDING AND FLEXING MINDSETS	4

Reflective Practice

Course	Title	Quarter Hours
EA 535	REFLECTIVE PRACTICE SEMINAR I	0.5
EA 536	REFLECTIVE PRACTICE SEMINAR II	0.5
EA 537	REFLECTIVE PRACTICE SEMINAR III	0.5
EA 538	REFLECTIVE PRACTICE SEMINAR IV	0.5

Program Culmination

Course	Title	Quarter Hours
EA 528	APPLIED INQUIRY PROJECT	4
or EA 528C	APPLIED INQUIRY PROJECT CAPSTONE	

Education and Social Justice (Minor)

The minor is for undergraduates with majors in other fields of study who want to study educational issues but are not pursuing teacher licensure. From a critical and interdisciplinary lens, students enrolled in the minor will study educational thought, policy and practice in relationship to broader social, cultural and political forces, in both school and non-school settings. The minor will help students develop the knowledge and skills

necessary to understand and critically analyze the purposes of education and its impact on individuals and the broader society.

Course Requirements

The requirements for the Undergraduate Minor in Education and Social Justice include completion of six courses among the following:

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
LSE 358	EDUCATION AND SOCIAL JUSTICE	4
LSE 353	THE POLITICS OF EDUCATION	4
LSE 380	PHILOSOPHICAL STUDIES IN PEDAGOGY, CULTURE AND GLOBALIZATION	4
SCU 337	HUMAN GROWTH AND DEVELOPMENT	4
LSE 355	INTERNATIONAL STUDIES IN EDUCATION	4

Note: College of Education students may apply up to three courses from their major toward the completion of this minor.

Education, Culture, and Society (MA or MEd)

The Education, Culture, and Society Program is committed to inquiry that examines the relationship of schooling, education, and educational policy to social justice and cultural democracy. The program is an interdisciplinary one, designed to appeal to students seeking alternatives to more specialized or technical programs of study in education. This program is designed to attract educators, leaders, and individuals with bachelor's degrees who have broad interests in education but who may not be professional educators. This program anticipates that students pursuing this degree will come from a variety of educational and professional backgrounds involving different forms of educational work such as media, private foundations, museums, community organizations, labor unions, higher education, K-12 schools, and others. Students are attracted to this program for personal and professional enhancement, research for private foundations, adult education and training, or to prepare for doctoral work, careers in higher education, and other related areas.

The program provides students the opportunity to study education, not only as schooling, but also more broadly as a dynamic cultural and political force that unfolds in a wide range of shifting and overlapping sites of learning. Students will consider education as a dynamic process that shapes social identities and social life as well as the learning of values and beliefs, all of which are central to how people make cognitive and emotional investments and act in the world. As such, education is a significant force in creating, maintaining, and challenging assumptions of neutrality and hierarchies of race, ethnicity, gender, class, and sexual difference. From this perspective, education is an indispensable tool for creating conditions for social justice and democratic life. In this context, students investigate the pedagogical and cultural conditions necessary for supporting the flourishing of human agency and the redefinition of human engagement in social life.

Faculty teaching in the ECS program bring expertise from a variety of disciplines and fields within educational policy studies: the sociology of education, the philosophy of education, the history of education, the psychology of education and human development, critical pedagogy,

cultural studies, feminist studies, urban studies, critical race studies, research methods and more. The faculty also has a diverse range of interests in areas such as globalization, peace and human rights education, social theory and social construction of knowledge; the role of education in the production of inequalities of race, gender, class, sexuality, and language; socially situated theories of learning and teaching; and the role of education in the construction of culture and social identities.

Given the interdisciplinary approach to the study of education of this degree program, students have the opportunity with the approval of their faculty advisor to take at least 20 hours of elective courses outside of the Education, Culture, and Society Program as well as the College of Education. Choices of electives include, but are not limited to, courses in departments and programs such as Communication, Philosophy, Women's Studies, American Studies, International Studies, Public Policy, and Sociology.

Licensure Option

Students seeking the master's degree in Education, Culture, and Society have the option to also pursue an Illinois teaching license or endorsement. Please consult your academic advisor as an additional program application may be required.

Critical Ethnic Studies Certificate Option

Program Requirements	Quarter Hours
Degree Requirements (MA)	52
Total hours required	52

Program Requirements	Quarter Hours
Degree Requirements (MEd)	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Apply theories within the humanities, social sciences, and psychological sciences within the disciplinary foundations of education to their understanding of educational phenomenon.
- Integrate methodologies into designing and conducting research in the disciplinary foundations of education.
- Analyze human development as a socio-cultural process that takes place over the lifespan and over historical time.
- Communicate, verbally and in writing, their understanding of the inter-relationship between identities and social relations of race, ethnicity, class, gender, sexual orientation, etc. and use this information to examine issues of power, resistance, and social change.
- Apply the understanding of identity and social relations to examine issues of power, resistance, and personal and institutional transformation.

College Requirements
Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences

for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Values and is committed to a critical orientation toward understanding key theories and concepts in the foundations of education
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Understands the importance of and is committed to clear oral and written communication, both in traditional and in new and emerging digital formats
- Demonstrates a willingness to engage course texts and requirements
- Demonstrates sensitivity to and respect for diverse identities, cultures, and lived experiences
- Demonstrates and advocates social justice principles in the classroom with students and colleagues and in clinical settings
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy in relationships with student colleagues and faculty

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Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

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

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Course Requirements

Theoretical Core Courses: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	4
SCG 603	CULTURE AND EDUCATION SEMINAR	4
SCG 604	IDENTITY: CONSTRUCTIONS AND NEGOTIATIONS SEMINAR	4
SCG 608	IDEOLOGY, POWER AND POLITICS SEMINAR	4
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	4

Research Inquiry Core Courses: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 610	INTRODUCTION TO RESEARCH METHODS	4
SCG 635	ADVANCED QUALITATIVE RESEARCH METHODOLOGIES	4

Five Elective Courses with Faculty Advisor Approval: 20 quarter hours required, grade of C or better required

- College of Education Electives (8 quarter hours)
- Non-College of Education Electives (12 quarter hours)

Master of Arts (MA) Degree Requirement Thesis Course: 4 Quarter Hours, Grade of C or Better Required

Course	Title	Quarter Hours
SCG 636	THESIS RESEARCH	4

The student prepares a thesis, which is a report of the results of an original investigation. The student must first obtain approval of the subject and general plan from their Thesis Advisor, and have a research proposal approved by his/her thesis committee. The Thesis Advisor must be an EPSR faculty member (but not necessarily the originally assigned Faculty Advisor). The College of Education Thesis Handbook outlines the policies and procedures needed to successfully satisfy the thesis requirement. The College of Education Thesis Handbook can be obtained from the College of Education website.

Course Registration

Registration for ECS master's degree core courses is different from regular registration. The ECS students are granted access to registration for ECS core courses. If a student has special circumstances and cannot register for all cores offered in a term, this must be discussed with and approved by that student's ECS faculty advisor prior to the start of the term. Course registration for electives is the same as for all College of Education students.

Education, Culture, and Society (MEd) Online

The Education, Culture, and Society Program is committed to inquiry that examines the relationship of schooling, education, and educational policy to social justice and cultural democracy. The program is an interdisciplinary one, designed to appeal to students seeking alternatives to more specialized or technical programs of study in education. This program is designed to attract educators, leaders, and individuals with bachelor's degrees who have broad interests in education but who may not be professional educators. This program anticipates that students pursuing this degree will come from a variety of educational and professional backgrounds involving different forms of educational work such as media, private foundations, museums, community organizations, labor unions, higher education, K-12 schools, and others. Students are attracted to this program for personal and professional enhancement, research for private foundations, adult education and training, or to prepare for doctoral work, careers in higher education, and other related areas.

The program provides students the opportunity to study education, not only as schooling, but also more broadly as a dynamic cultural and political force that unfolds in a wide range of shifting and overlapping sites of learning. Students will consider education as a dynamic process that shapes social identities and social life as well as the learning of values and beliefs, all of which are central to how people make cognitive and emotional investments and act in the world. As such, education is a significant force in creating, maintaining, and challenging assumptions of neutrality and hierarchies of race, ethnicity, gender, class, and sexual difference. From this perspective, education is an indispensable tool for creating conditions for social justice and democratic life. In this context, students investigate the pedagogical and cultural conditions necessary for supporting the flourishing of human agency and the redefinition of human engagement in social life.

Faculty teaching in the ECS program bring expertise from a variety of disciplines and fields within educational policy studies: the sociology of education, the philosophy of education, the history of education, the psychology of education and human development, critical pedagogy, cultural studies, feminist studies, urban studies, critical race studies, research methods and more. The faculty also has a diverse range of interests in areas such as globalization, peace and human rights education, social theory and social construction of knowledge; the role of education in the production of inequalities of race, gender, class, sexuality, and language; socially situated theories of learning and teaching; and the role of education in the construction of culture and social identities.

Given the interdisciplinary approach to the study of education of this degree program, students have the opportunity with the approval of their faculty advisor to take at least 20 hours of elective courses outside of the Education, Culture, and Society Program as well as the College of Education. Choices of electives include, but are not limited to, courses in departments and programs such as Communication, Philosophy, Women's Studies, American Studies, International Studies, Public Policy, and Sociology.

Licensure Option

Students seeking the master's degree in Education, Culture, and Society have the option to also pursue an Illinois teaching license or

endorsement. Please consult your academic advisor as an additional program application may be required.

Critical Ethnic Studies Certificate Option

Program Requirements	Quarter Hours
Degree Requirements (MA)	52
Total hours required	52

Program Requirements	Quarter Hours
Degree Requirements (MED)	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Apply theories within the humanities, social sciences, and psychological sciences within the disciplinary foundations of education to their understanding of educational phenomenon.
- Integrate methodologies into designing and conducting research in the disciplinary foundations of education.
- Analyze human development as a socio-cultural process that takes place over the lifespan and over historical time.
- Communicate, verbally and in writing, their understanding of the inter-relationship between identities and social relations of race, ethnicity, class, gender, sexual orientation, etc. and use this information to examine issues of power, resistance, and social change.
- Apply the understanding of identity and social relations to examine issues of power, resistance, and personal and institutional transformation.

College Requirements

Dispositions

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- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development

- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

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Degree Requirements

Course Requirements

Theoretical Core Courses: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	4
SCG 603	CULTURE AND EDUCATION SEMINAR	4
SCG 604	IDENTITY: CONSTRUCTIONS AND NEGOTIATIONS SEMINAR	4
SCG 608	IDEOLOGY, POWER AND POLITICS SEMINAR	4
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	4

Research Inquiry Core Courses: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 610	INTRODUCTION TO RESEARCH METHODS	4
SCG 635	ADVANCED QUALITATIVE RESEARCH METHODOLOGIES	4

Five Elective Courses with Faculty Advisor Approval: 20 quarter hours required, grade of C or better required

- College of Education Electives (8 quarter hours)
- Non-College of Education Electives (12 quarter hours)

Master of Arts (MA) Degree Requirement Thesis Course: 4 Quarter Hours, Grade of C or Better Required

Course	Title	Quarter Hours
SCG 636	THESIS RESEARCH	4

The student prepares a thesis, which is a report of the results of an original investigation. The student must first obtain approval of the subject and general plan from their Thesis Advisor, and have a research proposal approved by his/her thesis committee. The Thesis Advisor must be an EPSR faculty member (but not necessarily the originally assigned Faculty Advisor). The College of Education Thesis Handbook outlines the policies and procedures needed to successfully satisfy the thesis requirement. The College of Education Thesis Handbook can be obtained from the College of Education website.

Course Registration

Registration for ECS master's degree core courses is different from regular registration. The ECS students are granted access to registration for ECS core courses. If a student has special circumstances and cannot register for all cores offered in a term, this must be discussed with and approved by that student's ECS faculty advisor prior to the start of the term. Course registration for electives is the same as for all College of Education students.

Education, Culture, and Society Graduate Certificate

The certificate is for students in any field who want to complement their primary degree through interdisciplinary study of the foundations of education and educational policy from a critical perspective.

Course Requirements

The certificate Program requirements include completion of four graduate-level courses from among the following:

Course	Title	Quarter Hours
SCG 603	CULTURE AND EDUCATION SEMINAR	4
SCG 604	IDENTITY: CONSTRUCTIONS AND NEGOTIATIONS SEMINAR	4
SCG 608	IDEOLOGY, POWER AND POLITICS SEMINAR	4
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	4
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	4

Educational Leadership (EdD)

The Educational Leadership Doctoral Program consists of three concentrations: General Concentration, Higher Education, and Global Catholic Educational Leadership. In addition, the program offers licensure and endorsement opportunities: Superintendent Endorsement, Teacher Leader Endorsement, and Principal Licensure.

Concentrations

Educational Leadership General

The Educational Leadership General Concentration provides a rich knowledge base to analyze administrative practices and promote socially just leadership of schools and organizations with an educational purpose, with focuses on PK-12 education or related fields. This program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists.

The program's schedule allows students to attend full-time or part-time. Graduates of the program may wish to enter into a new career or strengthen their knowledge-base for their current position. Career options may include leadership positions in PK-12 or related fields in local and state education agencies, faculty positions in higher education, and leaders in educational policy and advocacy in related organizations and institutions.

Higher Education

The Higher Education Concentration in the Educational Leadership Doctoral Program provides a rich knowledge base to analyze administrative practices and promote socially just leadership of colleges, universities, and other related organizations with an educational purpose. This program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists.

The program's schedule allows students to attend full-time or part-time. Graduates of the program may wish to enter into a new career or strengthen their knowledge-base for their current position. Career options may include faculty positions in higher education, leadership positions in local and state education agencies, or leaders in educational policy and advocacy in related organizations and institutions.

Global Catholic Educational Leadership

The Global Catholic Educational Leadership Concentration in the Educational Leadership Doctoral Program addresses issues specific to Catholic education targeting a global audience of Catholic leaders. This fully online program serves both the local Church and the growing numbers of international Catholic leaders with limited access to a local university and/or a desire to collaborate with Catholic educators internationally. In terms of both service to Catholic schools and the development of a global perspective, an Ed.D. in Global Catholic Leadership speaks to DePaul's wider vision. Catholic educational leaders in elementary schools, high schools, family education centers, diocesan offices, religious community councils, and Australian educational partners serve as the target market for the Ed.D. Working professionals and international students drawn to the Vincentian mission may be able to take some of the courses face-to-face, but the expense of travel

encourages the development of a vital on-line community sharing global perspectives.

The online delivery combined with the current research and dissertation components align with the vision and mission of the university in expanding perspectives to a larger audience. Students who receive an Ed.D. in the Global Catholic Leadership concentration will be prepared for leadership in Catholic educational institutions at all levels, grounded in the philosophy and theology of Catholic education and the research needed to be an agent of transformation in a Catholic educational.

Licensures and Endorsements

Superintendent Endorsement

The Doctoral program's Educational Leadership concentration is an Illinois State Board of Education (ISBE) approved program for the Superintendent endorsement. The Superintendent endorsement requires an additional four quarter hours for the internship course. ISBE states the following guidelines:

Individuals seeking the Superintendent endorsement must possess:

- a master's degree with a GPA of 3.0 or better on a 4.0 scale
- proof of two years of teaching experience on a valid Illinois teaching license
- proof of two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Superintendent program and the endorsement's additional requirements, students must apply for the endorsement. Students are to work with the College of Education's Licensure Officer when applying for the endorsement.

Teacher Leader Endorsement

To be eligible for the Teacher Leader endorsement program, students must possess:

- a bachelor's degree and master's degree from an accredited college or university,
- a valid teaching license
- at least two years of teaching experience
- proof of passing the Basic Skills or Test of Academic Proficiency.

Principal Licensure

The principal licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

To be eligible for the Principal Licensure program, students must possess:

- a master's degree from an accredited college or university with a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level.
- a valid Illinois teaching license
- at least two years of full-time successful teaching experience
- proof of passing the basic skills or test of academic proficiency.

Concentrations

The Educational Leadership EdD program has several concentrations:

- Educational Leadership, General Concentration (degree only)
- Educational Leadership, Catholic Educational Leadership Concentration (degree only)
- Educational Leadership, Higher Education Concentration (degree only)
- Educational Leadership plus Superintendent Endorsement
- Educational Leadership plus Teacher Leader Endorsement
- Educational Leadership plus Principal Licensure

Program Requirements	Quarter Hours
Degree Requirements	76
Total hours required	76

Learning Outcomes

Students will be able to:

- Describe major movements in curriculum history and apply them to current educational practices and controversies.
- Analyze the theoretical foundations of curriculum and curriculum studies.
- Conduct independent inquiry supported by appropriate research literature, methods, and theoretical frameworks.
- Honor diverse perspectives, improve curriculum, and promote student learning and well-being.
- Critically analyze relationships between schools, society, and curriculum, drawing especially on structural, ideological, and human development perspectives
- Produce an independent dissertation that includes extensive review of relevant literature, clear rationale for study design and methods supported by relevant literature, and collection and analysis of appropriate data in order to make a novel contribution to a problem of professional knowledge.

College Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning

- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

EdD Degree Requirements

Specific degree requirements are determined according to the concentration chosen by the student. Doctorate of Education (EdD.) concentrations are available in General Concentration, Higher Education, and Global Catholic Educational.

Please review the concentration requirements pages for more information.

Please note: a dissertation of original research is completed for all Educational Leadership EdD concentrations in conjunction with faculty advisement. Preparation for the writing of the dissertation includes a Candidacy Paper and Dissertation Proposal. Oral examination for

Candidacy, Dissertation Proposal and Dissertation are required. Consult the EdD Program Handbook for additional information.

Academic Standards

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

- Global Catholic Educational Leadership Concentration, Educational Leadership (EdD) (p. 435)
- General Concentration, Educational Leadership (EdD) (p. 434)
- Higher Education Concentration, Educational Leadership (EdD) (p. 436)
- Principal Preparation Option, Educational Leadership (EdD) (p. 437)
- Superintendent Option, Educational Leadership (EdD) (p. 437)
- Teacher Leader Option, Educational Leadership (EdD) (p. 437)

General Concentration, Educational Leadership (EdD)

Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 801	LEADERSHIP THEORY AND PRACTICE	4
A&S 811	ASSESSMENT AND ACCOUNTABILITY	4
CS 704	CURRICULUM DISCOURSES/ PERSPECTIVES OVER TIME	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
SCG 701	SEMINAR: PHILOSOPHY OF EDUCATION	4
SCG 711	CULTURE, POWER AND EDUCATION	4

Research Courses: 20 quarter hours required

The research courses are sequenced and must be taken in the following order:

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
SCG 785	FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH	4
SCG 735	QUANTITATIVE RESEARCH METHODS I	4
SCG 745	QUALITATIVE RESEARCH METHODS I	4
SCG 755 or SCG 765	QUANTITATIVE RESEARCH METHODS II QUALITATIVE RESEARCH METHODS II	4

Elective Requirement: 4 quarter hours required

Course	Title	Quarter Hours
Select one of the following:		4
	Any doctoral course (700 or above) for which the student qualifies	
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES	
A&S 595	WORKSHOP IN EDUCATIONAL LEADERSHIP	
A&S 598	INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP	
A&S 688	SERVICE LEARNING FOR HIGHER EDUCATION	
BBE 404	LANGUAGE, LITERACY AND CULTURE	
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	
BBE 530	LATINOS AND EDUCATION	
Other options need to be approved by the Ed.D. Program.		

Concentration Courses: 20 quarter hours required

Course	Title	Quarter Hours
A&S 803	THE SUPERINTENDENCY: PROGRAMS, SYSTEMS, AND STRUCTURES	4
A&S 823	COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT	4
A&S 843	THE POLITICS OF SCHOOLING	4
A&S 873	CURRENT TRENDS IN BUDGETING AND FINANCE	4
A&S 883	SCHOOL LAW	4

Candidacy Course: Non-credit, non-tuition

Course	Title	Quarter Hours
A&S 706	CANDIDACY PAPER	0

Capstone and Dissertation Courses

Students may select either a capstone or dissertation to complete the degree.

Capstone Courses: 8 quarter hours required

Course	Title	Quarter Hours
A&S 838	SUPERVISED APPLIED CAPSTONE (EDD) PROPOSAL DEVELOPMENT	4

A&S 839 INDEPENDENT APPLIED CAPSTONE (EDD): EDUCATIONAL LEADERSHIP 4

OR

Dissertation Courses: 8 quarter hours required

Course	Title	Quarter Hours
A&S 849	SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT	4
A&S 859	INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP	4

Superintendent Internship ¹: 4 quarter hours required

Course	Title	Quarter Hours
A&S 898	SUPERINTENDENT INTERNSHIP SEMINAR - THEORY INTO PRACTICE	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC I; Fall quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC II; Winter quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC III; Spring quarter)	1

¹ Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 76-credit hours for the Ed.D. degree.

Global Catholic Educational Leadership Concentration, Educational Leadership (EdD)

Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 670	HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC EDUCATION	4
A&S 801	LEADERSHIP THEORY AND PRACTICE	4
CS 704	CURRICULUM DISCOURSES/ PERSPECTIVES OVER TIME	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
SCG 627	GLOBAL ISSUES IN EDUCATION SEMINAR	4
VCE 633	DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE - PEACE PROPOSALS	4

Research Courses: 28 quarter hours required

The research courses are sequenced and must be taken in the following order:

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
SCG 785	FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH	4
SCG 735	QUANTITATIVE RESEARCH METHODS I	4
SCG 745	QUALITATIVE RESEARCH METHODS I	4
SCG 755	QUANTITATIVE RESEARCH METHODS II	4
SCG 765	QUALITATIVE RESEARCH METHODS II	4
A&S 705	DISSERTATION SEMINAR	4

Concentration Courses: 16 quarter hours required

Course	Title	Quarter Hours
A&S 671	SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS	4
A&S 688	SERVICE LEARNING FOR HIGHER EDUCATION	4
or A&S 696	WORKSHOP IN EDUCATIONAL LEADERSHIP	
A&S 873	CURRENT TRENDS IN BUDGETING AND FINANCE	4
BBE 699	LEADERSHIP IN EDUCATING CULTURALLY DIVERSE LEARNERS	4

Candidacy Course: Non-credit, non-tuition

Course	Title	Quarter Hours
A&S 706	CANDIDACY PAPER	0

Capstone and Dissertation Courses

Students may select either a capstone or dissertation to complete the degree.

Capstone Courses: 8 quarter hours required

Course	Title	Quarter Hours
A&S 838	SUPERVISED APPLIED CAPSTONE (EDD) PROPOSAL DEVELOPMENT	4
A&S 839	INDEPENDENT APPLIED CAPSTONE (EDD): EDUCATIONAL LEADERSHIP	4

OR

Dissertation Courses: 8 quarter hours required

Course	Title	Quarter Hours
A&S 849	SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT	4
A&S 859	INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP	4

Superintendent Internship¹: 4 quarter hours required

Course	Title	Quarter Hours
A&S 898	SUPERINTENDENT INTERNSHIP SEMINAR - THEORY INTO PRACTICE	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC I; Fall quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC II; Winter quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC III; Spring quarter)	1

¹ Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 76-credit hours for the Ed.D. degree.

Higher Education Concentration, Educational Leadership (EdD)

Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 20 quarter hours required

Course	Title	Quarter Hours
A&S 801	LEADERSHIP: THEORY AND PRACTICE	4
CS 704	CURRICULUM DISCOURSES/ PERSPECTIVES OVER TIME	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
SCG 701	SEMINAR: PHILOSOPHY OF EDUCATION	4
SCG 711	CULTURE, POWER AND EDUCATION	4

Research Courses: 20 quarter hours required

The research courses are sequenced and must be taken in the following order:

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
SCG 785	FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH	4
SCG 735	QUANTITATIVE RESEARCH METHODS I	4
SCG 745	QUALITATIVE RESEARCH METHODS I	4
SCG 755 or SCG 765	QUANTITATIVE RESEARCH METHODS II QUALITATIVE RESEARCH METHODS II	4

Elective Requirement: 4 quarter hours required

Course	Title	Quarter Hours
Select one of the following:		4
Any doctoral course (700 or above) for which the student qualifies		
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES	
A&S 595	WORKSHOP IN EDUCATIONAL LEADERSHIP	
A&S 598	INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP	
A&S 688	SERVICE LEARNING FOR HIGHER EDUCATION	
BBE 404	LANGUAGE, LITERACY AND CULTURE	
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	
BBE 530	LATINOS AND EDUCATION	
Other options need to be approved by the Ed.D. Program.		

Concentration Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 802	CONTEMPORARY ISSUES IN HIGHER EDUCATION	4
A&S 812	ASSESSMENT, ACCOUNTABILITY AND EVALUATION IN HIGHER EDUCATION	4
A&S 822	DIVERSITY AND EQUITY IN HIGHER EDUCATION	4
A&S 823	COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT	4
A&S 872	BUDGETING AND HUMAN RESOURCE MANAGEMENT IN HIGHER EDUCATION	4
A&S 882	LAW IN HIGHER EDUCATION	4

Candidacy Course: Non-credit, non-tuition

Course	Title	Quarter Hours
A&S 706	CANDIDACY PAPER	0

Capstone and Dissertation Courses

Students may select either a capstone or dissertation to complete the degree.

Capstone Courses: 8 quarter hours required

Course	Title	Quarter Hours
A&S 838	SUPERVISED APPLIED CAPSTONE (EDD) PROPOSAL DEVELOPMENT	4
A&S 839	INDEPENDENT APPLIED CAPSTONE (EDD): EDUCATIONAL LEADERSHIP	4

OR**Dissertation Courses: 8 quarter hours required**

Course	Title	Quarter Hours
A&S 849	SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT	4
A&S 859	INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP	4

Principal Preparation Option, Educational Leadership (EdD)

This Illinois State Board of Education approved program, is designed for licensed teachers who already hold a master's degree in education and are seeking principal licensure. The program offers a powerful, discipline-based curriculum with a problem-solving orientation that prepares effective and principled decision-makers. Graduates from the program are prepared to assume school and district administrative and supervisory roles.

Additional Program Requirements

An additional 44 quarter hours:

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 492	THE PRINCIPALSHIP	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4
A&S 694	SCHOOL FINANCE	4
A&S 695	SCHOOL LAW	4
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4

Superintendent Option, Educational Leadership (EdD)

Education doctoral students can pursue the Superintendent Endorsement, which is approved by the Illinois State Board of Education. Students must be admitted to the doctoral program in the College of Education and complete the requirements of the program to qualify for the Superintendent Endorsement.

Additional Program Requirements

Educational Leadership doctoral students must also complete the superintendent internship:

Course	Title	Quarter Hours
A&S 824	ADVANCED HUMAN RESOURCES MANAGEMENT	4
A&S 834	THE SUPERINTENDENT AS INSTRUCTIONAL LEADER	4

Superintendent Internship Requirement:

Course	Title	Quarter Hours
A&S 898	SUPERINTENDENT INTERNSHIP SEMINAR - THEORY INTO PRACTICE	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC I, Fall quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC II, Winter quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC III, Spring quarter)	1

Teacher Leader Option, Educational Leadership (EdD)

This program is ideal for students who are educators in K-12 environments and are seeking leadership roles, excluding principalship. Such roles include, but are not limited to: curriculum specialists, coaches, mentor teachers, department chair or lead teachers, content specialists, teacher leaders charged with supervisor roles, and program leaders. The program meets the standards set forth by the state of Illinois for the endorsement of Teacher Leader.

Additional Program Requirements

Teacher Leader Core Courses (10 courses, 40 quarter hours)

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 499	PLANNING FOR PROFESSIONAL DEVELOPMENT	4
BBE 599	LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS	4
CS 470	TEACHERS AS LEADERS	4
CS 473	ASSESSMENT	4
CS 482	THE HISTORY OF CURRICULUM PRACTICE	4
CS 488	CURRICULUM DESIGN	4

Educational Leadership (EdS)

The Educational Leadership Education Specialist Program will prepare Urban Professional Multicultural Education leaders. With an emphasis on social justice and working with underserved populations, the Ed.S. in Educational Leadership seeks to contribute to the further professional development of education professionals who wish to become leaders with the knowledge and skills to impact positive growth and change in schools or other educational institutions. The Educational Leadership program encourages educators to reflect on and strengthen their own practice in order to work effectively for social justice and educational excellence. The program calls on students to use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in education.

The Ed.S. is situated between our existing master's and doctoral degrees. It allows students wishing to continue their professional development to pursue classwork toward an advanced degree without the additional requirement of extensive, specialized training in research design and methods. Unlike almost all doctoral degrees, specialist degrees do not typically require a dissertation. Therefore, Ed.S. students are not expected to engage in the in-depth research, analysis, and extensive conceptual and empirical framing required to research, write, and defend a dissertation.

Graduates of the EdS Program may enter a new career or strengthen their current position in schools, universities or community organizations. Potential professional opportunities for Education Specialists include adjunct and part-time faculty in higher education; curriculum specialists, directors of assessment, directors of instruction, and curriculum directors; P-12 teachers and teacher leaders, coaches, and mentors; and deans, administrators, and principals.

Licensures and Endorsements

Superintendent Endorsement Option

Students pursuing an EdS degree in Educational Leadership are also eligible for the Superintendent Endorsement program, which requires additional coursework, along with four quarter hours for the superintendent internship course. ISBE states the following guidelines:

Individuals seeking the Superintendent endorsement must possess:

- a master's degree with a GPA of 3.0 or better on a 4.0 scale
- proof of two years of teaching experience on a valid Illinois teaching license
- proof of two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Superintendent program and the endorsement's additional requirements, students must apply for the endorsement. Students are to work with the College of Education's Licensure Officer when applying for the endorsement.

Teacher Leader Endorsement Option

Students pursuing an education specialist degree in Educational Leadership are also eligible for the Teacher Leader Endorsement option, which requires additional coursework. To be eligible for the Teacher Leader endorsement program, students must possess:

- a bachelor's degree and master's degree from an accredited college or university,
- a valid teaching license
- at least two years of teaching experience
- proof of passing the Basic Skills or Test of Academic Proficiency.

Principal Licensure

Students pursuing an education specialist degree in Educational Leadership are also eligible for the Principal Licensure program, which requires additional coursework. The Principal Licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

To be eligible for the Principal Licensure program, students must possess:

- a master's degree from an accredited college or university with a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level.
- a valid Illinois teaching license
- at least two years of full-time successful teaching experience
- proof of passing the basic skills or test of academic proficiency.

Concentrations

- Educational Leadership (degree only)
- Educational Leadership plus Superintendent Endorsement
- Educational Leadership plus Teacher Leader Endorsement
- Educational Leadership plus Principal Licensure

Program Requirements	Quarter Hours
Degree Requirements	60
Total hours required	60

Students will be able to:

- Facilitate, develop, and implement a shared notion of learning and curriculum from input of all district-wide stakeholders.
- Identify, understand, and apply relevant theory to create a professional learning community of growth for all district-wide stakeholders.
- Utilize and assess processes and policies for district-wide procedures with respect to efficient operations and management.
- Comprehend, and apply legal standards to prevent, mitigate, and redress harm to all district side stakeholders.
- Understand, implement, and evaluate all practices to ensure success of all students through integrity and fairness.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students

are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 801	LEADERSHIP: THEORY AND PRACTICE	4
CS 704	CURRICULUM DISCOURSES/ PERSPECTIVES OVER TIME	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
SCG 701	SEMINAR: PHILOSOPHY OF EDUCATION	4
SCG 711	CULTURE, POWER AND EDUCATION	4
SCG 721	HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS	4

Research Courses: 12 quarter hours required

These courses are sequenced and must be taken in the following order:

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
Select two subsequent research courses from the following:		8
SCG 735	QUANTITATIVE RESEARCH METHODS I	
SCG 745	QUALITATIVE RESEARCH METHODS I	
SCG 755	QUANTITATIVE RESEARCH METHODS II	
SCG 765	QUALITATIVE RESEARCH METHODS II	

Elective Requirement: 4 quarter hours required

One elective (4 quarter hours) from the following list:

Course	Title	Quarter Hours
Any doctoral course (700 or above) for which the student qualifies		
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	
CS 470	TEACHERS AS LEADERS	
CS 472	ETHICS, CURRICULUM AND SOCIAL CHANGE	
CS 473	ASSESSMENT	
CS 481	THE STUDY OF TEACHERS AND TEACHING	
CS 482	THE HISTORY OF CURRICULUM PRACTICE	
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES	
CS 591	CURRICULUM THEORIZING: MULTIPLE LENSES	

A&S 598	INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
BBE 404	LANGUAGE, LITERACY AND CULTURE
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE
BBE 530	LATINOS AND EDUCATION

Other options need to be approved by the EdS Program

Concentration Courses: 20 quarter hours required

Course	Title	Quarter Hours
A&S 803	THE SUPERINTENDENCY: PROGRAMS, SYSTEMS, AND STRUCTURES	4
A&S 823	COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT	4
A&S 843	THE POLITICS OF SCHOOLING	4
A&S 873	CURRENT TRENDS IN BUDGETING AND FINANCE	4
A&S 883	SCHOOL LAW	4

- Principal Preparation Option, Educational Leadership (EdS) (p. 328)
- Superintendent Option, Educational Leadership (EdS) (p. 329)
- Teacher Leader Option, Educational Leadership (EdS) (p. 329)

Educational Leadership (MA or MEd)

The purpose of this program is to prepare educational personnel for administrative and supervisory positions in schools, business, and a variety of human services agencies. This discipline-based program includes concepts, research findings, and models of inquiry in social sciences. The program is also theory and problem-based in that it addresses the relevant theories of organization, leadership, and curriculum and contemporary issues likely to confront administrators and supervisors, and other educational leaders. Finally, the program is career-based given that it focuses on the examination of administrative and supervisory functions and objectives within a variety of settings and for different purposes.

MA Concentrations

The Educational Leadership Master of Arts (MA) program has four concentrations:

- General Concentration (degree only)
- Concentration in Catholic Leadership
- Concentration in Physical Education
- Concentration in Higher Education (degree only)

Licensure

The Educational Leadership Master of Education (MEd) program is an Illinois State Board of Education (ISBE) approved program for Principal

Licensure and Teacher Leader Endorsement on the Professional Educator License. ISBE states the following guidelines:

Individuals seeking the Principal Licensure must:

- complete an approved principal endorsement program at an Illinois institution
- hold a master's degree
- At the end of the program, in order to obtain licensure, students must have accrued 4 years of full-time teaching on a valid teaching license
- pass the Basic Skills or Test of Academic Proficiency (TAP) and two Principal content-area tests

Individuals seeking the Teacher Leader Endorsement must:

- complete an approved teacher leader program at an Illinois institution
- hold a bachelor's degree
- have 2 years of full-time teaching accrued on a valid teaching or school service personal endorsement
- pass the Basic Skills or Test of Academic Proficiency (TAP) and Teacher Leader content-area tests

Upon completion of the Principal Preparation program or the Teacher Leader Endorsement Program, and the additional requirements, students must apply for licensure or endorsement. Students are to work with the College of Education's Licensure Officer when applying for endorsement.

Note: Courses in this program leading to the Principal Licensure and Teacher Leader Endorsement are designed for practicing educators and are not open to students seeking an initial teaching license (Teaching and Learning).

MEd Concentrations

The Educational Leadership MEd program has several concentrations:

- General Concentration (degree only)
- Concentration in Catholic Leadership (degree only)
- Concentration in Principal License
- Concentration in Principal License (Catholic)
- Concentration in Physical Education (degree only)
- Concentration in Higher Education
- Concentration in Teacher Leader Endorsement
- Concentration in Teacher Leader Endorsement (Catholic)

Program Requirements	Quarter Hours
Degree Requirements (MA)	52
Total hours required	52

Program Requirements	Quarter Hours
Degree Requirements (MEd)	48-52
Total hours required	48-52

Learning Outcomes

Students will be able to:

- Facilitate the development, articulation, implementation, and stewardship of a shared vision of learning supported by the school community.
- Advocate, nurture, and sustain a school culture and instructional program conducive to student and staff learning.

- Support and sustain programs based on best practices that promote student learning.
- Ensure management of the organization for a safe, efficient, and effective learning environment.
- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
- Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, and fairness and in an ethical manner.
- Utilize their internship experience to apply knowledge, and practice and develop skills, through substantial, sustained, standards-based work in authentic settings.

College Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements MA Degree Requirements

Specific degree requirements are determined according to the concentration chosen by the student. Master of Arts (MA) concentrations are available in General Concentration, Catholic Leadership Concentration, Physical Education and Higher Education.

Please review the concentration requirements pages for more information.

Please note: a Master's Thesis is completed for all MA concentrations in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

MEd Degree Requirements

Specific degree requirements are determined according to the concentration chosen by the student. Master of Education (MEd) concentrations are available in General Educational Leadership (degree only), Catholic Leadership (degree only), Higher Education (degree only), Physical Education, Principal License, Principal License (Catholic), Teacher Leader Endorsement, Teacher Leader Endorsement (Catholic).

Please review the concentration requirements pages for more information.

Please note: A Capstone project is completed for all MEd Concentrations in conjunction with faculty advisement, and students are required to take A&S 608 to complete the Capstone project.

Academic Standards

Students must maintain a 3.0 average or higher to continue in the program. Any grade below a C will not count for credit toward completion of the program.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Catholic Leadership Concentration, Educational Leadership (MA or MEd) (p. 442)
- General Concentration, Educational Leadership (MA or MEd) (p. 443)
- Higher Education Concentration, Educational Leadership (MA or MEd) (p. 443)
- Physical Education Concentration, Educational Leadership (MA or MEd) (p. 444)
- Principal License (Catholic) Concentration, Educational Leadership (MEd) (p. 445)
- Principal License Concentration, Educational Leadership (MEd) (p. 446)
- Teacher Leader (Catholic) Concentration, Educational Leadership (MEd) (p. 446)
- Teacher Leader Concentration, Educational Leadership (MEd) (p. 447)

Catholic Leadership Concentration, Educational Leadership (MA or MEd)

Course Requirements

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4
SCG 401	ADVANCED LIFESPAN DEVELOPMENT	4
or SCG 406	HUMAN DEVELOPMENT AND LEARNING: SECONDARY	

Curriculum Studies Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 494	SCHOOL FINANCE	4

or MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
or A&S 596	HUMAN RESOURCE MANAGEMENT	

Electives: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 570	HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP	4
A&S 571	SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS	4

Clinical Experience: 4 quarter hours required, grade of C or better required

The below Clinical Experience course is offered every Fall Quarter but is completed over the course of one academic year. Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

Course	Title	Quarter Hours
A&S 594	INTERNSHIP IN EDUCATIONAL LEADERSHIP	4

Choose One: Thesis (MA) or Capstone (MEd)

Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required

Course	Title	Quarter Hours
A&S 599	THESIS SEMINAR IN EDUCATIONAL LEADERSHIP	4

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

Research Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Note: For other requirements please view the Degree Requirements section.

General Concentration, Educational Leadership (MA or MEd)

Course Requirements

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4
SCG 401 or SCG 406	ADVANCED LIFESPAN DEVELOPMENT HUMAN DEVELOPMENT AND LEARNING:SECONDARY	4

Curriculum Studies Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 494 or MPS 515	SCHOOL FINANCE NONPROFIT FINANCIAL ADMINISTRATION	4
A&S 498 or A&S 596	INSTRUCTIONAL SUPERVISION AND SUPPORT HUMAN RESOURCE MANAGEMENT	4

Electives: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select two of the following:		8
A&S 588	SERVICE LEARNING FOR HIGHER EDUCATION	
A&S 590	ORGANIZATIONAL DEVELOPMENT	
A&S 595	WORKSHOP IN EDUCATIONAL LEADERSHIP	
A&S 597	POLITICS OF EDUCATION	
CSL 490	FOUNDATIONS OF STUDENT AFFAIRS	
CSL 491	CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT	
CSL 492	PROGRAM DEVELOPMENT IN STUDENT AFFAIRS	

Clinical Experience: 4 quarter hours required, grade of C or better required

The below Clinical Experience course is offered every Fall Quarter but is completed over the course of one academic year. Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

Course	Title	Quarter Hours
A&S 594	INTERNSHIP IN EDUCATIONAL LEADERSHIP	4

Choose One: Thesis (MA) or Capstone (MEd)

Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required

Course	Title	Quarter Hours
A&S 599	THESIS SEMINAR IN EDUCATIONAL LEADERSHIP	4

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

Research Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Note: For other requirements please view the Degree Requirements section.

Higher Education Concentration, Educational Leadership (MA or MEd)

Course Requirements

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4
Select one of the following:		4
SCG 401 SCG 406	ADVANCED LIFESPAN DEVELOPMENT HUMAN DEVELOPMENT AND LEARNING:SECONDARY	

Curriculum Studies Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 582	LAW IN HIGHER EDUCATION	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 494	SCHOOL FINANCE	4
or MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
or A&S 596	HUMAN RESOURCE MANAGEMENT	

Electives: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select two of the following:		8
A&S 588	SERVICE LEARNING FOR HIGHER EDUCATION	
A&S 590	ORGANIZATIONAL DEVELOPMENT	
A&S 595	WORKSHOP IN EDUCATIONAL LEADERSHIP	
A&S 597	POLITICS OF EDUCATION	
CSL 490	FOUNDATIONS OF STUDENT AFFAIRS	
CSL 491	CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT	
CSL 492	PROGRAM DEVELOPMENT IN STUDENT AFFAIRS	

Clinical Experience: 4 quarter hours required, grade of C or better required

The below Clinical Experience course is offered every Fall Quarter but is completed over the course of one academic year. Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

Course	Title	Quarter Hours
A&S 594	INTERNSHIP IN EDUCATIONAL LEADERSHIP	4

Choose One: Thesis (MA) or Capstone (MEd)**Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required**

Course	Title	Quarter Hours
A&S 599	THESIS SEMINAR IN EDUCATIONAL LEADERSHIP	4

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

Research Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Note: For other requirements please view the Degree Requirements section.

Physical Education Concentration, Educational Leadership (MA or MEd)**Social and Cultural Foundations Courses: 12 quarter hours required, grade of C or better required**

Course	Title	Quarter Hours
SCG 401	ADVANCED LIFESPAN DEVELOPMENT	4
SCG 408	EDUCATION AND SOCIETY	4
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4

Physical Education Courses: 16 quarter hours, grade of C or better required

Course	Title	Quarter Hours
PE 450	PSYCHOLOGY OF SPORT BEHAVIOR AND ATHLETIC PERFORMANCE ¹	4
PE 460	ETHICS AND DIVERSITY IN SPORT, FITNESS AND RECREATION	4
PE 435	ADVANCED CARE OF THE ATHLETE	4
Select one of the following:		4
PE 430	ADVANCED HEALTH AND SCIENCE CONCEPTS IN SPORT, FITNESS AND RECREATION	
PE 410	ORGANIZATIONAL LEADERSHIP AND MANAGEMENT IN SPORT, FITNESS AND RECREATION	

PE 440	STRATEGIC COMMUNICATION AND MARKETING IN SPORT, FITNESS AND RECREATION
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¹ Required for Athletic Coaching Endorsement.

Educational Leadership Core Courses: 16 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4

Elective Requirement: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
A&S 493	DATA DRIVEN DECISION MAKING	
A&S 588	SERVICE LEARNING FOR HIGHER EDUCATION	
A&S 590	ORGANIZATIONAL DEVELOPMENT	
A&S 595	WORKSHOP IN EDUCATIONAL LEADERSHIP	
A&S 596	HUMAN RESOURCE MANAGEMENT	
PE 420	FACILITY AND RISK MANAGEMENT IN SPORT, FITNESS AND RECREATION	
PE 470	LEGAL ISSUES IN SPORT, FITNESS AND RECREATION	
PE 480	FINANCE AND REVENUE GENERATION IN SPORT AND FITNESS	

Choose One: Thesis (MA) or Paper (MEd) or Capstone (MEd)

Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required

Course	Title	Quarter Hours
A&S 599	THESIS SEMINAR IN EDUCATIONAL LEADERSHIP	4

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

Master of Education (MEd) Degree Requirements

Course	Title	Quarter Hours
Paper Option:		
A&S 606	REVIEW OF LITERATURE	0
A&S 607	INTEGRATIVE PAPER	0
Capstone Option:		
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Review of Literature and Integrative Paper or Capstone project completed in conjunction with faculty advisement.

Students who complete A&S 608 in replacement of A&S 606 and A&S 607 will complete an additional 4 quarter hours and will complete a total of 52 quarter hours for the MEd degree.

Note: For other requirements please view the Degree Requirements section.

Principal License (Catholic) Concentration, Educational Leadership (MEd)

Curriculum Course: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4

Educational Leadership Core Courses: 32 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 494	SCHOOL FINANCE	4
A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 570	HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP	4
A&S 571	SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS	4

Elective: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4

Internship: 4 quarter hours required, grade of C or better required

The below Internship course is offered every Fall Quarter but is completed over the course of one academic year.

Course	Title	Quarter Hours
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4

Capstone: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Capstone project completed in conjunction with faculty advisement

Note: For other requirements please view the Degree Requirements section.

Principal License Concentration, Educational Leadership (MEd)

Curriculum Studies Courses: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4

Educational Leadership Core Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 492	THE PRINCIPALSHIP	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 494	SCHOOL FINANCE	4
A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4

A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
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Elective: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select two of the following:		8
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	
SCG 408	EDUCATION AND SOCIETY	
Graduate course with permission of faculty advisor or program director		

Internship: 4 quarter hours required, grade of C or better required

The below Internship course is offered every Fall Quarter but is completed over the course of one academic year.

Course	Title	Quarter Hours
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4

Capstone: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Capstone project completed in conjunction with faculty advisement

Note: For other requirements please view the Degree Requirements section.

Teacher Leader (Catholic) Concentration, Educational Leadership (MEd)

Educational Leadership Core Courses: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 499	PLANNING FOR PROFESSIONAL DEVELOPMENT	4

Curriculum Studies Courses Required: 16 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
CS 470	TEACHERS AS LEADERS	4
CS 473	ASSESSMENT	4
CS 482	THE HISTORY OF CURRICULUM PRACTICE	4
CS 488	CURRICULUM DESIGN	4

Bilingual/Bicultural Education Courses Required: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
BBE 599	LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS	4

Electives: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Catholic Concentration:		
A&S 570	HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP	4
A&S 571	SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS	4

Research Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Note: For other requirements please view the Degree Requirements section.

Teacher Leader Concentration, Educational Leadership (MEd)

Course Requirements

Educational Leadership Core Courses: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4

A&S 499	PLANNING FOR PROFESSIONAL DEVELOPMENT	4
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Curriculum Studies Courses Required: 16 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
CS 470	TEACHERS AS LEADERS	4
CS 473	ASSESSMENT	4
CS 482	THE HISTORY OF CURRICULUM PRACTICE	4
CS 488	CURRICULUM DESIGN	4

Bilingual/Bicultural Education Courses Required: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
BBE 599	LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS	4

Elective Course Sequence: 8 quarter hours required, grade of C or better required

Choose 2 courses from one of the concentrations below:

Administrative Concentration

Course	Title	Quarter Hours
A&S 495	SCHOOL LAW	4
A&S 596	HUMAN RESOURCE MANAGEMENT	4

Curriculum Studies Concentration

Course	Title	Quarter Hours
CS 481	THE STUDY OF TEACHERS AND TEACHING	4
CS 591	CURRICULUM THEORIZING: MULTIPLE LENSES	4

Bilingual Bicultural Concentration

Course	Title	Quarter Hours
BBE 404	LANGUAGE, LITERACY AND CULTURE	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4

Foundations Concentration

- Choose from two 600 level courses in consultation with faculty

Capstone Course Requirement: 4 quarter hours required, grade of C or better required

Students are required to take a capstone course to expand their knowledge in areas critical to school success.

Course	Title	Quarter Hours
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Educational Leadership (MA) Online

The purpose of this program is to prepare educational personnel for administrative and supervisory positions in schools, business, and a variety of human services agencies. This discipline-based program

includes concepts, research findings, and models of inquiry in social sciences. The program is also theory and problem-based in that it addresses the relevant theories of organization, leadership, and curriculum and contemporary issues likely to confront administrators and supervisors, and other educational leaders. Finally, the program is career-based given that it focuses on the examination of administrative and supervisory functions and objectives within a variety of settings and for different purposes.

MA Concentrations

The Educational Leadership Master of Arts (MA) program has four concentrations:

- General Concentration (degree only)
- Concentration in Catholic Leadership
- Concentration in Physical Education
- Concentration in Higher Education (degree only)

Licensure

The Educational Leadership Master of Education (MEd) program is an Illinois State Board of Education (ISBE) approved program for Principal Licensure and Teacher Leader Endorsement on the Professional Educator License. ISBE states the following guidelines:

Individuals seeking the Principal Licensure must:

- complete an approved principal endorsement program at an Illinois institution
- hold a master’s degree
- At the end of the program, in order to obtain licensure, students must have accrued 4 years of full-time teaching on a valid teaching license
- pass the Basic Skills or Test of Academic Proficiency (TAP) and two Principal content-area tests

Individuals seeking the Teacher Leader Endorsement must:

- complete an approved teacher leader program at an Illinois institution
- hold a bachelor’s degree
- have 2 years of full-time teaching accrued on a valid teaching or school service personal endorsement
- pass the Basic Skills or Test of Academic Proficiency (TAP) and Teacher Leader content-area tests

Upon completion of the Principal Preparation program or the Teacher Leader Endorsement Program, and the additional requirements, students must apply for licensure or endorsement. Students are to work with the College of Education’s Licensure Officer when applying for endorsement.

Note: Courses in this program leading to the Principal Licensure and Teacher Leader Endorsement are designed for practicing educators and are not open to students seeking an initial teaching license (Teaching and Learning).

Program Requirements	Quarter Hours
Degree Requirements	52
Total hours required	52

Learning Outcomes

Students will be able to:

- Facilitate the development, articulation, implementation, and stewardship of a shared vision of learning supported by the school community.
- Advocate, nurture, and sustain a school culture and instructional program conducive to student and staff learning.
- Support and sustain programs based on best practices that promote student learning.
- Ensure management of the organization for a safe, efficient, and effective learning environment.
- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
- Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, and fairness and in an ethical manner.
- Utilize their internship experience to apply knowledge, and practice and develop skills, through substantial, sustained, standards-based work in authentic settings.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students’ learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students’ learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 801	LEADERSHIP THEORY AND PRACTICE	4
CS 704	CURRICULUM DISCOURSES/ PERSPECTIVES OVER TIME	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
SCG 701	SEMINAR: PHILOSOPHY OF EDUCATION	4
SCG 711	CULTURE, POWER AND EDUCATION	4
SCG 721	HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS	4

Research Courses: 12 quarter hours required

These courses are sequenced and must be taken in the following order.

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
Select two subsequent research courses from the following:		8
SCG 735	QUANTITATIVE RESEARCH METHODS I	
SCG 745	QUALITATIVE RESEARCH METHODS I	

SCG 755	QUANTITATIVE RESEARCH METHODS II
SCG 765	QUALITATIVE RESEARCH METHODS II

Elective Requirement: 4 quarter hours required

One elective (4 quarter hours) from the following list:

Course	Title	Quarter Hours
Any doctoral course (700 or above) for which the student qualifies		
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	
CS 470	TEACHERS AS LEADERS	
CS 472	ETHICS, CURRICULUM AND SOCIAL CHANGE	
CS 473	ASSESSMENT	
CS 481	THE STUDY OF TEACHERS AND TEACHING	
CS 482	THE HISTORY OF CURRICULUM PRACTICE	
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES	
CS 591	CURRICULUM THEORIZING: MULTIPLE LENSES	
A&S 598	INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP	
BBE 404	LANGUAGE, LITERACY AND CULTURE	
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	
BBE 530	LATINOS AND EDUCATION	

Other options need to be approved by the EdS Program

Concentration Courses: 20 quarter hours required

Course	Title	Quarter Hours
A&S 803	THE SUPERINTENDENCY: PROGRAMS, SYSTEMS, AND STRUCTURES	4
A&S 823	COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT	4
A&S 843	THE POLITICS OF SCHOOLING	4
A&S 873	CURRENT TRENDS IN BUDGETING AND FINANCE	4
A&S 883	SCHOOL LAW	4

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- General Concentration, Educational Leadership (MA) Online (p. 450)
- Higher Education Concentration, Educational Leadership (MA) Online (p. 450)

General Concentration, Educational Leadership (MA) Online

Course Requirements

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4
SCG 401 or SCG 406	ADVANCED LIFESPAN DEVELOPMENT HUMAN DEVELOPMENT AND LEARNING:SECONDARY	4

Curriculum Studies Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 494 or MPS 515	SCHOOL FINANCE NONPROFIT FINANCIAL ADMINISTRATION	4
A&S 498 or A&S 596	INSTRUCTIONAL SUPERVISION AND SUPPORT HUMAN RESOURCE MANAGEMENT	4

Electives: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select two of the following:		8
A&S 588	SERVICE LEARNING FOR HIGHER EDUCATION	
A&S 590	ORGANIZATIONAL DEVELOPMENT	

A&S 595	WORKSHOP IN EDUCATIONAL LEADERSHIP
A&S 597	POLITICS OF EDUCATION
CSL 490	FOUNDATIONS OF STUDENT AFFAIRS
CSL 491	CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT
CSL 492	PROGRAM DEVELOPMENT IN STUDENT AFFAIRS

Clinical Experience: 4 quarter hours required, grade of C or better required

The below Clinical Experience course is offered every Fall Quarter but is completed over the course of one academic year. Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

Course	Title	Quarter Hours
A&S 594	INTERNSHIP IN EDUCATIONAL LEADERSHIP	4

Choose One: Thesis (MA) or Capstone (MEd)

Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required

Course	Title	Quarter Hours
A&S 599	THESIS SEMINAR IN EDUCATIONAL LEADERSHIP	4

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

Research Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Note: For other requirements please view the Degree Requirements section.

Higher Education Concentration, Educational Leadership (MA) Online

Course Requirements

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4
Select one of the following:		4

SCG 401	ADVANCED LIFESPAN DEVELOPMENT
SCG 406	HUMAN DEVELOPMENT AND LEARNING:SECONDARY

Curriculum Studies Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 582	LAW IN HIGHER EDUCATION	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 494	SCHOOL FINANCE	4
or MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
or A&S 596	HUMAN RESOURCE MANAGEMENT	

Electives: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select two of the following:		8
A&S 588	SERVICE LEARNING FOR HIGHER EDUCATION	
A&S 590	ORGANIZATIONAL DEVELOPMENT	
A&S 595	WORKSHOP IN EDUCATIONAL LEADERSHIP	
A&S 597	POLITICS OF EDUCATION	
CSL 490	FOUNDATIONS OF STUDENT AFFAIRS	
CSL 491	CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT	
CSL 492	PROGRAM DEVELOPMENT IN STUDENT AFFAIRS	

Clinical Experience: 4 quarter hours required, grade of C or better required

The below Clinical Experience course is offered every Fall Quarter but is completed over the course of one academic year. Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

Course	Title	Quarter Hours
A&S 594	INTERNSHIP IN EDUCATIONAL LEADERSHIP	4

Choose One: Thesis (MA) or Capstone (MEd)

Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required

Course	Title	Quarter Hours
A&S 599	THESIS SEMINAR IN EDUCATIONAL LEADERSHIP	4

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

Research Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Note: For other requirements please view the Degree Requirements section.

Educational Leadership (MEd) Online

The purpose of this program is to prepare educational personnel for administrative and supervisory positions in schools, business, and a variety of human services agencies. This discipline-based program includes concepts, research findings, and models of inquiry in social sciences. The program is also theory and problem-based in that it addresses the relevant theories of organization, leadership, and curriculum and contemporary issues likely to confront administrators and supervisors, and other educational leaders. Finally, the program is career-based given that it focuses on the examination of administrative and supervisory functions and objectives within a variety of settings and for different purposes.

Licensure

The Educational Leadership Master of Education (MEd) program is an Illinois State Board of Education (ISBE) approved program for Principal Licensure and Teacher Leader Endorsement on the Professional Educator License. ISBE states the following guidelines:

Individuals seeking the Principal Licensure must:

- complete an approved principal endorsement program at an Illinois institution
- hold a master's degree
- At the end of the program, in order to obtain licensure, students must have accrued 4 years of full-time teaching on a valid teaching license
- pass the Basic Skills or Test of Academic Proficiency (TAP) and two Principal content-area tests

Individuals seeking the Teacher Leader Endorsement must:

- complete an approved teacher leader program at an Illinois institution
- hold a bachelor's degree
- have 2 years of full-time teaching accrued on a valid teaching or school service personal endorsement
- pass the Basic Skills or Test of Academic Proficiency (TAP) and Teacher Leader content-area tests

Upon completion of the Principal Preparation program or the Teacher Leader Endorsement Program, and the additional requirements, students must apply for licensure or endorsement. Students are to work with the College of Education's Licensure Officer when applying for endorsement.

Note: Courses in this program leading to the Principal Licensure and Teacher Leader Endorsement are designed for practicing educators and are not open to students seeking an initial teaching license (Teaching and Learning).

MEd Concentrations

The Educational Leadership MEd Online program has four concentrations:

- General Concentration (degree only)
- Concentration in Higher Education
- Principal License (Catholic) Concentration
- Principal License Concentration

Program Requirements	Quarter Hours
Degree Requirements (MEd)	48-52
Total hours required	48-52

Learning Outcomes

Students will be able to:

- Facilitate the development, articulation, implementation, and stewardship of a shared vision of learning supported by the school community.
- Advocate, nurture, and sustain a school culture and instructional program conducive to student and staff learning.
- Support and sustain programs based on best practices that promote student learning.
- Ensure management of the organization for a safe, efficient, and effective learning environment.
- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
- Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, and fairness and in an ethical manner.
- Utilize their internship experience to apply knowledge, and practice and develop skills, through substantial, sustained, standards-based work in authentic settings.

College Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul

University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

MA Degree Requirements

Specific degree requirements are determined according to the concentration chosen by the student. Master of Arts (MA) concentrations are available in General Concentration, Catholic Leadership Concentration, Physical Education and Higher Education.

Please review the concentration requirements pages for more information.

Please note: a Master's Thesis is completed for all MA concentrations in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

MEd Degree Requirements

Specific degree requirements are determined according to the concentration chosen by the student. Master of Education (MEd) concentrations are available in General Educational Leadership (degree only), Catholic Leadership (degree only), Higher Education (degree only), Physical Education, Principal License, Principal License (Catholic), Teacher Leader Endorsement, Teacher Leader Endorsement (Catholic).

Please review the concentration requirements pages for more information.

Please note: A Capstone project is completed for all MEd Concentrations in conjunction with faculty advisement, and students are required to take A&S 608 to complete the Capstone project.

Academic Standards

Students must maintain a 3.0 average or higher to continue in the program. Any grade below a C will not count for credit toward completion of the program.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- General Concentration, Educational Leadership (MEd) Online (p. 453)
- Higher Education Concentration, Educational Leadership (MEd) Online (p. 454)
- Principal License (Catholic) Concentration, Educational Leadership (MEd) Online (p. 455)
- Principal License Concentration, Educational Leadership (MEd) Online (p. 455)

General Concentration, Educational Leadership (MEd) Online

Course Requirements

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4
SCG 401 or SCG 406	ADVANCED LIFESPAN DEVELOPMENT HUMAN DEVELOPMENT AND LEARNING:SECONDARY	4

Curriculum Studies Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 494 or MPS 515	SCHOOL FINANCE NONPROFIT FINANCIAL ADMINISTRATION	4
A&S 498 or A&S 596	INSTRUCTIONAL SUPERVISION AND SUPPORT HUMAN RESOURCE MANAGEMENT	4

Electives: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select two of the following:		8
A&S 588	SERVICE LEARNING FOR HIGHER EDUCATION	
A&S 590	ORGANIZATIONAL DEVELOPMENT	
A&S 595	WORKSHOP IN EDUCATIONAL LEADERSHIP	
A&S 597	POLITICS OF EDUCATION	
CSL 490	FOUNDATIONS OF STUDENT AFFAIRS	
CSL 491	CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT	
CSL 492	PROGRAM DEVELOPMENT IN STUDENT AFFAIRS	

Clinical Experience: 4 quarter hours required, grade of C or better required

The below Clinical Experience course is offered every Fall Quarter but is completed over the course of one academic year. Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

Course	Title	Quarter Hours
A&S 594	INTERNSHIP IN EDUCATIONAL LEADERSHIP	4

Choose One: Thesis (MA) or Capstone (MEd)

Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required

Course	Title	Quarter Hours
A&S 599	THESIS SEMINAR IN EDUCATIONAL LEADERSHIP	4

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

Research Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Note: For other requirements please view the Degree Requirements section.

Higher Education Concentration, Educational Leadership (MEd) Online

Course Requirements

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4
Select one of the following:		4
SCG 401	ADVANCED LIFESPAN DEVELOPMENT	
SCG 406	HUMAN DEVELOPMENT AND LEARNING: SECONDARY	

Curriculum Studies Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
CS 485	CURRICULUM/PROGRAM EVALUATION	
CS 488	CURRICULUM DESIGN	
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 582	LAW IN HIGHER EDUCATION	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 494	SCHOOL FINANCE	4
or MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
or A&S 596	HUMAN RESOURCE MANAGEMENT	

Electives: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select two of the following:		8
A&S 588	SERVICE LEARNING FOR HIGHER EDUCATION	
A&S 590	ORGANIZATIONAL DEVELOPMENT	
A&S 595	WORKSHOP IN EDUCATIONAL LEADERSHIP	
A&S 597	POLITICS OF EDUCATION	
CSL 490	FOUNDATIONS OF STUDENT AFFAIRS	
CSL 491	CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT	
CSL 492	PROGRAM DEVELOPMENT IN STUDENT AFFAIRS	

Clinical Experience: 4 quarter hours required, grade of C or better required

The below Clinical Experience course is offered every Fall Quarter but is completed over the course of one academic year. Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

Course	Title	Quarter Hours
A&S 594	INTERNSHIP IN EDUCATIONAL LEADERSHIP	4

Choose One: Thesis (MA) or Capstone (MEd)

Master of Arts (MA) Degree Requirements: 4 quarter hours, grade of C or better required

Course	Title	Quarter Hours
A&S 599	THESIS SEMINAR IN EDUCATIONAL LEADERSHIP	4

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

Research Course: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Note: For other requirements please view the Degree Requirements section.

Principal License (Catholic) Concentration, Educational Leadership (MEd) Online

Curriculum Course: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4

Educational Leadership Core Courses: 32 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 494	SCHOOL FINANCE	4
A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 570	HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP	4

A&S 571	SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS	4
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Elective: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4

Internship: 4 quarter hours required, grade of C or better required

The below Internship course is offered every Fall Quarter but is completed over the course of one academic year.

Course	Title	Quarter Hours
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4

Capstone: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Capstone project completed in conjunction with faculty advisement

Note: For other requirements please view the Degree Requirements section.

Principal License Concentration, Educational Leadership (MEd) Online

Curriculum Studies Courses: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4

Educational Leadership Core Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 492	THE PRINCIPALSHIP	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 494	SCHOOL FINANCE	4

A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4

Elective: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select two of the following:		8
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	
SCG 408	EDUCATION AND SOCIETY	
Graduate course with permission of faculty advisor or program director		

Internship: 4 quarter hours required, grade of C or better required

The below Internship course is offered every Fall Quarter but is completed over the course of one academic year.

Course	Title	Quarter Hours
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4

Capstone: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Capstone project completed in conjunction with faculty advisement

Note: For other requirements please view the Degree Requirements section.

Educational Leadership (PhD)

The Doctor of Philosophy (PhD) in Educational Leadership engages students in connecting theory to practice while applying criticality and scholarship in areas of educational leadership involving equity and social justice. The Educational Leadership PhD program offers an emphasis on educational leadership and research that addresses complex issues of social justice, equity, and innovative change. The course work and research are designed to give students a comprehensive knowledge of the field and of research design and methods with an emphasis on a particular area of interest. Students are guided to think critically and to do independent research.

Graduates of the program may assume faculty or researcher positions in K-12 education, higher education, or assume leadership positions in local and state education agencies. They may enter a new career or strengthen their current position in schools, universities or community organizations.

The Doctor of Philosophy of Education (PhD) in Educational leadership consists of two concentrations: General and Higher Education. In addition, the degree program offers licensure and endorsement

opportunities: Superintendent Endorsement, Teacher Leader Endorsement, and Principal Licensure.

Concentrations

Educational Leadership General

The Educational Leadership General Concentration provides a rich knowledge base from which to research and analyze administrative practices and promote socially just leadership of schools and organizations with an educational purpose, with focuses on PK-12 education or related fields. This program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists.

The program's schedule allows students to attend full-time or part-time. Graduates of the program may wish to enter into a new career or strengthen their knowledge-base for their current position. Career options may include leadership positions in PK-12 or related fields in local and state education agencies, faculty positions in higher education, and leaders in educational policy and advocacy in related organizations and institutions.

Higher Education

The Higher Education Concentration in the Educational Leadership Doctoral Program provides a rich knowledge base to analyze administrative practices and promote socially just leadership of colleges, universities, and other related organizations with an educational purpose. This program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists.

The program's schedule allows students to attend full-time or part-time. Graduates of the program may wish to enter into a new career or strengthen their knowledge-base for their current position. Career options may include faculty positions in higher education, leadership positions in local and state education agencies, or leaders in educational policy and advocacy in related organizations and institutions.

Licensures and Endorsements

Superintendent Endorsement Option

The Doctoral program's Educational Leadership concentration is an Illinois State Board of Education (ISBE) approved program for the Superintendent endorsement. The Superintendent endorsement requires an additional four quarter hours for the internship course. ISBE states the following guidelines:

Individuals seeking the Superintendent endorsement must possess:

- a master's degree with a GPA of 3.0 or better on a 4.0 scale
- proof of two years of teaching experience on a valid Illinois teaching license
- proof of two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Superintendent program and the endorsement's additional requirements, students must apply for the endorsement. Students are to work with the College of Education's Licensure Officer when applying for the endorsement.

Teacher Leader Endorsement Option

To be eligible for the Teacher Leader endorsement program, students must possess:

- a bachelor's degree and master's degree from an accredited college or university,
- a valid teaching license
- at least two years of teaching experience
- proof of passing the Basic Skills or Test of Academic Proficiency.

Principal Licensure

The principal licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

To be eligible for the Principal Licensure program, students must possess:

- a master's degree from an accredited college or university with a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level.
- a valid Illinois teaching license
- at least two years of full-time successful teaching experience
- proof of passing the basic skills or test of academic proficiency.

Concentrations

- General (degree only)
- General plus Superintendent Endorsement
- General plus Teacher Leader Endorsement
- General plus Principal Licensure
- Higher Education (degree only)

Program Requirements	Quarter Hours
Degree Requirements	80
Total hours required	80

Students will be able to:

- Design and conduct original research in their chosen fields of concentration.
- Facilitate, develop, and implement a shared notion of learning and curriculum from input of all district-wide stakeholders.
- Identify, understand, and apply relevant theory to create a professional learning community of growth for all district-wide stakeholders.
- Understand, utilize, and assess processes and policies for district-wide procedures with respect to efficient operations and management.
- Identify, understand, and apply legal standards to prevent, mitigate, and redress harm to all district side stakeholders.
- Understand, implement, and evaluate all practices to ensure success of all students through integrity and fairness.

Concentration Specific Outcomes

Educational Leadership (General)

- Demonstrate knowledge in relevant significant domains in educational leadership with K- 12 settings, including areas such as historical, political, social, legal, and economic contexts in which educational systems operate.
- Demonstrate the management, decision making, conflict and change management, communication and unique approaches to leadership within the context of K-12 educational settings.

Educational Leadership (Higher Education)

- Demonstrate knowledge in relevant significant domains in educational leadership and higher
- education, including areas such as historical, political, social, legal, and economic contexts in which educational systems operate.
- Demonstrate the management, decision making, conflict and change management, communication and unique approaches to leadership within the context of higher education.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you

intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

PhD Degree Requirements

Specific degree requirements are determined according to the concentration chosen by the student. Doctorate of Philosophy (PhD) concentrations are available in General and Higher Education.

Please review the concentration requirements pages for more information.

Please note: a dissertation of original research is completed for all Educational Leadership PhD concentrations in conjunction with faculty advisement. Preparation for the writing of the dissertation includes a Candidacy Paper and Dissertation Proposal. Oral examination for Candidacy, Dissertation Proposal and Dissertation are required. Consult the Doctoral Program Handbook for additional information.

Academic Standards

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements and major requirements, students are required to choose one of the following:

- Educational Leadership K-12, Educational Leadership (PhD) (p. 458)
- Higher Education, Educational Leadership (PhD) (p. 459)
- Principal Preparation Option, Educational Leadership (PhD) (p. 460)
- Superintendent Option, Educational Leadership (PhD) (p. 460)
- Teacher Leader Option, Educational Leadership (PhD) (p. 460)

Students pursuing the Educational Leadership K-12 concentration have the option to complete the following:

- Principal Preparation Option, Educational Leadership (PhD) (p. 460)
- Superintendent Option, Educational Leadership (PhD) (p. 460)
- Teacher Leader Option, Educational Leadership (PhD) (p. 460)

Educational Leadership K-12, Educational Leadership (PhD)

Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 801	LEADERSHIP THEORY AND PRACTICE	4
A&S 811	ASSESSMENT AND ACCOUNTABILITY	4
CS 704	CURRICULUM DISCOURSES/ PERSPECTIVES OVER TIME	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
SCG 701	SEMINAR: PHILOSOPHY OF EDUCATION	4
SCG 711	CULTURE, POWER AND EDUCATION	4

Research Courses: 24 quarter hours required

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
SCG 785	FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH	4
SCG 735	QUANTITATIVE RESEARCH METHODS I	4
SCG 745	QUALITATIVE RESEARCH METHODS I	4
SCG 755	QUANTITATIVE RESEARCH METHODS II	4
SCG 765	QUALITATIVE RESEARCH METHODS II	4

Elective Requirement: 4 quarter hours required

Course	Title	Quarter Hours
Select one of the following:		4
Any doctoral course (700 or above) for which the student qualifies		
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES	

A&S 595	WORKSHOP IN EDUCATIONAL LEADERSHIP
A&S 598	INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
A&S 688	SERVICE LEARNING FOR HIGHER EDUCATION
BBE 404	LANGUAGE, LITERACY AND CULTURE
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE
BBE 530	LATINOS AND EDUCATION
Other options need to be approved by the Doctoral Program.	

Concentration Courses: 20 quarter hours required

Course	Title	Quarter Hours
A&S 803	THE SUPERINTENDENCY: PROGRAMS, SYSTEMS, AND STRUCTURES	4
A&S 823	COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT	4
A&S 843	THE POLITICS OF SCHOOLING	4
A&S 873	CURRENT TRENDS IN BUDGETING AND FINANCE	4
A&S 883	SCHOOL LAW	4

Candidacy Course: non-credit, non-tuition

Course	Title	Quarter Hours
A&S 706	CANDIDACY PAPER	0

Dissertation Courses: 8 quarter hours required

Course	Title	Quarter Hours
A&S 849	SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT	4
A&S 859	INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP	4

Higher Education, Educational Leadership (PhD)

Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements**Core Courses: 20 quarter hours required**

Course	Title	Quarter Hours
A&S 801	LEADERSHIP THEORY AND PRACTICE	4
CS 704	CURRICULUM DISCOURSES/ PERSPECTIVES OVER TIME	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
SCG 701	SEMINAR: PHILOSOPHY OF EDUCATION	4
SCG 711	CULTURE, POWER AND EDUCATION	4

Research Courses: 24 quarter hours required

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
SCG 785	FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH	4
SCG 735	QUANTITATIVE RESEARCH METHODS I	4
SCG 745	QUALITATIVE RESEARCH METHODS I	4
SCG 755	QUANTITATIVE RESEARCH METHODS II	4
SCG 765	QUALITATIVE RESEARCH METHODS II	4

Elective Requirement: 4 quarter hours required

Course	Title	Quarter Hours
One elective (4 quarter hours) from the following list:		4
Any doctoral course (700 or above) for which the student qualifies		
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES	
A&S 595	WORKSHOP IN EDUCATIONAL LEADERSHIP	
A&S 598	INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP	
A&S 688	SERVICE LEARNING FOR HIGHER EDUCATION	
BBE 404	LANGUAGE, LITERACY AND CULTURE	
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	
BBE 530	LATINOS AND EDUCATION	

Other options need to be approved by the Doctoral Program.

Concentration Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 802	CONTEMPORARY ISSUES IN HIGHER EDUCATION	4
A&S 812	ASSESSMENT, ACCOUNTABILITY AND EVALUATION IN HIGHER EDUCATION	4
A&S 822	DIVERSITY AND EQUITY IN HIGHER EDUCATION	4
A&S 823	COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT	4
A&S 872	BUDGETING AND HUMAN RESOURCE MANAGEMENT IN HIGHER EDUCATION	4
A&S 882	LAW IN HIGHER EDUCATION	4

Candidacy Course: non-credit, non-tuition

Course	Title	Quarter Hours
A&S 706	CANDIDACY PAPER	0

Dissertation Courses: 8 quarter hours required

Course	Title	Quarter Hours
A&S 849	SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT	4
A&S 859	INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP	4

Principal Preparation Option, Educational Leadership (PhD)

This Illinois State Board of Education approved program, is designed for licensed teachers who already hold a master's degree in education and are seeking principal licensure. The program offers a powerful, discipline-based curriculum with a problem-solving orientation that prepares effective and principled decision-makers. Graduates from the program are prepared to assume school and district administrative and supervisory roles.

Additional Program Requirements

An additional 44 quarter hours:

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 492	THE PRINCIPALSHIP	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4
A&S 694	SCHOOL FINANCE	4
A&S 695	SCHOOL LAW	4
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4

CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4
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Superintendent Option, Educational Leadership (PhD)

Education doctoral students can pursue the Superintendent Endorsement, which is approved by the Illinois State Board of Education. Students must be admitted to the doctoral program in the College of Education and complete the requirements of the program to qualify for the Superintendent Endorsement.

Additional Program Requirements

Educational Leadership doctoral students must also complete the superintendent internship:

Course	Title	Quarter Hours
A&S 824	ADVANCED HUMAN RESOURCES MANAGEMENT	4
A&S 834	THE SUPERINTENDENT AS INSTRUCTIONAL LEADER	4

Superintendent Internship Requirement:

Course	Title	Quarter Hours
A&S 898	SUPERINTENDENT INTERNSHIP SEMINAR - THEORY INTO PRACTICE	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC I, Fall quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC II, Winter quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC III, Spring quarter)	1

Teacher Leader Option, Educational Leadership (PhD)

This program is ideal for students who are educators in K-12 environments and are seeking leadership roles, excluding principalship. Such roles include, but are not limited to: curriculum specialists, coaches, mentor teachers, department chair or lead teachers, content specialists, teacher leaders charged with supervisor roles, and program leaders. The program meets the standards set forth by the state of Illinois for the endorsement of Teacher Leader.

Additional Program Requirements

Teacher Leader Core Courses (10 courses, 40 quarter hours)

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4

A&S 499	PLANNING FOR PROFESSIONAL DEVELOPMENT	4
BBE 599	LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS	4
CS 470	TEACHERS AS LEADERS	4
CS 473	ASSESSMENT	4
CS 482	THE HISTORY OF CURRICULUM PRACTICE	4
CS 488	CURRICULUM DESIGN	4

Electronics (Minor)

The minor in Electronics provides a grounding in physics and a fundamental technical understanding of linear circuits and digital electronics to enable you to troubleshoot and create basic electronic circuits.

Course Requirements

Course	Title	Quarter Hours
PHY 110	BASIC ELECTRONICS: PRINCIPLES & TECHNIQUES	4
PHY 231	LINEAR ELECTRIC CIRCUITS	4
PHY 232	INTRODUCTION TO DIGITAL ELECTRONICS	4
Select three additional Physics courses		12

Physics majors cannot earn a minor in Electronics.

Elementary Education (BS)

The Bachelor of Science program in Elementary Education prepares students to teach 1st through 6th grade in a variety of urban and suburban education settings, including public and private elementary schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 155-170 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Along with general elementary education courses, EE majors are required to complete a minor at the university.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Licensure

Program Requirements	Quarter Hours
Liberal Studies Requirements	62
Major Requirements	126
Open Electives	4
Total hours required	192

Learning Outcomes

Students will be able to:

- Plan instruction that supports students in meeting rigorous learning goals, drawing upon knowledge of content areas, curriculum, and pedagogy.
- Demonstrate a variety of instructional strategies as they support learners in developing a deep understanding of content areas and their connections, as well as building skills needed to apply knowledge in meaningful ways.
- Apply their understanding of multiple purposes for and methods of assessment in order to monitor and evaluate student progress, make decisions regarding instructional practices, and guide students in reflecting upon their progress toward learning targets.
- Use the central concepts, standards, tools of inquiry, and structures of the discipline(s) they teach to create meaningful learning experiences based upon evidence-based practices that ensure mastery of content.
- Demonstrate an interest in ongoing professional learning, use evidence to evaluate practice, advocate for students, and exhibit professionalism and ethical behavior in all interactions.

College Core Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge

- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior

- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).

- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per

the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		

Senior Year

Capstone		
EE 387	CAPSTONE SEMINAR IN ELEMENTARY EDUCATION ³	2

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

³ This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
(Note: One must be a United States history course offered by the history department)

Math and Computing (MC) (p. 1328)

- 1 Course Required
[1 CR Course or 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required
 - LSE 380
- 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required
 - PSC 120
- 2 additional courses selected from the following: ANT, ECO, GEO, PSY, or SOC (each of these two must be from different subjects)

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

The requirements below are those approved by the Illinois State Board of Education December 2015.

Course Requirements

Introductory Courses: 16 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
EE 281	INTRODUCTION TO EDUCATIONAL PRACTICE	4
EE 347	CHILDREN'S LITERATURE	4
PE 206 or PE 273	PERSONAL AND COMMUNITY HEALTH HEALTH AND NUTRITION	4

Mathematics for Elementary Teachers: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
MAT 110	FOUNDATIONS OF MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS I	4
MAT 111	FOUNDATIONS OF MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS II	4

ISBE Science Requirement: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Biological Science: Choose a Scientific Inquiry course in Biology		4
Physical Science: Choose a Scientific Inquiry course in Chemistry or Physics		4
Earth/Space Science: Choose a Scientific Inquiry course in Environmental Science or Geography		4

Science requirement fulfills the mandate by the Illinois State Board of Education that all individuals pursuing a license in Early Childhood Education have coursework in 3 science areas that cover biological science, physical science, and earth/space science. These courses simultaneously meet DePaul requirements for Liberal Studies.

DePaul Minor: 5-8 courses (20-32 credit hours), grade of C or better required

Along with elementary education courses, students in the elementary education major are required to complete a DePaul minor. This may be a minor leading to an additional endorsement on the Professional Educator License (e.g., special education, English as a Second Language, bilingual education) or an additional area to explore or focus your studies. However, all DePaul minors will meet this requirement.

A minor of seven courses (28 credit hours) will lead to the required 192 credit hours. If a student chooses a minor with fewer than 28 credit hours, the additional credit hours will be replaced by electives. If students choose a minor with more than 28 credit hours, they will graduate with more than 192 credit hours.

Students are encouraged to discuss their choice of a minor with their academic advisor in order to determine the impact their choice will have on their overall program plan, graduation date, and tuition.

Advanced Courses: 48 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 337	HUMAN GROWTH AND DEVELOPMENT	4
EE 317	PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL	4
EE 324	READING/LANGUAGE ARTS IN THE EARLY YEARS	4
EE 326	READING/LANGUAGE ARTS IN THE INTERMEDIATE GRADES	4
EE 330	URBAN EDUCATION RESIDENCY	4
EE 333	TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS	4
EE 334	ELEMENTARY SCIENCE INQUIRY TEACHING STRATEGIES	4
EE 344	ART AND MUSIC IN THE ELEMENTARY SCHOOL	4
EE 355	METHODS: CONTEMPORARY TEACHING OF SOCIAL STUDIES	4
EE 356	ASSESSMENT IN THE ELEMENTARY CLASSROOMS	4
BBE 300	TEACHING ELEMENTARY ENGLISH LANGUAGE LEARNERS: THEORY, POLICY AND PRACTICE	4
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4

Open Electives: 4 quarter hours required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98, MAT 94, and MAT 95.

Student Teaching: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take EE 387 with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
EE 385	ELEMENTARY STUDENT TEACHING	10
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Elementary majors must complete the following tests:

- Elementary Content Area Test (test #305) – assesses knowledge of the content of what is taught at the elementary level including

language arts and literacy, mathematics, science, social science, the arts, health, and physical education. Test is required before Student Teaching (deadlines apply).

- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Emergency Management Administration Graduate Certificate

Emergency Management is a critical concern for the public, private and non-profit sectors. The certificate explores both the conceptual elements of emergency preparedness and the practical implementation of emergency management that typically occur at the intersection of local and national politics. Courses will address topics such as public safety and law enforcement, crisis management, disaster response and recovery. This certificate will provide students with both theoretical and practical knowledge that will prepare them for private or public sector employment in the area of emergency preparedness for both security and non-security related incidents.

This certificate requires three courses (12 credit hours).

Course	Title	Quarter Hours
MPS 554	PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING	4
or MPS 564	PUBLIC SAFETY ADMINISTRATION AND PLANNING	
Two elective graduate courses:		8
MPS 514	GOVERNMENT FINANCIAL ADMINISTRATION	
or MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 529	STRATEGIC MANAGEMENT AND PLANNING	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 554	PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING ¹	
MPS 564	PUBLIC SAFETY ADMINISTRATION AND PLANNING ¹	
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
GEO 469	RISKS, HAZARDS AND NATURAL DISASTERS	
FMS 419	HUMANITARIAN LOGISTICS	
or MGT 520	HUMANITARIAN SUPPLY CHAIN	

¹ If not taken as core course.

Energy Policy and Management Graduate Certificate

Energy policy and energy management are critical issues facing our world. Questions of energy production, consumption, pollution, and energy costs at local, state, national and international scales, are addressed in the graduate Certificate in Energy Policy and Management which requires 12 credit hours (3 courses). The Certificate is available to students in any DePaul graduate degree program and to non-degree-seeking students. Students in graduate programs can complete the Certificate as part of their elective requirements, complementing their degree without any impact to time of degree completion, costs, or number of courses.

Course	Title	Quarter Hours
MPS 570	THE ENERGY SECTOR AND MANAGEMENT	4
MPS 574	RENEWABLE AND SUSTAINABLE ENERGY POLICY	4
MPS 576	ENERGY POLICY AND THE ENVIRONMENT	4

Energy Policy and Management Undergraduate Certificate

Energy policy and energy management are critical issues facing our world. Questions of energy production, consumption, pollution, and energy costs at local, state, national and international scales, are addressed in the undergraduate Certificate in Energy Policy and Management which requires 12 credit hours (3 courses). The Certificate is available to students in any DePaul undergraduate degree program and to non-degree-seeking students. Students in undergraduate programs can complete the Certificate as part of their elective requirements, complementing their degree without any impact to time of degree completion, costs, or number of courses.

Course	Title	Quarter Hours
PPS 370	THE ENERGY SECTOR AND MANAGEMENT	4
PPS 374	RENEWABLE AND SUSTAINABLE ENERGY POLICY	4
PPS 376	ENERGY POLICY AND THE ENVIRONMENT	4

English (BA)

The English major exposes students to a broad range of literatures in English, strengthens their grasp of historical and critical principles, and hones their skill in using the written word. English majors study major authors, works, genres, and literary movements, approaching these texts both analytically and historically. Students in the Creative Writing concentration also take a number of workshops, practicing writing in a variety of literary genres. Both concentrations teach students to read perceptively and to write effectively, to deepen their understanding of the power of language, to think creatively and critically, and to develop an awareness of multiple points of view.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements (Core)	20

Concentration Requirements (Creative Writing or Literary Studies)	36
Open Electives	52
Total hours required	192

Learning Outcomes

Students will be able to:

- Explain the impact of social factors (such as culture, race, gender, sexuality, and/or class) on the reading and writing of literature.
- Conduct research and incorporate that research into thesis-driven essays written in clear, accurate, and coherent prose.
- Recognize and explain significant elements (such as themes, stylistic features, and/or genre conventions) associated with literatures in English during a specific historical period.
- Produce creative work demonstrating imagination and literary technique. (Applicable only to students in the Creative Writing concentration).

College Core Requirements Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the

proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time

or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
ENG 390	SENIOR CAPSTONE SEMINAR ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ A student whose only major is English is required to complete the Capstone offered by the English Department. A student who is double majoring (or pursuing dual degrees) with the primary major (or primary degree) in English may substitute the Capstone of the secondary major or degree. An English major in the University Honors Program shall take only the University Honors Capstone, not both the Honors Capstone and the English Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 1 Course Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a major elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

All English majors must complete the following core courses early in their studies:

Course	Title	Quarter Hours
ENG 101	INTRODUCTION TO LITERATURE	4
or HON 101	WORLD LITERATURE	
ENG 205	LITERATURE TO 1700	4
ENG 206	LITERATURE FROM 1700 TO 1900	4
ENG 207	LITERATURE FROM 1900 TO THE PRESENT	4
Select one course focused on Race, Ethnicity, and Sexuality (RES) from:		4
ENG 236	GRAPHIC NOVELS AND SOCIAL JUSTICE	4
ENG 268	LITERATURE ACROSS CULTURES	
ENG 271	AFRICAN AMERICAN LITERATURE	
ENG 273	GLOBAL ASIAN LITERATURE	
ENG 276	LATINX LITERATURE	
ENG 285	LGBTQ LITERATURE	
ENG 351	POSTCOLONIAL LITERATURE	
ENG 352	GLOBAL ENGLISH LITERATURE	
ENG 353	TOPICS IN GLOBAL ASIAN LITERATURE	
ENG 368	STUDIES IN LITERATURE ACROSS CULTURES	
ENG 371	TOPICS IN AFRICAN AMERICAN LITERATURE	

ENG 373	MULTIETHNIC LITERATURE OF THE U.S.
ENG 374	NATIVE LITERATURE
ENG 384	TOPICS IN LATINX LITERATURE
ENG 385	TOPICS IN LGBTQ LITERATURE

ENG 101/HON 101, ENG 205, ENG 206, and ENG 207 are prerequisites for many of the 300-level literature courses in the major.

Concentration Requirements

English majors should declare a concentration in Literary Studies or Creative Writing by the time they complete the English core courses. All further course requirements are listed within the two concentrations.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Creative Writing Concentration, English (BA) (p. 469)
- Literary Studies Concentration, English (BA) (p. 471)

Creative Writing Concentration, English (BA)

The Creative Writing concentration trains students in writing imaginatively for professional publication. Students strengthen their creative skills in a variety of genres through a series of writing workshops, which they take alongside courses in literary history and analysis. They acquire a solid grounding in literary forms; they learn to think critically and creatively about how writers represent the material of everyday life; they gain insight into writing and audience through the intense study of style, voice, and genre; and they develop an understanding of the standards by which literary works are judged.

Course Requirements

English Core: 20 hours

Course	Title	Quarter Hours
ENG/HON 101	INTRODUCTION TO LITERATURE	4
ENG 205	LITERATURE TO 1700	4
ENG 206	LITERATURE FROM 1700 TO 1900	4
ENG 207	LITERATURE FROM 1900 TO THE PRESENT	4
Select one course focused on Race, Ethnicity, and Sexuality (RES).		4

Creative Writing Workshops: 20 hours

Course	Title	Quarter Hours
ENG 201	INTRODUCTION TO CREATIVE WRITING	4
Select one of the following:		4
ENG 290	THE CRAFT OF CREATIVE NONFICTION WRITING (may be taken twice)	
ENG 291	THE CRAFT OF FICTION WRITING (may be taken twice)	

ENG 292	THE CRAFT OF POETRY WRITING (may be taken twice)	
Select three additional writing workshops from the following:		12
ENG 302	SCIENCE AND NATURE WRITING	
ENG 303	MAGAZINE WRITING	
ENG 304	TRAVEL WRITING	
ENG 306	ADVANCED CREATIVE NONFICTION WRITING (may be taken twice)	
ENG 307	ADVANCED FICTION WRITING (may be taken twice)	
ENG 308	ADVANCED POETRY WRITING (may be taken twice)	
ENG 309	ADVANCED TOPICS IN WRITING (repeatable with different topics)	
ENG 312	HISTORICAL FICTION	
ENG 313	SPECULATIVE FICTION	
ENG 314	SETTING IN FICTION	
ENG 317	THE ART OF DESCRIPTION	

Major Author Requirement: 4 hours

Course	Title	Quarter Hours
Select one major author course from the following:		4
ENG 322	CHAUCE	
ENG 327	MILTON	
ENG 328	STUDIES IN SHAKESPEARE	
ENG 332	MAJOR AUTHORS BEFORE 1800	
ENG 342	MAJOR AUTHORS 1800-1900	
ENG 382	MAJOR AUTHORS	

Major Electives: 12 Hours

Three English electives of any level.

Research Intensive Requirement

English majors must take at least one course in English designated as "Research Intensive". These courses integrate research instruction and assignments with the subject matter of the course. Qualifying concentration requirements or major electives are designated as "Research Intensive" or "RI" in the quarterly schedule.

English (BA) + English Literature and Publishing (MA)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Students apply to this program in the last quarter of their junior-year status; interested students should meet with the Director of the program earlier in the year. Applicants must be English majors or double majors, have a minimum grade point average of 3.50 in English and 3.30 overall, and have completed a minimum of four English literature courses, two of which must be core classes, and at least one of the four should be at the 300-level. For information on applying to this program, please check the English Department BA + MA Combined Degree webpage (<https://>

las.depaul.edu/academics/english/ba-ma-combined-degree/Pages/default.aspx).

English (BA) + Secondary Education English (MEd)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate English major with a graduate level College of Education (COE) Master's in Education Program. Students graduate with a BA in English and an MEd in Education with State of Illinois Secondary English Language Arts licensure.

The program allows undergraduate students to share credit earned through their English major courses with the English content area required for the MEd. Undergraduates may apply to the TEACH Program during the spring of their junior year. They must complete the Experiential Learning course, TCH 320, and meet other application criteria—i.e., completion of at least 16 quarter credit hours at DePaul and a 3.0 GPA. In senior year, students must complete the TEACH Program capstone course, TCH 390, and three 400-level education courses that apply toward both the undergraduate and graduate degrees:

Junior Year Coursework : 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 411	THE NATURE OF ENGLISH	4
TCH 421	INQUIRY & APPLICATION IN DEVELOPING ENGLISH PEDAGOGY	4

Secondary English Content Area (grades of C or better required for licensure):

The following English content area courses are required and a minimum of 16 quarter hours must be coursework at an undergraduate upper level or graduate level:

Literature Core: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ENG 101	INTRODUCTION TO LITERATURE	4
ENG 205	LITERATURE TO 1700	4
ENG 206	LITERATURE FROM 1700 TO 1900	4
ENG 207	LITERATURE FROM 1900 TO THE PRESENT	4
ENG 328	STUDIES IN SHAKESPEARE	4

Literature Elective: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one course focused on Race, Ethnicity, and Sexuality (RES Designation) from the following:		4
ENG 268	LITERATURE ACROSS CULTURES	
ENG 271	AFRICAN AMERICAN LITERATURE	
ENG 273	GLOBAL ASIAN LITERATURE	
ENG 276	LATINX LITERATURE	
ENG 285	LGBTQ LITERATURE	
ENG 351	POSTCOLONIAL LITERATURE	
ENG 352	GLOBAL ENGLISH LITERATURE	
ENG 353	TOPICS IN GLOBAL ASIAN LITERATURE	
ENG 368	STUDIES IN LITERATURE ACROSS CULTURES	
ENG 371	TOPICS IN AFRICAN AMERICAN LITERATURE	
ENG 373	MULTIETHNIC LITERATURE OF THE U.S.	
ENG 374	NATIVE LITERATURE	
ENG 384	TOPICS IN LATINX LITERATURE	
ENG 385	TOPICS IN LGBTQ LITERATURE	

Select two (2) 300-level Literature courses (with advisor's approval) 8

American Literature Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ENG 361	19TH-CENTURY AMERICAN LITERATURE	4

Language/Writing Core: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ENG 211	GRAMMAR AND STYLE	4
WRD 201	DIGITAL WRITING	4
WRD 240	ARGUMENTATIVE WRITING	4

This combined degree program of the College of Liberal Arts and Social Sciences and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach English at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1140) English Majors interested in the TEACH Program should consult Dr. Eric Selinger, TEACH Program Advisor for English, at eselinged@depaul.edu (p. 26) or 773-325-4475.

English 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate

study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Literary Studies Concentration, English (BA)

The Literary Studies concentration broadens and deepens students' knowledge of literature and language through a range of courses focused on historical periods, literary movements, the structure of language, and critical approaches to literature. Students learn to read works of literature in their historical and cultural contexts; they develop their powers of textual analysis and their critical vocabulary; they examine and question the values expressed in literature; they practice research methods; and they work towards a written style that is clear, precise, and persuasive.

Course Requirements

English Core: 20 hours

Course	Title	Quarter Hours
ENG/HON 101	INTRODUCTION TO LITERATURE	4
ENG 205	LITERATURE TO 1700	4
ENG 206	LITERATURE FROM 1700 TO 1900	4
ENG 207	LITERATURE FROM 1900 TO THE PRESENT	4

Select one course focused on Race, Ethnicity, and Sexuality (RES). 4

Advanced Literature Courses: 24 hours

Course	Title	Quarter Hours
ENG 328	STUDIES IN SHAKESPEARE	4
Select one 300-level course in literature written before 1800 from the following:		4
ENG 321	ENGLISH LITERATURE TO 1500	
ENG 322	CHAUCE	
ENG 323	TOPICS IN MEDIEVAL LITERATURE	
ENG 325	ENGLISH RENAISSANCE LITERATURE	
ENG 327	MILTON	
ENG 328	STUDIES IN SHAKESPEARE	
ENG 329	TOPICS IN RENAISSANCE LITERATURE	
ENG 330	RESTORATION AND 18TH-CENTURY LITERATURE	
ENG 332	MAJOR AUTHORS BEFORE 1800	
ENG 335	TOPICS IN EARLY AMERICAN LITERATURE	
ENG 339	TOPICS IN RESTORATION AND 18TH CENTURY BRITISH LITERATURE	
ENG 360	AMERICAN LITERATURE TO 1830	
Select one 300-level course in literature written before 1900 from the following:		4
ENG 321	ENGLISH LITERATURE TO 1500	
ENG 322	CHAUCE	
ENG 323	TOPICS IN MEDIEVAL LITERATURE	
ENG 325	ENGLISH RENAISSANCE LITERATURE	
ENG 327	MILTON	
ENG 328	STUDIES IN SHAKESPEARE	
ENG 329	TOPICS IN RENAISSANCE LITERATURE	
ENG 330	RESTORATION AND 18TH-CENTURY LITERATURE	
ENG 332	MAJOR AUTHORS BEFORE 1800	
ENG 335	TOPICS IN EARLY AMERICAN LITERATURE	
ENG 339	TOPICS IN RESTORATION AND 18TH CENTURY BRITISH LITERATURE	
ENG 340	19TH-CENTURY BRITISH LITERATURE	
ENG 342	MAJOR AUTHORS 1800-1900	
ENG 343	LITERATURE OF THE ROMANTIC ERA	
ENG 344	VICTORIAN LITERATURE	
ENG 345	TOPICS IN 19TH-CENTURY AMERICAN LITERATURE	
ENG 346	19TH-CENTURY IRISH LITERATURE	
ENG 348	TOPICS IN 19TH-CENTURY LITERATURE	
ENG 349	TOPICS IN 19TH-CENTURY BRITISH LITERATURE	
ENG 360	AMERICAN LITERATURE TO 1830	
ENG 361	19TH-CENTURY AMERICAN LITERATURE	
ENG 362	AMERICAN LITERATURE FROM 1865 TO 1920	
Select three 300-level literature electives from the following:		12
ENG 321	ENGLISH LITERATURE TO 1500	

ENG 322	CHAUCE
ENG 323	TOPICS IN MEDIEVAL LITERATURE
ENG 325	ENGLISH RENAISSANCE LITERATURE
ENG 327	MILTON
ENG 328	STUDIES IN SHAKESPEARE
ENG 329	TOPICS IN RENAISSANCE LITERATURE
ENG 330	RESTORATION AND 18TH-CENTURY LITERATURE
ENG 332	MAJOR AUTHORS BEFORE 1800
ENG 335	TOPICS IN EARLY AMERICAN LITERATURE
ENG 339	TOPICS IN RESTORATION AND 18TH CENTURY BRITISH LITERATURE
ENG 340	19TH-CENTURY BRITISH LITERATURE
ENG 342	MAJOR AUTHORS 1800-1900
ENG 343	LITERATURE OF THE ROMANTIC ERA
ENG 344	VICTORIAN LITERATURE
ENG 345	TOPICS IN 19TH-CENTURY AMERICAN LITERATURE
ENG 346	19TH-CENTURY IRISH LITERATURE
ENG 348	TOPICS IN 19TH-CENTURY LITERATURE
ENG 349	TOPICS IN 19TH-CENTURY BRITISH LITERATURE
ENG 350	MODERN BRITISH LITERATURE
ENG 351	POSTCOLONIAL LITERATURE
ENG 352	GLOBAL ENGLISH LITERATURE
ENG 353	TOPICS IN GLOBAL ASIAN LITERATURE
ENG 354	THE IRISH REVIVAL
ENG 355	MODERN IRISH LITERATURE
ENG 357	TOPICS IN IRISH STUDIES
ENG 358	TOPICS IN 20TH-CENTURY LITERATURE
ENG 359	TOPICS IN MODERN BRITISH LITERATURE
ENG 360	AMERICAN LITERATURE TO 1830
ENG 361	19TH-CENTURY AMERICAN LITERATURE
ENG 362	AMERICAN LITERATURE FROM 1865 TO 1920
ENG 363	AMERICAN LITERATURE AFTER 1900
ENG 364	TOPICS IN GENRE STUDIES
ENG 365	TOPICS IN 20TH-CENTURY FICTION
ENG 366	STUDIES IN POETRY
ENG 367	TOPICS IN AMERICAN STUDIES
ENG 368	STUDIES IN LITERATURE ACROSS CULTURES
ENG 369	TOPICS IN AMERICAN LITERATURE
ENG 371	TOPICS IN AFRICAN AMERICAN LITERATURE
ENG 373	MULTIETHNIC LITERATURE OF THE U.S.
ENG 374	NATIVE LITERATURE
ENG 375	STUDIES IN SHORT FICTION
ENG 379	TOPICS IN LITERATURE
ENG 380	MASTERPIECES OF WORLD LITERATURE
ENG 381	LITERARY THEORY
ENG 382	MAJOR AUTHORS
ENG 383	WOMEN AND LITERATURE

ENG 384	TOPICS IN LATINX LITERATURE
ENG 385	TOPICS IN LGBTQ LITERATURE
ENG 386	POPULAR LITERATURE
ENG 387	TOPICS IN CONTEMPORARY LITERATURE
ENG 388	TOPICS IN TRANSATLANTIC LITERATURE
ENG 389	TOPICS IN COMPARATIVE LITERATURE
ENG 397	NEWBERRY LIBRARY SEMINAR
ENG 398	LITERARY AND CULTURAL HERITAGE

Major Electives: 12 Hours

- Three English electives of any level.

Research Intensive Requirement

English majors must take at least one course in English designated as "Research Intensive." These courses integrate research instruction and assignments with the subject matter of the course. Qualifying concentration requirements or major electives are designated as "Research Intensive" or "RI" in the quarterly schedule.

English (BA) + Writing and Publishing (MA)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates.

These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Students apply to this program in the last quarter of their junior-year status; interested students should meet with the Director of the program. Applicants must be English majors or double majors, have a minimum grade point average of 3.50 in English and 3.30 overall, and have completed ENG 201 and two creative writing workshops, at least one of which must be at the 300-level. For information on applying to this program, please visit the English Department BA + MA Combined Degree webpage (<https://las.depaul.edu/academics/english/ba-ma-combined-degree/Pages/default.aspx>).

English as a Second Language (Minor)

The English as a Second Language (ESL) minor provides a learning opportunity to all DePaul students for those interested in working with second language learners. Students gain a comprehensive and in-depth understanding of second-language acquisition, as well as related educational theories and practices.

Students interested in this minor should consult home college advisors and secure permission from the Bilingual-Bicultural Education Program to enroll.

Course Requirements

7 courses are required for the minor.

Course	Title	Quarter Hours
BBE 310	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
BBE 370	LANGUAGE, LITERACIES AND CULTURES	4

BBE 307	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
BBE 325	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 324	METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE	4
BBE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
BBE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4

Minor in ESL with ESL Endorsement

This option is only available to undergraduates in the College of Education pursuing ISBE Licensure.

The minor with endorsement requires the above 7 courses PLUS 100 fieldwork hours (including registration in BBE 96).

Course	Title	Quarter Hours
BBE 96	100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED	0

Note: Individuals interested in pursuing a minor in bilingual and a minor in ESL need to select the combined ESL-Bilingual (ESL-BE) minor. Individuals cannot earn a separate minor for both areas.

English as a Second Language/ Bilingual Education (ESL-BE) (Minor)

The combined English as a Second Language (ESL) and Bilingual Education (BE) minor provides a learning opportunity to all DePaul students interested in working with second language learners. Students gain a comprehensive and in-depth understanding of second language acquisition, as well as related educational theories and practices.

Students interested in this minor should consult home college advisors and secure permission from the Bilingual-Bicultural Education Program to enroll.

Course Requirements

8 courses are required for the minor.

Course	Title	Quarter Hours
BBE 310	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
BBE 370	LANGUAGE, LITERACIES AND CULTURES	4
BBE 307	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
BBE 325	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 316	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	4
BBE 324	METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE	4
BBE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4

BBE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
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Minor in ESL/Bilingual Education with Bilingual Endorsement

This option is only available to undergraduates in the College of Education pursuing ISBE Licensure.

The minor with endorsement requires the above 8 courses PLUS 100 fieldwork hours (including registration in BBE 96) and a passing score on the Target Language Proficiency Test.

Course	Title	Quarter Hours
BBE 96	100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED	0

Licensure Tests

- Target Language Proficiency Test (select language) – assesses reading comprehension, writing proficiency and oral proficiency in the language. Test is required to qualify for the bilingual endorsement.

ISBE Licensure Division endorses in any target language for which tests are available through ILTS. The Global Seal of Biliteracy or IL State Seal of Biliteracy can be used in place of the language proficiency test. If a language test through ILTS does not exist for bilingual endorsement, candidates may substitute the Foreign Language Content-Area test.

English Literature (Minor)

English literature minors study major authors, works, genres, and literary movements, approaching them both analytically and historically.

Course Requirements

Course	Title	Quarter Hours
ENG 101 or HON 101	INTRODUCTION TO LITERATURE WORLD LITERATURE	4
Select five courses in English literature. Eligible courses include: ¹		20
ENG 102	INTRODUCTION TO POETRY	
ENG 103	INTRODUCTION TO DRAMA	
ENG 110	LITERARY CLASSICS	
ENG 120	READING LITERATURE	
ENG 130	THEMES IN LITERATURE	
ENG 205	LITERATURE TO 1700	
ENG 206	LITERATURE FROM 1700 TO 1900	
ENG 207	LITERATURE FROM 1900 TO THE PRESENT	
ENG 218	READING AND WRITING FICTION	
ENG 219	READING AND WRITING POETRY	
ENG 225	THE HISTORY OF BOOKS	
ENG 228	INTRODUCING SHAKESPEARE	
ENG 231	GOTHIC MONSTERS AND VILLAINS	
ENG 232	THE ROMANCE	
ENG 235	SCIENCE FICTION	
ENG 236	GRAPHIC NOVELS AND SOCIAL JUSTICE	
ENG 237	HARRY POTTER	

ENG 245	THE BRITISH NOVEL
ENG 250	GREAT WRITERS
ENG 265	THE AMERICAN NOVEL
ENG 268	LITERATURE ACROSS CULTURES
ENG 271	AFRICAN AMERICAN LITERATURE
ENG 272	LITERATURE AND IDENTITY
ENG 273	GLOBAL ASIAN LITERATURE
ENG 275	LITERATURE AND FILM
ENG 276	LATINX LITERATURE
ENG 279	STUDIES IN LITERATURE
ENG 280	THE EPIC
ENG 283	GENDER IN LITERATURE
ENG 284	THE BIBLE AS LITERATURE
ENG 285	LGBTQ LITERATURE
ENG 286	TOPICS IN POPULAR LITERATURE
ENG 288	AUTOBIOGRAPHY AND BIOGRAPHY
ENG 321	ENGLISH LITERATURE TO 1500
ENG 322	CHAUCE
ENG 323	TOPICS IN MEDIEVAL LITERATURE
ENG 325	ENGLISH RENAISSANCE LITERATURE
ENG 327	MILTON
ENG 328	STUDIES IN SHAKESPEARE
ENG 329	TOPICS IN RENAISSANCE LITERATURE
ENG 330	RESTORATION AND 18TH-CENTURY LITERATURE
ENG 332	MAJOR AUTHORS BEFORE 1800
ENG 335	TOPICS IN EARLY AMERICAN LITERATURE
ENG 339	TOPICS IN RESTORATION AND 18TH CENTURY BRITISH LITERATURE
ENG 340	19TH-CENTURY BRITISH LITERATURE
ENG 342	MAJOR AUTHORS 1800-1900
ENG 343	LITERATURE OF THE ROMANTIC ERA
ENG 344	VICTORIAN LITERATURE
ENG 345	TOPICS IN 19TH-CENTURY AMERICAN LITERATURE
ENG 346	19TH-CENTURY IRISH LITERATURE
ENG 348	TOPICS IN 19TH-CENTURY LITERATURE
ENG 349	TOPICS IN 19TH-CENTURY BRITISH LITERATURE
ENG 350	MODERN BRITISH LITERATURE
ENG 351	POSTCOLONIAL LITERATURE
ENG 352	GLOBAL ENGLISH LITERATURE
ENG 353	TOPICS IN GLOBAL ASIAN LITERATURE
ENG 354	THE IRISH REVIVAL
ENG 355	MODERN IRISH LITERATURE
ENG 357	TOPICS IN IRISH STUDIES
ENG 358	TOPICS IN 20TH-CENTURY LITERATURE
ENG 359	TOPICS IN MODERN BRITISH LITERATURE
ENG 360	AMERICAN LITERATURE TO 1830
ENG 361	19TH-CENTURY AMERICAN LITERATURE
ENG 362	AMERICAN LITERATURE FROM 1865 TO 1920
ENG 363	AMERICAN LITERATURE AFTER 1900

ENG 364	TOPICS IN GENRE STUDIES
ENG 365	TOPICS IN 20TH-CENTURY FICTION
ENG 366	STUDIES IN POETRY
ENG 367	TOPICS IN AMERICAN STUDIES
ENG 368	STUDIES IN LITERATURE ACROSS CULTURES
ENG 369	TOPICS IN AMERICAN LITERATURE
ENG 371	TOPICS IN AFRICAN AMERICAN LITERATURE
ENG 373	MULTIETHNIC LITERATURE OF THE U.S.
ENG 374	NATIVE LITERATURE
ENG 375	STUDIES IN SHORT FICTION
ENG 378	LITERATURE AND SOCIAL ENGAGEMENT
ENG 379	TOPICS IN LITERATURE
ENG 380	MASTERPIECES OF WORLD LITERATURE
ENG 381	LITERARY THEORY
ENG 382	MAJOR AUTHORS
ENG 383	WOMEN AND LITERATURE
ENG 384	TOPICS IN LATINX LITERATURE
ENG 385	TOPICS IN LGBTQ LITERATURE
ENG 386	POPULAR LITERATURE
ENG 387	TOPICS IN CONTEMPORARY LITERATURE
ENG 388	TOPICS IN TRANSATLANTIC LITERATURE
ENG 389	TOPICS IN COMPARATIVE LITERATURE
ENG 397	NEWBERRY LIBRARY SEMINAR
ENG 398	LITERARY AND CULTURAL HERITAGE

¹ At least two courses must be at the 300-level. ENG 205, ENG 206, and ENG 207 are strongly recommended but not required; these courses are prerequisites to many 300-level Literature courses.

Students majoring in English are restricted from earning this minor.

Students who minor in both Creative Writing and English Literature cannot count the same classes for both minors.

English Literature and Publishing (MA)

The Master of Arts in English Literature and Publishing program (formerly the Master of Arts in English) offers graduate courses in all periods of English and American literature as well as professional training in teaching, publishing, creative writing, and/or pre-PhD scholarship, if desired. The curriculum offers flexibility so that students may tailor their program to their professional needs and includes options for independent study, internships, and thesis research.

Elective courses in the MA in English Literature and Publishing may be expanded to include graduate certificate programs. With planning, combined MA + certificate programs may require no additional coursework to fulfill all requirements.

Students participating in a combined MA + certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following

combination programs should contact the Graduate Student Services Office for additional information.

- Literature and Publishing + Teaching English in Two-Year Colleges Certificate
- Literature and Publishing + Digital Humanities Certificate
- Literature and Publishing + Teaching English to Speakers of Other Languages (TESOL) Certificate
- Literature and Publishing + Women's and Gender Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Demonstrate a working knowledge of the major movements, authors, and canons of literature in English.
- Engage with foundational schools and methods of literary criticism, and apply this knowledge to produce coherent and effectively supported interpretations of literary works.
- Complete effective research papers that survey and evaluate previous efforts in literary criticism; offer an original contribution to scholarship on the topic at hand; defend this argument with appropriate exposition and textual support; document primary and secondary sources accurately.
- Analyze the meanings and values inherent in the terms "literature" and "literary studies" in diverse and changing professional contexts.
- Apply knowledge, vocabulary, and tools of literary study in professional contexts and genres, such as classroom teaching, conference papers, creative and multimedia content production, editing, course plans and syllabi, and/or oral presentations.

Degree Requirements

Course Requirements

48 hours of graduate credit in English

Two Professional Development Courses in English, Publishing, Teaching: 8 hours

Course	Title	Quarter Hours
Any two courses from the following:		8
ENG 472	LITERARY THEORY (If desired)	
ENG 473	TEACHING CREATIVE WRITING	
ENG 474	TEACHING LITERATURE	
ENG 477	TOPICS IN PUBLISHING	
ENG 478	TOPICS IN TEACHING	
ENG 480	INTRODUCTION TO CREATIVE WRITING	
ENG 484	WRITING WORKSHOP TOPICS	
ENG 487	TRAVEL WRITING	
ENG 488	WRITING THE PERSONAL ESSAY	
ENG 489	SCREENWRITING	
ENG 490	WRITING FOR MAGAZINES	
ENG 491	SCIENCE WRITING	
ENG 492	WRITING FICTION	
ENG 493	WRITING POETRY	

ENG 494	NOVELS I
ENG 495	NOVELS II
ENG 496	TOPICS IN EDITING
ENG 497	WRITING THE LITERATURE OF FACT

Five Courses in English Literature: 20 hours

At least one pre-1800 course:

- Medieval Literature
- Renaissance Literature
- Restoration/Eighteenth-Century British and/or Early American Literature

At least one pre-1900 course:

- Any of the above
- Nineteenth-Century British (Romantic and Victorian)
- Nineteenth-Century American Literature

Five Electives: 20 hours

Students may choose from

- English and American period courses
- Studies in Literature
- Language and Style
- Creative Writing courses in Fiction, Poetry, Creative Nonfiction (including Memoir, Personal Essay, Science and Nature Writing, and Travel Writing)
- Independent Study (maximum of four hours)
- Internship (maximum of four hours)
- Thesis Research (maximum of four hours; available for students exercising the thesis option)

Good Standing

To achieve good standing in the program, students must:

1. Complete at least three courses within twelve months of their admission to the program, and
2. Maintain an overall grade-point average of at least 3.0. Students whose cumulative GPA falls below 3.0 will be placed on probation and given two quarters to raise their average to the minimum 3.0 level. Students on probation are required to consult with the program director before registering for classes. Failure to meet these requirements constitutes grounds for dismissal.

Thesis Option

A thesis option is available to students who have a promising idea for an appropriate project. Proposals must earn the approval of an English Department graduate faculty member, who will serve as project director, and of the Program Director. Credit is earned through ENG 501. Please see the Program Director for more information on this option.

Entrepreneurship (BSB)

The Bachelor of Science in Business with a major in Entrepreneurship emphasizes the process of designing, launching, running and scaling a new business, often initially a small business through a period of rapid growth. Students develop an entrepreneurial mindset and apply knowledge and practical skills to identify new business opportunities, creatively solve problems within a design-thinking framework, analyze the industry and market, create revenue and business models, and

develop management, market and financial strategies for the new venture or an established entrepreneurial organization to impact businesses, communities and society.

Entrepreneurship majors pursue different career paths, including planning for start-up and growth of their own businesses, leading and managing small and medium-sized enterprises, and are hired by entrepreneurs and corporations as business developers, innovators, new product developers, and consultants.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	42
Open Electives	18
Total hours required	192

Learning Outcomes

Students will be able to:

- Use analytical and reflective skills in decision making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.
- Understand and apply knowledge of the new venture creation process in entrepreneurial firms.
- Demonstrate entrepreneurial skills to develop a concept, engage in the design thinking process, research the industry and market, define the value proposition and strategy, build the team and create revenue and business models to support the venture's strategy.
- Recognize and analyze ethical and legal issues within entrepreneurial businesses, and develop resolutions.
- Communicate effectively orally and in writing to stakeholders, including crafting the pitch and pitching your idea to potential investors.
- Exhibit knowledge of entrepreneurial practices to building and sustaining the environment for innovation in entrepreneurial firms.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 363	ECONOMICS OF THE EUROPEAN UNION	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 357	INTERNATIONAL BUSINESS	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT	
MKT 360	INTERNATIONAL MARKETING	
SOC 217	WORK IN A GLOBALIZED WORLD	
A course taken as part of a term-long study abroad program		

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Global Business Perspective

If a course is shared between Global Business Perspective and the Entrepreneurship major, additional hours of Open Elective credit are required.

Grade Minimums for Management Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, MAT 137, MGT 300, MGT 301, and any MGT or major course used for Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		

WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

In addition to MGT 300 and MGT 301, a student majoring in Entrepreneurship is required to complete the following courses totaling at least 42.0 hours:

Course	Title	Quarter Hours
MGT 250	CAREER MANAGEMENT SKILLS	2
MGT 270	INTRODUCTION TO ENTREPRENEURSHIP	4
MGT 314	BUSINESS ANALYTICS FOUNDATION TOOLS	4
MGT 370	BUSINESS PLAN DEVELOPMENT	4
MGT 373 or MGT 390	CREATIVITY & ENTREPRENEURSHIP INNOVATION & TECHNOLOGY	4
MGT 374	ENTREPRENEURSHIP LAW	4
MGT 388	ENTREPRENEURSHIP STRATEGY	4
MGT 395	SOCIAL AND SUSTAINABLE ENTERPRISE	4
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	4
MKT 377	SALES FUNDAMENTALS	4
One elective from:		4
BLW 201	LEGAL & ETHICAL ASPECTS IN THE BUSINESS ENVIRONMENT	
MGT 303	MANAGING PROJECTS AND TEAMS	
MGT 323	SUPPLY CHAIN MANAGEMENT	
MGT 325	SUSTAINABLE MANAGEMENT	
MGT 330	RECRUITMENT AND SELECTION	
MGT 345	SERVICE SECTOR MANAGEMENT	
MGT 344	THE BUSINESS OF ESPORTS	
MGT 347	HEALTH CARE MANAGEMENT	
MGT 356	INTRODUCTION TO SPORTS MANAGEMENT	
MGT 360	LEADERSHIP	
MGT 375	ENTREPRENEURSHIP PRACTICUM	
MGT 385	WOMEN IN ENTREPRENEURIAL AND ORGANIZATIONAL LEADERSHIP	
MGT 393	MANAGEMENT INTERNSHIP	
MGT 398	SPECIAL TOPICS (when related to Entrepreneurship)	
MGT 399	INDEPENDENT STUDY (with department approval)	
HSP 100	INTRODUCTION TO HOSPITALITY	
HSP 398	SPECIAL TOPICS IN HOSPITALITY (Restaurant Entrepreneurship Only)	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MKT 352	NEW PRODUCT DEVELOPMENT	

Open Electives

Open elective credit (18.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Global Business Perspective

If an course is shared between Global Business Perspective and the Entrepreneurship major, additional hours of Open Elective credit are

required. Any course used toward the Entrepreneurship major and Global Business Perspective must be passed with C- or higher.

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Experiential Learning

If either MGT 393 or IB 350 is completed in the Entrepreneurship major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Management (MGT) and other courses used toward the Entrepreneurship major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Entrepreneurship (Minor)

Available to students majoring outside the Driehaus College of Business, the Entrepreneurship minor builds on the skill sets acquired in majors across the university to prepare for careers as entrepreneurs or to assume entrepreneurial leadership roles across a variety of industries and sectors. This skill set expansion across colleges/schools differentiates this program. Students will develop capabilities in areas including design thinking, creative problem-solving, working in teams, crafting organizational strategies, and innovating to impact organizations, communities and society.

Course Requirements

A non-Driehaus student minoring in Entrepreneurship is required to complete the following courses totaling at least 20.0 hours:

Course	Title	Quarter Hours
Select two courses from the following:		8
MGT 270	INTRODUCTION TO ENTREPRENEURSHIP	
MGT 370	BUSINESS PLAN DEVELOPMENT	
MGT 373	CREATIVITY & ENTREPRENEURSHIP	
Select one more course from the list above or one from the following MGT courses:		4
MGT 300	PRINCIPLES OF MANAGEMENT	
MGT 303	MANAGING PROJECTS AND TEAMS	
MGT 325	SUSTAINABLE MANAGEMENT	
MGT 360	LEADERSHIP	
MGT 375	ENTREPRENEURSHIP PRACTICUM	
MGT 385	WOMEN IN ENTREPRENEURIAL AND ORGANIZATIONAL LEADERSHIP	
MGT 390	INNOVATION & TECHNOLOGY	
MGT 395	SOCIAL AND SUSTAINABLE ENTERPRISE	
Select two courses from above or the following:		8
CMNS 304	COMMUNICATION, CODING & ENTREPRENEURSHIP	
CMNS 358	DIVERSITY, LEADERSHIP, & TEAM BUILDING	

CMNS 344	MINDFULNESS
HSP 398	SPECIAL TOPICS IN HOSPITALITY (Restaurant Entrepreneurship only)
IB 350	INTERNATIONAL BUSINESS SEMINAR (when related to Entrepreneurship)
JOUR 303	ENTREPRENEURIAL JOURNALISM
PRAD 373	PUBLIC RELATIONS & ADVERTISING ENTREPRENEURS

Graduation Requirements

All Management (MGT) courses and any other courses used toward the Entrepreneurship minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Entrepreneurship (Minor: Business Students Only)

Students in the Driehaus College of Business who minor in Entrepreneurship will build the skill set to prepare for careers as entrepreneurs, and leaders/managers of small and medium-sized enterprises that seek talent adept at design thinking, creative problem-solving, working in teams across systems, and innovating from within organizations to impact business, communities and society.

Course Requirements

In addition to MGT 300 and MGT 301, a Driehaus student minoring in Entrepreneurship is required to complete the following courses of 16.0 hours (totaling at least 24.0 hours):

Course	Title	Quarter Hours
Select two courses from the following:		8
MGT 270	INTRODUCTION TO ENTREPRENEURSHIP	
MGT 370	BUSINESS PLAN DEVELOPMENT	
MGT 373	CREATIVITY & ENTREPRENEURSHIP	
Select from above or the following:		8
IB 350	INTERNATIONAL BUSINESS SEMINAR	
HSP 398	SPECIAL TOPICS IN HOSPITALITY (Restaurant Entrepreneurship Only)	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
MGT 303	MANAGING PROJECTS AND TEAMS	
MGT 325	SUSTAINABLE MANAGEMENT	
MGT 360	LEADERSHIP	
MGT 374	ENTREPRENEURSHIP LAW	
MGT 375	ENTREPRENEURSHIP PRACTICUM	
MGT 385	WOMEN IN ENTREPRENEURIAL AND ORGANIZATIONAL LEADERSHIP	
MGT 388	ENTREPRENEURSHIP STRATEGY	
MGT 390	INNOVATION & TECHNOLOGY	
MGT 395	SOCIAL AND SUSTAINABLE ENTERPRISE	

Graduation Requirement

All Management (MGT) courses and any other courses used toward the Entrepreneurship minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Entrepreneurship (MS) Online

The nationally ranked Master of Science (MS) in Entrepreneurship prepares students to excel as leaders in start-ups, creative corporate environments, and organizations that support entrepreneurship. Students gain the proficiency necessary to take on a variety of entrepreneurial opportunities, such as creating a concept and starting a new business, pursuing entrepreneurship and innovation within existing companies such as cultivating new product development strategies, or becoming involved on the funding side with angel investment and venture capital firms. The cohorted program covers general business skills such as leadership, innovation management, and accounting and entrepreneurship-specific topics such as legal, financial, and creative aspects of ventures. Students can customize their degree by selecting elective classes on topics such as sustainable and social enterprise, marketing, or hospitality. Residencies offer an opportunity to establish connections in Chicago's entrepreneurial ecosystem. Students can participate in the Coleman Entrepreneurship Center's programs that offer mentorship, internships, workshops, and pitch competitions.

Program Features

Through the MS in Entrepreneurship program, you will gain knowledge in:

- Entrepreneurial mindset
- Innovation and design thinking
- Entrepreneurial leadership
- Social and Sustainable Enterprise
- Ethical decision-making
- Financial management
- Fundraising knowledge
- Sales and marketing
- Managing technology and change
- Legal aspects of entrepreneurship

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Explain the unique nature of entrepreneurship.
- Explain the entrepreneurial process.
- Demonstrate skills inquiry, critical thinking, problem solving, and strategic analysis.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.

Degree Requirements

Course Requirements

The MS in Entrepreneurship program requires twelve courses (48 credit hours) - eight core courses (32 credit hours), and four elective courses (16 credit hours).

Core Courses: 8 Required (32 credit hours)

Course	Title	Quarter Hours
ACC 500	FINANCIAL ACCOUNTING	4
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	4
MGT 530	LEADERSHIP IN ORGANIZATIONS	4
MGT 569	LEGAL ASPECTS OF ENTREPRENEURSHIP	4
MGT 570	ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT	4
MGT 571	FINANCING NEW VENTURES	4
GSB 525	BUSINESS INNOVATION & DESIGN (FORMERLY MGT 573)	4
MGT 590	MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE	4

Elective Requirements: 4 Required (16 credit hours)

Course	Title	Quarter Hours
Select 4 of the following:		16
HSP 502	MANAGING THE GUEST/EMPLOYEE EXPERIENCE	
HSP 505	SERVICE & INNOVATION IN TOURISM DEVELOPMENT	
MGT 515	SUSTAINABILITY MANAGEMENT	
MGT 557	INTERNATIONAL MANAGEMENT	
MGT 563	NEGOTIATION SKILLS	
MGT 575	WOMEN IN ENTREPRENEURIAL AND ORGANIZATIONAL LEADERSHIP	
MGT 595	SOCIAL AND SUSTAINABLE ENTERPRISE	
MGT 598	PROJECT MANAGEMENT	
MGT 605	ENTREPRENEURSHIP EXPERIENCE RESIDENCY 1	
MGT 606	ENTREPRENEURSHIP EXPERIENCE RESIDENCY 2	
MGT 798	SPECIAL TOPICS (Related to Entrepreneurship)	
MKT 529	PRECISION MARKETING	
MKT 530	CUSTOMER RELATIONSHIP MANAGEMENT	
MKT 595	DIGITAL MARKETING ANALYTICS & PLANNING	
MKT 555	MARKETING MANAGEMENT	

Degree Requirements

- Satisfactory completion of the 12 required courses, or their substitutes as approved by the Chair of the Management Department.
- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

Entrepreneurship (MS) Online, Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These three graduate level courses will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Entrepreneurship (MS) Online

The Master of Science in Entrepreneurship is designed for students who are interested in turning good opportunities into thriving businesses. Students gain the proficiency necessary to take on a variety of entrepreneurial opportunities, such as starting a new business, developing corporate innovation, cultivating new product development strategies, or becoming involved on the funding side with angel investment and venture capital firms. The program culminates in the new venture applied lab class where students are given the opportunity to launch and grow their entrepreneurial endeavor with the help of DePaul expert mentors.

DePaul degree-seeking undergraduate students interested in earning a Master of Science degree in Entrepreneurship may apply to the bachelor's degree/Entrepreneurship (MS) combined program. Students may be able to obtain both degrees in as few as five years.

Admission

Students must formally apply and be admitted to the Department of Management before beginning their graduate coursework. Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.20

Students participating in this program will typically take the following three graduate level courses during their senior year:

Course	Title	Quarter Hours
ACC 500 or ACC 502	FINANCIAL ACCOUNTING FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING	4
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS ¹	4
MGT 570	ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT	4

¹ Replaces MGT 302; prerequisite MGT 300.

These three courses may double-count up to 12 credits towards both degree programs. The undergraduate degree will be awarded at the completion of all undergraduate work while the MSE will be awarded upon completion of the remaining graduate level work.

Environmental Communication (Minor)

This minor provides a foundation in the communication skills that help shape and influence environmental attitudes, values, practices and policy. Students will learn about the more formal aspects of environmental communication (federal, state, and local policy) as well as the less formal (representations of nature in mediated contexts, environmental journalism, social movement rhetoric, and corporate communication about the environment). They will develop a heightened critical sensibility about the ways in which communication and discourse not only shapes our understanding of the environment but also influences political and personal action. On a more practical level, students will enhance their public speaking, writing, interpersonal, and leadership skills in environmental advocacy contexts. Students will gain skills in in-depth multimedia reporting on science and environmental issues, as well as the role of socially responsible journalism in facilitating public understanding of environmental issues and participation in environmental governance.

Course Requirements

A minor in Environmental Communication requires students to complete a total of 24 credit hours (six courses). To complete the minor, students must take:

Course	Title	Quarter Hours
CMNS 325 or CMNS 326	PROMOTING SUSTAINABILITY ENVIRONMENTAL POLITICS AND RHETORIC	4
Select two of the following:		8
CMNS 325	PROMOTING SUSTAINABILITY (If not taken above)	
CMNS 326	ENVIRONMENTAL POLITICS AND RHETORIC (If not taken above)	
CMNS 363/ JOUR 311	CLIMATE CHANGE COMMUNICATION	
ENV 150	FOUNDATIONS OF ENVIRONMENTAL STUDIES	
or ENV 151	INTRODUCTION TO SUSTAINABILITY	
Select three of the following:		12
CMNS 251	ORGANIZATIONAL COMMUNICATION	
CMNS 316	COMMUNICATION AND DECISION-MAKING IN GROUPS AND TEAMS	
CMNS 323	SOCIAL MOVEMENTS	
CMNS 324	CULTURE OF CONSUMPTION	
CMNS 325	PROMOTING SUSTAINABILITY (If not taken above)	
CMNS 326	ENVIRONMENTAL POLITICS AND RHETORIC (If not taken above)	
CMNS 355	CONFLICT MANAGEMENT	
CMNS 358	DIVERSITY, LEADERSHIP, & TEAM BUILDING	
CMNS 363/ JOUR 311	CLIMATE CHANGE COMMUNICATION (If not taken above)	
CMNS 365	ARGUMENTATION, ADVOCACY, AND DELIBERATION	
ENV 150	FOUNDATIONS OF ENVIRONMENTAL STUDIES (If not taken above)	

ENV 151	INTRODUCTION TO SUSTAINABILITY (If not taken above)
GEO 200	SUSTAINABLE URBAN DEVELOPMENT
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT
GEO 210	INTERNATIONAL ENVIRONMENTAL CONSERVATION
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING
GEO 243	EARTH OBSERVATION
JOUR 275	INTRODUCTION TO JOURNALISM
JOUR 278	NEWS REPORTING
JOUR 279	FEATURE WRITING
JOUR 360	POLITICAL COMMUNICATION
JOUR 364	INVESTIGATIVE REPORTING
JOUR 367	INTERNATIONAL REPORTING
JOUR 374	COMMUNITY JOURNALISM
MCS 271	MEDIA AND CULTURAL STUDIES
PRAD 255	PUBLIC RELATIONS
PRAD 256	WRITING FOR PUBLIC RELATIONS AND ADVERTISING
PRAD 374	MEDIA RELATIONS
PRAD 376	CRISIS COMMUNICATION MANAGEMENT
PRAD 382	NON-PROFIT PUBLIC RELATIONS
WRD 283	ENVIRONMENTAL WRITING

Environmental Science (BS)

The Bachelor of Science degree in Environmental Science is a broad, science-based curriculum designed to prepare students for a variety of environmentally-related technical careers, as well as for graduate programs in environmental and allied fields. The program requires 192 credit hours and draws upon the faculty and resources of several departments. Majors take core courses in Biology, Chemistry, Environmental Science, Mathematics, and Physics, advanced study in Environmental Science and five university-wide electives.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	96
Open Electives	20
Total hours required	192

Learning Outcomes

Students will be able to:

- Discuss how the four spheres of the natural world (biosphere, hydrosphere, atmosphere, and lithosphere) are interconnected for a given environmental issue.
- Demonstrate how humans impact the natural world and how the natural world impacts humans, including in the context of social and environmental justice.
- Critically evaluate the science behind complex environmental problems that humans currently face both locally and globally.

- Design and conduct a scientific investigation using appropriate tools and techniques to gather, analyze, and interpret data and communicate results in oral and written form.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor

in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
ENV 350	ENVIRONMENTAL SCIENCE AND STUDIES CAPSTONE ^{1,2}	4

¹ Students must earn a C- or better in this course.

² Students with a primary major in Environmental Science are required to complete the Capstone offered by the Environmental Science department. Students double majoring or pursuing dual degrees with the primary major or primary degree in Environmental Science are required to complete the Capstone offered by the Environmental Science department. Environmental Science students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. (Courses in the range 150-199 are exceptions to this rule.) If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
ENV 250	APPLIED ECOLOGY	4
or BIO 215	ECOLOGY	
ENV 216	EARTH SYSTEM SCIENCE	4
ENV 217	HUMAN IMPACTS ON THE ENVIRONMENT	4
ENV 260	ENVIRONMENTAL DATA ANALYSIS	4
or BIO 206	BIOSTATISTICS	
ENV 294	SECOND YEAR SEMINAR	2
ENV 360	RESEARCH METHODS	4
ENV 362	SENIOR THESIS	2
ENV 350	ENVIRONMENTAL SCIENCE AND STUDIES CAPSTONE (Liberal Studies Program Capstone) ¹	4
Select three of the following:		12
ENV 300	PLANT IDENTIFICATION (WITH LAB)	
ENV 305	ANIMAL DIVERSITY	
ENV 310	ENVIRONMENTAL SOIL SCIENCE (WITH LAB)	
ENV 315	PLANT ECOLOGY (WITH LAB)	
ENV 316	CHEMISTRY OF EARTH SYSTEMS (WITH LAB)	
ENV 320	CONSERVATION BIOLOGY (WITH LAB)	
ENV 322	ECOSYSTEM ECOLOGY (WITH LAB)	
ENV 340	URBAN ECOLOGY (WITH LAB)	
ENV 341	URBAN FORESTS AS SOCIAL-ECOLOGICAL SYSTEMS (WITH LAB)	
ENV 355	INTRODUCTION TO ENVIRONMENTAL HEALTH	
ENV 359	ADVANCED ENVIRONMENTAL DATA ANALYSIS WITH R	

ENV 390	SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE ²	
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
Select one of the following:		4-6
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	
CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY	
Select one of the following:		4-6
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	
CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II	
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4
Select one of the following:		4-6
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	
MAT 150	CALCULUS I	
MAT 170	CALCULUS FOR LIFE SCIENCES I	
Select one of the following:		4-6
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	
MAT 151	CALCULUS II	
MAT 171	CALCULUS FOR LIFE SCIENCES II	
Select one of the following:		4-6
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
MAT 152	CALCULUS III	
MAT 172	CALCULUS III WITH DIFFERENTIAL EQUATIONS	
Alternatively, to complete the calculus sequence, select both of the following:		
MAT 155	SUMMER CALCULUS I	
MAT 156	SUMMER CALCULUS II	
PHY 150	GENERAL PHYSICS I	4
PHY 151	GENERAL PHYSICS II	4
PHY 152	GENERAL PHYSICS III	4
Select three courses from within one discipline in consultation with your advisor:		12
Biology		
BIO 210	MICROBIOLOGY	
BIO 235	EVOLUTION	
BIO 260	GENETICS	
BIO 315	TOPICS IN ECOLOGY	
BIO 317	AQUATIC BIOLOGY	

BIO 318	FIELD STUDIES IN MARINE AND ESTUARINE BIOLOGY	
BIO 321	MOLECULAR METHODS IN ECOLOGY AND EVOLUTION	
Chemistry		
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II	
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III	
CHE 204 & CHE 205	ANALYTICAL CHEMISTRY and ANALYTICAL CHEMISTRY LABORATORY	
CHE 264 & CHE 265	ATMOSPHERIC CHEMISTRY and ATMOSPHERIC CHEMISTRY LABORATORY	
CHE 268 & CHE 269	SOLID WASTE CHEMISTRY and SOLID WASTE CHEMISTRY LABORATORY	
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	
Geography (GIS)		
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	
GEO 242	GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS	
GEO 243	EARTH OBSERVATION	
GEO 343	EARTH OBSERVATION II	
GEO 344	GEOGRAPHIC INFORMATION SYSTEMS III: SPATIAL ANALYSIS FOR SUSTAINABILITY	

¹ Students in the University Honors Program and students with a double major may be required to take a different Capstone. If this is the case, they may choose to substitute ENV 350 as one of their required 300-level ENV courses or as an open elective.

² Each quarter one or more versions of ENV 390 are offered. Some might be applicable to your major requirements. Please contact your advisor for details.

Environmental Science (BS) students are not eligible to earn a double major in Environmental Studies (BA)

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Environmental Science (BS) + Secondary Education Environmental Science (MEd)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These

12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The TEACH Program combines a College of Science and Health (CSH) undergraduate Environmental Science major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Environmental Science Certification.

Students may apply to the TEACH Program during the spring of their junior year. They must enroll in the Junior Year Experiential Learning course, TCH 320, and meet other application criteria; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 GPA.

During their senior year, students are required to complete a TEACH Program capstone course, TCH 390, and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework : 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework : 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 414	THE NATURE OF SCIENCE	4
TCH 424	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	4

All coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III

- Ecology
- Earth System Science
- Human Impacts on the Environment
- Environmental Rhetoric and Politics
- Environmental Data Analysis
- Environmental Science Seminar
- Environmental Impact Analysis

This combined degree program of the College of Science and Health and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach Environmental Science at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1145)
Students interested in the TEACH Program should consult with the designated TEACH Program advisor in their home department.

Environmental Science (Minor)

The Environmental Science minor offers students the strongest background in the science behind environmental issues. Students will understand and explore the natural world and our interactions within the natural and built environment.

Course Requirements

Course	Title	Quarter Hours
ENV 102	INTRO TO ENVIRONMENTAL SCIENCE WITH LAB (may be replaced with an upper-level course; check with an ENV advisor or the department chair)	4
ENV 216	EARTH SYSTEM SCIENCE	4
ENV 217	HUMAN IMPACTS ON THE ENVIRONMENT	4
ENV 250	APPLIED ECOLOGY (WITH LAB)	4
Select two of the following. At least one must be a 300-level course:		8
ENV 200	CITIES AND THE ENVIRONMENT	
ENV 204	ENERGY AND THE ENVIRONMENT	
ENV 205	BIOLOGY FOR ENVIRONMENTAL STUDIES	
ENV 230	GLOBAL CLIMATE CHANGE	
ENV 300	PLANT IDENTIFICATION (WITH LAB)	
ENV 305	ANIMAL DIVERSITY	
ENV 310	ENVIRONMENTAL SOIL SCIENCE (WITH LAB)	
ENV 315	PLANT ECOLOGY (WITH LAB)	
ENV 316	CHEMISTRY OF EARTH SYSTEMS (WITH LAB)	
ENV 320	CONSERVATION BIOLOGY (WITH LAB)	
ENV 322	ECOSYSTEM ECOLOGY (WITH LAB)	
ENV 340	URBAN ECOLOGY (WITH LAB)	
ENV 344	ENVIRONMENTAL JUSTICE AND ADVOCACY	

ENV 355	INTRODUCTION TO ENVIRONMENTAL HEALTH
ENV 390	SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE ¹

¹ See your advisor to determine where ENV 390 classes fit into your DPR.

Environmental Science majors and environmental studies majors cannot earn a minor in Environmental Science.

Environmental Science (MS)

DePaul's innovative MS program in Environmental Science provides a theoretically-grounded and professionally-oriented preparation for careers in environmental science. The degree will prepare students for a variety of environmental professions, including research careers. We envision that graduates will focus especially on careers in land management, including restoration ecology, species and landscape conservation, biodiversity management, green infrastructure management, urban ecology and a variety of ecological consultancy services.

Consistent with DePaul University's Departmental of Environmental Science and Studies expertise in urban biodiversity and associated management techniques, foundational courses introduce a range of novel ideas and methods that are employed in metropolitan conservation programs. Students are required to take advanced-level classes in data analysis and sustainability science. Through our partnerships with organizations throughout the region, students will witness how successful conservation is instituted in practice. Although there is an urban focus to the program, the balanced theoretical and hands-on emphasis of this degree will ensure that students can be creative problem solvers in a wide variety of ecological situations from wilder areas to the city core.

Students can choose between a professional track and a thesis track depending upon the career objectives. A suite of upper-level electives and allied field courses will ensure that students in the program are prepared for the next stages in their environmental careers.

Program Requirements	Quarter Hours
Degree Requirements	52
Total hours required	52

Learning Outcomes

Students will be able to:

- Develop an interdisciplinary base in environmental science with breadth in applied ecology, physical science, and natural resource management.
- Synthesize data, perspectives, and theories from the natural and social sciences to inform an integrated understanding of environmental challenges.
- Evaluate possible solutions to environmental problems by engaging in dialog across stakeholder groups (e.g. communities, government, nonprofits, private sector, scientists) and collaboratively achieve ethical compromise.
- Create oral and written products to communicate scientific findings and/or management outcomes to a wide audience, especially at the interface of science, policy, and the public.

Degree Requirements

Core (5 courses)

Course	Title	Quarter Hours
ENV 401	INTRODUCTION TO URBAN BIODIVERSITY MANAGEMENT	4
ENV 402	URBAN ECOLOGY	4
ENV 403	ECOLOGICAL DATA ANALYSIS WITH R	4
ENV 404	APPLIED ECOLOGICAL MANAGEMENT PRACTICUM	4
ENV 506	SUSTAINABILITY SCIENCE: ENVIRONMENTAL LIMITS, HUMAN NEEDS, & SYSTEMS THINKING	4

Students Select Either the Professional Track or Thesis Track

Professional Track (2 courses)

Course	Title	Quarter Hours
ENV 405	INTERNSHIP	4
ENV 406	INDEPENDENT PROJECT	4

Thesis Track (3 courses)

Course	Title	Quarter Hours
ENV 407	RESEARCH FOR MASTER THESIS	4
ENV 450	THESIS RESEARCH (take twice)	4

Electives (4 courses for Professional track, 3 courses for Thesis track)

Course	Title	Quarter Hours
Select 4 courses for Professional track, 3 courses for Thesis track:		12-16
ENV 400	PLANT IDENTIFICATION	
ENV 410	ENVIRONMENTAL SOIL SCIENCE	
ENV 415	PLANT ECOLOGY	
ENV 420	CONSERVATION BIOLOGY	
ENV 425	ANIMAL DIVERSITY	
ENV 422	ECOSYSTEM ECOLOGY	
ENV 441	URBAN FORESTS AS SOCIAL-ECOLOGICAL SYSTEMS	

Allied Fields (2 courses)

Course	Title	Quarter Hours
Select two of the following:		8
BIO 415	TOPICS IN ECOLOGY	
BIO 417	AQUATIC BIOLOGY	
BIO 420	ADVANCED MICROBIOLOGY	
BIO 421	MOLECULAR METHODS IN ECOLOGY AND EVOLUTION	
BIO 432	POPULATION ECOLOGY	
BIO 435	CONCEPTS IN EVOLUTION	
BIO 445	TOPICS IN PALEOBIOLOGY	

BIO 489	RESEARCH IN FIELD BIOLOGY
ENV 490	SPECIAL TOPICS
ENV 499	INDEPENDENT STUDY
GEO 440	PLACES, HUMANITIES AND GEOGRAPHIC INFORMATION SYSTEMS
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT
GEO 445	PROGRAMMING IN PYTHON FOR GIS
GEO 446	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH
GEO 447	WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB
GEO 491	STATISTICAL DATA ANALYSIS FOR GIS
SUD 402	SUSTAINABLE URBAN DEVELOPMENT II: APPLIED ANALYSIS OF URBAN ENVIRONMENTAL POLICY
WRD 526	GRANT AND PROPOSAL WRITING

Students must take GEO 441 or document a comparable competency in Geographical Information Systems.

Program Graduate Student Handbook

Academic Probation

A student will be placed on academic probation at the time when their cumulative GPA falls below 2.70.

Academic Dismissal

A graduate student may be academically dismissed under one or more of the following violations of satisfactory progress: their cumulative GPA remains below 2.70 after one year of coursework while being on academic probation or lack of progress toward degree completion.

Conditional Admission

Students whose undergraduate degrees were in majors other than environmental science, ecology, or related fields may be conditionally admitted provided they complete the following minimum prerequisites as conditions: applied ecology [equivalent to ENV 250], earth system science [equivalent to ENV 216] or climate change [equivalent to ENV 230], statistics [equivalent to ENV 260 or BIO 206] and math up to and including precalculus [equivalent to MAT 130].

Readmission

The same readmission standards outlined in the Graduate Student Handbook and approval of the program director are observed for students in these programs.

Transfer Credit

No more than two graduate courses (8 quarter hours or its semester equivalent) may be transferred from another program or institution provided that they are equivalent to courses offered in DePaul's graduate program, and they did not count toward another degree at DePaul or another institution. Written approval must come from the Graduate Program Director and the Associate Dean for Graduate Studies.

Undergraduate Courses

No undergraduate courses shall count toward the graduate degree.

Graduation Requirements

Requirements include, but are not limited to, thirteen graduate courses (52 credit hours) at a minimum cumulative GPA of 2.70.

Graduation with Distinction

A minimum cumulative GPA of 3.70 for coursework applied toward the Environmental Science degree and high performance - as determined by the Environmental Science and Studies Department - on the thesis or independent project are required for graduation with distinction.

Time Limitation

The degree is expected to be completed in a maximum of six years.

Environmental Science (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These three graduate level courses will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Environmental Science (MS)

This combined degree program will give DePaul undergraduate students an accelerated pathway into the Environmental Science (MS) degree.

For students in ENV, these classes could count towards their majors requirements. For students seeking the Environmental Science (BS) degree, the ENV classes could count towards their three required ENV upper-level electives and the GEO classes could count towards their three Allied Field requirements. For students seeking the Environmental Studies (BA) degree, the ENV classes could count towards their three Natural Science electives. Students from other departments should work with their college advising office for including these classes in their major or could take the classes as electives.

Admission

The universal combined degree will be open to all DePaul undergraduate students with

- At least 88 credits (juniors and seniors)
- GPA of 3.0 or higher in courses taken at DePaul University
- Successful completion (with a grade of C- or better) of the following undergraduate coursework:
 - Ecology (Equivalent of ENV 250 or BIO 215)
 - Earth System Science (equivalent of ENV 216)
 - Math up to and including pre-calculus (equivalent of MAT 130)

Students may apply for admission into the combined degree program in Environmental Science during their junior or senior year of study. To apply, students should submit the following materials to the Office of Graduate Admissions (graddepaul@depaul.edu)

- CSH Combined Program Application form (<https://csh.depaul.edu/student-resources/advising-student-services/graduate-advising/forms/Pages/combined-degree-program-application.aspx>)
- Official copy of undergraduate transcript
- Two letters of recommendation from science professors or professional supervisors
- A personal statement that explains your interest in the Environmental Science graduate program at DePaul. The statement should specify your career goals and any specific area of interest.

Students enrolled in the universal combined degree program will be awarded their Bachelor's degrees upon completion of their undergraduate degree requirements. They need to apply for undergraduate degree conferral when they reach the required credit hours and meet all other criteria for the baccalaureate degree.

Course	Title	Quarter Hours
ENV 403	ECOLOGICAL DATA ANALYSIS WITH R	
ENV 506	SUSTAINABILITY SCIENCE: ENVIRONMENTAL LIMITS, HUMAN NEEDS, & SYSTEMS THINKING	
ENV 400	PLANT IDENTIFICATION	
ENV 410	ENVIRONMENTAL SOIL SCIENCE	
ENV 415	PLANT ECOLOGY	
ENV 420	CONSERVATION BIOLOGY	
ENV 422	ECOSYSTEM ECOLOGY	
ENV 441	URBAN FORESTS AS SOCIAL-ECOLOGICAL SYSTEMS	
GEO 440	PLACES, HUMANITIES AND GEOGRAPHIC INFORMATION SYSTEMS	
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT	
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT	
GEO 445	PROGRAMMING IN PYTHON FOR GIS	
GEO 446	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH	
GEO 447	WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB	
GEO 491	STATISTICAL DATA ANALYSIS FOR GIS	
SUD 402	SUSTAINABLE URBAN DEVELOPMENT II: APPLIED ANALYSIS OF URBAN ENVIRONMENTAL POLICY	

Environmental Studies (BA)

The BA degree in Environmental Studies provides students with a holistic education on environmental topics that includes the natural and social sciences as well as the humanities. The degree allows students to connect with present and emerging environmental problems in a uniquely interdisciplinary manner, and will prepare them for positions in environmental management and in environmentally themed non-profit organizations, to bring an environmental perspective to any career, as well as preparing them for further studies. The degree is focused on the comprehensive study of human interaction with the natural environment.

The BA degree offers students a choice of two concentrations: A standard concentration and a sustainability concentration. Within the sustainability concentration, students can further choose an urban sustainability focus. Students selecting the sustainability concentration will recognize the concept of "sustainability" as a dynamic condition characterized by the interdependency among physical, biological, economic, and social systems.

Students choosing the urban sustainability focus will be able to identify the concepts and methods of environmental economics, environmental politics, ethics, design, and human geography relevant to the sustainability of environmental resources and social institutions in urban settings; as well as recognize and understand the functions of sustainable institutions created for water, land, air, and urban management at multiple spatial and temporal scales.

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	38
Major Concentration Requirements	36
Open Electives	38
Total hours required	192

Learning Outcomes

Students will be able to:

- Discuss how the four spheres of the natural world (biosphere, hydrosphere, atmosphere, and lithosphere) are interconnected for a given environmental issue.
- Demonstrate how humans impact the natural world and how the natural world impacts humans, including in the context of social and environmental justice.
- Identify and communicate the causes of and solutions to environmental issues from the social science, natural science, and humanities perspectives.
- Design, conduct, and evaluate environmental research using qualitative, quantitative, and mixed methods.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language

- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4

Junior Year

Experiential Learning

Required	4
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Senior Year

Capstone

ENV 350	ENVIRONMENTAL SCIENCE AND STUDIES CAPSTONE ^{1,3}	4
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¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

³ Students with a primary major in Environmental Studies are required to complete the Capstone offered by the Environmental Studies department. Students double majoring or pursuing dual degrees with the primary major or primary degree in Environmental Studies are required to complete the Capstone offered by the Environmental Studies department. Environmental Studies students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
ENV 150	FOUNDATIONS OF ENVIRONMENTAL STUDIES	4
ENV 152	ECOLOGICAL AND SOCIAL ECONOMICS	4
ENV 205 or BIO 193	BIOLOGY FOR ENVIRONMENTAL STUDIES GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
ENV 216	EARTH SYSTEM SCIENCE (WITH LAB)	4
ENV 217	HUMAN IMPACTS ON THE ENVIRONMENT	4
ENV 250	APPLIED ECOLOGY (WITH LAB)	4
ENV 261	MIXED METHODS IN ENVIRONMENTAL STUDIES (WITH LAB)	4
ENV 294	SECOND YEAR SEMINAR	2
ENV 203 or CHE 103	CHEMISTRY FOR ENVIRONMENTAL STUDIES (WITH LAB) ¹ ENVIRONMENTAL CHEMISTRY	4
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	4
ENV 350	ENVIRONMENTAL SCIENCE AND STUDIES CAPSTONE (Liberal Studies Program Capstone) ²	4

¹ Students can also complete CHE 134 with CHE 135 in place of ENV 203.

² Students in the University Honor Program and students with a double major may be required to take a different Capstone. If this is the case, they may choose to substitute ENV 350 as one of their required 300-level ENV courses or as an open elective.

Concentration Requirements

Students must also complete the requirements from one of the following concentrations: Standard or Sustainability. Students are limited to only declaring one concentration.

Environmental Studies (BA) students are not eligible to earn a double major in Environmental Science (BS)

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Standard Concentration, Environmental Studies (BA) (p. 491)
- Sustainability Concentration, Environmental Studies (BA) (p. 491)

Environmental Science/Studies (BA/BS) + Master of Science in Sustainable Management (MSSM)

The combined degree provides environmental science/studies students with advanced knowledge of business systems and practices, focusing

on environmental sustainability, to create leaders for business, government and civic organizations. For more information on the full Master of Science in Sustainable Management curriculum, go to MSSM degree requirements found within the graduate programs section of the University Catalog.

Admission Requirements

Current DePaul Environmental Science or Studies majors who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.300

Admission to the combined program does not require the GMAT, essays, or letters of recommendation.

Classes During Senior Year

If accepted into the combined program, students will take three graduate classes during the senior year. These three graduate classes at 12 quarter hours will count toward the bachelor's degree - as indicated below - and toward the master's degree.

Students must apply for degree conferral in order to be eligible to graduate with either the BA in Environmental Studies or the BS in Environmental Science before matriculating into the MSSM program. Students are limited to applying a maximum of three graduate courses as 12 quarter hours toward both the bachelor's and master's degrees. Students should note that expectations for graduate classes are typically more rigorous than for undergraduate classes. Students can choose from the following list of core MSSM courses; other options available upon consultation with the MSSM advisor.

Course	Title	Quarter Hours
MGT 515	SUSTAINABILITY MANAGEMENT ¹	4
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS ²	4
FIN 559	SUSTAINABLE VALUE CREATION ³	4

¹

- Place in ENV-BA curriculum: MGT 515 would count as an ENV Social Science elective.

- Place in ENV-BS curriculum: Free elective.
- Place in MSSM curriculum: Core course.

²

- Place in ENV-BA curriculum: Free elective.
- Place in ENV-BS curriculum: Free elective.
- Place in MSSM curriculum: Business foundation elective.

³

- Place in ENV-BA curriculum: FIN 559 would count as an ENV Social Science elective.
- Place in ENV-BS curriculum: Free elective.
- Place in MSSM curriculum: Core course.

Final Quarter of Senior Year

During the final quarter of the bachelor's degree, students must petition for formal admission into the Kellstadt Graduate School of Business. The admission criteria are as follows:

- Completion of the Bachelor of Arts in Environmental Studies or Bachelor of Science in Environmental Science
- A minimum cumulative DePaul grade point average of 3.300
- A minimum grade point average for graduate courses of 3.000.
- Student must apply for undergraduate degree conferral of their Environmental Science or Studies program in anticipation of completing their fourth year of study.

After Senior Year

After completion of the undergraduate degree including the three graduate courses, students take nine additional graduate classes to complete the graduate degree, for a total of twelve graduate classes. Information on the MSSM degree can be found in the graduate program degree requirements section of the University Catalog.

For an application to the combined program (at the end of your junior year) or to learn more about it, please contact the chair of the Environmental Science and Studies department.

Standard Concentration, Environmental Studies (BA)

Course Requirements

Course	Title	Quarter Hours
Select three of the following Natural Sciences courses. At least two must have labs and at least one must be non-SI:		12
ENV 200	CITIES AND THE ENVIRONMENT	
ENV 204	ENERGY AND THE ENVIRONMENT	
ENV 230	GLOBAL CLIMATE CHANGE	
ENV 240	INTRODUCTION TO HORTICULTURE	
ENV 300	PLANT IDENTIFICATION (WITH LAB)	
ENV 305	ANIMAL DIVERSITY	
ENV 310	ENVIRONMENTAL SOIL SCIENCE (WITH LAB)	
ENV 315	PLANT ECOLOGY (WITH LAB)	
ENV 316	CHEMISTRY OF EARTH SYSTEMS (WITH LAB)	
ENV 320	CONSERVATION BIOLOGY (WITH LAB)	
ENV 322	ECOSYSTEM ECOLOGY (WITH LAB)	
ENV 340	URBAN ECOLOGY (WITH LAB)	
ENV 341	URBAN FORESTS AS SOCIAL-ECOLOGICAL SYSTEMS (WITH LAB)	
ENV 350	ENVIRONMENTAL SCIENCE AND STUDIES CAPSTONE	
ENV 355	INTRODUCTION TO ENVIRONMENTAL HEALTH	
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS (WITH LAB)	
Select three of the following Social Sciences courses:		12
ENV 151	INTRODUCTION TO SUSTAINABILITY	
ENV 235	ENVIRONMENTAL EDUCATION: THEORY AND PRACTICE	
ENV 245	URBAN AND COMMUNITY AGRICULTURE	

ENV 344	ENVIRONMENTAL JUSTICE AND ADVOCACY	
CMNS 324	CULTURE OF CONSUMPTION	
CMNS 325	PROMOTING SUSTAINABILITY	
CMNS 326	ENVIRONMENTAL POLITICS AND RHETORIC	
CMNS 363	CLIMATE CHANGE COMMUNICATION	
CSS 320	COMMUNITY FOOD SYSTEMS	
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	
GEO 269	CULTURAL AND POLITICAL ECOLOGY	
PPS 260	CLIMATE CHANGE POLICY	
PPS 330	SUSTAINABLE DEVELOPMENT	
PPS 333	GREEN CITIES	
PSC 348	GLOBAL ENVIRONMENTAL POLITICS	
Select three of the following Humanities courses:		12
ENV 160	IDEAS OF NATURE	
ENV 170	ENVIRONMENTAL ETHICS	
PHL 235	ENVIRONMENTAL PHILOSOPHY	
ENV 165	NATIONAL PARKS HISTORY	
ENV 180	ISSUES IN ENVIRONMENTAL DESIGN	
ENV 181	LANDSCAPE ARCHITECTURE	
ENG 367	TOPICS IN AMERICAN STUDIES (only "American Literature and the Environment")	
HST 240	HISTORY OF CHICAGO	
HST 270	U.S. HISTORICAL LANDSCAPE	
REL 222	(Only "Change in an Era of Sustainability" or "Sustainable Development" or "Industrial Diseases in Comparative Perspective" or "Sweatshops and Sacraments" or "Animals in the Bible")	
REL 262	RELIGION AND GLOBALIZATION	
WRD 283	ENVIRONMENTAL WRITING	
Others by approval		

Each quarter one or more versions of ENV 390 are offered. Some might be applicable to your major requirements. Please contact your advisor for details.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Sustainability Concentration, Environmental Studies (BA)

Course Requirements

Course	Title	Quarter Hours
ENV 151	INTRODUCTION TO SUSTAINABILITY	4
PPS 330	SUSTAINABLE DEVELOPMENT	4
Select seven courses from the following categories:		28
Select at least two Natural Science courses from the following. At least one must have a lab:		

ENV 200	CITIES AND THE ENVIRONMENT ¹
ENV 204	ENERGY AND THE ENVIRONMENT
ENV 230	GLOBAL CLIMATE CHANGE
ENV 310	ENVIRONMENTAL SOIL SCIENCE (WITH LAB)
ENV 320	CONSERVATION BIOLOGY (WITH LAB)
ENV 340	URBAN ECOLOGY (WITH LAB)
ENV 341	URBAN FORESTS AS SOCIAL-ECOLOGICAL SYSTEMS (WITH LAB)
ENV 350	ENVIRONMENTAL SCIENCE AND STUDIES CAPSTONE
ENV 355	INTRODUCTION TO ENVIRONMENTAL HEALTH
Select at least two of the following Social Sciences courses:	
ENV 245	URBAN AND COMMUNITY AGRICULTURE
ENV 344	ENVIRONMENTAL JUSTICE AND ADVOCACY
CSS 320	COMMUNITY FOOD SYSTEMS
CMNS 325	PROMOTING SUSTAINABILITY ¹
CMNS 326	ENVIRONMENTAL POLITICS AND RHETORIC
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT ¹
PPS 333	GREEN CITIES ¹
Select at least two of the following Humanities courses:	
ENV 160	IDEAS OF NATURE
ENV 165	NATIONAL PARKS HISTORY
ENV 170	ENVIRONMENTAL ETHICS
ENV 180	ISSUES IN ENVIRONMENTAL DESIGN
ENV 181	LANDSCAPE ARCHITECTURE
REL 222	(Only "Change in an Era of Sustainability" or "Sustainable Development" or "Sweatshops and Sacraments")

¹ Students with an interest in Urban Sustainability are encouraged to select these courses.

Each quarter one or more versions of ENV 390 are offered. Some might be applicable to your major requirements. Please contact your advisor for details.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Environmental Studies (Minor)

The Environmental Studies minor offers students a broad, interdisciplinary overview of topics linking environmental science to human behavior and society.

Course Requirements

Course	Title	Quarter Hours
ENV 102	INTRO TO ENVIRONMENTAL SCIENCE WITH LAB	4
ENV 150	FOUNDATIONS OF ENVIRONMENTAL STUDIES	4
Select one of the following:		4
ENV 160	IDEAS OF NATURE	
ENV 170	ENVIRONMENTAL ETHICS	
PHL 235	ENVIRONMENTAL PHILOSOPHY	
Select one of the following:		4
CMNS 325	PROMOTING SUSTAINABILITY	
CMNS 326	ENVIRONMENTAL POLITICS AND RHETORIC	
CMNS 363	CLIMATE CHANGE COMMUNICATION	
Select two of the following:		8
ENV 151	INTRODUCTION TO SUSTAINABILITY	
ENV 152	ECOLOGICAL AND SOCIAL ECONOMICS	
ENV 180	ISSUES IN ENVIRONMENTAL DESIGN	
ENV 181	LANDSCAPE ARCHITECTURE	
ENV 200	CITIES AND THE ENVIRONMENT	
ENV 204	ENERGY AND THE ENVIRONMENT	
ENV 205	BIOLOGY FOR ENVIRONMENTAL STUDIES	
ENV 230	GLOBAL CLIMATE CHANGE	
ENV 300	PLANT IDENTIFICATION	
ENV 310	ENVIRONMENTAL SOIL SCIENCE	
ENV 315	PLANT ECOLOGY	
ENV 316	CHEMISTRY OF EARTH SYSTEMS	
ENV 320	CONSERVATION BIOLOGY	
ENV 322	ECOSYSTEM ECOLOGY	
ENV 340	URBAN ECOLOGY	
ENV 344	ENVIRONMENTAL JUSTICE AND ADVOCACY	
ENV 355	INTRODUCTION TO ENVIRONMENTAL HEALTH	
ENV 390	SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE	

Environmental Science majors and Environmental Studies majors cannot earn a minor in Environmental Studies.

Event Planning (Minor)

The minor in Event Planning provides DePaul students across the university with a complete understanding of successful event executions that are relevant to their major fields. The course offerings in event planning cover a wide range of subject areas pertinent to successful planning, implementation and evaluation of special events. In addition, students learn to consider event planning processes from multiple perspectives, including logistics, programming, promotions, finance, and sponsorships.

Course Requirements

A minor in Event Planning requires students to complete a total of 24 credit hours (six courses). To complete the minor, students must take:

Course	Title	Quarter Hours
PRAD 255	PUBLIC RELATIONS	4
PRAD 320	EVENT PLANNING	4
PRAD 321	ADVANCED EVENT PLANNING	4
Select three of the following:		12
PRAD 244	PRINCIPLES OF ADVERTISING	
PRAD 256	WRITING FOR PUBLIC RELATIONS AND ADVERTISING	
PRAD 291	RESEARCH, DATA AND INSIGHTS	
PRAD 292	DESIGN APPLICATIONS FOR PRAD PROFESSIONALS	
PRAD 335	DIVERSITY & CURRENT ISSUES IN ADVERTISING AND PUBLIC RELATIONS	
PRAD 336	ADVERTISING CAMPAIGNS	
PRAD 337	PUBLIC RELATIONS CAMPAIGNS	
PRAD 339	INTEGRATED COMMUNICATION CAMPAIGNS	
PRAD 340	BRAND ACTIVATION AND CONSUMER PROMOTION	
PRAD 351	COPYWRITING	
PRAD 352	DIGITAL ADVERTISING	
PRAD 356	ADVANCED WRITING FOR PUBLIC RELATIONS	
PRAD 357	ADVERTISING PORTFOLIO	
PRAD 362	ENGAGING LATINX COMMUNITIES	
PRAD 373	PUBLIC RELATIONS & ADVERTISING ENTREPRENEURS	
PRAD 374	MEDIA RELATIONS	
PRAD 375	COMMUNICATION LAW	
PRAD 376	CRISIS COMMUNICATION MANAGEMENT	
PRAD 378	CREATIVITY IN ADVERTISING	
PRAD 379	ADVERTISING MEDIA PLANNING	
PRAD 382	NON-PROFIT PUBLIC RELATIONS	
PRAD 383	BRANDED CONTENT	
PRAD 384	INTERNATIONAL PUBLIC RELATIONS	

Students majoring in Public Relations and Advertising can earn this minor.

Exceptionality and Learning (Minor)

The needs of children and youth with disabilities are met by a variety of professionals working in contexts inside and outside of schools, including backgrounds such as psychology, nursing, health science, and public health studies. The Exceptionality and Learning Minor is designed to prepare candidates in fields outside of education to understand and effectively work with children and youth with disabilities. Course content within the minor includes typical and atypical development, characteristics of individuals with disabilities, collaborative practices, and behavior management, all considered within and beyond the classroom

setting. This minor is designed to appeal to candidates from fields outside of education.

Course Requirements

The Exceptionality and Learning Minor requires 20 credit hours (5 courses).

Course	Title	Quarter Hours
SER 300	INTRO TO SPECIAL EDUCATION I: EXCEPTIONALITY & LEARNING	4
SER 301	INTRO TO SPECIAL EDUCATION II - FOUNDATIONS AND CHARACTERISTICS	4
SER 303	CLASSROOM AND BEHAVIOR MANAGEMENT	4
SER 320	COLLABORATION IN SCHOOLS	4
Select one additional course from the following:		4
SER 302	INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION	
SER 310	TEACHING MATHEMATICS TO EXCEPTIONAL STUDENTS	
SER 314	TEACHING LITERACY TO EXCEPTIONAL STUDENTS	
SER 321	FORMAL ASSESSMENT IN SPECIAL EDUCATION	
SER 322	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES I: ACADEMICS, LIFE SKILLS, & TRANSITION	
SER 323	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES II: COMMUNICATION & SOCIAL SKILLS	

Note: Students in DePaul's College of Education program in Special Education cannot select the Exceptionality and Learning Minor. Likewise, College of Education students pursuing the Special Education Minor cannot select the Exceptionality and Learning Minor. This minor does not lead to credentials with the Illinois State Board of Education.

Executive Master of Science in Human Resource Management (EMSHRM)

The Executive Master of Science in Human Resources Management (EMSHRM) is for high potential, experienced human resource professionals who want to move into senior HR leadership roles. In this program you'll acquire the skills and knowledge necessary to develop and execute effective human capital strategies that drive change in organizations. The curriculum has been designed to highlight the importance of business acumen, leading at the executive level, professional development, self-awareness, professional ethics, and core HR knowledge in the areas of talent acquisition, talent management and development, total rewards, global HR, and diversity and inclusion. You'll progress through this accelerated program with a cohort of peers. Courses are primarily delivered online, with three four-day on-campus sessions, providing you the flexibility to meet professional and family responsibilities while earning your degree.

Program Requirements	Quarter Hours
Required Courses (13)	42
Required Residencies (3)	6
Total hours required	48

Learning Outcomes

Students will be able to:

- Understand and apply information that contributes to an organization's strategic plan.
- Apply analytical and problem-solving skills to make decisions based upon best practices or research.
- Value and consider the perspectives and backgrounds of individuals from different cultures, understand the differences in rules and business operations in different cultures, and approach decisions with an openness to various cultural perspectives.
- Understand how to direct and contribute to initiatives and processes throughout an organization.
- Exhibit sophisticated knowledge of HR practices leading to applicable skills in relevant areas (e.g., selection, training, compensation, and performance management) that lead to professional HR career-related success.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively exchange information with others via a coherent written statement and oral presentation of the analysis of a complex business issue.
- Demonstrate higher-order cognitive skills to analyze an unstructured problem, formulate and develop a solution using appropriate technology, and effectively communicate the results to stakeholders.

Degree Requirements

The curriculum requires 13 courses and 3 in-person residencies (48 credit hours)

Course	Title	Quarter Hours
MGT 601		2
MGT 600		2
MGT 687		4
MGT 630		2
MGT 691		4
MGT 623		4
MGT 625		4
MGT 602		2
MGT 631		2
MGT 626		4
MGT 690		4
MGT 651		2
MGT 632		2
MGT 699		4
MGT 652		4
MGT 603		2

Exercise Science (BS)

The Exercise Science (EXS) degree program includes a knowledge base in the scientific principles that underlie human movement and requires the development of basic skills in exercise assessment, prescription and programming in healthy and special populations, performance enhancement, prevention and treatment of sports injuries, nutritional principles applied to exercise and sport, patient/client interpersonal relations and professional ethics and behavior.

Students receiving this degree are qualified to pursue careers in areas such as cardiopulmonary rehabilitation, strength and conditioning, corporate fitness, sports medicine, community health and wellness, and personal training or can pursue graduate work in numerous fields related to the health, fitness, exercise sciences, and physical therapy.

The American College of Sport Medicine (ACSM), as the professional organization that establishes guidelines and competencies for the field of Exercise Science, serves as the guiding professional organization for program academic quality. The American Physical Therapy Association was the guiding professional organization used to establish the courses included for the Pre-Physical Therapy concentration.

Students should meet early and regularly with their advisor to design and monitor their program of study.

BS Concentrations

The Exercise Science (BS) program has two concentrations:

- Exercise Science General Concentration
- Exercise Science Pre-Physical Therapy Concentration

Please make sure you consult the Liberal Studies Requirements, Major Requirements, Concentration Requirements, and College Core Requirements for full degree requirements.

Program Requirements	Quarter Hours
Liberal Studies Requirements	78
Exercise Science General Concentration Requirements	98
Open Electives	16
Total hours required	192

Program Requirements	Quarter Hours
Liberal Studies Requirements	78
Exercise Science Pre-PT Concentration Requirements	114
Total hours required	192

Learning Outcomes

Students will be able to:

- Describe and apply physiological principles related to skillful movement, physical activity, and fitness.
- Describe and apply psychological/behavioral theory related to skillful movement, physical activity, and fitness.
- Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

- Demonstrate their understanding of how the human body moves, based on the knowledge of muscles, bones, connective tissues, and the related physical laws of movement.
- Evaluate and prescribe exercise as a therapeutic modality based on concepts and theories of exercise physiology.
- Ensure that programs they may work in are comprehensive and follow professional standards based on their understanding of the central aspects of exercise science program design.
- Demonstrate their knowledge of how racism and culture impacts their professional goal of ensuring that all individuals become “physically literate individuals”.
- Provide high quality fitness evaluations and goal setting for a variety of individuals based on knowledge and skills of assessment.
- Demonstrate their knowledge and appreciation of appropriate safety issues and injury prevention protocols.
- Demonstrate their knowledge of disease prevention as it relates to healthy individuals as well as those involved in sports and exercise.
- Demonstrate their knowledge of nutrition as it relates to healthy individuals as well as those involved in sports and exercise.
- Participate in activities that enhance collaboration and lead to professional growth and development.
- Demonstrate behaviors that are consistent with the professional ethics of qualified professionals.
- Identify historical, philosophical, social, and ethical perspectives of kinesiology issues and related legislation.
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

College Core Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

The following dispositions apply to Special Education majors only:

Field Experiences

Each student must complete s field experiences in appropriate settings in conjunction with courses. The field experiences must include a variety of settings, multicultural experiences, and thirty hours upon completion of coursework. All field experiences must be completed prior to final approval for internship. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Exercise Science Requirements

Internship is the culminating clinical experience in the student’s program. All students must meet the following requirements before applying for internship:

Academic Requirements:

- Completion of all Liberal Studies and content Exercise Science courses.
- Overall cumulative GPA of 2.00 or better
- Meet designated program standards

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory faculty recommendations
- Attend mandatory meeting for internship candidates
- Application for internship, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for internship and complete internship and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter in which they complete their internship.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to

individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Internship Requirement

Consult with Physical Education faculty members and the office of student teaching for procedures for the internship. The internship experience is done at the very end of the program and requires all coursework for the major and liberal studies to be completed.

Internship: 10 quarter hours required, grade of B- or better require
Registration in internship requires completion of all requirements and procedures above. All students also take PE 387, Capstone Seminar with the internship (listed in the Liberal Studies section).

- PE 380 INTERNSHIP IN EXERCISE SCIENCE (10 quarter hours)

Liberal Studies Requirements
General Concentration

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours		
Senior Year		
Capstone		
PE 387	CAPSTONE SEMINAR IN PHYSICAL EDUCATION & EXERCISE SCIENCE ²	2

¹ Students must earn a C- or better in this course.
² This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains
Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
- (Note: One must be US History)

Math and Computing (MC) (p. 1328)

- 1 Course Required
- [1 CR Course or 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required
 - LSE 380
- 1 Additional Course
- (Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - PHY 150
- 1 SWK Course

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required
 - PSC 120
- 1 Additional Course

Liberal Studies Requirements

Pre-Physical Therapy Concentration

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Multiculturalism in the US		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours		
Senior Year		
Capstone		
PE 387	CAPSTONE SEMINAR IN PHYSICAL EDUCATION & EXERCISE SCIENCE ²	2

¹ Students must earn a C- or better in this course.

² This must be taken with an internship. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
- (Note: One must be US History)

Math and Computing (MC) (p. 1328)

- 1 Course Required
- [1 CR Course or 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required
 - LSE 380
- 1 Additional Course
- (Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - PHY 150
 - CHE 130 or CHE 120 & CHE 131

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required
 - PSC 120
 - PSY 105

Notes

Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

As an Exercise Science major (EXS) you have the choice between the general concentration (EXS) and the Pre-PT concentration (EXS-PT). Both these concentrations prepare you for the same career options, but the curriculum included in the Pre-PT concentration will also include those courses required to apply to a Physical Therapy graduate program.

Specific degree requirements are determined according to the Concentration chosen by the student. Please review the concentration requirements pages for more information.

- General Concentration, Exercise Science (BS) (p. 498)
- Pre Physical Therapy Concentration, Exercise Science (BS) (p. 498)

General Concentration, Exercise Science (BS)

Major Requirements

Course Requirements

Exercise Science Core: 62 quarter hours required, grade of C- or better required

Course	Title	Quarter Hours
SCU 336 or SCU 337	ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT HUMAN GROWTH AND DEVELOPMENT	4
PE 311	MOTOR DEVELOPMENT THROUGHOUT THE LIFE SPAN	4
PE 206	PERSONAL AND COMMUNITY HEALTH	4
PE 273	HEALTH AND NUTRITION	4
PE 302	FIRST AID: RESPONDING TO EMERGENCIES	2
PE 303	ATHLETIC INJURIES	4
PE 341	HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF PHYSICAL EDUCATION	4
PE 346	ORGANIZATION/ADMINISTRATION OF PHYSICAL EDUCATION, SPORTS & FITNESS PROGRAMS	4
PE 351	KINESIOLOGY	4
PE 352	PHYSIOLOGY OF EXERCISE	4
PE 360	EDUCATIONAL PSYCHOLOGY AND MEASUREMENT OF LEARNING	4
PE 362	FITNESS TESTING, ASSESSMENT AND PRESCRIPTION	4
PE 374	ADAPTED PHYSICAL EDUCATION	4
PE 390	PSYCHO-SOCIAL ASPECTS OF EXERCISE AND SPORT	4
PE 393	THERAPEUTIC EXERCISE	4
PE 394	SPORT AND EXERCISE NUTRITION	4

Physical Education Activity Core: 10 quarter hours required, grade of C- or better required

Course	Title	Quarter Hours
PE 160	AEROBIC CONDITIONING	2
PE 166	BEGINNING WEIGHT TRAINING	2
PE 171	FITNESS AND CONDITIONING	2
PE 176	ADVANCED WEIGHT TRAINING	2
PE 121	SWIMMING	2

Physical Education Team & Individual Sports: 4 quarter hours required, grade of C- or better required

Course	Title	Quarter Hours
Select two of the following:		4
PE 181	FLAG FOOTBALL	
PE 182	VOLLEYBALL	
PE 183	SOCCER	
PE 185	SOFTBALL	

PE 186	TRACK AND FIELD
PE 187	BASKETBALL
PE 277	GOLF

Biology and Physics Foundations: 12 quarter hours are required

Course	Title	Quarter Hours
BIO 201	HUMAN ANATOMY	4
BIO 202 or BIO 134	HUMAN PHYSIOLOGY HOW THE HUMAN BODY WORKS	4
PHY 151	GENERAL PHYSICS II	4

Open Electives: 16 quarter hours are required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98, MAT 94, and MAT 95.

Internship Requirement

Consult with Physical Education faculty members for procedures for the internship. The internship experience is done at the very end of the program and requires all coursework for the major and liberal studies to be completed.

Internship: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures above. All students also take PE 387 with the internship (listed in the Liberal Studies section). A grade of B- or better is required.

Course	Title	Quarter Hours
PE 380	INTERNSHIP IN EXERCISE SCIENCE	10

Pre Physical Therapy Concentration, Exercise Science (BS)

Major Requirements

Course Requirements

Exercise Science Core: 52 quarter hours required, grade of C- or better required

Course	Title	Quarter Hours
SCU 337 or PSY 303	HUMAN GROWTH AND DEVELOPMENT HUMAN DEVELOPMENT	4
PE 311	MOTOR DEVELOPMENT THROUGHOUT THE LIFE SPAN	4
PE 206	PERSONAL AND COMMUNITY HEALTH	4
PE 273	HEALTH AND NUTRITION	4
PE 303	ATHLETIC INJURIES	4
PE 341	HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF PHYSICAL EDUCATION	4
PE 351	KINESIOLOGY	4
PE 352	PHYSIOLOGY OF EXERCISE	4
PE 362	FITNESS TESTING, ASSESSMENT AND PRESCRIPTION	4
PE 374	ADAPTED PHYSICAL EDUCATION	4

PE 390	PSYCHO-SOCIAL ASPECTS OF EXERCISE AND SPORT	4
PE 393	THERAPEUTIC EXERCISE	4
PE 394	SPORT AND EXERCISE NUTRITION	4

Physical Education Activity Core: 8 quarter hours required, grade of C- or better required

Course	Title	Quarter Hours
PE 160	AEROBIC CONDITIONING	2
PE 166	BEGINNING WEIGHT TRAINING	2
PE 171	FITNESS AND CONDITIONING	2
PE 121	SWIMMING	2

Biology, Chemistry, Psychology and Physics Courses: 44 quarter hours are required

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
HLTH 301	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A	4
HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4
PHY 151	GENERAL PHYSICS II	4
PHY 152	GENERAL PHYSICS III	4
PSY 240	STATISTICS I	4
PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE	4

Internship Requirement

Consult with Physical Education faculty members for procedures for the internship. The internship experience is done at the very end of the program and requires all coursework for the major and liberal studies to be completed.

Internship: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures above. All students also take PE 387 with the internship (listed in the Liberal Studies section). A grade of B- or better is required.

Course	Title	Quarter Hours
PE 380	INTERNSHIP IN EXERCISE SCIENCE	10

Experimental Filmmaking (Minor)

Experimental film is a form focused on pioneering creative visions, representing a diversity of thought that has continually pushed

mainstream art to evolve. Just as importantly, experimental film has been an artistic form that has continually fostered inclusivity and cultural representation

Course	Title	Quarter Hours
Five (5) Required Courses		
SCWR 110	INCLUSIVE REPRESENTATION IN FILM & TV	4
POST 110 or POST 100	EDITING I VIDEO EDITING FOR NON-MAJORS	4
FILM 233 or ANI 363	CINEMA & ART CINEMA AND ART FOR ANIMATORS	4
FILM 325	EXPERIMENTAL FILMMAKING I	4
FILM 326	EXPERIMENTAL FILMMAKING II	4
Choose eight (8) credit hours from the following list		8
FILM 235	FILM AESTHETICS: TIME, SPACE, AND MEMORY	
FILM 323	MUSIC VIDEO PRODUCTION	
FILM 345	IMMERSIVE AND 360 VIDEO PRODUCTION	
DOC 382	THE PERSONAL DOCUMENTARY	
DOC 396	ADVANCED TOPICS IN DOCUMENTARY	
ANI 101	ANIMATION FOR NON-MAJORS	
ANI 356	EXPERIMENTAL ANIMATION	
ANI 357	HYBRID ANIMATION	
POST 306	EDITING STYLES AND TECHNIQUES	
POST 322	ABLETON LIVE WORKSHOP	
POST 364	MAX CYCLING 74 WORKSHOP	
POST 329	SOUND DESIGN AND SCORING STUDIO	

Family Nurse Practitioner Certificate Online

The certificate option will allow for licensed registered nurses holding a graduate degree to complete the coursework necessary to sit for certification as a nurse practitioner. Upon completion of the program, graduates are eligible to take certification exams provided by either the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). Those seeking certification in the population specific options offered by the School are able to take an exam through either certifying body.

The population targeted by the program consists of graduates of the entry to practice program at DePaul University as well as other programs in the State of Illinois. Additionally, this program allows any registered nurse with a graduate degree to pursue nurse practitioner training. Alumni have often communicated the desire for nurse practitioner training without immediately pursuing the doctorate. This certificate offering will provide that training, allowing experienced nurses to practice at an advanced level prior to completing the terminal degree.

Students in the Family Nurse Practitioner Certificate program must follow the academic standing, probation and dismissal guidelines, among the other guidelines, found in the Program Graduate Academic Student Handbook for the Doctor of Nursing Practice program.

Students in the Family Nurse Practitioner Certificate program must apply for degree conferral via Campus Connection in advance of their final

quarter in the program in order to have their coursework audited for the awarding and delivery of their certificate.

Course	Title	Quarter Hours
NSG 428	PATHOPHYSIOLOGY FOR ADVANCED PRACTICE	4
NSG 464	HEALTH ASSESSMENT FOR ADVANCED PRACTICE	6
NSG 473	PRIMARY CARE OF THE INFANT, CHILD, AND THE ADOLESCENT	4
NSG 474	PRIMARY CARE OF THE ADULT AND OLDER ADULT	4
NSG 475	WOMEN'S REPRODUCTIVE HEALTH AND GYNECOLOGY	4
NSG 478	CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE	4
NSG 483	PRACTICUM IN POPULATION-BASED NURSING PRACTICE I	4
NSG 484	PHARMACOLOGY FOR ADVANCED PRACTICE	4
NSG 487	PRACTICUM IN POPULATION-BASED NURSING PRACTICE II	4
NSG 488	PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING	4
NSG 490	PRACTICUM IN POPULATION-BASED NURSING PRACTICE III	4

Total Credit Hours: 46

This graduate certificate program is approved as a Gainful Employment Program through the U.S. Department of Education and is, therefore, eligible for Federal Student Aid.

Fandom, Cult Media and Subculture (Minor)

The College of Communication currently features multiple classes across many programs and curricula that all focus on the idea of "cult" media or subcultural audiences—that is, aspects of culture that are separate from, or differentiate themselves from the mainstream, or that present new ways of examining consumers and the emotional resonance of various media products on contemporary audiences. Courses that focus on genre films and television, audience analysis, affect, and cult products span the Media and Cinema Studies program, the Journalism program, the Public Relations and Advertising program, and the Communication Studies program. The Fandom, Cult Media, and Subcultural Studies minor will unite these courses under one banner in order to provide interested students with a focused concentration on fandom and cult media. The purpose of this minor is to allow students to understand how audiences and media producers design media texts to confront and challenge contemporary ideologies, to offer alternatives to the mainstream, and to engineer deliberate affective reactions in audiences.

A minor in Fandom, Cult Media, and Subcultural Studies requires students to complete a total of six courses (24 credit hours).

Course Requirements

Course	Title	Quarter Hours
MCS 261	INTRODUCTION TO FAN STUDIES	4
MCS 271	MEDIA AND CULTURAL STUDIES	4
Select four of the following:		16
CMNS 330	TOPICS IN PERFORMANCE (requires departmental approval)	
JOUR 377	SPECIAL TOPICS IN JOURNALISM (requires departmental approval)	
MCS 260	TRANSMEDIA STORYTELLING: BUILDING A NARRATIVE WORLD	
MCS 275	COMICS STUDIES	
MCS 280	BAH HUMBUG! CHRISTMAS MOVIES/TV AND MEDIA METHODS	
MCS 348	TOPICS IN FILM GENRE (requires departmental approval)	
MCS 351	TOPICS IN TELEVISION STUDIES (requires departmental approval)	
MCS 352	TOPICS IN NEW MEDIA (requires departmental approval)	
MCS 353	TOPICS IN MEDIA STUDIES (requires departmental approval)	
MCS 358	TOPICS IN COMICS STUDIES	
MCS 359	TOPICS IN CULT STUDIES	
MCS 360	B-MOVIES	
MCS 361	FANDOM & PARTICIPATORY CULTURE	
MCS 363	TOPICS IN FAN STUDIES	
MCS 364	MONSTERS IN POPULAR CULTURE	
MCS 367	SPORTS FANDOM	
MCS 368	MUSIC INDUSTRIES AND CULTURE	
MCS 369	TIME TRAVEL ON TELEVISION	
MCS 380	BOARD GAMES AS MEDIA	
PRAD 335	DIVERSITY & CURRENT ISSUES IN ADVERTISING AND PUBLIC RELATIONS	
PRAD 340	BRAND ACTIVATION AND CONSUMER PROMOTION	
PRAD 383	BRANDED CONTENT	

Film & Television (BA)

The BA in Film & Television provides students with a generalist approach to film and television production. The degree will cover the primary media in which directors, cinematographers, documentarians, editors, producers, production designers, screenwriters, sound designers, and visual effects artists work.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	92
Open Electives	16
Total hours required	192

Learning Outcomes

Students will be able to:

- Write a screenplay in proper format employing standard narrative conventions.
- Demonstrate an understanding of visual style.
- Demonstrate an understanding of the pre-production process.
- Perform all basic tasks of all crew positions.
- Direct a crew and talent on location.
- Show a working knowledge of visual composition, cinematic exposure standards and basic semiotics.
- Use the principles of invisible editing and montage.
- Understand all the basic tasks of the post-production sound process.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
FILM 398	DIGITAL CINEMA CAPSTONE	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 1 CR Course or 1 SR Course Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required (See note below)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required (See note below)

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Students must take one of the following ethics courses: FILM 228/GAM 228/IT 228 (PI), PHL 248/MGT 248 (PI) or REL 228/MGT 228 (RD).

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

First Year

Course	Title	Quarter Hours
DOC 224	DOCUMENTARY PRODUCTION I	4
FILM 101	FOUNDATIONS OF CINEMA FOR MAJORS	4
FILM 105	FOUNDATIONS OF TELEVISION	4
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 131	HISTORY OF CINEMA PRODUCTION	4
POST 110	EDITING I	4
POST 124	SOUND DESIGN I	4
SCWR 101	SCREENWRITING FOR MAJORS	4

Second Year

Course	Title	Quarter Hours
ANI 101	ANIMATION FOR NON-MAJORS	4
FILM 235	FILM AESTHETICS: TIME, SPACE, AND MEMORY	4
FILM 250	CINEMATOGRAPHY I	4
SCWR 110	INCLUSIVE REPRESENTATION IN FILM & TV	4

SCWR 120	FILM STRUCTURE FOR MAJORS	4
or SCWR 150	TELEVISION GENRES	
Four (4) Credit Hours of Open Electives		4

Third Year

Course	Title	Quarter Hours
CP 320	INTRODUCTION TO FILM SCHEDULING AND BUDGETING	4
FILM 115	TELEVISION PRODUCTION I	4
FILM 210	CINEMA PRODUCTION II	4
FILM 290	TOPICS IN DIGITAL CINEMA	4
or FILM 390	ADVANCED TOPICS IN CINEMA	
POST 200	EDITING II	4
Eight (8) Credit Hours of Open Electives		8

Fourth Year

Course	Title	Quarter Hours
CP 310	CREATIVE PRODUCING	4
or CP 366	THE BUSINESS OF TELEVISION	
FILM 280	INTRODUCTION TO DIRECTING	4
FILM 321	COMMERCIAL PRODUCTION	4
or FILM 323	MUSIC VIDEO PRODUCTION	
or FILM 325	EXPERIMENTAL FILMMAKING I	
or CP 360	PRODUCING TELEVISION	
FILM 398	DIGITAL CINEMA CAPSTONE	4
Four (4) Credit Hours of Major Electives to be selected from any 200-level or 300-level course in ANI, CP, DOC, FILM, POST, SCWR, or VFX		4
Eight (8) Credit Hours of Open Electives		8

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirement of 192 hours. Open electives may be taken from any unit at DePaul.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 192 credit hours (generally 48 courses).
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses.
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses.
- Maintain a cumulative GPA of 2.0 or higher.

Film & Television (BFA)

The BFA in Film & Television provides students with the ability to specialize in a specific area of film and television production by choosing one of 11 concentrations: cinematography, comedy filmmaking, creative producing, directing, documentary, editing, production design, screenwriting, showrunner, sound design, and visual effects.

Concentrations**Cinematography Concentration**

The cinematography concentration will provide a strong technical foundation for cinematographers enabling students to focus on lighting, color correction, or special effects while facilitating the creation of more portfolio pieces.

Comedy Filmmaking Concentration

This robust four-year comedy filmmaking concentration will enable students to have sufficient time to develop a methodology for creating, developing and showcasing their comedic writing and directing, from the script to the screen. Additionally, these students will have access to Second City's Master Seminar classes.

Creative Producing Concentration

The creative producing concentration allows students to achieve competency in multimedia streaming, creative financing structures, international distribution, intellectual property and original content acquisition. This concentration will enable students to oversee more portfolio pieces.

Directing Concentration

The directing concentration lays a strong foundation for students who wish to direct coupled with a strong technical and storytelling foundation.

Documentary Concentration

The documentary concentration provides students with the opportunity to experience different documentary modes of production, dig deeper into issues that interest them, and experiment with the styles of documentary creation that are best suited to their personal vision.

Editing Concentration

The editing concentration will provide a solid foundation in managing media during production to editing and finishing a project. This includes picture, sound, titles, color correction, and mastering workflows. The concentration will allow students to specialize in both the technical and creative aspects of editing.

Production Design Concentration

The production design concentration was developed in conjunction with DePaul's Theater School and provides students with a strong foundation in production design across several media. Students can specialize in various crafts including art direction, scene design, costume design, property, hair and makeup.

Screenwriting Concentration

The screenwriting concentration enables students to enhance their creative voice and spec portfolio which will prepare them to become professional screenwriters.

Showrunner Concentration

The showrunner concentration will allow students to hone and showcase their voice within the web series format. Showrunners have become the most sought-after producers in an ever-changing television landscape, as studios and networks. Emphasis will be placed on branding and marketing in addition to cultivating innovative storytelling techniques.

Sound Design Concentration

The sound design concentration provides a solid foundation in sound design for the visual image. The concentration will provide deep

exploration of all elements of sound design including audio engineering, field recording, dialogue recording, dialogue and sound effects editing, sound mixing, re-recording mixing, deliverables, and film scoring.

Visual Effects Concentration

In the visual effects concentration students learn digital composition, motion capture, match moving techniques, and other ways to acquire and combine various elements into fully realized VFX sequences.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Concentration Requirements	116-124
Open Electives	15-24
Total Hours Required	192

Learning Outcomes

Students will be able to:

- Write a short screenplay in proper format employing standard narrative conventions.
- Direct a crew and talent/subject in a fiction or non-fiction film.
- Employ the principles of invisible/continuity cutting and montage in picture editing.
- Perform basic tasks of the post-production sound process including sound editing and mixing.
- Use compositional rules, lighting/exposure techniques, and visual design elements in the filming of shots and scenes.
- Apply basic functions of the pre-production process, including scheduling and budgeting.
- Identify major genres, figures, and works in contemporary and historical film and television.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4

Senior Year

Capstone		
FILM 398	DIGITAL CINEMA CAPSTONE	4

- ¹ Students must earn a C- or better in this course.
- ² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Note

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Concentration Requirement

Students in the BFA Film & Television major must declare a concentration and complete the requirements from the declared concentration. Concentrations include: Cinematography, Comedy Filmmaking, Creative Producing, Directing, Documentary, Editing, Production Design, Screenwriting, Showrunner, Sound Design, and Visual Effects. See the concentration page for a full list of required courses.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 192 credit hours.
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses.
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses.
- Maintain a cumulative GPA of 2.0 or higher.

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Cinematography Concentration, Film & Television (BFA) (p. 504)
- Comedy Filmmaking Concentration, Film & Television (BFA) (p. 505)
- Creative Producing Concentration, Film & Television (BFA) (p. 505)
- Directing Concentration, Film & Television (BFA) (p. 506)
- Documentary Concentration, Film & Television (BFA) (p. 506)
- Editing Concentration, Film & Television (BFA) (p. 507)
- Production Design, Film & Television (BFA) (p. 508)
- Screenwriting Concentration, Film & Television (BFA) (p. 509)
- Showrunner Concentration, Film & Television (BFA) (p. 509)
- Sound Design Concentration, Film & Television (BFA) (p. 510)
- Visual Effects Concentration, Film & Television (BFA) (p. 511)

Cinematography Concentration, Film & Television (BFA)

Course Requirements

First Year

Course	Title	Quarter Hours
FILM 101	FOUNDATIONS OF CINEMA FOR MAJORS	4
FILM 105	FOUNDATIONS OF TELEVISION	4
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 170	THE ART OF PRODUCTION DESIGN	4
FILM 250	CINEMATOGRAPHY I	4
FILM 355	LIGHTING I	4
POST 110	EDITING I	4
MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	4

Second Year

Course	Title	Quarter Hours
DOC 224	DOCUMENTARY PRODUCTION I	4
DOC 352	DOCUMENTARY CINEMATOGRAPHY	4
FILM 131	HISTORY OF CINEMA PRODUCTION	4
FILM 210	CINEMA PRODUCTION II	4
FILM 251	CINEMATOGRAPHERS AT WORK	4
FILM 254	IMAGE, OPTICS AND CINEMATIC MOTION	4
FILM 279	VISUAL DESIGN	4
SCWR 101	SCREENWRITING FOR MAJORS	4

Third Year

Course	Title	Quarter Hours
FILM 325	EXPERIMENTAL FILMMAKING I	4
FILM 350	CINEMATOGRAPHY II	4
FILM 356	LIGHTING II	4
FILM 358	CAMERA WORKSHOP	4
FILM 364	CINEMATOGRAPHY III	4
POST 330	PRODUCTION SOUND I	4
Select eight (8) Credit Hours from the following list:		8
FILM 232	CREATIVE METHODOLOGIES FOR FILM AND TELEVISION	
FILM 290	TOPICS IN DIGITAL CINEMA	
FILM 390	ADVANCED TOPICS IN CINEMA	
SCWR 120	FILM STRUCTURE FOR MAJORS	
Eight (8) Credit Hours of Open Electives		8

Fourth Year

Course	Title	Quarter Hours
FILM 398	DIGITAL CINEMA CAPSTONE	4
POST 340	COLOR CORRECTION	4
Select eight (8) Credit Hours from the following list:		8
FILM 115	TELEVISION PRODUCTION I	
FILM 270	PRODUCTION DESIGN	
FILM 285	DIRECTING III: SCENE STUDY	
FILM 323	MUSIC VIDEO PRODUCTION	
FILM 326	EXPERIMENTAL FILMMAKING II	
Select eight (8) Credit Hours from the following list:		8
ANI 101	ANIMATION FOR NON-MAJORS	
or ANI 201	ANIMATION I	
POST 200	EDITING II	
POST 306	EDITING STYLES AND TECHNIQUES	
POST 344	ADVANCED COLOR CORRECTION	
POST 384	POST-PRODUCTION SEMINAR	
VFX 330	VISUAL EFFECTS SUPERVISION	
VFX 340	PREVISUALIZATION	
Four (4) Credit Hours of Major Elective selected from any 200-level or 300-level course in ANI, CP, DOC, FILM, POST, SCWR, or VFX		4
Eight (8) Credit Hours of Open Electives		8

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirement of 192 hours. Open electives may be taken from any unit at DePaul.

Comedy Filmmaking Concentration, Film & Television (BFA)

Course Requirements

First Year

Course	Title	Quarter Hours
FILM 101	FOUNDATIONS OF CINEMA FOR MAJORS	4
FILM 105	FOUNDATIONS OF TELEVISION	4
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 131	HISTORY OF CINEMA PRODUCTION	4
POST 110	EDITING I	4
POST 128	THE ART OF SOUND DESIGN AND FILM	4
SCWR 101	SCREENWRITING FOR MAJORS	4
SCWR 110	INCLUSIVE REPRESENTATION IN FILM & TV	4

Second Year

Course	Title	Quarter Hours
SCWR 120	FILM STRUCTURE FOR MAJORS	4
SCWR 151	TELEVISION GENRES FOR MAJORS	4
SCWR 210	THE FUNDAMENTALS OF COMEDY	4
SCWR 250	INTRODUCTION TO TELEVISION WRITING	4
SCWR 301	STORY DEVELOPMENT	4
SCWR 302	WRITING THE FEATURE SCREENPLAY	4
SCWR 370	CREATING FROM ABUNDANCE	4
SCWR 374	EVOLUTION OF COMEDY	4
SCWR 375	COMEDIC STORYTELLING	4

Third Year

Course	Title	Quarter Hours
SCWR 352	WRITING THE HALF-HOUR SERIES	4
SCWR 371	CREATING COMEDIC CHARACTERS	4
SCWR 373	TOPICS IN COMEDY	4
or MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	4
SCWR 376	THE BUSINESS OF COMEDY	4
SCWR 385	DIRECTING COMEDY FOR FILM	4
12 Credit Hours of Open Electives		12

Fourth Year

Course	Title	Quarter Hours
SCWR 372	IMPROVISATIONAL SCENE CONSTRUCTION	4
SCWR 380	COMEDY PRODUCTION	4
SCWR 381	COMEDY PRODUCTION II	4
SCWR 382	COMEDY PRODUCTION III	4
SCWR 386	DIRECTING COMEDY FOR FILM II	4
SCWR 397	SCREENWRITING CAPSTONE I	4
SCWR 398	SCREENWRITING CAPSTONE II	4
12 Credit Hours of Open Electives		12

Open Electives

Open elective credit hours are required to meet the minimum graduation requirement of 192 hours. Open electives may be selected from any undergraduate subject.

Creative Producing Concentration, Film & Television (BFA)

Course Requirements

First Year

Course	Title	Quarter Hours
FILM 101	FOUNDATIONS OF CINEMA FOR MAJORS	4
FILM 105	FOUNDATIONS OF TELEVISION	4
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 131	HISTORY OF CINEMA PRODUCTION	4
POST 110	EDITING I	4
POST 124	SOUND DESIGN I	4
SCWR 101	SCREENWRITING FOR MAJORS	4

Second Year

Course	Title	Quarter Hours
ANI 101 or ANI 201	ANIMATION FOR NON-MAJORS ANIMATION I	4
CP 340	THE FUNDAMENTALS OF PRE PRODUCTION	4
CP 366	THE BUSINESS OF TELEVISION	4
FILM 115	TELEVISION PRODUCTION I	4
FILM 250	CINEMATOGRAPHY I	4
SCWR 120	FILM STRUCTURE FOR MAJORS	4
SCWR 150	TELEVISION GENRES	4
SCWR 341	PITCHING SEMINAR	4
SCWR 342	FEATURE DEVELOPMENT	4

Third Year

Course	Title	Quarter Hours
CP 310	CREATIVE PRODUCING	4
CP 320	INTRODUCTION TO FILM SCHEDULING AND BUDGETING	4
CP 360	PRODUCING TELEVISION	4
DOC 326	DOCUMENTARY PRODUCING	4
FILM 210	CINEMA PRODUCTION II	4
FILM 321	COMMERCIAL PRODUCTION	4
MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	4
VFX 330	VISUAL EFFECTS SUPERVISION	4
Four (4) Credit Hours of Open Electives		4

Fourth Year

Course	Title	Quarter Hours
CP 343	INDEPENDENT FILM PRODUCING	4
CP 380	CONTRACTS AND NEGOTIATIONS	4

CP 382	DISTRIBUTION AND EXHIBITION	4
FILM 290	TOPICS IN DIGITAL CINEMA	4
or FILM 390	ADVANCED TOPICS IN CINEMA	
FILM 348	FILM FESTIVALS	4
FILM 398	DIGITAL CINEMA CAPSTONE	4
Four (4) Credit Hours of Major Elective selected from any 200-level or 300-level course in ANI, CP, DOC, FILM, POST, SCWR, or VFX		4
12 Credit Hours of Open Electives		12

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirement of 192 hours. Open electives may be taken from any unit at DePaul.

Directing Concentration, Film & Television (BFA)

Course Requirements

First Year

Course	Title	Quarter Hours
FILM 101	FOUNDATIONS OF CINEMA FOR MAJORS	4
FILM 105	FOUNDATIONS OF TELEVISION	4
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 131	HISTORY OF CINEMA PRODUCTION	4
FILM 170	THE ART OF PRODUCTION DESIGN	4
MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	4
or SCWR 110	INCLUSIVE REPRESENTATION IN FILM & TV	
POST 110	EDITING I	4
SCWR 101	SCREENWRITING FOR MAJORS	4

Second Year

Course	Title	Quarter Hours
DOC 224	DOCUMENTARY PRODUCTION I	4
FILM 130	FUNDAMENTALS OF SHORT FILM	4
FILM 210	CINEMA PRODUCTION II	4
FILM 250	CINEMATOGRAPHY I	4
FILM 279	VISUAL DESIGN	4
FILM 283	DIRECTING I: SCRIPT ANALYSIS FOR DIRECTORS	4
FILM 284	DIRECTING II: CASTING AND REHEARSING	4
POST 128	THE ART OF SOUND DESIGN AND FILM	4
Four (4) Credit Hours of Major Electives selected from any course in ANI, CP, DOC, FILM, POST, SCWR, or VFX		4

Third Year

Course	Title	Quarter Hours
FILM 115	TELEVISION PRODUCTION I	4
FILM 232	CREATIVE METHODOLOGIES FOR FILM AND TELEVISION	4
or FILM 282	ACTING FOR FILMMAKERS	

FILM 235	FILM AESTHETICS: TIME, SPACE, AND MEMORY	4
or FILM 236	FILM PHILOSOPHY FOR MAJORS	
FILM 285	DIRECTING III: SCENE STUDY	4
FILM 384	DIRECTING FOR TELEVISION	4
SCWR 308	WRITING THE SHORT FILM FOR PRODUCTION	4
Four (4) Credit Hours of Major Electives selected from any 200-level or 300-level course in ANI, CP, DOC, FILM, POST, SCWR, or VFX		4
Eight (8) Credit Hours of Open Electives		8

Fourth Year

Course	Title	Quarter Hours
CP 340	THE FUNDAMENTALS OF PRE PRODUCTION	4
or CP 310	CREATIVE PRODUCING	
or CP 366	THE BUSINESS OF TELEVISION	
or CP 360	PRODUCING TELEVISION	
FILM 290	TOPICS IN DIGITAL CINEMA	4
FILM 385	DIRECTING IV: BLOCKING FOR CAMERA	4
FILM 387	DIRECTING V: DIRECTING THE SHORT FILM	4
FILM 398	DIGITAL CINEMA CAPSTONE	4
VFX 330	VISUAL EFFECTS SUPERVISION	4
or VFX 200	INTRODUCTION TO VISUAL EFFECTS	
Four (4) Credit Hours of Major Electives selected from any 200-level or 300-level course in ANI, CP, DOC, FILM, POST, SCWR or VFX		4
Eight (8) Credit Hours of Open Electives		8

Students must earn grades of C- or better in major elective courses.

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirement of 192 hours. Open electives may be taken from any unit at DePaul.

Documentary Concentration, Film & Television (BFA)

Course Requirements

First Year

Course	Title	Quarter Hours
DOC 122	ART OF DOCUMENTARY	4
FILM 101	FOUNDATIONS OF CINEMA FOR MAJORS	4
FILM 105	FOUNDATIONS OF TELEVISION	4
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 131	HISTORY OF CINEMA PRODUCTION	4
POST 110	EDITING I	4
POST 124	SOUND DESIGN I	4
SCWR 101	SCREENWRITING FOR MAJORS	4

Second Year

Course	Title	Quarter Hours
DOC 224	DOCUMENTARY PRODUCTION I	4
DOC 305	DOCUMENTARY STORYTELLING	4
DOC 352	DOCUMENTARY CINEMATOGRAPHY	4
FILM 250	CINEMATOGRAPHY I	4
FILM 325	EXPERIMENTAL FILMMAKING I	4
MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	4
POST 224	SOUND DESIGN II	4
POST 330	PRODUCTION SOUND I	4
Four (4) Credit Hours of Major Electives		4
Four (4) Credit Hours of Open Electives		4

Third Year

Course	Title	Quarter Hours
ANI 101 or ANI 201	ANIMATION FOR NON-MAJORS ANIMATION I	4
DOC 312	EDITING THE DOCUMENTARY	4
DOC 324	DOCUMENTARY PRODUCTION II	4
DOC 326	DOCUMENTARY PRODUCING	4
DOC 333	DOCUMENTARY PRODUCTION SOUND WORKSHOP	2
DOC 339	TOPICS IN DOCUMENTARY PRODUCTION	2
POST 306	EDITING STYLES AND TECHNIQUES	4
Four (4) Credit Hours of Major Electives		4
Eight (8) Credit Hours of Open Electives		8

Fourth Year

Course	Title	Quarter Hours
DOC 372	DOCUMENTARY LAW AND ETHICS	2
DOC 382	THE PERSONAL DOCUMENTARY	4
DOC 384	ADVANCED DOCUMENTARY PRODUCTION	4
DOC 396	ADVANCED TOPICS IN DOCUMENTARY	4
FILM 348 or CP 382	FILM FESTIVALS DISTRIBUTION AND EXHIBITION	4
FILM 398	DIGITAL CINEMA CAPSTONE	4
POST 380	POST-PRODUCTION WORKSHOP	2
Four (4) Credit Hours of Major Electives		4
Four (4) Credit Hours of Open Electives		4

Major Electives

Major Elective credit hours must be selected from the following list:

Course	Title	Quarter Hours
ART 328	DOCUMENTARY PHOTOGRAPHY	
FILM 115	TELEVISION PRODUCTION I	
FILM 290	TOPICS IN DIGITAL CINEMA	
FILM 380	PROJECT BLUELIGHT	
FILM 390	ADVANCED TOPICS IN CINEMA	
FILM 393	TOPICS IN STUDY ABROAD	

MCS 331	TOPICS IN DOCUMENTARY STUDIES
MCS 373	AUDIO DOCUMENTARY
POST 303	EDITING III
SOC 384	ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirement of 192 hours. Open electives may be taken from any unit at DePaul.

Editing Concentration, Film & Television (BFA)

Course Requirements

First Year

Course	Title	Quarter Hours
FILM 101	FOUNDATIONS OF CINEMA FOR MAJORS	4
FILM 105	FOUNDATIONS OF TELEVISION	4
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 131	HISTORY OF CINEMA PRODUCTION	4
MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	4
POST 110	EDITING I	4
POST 124	SOUND DESIGN I	4
SCWR 101	SCREENWRITING FOR MAJORS	4

Second Year

Course	Title	Quarter Hours
ANI 101 or ANI 201	ANIMATION FOR NON-MAJORS ANIMATION I	4
ANI 105 or GD 105	MOTION GRAPHICS FOUNDATIONS INTRO TO VISUAL DESIGN	4
DOC 224	DOCUMENTARY PRODUCTION I	4
FILM 250 or VFX 334	CINEMATOGRAPHY I VIRTUAL CINEMATOGRAPHY	4
POST 200	EDITING II	4
POST 224	SOUND DESIGN II	4
POST 340	COLOR CORRECTION	4
SCWR 120	FILM STRUCTURE FOR MAJORS	4
VFX 200	INTRODUCTION TO VISUAL EFFECTS	4

Third Year

Course	Title	Quarter Hours
DOC 312	EDITING THE DOCUMENTARY	4
POST 304	AVID MEDIA COMPOSER EDITING WORKSHOP	2
POST 305	DAVINCI RESOLVE EDITING WORKSHOP	2
POST 306	EDITING STYLES AND TECHNIQUES	4
POST 309	EDITING THE FEATURE FILM	4
POST 318	EDITING THE SHORT FORM	4
POST 324	SOUND MIXING I	4

VFX 374	COMPOSITING I	4
Eight (8) Credit Hours of Open Electives		8

Fourth Year

Course	Title	Quarter Hours
POST 315	EDITING FOR TELEVISION	4
POST 348	TITLE DESIGN	4
POST 384	POST-PRODUCTION SEMINAR	4
POST 398	POST PRODUCTION CAPSTONE	4
Select 12 Credit Hours from the following list:		12
CP 320	INTRODUCTION TO FILM SCHEDULING AND BUDGETING	
IT 202	CODING FOR AUDIO AND VIDEO	
FILM 210	CINEMA PRODUCTION II	
FILM 250	CINEMATOGRAPHY I	
FILM 325	EXPERIMENTAL FILMMAKING I	
POST 319	EDITING STUDIO	
POST 344	ADVANCED COLOR CORRECTION	
POST 360	SOUND & MUSIC SYNTHESIS FOR FILM	
POST 391	ADVANCED TOPICS IN EDITING	
POST 395	ESTABLISHING A CREATIVE INDEPENDENT BUSINESS	
VFX 334	VIRTUAL CINEMATOGRAPHY	
VFX 378	COMPOSITING II	
Eight (8) Credit Hours of Open Electives		8

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirement of 192 hours. Open electives may be taken from any unit at DePaul.

Production Design, Film & Television (BFA)**Course Requirements****First Year**

Course	Title	Quarter Hours
FILM 101	FOUNDATIONS OF CINEMA FOR MAJORS	4
FILM 105	FOUNDATIONS OF TELEVISION	4
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 131	HISTORY OF CINEMA PRODUCTION	4
FILM 170	THE ART OF PRODUCTION DESIGN	4
MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	4
POST 110	EDITING I	4
POST 330	PRODUCTION SOUND I	
SCWR 101	SCREENWRITING FOR MAJORS	4

Second Year

Course	Title	Quarter Hours
DES 111	DRAWING FOR DESIGNERS I	2
DES 112	DRAWING FOR DESIGNERS II	2
DES 113	DRAWING FOR DESIGNERS III	2
DES 141	ELEMENTS OF DESIGN	4
DES 142	PRINCIPLES OF DESIGN	4
DES 143	SCRIPT ANALYSIS	4
DES 250	MATERIALS AND PROCESSES	4
FILM 270	PRODUCTION DESIGN	4
FILM 279	VISUAL DESIGN	4
TEC 151	TECHNICAL DRAWING I	2
TEC 152	TECHNICAL DRAWING I	2
TEC 153	TECHNICAL DRAWING I	2

Third Year

Course	Title	Quarter Hours
DES 243	SCENE DESIGN I	4
DES 252	SCENOGRAPHIC DRAFTING	3
DES 253	SCENOGRAPHIC DRAFTING	3
DES 284	MODEL BUILDING	3
DES 387	SCENE PAINTING	2
DES 388	SCENE PAINTING	2
FILM 250	CINEMATOGRAPHY I	4
FILM 370	ADVANCED PRODUCTION DESIGN	4
SCWR 120	FILM STRUCTURE FOR MAJORS	4
THE 381	SURVEY OF THE ARTS FOR THEATRE	4
THE 382	SURVEY OF THE ARTS FOR THEATRE	4
THE 383	SURVEY OF THE ARTS FOR THEATRE	4
Four (4) Credit Hours of Open Elective		4

Fourth Year

Course	Title	Quarter Hours
FILM 210	CINEMA PRODUCTION II	4
FILM 398	DIGITAL CINEMA CAPSTONE	4
Four (4) Credit Hours of Major Electives		4
11 Credit Hours of Open Electives		11

Major Electives

Major Elective Credit Hours may be selected from any 200-level or 300-level course in ANI, CP, DOC, FILM, POST, SCWR, or VFX.

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirement of 192 hours. Open electives may be taken from any unit at DePaul.

Screenwriting Concentration, Film & Television (BFA)

Course Requirements

First Year

Course	Title	Quarter Hours
FILM 101	FOUNDATIONS OF CINEMA FOR MAJORS	4
FILM 105	FOUNDATIONS OF TELEVISION	4
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 131	HISTORY OF CINEMA PRODUCTION	4
POST 110	EDITING I	4
POST 128	THE ART OF SOUND DESIGN AND FILM	4
SCWR 101	SCREENWRITING FOR MAJORS	4
SCWR 110	INCLUSIVE REPRESENTATION IN FILM & TV	4

Second Year

Course	Title	Quarter Hours
SCWR 120	FILM STRUCTURE FOR MAJORS	4
SCWR 151	TELEVISION GENRES FOR MAJORS	4
SCWR 240	INTRODUCTION TO PITCHING	4
SCWR 250	INTRODUCTION TO TELEVISION WRITING	4
SCWR 301	STORY DEVELOPMENT	4
SCWR 302	WRITING THE FEATURE SCREENPLAY	4
Eight (8) Credit Hours of Open Electives		8

Third Year

Course	Title	Quarter Hours
SCWR 303	REWRITING THE FEATURE FILM SCRIPT	4
or SCWR 310	ADVANCED SCREENWRITING LAB	
SCWR 305	WRITING ON ASSIGNMENT	4
SCWR 307	ADAPTATION	4
SCWR 309	CHARACTER DEVELOPMENT	4
SCWR 341	PITCHING SEMINAR	4
SCWR 352	WRITING THE HALF-HOUR SERIES	4
or SCWR 353	WRITING THE HOUR-LONG TELEVISION SERIES	
SCWR 360	WRITING THE INDEPENDENT TELEVISION SERIES	4
or SCWR 379	COMEDY, JOKE, AND SKETCH WRITING	
or SCWR 349	STORYTELLING FOR VIDEO GAMES	
SCWR 390	TOPICS IN SCREENWRITING	4
or MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	
Eight (8) Credit Hours of Open Electives		8

Fourth Year

Course	Title	Quarter Hours
CP 310	CREATIVE PRODUCING	4
or CP 366	THE BUSINESS OF TELEVISION	
SCWR 306	SCENE WRITING	4

SCWR 342	FEATURE DEVELOPMENT	4
SCWR 354	REWRITING THE ORIGINAL TELEVISION PILOT	4
or SCWR 310	ADVANCED SCREENWRITING LAB	
SCWR 355	THE WRITER'S ROOM	4
SCWR 397	SCREENWRITING CAPSTONE I	4
SCWR 398	SCREENWRITING CAPSTONE II	4
Eight (8) Credit Hours of Open Electives		8

Open Electives

Open elective credit credit hours are required to meet the minimum graduation requirement of 192 hours. Open electives may be taken from any unit at DePaul.

Showrunner Concentration, Film & Television (BFA)

Course Requirements

First Year

Course	Title	Quarter Hours
FILM 101	FOUNDATIONS OF CINEMA FOR MAJORS	4
FILM 105	FOUNDATIONS OF TELEVISION	4
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 131	HISTORY OF CINEMA PRODUCTION	4
POST 110	EDITING I	4
POST 128	THE ART OF SOUND DESIGN AND FILM	4
SCWR 101	SCREENWRITING FOR MAJORS	4
SCWR 110	INCLUSIVE REPRESENTATION IN FILM & TV	4

Second Year

Course	Title	Quarter Hours
CP 366	THE BUSINESS OF TELEVISION	4
FILM 115	TELEVISION PRODUCTION I	4
FILM 250	CINEMATOGRAPHY I	4
SCWR 151	TELEVISION GENRES FOR MAJORS	4
SCWR 240	INTRODUCTION TO PITCHING	4
SCWR 250	INTRODUCTION TO TELEVISION WRITING	4
SCWR 360	WRITING THE INDEPENDENT TELEVISION SERIES	4
SCWR 365	SHOWRUNNING I	4
Eight (8) Credit Hours of Open Electives		8

Third Year

Course	Title	Quarter Hours
CP 360	PRODUCING TELEVISION	4
SCWR 309	CHARACTER DEVELOPMENT	4
SCWR 352	WRITING THE HALF-HOUR SERIES	4
SCWR 353	WRITING THE HOUR-LONG TELEVISION SERIES	4
SCWR 361	PRODUCING THE INDEPENDENT TELEVISION SERIES	4

SCWR 362	MARKETING AND DISTRIBUTING THE INDEPENDENT TELEVISION SERIES	4
Eight (8) Credit Hours of Open Electives		8

Fourth Year

Course	Title	Quarter Hours
SCWR 341	PITCHING SEMINAR	4
SCWR 342	FEATURE DEVELOPMENT	4
or MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	
SCWR 354	REWRITING THE ORIGINAL TELEVISION PILOT	4
SCWR 355	THE WRITER'S ROOM	4
SCWR 366	SHOWRUNNING II	4
SCWR 397	SCREENWRITING CAPSTONE I	4
SCWR 398	SCREENWRITING CAPSTONE II	4
Eight (8) Credit Hours of Open Electives		8

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirement of 192 hours. Open electives may be taken from any unit at DePaul.

Sound Design Concentration, Film & Television (BFA)

Course Requirements

First Year

Course	Title	Quarter Hours
FILM 101	FOUNDATIONS OF CINEMA FOR MAJORS	4
FILM 105	FOUNDATIONS OF TELEVISION	4
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 131	HISTORY OF CINEMA PRODUCTION	4
MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	4
POST 110	EDITING I	4
POST 124	SOUND DESIGN I	4
SCWR 101	SCREENWRITING FOR MAJORS	4

Second Year

Course	Title	Quarter Hours
IT 202	CODING FOR AUDIO AND VIDEO	4
FILM 250	CINEMATOGRAPHY I	4
GAM 317	GAME SOUND DESIGN AND SCORING STUDIO	4
POST 200	EDITING II	4
POST 224	SOUND DESIGN II	4
POST 321	LOGIC PRO MIDI SEQUENCING WORKSHOP	2
POST 322	ABLETON LIVE WORKSHOP	2
POST 330	PRODUCTION SOUND I	4

POST 332	PRODUCTION SOUND II	4
SCWR 120	FILM STRUCTURE FOR MAJORS	4

Third Year

Course	Title	Quarter Hours
DOC 224	DOCUMENTARY PRODUCTION I	4
FILM 323	MUSIC VIDEO PRODUCTION	4
POST 323	SOUND SYSTEM DESIGN	4
POST 324	SOUND MIXING I	4
POST 326	SOUND MIXING II	4
POST 328	SCORING FOR FILM AND VIDEO	4
POST 329	SOUND DESIGN AND SCORING STUDIO ¹	4
Eight (8) Credit Hours of Open Electives		8

Fourth Year

Course	Title	Quarter Hours
GAM 315	GAME SOUND DESIGN 2	4
POST 329	SOUND DESIGN AND SCORING STUDIO ¹	4
POST 336	ADVANCED SOUND RECORDING AND EDITING	4
POST 360	SOUND & MUSIC SYNTHESIS FOR FILM	4
POST 384	POST-PRODUCTION SEMINAR	4
POST 398	POST PRODUCTION CAPSTONE	4
Four (4) credit hours of Major Electives selected from the list below		4
Eight (8) Credit Hours of Open Electives		8

¹ POST 329 must be taken two (2) times for a total of eight (8) Credit Hours.

Major Electives

Course	Title	Quarter Hours
Major elective credit hours must be selected from the following list:		
ANI 101	ANIMATION FOR NON-MAJORS	
FILM 210	CINEMA PRODUCTION II	
GAM 351	EXPRESSIVE AUDIO SCRIPTING IN GAMES	
POST 306	EDITING STYLES AND TECHNIQUES	
POST 340	COLOR CORRECTION	
POST 390	TOPICS IN POST-PRODUCTION SOUND	
POST 395	ESTABLISHING A CREATIVE INDEPENDENT BUSINESS	

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirement of 192 hours. Open Electives may be taken from any unit at DePaul.

Visual Effects Concentration, Film & Television (BFA)

Course Requirements

First Year

Course	Title	Quarter Hours
FILM 101	FOUNDATIONS OF CINEMA FOR MAJORS	4
FILM 105	FOUNDATIONS OF TELEVISION	4
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 131	HISTORY OF CINEMA PRODUCTION	4
MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	4
POST 110	EDITING I	4
POST 124	SOUND DESIGN I	4
SCWR 101	SCREENWRITING FOR MAJORS	4

Second Year

Course	Title	Quarter Hours
ANI 101 or ANI 201	ANIMATION FOR NON-MAJORS ANIMATION I	4
ANI 105 or GD 105	MOTION GRAPHICS FOUNDATIONS INTRO TO VISUAL DESIGN	4
ANI 230	3D DESIGN & MODELING	4
ANI 339	3D TEXTURING AND LIGHTING	4
FILM 250	CINEMATOGRAPHY I	4
POST 340	COLOR CORRECTION	4
VFX 200	INTRODUCTION TO VISUAL EFFECTS	4
VFX 374	COMPOSITING I	4

Third Year

Course	Title	Quarter Hours
ANI 231	3D ANIMATION	4
ANI 361	MOTION GRAPHICS	4
IT 202	CODING FOR AUDIO AND VIDEO	4
VFX 310	GAME ENGINES FOR FILMMAKERS	4
VFX 330	VISUAL EFFECTS SUPERVISION	4
VFX 378	COMPOSITING II	4
VFX 380	CG COMPOSITING	4
Eight (8) Credit Hours of Open Electives		8

Fourth Year

Course	Title	Quarter Hours
IT 211	INTRODUCTION TO APPLIED PROGRAMMING	4
POST 384	POST-PRODUCTION SEMINAR	4
POST 398	POST PRODUCTION CAPSTONE	4
VFX 334	VIRTUAL CINEMATOGRAPHY	4
VFX 340	PREVISUALIZATION	4
VFX 391	VISUAL EFFECTS STUDIO	4

Choose eight (8) Credit Hours from the following:		8
ANI 342	3D ANIMATION PRODUCTION	
ANI 360	3D MOTION GRAPHICS	
ANI 378	3D DYNAMICS	
CP 350	PRODUCING FOR ANIMATION AND VFX	
FILM 210	CINEMA PRODUCTION II	
FILM 359	VISUAL EFFECTS CINEMATOGRAPHY	
POST 200	EDITING II	
POST 344	ADVANCED COLOR CORRECTION	
POST 348	TITLE DESIGN	
POST 395	ESTABLISHING A CREATIVE INDEPENDENT BUSINESS	
VFX 390	ADVANCED TOPICS IN VISUAL EFFECTS	
Eight (8) Credit Hours of Open Electives		8

Open Electives

Open elective credit hours are required to meet the minimum graduation requirement of 192 hours. Open electives may be taken from any unit at DePaul.

Film & Television (MS)

The Master of Science in Film and Television emphasizes technical and creative proficiency in the areas of cinematography, editing, sound, and visual effects for the screen. This intensive program is designed for students looking to acquire and further professional career skills in film and television. The degree is well-suited for career-changers as well as experienced professionals who want to add new technologies and creative workflows to their expertise.

Concentrations

Cinematography Concentration

Students develop a foundation in production for film, TV and the Web, while specializing in camera and lighting.

Editing Concentration

Students develop the skills needed for careers in editing for all media. Advanced courses investigate picture editing, sound, and post production techniques.

Sound Concentration

Students develop the skills necessary to work in sound for cinema. Coursework includes advanced classes in location sound recording, dialogue editing, sound mixing, and scoring.

Visual Effects Concentration

Program Requirements	Quarter Hours
Degree Requirements	52
Total hours required	52

Learning Outcomes

Students will be able to:

- Design film content that exhibits a cohesive creative perspective.
- Identify pre-production, production, and post-production workflows.
- Edit film content to meet professional standards.

- Demonstrate proficiency in the basic tasks of post-production sound process.
- Employ color correction processes and advanced compositing techniques in finishing a film.
- Illustrate a mastery of visual composition, cinematic exposure standards, and basic semiotics.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Course requirements are determined by the concentration chosen.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses in the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master’s degree must complete a minimum of 52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

For DePaul’s policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate Handbook.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Cinematography Concentration, Film & Television (MS) (p. 512)
- Editing Concentration, Film & Television (MS) (p. 512)
- Sound Concentration, Film & Television (MS) (p. 513)
- Visual Effects Concentration, Film & Television (MS) (p. 513)

Cinematography Concentration, Film & Television (MS)

Course Requirements

Course	Title	Quarter Hours
DOC 452	DOCUMENTARY CINEMATOGRAPHY	4
FILM 401	FUNDAMENTALS OF CINEMA PRODUCTION	4
FILM 425	EXPERIMENTAL FILMMAKING I	4
FILM 450	CINEMATOGRAPHY	4
FILM 455	LIGHTING I	4
FILM 456	LIGHTING FOR CINEMA II	4
FILM 457	CINEMATIC SPACE	4
FILM 458	CAMERA WORKSHOP	4
FILM 464	ADVANCED CINEMATOGRAPHY	4
FILM 479	VISUAL DESIGN	4
POST 400	EDITING	4
POST 440	COLOR CORRECTION	4
Four (4) Credit Hours of Major Electives		4

¹ Optional Los Angeles Quarter (See below).

Major Electives

Major Electives may be chosen from any 400-level or higher ANI, CP, DOC, FILM, GD, POST, SCWR, or VFX courses.

Optional Los Angeles Quarter

Students may apply to participate in the Los Angeles Quarter Program for the spring of their second year; they will spend 12 weeks in Hollywood doing industry internships, living with their fellow DePaul classmates, and having twice-weekly classes on an industry lot where they will have intimate question and answer sessions with industry professionals in all aspects of the film, TV, and videogame world. If selected to participate in the LA program, MS in Film and Television - Cinematography students would take SCWR 446 and FILM 499 in Los Angeles.

MS in Film and Television - Cinematography students who are not selected to participate in the LA program, would take FILM 499 in Chicago and POST 444 or FILM 425 .

Editing Concentration, Film & Television (MS)

Course Requirements

Core Courses

Course	Title	Quarter Hours
FILM 401	FUNDAMENTALS OF CINEMA PRODUCTION	4
FILM 450	CINEMATOGRAPHY	4
POST 401	EDITING INTENSIVE	4
POST 404	AVID MEDIA COMPOSER EDITING WORKSHOP	2

POST 405	DAVINCI RESOLVE EDITING WORKSHOP	2
POST 406	EDITING STYLES AND TECHNIQUES	4
POST 419	EDITING STUDIO	4
POST 421	SOUND DESIGN INTENSIVE	4
POST 440	COLOR CORRECTION	4
POST 484	POST-PRODUCTION SEMINAR	4
VFX 474	COMPOSITING I	4
Select twelve (12) credit hours of Major Electives		12
PORTFOLIO REVIEW REQUIRED FOR GRADUATION		

Major Elective Courses

Major Elective courses must be chosen from the following:

Course	Title	Quarter Hours
FILM 479	VISUAL DESIGN	
FILM 499	INTERNSHIPS IN MEDIA AND DESIGN	
POST 409	EDITING THE FEATURE FILM	
POST 412	EDITING THE DOCUMENTARY	
POST 418	EDITING THE SHORT FORM	
POST 444	ADVANCED COLOR CORRECTION (FORMERLY DC 426)	
POST 448	TITLE DESIGN	
SCWR 446	FILMMAKERS SEMINAR	
VFX 478	COMPOSITING II	
VFX 490	ADVANCED TOPICS IN VISUAL EFFECTS	

Optional Los Angeles Quarter

Students may apply to participate in the Los Angeles Quarter Program for the spring of their second year; they will spend twelve weeks in Hollywood doing industry internships, living with their fellow DePaul classmates, and having twice-weekly classes on an industry lot where they will have intimate question and answer sessions with industry professionals in all aspects of the film, TV, and videogame world. If selected to participate in the LA program, MS in Film and Television - Editing students would take SCWR 446 and FILM 499 in Los Angeles.

MS in Film and Television - Editing students who are not selected to participate in the LA program, would take FILM 499 in Chicago and one (1) Major Elective. Alternatively, students can instead take two (2) Major Electives.

Sound Concentration, Film & Television (MS)

Course Requirements

Core Courses

Course	Title	Quarter Hours
FILM 401	FUNDAMENTALS OF CINEMA PRODUCTION	4
FILM 499	INTERNSHIPS IN MEDIA AND DESIGN (Chicago; or select one Major Elective)	4
POST 401	EDITING INTENSIVE	4
POST 421	SOUND DESIGN INTENSIVE	4

POST 424	SOUND MIXING I	4
POST 426	SOUND MIXING II (FORMERLY DC 418)	4
POST 428	SCORING FOR FILM AND VIDEO	4
POST 429	SOUND DESIGN AND SCORING STUDIO	4
POST 430	PRODUCTION SOUND I	4
POST 432	PRODUCTION SOUND II (FORMERLY DC 413)	4
POST 436	ADVANCED SOUND RECORDING AND EDITING (FORMERLY DC 419)	4
POST 484	POST-PRODUCTION SEMINAR	4
Select four (4) Credit Hours of Major Electives		4
PORTFOLIO REVIEW REQUIRED FOR GRADUATION		

Major Elective Courses

Major Elective courses must be chosen from the following:

Course	Title	Quarter Hours
GAM 426	GAME SOUND DESIGN 2	
GAM 427	SCORING FOR GAMES	
GAM 451	EXPRESSIVE AUDIO SCRIPTING FOR GAMES	
POST 460	SOUND AND MUSIC SYNTHESIS FOR FILM	
SCWR 446	FILMMAKERS SEMINAR	

Visual Effects Concentration, Film & Television (MS)

Course Requirements

Course	Title	Quarter Hours
ANI 423	3D ANIMATION SURVEY	4
ANI 439	3D TEXTURING AND LIGHTING	4
FILM 401	FUNDAMENTALS OF CINEMA PRODUCTION	4
POST 401	EDITING INTENSIVE	4
POST 440	COLOR CORRECTION	4
POST 484	POST-PRODUCTION SEMINAR	4
VFX 430	VISUAL EFFECTS SUPERVISION	4
VFX 434	VIRTUAL CINEMATOGRAPHY	4
VFX 474	COMPOSITING I	4
Major Electives		16
PORTFOLIO REVIEW REQUIRED FOR GRADUATION		

Major Electives

Major Electives courses must be chosen from the following:

Course	Title	Quarter Hours
ANI 430	3D CHARACTER ANIMATION	
ANI 442	3D ANIMATION PRODUCTION	
ANI 450	MOTION CAPTURE	
ANI 478	3D DYNAMICS	
FILM 499	INTERNSHIPS IN MEDIA AND DESIGN	

POST 444	ADVANCED COLOR CORRECTION (FORMERLY DC 426)
VFX 410	GAME ENGINES FOR FILMMAKERS
VFX 420	FUNDAMENTALS OF VIRTUAL PRODUCTION
VFX 440	PREVISUALIZATION
VFX 478	COMPOSITING II
VFX 480	CG COMPOSITING
VFX 490	ADVANCED TOPICS IN VISUAL EFFECTS

Film & Television Directing (MFA)

Program Requirements	Quarter Hours
Degree Requirements	96-100
Total hours required	96-100

Learning Outcomes

Students will be able to:

- Write short or feature screenplays in proper format employing standard narrative.
- Demonstrate a mastery of directing and casting actors in a fiction film.
- Express picture editing, visual effects, and sound design preferences to post-production crew members using proper terminology.
- Employ advanced functions of the producing process, including scheduling, budgeting, pitching, packaging, and distribution.
- Communicate short setup and framing preferences using proper cinematographic and visual design terminology.
- Create short filmic works in a variety of genres and processes, such as documentary, experimental, and television.
- Identify major genres, figures, and works in contemporary and historical short and feature films.

Degree Requirements

Course Requirements

No Introductory Course in any other program may be substituted for any other course at any level.

Introductory Courses

Course	Title	Quarter Hours
FILM 401	FUNDAMENTALS OF CINEMA PRODUCTION	4

Note: Students who are required to take this course must take the course during the Fall quarter of their first year and consult their advisor about their course sequence for their first year in the program.

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Required Courses

Course	Title	Quarter Hours
CP 420	SCHEDULING & BUDGETING	4
CP 540	PRODUCING FOR DIRECTORS: PITCHING, PACKAGING, AND DISTRIBUTION	4
DOC 414	INTRO TO DOCUMENTARY PRODUCTION	4
FILM 410	PRODUCTION WORKSHOP	4
FILM 425	EXPERIMENTAL FILMMAKING I	4
FILM 430	FUNDAMENTALS OF SHORT FILM	4
FILM 431	FILM HISTORY FROM THE FILMMAKER'S PERSPECTIVE	4
FILM 450	CINEMATOGRAPHY	4
FILM 479	VISUAL DESIGN	4
FILM 484	DIRECTING ACTORS	4
FILM 485	DIRECTING THE PRODUCTION	4
FILM 487	DIRECTING THE SHORT MOTION PICTURE	4
FILM 499	INTERNSHIPS IN MEDIA AND DESIGN	4
FILM 501	ADVANCED PRE-PRODUCTION FOR THESIS	4
POST 400	EDITING	4
POST 420	DIRECTING SOUND DESIGN AND MUSIC	4
POST 484	POST-PRODUCTION SEMINAR	4
POST 500	ADVANCED EDITING FOR THESIS	4
POST 520	ADVANCED SOUND WORKSHOP FOR THESIS	2
POST 580	ADVANCED FINISHING WORKSHOP FOR THESIS	2
SCWR 400	FOUNDATIONS OF SCREENWRITING	4
SCWR 401	WRITING THE FEATURE I (FORMERLY DC 402)	4
SCWR 408	WRITING THE SHORT MOTION PICTURE	4
SCWR 446	FILMMAKERS SEMINAR	4
Select Four (4) Credit hours of Major Electives		4

¹ Students who are required to take this course must take the course during the Fall quarter of their first year and consult their advisor about their course sequence for their first year in the program.

² Optional Los Angeles Quarter (See below).

Major Electives

Students must choose any graduate level ANI, CP, DOC, FILM, POST, SCWR, or VFX courses or MCS 502.

Optional Los Angeles Quarter

Students may apply to participate in the Los Angeles Quarter Program for the spring of their third year; they will spend 12 weeks in Hollywood doing industry internships, living with their fellow DePaul classmates, and having twice-weekly classes on an industry lot where they will have intimate question and answer sessions with industry professionals in all aspects of the film, TV, and video game world. If selected to participate in the LA program, MFA in Film and Television Directing students would take SCWR 446 and FILM 499 in Los Angeles.

MFA in Film and Television Directing students who are not selected to participate in the LA program, would take FILM 499 in Chicago and one (1) Major Elective.

MFA Thesis

The MFA Thesis should be a significant work that demonstrates a mastery of cinematic storytelling technique to convey the filmmaker's unique voice and vision. This project may be a short film or television/web series pilot. Feature films may be permitted with approval from the student's thesis committee.

Thesis Committee

Students will be asked to submit five preferences for full-time faculty members to serve on their thesis committees. Two committee members and one thesis chair will be assigned to each student by the Production-MFA Committee. During the thesis phase, the thesis committee supervises a student's project. Approval to proceed to the thesis classes is at the sole discretion of the thesis committee. If the thesis committee denies approval, students may appeal to the Production-MFA Committee. If appeals are denied, students are dismissed from the MFA program. Students in good academic standing may choose to complete an MS in Film and Television.

Thesis Classes

There are four crucial milestones a student must pass in order to proceed with thesis classes:

1. *Script Approval*
The thesis committee must approve a student's thesis screenplay before admission will be granted to FILM 501. The thesis committees will notify the instructor of FILM 501 of approved students.
2. *Principal Photography*
MFA students should complete principal photography prior to taking POST 500. Only instructor approval (not thesis committee approval) is necessary to register for this class. If the instructor deems the student not ready to register for POST 500, the student must wait until the class is offered again, and must again seek instructor approval to register.
3. *Picture Lock*
MFA students must edit and picture lock their films prior to taking POST 520 and POST 580. Thesis committees will notify the instructors of POST 520 and POST 580 of approved students, and the instructors will grant approval to register. If the thesis committee deems the student not ready to register for POST 520 and POST 580, the student must wait until the classes are offered again, and must again seek committee approval to register.
4. *Final Thesis Delivery, Screening and Defense*
MFA students will deliver their finished projects their thesis committees for exhibition at a culminating screening of all thesis films. After the screening, students will schedule a formal defense of their thesis films. If the film passes and upon completion of the required 96/100 credits of coursework, the student will be awarded an MFA. If the film does not pass, the student may revise it and re-define. If the film does not pass again, the student will be dismissed from the MFA program. Students in good academic standing may choose to complete an MS in Film and Television.

FILM 701 THESIS CONTINUATION

This zero-credit course is for students who do not continue with the thesis classes as scheduled. A student's MFA thesis committee chair may enroll a student in FILM 701 a maximum of six times. Failure to enroll in a course for three straight quarters will lead to a student

becoming inactive at the university, and will require the student to reapply to the program should they wish to finish their degree. Re-admission cannot be guaranteed, and the student will be subject to follow the curriculum in place when they return.

Time Limit to Finish Degree

Students must complete all required coursework and defend their finished thesis projects in no more than five years from their first enrollment in the program. If the student does not complete the above requirements in the required five years, the student will be dismissed from the MFA program. As per University policy, during their college career, students may be allowed one medical/personal approved administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Such withdrawals do not count towards the time limit to finish the degree.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 96 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all graduate courses of the designated degree program.
- Maintain a cumulative GPA of 3.0 or higher.
- Satisfactorily complete the MFA thesis as determined by the student's MFA Advisor Committee.
- Students cannot count credit earned towards a previously awarded master's or MFA degree toward the completion of this MFA program.

For DePaul's policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate Handbook.

Sample Schedule

The representation of these course requirements on a year-by-year basis is just a suggestion. Students are free to take these courses in any order they choose, provided they have mastered the course-specific prerequisites.

Film Production (Minor)

The minor in Film Production provides students with hands-on experience utilizing the latest digital technology in motion picture production while incorporating classic cinema narrative theory and aesthetics.

Course Requirements

Course	Title	Quarter Hours
FILM 101 or FILM 102	FOUNDATIONS OF CINEMA FOR MAJORS FOUNDATIONS OF CINEMA FOR NON-MAJORS	4
FILM 110 or FILM 111	DIGITAL CINEMA PRODUCTION I CINEMA PRODUCTION FOR NON-MAJORS	4
POST 100 or POST 110	VIDEO EDITING FOR NON-MAJORS EDITING I	4
SCWR 100 or SCWR 101	INTRODUCTION TO SCREENWRITING SCREENWRITING FOR MAJORS	4
Select 12 Credit Hours from the following list:		12
CP 310	CREATIVE PRODUCING	

FILM 104	VIDEO FOR SOCIAL MEDIA
FILM 165	DIGITAL STILL PHOTOGRAPHY FOR NON-MAJORS
or FILM 265	DIGITAL STILL PHOTOGRAPHY
FILM 170	THE ART OF PRODUCTION DESIGN
FILM 233	CINEMA & ART
FILM 281	THE ART OF SCREEN ACTING
FILM 319	LIVE EVENT/TALK TV WORKSHOP
FILM 381	ACTING FOR FILMMAKERS II
POST 120	AUDIO FOR PODCASTS AND OTHER MEDIA
SCWR 120	FILM STRUCTURE FOR MAJORS
or SCWR 121	CLASSIC HOLLYWOOD FILM STRUCTURE
VFX 200	INTRODUCTION TO VISUAL EFFECTS

Finance (BSB)

DePaul's Finance program will provide you with a solid foundation in financial management and an understanding of public and private financial processes, financial markets, analysis and investments.

As a Finance major, you will take courses in:

- Corporate finance
- [Analytics](#)
- Investment theory and practice

You will also take multiple elective courses. Depending on your career goals, you may take a series of courses that focus on one of the following areas:

- Banking and financial services
- Corporate financial management
- Investment analysis/ management
- Risk management

DePaul's Driehaus College of Business is located in downtown Chicago, in the heart of the city's financial district, providing you with countless opportunities to intern and work professionally with leading companies in the business industry. You are encouraged to complete an internship with a Chicago-area business during the summer preceding either your junior or senior year.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	34
Open Electives	26
Total hours required	192

Learning Outcomes:

- Understand financial theory and how it can be applied to financial decision making. Develop appropriate cash flows and discount rate analysis of projects, and financial instruments (e.g. bonds and stocks). Apply and interpret the appropriate risk measures (e.g. beta, standard deviation) to situations under uncertainty. Understand the role of agents and impact of governance.
- Understand the structure of the financial markets and the roles of institutions in those markets. Understand the flow of funds in the private and public markets. Know the determinants of the cost of

funds. Understand how derivative instruments work and can be used for risk management.

- Develop appropriate cash flows and discount rate analysis of projects, and financial instruments (e.g. bonds and stocks).
- Apply and interpret the appropriate risk measures (e.g. beta, standard deviation) to situations under uncertainty.
- Understand the role of agents and the impact of governance.
- Understand the flow of funds in the private and public markets.
- Know the determinants of the cost of funds.
- Understand how derivative instruments work and can be used for risk management.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		

Select one of the following:

4

ECO 316	EUROPEAN ECONOMIC HISTORY
ECO 330	RADICAL RESPONSES TO CAPITALISM
ECO 333	TOPICS IN GLOBAL ECONOMIES
ECO 334	UNDERSTANDING CHINA'S ECONOMY
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES
ECO 361	INTERNATIONAL TRADE
ECO 362	INTERNATIONAL MONETARY ECONOMICS
ECO 363	ECONOMICS OF THE EUROPEAN UNION
FIN 340	INTERNATIONAL FINANCE
FIN 355	GLOBAL IPOs & VENTURE CAPITAL
IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT
MGT 357	INTERNATIONAL BUSINESS
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT
MKT 360	INTERNATIONAL MARKETING
SOC 217	WORK IN A GLOBALIZED WORLD

A course taken as part of a term-long study abroad program

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Global Business Perspective

If a FIN course is shared between Global Business Perspective and the Finance major, additional hours of Open Elective credit are required.

Grade Minimum Requirements for Finance Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, FIN 310, MAT 137, and any FIN course used for Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

In addition to FIN 310, a student majoring in Finance is required to complete the following courses totaling at least 34.0 hours:

Course	Title	Quarter Hours
FIN 250	CAREER EXPLORATION & PROFESSIONAL DEVELOPMENT	2
FIN 311	CORPORATE FINANCE	4
FIN 315	DATA ANALYTICS IN FINANCE	4
FIN 330	INVESTMENTS: THEORY & PRACTICE	4
Select five elective courses from the following: A maximum of one may be a non-FIN course:		20
ACC 304	FINANCIAL REPORTING I	
ACC 307	FINANCIAL REPORTING I FOR FINANCE HONORS STUDENTS	
DSC 341	FOUNDATIONS OF DATA SCIENCE	
ECO 305	INTERMEDIATE MICROECONOMICS	
ECO 306	INTERMEDIATE MACROECONOMICS	
FIN 313	INVESTMENT BANKING	
FIN 320	MONEY AND BANKING	
FIN 323	COMMERCIAL BANKING	
FIN 324	BANKING & CREDIT ANALYSIS	
FIN 333	FINANCIAL STATEMENTS ANALYSIS	
FIN 335	PORTFOLIO MANAGEMENT	
FIN 336	EQUITY RESEARCH	
FIN 340	INTERNATIONAL FINANCE	
FIN 350	REAL ESTATE ANALYSIS ¹	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
FIN 362	ENTERPRISE RISK MANAGEMENT	

FIN 363	DERIVATIVES: PRICING & APPLICATIONS
FIN 365	PRINCIPLES OF RISK & INSURANCE
FIN 366	FINANCIAL MODELING
FIN 380	CASES IN FINANCIAL DECISION MAKING
FIN 381	BEHAVIORAL FINANCE
FIN 393	FINANCE INTERNSHIP (see note below)
FIN 395	INVESTMENT SEMINAR
FIN 398	SPECIAL TOPICS (multiple topics may be used)
FIN 399	INDEPENDENT STUDY
IT 211	INTRODUCTION TO APPLIED PROGRAMMING
MAT 341	STATISTICAL METHODS USING SAS
MAT 349	APPLIED PROBABILITY
RE 300	REAL ESTATE LAW
RE 320	URBAN PLANNING AND PUBLIC POLICY
RE 325	PROJECT MANAGEMENT: DESIGN & CONSTRUCTION
RE 350	REAL ESTATE ANALYSIS ¹
RE 352	REAL ESTATE FINANCE
RE 353	REAL ESTATE INVESTMENT
RE 354	REAL ESTATE VALUATION
RE 398	SPECIAL TOPICS
RE 399	INDEPENDENT STUDY

¹ RE 350 and FIN 350 are cross listed and may only be completed once for credit.

The Department of Finance enforces all course prerequisites; exceptions will not be made.

Students are encouraged to seek an internship with a Chicago-area business during the summer preceding either their junior or senior year.

Open Electives

Open elective credit (26.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Global Business Perspective

If a FIN course is shared between Global Business Perspective and the Finance major, additional hours of Open Elective credit are required. Any FIN course used toward Global Business Perspective must be passed with C- or higher.

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Experiential Learning

If FIN 393 or FIN 324 is completed in the Finance major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Finance (FIN) courses and any courses used toward the Finance major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Curricular Specializations

The Department offers four recommendations for students who would like to focus their studies on one area of expertise. These areas are optional; no curricular specialization is required for the major.

Banking

Course	Title	Quarter Hours
FIN 313	INVESTMENT BANKING	
FIN 320	MONEY AND BANKING	
FIN 323	COMMERCIAL BANKING	
FIN 324	BANKING & CREDIT ANALYSIS	
FIN 333	FINANCIAL STATEMENTS ANALYSIS	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
FIN 362	ENTERPRISE RISK MANAGEMENT	
FIN 366	FINANCIAL MODELING	

Corporate Finance

Course	Title	Quarter Hours
FIN 320	MONEY AND BANKING	
FIN 324	BANKING & CREDIT ANALYSIS	
FIN 333	FINANCIAL STATEMENTS ANALYSIS	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
FIN 362	ENTERPRISE RISK MANAGEMENT	
FIN 366	FINANCIAL MODELING	

Risk Management

Course	Title	Quarter Hours
FIN 333	FINANCIAL STATEMENTS ANALYSIS	
FIN 335	PORTFOLIO MANAGEMENT	
FIN 362	ENTERPRISE RISK MANAGEMENT	
FIN 363	DERIVATIVES: PRICING & APPLICATIONS	
FIN 366	FINANCIAL MODELING	

Investment/Financial Analysis

Course	Title	Quarter Hours
FIN 324	BANKING & CREDIT ANALYSIS	
FIN 333	FINANCIAL STATEMENTS ANALYSIS	
FIN 335	PORTFOLIO MANAGEMENT	
FIN 362	ENTERPRISE RISK MANAGEMENT	
FIN 363	DERIVATIVES: PRICING & APPLICATIONS	
FIN 366	FINANCIAL MODELING	
FIN 381	BEHAVIORAL FINANCE	
FIN 395	INVESTMENT SEMINAR	

Finance (Minor)

Available to students majoring outside the Driehaus College of Business, a minor in Finance provides a student with a basic foundation in financial management, along with an understanding of financial markets, analysis, and investments.

Prerequisite Requirements

Students must meet the prerequisites of ACC 101, ECO 105, ECO 106 and MAT 137 (or a course in statistics) prior to some courses in the minor.

Course Requirements

A non-Driehaus student minoring in Finance is required to complete the following courses totaling at least 20.0 hours:

Course	Title	Quarter Hours
FIN 310	INTRODUCTION TO FINANCE	4
FIN 311	CORPORATE FINANCE	4
FIN 330	INVESTMENTS: THEORY & PRACTICE	4
Select two Finance elective courses to be chosen from the following. A maximum of one may be a non-FIN course:		8

ACC 304	FINANCIAL REPORTING I	
ACC 307	FINANCIAL REPORTING I FOR FINANCE HONORS STUDENTS	
DSC 341	FOUNDATIONS OF DATA SCIENCE	
ECO 305	INTERMEDIATE MICROECONOMICS	
ECO 306	INTERMEDIATE MACROECONOMICS	
FIN 313	INVESTMENT BANKING	
FIN 320	MONEY AND BANKING	
FIN 323	COMMERCIAL BANKING	
FIN 324	BANKING & CREDIT ANALYSIS	
FIN 333	FINANCIAL STATEMENTS ANALYSIS	
FIN 335	PORTFOLIO MANAGEMENT	
FIN 336	EQUITY RESEARCH	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
FIN 362	ENTERPRISE RISK MANAGEMENT	
FIN 363	DERIVATIVES: PRICING & APPLICATIONS	
FIN 365	PRINCIPLES OF RISK & INSURANCE	
FIN 366	FINANCIAL MODELING	
FIN 380	CASES IN FINANCIAL DECISION MAKING	
FIN 381	BEHAVIORAL FINANCE	
FIN 393	FINANCE INTERNSHIP	
FIN 395	INVESTMENT SEMINAR	
FIN 398	SPECIAL TOPICS (multiple topics may be used)	
FIN 399	INDEPENDENT STUDY	
IT 211	INTRODUCTION TO APPLIED PROGRAMMING	
MAT 341	STATISTICAL METHODS USING SAS	
MAT 349	APPLIED PROBABILITY	
RE 300	REAL ESTATE LAW	
RE 320	URBAN PLANNING AND PUBLIC POLICY	

RE 325	PROJECT MANAGEMENT: DESIGN & CONSTRUCTION
RE 350	REAL ESTATE ANALYSIS
RE 352	REAL ESTATE FINANCE
RE 353	REAL ESTATE INVESTMENT
RE 354	REAL ESTATE VALUATION
RE 398	SPECIAL TOPICS
RE 399	INDEPENDENT STUDY

The Department of Finance enforces all course prerequisites; exceptions will not be made.

RE 350 is cross-listed with FIN 350.

Graduation Requirements

All Finance (FIN) courses and any other courses used toward the Finance minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Finance (Minor: Business Students Only)

Students in the Driehaus College of Business who wish to round out their courses of study with a deeper understanding of financial management, investment banking, financial markets and investment strategy, may choose to minor in Finance.

Course Requirements

In addition to FIN 310, a Driehaus student minoring in Finance is required to complete the following courses of 16.0 hours (totaling at least 20.0 hours):

Course	Title	Quarter Hours
FIN 311	CORPORATE FINANCE	4
FIN 330	INVESTMENTS: THEORY & PRACTICE	4
Select two Finance electives to be chosen from the following.		8
A maximum of one may be a non-FIN course:		
ACC 304	FINANCIAL REPORTING I	
ACC 307	FINANCIAL REPORTING I FOR FINANCE HONORS STUDENTS	
DSC 341	FOUNDATIONS OF DATA SCIENCE	
ECO 305	INTERMEDIATE MICROECONOMICS	
ECO 306	INTERMEDIATE MACROECONOMICS	
FIN 313	INVESTMENT BANKING	
FIN 320	MONEY AND BANKING	
FIN 323	COMMERCIAL BANKING	
FIN 324	BANKING & CREDIT ANALYSIS	
FIN 333	FINANCIAL STATEMENTS ANALYSIS	
FIN 335	PORTFOLIO MANAGEMENT	
FIN 336	EQUITY RESEARCH	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
FIN 362	ENTERPRISE RISK MANAGEMENT	
FIN 363	DERIVATIVES: PRICING & APPLICATIONS	
FIN 365	PRINCIPLES OF RISK & INSURANCE	

FIN 366	FINANCIAL MODELING
FIN 380	CASES IN FINANCIAL DECISION MAKING
FIN 381	BEHAVIORAL FINANCE
FIN 393	FINANCE INTERNSHIP
FIN 395	INVESTMENT SEMINAR
FIN 398	SPECIAL TOPICS (multiple topics may be used)
FIN 399	INDEPENDENT STUDY
IT 211	INTRODUCTION TO APPLIED PROGRAMMING
MAT 341	STATISTICAL METHODS USING SAS
MAT 349	APPLIED PROBABILITY
RE 300	REAL ESTATE LAW
RE 320	URBAN PLANNING AND PUBLIC POLICY
RE 325	PROJECT MANAGEMENT: DESIGN & CONSTRUCTION
RE 350	REAL ESTATE ANALYSIS
RE 352	REAL ESTATE FINANCE
RE 353	REAL ESTATE INVESTMENT
RE 354	REAL ESTATE VALUATION
RE 398	SPECIAL TOPICS
RE 399	INDEPENDENT STUDY

The Department of Finance enforces all course prerequisites; exceptions will not be made.

RE 350 is cross-listed with FIN 350.

Graduation Requirements

All Finance (FIN) courses and any other courses used toward the Finance minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Finance (MSF)

The Master of Science in Finance program provides students with the real-world skills necessary to succeed as finance professionals. Students develop a deep understanding of modern financial markets along with the instruments and tools used in the industry. In addition to acquiring a conceptual foundation, students learn to develop strategic financial objectives, improve investment decisions, design financial instruments, manage corporate risk and seize new business opportunities.

Program Features

- Through the MS in Finance program, students will develop skills in:
- Financial decision-making techniques and strategies.
 - Creating and developing solutions to complex financial problems.
 - Designing, using and evaluating financial tools and instruments.
 - Developing proposals for profitability and productivity.
 - Outlining and identifying strategic financial objectives.
 - Risk analysis.

Program Requirements

Introductory Requirements (waived with applicable prior credit): Candidates are expected to demonstrate competency in principles of financial accounting, economics, and statistics prior to enrollment in the program. Students who have not demonstrated these competencies through previous coursework are required to achieve these competencies prior to registration for the core classes.

Degree Requirements 48

Total hours required 48

Learning Outcomes

Students will be able to:

- Acquire both knowledge and skills that are broad, deep, and necessary to fulfill their professional goals.
- Use analytical and decision-making skills to solve problems encountered by business and investors.
- Apply financial theory to solve a variety of problems in investment management, risk management, and in corporate finance.
- Produce a coherent written statement of the analysis of a complex business issue.
- Understand and solve problems encountered by a multinational business.
- Develop the foundation to think about and address ethical issues in the context of financial markets and institutions.

Degree Requirements

Course Requirements

The MS in Finance program requires a minimum of 48 credit hours subject to the prerequisite requirement.

Prerequisites for the MSF Program

Students complete the Master of Science in Finance by taking six core courses and six elective courses in addition to the program prerequisites.

Candidates are expected to demonstrate competency in principles of financial accounting, economics, and statistics prior to enrollment in the program. Students who have not demonstrated these competencies through previous coursework are required to achieve these competencies prior to registration for the core courses.

Core Courses

Course	Title	Quarter Hours
FIN 555	FINANCIAL MANAGEMENT	4
FIN 617	TOOLS OF FINANCIAL ANALYTICS	4
FIN 523	INVESTMENT ANALYSIS	4
FIN 524	FINANCIAL STATEMENT ANALYSIS	4
FIN 553	ADVANCED CORPORATE FINANCE	4
FIN 662	DERIVATIVES VALUATION	4

Elective Requirement

Six elective courses are required. At least three of these required electives must be Finance courses. The other three required elective courses are considered *free electives* and may be satisfied in **one** of the following ways:

- another finance course
- a graduate course in Accounting, Computer Science (CDM), Data Science (CDM), Data Analytics (Management), Economics, Mathematics, or Real Estate (other disciplines or courses may be considered but require the permission of the faculty program director). The following classes are recommended:

Course	Title	Quarter Hours
Courses in Accounting		
ACC 635	INTRODUCTION TO FRAUD EXAMINATION	
ACC 638	ADVANCED IT AUDITING	
ACC 645	FORENSIC AND INVESTIGATIVE ACCOUNTING	
ACC 646	FORENSIC FINANCIAL STATEMENT ANALYSIS AND VALUATION	
Courses in Computational Methods		
CSC 401	INTRODUCTION TO PROGRAMMING	
DSC 430	PYTHON PROGRAMMING	
CSC 521	MONTE CARLO ALGORITHMS	
Courses in Data Science		
DSC 425	TIME SERIES ANALYSIS AND FORECASTING	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	
DSC 465	DATA VISUALIZATION	
Courses in Economics		
ECO 525	GAME THEORY AND STRATEGY	
ECO 526	BUSINESS STRATEGY	
ECO 529	STRATEGY AND ANTITRUST	
ECO 531	BUSINESS MODELS AND INNOVATION STRATEGY	
ECO 540	THE BUSINESS OF HEALTH	
Courses in Real Estate		
RE 530	REAL ESTATE INVESTMENT AND FINANCE	
RE 531	REAL ESTATE CAPITAL MARKETS AND FINANCE	
RE 570	ADVANCED REAL ESTATE ANALYSIS WITH ARGUS	
RE 535	INSTITUTIONAL REAL ESTATE INVESTMENT	

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the 6 required courses and 6 elective courses.
- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years, a course is expired. An expired course is not acceptable for the purpose

of satisfaction of degree requirements and is not applicable to the degree without the written approval of the director of the program and the Kellstadt Graduate School of Business.

Finance (MSF), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Undergraduate DePaul Degree + Finance (MSF)

The Master of Science in Finance program will provide you with the skills necessary to succeed as a financial management professional. You will develop a detailed understanding of modern financial markets and the instruments and tools used in the industry. Courses in the program develop expertise in corporate finance, derivatives valuation, ethics, financial management, investment analysis, quantitative methods and risk management.

Admission

This program is available to all DePaul Undergraduates with a strong academic record. For admission to the combined program, applicants will need to provide:

- A completed application submitted to the Kellstadt Graduate School of Business (application fee will be waived),
- A current resume/curriculum vitae summarizing their work experience and educational background, no more than 2 pages in length, and
- A personal statement outlining their personal goals in pursuing the MS degree program, no more than 2 pages in length.
- A complete transcript of undergraduate courses.

The admissions committee may require applicants to participate in a personal interview.

Upon admission to the program students will take the following three courses while still enrolled as undergraduate students:

Course	Title	Quarter Hours
FIN 555	FINANCIAL MANAGEMENT	4
FIN 524	FINANCIAL STATEMENT ANALYSIS	4
FIN 617	TOOLS OF FINANCIAL ANALYTICS	4

Upon successful completion of the undergraduate degree and the three courses above, students complete the Master of Science in Finance by taking 36 additional credit hours at the graduate level.

Finance (MSF) Online

The Master of Science in Finance program provides students with the real-world skills necessary to succeed as finance professionals. Students develop a deep understanding of modern financial markets along with the instruments and tools used in the industry. In addition to acquiring a conceptual foundation, students learn to develop strategic financial

objectives, improve investment decisions, design financial instruments, manage corporate risk and seize new business opportunities.

Program Features

Through the MS in Finance program, students will develop skills in:

- Financial decision-making techniques and strategies.
- Creating and developing solutions to complex financial problems.
- Designing, using and evaluating financial tools and instruments.
- Developing proposals for profitability and productivity.
- Outlining and identifying strategic financial objectives.
- Risk analysis.

The MS in Finance program is offered at DePaul's Loop Campus, in the heart of Chicago's financial district, allowing students to learn in the setting in which they will be working. Students will be encouraged to complete an internship and participate in extracurricular activities and seminars around Chicago.

Program Requirements	Quarter Hours
Introductory Requirements (waived with applicable prior credit): Candidates are expected to demonstrate competency in principles of financial accounting, economics, and statistics prior to enrollment in the program. Students who have not demonstrated these competencies through previous coursework are required to achieve these competencies prior to registration for the core classes.	
Degree Requirements	48
Total hours required	48

Learning Outcomes

- Acquire both knowledge and skills that are broad, deep, and necessary to fulfill their professional goals.
- Use analytical and decision-making skills to solve problems encountered by business and investors.
- Apply financial theory to solve a variety of problems in investment management, risk management, and in corporate finance.
- Produce a coherent written statement of the analysis of a complex business issue.
- Understand and solve problems encountered by a multinational business.
- Develop the foundation to think about and address ethical issues in the context of financial markets and institutions.

Degree Requirements

Course Requirements

The MS in Finance program requires a minimum of 48 credit hours subject to the prerequisite requirement.

Prerequisites for the MSF Program

Students complete the Master of Science in Finance by taking six core courses and six elective courses in addition to the program prerequisites.

Candidates are expected to demonstrate competency in principles of financial accounting, economics, and statistics prior to enrollment in the program. Students who have not demonstrated these competencies through previous coursework are required to achieve these competencies prior to registration for the core courses.

Core Courses

Course	Title	Quarter Hours
FIN 555	FINANCIAL MANAGEMENT	4
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FIN 662	DERIVATIVES VALUATION	4

Elective Requirement

Six elective courses are required. At least three of these required electives must be Finance courses. The other three required elective courses are considered *free electives* and may be satisfied in one of the following ways:

- another finance course
- a graduate course in Accounting, Computer Science (CDM), Data Science (CDM), Data Analytics (Management), Economics, Mathematics, or Real Estate (other disciplines or courses may be considered but require the permission of the faculty program director). The following classes are recommended:

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ACC 645	FORENSIC AND INVESTIGATIVE ACCOUNTING	
ACC 646	FORENSIC FINANCIAL STATEMENT ANALYSIS AND VALUATION	
Courses in Computational Methods		
CSC 401	INTRODUCTION TO PROGRAMMING	
DSC 430	PYTHON PROGRAMMING	
CSC 521	MONTE CARLO ALGORITHMS	
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DSC 425	TIME SERIES ANALYSIS AND FORECASTING	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	
DSC 465	DATA VISUALIZATION	
Courses in Economics		
ECO 525	GAME THEORY AND STRATEGY	
ECO 526	BUSINESS STRATEGY	
ECO 529	STRATEGY AND ANTITRUST	
ECO 531	BUSINESS MODELS AND INNOVATION STRATEGY	
ECO 540	THE BUSINESS OF HEALTH	
Courses in Real Estate		
RE 530	REAL ESTATE INVESTMENT AND FINANCE	

RE 531	REAL ESTATE CAPITAL MARKETS AND FINANCE
RE 570	ADVANCED REAL ESTATE ANALYSIS WITH ARGUS
RE 535	INSTITUTIONAL REAL ESTATE INVESTMENT

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the 6 required courses and 6 elective courses.
- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years, a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written approval of the director of the program and the Kellstadt Graduate School of Business.

Finance (MSF) Online, Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Undergraduate DePaul Degree + Finance (MSF) Online

The Master of Science in Finance program will provide you with the skills necessary to succeed as a financial management professional. You will develop a detailed understanding of modern financial markets and the instruments and tools used in the industry. Courses in the program develop expertise in corporate finance, derivatives valuation, ethics, financial management, investment analysis, quantitative methods and risk management.

Admission

This program is available to all DePaul Undergraduates with a strong academic record. For admission to the combined program, applicants will need to provide:

- A completed application submitted to the Kellstadt Graduate School of Business (application fee will be waived),
- A current resume/curriculum vitae summarizing their work experience and educational background, no more than 2 pages in length, and
- A personal statement outlining their personal goals in pursuing the MS degree program, no more than 2 pages in length.
- A complete transcript of undergraduate courses.

The admissions committee may require applicants to participate in a personal interview.

Upon admission to the program students will take the following three courses while still enrolled as undergraduate students:

Course	Title	Quarter Hours
FIN 555	FINANCIAL MANAGEMENT	4
FIN 524	FINANCIAL STATEMENT ANALYSIS	4
FIN 617	TOOLS OF FINANCIAL ANALYTICS	4

Upon successful completion of the undergraduate degree and the three courses above, students complete the Master of Science in Finance by taking 36 additional credit hours at the graduate level.

Finance Honors (BSB)

The honors program in finance is reserved for students of high promise and exceptional ability. Students admitted to this program are characterized by outstanding academic performance, exceptional leadership capability, high aptitude for superior academic work and exceptional ability for making meaningful contributions during a professional career.

Honors students in finance proceed through the program together in a cohort system with peers who have similar exceptional abilities. Courses reserved for honors students are advanced in nature, student-oriented, and small. Students in the program are afforded the opportunity to interact with leaders from finance and business communities in small settings.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	34
Open Electives	26
Total hours required	192

Learning Outcomes

Students will be able to:

- Use analytical and reflective skills in decision making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.
- Understand financial theory and how it can be applied to financial decision making.\\n Develop appropriate cash flows and discount rate analysis of projects, and financial instruments (e.g. bonds and stocks).\\n Apply and interpret the appropriate risk measures (e.g. beta, standard deviation) to situations under uncertainty.\\n Understand the role of agents and impact of governance.
- Understand the structure of the financial markets and the roles of institutions in those markets.\\n Understand the flow of funds in the private and public markets.\\n Know the determinants of the cost of funds.\\n Understand how derivative instruments work and can be used for risk management.
- Develop appropriate cash flows and discount rate analysis of projects, and financial instruments (e.g. bonds and stocks).

- Apply and interpret the appropriate risk measures (e.g. beta, standard deviation) to situations under uncertainty.
- Understand the role of agents and the impact of governance.
- Understand the flow of funds in the private and public markets.
- Know the determinants of the cost of funds.
- Understand how derivative instruments work and can be used for risk management.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	

ECO 334	UNDERSTANDING CHINA'S ECONOMY
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES
ECO 361	INTERNATIONAL TRADE
ECO 362	INTERNATIONAL MONETARY ECONOMICS
ECO 363	ECONOMICS OF THE EUROPEAN UNION
FIN 340	INTERNATIONAL FINANCE
FIN 355	GLOBAL IPOs & VENTURE CAPITAL
IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT
MGT 357	INTERNATIONAL BUSINESS
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT
MKT 360	INTERNATIONAL MARKETING
SOC 217	WORK IN A GLOBALIZED WORLD
A course taken as part of a term-long study abroad program	

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Global Business Perspective

If a FIN course is shared between Global Business Perspective and the Finance major, additional hours of Open Elective credit are required.

Grade Minimum Requirements for Finance Major

A minimum grade of B+ is required in FIN 310. A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, MAT 137, and any FIN course used for Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student’s primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student’s major and is cross-listed with a course within the student’s major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements
Course Requirements

In addition to FIN 310, a student majoring in Finance Honors is required to complete the following courses totaling at least 34.0 hours:

Course	Title	Quarter Hours
One Required Course (not taken as Honors Section)		
FIN 315	DATA ANALYTICS IN FINANCE	4
Seven Required Courses (must be taken as Honors sections)		
FIN 311	CORPORATE FINANCE	4
FIN 330	INVESTMENTS: THEORY & PRACTICE	4
FIN 333	FINANCIAL STATEMENTS ANALYSIS	4
FIN 380	CASES IN FINANCIAL DECISION MAKING	4
FIN 396	HONORS SEMINAR	2
FIN 397	HONORS SEMINAR CONTINUATION	0
ACC 307	FINANCIAL REPORTING I FOR FINANCE HONORS STUDENTS	4
Select two Finance electives to be chosen from the following. A maximum of one may be a non-FIN course:		8
DSC 341	FOUNDATIONS OF DATA SCIENCE	
ECO 305	INTERMEDIATE MICROECONOMICS	
ECO 306	INTERMEDIATE MACROECONOMICS	
FIN 313	INVESTMENT BANKING	
FIN 320	MONEY AND BANKING	
FIN 323	COMMERCIAL BANKING	
FIN 324	BANKING & CREDIT ANALYSIS	
FIN 335	PORTFOLIO MANAGEMENT	
FIN 336	EQUITY RESEARCH	
FIN 340	INTERNATIONAL FINANCE	
FIN 350	REAL ESTATE ANALYSIS ¹	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
FIN 362	ENTERPRISE RISK MANAGEMENT	
FIN 363	DERIVATIVES: PRICING & APPLICATIONS	
FIN 365	PRINCIPLES OF RISK & INSURANCE	

FIN 366	FINANCIAL MODELING
FIN 381	BEHAVIORAL FINANCE
FIN 393	FINANCE INTERNSHIP (see note below)
FIN 395	INVESTMENT SEMINAR
FIN 398	SPECIAL TOPICS (multiple topics may be used)
FIN 399	INDEPENDENT STUDY
IT 211	INTRODUCTION TO APPLIED PROGRAMMING
MAT 341	STATISTICAL METHODS USING SAS
MAT 349	APPLIED PROBABILITY
RE 300	REAL ESTATE LAW
RE 320	URBAN PLANNING AND PUBLIC POLICY
RE 325	PROJECT MANAGEMENT: DESIGN & CONSTRUCTION
RE 350	REAL ESTATE ANALYSIS ¹
RE 352	REAL ESTATE FINANCE
RE 353	REAL ESTATE INVESTMENT
RE 354	REAL ESTATE VALUATION
RE 398	SPECIAL TOPICS
RE 399	INDEPENDENT STUDY

¹ RE 350 and FIN 350 are cross listed and may only be completed once for credit.

The Department of Finance enforces all course prerequisites; exceptions will not be made.

Financial Reporting Course

Students who have taken the financial accounting courses ACC 304 FINANCIAL REPORTING I are exempt from taking ACC 307 FINANCIAL REPORTING I FOR FINANCE HONORS STUDENTS

Expectations

A cumulative GPA of 3.000 is required to remain in the program.

Once admitted, students will begin the curriculum in the spring quarter of the current academic year, and will complete the curriculum in the spring quarter of the following year. The honors student cohort will be exposed to rigorous and challenging courses in corporate finance, risk management, financial statement analysis, and financial accounting. Analytical writing and teamwork skills will be emphasized throughout the program.

Open Electives

Open elective credit (26.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Global Business Perspective

If a FIN course is shared between Global Business Perspective and the Finance Honors major, additional hours of Open Elective credit are required. Any FIN course used toward Global Business Perspective must be passed with C- or higher.

Career Management Course

Finance Honors students must take FIN 396 and are exempt from FIN 250. Finance Honors Students who double major may substitute FIN 396 in place of the career course (250) in the double major.

Experiential Learning

If FIN 393 or FIN 324 is completed in the Finance Honors major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

A minimum grade of B+ is required in FIN 310 (<https://catalog.depaul.edu/search/?P=FIN%20310>). All other Finance (FIN) courses and any courses used toward the Finance major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Food Studies (Minor)

The Food Studies minor brings together the social and natural sciences to explore urban and sustainable agriculture, scientific aspects of food, food security issues, and topics related to food cultures, food politics and food access. The Food Studies minor will enable students to pursue an interdisciplinary minor that complements their major field of study. This minor will give students the practical expertise in Geographic Information Systems (GIS), horticulture, urban agriculture and scholarship in issues of food access and food justice to engage in and contribute to debates about urban and community food systems, both locally and globally. In addition, the Food Studies minor will offer students the opportunity to pursue service-learning facilitated by the Steans Center for Community-based Service Learning.

Course Requirements

Course	Title	Quarter Hours
ENV 240	INTRODUCTION TO HORTICULTURE	4
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	4
Select two of the following:		8
CSS 320	COMMUNITY FOOD SYSTEMS	
ENV 245	URBAN AND COMMUNITY AGRICULTURE	
GEO 351	GEOGRAPHY, FOOD AND JUSTICE	
Select two of the following electives:		8
ANT 109	FOOD AND CULTURE	
ANT 342	ANTHROPOLOGY OF FOOD MOVEMENTS AND PRACTICES	
BIO 156	FOOD, FUEL FOR LIFE	
CHE 105	EXPLORING NUTRIENTS/SCIENCE OF NUTRITION	
CSS 320	COMMUNITY FOOD SYSTEMS	
ENV 245	URBAN AND COMMUNITY AGRICULTURE	
ENV 310	ENVIRONMENTAL SOIL SCIENCE	
GEO 242	GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS	
GEO 260	GLOBALIZATION AND RESOURCES	
GEO 269	CULTURAL AND POLITICAL ECOLOGY	
GEO 350	WORLD OF WINE	
GEO 351	GEOGRAPHY, FOOD AND JUSTICE	

CMNS 325	PROMOTING SUSTAINABILITY
ITA 260E	EAT ITALY: THE HISTORY, CULTURE AND POLITICS OF ITALIAN FOOD
SOC 370	SOCIOLOGY OF FOOD

Please note that no more than two courses from any department may count for the minor. Questions about the minor should be directed to Professor Maureen Sioh (Department of Geography).

French (BA)

In DePaul's French program, students will study French language, literature and culture. Because French is a major world language with more than 200 million speakers in more than 50 countries, having the ability to communicate in French will provide students with many career opportunities around the world.

Courses in the French major will cover a variety of topics, including:

- Business
- Cinema
- Civilization
- Communication
- Grammar
- Historical literary periods
- Phonology and phonetics
- Translation

For students interested in pursuing careers in education, the French department partners with the College of Education to award teaching degrees at the middle school and high school levels.

As French majors, students are encouraged to participate in one of DePaul's study abroad programs in order to grow linguistically and expand their cultural understanding of French-speaking societies. DePaul sponsors two study abroad programs in Paris: one at Alliance Française and another at the Institute for the International Education of Students. It also has an exchange program with Sciences Po, an elite institution in the social sciences.

Chicago is a culturally diverse city, providing many opportunities to attend French lectures and festivals, dine out at French restaurants and see the work of French artists.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	48
Open Electives	60
Total hours required	192

Learning Outcomes

Students will be able to:

- Communicate in French at the Advanced Low proficiency level.
- Analyze cultural products in French and English.
- Explain features of French and its use.
- Navigate cultural differences effectively.
- Apply their language and cross-cultural skills to other domains.

College Core Requirements

Study in the Major Field

The student’s course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By “liberal education” the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized “concentration.” The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student’s choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in

high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the “Modern Language Option” (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4

Quantitative Reasoning

MAT 120	QUANTITATIVE REASONING ²	4
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Sophomore Year**Race, Power, and Resistance**

LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
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Junior Year**Experiential Learning**

Required		4
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Senior Year**Capstone**

Required ¹		4
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¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains**Arts and Literature (AL) (p. 1322)**

- 1 Course Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

A student whose only major is in Modern Languages is required to complete the Capstone offered by the Department of Modern Languages (MOL). A student who is double majoring (or pursuing dual degrees) with the primary major (or primary degree) in MOL may substitute the Capstone of the secondary major or degree. An MOL major in the University Honors Program shall take only the University Honors Capstone, not both the Honors Capstone and the MOL Capstone.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Course Requirements**

Course	Title	Quarter Hours
FCH 201	ADVANCED COMMUNICATION I	4
FCH 202	ADVANCED COMMUNICATION II	4
FCH 203 or FCH 204	ADVANCED COMMUNICATION III ADVANCED COMMUNICATION IV	4
Select five additional 300-level FCH courses		20
Concentration Requirements*		

*Students must complete 16 credit hours of requirements from one of the following two concentrations: Commercial French or Standard (<https://catalog.depaul.edu/programs/french-ba/#concentrationrequirements>). Students who begin their study of French at DePaul with FCH 202 or higher may substitute a 300-level French elective course for any of the required 200-level courses.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Study Abroad Requirements**Year-Long Program**

Students on a year-long study abroad program would most likely complete 10 courses, 5 of which may be applied to their French Major or Minor provided the courses are at the B1 level or higher for FCH 200 level credit and B2 level for FCH 300 level credit. The remaining courses might fulfill various learning domains or other major/minor requirements. They could also potentially be counted as general electives. Note that the 5 French courses completed on a year-long program will most likely generate more than 5 courses worth of credit (30 vs. 20); the excess credits could be used toward the fulfillment of domain requirements, if possible, or applied to general electives, as appropriate.

Semester-Long Program

Students on semester-long study abroad program would most likely complete 5 courses, 3 of which may be applied to their French Major or Minor provided the courses are at the B1 level or higher for FCH 200 level credit. The remaining courses might fulfill various learning domains or other major/minor requirements. They could also potentially be counted as general electives. Note that the 3 French courses taken on a semester-long program will most likely generate more than 3 courses worth of credit (18 vs. 12); the excess credits could be used toward the fulfillment of domain requirements, if possible, or applied to general electives, as appropriate.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements

and major requirements, students are required to choose one of the following:

- Commercial French Concentration, French (BA) (p. 530)
- Standard Concentration, French (BA) (p. 531)

Commercial French Concentration, French (BA)

As an alternative to the traditional major, the French program also offers a concentration in Commercial French. Students choosing this Commercial concentration are interested in complementing their advanced intercultural language study with a foundation in international business skills. The bridge courses in the concentration (FCH 320 and MGT 300) integrate students’ knowledge across disciplines, and the two additional electives allow them to further explore their area of interest in business.

Students are encouraged to meet regularly with the French Program Director and the MOL staff advisor to discuss electives for this concentration.

Course Requirements (8 quarter hours)

Course	Title	Quarter Hours
FCH 320	FRENCH FOR BUSINESS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4

Electives (8 quarter hours)

Course	Title	Quarter Hours
MGT 302	ORGANIZATIONAL BEHAVIOR	
MGT 307	HUMAN RESOURCES MANAGEMENT	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 355	NEGOTIATIONS	
MGT 357	INTERNATIONAL BUSINESS	
MGT 360	LEADERSHIP	
MGT 361	ORGANIZATIONAL CHANGE AND CONSULTING	
MGT 373	CREATIVITY & ENTREPRENEURSHIP	

Note: MGT 300 is a prerequisite for MGT 302, MGT 354, MGT 355, MGT 360, MGT 361, MGT 373.

French 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year’s worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law’s online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant’s third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law’s median LSAT and GPA are the most likely candidates for larger

merit scholarships. College of Law students are not eligible for the Double Demon discount.

Standard Concentration, French (BA)

Core Requirements

Course	Title	Quarter Hours
FCH 341	INTRODUCTION TO FRENCH LITERATURE I	4
FCH 342	INTRODUCTION TO FRENCH LITERATURE II	4
FCH 350	FRENCH PHONOLOGY AND PHONETICS	4
Select one additional 300-level FCH course		4

Students who begin their study of French at DePaul with FCH 202 or higher may substitute a 300-level French elective course for any of the required 200-level courses.

French (MA)

DePaul's MA program in French provides students a customizable, flexible curriculum to develop advanced linguistic and cultural expertise in a language and to apply that expertise in the disciplinary or professional contexts of their choice. Whether in the "global village" of today's world or in multi ethnic communities such as Chicago, this advanced expertise is an increasingly valuable personal and professional asset, requiring appropriate training and credentials. The MA program especially seeks to serve adult professionals (government employees, social workers, healthcare providers, business people, or certified K-12 teachers) whose careers require this applied expertise.

The MA in French may be expanded also to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- French + Digital Humanities Certificate
- French + Teaching English to Speakers of Other Languages (TESOL) Certificate
- French + Translation and Interpreting Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of

paragraph length; although these narrations and descriptions tend to be handled separately rather than interwoven.

- Use communicative strategies such as rephrasing and circumlocution, and contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- Combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.
- Listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.
- Understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).

Degree Requirements

Course Requirements

The curriculum of the MA in French consists of twelve graduate courses (48 quarter credit hours) in French (i.e. courses with the FCH prefix). With the approval of the student's advisor and the director of the graduate program, a student may count one or two relevant courses taught in English among their twelve courses.

Additional Requirements

Additional requirements include:

- Portfolio

The portfolio (completed while enrolled in MOL 496) consists of a compilation and critical assessment of select work done throughout the program and a capstone project. Capstone projects may include a community service experience, internship, performance or creative work, teaching portfolio, thesis, or translation.

Graduation Grade Point Average Requirement

In order to graduate from the program, students must complete all program requirements with a minimum GPA of 3.000.

Thesis Option

A thesis option will be available for students who attain a GPA of at least 3.7 in the program after completing 24 credit hours of coursework.

Student Handbook

Students in a graduate program offered through Modern Languages follow the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in a Modern Language graduate program.

Language Proficiency for Admission

In order to be eligible for admission to a Modern Language graduate program a student must have successfully completed at least 20 quarter credit hours (or the equivalent in semester credit hours) of advanced college-level coursework in the language (this is the equivalent of an undergraduate "minor" at most colleges or universities in the United States).

Students who lack 20 quarter credit hours (or the equivalent in semester credit hours) of coursework must demonstrate proficiency in the language by attaining a rating of at least "Intermediate High" on two standardized tests from the American Council on the Teaching of Foreign

Languages (ACTFL): the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT).

Transfer Credit

Students may apply ("transfer") toward their MA programs in Modern Languages no more than eight quarter hours of graduate-level credit completed at another college or university, with approval from the departmental director of graduate programs. Students may not transfer credits already used to satisfy the degree requirements of any program at another college or university.

Students seeking to apply "transfer" credit toward their MA programs in Modern Languages must complete the college transfer request form.

Graduation with Distinction

Students from the MA programs in Modern Languages earn their degrees "with distinction" if they graduate with a cumulative grade point average (GPA) of 4.0 (on a scale where 4.0=A). To verify eligibility, students and their faculty advisors should contact the departmental advisor and the departmental director of graduate studies before the deadline to apply for graduation.

French (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + French (MA)

Admission to this combined Master of Arts program is based on a minimum level of language proficiency (ACTFL rating of "Intermediate High") rather than on prior coursework. Therefore, it is open to students with any undergraduate majors with the accompanying language ability. The program is designed to prepare students for advanced use of their linguistic skills in any area of professional interest (from business, government, and education to further graduate study).

The program requires 48-quarter hour credits of coursework. This coursework consists of:

- 1. 12-quarter hour credits of required courses:

Course	Title	Quarter Hours
MOL 401	PROFESSIONAL FOUNDATIONS	4
MOL 402	LANGUAGE, SELF AND SOCIETY	4
MOL 496	MAMOL CAPSTONE	4

- 2. 36-quarter hour credits of elective coursework, specifically relevant to each individual student's professional interests and language, and chosen in consultation with the student's faculty advisor.

The required courses (MOL 401, MOL 402, and MOL 496) are each worth 4-quarter hour credits. Elective courses may vary in credit. Because each student pursues a highly customized selection of coursework, it may include independent study, practicum, study abroad, or transfer credits that allow students to complete in any term additional credits toward satisfaction of degree requirements. Depending on individual

interests, a student may (with approval of their advisor) also take as electives courses taught in English by other DePaul units, provided that the students satisfy any relevant prerequisites for those courses.

French (Minor)

A minor in French is customizable to fit the goals of each student, with an aim of general proficiency in writing, reading and speaking French. The student may choose to focus on a specific area to complement the course of study.

The minor consists of a total of 5 courses in French language at the 200/300-level. Courses taught in English will not be counted toward this minor unless Program Director permission is secured.

Students majoring in French (BA) or minoring in Commercial French or French Translation are restricted from earning this minor.

French Translation (Minor)

Course Requirements

- 12 credits of advanced (200-level) coursework in French language, selected to develop appropriate levels of proficiency in the language and to provide an introduction to translation
- 12 credits of advanced (300-level) coursework in translation classes

Depending on their level of prior expertise with French, students may need to complete courses at the Basic and Intermediate levels before enrolling in 200 or 300-level language courses.

Students majoring in French (BA) or minoring in French or Commercial French are restricted from earning this minor.

Fundamentals of Psychology (Minor)

The Fundamentals of Psychology minor will give you a foundation in the major topic areas in psychology. This minor is good for people who want to round out their current major with core courses in psychology or think they might want to pursue a psychology oriented major in graduate school (e.g., social work).

This minor is only for non-psychology majors and a maximum of one psychology minor may be earned by a student.

Psychology majors cannot earn a minor in Fundamentals of Psychology.

Six psychology courses are required, including:

Course	Title	Quarter Hours
PSY 105	INTRODUCTORY PSYCHOLOGY I	4
PSY 106	INTRODUCTORY PSYCHOLOGY II	4
Select two of the following:		8
PSY 333	CHILD PSYCHOLOGY	
PSY 334	ADOLESCENT PSYCHOLOGY	
PSY 347	SOCIAL PSYCHOLOGY	
PSY 351	THEORIES OF PERSONALITY	
PSY 360	THEORIES OF LEARNING AND COGNITION	
PSY 361	HISTORY AND SYSTEMS OF PSYCHOLOGY	
PSY 373	HAPPINESS, JUDGMENT AND DECISION MAKING	

Select any two additional psychology courses. It is recommended that they be from the above list, but it is not required

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Game Design (BS)

A game designer conceives and crafts the rules, structure and experience of a game. The Game Design degree equips students to become the next generation of creative leaders in the growing field of games. Throughout the program students will explore and push the boundaries of games as expressive and artistic media. They will develop skills for each phase of the game design and development cycle including ideation, iteration through the creation of multiple playable game builds (including prototypes), and reflection on the effectiveness of their designs using playtesting and written evaluations. Students will also develop skills and confidence in reading, writing, and modifying computer programs and scripts. Students will collaborate in interdisciplinary teams with programmers, artists, producers, writers, and audio designers. This program has an emphasis on building a portfolio of games and advancing the medium of games through experimentation and innovation.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	100
Open Electives	16
Total hours required	192

Learning Outcomes

Students will be able to:

- Collaboratively generate ideas, share them and assess their inherent risks and scope.
- Translate game ideas into prototypes; iteratively develop prototypes until they are viable and playable.
- Evaluate games with users using multiple common games user research methods.
- Manage the pipeline for games, effectively evaluating the impact of potential changes.
- Develop a foundational literacy and confidence in reading, writing, and modifying computer programs and scripts.
- Clearly communicate and establish the vision for a game's experiential goal by taking formal and dramatic game elements into account.
- Intentionally craft experiences that leverage and develop the unique affordances of games as an artistic medium.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program	Hours
Chicago Quarter	
LSP 110 DISCOVER CHICAGO or LSP 111 or EXPLORE CHICAGO	4
Focal Point	
LSP 112 FOCAL POINT SEMINAR	4
Writing	

WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4

Quantitative Reasoning

Not Required

Sophomore Year

Race, Power, and Resistance

LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
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Junior Year

Experiential Learning

Required	4
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Senior Year

Capstone

GAM 395	GAME DEVELOPMENT PROJECT II ¹	4
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¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required
 - ANI 101
 - SCWR 100
 - 1 Additional Course

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required
 - FILM 228 or IT 228
 - 1 Additional Course

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Note

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
ANI 230	3D DESIGN & MODELING	4
ANI 231	3D ANIMATION	4
GAM 180	UNREAL ENGINE WORKSHOP	2
GAM 181	UNITY WORKSHOP	2
GAM 205	GAMES LITERACY	4
GAM 226	FUNDAMENTALS OF GAME DESIGN	4
GAM 230	INTRO TO GAME PRODUCTION	4
GAM 240	PLAYGRAMMING	4
GAM 244	GAME DEVELOPMENT I	4
GAM 245	GAME DEVELOPMENT II	4
GAM 250	GAME SOUND DESIGN I	4
GAM 312	PLAYTESTING	4
GAM 340	PRACTICAL SCRIPTING FOR GAMES	4
GAM 341	INTRODUCTION TO LEVEL DESIGN	4
GAM 355	SOLO GAME DEVELOPMENT PROJECT	4
GAM 365	ADVANCED GAME DESIGN	4
GAM 392	GAME MODIFICATION WORKSHOP	4
GAM 394	GAME DEVELOPMENT PROJECT I	4
GAM 395	GAME DEVELOPMENT PROJECT II	4
GD 105	INTRO TO VISUAL DESIGN	4
IT 223	DATA ANALYSIS	4
Select twenty (20) credit hours of Major Electives		20
Select sixteen (16) credit hours of Open Electives		16

Major Electives

Major elective courses must meet the following criteria:

- Eight (8) credit hours of Major Electives must be selected from GAM courses at the 300-level
- Twelve (12) credit hours of Major Electives must be selected from any 200-level ANI, CP, DOC, FILM, GAM, GD, GPH, POST, SCWR, UXD, or VFX courses or from any 300-level CDM course

Open Electives

Open Elective credit hours are required to meet the minimum graduation requirements of 192 hours. Open Electives may be taken from any unit at DePaul.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu>) to see sample schedule of course requirements on a year-by-year basis.

Game Design (MFA)

Program Requirements	Quarter Hours
Degree Requirements	64
Total hours required	64

Learning Outcomes

Students will be able to:

- Situate their creative practice within historical, aesthetic, and social contexts; design and develop games that are significant in those contexts.
- Leverage the affordances of games to intentionally evoke specific emotions and experiences, purposefully communicate ideas as well as have the desired social impact.
- Critique games from a variety of perspectives including historical, aesthetic, and social.
- Iteratively build projects up from simple prototypes to increasingly complex systems.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Course	Title	Quarter Hours
GAM 420	CREATIVE COMPUTATION	4
GAM 424	GAME DESIGN WORKSHOP	4
GAM 430	ART GAMES BOOTCAMP	4
GAM 440	GAMES WITH A PURPOSE BOOTCAMP	4
GAM 520	GAME DESIGN PROSEMINAR	4
GAM 530	GAMES STUDIES PROSEMINAR	4
GAM 540	GAME DEVELOPMENT PRACTICUM	4
GAM 550	INCUBATION STUDIO	4
Select five from any graduate level GAM, ANI, CP, DOC, FILM, POST, SCWR, GD, EXP, UXD, GPH, or VFX courses ¹		20
GAM 600	THESIS STUDIO ²	12

¹ Focus Area Electives include any graduate level GAM, ANI, CP, DOC, FILM, POST, SCWR, GD, EXP, UXD, GPH, or VFX courses. Students should work with their faculty advisor to select a grouping of Focus Area Electives that will best serve the student's professional trajectory.

² Students must take GAM 600 THESIS STUDIO three (3) times, over three consecutive quarters. Twelve (12) credit hours are required.

MFA Thesis Proposal and Development

In parallel to taking Incubation Studio in Winter quarter of their second year to prepare their Thesis proposal, students must solicit a Thesis committee consisting of 2-3 members. At the end of the Incubation Studio each student's Thesis committee assesses their progress and provides feedback and guidance on the Thesis proposal. By the beginning of Spring quarter the Thesis committee will have given feedback and students will have had the opportunity to revise their Thesis proposal. With their Thesis committee's approval candidates can enter Thesis Studio Spring quarter to begin their Thesis project. Candidates continue Thesis development through Thesis Studio courses taken in the Fall and Winter quarters of their third year. In addition to work completed in the Thesis Studio courses students are required to provide quarterly evidence of progress, iteration, and refinement to their Thesis committee in the form of playable prototypes, proof of concept papers, or other appropriate means. The forum to present progress is in an end-of-quarter critique

with the entire third-year cohort and all Thesis committee faculty in attendance.

MFA Thesis Showcase and Defense

Candidates will turn in a final draft of their completed Thesis project by the end of the Winter quarter of the third year and be required to publicly show their work in the annual MFA showcase or exhibit their work in a juried venue. The candidate will defend the Thesis before the Thesis committee who will review the Thesis project to decide whether the candidate should be awarded the degree. If the committee does not deem the project ready for approval, the student will be given notes and asked to resubmit their project. Students may resubmit up to three times. If a student’s project is not deemed passable after the fourth time, the student will not receive the MFA. Students have eighteen months from the submission of their first draft to obtain the committee’s approval or the degree will not be awarded.

Game Design (Minor)

The minor in Game Design exposes students to the three areas of game development — animation design, writing and production.

Course Requirements

Course	Title	Quarter Hours
ANI 101 or ANI 201	ANIMATION FOR NON-MAJORS ANIMATION I	4
ANI 230	3D DESIGN & MODELING	4
GAM 224 or GAM 226	GAME DESIGN FOR NON-MAJORS FUNDAMENTALS OF GAME DESIGN	4
GAM 244	GAME DEVELOPMENT I	4
GAM 245	GAME DEVELOPMENT II	4
Select four (4) Credit Hours from the following list:		4
ANI 231	3D ANIMATION	
GAM 341	INTRODUCTION TO LEVEL DESIGN	
GAM 362	MAKING DEEP GAMES	
GAM 365	ADVANCED GAME DESIGN	
GAM 392	GAME MODIFICATION WORKSHOP	
GAM 397	TOPICS IN GAME DESIGN	
SCWR 349	STORYTELLING FOR VIDEO GAMES	

Game Programming (BS)

Students in this program engage in the rigorous study of computer science basics, and then apply this knowledge to the demanding specialization of game programming. Programmers bring their technical understanding of game internals to the problem of delivering engaging game experiences to players. Areas of study include level design, game scripting, computer graphics development, game physics, and artificial intelligence programming.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	100
Open Electives	16
Total hours required	192

Learning Outcomes

Students will be able to:

- Demonstrate proficiency with C++ programming language.
- Create and design large software systems using design pattern techniques.
- Design and implement real-time game engine.
- Apply graphics and rendering techniques to support game engine operations.
- Create and manage the development schedule of a large software project.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
GAM 395	GAME DEVELOPMENT PROJECT II ¹	4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required
 - ANI 101
 - SCWR 100
 - 1 Additional Course

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required
 - FILM 228 or IT 228
- 1 Additional Course

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Note

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
ANI 230	3D DESIGN & MODELING	4
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I ¹	4
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II ¹	4
CSC 300	DATA STRUCTURES I	4
CSC 301	DATA STRUCTURES II	4
CSC 361	OPTIMIZED C++	4
CSC 373	COMPUTER SYSTEMS I	4
GAM 226	FUNDAMENTALS OF GAME DESIGN	4
GAM 245	GAME DEVELOPMENT II	4
GAM 325	APPLIED 3D GEOMETRY	4
GAM 340	PRACTICAL SCRIPTING FOR GAMES	4
GAM 341	INTRODUCTION TO LEVEL DESIGN	4
GAM 372	OBJECT-ORIENTED GAME DEVELOPMENT	4
GAM 374	GAME ENGINE PROGRAMMING I	4
GAM 377	GAME ENGINE PROGRAMMING II	4
GAM 392	GAME MODIFICATION WORKSHOP	4
GPH 329	COMPUTER GRAPHICS DEVELOPMENT II	4
or GAM 370	RENDERING AND GRAPHICS PROGRAMMING	
MAT 140	DISCRETE MATHEMATICS I	4
Select one of the following capstone options:		8

GAM 394 & GAM 395	GAME DEVELOPMENT PROJECT I and GAME DEVELOPMENT PROJECT II (Capstone)	
CSC 386 & CSC 394	REAL-TIME NETWORKING (FORMERLY GAM 390) and SOFTWARE PROJECTS (Capstone)	
Select 20 Credit Hours of Major Electives from the lists below		20

¹ Students may take CSC 243 and one (1) additional Major Elective in lieu of CSC 241 and CSC 242.

Major Electives

Computer Science Electives

Course	Title	Quarter Hours
CSC 321	DESIGN AND ANALYSIS OF ALGORITHMS	
CSC 355	DATABASE SYSTEMS	
CSC 357	EXPERT SYSTEMS	
MAT 141	DISCRETE MATHEMATICS II	

Computer Systems Electives

Course	Title	Quarter Hours
CSC 343	INTRODUCTION TO OPERATING SYSTEMS	
CSC 348	INTRODUCTION TO COMPILER DESIGN	
CSC 353	ADVANCED DATABASE CONCEPTS	
CSC 362	OPTIMIZED C++ MULTITHREADING	
CSC 374	COMPUTER SYSTEMS II	
CSC 388	REAL-TIME MULTITHREADED ARCHITECTURE	

Game AI Electives

Course	Title	Quarter Hours
CSC 380	FOUNDATIONS OF ARTIFICIAL INTELLIGENCE	
CSC 358	SYMBOLIC PROGRAMMING	
GAM 376	ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES	

Game Design Electives

Course	Title	Quarter Hours
GAM 205	GAMES LITERACY	
GAM 229	PRESENTATION AND COMMUNICATION	
GAM 231	HISTORY AND DESIGN OF ROLE-PLAYING GAMES	
GAM 329	PHYSICAL PROTOTYPING FOR GAMES	
GAM 342	ADVANCED LEVEL DESIGN	
GAM 351	EXPRESSIVE AUDIO SCRIPTING IN GAMES	
GAM 362	MAKING DEEP GAMES	
GAM 365	ADVANCED GAME DESIGN	
GAM 397	TOPICS IN GAME DESIGN	

Game Development Studio Electives

Course	Title	Quarter Hours
GAM 244	GAME DEVELOPMENT I	

Game Programming Electives

Course	Title	Quarter Hours
GAM 353	TOOL PROGRAMMING FOR GAME DEVELOPMENT	
GAM 368	AUGMENTED REALITY GAME DESIGN AND DEVELOPMENT	
GAM 369	VIRTUAL REALITY GAME DEVELOPMENT	
GAM 380	CONSOLE GAME DEVELOPMENT ENVIRONMENTS	
GAM 398	TOPICS IN GAME PROGRAMMING	

Graphics/Animation/Sound Electives

Course	Title	Quarter Hours
ANI 231	3D ANIMATION	
ANI 310	MOTION CAPTURE	
ANI 332	3D RIGGING	
ANI 333	ADVANCED 3D RIGGING	
GAM 250	GAME SOUND DESIGN I	
GPH 389	REAL-TIME GRAPHICS TECHNIQUES	

Multiplayer Games Electives

Course	Title	Quarter Hours
CSC 376	DISTRIBUTED SYSTEMS	
CSC 386	REAL-TIME NETWORKING (FORMERLY GAM 390)	

Mobile Games Electives

Course	Title	Quarter Hours
CSC 371	MOBILE APPLICATION DEVELOPMENT FOR IOS	
CSC 372	MOBILE APPLICATION DEVELOPMENT FOR ANDROID	
CSC 391	MOBILE APPLICATION DEVELOPMENT FOR IOS II	
CSC 392	MOBILE APPLICATION DEVELOPMENT FOR ANDROID II	
GAM 386	GAME PROGRAMMING FOR MOBILE DEVICES	

Physics Electives

Course	Title	Quarter Hours
GAM 350	PHYSICS FOR GAME DEVELOPERS	
PHY 150	GENERAL PHYSICS I	

Software Engineering Electives

Course	Title	Quarter Hours
SE 333	SOFTWARE TESTING	
SE 350	OBJECT-ORIENTED SOFTWARE DEVELOPMENT	
SE 359	AGILE SOFTWARE DEVELOPMENT	
SE 371	PRACTICES OF GLOBAL SOFTWARE DEVELOPMENT	

Usability Electives

Course	Title	Quarter Hours
GAM 312	PLAYTESTING	

Students must earn a grade of C- or higher in all major elective courses.

Open Electives

Open Elective credit hours are required to meet the minimum graduation requirements of 192 hours. Open Electives may be taken from any unit at DePaul.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu>) to see sample schedule of course requirements on a year-by-year basis.

Game Programming (MS)

The MS in Game Programming is designed for those interested in game development programming at the highest level, including computer science and computer graphics professionals retooling for the game industry.

Program Requirements	Quarter Hours
Introductory Courses	0-24
Degree Requirements	48
Total hours required	48-72

Learning Outcomes

Students will be able to:

- Demonstrate mastery of the C++ programming language.
- Use design patterns to create and design large-scale real-time software systems.
- Architect and implement real-time Game Engine.
- Implement and apply advanced rendering techniques for real-time graphics simulation.
- Create and manage a development schedule of a complex software projects.

Degree Requirements**Course Requirements**

No Introductory Course may be substituted for any other course at any level.

Introductory Courses

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4

CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Foundation Courses

Course	Title	Quarter Hours
GAM 425	APPLIED 3D GEOMETRY	4
CSC 461	OPTIMIZED C++	4
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	4
GPH 469	COMPUTER GRAPHICS DEVELOPMENT	4
or GAM 470	RENDERING AND GRAPHICS PROGRAMMING	

Advanced Courses

Course	Title	Quarter Hours
CSC 486	REAL-TIME NETWORKING (FORMERLY GAM 490)	4
GAM 475	REAL - TIME SOFTWARE DEVELOPMENT	4
CSC 588	REAL-TIME MULTITHREADED ARCHITECTURE	4
GAM 575	REAL-TIME SOFTWARE DEVELOPMENT II	4
GAM 476	ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES	4
or GAM 450	PHYSICS FOR GAME DEVELOPERS	
GAM 576	GPU ARCHITECTURE	4

Major Elective Courses

Students must complete a total of 8 credit hours of graduate level elective courses. Students must choose four (4) credit hours (typically one course) from the list below. The remaining four (4) credit hours can be from the list below or any GAM courses in the 421-699 range.

Computer Science Systems Electives

Course	Title	Quarter Hours
CSC 421	APPLIED ALGORITHMS AND STRUCTURES	
CSC 443	INTRODUCTION TO OPERATING SYSTEMS	
CSC 447	CONCEPTS OF PROGRAMMING LANGUAGES	
CSC 448	COMPILER DESIGN	
CSC 562	OPTIMIZED C++ MULTITHREADING	
IS 451	DATABASE DESIGN FOR INFORMATION SYSTEMS (FORMERLY CSC 451)	

Artificial Intelligence Electives

Course	Title	Quarter Hours
GAM 476	ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES	
CSC 480	ARTIFICIAL INTELLIGENCE I	
CSC 578	NEURAL NETWORKS AND DEEP LEARNING	
CSC 580	ARTIFICIAL INTELLIGENCE II	

Networking Electives

Course	Title	Quarter Hours
CSC 435	DISTRIBUTED SYSTEMS I	
CSC 536	DISTRIBUTED SYSTEMS II	

Project Management Electives

Course	Title	Quarter Hours
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	
SE 459	AGILE SOFTWARE DEVELOPMENT	
SE 475	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT	
SE 477	SOFTWARE AND SYSTEMS PROJECT MANAGEMENT	

Graphics Electives

Course	Title	Quarter Hours
GPH 438	COMPUTER ANIMATION SURVEY	
GPH 448	COMPUTER GRAPHICS SCRIPTING	
GPH 539	ADVANCED RENDERING TECHNIQUES	
GPH 570	VISUALIZATION	
GPH 572	PRINCIPLES OF COMPUTER ANIMATION	
GPH 580	HARDWARE SHADING TECHNIQUES	
GPH 436	FUNDAMENTALS OF COMPUTER GRAPHICS	
DSC 465	DATA VISUALIZATION	

Object Oriented Design Electives

Course	Title	Quarter Hours
SE 430	OBJECT ORIENTED MODELING	
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	
SE 450	OBJECT-ORIENTED SOFTWARE DEVELOPMENT	
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT	

Game Specialties Electives

Course	Title	Quarter Hours
GAM 450	PHYSICS FOR GAME DEVELOPERS	
GAM 453	TOOL PROGRAMMING FOR GAME DEVELOPMENT	

Mobile Game Electives

Course	Title	Quarter Hours
CSC 471	MOBILE APPLICATION DEVELOPMENT FOR IOS	
CSC 472	MOBILE APPLICATION DEVELOPMENT FOR ANDROID	
CSC 491	MOBILE APPLICATION DEVELOPMENT FOR IOS II	
CSC 492	MOBILE APPLICATION DEVELOPMENT FOR ANDROID II	
GAM 486	GAME PROGRAMMING FOR MOBILE DEVICES	

Project Electives

Course	Title	Quarter Hours
GAM 690	GAME DEVELOPMENT STUDIO I ¹	
GAM 691	GAME DEVELOPMENT STUDIO II	
GAM 695	MASTER'S GAME RESEARCH STUDY	

¹ Students who take GAM 690 GAME DEVELOPMENT STUDIO I to fulfill their Major Elective Requirements MUST take GAM 691 GAME DEVELOPMENT STUDIO II.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

For DePaul's policy on repeat graduate courses and a complete list of academic policies, see the DePaul Graduate Handbook.

Game Programming (MS) Online

The MS in Game Programming is designed for those interested in game development programming at the highest level, including computer science and computer graphics professionals retooling for the game industry.

Program Requirements	Quarter Hours
Introductory Courses	0-24
Degree Requirements	48
Total hours required	48-72

Learning Outcomes

- Demonstrate mastery of the C++ programming language.
- Use design patterns to create and design large-scale real-time software systems.
- Architect and implement real-time Game Engine.
- Implement and apply advanced rendering techniques for real-time graphics simulation.
- Create and manage a development schedule of a complex software projects.

Degree Requirements**Course Requirements**

No Introductory Course may be substituted for any other course at any level.

Introductory Courses

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Foundation Courses

Course	Title	Quarter Hours
GAM 425	APPLIED 3D GEOMETRY	4
CSC 461	OPTIMIZED C++	4
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	4
GPH 469	COMPUTER GRAPHICS DEVELOPMENT	4
or GAM 470	RENDERING AND GRAPHICS PROGRAMMING	

Advanced Courses

Course	Title	Quarter Hours
CSC 486	REAL-TIME NETWORKING (FORMERLY GAM 490)	4
GAM 475	REAL - TIME SOFTWARE DEVELOPMENT	4

CSC 588	REAL-TIME MULTITHREADED ARCHITECTURE	4
GAM 575	REAL-TIME SOFTWARE DEVELOPMENT II	4
GAM 476	ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES	4
or GAM 450	PHYSICS FOR GAME DEVELOPERS	
GAM 576	GPU ARCHITECTURE	4

Major Elective Courses

Students must complete a total of 8 credit hours of graduate level elective courses. Students must choose four (4) credit hours (typically one course) from the list below. The remaining four (4) credit hours can be from the list below or any GAM courses in the 421-699 range.

Computer Science Systems Electives

Course	Title	Quarter Hours
CSC 421	APPLIED ALGORITHMS AND STRUCTURES	
CSC 443	INTRODUCTION TO OPERATING SYSTEMS	
CSC 447	CONCEPTS OF PROGRAMMING LANGUAGES	
CSC 448	COMPILER DESIGN	
CSC 562	OPTIMIZED C++ MULTITHREADING	
IS 451	DATABASE DESIGN FOR INFORMATION SYSTEMS (FORMERLY CSC 451)	

Artificial Intelligence Electives

Course	Title	Quarter Hours
GAM 476	ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES	
CSC 480	ARTIFICIAL INTELLIGENCE I	
CSC 578	NEURAL NETWORKS AND DEEP LEARNING	
CSC 580	ARTIFICIAL INTELLIGENCE II	

Networking Electives

Course	Title	Quarter Hours
CSC 435	DISTRIBUTED SYSTEMS I	
CSC 536	DISTRIBUTED SYSTEMS II	

Project Management Electives

Course	Title	Quarter Hours
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	
SE 459	AGILE SOFTWARE DEVELOPMENT	
SE 475	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT	
SE 477	SOFTWARE AND SYSTEMS PROJECT MANAGEMENT	

Graphics Electives

Course	Title	Quarter Hours
GPH 438	COMPUTER ANIMATION SURVEY	
GPH 448	COMPUTER GRAPHICS SCRIPTING	
GPH 539	ADVANCED RENDERING TECHNIQUES	

GPH 570	VISUALIZATION
GPH 572	PRINCIPLES OF COMPUTER ANIMATION
GPH 580	HARDWARE SHADING TECHNIQUES
GPH 436	FUNDAMENTALS OF COMPUTER GRAPHICS
DSC 465	DATA VISUALIZATION

Object Oriented Design Electives

Course	Title	Quarter Hours
SE 430	OBJECT ORIENTED MODELING	
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	
SE 450	OBJECT-ORIENTED SOFTWARE DEVELOPMENT	
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT	

Game Specialties Electives

Course	Title	Quarter Hours
GAM 450	PHYSICS FOR GAME DEVELOPERS	
GAM 453	TOOL PROGRAMMING FOR GAME DEVELOPMENT	

Mobile Game Electives

Course	Title	Quarter Hours
CSC 471	MOBILE APPLICATION DEVELOPMENT FOR IOS	
CSC 472	MOBILE APPLICATION DEVELOPMENT FOR ANDROID	
CSC 491	MOBILE APPLICATION DEVELOPMENT FOR IOS II	
CSC 492	MOBILE APPLICATION DEVELOPMENT FOR ANDROID II	
GAM 486	GAME PROGRAMMING FOR MOBILE DEVICES	

Project Electives

Course	Title	Quarter Hours
GAM 690	GAME DEVELOPMENT STUDIO I ¹	
GAM 691	GAME DEVELOPMENT STUDIO II	
GAM 695	MASTER'S GAME RESEARCH STUDY	

¹ Students who take GAM 690 GAME DEVELOPMENT STUDIO I to fulfill their Major Elective Requirements MUST take GAM 691 GAME DEVELOPMENT STUDIO II.

Game Technical Director (Minor)

This minor is only available to students in the Game Programming BS and the Computer Science BS who complete GAM 325 Applied 3D Geometry and GAM 370 Rendering and Graphics Programming as part of their degree requirements.

Course	Title	Quarter Hours
ANI 230	3D DESIGN & MODELING	4
ANI 231	3D ANIMATION	4
ANI 346	GAME ART PIPELINE	4
GAM 325	APPLIED 3D GEOMETRY	4
GAM 370	RENDERING AND GRAPHICS PROGRAMMING	4
Choose 12 Credit Hours from the following list:		12
ANI 310	MOTION CAPTURE	
ANI 332	3D RIGGING	
ANI 333	ADVANCED 3D RIGGING	
ANI 336	3D MODELING STUDIO	
ANI 337	ENVIRONMENT MODELING	
ANI 338	3D ORGANIC MODELING	
ANI 339	3D TEXTURING AND LIGHTING	
ANI 351	ADVANCED MOTION CAPTURE STUDIO	
ANI 378	3D DYNAMICS	

General Psychology (Minor)

The General Psychology minor enables students to select courses in psychology tailored to their particular interests or career goals. This minor allows students maximum flexibility to complement a variety of majors and areas of interest.

This minor is only for non-psychology majors and a maximum of one psychology minor may be earned by a student.

Psychology students cannot earn a minor in General Psychology.

Six psychology courses are required, including:

Course	Title	Quarter Hours
PSY 105	INTRODUCTORY PSYCHOLOGY I	4
PSY 106	INTRODUCTORY PSYCHOLOGY II	4
Select four psychology courses ¹		16

¹ At least two must be numbered PSY 317 and above.

Generalist Nursing (MSN)

Designed for the college graduate who wants to become a registered nurse, the Master's Entry to Nursing Practice (MENP) program provides the advanced education for general professional nursing practice and eligibility for the RN licensure examination (NCLEX-RN).

Program Goals

The purpose of the MENP program is to prepare qualified individuals for:

- Licensure by examination (NCLEX-RN) required for entry into professional nursing practice
- Advanced professional nursing practice and leadership in health promotion and illness care
- Collaboration and scholarship with others to meet the present and future health needs of society

- Community service for vulnerable populations in the Vincentian tradition
- Continuing academic and clinical education at the post-graduate and doctoral levels

Program Requirements	Quarter Hours
Degree Requirements	107
Total hours required	107

Learning Outcomes

Students will be able to:

- Analyze nursing concepts, theories, and research to design, implement, and evaluate culturally appropriate family-centered and community-based models of professional nursing.
- Develop a personal philosophy of professional nursing through analysis of a professional code of ethics and exploration extant philosophies, nursing's history and its evolution as a discipline.
- Demonstrate excellence in patient care and nursing knowledge across the lifespan through advanced health assessment, evidence-based professional practice, systematic inquiry, planned innovation, competent use of information systems and technology, and dissemination of information.
- Practice as an ethical leader within nursing and interprofessional health care teams acting with accountability, integrity and social justice for safe, quality and affordable health care for individuals, families, communities.

Degree Requirements

Course Requirements

Level I (Basic Graduate Generic) - 35 credits

Course	Title	Quarter Hours
NSG 301	INTRODUCTION TO THE ART AND SCIENCE OF NURSING I	5
NSG 302	INTRODUCTION TO THE ART & SCIENCE OF NURSING II	8
NSG 303	INTRODUCTION TO THE ART & SCIENCE OF NURSING III	8
NSG 307	ART AND SCIENCE OF NURSING IV: PSYCHIATRIC MENTAL HEALTH	6
NSG 322	BASIC PATHOPHYSIOLOGY AND PHARMACOLOGY	4
NSG 332	HEALTH ASSESSMENT	4

Level II (Advanced Graduate Generic) - 40 credits

Course	Title	Quarter Hours
NSG 431	HEALTH PROMOTION FOR FAMILIES AND COMMUNITIES ¹	4
NSG 434	COMMUNITY ENGAGEMENT SEMINAR I	1
NSG 435	COMMUNITY ENGAGEMENT SEMINAR II	1
NSG 440	MATERNAL HEALTH NURSING	6
NSG 441	INFANT, CHILD AND ADOLESCENT NURSING	6
NSG 442	COMMUNITY HEALTH NURSING	4
NSG 443	CLINICAL IMMERSION AND INTERNSHIP	6

NSG 445	NURSING PROFESSIONALISM, ADVOCACY, AND LEADERSHIP	4
NSG 472	CRITICAL CARE NURSING	8

¹ DePaul students who complete NSG 431 as DePaul undergraduates and who subsequently enroll in and complete the MENP program are not required to complete 4 additional quarter hours of coursework. They are considered to have completed all requirements of the MENP program and the requirement to take 4 additional quarter hours is waived for these students.

Level III (Graduate Core Courses) - 20 credits

Course	Title	Quarter Hours
NSG 400	THEORETICAL COMPONENTS OF NURSING	4
NSG 401	NURSING RESEARCH I	4
NSG 481	BIostatISTICS AND EPIDEMIOLOGY	4
NSG 540	CULTURE, ETHICS, AND POLICY ANALYSIS	4
NSG 598	GRADUATE RESEARCH SYNTHESIS	4
or NSG 599	THESIS RESEARCH	

Level IV (Graduate Practice Core Courses) - 12 credits

Course	Title	Quarter Hours
NSG 422	APPLIED PATHOPHYSIOLOGY	4
NSG 426	PHARMACOLOGY II	4
NSG 460	HEALTH ASSESSMENT II	4

Student Handbook

A complete list of policies specific to the nursing programs of study is contained in the Student Handbook that is updated regularly on the website for the School of Nursing. The complete MENP handbook can be found here (<https://csh.depaul.edu/academics/nursing/student-resources/Pages/student-handbook.aspx>).

Mission of the DePaul University School of Nursing

The Mission of the School of Nursing is the preservation, enrichment and transmission of nursing science as a discipline and its application to promote the health and well-being of individuals, families and communities. The faculty pursues this mission through excellence in teaching as the primary focus of scholarship and research that has the potential to enhance nursing knowledge, scientific inquiry, teaching and health. The School of Nursing maintains a commitment to serving persons with diverse talents, qualities, interests and socioeconomic backgrounds in its education programs and professional practice. It seeks to provide accelerated, inquiry-based education that anticipates the rapid pace of change in health promotion and illness care.

Philosophy of the DePaul University School of Nursing

Nursing is a learned profession with a distinct science and art. Students learn the practice of nursing through research and the study of diverse human and environmental patterns of health behavior as they affect individuals, families, and communities. Students incorporate scientific knowledge and the nursing process in their delivery of safe, ethical and quality care with deep regard for the differences along the dimensions of race/ethnicity, gender, class, sexuality, religion, heritage and language. The focus of the faculty of the School of Nursing is the education and preparation of students for leadership roles in healthcare. Education is centered on providing care for persons and communities in both health

and illness while conducting scientific research to generate knowledge that strengthens these endeavors. Critical thinking is emphasized, along with an insightful examination of society, thus affording students the opportunity to apply the science and art of nursing to promote and maintain health while upholding human dignity for the betterment of the community and society. In keeping with the Vincentian values of DePaul University, students treat all human beings equally and with respect, and by doing so, are acting in the interest of the common good. The School of Nursing faculty is committed to education that will provide the foundation for a professional career as a caregiver, educator, leader, servant and scholar. A professional level of nursing practice is best achieved through master's degree education in nursing and requires appropriate licensure through examination (NCLEX-RN). Advanced professional nursing practice education integrates specialization into the master's degree curriculum or at the post-master's level providing eligibility for professional certification as a nurse anesthetist; clinical specialist in community, acute or long-term care areas; nurse practitioner in primary care; or nursing scholarship in practice or the academy. The master's degree provides the foundation for doctoral education in nursing science.

Accreditation

The baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program at DePaul University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) (<http://www.ccnaccreditation.org/>).

Academic Integrity Policy

Violations of academic integrity in any form are detrimental to the values of DePaul, to the students' own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to: cheating, plagiarism, fabrications, falsification or sabotage of research data, falsification of clinical data, destruction or misuse of the university's academic resources, academic misconduct, and complicity. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion. An instructor may choose to file an academic integrity violation with the university. Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university. Conduct that is punishable under the DePaul Academic Integrity Policy (<https://offices.depaul.edu/academic-affairs/faculty-resources/academic-integrity/Pages/default.aspx>).

Academic Integrity Policy Extension for Clinical and Service Settings

DePaul University is committed to education that engages its students, faculty and staff in work within Chicago's institutions and communities. As DePaul representatives to our partner institutions and community organizations, we ask that you take seriously your responsibilities to these institutions during service and clinical experiences and internships. The community and its institutions are extensions of the DePaul classroom. The University's Academic Integrity Policy and Code of Responsibility apply to professional interactions as well.

Program Summary

Designed for the college graduate who wants to become a registered nurse, the MENP Program provides the foundation for generalist nursing practice and eligibility for the RN licensure examination (NCLEX- RN).

Admissions Policies

1. Students must meet the minimum admissions requirements listed on the University website (<https://csh.depaul.edu/academics/nursing/graduate/nursing-menp/Pages/admission.aspx>).
2. The School of Nursing is committed to the principles of non-discrimination and equal opportunity for all persons. Students are evaluated and admitted to the program without regard to race, color, religion, gender, sexual orientation, age, or national origin.
3. The School of Nursing is committed to providing equal access for all students with disabilities. Eligibility for services and accommodations is determined by the Center for Students with Disabilities (CSD). Students with disabilities who wish to receive services and accommodations at DePaul University must have their disability on record with CSD.
4. Applications are evaluated and students are selected for admission by the Admission, Progression, and Retention (APR) Committee based on their potential to successfully complete program objectives.
5. MENP students must have earned a BA or BS from an accredited institution. They must have a minimum cumulative GPA of 3.0/4.0, although a cumulative GPA of 3.2/4.0 is preferred. Cumulative GPA is derived from baccalaureate degree and other pre/post baccalaureate coursework completed. GRE scores may be submitted and may be factored into admission decision. Please note meeting minimum admission criteria does not guarantee admission.
6. Non-native English speakers must have a TOEFL score of 590 (PBT) or higher or 96 (iBT) or higher.
7. MENP students must have completed:
 - a. Two courses of chemistry (organic and inorganic) with labs OR one course of chemistry and one course of microbiology, both with labs.
 - b. Two courses of human anatomy/physiology with labs.
8. Applications must include:
 - a. Two letters of reference from former faculty or employer.
 - b. Curriculum vitae or resume.
- c. Short answer responses to the following prompts:
 - i. How will your prior background contribute to your ability to fulfill the daily responsibilities of an entry-level registered nurse? (200-word max)
 - ii. St Vincent DePaul observed the needs of impoverished people with disparities to access to healthcare. He ultimately dedicated himself to answering a single question: "What must be done?" How will you utilize a nursing degree obtained from DePaul University? (200-word max).
 - iii. Please address the strengths and opportunities for growth in your application (i.e., explanation for GPA below 3.2, repeated coursework, gaps in academic history and performance on standardized tests). (200-word max)
9. Applicants may submit applications online at www.depaul.edu/apply with an application fee or through Nursing CAS, an online centralizes application service for nursing programs nationwide (<http://nursingcas.org/>).
10. The student is responsible for meeting all conditions of admission and for notifying the Office of Graduate Admissions once all conditions have been fully met.

Retention Policies

The retention policy is subject to change at any time. Please check the student handbook (<https://csh.depaul.edu/academics/nursing/student-resources/Pages/student-handbook.aspx>) for the most updated policy.

1. Students must maintain a cumulative GPA of 3.0 or greater to remain in good standing. A student will be placed on academic probation if the GPA falls below 3.0. and must enroll in the School of Nursing Success Coaching program. If the GPA is raised to at least 3.0 at the end of the next academic quarter, the student is no longer on probation. If the GPA

has not risen to 3.0 at the end of the next academic quarter, the student will be eligible for dismissal from the program.

2. If a student earns a C or C- in any course, the student is placed on academic probation. A grade of C or C- is not considered a satisfactory grade; as such the student must re-take course and receive a C+ grade or better in the following academic quarter. Moreover, the student must enroll in the School of Nursing Success Coaching program. If the student is able to earn a C+ or better in all classes AND earn a cumulative GPA of 3.0 or greater in the next academic quarter, the student will no longer be on academic probation and will be considered as "out of sequence students" for the remainder of their stay in the MENP program. If the student does not achieve this criteria, the student will be dismissed from the program.
3. A student who earns a D+ or lower in any course will be dismissed from the program.
4. A student may be placed on probation a maximum of two times during their program.
5. In accordance with the nursing licensing regulations, students found to be convicted of a crime will be reviewed by the APR Committee and may be suspended or dismissed from the program. It is the student's responsibility to disclose any arrests or convictions while enrolled in their program. Degree conferral from the University does not guarantee licensure eligibility in the event the student is convicted of a crime. It is the student's responsibility to be knowledgeable of the licensure requirements for the state in which they intend to apply for RN licensure. The School of Nursing expects a respectful environment conducive to teaching and learning for all students, faculty, and staff. Inappropriate conduct is defined as any action that interferes with the creation and maintenance of an effective learning environment. Students are expected to display civility in all aspects of their educational experience at DePaul University and affiliated institutions.
6. The School of Nursing expects a respectful environment conducive to teaching and learning for all students, faculty, and staff. Inappropriate conduct is defined as any action that interferes with the creation and maintenance of an effective learning environment. Students are expected to display civility in all aspects of their educational experience at DePaul University and affiliated institutions.
7. Appropriate student conduct is outlined in detail in the Professional Development Guidelines (see handbook).
8. Students displaying inappropriate conduct may be asked to leave the classroom, clinical area, or meeting. Inappropriate conduct will be documented with written contract and placed in the student's file. Such incidents of inappropriate conduct will then be reported to the Director of the School of Nursing, with copies sent to the Associate Director of the Program, and the APR Committee. Additional sanctions for inappropriate conduct may be imposed, including dismissal from the nursing program. See handbook for additional information.

Progression Policies

1. All students must attend an orientation session before beginning the MENP program.
2. The student is responsible for reading the Student Handbook. Students are responsible for signing and submitting the Student Handbook Agreement Statement to affirm they have read and fully understand the policies therein.
3. Students are assigned an academic advisor. Students should consult with the academic advisor for any program-related concerns.
4. A student may not register for any course that has a prerequisite that has not been completed.
5. Students may not attend classes for a class in which they are not enrolled.

6. Students are responsible for maintaining and updating all required records. Failure to have all records submitted and up to date at the beginning of each course will result in inability to attend the clinical component of the course.

7. Leave of Absence:

a) Students who need to interrupt their studies for personal, health or other reasons may request a leave of absence for up to one full year. The request should be made to the Associate Director of the Program and the Coordinator of Clinical Placements and APR Committee should be notified. Depending on circumstances and estimated length of absence, the Associate Director or student's academic advisor may recommend additional action to complete the request process.

b) Students who wish to return to the program following a leave of absence will need to submit a written request for resuming coursework to the APR Committee. It is the student's responsibility to send a copy of such request to the Director of the School of Nursing, the student's faculty advisor, the Associate Director of the Program, and the Coordinator of Clinical Placements. This written request should demonstrate the resolution of the extenuating circumstances contributing to the original need to leave the DePaul Nursing Program. This request for reinstatement must be made no less than 6 weeks prior to resuming the nursing course sequence. Students will be notified in writing regarding the decision concerning their re-entry to the program. Individual assessment of current knowledge and clinical skills will be made prior to placement of the student in the appropriate level within the nursing program. Students who become "out-of-sequence students" due to withdrawal, or military/medical/family leave of absence will be placed into a clinical rotation upon re-entry based upon space available and cannot be guaranteed placement in the next available clinical course needed. "Out-of-sequence students" cannot displace in-sequence students from a clinical spot.

8. Students who have taken a leave of absence from the program for greater than 12 calendar months must re-apply to the University. Their application will then be considered with all other qualified applicants applying for admission to the nursing program.

9. A student who withdraws from a core nursing course while in good standing cannot progress in the sequenced nursing curriculum until that course has been successfully completed. In courses that contain both a clinical practicum and a lecture component, both course segments must be completed simultaneously. Exceptions may be identified and defined by the APR Committee in consultation with both the Director of the School of Nursing or Associate Director of the Program and the course faculty.

10. A student who withdraws from a core nursing course who is "not in good standing" (with a grade of "C+" or lower or on probation) at the time of withdrawal, will be referred to the APR Committee. The APR Committee will review the student's past and current performance and elicit recommendations from the course faculty. A representative of the APR Committee may then meet with the course faculty, Associate Director of the Program, and student, to counsel the student and to establish a contract for academic improvement. Such students may not progress in the sequenced nursing curriculum until the course has been retaken and successfully completed. In courses that contain both a clinical practicum and a didactic theory portion, both course segments must be completed simultaneously.

11. A student may withdraw from a core nursing course "not in good standing" (with a grade of "C+" or lower) only once during their program of study. A second such withdrawal will result in dismissal from the program.

12. All out-of-sequence students will be placed in clinical on a space/faculty-available basis. Scheduling priority will be given to students who are out of sequence for military service, illness, or family leave before

students who are out of sequence for failure or withdrawal "not in good standing."

13. A student who has a grade of B (83% or less) at mid-quarter may be placed on contract for academic improvement by the instructor. The student must satisfactorily fulfill all course and contract requirements by the end of the quarter of contract initiation in order to progress in the program.

14. Failure to meet all of the agreed upon terms outlined in the student contract will result in the consequences identified in the contract which may include program dismissal.

15. In accordance with DePaul University policy, students must complete their program within 6 years of matriculation.

Procedure for Reinstatement after Dismissal

Students in the Master's Entry to Nursing Program who wish to apply for reinstatement after having been dismissed shall contact the APR Committee within 72 hours from their notification of dismissal. Their application for reinstatement should describe the nature of the circumstances leading to their dismissal and their corrective plan of action for future success in the MENP program. The APR Committee will review their application and decide to whether or not to reinstate. During the time the APR committee reviews the student's application for reinstatement, the student shall remain responsible for any coursework/ assignments/deadlines/compliance issues related to their classes in that quarter. Students under dismissal/reinstatement review will NOT be allowed to participate in any clinical activity where direct patient care is involved. In lieu of attending clinical, the student shall be offered an equivalent assignment at the discretion of the APR Chairperson and/or MENP Director. In the event the student is reinstated, the student will be notified via e-mail of their reinstatement. The student shall henceforth be responsible for adhering to the conditions set forth by the APR Committee. In the event the APR Committee decides to deny reinstatement, the student shall be immediately removed from all class rosters and will no longer be allowed to attend any classes/clinical or any other related activity virtually or in-person. The student has the right to petition for reinstatement within a week of notification directly to the Director of the School of Nursing, who may decide to reinstate the student. In the event the Director of the School of Nursing denies reinstatement, the student shall be dismissed immediately. In the event the Director of the School of Nursing reinstates the student, they will be eligible to enroll in classes the following academic quarter. The student will be responsible for adhering to the conditions set forth by the Director of the School of Nursing. If the student fails to comply with the conditions set forth by the director of the school of nursing, the student will be eligible for immediate dismissal. The decision of the Director of the School of Nursing is final. Moreover, a student may only be reinstated once.

Transfer Credit

The MENP program follows the College of Science and Health Transfer Credit Approval (TCA) policy (<https://csh.depaul.edu/academics/nursing/student-resources/requests-policies-procedures/Pages/transfer-credit.aspx>) for graduate students. Students who wish to transfer credit should follow the TCA submission guidelines stipulated in the CSH policy.

Community-based Service Learning in DePaul University School of Nursing's MENP Program

Community-based service learning (CbSL) is consistent with the mission of the University and the School of Nursing. CbSL is a dynamic, collaborative process whereby faculty, students and community-based organizations partner to link learning with service to the community.

Students are involved in meeting community needs while applying the experience to their personal and academic development as well as applying their academic learning to their community experience (bi-directional).

- In the classroom the CbSL experience has intentional learning objectives for service learning and structured reflection on what is being learned that can mesh with the course learning goals. In this graduate education model, the outcome of the service learning should be enhanced by student learning in the classroom.
- At the community partner site students will get real-life experience and perspective different than the world view to which they are accustomed. They will also learn about the challenges and barriers to running a service organization. They tie these actual experiences and relationships to the content they are learning in the classroom.

School of Nursing Simulation Lab Mission Statement

The DePaul Simulation Lab (DSL) is committed to facilitating experiential learning opportunities for students. In order to promote a safe interactive learning environment that fosters collaboration, teamwork, and the synthesis of didactic and clinical knowledge, the DSL employs cutting edge technology in addition to the simulation standards of best practice.

Student Clinical Requirements

It is mandatory for students to complete and upload all clinical requirements to their Student Immunization Tracker via Castle Branch. See health requirement guidelines (<https://csh.depaul.edu/academics/nursing/student-resources/Pages/health-requirements.aspx>) for more detailed instructions about requirements. All clinical requirements must be submitted and approved prior to the first day of the quarter of clinical attendance. Updates and renewals (e.g., updated lab 29 results, renewed coverage, yearly immunizations) must be submitted to Castle Branch PRIOR to the expiration date. It is the responsibility of the student to ensure that all clinical requirements are kept current.

Graduation Requirements

DePaul University awards the Master's of Science degree with a major in nursing to students who successfully completed the MENP program. All degree requirements of the University, College, and School of Nursing must be met as outlined in the current catalog, including but not limited to maintaining a minimal cumulative GPA of 3.0. The student is responsible for completing the application for degree conferral and commencement by the deadline posted in the academic calendar. Students are responsible for changes reflecting new program requirements if the department gives sufficient notice. Upon successful completion of graduation requirements, MENP students are eligible to apply to take the National Council of Licensing Examination (NCLEX). (See Legal Limitations below.) The Illinois Department of Financial and Professional Regulation requires that graduating MENP students submit to a fingerprinting processing from the Illinois Department of State Police or its designated agent. Licensure by the IDFPR will require a separate complete background check with fingerprinting prior to being given permission to sit for NCLEX. If criminal activity is noted, such activity MAY BE grounds for the student to not be given permission to take the NCLEX exam. Legal Limitations for Licensure Completion of the nursing education program does not guarantee eligibility to take the NCLEX. The Illinois Department of Financial and Professional Regulation - Board of Nursing may refuse to issue a license for one or more causes stated in that section of the Nurse Practice Act. Requirements for licensure vary from state to state. Those students wishing to take the NCLEX outside

Illinois are advised to check with their state's licensure requirements early in the academic program.

Graduating with Distinction

Students must have a cumulative GPA of at least 3.75 in Master's Entry to Nursing Practice courses to graduate with distinction.

Time Limitation

Students pursuing a master's degree must complete all requirements for the master's degree within a maximum of six years from their first term of enrollment in the program.

Legal Limitation for Licensure

Completion of the nursing education program does not guarantee eligibility to take the NCLEX. The Illinois Department of Financial and Professional Regulation - Board of Nursing may refuse to issue a license for one or more causes stated in that section of the Nurse Practice Act. Requirements for licensure vary from state to state. Those students wishing to take the NCLEX outside Illinois are advised to check with their state's licensure requirements early in the academic program.

Geographic Information Systems Graduate Certificate

Geographic Information Systems (GIS) are now used in fields such as urban planning, environmental monitoring, marketing, business and retail analytics, law enforcement, public health, disaster management, data journalism, and numerous other careers and professional fields.

In the Graduate GIS Certificate, students will learn to make maps, manipulate and query tabular data, work with GPS data, conduct spatial analysis, and propose, define, and implement GIS projects. Courses integrate lectures and hands-on exercises using ArcGIS at one of three specialized computer lab locations on campus.

The Graduate GIS Certificate Program requires 16 credit hours of instruction. It provides a broad education in GIS and serves as a basis for entry-level employment opportunities in the geotechnology industry. Four courses are required to complete the Graduate GIS Certificate:

Course	Title	Quarter Hours
Required		
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT	4
Select three of the following:		12
GEO 440	PLACES, HUMANITIES AND GEOGRAPHIC INFORMATION SYSTEMS	
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT	
GEO 443	EARTH OBSERVATION II	
GEO 445	PROGRAMMING IN PYTHON FOR GIS	
GEO 446	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH	
GEO 447	WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB	
GEO 448	SPATIAL DATA SCIENCE	
GEO 491	STATISTICAL DATA ANALYSIS FOR GIS	

For more information, please contact the Department of Geography:
geography@depaul.edu (geography@depaul.edu)

Geographic Information Systems Undergraduate Certificate

Geographic Information Systems (GIS) are now used in fields such as urban planning, environmental monitoring, marketing, business and retail analytics, law enforcement, public health, disaster management, data journalism, among others.

In the GIS Certificate, students will learn to make maps, manipulate and query tabular data, work with GPS data, conduct spatial analysis, and propose, define, and implement GIS projects. Courses integrate lectures and hands-on exercises using ArcGIS at one of three specialized computer lab locations on campus.

The Undergraduate GIS Certificate Program requires 20 credit hours of instruction. It provides a broad education in GIS and serves as a basis for entry-level employment opportunities in the geotechnology industry. Five courses are required to complete the Undergraduate GIS Certificate:

Course	Title	Quarter Hours
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	4
GEO 242	GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS	4
GEO 243	EARTH OBSERVATION	4
Select two of the following:		8
GEO 343	EARTH OBSERVATION II	4-4.5
GEO 344	GEOGRAPHIC INFORMATION SYSTEMS III: SPATIAL ANALYSIS FOR SUSTAINABILITY	4-4.5
GEO 345	PROGRAMMING IN PYTHON FOR GIS	4-4.5
GEO 346	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH	4-4.5
GEO 347	WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB	
GEO 348	SPATIAL DATA SCIENCE	4-4.5
GEO 391	STATISTICAL DATA ANALYSIS FOR GIS	

GEO 241 and GEO 242 must be taken in sequence. GEO 241 is a pre-requisite for all 300-level GIS classes. GEO 243 may be taken at any time, but taking GEO 241 first is recommended. Geography majors with a GIS & Geotechnology Concentration will automatically earn the GIS certificate. Other students interested in pursuing the GIS Certificate should contact the Department of Geography (geography@depaul.edu).

In order to earn a certificate in GIS, a student must:

- Earn at least a grade of C- in each Certificate course.
- Earn at least a cumulative GPA of 2.0 for all courses applied to the Certificate.
- Earn a letter grade. The pass / fail option may not be selected for courses in the Certificate.

A student completing a GIS Certificate is eligible to simultaneously complete a Geography minor. No more than three GIS Certificate courses can be applied to a Geography minor. A student wishing to complete a GIS Certificate and a Geography minor will complete a minimum of eight

Geography courses. Please see a faculty advisor in the Department of Geography for further details.

Geography (BA)

Geographers examine the spatial relationships between people, places, environments and economies using innovative conceptual and technological approaches. Exciting technological changes, from computer mapping software like Google Earth, to satellite image processing, and global positioning systems (GPS), make geography a fascinating discipline to study. DePaul's geographers share a commitment to 'hands on' teaching and research that makes a world of difference for the people, places, environments and processes that we study. Geographers apply methods such as observation, visualization, analysis, and modeling to explain the spatial organization of human and physical environments. Geographical perspectives foster skills that have broad applications in public policy, research and the private sector. The Department of Geography teaches students to reason spatially by applying geographic techniques and information technologies, including new technologies such as Geographic Information Systems (GIS). This helps students produce sophisticated understandings of the world, its people, environments, economic structures and cultures.

Geospatial analysis and Geographic Information Systems (GIS) continues to be a rapidly-growing, technologically diverse, multi-billion dollar industry. Geotechnology is consistently identified by the U.S. Bureau of Labor as a "hot" area for job growth and it is estimated that over the next ten years, demand for geospatial analysts will exceed supply. Geography holds a comparative advantage as a discipline that straddles fields in the social, natural, and computer sciences and, as a result, Geography has courses in every DePaul learning domain. This breadth of courses makes Geography the ideal double major at DePaul and the range of classes offered means that geography is an exceptional foundation for a variety of careers that explore questions of spatial organization and require regional knowledge. The study of geography builds a unique spatial perspective that sits at the intersection of "natural" and "social" science, and it addresses both "human" and "physical" domains of knowledge, examining the interactions between them through space.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major (Core + Concentration) Requirements	56
Open Electives	52
Total hours required	192

Learning Outcomes

Students will be able to:

- Use key concepts, theories, and vocabulary to interpret how socio-cultural, political, economic, and/or environmental phenomena may construct a "space," a "place," a "landscape," a "location," or a "region" as a complex material or symbolic structure.
- Use qualitative and/or quantitative methodologies to analyze spatial phenomena, and collect, identify, and apply spatial data from either primary or secondary sources to interpret the spatial character of a physical, socio-cultural, or environment-society problem.
- Interpret spatial patterns of economic inequalities and social injustices and their relation to urban, built, and natural environments.
- Demonstrate competence in one or more of several geospatial technologies (i.e. remote sensing, geographical information systems,

global navigation satellite systems, etc.) and articulate effectively the results of that use in speech, text, image, or map.

- Describe and differentiate processes of globalization and their effects on cities, regions, physical systems, cultures, and political divisions.

College Core Requirements

Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High

or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		

LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
GEO 300	GEOGRAPHICAL INQUIRY ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

³ A student whose only major is in Geography is required to complete the Capstone offered by the Department of Geography. A student who is double majoring (or pursuing dual degrees) with Geography as the primary major (or primary degree) may substitute the Capstone of the secondary major or degree. A Geography major in the University Honors Program shall take only the University Honors Capstone, not both the Honors Capstone and the Geography Capstone.

Learning Domains
Arts and Literature (AL) (p. 1322)
• 3 Courses Required

Historical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (p. 1328)
• 1 Course Required
[1 SR Course]

Philosophical Inquiry (PI) (p. 1329)
• 2 Courses Required

Religious Dimensions (RD) (p. 1330)
• 2 Courses Required

Scientific Inquiry (SI) (p. 1332)
• 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 1 Course Required

Notes
Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students

who choose to take an experiential learning course offered by the major may count it either as a general elective or the JYEL requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements
Core Requirements

Course	Title	Quarter Hours
GEO 101	ENVIRONMENTAL GEOGRAPHY	4
GEO 103	URBANIZATION	4
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	4
GEO 299	KNOWLEDGE, PLACE AND POWER	4
As part of the Core students must engage in FOUR credit hours of internship (GEO 398) or other practical professional experience, including DePaul CLD courses (https://catalog.depaul.edu/course-descriptions/cld (https://catalog.depaul.edu/course-descriptions/cld/)), or equivalent.		4
Total Hours		20

Concentration Requirements
Students must complete the requirements from one of the following concentrations: Standard; Urban Development and Planning; GIS and Geotechnology; or Environment and Society.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Environment and Society Concentration, Geography (BA) (p. 548)
- GIS and Geotechnology Concentration, Geography (BA) (p. 550)
- Standard Concentration, Geography (BA) (p. 551)
- Urban Development and Planning Concentration, Geography (BA) (p. 552)

Environment and Society Concentration, Geography (BA)
Course Requirements

Concentration Core		
Course	Title	Quarter Hours
Select 7 courses from the following, at least one of which must be at the 300-level:		28
GEO 200	SUSTAINABLE URBAN DEVELOPMENT	
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	
GEO 210	INTERNATIONAL ENVIRONMENTAL CONSERVATION	
GEO 211	BIOGEOGRAPHY	

GEO 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY
GEO 219	WOMEN AND SCIENCE
GEO 220	OCEANOGRAPHY
GEO 225	EARTH'S CHANGING CLIMATE
GEO 260	GLOBALIZATION AND RESOURCES
GEO 269	CULTURAL AND POLITICAL ECOLOGY
GEO 310	GREEN INFRASTRUCTURE
GEO 315	THE STATE AND ECONOMIC GROWTH
GEO 351	GEOGRAPHY, FOOD AND JUSTICE
Any other 300-level Geography course with consent of advisor	

Methods and Techniques (2 courses)

Course	Title	Quarter Hours
GEO 243	EARTH OBSERVATION	4
Select one of the following:		4
GEO 242	GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS	
GEO 340	PLACES, HUMANITIES AND GEOGRAPHIC INFORMATION SYSTEMS	
GEO 343	EARTH OBSERVATION II	
GEO 344	GEOGRAPHIC INFORMATION SYSTEMS III: SPATIAL ANALYSIS FOR SUSTAINABILITY	
GEO 345	PROGRAMMING IN PYTHON FOR GIS	
GEO 346	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH	
GEO 347	WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB	
GEO 348	SPATIAL DATA SCIENCE	
GEO 391	STATISTICAL DATA ANALYSIS FOR GIS	

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Geography (BA) + Secondary Education Social Science (MEd)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate Social Science major (Anthropology, Economics, Geography, History, Political Science, or Sociology) or a Science and Health (Psychology) major with a graduate level College of Education (COE) Master's in Education Program. Students graduate with a BA or BS in their disciplinary major and a MEd in Education with State of Illinois Secondary Social Science licensure.

Students may apply to the TEACH Program during the spring of their junior year. They must enroll in the Junior Year Experiential Learning course, TCH 320, and meet other application criteria; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 GPA.

During their senior year, students are required to complete a TEACH Program capstone course, TCH 390, and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 412	THE NATURE OF HISTORY AND THE SOCIAL SCIENCES	4
TCH 422	INQUIRY & APPLICATION IN DEVELOPING HISTORY AND SOCIAL SCIENCES PEDAGOGY	4

Social Science Content Area (grades of C or better required for licensure):

The following Social Science content area requirements are required. These can be taken as part of the major, liberal studies or open elective requirements:

- HST 298
- HST 299
- 3 United States History courses
- 2 Non-United States History courses
- 6 from the geography major
- Additional licensure requirements: (one course in each area required)
 - Economics (ECO 106 recommended)
 - Political Science (PSC 120 recommended)
 - Psychology (PSY 105 recommended)
 - Sociology (SOC 101 recommended)
 - Anthropology (ANT 102 recommended)

This combined degree program of the College of Liberal Arts and Social Sciences and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach Social Sciences at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1160)
Students interested in the TEACH Program should consult with the designated TEACH Program advisor in their home department.

Geography 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

GIS and Geotechnology Concentration, Geography (BA)

Course Requirements

Concentration Core

Course	Title	Quarter Hours
Select 7 courses from the following, at least one of which must be at the 300-level:		28
GEO 242	GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS	
GEO 243	EARTH OBSERVATION	
GEO 340	PLACES, HUMANITIES AND GEOGRAPHIC INFORMATION SYSTEMS	
GEO 343	EARTH OBSERVATION II	
GEO 344	GEOGRAPHIC INFORMATION SYSTEMS III: SPATIAL ANALYSIS FOR SUSTAINABILITY	
GEO 345	PROGRAMMING IN PYTHON FOR GIS	
GEO 346	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH	
GEO 347	WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB	
GEO 348	SPATIAL DATA SCIENCE	
GEO 391	STATISTICAL DATA ANALYSIS FOR GIS	

Systematic Surveys and Seminars

Course	Title	Quarter Hours
Select any two other Geography courses:		8
GEO 133	URBAN GEOGRAPHY - EXPERIENTIAL LEARNING	
GEO 172	CULTURAL GEOGRAPHY: THE NATURE-CULTURE INTERFACE	
GEO 200	SUSTAINABLE URBAN DEVELOPMENT	
GEO 201	GEOPOLITICS	
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	
GEO 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY	
GEO 219	WOMEN AND SCIENCE	
GEO 231	HISTORICAL GEOGRAPHY OF CHICAGO	
GEO 233	COMPARATIVE URBANISM	
GEO 260	GLOBALIZATION AND RESOURCES	
GEO 266	WORLD ECONOMY: STATES, MARKETS AND LABOR	
GEO 269	CULTURAL AND POLITICAL ECOLOGY	
GEO 310	GREEN INFRASTRUCTURE	
GEO 330	SUSTAINABLE URBAN TRANSPORTATION	
GEO 333	URBAN PLANNING	
GEO 334	URBAN/CITY DESIGN	
Select any Geography course in consultation with the student's adviser		

Courses not taken from those listed in the GIS and Geotechnology Concentration Core may be taken to fulfill the Systematic Surveys and Seminars requirement. All students with a Geotechnology Concentration will automatically also earn the GIS certificate.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Standard Concentration, Geography (BA)

Course Requirements

Course	Title	Quarter Hours
Choose 9 courses from the following list (at least one course must be at the 300-level):		36
GEO 133	URBAN GEOGRAPHY - EXPERIENTIAL LEARNING	
GEO 172	CULTURAL GEOGRAPHY: THE NATURE-CULTURE INTERFACE	
GEO 200	SUSTAINABLE URBAN DEVELOPMENT	
GEO 201	GEOPOLITICS	
GEO 204	RELIGIOUS GEOGRAPHY	
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	

GEO 210	INTERNATIONAL ENVIRONMENTAL CONSERVATION
GEO 211	BIOGEOGRAPHY
GEO 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY
GEO 219	WOMEN AND SCIENCE
GEO 220	OCEANOGRAPHY
GEO 225	EARTH'S CHANGING CLIMATE
GEO 231	HISTORICAL GEOGRAPHY OF CHICAGO
GEO 233	COMPARATIVE URBANISM
GEO 242	GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS
GEO 243	EARTH OBSERVATION
GEO 260	GLOBALIZATION AND RESOURCES
GEO 266	WORLD ECONOMY: STATES, MARKETS AND LABOR
GEO 269	CULTURAL AND POLITICAL ECOLOGY
GEO 299	KNOWLEDGE, PLACE AND POWER
GEO 310	GREEN INFRASTRUCTURE
GEO 316	THE EUROPEAN UNION
GEO 330	SUSTAINABLE URBAN TRANSPORTATION
GEO 333	URBAN PLANNING
GEO 334	URBAN/CITY DESIGN
GEO 339	TOPICS IN ARCHITECTURE AND URBANISM
GEO 340	PLACES, HUMANITIES AND GEOGRAPHIC INFORMATION SYSTEMS
GEO 343	EARTH OBSERVATION II
GEO 344	GEOGRAPHIC INFORMATION SYSTEMS III: SPATIAL ANALYSIS FOR SUSTAINABILITY
GEO 345	PROGRAMMING IN PYTHON FOR GIS
GEO 346/446	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH
GEO 347	WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB
GEO 348	SPATIAL DATA SCIENCE
GEO 350	WORLD OF WINE
GEO 351	GEOGRAPHY, FOOD AND JUSTICE
GEO 391	STATISTICAL DATA ANALYSIS FOR GIS
GEO 395	SEMINAR IN SELECTED TOPICS

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Urban Development and Planning Concentration, Geography (BA)

Course Requirements

Concentration Core

Course	Title	Quarter Hours
Choose 7 courses from the following (at least one must be at the 300-level):		28
GEO 133	URBAN GEOGRAPHY - EXPERIENTIAL LEARNING	
GEO 200	SUSTAINABLE URBAN DEVELOPMENT	
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	
GEO 231	HISTORICAL GEOGRAPHY OF CHICAGO	
GEO 233	COMPARATIVE URBANISM	
GEO 266	WORLD ECONOMY: STATES, MARKETS AND LABOR	
GEO 310	GREEN INFRASTRUCTURE	
GEO 330	SUSTAINABLE URBAN TRANSPORTATION	
GEO 333	URBAN PLANNING	
GEO 334	URBAN/CITY DESIGN	
GEO 339	TOPICS IN ARCHITECTURE AND URBANISM	

Methods and Techniques

Course	Title	Quarter Hours
Choose two courses from the following list:		8
GEO 242	GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS	
GEO 243	EARTH OBSERVATION	
GEO 340	PLACES, HUMANITIES AND GEOGRAPHIC INFORMATION SYSTEMS	
GEO 343	EARTH OBSERVATION II	
GEO 344	GEOGRAPHIC INFORMATION SYSTEMS III: SPATIAL ANALYSIS FOR SUSTAINABILITY	
GEO 345	PROGRAMMING IN PYTHON FOR GIS	
GEO 346	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH	
GEO 347	WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB	
GEO 348	SPATIAL DATA SCIENCE	
GEO 391	STATISTICAL DATA ANALYSIS FOR GIS	

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Geography (Minor)

In the Geography minor program you can explore spatial relationships at the local, regional, national and global scales. From learning how to apply methods such as GIS data visualization and analyses, to urban development and planning, and international environmental, geopolitical

and economic policies and processes, the five course (20 credit hour) Geography minor offers students an introduction to this dynamic and exciting discipline.

Course Requirements

- Any **five** Geography courses, selected with the approval of the student's Geography faculty advisor.

A student completing a Geography minor is eligible to simultaneously complete a GIS Certificate. No more than 2 Geography minor courses can be applied to a GIS Certificate. A student wishing to complete a Geography minor and a GIS Certificate will complete a minimum of 8 Geography courses. Please see a faculty advisor in the Department of Geography for further details.

German (BA)

The German Program at DePaul offers students an extensive background in German and Austrian culture, language, and literature, and prepares them to think and work in an increasingly globalized world. German is the most widely spoken first language in the European Union, and German-speaking countries are among the most influential engines driving culture, business, and politics today. The German-speaking world is rich and multifaceted – these are the cultures of Mozart, Goethe, Freud, Kafka, and Marx – and the study of German also explores the crucial questions of memory and history particular to the German past. A degree in German from DePaul offers a broad-based humanities education with crucial skills in reading, writing, critical thinking, and intercultural communication useful for any number of pursuits after college. Several of our German students have been awarded prestigious grants and scholarships, including multiple Fulbright grants and Congress-Bundestag Youth Exchange scholarships. Our graduates have gone on to pursue careers in government, business, the public humanities, scientific research, and education, both in the US and abroad, while others have enrolled in prestigious graduate programs in the humanities, medicine, and law.

The courses in DePaul's German program give students the opportunity to attain advanced language proficiency while studying all aspects of German literature and culture. Topics of our regular GER course offerings include:

- Language and Culture
- Film
- History and Politics
- Business
- Art and Music
- Literature
- Current Events
- Translation
- Creative Writing

Students expand upon the fundamental skills learned in the German core by choosing one of three concentrations: German Studies, German Language and Literature, or Commercial German. Many German students pair German with another major, and several courses from these double majors can potentially be double-counted with the concentrations in the German major.

The German Program offers its students two study abroad options: a long-term study abroad program to Vienna, and a short-term, human rights-oriented program in Berlin. German students are encouraged to

participate in one of these programs, both in order to grow linguistically and also to expand their cultural understanding of the German-speaking world and culture today. The German Program also has its own chapter of the German Honorary Society Delta Phi Alpha and is affiliated with the student-led organization DePaul Deutsch Club.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	48
Open Electives	60
Total hours required	192

Learning Outcomes

Students will be able to:

- Communicate in German at the Advanced Low proficiency level.
- Analyze cultural products in German and English.
- Explain features of German and its use.
- Navigate cultural differences effectively.
- Apply their language and cross-cultural skills to other domains.

College Core Requirements

Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Required ¹		4

¹ Students must earn a C- or better in this course.
² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)
• 1 Course Required

Historical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (p. 1328)
• 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)
• 2 Courses Required

Religious Dimensions (RD) (p. 1330)
• 2 Courses Required

Scientific Inquiry (SI) (p. 1332)
• 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 3 Courses Required

Notes

A student whose only major is in Modern Languages is required to complete the Capstone offered by the Department of Modern Languages (MOL). A student who is double majoring (or pursuing dual degrees) with the primary major (or primary degree) in MOL may substitute the Capstone of the secondary major or degree. An MOL major in the University Honors Program shall take only the University Honors Capstone, not both the Honors Capstone and the MOL Capstone.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Majors in German must complete a total of 12 courses (48 quarter hours), comprised of an 8-course core at the Intermediate and Advanced levels and a 4-course concentration in "German Studies," "German Language and Literature," or "Commercial German."

Core Requirements

Course	Title	Quarter Hours
GER 105	INTERMEDIATE GERMAN II	4
GER 106	INTERMEDIATE GERMAN III	4
Six 300-level GER electives		24

300-Level German Course Listings

Course	Title	Quarter Hours
GER 301	ORIGINS OF THE GERMAN LANGUAGE TO 1600	
GER 302	PLAY, PERSONALITY, AND POLITICS IN SCHILLER'S LETTERS ON ART	
GER 304	WORD-SCRIPT-STAGE-WORLD: DAS THEATER	

GER 305	COMPOSING REALITY: WRITING IN GERMAN
GER 306	THE NOVELLE
GER 307	FROM SOUND TO STRUCTURE: GERMAN POETRY
GER 308	GOETHE AND HIS ERA
GER 311	BREAKING NEWS IN THE GERMAN-SPEAKING WORLD
GER 312	GERMAN INTELLECTUAL HISTORY
GER 313	TURN OF THE CENTURY VIENNA
GER 314	BERLIN AND THE GOLDEN TWENTIES
GER 315	LITERATURE AFTER 1945 (EAST AND WEST)
GER 317	WOMEN WRITERS OF GERMAN EXPRESSION
GER 318	THE CONTEMPORARY GERMAN FILM
GER 319	MULTICULTURAL GERMANY: LITERATURE, FILM, FOOD, CULTURE
GER 320	ADVANCED COMMERCIAL GERMAN
GER 321	TRANSLATION
GER 324	ELFRIEDE JELINEK: WRITING ANGER, WRITING RESISTANCE
GER 325	KAFKA AND THE KAFKAESQUE
GER 328	GERMAN FILM SINCE 2010
GER 329	MEISTERWERKE OF GERMAN CINEMA
GER 351	GERMAN PHONOLOGY AND PHONETICS
GER 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM
GER 397	SPECIAL TOPICS IN GERMAN
GER 398	STUDY ABROAD
GER 399	INDEPENDENT STUDY

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. Majors in German should select these courses in consultation with the German Program Director and Modern Languages Staff Advisor. Students can use their open electives to pursue a double major or one or more minors.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Commercial German Concentration, German (BA) (p. 555)
- German Language and Literature Concentration, German (BA) (p. 556)
- German Studies Concentration, German (BA) (p. 557)

In addition to the German core courses, German majors must choose one of these three concentrations. Each of these concentrations allows German majors to develop their broad intercultural communicative skills through a rigorous interdisciplinary education tailored to their academic and professional interests. While the course listings for each concentration are not exhaustive, they represent a substantial sampling of courses from around the university that could be applied toward the respective concentrations. Students are encouraged to meet with the German Program Director and the MOL staff advisor upon declaration of

the major and concentration in order to discuss elective course options for whichever concentration they choose. Other relevant courses may count as electives for the concentrations below with consultation/permission of the German Program Director.

Commercial German Concentration, German (BA)

Students choosing the Commercial German concentration are interested in complementing their advanced intercultural language study with a foundation in international business skills. The bridge courses in the concentration (GER 320 and MGT 300) integrate students' knowledge across disciplines, and the two additional electives in the concentration (chosen from the list of MGT courses below) allow them to further explore their area of interest in business management.

After declaring the German major with the Commercial concentration, students should meet with the German Program Director, who will work together with advisors in the College of Business to ensure that students are maximizing opportunities to double count their chosen concentration courses (when possible) in order to efficiently achieve their postgraduate career goals.

Course Requirements (8 quarter hours)

Course	Title	Quarter Hours
GER 320	ADVANCED COMMERCIAL GERMAN	4
MGT 300	PRINCIPLES OF MANAGEMENT	4

Electives (8 quarter hours)

Course	Title	Quarter Hours
MGT 302	ORGANIZATIONAL BEHAVIOR	
MGT 307	HUMAN RESOURCES MANAGEMENT	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 355	NEGOTIATIONS	
MGT 357	INTERNATIONAL BUSINESS	
MGT 360	LEADERSHIP	
MGT 361	ORGANIZATIONAL CHANGE AND CONSULTING	
MGT 373	CREATIVITY & ENTREPRENEURSHIP	

MGT 300 is a prerequisite for MGT 302, MGT 354, MGT 355, MGT 360, MGT 361, and MGT 373.

German 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year’s worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law’s online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant’s third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program. In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law’s median LSAT and GPA are the most likely candidates for larger

merit scholarships. College of Law students are not eligible for the Double Demon discount.

German Language and Literature Concentration, German (BA)

Students choosing the Language and Literature concentration will likely fall into one of two categories:

- Students who choose to complete a majority, if not all, of their coursework in the German language and through German program offerings (i.e. courses with the “GER” designation), which are largely culture-, literature-, history-, and film-oriented.
- Students who have an academic or professional interest in the structures and mechanics of language, along with questions of second language acquisition and cognition. The “Language” part of this concentration allows students to take elective courses in Linguistics and/or Second Language Acquisition from departments and programs around the university.

After declaring the German major with the Language and Literature concentration, students should meet with the German Program Director to discuss which of these two pathways best fits their interests and academic/postgraduate goals.

Electives (16 quarter hours)

One additional GER 300-level elective - choose from GER 330, 331, 332, or 321

and

3 courses from MOL, GER, or affiliated departments, from the list below.

Course	Title	Quarter Hours
Select 4 courses of the following:		16
ANT 106	LANGUAGE AND CULTURE	
ANT 317	LANGUAGE, POWER AND IDENTITY	
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	
BBE 304	LANGUAGE, LITERACY AND CULTURE	
BBE 307	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	
BBE 310	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	
BBE 316	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	
BBE 320	ANALYZING RESEARCH ON IDENTITY, CULTURE & LANGUAGE EDUCATION	
BBE 325	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	
BBE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	
BBE 366	FIRST AND SECOND LANGUAGE ACQUISITION	
BBE 370	LANGUAGE, LITERACIES AND CULTURES	
CMN 101	INTRODUCTION TO HUMAN COMMUNICATION	

CMN 103	INTERCULTURAL COMMUNICATION
CMNS 211	INTERPERSONAL COMMUNICATION
CMNS 308	TOPICS IN INTERCULTURAL COMMUNICATION
CMNS 311	TOPICS IN RELATIONAL COMMUNICATION
CMNS 320	DECEPTIVE COMMUNICATION
CMNS 328	HISTORY OF RHETORIC AND COMMUNICATION
CMNS 333	CULTURES IN CONVERSATION
CMNS 341	COMMUNICATION NETWORKS IN A DIGITAL AGE
CMNS 361	GENDER AND COMMUNICATION
CSC 344	AUTOMATA THEORY AND FORMAL GRAMMARS
ECE 307	LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (BIRTH TO 8)
ECE 312	BILINGUAL THEORY IN EARLY CHILDHOOD DEVELOPMENT
ECE 325	SECOND LANGUAGE ACQUISITION AND EARLY LITERACY DEVELOPMENT
ENG 370	HISTORY OF THE ENGLISH LANGUAGE
GER 272E	WORKING THROUGH THE PAST: MEMORY AND MEMORIAL IN GERMANY AND THE U.S.
GER 274E	REVOLUTION ON THE STAGE: BERLIN, EPIC THEATER, AND THE 20TH CENTURY
GER 277E	COFFEEHOUSES AND CULTURE IN TURN OF THE CENTURY VIENNA
GER 278E	MAKING GRIMMS' FAIRY TALES
GER 301	ORIGINS OF THE GERMAN LANGUAGE TO 1600
GER 302	PLAY, PERSONALITY, AND POLITICS IN SCHILLER'S LETTERS ON ART
GER 304	WORD-SCRIPT-STAGE-WORLD: DAS THEATER
GER 305	COMPOSING REALITY: WRITING IN GERMAN
GER 306	THE NOVELLE
GER 307	FROM SOUND TO STRUCTURE: GERMAN POETRY
GER 308	GOETHE AND HIS ERA
GER 311	BREAKING NEWS IN THE GERMAN-SPEAKING WORLD
GER 312	GERMAN INTELLECTUAL HISTORY
GER 313	TURN OF THE CENTURY VIENNA
GER 314	BERLIN AND THE GOLDEN TWENTIES
GER 315	LITERATURE AFTER 1945 (EAST AND WEST)
GER 317	WOMEN WRITERS OF GERMAN EXPRESSION
GER 319	MULTICULTURAL GERMANY: LITERATURE, FILM, FOOD, CULTURE
GER 320	ADVANCED COMMERCIAL GERMAN
GER 321	TRANSLATION
GER 329	MEISTERWERKE OF GERMAN CINEMA

GER 351	GERMAN PHONOLOGY AND PHONETICS
GER 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM
GER 397	SPECIAL TOPICS IN GERMAN
GER 398	STUDY ABROAD
MOL 349	TEACHING MODERN LANGUAGES
MOL 350	METHODS OF TEACHING MODERN LANGUAGES IN THE ELEMENTARY SCHOOL
MOL 354	THEORETICAL FOUNDATIONS/CURRENT RESEARCH SECOND/FOREIGN LANGUAGE ACQUISITION
MOL 356	PSYCHOLINGUISTICS
MOL 357	TEACHING CULTURE IN THE FOREIGN LANGUAGE CLASSROOM
NEU 201	INTRODUCTION TO NEUROSCIENCE
PHL 282	SYMBOLIC LOGIC I
PHL 283	SYMBOLIC LOGIC II
PHL 322	PHILOSOPHY OF LANGUAGE
PSY 360	THEORIES OF LEARNING AND COGNITION
PSY 379	COGNITIVE NEUROSCIENCE
WLE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE
WLE 349	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12
WLE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION
WLE 370	LANGUAGE, LITERACIES AND CULTURES
WRD 264	LANGUAGE, SELF AND SOCIETY
WRD 330	LANGUAGE AND LINGUISTICS
WRD 362	SEMIOTICS

German Studies Concentration, German (BA)

Students who choose the German Studies concentration will have tremendous flexibility in building their own cluster of courses to align with a particular facet of German, based on their academic interests or intended career path. In the case of double majors, the German Studies concentration allows students to meaningfully align their two programs of study so that one complements the other, with the concentration courses potentially double-counting between both majors. Students with German as a secondary major may also be able to double-count their Studies concentration courses with courses taken for the learning domains.

After declaring the German major with the Studies concentration, students should meet with the German Program Director to discuss ideas and options for crafting a tailor-made German Studies concentration that best fits their college and post-graduate goals.

Electives (16 quarter hours)

One additional GER 300-level elective - choose from GER 330, 331, 332, or 321 and

3 courses from MOL, GER, or affiliated departments, from the list below.
No more than two of the four courses shall be taken in the same department unless German Program Director permission is secured.

Course	Title	Quarter Hours
Select 4 courses from the following:		16
ANT 220	CULTURES OF EUROPE	
ANT 317	LANGUAGE, POWER AND IDENTITY	
ANT 342	ANTHROPOLOGY OF FOOD MOVEMENTS AND PRACTICES	
ANT 374	ANTHROPOLOGY AND MUSEUMS	
ANT 382	HERITAGE DISPLAYS AND MUSEUMS	
ENG 379	TOPICS IN LITERATURE	
GER 272E	WORKING THROUGH THE PAST: MEMORY AND MEMORIAL IN GERMANY AND THE U.S.	
GER 274E	REVOLUTION ON THE STAGE: BERLIN, EPIC THEATER, AND THE 20TH CENTURY	
GER 277E	COFFEEHOUSES AND CULTURE IN TURN OF THE CENTURY VIENNA	
GER 278E	MAKING GRIMMS' FAIRY TALES	
GER 301	ORIGINS OF THE GERMAN LANGUAGE TO 1600	
GER 302	PLAY, PERSONALITY, AND POLITICS IN SCHILLER'S LETTERS ON ART	
GER 304	WORD-SCRIPT-STAGE-WORLD: DAS THEATER	
GER 305	COMPOSING REALITY: WRITING IN GERMAN	
GER 306	THE NOVELLE	
GER 307	FROM SOUND TO STRUCTURE: GERMAN POETRY	
GER 308	GOETHE AND HIS ERA	
GER 311	BREAKING NEWS IN THE GERMAN-SPEAKING WORLD	
GER 312	GERMAN INTELLECTUAL HISTORY	
GER 313	TURN OF THE CENTURY VIENNA	
GER 314	BERLIN AND THE GOLDEN TWENTIES	
GER 315	LITERATURE AFTER 1945 (EAST AND WEST)	
GER 317	WOMEN WRITERS OF GERMAN EXPRESSION	
GER 319	MULTICULTURAL GERMANY: LITERATURE, FILM, FOOD, CULTURE	
GER 320	ADVANCED COMMERCIAL GERMAN	
GER 321	TRANSLATION	
GER 329	MEISTERWERKE OF GERMAN CINEMA	
GER 351	GERMAN PHONOLOGY AND PHONETICS	
GER 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM	
GER 397	SPECIAL TOPICS IN GERMAN	
GER 398	STUDY ABROAD	
HAA 236	NORTHERN RENAISSANCE ART	
HAA 240	ART FROM 1900-1945	

HAA 391	THE EVOLVING MUSEUM: HISTORIES AND CONTEMPORARY CHALLENGES
HST 217	THE VIKINGS: MEDIEVAL AMBASSADORS OF TERROR, TRADE AND MULTICULTURALISM
HST 222	MODERN GERMANY, 1870-PRESENT
HST 250	ORIGINS OF THE SECOND WORLD WAR, 1914 - 1941
HST 256	AXIS AND ALLIES: THE SECOND WORLD WAR
HST 269	MUSEUMS, MATERIAL CULTURE AND MEMORY: INTRODUCTION TO PUBLIC HISTORY
HST 272	FASCISM AND COUNTER REVOLUTION
HST 330	TOPICS IN EUROPEAN HISTORY
HST 349	THE HOLOCAUST
INT 317	READING MARX'S CAPITAL
INT 322	INTERNATIONAL ENVIRONMENTAL JUSTICE AND LAW
INT 362	LANGUAGE AND THE POLITICS OF TERROR
PHL 296	KANT & 19TH CENTURY PHILOSOPHY
PHL 322	PHILOSOPHY OF LANGUAGE
PHL 325	BASIC CONCEPTS OF PHENOMENOLOGY
PHL 368	GERMAN IDEALISM
PHL 370	HEGEL
PHL 372	MARX
PHL 380	SELECTED FIGURES AND TEXTS
PSC 249	TOPICS IN INTERNATIONAL RELATIONS
PSC 250	EUROPEAN POLITICS
PSC 281	MODEL UN
PSC 331	CONTEMPORARY POLITICAL THOUGHT
PSC 333	MARXISM
PSC 340	THE EUROPEAN UNION
REL 108	JUDAISM IN HISTORY: FROM 1492 TO PRESENT
REL 109	JEWISH RELIGIOUS WORLDS
REL 268	MODERN JUDAISM

German (MA)

The MA program in German provides students a customizable, flexible curriculum to develop advanced linguistic and cultural expertise in a language and to apply that expertise in the disciplinary or professional contexts of their choice. Whether in the "global village" of today's world or in multi-ethnic communities such as Chicago, this advanced expertise is an increasingly valuable personal and professional asset, requiring appropriate training and credentials. The MA program especially seeks to serve adult professionals (government employees, social workers, healthcare providers, business people, or certified K-12 teachers) whose careers require this applied expertise.

The MA in German may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the

certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- German + Digital Humanities Certificate
- German + Teaching English to Speakers of Other Languages (TESOL) Certificate
- German + Translation and Interpreting Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of paragraph length; although these narrations and descriptions tend to be handled separately rather than interwoven.
- Use communicative strategies such as rephrasing and circumlocution, and contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- Combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.
- Listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.
- Understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).

Degree Requirements

Course Requirements

The curriculum of the MA in German consists of twelve courses (48 quarter credit hours), divided into two parts:

1. A core curriculum of three required courses (12 quarter credit hours), and
2. Nine courses (36 quarter credit hours) in the language area. All courses in the language area must be courses taught in the target language of the student's program (i.e. courses with prefixes GER). In exceptional cases, with the approval of the student's advisor and the director of the graduate program, a student may count one or two courses taught in English from allied fields (such as art history, economics, education, geography, health sciences, management, philosophy, political science, religion, sociology, etc.) among the nine "language area" courses in the student's program.

Core Curriculum

The core curriculum consists of the following three courses:

Course	Title	Quarter Hours
MOL 401	PROFESSIONAL FOUNDATIONS	4
MOL 402	LANGUAGE, SELF AND SOCIETY	4
MOL 496	MAMOL CAPSTONE	4

In addition, all 300-level language courses are offered simultaneously as 400-level electives to complete the MA program. The 400-level courses have additional requirements.

Additional Requirements

Additional requirements include:

- Portfolio

The portfolio (completed while enrolled in MOL 496) consists of a compilation and critical assessment of select work done throughout the program and a capstone project. Capstone projects may include a community service experience, internship, performance or creative work, teaching portfolio, thesis, or translation.

Graduation Grade Point Average Requirement

In order to graduate from the program, students must complete all program requirements with a minimum GPA of 3.000.

Thesis Option

A thesis option will be available for students who attain a GPA of at least 3.7 in the program after completing 24 credit hours of coursework.

Student Handbook

Students in a graduate program offered through Modern Languages follow the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in a Modern Language graduate program.

Language Proficiency for Admission

In order to be eligible for admission to a Modern Language graduate program a student must have successfully completed at least 20 quarter credit hours (or the equivalent in semester credit hours) of advanced college-level coursework in the language (this is the equivalent of an undergraduate "minor" at most colleges or universities in the United States).

Students who lack 20 quarter credit hours (or the equivalent in semester credit hours) of coursework must demonstrate proficiency in the language by attaining a rating of at least "Intermediate High" on two standardized tests from the American Council on the Teaching of Foreign Languages (ACTFL): the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT).

Transfer Credit

Students may apply ("transfer") toward their MA programs in Modern Languages no more than eight quarter hours of graduate-level credit completed at another college or university, with approval from the departmental director of graduate programs. Students may not transfer credits already used to satisfy the degree requirements of any program at another college or university.

Students seeking to apply "transfer" credit toward their MA programs in Modern Languages must complete the college transfer request form.

Graduation with Distinction

Students from the MA programs in Modern Languages earn their degrees “with distinction” if they graduate with a cumulative grade point average (GPA) of 4.0 (on a scale where 4.0=A). To verify eligibility, students and their faculty advisors should contact the departmental advisor and the departmental director of graduate studies before the deadline to apply for graduation.

German (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + German (MA)

Admission to this combined Master of Arts program is based on a minimum level of language proficiency (ACTFL rating of "Intermediate High") rather than on prior coursework. Therefore, it is open to students with any undergraduate majors with the accompanying language ability. The program is designed to prepare students for advanced use of their linguistic skills in any area of professional interest (from business, government, and education to further graduate study).

The program requires 48 quarter hour credits of coursework. This coursework consists of:

- 1) 12-quarter hour credits of required courses:

Course	Title	Quarter Hours
MOL 401	PROFESSIONAL FOUNDATIONS	4
MOL 402	LANGUAGE, SELF AND SOCIETY	4
MOL 496	MAMOL CAPSTONE	4

German (Minor)

The German minor at DePaul University provides students with a linguistic and cultural background, develops their creative and critical thinking skills, and helps to prepare them for citizenship in a multilingual world.

The minor consists of a total of 5 courses in German language: GER 105, GER 106, and three 300-level electives. Courses taught in English (GER 272E, GER 274E, GER 277E, GER 278E) will not be counted toward this minor unless Program Director permission is secured.

Students majoring in German (BA) or minoring in German Studies are restricted from earning this minor.

German Studies (Minor)

The German Studies minor offers a basic proficiency in the German language along with a more in-depth exploration of the cultural landscape and history of German-speaking nations.

Course Requirements

- Three quarters of college-level German language (at any level).
- HST 222
- Four additional courses associated with the German-speaking world, chosen in consultation with the German Program Advisor from the list of German Studies Allied Courses below. Please note that while this list of courses is extensive, it is not exhaustive. Other courses not listed here could also be included in the German Studies minor after approval by the German Program Director.

German Studies Allied Course List

Anthropology

Course	Title	Quarter Hours
ANT 106	LANGUAGE AND CULTURE	
ANT 220	CULTURES OF EUROPE	
ANT 317	LANGUAGE, POWER AND IDENTITY	
ANT 342	ANTHROPOLOGY OF FOOD MOVEMENTS AND PRACTICES	
ANT 374	ANTHROPOLOGY AND MUSEUMS	
ANT 382	HERITAGE DISPLAYS AND MUSEUMS	

Art and Architecture, History of

Course	Title	Quarter Hours
HAA 236	NORTHERN RENAISSANCE ART	
HAA 240	ART FROM 1900-1945	
HAA 391	THE EVOLVING MUSEUM: HISTORIES AND CONTEMPORARY CHALLENGES	

English

Course	Title	Quarter Hours
ENG 379	TOPICS IN LITERATURE	

German

Course	Title	Quarter Hours
GER 272E	WORKING THROUGH THE PAST: MEMORY AND MEMORIAL IN GERMANY AND THE U.S.	
GER 274E	REVOLUTION ON THE STAGE: BERLIN, EPIC THEATER, AND THE 20TH CENTURY	
GER 277E	COFFEEHOUSES AND CULTURE IN TURN OF THE CENTURY VIENNA	
GER 278E	MAKING GRIMMS' FAIRY TALES	
GER 301	ORIGINS OF THE GERMAN LANGUAGE TO 1600	
GER 302	PLAY, PERSONALITY, AND POLITICS IN SCHILLER'S LETTERS ON ART	
GER 304	WORD-SCRIPT-STAGE-WORLD: DAS THEATER	
GER 305	COMPOSING REALITY: WRITING IN GERMAN	
GER 306	THE NOVELLE	
GER 307	FROM SOUND TO STRUCTURE: GERMAN POETRY	

GER 308	GOETHE AND HIS ERA
GER 311	BREAKING NEWS IN THE GERMAN-SPEAKING WORLD
GER 312	GERMAN INTELLECTUAL HISTORY
GER 313	TURN OF THE CENTURY VIENNA
GER 314	BERLIN AND THE GOLDEN TWENTIES
GER 315	LITERATURE AFTER 1945 (EAST AND WEST)
GER 317	WOMEN WRITERS OF GERMAN EXPRESSION
GER 319	MULTICULTURAL GERMANY: LITERATURE, FILM, FOOD, CULTURE
GER 320	ADVANCED COMMERCIAL GERMAN
GER 321	TRANSLATION
GER 329	MEISTERWERKE OF GERMAN CINEMA
GER 351	GERMAN PHONOLOGY AND PHONETICS
GER 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM
GER 397	SPECIAL TOPICS IN GERMAN
GER 398	STUDY ABROAD

History

Course	Title	Quarter Hours
HST 217	THE VIKINGS: MEDIEVAL AMBASSADORS OF TERROR, TRADE AND MULTICULTURALISM	
HST 222	MODERN GERMANY, 1870-PRESENT	
HST 250	ORIGINS OF THE SECOND WORLD WAR, 1914 - 1941	
HST 256	AXIS AND ALLIES: THE SECOND WORLD WAR	
HST 269	MUSEUMS, MATERIAL CULTURE AND MEMORY: INTRODUCTION TO PUBLIC HISTORY	
HST 272	FASCISM AND COUNTER REVOLUTION	
HST 330	TOPICS IN EUROPEAN HISTORY (Germany in the Twentieth Century)	
HST 349	THE HOLOCAUST	

International Studies

Course	Title	Quarter Hours
INT 317	READING MARX'S CAPITAL	
INT 322	INTERNATIONAL ENVIRONMENTAL JUSTICE AND LAW	
INT 362	LANGUAGE AND THE POLITICS OF TERROR	

Philosophy

Course	Title	Quarter Hours
PHL 282	SYMBOLIC LOGIC I	
PHL 283	SYMBOLIC LOGIC II	
PHL 296	KANT & 19TH CENTURY PHILOSOPHY	
PHL 322	PHILOSOPHY OF LANGUAGE	

PHL 325	BASIC CONCEPTS OF PHENOMENOLOGY
PHL 368	GERMAN IDEALISM
PHL 370	HEGEL
PHL 372	MARX
PHL 380	SELECTED FIGURES AND TEXTS

Political Science

Course	Title	Quarter Hours
PSC 249	TOPICS IN INTERNATIONAL RELATIONS	
PSC 250	EUROPEAN POLITICS	
PSC 281	MODEL UN	
PSC 331	CONTEMPORARY POLITICAL THOUGHT	
PSC 333	MARXISM	
PSC 340	THE EUROPEAN UNION	

Psychology

Course	Title	Quarter Hours
PSY 360	THEORIES OF LEARNING AND COGNITION	

Religious Studies

Course	Title	Quarter Hours
REL 108	JUDAISM IN HISTORY: FROM 1492 TO PRESENT	
REL 109	JEWISH RELIGIOUS WORLDS	
REL 268	MODERN JUDAISM	

Writing, Rhetoric, and Discourse

Course	Title	Quarter Hours
WRD 264	LANGUAGE, SELF AND SOCIETY	
WRD 330	LANGUAGE AND LINGUISTICS	

Students majoring in German (BA) or minoring in German are restricted from earning this minor.

Global Educational Leadership Online (PhD)

The Doctor of Philosophy of Education (PhD) in Global Educational Leadership is a fully online doctoral program that engages educators in examining global leadership and global education from social justice and critical democracy perspectives. Students engage in rigorous inquiry and analysis of the globalization of policy, pedagogy, and practice in different contexts. The Global Educational Leadership PhD terminates in a comprehensive dissertation of original research.

The Doctor of Philosophy (PhD) in Global Educational leadership consists of three concentrations: Standard, International Baccalaureate (IB) Leadership Practices, and Global Catholic Educational Leadership. These three concentrations support candidates working in a variety of environments. The Standard Concentration provides candidates preparation to engage in leadership positions within any educational context. The IB concentration offers candidates the opportunity to earn the International Baccalaureate Leadership Practices Education Certificate from the International Baccalaureate Organization along with the PhD degree. Candidates in this program are then equipped

to lead IB schools or organizations. Candidates in the Global Catholic concentration are equipped to lead within Catholic organizations across the globe.

The program's schedule allows students to attend full-time or part-time. Graduates of the program may wish to enter into a new career or strengthen their knowledgebase for their current position. Career options may include leadership positions in PK-12 or related fields in education agencies, faculty positions in higher education, leaders in Catholic educational organizations, International Baccalaureate organizations, or other educational institutions.

Concentrations

Standard

The Global Educational Leadership Standard Concentration provides theoretical and practical knowledge in global education leadership, informed by theory and the experience of successful school leaders. This program engages students in rigorous study of practices of leadership within educational or other cultural organizations that have an international dimension as students work toward a dissertation of original research.

International Baccalaureate Leadership Practices

The Global Educational leadership with a focus on International Baccalaureate leadership provides a focus on leadership within the context of International Baccalaureate schools as students work toward a dissertation of original research. This program of study includes coursework meeting the requirements of IB leadership practices from the International Baccalaureate Organization (IBO).

Global Catholic Educational Leadership

The Global Catholic Educational Leadership concentration provides students a focus on Catholic context of global educational leadership as they work toward a dissertation of original research. Candidates in the Global Catholic Leadership concentration will be prepared for leadership in Catholic educational institutions at all levels, grounded in the philosophy and theology of Catholic education and the research needed to be an agent of transformation in a Catholic educational.

Program Requirements	Quarter Hours
Degree Requirements	80
Total hours required	80

Standard Concentration

Students will be able to:

- Facilitate, develop, and implement a shared notion of learning and curriculum from input of all stakeholders.
- Identify, understand, and apply relevant theory to create a professional learning community of growth for all stakeholders.
- Understand, utilize, and assess processes and policies for procedures with respect to efficient operations and management.
- Identify, understand, and apply legal standards to prevent, mitigate, and redress harm to all stakeholders.
- Understand, implement, and evaluate all practices to ensure success of all students through integrity and fairness.
- Demonstrate the ability to design and conduct original research in their chosen fields of concentration.

- Apply a rich knowledge base to analyze global leadership practices with a focus on global minded education.
- Engage in critical study and discourse of global educational policy and practices.

Catholic Concentration

Students will be able to:

- Facilitate, develop, and implement a shared notion of learning and curriculum from input of all stakeholders.
- Identify, understand, and apply relevant theory to create a professional learning community of growth for all stakeholders.
- Understand, utilize, and assess processes and policies for procedures with respect to efficient operations and management.
- Identify, understand, and apply legal standards to prevent, mitigate, and redress harm to all stakeholders.
- Understand, implement, and evaluate all practices to ensure success of all students through integrity and fairness.
- Demonstrate the ability to design and conduct original research in their chosen fields of concentration.
- Understand and apply Catholic social teachings within the context of leadership practices from a global lens
- Expand perspective and take action as an ally and activist for Catholic educational reform and social justice.

International Baccalaureate Leadership

Students will be able to:

- Facilitate, develop, and implement a shared notion of learning and curriculum from input of all stakeholders.
- Identify, understand, and apply relevant theory to create a professional learning community of growth for all stakeholders.
- Understand, utilize, and assess processes and policies for procedures with respect to efficient operations and management.
- Identify, understand, and apply legal standards to prevent, mitigate, and redress harm to all stakeholders.
- Understand, implement, and evaluate all practices to ensure success of all students through integrity and fairness.
- Demonstrate the ability to design and conduct original research in their chosen fields of concentration.
- Apply the practices and principles to serve as leader within an IB school
- Demonstrate the habits of mind and leadership which are the foundation of the IB school
- Engage in research and analysis of current contexts of International Baccalaureate educational practices.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

PhD Degree Requirements

Specific degree requirements are determined according to the concentration chosen by the student. Doctorate of Philosophy (PhD) concentrations are available in Standard Concentration, International Baccalaureate, and Global Catholic.

Please review the concentration requirements pages for more information.

Please note: a dissertation of original research is completed for all Global Educational Leadership PhD concentrations in conjunction with faculty advisement. Preparation for the writing of the dissertation includes a Candidacy Paper and Dissertation Proposal. Oral examination for Candidacy, Dissertation Proposal and Dissertation are required. Consult the Doctoral Program Handbook for additional information.

Academic Standards

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements and major requirements, students are required to choose one of the following:

- Global Catholic Educational Leadership, Global Educational Leadership (PhD) (p. 563)
- Global Educational Leadership with International Baccalaureate, Global Educational Leadership (PhD) (p. 564)
- Global Educational Leadership, Global Educational Leadership (PhD) (p. 565)

Global Catholic Educational Leadership, Global Educational Leadership (PhD)

Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 843	THE POLITICS OF SCHOOLING	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
BBE 699	LEADERSHIP IN EDUCATING CULTURALLY DIVERSE LEARNERS	4
SCG 627	GLOBAL ISSUES IN EDUCATION SEMINAR	4

CS 694	CURRICULUM 2.0: CURRICULUM FOR LEARNING IN GLOBAL NETWORKS	4
SCG 711	CULTURE, POWER AND EDUCATION	4

Research Courses: 28 quarter hours required

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
SCG 785	FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH	4
SCG 735	QUANTITATIVE RESEARCH METHODS I	4
SCG 745	QUALITATIVE RESEARCH METHODS I	4
SCG 755	QUANTITATIVE RESEARCH METHODS II	4
SCG 765	QUALITATIVE RESEARCH METHODS II	4
A&S 705	DISSERTATION SEMINAR	4

Elective Requirement: 4 quarter hours required

Course	Title	Quarter Hours
One elective (4 quarter hours) from the following list:		4
Any doctoral course (700 or above) for which the student qualifies		
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES	
VCE 510	HUMAN GEOGRAPHY AND COMMUNITIES STUDIES	
VCE 511	VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE, AND POWER	
VCE 520	HUMAN REVOLUTION IN SCHOOLS AND SOCIETY	
VCE 531	HUMAN EDUCATION AND THE POETIC SPIRIT	
VCE 532	DAISAKU IKEDA'S PHILOSOPHY AND PRACTICE OF DIALOGUE	
VCE 533	PEACEBUILDING AND EDUCATION	
VCE 540	THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION	
VCE 550	EDUCATION FOR GLOBAL CITIZENSHIP	
VCE 560	DIALOGUE AND EDUCATION	
VCE 570	IKEDA/SOKA STUDIES IN EDUCATION	
VCE 580	VALUE CREATION IN APPLICATION (LOCAL AND GLOBAL CONTEXTS)	
Other options need to be approved by the Doctoral Program		

Concentration Courses: 16 quarter hours required

Course	Title	Quarter Hours
A&S 671	SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS	4
CS 786	CURRICULUM AND PROGRAM DESIGN IN CATHOLIC SCHOOLS	4

A&S 805	CATHOLIC LEADERSHIP THEORY AND PRACTICE	4
A&S 670	HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC EDUCATION	4

Candidacy Course: non-credit, non-tuition

Course	Title	Quarter Hours
A&S 706	CANDIDACY PAPER	0

Dissertation Courses: 8 quarter hours required

Course	Title	Quarter Hours
A&S 849	SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT	4
A&S 859	INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP	4

Global Educational Leadership with International Baccalaureate, Global Educational Leadership (PhD)

Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 843	THE POLITICS OF SCHOOLING	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
BBE 699	LEADERSHIP IN EDUCATING CULTURALLY DIVERSE LEARNERS	4
SCG 627	GLOBAL ISSUES IN EDUCATION SEMINAR	4
CS 694	CURRICULUM 2.0: CURRICULUM FOR LEARNING IN GLOBAL NETWORKS	4
SCG 711	CULTURE, POWER AND EDUCATION	4

Research Courses: 28 quarter hours required

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
SCG 785	FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH	4
SCG 735	QUANTITATIVE RESEARCH METHODS I	4
SCG 745	QUALITATIVE RESEARCH METHODS I	4
SCG 755	QUANTITATIVE RESEARCH METHODS II	4

SCG 765	QUALITATIVE RESEARCH METHODS II	4
A&S 705	DISSERTATION SEMINAR	4

Elective Requirement: 4 quarter hours required

Course	Title	Quarter Hours
One elective (4 quarter hours) from the following list:		4
Any doctoral course (700 or above) for which the student qualifies		
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES	
VCE 510	HUMAN GEOGRAPHY AND COMMUNITIES STUDIES	
VCE 511	VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE, AND POWER	
VCE 520	HUMAN REVOLUTION IN SCHOOLS AND SOCIETY	
VCE 531	HUMAN EDUCATION AND THE POETIC SPIRIT	
VCE 532	DAISAKU IKEDA'S PHILOSOPHY AND PRACTICE OF DIALOGUE	
VCE 533	PEACEBUILDING AND EDUCATION	
VCE 540	THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION	
VCE 550	EDUCATION FOR GLOBAL CITIZENSHIP	
VCE 560	DIALOGUE AND EDUCATION	
VCE 570	IKEDA/SOKA STUDIES IN EDUCATION	
VCE 580	VALUE CREATION IN APPLICATION (LOCAL AND GLOBAL CONTEXTS)	
Other options need to be approved by the Doctoral Program.		

Concentration Courses: 16 quarter hours required

Course	Title	Quarter Hours
A&S 672	INTERNATIONAL BACCALAUREATE LEADERSHIP IN SCHOOLS	4
CS 785	CURRICULUM AND PROGRAM DESIGN IN INTERNATIONAL BACCALAUREATE	4
A&S 804	INTERNATIONAL BACCALAUREATE LEADERSHIP THEORY AND PRACTICE	4
A&S 673	THE HISTORY, PHILOSOPHY OF INTERNATIONAL BACCALAUREATE EDUCATION	4

Candidacy Course: non-credit, non-tuition

Course	Title	Quarter Hours
A&S 706	CANDIDACY PAPER	0

Dissertation Courses: 8 quarter hours required

Course	Title	Quarter Hours
A&S 849	SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT	4
A&S 859	INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP	4

Global Educational Leadership, Global Educational Leadership (PhD)

Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 843	THE POLITICS OF SCHOOLING	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
BBE 699	LEADERSHIP IN EDUCATING CULTURALLY DIVERSE LEARNERS	4
SCG 627	GLOBAL ISSUES IN EDUCATION SEMINAR	4
CS 694	CURRICULUM 2.0: CURRICULUM FOR LEARNING IN GLOBAL NETWORKS	4
SCG 711	CULTURE, POWER AND EDUCATION	4

Research Courses: 28 quarter hours required

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
SCG 785	FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH	4
SCG 735	QUANTITATIVE RESEARCH METHODS I	4
SCG 745	QUALITATIVE RESEARCH METHODS I	4
SCG 755	QUANTITATIVE RESEARCH METHODS II	4
SCG 765	QUALITATIVE RESEARCH METHODS II	4
A&S 705	DISSERTATION SEMINAR	4

Elective Requirement: 4 quarter hours required

Course	Title	Quarter Hours
One elective (4 quarter hours) from the following list:		4
Any doctoral course (700 or above) for which the student qualifies		
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	
CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES	

VCE 510	HUMAN GEOGRAPHY AND COMMUNITIES STUDIES
VCE 511	VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE, AND POWER
VCE 520	HUMAN REVOLUTION IN SCHOOLS AND SOCIETY
VCE 531	HUMAN EDUCATION AND THE POETIC SPIRIT
VCE 532	DAISAKU IKEDA'S PHILOSOPHY AND PRACTICE OF DIALOGUE
VCE 533	PEACEBUILDING AND EDUCATION
VCE 540	THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION
VCE 550	EDUCATION FOR GLOBAL CITIZENSHIP
VCE 560	DIALOGUE AND EDUCATION
VCE 570	IKEDA/SOKA STUDIES IN EDUCATION
VCE 580	VALUE CREATION IN APPLICATION (LOCAL AND GLOBAL CONTEXTS)

Other options need to be approved by the Doctoral Program.

Concentration Courses: 16 quarter hours required

Course	Title	Quarter Hours
CS 784	CURRICULUM AND PROGRAM DESIGN	4
A&S 801	LEADERSHIP: THEORY AND PRACTICE	4
A&S 696	WORKSHOP IN EDUCATIONAL LEADERSHIP	4
A&S 688	SERVICE LEARNING FOR HIGHER EDUCATION	4

Candidacy Course: non-credit, non-tuition

Course	Title	Quarter Hours
A&S 706	CANDIDACY PAPER	0

Dissertation Courses: 8 quarter hours required

Course	Title	Quarter Hours
A&S 849	SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT	4
A&S 859	INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP	4

Global Fluency Certificate

DePaul University provides a wide array of opportunities for students to be exposed to global, international, intercultural issues, through curricular and co-curricular offerings. The Global Fluency Certificate is offered to officially recognize undergraduate students who elect to pursue a global emphasis in their studies. Any undergraduate student is eligible to obtain the Global Fluency Certificate, which will be recorded on transcripts, if they satisfy ALL of the requirements below:

1. Language Proficiency: Proficiency (beginning) in a language other than English that can be satisfied by successfully completing with a C or better language courses up to 103 (i.e. one year of a foreign

language) or by taking an assessment test, administered by the Modern Languages Department.

2. Completion of one global experiential component among:
 - a. Study abroad
 - b. Global Learning Experience (GLE)
 - c. International Campus Ministry service trip
 - d. Global Brigades trip
 - e. International Internship
3. Successful completion of 4 globally themed courses: At least 4 (four) GL tagged courses, excluding those that satisfy either 1 or 2, with at least 2 (two) that do not count toward requirements of the student's major (outside of the Liberal Studies Program). These courses are identified in the Class Search and Enroll function in Campus Connect.
4. Overall GPA of 2.67 or better.

A student wishing to complete the Global Fluency Certificate should apply using the following webform (<https://offices.depaul.edu/university-registrar/about/Pages/Global-Fluency-Certificate-Application.aspx>). For more information, please contact globalfluency@depaul.edu.

Global Health Certificate

The Certificate in Global Health prepares professionals to work collaboratively with communities to prioritize and investigate health concerns to achieve lasting social change, and foster health equity to promote the health and well-being of populations in diverse global contexts. The four-course certificate trains students in key aspects of global health, using a multidisciplinary approach to analyze the underlying determinants of health, the relationship between public health and development, and public health practice.

Course Requirements

Required Courses (3 Courses, 12 Credit Hours)

Course	Title	Quarter Hours
MPH 502	INTRODUCTION TO EPIDEMIOLOGY	4
MPH 551	GLOBAL HEALTH INEQUITIES	4
MPH 554	GLOBAL PUBLIC HEALTH PRACTICE	4

Elective Course (1 Course, 4 Credit Hours)

Course	Title	Quarter Hours
Select one of the following:		4
MPH 515	PUBLIC HEALTH ETHICS AND POLICY	
MPH 552	MATERNAL AND CHILD HEALTH	
MPH 553	PUBLIC HEALTH AND FORCED MIGRATION	
MPH 556	WOMEN'S HEALTH	
MPH 595	SPECIAL TOPICS IN PUBLIC HEALTH	
MPH 599	INDEPENDENT STUDY IN PUBLIC HEALTH	

Admission Requirements

Applications are accepted at any time, and students may begin the program at the start of any academic quarter. The program is open to both non-degree seeking students and students concurrently enrolled in a DePaul graduate degree program. All applicants must hold a bachelor's

degree. To apply to the program, prospective students must submit the following materials:

- An LAS graduate admission on-line application [application fee is waived for current DePaul students]
- Transcripts from all schools attended
- A personal statement of 300-500 words describing their professional interests and goals in the certificate

Governance, Risk Management, and Compliance Post-Master's Certificate

This post-master's certificates provide opportunities for master's degree holders to sharpen their skills. Students who earned their master's degree from DePaul CDM automatically qualify for a scholarship.

Course	Title	Quarter Hours
IS 444	IT AUDITING	4
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	4
CSEC 533	ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE (FORMERLY CNS 533)	4
IS 505	BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES	4
IS 506	BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS	4

A student in a certificate program may not use a course already taken as part of an MS program. In particular, students with a MS from CDM may not reuse, for certificate credit, any course already taken for the MS. A faculty advisor can make an appropriate substitution. A student in a certificate program may substitute a maximum of two courses.

A student must earn at least B- in each of the five courses and earn a cumulative GPA of at least 3.0 to receive the certificate.

Admission Requirements

Applicants must hold a master's degree in any IT field or business subject or a master's degree in any subject plus three or more years of IT experience. Applicants must submit transcripts from their master's degree and a resume for consideration. Choose non-degree seeking programs on the DePaul Application.

Double Demon Scholarship

Any newly admitted student who has graduated from DePaul (has a degree conferred—bachelor's, master's or doctorate) will be eligible to receive a Double Demon Scholarship, as a 25% automatic discount, for any GRADUATE coursework they take after the degree is conferred. This includes degree coursework, certificate coursework and non-degree coursework. It does not include coursework from the Center for Professional Education (CPE), Institute for Professional Development (IPD), coursework in a doctoral program or a master of fine arts (MFA), Music, Theatre, Law and a few other select programs. The Double Demon Scholarship cannot be used in conjunction with any other institutional aid or discount.

Governance, Risk Management, and Compliance Post-Master's Certificate Online

This post-master's certificates provide opportunities for master's degree holders to sharpen their skills. Students who earned their master's degree from DePaul CDM automatically qualify for a scholarship.

Course	Title	Quarter Hours
IS 444	IT AUDITING	4
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	4
CSEC 533	ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE (FORMERLY CNS 533)	4
IS 505	BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES	4
IS 506	BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS	4

A student in a certificate program may not use a course already taken as part of an MS program. In particular, students with a MS from CDM may not reuse, for certificate credit, any course already taken for the MS. A faculty advisor can make an appropriate substitution. A student in a certificate program may substitute a maximum of two courses.

A student must earn at least B- in each of the five courses and earn a cumulative GPA of at least 3.0 to receive the certificate.

Graphic Art (Minor)

The Graphic Art minor is designed to develop artistic skills and abilities in primarily two-dimensional media. It focuses on an intersection of art and design in the following areas: photography, drawing, printmaking, text, digital imaging, web art, the graphic novel, and the artist book and poster. Six courses are required.

Course Requirements

Course	Title	Quarter Hours
Select one of the following:		4
ART 101	DIGITAL FOUNDATIONS	
ART 105	TWO-DIMENSIONAL FOUNDATIONS	
ART 106	BEGINNING DRAWING	
Select any two of the following:		8
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	
or ART 104	CREATING ART	
or ART 220	THINKING PHOTOGRAPHY	
ART 224	BEGINNING DIGITAL PHOTOGRAPHY	
or ART 225	BEGINNING PHOTOGRAPHY	
ART 229	BEGINNING PRINTMAKING	
or ART 206	INTERMEDIATE DRAWING	
Select any three of the following:		12
ART 204	VISUAL COMMUNICATION	

	or ART 227	DIGITAL ART
	or ART 360	ILLUSTRATION
ART 260	INTERMEDIA STUDIO	
ART 264	TEXT IN THE VISUAL ARTS	
ART 292	COMMUNITY VIDEO PRODUCTION	
	or ART 382	STUDENTS TEACHING ART IN THE ELEMENTARY CLASSROOM
	or ART 383	SERVICE LEARNING IN THE ARTS INTERNSHIP
ART 321	INTERMEDIATE DIGITAL PHOTOGRAPHY	
	or ART 323	INTERMEDIATE PHOTOGRAPHY
ART 324	INTERMEDIATE PRINTMAKING	
	or ART 218	FIGURE DRAWING
	or ART 226	VIDEO ART
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	
	or ART 209	DRAWING SPECIAL TOPICS
	or ART 395	SPECIAL TOPICS IN ART
ART 334	PORTFOLIO	
	or ART 393	SENIOR PROJECT STUDIO
	or ART 394	PROFESSIONAL PRACTICE IN THE STUDIO
ART 348	GRAPHIC ART IN THE PUBLIC REALM	
ART 358	GRAPHIC ART	
ART 359	PRINT MEDIA	
ART 385	WEB ART & DESIGN I	

Students majoring in Art, Media, and Design (BA) or (BFA) or Art (BA) are restricted from earning this minor.

Graphic Design (BFA)

Graphic design integrates a range of media and technologies—from web, interaction, and coding to typography, illustration, branding, and packaging—to communicate to diverse audiences. Students engage with both theory and practice, and develop skills to research, concept, prototype, design and document their work.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	140
Open Electives	16
Total hours required	208

Learning Outcomes

Students will be able to:

- Address social, ethical, and user-centered concerns related to visual communication.
- Generate a design portfolio blending typography with graphic imagery that demonstrates technical skill, conceptual strategy, and aesthetic direction.
- Engage in graphic design discourse and critique, referencing graphic design history and theory.
- Use research, inquiry, and iteration to organize and transform complex visual information across a range of visual and interactive platforms.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required ³		4
Senior Year		
Capstone		
Two Course Sequence Required:		
GD 394	CAPSTONE PROJECT I ¹	4
GD 395	CAPSTONE PROJECT II ¹	4

¹ Students must earn a C- or better in this course.
² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.
³ GD 380 recommended.

Learning Domains

Arts and Literature (AL) (p. 1322)
• 2 Courses Required

Historical Inquiry (HI) (p. 1326)
• 1 Course Required

Math and Computing (MC) (p. 1328)
• Not Required

Philosophical Inquiry (PI) (p. 1329)
• 1 Course Required

Religious Dimensions (RD) (p. 1330)
• 1 Course Required

Scientific Inquiry (SI) (p. 1332)
• 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 1 Course Required

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
ANI 101 or UXD 101	ANIMATION FOR NON-MAJORS DESIGN PRINCIPLES FOR USER EXPERIENCE DESIGN	4
ANI 361 or UXD 210 or POST 110	MOTION GRAPHICS INTRODUCTION TO USER EXPERIENCE DESIGN EDITING I	4
ART 106	BEGINNING DRAWING	4
FILM 265 or ART 224	DIGITAL STILL PHOTOGRAPHY BEGINNING DIGITAL PHOTOGRAPHY	4
GAM 240	PLAYGRAMMING	4
GD 101	CREATIVE STUDIO METHODS	4
GD 105	INTRO TO VISUAL DESIGN	4
GD 109	WEB DESIGN TOOLS WORKSHOP	2
GD 110	WEB DESIGN	4
GD 150	ILLUSTRATOR WORKSHOP	2
GD 151	PHOTOSHOP WORKSHOP	2
GD 152	INDESIGN WORKSHOP	2
GD 200	GRAPHIC DESIGN: FORM	4
GD 201	INTRODUCTION TO VISUAL DESIGN RESEARCH	4
GD 205	GRAPHIC DESIGN: CONCEPT	4
GD 210	DIGITAL ILLUSTRATION I	4
GD 215 or GD 216	WEB DESIGN FOR COMMERCIAL PROJECTS WEB DESIGN FOR ARTISTS	4
GD 220	HISTORIES OF DESIGN	4
GD 221	TRENDS IN CONTEMPORARY GRAPHIC DESIGN	4
GD 230	TYPOGRAPHY: FORM	4
GD 232	TYPOGRAPHY: SYSTEMS	4
GD 270	SEMIOTICS AND VISUAL DESIGN	4
GD 300	GRAPHIC DESIGN: PROJECTS	4
GD 330	TYPOGRAPHY:PROJECTS	4
GD 340	PUBLICATION DESIGN	4
GD 356	LOGO, BRANDING, AND VISUAL IDENTITY	4
GD 360	ADVERTISING DESIGN	4
GD 381	GRAPHIC DESIGN PORTFOLIO DEVELOPMENT	4
GD 394	CAPSTONE PROJECT I	4

GD 395	CAPSTONE PROJECT II	4
Select 28 Major Elective Credits ¹		28

¹ Students must complete 28 Major Elective credit hours from any undergraduate courses in CDM or the College of Business, or from PRAD in the College of Communication. Students must earn a grade of C- or higher in all major elective courses.

Open Electives

Open Elective credit hours are required to meet the minimum graduation requirements of 208 hours. Open Electives may be taken from any unit at DePaul.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu>) to see sample schedule of course requirements on a year-by-year basis.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 208 credit hours (generally 54 courses).
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses.
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses.
- Maintain a cumulative GPA of 2.0 or higher.

Graphic Design (Minor)

DePaul's minor in Graphic Design provides a foundation in both traditional and computer-based forms of graphic design with a balanced focus on conceptual, creative and technical skills.

Course Requirements

Course	Title	Quarter Hours
GD 105 or ANI 105 or ART 105	INTRO TO VISUAL DESIGN MOTION GRAPHICS FOUNDATIONS TWO-DIMENSIONAL FOUNDATIONS	4
GD 200	GRAPHIC DESIGN: FORM	4
GD 205 or GD 220 or GD 230	GRAPHIC DESIGN: CONCEPT HISTORIES OF DESIGN TYPOGRAPHY: FORM	4
GD 232	TYPOGRAPHY: SYSTEMS	4
GD 300	GRAPHIC DESIGN: PROJECTS	4
Select a total of 12 credit hours from the following list or from any other GD course; at least one (1) course must be GD		12
Four (4) Credit Courses:		
ANI 101	ANIMATION FOR NON-MAJORS	
ANI 201	ANIMATION I	
ANI 230	3D DESIGN & MODELING	
ANI 260		
ANI 360	3D MOTION GRAPHICS	
FILM 265	DIGITAL STILL PHOTOGRAPHY	
FILM 270	PRODUCTION DESIGN	
FILM 279	VISUAL DESIGN	

UXD 101	DESIGN PRINCIPLES FOR USER EXPERIENCE DESIGN
UXD 210	INTRODUCTION TO USER EXPERIENCE DESIGN
UXD 220	PROTOTYPING METHODS I
UXD 222	INTRODUCTION TO DATA VISUALIZATION DESIGN
UXD 270	USER-CENTERED WEB DESIGN
UXD 320	PROTOTYPING METHODS II
IT 130	INTRODUCTORY COMPUTING FOR THE WEB
POST 110	EDITING I
Two (2) Credit Courses:	
GD 150	ILLUSTRATOR WORKSHOP
GD 151	PHOTOSHOP WORKSHOP
GD 152	INDESIGN WORKSHOP
GD 350	PORTFOLIO WORKSHOP

Health (Minor)

The Health minor is designed for education students interested in adding teaching skills in Health to their major course of study, which can lead to a middle school teaching endorsement for teacher candidates.

Course Requirements

Course	Title	Quarter Hours
PE 206	PERSONAL AND COMMUNITY HEALTH	4
PE 273	HEALTH AND NUTRITION	4
PE 302	FIRST AID: RESPONDING TO EMERGENCIES	2
PE 304	THE SCHOOL HEALTH PROGRAM	4
Select five additional courses to meet state requirements (see advisor)		20

Health Care Administration Graduate Certificate

The Health Care Administration certificate provides students with the managerial and analytical skills necessary to understand and influence the processes through which hospitals, associated health care organizations, and public and private agencies provide health care opportunities to explore the roles of specific nonprofit and governmental health care providers and regulatory agencies.

This certificate requires three courses (12 credit hours).

Course	Title	Quarter Hours
MPS 531 or MPH 513	HEALTH CARE ADMINISTRATION ¹ PUBLIC HEALTH ADMINISTRATION	4
Two elective graduate-level courses:		8
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 514	GOVERNMENT FINANCIAL ADMINISTRATION	
or MPS 515 NONPROFIT FINANCIAL ADMINISTRATION		

MPS 531	HEALTH CARE ADMINISTRATION ²
MPS 534	MEDICAL SOCIOLOGY
MPS 535	HEALTH CARE POLICY
MPS 537	COMPARATIVE HEALTHCARE SYSTEMS
MPS 562	INTRODUCTION TO HEALTH LAW
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP
MGT 510	TECHNOLOGY, QUALITY & HEALTH INFORMATICS
MGT 566	HEALTH INSURANCE & BENEFITS
MGT 570	ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT
or MPS 559	ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT
MPH 513	PUBLIC HEALTH ADMINISTRATION ³

¹ MPS 531 is recommended for students not pursuing an MPH degree.
MPH 513 is recommended for students pursuing the MPH degree.

² If not taken as required course.

³ If not taken as required course.

Health Communication (MA)

The MA in Health Communication prepares students to apply knowledge of communication in health care settings. The program includes critical and theoretical courses as well as highly applied courses in a range of health communication topics including cultural awareness and health disparities, healthcare systems and policy, training and development, provider communication, and health education and promotion.

Graduates of the program will:

- Recognize health care disparities
- Identify the social and multicultural dimensions of health care delivery
- Describe the relationship between effective communication and the quality of care that patients receive
- Enhance health literacy across diverse audiences
- Design and deliver health communication campaigns that provide knowledge to individuals hoping to understand contemporary health care issues
- Implement and evaluate health service delivery programs

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Apply theory in order to address problems or make improvements to communication in the health care environment.
- Critique current health communication practices as they impact health across the population, including contributing to health disparities.
- Create messages that demonstrate effective application of communication principles in the health care environment.

- Interpret and synthesize current health communication research published in scholarly journals.

Degree Requirements

Course Requirements

The Master of Arts in Health Communication requires 12 courses (48-credit hours) — three core courses, one methods course, five Health Communication electives, and three graduate electives inside or outside the program.

Core Courses

Students are required to take all of the following:

Course	Title	Quarter Hours
CMNS 500	FOUNDATIONS IN GRADUATE COMMUNICATION STUDIES	4
HTHC 515	INTRO TO HEALTH COMMUNICATION	4
HTHC 517	COMMUNICATION, HEALTH DISPARITIES, AND CULTURE	4

Methods Requirement

Course	Title	Quarter Hours
HTHC 516	RESEARCH METHODS FOR HEALTH CARE PRACTITIONERS	4

Elective Courses

Course	Title	Quarter Hours
Select eight courses from the following list: ¹		32
HTHC 519	ASSESSMENT AND INTERVENTION FOR HEALTH CARE ADMINISTRATORS	
HTHC 521	HEALTH AND FAMILY COMMUNICATION	
HTHC 523	TOPICS IN HEALTH COMMUNICATION	
HTHC 524	HEALTH CARE TEAMS & LEADERSHIP	
HTHC 525	NARRATIVES IN HEALTH CARE	
HTHC 526	SOCIAL CONSTRUCTION OF HEALTH AND ILLNESS	
PRAD 515	WRITING FOR A COMMUNICATION CAREER	
PRAD 536	ADVERTISING AND HEALTH CAMPAIGNS	
PRAD 540	CRISIS COMMUNICATION MANAGEMENT	
PRAD 594	COMMUNICATION CAMPAIGNS FOR SOCIAL CHANGE	
CMN 591	INTERNSHIP	
CMN 592	INDEPENDENT STUDY	
CMN 593	RESEARCH PRACTICUM	
CMN 598	STUDY ABROAD	
CMNS 590	COMMUNICATION WORKSHOP (VARIABLE TOPICS)	

¹ With approval of the graduate program director, students can take up to three relevant elective courses from other College of Communication graduate programs or relevant elective courses from other graduate departments/programs outside of the College of Communication.

Comprehensive Final Examination

Students in the Master of Arts in Health Communication complete their degree requirements by passing a comprehensive final examination.

Optional Latino Media & Communication Concentration

The graduate concentration in Latino Media & Communication is comprised of at least three graduate courses drawn from the areas of advertising, journalism, media and cinema studies, multicultural communication, organizational communication and public relations. Graduate students in any of the College of Communication Master of Arts programs can elect to complete the Latino Media & Communication concentration. Students may need to use outside electives to complete this concentration.

Students who complete the concentration will:

- Develop an understanding of the heterogeneous and rapidly changing Latino communities locally, nationally and globally
- Ground their knowledge of intercultural studies within a more extensive and concrete knowledge of a particular (even though diverse), rapidly growing, and increasingly important population within the U.S.
- Increase their cross-cultural competence (understanding and ability to dialogue across difference, develop cultural sensitivity and awareness) with Latino communities
- Enhance their capacity to communicate with and learn from Latino populations in the workplace, in community situations and other sites of engagement
- Recognize the impact of the movement of Latinos across the globe and develop the skills to critically consume and produce media, public relations and advertisement representations that communicate to and about Latino communities
- Develop field-specific knowledge of Latino media and communication along with an understanding of how Latino studies shapes other fields of communication

Courses

Students are required to take three courses (12 credits) from the following list:

Course	Title	Quarter Hours
CMNS 509	SPECIAL TOPICS IN MULTICULTURAL COMMUNICATION ¹	
CMNS 542	MULTICULTURAL COMMUNICATION IN THE WORKPLACE	
JOUR 515	SPECIAL TOPICS IN JOURNALISM ¹	
MCS 521	TOPICS IN CINEMA STUDIES ¹	
MCS 533	LATIN AMERICAN CINEMA/MEDIA	
PRAD 511	CONSUMER INSIGHTS	
PRAD 512	ENGAGING LATINX COMMUNITIES	
PRAD 514	CONTEMPORARY ISSUES IN PUBLIC RELATIONS AND ADVERTISING ¹	
PRAD 595	SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING ¹	
CMN 591	INTERNSHIP ¹	
CMN 598	STUDY ABROAD ¹	

¹ Topic must be related to Latino Media and Communication.

Grade Requirements

All students are required to maintain a cumulative GPA of 3.000 in their coursework. If a student's cumulative GPA falls below 3.000, the student will be allowed to complete an additional 16 credits or 3 quarters (whichever comes first) to attain the 3.000 minimum GPA. If the cumulative GPA remains below a 3.000 at the conclusion of this time period, the student may be dismissed from the program. The student's cumulative and term GPAs along with overall academic performance will be factored into the dismissal decision.

Health Communication (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates.

These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Health Communication (MA)

The Health Communication (MA) combined degree program is open to all undergraduate majors across the university. Students who are interested in this program must apply to the Graduate Admission Office in their junior year, and if accepted, can take up to three graduate courses (12 credits) in their senior year. These three courses count towards both the bachelor's program and the Master of Arts degree. Students will pay the current undergraduate tuition rate for these three courses. Once students earn their Bachelor of Arts or Bachelor of Science degree from DePaul, they matriculate as a graduate student and complete the remaining required courses for their Master of Arts degree. Students should work with their undergraduate advisor to see how the graduate classes will fulfill undergraduate degree requirements. Students must maintain a 3.0 GPA (B or better) in each graduate class taken in the senior year in order to continue in the program.

Example Schedule for Students in the Combined Degree Program

Course	Title	Hours
Senior Year		
Fall Quarter		
Take one graduate course		4
Winter Quarter		
Take one graduate course		4
Spring Quarter		
Take one graduate course (student completes undergraduate degree requirements and matriculates as a graduate student for fall quarter.)		4
Fifth Year		
Fall Quarter		
Take three courses		12

Winter Quarter	
Take three courses	12
Spring Quarter	
Take three courses	12

Double Demon Scholarship

Alumni from any of DePaul's colleges who are admitted into a graduate degree program in the College of Communication automatically qualify for the Double Demon Scholarship. *Combined degree program students are eligible.*

This scholarship covers 25% of the tuition for a master's degree in the College of Communication. Both full-time and part-time students are eligible. No scholarship application is required. (DePaul University employees are eligible for other employee tuition benefits through the university, and therefore are not eligible for the Double Demon Scholarship.)

Health Communication Certificate

The graduate certificate in Health Communication provides communication education for professionals in the healthcare field and health industry education for communication professionals. The six-course (24 credit hour) certificate will prepare students to work alongside clinicians and public health officials to improve the quality and effectiveness of communication in health care settings.

Course Requirements

Course	Title	Quarter Hours
HTHC 515	INTRO TO HEALTH COMMUNICATION	4
Select five of the following:		20
HTHC 516	RESEARCH METHODS FOR HEALTH CARE PRACTITIONERS	
HTHC 517	COMMUNICATION, HEALTH DISPARITIES, AND CULTURE	
HTHC 519	ASSESSMENT AND INTERVENTION FOR HEALTH CARE ADMINISTRATORS	
HTHC 521	HEALTH AND FAMILY COMMUNICATION	
HTHC 523	TOPICS IN HEALTH COMMUNICATION	
HTHC 524	HEALTH CARE TEAMS & LEADERSHIP	
HTHC 525	NARRATIVES IN HEALTH CARE	
HTHC 526	SOCIAL CONSTRUCTION OF HEALTH AND ILLNESS	
PRAD 536	ADVERTISING AND HEALTH CAMPAIGNS	
PRAD 594	COMMUNICATION CAMPAIGNS FOR SOCIAL CHANGE	
CMN 591	INTERNSHIP	

With approval of the graduate program director, students can take up to two relevant elective courses from other College of Communication graduate programs. Course examples include:

Course	Title	Quarter Hours
PRAD 515	WRITING FOR A COMMUNICATION CAREER	
PRAD 540	CRISIS COMMUNICATION MANAGEMENT	

PRAD 595	SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING
CMNS 548	TEAMS, DIVERSITY AND LEADERSHIP
CMNS 552	RELATIONSHIPS AND INFLUENCE IN THE WORKPLACE
JOUR 507	VISUAL COMMUNICATION
JOUR 522	MULTI-PLATFORM NEWS EDITING
JOUR 532	THE PRESS AND THE PRESIDENCY
JOUR 542	SOCIAL MEDIA AND THE NEWS

This graduate certificate program is approved as a Gainful Employment Program through the U.S. Department of Education and is, therefore, eligible for Federal Student Aid.

Health Informatics (MS)

Program Requirements	Quarter Hours
Introductory Courses	4
Degree Requirements	48
Total Hours Required	48-52

The master's degree program will provide students with the necessary skills and knowledge needed to implement and support information technology solutions for health sector organizations. Graduates will obtain technical knowledge and management skills for the design and support of IT systems and will develop a deep understanding of health IT processes to support health care delivery management. Graduates will also gain knowledge in areas of health information management including health information processing and exchange, health care analytics, enterprise management and information storage and security management.

Learning Outcomes

Students will be able to:

- Identify and analyze elements of a sociotechnical health system.
- Define and evaluate the quality and effectiveness of a health informatics technology.
- Accurately identify and analyze elements of the U.S. health care financial system.
- Conduct a systems analysis for a healthcare problem.
- Identify errors that affect patient safety and develop solutions to promote safer systems.
- Identify features of a functioning health information exchange.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Introductory Courses

Course	Title	Quarter Hours
IT 403	STATISTICS AND DATA ANALYSIS	4

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Foundation Courses

Course	Title	Quarter Hours
HIT 421	HEALTH INFORMATICS	4
MGT 559	HEALTH SECTOR MANAGEMENT	4
HIT 451	ACCOUNTING AND FINANCIAL MANAGEMENT IN HEALTHCARE	4
IS 421	SYSTEMS ANALYSIS AND DESIGN	4
IS 451	DATABASE DESIGN FOR INFORMATION SYSTEMS (FORMERLY CSC 451)	4
HIT 422	SYSTEM DESIGN FOR HEALTH CARE	4
HIT 440	HEALTH INFORMATION EXCHANGE AND NETWORKING	4

Major Elective Courses

Students must take 20 credit hours of Major Elective courses selected among a list of selected areas below. There is no restriction on the number of areas from which electives may be selected. Students may choose to take the Major Elective courses from a single area or from multiple areas, depending on their career interests.

Database Processing

Course	Title	Quarter Hours
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS ¹	
CSC 452	DATABASE PROGRAMMING ¹	
IS 549	DATA WAREHOUSING	
IPD 451	BIG DATA AND NOSQL PROGRAM	

¹ Courses require programming experience with Python.

Analytics

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	
DSC 465	DATA VISUALIZATION	
DSC 480	SOCIAL NETWORK ANALYSIS	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
MKT 798	SPECIAL TOPICS (Health Care Data Analysis Topic) ¹	
MKT 798	SPECIAL TOPICS (Service Design & Patient Experience Topic) ¹	

¹ Student must take only sections of MKT 798 with the topics specified above.

Enterprise Management

Course	Title	Quarter Hours
ECT 424		
HIT 511	HEALTHCARE MANAGEMENT IN NON-HOSPITAL SETTINGS	
HTHC 515	INTRO TO HEALTH COMMUNICATION	
IS 430	FUNDAMENTALS OF IT PROJECT MANAGEMENT	
IS 505	BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES	
IS 560		
MGT 798	SPECIAL TOPICS (Managerial & Marketing Epidemiology) ¹	
NET 478	INFORMATION STORAGE AND MANAGEMENT (FORMERLY TDC 478)	

¹ Student must take only sections of MKT 798 with the topics specified above.

Innovations in Health Care

Course	Title	Quarter Hours
HIT 430	ELECTRONIC HEALTH RECORDS	
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	
HCI 512	INFORMATION VISUALIZATION AND INFOGRAPHICS	
HIT 590	TOPICS IN HEALTH INFORMATICS	
MGT 590	MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE	

Practicum Courses

Course	Title	Quarter Hours
CSC 599	INDEPENDENT STUDY ¹	
CSC 697	GRADUATE INTERNSHIP	

¹ CSC 599 should be taken in two consecutive quarters, 2 credit hours each quarter.

Security Management

Course	Title	Quarter Hours
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	
HIT 515	HEALTHCARE LAW	

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.

- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

For DePaul's policy on repeat graduate courses and a complete list of academic policies, see the DePaul Graduate Handbook.

Health Informatics (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates.

These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Health Informatics (MS)

The Health Informatics (MS) combined degree program is open to all undergraduate majors across the university.

Students who are interested in this program and meet the following criteria

- Sophomore status (at least 44 quarter hours earned)
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Full admission to the designated master's program requires meeting admission requirements (<https://www.cdm.depaul.edu/Admission-and-Aid/Pages/Grad-Program-Requirements.aspx>) for that program
- Faculty endorsement from a CDM full-time faculty member

Student should discuss their interest in this combined degree program with a CDM Health Informatics faculty advisor prior to submitting the application for admission.

If accepted, a student can take up to three graduate courses (12 credits). These three courses count towards both the bachelor's program and the Master of Science degree. Students will pay the current undergraduate tuition rate for these three courses.

Maintaining Good Standing

- Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter
- The student and Faculty Advisor will be notified when the student's cumulative GPA falls below 3.3 or when the students receives less than a C- in graduate level course

- If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional BA/BS.
- Graduate courses passed before dismissal will not be counted and may not be retaken. If the student pursues graduate study, other graduate courses must be substituted. To apply to a CDM graduate degree program, following dismissal from the combined degree, students must follow regular CDM Admission procedures, and will be required take 13 new graduate courses to earn a master's degree.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study may include which undergraduate classes to avoid taking in order to take the graduate version. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

Registering for Master's Degree Courses

The student's advisor must complete the BS/MS Request form, under the Faculty tab on the CDM Intranet, to request the student's enrollment in the three graduate courses. The form will require the following data: student's full name, graduate course and section, and the undergraduate course to be substituted for. The CDM dean's office will process the enrollment.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. Learn more about master's degree admission requirements (<http://www.cdm.depaul.edu/Prospective%20Students/Pages/MastersDegreeStudents.aspx>). Students will follow the master's degree program requirements for the term they are admitted to the master's degree program.

Double Demon Scholarship

The Double Demon scholarship, offered exclusively to DePaul alumni, covers 25 percent of the tuition for a master's degree or select certificate programs. Combined degree program students are eligible.

Alumni from any of DePaul's colleges who are admitted into a graduate degree program from one of these programs automatically qualify for the Double Demon Scholarship. This scholarship is available for new part-time or full-time students who began a master's degree in CDM in winter 2012-2013 or later and the other colleges beginning in winter 2013-2014. It cannot be applied retroactively.

There is no limit to the amount of courses that can be taken by eligible students. However, students may not take more than four courses in any quarter without permission from the college. The scholarship cannot be applied to cover fees or other non-tuition costs.

Health Informatics (MS) Online

Program Requirements	Quarter Hours
Introductory Courses	4
Degree Requirements	48
Total hours required	48-52

Learning Outcomes

- Identify and analyze elements of a sociotechnical health system.
- Define and evaluate the quality and effectiveness of a health informatics technology.
- Accurately identify and analyze elements of the U.S. health care financial system.
- Conduct a systems analysis for a healthcare problem.
- Identify errors that affect patient safety and develop solutions to promote safer systems.
- Identify features of a functioning health information exchange.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Introductory Courses

Course	Title	Quarter Hours
IT 403	STATISTICS AND DATA ANALYSIS	4

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Foundation Courses

Course	Title	Quarter Hours
HIT 421	HEALTH INFORMATICS	4
MGT 559	HEALTH SECTOR MANAGEMENT	4
HIT 451	ACCOUNTING AND FINANCIAL MANAGEMENT IN HEALTHCARE	4
IS 421	SYSTEMS ANALYSIS AND DESIGN	4
IS 451	DATABASE DESIGN FOR INFORMATION SYSTEMS (FORMERLY CSC 451)	4
HIT 422	SYSTEM DESIGN FOR HEALTH CARE	4
HIT 440	HEALTH INFORMATION EXCHANGE AND NETWORKING	4

Major Elective Courses

Students must take 20 credit hours of Major Elective courses selected among a list of selected areas below. There is no restriction on the number of areas from which electives may be selected. Students may

choose to take the Major Elective courses from a single area or from multiple areas, depending on their career interests.

Database Processing

Course	Title	Quarter Hours
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS ¹	
CSC 452	DATABASE PROGRAMMING ¹	
IS 549	DATA WAREHOUSING	
IPD 451	BIG DATA AND NOSQL PROGRAM	

¹ Courses require programming experience with Python.

Analytics

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	
DSC 465	DATA VISUALIZATION	
DSC 480	SOCIAL NETWORK ANALYSIS	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
MKT 798	SPECIAL TOPICS (Health Care Data Analysis Topic) ¹	
MKT 798	SPECIAL TOPICS (Service Design & Patient Experience Topic) ¹	

¹ Student must take only sections of MKT 798 with the topics specified above.

Enterprise Management

Course	Title	Quarter Hours
ECT 424		
HIT 511	HEALTHCARE MANAGEMENT IN NON-HOSPITAL SETTINGS	
HTHC 515	INTRO TO HEALTH COMMUNICATION	
IS 430	FUNDAMENTALS OF IT PROJECT MANAGEMENT	
IS 505	BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES	
IS 560		
MGT 798	SPECIAL TOPICS (Managerial & Marketing Epidemiology) ¹	
NET 478	INFORMATION STORAGE AND MANAGEMENT (FORMERLY TDC 478)	

¹ Student must take only sections of MKT 798 with the topics specified above.

Innovations in Health Care

Course	Title	Quarter Hours
HIT 430	ELECTRONIC HEALTH RECORDS	
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	
HCI 512	INFORMATION VISUALIZATION AND INFOGRAPHICS	
HIT 590	TOPICS IN HEALTH INFORMATICS	
MGT 590	MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE	

Practicum Courses

Course	Title	Quarter Hours
CSC 599	INDEPENDENT STUDY ¹	
CSC 697	GRADUATE INTERNSHIP	

¹ CSC 599 should be taken in two consecutive quarters, 2 credit hours each quarter.

Security Management

Course	Title	Quarter Hours
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	
HIT 515	HEALTHCARE LAW	

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

For DePaul's policy on repeat graduate courses and a complete list of academic policies, see the DePaul Graduate Handbook.

Health Law (LLM)

Established in 1986, DePaul's LLM in Health Law is considered one of the most competitive programs in the nation. Guided by outstanding full-time faculty and leading attorneys, the health law curriculum evolves as health care law and technology change, addressing the demand for lawyers with specialized credentials in this field. You may also earn course credit while gaining valuable practice experience through field placements. Additionally, you may participate in programs conducted by the Mary and Michael Jaharis Health Law Institute.

Program Requirements	Semester Hours
Core Requirements	3
Elective Requirements	21
Total hours required	24

Learning Outcomes

- Domestic students will be able to demonstrate advanced knowledge of the legal rules and policies in the student's area of specialization.
- Domestic students will be able to conduct advanced legal research and analysis in the student's area of specialization.
- International students will be able to identify structures of the U.S. legal system and government institutions.
- International students will be able to demonstrating understanding of how a common law system operates in a constitutional democracy.
- International students will be able to demonstrate advanced knowledge of the legal rules and policies in the student's area of specialization.
- International students will be able to identify and apply relevant legal authority.
- International students will be able to communication clearly in speech and writing.

Degree Requirements

The Master of Laws program begins with an orientation that introduces graduate students to DePaul's faculty, staff, library, computer and research facilities. Students who received legal training outside the United States also will participate in a special course introducing them to the Socratic teaching method, the differences between civil and common law systems, and the foundations of the U.S. legal system.

To earn the LLM in Health Law, a student must complete 24 semester hours of credit with a minimum cumulative grade point average (GPA) of 2.0. A summer term is counted as a semester for this purpose. Students who complete 24 credit hours with a GPA below the 2.0 GPA required to earn the degree will not be permitted to continue taking classes to improve their GPA. A student is automatically dismissed if he or she has a cumulative GPA below 2.0 for any three consecutive semesters.

The LLM program may be completed on either a full- or part-time basis but it must be completed within five years. With the exception of students admitted to and enrolled in the joint JD+LLM program, credits earned as part of the JD program do not count toward the LLM degree. No credit is given for law courses taken before a student is admitted to and enrolled in the LLM program.

Courses must be selected from the LLM in Health Law courses listed below. Students wishing to substitute a course must speak with their advisor.

Course Requirements

Required Courses

Choose one from the list below:

Course	Title	Semester Hours
LAW 250	SENIOR RESEARCH SEMINAR (Topic must be health care law related)	3
LAW 428	INDEPENDENT STUDY	3
LAW 715	MASTERS ESSAY	3-6

Additional Required Courses for International Lawyers

Course	Title	Semester Hours
LAW 322	INTRODUCTION TO AMERICAN LAW AND LEGAL SYSTEMS	3
LAW 556	INTRODUCTION TO LEGAL WRITING AND RESEARCH	3

Electives

Course	Title	Semester Hours
LAW 206	SEX, GENDER, AND THE LAW	
LAW 301	SPECIAL TOPICS IN LAW (IP Valuation in Tech, Health & Other Industries; IT & Data Regulation: Law, Ethics & Society; Human Rights Dimensions of the COVID-19 Pandemic; other approved topic)	
LAW 335	PRIVACY LAW	
LAW 402	ANTITRUST	
LAW 417	LABOR LAW	
LAW 434	PUBLIC HEALTH LAW	
LAW 455	LEGAL DRAFTING (Health Law)	
LAW 462	INSURANCE LAW	
LAW 524	EXTERNSHIP PROGRAM	
LAW 702	ELDER LAW	
LAW 706	HEALTH POLICY AND THE LAW	
LAW 707	RISK MANAGEMENT AND PATIENT SAFETY	
LAW 712	THE PRACTICE OF HEALTH CARE LAW	
LAW 713	HEALTH PRIVACY, CYBERSECURITY, AND IT LAW	
LAW 714	BIOETHICS & THE LAW	
LAW 716	DISABILITY LAW	
LAW 718	HEALTH CARE DELIVERY SYSTEMS	
LAW 719	HEALTH CARE: FRAUD AND ABUSE	
LAW 724	MEDICAL MALPRACTICE SURVEY	
LAW 727	HEALTH CARE COMPLIANCE AND REGULATIONS	
LAW 728	FOOD AND DRUG LAW	

Health Sciences (BS)

The mission of DePaul University's Department of Health Sciences is to educate and train students who will collaboratively address human health

from interdisciplinary natural and social scientific perspectives in order to promote health and to improve the lives of individuals and communities.

The Health Sciences major offers concentrations in 'BioScience' and 'Public Health Sciences' that enable future health care and public health professionals to engage in cross-disciplinary conversations. Students interested in many health-related professions take a common set of core courses and then choose from a variety of electives as their interests grow and evolve. The flexibility of this major allows students to meet the requirements for entry into a wide range of graduate and professional programs.

Program Requirements	Quarter Hours
Liberal Studies requirements	64-80
Major Core requirements	20
Major Concentration requirements	44-64
Major Concentration electives	0-8
Open electives	32-48
Total hours required	192

Learning Outcomes

Upon completing the Health Sciences degree, students will be able to:

- Evaluate scientific research and evidence-based approaches to human health on an individual and population level.
- Identify the core concepts and principles of public health and explain how they promote health and prevention of disease.
- Explain the foundational biological principles related to human health.
- Identify and analyze ethical issues in research, health, and public health.
- Explain how social determinants influence an individual's health and create health disparities.
- Demonstrate effective communication skills and work collaboratively with individuals of varied perspectives.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language

- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required for Bioscience Concentration		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4

Junior Year**Experiential Learning**Required ³ 4**Senior Year****Capstone**Required ¹ 4¹ Students must earn a C- or better in this course.² (for Public Health Studies Only) Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.³ Students taking the Public Health Studies - Combined Occupational Therapy (MS) concentration must complete this requirement by taking OT 412 and OT 422.**Learning Domains****Arts and Literature (AL) (p. 1322)**

- 3 Courses Required
(See notes below)

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 1 Course Required (Not Required for Bioscience Concentration)
[1 CR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required
(See notes below)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required
(See notes below)

Scientific Inquiry (SI) (p. 1332)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required
(See notes below)

Notes

Students must complete one approved health ethics course: REL 229 (RD) or PHL 229 (PI) within their liberal studies program or a track elective in the major, HLTH 229.

Students taking the Public Health Studies - Combined Occupational Therapy (MS) concentration have a one course reduction in the Arts and Literature (AL), Philosophical Inquiry (PI), and Social, Cultural and Behavioral Inquiry (SCBI) domains.

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Students with a primary major in Health Sciences are required to complete the Capstone offered by the Health Sciences department. Students double majoring or pursuing dual degrees with the primary

major or primary degree in Health Sciences are required to complete the Capstone offered by the Health Sciences department. Health Sciences students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Core Course Requirements**

Course	Title	Quarter Hours
HLTH 200	FOUNDATIONS OF HEALTH SCIENCES	4
HLTH 210	INTRODUCTION TO PUBLIC HEALTH (not required for some Accelerated Program concentrations)	4
HLTH 250	HEALTH CARE POLICY IN THE UNITED STATES	4
HLTH 350	HEALTH SCIENCES CAPSTONE	4
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4

All majors will also complete one approved health ethics course, which can apply to the Religious Dimensions or Philosophical Inquiry learning domains (REL 229 or PHL 229) within their liberal studies program, or to their track electives in the major (HLTH 229).

Concentration Requirements

Students must select a concentration within the major and complete the requirements. A maximum of one concentration may be selected. Health Sciences concentrations include: BioScience and Public Health Sciences.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Concentration Requirements

Concentrations provide an opportunity for students to narrow the focus of their major. In addition to the college core requirements, liberal studies requirements and major requirements, student are required to choose one of the following concentrations.

- BioScience Concentration - Accelerated Program, Health Sciences (BS) (p. 580)
- BioScience Concentration, Health Sciences (BS) (p. 582)
- Public Health Sciences Concentration, Health Sciences (BS) (p. 585)

- Public Health Studies Concentration - Occupational Therapy Combined, Health Sciences (BS) (p. 586)

BioScience Concentration - Accelerated Program, Health Sciences (BS)

The Accelerated Program is only for qualified Pathways Honors students who are majoring in the Health Sciences with a BioScience concentration, and who have been accepted into an accelerated 3+ College of Science and Health pre-professional program. In order to pursue one of the pre-professional Accelerated Programs, a student must coordinate carefully with the Pre-Health Advisor and Pre-Health Advising Committee's (PAC) Accelerated Program advisor (email CSHPreHealth@depaul.edu for information). Once accepted to an Accelerated Program, students may declare one of the concentrations below. There are pre-professional Accelerated Programs in Nursing (3+2) at DePaul University and in Medicine (3+4), Pathologists' Assistant (3+2), Pharmacy (3+4), Physical Therapy (3+3), Physician Assistant (3+2), and Podiatry (3+4) at Rosalind Franklin University.

Students formally accepted into an Accelerated Program will complete their fourth year of coursework at their professional school and apply the credit toward their Bachelor of Science in Health Sciences at DePaul. Students must apply for degree conferral via Campus Connect by the deadline outlined in the Student Handbook in order to be considered a candidate for earning their Bachelor of Science degree at the conclusion of their fourth year of study. Depending on the program in question, some Liberal Studies Program courses, Health Sciences major requirements, and open electives will be fulfilled by professional degree courses. To avoid earning duplicate credit for some courses, students must meet regularly with the Pre-Health Advisor and the Health Sciences departmental academic advisor. Please visit the Pathways Honors Program (<https://csh.depaul.edu/academics/pre-health-program/pathways-honors-program/Pages/default.aspx>) site for more information about eligibility requirements.

Courses from the first year of the RFUMS program will be automatically transferred to the student's degree as a block of credit and applied to either the LSP or major elective equivalent. When the transfer courses exceed fulfilling the outstanding major elective equivalents, they will next populate outstanding open electives. More significant changes in RFUMS curricula that would change course content would be identified and result in curriculum modification at DePaul. Given the nature of the 3+ Accelerated Program, most, if not all, of a student's complete first year or coursework at RFUMS will transfer back to DePaul during what would be considered their fourth year or 'senior year'. The senior residency requirement will continue to be automatically waived for them, and they will earn at least 192 credit hours.

Course Requirements

3+2 Bachelor of Science/Master's Entry to Nursing Practice at DePaul University

Course	Title	Quarter Hours
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4

BIO 210	MICROBIOLOGY	4
BIO 206	BIostatistics	4
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4
BIO 250	CELL BIOLOGY	4
PSY 303	HUMAN DEVELOPMENT	4
Select one of the following:		8
HLTH 301 & HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A and INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	
BIO 201 & BIO 308	HUMAN ANATOMY and HUMAN PHYSIOLOGY	
Select two Approved BioScience Electives		8

* Student may not combine the HLTH and BIO Anatomy and Physiology Courses (eg: HLTH 301 and BIO 201).

Accelerated BioScience: Pre-Medicine at Rosalind Franklin University of Medicine and Sciences

Note: Students will have one of the three following courses waived as part of this combined degree program: BIO 210, BIO 250, or HLTH 301.

Course	Title	Quarter Hours
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 210	MICROBIOLOGY	4
BIO 206	BIostatistics	4
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4
BIO 250	CELL BIOLOGY	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III	4
CHE 340 & CHE 341 or CHE 346	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I PRINCIPLES OF BIOCHEMISTRY	4

PHY 150	GENERAL PHYSICS I	4
PHY 151	GENERAL PHYSICS II	4
PHY 152	GENERAL PHYSICS III	4
HLTH 301	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A	4

Accelerated BioScience: Pre-Pathologists' Assistant at Rosalind Franklin University of Medicine and Science

Course	Title	Quarter Hours
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 210	MICROBIOLOGY	4
BIO 206	BIostatISTICS	4
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
BIO 250	CELL BIOLOGY	4
Select one of the following:		8
HLTH 301 & HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A and INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	
BIO 201 & BIO 308	HUMAN ANATOMY and HUMAN PHYSIOLOGY	

* Student may not combine the HLTH and BIO Anatomy and Physiology courses (eg: HLTH 301 and BIO 201)

Accelerated BioScience: Pre-Pharmacy at Rosalind Franklin University of Medicine and Sciences

Course	Title	Quarter Hours
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 210	MICROBIOLOGY	4
BIO 206	BIostatISTICS	4
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4

BIO 250	CELL BIOLOGY	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III	4
MAT 150	CALCULUS I	4
PHY 150	GENERAL PHYSICS I	4
PHY 151	GENERAL PHYSICS II	4
Select one of the following:		8
HLTH 301 & HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A and INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	
BIO 201 & BIO 308	HUMAN ANATOMY and HUMAN PHYSIOLOGY	

* Student may not combine the HLTH and BIO Anatomy and Physiology courses (eg: HLTH 301 and BIO 201)

Accelerated BioScience: Pre-Physical Therapy at Rosalind Franklin University of Medicine and Sciences

Course	Title	Quarter Hours
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 210	MICROBIOLOGY	4
BIO 206	BIostatISTICS	4
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4
BIO 250	CELL BIOLOGY	4
PHY 150	GENERAL PHYSICS I	4
PHY 151	GENERAL PHYSICS II	4
PHY 152	GENERAL PHYSICS III	4
Select one of the following:		8
HLTH 301 & HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A and INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	
BIO 201 & BIO 308	HUMAN ANATOMY and HUMAN PHYSIOLOGY	
Select one BioScience Concentration Elective		4

* Student may not combine the HLTH and BIO Anatomy and Physiology courses (eg: HLTH 301 and BIO 201)

Accelerated BioScience: Pre-Physician Assistant at Rosalind Franklin University of Medicine and Sciences

Course	Title	Quarter Hours
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 210	MICROBIOLOGY	4
BIO 206	BIostatISTICS	4
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4
BIO 250	CELL BIOLOGY	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III	4
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	4
Select one of the following:		8
HLTH 301 & HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A and INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	
BIO 201 & BIO 308	HUMAN ANATOMY and HUMAN PHYSIOLOGY	

* Student may not combine the HLTH and BIO Anatomy and Physiology courses (eg: HLTH 301 and BIO 201)

Accelerated BioScience: Pre-Podiatry at Dr. William Scholl School of Podiatric Medicine, Rosalind Franklin University of Medicine and Science

* Student may not combine the HLTH and BIO Anatomy and Physiology courses (eg: HLTH 301 and BIO 201)

Course	Title	Quarter Hours
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4

BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 210	MICROBIOLOGY	4
BIO 206	BIostatISTICS	4
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4
BIO 250	CELL BIOLOGY	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III	4
PHY 150	GENERAL PHYSICS I	4
PHY 151	GENERAL PHYSICS II	4
PHY 152	GENERAL PHYSICS III	4
Select one of the following:		8
HLTH 301 & HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A and INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	
BIO 201 & BIO 308	HUMAN ANATOMY and HUMAN PHYSIOLOGY	

BioScience Concentration, Health Sciences (BS)

Course Requirements

Course	Title	Quarter Hours
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 210	MICROBIOLOGY	4
BIO 206	BIostatISTICS	4
BIO 250	CELL BIOLOGY	4
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4
Select one of the following:		8

HLTH 301 & HLTH 302 INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A and INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B

BIO 201 & BIO 308 HUMAN ANATOMY and HUMAN PHYSIOLOGY

* Student may not combine the HLTH and BIO Anatomy and Physiology courses (eg: HLTH 301 and BIO 201)

Concentration Electives

Course	Title	Quarter Hours
Select 7 courses from the following:		28
HLTH 220	INTRO TO OCCUPATIONAL THERAPY	
HLTH 229	ETHICS FOR HEALTH SCIENCES	
HLTH 310	FUNDAMENTALS OF EPIDEMIOLOGY	
or BIO 230	EPIDEMIOLOGY	
HLTH 312	QUALITATIVE HEALTH RESEARCH METHODS	
HLTH 315	MATERNAL AND CHILD HEALTH	
HLTH 318	HEALTH OF AGING POPULATIONS	
HLTH 320	MOLECULAR VIROLOGY	
HLTH 325	PHYSIOLOGY OF POVERTY	
HLTH 327	PHYSIOLOGY AND SOCIAL IMPACT OF DRUG USE	
HLTH 329	HEALTH HUMANITIES	
HLTH 330	HEALTH LEADERSHIP	
HLTH 341	DEATH AND DYING	
HLTH 345	FUNDAMENTALS OF ENVIRONMENTAL HEALTH	
HLTH 360	INTRODUCTION TO GLOBAL HEALTH	
HLTH 370	MOLECULAR MECHANISMS OF HUMAN DISEASE	
HLTH 375	INTRODUCTION TO PHARMACOLOGY	
HLTH 380	TOPICS IN HEALTH SCIENCES	
HLTH 399	INDEPENDENT STUDY	
ANT 361	GLOBAL ISSUES IN WOMEN'S HEALTH	
or ANT 362	GLOBAL HISTORY OF HEALTH	
BIO 260	GENETICS	
BIO 311	HISTOLOGY	
BIO 312	TOPICS IN EXERCISE PHYSIOLOGY	
BIO 330	DEVELOPMENTAL BIOLOGY	
BIO 339	CELLULAR NEUROBIOLOGY	
BIO 340	BEHAVIORAL NEUROSCIENCE	
BIO 347	TOPICS IN MEDICAL BACTERIOLOGY	
BIO 348	THE BIOLOGY OF INFECTION	
BIO 355	GENETIC TOXICOLOGY	
BIO 360	MOLECULAR BIOLOGY	
BIO 365	PRINCIPLES OF TOXICOLOGY	
BIO 370	IMMUNOBIOLOGY	
BIO 375	INTRODUCTION TO PHARMACOLOGY	
BIO 380	CANCER BIOLOGY	

BIO 386	ENDOCRINOLOGY
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I
CHE 346	PRINCIPLES OF BIOCHEMISTRY
CHE 342 & CHE 343	BIOCHEMISTRY II and EXPERIMENTAL BIOCHEMISTRY II
CHE 360	MEDICINAL CHEMISTRY
CHE 362	DRUGS AND TOXICOLOGY
CHE 364	NUTRITION
CMNS 315	HEALTH COMMUNICATION
ENV 355	INTRODUCTION TO ENVIRONMENTAL HEALTH
MAT 150	CALCULUS I
MAT 151	CALCULUS II
MAT 152	CALCULUS III
NEU 201	INTRODUCTION TO NEUROSCIENCE
PE 273	HEALTH AND NUTRITION
PHY 150	GENERAL PHYSICS I
PHY 151	GENERAL PHYSICS II
PHY 152	GENERAL PHYSICS III
PSY 105	INTRODUCTORY PSYCHOLOGY I
or PSY 106	INTRODUCTORY PSYCHOLOGY II
PSY 303	HUMAN DEVELOPMENT
PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE
SOC 373	PUBLIC HEALTH AND HIGH RISK BEHAVIOR

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Health Sciences (BS) + Generalist Nursing (MSN) Master's Entry to Nursing Practice

Combined Bachelor's + Master's degree programs allow especially strong and motivated students to complete both degrees on an accelerated timeline by sharing a pre-determined limited number of credits between the undergraduate and graduate degree programs.

The combined BS in Health Sciences + Master's Entry to Nursing Practice (MENP) allows strong students with an interest in nursing to complete both degrees in 5 years, saving both time and significant tuition dollars. To be eligible to apply, students must be members of the Pathways Honors Program in the College of Science and Health (p. 1453) and should begin working with their academic advisor by the end of their freshman year to ensure that their coursework is completed properly. Due

to the restrictive nature of the program, students with significant transfer credit are not eligible.

Eleven courses are double-counted between the BS in Health Sciences + Master's Entry to Nursing Practice.

Course	Title	Quarter Hours
NSG 301	INTRODUCTION TO THE ART AND SCIENCE OF NURSING I	5
NSG 302	INTRODUCTION TO THE ART & SCIENCE OF NURSING II	8
NSG 322	BASIC PATHOPHYSIOLOGY AND PHARMACOLOGY	4
NSG 332	HEALTH ASSESSMENT	4
NSG 393	FOUNDATIONS FOR SUCCESS IN NURSING	3
NSG 400	THEORETICAL COMPONENTS OF NURSING	4
NSG 422	APPLIED PATHOPHYSIOLOGY	4
NSG 431	HEALTH PROMOTION FOR FAMILIES AND COMMUNITIES	4
NSG 445	NURSING PROFESSIONALISM, ADVOCACY, AND LEADERSHIP	4
NSG 481	BIostatISTICS AND EPIDEMIOLOGY	4
NSG 540	CULTURE, ETHICS, AND POLICY ANALYSIS	4

Please see the Accelerated BioScience Concentration requirements (p. 580) for a complete list of courses needed.

Health Sciences (BS) + Master of Public Health (MPH)

Combined Bachelor's + Master's degree programs allow especially strong and motivated students to complete both degrees on an accelerated timeline by sharing a pre-determined limited number of credits between the undergraduate and graduate degree programs.

The 3+2 combined program ([https://las.depaul.edu/academics/public-health/combined-bachelor-master/Pages/Health-Sciences-\(BS\)-Master-of-Public-Health-\(MPH\).aspx](https://las.depaul.edu/academics/public-health/combined-bachelor-master/Pages/Health-Sciences-(BS)-Master-of-Public-Health-(MPH).aspx)) maintains the rigor and value of both the undergraduate degree in Health Sciences from the College of Science and Health and the Master of Public Health program from the College of Liberal Arts and Social Sciences, giving students exceptional education and training at the undergraduate and graduate level. The advantage of this program is that students can earn their BS in Health Sciences and their MPH in as few as five years. There is also a Universal Pathway to the MPH (<https://las.depaul.edu/academics/public-health/combined-bachelor-master/Pages/combined-bachelors-MPH.aspx>) as an option for students who are not eligible for the 3+2 combined degree program.

Interested students may apply to the BS in Health Sciences + Master of Public Health 3+2 combined degree program during their junior year at DePaul. Eligible students must be declared Health Sciences majors in the Public Health Sciences concentration with a minimum cumulative GPA of 3.5. Application to the MPH program is competitive and includes several personal statement essays and a current CV. The GRE requirement will be waived for application to this program. Students are responsible for planning their remaining quarters at DePaul to confirm that they can complete all degree requirements.

In year four, accepted students take undergraduate courses toward the BS, graduate courses towards the MPH, and graduate courses that will count towards both degrees. The students will be awarded the BS in Health Sciences when all requirements have been met, by the end of year 4 at the latest. The fifth year will consist solely of courses for the MPH.

Because this program requires careful planning of courses, students in their sophomore year are encouraged to work with the Health Sciences academic advisor and a faculty advisor from the MPH program. While students are enrolled as undergraduates in the College of Science and Health, they must apply for undergraduate degree conferral in anticipation of completing the BS in Health Sciences. Once students are matriculated as graduate students in the College of Liberal Arts & Social Sciences they will be responsible for applying for degree conferral in anticipation of completing the Master of Public Health.

In the event that they are not accepted to the program, applicants would take the remaining coursework for the BS in Health Sciences and would be encouraged to apply for traditional entry into the MPH program.

The MPH curriculum will be completed in its entirety and is unaltered by this program. A maximum of 5 courses/20 quarter hours may be applied toward both the BS in Health Sciences and the Master of Public Health. The courses below will apply toward both degrees. All other graduate coursework counts solely towards the MPH.

Course	Title	Quarter Hours
MPH 501	INTRODUCTION TO PUBLIC HEALTH	4
MPH 502	INTRODUCTION TO EPIDEMIOLOGY	4
MPH 511	HEALTH AND BEHAVIOR THEORY	4
MPH 515	PUBLIC HEALTH ETHICS AND POLICY	4
MPH 541	BIostatISTICS	4

If the student is admitted to the combined program and completes some MPH coursework but then decides not to complete the MPH, the completed graduate courses will apply to the undergraduate degree and any remaining Health Sciences requirements will be finished at the undergraduate level. Also, students will be advised carefully as to the financial implications of this program as the timing of courses affects when the students will be in their undergraduate or graduate career for the purposes of tuition and financial aid eligibility.

Once the 5 courses/20 quarter hours of graduate coursework has been completed and applied toward the BS and MPH degrees, the student will take their remaining undergraduate courses as part of their undergraduate career and remaining graduate courses as part of their graduate career. Once the undergraduate degree is conferred, the student is eligible for the Double Demon Scholarship for remaining graduate-only terms. See DePaul's Scholarship website for details.

Health Sciences (BS) + Occupational Therapy (MS)

Students interested in pursuing degrees in Health Sciences and Occupational Therapy may do so through this unique combined program which may be completed in just over five years. Interested students apply to enter DePaul's Occupational Therapy program in their first year of study and if accepted, they begin coursework in Occupational Therapy in their fourth year. Students must choose the Public Health Studies concentration in Health Sciences to pursue this path. See the Health

Sciences (BS) (p. 577) and the Occupational Therapy (MS) (p. 876) catalog pages for more detail.

Program Requirements	Quarter Hours
Undergraduate program requirements	154
Combined graduate program requirements	38
Graduate program requirements	64
Total hours required	256

Public Health Sciences Concentration, Health Sciences (BS)

Course Requirements Concentration Requirements

Course	Title	Quarter Hours
HLTH 194	HUMAN PATHOGENS AND DEFENSE	4
HLTH 195	HUMAN FORM AND FUNCTION	4
HLTH 310	FUNDAMENTALS OF EPIDEMIOLOGY	4
HLTH 335	COMMUNITY HEALTH ASSESSMENT	4
HLTH 336	PROGRAM EVALUATION	4
HLTH 360	INTRODUCTION TO GLOBAL HEALTH	4
Select one of the following Health Disparities courses:		4
HLTH 325	PHYSIOLOGY OF POVERTY	
or HLTH 345	FUNDAMENTALS OF ENVIRONMENTAL HEALTH	
CMNS 315	HEALTH COMMUNICATION	4
ANT 272	INTRODUCTION TO MEDICAL ANTHROPOLOGY	4
PSY 354	COMMUNITY PSYCHOLOGY	4
Select one Statistics course from the following:		4
BIO 206	BIOSTATISTICS	
HLTH 240	HEALTH STATISTICS	
MAT 242	ELEMENTS OF STATISTICS	
PSY 240	STATISTICS I	
SOC 279	INTRO STATS FOR THE SOCIAL SCIENCES	

Concentration Electives

Course	Title	Quarter Hours
Select four (4) electives from the following list to provide additional focus to their studies:		16
HLTH 220	INTRO TO OCCUPATIONAL THERAPY	
HLTH 229	ETHICS FOR HEALTH SCIENCES	
HLTH 230	FUNDAMENTALS OF HEALTH EDUCATION	
HLTH 236	GAY MEN'S HEALTH MATTERS	
HLTH 312	QUALITATIVE HEALTH RESEARCH METHODS	
HLTH 315	MATERNAL AND CHILD HEALTH	
HLTH 318	HEALTH OF AGING POPULATIONS	
HLTH 325	PHYSIOLOGY OF POVERTY	
HLTH 327	PHYSIOLOGY AND SOCIAL IMPACT OF DRUG USE	

HLTH 329	HEALTH HUMANITIES
HLTH 330	HEALTH LEADERSHIP
HLTH 339	BIOETHICS IN SOCIETY CAPSTONE SEMINAR
HLTH 341	DEATH AND DYING
HLTH 343	CANNABIS STUDIES AND SOCIAL JUSTICE
HLTH 345	FUNDAMENTALS OF ENVIRONMENTAL HEALTH
HLTH 370	MOLECULAR MECHANISMS OF HUMAN DISEASE
HLTH 380	TOPICS IN HEALTH SCIENCES
HLTH 397	MENTORED RESEARCH EXPERIENCE IN HEALTH SCIENCES
HLTH 399	INDEPENDENT STUDY
ANT 361	GLOBAL ISSUES IN WOMEN'S HEALTH
or ANT 362	GLOBAL HISTORY OF HEALTH
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS
ECO 326	HEALTH ECONOMICS
ENV 355	INTRODUCTION TO ENVIRONMENTAL HEALTH
NEU 201	INTRODUCTION TO NEUROSCIENCE
PE 273	HEALTH AND NUTRITION
or SOC 370	SOCIOLOGY OF FOOD
PE 351	KINESIOLOGY
PRAD 338	HEALTH AND PUBLIC RELATIONS
PSY 215	HUMAN SEXUALITY
SOC 321	HEALTH AND HUMAN SERVICE ORGANIZATIONS
PSY 302	PERSONAL ADJUSTMENT AND MENTAL HEALTH
or PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE
or SOC 353	SOCIOLOGY OF MENTAL ILLNESS
SOC 307	SOCIOLOGY OF DRUGS
or PSY 363	SUBSTANCE USE DISORDERS AND RECOVERY
PSY 105	INTRODUCTORY PSYCHOLOGY I
or PSY 106	INTRODUCTORY PSYCHOLOGY II
PSY 345	CULTURAL ISSUES IN PSYCHOLOGY
CMNS 212	EFFECTIVE COMMUNICATION IN TEAMS AND SMALL GROUPS
or CMNS 251	ORGANIZATIONAL COMMUNICATION
or PSY 355	GROUPS AND ORGANIZATIONS
SOC 373	PUBLIC HEALTH AND HIGH RISK BEHAVIOR

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Public Health Studies Concentration - Occupational Therapy Combined, Health Sciences (BS)

This concentration is only available to students who have been admitted into the Occupational Therapy program via the combined degree application process. Please see the Occupational Therapy web site (<https://csh.depaul.edu/academics/occupational-therapy/graduate/occupational-therapy-ms/Pages/default.aspx>) for more information about this opportunity.

Concentration Requirements

Course	Title	Quarter Hours
CMNS 315	HEALTH COMMUNICATION	4
HLTH 194	HUMAN PATHOGENS AND DEFENSE	4
HLTH 310	FUNDAMENTALS OF EPIDEMIOLOGY	4
HLTH 335	COMMUNITY HEALTH ASSESSMENT	4
HLTH 336	PROGRAM EVALUATION	4
HLTH 360	INTRODUCTION TO GLOBAL HEALTH	4
OT 413	MENTAL HEALTH AND WELL-BEING I	3
OT 414	MENTAL HEALTH AND WELL-BEING II	4
OT 416	LEVEL I FIELDWORK A: MENTAL HEALTH AND WELL-BEING	1
PSY 354	COMMUNITY PSYCHOLOGY	4
Select one Statistics course from the following:		4
BIO 206	BIOSTATISTICS	
HLTH 240	HEALTH STATISTICS	
MAT 242	ELEMENTS OF STATISTICS	
PSY 240	STATISTICS I	

Concentration Elective

Course	Title	Quarter Hours
Select one (1) elective from the following list to provide additional focus to your study:		4
HLTH 220	INTRO TO OCCUPATIONAL THERAPY	
HLTH 229	ETHICS FOR HEALTH SCIENCES	
HLTH 230	FUNDAMENTALS OF HEALTH EDUCATION	
HLTH 236	GAY MEN'S HEALTH MATTERS	
HLTH 312	QUALITATIVE HEALTH RESEARCH METHODS	
HLTH 315	MATERNAL AND CHILD HEALTH	
HLTH 318	HEALTH OF AGING POPULATIONS	
HLTH 325	PHYSIOLOGY OF POVERTY	
HLTH 329	HEALTH HUMANITIES	
HLTH 330	HEALTH LEADERSHIP	
HLTH 339	BIOETHICS IN SOCIETY CAPSTONE SEMINAR	
HLTH 341	DEATH AND DYING	
HLTH 345	FUNDAMENTALS OF ENVIRONMENTAL HEALTH	

HLTH 370	MOLECULAR MECHANISMS OF HUMAN DISEASE
HLTH 380	TOPICS IN HEALTH SCIENCES
HLTH 397	MENTORED RESEARCH EXPERIENCE IN HEALTH SCIENCES
HLTH 399	INDEPENDENT STUDY
ANT 361 or ANT 362	GLOBAL ISSUES IN WOMEN'S HEALTH GLOBAL HISTORY OF HEALTH
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS
ECO 362	INTERNATIONAL MONETARY ECONOMICS
ENV 355	INTRODUCTION TO ENVIRONMENTAL HEALTH
NEU 201	INTRODUCTION TO NEUROSCIENCE
PE 273 or SOC 370	HEALTH AND NUTRITION SOCIOLOGY OF FOOD
PE 351	KINESIOLOGY
PRAD 338	HEALTH AND PUBLIC RELATIONS
PSY 215	HUMAN SEXUALITY
SOC 321	HEALTH AND HUMAN SERVICE ORGANIZATIONS
PSY 302 or PSY 353	PERSONAL ADJUSTMENT AND MENTAL HEALTH INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE
or SOC 353	SOCIOLOGY OF MENTAL ILLNESS
SOC 307 or PSY 363	SOCIOLOGY OF DRUGS SUBSTANCE USE DISORDERS AND RECOVERY
PSY 105 or PSY 106	INTRODUCTORY PSYCHOLOGY I INTRODUCTORY PSYCHOLOGY II
PSY 345	CULTURAL ISSUES IN PSYCHOLOGY
CMNS 212 or CMNS 251 or PSY 355	EFFECTIVE COMMUNICATION IN TEAMS AND SMALL GROUPS ORGANIZATIONAL COMMUNICATION GROUPS AND ORGANIZATIONS
SOC 373	PUBLIC HEALTH AND HIGH RISK BEHAVIOR

Occupational Therapy Pre-requisites

Course	Title	Quarter Hours
ANT 102	CULTURAL ANTHROPOLOGY	4
BIO 201	HUMAN ANATOMY	4
BIO 202	HUMAN PHYSIOLOGY	4
HLTH 140	MEDICAL TERMINOLOGY	2
NEU 201	INTRODUCTION TO NEUROSCIENCE	4
PE 351	KINESIOLOGY	4
PSY 106	INTRODUCTORY PSYCHOLOGY II	4
PSY 303	HUMAN DEVELOPMENT	4
PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE	4

First Year Occupational Therapy Courses

Course	Title	Quarter Hours
OT 411	THEORETICAL FOUNDATIONS OF OCCUPATIONAL THERAPY	4
OT 415	EVIDENCE BASED PRACTICE I	4
OT 421	INTER-PROFESSIONAL COMMUNICATION AND TEAMS	2
OT 431	NEURO PROCESSING FOR OCCUPATIONAL PERFORMANCE	4
OT 432	ETHICS AND ADVOCACY	4
OT 441	MOVEMENT AND FUNCTION FOR OCCUPATIONAL PERFORMANCE	4
OT 451	POSITIONING AND TECHNOLOGY TO ENABLE OCCUPATIONAL PERFORMANCE	4

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Healthcare Administration (BA)

The Bachelor of Arts in Healthcare Administration from the School of Continuing and Professional Studies (SCPS) emphasizes a multidisciplinary understanding of health and the “business of health,” in preparation for further education and careers in the administration of healthcare services and delivery systems. The degree offers an interdisciplinary liberal arts and professional studies curriculum to students who are new to the healthcare administration industry and those who are already working in this environment and seek to advance their careers.

This major advances student’s knowledge and professional skills related to health communications, biomedical ethics, global health issues, career planning, writing, critical thinking, research, community engagement in a variety of integrative formats. In addition to a core of health science subjects, students also study general business, management and leadership topics related to the health care industry including public health, health care administration, and eldercare all within a liberal arts framework.

This major is designed for working adult students and provides:

- Flexible scheduling including online options available
- Financial Aid, flexible payment options, and **special adult student tuition pricing**
- Acceleration and affordability through transfer credit and prior learning assessment (PLA) credit
- Opportunities to combine bachelor’s and master’s programs and apply graduate courses to both programs
- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
- Degree granted by DePaul University, with its excellent academic reputation and the opportunity to join its prestigious and extensive alumni network

Program Requirements	Quarter Hours
Core Requirements	74
Major Requirements	84
Open Electives	34
Total hours required	192

Learning Outcomes:

Students will be able to:

- Analyze and apply knowledge and theories of health care management.
- Explain legal and regulatory requirements applicable to health care organizations.
- Apply skills for effective decision-making in health care organizations.
- Investigate problems using qualitative and quantitative methods.
- Apply ethical principles in context.
- Apply methods of communication in multiple settings.
- Analyze and apply different liberal arts perspectives.

College Core (74 credits, 16 credits in residence)

Lifelong Learning Requirements (28 credits, 12 credits in residence)

Course	Title	Quarter Hours
LL 201 or RPL 101	REFLECTIVE LEARNING ¹ PRIOR LEARNING ASSESSMENT	2
LL 305	ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD	4
MAT 130	FUNCTIONS AND MATHEMATICAL MODELS	4
LL 261	ESSAY WRITING	4
LL 270	CRITICAL THINKING	4
LL 290	RESEARCH WRITING ¹	4
LL 301	RESEARCH METHODS ¹	6

Liberal Learning Requirements (46 credits, 4 credits in residence)

- Liberal Arts in Action Requirement: CCA 281, CCH 281, CCS 281 or courses with LA1 designation, 6 credits
- CORE CURRICULUM ARTS & IDEAS, courses with the CCA, AL, PI, or RD requirement designations, 12 credits
- CORE CURRICULUM HUMAN COMMUNITY, courses with the CCH, SCBI, or HI requirement designations, 12 credits
- CORE CURRICULUM SCIENTIFIC WORLD, courses with the CCSW, SI, SILB, or SISK requirement designations, 12 credits
- IN 307 INTEGRATIVE LEARNING, 4 credits ¹

¹ Must be completed in residence.

Major Requirements (84 credits)

44 credit hours must be completed in residence in the major, including FA 199 and LL 303.

Professional Studies Core (20 credits, 8 credits in residence)

Course	Title	Quarter Hours
CAREER ASSESSMENT AND PLANNING		
FA 199	CAREER ASSESSMENT AND PLANNING ¹	2
PROFESSIONAL COMMUNICATIONS		
CMNS 315	HEALTH COMMUNICATION	4
ETHICS AND SOCIAL JUSTICE IN THE PROFESSIONS, Courses with the PSES requirement designation, choose one of the following:		
PHL 229	BIOMEDICAL ETHICS	4
HLTH 229	ETHICS FOR HEALTH SCIENCES	4
REL 229	MEDICINE, ETHICS AND SOCIETY	4
GLOBAL PERSPECTIVES, Courses with the PSGP requirement designation, choose one of the following:		
CCS 328	GLOBAL INFECTIOUS DISEASES AND HEALTH	4
ANT 362	GLOBAL HISTORY OF HEALTH	4
HLTH 380	TOPICS IN HEALTH SCIENCES	4
CAPSTONE PROJECT		
LL 303	CAPSTONE PROJECT ¹	6

¹ Must be completed in residence.

Health Sciences Core (20 credits)

Course	Title	Quarter Hours
HLTH 200	FOUNDATIONS OF HEALTH SCIENCES	4
HLTH 210	INTRODUCTION TO PUBLIC HEALTH	4
HLTH 250	HEALTH CARE POLICY IN THE UNITED STATES	4
or SOC 221	INTRODUCTION TO THE U.S HEALTH CARE SYSTEM	
DCM 308	INTRODUCTION TO STATISTICS	4
or PSY 240	STATISTICS I	
or SOC 279	INTRO STATS FOR THE SOCIAL SCIENCES	
HLTH 310	FUNDAMENTALS OF EPIDEMIOLOGY	4

Leadership, Business, and Management Core (28 credits)

Course	Title	Quarter Hours
BADM 223	ACCOUNTING AND FINANCE PRINCIPLES	4
DA 233	APPLIED INFORMATION MANAGEMENT SYSTEMS	4
BADM 315	ECONOMICS FOR DECISION-MAKING	4
or BADM 305	ECONOMICS FOR MANAGERS	
HLTH 330	HEALTH LEADERSHIP	4
DCM 302	PROJECT MANAGEMENT: DESIGN AND ASSESSMENT	4

BADM 334	HUMAN RESOURCE AND TALENT DEVELOPMENT FUNDAMENTALS FOR MANAGERS	4
BADM 335	RISK MANAGEMENT IN THE WORKPLACE	4

Major Elective Courses (16 credits, select from below)

Course	Title	Quarter Hours
HEALTH IN CULTURAL CONTEXT		
ANT 361	GLOBAL ISSUES IN WOMEN'S HEALTH	
ANT 272	INTRODUCTION TO MEDICAL ANTHROPOLOGY	
HLTH 236	GAY MEN'S HEALTH MATTERS	
PSY 213	LESBIAN, GAY, BISEXUAL AND TRANSGENDER PSYCHOLOGY	
HEALTH OPTIONS FOR FACILITIES, COMMUNITIES, AND WORKPLACES		
CCA 396	INTRODUCTION TO ART THERAPY	
CCH 367	LEISURE, RECREATION, AND HEALTH	
BADM 340	IMPLEMENTING CORPORATE TRAINING PROGRAMS	
HLTH 335	COMMUNITY HEALTH ASSESSMENT	
PSY 354	COMMUNITY PSYCHOLOGY	
ELDERCARE		
CCS 219	NEUROPLASTICITY AND THE AGING BRAIN	
DCM 323	THE PSYCHOLOGY OF AGING AND THE AGED	
HLTH 341	DEATH AND DYING	
ADMINISTRATION		
DCM 312	ADVANCED LEADERSHIP THEORY & PRACTICE	
HLTH 336	PROGRAM EVALUATION	
MGT 398	SPECIAL TOPICS	
PRAD 338	HEALTH AND PUBLIC RELATIONS	
PUBLIC HEALTH AND HEALTH CARE		
SOC 321	HEALTH AND HUMAN SERVICE ORGANIZATIONS	
HLTH 194	HUMAN PATHOGENS AND DEFENSE	
HLTH 202	HEALTH RESEARCH LITERACY	
ANT 361	GLOBAL ISSUES IN WOMEN'S HEALTH	
HLTH 335	COMMUNITY HEALTH ASSESSMENT	
HLTH 336	PROGRAM EVALUATION	
PSY 364	HEALTH PSYCHOLOGY	
BIOSCIENCES		
CCS 320	MAMMALOGY	
HLTH 194	HUMAN PATHOGENS AND DEFENSE	
HLTH 195	HUMAN FORM AND FUNCTION	
BIO 110	EVOLUTION IN HEALTH AND MEDICINE	

Open Electives (34 credits)

Open Electives can be fulfilled through courses taken in the School of Continuing and Professional Studies and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

History (BA)

As the American Historical Association has noted, “We all interpret and narrate the past, which is to say that we all participate in making history. It is among our most fundamental tools for understanding ourselves and the world around us.” The History Department at DePaul University embraces this idea, and is committed to engaging with students, the university, and the wider community in an ongoing effort to understand the past and its varied meanings, the critical and scholarly debates through which we gain such understanding, and the relationship of the past to the problems of the present.

The history program at DePaul combines a breadth of chronological and geographical coverage with the opportunity to develop a concentration in a student’s fields of interest. Instruction emphasizes the humanistic as well as the social scientific dimension of the field. One-hundred and two-hundred-level courses (lower division) provide surveys of Asian, African, European, Latin American, North American and World and Comparative History. A main focus of these lower division courses is teaching students how to evaluate primary sources. Three-hundred-level courses (upper division) concentrate on historical debates within specific fields. All courses stress development of research, writing and oral communications skills.

The history major gives students a broad base of knowledge and skills applicable to a variety of careers. Many of our graduates go on to work in the fields of education and law. Others pursue jobs in government and politics; museums, historical societies, and libraries; and business and commercial ventures. A wide range of employers find that history majors have honed critical analytical and communications skills, making them ideal candidates for positions of requiring responsibility and independent work habits.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements (Core + Concentration)	56
Open Electives	52
Total hours required	192

Learning Outcomes

Students will be able to:

- Describe and discuss historical facts, themes, and ideas.
- Identify, analyze, evaluate, and synthesize primary and secondary source evidence.
- Analyze an event, source, idea or person within its historical context.
- Critically evaluate change over time.
- Identify different perspectives on the past, whether those be historical, interpretive, or methodological in nature.
- Conduct research independently using primary and secondary source evidence.
- Express knowledge and reason effectively in writing.

College Core Requirements Study in the Major Field

The student’s course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common

purpose of all study in the College. By “liberal education” the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized “concentration.” The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student’s choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the “Modern Language Option” (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		

LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
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Junior Year

Experiential Learning

Required		4
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Senior Year

Capstone

HST 390	CAPSTONE IN HISTORICAL RESEARCH AND WRITING ^{1,3}	4
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¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ A student majoring in History (HST) is required to complete the Capstone offered by the History Department. This is the case even if a student is double majoring (or pursuing a dual degree) and the secondary major (or degree) requires its own Capstone. An HST major in the University Honors Program shall take the University Honors Capstone and the HST Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- Not Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

A student majoring in History (HST) is required to complete the Capstone offered by the History Department. This is the case even if a student is double majoring (or pursuing a dual degree) and the secondary major (or degree) requires its own Capstone. An HST major in the University Honors Program shall take the University Honors Capstone and the HST Capstone.

Courses offered in the student’s primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain

courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Core

Course	Title	Quarter Hours
HST 298	INTRODUCTION TO HISTORICAL SOURCES AND METHODS ¹	4
HST 299	CRAFT OF HISTORY	4
HST 390	CAPSTONE IN HISTORICAL RESEARCH AND WRITING	4

¹ Important note: Students must complete WRD 103 and WRD 104 or HON 101 prior to enrolling in HST 298. For all concentrations, HON 102 may be counted toward lower division requirements.

Concentration Requirements

Students must also complete the requirements from one of the following concentrations: standard, pre-law, public history, or secondary-education.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Pre-Law Concentration, History (BA) (p. 592)
- Public History Concentration, History (BA) (p. 593)
- Standard Concentration, History (BA) (p. 594)

History (BA) + Secondary Education History (MEd)

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate Social Science major (Anthropology, Economics, Geography, History, Political Science, or Sociology) or a Science and Health (Psychology) major with a graduate level College of Education (COE) Master's in Education Program. Students graduate with a BA or BS in their disciplinary major and a MEd in Education with State of Illinois Secondary Social Science licensure.

This combined degree program of the College of Liberal Arts and Social Sciences and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

Students may apply to the TEACH Program during the spring of their junior year. They must enroll in the Junior Year Experiential Learning course, TCH 320, and meet other application criteria; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 GPA.

During their senior year, students are required to complete a TEACH Program capstone course, TCH 390, and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework : 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 412	THE NATURE OF HISTORY AND THE SOCIAL SCIENCES	4
TCH 422	INQUIRY & APPLICATION IN DEVELOPING HISTORY AND SOCIAL SCIENCES PEDAGOGY	4

Secondary History Education Content Area (grades of C or better required for licensure):

The following Social Science content area requirements are required. These can be taken as part of the major, liberal studies or open elective requirements:

- HST 298
- HST 299
- 4 United States History courses
- 4 Non-United States History courses (*A minimum of four History courses must be at the upper division level (300-level) with at least one of those courses in non-US History).
- Additional licensure requirements: (one course in each area required)
 - Geography (GEO 101 recommended)
 - Economics (ECO 106 recommended)
 - Political Science (PSC 120 recommended)
 - Sociology (SOC 101 recommended)
 - Psychology (PSY 105 recommended)
 - Anthropology (ANT 102 recommended)

This combined degree program of the College of Liberal Arts and Social Sciences and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach Social Sciences at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1148)

Students interested in the TEACH Program should consult with the designated TEACH Program advisor in their home department.

History 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Pre-Law Concentration, History (BA)

Course Requirements

Lower Division Courses

Students must take five courses at the 100- or 200-level. Note that the 200-level courses are not more difficult than the 100. The 100-level indicates that the course examines global history or large regions of the world. The 200-level indicates that the course has a narrower national or thematic focus. Note: HON 102 may be counted toward this lower division requirement.

Core

Course	Title	Quarter Hours
HST 298	INTRODUCTION TO HISTORICAL SOURCES AND METHODS ¹	4
HST 299	CRAFT OF HISTORY	4
HST 390	CAPSTONE IN HISTORICAL RESEARCH AND WRITING	4

¹ Important Note: Students must complete WRD 103 and WRD 104 or HON 101 prior to enrolling in HST 298. For all concentrations, HON 102 may be counted toward lower division requirements.

History majors should take HST 298 at the beginning of their sophomore year, after they have completed two or three of their lower-division courses as well as WRD 103 and WRD 104. Transfer students should plan on registering for HST 298 as soon as possible.

Upper Division Courses

Once they have completed HST 298, students take six HST courses at the 300 level. One of the 300 level classes must be a gateway course linked to HST 390. Note that HST 390 counts as a capstone and not as one of the six 300 level HST courses. For those in the pre-law concentration, four of those six 300-level classes must be the following:

Course	Title	Quarter Hours
Select two of the following:		8
HST 329	SPECIAL TOPICS IN HISTORY (Race, Gender and the Law)	
HST 343	CRIME AND PUNISHMENT	
HST 388	THE COURT AND THE U.S. BILL OF RIGHTS	
Select two of the following:		8
HST 308	EUROPE FROM CONFLICT TO CONSENSUS	
HST 312	LATINOS IN THE UNITED STATES	
HST 328	ENGLISH CONSTITUTIONAL HISTORY	
HST 331	THE NATION AND NATIONALISM IN EUROPE	
HST 332	FRENCH REVOLUTION AND NAPOLEON	
HST 335	THE AGE OF ENLIGHTENMENT IN EUROPE	
HST 371	THE AMERICAN REVOLUTION	
HST 375	THE GREAT DEPRESSION AND THE NEW DEAL ERA	
HST 379	RECONSTRUCTION AND THE RISE OF JIM CROW	
HST 385	UNITED STATES CONSTITUTIONAL HISTORY TO 1865	
HST 386	UNITED STATES CONSTITUTIONAL HISTORY SINCE 1865	
Any 300-level HST Topics course with a relevant topic		

History majors cap off their studies with HST 390 a course in deep and sustained historical research and writing. To prepare for this capstone, one of the six 300-level HST classes must be part of a two-quarter linked sequence (called the “gateway course”). Students are strongly encouraged to take this sequence either in their junior or senior year bearing in mind that the gateway HST 390s are reliably offered only in Autumn-Winter and Winter-Spring. Not all 300-level HST courses are gateways to the HST 390 capstone, so students should refer to the History Department web page and postings in SAC 420 for applicable offerings. HST 299 is a prerequisite for HST 390.

Additional Course

Students will take one additional HST course in either the lower or upper division.

Open Electives

Open elective credit is also required to meet the minimum graduation requirement of 192 hours.

Public History Concentration, History (BA)

Course Requirements

Lower Division Courses

Students must take five courses at the 100- or 200-level. Note that the 200-level courses are not more difficult than the 100. The 100-level indicates that the course examines global history or large regions of the world. The 200-level indicates that the course has a narrower national or thematic focus. Note: HON 102 may be counted toward this lower division requirement. Please see the list below for the public history offerings.

Core

Course	Title	Quarter Hours
HST 298	INTRODUCTION TO HISTORICAL SOURCES AND METHODS ¹	4
HST 299	CRAFT OF HISTORY	4
HST 390	CAPSTONE IN HISTORICAL RESEARCH AND WRITING	4

¹ Important Note: Students must complete WRD 103 and WRD 104 or HON 101 prior to enrolling in HST 298. For all concentrations, HON 102 may be counted toward lower division requirements.

History majors should take HST 298 at the beginning of their sophomore year, after they have completed two or three of their lower-division courses as well as WRD 103 and WRD 104. Transfer students should plan on registering for HST 298 as soon as possible.

Upper Division Courses

Once they have completed HST 298, students take six HST courses at the 300 level. One of the 300 level classes must be a gateway course linked to HST 390. Note that HST 390 counts as a capstone and not as one of the six 300-level HST courses.

Course	Title	Quarter Hours
Of the five lower division and six upper division courses, four must come from the following list:		
HST 269	MUSEUMS, MATERIAL CULTURE AND MEMORY: INTRODUCTION TO PUBLIC HISTORY	
HST 360	DOING DIGITAL HISTORY	
HST 382	CHICAGO HISTORY MUSEUM EXPERIENCE	
HST 389	TOPICS IN PUBLIC HISTORY	
HST 391	DOING LOCAL AND COMMUNITY HISTORY	
HST 392	PUBLIC HISTORY INTERNSHIP	
HST 396	ORAL HISTORY: MEMORY, METHOD AND PRACTICE	

History majors cap off their studies with HST 390, a course in deep and sustained historical research and writing. To prepare for this capstone, one of the six 300-level HST classes must be part of a two-quarter linked sequence (called the “gateway course”). Students are strongly encouraged to take this sequence either in their junior or senior year

bearing in mind that the gateway HST 390s are reliably offered only in Autumn-Winter and Winter-Spring. Not all 300-level HST courses are gateways to the HST 390 capstone, so students should refer to the History Department web page and postings in SAC 420 for applicable offerings. HST 299 is a prerequisite for HST 390.

One Additional Course

Students will take one additional HST course in either the lower or upper divisions.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Standard Concentration, History (BA) Course Requirements

Lower Division Courses

Students must take five courses at the 100- or 200-level. Note that the 200-level courses are not more difficult than the 100. The 100-level indicates that the course examines global history or large regions of the world. The 200-level indicates that the course has a narrower national or thematic focus. Note: HON 102 may be counted toward this lower division requirement.

Core

Course	Title	Quarter Hours
HST 298	INTRODUCTION TO HISTORICAL SOURCES AND METHODS ¹	4
HST 299	CRAFT OF HISTORY	4
HST 390	CAPSTONE IN HISTORICAL RESEARCH AND WRITING	4

¹ Important Note: Students must complete WRD 103 and WRD 104 or HON 101 prior to enrolling in HST 298. For all concentrations, HON 102 may be counted toward lower division requirements.

History majors should take HST 298 at the beginning of their sophomore year, after they have completed two or three of their lower-division courses as well as WRD 103 and WRD 104. Transfer students should plan on registering for HST 298 as soon as possible.

Upper Division Courses

Once they have completed HST 298, students take six HST courses at the 300 level. For the Standard Concentration, these classes can be on any historical subject. One of the 300 level classes must be a gateway course linked to HST 390. Note that HST 390 counts as a capstone and not as one of the six 300 level HST courses.

History majors cap off their studies with HST 390, a course in deep and sustained historical research and writing. To prepare for this capstone, one of the six 300-level HST classes must be part of a two-quarter linked sequence (called the “gateway course”). Students are strongly encouraged to take this sequence either in their junior or senior year bearing in mind that the gateway HST 390s are reliably offered only in Autumn-Winter and Winter-Spring. Not all 300-level HST courses are gateways to the HST 390 capstone, so students should refer to the

History Department web page and postings in SAC 420 for applicable offerings. HST 299 is a prerequisite for HST 390.

One Additional Course

Students will take one additional HST course in either the lower or upper division.

Open Electives

Open elective credit is also required to meet the minimum graduation requirement of 192 hours.

History (MA)

The MA in History offers students the opportunity to explore the breadth and depth of the Historical Discipline. Students take a total of 12 courses, with all students taking History 421 “The Historical Discipline.” Students may enter the program in Autumn, Winter, or Spring.

The MA in History may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- History + Digital Humanities Certificate
- History + Women’s and Gender Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Evaluate the breadth and complexity of the discipline of history.
- Compare and differentiate the range of topics historians explore.
- Apply and interpret the variety of methodologies historians employ.
- Identify, analyze, and evaluate historical arguments effectively.
- Communicate, in writing and orally, complex historical, historiographical, and methodological issues effectively.

Degree Requirements

Course Requirements

The Core

Course	Title	Quarter Hours
HST 421	THE HISTORICAL DISCIPLINE	4

The Graduate Colloquia

All graduate students need to complete 12 courses (48 hours) of graduate work in order to complete the MA. HST 421 is required for all students. For those students who were conditionally admitted, HST 421 is a prerequisite for all 400-level history courses. In addition, students take eleven courses from the list of graduate colloquia. These colloquia share the programmatic emphasis of the curriculum with their emphasis on the historiographical aspects of their respective topic. Note that that every colloquium, when offered, has a subtitle which identifies the

specific sub-topic to be addressed that particular quarter. (For example: HST 431: The New Deal. As long as the topics (as reflected in the subtitle) of any colloquium are different, students may take more than one of any of the above courses. In order to ensure that students realize the curricular goals of breadth of exposure to the historical discipline, however, in no case is a student to take more than four colloquia bearing the same number. Thus, at the minimum, students will take courses in at least three different areas (as defined by colloquia titles).

Course	Title	Quarter Hours
HST 422	SEMINAR IN PRIMARY SOURCE ANALYSIS	4
HST 431	COLLOQUIUM IN AMERICAN HISTORY	4
HST 432	COLLOQUIUM IN LATIN AMERICAN HISTORY	4
HST 433	COLLOQUIUM IN AFRICAN HISTORY	4
HST 434	COLLOQUIUM IN ASIAN HISTORY	4
HST 435	COLLOQUIUM IN EUROPEAN HISTORY	4
HST 436	COLLOQUIUM IN ISLAMIC HISTORY	4
HST 437	COLLOQUIUM IN WORLD HISTORY	4
HST 438	COLLOQUIUM: SPECIAL TOPICS IN HISTORY	4

With the permission of the Graduate Director, students may substitute up to eight quarter hours of Independent Study or Graduate Internship for two colloquia.

Course	Title	Quarter Hours
HST 492	GRADUATE INTERNSHIP	4
HST 497	INDEPENDENT STUDY	4-8

In addition, upon consultation with the Graduate Director and with his/her approval, students may count up to eight quarter hours from another DePaul graduate program toward their MA. Such courses would reduce the number of required colloquia by two.

Student Handbook

Probation and Dismissal

A graduate student goes on probation when his/her graduate GPA falls below 3.0. If the GPA goes under 3.0, the student will have one quarter in which to raise it. At the end of this quarter, if the student has failed to bring his/her GPA back up to 3.0, the student may be dismissed and prohibited from registering for additional coursework.

Conduct

Faculty retain the right to define and enforce appropriate etiquette for the promotion of collegiality and civility. Instructors have the right to remove any offender(s) from the classroom. In cases of serious or repeated misconduct, the program director in consultation with the instructor and the chairperson may remove the student(s) from a course and/or the graduate program.

Conditional Admission

In some cases, strong candidates who have not completed the REQUIRED undergraduate credit hours in history and/or students who have not yet demonstrated their strengths in the field may be considered for conditional admission. Students admitted in this category may only take one course (HST 421) during the Autumn quarter. A student who passes

HST 421 with a grade of B or above may then continue in the program but must receive grades of B or above in the next two graduate colloquia that he or she attempts. If the student does NOT receive a B or above in EACH of these three classes, he or she must leave the program.

Readmission

If a student is dismissed from the program, he or she may be reapply through the formal application process. All students considering applying for readmission are strongly encouraged to contact the Graduate Director.

Transfer Credit

Upon consultation with the Graduate Director and with his or her approval, students may request that up to 12 units (three courses) of graduate credit earned in other DePaul departments or at other graduate degree-granting institutions be counted toward the MA degree. The Graduate Director will handle such requests on a case-by-case basis. In no circumstances will graduate credit be given for undergraduate coursework or for courses that have been applied toward fulfillment of another degree. Transfer grades from other institutions do not count in the calculation of the DePaul grade point average.

Undergraduate Courses

Undergraduate courses are not applicable toward the degree, but it is sometimes possible (at the discretion of the graduate director) for students to apply foreign language courses toward degree requirements. Students interested in taking foreign language courses that complement their historical studies should contact the graduate instructor prior to enrolling in any foreign language courses.

Graduation Requirements

In order to graduate from the program, students must complete all program requirements satisfactorily. Note that the coursework must be completed with a minimum cumulative GPA of 3.0.

Graduation with Distinction

Distinction is based on two criteria: (1) A record of consistent excellence in graduate coursework, generally interpreted as a cumulative GPA of 3.75 or higher; and (2) Exemplary work on the final paper produced within the capstone seminar as judged by the course instructor and the department's graduate committee, or (for thesis students), exemplary work on the thesis as judged by the thesis director and the department's graduate committee.

Program Time Limitation

Students in an MA program are expected to complete degree requirements within a six-year period from the first registration date for a course in the program. For students who do not, the department or program director may recommend, on receipt of the student's petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.

History (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degrees.

Students interested in the applying to the combined BA + MA (History) program should contact the History Graduate Director, Scott Bucking (sbucking@depaul.edu).

DePaul undergraduates interested in the BA + MA (History) should apply to the program by April 15 of their junior year. The department will consider students from any major and they must maintain a GPA of 3.0 in their undergraduate courses and in the three graduate courses taken in their senior year. In addition, grades in the graduate-level courses must be at least a C or higher to count for the combined degree.

Undergraduate students will take HST 421 and two HST 400-level electives in their senior year. If they are a History major, the History Gateway course and its linked practicum course may be substituted for the two HST 400-level electives.

History (Minor)

DePaul’s **History minor** is designed to help students develop a critical understanding of the past, as well as its impact on the present and the future. Students may pick a specific focus area of interest to complement their major.

Course Requirements

- HST 298
- Two lower division HST courses (100 or 200 level)—note HON 102 may be counted toward lower division requirements
- Two upper division HST courses (300 level)
- One course in either the lower or upper level

Students majoring in History (BA) are restricted from earning this minor.

History of Art and Architecture (BA)

The Department of the History of Art and Architecture familiarizes DePaul students with works of art that define civilizations around the world from their emergence to the present day. The study of art is integral to the development of human knowledge and thus consistent with the academic goals of DePaul University as well as a liberal arts education. We extend the Vincentian mission in our particular focus on comparative culture and art in its urban setting. In an increasingly interconnected world, art history encourages a critical engagement with the visual and its role in individual and social formation.

The study of art and architectural history prepares students for a wide variety of careers and post-graduate pursuits. Thus, all of our classes foster critical thinking by developing visual literacy, close reading, persuasive writing, research skills and oral communication. Taking advantage of the rich cultural resources of Chicago through classroom lectures, discussions and site visits to exhibits, museums, and architectural monuments, students come to understand how art is produced and how it operates in its social and historical moment. In more advanced classes, students become well-versed in the nature of the field and its current and traditional theoretical issues. In these classes, too, consideration is given to the professional world, including museums, galleries, cultural institutions, and the global art market.

All of these goals are consistent with our professional aspirations, not only as faculty, but as scholars who distinguish ourselves by the breadth of our geographical and chronological interests and through our record of publishing and professional achievements. Although our approaches

vary widely, we are united in our shared interest in the creative, social, and political forces that both determine and emanate from all works of art.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	56
Open Electives	52
Total hours required	192

Learning Outcomes

Student will be able to:

- Demonstrate an understanding of the ways in which works of art and architecture are products of their unique historical, geographical, social, and/or religious context.
- Use correctly art history’s specialized vocabulary.
- Identify the salient features of a work of visual culture and argue in writing for the ways in which they acquire meaning.
- Analyze and apply major methodological and/or interpretative issues that belong to a given course’s subject.
- Demonstrate an engagement with original works of art at the Art Institute of Chicago or other regional institutions (when possible).

College Core Requirements Study in the Major Field

The student’s course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By “liberal education” the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized “concentration.” The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student’s choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
HAA 390	SENIOR CAPSTONE ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ A student majoring in History of Art and Architecture (HAA) is required to complete the Capstone offered by the HAA Department. This is the case even if a student is double majoring (or pursuing a dual degree) and the secondary major (or degree) requires its own Capstone. An HAA major in the University Honors Program shall take the University Honors Capstone and the HAA Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 1 Course Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
Select two 100-level HAA introductory courses of the following:		8
HAA 101	INTRODUCTION TO AFRICAN ART	
HAA 115	INTRODUCTION TO ASIAN ART	
HAA 130	INTRODUCTION TO EUROPEAN ART	
HAA 145	INTRODUCTION TO ARTS OF THE AMERICAS	
Select five 200-level HAA courses selected from five categories focused on Asia and the Middle East, Africa and Latin America, Premodern Europe and the Mediterranean to 1453, Early Modern Europe to 1800, and Modern Europe and the U.S. Students must complete one course from each category. (p. 598)		20
HAA 290	ART HISTORICAL THEORY AND METHODOLOGY	4

Select five 300-level HAA courses with three selected from each of the following three categories as well as two additional 300-level courses of the student's choice, selected from any category. The categories are Asia, Africa and Latin America, Early Europe and the Mediterranean, and Later Europe and the U.S. (p. 599)

Select one additional HAA course at any level		4
HAA 390	SENIOR CAPSTONE	4

200-Level Categories

Asia and the Middle East

Course	Title	Quarter Hours
HAA 200	SPECIAL TOPICS ON THE ART INSTITUTE (When Approved)	
HAA 215	CHINESE ART	
HAA 216	JAPANESE ART	
HAA 218	ARTS OF THE SILK ROAD	
HAA 219	JAPANESE FILM ARTS	
HAA 220	BUDDHIST ART	
HAA 222	ISLAMIC ART	
HAA 273	ANIME AND MANGA	
HAA 297	SPECIAL TOPICS IN HISTORY OF ART & ARCHITECTURE (When Approved)	

Africa and Latin America

Course	Title	Quarter Hours
HAA 200	SPECIAL TOPICS ON THE ART INSTITUTE (When Approved)	
HAA 201	ANCIENT AFRICAN ART	
HAA 202	CLASSICAL AFRICAN ART	
HAA 203	POST-COLONIAL AFRICAN ART	
HAA 243	MAYA ART AND ARCHITECTURE	
HAA 244	AZTEC, MAYA, OLMEC: MESOAMERICAN ART	
HAA 245	ART OF THE ANDES	
HAA 246	ART IN THE SPANISH AMERICAN EMPIRE	
HAA 247	MODERN LATIN AMERICAN ART	
HAA 248	MEXICAN ART	
HAA 297	SPECIAL TOPICS IN HISTORY OF ART & ARCHITECTURE (When Approved)	

Premodern Europe and the Mediterranean to 1453

Course	Title	Quarter Hours
HAA 200	SPECIAL TOPICS ON THE ART INSTITUTE (When Approved)	
HAA 230	ART AND EMPIRE IN THE ANCIENT WORLD	
HAA 231	CONQUEST & CONVERSION: THE ART OF THE EARLY MIDDLE AGES	
HAA 232	AGE OF CATHEDRALS: THE ART OF THE LATER MIDDLE AGES	
HAA 233	THE ART OF CRUSADING	
HAA 234	BYZANTINE ART	

HAA 297	SPECIAL TOPICS IN HISTORY OF ART & ARCHITECTURE (When Approved)	
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Early Modern Europe to 1800

Course	Title	Quarter Hours
HAA 200	SPECIAL TOPICS ON THE ART INSTITUTE (When Approved)	
HAA 235	RUSSIA: MEDIEVAL MOMENTS, IMPERIAL DAYS & WHITE NIGHTS IN NOVGOROD & ST. PETERSBURG	
HAA 236	NORTHERN RENAISSANCE ART	
HAA 237	ITALIAN RENAISSANCE ART	
HAA 238	BAROQUE ART	
HAA 280	PREMODERN ARCHITECTURE: ANCIENT SOCIETIES TO THE ENLIGHTENMENT	
HAA 297	SPECIAL TOPICS IN HISTORY OF ART & ARCHITECTURE (When Approved)	

Modern Europe and the U.S.

Course	Title	Quarter Hours
HAA 200	SPECIAL TOPICS ON THE ART INSTITUTE (When Approved)	
HAA 210	AFRICAN AMERICAN ART: 1800 TO THE PRESENT	
HAA 239	19TH CENTURY EUROPEAN ART	
HAA 240	ART FROM 1900-1945	
HAA 242	ART FROM 1945 - 1975	
HAA 260	AMERICAN ART	
HAA 263	HISTORY OF INTERIOR DESIGN	
HAA 265	HISTORY OF PHOTOGRAPHY	
HAA 268	HISTORY OF FILM	
HAA 281	MODERN ARCHITECTURE	
HAA 291	MUSEUM AND NON-PROFIT ARTS MANAGEMENT	
HAA 297	SPECIAL TOPICS IN HISTORY OF ART & ARCHITECTURE (When Approved)	

300-Level Categories

Asia, Africa and Latin America

Course	Title	Quarter Hours
HAA 301	AFRICAN ARCHITECTURE	
HAA 302	AFRICAN ISLAM: ISLAMIC ART & ARCHITECTURE IN SUB-SAHARAN AFRICA	
HAA 312	ILLNESS AND DISABILITY IN CHINESE ART	
HAA 372	CAIRO: MOTHER OF THE WORLD (WORLD CITIES)	
HAA 373	KYOTO (WORLD CITIES)	
HAA 375	MEXICO CITY (WORLD CITIES)	
HAA 397	SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE (When Approved)	
HAA 399	NEWBERRY LIBRARY SEMINAR (When Approved)	

Early Europe and the Mediterranean

Course	Title	Quarter Hours
HAA 316	GODS AND MORTALS: THE ART OF THE ANCIENT GREEKS	
HAA 320	ART AND POWER IN PAGAN AND EARLY CHRISTIAN ROME	
HAA 325	OLD EMPIRES AND NEW GODS: CULTURAL CONFRONTATIONS IN LATE ANTIQUITY	
HAA 328	THE POWER OF PIETY: ICONS, RELICS, AND MIRACLES IN THE MEDIEVAL WORLD	
HAA 331	ART OF THE CRUSADES: CRUSADES AS MEDITERRANEAN EXCHANGE	
HAA 332	ROMANESQUE ART AND ARCHITECTURE	
HAA 333	GOTHIC ART AND ARCHITECTURE	
HAA 376	ROME (WORLD CITIES)	
HAA 378	HEAVENLY AND EARTHLY JERUSALEM (WORLD CITIES)	
HAA 397	SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE (When Approved)	
HAA 399	NEWBERRY LIBRARY SEMINAR (When Approved)	

Later Europe and the U.S.

Course	Title	Quarter Hours
HAA 335	MICHELANGELO	
HAA 360	DUCHAMP AND DADAISM	
HAA 365	ART SINCE 1975	
HAA 366	TOPICS ON WOMEN AND ART	
HAA 370	CONTEMPORARY ARCHITECTURAL THEORY AND PRACTICE	
HAA 371	HISTORIC CATHOLIC CHURCH ARCHITECTURE OF CHICAGO	
HAA 379	PARIS AND VICINITY TO CIRCA 1870 (WORLD CITIES)	
HAA 380	CHICAGO ARCHITECTURE AND URBANISM (WORLD CITIES)	
HAA 391	THE EVOLVING MUSEUM: HISTORIES AND CONTEMPORARY CHALLENGES	
HAA 397	SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE (When Approved)	
HAA 399	NEWBERRY LIBRARY SEMINAR (When Approved)	

Junior Experiential Learning

Course	Title	Quarter Hours
HAA 394	MUSEUM STUDIES INTERNSHIP	

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

History of Art and Architecture 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year’s worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law’s online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant’s third undergraduate year. The LSAT score will only be used for consideration

of merit scholarships; it will not be a factor in the admission of the participant to the program. In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law’s median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

History of Art and Architecture (Minor)

The minor program helps students develop visual literacy by critically thinking about how art and architecture affect individuals and societies. Students may focus on a particular area of art history or architecture.

Course Requirements

Course	Title	Quarter Hours
Select one of the following:		4
HAA 101	INTRODUCTION TO AFRICAN ART	
HAA 115	INTRODUCTION TO ASIAN ART	
HAA 145	INTRODUCTION TO ARTS OF THE AMERICAS	
Select five additional 200- or 300-level history of art and architecture courses ¹		20

¹ HAA 130 may be substituted for one 200 or 300 level course in the minor.

Students wishing to group their minor courses around a specialty should confer with the History of Art and Architecture professor in that specialty.

Students majoring in History of Art and Architecture (BA) are restricted from earning this minor.

History of Law (Minor)

The History of Law minor provides an opportunity for non-history majors to gain a solid introduction to historical study related to law and legal history. This minor will give non-history majors training in basic historical skills and specific knowledge about histories related to criminal justice and law. A History of Law minor provides students with valuable skills that are developed in History courses in addition to the specific content focus on the history and evolution of the law and legal history.

Required: Five History Courses

Course	Title	Quarter Hours
HST 298	INTRODUCTION TO HISTORICAL SOURCES AND METHODS	4

HST 388	THE COURT AND THE U.S. BILL OF RIGHTS	4
Select one history course at any level (must be approved by Director)		4
Select two of the following:		8
HST 308	EUROPE FROM CONFLICT TO CONSENSUS	
HST 312	LATINOS IN THE UNITED STATES	
HST 328	ENGLISH CONSTITUTIONAL HISTORY	
HST 329	SPECIAL TOPICS IN HISTORY	
HST 331	THE NATION AND NATIONALISM IN EUROPE	
HST 332	FRENCH REVOLUTION AND NAPOLEON	
HST 335	THE AGE OF ENLIGHTENMENT IN EUROPE	
HST 343	CRIME AND PUNISHMENT	
HST 371	THE AMERICAN REVOLUTION	
HST 373	THE CIVIL WAR ERA	
HST 374	EMERGENCE OF MODERN AMERICA, 1877-1914	
HST 375	THE GREAT DEPRESSION AND THE NEW DEAL ERA	
HST 379	RECONSTRUCTION AND THE RISE OF JIM CROW	
HST 385	UNITED STATES CONSTITUTIONAL HISTORY TO 1865	
HST 386	UNITED STATES CONSTITUTIONAL HISTORY SINCE 1865	
HST 395	ISSUES IN NON-U.S. LEGAL HISTORY	
Or select a relevant 300-Level HST topics course, per Director approval		

Hospitality Leadership (BSB)

The heart and soul of any academic program is the curriculum and the faculty who deliver it. We have developed our unique curriculum with the strong involvement of local Chicago hospitality industry leaders and the members of our national advisory board. We have also asked senior faculty at four of the nation's top ranked hospitality programs to review it and advise us how to strengthen it. By incorporating this input, we created a powerful curriculum that distinguishes us from other hospitality programs. Our curriculum blends two primary concepts: hospitality industry knowledge and key business skills. Additionally, woven throughout the courses are five central themes: leadership, ethics, human resources, globalization and sustainability. By including these themes in many of our courses, we strive to deeply instill within students a sense of personal and corporate social responsibility embedded within an awareness of the larger world around them.

We have three primary curricular goals:

1. Embed a true sense of hospitality within our students; that is, to create a bedrock belief that hospitality is about serving others
2. Create industry leaders prepared to deliver hospitality to anyone who needs it, whenever or wherever
3. Embrace the Vincentian mission: to share hospitality with the underprivileged and disenfranchised members of our communities

The Hospitality Leadership major is comprised of three components: the Liberal Studies Program (the broad, general education of members of our

society), the College of Business core (foundational business skills), and the specific requirements of the School of Hospitality Leadership.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	46
Open Electives	14
Total hours required	192

Learning Outcomes

Core Outcomes

- Use analytical and reflective skills in decision-making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

Program Specific Outcomes

Students will be able to:

- Describe the parallel concepts of service and experience management.
- Demonstrate hospitality service through voluntarism at community event using hospitality skills.
- Demonstrate functional knowledge about hospitality business applications and operations.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4

FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 363	ECONOMICS OF THE EUROPEAN UNION	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 357	INTERNATIONAL BUSINESS	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT	
MKT 360	INTERNATIONAL MARKETING	
SOC 217	WORK IN A GLOBALIZED WORLD	
A course taken as part of a term-long study abroad program		

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.

- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Grade Minimum Requirements for Hospitality Leadership Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, MAT 137, and any IB course used for the Hospitality Leadership major and Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required ²		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn a C- or better in this course.

² Students majoring in Hospitality Leadership are required to complete the sequence of HSP 303 and HSP 304 in order to receive Experiential Learning credit.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

In addition to HSP 303 and HSP 304 in the Liberal Studies Program, a student majoring in Hospitality Leadership is required to complete the following courses totaling at least 46.0 hours:

Course	Title	Quarter Hours
HSP 100	INTRODUCTION TO HOSPITALITY	4
HSP 200	HOSPITALITY SERVICES AND EXPERIENCE MANAGEMENT	4
HSP 203	HOSPITALITY LEADERSHIP & SELF DEVELOPMENT	2

HSP 204	HOSPITALITY LEADERSHIP & TEAMS	2
HSP 207	HOSPITALITY LAW, ETHICS & RISK	2
HSP 208	MANAGING PEOPLE & THE CHICAGO UNION ENVIRONMENT	2
HSP 250	MANAGING YOUR HOSPITALITY CAREER	2
HSP 301	LEADERSHIP SPEAKER SERIES I (Taken Pass/Fail)	1
HSP 302	LEADERSHIP SPEAKER SERIES II (Taken Pass/Fail)	1
HSP 309	ADVANCED HOSPITALITY METRICS AND ANALYTICS	4
HSP 330	RESTAURANT OPERATIONS	4
HSP 340	LODGING PROPERTY MANAGEMENT	4
HSP 350	EVENT PLANNING	4
HSP 396	HOSPITALITY STRATEGY	4
Select two elective courses from the following:		6
HSP 320	PRIVATE CLUB MANAGEMENT	
HSP 321	FOOD PRODUCTION MANAGEMENT	
HSP 322	QUANTITY FOODSERVICE MANAGEMENT	
HSP 323	ADVANCED PRIVATE CLUB MANAGEMENT	
HSP 331	FOODSERVICE PURCHASING	
HSP 332	BEVERAGE MANAGEMENT	
HSP 333	INTERNATIONAL WINE EDUCATION & MANAGEMENT	
HSP 341	RESORT & SPA MANAGEMENT	
HSP 342	TIME SHARE MANAGEMENT	
HSP 343	CASINO MANAGEMENT	
HSP 351	EVENT TOURISM	
HSP 352	EVENT PRODUCTION	
HSP 353	EVENT SALES, SERVICE & PROMOTION	
HSP 355	ADVANCED EVENT MANAGEMENT	
HSP 362	REVENUE, PRICING & DISTRIBUTION	
HSP 372	BRANDING & CUSTOMER LOYALTY	
HSP 386	HOSPITALITY ACCOUNTING I: REVENUES & EXPENSES	
HSP 398	SPECIAL TOPICS IN HOSPITALITY (multiple topics may be used)	
HSP 399	INDEPENDENT STUDY	
IB 350	INTERNATIONAL BUSINESS SEMINAR (Hospitality-led programs only)	

Open Electives

Open elective credit (14.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Experiential Learning

Hospitality Leadership majors must complete HSP 303 and HSP 304. The completed sequence satisfies the requirement for Experiential Learning in the Liberal Studies Program (or University Honors Program) Requirements.

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for

graduation are satisfied. Students should take the Career Course as soon as possible.

Global Business Perspective

If an IB or HSP course is shared between Global Business Perspective and the Hospitality major, additional hours of Open Elective credit are required. Any IB or HSP course must be passed with C- or higher.

Combined Bachelor’s + Master’s Program Participants

Students admitted to the Hospitality Leadership and Operational Performance Combined Bachelor’s + Master’s program may apply approved graduate course(s) towards undergraduate Hospitality Leadership major electives.

Graduation Requirements

All Hospitality Leadership (HSP) courses and any other courses used toward the major must be completed with a minimum grade of C- (or PA where specified) and with a combined GPA of 2.000 or higher.

Hospitality Leadership (Minor)

Available to all students, the focus of this minor is to give broad exposure to the scale and scope of the hospitality industry, and to enable students to explore major sectors, such as lodging, event management, restaurant operations & ownership, or private club management in some depth.

Course Requirements

A student minoring in Hospitality Leadership is required to complete the following courses totaling at least 20.0 hours:

Course	Title	Quarter Hours
Select twelve credit hours from courses in the Hospitality Business Foundation:		12
HSP 100	INTRODUCTION TO HOSPITALITY	
HSP 101	INTRODUCTION TO GLOBAL TOURISM	
HSP 200	HOSPITALITY SERVICES AND EXPERIENCE MANAGEMENT	
HSP 203	HOSPITALITY LEADERSHIP & SELF DEVELOPMENT ¹	
HSP 204	HOSPITALITY LEADERSHIP & TEAMS ¹	
HSP 207	HOSPITALITY LAW, ETHICS & RISK ¹	
HSP 208	MANAGING PEOPLE & THE CHICAGO UNION ENVIRONMENT ¹	
HSP 250	MANAGING YOUR HOSPITALITY CAREER ¹	
HSP 301	LEADERSHIP SPEAKER SERIES I ²	
HSP 302	LEADERSHIP SPEAKER SERIES II ²	
HSP 303	HOSPITALITY INTERNSHIP I ¹	
HSP 304	HOSPITALITY INTERNSHIP II ¹	
HSP 396	HOSPITALITY STRATEGY	
Select eight credit hours from any HSP courses between HSP 305 through HSP 399		8

¹ These courses are each 2.0 quarter hours
² These courses are each 1.0 quarter hour

Graduation Requirements

All Hospitality Leadership (HSP) courses and any other courses used toward the minor must be completed with a minimum grade of C- (or PA where specified) and with a combined GPA of 2.000 or higher.

Revenue Management (Minor)

The hospitality industry has an ongoing need for managers skilled in the science and art of forecasting demand. Similar to the tactics of the airlines in pricing and seat allocation, Revenue Management is a business practice that applies theories of pricing and statistics to patterns of lodging room sales and advance reservations. Knowledge of pricing theory, trend analysis, distribution channels, and customer relationship management (CRM) are key tenets.

Course Requirements

A student minoring in Revenue Management is required to complete the following courses totaling at least 20.0 hours:

Course	Title	Quarter Hours
HSP 100	INTRODUCTION TO HOSPITALITY	4
HSP 309	ADVANCED HOSPITALITY METRICS AND ANALYTICS	4
HSP 340	LODGING PROPERTY MANAGEMENT	4
HSP 362	REVENUE, PRICING & DISTRIBUTION	4
HSP 372	BRANDING & CUSTOMER LOYALTY	4

Graduation Requirements

All Hospitality Leadership (HSP) courses and any other courses used toward the minor must be completed with a minimum grade of C- (or PA where specified) and with a combined GPA of 2.000 or higher.

Hospitality Leadership and Operational Performance (MS)

The Master of Science in Hospitality Leadership and Operational Performance combines critical business theories and skills with innovative hospitality leadership practices. The unique curriculum addresses current trends in the industry, providing you with a necessary skill set focusing on customer relationship management and service delivery. This degree program is designed for career-changers seeking entry into the hospitality industry and industry professionals with a strong desire to enhance their knowledge and skills.

Program Features

Through the MS in Hospitality Leadership and Operational Performance program, you will be exposed to:

- Business courses and concepts that specifically apply to the hospitality industry, including finance, marketing and management strategies
- Cutting-edge hospitality technologies
- Data analysis and financial metrics concepts
- A service leadership foundation and how it relates to the guest experience

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Develop an understanding of key hospitality operational performance metrics found in the hospitality industry and apply them to various service delivery and financial return components.
- Apply hospitality principles of service leadership and innovation in the guest experience through a conceptual understanding of operational policies/procedures, financial benchmarks, and service delivery.
- Evaluate and comprehend hospitality technology systems and articulate complex service system framework and financial data collection processes commonly used in the industry.
- Acquire business, employee relations and hospitality specific skills that are broad, deep and necessary to fulfill their professional goals.

Degree Requirements

Course Requirements

Students complete the MS in Hospitality Leadership and Operational Performance by taking the following 12 courses for a total of 48 credits:

Course	Title	Quarter Hours
HSP 502	MANAGING THE GUEST/EMPLOYEE EXPERIENCE	4
HSP 503	ADVANCED HOSPITALITY LEADERSHIP AND PERFORMANCE	4
HSP 505	SERVICE & INNOVATION IN TOURISM DEVELOPMENT	4
HSP 506	HOSPITALITY STRATEGY & OPERATIONAL PERFORMANCE	4
HSP 561	MANAGING REVENUE TO MAXIMIZE FINANCIAL PERFORMANCE	4
HSP 562	HOSPITALITY DISRUPTORS, CURRENT TRENDS, AND THEIR IMPLICATIONS FOR LEADERS	4
HSP 563	HOSPITALITY RESEARCH ANALYSIS & FINANCIAL METRICS	4
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	4
MKT 555	MARKETING MANAGEMENT	4

Elective Requirements (3 courses)

Choose any graduate course in economics, management and marketing and any 700 to 799 course in Hospitality Leadership and Operational Performance.

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the 12 required courses, or their substitutes as approved by the Director of the School of Hospitality Leadership.

- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

Hospitality Leadership and Operational Performance (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 of the 48 required graduate credit hours while still undergraduates. These three graduate level courses will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Hospitality Leadership and Operational Performance (MS)

The MS degree in Hospitality Leadership and Operational Performance is a unique program that integrates critical business theory and skills with cutting-edge hospitality leadership practices. Designed for career-changers interested in the hospitality industry as well as for current industry professionals who want to enhance their skills, the program focuses on developing leadership skills and operational capabilities in a broad array of hospitality service enterprises.

DePaul degree-seeking undergraduate students interested in earning a Master of Science degree in Hospitality Leadership and Operational Performance may apply to the bachelor's degree/Hospitality Leadership and Operational Performance (MS) combined program. Students may be able to obtain both degrees in as few as five years.

Admission

Students must formally apply and be admitted to the Kellstadt Graduate School of Business before beginning their graduate coursework. Undergraduate students who meet the following criteria will be considered:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 2.50

Students participating in this program will typically take the following three graduate level courses during their senior year:

Course	Title	Quarter Hours
HSP 502	MANAGING THE GUEST/EMPLOYEE EXPERIENCE	4
HSP 503	ADVANCED HOSPITALITY LEADERSHIP AND PERFORMANCE	4
HSP 505	SERVICE & INNOVATION IN TOURISM DEVELOPMENT	4

These three courses may double-count (up to 12 credits) towards both degree programs. The undergraduate degree will be awarded at the completion of all undergraduate work while the MS degree in

Hospitality Leadership and Operational Performance will be awarded upon completion of the remaining graduate level work.

For students pursuing their BSB-Hospitality, these three courses replace their Specialization requirements. For students in other majors, these three courses will be free electives.

Human Computer Interaction (MS)

The MS in Human Computer Interaction focuses on user research, design, implementation, and evaluation to create technologies that are useful, easy to use and accessible for diverse users.

Program Requirements	Quarter Hours
Introductory Courses	0-16
Degree Requirements	48
Total hours required	48-64

Learning Outcomes

Students will be able to:

- Plan and conduct ethical user research with human participants using appropriate data collection methods, and analyze the data using both qualitative and quantitative methods.
- Create, justify, and critique interface designs using appropriate theoretical and methodological HCI frameworks.
- Create prototypes that simulate the interactivity of user interfaces and have enough functionality for usability testing with human participants.
- Design and conduct usability tests for an existing or prototyped product or service.

Degree Requirements

Course Requirements

No Introductory course (a course numbered 400 through 419) may be substituted for any other course at any level.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Course	Title	Quarter Hours
IT 411	SCRIPTING FOR INTERACTIVE SYSTEMS	4
HCI 406	WEB SITE DESIGN FOR HCI	4
HCI 412	HCI DESIGN FUNDAMENTALS I	4
IT 403	STATISTICS AND DATA ANALYSIS	4

Foundation Courses

The following Foundation Courses are listed in the suggested sequence for the program.

Course	Title	Quarter Hours
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	4
HCI 450	FOUNDATIONS OF HUMAN-COMPUTER INTERACTION	4
HCI 430	PROTOTYPING AND IMPLEMENTATION	4

Students currently taking Foundation Courses may also register for Major Elective Courses if they have successfully completed the prerequisites for those courses.

Advanced Courses

The following Advanced Courses are listed in the suggested sequence for the program.

Course	Title	Quarter Hours
HCI 445	USER RESEARCH METHODS	4
HCI 454	INTERACTION DESIGN AND INFORMATION ARCHITECTURE	4
or HCI 457	INFORMATION ARCHITECTURE AND CONTENT STRATEGY	
HCI 460	USABILITY EVALUATION METHODS	4
HCI 472	HCI DESIGN FUNDAMENTALS II	4

Course	Title	Quarter Hours
At least one of the following major electives is also required:		4
HCI 511	ACCESSIBILITY CONSIDERATIONS IN HCI	
HCI 514	GLOBAL USER RESEARCH	
HCI 515	DESIGN ETHNOGRAPHY	
HCI 516	BEHAVIORAL SCIENCE & UX	
HCI 520	LEARNER-CENTERED DESIGN	

Major Elective Courses

Students must complete 12 credit hours of Major Elective courses from the lists below:

HCI Electives

Course	Title	Quarter Hours
HCI 421	DESIGNING FOR CONTENT MANAGEMENT SYSTEMS	
HCI 422	MULTIMEDIA	
HCI 511	ACCESSIBILITY CONSIDERATIONS IN HCI	
HCI 512	INFORMATION VISUALIZATION AND INFOGRAPHICS	
HCI 514	GLOBAL USER RESEARCH	
HCI 515	DESIGN ETHNOGRAPHY	
HCI 516	BEHAVIORAL SCIENCE & UX	
HCI 520	LEARNER-CENTERED DESIGN	
HCI 522	UX STRATEGY AND WEB ANALYTICS	
HCI 530	MOBILE DESIGN	
HCI 545	EMBODIED INTERACTION	
HCI 553	SOCIAL INTERACTION DESIGN	
HCI 580	USER EXPERIENCE DESIGN PRACTICUM	

HCI 590	TOPICS IN HUMAN-COMPUTER INTERACTION
HCI 596	HCI RESEARCH CAPSTONE

NON-HCI Electives Open to All HCI students

Course	Title	Quarter Hours
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	
DSC 465	DATA VISUALIZATION	
CSC 587	COGNITIVE SCIENCE	
ECT 455	E-COMMERCE WEB SITE ENGINEERING	
ECT 480	INTRANETS AND PORTALS	
ECT 586		
GAM 424	GAME DESIGN WORKSHOP	
IS 451	DATABASE DESIGN FOR INFORMATION SYSTEMS (FORMERLY CSC 451)	
IS 485	REQUIREMENTS ELICITATION, ANALYSIS, AND SPECIFICATION	
IS 511	SOCIAL ISSUES OF COMPUTING	
IS 570	MANAGING CHANGE FOR DIGITAL TRANSFORMATION	
IT 432	WEB ARCHITECTURE	
IT 590	TOPICS IN INFORMATION TECHNOLOGY	
MKT 555	MARKETING MANAGEMENT	
PM 430	FUNDAMENTALS OF IT PROJECT MANAGEMENT	
or SE 477	SOFTWARE AND SYSTEMS PROJECT MANAGEMENT	
PM 440	COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS	
PSY 404	PERCEPTION AND COGNITION	
PSY 473	THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING	
PSY 680	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	
SE 430	OBJECT ORIENTED MODELING	
SE 482	REQUIREMENTS ENGINEERING	

Capstone

Course	Title	Quarter Hours
HCI 594	HUMAN-COMPUTER INTERACTION CAPSTONE	4

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of B- or better in each introductory course of the designated degree program.

- Earn a grade of C- or better in all courses beyond the introductory courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

For DePaul's policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate Handbook.

Human Computer Interaction (MS) Online

The MS in Human Computer Interaction focuses on user research, design, implementation, and evaluation to create technologies that are useful, easy to use and accessible for diverse users.

Program Requirements	Quarter Hours
Introductory Courses	0-16
Degree Requirements	48
Total hours required	48-64

Learning Outcomes

- Plan and conduct ethical user research with human participants using appropriate data collection methods, and analyze the data using both qualitative and quantitative methods.
- Create, justify, and critique interface designs using appropriate theoretical and methodological HCI frameworks.
- Create prototypes that simulate the interactivity of user interfaces and have enough functionality for usability testing with human participants.
- Design and conduct usability tests for an existing or prototyped product or service.

Degree Requirements

Course Requirements

No Introductory course (a course numbered 400 through 419) may be substituted for any other course at any level.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.

- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Course	Title	Quarter Hours
IT 411	SCRIPTING FOR INTERACTIVE SYSTEMS	4
HCI 406	WEB SITE DESIGN FOR HCI	4
HCI 412	HCI DESIGN FUNDAMENTALS I	4
IT 403	STATISTICS AND DATA ANALYSIS	4

Foundation Courses

The following Foundation Courses are listed in the suggested sequence for the program.

Course	Title	Quarter Hours
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	4
HCI 450	FOUNDATIONS OF HUMAN-COMPUTER INTERACTION	4
HCI 430	PROTOTYPING AND IMPLEMENTATION	4

Students currently taking Foundation Courses may also register for Major Elective Courses if they have successfully completed the prerequisites for those courses.

Advanced Courses

The following Advanced Courses are listed in the suggested sequence for the program.

Course	Title	Quarter Hours
HCI 445	USER RESEARCH METHODS	4
HCI 454	INTERACTION DESIGN AND INFORMATION ARCHITECTURE	4
or HCI 457	INFORMATION ARCHITECTURE AND CONTENT STRATEGY	
HCI 460	USABILITY EVALUATION METHODS	4
HCI 472	HCI DESIGN FUNDAMENTALS II	4

Course	Title	Quarter Hours
At least one of the following major electives is also required:		4
HCI 511	ACCESSIBILITY CONSIDERATIONS IN HCI	
HCI 514	GLOBAL USER RESEARCH	
HCI 515	DESIGN ETHNOGRAPHY	
HCI 516	BEHAVIORAL SCIENCE & UX	
HCI 520	LEARNER-CENTERED DESIGN	

Major Elective Courses

Students must complete 12 credit hours of Major Elective courses from the lists below:

HCI Electives

Course	Title	Quarter Hours
HCI 421	DESIGNING FOR CONTENT MANAGEMENT SYSTEMS	
HCI 422	MULTIMEDIA	

HCI 511	ACCESSIBILITY CONSIDERATIONS IN HCI
HCI 512	INFORMATION VISUALIZATION AND INFOGRAPHICS
HCI 514	GLOBAL USER RESEARCH
HCI 515	DESIGN ETHNOGRAPHY
HCI 516	BEHAVIORAL SCIENCE & UX
HCI 520	LEARNER-CENTERED DESIGN
HCI 522	UX STRATEGY AND WEB ANALYTICS
HCI 530	MOBILE DESIGN
HCI 545	EMBODIED INTERACTION
HCI 553	SOCIAL INTERACTION DESIGN
HCI 580	USER EXPERIENCE DESIGN PRACTICUM
HCI 590	TOPICS IN HUMAN-COMPUTER INTERACTION
HCI 596	HCI RESEARCH CAPSTONE

NON-HCI Electives Open to All HCI students

Course	Title	Quarter Hours
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	
DSC 465	DATA VISUALIZATION	
CSC 587	COGNITIVE SCIENCE	
ECT 455	E-COMMERCE WEB SITE ENGINEERING	
ECT 480	INTRANETS AND PORTALS	
ECT 586		
GAM 424	GAME DESIGN WORKSHOP	
IS 451	DATABASE DESIGN FOR INFORMATION SYSTEMS (FORMERLY CSC 451)	
IS 485	REQUIREMENTS ELICITATION, ANALYSIS, AND SPECIFICATION	
IS 511	SOCIAL ISSUES OF COMPUTING	
IS 570	MANAGING CHANGE FOR DIGITAL TRANSFORMATION	
IT 432	WEB ARCHITECTURE	
IT 590	TOPICS IN INFORMATION TECHNOLOGY	
MKT 555	MARKETING MANAGEMENT	
PM 430	FUNDAMENTALS OF IT PROJECT MANAGEMENT	
or SE 477	SOFTWARE AND SYSTEMS PROJECT MANAGEMENT	
PM 440	COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS	
PSY 404	PERCEPTION AND COGNITION	
PSY 473	THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING	
PSY 680	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	
SE 430	OBJECT ORIENTED MODELING	
SE 482	REQUIREMENTS ENGINEERING	

Capstone

Course	Title	Quarter Hours
HCI 594	HUMAN-COMPUTER INTERACTION CAPSTONE	4

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of B- or better in each introductory course of the designated degree program.
- Earn a grade of C- or better in all courses beyond the introductory courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

For DePaul's policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate Handbook.

Human Resources (MSHR)

The Master of Science in Human Resources (MSHR) degree prepares students to manage the modern organizational workforce. Students develop skills necessary to succeed in specific areas of human resources, such as benefits, compensation, labor relations, recruitment and workforce training programs. Students gain a real-world education in HR management in a stimulating program that combines high-quality teaching with evidence-based recommendations from leading scholars in the field.

Faculty members have won numerous teaching awards and have many years of professional experience in a range of management-related fields, which helps students understand the connection between science and practice. Industry guest speakers, business cases, simulations and internships enhance students' practical understanding of the HR field. The program leverages DePaul's wide-ranging network of alumni and HR business leaders to create opportunities for students to engage in professional activities and community outreach via service learning. The program also is aligned with the curriculum standards set by the Society for Human Resource Management (SHRM), the most influential human resources association.

Program Features

In this program, students develop the skills to manage core HR functions, including workforce planning, staffing, performance management, total rewards, talent management, and training and development. Classes address current topics encountered by human resource professionals, such as:

- Change management, downsizing/rightsizing and mergers and acquisitions
- Internal consulting and organizational development
- Employment law, ethics, and employee and labor relations
- Globalization, outsourcing and managing a diverse workforce
- Metrics, data analytics and human resource information systems
- Organizational succession planning and personal career growth and development

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision-making.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Be knowledgeable about the differences among global economies, institutions, and cultures and will understand the implications these have on global management.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Exhibit sophisticated knowledge of HR/business management practices leading to applicable skills in relevant areas (e.g., selection, training, compensation, and performance management) that leads to professional HR career-related success.
- Demonstrate higher-order cognitive skills to analyze an unstructured problem, formulate and develop a solution using appropriate technology, and effectively communicate the results to stakeholders

Degree Requirements**Course Requirements**

Students complete the MS in Human Resources by taking 12 courses across three groups: 1) six core Human Resource courses, 2) three Human Resource electives, and 3) three Business electives.

Required Core Human Resource Courses

Course	Title	Quarter Hours
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	4
MGT 523	RECRUITMENT AND SELECTION	4
MGT 525	TRAINING AND CAREER DEVELOPMENT	4
MGT 526	COMPENSATION AND BENEFITS	4
MGT 555	HUMAN CAPITAL STRATEGY AND SCIENCE	4
MGT 591	FUNDAMENTALS OF PEOPLE ANALYTICS	4

Human Resource Electives

Course	Title	Quarter Hours
Select three of the following		12
ECO 526	BUSINESS STRATEGY	
MGT 529	LIFE AND CAREER COACHING	
MGT 530	LEADERSHIP IN ORGANIZATIONS	
MGT 535	CHANGE MANAGEMENT AND CONSULTING	
MGT 551	GLOBAL WORKFORCE MANAGEMENT	
MGT 552	MANAGING DIVERSITY AND INCLUSION	
MGT 562	RESOLVING CONFLICT IN ORGANIZATIONS	
MGT 563	NEGOTIATION SKILLS	
MGT 565	EMPLOYMENT LAW	
MGT 566	HEALTH INSURANCE & BENEFITS	
MGT 584	CONSULTING SKILLS	
MGT 589	EXECUTIVE COACHING: LEADERSHIP IN A VOLATILE, UNCERTAIN, CHAOTIC AND AMBIGUOUS BUSINESS ENVIRONMENT	
MGT 592	ADVANCED PEOPLE ANALYTICS	
MGT 793	MANAGEMENT INTERNSHIP (Strongly recommended for students without HR experience)	
MGT 798	SPECIAL TOPICS (When related to human resources; approval required)	
MGT 799	INDEPENDENT STUDY	
WRD 522	WRITING IN THE PROFESSIONS	

Business Electives

Course	Title	Quarter Hours
Select three of the following: ¹		12
ACC 500	FINANCIAL ACCOUNTING	
or ACC 502	FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING	
ECO 509	BUSINESS CONDITIONS ANALYSIS	
ECO 555	MANAGERIAL ECONOMICS ²	
FIN 555	FINANCIAL MANAGEMENT ²	
GSB 420	BUSINESS ANALYTICS TOOLS	
or GSB 519	BUSINESS ANALYTICS TOOLS (FORMERLY GSB420)	
GSB 525	BUSINESS INNOVATION & DESIGN (FORMERLY MGT 573)	
MGT 502	OPERATIONS MANAGEMENT ²	
MGT 515	SUSTAINABILITY MANAGEMENT	
MGT 556	ETHICS AND LEADERSHIP	
MGT 557	INTERNATIONAL MANAGEMENT	
MGT 590	MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE	
MGT 592	ADVANCED PEOPLE ANALYTICS	
MGT 598	PROJECT MANAGEMENT	
MIS 555	MANAGEMENT OF INFORMATION TECHNOLOGY	
MKT 555	MARKETING MANAGEMENT	
MPS 500	INTRODUCTION TO PUBLIC SERVICE MANAGEMENT	

MPS 515 NONPROFIT FINANCIAL ADMINISTRATION

MPS 529 STRATEGIC MANAGEMENT AND PLANNING

¹ Students choose three electives from these general business courses at the Kellstadt Graduate School of Business (and may substitute an HR elective if an equivalent course was taken elsewhere).

² GSB 420 or GSB 519 is a prerequisite

If you are interested in an HR career that specializes in compensation and benefits, please consider taking the following courses: ACC 500 or ACC 502, FIN 555, and MGT 566.

Career Tracks and Certificates

Completion of a career track will earn the student a Certificate in the designated area.

Compensation and Benefits

This career track and certificate aims to deepen knowledge and skills specific to compensation and benefits. The compensation and benefits career track builds on the foundational and required course *MGT 526: Compensation and Benefits*. Presently, this career track is listed as a recommendation for MSHR students who wish to specialize in compensation and benefits. The O*Net OnLine job description database (<https://www.onetonline.org/link/summary/13-1141.00>) describes several knowledge (Personnel and Human Resources, Administration and Management, Law and Government, Economics and Accounting) and skill (Management of Personnel Resources, Complex Problem Solving, Critical Thinking) areas for Compensation, Benefits, and Job Analysis Specialists and Compensation and Benefits Managers. To support students interested in developing knowledge and skills pertaining to compensation and benefits specialists and managers, and thus, become more competitive for such positions, we recommend this career track and certificate.

Course	Title	Quarter Hours
ACC 500	FINANCIAL ACCOUNTING	4
or ACC 502	FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING	
FIN 555	FINANCIAL MANAGEMENT	4
MGT 566	HEALTH INSURANCE & BENEFITS	4

Coaching and Leadership

This career track and certificate aims to deepen knowledge and specific skills specific to coaching and leadership. The coaching and leadership track builds on the foundational and required courses MGT 500: Leading Ethical and Effective Organizations and MGT 525: Training and Career Development. Organizations increasingly rely on coaching as a method to develop managers and leaders to improve workplace effectiveness (e.g., SHRM's Coaching in a Business Environment (<https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/coachinginabusinessenvironment.aspx>)). To support students interested in developing knowledge and skills pertaining to coaching and leadership, we recommend this career track and certificate.

Course	Title	Quarter Hours
MGT 529	LIFE AND CAREER COACHING	4
MGT 798	SPECIAL TOPICS (For this career track and certificate, you must take MGT 798: The Mindful Leader)	4
or MGT 530	LEADERSHIP IN ORGANIZATIONS	
MGT 589	EXECUTIVE COACHING: LEADERSHIP IN A VOLATILE, UNCERTAIN, CHAOTIC AND AMBIGUOUS BUSINESS ENVIRONMENT	4

Diversity, Equity, and Inclusion

This career track and certificate aims to deepen knowledge and specific skills specific to diversity, equity, and inclusion. The diversity, equity, and inclusion track builds on the foundational and required courses MGT 523: Recruitment and Selection and MGT 555: Human Capital Strategy and Science. The job description for diversity managers (<https://www.shrm.org/ResourcesAndTools/tools-and-samples/job-descriptions/Pages/Diversity-Manager.aspx#:~:text=Collects%20and%20analyzes%20statistical%20data,aid%20diversity%20and%20retention%20initiatives>) from the Society for Human Resource Management describes the need to create strategies to foster organizational diversity goals, develop training and development programs to aid diversity and retention initiatives, and maintain knowledge of employment legislation. To support students interested in developing knowledge and skills pertaining to diversity, equity, and inclusion, and thus, become more competitive for such positions, we recommend this career track and certificate.

Course	Title	Quarter Hours
MGT 551	GLOBAL WORKFORCE MANAGEMENT	4
MGT 552	MANAGING DIVERSITY AND INCLUSION	4
MGT 562	RESOLVING CONFLICT IN ORGANIZATIONS	4
or MGT 565	EMPLOYMENT LAW	

HR/People Analytics

This career track and certificate aims to deepen knowledge and skills specific to HR/people analytics. The HR/people analytics career track builds on the foundational and required course MGT 591: Fundamentals of People Analytics. The job description for human resource analysts (<https://www.shrm.org/resourcesandtools/tools-and-samples/job-descriptions/pages/human-resource-analyst.aspx>) from the Society for Human Resource Management describes the need to understand HR metrics, analyze data on recruitment, staffing, and other practices, create reports based on analytical results, work with databases, and make recommendations for policies and activities. To support students interested in developing knowledge and skills pertaining to people analytics, and thus, become more competitive for such positions, this career track and certificate is recommended.

Course	Title	Quarter Hours
MGT 550	CRITICAL THINKING AND APPLIED ANALYTICS	4
or MGT 588	DATABASE MANAGEMENT SYSTEMS	
MGT 586	DATA VISUALIZATION	4
MGT 592	ADVANCED PEOPLE ANALYTICS	4

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of 12 courses (six HR core courses, three HR related electives, and three Business electives).
- All courses for credit toward the degree must be completed with satisfactory grades within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years, a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

Human Resources (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These three graduate level courses will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Human Resources (MS)

The Master of Science in Human Resources addresses the need for strategic and business-minded professionals to manage today's organizational workforce issues. Students gain proficiency in a wide range of human resources areas including employee attraction and retention, diversity, the global economy, employee training, career development, new technology, incentives, total rewards and performance management.

The program prepares students for careers such as compensation consultant, benefits consultant, trainer, HR analyst, recruiter, labor relations representative and HR director.

DePaul degree-seeking undergraduate students interested in earning a Master of Science in Human Resources may apply to the bachelor's degree/Human Resources (MS) combined program. Students may be able to obtain both degrees in an expedited period, typically in five years.

Admission

Students must formally apply and be admitted to the Department of Management before beginning their graduate coursework. Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.20

Students participating in this program will typically take the following three graduate level courses during their senior year:

Course	Title	Quarter Hours
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS ¹	4
MGT 555	HUMAN CAPITAL STRATEGY AND SCIENCE ²	4
Select one of the following:		4
MGT 523	RECRUITMENT AND SELECTION ³	

MGT 525	TRAINING AND CAREER DEVELOPMENT ⁴
MGT 526	COMPENSATION AND BENEFITS ⁵

- ¹ Replaces MGT 302 ORGANIZATIONAL BEHAVIOR
- ² Replaces MGT 307 HUMAN RESOURCES MANAGEMENT
- ³ Replaces MGT 330 RECRUITMENT AND SELECTION
- ⁴ Replaces MGT 320 TRAINING AND CAREER DEVELOPMENT
- ⁵ Replaces MGT 335 COMPENSATION & BENEFITS

These three courses may double-count up to 12 credits towards both degree programs. The undergraduate degree will be awarded at the completion of all undergraduate work while the MSHR will be awarded upon completion of the remaining graduate level work.

Human-Centered Design (PhD)

Program Requirements	Quarter Hours
Degree Requirements	60
Total hours required	60

Learning Outcomes

Students will be able to:

- Design and conduct research studies including determining the appropriate research methodology for the context and implementing research protocols, and analyzing data.
- Engage in academic research discussions, including, but not limited to, conducting literature reviews and engaging in academic writing.
- Translate research findings into principles to design human-centered experiences.
- Create design-based artifacts and experiences in a chosen disciplinary area.

Degree Requirements

The PhD in Human-Centered Design prepares students to advance the field of digital technology and media design by taking a transdisciplinary and collaborative approach that blends theory with practice. The program embraces a broad diversity of scholarly traditions and creative practices that include design, learning sciences, computer science, human-computer interaction, game design and development, and psychology.

Overview

The Foundation Phase

Students entering the program will begin by completing the necessary foundation courses and participating in small-scale research projects led by their faculty advisors. The purpose of the foundation phase is to ensure that students have the appropriate breadth and depth of knowledge necessary to formulate relevant research questions as well as develop skills for conducting research.

Course	Title	Quarter Hours
HCD 421	DESIGN AND HUMAN EXPERIENCE	4
HCD 450	THEORIES AND METHODS IN HUMAN-CENTERED DESIGN	4
HCD 510	RESEARCH METHODS AND PRACTICE OF SCHOLARSHIP	4
Select two of the following core studio courses:		8

EXP 442	DESIGNING INTERFACES FOR EMERGING TECHNOLOGIES	
EXP 440	DESIGNING PLAYFUL EXPERIENCES	
EXP 441	DESIGNING LEARNING EXPERIENCES	
Select one of the following additional research methods courses:		4
CMNS 582	QUANTITATIVE RESEARCH METHODS	
HCI 445	USER RESEARCH METHODS	
PSY 420	QUANTITATIVE RESEARCH DESIGN (with instructor approval)	

Students can substitute a course for which they can prove equivalent course experience. Substitutions are the replacement of one (1) course for another. To request a substitution, students should present evidence of the equivalent course taken (with a minimum of B-) to their faculty advisor, who will then request approval from the HCD Committee. In rare cases, students may request a substitution due to extensive work experience. The HCD Committee will make the final decision on whether a course can be waived or substituted because of course equivalency or work experience.

Design and Production Phase

During this phase, there is one (1) required course and students will work with their advisors to select at least eight (8) specialized courses to develop their design and production skills. Additional electives not listed below may be selected after students receive written approval from both their faculty advisor and the HCD Committee.

Course	Title	Quarter Hours
CMNS 545	COMMUNICATION AND TECHNOLOGY	4
Select at least eight of the following:		32
CSC 500	RESEARCH COLLOQUIUM	
CMNS 570	INTRODUCTION TO DIGITAL CMN	
DMA 415	AUDIO WORKSHOP	
DMA 425	STILL IMAGE WORKSHOP	
DMA 475	MOVING IMAGE WORKSHOP	
DMA 480	WEB/MEDIA DELIVERY WORKSHOP	
GAM 424	GAME DESIGN WORKSHOP	
HCI 430	PROTOTYPING AND IMPLEMENTATION	
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	
HCI 450	FOUNDATIONS OF HUMAN-COMPUTER INTERACTION	
HCI 460	USABILITY EVALUATION METHODS	
HCI 470	DIGITAL DESIGN	
HCI 511	ACCESSIBILITY CONSIDERATIONS IN HCI	
HCI 515	DESIGN ETHNOGRAPHY	
HCI 520	LEARNER-CENTERED DESIGN	
HCI 530	MOBILE DESIGN	
HCI 553	SOCIAL INTERACTION DESIGN	
HIT 421	HEALTH INFORMATICS	
IS 511	SOCIAL ISSUES OF COMPUTING	
JOUR 504	MULTIMEDIA NEWS PRODUCTION	
JOUR 520	DATA JOURNALISM	
JOUR 529	ONLINE NEWS BUREAU	
MCS 530	NEW MEDIA AND CULTURE	

MCS 575	DIGITAL MEDIA ETHICS
PSY 404	PERCEPTION AND COGNITION
PSY 430	SOCIAL PSYCHOLOGY OF THE SELF
PSY 567	SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY
SOC 463	SOCIAL PSYCHOLOGY
SOC 464	SOCIAL INEQUALITY AND STRATIFICATION

Research Phase

During the research phase, students will focus on completing their qualifying examinations, candidacy, and dissertation.

- **Breadth Examination:** By the end of the second year in the program, students will take the breadth examination to assess their knowledge of core concepts and principles.
- **Depth Examination:** Under the supervision of their faculty advisor and assisted by two additional faculty members, students will lead a small research project from inception to publication of the results in one of the following areas: human-centered design, learning sciences, game design and development, or interactive media.
- **Candidacy Phase:** This phase begins with successful defense of the dissertation proposal based on a focused research project. Students will enroll in HCD 699 until complete.
- **Dissertation Phase:** All students must complete a dissertation that provides a significant contribution to the student's intended area of expertise. Students will enroll in HCD 701 until complete. The doctoral dissertation must demonstrate the student's ability to engage in significant research that is recognized by an academic community as exhibited by:
 - Relevant and significant research question(s) to a technology-based field
 - In-depth literature review of relevant research
 - A conceptual framework that serves as the foundation for the research
 - Significant research findings and contribution

The designated courses for the research phase are:

Course	Title	Quarter Hours
HCD 599	INDEPENDENT STUDY	8
HCD 699	RESEARCH	8
HCD 701	CANDIDACY DISSERTATION RESEARCH	0

Course Requirements

PhD students are expected to complete at least 60 credits of graduate-level courses. The length of time students spend in the program will vary depending on the student's background. We anticipate that students will finish on average in 4-5 years.

Illustration (Minor)

Required Courses

Select four courses from the following list:

Course	Title	Quarter Hours
ART 106	BEGINNING DRAWING	4
ART 218	FIGURE DRAWING	4

GD 210	DIGITAL ILLUSTRATION I	4-4.5
or ILL 220	MAKING COMICS	
ILL 200	ILLUSTRATION FOUNDATIONS	4

Electives

Select three courses from the following list, one must be on the 300 level:

Course	Title	Quarter Hours
ANI/GD 105	MOTION GRAPHICS FOUNDATIONS	
or ART 105	TWO-DIMENSIONAL FOUNDATIONS	
ART 110	BEGINNING PAINTING	
ART 206	INTERMEDIATE DRAWING	
ART 210	INTERMEDIATE PAINTING I	
ART 218	FIGURE DRAWING	
ART 227	DIGITAL ART	
ART 229	BEGINNING PRINTMAKING	
ART 231	SCREEN PRINTING	
ART 245	PAINTING: MIXOLOGY	
ART 304	THE PHOTOGRAPHIC BOOK	
or ART 331	INTERMEDIATE PRINTMAKING: SCREEN PRINTING	
ART 306	ADVANCED DRAWING	
or ART 376	DRAWING PROJECTS	
ART 310	ADVANCED PAINTING I	
or ART 395	SPECIAL TOPICS IN ART	
ART 318	ADVANCED FIGURE DRAWING	
or ART 338	FIGURE DRAWING IN CONTEXT	
ART 345	ADVANCED PAINTING: MIXOLOGY	
or ART 358	GRAPHIC ART	
GD 210	DIGITAL ILLUSTRATION I	
ILL 206	HISTORY OF COMICS	
ILL 211	INTERMEDIATE DIGITAL ILLUSTRATION	
ILL 220	MAKING COMICS	
ANI 220	STORYBOARDING I	
ANI 345	CHARACTER DESIGN	
GD 150	ILLUSTRATOR WORKSHOP	
& GD 151	and PHOTOSHOP WORKSHOP ¹	

¹ Students must complete both courses to fulfill one elective.

Industrial Design (BFA)

The BFA in Industrial Design integrates drawing, graphic design, and experience design with courses in science, math, computer science, physics and computer-aided design/manufacturing/engineering. Unique to the program are required classes in marketing, management and sustainability. Students create under the constraints of what is possible and practical using established manufacturing techniques. Graduates of the program learn to design, make and scale through an iterative process from prototyping to manufacturing.

Program Requirements	Quarter Hours
Liberal Studies Program	52
Required Courses	134
Major Electives	12

Open Electives	10
Total hours required	208

Students will be able to:

- Analyze a system through reconfiguration and sensory awareness.
- Design objects through the intentional use of template systems and geometric principles.
- Evaluate the generative nature of material as it informs design.
- Utilize principles of interconnectedness and modularity in the design of objects.
- Create objects or systems that explore extreme scales.
- Determine the broader impact of an object within its environment.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Required ¹		4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
ID 100	INTRODUCTION TO INDUSTRIAL DESIGN	4
ID 101	METAPHYSICS OF OBJECTS	4
ID 104	HAPTICS	4
ID 105	DIGITAL MANUFACTURING	4
ID 210	PROCESSES AND MATERIALS (This is a 2 hour course that must be taken 5 times for 10 hours total)	10
ID 250	DRAWING TECHNIQUES FOR INDUSTRIAL DESIGN	4
ID 300	HISTORY OF INDUSTRIAL DESIGN	4
ID 391	INDUSTRIAL DESIGN STUDIO I (This course must be taken three times for 12 hours total)	12
ID 392	INDUSTRIAL DESIGN STUDIO II (This course must be taken three times for 12 hours total)	12
ID 395	SPECIAL TOPICS IN INDUSTRIAL DESIGN	4
Select twelve (12) credit hours of Major Electives		12
Select eight (8) hours of Open Electives		8

Math and Science

Course	Title	Quarter Hours
MAT 130	FUNCTIONS AND MATHEMATICAL MODELS	4
MAT 131	PRECALCULUS AND TRIGONOMETRY	4

PHY 110	BASIC ELECTRONICS: PRINCIPLES & TECHNIQUES	4
PHY 120	HOW THINGS WORK	4

Art and Design

Course	Title	Quarter Hours
ART 105	TWO-DIMENSIONAL FOUNDATIONS	4
or GD 105	INTRO TO VISUAL DESIGN	
ART 106	BEGINNING DRAWING	4
or ART 206	INTERMEDIATE DRAWING	
or ILL 200	ILLUSTRATION FOUNDATIONS	
ART 113	THREE DIMENSIONAL FOUNDATIONS	4
or ART 115	BEGINNING SCULPTURE	
or ART 117	INTRODUCTION TO 3D PRINTING	
or ANI 230	3D DESIGN & MODELING	
EXP 210	DESIGN AND FABRICATION FOR PHYSICAL SPACE WORKSHOP	2
GD 200	GRAPHIC DESIGN: FORM	4
UXD 101	DESIGN PRINCIPLES FOR USER EXPERIENCE DESIGN	4
UXD 210	INTRODUCTION TO USER EXPERIENCE DESIGN	4

Computer Software and Hardware

Course	Title	Quarter Hours
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II	4
EXP 250	HARDWARE DESIGN BASICS WORKSHOP	2
EXP 350	DESIGNING FOR THE INTERNET OF THINGS	4

Business

Course	Title	Quarter Hours
MGT 300	PRINCIPLES OF MANAGEMENT	4
or MKT 301	PRINCIPLES OF MARKETING	
MGT 370	BUSINESS PLAN DEVELOPMENT	4
or MGT 373	CREATIVITY & ENTREPRENEURSHIP	
or MGT 390	INNOVATION & TECHNOLOGY	
or MKT 352	NEW PRODUCT DEVELOPMENT	

Sustainability

Course	Title	Quarter Hours
ENV 151	INTRODUCTION TO SUSTAINABILITY	4

Major Electives

Any ID, EXP, PHY, ANI, or ART class can be taken for major elective credit.

Senior Capstone Requirement

ID 396 INDUSTRIAL DESIGN SENIOR CAPSTONE

Industrial Design (Minor)

The INDD minor will introduce the pedagogical framework of object-oriented ontology by exploring the nature of objects and perception. Students will craft objects that build on traditional constructionist thinking while also foregrounding newer maker-centered learning concepts already supported at DePaul through institutions like the Idea Realization Lab (IRL) and the Richardson Library makerspace. They will also explore the systems underlying the objects and devices that they interact with on a daily basis. Through constructing a deeper understanding of these otherwise hidden frameworks students will develop self-efficacy and agency over them.

Required Courses

Course	Title	Quarter Hours
ID 100	INTRODUCTION TO INDUSTRIAL DESIGN	4
ID 101	METAPHYSICS OF OBJECTS	4
ID 210	PROCESSES AND MATERIALS	2
PHY 110	BASIC ELECTRONICS: PRINCIPLES & TECHNIQUES	4
Select eight (8) Credit Hours of electives		8

Electives

Elective courses may be selected from the following list. Note that ID 210 may be taken twice for the minor, once as a required course and a second time as an elective.

Course	Title	Quarter Hours
ID 210	PROCESSES AND MATERIALS	
ID 250	DRAWING TECHNIQUES FOR INDUSTRIAL DESIGN	
EXP 210	DESIGN AND FABRICATION FOR PHYSICAL SPACE WORKSHOP	
EXP 250	HARDWARE DESIGN BASICS WORKSHOP	
UXD 210	INTRODUCTION TO USER EXPERIENCE DESIGN	

Industrial-Organizational Psychology (MA)/(PhD)

The Industrial-Organizational (I-O) Psychology Program prepares students for careers in industry, government and university settings and focuses on the theory and techniques of selecting, evaluating, and developing individuals within an organization. Topics include personnel selection, performance appraisal, training and development, employee attitudes, motivation, leadership, and organizational theory. The program also allows considerable flexibility for the advanced student to pursue related disciplines such as management, information systems and marketing. The MA in I-O Psychology is a non-terminal degree. For a terminal master's degree in I-O Psychology please visit our Combined Degree Programs page. Please note that the combined BA/MS degree is for current DePaul undergraduate students only.

The curriculum is based on the scientist/practitioner model of graduate education and follows two basic principles:

1. The I-O psychologist must have a solid foundation in general psychological theory, research methodology and philosophy of science, in addition to knowledge in the content area of I-O psychology.
2. The I-O psychologist must be aware of the contributions of other disciplines to the study of organizations and must have practical experience in working with formal organizations as a psychologist.

Program Requirements	Quarter Hours
MA Degree Requirements	76
Total hours required	76

Program Requirements	Quarter Hours
PhD Degree Requirements	24
Total hours required	24

MA Learning Outcomes

- Identify major theoretical concepts in Industrial Organizational psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how Industrial Organizational psychology currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed Industrial Organizational scholarly journals in terms of theory, methods, data analyses, and conclusions in order to compose novel perspectives and ideas.
- Develop testable research questions, identify strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature in Industrial Organizational psychology.
- Describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects, and apply these ethical practices in research.
- Exhibit effective communication skills for presenting at professional conferences and publishing in professional journals in Industrial Organizational psychology.
- Demonstrate competence in the practice of Industrial and Organizational Psychology.

PhD Learning Outcomes

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how Industrial-Organizational Psychology currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly Industrial-Organizational Psychology journals in terms of theory, methods, data analyses, and conclusions in order to compose novel perspectives and ideas.
- Independently develop testable research questions, identify strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature in Industrial-Organizational Psychology.
- Independently describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of

procedures needed for IRB approval of research projects and apply these ethical practices in research.

- Exhibit effective communication skills for presenting at professional conferences and publishing in professional journals in Psychological Science. Demonstrate competence in Industrial-Organizational Psychology applications.

MA/PhD Degree Requirements

The Industrial-Organizational (I-O) MA/PhD is a combined degree. The MA is non-terminal and, therefore, only students intending to confer the PhD are admitted.

MA Course Requirements

The MA degree requires a minimum of 76 quarter hours beyond the completion of a bachelor's degree, including four quarter hours of thesis research.

Statistics and Methodology Courses

Course	Title	Quarter Hours
PSY 410	ADVANCED STATISTICS I	4
PSY 411	ADVANCED STATISTICS II	4
PSY 419	FACTOR ANALYSIS AND STRUCTURAL EQUATION MODELING	4
PSY 420	QUANTITATIVE RESEARCH DESIGN	4
PSY 450	PSYCHOLOGICAL MEASUREMENT	4

Psychology Core Courses

Course	Title	Quarter Hours
Select one of the following:		4
PSY 404	PERCEPTION AND COGNITION	
PSY 426	LANGUAGE AND COGNITION	
PSY 473	THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING	
Select one of the following:		4
PSY 430	SOCIAL PSYCHOLOGY OF THE SELF	
PSY 435	SPECIAL SEMINAR IN PSYCHOLOGICAL SCIENCE	
PSY 556	PREJUDICE AND INTERGROUP RELATIONS	
PSY 560	SOCIAL COGNITION	

I-O Psychology Core Courses

Course	Title	Quarter Hours
PSY 559	SEMINAR IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (Can be taken during the MA or PhD portion of the overall program)	4
PSY 587	PRACTICUM IN ADVANCED RESEARCH IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (Can be taken during the MA or PhD portion of the overall program)	4
Select six of the following:		24
PSY 440	PSYCHOLOGY OF WORK AND MOTIVATION	
PSY 441	PSYCHOLOGY OF LEADERSHIP	
PSY 442	PERSONNEL PSYCHOLOGY	

PSY 444	PERFORMANCE APPRAISAL AND PERFORMANCE MANAGEMENT
PSY 445	ADVANCED TRAINING AND DEVELOPMENT IN ORGANIZATIONS
PSY 446	PSYCHOLOGICAL THEORIES OF ORGANIZATIONS
PSY 447	ORGANIZATIONAL CONSULTATION
PSY 448	CONCEPTS, METHODS, AND ETHICS FOR INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY
PSY 449	ADVANCED SEMINAR IN WORK TEAMS AND COLLABORATION

Research Course

Course	Title	Quarter Hours
PSY 597	MASTER'S THESIS RESEARCH	4

Electives

Additional coursework of at least 16 quarter hours is required to attain the minimum of 76 quarter hours. These courses may include the I-O Psychology Core courses listed above or any graduate-level course. The courses must be taken with the consent of the student's faculty advisor.

Master's Thesis Research

Complete a thesis on a topic approved by the department.

Master's Thesis Examination

Either written or oral, the examination may be, but is not necessarily limited to, a defense of the student's thesis.

PhD Course Requirements

I-O Psychology Core Courses

Course	Title	Quarter Hours
PSY 559	SEMINAR IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (Can be taken during the MA or PhD portion of the overall program)	4
PSY 587	PRACTICUM IN ADVANCED RESEARCH IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (Can be taken during the MA or PhD portion of the overall program)	4
Select three courses from the following list which were not taken during the MA Program:		12
PSY 440	PSYCHOLOGY OF WORK AND MOTIVATION	
PSY 441	PSYCHOLOGY OF LEADERSHIP	
PSY 442	PERSONNEL PSYCHOLOGY	
PSY 444	PERFORMANCE APPRAISAL AND PERFORMANCE MANAGEMENT	
PSY 445	ADVANCED TRAINING AND DEVELOPMENT IN ORGANIZATIONS	
PSY 446	PSYCHOLOGICAL THEORIES OF ORGANIZATIONS	
PSY 447	ORGANIZATIONAL CONSULTATION	

PSY 448	CONCEPTS, METHODS, AND ETHICS FOR INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY
PSY 449	ADVANCED SEMINAR IN WORK TEAMS AND COLLABORATION

Research Course

Course	Title	Quarter Hours
PSY 599	DOCTORAL DISSERTATION RESEARCH	4

Doctoral Candidacy Examination (Comprehensive Examinations)

Designed to assess the student's knowledge of psychology and the student's area of specialization. The examination is given in two sections. The first section consists of a written examination related to I-O psychology. The second section is an oral examination in the area of I-O psychology.

Admission to Doctoral Candidacy

Formally given to the student with satisfactory coursework performance who has successfully completed the master's thesis and passed the Doctoral Candidacy Examination; the candidate has no more than five years from the date of admission to doctoral candidacy to complete the PhD requirements or dismissal from the program will ensue.

Students denied candidacy will be required to withdraw from the program.

Dissertation

Departmental committee approval and acceptance of topic and outline of dissertation given only after admission to candidacy. Dissertation research should be completed during the student's fourth year in the program.

Oral Examination

Student to defend their dissertation and to show competence in the general field of psychology and in the area of specialization.

Time Limitation

- No more than four years between admission to the MA/PhD program and admission to doctoral candidacy.
- No less than eight months and no more than five years between admission to doctoral candidacy and the final doctoral oral examination; or dismissal from the program will ensue.

Program Graduate Academic Student Handbook

Minimum Grades

- The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.
- If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain competence in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a

substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.

- 3. A second occurrence of a grade lower than a B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student’s record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student’s advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.
- 4. If there is a third occurrence of a grade below B- (for the same or different course), the student will be dismissed from the program. The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student’s program to hear the appeal. Depending on the student’s academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master’s degree but will not be permitted to continue onto the PhD (not applicable to terminal Department of Psychology MS degrees) without a successful appeal.

Academic Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.20. If a student’s cumulative GPA falls below this minimum, the student will be put on academic probation and will have one quarter of coursework to raise their cumulative GPA to at least a 3.20 or face academic dismissal from the program. If the student raises his/her cumulative GPA to at least a 3.20, but it falls below the minimum a second time, he or she will be dismissed from the program before the next term begins.

Academic Dismissal

In addition to violations of satisfactory progress, including but not limited to, earning minimum grades, failing the comprehensive exam (including any possible retakes) or project, or maintaining a minimum cumulative GPA, students may be dismissed for breaches of academic honesty, or breaches of the code of student responsibility articulated in the DePaul University Student Handbook.

Time Limitations

Students must complete their MA degree requirements prior to completing their requirements for admission to doctoral candidacy. Further, no more than four years may pass between admission to the doctoral program (i.e., successful completion of the doctoral candidacy examination/project), and no less than eight months and no more than five years may pass between admission to candidacy and the final examination (i.e., the oral dissertation defense).

Students are required to meet the timelines specified by the program even if the timeline is more stringent than the College timeline. Failure to do so could result in dismissal.

Extensions on these timelines must be requested in writing to both the department (Program Director) and the college (to the Dean) and must be approved at both levels. Students must complete all requirements for the degree (which may include additional coursework, examinations, or other conditions) by the deadline outlined in the extension. Failure to meet specified time limitations or deadlines can result in dismissal from the program.

Graduation Requirements

Students need a minimum cumulative GPA of 3.20 in courses required by the program. In addition to meeting the minimum cumulative GPA requirement, failing the doctoral candidacy exam (or one retake) or project, lack of progress towards degree completion, and/or unsatisfactory evaluation could result in academic dismissal. See individual program policies for more details.

Graduation with Distinction for MA

The criteria for graduating "with distinction" are a minimum cumulative GPA of 3.75 and the recommendation of "with distinction" by the thesis committee.

For topics not listed above, please consult the Graduate Student Handbook of the Department of Psychology, your program manual or the Psychology Graduate Program Assistant.

Industrial-Organizational Psychology (Minor)

The Industrial-Organizational Psychology minor allows you to explore the behaviors that contribute to a successful or problematic work environment. This minor complements a major course of study tied closely with businesses.

This minor is only for non-psychology majors and a maximum of one psychology minor may be earned by a student.

Psychology majors cannot earn a minor in Industrial-Organizational Psychology.

Six psychology courses are required, including:

Course	Title	Quarter Hours
PSY 105	INTRODUCTORY PSYCHOLOGY I	4
PSY 106	INTRODUCTORY PSYCHOLOGY II	4
PSY 380	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (Offered at least twice a year.)	4
Select at least one course from the I-O approved list:		4
PSY 355	GROUPS AND ORGANIZATIONS	
PSY 381	PERSONNEL PSYCHOLOGY	
PSY 382	ORGANIZATIONAL BEHAVIOR	
PSY 385	TRAINING AND DEVELOPMENT IN ORGANIZATIONS	
PSY 388	TOPICAL SEMINAR IN INDUSTRIAL - ORGANIZATIONAL PSYCHOLOGY	
Select any two additional psychology courses. It is recommended that they be from the above list, but it is not required		8

Information Systems (BS)

The BS in Information Systems focuses on the organizational and business application of computers and related technologies. It prepares students for careers in IT project management, systems analysis & design, database administration, help desk, enterprise systems administration, and user training.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	88
Open Electives	28
Total hours required	192

Learning Outcomes

Students will be able to:

- Identify four different types of information systems.
- Identify five phases of systems development life cycle.
- Identify two best practices in IS project management.
- Describe the characteristics and implementation requirements for enterprise-level information systems.
- Identify the key elements of two commonly used diagrams for IS requirements and conceptual design specifications (e.g., data flow diagram, use case diagram, entity relationship diagram).

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
IS 376	INFORMATION SYSTEMS PROJECT ¹	4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required (See note below)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required (See note below)

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Students must take one of the following ethics courses: CSC 208 (PI), PHL 248/MGT 248 (PI) or REL 228/MGT 228 (RD).

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	4
CSEC 340	FUNDAMENTALS OF INFORMATION ASSURANCE (FORMERLY CNS 340)	4
IS 201	INTRODUCTION TO INFORMATION SYSTEMS	4
IS 215	ANALYSIS AND DESIGN TECHNIQUES	4
IS 324	ENTERPRISE ARCHITECTURE	4
IS 335	INTRODUCTION TO ORGANIZATIONAL MODELING FOR DIGITAL TRANSFORMATION	4
IS 344	IT AUDITING	4
IS 352	INTRODUCTION TO BUSINESS INTELLIGENCE AND ANALYTICS SYSTEMS	4
IS 360	SYSTEMS FOR CLOUD COMPUTING AND BIG DATA	4
IS 372	SOFTWARE PROJECT MANAGEMENT	4
IS 373	INTRODUCTION TO ENTERPRISE SYSTEMS	4
IS 376	INFORMATION SYSTEMS PROJECT	4

IT 130	INTRODUCTORY COMPUTING FOR THE WEB	4
IT 223	DATA ANALYSIS	4
IT 231	WEB DEVELOPMENT I	4
IT 238	INTERACTIVE WEB SCRIPTING	4
IT 240	INTRODUCTION TO DATABASES	4
IT 263	APPLIED NETWORKS AND SECURITY	4
UXD 210	INTRODUCTION TO USER EXPERIENCE DESIGN	4
Select twelve (12) credit hours of Major Electives		12
Select twenty-eight (28) credit hours of Open Electives		28

Major Electives

Major Electives may be selected from any 200- or 300-level CSEC, CSC, ECT, IS, IT, SE, NET, or UXD courses. Students are encouraged, but not required, to select all Major Elective courses from one of the following competency lists:

Competency in Management Applications

Course	Title	Quarter Hours
DSC 341	FOUNDATIONS OF DATA SCIENCE	
IS 331	FUNDAMENTALS OF DIGITAL PRODUCT MANAGEMENT	
IS 379	VIRTUAL SOFTWARE TEAMS	
IT 320	CONTENT MANAGEMENT SYSTEMS	

Competency in Government, Regulation, and Compliance

Course	Title	Quarter Hours
CSEC 228	LEGAL, ETHICAL AND SOCIAL ISSUES IN INFORMATION SECURITY (FORMERLY CNS 228)	
CSEC 342	CYBERSECURITY OPERATIONS (FORMERLY CNS 342)	
CSEC 345	HUMAN-CENTERED CYBERSECURITY (FORMERLY CNS 345)	
CSEC 366	CRITICAL INFRASTRUCTURE AND CONTROL SYSTEMS CYBERSECURITY (FORMERLY CNS 366)	
IS 382	INTRODUCTION TO LEGAL ISSUES IN INFORMATION TECHNOLOGY	
IS 386	INTRODUCTION TO CYBERSECURITY LAW	

Competency in User Interaction

Course	Title	Quarter Hours
UXD 220	PROTOTYPING METHODS I	
UXD 222	INTRODUCTION TO DATA VISUALIZATION DESIGN	
UXD 225	CODING DESIGN FRAMEWORKS	
UXD 260	USER EXPERIENCE RESEARCH AND EVALUATION	
UXD 270	USER-CENTERED WEB DESIGN	

Competency in Software Development

Course	Title	Quarter Hours
IT 211	INTRODUCTION TO APPLIED PROGRAMMING	
IT 212	APPLIED OO PROGRAMMING	
IT 313	ADVANCED APPLICATION DEVELOPMENT	
IT 330	USER INTERFACE DEVELOPMENT FOR INTERACTIVE SYSTEMS	

Open Electives

Open Elective credit hours are required to meet the minimum graduation requirements of 192 hours. Open Electives may be taken from any unit at DePaul.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu>) to see sample schedule of course requirements on a year-by-year basis.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 192 credit hours (generally 48 courses).
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses.
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses.
- Maintain a cumulative GPA of 2.0 or higher.

Information Systems (BS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Students who meet the admission requirements below may choose to apply to a combined degree program. Interested students should consult their faculty advisor regarding the application procedure. This program allows students to combine many CDM bachelor's degrees with a CDM master's degree following the structure outlined below.

Admission Criteria

- Minimum of 44 quarter hours earned
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Full admission to the designated master's program requires meeting admission requirements (<https://www.cdm.depaul.edu/Admission-and-Aid/Pages/Grad-Program-Requirements.aspx>) for that program
- Faculty endorsement from a CDM full-time faculty member

Students should discuss their interest in a CDM combined degree program with a CDM faculty advisor. Before admission to the degree, students should work with the faculty advisor to identify a course plan for the combined degree program, including the list of courses to take and how the courses will be applied toward both the undergraduate and graduate degrees. Non-CDM students can email the CDM advising office

(advising@cdm.depaul.edu) if interested in a combined degree with a CDM master's degree.

If you are currently a CDM student and interested in combining your CDM bachelor's degree with a non-CDM graduate degree, please contact the respective college for admission and application procedures.

Students enrolled in the Bachelor of Arts in Computing or the Bachelor of Arts in Professional Studies with a major in Computing (<https://www.cdm.depaul.edu/academics/Pages/BA-Computing.aspx>) joint degree programs between CDM and the School of Continuing and Professional Studies are eligible for this program. Interested students who meet the admission criteria for a combined degree should contact SCPS Academic Services (scpsadvising@depaul.edu) for more information. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Program Structure

Students in the combined degree program take a maximum of three (3) graduate level courses that count toward both their bachelor's and master's degree requirements. Students may enroll in graduate level coursework in the junior and senior year only. Students in the combined degree program will receive the bachelor's degree after meeting all graduation requirements including the minimum credit hours required for graduation.

To earn the master's degree, the student must earn as many additional graduate credit hours as needed to reach the minimum number of graduate credit hours required in that master's degree.

Only CDM courses can be taken as part of this program. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Maintaining Good Standing

Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter.

The student and faculty advisor will be notified when the student's cumulative GPA falls below 3.3 or when the students receives less than a C- in graduate level course.

If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional B.A./B.S./B.F.A.

If dismissed from the combined degree program after graduate courses have been passed, the graduate courses may only apply to the undergraduate degree. Should the student later be admitted to a graduate program, graduate courses applied to the undergraduate degree may not apply to the graduate program and may not be repeated if they are required in the declared graduate curriculum. Other graduate courses may be substituted in this case.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study should include the graduate courses to be taken and the undergraduate courses that are replaced by the graduate courses. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

It is advisable for the student and the faculty advisor to enter the proposed plan of study in the student communication record in BlueStar so it is available to the student and CDM faculty and staff.

Registering for Master's Degree Courses

Combined degree students must meet regularly with their faculty advisor. The faculty advisor will initiate the registration process for all graduate level courses taken during the undergraduate career.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. When preparing to complete the undergraduate portion of the combined degree, students must submit the application for degree conferral for the undergraduate degree by the application deadline. At this time, the students should contact the CDM Academic Success Center about the procedure required to be formally admitted to the declared graduate program.

Information Systems (Minor)

DePaul's Information Systems minor will help you acquire the technological skills needed to address the operational, tactical and strategic challenges facing business, governmental and non-profit organizations.

Course Requirements

Course	Title	Quarter Hours
IT 240	INTRODUCTION TO DATABASES	4
IS 201	INTRODUCTION TO INFORMATION SYSTEMS	4
IS 215	ANALYSIS AND DESIGN TECHNIQUES	4
IS 324	ENTERPRISE ARCHITECTURE	4
or IS 382	INTRODUCTION TO LEGAL ISSUES IN INFORMATION TECHNOLOGY	
or CSEC 340	FUNDAMENTALS OF INFORMATION ASSURANCE (FORMERLY CNS 340)	
IS 335	INTRODUCTION TO ORGANIZATIONAL MODELING FOR DIGITAL TRANSFORMATION	4
IS 372	SOFTWARE PROJECT MANAGEMENT	4
IS 373	INTRODUCTION TO ENTERPRISE SYSTEMS	4

Information Systems (MS)

Program Requirements	Quarter Hours
Introductory Courses	0-8
Degree Requirements	48
Total hours required	48-56

Learning Outcomes

Students will be able to:

- Determine the main business impact from emerging trends in Information Systems (IS).
- Describe key outcomes in each of the five phases of a systems development life cycle.
- Explain key benefits and challenges of best practices in IS projects.
- Use diagrams for IS requirements and conceptual design specifications (e.g., context diagram, data flow diagram, use case diagram, entity relationship diagram), given a short business case.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Introductory Courses

Course	Title	Quarter Hours
IT 403	STATISTICS AND DATA ANALYSIS	4
IS 411	INTRODUCTION TO PROGRAMMING FOR BUSINESS APPLICATIONS	4

Foundation Courses

Course	Title	Quarter Hours
IS 421	SYSTEMS ANALYSIS AND DESIGN	4
IS 430	FUNDAMENTALS OF IT PROJECT MANAGEMENT	4
IS 435	ORGANIZATION MODELING FOR DIGITAL TRANSFORMATION	4
IS 451	DATABASE DESIGN FOR INFORMATION SYSTEMS (FORMERLY CSC 451)	4
IS 460	ENTERPRISE CLOUD COMPUTING (FORMERLY IS 536)	4
IS 468	ENTERPRISE SYSTEMS (FORMERLY IS 560)	4

Major Electives

16 credit hours of Major Electives are required and are subject to the following criteria:

- Students take at least 12 credit hours of courses from one of the domains below.
- Students must take at least two (2) 500-level courses.

Project Management and Business Analysis

Course	Title	Quarter Hours
IS 431	DIGITAL PRODUCT DEVELOPMENT AND MANAGEMENT	
IS 535	INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS	
IS 556	AGILE ENTERPRISE PROJECT MANAGEMENT	

IS 570	MANAGING CHANGE FOR DIGITAL TRANSFORMATION
IS 586	CUSTOMER RELATIONSHIP MANAGEMENT TECHNOLOGIES (FORMERLY ECT 586)

Analytics-Driven Decision Making

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 465	DATA VISUALIZATION	
IS 436	SOCIAL MARKETING AND SOCIAL NETWORKING APPLICATIONS (FORMERLY ECT 436)	
IS 452	BIG DATA & THE INTERNET OF THINGS (IoT)	
IS 550	ENTERPRISE DATA MANAGEMENT	
IS 574	BUSINESS INTELLIGENCE AND ANALYTICS SYSTEMS	

IT Governance and Legal Responsibilities

Course	Title	Quarter Hours
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	
IS 424	ENTERPRISE INFRASTRUCTURE (FORMERLY ECT 424)	
IS 444	IT AUDITING	
IS 482	LEGAL RESPONSIBILITIES IN INFORMATION TECHNOLOGY	
IS 486	CYBERSECURITY LAW	
IS 505	BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES	
IS 506	BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS	
IS 511	SOCIAL ISSUES OF COMPUTING	
IS 568	IT GOVERNANCE	

Data Management

Course	Title	Quarter Hours
CSC 452	DATABASE PROGRAMMING	
CSC 454	DATABASE ADMINISTRATION AND MANAGEMENT	
IS 549	DATA WAREHOUSING	
IS 550	ENTERPRISE DATA MANAGEMENT	

Digital Transformation and Entrepreneurship

Course	Title	Quarter Hours
IS 431	DIGITAL PRODUCT DEVELOPMENT AND MANAGEMENT	
IS 478	INFORMATION TECHNOLOGY CONSULTING	
IS 531	DIGITAL INNOVATION STRATEGIES, PROCESSES AND TOOLS	
IS 580	TECHNOLOGY ENTREPRENEURSHIP	

Open Elective

Students must complete four (4) credit hour of Open Electives.

- Any CSEC, CSC, DSC, ECT, GAM, GPH, HCI, HIT, IS, IT, NET, PM, or SE course in the 421-699 range qualifies.

Capstone Options

Four (4) credit hours are required for the capstone. Students have the option of completing either (a) IS 577 (Information Systems capstone course), (b) a Graduate Internship (4 credits), (c) two quarters of CSC 500 (a Research Colloquium course), (d) IS 696 (a Master's Project course), or (e) a Master's Thesis.

- Capstone Course**
 - IS 577
- Graduate Internship**
 - An internship offers students the opportunity integrate their academic experience with on-the-job training in information systems. Students must enroll in CSC 697 for four (4) credit hours to satisfy the practicum requirement. These are the steps:
 - Secure an internship with a focus in information systems.
 - International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval (<http://oiss.depaul.edu/Requests/Forms/index.asp> (<http://oiss.depaul.edu/Requests/Forms/>)).
 - Login to MyCDM and click the "MyInternships" link on the left to start the course enrollment process.
- Research Options**
 - CSC 500 This is a course for two (2) credit hours therefore students must enroll in the course in each of two (2) separate quarters.
 - Master's Research
 - Up to eight (8) credit hours with Major Elective substitutions.
 - IS 696
 - Master's Thesis
 - A student who has made an original contribution to the area may choose to complete a Master's Thesis. The process is:
 - Complete IS 590 as a Major Elective substitution.
 - The student and the student's research advisor form a Master's Thesis Committee of three (3) faculty.
 - The student enrolls in IS 698 for two (2) consecutive quarters. In the event, the student has not completed the thesis within these two (2) quarters, the student will be allowed to register for the zero (0) credit hour course CSC 698 and the transcript will show the thesis title as the course topic.
 - The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.

- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applies toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

Information Systems (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Information Systems (MS)

The Information Systems (MS) combined degree program is open to all undergraduate majors across the university.

Students who are interested in this program and meet the following criteria

- Sophomore status (at least 44 quarter hours earned)
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Full admission to the designated master's program requires meeting admission requirements (<https://www.cdm.depaul.edu/Admission-and-Aid/Pages/Grad-Program-Requirements.aspx>) for that program
- Faculty endorsement from a CDM full-time faculty member

Student should discuss their interest in this combined degree program with a CDM Information Systems faculty advisor prior to submitting the application for admission.

If accepted, a student can take up to three graduate courses (12 credits). These three courses count towards both the bachelor's program and the Master of Science degree. Students will pay the current undergraduate tuition rate for these three courses.

Maintaining Good Standing

- Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter
- The student and Faculty Advisor will be notified when the student's cumulative GPA falls below 3.3 or when the student receives less than a C- in graduate level course
- If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the

student will be dismissed from the combined program and resume the traditional BA/BS.

- Graduate courses passed before dismissal will not be counted and may not be retaken. If the student pursues graduate study, other graduate courses must be substituted. To apply to a CDM graduate degree program, following dismissal from the combined degree, students must follow regular CDM Admission procedures, and will be required take 12 new graduate courses to earn a master's degree.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study may include which undergraduate classes to avoid taking in order to take the graduate version. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

Registering for Master's Degree Courses

The student's advisor must complete the BS/MS Request form, under the Faculty tab on the CDM Intranet, to request the student's enrollment in the three graduate courses. The form will require the following data: student's full name, graduate course and section, and the undergraduate course to be substituted for. The CDM dean's office will process the enrollment.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. Learn more about master's degree admission requirements (<http://www.cdm.depaul.edu/Prospective%20Students/Pages/MastersDegreeStudents.aspx>). Students will follow the master's degree program requirements for the term they are admitted to the master's degree program.

Double Demon Scholarship

The Double Demon scholarship, offered exclusively to DePaul alumni, covers 25 percent of the tuition for a master's degree or select certificate programs. Combined degree program students are eligible.

Alumni from any of DePaul's colleges who are admitted into a graduate degree program from one of these programs automatically qualify for the Double Demon Scholarship. This scholarship is available for new part-time or full-time students who began a master's degree in CDM in winter 2012-2013 or later and the other colleges beginning in winter 2013-2014. It cannot be applied retroactively.

There is no limit to the amount of courses that can be taken by eligible students. However, students may not take more than four courses in any quarter without permission from the college. The scholarship cannot be applied to cover fees or other non-tuition costs.

Information Systems (MS) Online

Program Requirements	Quarter Hours
Introductory Courses	0-8
Degree Requirements	48
Total hours required	48-56

Learning Outcomes

- Determine the main business impact from emerging trends in Information Systems (IS).
- Describe key outcomes in each of the five phases of a systems development life cycle.
- Explain key benefits and challenges of best practices in IS projects.
- Use diagrams for IS requirements and conceptual design specifications (e.g., context diagram, data flow diagram, use case diagram, entity relationship diagram), given a short business case.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Introductory Courses

Course	Title	Quarter Hours
IT 403	STATISTICS AND DATA ANALYSIS	4
IS 411	INTRODUCTION TO PROGRAMMING FOR BUSINESS APPLICATIONS	4

Foundation Courses

Course	Title	Quarter Hours
IS 421	SYSTEMS ANALYSIS AND DESIGN	4
IS 430	FUNDAMENTALS OF IT PROJECT MANAGEMENT	4
IS 435	ORGANIZATION MODELING FOR DIGITAL TRANSFORMATION	4
IS 451	DATABASE DESIGN FOR INFORMATION SYSTEMS (FORMERLY CSC 451)	4
IS 460	ENTERPRISE CLOUD COMPUTING (FORMERLY IS 536)	4
IS 468	ENTERPRISE SYSTEMS (FORMERLY IS 560)	4

Major Electives

16 credit hours of Major Electives are required and are subject to the following criteria:

- Students take at least 12 credit hours of courses from one of the domains below.
- Students must take at least two (2) 500-level courses.

Project Management and Business Analysis

Course	Title	Quarter Hours
IS 431	DIGITAL PRODUCT DEVELOPMENT AND MANAGEMENT	
IS 535	INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS	
IS 556	AGILE ENTERPRISE PROJECT MANAGEMENT	
IS 570	MANAGING CHANGE FOR DIGITAL TRANSFORMATION	
IS 586	CUSTOMER RELATIONSHIP MANAGEMENT TECHNOLOGIES (FORMERLY ECT 586)	

Analytics-Driven Decision Making

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 465	DATA VISUALIZATION	
IS 436	SOCIAL MARKETING AND SOCIAL NETWORKING APPLICATIONS (FORMERLY ECT 436)	
IS 452	BIG DATA & THE INTERNET OF THINGS (IoT)	
IS 550	ENTERPRISE DATA MANAGEMENT	
IS 574	BUSINESS INTELLIGENCE AND ANALYTICS SYSTEMS	

IT Governance and Legal Responsibilities

Course	Title	Quarter Hours
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	
IS 424	ENTERPRISE INFRASTRUCTURE (FORMERLY ECT 424)	
IS 444	IT AUDITING	
IS 482	LEGAL RESPONSIBILITIES IN INFORMATION TECHNOLOGY	
IS 486	CYBERSECURITY LAW	
IS 505	BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES	
IS 506	BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS	
IS 511	SOCIAL ISSUES OF COMPUTING	
IS 568	IT GOVERNANCE	

Data Management

Course	Title	Quarter Hours
CSC 452	DATABASE PROGRAMMING	
CSC 454	DATABASE ADMINISTRATION AND MANAGEMENT	
IS 549	DATA WAREHOUSING	
IS 550	ENTERPRISE DATA MANAGEMENT	

Digital Transformation and Entrepreneurship

Course	Title	Quarter Hours
IS 431	DIGITAL PRODUCT DEVELOPMENT AND MANAGEMENT	
IS 478	INFORMATION TECHNOLOGY CONSULTING	
IS 531	DIGITAL INNOVATION STRATEGIES, PROCESSES AND TOOLS	
IS 580	TECHNOLOGY ENTREPRENEURSHIP	

Open Elective

Students must complete four (4) credit hour of Open Electives.

- Any CSEC, CSC, DSC, ECT, GAM, GPH, HCI, HIT, IS, IT, NET, PM, or SE course in the 421-699 range qualifies.

Capstone Options

Four (4) credit hours are required for the capstone. Students have the option of completing either (a) IS 577 (Information Systems capstone course), (b) a Graduate Internship (4 credits), (c) two quarters of CSC 500 (a Research Colloquium course), (d) IS 696 (a Master's Project course), or (e) a Master's Thesis.

- Capstone Course**
 - IS 577
- Graduate Internship**
 - An internship offers students the opportunity integrate their academic experience with on-the-job training in information systems. Students must enroll in CSC 697 for four (4) credit hours to satisfy the practicum requirement. These are the steps:
 - Secure an internship with a focus in information systems.
 - International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval (<http://oiss.depaul.edu/Requests/Forms/index.asp> (<http://oiss.depaul.edu/Requests/Forms/>)).
 - Login to MyCDM and click the "MyInternships" link on the left to start the course enrollment process.
- Research Options**
 - CSC 500 This is a course for two (2) credit hours therefore students must enroll in the course in each of two (2) separate quarters.
 - Master's Research
 - Up to eight (8) credit hours with Major Elective substitutions.
 - IS 696
 - Master's Thesis
 - A student who has made an original contribution to the area may choose to complete a Master's Thesis. The process is:

- Complete IS 590 as a Major Elective substitution.
- The student and the student's research advisor form a Master's Thesis Committee of three (3) faculty.
- The student enrolls in IS 698 for two (2) consecutive quarters. In the event, the students has not completed the thesis within these two (2) quarters, the student will be allowed to register for the zero (0) credit hour course CSC 698 and the transcript will show the thesis title as the course topic.

4. The student will need to submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applies toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

Information Technology (BS)

The BS in Information Technology focuses on preparing graduates who are able to configure software to meet the needs of organizations. Students acquire skills related to the selection, creation, application, integration and administration of computing technologies. This degree prepares you to become skilled in problem solving and programming, networks and communications systems, databases, Internet and Web technologies, security and project management, and have a strong grasp of business concepts and technical communications.

The BS in Information Technology has three concentrations:

- Media Engineering
- Standard
- Web Development

The BS in Information Technology can be completed online by transfer students if they meet the following requirements:

- Have a minimum of 45 quarter/30 semester hours of transfer credit
- Have a minimum cumulative 2.0 GPA
- Be in good standing at the last school they attended

Note - The lab science requirement and the pre-calculus prerequisite for the Data Analysis (IT 223) requirement are not available online at DePaul and will need to be completed on campus or transferred in from another institution.

For more information on this option and a sample schedule please see www.cdm.depaul.edu (<http://www.cdm.depaul.edu>).

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	28
Concentration Requirements	84
Total hours required	192

Learning Outcomes

Students will be able to:

- Design an application using principles of user-centered design.
- Construct a web application using best practices.
- Write computer programs that interact with software systems such as file systems, databases, web servers, and browsers.
- Participate in the design, implementation, and management of a software development project or activity.
- Communicate orally and in written form, their recommendations to instructors, clients, and other students.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required ²		4
Senior Year		
Capstone		
Required ^{1, 3}		4

¹ Students must earn a C- or better in this course.

² IT 394 required for Standard and Web Development concentrations.

³ IT 395 required for Standard and Web Development concentrations; FILM 398 required for Media Engineering concentration.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required (See note below)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required (See note below)

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Students must take one of the following ethics courses: CSC 208 (PI), PHL 248/MGT 248 (PI) or REL 228/MGT 228 (RD).

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Course Requirements**

Course	Title	Quarter Hours
IT 211	INTRODUCTION TO APPLIED PROGRAMMING	4
IT 212	APPLIED OO PROGRAMMING	4
IT 223	DATA ANALYSIS	4
IT 240	INTRODUCTION TO DATABASES	4
IT 263	APPLIED NETWORKS AND SECURITY	4
IT 313	ADVANCED APPLICATION DEVELOPMENT	4
UXD 210	INTRODUCTION TO USER EXPERIENCE DESIGN	4

Concentration Requirements

Students must also complete the requirements from one of the following concentrations: Media Engineering, Standard, or Web Development.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 192 credit hours
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses
- Maintain a cumulative GPA of 2.0 or higher

Concentration Requirements

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Media Engineering, Information Technology (BS) (p. 628)
- Standard Concentration, Information Technology (BS) (p. 629)
- Web Development Concentration, Information Technology (BS) (p. 629)

Information Technology (BS), Combined Bachelor's + Master's Degree

The combined Bachelor's/Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Students who meet the admission requirements below may choose to apply to a combined degree program. Interested students should consult their faculty advisor regarding the application procedure. This program allows students to combine many CDM bachelor's degrees with a CDM master's degree following the structure outlined below.

Admission Criteria

- Minimum of 44 quarter hours earned
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Full admission to the designated master's program requires meeting admission requirements (<https://www.cdm.depaul.edu/Admission-and-Aid/Pages/Grad-Program-Requirements.aspx>) for that program
- Faculty endorsement from a CDM full-time faculty member

Students should discuss their interest in a CDM combined degree program with a CDM faculty advisor. Before admission to the degree, students should work with the faculty advisor to identify a course plan for the combined degree program, including the list of courses to take and how the courses will be applied toward both the undergraduate and graduate degrees. Non-CDM students can email the CDM advising office (advising@cdm.depaul.edu) if interested in a combined degree with a CDM master's degree.

If you are currently a CDM student and interested in combining your CDM bachelor's degree with a non-CDM graduate degree, please contact the respective college for admission and application procedures.

Students enrolled in the Bachelor of Arts in Computing or the Bachelor of Arts in Professional Studies with a major in Computing (<https://www.cdm.depaul.edu/academics/Pages/BA-Computing.aspx>) joint

degree programs between CDM and the School of Continuing and Professional Studies are eligible for this program. Interested students who meet the admission criteria for a combined degree should contact SCPS Academic Services (scpsadvising@depaul.edu) for more information. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Program Structure

Students in the combined degree program take a maximum of three (3) graduate level courses that count toward both their bachelor's and master's degree requirements. Students may enroll in graduate level coursework in the junior and senior year only. Students in the combined degree program will receive the bachelor's degree after meeting all graduation requirements including the minimum credit hours required for graduation.

To earn the master's degree, the student must earn as many additional graduate credit hours as needed to reach the minimum number of graduate credit hours required in that master's degree.

Only CDM courses can be taken as part of this program. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Maintaining Good Standing

Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter.

The student and faculty advisor will be notified when the student's cumulative GPA falls below 3.3 or when the student receives less than a C- in graduate level course.

If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional B.A./B.S./B.F.A.

If dismissed from the combined degree program after graduate courses have been passed, the graduate courses may only apply to the undergraduate degree. Should the student later be admitted to a graduate program, graduate courses applied to the undergraduate degree may not apply to the graduate program and may not be repeated if they are required in the declared graduate curriculum. Other graduate courses may be substituted in this case.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study should include the graduate courses to be taken and the undergraduate courses that are replaced by the graduate courses. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

It is advisable for the student and the faculty advisor to enter the proposed plan of study in the student communication record in BlueStar so it is available to the student and CDM faculty and staff.

Registering for Master's Degree Courses

Combined degree students must meet regularly with their faculty advisor. The faculty advisor will initiate the registration process for all graduate level courses taken during the undergraduate career.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. When preparing to complete the undergraduate portion of the combined degree, students must submit the application for degree conferral for the undergraduate degree by the application deadline. At this time, the students should contact the CDM Academic Success Center about the procedure required to be formally admitted to the declared graduate program.

Media Engineering, Information Technology (BS)

Course Requirements

Course	Title	Quarter Hours
CSEC 340	FUNDAMENTALS OF INFORMATION ASSURANCE (FORMERLY CNS 340)	4
FILM 101	FOUNDATIONS OF CINEMA FOR MAJORS	4
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 250	CINEMATOGRAPHY I	4
IT 202	CODING FOR AUDIO AND VIDEO	4
IT 281	IMAGE SCIENCE	4
MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	4
NET 311	COMPUTERS IN TELECOMMUNICATIONS SYSTEMS (FORMERLY TDC 311)	4
POST 110	EDITING I	4
POST 124	SOUND DESIGN I	4
POST 340	COLOR CORRECTION	4
POST 384	POST-PRODUCTION SEMINAR	4
VFX 374	COMPOSITING I	4
VFX 310	GAME ENGINES FOR FILMMAKERS	4
VFX 320	FUNDAMENTALS OF VIRTUAL PRODUCTION	4
Select 12 credit hours of Major Electives		12
Select 12 credit hours of Open Electives		12

Major Electives

Major electives may be selected from any 300-level NET or CSEC courses.

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirements of 192 hours. Open Electives may be taken from any unit at DePaul.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu/>) to see sample schedule of course requirements on a year-by-year basis.

Standard Concentration, Information Technology (BS)

Course Requirements

Course	Title	Quarter Hours
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	4
CSEC 340	FUNDAMENTALS OF INFORMATION ASSURANCE (FORMERLY CNS 340)	4
IS 215	ANALYSIS AND DESIGN TECHNIQUES	4
IS 372	SOFTWARE PROJECT MANAGEMENT	4
IT 130	INTRODUCTORY COMPUTING FOR THE WEB	4
IT 231	WEB DEVELOPMENT I	4
IT 238	INTERACTIVE WEB SCRIPTING	4
IT 280	TEAM PROJECT DEVELOPMENT WITH AGILE	4
IT 320	CONTENT MANAGEMENT SYSTEMS	4
IT 330	USER INTERFACE DEVELOPMENT FOR INTERACTIVE SYSTEMS	4
NET 311	COMPUTERS IN TELECOMMUNICATIONS SYSTEMS (FORMERLY TDC 311)	4
Select 20 Credit Hours of Major Electives ¹		20
Select 20 Credit Hours of Open Electives		20

¹ Major Electives can be chosen from two (2) 300-level SoC courses and three (3) 200- or 300-level CDM courses. Appropriate non-CDM courses will be accepted as major electives if approved by the student's faculty advisor. Students must earn a grade of C- or higher in all major elective courses.

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirements of 192 hours. Open Electives may be taken from any unit at DePaul.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu/>) to see sample schedule of course requirements on a year-by-year basis.

Web Development Concentration, Information Technology (BS)

Course Requirements

Course	Title	Quarter Hours
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	4
CSEC 340	FUNDAMENTALS OF INFORMATION ASSURANCE (FORMERLY CNS 340)	4
or CSEC 378	HOST BASED SECURITY (FORMERLY CNS 378)	
IT 130	INTRODUCTORY COMPUTING FOR THE WEB	4
IT 231	WEB DEVELOPMENT I	4

IT 238	INTERACTIVE WEB SCRIPTING	4
IT 251	INTRODUCTION TO MOBILE APPS	4
or IT 372	INTRODUCTION TO ANDROID DEVELOPMENT	
IT 280	TEAM PROJECT DEVELOPMENT WITH AGILE	4
IT 320	CONTENT MANAGEMENT SYSTEMS	4
IT 330	USER INTERFACE DEVELOPMENT FOR INTERACTIVE SYSTEMS	4
IT 338	WEB DEVELOPMENT FRAMEWORKS	4
IT 339	SERVER-SIDE WEB DEVELOPMENT FRAMEWORKS	4
NET 311	COMPUTERS IN TELECOMMUNICATIONS SYSTEMS (FORMERLY TDC 311)	4
UXD 270	USER-CENTERED WEB DESIGN	4
Select three Major Field Electives ¹		12
Select 20 Credit Hours of Open Electives		20

¹ BS IT Major Electives can be chosen from any 200-level or 300-level CDM course. Appropriate non-CDM courses will be accepted as major electives if approved by the student's advisor. Students must earn a grade of C- or higher in all major elective courses.

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirements of 192 hours. Open Electives may be taken from any unit at DePaul.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu/>) to see sample schedule of course requirements on a year-by-year basis.

Information Technology (BS) Online

The BS in Information Technology focuses on preparing graduates who are able to configure software to meet the needs of organizations. Students acquire skills related to the selection, creation, application, integration and administration of computing technologies. This degree prepares you to become skilled in problem solving and programming, networks and communications systems, databases, Internet and Web technologies, security and project management, and have a strong grasp of business concepts and technical communications.

The BS in Information Technology online has two concentrations:

- Standard
- Web Development

The BS in Information Technology can be completed online by transfer students if they meet the following requirements:

- Have a minimum of 45 quarter/30 semester hours of transfer credit
- Have a minimum cumulative 2.0 GPA
- Be in good standing at the last school they attended

Note - The lab science requirement and the pre-calculus prerequisite for the Data Analysis (IT 223) requirement are not available online at DePaul and will need to be completed on campus or transferred in from another institution.

For more information on this option and a sample schedule please see www.cdm.depaul.edu (<http://www.cdm.depaul.edu>).

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	28
Concentration Requirements	84
Total hours required	192

Learning Outcomes

- Design an application using principles of user-centered design.
- Construct a web application using best practices.
- Write computer programs that interact with software systems such as file systems, databases, web servers, and browsers.
- Participate in the design, implementation, and management of a software development project or activity.
- Communicate orally and in written form, their recommendations to instructors, clients, and other students.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required ²		4
Senior Year		
Capstone		
Required ^{1, 3}		4

¹ Students must earn a C- or better in this course.
² IT 394 required for Standard and Web Development concentrations.
³ IT 395 required for Standard and Web Development concentrations; FILM 398 required for Media Engineering concentration.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required (See note below)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required (See note below)

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Students must take one of the following ethics courses: CSC 208 (PI), PHL 248/MGT 248 (PI) or REL 228/MGT 228 (RD).

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
IT 211	INTRODUCTION TO APPLIED PROGRAMMING	4
IT 212	APPLIED OO PROGRAMMING	4
IT 223	DATA ANALYSIS	4
IT 240	INTRODUCTION TO DATABASES	4
IT 263	APPLIED NETWORKS AND SECURITY	4
IT 313	ADVANCED APPLICATION DEVELOPMENT	4
UXD 210	INTRODUCTION TO USER EXPERIENCE DESIGN	4

Concentration Requirements

Students must also complete the requirements from one of the following concentrations: Media Engineering, Standard, or Web Development.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 192 credit hours
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses
- Maintain a cumulative GPA of 2.0 or higher

Concentration Requirements

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Standard Concentration, Information Technology (BS) Online (p. 631)
- Web Development Concentration, Information Technology (BS) Online (p. 631)

Standard Concentration, Information Technology (BS) Online

Course Requirements

Course	Title	Quarter Hours
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	4
CSEC 340	FUNDAMENTALS OF INFORMATION ASSURANCE (FORMERLY CNS 340)	4
IS 215	ANALYSIS AND DESIGN TECHNIQUES	4
IS 372	SOFTWARE PROJECT MANAGEMENT	4
IT 130	INTRODUCTORY COMPUTING FOR THE WEB	4
IT 231	WEB DEVELOPMENT I	4
IT 238	INTERACTIVE WEB SCRIPTING	4
IT 280	TEAM PROJECT DEVELOPMENT WITH AGILE	4
IT 320	CONTENT MANAGEMENT SYSTEMS	4
IT 330	USER INTERFACE DEVELOPMENT FOR INTERACTIVE SYSTEMS	4
NET 311	COMPUTERS IN TELECOMMUNICATIONS SYSTEMS (FORMERLY TDC 311)	4
Select 20 Credit Hours of Major Electives ¹		20
Select 20 Credit Hours of Open Electives		20

¹ Major Electives can be chosen from two (2) 300-level SoC courses and three (3) 200- or 300-level CDM courses. Appropriate non-CDM courses will be accepted as major electives if approved by the student's faculty advisor. Students must earn a grade of C- or higher in all major elective courses.

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirements of 192 hours. Open Electives may be taken from any unit at DePaul.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu/>) to see sample schedule of course requirements on a year-by-year basis.

Web Development Concentration, Information Technology (BS) Online

Course Requirements

Course	Title	Quarter Hours
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	4
CSEC 340	FUNDAMENTALS OF INFORMATION ASSURANCE (FORMERLY CNS 340)	4
or CSEC 378	HOST BASED SECURITY (FORMERLY CNS 378)	
IT 130	INTRODUCTORY COMPUTING FOR THE WEB	4
IT 231	WEB DEVELOPMENT I	4
IT 238	INTERACTIVE WEB SCRIPTING	4
IT 251	INTRODUCTION TO MOBILE APPS	4
or IT 372	INTRODUCTION TO ANDROID DEVELOPMENT	
IT 280	TEAM PROJECT DEVELOPMENT WITH AGILE	4
IT 320	CONTENT MANAGEMENT SYSTEMS	4
IT 330	USER INTERFACE DEVELOPMENT FOR INTERACTIVE SYSTEMS	4
IT 338	WEB DEVELOPMENT FRAMEWORKS	4
IT 339	SERVER-SIDE WEB DEVELOPMENT FRAMEWORKS	4
NET 311	COMPUTERS IN TELECOMMUNICATIONS SYSTEMS (FORMERLY TDC 311)	4
UXD 270	USER-CENTERED WEB DESIGN	4
Select three Major Field Electives ¹		12
Select 20 Credit Hours of Open Electives		20

¹ BS IT Major Electives can be chosen from any 200-level or 300-level CDM course. Appropriate non-CDM courses will be accepted as major electives if approved by the student's advisor. Students must earn a grade of C- or higher in all major elective courses.

Open Electives

Open Elective Credit Hours are required to meet the minimum graduation requirements of 192 hours. Open Electives may be taken from any unit at DePaul.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu/>) to see sample schedule of course requirements on a year-by-year basis.

Information Technology (Minor)

The Information Technology minor emphasizes the technical aspects of information technology including web design, human interaction, databases, scripting and content management systems.

Course Requirements

Course	Title	Quarter Hours
IT 130	INTRODUCTORY COMPUTING FOR THE WEB	4
IT 240	INTRODUCTION TO DATABASES	4
IT 231	WEB DEVELOPMENT I	4
IT 211	INTRODUCTION TO APPLIED PROGRAMMING	4
UXD 210	INTRODUCTION TO USER EXPERIENCE DESIGN	4
Select one of the following:		4
IT 212	APPLIED OO PROGRAMMING	
IT 238	INTERACTIVE WEB SCRIPTING	
CSC 299	SOPHOMORE LAB IN APPLIED COMPUTING	
IT 320	CONTENT MANAGEMENT SYSTEMS	

Intellectual Property Law & Information Technology (LLM)

DePaul's LLM in Intellectual Property Law is regarded as one of the most extensive programs in the country, and the Center for Intellectual Property Law & Information Technology (CIPLIT®), which oversees the program, is an innovative leader in the field. With numerous course offerings, the program addresses the need for specialized training in intellectual property and information technology law.

Courses must be selected from the LLM in Intellectual Property courses. Candidates must complete three required courses and five electives. The LLM program may be completed on either a full- or part-time basis but must be completed within five years.

Program Requirements	Semester Hours
Core Requirements	9
Elective Requirements	15
Total hours required	24

Learning Outcomes

- Domestic students will be able to demonstrate advanced knowledge of the legal rules and policies in the student's area of specialization.
- Domestic students will be able to conduct advanced legal research and analysis in the student's area of specialization.
- International students will be able to identify structures of the U.S. legal system and government institutions.
- International students will be able to demonstrating understanding of how a common law system operates in a constitutional democracy.
- International students will be able to demonstrate advanced knowledge of the legal rules and policies in the student's area of specialization.
- International students will be able to identify and apply relevant legal authority.
- International students will be able to communication clearly in speech and writing.

Degree Requirements

The Master of Laws program begins with an orientation that introduces graduate students to DePaul's faculty, staff, library, computer and research facilities. Students who received legal training outside the United States also will participate in a special course introducing them to the Socratic teaching method, the differences between civil and common law systems, and the foundations of the U.S. legal system.

To earn the LLM in Intellectual Property Law, a student must complete 24 semester hours of credit with a minimum cumulative grade point average (GPA) of 2.0. A summer term is counted as a semester for this purpose. Students who complete 24 credit hours with a GPA below the 2.0 GPA required to earn the degree will not be permitted to continue taking classes to improve their GPA. A student is automatically dismissed if he or she has a cumulative GPA below 2.0 for any three consecutive semesters.

The LLM program may be completed on either a full- or part-time basis but it must be completed within five years. With the exception of students admitted to and enrolled in the joint JD/LLM program, credits earned as part of the JD program do not count toward the LLM degree. In addition, no credit is given for law courses taken before a student is admitted to and enrolled in the LLM program.

Course Requirements

Courses must be selected from the LLM in Intellectual Property Law courses listed below.

Required Courses

Course	Title	Semester Hours
LAW 250	SENIOR RESEARCH SEMINAR (approved topic)	3
Select at least one of the following:		3
LAW 447	PATENT LAW	
LAW 344	COPYRIGHT LAW	
LAW 271	TRADEMARK & UNFAIR COMPETITION LAW	
Select at least one of the following:		2-3
LAW 341	INTERNET LAW	
LAW 924	DATA PRIVACY LAW: US & EU	
LAW 925	CYBERSECURITY LAW: LITIGATION AND NEGOTIATION	

Additional Required Courses for International Lawyers

Course	Title	Semester Hours
LAW 322	INTRODUCTION TO AMERICAN LAW AND LEGAL SYSTEMS	3
LAW 556	INTRODUCTION TO LEGAL WRITING AND RESEARCH	3

Elective Courses

Course	Title	Semester Hours
LAW 246	PATENT & TRADEMARK SEARCHING	
LAW 250	SENIOR RESEARCH SEMINAR (Advanced Intellectual Property; Advanced Patents; Cultural Heritage; or other approved topic)	

LAW 271	TRADEMARK & UNFAIR COMPETITION LAW
LAW 301	SPECIAL TOPICS IN LAW (IP Valuation in Tech, Health, and Other Industries; other approved topic)
LAW 333 or LAW 293	MUSIC LAW MUSIC TRANSACTIONS: REPRESENTING TALENT
LAW 338	INTELLECTUAL PROPERTY FOR CORPORATE TRANSACTIONAL LAWYERS
LAW 341	INTERNET LAW
LAW 344	COPYRIGHT LAW
LAW 357	ENTERTAINMENT LAW
LAW 402 or LAW 508	ANTITRUST ADMINISTRATIVE LAW
LAW 428	INDEPENDENT STUDY (approved topic)
LAW 441	SPORTS LAW
LAW 447	PATENT LAW
LAW 454	INTERNATIONAL INTELLECTUAL PROPERTY
LAW 455	LEGAL DRAFTING (Art Market Transactions; IP Licensing & Negotiations; Trademark & Copyright; Trademark & Patent; Patents; or other approved topic)
LAW 469	LITIGATION STRATEGY: INTELLECTUAL PROPERTY
LAW 489	INTELLECTUAL PROPERTY SURVEY
LAW 524	EXTERNSHIP PROGRAM (approved placement in IP/IT)
LAW 564	EXTERNSHIP SEMINAR (in conjunction with approved LAW 524 placement above)
LAW 535	ART AND THE LAW
LAW 728	FOOD AND DRUG LAW
LAW 924	DATA PRIVACY LAW: US & EU
LAW 925	CYBERSECURITY LAW: LITIGATION AND NEGOTIATION

Students may count one of the following courses offered through CDM:

LAW 920	INFORMATION SECURITY MANAGEMENT
LAW 921	DISASTER RECOVERY THEORY STRATEGIES
LAW 922	INTRODUCTION TO PROGRAMMING
LAW 923	LEGAL RESPONSIBILITIES IN INFORMATION TECHNOLOGY
LAW 927	IT AUDITING

Intercultural Communication (Minor)

In the Intercultural Communication minor program, you will study the theories and methods necessary to analyze communication among and between diverse communities and ethnic groups within the United States.

Course Requirements

A minor in Intercultural Communication requires students to complete six courses (24 credits).

Course	Title	Quarter Hours
CMN 103	INTERCULTURAL COMMUNICATION	4
CMN 104 or CMNS 230	PUBLIC SPEAKING PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY	4
Select four of the following:		16
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP	
CMN 398	STUDY ABROAD	
CMNS 205	COMMUNICATION, CULTURE AND COMMUNITY	
CMNS 221	HOW LANGUAGE WORKS: INTRODUCTION TO LINGUISTICS	
CMNS 308	TOPICS IN INTERCULTURAL COMMUNICATION	
CMNS 309	INTERNATIONAL/GLOBAL COMMUNICATION	
CMNS 321	CULTURAL AND SYMBOLIC CRITICISM	
CMNS 330	TOPICS IN PERFORMANCE	
CMNS 333	CULTURES IN CONVERSATION	
CMNS 334	URBAN COMMUNICATION	
CMNS 337	ASIAN-AMERICAN MEDIA REPRESENTATIONS	
CMNS 338	ASIAN CULTURE AND COMMUNICATION	
CMNS 339	PERFORMANCE OF GENDER & SEXUALITY	
CMNS 361	GENDER AND COMMUNICATION	
CMNS 382	APPLIED RESEARCH METHODS IN COMMUNICATION STUDIES	

Students majoring in Intercultural Communication (BA) are restricted from earning this minor.

Interdisciplinary Studies (MA)

The Interdisciplinary Studies Program (IDS) is an innovative, flexible, and highly individualized graduate program designed to meet students' academic and professional goals. The program gives students the opportunity to design a program of study tailored to their own needs and interests. When students choose IDS, they take on the exciting challenge of creating their own curriculum and unique plan for learning. Creating an individualized program requires maturity, self-motivation, and independence. Students seeking a combination of flexible options and academic challenges are natural IDS candidates. IDS is a creative alternative to more rigid traditional, discipline-specific programs.

Students can build their particular academic or professional interests and concentrate on specialized fields that are not available in traditional graduate programs.

The program offers students individualized cross-disciplinary majors, incorporating courses drawn from social sciences, humanities, business, computer and information science, and public service. The IDS Program is jointly administered with the Master of Arts in Liberal Studies Program (MALS) by the Interdisciplinary Self-Designed Program (ISD). IDS students are welcome to enroll in MALS Core Courses and cross-lists.

The program offers the following:

- Individual, self-designed graduate program of study that builds on specific academic and professional interests.
- Ability to combine various academic disciplines in chosen areas of study.
- Choice of courses in most colleges and schools.

The MA in Interdisciplinary Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Interdisciplinary Studies + Community Development Certificate
- Interdisciplinary Studies + Digital Humanities Certificate
- Interdisciplinary Studies + Global Health Certificate
- Interdisciplinary Studies + Metro Planning and Development Certificate
- Interdisciplinary Studies + Public Health Certificate
- Interdisciplinary Studies + Social Research Certificate
- Interdisciplinary Studies + Teaching English to Speakers of Other Languages (TESOL) Certificate
- Interdisciplinary Studies + Women's and Gender Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	48-52
Total hours required	48-52

Learning Outcomes

Students will be able to:

- Demonstrate multi-disciplinary and inter-disciplinary approaches in research and writing.
- Use their knowledge of the methods and approaches of at least one particular academic or professional discipline to complete academic writing projects.
- Analyze and interpret discourse and media in a variety of academic, literary, professional, and popular genres.
- Research and write in a variety of academic and/or professional genres, including expository essays, critical analysis, research papers, white papers, etc. culminating in an extended capstone, analyzing and incorporating a variety of academic and technical resources in appropriate scholarly and professional formats.
- Analyze the social and/or historical context of phenomena and value systems in social and institutional settings.

Degree Requirements

Portfolio

All students will keep a portfolio of significant work done for courses, such as final papers or special projects, with comments and grades from the professor. By the midpoint, there will be work from a total of at least three courses in the portfolio. At the culminating point there will be work from a total of at least six courses in the portfolio.

Midpoint Essay

After completing the sixth course but before taking the ninth course, all students in both programs will write a 3-5 page essay examining their progress to that point, using as evidence work from the portfolio. The Midpoint Essay reflects on the student's intellectual growth, and suggests directions for the second half of the student's program.

Culminating Point Essay

All students in both programs (regardless of which final option they choose) will write an essay of 3-5 pages, reflecting on their intellectual growth in the second half of the program.

Course Work

- Completion of 48 or 52 quarter hours of graduate credit, depending on the completion option (thesis, practicum, enhanced portfolio or exit course) chosen by the student.
- Maximum of 8 quarter hours of credit in approved 300-level courses, and remainder of credit hours from 400/500/600-level courses.
- No more than five courses may be taken in the Kellstadt Graduate School of Business (KGSB), including courses which are cross-listed in other programs and courses transferred from other institutions which are business courses. Registration for courses in the KGSB must be done through the IDS office.
- No more than six courses may be taken in any single discipline within the College of Liberal Arts and Social Sciences, no more than six courses may be taken in the College of Education, and no more than six courses may be taken in the Jarvis College of Computing and Digital Media (CDM). Special permission must be sought for courses taken in the School of Continuing and Professional Studies (formerly SNL). Only non-performance courses may be taken in School of Music or the Theatre School.
- Prerequisites within Departments and Schools apply.
- Certain individual courses may be not be open to IDS students.
- To support the student's program plan, the IDS advisor may require that the student take certain courses in areas such as writing, statistics, disciplinary methodologies, foreign languages, etc., when appropriate.

Program Completion (Capstone) Steps

All students must apply and be approved for the particular option they wish to use for program completion (thesis, practicum, enhanced portfolio or exit course). This application will include the student's portfolio. The thesis and practicum options include a Formal Proposal. Approval of the proposal is necessary before the student undertakes this final stage of the program. Enrollment in MLS 499, the culminating project independent study course, takes place after approval of the proposal has been secured. If necessary, in lieu of an elective, students may enroll in MLS 498 if they require an additional quarter of research and other preparation for MLS 499.

Both 498 and 499 are conducted as Independent Studies. Instructions for proposing and pursuing these are available with the Program. When the project is completed both the members of the committee and the ISD director sign a Culminating Project Completion Form.

Program Completion (Capstone) Options

The IDS program may be completed in one of four ways:

Thesis Option (12 Courses)

In addition to the Culminating Point Essay and final portfolio submission, the student will write a paper of approximately 35-50 pages that includes 3-4 components or sections, one of which will be a research component and original exploration of the subject. (Other components might include a review of literature, a synthesis of earlier research, a reflection on various disciplinary and methodological approaches to the issue, suggestions for future research, etc.) The research component of the Master's Thesis involves reflection on primary research, or actual primary research combined with reflection on the primary research of others. The student is encouraged to make a public presentation about his or her thesis. Students who have earned a GPA lower than 3.3 may in some cases be asked to complete their program with a different capstone choice.

- Ordinarily taken as MLS 499 the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal and approval of committee.

Practicum Option (12 Courses)

In addition to the Culminating Point Essay and final portfolio submission, for the Practicum Option the student will create a project aimed at developing and executing a community-based intellectual or intellectual/creative activity. Examples are a public presentation as a lecture, in broadcast or print media, or on the web. Service learning projects are also encouraged. A 15-25 page descriptive/analytic essay documenting the project is also submitted. The student is encouraged to make a public presentation about his or her practicum in addition to the primary distribution of the project. Students who have earned a GPA lower than 3.3 may in some cases be asked to complete their program with a different capstone choice.

- Ordinarily taken as MLS 499, the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal, and approval of committee.

Enhanced Portfolio Option (13 Courses)

In addition to the final portfolio submission, and a Culminating Point Essay based on portfolio pieces selected from at least three courses in the second half of the program, the distinctive feature of the Enhanced Portfolio option is the writing of a new extended expository essay of 12-15 pages. This is a paper on a topic of the student's own choosing that makes an argument. (Further information on this paper and the option is available from the program.)

- Ordinarily taken as MLS 499, the student's 13th and final course.
- Requires formal proposal and approval of committee.

Exit Course Option (13 Courses)

In addition to the Culminating Point Essay and the final portfolio submission, the student proposes a particular course over and above the original 12 courses. This course should be chosen as an "exit course," in that it brings together a number of areas of interest that the student has pursued over the course of the program. By arrangement with the instructor, the student uses the final paper or final project to make connections with the goals of his or her overall IDS Program. The instructor will grade the paper, and another reader suggested by the IDS program will also review and comment on the paper.

- Requires formal proposal and approval of committee.

Determination of Degree

If the majority of courses completed for the master's degree are drawn from programs that award the Master of Arts degree, then the student will earn the MA. If the number is equal the student can choose the MA or the MS.

Student Handbook

Probation

Students are expected to maintain a minimum grade point average (GPA) of 3.0. A GPA below 3.0 will result in the student being placed on warning status. If this status persists for two quarters, the student will be requested to leave the program. If he or she decides to remain in the program, the student will be placed on academic probation and be given one quarter to raise the GPA to 3.0. If the student's GPA falls to 2.5 or below, he or she will be immediately placed on academic probation and must raise the GPA to 3.0 in the next quarter or face dismissal from the program. If the GPA falls to 2.5 or below a second time the student will be dismissed from the program.

When a student is admitted to the MALS or IDS Program under the category of "Conditional Admission" he or she is considered under academic probation until the conditions are met. The conditions are usually that a student must earn a grade of B or higher in all courses taken during the first three quarters in the program. The student may request continued registration in the second and third quarters if the grades are not adequate in the first quarter. If the conditions of admission are not met by the third quarter, the student will be dismissed from the program. Other conditions may include the requirement to take certain courses, and the student must comply within the specified time period or face dismissal.

IDS students who select courses that are not on their approved List of Courses (LOC) may face warning after one quarter and probation after two quarters if they do not seek approval for their altered programs. The procedure for altering an approved List of Courses is found on the ISD D2L site.

Students whose grades fall below the minimums described above will be considered in the categories of warning or probation whether or not the program administrators are aware of the student's grades. The program administrators may apply the categories of warning or probation retroactively if the student does not self-report his or her status. Students are required to seek advisement from program administrators when facing academic warning or probation. A student who does not contact program administrators about potential warning or probation status may face dismissal from the program.

Dismissal

In addition to the minimum GPA requirement, students may be dismissed for breaches of academic honesty or breaches of the code of student responsibility. MALS students may also face dismissal for failure to complete Core Courses with a grade of B or higher within the first half of their academic career. Students who have completed their coursework, but who are still working on their thesis, practicum or other capstone project must be enrolled in Candidacy Continuation (MLS 502 or IDS 502) during the three quarters of the academic school year. After three consecutive terms of Candidacy Continuation, students should enroll in Active Status (MLS 501 or IDS 501) if they still require time to complete their capstone. Failure to enroll in candidacy continuation or advanced

status may result in dismissal from the program if the student has not formally withdrawn from the program.

Readmission

When a student has withdrawn from the program or has not been enrolled in classes for three or more quarters during the academic year, he or she must apply for readmission using the Readmission and Reclassification form available from the LAS Graduate website.

Transfer Credit

A student may apply to transfer up to three courses of graduate work from another accredited institution. The courses must be approved by the Program Director as part of the student's overall course of study for both MALS and IDS students. The courses must then be approved for transfer credit by the Office of Student Records.

Undergraduate Courses

Courses at the 200-level cannot be approved for graduate credit, even when a student needs to take such a course as preparation for more advanced work. Courses at the 300-level may be approved for graduate credit under the following circumstances:

1. The course is necessary as a part of the student's overall interdisciplinary program.
2. The department does not offer courses in the same area on the graduate level.
3. The student has arranged with the professor to enhance the course to graduate level by the addition or alteration of assignments, including the final project of the course.

Unless approved by the Program Director, a student should take no more than two 300-level courses as part of his or her program.

Graduation Requirements

In order to graduate, students in the MALS and IDS Programs must complete the coursework specific to their programs (either 48 or 52 credit hours depending on capstone choice) with a minimum GPA of greater than 3.0, a midpoint and culminating point essay, the submission of an electronic portfolio of final and other projects from a minimum of six courses, and one of four capstone choices offered by the program. A full description of the requirements for the capstones, as well as further policies and procedures for both programs, are outlined in the documents found on the ISD D2L site under Program Documents. Students in the program are expected to be familiar with these policies and procedures and to comply with them.

Graduation with Distinction

In order to have the degree conferred with distinction, students in MALS and IDS completing their programs with a thesis or practicum capstone (48 credit hours) must earn a minimum cumulative GPA of 3.75, plus earn a designation of "distinction" on their thesis or practicum by their thesis advisor and at least one of the two readers on their committee. Thesis and practicum writers eligible for distinction are required to present their projects at a ISD event within three academic quarters of completion. Students in MALS and IDS completing their programs with an exit course or enhanced portfolio essay capstone (52 credit hours) must earn a minimum cumulative GPA of 3.85 in order to graduate with distinction.

Time Limit

Students are normally expected to complete the MALS or IDS Program within four academic years. During quarters in which no courses are

taken, students are required to maintain active status in the program by registering for Candidacy Continuation or Active Status. Students who have not taken courses for three consecutive quarters during the regular academic year and have not registered for Candidacy Continuation or Active Status must apply for readmission using the Readmission and Reclassification form listed here.

Interdisciplinary Studies (MS)

The Interdisciplinary Studies Program (IDS) is an innovative, flexible, and highly individualized graduate program designed to meet students' academic and professional goals. The program gives students the opportunity to design a program of study tailored to their own needs and interests. When students choose IDS, they take on the exciting challenge of creating their own curriculum and unique plan for learning. Creating an individualized program requires maturity, self-motivation, and independence. Students seeking a combination of flexible options and academic challenges are natural IDS candidates. IDS is a creative alternative to more rigid traditional, discipline-specific programs. Students can build their particular academic or professional interests and concentrate on specialized fields that are not available in traditional graduate programs.

The program offers students individualized cross-disciplinary majors, incorporating courses drawn from social sciences, humanities, business, computer and information science, and public service. The IDS Program is jointly administered with the Master of Arts in Liberal Studies Program (MALS) by the Interdisciplinary Self-Designed Program (ISD). IDS students are welcome to enroll in MALS Core Courses and cross-lists.

The program offers the following:

- Individual, self-designed graduate program of study that builds on specific academic and professional interests.
- Ability to combine various academic disciplines in chosen areas of study.
- Choice of courses in most colleges and schools.

The MS in Interdisciplinary Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MS/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Interdisciplinary Studies + Community Development Certificate
- Interdisciplinary Studies + Digital Humanities Certificate
- Interdisciplinary Studies + Global Health Certificate
- Interdisciplinary Studies + Metro Planning and Development Certificate
- Interdisciplinary Studies + Public Health Certificate
- Interdisciplinary Studies + Social Research Certificate
- Interdisciplinary Studies + Teaching English to Speakers of Other Languages (TESOL) Certificate
- Interdisciplinary Studies + Women's and Gender Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	48-52
Total hours required	48-52

Learning Outcomes

Students will be able to:

- Demonstrate multi-disciplinary and/or inter-disciplinary approaches in research and writing in their capstones and other major writing projects.
- Use their knowledge of the methods and approaches of at least one particular academic or professional discipline to complete academic or technical writing projects.
- Analyze and interpret discourse and media in a variety of academic, literary, professional, and popular genres.
- Research and write in a variety of academic and/or professional genres, including expository essays, critical analysis, research papers, white papers, etc. culminating in an extended capstone, analyzing and incorporating a variety of academic and technical resources in appropriate scholarly and professional formats.
- Analyze value systems in social, professional, and institutional settings.

Degree Requirements Portfolio

All students will keep a portfolio of significant work done for courses, such as final papers or special projects, with comments and grades from the professor. By the midpoint, there will be work from a total of at least three courses in the portfolio. At the culminating point there will be work from a total of at least six courses in the portfolio.

Midpoint Essay

After completing the sixth course but before taking the ninth course, all students in both programs will write a 3-5 page essay examining their progress to that point, using as evidence work from the portfolio. The Midpoint Essay reflects on the student's intellectual growth, and suggests directions for the second half of the student's program.

Culminating Point Essay

All students in both programs (regardless of which final option they choose) will write an essay of 3-5 pages, reflecting on their intellectual growth in the second half of the program.

Course Work

- Completion of 48 or 52 quarter hours of graduate credit, depending on the completion option (thesis, practicum, enhanced portfolio or exit course) chosen by the student.
- Maximum of 8 quarter hours of credit in approved 300-level courses, and remainder of credit hours from 400/500/600-level courses.
- No more than five courses may be taken in the Kellstadt Graduate School of Business (KGSB), including courses which are cross-listed in other programs and courses transferred from other institutions which are business courses. Registration for courses in the KGSB in the must be done through the IDS office.
- No more than six courses may be taken in any single discipline within the College of Liberal Arts and Social Sciences, no more than six courses may be taken in the College of Education, and no more than six courses may be taken in the Jarvis College of Computing and Digital Media (CDM). Special permission must be sought for courses

taken in the School of Continuing and Professional Studies (formerly SNL). Only non-performance courses may be taken in School of Music or the Theatre School.

- Prerequisites within Departments and Schools apply.
- Certain individual courses may be not be open to IDS students.
- To support the student's program plan, the IDS advisor may require that the student take certain courses in areas such as writing, statistics, disciplinary methodologies, foreign languages, etc., when appropriate.

Program Completion (Capstone) Steps

All students must apply and be approved for the particular option they wish to use for program completion (thesis, practicum, enhanced portfolio or exit course). This application will include the student's portfolio. The thesis and practicum options include a Formal Proposal. Approval of the proposal is necessary before the student undertakes this final stage of the program. Enrollment in MLS 499, the culminating project independent study course, takes place after approval of the proposal has been secured. If necessary, in lieu of an elective, students may enroll in MLS 498 if they require an additional quarter of research and other preparation for MLS 499.

Both MLS 498 and MLS 499 are conducted as Independent Studies. Instructions for proposing and pursuing these are available with the Program. When the project is completed both the members of the committee and the MALS/IDS director sign a Culminating Project Completion Form.

Program Completion (Capstone) Options

The IDS program may be completed in one of four ways:

Thesis Option (12 Courses)

In addition to the Culminating Point Essay and final portfolio submission, the student will write a paper of approximately 35-50 pages that includes 3-4 components or sections, one of which will be a research component and original exploration of the subject. (Other components might include a review of literature, a synthesis of earlier research, a reflection on various disciplinary and methodological approaches to the issue, suggestions for future research, etc.) The research component of the Master's Thesis involves reflection on primary research, or actual primary research combined with reflection on the primary research of others. The student is encouraged to make a public presentation about his or her thesis. Students who have earned a GPA lower than 3.3 may in some cases be asked to complete their program with a different capstone choice.

- Ordinarily taken as MLS 499 the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal and approval of committee.

Practicum Option (12 Courses)

In addition to the Culminating Point Essay and final portfolio submission, for the Practicum Option the student will create a project aimed at developing and executing a community-based intellectual or intellectual/creative activity. Examples are a public presentation as a lecture, in broadcast or print media, or on the web. Service learning projects are also encouraged. A 15-25 page descriptive/analytic essay documenting the project is also submitted. The student is encouraged to make a public presentation about his or her practicum in addition to the primary distribution of the project. Students who have earned a GPA lower

than 3.3 may in some cases be asked to complete their program with a different capstone choice.

- Ordinarily taken as MLS 499, the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal, and approval of committee.

Enhanced Portfolio Option (13 Courses)

In addition to the final portfolio submission, and a Culminating Point Essay based on portfolio pieces selected from at least three courses in the second half of the program, the distinctive feature of the Enhanced Portfolio option is the writing of a new extended expository essay of 12-15 pages. This is a paper on a topic of the student's own choosing that makes an argument. (Further information on this paper and the option is available from the program.)

- Ordinarily taken as MLS 499, the student's 13th and final course.
- Requires formal proposal and approval of committee.

Exit Course Option (13 Courses)

In addition to the Culminating Point Essay and the final portfolio submission, the student proposes a particular course over and above the original 12 courses. This course should be chosen as an "exit course," in that it brings together a number of areas of interest that the student has pursued over the course of the program. By arrangement with the instructor, the student uses the final paper or final project to make connections with the goals of his or her overall IDS Program. The instructor will grade the paper, and another reader suggested by the IDS program will also review and comment on the paper.

- Requires formal proposal and approval of committee.

Determination of Degree

If the majority of courses completed for the master's degree are drawn from programs that award the Master of Science degree, then the student will earn the MS. If the number is equal the student can choose the MS or the MA.

Student Handbook

Probation

Students are expected to maintain a minimum grade point average (GPA) of 3.0. A GPA below 3.0 will result in the student being placed on warning status. If this status persists for two quarters, the student will be requested to leave the program. If he or she decides to remain in the program, the student will be placed on academic probation and be given one quarter to raise the GPA to 3.0. If the student's GPA falls to 2.5 or below, he or she will be immediately placed on academic probation and must raise the GPA to 3.0 in the next quarter or face dismissal from the program. If the GPA falls to 2.5 or below a second time the student will be dismissed from the program.

When a student is admitted to the MALS or IDS Program under the category of "Conditional Admission" he or she is considered under academic probation until the conditions are met. The conditions are usually that a student must earn a grade of B or higher in all courses taken during the first three quarters in the program. The student may request continued registration in the second and third quarters if the grades are not adequate in the first quarter. If the conditions of admission are not met by the third quarter, the student will be dismissed from the program. Other conditions may include the requirement to take certain

courses, and the student must comply within the specified time period or face dismissal.

IDS students who select courses that are not on their approved List of Courses (LOC) may face warning after one quarter and probation after two quarters if they do not seek approval for their altered programs. The procedure for altering an approved List of Courses is found on the ISD D2L site.

Students whose grades fall below the minimums described above will be considered in the categories of warning or probation whether or not the program administrators are aware of the student's grades. The program administrators may apply the categories of warning or probation retroactively if the student does not self-report his or her status. Students are required to seek advisement from program administrators when facing academic warning or probation. A student who does not contact program administrators about potential warning or probation status may face dismissal from the program.

Dismissal

In addition to the minimum GPA requirement, students may be dismissed for breaches of academic honesty or breaches of the code of student responsibility. MALS students may also face dismissal for failure to complete Core Courses with a grade of B or higher within the first half of their academic career. Students who have completed their coursework, but who are still working on their thesis, practicum or other capstone project must be enrolled in Candidacy Continuation (MLS 502 or IDS 502) during the three quarters of the academic school year. After three consecutive terms of Candidacy Continuation, students should enroll in Active Status (MLS 501 or IDS 501) if they still require time to complete their capstone. Failure to enroll in candidacy continuation or advanced status may result in dismissal from the program if the student has not formally withdrawn from the program.

Readmission

When a student has withdrawn from the program or has not been enrolled in classes for three or more quarters during the academic year, he or she must apply for readmission using the Readmission and Reclassification form available from the LAS Graduate website.

Transfer Credit

A student may apply to transfer up to three courses of graduate work from another accredited institution. The courses must be approved by the Program Director as part of the student's overall course of study for both MALS and IDS students. The courses must then be approved for transfer credit by the Office of Student Records.

Undergraduate Courses

Courses at the 200-level cannot be approved for graduate credit, even when a student needs to take such a course as preparation for more advanced work. Courses at the 300-level may be approved for graduate credit under the following circumstances:

1. The course is necessary as a part of the student's overall interdisciplinary program.
2. The department does not offer courses in the same area on the graduate level.
3. The student has arranged with the professor to enhance the course to graduate level by the addition or alteration of assignments, including the final project of the course.

Unless approved by the Program Director, a student should take no more than two 300-level courses as part of his or her program.

Graduation Requirements

In order to graduate, students in the MALS and IDS Programs must complete the coursework specific to their programs (either 48 or 52 credit hours depending on capstone choice) with a minimum GPA of greater than 3.0, a midpoint and culminating point essay, the submission of an electronic portfolio of final and other projects from a minimum of six courses, and one of four capstone choices offered by the program. Full descriptions of the requirements for the capstones, as well as further policies and procedures for both programs, are outlined in the documents found on the ISD D2L site under Program Documents. Students in the program are expected to be familiar with these policies and procedures and to comply with them.

Graduation with Distinction

In order to have the degree conferred with distinction, students in MALS and IDS completing their programs with a thesis or practicum capstone (48 credit hours) must earn a minimum cumulative GPA of 3.75, plus earn a designation of "distinction" on their thesis or practicum by their thesis advisor and at least one of the two readers on their committee. Thesis and practicum writers eligible for distinction are required to present their projects at a ISD event within three academic quarters of completion. Students in MALS and IDS completing their programs with an exit course or enhanced portfolio essay capstone (52 credit hours) must earn a minimum cumulative GPA of 3.85 in order to graduate with distinction.

Time Limit

Students are normally expected to complete the MALS or IDS Program within four academic years. During quarters in which no courses are taken, students are required to maintain active status in the program by registering for Candidacy Continuation or Active Status. Students who have not taken courses for three consecutive quarters during the regular academic year and have not registered for Candidacy Continuation or Active Status must apply for readmission using the Readmission and Reclassification form listed on the LAS Graduate website.

International Business (Minor: Business Students Only)

Students in the Driehaus College of Business who demonstrate a proficiency in a modern language may minor in International Business. Students will learn about factors affecting international trade, monetary economics, and political economy with a special focus on a particular economic hot spot.

The International Business minor is available to Driehaus College of Business students only. A student must be able to demonstrate that he or she has modern language proficiency through the intermediate level of college coursework to complete the minor.

Course Requirements

The minor consists of six to ten courses totaling 24.0-36.0 hours:

Course	Title	Quarter Hours
Select one economics course from the following:		4
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 361	INTERNATIONAL TRADE	

ECO 362	INTERNATIONAL MONETARY ECONOMICS	
PSC 344	INTERNATIONAL POLITICAL ECONOMY	
Select eight hours of International business courses from:		8
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 363	ECONOMICS OF THE EUROPEAN UNION	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 357	INTERNATIONAL BUSINESS	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT (available only to Marketing Honors majors)	
MKT 360	INTERNATIONAL MARKETING	
Select three to six modern language and/or area studies courses (related to the language being studied)		12-24

Modern Language and Area Studies

The exact mix of language and area studies courses is determined by the student's starting level in the modern language.

1. For a student with limited language background who does not place out of any college level language course, two years of college level language instruction (six courses through the intermediate level) are required.
2. For a student who places out of one or more of the college language courses, he/she will start the language sequence at the appropriate placement and continue it through the intermediate level of instruction. If the student needs fewer than three language courses to complete the intermediate sequence, the student will take either advanced language or area studies courses to complete the minimum three course language/area studies requirement.

Examples of language/area studies mix:

1. A Driehaus student wishing to pursue the IB minor tests out of SPN 101 and SPN 102. The student begins language instruction in SPN 103 (which completes the introductory sequence), and then continues with the intermediate sequence of SPN 104/SPN 105/SPN 106. The student completes the minor with the 3 international economics/business requirements plus the 4 language courses, for a total of seven courses.
2. A Driehaus student wishing to pursue the IB minor tests out of SPN 101/SPN 102/SPN 103/SPN 104. The student begins language instruction in SPN 105 and completes the intermediate sequence with SPN 106. Because the student has taken only two courses to complete the intermediate sequence, he/she will take an additional advanced language or area studies course to complete the minimum

3 course language/area studies requirement. Along with the 3 international economics/business requirements, this student can complete the minor with a total of six courses.

Economics/International Business Courses

The three courses taken for the Economics/International Business requirements must be chosen from at least two different departments. The one course taken for the economics requirement may not be used again for the two course international business requirement; course sharing is not allowed.

Graduation Requirements

All courses used toward the International Business minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

International Communication (Minor)

The interdisciplinary minor in International Communication draws from the College's rich curricular offerings in Journalism, Public Relations and Advertising, Media and Cinema Studies, Relational, Organizational, and Intercultural Communication. Focusing on contemporary international and global issues and debates, the courses will examine the intersections of culture, identity, politics, education, labor, media, technology, and global information flows. Thus, this minor will develop international understanding, cultural intelligence, inclusivity and sensitivity, critical and analytical skills that teach different ways of being and doing in diverse settings. It will also enhance the cross-cultural appreciation required to compete in an increasingly multicultural, multiethnic, and global workplace. The courses may focus on one or more countries beyond the United States. They may focus on a region, a continent or consider global issues more generally. The interdisciplinary depth of courses, faculty expertise and industry connections, as well as the theoretical and practical knowledge acquired in this minor will enable students to become globally competitive candidates ready to engage in the 21st century job market.

Course Requirements

A minor in International Communication requires a student to complete six courses (24 credits) from the following:

Course	Title	Quarter Hours
Select six of the following: ¹		24
CMN 398	STUDY ABROAD	
CMNS 303	TOPICS IN ORGANIZATIONAL AND GROUP COMMUNICATION	
CMNS 309	INTERNATIONAL/GLOBAL COMMUNICATION	
CMNS 311	TOPICS IN RELATIONAL COMMUNICATION	
CMNS 338	ASIAN CULTURE AND COMMUNICATION	
JOUR 367 or JOUR 519	INTERNATIONAL REPORTING	
MCS 251	SPACES OF CINEMA IN ROME	
MCS 252	CONTEMPORARY ITALIAN CULTURE THROUGH FILM	
MCS 257	MEXICAN CINEMA	
MCS 350	TOPICS IN GLOBAL CINEMA	
MCS 375	LATINO/A TELEVISION AND MEDIA	

MCS 376	LATIN AMERICAN CINEMA
PRAD 384	INTERNATIONAL PUBLIC RELATIONS
PRAD 385	INTERNATIONAL ADVERTISING
PRAD 393	SPECIAL TOPICS IN PUBLIC RELATIONS AND ADVERTISING

¹ Each course should have at least 50 percent or more of the content related to international or global issues. Such content may include issues pertaining to the United States as long as they are discussed within an international or global context.

International Law (LLM)

The DePaul Master of Laws (LLM) in International Law provides an intensive course of study that emphasizes the theoretical background and practical skills lawyers need to excel in international law practice.

There are concentrations in five key areas of global practice:

- International Business, Commercial & Trade Law
- International Cultural Heritage Law
- International Governance & Rule of Law
- International Human Rights Law & Policy and Criminal Justice

The DePaul international law program is designed for both experienced attorneys and recent law school graduates from the United States and abroad who wish to:

- Earn an advanced law degree to assist in the pursuit of a career with law firms, governmental and nongovernmental agencies, and academic institutions worldwide
- Obtain practical and theoretical knowledge of international law and its interaction with the laws of the United States and other countries
- Learn the research, analytical and communication skills required to succeed in international law practice
- Represent clients engaged in international transactions and relationships
- Establish a network of professional international contacts and clients
- Work with faculty experts in international and U.S. law
- Interact with students from diverse legal cultures

Additionally, foreign lawyers and graduates will improve English language skills and gain a deep and sophisticated understanding of the U.S. legal system.

With the exception of students admitted to and enrolled in the joint JD +LLM program, credits earned as part of the JD program do not count toward the LLM degree.

Program Requirements	Semester Hours
Core Requirements	6
Elective Requirements	18
Total hours required	24

Learning Outcomes

- Domestic students will be able to demonstrate advanced knowledge of the legal rules and policies in the student's area of specialization.
- Domestic students will be able to conduct advanced legal research and analysis in the student's area of specialization.

- International students will be able to identify structures of the U.S. legal system and government institutions.
- International students will be able to demonstrating understanding of how a common law system operates in a constitutional democracy.
- International students will be able to demonstrate advanced knowledge of the legal rules and policies in the student's area of specialization.
- International students will be able to identify and apply relevant legal authority.
- International students will be able to communication clearly in speech and writing.

Degree Requirements

The Master of Laws program begins with an orientation that introduces graduate students to DePaul's faculty, staff, library, computer and research facilities. Students who received legal training outside the United States also will participate in special courses introducing them to the differences between civil and common law systems, the foundations of the U.S. legal system, the methods of legal reasoning and analysis, and the basics of legal writing in the U.S. legal system.

To earn the LL.M. in International Law, a student must complete 24 semester hours of credit with a minimum cumulative grade point average (GPA) of 2.0. A summer term is counted as a semester for this purpose. Students who complete 24 credit hours with a GPA below the 2.0 GPA required to earn the degree will not be permitted to continue taking classes to improve their GPA. A student is automatically dismissed if he or she has a cumulative GPA below 2.0 for any three consecutive semesters.

The LL.M. program may be completed on either a full- or part-time basis but it must be completed within five years. With the exception of students admitted to and enrolled in the joint JD+LL.M. program, credits earned as part of the JD program do not count toward the LL.M. degree. In addition, no credit is given for law courses taken before a student is admitted to and enrolled in the LL.M. program.

Course Requirements

Courses must be selected from the LL.M. in International Law courses listed below. Candidates must complete the required courses and additional elective courses in their area of concentration, to meet the total requirement of 24 credit hours.

Required Courses for International Students

Course	Title	Semester Hours
LAW 322	INTRODUCTION TO AMERICAN LAW AND LEGAL SYSTEMS	3
LAW 556	INTRODUCTION TO LEGAL WRITING AND RESEARCH	3

Core Courses

Course	Title	Semester Hours
LAW 422	INTERNATIONAL LAW	3
LAW 448	INTERNATIONAL BUSINESS TRANSACTIONS	3

Students must successfully complete the required core coursework and complete the additional credit hours in one of the following areas of concentration:

International Business, Commercial & Trade Law

Course	Title	Semester Hours
Select from the following:		18
LAW 230	UNITED STATES FOREIGN RELATIONS LAW	
LAW 250	SENIOR RESEARCH SEMINAR	
LAW 290	ANATOMY OF A DEAL: FROM INCEPTION TO CLOSING	
LAW 460	BUSINESS PLANNING	
LAW 513	INTERNATIONAL CRIMINAL LAW	
LAW 522	U.S. CUSTOMS LAW AND INTERNATIONAL TRADE	
LAW 524	EXTERNSHIP PROGRAM	
LAW 583	STUDY ABROAD: MADRID, SPAIN	
LAW 588	STUDY ABROAD: BUENOS AIRES, ARGENTINA	
LAW 593	STUDY ABROAD: HAVANA, CUBA	
LAW 608	INTERNATIONAL TAXATION	

International Governance & Rule of Law

Required Course		
Course	Title	Semester Hours
LAW 482	INTERNATIONAL PROTECTION OF HUMAN RIGHTS I	3

Elective Courses

Course	Title	Semester Hours
Select elective courses from the following:		15
LAW 221	INTERNATIONAL LAW OF WEAPONS CONTROL	
LAW 230	UNITED STATES FOREIGN RELATIONS LAW	
LAW 390	POST-CONFLICT JUSTICE	
LAW 428	INDEPENDENT STUDY	
LAW 513	INTERNATIONAL CRIMINAL LAW	
LAW 516	IMMIGRATION LAW AND POLICY	
LAW 583	STUDY ABROAD: MADRID, SPAIN	
LAW 585	STUDY ABROAD: HEREDIA, COSTA RICA	
LAW 588	STUDY ABROAD: BUENOS AIRES, ARGENTINA	

International Human Rights Law & Policy and Criminal Justice

Required Course		
Course	Title	Semester Hours
LAW 482	INTERNATIONAL PROTECTION OF HUMAN RIGHTS I	3

Electives

Course	Title	Semester Hours
Select elective courses from the following:		15
LAW 221	INTERNATIONAL LAW OF WEAPONS CONTROL	
LAW 227	CHILDREN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW	
LAW 230	UNITED STATES FOREIGN RELATIONS LAW	
LAW 250	SENIOR RESEARCH SEMINAR (approved topic)	
LAW 258	WOMEN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW	
LAW 260	INTERNATIONAL LAW THESIS	
LAW 286	INTERNATIONAL HUMAN RIGHTS LAW PRACTICUM	
LAW 390	POST-CONFLICT JUSTICE	
LAW 429	LEGAL CLINIC I (Asylum & Refugee; Immigration)	
LAW 513	INTERNATIONAL CRIMINAL LAW	
LAW 514	LEGAL CLINIC II (Asylum & Refugee; Immigration)	
LAW 516	IMMIGRATION LAW AND POLICY	
LAW 517	ASYLUM AND REFUGEE LAW AND POLICY	
LAW 583	STUDY ABROAD: MADRID, SPAIN	
LAW 585	STUDY ABROAD: HEREDIA, COSTA RICA	
LAW 588	STUDY ABROAD: BUENOS AIRES, ARGENTINA	

International Cultural Heritage Law

Additional required courses:

Course	Title	Semester Hours
LAW 250 or LAW 428	SENIOR RESEARCH SEMINAR INDEPENDENT STUDY	3
LAW 535	ART AND THE LAW	3

Elective Courses

Course	Title	Semester Hours
Select elective courses from the following:		12
LAW 250	SENIOR RESEARCH SEMINAR (approved topic)	
LAW 271	TRADEMARK & UNFAIR COMPETITION LAW	
LAW 338	INTELLECTUAL PROPERTY FOR CORPORATE TRANSACTIONAL LAWYERS	
LAW 344	COPYRIGHT LAW	
LAW 407	CONFLICT OF LAWS	
LAW 455	LEGAL DRAFTING (Art Market Transactions and/or other approved topic)	
LAW 482	INTERNATIONAL PROTECTION OF HUMAN RIGHTS I	
LAW 513	INTERNATIONAL CRIMINAL LAW	

LAW 522	U.S. CUSTOMS LAW AND INTERNATIONAL TRADE
LAW 524	EXTERNSHIP PROGRAM
LAW 608	INTERNATIONAL TAXATION

International Politics (Minor)

The minor in international politics is designed to provide the non-major with an opportunity to develop a specialty in the domestic and international politics of regions outside the United States.

Course Requirements

Course	Title	Quarter Hours
PSC 140	INTRODUCTION TO INTERNATIONAL RELATIONS	4
PSC 150	INTRODUCTION TO COMPARATIVE POLITICS	4
Select two of the following 200-level courses:		8
PSC 242	AMERICAN FOREIGN POLICY	
PSC 243	RUSSIAN-AMERICAN RELATIONS	
PSC 244	LATIN AMERICAN-UNITED STATES RELATIONS	
PSC 246	ASIAN FOREIGN POLICY	
PSC 247	U.S. - AFRICA RELATIONS	
PSC 249	TOPICS IN INTERNATIONAL RELATIONS	
PSC 250	EUROPEAN POLITICS	
PSC 251	RUSSIAN POLITICS	
PSC 252	LATIN AMERICAN POLITICS	
PSC 253	ASIAN POLITICS	
PSC 254	AFRICAN POLITICS	
PSC 255	MIDDLE EAST POLITICS	
PSC 257	CYBER WARFARE AND CYBER POLITICS	
PSC 258	GENDER, RESISTANCE & LABOR: COMPARATIVE POLITICAL DEVELOPMENT	
Select two of the following 300-level courses:		8
PSC 340	THE EUROPEAN UNION	
PSC 341	POLITICAL ISLAM AND AMERICAN FOREIGN POLICY	
PSC 342	ARMS, SECURITY, AND WAR	
PSC 343	INTERNATIONAL POLITICAL ECONOMY OF THE PACIFIC RIM	
PSC 344	INTERNATIONAL POLITICAL ECONOMY	
PSC 345	THE CATHOLIC CHURCH IN WORLD POLITICS	
PSC 346	THE UNITED NATIONS AND WORLD PROBLEMS	
PSC 347	ETHICS IN WORLD POLITICS	
PSC 348	GLOBAL ENVIRONMENTAL POLITICS	
PSC 349	ADVANCED TOPICS IN INTERNATIONAL RELATIONS	
PSC 350	JAPANESE POLITICS	
PSC 351	REVOLUTION AND TERRORISM	
PSC 352	CHINESE POLITICS	

PSC 353	COMPARATIVE DEMOCRACY AND DICTATORSHIP
PSC 358	GLOBAL GENDER POLITICS
PSC 359	ADVANCED TOPICS IN COMPARATIVE POLITICS
PSC 361	INTERNATIONAL LAW

Students majoring in Political Science (BA) or minoring in American Politics or Public Law/Political Thought are restricted from earning this minor.

International Public Service (MS)

The Master of Science in International Public Service (IPS) prepares students interested in public policy to serve the common good and advance a just society, in the spirit of St. Vincent de Paul. The IPS degree educates professionals to the field of international development and global humanitarian affairs. It provides the essential competencies and skills for managing international projects and leading international nongovernmental organizations. The curriculum offers a balanced education in international leadership (ethical, theoretical and practical), project management (for organizations, sectors, institutions) and evaluation (assessment, monitoring and impact analysis). Through study abroad programs, international internships and applied research projects with nongovernmental and intergovernmental organizations, the IPS degree is required for a professional career in international development.

Mission Statement

The Master of Science in International Public Service (IPS) degree prepares students to work in governmental, nongovernmental and business organizations that seek to reduce disparities in resources and opportunities in locations across the globe. We believe that such work requires an understanding of cross-sector relations, management skills and first-hand experiences in strengthening community capacity using ethical reasoning and sustainable approaches. We promote compassion for marginalized communities and service to all with sensitivity, professionalism, accountability, transparency, and justice.

Program Requirements	Quarter Hours
Core Requirements	44
Elective Courses	8
Total hours required	52

The MS in International Public Service may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MS/certificate program should consult with their academic advisor (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to determine what coursework might count toward both programs. A separate application process for the certificate may be required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office (<https://las.depaul.edu/about/administration-staff/Pages/graduate-student-office.aspx>) for additional information.

- International Public Service + Community Development Certificate
- International Public Service + Critical Ethnic Studies Certificate
- International Public Service + Emergency Management Administration Certificate
- International Public Service + Geographic Information Systems Certificate

- International Public Service + Global Health Certificate
- International Public Service + Health Care Administration Certificate
- International Public Service + Metropolitan Planning and Development Certificate
- International Public Service + Strategic Writing and Advancement for Nonprofits Certificate
- International Public Service + Social Research Certificate
- International Public Service + Sustainable Urban Food Systems
- International Public Service + Teaching English to Speakers of Other Languages (TESOL) Certificate
- International Public Service + Translation and Interpreting Certificate
- International Public Service + Women's and Gender Studies Certificate

Learning Outcomes

Students will be able to:

- Critically assess the global consideration and implications of issues/concerns to multiple audiences in the appropriate written and oral formats.
- Apply an ethical and empirical framework to organizational decisions.
- Analyze the leadership and management skills essential to sustaining international public service organizations.

Degree Requirements

Students are required to complete a total of 13 courses (52 credit hours): eleven core courses (44 credit hours), two elective courses (8 credit hours).

Core Courses

Course	Title	Quarter Hours
MPS 500	INTRODUCTION TO PUBLIC SERVICE MANAGEMENT	4
MPS 510	INTERNATIONAL DIMENSIONS OF PUBLIC SERVICE	4
MPS 511	SUSTAINABLE INTERNATIONAL DEVELOPMENT	4
MPS 533	APPLIED STATISTICS FOR PUBLIC SERVICE (USING EXCEL)	4
or MPS 536	APPLIED STATISTICS FOR PUBLIC SERVICE (USING SPSS)	
MPS 575	STUDY ABROAD SEMINAR	4
MPS 583	RESEARCH METHODS FOR PUBLIC SERVICE	4
MPS 593	INTEGRATIVE SEMINAR	4
MPS 594	ETHICAL LEADERSHIP IN PUBLIC SERVICE	4
MPS 611	MANAGEMENT OF INTERNATIONAL NGOS	4
MPS 612	INTERNATIONAL POLITICAL ECONOMY	4
MPS 616	INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT	4

Internship Capstone Option

Students may choose to replace MPS 593 with MPS 610 Internship Capstone option.

Elective Courses

Course	Title	Quarter Hours
Choose two of the following:		8
MPS 501	CROSS-SECTOR ANALYSIS	
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 514	GOVERNMENT FINANCIAL ADMINISTRATION	
MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	
MPS 518	PROGRAM DEVELOPMENT AND EVALUATION FOR NONPROFIT ORGANIZATIONS	
MPS 519	RESOURCE DEVELOPMENT	
MPS 521	LEADERSHIP IN PUBLIC SERVICE	
MPS 522	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	
MPS 524	MARKETING FOR SERVICE ORGANIZATIONS	
MPS 525	WORKING WITH NONPROFIT BOARDS	
MPS 529	STRATEGIC MANAGEMENT AND PLANNING	
MPS 535	HEALTH CARE POLICY	
MPS 537	COMPARATIVE HEALTHCARE SYSTEMS	
MPS 541	ECONOMIC FOUNDATIONS OF PUBLIC SERVICE	
MPS 542	POLICY DESIGN AND ANALYSIS	
MPS 543	POLICY IMPLEMENTATION	
MPS 546	ADVOCACY AND LOBBYING	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 561	LAW AND NONPROFIT ORGANIZATIONS	
MPS 563	LAW AND PUBLIC POLICY	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	
MPS 576	ENERGY POLICY AND THE ENVIRONMENT	
MPS 577	ENVIRONMENTAL CONFLICTS AND MEDIATED SOLUTIONS	
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
MPS 579	SUSTAINABLE DEVELOPMENT POLICY AND INTERNATIONAL INSTITUTIONS	
MPS 600	INDEPENDENT STUDY	
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP	
MPS 604	SPECIAL TOPICS	
MPS 614	INTERNATIONAL ORGANIZATIONS SEMINAR	
MPS 615	MANAGEMENT OF INTERCULTURAL DIVERSITY	
MPS 618	MIGRATION AND FORCED MIGRATION	
MPS 619	INTERNATIONAL LAW	

Study Abroad Requirement

Students are required to take the MPS 575 study abroad course. This one week study abroad trip allows both full-time and part-time students

to participate. Students should apply for the competitive study abroad scholarships to help with travel costs.

Internship Option

Students have the option to complete substantial professional experience in an international or intercultural setting for course credit. Students without substantial professional experience in an international or intercultural setting, are strongly encouraged to pursue an internship with an approved organization. To pursue this option, students enroll in MPS 601 while completing the internship. For more information contact SPSAdvising@depaul.edu.

Foreign Language Proficiency

Students are *not* required to demonstrate proficiency in a foreign language as a graduation requirement. However, please note that a second language is critical to helping a resume stand out and for constructing an effective career in international public service. Therefore all students are strongly encouraged to build and demonstrate proficiency in at least one other language appropriate to their field or geographical interests.

Student Handbook

Students in the School of Public Service will follow many of the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in the School of Public Service. Please see information below.

Academic Probation

All students within the School of Public Service must maintain a minimum cumulative GPA of 2.7 or higher as part of their requirements for graduation. As a result, any student who earns a cumulative GPA below 2.7 (B-) is placed on academic probation. Students on academic probation are required to meet with the Assistant Director for Academic Advising to discuss their performance and determine a plan for improvement.

Dismissal

Students who are not able to raise their cumulative GPA to a minimum of 2.7 within two academic quarters (after being placed on academic probation) are subject to dismissal from the program.

Readmission

If a student is dismissed from the program (as outlined in the dismissal policy), he or she may reapply through the formal admission application process.

Graduation Requirements

In order to graduate from the program, students must complete all program requirements with a minimum cumulative GPA of 2.7 or higher. If a student's cumulative GPA is below a 2.7, he or she may be denied graduation.

Non-Degree Seeking Students

While School of Public Service courses are open to non-degree seeking graduate students, pre-requisite requirements for certain courses may be enforced.

International Public Service (MS), Combined Bachelor's + Master's Degree

The combined bachelor's + master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + International Public Service (MS)

Students completing any undergraduate degree at DePaul are eligible to apply for the bachelor's + master's in International Public Service no later than the end of the spring quarter of their junior year if they have completed at least 88.0 credit hours of their undergraduate degree with a cumulative undergraduate GPA of 3.0 or higher.

The student admitted to the bachelor's + master's degree program will take, in their senior year, three courses in International Public Services in consultation with the School of Public Service Academic Advisor (spsadvising@depaul.edu). These three courses will serve as electives in the undergraduate program (unless the student's undergraduate college applies them to major or minor field requirements) and double-count for the MS degree.

Through the combined Bachelors/MS program, the student is responsible for working with both their undergraduate advisor to manage their undergraduate degree progress and the SPS academic advisor (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to plan a graduate program of study that includes the MS courses as open electives or major field electives. Undergraduates are advised to meet with a faculty member once per quarter during their senior year as an undergraduate to ensure that they are on track to graduate and transition into the master's program. They also must maintain at least a 3.0 GPA in their graduate-level courses in order to matriculate into the graduate program.

The student's bachelor's degree will be awarded upon the completion of their undergraduate degree requirements. The master's degree will be awarded upon completion of the graduate degree requirements.

Click on DEGREE REQUIREMENTS (<https://catalog.depaul.edu/programs/international-public-service-ms/#degreerequirementstext>) for descriptions of the required MS in International Public Service coursework.

International Studies (BA)

Our undergraduate program equips students with interdisciplinary knowledge, critical analytical skills and international perspectives on real world challenges. Students study a range of critical social theory, international political economy and cultural analysis. The undergraduate core consists of seven classes that examine culture, migration, conflict, governance, popular movements, and identities. Through these courses, students acquire critical reading, writing, research, and problem-solving skills. In addition to the core, students take a set of five courses that forms their concentration. The five courses can be from international studies and from other disciplines.

The BA program is unique for its interdisciplinary approach to international studies. It focuses on how power and inequality lie at the

heart of academic inquiry. Unlike conventional programs that focus on international security and economics, our program addresses the economic in conjunction with the political and social. Our undergraduates develop strong writing skills, and second-language proficiency through two years of intensive language study, and we encourage study abroad in a country where the second language is spoken. Many of our students have studied abroad with Boren, Fulbright, and other fellowships. Our majors present at national conferences like the MWSA, and ISA. We have an exchange fellowship with Sciences-Po in Menton, France, for students who want to study about the Middle East and North Africa. Our majors graduate with a range of international and interdisciplinary skills, an ability to negotiate social and cultural complexity, and to question conventional wisdom. Additionally, our students are often engaged in activism, writing and social justice work locally and internationally.

Internships

Students in the INT Department pursue internship opportunities to gain job experience, investigate career possibilities, earn academic credit, and round out their concentrations. We work with the University Internship Program and the Steans Center to help students find or create an internship that suits their particular interests. Our students have worked at non-profit organizations, consulates, government offices, international businesses, and cultural institutions, including RefugeeOne, the Council for American-Islamic Relations, the Puerto Rican Cultural Institute, and the European Community Commission's Office in Brussels, which offers a unique research internship.

Study Abroad Programs

All International Studies majors are encouraged, but not required, to participate in study abroad programs. Study abroad challenges students to develop cultural competency, expand their education through diverse intellectual perspectives, and engage with local and global challenges. DePaul University sponsors study abroad opportunities with a range of course offerings, including intensive language-learning classes, cultural and historical studies, public service, and business. Some INT students pursue study abroad programs outside of DePaul that match their particular interests.

Employers of Graduates

The combination of language training with rigorous preparation in interdisciplinary social sciences and political economy opens doors to careers in nonprofits and community organizations, international non-governmental organizations, international diplomatic entities, international law, international commerce and cross cultural communications.

Combined Bachelor's + MA Option

The Department of International Studies offers a combined degree program that allows academically outstanding students the opportunity to complete their current bachelor's degree and a master's degree in International Studies in only one additional year. This also allows majors to take advantage of the Double Demon Scholarship worth a 25% discount on tuition. This program is open to all INT majors. Students must apply in the spring of their junior year. Students interested in the bachelor's + MA program in International Studies should contact the INT academic advisor.

Graduate School

Students who complete the major in International Studies are prepared with the writing and critical thinking skills necessary to go on to graduate school and many choose to pursue advanced degrees in the political, economic, anthropological, sociological, geographical, historical, linguistic, or literary fields. We have placed students in prestigious graduate programs with membership in the Association of Professional Schools of International Affairs, including those at Johns Hopkins University, Tufts University, University of Maryland, Georgetown University, University of California at San Diego, and University of Colorado at Boulder. Additionally, our students have entered University of California at Berkeley, University of Chicago, Emory University, University of Illinois, Indiana University, University of Michigan, Northwestern University, University of Wisconsin at Madison, and Yale University in languages or the social sciences.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	52
Open Electives	56
Total hours required	192

Learning Outcomes

Students will be able to:

- Identify and critically analyze environmental, social, geopolitical, cultural, and/or economic factors that produce global inequality, and how these present and/or are experienced at various scales.
- Identify and differentiate relevant primary and/or secondary sources for research projects and create appropriately formatted bibliographies and citations using accepted scholarly styles.
- Communicate effectively in writing, speaking or through other media.
- Identify and use relevant sources in languages other than English in research projects and papers.
- Undertake rigorous collaborative research projects and convey the findings in written work, presentations, or other media.

College Core Requirements

Study in the Major Field

The student’s course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By “liberal education” the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized “concentration.” The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student’s choice. The inherent flexibility of this curriculum demands that the student consult

an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the “Modern Language Option” (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
INT 301	SENIOR SEMINAR ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who

complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ A student majoring in International Studies (INT) is required to complete the Capstone offered by the INT Department. This is the case even if a student is double majoring (or pursuing a dual degree) and the secondary major (or degree) requires its own Capstone. An INT major in the University Honors Program shall take the University Honors Capstone and the INT Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required
[GEO 201 recommended]

Notes

See an advisor to utilize the modern language option.

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or as the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
INT 100	INTRODUCTION TO INTERNATIONAL STUDIES (*INT 100 is waived and open electives increased by 4 credits for students with 30+ transfer credits (excluding test credits))	
INT 200	INTRODUCTION TO POLITICAL ECONOMY (prerequisite to INT 205)	4
INT 201	NATION STATES, NATIONALISM, EMPIRE	4
INT 202	THEORIES OF INTERNATIONAL RELATIONS	4
INT 203	INTERNATIONAL MOVEMENTS AND SOCIAL CHANGE	4
INT 204	CULTURAL ANALYSIS	4
INT 205	INTERNATIONAL POLITICAL ECONOMY	4
INT 206	IDENTITIES AND BOUNDARIES	4
INT 301	SENIOR SEMINAR (counts for the LSP Capstone)	4
Select five courses in an individualized concentration		20
Second language proficiency		

Individualized Concentration (5 Courses)

All international studies majors are required to complete a twenty-credit individualized concentration designed in consultation with their faculty advisors. This concentration provides students with a depth of knowledge on a particular theme, approach, region, and/or question of some international importance. **The concentration is restricted to 300-level INT courses** (including cross-listed courses), with the following exceptions:

- Study Abroad: Up to eight credits (two courses) from Study Abroad may be counted toward the concentration, if approved in advance by the student's faculty advisor.
- Double Majors/Minors: Up to eight credits (two courses) in a double major or minor can be applied to the concentration, if approved in advance by the student's faculty advisor.

Second Language Proficiency

Proficiency in a language other than English is required and can be demonstrated through passing grades in college coursework through the intermediate (second-year) level, up to and including 106. Students with second language proficiency in a language taught at DePaul (go.depaul.edu/languages) may complete the language placement test through D2L. To request access, go to Campus Connect > New Student Homepage (select center title bar where it says Student Homepage) > Next Steps > Modern Language Placement Test. You'll be directed to a new web browser tab and prompted to log into D2L. For languages not taught at DePaul, students may pay a fee to an external language test provider to demonstrate language proficiency in another language. Please visit go.depaul.edu/proficiency for additional instructions.

Open Electives

Open elective credit is also required to meet the minimum graduation requirement of 192 hours. International Studies majors have 56 open elective credit hours. Courses taken to meet the second language

proficiency requirement may count as electives, Honors Program language requirement or learning domain classes in the Liberal Studies Program per the Modern Language Option.

History (BA) + International Studies (MA)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Students interested in applying to one of the BA + MA programs in International Studies should contact the chair of the INT Department, Dr. Shailja Sharma ssharma@depaul.edu.

History majors apply to this program by April 15th of their junior year. Applicants must have an overall GPA of 3.5 or above.

History students in this program take INT 401 and two other INT 400-level courses in their senior year. These three graduate-level courses will count toward open electives in the history major as well as requirements in the MA degree. Whenever possible, HST majors will begin their thesis research during their senior year in HST 390, the History Senior Seminar. If this is not possible (e.g. a student's thesis interests do not fit within the theme of HST 390 for that year), then HST majors will be required to take INT 301 as an elective in order to begin their thesis research.

International Studies (BA) + International Studies (MA)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Students interested in applying to one of the BA + MA programs in International Studies should contact the chair of the INT Department, Dr. Shailja Sharma ssharma@depaul.edu.

INT majors apply to this program by April 15th of their junior year. Applicants must have completed INT 201, INT 202, and INT 203 with a grade of B+ or higher and have an overall GPA of 3.5 or above.

INT students in this program take INT 401 and two other 400-level courses in their senior year. For students admitted to the five-year program, the three graduate-level INT courses taken in the senior year will count toward their individualized concentrations in the INT major as well as their graduate degree. Additionally, BA/MA students will begin their thesis research during their senior year in INT 301, the International Studies Senior Seminar.

International Studies (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs. This opportunity is available to students from any undergraduate major at DePaul.

DePaul Undergraduate Degree + International Studies (MA)

Students interested in applying to one of the BA + MA programs in International Studies should contact the chair of the INT Department, Dr. Shailja Sharma ssharma@depaul.edu.

Students in any undergraduate major at DePaul University are invited to apply to the combined degree program in order to complete the MA in International Studies as early as their fifth year at DePaul. Applications are due by April 15th of the student's junior year. Applicants must have an overall GPA of 3.5 or above.

Students in this program will take INT 401 and two other INT 400-level courses in their senior year. These three graduate-level courses will count as undergraduate electives as well as requirements in the MA degree. Students are also required to take INT 301 in their senior year in order to begin their thesis research.

International Studies 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law.

They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

International Studies (MA)

The Master of Arts (MA) in International Studies is an academically rigorous, broadly interdisciplinary, two-year program focused on social analysis, research, and the skills necessary for contemporary challenges. The world is confronted by a complex climate crisis, growing authoritarianism, the failure of neoliberal globalization, recurrent economic crises, and unregulated technology. The most vulnerable among us suffer stigma, violence, and systematic discrimination. Mainstream economics and IR theory has failed to offer insightful analyses or solutions these problems. At INT DePaul, we offer tools for students to analyze this increasingly complex world, challenge conventional wisdom, and to find creative solutions.

The MA curriculum allows the flexibility of integrating multiple disciplines along with the training in critical theory and a program that offers the choice of a **scholarly thesis** or an **internship report** or a **creative project** on a subject that is chosen by you. Students can investigate the underlying assumptions and histories of complicated issues, constructing their analysis from critical social and cultural theories, and international political economy, and internship work.

Program Features

Interdisciplinary Curriculum

Our curriculum includes content across disciplines, from economics, political science, world history, cultural analysis, geography, area studies, sociology and anthropology. Our courses explore topics like mining, climate change, gender, colonialism, race, racism and law. While our program has full-time faculty dedicated to international studies, we also

draw on faculty members from other departments to provide students with a rich, varied, and robust curriculum.

Project Driven

Our program has been carefully structured to provide our students with the best possible preparation for in-depth project development or thesis research during their second year of study, a rare opportunity in masters programs. We mentor our graduate students so that they work closely with 1-3 faculty members and develop a tutorial relationship with their faculty advisor. This program is ideal for self-motivated students who are driven by interest in a topic, an area or methodology. The final project, which can be podcast, or an internship report, or a thesis, is the culmination of individual research work, supervised by your committee.

Analysis, Writing and Social Justice

Our coursework challenges students to analyze the multiple ways in which inequality and oppression operate and to strategize for social change, bridging academic theory and practice. As the program progresses, students are expected to develop socially responsible ethical frameworks that are informed by history, analytical skills, and experiential learning in transnational contexts; these, in turn, inform their research.

Post-Graduate Opportunities

The program's broad range of disciplines, boost our student's skills in research, teamwork, analysis, writing, and in finding creative solutions. This increases employment opportunities available to our graduates in diverse fields. Students who want to work in research and policy work go on to PhDs work, well-prepared for research and writing at the doctoral level. Other graduates find jobs with start-ups, with nonprofits, international non-governmental organizations, and a range of international diplomatic entities. Still others enter government service with the Foreign Services or other government agencies.

As a student in International Studies, our students can augment their degree by selecting graduate certificate programs covering other areas of interest. A combined MA/certificate program is easy to complete as some coursework can count towards both the degree and the certificate. Certificates usually consist of 4-6 courses and a separate application. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- International Studies + Global Health Certificate
- International Studies + Metropolitan Planning and Development
- International Studies + Community Development
- International Studies + Social Research Certificate
- International Studies + Teaching English to Speakers of Other Languages (TESOL) Certificate
- International Studies + Women's and Gender Studies Certificate
- International Studies + Social and Cultural Foundations in Education Certificate

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Analyze the multiple ways in which inequality and oppression work and strategize for social change.
- Work with different partners in order to produce collaborative intellectual work.
- Develop socially responsible ethical frameworks that are informed by historical consciousness of transnational contexts.
- Examine the linkages between theory and practice, scholarship and activism, research and public policy in the field of International Studies.
- Carefully read texts, research independently, and write clearly.

Degree Requirements

Course Requirements

Foundation Courses

Course	Title	Quarter Hours
INT 401	CRITICAL SOCIAL THEORY	4
INT 402	INTERNATIONAL POLITICAL ECONOMY	4

Students with no previous coursework in International Political Economy enroll in INT 402. Students who enter the program with some background in International Political Economy take a placement exam which will either place them in or out of INT 402.

Core Courses (16 hours)

Course	Title	Quarter Hours
Choose four from the following:		16
INT 404	MIGRATION AND FORCED MIGRATION	
INT 405	CULTURE AND INEQUALITY	
INT 406	GLOBAL EMPIRES	
INT 407	RACE, SEX, DIFFERENCE	
INT 408	NATURE, SOCIETY, AND POWER	
INT 409	CRITICAL DEVELOPMENT THEORY	
INT 410	INTERNATIONAL LAW	

Thesis Colloquia (12 hours)

Course	Title	Quarter Hours
INT 590	DIRECTED RESEARCH SEMINAR	4
INT 591	MASTERS RESEARCH I	4
INT 592	MASTERS RESEARCH II	4

Elective Courses (12 credit hours)

Students are free to select three elective courses in support of their thesis. The electives should be selected in consultation with the thesis advisor. Permission of the advisor must be obtained before taking courses outside of the International Studies Department.

Graduate Certificate Options

The MA in International Studies may also be expanded to include one of the following graduate certificate programs. The combined MA/certificate program requires careful selection of elective courses to fulfill all requirements. A separate application process is required. Students who are interested in the combined MA/certificate program should contact the program office for additional information.

- Certificate in Women and Gender Studies
- Certificate in Teaching English to Speakers of Other Languages (TESOL)
- Certificate in Global Health
- Certificate in Social Research
- Certificate in Social and Cultural Foundations in Education
- Certificate in Community Development
- Certificate in Metropolitan Planning and Development

International Studies (Minor)

For students who do not wish to or are unable to pursue a major in International Studies, the minor offers the opportunity to gain a basic grounding in a rigorous, interdisciplinary approach to international affairs. Students who pursue this minor will benefit from an introduction to theories of nationalism, international relations, social movements, cultural studies, international political economy, and critical geography.

The minor can complement traditional disciplines, as well as other interdisciplinary programs, by providing students with the theoretical tools necessary to critically analyze pressing global issues. Additionally, students will build their writing, reading, and research skills through the coursework required for the minor.

Course Requirements

Course	Title	Quarter Hours
INT 200	INTRODUCTION TO POLITICAL ECONOMY	4
INT 201	NATION STATES, NATIONALISM, EMPIRE	4
INT 202	THEORIES OF INTERNATIONAL RELATIONS	4
INT 203	INTERNATIONAL MOVEMENTS AND SOCIAL CHANGE	4
INT 204	CULTURAL ANALYSIS	4
INT 205	INTERNATIONAL POLITICAL ECONOMY	4
INT 206	IDENTITIES AND BOUNDARIES	4

Students majoring in International Studies (BA) are restricted from earning this minor.

International Studies Certificate

GRADUATE CERTIFICATE IN INTERNATIONAL STUDIES

OVERVIEW

The International Studies certificate is designed to provide students with key competencies in critical thinking, research and data gathering in international contexts. The certificate is an option for people who want to cultivate their ability to engage in critical analysis of international issues and apply that critical analysis in their places of employment.

PROGRAM FEATURES

Social justice. Our course work challenges students to analyze the multiple ways in which inequality and oppression work, and to strategize for social change in ways that bridge theory and practice. Students are expected to develop socially responsible, ethical frameworks for their work that are informed by historical consciousness of transnational contexts.

Curriculum. Students begin this program by enrolling in two foundation courses, Critical Social Theory and International Political Economy, which provide the critical frameworks for subsequent classes. Building on this foundation, students select from a series of core courses that reflect topical debates and highlight themes of race, class, gender, power and inequality.

Evening Courses. Classes are offered primarily in the evening at the Lincoln Park campus.

Certificate Requirements

Students complete four courses for a total of 16 quarter hours.

Core Courses

(Two courses, 8 quarter hours)

Course	Title	Quarter Hours
INT 401	CRITICAL SOCIAL THEORY	4
INT 402	INTERNATIONAL POLITICAL ECONOMY	4

Elective Courses

(Two courses, 8 quarter hours)

Course	Title	Quarter Hours
Choose 2 Courses:		8
INT 404	MIGRATION AND FORCED MIGRATION	
INT 405	CULTURE AND INEQUALITY	
INT 406	GLOBAL EMPIRES	
INT 407	RACE, SEX, DIFFERENCE	
INT 408	NATURE, SOCIETY, AND POWER	
INT 409	CRITICAL DEVELOPMENT THEORY	
INT 410	INTERNATIONAL LAW	

ADMISSION REQUIREMENTS

Applications are accepted at any time and students may begin the certificate at the start of any academic quarter. The program is open to both non-degree seeking students and students concurrently enrolled in a DePaul graduate degree program. All applicants must hold a bachelor's degree from a regionally-accredited institution.

HOW TO APPLY

Students enrolled in other DePaul graduate degree programs

Submit a letter of intent to the Office of Graduate Admission (graddepaul@depaul.edu (las@depaul.edu)).

Non-degree seeking students

Complete a College of Liberal Arts and Social Sciences graduate application (go.depaul.edu/apply (https://www.depaul.edu/apply/Pages/default.aspx)).

Please submit the following materials:

- Official transcript(s) from all college/universities attended
- A letter of intent

Application materials can be submitted through the online application or by email to graddepaul@depaul.edu. Official electronic transcripts must be sent directly from the issuing institution and can be emailed

to graddepaul@depaul.edu. Please make sure your name is on all documents.

Students educated outside of the U.S. must provide a credential evaluation and proof of English proficiency by submitting a TOEFL or IELTS score. Visit the program website or go.depaul.edu/lasinternational (<https://las.depaul.edu/admission-and-aid/graduate/Pages/international-admission.aspx>) for more information.

Transcripts and other required credentials also can be mailed to:

The Office of Graduate Admission
College of Liberal Arts and Social Sciences
DePaul University
2400 N. Sheffield Ave.
Chicago, IL 60614

FOR MORE INFORMATION

Web: las.depaul.edu (<https://las.depaul.edu/Pages/default.aspx>)
Email: graddepaul@depaul.edu
Phone: (773) 325-7315

Please note the information provided is current as of March 2020 and is subject to change.

Irish Studies (Minor)

The Irish Studies minor is an interdisciplinary academic program focused on Ireland and its place in the world. Our courses offer students the opportunity to study the unique experience of Ireland and the Irish to enhance their understanding of the role of culture in human society.

The study of Ireland is compelling for many reasons, including its rich history, culture, music and literature. In addition, the Irish experience illustrates processes it shares with other cultures that can shed light on many global issues today. These include:

1. colonialism and post colonialism
2. the search for national identity
3. emigration and diaspora
4. integration into the European Union and an increasingly globalized world
5. the impact of intercommunal political conflict and violence
6. the evolution of women's roles in society
7. the changing place of Catholicism in Ireland

Ireland has long had a close relationship with the United States, and it is impossible to study modern Ireland without discussing American influences. At the same time, Irish immigration into the United States has influenced the development of American society. The study of Ireland, a small, now modern country at the western edge of Europe, leads to a wide exploration of international issues and historical developments.

Course Requirements

Students can complete the 6 course Irish Studies Minor by completing one of the following two tracks:

1. For students who complete courses at DePaul University Chicago campus (i.e. do not participate in the Dublin Internship):

- IRE 100
- 5 additional approved elective courses in Irish Studies. Courses must be taken from at least three separate departments/programs and should represent a range of topics/issues.

2. For students who participate in DePaul's Parliamentary Internship in Dublin:

The College of Liberal Arts and Social Sciences offers a study abroad program in Dublin, Ireland, twice each year. It provides an excellent opportunity for students to get to know Ireland at first hand. It is not a required part of the minor in Irish Studies. Students taking part in the Study Abroad Program in Dublin may, however, gain credit for four courses that count towards completion of the minor. Thus, for students who successfully complete the Dublin Internship, the requirements for the IRE minor are as follows:

- IRE 100
- 1 additional approved elective courses in Irish Studies

For further information on the Dublin Parliamentary Internship courses please contact the Director of the Irish Studies Program.

Irish Studies Courses

General Irish Studies

Course	Title	Quarter Hours
IRE 100	IRELAND AND THE IRISH EXPERIENCE	

History

Course	Title	Quarter Hours
IRE 101	IRELAND, 1450 - 1800, CONQUEST, COLONIZATION & REBELLION	
or CTH 288	IRELAND, 1450-1800, CONQUEST, COLONIZATION & REBELLION	
or HST 266	IRELAND, 1450 - 1800, CONQUEST, COLONIZATION & REBELLION	
IRE 102	HISTORY OF IRELAND FROM 1800 TO THE PRESENT	
or CTH 289	IRELAND, 1800 - 2000	
or HST 268	IRELAND, 1800-PRESENT	
HST 323	THE CULTURES OF EARLY CHRISTIANITY	

Literature

Course	Title	Quarter Hours
ENG 339	TOPICS IN RESTORATION AND 18TH CENTURY BRITISH LITERATURE (Jonathan Swift) ¹	
ENG 346	19TH-CENTURY IRISH LITERATURE	
ENG 354	THE IRISH REVIVAL	
ENG 355	MODERN IRISH LITERATURE	
ENG 357	TOPICS IN IRISH STUDIES (Irish Drama) ¹	
ENG 382	MAJOR AUTHORS (James Joyce) ¹	

¹ Courses only count for the Irish Studies minor when focused on a pertinent topic (as in the examples in parentheses in the list of courses above). When a student registers for such a course it will not

automatically place as an Irish Studies course in the Degree Progress Report (DPR). The student needs to email the Director of Irish Studies with their name, ID number, and the course(s) at issue to ask for a DPR update.

Nature and Culture

Course	Title	Quarter Hours
IRE 103	IRELAND: RELIGION AND THE CONTEMPORARY "TROUBLES"	
or REL 274	IRELAND: RELIGION AND THE CONTEMPORARY "TROUBLES"	
or CTH 274	IRELAND: RELIGION AND THE CONTEMPORARY "TROUBLES"	
IRE 105	GEOPOLITICS	
or GEO 201	GEOPOLITICS	
IRE 107	RELIGIOUS GEOGRAPHY ¹	
or GEO 204	RELIGIOUS GEOGRAPHY	
GEO 316	THE EUROPEAN UNION	
WGS 249	GENDER AND POLITICS IN IRELAND	

¹ Courses marked ¹ only count for the Irish Studies minor when focused on a pertinent topic (as in the examples in parentheses in the list of courses above). When a student registers for such a course it will not automatically place as an Irish Studies course in the Degree Progress Report (DPR). The student needs to email the Director of Irish Studies with their name, ID number, and the course(s) at issue to ask for a DPR update.

Study Abroad

Course	Title	Quarter Hours
ENG 398	LITERARY AND CULTURAL HERITAGE	
HST 398	STUDY TOUR	
INT 382	INTERNSHIP RESIDENCY	
or PSC 392	INTERNSHIP	
PSC 395	TRAVEL/STUDY	

¹ Courses marked ¹ only count for the Irish Studies minor when focused on a pertinent topic (as in the examples in parentheses in the list of courses above). When a student registers for such a course it will not automatically place as an Irish Studies course in the Degree Progress Report (DPR). The student needs to email the Director of Irish Studies with their name, ID number, and the course(s) at issue to ask for a DPR update.

Independent Study

Course	Title	Quarter Hours
IRE 379	INDEPENDENT STUDY	

Islamic World Studies (BA)

Islamic World Studies (IWS) offers a unique and interdisciplinary study of Muslim majority and minority societies. The program explores the politics, geographies, histories, and cultures of these societies, and provides students with an education that matches the complexity of its subject. This education is drawn from a variety of disciplines, including

Finance, Geography, History, History of Art and Architecture, International Studies, Modern Languages, Philosophy, Political Science, Religious Studies, and Women's and Gender Studies. The regional focus of these courses includes Africa, the Middle East, South Asia, Southeast Asia, Central Asia, Europe, and the Americas.

With nearly 2 billion adherents—approximately 3.5 million of whom are in the United States and 300,000 in Chicago—Islam is the world's second largest and fastest growing religion. Despite these impressive facts Islam, Islamic societies, and Islamic history remain poorly understood in the United States. The IWS curriculum aims to remedy this. Its students will be able to ask questions that are historically situated, regionally specific, analytically rich, and grounded in urgent contemporary realities. In short, IWS is structured to produce engaged and informed citizens of a world that is affected by Islam in ways big and small and graduates who are better prepared for careers in politics, public policy, diplomacy, social services, medicine, education, finance, development, law, cultural heritage, academia, museums, or the arts.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	52
Open Electives	64
Total hours required	192

Learning Outcomes

Students will be able to:

- Articulate the central beliefs of the religion of Islam, recognizing its various interpretations and practices and how they change across time and place.
- Identify, evaluate, and synthesize primary and secondary sources related to Islam, Islamic history, Islamic culture, and/or the politics of Muslim societies.
- Recognize and describe the ways in which Muslim societies have impacted other cultures and communities around the world.
- Recognize and describe the ways in which Muslim societies have been shaped by wider social, geographic, political, economic, and/or cultural factors and processes.
- Describe the historical and contemporary tensions around pluralism within societies that have both Muslim majority and Muslim minority populations.

College Core Requirements

Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student’s choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the “Modern Language Option” (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Required ¹		4

¹ Students must earn a C- or better in this course.
² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take

developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 1 Course Required
(Note: Course must be in an area other than the study of Islam)

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required
(Note: Course must be in an area other than the study of Islam)

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Notes

Please consult an advisor about using the Modern Language Option.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Core

Course	Title	Quarter Hours
IWS 116	INTRODUCTION TO ISLAM	4
IWS 192	ISLAMIC WORLD STUDIES	4
Select one Senior Capstone ¹		4

¹ Consult with the Director of IWS for recommended Capstone options.

Historical Requirement

Course	Title	Quarter Hours
IWS 266	ISLAM IN THE UNITED STATES	4
Select one of the following:		
IWS 141	THE MUSLIM WORLD, 600 - 1100	4
IWS 142	THE MUSLIM WORLD, 1000-1500	4
IWS 143	THE MUSLIM WORLD, 1400-1920	4

Arabic Language Requirement

Course	Title	Quarter Hours
ARB 101	BASIC ARABIC I	4
ARB 102	BASIC ARABIC II	4
ARB 103	BASIC ARABIC III	4

Electives

Students must complete five electives from amongst IWS offerings, or related courses as approved by the Program Director. Of these electives, two must be at the 300-level.

Course	Title	Quarter Hours
200-Level Electives (select three)		12
IWS 201	GEOPOLITICS	
IWS 203	RELIGIOUS GEOGRAPHY	
IWS 204	CULTURAL ANALYSIS (with Director approval)	
IWS 215	MUSLIMS IN AMERICAN FICTION AND FILM	
IWS 217	ISLAMIC CULTURES AND SOCIETIES	
IWS 230	ISLAMIC FINANCE	
IWS 231	INDIA FROM 900-1750 - SULTANS, MUGHALS, AND ISLAMIC EMPIRES	
IWS 232	INDIA FROM 1700-1950 - RISE AND FALL OF THE BRITISH RAJ	
IWS 233	THE ART OF CRUSADING	
IWS 234	COMPARATIVE URBANISM	
IWS 240	SPECIAL TOPICS IN ISLAMIC WORLD STUDIES	
IWS 242	AMERICAN FOREIGN POLICY (with Director approval)	
IWS 251	ISLAMIC ART	
IWS 255	MIDDLE EAST POLITICS	
IWS 261	RELIGION AND CONFLICT IN SOUTH ASIA	
IWS 263	RELIGION AND POLITICS IN THE MIDDLE EAST	
IWS 265	ISLAMIST POLITICAL MOVEMENTS	
IWS 272	GENDER AND SEXUALITY IN MUSLIM CULTURES	
IWS 278	HADITH: TRADITIONS OF THE PROPHET MUHAMMAD	

IWS 294	MEDIEVAL PHILOSOPHY (with Director approval)
IWS 295	SHI'ITE ISLAM
300-Level Electives (select two)	
IWS 301	ARAB BROADCAST MEDIA
IWS 302	AFRICAN ISLAM: ISLAMIC ART & ARCHITECTURE IN SUB-SAHARAN AFRICA
IWS 303	ARABIC PRINT MEDIA
IWS 306	GLOBAL EMPIRES (with Director approval)
IWS 307	WOMEN IN THE MIDDLE EAST: BEYOND THE VEIL
IWS 308	NATURE AS RESOURCE: MINING & EXTRACTION'S IMPACT ON ENVIRONMENT & SOCIETY
IWS 311	ARABIC SHORT STORIES
IWS 313	ARABIC FILM
IWS 316	RELIGION, NATIONALISM AND POLITICS (with Director approval)
IWS 318	SOCIETY, POLITICS AND CULTURE IN THE MIDDLE EAST
IWS 340	SPECIAL TOPICS IN ISLAMIC WORLD STUDIES
IWS 341	POLITICAL ISLAM AND AMERICAN FOREIGN POLICY
IWS 350	ARABIC LITERATURE
IWS 372	CAIRO: MOTHER OF THE WORLD (WORLD CITIES)
HST 364	PALESTINE UNDER THE BRITISH MANDATE
HST 365	THE CRUSADES
MOL 340	ARAB CULTURE
MOL 341	MEDIA IN THE ARAB WORLD
MOL 342	MODERN ARABIC LITERATURE IN TRANSLATION

Islamic World Studies 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.

- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Islamic World Studies (Minor)

A minor in Islamic World Studies introduces students to Muslim majority and Muslim minority societies through some combination of religious, political, historical, cultural, geographical, and social lenses.

Course Requirements

Core

Course	Title	Quarter Hours
IWS 192	ISLAMIC WORLD STUDIES	4
IWS 266	ISLAM IN THE UNITED STATES	4

Electives

Students must also complete four electives from amongst IWS offerings, or related courses as approved by the Program Director.

Course	Title	Quarter Hours
Select four of the following:		
IWS 201	GEOPOLITICS	4
IWS 203	RELIGIOUS GEOGRAPHY	4
IWS 204	CULTURAL ANALYSIS (with Director approval)	4
IWS 215	MUSLIMS IN AMERICAN FICTION AND FILM	4
IWS 217	ISLAMIC CULTURES AND SOCIETIES	4
IWS 230	ISLAMIC FINANCE	4
IWS 231	INDIA FROM 900-1750 - SULTANS, MUGHALS, AND ISLAMIC EMPIRES	4
IWS 232	INDIA FROM 1700-1950 - RISE AND FALL OF THE BRITISH RAJ	4
IWS 233	THE ART OF CRUSADING	4
IWS 234	COMPARATIVE URBANISM	4
IWS 240	SPECIAL TOPICS IN ISLAMIC WORLD STUDIES	4
IWS 242	AMERICAN FOREIGN POLICY (with Director approval)	4
IWS 251	ISLAMIC ART	4
IWS 255	MIDDLE EAST POLITICS	4
IWS 261	RELIGION AND CONFLICT IN SOUTH ASIA	4
IWS 263	RELIGION AND POLITICS IN THE MIDDLE EAST	4
IWS 265	ISLAMIST POLITICAL MOVEMENTS	4
IWS 272	GENDER AND SEXUALITY IN MUSLIM CULTURES	4
IWS 278	HADITH: TRADITIONS OF THE PROPHET MUHAMMAD	4
IWS 294	MEDIEVAL PHILOSOPHY (with Director approval)	4
IWS 295	SHI'ITE ISLAM	4
IWS 301	ARAB BROADCAST MEDIA	4
IWS 302	AFRICAN ISLAM: ISLAMIC ART & ARCHITECTURE IN SUB-SAHARAN AFRICA	4
IWS 303	ARABIC PRINT MEDIA	4
IWS 306	GLOBAL EMPIRES (with Director approval)	4
IWS 307	WOMEN IN THE MIDDLE EAST: BEYOND THE VEIL	4
IWS 308	NATURE AS RESOURCE: MINING & EXTRACTION'S IMPACT ON ENVIRONMENT & SOCIETY	4
IWS 311	ARABIC SHORT STORIES	4

IWS 313	ARABIC FILM	4
IWS 316	RELIGION, NATIONALISM AND POLITICS (with Director approval)	4
IWS 318	SOCIETY, POLITICS AND CULTURE IN THE MIDDLE EAST	4
IWS 340	SPECIAL TOPICS IN ISLAMIC WORLD STUDIES	4
IWS 341	POLITICAL ISLAM AND AMERICAN FOREIGN POLICY	4
IWS 350	ARABIC LITERATURE	4
IWS 372	CAIRO: MOTHER OF THE WORLD (WORLD CITIES)	4
HST 364	PALESTINE UNDER THE BRITISH MANDATE	4
HST 365	THE CRUSADES	4
MOL 340	ARAB CULTURE	4
MOL 341	MEDIA IN THE ARAB WORLD	4
MOL 342	MODERN ARABIC LITERATURE IN TRANSLATION	4

Students majoring in Islamic World Studies (BA) are restricted from earning this minor.

Italian (BA)

From ancient Rome to the European Union, Italy has always been at the core of the humanist tradition and the heart of world affairs. A degree in Italian offers a broad-based humanities education with crucial skills in reading, writing, critical thinking, and intercultural communication useful for any number of pursuits after college. Our majors have gone on to career paths in teaching, government, and business both in the US and abroad. Others have enrolled in prestigious graduate programs in linguistics, literature, and law.

DePaul's Italian program gives students the opportunity to attain advanced language proficiency while studying all aspects of Italian literature and culture. Topics of our regular course offerings include:

- Language and Culture
- Film
- History and Politics
- Geography
- Food and Wine
- Business
- Literature
- Linguistics
- Translation

Students expand upon the fundamental skills learned in the Italian core by choosing one of three concentrations: Italian Studies, Italian Language and Literature, and Commercial Italian. DePaul majors in world language education, management, marketing, environmental studies, history of art and architecture, international studies, political science and many other disciplines often choose to double major in Italian.

Each Fall DePaul's study abroad program in Rome offers students the opportunity to study at Italiaidea, a small, student-centered language institute with a superb record and reputation for high quality instruction, and at St. John's University campus in Rome, a university, like DePaul,

driven by its Vincentian mission. Students can also spend a semester or year in Milan through DePaul's partnership with Università Cattolica del Sacro Cuore. The Italian Program has a chapter of the National Italian Honor Society Gamma Kappa Alpha and routinely partners with Italian agencies, businesses, and community organizations to offer its students quality internship opportunities locally and abroad. Home to one of the largest Italian-American communities in the US, Chicago also offers a dazzling array of resources—the Italian Cultural Institute, museums, galleries, film centers, restaurants and cafés—that allow students to immerse themselves in Italian language and culture right here in the city.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	48
Open Electives	60
Total hours required	192

Learning Outcomes

Students will be able to:

- Communicate in Italian at the Advanced Low proficiency level.
- Analyze cultural products in Italian and English.
- Explain features of Italian and its use.
- Navigate cultural differences effectively.
- Apply their language and cross-cultural skills to other domains.

College Core Requirements Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility

of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Required ¹		4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 1 Course Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

A student whose only major is in Modern Languages is required to complete the Capstone offered by the Department of Modern Languages (MOL). A student who is double majoring (or pursuing dual degrees) with the primary major (or primary degree) in MOL may substitute the Capstone of the secondary major or degree. An MOL major in the University Honors Program shall take only the University Honors Capstone, not both the Honors Capstone and the MOL Capstone.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Majors in Italian must complete a total of 12 courses (48 quarter hours), comprised of an 8-course core at the Intermediate and Advanced levels and a 4-course concentration in "Italian Studies," "Italian Language and Literature," or "Commercial Italian."

Core Courses (32 quarter hours)

Course	Title	Quarter Hours
ITA 105	INTERMEDIATE ITALIAN II	4
ITA 106	INTERMEDIATE ITALIAN III	4
Select six 300-level ITA courses *		24

300-level courses will vary based on quarterly offerings.

300-Level Italian Course Listings*

Course	Title	Quarter Hours
ITA 301	ORIGINS OF ITALIAN LITERATURE: THE MIDDLE AGES	
ITA 302	MASTERPIECES OF THE ITALIAN RENAISSANCE	

ITA 303	LITERATURE AND SCIENCE IN ITALY: 1600-1800
ITA 304	ITALIAN CIVILIZATION I: THE MIDDLE AGES AND RENAISSANCE
ITA 305	TOWARDS UNIFICATION: ROMANTICS, REVOLUTIONARIES, AND REALISTS
ITA 306	FUTURISM AND BEYOND: TWENTIETH CENTURY WRITERS AND CULTURE
ITA 307E	DANTE'S INFERNO: THE WORLD OF THE CONDEMNED
ITA 308E	DANTE'S PURGATORY AND PARADISE: THE REALM OF SALVATION
ITA 309	THE ITALIAN NOVEL
ITA 310	PETRARCA AND BOCCACCIO
ITA 311	ITALIAN POETRY
ITA 312	ITALIAN DRAMA
ITA 317	ITALIAN WOMEN WRITERS
ITA 318	CONTEMPORARY MULTICULTURAL WRITERS IN ITALIAN
ITA 319	CILS EXAMINATION PREPARATION COURSE
ITA 320	ITALIAN FOR BUSINESS
ITA 321	TRANSLATION
ITA 329	ITALIAN CINEMA
ITA 332	ITALIAN CIVILIZATION II: EARLY MODERN ITALY
ITA 340	ITALIAN CIVILIZATION III: MODERN AND CONTEMPORARY ITALY
ITA 351	HISTORY OF THE ITALIAN LANGUAGE
ITA 352	ITALIAN LANGUAGE IN THE SOCIETY OF COMMUNICATION
ITA 353	ITALIAN PHONOLOGY AND PHONETICS
ITA 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM
ITA 397	SPECIAL TOPICS IN ITALIAN
ITA 398	STUDY ABROAD

Additional Domain Course Listings

Course	Title	Quarter Hours
ITA 260E	EAT ITALY: THE HISTORY, CULTURE AND POLITICS OF ITALIAN FOOD	4
ITA 262E	STYLE MATTERS: ITALIAN FASHION THROUGH LITERATURE	4

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. Majors in Italian should select these courses in consultation with the Italian Program Director and Modern Languages Staff Advisor. Students can use their open electives to pursue a double major or one or more minors.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements

and major requirements, students are required to choose one of the following:

- Commercial Italian Concentration, Italian (BA) (p. 660)
- Italian Language and Literature Concentration, Italian (BA) (p. 661)
- Italian Studies Concentration, Italian (BA) (p. 662)

Each of these concentrations allows Italian majors to develop their broad intercultural communicative skills through a rigorous interdisciplinary education tailored to their academic and professional interests. While the course listings for each concentration are not exhaustive, they represent a substantial sampling of courses from around the university that can be applied toward the respective concentrations. Students are encouraged to meet regularly with the Italian Program Director and the Modern Languages staff advisor to discuss elective course options for whichever concentration they choose. Other relevant courses may count as electives for the concentrations with consultation/permission of the Italian Program Director.

Commercial Italian Concentration, Italian (BA)

Students choosing the Commercial Italian concentration are interested in complementing their advanced intercultural language study with a foundation in international business skills. The bridge courses in the concentration (ITA 320 and MGT 300) integrate students' knowledge across disciplines, and the two additional electives allow them to further explore their area of interest in business.

After declaring the Italian major with the Commercial concentration, students should meet with the Italian Program Director, who will work together with advisors in the College of Business to ensure that students are maximizing opportunities to double count their chosen concentration courses in order to efficiently achieve their postgraduate career goals.

Course Requirements (8 quarter hours)

Course	Title	Quarter Hours
ITA 320	ITALIAN FOR BUSINESS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4

Electives (8 quarter hours)

Course	Title	Quarter Hours
Select 8 quarter hours of the following:		8
MGT 302	ORGANIZATIONAL BEHAVIOR	
MGT 307	HUMAN RESOURCES MANAGEMENT	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 355	NEGOTIATIONS	
MGT 357	INTERNATIONAL BUSINESS	
MGT 360	LEADERSHIP	
MGT 361	ORGANIZATIONAL CHANGE AND CONSULTING	
MGT 373	CREATIVITY & ENTREPRENEURSHIP	

Note: MGT 300 is a prerequisite for MGT 302, MGT 354, MGT 355, MGT 360, MGT 361, MGT 373.

Italian 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Italian Language and Literature Concentration, Italian (BA)

Students choosing the Language and Literature concentration have an academic and professional interest in deepening their expertise in the target language, literature, and culture and/or in linguistics. Students may choose to either take a majority, if not all, of their coursework in Italian or take one additional 300-level elective and three courses in linguistics and related disciplines (such as anthropology, bilingual-bicultural education, second-language acquisition, communication, philosophy, psychology, and semiotics) beyond those offered in the Italian Program.

After declaring the Italian major with the Language and Literature concentration, students should meet with the Italian Program Director to discuss which of these two pathways best fits their interests and academic/postgraduate goals.

Electives (16 quarter hours)

Course	Title	Quarter Hours
Select one 300-level Italian elective and three additional courses from Modern Languages or affiliated departments of the following:		16
ANT 106	LANGUAGE AND CULTURE	
ANT 317	LANGUAGE, POWER AND IDENTITY	
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	
BBE 304	LANGUAGE, LITERACY AND CULTURE	
BBE 307	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	
BBE 310	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	
BBE 316	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	
BBE 320	ANALYZING RESEARCH ON IDENTITY, CULTURE & LANGUAGE EDUCATION	
BBE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	
BBE 366	FIRST AND SECOND LANGUAGE ACQUISITION	
BBE 370	LANGUAGE, LITERACIES AND CULTURES	
BBE 325	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	

CMN 101	INTRODUCTION TO HUMAN COMMUNICATION
CMN 103	INTERCULTURAL COMMUNICATION
CMNS 211	INTERPERSONAL COMMUNICATION
CMNS 212	EFFECTIVE COMMUNICATION IN TEAMS AND SMALL GROUPS
CMNS 251	ORGANIZATIONAL COMMUNICATION
CMNS 308	TOPICS IN INTERCULTURAL COMMUNICATION
CMNS 311	TOPICS IN RELATIONAL COMMUNICATION
CMNS 320	DECEPTIVE COMMUNICATION
CMNS 328	HISTORY OF RHETORIC AND COMMUNICATION
CMNS 333	CULTURES IN CONVERSATION
CMNS 341	COMMUNICATION NETWORKS IN A DIGITAL AGE
CMNS 361	GENDER AND COMMUNICATION
ECE 307	LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (BIRTH TO 8)
ECE 312	BILINGUAL THEORY IN EARLY CHILDHOOD DEVELOPMENT
ECE 325	SECOND LANGUAGE ACQUISITION AND EARLY LITERACY DEVELOPMENT
ENG 370	HISTORY OF THE ENGLISH LANGUAGE
ITA 260E	EAT ITALY: THE HISTORY, CULTURE AND POLITICS OF ITALIAN FOOD
ITA 262E	STYLE MATTERS: ITALIAN FASHION THROUGH LITERATURE
ITA 301	ORIGINS OF ITALIAN LITERATURE: THE MIDDLE AGES
ITA 302	MASTERPIECES OF THE ITALIAN RENAISSANCE
ITA 303	LITERATURE AND SCIENCE IN ITALY: 1600-1800
ITA 304	ITALIAN CIVILIZATION I: THE MIDDLE AGES AND RENAISSANCE
ITA 305	TOWARDS UNIFICATION: ROMANTICS, REVOLUTIONARIES, AND REALISTS
ITA 306	FUTURISM AND BEYOND: TWENTIETH CENTURY WRITERS AND CULTURE
ITA 307E	DANTE'S INFERNO: THE WORLD OF THE CONDEMNED
ITA 308E	DANTE'S PURGATORY AND PARADISE: THE REALM OF SALVATION
ITA 309	THE ITALIAN NOVEL
ITA 310	PETRARCA AND BOCCACCIO
ITA 311	ITALIAN POETRY
ITA 312	ITALIAN DRAMA
ITA 317	ITALIAN WOMEN WRITERS
ITA 318	CONTEMPORARY MULTICULTURAL WRITERS IN ITALIAN
ITA 319	CILS EXAMINATION PREPARATION COURSE
ITA 320	ITALIAN FOR BUSINESS
ITA 321	TRANSLATION

ITA 329	ITALIAN CINEMA
ITA 332	ITALIAN CIVILIZATION II: EARLY MODERN ITALY
ITA 340	ITALIAN CIVILIZATION III: MODERN AND CONTEMPORARY ITALY
ITA 351	HISTORY OF THE ITALIAN LANGUAGE
ITA 352	ITALIAN LANGUAGE IN THE SOCIETY OF COMMUNICATION
ITA 353	ITALIAN PHONOLOGY AND PHONETICS
ITA 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM
ITA 397	SPECIAL TOPICS IN ITALIAN
ITA 398	STUDY ABROAD
MOL 220	HOW LANGUAGE WORKS
MOL 349	TEACHING MODERN LANGUAGES
MOL 350	METHODS OF TEACHING MODERN LANGUAGES IN THE ELEMENTARY SCHOOL
MOL 354	THEORETICAL FOUNDATIONS/CURRENT RESEARCH SECOND/FOREIGN LANGUAGE ACQUISITION
MOL 356	PSYCHOLINGUISTICS
MOL 357	TEACHING CULTURE IN THE FOREIGN LANGUAGE CLASSROOM
PHL 282	SYMBOLIC LOGIC I
PHL 283	SYMBOLIC LOGIC II
PHL 322	PHILOSOPHY OF LANGUAGE
PSY 360	THEORIES OF LEARNING AND COGNITION
PSY 379	COGNITIVE NEUROSCIENCE
WLE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE
WLE 349	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12
WLE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION
WLE 370	LANGUAGE, LITERACIES AND CULTURES
WRD 264	LANGUAGE, SELF AND SOCIETY
WRD 330	LANGUAGE AND LINGUISTICS
WRD 362	SEMIOTICS

Italian Studies Concentration, Italian (BA)

Students who choose the Italian Studies concentration have tremendous flexibility in building their own cluster of courses to align with a particular facet of Italian, based on their academic interests or intended career path. In the case of double majors, the Italian Studies concentration allows students to meaningfully align their two programs of study so that one complements the other, with the concentration courses potentially double-counting between both majors.

After declaring the Italian major with the Studies concentration, students should meet with the Italian Program Director to discuss ideas and options for crafting a tailor-made Italian Studies concentration that best fits their college and post-graduate goals.

Electives (16 quarter hours)

Course	Title	Quarter Hours
Select one 300-level Italian elective and three additional courses from Modern Languages or affiliated departments. No more than two of the four courses shall be taken in the same Department:		16
HAA 130	INTRODUCTION TO EUROPEAN ART	
HAA 230	ART AND EMPIRE IN THE ANCIENT WORLD	
HAA 231	CONQUEST & CONVERSION: THE ART OF THE EARLY MIDDLE AGES	
HAA 232	AGE OF CATHEDRALS: THE ART OF THE LATER MIDDLE AGES	
HAA 233	THE ART OF CRUSADING	
HAA 234	BYZANTINE ART	
HAA 237	ITALIAN RENAISSANCE ART	
HAA 238	BAROQUE ART	
HAA 240	ART FROM 1900-1945	
HAA 316	GODS AND MORTALS: THE ART OF THE ANCIENT GREEKS	
HAA 320	ART AND POWER IN PAGAN AND EARLY CHRISTIAN ROME	
HAA 325	OLD EMPIRES AND NEW GODS: CULTURAL CONFRONTATIONS IN LATE ANTIQUITY	
HAA 328	THE POWER OF PIETY: ICONS, RELICS, AND MIRACLES IN THE MEDIEVAL WORLD	
HAA 331	ART OF THE CRUSADES: CRUSADES AS MEDITERRANEAN EXCHANGE	
HAA 335	MICHELANGELO	
HAA 376	ROME (WORLD CITIES)	
HAA 378	HEAVENLY AND EARTHLY JERUSALEM (WORLD CITIES)	
HST 171	EUROPE, 400-1400	
HST 172	EUROPE, 1348-1789	
HST 173	EUROPE, 1789-PRESENT	
HST 212	MEDIEVAL AND RENAISSANCE WOMEN	
HST 213	MEDIEVAL MYSTICS IN EUROPE: 1000-1600 AD	
HST 237	HISTORY OF THE CITY OF ROME	
HST 239	WOMEN IN MODERN EUROPE, 1800-PRESENT	
HST 255	THE HISTORY OF THE FIRST WORLD WAR	
HST 256	AXIS AND ALLIES: THE SECOND WORLD WAR	
HST 272	FASCISM AND COUNTER REVOLUTION	
HST 273	HISTORY OF SEXUALITY IN EUROPE	
HST 285	ANCIENT ROME: AUGUSTUS TO CONSTANTINE	
HST 296	ANCIENT ROME: ORIGINS TO THE END OF THE REPUBLIC	
HST 308	EUROPE FROM CONFLICT TO CONSENSUS	
HST 331	THE NATION AND NATIONALISM IN EUROPE	
HST 365	THE CRUSADES	
GEO 350	WORLD OF WINE	

INT 322	INTERNATIONAL ENVIRONMENTAL JUSTICE AND LAW ¹
ITA 260E	EAT ITALY: THE HISTORY, CULTURE AND POLITICS OF ITALIAN FOOD
ITA 262E	STYLE MATTERS: ITALIAN FASHION THROUGH LITERATURE
MCS 251	SPACES OF CINEMA IN ROME
MCS 252	CONTEMPORARY ITALIAN CULTURE THROUGH FILM
MCS 254	IMAGINING ITALY: CINEMA AS A COLLECTIVE NARRATIVE OF THE ITALIAN PEOPLE
MOL 210	CLASSICAL MYTHOLOGY
MOL 211	ANCIENT GREEK AND ROMAN EPIC
MOL 212	ANCIENT GREEK AND ROMAN TRAGEDY
MOL 213	ANCIENT GREEK AND ROMAN COMEDY
MOL 214	GENDER AND SEXUALITY IN ANCIENT GREECE AND ROME
MOL 215	ANCIENT SCIENCE AND ITS LANGUAGE
MOL 313	TOPICS IN ITALIAN LITERATURE
PHL 293	ANCIENT PHILOSOPHY
PHL 294	MEDIEVAL PHILOSOPHY
PHL 295	EARLY MODERN PHILOSOPHY
PHL 360	GREEK PHILOSOPHY
PHL 361	PLATO
PHL 362	ARISTOTLE
PHL 363	MEDIEVAL AND RENAISSANCE PHILOSOPHY
PSC 230	CLASSICAL POLITICAL THOUGHT
PSC 250	EUROPEAN POLITICS
PSC 281	MODEL UN ²
PSC 340	THE EUROPEAN UNION
REL 237	GODS IN THE ROMAN EMPIRE
SOC 254	ANCIENT GREECE AND ROME
SOC 390	SEMINAR IN SOCIOLOGY
ITA 301	ORIGINS OF ITALIAN LITERATURE: THE MIDDLE AGES
ITA 302	MASTERPIECES OF THE ITALIAN RENAISSANCE
ITA 303	LITERATURE AND SCIENCE IN ITALY: 1600-1800
ITA 304	ITALIAN CIVILIZATION I: THE MIDDLE AGES AND RENAISSANCE
ITA 305	TOWARDS UNIFICATION: ROMANTICS, REVOLUTIONARIES, AND REALISTS
ITA 306	FUTURISM AND BEYOND: TWENTIETH CENTURY WRITERS AND CULTURE
ITA 307E	DANTE'S INFERNO: THE WORLD OF THE CONDEMNED
ITA 308E	DANTE'S PURGATORY AND PARADISE: THE REALM OF SALVATION
ITA 309	THE ITALIAN NOVEL
ITA 310	PETRARCA AND BOCCACCIO
ITA 311	ITALIAN POETRY
ITA 312	ITALIAN DRAMA

ITA 317	ITALIAN WOMEN WRITERS
ITA 318	CONTEMPORARY MULTICULTURAL WRITERS IN ITALIAN
ITA 319	CILS EXAMINATION PREPARATION COURSE
ITA 320	ITALIAN FOR BUSINESS
ITA 321	TRANSLATION
ITA 329	ITALIAN CINEMA
ITA 332	ITALIAN CIVILIZATION II: EARLY MODERN ITALY
ITA 340	ITALIAN CIVILIZATION III: MODERN AND CONTEMPORARY ITALY
ITA 351	HISTORY OF THE ITALIAN LANGUAGE
ITA 352	ITALIAN LANGUAGE IN THE SOCIETY OF COMMUNICATION
ITA 353	ITALIAN PHONOLOGY AND PHONETICS
ITA 397	SPECIAL TOPICS IN ITALIAN
ITA 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM
ITA 398	STUDY ABROAD
ITA 399	INDEPENDENT STUDY

¹ INT 205 or ECO 106 is a prerequisite for this class

² PSC 281 is a 2 quarter hour class

Italian (MA)

The MA program in Italian provides students a customizable, flexible curriculum to develop advanced linguistic and cultural expertise in a language and to apply that expertise in the disciplinary or professional contexts of their choice. Whether in the “global village” of today’s world or in multi-ethnic communities such as Chicago, this advanced expertise is an increasingly valuable personal and professional asset, requiring appropriate training and credentials. The MA program especially seeks to serve adult professionals (government employees, social workers, healthcare providers, business people, or certified K-12 teachers) whose careers require this applied expertise.

The MA in Italian may be expanded also to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Italian + Digital Humanities Certificate
- Italian + Teaching English to Speakers of Other Languages (TESOL) Certificate
- Italian + Translation and Interpreting Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of paragraph length; although these narrations and descriptions tend to be handled separately rather than interwoven.
- Use communicative strategies such as rephrasing and circumlocution, and contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- Combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.
- Listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.
- Understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).

Degree Requirements

Course Requirements

The curriculum of the MA in Italian consists of twelve courses (48 quarter credit hours), divided into two parts:

1. A core curriculum of three required courses (12 quarter credit hours), and
2. Nine courses (36 quarter credit hours) in the language area. All courses in the language area must be courses taught in the target language of the student’s program (i.e. courses with prefixes ITA). In exceptional cases, with the approval of the student’s advisor and the director of the graduate program, a student may count one or two courses taught in English from allied fields (such as art history, economics, education, geography, health sciences, management, philosophy, political science, religion, sociology, etc.) among the nine “language area” courses in the student’s program.

Core Curriculum

The core curriculum consists of the following three courses:

Course	Title	Quarter Hours
MOL 401	PROFESSIONAL FOUNDATIONS	4
MOL 402	LANGUAGE, SELF AND SOCIETY	4
MOL 496	MAMOL CAPSTONE	4

In addition, all 300-level language courses are offered simultaneously as 400-level electives to complete the MA program. The 400-level courses have additional requirements.

Additional Requirements

Additional requirements include:

- Portfolio

The portfolio (completed while enrolled in MOL 496) consists of a compilation and critical assessment of select work done throughout the program and a capstone project. Capstone projects may include a community service experience, internship, performance or creative work, teaching portfolio, thesis, or translation.

Graduation Grade Point Average Requirement

In order to graduate from the program, students must complete all program requirements with a minimum GPA of 3.000.

Thesis Option

A thesis option will be available for students who attain a GPA of at least 3.7 in the program after completing 24 credit hours of coursework.

Student Handbook

Students in a graduate program offered through Modern Languages follow the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in a Modern Language graduate program.

Language Proficiency for Admission

In order to be eligible for admission to a Modern Language graduate program a student must have successfully completed at least 20 quarter credit hours (or the equivalent in semester credit hours) of advanced college-level coursework in the language (this is the equivalent of an undergraduate "minor" at most colleges or universities in the United States).

Students who lack 20 quarter credit hours (or the equivalent in semester credit hours) of coursework must demonstrate proficiency in the language by attaining a rating of at least "Intermediate High" on two standardized tests from the American Council on the Teaching of Foreign Languages (ACTFL): the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT).

Transfer Credit

Students may apply ("transfer") toward their MA programs in Modern Languages no more than eight quarter hours of graduate-level credit completed at another college or university, with approval from the departmental director of graduate programs. Students may not transfer credits already used to satisfy the degree requirements of any program at another college or university.

Students seeking to apply "transfer" credit toward their MA programs in Modern Languages must complete the college transfer request form.

Graduation with Distinction

Students from the MA programs in Modern Languages earn their degrees "with distinction" if they graduate with a cumulative grade point average (GPA) of 4.0 (on a scale where 4.0=A). To verify eligibility, students and their faculty advisors should contact the departmental advisor and the departmental director of graduate studies before the deadline to apply for graduation.

Italian (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These

12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Italian (MA)

Admission to this combined Master of Arts program is based on a minimum level of language proficiency (ACTFL rating of "Intermediate High") rather than on prior coursework. Therefore, it is open to students with any undergraduate majors with the accompanying language ability.

The program is designed to prepare students for advanced use of their linguistic skills in any area of professional interest (from business, government, and education to further graduate study).

The program requires 48 quarter hour credits of coursework. This coursework consists of:

12-quarter hour credits of required courses:

Course	Title	Quarter Hours
MOL 401	PROFESSIONAL FOUNDATIONS	4
MOL 402	LANGUAGE, SELF AND SOCIETY	4
MOL 496	MAMOL CAPSTONE	4

36-quarter hour credits of elective coursework, specifically relevant to each individual student's professional interests and language, and chosen in consultation with the student's faculty advisor.

The required courses (MOL 401, MOL 402, and MOL 496) are each worth 4-quarter hour credits. Elective courses may vary in credit. Because each student pursues a highly customized selection of coursework, it may include independent study, practicum, study abroad, or transfer credits that allow students to complete in any term additional credits toward satisfaction of degree requirements. Depending on individual interests, a student may (with approval of their advisor) also take as electives courses taught in English by other DePaul units, provided that the students satisfy any relevant prerequisites for those courses.

Italian (Minor)

The Italian minor gives students the opportunity to develop basic linguistic and cultural skills, to train in creative and critical thinking, and prepare for a career in our multicultural society.

The minor consists of a total of five courses in Italian language, ITA 105 and above. Courses taught in English (ITA 260E, ITA 262E, ITA 307E, ITA 308E) will not be counted toward this minor unless Program Director permission is secured.

Students majoring in Italian (BA) are restricted from earning this minor.

Japanese (MA)

The MA program in Japanese provides students a customizable, flexible curriculum to develop advanced linguistic and cultural expertise in a language and to apply that expertise in the disciplinary or professional contexts of their choice. Whether in the "global village" of today's world or in multi-ethnic communities such as Chicago, this advanced expertise is an increasingly valuable personal and professional asset, requiring appropriate training and credentials. The MA program especially seeks to serve adult professionals (government employees, social workers,

healthcare providers, business people, or certified K-12 teachers) whose careers require this applied expertise.

The MA in Japanese may be expanded to include also select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Japanese + Digital Humanities Certificate
- Japanese + Teaching English to Speakers of Other Languages (TESOL) Certificate
- Japanese + Translation and Interpreting Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of paragraph length; although these narrations and descriptions tend to be handled separately rather than interwoven.
- Use communicative strategies such as rephrasing and circumlocution, and contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- Combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.
- Listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.
- Understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).

Degree Requirements

Course Requirements

The curriculum of the MA in Japanese consists of twelve courses (48 quarter credit hours), divided into two parts:

1. A core curriculum of three required courses (12 quarter credit hours), and
2. Nine courses (36 quarter credit hours) in the language area. All courses in the language area must be courses taught in the target language of the student's program (i.e. courses with prefixes JPN). In exceptional cases, with the approval of the student's advisor and the director of the graduate program, a student may count one or two courses taught in English from allied fields (such as art history, economics, education, geography, health sciences, management,

philosophy, political science, religion, sociology, etc.) among the nine "language area" courses in the student's program.

Core Curriculum

The core curriculum consists of the following three courses:

Course	Title	Quarter Hours
MOL 401	PROFESSIONAL FOUNDATIONS	4
MOL 402	LANGUAGE, SELF AND SOCIETY	4
MOL 496	MAMOL CAPSTONE	4

In addition, all 300-level language courses are offered simultaneously as 400-level electives to complete the MA program. The 400-level courses have additional requirements.

Additional Requirements

Additional requirements include:

- Portfolio

The portfolio (completed while enrolled in MOL 496) consists of a compilation and critical assessment of select work done throughout the program and a capstone project. Capstone projects may include a community service experience, internship, performance or creative work, teaching portfolio, thesis, or translation.

Graduation Grade Point Average Requirement

In order to graduate from the program, students must complete all program requirements with a minimum GPA of 3.000.

Thesis Option

A thesis option will be available for students who attain a GPA of at least 3.7 in the program after completing 24 credit hours of coursework.

Student Handbook

Students in a graduate program offered through Modern Languages follow the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in a Modern Language graduate program.

Language Proficiency for Admission

In order to be eligible for admission to a Modern Language graduate program a student must have successfully completed at least 20 quarter credit hours (or the equivalent in semester credit hours) of advanced college-level coursework in the language (this is the equivalent of an undergraduate "minor" at most colleges or universities in the United States).

Students who lack 20 quarter credit hours (or the equivalent in semester credit hours) of coursework must demonstrate proficiency in the language by attaining a rating of at least "Intermediate Mid" on two standardized tests from the American Council on the Teaching of Foreign Languages (ACTFL): the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT).

Transfer Credit

Students may apply ("transfer") toward their MA programs in Modern Languages no more than eight quarter hours of graduate-level credit completed at another college or university, with approval from the

departmental director of graduate programs. Students may not transfer credits already used to satisfy the degree requirements of any program at another college or university.

Students seeking to apply "transfer" credit toward their MA programs in Modern Languages must complete the college transfer request form.

Graduation with Distinction

Students from the MA programs in Modern Languages earn their degrees "with distinction" if they graduate with a cumulative grade point average (GPA) of 4.0 (on a scale where 4.0=A). To verify eligibility, students and their faculty advisors should contact the departmental advisor and the departmental director of graduate studies before the deadline to apply for graduation.

Japanese (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Japanese (MA)

Admission to this combined Master of Arts program is based on a minimum level of language proficiency (ACTFL rating of "Intermediate Mid") rather than on prior coursework. Therefore, it is open to students with any undergraduate majors with the accompanying language ability.

The program is designed to prepare students for advanced use of their linguistic skills in any area of professional interest (from business, government, and education to further graduate study).

The program requires 48 quarter hour credits of coursework. This coursework consists of:

Course	Title	Quarter Hours
MOL 401	PROFESSIONAL FOUNDATIONS	4
MOL 402	LANGUAGE, SELF AND SOCIETY	4
MOL 496	MAMOL CAPSTONE	4

1. 36-quarter hour credits of elective coursework, specifically relevant to each individual student's professional interests and language, and chosen in consultation with the student's faculty advisor.

The required courses (MOL 401, MOL 402, and MOL 496) are each worth 4-quarter hour credits. Elective courses may vary in credit. Because each student pursues a highly customized selection of coursework, it may include independent study, practicum, study abroad, or transfer credits that allow students to complete in any term additional credits toward satisfaction of degree requirements. Depending on individual interests, a student may (with approval of their advisor) also take as electives courses taught in English by other DePaul units, provided that the students satisfy any relevant prerequisites for those courses.

Japanese (Minor)

The Japanese language minor prepares students to speak and read with a basic proficiency in one of the world's most important languages for business.

The minor consists of a total of 5 courses in Japanese language at the 200/300-level. Courses taught in English (JPN 240E, JPN 241E, JPN 242E) will not be counted toward this minor unless Program Director permission is secured.

Students majoring in Japanese Studies (BA) or minoring in Japanese Studies are restricted from earning this minor.

Japanese Studies (BA)

The Japanese Studies (JPS) program at DePaul engages students in Japanese language and culture to cultivate cultural, historical, linguistic, and ethical values while developing the skills to lead in business, arts, diplomacy, education, and digital media.

Japan is America's most important Asian ally, the 3rd strongest economy in the world, the second largest investor in the United States in business, and a global soft-power leader in digital media and popular consumer goods. At DePaul, students explore Japanese language and culture through an interdisciplinary approach. Our faculty offer classes in literature, history, religion, art history, ethics, political science, business, anime, and film studies. Students learn transferable, marketable skills in the areas of advanced language study and translation, and hone their critical thinking and writing skills by studying Japanese culture and society with experts in the fields of Japanese ethical and environmental studies, gender studies, and visual and material culture.

JPS encourages opportunities outside the classroom to strengthen linguistic and cultural competency through quarter-long or full-year exchange programs to Osaka (Kansai Gaidai) and Kyoto (Ritsumeikan). Special DePaul faculty-led short-term programs are offered every year, such as Peace Studies in Hiroshima-Nagasaki, Diaspora and Politics in Okinawa, and Digital Media in Tokyo-Kyoto.

On campus, JPS hosts numerous cultural and academic events, such as film screenings, Japanese language table, and cultural showcases. Off campus, students benefit from the many Japan-related activities at local Japanese organizations (e.g., the Japanese Consulate General in Chicago, Japanese American Service Committee, Japanese Culture Center, Japanese Chamber of Commerce and Industry in Chicago), and at local museums and theaters (e.g., the Art Institute of Chicago, the Museum of Contemporary Art, and the Gene Siskel Film Center).

The Japanese Studies curriculum allows students to take courses from many academic departments, including:

- Art History
- History
- Literature
- Political Science
- Religious Studies

Japanese Studies students are encouraged to participate in one of DePaul's Study Abroad programs in Kyoto or Osaka, in order to grow linguistically and expand their understanding of the Japanese culture.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	52
Open Electives	56
Total hours required	192

Learning Outcomes

Students will be able to:

- Communicate in Japanese at the Intermediate proficiency level.
- Analyze cultural products in Japanese and English.
- Explain features of Japanese and its use.
- Navigate cultural differences effectively.
- Apply their language and cross-cultural skills to other domains.
- Apply interdisciplinary methods to the analysis of Japanese-speaking communities.

College Core Requirements

Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be

obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Required ¹		4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 1 Course Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

A student whose only major is in Modern Languages is required to complete the Capstone offered by the Department of Modern Languages (MOL). A student who is double majoring (or pursuing dual degrees) with the primary major (or primary degree) in MOL may substitute the Capstone of the secondary major or degree. An MOL major in the University Honors Program shall take only the University Honors Capstone, not both the Honors Capstone and the MOL Capstone.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

- Six 4-credit courses (24 credit hours) of 200/300-level Japanese with a minimum of three 300-level courses
- Five 4-credit courses (20 credit hours) of 200/300-level Allied Courses from at least three different departments
- Two 4-credit courses (8 credits) of 200/300-level Japanese or Allied Courses

No English-language ("E-designation") courses can be applied toward the "Six Advanced Level Courses in Japanese Language" requirement of the major. Please note the following course sequence for Japanese courses:

First Year		Hours
Japanese I textbook is completed in one year		
Fall Quarter		
JPN 101	BASIC JAPANESE I	4
Winter Quarter		
JPN 102	BASIC JAPANESE II	4
Spring Quarter		
JPN 103	BASIC JAPANESE III	4
Second Year		
Japanese II textbook is completed in one year		
Fall Quarter		
JPN 104	INTERMEDIATE JAPANESE I	4
Winter Quarter		
JPN 105	INTERMEDIATE JAPANESE II	4
Spring Quarter		
JPN 106	INTERMEDIATE JAPANESE III	4
Third Year		
Japanese III textbook is completed in one year		

Fall Quarter

JPN 201	ADVANCED JAPANESE I	4
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Winter Quarter

JPN 202	ADVANCED JAPANESE II	4
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Spring Quarter

JPN 203	ADVANCED JAPANESE III	4
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Fourth Year

Alternate 301-303 and 311-313		
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Fall Quarter

Even Year		
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JPN 311	ADVANCED DISCUSSION AND READING I	4
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Odd Year		
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JPN 301	ADVANCED JAPANESE IV	4
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Winter Quarter

Odd Year		
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JPN 312	ADVANCED DISCUSSION AND READING II	4
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Even Year		
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JPN 302	ADVANCED JAPANESE V	4
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Spring Quarter

Odd Year		
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JPN 313	ADVANCED DISCUSSION AND READING III	4
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Even Year		
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JPN 303	ADVANCED JAPANESE VI	4
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Fifth Year

Offered Occasionally; thematic content courses offered in Japanese. Topics include Japanese American History in Chicago, War and Education, Environmental Ethics, etc.

Fall Quarter

JPN 342	ADVANCED HIGH JAPANESE I [Thematic content course conducted in Japanese]	4
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Winter Quarter

JPN 343	ADVANCED HIGH JAPANESE II [Thematic content course conducted in Japanese]	4
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Spring Quarter

JPN 344	ADVANCED HIGH JAPANESE III [Thematic content course conducted in Japanese]	4
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JPN 395: FLAC Japanese (2 credits, offered occasionally with an Allied course)

Japanese Studies Allied Course List

Art and Architecture, History of

Course	Title	Quarter Hours
HAA 216	JAPANESE ART	
HAA 219	JAPANESE FILM ARTS	
HAA 220	BUDDHIST ART	
HAA 273	ANIME AND MANGA	
HAA 373	KYOTO (WORLD CITIES)	
HAA 397	SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE (Japanese Painting and Prints)	

HAA 397	SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE (Japanese Art and the Warrior Elite)
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History

Course	Title	Quarter Hours
HST 263	JAPAN TO C. 1200	
HST 264	JAPAN c.1200 - 1800	
HST 265	JAPAN, c. 1800-PRESENT	
HST 339	HISTORY FROM PICTURES: VISUAL CULTURE IN EAST ASIAN HISTORY	
HST 340	CULTURE AND GENDER IN JAPAN	
HST 390	CAPSTONE IN HISTORICAL RESEARCH AND WRITING	

Literature and Culture

Course	Title	Quarter Hours
JPN 240E	MODERN JAPANESE LITERATURE	
JPN 241E	JAPANESE WOMEN'S LITERARY MASTERPIECES	
JPN 242E	JAPANESE POP CULTURE	
JPN 342	ADVANCED HIGH JAPANESE I [Thematic content course conducted in Japanese]	
JPN 343	ADVANCED HIGH JAPANESE II [Thematic content course conducted in Japanese]	
JPN 344	ADVANCED HIGH JAPANESE III [Thematic content course conducted in Japanese]	
JPN 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM [Thematic content course conducted in Japanese]	

Philosophy

Course	Title	Quarter Hours
PHL 287	INTRODUCTION TO ASIAN PHILOSOPHIES	

Political Science

Course	Title	Quarter Hours
PSC 246	ASIAN FOREIGN POLICY	
PSC 253	ASIAN POLITICS	
PSC 350	JAPANESE POLITICS	
PSC 359	ADVANCED TOPICS IN COMPARATIVE POLITICS (Japanese Politics, Culture, and Society)	

Religious Studies

Course	Title	Quarter Hours
REL 202	ATOM BOMB DISCOURSE (Atom Bomb Discourse)	
REL 205	COMPARATIVE ETHICS (Industrial Diseases)	
REL 245	RELIGION IN JAPANESE HISTORY, SOCIETY, AND CULTURE	

REL 247 LITERATURE AND RELIGION IN JAPAN

REL 342 ZEN MIND

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Japanese Studies 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Japanese Studies (Minor)

The Japanese Studies minor focuses on Japanese language, literature and culture through an interdisciplinary combination of language, culture, politics and history courses.

Course Requirements

- Three quarters of college-level Japanese language study (at any level).
- Five additional courses from at least two different disciplines, chosen in consultation with an advisor or faculty member, from the current approved Japanese Studies Allied Course List.

Japanese Studies Allied Course List Art and Architecture, History of

Course	Title	Quarter Hours
HAA 216	JAPANESE ART	
HAA 219	JAPANESE FILM ARTS	
HAA 220	BUDDHIST ART	
HAA 297	SPECIAL TOPICS IN HISTORY OF ART & ARCHITECTURE (Japanese Film Arts)	
HAA 373	KYOTO (WORLD CITIES)	
HAA 397	SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE (Japanese Painting and Prints)	
HAA 397	SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE (Japanese Art and the Warrior Elite)	

Geography

Course	Title	Quarter Hours
GEO 315	THE STATE AND ECONOMIC GROWTH	

History

Course	Title	Quarter Hours
HST 263	JAPAN TO C. 1200	
HST 264	JAPAN c.1200 - 1800	
HST 265	JAPAN, c. 1800-PRESENT	
HST 322	TOPICS IN ASIAN HISTORY	
HST 339	HISTORY FROM PICTURES: VISUAL CULTURE IN EAST ASIAN HISTORY	
HST 340	CULTURE AND GENDER IN JAPAN	

International Studies

Course	Title	Quarter Hours
INT 330	TOPICS IN EAST ASIAN STUDIES (Japanese Culture I)	

Literature and Culture

Course	Title	Quarter Hours
JPN 240E	MODERN JAPANESE LITERATURE	
JPN 241E	JAPANESE WOMEN'S LITERARY MASTERPIECES	
JPN 242E	JAPANESE POP CULTURE	
JPN 342	ADVANCED HIGH JAPANESE I ^[Thematic content course conducted in Japanese]	
JPN 343	ADVANCED HIGH JAPANESE II ^[Thematic content course conducted in Japanese]	
JPN 344	ADVANCED HIGH JAPANESE III ^[Thematic content course conducted in Japanese]	
JPN 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM ^[Thematic content course conducted in Japanese]	

Master of Arts in Liberal Studies

Course	Title	Quarter Hours
MLS 407	SELF,CULTURE AND SOCIETY IN CONTEMPORARY JAPAN (undergraduates by permission)	

Philosophy

Course	Title	Quarter Hours
PHL 287	INTRODUCTION TO ASIAN PHILOSOPHIES	

Political Science

Course	Title	Quarter Hours
PSC 253	ASIAN POLITICS	
PSC 349	ADVANCED TOPICS IN INTERNATIONAL RELATIONS (International Political Economy of the Pacific Rim)	
PSC 350	JAPANESE POLITICS	

PSC 359	ADVANCED TOPICS IN COMPARATIVE POLITICS (Japanese Politics, Culture, and Society)	
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Religious Studies

Course	Title	Quarter Hours
REL 202	ATOM BOMB DISCOURSE (Atom Bomb Discourse)	
REL 205	COMPARATIVE ETHICS (Industrial Diseases)	
REL 205	COMPARATIVE ETHICS (Japanese Ethics)	
REL 245	RELIGION IN JAPANESE HISTORY, SOCIETY, AND CULTURE	
REL 247	LITERATURE AND RELIGION IN JAPAN	
REL 342	ZEN MIND	

Students majoring in Japanese Studies (BA) or minoring in Japanese are restricted from earning this minor.

Jazz Studies (BM)

The Bachelor of Music in Jazz Studies degree prepares students for careers as jazz professionals. Drawing upon the resources of the Chicago jazz scene, faculty members are highly celebrated performers, teachers, composers, and arrangers. The program is comprised of applied jazz lessons, jazz ensembles and combos, jazz improvisation, jazz theory and history, arranging and composition, and pedagogy.

CURRENT Credit hour distribution (scroll down for newly-proposed distribution)

Program Requirements	Quarter Hours
Music Core Requirements	82
Liberal Studies Requirements	52
Specialization Requirements	42
Electives	16
Total hours required	192

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate a growing competence in technical aspects of performance, such as tone quality, pitch consistency, dynamic control, technical agility, accurate rhythmic concepts, and other skills particular to the area of specialization.
- Identify and analyze the elements of music in a given piece, including an understanding of its compositional processes, aesthetic properties, and artistic, social, and historical contexts for works in the Western music tradition, Contemporary periods, Jazz, and World Music Cultures.
- Demonstrate an appropriate level of aural, keyboard, and conducting skills.

Program Specific Outcomes

Students will be able to:

- Develop an understanding of the pedagogical processes and theories that are foundational to performance practices and instruction on one's primary instrument.
- Demonstrate a growing maturity in musical concepts using tools of performance to create artistic products.
- Demonstrate increasing knowledge of repertoire and growing musical competence through participation in solo, chamber and large ensemble performances.

Music Core Requirements

Course Requirements

All students in the School of Music are required to enroll in the following music courses:

Musicianship (42 Credits)

Course	Title	Quarter Hours
Music Theory Sequence:		
MUS 110A	MUSIC THEORY I	2
MUS 120A	MUSIC THEORY II	2
MUS 130A	MUSIC THEORY III	2
MUS 212A	MUSIC THEORY IV ¹	2
To satisfy the remaining requirements in music theory, students should enroll in one of the following courses:		
MUS 222-A	MUSIC THEORY V - A ¹	2
MUS 222-B	MUSIC THEORY V - B ¹	2
MUS 222-C	MUSIC THEORY V - C ¹	2
And one of the following courses:		
MUS 232A	MUSIC THEORY VI-A: CONCEPTS AND MATERIALS IN CONTEMPORARY MUSIC ¹	2
MUS 232B	MUSIC THEORY VI-B: ANALYSIS OF MUSICAL FORM ¹	2
Musicology Sequence- Students should complete three of the following four classes to satisfy their musicology requirements:		
MUS 224	MUSIC, HISTORY, AND CULTURE I	4
MUS 225	MUSIC, HISTORY, AND CULTURE II	4
MUS 226	GLOBAL MUSIC CULTURES	4
MUS 310	INTRODUCTION TO ETHNOMUSICOLOGY	4
Aural Training Sequence:		
MUS 111	AURAL TRAINING I	1
MUS 121	AURAL TRAINING II	1
MUS 131	AURAL TRAINING III	1
MUS 211	AURAL TRAINING IV ²	1
MUS 221	AURAL TRAINING V ²	1
MUS 231	AURAL TRAINING VI ²	1
Group Piano Sequence:		
MUS 113	GROUP PIANO I	1
MUS 123	GROUP PIANO II	1
MUS 133	GROUP PIANO III	1
MUS 213	GROUP PIANO IV ³	1
MUS 223	GROUP PIANO V ³	1
MUS 233	GROUP PIANO VI ³	1

- ¹ Students in the BM- Jazz Studies program are not required to take MUS 222a, MUS222b, MUS222c, or MUS 232a, MUS 232b
- ² Students in the BM-Jazz Studies program are not required to take MUS 211, MUS 221, or MUS 231.
- ³ Students in the BM-Jazz Studies program are not required to take MUS 213, MUS 223, or MUS 233.
- ⁴ Students in the BM-Jazz Studies program are not required to take MUS 323

Additional Courses

Course	Title	Quarter Hours
MUS 303	BASIC CONDUCTING PRACTICUM	0
MUS 304	BASIC CONDUCTING	4
MUS 323	MUSICOLOGY SEMINAR ⁴	2

Applied Music

Students may enroll in a maximum of 3 credits of applied study per quarter, with a maximum of 36 credits total. The requirements for applied study vary by degree program:

- BM in performance, 36 credits
- BM in jazz studies, 32 credits
- BM in composition, 12 credits
- BM in music education, 18 credits
- BM in performing arts management, 18 credits
- BA in music, 12 credits
- BS in sound recording technology, performance track, 9 credits

The BS in Performing Arts Management degree does not require applied lessons, and the BS in Sound Recording Technology, audio technology track, does not require applied lessons.

Except for performance majors, students may enroll in additional applied credits, which will count toward music electives.

Modern Language Option

If a music student wishes to study a modern language for a three-course sequence (12 credits) beyond their degree program's requirement, the three MLO substitutions must be made in three different Liberal Studies learning domains. Any substitutions must be consistent with the principle that students complete at least one course in each learning domain. In the Scientific Inquiry domain, the only MLO substitution allowed is for Scientific Inquiry-Elective. Additional language credits may be applied toward non-music electives or free electives.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
Not Required		

Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Not Required		
Senior Year		
Capstone		
Not Required		

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 SWK or 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Program Checkpoints

Undergraduate Jazz Studies majors will perform a checkpoint audition at the end of their freshman year. The student's applied instructor and/or area coordinator or director will give students specific information on content and required music. Successful completion of the checkpoint audition is required for continuation in the performance degree.

Course Requirements

Course	Title	Quarter Hours
Ear Training Sequence:		
JZZ 205	JAZZ EAR TRAINING I	1
JZZ 206	JAZZ EAR TRAINING II	1
JZZ 207	JAZZ EAR TRAINING III	1
Group Piano Sequence:		
JZZ 202	GROUP JAZZ PIANO I	1
JZZ 203	GROUP JAZZ PIANO II	1
JZZ 204	GROUP JAZZ PIANO III	1
Essentials Sequence:		
JZZ 300	ESSENTIALS OF JAZZ I	2
JZZ 301	ESSENTIALS OF JAZZ II	2
JZZ 302	ESSENTIALS OF JAZZ III	2
Improvisation Sequence:		
JZZ 308	JAZZ IMPROVISATION I	2
JZZ 309	JAZZ IMPROVISATION II	2
JZZ 310	JAZZ IMPROVISATION III	2
Advanced Improvisation Sequence:		
JZZ 330	ADVANCED JAZZ IMPROVISATION I	2
JZZ 331	ADVANCED JAZZ IMPROVISATION II	2
History Sequence:		
JZZ 335	JAZZ HISTORY I	2
JZZ 336	JAZZ HISTORY II	2
Jazz Arranging Sequence:		
JZZ 304	JAZZ ARRANGING AND COMPOSITION I	2
JZZ 305	JAZZ ARRANGING AND COMPOSITION II	2
JZZ 306	JAZZ ARRANGING AND COMPOSITION III	2
Additional Required Courses:		
JZZ 325	JAZZ RHYTHM SECTION TECHNIQUES	2
JZZ 314	JAZZ PEDAGOGY	2
PAM 309	MUSIC ENTREPRENEURSHIP	2
Recital Requirements:		
JZZ 215	JAZZ JUNIOR RECITAL	2
JZZ 315	JAZZ SENIOR RECITAL	2
Ensembles		24
Music Electives		8
Free Electives		8

Jazz Studies (MM)

The graduate jazz studies program provides students a comprehensive education in jazz, allowing students to specialize in either performance or composition. Drawing upon the resources of the Chicago jazz scene, faculty members are highly celebrated performers, teachers, composers,

and arrangers. In addition to applied jazz lessons, jazz ensembles, and jazz combos, Master of Music students enroll in courses such as jazz theory, history, pedagogy, improvisation, composing, and/or arranging. Throughout the program, jazz students have multiple opportunities to record performances and compositions in professional recording studios. The Master of Music degree is a two-year program.

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate basic music research techniques and apply knowledge of standard reference tools and bibliographic sources to the writing of a variety of professional and academic music texts.
- Develop an expanded global, historical, and cultural understanding of music through the in-depth study of musical elements, compositional processes, and aesthetic properties.
- Perform solo and ensemble works with appropriate techniques and musicality.

Degree Requirements

Course Requirements

A minimum of 48 quarter hours of graduate credit is required for the Master of Music degree. This total is divided between the basic studies required of all master's degree students, and courses in the specialization. Prior to the conclusion of each degree program, graduate students must pass a written comprehensive examination, administered by each department/program.

Music Core Requirements (16 credits)

Course	Title	Quarter Hours
JZZ 406	JAZZ STYLE AND ANALYSIS	4
MUS 400	MUSIC RESEARCH	4
Music History:		
JZZ 405	JAZZ HISTORY	4
Select one of the following:		
MUS 420	HISTORY OF THE ORATORIO	
MUS 435	18th & 19th WIND HISTORY AND LITERATURE	
MUS 436	20th CENTURY WIND HISTORY AND LITERATURE	
MUS 475	MEDIEVAL MUSIC	
MUS 478	RENAISSANCE MUSIC	
MUS 479	BAROQUE MUSIC	
MUS 481	HISTORY OF OPERA	
MUS 482	WORLD MUSIC CULTURES	
MUS 484	CLASSICAL MUSIC	
MUS 485	ROMANTIC MUSIC	
MUS 486	MUSIC SINCE WORLD WAR II	
MUS 487	20TH CENTURY MUSIC BEFORE WWII	

Specializations

Students must choose one of the following specializations:

Performance Specialization

Course	Title	Quarter Hours
15 credits of Applied Jazz Lessons:		15
JZZ 402	ADVANCED JAZZ COMPOSITION I	2
JZZ 404	ADVANCED JAZZ COMPOSITION II	2
JZZ 411	JAZZ PEDAGOGY	2
JZZ 430	ADVANCED JAZZ IMPROVISATION I	2
JZZ 431	ADVANCED JAZZ IMPROVISATION II	2
6 quarters of Ensembles: 3 quarters at 1 credit; 3 quarters at 0 credits		3
4 credits of Electives		4
Graduate Recitals: two are required at 0 credits each		0
JZZ 407	JAZZ GRADUATE RECITAL	

Composition Specialization

Course	Title	Quarter Hours
9 credits of Applied Jazz Composition Lessons:		9
JZZ 402	ADVANCED JAZZ COMPOSITION I	2
JZZ 404	ADVANCED JAZZ COMPOSITION II	2
JZZ 411	JAZZ PEDAGOGY	2
JZZ 403	ADVANCED JAZZ ARRANGING AND ORCHESTRATION	4
JZZ 425	JAZZ RHYTHM SECTION TECHNIQUES	2
6 quarters of Ensembles: 3 quarters at 1 credit; 3 quarters at 0 credits		3
8 credits of Electives		8
JZZ 410	JAZZ COMPOSITION FINAL PROJECT	0

Terminal Requirements

Two terminal requirements are required of all students:

- A written comprehensive examination, in which the students must demonstrate a satisfactory knowledge of their major field of study. The comprehensive examination may be taken at any time after 32 quarter hours of graduate credit have been earned.
- Performance track, the presentation of a public recital; composition track, the completion of a final writing project.

While preparation of the terminal requirement in the major may take place within some course or activity for which a student is registered for credit, additional academic credit is not granted for the project itself.

Residency Requirements

All courses for the master's degree must be taken at DePaul University. Graduate credit for courses completed at other institutions may not be applied toward the degree.

A full-time graduate student must be registered for a minimum of six quarter hours in any term. All requirements for the degree must be completed within six calendar years from the time a student is first enrolled. For students removing deficiencies, this period will begin when all deficiencies are removed and admission to the master's degree program has been granted.

Journalism (BA)

Journalism majors are distinguished by their ability to research, interview and write under deadline pressure across a variety of platforms using the most appropriate forms of audio, photo and video to best tell stories that inform communities. As a journalism major, you learn from practitioners in the field and researchers with journalism backgrounds about how to share information, engage communities and make where you live a better place.

DePaul's Journalism Program features an array of courses in reporting, writing, multimedia production, broadcast journalism, photography and social media to prepare you to dig into content areas of your choice such as politics, sports, arts and entertainment, and community news.

The Journalism program is located in downtown Chicago, at DePaul's Loop campus, giving you access to many surrounding media outlets and allowing you to meet and work professionally with leading companies in the industry. You will have access to DePaul's state of the art equipment, recording studios, and student media spaces. Students gain experience in national award-winning co-curricular student organizations and can complete multiple competitive internships at news outlets in the city during the regular school year as part of their regular coursework.

Program Requirements	Quarter Hours
College Core Requirements	16
Liberal Studies Requirements	84
Major Requirements	44
Open Electives	48
Total hours required	192

Learning Outcomes

Students will be able to:

- Write, interpret and report the news of the day.
- Evaluate the journalism profession and media industry many of them will be entering.
- Demonstrate the role technology, social media and repurposing stories for multimedia platforms are playing in the current and future world of newsgathering and dissemination.
- Analyze journalism's relationship to society, power, politics, locally and globally.

College Core Requirements (p. 676) Modern Language Requirement (p. 676) Modern Language Option (p. 676)

All majors in the College of Communication consist of a four-course common core plus an additional combination of program requirements and electives.

College Core Requirements

Four core courses are required of all College of Communication students:

Course	Title	Quarter Hours
CMN 101	INTRODUCTION TO HUMAN COMMUNICATION	4

CMN 102	INTRODUCTION TO MASS COMMUNICATION	4
CMN 103	INTERCULTURAL COMMUNICATION	4
CMN 104	PUBLIC SPEAKING	4

Students are encouraged to complete all four prior to taking additional coursework in the major.

Modern Language Requirement

Students who intend to graduate with a Bachelor of Arts degree in the College of Communication will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing the last course in a second year high school course work in a modern language or Latin
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language (must be completed during high school)
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement. Students with some modern language training should consult with the Modern Language Department about the course with which they should begin. Students with little or no previous work in the language will be required to complete the entire three-course introductory sequence.

Modern Language Option

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level necessary to meet the College's modern language requirement. Students selecting the option may substitute a three-course language sequence for three learning domain courses, or two upper-level courses in the same language for two learning domain requirements. Modern language option waivers cannot be applied to courses in the Math and Computing Domain or courses in the Scientific Inquiry domain. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
JOUR 396	JOURNALISM CAPSTONE	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Note

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
Required Courses		12
JOUR 275	INTRODUCTION TO JOURNALISM	
JOUR 278	NEWS REPORTING	
JOUR 280	INTRODUCTION TO ONLINE REPORTING AND PRODUCTION	
Select one of the following:		4
JOUR 301	REPORTING FOR 14 EAST MAGAZINE	
JOUR 357	PHOTOJOURNALISM FOR STUDENT MEDIA	
JOUR 380	REPORTING FOR GOOD DAY DEPAUL	
JOUR 390	WRITING FOR THE DEPAULIA	
Select five additional courses from the following:		20
CMN 292	ADOBE CREATIVE CLOUD WORKSHOP (2.0 quarter hours) ²	
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP	
CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS	
CMN 397	RESEARCH PRACTICUM ¹	
CMN 399	INDEPENDENT STUDY ¹	
JOUR 245	NEWS EDITING	
JOUR 276	PHOTOJOURNALISM	
JOUR 279	FEATURE WRITING	
JOUR 281	NEWS DOCUMENTARY	
JOUR 282	TOPICS IN VISUAL COMMUNICATION	
JOUR 290	JOURNALISM WORKSHOP (VARIABLE TOPICS) (2.0 quarter hours) ²	
JOUR 301	REPORTING FOR 14 EAST MAGAZINE	
JOUR 302	BUSINESS WRITING AND REPORTING	
JOUR 303	ENTREPRENEURIAL JOURNALISM	
JOUR 304	INTRO TO DATA JOURNALISM	
JOUR 309	SPORTS TALK & MULTIMEDIA	
JOUR 311	CLIMATE CHANGE COMMUNICATION	
JOUR 316	SOUND AND VISION	
JOUR 317	EXPERIENTIAL LEARNING	
JOUR 325	POLITICS & GOVERNMENT REPORTING	
JOUR 330	WRITING FOR BROADCAST	

JOUR 342	SOCIAL MEDIA & THE NEWS
JOUR 343	JOURNALISM AND THE AMERICAN EXPERIENCE
JOUR 349	TOPICS IN MEDIA LAW
JOUR 350	RADIO NEWS
JOUR 351	SOCIAL JUSTICE REPORTING I
JOUR 352	SOCIAL JUSTICE REPORTING II
JOUR 355	NEWSCAST PRODUCING
JOUR 357	PHOTOJOURNALISM FOR STUDENT MEDIA
JOUR 360	POLITICAL COMMUNICATION
JOUR 361	JOURNALISM LAW AND ETHICS
JOUR 362	THE PRESS AND THE PRESIDENCY
JOUR 364	INVESTIGATIVE REPORTING
JOUR 365	TELEVISION NEWS I
JOUR 366	MAGAZINE REPORTING
JOUR 367	INTERNATIONAL REPORTING
JOUR 368	SPORTS REPORTING
JOUR 370	MULTIMEDIA NEWS PRODUCTION
JOUR 371	ADVANCED REPORTING I
JOUR 372	ADVANCED REPORTING II
JOUR 374	COMMUNITY JOURNALISM
JOUR 375	LONG FORM JOURNALISM
JOUR 376	TOPICS IN JOURNALISM
JOUR 377	SPECIAL TOPICS IN JOURNALISM
JOUR 380	REPORTING FOR GOOD DAY DEPAUL
JOUR 382	ADVANCED PHOTOJOURNALISM
JOUR 385	TELEVISION NEWS II
JOUR 389	LIFESTYLE REPORTING
JOUR 390	WRITING FOR THE DEPAULIA
JOUR 398	JOURNALISM STUDY AWAY/ABROAD
Select two electives from any College of Communication offerings or from the following College of Computing and Digital Media courses:	
FILM 110	DIGITAL CINEMA PRODUCTION I
POST 100	VIDEO EDITING FOR NON-MAJORS
POST 110	EDITING I

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¹ Students may take up to 4 hours of credit in this course toward graduation requirements.

² A maximum of 8 credits from two credit College of Communication courses can be applied to major requirements.

Internship Credit

Students in the major may take CMN 394 and/or CMN 395 (when work relates to the major). In order to take CMN 394 or CMN 395, students must have completed two of the four communication core classes (CMN 101, CMN 102, CMN 103, CMN 104), two courses in the chosen major and have fulfilled internship program eligibility requirements.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Journalism 3+3 (BA+JD)

In the 3 + 3 BA/JD Program, high-achieving first-year incoming undergraduate students are admitted simultaneously to the College of Communication and the College of Law. Students complete their first three years in the College of Communication and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA/JD students meet regularly with advisors in both colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Communication during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Communication for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study. Students who enrolled in the BA+JD program prior to 2022 must achieve a cumulative GPA of 3.35 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.35 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

- PRELAW 150 THE PRACTICE OF LAW
- PRELAW 151 RECENT CONTROVERSIES IN THE LAW
- PRELAW 152 THINKING ABOUT THE LAW

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of

undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Participating Majors

The BA/JD Program is available for students pursuing the following majors:

- Communication and Media (p. 247)
- Communication and Technology (p. 256)
- Communication Studies (p. 259)
- Journalism (p. 676)
- Media and Cinema Studies (p. 807)
- Organizational Communication (p. 879)
- Public Relations and Advertising (p. 969)
- Sports Communication (p. 1116)

For admission requirements and information, contact the Office of Admission (<https://www.depaul.edu/admission-and-aid/Pages/default.aspx>).

Journalism (MA)

The MA in Journalism Program at DePaul prepares graduates for careers as multimedia news producers and visual storytellers in journalism's new digital landscape. Our graduates are now content producers at more than 400 sites in the webbed universe. Concentrations in: Multimedia Reporting; Reporting Metro Chicago; Sports Journalism; and Data Journalism helped establish their brands as socially responsible reporters, editors, and producers.

DePaul's program brings Chicago into the classroom and moves the classroom out into the third largest media market in the country. Internships and experiential learning opportunities enable students to develop the networks and e-portfolios that advance their careers. Our award-winning team of journalism professionals partners with students in producing first-rate news stories across platforms, aided by DePaul's downtown Media Center and Green Screen Studio.

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Explain and evaluate the social responsibility of journalists to serve citizens with news worth knowing.
- Use digital story-telling techniques to be competitive in the new journalism marketplace.
- Experiment in how to best handle and present the news of the day..

Degree Requirements

Course Requirements

The Master of Arts in Journalism requires 12 courses (48-credit hours) — three core courses, a minimum of six elective courses in Journalism, and a maximum of three outside electives.

Core Courses

Students are required to take all of the following:

Course	Title	Quarter Hours
JOUR 501	THE SOCIAL RESPONSIBILITY OF JOURNALISM	4
JOUR 502	NEWS NOW: JOURNALISM IN THE INFORMATION AGE	4
JOUR 503	REPORTING FOR CONVERGED NEWSROOMS	4

Combined degree students who took JOUR 280 during their undergraduate program can substitute any of the following courses for JOUR 503:

JOUR 504	MULTIMEDIA NEWS PRODUCTION
JOUR 505	TELEVISION NEWS REPORTING
JOUR 506	NEWSCAST PRODUCING
JOUR 507	VISUAL COMMUNICATION
JOUR 521	SPORTS PRODUCING
JOUR 522	MULTI-PLATFORM NEWS EDITING
JOUR 587	SOUND AND VISION

Journalism Electives

Course	Title	Quarter Hours
Select a minimum of six courses from the following list: ¹		24
JOUR 504	MULTIMEDIA NEWS PRODUCTION	
JOUR 505	TELEVISION NEWS REPORTING	
JOUR 506	NEWSCAST PRODUCING	
JOUR 507	VISUAL COMMUNICATION	
JOUR 509	JOURNALISM LAW AND ETHICS	
JOUR 510	SPORTS REPORTING	
JOUR 511	ARTS & ENTERTAINMENT REPORTING	
JOUR 512	BUSINESS WRITING AND REPORTING	
JOUR 513	POLITICAL REPORTING	
JOUR 514	OPINION AND COLUMN WRITING	
JOUR 515	SPECIAL TOPICS IN JOURNALISM	
JOUR 517	EXPERIENTIAL LEARNING IN JOURNALISM	
JOUR 518	WRITING AND REPORTING	
JOUR 519	INTERNATIONAL REPORTING	
JOUR 520	DATA JOURNALISM	
JOUR 521	SPORTS PRODUCING	
JOUR 522	MULTI-PLATFORM NEWS EDITING	
JOUR 523	ONLINE SPORTS REPORTING	
JOUR 524	WRITING FOR THE DEPAULIA	
JOUR 525	URBAN AFFAIRS REPORTING	
JOUR 526	POLITICAL COMMUNICATION	
JOUR 527	LIFESTYLE REPORTING	

JOUR 528	REPORTING FOR GOOD DAY DEPAUL
JOUR 529	ONLINE NEWS BUREAU
JOUR 530	RADIO NEWS
JOUR 531	JOURNALISM BY NUMBERS
JOUR 532	THE PRESS AND THE PRESIDENCY
JOUR 533	JOURNALISM & FREEDOM OF INFORMATION
JOUR 534	TOPICS IN PHOTOJOURNALISM
JOUR 535	RADIO DEPAUL
JOUR 536	SPORTS BLOGGING
JOUR 537	FROM FRANKLIN TO THE INTERNET: A HISTORY OF AMERICAN JOURNALISM
JOUR 538	MASS COMMUNICATION IN THE DIGITAL AGE
JOUR 539	CURRENT ISSUES IN THE JOURNALISM INDUSTRY
JOUR 540	THE INTERNET, TECHNOLOGY, AND POLITICS
JOUR 541	MASS MEDIA & AMERICAN POLITICS
JOUR 542	SOCIAL MEDIA AND THE NEWS
JOUR 543	LONG FORM REPORTING
JOUR 544	ENTREPRENEURIAL JOURNALISM
JOUR 546	PHOTOJOURNALISM FOR STUDENT MEDIA
JOUR 548	ADVANCED GRADUATE REPORTING FOR GOOD DAY DePAUL
JOUR 551	ADVANCED REPORTING I
JOUR 552	ADVANCED REPORTING II
JOUR 553	SOCIAL JUSTICE REPORTING I
JOUR 554	SOCIAL JUSTICE REPORTING II
JOUR 587	SOUND AND VISION
JOUR 588	REPORTING FOR 14 EAST MAGAZINE
JOUR 590	JOURNALISM WORKSHOP
JOUR 598	JOURNALISM STUDY AWAY/ABROAD
ACT 500	VOICE AND DICTION:FOR BROADCAST AND COMMUNICATION
CMN 591	INTERNSHIP
CMN 592	INDEPENDENT STUDY
CMN 593	RESEARCH PRACTICUM
CMN 598	STUDY ABROAD

¹ Students who wish to earn one of the three concentrations should see "Concentration Requirements" page to help guide their elective course choices.

Outside Electives

With approval from the graduate program director, students can take up to three relevant elective courses from other Communication graduate programs, or relevant graduate elective courses from outside of Communication.

Optional Latino Media & Communication Concentration

The graduate concentration in Latino Media & Communication is comprised of at least three graduate courses drawn from the areas of advertising, journalism, media and cinema studies, multicultural

communication, organizational communication and public relations. Graduate students in any of the College of Communication Master of Arts programs can elect to complete the Latino Media & Communication concentration. Students may need to use outside electives to complete this concentration.

Students who complete the concentration will:

- Develop an understanding of the heterogeneous and rapidly changing Latino communities locally, nationally and globally
- Ground their knowledge of intercultural studies within a more extensive and concrete knowledge of a particular (even though diverse), rapidly growing, and increasingly important population within the U.S.
- Increase their cross-cultural competence (understanding and ability to dialogue across difference, develop cultural sensitivity and awareness) with Latino communities
- Enhance their capacity to communicate with and learn from Latino populations in the workplace, in community situations and other sites of engagement
- Recognize the impact of the movement of Latinos across the globe and develop the skills to critically consume and produce media, public relations and advertisement representations that communicate to and about Latino communities
- Develop field-specific knowledge of Latino media and communication along with an understanding of how Latino studies shapes other fields of communication

Courses

Students are required to take three courses (12 credits) from the following list:

Course	Title	Quarter Hours
CMNS 509	SPECIAL TOPICS IN MULTICULTURAL COMMUNICATION ¹	
CMNS 542	MULTICULTURAL COMMUNICATION IN THE WORKPLACE	
JOUR 515	SPECIAL TOPICS IN JOURNALISM ¹	
MCS 521	TOPICS IN CINEMA STUDIES ¹	
MCS 533	LATIN AMERICAN CINEMA/MEDIA	
PRAD 511	CONSUMER INSIGHTS	
PRAD 512	ENGAGING LATINX COMMUNITIES	
PRAD 514	CONTEMPORARY ISSUES IN PUBLIC RELATIONS AND ADVERTISING ¹	
PRAD 595	SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING ¹	
CMN 591	INTERNSHIP ¹	
CMN 598	STUDY ABROAD ¹	

¹ Topic must be related to Latino Media and Communication.

Grade Requirements

All students are required to maintain a cumulative GPA of 3.000 in their coursework. If a student's cumulative GPA falls below 3.000, the student will be allowed to complete an additional 16 credits or 3 quarters (whichever comes first) to attain the 3.000 minimum GPA. If the cumulative GPA remains below a 3.000 at the conclusion of

this time period, the student may be dismissed from the program. The student's cumulative and term GPAs along with overall academic performance will be factored into the dismissal decision.

Concentration Requirements

Students pursuing a graduate Journalism degree can select specific elective classes to earn a concentration.

- Data Journalism Concentration, Journalism (MA) (p. 681)
- Multimedia Journalism Concentration, Journalism (MA) (p. 681)
- Reporting Metro Chicago Concentration, Journalism (MA) (p. 682)
- Sports Journalism Concentration, Journalism (MA) (p. 682)

Data Journalism Concentration, Journalism (MA)

The concentration in Data Journalism at DePaul focuses on reporting stories through data and non-linear storytelling. It enables students to cover many of our major social problems—crime, poverty, access to health care, homelessness, and various forms of abuse—through social science reporting, data mining and visualization. The concentration's objectives are to find and report important stories by integrating classic journalistic values of fairness, balance and impartiality with the values of digitalization and open-source culture. Graduates will be prepared to find jobs in the rapidly growing marketplace of publications that combine journalism and cutting-edge technology. Students must take two core courses (8 credits) and two elective courses (8 credits).

Core Courses

Course	Title	Quarter Hours
Students must take 2 core courses.		8
JOUR 520	DATA JOURNALISM	
JOUR 531	JOURNALISM BY NUMBERS	

Elective Courses

Course	Title	Quarter Hours
Select two of the following:		8
GEO 440	PLACES, HUMANITIES AND GEOGRAPHIC INFORMATION SYSTEMS	
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT	
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT	
GEO 443	EARTH OBSERVATION II	
GEO 447	WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB	
JOUR 504	MULTIMEDIA NEWS PRODUCTION	
JOUR 522	MULTI-PLATFORM NEWS EDITING	
JOUR 529	ONLINE NEWS BUREAU	
JOUR 533	JOURNALISM & FREEDOM OF INFORMATION	
JOUR 542	SOCIAL MEDIA AND THE NEWS	
CSC 401	INTRODUCTION TO PROGRAMMING	

DSC 423	DATA ANALYSIS AND REGRESSION
DSC 450	DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS
DSC 465	DATA VISUALIZATION
DSC 480	SOCIAL NETWORK ANALYSIS
IT 403	STATISTICS AND DATA ANALYSIS

Multimedia Journalism Concentration, Journalism (MA)

Multimedia Journalism is a concentration that focuses on the multimedia storytelling and narrative strategies used to engage a wide readership. Coursework shows students how to combine text, photographs, video clips, audio, and graphics that encourage interactivity. Students will learn the strategies for multimedia storyboarding, planning, and delivery systems that successfully integrate mobile, tablet and desktop platforms. The concentration guides students into a better understanding of the evolving media landscape and its digital communities in helping students produce professional-grade multimedia stories. Students must take two core courses (8 credits) and two elective courses (8 credits).

Core Courses

Students will take the following courses as part of their major program requirements:

Course	Title	Quarter Hours
Students must take 2 core courses.		8
JOUR 502	NEWS NOW: JOURNALISM IN THE INFORMATION AGE	
JOUR 503	REPORTING FOR CONVERGED NEWSROOMS	

Elective Courses

Course	Title	Quarter Hours
Select two courses from the following:		8
JOUR 504	MULTIMEDIA NEWS PRODUCTION	
JOUR 506	NEWSCAST PRODUCING	
JOUR 507	VISUAL COMMUNICATION	
JOUR 517	EXPERIENTIAL LEARNING IN JOURNALISM	
JOUR 522	MULTI-PLATFORM NEWS EDITING	
JOUR 523	ONLINE SPORTS REPORTING	
JOUR 528	REPORTING FOR GOOD DAY DEPAUL	
JOUR 529	ONLINE NEWS BUREAU	
JOUR 533	JOURNALISM & FREEDOM OF INFORMATION	
JOUR 534	TOPICS IN PHOTOJOURNALISM	
JOUR 539	CURRENT ISSUES IN THE JOURNALISM INDUSTRY	
JOUR 542	SOCIAL MEDIA AND THE NEWS	
JOUR 546	PHOTOJOURNALISM FOR STUDENT MEDIA	
JOUR 551	ADVANCED REPORTING I	
JOUR 552	ADVANCED REPORTING II	

JOUR 553	SOCIAL JUSTICE REPORTING I
JOUR 554	SOCIAL JUSTICE REPORTING II
JOUR 588	REPORTING FOR 14 EAST MAGAZINE

Reporting Metro Chicago Concentration, Journalism (MA)

Course Requirements

The graduate concentration in Reporting Metro Chicago prepares students for work in urban reporting by introducing them to the communities, institutions, and decision-makers that impact citizens across the metro area. Students will learn how to cover critical urban issues through a variety of print and online platforms that serve citizens with fascinating stories drawn from across the city. Students must take 1 core course (4 credits) and 3 elective courses (12 credits).

Core Courses

Course	Title	Quarter Hours
Select one of the following courses:		
JOUR 513	POLITICAL REPORTING	4
JOUR 525	URBAN AFFAIRS REPORTING	4

Elective Courses

Course	Title	Quarter Hours
Select three of the following courses:		
JOUR 509	JOURNALISM LAW AND ETHICS	12
JOUR 512	BUSINESS WRITING AND REPORTING	
JOUR 513	POLITICAL REPORTING	
JOUR 514	OPINION AND COLUMN WRITING	
JOUR 515	SPECIAL TOPICS IN JOURNALISM	
JOUR 517	EXPERIENTIAL LEARNING IN JOURNALISM	
JOUR 524	WRITING FOR THE DEPAULIA	
JOUR 525	URBAN AFFAIRS REPORTING	
JOUR 526	POLITICAL COMMUNICATION	
JOUR 528	REPORTING FOR GOOD DAY DEPAUL	
JOUR 529	ONLINE NEWS BUREAU	
JOUR 533	JOURNALISM & FREEDOM OF INFORMATION	
JOUR 535	RADIO DEPAUL	
JOUR 540	THE INTERNET, TECHNOLOGY, AND POLITICS	
JOUR 541	MASS MEDIA & AMERICAN POLITICS	
CMN 591	INTERNSHIP	

Sports Journalism Concentration, Journalism (MA)

Course Requirements

The graduate concentration in Sports Journalism trains students to write, report, and produce multimedia sports packages while giving them an understanding of the unique role of sports in American life. Experiential learning opportunities are emphasized in game coverage, sports

blogging, and building sports communities through print, broadcast, and social media. Students will learn the perspective and context that makes for truly exceptional work in sports journalism. Students must take one core course (4 credits) and 3 elective courses (12 credits).

Core Courses

Students are required to take one of the following:

Course	Title	Quarter Hours
JOUR 510	SPORTS REPORTING	4
JOUR 523	ONLINE SPORTS REPORTING	4

Elective Courses

Course	Title	Quarter Hours
Select three courses from the following:		12
JOUR 510	SPORTS REPORTING	12
JOUR 514	OPINION AND COLUMN WRITING	
JOUR 515	SPECIAL TOPICS IN JOURNALISM ¹	
JOUR 517	EXPERIENTIAL LEARNING IN JOURNALISM	
JOUR 521	SPORTS PRODUCING	
JOUR 523	ONLINE SPORTS REPORTING	
JOUR 524	WRITING FOR THE DEPAULIA	
JOUR 528	REPORTING FOR GOOD DAY DEPAUL	
JOUR 529	ONLINE NEWS BUREAU	
JOUR 535	RADIO DEPAUL	
JOUR 536	SPORTS BLOGGING	
CMN 591	INTERNSHIP	

¹ Topic must be sports journalism related.

Journalism (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Journalism (MA)

The Journalism (MA) combined degree program is open to all undergraduate majors across the university. Students who are interested in this program must apply to the Graduate Admission Office in their junior year, and if accepted, can take up to three graduate courses (12 credits) in their senior year. These three courses count towards both the bachelor's program and the master of arts degree. Students will pay the current undergraduate tuition rate for these three courses. Once students earn their Bachelor of Arts or Bachelor of Science degree from DePaul, they matriculate as a graduate student and complete the remaining required courses for their Master of Arts degree. Students should work with their undergraduate advisor to see how the graduate classes will fulfill undergraduate degree requirements. Students must maintain a 3.0

GPA (B or better) in each graduate class taken in the senior year in order to continue in the program.

Example Schedule for Students in the Combined Degree Program

Course	Title	Hours
Senior Year		
Fall Quarter		
Take one graduate course		4
Winter Quarter		
Take one graduate course		4
Spring Quarter		
Take one graduate course (student completes undergraduate degree requirements and matriculates as a graduate student for fall quarter.)		4
Fifth Year		
Fall Quarter		
Take three courses		12
Winter Quarter		
Take three courses		12
Spring Quarter		
Take three courses		12

Double Demon Scholarship

Alumni from any of DePaul's colleges who are admitted into a graduate degree program in the College of Communication automatically qualify for the Double Demon Scholarship. **Combined degree program students are eligible.**

This scholarship covers 25% of the tuition for a master's degree in the College of Communication. Both full-time and part-time students are eligible. No scholarship application is required. (DePaul University employees are eligible for other employee tuition benefits through the university, and therefore are not eligible for the Double Demon Scholarship.)

Journalism (Minor)

The Journalism minor provides an overview of reporting skills and methods. The flexible, hands-on curriculum offers courses that focus on a variety of topics, allowing you to take the courses that are most appealing to you.

Course Requirements

A minor in Journalism consists of a total of 24 credit hours (six courses).

Course	Title	Quarter Hours
JOUR 275	INTRODUCTION TO JOURNALISM	4
JOUR 278	NEWS REPORTING	4
Select one of the following:		4
JOUR 301	REPORTING FOR 14 EAST MAGAZINE	
JOUR 357	PHOTOJOURNALISM FOR STUDENT MEDIA	
JOUR 380	REPORTING FOR GOOD DAY DEPAUL	

JOUR 390	WRITING FOR THE DEPAULIA	
Select three courses that begin with JOUR ¹		12

¹ Any of these three JOUR courses may be replaced with CMN 394 or CMN 395, if those internships are journalism-related.

Students majoring in Journalism (BA) are restricted from earning this minor.

Language Proficiency Certificate

The Department of Modern Languages offers two certificates to current students and to non-degree seeking students/students-at-large: intermediate (low, mid, or high) language proficiency and advanced (low, mid, or high) language proficiency. Upon completion of the required classes and Written Proficiency Test, the student's certificate will be posted to their DePaul transcripts. Language proficiency certification will allow students to show future employers they are ready to compete in today's global workplace.

To declare the certificate, students must contact Anna Souchuk (asouchuk@depaul.edu).

Students will register and pay a fee to complete the Writing Proficiency Test (<http://www.languagetesting.com/actfl-writing-proficiency-test-wpt/>) (WPT) through Language Testing International (<http://www.languagetesting.com/>), proctored by the Department of Modern Languages, and will receive a nationally recognized level of proficiency based on the standards developed by the American Council on the Teaching of Foreign Languages (<http://www.actfl.org/>) (ACTFL). Please refer to the Department of Modern Languages website for more information.

The department offers certificates in American Sign Language, Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Certificates require a varying number of courses, depending on the student's incoming language placement and desired level of proficiency.

Test credit and transfer credit are not applicable toward the certificate. All courses to be applied toward the certificate must be completed at DePaul.

Intermediate

- Students are required to successfully complete a minimum of three courses at DePaul (level 104 and above - no transfer or test credit; DePaul study abroad program credit will be reviewed on a case-by-case basis) in order to earn the certificate.
- Student readiness for intermediate level (104 and above) courses will be established by the language placement exam (<http://las.depaul.edu/academics/modern-languages/student-resources/academic-advising/Pages/language-advising-faq.aspx>), transfer credit (<http://www.depaul.edu/admission-and-aid/types-of-admission/transfer-student/transferring-your-courses/Pages/default.aspx>), or test credit (<http://www.depaul.edu/admission-and-aid/test-credit-and-placement/Pages/default.aspx>).
- The number of courses necessary to achieve an intermediate level certificate of proficiency (low, mid or high) will depend on the student's entering proficiency level (based on previous study/knowledge; courses required may be determined by the language placement exam (<http://las.depaul.edu/academics/modern-languages/student-resources/academic-advising/Pages/language->

advising-faq.aspx), transfer credit (<http://www.depaul.edu/admission-and-aid/types-of-admission/transfer-student/transferring-your-courses/Pages/default.aspx>), ACTFL Written Proficiency Test (WPT) (<http://www.languageproficiency.com/writing-proficiency-test/>), or test credit (<http://www.depaul.edu/admission-and-aid/test-credit-and-placement/Pages/default.aspx>) and student effort (time spent studying the language, the following recommendations (<http://las.depaul.edu/academics/modern-languages/student-resources/resources/Pages/default.aspx>) for language proficiency development outside of the classroom, how well students perform in their language classes, etc.).

- At the end of the required number of courses, students must register and pay to take the ACTFL Written Proficiency Test (WPT) (<http://www.languageproficiency.com/writing-proficiency-test/>) or the American Sign Language Proficiency Interview (<https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/>) to certify proficiency level. The level of proficiency, per ACTFL test results (Advanced low, or higher), will be posted onto the student's DePaul transcripts.
- If students test below an intermediate level certificate, they may opt to
 - take additional language courses,
 - work with the free language tutors through the Language Learning Center (<http://las.depaul.edu/academics/modern-languages/student-resources/Pages/language-labs-and-tutors.aspx>) until the desired level of proficiency is achieved, and then retake the test, or
 - drop the certificate program by emailing their advisor or college advising office.
- Students should familiarize themselves with the ACTFL proficiency standards for intermediate-level speakers in order to better understand how much time they may need to dedicate to language study for the certificate.

Advanced

- Students are required to successfully complete five courses at DePaul (200 and 300 level language courses - no transfer or test credit; DePaul study abroad program credit will be reviewed on a case-by-case basis).
- Student readiness for advanced level courses will be established by the language placement exam (<http://las.depaul.edu/academics/modern-languages/student-resources/academic-advising/Pages/language-advising-faq.aspx>), transfer credit (<http://www.depaul.edu/admission-and-aid/types-of-admission/transfer-student/transferring-your-courses/Pages/default.aspx>), or test credit (<http://www.depaul.edu/admission-and-aid/test-credit-and-placement/Pages/default.aspx>).
- Degree-seeking students taking the certificate may also complete one of several minors (<http://www.depaul.edu/university-catalog/degree-requirements/Pages/default.aspx>) in the language simultaneous to the certificate.
- The number of courses necessary to achieve an advanced level certificate of proficiency (low, mid or high) will depend on the student's entering proficiency level and student effort (time spent studying the language, the following recommendations (<http://las.depaul.edu/academics/modern-languages/student-resources/resources/Pages/default.aspx>) for language proficiency development outside of the classroom, how well students perform in their language classes, etc.).

- At the end of the required number of courses, students must register and pay to take the ACTFL Written Proficiency Test (WPT) (<http://www.languageproficiency.com/writing-proficiency-test/>) or the American Sign Language Proficiency Interview (<https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/>) to certify proficiency level. The level of proficiency, per ACTFL test results (Advanced low, or higher), will be posted onto the student's DePaul transcripts.
- If students test below an advanced level certificate, they may opt to
 - a. change their certificate program (intermediate low, mid, or high),
 - b. take additional language courses,
 - c. work with the free language tutors through the Language Learning Center (<http://las.depaul.edu/academics/modern-languages/student-resources/Pages/language-labs-and-tutors.aspx>) until the desired level of proficiency is achieved, and then retake the test, or
 - d. drop the certificate program by emailing their advisor or college advising office.
- Students should familiarize themselves with the ACTFL proficiency standards for advanced-level speakers in order to better understand how much time they may need to dedicate to language study for the certificate.

Latin American and Latino Studies (BA)

The Department of Latin American and Latino Studies (LALS) explores the myriad contributions of Latin Americans and Latinx people to the global community. The department's programs emphasize the profound linkages that have emerged between Latin America and the United States, particularly through the construction of Latinx communities in the U.S. We also critically analyze the complex intersections with Indigenous, African, European, Semitic, Arab, and Asian communities throughout the Americas.

This interdisciplinary department cultivates critical thinking on gender, sexuality, language, race, ethnicity, class, religion and indigeneity, and it emphasizes community engagement and social justice pedagogies and scholarship. Our programs equip students with much needed cultural competences that will prepare them well for leadership positions in both the public and private sectors and/or for work in graduate education.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major (Core + Concentration) Requirements	48
Open Electives	60
Total hours required	192

Learning Outcomes

Students will be able to:

- Describe and discuss the historical trajectories of the diverse communities of Latin America emerging from centuries of interactions among Indigenous, African and European peoples, as well as Arabic, Asian, Semitic and other diasporas.
- Describe and discuss the historical linkages between Latin America and the United States and the experiences of Latin American migrants and their descendants within the US.

- Critically engage with the historical legacies of hierarchy and inequality that shape imbalances of power within Latin America and structure its relations with the US.
- Apply theoretical approaches, interdisciplinary concepts, and appropriate methods to interrogate practical problems and issues of inequity in the Americas.
- Develop in self-reflection and critical analysis an ethos and practice of social justice.
- Develop professional skills and cultural competences through the following activities: creating and delivering live presentations, and completing independent and team research and writing. Following the same learning outcome, the LALS program also encourages students to engage in the following high impact practices: conducting community engagement projects, participating in internships in public service and the professions, participating in cultural exchanges and study abroad in Latin America.

College Core Requirements

Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be

obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
LST 390	SENIOR SEMINAR ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ A student majoring in Latin American and Latino Studies (LST) is required to complete the Capstone offered by the LST Department. This is the case even if a student is double majoring (or pursuing a dual degree) and the secondary major (or degree) requires its own Capstone. An LST major in the University Honors Program shall take the University Honors Capstone and the LST Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SRCourse]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Notes

See an advisor to utilize the modern language option.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Core Requirements (5 courses / 20 credit hours)

Course	Title	Quarter Hours
LST 200	FOUNDING MYTHS AND CULTURAL CONQUEST IN LATIN AMERICA	4
LST 201	STRUGGLE AND RESISTANCE IN LATIN AMERICA	4
LST 202	CONSTRUCTING LATINO COMMUNITIES	4
LST 203	MEDIA AND CULTURAL STUDIES ACROSS THE AMERICAS	4
LST 390	SENIOR SEMINAR (taken for Liberal Studies requirement)	4

Spanish Requirement (2 courses / 8 credit hours)

- Two 200/300-level Spanish courses

Concentration Requirements

Students must also complete the requirements from one of the following concentrations: Cultural Studies of the Americas, Individualized Concentration, Latina/o/x Studies, Transformations Over Time in the Americas Concentration.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements

and major requirements, students are required to choose one of the following:

- Cultural Studies of the Americas Concentration, Latin America and Latino Studies (BA) (p. 687)
- Individualized Concentration, Latin America and Latino Studies (BA) (p. 688)
- Latina/o/x Studies Concentration, Latin America and Latino Studies (BA) (p. 689)
- Transformations Over Time in the Americas Concentration, Latin America and Latino Studies (BA) (p. 690)

Cultural Studies of the Americas Concentration, Latin America and Latino Studies (BA)

This concentration includes the study of cultural productions - e.g. art, film, television, literature - and the major theoretical and ideological trends of cultural studies in the Americas. This concentration takes a hemispheric or Inter-American approach to the study of cultural productions, taking into account the impact of social, economic, and political exchanges on the circulation of culture across the hemisphere. Courses in this concentration explore issues relating to the representation of transnational migration, race, ethnicity, sexuality, gender, class, and indigeneity.

Course Requirements

Course	Title	Quarter Hours
Select six courses from the following: ¹		24
LST 113	LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES	
LST 145	ARTS OF THE AMERICAS	
LST 207	AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	
LST 243	MAYA ART AND ARCHITECTURE	
LST 244	ART OF MESOAMERICA	
LST 245	ART OF THE ANDES	
LST 246	ART IN THE SPANISH AMERICAN EMPIRE	
LST 247	ART OF THE ANCIENT AMERICAS	
LST 249	MODERN LATIN AMERICAN ART	
LST 268	MEXICAN ART	
LST 285	AFRO-HISPANIC LITERATURE IN TRANSLATION	
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (ARABS IN THE AMERICAS)	
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (LATINO/A TRANSNATIONAL IMAGINATION)	
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (NATIVE ART OF THE AMERICAS)	
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (GLOBALIZATION & FILM IN THE AMERICAS)	

LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (LOOKING FOR GOD IN LATIN AMERICA)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (MEXICAN ART & ARCHITECTURE)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (MEXICAN CINEMA)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (PRINCIPLES OF LATIN AMERICAN ART)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (COLONIAL LATIN AMERICAN ART)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (SURVEY OF LATIN AMERICAN ART)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (GLOBALIZATION & LATIN AMERICA)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (PRE-COLUMBIAN ART)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (JEWISH LATIN AMERICAN CULTURE)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (LATIN AMERICAN PROTRAITURE)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (CUBA/1990s/SHORT STORY)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (LATIN AMERICAN DOCUMENTARIES)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (CUBAN AMERICAN LITERATURE)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (LATINOS IN EDUCATION)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (LATINA BODY IN LITERATURE & POLITICS)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (CONTEMPORARY ISSUES/US/ LATINO LITERATURE)
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (LATINO RELIGIOUS EXPERIENCE IN THE US)
LST 303	THE U.S.-MEXICO BORDER. PEOPLE, RESOURCES, ENVIRONMENTAL WASTE, TECHNOLOGY
LST 306	LATINO COMMUNITIES IN CHICAGO
LST 307	GROWING UP LATINO/LATINA IN THE U.S.
LST 308	MOTHERHOOD IN LATINO COMMUNITIES
LST 309	SOCIAL ENGAGEMENT AND LATINO FAMILIES
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (NEW LATINO/A WRITING)

LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINOS IN EDUCATION)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINO RELIGIOUS EXPERIENCE)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINAS AND SEXUALITY)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LAND AND LABOR IN INDIGENOUS AMERICA)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (HISPANIC WOMEN WRITERS)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (MACHISMO & MARIANISMO IN LATIN AMERICA)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (RACE/GENDER/SEX/LATINO LITERATURE/FILM)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (BORDER CINEMA)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (CHICANA LITERATURE)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (QUEER LATINIDAD)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINOS IN THE US)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINA FEMINIST THOERY)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINA/O SEXUALITIES)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINOS AND FILM)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (POETRY AND HIP)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINO THEATER)
LST 321	GLOBALIZATION IN THE AMERICAS
LST 322	MEXICAN CINEMA
LST 336	EXPERIENCING MEXICAN ART
LST 338	COLONIAL LATIN AMERICAN ART
LST 375	MEXICO CITY (WORLD CITIES)
LST 389	LATIN AMERICAN PHILOSOPHY

¹ Courses from other departments may count towards this concentration; consult your LALS advisor for more information.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Individualized Concentration, Latin America and Latino Studies (BA)

Course Requirements

Students in the Individualized concentration will consult with their faculty advisor to determine the six elective courses.

Latin American and Latino Studies 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year’s worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law’s online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant’s third undergraduate year. The LSAT score will only be used for consideration

of merit scholarships; it will not be a factor in the admission of the participant to the program. In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Latina/o/x Studies Concentration, Latin America and Latino Studies (BA)

The Latina/o/x Studies concentration allows students to choose from an array of intellectually challenging, multidisciplinary courses that introduce cutting-edge scholarship on the Latina/o populations of the United States. Our courses familiarize students with the nation's fast-growing, diverse, transnational Latina/o populations, including their histories, ongoing connections to Latin America, cultures, and social conditions. Courses offer students the opportunity to focus on individual Latina/o communities in the country and to engage in comparative analysis of the various Latina/o communities. Students can select courses that concentrate on current socioeconomic and political issues facing Latinos in the U.S., as well as others that capture Latina/o expression in literature, music, and the arts. Some courses in this concentration involve students in collaborative projects with Chicago based Latina/o community organizations, civic programs, and other service learning opportunities.

Course Requirement

Course	Title	Quarter Hours
Select six courses from the following: ¹		24
LST 113	LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES	
LST 209	LATINOS/AS AND THE CRIMINAL LEGAL SYSTEM	
LST 290	LATINO/A LIBERATION TRADITIONS	
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (LATINOS IN EDUCATION)	
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (LATINA BODY IN LITERATURE & POLITICS)	
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (LATINO/A TRANSNATIONAL IMAGINATION)	
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (CONTEMPORARY ISSUES/US/ LATINO LITERATURE)	

LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES (LATINO RELIGIOUS EXPERIENCE IN THE US)
LST 303	THE U.S.-MEXICO BORDER. PEOPLE, RESOURCES, ENVIRONMENTAL WASTE, TECHNOLOGY
LST 305	LATINO COMMUNITIES AND SOCIAL ENGAGEMENT
LST 306	LATINO COMMUNITIES IN CHICAGO
LST 307	GROWING UP LATINO/LATINA IN THE U.S.
LST 308	MOTHERHOOD IN LATINO COMMUNITIES
LST 309	SOCIAL ENGAGEMENT AND LATINO FAMILIES
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (NEW LATINO/A WRITING)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINOS IN EDUCATION)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINO RELIGIOUS EXPERIENCE)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINAS AND SEXUALITY)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LAND AND LABOR IN INDIGENOUS AMERICA)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (HISPANIC WOMEN WRITERS)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (MACHISMO & MARIANISMO IN LATIN AMERICA)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (RACE/GENDER/SEX/LATINO LITERATURE/FILM)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (BORDER CINEMA)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (CHICANA LITERATURE)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (QUEER LATINIDAD)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINOS IN THE US)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINA FEMINIST THOERY)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINO/O SEXUALITIES)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINOS AND FILM)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (POETRY AND HIP HOP CULTURE)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (LATINO THEATER)
LST 311	CONTEMPORARY ISSUES AND SOCIAL ENGAGEMENT
LST 312	LATINA/O SEXUALITIES
LST 330	LATINOS IN EDUCATION

¹ Courses from other departments may count towards this concentration; consult your LALS advisor for more information.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Transformations Over Time in the Americas Concentration, Latin America and Latino Studies (BA)

This concentration focuses on the political, economic, and socio-cultural transformations that have profoundly shaped the Americas over time. In addition, it explores the historical processes that have created and continue to shape the diverse people living in the Americas throughout the centuries, focusing specifically on the peoples of Latin American origins and calling attention to the complex interplay among Indigenous, African, European, Arab, Asian, and Semitic societies in the region. This concentration provides the methodological and theoretical tools to analyze longitudinally and comparatively key historical issues such as colonization, imperialism, militarism, revolution, the struggles for liberation and self-determination, nationalism, and the creation of borders and boundaries, as well as the development of unique art and literary expressions. Courses in this concentration also address issues such as authoritarian and democratic regimes of governance, state-interventionist and neoliberal economies, national and transnational forms of belonging, as well as the new modes of institutional exclusion and socio-cultural formation. In choosing this concentration, students will grapple with key figures, events, and movements in the Americas.

Course Requirements

Course	Title	Quarter Hours
Select six courses from the following:		24
LST 121	LATIN AMERICA TO 1765: LIFE BEFORE AND AFTER COLUMBUS	
LST 122	LATIN AMERICA, 1765-1914: THE LONG 19TH CENTURY	
LST 123	LATIN AMERICA, 1914-2010	
LST 205	MEXICO AFTER INDEPENDENCE	
LST 206	MEXICO: FROM THE OLMECS TO INDEPENDENCE	
LST 243	MAYA ART AND ARCHITECTURE	
LST 244	ART OF MESOAMERICA	
LST 246	ART IN THE SPANISH AMERICAN EMPIRE	
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES	
LST 321	GLOBALIZATION IN THE AMERICAS	
LST 323	URBAN LATIN AMERICA: LABOR, HOUSING, ENVIRONMENT AND GENDER	
LST 348	INDIGENOUS POLITICAL STRUGGLES	
LST 358	REVOLUTIONS AND PEASANT REBELLIONS	
LST 389	LATIN AMERICAN PHILOSOPHY	

Latin American and Latino Studies (BA) + Critical Ethnic Studies (MA)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

In the spring of their junior year, majors can apply for the combined Latin American and Latino Studies (BA) + Critical Ethnic Studies (MA). Students in this program take twelve graduate credit hours in their senior year; these graduate courses may apply toward both undergraduate Latin American/Latino Studies major field and graduate Critical Ethnic Studies requirements. Interested students should contact the Critical Ethnic Studies (CES) graduate director.

A variety of other combined degree options are available for majors within the College of Liberal Arts and Social Sciences as well as other colleges at DePaul. These options generally offer double-counting of undergraduate open elective credit with graduate program credit.

Latin American and Latino Studies (Minor)

The Latin American and Latino Studies minor will help you explore the cultural contributions of the Latin American community to the global community and the traditions that developed in the region.

Course Requirements

Core Requirements (2 courses / 8 credit hours)

Course	Title	Quarter Hours
Select two of the following:		8
LST 200	FOUNDING MYTHS AND CULTURAL CONQUEST IN LATIN AMERICA	
LST 201	STRUGGLE AND RESISTANCE IN LATIN AMERICA	
LST 202	CONSTRUCTING LATINO COMMUNITIES	
LST 203	MEDIA AND CULTURAL STUDIES ACROSS THE AMERICAS	

Areas of Concentration (4 courses / 16 credit hours)

- Four elective courses, to be chosen in consultation with a program advisor. Minors are encouraged to take LST 390. Minors are suggested to focus in one of the four Areas of Concentration:
 - Cultural Studies of the Americas
 - Individualized
 - Transformations Over Time in the Americas
 - Latina/o/x Studies

Study Abroad Experience

Students are strongly encouraged to participate in DePaul's quarter abroad program in Merida, Mexico or one of the university's other short-term study abroad programs in Latin America.

Internship Experience

Students are strongly encouraged to include an internship as part of their academic experience. Internships may be arranged with either a Latino

community organization, a U.S.-based organization that focuses on Latin America, or, as part of a study abroad experience, with a public service organization in a Latin American country.

Students majoring in Latin American and Latino Studies (BA) are restricted from earning this minor.

Latino Media and Communication (Minor)

The minor in Latino Media and Communication is comprised of six courses. The minor allows students within the college and from other colleges, who have a strong interest in focusing their interest in Latino Studies, to develop them within the communication field. Students opting to pursue a minor in Latino Media and Communication may not pursue a concentration in the same subject area.

Minor Goals

The program educates students to think critically about all aspects of media and communication, with a particular focus on Latino media and Latino communities. Coursework will provide students with the applied skills necessary to create communication strategies which effectively reach the Latino segment of the population, based on an understanding of Latino cultures in the US and grounded in an understanding of its cultural, economic and sociological aspects.

Learning Goals

Students who complete the minor will:

- Develop an understanding of the heterogeneous and rapidly changing Latino communities locally, nationally, and globally.
- Ground their knowledge of intercultural studies within a more extensive and concrete knowledge of a particular (even though diverse), rapidly growing, and increasingly important population within the US—Latino communities.
- Increase their cross-cultural competence (understanding and ability to dialogue across difference, develop cultural sensitivity and awareness) with Latino communities.
- Develop insights into the needs and motivations of Latino populations in the workplace, in community situations, and other sites of engagement, and develop communications tools and strategies to address those needs and motivations.
- Enhance their capacity to communicate with and learn from Latino populations in the workplace, in community situations, and other sites of engagement.
- Recognize the impact of the movement of Latinos across the globe and to develop the skills to critically consume and produce media, public relations, and advertisement representations that communicate to and about Latino communities.
- Both engage and demonstrate their interest in Latino Studies within and across diverse areas of knowledge production in the Communication field.

Course Requirements

Course	Title	Quarter Hours
LST 202 or CMNS 335	CONSTRUCTING LATINO COMMUNITIES LATINX COMMUNICATION, ADVOCACY AND COMMUNITY BUILDING	4-4.5

Select five additional courses from:

20

CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP (for credit in this concentration, the internships must focus on Latino media and communication)
CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS (for credit in this concentration, the internships must focus on Latino media and communication)
CMNS 308	TOPICS IN INTERCULTURAL COMMUNICATION
CMNS 335	LATINX COMMUNICATION, ADVOCACY AND COMMUNITY BUILDING
CSS 201	CRITICAL COMMUNITY ENGAGEMENT
CSS 390	SPECIAL TOPICS IN COMMUNITY SERVICE STUDIES ¹
JOUR 377	SPECIAL TOPICS IN JOURNALISM (Topic requires departmental approval)
LST 202	CONSTRUCTING LATINO COMMUNITIES
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES
MCS 350	TOPICS IN GLOBAL CINEMA (Topic requires departmental approval)
MCS 353	TOPICS IN MEDIA STUDIES (Topic requires departmental approval)
MCS 375	LATINO/A TELEVISION AND MEDIA
MCS 376	LATIN AMERICAN CINEMA
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
PRAD 362	ENGAGING LATINX COMMUNITIES
PRAD 393	SPECIAL TOPICS IN PUBLIC RELATIONS AND ADVERTISING
PSY 220	LATINX PSYCHOLOGY
SPN 198	STUDY ABROAD
SPN 298	STUDY ABROAD
SPN 393	LATINO MEDIA AND DIGITAL CULTURE LITERACY
SPN 398	STUDY ABROAD

¹ Cross-listed with LST 300 Transnational Communities: Puerto Rico/ ABD Fall Quarter.

Latino/a Culture and Communication (BA)

This curriculum would provide students with a deeper understanding of current affairs, history, economics, identities, and culture of diverse groups in the U.S., as well as a skill for effective and culturally relevant communication and media production. Therefore, this major requires substantive study in both areas.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Core Courses	32
Major Requirements	44

Open Electives	32
Total hours required	192

Learning Outcomes

- Recognize the cultural diversity of the Latino/a population in the United States and their history
- Appreciate the significance (historical and contemporary) of Latino/a communities in the United States
- Identify, interpret and differentiate interdependence, power, and privilege among dominant groups and Latino/s within tDemonstrate awareness, knowledge, and understanding of international and cultural groups other than their own, through opportunities to interact with others with differing world views
- Compare and contrast media and communication practices as they relate to diverse populations and contexts
- Communicate ideas and values clearly and effectively in multiple contexts, with diverse audiences and via appropriate media and formats
- Research and analyze Latino/a literatures, media, cultures and/or texts to understand the communication dynamics and how they are shaped by history
- Inquire and analyze cultural traditions and practices, as they are represented in the media

College Core Requirements Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility

of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
LST 390	SENIOR SEMINAR ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ A student majoring in Latino/a Culture and Communication is required to complete the Capstone offered by the Latin American and Latino Studies (LST) Department. This is the case even if a student is double majoring (or pursuing a dual degree) and the secondary major (or degree) requires its own Capstone. A Latino/a Culture and Communication major in the University Honors Program shall take the University Honors Capstone and the LST Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Course Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SRCourse]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

See an advisor to utilize the modern language option.

Courses offered in the student’s primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student’s major and is cross-listed with a course within the student’s major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Degree Requirements

Core Courses (32 credit hours)

Composed of five introductory core courses offered by the Latin American and Latino Studies Department, plus three additional introductory courses which are also required for all College of Communication majors.

Course	Title	Quarter Hours
Core Courses		32
LST 201	STRUGGLE AND RESISTANCE IN LATIN AMERICA	
LST 202	CONSTRUCTING LATINO COMMUNITIES	
LST 203	MEDIA AND CULTURAL STUDIES ACROSS THE AMERICAS	
LST 306	LATINO COMMUNITIES IN CHICAGO	
LST 307	GROWING UP LATINO/LATINA IN THE U.S.	
CMN 102	INTRODUCTION TO MASS COMMUNICATION	

CMN 103	INTERCULTURAL COMMUNICATION
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CMN 104	PUBLIC SPEAKING
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Major Area Courses (44 credit hours)

In addition to the core courses, students will complete 24 credit hours in both the College of Liberal Arts and Social Science and 20 credit hours in the College of Communication.

Course	Title	Quarter Hours
Students must select 4 LALS courses (16 credits) and 2 Spanish Courses (8 credits) from the following list:		24
LST 207	AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	
LST 209	LATINOS/AS AND THE CRIMINAL LEGAL SYSTEM	
LST 252	LATIN AMERICAN POLITICS	
LST 290	LATINO/A LIBERATION TRADITIONS	
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES	
LST 303	THE U.S.-MEXICO BORDER. PEOPLE, RESOURCES, ENVIRONMENTAL WASTE, TECHNOLOGY	
LST 306	LATINO COMMUNITIES IN CHICAGO	
LST 307	GROWING UP LATINO/LATINA IN THE U.S.	
LST 308	MOTHERHOOD IN LATINO COMMUNITIES	
LST 309	SOCIAL ENGAGEMENT AND LATINO FAMILIES	
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S.	
LST 312	LATINA/O SEXUALITIES	
LST 321	GLOBALIZATION IN THE AMERICAS	
LST 322	MEXICAN CINEMA	
PHL 389	LATIN AMERICAN PHILOSOPHY	
PSC 212	LATINO POLITICS	
PSC 226	LATINO POLITICAL BEHAVIOR	
PSC 244	LATIN AMERICAN-UNITED STATES RELATIONS	
PSC 252	LATIN AMERICAN POLITICS	
WRD 210	CULTURAL RHETORICS	
WRD 265	SOCIAL MOVEMENT, SOCIAL MEDIA, AND AMERICAN IDENTITIES	
WRD 309	TOPICS IN WRITING, RHETORIC AND DISCOURSE: WRITING WITH AI	
SPN 101	BASIC SPANISH I	
SPN 102	BASIC SPANISH II	
SPN 103	BASIC SPANISH III	
SPN 104	INTERMEDIATE SPANISH I	
SPN 105	INTERMEDIATE SPANISH II	
SPN 106	INTERMEDIATE SPANISH III	
SPN 114	INTERMEDIATE SPANISH FOR HERITAGE LEARNERS I	
SPN 115	INTERMEDIATE SPANISH FOR HERITAGE LEARNERS II	
SPN 200	TRANSITIONAL SPANISH FOR HERITAGE LEARNERS	

SPN 201	ADVANCED GRAMMAR AND COMMUNICATION
SPN 202	ADVANCED COMPOSITION AND COMMUNICATION
SPN 203	ADVANCED CONVERSATION
SPN 205	ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE LEARNERS I
SPN 206	ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE LEARNERS II
SPN 207	ADVANCED CONVERSATION FOR THE HERITAGE LEARNER
SPN 304	LATIN AMERICAN LITERATURE AND CULTURE II
SPN 305	LATIN AMERICAN NOVEL
SPN 306	PUERTO RICAN LITERATURE
SPN 314	CONTEMPORARY HISPANIC LITERATURE
SPN 315	MEXICAN LITERATURE
SPN 316	THE HISPANIC ESSAY
SPN 319	CONTEMPORARY POETRY
SPN 321	U.S. LATINO/A WRITERS
SPN 327	AREA STUDIES IN LATIN AMERICAN LITERATURE
SPN 328	MODERN LATIN AMERICAN THEATRE
SPN 329	LATINO GAY AND LESBIAN LITERATURE

Course	Title	Quarter Hours
Students must choose one of the following focus areas and select 5 elective courses (20 credits) from the following:		20
<i>Advocacy and Social Change Communication</i>		
CMNS 205	COMMUNICATION, CULTURE AND COMMUNITY	
CMNS 211	INTERPERSONAL COMMUNICATION	
CMNS 212	EFFECTIVE COMMUNICATION IN TEAMS AND SMALL GROUPS	
CMNS 280	INTRODUCTION TO DIGITAL MEDIA SKILLS	
CMNS 251	ORGANIZATIONAL COMMUNICATION	
CMNS 307	TOPICS IN COMMUNICATION STUDIES	
CMNS 308	TOPICS IN INTERCULTURAL COMMUNICATION	
CMNS 311	TOPICS IN RELATIONAL COMMUNICATION	
CMNS 316	COMMUNICATION AND DECISION-MAKING IN GROUPS AND TEAMS	
CMNS 321	CULTURAL AND SYMBOLIC CRITICISM	
CMNS 323	SOCIAL MOVEMENTS	
CMNS 329	PERSUASION	
CMNS 333	CULTURES IN CONVERSATION	
CMNS 335	LATINX COMMUNICATION, ADVOCACY AND COMMUNITY BUILDING	
CMNS 336	STORYTELLING: COMMUNICATION AS NARRATIVE	
CMNS 346	SOCIAL MEDIA RESEARCH METHODS	
CMNS 349	DIGITAL MEDIA LAW AND ETHICS	

CMNS 352	COMMUNICATION AND THE CORPORATE CULTURE
CMNS 353	COMMUNICATION AND ORGANIZATIONAL CHANGE
CMNS 354	EMPLOYMENT INTERVIEWING
CMNS 355	CONFLICT MANAGEMENT
CMNS 358	DIVERSITY, LEADERSHIP, & TEAM BUILDING
CMNS 359	THE FUTURE OF REMOTE AND VIRTUAL TEAMS
CMNS 360	RELATIONAL, GROUP, AND ORGANIZATIONAL THEORY
CMNS 361	GENDER AND COMMUNICATION
CMNS 363	CLIMATE CHANGE COMMUNICATION
CMNS 365	ARGUMENTATION, ADVOCACY, AND DELIBERATION
CMNS 366	COMMUNICATION, TECHNOLOGY AND SOCIETY
CMNS 367	PERFORMANCE FOR SOCIAL CHANGE
CMNS 373	INTERPERSONAL COMMUNICATION, POWER, AND SOCIAL JUSTICE
CMNS 382	APPLIED RESEARCH METHODS IN COMMUNICATION STUDIES
JOUR 325	POLITICS & GOVERNMENT REPORTING
JOUR 342	SOCIAL MEDIA & THE NEWS
JOUR 351	SOCIAL JUSTICE REPORTING 1
PRAD 244	PRINCIPLES OF ADVERTISING
PRAD 255	PUBLIC RELATIONS
PRAD 256	WRITING FOR PUBLIC RELATIONS AND ADVERTISING
<i>Group and Organizational Communication</i>	
PRAD 244	PRINCIPLES OF ADVERTISING
PRAD 255	PUBLIC RELATIONS
PRAD 256	WRITING FOR PUBLIC RELATIONS AND ADVERTISING
PRAD 362	ENGAGING LATINX COMMUNITIES
<i>Journalism and Media</i>	
JOUR 275	INTRODUCTION TO JOURNALISM
JOUR 276	PHOTOJOURNALISM
JOUR 278	NEWS REPORTING
JOUR 279	FEATURE WRITING
JOUR 301	REPORTING FOR 14 EAST MAGAZINE
JOUR 311	CLIMATE CHANGE COMMUNICATION
JOUR 342	SOCIAL MEDIA & THE NEWS
JOUR 352	SOCIAL JUSTICE REPORTING II
JOUR 360	POLITICAL COMMUNICATION
JOUR 361	JOURNALISM LAW AND ETHICS
JOUR 370	MULTIMEDIA NEWS PRODUCTION
JOUR 390	WRITING FOR THE DEPAULIA
MCS 231	INTRODUCTION TO DOCUMENTARY STUDIES
MCS 260	TRANSMEDIA STORYTELLING: BUILDING A NARRATIVE WORLD

MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION
MCS 350	TOPICS IN GLOBAL CINEMA
MCS 353	TOPICS IN MEDIA STUDIES
MCS 361	FANDOM & PARTICIPATORY CULTURE
MCS 366	COMMUNICATION, TECHNOLOGY AND SOCIETY
MCS 375	LATINO/A TELEVISION AND MEDIA
MCS 376	LATIN AMERICAN CINEMA
MCS 389	TOPICS IN MEDIA PRODUCTION
CMNS 323	SOCIAL MOVEMENTS
<i>Public Relations and Advertising</i>	
CMNS 329	PERSUASION
CMNS 352	COMMUNICATION AND THE CORPORATE CULTURE
CMNS 353	COMMUNICATION AND ORGANIZATIONAL CHANGE
CMNS 355	CONFLICT MANAGEMENT
CMNS 357	DARK SIDE OF ORGANIZATIONAL COMMUNICATION
CMNS 359	THE FUTURE OF REMOTE AND VIRTUAL TEAMS
CMNS 360	RELATIONAL, GROUP, AND ORGANIZATIONAL THEORY
PRAD 291	RESEARCH, DATA AND INSIGHTS
PRAD 292	DESIGN APPLICATIONS FOR PRAD PROFESSIONALS
PRAD 320	EVENT PLANNING
PRAD 334	ADVERTISING AND PUBLIC RELATIONS ETHICS
PRAD 335	DIVERSITY & CURRENT ISSUES IN ADVERTISING AND PUBLIC RELATIONS
PRAD 351	COPYWRITING
PRAD 352	DIGITAL ADVERTISING
PRAD 356	ADVANCED WRITING FOR PUBLIC RELATIONS
PRAD 362	ENGAGING LATINX COMMUNITIES
PRAD 376	CRISIS COMMUNICATION MANAGEMENT
PRAD 382	NON-PROFIT PUBLIC RELATIONS
PRAD 383	BRANDED CONTENT
PRAD 393	SPECIAL TOPICS IN PUBLIC RELATIONS AND ADVERTISING

Open Electives - 32 credit hours Law (JD)

As a lawyer, you will face a unique set of challenges every day, from negotiating complex agreements to successfully arguing motions in court. That's why DePaul University College of Law offers you theoretical instruction as well as creative approaches to professional skills training. Whether in the classroom or in the field, DePaul's comprehensive curriculum prepares you to succeed.

Program Requirements	Semester Hours
Core Requirements	44
Elective Requirements	42
Total hours required	86

Learning Outcomes

Students will be able to:

- Solve legal problems by applying foundational knowledge of civil procedure, constitutional law, contracts, criminal law, property law, and torts.
- Solve legal problems by applying foundational knowledge of the rules regulating the legal profession.
- Identify and apply relevant legal authority.
- Communicate clearly in speech and writing.
- Demonstrate the fundamental professional lawyering skills for competent and ethical participation as a member of the legal profession.
- Demonstrate an understanding of the importance of cross-cultural competence in the legal profession and the obligation of lawyers to promote a justice system that provides equal access and eliminates bias and all forms of invidious discrimination, including racism, in the law.

Degree Requirements

Law School Full-Time Day and Evening Program Options

The College of Law has both a full-time day and an evening program option. At the end of their first year, students may change from the evening program to full-time day or vice versa by filing a program change request form with the Office of Student Affairs. The form is available on the College of Law website under Registration. Students may only change their status once while they are enrolled in law school.

Students are advised that a program change may affect their financial aid. For financial aid information, they should see a financial aid counselor in the Office of Financial Aid on the 9th floor of the DePaul Center.

Note that, after JD Day students complete their first-year required courses and after JD Evening students complete their first three semesters of required courses, students may take day or evening courses, regardless of the student's program.

Credit Hour Requirements

Graduation with a JD requires that the student complete 86 credit hours. Under the College of Law's semester system, one credit hour is granted for 50 minutes of classroom or direct faculty instructional time per week, multiplied by 15, and at least 120 minutes of additional out-of-class student work each week, or an equivalent amount of work for other courses and activities, multiplied by 15. The standard course extends over a fourteen-week semester, followed by a final examination period. Courses or other credit-bearing activities that occur over a different time period must incorporate the same total amount of instructional time and additional assigned work per credit hour as a standard course. At a minimum, students must complete 42.5 hours for 1 unit of credit; 85 hours for 2 units of credit; 127.5 hours for 3 units of credit; and 170 hours for 4 units of credit.

Credit is earned if a student receives an A through a D, or PA grade.

Time to Degree Limitation

JD Day students are expected to complete the degree in three years. JD Evening students are expected to complete the degree in four years. The maximum time to complete the JD program, if a student takes an approved leave of absence, is five years. Students who are unable to complete the degree within this time frame are required to confer with the Assistant Dean for Student Affairs in the College of Law. Pursuant to the American Bar Association Standards of Accreditation, all JD students must complete their degree no later than 84 months after commencing law study.

Maximum and Minimum Credit Hours

First-year JD Day students take 14-15 credit hours per semester. First-year JD Evening students take 9-11 credit hours per semester.

Upper level JD Day students may register for a maximum of 16 credit hours per semester. After their third semester, JD Evening students may register for a maximum of 12 credit hours per semester.

JD Day students must take a minimum of 12 credit hours per semester except that JD Day graduating seniors in their final semester need only take the number of credit hours necessary for them to graduate. JD Evening students must register for a minimum of 9 credit hours per semester except that graduating seniors need only take the number of credit hours necessary for them to graduate.

No Credit for Course Work Taken Prior to Matriculation in the JD Program

The American Bar Association Standards provide that credit for a JD degree shall only be given for course work taken after the student has matriculated in a law school. A law school may not grant credit toward the JD degree for work taken in a pre-admission program.

Core Required Courses

Course	Title	Semester Hours
LAW 101	APPLIED LEGAL SKILLS *	1
LAW 105	CONTRACTS *	4
LAW 112	LEGAL ANALYSIS RESEARCH AND COMMUNICATION I *	2
LAW 115	LEGAL ANALYSIS RESEARCH AND COMMUNICATION III	3
LAW 119	LEGAL ANALYSIS RESEARCH AND COMMUNICATIONS II *	3
LAW 120	CIVIL PROCEDURE *	4
LAW 130	PREPARING TO PRACTICE I *	0
LAW 131	PREPARING TO PRACTICE II *	0
LAW 140	CONSTITUTIONAL LAW *	4
LAW 160	PROPERTY *	4
LAW 170	TORT LAW *	4
LAW 481	LEGAL PROFESSION	3
LAW 506	CRIMINAL LAW *	3

* Courses that are counted toward the BA for students in the 3+3 (BA/JD) program. These courses will be completed in the combined final year of the undergraduate degree and first year of the law degree.

Experiential Education Requirement

Students must complete at least six credit hours of experiential education courses from the list of approved courses below. Most, but not all, courses are offered for three credit hours.

Course	Title	Semester Hours
Select at least six credit hours of the following:		6
LAW 121	ADVANCED BRIEF WRITING	
LAW 213	DOMESTIC VIOLENCE PRACTICUM	
LAW 246	PATENT & TRADEMARK SEARCHING	
LAW 286	INTERNATIONAL HUMAN RIGHTS LAW PRACTICUM (Spring Only)	
LAW 287	ADVANCED INTERNATIONAL HUMAN RIGHTS LAW PRACTICUM (Spring Only)	
LAW 288	INTERNATIONAL HUMAN RIGHTS LAW FIELD WORK	
LAW 290	ANATOMY OF A DEAL: FROM INCEPTION TO CLOSING	
LAW 312	TRIAL ADVOCACY II	
LAW 319	PROSECUTING & DEFENDING CRIMINAL CASES	
LAW 363	RESTORATIVE JUSTICE	
LAW 369	LITIGATION LAB	
LAW 400	BUSINESS TRANSACTIONS AND DOCUMENTATION	
LAW 419	LITIGATION STRATEGY: PRE-TRIAL, CIVIL	
LAW 429	LEGAL CLINIC I	
LAW 438	MEDIATION	
LAW 450	TRIAL ADVOCACY I	
LAW 453	COMMERCIAL ARBITRATION	
LAW 460	BUSINESS PLANNING	
LAW 469	LITIGATION STRATEGY: INTELLECTUAL PROPERTY	
LAW 475	NEGOTIATIONS	
LAW 514	LEGAL CLINIC II	
LAW 524	EXTERNSHIP PROGRAM	
LAW 538	NATIONAL TRIAL TEAM	
LAW 555	ADVANCED LEGAL RESEARCH	
LAW 564	EXTERNSHIP SEMINAR	
LAW 566	FIELD CLINIC SEMINAR	
LAW 567	FIELD CLINIC PRACTICE	
LAW 641	PRACTICAL LEGAL RESEARCH	
LAW 712	THE PRACTICE OF HEALTH CARE LAW	
LAW 751	HEALTH LAW MOOT COURT	

Advanced Writing Requirement

Course	Title	Semester Hours
Select one of the following:		
LAW 250	SENIOR RESEARCH SEMINAR	
LAW 227	CHILDREN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW	
LAW 258	WOMEN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW	

LAW 379	TAX RESEARCH AND WRITING
LAW 427	APPELLATE TECHNIQUE
LAW 428	INDEPENDENT STUDY
LAW 429	LEGAL CLINIC I (Advanced Criminal Appeals)
LAW 455	LEGAL DRAFTING
LAW 514	LEGAL CLINIC II (Advanced Criminal Appeals)
LAW 559	FOREIGN EXCHANGE: MADRID, SPAIN (Master's Thesis)

Diversity, Equity and Inclusion Requirement

JD students matriculating Autumn 2022 or later must complete one course from the list of approved courses below. These courses include substantial engagement with the legal system's relationship with social inequality, racism, and/or other forms of bias; and/or include substantial opportunities for students to learn about and practice skills in cross-cultural competence.

Courses that meet both the Diversity Requirement and the Experiential Education Requirement can be counted for both requirements. Courses that meet both the Diversity Requirement and the Advanced Writing Requirement can be counted for both requirements.

Course	Title	Semester Hours
Select at least one of the following:		2-3
LAW 202	EMPLOYMENT DISCRIMINATION	
LAW 206	SEX, GENDER, AND THE LAW	
LAW 213	DOMESTIC VIOLENCE PRACTICUM	
LAW 227	CHILDREN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW	
LAW 232	CATHOLIC SOCIAL JUSTICE & THE LAW	
LAW 250	SENIOR RESEARCH SEMINAR (Critical Race Theory; Citizenship; Crimmigration; Feminist Jurisprudence; When Justice Fails; or other approved topic)	
LAW 258	WOMEN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW	
LAW 286	INTERNATIONAL HUMAN RIGHTS LAW PRACTICUM	
LAW 301	SPECIAL TOPICS IN LAW (Trauma-Informed Lawyering; Human Rights in Latin America; Transnational Criminal Law; Reproduction and the Law; or other approved topic)	
LAW 313	JUVENILE JUSTICE	
LAW 321	ADOPTION LAW	
LAW 363	RESTORATIVE JUSTICE	
LAW 372	ELECTION LAW	
LAW 378	ANTISEMITISM, THE HOLOCAUST, AND THE LAW	
LAW 390	POST-CONFLICT JUSTICE	
LAW 429	LEGAL CLINIC I (Asylum and Immigration Law; Civil Litigation and Health Law; Civil Rights; Croak Civil; Croak Criminal; Criminal Appeals)	

LAW 434	PUBLIC HEALTH LAW
LAW 449	PREDATORY LENDING
LAW 477	FIRST AMENDMENT: FREEDOM OF SPEECH AND RELIGION
LAW 482	INTERNATIONAL PROTECTION OF HUMAN RIGHTS I
LAW 487	HOUSING LAW
LAW 498	EDUCATION LAW & POLICY
LAW 501	RACE, RACISM AND UNITED STATES LAW
LAW 502	HATE CRIME LAW
LAW 503	CIVIL RIGHTS
LAW 514	LEGAL CLINIC II (Asylum and Immigration Law; Civil Litigation and Health Law; Civil Rights; Croak Civil; Croak Criminal; Criminal Appeals)
LAW 516	IMMIGRATION LAW AND POLICY
LAW 517	ASYLUM AND REFUGEE LAW AND POLICY
LAW 523	MISSION-BASED LAWYERING: LEGAL PRACTICE IN THE NON-PROFIT SECTOR
LAW 529	CHILDREN & THE LAW
LAW 546	POVERTY LAW
LAW 561	COMMUNITY ECONOMIC DEVELOPMENT
LAW 567	FIELD CLINIC PRACTICE (Family Law)
LAW 583	STUDY ABROAD: MADRID, SPAIN
LAW 585	STUDY ABROAD: HEREDIA, COSTA RICA
LAW 587	GLOBAL GOVERNANCE DURING TIMES OF CRISIS
LAW 588	STUDY ABROAD: BUENOS AIRES, ARGENTINA
LAW 593	STUDY ABROAD: HAVANA, CUBA
LAW 702	ELDER LAW
LAW 706	HEALTH POLICY AND THE LAW
LAW 709	HEALTH EQUITY AND THE LAW
LAW 716	DISABILITY LAW

Electives

Elective courses are open to all students who meet the prerequisites for the course in question. For information on specializations, see the section on Certificates.

Credit Hour Limitations

Non-Classroom Credit Hours: 12-Credit Limit

With the exception of students enrolled in the Third Year in Practice (3YP) program, a JD student may earn a maximum of 12 credit hours for non-classroom (indirect instruction) courses. Courses that count toward the 12-credit non-classroom limit include the following:

Course	Title	Semester Hours
Limit of 12 credit hours of the following:		12
LAW 114	LEGAL ANALYSIS RESEARCH AND COMMUNICATIONS TEACHING ASSISTANTS	
LAW 204	LAW REVIEW	
LAW 217	JOURNAL FOR SOCIAL JUSTICE	
LAW 224	ASP TA	

LAW 236	JOURNAL OF SPORTS LAW AND CONTEMPORARY PROBLEMS
LAW 298	GENERAL TEACHING ASSISTANT
LAW 303	BUSINESS AND COMMERCIAL LAW JOURNAL
LAW 336	JOURNAL OF ART TECHNOLOGY & INTELLECTUAL PROPERTY EDITORIAL BOARD
LAW 411	GUIDED RESEARCH
LAW 428	INDEPENDENT STUDY
LAW 436	JOURNAL OF HEALTH CARE LAW EDITORIAL BOARD
LAW 524	EXTERNSHIP PROGRAM
LAW 536	NATIONAL MOOT COURT COMPETITION
LAW 537	INTERNATIONAL MOOT COURT COMPETITION
LAW 539	INTERSCHOLASTIC COMPETITION
LAW 567	FIELD CLINIC PRACTICE
LAW 961	INTENSIVE FIELD PLACEMENT
LAW 962	ADVANCED INTENSIVE FIELD PLACEMENT

Distance Education Credit Limit

American Bar Association rules specify that JD students may earn a maximum of 28 credit hours toward the JD degree for distance education courses. The College of Law offers both fully online and hybrid courses. A hybrid course is a course in which some, but not all, of the instructional time is online. All fully-online courses, and some hybrid courses, qualify under the ABA rule as distance education courses.

Third Year in Practice (3YP) Program

The Third Year in Practice Program (3YP) provides qualifying students with a unique third-year experience engaging in the actual and simulated practice of law. Students admitted to the 3YP program are required to complete 24 credit hours of experiential courses, including an Intensive Field Placement of 5-9 credit hours and the Third Year in Practice Seminar. In addition, students will be able to choose from an array of professional skills, practicum, legal drafting and clinic courses to create a fully immersive third year in practice.

Required Courses for 3YP Students

Course	Title	Semester Hours
LAW 960	3YP SEMINAR	2
LAW 961	INTENSIVE FIELD PLACEMENT	5-9

Optional Courses for 3YP Students

Course	Title	Semester Hours
LAW 962	ADVANCED INTENSIVE FIELD PLACEMENT	5-9
LAW 963	ADVANCED INTENSIVE FIELD PLACEMENT TUTORIAL	1

- Arts and Museum Law Certificate, Law (JD) (p. 700)
- Business Law Certificate, Law (JD) (p. 700)
- Criminal Law Certificate, Law (JD) (p. 701)
- Family Law Certificate, Law (JD) (p. 702)
- General Intellectual Property Certificate, Law (JD) (p. 702)
- Health Care Compliance Certificate, Law (JD) (p. 703)

- Health Law Certificate, Law (JD) (p. 703)
- Information Technology, Cybersecurity & Data Privacy Law Certificate, Law (JD) (p. 704)
- International and Comparative Law Certificate, Law (JD) (p. 705)
- Patent Law Certificate, Law (JD) (p. 706)
- Public Interest Law Certificate, Law (JD) (p. 706)
- Tax Law Certificate, Law (JD) (p. 707)

Joint Degree Requirements

The College of Law offers the following joint degree programs:

- JD/MBA (with Kellstadt Graduate School of Business)
- JD/MA in International Studies (with the College of Liberal Arts & Social Sciences' School of Public Service)
- JD/MNM in Non-profit Management (with the College of Liberal Arts & Social Sciences' School of Public Service)
- JD/MPA in Public Administration (with the College of Liberal Arts & Social Sciences' School of Public Service)
- JD/MPP in Public Policy (with the College of Liberal Arts & Social Sciences' School of Public Service)
- JD/MS in International Public Service (with the College of Liberal Arts & Social Sciences' School of Public Service)
- JD/MS in Public Service Management (with the College of Liberal Arts & Social Sciences' School of Public Service)
- JD/MS in Computer Science Technology (with the College of Computing and Digital Media)

Requirements

A joint degree program allows a student to complete two graduate degrees concurrently in less time than it takes to finish each program individually. As a specified number of credit hours apply toward both degrees, students also pay less in overall tuition by combining programs.

Before beginning a joint degree program, both full-time and part-time law students must complete the required first-year curriculum and achieve a minimum grade point average of 3.00 in those courses. Full-time students earn 29 credits the first year, while part-time students must earn at least 29 credits within the first three semesters of the law program.

Traditional JD students must complete 86 credit hours to graduate from the College of Law. However, under a joint degree program, a student earns the JD degree after completing a minimum of 76 credit hours. The College of Law applies up to 10 credits toward the JD degree for work completed in the other graduate degree program. Credit hours are eligible to be applied only after completion of the required first year JD curriculum described above. A joint degree student may not receive credit for courses that create a redundancy in coursework.

For additional requirements, please visit the pages for the corresponding degrees.

Admission

Students seeking a joint degree with a college outside of the College of Law must independently apply and be admitted to the other graduate degree program. Full-time law students typically apply to the other graduate program in the summer prior to their second year of law school. Part-time law students typically apply to the other graduate degree program in the spring semester of their second year.

After admission to the other graduate program, joint degree applicants should submit a copy of the acceptance letter and law school transcript to the Assistant Dean for Student Affairs at the College of Law. The transcript and acceptance letter should be accompanied by a cover letter from the student requesting that the student's classification be changed from Juris Doctor candidate to candidate for the appropriate joint degree. The letter should include the student's full name, student identification number, mailing address, email address and phone number. The joint degree candidate should also schedule a meeting with the appropriate adviser in the other college to which the student has been admitted to discuss the curriculum.

Combined Credits and Expenses

Full-time joint degree students generally complete the program in four years. Part-time applicants generally complete the joint degree program in five years. A student may accelerate the program by taking classes in the summer or by taking more courses during the academic year. By doing so, a student may complete both programs one-half year earlier.

Once enrolled in a joint degree program, students no longer pay the College of Law package tuition; instead, students pay by the credit hour for law classes and classes taken in the other program.

Grading Standards

Joint degree students must meet the grading standards of the College of Law and the respective graduate degree program in order to remain in good standing. Grades are recorded on the transcript under the college in which the courses are taken, and the combined degree is recorded after graduation. Students who are dismissed from either program may be able to continue studies in the other program. Students must satisfy the normal program requirements of the other school to receive the degree; no double counting of credits is permitted after a dismissal from one college.

Leaves of Absence/Withdrawal

Students must receive permission from both colleges to take a leave of absence from the joint degree program or to withdraw from the joint degree program. A leave of absence is granted for a maximum of one year. If a student does not enroll in classes after one year, he or she will be permanently withdrawn from both programs and only may re-enroll by applying to the admission offices of both colleges as a new student.

Graduation

To receive the joint degree, a student must graduate from both schools on the same date, in the same semester/quarter and in the same year. Double counting of credits occurs only after concurrently completion of both programs.

For a December graduation, all requirements must be completed at the end of the fall semester and fall quarter. For a May graduation, all non-law requirements must be completed at the end of the spring quarter and all law requirements at the end of the spring semester. Students who complete non-law requirements in the spring that they expect to graduate may not have their degrees granted in time to be certified for the July bar exam. A student will not be eligible to graduate, cannot be certified for admission to the Bar, and cannot sit for the bar examination until all degree requirements are met.

Arts and Museum Law Certificate, Law (JD)

To earn a Certificate in Intellectual Property: Arts and Museum Law, a student must complete the 86 semester hours required for the Juris Doctor degree and satisfy all JD requirements. Within the elective course work required for the JD degree, a student must complete at least 15 credit hours from the listed courses and seminars and earn a minimum GPA of 3.20 in the Certificate courses. If a student takes more than one of the non-core elective courses listed below, the student can select which course will count towards the certificate, and the grade in that course will be subject to the minimum 3.20 GPA requirement. Students may apply for only one Certificate.

Previously taught courses, courses offered in other DePaul Colleges, and new courses and seminars that may be added to the curriculum may qualify for the Certificate with approval. In addition, with approval, students may substitute a different writing seminar or a three-credit independent study for the required writing assignment.

Academic credits received from law school journals, including the Journal of Art, Technology and Intellectual Property Law, do not count toward the credits required for the Certificate.

For more information, contact Faculty Certificate Director for Art and Museum Law, Patty Gerstenblith.

Course Requirements

Required Courses

Course	Title	Semester Hours
LAW 344	COPYRIGHT LAW	3
LAW 535	ART AND THE LAW	3
LAW 250	SENIOR RESEARCH SEMINAR (Cultural Heritage)	3

Core Elective Courses

Course	Title	Semester Hours
Select at least one of the following:		
LAW 250	SENIOR RESEARCH SEMINAR (Advanced Copyright; Trademark and Unfair Competition; or other approved topic)	
LAW 271	TRADEMARK & UNFAIR COMPETITION LAW	
LAW 333	MUSIC LAW	
LAW 338	INTELLECTUAL PROPERTY FOR CORPORATE TRANSACTIONAL LAWYERS	
LAW 341	INTERNET LAW	
LAW 357	ENTERTAINMENT LAW	
LAW 455	LEGAL DRAFTING (Trademark & Copyright; Art Market Transactions; IP Licensing & Negotiations)	
LAW 524	EXTERNSHIP PROGRAM (Approved by Professor Gerstenblith)	
LAW 566	FIELD CLINIC SEMINAR (Technology and Intellectual Property)	

LAW 567	FIELD CLINIC PRACTICE (Technology and Intellectual Property)
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Non-Core Elective Courses and Seminars

Course	Title	Semester Hours
LAW 202	EMPLOYMENT DISCRIMINATION	
LAW 230	UNITED STATES FOREIGN RELATIONS LAW	
LAW 293	MUSIC TRANSACTIONS: REPRESENTING TALENT	
LAW 407	CONFLICT OF LAWS	
LAW 417	LABOR LAW	
LAW 422	INTERNATIONAL LAW	
LAW 448	INTERNATIONAL BUSINESS TRANSACTIONS	
LAW 454	INTERNATIONAL INTELLECTUAL PROPERTY	
LAW 477	FIRST AMENDMENT: FREEDOM OF SPEECH AND RELIGION	
LAW 482	INTERNATIONAL PROTECTION OF HUMAN RIGHTS I	
LAW 508	ADMINISTRATIVE LAW	
LAW 522	U.S. CUSTOMS LAW AND INTERNATIONAL TRADE	
LAW 523	MISSION-BASED LAWYERING: LEGAL PRACTICE IN THE NON-PROFIT SECTOR	
LAW 564	EXTERNSHIP SEMINAR	
LAW 641	PRACTICAL LEGAL RESEARCH (Cultural Heritage Law or Intellectual Property)	
LAW 924	DATA PRIVACY LAW: US & EU	

Business Law Certificate, Law (JD)

To earn a Certificate in Business Law, a student must complete the 86 credits required for the Juris Doctor degree and satisfy all JD requirements. Within the coursework required for the JD degree, a student must complete 15 credit hours from the listed business law courses, including one required course. An applicant must earn a minimum GPA of 3.20 in the Certificate courses.

If a student takes more than 15 hours of courses from the approved list, all grades earned in those courses will be factored into the minimum 3.20 GPA requirement for the Certificate.

Students may apply for only one Certificate.

Previously taught courses, courses offered in other DePaul Colleges, and new courses and seminars that may be added to the curriculum may qualify for the Certificate with approval.

For more information, contact Faculty Certificate Director for Business Law, Gregory Mark.

Required Courses

Course	Title	Semester Hours
LAW 102	BUSINESS ORGANIZATIONS	3-4

Electives

Course	Title	Semester Hours
LAW 200	NON-PROFIT ORGANIZATIONS	
LAW 202	EMPLOYMENT DISCRIMINATION	
LAW 210	FEDERAL INCOME TAXATION	
LAW 218	TAXATION OF STRUCTURED REAL ESTATE TRANSACTIONS	
LAW 222	DERIVATIVES FOR ATTORNEYS	
LAW 228	CHOICE OF BUSINESS ENTITY	
LAW 243	BUSINESS FUNDAMENTALS FOR LAWYERS	
LAW 288	INTERNATIONAL HUMAN RIGHTS LAW FIELD WORK	
LAW 290	ANATOMY OF A DEAL: FROM INCEPTION TO CLOSING	
LAW 300	CORPORATE FINANCE	
LAW 304	SALES	
LAW 305	SECURED TRANSACTIONS	
LAW 338	INTELLECTUAL PROPERTY FOR CORPORATE TRANSACTIONAL LAWYERS	
LAW 348	MERGERS AND ACQUISITIONS	
LAW 358	EMPLOYEE BENEFITS	
LAW 382	CORPORATE COMPLIANCE	
LAW 384	LAW OF FINANCIAL INSTITUTIONS	
LAW 402	ANTITRUST	
LAW 411	GUIDED RESEARCH (approved topic)	
LAW 415	BANKRUPTCY	
LAW 417	LABOR LAW	
LAW 420	REAL ESTATE TRANSACTIONS	
LAW 428	INDEPENDENT STUDY (approved topic)	
LAW 429	LEGAL CLINIC I (Business Law)	
LAW 432	SECURITIES REGULATION	
LAW 448	INTERNATIONAL BUSINESS TRANSACTIONS	
LAW 453	COMMERCIAL ARBITRATION	
LAW 455	LEGAL DRAFTING (Transactions)	
LAW 460	BUSINESS PLANNING	
LAW 462	INSURANCE LAW	
LAW 475	NEGOTIATIONS	
LAW 497	CONSUMER PROTECTION	
LAW 499	STATE AND LOCAL TAXATION	
LAW 514	LEGAL CLINIC II (Business Law)	
LAW 522	U.S. CUSTOMS LAW AND INTERNATIONAL TRADE	
LAW 524	EXTERNSHIP PROGRAM (Business Law or other approved topic)	
LAW 564	EXTERNSHIP SEMINAR (Taken in conjunction with approved LAW 524 placement)	
LAW 600	CORPORATE TAXATION	
LAW 608	INTERNATIONAL TAXATION	
LAW 620	PARTNERSHIP TAXATION	

LAW 641	PRACTICAL LEGAL RESEARCH (Business Law)
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Criminal Law Certificate, Law (JD)

To earn a Certificate in Criminal Law, a student must complete the 86 semester hours required for the Juris Doctor degree and must satisfy all JD requirements. Within the elective course work required for the JD, a student must complete 15 credit hours from the listed criminal law courses, including three required courses.

An applicant must earn a minimum GPA of 3.00 in the Certificate courses. If a student takes more than 15 hours of courses from the approved list, all grades earned in those courses will be factored into the minimum 3.00 GPA requirement for the Certificate.

Previously taught courses, courses offered in other DePaul Colleges, and new courses and seminars that may be added to the curriculum may qualify for the Certificate with approval.

Students may apply for only one Certificate.

For more information, contact Faculty Certificate Director for Criminal Law, Monu Bedi.

Required Courses

Course	Title	Semester Hours
LAW 518	CRIMINAL PROCEDURE I: INVESTIGATION	3
LAW 557	CRIMINAL PROCEDURE II: ADJUDICATION	3
Select at least one practice-based course from the following:		2-6
LAW 524	EXTERNSHIP PROGRAM (Criminal Law)	
LAW 429	LEGAL CLINIC I (Criminal Appeals; Advanced Criminal Appeals; Misdemeanor; Croak Community Legal Clinic (criminal justice); or other approved topic)	
LAW 514	LEGAL CLINIC II (Criminal Appeals; Advanced Criminal Appeals; Misdemeanor; Croak Community Legal Clinic (criminal justice); or other approved topic)	

Elective Courses

Course	Title	Semester Hours
LAW 213	DOMESTIC VIOLENCE PRACTICUM	
LAW 250	SENIOR RESEARCH SEMINAR (approved topic)	
LAW 277	GUN VIOLENCE-LEGAL ISSUES	
LAW 312	TRIAL ADVOCACY II	
LAW 313	JUVENILE JUSTICE	
LAW 319	PROSECUTING & DEFENDING CRIMINAL CASES	
LAW 412	FEDERAL COURTS	
LAW 450	TRIAL ADVOCACY I	
LAW 455	LEGAL DRAFTING (Criminal Law)	
LAW 502	HATE CRIME LAW	
LAW 507	FEDERAL CRIMINAL LAW	

LAW 564	EXTERNSHIP SEMINAR (Taken in conjunction with approved LAW 524 placement)
LAW 513	INTERNATIONAL CRIMINAL LAW

Family Law Certificate, Law (JD)

To earn a Certificate in Family Law, a student must complete the 86 semester hours required for the Juris Doctor degree and satisfy all JD requirements. Within the elective course work required for the JD degree, a student must complete 15 credit hours from the courses listed below, including two required courses and at least three elective courses.

An applicant must achieve a minimum 3.0 GPA in certificate courses. If a student takes more than 15 hours of courses from the approved list, all grades earned in those courses will be factored into the minimum 3.0 GPA requirement for the Certificate.

Previously taught courses, courses offered in other DePaul Colleges, and new courses and seminars that may be added to the curriculum may qualify for the Certificate with approval.

Students may apply for only one Certificate.

For more information, contact Faculty Certificate Director for Family Law, Katie Liss.

Required Courses

Course	Title	Semester Hours
LAW 509	FAMILY LAW	3
Select one advanced writing requirement course from the following:		3
LAW 250	SENIOR RESEARCH SEMINAR (approved topic)	
LAW 428	INDEPENDENT STUDY (approved topic)	
LAW 455	LEGAL DRAFTING (Child Advocacy; Family Law; Matrimonial Law)	

Elective Courses

Course	Title	Semester Hours
Select at least one course from the following practice-based courses:		2-3
LAW 213	DOMESTIC VIOLENCE PRACTICUM	
LAW 363	RESTORATIVE JUSTICE	
LAW 438	MEDIATION (Family Law)	
LAW 524	EXTERNSHIP PROGRAM (approved placement)	
LAW 566	FIELD CLINIC SEMINAR (Family Law)	
LAW 567	FIELD CLINIC PRACTICE (Family Law)	

Additional Elective Courses:

LAW 227	CHILDREN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW
LAW 243	BUSINESS FUNDAMENTALS FOR LAWYERS
LAW 308	WILLS AND TRUSTS
LAW 313	JUVENILE JUSTICE

LAW 321	ADOPTION LAW
LAW 381	FINANCIAL ASPECTS OF DIVORCE
LAW 409	ESTATE PLANNING
LAW 498	EDUCATION LAW & POLICY
LAW 529	CHILDREN & THE LAW
LAW 564	EXTERNSHIP SEMINAR (Taken in conjunction with approved LAW 524 placement)
LAW 702	ELDER LAW
LAW 716	DISABILITY LAW
LAW 718	HEALTH CARE DELIVERY SYSTEMS

General Intellectual Property Certificate, Law (JD)

To earn a Certificate in Intellectual Property, a student must complete the 86 credit hours required for the Juris Doctor degree and satisfy all JD requirements. Within the elective course work required for the JD degree, a student must complete at least 15 credit hours from the listed courses and seminars and earn a minimum GPA of 3.20 in the Certificate courses.

If a student takes more than 15 hours of courses from the approved list, all grades earned in those courses will be factored into the minimum 3.20 GPA requirement for the Certificate. Students may apply for only one Certificate.

Previously taught courses, courses offered in other DePaul Colleges, and new courses and seminars that may be added to the curriculum may qualify for the Certificate with approval.

Academic credits received from law school journals, including the *Journal of Art, Technology and Intellectual Property Law*, do not count toward the credits required for the Certificate.

For more information, contact Certificate Directors for Intellectual Property, Joshua Sarnoff and Ellen Gutiontov.

Required Courses

Course	Title	Semester Hours
LAW 447	PATENT LAW	3
LAW 344	COPYRIGHT LAW	3
LAW 271	TRADEMARK & UNFAIR COMPETITION LAW	3

Elective Courses

Course	Title	Semester Hours
LAW 246	PATENT & TRADEMARK SEARCHING	
LAW 250	SENIOR RESEARCH SEMINAR (Advanced Intellectual Property; Advanced Patents; Cultural Heritage; or other approved topic)	
LAW 293	MUSIC TRANSACTIONS: REPRESENTING TALENT	
LAW 338	INTELLECTUAL PROPERTY FOR CORPORATE TRANSACTIONAL LAWYERS	
LAW 341	INTERNET LAW	
LAW 357	ENTERTAINMENT LAW	

or LAW 333 MUSIC LAW

LAW 402	ANTITRUST
LAW 441	SPORTS LAW
LAW 454	INTERNATIONAL INTELLECTUAL PROPERTY
LAW 455	LEGAL DRAFTING (Art Market Transactions; IP Licensing & Negotiations; Trademark & Copyright; Trademark & Patent; Patents; or other approved topic)
LAW 469	LITIGATION STRATEGY: INTELLECTUAL PROPERTY
LAW 524	EXTERNSHIP PROGRAM (approved placement)
LAW 564	EXTERNSHIP SEMINAR (Taken in conjunction with approved LAW 524 placement above)
LAW 535	ART AND THE LAW
LAW 566	FIELD CLINIC SEMINAR (Technology and Intellectual Property)
LAW 567	FIELD CLINIC PRACTICE (Technology and Intellectual Property)
LAW 641	PRACTICAL LEGAL RESEARCH (Intellectual Property)
LAW 728	FOOD AND DRUG LAW
LAW 924	DATA PRIVACY LAW: US & EU
LAW 925	CYBERSECURITY LAW: LITIGATION AND NEGOTIATION
Students may count one of the following courses offered through CDM:	
LAW 920	INFORMATION SECURITY MANAGEMENT
LAW 921	DISASTER RECOVERY THEORY STRATEGIES
LAW 922	INTRODUCTION TO PROGRAMMING
LAW 923	LEGAL RESPONSIBILITIES IN INFORMATION TECHNOLOGY
LAW 927	IT AUDITING

Health Care Compliance Certificate, Law (JD)

To earn a Health Care Compliance Certificate, a student must complete the 86 credit hours required for the Juris Doctor and must satisfy all JD requirements. Within the coursework required for the JD degree, a student must complete 15 credit hours from the listed health law courses, including two required courses and at least three electives.

An applicant must earn a minimum GPA of 3.00 in the Certificate courses. If a student takes more than 15 hours of courses from the approved list, all grades earned in those courses will be factored into the minimum 3.00 GPA requirement for the Certificate.

Previously taught courses, courses offered in other DePaul Colleges, and new courses and seminars that may be added to the curriculum may qualify for the Certificate with approval.

A student may apply for only one Certificate.

To be certified to sit for the CCB compliance exams, students must earn 15 credit hours from the health care compliance courses listed below and meet all other JD, LLM or MJ degree requirements. A minimum overall GPA of 3.00 at graduation is required by the CCB.

For more information, contact Certificate Directors for Health Law, Max Helveston and Alice Setrini.

Required Courses

Course	Title	Semester Hours
LAW 706	HEALTH POLICY AND THE LAW	3
LAW 727	HEALTH CARE COMPLIANCE AND REGULATIONS	3

Elective Courses

Course	Title	Semester Hours
Select at least three of the following:		9
LAW 250	SENIOR RESEARCH SEMINAR	
LAW 301	SPECIAL TOPICS IN LAW (IP Valuation in Tech, Health, & Other Industries; COVID-19 & Public Health Law; other approved topic)	
LAW 434	PUBLIC HEALTH LAW	
LAW 707	RISK MANAGEMENT AND PATIENT SAFETY	
LAW 709	HEALTH EQUITY AND THE LAW	
LAW 712	THE PRACTICE OF HEALTH CARE LAW	
LAW 713	HEALTH PRIVACY, CYBERSECURITY, AND IT LAW	
LAW 714	BIOETHICS & THE LAW	
LAW 716	DISABILITY LAW	
LAW 718	HEALTH CARE DELIVERY SYSTEMS	
LAW 719	HEALTH CARE: FRAUD AND ABUSE	
LAW 724	MEDICAL MALPRACTICE SURVEY	
LAW 728	FOOD AND DRUG LAW	

Health Law Certificate, Law (JD)

To earn a Certificate in Health Law, a student must complete the 86 credit hours required for the Juris Doctor and must satisfy all JD requirements. Within the coursework required for the JD degree, a student must complete 15 credit hours from the listed health law courses, including two required courses and at least three electives.

An applicant must earn a minimum GPA of 3.20 in the Certificate courses. If a student takes more than 15 hours of courses from the approved list, all grades earned in those courses will be factored into the minimum 3.20 GPA requirement for the Certificate.

Previously taught courses, courses offered in other DePaul Colleges, and new courses and seminars that may be added to the curriculum may qualify for the Certificate with approval.

A student may apply for only one Certificate.

For more information, contact the Certificate Directors for Health Law, Max Helveston and Alice Setrini.

Required Courses

Course	Title	Semester Hours
LAW 706	HEALTH POLICY AND THE LAW	3
LAW 727	HEALTH CARE COMPLIANCE AND REGULATIONS	3

Elective Courses

Course	Title	Semester Hours
Select at least three of the following:		9
LAW 200	NON-PROFIT ORGANIZATIONS	
LAW 206	SEX, GENDER, AND THE LAW	
LAW 250	SENIOR RESEARCH SEMINAR (approved topic)	
LAW 301	SPECIAL TOPICS IN LAW (IP Valuation in Tech, Health & Other Industries; IT & Data Regulation: Law, Ethics & Society; Human Rights Dimensions of the COVID-19 Pandemic; COVID-19 & Public Health Law; other approved topic)	
LAW 335	PRIVACY LAW	
LAW 402	ANTITRUST	
LAW 417	LABOR LAW	
LAW 436	JOURNAL OF HEALTH CARE LAW EDITORIAL BOARD	
LAW 434	PUBLIC HEALTH LAW	
LAW 455	LEGAL DRAFTING (Health Law)	
LAW 462	INSURANCE LAW	
LAW 508	ADMINISTRATIVE LAW	
LAW 524	EXTERNSHIP PROGRAM (approved placement)	
LAW 564	EXTERNSHIP SEMINAR (Taken in conjunction with approved placement for LAW 524 above)	
LAW 641	PRACTICAL LEGAL RESEARCH (Health Law)	
LAW 702	ELDER LAW	
LAW 707	RISK MANAGEMENT AND PATIENT SAFETY	
LAW 709	HEALTH EQUITY AND THE LAW	
LAW 712	THE PRACTICE OF HEALTH CARE LAW	
LAW 713	HEALTH PRIVACY, CYBERSECURITY, AND IT LAW	
LAW 714	BIOETHICS & THE LAW	
LAW 716	DISABILITY LAW	
LAW 718	HEALTH CARE DELIVERY SYSTEMS	
LAW 719	HEALTH CARE: FRAUD AND ABUSE	
LAW 724	MEDICAL MALPRACTICE SURVEY	
LAW 429	LEGAL CLINIC I (Civil Litigation & Health Law)	
LAW 514	LEGAL CLINIC II (Civil Litigation & Health Law)	

LAW 728	FOOD AND DRUG LAW
LAW 751	HEALTH LAW MOOT COURT

Information Technology, Cybersecurity & Data Privacy Law Certificate, Law (JD)

To earn a Certificate in Information Technology, a student must complete the 86 credit hours required for the Juris Doctor degree and satisfy all JD requirements. Within the course work required for the JD degree, a student must complete at least 15 credit hours from the listed courses and earn a minimum GPA of 3.20 in the Certificate courses. If a student takes more than 15 hours of courses from the approved list, all grades earned in those courses will be factored into the minimum 3.20 GPA requirement for the Certificate. Students may apply for only one Certificate.

Previously taught courses, courses offered in other DePaul Colleges, and new courses and seminars that may be added to the curriculum may qualify for the Certificate with approval. In addition, with approval, students may substitute a different elective course.

Academic credits received from law school journals, including the Journal of Art, Technology and Intellectual Property Law, do not count toward the credits required for the Certificate.

For more information, contact the Certificate Directors for Information Technology Law, Michael Grynberg and Ellen Gutiontov.

Required Courses

Course	Title	Semester Hours
LAW 271	TRADEMARK & UNFAIR COMPETITION LAW	3
LAW 341	INTERNET LAW	3
Select one of the following:		2-3
LAW 344	COPYRIGHT LAW	
LAW 447	PATENT LAW	
LAW 924	DATA PRIVACY LAW: US & EU	
LAW 925	CYBERSECURITY LAW: LITIGATION AND NEGOTIATION	

Elective Courses

Course	Title	Semester Hours
LAW 246	PATENT & TRADEMARK SEARCHING	
LAW 250	SENIOR RESEARCH SEMINAR (Advanced Intellectual Property; Advanced Patent Law; or other approved topic)	
LAW 333 or LAW 357	MUSIC LAW ENTERTAINMENT LAW	
LAW 338	INTELLECTUAL PROPERTY FOR CORPORATE TRANSACTIONAL LAWYERS	
LAW 341	INTERNET LAW	
LAW 344	COPYRIGHT LAW	
LAW 402	ANTITRUST	
LAW 411	GUIDED RESEARCH	

LAW 428	INDEPENDENT STUDY
LAW 447	PATENT LAW
LAW 454	INTERNATIONAL INTELLECTUAL PROPERTY
LAW 455	LEGAL DRAFTING (IP Licensing & Negotiations; Trademark & Copyright; Trademark & Patent; Patents; or other approved topic)
LAW 489	INTELLECTUAL PROPERTY SURVEY
LAW 524	EXTERNSHIP PROGRAM (approved placement)
LAW 564	EXTERNSHIP SEMINAR (Taken in conjunction with approved LAW 524 placement)
LAW 535	ART AND THE LAW
LAW 566	FIELD CLINIC SEMINAR (Technology and Intellectual Property)
LAW 567	FIELD CLINIC PRACTICE (Technology and Intellectual Property)
LAW 641	PRACTICAL LEGAL RESEARCH (Intellectual Property)
LAW 924	DATA PRIVACY LAW: US & EU
LAW 925	CYBERSECURITY LAW: LITIGATION AND NEGOTIATION

Students may count one of the following courses offered through CDM:

LAW 920	INFORMATION SECURITY MANAGEMENT
LAW 921	DISASTER RECOVERY THEORY STRATEGIES
LAW 922	INTRODUCTION TO PROGRAMMING
LAW 923	LEGAL RESPONSIBILITIES IN INFORMATION TECHNOLOGY
LAW 927	IT AUDITING

International and Comparative Law Certificate, Law (JD)

To earn a Certificate in International & Comparative Law, a student must complete the 86 credit hours required for the Juris Doctor degree and must satisfy all JD requirements. Within the coursework required for the JD degree, a student must complete 15 credit hours from the courses listed below, including three required courses and at least two electives.

An applicant must earn a minimum GPA of 3.00 in the Certificate courses. If a student takes more than 15 hours of courses from the approved list, all grades earned in those courses will be factored into the minimum 3.00 GPA requirement for the Certificate.

Previously taught courses, courses offered in other DePaul Colleges, and new courses and seminars that may be added to the curriculum may qualify for the Certificate with approval.

A student may apply for only one Certificate.

For more information, contact Certificate Directors for International and Comparative Law, Alberto Coll and Elizabeth Ward.

Required Courses

Course	Title	Semester Hours
LAW 422	INTERNATIONAL LAW	3
Select at least two of the following:		6
LAW 230	UNITED STATES FOREIGN RELATIONS LAW	
LAW 448	INTERNATIONAL BUSINESS TRANSACTIONS	
LAW 482	INTERNATIONAL PROTECTION OF HUMAN RIGHTS I	
LAW 513	INTERNATIONAL CRIMINAL LAW	

Elective Courses

Course	Title	Semester Hours
LAW 221	INTERNATIONAL LAW OF WEAPONS CONTROL	
LAW 227	CHILDREN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW	
LAW 230	UNITED STATES FOREIGN RELATIONS LAW	
LAW 258	WOMEN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW	
LAW 286	INTERNATIONAL HUMAN RIGHTS LAW PRACTICUM	
LAW 288	INTERNATIONAL HUMAN RIGHTS LAW FIELD WORK	
LAW 390	POST-CONFLICT JUSTICE	
LAW 429	LEGAL CLINIC I (Asylum & Refugee; Immigration)	
LAW 448	INTERNATIONAL BUSINESS TRANSACTIONS	
LAW 454	INTERNATIONAL INTELLECTUAL PROPERTY	
LAW 482	INTERNATIONAL PROTECTION OF HUMAN RIGHTS I	
LAW 513	INTERNATIONAL CRIMINAL LAW	
LAW 514	LEGAL CLINIC II (Asylum & Refugee; Immigration)	
LAW 516	IMMIGRATION LAW AND POLICY	
LAW 517	ASYLUM AND REFUGEE LAW AND POLICY	
LAW 522	U.S. CUSTOMS LAW AND INTERNATIONAL TRADE	
LAW 524	EXTERNSHIP PROGRAM (approved placement)	
LAW 564	EXTERNSHIP SEMINAR (Taken in conjunction with approved LAW 524 placement above)	
LAW 535	ART AND THE LAW	
LAW 537	INTERNATIONAL MOOT COURT COMPETITION	
LAW 559	FOREIGN EXCHANGE: MADRID, SPAIN	
LAW 583	STUDY ABROAD: MADRID, SPAIN	
LAW 585	STUDY ABROAD: HEREDIA, COSTA RICA	

LAW 588	STUDY ABROAD: BUENOS AIRES, ARGENTINA
LAW 593	STUDY ABROAD: HAVANA, CUBA
LAW 608	INTERNATIONAL TAXATION

Patent Law Certificate, Law (JD)

To earn a Certificate in Patent Law, a student must complete the 86 credit hours required for the Juris Doctor degree and satisfy all JD requirements. Within the elective course work required for the JD degree, a student must complete at least 15 credit hours from the listed courses and seminars and earn a minimum GPA of 3.20 in the Certificate courses. If a student takes more than 15 hours of courses from the approved list, all grades earned in those courses will be factored into the minimum 3.20 GPA requirement for the Certificate. Students may apply for only one Certificate.

Previously taught courses, courses offered in other DePaul Colleges, and new courses and seminars that may be added to the curriculum may qualify for the Certificate with approval.

Academic credits received from law school journals, including the Journal of Art, Technology and Intellectual Property Law, do not count toward the credits required for the Certificate.

For more information, contact the Certificate Directors for Patent Law, Anthony Volini and Ellen Gutiontov.

Required Courses

Course	Title	Semester Hours
LAW 447	PATENT LAW	3
LAW 271	TRADEMARK & UNFAIR COMPETITION LAW	3
or LAW 344	COPYRIGHT LAW	
Select at least one elective course designated with a ¹		3

Elective Courses

Course	Title	Semester Hours
LAW 250	SENIOR RESEARCH SEMINAR (Advanced Concepts in Patent Law) ¹	
LAW 250	SENIOR RESEARCH SEMINAR (Advanced Intellectual Property; Cultural Heritage; or other approved topic)	
LAW 271	TRADEMARK & UNFAIR COMPETITION LAW	
LAW 338	INTELLECTUAL PROPERTY FOR CORPORATE TRANSACTIONAL LAWYERS	
LAW 341	INTERNET LAW	
LAW 344	COPYRIGHT LAW	
LAW 357	ENTERTAINMENT LAW	
or LAW 333	MUSIC LAW	
LAW 402	ANTITRUST	
LAW 441	SPORTS LAW	
LAW 454	INTERNATIONAL INTELLECTUAL PROPERTY	
LAW 455	LEGAL DRAFTING (Patents) ¹	

LAW 455	LEGAL DRAFTING (Art Market Transactions; IP Licensing & Negotiations; Trademark & Copyright; Trademark & Patent; Patents; or other approved topic)
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LAW 489	INTELLECTUAL PROPERTY SURVEY
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LAW 524	EXTERNSHIP PROGRAM (approved placement)
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LAW 564	EXTERNSHIP SEMINAR (Taken in conjunction with approved LAW 524 placement above)
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LAW 535	ART AND THE LAW
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LAW 566	FIELD CLINIC SEMINAR (Technology and Intellectual Property)
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LAW 567	FIELD CLINIC PRACTICE (Technology and Intellectual Property)
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LAW 641	PRACTICAL LEGAL RESEARCH (Intellectual Property)
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LAW 924	DATA PRIVACY LAW: US & EU
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LAW 925	CYBERSECURITY LAW: LITIGATION AND NEGOTIATION
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Students may count one of the following courses offered through CDM:

LAW 920	INFORMATION SECURITY MANAGEMENT
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LAW 921	DISASTER RECOVERY THEORY STRATEGIES
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LAW 922	INTRODUCTION TO PROGRAMMING
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LAW 923	LEGAL RESPONSIBILITIES IN INFORMATION TECHNOLOGY
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LAW 927	IT AUDITING
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Public Interest Law Certificate, Law (JD)

To earn a Certificate in Public Interest Law, a student must complete the 86 credit hours required for the Juris Doctor degree and satisfy all JD requirements.

Within the course work required for the JD, a student must complete at least 15 credit hours from the approved list of public interest law courses and complete the Service in Public Interest Law requirement, as listed below.

An applicant must earn a minimum GPA of 3.0 in the Certificate courses. If a student takes more than 15 hours of courses from the approved list, all grades earned in those courses will be factored into the minimum 3.0 GPA requirement for the Certificate.

Previously taught courses, courses offered in other DePaul Colleges, and new courses and seminars that may be added to the curriculum may qualify for the Certificate with approval.

Students may apply for only one Certificate.

For more information, contact Certificate Director for Public Interest Law, Shaye Loughlin.

Foundations of Public Interest Law

Course	Title	Semester Hours
Select at least one of the following courses:		3
LAW 412	FEDERAL COURTS	
LAW 477	FIRST AMENDMENT: FREEDOM OF SPEECH AND RELIGION	
LAW 503	CIVIL RIGHTS	
LAW 508	ADMINISTRATIVE LAW	
LAW 518	CRIMINAL PROCEDURE I: INVESTIGATION	
LAW 521	LEGISLATION AND STATUTORY INTERPRETATION	

Students may take the remainder of their courses from the following:

Legal Aid

Course	Title	Semester Hours
LAW 202	EMPLOYMENT DISCRIMINATION	
LAW 213	DOMESTIC VIOLENCE PRACTICUM	
LAW 250	SENIOR RESEARCH SEMINAR (approved topic)	
LAW 359	EMPLOYMENT LAW	
LAW 363	RESTORATIVE JUSTICE	
LAW 367	ANIMAL LAW	
LAW 422	INTERNATIONAL LAW	
LAW 449	PREDATORY LENDING	
LAW 487	HOUSING LAW	
LAW 497	CONSUMER PROTECTION	
LAW 501	RACE, RACISM AND UNITED STATES LAW	
LAW 516	IMMIGRATION LAW AND POLICY	
LAW 517	ASYLUM AND REFUGEE LAW AND POLICY	
LAW 523	MISSION-BASED LAWYERING: LEGAL PRACTICE IN THE NON-PROFIT SECTOR	
LAW 546	POVERTY LAW	
LAW 561	COMMUNITY ECONOMIC DEVELOPMENT	
LAW 702	ELDER LAW	

Criminal Law

Course	Title	Semester Hours
LAW 250	SENIOR RESEARCH SEMINAR (Crimmigration: Immigration and Criminal Law; Sexual Trafficking; or other approved topic)	
LAW 313	JUVENILE JUSTICE	
LAW 319	PROSECUTING & DEFENDING CRIMINAL CASES	
LAW 363	RESTORATIVE JUSTICE	
LAW 410	EVIDENCE	
LAW 507	FEDERAL CRIMINAL LAW	
LAW 513	INTERNATIONAL CRIMINAL LAW	
LAW 518	CRIMINAL PROCEDURE I: INVESTIGATION	
LAW 557	CRIMINAL PROCEDURE II: ADJUDICATION	

Civil Rights & Public Policy

Course	Title	Semester Hours
LAW 206	SEX, GENDER, AND THE LAW	
LAW 232	CATHOLIC SOCIAL JUSTICE & THE LAW	
LAW 233	SOCIAL JUSTICE AND JEWISH LEGAL TRADITION	
LAW 250	SENIOR RESEARCH SEMINAR (Critical Race Theory; Feminist Jurisprudence; or other approved topic)	
LAW 258	WOMEN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW	
LAW 286	INTERNATIONAL HUMAN RIGHTS LAW PRACTICUM	
LAW 301	SPECIAL TOPICS IN LAW (2nd Amendment Culture; Human Rights in Latin America; Reproduction & the Law; other approved topic)	
LAW 335	PRIVACY LAW	
LAW 367	ANIMAL LAW	
LAW 371	LAW & CLIMATE CHANGE	
LAW 372	ELECTION LAW	
LAW 417	LABOR LAW	
LAW 422	INTERNATIONAL LAW	
LAW 444	ENVIRONMENTAL LAW	
LAW 487	HOUSING LAW	
LAW 501	RACE, RACISM AND UNITED STATES LAW	
LAW 502	HATE CRIME LAW	
LAW 503	CIVIL RIGHTS	
LAW 709	HEALTH EQUITY AND THE LAW	

Service in Public Interest Law

Students must satisfy both of the following experiences:

1. One semester in a public service-oriented clinic (Asylum & Immigration, Advanced Asylum & Immigration, Civil Litigation & Health Law, Criminal Appeals, Advanced Criminal Appeals, Croak Community Legal Clinics), field clinic (Civil Rights or Family Law), or extern program (approved placement) and
2. 50 hours of service through the Pro Bono Community Service Initiative.

Tax Law Certificate, Law (JD)

To earn a Certificate in Tax Law, a student must complete the 86 credit hours required for the Juris Doctor degree and satisfy all JD requirements. Within the course work required for the JD degree, a student must complete 15 credit hours from the listed taxation courses, including three required courses and at least two elective courses.

An applicant must earn a minimum GPA of 3.20 in the Certificate courses.

If a student takes more than 15 hours of courses from the approved list, all grades earned in those courses will be factored into the minimum 3.20 GPA requirement for the Certificate.

Previously taught courses, courses offered in other DePaul Colleges, and new courses and seminars that may be added to the curriculum may qualify for the Certificate with approval.

Students may apply for only one Certificate.

For more information, contact Faculty Certificate Director for Tax Law, Jerold Friedland.

Required Courses

Course	Title	Semester Hours
LAW 210	FEDERAL INCOME TAXATION	3
LAW 600	CORPORATE TAXATION	3
LAW 620	PARTNERSHIP TAXATION	3

Elective Courses

Course	Title	Semester Hours
Select at least two of the following:		5-6
LAW 200	NON-PROFIT ORGANIZATIONS	
LAW 218	TAXATION OF STRUCTURED REAL ESTATE TRANSACTIONS	
LAW 250	SENIOR RESEARCH SEMINAR (approved topic)	
LAW 348	MERGERS AND ACQUISITIONS	
LAW 358	EMPLOYEE BENEFITS	
LAW 379	TAX RESEARCH AND WRITING	
LAW 409	ESTATE PLANNING	
LAW 428	INDEPENDENT STUDY (approved topic)	
LAW 448	INTERNATIONAL BUSINESS TRANSACTIONS	
LAW 460	BUSINESS PLANNING	
LAW 499	STATE AND LOCAL TAXATION	
LAW 524	INTERNSHIP PROGRAM (approved placement)	
LAW 564	INTERNSHIP SEMINAR (Taken in conjunction with approved LAW 524 placement above)	
LAW 608	INTERNATIONAL TAXATION	

Law (MLS)

DePaul's Masters of Legal Studies (MLS) program is specifically designed for professionals who do not seek to practice law but who encounter legal issues in their work and would benefit from a sophisticated and nuanced understanding of legal reasoning and doctrine. With such specialized legal knowledge, MLS graduates stand out as professionals who can effectively and comfortably communicate with legal counsel and can assess the needs of their organizations as the laws and regulations change in their professions.

A great variety of professionals would benefit from the MLS credential to enhance their current positions or to advance within their organizations. Examples include:

- Doctors, nurses, public health workers and other health care administrators

- Patent and trademark assistants, engineers and other technology-related professionals
- Compliance professionals
- Contract analysts
- Business executives, supervisors, managers and entrepreneurs
- Risk and quality assurance managers
- Financial and estate planners and other investment advisors
- Tax specialists, accountants and CPAs
- Policy makers, lobbyists and government regulators
- Nonprofit professionals
- Development officers
- Journalists
- Librarians and educators
- Real estate professionals
- Human resource and employee benefits professionals
- Mediators and labor and employment negotiators
- Police officers, social workers and psychologists

Through the program, MLS students gain general and specialized legal knowledge related to their areas of interest. Students learn the process of legal analysis by examining cases, laws and regulations. They develop the abilities to conduct effective and relevant legal research as well as to communicate clearly and analytically. Students also acquire the ability to think critically about legal issues and correctly apply current legal authority.

Program Requirements	Semester Hours
Degree Requirements	30
Total hours required	30

Learning Outcomes

Students will be able to:

- Identify structures of the U.S. legal system and government institutions.
- Demonstrate understanding of how a common law system operates in a constitutional democracy.
- Demonstrate basic knowledge of the legal rules and policies in the student's area of specialization.
- Identify and apply relevant legal authority.
- Communicate clearly in speech and writing.

Degree Requirements

Credit Requirements

The MLS is a 30-credit hour degree program that can be completed in one and a half years of full-time study or in up to six years of part-time study. MLS students choose courses directly from the College of Law's extensive curriculum. MLS students with significant, relevant work experience may apply for a waiver of up to six credit hours, for a total degree requirement of 24 credit hours. Students must be able to demonstrate substantial professional experience of at least 12 months' duration in a relevant field of interest to qualify.

Credits earned as part of the MLS degree program are not transferable to the JD degree. Students who graduate with an MLS degree are not eligible to sit for the bar exam or to become licensed attorneys.

Enrollment Classifications and Time to Degree Completion

For MLS students a nine semester hour course load is considered full-time (6 semester hours for summer study). A six semester hour course load is considered half-time (3 hours for summer study). MLS students may opt to take only three semester hours per term.

Students who are unable to complete the MLS degree within six years are required to confer with the Associate Dean for Student Affairs in the College of Law.

Grades and Good Standing

To be considered in good standing at the College of Law, MLS students must have a cumulative GPA of 2.00 over three semesters. Grades received in the Summer session are not included in a student's GPA for the prior academic year. MLS students are not included in the grade curve that applies to JD students.

Course Requirements

At the time of application MLS students select a specialized course of legal study, and upon completion of the program they earn a concentration in the selected area, which is designated on their final transcript. All MLS students complete two required foundational courses in American law.

Required Foundational Courses

Course	Title	Semester Hours
LAW 322	INTRODUCTION TO AMERICAN LAW AND LEGAL SYSTEMS	3
LAW 556	INTRODUCTION TO LEGAL WRITING AND RESEARCH	3

Concentration Requirements

MLS students complete the required and elective courses in their chosen concentration.

Concentration Requirements

- Art and Cultural Heritage Law Concentration, Law (MLS) (p. 709)
- Business Law Concentration, Law (MLS) (p. 709)
- Data Privacy and Cybersecurity Concentration, Law (MLS) (p. 710)
- Family Law Concentration, Law (MLS) (p. 710)
- General Legal Studies Concentration, Law (MLS) (p. 710)
- Health and Intellectual Property Law Concentration, Law (MLS) (p. 711)
- Health Care Compliance Concentration, Law (MLS) (p. 711)
- Health Law Concentration, Law (MLS) (p. 711)
- Intellectual Property (IP) Law Concentration with Information Technology Law Specialty, Law (MLS) (p. 712)
- Intellectual Property (IP) Law Concentration with Patent Law Specialty, Law (MLS) (p. 712)
- Intellectual Property (IP) Law Concentration, Law (MLS) (p. 712)
- International and Comparative Law Concentration, Law (MLS) (p. 713)
- Public Interest Law Concentration, Law (MLS) (p. 713)
- Criminal Law Concentration, Law (MLS) (p. 714)

Art and Cultural Heritage Law Concentration, Law (MLS)

Required Courses

Course	Title	Semester Hours
LAW 535	ART AND THE LAW	3
LAW 250	SENIOR RESEARCH SEMINAR (Cultural Heritage Law)	3
LAW 344 or LAW 422	COPYRIGHT LAW INTERNATIONAL LAW	3

Elective Courses

Course	Title	Semester Hours
Select at least two from the following:		6
LAW 230	UNITED STATES FOREIGN RELATIONS LAW	
LAW 250	SENIOR RESEARCH SEMINAR (Advanced Copyright)	
LAW 271	TRADEMARK & UNFAIR COMPETITION LAW	
LAW 333	MUSIC LAW	
LAW 335	PRIVACY LAW	
LAW 357	ENTERTAINMENT LAW	
LAW 407	CONFLICT OF LAWS	
LAW 448	INTERNATIONAL BUSINESS TRANSACTIONS	
LAW 477	FIRST AMENDMENT: FREEDOM OF SPEECH AND RELIGION	
LAW 482	INTERNATIONAL PROTECTION OF HUMAN RIGHTS I	
LAW 508	ADMINISTRATIVE LAW	
LAW 513	INTERNATIONAL CRIMINAL LAW	

Open Elective Courses

Students complete the remaining credit hours for the MLS degree by taking additional Art & Cultural Heritage Law elective courses, by choosing courses from the current College of Law course catalog, or by a enrolling in a combination of both.

Business Law Concentration, Law (MLS)

Required Courses

Course	Title	Semester Hours
LAW 102	BUSINESS ORGANIZATIONS	3-4
LAW 400	BUSINESS TRANSACTIONS AND DOCUMENTATION	3
LAW 631	REGULATORY COMPLIANCE	3
LAW 632	COMMUNICATION AND NEGOTIATION	3

LAW 633	ORGANIZATIONAL MANAGEMENT AND THE LAW	3
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Elective Courses

Course	Title	Semester Hours
LAW 489	INTELLECTUAL PROPERTY SURVEY	
LAW 634	DRAFTING FOR COMPLIANCE PROFESSIONALS	
LAW 924	DATA PRIVACY LAW: US & EU	
LAW 925	CYBERSECURITY LAW: LITIGATION AND NEGOTIATION	

Data Privacy and Cybersecurity Concentration, Law (MLS)

Required Concentration Courses

Course	Title	Semester Hours
LAW 631	REGULATORY COMPLIANCE	3
LAW 632	COMMUNICATION AND NEGOTIATION	3
LAW 633	ORGANIZATIONAL MANAGEMENT AND THE LAW	3
LAW 924	DATA PRIVACY LAW: US & EU	3
LAW 925	CYBERSECURITY LAW: LITIGATION AND NEGOTIATION	3

Electives

Course	Title	Semester Hours
LAW 341	INTERNET LAW	3
LAW 713	HEALTH PRIVACY, CYBERSECURITY, AND IT LAW	3
LAW 634	DRAFTING FOR COMPLIANCE PROFESSIONALS	3
LAW 920	INFORMATION SECURITY MANAGEMENT	2
LAW 926	APPLIED CYBERSECURITY MANAGEMENT	3

Family Law Concentration, Law (MLS)

Required Course

Course	Title	Semester Hours
LAW 509	FAMILY LAW	3

Elective Courses

Course	Title	Semester Hours
Select at least four from the following:		12
LAW 213	DOMESTIC VIOLENCE PRACTICUM	
LAW 227	CHILDREN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW	
LAW 250	SENIOR RESEARCH SEMINAR (Child and Family Law topic)	

LAW 258	WOMEN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW
LAW 321	ADOPTION LAW
LAW 363	RESTORATIVE JUSTICE
LAW 428	INDEPENDENT STUDY (approved topic)
LAW 487	HOUSING LAW
LAW 498	EDUCATION LAW & POLICY
LAW 529	CHILDREN & THE LAW
LAW 546	POVERTY LAW
LAW 702	ELDER LAW
LAW 714	BIOETHICS & THE LAW
LAW 716	DISABILITY LAW

Open Electives

Students complete the remaining credit hours for the MLS degree by taking additional Child and Family Law elective courses, by choosing courses from the current College of Law course catalog, or by a enrolling in a combination of both.

General Legal Studies Concentration, Law (MLS)

Required Concentration Courses

Course	Title	Semester Hours
LAW 631	REGULATORY COMPLIANCE	3
LAW 632	COMMUNICATION AND NEGOTIATION	3
LAW 633	ORGANIZATIONAL MANAGEMENT AND THE LAW	3

Electives

Course	Title	Semester Hours
LAW 102	BUSINESS ORGANIZATIONS	
LAW 341	INTERNET LAW	
LAW 400	BUSINESS TRANSACTIONS AND DOCUMENTATION	
LAW 489	INTELLECTUAL PROPERTY SURVEY	
LAW 634	DRAFTING FOR COMPLIANCE PROFESSIONALS	
LAW 713	HEALTH PRIVACY, CYBERSECURITY, AND IT LAW	
LAW 924	DATA PRIVACY LAW: US & EU	
LAW 925	CYBERSECURITY LAW: LITIGATION AND NEGOTIATION	

Health and Intellectual Property Law Concentration, Law (MLS)

Required Courses

Course	Title	Semester Hours
LAW 706	HEALTH POLICY AND THE LAW	3
LAW 447	PATENT LAW	3

Elective Courses

Course	Title	Semester Hours
Select at least three from the following list:		9
LAW 250	SENIOR RESEARCH SEMINAR (Intellectual Property, Advanced Patent Law, Health Law, or other approved topic)	
LAW 341	INTERNET LAW	
LAW 402	ANTITRUST	
LAW 702	ELDER LAW	
LAW 714	BIOETHICS & THE LAW	
LAW 715	MASTERS ESSAY (Health Law)	
LAW 718	HEALTH CARE DELIVERY SYSTEMS	
LAW 719	HEALTH CARE: FRAUD AND ABUSE	
LAW 724	MEDICAL MALPRACTICE SURVEY	
LAW 727	HEALTH CARE COMPLIANCE AND REGULATIONS	

Open Electives

Students complete the remaining credit hours for MLS degree by taking additional Health Law elective courses, by choosing courses from the current College of Law course catalog, or by a enrolling in a combination of both.

Health Care Compliance Concentration, Law (MLS)

To be certified to sit for the CCB compliance exams, students must earn 15 credit hours from the health care compliance courses listed below and meet all other MLS degree requirements. A minimum GPA of 3.00 at graduation is required by the CCB.

Required Courses

Course	Title	Semester Hours
LAW 706	HEALTH POLICY AND THE LAW	3
LAW 719	HEALTH CARE: FRAUD AND ABUSE	3
LAW 727	HEALTH CARE COMPLIANCE AND REGULATIONS	3

Elective Courses

Course	Title	Semester Hours
Select at least three from the following:		9
LAW 200	NON-PROFIT ORGANIZATIONS	

LAW 210	FEDERAL INCOME TAXATION
LAW 335	PRIVACY LAW
LAW 402	ANTITRUST
LAW 428	INDEPENDENT STUDY
LAW 462	INSURANCE LAW
LAW 508	ADMINISTRATIVE LAW
LAW 707	RISK MANAGEMENT AND PATIENT SAFETY
LAW 714	BIOETHICS & THE LAW
LAW 718	HEALTH CARE DELIVERY SYSTEMS
LAW 724	MEDICAL MALPRACTICE SURVEY
LAW 728	FOOD AND DRUG LAW

Open Electives

Students complete the remaining credit hours for the MLS degree by taking additional Health Law elective courses, by choosing courses from the current College of Law course catalog, or by a enrolling in a combination of both.

Health Law Concentration, Law (MLS)

Required Courses

Course	Title	Semester Hours
LAW 706	HEALTH POLICY AND THE LAW	3
LAW 727	HEALTH CARE COMPLIANCE AND REGULATIONS	3

Elective Courses

Course	Title	Semester Hours
Select at least three from the following:		9
LAW 200	NON-PROFIT ORGANIZATIONS	
LAW 206	SEX, GENDER, AND THE LAW	
LAW 250	SENIOR RESEARCH SEMINAR (Health Law)	
LAW 402	ANTITRUST	
LAW 417	LABOR LAW	
LAW 428	INDEPENDENT STUDY	
LAW 462	INSURANCE LAW	
LAW 702	ELDER LAW	
LAW 707	RISK MANAGEMENT AND PATIENT SAFETY	
LAW 714	BIOETHICS & THE LAW	
LAW 718	HEALTH CARE DELIVERY SYSTEMS	
LAW 719	HEALTH CARE: FRAUD AND ABUSE	
LAW 724	MEDICAL MALPRACTICE SURVEY	
LAW 728	FOOD AND DRUG LAW	

Total Hours

9

Open Electives

Students complete the remaining credit hours for the MLS degree by taking additional Health Law elective courses, by choosing courses

from the current College of Law course catalog, or by a enrolling in a combination of both.

Intellectual Property (IP) Law Concentration with Information Technology Law Specialty, Law (MLS)

Required Courses

Course	Title	Semester Hours
LAW 271	TRADEMARK & UNFAIR COMPETITION LAW	3
LAW 341	INTERNET LAW	3
LAW 344	COPYRIGHT LAW	3
or LAW 335	PRIVACY LAW	

Elective Courses

Course	Title	Semester Hours
Select at least two from the following:		6
LAW 250	SENIOR RESEARCH SEMINAR (Cultural Heritage Law; Intellectual Property; Intellectual Property and Climate Change; Patent Law; or other approved topic)	
LAW 333	MUSIC LAW	
LAW 335	PRIVACY LAW	
LAW 341	INTERNET LAW	
LAW 344	COPYRIGHT LAW	
LAW 357	ENTERTAINMENT LAW	
LAW 402	ANTITRUST	
LAW 428	INDEPENDENT STUDY	
LAW 441	SPORTS LAW	
LAW 447	PATENT LAW	
LAW 920	INFORMATION SECURITY MANAGEMENT	
LAW 923	LEGAL RESPONSIBILITIES IN INFORMATION TECHNOLOGY	
LAW 924	DATA PRIVACY LAW: US & EU	
LAW 925	CYBERSECURITY LAW: LITIGATION AND NEGOTIATION	

Open Electives

Students complete the remaining credit hours for the MLS degree by taking additional Intellectual Property Law elective courses, by choosing courses from the current College of Law course catalog, or by a enrolling in a combination of both.

Intellectual Property (IP) Law Concentration with Patent Law Specialty, Law (MLS)

Required Courses

Course	Title	Semester Hours
LAW 271	TRADEMARK & UNFAIR COMPETITION LAW	3
or LAW 344	COPYRIGHT LAW	
LAW 447	PATENT LAW	3

Elective Courses

Course	Title	Semester Hours
Select at least three from the following:		9
LAW 250	SENIOR RESEARCH SEMINAR (Cultural Heritage Law; Intellectual Property; Intellectual Property and Climate Change; Patent Law; or other approved topic)	
LAW 271	TRADEMARK & UNFAIR COMPETITION LAW	
LAW 335	PRIVACY LAW	
LAW 341	INTERNET LAW	
LAW 344	COPYRIGHT LAW	
LAW 357	ENTERTAINMENT LAW	
LAW 402	ANTITRUST	
LAW 428	INDEPENDENT STUDY	
LAW 441	SPORTS LAW	
LAW 455	LEGAL DRAFTING	
LAW 535	ART AND THE LAW	

Open Electives

Students complete the remaining credit hours for the MLS degree by taking additional Intellectual Property Law elective courses, by choosing courses from the current College of Law course catalog, or by a enrolling in a combination of both.

Intellectual Property (IP) Law Concentration, Law (MLS)

Required Courses

Course	Title	Semester Hours
LAW 344	COPYRIGHT LAW	3
or LAW 447	PATENT LAW	
LAW 271	TRADEMARK & UNFAIR COMPETITION LAW	3

Elective Courses

Course	Title	Semester Hours
Select at least three from the following:		9
LAW 246	PATENT & TRADEMARK SEARCHING	
LAW 250	SENIOR RESEARCH SEMINAR (Cultural Heritage Law; Intellectual Property; Intellectual Property and Climate Change; and/or Patent Law)	
LAW 333	MUSIC LAW	
LAW 335	PRIVACY LAW	
LAW 341	INTERNET LAW	
LAW 344	COPYRIGHT LAW	
LAW 357	ENTERTAINMENT LAW	
LAW 402	ANTITRUST	
LAW 428	INDEPENDENT STUDY	
LAW 441	SPORTS LAW	
LAW 447	PATENT LAW	
LAW 535	ART AND THE LAW	
LAW 728	FOOD AND DRUG LAW	

Open Electives

Students complete the remaining credit hours for the MLS degree by taking additional Intellectual Property Law elective courses, by choosing courses from the current College of Law course catalog, or by a enrolling in a combination of both.

International and Comparative Law Concentration, Law (MLS)

Required Courses

Course	Title	Semester Hours
LAW 422	INTERNATIONAL LAW	3
LAW 250	SENIOR RESEARCH SEMINAR (International and Comparative Law)	3
or LAW 428	INDEPENDENT STUDY	

Elective Courses

Course	Title	Semester Hours
Select at least three from the following:		9
LAW 221	INTERNATIONAL LAW OF WEAPONS CONTROL	
LAW 227	CHILDREN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW	
LAW 230	UNITED STATES FOREIGN RELATIONS LAW	
LAW 250	SENIOR RESEARCH SEMINAR (International and Comparative Law)	
LAW 258	WOMEN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW	
LAW 390	POST-CONFLICT JUSTICE	
LAW 407	CONFLICT OF LAWS	

LAW 428	INDEPENDENT STUDY
LAW 444	ENVIRONMENTAL LAW
LAW 448	INTERNATIONAL BUSINESS TRANSACTIONS
LAW 482	INTERNATIONAL PROTECTION OF HUMAN RIGHTS I
LAW 513	INTERNATIONAL CRIMINAL LAW
LAW 516	IMMIGRATION LAW AND POLICY
LAW 517	ASYLUM AND REFUGEE LAW AND POLICY
LAW 535	ART AND THE LAW
LAW 608	INTERNATIONAL TAXATION

Open Electives

Students complete the remaining credit hours for the MLS degree by taking additional International and Comparative Law elective courses, by choosing courses from the current College of Law course catalog, or by a enrolling in a combination of both.

Public Interest Law Concentration, Law (MLS)

Required Courses

Course	Title	Semester Hours
Select two from the following:		6
LAW 477	FIRST AMENDMENT: FREEDOM OF SPEECH AND RELIGION	
LAW 503	CIVIL RIGHTS	
LAW 508	ADMINISTRATIVE LAW	
LAW 518	CRIMINAL PROCEDURE I: INVESTIGATION	
LAW 557	CRIMINAL PROCEDURE II: ADJUDICATION	
LAW 521	LEGISLATION AND STATUTORY INTERPRETATION	

Elective Courses

Course	Title	Semester Hours
Select at least three from above or from the following:		9
LAW 200	NON-PROFIT ORGANIZATIONS	
LAW 202	EMPLOYMENT DISCRIMINATION	
LAW 206	SEX, GENDER, AND THE LAW	
LAW 213	DOMESTIC VIOLENCE PRACTICUM	
LAW 227	CHILDREN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW	
LAW 232	CATHOLIC SOCIAL JUSTICE & THE LAW	
LAW 250	SENIOR RESEARCH SEMINAR (Children and the Law)	
LAW 250	SENIOR RESEARCH SEMINAR (Critical Race Theory)	
LAW 250	SENIOR RESEARCH SEMINAR (Feminist Jurisprudence)	
LAW 250	SENIOR RESEARCH SEMINAR (Immigration and Criminal Law)	

LAW 250	SENIOR RESEARCH SEMINAR (Law of Citizenship)
LAW 250	SENIOR RESEARCH SEMINAR (Sexual Trafficking)
LAW 258	WOMEN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW
LAW 313	JUVENILE JUSTICE
LAW 335	PRIVACY LAW
LAW 359	EMPLOYMENT LAW
LAW 367	ANIMAL LAW
LAW 372	ELECTION LAW
LAW 417	LABOR LAW
LAW 422	INTERNATIONAL LAW
LAW 428	INDEPENDENT STUDY
LAW 444	ENVIRONMENTAL LAW
LAW 449	PREDATORY LENDING
LAW 477	FIRST AMENDMENT: FREEDOM OF SPEECH AND RELIGION
LAW 487	HOUSING LAW
LAW 497	CONSUMER PROTECTION
LAW 501	RACE, RACISM AND UNITED STATES LAW
LAW 507	FEDERAL CRIMINAL LAW
LAW 513	INTERNATIONAL CRIMINAL LAW
LAW 516	IMMIGRATION LAW AND POLICY
LAW 517	ASYLUM AND REFUGEE LAW AND POLICY
LAW 521	LEGISLATION AND STATUTORY INTERPRETATION
LAW 546	POVERTY LAW

Open Electives

Students complete the remaining credit hours for the MLS degree by taking additional Public Interest Law elective courses, by choosing courses from the current College of Law course catalog, or by enrolling in a combination of both.

Criminal Law Concentration, Law (MLS)

Required Courses

Course	Title	Semester Hours
LAW 506	CRIMINAL LAW	3
Select one of the following:		3
LAW 518	CRIMINAL PROCEDURE I: INVESTIGATION	
LAW 562	CRIMINAL PROCEDURE FOR POLICE PROFESSIONS ¹	

¹ Denotes courses open only to Criminal Law MLS students enrolled in the FOP program at the Chicago Police Academy.

Elective Courses

Course	Title	Semester Hours
Select at least three from the following:		9
LAW 213	DOMESTIC VIOLENCE PRACTICUM	
LAW 250	SENIOR RESEARCH SEMINAR (Criminal law topic)	
LAW 313	JUVENILE JUSTICE	
LAW 376	POLICING SPECIAL POPULATIONS ¹	
LAW 377	POLICING IN THE 21ST CENTURY: LAW, COMPLIANCE AND TECHNOLOGY ¹	
LAW 410	EVIDENCE	
LAW 412	FEDERAL COURTS	
LAW 428	INDEPENDENT STUDY (approved topic)	
LAW 507	FEDERAL CRIMINAL LAW	
LAW 513	INTERNATIONAL CRIMINAL LAW	
LAW 557	CRIMINAL PROCEDURE II: ADJUDICATION	

¹ Denotes courses open only to Criminal Law MLS students enrolled in the FOP program at the Chicago Police Academy.

Open Electives

Students complete the remaining credit hours for the MLS degree by taking additional Criminal Law elective courses, by choosing courses from the current College of Law course catalog, or by enrolling in a combination of both.

Law - Joint Degree (JD + LLM)

DePaul's JD+LLM (Juris Doctor + Master of Laws) program gives students the opportunity to develop specialized knowledge in specific areas of law. Students can simultaneously earn a JD and an LLM, an internationally recognized postgraduate law degree, in one of four areas of concentration: Health Law, Intellectual Property Law, International Law or Taxation. The JD+LLM program is designed to provide advanced training through a personalized educational experience. Students are permitted to apply nine credit hours of qualifying courses toward both degrees, allowing them to complete both degrees in three years with summer enrollment. Students can apply to the JD+LLM program prior to starting the JD program or at any time during their JD program.

Program Requirements	Semester Hours
JD Requirements	86
LLM Requirements	15
Total hours required	101

Learning Outcomes

Juris Doctor (JD)

Students will be able to:

- Solve legal problems by applying foundational knowledge of civil procedure, constitutional law, contracts, criminal law, property law, and torts.
- Solve legal problems by applying foundational knowledge of the rules regulating the legal profession.
- Identify and apply relevant legal authority.

- Communicate clearly in speech and writing.
- Demonstrate the fundamental professional lawyering skills for competent and ethical participation as a member of the legal profession

Master of Laws (LLM)

Domestic Students

Students will be able to:

- Demonstrate advanced knowledge of the legal rules and policies in the student's area of specialization.
- Conduct advanced legal research and analysis in the student's area of specialization.

International Students

Students will be able to:

- Identify structures of the U.S. legal system and government institutions.
- Demonstrating understanding of how a common law system operates in a constitutional democracy.
- Demonstrate advanced knowledge of the legal rules and policies in the student's area of specialization.
- Identify and apply relevant legal authority.
- Communication clearly in speech and writing.

Degree Requirements

Admission Requirements

Students may apply for admission to the Joint JD+LLM Program at the time of application to the JD Program (Direct Admission) or at any time prior to the last semester of the completion of the JD Program. Students applying for Direct Admission to the Joint JD+LLM Program must check the appropriate box on the JD application and submit the required essay.

Applicants admitted directly to the JD+LLM Program must achieve a minimum GPA of 2.80 at the end of their first academic year to continue their enrollment as a JD+LLM student. Students who do not meet the minimum GPA will continue their enrollment as a JD student provided they meet the requirements of that program. These students may reapply for admission to the JD+LLM Program after raising their cumulative GPA to 2.80 or higher.

College of Law students enrolled in the JD Program may apply for admission for the JD+LLM Program at any time prior to completion of the JD Program. Applicants must have a minimum cumulative GPA of 2.80 and submit the joint JD+LLM application form and required essay indicating their reason(s) for applying to the program. The application, essay, and resume should be submitted to the Office of Admissions. Upon admission, the student will receive a letter of admission to the JD+LLM Program and the student's program/plan will be changed to JD+LLM.

JD students admitted to the Joint JD+LLM Program in their final year may not be able to complete all program requirements within three years. Students electing to delay their anticipated JD program degree conferral for an additional semester to complete the requirements of the LLM will not receive certification to sit for the bar examination until the end of the semester in which they receive the Joint JD+LLM degree.

Credit and Program Requirements

JD+LLM students must complete all program requirements of the JD Program and the specific LLM Program to which they have been

admitted. Traditional JD students must complete 86 semester hours. Traditional LLM students must complete 24 semester hours after earning a JD degree. Students admitted to the joint program will be permitted to simultaneously apply 9 semester hours of qualifying courses toward both degrees. Therefore, in addition to the 86 hours required to earn the JD, Joint JD+LLM students must earn 15 semester hours to complete the LLM. With Summer enrollment, the JD+LLM may be completed in three years. JD students electing to enter the combined program in their final year who are not able to satisfy the credit requirements or complete the required courses for their LLM will enroll in an additional semester at the College of Law in order to complete the LLM requirements.

Students completing the course requirements for the JD+LLM must have a minimum grade point average (GPA) of 2.5 in order to earn the JD+LLM. Students who complete all required coursework with a GPA below 2.5, but at or above the minimum 2.00 GPA required to earn the JD, will be awarded the JD and a certificate in the area of their LLM coursework.

To receive the joint degree, students must complete the requirements of both degrees in the same semester and in the same academic year. Credits that can be applied to both degrees will be applied only after the student concurrently completes both programs. A student who graduates from the JD Program without having been admitted to the Joint JD+LLM Program prior to graduation must apply for traditional admission to the LLM Program and complete the 24 semester hours required for graduation.

Law/Business - Joint Degree (JD/MBA)

Offered jointly with DePaul's Kellstadt Graduate School of Business, the JD+MBA recognizes the growing complexity of business organizations and the increasing interaction of management and the law. The program integrates several functional areas of law and business and emphasizes the contributions each makes to the development of administrative competence.

With more than 70 years of experience in educating working professionals, the DePaul MBA program is accredited by AACSB International—the premier accreditation body for business schools—and is respected throughout Chicago, the United States and the world. Because the business world demands more cross-functional knowledge than ever, the program offers students a well-rounded curriculum of business administration with 16 concentrations in the area of their choice. The program also allows students to pursue multiple concentrations, providing them with an individualized and customized MBA experience.

Traditional MBA students must complete 60 credit hours to receive the degree. However, under the joint degree program, they are required to complete a minimum of 52 credit hours. The Kellstadt Graduate School of Business will accept up to 8 credit hours for work completed in the College of Law. Traditional JD students must complete 86 credit hours to graduate from the College of Law. However, under the joint degree program, a student earns the JD degree after completing a minimum of 76 credit hours. The College of Law applies up to 10 credits toward the JD degree for work completed in the Kellstadt Graduate School of Business.

In addition to the core requirements, specific courses are required for the various MBA concentrations. Please refer to the Kellstadt Graduate School of Business catalog for complete program requirements.

Program Requirements	Quarter Hours
MBA Core Requirements (9 -11 courses)	32 - 40
Concentration and Elective Course Requirements (5 courses)	20
Total hours required	52-60

Program Requirements	Semester Hours
JD Requirements	76
Total hours required	76

Learning Outcomes

MBA Students will be able to:

- Use analytical and problem-solving skills in decision-making.
- Apply knowledge about the differences among global economies, institutions, and cultures to understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals

JD Students will be able to:

- Solve legal problems by applying foundational knowledge of civil procedure, constitutional law, contracts, criminal law, property law, and torts.
- Solve legal problems by applying foundational knowledge of the rules regulating the legal profession.
- Identify and apply relevant legal authority.
- Communicate clearly in speech and writing.
- Demonstrate the fundamental professional lawyering skills for competent and ethical participation as a member of the legal profession.
- Demonstrate an understanding of the importance of cross-cultural competence in the legal profession and the obligation of lawyers to promote a justice system that provides equal access and eliminates bias and all forms of invidious discrimination, including racism, in the law.

Degree Requirements

A joint degree program allows a student to complete two graduate degrees concurrently in less time than it takes to finish each program individually. As a specified number of credit hours apply toward both degrees, students also pay less in overall tuition by combining programs.

Before beginning a joint degree program, both full-time and part-time law students must complete the required first-year curriculum and achieve a minimum grade point average of 3.00 in those courses. Full-time

students earn 28 credits the first year, while part-time students must earn at least 28 credits within the first three semesters of the law program.

Traditional MBA students must complete 60 credit hours to receive the degree. However, under the joint degree program, they are required to complete a minimum of 52 credit hours. The Kellstadt Graduate School of Business will accept up to 8 credit hours for work completed in the College of Law. Traditional JD students must complete 86 credit hours to graduate from the College of Law. However, under the joint degree program, a student earns the JD degree after completing a minimum of 76 credit hours. The College of Law applies up to 10 credits toward the JD degree for work completed in the Kellstadt Graduate School of Business. Credit hours are eligible to be applied only after completion of the required first year JD curriculum described above. A joint degree student may not receive credit for courses that create a redundancy in coursework.

Admission

Students seeking a joint degree with a college outside of the College of Law must independently apply and be admitted to the other graduate degree program. Full-time law students typically apply to the other graduate program in the summer prior to their second year of law school. Part-time law students typically apply to the other graduate degree program in the spring semester of their second year.

After admission to the other graduate program, joint degree applicants should submit a copy of the acceptance letter and law school transcript to the Assistant Dean for Student Affairs at the College of Law. The transcript and acceptance letter should be accompanied by a cover letter from the student requesting that the student's program be changed from Juris Doctor to the appropriate joint degree. The letter should include the student's full name, student identification number, mailing address, email address and phone number. The joint degree candidate should also schedule a meeting with the appropriate adviser in the other college to which the student has been admitted to discuss the curriculum.

Combined Credits and Expenses

Full-time joint degree students generally complete the program in four years. Part-time applicants generally complete the joint degree program in five years. A student may accelerate the program by taking classes in the summer or by taking more courses during the academic year. By doing so, a student may complete both programs one-half year earlier.

Once enrolled in a joint degree program, students no longer pay the College of Law package tuition; instead, students pay by the credit hour for law classes and classes taken in the other program.

Grading Standards

Joint degree students must meet the grading standards of the College of Law and the respective graduate degree program in order to remain in good standing. Grades are recorded on the transcript under the college in which the courses are taken, and the combined degree is recorded after graduation. Students who are dismissed from either program may be able to continue studies in the other program. Students must satisfy the normal program requirements of the other school to receive the degree; no double counting of credits is permitted after a dismissal from one college.

Leaves of Absence/Withdrawal

Students must receive permission from both colleges to take a leave of absence from the joint degree program or to withdraw from the joint degree program. A leave of absence is granted for a maximum of one

year. If a student does not enroll in classes after one year, he or she will be permanently withdrawn from both programs and only may re-enroll by applying to the admission offices of both colleges as a new student.

Graduation

To receive the joint degree, a student must graduate from both schools on the same date, in the same semester/quarter and in the same year. Double counting of credits occurs only after concurrent completion of both programs.

For a December graduation, all requirements must be completed at the end of the fall semester and fall quarter. For a spring graduation, all non-law requirements must be completed no later than the end of the spring quarter and all law requirements no later than the end of the spring semester. Students who complete non-law requirements in the spring that they expect to graduate may not have their degrees granted in time to be certified for the July bar exam. A student will not be eligible to graduate, cannot be certified for admission to the Bar, and cannot sit for a bar examination until all requirements are met for both degree programs.

Law/Computer Science - Joint Degree (JD/MS)

The primary goal of the joint degree JD+MS program at DePaul University College of Law and Jarvis College of Computing and Digital Media (CDM) is to prepare students for successful legal and related careers in industry, government, and other institutions that develop innovations, engage in electronic commerce, employ information technologies, and manage and protect information and data. A critical need exists for attorneys in a wide range of fields involving software development, high-technology innovations, information processing, internet and telecommunications services, digital-content, and more. Lawyers are needed to provide advice, counseling, and litigation services regarding the acquisition of and licensing of intellectual property rights; the assertion and defense of such rights; regulations governing the use, protection and preservation of information; and contractual and business practices in the high-tech sector. Graduates who have a substantive understanding of legal and technological issues regarding e-commerce, information technologies, e-discovery, computational finance, network security, digital media, or related computer science fields will have a substantial advantage in obtaining and flourishing in such positions. Graduates with the joint degree will be better prepared to be drafters, negotiators, and litigators when seeking to obtain and protect inventions, trademarks, analog and digital creations, internet websites, and domain names; advisors concerning licensing, reverse engineering, or reusing computer software, expressive, or functional media; and managers when developing policies governing the acquisition, preservation and dissemination of information for their clients and within their own institutions.

The joint JD+MS program allows students to obtain dual degrees in both law and computer science fields with only one additional year of study beyond the regular JD program and with a minimum of additional expense. The program is designed for all students who wish to deepen their technical expertise while also obtaining a law degree.

Some of the students completing the joint JD+MS degree will seek to become members of the patent bar. There are also many opportunities (including as patent litigators and licensors) for graduates who either lack the scientific or technical background required to qualify for the patent bar exam or lack the desire to practice patent law. (Membership in the patent bar is required only to file and prosecute patent applications in the United States Patent and Trademark Office; it is not a general

requirement for patent law practice.) The MS in Computer Science does not itself provide a degree that currently qualifies students to take the patent bar exam, but may provide relevant course work toward fulfilling eligibility requirements. (Applicants are advised to consult the U.S. Patent and Trademark Office's General Requirements Bulletin (https://www.uspto.gov/sites/default/files/OED_GRB.pdf)).

Program Requirements	Semester Hours
JD Requirements	76
Total hours required	76

Program Requirements	Quarter Hours
MS Requirements	56
Total hours required	56

Degree Requirements

The following rules apply to this joint degree:

- Students may substitute up to 16 CDM credit hours for up to 10 of the 86 required law semester hours, reducing their law course requirements to 76 semester hours. However, students cannot substitute CDM credit hours for required courses in the College of Law, such as Legal Profession or Advanced Writing Requirement courses.
- Only CDM courses taken after enrollment in the College of Law may be substituted for law courses.
- Students may substitute up to 8 law semester hours for up to 3 CDM master's degree courses, reducing their CDM course requirements to 10 courses plus any necessary introductory courses.
- Students must graduate from both schools on the same date, in the same semester/quarter, and in the same year. Double counting of credit hours occurs only after the student concurrently completes both degree programs. Students should consult with the joint degree advisors regarding any questions about coordinating the completion of the two degrees.
- Students must adhere to CDM introductory course grade requirements as specified for their CDM major.
- Students also adhere to CDM grade and GPA requirements as specified for their CDM major in all CDM courses beyond the introductory courses.
- CDM requires that students must maintain a GPA of 2.50 or higher while pursuing their joint degrees.

Graduation Requirements

The joint degree candidate must complete all CDM requirements at the end of the fall quarter and all law requirements at the end of the fall semester to be eligible for a December degree award. Students who plan to graduate in spring must complete their CDM coursework by the end of the spring quarter and their law requirements by the end of the spring semester to be eligible for a spring degree award. Students who complete CDM requirements in the spring that they expect to graduate may not have their degrees granted in time to be certified for the July bar exam. Students cannot be certified for admission to the Bar and sit for the bar exam until all degree requirements are completed for both degrees.

Course Requirements

Full-time students must complete the regular first year JD program with a minimum GPA of 3.0 before being admitted to the Joint Degree. Part-time students must complete at least three law semesters with a minimum

GPA of 3.0 before being admitted to the Joint Degree. The second and third years provide some flexibility to tailor a student's program. For example, students might take three law courses in the Fall Semester and two law courses in the Spring Semester, while taking one CDM course in the Fall Quarter, two CDM courses in the Winter Quarter, and two CDM courses in the Spring Quarter. The fourth year might consist of three law courses in the Fall Semester, one CDM course in the Fall Quarter, three CDM courses in the Winter Quarter, and three CDM courses in the Spring Quarter.

This schedule allows for completion of the JD as well as completion of 14 CDM courses (the MS program plus four prerequisite courses) in four years. It is possible that, because of prerequisite coursework, the program may take some students more than four years. Since each student will require a different number of CDM introductory courses and each student will select courses based on semester/quarter availability, any particular curriculum might be different from the above-described curriculum. Students are encouraged to select courses with the assistance of the program advisors at both the College of Law and CDM.

CDM Requirements for an MS Degree

For the CDM portion of the joint degree, students may major in:

- Computer Science
- Cybersecurity
- E-Commerce Technology
- Information Systems
- Network Engineering and Security

Each program listed above follows the requirements as listed on the page for that major. These requirements are divided into phases. Upon completion of the major requirements, each student will move to the Elective Phase as described below.

Students with a GPA of 3.9 or higher will graduate from CDM with distinction.

College of Law Certificate Programs

In addition to the Joint Degree, students may obtain one of the Certificates offered by the College of Law, providing that they have met the requirements for the Certificate.

For DePaul's policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate Handbook.

Elective Phase

Students must complete 12 additional graduate quarter hours fulfilled by courses from the IP Certificate. These courses will also be counted toward the JD degree.

Law/International Public Service - Joint Degree (JD/MS)

Program Requirements	Quarter Hours
JD Requirements	76
Total hours required	76

Program Requirements	Quarter Hours
IPS Requirements	36
Total hours required	36

Learning Outcomes

JD Students will be able to:

- Solve legal problems by applying foundational knowledge of civil procedure, constitutional law, contracts, criminal law, property law, and torts.
- Solve legal problems by applying foundational knowledge of the rules regulating the legal profession.
- Identify and apply relevant legal authority.
- Communicate clearly in speech and writing.
- Demonstrate the fundamental professional lawyering skills for competent and ethical participation as a member of the legal profession.
- Demonstrate an understanding of the importance of cross-cultural competence in the legal profession and the obligation of lawyers to promote a justice system that provides equal access and eliminates bias and all forms of invidious discrimination, including racism, in the law.

Masters in International Public Service Students will be able to:

- Critically assess the global consideration and implications of issues/concerns to multiple audiences in the appropriate written and oral formats.
- Apply an ethical and empirical framework to organizational decisions.
- Analyze the leadership and management skills essential to sustaining international public service organizations.

Degree Requirements

A joint degree program allows a student to complete two graduate degrees concurrently in less time than it takes to finish each program individually. As a specified number of credit hours apply toward both degrees, students also pay less in overall tuition by combining programs.

Before beginning a joint degree program, both full-time and part-time law students must complete the required first-year curriculum and achieve a minimum grade point average of 3.00 in those courses. Full-time students earn 29 credits the first year, while part-time students must earn at least 29 credits within the first three semesters of the law program.

Traditional JD students must complete 86 credit hours to graduate from the College of Law. However, under a joint degree program, a student earns the JD degree after completing a minimum of 76 credit hours. The College of Law applies up to 10 credits toward the JD degree for work completed in the other graduate degree program. Traditional International Public Service students must complete 52 hours to receive the IPS degree. However, under the joint degree program, students are required to complete a minimum of 36 credit hours. The International Public Service Program will accept up to 16 hours of credit for work completed in the College of Law. Credit hours are eligible to be applied only after completion of the required first year JD curriculum described above. A joint degree student may not receive credit for courses that create a redundancy in coursework.

Admission

Students seeking a joint degree with a college outside of the College of Law must independently apply and be admitted to the other graduate degree program. Full-time law students typically apply to the other graduate program in the summer prior to their second year of law school.

Part-time law students typically apply to the other graduate degree program in the spring semester of their second year.

After admission to the other graduate program, joint degree applicants should submit a copy of the acceptance letter and law school transcript to the Assistant Dean for Student Affairs at the College of Law. The transcript and acceptance letter should be accompanied by a cover letter from the student requesting that the student's program be changed from Juris Doctor to the appropriate joint degree program. The letter should include the student's full name, student identification number, mailing address, email address and phone number. The joint degree candidate should also schedule a meeting with the appropriate adviser in the other college to which the student has been admitted to discuss the curriculum.

Combined Credits and Expenses

Full-time joint degree students generally complete the program in four years. Part-time applicants generally complete the joint degree program in five years. A student may accelerate the program by taking classes in the summer or by taking more courses during the academic year. By doing so, a student may complete both programs one-half year earlier.

Once enrolled in a joint degree program, students no longer pay the College of Law package tuition; instead, students pay by the credit hour for law classes and classes taken in the other program.

Grading Standards

Joint degree students must meet the grading standards of the College of Law and the respective graduate degree program in order to remain in good standing. Grades are recorded on the transcript under the college in which the courses are taken, and the combined degree is recorded after graduation. Students who are dismissed from either program may be able to continue studies in the other program. Students must satisfy the normal program requirements of the other school to receive the degree; no double counting of credits is permitted after a dismissal from one college.

Leaves of Absence/Withdrawal

Students must receive permission from both colleges to take a leave of absence from the joint degree program or to withdraw from the joint degree program. A leave of absence is granted for a maximum of one year. If a student does not enroll in classes after one year, he or she will be permanently withdrawn from both programs and only may re-enroll by applying to the admission offices of both colleges as a new student.

Graduation

To receive the joint degree, a student must graduate from both schools on the same date, in the same semester/quarter and in the same year. Double counting of credits occurs only after concurrent completion of both programs.

For a December graduation, all requirements must be completed at the end of the fall semester and fall quarter. For a spring graduation, all non-law requirements must be completed at the end of the spring quarter and all law requirements at the end of the spring semester. Students who complete non-law requirements in the spring that they expect to graduate may not have their degrees granted in time to be certified for the July bar exam. A student will not be eligible to graduate, cannot be certified for admission to the Bar, and cannot sit for bar examinations until all degree requirements are met and degrees conferred.

Law/International Studies - Joint Degree (JD/MA)

The JD/MA in International Studies with the College of Liberal Arts & Social Sciences (LAS) provides you with knowledge of the political, economic and cultural environment in which international law is developing. Structured around international political economy and global culture, the program is particularly appropriate for law students with strong foreign language or social science backgrounds who wish to pursue careers as international legal specialists.

To be accepted to the joint degree program, students must complete at least 29 credits in the College of Law with a minimum grade point average of 3.00. They apply to the LAS graduate program after their first semester in law school.

Traditional JD students must complete 86 credit hours to graduate from the College of Law. However, under a joint degree program, a student earns the JD degree after completing a minimum of 76 credit hours. The College of Law applies up to 10 credits toward the JD degree for work completed in the other graduate degree program. Traditional international studies students must complete 48 credit hours to receive the MA degree. However, under the joint degree program, you are required to complete a minimum of 36 credit hours. The Graduate College of Liberal Arts & Social Sciences will accept up to 12 hours of credit for work completed in the College of Law. A joint degree student may not receive credit for courses that create a redundancy in coursework.

Program Requirements	Semester Hours
JD Requirements	76
Total hours required	76

Program Requirements	Quarter Hours
MA Requirements	36
Total hours required	36

Learning Outcomes

JD Learning Outcomes

Students will be able to:

- Solve legal problems by applying foundational knowledge of civil procedure, constitutional law, contracts, criminal law, property law, and torts.
- Solve legal problems by applying foundational knowledge of the rules regulating the legal profession.
- Identify and apply relevant legal authority.
- Communicate clearly in speech and writing.
- Demonstrate the fundamental professional lawyering skills for competent and ethical participation as a member of the legal profession.
- Demonstrate an understanding of the importance of cross-cultural competence in the legal profession and the obligation of lawyers to promote a justice system that provides equal access and eliminates bias and all forms of invidious discrimination, including racism, in the law.

MA Learning Outcomes

Students will be able to:

- Analyze the multiple ways in which inequality and oppression work and strategize for social change.
- Work with different partners in order to produce collaborative intellectual work.
- Develop socially responsible ethical frameworks that are informed by historical consciousness of transnational contexts.
- Examine the linkages between theory and practice, scholarship and activism, research and public policy in the field of International Studies.
- Carefully read texts, research independently, and write clearly.

A joint degree program allows a student to complete two graduate degrees concurrently in less time than it takes to finish each program individually. As a specified number of credit hours apply toward both degrees, students also pay less in overall tuition by combining programs.

Before beginning a joint degree program, both full-time and part-time law students must complete the required first-year curriculum and achieve a minimum grade point average of 3.00 in those courses. Full-time students earn 29 credits the first year, while part-time students must earn at least 29 credits within the first three semesters of the law program.

Traditional JD students must complete 86 credit hours to graduate from the College of Law. However, under a joint degree program, a student earns the JD degree after completing a minimum of 76 credit hours. The College of Law applies up to 10 credits toward the JD degree for work completed in the other graduate degree program. Traditional international studies students must complete 48 credit hours to receive the MA degree. However, under the joint degree program, you are required to complete a minimum of 36 credit hours. The Graduate College of Liberal Arts & Social Sciences will accept up to 12 hours of credit for work completed in the College of Law. For completion of the JD/MA degree students must meet all criteria for completion of the JD and the MA while taking a minimum of five international law electives in the College of Law. In addition, students must complete a year-long six course core sequence in International Studies. Finally, students complete a three quarter, 12-credit sequence in International Studies leading to completion of an MA thesis.

Admission

Students seeking a joint degree with a college outside of the College of Law must independently apply and be admitted to the other graduate degree program. Full-time law students typically apply to the other graduate program in the summer prior to their second year of law school. Part-time law students typically apply to the other graduate degree program in the spring semester of their second year.

After admission to the other graduate program, joint degree applicants should submit a copy of the acceptance letter and law school transcript to the Assistant Dean for Student Affairs at the College of Law. The transcript and acceptance letter should be accompanied by a cover letter from the student requesting that the student's program be changed from Juris Doctor to the appropriate joint degree program. The letter should include the student's full name, student identification number, mailing address, email address and phone number. The joint degree candidate should also schedule a meeting with the appropriate adviser in the other college to which the student has been admitted to discuss the curriculum.

Combined Credits and Expenses

Full-time joint degree students generally complete the program in four years. Part-time applicants generally complete the joint degree program

in five years. A student may accelerate the program by taking classes in the summer or by taking more courses during the academic year. By doing so, a student may complete both programs one-half year earlier.

Once enrolled in a joint degree program, students no longer pay the College of Law package tuition; instead, students pay by the credit hour for law classes and classes taken in the other program.

Grading Standards

Joint degree students must meet the grading standards of the College of Law and the respective graduate degree program in order to remain in good standing. Grades are recorded on the transcript under the college in which the courses are taken, and the combined degree is recorded after graduation. Students who are dismissed from either program may be able to continue studies in the other program. Students must satisfy the normal program requirements of the other school to receive the degree; no double counting of credits is permitted after a dismissal from one college.

Leaves of Absence/Withdrawal

Students must receive permission from both colleges to take a leave of absence from the joint degree program or to withdraw from the joint degree program. A leave of absence is granted for a maximum of one year. If a student does not enroll in classes after one year, he or she will be permanently withdrawn from both programs and only may re-enroll by applying to the admission offices of both colleges as a new student.

Graduation

To receive the joint degree, a student must graduate from both schools on the same date, in the same semester/quarter and in the same year. Double counting of credits occurs only after concurrent completion of both programs.

For a December graduation, all requirements must be completed at the end of the fall semester and fall quarter. For a spring graduation, all non-law requirements must be completed at the end of the spring quarter and all law requirements at the end of the spring semester. Students who complete non-law requirements in the spring that they expect to graduate may not have their degrees granted in time to be certified for the July bar exam. A student will not be eligible to graduate, cannot be certified for admission to the Bar, and cannot sit for bar examinations until all degree requirements are met and degrees conferred.

Law/Non-Profit Management- Joint Degree (JD/MNM)

Program Requirements	Quarter Hours
JD Requirements	76
Total hours required	76

Program Requirements	Quarter Hours
MNM Requirements	36
Total hours required	36

Learning Outcomes

JD Students will be able to:

- Solve legal problems by applying foundational knowledge of civil procedure, constitutional law, contracts, criminal law, property law, and torts.

- Solve legal problems by applying foundational knowledge of the rules regulating the legal profession.
- Identify and apply relevant legal authority.
- Communicate clearly in speech and writing.
- Demonstrate the fundamental professional lawyering skills for competent and ethical participation as a member of the legal profession.
- Demonstrate an understanding of the importance of cross-cultural competence in the legal profession and the obligation of lawyers to promote a justice system that provides equal access and eliminates bias and all forms of invidious discrimination, including racism, in the law.

Masters in Non-Profit Management Students will be able to:

- Explain relevant issues in the non-profit sector to target audiences in appropriate written and oral formats.
- Apply an ethical framework in making an organizational decision on a current moral dilemma.
- Demonstrate the specific managerial and technical skillsets evident in the non-profit sector, including finance, the management of volunteers, fundraising, and advocacy.
- Apply the leadership and strategic planning skills essential to managing non-profit organizations.
- Demonstrate their research competencies through a multi-step self-assessment process.

Degree Requirements

A joint degree program allows a student to complete two graduate degrees concurrently in less time than it takes to finish each program individually. As a specified number of credit hours apply toward both degrees, students also pay less in overall tuition by combining programs.

Before beginning a joint degree program, both full-time and part-time law students must complete the required first-year curriculum and achieve a minimum grade point average of 3.00 in those courses. Full-time students earn 29 credits the first year, while part-time students must earn at least 29 credits within the first three semesters of the law program.

Traditional JD students must complete 86 credit hours to graduate from the College of Law. However, under a joint degree program, a student earns the JD degree after completing a minimum of 76 credit hours. The College of Law applies up to 10 credits toward the JD degree for work completed in the other graduate degree program. Traditional Non-Profit Management Students must complete 52 hours to receive the MNM degree. However, under the joint degree program, students are required to complete a minimum of 36 credit hours. The Non-Profit Management Program will accept up to 16 hours of credit for work completed in the College of Law. Credit hours are eligible to be applied only after completion of the required first year JD curriculum described above. A joint degree student may not receive credit for courses that create a redundancy in coursework.

Admission

Students seeking a joint degree with a college outside of the College of Law must independently apply and be admitted to the other graduate degree program. Full-time law students typically apply to the other graduate program in the summer prior to their second year of law school. Part-time law students typically apply to the other graduate degree program in the spring semester of their second year.

After admission to the other graduate program, joint degree applicants should submit a copy of the acceptance letter and law school transcript to the Assistant Dean for Student Affairs at the College of Law. The transcript and acceptance letter should be accompanied by a cover letter from the student requesting that the student's program be changed from Juris Doctor to the appropriate joint degree program. The letter should include the student's full name, student identification number, mailing address, email address and phone number. The joint degree candidate should also schedule a meeting with the appropriate adviser in the other college to which the student has been admitted to discuss the curriculum.

Combined Credits and Expenses

Full-time joint degree students generally complete the program in four years. Part-time applicants generally complete the joint degree program in five years. A student may accelerate the program by taking classes in the summer or by taking more courses during the academic year. By doing so, a student may complete both programs one-half year earlier.

Once enrolled in a joint degree program, students no longer pay the College of Law package tuition; instead, students pay by the credit hour for law classes and classes taken in the other program.

Grading Standards

Joint degree students must meet the grading standards of the College of Law and the respective graduate degree program in order to remain in good standing. Grades are recorded on the transcript under the college in which the courses are taken, and the combined degree is recorded after graduation. Students who are dismissed from either program may be able to continue studies in the other program. Students must satisfy the normal program requirements of the other school to receive the degree; no double counting of credits is permitted after a dismissal from one college.

Leaves of Absence/Withdrawal

Students must receive permission from both colleges to take a leave of absence from the joint degree program or to withdraw from the joint degree program. A leave of absence is granted for a maximum of one year. If a student does not enroll in classes after one year, he or she will be permanently withdrawn from both programs and only may re-enroll by applying to the admission offices of both colleges as a new student.

Graduation

To receive the joint degree, a student must graduate from both schools on the same date, in the same semester/quarter and in the same year. Double counting of credits occurs only after concurrent completion of both programs.

For a December graduation, all requirements must be completed at the end of the fall semester and fall quarter. For a spring graduation, all non-law requirements must be completed at the end of the spring quarter and all law requirements at the end of the spring semester. Students who complete non-law requirements in the spring that they expect to graduate may not have their degrees granted in time to be certified for the July bar exam. A student will not be eligible to graduate, cannot be certified for admission to the Bar, and cannot sit for bar examinations until all degree requirements are met and degrees conferred.

Law/Public Administration - Joint Degree (JD/MPA)

Offered jointly with the College of Liberal Arts & Social Sciences' School of Public Service, the JD+Masters in Public Administration (MPA) promotes effective management of government agencies and fosters development of sound public policies affecting the delivery of social services. The MPA program balances theoretical and applied approaches to contemporary challenges of administration and policy analysis, and offers courses such as ethical leadership and government financial administration. Following the tradition of St. Vincent de Paul, the Public Administration program devotes special attention to policies and practices that promote social equity through delivery of affordable, quality services to those in greatest need.

Traditional JD students must complete 86 credit hours to graduate from the College of Law. However, under a joint degree program, a student earns the JD degree after completing a minimum of 76 credit hours. The College of Law applies up to 10 credit hours toward the JD degree for work completed in the other graduate degree program. Traditional Public Administration students must complete 52 credit hours to receive the MPA degree. However, under the joint degree program, students are required to complete a minimum of 36 credit hours. The Public Administration program will accept up to 16 credit hours for work completed in the College of Law. A joint degree student may not receive credit for courses that create a redundancy in coursework.

Students pursuing the JD+MPA will complete the core requirements of the MPA degree and not pursue a concentration. Please visit the Public Administration catalog for complete program information.

Program Requirements	Semester Hours
JD Requirements	76
Total hours required	76

Program Requirements	Quarter Hours
MPA Requirements	36
Total hours required	36

Learning Outcomes

JD Students will be able to:

- Solve legal problems by applying foundational knowledge of civil procedure, constitutional law, contracts, criminal law, property law, and torts.
- Solve legal problems by applying foundational knowledge of the rules regulating the legal profession.
- Identify and apply relevant legal authority.
- Communicate clearly in speech and writing.
- Demonstrate the fundamental professional lawyering skills for competent and ethical participation as a member of the legal profession.
- Demonstrate an understanding of the importance of cross-cultural competence in the legal profession and the obligation of lawyers to promote a justice system that provides equal access and eliminates bias and all forms of invidious discrimination, including racism, in the law.

Master of Public Administration Students will be able to:

- Apply leadership and organizational management skills and concepts in an ethical manner amidst an ever-changing public sector.
- Analyze and interact with governance structures, jurisdictional boundaries and the public policy and implementation processes.
- Analyze and synthesize data regarding an existing public affairs issue and use empirical analysis to prepare solutions for informed, decision-making in the public sector using critical thinking.
- Articulate in written or oral forms a commitment to ethical service to all people with a focus on social justice, professionalism, efficiency, cultural sensitivity, and transparency.
- Integrate the social justice lens in delivery of services and programs to a diverse public and workforce.

Degree Requirements

A joint degree program allows a student to complete two graduate degrees concurrently in less time than it takes to finish each program individually. As a specified number of credit hours apply toward both degrees, students also pay less in overall tuition by combining programs.

Before beginning a joint degree program, both full-time and part-time law students must complete the required first-year curriculum and achieve a minimum grade point average of 3.00 in those courses. Full-time students earn 29 credits the first year, while part-time students must earn at least 29 credits within the first three semesters of the law program.

Traditional JD students must complete 86 credit hours to graduate from the College of Law. However, under a joint degree program, a student earns the JD degree after completing a minimum of 76 credit hours. The College of Law applies up to 10 credits toward the JD degree for work completed in the other graduate degree program. Traditional public administration students must complete 52 hours to receive the MPA degree. However, under the joint degree program, students are required to complete a minimum of 36 credit hours. The Public Administration program will accept up to 16 hours of credit for work completed in the College of Law. Credit hours are eligible to be applied only after completion of the required first year JD curriculum described above. A joint degree student may not receive credit for courses that create a redundancy in coursework.

Admission

Students seeking a joint degree with a college outside of the College of Law must independently apply and be admitted to the other graduate degree program. Full-time law students typically apply to the other graduate program in the summer prior to their second year of law school. Part-time law students typically apply to the other graduate degree program in the spring semester of their second year.

After admission to the other graduate program, joint degree applicants should submit a copy of the acceptance letter and law school transcript to the Assistant Dean for Student Affairs at the College of Law. The transcript and acceptance letter should be accompanied by a cover letter from the student requesting that the student's program be changed from Juris Doctor to the appropriate joint degree program. The letter should include the student's full name, student identification number, mailing address, email address and phone number. The joint degree candidate should also schedule a meeting with the appropriate adviser in the other college to which the student has been admitted to discuss the curriculum.

Combined Credits and Expenses

Full-time joint degree students generally complete the program in four years. Part-time applicants generally complete the joint degree program in five years. A student may accelerate the program by taking classes in the summer or by taking more courses during the academic year. By doing so, a student may complete both programs one-half year earlier.

Once enrolled in a joint degree program, students no longer pay the College of Law package tuition; instead, students pay by the credit hour for law classes and classes taken in the other program.

Grading Standards

Joint degree students must meet the grading standards of the College of Law and the respective graduate degree program in order to remain in good standing. Grades are recorded on the transcript under the college in which the courses are taken, and the combined degree is recorded after graduation. Students who are dismissed from either program may be able to continue studies in the other program. Students must satisfy the normal program requirements of the other school to receive the degree; no double counting of credits is permitted after a dismissal from one college.

Leaves of Absence/Withdrawal

Students must receive permission from both colleges to take a leave of absence from the joint degree program or to withdraw from the joint degree program. A leave of absence is granted for a maximum of one year. If a student does not enroll in classes after one year, he or she will be permanently withdrawn from both programs and only may re-enroll by applying to the admission offices of both colleges as a new student.

Graduation

To receive the joint degree, a student must graduate from both schools on the same date, in the same semester/quarter and in the same year. Double counting of credits occurs only after concurrent completion of both programs.

For a December graduation, all requirements must be completed at the end of the fall semester and fall quarter. For a spring graduation, all non-law requirements must be completed at the end of the spring quarter and all law requirements at the end of the spring semester. Students who complete non-law requirements in the spring that they expect to graduate may not have their degrees granted in time to be certified for the July bar exam. A student will not be eligible to graduate, cannot be certified for admission to the Bar, and cannot sit for bar examinations until all degree requirements are met and degrees conferred.

Law/Public Policy - Joint Degree (JD/MPP)

Offered jointly with the School of Public Service in the College of Liberal Arts & Social Sciences, the JD+Masters in Public Policy (MPP) program gives students the skills, experience and analytical tools to help shape government policies that influence our local, regional and national agendas. The MPP program balances theoretical and applied approaches to contemporary challenges of public policy development and policy analysis, and offers courses such as ethical leadership and policy implementation. Following the tradition of St. Vincent de Paul, the Masters in Public Policy program devotes special attention to policies and practices that promote social equity through delivery of affordable, quality services to those in greatest need.

Traditional JD students must complete 86 credit hours to graduate from the College of Law. However, under a joint degree program, a student earns the JD degree after completing a minimum of 76 credit hours. The College of Law applies up to 10 credit hours toward the JD degree for work completed in the other graduate degree program. Traditional Masters in Public Policy students must complete 52 credit hours to receive the MPP degree. However, under the joint degree program, students are required to complete a minimum of 36 credit hours. The Masters in Public Policy program will accept up to 16 credit hours for work completed in the College of Law. A joint degree student may not receive credit for courses that create a redundancy in coursework.

Students pursuing the JD+MPP will complete the MPP degree's core requirements. Please visit the Masters in Public Policy catalog page for complete program information.

Program Requirements	Semester Hours
JD Requirements	76
Total hours required	76

Program Requirements	Quarter Hours
MPP Requirements	36
Total hours required	36

Learning Outcomes

- Solve legal problems by applying foundational knowledge of civil procedure, constitutional law, contracts, criminal law, property law, and torts.
- Solve legal problems by applying foundational knowledge of the rules regulating the legal profession.
- Identify and apply relevant legal authority.
- Communicate clearly in speech and writing.
- Demonstrate the fundamental professional lawyering skills for competent and ethical participation as a member of the legal profession.
- Demonstrate an understanding of the importance of cross-cultural competence in the legal profession and the obligation of lawyers to promote a justice system that provides equal access and eliminates bias and all forms of invidious discrimination, including racism, in the law.

Learning Outcomes

Masters in Public Policy Students will be able to:

- Lead ethically in the field of public policy.
- Create and assess plans for citizen involvement in policy planning, advocacy, and implementation.
- Understand, apply, and consider the trade-offs in social equity, political accountability, and economic efficiency.
- Communicate effectively through oral and written media.
- Become engaged and informed citizens, active in public policy and service.

Degree Requirements

A joint degree program allows a student to complete two graduate degrees concurrently in less time than it takes to finish each program individually. As a specified number of credit hours apply toward both degrees, students also pay less in overall tuition by combining programs.

Before beginning a joint degree program, both full-time and part-time law students must complete the required first-year curriculum and achieve a minimum grade point average of 3.00 in those courses. Full-time students earn 29 credits the first year, while part-time students must earn at least 29 credits within the first three semesters of the law program.

Traditional JD students must complete 86 credit hours to graduate from the College of Law. However, under a joint degree program, a student earns the JD degree after completing a minimum of 76 credit hours. The College of Law applies up to 10 credits toward the JD degree for work completed in the other graduate degree program. Traditional public policy students must complete 52 hours to receive the MPP degree. However, under the joint degree program, students are required to complete a minimum of 36 credit hours. The Public Policy program will accept up to 16 hours of credit for work completed in the College of Law. Credit hours are eligible to be applied only after completion of the required first year JD curriculum described above. A joint degree student may not receive credit for courses that create a redundancy in coursework.

Admission

Students seeking a joint degree with a college outside of the College of Law must independently apply and be admitted to the other graduate degree program. Full-time law students typically apply to the other graduate program in the summer prior to their second year of law school. Part-time law students typically apply to the other graduate degree program in the spring semester of their second year.

After admission to the other graduate program, joint degree applicants should submit a copy of the acceptance letter and law school transcript to the Assistant Dean for Student Affairs at the College of Law. The transcript and acceptance letter should be accompanied by a cover letter from the student requesting that the student's program be changed from Juris Doctor to the appropriate joint degree program. The letter should include the student's full name, student identification number, mailing address, email address and phone number. The joint degree candidate should also schedule a meeting with the appropriate adviser in the other college to which the student has been admitted to discuss the curriculum.

Combined Credits and Expenses

Full-time joint degree students generally complete the program in four years. Part-time applicants generally complete the joint degree program in five years. A student may accelerate the program by taking classes in the summer or by taking more courses during the academic year. By doing so, a student may complete both programs one-half year earlier.

Once enrolled in a joint degree program, students no longer pay the College of Law package tuition; instead, students pay by the credit hour for law classes and classes taken in the other program.

Grading Standards

Joint degree students must meet the grading standards of the College of Law and the respective graduate degree program in order to remain in good standing. Grades are recorded on the transcript under the college in which the courses are taken, and the combined degree is recorded after graduation. Students who are dismissed from either program may be able to continue studies in the other program. Students must satisfy the normal program requirements of the other school to receive the degree; no double counting of credits is permitted after a dismissal from one college.

Leaves of Absence/Withdrawal

Students must receive permission from both colleges to take a leave of absence from the joint degree program or to withdraw from the joint degree program. A leave of absence is granted for a maximum of one year. If a student does not enroll in classes after one year, he or she will be permanently withdrawn from both programs and only may re-enroll by applying to the admission offices of both colleges as a new student.

Graduation

To receive the joint degree, a student must graduate from both schools on the same date, in the same semester/quarter and in the same year. Double counting of credits occurs only after concurrent completion of both programs.

For a December graduation, all requirements must be completed at the end of the fall semester and fall quarter. For a spring graduation, all non-law requirements must be completed at the end of the spring quarter and all law requirements at the end of the spring semester. Students who complete non-law requirements in the spring that they expect to graduate may not have their degrees granted in time to be certified for the July bar exam. A student will not be eligible to graduate, cannot be certified for admission to the Bar, and cannot sit for bar examinations until all degree requirements are met and degrees conferred.

Law/Public Service - Joint Degree (JD/MS)

Offered jointly with the College of Liberal Arts & Social Sciences School of Public Service, the JD+MS in Public Service Management promotes effective management of nonprofit organizations and government agencies and fosters development of sound public policies affecting the delivery of social services. The program is interdisciplinary and draws primarily on the areas of sociology, economics, political science, law and the human service professions, carefully balancing theoretical and applied approaches to contemporary challenges of administration and policy analysis. Following the tradition of St. Vincent de Paul, the Public Services Management program devotes special attention to policies and practices that promote social equality through delivery of affordable, quality services to those in greatest need.

Traditional JD students must complete 86 credit hours to graduate from the College of Law. However, under a joint degree program, a student earns the JD degree after completing a minimum of 76 credit hours. The College of Law applies up to 10 credits toward the JD degree for work completed in the other graduate degree program. Traditional public service management students must complete 52 hours to receive the MS degree. However, under the joint degree program, students are required to complete a minimum of 36 credit hours. The Public Service Management program will accept up to 16 hours of credit for work completed in the College of Law. A joint degree student may not receive credit for courses that create a redundancy in coursework.

In addition to the core requirements, specific courses are required for the various public service management concentrations. Please visit the Public Service Management catalog for complete program requirements.

Program Requirements	Semester Hours
JD Requirements	76
Total hours required	76

Program Requirements	Quarter Hours
MS Requirements	36
Total hours required	36

Learning Outcomes

JD Students will be able to:

- Solve legal problems by applying foundational knowledge of civil procedure, constitutional law, contracts, criminal law, property law, and torts.
- Solve legal problems by applying foundational knowledge of the rules regulating the legal profession.
- Identify and apply relevant legal authority.
- Communicate clearly in speech and writing.
- Demonstrate the fundamental professional lawyering skills for competent and ethical participation as a member of the legal profession.

Degree Requirements

A joint degree program allows a student to complete two graduate degrees concurrently in less time than it takes to finish each program individually. As a specified number of credit hours apply toward both degrees, students also pay less in overall tuition by combining programs.

Before beginning a joint degree program, both full-time and part-time law students must complete the required first-year curriculum and achieve a minimum grade point average of 3.00 in those courses. Full-time students earn 29 credits the first year, while part-time students must earn at least 29 credits within the first three semesters of the law program.

Traditional JD students must complete 86 credit hours to graduate from the College of Law. However, under a joint degree program, a student earns the JD degree after completing a minimum of 76 credit hours. The College of Law applies up to 10 credits toward the JD degree for work completed in the other graduate degree program. Traditional public service management students must complete 52 hours to receive the MS degree. However, under the joint degree program, students are required to complete a minimum of 36 credit hours. The Public Service Management program will accept up to 16 hours of credit for work completed in the College of Law. Credit hours are eligible to be applied only after completion of the required first year JD curriculum described above. A joint degree student may not receive credit for courses that create a redundancy in coursework.

Admission

Students seeking a joint degree with a college outside of the College of Law must independently apply and be admitted to the other graduate degree program. Full-time law students typically apply to the other graduate program in the summer prior to their second year of law school. Part-time law students typically apply to the other graduate degree program in the spring semester of their second year.

After admission to the other graduate program, joint degree applicants should submit a copy of the acceptance letter and law school transcript to the Assistant Dean for Student Affairs at the College of Law. The transcript and acceptance letter should be accompanied by a cover letter from the student requesting that the student's program be changed from Juris Doctor to the appropriate joint degree program. The letter should include the student's full name, student identification number, mailing address, email address and phone number. The joint degree

candidate should also schedule a meeting with the appropriate adviser in the other college to which the student has been admitted to discuss the curriculum.

Combined Credits and Expenses

Full-time joint degree students generally complete the program in four years. Part-time applicants generally complete the joint degree program in five years. A student may accelerate the program by taking classes in the summer or by taking more courses during the academic year. By doing so, a student may complete both programs one-half year earlier.

Once enrolled in a joint degree program, students no longer pay the College of Law package tuition; instead, students pay by the credit hour for law classes and classes taken in the other program.

Grading Standards

Joint degree students must meet the grading standards of the College of Law and the respective graduate degree program in order to remain in good standing. Grades are recorded on the transcript under the college in which the courses are taken, and the combined degree is recorded after graduation. Students who are dismissed from either program may be able to continue studies in the other program. Students must satisfy the normal program requirements of the other school to receive the degree; no double counting of credits is permitted after a dismissal from one college.

Leaves of Absence/Withdrawal

Students must receive permission from both colleges to take a leave of absence from the joint degree program or to withdraw from the joint degree program. A leave of absence is granted for a maximum of one year. If a student does not enroll in classes after one year, he or she will be permanently withdrawn from both programs and only may re-enroll by applying to the admission offices of both colleges as a new student.

Graduation

To receive the joint degree, a student must graduate from both schools on the same date, in the same semester/quarter and in the same year. Double counting of credits occurs only after concurrent completion of both programs.

For a December graduation, all requirements must be completed at the end of the fall semester and fall quarter. For a spring graduation, all non-law requirements must be completed at the end of the spring quarter and all law requirements at the end of the spring semester. Students who complete non-law requirements in the spring that they expect to graduate may not have their degrees granted in time to be certified for the July bar exam. A student will not be eligible to graduate, cannot be certified for admission to the Bar, and cannot sit for bar examinations until all degree requirements are met and degrees conferred.

Leadership Studies (BA)

The Bachelor of Arts in Leadership Studies from the School of Continuing and Professional Studies (SCPS) emphasizes a multidisciplinary understanding of the theory and practice of leadership applicable to various environments. The degree offers an interdisciplinary liberal arts and professional studies curriculum that is especially suited to those who are already working and seek to advance their depth of knowledge of leadership and enhance their professionalism. The degree is equally appropriate for managers and leaders in the corporate or non-profit fields.

This major advances students' knowledge and professional skills related to effective leadership, communication, management of change and conflict, the role of technology and globalization in governance. Expertise in leadership is honed upon a solid foundation of ethics and responsibility, analysis and critical thinking, creativity and innovation. Courses are offered by School of Continuing and Professional Studies and the College of Communication with electives courses available from the Department of Psychology.

This major is designed for working adult students and provides:

- Flexible scheduling including online options available
- Financial Aid, flexible payment options, and **special adult student tuition pricing**
- Acceleration and affordability through transfer credit and prior learning assessment (PLA) credit
- Opportunities to combine bachelor's and master's programs and apply graduate courses to both programs
- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
- Degree granted by DePaul University, with its excellent academic reputation and the opportunity to join its prestigious and extensive alumni network

Program Requirements	Quarter Hours
College Core Requirements	78
Major Requirements	76
Open Electives	38
Total hours required	192

Learning Outcomes

Students will be able to:

- Analyze and apply knowledge and theories of leadership.
- Investigate problems using qualitative and quantitative methods.
- Apply ethical principles in context.
- Explain the value of social justice in organizational contexts.
- Apply various methods of communication in multiple settings.
- Utilize principles of reflective practice in leadership studies.
- Analyze and apply different liberal arts perspectives.

Lifelong Learning (32 credits, 16 credits in residence)

Course	Title	Quarter Hours
LL 201 or RPL 101	REFLECTIVE LEARNING ¹ PRIOR LEARNING ASSESSMENT	2
LL 305	ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD	4
LL 205 or LL 206	QUANTITATIVE REASONING ADVANCED MATH FOR PROFESSIONAL STUDIES	4
LL 261	ESSAY WRITING	4
LL 270	CRITICAL THINKING	4
LL 290	RESEARCH WRITING ¹	4

LL 301	RESEARCH METHODS ¹	6
LL 302	EXPERIENTIAL LEARNING PRACTICUM ¹	4

¹ Must be completed in residence

Liberal Learning Requirements (46 credits, 4 credits in residence):

- Liberal Arts in Action Requirement: CCA 281 (<https://catalog.depaul.edu/search/?P=CCA%20281>), CCH 281 (<https://catalog.depaul.edu/search/?P=CCH%20281>), CCS 281 (<https://catalog.depaul.edu/search/?P=CCS%20281>) or courses with LA1 designation, 6 credits
- CORE CURRICULUM ARTS & IDEAS, courses with the CCA, AL, PI, or RD requirement designations, 12 credits
- CORE CURRICULUM HUMAN COMMUNITY, courses with the CCH, SCBI, or HI requirement designations, 12 credits
- CORE CURRICULUM SCIENTIFIC WORLD, courses with the CCSW, SI, SILB, or SISK requirement designations, 12 credits
- IN 307 (<https://catalog.depaul.edu/search/?P=IN%20307>), INTEGRATIVE LEARNING, 4 credits ¹

¹ Must be completed in residence.

Major Requirements (76 credit hours)

40 credit hours must be completed in residence in the major, including FA 199 and LL 303

Professional Studies Core (20 credit hours, 8 credits in residence)

Course	Title	Quarter Hours
CAREER ASSESSMENT AND PLANNING		
FA 199	CAREER ASSESSMENT AND PLANNING	2
PROFESSIONAL COMMUNICATIONS		
DCM 330	PROFESSIONAL COMMUNICATION IN THE WORKPLACE	4
ETHICS OR SOCIAL JUSTICE, courses with the PSES requirement designation. Choose one of the following:		
DCM 317	ETHICS IN THE PROFESSIONS	2
DCM 318	SOCIAL JUSTICE IN THE PROFESSIONS	2
CREATIVITY OR INNOVATION, courses with the PSCI requirement designation. Choose one of the following:		
CCA 170	CREATIVITY AND ENTREPRENEURSHIP	2
DCM 319	CREATIVITY AND INNOVATIVE THINKING	2
GLOBAL PERSPECTIVES, courses with the PSGP requirement designation. Choose one of the following:		
CCH 239	BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE	4
CCH 283	GLOBAL PERSPECTIVES OF WORK & FAMILY	4
CCH 300	GLOBALIZATION AND PROFESSIONAL PRACTICE	4
CAPSTONE PROJECT		
LL 303	CAPSTONE PROJECT	6

Leadership Studies Core (48 credit hours)

Course	Title	Quarter Hours
DCM 301	EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT	4
DCM 302	PROJECT MANAGEMENT: DESIGN AND ASSESSMENT	4
DCM 303	LEADERSHIP MODELS FOR STRONG ORGANIZATIONS	4
DCM 304	EVOLVING PROFESSIONAL ETHICS	4
or BADM 359	ETHICAL BUSINESS BEHAVIOR	
DCM 307	ANALYZING HUMAN BEHAVIOR	4
DCM 308	INTRODUCTION TO STATISTICS	4
CCH 299	ASSESSING AND MANAGING CONFLICT	4
DCM 312	ADVANCED LEADERSHIP THEORY & PRACTICE	4
BADM 310	GENDER IN BUSINESS AND LEADERSHIP	4
DA 200	DATA ANALYTICS	4
or DA 233	APPLIED INFORMATION MANAGEMENT SYSTEMS	
CMNS 251	ORGANIZATIONAL COMMUNICATION	4
CMNS 353	COMMUNICATION AND ORGANIZATIONAL CHANGE	4
or CMNS 316	COMMUNICATION AND DECISION-MAKING IN GROUPS AND TEAMS	

Leadership Studies Electives (8 credit hours)

Course	Title	Quarter Hours
BADM 270	BUSINESS STARTUPS	2
BADM 315	ECONOMICS FOR DECISION-MAKING	4
BADM 334	HUMAN RESOURCE AND TALENT DEVELOPMENT FUNDAMENTALS FOR MANAGERS	4
BADM 335	RISK MANAGEMENT IN THE WORKPLACE	4
BADM 340	IMPLEMENTING CORPORATE TRAINING PROGRAMS	4
CCH 220	FRAUD IN REAL WORLD ORGANIZATIONS	2
CCH 221	PROFESSIONAL SPEAKING SKILLS FROM ZOOM TO ROOM	2
CMNS 313	NONVERBAL COMMUNICATION	4
DCM 324	EFFECTIVE GROUP AND PERSONAL DYNAMICS	4
HLTH 330	HEALTH LEADERSHIP	4
PSY 347	SOCIAL PSYCHOLOGY	4
PSY 380	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	4
PSY 382	ORGANIZATIONAL BEHAVIOR	4

Open Electives (38 credits)

Open electives can be fulfilled through courses taken in the School of Continuing and Professional Studies and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Leadership Studies (BA) Online

The Bachelor of Arts in Leadership Studies from the School of Continuing and Professional Studies (SCPS) emphasizes a multidisciplinary understanding of the theory and practice of leadership applicable to various environments. The degree offers an interdisciplinary liberal arts and professional studies curriculum that is especially suited to those who are already working and seek to advance their depth of knowledge of leadership and enhance their professionalism. The degree is equally appropriate for managers and leaders in the corporate or non-profit fields.

This major advances students' knowledge and professional skills related to effective leadership, communication, management of change and conflict, the role of technology and globalization in governance. Expertise in leadership is honed upon a solid foundation of ethics and responsibility, analysis and critical thinking, creativity and innovation. Courses are offered by School of Continuing and Professional Studies and the College of Communication with electives courses available from the Department of Psychology.

This major is designed for working adult students and provides:

- Flexible scheduling including online options available
- Financial Aid, flexible payment options, and **special adult student tuition pricing**
- Acceleration and affordability through transfer credit and prior learning assessment (PLA) credit
- Opportunities to combine bachelor's and master's programs and apply graduate courses to both programs
- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
- Degree granted by DePaul University, with its excellent academic reputation and the opportunity to join its prestigious and extensive alumni network

Program Requirements	Quarter Hours
College Core Requirements	78
Major Requirements	76
Open Electives	38
Total hours required	192

Learning Outcomes

Students will be able to:

- Analyze and apply knowledge and theories of leadership.
- Investigate problems using qualitative and quantitative methods.
- Apply ethical principles in context.
- Explain the value of social justice in organizational contexts.
- Apply various methods of communication in multiple settings.
- Utilize principles of reflective practice in leadership studies.
- Analyze and apply different liberal arts perspectives.

Lifelong Learning (32 credits, 16 credits in residence)

Course	Title	Quarter Hours
LL 201 or RPL 101	REFLECTIVE LEARNING ¹ PRIOR LEARNING ASSESSMENT	2
LL 305	ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD	4
LL 205 or LL 206	QUANTITATIVE REASONING ADVANCED MATH FOR PROFESSIONAL STUDIES	4
LL 261	ESSAY WRITING	4
LL 270	CRITICAL THINKING	4
LL 290	RESEARCH WRITING ¹	4
LL 301	RESEARCH METHODS ¹	6
LL 302	EXPERIENTIAL LEARNING PRACTICUM ¹	4

¹ Must be completed in residence

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- CORE CURRICULUM ARTS & IDEAS, courses with the CCA, AL, PI, or RD requirement designations, 12 credits
- CORE CURRICULUM HUMAN COMMUNITY, courses with the CCH, SCBI, or HI requirement designations, 12 credits
- CORE CURRICULUM SCIENTIFIC WORLD, courses with the CCSW, SI, SILB, or SISK requirement designations, 12 credits
- IN 307 (<https://catalog.depaul.edu/search/?P=IN%20307>), INTEGRATIVE LEARNING, 4 credits ¹

¹ Must be completed in residence.

Major Requirements (76 credit hours)

40 credit hours must be completed in residence in the major, including FA 199 and LL 303

Professional Studies Core (20 credit hours, 8 credits in residence)

Course	Title	Quarter Hours
CAREER ASSESSMENT AND PLANNING		
FA 199	CAREER ASSESSMENT AND PLANNING	2
PROFESSIONAL COMMUNICATIONS		
DCM 330	PROFESSIONAL COMMUNICATION IN THE WORKPLACE	4
ETHICS OR SOCIAL JUSTICE, courses with the PSES requirement designation. Choose one of the following:		
DCM 317	ETHICS IN THE PROFESSIONS	2
DCM 318	SOCIAL JUSTICE IN THE PROFESSIONS	2

CREATIVITY OR INNOVATION, courses with the PSCI requirement designation. Choose one of the following:

CCA 170	CREATIVITY AND ENTREPRENEURSHIP	2
DCM 319	CREATIVITY AND INNOVATIVE THINKING	2

GLOBAL PERSPECTIVES, courses with the PSGP requirement designation. Choose one of the following:

CCH 239	BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE	4
CCH 283	GLOBAL PERSPECTIVES OF WORK & FAMILY	4
CCH 300	GLOBALIZATION AND PROFESSIONAL PRACTICE	4

CAPSTONE PROJECT

LL 303	CAPSTONE PROJECT	6
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Leadership Studies Core (48 credit hours)

Course	Title	Quarter Hours
DCM 301	EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT	4
DCM 302	PROJECT MANAGEMENT: DESIGN AND ASSESSMENT	4
DCM 303	LEADERSHIP MODELS FOR STRONG ORGANIZATIONS	4
DCM 304 or BADM 359	EVOLVING PROFESSIONAL ETHICS ETHICAL BUSINESS BEHAVIOR	4
DCM 307	ANALYZING HUMAN BEHAVIOR	4
DCM 308	INTRODUCTION TO STATISTICS	4
CCH 299	ASSESSING AND MANAGING CONFLICT	4
DCM 312	ADVANCED LEADERSHIP THEORY & PRACTICE	4
BADM 310	GENDER IN BUSINESS AND LEADERSHIP	4
DA 200 or DA 233	DATA ANALYTICS APPLIED INFORMATION MANAGEMENT SYSTEMS	4
CMNS 251	ORGANIZATIONAL COMMUNICATION	4
CMNS 353	COMMUNICATION AND ORGANIZATIONAL CHANGE	4
or CMNS 316	COMMUNICATION AND DECISION-MAKING IN GROUPS AND TEAMS	

Leadership Studies Electives (8 credit hours)

Course	Title	Quarter Hours
BADM 270	BUSINESS STARTUPS	2
BADM 315	ECONOMICS FOR DECISION-MAKING	4
BADM 334	HUMAN RESOURCE AND TALENT DEVELOPMENT FUNDAMENTALS FOR MANAGERS	4
BADM 335	RISK MANAGEMENT IN THE WORKPLACE	4
BADM 340	IMPLEMENTING CORPORATE TRAINING PROGRAMS	4
CCH 220	FRAUD IN REAL WORLD ORGANIZATIONS	2
CCH 221	PROFESSIONAL SPEAKING SKILLS FROM ZOOM TO ROOM	2
CMNS 313	NONVERBAL COMMUNICATION	4

DCM 324	EFFECTIVE GROUP AND PERSONAL DYNAMICS	4
HLTH 330	HEALTH LEADERSHIP	4
PSY 347	SOCIAL PSYCHOLOGY	4
PSY 380	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	4
PSY 382	ORGANIZATIONAL BEHAVIOR	4

Open Electives (38 credits)

Open electives can be fulfilled through courses taken in the School of Continuing and Professional Studies and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Legal and Public Affairs Communication (Minor)

The minor requires students to take six classes (or 24 credits) from at least two distinct majors with a mixture of skills-focused and general classes related to legal and public affairs communication topics. At least 16 credits must be from College of Communication courses.

Skills Classes

Course	Title	Quarter Hours
Select a minimum of four credits, maximum of 12 credits from the following: ¹		4-12
CMN 104	PUBLIC SPEAKING	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
CMNS 321	CULTURAL AND SYMBOLIC CRITICISM	
JOUR 275	INTRODUCTION TO JOURNALISM	
JOUR 278	NEWS REPORTING	
JOUR 364	INVESTIGATIVE REPORTING	
JOUR 374	COMMUNITY JOURNALISM	
PRAD 244	PRINCIPLES OF ADVERTISING	
	or PRAD 255 PUBLIC RELATIONS	
PRAD 256	WRITING FOR PUBLIC RELATIONS AND ADVERTISING	
WRD 206	PROFESSIONAL WRITING	
WRD 240	ARGUMENTATIVE WRITING	
WRD 260	RHETORICAL ANALYSIS	
WRD 283	ENVIRONMENTAL WRITING	
WRD 321	WRITING IN THE LEGAL PROFESSION	

General Classes

Course	Title	Quarter Hours
Select a minimum of 12 credits, a maximum of 20 credits from the following: ¹		12-20
CMNS 211	INTERPERSONAL COMMUNICATION	
CMNS 212	EFFECTIVE COMMUNICATION IN TEAMS AND SMALL GROUPS	
CMNS 251	ORGANIZATIONAL COMMUNICATION	
CMNS 309	INTERNATIONAL/GLOBAL COMMUNICATION	

CMNS 313	NONVERBAL COMMUNICATION
CMNS 315	HEALTH COMMUNICATION
CMNS 316	COMMUNICATION AND DECISION-MAKING IN GROUPS AND TEAMS
CMNS 320	DECEPTIVE COMMUNICATION
CMNS 323	SOCIAL MOVEMENTS
CMNS 326	ENVIRONMENTAL POLITICS AND RHETORIC
CMNS 328	HISTORY OF RHETORIC AND COMMUNICATION
CMNS 329	PERSUASION
CMNS 334	URBAN COMMUNICATION
CMNS 335	LATINX COMMUNICATION, ADVOCACY AND COMMUNITY BUILDING
CMNS 337	ASIAN-AMERICAN MEDIA REPRESENTATIONS
CMNS 345	THE DARK WEB
CMNS 349	DIGITAL MEDIA LAW AND ETHICS
CMNS 353	COMMUNICATION AND ORGANIZATIONAL CHANGE
CMNS 355	CONFLICT MANAGEMENT
CMNS 358	DIVERSITY, LEADERSHIP, & TEAM BUILDING
CMNS 363	CLIMATE CHANGE COMMUNICATION
	or JOUR 311 CLIMATE CHANGE COMMUNICATION
CMNS 366	COMMUNICATION, TECHNOLOGY AND SOCIETY
CMNS 367	PERFORMANCE FOR SOCIAL CHANGE
JOUR 325	POLITICS & GOVERNMENT REPORTING
JOUR 343	JOURNALISM AND THE AMERICAN EXPERIENCE
JOUR 349	TOPICS IN MEDIA LAW
JOUR 360	POLITICAL COMMUNICATION
JOUR 361	JOURNALISM LAW AND ETHICS
JOUR 362	THE PRESS AND THE PRESIDENCY
MCS 343	MEDIA ETHICS
MCS 366	COMMUNICATION, TECHNOLOGY AND SOCIETY
	or CMNS 366 COMMUNICATION, TECHNOLOGY AND SOCIETY
PRAD 334	ADVERTISING AND PUBLIC RELATIONS ETHICS
PRAD 335	DIVERSITY & CURRENT ISSUES IN ADVERTISING AND PUBLIC RELATIONS
PRAD 338	HEALTH AND PUBLIC RELATIONS
PRAD 374	MEDIA RELATIONS
PRAD 375	COMMUNICATION LAW
PRAD 376	CRISIS COMMUNICATION MANAGEMENT
PRAD 382	NON-PROFIT PUBLIC RELATIONS
PRAD 393	SPECIAL TOPICS IN PUBLIC RELATIONS AND ADVERTISING

¹ Relevant special topics courses and newly developed courses in Communication may be approved on a case-by-case basis.

Lesbian, Gay, Bisexual, Transgender, Queer Studies (Minor)

The LGBTQ Studies program analyzes sex, sexuality, gender identity, and queer experience within many different fields of inquiry. A minor in LGBTQ Studies will enable DePaul students to devote significant study to the experiences of people who do not conform to culturally dominant identities of sexuality and gender: lesbian, gay, bisexual, transgender, queer. Students in these courses examine the intellectual, creative, political, and personal production and presence of LGBTQ+ people throughout histories and across multiple intersections. Such an endeavor is profoundly interdisciplinary by nature and draws on university resources and faculty expertise in a wide array of disciplines. Students in this minor will have the opportunity to analyze the experiences of LGBTQ + people on their own terms, as well as through critical perspectives on sexuality and gender as complex social, cultural, biological, and historical phenomena.

Course Requirements

Course	Title	Quarter Hours
LGQ 150	INTRODUCTION TO LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER STUDIES [SSMW]	4
Select five elective courses ¹		20

- ¹
- All LGQ 100, 200, 300-level courses count as electives
 - Other electives approved for the minor

The following is a sample of regularly-offered approved electives. This list is not exhaustive; new courses are continually created and approved. Every quarter before registration begins, the Program Director distributes a list of courses being offered the following quarter. Students should contact the Program Director to request the current list. Students may also petition the Director for approval of a course not listed. Many LGBTQ Studies courses are crosslisted and fulfill requirements in other departments and programs, including the Liberal Studies Program. LGBTQ Studies minors are encouraged to take at least one course in a variety of disciplines—film, history, literature, media, performance, philosophy, politics, religion, science, and theory.

Course	Title	Quarter Hours
AAS 325	QUEER JAPAN	
ACT 200	MAKING PLAYS: THEATER AND THE ART OF PRODUCTION	
ACT 241	ARE WE STILL FABULOUS?: QUEER IDENTITY IN CONTEMPORARY DRAMA	
AMS 275	HISTORY OF SEX IN AMERICA 1: COLONIAL TO LATE NINETEENTH CENTURY	
or HST 275	SEX IN AMERICA, PURITANS TO VICTORIANS	
AMS 276	HISTORY OF SEX IN AMERICA 2: LATE VICTORIANS TO THE PRESENT	
or HST 276	SEX IN AMERICA, LATE VICTORIANS TO PRESENT	
AMS 352	SEX, GENDER AND SOCIAL MEDIA	
CMNS 339	PERFORMANCE OF GENDER & SEXUALITY	

ENG 272	LITERATURE AND IDENTITY (LGBTQ Literature from the Ancient to the Renaissance)
or LGQ 280	LGBTQ LITERATURE FROM THE ANCIENT WORLD TO THE RENAISSANCE
ENG 272	LITERATURE AND IDENTITY (Introduction to LGBTQ Literature)
or LGQ 282	INTRODUCTION TO LGBTQ LITERATURE
ENG 272	LITERATURE AND IDENTITY (LGBTQ Memoirs)
ENG 385	TOPICS IN LGBTQ LITERATURE (Queer Theory, Literature/Film)
ENG 382	MAJOR AUTHORS (James Baldwin) ¹
or ABD 345	THE LITERATURE OF IDENTITY
ENG 387	TOPICS IN CONTEMPORARY LITERATURE (Queer Literature, Film, and Theory)
HST 273	HISTORY OF SEXUALITY IN EUROPE
HLTH 236	GAY MEN'S HEALTH MATTERS
or LGQ 236	GAY MEN'S HEALTH MATTERS
LGQ 262	INTRODUCTION TO TRANSGENDER STUDIES
LGQ 297	SPECIAL TOPICS IN LGBTQ STUDIES
LGQ 397	SPECIAL TOPICS IN LGBTQ STUDIES (All sections)
LST 310	SPECIAL TOPICS: LATINOS IN THE U.S. (Race, Gender, Justice, and Ethics)
MCS 344	THE SEXUAL REVOLUTION: HOLLYWOOD IN THE 1960s
MCS 353	TOPICS IN MEDIA STUDIES (Queer Fear: Film, Culture, Politics, Sexualities)
MCS 353	TOPICS IN MEDIA STUDIES (Walk Like a Man)
NSG 335	LESBIAN HEALTH MATTERS
WGS 290	SPECIAL TOPICS (Movements for Gender and Trans Justice)
or PAX 275	MOVEMENTS FOR GENDER AND TRANS JUSTICE
PHL 233	ISSUES IN SEX AND GENDER
CPL 319	TOPICS IN COMPARATIVE LITERATURE (Foucault)
or PHL 380	SELECTED FIGURES AND TEXTS
PSC 312	LGBTQ POLITICS
or WGS 332	CREATING CHANGE: CONTEMPORARY LGBTQ POLITICS
or LGQ 332	LGBTQ POLITICS
PSC 369	ADVANCED TOPICS IN PUBLIC LAW (Lesbians, Gays, and the Law)
or WGS 338	SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW
or LGQ 338	SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW
PSY 213	LESBIAN, GAY, BISEXUAL AND TRANSGENDER PSYCHOLOGY
or LGQ 213	INTRODUCTION TO LGBT PSYCHOLOGY
PSY 215	HUMAN SEXUALITY
REL 190	SACRED TEXTS (Through Queer Eyes)
SNC 193	SEXUAL ORIENTATION & SCIENCE
or SW 193	SEXUAL ORIENTATION & SCIENCE

CTH 248	CONTEMPORARY MORAL ISSUES (Homosexuality)
or REL 287	ROMAN CATHOLIC MORAL THOUGHT
WGS 230	CONTESTED BODIES
WGS 303	GENDER, VIOLENCE AND RESISTANCE
WGS 314	ANTIRACIST FEMINISMS
WGS 330	LESBIAN LIVES
WGS 342	QUEER PIONEERS: CULTURE, GENDER, AND POLITICAL ACTIVISM
or LGQ 319	QUEER PIONEERS: CULTURE, GENDER, AND POLITICAL ACTIVISM
WGS 362	INTRODUCTION TO TRANSGENDER STUDIES
or LGQ 362	ADVANCED TRANSGENDER STUDIES
WGS 388	QUEER THEORY: AN INTRODUCTION

¹ ENG 382 or ABD 345 only satisfy an elective when the Special Topic is James Baldwin.

Liberal Studies (MA)

The Master of Arts in Liberal Studies (MALS) program is a multidisciplinary approach to graduate education which emphasizes liberal education and enhanced intellectual skills that are valuable in a wide variety of careers. It is particularly designed for serious learners, or those who wish to become serious learners, from recent college graduates to men and women in later life.

The MALS program is grounded in a set of team-designed core courses. These courses establish the aims and themes of the program, orient the student to a multidisciplinary approach to graduate education, and develop in the student advanced learning skills. These are designed to foster academic rigor, intellectual adventure, and cultural breadth. If MALS core courses are not offered, students may choose equivalent courses to be established by program advisors.

The other components of the program are electives and a variety of options for a culminating project. Electives are usually graduate and upper-level courses chosen from departmental offerings in the College of Liberal Arts and Sciences. Students select these courses with the aid of an advisor to build a program of study tailored to individual goals and interests. Included under electives are MALS special topics courses, which are especially well-suited to the needs of MALS students.

By about the midpoint of their studies (24-32 credit hours earned), students should begin discussing possible culminating project ideas with the director, associate director, or faculty advisor. The culminating project gives MALS students the opportunity to demonstrate the intellectual and creative powers that they have developed over the course of graduate study. MALS students may choose from four options for program completion, allowing greater flexibility for students to pursue their studies. These four options may take the form of a thesis, a community-based or media project, an enhanced portfolio, or a specially selected exit course and paper.

The MALS program offers a number of concentrations, including: Standard, Executive/Leadership, and Women's Studies. The Standard Concentration is based on a four-course core requirement, and may be tailored to the student's interests. The Executive/Leadership and Women's Studies Concentrations are based on a five-course core

requirement and stipulate policies for elective selection. Program advising is available to help students choose a concentration. Each of the concentrations may be pursued with any of the four program completion options. The MALS program is jointly administered with the Master of Arts/Master of Science in Interdisciplinary Studies (IDS) program by the Interdisciplinary Self-Designed Program (ISD).

The MA in Liberal Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- MALS + Digital Humanities Certificate
- MALS + Social Research Certificate
- MALS + Women's and Gender Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	48-52
Total hours required	48-52

Learning Outcomes

Students will be able to:

- Demonstrate multi-disciplinary and inter-disciplinary approaches in research and writing.
- Use their knowledge of the methods and approaches of at least one particular academic or professional discipline to complete academic writing projects.
- Analyze and incorporate a variety of academic and technical resources in appropriate scholarly and professional formats.
- Research and write in a variety of academic and/or professional genres, including expository essays, critical analysis, research papers, white papers, etc. culminating in an extended capstone.
- Analyze the social and/or historical context of phenomena and value systems in social and institutional settings.

Degree Requirements Portfolio

All students will keep a portfolio of significant work done for courses, such as final papers or special projects, with comments and grades from the professor. By the midpoint, there will be work from a total of at least three courses in the portfolio. At least two of the three pieces in the midpoint portfolio will be from the core courses. The third will be from an elective representing the student's best work. At the culminating point there will be work from at least six courses represented in the portfolio, two pieces from the core courses and four from the electives, representing the student's best work.

Midpoint Essay

After completing the sixth course but before taking the ninth course, all students in both programs will write a 3-5 page essay examining their progress to that point, using as evidence work from the portfolio. The Midpoint Essay reflects on the student's intellectual growth, and suggests directions for the second half of the student's program.

Culminating Point Essay

All students in both programs (regardless of which final option they choose) will write an essay of 3-5 pages, reflecting on their intellectual growth in the second half of the program.

Course Work

- Completion of 48 or 52 quarter hours of graduate credit, depending on the concentration and completion option (thesis, practicum, enhanced portfolio or exit course) chosen by the student.
- Cumulative grade-point average of 3.0 in the core courses: Students who have not achieved a 3.0 in the core will be warned that they will probably have serious difficulties in the elective portion of the program, and may be advised to withdraw.
- Elective courses must be selected from at least two different departments in order to preserve the multidisciplinary character of the program.
- MALS students ordinarily take no more than two approved 300-level courses for MALS degree credit unless they have sought the approval of a MALS program advisor.

Program Completion (Capstone) Steps

All students must apply and be approved for the particular option they wish to use for program completion (thesis, practicum, enhanced portfolio, or exit course). This application will include the student's portfolio. The thesis and practicum options include a Formal Proposal. Approval of the proposal is necessary before the student undertakes this final stage of the program. Enrollment in MLS 499, the culminating project independent study course, takes place after approval of the proposal has been secured. If necessary, in lieu of an elective, students may enroll in MLS 498:THESIS if they require an additional quarter of research and other preparation for MLS 499.

Both MLS 498 and MLS 499 are conducted as Independent Studies. Instructions for proposing and pursuing these are available with the Program. When the project is completed both the members of the committee and the MALS director sign a Culminating Project Completion Form, which can be found on the program's D2L site.

Program Completion (Capstone) Options

Thesis Option

In addition to the Culminating Point Essay and final portfolio submission, the student will write a paper of approximately 35-50 pages that includes 3-4 components or sections, one of which will be a research component and original exploration of the subject. (Other components might include a review of literature, a synthesis of earlier research, a reflection on various disciplinary and methodological approaches to the issue, suggestions for future research, etc.) The research component of the Master's Thesis involves reflection on primary research, or actual primary research combined with reflection on the primary research of others. The student is encouraged to make a public presentation about his or her thesis. Students who have earned a GPA of less than 3.3 may in some cases be asked to complete their program with a different capstone choice.

- Ordinarily taken as MLS 499, the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal, and approval of committee.

Practicum Option

In addition to the Culminating Point Essay and final portfolio submission, for the Practicum Option the student will create a project aimed at developing and executing a community-based intellectual or intellectual/creative activity. Examples are a public presentation as a lecture, in broadcast or print media, or on the web. Service learning projects are also encouraged. A 15-25 page descriptive/analytic essay documenting the project is also submitted. The student is encouraged to make a public presentation about his or her practicum in addition to the primary distribution of the project. Students who have earned a GPA of less than 3.3 may in some cases be asked to complete their program with a different capstone choice.

- Ordinarily taken as MLS 499, the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal, and approval of committee.

Enhanced Portfolio Option

In addition to the final portfolio submission, and a Culminating Point Essay based on portfolio pieces selected from at least three courses in the second half of the program, the distinctive feature of the Enhanced Portfolio option is the writing of a new extended expository essay of 12-15 pages. This is a paper on a topic of the student's own choosing that makes an argument. (Further information on this paper and the option is available from the program.)

- Ordinarily taken as MLS 499, the student's 13th and final course.
- Requires formal proposal and approval of committee

Exit Course Option

In addition to the Culminating Point Essay and the final portfolio submission, the student proposes a particular course over and above the original 12 courses. This course should be chosen as an "exit course," in that it brings together a number of areas of interest that the student has pursued over the course of the program. By arrangement with the instructor, the student uses the final paper or final project to make connections with the goals of his or her overall MALS or IDS Program. The instructor will grade the paper, and another reader suggested by the MALS or IDS program will also review and comment on the paper.

- Requires formal proposal and approval of committee.

International Summer Programs at the University of Cambridge

DePaul's Master of Arts in Liberal Studies program has established an arrangement with the University of Cambridge, England, for students who wish to include study abroad in their programs of study. Summer programs vary in length from three to six weeks. Variable graduate credit is offered up to a maximum of eight hours. Students make their own arrangements with the University of Cambridge and apply for transfer of credit after completing the courses. Students must make sure to follow the Cambridge procedures for "Evaluation and Credit" if they wish to transfer credit to the DePaul MALS Program.

Program Time Limitation

The MALS program is essentially self-paced. However, the university has set a four year limit for the completion of degree requirements. Extensions may be granted by the Dean in unusual circumstances upon the recommendation of the program's director. Students must petition for such an extension in writing.

Concentration Requirements

- Executive/Leadership Concentration, Liberal Studies (MA) (p. 734)
- Women's and Gender Studies Concentration, Liberal Studies (MA) (p. 734)
- Standard Concentration, Liberal Studies (MA) (p. 734)

Student Handbook

Probation

Students are expected to maintain a minimum grade point average (GPA) of 3.0. A GPA below 3.0 will result in the student being placed on warning status. If this status persists for two quarters, the student will be requested to leave the program. If he or she decides to remain in the program, the student will be placed on academic probation and be given one quarter to raise the GPA to 3.0. If the student's GPA falls to 2.5 or below, he or she will be immediately placed on academic probation and must raise the GPA to 3.0 in the next quarter or face dismissal from the program. If the GPA falls to 2.5 or below a second time the student will be dismissed from the program.

When a student is admitted to the MALS or IDS Program under the category of "Conditional Admission" he or she is considered under academic probation until the conditions are met. The conditions are usually that a student must earn a grade of B or higher in all courses taken during the first three quarters in the program. The student may request continued registration in the second and third quarters if the grades are not adequate in the first quarter. If the conditions of admission are not met by the third quarter, the student will be dismissed from the program. Other conditions may include the requirement to take certain courses, and the student must comply within the specified time period or face dismissal.

IDS students who select courses that are not on their approved List of Courses (LOC) may face warning after one quarter and probation after two quarters if they do not seek approval for their altered programs. The procedure for altering an approved List of Courses is found on the ISD D2L site.

Students whose grades fall below the minimums described above will be considered in the categories of warning or probation whether or not the program administrators are aware of the student's grades. The program administrators may apply the categories of warning or probation retroactively if the student does not self-report his or her status. Students are required to seek advisement from program administrators when facing academic warning or probation. A student who does not contact program administrators about potential warning or probation status may face dismissal from the program.

Dismissal

In addition to the minimum GPA requirement, students may be dismissed for breaches of academic honesty or breaches of the code of student responsibility. MALS students may also face dismissal for failure to complete core courses with a grade of B or higher within the first half of their academic career. Students who have completed their coursework, but who are still working on their thesis, practicum or other capstone project must be enrolled in Candidacy Continuation (MLS 502) during the three quarters of the academic school year. After three consecutive terms of candidacy continuation, students should enroll in Active Status (MLS 501) if they still require time to complete their capstone. Failure to enroll in candidacy continuation or advanced status may result in

dismissal from the program if the student has not formally withdrawn from the program.

Readmission

When a student has withdrawn from the program or has not been enrolled in classes for three or more quarters during the academic year, he or she must apply for readmission using the Readmission and Reclassification form available from the LAS Graduate website.

Transfer Credit

A student may apply to transfer up to three courses of graduate work from another accredited institution. The courses must be approved by the Program Director as part of the student's overall course of study for both MALS and IDS students. The courses must then be approved for transfer credit by the Office of Student Records.

Undergraduate Courses

Courses at the 200-level cannot be approved for graduate credit, even when a student needs to take such a course as preparation for more advanced work. Courses at the 300-level may be approved for graduate credit under the following circumstances: (1) The course is necessary as a part of the student's overall interdisciplinary program. (2) The department does not offer courses in the same area on the graduate level. (3) The student has arranged with the professor to enhance the course to graduate level by the addition or alteration of assignments, including the final project of the course. Unless approved by the Program Director, a student should take no more than two 300-level courses as part of his or her program.

Graduation Requirements

In order to graduate, students in the MALS and IDS Programs must complete the coursework specific to their programs (either 48 or 52 credit hours depending on capstone choice) with a minimum GPA of greater than 3.0, a Midpoint and Culminating Point Essay, the submission of an electronic portfolio of final and other projects from a minimum of six courses, and one of four capstone choices offered by the program. Full descriptions of the requirements for the capstones, as well as further policies and procedures for both programs, are outlined in the documents found on the ISD D2L site under Program Documents. Students in the program are expected to be familiar with these policies and procedures and to comply with them.

Graduation with Distinction

In order to have the degree conferred with distinction, students in MALS and IDS completing their programs with a thesis or practicum capstone (48 credit hours) must earn a minimum cumulative GPA of 3.75, plus earn a designation of "distinction" on their thesis or practicum by their thesis advisor and at least one of the two readers on their committee. Thesis and practicum writers eligible for distinction are required to present their projects at a ISD event within three academic quarters of completion. Students in MALS and IDS completing their programs with an exit course or enhanced portfolio essay capstone (52 credit hours) must earn a minimum cumulative GPA of 3.85 in order to graduate with distinction.

Time Limit

Students are normally expected to complete the MALS or IDS Program within four academic years. During quarters in which no courses are taken, students are required to maintain active status in the program by registering for Candidacy Continuation or Active Status. Students who have not taken courses for three consecutive quarters during the regular academic year and have not registered for Candidacy Continuation or

Active Status must apply for readmission using the Readmission and Reclassification form listed on the LAS Graduate website.

Executive/Leadership Concentration, Liberal Studies (MA)

Course	Title	Quarter Hours
MLS 401	VISIONS OF THE SELF	4
Select one of the following:		4
MLS 402	PERCEPTIONS OF REALITY	
MLS 405	REPRESENTATIONS OF THE BODY	
MLS 409	ENVIRONMENT AND SOCIETY	
MLS 403	THE AMERICAN EXPERIENCE	4
or MLS 404	THE CITY	
MLS 406	EXPLORING OTHER CULTURES (or another graduate-level course dealing with a single non-Western culture)	4
MLS 442	ETHICS AND THE ECONOMY	4
MLS 452	BUSINESS, SOCIETY AND SUSTAINABLE DEVELOPMENT	4
Select six or seven elective courses, depending on program completion option ¹		24-28
MLS 499	CAPSTONE (or a designated exit course, if the Exit Course Option is chosen) ²	4
Or select equivalent courses to be established by the program		

¹ Choose from MALS special topics courses or graduate or upper-level courses with the aid of the student's advisor. At least two electives should relate to business, the economy, or leadership in the non-profit sector.

² The topic and content of the culminating project must deal with some aspect of leadership or an issue relating to business, government, or the non-profit sector.

In lieu of MLS 442 and MLS 452 students may select, with the permission of the director, two other graduate-level courses dealing with leadership issues.

Women's and Gender Studies Concentration, Liberal Studies (MA)

Course	Title	Quarter Hours
MLS 401	VISIONS OF THE SELF	4
MLS 405	REPRESENTATIONS OF THE BODY	4
MLS 403	THE AMERICAN EXPERIENCE	4
or MLS 404	THE CITY	
MLS 440	FEMINIST THEORIES	4
MLS 441	WOMEN ACROSS CULTURES	4
Select six or seven elective courses, depending on program completion option ¹		24-28
MLS 499	CAPSTONE (or a designated exit course, if the Exit Course Option is chosen) ²	4
Or select equivalent courses to be established by the program		

¹ Choose from MALS special topics or graduate or upper-level courses with the aid of the student's advisor. Three of the six courses must meet the criteria of the Women's and Gender Studies concentration; that is, the topic, content, and approach to the course must be focused upon the study of women or gender relations. For example, MLS 445, MLS 467, MLS 474, MLS 477 and MLS 478 meet these criteria.

² The topic, content, and approach of the integrating project must be focused on the study of women or gender. A Women's Studies faculty member must advise the student throughout the project's development.

Standard Concentration, Liberal Studies (MA)

Course	Title	Quarter Hours
MLS 401	VISIONS OF THE SELF	4
Select one of the following:		4
MLS 402	PERCEPTIONS OF REALITY	
MLS 405	REPRESENTATIONS OF THE BODY	
MLS 409	ENVIRONMENT AND SOCIETY	
MLS 403	THE AMERICAN EXPERIENCE	4
or MLS 404	THE CITY	
MLS 406	EXPLORING OTHER CULTURES (or another graduate-level course dealing with a single non-Western culture)	4
Select seven or eight elective courses, depending on program completion option ¹		28-32
MLS 499	CAPSTONE (or a designated exit course, if the Exit Course Option is chosen)	4
Or select equivalent courses to be established by the program		

¹ Choose from MALS special topics or graduate and upper-level courses with the aid of the student's advisor.

Lighting Design (BFA)

The Theatre School's Bachelor of Fine Arts (BFA) degree in Lighting Design is designed to give students the opportunity to explore and expand their artistic and visual expression and provides them the opportunity to practice their craft. The four-year curriculum in many ways simulates a lighting designer's professional experience and process. Designers learn to visualize, create and implement their designs by collaborating with directors, dramaturgs, other designers and technicians, and our professional production staff.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	155
Total Hours Required	207

Program Specific Outcomes

Students will be able to:

- Read and interpret theatrical text and apply research, imagination, and personalization to create a unique, insightful, and compelling design concept.
- Demonstrate an understanding of the history of visual art and architecture in the context of social and cultural development.
- Demonstrate and apply an expertise in lighting technology in a variety of performance styles and theatrical environments.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Not Required		
Senior Year		
Capstone		
Not Required		

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- THE 204
- THE 205
- THE 206

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

First Year		Hours
Drawing for Designers Sequence		
DES 111	DRAWING FOR DESIGNERS I	2
DES 112	DRAWING FOR DESIGNERS II	2
Technical Drawing I Sequence		
TEC 151	TECHNICAL DRAWING I	2
TEC 152	TECHNICAL DRAWING I	2
TEC 154	INTRODUCTION TO VECTOR WORKS	2
Principles of Design Sequence		
DES 141	ELEMENTS OF DESIGN	4
DES 142	PRINCIPLES OF DESIGN	4
DES 143	SCRIPT ANALYSIS	4
History of Dramatic Literature Sequence (Arts and Literature Requirement)		
THE 204	HISTORY OF DRAMATIC LITERATURE	4
THE 205	HISTORY OF DRAMATIC LITERATURE	4
THE 206	HISTORY OF DRAMATIC LITERATURE	4
Three Quarters of Lighting Technology		6
DES 240	LIGHTING TECHNOLOGY	
Three Quarters of Theatre Crew		6
TEC 107	THEATRE CREW	
Second Year		
Lighting Design I Sequence		
DES 247	LIGHTING DESIGN I	4
DES 248	LIGHTING DESIGN I	4
DES 249	LIGHTING DESIGN I	4
Survey of the Arts for Theatre Sequence		
THE 381	SURVEY OF THE ARTS FOR THEATRE	4
THE 382	SURVEY OF THE ARTS FOR THEATRE	4

Production Practice I Sequence

DES 271	DESIGN PRODUCTION PRACTICE I	3
DES 272	DESIGN PRODUCTION PRACTICE I	3
DES 273	DESIGN PRODUCTION PRACTICE I	3

Theatrical Collaboration Sequence

DES 641	THEATRICAL COLLABORATION	3
DES 642	THEATRICAL COLLABORATION	3
TEC 320	TECHNICAL COLLABORATION	3

Third Year**Lighting Design II Sequence**

DES 347	LIGHTING DESIGN II	4
DES 348	LIGHTING DESIGN II	4
DES 349	LIGHTING DESIGN II	4

Production Practice II Sequence

DES 371	DESIGN PRODUCTION PRACTICE II	4
DES 372	DESIGN PRODUCTION PRACTICE II	4
DES 373	DESIGN PRODUCTION PRACTICE II	4

Two Quarter of Topics: Advanced Lighting Technology

DES 340	TOPICS: ADVANCED LIGHTING TECHNOLOGY	4
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Fourth Year

DES 486	PORTFOLIO PREPARATION	3
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Lighting Design III Sequence

DES 447	LIGHTING DESIGN III	4
DES 448	LIGHTING DESIGN III	4
DES 449	LIGHTING DESIGN III	4

Production Practice III and/or Internship

Select three of the following:		15
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DES 471	DESIGN PRODUCTION PRACTICE III	
DES 472	DESIGN PRODUCTION PRACTICE III	
DES 473	DESIGN PRODUCTION PRACTICE III	
DES 490	DESIGN INTERNSHIP	

Design/Theatre Electives: selected in coordination with the area chair	12
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Drawing Electives: selected in coordination with the area chair	9
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Linguistics (Minor)

Linguistics is the scientific study of language: how it is structured, used, and learned. The interdisciplinary Minor in Linguistics is designed to enable students interested in the nature of language and its use in society to enrich a degree in any field, including modern languages, communication, anthropology, education, English, computer science, psychology, writing and rhetoric, and more.

Requirements

Students take two core courses and four electives. In order to ensure the interdisciplinary nature of the minor, no more than two elective courses may come from the same program.

Choose Two Core Courses

Course	Title	Quarter Hours
Required course on language in the mind *		4

The following 5 classes are equivalent courses:

ANT 390	SPECIAL TOPICS IN ANTHROPOLOGY ("How Language Works" Topic Only)	
CMNS 221	HOW LANGUAGE WORKS: INTRODUCTION TO LINGUISTICS	
ENG 222	INTRODUCTION TO LINGUISTICS	
MOL 220	HOW LANGUAGE WORKS	
WRD 220	HOW LANGUAGE WORKS	
Required course on language in society		4
Choose One:		
ANT 106	LANGUAGE AND CULTURE	
ASL 354	SOCIOLINGUISTICS FOR THE DEAF COMMUNITY	
CMNS 333	CULTURES IN CONVERSATION	
SPN 354	SPANISH SOCIOLINGUISTICS	
WRD 264	LANGUAGE, SELF AND SOCIETY	

*MOL 220 is cross-listed with CMNS 221, ENG 222, WRD 220, and ANT 390. Other topics in anthropology taught as ANT 390 do not apply to this minor.

Choose Four Electives

Course	Title	Quarter Hours
ASL 352	ASL LINGUISTICS	4
ASL 354	SOCIOLINGUISTICS FOR THE DEAF COMMUNITY	4
ANT 106	LANGUAGE AND CULTURE	4
ANT 317	LANGUAGE, POWER AND IDENTITY	4
BBE 316	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	4
BBE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
or WLE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	
BBE 355	HOW ENGLISH WORKS: ENGLISH SYNTAX FOR ESL AND BILINGUAL EDUCATION TEACHERS	4
BBE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
or ECE 325	SECOND LANGUAGE ACQUISITION AND EARLY LITERACY DEVELOPMENT	
or WLE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	
BBE 370	LANGUAGE, LITERACIES AND CULTURES	4
CHN 211	LANGUAGE AND SOCIETY IN MODERN CHINA	4
CMN 101	INTRODUCTION TO HUMAN COMMUNICATION	4
CMN 103	INTERCULTURAL COMMUNICATION	4-6
CMNS 328	HISTORY OF RHETORIC AND COMMUNICATION	
CMNS 333	CULTURES IN CONVERSATION	4
CMNS 361	GENDER AND COMMUNICATION	4
ECE 307	LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (BIRTH TO 8)	4
ENG 370	HISTORY OF THE ENGLISH LANGUAGE	4

FCH 322	FRENCH GRAMMAR AND USAGE	4
FCH 350	FRENCH PHONOLOGY AND PHONETICS	4
GER 351	GERMAN PHONOLOGY AND PHONETICS	4
ITA 351	HISTORY OF THE ITALIAN LANGUAGE	4
ITA 352	ITALIAN LANGUAGE IN THE SOCIETY OF COMMUNICATION	4
ITA 353	ITALIAN PHONOLOGY AND PHONETICS	4
JPN 330	INTRODUCTION TO JAPANESE LINGUISTICS	4
MOL 349	TEACHING MODERN LANGUAGES	4
MOL 350	METHODS OF TEACHING MODERN LANGUAGES IN THE ELEMENTARY SCHOOL	4
MOL 354	THEORETICAL FOUNDATIONS/CURRENT RESEARCH SECOND/FOREIGN LANGUAGE ACQUISITION	4
MOL 356	PSYCHOLINGUISTICS	4
NET 364	VOICE COMMUNICATIONS TECHNOLOGIES (FORMERLY TDC 364)	4
PHL 322	PHILOSOPHY OF LANGUAGE	4
SLP 101	INTRODUCTION TO COMMUNICATION SCIENCES AND DISORDERS	4
SLP 210	PHONETICS	4
SLP 310	NORMAL CHILD LANGUAGE DEVELOPMENT	4
SLP 320	INTRODUCTION TO SPEECH SOUND DISORDERS	4
SLP 340	ANATOMY & PHYSIOLOGY OF THE SPEECH, LANGUAGE, SWALLOWING & HEARING MECHANISM	4
SLP 342	SPEECH AND HEARING SCIENCE	4
SPN 242	INTRODUCTION TO SPANISH LINGUISTICS	4
SPN 351	SPANISH IN THE U.S.	4
SPN 352	SPANISH PHONOLOGY AND PHONETICS	4
SPN 353	THE STRUCTURE OF SPANISH	4
SPN 354	SPANISH SOCIOLINGUISTICS	4
SPN 355	THE HISTORY OF THE SPANISH LANGUAGE	4
SPN 356	BILINGUALISM IN THE SPANISH-SPEAKING WORLD	4
SPN 391	SOCIOLINGUISTICS OF HERITAGE LANGUAGE LITERACY	4
WLE 349	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12	4
WRD 264	LANGUAGE, SELF AND SOCIETY	4
WRD 330	LANGUAGE AND LINGUISTICS	4
WRD 362	SEMIOTICS	4
WRD 368	GLOBAL ENGLISHES	4
WRD 378	TEACHING ENGLISH AS A SECOND LANGUAGE IN CHICAGO	4

Other courses involving the study of language may also be counted as electives on a case-by-case basis in order to make the minor maximally applicable to students from all courses of study. Such substitutions could include relevant topics courses, independent study courses, or the

courses listed below. Substitutions must be approved by the Program Director.

Example related courses available for approval on an individual basis

Course	Title	Quarter Hours
AAS 338	ASIAN CULTURE AND COMMUNICATION	4
BBE 310	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
BBE 324	METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE	4
or ECE 314	METHODS AND MATERIALS FOR DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4
CMNS 308	TOPICS IN INTERCULTURAL COMMUNICATION	4
CMNS 321	CULTURAL AND SYMBOLIC CRITICISM	4
CMNS 336	STORYTELLING: COMMUNICATION AS NARRATIVE	4
CSC 233	CODES AND CIPHERS	4
CSC 347	CONCEPTS OF PROGRAMMING LANGUAGES	4
CSC 397	TOPICS IN COMPUTER SCIENCE	2-4
HON 208	TOPICS IN SOCIO-CULTURAL INQUIRY	4
PHY 206	SOUND AND ACOUSTICS	4
PSY 360	THEORIES OF LEARNING AND COGNITION	4
PSY 379	COGNITIVE NEUROSCIENCE	4
SLP 330	INTRODUCTION TO AUDIOLOGY	4
SLP 332	AURAL REHABILITATION	4
ARB/ASL/CHN/ FCH/GER/GRK/ ITA/JPN/LAT/ MOL/RUS/SPN 395	FOREIGN LANGUAGES ACROSS THE CURRICULUM	2

Management (BSB)

The Bachelor of Science in Business with a major in Management emphasizes tackling relevant issues for today's manager: managing in the global economy, ethical and socially responsible decision-making, managing for total quality, employee empowerment, leadership, team performance and compensation, new venture creation, and conflict resolution.

Management majors are hired typically for positions as business analysts, account executives, assistant managers, operations managers, HR managers, employment interviewers, and consultants. The entrepreneurship curriculum offers programs designed for those students interested in someday starting their own businesses.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	18
Concentration Requirements	20

Open Electives	22
Total hours required	192

Learning Outcomes

Students will be able to:

- Apply team effectiveness evidence to enhance individual and team performance. Differentiate between effective and ineffective personnel selection methods.
- Articulate the central elements of employment law in performance management, compensation, recruitment, and selection.
- Demonstrate skill in improving employee performance through applications of reward systems.
- Apply evidence-based management knowledge and skills to effectively manage human capital.
- Describe effective approaches for dealing with a free-riding team member.
- Articulate the steps involved in running an effective meeting.
- Engage in effective team-member behavior within a project team.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	

MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 363	ECONOMICS OF THE EUROPEAN UNION	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 357	INTERNATIONAL BUSINESS	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT	
MKT 360	INTERNATIONAL MARKETING	
SOC 217	WORK IN A GLOBALIZED WORLD	
A course taken as part of a term-long study abroad program		

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Global Business Perspective

If an ICS or MGT course is shared between Global Business Perspective and the Management major, additional hours of Open Elective credit are required.

Grade Minimums for Management Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, MAT 137, MGT 300, MGT 301, and any ICS or MGT course used for Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

In addition to MGT 300 and MGT 301 a student majoring in Management is required to complete the following courses totaling at least 18.0 hours and an additional four courses based on concentration chosen totaling at least 20.0 hours:

Five required courses:

Course	Title	Quarter Hours
MGT 250	CAREER MANAGEMENT SKILLS	2
MGT 302	ORGANIZATIONAL BEHAVIOR	4
MGT 303	MANAGING PROJECTS AND TEAMS	4
MGT 314	BUSINESS ANALYTICS FOUNDATION TOOLS	4
MGT 389	MANAGEMENT STRATEGY	4

Open Electives

Open elective credit (22.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Concentrations in Management

A student majoring in Management may have more than one Management concentration; except students with a General concentration cannot have a second Management concentration.

Global Business Perspective

If an IB or MGT course is shared between Global Business Perspective and the Management major, additional hours of Open Elective credit are required. Any IB or MGT course used toward Global Business Perspective must be passed with C- or higher.

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Experiential Learning

If either MGT 393 or IB 350 is completed in the Management major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Management (MGT) courses and any courses used toward the Management major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- General Management Concentration, Management (BSB) (p. 740)
- Human Resources Concentration, Management (BSB) (p. 741)
- International Management Concentration, Management (BSB) (p. 741)
- Leadership and Change Management Concentration, Management (BSB) (p. 742)
- Supply Chain Management Concentration, Management (BSB) (p. 742)

General Management Concentration, Management (BSB)

The General Management concentration is for the student who wants a broad sampling of the various management disciplines.

If a student chooses to pursue this concentration, five courses totaling at least 20.0 hours must be taken.

Course Requirements

Course	Title	Quarter Hours
MGT 307 or MGT 360	HUMAN RESOURCES MANAGEMENT LEADERSHIP	4

Select four elective courses from the following:

BLW 201	LEGAL & ETHICAL ASPECTS IN THE BUSINESS ENVIRONMENT
MGT 270	INTRODUCTION TO ENTREPRENEURSHIP
MGT 307	HUMAN RESOURCES MANAGEMENT (if not selected above)
MGT 311	TRANSPORTATION & LOGISTICS
MGT 320	TRAINING AND CAREER DEVELOPMENT
MGT 323	SUPPLY CHAIN MANAGEMENT
MGT 325	SUSTAINABLE MANAGEMENT
MGT 330	RECRUITMENT AND SELECTION
MGT 335	COMPENSATION & BENEFITS
MGT 340	LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS
MGT 344	THE BUSINESS OF ESPORTS
MGT 345	SERVICE SECTOR MANAGEMENT
MGT 347	HEALTH CARE MANAGEMENT
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT
MGT 355	NEGOTIATIONS
MGT 356	INTRODUCTION TO SPORTS MANAGEMENT
MGT 357	INTERNATIONAL BUSINESS
MGT 360	LEADERSHIP (if not selected above)
MGT 361	ORGANIZATIONAL CHANGE AND CONSULTING
MGT 370	BUSINESS PLAN DEVELOPMENT
MGT 373	CREATIVITY & ENTREPRENEURSHIP
MGT 374	ENTREPRENEURSHIP LAW
MGT 375	ENTREPRENEURSHIP PRACTICUM
MGT 385	WOMEN IN ENTREPRENEURIAL AND ORGANIZATIONAL LEADERSHIP
MGT 390	INNOVATION & TECHNOLOGY
MGT 393	MANAGEMENT INTERNSHIP
MGT 395	SOCIAL AND SUSTAINABLE ENTERPRISE
MGT 398	SPECIAL TOPICS (multiple topics may be used)
MGT 399	INDEPENDENT STUDY
BLW 202	COMMERCIAL PAPER AND SALES
BLW 203	BUSINESS ORGANIZATIONS
BLW 398	SPECIAL TOPICS (multiple topics may be used)
BLW 399	INDEPENDENT STUDY
IB 350	INTERNATIONAL BUSINESS SEMINAR

Second Concentration

Students with a General concentration cannot have a second Management concentration.

Global Business Perspective

If an IB or MGT course is shared between Global Business Perspective and the Management major, additional hours of Open Elective credit are

required. Any IB or MGT course used toward Global Business Perspective must be passed with C- or higher.

Experiential Learning

If either MGT 393 or IB 350 is completed in the Management major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Management (MGT) and any other courses used toward the Management major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Human Resources Concentration, Management (BSB)

The Human Resources concentration is designed to meet the needs of students who desire to obtain entry-level positions in human resources, such as HR generalists, employment interviewers, and compensation analysts. Human resource professionals add value to their organizations by understanding how the business operates and through the design and implementation of human resource activities to meet changing organizational needs.

If a student chooses to pursue this concentration, five courses totaling at least 20.0 hours must be taken.

Course	Title	Quarter Hours
MGT 307	HUMAN RESOURCES MANAGEMENT	4
Select four of the following:		16
MGT 320	TRAINING AND CAREER DEVELOPMENT	
MGT 330	RECRUITMENT AND SELECTION	
MGT 335	COMPENSATION & BENEFITS	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 355	NEGOTIATIONS	
MGT 393	MANAGEMENT INTERNSHIP	
MGT 360	LEADERSHIP	
MGT 398	SPECIAL TOPICS (when related to Human Resources)	

Second Concentration

A student majoring in Management may have more than one Management concentration.

Exception: students with a General concentration cannot have a second Management concentration.

While a student may complete more than one Management concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Global Business Perspective

If a MGT course is shared between Global Business Perspective and the Management major, additional hours of Open Elective credit are

required. Any MGT course used toward Global Business Perspective must be passed with C- or higher.

Experiential Learning

If either MGT 393 or IB 350 is completed in the Management major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Management (MGT) courses and any other courses used toward the Management major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

International Management Concentration, Management (BSB)

Build the skills you need to be an effective manager in a globalized world. Develop an understanding of varied cultural backgrounds and values. Explore global human resource and service sector management, develop language skills and travel abroad to gain an understanding of the many nuances of international business.

If a student chooses to pursue this concentration, five courses totaling at least 20.0 hours must be taken.

Course Requirements

Course	Title	Quarter Hours
MGT 307 or MGT 360	HUMAN RESOURCES MANAGEMENT LEADERSHIP	4
Select three of the following:		12
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 345	SERVICE SECTOR MANAGEMENT	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 357	INTERNATIONAL BUSINESS	
MGT 393	MANAGEMENT INTERNSHIP	
MGT 398	SPECIAL TOPICS (when related to International Management)	
Select one from above or from the following:		4
ARB 320	BUSINESS ARABIC	
CHN 252	INTRODUCTION TO COMMERCIAL CHINESE	
CHN 320	CHINESE FOR BUSINESS	
FCH 320	FRENCH FOR BUSINESS	
GER 320	ADVANCED COMMERCIAL GERMAN	
ITA 320	ITALIAN FOR BUSINESS	
JPN 320	ADVANCED COMMERCIAL JAPANESE	
SPN 252	INTRODUCTION TO SPANISH FOR BUSINESS	
SPN 320	ADVANCED SPANISH FOR BUSINESS	

¹ IB 350 can be taken up to two times in the International Management Concentration.

Second Concentration

A student majoring in Management may have more than one Management concentration.

Exception: students with a General concentration cannot have a second Management concentration.

While a student may complete more than one Management concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Global Business Perspective

If an IB or MGT course is shared between Global Business Perspective and the Management major, additional hours of Open Elective credit are required. Any IB or MGT course used toward Global Business Perspective must be passed with C- or higher.

Experiential Learning

If either MGT 393 or IB 350 is completed in the Management major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Management (MGT) courses and any other courses used toward the Management major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Leadership and Change Management Concentration, Management (BSB)

The Leadership and Change Management concentration focuses on developing leadership and change capabilities in students at all levels in organizations. Students gain an awareness of values and the importance of vision, as well as how to empower followers to be active participants in change activities, in order to increase organizational effectiveness. A planned approach to managing all phases of the organizational change process is emphasized. This concentration will be especially useful to students who desire to move into leadership and/or change roles within organizations, such as managers, internal consultants, team leaders, or trainers, as well as external consultant roles.

If a student chooses to pursue this concentration, five courses totaling at least 20.0 hours must be taken.

Course Requirements

Course	Title	Quarter Hours
MGT 360	LEADERSHIP	4
MGT 361	ORGANIZATIONAL CHANGE AND CONSULTING	4
Select three elective courses from the following:		12
MGT 320	TRAINING AND CAREER DEVELOPMENT	
MGT 307	HUMAN RESOURCES MANAGEMENT	
MGT 355	NEGOTIATIONS	
MGT 373	CREATIVITY & ENTREPRENEURSHIP	
MGT 390	INNOVATION & TECHNOLOGY	
MGT 393	MANAGEMENT INTERNSHIP	

MGT 398

SPECIAL TOPICS (when related to Leadership and Change Management)

Second Concentration

A student majoring in Management may have more than one Management concentration.

Exception: students with a General concentration cannot have a second Management concentration.

While a student may complete more than one Management concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Experiential Learning

If either MGT 393 or IB 350 is completed in the Management major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Management (MGT) courses and any other courses used toward the Management major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Supply Chain Management Concentration, Management (BSB)

The Supply Chain Management concentration prepares students to understand the big picture of supply chains while also diving into various operational functions including transportation and logistics, procurement, and operations management.

If a student chooses to pursue this concentration, five courses totaling at least 20.0 hours must be taken.

Course Requirements

Course	Title	Quarter Hours
MGT 307 or MGT 360	HUMAN RESOURCES MANAGEMENT LEADERSHIP	4
Select four of the following:		16
MGT 311	TRANSPORTATION & LOGISTICS	
MGT 323	SUPPLY CHAIN MANAGEMENT	
MGT 345	SERVICE SECTOR MANAGEMENT	
MGT 355	NEGOTIATIONS	
MGT 393	MANAGEMENT INTERNSHIP	

Second Concentration

A student majoring in Management may have more than one Management concentration.

Exception: students with a General concentration cannot have a second Management concentration.

While a student may complete more than one Management concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Global Business Perspective

If an IB or MGT course is shared between Global Business Perspective and the Management major, additional hours of Open Elective credit are required. Any IB or MGT course used toward Global Business Perspective must be passed with C- or higher.

Experiential Learning

If either MGT 393 or IB 350 is completed in the Management major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Management (MGT) courses and any other courses used toward the Management major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Management (MBA/MPH in Public Health)

Our Master of Business Administration/Master of Public Health (MBA/MPH) degree develops students' managerial acumen and their expertise as public health professionals.

Jointly offered by the Kellstadt Graduate School of Business and the College of Liberal Arts and Social Sciences, 90-credit MBA/MPH provides you with the opportunity to earn advanced degrees in two highly complementary fields—business and public health. The landscape for healthcare managers is radically changing with advances in technology, shifts in demographics, and the aging of the population. Success in this highly competitive field not only requires skills in finance and operations, but also an in-depth understanding of disease prevention and health promotion at the organizational and community level. The joint degree is designed for committed and enterprising students who want to take advantage of the growing emphasis on public health and population health in the design and delivery of healthcare.

The MBA/MPH program allows students to obtain both degrees in as little as three years of full-time course work. This rigorous program is designed for highly motivated students who work or plan to work in management, executive, or consulting positions in community/population health. To enter this program, prospective students must complete admissions applications and be accepted for both the MBA and the MPH programs.

Program Requirements	Quarter Hours
MBA Core Requirements	40
MBA Concentration Requirements	12
MPH Requirements	38
Total hours required	90

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision-making.
- Apply knowledge about the differences among global economies, institutions, and cultures to understand the implications these have on global management.

- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

Course Requirements for the MBA Program

The MBA portion of the joint degree requires completion of fourteen courses (52 quarter hours). In addition to the eleven core courses (40 quarter hours), students must complete three courses/electives (12 quarter hours).

Course	Title	Quarter Hours
ACC 502	FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING	4
ECO 502	ANALYSIS OF BUSINESS CONDITIONS	2
ECO 555	MANAGERIAL ECONOMICS	4
FIN 555	FINANCIAL MANAGEMENT	4
GSB 519	BUSINESS ANALYTICS TOOLS (FORMERLY GSB420)	4
GSB 599	STRATEGIC MANAGEMENT CAPSTONE	4
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	4
MGT 504	FUNDAMENTALS OF OPERATIONS MANAGEMENT	2
MGT 555	HUMAN CAPITAL STRATEGY AND SCIENCE	4
MKT 555	MARKETING MANAGEMENT	4
GSB 525	BUSINESS INNOVATION & DESIGN (FORMERLY MGT 573)	4

MBA Concentration Requirements

Course Requirements

Course	Title	Quarter Hours
MGT 559	HEALTH SECTOR MANAGEMENT	4
MGT 566	HEALTH INSURANCE & BENEFITS	4
Select one of the following:		4
MGT 535	CHANGE MANAGEMENT AND CONSULTING	4
MGT 562	RESOLVING CONFLICT IN ORGANIZATIONS	4
MGT 563	NEGOTIATION SKILLS	4
MGT 570	ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT	4
ECO 542	HEALTH ECONOMICS	4

MPH Requirements

Course Requirements (11 Courses, 38 Credit Hours)

Course	Title	Quarter Hours
MPH 501	INTRODUCTION TO PUBLIC HEALTH	4
MPH 502	INTRODUCTION TO EPIDEMIOLOGY	4
MPH 503	INTRODUCTION TO ENVIRONMENTAL HEALTH	4
MPH 511	HEALTH AND BEHAVIOR THEORY	4
MPH 512	RESEARCH METHODS	4
MPH 522	PROGRAM DEVELOPMENT AND GRANT WRITING	4
MPH 602	COMMUNITY HEALTH ASSESSMENT	4
MPH 603	COMMUNITY HEALTH PROJECT DESIGN	4
MPH 604	CAPSTONE SEMINAR IN COMMUNITY PUBLIC HEALTH	4
MPH 600	PREPARATION FOR PUBLIC HEALTH PRACTICE	1
MPH 699	PUBLIC HEALTH PRACTICUM	1

Culminating Experience Requirements

In addition to successfully completing coursework, students also must complete a practicum experience that culminates in the writing of a capstone thesis. Students complete their practicum field experience during their last year in the program. Students are required to commit to 8-10 hours per week to their practicum site, for a minimum of 250 hours over the course of the nine-month placement. It is required to be physically onsite at the agency for the majority of these hours.

Management (Minor)

Available to students majoring outside the Driehaus College of Business, the Management minor presents problem-solving approaches and techniques that are necessary when working with an organization or business to achieve its goals. The student may focus on management in a specific industry, such as health care or public relations.

Course Requirements

A non-Driehaus student minoring in Management is required to complete the following courses totaling at least 20.0 hours:

Course	Title	Quarter Hours
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 302	ORGANIZATIONAL BEHAVIOR	4
MGT 307	HUMAN RESOURCES MANAGEMENT	4
Select two of the following:		8
MGT 270	INTRODUCTION TO ENTREPRENEURSHIP	
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	
MGT 303	MANAGING PROJECTS AND TEAMS	
MGT 311	TRANSPORTATION & LOGISTICS	
MGT 314	BUSINESS ANALYTICS FOUNDATION TOOLS	
MGT 320	TRAINING AND CAREER DEVELOPMENT	
MGT 323	SUPPLY CHAIN MANAGEMENT	

MGT 325	SUSTAINABLE MANAGEMENT
MGT 330	RECRUITMENT AND SELECTION
MGT 335	COMPENSATION & BENEFITS
MGT 340	LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS
MGT 344	THE BUSINESS OF ESPORTS
MGT 345	SERVICE SECTOR MANAGEMENT
MGT 347	HEALTH CARE MANAGEMENT
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT
MGT 355	NEGOTIATIONS
MGT 356	INTRODUCTION TO SPORTS MANAGEMENT
MGT 357	INTERNATIONAL BUSINESS
MGT 360	LEADERSHIP
MGT 361	ORGANIZATIONAL CHANGE AND CONSULTING
MGT 370	BUSINESS PLAN DEVELOPMENT
MGT 373	CREATIVITY & ENTREPRENEURSHIP
MGT 374	ENTREPRENEURSHIP LAW
MGT 375	ENTREPRENEURSHIP PRACTICUM
MGT 385	WOMEN IN ENTREPRENEURIAL AND ORGANIZATIONAL LEADERSHIP
MGT 390	INNOVATION & TECHNOLOGY
MGT 393	MANAGEMENT INTERNSHIP
MGT 395	SOCIAL AND SUSTAINABLE ENTERPRISE
MGT 398	SPECIAL TOPICS (multiple topics may be used)
MGT 399	INDEPENDENT STUDY
BLW 201	LEGAL & ETHICAL ASPECTS IN THE BUSINESS ENVIRONMENT
BLW 202	COMMERCIAL PAPER AND SALES
BLW 203	BUSINESS ORGANIZATIONS
BLW 398	SPECIAL TOPICS (multiple topics may be used)
BLW 399	INDEPENDENT STUDY
IB 350	INTERNATIONAL BUSINESS SEMINAR

Minor Electives Exceptions

Students may not use MGT 388 or MGT 389 in the Management minor.

Graduation Requirements

All Management (MGT) courses and any other courses used toward the Management minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Management (Minor: Business Students Only)

Students in the Driehaus College of Business who minor in Management will learn problem-solving approaches and techniques that are necessary when working within an organization or business to achieve its

goals. Students may focus on management in a specific industry to complement their major.

Course Requirements

In addition to MGT 300 and MGT 301, a Driehaus student minoring in Management is required to complete the following courses of 12.0 hours (totaling at least 20.0 hours):

Course	Title	Quarter Hours
Select three of the following:		12
MGT 302	ORGANIZATIONAL BEHAVIOR	
MGT 303	MANAGING PROJECTS AND TEAMS	
MGT 307	HUMAN RESOURCES MANAGEMENT	
MGT 314	BUSINESS ANALYTICS FOUNDATION TOOLS	
MGT 357	INTERNATIONAL BUSINESS	
MGT 360	LEADERSHIP	

Graduation Requirements

All Management (MGT) courses and any other courses used toward the Management minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Management (MS)

In the Master of Science in Management program, students develop the managerial skills necessary to advance as leaders in the private or public sector. Students gain a thorough understanding of management theory and techniques, and learn how to apply them through hands-on learning experiences. Graduates of this program emerge with the interpersonal, analytical and strategic knowledge necessary to successfully manage and implement change in today's organizations. This degree is designed for early career professionals from non-business backgrounds in liberal arts, engineering, mathematics, technology and other fields.

Most MS degrees can be completed in four quarters of full-time study or eight quarters of part-time study. The MS in Management degree offers the added benefit of providing 24 credits toward an MBA should you decide to pursue one in the future.

Program Features

In this program, you will acquire leadership skills, methods and tools to:

- Manage projects, strategy, innovation and people effectively in a variety of organizational settings.
- Think critically, analyze a wide range of information and initiate creative solutions to business challenges.
- Use current sustainable management and ethical decision-making frameworks in your role as a manager.
- Understand business fundamentals, including operations management, financial accounting and economic conditions analysis.

Students in the program have the opportunity to pursue focus areas such as project management, human resources, marketing and sales.

Degree Requirements

1. Satisfactory completion of the college residency requirement.
2. Satisfactory completion of the 13 required courses, or their substitutes as approved by the Chair of the Management Department.
3. All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years, a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Describe values, attitudes, emotions, and cultures.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Identify the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Exhibit sophisticated knowledge of management practices leading to applicable skills in relevant areas.

Degree Requirements

Students in the MS-Management program complete 12 courses (48 credit hours).

Course	Title	Quarter Hours
ACC 500 or ACC 502	FINANCIAL ACCOUNTING FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING	4
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	4
MGT 502	OPERATIONS MANAGEMENT	4
MGT 515	SUSTAINABILITY MANAGEMENT	4
MGT 530	LEADERSHIP IN ORGANIZATIONS	4
MGT 555	HUMAN CAPITAL STRATEGY AND SCIENCE	4
MGT 584	CONSULTING SKILLS	4
MGT 598	PROJECT MANAGEMENT	4
Select 4 (4-credit hour) Kellstadt electives		16

MS in Management Career Tracks

The following four career tracks enable students to pursue a specialization or focus of interest by selecting appropriate classes for electives.

Career Tracks

Management Consulting

This career track aims to deepen knowledge and skills specific to the management consulting profession. O*NET (<https://www.onetonline.org/link/summary/13-1111.00#Knowledge>) describes several foundational knowledge bases (Administration and Management, Customer and Personal Service, and Education and Training) and skills (Providing Consultation and Advice to Others, Making Decisions and Solving Problems, and Analyzing Data or Information). The following classes would support students in building these skills and knowledge, and are therefore recommended to compose the career track.

Course	Title	Quarter Hours
MGT 506	DECISION MAKING FOR MANAGERS	4
MGT 525	TRAINING AND CAREER DEVELOPMENT	4
MGT 535	CHANGE MANAGEMENT AND CONSULTING	4
MGT 589	EXECUTIVE COACHING: LEADERSHIP IN A VOLATILE, UNCERTAIN, CHAOTIC AND AMBIGUOUS BUSINESS ENVIRONMENT	4

Managing Personal and Professional Wellness

This Managing Personal and Professional Wellness career track aims to deepen knowledge and specific skills related to creating, reinvigorating, and preserving wellness in an occupational context, including self-regulation (e.g., stress management), the ethical leadership of others (e.g., coaching related to work-life balance), and the intentional development of programs, policies, and culture that supports well-being at work, all of which align with O*NET's (<https://www.onetonline.org/link/summary/11-1021.00>) defined work activities of a manager: guiding, directing, and motivating subordinates; establishing and maintaining interpersonal relationships; and the meta-skills of effective executive function to capably complete other important critical work activities.

Course	Title	Quarter Hours
MGT 589	EXECUTIVE COACHING: LEADERSHIP IN A VOLATILE, UNCERTAIN, CHAOTIC AND AMBIGUOUS BUSINESS ENVIRONMENT	4
MGT 798	SPECIAL TOPICS (Preventing & Addressing Organizational Burnout OR Stress Sleep and Performance)	4
MGT 798	SPECIAL TOPICS (The Mindful Leader)	4

Operations Management

This career track aims to deepen knowledge and skills related to strategies and practices in operations management, such as process improvement, service operations, supply chain management, analytics, and negotiation.

Course	Title	Quarter Hours
MGT 501	STRATEGIC SUPPLY CHAIN MANAGEMENT	4
MGT 545	MANAGING SERVICE OPERATIONS	4
MGT 563	NEGOTIATION SKILLS	4
MGT 585	FUNDAMENTALS OF BUSINESS ANALYTICS	4

Sports Business

This career track aims to deepen knowledge and skills that can be applied to the evolving sports business industry that is growing in size and complexity. These include leadership and coaching, sports sponsorship marketing, sports management and the opportunity to apply these skills working on projects with sports organizations.

Choose any four courses:

Course	Title	Quarter Hours
MGT 519	SPORTS MANAGEMENT	4
MGT 524	LEADERSHIP COACHING IN SPORTS AND ORGANIZATIONS	4
MKT 574	SPORTS SPONSORSHIP MARKETING	4
MGT 514	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS	4
MGT 798	SPECIAL TOPICS (Chicago Cubs Summer Consulting Project (cross-listed with MKT 798))	4
IB 750	INTERNATIONAL BUSINESS SEMINAR I (The Business of International Sports in London)	4

Sustainable Management

This career track aims to deepen knowledge and skills related to strategies and practices in sustainable management, including developing and implementing sustainable management strategies and practices for managing human, financial, and natural resources in the organization and marketplace.

O*NET (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.onetonline.org%2Flink%2Fsummary%2F11-1011.03%23Knowledge&data=04%7C01%7CLGUNDRY%40depaul.edu%7C5e3cf707e4e74d4121fb08d9f168fccb%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C637806255479223503%7C7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBtIi6lk1haWwiLC%7C3000&sdata=PINF4ipS%2FQL3qK%2BwcwRIQTQ63QOPgmKJki2aHz8ZXoi%3D&reserved=0>) explicitly (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.onetonline.org%2Flink%2Fsummary%2F13-1199.05&data=04%7C01%7CLGUNDRY%40depaul.edu%7C5e3cf707e4e74d4121fb08d9f168fccb%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C637806255479223503%7C7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBtIi6lk1haWwiLC%7C3000&sdata=%2Bkjc41BIARPd%2FN0r5vdP6UvwrUXMGnkY%2B0VA966LFIw%3D&reserved=0>) asks those holding jobs in sustainability to be well-versed in "Making Decisions and Solving Problems" and "Developing Objectives and Strategies," while utilizing deep knowledge of sustainability practices, methods, and outcomes for those activities. The following classes would support students in building these skills and knowledge, and are therefore recommended to compose the career track.

Course	Title	Quarter Hours
MGT 512	DEVELOPING SUSTAINABLE STRATEGIES (FORMERLY GSB 595)	4
MGT 535	CHANGE MANAGEMENT AND CONSULTING	4

MGT 595	SOCIAL AND SUSTAINABLE ENTERPRISE	4
FIN 559	SUSTAINABLE VALUE CREATION	4

Management (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These three graduate level courses will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Management (MS)

The Master of Science in Management is designed for early career professionals interested in general management of the firm.

Solutions to management problems require the ability to think critically about a wide variety of information and to integrate ideas in creative ways. Managers are called upon to perform in a variety of settings with a variety of decision-making models. Students in the Master of Science in Management will develop competencies in managing decision-making processes, managing strategy and innovation, managing human capital, and managing the task environment.

DePaul degree-seeking undergraduate students interested in earning a Master of Science in Management may apply to the bachelor's degree/Management (MS) combined program. Students may be able to obtain both degrees in an expedited period, typically in five years.

Admission

Students must formally apply and be admitted to the Department of Management before beginning their graduate coursework. Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.20

Course	Title	Quarter Hours
ACC 500 or ACC 502	FINANCIAL ACCOUNTING FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING	4
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS ¹	4
MGT 515	SUSTAINABILITY MANAGEMENT	4
MGT 530	LEADERSHIP IN ORGANIZATIONS	4
MGT 556	ETHICS AND LEADERSHIP	4
MGT 598	PROJECT MANAGEMENT	4

¹ Replaces MGT 302 ORGANIZATIONAL BEHAVIOR

These three courses may double-count up to 12 credits towards both degree programs. The undergraduate degree will be awarded at the completion of all undergraduate work while the MS-Management will be awarded upon completion of the remaining graduate level work.

Management Honors (BSB)

The honors program in management is a course of study composed of advanced, accelerated and challenging beginning management courses. Using a problem-based approach, students will be asked to complete real-time projects for organizations with management-based problems, to work intensively and proactively in rotating small groups, to work on problems that span multiple courses in the program, and to refine their soft skills of communication, leading, presenting and teamwork within the program.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	18
Concentration Requirements	20
Open Electives	22
Total hours required	192

Learning Outcomes

Core Outcomes

- Use analytical and reflective skills in decision-making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

Program Specific Outcomes

Students will be able to:

- Apply team effectiveness evidence to enhance individual and team performance. Differentiate between effective and ineffective personnel selection methods.
- Learn skills related to self-leadership (i.e., self-regulation), group leadership, peer leadership, and leading with and without authority.
- Demonstrate skill in analytical decision-making when solving management-based business problems.
- Apply evidence-based management knowledge and skills to effectively manage human capital.
- Describe effective approaches for dealing with a free-riding team member.
- Articulate the steps involved in running an effective meeting.
- Engage in effective team-member behavior within a project team.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 363	ECONOMICS OF THE EUROPEAN UNION	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 357	INTERNATIONAL BUSINESS	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT	
MKT 360	INTERNATIONAL MARKETING	
SOC 217	WORK IN A GLOBALIZED WORLD	

A course taken as part of a term-long study abroad program

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.
MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Global Business Perspective

If an IB or MGT course is shared between Global Business Perspective and the Management major, additional hours of Open Elective credit are required. Any IB or MGT course used toward Global Business Perspective must be passed with C- or higher.

Grade Minimum Requirements for Management Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, MAT 137, MGT 300, MGT 301, and any IB or MGT course used for Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program	Hours
Chicago Quarter	
LSP 110 DISCOVER CHICAGO or LSP 111 or EXPLORE CHICAGO	4
Focal Point	

LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

In addition to MGT 300 and MGT 301, students majoring in Management Honors are required to complete the following courses totaling at least 18.0 hours and an additional five courses based on concentration chosen totaling at least 20.0 hours:

Course	Title	Quarter Hours
Four required courses (must be taken as Honors sections):		
MGT 250	CAREER MANAGEMENT SKILLS	2
MGT 302	ORGANIZATIONAL BEHAVIOR	4
MGT 303	MANAGING PROJECTS AND TEAMS	4
MGT 314	BUSINESS ANALYTICS FOUNDATION TOOLS	4
One required course (not taken as an Honors section):		
MGT 389	MANAGEMENT STRATEGY	4

Expectations

Prior to being part of the Management Honors Program, students must be admitted to the program. See Management Honors website for more information on the application process.

To earn the Management Honors designation MGT 250-H, MGT 302-H, MGT 303-H, MGT 360-H, and MGT 398-H (The Mindful Leader) and must be completed with a cumulative GPA of 3.000.

Open Electives

Open elective credit (22.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Global Business Perspective

If an IB or MGT course is shared between Global Business Perspective and the Management major, additional hours of Open Elective credit are required. Any IB or MGT course used toward Global Business Perspective must be passed with C- or higher.

Experiential Learning

If either MGT 393 or IB 350 is completed in the Management Honors major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Management (MGT) and any courses used toward the Management major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- General Management Concentration, Management Honors (BSB) (p. 750)
- Human Resources Concentration, Management Honors (BSB) (p. 750)
- International Management Concentration, Management (BSB) (p. 751)
- Leadership and Change Management Concentration, Management Honors (BSB) (p. 752)
- Supply Chain Concentration, Management Honors (BSB) (p. 752)

General Management Concentration, Management Honors (BSB)

The General Management concentration is for the student who wants a broad sampling of the various management disciplines.

If a student chooses to pursue this concentration, five courses totaling at least 20.0 hours must be taken.

Course Requirements

Course	Title	Quarter Hours
Student are required to take the honors section of the following two courses:		
MGT 360	LEADERSHIP	4
MGT 398	SPECIAL TOPICS (Topic: The Mindful Leader)	4
Students must select three elective courses from the following:		12
MGT 270	INTRODUCTION TO ENTREPRENEURSHIP	
MGT 307	HUMAN RESOURCES MANAGEMENT	
MGT 311	TRANSPORTATION & LOGISTICS	
MGT 320	TRAINING AND CAREER DEVELOPMENT	
MGT 323	SUPPLY CHAIN MANAGEMENT	
MGT 325	SUSTAINABLE MANAGEMENT	
MGT 330	RECRUITMENT AND SELECTION	
MGT 335	COMPENSATION & BENEFITS	
MGT 340	LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE	
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS	
MGT 344	THE BUSINESS OF ESPORTS	
MGT 345	SERVICE SECTOR MANAGEMENT	
MGT 347	HEALTH CARE MANAGEMENT	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 355	NEGOTIATIONS	
MGT 356	INTRODUCTION TO SPORTS MANAGEMENT	

MGT 357	INTERNATIONAL BUSINESS
MGT 361	ORGANIZATIONAL CHANGE AND CONSULTING
MGT 370	BUSINESS PLAN DEVELOPMENT
MGT 373	CREATIVITY & ENTREPRENEURSHIP
MGT 374	ENTREPRENEURSHIP LAW
MGT 375	ENTREPRENEURSHIP PRACTICUM
MGT 385	WOMEN IN ENTREPRENEURIAL AND ORGANIZATIONAL LEADERSHIP
MGT 390	INNOVATION & TECHNOLOGY
MGT 393	MANAGEMENT INTERNSHIP
MGT 395	SOCIAL AND SUSTAINABLE ENTERPRISE
MGT 399	INDEPENDENT STUDY
BLW 202	COMMERCIAL PAPER AND SALES
BLW 203	BUSINESS ORGANIZATIONS
BLW 398	SPECIAL TOPICS (multiple topics may be used)
BLW 399	INDEPENDENT STUDY
IB 350	INTERNATIONAL BUSINESS SEMINAR

Second Concentration

While a student may complete more than one Management concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Global Business Perspective

If an IB or MGT course is shared between Global Business Perspective and the Management major, additional hours of Open Elective credit are required. Any IB or MGT course used toward Global Business Perspective must be passed with C- or higher.

Experiential Learning

If either MGT 393 or IB 350 is completed in the Management major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Management (MGT) and any other courses used toward the Management major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Human Resources Concentration, Management Honors (BSB)

The Human Resources concentration is designed to meet the needs of students who desire to obtain entry-level positions in human resources, such as HR generalists, employment interviewers, and compensation analysts. Human resource professionals add value to their organizations by understanding how the business operates and through the design and implementation of human resource activities to meet changing organizational needs.

If a student chooses to pursue this concentration, five courses totaling at least 20.0 hours must be taken.

Course	Title	Quarter Hours
Student are required to take the honors section of the following two courses:		
MGT 398	SPECIAL TOPICS (Topic: The Mindful Leader)	4
MGT 360	LEADERSHIP	4
Students must take this course:		
MGT 307	HUMAN RESOURCES MANAGEMENT	4
Students must select two elective courses from the following:		
MGT 320	TRAINING AND CAREER DEVELOPMENT	
MGT 330	RECRUITMENT AND SELECTION	
MGT 335	COMPENSATION & BENEFITS	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 355	NEGOTIATIONS	
MGT 393	MANAGEMENT INTERNSHIP	

Second Concentration

While a student may complete more than one Management concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Global Business Perspective

If a MGT course is shared between Global Business Perspective and the Management major, additional hours of Open Elective credit are required. Any MGT course used toward Global Business Perspective must be passed with C- or higher.

Experiential Learning

If either MGT 393 or IB 350 is completed in the Management major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Management (MGT) courses and any other courses used toward the Management major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

International Management Concentration, Management (BSB)

Build the skills you need to be an effective manager in a globalized world. Develop an understanding of varied cultural backgrounds and values. Explore global human resource and service sector management, develop language skills and travel abroad to gain an understanding of the many nuances of international business.

If a student chooses to pursue this concentration, five courses totaling at least 20.0 hours must be taken.

Course Requirements

Course	Title	Quarter Hours
Student are required to take the honors section of the following two courses:		

MGT 360	LEADERSHIP	4
MGT 398	SPECIAL TOPICS (Topic: The Mindful Leader)	4
Students must select two elective courses from the following:		8
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 307	HUMAN RESOURCES MANAGEMENT	
MGT 345	SERVICE SECTOR MANAGEMENT	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 357	INTERNATIONAL BUSINESS	
MGT 393	MANAGEMENT INTERNSHIP	
Students must select one from above or from the following:		4
ARB 320	BUSINESS ARABIC	
CHN 252	INTRODUCTION TO COMMERCIAL CHINESE	
CHN 320	CHINESE FOR BUSINESS	
FCH 320	FRENCH FOR BUSINESS	
GER 320	ADVANCED COMMERCIAL GERMAN	
ITA 320	ITALIAN FOR BUSINESS	
JPN 320	ADVANCED COMMERCIAL JAPANESE	
SPN 252	INTRODUCTION TO SPANISH FOR BUSINESS	
SPN 320	ADVANCED SPANISH FOR BUSINESS	

¹ IB 350 can be taken up to two times in the International Management Concentration.

Second Concentration

While a student may complete more than one Management concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Global Business Perspective

If an IB or MGT course is shared between Global Business Perspective and the Management major, additional hours of Open Elective credit are required. Any IB or MGT course used toward Global Business Perspective must be passed with C- or higher.

Experiential Learning

If either MGT 393 or IB 350 is completed in the Management major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Management (MGT) courses and any other courses used toward the Management major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Leadership and Change Management Concentration, Management Honors (BSB)

The Leadership and Change Management concentration focuses on developing leadership and change capabilities in students at all levels in organizations. Students gain an awareness of values and the importance of vision, as well as how to empower followers to be active participants in change activities, in order to increase organizational effectiveness. A planned approach to managing all phases of the organizational change process is emphasized. This concentration will be especially useful to students who desire to move into leadership and/or change roles within organizations, such as managers, internal consultants, team leaders, or trainers, as well as external consultant roles.

If a student chooses to pursue this concentration, five courses totaling at least 20.0 hours must be taken.

Course Requirements

Course	Title	Quarter Hours
Student are required to take the honors section of the following two courses:		
MGT 360	LEADERSHIP	4
MGT 398	SPECIAL TOPICS (Topic: The Mindful Leader)	4
Students must take this course:		
MGT 361	ORGANIZATIONAL CHANGE AND CONSULTING	4
Students must select two elective courses from the following:		
MGT 307	HUMAN RESOURCES MANAGEMENT	8
MGT 320	TRAINING AND CAREER DEVELOPMENT	
MGT 355	NEGOTIATIONS	
MGT 373	CREATIVITY & ENTREPRENEURSHIP	
MGT 390	INNOVATION & TECHNOLOGY	
MGT 393	MANAGEMENT INTERNSHIP	

Second Concentration

While a student may complete more than one Management concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Experiential Learning

If either MGT 393 or IB 350 is completed in the Management major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Management (MGT) courses and any other courses used toward the Management major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Supply Chain Concentration, Management Honors (BSB)

The Supply Chain Management concentration prepares students to understand the big picture of supply chains while also diving into various operational functions including transportation and logistics, procurement, and operations management.

If a student chooses to pursue this concentration, five courses totaling at least 20.0 hours must be taken.

Course Requirements

Course	Title	Quarter Hours
Student are required to take the honors section of the following two courses:		
MGT 360	LEADERSHIP	4
MGT 398	SPECIAL TOPICS (Topic: The Mindful Leader)	4
Students must select three elective courses from the following:		
MGT 311	TRANSPORTATION & LOGISTICS	12
MGT 323	SUPPLY CHAIN MANAGEMENT	
MGT 345	SERVICE SECTOR MANAGEMENT	
MGT 355	NEGOTIATIONS	
MGT 393	MANAGEMENT INTERNSHIP	

Second Concentration

While a student may complete more than one Management concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Global Business Perspective

If an IB or MGT course is shared between Global Business Perspective and the Management major, additional hours of Open Elective credit are required. Any IB or MGT course used toward Global Business Perspective must be passed with C- or higher.

Experiential Learning

If either MGT 393 or IB 350 is completed in the Management major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Management (MGT) courses and any other courses used toward the Management major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Management Information Systems (BSB)

The program in Management Information Systems is intended for undergraduate business students who plan to start their career as information systems professionals in either information technology producing industries or with the heavy users of such technologies. If

they decide to take a minor in MIS, graduates will be able to function as liaisons representing their department or business function in information systems projects. This program is guided by several curriculum principles:

- Designed to educate management-oriented, technically proficient information systems professionals.
- Focused on requirements engineering and other stages of system life cycle requiring heavy involvement of systems analysts rather than on technical implementation stages.
- Complements a thorough understanding of business operations covered in the core undergraduate business curriculum. This combination of competencies is particularly important for systems analysts and makes this program distinct from programs in computer science.
- Designed according to current technological trends and is flexible to accommodate its adjustment as stipulated by rapidly changing and evolving information technologies.
- Includes sufficient training in technology skills in high demand to make graduates easily employable and immediately productive.

In this program, students will acquire:

- A broad understanding of information technologies and their utilization in private and governmental organizations
- An in-depth understanding of information systems life cycle and the nature of related phases and tasks from initial study through post-implementation support
- A thorough understanding of system requirements elicitation, analysis, documentation, validation, and management
- Ability to work with users and builders of information systems
- An understanding of information systems project management
- Ability to develop prototypes using visual programming technology
- Ability to identify organizational data and to design and manipulate databases
- Ability to integrate technical knowledge and understanding of business operations
- Experience working on team projects

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	30
Open Electives	30
Total hours required	192

Learning Outcomes

Core Outcomes

- Use analytical and reflective skills in decision-making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

Program Specific Outcomes

Students will be able to:

- Analyze, gather requirements, and design systems.
- Conceptualize, design, and develop relational databases.
- Develop, control, and manage projects.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	

ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES
ECO 361	INTERNATIONAL TRADE
ECO 362	INTERNATIONAL MONETARY ECONOMICS
ECO 363	ECONOMICS OF THE EUROPEAN UNION
FIN 340	INTERNATIONAL FINANCE
FIN 355	GLOBAL IPOs & VENTURE CAPITAL
IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT
MGT 357	INTERNATIONAL BUSINESS
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT
MKT 360	INTERNATIONAL MARKETING
SOC 217	WORK IN A GLOBALIZED WORLD

A course taken as part of a term-long study abroad program

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Grade Minimum Requirements for Management Information Systems Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, ECO 105, ECO 106, MAT 137, and MIS 360.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

In addition to MIS 360, a student majoring in Management Information Systems is required to complete the following courses totaling at least 30.0 hours:

Course	Title	Quarter Hours
IT 130	INTRODUCTORY COMPUTING FOR THE WEB	4
IT 263	APPLIED NETWORKS AND SECURITY	4
MIS 140	INTRODUCTION TO BUSINESS TECHNOLOGY AND DECISION MAKING	4
MIS 250	CAREER MANAGEMENT PREPAREDNESS	2
MIS 300	DATA MINING AND ANALYTICS	4
MIS 362	INFORMATION SYSTEMS PROJECT MANAGEMENT	4
MIS 370	DATABASE MANAGEMENT SYSTEMS DESIGN AND DEVELOPMENT	4
Select one elective course from the following:		4
IT 211	INTRODUCTION TO APPLIED PROGRAMMING	
IT 231	WEB DEVELOPMENT I	

MIS 350 is to be taken only by MIS minors; MIS 360 is to be taken only by MIS majors (in the College Core).

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Open Electives

Open elective credit (30.0 hours) also is needed to meet the minimum graduation requirement of 192 hours.

Graduation Requirements

All Management Information Systems (MIS) courses and any courses used toward the Management Information Systems major must be

completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Management Information Systems (Minor)

Available to students majoring outside the Driehaus College of Business, the Management Information Systems minor presents both the business and technological foundations of information systems designed to complement the primary course of study.

Course Requirements

A non-Driehaus student minoring in Management Information Systems is required to complete the following courses totaling at least 20.0 hours:

Course	Title	Quarter Hours
MIS 140	INTRODUCTION TO BUSINESS TECHNOLOGY AND DECISION MAKING	4
MIS 300	DATA MINING AND ANALYTICS	4
MIS 350	BUSINESS SYSTEMS ANALYSIS	4
MIS 362	INFORMATION SYSTEMS PROJECT MANAGEMENT	4
MIS 370	DATABASE MANAGEMENT SYSTEMS DESIGN AND DEVELOPMENT	4

MIS 350 is to be taken only by MIS minors; MIS 360 is to be taken only by MIS majors (in the Business College Core).

Graduation Requirements

All MIS courses and any courses used toward the Management Information Systems minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Management Information Systems (Minor: Business Students Only)

Students in the Driehaus College of Business who wish to acquire skills in both the business and the technological foundations of information systems management may minor in Management Information Systems to further their skill set and marketability in technological business fields.

Course Requirements

A Driehaus student minoring in Management Information Systems is required to complete the following courses totaling at least 20.0 hours:

Course	Title	Quarter Hours
MIS 140	INTRODUCTION TO BUSINESS TECHNOLOGY AND DECISION MAKING	4
MIS 300	DATA MINING AND ANALYTICS	4
MIS 350	BUSINESS SYSTEMS ANALYSIS	4
MIS 362	INFORMATION SYSTEMS PROJECT MANAGEMENT	4
MIS 370	DATABASE MANAGEMENT SYSTEMS DESIGN AND DEVELOPMENT	4

MIS 350 is to be taken only by MIS minors; MIS 360 is to be taken only by MIS majors (in the College Core).

Graduation Requirements

All MIS courses and any courses used toward the Management Information Systems minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Marketing (BSB)

The ultimate goal of an organization is to satisfy the needs and wants of its customers profitably. The Marketing Department offers a variety of courses designed to develop and sharpen student skills to analyze and solve marketing problems. Successful marketing requires the ability to know how and when to do research, how to analyze markets and behavior, and how to develop products and services that satisfy or even anticipate customers' needs. The purpose of the undergraduate program in Marketing is to prepare students for successful marketing careers by teaching them the knowledge and skills to identify marketing problems and develop solutions that meet customer needs.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	10
Concentration Requirements	28
Open Electives	22
Total hours required	192

Learning Outcomes

Core Outcomes

Students will be able to:

- Use analytical and reflective skills in decision-making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

Program Specific Outcomes

Students will be able to:

- Create a value proposition.
- Distinguish features and benefits of products and services.
- Describe how external factors and demographic change affect demand for products and services.
- Identify marketing problems and develop appropriate solutions by collecting, analyzing, and interpreting data.
- Create a marketing plan.
- Use marketing methodologies/tools to make strategic decisions.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 363	ECONOMICS OF THE EUROPEAN UNION	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	

IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT
MGT 357	INTERNATIONAL BUSINESS
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT
MKT 360	INTERNATIONAL MARKETING
SOC 217	WORK IN A GLOBALIZED WORLD
A course taken as part of a term-long study abroad program	

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Communication Requirement

Students majoring in Marketing must complete MKT 276 for the Communication requirement.

Global Business Perspective

If a MKT course or IB 350 is shared between Global Business Perspective and the Marketing major, additional hours of Open Elective credit are required.

Grade Minimum Requirements for Marketing Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, MAT 137, MKT 301, MKT 276, and any MKT course used for Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn a C- or better.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student’s primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student’s major and is cross-listed with a course within the student’s major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

In addition to MKT 301, a student majoring in Marketing is required to complete the following courses totaling 38.0 hours plus 4.0 hours to be shared with the Business Core (42.0 hours total):

- Three required courses to be taken for 10.0 hours:
 - MKT 250 NAVIGATING MARKETING CAREERS (2 hours)
 - MKT 310 CONSUMER BEHAVIOR
 - MKT 305 INTRODUCTION TO MARKETING RESEARCH
- One required course to be taken in Business Core:
 - MKT 276 EFFECTIVE BUSINESS COMMUNICATION
- One Marketing Concentration of seven courses to be taken for 28.0 hours to be chosen from:
 - Digital Marketing
 - Sales Leadership
 - Marketing Insights

Business Communication Requirement

MKT 276 must be completed by students majoring in Marketing and serves as the Communication requirement in the Business Core.

Second Marketing Concentration

A student majoring in Marketing may have more than one Marketing concentration. Exception: students with Marketing Insights Concentration cannot have a second Marketing Concentration.

While a student may complete more than one Marketing concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for

graduation are satisfied. Students should take the Career Course as soon as possible.

Global Business Perspective

If any MKT or IB 350 course is shared between Global Business Perspective and the Marketing major, additional hours of Open Elective credit are required. Any MKT or IB 350 course used toward the Global Business Perspective requirement must be passed with C- or higher.

Open Electives

Open elective credit (22.0 hours) is also required to meet the minimum graduation requirement of 192 hours.

Combined Bachelor’s + Master’s Program Participants

Students admitted to a Marketing Combined Bachelor’s + Master’s program may apply up to three approved graduate course(s) towards their undergraduate degree. Students should see academic advisor for additional information.

Graduation Requirements

All Marketing (MKT) courses and any other courses used toward the Marketing major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Digital Marketing Concentration, Marketing (BSB) (p. 759)
- Marketing Insights, Marketing (BSB) (p. 760)
- Sales Leadership Concentration, Marketing (BSB) (p. 761)

Career Orientations

Advertising and Promotion

Skills that lead to successful careers in Advertising and Promotion include: analysis of market research data; media planning; the creation of persuasive messages; strategic coordination of elements of the marketing communication mix; sales promotion strategies; public relations analysis and tactical management. You may consider the Standard concentration in Marketing to pursue this career path. Marketing elective courses for students interested in a career in advertising and promotion include the following:

Course	Title	Quarter Hours
MKT 320	PRINCIPLES OF ADVERTISING	
MKT 321	SOCIAL MEDIA MARKETING	
MKT 395	DIGITAL MARKETING ANALYTICS AND PLANNING	

Category Management

Category Management is the practice of managing a group of related products as one category to maximize profitability. Successful companies expect their suppliers to act as partners that will help them grow their businesses, sharing industry expertise and consumer insight. We have partnered with the Category Management Association to develop a unique curriculum that will prepare students for careers in this rapidly growing field and lead to industry certification. You may consider the Sales Leadership concentration in Marketing to pursue this career

path. A student interested in category management should take the courses listed below:

Course	Title	Quarter Hours
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
MKT 377	SALES FUNDAMENTALS (required in Sales Leadership Concentration)	
MKT 380	SCIENCE OF RETAILING	
MKT 383	ANALYTICAL SALES (required in Sales Leadership Concentration)	
MKT 384	CASES IN CATEGORY MANAGEMENT	
MKT 387	SHOPPER INSIGHTS IN MARKETING	

International Marketing

The international area of marketing offers students the opportunity to examine the economy and business management of many countries in their political, historical, and socio-cultural context. Students who concentrate on international marketing would develop career opportunities in international sales, international product management, or international marketing management. You may consider the Standard concentration in Marketing to pursue this career path. DePaul Marketing students may combine their majors with either a minor in a commercial language through the College of Liberal Arts and Social Sciences, or with selected course work in International Studies. Students interested in international marketing benefit by enrolling in the following Marketing courses:

Course	Title	Quarter Hours
MKT 320	PRINCIPLES OF ADVERTISING	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 352	NEW PRODUCT DEVELOPMENT	
MKT 360	INTERNATIONAL MARKETING	
MKT 390	SERVICE MARKETING	

Market Research

Market research encompasses problem formulation, data gathering, data analysis, and communication of findings. An understanding of statistics, psychology and sociology as related to marketing is desirable. You may consider the Standard concentration in Marketing to pursue this career path. A student interested in market research will benefit from the following courses:

Course	Title	Quarter Hours
MKT 305	INTRODUCTION TO MARKETING RESEARCH	
MKT 315	STRATEGIC TOOLS FOR MARKETERS	
MKT 320	PRINCIPLES OF ADVERTISING	
MKT 352	NEW PRODUCT DEVELOPMENT	

Marketing Management

Many chief executives of top U.S. companies have a background in marketing. Strong marketing provides a key competitive advantage in a dynamic global economy. The marketing management emphasis is appropriate for students with a general interest in planning, development,

and introduction of products and services. You may consider the Standard concentration or the IME program in Marketing to pursue this career path. A student interested in marketing management should take the following courses:

Course	Title	Quarter Hours
MKT 315	STRATEGIC TOOLS FOR MARKETERS	
MKT 320	PRINCIPLES OF ADVERTISING	
MKT 352	NEW PRODUCT DEVELOPMENT	
MKT 360	INTERNATIONAL MARKETING	

Digital Marketing Concentration, Marketing (BSB)

Digital marketer, showing a 39% growth rate, has become one of the most important job titles in the marketing industry. Estimates are that marketers' communications budgets will exceed \$120 billion by 2021 and advertising through digital means will represent 29% of that figure. A significant point relative to DePaul's student and employment base is that the state of Illinois is the third ranked employer of people with digital backgrounds. All organizations, for-profit and not-for-profit, large and small, need digital marketing to be successful. The Marketing Department offers the Digital Marketing Concentration for students to prepare to succeed in this industry.

A student majoring in Marketing with this concentration must complete the following requirements totaling at least 28.0 hours:

Course Requirements

Course	Title	Quarter Hours
MKT 321	SOCIAL MEDIA MARKETING	4
MKT 322	SEARCH ENGINE MARKETING & ANALYTICS	4
MKT 393	MARKETING INTERNSHIP	4
MKT 395	DIGITAL MARKETING ANALYTICS AND PLANNING	4
MKT 396	MOBILE MARKETING	4
Select two elective courses from the following:		8

MKT 315	STRATEGIC TOOLS FOR MARKETERS
MKT 320	PRINCIPLES OF ADVERTISING
MKT 323	CONTENT MARKETING
MKT 333	MARKETING FOR THE SOCIAL GOOD
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 342	SPORTS SPONSORSHIP MARKETING
MKT 352	NEW PRODUCT DEVELOPMENT
MKT 359	ADVANCED MARKETING MANAGEMENT
MKT 360	INTERNATIONAL MARKETING
MKT 377	SALES FUNDAMENTALS
MKT 378	SALES STRATEGY & TECHNOLOGY
MKT 380	SCIENCE OF RETAILING
MKT 383	ANALYTICAL SALES
MKT 384	CASES IN CATEGORY MANAGEMENT

MKT 385	SPORTS SALES
MKT 386	SOCIAL IMPACT SALES
MKT 387	SHOPPER INSIGHTS IN MARKETING
MKT 390	SERVICE MARKETING
MKT 398	SPECIAL TOPICS (multiple topics may be used)
MKT 399	INDEPENDENT STUDY
MKT 420	CANNABIS BUSINESS-THE SOCIAL & ECONOMIC IMPACT & PRACTICE
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS
MGT 356	INTRODUCTION TO SPORTS MANAGEMENT
IB 350	INTERNATIONAL BUSINESS SEMINAR

Business Communication Requirement

Driehaus students majoring in Marketing must complete MKT 276 for the Communication requirement in the Business Core.

Second Marketing Concentration

A student majoring in Marketing may have more than one Marketing concentration.

Exception: students with Marketing Insights Concentration cannot have a second Marketing Concentration.

While a student may complete more than one Marketing concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Global Business Perspective

If a MKT course or IB 350 is shared between Global Business Perspective and the Marketing major, additional hours of Open Elective credit are required. Any MKT or IB 350 used for Global Business Perspective course must be passed with C- or higher.

Experiential Learning

MKT 393 is required in the Digital Marketing Concentration. Consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Marketing (MKT) courses and any other courses used toward the Marketing major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Marketing Insights, Marketing (BSB)

The Marketing Insights concentration provides students with the flexibility to tailor their programs to fit a wide array of career interests. Graduates with a marketing major have many career opportunities in the various areas of marketing such as advertising, market research, sales management, or marketing management. The department offers electives that focus in each area. Majors may wish to group their elective courses with a concentration or specific career orientation in mind, although this is not required.

A student majoring in Marketing with this concentration must complete the following requirements totaling at least 28.0 hours:

Course Requirements

Course	Title	Quarter Hours
MKT 315	STRATEGIC TOOLS FOR MARKETERS	4
MKT 359	ADVANCED MARKETING MANAGEMENT	4
Select five elective courses from the following:		20
MKT 320	PRINCIPLES OF ADVERTISING	
MKT 321	SOCIAL MEDIA MARKETING	
MKT 322	SEARCH ENGINE MARKETING & ANALYTICS	
MKT 323	CONTENT MARKETING	
MKT 333	MARKETING FOR THE SOCIAL GOOD	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 342	SPORTS SPONSORSHIP MARKETING	
MKT 352	NEW PRODUCT DEVELOPMENT	
MKT 360	INTERNATIONAL MARKETING	
MKT 377	SALES FUNDAMENTALS	
MKT 378	SALES STRATEGY & TECHNOLOGY	
MKT 380	SCIENCE OF RETAILING	
MKT 383	ANALYTICAL SALES	
MKT 384	CASES IN CATEGORY MANAGEMENT	
MKT 385	SPORTS SALES	
MKT 386	SOCIAL IMPACT SALES	
MKT 387	SHOPPER INSIGHTS IN MARKETING	
MKT 390	SERVICE MARKETING	
MKT 393	MARKETING INTERNSHIP	
MKT 395	DIGITAL MARKETING ANALYTICS AND PLANNING	
MKT 396	MOBILE MARKETING	
MKT 398	SPECIAL TOPICS (multiple topics may be used)	
MKT 399	INDEPENDENT STUDY	
MKT 420	CANNABIS BUSINESS-THE SOCIAL & ECONOMIC IMPACT & PRACTICE	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS	
MGT 356	INTRODUCTION TO SPORTS MANAGEMENT	

Business Communication Requirement

Driehaus students majoring in Marketing must complete MKT 276 for the Communication requirement in the Business Core.

Second Marketing Concentration

A student majoring in Marketing may have more than one Marketing concentration.

Exception: students with Marketing Insights Concentration cannot have a second Marketing Concentration.

While a student may complete more than one Marketing concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Global Business Perspective

If a MKT course or IB 350 is shared between Global Business Perspective and the Marketing major, additional hours of Open Elective credit are required. Any MKT or IB 350 used for Global Business Perspective course must be passed with C- or higher.

Experiential Learning

If either MKT 393 or IB 350 is completed in the Marketing major, consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Marketing (MKT) courses and any other courses used toward the Marketing major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Sales Leadership Concentration, Marketing (BSB)

The demand for trained and knowledgeable sales people has never been greater. Sales careers offer independence, ample financial reward, personal growth and opportunities for rapid advancement within the organization. The Sales Leadership Program produces business graduates who can sell by joining traditional classroom education with real-world learning experience. Classes are led by faculty with extensive sales experience and by sales executives from leading corporations. Students experience rigorous classroom learning designed to deliver the knowledge and practical skills they will need to succeed during the first years of their careers including: oral and written communication, selling technique and networking, use of technology in customer strategy and identification, and development of organization leadership in a sales environment. Successful students will enjoy opportunities to visit companies, take paid internships, and interview with leading companies for entry-level positions.

A student majoring in Marketing with this concentration must complete the following requirements totaling at least 28.0 hours:

Course Requirements

Course	Title	Quarter Hours
MKT 359	ADVANCED MARKETING MANAGEMENT	4
MKT 377	SALES FUNDAMENTALS	4
MKT 378	SALES STRATEGY & TECHNOLOGY	4
MKT 383	ANALYTICAL SALES	4
Select two electives from the following:		8
MKT 380	SCIENCE OF RETAILING	
MKT 384	CASES IN CATEGORY MANAGEMENT	
MKT 385	SPORTS SALES	
MKT 386	SOCIAL IMPACT SALES	
MKT 387	SHOPPER INSIGHTS IN MARKETING	
MKT 398	SPECIAL TOPICS (when related to Sales)	
Select one elective from above or the following:		4
MKT 315	STRATEGIC TOOLS FOR MARKETERS	

MKT 320	PRINCIPLES OF ADVERTISING
MKT 321	SOCIAL MEDIA MARKETING
MKT 322	SEARCH ENGINE MARKETING & ANALYTICS
MKT 323	CONTENT MARKETING
MKT 333	MARKETING FOR THE SOCIAL GOOD
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 342	SPORTS SPONSORSHIP MARKETING
MKT 352	NEW PRODUCT DEVELOPMENT
MKT 360	INTERNATIONAL MARKETING
MKT 390	SERVICE MARKETING
MKT 393	MARKETING INTERNSHIP
MKT 395	DIGITAL MARKETING ANALYTICS AND PLANNING
MKT 396	MOBILE MARKETING
MKT 399	INDEPENDENT STUDY
MKT 420	CANNABIS BUSINESS-THE SOCIAL & ECONOMIC IMPACT & PRACTICE
IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS
MGT 356	INTRODUCTION TO SPORTS MANAGEMENT

Category Management Focus

For a specific focus in Category Management, Sales Leadership students should take:

Course	Title	Quarter Hours
MKT 380	SCIENCE OF RETAILING	
MKT 384	CASES IN CATEGORY MANAGEMENT	
MKT 387	SHOPPER INSIGHTS IN MARKETING	

Business Communication Requirement

Driehaus students majoring in Marketing must complete MKT 276 for the Communication requirement in the Business Core.

Second Marketing Concentration

A student majoring in Marketing may have more than one Marketing concentration.

Exception: students with Marketing Insights Concentration cannot have a second Marketing Concentration.

While a student may complete more than one Marketing concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Global Business Perspective

If a MKT course or IB 350 is shared between Global Business Perspective and the Marketing major, additional hours of Open Elective credit are required. Any MKT or IB 350 used for Global Business Perspective course must be passed with C- or higher.

Experiential Learning

If either MKT 393 or IB 350 is completed in the Marketing major, consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Marketing (MKT) courses and any other courses used toward the Marketing major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Marketing (BSB) Online

The ultimate goal of an organization is to satisfy the needs and wants of its customers profitably. The Marketing Department offers a variety of courses designed to develop and sharpen student skills to analyze and solve marketing problems. Successful marketing requires the ability to know how and when to do research, how to analyze markets and behavior, and how to develop products and services that satisfy or even anticipate customers' needs. The purpose of the undergraduate program in Marketing is to prepare students for successful marketing careers by teaching them the knowledge and skills to identify marketing problems and develop solutions that meet customer needs.

The Marketing major with a Digital Marketing Concentration is offered fully online.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	10
Concentration Requirements	28
Open Electives	22
Total hours required	192

Learning Outcomes

Core Outcomes

Students will be able to:

- Use analytical and reflective skills in decision-making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.
- Create a value proposition.
- Distinguish features and benefits of products and services.
- Describe how external factors and demographic change affect demand for products and services.
- Identify marketing problems and develop appropriate solutions by collecting, analyzing, and interpreting data.
- Create a marketing plan.
- Use marketing methodologies/tools to make strategic decisions.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		4
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 363	ECONOMICS OF THE EUROPEAN UNION	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	

IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT
MGT 357	INTERNATIONAL BUSINESS
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT
MKT 360	INTERNATIONAL MARKETING
SOC 217	WORK IN A GLOBALIZED WORLD
A course taken as part of a term-long study abroad program	

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Business Communication Requirement

Students majoring in Marketing must complete MKT 276 for the Communication requirement.

Global Business Perspective

If a MKT course or IB 350 is shared between Global Business Perspective and the Marketing major, additional hours of Open Elective credit are required.

Grade Minimum Requirements for Marketing Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, MAT 137, MKT 301, MKT 276, and any MKT course used for Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn a C- or better.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

In addition to MKT 301, a student majoring in Marketing is required to complete the following courses totaling 38.0 hours plus 4.0 hours to be shared with the Business Core (42.0 hours total):

- Three required courses to be taken for 10.0 hours:
 - MKT 250 NAVIGATING MARKETING CAREERS (2 hours)
 - MKT 310 CONSUMER BEHAVIOR
 - MKT 305 INTRODUCTION TO MARKETING RESEARCH
- One required course to be taken in Business Core:
 - MKT 276 EFFECTIVE BUSINESS COMMUNICATION
- The Digital Marketing Concentration of seven courses to be taken for 28.0 hours

Business Communication Requirement

MKT 276 must be completed by students majoring in Marketing and serves as the Communication requirement in the Business Core.

Second Marketing Concentration

A student majoring in Marketing may have more than one Marketing concentration.

Exception: students with Marketing Insights Concentration cannot have a second Marketing Concentration.

While a student may complete more than one Marketing concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible. Students should take the Career Course as soon as possible.

Global Business Perspective

If an MKT or IB 350 course is shared between Global Business Perspective and the Marketing major, additional hours of Open Elective credit are required. Any MKT or IB 350 course used toward the Global Business Perspective requirement must be passed with C- or higher.

Open Electives

Open elective credit (22.0 hours) is also required to meet the minimum graduation requirement of 192 hours.

Combined Bachelor's + Master's Program Participants

Students admitted to a Marketing Combined Bachelor's + Master's program may apply up to three approved graduate course(s) towards their undergraduate degree. Students should see academic advisor for additional information.

Graduation Requirements

All Marketing (MKT) courses and any other courses used toward the Marketing major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose the following:

- Digital Marketing Concentration, Marketing (BSB) Online (p. 764)

Digital Marketing Concentration, Marketing (BSB) Online

Digital marketer, showing a 39% growth rate, has become one of the most important job titles in the marketing industry. Estimates are that marketers' communications budgets will exceed \$120 billion by 2021 and advertising through digital means will represent 29% of that figure. A significant point relative to DePaul's student and employment base is that the state of Illinois is the third ranked employer of people with digital backgrounds. All organizations, for-profit and not-for-profit, large and small, need digital marketing to be successful. The Marketing Department offers the Digital Marketing Concentration for students to prepare to succeed in this industry.

A student majoring in Marketing with this concentration must complete the following requirements totaling at least 28.0 hours:

Course Requirements

Course	Title	Quarter Hours
MKT 321	SOCIAL MEDIA MARKETING	4
MKT 322	SEARCH ENGINE MARKETING & ANALYTICS	4
MKT 393	MARKETING INTERNSHIP	4
MKT 395	DIGITAL MARKETING ANALYTICS AND PLANNING	4
MKT 396	MOBILE MARKETING	4
Select two elective courses from the following:		8
MKT 315	STRATEGIC TOOLS FOR MARKETERS	
MKT 320	PRINCIPLES OF ADVERTISING	
MKT 323	CONTENT MARKETING	
MKT 333	MARKETING FOR THE SOCIAL GOOD	

MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 342	SPORTS SPONSORSHIP MARKETING
MKT 352	NEW PRODUCT DEVELOPMENT
MKT 359	ADVANCED MARKETING MANAGEMENT
MKT 360	INTERNATIONAL MARKETING
MKT 377	SALES FUNDAMENTALS
MKT 378	SALES STRATEGY & TECHNOLOGY
MKT 380	SCIENCE OF RETAILING
MKT 383	ANALYTICAL SALES
MKT 384	CASES IN CATEGORY MANAGEMENT
MKT 385	SPORTS SALES
MKT 386	SOCIAL IMPACT SALES
MKT 390	SERVICE MARKETING
MKT 387	SHOPPER INSIGHTS IN MARKETING
MKT 398	SPECIAL TOPICS (multiple topics may be used)
MKT 399	INDEPENDENT STUDY
MKT 420	CANNABIS BUSINESS-THE SOCIAL & ECONOMIC IMPACT & PRACTICE
IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS
MGT 356	INTRODUCTION TO SPORTS MANAGEMENT

Business Communication Requirement

Driehaus students majoring in Marketing must complete MKT 276 for the Communication requirement in the Business Core.

Second Marketing Concentration

A student majoring in Marketing may have more than one Marketing concentration.

Exception: students with Marketing Insights Concentration cannot have a second Marketing Concentration.

While a student may complete more than one Marketing concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Global Business Perspective

If a MKT course or IB 350 is shared between Global Business Perspective and the Marketing major, additional hours of Open Elective credit are required. Any MKT or IB 350 used for Global Business Perspective course must be passed with C- or higher.

Experiential Learning

MKT 393 is required in the Digital Marketing Concentration. Consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Marketing (MKT) courses and any other courses used toward the Marketing major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Marketing (Minor)

Students majoring outside the Driehaus College of Business may minor in Marketing to learn the foundations of marketing research, product development, advertising and sales.

Course Requirements

A non-Driehaus student minoring in Marketing is required to complete the following courses based on concentration and totaling at least 20.0 hours:

Course	Title	Quarter Hours
MKT 301	PRINCIPLES OF MARKETING	4
MKT 305	INTRODUCTION TO MARKETING RESEARCH	4
MKT 310	CONSUMER BEHAVIOR	4
MKT 315	STRATEGIC TOOLS FOR MARKETERS	4
Select one elective course from the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
MKT 320	PRINCIPLES OF ADVERTISING	
MKT 321	SOCIAL MEDIA MARKETING	
MKT 322	SEARCH ENGINE MARKETING & ANALYTICS	
MKT 323	CONTENT MARKETING	
MKT 333	MARKETING FOR THE SOCIAL GOOD	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 342	SPORTS SPONSORSHIP MARKETING	
MKT 352	NEW PRODUCT DEVELOPMENT	
MKT 359	ADVANCED MARKETING MANAGEMENT	
MKT 360	INTERNATIONAL MARKETING	
MKT 377	SALES FUNDAMENTALS	
MKT 378	SALES STRATEGY & TECHNOLOGY	
MKT 380	SCIENCE OF RETAILING	
MKT 383	ANALYTICAL SALES	
MKT 384	CASES IN CATEGORY MANAGEMENT	
MKT 385	SPORTS SALES	
MKT 386	SOCIAL IMPACT SALES	
MKT 387	SHOPPER INSIGHTS IN MARKETING	
MKT 390	SERVICE MARKETING	
MKT 393	MARKETING INTERNSHIP	
MKT 395	DIGITAL MARKETING ANALYTICS AND PLANNING	
MKT 396	MOBILE MARKETING	
MKT 398	SPECIAL TOPICS	
MKT 399	INDEPENDENT STUDY	
MKT 420	CANNABIS BUSINESS-THE SOCIAL & ECONOMIC IMPACT & PRACTICE	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS	

MGT 356	INTRODUCTION TO SPORTS MANAGEMENT
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Graduation Requirements

All Marketing (MKT) courses and any courses used toward the Marketing minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Marketing (Minor: Business Students Only)

Students in the Driehaus College of Business who minor in Marketing will complement their major course of study with skills in marketing research, product development, advertising and sales.

Course Requirements

In addition to MKT 301, a Driehaus student minoring in Marketing is required to complete the following courses of 20.0 hours (totaling at least 24.0 hours):

Course	Title	Quarter Hours
MKT 305	INTRODUCTION TO MARKETING RESEARCH	4
MKT 310	CONSUMER BEHAVIOR	4
MKT 315	STRATEGIC TOOLS FOR MARKETERS	4
MKT 359	ADVANCED MARKETING MANAGEMENT	4
Select one elective course from the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
MKT 320	PRINCIPLES OF ADVERTISING	
MKT 321	SOCIAL MEDIA MARKETING	
MKT 322	SEARCH ENGINE MARKETING & ANALYTICS	
MKT 323	CONTENT MARKETING	
MKT 333	MARKETING FOR THE SOCIAL GOOD	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 342	SPORTS SPONSORSHIP MARKETING	
MKT 352	NEW PRODUCT DEVELOPMENT	
MKT 360	INTERNATIONAL MARKETING	
MKT 377	SALES FUNDAMENTALS	
MKT 378	SALES STRATEGY & TECHNOLOGY	
MKT 380	SCIENCE OF RETAILING	
MKT 383	ANALYTICAL SALES	
MKT 384	CASES IN CATEGORY MANAGEMENT	
MKT 385	SPORTS SALES	
MKT 386	SOCIAL IMPACT SALES	
MKT 390	SERVICE MARKETING	
MKT 387	SHOPPER INSIGHTS IN MARKETING	
MKT 393	MARKETING INTERNSHIP	
MKT 395	DIGITAL MARKETING ANALYTICS AND PLANNING	
MKT 396	MOBILE MARKETING	
MKT 398	SPECIAL TOPICS	

MKT 399	INDEPENDENT STUDY
MKT 420	CANNABIS BUSINESS-THE SOCIAL & ECONOMIC IMPACT & PRACTICE
IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS
MGT 356	INTRODUCTION TO SPORTS MANAGEMENT

Graduation Requirements

All Marketing (MKT) courses and any courses used toward the Marketing minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Marketing (MS)

The Master of Science in Marketing prepares students with the knowledge and skills required to identify and develop products and services that meet customer needs. Taught by scholars and business leaders who bring the real world of marketing into the classroom, course work emphasizes proficiency in analysis, conceptual ability, planning and control of market activity. Upon graduating, students will be prepared for the challenges of a marketing career in an ever-changing and fast-paced business environment.

Program Features

The MS in Marketing program curriculum includes a wide range of courses that will provide you with a solid foundation in market analysis, evaluating market activity and management strategies, including:

- Marketing strategy and planning
- Research and analytical tools for marketing
- Analysis of consumer trends and business conditions
- Effective and ethical decision-making
- Business communication

Program Requirements	Quarter Hours
Core Marketing Course Requirements	28
Marketing Elective Requirements	20
Total hours required	48

Learning Outcomes

Students will be able to:

- Appropriately apply relevant concepts and knowledge to applied business problems.
- Use analytical and reflective skills in making decisions.
- Communicate effectively in writing and in oral presentations.
- Recognize and analyze ethical problems within applied business situations, choose a resolution, and justify that ethical choice.

Degree Requirements

Course Requirements

Students in the MS in Marketing program must complete seven core marketing courses and five marketing electives. Please note that it is assumed that admitted students have prior coursework in statistics.

Students without prior coursework in statistics must complete GSB 420 or GSB 519 prior to registering for MKT 525.

Marketing Core (7 courses)

Course	Title	Quarter Hours
MKT 555	MARKETING MANAGEMENT	4
MKT 525	MARKET RESEARCH	4
MKT 534	ANALYTICAL TOOLS FOR MARKETERS	4
MKT 535	MARKETING STRATEGIES AND PLANNING	4
MKT 545	CONSUMER BEHAVIOR	4
MKT 576	EFFECTIVE BUSINESS COMMUNICATION	4
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	4

Marketing Electives (5 courses)

Any five marketing electives.

Students are not restricted to choosing from one area of interest:

Sales Leadership

Course	Title	Quarter Hours
MKT 530	CUSTOMER RELATIONSHIP MANAGEMENT	
MKT 577	LEADING BUSINESS DEVELOPMENT	
MKT 578	SALES STRATEGY & TECHNOLOGY	

Digital Marketing

Course	Title	Quarter Hours
MKT 575	ADVERTISING AND SALES PROMOTION	
MKT 595	DIGITAL MARKETING ANALYTICS & PLANNING	
MKT 798	SPECIAL TOPICS (Interactive/Internet Marketing)	
MKT 798	SPECIAL TOPICS (Social Media Marketing)	

Marketing Strategy & Planning

Course	Title	Quarter Hours
MKT 536	PRICING STRATEGY	
MKT 540	STRATEGIC PLANNING: DEVELOPING SUSTAINABLE BUSINESS MODELS	

Please consult with a faculty member or advisor to assist with choosing the most appropriate courses to match your career goals. Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the seven core marketing courses and five marketing electives.
- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree

Marketing (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Marketing (MS)

The Master of Science in Marketing is designed to provide hands-on marketing experience under the mentorship of faculty who are experts in the professional world. The program will provide you with a broad-based knowledge of marketing strategy, consumer trends and data analysis, effective and ethical decision making and business communications.

DePaul degree-seeking undergraduate students interested in earning a Master of Science in Marketing may apply to the Marketing (MS) combined program. Students may be able to obtain both degrees in an expedited period, typically in five years.

Admission

Students must formally apply and be admitted to the Department of Marketing before beginning their graduate coursework. Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200

Course	Title	Quarter Hours
MKT 555	MARKETING MANAGEMENT	4
MKT 545	CONSUMER BEHAVIOR	4
MKT 576	EFFECTIVE BUSINESS COMMUNICATION ¹	4

¹ Students who have taken MKT 376 as undergraduates may substitute a Marketing elective for MKT 576.

These three courses may double-count up to 12 credits towards both degree programs. The undergraduate degree will be awarded at the completion of all undergraduate work while the MS in Marketing will be awarded upon completion of the remaining graduate level work.

Marketing Analysis (MS)

The Master of Science (MS) in Marketing Analysis is designed for students interested in a quantitative approach to marketing. The program encompasses: marketing research; strategy and planning; mastering analytical tools; and analyzing, interpreting and applying data. Classes are taught by scholars and business leaders who bring the real world of marketing into the classroom.

Program Features

The MS in Marketing Analysis program provides students with skills and knowledge that are sought after by a wide range of organizations. Through the program, students develop an in-depth understanding of:

- The role of data in customer and market analysis
- Data analysis to detect trends, exceptions and business opportunities
- The latest marketing analytic tools
- Decision-making strategies
- How to create marketing strategies based on data collection and interpretation

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision-making.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Recognize and analyze ethical problems within applied business situations, choose a resolution, and justify that ethical choice.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Demonstrate higher-order cognitive skills to analyze an unstructured problem, formulate and develop a solution using appropriate technology, and effectively communicate the results to stakeholders.

Degree Requirements

Course Requirements

Students should have sufficient knowledge in statistics to enter the program. If students need to acquire these skills one of the following courses will be required:

Course	Title	Quarter Hours
GSB 420	BUSINESS ANALYTICS TOOLS	4
or GSB 519	BUSINESS ANALYTICS TOOLS (FORMERLY GSB420)	

Students complete the MS in Marketing Analysis by taking seven required courses and five elective courses for a total of 12 courses.

Core Courses (7 courses)

Course	Title	Quarter Hours
MKT 525	MARKET RESEARCH	4
MKT 526	ADVANCED MARKET RESEARCH	4
MKT 534	ANALYTICAL TOOLS FOR MARKETERS	4
MKT 535	MARKETING STRATEGIES AND PLANNING	4
MKT 545	CONSUMER BEHAVIOR	4
MKT 555	MARKETING MANAGEMENT	4
MKT 576	EFFECTIVE BUSINESS COMMUNICATION	4

Elective Courses (5 courses)

Students select two additional courses from marketing electives and three courses from the analytical group for a total of five courses from the following list of approved electives. Please note that approved electives may have prerequisites that are not part of the MS in Marketing Analysis curriculum and will not be waived.

Marketing Electives

Course	Title	Quarter Hours
Select two of the following:		8
MKT 529	PRECISION MARKETING	
MKT 530	CUSTOMER RELATIONSHIP MANAGEMENT	
MKT 578	SALES STRATEGY & TECHNOLOGY	
MKT 595	DIGITAL MARKETING ANALYTICS & PLANNING	
MKT 793	MARKETING INTERNSHIP	
MKT 798	SPECIAL TOPICS (as approved by the Department Chair) ¹	

¹ MKT 798: Predicting Consumer Choice Behavior cannot be used as an elective for the MS in Marketing Analysis program.

The Analytical Group

Course	Title	Quarter Hours
Select three of the following:		12
ACC 637	DATA MINING AND ANALYTICS	
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	
DSC 425	TIME SERIES ANALYSIS AND FORECASTING	
DSC 484	WEB DATA MINING	
ECO 511	BUSINESS AND ECONOMIC FORECASTING	
IS 549	DATA WAREHOUSING	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	
MKT 798	SPECIAL TOPICS (Predicting Choice Behavior)	

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of 12 courses (7 required courses and 5 elective courses: 2 from marketing electives and 3 are from the analytical group).
- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

Marketing Analysis (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Marketing Analysis (MS)

The Master of Science in Marketing Analysis is designed for early career professionals to gain a quantitative approach to real-world marketing challenges in preparation for a career in business and marketing analytics, market research, interactive marketing, or other data-driven marketing roles. The program will provide you with a broad-based knowledge of customer and market analysis, detecting trends and business opportunities, the latest marketing analytics tools, and decision-making strategies.

DePaul degree-seeking undergraduate students interested in earning a Master of Science in Marketing Analysis may apply to the Marketing Analysis (MS) combined program. Students may be able to obtain both degrees in an expedited period (as few as five years).

Admission

Students must formally apply and be admitted to the Department of Marketing before beginning their graduate coursework. Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200

Course	Title	Quarter Hours
MKT 555	MARKETING MANAGEMENT	4
MKT 525	MARKET RESEARCH	4
MKT 576	EFFECTIVE BUSINESS COMMUNICATION ¹	4

¹ Students who have taken MKT 376 as undergraduates may substitute a Marketing elective for MKT 576.

These three courses may double-count up to 12 credits towards both degree programs. The undergraduate degree will be awarded at the completion of all undergraduate work while the MS in Marketing Analysis will be awarded upon completion of the remaining graduate level work.

Marketing Honors (BSB)

Integrated Marketing Education (IME), the honors sequence in Marketing, gives a select group of undergraduate students a hands-on opportunity to develop skills in marketing management while interacting with a Chicago area business. The real world focus of IME is an outgrowth of DePaul's strong links to the Chicago business community.

Instead of a series of classes that address a single marketing function, the IME curriculum features courses that address marketing issues in the way that managers are likely to encounter them. The stage is set for life-long learning in the marketing profession.

IME students are selected on a competitive basis. The evaluation is based on an interview, writing sample and performance in previous marketing and other coursework. Classes are limited in size and offered only once per year.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	38

Open Electives	22
Total hours required	192

Learning Outcomes

Core Outcomes

Students will be able to:

- Use analytical and reflective skills in decision-making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

Program Specific Outcomes

Students will be able to:

- Create a value proposition.
- Distinguish features and benefits of products and services.
- Describe how external factors and demographic change affect demand for products and services.
- Identify marketing problems and develop appropriate solutions by collecting, analyzing, and interpreting data.
- Create a marketing plan.
- Use marketing methodologies/tools to make strategic decisions.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4

MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	4
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		
ECO 316	EUROPEAN ECONOMIC HISTORY	
ECO 330	RADICAL RESPONSES TO CAPITALISM	
ECO 333	TOPICS IN GLOBAL ECONOMIES	
ECO 334	UNDERSTANDING CHINA'S ECONOMY	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
ECO 361	INTERNATIONAL TRADE	
ECO 362	INTERNATIONAL MONETARY ECONOMICS	
ECO 363	ECONOMICS OF THE EUROPEAN UNION	
FIN 340	INTERNATIONAL FINANCE	
FIN 355	GLOBAL IPOs & VENTURE CAPITAL	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT	
MGT 357	INTERNATIONAL BUSINESS	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT	
MKT 360	INTERNATIONAL MARKETING	
SOC 217	WORK IN A GLOBALIZED WORLD	
A course taken as part of a term-long study abroad program		

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

³ MIS majors must take MIS 360.

⁴ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.

- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Business Communication Requirement

Students majoring in Marketing must complete MKT 276 for the Communication requirement.

Global Business Perspective

If a MKT course or IB 350 is shared between Global Business Perspective and the Marketing major, additional hours of Open Elective credit are required.

Grade Minimum Requirements for Marketing Honors Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, MAT 137, MKT 301, MKT 276, and any MKT course used for Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4

Senior Year**Capstone**BUS 392 SENIOR SEMINAR ¹ 4¹ Students must earn a C- or better.**Learning Domains****Arts and Literature (AL) (p. 1322)**

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.**Notes**

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Course Requirements**

In addition to MKT 301, a student majoring in Integrated Marketing Education (IME), Honors Marketing is required to complete the following courses totaling at least 38.0 hours plus 4.0 hours to be shared with Business Core (42.0 hours total):

Course	Title	Quarter Hours
MKT 250	NAVIGATING MARKETING CAREERS	2
MKT 276	EFFECTIVE BUSINESS COMMUNICATION (taken in Business Core)	4

MKT 310	CONSUMER BEHAVIOR	4
MKT 356	MARKETING ANALYSIS AND PLANNING	8
MKT 357	MANAGEMENT OF MARKETING	8
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT	4
MKT 393	MARKETING INTERNSHIP	4

Select two elective from the following:

MKT 305	INTRODUCTION TO MARKETING RESEARCH	8
MKT 315	STRATEGIC TOOLS FOR MARKETERS	
MKT 320	PRINCIPLES OF ADVERTISING	
MKT 321	SOCIAL MEDIA MARKETING	
MKT 323	CONTENT MARKETING	
MKT 322	SEARCH ENGINE MARKETING & ANALYTICS	
MKT 333	MARKETING FOR THE SOCIAL GOOD	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
MKT 342	SPORTS SPONSORSHIP MARKETING	
MKT 352	NEW PRODUCT DEVELOPMENT	
MKT 359	ADVANCED MARKETING MANAGEMENT	
MKT 360	INTERNATIONAL MARKETING	
MKT 377	SALES FUNDAMENTALS	
MKT 378	SALES STRATEGY & TECHNOLOGY	
MKT 380	SCIENCE OF RETAILING	
MKT 383	ANALYTICAL SALES	
MKT 384	CASES IN CATEGORY MANAGEMENT	
MKT 385	SPORTS SALES	
MKT 386	SOCIAL IMPACT SALES	
MKT 387	SHOPPER INSIGHTS IN MARKETING	
MKT 390	SERVICE MARKETING	
MKT 395	DIGITAL MARKETING ANALYTICS AND PLANNING	
MKT 396	MOBILE MARKETING	
MKT 398	SPECIAL TOPICS	
MKT 399	INDEPENDENT STUDY	
MKT 420	CANNABIS BUSINESS-THE SOCIAL & ECONOMIC IMPACT & PRACTICE	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS	
MGT 356	INTRODUCTION TO SPORTS MANAGEMENT	

Business Communication Requirement

MKT 276 must be completed by students majoring in Marketing and serves as the Communication requirement in the Business Core.

Second Marketing Concentration

A student majoring in Marketing may have more than one Marketing concentration.

Exception: students with Marketing Standard concentration cannot have a second Marketing concentration.

While a student may complete more than one Marketing concentration, at least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration.

Open Electives

Open elective credit (22.0 hours) is also required to meet the minimum graduation requirement of 192 hours.

Global Business Perspective

If a MKT course or IB 350 is shared between Global Business Perspective and the Marketing major, additional hours of Open Elective credit are required. Any MKT or IB 350 course must be passed with C- or higher.

Experiential Learning

MKT 393 is required in the Marketing Honors/IME major. Consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Marketing (MKT) courses and any other courses used toward the Marketing major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Marketing: Sales Leadership (Minor)

Available to students majoring outside the Driehaus College of Business, the Sales Leadership minor is for students interested acquiring skills in sales and category management: the interpretation of strategic consumer insight to help retailers maximize profitability and create an enjoyable shopping experience.

Course Requirements

A non-Driehaus student minoring in Sales Leadership is required to complete the following courses totaling at least 24.0 hours:

Course	Title	Quarter Hours
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	4
MKT 301	PRINCIPLES OF MARKETING	4
MKT 310	CONSUMER BEHAVIOR	4
MKT 377	SALES FUNDAMENTALS	4
MKT 378	SALES STRATEGY & TECHNOLOGY	4
MKT 383	ANALYTICAL SALES	4

Category Management Focus

For a specific focus in Category Management, students should take:

Course	Title	Quarter Hours
MKT 380	SCIENCE OF RETAILING	
MKT 384	CASES IN CATEGORY MANAGEMENT	
MKT 387	SHOPPER INSIGHTS IN MARKETING	

Graduation Requirements

All Marketing (MKT) courses and any other courses used toward the Marketing minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Marketing: Sales Leadership (Minor: Business Students Only)

Driehaus College of Business students who minor in Sales Leadership will strengthen their skills in sales and category management, including interpreting strategic consumer insight to help retailers maximize profitability and create an enjoyable shopping experience.

Course Requirements

In addition to MKT 301, a Driehaus student minoring in Sales Leadership is required to complete the following courses of 20.0 hours (totaling at least 24.0 hours):

Course	Title	Quarter Hours
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	4
MKT 310	CONSUMER BEHAVIOR	4
MKT 377	SALES FUNDAMENTALS	4
MKT 378	SALES STRATEGY & TECHNOLOGY	4
MKT 383	ANALYTICAL SALES	4

Category Management Focus

For a specific focus in Category Management, students should take:

Course	Title	Quarter Hours
MKT 380	SCIENCE OF RETAILING	
MKT 384	CASES IN CATEGORY MANAGEMENT	
MKT 387	SHOPPER INSIGHTS IN MARKETING	

Business Communication

Driehaus students minoring in Sales Leadership must complete MKT 276 for the Communication requirement in the Business Core.

Graduation Requirements

All Marketing (MKT) courses and any courses used toward the Marketing minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Master of Business Administration (MBA)

DePaul Master of Business Administration

The DePaul MBA program provides you with a transformational learning experience that develops the leadership skills you need to face the business challenges of tomorrow. Through hands-on learning, we'll challenge your business perspectives. You'll see that we don't just talk about networking—we help build your network. And we don't just expose you to the theories of business thought leaders, we connect you with them. Here, it's our business to build your future.

Program Requirements	Quarter Hours
MBA Core Requirements (9 -11 courses)	32 - 40

Concentration and Elective Course 20
Requirements (5 courses)

Total hours required 52-60

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision-making.
- Apply knowledge about the differences among global economies, institutions, and cultures to understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals

Course Requirements for the MBA Program

The MBA program requires completion of sixteen courses (60 quarter hours)¹. In addition to the eleven core course (40 quarter hours) requirements below, students must select five courses/electives (20 quarter hours) to specialize in a business area of their choice.

Core Course Requirements

Course	Title	Quarter Hours
ACC 502	FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING	4
ECO 502	ANALYSIS OF BUSINESS CONDITIONS	2
ECO 555	MANAGERIAL ECONOMICS	4
FIN 555	FINANCIAL MANAGEMENT	4
GSB 519	BUSINESS ANALYTICS TOOLS (FORMERLY GSB420)	4
GSB 599	STRATEGIC MANAGEMENT CAPSTONE	4
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	4
MGT 504	FUNDAMENTALS OF OPERATIONS MANAGEMENT	2
MGT 555	HUMAN CAPITAL STRATEGY AND SCIENCE	4
MKT 555	MARKETING MANAGEMENT	4
GSB 525	BUSINESS INNOVATION & DESIGN (FORMERLY MGT 573)	4

¹ KGSB may waive MBA Core Course Requirements up to 8 credit hours if a student's undergraduate major was in the same discipline as these core courses and the student earned grades of "C" or better.

- Accountancy, Master of Business Administration (MBA) (p. 773)
- Applied Economics, Master of Business Administration (MBA) (p. 774)
- Business Strategy and Decision Making, Master of Business Administration (MBA) (p. 775)

- Custom, Master of Business Administration (MBA) (p. 775)
- Entrepreneurship, Master of Business Administration (MBA) (p. 776)
- Finance, Master of Business Administration (MBA) (p. 776)
- Healthcare Markets and Analytics, Master of Business Administration (MBA) (p. 777)
- Hospitality Leadership, Master of Business Administration (MBA) (p. 778)
- International Business, Master of Business Administration (MBA) (p. 778)
- Management Information Systems, Master of Business Administration (MBA) (p. 779)
- Management, Master of Business Administration (MBA) (p. 779)
- Marketing Strategy and Planning, Master of Business Administration (MBA) (p. 780)
- Marketing, Master of Business Administration (MBA) (p. 780)
- Real Estate Finance and Investment, Master of Business Administration (MBA) (p. 781)
- Strategy, Execution and Valuation, Master of Business Administration (MBA) (p. 782)

Accountancy, Master of Business Administration (MBA)

The Accountancy MBA concentration provides you with coursework that is critical to decision-making in the accounting profession. The program includes theory and concepts, technical knowledge, practical skills and familiarization with the tools and methodologies used by an accountant or a manager making accounting decisions. You will develop skills in critical thinking, problem-solving and financial management. You will gain business acumen to understand financial transactions within a company. The curriculum covers all of the accounting course areas to prepare you to sit for the CPA exam.

Highlights

You will graduate with a set of varied competencies, all of which are highly sought after in the accounting field. The structure of the concentration will provide you with:

- A comprehensive curriculum covering all important sectors of the field identified by top-ranking members of the auditing and accounting profession, including big data analysis, internal audit, fraud and forensic accounting and information systems.
- Opportunities to work with audit systems used by accounting professionals.
- Experience learning from nationally and internationally recognized faculty.
- Access to a large and active alumni group called Ledger & Quill, which supports students with scholarship opportunities, mentorship and annual networking events.
- Several accounting-related student organizations, allowing for interaction with peers, alumni and working professionals.

Concentration Requirements

This concentration requires completion of any three graduate-level accounting courses. Students select an individualized set of courses using the content areas below as a guide. Students may focus on one

area of courses or combine courses from multiple areas depending on what matches their career aspirations.

Accounting for Managers

Course	Title	Quarter Hours
ACC 542	COST AND MANAGERIAL ACCOUNTING	
ACC 535	PRINCIPLES OF ACCOUNTING INFORMATION SYSTEMS	
ACC 636	INTERNAL AUDITING, CORPORATE GOVERNANCE AND INTERNAL CONTROL	

Tax

Course	Title	Quarter Hours
ACC 548	TAX TREATMENT OF INDIVIDUALS AND PROPERTY TRANSACTIONS	
ACC 551	TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS	
ACC 558	TAX RESEARCH	

Accounting Data Analytics

Course	Title	Quarter Hours
ACC 535	PRINCIPLES OF ACCOUNTING INFORMATION SYSTEMS	
ACC 639	AUDIT ANALYTICS	
ACC 646	FORENSIC FINANCIAL STATEMENT ANALYSIS AND VALUATION	

Forensic Accounting

Course	Title	Quarter Hours
ACC 635	INTRODUCTION TO FRAUD EXAMINATION	
ACC 645	FORENSIC AND INVESTIGATIVE ACCOUNTING	
ACC 646	FORENSIC FINANCIAL STATEMENT ANALYSIS AND VALUATION	

CPA

In addition to ACC 502, a minimum of six graduate courses from below are required to meet the Illinois CPA educational requirements. Students are strongly advised to complete all courses below to become fully prepared to pass the exam.

Course	Title	Quarter Hours
ACC 541	FINANCIAL ACCOUNTING THEORY & PRACTICE I	
ACC 542	COST AND MANAGERIAL ACCOUNTING	
ACC 543	FINANCIAL ACCOUNTING THEORY & PRACTICE II	
ACC 547	AUDITING I	
ACC 548	TAX TREATMENT OF INDIVIDUALS AND PROPERTY TRANSACTIONS	
ACC 640	ADVANCED TOPICS IN ACCOUNTING THEORY II	

The courses above meet the minimum requirements to qualify. CPA content also includes the following courses which are recommended to be fully prepared for the exam.

Course	Title	Quarter Hours
ACC 535	PRINCIPLES OF ACCOUNTING INFORMATION SYSTEMS	
ACC 545	ADVANCED TOPICS IN ACCOUNTING THEORY	
ACC 550	AUDITING II	
ACC 551	TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS	
ACC 552	BUSINESS LAW FOR ACCOUNTANTS	

Applied Economics, Master of Business Administration (MBA)

DePaul’s MBA concentration in Applied Economics gives students a deeper understanding of the fundamentals that govern economic activity. Students study the forces that drive markets and the economics of the decision-making processes of business and consumers in a market system. This concentration is particularly ideal for analytically focused, logically minded students who want to hone their problem-solving abilities.

Highlights

In this concentration, you will gain the knowledge, competencies and skills to:

- Help businesses and organizations adapt to the ever-changing economic environment.
- Relate the domestic and global economic outlooks to your business’s or organization’s markets, as well as advanced applications for bridging strategic analysis to financial forecasts and valuation.
- Prepare and interpret forecasts for businesses regarding optimal pricing, sales and advertising, marketing policies, purchasing, industrial relations and investment and portfolio decisions.
- Conduct empirical analyses of business and consumer decision-making.
- Apply evidence-based methodology to inform decisions and policy.

Concentration Requirements

Course Requirements

To complete this concentration, students are required to complete three graduate-level Economics courses. ECO 502, ECO 509 and ECO 555 (if taken to satisfy core requirements) are not approved for use as MBA concentration electives.

Course	Title	Quarter Hours
ECO 507	DATA ANALYTICS I: REGRESSION ANALYSIS	
ECO 516	ECONOMICS OF THE PUBLIC SECTOR I	
ECO 517	THE PUBLIC POLICY, BUSINESS, AND ETHICAL ENVIRONMENT OF GOVERNMENT	

ECO 518	LABOR ECONOMICS AND LABOR RELATIONS
ECO 525	GAME THEORY AND STRATEGY
ECO 526	BUSINESS STRATEGY
ECO 528	STRATEGIES AND PROCESSES OF NEGOTIATIONS
ECO 529	STRATEGY AND ANTITRUST
ECO 531	BUSINESS MODELS AND INNOVATION STRATEGY
ECO 535	BEHAVIORAL ECONOMICS AND DECISION-MAKING
ECO 557	INTERNATIONAL TRADE THEORY & POLICY
ECO 540	THE BUSINESS OF HEALTH
ECO 541	HEALTHCARE DATA ANALYTICS
ECO 542	HEALTH ECONOMICS
ECO 798	SPECIAL TOPICS (MANAGERIAL HEALTH ECONOMICS)
ECO 798	SPECIAL TOPICS (CONGRESSIONAL RESEARCH FELLOWSHIP)

Business Strategy and Decision Making, Master of Business Administration (MBA)

- Be a clear and strategic thinker in the business world.
- Learn how to diagnose strategic positions, evaluate alternative courses of action, and make the best possible decisions.

DePaul's MBA concentration in Business Strategy and Decision Making will give you the framework for making business decisions in a disciplined and strategic way. In this concentration, you will learn how to diagnose strategic positions, evaluate alternative courses of action and make the best possible decisions based on your objectives. You will accomplish this through extensive class discussions, case-study analysis and hands-on exercises.

Highlights

In this concentration, you will gain knowledge and abilities to:

- Create value for customers.
- Correctly diagnose a problem or position, make the best decisions to improve upon this position and sustain the improvement.
- Apply price and other strategies to gain a competitive edge and to enter or block entry to market.
- Capture value in various market settings by positioning and differentiating products for profitability.
- Innovate and reformulate entire business models based on networks, platforms and eco-systems.
- Develop negotiation skills that are important in the economic and business world, as well as in day-to-day life.
- Apply insights from psychology and behavioral sciences to understand economic and business decisions and formulate strategic plans and policies.

Concentration Requirements

Course Requirements

The concentration requires four classes. The concentration consists of two required core classes: ECO 525, which provides a general framework for strategic thinking; ECO 526, which lays out the economic foundations of strategy; and two elective courses that best matches your personal and professional objectives.

Course	Title	Quarter Hours
Required Core Courses		
ECO 525	GAME THEORY AND STRATEGY	
ECO 526	BUSINESS STRATEGY	
Select two of the following:		
ECO 529	STRATEGY AND ANTITRUST	
ECO 531	BUSINESS MODELS AND INNOVATION STRATEGY	
ECO 535	BEHAVIORAL ECONOMICS AND DECISION-MAKING	

Custom, Master of Business Administration (MBA)

The Custom MBA concentration provides you with the flexibility to create your own MBA focus based on your unique career goals. This degree is ideal if you want to combine a set of electives that are tailored to the precise skill set you need to advance in your career, or if you have multiple interests that you would like to combine. If you do not declare a specific concentration at the beginning of the program, you will be assigned the Custom MBA concentration.

Highlights

In this concentration:

- You have the freedom to choose any five Kellstadt elective courses to earn the Custom MBA concentration after completing your core MBA courses.
- Electives are available in a wide range of subjects and disciplines, from accountancy, finance, economics and real estate, to management, marketing and hospitality leadership.
- Academic advisors are available to help you design your course of study to meet your career goals.

Concentration Requirements

Students complete the concentration in Custom MBA by completing any five elective courses offered by the Kellstadt Graduate School of Business.

With this option, the student is free to choose elective courses from among the different areas of study within the graduate school of business without concern for whether these courses satisfy the requirements of a specific concentration.

If a student does not declare a specific concentration, the student will be assigned the Custom MBA concentration at the beginning of the program.

Entrepreneurship, Master of Business Administration (MBA)

DePaul's nationally ranked Entrepreneurship program will prepare you to start and grow your own business or to manage innovative processes in established firms. In the Entrepreneurship concentration, you will focus on the life-cycle issues of firms—from pre-venture and start-up to growth and maturity—as well as venture spin-offs and team and leadership issues.

The interrelated courses and learning experiences will teach you to master complex and ill-defined management issues across functional business areas. All courses are based on real-life entrepreneur issues and live case studies.

Highlights

You will gain the skills and abilities to:

- Think creatively and generate new business ideas.
- Develop your business idea through market analysis.
- Write a business plan.
- Assess your entrepreneurial leadership skills.
- Implement successful growth strategies.
- Build an entrepreneurial spirit within established firms.
- Consult for local businesses.
- Interact directly with entrepreneurs and innovators.

Students and alumni have access to DePaul's highly respected Coleman Entrepreneurship Center and Center for Innovation, as well as 1871, Chicago's premier business incubator, through DePaul's 1871 membership. The Coleman Entrepreneurship Center offers practical guidance and professional connections for launching and growing businesses through workshops, guest speakers and new venture competitions that engage DePaul with the Chicago entrepreneurial and venture capital community. The Center for Innovation fosters innovative strategies and tools for breakthrough thinking. Named one of the Top 10 innovation programs by Fortune Small Business, the center offers programs and workshops including the annual Student Innovation Awards Competition. The center's Innovation Lab offers Design Thinking projects for students and businesses and 3D printing services.

Concentration Requirements

The Entrepreneurship MBA concentration requires students to complete any four of the graduate-level entrepreneurship-related courses. To help guide your class selections, below are examples of courses you could choose by career interests, with highly recommended courses for these career paths indicated with ¹.

New Venture Management

Course	Title	Quarter Hours
MGT 530	LEADERSHIP IN ORGANIZATIONS	
MGT 563	NEGOTIATION SKILLS	
MGT 569	LEGAL ASPECTS OF ENTREPRENEURSHIP	
MGT 570	ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT ¹	
MGT 571	FINANCING NEW VENTURES	
MGT 793	MANAGEMENT INTERNSHIP	

MGT 798	SPECIAL TOPICS (FAMILY BUSINESS ENTERPRISES)
MKT 529	PRECISION MARKETING
MKT 595	DIGITAL MARKETING ANALYTICS & PLANNING

¹ Highly recommended course for this career path

Social Enterprise

Course	Title	Quarter Hours
MGT 515	SUSTAINABILITY MANAGEMENT	
MGT 569	LEGAL ASPECTS OF ENTREPRENEURSHIP	
MGT 570	ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT ¹	
MGT 595	SOCIAL AND SUSTAINABLE ENTERPRISE	
MGT 793	MANAGEMENT INTERNSHIP	
MGT 799	INDEPENDENT STUDY	

¹ Highly recommended course for this career path.

Innovation and Change

Course	Title	Quarter Hours
MGT 535	CHANGE MANAGEMENT AND CONSULTING	
MGT 570	ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT	
MGT 589	EXECUTIVE COACHING: LEADERSHIP IN A VOLATILE, UNCERTAIN, CHAOTIC AND AMBIGUOUS BUSINESS ENVIRONMENT	
MGT 590	MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE	
MGT 793	MANAGEMENT INTERNSHIP	

Finance, Master of Business Administration (MBA)

The Finance MBA concentration provides you with in-depth, applied learning that will enable you to successfully understand, analyze and navigate today's increasingly sophisticated global financial markets. Go beyond textbooks into the real world of stocks, investments, capitalization and banking while learning to use the latest high-tech financial software and market tools. You will receive a solid base of knowledge about various financial sectors and broaden your understanding of the issues that are inherent to finance decision-making, while focusing on the impact these decisions have on the public and private sectors of the global economy.

You have the choice of specializing in a particular area of finance—such as corporate finance, investments, derivatives or banking—or you may take a broad array of courses.

Highlights

In this program, you will gain the skills and knowledge to:

- Understand stock market analyses, institutional investing and portfolio management in domestic and global markets.
- Correctly value companies and markets through access to cutting-edge market research technology.
- Recognize and grasp the role and function of central banks in our economy and how their interactions with asset markets affect the larger economy.
- Develop risk management strategies.
- Apply what you learn in DePaul's Virtual Trading Room, a state-of-the-art finance lab replete with the latest in financial analysis software.

Students and alumni have access to DePaul's finance industry-related centers, including the Arditti Center for Risk Management, Center for Financial Services and Driehaus Center for Behavioral Finance. These centers provide guidance, professional networking opportunities and real-world education through conferences that feature nationally and internationally known speakers, including executives from the Federal Reserve Bank of Chicago, Chicago Mercantile Exchange and Federal Deposit Insurance Corporation, among other financial institutions.

Concentration Requirements

This concentration requires completion of four graduate-level Finance courses including one required course and three electives. RE 530 may be taken as one of the elective courses to satisfy the four course requirement.

Course Requirements

Course	Title	Quarter Hours
FIN 523	INVESTMENT ANALYSIS	

Select three electives in Finance ¹

¹ May include RE 530 but not FIN 555.

The Finance concentration requires completion of FIN523 and any three graduate-level finance courses. Students select an individualized set of courses using the content areas below as a guide. Students may focus on one area of courses or combine courses from multiple areas depending on what matches their career aspirations.

Banking Courses

Course	Title	Quarter Hours
FIN 512	COMMERCIAL BANKING	
FIN 513	MONEY AND CAPITAL MARKETS	
FIN 557	INTERNATIONAL FINANCE	
FIN 562	RISK MANAGEMENT	

Behavioral Finance Courses

Course	Title	Quarter Hours
FIN 581	BEHAVIORAL FINANCE	
FIN 582		
FIN 583		

Corporate Finance Courses

Course	Title	Quarter Hours
FIN 551	PROBLEMS IN CORPORATE FINANCIAL POLICY	
FIN 553	ADVANCED CORPORATE FINANCE	
FIN 557	INTERNATIONAL FINANCE	
FIN 558	MERGERS AND ACQUISITIONS	
FIN 562	RISK MANAGEMENT	

Investment Courses

Course	Title	Quarter Hours
FIN 524	FINANCIAL STATEMENT ANALYSIS	
FIN 525	PORTFOLIO MANAGEMENT	
FIN 526	ADVANCED TOPICS IN INVESTMENTS	
FIN 581	BEHAVIORAL FINANCE	
FIN 719	EQUITY RESEARCH	

Risk Management Courses

Course	Title	Quarter Hours
FIN 557	INTERNATIONAL FINANCE	
FIN 562	RISK MANAGEMENT	
FIN 617	TOOLS OF FINANCIAL ANALYTICS	
FIN 662	DERIVATIVES VALUATION	
FIN 675		

Healthcare Markets and Analytics, Master of Business Administration (MBA)

This new MBA concentration focuses on how managers analyze and use health data to make managerial decisions. The MBA concentration is based on decision-making algorithms applying data to economic models that emphasize incentives that all the players in the health care system face.

Highlights

The goal of this concentration is to provide students with a deep dive into the healthcare sector that enables students to become players in this extraordinary industry which accounts for over one-fifth of the U.S. economy. The concentration complements the general training students receive in the other business disciplines, but will be focused on the defined area of economics in the healthcare industry. The learning outcomes of this new concentration will expect students to identify and understand:

- How the healthcare sector is similar to, and different from, the rest of the economy.
- How the behavior of the healthcare sector adheres to and deviates from economic principles.
- The crucial and ever-increasing role of data in guiding the decision-making of both the healthcare industry and policy makers.

Concentration Requirements

The concentration consists of the following four courses (16 credit hours):

Course Requirements

Course	Title	Quarter Hours
ECO 540	THE BUSINESS OF HEALTH	4
ECO 541	HEALTHCARE DATA ANALYTICS	4
ECO 798	SPECIAL TOPICS (MANAGERIAL HEALTH ECONOMICS)	4
MGT 559	HEALTH SECTOR MANAGEMENT	4

Hospitality Leadership, Master of Business Administration (MBA)

The Hospitality Leadership MBA concentration will help you develop skills to become a successful leader in the business of hospitality and tourism. You will gain skills to take a leadership role within hospitality operations in the context of guest experience and quality assurance. This concentration is ideal if you are a hospitality industry professional with a strong desire to enhance your knowledge and business skills or if you are looking to change your career and want to join the business side of hospitality operations.

Highlights

In this concentration, you will:

- Develop advanced hospitality leadership practices within the various industry segments (lodging, food and beverage, events, private clubs, etc.).
- Understand current trends in the industry and acquire the necessary skill set involving customer relationship management and service delivery.
- Learn management, marketing and hospitality strategies to enhance the business.
- Engage with fellow hospitality students who will become important career contacts.
- Have access to a world-class metropolitan environment in Chicago, allowing you to supplement knowledge from the classroom with real-world skills gained from learning and working within a vibrant hospitality scene.

Concentration Requirements

Course Requirements

The Hospitality Leadership concentration requires four courses.

Course	Title	Quarter Hours
Select four of the following:		16
HSP 502	MANAGING THE GUEST/EMPLOYEE EXPERIENCE	
HSP 503	ADVANCED HOSPITALITY LEADERSHIP AND PERFORMANCE	
HSP 505	SERVICE & INNOVATION IN TOURISM DEVELOPMENT	

HSP 506	HOSPITALITY STRATEGY & OPERATIONAL PERFORMANCE
HSP 561	MANAGING REVENUE TO MAXIMIZE FINANCIAL PERFORMANCE
HSP 562	HOSPITALITY DISRUPTORS, CURRENT TRENDS, AND THEIR IMPLICATIONS FOR LEADERS
HSP 563	HOSPITALITY RESEARCH ANALYSIS & FINANCIAL METRICS
HSP 793	PRACTICUM IN APPLIED HOSPITALITY LEADERSHIP
HSP 798	SPECIAL TOPICS (WHEN RELATED TO HOSPITALITY LEADERSHIP)

International Business, Master of Business Administration (MBA)

The International Business concentration will prepare you to navigate effectively as a manager in a complex and ever-changing global business environment. With the increasing interdependence of national economies and the growth of global enterprises, understanding international business frameworks and issues is vital to decision-makers. Through a multidisciplinary curriculum that includes accounting, economics, finance, management and marketing courses, you will have a chance to explore how businesses can manage the development of international commerce.

Highlights

This program provides:

- A global approach to macroeconomics and microeconomic topics, including trade theory, international financial policy and emerging markets, as well as insight into the global business environment.
- An understanding of the international economic and socio-cultural issues vital to decision-makers.
- Basic theory and knowledge of the current issues in international economics, accounting, finance, marketing and management.
- The opportunity to gain international exposure outside of the classroom through a study abroad business seminar. This seminar provides an excellent opportunity to expand your knowledge beyond the classroom and gain exposure to other cultures. Seminars are typically one-to-three weeks long and are scheduled to coincide with breaks between quarters in the academic calendar.

Concentration Requirements

Course Requirements

To complete this concentration, students must complete four courses from the following:

Course	Title	Quarter Hours
Select four from the following:		16
ACC 557	GLOBAL STRATEGIC FINANCIAL ANALYSIS	
ECO 503	GLOBAL ECONOMY	
ECO 557	INTERNATIONAL TRADE THEORY & POLICY	
ECO 558	INTERNATIONAL MACROECONOMICS	
FIN 557	INTERNATIONAL FINANCE	

IB 750	INTERNATIONAL BUSINESS SEMINAR I
MGT 557	INTERNATIONAL MANAGEMENT
MKT 557	INTERNATIONAL MARKETING
MKT 558	MARKETING ACROSS CULTURES: A GLOBAL PERSPECTIVE
MKT 559	EMERGING MARKETS

Management Information Systems, Master of Business Administration (MBA)

The Management Information Systems concentration teaches you how to analyze and define information systems requirements in various business situations and, much like an architect; guide others to build to these requirements. You will learn how to evaluate emerging disruptive technologies, how to align information technology with business strategy and how to address information systems needs from a business perspective. This degree will prepare you for professional roles involving IT planning and strategy. The program is ideal for business-minded, technically proficient students who may not have previous coursework or experience with information systems.

Highlights

In this concentration, you will gain:

- Project management experience involving a variety of information technologies and their utilization applicable to private and governmental organizations.
- Knowledge of the information systems life cycle and the nature of related phases and tasks, from initial study through post-implementation support.
- A thorough understanding of system requirements elicitation, analysis, documentation, validation and management.
- Techniques for working with users and builders of information systems.
- Tools for developing prototypes that use visual programming technology.
- Experience with identifying organizational data to design and manipulate databases.
- Integrated technical knowledge and understanding of business operations.

Concentration Requirements

To complete the Management Information Systems concentration, students must complete four courses from the following list.

Course	Title	Quarter Hours
Select four of the following:		16
MIS 555	MANAGEMENT OF INFORMATION TECHNOLOGY	
MIS 673	DATA MANAGEMENT	
MIS 674	SYSTEMS ANALYSIS AND DESIGN	
MIS 683	INFORMATION TECHNOLOGY STRATEGY AND ARCHITECTURE	

ACC 637	DATA MINING AND ANALYTICS
MGT 598	PROJECT MANAGEMENT

Management, Master of Business Administration (MBA)

The MBA concentration in management provides you with in-depth, applied learning that will enable you to successfully organize, lead and direct others in the workplace. The program will prepare you for professional opportunities across industries, with a focus on self-awareness, leadership development, teamwork, project management and managing others.

Highlights

You have the flexibility to choose any four graduate-level management courses to fulfill your concentration after completing core MBA requirements. Depending on your goals, you could choose courses that prepare you for the following career paths:

- **Coaching and Talent Development:** Gain management coaching competencies to help others achieve change and performance improvement, and improve your individual leadership effectiveness and personal growth.
- **Consulting:** Master the process to consult with clients, including contracting, problem diagnosis, data analysis, and client feedback and evaluation.
- **Leadership and Change Management:** Learn the systematic process to design and lead change efforts that encompass diagnosing opportunities, creating change visions and developing readiness for change to improve organizational effectiveness.
- **Managing Human Capital:** Develop skills for strategically managing human resources to advance organizational goals, improve workforce performance and enhance employee satisfaction.
- **Supply Chain Management:** Increase your ability to critically evaluate supply chain design and model complex supply chain phenomena.

Concentration Requirements

The management MBA concentration (16 hours) requires students to complete any four graduate-level management courses. To help guide your class selections, below are examples of courses you could choose based on career goals.

Coaching and Talent Development

Course	Title	Quarter Hours
MGT 525	TRAINING AND CAREER DEVELOPMENT	
MGT 529	LIFE AND CAREER COACHING	
MGT 530	LEADERSHIP IN ORGANIZATIONS	
MGT 589	EXECUTIVE COACHING: LEADERSHIP IN A VOLATILE, UNCERTAIN, CHAOTIC AND AMBIGUOUS BUSINESS ENVIRONMENT	

Consulting

Course	Title	Quarter Hours
MGT 535	CHANGE MANAGEMENT AND CONSULTING	
MGT 562	RESOLVING CONFLICT IN ORGANIZATIONS	

MGT 563	NEGOTIATION SKILLS
MGT 584	CONSULTING SKILLS
MGT 598	PROJECT MANAGEMENT

Leadership and Change Management

Course	Title	Quarter Hours
MGT 530	LEADERSHIP IN ORGANIZATIONS	
MGT 535	CHANGE MANAGEMENT AND CONSULTING	
MGT 556	ETHICS AND LEADERSHIP	
MGT 572	CORPORATE VENTURES AND MANAGEMENT	
MGT 589	EXECUTIVE COACHING: LEADERSHIP IN A VOLATILE, UNCERTAIN, CHAOTIC AND AMBIGUOUS BUSINESS ENVIRONMENT	
MGT 590	MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE	

Managing Human Capital

Course	Title	Quarter Hours
MGT 523	RECRUITMENT AND SELECTION ¹	
MGT 525	TRAINING AND CAREER DEVELOPMENT ¹	
MGT 526	COMPENSATION AND BENEFITS ¹	
MGT 529	LIFE AND CAREER COACHING	
MGT 551	GLOBAL WORKFORCE MANAGEMENT	
MGT 552	MANAGING DIVERSITY AND INCLUSION	
MGT 562	RESOLVING CONFLICT IN ORGANIZATIONS	
MGT 563	NEGOTIATION SKILLS ¹	
MGT 565	EMPLOYMENT LAW	
MGT 566	HEALTH INSURANCE & BENEFITS	
MGT 584	CONSULTING SKILLS	
MGT 591	FUNDAMENTALS OF PEOPLE ANALYTICS	
MGT 592	ADVANCED PEOPLE ANALYTICS	

¹ Courses most useful for students who want to sit for the Society of Human Resources Management (SHRM) certification exam.

Supply Chain Management

Course	Title	Quarter Hours
MGT 501	STRATEGIC SUPPLY CHAIN MANAGEMENT	
MGT 507	GLOBAL SOURCING AND PROCUREMENT	
MGT 509	PRODUCTION AND INVENTORY MANAGEMENT	
MGT 511	TRANSPORTATION AND LOGISTICS	
MGT 518	EMERGING ETHICAL ISSUES & TECHNOLOGY IN SUPPLY CHAIN MANAGEMENT	
MGT 545	MANAGING SERVICE OPERATIONS	
MGT 563	NEGOTIATION SKILLS	
MGT 598	PROJECT MANAGEMENT	

Marketing Strategy and Planning, Master of Business Administration (MBA)

The Marketing Strategy and Planning MBA concentration puts you on track for upper-level management positions as it prepares you to master the art and science of business development and marketing. The program prepares you to find and evaluate new market opportunities, build strong customer relationships and design sustainable market strategies, as well as to understand organizational structure, competitive pricing and advantage, and external factors that affect marketing.

Highlights

In this concentration, you will gain knowledge and abilities to:

- Manage customers, product lines and new product development.
- Understand the design and sustainability of innovative business models.
- Develop plans and systematic strategies to achieve firm objectives.
- Analyze consumer behavior and translate your findings into sound business decisions.

Concentration Requirements

Course Requirements

The concentration in Marketing Strategy and Planning requires the following four courses:

Course	Title	Quarter Hours
MKT 535	MARKETING STRATEGIES AND PLANNING	4
MKT 536	PRICING STRATEGY	4
MKT 540	STRATEGIC PLANNING: DEVELOPING SUSTAINABLE BUSINESS MODELS	4
Select a minimum of one additional graduate-level Marketing course ¹		4

¹ Not including MKT 555 MARKETING MANAGEMENT

Students are encouraged to consult with department faculty for related elective courses.

Marketing, Master of Business Administration (MBA)

The Marketing MBA will help you sharpen your skills in four key areas: market research, category management, business development and digital marketing. You can specialize in one area or combine areas to further enhance your skill set. The program will provide you with the knowledge and skills necessary to identify and develop programs and products that meet customer needs, and it will prepare you for assuming and successfully discharging managerial responsibilities in marketing or marketing-related positions.

Highlights

In this program you can choose to focus on a variety of practical advanced marketing skills, including the ability to:

- Develop and conduct targeted market research, which will boost your interviewing and survey creation skills while you use advanced statistics to analyzing small data sets.
- Coordinate syndicated data from various sources and use it to develop marketing plans for your business or industry.
- Translate research data into real-world business decisions.
- Thoroughly understand category management and how it helps to make better purchasing and pricing decisions.
- Develop marketing plans that work in a multicultural market to support global new business development and expansion.
- Advance key skills in digital marketing and online consumer research.

Concentration Requirements

Course Requirements

The concentration in Marketing requires the following four courses:

Course	Title	Quarter Hours
MKT 535	MARKETING STRATEGIES AND PLANNING	4
Select a minimum of three additional graduate-level marketing courses ¹		12

¹Not including MKT 555 MARKETING MANAGEMENT.

Students may take additional graduate-level marketing courses as electives and are encouraged to consult with department faculty for course recommendations.

You can focus on one area of interest or take a broad array of classes to enhance your skills.

Here are some suggested courses for specific areas of interest. If you have some other topics in mind, a faculty member or advisor can help you choose the best courses to match your interests.

Brand Management

Course	Title	Quarter Hours
MKT 541	BRAND MANAGEMENT	
MKT 542	BRAND CULTURE	
MKT 545	CONSUMER BEHAVIOR	
MKT 575	ADVERTISING AND SALES PROMOTION	
MKT 582	CATEGORY MANAGEMENT	

Business Development

Course	Title	Quarter Hours
MKT 550	BUSINESS TO BUSINESS MARKETING	
MKT 577	LEADING BUSINESS DEVELOPMENT	
MKT 578	SALES STRATEGY & TECHNOLOGY	
MKT 582	CATEGORY MANAGEMENT	

Consumer Insights

Course	Title	Quarter Hours
MKT 525	MARKET RESEARCH	
MKT 526	ADVANCED MARKET RESEARCH	
MKT 529	PRECISION MARKETING	

MKT 534	ANALYTICAL TOOLS FOR MARKETERS
MKT 545	CONSUMER BEHAVIOR
MKT 570	
MKT 798	SPECIAL TOPICS (PREDICTING CONSUMER CHOICE BEHAVIOR)

Digital Marketing

Course	Title	Quarter Hours
MKT 595	DIGITAL MARKETING ANALYTICS & PLANNING	
MKT 798	SPECIAL TOPICS (SOCIAL MEDIA MARKETING)	
MKT 798	SPECIAL TOPICS (MULTI-CHANNEL MARKETING)	

Global Marketing

Course	Title	Quarter Hours
MKT 557	INTERNATIONAL MARKETING	
MKT 558	MARKETING ACROSS CULTURES: A GLOBAL PERSPECTIVE	
MKT 559	EMERGING MARKETS	
IB 750	INTERNATIONAL BUSINESS SEMINAR I	

Real Estate Finance and Investment, Master of Business Administration (MBA)

DePaul's MBA concentration in Real Estate Finance and Investment is a multidisciplinary program that will prepare you for leadership roles in the rapidly changing world of global real estate finance and investment. Through a combination of management, marketing, finance and investment courses, you will acquire the skills necessary to navigate this diverse industry. You will gain proficiency in a wide range of commercial real estate transactions, urban planning, financing and operations.

Highlights

In this concentration, you can choose from a diverse set of competencies and skills, which encompass how to:

- Manage complex real estate transactions by learning all aspects of these transactions, including finance and real estate investing, taxation, development, investment sales and capital market analysis.
- Manage urban planning initiatives and public sector enterprises.
- Facilitate financial and investment transactions.

In addition to the core curriculum, this concentration provides an exclusive opportunity to be paired with a senior real estate executive to learn first-hand the skills necessary to succeed in this industry.

Concentration Requirements

Course Requirements

To complete the Real Estate concentration, students must complete four courses from the following list:

Course	Title	Quarter Hours
RE 530	REAL ESTATE INVESTMENT AND FINANCE	4
RE 531	REAL ESTATE CAPITAL MARKETS AND FINANCE	4
RE 535	INSTITUTIONAL REAL ESTATE INVESTMENT	4
RE 570	ADVANCED REAL ESTATE ANALYSIS WITH ARGUS	4

Strategy, Execution and Valuation, Master of Business Administration (MBA)

The Strategy, Execution and Valuation (SEV) MBA concentration is a unique and innovative program for students seeking high level positions in corporate management, management consulting, investment banking, private equity and entrepreneurship. In this program, you will study the strategy, strategy execution and valuation of real companies in real time and learn to master the latest strategy frameworks, tools and valuation methods used by leading organizations. Graduates of the program emerge with highly marketable strategic-thinking skills and a deep understanding of the seamless connection between business strategy, execution, value creation and valuation.

Courses are presented in an executive seminar format and led by a team of top professors, executives and thought leaders. In these courses, you'll create high-quality professional strategic analysis briefing reports and presentations on high performance companies, which will help you develop strategic analysis skills useful now and throughout your career. This concentration can be a valuable primary focus of your MBA studies or a secondary concentration that complements MBA concentrations in finance, entrepreneurship or other fields.

Highlights

In this concentration, you will learn:

- How to make a significant impact on the future of your organization and career by developing your strategic-thinking skills.
- How to evaluate and execute business strategies.
- Leading practices in strategic valuation and practical methods for driving valuations from strategic analysis by using the state-of-the-art tools of investment banks and research analysts.
- How to use strategy and valuation frameworks in real time to study and understand the performance of innovative high-performing companies.

Concentration Requirements

Course Requirements

The SEV concentration requires three SEV courses, focused on practical application:

Course	Title	Quarter Hours
SEV 611	RETURN DRIVEN STRATEGY	4
SEV 621	STRATEGY EXECUTION	4
One Approved Elective Chosen From:		4

SEV 641 STRATEGIC VALUATION
or ACC 542 COST AND MANAGERIAL ACCOUNTING
or ECO 525 GAME THEORY AND STRATEGY
or ECO 526 BUSINESS STRATEGY

Mathematical Sciences (BA)

The Department of Mathematical Sciences offers courses in pure and applied mathematics to help students reach a wide variety of intellectual, academic, and career goals.

Many students come to the department to obtain the mathematical background needed to be successful in programs in the natural sciences, computer science, social sciences, and business. Such students may choose to supplement their major in their home department by obtaining a minor in mathematics.

Other students come to the department seeking a program leading to an undergraduate or graduate degree in one of the mathematical sciences. Undergraduate students majoring in mathematical sciences may choose one of seven areas of concentration:

- Pure Mathematics
- Statistics
- Actuarial Science
- Financial Mathematics
- Quantitative Analysis and Operations Research
- Applied and Computational Mathematics
- In consultation with a mathematics faculty advisor, undergraduate students may also create an individualized program of courses leading to a degree in mathematical sciences.

A thesis option is available to mathematics majors who wish to pursue an extended independent project related to a theoretical or applied focus of the program. Students would work under the guidance of a faculty mentor. At least 4 credits must be completed over one or two quarters prior to the thesis submission. Interested students are strongly encouraged to enroll in MAT 390 during their junior year.

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	32-36
Major Concentration Requirements	24-28
Open Electives	48-56
Total hours required	192

Learning Outcomes

Students will be able to:

- Construct valid logical arguments and analyze the reasoning of others.
- Implement a variety of mathematical structures to model and analyze complex problems.
- Apply general mathematical theory to solve problems in mathematics and in the sciences.
- Communicate mathematical ideas clearly, in verbal and visual form, but using appropriate mathematical terminology and notation.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
MAT 398	SENIOR CAPSTONE SEMINAR ^{1,2}	4

¹ Students must earn a C- or better in this course.

² Students with a primary major in Mathematics are required to complete the Capstone offered by the Mathematics department. Students double majoring or pursuing dual degrees with the primary major or primary degree in Mathematics are required to complete the Capstone offered by the Mathematics department. Mathematics students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements
Course Requirements

Common Core

Course	Title	Quarter Hours
Select one of the following three-course Calculus sequences:		12-18
Sequence One		
MAT 150	CALCULUS I	
MAT 151	CALCULUS II	
MAT 152	CALCULUS III	
Sequence Two		
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
Sequence Three		
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	
MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	
Sequence Four		
MAT 170	CALCULUS FOR LIFE SCIENCES I	
MAT 171	CALCULUS FOR LIFE SCIENCES II	
and one of the following:		
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
MAT 152	CALCULUS III	
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	
Sequence Five ¹		
MAT 155	SUMMER CALCULUS I	
MAT 156	SUMMER CALCULUS II	
MAT 260	MULTIVARIABLE CALCULUS I	4
MAT 261	MULTIVARIABLE CALCULUS II	4
MAT 262	LINEAR ALGEBRA	4
Select one of the following options:		4-8

MAT 215	INTRODUCTION TO MATHEMATICAL REASONING	
MAT 140 & MAT 141	DISCRETE MATHEMATICS I and DISCRETE MATHEMATICS II (Discrete Mathematics Sequence)	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I (or a more advanced course in any programming language)	4
MAT 398	SENIOR CAPSTONE SEMINAR (Liberal Studies Program Capstone)	4

Data Analysis Requirement, which can be satisfied via one of the following:

AP Statistics credit (score of 3 or better)
An applied statistics or data analysis course from this list: MAT 137, MAT 242, MAT 341 MAT 348, IT 223, PSY 240, BIO 206, ENV 260, SOC 279, MAT 353, HON 180. Other data analysis courses may satisfy the requirement with departmental approval. Note that course may be taken as part of the major or as an open elective.
The following concentration areas will automatically satisfy the data analysis requirement: Actuarial Science, Financial Math, Quantitative Analysis and Operations Research, and Statistics.

¹ This Calculus sequence is offered only during the summer, in two 6-credit hour courses. Students successfully completing MAT 131, MAT 147, MAT 150 or MAT 160 should enroll in MAT 155; students who successfully complete MAT 148, MAT 151 or MAT 161 should enroll in MAT 156. Students who successfully complete MAT 155 may enroll in either MAT 151 or MAT 156.

Concentration Requirements

Students must also complete the requirements from one of the following concentrations: Pure Mathematics; Statistics; Actuarial Science; Financial Mathematics; Quantitative Analysis and Operations Research; Applied and Computational Mathematics; or Individualized.

If the student chooses to declare more than one Mathematical Sciences concentration, then the student must complete the requirements for each concentration, and take at least three additional 300-level courses overall. For example, a student earning two concentrations would have taken at least nine 300-level courses, and a student earning three concentrations would have taken at least twelve 300-level courses.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Actuarial Science Concentration, Mathematical Sciences (BA) (p. 785)
- Applied and Computational Mathematics Concentration, Mathematical Sciences (BA) (p. 785)
- Financial Mathematics Concentration, Mathematical Sciences (BA) (p. 786)
- Individualized Concentration, Mathematical Sciences (BA) (p. 786)

- Pure Mathematics Concentration, Mathematical Sciences (BA) (p. 788)
- Quantitative Analysis and Operations Research Concentration, Mathematical Sciences (BA) (p. 788)
- Statistics Concentration, Mathematical Sciences (BA) (p. 789)

If the student chooses to declare more than one Mathematical Sciences concentration, then the student must complete the requirements for each concentration, and take at least three additional 300-level courses overall. For example, a student earning two concentrations would have taken at least nine 300-level courses, and a student earning three concentrations would have taken at least twelve 300-level courses.

Actuarial Science Concentration, Mathematical Sciences (BA)

Actuarial Science uses mathematics, statistics and financial theory to study uncertain future events, especially those that relate to risk management and insurance programs. This concentration prepares students to work for insurance or pension consulting firms, and government.

Course Requirements

Course	Title	Quarter Hours
MAT 351	PROBABILITY AND STATISTICS I	4
MAT 352	PROBABILITY AND STATISTICS II	4
MAT 353	PROBABILITY AND STATISTICS III	4
MAT 361	THEORY OF INTEREST	4
MAT 362	LIFE CONTINGENCIES I	4
MAT 363	LIFE CONTINGENCIES II	4

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Recommended Mathematics Courses

Course	Title	Quarter Hours
MAT 341	STATISTICAL METHODS USING SAS	
MAT 355	STOCHASTIC PROCESSES	
MAT 356	APPLIED REGRESSION ANALYSIS	
MAT 358	APPLIED TIME SERIES AND FORECASTING	
MAT 359	SIMULATION MODELS AND MONTE CARLO METHOD	
MAT 364	LOSS MODELS I	
MAT 365	LOSS MODELS II	
MAT 367	CREDIBILITY THEORY	
MAT 368	MATHEMATICS FOR FINANCE	

Additional Recommended Courses

Course	Title	Quarter Hours
ACC 101	INTRODUCTION TO ACCOUNTING I	
ECO 105	PRINCIPLES OF MICROECONOMICS	
ECO 106	PRINCIPLES OF MACROECONOMICS	

FIN 310	INTRODUCTION TO FINANCE
FIN 311	CORPORATE FINANCE
FIN 320	MONEY AND BANKING
FIN 330	INVESTMENTS: THEORY & PRACTICE
FIN 335	PORTFOLIO MANAGEMENT
FIN 362	ENTERPRISE RISK MANAGEMENT
FIN 363	DERIVATIVES: PRICING & APPLICATIONS

Applied and Computational Mathematics Concentration, Mathematical Sciences (BA)

The concentration in Applied and Computational Mathematics is intended for any student who enjoys mathematics, problem solving, and applications to solving practical problems in business, government, and science. The concentration is intended especially for students seeking a career as quantitative analysts, computational scientists, and applied mathematicians, and for those thinking of continuing the study of applied or discrete mathematics at the graduate level.

Course Requirements

Course	Title	Quarter Hours
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II (or another approved computer science course)	4
Select three of the following:		12
MAT 302	COMBINATORICS	
MAT 304	DIFFERENTIAL EQUATIONS	
MAT 384	MATHEMATICAL MODELING	
MAT 385	NUMERICAL ANALYSIS I	
Select two additional courses from among the above and the following:		8
MAT 335	REAL ANALYSIS I	
MAT 351	PROBABILITY AND STATISTICS I	
MAT 352	PROBABILITY AND STATISTICS II	
MAT 370	ADVANCED LINEAR ALGEBRA	
MAT 381	FOURIER ANALYSIS AND SPECIAL FUNCTIONS	
MAT 386	NUMERICAL ANALYSIS II	
Select one additional course from among the above and the following:		4
MAT 303	THEORY OF NUMBERS	
MAT 310	ABSTRACT ALGEBRA I	
MAT 311	ABSTRACT ALGEBRA II	
MAT 330	METHODS OF COMPUTATION AND THEORETICAL PHYSICS I	
MAT 331	METHODS OF COMPUTATION AND THEORETICAL PHYSICS II	
MAT 336	REAL ANALYSIS II	
MAT 337	COMPLEX ANALYSIS	
MAT 340	TOPOLOGY	
MAT 341	STATISTICAL METHODS USING SAS	
MAT 353	PROBABILITY AND STATISTICS III	

MAT 355	STOCHASTIC PROCESSES	
MAT 387	OPERATIONS RESEARCH: LINEAR PROGRAMMING	
MAT 388	OPERATIONS RESEARCH: OPTIMIZATION THEORY	

Data Analysis Requirement, which can be satisfied via one of the following:
4

AP Statistics Credit (score of 3 or better)	
An applied statistics or data analysis course from this list: MAT 137, MAT 242, MAT 341, MAT 348, IT 223, PSY 240, BIO 206, ENV 260, SOC 279, MAT 353, HON 180. Other data analysis courses may satisfy the requirement with departmental approval. Note that this course may be taken as part of the major or as an open elective.	

Students interested in graduate study in applied mathematics are encouraged to take: MAT 335 and MAT 336, MAT 370, MAT 385 and MAT 386.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Financial Mathematics Concentration, Mathematical Sciences (BA)

Financial mathematics concentration includes the set of courses that constitute the Finance Minor from the Driehaus College of Business. It includes courses that are relevant to contemporary financial mathematical modeling, along with courses in finance and their prerequisites.

Prerequisite Requirements

Students must meet the prerequisites of ACC 101 and ECO 105 prior to some courses in the Finance Minor.

Course Requirements

Course	Title	Quarter Hours
MAT 304 or MAT 385	DIFFERENTIAL EQUATIONS NUMERICAL ANALYSIS I	4
MAT 351	PROBABILITY AND STATISTICS I	4
MAT 352	PROBABILITY AND STATISTICS II	4
MAT 353	PROBABILITY AND STATISTICS III	4
MAT 355	STOCHASTIC PROCESSES	4
MAT 368	MATHEMATICS FOR FINANCE	4

Finance Minor Requirements Embedded in the Financial Mathematics Concentration

Course	Title	Quarter Hours
FIN 310	INTRODUCTION TO FINANCE	4
FIN 311	CORPORATE FINANCE	4
FIN 330	INVESTMENTS: THEORY & PRACTICE	4
Select two electives from the following:		8

FIN 313	INVESTMENT BANKING
FIN 320	MONEY AND BANKING
FIN 323	COMMERCIAL BANKING
FIN 324	BANKING & CREDIT ANALYSIS
FIN 333	FINANCIAL STATEMENTS ANALYSIS
FIN 335	PORTFOLIO MANAGEMENT
FIN 336	EQUITY RESEARCH
FIN 340	INTERNATIONAL FINANCE
FIN 355	GLOBAL IPOs & VENTURE CAPITAL
FIN 362	ENTERPRISE RISK MANAGEMENT
FIN 363	DERIVATIVES: PRICING & APPLICATIONS
FIN 365	PRINCIPLES OF RISK & INSURANCE
FIN 366	FINANCIAL MODELING
FIN 380	CASES IN FINANCIAL DECISION MAKING
FIN 381	BEHAVIORAL FINANCE
FIN 393	FINANCE INTERNSHIP
FIN 395	INVESTMENT SEMINAR
FIN 398	SPECIAL TOPICS
FIN 399	INDEPENDENT STUDY
RE 350	REAL ESTATE ANALYSIS

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Additional Recommended Courses

Course	Title	Quarter Hours
MAT 341	STATISTICAL METHODS USING SAS	
MAT 370	ADVANCED LINEAR ALGEBRA	
MAT 358	APPLIED TIME SERIES AND FORECASTING	
MAT 356	APPLIED REGRESSION ANALYSIS	

Individualized Concentration, Mathematical Sciences (BA)

Advising

Students should consult with a mathematics faculty advisor and the department chair to create an individualized program of study leading to a degree in mathematics.

Course Requirements

An individualized program will normally consist of the Common Core in Mathematics plus six mathematics courses chosen from those included in the other concentrations and approved by the department chair.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Data Analysis Requirement

This requirement can be satisfied via one of the following:

- AP Statistics Credit (score of 3 or better) or
- An applied statistics or data analysis course from the following list. Other data analysis courses may satisfy the requirement with departmental approval. Note that course may be taken as part of the major or as an open elective.

Course	Title	Quarter Hours
MAT 137	BUSINESS STATISTICS	4
MAT 242	ELEMENTS OF STATISTICS	4
MAT 341	STATISTICAL METHODS USING SAS	4
MAT 348	APPLIED STATISTICAL METHODS	4
MAT 353	PROBABILITY AND STATISTICS III	4
IT 223	DATA ANALYSIS	4
PSY 240	STATISTICS I	4
BIO 206	BIOSTATISTICS	4
ENV 260	ENVIRONMENTAL DATA ANALYSIS	4
SOC 279	INTRO STATS FOR THE SOCIAL SCIENCES	4
HON 180	DATA ANALYSIS AND STATISTICS	4

Mathematical Sciences (BA) + Secondary Education Mathematics (MEd)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The TEACH Program combines a College of Science and Health (CSH) undergraduate Mathematics major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Mathematics Certification.

Students may apply to the TEACH Program during the spring of their junior year. They must enroll in the Junior Year Experiential Learning course, TCH 320, and meet other application criteria; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 GPA.

During their senior year, students are required to complete a TEACH Program capstone course, TCH 390, and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework : 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework : 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 413	THE NATURE OF MATHEMATICS	4
TCH 423	INQUIRY & APPLICATION IN DEVELOPING MATHEMATICS PEDAGOGY	4

All coursework in the content area must earn a grade of C or better.*

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning or Discrete Math I and Discrete Math II
- Multivariable Calculus I
- Multivariable Calculus II
- Linear Algebra
- Programming Language
- Abstract Algebra I
- Theory of Numbers I or Abstract Algebra II
- Geometry I
- Geometry II or Real Analysis I
- Probability & Statistics
- History of Mathematics
- *The secondary mathematics content advisor will collaborate with you to design and schedule your mathematics content course sequence.

This combined degree program of the College of Science and Health and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach Mathematics at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1152)

Students interested in the TEACH Program should consult with the designated TEACH Program advisor in their home department.

Pure Mathematics Concentration, Mathematical Sciences (BA)

This concentration provides a broad mathematical exposure for students who are interested in studying and/or doing mathematical research at the graduate level.

Course Requirements

Course	Title	Quarter Hours
MAT 216	FOUNDATIONS OF ADVANCED MATHEMATICS	4
Select three of the following:		12
MAT 310	ABSTRACT ALGEBRA I	
MAT 311	ABSTRACT ALGEBRA II	
MAT 335	REAL ANALYSIS I	
MAT 336	REAL ANALYSIS II	
Select three additional mathematics courses from the following:		12
MAT 301	HISTORY OF MATHEMATICS	
MAT 302	COMBINATORICS	
MAT 303	THEORY OF NUMBERS	
MAT 304	DIFFERENTIAL EQUATIONS	
MAT 311	ABSTRACT ALGEBRA II	
MAT 312	ABSTRACT ALGEBRA III	
MAT 320	GEOMETRY I	
MAT 321	GEOMETRY II	
MAT 336	REAL ANALYSIS II	
MAT 337	COMPLEX ANALYSIS	
MAT 340	TOPOLOGY	
MAT 348	APPLIED STATISTICAL METHODS	
MAT 351	PROBABILITY AND STATISTICS I	
MAT 352	PROBABILITY AND STATISTICS II	
MAT 353	PROBABILITY AND STATISTICS III	
MAT 370	ADVANCED LINEAR ALGEBRA	
MAT 372	LOGIC AND SET THEORY	
MAT 384	MATHEMATICAL MODELING	
MAT 385	NUMERICAL ANALYSIS I	
MAT 386	NUMERICAL ANALYSIS II	

Data Analysis requirement, which can be satisfied via one of the following:

AP Statistics Credit (score of 3 or better)

An applied statistics or data analysis course from this list: MAT 137, MAT 242, MAT 341 MAT 348, IT 223, PSY 240, BIO 206, ENV 260, SOC 279, MAT 353, HON 180. Other data analysis courses may satisfy the requirement with departmental approval. Note that course may be taken as part of the major or as an open elective.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Recommended Course Selections

For students interested in graduate study in mathematics:

Course	Title	Quarter Hours
MAT 310	ABSTRACT ALGEBRA I	
MAT 311	ABSTRACT ALGEBRA II	
MAT 312	ABSTRACT ALGEBRA III	
MAT 335	REAL ANALYSIS I	
MAT 336	REAL ANALYSIS II	
MAT 337	COMPLEX ANALYSIS	

For students interested in graduate study in economics, finance, or statistics:

Course	Title	Quarter Hours
MAT 335	REAL ANALYSIS I	
MAT 336	REAL ANALYSIS II	
MAT 351	PROBABILITY AND STATISTICS I	
MAT 352	PROBABILITY AND STATISTICS II	
MAT 353	PROBABILITY AND STATISTICS III	

Quantitative Analysis and Operations Research Concentration, Mathematical Sciences (BA)

This concentration provides students with the mathematical background to work in finance, computer applications, and production scheduling and forecasting

Course Requirements

Course	Title	Quarter Hours
MAT 351	PROBABILITY AND STATISTICS I	4
MAT 352	PROBABILITY AND STATISTICS II	4
MAT 353	PROBABILITY AND STATISTICS III	4
Select three of the following:		12
MAT 356	APPLIED REGRESSION ANALYSIS	
MAT 358	APPLIED TIME SERIES AND FORECASTING	
MAT 387	OPERATIONS RESEARCH: LINEAR PROGRAMMING	
MAT 388	OPERATIONS RESEARCH: OPTIMIZATION THEORY	

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Additional Recommended Courses

Course	Title	Quarter Hours
MAT 370	ADVANCED LINEAR ALGEBRA	
MAT 384	MATHEMATICAL MODELING	
MAT 385	NUMERICAL ANALYSIS I	

MAT 386	NUMERICAL ANALYSIS II
MAT 389	TOPICS IN OPERATIONS RESEARCH
CSC 389	THEORY OF COMPUTATION

Statistics Concentration, Mathematical Sciences (BA)

This concentration offers students a solid foundation in probability and statistics. Statisticians are employed by government, industry, marketing research companies, and consulting firms to design surveys and experiments and to analyze statistical data.

Course Requirements

Course	Title	Quarter Hours
MAT 326 or MAT 328	SAMPLE SURVEY METHODS DESIGN OF EXPERIMENTS	4
MAT 341	STATISTICAL METHODS USING SAS	4
MAT 351	PROBABILITY AND STATISTICS I	4
MAT 352	PROBABILITY AND STATISTICS II	4
MAT 353	PROBABILITY AND STATISTICS III	4
MAT 356	APPLIED REGRESSION ANALYSIS	4

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Additional Recommended Courses

Course	Title	Quarter Hours
MAT 335	REAL ANALYSIS I	
MAT 336	REAL ANALYSIS II	
MAT 354	MULTIVARIATE STATISTICS	
MAT 355	STOCHASTIC PROCESSES	
MAT 357	NONPARAMETRIC STATISTICS	
MAT 358	APPLIED TIME SERIES AND FORECASTING	
MAT 370	ADVANCED LINEAR ALGEBRA	
MAT 385	NUMERICAL ANALYSIS I	
MAT 386	NUMERICAL ANALYSIS II	

Students interested in graduate study in mathematical statistics are encouraged to take the following:

Course	Title	Quarter Hours
MAT 335	REAL ANALYSIS I	
MAT 336	REAL ANALYSIS II	

Mathematical Sciences (BS)

The Department of Mathematical Sciences offers courses in pure and applied mathematics to help students reach a wide variety of intellectual, academic, and career goals.

Many students come to the department to obtain the mathematical background needed to be successful in programs in the natural sciences, computer science, social sciences, and business. Such students may

choose to supplement their major in their home department by obtaining a minor in mathematics.

Other students come to the department seeking a program leading to an undergraduate or graduate degree in one of the mathematical sciences. Undergraduate students majoring in mathematical sciences may choose one of seven areas of concentration:

- Actuarial Science
- Applied and Computational Mathematics
- Financial Mathematics
- Pure Mathematics
- Quantitative Analysis and Operations Research
- Statistics
- In consultation with a mathematics faculty advisor, undergraduate students may also create an individualized program of courses leading to a degree in mathematical sciences.

A thesis option is available to mathematics majors who wish to pursue an extended independent project related to a theoretical or applied focus of the program. Students would work under the guidance of a faculty mentor. At least 4 credits must be completed over one or two quarters prior to the thesis submission. Interested students are strongly encouraged to enroll in MAT 390 during their junior year.

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	32-36
Major Concentration Requirements	24-28
Open Electives	48-56
Total hours required	192

Learning Outcomes

Students will be able to:

- Construct valid logical arguments and analyze the reasoning of others.
- Implement a variety of mathematical structures to model and analyze complex problems.
- Apply general mathematical theory to solve problems in mathematics and in the sciences.
- Communicate mathematical ideas clearly, in verbal and visual form, by using appropriate mathematical terminology and notation.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language

- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		

Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
MAT 398	SENIOR CAPSTONE SEMINAR ^{1,2}	4

- ¹ Students must earn a C- or better in this course.
- ² Students with a primary major in Mathematics are required to complete the Capstone offered by the Mathematics department. Students double majoring or pursuing dual degrees with the primary major or primary degree in Mathematics are required to complete the Capstone offered by the Mathematics department. Mathematics students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Common Core

Course	Title	Quarter Hours
Select one of the following three-course Calculus sequences:		12-18
Sequence One		
MAT 150	CALCULUS I	
MAT 151	CALCULUS II	
MAT 152	CALCULUS III	
Sequence Two		
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
Sequence Three		
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	
MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	
Sequence Four		
MAT 170	CALCULUS FOR LIFE SCIENCES I	
MAT 171	CALCULUS FOR LIFE SCIENCES II	
Select one of the following:		
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
MAT 152	CALCULUS III	
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	
Sequence Five ¹		
MAT 155	SUMMER CALCULUS I	
MAT 156	SUMMER CALCULUS II	
MAT 260	MULTIVARIABLE CALCULUS I	4-4.5
MAT 261	MULTIVARIABLE CALCULUS II	4-4.5
MAT 262	LINEAR ALGEBRA	4-4.5
MAT 215	INTRODUCTION TO MATHEMATICAL REASONING	4-4.5
or MAT 140 & MAT 141	DISCRETE MATHEMATICS I and DISCRETE MATHEMATICS II	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I (or a more advanced course in any programming language)	4-4.5
MAT 398	SENIOR CAPSTONE SEMINAR (Liberal Studies Program Capstone)	4
Select four courses from any of the following:		16
Natural Sciences		
Computer Sciences:		
All CSC courses may apply		
Data Science:		
All DSC courses may apply		

Game Development:

GAM 244	GAME DEVELOPMENT I
GAM 245	GAME DEVELOPMENT II
GAM 350	PHYSICS FOR GAME DEVELOPERS
GAM 353	TOOL PROGRAMMING FOR GAME DEVELOPMENT
GAM 368 through GAM 391 ²	
GAM 394 through GAM 398 ³	
Information Technology:	
IT 223	DATA ANALYSIS
IT 278	COMMUNITY-BASED TECHNOLOGY PROJECTS
IT 231 through IT 240	
IT 263	APPLIED NETWORKS AND SECURITY
IT 313 through IT 373	
IT topics courses may only be accepted with advanced approval from the chair	
Software Engineering:	
All SE courses may apply	
Select one of the following:	
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING
GEO 243	EARTH OBSERVATION
GEO 345	PROGRAMMING IN PYTHON FOR GIS

Data Analysis Requirement, which can be satisfied via one of the following:

AP Statistics credit (score of 3 or better)	
An applied statistics or data analysis course from this list: MAT 137, MAT 242, MAT 341 MAT 348, IT 223, PSY 240, BIO 206, ENV 260, SOC 279, MAT 353, HON 180. Other data analysis courses may satisfy the requirement with departmental approval. Note that this course may be taken as one of the four Natural or Computer Science courses required for the BS, as part of the major, or as an open elective.	
The following concentration areas will automatically satisfy the data analysis requirement: Actuarial Science, Financial Math, Quantitative Analysis and Operations Research, and Statistics.	

¹ This Calculus sequence is offered only during the summer, in two 6-credit hour courses. Students successfully completing MAT 131, MAT 147, MAT 150 or MAT 160 should enroll in MAT 155; students who successfully complete MAT 148, MAT 151 or MAT 161 should enroll in MAT 156. Students who successfully complete MAT 155 may enroll in either MAT 151 or MAT 156.

² Except CSC 382.

³ Courses may only be accepted with advanced approval from the chair.

Concentration Requirements

Students must also complete the requirements from one of the following concentrations: Pure Mathematics; Statistics; Actuarial Science; Financial Mathematics; Quantitative Analysis and Operations Research; Applied and Computational Mathematics; or Individualized.

If the student chooses to declare more than one Mathematical Sciences concentration, then the student must complete the requirements for each

concentration, and take at least three additional 300-level courses overall. For example, a student earning two concentrations would have taken at least nine 300-level courses, and a student earning three concentrations would have taken at least twelve 300-level courses.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Actuarial Science Concentration, Mathematical Sciences (BS) (p. 792)
- Applied and Computational Mathematics Concentration, Mathematical Sciences (BS) (p. 792)
- Financial Mathematics Concentration, Mathematical Sciences (BS) (p. 793)
- Individualized Concentration, Mathematical Sciences (BS) (p. 794)
- Pure Mathematics Concentration, Mathematical Sciences (BS) (p. 795)
- Quantitative Analysis and Operations Research Concentration, Mathematical Sciences (BS) (p. 795)
- Statistics Concentration, Mathematical Sciences (BS) (p. 796)

Actuarial Science Concentration, Mathematical Sciences (BS)

Actuarial Science uses mathematics, statistics and financial theory to study uncertain future events, especially those that relate to risk management and insurance programs. This concentration prepares students to work for insurance or pension consulting firms and government.

Concentration Requirements

Course	Title	Quarter Hours
MAT 351	PROBABILITY AND STATISTICS I	4
MAT 352	PROBABILITY AND STATISTICS II	4
MAT 353	PROBABILITY AND STATISTICS III	4
MAT 361	THEORY OF INTEREST	4
MAT 362	LIFE CONTINGENCIES I	4
MAT 363	LIFE CONTINGENCIES II	4

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Recommended Mathematics Courses

Course	Title	Quarter Hours
MAT 341	STATISTICAL METHODS USING SAS	
MAT 356	APPLIED REGRESSION ANALYSIS	
MAT 358	APPLIED TIME SERIES AND FORECASTING	
MAT 355	STOCHASTIC PROCESSES	

MAT 359	SIMULATION MODELS AND MONTE CARLO METHOD
MAT 364	LOSS MODELS I
MAT 365	LOSS MODELS II
MAT 367	CREDIBILITY THEORY
MAT 368	MATHEMATICS FOR FINANCE

Additional Recommended Courses

Course	Title	Quarter Hours
ACC 101	INTRODUCTION TO ACCOUNTING I	
ECO 105	PRINCIPLES OF MICROECONOMICS	
ECO 106	PRINCIPLES OF MACROECONOMICS	
FIN 310	INTRODUCTION TO FINANCE	
FIN 311	CORPORATE FINANCE	
FIN 320	MONEY AND BANKING	
FIN 330	INVESTMENTS: THEORY & PRACTICE	
FIN 335	PORTFOLIO MANAGEMENT	
FIN 362	ENTERPRISE RISK MANAGEMENT	
FIN 363	DERIVATIVES: PRICING & APPLICATIONS	

Applied and Computational Mathematics Concentration, Mathematical Sciences (BS)

The concentration in Applied and Computational Mathematics is intended for any student who enjoys mathematics, problem solving, and applications to solving practical problems in business, government, and science. The concentration is intended especially for students seeking a career as quantitative analysts, computational scientists, and applied mathematicians, and for those thinking of continuing the study of applied or discrete mathematics at the graduate level.

Course Requirements

Course	Title	Quarter Hours
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II (or another approved computer science course)	4
Select three of the following:		12
MAT 302	COMBINATORICS	
MAT 304	DIFFERENTIAL EQUATIONS	
MAT 384	MATHEMATICAL MODELING	
MAT 385	NUMERICAL ANALYSIS I	
Select two additional courses from among the above and the following:		8
MAT 335	REAL ANALYSIS I	
MAT 351	PROBABILITY AND STATISTICS I	
MAT 352	PROBABILITY AND STATISTICS II	
MAT 370	ADVANCED LINEAR ALGEBRA	
MAT 381	FOURIER ANALYSIS AND SPECIAL FUNCTIONS	
MAT 386	NUMERICAL ANALYSIS II	

Select one additional course from among the above and the following:

MAT 303	THEORY OF NUMBERS
MAT 310	ABSTRACT ALGEBRA I
MAT 311	ABSTRACT ALGEBRA II
MAT 330	METHODS OF COMPUTATION AND THEORETICAL PHYSICS I
MAT 331	METHODS OF COMPUTATION AND THEORETICAL PHYSICS II
MAT 336	REAL ANALYSIS II
MAT 337	COMPLEX ANALYSIS
MAT 340	TOPOLOGY
MAT 341	STATISTICAL METHODS USING SAS
MAT 353	PROBABILITY AND STATISTICS III
MAT 355	STOCHASTIC PROCESSES
MAT 387	OPERATIONS RESEARCH: LINEAR PROGRAMMING
MAT 388	OPERATIONS RESEARCH: OPTIMIZATION THEORY

Data Analysis requirement, which can be satisfied via one of the following:

AP Statistics Credit (score of 3 or better)

An applied statistics or data analysis course from this list: MAT 137, MAT 242, MAT 341 MAT 348, IT 223, PSY 240, BIO 206, ENV 260, SOC 279, MAT 353, HON 180. Other data analysis courses may satisfy the requirement with departmental approval. Note that this course may be taken as one of the four Natural or Computer Science courses required for the BS, as part of the major, or as an open elective.

Students interested in graduate study in applied mathematics are encouraged to take:

Course	Title	Quarter Hours
MAT 335 & MAT 336	REAL ANALYSIS I and REAL ANALYSIS II	8
MAT 370	ADVANCED LINEAR ALGEBRA	4
MAT 385 & MAT 386	NUMERICAL ANALYSIS I and NUMERICAL ANALYSIS II	8

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Financial Mathematics Concentration, Mathematical Sciences (BS)

Prerequisite Requirements

Students must meet the prerequisite of ACC 101 and ECO 105 prior to some courses in the Finance Minor.

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Concentration Requirements

This concentration is a Mathematics Major that includes the set of courses which constitute the Finance Minor. It includes courses that are relevant to contemporary financial mathematical modeling, along with courses in Finance and their prerequisites.

Course	Title	Quarter Hours
MAT 351	PROBABILITY AND STATISTICS I	4
MAT 352	PROBABILITY AND STATISTICS II	4
MAT 353	PROBABILITY AND STATISTICS III	4
MAT 355	STOCHASTIC PROCESSES	4
MAT 368	MATHEMATICS FOR FINANCE	4
MAT 304 or MAT 385	DIFFERENTIAL EQUATIONS or NUMERICAL ANALYSIS I	4

Finance Minor Requirements Embedded in the Financial Mathematics Concentration

Course	Title	Quarter Hours
FIN 310	INTRODUCTION TO FINANCE	4
FIN 311	CORPORATE FINANCE	4
FIN 330	INVESTMENTS: THEORY & PRACTICE	4
Select two electives from the following:		8

FIN 313	INVESTMENT BANKING
FIN 320	MONEY AND BANKING
FIN 323	COMMERCIAL BANKING
FIN 324	BANKING & CREDIT ANALYSIS
FIN 333	FINANCIAL STATEMENTS ANALYSIS
FIN 335	PORTFOLIO MANAGEMENT
FIN 336	EQUITY RESEARCH
FIN 340	INTERNATIONAL FINANCE
FIN 355	GLOBAL IPOs & VENTURE CAPITAL
FIN 362	ENTERPRISE RISK MANAGEMENT
FIN 363	DERIVATIVES: PRICING & APPLICATIONS
FIN 365	PRINCIPLES OF RISK & INSURANCE
FIN 380	CASES IN FINANCIAL DECISION MAKING
FIN 381	BEHAVIORAL FINANCE
FIN 393	FINANCE INTERNSHIP
FIN 395	INVESTMENT SEMINAR
FIN 398	SPECIAL TOPICS
FIN 399	INDEPENDENT STUDY
RE 350	REAL ESTATE ANALYSIS

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Additional Recommended Courses

Course	Title	Quarter Hours
MAT 341	STATISTICAL METHODS USING SAS	
MAT 356	APPLIED REGRESSION ANALYSIS	

MAT 358	APPLIED TIME SERIES AND FORECASTING
MAT 370	ADVANCED LINEAR ALGEBRA

Individualized Concentration, Mathematical Sciences (BS)

Course Requirements

Students may consult with a mathematics faculty advisor and the department chair to create an individualized program of study leading to a degree in mathematics. Typically, such a program will consist of the Common Core in Mathematics plus six mathematics courses chosen from those included in the other concentrations and approved by the department chair.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Data Analysis Requirement

This requirement can be satisfied via one of the following:

- AP Statistics credit (score of 3 or better)
- An applied statistics or data analysis course from the following list. Other data analysis courses may satisfy the requirement with departmental approval. Note that this course may be taken as one of the four Natural or Computer Science courses required for the BS, as part of the major, or as an open elective.

Course	Title	Quarter Hours
MAT 137	BUSINESS STATISTICS	4
MAT 242	ELEMENTS OF STATISTICS	4
MAT 341	STATISTICAL METHODS USING SAS	4
MAT 348	APPLIED STATISTICAL METHODS	4
MAT 353	PROBABILITY AND STATISTICS III	4
IT 223	DATA ANALYSIS	4
PSY 240	STATISTICS I	4
BIO 206	BIOSTATISTICS	4
ENV 260	ENVIRONMENTAL DATA ANALYSIS	4
SOC 279	INTRO STATS FOR THE SOCIAL SCIENCES	4
HON 180	DATA ANALYSIS AND STATISTICS	4

Mathematical Sciences (BS) + Secondary Education Mathematics (MEd)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The TEACH Program combines a College of Science and Health (CSH) undergraduate Mathematics major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BS in their CSH disciplinary major

and a MEd in Education with a State of Illinois Secondary Mathematics Certification.

Students may apply to the TEACH Program during the spring of their junior year. They must enroll in the Junior Year Experiential Learning course, TCH 320, and meet other application criteria; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 GPA.

During their senior year, students are required to complete a TEACH Program capstone course, TCH 390, and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework : 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework : 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 413	THE NATURE OF MATHEMATICS	4
TCH 423	INQUIRY & APPLICATION IN DEVELOPING MATHEMATICS PEDAGOGY	4

All coursework in the content area must earn a grade of C or better.*

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning or Discrete Math I and Discrete Math II
- Multivariable Calculus I
- Multivariable Calculus II
- Linear Algebra
- Programming Language
- Abstract Algebra I
- Theory of Numbers I or Abstract Algebra II
- Geometry I
- Geometry II or Real Analysis I

- Probability & Statistics
- History of Mathematics
- *The secondary mathematics content advisor will collaborate with you to design and schedule your mathematics content course sequence.

This combined degree program of the College of Science and Health and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach Mathematics at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1152)

Students interested in the TEACH Program should consult with the designated TEACH Program advisor in their home department.

Pure Mathematics Concentration, Mathematical Sciences (BS)

This concentration provides a broad mathematical exposure for students who are interested in studying and/or doing mathematical research at the graduate level.

Concentration Requirements

Course	Title	Quarter Hours
MAT 216	FOUNDATIONS OF ADVANCED MATHEMATICS	4
Select three of the following:		12
MAT 310	ABSTRACT ALGEBRA I	
MAT 311	ABSTRACT ALGEBRA II	
MAT 335	REAL ANALYSIS I	
MAT 336	REAL ANALYSIS II	
Select three additional mathematics courses from the following:		12
MAT 301	HISTORY OF MATHEMATICS	
MAT 302	COMBINATORICS	
MAT 303	THEORY OF NUMBERS	
MAT 304	DIFFERENTIAL EQUATIONS	
MAT 311	ABSTRACT ALGEBRA II	
MAT 312	ABSTRACT ALGEBRA III	
MAT 320	GEOMETRY I	
MAT 321	GEOMETRY II	
MAT 336	REAL ANALYSIS II	
MAT 337	COMPLEX ANALYSIS	
MAT 340	TOPOLOGY	
MAT 348	APPLIED STATISTICAL METHODS	
MAT 351	PROBABILITY AND STATISTICS I	
MAT 352	PROBABILITY AND STATISTICS II	
MAT 353	PROBABILITY AND STATISTICS III	
MAT 370	ADVANCED LINEAR ALGEBRA	

MAT 372	LOGIC AND SET THEORY
MAT 384	MATHEMATICAL MODELING
MAT 385	NUMERICAL ANALYSIS I
MAT 386	NUMERICAL ANALYSIS II

Data Analysis requirement, which can be satisfied via one of the following:

AP Statistics credit (score of 3 or better)

An applied statistics or data analysis course from this list: MAT 137, MAT 242, MAT 341 MAT 348, IT 223, PSY 240, BIO 206, ENV 260, SOC 279, MAT 353, HON 180. Other data analysis courses may satisfy the requirement with departmental approval. Note that this course may be taken as one of the four Natural or Computer Science courses required for the BS, as part of the major, or as an open elective.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Recommended Mathematics Courses

For students interested in graduate study in mathematics:

Course	Title	Quarter Hours
MAT 310	ABSTRACT ALGEBRA I	
MAT 311	ABSTRACT ALGEBRA II	
MAT 312	ABSTRACT ALGEBRA III	
MAT 335	REAL ANALYSIS I	
MAT 336	REAL ANALYSIS II	
MAT 337	COMPLEX ANALYSIS	

For students interested in graduate study in economics, finance, or statistics:

Course	Title	Quarter Hours
MAT 335	REAL ANALYSIS I	
MAT 336	REAL ANALYSIS II	
MAT 351	PROBABILITY AND STATISTICS I	
MAT 352	PROBABILITY AND STATISTICS II	
MAT 353	PROBABILITY AND STATISTICS III	

Quantitative Analysis and Operations Research Concentration, Mathematical Sciences (BS)

This concentration provides students with the mathematical background to work in finance, computer applications, and production scheduling and forecasting.

Course Requirements

Course	Title	Quarter Hours
MAT 351	PROBABILITY AND STATISTICS I	4
MAT 352	PROBABILITY AND STATISTICS II	4

MAT 353	PROBABILITY AND STATISTICS III	4
Select three of the following:		12
MAT 356	APPLIED REGRESSION ANALYSIS	
MAT 358	APPLIED TIME SERIES AND FORECASTING	
MAT 387	OPERATIONS RESEARCH: LINEAR PROGRAMMING	
MAT 388	OPERATIONS RESEARCH: OPTIMIZATION THEORY	

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Additional Recommended Courses

Course	Title	Quarter Hours
ACC 101	INTRODUCTION TO ACCOUNTING I	
ACC 102	INTRODUCTION TO ACCOUNTING II	
ECO 105	PRINCIPLES OF MICROECONOMICS	
ECO 106	PRINCIPLES OF MACROECONOMICS	
FIN 310	INTRODUCTION TO FINANCE	
FIN 330	INVESTMENTS: THEORY & PRACTICE	
FIN 335	PORTFOLIO MANAGEMENT	

Statistics Concentration, Mathematical Sciences (BS)

This concentration offers students a solid foundation in probability and statistics. Statisticians are employed by government, industry, marketing research companies, and consulting firms to design surveys and experiments and to analyze statistical data.

Concentration Requirements

Course	Title	Quarter Hours
MAT 341	STATISTICAL METHODS USING SAS	4
MAT 351	PROBABILITY AND STATISTICS I	4
MAT 352	PROBABILITY AND STATISTICS II	4
MAT 353	PROBABILITY AND STATISTICS III	4
MAT 356	APPLIED REGRESSION ANALYSIS	4
MAT 326	SAMPLE SURVEY METHODS	4
or MAT 328	DESIGN OF EXPERIMENTS	

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Additional Recommended Courses

Course	Title	Quarter Hours
MAT 335	REAL ANALYSIS I	
MAT 336	REAL ANALYSIS II	
MAT 354	MULTIVARIATE STATISTICS	
MAT 355	STOCHASTIC PROCESSES	
MAT 357	NONPARAMETRIC STATISTICS	

MAT 358	APPLIED TIME SERIES AND FORECASTING
MAT 370	ADVANCED LINEAR ALGEBRA
MAT 385	NUMERICAL ANALYSIS I
MAT 386	NUMERICAL ANALYSIS II

Students interested in graduate study in mathematical statistics are encouraged to take the following:

Course	Title	Quarter Hours
MAT 335	REAL ANALYSIS I	
MAT 336	REAL ANALYSIS II	

Mathematics (Minor)

A minor in Mathematics can be developed to complement a major program in any major, with a focus on pure and applied mathematical theory.

Course Requirements

Course	Title	Quarter Hours
Select one of the following three-course Calculus sequences:		12-18
Sequence One		
MAT 150	CALCULUS I	
MAT 151	CALCULUS II	
MAT 152	CALCULUS III	
Sequence Two		
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
Sequence Three		
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	
MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	
Sequence Four		
MAT 170	CALCULUS FOR LIFE SCIENCES I	
MAT 171	CALCULUS FOR LIFE SCIENCES II	
MAT 172	CALCULUS III WITH DIFFERENTIAL EQUATIONS	
Sequence Five ¹		
MAT 155	SUMMER CALCULUS I	
MAT 156	SUMMER CALCULUS II	
MAT 260	MULTIVARIABLE CALCULUS I	4
MAT 262	LINEAR ALGEBRA	4
or MAT 220	APPLIED LINEAR ALGEBRA	
Choose one course from the following list:		4-8
MAT 215	INTRODUCTION TO MATHEMATICAL REASONING	

or MAT 140	DISCRETE MATHEMATICS I
& MAT 141	and DISCRETE MATHEMATICS II
MAT 216	FOUNDATIONS OF ADVANCED MATHEMATICS
MAT 304	DIFFERENTIAL EQUATIONS
MAT 348	APPLIED STATISTICAL METHODS
MAT 351	PROBABILITY AND STATISTICS I
MAT 384	MATHEMATICAL MODELING
MAT 385	NUMERICAL ANALYSIS I

¹ This Calculus sequence is offered only during the summer, in two 6-credit hour courses. Students successfully completing MAT 131, MAT 147, MAT 150 or MAT 160 should enroll in MAT 155; students who successfully complete MAT 148, MAT 151 or MAT 161 should enroll in MAT 156. Students who successfully complete MAT 155 may enroll in either MAT 151 or MAT 156.

Business students who have an exceptionally strong background in calculus, including calculus of trig functions, may be permitted by the chair to substitute MAT 135 and MAT 136 for MAT 150.

Students whose major is granted by the Department of Mathematical Sciences cannot earn a minor in Mathematics.

Mathematics and Computer Science (BS) (College of Computing and Digital Media)

The BS in Mathematics and Computer Science is designed to prepare students to compete for the more intellectually demanding jobs in software development or for graduate study in various areas of computer science and applied mathematics such as theoretical computer science, graphics, data analysis, artificial intelligence, and computational methods.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	88
Open Electives	28
Total hours required	192

Learning Outcomes

Students will be able to:

- Construct valid, logical arguments and analyze the reasoning of others.
- Model a computation problem, select appropriate algorithms and data structures for a solution, justify the correctness of the algorithm, and implement an application solving the problem.
- Use discrete and continuous mathematical structures to model problems and then solve them using appropriate techniques.
- Analyze the efficiency of a computational solution mathematically, and validate the analysis experimentally.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Select one of the following:		
CSC 394	SOFTWARE PROJECTS ¹	4
DSC 394	DATA SCIENCE PROJECT ¹	4
MAT 398	SENIOR CAPSTONE SEMINAR ¹	4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required (See note below)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required (See note below)

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required:

Notes

Students must take one of the following ethics courses:

Course	Title	Quarter Hours
Select one of the following:		4
CSC 208	ETHICS IN TECHNOLOGY (PI)	
PHL/MGT 248	BUSINESS ETHICS (PI)	
REL/MGT 228	BUSINESS, ETHICS AND SOCIETY (RD)	

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or as the Experiential Learning requirement.

Students with a primary major in Mathematics and Computer Science (joint degree) are required to complete one of the following Capstone courses: CSC 394, DSC 394, or MAT 398. Students double majoring or pursuing dual degrees with the primary major or primary degree in Mathematics and Computer Science (joint degree) are also required to complete one of these courses. Mathematics and Computer Science (joint degree) students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
Choose one (1) sequence:		8
CSC 241 & CSC 242	INTRODUCTION TO COMPUTER SCIENCE I and INTRODUCTION TO COMPUTER SCIENCE II	
OR		
CSC 243	PYTHON FOR PROGRAMMERS (and one (1) major elective)	
Remaining Requirements:		
CSC 300	DATA STRUCTURES I	4
CSC 301	DATA STRUCTURES II	4
CSC 321	DESIGN AND ANALYSIS OF ALGORITHMS	4
CSC 373	COMPUTER SYSTEMS I	4
CSC 374	COMPUTER SYSTEMS II	4
MAT 140	DISCRETE MATHEMATICS I	4
MAT 141	DISCRETE MATHEMATICS II	4
or MAT 215	INTRODUCTION TO MATHEMATICAL REASONING	
MAT 260	MULTIVARIABLE CALCULUS I	4
MAT 262	LINEAR ALGEBRA	4
Select one of the following calculus sequences:		12
Calculus Sequence (option 1)		

MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
Calculus Sequence (option 2)		
MAT 150	CALCULUS I	
MAT 151	CALCULUS II	
MAT 152	CALCULUS III	
Summer Calculus Sequence (option 3)		
MAT 155	SUMMER CALCULUS I	
MAT 156	SUMMER CALCULUS II	
Calculus Sequence (option 4)		
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	
MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	
Calculus Sequence (option 5)		
MAT 170	CALCULUS FOR LIFE SCIENCES I	
MAT 171	CALCULUS FOR LIFE SCIENCES II	
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
or MAT 152	CALCULUS III	
or MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	
Select One of the Following (Capstone)		4
CSC 394	SOFTWARE PROJECTS	
DSC 394	DATA SCIENCE PROJECT	
MAT 398	SENIOR CAPSTONE SEMINAR	
Select twelve (12) credit hours of CDM Major Electives		12
Select twelve (12) credit hours of MAT Major Electives		12
Select four (4) credit hours of CDM or MAT Major Elective		4
Select twenty-eight (28) credit hours of Open Electives		28

Note: Students may take CSC 243 and one (1) Additional Major Elective in lieu of CSC 241 and CSC 242.

Major Electives

Students must earn a grade of C- or higher in all major requirements and major elective courses.

For the major electives, it is recommended that students concentrate on one or two areas to achieve depth, but they are not required to do so. Students are strongly encouraged to discuss course selection with an advisor. Students may wish to arrange with a professor to take an independent study or a research experience (MAT 399 (<https://catalog.depaul.edu/search/?P=MAT%20399>) or CSC 399 (<https://catalog.depaul.edu/search/?P=CSC%20399>) or IT 300 (<https://catalog.depaul.edu/search/?P=IT%20300>)) in order to explore a subject more deeply than is possible in a scheduled course.

Theory of Computation

The courses in the theory of computation area explore the mathematical and logical foundations of computer science.

Course	Title	Quarter Hours
CSC 235	PROBLEM SOLVING	
CSC 327	PROBLEM SOLVING FOR CONTESTS	
CSC 333	CRYPTOLOGY	
CSC 344	AUTOMATA THEORY AND FORMAL GRAMMARS	
CSC 347	CONCEPTS OF PROGRAMMING LANGUAGES	
CSC 348	INTRODUCTION TO COMPILER DESIGN	
CSC 358	SYMBOLIC PROGRAMMING	
CSC 376	DISTRIBUTED SYSTEMS	
CSC 389	THEORY OF COMPUTATION	
MAT 216	FOUNDATIONS OF ADVANCED MATHEMATICS	
MAT 302	COMBINATORICS	
MAT 303	THEORY OF NUMBERS	
MAT 310	ABSTRACT ALGEBRA I	
MAT 335	REAL ANALYSIS I	
MAT 336	REAL ANALYSIS II	
MAT 349	APPLIED PROBABILITY	
or MAT 351	PROBABILITY AND STATISTICS I	
MAT 370	ADVANCED LINEAR ALGEBRA	
MAT 372	LOGIC AND SET THEORY	

Computational Methods

The computational methods area investigates quantitative and computational methods in computer science.

Course	Title	Quarter Hours
CSC 331	SCIENTIFIC COMPUTING	
MAT 304	DIFFERENTIAL EQUATIONS	
MAT 330	METHODS OF COMPUTATION AND THEORETICAL PHYSICS I	
MAT 331	METHODS OF COMPUTATION AND THEORETICAL PHYSICS II	
MAT 359	SIMULATION MODELS AND MONTE CARLO METHOD	
MAT 384	MATHEMATICAL MODELING	
MAT 385	NUMERICAL ANALYSIS I	
MAT 386	NUMERICAL ANALYSIS II	

Artificial Intelligence

For students with an interest in the computational relations between syntax and semantics.

Course	Title	Quarter Hours
CSC 357	EXPERT SYSTEMS	
CSC 358	SYMBOLIC PROGRAMMING	
CSC 375	INTRODUCTION TO PROGRAM ANALYSIS	
CSC 380	FOUNDATIONS OF ARTIFICIAL INTELLIGENCE	

Data Science Area

For students who are interested in statistical and computational analysis of data. Many of the courses in this area require the student to take MAT 351-MAT 353.

Course	Title	Quarter Hours
DSC 323	DATA ANALYSIS AND REGRESSION	
or MAT 356	APPLIED REGRESSION ANALYSIS	
DSC 324	ADVANCED DATA ANALYSIS	
or MAT 354	MULTIVARIATE STATISTICS	
DSC 333	INTRODUCTION TO BIG DATA PROCESSING	
DSC 341	FOUNDATIONS OF DATA SCIENCE	
DSC 345	MACHINE LEARNING	
DSC 365	DATA VISUALIZATION	
MAT 341	STATISTICAL METHODS USING SAS	
MAT 349	APPLIED PROBABILITY	
or MAT 351	PROBABILITY AND STATISTICS I	
MAT 352	PROBABILITY AND STATISTICS II	
MAT 353	PROBABILITY AND STATISTICS III	
MAT 354	MULTIVARIATE STATISTICS	
MAT 355	STOCHASTIC PROCESSES	
MAT 357	NONPARAMETRIC STATISTICS	
MAT 358	APPLIED TIME SERIES AND FORECASTING	
MAT 359	SIMULATION MODELS AND MONTE CARLO METHOD	
MAT 360	GENERALIZED LINEAR MODELS	

Computer Vision

Computer vision studies the mathematical and algorithmic underpinnings of image analysis and image processing.

Course	Title	Quarter Hours
MAT 261	MULTIVARIABLE CALCULUS II	
MAT 335	REAL ANALYSIS I	
MAT 370	ADVANCED LINEAR ALGEBRA	
MAT 381	FOURIER ANALYSIS AND SPECIAL FUNCTIONS	
MAT 384	MATHEMATICAL MODELING	
MAT 387	OPERATIONS RESEARCH: LINEAR PROGRAMMING	
MAT 388	OPERATIONS RESEARCH: OPTIMIZATION THEORY	
CSC 381	INTRODUCTION TO DIGITAL IMAGE PROCESSING	
CSC 382	APPLIED IMAGE ANALYSIS	

Research

Course	Title	Quarter Hours
CSC 395	RESEARCH COLLOQUIUM	
CSC 399	INDEPENDENT STUDY	
MAT 390	MATHEMATICS READING AND RESEARCH	
MAT 396	SENIOR THESIS RESEARCH	

Finance

Course	Title	Quarter Hours
MAT 349	APPLIED PROBABILITY	
MAT 368	MATHEMATICS FOR FINANCE	
MAT 387	OPERATIONS RESEARCH: LINEAR PROGRAMMING	
MAT 388	OPERATIONS RESEARCH: OPTIMIZATION THEORY	

Open Electives

Open Elective credit hours are required to meet the minimum graduation requirements of 192 hours. Open Electives may be taken from any unit at DePaul.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu>) to see sample schedule of course requirements on a year-by-year basis.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 192 credit hours (generally 48 courses)
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses
- Maintain a cumulative GPA of 2.0 or higher

Mathematics and Computer Science (BS) (College of Computing and Digital Media), Combined Bachelor's + Master's Degree

The combined Bachelor's/Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Students who meet the admission requirements below may choose to apply to a combined degree program. Interested students should consult their faculty advisor regarding the application procedure. This program allows students to combine many CDM bachelor's degrees with a CDM master's degree following the structure outlined below.

Admission Criteria

- Minimum of 44 quarter hours earned
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Full admission to the designated master's program requires meeting admission requirements for that program
- Faculty endorsement from a CDM full-time faculty member

Students should discuss their interest in a CDM combined degree program with a CDM faculty advisor. Before admission to the degree, students should work with the faculty advisor to identify a course plan for the combined degree program, including the list of courses to take and how the courses will be applied toward both the undergraduate and

graduate degrees. Non-CDM students can email the CDM advising office if interested in a combined degree with a CDM master's degree.

If you are currently a CDM student and interested in combining your CDM bachelor's degree with a non-CDM graduate degree, please contact the respective college for admission and application procedures.

Students enrolled in the Bachelor of Arts in Computing or the Bachelor of Arts in Professional Studies with a major in Computing joint degree programs between CDM and the School of Continuing and Professional Studies are eligible for this program. Interested students who meet the admission criteria for a combined degree should contact SCPS Academic Services for more information. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Program Structure

Students in the combined degree program take a maximum of three (3) graduate level courses that count toward both their bachelor's and master's degree requirements. Students may enroll in graduate level coursework in the junior and senior year only. Students in the combined degree program will receive the bachelor's degree after meeting all graduation requirements including the minimum credit hours required for graduation.

To earn the master's degree, the student must earn as many additional graduate credit hours as needed to reach the minimum number of graduate credit hours required in that master's degree.

Only CDM courses can be taken as part of this program. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Maintaining Good Standing

Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter.

The student and faculty advisor will be notified when the student's cumulative GPA falls below 3.3 or when the students receives less than a C- in graduate level course.

If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional B.A./B.S./B.F.A.

If dismissed from the combined degree program after graduate courses have been passed, the graduate courses may only apply to the undergraduate degree. Should the student later be admitted to a graduate program, graduate courses applied to the undergraduate degree may not apply to the graduate program and may not be repeated if they are required in the declared graduate curriculum. Other graduate courses may be substituted in this case.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study should include the graduate courses to be taken and the undergraduate courses that are replaced by the graduate courses.

Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

It is advisable for the student and the faculty advisor to enter the proposed plan of study in the student communication record in BlueStar so it is available to the student and CDM faculty and staff.

Registering for Master's Degree Courses

Combined degree students must meet regularly with their faculty advisor. The faculty advisor will initiate the registration process for all graduate level courses taken during the undergraduate career.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. When preparing to complete the undergraduate portion of the combined degree, students must submit the application for degree conferral for the undergraduate degree by the application deadline. At this time, the students should contact the CDM Academic Success Center about the procedure required to be formally admitted to the declared graduate program.

Mathematics and Computer Science (BS) (College of Science & Health)

The BS in Math and Computer Science is a joint degree between the College of Computing and Digital Media and the Department of Mathematics in the College of Science and Health. It provides challenging opportunities to exceptional students with an interest in the highly theoretical nexus of math and computer science. Mathematics is a key element to the theory and practice of computer science and technology:

- Number theory forms the basis for encryption algorithms for messages sent over the Internet.
- Facts from projective geometry and multivariable calculus underlie the computer algorithms that control computer animation.
- Properties of abstract groups are instrumental in correcting transmission errors that occur when information is sent from one computer to another.
- Graph theory and combinatorics are used to create algorithms for Internet search engines and analyze Internet routing protocols.

This program is intended to appeal to academically talented students. It is designed to prepare them for graduate study in various areas of computer science such as theoretical computer science, graphics, data analysis, artificial intelligence, and computational methods and in areas in applied mathematics such as numerical analysis or discrete mathematics. The program is also designed to prepare students to compete for the more theoretically complex jobs found in computer software development.

Students in the program will explore a broad range of fields including:

- Theory of computation
- Computational mathematics
- Artificial intelligence
- Data analysis
- Graphics

- Computer vision
- Research

It is highly recommended that students concentrate on one or two areas for their advanced classes to achieve depth, but they are not required to do so. Faculty advisors are available to assist students in their selection.

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	56
Major Concentration Requirements	28
Open Electives	28
Total hours required	192

Learning Outcomes

Students will be able to:

- Construct valid, logical arguments and analyze the reasoning of others.
- Model a computation problem, select appropriate algorithms and data structures for a solution, justify the correctness of the algorithm, and implement an application solving the problem.
- Use discrete and continuous mathematical structures to model problems and then solve them using appropriate techniques.
- Analyze the efficiency of a computational solution mathematically, and validate the analysis experimentally.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Select one of the following:		
CSC 394	SOFTWARE PROJECTS ¹	4
MAT 398	SENIOR CAPSTONE SEMINAR ¹	4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required (See note below)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required (See note below)

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Students must take one of the following ethics courses:

Course	Title	Quarter Hours
<i>Select one of the following:</i>		
CSC 208	ETHICS IN TECHNOLOGY (PI)	4
PHL/MGT 248	BUSINESS ETHICS (PI)	4
REL/MGT 228	BUSINESS, ETHICS AND SOCIETY (RD)	4

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Students with a primary major in Mathematics and Computer Science (joint degree) are required to complete one of the following Capstone courses: CSC 394, GPH 395, or MAT 398. Students double majoring or pursuing dual degrees with the primary major or primary degree in Mathematics and Computer Science (joint degree) are also required to complete one of these courses. Mathematics and Computer Science (joint degree) students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Courses offered in the student’s primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student’s major and is cross-listed with a course within the student’s major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
Choose one (1) sequence:		8
CSC 241 & CSC 242	INTRODUCTION TO COMPUTER SCIENCE I and INTRODUCTION TO COMPUTER SCIENCE II	
OR		
CSC 243	PYTHON FOR PROGRAMMERS (and one (1) major elective)	
Remaining Requirements:		
CSC 300	DATA STRUCTURES I	4
CSC 301	DATA STRUCTURES II	4
CSC 321	DESIGN AND ANALYSIS OF ALGORITHMS	4
CSC 373	COMPUTER SYSTEMS I	4
CSC 374	COMPUTER SYSTEMS II	4
MAT 140	DISCRETE MATHEMATICS I	4
MAT 141	DISCRETE MATHEMATICS II	4
or MAT 215	INTRODUCTION TO MATHEMATICAL REASONING	
MAT 260	MULTIVARIABLE CALCULUS I	4
MAT 262	LINEAR ALGEBRA	4
Select one of the following calculus sequences:		12
Calculus Sequence (option 1)		
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
Calculus Sequence (option 2)		
MAT 150	CALCULUS I	
MAT 151	CALCULUS II	
MAT 152	CALCULUS III	
Summer Calculus Sequence (option 3)		
MAT 155	SUMMER CALCULUS I	
MAT 156	SUMMER CALCULUS II	
Calculus Sequence (option 4)		
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	
MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	
Calculus Sequence (option 5)		
MAT 170	CALCULUS FOR LIFE SCIENCES I	
MAT 171	CALCULUS FOR LIFE SCIENCES II	
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
or MAT 152	CALCULUS III	
or MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	
Select One of the Following (Capstone)		4

CSC 394	SOFTWARE PROJECTS	
DSC 394	DATA SCIENCE PROJECT	
MAT 398	SENIOR CAPSTONE SEMINAR	
Select twelve (12) credit hours of CDM Major Electives		12
Select twelve (12) credit hours of MAT Major Electives		12
Select four (4) credit hours of CDM or MAT Major Elective		4
Select twenty-eight (28) credit hours of Open Electives		28

Note: Students may take CSC 243 and one (1) Additional Major Elective in lieu of CSC 241 and CSC 242.

Major Electives

Students must earn a grade of C- or higher in all major requirements and major elective courses.

For the major electives, it is recommended that students concentrate on one or two areas to achieve depth, but they are not required to do so. Students are strongly encouraged to discuss course selection with an advisor. Students may wish to arrange with a professor to take an independent study or a research experience (MAT 399 (<https://catalog.depaul.edu/search/?P=MAT%20399>) or CSC 399 (<https://catalog.depaul.edu/search/?P=CSC%20399>) or IT 300 (<https://catalog.depaul.edu/search/?P=IT%20300>)) in order to explore a subject more deeply than is possible in a scheduled course.

Theory of Computation

The courses in the theory of computation area explore the mathematical and logical foundations of computer science.

Course	Title	Quarter Hours
CSC 235	PROBLEM SOLVING	
CSC 327	PROBLEM SOLVING FOR CONTESTS	
CSC 333	CRYPTOLOGY	
CSC 344	AUTOMATA THEORY AND FORMAL GRAMMARS	
CSC 347	CONCEPTS OF PROGRAMMING LANGUAGES	
CSC 348	INTRODUCTION TO COMPILER DESIGN	
CSC 358	SYMBOLIC PROGRAMMING	
CSC 376	DISTRIBUTED SYSTEMS	
CSC 389	THEORY OF COMPUTATION	
MAT 216	FOUNDATIONS OF ADVANCED MATHEMATICS	
MAT 302	COMBINATORICS	
MAT 303	THEORY OF NUMBERS	
MAT 310	ABSTRACT ALGEBRA I	
MAT 335	REAL ANALYSIS I	
MAT 336	REAL ANALYSIS II	
MAT 349	APPLIED PROBABILITY	
or MAT 351	PROBABILITY AND STATISTICS I	
MAT 370	ADVANCED LINEAR ALGEBRA	
MAT 372	LOGIC AND SET THEORY	

Computational Methods

The computational methods area investigates quantitative and computational methods in computer science.

Course	Title	Quarter Hours
CSC 331	SCIENTIFIC COMPUTING	
MAT 304	DIFFERENTIAL EQUATIONS	
MAT 330	METHODS OF COMPUTATION AND THEORETICAL PHYSICS I	
MAT 331	METHODS OF COMPUTATION AND THEORETICAL PHYSICS II	
MAT 359	SIMULATION MODELS AND MONTE CARLO METHOD	
MAT 384	MATHEMATICAL MODELING	
MAT 385	NUMERICAL ANALYSIS I	
MAT 386	NUMERICAL ANALYSIS II	

Artificial Intelligence

For students with an interest in the computational relations between syntax and semantics.

Course	Title	Quarter Hours
CSC 357	EXPERT SYSTEMS	
CSC 358	SYMBOLIC PROGRAMMING	
CSC 375	INTRODUCTION TO PROGRAM ANALYSIS	
CSC 380	FOUNDATIONS OF ARTIFICIAL INTELLIGENCE	

Data Science Area

For students who are interested in statistical and computational analysis of data. Many of the courses in this area require the student to take MAT 351-MAT 353.

Course	Title	Quarter Hours
DSC 323	DATA ANALYSIS AND REGRESSION	
or MAT 356	APPLIED REGRESSION ANALYSIS	
DSC 324	ADVANCED DATA ANALYSIS	
or MAT 354	MULTIVARIATE STATISTICS	
DSC 333	INTRODUCTION TO BIG DATA PROCESSING	
DSC 341	FOUNDATIONS OF DATA SCIENCE	
DSC 345	MACHINE LEARNING	
DSC 365	DATA VISUALIZATION	
MAT 341	STATISTICAL METHODS USING SAS	
MAT 349	APPLIED PROBABILITY	
or MAT 351	PROBABILITY AND STATISTICS I	
MAT 352	PROBABILITY AND STATISTICS II	
MAT 353	PROBABILITY AND STATISTICS III	
MAT 354	MULTIVARIATE STATISTICS	
MAT 355	STOCHASTIC PROCESSES	
MAT 357	NONPARAMETRIC STATISTICS	
MAT 358	APPLIED TIME SERIES AND FORECASTING	
MAT 359	SIMULATION MODELS AND MONTE CARLO METHOD	
MAT 360	GENERALIZED LINEAR MODELS	

Computer Vision

Computer vision studies the mathematical and algorithmic underpinnings of image analysis and image processing.

Course	Title	Quarter Hours
MAT 261	MULTIVARIABLE CALCULUS II	
MAT 335	REAL ANALYSIS I	
MAT 370	ADVANCED LINEAR ALGEBRA	
MAT 381	FOURIER ANALYSIS AND SPECIAL FUNCTIONS	
MAT 384	MATHEMATICAL MODELING	
MAT 387	OPERATIONS RESEARCH: LINEAR PROGRAMMING	
MAT 388	OPERATIONS RESEARCH: OPTIMIZATION THEORY	
CSC 381	INTRODUCTION TO DIGITAL IMAGE PROCESSING	
CSC 382	APPLIED IMAGE ANALYSIS	

Research

Course	Title	Quarter Hours
CSC 395	RESEARCH COLLOQUIUM	
CSC 399	INDEPENDENT STUDY	
MAT 390	MATHEMATICS READING AND RESEARCH	
MAT 396	SENIOR THESIS RESEARCH	

Finance

Course	Title	Quarter Hours
MAT 349	APPLIED PROBABILITY	
MAT 368	MATHEMATICS FOR FINANCE	
MAT 387	OPERATIONS RESEARCH: LINEAR PROGRAMMING	
MAT 388	OPERATIONS RESEARCH: OPTIMIZATION THEORY	

Open Electives

Open Elective credit hours are required to meet the minimum graduation requirements of 192 hours. Open Electives may be taken from any unit at DePaul.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu>) to see sample schedule of course requirements on a year-by-year basis.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 192 credit hours (generally 48 courses)
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses
- Maintain a cumulative GPA of 2.0 or higher

Mathematics Education (MA)

The purpose of the program leading to the degree of Master of Arts in Mathematics Education is to improve the quality of mathematics instruction in schools within the greater-Chicago area and to offer a response to the shortage of secondary school mathematics teachers. This six-quarter degree program is offered on an accelerated basis during intensive weekend sessions and may be taken while in-service at the rate of two courses per quarter. However, students may proceed through the program at a slower pace depending upon their individual needs. The emphasis in the program is on mathematical content, but significant amounts of time are spent on methods of incorporating new teaching strategies and technologies in the classroom. The program is tied directly to secondary curriculum needs and is directed toward previously or currently certified teachers with degrees in non-mathematics fields, to teachers with bachelor's degrees in mathematics who wish to upgrade their command of the field, and to bachelor's degree holders in other fields who wish to enter teaching.

Admissions Information

This program is administered by the Department of Mathematical Sciences through the College of Science and Health. Details regarding admission requirements, course schedules, and so forth, can be found by contacting the Program Director in the Department of Mathematical Sciences. Registration for Master of Arts in Mathematics Education courses is open only to students formally admitted in the program or to those students who have the written authorization from the Program Director.

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Construct a valid logical argument and analyze the reasoning of others.
- Translate a variety of problems, including real world situations, into the language of mathematics thereby leading to a mathematical solution.
- Solve a variety of mathematical problems by applying multiple approaches such as algebraic, numerical, and graphic.
- Communicate mathematical arguments and ideas verbally, making appropriate use of ordinary and mathematical language.

Degree Requirements

Course Requirements

MAMEd students are required to take twelve of the seventeen courses listed below.

Course	Title	Quarter Hours
Select 12 of the following:		48
MAT 610	CALCULUS I	
MAT 611	CALCULUS II	
MAT 612	CALCULUS III	

MAT 618	TOPICS IN CALCULUS AND DIFFERENTIAL EQUATIONS
MAT 620	GEOMETRY
MAT 631	HISTORY OF MATHEMATICS THROUGH PROBLEM SOLVING
MAT 640	MULTIVARIABLE CALCULUS I
MAT 642	MULTIVARIABLE CALCULUS II
MAT 644	DIFFERENTIAL EQUATIONS
MAT 660	DISCRETE MATHEMATICS
MAT 670	ABSTRACT ALGEBRA I
MAT 671	ABSTRACT ALGEBRA II
MAT 672	LINEAR ALGEBRA
MAT 680	REAL ANALYSIS
MAT 451	PROBABILITY AND STATISTICS I
MAT 452	PROBABILITY AND STATISTICS II
MAT 470	ADVANCED LINEAR ALGEBRA

Typically, MAMEd students will take:

Course	Title	Quarter Hours
MAT 610	CALCULUS I	4
MAT 611	CALCULUS II	4
MAT 612	CALCULUS III	4
MAT 618	TOPICS IN CALCULUS AND DIFFERENTIAL EQUATIONS	4
MAT 620	GEOMETRY	4
MAT 631	HISTORY OF MATHEMATICS THROUGH PROBLEM SOLVING	4
MAT 640	MULTIVARIABLE CALCULUS I	4
MAT 642	MULTIVARIABLE CALCULUS II	4
MAT 660	DISCRETE MATHEMATICS	4
MAT 670	ABSTRACT ALGEBRA I	4
MAT 680	REAL ANALYSIS	4
MAT 671	ABSTRACT ALGEBRA II	4
or MAT 672	LINEAR ALGEBRA	

Program Graduate Academic Student Handbook

Academic Probation

A student will be placed on academic probation if his/her cumulative GPA falls below 2.50 after completing at least eight credit hours.

Academic Dismissal

A student may be academically dismissed under one or more of the following violations of satisfactory progress:

- student's GPA *only for the first twelve completed credit hours* after being placed on academic probation is below 2.50.
- student's *cumulative* GPA after completing the first 24 credit hours after being placed on academic probation is below 2.50.
- lack of timely progress toward degree completion.

Readmission

The same readmission standards outlined in the Graduate Student Handbook and approval of the program director are observed for students in these programs.

Transfer Credit

No more than two graduate courses (8 quarter credit hours or its semester equivalent) may be transferred from another DePaul program or institution provided that they are equivalent to courses offered in DePaul’s graduate program, and they did not count toward another degree either at DePaul or another institution. Written approval must come from graduate program director and associate dean for graduate studies.

Undergraduate Courses

No undergraduate courses shall count toward the graduate degree.

Graduation Requirements

Requirements include, but are not limited to, twelve graduate courses (48 credit hours) required by the program at a minimum cumulative GPA of 2.50.

Graduation with Distinction

A minimum cumulative GPA of 3.75 for coursework applied toward the MAMEd degree is required for graduation with distinction.

Time Limitation

The degree is expected to be completed in a maximum of five years.

Mathematics for Community College Teaching Certificate Course Requirements

Course	Title	Quarter Hours
MAT 451	PROBABILITY AND STATISTICS I	4
MAT 452	PROBABILITY AND STATISTICS II	4
MAT 470	ADVANCED LINEAR ALGEBRA	4
Two additional MAT 400+ courses - contact the MSMT program director for approval		8

Students in the Certificate in Mathematics for Community College Teaching ('Certificate') program must follow the academic standing, probation and dismissal guidelines, among other guidelines, found in the Program Graduate Academic Student Handbook for Master of Science in Mathematics for Teaching (MSMT).

Certificate seekers can be graduates of DePaul University’s Master of Arts in Mathematics Education (MAMEd) program. The purpose of the Certificate is to fortify the MAMEd degree for students who wish to teach at the community college level.

The Certificate is comprised of five courses at 20 credit hours, those of which are part of DePaul’s Master of Science in Mathematics Teaching (MSMT) degree but which are not part of the MAMEd degree. Students are restricted from earning both the Certificate and the MSMT.

Students in the Certificate program must apply for degree conferral via Campus Connection in advance of their final quarter in the program in

order to have their coursework audited for the awarding and delivery of their certificate.

Mathematics for Teaching (MS)

The purpose of the program leading to the degree of Master of Science in Mathematics for Teaching is to improve the quality of mathematics instruction and to offer a response to the shortage of community college mathematics teachers. This degree program is offered on an accelerated basis primarily during intensive weekend sessions and may be taken at the rate of two courses per quarter. However, students may proceed through the program at a slower pace depending upon their individual needs. The emphasis in the program is on mathematical content, but significant amounts of time are spent on methods of incorporating new teaching strategies and technologies in the classroom. The program is tied directly to community college curriculum needs and is directed toward bachelor’s degree holders in other fields who wish to enter teaching.

Admission Information

Program Requirements	Quarter Hours
Degree Requirements	68
Total hours required	68

Learning Outcomes

Students will be able to:

- Construct a valid logical argument and analyze the reasoning of others.
- Translate a variety of problems, including real world situations, into the language of mathematics thereby leading to a mathematical solution.
- Solve a variety of mathematical problems by applying multiple approaches such as algebraic, numerical, and graphic.
- Communicate mathematical arguments and ideas verbally, making appropriate use of ordinary and mathematical language.

Degree Requirements

Course Requirements

All seventeen courses from the following list:

Course	Title	Quarter Hours
MAT 451	PROBABILITY AND STATISTICS I	4
MAT 452	PROBABILITY AND STATISTICS II	4
MAT 470	ADVANCED LINEAR ALGEBRA	4
MAT 610	CALCULUS I	4
MAT 611	CALCULUS II	4
MAT 612	CALCULUS III	4
MAT 618	TOPICS IN CALCULUS AND DIFFERENTIAL EQUATIONS	4
MAT 620	GEOMETRY	4
MAT 631	HISTORY OF MATHEMATICS THROUGH PROBLEM SOLVING	4
MAT 640	MULTIVARIABLE CALCULUS I	4
MAT 642	MULTIVARIABLE CALCULUS II	4
MAT 644	DIFFERENTIAL EQUATIONS	4

MAT 660	DISCRETE MATHEMATICS	4
MAT 670	ABSTRACT ALGEBRA I	4
MAT 671	ABSTRACT ALGEBRA II	4
MAT 672	LINEAR ALGEBRA	4
MAT 680	REAL ANALYSIS	4

Certain modifications may be made in consultation with and subject to the approval of the Program Director.

Program Graduate Academic Student Handbook

Academic Probation

A student will be placed on academic probation if his/her cumulative GPA falls below 2.50 after completing at least eight credit hours.

Academic Dismissal

A student may be academically dismissed under one or more of the following violations of satisfactory progress:

- student's GPA *only for the first twelve completed credit hours* after being placed on academic probation is below 2.50.
- student's *cumulative* GPA after completing the first 24 credit hours after being placed on academic probation is below 2.50.
- lack of timely progress toward degree completion.

Readmission

The same readmission standards outlined in the Graduate Student Handbook and approval of the program director are observed for students in these programs.

Transfer Credit

No more than two graduate courses (8 quarter credit hours or the semester equivalent) may be transferred from another DePaul program or institution provided that they are equivalent to courses offered in DePaul's graduate program, and they did not count toward another degree from DePaul or another institution. Written approval must come from graduate program director and associate dean for graduate studies.

Undergraduate Courses

No undergraduate courses shall count toward the graduate degree.

Graduation Requirements

Requirements include, but are not limited to, 17 graduate courses required by the program at a minimum cumulative GPA of 2.50.

Graduation with Distinction

A minimum cumulative GPA of 3.75 for coursework applied toward the MSMT is required for graduation with distinction.

Time Limitation

The degree is expected to be completed in a maximum of five years.

Media and Cinema Studies (BA)

The College of Communication, located at the Loop Campus, offers a variety of courses leading to a Bachelor of Arts degree in Media and Cinema Studies. The BA in Media and Cinema Studies strategically combines faculty expertise, cutting-edge facilities, and a variety of course offerings within Communication, the School of Cinema and

Interactive Media (CIM) (e.g., Digital Cinema), and other University units to provide students with the critical frameworks, creative opportunities, and technological expertise to become socially responsible leaders in the growing and converging areas of media studies. The major combines a rich course selection in four areas of study: film, radio, TV, and new media. Coursework combines theory and critical analysis with production courses taught at both the Lincoln Park (e.g., radio) and Loop campuses (e.g., television/video and cinema studies).

Program Requirements	Quarter Hours
College Core Requirements	16
Liberal Studies Requirements	84
Major Requirements	52
Open Electives	40
Total hours required	192

Learning Outcomes

Students will be able to:

- Explain and/or demonstrate an understanding of the complexities of human communication.
- Examine media representations across registers of nation, citizenship, class, ability, religion, labor, gender, diasporas, race, migration, and/or ethnicity.
- Explain the potential relationships between and/or ethical issues regarding media, social movements, and local, national, and/or global cultures.
- Interpret media cultures within the contexts of technology, economics, and/or industry.

College Core Requirements (p.) Modern Language Requirement (p. 807) Modern Language Option (p. 808)

All majors in the College of Communication consist of a four-course common core plus an additional combination of program requirements and electives.

College Core Requirements

Four core courses are required of all College of Communication students:

Course	Title	Quarter Hours
CMN 101	INTRODUCTION TO HUMAN COMMUNICATION	4
CMN 102	INTRODUCTION TO MASS COMMUNICATION	4
CMN 103	INTERCULTURAL COMMUNICATION	4
CMN 104	PUBLIC SPEAKING	4

Students are encouraged to complete all four prior to taking additional coursework in the major.

Modern Language Requirement

Students who intend to graduate with a Bachelor of Arts degree in the College of Communication will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing the last course in a second year high school course work in a modern language or Latin
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language (must be completed during high school)
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement. Students with some modern language training should consult with the Modern Language Department about the course with which they should begin. Students with little or no previous work in the language will be required to complete the entire three-course introductory sequence.

Modern Language Option

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level necessary to meet the College's modern language requirement. Students selecting the option may substitute a three-course language sequence for three learning domain courses, or two upper-level courses in the same language for two learning domain requirements. Modern language option waivers cannot be applied to courses in the Math and Computing Domain or courses in the Scientific Inquiry domain. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4

Junior Year

Experiential Learning

Required		4
Senior Year		
Capstone		
CMN 396	CAPSTONE IN COMMUNICATION ¹	4

- ¹ Students must earn a C- or better in this course.
- ² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Note

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
Required Courses:		16
MCS 271	MEDIA AND CULTURAL STUDIES	
MCS 273	STORYTELLING & STYLE IN CINEMA	
MCS 342	HISTORY OF TELEVISION & RADIO	
MCS 343	MEDIA ETHICS	
Select one of the following:		4
MCS 207	HISTORY OF CINEMA I, 1890-1945	
MCS 208	HISTORY OF CINEMA II, 1945-1975	
MCS 209	HISTORY OF CINEMA III, 1975-PRESENT	
Select four History/Criticism courses from the following:		16
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP	
CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS	
CMN 397	RESEARCH PRACTICUM ³	
CMN 398	STUDY ABROAD	
CMN 399	INDEPENDENT STUDY ³	
CMNS 309	INTERNATIONAL/GLOBAL COMMUNICATION	
CMNS 337	ASIAN-AMERICAN MEDIA REPRESENTATIONS	
MCS 207	HISTORY OF CINEMA I, 1890-1945	
MCS 208	HISTORY OF CINEMA II, 1945-1975	
MCS 209	HISTORY OF CINEMA III, 1975-PRESENT	
MCS 231	INTRODUCTION TO DOCUMENTARY STUDIES	
MCS 242	TELEVISION STYLE AND NARRATIVE STRUCTURE	
MCS 251	SPACES OF CINEMA IN ROME	
MCS 252	CONTEMPORARY ITALIAN CULTURE THROUGH FILM	
MCS 254	IMAGINING ITALY: CINEMA AS A COLLECTIVE NARRATIVE OF THE ITALIAN PEOPLE	
MCS 257	MEXICAN CINEMA	
MCS 260	TRANSMEDIA STORYTELLING: BUILDING A NARRATIVE WORLD	
MCS 261	INTRODUCTION TO FAN STUDIES	
MCS 265	FAITH, REDEMPTION, & TRANSCENDENCE IN INTERNATIONAL CINEMA	
MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	
MCS 275	COMICS STUDIES	
MCS 280	BAH HUMBAG! CHRISTMAS MOVIES/TV AND MEDIA METHODS	
MCS 290	MEDIA & CINEMA STUDIES WORKSHOP (VARIABLE TOPICS) (2.0 quarter hours) ⁴	
MCS 316	SOUND AND VISION	
MCS 331	TOPICS IN DOCUMENTARY STUDIES	
MCS 341	TOPICS IN RADIO STUDIES	

MCS 344	THE SEXUAL REVOLUTION: HOLLYWOOD IN THE 1960s	
MCS 348	TOPICS IN FILM GENRE	
MCS 349	TOPICS IN FILM STUDIES	
MCS 350	TOPICS IN GLOBAL CINEMA	
MCS 351	TOPICS IN TELEVISION STUDIES	
MCS 352	TOPICS IN NEW MEDIA	
MCS 353	TOPICS IN MEDIA STUDIES	
MCS 354	TOPICS IN MEDIA AND MATERIAL CULTURE	
MCS 355	SEX IN THE BOX: U.S. TELEVISION, SEX, AND SEXUALITY	
MCS 358	TOPICS IN COMICS STUDIES	
MCS 359	TOPICS IN CULT STUDIES	
MCS 360	B-MOVIES	
MCS 361	FANDOM & PARTICIPATORY CULTURE	
MCS 362	BLACKNESS IN AMERICAN TV	
MCS 363	TOPICS IN FAN STUDIES	
MCS 364	MONSTERS IN POPULAR CULTURE	
MCS 365	HORROR FILMS	
MCS 366	COMMUNICATION, TECHNOLOGY AND SOCIETY	
MCS 367	SPORTS FANDOM	
MCS 368	MUSIC INDUSTRIES AND CULTURE	
MCS 369	TIME TRAVEL ON TELEVISION	
MCS 370	ADAPTATION: MOVIES/TV/NOVELS/COMICS/TOYS/VIDEO GAMES	
MCS 371	WRITING TELEVISION CRITICISM	
MCS 372	DIGITAL CULTURE AND NEW MEDIA	
MCS 375	LATINO/A TELEVISION AND MEDIA	
MCS 376	LATIN AMERICAN CINEMA	
MCS 380	BOARD GAMES AS MEDIA	
MCS 383	TALKING ABOUT FILM: THEORY & CRITICISM	
MCS 385	SEMIOTICS, STORYTELLING, & FILM FORM	
MCS 393	TOPICS IN ADVANCED MEDIA ETHICS	
Select one Production course from the following:		4
CMN 292	ADOBE CREATIVE CLOUD WORKSHOP (2.0 quarter hours) ^{1, 4}	
MCS 286	RADIO PRACTICUM (1.0 quarter hour)	
MCS 290	MEDIA & CINEMA STUDIES WORKSHOP (VARIABLE TOPICS) (2.0 quarter hours) ^{1, 4}	
MCS 339	RADIO BROADCASTING	
MCS 373	AUDIO DOCUMENTARY	
MCS 386	AUDIO PRODUCTION FOR RADIO AND THE WEB	
MCS 389	TOPICS IN MEDIA PRODUCTION	
DOC 324	DOCUMENTARY PRODUCTION II	
FILM 110	DIGITAL CINEMA PRODUCTION I	
FILM 210	CINEMA PRODUCTION II	
FILM 245	MEDIA LITERACIES	
FILM 250	CINEMATOGRAPHY I	
POST 110	EDITING I	
POST 124	SOUND DESIGN I	

SCWR 100	INTRODUCTION TO SCREENWRITING
SCWR 250	INTRODUCTION TO TELEVISION WRITING
SCWR 302	WRITING THE FEATURE SCREENPLAY
JOUR 276	PHOTOJOURNALISM
ANI 101	ANIMATION FOR NON-MAJORS
ANI 105	MOTION GRAPHICS FOUNDATIONS
ART 328	DOCUMENTARY PHOTOGRAPHY
Select three additional electives ²	
	12

¹ Must be taken 2x w/ different creative topics to count for Production elective.

² Select from any College of Communication course or from the Digital Cinema offerings listed above, provided that the DC classes in question have not already been taken under a MCS course number.

³ Students may take up to 4 hours of credit in this course toward graduation requirements.

⁴ A maximum of 8 credits from two credit College of Communication courses can be applied to major requirements.

Internships

Students in the major may take CMN 394 and/or CMN 395 (when work relates to the major). In order to take CMN 394 or CMN 395, students must have completed two of the four communication core classes (CMN 101, CMN 102, CMN 103, CMN 104), two courses in the chosen major and have fulfilled internship program eligibility requirements.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Media and Cinema Studies 3+3 (BA+JD)

In the 3 + 3 BA/JD Program, high-achieving first-year incoming undergraduate students are admitted simultaneously to the College of Communication and the College of Law. Students complete their first three years in the College of Communication and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA/JD students meet regularly with advisors in both colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Communication during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Communication for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study. Students who enrolled in the BA+JD program prior to 2022 must achieve a cumulative GPA of 3.35 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.35 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

- PRELAW 150 THE PRACTICE OF LAW
- PRELAW 151 RECENT CONTROVERSIES IN THE LAW
- PRELAW 152 THINKING ABOUT THE LAW

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Participating Majors

The BA/JD Program is available for students pursuing the following majors:

- Communication and Media (p. 247)
- Communication and Technology (p. 256)
- Communication Studies (p. 259)
- Journalism (p. 676)
- Media and Cinema Studies (p. 807)
- Organizational Communication (p. 879)
- Public Relations and Advertising (p. 969)
- Sports Communication (p. 1116)

For admission requirements and information, contact the Office of Admission (<https://www.depaul.edu/admission-and-aid/Pages/default.aspx>).

Media and Cinema Studies (Minor)

The Media and Cinema Studies minor combines courses from film, television, radio and new media. You will gain a historical and critical understanding of the media industry with the option to focus on one type of media.

Course Requirements

A minor in Media and Cinema Studies requires students to complete six courses (24 credits).

Course	Title	Quarter Hours
MCS 271	MEDIA AND CULTURAL STUDIES	4
MCS 273	STORYTELLING & STYLE IN CINEMA	4
Select three History/Criticism courses from the following:		12
MCS 207	HISTORY OF CINEMA I, 1890-1945	
MCS 208	HISTORY OF CINEMA II, 1945-1975	
MCS 209	HISTORY OF CINEMA III, 1975-PRESENT	
MCS 231	INTRODUCTION TO DOCUMENTARY STUDIES	
MCS 242	TELEVISION STYLE AND NARRATIVE STRUCTURE	
MCS 254	IMAGINING ITALY: CINEMA AS A COLLECTIVE NARRATIVE OF THE ITALIAN PEOPLE	
MCS 257	MEXICAN CINEMA	
MCS 260	TRANSMEDIA STORYTELLING: BUILDING A NARRATIVE WORLD	
MCS 261	INTRODUCTION TO FAN STUDIES	
MCS 265	FAITH, REDEMPTION, & TRANSCENDENCE IN INTERNATIONAL CINEMA	
MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	
MCS 275	COMICS STUDIES	
MCS 280	BAH HUMBAG! CHRISTMAS MOVIES/TV AND MEDIA METHODS	
MCS 316	SOUND AND VISION	
MCS 331	TOPICS IN DOCUMENTARY STUDIES	
MCS 341	TOPICS IN RADIO STUDIES	
MCS 342	HISTORY OF TELEVISION & RADIO	
MCS 343	MEDIA ETHICS	
MCS 344	THE SEXUAL REVOLUTION: HOLLYWOOD IN THE 1960s	
MCS 348	TOPICS IN FILM GENRE	
MCS 349	TOPICS IN FILM STUDIES	
MCS 350	TOPICS IN GLOBAL CINEMA	
MCS 351	TOPICS IN TELEVISION STUDIES	
MCS 352	TOPICS IN NEW MEDIA	
MCS 354	TOPICS IN MEDIA AND MATERIAL CULTURE	
MCS 358	TOPICS IN COMICS STUDIES	

MCS 360	B-MOVIES	
MCS 361	FANDOM & PARTICIPATORY CULTURE	
MCS 363	TOPICS IN FAN STUDIES	
MCS 364	MONSTERS IN POPULAR CULTURE	
MCS 365	HORROR FILMS	
MCS 366	COMMUNICATION, TECHNOLOGY AND SOCIETY	
MCS 367	SPORTS FANDOM	
MCS 369	TIME TRAVEL ON TELEVISION	
MCS 370	ADAPTATION: MOVIES/TV/NOVELS/COMICS/TOYS/VIDEO GAMES	
MCS 371	WRITING TELEVISION CRITICISM	
MCS 372	DIGITAL CULTURE AND NEW MEDIA	
MCS 380	BOARD GAMES AS MEDIA	
MCS 383	TALKING ABOUT FILM: THEORY & CRITICISM	
MCS 393	TOPICS IN ADVANCED MEDIA ETHICS	
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP	
CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS	
CMNS 309	INTERNATIONAL/GLOBAL COMMUNICATION	
Select one Production course from the following:		4
MCS 339	RADIO BROADCASTING	
MCS 373	AUDIO DOCUMENTARY	
MCS 386	AUDIO PRODUCTION FOR RADIO AND THE WEB	
MCS 389	TOPICS IN MEDIA PRODUCTION	
ANI 101	ANIMATION FOR NON-MAJORS	
ANI 105	MOTION GRAPHICS FOUNDATIONS	
ART 328	DOCUMENTARY PHOTOGRAPHY	
ART 377	PHOTOJOURNALISM	
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP	
CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS	
DOC 324	DOCUMENTARY PRODUCTION II	
FILM 110	DIGITAL CINEMA PRODUCTION I	
FILM 210	CINEMA PRODUCTION II	
FILM 250	CINEMATOGRAPHY I	
POST 110	EDITING I	
POST 124	SOUND DESIGN I	
SCWR 100	INTRODUCTION TO SCREENWRITING	
SCWR 250	INTRODUCTION TO TELEVISION WRITING	
SCWR 302	WRITING THE FEATURE SCREENPLAY	

Students majoring in Media and Cinema Studies (BA) are restricted from earning this minor.

Medical Anthropology (Minor)

Medical Anthropology is the study of how health and illness are shaped, experienced, and understood in light of global, historical, and political forces. This area of specialization crosses two subfields in the discipline

of Anthropology – Biological and Cultural Anthropology. This minor is especially appropriate for Health Science students.

Course Requirements

Course	Title	Quarter Hours
ANT 102	CULTURAL ANTHROPOLOGY	4
ANT 104	INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY	4
ANT 272	INTRODUCTION TO MEDICAL ANTHROPOLOGY	4
Select two of the following:		8
ANT 320	HUMAN VARIATION	
ANT 360	ISSUES IN GLOBAL HEALTH	
ANT 361	GLOBAL ISSUES IN WOMEN'S HEALTH	
ANT 362	GLOBAL HISTORY OF HEALTH	
Select one 200 or 300-level Anthropology course		4

Students majoring in Anthropology (BA) or minoring in Anthropology are restricted from earning this minor.

Metropolitan Planning and Development Certificate

This certificate program is designed for individuals who want to develop analytical skills and stay current on issues of regional land use, transportation, and economic development. It provides students with a perspective on the institutions of municipal and metropolitan planning and issues affecting the delivery of public services, and it explores innovative solutions to urban and suburban development problems. This certificate is offered in conjunction with The Chaddick Institute for Metropolitan Development. The Institute offers a variety of programs regarding land use, infrastructure and transportation in the region.

This certificate requires three courses (12 credit hours).

Course Requirements

Course	Title	Quarter Hours
MPS 571	METROPOLITAN PLANNING	4
Select two of the following:		8
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	
MPS 529	STRATEGIC MANAGEMENT AND PLANNING	
MPS 541	ECONOMIC FOUNDATIONS OF PUBLIC SERVICE	
MPS 542	POLICY DESIGN AND ANALYSIS	
MPS 546	ADVOCACY AND LOBBYING	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	
MPS 575	STUDY ABROAD SEMINAR	
MPS 576	ENERGY POLICY AND THE ENVIRONMENT	

MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY
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Middle Grades Education (BS)

This program is not currently available for admission.

The Bachelor of Science program in Middle Grades Education prepares teachers for eligibility for a teaching license and two IL endorsements in grades 5-8 (ie., Math & Science; Language Arts and Social Science).

The mission of the DePaul University College of Education's Middle Grades Teacher Education Program is to prepare educators who have passion for, understanding of, and commitment to working with young adolescents. We prepare educators who foster equitable, intellectually rich, socially just, and compassionate learning environments for diverse middle level youth. To accomplish this goal, our program is designed to cultivate in teacher candidates the pedagogical skills, subject area understandings, and social conscience necessary to enact thoughtful teaching practice. We aim to prepare critical, creative educators who continually reflect on and inquire into their practices in order to further their own and their students' learning. Our teacher candidates develop a broad understanding of the contextual factors that impact the teaching, learning and growth of middle grade learners, including the ways in which society shapes our views of middle grades learners and the social, emotional, cognitive, spiritual, and physical dimensions of healthy adolescence. Through the integration of course work and field experiences, candidates learn about and apply interdisciplinary theories and practices that enable them to promote the intellectual curiosity, personal and academic excellence, and social and self-awareness of diverse middle level youth.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Licensure

Illinois Professional Educator License with endorsement in Middle Grades Education (grades 5 - 8), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Liberal Studies Requirements	86
Major Requirements	106
Total hours required	192

Learning Outcomes

Students will be able to:

- Use knowledge of young adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.

- Plan and deliver instruction that demonstrates knowledge of young adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue personal growth, and advocate for young adolescent learners and their communities.

College Core Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul

- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

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

Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged.

The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		
Senior Year		
Capstone		
Required ^{1,3}		

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ This must be taken along with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
- (Note: One must be in US History.)

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required:
 - LSE 380
 - 1 Additional Course
- (Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - 1 BIO Course
 - 1 CHE/ENV/GEO/PHY Course
- (Note: One course above must be SI-LAB.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required:
 - PSC 120
 - 2 Additional Courses

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Course Requirements****First Content Area Course: 24 hours required, grade of C or better required**

A content area is a single area of study in language arts, math, science, or social science (cannot include coursework in Education). At least two courses must be at the 200 or higher level.

Language Arts

- Introduction to Literature Course or a Survey of Literature Course
- Poetry course
- Grammar or Composition course
- Young adult, graphic novel, or advisor-approved course
- Diverse traditions or multicultural literature course
- Writing course

Mathematics

- Introduction to math reasoning course
- Geometry course

- History of math course
- Probability and statistics course
- Calculus course
- Math modeling, Programming language, or advisor-approved course

Science

- General biology (life science) course
- General chemistry (physical science) course
- General Earth science (Earth/space science) course
- General environmental science (Earth/space science) course
- General physics (physical science) course
- Science course (advisor-approved)

Social Science

- History course
- Geography course
- Civics/government course
- Economics course
- Social Science course (advisor-approved)
- Social Science course (advisor-approved)

Note that individuals can receive a reduction of 1 course in this area based on courses taken in the learning domains. This applies only to language arts, math, or social science. Talk to your advisor about applying the reduction.

Second Content Area: 20 hours required, grade of C or better required

A content area is a single area of study in language arts, math, science, or social science. The second content area must be a different area than the one chosen as the primary content area (cannot include coursework in Education). At least two courses must be at the 200 or higher level.

Language Arts

- Introduction to Literature Course or a Survey of Literature Course
- Poetry course
- Grammar or Composition course
- Young adult, graphic novel, or advisor-approved course
- Diverse traditions or multicultural literature course

Mathematics

- Introduction to math reasoning course
- Geometry course
- Probability and statistics course
- Calculus course
- Math modeling, Programming language, or advisor-approved course

Science

- General biology (life science) course
- General chemistry (physical science) course
- General Earth science (Earth/space science) course
- General environmental science (Earth/space science) course
- General physics (physical science) course

Social Science

- History course
- Geography course
- Civics/government course

- Economics course
- Social Science course (advisor-approved)

Introductory Courses (Junior Standing): 30 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
MGE 300	INTRODUCTION TO MIDDLE GRADES EDUCATION	4
MGE 311	SUPERVISED FIELD EXPERIENCE	1
SCU 335	YOUNG ADOLESCENT DEVELOPMENT IN CONTEXT	4
MGE 301	LITERACY IN THE MIDDLE GRADES CONTENT AREAS I	4
MGE 331	SUPERVISED FIELD EXPERIENCE	1
BBE 350	ENGLISH LANGUAGE LEARNERS IN THE MIDDLE GRADES	4
MGE 321	THE WHOLE CHILD: CONCEPTIONS OF HEALTHY YOUNG ADOLESCENCE	4
SER 387	FOUNDATIONS OF LITERACY AND SPECIAL EDUCATION FOR THE MIDDLE GRADES	4

Advanced Courses (Senior Standing): 22 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
MGE 341	CURRICULAR LITERACY IN THE MIDDLE GRADES CONTENT AREAS II	4
CSL 377	SOCIAL EMOTIONAL LEARNING IN THE MIDDLE GRADES	4
MGE 351	ASSESSMENT PRACTICES IN THE MIDDLE GRADES	4
MGE 361	SUPERVISED FIELD EXPERIENCE	1
Select two of the follownig (based on content concentration):		8
MGE 371	THE TEACHING OF MATHEMATICS IN THE MIDDLE GRADES	
MGE 372	THE TEACHING OF LANGUAGE ARTS IN THE MIDDLE GRADES	
MGE 373	THE TEACHING OF SOCIAL STUDIES IN THE MIDDLE GRADES	
MGE 374	THE TEACHING OF SCIENCE IN THE MIDDLE GRADES	
MGE 381	SUPERVISED FIELD EXPERIENCE	1

Student Teaching: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take MGE 391, Student Teaching Seminar with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
MGE 390	STUDENT TEACHING	10
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)	0

Minors

Students are eligible to complete any minor offered at DePaul University, including those related to the four Middle Grades Education content areas and to other areas of specialization in education. The minors related to the content areas and other areas of education include:

- Bilingual Education
- Biological Science
- Chemistry
- Coaching
- Creative Writing
- Economics
- English as a Second Language
- English as a Second Language/Bilingual Education
- English Literature
- Environmental Science
- Exceptionality and Learning
- Geography
- Health
- History
- Mathematics
- Physics
- Special Education

To complete a minor, students must fulfill all of the requirements of that minor as identified by the minor's home department or program.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Middle Grades Education majors must complete the following tests:

- Content Area Test: Two tests are required before Student Teaching (deadlines apply). Students must take the test corresponding to each of their content areas – Language Arts (test #201), Math (test #202), Science (test #203), or Social Science (test #204).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Middle Grades Education (MEd)

DePaul University's Middle Grades Education Master of Education program is a cohort program administered in collaboration with the Academy for Urban School Leadership (AUSL) that requires special admission. Please contact the Graduate Admissions office for more information.

The Master of Education program in Middle Grades Education prepares teachers for eligibility for a teaching license and IL endorsement in grades 5-8 (ie., Math; Science; Language Arts; Social Science).

The mission of the DePaul University College of Education's Middle Grades Teacher Education Program is to prepare educators who have passion for, understanding of, and commitment to working with young adolescents. We prepare educators who foster equitable, intellectually rich, socially just, and compassionate learning environments for diverse middle level youth. To accomplish this goal, our program is designed to cultivate in teacher candidates the pedagogical skills, subject area understandings, and social conscience necessary to enact thoughtful teaching practice. We aim to prepare critical, creative educators who continually reflect on and inquire into their practices in order to further their own and their students' learning. Our teacher candidates develop a broad understanding of the contextual factors that impact the teaching, learning and growth of middle grade learners, including the ways in which society shapes our views of middle grades learners and the social, emotional, cognitive, spiritual, and physical dimensions of healthy adolescence. Through the integration of course work and field experiences, candidates learn about and apply interdisciplinary theories and practices that enable them to promote the intellectual curiosity, personal and academic excellence, and social and self-awareness of diverse middle level youth.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

Licensure

Illinois Professional Educator License with endorsement in Middle Grades Education (grades 5 - 8), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Degree Requirements	56
Total hours required	56

Learning Outcomes

Students will be able to:

- Use knowledge of young adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of young adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for young adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.

- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world

language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Prerequisites

Middle Grades Education teachers need to have a deep understanding of the content area they will teach in the middle grades. DePaul's program requires that students in the Middle Grades program have a minimum of 32 hours in their designated content area. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to their academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Content Area: 32 quarter hours required, grade of C or better required

A content area is a single area of study in language arts, math, science, or social science (cannot include coursework in Education).

- Eight content courses:
 - Language Arts
 - Introduction to Literature Course or a Survey of Literature Course

- Poetry course
- Grammar or Linguistics course
- Young adult, graphic novel, or advisor-approved course
- Diverse traditions or multicultural literature course
- Writing course
- Writing course, or advisor-approved course
- Teaching Language Arts in the Middle Grades course
- Mathematics
 - Introduction to Mathematics Reasoning course
 - Geometry course
 - History of math course
 - Probability and statistics course
 - Calculus course
 - Math modeling, Programming language, or advisor-approved course
 - Mathematics course (advisor-approved)
 - Mathematics course (advisor-approved)
- Science
 - General biology (life science) course
 - General chemistry (physical science) course
 - General Earth science (Earth/space science) course
 - General environmental science (Earth/space science) course
 - General physics (physical science) course
 - Science course (advisor-approved)
 - Science course (advisor-approved)
 - Science course (advisor-approved)
- Social Science
 - History course
 - Geography course
 - Civics/government course
 - Economics course
 - Social Science course (advisor-approved)
 - Social Science course (advisor-approved)
 - Social Science course (advisor-approved)
 - Social Science course (advisor-approved)

Introductory Courses: 26 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
MGE 400	INTRODUCTION TO MIDDLE GRADES EDUCATION	4
SCG 435	YOUNG ADOLESCENT DEVELOPMENT IN CONTEXT	4
MGE 401	LITERACY IN THE MIDDLE GRADES CONTENT AREAS I	4
BBE 450	ENGLISH LANGUAGE LEARNERS IN THE MIDDLE GRADES	4
MGE 411	SUPERVISED FIELD EXPERIENCE	1
MGE 421	THE WHOLE CHILD: CONCEPTIONS OF HEALTHY YOUNG ADOLESCENCE	4
MGE 431	SUPERVISED FIELD EXPERIENCE	1
SER 487	FOUNDATIONS OF LITERACY AND SPECIAL EDUCATION FOR THE MIDDLE GRADES	4

Advanced Courses: 22 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
MGE 441	CURRICULAR LITERACY IN THE MIDDLE GRADES CONTENT AREAS II	4
CSL 477	SOCIAL EMOTIONAL LEARNING IN THE MIDDLE GRADES	4
MGE 451	ASSESSMENT PRACTICES IN THE MIDDLE GRADES	4
MGE 461	SUPERVISED FIELD EXPERIENCE	1
Select two of the following (based on content concentrations):		8
English		
TCH 471	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 1	
TCH 481	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 2	
Math		
TCH 473	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 1	
TCH 483	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 2	
Science		
TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	
TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	
History/Social Science		
TCH 472	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	
TCH 482	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	
MGE 481	SUPERVISED FIELD EXPERIENCE	1

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
MGE 590	STUDENT TEACHING (grade of B- or better required)	6
MGE 591	STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Middle Grades Education majors must complete the following tests:

- Content Area Test.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. All field experiences must be completed prior to final approval for student teaching. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Middle School Mathematics Education (MS)

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Use knowledge of young adolescent learners to create safe, equitable, and meaningful learning environments and collaborative mathematics classrooms.
- Plan and deliver rigorous mathematics instruction appropriate for young adolescent learners.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual and procedural understanding.
- Use visual, analytical, numerical, and verbal perspectives in the different content areas of mathematics in learning environments appropriate for young adolescence learners.
- Evaluate mathematics education research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

College Requirements**Dispositions**

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices

- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Our twelve-course (48 quarter-hour) program is designed for teachers licensed in grades K-8. The program will allow participants to meet the requirements for an endorsement in middle school mathematics. This is a cohort program with groups of teachers taking the same courses together in the same order. All courses are 4 credit hours and twelve courses are required.

Course Requirements

Required Courses: 48 quarter hours, grade of C or better required

Course	Title	Quarter Hours
MAT 600	EXPERIMENTATION, CONJECTURE, AND REASONING WITH NUMBERS	4
MMT 401	FOUNDATIONS OF MATHEMATICAL THINKING AND LEARNING IN THE MIDDLE SCHOOL	4
MAT 605	GEOMETRY FOR MIDDLE SCHOOL TEACHERS	4
MMT 410	THE DEVELOPMENT OF MIDDLE SCHOOL MATHEMATICS LEARNERS	4
MAT 622	ALGEBRA FOR MIDDLE SCHOOL TEACHERS I	4
MAT 623	ALGEBRA FOR MIDDLE SCHOOL TEACHERS II	4
MAT 624	FUNCTIONS AND MODELING	4
MMT 430	APPLIED PROJECT IN MATHEMATICS EDUCATION	4
MMT 420	TEACHING, LEARNING, AND ASSESSMENT OF MIDDLE SCHOOL MATHEMATICS	4
MAT 649	DATA ANALYSIS AND PROBABILITY	4
MAT 643	IDEAS OF CALCULUS IN THE MIDDLE SCHOOL CURRICULUM	4
MAT 632	HISTORY AND CULTURAL FOUNDATIONS OF MATHEMATICS	4

Motion Graphics (Minor)

Course	Title	Quarter Hours
ANI 101 or ANI 201	ANIMATION FOR NON-MAJORS ANIMATION I	4
ANI 105 or GD 105 or ART 105	MOTION GRAPHICS FOUNDATIONS INTRO TO VISUAL DESIGN TWO-DIMENSIONAL FOUNDATIONS	4
ANI 360	3D MOTION GRAPHICS	4
ANI 361	MOTION GRAPHICS	4
ANI 362	TITLE DESIGN	4
Choose eight (8) credit hours from the following elective list:		8
Four (4) Credit Courses:		
ANI 206	HISTORY OF ANIMATION	
ANI 220	STORYBOARDING I	
ANI 230	3D DESIGN & MODELING	
ANI 231	3D ANIMATION	
ANI 240	INTRO TO ANIMATION PRODUCTION	
ANI 321	ANIMATION MECHANICS	
ANI 355	STOP MOTION ANIMATION	
ANI 356	EXPERIMENTAL ANIMATION	
ANI 357	HYBRID ANIMATION	
ANI 358	ADVANCED STOP MOTION ANIMATION	
FILM 110	DIGITAL CINEMA PRODUCTION I	

FILM 111	CINEMA PRODUCTION FOR NON-MAJORS
GD 200	GRAPHIC DESIGN: FORM
GD 230	TYPOGRAPHY: FORM
POST 110	EDITING I
SCWR 100	INTRODUCTION TO SCREENWRITING
VFX 200	INTRODUCTION TO VISUAL EFFECTS
VFX 374	COMPOSITING I

Two (2) Credit Courses:

ANI 150	AFTER EFFECTS WORKSHOP
ANI 151	ADOBE ANIMATE WORKSHOP
GD 150	ILLUSTRATOR WORKSHOP
GD 151	PHOTOSHOP WORKSHOP

Museum Studies (Minor)

Museum Studies is an interdisciplinary endeavor that addresses the theory, organization, and management of museums and museum collections. Museums themselves are complex organizations within which a diversity of knowledge specialists work together to acquire, conserve, research, communicate and exhibit tangible and intangible evidence of people and their environment. The Museum Studies minor crosses the disciplines of Anthropology, History, and the History of Art & Architecture. The purpose of the minor is to provide students from diverse majors with knowledge about the role and function of museums in our lives as global citizens.

Interest in museums is at an all-time high as students and faculty as concerned with: (a) the role of museums in global tourism, urban economic development, multiculturalism and the creation of identities; (b) the developing importance of museums as sites of both research and employment; and (c) the way in which museums act as intersections among a broad range of academic disciplines. Additionally, as museums become more complex organizations, individuals seeking to work with or in these environments are increasingly expected to have formalized training in Museum Studies with transcript recognition of this training.

Course Requirements

Six courses are required – at least two of which must be from the Core and three-four from Electives (i.e., two Core + four Electives OR three Core + three Electives), with no more than two Electives from any one department:

Core

Course	Title	Quarter Hours
ANT 374	ANTHROPOLOGY AND MUSEUMS	4
HAA 391	THE EVOLVING MUSEUM: HISTORIES AND CONTEMPORARY CHALLENGES	4
HST 269	MUSEUMS, MATERIAL CULTURE AND MEMORY: INTRODUCTION TO PUBLIC HISTORY	4

Electives

No more than two from:

Course	Title	Quarter Hours
ANT 250	MATERIAL CULTURE OF MODERN AMERICA	

ANT 252	MATERIAL CULTURE AND DOMESTIC LIFE
ANT 256	MUSEUMS AND MATERIAL CULTURE
ANT 378	MUSEUM EDUCATION
ANT 380	INTERNSHIP IN ANTHROPOLOGY
ANT 382	HERITAGE DISPLAYS AND MUSEUMS

No more than two from:

Course	Title	Quarter Hours
HAA 200	SPECIAL TOPICS ON THE ART INSTITUTE	
HAA 291	MUSEUM AND NON-PROFIT ARTS MANAGEMENT	
HAA 394	MUSEUM STUDIES INTERNSHIP	
HAA 398	INDEPENDENT STUDY	
HAA 393	SPECIAL TOPICS IN MUSEUM STUDIES	

No more than two from:

Course	Title	Quarter Hours
HST 360	DOING DIGITAL HISTORY	
HST 382	CHICAGO HISTORY MUSEUM EXPERIENCE	
HST 389	TOPICS IN PUBLIC HISTORY	
HST 391	DOING LOCAL AND COMMUNITY HISTORY	
HST 392	PUBLIC HISTORY INTERNSHIP	
HST 396	ORAL HISTORY: MEMORY, METHOD AND PRACTICE	

Music (BA)

The Bachelor of Arts in Music degree is intended for students who wish to combine the study of music with liberal arts and sciences. In addition to music courses, the program is comprised of a broad range of liberal studies courses, along with a year of modern language. Students also take advanced courses in music, developing research skills, which culminate in a final project or paper. The Bachelor of Arts in Music degree prepares students for a variety of careers related to music.

Program Requirements	Quarter Hours
Music Core Requirements	63
Liberal Studies Requirements	76
Specialization Requirements	16
Supporting Fields	12
Electives	25
Total hours required	192

Program Specific Outcomes

Students will be able to:

- Articulate professional goals and knowledge of resources to further those goals.
- Express deepening knowledge of music and culture in both local and global contexts effectively through creative work, speaking, and writing.
- Conduct an independent creative or research project that integrates knowledge from multiple fields and makes use of library, oral/aural, textual, and primary source materials.

Music Core Requirements

Course Requirements

All students in the School of Music are required to enroll in the following music courses:

Musicianship (42 Credits)

Course	Title	Quarter Hours
Music Theory Sequence:		
MUS 110A	MUSIC THEORY I	2
MUS 120A	MUSIC THEORY II	2
MUS 130A	MUSIC THEORY III	2
MUS 212A	MUSIC THEORY IV ¹	2
To satisfy the remaining requirements in music theory, students should enroll in one of the following courses:		
MUS 222-A	MUSIC THEORY V - A ¹	2
MUS 222-B	MUSIC THEORY V - B ¹	2
MUS 222-C	MUSIC THEORY V - C ¹	2
And one of the following courses:		
MUS 232A	MUSIC THEORY VI-A: CONCEPTS AND MATERIALS IN CONTEMPORARY MUSIC ¹	2
MUS 232B	MUSIC THEORY VI-B: ANALYSIS OF MUSICAL FORM ¹	2
Musicology Sequence- Students should complete three of the following four classes to satisfy their musicology requirements:		
MUS 224	MUSIC, HISTORY, AND CULTURE I	4
MUS 225	MUSIC, HISTORY, AND CULTURE II	4
MUS 226	GLOBAL MUSIC CULTURES	4
MUS 310	INTRODUCTION TO ETHNOMUSICOLOGY	4
Aural Training Sequence:		
MUS 111	AURAL TRAINING I	1
MUS 121	AURAL TRAINING II	1
MUS 131	AURAL TRAINING III	1
MUS 211	AURAL TRAINING IV ²	1
MUS 221	AURAL TRAINING V ²	1
MUS 231	AURAL TRAINING VI ²	1
Group Piano Sequence:		
MUS 113	GROUP PIANO I	1
MUS 123	GROUP PIANO II	1
MUS 133	GROUP PIANO III	1
MUS 213	GROUP PIANO IV ³	1
MUS 223	GROUP PIANO V ³	1
MUS 233	GROUP PIANO VI ³	1

¹ Students in the BM- Jazz Studies program are not required to take MUS 222a, MUS222b, MUS222c, or MUS 232a, MUS 232b

² Students in the BM-Jazz Studies program are not required to take MUS 211, MUS 221, or MUS 231.

³ Students in the BM-Jazz Studies program are not required to take MUS 213, MUS 223, or MUS 233.

⁴ Students in the BM-Jazz Studies program are not required to take MUS 323

Additional Courses

Course	Title	Quarter Hours
MUS 303	BASIC CONDUCTING PRACTICUM	0
MUS 304	BASIC CONDUCTING	4
MUS 323	MUSICOLOGY SEMINAR ⁴	2

Applied Music

Students may enroll in a maximum of 3 credits of applied study per quarter, with a maximum of 36 credits total. The requirements for applied study vary by degree program:

- BM in performance, 36 credits
- BM in jazz studies, 32 credits
- BM in composition, 12 credits
- BM in music education, 18 credits
- BM in performing arts management, 18 credits
- BA in music, 12 credits
- BS in sound recording technology, performance track, 9 credits

The BS in Performing Arts Management degree does not require applied lessons, and the BS in Sound Recording Technology, audio technology track, does not require applied lessons.

Except for performance majors, students may enroll in additional applied credits, which will count toward music electives.

Modern Language Option

If a music student wishes to study a modern language for a three-course sequence (12 credits) beyond their degree program's requirement, the three MLO substitutions must be made in three different Liberal Studies learning domains. Any substitutions must be consistent with the principle that students complete at least one course in each learning domain. In the Scientific Inquiry domain, the only MLO substitution allowed is for Scientific Inquiry-Elective. Additional language credits may be applied toward non-music electives or free electives.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4

Junior Year

Experiential Learning

Required	4
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Senior Year

Capstone

Required ¹	4
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¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 1 Course Required
- [1 CR Course or 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Program Checkpoints

Students are admitted to a specialization at their enrollment. Students are then allowed to continue in specialization courses on the basis of program checkpoints. The program checkpoints differ for each specialization, and students should contact the department chairs or program directors/coordinators for more information. Students are not permitted to continue to enroll in specialization classes if they have not met the requirements of their program checkpoints.

Course Requirements

Course	Title	Quarter Hours
Specialization Courses		
One 4-credit Music Theory course chosen from MUS or COM 300-level or above		4
MUS 308	ANALYTICAL TECHNIQUES	
COM 305	ANALYTICAL STUDIES	
One 4-credit 300-level (or above) musicianship course beyond the music core courses (Music History, Musicology, Ethnomusicology)		4
One 4-credit Experiential Learning Requirement Course		4
MUS 395	SENIOR CAPSTONE SEMINAR	4
Ensembles		9
6 credits of Large Ensemble (in the 1st and 2nd years of the program)		
3 credits of any ensemble (in the 3rd or 4th year of the program)		
Electives		29
13 credits of Music Electives		
12 credits of non-music electives		
4 credits of free electives		
Supporting Fields		12
Select a Modern Language one year long sequence or its equivalent		

Music Education (BM)

The Bachelor of Music in music education degree prepares students to teach K-12 instrumental and vocal music. The program is comprised of a broad range of courses emphasizing both the theory and practice of music education, taught by a faculty of distinguished music educators. Throughout the junior year, students have the opportunity to refine their skills and knowledge through a partnership with a Chicago Public School. During the senior year, students work with master teachers throughout the Chicagoland area while student teaching. Upon graduation, students are eligible for Illinois music teacher certification.

Program Requirements	Quarter Hours
Music Core Requirements	71
Liberal Studies Requirements	52
Specialization Requirements	62
Electives	7
Total hours required	192

Learning Outcomes

Core Outcomes

Students will be able to:

- Perform solo and ensemble works with appropriate techniques and musicality.
- Identify and analyze the elements of music in a given piece, including an understanding of its compositional processes, aesthetic properties, and artistic, social, and historical contexts for works in the Western music tradition, Contemporary periods, Jazz, and World Music Cultures.

- Demonstrate an appropriate level of aural, keyboard, and conducting skills.

Program Specific Outcomes

Students will be able to:

- Apply musical knowledge and skills, artistic expression, and contextual understanding to the development of instruction and assessment in instrumental, vocal, and general music contexts that demonstrate an understanding of child development and that enable students to engage in music through creating, responding, performing, and connecting.
- Apply pedagogical knowledge and skills appropriate to the teaching of music in a manner which demonstrates an understanding of the impact of diversity, gender equity, special needs, and socio-economic status on education..
- Utilize tools such as technology and alternative methods of teaching to enhance learning and professional growth.

Music Core Requirements

Course Requirements

All students in the School of Music are required to enroll in the following music courses:

Musicianship (42 Credits)

Course	Title	Quarter Hours
Music Theory Sequence:		
MUS 110A	MUSIC THEORY I	2
MUS 120A	MUSIC THEORY II	2
MUS 130A	MUSIC THEORY III	2
MUS 212A	MUSIC THEORY IV ¹	2
To satisfy the remaining requirements in music theory, students should enroll in one of the following courses:		
MUS 222-A	MUSIC THEORY V - A ¹	2
MUS 222-B	MUSIC THEORY V - B ¹	2
MUS 222-C	MUSIC THEORY V - C ¹	2
And one of the following courses:		
MUS 232A	MUSIC THEORY VI-A: CONCEPTS AND MATERIALS IN CONTEMPORARY MUSIC ¹	2
MUS 232B	MUSIC THEORY VI-B: ANALYSIS OF MUSICAL FORM ¹	2
Musicology Sequence- Students should complete three of the following four classes to satisfy their musicology requirements:		
MUS 224	MUSIC, HISTORY, AND CULTURE I	4
MUS 225	MUSIC, HISTORY, AND CULTURE II	4
MUS 226	GLOBAL MUSIC CULTURES	4
MUS 310	INTRODUCTION TO ETHNOMUSICOLOGY	4
Aural Training Sequence:		
MUS 111	AURAL TRAINING I	1
MUS 121	AURAL TRAINING II	1
MUS 131	AURAL TRAINING III	1
MUS 211	AURAL TRAINING IV ²	1
MUS 221	AURAL TRAINING V ²	1
MUS 231	AURAL TRAINING VI ²	1

Group Piano Sequence:		
MUS 113	GROUP PIANO I	1
MUS 123	GROUP PIANO II	1
MUS 133	GROUP PIANO III	1
MUS 213	GROUP PIANO IV ³	1
MUS 223	GROUP PIANO V ³	1
MUS 233	GROUP PIANO VI ³	1

¹ Students in the BM- Jazz Studies program are not required to take MUS 222a, MUS222b, MUS222c, or MUS 232a, MUS 232b

² Students in the BM-Jazz Studies program are not required to take MUS 211, MUS 221, or MUS 231.

³ Students in the BM-Jazz Studies program are not required to take MUS 213, MUS 223, or MUS 233.

⁴ Students in the BM-Jazz Studies program are not required to take MUS 323

Additional Courses

Course	Title	Quarter Hours
MUS 303	BASIC CONDUCTING PRACTICUM	0
MUS 304	BASIC CONDUCTING	4
MUS 323	MUSICOLOGY SEMINAR ⁴	2

Applied Music

Students may enroll in a maximum of 3 credits of applied study per quarter, with a maximum of 36 credits total. The requirements for applied study vary by degree program:

- BM in performance, 36 credits
- BM in jazz studies, 32 credits
- BM in composition, 12 credits
- BM in music education, 18 credits
- BM in performing arts management, 18 credits
- BA in music, 12 credits
- BS in sound recording technology, performance track, 9 credits

The BS in Performing Arts Management degree does not require applied lessons, and the BS in Sound Recording Technology, audio technology track, does not require applied lessons.

Except for performance majors, students may enroll in additional applied credits, which will count toward music electives.

Modern Language Option

If a music student wishes to study a modern language for a three-course sequence (12 credits) beyond their degree program's requirement, the three MLO substitutions must be made in three different Liberal Studies learning domains. Any substitutions must be consistent with the principle that students complete at least one course in each learning domain. In the Scientific Inquiry domain, the only MLO substitution allowed is for Scientific Inquiry-Elective. Additional language credits may be applied toward non-music electives or free electives.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Not Required		
Senior Year		
Capstone		
Not Required		

¹ Students must earn a C- or better.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 SWK or 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Program Checkpoints

Students are admitted to a specialization at their initial enrollment. Students are then allowed to continue in specialization courses on the basis of program checkpoints. The program checkpoints differ for each specialization, and students should contact the department chairs or program directors/coordinators for more information. Students are not permitted to continue to enroll in specialization classes if they have not met the requirements of their program checkpoints.

Course Requirements

Course	Title	Quarter Hours
MED 306	INTRODUCTION TO MUSIC EDUCATION	2
MED 203	FOUNDATIONS OF MUSIC TEACHING AND LEARNING I	2
MED 204	FOUNDATIONS OF MUSIC TEACHING AND LEARNING II	2
MED 303	ELEMENTARY VOCAL-GENERAL METHODS & LAB	4
MED 300	ELEMENTARY & MIDDLE SCHOOL INSTRUMENTAL METHODS & LAB	4
MED 310	MUSIC EDUCATION FOR THE EXCEPTIONAL CHILD	4
Instrumental Techniques Courses:		2
MED 121	CLASS GUITAR	
MED 196	CLASS VOICE	
MED 326	CREATIVITY IN MUSIC EDUCATION	2
MED 340	CONDUCTING FOR THE MUSIC EDUCATOR	2
MED 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH	1
MED 392	STUDENT TEACHING (Student must complete twice.)	12
MED 393	STUDENT TEACHING SEMINAR	1
9 credits of Large Ensemble		
2 credits of Any Ensemble		
7 credits of Music Electives		

Professional Education Courses

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
Select one of the following:		4
SCU 336	ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT	

SCU 337	HUMAN GROWTH AND DEVELOPMENT
PSY 303	HUMAN DEVELOPMENT

Instrumental Emphasis Only

Course	Title	Quarter Hours
MED 301	SECONDARY INSTRUMENTAL METHODS AND LAB	4
Instrumental Techniques Courses:		
MED 101	BRASS I	1
MED 102	BRASS II	1
MED 103	WOODWINDS I	1
MED 104	WOODWINDS II	1
MED 109	WOODWINDS III	1
MED 105	STRINGS I	1
MED 106	STRINGS II	1
MED 107	PERCUSSION I	1
4 credits of Music Education Electives with advisor approval		4

Vocal Emphasis Only

Course	Title	Quarter Hours
MED 304	MIDDLE SCHOOL VOCAL METHODS AND LAB	2
MED 305	SECONDARY VOCAL METHODS AND LAB	4
MED 308	ACCOMPANYING FOR THE MUSIC EDUCATOR	2
Instrumental Techniques Courses:		
MED 105	STRINGS I	1
MED 107	PERCUSSION I	1
Select one of the following:		1
MED 101	BRASS I	
or MED 102 BRASS II		
Select one of the following:		1
MED 103	WOODWINDS I	
or MED 104 WOODWINDS II		
4 credits of Music Education Electives with advisor approval		4

Liberal Studies Learning Domain Specifications

In the liberal studies learning domains, music education majors enroll in the following courses within the learning domains:

- LSE 380 fulfills the Philosophical Inquiry requirement
- PSC 120 fulfills Self, Society, & the Modern World
- One of the Historical Inquiry courses must be in U.S. History.

Music Education (MM)

The graduate music education program offers certified music teachers the opportunity to earn a master's degree in a little over two years with courses in the evenings and summers. Educational theory and practice merge throughout course work, and students have the flexibility to select elective areas of study. The program culminates with a final paper or project, allowing students to research an area of special interest.

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes**Core Outcomes**

Students will be able to:

- Identify and analyze the elements of music in a given piece, and demonstrate an understanding of its compositional processes, aesthetic properties, and artistic, social, and historical context.
- Demonstrate basic music research techniques and knowledge of standard reference tools and bibliographic sources, including the use of online databases.
- Develop effective writing skills for use in program notes, liner notes, abstracts, essays, or research papers.
- Develop an expanded global awareness and cultural understanding through musical study.
- Describe basic information about health and safety within the contexts of practice, performing, teaching, and listening; topics will include hearing, vocal, and musculoskeletal health and injury prevention.

Program Specific Outcomes

Students will be able to:

- Demonstrate basic music research techniques and apply knowledge of standard reference tools and bibliographic sources to the writing of a variety of professional and academic music texts.
- Develop an expanded global, historical, and cultural understanding of music through the in-depth study of musical elements, compositional processes, and aesthetic properties.
- Demonstrate an appropriate level of aural, keyboard, and conducting skills.
- Understand and synthesize historical and current music education issues and their impact on music teaching and learning grades K-12 and apply pedagogical knowledge and skills teaching across multiple contexts.
- Demonstrate acceptable musicianship knowledge and skills, including performance, music history and theory.
- Utilize qualitative, quantitative, historical and philosophical research procedures and practices, and be able to express ideas in writing.

Degree Requirements**Course Requirements**

A minimum of 48 quarter hours of graduate credit is required for the Master of Music degree. This total is divided between the basic studies required of all master's degree students, and courses in the specialization.

Music Core Requirements (16 credits)

Course	Title	Quarter Hours
MUS 408	ANALYTICAL TECHNIQUES	4
or COM 405	ANALYTICAL STUDIES	
MUS 400	MUSIC RESEARCH	4
Select two Music History courses from the following:		8

JZZ 405	JAZZ HISTORY
MUS 420	HISTORY OF THE ORATORIO
MUS 435	18th & 19th WIND HISTORY AND LITERATURE
MUS 436	20th CENTURY WIND HISTORY AND LITERATURE
MUS 475	MEDIEVAL MUSIC
MUS 478	RENAISSANCE MUSIC
MUS 479	BAROQUE MUSIC
MUS 481	HISTORY OF OPERA
MUS 482	WORLD MUSIC CULTURES
MUS 484	CLASSICAL MUSIC
MUS 485	ROMANTIC MUSIC
MUS 486	MUSIC SINCE WORLD WAR II
MUS 487	20TH CENTURY MUSIC BEFORE WWII

Music Education Specialization (20 credits)

Course	Title	Quarter Hours
Music Education Seminars:		
MED 401	SEMINAR IN MUSIC EDUCATION I: PHILOSOPHY OF MUSIC EDUCATION	4
MED 402	SEMINAR IN MUSIC EDUCATION II: PSYCHOLOGY OF MUSIC TEACHING & LEARNING	4
MED 403	SEMINAR IN MUSIC EDUCATION III: CURRICULUM DEVELOPMENT IN MUSIC EDUCATION	4
MED 404	HISTORY OF MUSIC EDUCATION IN THE UNITED STATES	2
MED 498	MASTERS CANDIDATE RESEARCH	2
MED 492	TECHNIQUES OF RESEARCH IN MUSIC EDUCATION	4

Music Electives (12 credits)

Students may take any 400 level courses within the School of Music, selected in consultation with their advisors.

Terminal Requirements

Two terminal requirements are required of all students:

- A written comprehensive examination, in which the students must demonstrate a satisfactory knowledge of their major field of study. The comprehensive examination may be taken at any time after 32 quarter hours of graduate credit have been earned.
- The completion of a final project.

Residency Requirements

All courses for the master's degree must be taken at DePaul University. Graduate credit for courses completed at other institutions may not be applied toward the degree.

The music education graduate program is designed to accommodate the schedule of working teachers, and students typically enroll part time for three summers and two intervening academic years. To earn full-time status, graduate students must be registered for a minimum of six quarter hours in any term. All requirements for the degree must be completed within six calendar years from the time a student is first enrolled. For students removing deficiencies, this period will begin when

all deficiencies are removed and admission to the master's degree program has been granted.

Music Entrepreneurship Certificate

The Certificate in Music Entrepreneurship provides the needed foundation for students to become 21st century musicians, educators, and professionals in the field. It demonstrates the certificate holder's commitment to becoming a "holistic" musician, in artistry, preparation for the gig economy, and honing skills to become a portfolio musician. This Certificate has been designed to be an optional value add-on to all music student's undergraduate degrees, regardless of major. Students wishing to pursue a Certificate in Music Entrepreneurship must be undergraduate music students.

Course Requirements:

Course	Title	Quarter Hours
PAM 309	MUSIC ENTREPRENEURSHIP ¹	2
APM 315	THE BUSINESS OF MUSIC FROM THE PERFORMER'S PERSPECTIVE	2
MGT 270	INTRODUCTION TO ENTREPRENEURSHIP	4

¹ Students may also take APM 309, Music Entrepreneurship, as it is cross-listed with PAM 309 and is the same class.

Workshop Requirements

This Certificate requires that students attend four workshops through the School of Music Career Services. Workshops are offered once per quarter and topic examples include:

- The Freelancing Life: Networking, Booking Performances & Funding Your Projects
- Going Pro: How to Shift Your Thinking from Student to Professional Musician
- Putting Your Audience Center Stage
- Expand Your Inner Circle: Networking Your Way to Musical Success
- Wearing Many Musical Hats: Alternative Careers in Music
- Career Success Through Proactive Thinking

Degree Auditing

Students pursuing the Certificate in Music Entrepreneurship must apply for degree conferral in Campus Connect in advance of their final quarter in order to have their coursework audited for the awarding of their certificate.

Music Industry: Music Business (Minor)

The Music Business minor includes introductory music history and music theory courses as well as courses that are part of DePaul's Performing Arts Management program.

Course Requirements

Course	Title	Quarter Hours
MUS 107	GUIDE TO MUSIC THEORY	4
MUS 100	UNDERSTANDING MUSIC	4
or MUS 277	GUIDE TO MUSIC THEORY II	
REC 216	PRO TOOLS AND THE DEVELOPMENT OF THE RECORDING STUDIO	4
PAM 200	INTRODUCTION TO MUSIC BUSINESS	2
PAM 305	ARTIST MANAGEMENT IN COMMERCIAL MUSIC	2
Select one of the following:		4
MUS 102	COMPOSITION AND SOUND ART FOR NON-MUSIC MAJORS	
MUS 105	ROCK MUSIC-THE BEATLES: MUSIC, AESTHETICS AND CULTURE	
MUS 109	FROM WAGNER TO YOUTUBE: THE WEDDING OF MUSIC AND DRAMA	
MUS 108	ROCK MUSICS OF THE WORLD	
MUS 112	ROCK COMPOSITION	
MUS 140	MUSIC OF THE WORLD'S PEOPLE	
MUS 201	MUSIC OF THE UNITED STATES SINCE 1900	
MUS 202	WOMEN AND MUSIC	
MUS 203	CONTEMPORARY MUSICAL IMPROVISATION: SCRATCH ORCHESTRA	
MUS 204	HISTORY OF THE BLUES	
MUS 205	THAT HIGH LONESOME SOUND: THE HISTORY OF BLUEGRASS MUSIC	
MUS 206	ITALIAN POPULAR SONGS IN CONTEXT: THEN AND NOW	
MUS 207	INTRODUCTION TO SONGWRITING	
MUS 208	COMMUNITY AUDIO ART PRODUCTION	
MUS 270	MUSIC FOR DANCE	
MUS 272	MUSIC AND VISUAL ART	
MUS 274	THE GOSPEL MUSIC TRADITION IN AMERICA	
MUS 278	JAZZ	
MUS 280	POPULAR MUSIC OF AFRICA	
MUS 281	OPERA	
MUS 282	LOVE SONGS	
MUS 284	CINEMATIC SOUNDS: THE ROLE OF MUSIC IN FILM	
MUS 306	PUNK ROCK THROUGH THE YEARS: ISSUES & AESTHETICS	
MUS 310	INTRODUCTION TO ETHNOMUSICOLOGY	
REC 217	EDM AND THE ART OF ELECTRONIC MUSIC	
Select three of the following:		6
PAM 306	TECHNOLOGICAL TRENDS & DEVELOPMENTS IN THE MUSIC INDUSTRY	
PAM 307	LEGAL ISSUES IN THE MUSIC INDUSTRY	
PAM 308	MUSIC PUBLISHING	

PAM 309	MUSIC ENTREPRENEURSHIP
PAM 310	MUSIC FESTIVAL MANAGEMENT

A maximum of six ensemble credits may be applied to the additional courses requirement. In addition, credit will be given for musicianship courses taken as a former music major.

Students who take both MUS 107 and MUS 277 are eligible to take COM 313.

Students majoring in Music are restricted from earning this minor.

Music Industry: Music Recording (Minor)

The Music Recording minor includes introductory music history and music theory courses as well as sound recording and commercial music production courses.

Course Requirements

Course	Title	Quarter Hours
MUS 107	GUIDE TO MUSIC THEORY	4
MUS 100	UNDERSTANDING MUSIC	4
or MUS 277	GUIDE TO MUSIC THEORY II	
REC 200	INTRODUCTION TO SOUND RECORDING TECHNOLOGY	2
REC 216	PRO TOOLS AND THE DEVELOPMENT OF THE RECORDING STUDIO	4
REC 307	COMMERCIAL MUSIC PRODUCTION	4
Select one of the following:		4
MUS 102	COMPOSITION AND SOUND ART FOR NON-MUSIC MAJORS	
MUS 105	ROCK MUSIC-THE BEATLES: MUSIC, AESTHETICS AND CULTURE	
MUS 108	ROCK MUSICS OF THE WORLD	
MUS 109	FROM WAGNER TO YOUTUBE: THE WEDDING OF MUSIC AND DRAMA	
MUS 112	ROCK COMPOSITION	
MUS 140	MUSIC OF THE WORLD'S PEOPLE	
MUS 201	MUSIC OF THE UNITED STATES SINCE 1900	
MUS 202	WOMEN AND MUSIC	
MUS 203	CONTEMPORARY MUSICAL IMPROVISATION: SCRATCH ORCHESTRA	
MUS 204	HISTORY OF THE BLUES	
MUS 205	THAT HIGH LONESOME SOUND: THE HISTORY OF BLUEGRASS MUSIC	
MUS 206	ITALIAN POPULAR SONGS IN CONTEXT: THEN AND NOW	
MUS 207	INTRODUCTION TO SONGWRITING	
MUS 208	COMMUNITY AUDIO ART PRODUCTION	
MUS 270	MUSIC FOR DANCE	
MUS 272	MUSIC AND VISUAL ART	
MUS 274	THE GOSPEL MUSIC TRADITION IN AMERICA	

MUS 278	JAZZ
MUS 280	POPULAR MUSIC OF AFRICA
MUS 281	OPERA
MUS 282	LOVE SONGS
MUS 284	CINEMATIC SOUNDS: THE ROLE OF MUSIC IN FILM
MUS 305	MUSICAL ENCOUNTERS OF THE PORTUGUESE EMPIRE
MUS 306	PUNK ROCK THROUGH THE YEARS: ISSUES & AESTHETICS
MUS 310	INTRODUCTION TO ETHNOMUSICOLOGY
REC 209	ELECTRONICS FOR MUSICIANS
REC 217	EDM AND THE ART OF ELECTRONIC MUSIC

A maximum of six ensemble credits may be applied to the additional courses requirement. In addition, credit will be given for musicianship courses taken as a former music major.

Students who take both MUS 107 and MUS 277 are eligible to take COM 313.

Students majoring in Music are restricted from earning this minor.

Music Performance (BM)

The Bachelor of Music in performance degree prepares students for careers in music, combining applied lessons on one's instrument with a variety of ensemble and performing experiences. Students also study literature, pedagogy, and other areas related to musical performance. The faculty is comprised of highly celebrated performers, who are committed to teaching excellence.

Program Requirements	Quarter Hours
Music Core Requirements	94-103
Liberal Studies Requirements	52
Specialization Requirements	50-69
Electives	9-24
Total hours required	192

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate a growing competence in technical aspects of performance, such as tone quality, pitch consistency, dynamic control, technical agility, accurate rhythmic concepts, and other skills particular to the area of specialization.
- Identify and analyze the elements of music in a given piece, including an understanding of its compositional processes, aesthetic properties, and artistic, social, and historical contexts for works in the Western music tradition, Contemporary periods, Jazz, and World Music Cultures.
- Demonstrate an appropriate level of aural, keyboard, and conducting skills.

Students will be able to:

- Develop an understanding of the pedagogical processes and theories that are foundational to performance practices and instruction on one's primary instrument.
- Demonstrate a growing maturity in musical concepts using tools of performance to create artistic products.
- Demonstrate increasing knowledge of repertoire and growing musical competence through participation in solo, chamber and large ensemble performances.

Music Core Requirements

Course Requirements

All students in the School of Music are required to enroll in the following music courses:

Musicianship (42 Credits)

Course	Title	Quarter Hours
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Music Theory Sequence:

MUS 110A	MUSIC THEORY I	2
MUS 120A	MUSIC THEORY II	2
MUS 130A	MUSIC THEORY III	2
MUS 212A	MUSIC THEORY IV ¹	2

To satisfy the remaining requirements in music theory, students should enroll in one of the following courses:

MUS 222-A	MUSIC THEORY V - A ¹	2
MUS 222-B	MUSIC THEORY V - B ¹	2
MUS 222-C	MUSIC THEORY V - C ¹	2

And one of the following courses:

MUS 232A	MUSIC THEORY VI-A: CONCEPTS AND MATERIALS IN CONTEMPORARY MUSIC ¹	2
MUS 232B	MUSIC THEORY VI-B: ANALYSIS OF MUSICAL FORM ¹	2

Musicology Sequence- Students should complete three of the following four classes to satisfy their musicology requirements:

MUS 224	MUSIC, HISTORY, AND CULTURE I	4
MUS 225	MUSIC, HISTORY, AND CULTURE II	4
MUS 226	GLOBAL MUSIC CULTURES	4
MUS 310	INTRODUCTION TO ETHNOMUSICOLOGY	4

Aural Training Sequence:

MUS 111	AURAL TRAINING I	1
MUS 121	AURAL TRAINING II	1
MUS 131	AURAL TRAINING III	1
MUS 211	AURAL TRAINING IV ²	1
MUS 221	AURAL TRAINING V ²	1
MUS 231	AURAL TRAINING VI ²	1

Group Piano Sequence:

MUS 113	GROUP PIANO I	1
MUS 123	GROUP PIANO II	1
MUS 133	GROUP PIANO III	1
MUS 213	GROUP PIANO IV ³	1
MUS 223	GROUP PIANO V ³	1
MUS 233	GROUP PIANO VI ³	1

¹ Students in the BM- Jazz Studies program are not required to take MUS 222a, MUS222b, MUS222c, or MUS 232a, MUS 232b

² Students in the BM-Jazz Studies program are not required to take MUS 211, MUS 221, or MUS 231.

³ Students in the BM-Jazz Studies program are not required to take MUS 213, MUS 223, or MUS 233.

⁴ Students in the BM-Jazz Studies program are not required to take MUS 323

Additional Courses

Course	Title	Quarter Hours
MUS 303	BASIC CONDUCTING PRACTICUM	0
MUS 304	BASIC CONDUCTING	4
MUS 323	MUSICOLOGY SEMINAR ⁴	2

Applied Music

Students may enroll in a maximum of 3 credits of applied study per quarter, with a maximum of 36 credits total. The requirements for applied study vary by degree program:

- BM in performance, 36 credits
- BM in jazz studies, 32 credits
- BM in composition, 12 credits
- BM in music education, 18 credits
- BM in performing arts management, 18 credits
- BA in music, 12 credits
- BS in sound recording technology, performance track, 9 credits

The BS in Performing Arts Management degree does not require applied lessons, and the BS in Sound Recording Technology, audio technology track, does not require applied lessons.

Except for performance majors, students may enroll in additional applied credits, which will count toward music electives.

Modern Language Option

If a music student wishes to study a modern language for a three-course sequence (12 credits) beyond their degree program's requirement, the three MLO substitutions must be made in three different Liberal Studies learning domains. Any substitutions must be consistent with the principle that students complete at least one course in each learning domain. In the Scientific Inquiry domain, the only MLO substitution allowed is for Scientific Inquiry-Elective. Additional language credits may be applied toward non-music electives or free electives.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
Not Required		

Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Not Required		
Senior Year		
Capstone		
Not Required		

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 SWK or 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Program Checkpoints

Undergraduate students in classical performance will perform a checkpoint audition at the end of their sophomore year. The student's applied instructor and/or area coordinator or director will give students specific information on content and required music. Successful completion of the checkpoint audition is required for continuation in the performance degree.

Course Requirements

- Applied lessons
- APM 205¹
- APM 305

Concentration Requirements

Additional requirements are determined by the specific performance track that students choose. Students must also complete the requirements from one of the following concentrations: Brass; Guitar; Percussion; Piano; String Bass; Violin, Viola, Cello; Voice; Woodwinds.

¹ Students in the Percussion concentration are not required to take APM 205.

Concentration Requirements

- Brass Concentration, Music Performance (BM) (p. 833)
- Guitar Concentration, Music Performance (BM) (p. 833)
- Percussion Concentration, Music Performance (BM) (p. 833)
- Piano Concentration, Music Performance (BM) (p. 833)
- String Bass Concentration, Music Performance (BM) (p. 834)
- Violin, Viola, Cello Concentration, Music Performance (BM) (p. 834)
- Voice Concentration, Music Performance (BM) (p. 834)
- Woodwinds Concentration, Music Performance (BM) (p. 835)

Brass Concentration, Music Performance (BM)

Brass Concentration, Music Performance (BM)

Course	Title	Quarter Hours
APM 372	ORCHESTRAL REPERTOIRE FOR BRASS	2
APM 373	BRASS CONCEPTS	2
APM 374	BRASS INSTRUMENT PERFORMANCE STYLE	2
APM 315	THE BUSINESS OF MUSIC FROM THE PERFORMER'S PERSPECTIVE	2
APM 387	STUDIO TEACHING AS A PROFESSION	2
APM 337	ALEXANDER TECHNIQUE	1
Select one of the following:		2
APM 309	MUSIC ENTREPRENEURSHIP	
PAM 200	INTRODUCTION TO MUSIC BUSINESS	
REC 200	INTRODUCTION TO SOUND RECORDING TECHNOLOGY	
MED 306	INTRODUCTION TO MUSIC EDUCATION	
12 credits of Large Ensemble		12

9 credits of Chamber Music	9
12 credits of Music Electives	12
12 credits of Free Electives	12

Guitar Concentration, Music Performance (BM)

Course	Title	Quarter Hours
Guitar History and Literature Sequence:		
APM 377	GUITAR HISTORY AND LITERATURE I	3
APM 378	GUITAR HISTORY AND LITERATURE II	3
APM 379	GUITAR HISTORY AND LITERATURE III	3
Guitar Pedagogy Sequence:		
APM 384	STRING PEDAGOGY I	3
APM 385	STRING PEDAGOGY II	3
APM 386	STRING PEDAGOGY III	3
3 credits of Large Ensemble		3
12 credits of Guitar Ensemble		12
13 credits of Music Electives		13
12 credits of Free Electives		12

Percussion Concentration, Music Performance (BM)

Course	Title	Quarter Hours
APM 170	PERCUSSION CONCERT ACCESSORIES TECHNIQUES CLASS	2
APM 160	WORLD PERCUSSION TECHNIQUES	2
APM 313	MUSIC TECHNOLOGY FOR PERCUSSIONISTS	
APM 346	PERCUSSION PEDAGOGY	2
APM 315	THE BUSINESS OF MUSIC FROM THE PERFORMER'S PERSPECTIVE	2
8 credits of Orchestral Repertoire (4 quarters, 2 credits each quarter):		
APM 347	ORCHESTRAL REPERTOIRE FOR PERCUSSION	
12 credits of Large Ensemble		12
12 credits of Percussion Ensemble		12
10 credits of Music Electives		10
8 credits of Free Electives		8

Piano Concentration, Music Performance (BM)

Course	Title	Quarter Hours
Accompanying Sequence:		
APM 242	ACCOMPANYING CLASS I	2
APM 244	ACCOMPANYING CLASS II	2
APM 245	ACCOMPANYING CLASS III	2
Accompanying Practicum Sequence:		

APM 300	ACCOMPANYING PRACTICUM FOR PIANISTS I: VOICE	1
APM 301	ACCOMPANYING PRACTICUM FOR PIANISTS II: WINDS	1
APM 302	ACCOMPANYING PRACTICUM FOR PIANISTS III: STRINGS	1
Piano Pedagogy Sequence:		
APM 332	PIANO PEDAGOGY I	2
APM 333	PIANO PEDAGOGY II	2
Piano Literature Sequence:		
APM 361	PIANO LITERATURE I: RENAISSANCE, BAROQUE & CLASSICAL	2
APM 362	PIANO LITERATURE II: ROMANTICISM	2
APM 363	PIANO LITERATURE III: LATE 19TH - 21ST CENTURY	2
Select one music business course from the following:		2
APM 309	MUSIC ENTREPRENEURSHIP	
APM 315	THE BUSINESS OF MUSIC FROM THE PERFORMER'S PERSPECTIVE	
APM 387	STUDIO TEACHING AS A PROFESSION	
Select one introductory course from the following:		2
PAM 200	INTRODUCTION TO MUSIC BUSINESS	
REC 200	INTRODUCTION TO SOUND RECORDING TECHNOLOGY	
MED 306	INTRODUCTION TO MUSIC EDUCATION	
6 credits of Large Ensemble		6
9 credits of Chamber Ensemble		9
12 credits of Music Electives		12
8 credits of Free Electives		8

String Bass Concentration, Music Performance (BM)

Course	Title	Quarter Hours
String Pedagogy Sequence:		
APM 384	STRING PEDAGOGY I	2
APM 385	STRING PEDAGOGY II	2
APM 386	STRING PEDAGOGY III	2
12 credits of Orchestral Repertoire (6 quarters, 2 credits each quarter):		12
APM 343	ORCHESTRAL REPERTOIRE FOR STRING BASS	
12 credits of Large Ensemble		12
3 credits of Chamber Ensemble		3
15 credits of Music Electives		15
10 credits of Free Electives		10

Violin, Viola, Cello Concentration, Music Performance (BM)

Course	Title	Quarter Hours
Orchestral Repertoire for Strings Sequence:		
APM 340	ORCHESTRAL REPERTOIRE FOR STRINGS I	2
APM 341	ORCHESTRAL REPERTOIRE FOR STRINGS II	2
APM 342	ORCHESTRAL REPERTOIRE FOR STRINGS III	2
String Pedagogy Sequence:		
APM 384	STRING PEDAGOGY I	2
APM 385	STRING PEDAGOGY II	2
APM 386	STRING PEDAGOGY III	2
12 credits of Large Ensemble		12
9 credits of Chamber Music		9
15 credits of Music Electives		15
10 credits of Free Electives		10

Voice Concentration, Music Performance (BM)

Course	Title	Quarter Hours
Vocal Diction Sequence:		
APM 124	ENGLISH DICTION	1
APM 125	ITALIAN DICTION I	1
APM 126	GERMAN DICTION I	1
APM 127	FRENCH DICTION I	1
APM 389	ADVANCED VOCAL DICTION	1
APM 389	ADVANCED VOCAL DICTION	1
Vocal Literature Sequence:		
APM 350	INTERPRETATION OF VOCAL LITERATURE I	2
APM 351	INTERPRETATION OF VOCAL LITERATURE II	2
APM 352	INTERPRETATION OF VOCAL LITERATURE III	2
Techniques of the Musical Stage Sequence:		
APM 353	TECHNIQUES OF THE MUSIC STAGE I	2
APM 354	TECHNIQUES OF THE MUSIC STAGE II	2
Vocal Coaching: Taken twice in both the Junior and Senior years (1 credit each quarter):		4
APM 304	VOCAL COACHING II	
Acting for Singers Sequence:		
APM 253	INTRODUCTION TO ACTING FOR SINGERS	2
APM 254	INTRODUCTION TO ACTING FOR SINGERS II	2
APM 336	VOICE PEDAGOGY	2
12 credits of Large Ensemble		12
4 credits of Music Electives		4
4 credits of Free Electives		4

Select one year of Modern Language (Italian, French, or German) (4 credits each quarter):¹ 12

¹ A full year of a modern language allows for a one course reduction in Arts & Literature, Philosophy, or Religion.

Woodwinds Concentration, Music Performance (BM)

Course	Title	Quarter Hours
Woodwind Repertoire Sequence:		4
APM 328	ORCHESTRAL REPERTOIRE FOR WOODWINDS I: LITERATURE PERFORMANCE	
APM 329	WOODWIND ORCHESTRAL REPERTOIRE II: AUDITION PREPARATION	
APM 311	WOODWIND PEDAGOGY	2
APM 315	THE BUSINESS OF MUSIC FROM THE PERFORMER'S PERSPECTIVE	2
APM 309	MUSIC ENTREPRENEURSHIP	2
APM 387	STUDIO TEACHING AS A PROFESSION	2
APM 337	ALEXANDER TECHNIQUE	1
Select one introductory course from the following:		2
PAM 200	INTRODUCTION TO MUSIC BUSINESS	
REC 200	INTRODUCTION TO SOUND RECORDING TECHNOLOGY	
MED 306	INTRODUCTION TO MUSIC EDUCATION	
12 credits of Large Ensemble		12
9 credits of Chamber Ensemble		9
10 credits of Music Electives		10
12 credits of Free Electives		12

Music Performance (MM)

The Master of Music in performance degree prepares students for professional music careers in a supportive, collegial environment. Graduate students study with highly celebrated performers, who are committed to teaching excellence. The graduate performance program consists of applied lessons, ensembles, core studies in theory, history and research and related studies. The Master of Music degree is a two-year program.

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate basic music research techniques and apply knowledge of standard reference tools and bibliographic sources to the writing of a variety of professional and academic music texts.

- Develop an expanded global, historical, and cultural understanding of music through the in-depth study of musical elements, compositional processes, and aesthetic properties.
- Demonstrate basic music research techniques and apply knowledge of standard reference tools and bibliographic sources to the writing of a variety of professional and academic music texts.

Degree Requirements

Course Requirements

A minimum of 48 quarter hours of graduate credit is required for the Master of Music degree. This total is divided between the basic studies required of all master's degree students, and courses in the specialization.

Music Performance Core (16 credits)

Course	Title	Quarter Hours
MUS 408 or COM 405	ANALYTICAL TECHNIQUES ANALYTICAL STUDIES	4
MUS 400	MUSIC RESEARCH	4
Select two Music History courses from the following:		8
JZZ 405	JAZZ HISTORY	
MUS 420	HISTORY OF THE ORATORIO	
MUS 435	18th & 19th WIND HISTORY AND LITERATURE	
MUS 436	20th CENTURY WIND HISTORY AND LITERATURE	
MUS 475	MEDIEVAL MUSIC	
MUS 478	RENAISSANCE MUSIC	
MUS 479	BAROQUE MUSIC	
MUS 481	HISTORY OF OPERA	
MUS 482	WORLD MUSIC CULTURES	
MUS 484	CLASSICAL MUSIC	
MUS 485	ROMANTIC MUSIC	
MUS 486	MUSIC SINCE WORLD WAR II	
MUS 487	20TH CENTURY MUSIC BEFORE WWII	

Specializations

Brass Specialization (32 credits)

Course	Title	Quarter Hours
Applied Brass Lessons		18
APM 414	THE BUSINESS OF MUSIC FROM THE PERFORMER'S PERSPECTIVE	2
APM 471	BRASS CONCEPTS	2
APM 472	ORCHESTRAL REPERTOIRE FOR BRASS	2
APM 474	BRASS INSTRUMENT PERFORMANCE STYLE	2
6 credits of Large Ensemble (1 credit each quarter)		6
6 Quarters of Chamber Ensemble (0 credits each quarter)		0
APM 405	GRADUATE RECITAL	0

Collaborative Piano Specialization (32 credits)

Course	Title	Quarter Hours
Applied Piano Lessons		18
APM 462	COLLABORATIVE PIANO I	2
APM 463	COLLABORATIVE PIANO II	2
APM 464	COLLABORATIVE PIANO III	2
Collaborative Piano Practicum		3
APM 465	COLLABORATIVE PIANO PRACTICUM I	1
APM 466	COLLABORATIVE PIANO PRACTICUM II	
APM 467	DUO SONATA CLASS	
APM 415	ITALIAN DICTION/LANGUAGE LAB	1
APM 416	GERMAN DICTION/LANGUAGE LAB FOR GRADUATE STUDENTS	1
APM 417	FRENCH DICTION/LANGUAGE LAB FOR GRADUATE STUDENTS	1
Large or Small Ensemble		2
Nondegree Recital		0
APM 405	GRADUATE RECITAL	0

Guitar Specialization (32 credits)

Course	Title	Quarter Hours
Applied Guitar Lessons		18
APM 486	STRING PEDAGOGY	2
Choose one of the following:		3
APM 477	GUITAR HISTORY AND LITERATURE I	
APM 478	GUITAR HISTORY AND LITERATURE II	
APM 479	GUITAR HISTORY AND LITERATURE III	
6 credits of Guitar Ensemble (1 credit each quarter)		6
MEN 405	GUITAR ENSEMBLE	
Music Electives		2
APM 405	GRADUATE RECITAL	0

Percussion Specialization (32 credits)

Course	Title	Quarter Hours
Applied Percussion Lessons		18
APM 413	MUSIC TECHNOLOGY FOR PERCUSSIONISTS	
APM 446	PERCUSSION PEDAGOGY	2
APM 470	WORLD PERCUSSION TECHNIQUES	
8 credits of Orchestral Repertoire (4 quarters at 2 credits each quarter)		8
APM 447	ORCHESTRAL REPERTOIRE: PERCUSSION	
6 Quarters of Large Ensemble (0 credits each quarter)		0
6 Quarters of Percussion Ensemble (0 credits each quarter)		0
APM 405	GRADUATE RECITAL	0

Piano Specialization (32 credits)

Course	Title	Quarter Hours
Applied Piano Lessons		18
APM 461	PIANO LITERATURE	2
APM 442	COLLABORATIVE PIANO CLASS	2

Large or Chamber Ensemble (6 quarters, 1 credit each quarter) 6

Music Electives		4
APM 405	GRADUATE RECITAL	0

Strings Specialization (32 credits)

Course	Title	Quarter Hours
Applied Strings Lessons		18
APM 486	STRING PEDAGOGY	2
Orchestral Repertoire (take twice)		4
APM 429	ORCHESTRAL REPERTOIRE FOR STRINGS	
6 credits of Large Ensemble (1 credit each quarter)		6
6 quarters of Chamber Ensemble (0 credits each quarter)		0
Music Electives		2
APM 405	GRADUATE RECITAL	0

String Bass Specialization (32 credits)

Course	Title	Quarter Hours
Applied String Bass Lessons		18
APM 486	STRING PEDAGOGY	2
Orchestral Repertoire (take twice)		4
APM 429	ORCHESTRAL REPERTOIRE FOR STRINGS	
6 credits of Large Ensemble (1 credit each quarter)		6
Music Electives		2
APM 405	GRADUATE RECITAL	0

Voice Specialization (32 credits)

Course	Title	Quarter Hours
Applied Voice Lessons		18
Diction Sequence		3
APM 415	ITALIAN DICTION/LANGUAGE LAB	
APM 416	GERMAN DICTION/LANGUAGE LAB FOR GRADUATE STUDENTS	
APM 417	FRENCH DICTION/LANGUAGE LAB FOR GRADUATE STUDENTS	
APM 400	OPERA WORKSHOP	2
APM 453	ADVANCED TECHNIQUES OF THE MUSIC STAGE	2
APM 496	VOICE PEDAGOGY	2
3 credits of Large Ensemble (1 each quarter)		3
Music Electives		2
APM 405	GRADUATE RECITAL	0

Woodwinds Specialization (32 credits)

Course	Title	Quarter Hours
Applied Woodwinds Lessons		18
APM 411	WOODWIND PEDAGOGY	2
Orchestral Repertoire Sequence:		
APM 428	ORCHESTRAL REPERTOIRE FOR WOODWINDS I: LITERATURE PERFORMANCE	2

APM 433	WOODWIND ORCHESTRAL REPERTOIRE II: AUDITION PREPARATION	2
6 credits of Large Ensemble (1 credit each quarter)		6
3 quarters of Chamber Ensemble (2 quarters for 1 credit, 1 quarter for 0 credit)		2
APM 405	GRADUATE RECITAL	0

Terminal Requirements

- Two terminal requirements are required of all students:
- A written comprehensive examination, in which the students must demonstrate a satisfactory knowledge of their major field of study. The comprehensive examination may be taken at any time after 32 quarter hours of graduate credit have been earned.
 - The presentation of a public recital.

While preparation of the terminal requirement in the major may take place within some course or activity for which a student is registered for credit, additional academic credit is not granted for the project itself.

Residency Requirements

All courses for the master’s degree must be taken at DePaul University. Graduate credit for courses completed at other institutions may not be applied toward the degree.

To retain full-time status, a graduate student must be registered for a minimum of six quarter hours in any term. All requirements for the degree must be completed within six calendar years from the time a student is first enrolled. For students removing deficiencies, this period will begin when all deficiencies are removed and admission to the master’s degree program has been granted.

Music Studies (Minor)

The Music Studies minor includes an introduction to music history course and a music theory course alongside four courses in the School of Music that are part of the Arts and Literature Domain, including topics such as rock music, world music and songwriting.

Course Requirements

Course	Title	Quarter Hours
MUS 107	GUIDE TO MUSIC THEORY	4
MUS 100	UNDERSTANDING MUSIC	4
or MUS 277	GUIDE TO MUSIC THEORY II	
Select two of the following:		8
MUS 102	COMPOSITION AND SOUND ART FOR NON-MUSIC MAJORS	
MUS 105	ROCK MUSIC-THE BEATLES: MUSIC,AESTHETICS AND CULTURE	
MUS 108	ROCK MUSICS OF THE WORLD	
MUS 109	FROM WAGNER TO YOUTUBE: THE WEDDING OF MUSIC AND DRAMA	
MUS 112	ROCK COMPOSITION	
MUS 140	MUSIC OF THE WORLD'S PEOPLE	
Select two of the following:		8
MUS 201	MUSIC OF THE UNITED STATES SINCE 1900	

MUS 202	WOMEN AND MUSIC
MUS 203	CONTEMPORARY MUSICAL IMPROVISATION: SCRATCH ORCHESTRA
MUS 204	HISTORY OF THE BLUES
MUS 205	THAT HIGH LONESOME SOUND: THE HISTORY OF BLUEGRASS MUSIC
MUS 206	ITALIAN POPULAR SONGS IN CONTEXT: THEN AND NOW
MUS 207	INTRODUCTION TO SONGWRITING
MUS 270	MUSIC FOR DANCE
MUS 272	MUSIC AND VISUAL ART
MUS 278	JAZZ
MUS 280	POPULAR MUSIC OF AFRICA
MUS 281	OPERA
MUS 282	LOVE SONGS
MUS 283	INTRODUCTION TO LYRIC WRITING
MUS 284	CINEMATIC SOUNDS: THE ROLE OF MUSIC IN FILM
MUS 305	MUSICAL ENCOUNTERS OF THE PORTUGUESE EMPIRE
REC 217	EDM AND THE ART OF ELECTRONIC MUSIC

Additional Courses

A maximum of six ensemble credits may be applied to the additional courses requirement. In addition, credit will be given for musicianship courses taken as a former music major.

Students who take both MUS 107 and MUS 277 are eligible to take COM 313.

Students majoring in Music are restricted from earning this minor.

Network Engineering and Security (BS)

The BS in Network Engineering and Security focuses on the theory and practice of designing, deploying and managing both wired and wireless networks technologies, including broadband Internet access technologies, interconnection technologies, network convergence, and network security.

Program Requirements	Quarter Hours
Liberal Studies Requirement	76
Major Requirements	84
Open Electives	32
Total hours required	192

Learning Outcomes

- Students will be able to:
- Describe and demonstrate how data packets are addressed and forwarded through switches, routers, and firewalls.
 - Compare and contrast different wide-area network (WAN) technologies to support enterprise network requirements.

- Compare and configure internal gateway routing protocols (RIP, OSPF, EIGRP) that dynamically determine data paths through networks with unreliable components.
- Define and allocate IPv4 and IPv6 address subnets to satisfy network requirements.
- Describe and contrast techniques for making use of multiple redundant paths in switched and routed networks.
- Implement firewall technologies to enforce a given access policy and assess its efficiency.
- Identify and analyze security threats in network implementations, propose remedies and prioritize action plans.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
NET 376	NETWORK PROJECT (FORMERLY TDC 376)	4

¹ Students must earn a C- or better.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required (See Note Below)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required (See Note Below)

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Students must take one of the following ethics courses:

Course	Title	Quarter Hours
CSC 208	ETHICS IN TECHNOLOGY (PI)	4
IT 228	ETHICS IN COMPUTER GAMES AND CINEMA (PI)	4
PHL/MGT 248	BUSINESS ETHICS (PI)	4
REL/MGT 228	BUSINESS, ETHICS AND SOCIETY (RD)	4

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
CMNS 212	EFFECTIVE COMMUNICATION IN TEAMS AND SMALL GROUPS	4
or CMN 104	PUBLIC SPEAKING	
CSEC 340	FUNDAMENTALS OF INFORMATION ASSURANCE (FORMERLY CNS 340)	4
CSEC 378	HOST BASED SECURITY (FORMERLY CNS 378)	4
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
or CSC 243	PYTHON FOR PROGRAMMERS	
or IT 211	INTRODUCTION TO APPLIED PROGRAMMING	
IT 130	INTRODUCTORY COMPUTING FOR THE WEB	4
IT 223	DATA ANALYSIS	4
IT 240	INTRODUCTION TO DATABASES	4
IT 263	APPLIED NETWORKS AND SECURITY	4
NET 311	COMPUTERS IN TELECOMMUNICATIONS SYSTEMS (FORMERLY TDC 311)	4
NET 362	PRINCIPLES OF DATA COMMUNICATIONS (FORMERLY TDC 362)	4

NET 363	INTRODUCTION TO LOCAL AREA NETWORKS (FORMERLY TDC 363)	4
NET 364	VOICE COMMUNICATIONS TECHNOLOGIES (FORMERLY TDC 364)	4
NET 365	NETWORK INTERCONNECTION TECHNOLOGIES (FORMERLY TDC 365)	4
NET 371	WIRELESS COMMUNICATIONS NETWORKS (FORMERLY TDC 371)	4
NET 372	WAN SERVICES (FORMERLY TDC 372)	4
NET 375	NETWORK PROTOCOLS (FORMERLY TDC 375)	4
NET 376	NETWORK PROJECT (FORMERLY TDC 376)	4
NET 377	FUNDAMENTALS OF NETWORK SECURITY (FORMERLY TDC 377)	4
WRD 204	TECHNICAL WRITING	4
Select eight (8) credit hours of Major Field Electives ¹		8

¹ Major Electives can be chosen from any 300-level NET or CSEC courses. Students must earn a grade of C- or higher in all major elective courses.

Open Electives

Open Elective credit hours are required to meet the minimum graduation requirements of 192 hours. Open Electives may be taken from any unit at DePaul.

See www.cdm.depaul.edu (<http://www.cdm.depaul.edu>) to see sample schedule of course requirements on a year-by-year basis.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 192 credit hours (generally 48 courses)
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses
- Maintain a cumulative GPA of 2.0 or higher

Network Engineering and Security (BS), Combined Bachelor's + Master's Degree

The combined Bachelor's/Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Students who meet the admission requirements below may choose to apply to a combined degree program. Interested students should consult their faculty advisor regarding the application procedure. This program allows students to combine many CDM bachelor's degrees with a CDM master's degree following the structure outlined below.

Admission Criteria

- Minimum of 44 quarter hours earned
- Minimum of 12 quarter hours earned at DePaul

- GPA of 3.3 or higher in courses taken at DePaul
- Full admission to the designated master's program requires meeting admission requirements (<https://www.cdm.depaul.edu/Admission-and-Aid/Pages/Grad-Program-Requirements.aspx>) for that program
- Faculty endorsement from a CDM full-time faculty member

Students should discuss their interest in a CDM combined degree program with a CDM faculty advisor. Before admission to the degree, students should work with the faculty advisor to identify a course plan for the combined degree program, including the list of courses to take and how the courses will be applied toward both the undergraduate and graduate degrees. Non-CDM students can email the CDM advising office (advising@cdm.depaul.edu) if interested in a combined degree with a CDM master's degree.

If you are currently a CDM student and interested in combining your CDM bachelor's degree with a non-CDM graduate degree, please contact the respective college for admission and application procedures.

Students enrolled in the Bachelor of Arts in Computing or the Bachelor of Arts in Professional Studies with a major in Computing (<https://www.cdm.depaul.edu/academics/Pages/BA-Computing.aspx>) joint degree programs between CDM and the School of Continuing and Professional Studies are eligible for this program. Interested students who meet the admission criteria for a combined degree should contact SCPS Academic Services (scpsadvising@depaul.edu) for more information. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Program Structure

Students in the combined degree program take a maximum of three (3) graduate level courses that count toward both their bachelor's and master's degree requirements. Students may enroll in graduate level coursework in the junior and senior year only. Students in the combined degree program will receive the bachelor's degree after meeting all graduation requirements including the minimum credit hours required for graduation.

To earn the master's degree, the student must earn as many additional graduate credit hours as needed to reach the minimum number of graduate credit hours required in that master's degree.

Only CDM courses can be taken as part of this program. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Maintaining Good Standing

Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter.

The student and faculty advisor will be notified when the student's cumulative GPA falls below 3.3 or when the students receives less than a C- in graduate level course.

If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional B.A./B.S./B.F.A.

If dismissed from the combined degree program after graduate courses have been passed, the graduate courses may only apply to the undergraduate degree. Should the student later be admitted to a graduate program, graduate courses applied to the undergraduate degree may not apply to the graduate program and may not be repeated if they are required in the declared graduate curriculum. Other graduate courses may be substituted in this case.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study should include the graduate courses to be taken and the undergraduate courses that are replaced by the graduate courses. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

It is advisable for the student and the faculty advisor to enter the proposed plan of study in the student communication record in BlueStar so it is available to the student and CDM faculty and staff.

Registering for Master's Degree Courses

Combined degree students must meet regularly with their faculty advisor. The faculty advisor will initiate the registration process for all graduate level courses taken during the undergraduate career.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. When preparing to complete the undergraduate portion of the combined degree, students must submit the application for degree conferral for the undergraduate degree by the application deadline. At this time, the students should contact the CDM Academic Success Center about the procedure required to be formally admitted to the declared graduate program.

Network Engineering and Security (MS)

Program Requirements	Quarter Hours
Introductory Courses	0-16
Degree Requirements	48
Total hours required	48-64

Learning Outcomes

Students will be able to:

- Describe the operations and metrics of Border Gateway Protocol (BGP) routing, including the BGP path selection process.
- Contrast IPv6 and IPv4 routing, including protocol headers, routing protocols, subnetting, tunneling and translation mechanisms.
- Describe and compare Quality of Service (QoS) techniques for providing differentiated treatment of Voice over IP (VoIP) and data packet flows.
- Design a fault-tolerant network and identity protocols to implement and manage these networks.

- Explain methods used for authentication and integrity in public-key encryptions systems, including digital signatures and PKI.
- Explain and demonstrate the operations of an Intrusion Detection System (IDS), including writing IDS rules.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Course	Title	Quarter Hours
NET 405	NETWORK FUNDAMENTALS (FORMERLY TDC 405)	4
NET 411	INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS (FORMERLY TDC 411)	4
NET 413	INTRODUCTION TO LAN TECHNOLOGIES (FORMERLY TDC 413)	4
CSEC 418	INTRODUCTION TO HOST SECURITY (FORMERLY CNS 418)	4

Foundation Courses

Course	Title	Quarter Hours
NET 460	FOUNDATIONS OF NETWORK TECHNOLOGIES (FORMERLY TDC 460)	4
NET 463	COMPUTER NETWORKS AND DATA SYSTEMS (FORMERLY TDC 463)	4
NET 477	NETWORK SECURITY (FORMERLY TDC 477)	4
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	4
CSEC 450	DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450)	4

Students who have not completed the Foundation Courses can register for a maximum of four (4) Advanced Courses.

Advanced Courses

Course	Title	Quarter Hours
NET 560	ADVANCED NETWORK TECHNOLOGIES AND DESIGN (FORMERLY TDC 560)	4
NET 563	PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS (FORMERLY TDC 563)	4
NET 577	NETWORK SECURITY II (FORMERLY TDC 577)	4

Major Elective Courses

Students must complete eight (8) credit hours of Major Elective Courses, typically two 4-credit hour courses. Major Elective Courses must be in the range of 420-599 and must be chosen from NET or CSEC courses.

CDM Open Elective Courses

Students must complete four (4) credit hours of CDM Open Elective Course. The Open Elective must be in the range of 420-699 and must be chosen from CSC, CSE, CSEC, NET, SE, IS, ECT, IT, PM, IPD, HIT, HCI, or GAM courses. The Open Elective must not have been otherwise used to satisfy degree requirements. Credit for courses taken outside of the school will only be given if approved by a faculty advisor.

Capstone

Course	Title	Quarter Hours
NET 594	NETWORK CAPSTONE (FORMERLY TDC 594)	4
or CSEC 594	COMPUTER INFORMATION AND NETWORK SECURITY CAPSTONE (FORMERLY CNS 594)	

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn an average GPA of 3.0 or better in the five Foundation Courses.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same courses, but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

For DePaul's policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate Handbook.

Network Engineering and Security (MS) Online

Program Requirements	Quarter Hours
Introductory Courses	0-16
Degree Requirements	48
Total hours required	48-64

Learning Outcomes

- Describe the operations and metrics of Border Gateway Protocol (BGP) routing, including the BGP path selection process.
- Contrast IPv6 and IPv4 routing, including protocol headers, routing protocols, subnetting, tunneling and translation mechanisms.
- Describe and compare Quality of Service (QoS) techniques for providing differentiated treatment of Voice over IP (VoIP) and data packet flows.
- Design a fault-tolerant network and identity protocols to implement and manage these networks.
- Explain methods used for authentication and integrity in public-key encryptions systems, including digital signatures and PKI.
- Explain and demonstrate the operations of an Intrusion Detection System (IDS), including writing IDS rules.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Course	Title	Quarter Hours
NET 405	NETWORK FUNDAMENTALS (FORMERLY TDC 405)	4
NET 411	INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS (FORMERLY TDC 411)	4
NET 413	INTRODUCTION TO LAN TECHNOLOGIES (FORMERLY TDC 413)	4
CSEC 418	INTRODUCTION TO HOST SECURITY (FORMERLY CNS 418)	4

Foundation Courses

Course	Title	Quarter Hours
NET 460	FOUNDATIONS OF NETWORK TECHNOLOGIES (FORMERLY TDC 460)	4
NET 463	COMPUTER NETWORKS AND DATA SYSTEMS (FORMERLY TDC 463)	4
NET 477	NETWORK SECURITY (FORMERLY TDC 477)	4
CSEC 440	INFORMATION SECURITY MANAGEMENT (FORMERLY CNS 440)	4
CSEC 450	DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450)	4

Students who have not completed the Foundation Courses can register for a maximum of four (4) Advanced Courses.

Advanced Courses

Course	Title	Quarter Hours
NET 560	ADVANCED NETWORK TECHNOLOGIES AND DESIGN (FORMERLY TDC 560)	4
NET 563	PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS (FORMERLY TDC 563)	4
NET 577	NETWORK SECURITY II (FORMERLY TDC 577)	4

Major Elective Courses

Students must complete eight (8) credit hours of Major Elective Courses, typically two 4-credit hour courses. Major Elective Courses must be in the range of 420-599 and must be chosen from NET or CSEC courses.

CDM Open Elective Courses

Students must complete four (4) credit hours of CDM Open Elective Course. The Open Elective must be in the range of 420-699 and must be chosen from CSC, CSE, CSEC, NET, SE, IS, ECT, IT, PM, IPD, HIT, HCI, or GAM courses. The Open Elective must not have been otherwise used to satisfy degree requirements. Credit for courses taken outside of the school will only be given if approved by a faculty advisor.

Capstone

Course	Title	Quarter Hours
NET 594	NETWORK CAPSTONE (FORMERLY TDC 594)	4
or CSEC 594	COMPUTER INFORMATION AND NETWORK SECURITY CAPSTONE (FORMERLY CNS 594)	

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same courses, but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

For DePaul's policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate Handbook.

Network Technologies (Minor)

The Network Technologies minor gives students a foundation in the theory and practice of designing, deploying and managing both wired and wireless network technologies.

Course Requirements

Course	Title	Quarter Hours
IT 263	APPLIED NETWORKS AND SECURITY	4
NET 311	COMPUTERS IN TELECOMMUNICATIONS SYSTEMS (FORMERLY TDC 311)	4
NET 362	PRINCIPLES OF DATA COMMUNICATIONS (FORMERLY TDC 362)	4
NET 363	INTRODUCTION TO LOCAL AREA NETWORKS (FORMERLY TDC 363)	4
NET 365	NETWORK INTERCONNECTION TECHNOLOGIES (FORMERLY TDC 365)	4
NET 372	WAN SERVICES (FORMERLY TDC 372)	4

Neuroscience (BS)

Neuroscience is an interdisciplinary major that incorporates existing courses from the natural, computational, and social sciences, as well as specific courses unique to the field of Neuroscience. Neuroscience has quickly become one of the fastest growing areas of study in both the natural and behavioral sciences. Its multidisciplinary nature attracts individuals not just from biology and psychology disciplines, but also from fields such as philosophy, anthropology, economics, mathematics and computer science.

Neuroscience majors are interested in studying the brain and nervous system in multiple ways. They consider fundamental concepts that underlie the function of the nervous system on a cellular and molecular level, how the nervous system produces behavior and cognition, and the role of computer science and mathematics in new technologies and therapies in neuroscience. Additionally, Neuroscience majors can apply their knowledge of the nervous system to human health and disease, as well as public health, philosophy, law, business, computer science, and related fields.

Program Requirements	Quarter Hours
Liberal Studies Requirements	68
Major Core Requirements	48
Major Electives	24-36
Concentration Requirements	12-24
Open Electives	28
Total hours required	192

Learning Outcomes

Students will be able to:

- Describe how the cellular and systems level structure of the nervous system is responsible for neurological function, behavior, and cognition.
- Critically evaluate scientific literature in order to communicate core concepts in a clear and organized manner both verbally and in writing.

- Design and analyze scientific experiments.
- Explain challenges surrounding ethical thinking posed by advancements in neuroscience.
- Relate neuroscience content to other scientific and non-scientific disciplines.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool

described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
NEU 390	NEUROSCIENCE CAPSTONE ¹	4

¹ Students must earn a C- or better.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required
(See Note Below)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required
(See Note Below)

Scientific Inquiry (SI) (p. 1332)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Students must complete one approved ethics course from the following:

Course	Title	Quarter Hours
CSC 208	ETHICS IN TECHNOLOGY	4
HLTH 229	ETHICS FOR HEALTH SCIENCES	4
PHL 200	ETHICAL THEORIES	4
PHL 230	CONTEMPORARY TOPICS IN ETHICS	4
PHL 228	NEUROETHICS	4
PHL 229	BIOMEDICAL ETHICS	4
REL 229	MEDICINE, ETHICS AND SOCIETY	4

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Core Requirements

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4
PSY 105	INTRODUCTORY PSYCHOLOGY I	4
PSY 106	INTRODUCTORY PSYCHOLOGY II	4
NEU 201	INTRODUCTION TO NEUROSCIENCE	4
NEU 202	ADVANCED NEUROSCIENCE FUNDAMENTALS	4
NEU 280	RESEARCH METHODS IN NEUROSCIENCE	4
NEU 390	NEUROSCIENCE CAPSTONE	4
Select one of the following:		4
BIO 206	BIOSTATISTICS	

PSY 240	STATISTICS I
IT 223	DATA ANALYSIS
MAT 242	ELEMENTS OF STATISTICS

Major Electives

Choose between 6 to 9 major electives (24 to 36 quarter hours) depending on the selected concentration. Please refer to concentration page for required number of major electives. If a course is listed as a concentration requirement, it cannot double count as a major elective as well.

Course	Title	Quarter Hours
NEU 228	NEUROETHICS	4
NEU 256	INTRODUCTION TO COMPUTATIONAL NEUROSCIENCE	4
NEU 310	SEMINAR IN NEUROPSYCHOPHARMACOLOGY	4
NEU 339 or BIO 339	CELLULAR NEUROBIOLOGY	4
NEU 350	SENSORY NEUROSCIENCE	4
NEU 351	NEUROSCIENCE OF MOVEMENT	4
NEU 360	CONVERSATIONS WITH NEUROSCIENTISTS	4
NEU 380	SPECIAL TOPIC IN NEUROSCIENCE	4
NEU 399	INDEPENDENT STUDY IN NEUROSCIENCE	2-4
BIO 201	HUMAN ANATOMY	4
BIO 210	MICROBIOLOGY	4
BIO 220	BIOTECHNOLOGY	4
BIO 250	CELL BIOLOGY	4
BIO 260	GENETICS	4
BIO 301	ANIMAL BEHAVIOR	4
BIO 307 or BIO 308	ANIMAL PHYSIOLOGY	4
or HLTH 301	HUMAN PHYSIOLOGY	
or HLTH 301	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A	
BIO 330	DEVELOPMENTAL BIOLOGY	4
BIO 340	BEHAVIORAL NEUROSCIENCE	4
BIO 341	TOPICS IN NEUROBIOLOGY	4
BIO 342	COGNITIVE NEUROSCIENCE	4
or PSY 379	COGNITIVE NEUROSCIENCE	
BIO 360	MOLECULAR BIOLOGY	4
BIO 375	INTRODUCTION TO PHARMACOLOGY	4
or HLTH 375	INTRODUCTION TO PHARMACOLOGY	
BIO 386	ENDOCRINOLOGY	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III	4
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	4
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4

CSC 250	COMPUTERS AND HUMAN INTELLIGENCE	4
CSC 381	INTRODUCTION TO DIGITAL IMAGE PROCESSING	4
DSC 341	FOUNDATIONS OF DATA SCIENCE	4
HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	4
PHY 150 or PHY 170	GENERAL PHYSICS I UNIVERSITY PHYSICS I	4
PHY 151 or PHY 171	GENERAL PHYSICS II UNIVERSITY PHYSICS II	4
PHY 152 or PHY 172	GENERAL PHYSICS III UNIVERSITY PHYSICS III	4
PSY 303	HUMAN DEVELOPMENT	4
PSY 348	SOCIAL COGNITION	4
PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE	
PSY 364	HEALTH PSYCHOLOGY	4
PSY 366	BEHAVIOR PROBLEMS OF CHILDREN	4
PSY 370	SOCIAL AND EMOTIONAL DEVELOPMENT	4

For students interested in applying to professional health programs that require Anatomy and Physiology, we recommend choosing from the combination of BIO 201 and BIO 308 or HLTH 301 and HLTH 302.

Concentration Requirements

Students must also complete the requirements from one concentration: Behavioral/Cognitive Neuroscience; Cellular/Molecular Neuroscience; Computational Neuroscience; Integrative Neuroscience. Students are limited to only declaring one concentration.

Students are advised to talk with their advisor before double majoring ~~because some major combinations are prohibited.~~ No more than 50% of the credits that apply to one major may be drawn from another major.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following concentrations:

- Behavioral/Cognitive Neuroscience Concentration, Neuroscience (BS) (p. 845)
- Cellular/Molecular Neuroscience Concentration, Neuroscience (BS) (p. 845)
- Computational Neuroscience Concentration, Neuroscience (BS) (p. 845)
- Integrative Neuroscience Concentration, Neuroscience (BS) (p. 846)

Behavioral/Cognitive Neuroscience Concentration, Neuroscience (BS)

This concentration is for students who are interested in understanding how the nervous system is involved in behaviors such as: sensation/perception, movement, and cognitive functioning which includes learning, memory and emotion.

Course Requirements

Course	Title	Quarter Hours
NEU 339 or BIO 339	CELLULAR NEUROBIOLOGY CELLULAR NEUROBIOLOGY	4
BIO 307 or BIO 308 or HLTH 301	ANIMAL PHYSIOLOGY HUMAN PHYSIOLOGY INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A	4
BIO 342 or PSY 379	COGNITIVE NEUROSCIENCE COGNITIVE NEUROSCIENCE	4
PSY 360	THEORIES OF LEARNING AND COGNITION	4
NEU 350	SENSORY NEUROSCIENCE	4
NEU 351	NEUROSCIENCE OF MOVEMENT	4

In addition, students in the Behavioral/Cognitive Neuroscience Concentration will be required to choose 6 (24 Quarter Hours) Major Electives, and have 7 (28 Quarter Hours) Open Electives.

Cellular/Molecular Neuroscience Concentration, Neuroscience (BS)

This concentration is for students who are interested in the cellular and molecular mechanisms that are involved in the functioning of the nervous system and how they relate to the creation of behavior, or play a role in disease.

Course Requirements

Course	Title	Quarter Hours
NEU 339 or BIO 339	CELLULAR NEUROBIOLOGY CELLULAR NEUROBIOLOGY	4
BIO 250	CELL BIOLOGY	4
BIO 260	GENETICS	4
BIO 360	MOLECULAR BIOLOGY	4
Choose one of the following:		4
NEU 350	SENSORY NEUROSCIENCE	
NEU 351	NEUROSCIENCE OF MOVEMENT	
BIO 340	BEHAVIORAL NEUROSCIENCE	

In addition, students in the Cellular/Molecular Neuroscience Concentration will be required to choose 7 (28 Quarter Hours) Major Electives and have 7 (28 Quarter Hours) Open Electives.

Computational Neuroscience Concentration, Neuroscience (BS)

This concentration is for students who are interested in quantitative and computational modeling methods to understand the functions of the nervous system and behavior and/or in the design of human-made devices that duplicate nervous system functioning.

Course Requirements

Course	Title	Quarter Hours
MAT 150	CALCULUS I	4
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	4
CSC 250	COMPUTERS AND HUMAN INTELLIGENCE	4
DSC 341	FOUNDATIONS OF DATA SCIENCE	4
CSC 381	INTRODUCTION TO DIGITAL IMAGE PROCESSING	4
NEU 256	INTRODUCTION TO COMPUTATIONAL NEUROSCIENCE	4

In addition, students in the Computational Neuroscience Concentration will be required to choose 6 (24 Quarter Hours) Major Electives and have 7 (28 Quarter Hours) Open Electives.

Integrative Neuroscience Concentration, Neuroscience (BS)

This concentration is for students who would like a more integrative approach which includes multiple sub-disciplines of neuroscience in their curriculum. This concentration is also good for students who are undecided, switch majors, transfer in with credits, are pursuing a professional or graduate program with defined prerequisites, or have an ongoing curriculum that makes it difficult to fulfill requirements of the other concentrations.

Course Requirements

Course	Title	Quarter Hours
Select three courses from the following:		12
NEU 339 or BIO 339	CELLULAR NEUROBIOLOGY	
NEU 350	SENSORY NEUROSCIENCE	
NEU 351	NEUROSCIENCE OF MOVEMENT	
BIO 342 or PSY 379	COGNITIVE NEUROSCIENCE	
NEU 256	INTRODUCTION TO COMPUTATIONAL NEUROSCIENCE	

In addition, students in the Integrative Concentration will be required to choose 9 (36 Quarter Hours) Major Electives and have 7 (28 Quarter Hours) Open Electives.

Nonprofit Management (BA)

The Bachelor of Arts in Nonprofit Management from the School of Continuing and Professional Studies (SCPS) builds knowledge and skills for application in nonprofit settings, especially within administrative, supervisory and managerial positions. This program intentionally helps students to integrate liberal arts learning, inquiry and critical thinking skills, with a professional specialization. In this program, students have the opportunity to earn credit from prior learning from experience.

This major advances students' foundational management knowledge and skills in a range of areas critical to nonprofit organization, especially project management, program development and evaluation, fundraising, human resources, risk management, leadership, workplace law, , ethical

conduct, data analytics, finance and professional communications. With a range of courses in the major offered as electives, students may choose courses and specialize in areas of particular interest to them.

This major is designed for working adult students and provides:

- Flexible scheduling including online options available
- Financial Aid, flexible payment options, and **special adult student tuition pricing**
- Acceleration and affordability through transfer credit and prior learning assessment (PLA) credit
- Opportunities to combine bachelor's and master's programs and apply graduate courses to both programs
- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
- Degree granted by DePaul University, with its excellent academic reputation and the opportunity to join its prestigious and extensive alumni network

Program Requirements	Quarter Hours
College Core Requirements	78
Major Requirements	72
Open Electives	42
Total hours required	192

Learning Outcomes

Students will be able to:

- Analyze and apply knowledge and theories of nonprofit management and change to real world problems within a nonprofit context
- Apply ethical principles in context
- Investigate problems using qualitative and quantitative methods.
- Apply various methods of communication to multiple settings
- Analyze data and apply skills for effective decision-making in nonprofit organizations
- Analyze and apply different liberal arts perspectives to nonprofit management

College Core (78 credits, 20 credits in residence)

Lifelong Learning Requirements (32 credits, 16 credits in residence)

Course	Title	Quarter Hours
LL 201 or RPL 101	REFLECTIVE LEARNING ¹ PRIOR LEARNING ASSESSMENT	2
LL 305	ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD	4
LL 205 or LL 206	QUANTITATIVE REASONING ADVANCED MATH FOR PROFESSIONAL STUDIES	4
LL 261	ESSAY WRITING	4
LL 270	CRITICAL THINKING	4
LL 290	RESEARCH WRITING ¹	4

LL 301	RESEARCH METHODS ¹	6
LL 302	EXPERIENTIAL LEARNING PRACTICUM ¹	4

Liberal Learning Requirements (46 credits, 4 credits in residence):

- Liberal Arts in Action Requirement: CCA 281 (<https://catalog.depaul.edu/search/?P=CCA%20281>), CCH 281 (<https://catalog.depaul.edu/search/?P=CCH%20281>), CCS 281 (<https://catalog.depaul.edu/search/?P=CCS%20281>) or courses with LA1 designation, 6 credits
- CORE CURRICULUM ARTS & IDEAS, courses with the CCA, AL, PI, or RD requirement designations, 12 credits
- CORE CURRICULUM HUMAN COMMUNITY, courses with the CCH, SCBI, or HI requirement designations, 12 credits
- CORE CURRICULUM SCIENTIFIC WORLD, courses with the CCSW, SI, SILB, or SISK requirement designations, 12 credits
- IN 307 (<https://catalog.depaul.edu/search/?P=IN%20307>) INTEGRATIVE LEARNING, 4 credits ¹

¹ Must be completed in residence.

Major Requirements (72 credits)

40 credit hours must be completed in residence in the major, including FA 199 and LL 303.

Professional Studies Core (20 credits, 8 credits in residence)

Course	Title	Quarter Hours
CAREER ASSESSMENT AND PLANNING		
FA 199	CAREER ASSESSMENT AND PLANNING ¹	2
PROFESSIONAL COMMUNICATIONS		
DCM 330	PROFESSIONAL COMMUNICATION IN THE WORKPLACE	4
ETHICS OR SOCIAL JUSTICE, courses with the PSES requirement designation. Choose one of the following:		
DCM 317	ETHICS IN THE PROFESSIONS	2
DCM 318	SOCIAL JUSTICE IN THE PROFESSIONS	
CREATIVITY OR INNOVATION, courses with the PSCI requirement designation. Choose one of the following:		
CCA 170	CREATIVITY AND ENTREPRENEURSHIP	2
DCM 319	CREATIVITY AND INNOVATIVE THINKING	
GLOBAL PERSPECTIVES, courses with the PSGP requirement designation. Choose one of the following:		
CCH 239	BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE	4
CCH 283	GLOBAL PERSPECTIVES OF WORK & FAMILY	4
CCH 300	GLOBALIZATION AND PROFESSIONAL PRACTICE	4
CAPSTONE PROJECT		
LL 303	CAPSTONE PROJECT ¹	6

¹ Must be completed in residence.

Nonprofit Management Core (40 credits)

Course	Title	Quarter Hours
DA 200	DATA ANALYTICS	4
BADM 223	ACCOUNTING AND FINANCE PRINCIPLES	4
DCM 301	EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT	4
BADM 335	RISK MANAGEMENT IN THE WORKPLACE	4
PPS 308		4
PPS 318	PROGRAM DEVELOPMENT AND EVALUATION NONPROFIT ORGANIZATIONS	4
PPS 319	FUNDRAISING FOR NONPROFIT ORGANIZATIONS	4
PPS 322	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	4
PPS 329	STRATEGIC MANAGEMENT AND PLANNING	4
PPS 346	ADVOCACY AND LOBBYING	4

Nonprofit Management Major Electives (12 credits)

Students are encouraged to use their major elective credits to complete a thematic cluster of courses relevant to their professional goals. For example, they may wish to create a cluster relevant to the type of nonprofit they currently work for or wish to pursue. For example, students who intend to work for nonprofit organizations focusing on environmental issues, might want to take environmental studies courses.

Those who intend to work for health organizations might want to take courses concerning public health. Students can also develop a cluster around serving certain communities such as Latino, African American or LGBTQ Studies. Students also have the option of taking additional courses related to nonprofit management for their major electives.

Students should work with their academic advisors to identify an appropriate cluster theme and apply the courses to their major electives and open electives. Thematic clusters can be completed through DePaul courses, transfer courses or Prior Learning Assessment (PLA). The course list below are some major elective options.

Course	Title	Quarter Hours
ABD 100	INTRODUCTION TO AFRICAN AND BLACK DIASPORA STUDIES	4-4.5
ABD 208	AFRICAN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	4-4.5
BADM 288	MARKETING FOR THE SOCIAL GOOD	4
BADM 313	CHANGE MANAGEMENT: THEORY & PRACTICE	2
CCH 110	ESSENTIALS OF TRAINING AND DEVELOPMENT	2
CCH 220	FRAUD IN REAL WORLD ORGANIZATIONS	2
CCH 387	AFRICAN-AMERICAN STUDIES IN CRITICAL PERSPECTIVE	4
CSS 320	COMMUNITY FOOD SYSTEMS	4

DCM 312	ADVANCED LEADERSHIP THEORY & PRACTICE	4
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	4-4.5
GEO 225	EARTH'S CHANGING CLIMATE	4-4.5
HC 326	CONTEMPORARY NATIVE AMERICAN/ AMERICAN INDIAN ISSUES	2
HLTH 335	COMMUNITY HEALTH ASSESSMENT	
LST 202	CONSTRUCTING LATINO COMMUNITIES	4-4.5
LST 307	GROWING UP LATINO/LATINA IN THE U.S.	4-4.5
PAX 200	COMMUNITIES WORKING FOR SUSTAINABLE JUSTICE AND PEACE: SERVICE IN CHICAGO AND THE U.S.	4-4.5
PPS 333	GREEN CITIES	4-4.5
PPS 350	ISSUES IN URBAN REDEVELOPMENT	4-4.5
PSY 213	LESBIAN, GAY, BISEXUAL AND TRANSGENDER PSYCHOLOGY	

Open Electives (42 credits)

Open Electives can be fulfilled through courses taken in the School of Continuing and Professional Studies and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Nonprofit Management (BA) Online

The Bachelor of Arts in Nonprofit Management from the School of Continuing and Professional Studies (SCPS) builds knowledge and skills for application in nonprofit settings, especially within administrative, supervisory and managerial positions. This program intentionally helps students to integrate liberal arts learning, inquiry and critical thinking skills, with a professional specialization. In this program, students have the opportunity to earn credit from prior learning from experience.

This major advances students' foundational management knowledge and skills in a range of areas critical to nonprofit organization, especially project management, program development and evaluation, fundraising, human resources, risk management, leadership, workplace law, , ethical conduct, data analytics, finance and professional communications. With a range of courses in the major offered as electives, students may choose courses and specialize in areas of particular interest to them.

This major is designed for working adult students and provides:

- Flexible scheduling including online options available
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- Opportunities to combine bachelor's and master's programs and apply graduate courses to both programs
- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
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Course	Title	Quarter Hours
LL 201 or RPL 101	REFLECTIVE LEARNING ¹ PRIOR LEARNING ASSESSMENT	2
LL 305	ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD	4
LL 205 or LL 206	QUANTITATIVE REASONING ADVANCED MATH FOR PROFESSIONAL STUDIES	4
LL 261	ESSAY WRITING	4
LL 270	CRITICAL THINKING	4
LL 290	RESEARCH WRITING ¹	4
LL 301	RESEARCH METHODS ¹	6
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Major Requirements (72 credits)

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Professional Studies Core (20 credits, 8 credits in residence)

Course	Title	Quarter Hours
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FA 199	CAREER ASSESSMENT AND PLANNING ¹	2
PROFESSIONAL COMMUNICATIONS		
DCM 330	PROFESSIONAL COMMUNICATION IN THE WORKPLACE	4
ETHICS OR SOCIAL JUSTICE, courses with the PSES requirement designation. Choose one of the following:		
DCM 317	ETHICS IN THE PROFESSIONS	2
DCM 318	SOCIAL JUSTICE IN THE PROFESSIONS	
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CCA 170	CREATIVITY AND ENTREPRENEURSHIP	2
DCM 319	CREATIVITY AND INNOVATIVE THINKING	
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CCH 300	GLOBALIZATION AND PROFESSIONAL PRACTICE	4
CAPSTONE PROJECT		
LL 303	CAPSTONE PROJECT ¹	6

¹ Must be completed in residence.

Nonprofit Management Core (40 credits)

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BADM 223	ACCOUNTING AND FINANCE PRINCIPLES	4
DCM 301	EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT	4
BADM 335	RISK MANAGEMENT IN THE WORKPLACE	4
PPS 308		4
PPS 318	PROGRAM DEVELOPMENT AND EVALUATION NONPROFIT ORGANIZATIONS	4
PPS 319	FUNDRAISING FOR NONPROFIT ORGANIZATIONS	4
PPS 322	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	4
PPS 329	STRATEGIC MANAGEMENT AND PLANNING	4
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Students should work with their academic advisors to identify an appropriate cluster theme and apply the courses to their major electives and open electives. Thematic clusters can be completed through DePaul courses, transfer courses or Prior Learning Assessment (PLA). The course list below are some major elective options.

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BADM 288	MARKETING FOR THE SOCIAL GOOD	4
BADM 313	CHANGE MANAGEMENT: THEORY & PRACTICE	2
CCH 110	ESSENTIALS OF TRAINING AND DEVELOPMENT	2
CCH 220	FRAUD IN REAL WORLD ORGANIZATIONS	2
CCH 387	AFRICAN-AMERICAN STUDIES IN CRITICAL PERSPECTIVE	4
CSS 320	COMMUNITY FOOD SYSTEMS	4
DCM 312	ADVANCED LEADERSHIP THEORY & PRACTICE	4
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	4-4.5
GEO 225	EARTH'S CHANGING CLIMATE	4-4.5
HC 326	CONTEMPORARY NATIVE AMERICAN/ AMERICAN INDIAN ISSUES	2
HLTH 335	COMMUNITY HEALTH ASSESSMENT	
LST 202	CONSTRUCTING LATINO COMMUNITIES	4-4.5
LST 307	GROWING UP LATINO/LATINA IN THE U.S.	4-4.5
PAX 200	COMMUNITIES WORKING FOR SUSTAINABLE JUSTICE AND PEACE: SERVICE IN CHICAGO AND THE U.S.	4-4.5
PPS 333	GREEN CITIES	4-4.5
PPS 350	ISSUES IN URBAN REDEVELOPMENT	4-4.5
PSY 213	LESBIAN, GAY, BISEXUAL AND TRANSGENDER PSYCHOLOGY	

Open Electives (42 credits)

Open Electives can be fulfilled through courses taken in the School of Continuing and Professional Studies and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Nonprofit Management (MNM)

The Master of Nonprofit Management (MNM) at DePaul University prepares students interested in nonprofit management to serve the common good and advance a just society, in the spirit of St. Vincent de Paul. The MNM builds competencies in leadership, management, ethics and advocacy, reflecting the areas of study important to today's nonprofit professional.

Integrating best practices in nonprofit management with DePaul's rich, globally focused curriculum, the MNM degree was designed specifically to correspond with the curriculum goals of the Nonprofit Academic Centers Council (NACC).

Program Requirements	Quarter Hours
Core Requirements	40
Elective Courses	12
Total hours required	52

The Master of Nonprofit Management may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined NMN/certificate program should consult with their academic advisor (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to determine what coursework might count toward both programs. A separate application process for the certificate may be required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office (<https://las.depaul.edu/about/administration-staff/Pages/graduate-student-office.aspx>) for additional information.

- Nonprofit Management + Community Development Certificate
- Nonprofit Management + Critical Ethnic Studies Certificate
- Nonprofit Management + Emergency Management Administration Certificate
- Nonprofit Management + Geographic Information Systems Certificate
- Nonprofit Management + Global Health Certificate
- Nonprofit Management + Health Care Administration Certificate
- Nonprofit Management + Metropolitan Planning and Development Certificate
- Nonprofit Management + Social Research Certificate
- Nonprofit Management + Strategic Writing and Advancement for Nonprofits Certificate
- Nonprofit Management + Sustainable Urban Food Systems Certificate
- Nonprofit Management + Translation and Interpreting Certificate
- Nonprofit Management + Women's and Gender Studies Certificate

Learning Outcomes

Students will be able to:

- Explain relevant issues in the non-profit sector to target audiences in appropriate written and oral formats.
- Apply an ethical framework in making an organizational decision on a current moral dilemma.

- Demonstrate the specific managerial and technical skillsets evident in the non-profit sector, including finance, the management of volunteers, fundraising, and advocacy.
- Apply the leadership and strategic planning skills essential to managing non-profit organizations.
- Demonstrate their research competencies through a multi-step self-assessment process.

Degree Requirements

Students complete 13 courses (52 credit hours). Ten courses (40 credit hours) of core course work and three courses (12 credit hours) of electives are required.

Required Courses

Course	Title	Quarter Hours
MPS 500	INTRODUCTION TO PUBLIC SERVICE MANAGEMENT	4
MPS 508	INTRODUCTION TO NONPROFIT MANAGEMENT	4
MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	4
MPS 519	RESOURCE DEVELOPMENT	4
MPS 522	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	4
MPS 533	APPLIED STATISTICS FOR PUBLIC SERVICE (USING EXCEL)	4
or MPS 536	APPLIED STATISTICS FOR PUBLIC SERVICE (USING SPSS)	
MPS 546	ADVOCACY AND LOBBYING	4
MPS 583	RESEARCH METHODS FOR PUBLIC SERVICE	4
MPS 593	INTEGRATIVE SEMINAR	4
MPS 594	ETHICAL LEADERSHIP IN PUBLIC SERVICE	4

Internship Capstone Option

Students may choose to replace MPS 593 with MPS 610 Internship Capstone option.

Electives

Course	Title	Quarter Hours
Select three from the following:		12
MPS 501	CROSS-SECTOR ANALYSIS	
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 518	PROGRAM DEVELOPMENT AND EVALUATION FOR NONPROFIT ORGANIZATIONS	
MPS 520	VALUES-CENTERED LEADERSHIP	
MPS 521	LEADERSHIP IN PUBLIC SERVICE	
MPS 523	GROUP DYNAMICS FOR LEADERS	
MPS 524	MARKETING FOR SERVICE ORGANIZATIONS	
MPS 525	WORKING WITH NONPROFIT BOARDS	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 528	FOUNDATION MANAGEMENT	

MPS 529	STRATEGIC MANAGEMENT AND PLANNING
MPS 530	ANALYSIS OF NONPROFIT ORGANIZATIONS
MPS 561	LAW AND NONPROFIT ORGANIZATIONS
MPS 575	STUDY ABROAD SEMINAR
MPS 600	INDEPENDENT STUDY
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP
MPS 604	SPECIAL TOPICS
MPS 611	MANAGEMENT OF INTERNATIONAL NGOS
WRD 526	GRANT AND PROPOSAL WRITING

Internship Option

Students can opt to complete an internship or professional development experience. The student would enroll in MPS 601 for course credit, which will be applied to the MNM degree by the student's adviser. Contact SPSAdvising@depaul.edu (spsadvising@depaul.edu) for more details.

Student Handbook

Students in the School of Public Service will follow many of the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in the School of Public Service. Please see information below.

Academic Probation

All students within the School of Public Service must maintain a minimum cumulative GPA of 2.7 or higher as part of their requirements for graduation. As a result, any student who earns a cumulative GPA below 2.7 (B-) is placed on academic probation. Students on academic probation are required to meet with the Assistant Director for Academic Advising to discuss their performance and determine a plan for improvement.

Dismissal

Students who are not able to raise their cumulative GPA to a minimum of 2.7 within two academic quarters (after being placed on academic probation) are subject to dismissal from the program.

Readmission

If a student is dismissed from the program (as outlined in the dismissal policy), he or she may reapply through the formal admission application process.

Graduation Requirements

In order to graduate from the program, students must complete all program requirements with a minimum cumulative GPA of 2.7 or higher. If a student's cumulative GPA is below a 2.7, he or she may be denied graduation.

Non-Degree Seeking Students

While School of Public Service courses are open to non-degree seeking graduate students, pre-requisite requirements for certain courses may be enforced.

Nonprofit Management (MNM) Online

The Master of Nonprofit Management (MNM) at DePaul University prepares students interested in nonprofit management to serve the common good and advance a just society, in the spirit of St. Vincent de Paul. The MNM builds competencies in leadership, management, ethics and advocacy, reflecting the areas of study important to today's nonprofit professional.

Integrating best practices in nonprofit management with DePaul's rich, globally focused curriculum, the MNM degree was designed specifically to correspond with the curriculum goals of the Nonprofit Academic Centers Council (NACC).

Program Requirements	Quarter Hours
Core Requirements	40
Elective Courses	12
Total hours required	52

The Master of Nonprofit Management may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MNM/certificate program should consult with their academic advisor (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to determine what coursework might count toward both programs. A separate application process for the certificate may be required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office (<https://las.depaul.edu/about/administration-staff/Pages/graduate-student-office.aspx>) for additional information.

- Nonprofit Management + Community Development Certificate
- Nonprofit Management + Critical Ethnic Studies Certificate
- Nonprofit Management + Emergency Management Administration Certificate
- Nonprofit Management + Geographic Information Systems Certificate
- Nonprofit Management + Global Health Certificate
- Nonprofit Management + Health Care Administration Certificate
- Nonprofit Management + Metropolitan Planning and Development Certificate
- Nonprofit Management + Social Research Certificate
- Nonprofit Management + Strategic Writing and Advancement for Nonprofits Certificate
- Nonprofit Management + Sustainable Urban Food Systems Certificate
- Nonprofit Management + Translation and Interpreting Certificate
- Nonprofit Management + Women's and Gender Studies Certificate

Program Requirements	Quarter Hours
Core Requirements	40
Electives Requirements	12
Total hours required	52

Learning Outcomes

Students will be able to:

- Explain relevant issues in the non-profit sector to target audiences in appropriate written and oral formats.
- Apply an ethical framework in making an organizational decision on a current moral dilemma.

- Demonstrate the specific managerial and technical skillsets evident in the non-profit sector, including finance, the management of volunteers, fundraising, and advocacy.
- Apply the leadership and strategic planning skills essential to managing non-profit organizations.
- Demonstrate their research competencies through a multi-step self-assessment process.

Degree Requirements

Students complete 13 courses (52 credit hours). Ten courses (40 credit hours) of core course work and three courses (12 credit hours) of electives are required.

Required Courses

Course	Title	Quarter Hours
MPS 500	INTRODUCTION TO PUBLIC SERVICE MANAGEMENT	4
MPS 508	INTRODUCTION TO NONPROFIT MANAGEMENT	4
MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	4
MPS 519	RESOURCE DEVELOPMENT	4
MPS 522	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	4
MPS 533	APPLIED STATISTICS FOR PUBLIC SERVICE (USING EXCEL)	4
or MPS 536	APPLIED STATISTICS FOR PUBLIC SERVICE (USING SPSS)	
MPS 546	ADVOCACY AND LOBBYING	4
MPS 583	RESEARCH METHODS FOR PUBLIC SERVICE	4
MPS 593	INTEGRATIVE SEMINAR	4
MPS 594	ETHICAL LEADERSHIP IN PUBLIC SERVICE	4

Internship Capstone Option

Students may choose to replace MPS 593 with MPS 610 Internship Capstone option.

Electives

Course	Title	Quarter Hours
Select three from the following:		12
MPS 501	CROSS-SECTOR ANALYSIS	
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 518	PROGRAM DEVELOPMENT AND EVALUATION FOR NONPROFIT ORGANIZATIONS	
MPS 520	VALUES-CENTERED LEADERSHIP	
MPS 521	LEADERSHIP IN PUBLIC SERVICE	
MPS 523	GROUP DYNAMICS FOR LEADERS	
MPS 524	MARKETING FOR SERVICE ORGANIZATIONS	
MPS 525	WORKING WITH NONPROFIT BOARDS	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 528	FOUNDATION MANAGEMENT	

MPS 529	STRATEGIC MANAGEMENT AND PLANNING
MPS 530	ANALYSIS OF NONPROFIT ORGANIZATIONS
MPS 561	LAW AND NONPROFIT ORGANIZATIONS
MPS 575	STUDY ABROAD SEMINAR
MPS 600	INDEPENDENT STUDY
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP
MPS 604	SPECIAL TOPICS
MPS 611	MANAGEMENT OF INTERNATIONAL NGOS
WRD 526	GRANT AND PROPOSAL WRITING

Internship Option

Students can opt to complete an internship or professional development experience. The student would enroll in MPS 601 for course credit, which will be applied to the MNM degree by the student's adviser. Contact SPSAdvising@depaul.edu (spsadvising@depaul.edu) for more details.

Student Handbook

Students in the School of Public Service will follow many of the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in the School of Public Service. Please see information below.

Academic Probation

All students within the School of Public Service must maintain a minimum cumulative GPA of 2.7 or higher as part of their requirements for graduation. As a result, any student who earns a cumulative GPA below 2.7 (B-) is placed on academic probation. Students on academic probation are required to meet with the Assistant Director for Academic Advising to discuss their performance and determine a plan for improvement.

Dismissal

Students who are not able to raise their cumulative GPA to a minimum of 2.7 within two academic quarters (after being placed on academic probation) are subject to dismissal from the program.

Readmission

If a student is dismissed from the program (as outlined in the dismissal policy), he or she may reapply through the formal admission application process.

Graduation Requirements

In order to graduate from the program, students must complete all program requirements with a minimum cumulative GPA of 2.7 or higher. If a student's cumulative GPA is below a 2.7, he or she may be denied graduation.

Non-Degree Seeking Students

While School of Public Service courses are open to non-degree seeking graduate students, pre-requisite requirements for certain courses may be enforced.

Nonprofit Organizations (Minor)

The minor in Nonprofit Organizations requires 20 quarter credit hours (5 courses) and is available to degree seeking undergraduates. The minor is offered within the School of Public Service (%20pubserv@depaul.edu) and is designed for students interested in learning the structure, operations, and fundraising activities necessary for a successful nonprofit organization. Students may also complete an internship with a nonprofit organization as part of the minor's requirements. The minor in Nonprofit Organizations pairs well with many undergraduate majors and is structured in a manner that enables students to complete the minor as part of a combined Bachelors/Masters degree (<https://www.depaul.edu/academics/undergraduate/Pages/combined-degrees.aspx>) in conjunction with the School of Public Service (<https://las.depaul.edu/academics/school-of-public-service/Pages/default.aspx>).

Course	Title	Quarter Hours
Choose one required introductory course:		4
PPS 208	INTRODUCTION TO NONPROFIT ORGANIZATIONS	
Choose one from core offerings:		4
PPS 318	PROGRAM DEVELOPMENT AND EVALUATION NONPROFIT ORGANIZATIONS	
or PPS 319	FUNDRAISING FOR NONPROFIT ORGANIZATIONS	
Choose three elective courses from:		12
PPS 318	PROGRAM DEVELOPMENT AND EVALUATION NONPROFIT ORGANIZATIONS *	
PPS 319	FUNDRAISING FOR NONPROFIT ORGANIZATIONS *	
PPS 322	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	
PPS 329	STRATEGIC MANAGEMENT AND PLANNING	
PPS 346	ADVOCACY AND LOBBYING	
PPS 358	SPECIAL TOPICS IN NONPROFIT STUDIES	
PPS 398	INTERNSHIP	
CSS 390	SPECIAL TOPICS IN COMMUNITY SERVICE STUDIES	
CSS 395	COMMUNITY INTERNSHIP	
The three electives may also be chosen from**:		
MPS 501	CROSS-SECTOR ANALYSIS	
MPS 511	SUSTAINABLE INTERNATIONAL DEVELOPMENT	
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	
MPS 520	VALUES-CENTERED LEADERSHIP	
MPS 521	LEADERSHIP IN PUBLIC SERVICE	
MPS 523	GROUP DYNAMICS FOR LEADERS	
MPS 524	MARKETING FOR SERVICE ORGANIZATIONS	
MPS 525	WORKING WITH NONPROFIT BOARDS	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	

MPS 528	FOUNDATION MANAGEMENT
MPS 530	ANALYSIS OF NONPROFIT ORGANIZATIONS
MPS 561	LAW AND NONPROFIT ORGANIZATIONS
MPS 611	MANAGEMENT OF INTERNATIONAL NGOS
Total Hours	20

* If not taken as part of the core offerings

** Graduate courses are available only to students in the combined degree program.

Nursing (BSN)

Program Requirements	Quarter Hours
Liberal Studies Requirements	72
Major Requirements	116
Open Electives	4
Total hours required	192

Learning Outcomes

Students will be able to:

- Be able to integrate foundational liberal arts knowledge with evidence-based nursing concepts to provide contextually relevant and culturally appropriate care to clients, families, communities, and populations.
- Apply leadership skills, healthcare informatics technologies, and intentional interdisciplinary collaboration within complex healthcare systems.
- Demonstrate professional nursing practice standards based on legal and ethical principles and commitment to self-evaluation and lifelong learning.
- Apply research, improvement science, and quality and safety frameworks to achieve equitable and socially just healthcare outcomes.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language

- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I	4
WRD 104	COMPOSITION AND RHETORIC II	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4

Junior Year

Experiential Learning

NSG 310	PATIENT CENTERED NURSING I: MED/ SURG I	8
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Senior Year

Capstone

NSG 331	TRANSITION TO PROFESSIONAL NURSING	8
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Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Major Requirements

Course Requirements

Nursing Courses

Course	Title	Quarter Hours
NSG 200	HEALTH AND NUTRITION	4
NSG 260	STATISTICS FOR THE HEALTH SCIENCES	4
NSG 290	FUNDAMENTALS OF NURSING PRACTICE	5
NSG 291	HEALTH ASSESSMENT ACROSS THE LIFESPAN	4
NSG 292	PATHOPHYSIOLOGY FOR ALTERATION IN HEALTH	4

NSG 293	PHARMACOLOGY FOR ALTERATIONS IN HEALTH	4
NSG 294	NURSING THEORY FOR PROFESSIONAL PRACTICE	4
NSG 312	PATIENT CENTERED NURSING II: MED/ SURG II	8
NSG 314	PATIENT CENTERED NURSING III: MENTAL HEALTH	6
NSG 316	PATIENT CENTERED CARE IV: PEDIATRICS	6
NSG 318	PATIENT CENTERED NURSING: OB/ MATERNITY	6
NSG 320	CRITICAL CARE CENTERED NURSING	8
NSG 323	COMMUNITY AND POPULATION HEALTH	5
NSG 325	CONTEMPORARY HEALTH CARE ISSUES	4
NSG 326	NURSING INFORMATICS AND TECHNOLOGY	4
NSG 327	NURSING RESEARCH	4
NSG 328	QUALITY AND SAFETY FOR TRANSFORMATIONAL NURSING	4
NSG 329	LEADERSHIP AND MANAGEMENT FOR SAFE NURSING CARE	4

Science and Psychology Courses

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 201	HUMAN ANATOMY	4
BIO 202	HUMAN PHYSIOLOGY	4
CHE 116 & CHE 117	GENERAL, ORGANIC AND BIOLOGICAL CHEMISTRY I and GENERAL, ORGANIC AND BIOLOGICAL CHEMISTRY LABORATORY I	4
CHE 118 & CHE 119	GENERAL, ORGANIC AND BIOLOGICAL CHEMISTRY II and GENERAL, ORGANIC AND BIOLOGICAL CHEMISTRY LABORATORY II	4
HLTH 194	HUMAN PATHOGENS AND DEFENSE	4
PSY 303	HUMAN DEVELOPMENT	4

Student Handbook

A complete list of policies specific to the nursing programs of study is contained in the Student Handbook that is updated regularly on the website for the School of Nursing. The complete MENP handbook can be found here (<https://csh.depaul.edu/academics/nursing/student-resources/Pages/student-handbook.aspx>).

Mission of the DePaul University School of Nursing

The Mission of the School of Nursing is the preservation, enrichment and transmission of nursing science as a discipline and its application to promote the health and well-being of individuals, families and communities. The faculty pursues this mission through excellence in teaching as the primary focus of scholarship and research that has the potential to enhance nursing knowledge, scientific inquiry, teaching and health. The School of Nursing maintains a commitment to serving persons with diverse talents, qualities, interests and socioeconomic backgrounds in its education programs and professional practice. It

seeks to provide accelerated, inquiry-based education that anticipates the rapid pace of change in health promotion and illness care.

Philosophy of the DePaul University School of Nursing

Nursing is a learned profession with a distinct science and art. Students learn the practice of nursing through research and the study of diverse human and environmental patterns of health behavior as they affect individuals, families, and communities. Students incorporate scientific knowledge and the nursing process in their delivery of safe, ethical and quality care with deep regard for the differences along the dimensions of race/ethnicity, gender, class, sexuality, religion, heritage and language. The focus of the faculty of the School of Nursing is the education and preparation of students for leadership roles in healthcare. Education is centered on providing care for persons and communities in both health and illness while conducting scientific research to generate knowledge that strengthens these endeavors. Critical thinking is emphasized, along with an insightful examination of society, thus affording students the opportunity to apply the science and art of nursing to promote and maintain health while upholding human dignity for the betterment of the community and society. In keeping with the Vincentian values of DePaul University, students treat all human beings equally and with respect, and by doing so, are acting in the interest of the common good. The School of Nursing faculty is committed to education that will provide the foundation for a professional career as a caregiver, educator, leader, servant and scholar. A professional level of nursing practice is best achieved through master's degree education in nursing and requires appropriate licensure through examination (NCLEX-RN). Advanced professional nursing practice education integrates specialization into the master's degree curriculum or at the post-master's level providing eligibility for professional certification as a nurse anesthetist; clinical specialist in community, acute or long-term care areas; nurse practitioner in primary care; or nursing scholarship in practice or the academy. The master's degree provides the foundation for doctoral education in nursing science.

Accreditation

The baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program at DePaul University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) (<http://www.ccnaccreditation.org/>).

Academic Integrity Policy

Violations of academic integrity in any form are detrimental to the values of DePaul, to the students' own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to: cheating, plagiarism, fabrications, falsification or sabotage of research data, falsification of clinical data, destruction or misuse of the university's academic resources, academic misconduct, and complicity. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion. An instructor may choose to file an academic integrity violation with the university. Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university. Conduct that is punishable under the DePaul Academic Integrity Policy (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Facademic-affairs%2Ffaculty-resources%2Facademic-integrity%2FPages%2Fdefault.aspx&data=05%7C01%7CMNOWAKO3%40depaul.edu%7C7cd4f512dfb7496befd408db4c2f1f71%7C750d3a3f1f464da28a647605e75ea2f>).

DePaul University is committed to education that engages its students, faculty and staff in work within Chicago's institutions and communities. As DePaul representatives to our partner institutions and community organizations, we ask that you take seriously your responsibilities to these institutions during service and clinical experiences and internships. The community and its institutions are extensions of the DePaul classroom. The University's Academic Integrity Policy and Code of Responsibility apply to professional interactions as well.

The BSN program is designed for the high-achieving high-school graduate who wants to become a registered nurse (RN). It provides the foundation for generalist nursing practice and eligibility for RN licensure by examination (NCLEX- RN).

Admissions Policies

- Admission requirements include:

1. Cumulative high school unweighted GPA of 3.5 or above on a 4-point scale
2. Grades of B or higher in high school biology and chemistry
3. At least two years of high school mathematics through Algebra II (four years with pre-calculus or other math beyond Algebra II is preferred) with grades of B or higher
4. All official transcripts must be submitted
5. Testing is optional although students may submit ACT or SAT scores*
6. Non-native English speakers must have a TOEFL score of 590 (PBT) or higher or 96 (iBT) or higher.
5. Applications must include:

- a. Two letters of reference from a former teacher, faculty, high-school counselor, or employer
 - b. Short answer responses to the following prompts:
1. How will your prior background contribute to your ability to fulfill the daily responsibilities of an entry-level registered nurse? (200-word max)

Please address the strengths and opportunities for growth in your application (i.e., explanation for GPA below 3.2, repeated coursework, gaps in academic history and performance on standardized tests). (200-word max)

7. The student is responsible for meeting all conditions of admission and for notifying the Office of Undergraduate Admissions once all conditions have been fully met.

1. Students must maintain a cumulative GPA of 2.5 or greater to remain in good standing. A student will be placed on academic probation if the GPA dips below 2.5. and must enroll in the School of Nursing Success Coaching program. If the GPA is raised to at least 2.5 at the end of the next academic quarter, the student is no longer on probation. If the GPA has not risen to 2.5 at the end of the next academic quarter, the student will be eligible for dismissal from the program, but not from the university. The student may transfer to other majors as appropriate.
2. If a student earns a C or C- in any course, the student is placed on probation. The student must enroll in the School of Nursing Success Coaching program. If the student is able to earn grades in all courses that are C+ or above AND earn a cumulative GPA of 2.5 or greater in the next academic quarter, the student is no longer on probation. If this does not occur, the student will be dismissed from the program.
3. A student who earns a D+ or lower in any course will be dismissed from the program.
4. A student may be placed on probation a maximum of two times during their program.
5. In accordance with the nursing licensing regulations, students found to be convicted of a crime will be reviewed by the APR Committee and may be suspended or dismissed from the program. It is the student's responsibility to disclose any arrests or convictions while enrolled in their program. Degree conferral from the University does not guarantee licensure eligibility in the event the student is convicted of a crime. It is the student's responsibility to be knowledgeable of the licensure requirements for the state in which they intend to apply for RN licensure.
6. The School of Nursing expects a respectful environment conducive to teaching and learning for all students, faculty, and staff. Inappropriate conduct is defined as any action that interferes with the creation and maintenance of an effective learning environment. Students are expected to display civility in all aspects of their educational experience at DePaul University and affiliated institutions.
7. Appropriate student conduct is outlined in detail in the Professional Development Guidelines (Appendix B of student handbook).
8. Students displaying inappropriate conduct may be asked to leave the classroom, clinical area, or meeting. Inappropriate conduct will be

documented with written contract and placed in the student's file. Such incidents of inappropriate conduct will then be reported to the Director of the School of Nursing, with copies sent to the Associate Director of the Program, and the APR Committee. Additional sanctions for inappropriate conduct may be imposed, including dismissal from the nursing program. (For additional information, please see the University Student Handbook available online, and A (p.)ppendix B of the BSN handbook).

Progression Policies

1. All students must attend an orientation session before beginning the BSN program.
2. The student is responsible for reading the Student Handbook. Students are responsible for signing and submitting the Student Handbook Agreement to affirm they have read and fully understand the policies therein.
3. Students are assigned an academic advisor. Students should consult with the academic advisor for any program-related concerns.
4. A student may not register for any course that has a prerequisite that has not been completed.
5. Students may not attend classes for a class which they are not enrolled.
6. Students are responsible for maintaining and updating all required records. See clinical guidelines section of student handbook for more information. Failure to have all records submitted and up to date at the beginning of each course will result in inability to attend the clinical component of the course.
7. Leave of Absence:
 - a. Students who need to interrupt their students for personal, health or other reasons may request a leave of absence for up to one full year. The request should be made to the Associate Director of the Program and the Coordinator of Clinical Placements, APR Committee and Director of School of Nursing should be notified. Depending on circumstances and estimated length of absence, the Associate Director or student's academic advisor may recommend additional action to complete the request process.
 - b. Students who wish to return to the program following a leave of absence will need to submit a written request for resuming coursework to the APR Committee. It is the student's responsibility to send a copy of such request to the Director of the School of Nursing, the student's faculty advisor, the Associate Director of the Program, and the Coordinator of Clinical Placements. This written request should demonstrate the resolution of the extenuating circumstances contributing to the original need to leave the DePaul Nursing Program. This request for reinstatement must be made no less than 6 weeks prior to resuming the nursing course sequence. Students will be notified in writing regarding the decision concerning their re-entry to the program. Individual assessment of current knowledge and clinical skills will be made prior to placement of the student in the appropriate level within the nursing program. Students who become "out-of-sequence students" due to withdrawal, or military/medical/family leave of absence will be placed into a clinical rotation upon re-entry based upon space available and cannot be guaranteed placement in the next available clinical course needed. "Out-of-sequence students" cannot displace in-sequence students from a clinical spot.
8. Students who have taken a leave of absence from the program for greater than 12 calendar months must re-apply to the University. Their application will then be considered with all other qualified applicants applying for admission to the nursing program.
9. A student who withdraws from a core nursing course while in good standing cannot progress in the sequenced nursing curriculum until that course has been successfully completed. In courses that contain both a clinical practicum and a lecture component, both course segments

must be completed simultaneously. Exceptions may be identified and defined by the APR Committee in consultation with both the Director of the School of Nursing or Associate Director of the Program with the course faculty.

10. A student who withdraws from a core nursing course who is "not in good standing" (with a grade of "C" or lower or on probation) at the time of withdrawal, will be referred to the APR Committee. The APR Committee will review the student's past and current performance and elicit recommendations from the course faculty. A representative of the APR Committee may then meet with the course faculty, Associate Director of the Program, and student, to counsel the student and to establish a contract for academic improvement. Such students may not progress in the sequenced nursing curriculum until the course has been retaken and successfully completed. In courses that contain both a clinical and a didactic theory portion, both course segments must be completed simultaneously.
11. A student may withdraw from a core nursing course "not in good standing," (with a grade of "C" or lower) only once during their program of study. A second such withdrawal will result in dismissal from the program.
12. All out-of-sequence students will be placed in clinical on a space/faculty available basis. Scheduling priority will be given to students who are out of sequence for military service, illness, or family leave before students who are out of sequence for failure or withdrawal "not in good standing."
13. A student who has a grade of B- (86% or less) at mid-quarter may be placed on a contract for academic improvement by the instructor. The student must satisfactorily fulfill all course and contract requirements by the end of the quarter of contract initiation to progress in the program.
14. Failure to meet all of the agreed upon terms outlined in the student contract will result in the consequences identified in the contract which may include program dismissal.
15. In accordance with DePaul University policy, students must complete their program within 6 years of matriculation.

Admission, Progression and Retention (APR) Committee

Enforcement of Retention Policies

The School of Nursing (SON) has designated the Admissions, Progression and Retention

(APR) Committee as the administrative body responsible for enforcing the Retention Policies listed in the School of Nursing Student Handbook. Please consult those policies directly for more specific information. The procedures of the APR Committee regarding Retention Policies are as follows:

1. Instructors shall notify the APR Committee Chairperson (within one week of the end of the quarter) of a student who will be receiving a final grade in a course that is a C or lower. The APR Committee Chairperson will be responsible to initiate the academic action to be taken and to notify the student.
2. Retention Policies may indicate that an academic action is taken, including a) inability to receive credit for a course, b) probation, c) suspension from the program, or d) dismissal from the program. The APR Committee shall notify the student in writing of the chosen academic action. If the trigger for the academic action is academic performance, the APR Committee will notify the student in writing no later than two weeks after the end of the quarter in which the student received a final grade in any course(s) that has resulted in the academic action. If the trigger for the academic action is the conviction of a crime, the APR Committee will notify the student within two weeks of receiving notice

of the conviction. If the trigger for the academic action is a claim of unsafe behavior in the clinical setting, or other student misconduct, APR Committee notification will occur no later than two weeks after the Director of the School of Nursing has communicated the decision to the student.

3. If a student wishes to appeal a dismissal that the APR Committee has taken pursuant to the Retention Policies, the student must follow the Procedure for Appealing a Dismissal.

Procedure for Appealing a Dismissal

Requests and Appeals Related to Academic Process

Students in the BSN Program who wish to apply for reinstatement after having been dismissed shall contact the APR Committee within 72 hours from their notification of dismissal. Their application for reinstatement should describe the nature of the circumstances leading to their dismissal and their corrective plan of action for future success in the BSN program. The APR Committee will review their application and decide to whether to reinstate.

1. During the time the APR committee reviews the student's application for reinstatement, the student shall remain responsible for any coursework/assignments/deadlines/compliance issues related to their classes in that quarter. Students under dismissal/reinstatement review will NOT be allowed to participate in any clinical activity where direct patient care is involved. In lieu of attending clinical, the student shall be offered an equivalent assignment at the discretion of the APR Chairperson and/or BSN Associate Director.
2. In the event the student is reinstated, the student will be notified via e-mail of their reinstatement. The student shall henceforth be responsible for adhering to the conditions set forth by the APR Committee.
3. In the event the APR Committee decides to deny reinstatement, the student shall be immediately removed from all class rosters and will no longer be allowed to attend any classes/clinical or any other related activity virtually or in-person. The student has the right to petition for reinstatement within a week of notification directly to the Director of the School of Nursing, who may decide to reinstate the student.
4. In the event the Director of the School of Nursing denies reinstatement, the student shall be dismissed immediately. In the event the Director of the School of Nursing reinstates the student, they will be eligible to enroll in classes the following academic quarter. The student will be responsible for adhering to the conditions set forth by the Director of the School of Nursing. If the student fails to comply with the conditions set forth by the director of the school of nursing, the student will be eligible for immediate dismissal. The decision of the Director of the School of Nursing is final.
5. Moreover, a student may only be reinstated once.

Grade Challenge

The APR does not handle grade challenges. Students wishing to challenge a grade are directed to the DePaul University Student Handbook and follow the steps outlined there. The steps are summarized below.

1. The student must make an appointment to meet with the clinical instructor or course coordinator if the course involved is a clinical course, or course instructor for other courses.
2. If not resolved, the student meets with the Associate Director of the BSN program.
3. If not resolved, the student meets with the Director of the School of Nursing and must send all documentation regarding the challenge prior to the meeting.
4. If not resolved, the student may submit a completed Grade Challenge Application to the Grade Challenge Review Board. The application

can be found at: <https://csh.depaul.edu/student-resources/Pages/General%20forms/grade-challenge-application.aspx>. Additional information about grade challenges can be found in the DePaul University Undergraduate Student Handbook.

Grievance Procedure

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

1. Student rights
2. Student responsibilities
3. Policies regarding grade challenges
4. Procedures for filing a grade challenge
5. Disciplinary procedures and other related matters covered in the handbook
6. The exception is that the School of Nursing requires filing of a grievance prior to the commencement of the next academic quarter

Transfer Credit

The BSN program follows the university Transfer Credit Approval policy for undergraduate students. Students who wish to transfer credit should follow the submission guidelines stipulated in the university policy.

School of Nursing Simulation Lab Mission Statement

The DePaul Simulation Lab (DSL) is committed to facilitating experiential learning opportunities for students. To promote a safe interactive learning environment that fosters collaboration, teamwork, and the synthesis of didactic and clinical knowledge, the DSL employs cutting edge technology in addition to the simulation standards of best practice.

Student Clinical Requirements

It is mandatory for students to complete and upload all clinical requirements to their Student Immunization Tracker via Castle Branch. See health requirement guidelines for more detailed instructions about requirements. All clinical requirements must be submitted and approved prior to the first day of the quarter of clinical attendance. Updates and renewals (e.g., updated lab 29 results, renewed coverage, yearly immunizations) must be submitted to Castle Branch PRIOR to the expiration date. It is the responsibility of the student to ensure that all clinical requirements are kept current.

Graduation Requirements

DePaul University awards the Bachelor of Science degree with a major in nursing to students who successfully completed the BSN program. All requirements of the University, College, and School of Nursing must be met as outlined in the current Bulletin.

The student is responsible for completing the application for degree conferral and commencement by the deadline posted in the academic calendar.

Students are responsible for changes reflecting new program requirements if the department gives sufficient notice.

Upon successful completion of graduation requirements, BSN students are eligible to apply to take the National Council of Licensing Examination (NCLEX). (See Legal Limitations below.)

The Illinois Department of Financial and Professional Regulation requires that graduating BSN students submit to a fingerprinting processing from the Illinois Department of State Police or its designated agent.

Licensure by the IDFPR will require a separate complete background check with fingerprinting prior to being given permission to sit for NCLEX. If criminal activity is noted, such activity MAY BE grounds for the student to not be given permission to take the NCLEX exam.

Legal Limitations for Licensure

Completion of the nursing education program does not guarantee eligibility to take the NCLEX. The Illinois Department of Financial and Professional Regulation - Board of Nursing may refuse to issue a license for one or more causes stated in that section of the Nurse Practice Act.

Requirements for licensure vary from state to state. Those students wishing to take the NCLEX outside Illinois are advised to check with their state's licensure requirements early in the academic program.

Doctor of Nursing Practice (DNP)

Designed for the Baccalaureate or Master's Entry Registered Nurse graduate who wants to pursue Nurse Practitioner or Nurse Anesthesia education and training for national certification and/or experienced Certified Nurse Practitioner, Clinical Nurse Specialist, Certified Registered Nurse Anesthetist or Certified Nurse Midwife seeking a clinical doctorate to gain knowledge on the delivery of advanced nursing practice to patient populations in healthcare systems where they work, acquire competencies on clinical scholarship with a focus on translation of new knowledge to practice and evaluation of health care delivery models, develop organizational and systems leadership skills, apply clinical prevention and population health services, engage in health care policy-making as a vehicle for advocating health for all and appraise information systems/technology and patient care technology that can lead to the transformation of tomorrow's health care. The DNP Program tracks include AGNP, FNP, DNP Completion, and CRNA (in partnership with NorthShore University HealthSystem School of Nurse Anesthesia).

Program Goals

The purposes of the graduate tracks in the doctor of nursing practice program are to prepare advanced practice nurses for leadership roles in the practice setting:

1. Integrate nursing science and knowledge with the knowledge of other disciplines and implement this knowledge in order to improve healthcare.
2. Evaluate and translate evidence-based practices to improve health and healthcare outcomes at the patient, family, population, clinical unit, system, and/or community level.
3. Demonstrate collaborative and leadership skills on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.
4. Contribute to the specialty of advanced practice nursing through participation in systemic inquiry and other scholarly endeavors.
5. Use information systems and technology to improve patient care outcomes in advanced nursing practice.
6. Incorporate a philosophy of social caring based upon respect for the whole person, embodied in professional practice and service activities within a multicultural society.
7. Assume a leadership role in influencing the direction of health care at the local and national level.

8. Demonstrate competencies of advanced nursing practice within a defined specialty.

Program Requirements	Quarter Hours
Core Requirements	40
Concentration Requirements	8-72
Total hours required	48-112

Learning Outcomes

Students will be able to:

- Practice as an advanced practice clinician who demonstrates knowledge of population health issues, prevention strategies, and culturally relevant approaches to improve health.
- Provide organizational leadership through systems of care that utilize interdisciplinary collaboration and consultation to deliver safe, effective, and efficient patient-centered care, which influences policy.
- Design, implement, evaluate, and promote evidence-based care in complex situations through continuous quality improvement and clinical scholarship.
- Develop, implement, and evaluate transformational patient care technologies and analytical methods focused on safety and quality standards.
- Demonstrate an awareness of global health disparities, and in the Vincentian mission of the university, advocate for social justice, equity, and ethical policies that impact the overall health of individuals and communities.

Degree Requirements

Course Requirements

Doctoral Core (40 credit hours)

Course	Title	Quarter Hours
NSG 522	FINANCE AND COSTING IN HEALTH CARE	4
NSG 540	CULTURE, ETHICS, AND POLICY ANALYSIS	4
NSG 550	HEALTHCARE ECONOMICS	4
NSG 551	LEADERSHIP AND ORGANIZATIONAL BEHAVIOR	4
NSG 552	PROGRAM EVALUATION	4
NSG 554	INFORMATICS AND TECHNOLOGY APPLICATIONS	4
NSG 580	BIOSTATISTICS & RESEARCH METHODS FOR ADVANCED PRACTICE	4
NSG 600	EVIDENCE-BASED PRACTICE RESEARCH	4
NSG 601	EVIDENCE-BASED PRACTICE RESEARCH II	4
NSG 602	DNP PROJECT PRACTICUM	4
NSG 603	DNP PROJECT CANDIDACY CONTINUATION	0

Concentration Requirements

In addition to the Doctoral Core requirements, students must complete the track requirements for their one designated concentration track.

Other Requirements

DNP Project

Students will be required to complete a DNP Project which represents the cumulating work for their DNP program. The project is expected to

be a tangible academic product that reflects the student's educational experiences and should be evaluated by an academic committee. The DNP Project for the DePaul DNP students (NSG 600, NSG 601, and NSG 602) will include:

1. a needs assessment of an aggregate population, APN practice setting, healthcare institution policies, or healthcare delivery models using an Evidence Based Practice approach;
2. development and implementation of a research project to improve the health of a population, change practice, influence health policy, or revise healthcare delivery models;
3. evaluation of the program; and
4. a publishable quality manuscript and a formal oral presentation will be presented to the student's DNP Committee for approval.

A poster representing the DNP Project will be produced by the student for presentation at the Grace Peterson Research Colloquium.

Track Requirements are expected to be taken in addition to the doctoral core requirements and the doctoral specialty requirements for completion of the DNP degree. Students are required to select from the following:

- Adult-Gerontological Nurse Practitioner Track, Nursing Practice (DNP) (p. 864)
- DNP Completion - Advanced Practice: Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife, Nursing Practice (DNP) (p. 864)
- Family Nurse Practitioner Track, Nursing Practice (DNP) (p. 865)
- Nurse Anesthetist Track, Nursing Practice (DNP) (p. 865)

Student Handbook

A complete list of policies specific to this program of study is contained in the Student Handbook that is updated regularly on the website for the School of Nursing. The complete RN-MS student handbook can be found here: Post Licensure Student Handbook (<https://csh.depaul.edu/academics/nursing/student-resources/Pages/student-handbook.aspx>).

Retention Policies

MS Degree, Post Graduate Certificate, and DNP Degree Seeking Students

1. To be retained in the nursing program, students must maintain a cumulative grade point average of 3.0 or greater in all academic work at the University.
2. To earn credit, students must earn a grade of B- or better in all courses. Graduate students who receive a grade between C+ to D in any nursing course will have the opportunity to repeat the course a maximum of two times only. Student who receive a grade of F will be dismissed from the program
3. Students who drop below the required cumulative GPA of 3.0 will be placed on probationary status. Students who have less than the required GPA for two consecutive quarters will be dismissed from the program.
4. In accordance with the nursing licensing regulations, students found to be convicted of serious crimes (felonies, substance abuse) will be reviewed by the Admission, Progression and Retention Committee and may be suspended or dismissed from the program.

The SON expects a respectful environment conducive to teaching and learning from all students. Inappropriate conduct is defined as any action that interferes with the creation and maintenance of an effective learning environment. Students are expected to display civility in all aspects of their educational experience at DePaul University. Appropriate student conduct is outlined in detail in the *SON Professional Development Guidelines* (Appendix B). Appropriate student conduct includes, but is not limited to: being punctual for all classes; displaying

courtesy; maintaining professional standards and safe practice in the clinical areas; maintaining academic integrity; avoiding leaving the classroom/clinical area other than during designated breaks and only with the permission of the responsible faculty member; fostering a positive learning environment by respecting the ideas and opinions of others; not talking during class or engaging in activities that distract the attention of others, including keeping cell phones and pagers set on silent mode; respecting others, including not making sarcastic or disrespectful remarks, using foul language or swearing; not threatening others; and remaining emotionally calm without inappropriate outbursts. Students are expected to follow the chain of command in resolving issues. Students displaying inappropriate conduct may be asked to leave the classroom, clinical area, or meeting. Inappropriate conduct will be documented with a written copy of the incident being placed in the student's file. Such incidents of inappropriate conduct will then be reported to the Director of the SON, with copies sent to the Associate Directors of the Program and the Admission, Progression, and Retention Committee. Additional sanctions for inappropriate conduct may be imposed, including dismissal from the nursing program. For additional information, please see both the University Student Handbook-available online, as well as the "Student Misconduct Process" outlined below.

5. Students are required to immediately notify the SON of any arrests or convictions during the program of study. The SON may elect to suspend the student until the criminal charge has been resolved. The SON may elect to dismiss the student for a criminal conviction.

Progression Policies

1. All students must attend an orientation session before beginning the nursing program of studies.
2. All students must meet with their assigned academic advisor before the first quarter of their program to review their official program of studies for the current academic year. The student is responsible to sign the cover sheet of the Student Handbook and upload it to Castle Branch.
3. Students are responsible for scheduling a meeting with their assigned academic advisor or program director at the end of the first academic year and at least once during each subsequent academic year to review progress in the program and plan for the following year. Appointments should be made via Blue Star in Campus Connect. Advisors may not be available during the months of July and August. Please plan accordingly.
4. A student may not register for any course that has a prerequisite if that student has an incomplete in the prerequisite course.
5. Students may not attend classes in a course for which enrollment is blocked. No credit will be awarded for assignments completed when not officially enrolled in a course. This includes assignments previously completed and turned-in for courses taken in the past.
6. All required health records, evidence of CPR certification, criminal background checks, licensure, personal health insurance etc. must be kept on file in the SON. It is each individual student's responsibility to keep all of their records up-to-date. Drug screens are required for clinical placements. See student health requirements (<https://csh.depaul.edu/academics/nursing/student-resources/Pages/health-requirements.aspx>) for further information. Failure to have all records present and up-to-date before the start of each course will result in inability to attend the clinical component of the course.

Accreditation

The baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program at DePaul University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>) (<http://www.ccneaccreditation.org/>).

Academic Integrity Policy

Violations of academic integrity in any form are detrimental to the values of DePaul, to the students' own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to: cheating, plagiarism, fabrications, falsification or sabotage of research data, falsification of clinical data, destruction or misuse of the university's academic resources, academic misconduct, and complicity. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion. An instructor may choose to file an academic integrity violation with the university. Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university. Conduct that is punishable under the DePaul Academic Integrity Policy (<https://offices.depaul.edu/academic-affairs/faculty-resources/academic-integrity/Pages/default.aspx>).

Academic Integrity Policy Extension for Clinical and Service Settings

DePaul University is committed to education that engages its students, faculty and staff in work within Chicago's institutions and communities. As DePaul representatives to our partner institutions and community organizations, we ask that you take seriously your responsibilities to these institutions during service and clinical experiences and internships. The community and its institutions are extensions of the DePaul classroom. The University's Academic Integrity Policy and Code of Responsibility apply to professional interactions as well.

Student Advising/Program of Study

1. A faculty advisor will be assigned to each student upon acceptance to the program. The advisor will assist in developing an appropriate program of studies according to the student's preferences, abilities, and anticipated course availability. Students are required to meet with their advisors during their first quarter in the program, at the end of the first academic year and once per academic year following.
2. Classes are scheduled so that a full-time student can complete the typical program of studies in the designated time frame. Part-time students or students taking courses out-of- sequence, may experience delay in obtaining necessary courses for timely progression in the program
3. Students who change to their progression plan must follow the steps below. Students need to be aware that they may experience delay in obtaining necessary courses for timely progression in the program.
 - A. Meet with his/her academic advisor
 - B. The academic advisor and student will develop an adjusted program of study that the student will follow
4. The student is responsible for setting-up an appointment with the designated advisor to develop an individualized program of studies.
5. The student is responsible for obtaining a copy of the program of studies worked out during the faculty-student advising session.
6. The student is responsible for enrolling in classes in the sequence identified in the program of studies. Should circumstances interrupt or delay registering for the designated classes, students must notify the Associate Director of the Program and faculty advisor for modification of the planned program of studies.
7. The student is responsible for meeting all prerequisites to courses for which the student is registering
8. The student is responsible for scheduling periodic student-advisor, and student- instructor conferences.
9. The student may not register for any courses until all conditions of admission are completed. Students who are not in compliance will be

withdrawn from the course(s) for which they are currently registered. Students will be denied progression in the program up to and including being denied graduation until all requirements are met.

Clinical Guidelines

The student acknowledges that all DePaul University and SON academic and conduct policies remain in place during clinical experiences. The student also agrees to comply with all of the policies set forth by the clinical site. The student understands that failure to comply with university or SON policies or the policies of the clinical site may result in sanctions, including removal from the clinical site and/or the course. The student understands that it is his/her responsibility to immediately notify his/her clinical instructor in the event that the student encounters problems with his/her mentor, preceptor, or staff at the site or at the site generally. Post licensure students are expected to find clinical preceptors and/or mentors at clinical sites preferably in which DePaul University has an affiliation contract with.

If none exists then a request for a clinical affiliation contract must be secured and signed by both institutions. Additionally, a request for a clinical preceptor agreement must be submitted using a Request for Letter of Agreement form along with the preceptor's CV or Preceptor Profile and copy of verification of licensure in the state.

Process for Establishing a Mentor

Please see the step-by-step process (<https://csh.depaul.edu/academics/nursing/student-resources/requests-policies-procedures/Pages/preceptor-mentor-request.aspx>). Students are responsible to complete this process.

Unsafe Clinical Performance

A student is responsible for implementation of safe patient care during the supervised clinical practicum. Unsafe behavior can result in suspension from the clinical site, student remediation, failure of the course, and/or dismissal from the program. Unsafe practice is defined as behavior that has the potential to cause serious harm to a patient. Examples of unsafe clinical behavior in clinical practice include, but are not limited to:

Unsafe practice patterns include but are not limited to:

1. Violating HIPAA requirements
2. Violating OSHA requirements
3. Performing a procedure outside the domain of nursing
4. Performing a procedure in which he/she has not been prepared
5. Failing to use universal precautions
6. Administering treatments/medications in any form via any route without consent and/or supervision from the clinical instructor.
7. Advising patients about diagnosis or prognosis or referring patients to treatments, agencies, medications, without first discussing such with the clinical instructor.
8. Asking a staff nurse to supervise any procedure without consent of the clinical instructor.
9. Inability to correctly calculate math/medication problems
10. Knowingly exposing patients, colleagues, and others to actual or potential life threatening communicable diseases.
11. Stealing drugs, supplies, or belongings from an agency or patient.
12. Removing copies of patient care documents from healthcare agencies.
13. Removal of patient identification.
14. Failure to adhere to DePaul School of Nursing and/or clinical agency policies.
15. Falsifying patient records or fabricating patient experiences.

16. Neglecting to give appropriate care.
17. Providing patient care in a harmful manner or exhibiting careless or negligent behavior in the process of providing care to a patient.
18. Refusing to assume the assigned care of a patient, or failing to inform the instructor of an inability to care for a patient.
19. Willful or intentional physical or emotional harm to a patient.
20. Failure to report an error in assessment, treatment, or medication or failure to report an unusual occurrence or an adverse reaction.
21. Failure to comply with DePaul's Drug Free Campus policy.
22. Performance not in compliance with stated student expectations as outlined in lecture or course syllabi.
23. Failure to know proper vital sign ranges as well as failure to notify instructor or patient's nurse of critical vital sign value.

Any student whose pattern of behavior demonstrates unsafe clinical practice that endangers a patient, colleague, or self in the clinical area will be suspended immediately from the clinical experience. The faculty of record will meet with the student to discuss how the unsafe behavior came about and potential complications from said behavior and prepare written documentation of the event. This will be forwarded within 24 hours to the course coordinator. A copy of this document will be placed in the student file and forwarded to the Director of the School of Nursing, Assistant Director of the program, and Admissions, Progression and Retention Committee. If appropriate, an incident report will be filed at the clinical site.

If, in the clinical instructor's clinical judgment, a student is unsafe to continue in the clinical practicum, the clinical instructor will take the following steps:

1. Dismiss the student for the remainder of the clinical day. The instructor will follow institutional guidelines as appropriate.
2. Contact the course coordinator and the Assistant Director of the Program.
3. Submit a written report of the incident to the Assistant Director's office within one working day. The Assistant Director will contact the Registrar to put a hold on the student's grade; the student will not be allowed to withdraw from the course at this time. The clinical instructor will schedule a meeting with the student within 24 hours of the incident or as soon as is practical, and prepare a written report that describes the incident that resulted in the student's dismissal from clinical. The student will be given a copy of the report at this time.
4. The clinical instructor will advise the student that he or she will not be able to return to clinical until the meeting with the Assistant Director takes place.
5. Within 3 working days, or as soon as is practical, a meeting will be held. In attendance at the meeting will be the clinical instructor, the student, the course coordinator and the Assistant Director of the Program. The student may have his or her advisor present at the meeting. A decision regarding the student's continuation in the program will be made. This meeting will determine whether the student will be administratively withdrawn with a grade of F or is allowed to return to complete the clinical. The clinical instructor initiating the meeting is not involved in the decision regarding the student's progression in the program. A decision is made at the meeting and communicated to the student.
6. The documentation related to unsafe clinical practice will be kept in a secured file within the SON offices.
7. The Admissions and Progression and Retention Committee (APR) reviews any administrative course withdrawal resulting in an F. The APR will determine if the student is dismissed from the program or may return in an appropriate quarter per the procedures of the APR. The student may elect to appeal this decision per procedures in the student handbook.

Clinical Performance Limitation Related to Temporary Disability

A student who incurs an injury or has any other physical limitation of a temporary nature must notify the clinical instructor and course coordinator and provide documentation from his/her health care provider that he/she is able to safely carry out the duties of a student in the clinical setting. This must occur as soon as possible and prior to attendance at clinical. The final decision as to whether the student is allowed in the clinical setting rests with the clinical agency.

Clinical Probation/Remediation

A student requires a contract when one or more course objectives are not being met. These behaviors, if not addressed, put the student at risk for receiving a non-passing final grade in the course. The process is initiated as soon as course faculty recognizes that a student's performance or behavior may jeopardize the successful completion of a course. The contract can be initiated at any time during the quarter.

The contract is documented on the Student Faculty Contract form (Appendix A in the Student Handbook) and is completed by the course faculty. The faculty will document, in writing, on the contract form, the areas of deficient student performance and identify behaviors the student will need to demonstrate in order to receive a passing grade. The student will receive a copy of this contract. The student's academic advisor will be notified as will the Assistant Director of the Program. The academic advisor will follow-up with the course coordinator regarding the student's remediation progress. By the end of the quarter (or completion of the course in the event of a withdrawal), the student must demonstrate satisfactory remediation of all areas of concern noted in the contract without further additional deficits or risk failing the course. Once the contract requirements have been met, the instructor should document this on the form and both student and instructor should sign the form. A completed copy can be given to the student; another copy is sent to the Coordinator of Data Management for tracking purposes; another copy is placed in the student's file.

Confidentiality

Patient/Client Privacy

1. The student is expected to adhere to the American Nurses Association Code for Nurses and act in accordance with the Patient's Bill of Rights.
2. Confidentiality is the protection of a client's privacy through careful use of oral and written communications. The client's right to privacy is safeguarded by judicious protection of confidential information. The student should adhere to the University Social Media guidelines found at <https://www.depaul.edu/Pages/social-media-guidelines.aspx>. Social Media policy (Appendix C) regarding maintenance of confidentiality and protection of privacy as it relates to communication via social media.
3. A client's chart is a legal document. Information from the client and chart is confidential and can't be disclosed to those who are not caring for the client. All entries must be accurate and legible. No part of the client's Medical record can leave the office or clinic setting.
4. Information communicated by clients to students may not be repeated to anyone outside of the direct care team. Care should be taken when in the corridors, lounge, classroom, dining rooms, or other public areas, so that conversations are not overheard.
5. An individual can withhold any information about himself/herself that he/she desires. Nursing students must be especially careful regarding the invasion of the client's privacy.
6. Students should use only the initials of the client when filling out history & physical exam forms, SOAP notes and any other documents which are a part of their educational experience.

Unprotected Exposures

In the event of any unprotected exposure to blood or body fluids, the student is to follow the procedures of the DePaul University School of Nursing Bloodborne Pathogens Exposure Control Plan (<https://csh.depaul.edu/academics/nursing/student-resources/Pages/exposure-control-plan.aspx>).

Exposure at Outside Facility while Performing Duties within Student Role

Any student incurring such an exposure should follow both DPU's post exposure policy as well as the institution's policy where the exposure occurred. All student exposure incidents while conducting learning or training activities under the SON must be reported to the Safety Officer or his/her designee as soon as possible, but no later than one business day after the incident.

Students are encouraged to speak with their health care provider about any additional follow-up post-exposure prophylaxis that may be recommended.

When possible, the Safety Officer, his/her designee, or institution where the exposure took place, will look into testing the exposure source individual for HIV, hepatitis B, and/or hepatitis C. Testing of the source individual's blood does not need to be repeated if the source individual is already known to be infected with HIV, hepatitis B, and/or hepatitis C.

Student Injury and Incident Policy

In the event that a student is injured (or involved in an untoward incident¹) while in the clinical setting, the student should immediately notify the clinical instructor. The clinical instructor should assist the student to seek immediate health assessment and response following all policies and procedures of the clinical setting that pertain to the type of injury sustained. The clinical instructor must notify the course coordinator of the event by the end of the clinical day.

If a student is injured (or involved in an untoward incident) on the campus while conducting learning or training activities, the student must notify the instructor or faculty member in charge of the activity immediately. The instructor or faculty member in charge must call 911 if the injury is serious. The instructor or faculty member is to notify DePaul Public Safety and follow university policy for all injuries.

All student injuries (or untoward incident), whether they occur at DePaul University or off campus while conducting learning or training activities under the School of Nursing require that DePaul Public Safety is notified, that a public safety report is filed and the DePaul Environmental Health and Safety Incident Report form (DEHSIR), which can be found here (<http://offices.depaul.edu/environmental-health-and-safety/forms/Pages/incident-report.aspx>), is completed. All must be completed within 1 business day of the incident. The incident must also be reported to the School of Nursing Safety Officer or the SON Safety Officer designate as soon as possible but no later than one business day after the incident. When reporting to the SON Safety Officer, the student is to include a copy of the completed DEHSIR.

If a student reports an incident in which the harm to student is not physical but rather psychological or emotional, clinical faculty should notify the associate director of the program who will direct the student to appropriate DePaul University resources.

Once the student has been seen by a health care professional for the injury (or untoward incident) and completed all reporting processes

required by the university and clinical setting, the student should contact his/her health care provider for any further treatment or health care follow-up that is needed. The student may wish to contact the DOS office if the student has concerns or questions.

Student Clinical Requirements

It is mandatory that all students have all of their clinical requirements completed and a copy in their CastleBranch Profile account through www.CastleBranch.com (<http://www.castlebranch.com/>) **by 60 days before the start of NSG 483**. It is the responsibility of the student to insure that all clinical requirements are kept current. Students must submit copies of updated lab results, and renewed skills **PRIOR** to the anniversary of the expiration date. Non-compliance with clinical requirements will result in the student's withdrawal from their clinical course and subsequent delay progression in their program of study. Please see the Clinical Health Requirements (<https://csh.depaul.edu/academics/nursing/student-resources/Pages/health-requirements.aspx>). (<https://csh.depaul.edu/academics/nursing/student-resources/Pages/health-requirements.aspx>) The student must submit **COPIES** (NOT ORIGINALS) to Castle Branch.

The School of Nursing may not be able to place students in a clinical setting if there are positive findings on the criminal background check. As a result, a student will not be able to complete the requirements of the program.

The School of Nursing may not be able to place students in a clinical setting if there are positive findings on the drug screen. As a result, a student will not be able to complete the requirements of the program.

Drug Use and Testing

In accordance with De Paul University policies, the School of Nursing will impose disciplinary sanctions upon any student found to be in violation of laws or policies relating to the unlawful possession, use, or distribution of drugs or alcohol. Nursing students may be required to have a ten-panel drug screen based on clinical affiliates' requirements. Release forms must be signed to have the results sent to the Clinical Placement Coordinator.

If a student's drug test is positive, secondary or confirmatory testing will be performed and the student will be expected to cooperate with interviews and follow-up procedures to ascertain and endeavor to confirm whether there was an explanation for the positive test result that did not involve illegal conduct, e.g., ingestion of lawful drugs, food, or beverages that could cause positive results.

If the positive test is confirmed and no sufficiently credible explanation of relevant lawful conduct is forthcoming, clinical placement in a clinical course and successful completion of the program will be jeopardized due to failure to qualify for placement and/or successful completion of the program. Students with confirmed positive tests and/or no sufficiently credible explanation of relevant lawful conduct will be advised that the De Paul University School of Nursing cannot place them in a clinical setting. As a result, a student would not be able to complete the requirements of the program.

Access to Student Records

1. A student may have access to his/her personal student record upon request. Confidentiality is maintained with all student files. Release of information is granted upon written request by the student.
2. No specific or detailed information concerning specific medical diagnoses will be provided to faculty outside the department,

administrators, or even parents, without the expressed written permission of the individual in each case. This position with respect to health records is supported by amendment to the Family Education Rights and Privacy Act of 1974. Health officials and other institutional officers must remember that all confidential medical/health care information is protected by statutes and that any unauthorized disclosure may create legal liability.

Graduation

DePaul University awards degrees to students who successfully completed their program. All requirements of the University, College, and SON must be met.

The student must Apply to Graduate (<https://offices.depaul.edu/depaul-central/records/Pages/apply-for-graduation.aspx>) for degree conferral and commencement by the deadline posted in the academic calendar.

Graduation Forms (DNP Students)

All graduating DNP students must email their graduation forms to their program director no later than the last day of the quarter of their degree conferral. Send all below documents to your program director:

1. Final version of submission ready journal manuscript as a PDF
2. Abstract and Keyword form
3. Author Submission form
4. Approval of Proposal for Final Project form
5. Final Requirements Report form from program director

Adult-Gerontological Nurse Practitioner Track, Nursing Practice (DNP)

Track Requirements

Advanced Practice Core (52 credit hours)

Course	Title	Quarter Hours
NSG 400	THEORETICAL COMPONENTS OF NURSING	4
NSG 428	PATHOPHYSIOLOGY FOR ADVANCED PRACTICE	4
NSG 464	HEALTH ASSESSMENT FOR ADVANCED PRACTICE	6
NSG 474	PRIMARY CARE OF THE ADULT AND OLDER ADULT	4
NSG 478	CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE	4
NSG 479	ADVANCED GERONTOLOGICAL NURSING	4
NSG 483	PRACTICUM IN POPULATION-BASED NURSING PRACTICE I	4
NSG 484	PHARMACOLOGY FOR ADVANCED PRACTICE	4
NSG 487	PRACTICUM IN POPULATION-BASED NURSING PRACTICE II	4
NSG 488	PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING	4
NSG 490	PRACTICUM IN POPULATION-BASED NURSING PRACTICE III	4
NSG 553	POPULATION HEALTH QUALITY AND SAFETY	4

NSG 555	PHARMACOTHERAPEUTIC IMPLICATIONS FOR THE OLDER ADULT	2
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Doctoral Specialty (8 credit hours)

Course	Title	Quarter Hours
NSG 700	ADVANCED PRACTICUM FOR NURSE PRACTITIONERS I	4
NSG 701	ADVANCED PRACTICUM FOR NURSE PRACTITIONERS II	4

DNP Completion - Advanced Practice: Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife, Nursing Practice (DNP)

Track Requirements

Doctoral Core (40 credit hours)

Course	Title	Quarter Hours
NSG 522	FINANCE AND COSTING IN HEALTH CARE	4
NSG 540	CULTURE, ETHICS, AND POLICY ANALYSIS	4
NSG 550	HEALTHCARE ECONOMICS	4
NSG 551	LEADERSHIP AND ORGANIZATIONAL BEHAVIOR	4
NSG 552	PROGRAM EVALUATION	4
NSG 554	INFORMATICS AND TECHNOLOGY APPLICATIONS	4
NSG 580	BIostatISTICS & RESEARCH METHODS FOR ADVANCED PRACTICE	4
NSG 600	EVIDENCE-BASED PRACTICE RESEARCH	4
NSG 601	EVIDENCE-BASED PRACTICE RESEARCH II	4
NSG 602	DNP PROJECT PRACTICUM	4
NSG 603	DNP PROJECT CANDIDACY CONTINUATION	0

Doctoral Specialty (8 credit hours)

Course	Title	Quarter Hours
NSG 700	ADVANCED PRACTICUM FOR NURSE PRACTITIONERS I	4
NSG 701	ADVANCED PRACTICUM FOR NURSE PRACTITIONERS II	4

Family Nurse Practitioner Track, Nursing Practice (DNP)

Track Requirements

Advanced Practice Core (54 credit hours)

Course	Title	Quarter Hours
NSG 400	THEORETICAL COMPONENTS OF NURSING	4
NSG 428	PATHOPHYSIOLOGY FOR ADVANCED PRACTICE	4
NSG 464	HEALTH ASSESSMENT FOR ADVANCED PRACTICE	6
NSG 473	PRIMARY CARE OF THE INFANT, CHILD, AND THE ADOLESCENT	4
NSG 474	PRIMARY CARE OF THE ADULT AND OLDER ADULT	4
NSG 475	WOMEN'S REPRODUCTIVE HEALTH AND GYNECOLOGY	4
NSG 478	CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE	4
NSG 483	PRACTICUM IN POPULATION-BASED NURSING PRACTICE I	4
NSG 484	PHARMACOLOGY FOR ADVANCED PRACTICE	4
NSG 487	PRACTICUM IN POPULATION-BASED NURSING PRACTICE II	4
NSG 488	PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING	4
NSG 490	PRACTICUM IN POPULATION-BASED NURSING PRACTICE III	4
NSG 553	POPULATION HEALTH QUALITY AND SAFETY	4

Doctoral Specialty (8 credit hours)

Course	Title	Quarter Hours
NSG 700	ADVANCED PRACTICUM FOR NURSE PRACTITIONERS I	4
NSG 701	ADVANCED PRACTICUM FOR NURSE PRACTITIONERS II	4

Nurse Anesthetist Track, Nursing Practice (DNP)

Track Requirements

Advanced Practice Core (64 credit hours)

Course	Title	Quarter Hours
NSG 400	THEORETICAL COMPONENTS OF NURSING	4
NSG 500	CHEMISTRY AND PHYSICS OF ANESTHESIA	6
NSG 501	ANATOMY AND PHYSIOLOGY I	6
NSG 502	ANATOMY AND PHYSIOLOGY II	6

NSG 503	PATHOPHYSIOLOGY	6
NSG 504	PRINCIPLES OF ANESTHESIA PRACTICE I	4
NSG 507	ANESTHETIC PHARMACOLOGY	6
NSG 508	ADJUNCTIVE ANESTHETIC	4
NSG 509	ADVANCED PHYSICAL ASSESSMENT FOR NURSE ANESTHETISTS	2
NSG 610	ANESTHESIA PRACTICUM I	4
NSG 611	ANESTHESIA PRACTICUM II	4
NSG 612	ANESTHESIA PRACTICUM III	4
NSG 613	ADVANCED ANESTHESIA PRACTICUM I	4
NSG 614	ADVANCED ANESTHESIA PRACTICUM II	4

Doctoral Specialty (8 credit hours)

Course	Title	Quarter Hours
NSG 615	ADVANCED ANESTHESIA PRACTICUM III	4
NSG 616	ADVANCED ANESTHESIA PRACTICUM IV	4

BSN Completion (BSN)

The RN to MSN curriculum provides for seamless progression for the Registered Nurse with an associate degree in nursing (ADN) to the master's degree (MSN) in nursing. Along the way, these students will earn the Bachelor of Science (BSN) degree in nursing; in anticipation of earning the BSN, students must apply for degree conferral. However, the focus of the program is on the attainment of the MSN degree. The program is also available for RNs with a non-nursing bachelor degree and BSN graduates; both of whom will enter the program as graduate level students and earn the Master of Science in Nursing (MSN). You can find more information at MSN Specialty (MSN). (<https://csh.depaul.edu/academics/nursing/graduate/rn-to-ms-nursing-ms/Pages/default.aspx>)

The RN to MS program will be offered online except for the clinical requirements. Students will be required to complete clinical nursing experiences, which will be undertaken in their home communities with appropriate local preceptor agreements.

- The Bachelor's portion of the curriculum builds on the strong theoretical and skills preparation in nursing and general education completed by the Associate Degree prepared RN.
- The Bachelor's component of the program, leading to the BS in nursing, fulfills professional nursing standards for baccalaureate education in nursing, providing for immediate career mobility and seamlessly transitions into an accelerated path to the master's degree by offering six double counted graduate level courses.
- The Master's component of the program prepares practicing nurses to meet the core expectations of graduate education in nursing and to assume the role of a nurse educator, family nurse practitioner, or adult gerontology nurse practitioner.

Program Requirements	Quarter Hours
Minimum Associate Degree Transfer Hours ¹	79
Liberal Studies	28
Professional Nursing Portfolio Credit ²	45
Major Requirements	14

Major Requirements Shared with MS Requirements	26
Total hours required	192

¹ View Undergraduate Student Handbook to learn of the maximum allowable number of transfer credit hours.

² The 45 quarter hour portfolio credit will be applied upon successful completion of NSG 330 and NSG 464 with a cumulative GPA of 3.00.

Learning Outcomes

Students will be able to:

- Synthesize knowledge from the sciences, the humanities, and nursing science to assess, plan, and provide care for individuals, families, and communities using evidence-based and values-based modalities.
- Develop a foundation for professional nursing practice emphasizing autonomy, integrity, change agency, and advocacy to social justice integrating Vincentian and altruistic values.
- Design and deliver culturally appropriate nursing care services to diverse individuals, families, and populations, in coordination with appropriate multidisciplinary providers across the continuum of care.
- Demonstrate progression in life-long learning by applying critical thinking to analyze contemporary health care, including but not limited to social determinants of health, health inequities, serving high-risk populations, technological applications in healthcare, health care policy, and health care finance.

Liberal Studies Requirements

These requirements take into account liberal studies coursework completed as part of the basic Associate Degree/Diploma Nursing program. The requirements outlined below are beyond the associate degree work and are required for the DePaul degree.

First Year Program		Hours
Chicago Quarter		
Not Required		
Focal Point		
Not Required		
Writing		
Not Required		
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
This requirement is met through Portfolio Credit.		
Senior Year		
Capstone		
NSG 380	UNDERGRADUATE NURSING SYNTHESIS (counted in major requirements)	4

Learning Domains

Arts and Literature (AL) (p. 1322)

- 1 Course Required

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Liberal Studies Electives (p. 1322)

- 2 Additional Courses Required (must be from different domains)

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
NSG 330	FOUNDATIONS OF PROFESSIONAL NURSING PRACTICE ¹	2
NSG 376	COMMUNITY HEALTH NURSING FOR THE PROFESSIONAL NURSE ¹	4
NSG 377	PRACTICUM: THE PROFESSIONAL NURSE AND COMMUNITY HEALTH ¹	4
NSG 380	UNDERGRADUATE NURSING SYNTHESIS (Capstone required for major requirements)	4

¹ These are bridge courses for ADN with non-nursing MS pursuing the RN-MS.

Courses Counting toward BSN and MSN

Course	Title	Quarter Hours
NSG 400	THEORETICAL COMPONENTS OF NURSING	4
NSG 401	NURSING RESEARCH I	4

NSG 446	ETHICAL AND POLITICAL ENGAGEMENT IN NURSING	4
NSG 464	HEALTH ASSESSMENT FOR ADVANCED PRACTICE	6
NSG 554	INFORMATICS AND TECHNOLOGY APPLICATIONS	4

* Each track has a unique set of double counted courses. See individual RN-MS (MS) track pages for a full list of double counted courses specific to track.

Transfer Credit

This program builds on the strong theoretical and skills preparation in both nursing and general education that the associate degree prepared RN has completed. The learning outcomes achieved at the associate degree level are validated by the National Council Licensing Examination – Registered Nurse (NCLEX-RN), a nationally standardized exam considered to be a highly valid and reliable test of basic competence. Students will receive at a minimum 79 quarter hours of transfer credit for the associate degree. Students who have earned more than 79 quarter hours of transfer credit will receive credit based on the transferrable coursework successfully completed. Please note that some liberal studies credit has been accounted for as part of the nursing program's 79 transferrable hours. Only courses in excess of the required nursing program - and still within the restriction on the maximum number of allowable transfer credit hours - can be considered to fulfill the remaining requirements. In addition, students must meet the DePaul residency requirement. View the Undergraduate Student Handbook to learn of the restriction on the maximum number of allowable transfer credit hours and how to meet the residency requirement.

Professional Nursing Portfolio Credit

The student entering the RN to MS program will be taking more advanced coursework at DePaul; coursework that relies on a knowledge base established by the nursing courses taken at the community college and assessed by the NCLEX-RN® examination. By successfully completing the first quarter of the RN to MS program, students will have demonstrated their success in the RN to BS bridge course and a graduate level course. The 45 quarter hour portfolio credit will be applied to their degree at DePaul upon successful completion of NSG 330 (bridge course) and NSG 464 (graduate course) with a cumulative GPA of 3.0.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Student Handbook

A complete list of policies specific to this program of study is contained in the Student Handbook that is updated regularly on the website for the School of Nursing. The complete RN-MS student handbook can be found here: BSN Student Handbook (<https://csh.depaul.edu/academics/nursing/student-resources/Pages/student-handbook.aspx>)

Accreditation

The baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program at DePaul University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>) (<http://www.ccneaccreditation.org/>).

Retention Policies

1. Students must maintain a cumulative GPA of 2.5 or greater to remain in good standing. A student will be placed on academic probation if the GPA dips below 2.5. and must enroll in the School of Nursing Success Coaching program. If the GPA is raised to at least 2.5 at the end of the next academic quarter, the student is no longer on probation. If the GPA has not risen to 2.5 at the end of the next academic quarter, the student will be eligible for dismissal from the program, but not from the university. The student may transfer to other majors as appropriate.
2. If a student earns a C or C- in any course, the student is placed on probation. The student must enroll in the School of Nursing Success Coaching program. If the student is able to earn grades in all courses that are C+ or above AND earn a cumulative GPA of 2.5 or greater in the next academic quarter, the student is no longer on probation. If this does not occur, the student will be dismissed from the program.
3. A student who earns a D+ or lower in any course will be dismissed from the program.
4. A student may be placed on probation a maximum of two times during their program.
5. In accordance with the nursing licensing regulations, students found to be convicted of a crime will be reviewed by the APR Committee and may be suspended or dismissed from the program. It is the student's responsibility to disclose any arrests or convictions while enrolled in their program. Degree conferral from the University does not guarantee licensure eligibility in the event the student is convicted of a crime. It is the student's responsibility to be knowledgeable of the licensure requirements for the state in which they intend to apply for RN licensure.
6. The School of Nursing expects a respectful environment conducive to teaching and learning for all students, faculty, and staff. Inappropriate conduct is defined as any action that interferes with the creation and maintenance of an effective learning environment. Students are expected to display civility in all aspects of their educational experience at DePaul University and affiliated institutions.
7. Appropriate student conduct is outlined in detail in the Professional Development Guidelines
8. Students displaying inappropriate conduct may be asked to leave the classroom, clinical area, or meeting. Inappropriate conduct will be documented with written contract and placed in the student's file. Such incidents of inappropriate conduct will then be reported to the Director of the School of Nursing, with copies sent to the Associate Director of the Program, and the APR Committee. Additional sanctions for inappropriate conduct may be imposed, including dismissal from the nursing program.

Progression Policies

1. All students must attend an orientation session before beginning the BSN program.
2. The student is responsible for reading the Student Handbook. Students are responsible for signing and submitting the Student Handbook Agreement Statement to affirm they have read and fully understand the policies therein.
3. Students are assigned an academic advisor. Students should consult with the academic advisor for any program-related concerns.
4. A student may not register for any course that has a prerequisite that has not been completed.
5. Students may not attend classes for a class which they are not enrolled.
6. Students are responsible for maintaining and updating all required records. See Clinical Guidelines for further information. Failure to have all records submitted and up to date at the beginning of each course will result in inability to attend the clinical component of the course.
7. Leave of absence:

a) Students who need to interrupt their studies for personal, health or other reasons may request a leave of absence for up to one full year. The request should be made to the Associate Director of the Program and the Coordinator of Clinical Placements, APR Committee and Director of School of Nursing should be notified. Depending on circumstances and estimated length of absence, the Associate Director or student's academic advisor may recommend additional action to complete the request process.

b) Students who wish to return to the program following a leave of absence will need to submit a written request for resuming coursework to the APR Committee. It is the student's responsibility to send a copy of such request to the Director of the School of Nursing, the student's faculty advisor, the Associate Director of the Program, and the Coordinator of Clinical Placements. This written request should demonstrate the resolution of the extenuating circumstances contributing to the original need to leave the DePaul Nursing Program. This request for reinstatement must be made no less than 6 weeks prior to resuming the nursing course sequence. Students will be notified in writing regarding the decision concerning their re-entry to the program. Individual assessment of current knowledge and clinical skills will be made prior to placement of the student in the appropriate level within the nursing program. Students who become "out-of-sequence students" due to withdrawal, or military/medical/family leave of absence will be placed into a clinical rotation upon re-entry based upon space available and cannot be guaranteed placement in the next available clinical course needed. "Out-of-sequence students" cannot displace in-sequence students from a clinical spot.

8. Students who have taken a leave of absence from the program for greater than 12 calendar months must re-apply to the University. Their application will then be considered with all other qualified applicants applying for admission to the nursing program.

9. A student who withdraws from a core nursing course while in good standing cannot progress in the sequenced nursing curriculum until that course has been successfully completed. In courses that contain both a clinical practicum and a lecture component, both course segments must be completed simultaneously. Exceptions may be identified and defined by the APR Committee in consultation with both the Director of the School of Nursing or Associate Director of the Program and the course faculty.

10. A student who withdraws from a core nursing course who is "not in good standing" (with a grade of "C" or lower or on probation) at the time of withdrawal, will be referred to the APR Committee. The APR Committee will review the student's past and current performance and elicit recommendations from the course faculty. A representative of the APR Committee may then meet with the course faculty, Associate Director of the Program, and student, to counsel the student and to establish a contract for academic improvement. Such students may not progress in the sequenced nursing curriculum until the course has been retaken and successfully completed. In courses that contain both a clinical practicum and a didactic theory portion, both course segments must be completed simultaneously.

11. A student may withdraw from a core nursing course "not in good standing" (with a grade of "C" or lower) only once during their program of study. A second such withdrawal will result in dismissal from the program.

12. All out-of-sequence students will be placed in clinical on a space/faculty available basis. Scheduling priority will be given to students who are out of sequence for military service, illness, or family leave before students who are out of sequence for failure or withdrawal "not in good standing."

13. A student who has a grade of B- (86% or less) at mid-quarter may be placed on a contract for academic improvement by the instructor. The student must satisfactorily fulfill all course and contract requirements by the end of the quarter of contract initiation in order to progress in the program.

14. Failure to meet all of the agreed upon terms outlined in the student contract will result in the consequences identified in the contract which may include program dismissal.

15. In accordance with DePaul University policy, students must complete their program within 6 years of matriculation.

Academic Integrity Policy

Violations of academic integrity in any form are detrimental to the values of DePaul, to the students' own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to: cheating, plagiarism, fabrications, falsification or sabotage of research data, falsification of clinical data, destruction or misuse of the university's academic resources, academic misconduct, and complicity. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion. An instructor may choose to file an academic integrity violation with the university. Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university. Conduct that is punishable under the DePaul Academic Integrity Policy (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Facademic-affairs%2Ffaculty-resources%2Facademic-integrity%2FPages%2Fdefault.aspx&data=05%7C01%7CMNOWAKO3%40depaul.edu%7Cca30d8bb2ae545ac502f08db3f8c9bcf%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638173645366977198%7%7CTWFPbGZsb3d8eyJWljoicM4wLjAwMDAiLCJQljoicV2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C&sdata=WAivqfhnNIQqG%2B9uYLEHiUaRCleKB39C8zyN1Yhls90%3D&reserved=0>).

Academic Integrity Policy Extension for Clinical and Service Settings

DePaul University is committed to education that engages its students, faculty and staff in work within Chicago's institutions and communities. As DePaul representatives to our partner institutions and community organizations, we ask that you take seriously your responsibilities to these institutions during service and clinical experiences and internships. The community and its institutions are extensions of the DePaul classroom. The University's Academic Integrity Policy and Code of Responsibility apply to professional interactions as well.

MSN Specialty (MSN) Online

- The RN to MSN curriculum provides for seamless progression for the Registered Nurse (RN) with an associate degree in nursing (ADN) to the master's degree (MSN) after completing the BS in nursing and matriculating to the MS in nursing.
- The RN with an associate degree (ADN) in nursing and a BA/BS in another field may proceed directly to pursuing the MSN in nursing while taking three bridge level nursing courses.
- The RN with a BSN may proceed directly to pursuing the MS in nursing.
- The RN to MSN program will be offered online except for the clinical component. Students will be required to complete clinical nursing experiences, which will be undertaken in their home communities with appropriate local professional mentors. The master's component of the program prepares practicing nurses to

meet the core expectations of a master's education in nursing and to assume the role of a nurse educator, nurse administrator, family nurse practitioner (FNP), or adult gerontology nurse practitioner (AGNP). Students choosing the nurse administrator track will also earn a certificate in Health Administration from Rosalind Franklin University of Medicine and Science (RFUMS) along with the MS in Nursing from DePaul University. The certificate program focuses on interprofessional collaboration and are interdisciplinary in nature. Following successful completion of the nurse practitioner tracks (FNP or AGNP), students will be able to sit for the national certification exam.

Program Requirements	Quarter Hours
Completion of Bachelor of Science Degree in Nursing at DePaul	
Degree Requirements Shared with BS Requirements	0-26
Graduate Core Courses	12
Track Requirements	16-32
Total Hours Required	28-70

Learning Outcomes

1) Develop an advanced level of patient and family care management with emphasis on interdisciplinary population health focused on a culture of safety and quality that prevents harm.

- a. NA competency: Integrate client-centered and culturally appropriate concepts and approaches in strategic planning to meet population needs for clinical prevention and appropriate care services for diverse populations.
- b. NP Competency: Synthesize data from evidence and other disciplines to improve one's practice.
- c. NP Competency: Utilize professional practice at the highest level of accountability to render care to patients while respecting patient wishes and maintaining cultural competency

2) Design, conduct, and evaluate scholarly inquiry in nursing science using nursing concepts and theories with a focus on translational science.

- a. NE competency: Synthesize findings from health professions education research within the practice of nursing education to support competency development in learners.
- b. NA competency: Apply scientific findings from nursing, physiological sciences, public health, quality improvement, and management science in an organization for the continual improvement of nursing care delivery.
- c. NP Competency: Advocate for high quality, cost-effective care by working with healthcare teams, patients and policy advocates to improve health care.
- d. NP Competency: Promote approaches to clinical practice that observes not only the interdependence of clinical practice and policy but also considers the ethics at both the legal and social context.

3) Evaluate health care systems in regard to the use of information systems technology, quality improvement, culturally relevant care models and tracking of performance outcomes.

- a. NE competency: Use current technological tools to ensure the best quality interprofessional education foundation for nursing.

- b. NE competency: Analyze current nursing education issues including but not limited to use of technology in teaching/learning, contemporary pedagogies, and measuring educational outcomes.
- c. NA competency: Use current information systems technology, quality improvement concepts, and outcomes analysis to ensure effective health systems management.
- d. NP Competency: Utilize clinical information systems in a way that allows for clinical documentation and evaluation to enhance patient safety.

4) Examine professional nursing practice roles of autonomy, integrity, social justice, and ethics in light of Vincentian heritage and values and other influences and value systems.

- a. NA competency: Participate in health policy analysis and health policy formation relative to specific health care issues relevant to practice as an administrator.
- b. NP Competency: Promote a culture of excellence by providing peer review and implementing improvement interventions proactively.
- c. NP Competency: Translates new knowledge regarding clinical guidelines to improve patient outcomes both individually and in collaborative partnerships.

Degree Requirements

As part of the master's component of the RN to MSN program, students will choose to specialize in one of four tracks:

- Adult-Gerontological Nurse Practitioner Track, Nursing (MSN) (p. 873)
- Family Nurse Practitioner Track, Nursing (MSN) (p. 874)
- Nursing Administration Track, Nursing (MSN) (p. 875)
- Nursing Education Track, Nursing (MSN) (p. 875)

Each track requires several courses plus a capstone experience and required practicum. The specific required coursework for each track can be found by navigating to the respective page. Following completion of the specialty, a graduate certificate in Health Administration is conferred by Rosalind Franklin University of Medicine and Science.

Student Handbook

A complete list of policies specific to this program of study is contained in the Student Handbook that is updated regularly on the website for the School of Nursing. The complete RN-MS student handbook can be found here: Post Licensure Student Handbook (<https://csh.depaul.edu/academics/nursing/student-resources/Pages/student-handbook.aspx>).

Retention Policies

MS Degree, Post Graduate Certificate, and DNP Degree Seeking Students

1. To be retained in the nursing program, students must maintain a cumulative grade point average of 3.0 or greater in all academic work at the University.
2. To earn credit, students must earn a grade of B- or better in all courses. Graduate students who receive a grade between C+ to D in any nursing course will have the opportunity to repeat the course a maximum of two times only. Student who receive a grade of F will be dismissed from the program
3. Students who drop below the required cumulative GPA of 3.0 will be placed on probationary status. Students who have less than the required GPA for two consecutive quarters will be dismissed from the program.

4. In accordance with the nursing licensing regulations, students found to be convicted of serious crimes (felonies, substance abuse) will be reviewed by the Admission, Progression and Retention Committee and may be suspended or dismissed from the program.

The SON expects a respectful environment conducive to teaching and learning from all students. Inappropriate conduct is defined as any action that interferes with the creation and maintenance of an effective learning environment. Students are expected to display civility in all aspects of their educational experience at DePaul University. Appropriate student conduct is outlined in detail in *the SON Professional Development Guidelines* (Appendix B). Appropriate student conduct includes, but is not limited to: being punctual for all classes; displaying courtesy; maintaining professional standards and safe practice in the clinical areas; maintaining academic integrity; avoiding leaving the classroom/clinical area other than during designated breaks and only with the permission of the responsible faculty member; fostering a positive learning environment by respecting the ideas and opinions of others; not talking during class or engaging in activities that distract the attention of others, including keeping cell phones and pagers set on silent mode; respecting others, including not making sarcastic or disrespectful remarks, using foul language or swearing; not threatening others; and remaining emotionally calm without inappropriate outbursts. Students are expected to follow the chain of command in resolving issues. Students displaying inappropriate conduct may be asked to leave the classroom, clinical area, or meeting. Inappropriate conduct will be documented with a written copy of the incident being placed in the student's file. Such incidents of inappropriate conduct will then be reported to the Director of the SON, with copies sent to the Associate Directors of the Program and the Admission, Progression, and Retention Committee. Additional sanctions for inappropriate conduct may be imposed, including dismissal from the nursing program. For additional information, please see both the University Student Handbook-available online, as well as the "Student Misconduct Process" outlined below.

5. Students are required to immediately notify the SON of any arrests or convictions during the program of study. The SON may elect to suspend the student until the criminal charge has been resolved. The SON may elect to dismiss the student for a criminal conviction.

Progression Policies

1. All students must attend an orientation session before beginning the nursing program of studies.
2. All students must meet with their assigned academic advisor before the first quarter of their program to review their official program of studies for the current academic year. The student is responsible to sign the cover sheet of the Student Handbook and upload it to Castle Branch.
3. Students are responsible for scheduling a meeting with their assigned academic advisor or program director at the end of the first academic year and at least once during each subsequent academic year to review progress in the program and plan for the following year. Appointments should be made via Blue Star in Campus Connect. Advisors may not be available during the months of July and August. Please plan accordingly.
4. A student may not register for any course that has a prerequisite if that student has an incomplete in the prerequisite course.
5. Students may not attend classes in a course for which enrollment is blocked. No credit will be awarded for assignments completed when not officially enrolled in a course. This includes assignments previously completed and turned-in for courses taken in the past.
6. All required health records, evidence of CPR certification, criminal background checks, licensure, personal health insurance etc. must be kept on file in the SON. It is each individual student's responsibility to keep all of their records up-to-date. Drug screens are required for clinical placements. See student health requirements (<https://>

csh.depaul.edu/academics/nursing/student-resources/Pages/health-requirements.aspx) for further information. Failure to have all records present and up-to-date before the start of each course will result in inability to attend the clinical component of the course.

Accreditation

The baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program at DePaul University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>) (<http://www.ccneaccreditation.org/>).

Academic Integrity Policy

Violations of academic integrity in any form are detrimental to the values of DePaul, to the students' own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to: cheating, plagiarism, fabrications, falsification or sabotage of research data, falsification of clinical data, destruction or misuse of the university's academic resources, academic misconduct, and complicity. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion. An instructor may choose to file an academic integrity violation with the university. Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university. Conduct that is punishable under the DePaul Academic Integrity Policy (<https://offices.depaul.edu/academic-affairs/faculty-resources/academic-integrity/Pages/default.aspx>).

Academic Integrity Policy Extension for Clinical and Service Settings

DePaul University is committed to education that engages its students, faculty and staff in work within Chicago's institutions and communities. As DePaul representatives to our partner institutions and community organizations, we ask that you take seriously your responsibilities to these institutions during service and clinical experiences and internships. The community and its institutions are extensions of the DePaul classroom. The University's Academic Integrity Policy and Code of Responsibility apply to professional interactions as well.

Student Advising/Program of Study

1. A faculty advisor will be assigned to each student upon acceptance to the program. The advisor will assist in developing an appropriate program of studies according to the student's preferences, abilities, and anticipated course availability. Students are required to meet with their advisors during their first quarter in the program, at the end of the first academic year and once per academic year following.
2. Classes are scheduled so that a full-time student can complete the typical program of studies in the designated time frame. Part-time students or students taking courses out-of- sequence, may experience delay in obtaining necessary courses for timely progression in the program
3. Students who change to their progression plan must follow the steps below. Students need to be aware that they may experience delay in obtaining necessary courses for timely progression in the program.
 - A. Meet with his/her academic advisor
 - B. The academic advisor and student will develop an adjusted program of study that the student will follow
4. The student is responsible for setting-up an appointment with the designated advisor to develop an individualized program of studies.

5. The student is responsible for obtaining a copy of the program of studies worked out during the faculty-student advising session.
6. The student is responsible for enrolling in classes in the sequence identified in the program of studies. Should circumstances interrupt or delay registering for the designated classes, students must notify the Associate Director of the Program and faculty advisor for modification of the planned program of studies.
7. The student is responsible for meeting all prerequisites to courses for which the student is registering
8. The student is responsible for scheduling periodic student-advisor, and student- instructor conferences.
9. The student may not register for any courses until all conditions of admission are completed. Students who are not in compliance will be withdrawn from the course(s) for which they are currently registered. Students will be denied progression in the program up to and including being denied graduation until all requirements are met.

Clinical Guidelines

The student acknowledges that all DePaul University and SON academic and conduct policies remain in place during clinical experiences. The student also agrees to comply with all of the policies set forth by the clinical site. The student understands that failure to comply with university or SON policies or the policies of the clinical site may result in sanctions, including removal from the clinical site and/or the course. The student understands that it is his/her responsibility to immediately notify his/her clinical instructor in the event that the student encounters problems with his/her mentor, preceptor, or staff at the site or at the site generally. Post licensure students are expected to find clinical preceptors and/or mentors at clinical sites preferably in which DePaul University has an affiliation contract with.

If none exists then a request for a clinical affiliation contract must be secured and signed by both institutions. Additionally, a request for a clinical preceptor agreement must be submitted using a Request for Letter of Agreement form along with the preceptor's CV or Preceptor Profile and copy of verification of licensure in the state.

Process for Establishing a Mentor

Please see the step-by-step process (<https://csh.depaul.edu/academics/nursing/student-resources/requests-policies-procedures/Pages/preceptor-mentor-request.aspx>). Students are responsible to complete this process.

Unsafe Clinical Performance

A student is responsible for implementation of safe patient care during the supervised clinical practicum. Unsafe behavior can result in suspension from the clinical site, student remediation, failure of the course, and/or dismissal from the program. Unsafe practice is defined as behavior that has the potential to cause serious harm to a patient. Examples of unsafe clinical behavior in clinical practice include, but are not limited to:

Unsafe practice patterns include but are not limited to:

1. Violating HIPAA requirements
2. Violating OSHA requirements
3. Performing a procedure outside the domain of nursing
4. Performing a procedure in which he/she has not been prepared
5. Failing to use universal precautions
6. Administering treatments/medications in any form via any route without consent and/or supervision from the clinical instructor.

7. Advising patients about diagnosis or prognosis or referring patients to treatments, agencies, medications, without first discussing such with the clinical instructor.
8. Asking a staff nurse to supervise any procedure without consent of the clinical instructor.
9. Inability to correctly calculate math/medication problems
10. Knowingly exposing patients, colleagues, and others to actual or potential life threatening communicable diseases.
11. Stealing drugs, supplies, or belongings from an agency or patient.
12. Removing copies of patient care documents from healthcare agencies.
13. Removal of patient identification.
14. Failure to adhere to DePaul School of Nursing and/or clinical agency policies.
15. Falsifying patient records or fabricating patient experiences.
16. Neglecting to give appropriate care.
17. Providing patient care in a harmful manner or exhibiting careless or negligent behavior in the process of providing care to a patient.
18. Refusing to assume the assigned care of a patient, or failing to inform the instructor of an inability to care for a patient.
19. Willful or intentional physical or emotional harm to a patient.
20. Failure to report an error in assessment, treatment, or medication or failure to report an unusual occurrence or an adverse reaction.
21. Failure to comply with DePaul's Drug Free Campus policy.
22. Performance not in compliance with stated student expectations as outlined in lecture or course syllabi.
23. Failure to know proper vital sign ranges as well as failure to notify instructor or patient's nurse of critical vital sign value.

Any student whose pattern of behavior demonstrates unsafe clinical practice that endangers a patient, colleague, or self in the clinical area will be suspended immediately from the clinical experience. The faculty of record will meet with the student to discuss how the unsafe behavior came about and potential complications from said behavior and prepare written documentation of the event. This will be forwarded within 24 hours to the course coordinator. A copy of this document will be placed in the student file and forwarded to the Director of the School of Nursing, Assistant Director of the program, and Admissions, Progression and Retention Committee. If appropriate, an incident report will be filed at the clinical site.

If, in the clinical instructor's clinical judgment, a student is unsafe to continue in the clinical practicum, the clinical instructor will take the following steps:

1. Dismiss the student for the remainder of the clinical day. The instructor will follow institutional guidelines as appropriate.
2. Contact the course coordinator and the Assistant Director of the Program.
3. Submit a written report of the incident to the Assistant Director's office within one working day. The Assistant Director will contact the Registrar to put a hold on the student's grade; the student will not be allowed to withdraw from the course at this time. The clinical instructor will schedule a meeting with the student within 24 hours of the incident or as soon as is practical, and prepare a written report that describes the incident that resulted in the student's dismissal from clinical. The student will be given a copy of the report at this time.
4. The clinical instructor will advise the student that he or she will not be able to return to clinical until the meeting with the Assistant Director takes place.
5. Within 3 working days, or as soon as is practical, a meeting will be held. In attendance at the meeting will be the clinical instructor, the student, the course coordinator and the Assistant Director of the

Program. The student may have his or her advisor present at the meeting. A decision regarding the student's continuation in the program will be made. This meeting will determine whether the student will be administratively withdrawn with a grade of F or is allowed to return to complete the clinical. The clinical instructor initiating the meeting is not involved in the decision regarding the student's progression in the program. A decision is made at the meeting and communicated to the student.

6. The documentation related to unsafe clinical practice will be kept in a secured file within the SON offices.

7. The Admissions and Progression and Retention Committee (APR) reviews any administrative course withdrawal resulting in an F. The APR will determine if the student is dismissed from the program or may return in an appropriate quarter per the procedures of the APR. The student may elect to appeal this decision per procedures in the student handbook.

Clinical Performance Limitation Related to Temporary Disability

A student who incurs an injury or has any other physical limitation of a temporary nature must notify the clinical instructor and course coordinator and provide documentation from his/her health care provider that he/she is able to safely carry out the duties of a student in the clinical setting. This must occur as soon as possible and prior to attendance at clinical. The final decision as to whether the student is allowed in the clinical setting rests with the clinical agency.

Clinical Probation/Remediation

A student requires a contract when one or more course objectives are not being met. These behaviors, if not addressed, put the student at risk for receiving a non-passing final grade in the course. The process is initiated as soon as course faculty recognizes that a student's performance or behavior may jeopardize the successful completion of a course. The contract can be initiated at any time during the quarter.

The contract is documented on the Student Faculty Contract form (Appendix A in the Student Handbook) and is completed by the course faculty. The faculty will document, in writing, on the contract form, the areas of deficient student performance and identify behaviors the student will need to demonstrate in order to receive a passing grade. The student will receive a copy of this contract. The student's academic advisor will be notified as will the Assistant Director of the Program. The academic advisor will follow-up with the course coordinator regarding the student's remediation progress. By the end of the quarter (or completion of the course in the event of a withdrawal), the student must demonstrate satisfactory remediation of all areas of concern noted in the contract without further additional deficits or risk failing the course. Once the contract requirements have been met, the instructor should document this on the form and both student and instructor should sign the form. A completed copy can be given to the student; another copy is sent to the Coordinator of Data Management for tracking purposes; another copy is placed in the student's file.

Confidentiality

Patient/Client Privacy

1. The student is expected to adhere to the American Nurses Association Code for Nurses and act in accordance with the Patient's Bill of Rights.
2. Confidentiality is the protection of a client's privacy through careful use of oral and written communications. The client's right to privacy is safeguarded by judicious protection of confidential information. The student should adhere to the University Social Media guidelines found at <https://www.depaul.edu/Pages/social-media-guidelines.aspx>. Social

Media policy (Appendix C) regarding maintenance of confidentiality and protection of privacy as it relates to communication via social media.

3. A client's chart is a legal document. Information from the client and chart is confidential and can't be disclosed to those who are not caring for the client. All entries must be accurate and legible. No part of the client's Medical record can leave the office or clinic setting.

4. Information communicated by clients to students may not be repeated to anyone outside of the direct care team. Care should be taken when in the corridors, lounge, classroom, dining rooms, or other public areas, so that conversations are not overheard.

5. An individual can withhold any information about himself/herself that he/she desires. Nursing students must be especially careful regarding the invasion of the client's privacy.

6. Students should use only the initials of the client when filling out history & physical exam forms, SOAP notes and any other documents which are a part of their educational experience.

Unprotected Exposures

In the event of any unprotected exposure to blood or body fluids, the student is to follow the procedures of the DePaul University School of Nursing Bloodborne Pathogens Exposure Control Plan (<https://csh.depaul.edu/academics/nursing/student-resources/Pages/exposure-control-plan.aspx>).

Exposure at Outside Facility while Performing Duties within Student Role

Any student incurring such an exposure should follow both DPU's post exposure policy as well as the institution's policy where the exposure occurred. All student exposure incidents while conducting learning or training activities under the SON must be reported to the Safety Officer or his/her designee as soon as possible, but no later than one business day after the incident.

Students are encouraged to speak with their health care provider about any additional follow-up post-exposure prophylaxis that may be recommended.

When possible, the Safety Officer, his/her designee, or institution where the exposure took place, will look into testing the exposure source individual for HIV, hepatitis B, and/or hepatitis C. Testing of the source individual's blood does not need to be repeated if the source individual is already known to be infected with HIV, hepatitis B, and/or hepatitis C.

Student Injury and Incident Policy

In the event that a student is injured (or involved in an untoward incident¹) while in the clinical setting, the student should immediately notify the clinical instructor. The clinical instructor should assist the student to seek immediate health assessment and response following all policies and procedures of the clinical setting that pertain to the type of injury sustained. The clinical instructor must notify the course coordinator of the event by the end of the clinical day.

If a student is injured (or involved in an untoward incident) on the campus while conducting learning or training activities, the student must notify the instructor or faculty member in charge of the activity immediately. The instructor or faculty member in charge must call 911 if the injury is serious. The instructor or faculty member is to notify DePaul Public Safety and follow university policy for all injuries.

All student injuries (or untoward incident), whether they occur at DePaul University or off campus while conducting learning or training activities under the School of Nursing require that DePaul Public Safety be notified,

that a public safety report is filed and the DePaul Environmental Health and Safety Incident Report form (DEHSIR), which can be found here (<http://offices.depaul.edu/environmental-health-and-safety/forms/Pages/incident-report.aspx>), is completed. All must be completed within 1 business day of the incident. The incident must also be reported to the School of Nursing Safety Officer or the SON Safety Officer designate as soon as possible but no later than one business day after the incident. When reporting to the SON Safety Officer, the student is to include a copy of the completed DEHSIR.

If a student reports an incident in which the harm to student is not physical but rather psychological or emotional, clinical faculty should notify the associate director of the program who will direct the student to appropriate DePaul University resources.

Once the student has been seen by a health care professional for the injury (or untoward incident) and completed all reporting processes required by the university and clinical setting, the student should contact his/her health care provider for any further treatment or health care follow-up that is needed. The student may wish to contact the DOS office if the student has concerns or questions.

Student Clinical Requirements

It is mandatory that all students have all of their clinical requirements completed and a copy in their CastleBranch Profile account through www.CastleBranch.com (<http://www.castlebranch.com/>) **by 60 days before the start of NSG 483**. It is the responsibility of the student to insure that all clinical requirements are kept current. Students must submit copies of updated lab results, and renewed skills **PRIOR** to the anniversary of the expiration date. Non-compliance with clinical requirements will result in the student's withdrawal from their clinical course and subsequent delay progression in their program of study. Please see the Clinical Health Requirements (<https://csh.depaul.edu/academics/nursing/student-resources/Pages/health-requirements.aspx>). (<https://csh.depaul.edu/academics/nursing/student-resources/Pages/health-requirements.aspx>) The student must submit **COPIES** (NOT ORIGINALS) to Castle Branch.

The School of Nursing may not be able to place students in a clinical setting if there are positive findings on the criminal background check. As a result, a student will not be able to complete the requirements of the program.

The School of Nursing may not be able to place students in a clinical setting if there are positive findings on the drug screen. As a result, a student will not be able to complete the requirements of the program.

Drug Use and Testing

In accordance with De Paul University policies, the School of Nursing will impose disciplinary sanctions upon any student found to be in violation of laws or policies relating to the unlawful possession, use, or distribution of drugs or alcohol. Nursing students may be required to have a ten-panel drug screen based on clinical affiliates' requirements. Release forms must be signed to have the results sent to the Clinical Placement Coordinator.

If a student's drug test is positive, secondary or confirmatory testing will be performed and the student will be expected to cooperate with interviews and follow-up procedures to ascertain and endeavor to confirm whether there was an explanation for the positive test result that did not

involve illegal conduct, e.g., ingestion of lawful drugs, food, or beverages that could cause positive results.

If the positive test is confirmed and no sufficiently credible explanation of relevant lawful conduct is forthcoming, clinical placement in a clinical course and successful completion of the program will be jeopardized due to failure to qualify for placement and/or successful completion of the program. Students with confirmed positive tests and/or no sufficiently credible explanation of relevant lawful conduct will be advised that the De Paul University School of Nursing cannot place them in a clinical setting. As a result, a student would not be able to complete the requirements of the program.

Access to Student Records

1. A student may have access to his/her personal student record upon request. Confidentiality is maintained with all student files. Release of information is granted upon written request by the student.
2. No specific or detailed information concerning specific medical diagnoses will be provided to faculty outside the department, administrators, or even parents, without the expressed written permission of the individual in each case. This position with respect to health records is supported by amendment to the Family Education Rights and Privacy Act of 1974. Health officials and other institutional officers must remember that all confidential medical/health care information is protected by statutes and that any unauthorized disclosure may create legal liability.

Graduation

DePaul University awards degrees to students who successfully completed their program. All requirements of the University, College, and SON must be met.

The student must Apply to Graduate (<https://offices.depaul.edu/depaul-central/records/Pages/apply-for-graduation.aspx>) for degree conferral and commencement by the deadline posted in the academic calendar.

Adult-Gerontological Nurse Practitioner Track, Nursing (MSN)

The Adult-Gerontological Nurse Practitioner track is designed to prepare nurses for advanced practice as an Adult Gerontology Nurse Practitioner with advanced knowledge and applicable skill in adult and gerontological primary care. In this track, the graduate will be able to pursue national certification as an Adult-Gerontology Nurse Practitioner. Contained within the coursework for the MSN degree are ten advanced practice nursing courses. The degree program culminates in 600 clinical hours.

Courses Counting Toward BSN and MSN

Course	Title	Quarter Hours
NSG 400	THEORETICAL COMPONENTS OF NURSING	4
NSG 401	NURSING RESEARCH I	4
NSG 428	PATHOPHYSIOLOGY FOR ADVANCED PRACTICE	4
NSG 446	ETHICAL AND POLITICAL ENGAGEMENT IN NURSING	4
NSG 464	HEALTH ASSESSMENT FOR ADVANCED PRACTICE	6
NSG 554	INFORMATICS AND TECHNOLOGY APPLICATIONS	4

The non-nursing baccalaureate ADN student does not need to complete the BS in Nursing but takes three undergraduate bridge courses (NSG 330, NSG 376, and NSG 377) to meet AACN Essentials of the Baccalaureate prepared Nurse before progressing to the graduate degree portion of the program. The BSN prepared nurse immediately begins in the graduate portion of the program.

Undergraduate Requirements

Where applicable, students must also complete the Baccalaureate requirements, including any Liberal Studies requirements not already met.

In anticipation of earning the MSN, students must apply for degree conferral of the BSN.

Core Requirements

Course	Title	Quarter Hours
NSG 481	BIostatISTICS AND EPIDEMIOLOGY	4
NSG 484	PHARMACOLOGY FOR ADVANCED PRACTICE	4
NSG 598	GRADUATE RESEARCH SYNTHESIS	4

Track Requirements

Course	Title	Quarter Hours
NSG 474	PRIMARY CARE OF THE ADULT AND OLDER ADULT	4
NSG 478	CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE	4
NSG 479	ADVANCED GERONTOLOGICAL NURSING	4
NSG 483	PRACTICUM IN POPULATION-BASED NURSING PRACTICE I	4
NSG 487	PRACTICUM IN POPULATION-BASED NURSING PRACTICE II	4
NSG 488	PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING	4
NSG 490	PRACTICUM IN POPULATION-BASED NURSING PRACTICE III	4
NSG 555	PHARMACOTHERAPEUTIC IMPLICATIONS FOR THE OLDER ADULT	2

Family Nurse Practitioner Track, Nursing (MSN)

The Family Nurse Practitioner track is designed to prepare nurses for advanced practice as a Family Nurse Practitioner with advanced knowledge and applicable skill in population specific primary care. In this track, the graduate will be able to pursue national certification as a Family Nurse Practitioner. Contained within the coursework for the MS degree are ten advanced practice nursing courses. The degree program culminates in 600 clinical hours.

Courses Counting Towards BSN and MSN

Course	Title	Quarter Hours
NSG 400	THEORETICAL COMPONENTS OF NURSING	4
NSG 401	NURSING RESEARCH I	4
NSG 428	PATHOPHYSIOLOGY FOR ADVANCED PRACTICE	4
NSG 446	ETHICAL AND POLITICAL ENGAGEMENT IN NURSING	4
NSG 464	HEALTH ASSESSMENT FOR ADVANCED PRACTICE	6
NSG 554	INFORMATICS AND TECHNOLOGY APPLICATIONS	4

The non-nursing baccalaureate ADN student does not need to complete the BS in nursing but takes three undergraduate bridge courses (NSG 330, NSG 376, and NSG 377) to meet AACN Essentials of the Baccalaureate prepared Nurse before progressing to the graduate degree portion of the program. The BSN prepared nurse immediately begins in the graduate portion of the program.

In anticipation of earning the MS, students must apply for degree conferral of the BSN.

Undergraduate Requirements

Where applicable, students must also complete the Baccalaureate requirements, including any Liberal Studies requirements not already met.

Core Requirements

Course	Title	Quarter Hours
NSG 481	BIostatISTICS AND EPIDEMIOLOGY	4
NSG 484	PHARMACOLOGY FOR ADVANCED PRACTICE	4
NSG 598	GRADUATE RESEARCH SYNTHESIS	4

Track Requirements

Course	Title	Quarter Hours
NSG 473	PRIMARY CARE OF THE INFANT, CHILD, AND THE ADOLESCENT	4
NSG 474	PRIMARY CARE OF THE ADULT AND OLDER ADULT	4
NSG 475	WOMEN'S REPRODUCTIVE HEALTH AND GYNECOLOGY	4
NSG 478	CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE	4
NSG 483	PRACTICUM IN POPULATION-BASED NURSING PRACTICE I	4
NSG 487	PRACTICUM IN POPULATION-BASED NURSING PRACTICE II	4
NSG 488	PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING	4
NSG 490	PRACTICUM IN POPULATION-BASED NURSING PRACTICE III	4

Nursing Administration Track, Nursing (MSN)

The Nursing Administration track is designed to prepare a manager and leader in nursing and healthcare with advanced knowledge and applicable skills in communication and relationship building, healthcare environment, leadership, professionalism, and business management. The graduate will be able to pursue national certification as a nurse executive and a career in nursing administration. Contained within the coursework for the MS degree are four interprofessional health administration courses taught by Rosalind Franklin University of Medicine and Science which confers a graduate certificate in health administration. The degree program culminates in a capstone experience in nursing administration including a 105-hour practicum.

Courses Counting Toward BSN and MSN

Course	Title	Quarter Hours
NSG 400	THEORETICAL COMPONENTS OF NURSING	4
NSG 401	NURSING RESEARCH I	4
NSG 431	HEALTH PROMOTION FOR FAMILIES AND COMMUNITIES	4
NSG 446	ETHICAL AND POLITICAL ENGAGEMENT IN NURSING	4
NSG 464	HEALTH ASSESSMENT FOR ADVANCED PRACTICE	6
NSG 554	INFORMATICS AND TECHNOLOGY APPLICATIONS	4

The non-nursing baccalaureate ADN student does not need to complete the BS in nursing but takes three undergraduate bridge courses (NSG 330, NSG 376, and NSG 377) to meet AACN Essentials of the Baccalaureate prepared Nurse before progressing to the graduate degree portion of the program. The BSN prepared nurse immediately begins in the graduate portion of the program.

Undergraduate Requirements

Where applicable, students must also complete the Baccalaureate requirements, including any Liberal Studies requirements not already met.

In anticipation of earning the MSN, students must apply for degree conferral of the BSN.

Core Requirements

Course	Title	Quarter Hours
NSG 429	PATHOPHYSIOLOGY & APPLIED PHARMACOLOGY	4
NSG 481	BIOSTATISTICS AND EPIDEMIOLOGY	4
NSG 598	GRADUATE RESEARCH SYNTHESIS	4

Track Requirements (4 core and 1 elective)

Course	Title	Quarter Hours
Core Requirements:		
NSG 561	EVIDENCE BASED MANAGEMENT ¹	3

NSG 564	ORGANIZATIONAL BEHAVIOR AND HUMAN RESOURCES ¹	3
NSG 566	CURRENT TOPICS IN HEALTHCARE ADMINISTRATION AND MANAGEMENT ¹	3
NSG 596	CAPSTONE IN NURSING ADMINISTRATION	4
Electives:		
NSG 565	STRATEGIC PLANNING AND LEADERSHIP IN HEALTHCARE ¹	3
NSG 567	HEALTHCARE POLICY AND DELIVERY SYSTEMS ¹	3

¹ This course is offered through a consortium agreement with Rosalind Franklin University and follows the Rosalind Franklin calendar.

Nursing Education Track, Nursing (MSN)

The Nursing Education track is designed to prepare a clinical expert with skills in nursing curriculum development, course design, instruction, and evaluation. The graduate will be able to pursue national nurse educator certification and teach in undergraduate nursing programs and/or in-service education. Contained within the coursework for the MSN degree are five interprofessional health professions education courses taught by Rosalind Franklin University of Medicine and Science which confers a graduate certificate in health professions education. The degree program has two clinical learning experiences, which culminate in a capstone experience in nursing education. A total of 225 clinical hours are in the degree.

Courses Counting Toward BSN and MSN

Course	Title	Quarter Hours
NSG 400	THEORETICAL COMPONENTS OF NURSING	4
NSG 401	NURSING RESEARCH I	4
NSG 428	PATHOPHYSIOLOGY FOR ADVANCED PRACTICE	4
NSG 446	ETHICAL AND POLITICAL ENGAGEMENT IN NURSING	4
NSG 464	HEALTH ASSESSMENT FOR ADVANCED PRACTICE	6
NSG 554	INFORMATICS AND TECHNOLOGY APPLICATIONS	4

The non-nursing baccalaureate ADN student does not need to complete the BS in nursing but takes three undergraduate bridge courses (NSG 330, NSG 376, and NSG 377) to meet AACN Essentials of the Baccalaureate prepared Nurse before progressing to the graduate degree portion of the program. The BSN prepared nurse immediately begins in the graduate portion of the program.

Undergraduate Requirements

Where applicable, students must also complete the Baccalaureate requirements, including any Liberal Studies requirements not already met.

In anticipation of earning the MS, students must apply for degree conferral of the BSN.

Core Requirements

Course	Title	Quarter Hours
NSG 481	BIOSTATISTICS AND EPIDEMIOLOGY	4
NSG 484	PHARMACOLOGY FOR ADVANCED PRACTICE	4
NSG 598	GRADUATE RESEARCH SYNTHESIS	4

Track Requirements

Course	Title	Quarter Hours
NSG 570	LEARNING THEORIES ¹	3
NSG 575	COURSE DEVELOPMENT ¹	4
NSG 576	INSTRUCTIONAL PRESENTATION SKILLS ¹	3
NSG 577	ROLE TRANSITION FOR THE NURSE EDUCATOR	4
NSG 597	CAPSTONE IN NURSING EDUCATION	4

¹ This course is offered through a consortium agreement with Rosalind Franklin University and follows the Rosalind Franklin calendar.

Occupational Therapy (MS)

The Accreditation Council for Occupational Therapy Education (ACOTE) requires programs to name curricular threads that provide the foundation and structure to the curricular design. Threads represent skills or areas of knowledge that are developed throughout the curriculum. The threads are woven throughout the curriculum and together support the mission and philosophy of the program. Each thread is addressed by courses progressively with increasing complexity as students move through the curriculum. Each thread is tied to an overall learning objective.

Program Requirements	Quarter Hours
Degree Requirements	102
Total hours required	102

Learning Outcomes

- Students will facilitate change to transform conditions necessary for access, inclusion, and social justice within health, educational, and community settings for diverse, vulnerable and underestimated individuals, groups, and populations.
- Students will demonstrate and communicate the distinct value and quality outcomes of culturally relevant occupation-based interventions across practice settings to improve health and participation for persons, groups, and communities.
- Students will demonstrate a strong sense of identity as an occupational therapist and their role across settings and on interprofessional teams.
- Students will evaluate, apply, and create evidence to provide and demonstrate effective occupational therapy evaluation, intervention, and outcomes rooted in real life situations.

Degree Requirements

The Master of Science in Occupational Therapy (MSOT) program offers a balanced curriculum grounded in the Vincentian mission to prepare future Occupational Therapists with the knowledge, skills, and experiences necessary to provide OT services to children and adults with various

developmental, physical, cognitive, and psychological conditions across different practice settings. Course elements are designed to provide students with the knowledge base pertinent to the field, while simultaneously fostering the critical thinking, problem solving, and self-confidence that contribute to effective independent clinical practice. All required courses for the MSOT program will be new courses designed to meet the requirements set forth by the ACOTE. The proposed curriculum includes both didactic and clinical requirements for graduation.

Course	Title	Quarter Hours
OT 411	THEORETICAL FOUNDATIONS OF OCCUPATIONAL THERAPY	4
OT 421	INTER-PROFESSIONAL COMMUNICATION AND TEAMS	2
OT 431	NEURO PROCESSING FOR OCCUPATIONAL PERFORMANCE	4
OT 441	MOVEMENT AND FUNCTION FOR OCCUPATIONAL PERFORMANCE	4
OT 451	POSITIONING AND TECHNOLOGY TO ENABLE OCCUPATIONAL PERFORMANCE	4
OT 461	MANAGEMENT AND LEADERSHIP ACROSS SETTINGS	4
OT 412	DISABILITY STUDIES	2
OT 422	OCCUPATIONAL JUSTICE	2
OT 432	ETHICS AND ADVOCACY	4
OT 442	THINKING IN SYSTEMS	2
OT 452	COMMUNITY PRACTICE WITH GROUPS AND POPULATIONS	4
OT 413	MENTAL HEALTH AND WELL-BEING I	3
OT 414	MENTAL HEALTH AND WELL-BEING II	4
OT 423	OT PROCESS WITH CHILDREN AND ADOLESCENTS I	3
OT 424	OT PROCESS WITH CHILDREN AND ADOLESCENTS II	4
OT 415	EVIDENCE BASED PRACTICE I	4
OT 425	EVIDENCE BASED PRACTICE II	4
OT 435	SCHOLARLY INQUIRY	4
OT 445	EVIDENCE BASED PRACTICE PROJECT READY	4
OT 455	EVIDENCE BASED PRACTICE PROJECT	4
OT 471	PRACTICE READY FOR FIELDWORK AND BEYOND	2
OT 416	LEVEL I FIELDWORK A: MENTAL HEALTH AND WELL-BEING	1
OT 426	LEVEL I FIELDWORK B: CHILDREN AND ADOLESCENTS	1
OT 436	LEVEL I FIELDWORK C: ADULTS & AGING	1
OT 417	LEVEL II FIELDWORK A	8
OT 427	LEVEL II FIELDWORK B	8
OT 433	OT PROCESS WITH ADULTS I	4
OT 434	OT PROCESS WITH ADULTS II	3
OT 453	OLDER ADULTS & AGING	4

The MSOT program is a continuous, full-time program of study that spans eight quarters, or 24 months from admission to graduation. Graduates will take the National Board Certified Occupational Therapy (NBCOT)

exam, a national assessment of discipline specific content knowledge, and then be eligible to apply for state licensure.

Master of Science in Occupational Therapy (MSOT) Program Mission

The Master of Science in Occupational Therapy (MSOT) program is guided by the Catholic Vincentian tradition which draws on diversity as a source of learning and understanding; nurtures an inclusive and welcoming community; and calls for action for the collective good. The mission of the MSOT program is to prepare occupational therapists to be effective and responsive agents of change addressing the diverse and most urgent needs of the Chicago community and beyond with a special concern for the dignity of those who have historically been and currently are underestimated by society. Grounded in occupation and evidence, students will become life-long learners ready to practice social responsibility and work for the collective good of society.

MSOT Program Vision: To be nationally known as an inclusive and innovative occupational therapy program rich in diverse ways of knowing and learning, graduating transformative leaders ready to make the world a better place.

MSOT Program Promise: The DePaul MSOT program commits to deliver an exceptional community engaged curriculum in which students will feel challenged, capable, and supported by dedicated faculty so that students are motivated and prepared to promote equity and justice for occupational participation that contribute to the health and well-being of communities.

Outcomes for DePaul MSOT Program Graduates

- Students will facilitate change to transform conditions necessary for access, inclusion, and social justice within health, educational, and community settings for diverse, vulnerable and underestimated individuals, groups, and populations.
- Students will demonstrate and communicate the distinct value and quality outcomes of culturally relevant occupation-based interventions across practice settings to improve health and participation for persons, groups, and communities.
- Students will demonstrate a strong sense of identity as an occupational therapist and their role across settings and on inter-professional teams.
- Students will evaluate, apply, and create evidence to provide and demonstrate effective occupational therapy evaluation, intervention, and outcomes rooted in real life situations.

Accreditation

The entry-level occupational therapy master's degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the

NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students must complete 24 weeks of Level II fieldwork within 12 months following completion of the didactic portion of the program.

Graduation Requirements

A well-balanced, unified, and complete program of study is required, including evidence of successful achievement of both academic and clinical skill development. The program utilizes a cohort model, suggesting that all students move through the curriculum at a similar rate. The Master of Occupational Therapy degree requires successful completion of 102 graduate credits.

- A cumulative GPA of 3.0
- A minimum of a C in all courses (students may not repeat more than two courses and no course may be repeated more than once).
- Successful completion of 24 weeks of supervised Level II Fieldwork
- Completion of all requirements within five years of initial matriculation

Graduation with Distinction

A minimum cumulative GPA of 3.75 in OT graduate coursework and successful completion of the comprehensive examination is required for graduation with distinction.

Student Probation and Dismissal

Probation

A graduate student must maintain a cumulative GPA of 3.00 or greater to remain in good standing. A student failing to maintain a minimum cumulative GPA of 3.0 will be placed on academic probation. If the cumulative GPA is raised to at least 3.00 at the end of the next academic quarter, the student is no longer on probation. If the cumulative GPA has not risen to 3.00 at the end of the next academic quarter, the student will be dismissed from the program. A student may be placed on probation a total of two times. If their GPA falls below a 3.00 a third time, the student will be dismissed from the program.

Repeating a Course

If a student receives a grade of less than C, the student will be required to repeat the course. Up to two courses can be repeated one time each. Repeating a course most likely will delay a student's ability to progress in the curriculum. Students who do not achieve a C or higher in the repeated course will be dismissed from the program.

Dismissal

Students may petition for re-entry into the OT program to the Program Director. It is recommended that the student meet with their advisor prior to submitting a petition for re-admittance into the program. The advisor may help the student prepare their petition. The petition should address why the student believes they will be successful in the program and any changes or steps they have taken to increase their likelihood for success. The OT faculty will meet to discuss the petition and respond to the petition in one of four ways:

1. request more information from the student
2. accept the petition in full
3. accept the petition with modifications
4. reject the petition

Students can be re-admitted into the OT program one time. If a readmitted student is dismissed a second time, they are not allowed to petition for re-entry.

Complaints and Grievances

DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.

In support of this mission, DePaul University is committed to treating every member of its community with dignity, justice and respect fostering a positive learning environment and providing quality service. It is important for students to know how to address concerns and issues that may be contrary to this commitment.

Complaints or concerns that a policy or procedure has been incorrectly or unfairly applied can often be resolved through an initial conversation with the staff, faculty member or department where the issue originated and his/her supervisor if necessary.

DePaul has established a number of policies and procedures for responding to particular types of concerns. Contact information for these policies and procedures can be found below:

- Concerns about grades are addressed through the University's Grade Challenge policy. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about academic integrity are addressed through the Academic Integrity policy and process. Detailed information is available on the Academic Integrity website.
- Concerns related to student conduct are addressed through the Code of Student Responsibility, and the Student Conduct Process. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about discrimination or harassment on the basis of a variety of protected characteristics are addressed by the Office of Institutional Diversity and Equity through the Anti-Discrimination and Anti-Harassment Policy and Procedures
- Concerns based on sexual violence, sexual harassment, or other sex discrimination (Title IX) are addressed through the DePaul's Title IX Coordinator located in the Office of Institutional Diversity. Detailed information is available on the Office of Public Safety website or in the Code of Student Responsibility section of the University Catalog.
- Concerns about the confidentiality of education records (FERPA-Family Educational Rights and Privacy Act), are addressed through the Office of the University Registrar.

Concerns about academic issues relating to faculty or staff can often be resolved through an initial conversation with the faculty, staff member or student employee involved in the situation. Therefore, students with academic complaints or concerns should address the issue following the steps indicated below:

1. The issue should first be discussed with the faculty or staff member.
2. If this does not resolve the issue the student should then discuss the issue with the department chairperson or program director for faculty issues or the individual's supervisor for staff. If you are unsure of the appropriate college contact, please see below for a directory of College and College Dean's Offices.
3. If the issue is still not resolved, the student should then discuss the matter with the Office of the Dean of the faculty member's college for faculty issues or the department supervisor for staff issues.

4. If the issue is still not resolved, the student may discuss the issue with the Office of the Provost.

The Dean of Students Office is a central location to which students can turn with problems they have been unable to resolve. The Dean of Students Office hears student concerns and helps students understand their options for resolving the concerns and/or locating appropriate services: <http://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx>.

In addition, the University Ombudsperson is available to provide consultation about conflict resolution, to clarify policies and procedures, and to help find the right person or department to respond to questions. Students may also always choose to report concerns or misconduct through the University's confidential reporting mechanisms: 877.236.8390 or <https://compliance.depaul.edu/hotline/index.asp>

The U.S. Department of Education requires institutions offering online education to provide contact information for students to file complaints with its accreditor and state agencies. Contact information for DePaul's regional accreditor (the Higher Learning Commission), programmatic/specialized accreditor and state agencies is available in the Handbook section of the University Catalog.

Procedure to File a Complaint with ACOTE

If all processes within DePaul University have been exhausted, a student may file a complaint with the Accreditation Council for Occupational Therapy Education (ACOTE). The student must provide evidence that they have followed the DePaul University's complaint or grievance policy and made reasonable efforts to resolve the issue. Comments or complaints about the program may be made by writing to the ACOTE Chairperson, c/o the AOTA Accreditation Department. The complaint must be submitted as an attachment to an email addressed to accred@aota.org and must include a signed complaint form, "Complaint Against a Program Subject to ACOTE Accreditation."

A complaint against an educational program must: a. describe the nature of the complaint and the related accreditation standards or accreditation policies or procedures that the complainant believes are not being met by the program, including any evidence or documents that might substantiate the complaint; b. provide documentation that the complainant has followed the academic program's complaint or grievance policy and made reasonable efforts to resolve the complaint, or alternatively information that demonstrates such efforts would be unavailing; and c. be signed by the complainant. (The confidentiality of the complaining party is protected by AOTA Accreditation staff unless release of identity has been authorized, or disclosure is required by legal action.) The ACOTE Standards can be downloaded from: <https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/StandardsReview/2018-ACOTE-Standards-Interpretive-Guide.pdf>.

Transfer Credits

No graduate courses may be transferred from another institution for this degree.

Undergraduate Courses

No undergraduate courses shall count toward the graduate degree.

Withdrawals

Withdrawals

A student who withdraws from an occupational therapy course while in good standing cannot progress in the sequenced curriculum until that

course has been successfully completed. Exceptions may be identified in consultation with the Program Director, the course faculty, and the student's academic advisor. A student who withdraws from an OT course who is 'not in good standing' (with a grade of less than C or on probation) at the time of withdrawal, will be referred to the Program Director. The Program Director and academic advisor will review the student's past and current performance and elicit recommendations from the course faculty. The course faculty, academic advisor, and Program Director will meet to establish a contract for academic improvement. The contract will be shared with and signed by the student. Such students may not progress in the sequenced curriculum until the course has been retaken and successfully completed.

A student may withdraw from an OT course 'not in good standing' (with a grade of less than C) only once during their program of study. A second such withdrawal will result in dismissal from the program. A student who has a grade of less than C at mid-quarter may be placed on contract for an intervention plan by the instructor. The student must satisfactorily fulfill all course and contract requirements by the end of the quarter of contract initiation in order to progress in the program. A student currently enrolled in a degree program in which revisions are approved while their studies are in progress may elect to formally adopt the revised requirements.

Requesting a Leave of Absence

Students who need to interrupt their studies for personal, health or other reasons may request a leave of absence for up to one full year. The request should be made to the Program Director. Depending on circumstances and estimated length of absence, the Program Director or student's academic advisor may recommend additional action to complete the request process.

Returning from a Leave of Absence

Students who wish to return to the program following a leave of absence will need to submit a written request for resuming coursework to the Program Director. It is the student's responsibility to send a copy of such request to the Program Director and the student's faculty advisor. This written request should demonstrate the resolution of the extenuating circumstances contributing to the original need to leave the Occupational Therapy Program. This request for reinstatement must be made no less than 6 weeks prior to resuming the OT course sequence. Students will be notified in writing regarding the decision concerning their reentry to the program.

Time Limitation

The MS degree in Occupational Therapy is designed to be completed in 24 months. The maximum time to complete this degree is four years from first quarter of enrollment.

Complete Handbook

The text above represents key sections of the complete Student Handbook for the Master of Science in Occupational Therapy (<https://csh.depaul.edu/academics/occupational-therapy/graduate/occupational-therapy-ms/Pages/handbook.aspx>). The complete handbook may be accessed through the program's website.

Optimization and Operations Research Graduate Certificate

Students pursuing a graduate certificate in Optimization and Operations Research need to complete four graduate-level courses (16 credit hours). Below is the list of the three core required courses and elective courses.

Course	Title	Quarter Hours
MAT 468	MATHEMATICS FOR FINANCE	4
MAT 487	OPERATIONS RESEARCH: LINEAR PROGRAMMING	4
MAT 488	OPERATIONS RESEARCH: OPTIMIZATION THEORY	4
Select one of the following:		4
MAT 450	ADVANCED STATISTICAL COMPUTING	
MAT 451	PROBABILITY AND STATISTICS I	
MAT 455	STOCHASTIC PROCESSES	
MAT 459	SIMULATION MODELS AND MONTE CARLO METHOD	
MAT 484	MATHEMATICAL MODELING	
MAT 494	GRAPH THEORY	
MAT 644	DIFFERENTIAL EQUATIONS	

In special circumstances and with approval of the graduate program director, an elective course can be substituted with other relevant courses.

Students in this certificate program must earn a grade of C- or higher in all graduate courses and finish with a cumulative GPA of 2.0 or higher.

The requirements for admission into this certificate program are:

- Bachelor's degree from an accredited institution
- Successful completion (with a grade of C- or higher) of the following undergraduate coursework:
 - A year of single-variable calculus (equivalent of MAT 150-151-152)
 - A course in multivariable calculus (equivalent of MAT 260)
 - A course in linear algebra (equivalent of MAT 262)
 - A course in computer programming (e.g., C++, Python, Java, or R)

The admission process and review of applicants is managed by the Office of Graduate Admission via the online application and follows procedures similar to those used for existing graduate programs offered by the Department of Mathematical Sciences.

Organizational Communication (BA)

The BA in Organizational Communication explores effective and participatory communication across organizational contexts. Students are encouraged to identify and explain theoretical frameworks operative in organizational and group communication; apply multiple theoretical perspectives to a variety of organizational and group contexts and events; express ideas and information competently in written or oral form with clarity and organization; appraise similarities and differences among multicultural and global communication contexts and events; formulate appropriate communicative messages for group and organizational effectiveness.

The curriculum is both deep and broad, enabling students to gain practical expertise in their area of interest while gaining a working knowledge of related areas. The curriculum focuses on ethical practice and the convergence of traditional and new media, preparing students for professional practice in an evolving marketplace. Students learn to express themselves well in oral and written communications, to think critically about communication events all around them, to develop skills

valuable in the workplace, and to communicate effectively in a diverse world.

Program Requirements	Quarter Hours
College Core Requirements	16
Liberal Studies Requirements	84
Major Requirements	40
Open Electives	52
Total hours required	192

Learning Outcomes

Students will be able to:

- Explain group organizational communication from multiple theoretical perspectives.
- Apply group organizational concepts in explaining communication behavior.
- Design manage appropriate messages for organizational stakeholders.
- Recognize diversity as a dynamic force in group organizational contexts.

College Core Requirements (p. 880)
Modern Language Requirement (p. 880)
Modern Language Option (p. 880)

All majors in the College of Communication consist of a four-course common core plus an additional combination of program requirements and electives.

College Core Requirements

Four core courses are required of all College of Communication students:

Course	Title	Quarter Hours
CMN 101	INTRODUCTION TO HUMAN COMMUNICATION	4
CMN 102	INTRODUCTION TO MASS COMMUNICATION	4
CMN 103	INTERCULTURAL COMMUNICATION	4
CMN 104	PUBLIC SPEAKING	4

Students are encouraged to complete all four prior to taking additional coursework in the major.

Modern Language Requirement

Students who intend to graduate with a Bachelor of Arts degree in the College of Communication will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing the last course in a second year high school course work in a modern language or Latin
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language

- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language (must be completed during high school)
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement. Students with some modern language training should consult with the Modern Language Department about the course with which they should begin. Students with little or no previous work in the language will be required to complete the entire three-course introductory sequence.

Modern Language Option

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level necessary to meet the College’s modern language requirement. Students selecting the option may substitute a three-course language sequence for three learning domain courses, or two upper-level courses in the same language for two learning domain requirements. Modern language option waivers cannot be applied to courses in the Math and Computing Domain or courses in the Scientific Inquiry domain. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4

Senior Year**Capstone**

CMN 396	CAPSTONE IN COMMUNICATION ¹	4
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¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains**Arts and Literature (AL) (p. 1322)**

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Note

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Course Requirements**

All Organizational Communication majors must complete the four core courses required of all College of Communication students. In addition, they must take two required courses and choose six classes from among the Organizational Communication course offerings. Organizational Communication majors must also take any two electives within the

College of Communication. All Organizational Communication majors must complete a total of 14 classes, or 56 credit hours.

Course	Title	Quarter Hours
CMNS 251	ORGANIZATIONAL COMMUNICATION	4
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	4
Select six of the following:		24
CMN 292	ADOBE CREATIVE CLOUD WORKSHOP (2.0 quarter hours) ²	
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP	
CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS	
CMN 397	RESEARCH PRACTICUM ¹	
CMN 399	INDEPENDENT STUDY ¹	
CMNS 212	EFFECTIVE COMMUNICATION IN TEAMS AND SMALL GROUPS	
CMNS 291	RESEARCH METHODS	
CMNS 303	TOPICS IN ORGANIZATIONAL AND GROUP COMMUNICATION	
CMNS 315	HEALTH COMMUNICATION	
CMNS 316	COMMUNICATION AND DECISION-MAKING IN GROUPS AND TEAMS	
CMNS 329	PERSUASION	
CMNS 343	WORK/FAMILY COMMUNICATION	
CMNS 344	MINDFULNESS	
CMNS 351	EFFECTIVE COMMUNICATION FOR THE HUMAN RESOURCES PROFESSIONAL	
CMNS 352	COMMUNICATION AND THE CORPORATE CULTURE	
CMNS 353	COMMUNICATION AND ORGANIZATIONAL CHANGE	
CMNS 354	EMPLOYMENT INTERVIEWING	
CMNS 355	CONFLICT MANAGEMENT	
CMNS 356	COMMUNICATION CONSULTING	
CMNS 357	DARK SIDE OF ORGANIZATIONAL COMMUNICATION	
CMNS 358	DIVERSITY, LEADERSHIP, & TEAM BUILDING	
CMNS 359	THE FUTURE OF REMOTE AND VIRTUAL TEAMS	
CMNS 360	RELATIONAL, GROUP, AND ORGANIZATIONAL THEORY	
CMNS 361	GENDER AND COMMUNICATION	
CMNS 382	APPLIED RESEARCH METHODS IN COMMUNICATION STUDIES	
CMNS 394	ORGANIZATIONAL COMMUNICATION PRACTICUM	
PRAD 255	PUBLIC RELATIONS	
Select two electives (8 credits) from any College of Communication offerings		8

¹ Students may take up to 4 hours of credit in this course toward graduation requirements.

² A maximum of 8 credits from two credit College of Communication courses can be applied to major requirements.

Internship Credit

Students in the major may take CMN 394 and/or CMN 395 (when work relates to the major). In order to take CMN 394 or CMN 395, students must have completed two of the four communication core classes (CMN 101, CMN 102, CMN 103, CMN 104), two courses in the chosen major and have fulfilled internship program eligibility requirements.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Organizational Communication 3+3 (BA+JD)

In the 3 + 3 BA/JD Program, high-achieving first-year incoming undergraduate students are admitted simultaneously to the College of Communication and the College of Law. Students complete their first three years in the College of Communication and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA/JD students meet regularly with advisors in both colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Communication during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Communication for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study. Students who enrolled in the BA+JD program prior to 2022 must achieve a cumulative GPA of 3.35 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.35 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal

system as well as to complement their undergraduate course of study. The courses are as follows:

- PRELAW 150 THE PRACTICE OF LAW
- PRELAW 151 RECENT CONTROVERSIES IN THE LAW
- PRELAW 152 THINKING ABOUT THE LAW

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Participating Majors

The BA/JD Program is available for students pursuing the following majors:

- Communication and Media (p. 247)
- Communication and Technology (p. 256)
- Communication Studies (p. 259)
- Journalism (p. 676)
- Media and Cinema Studies (p. 807)
- Organizational Communication (p. 879)
- Public Relations and Advertising (p. 969)
- Sports Communication (p. 1116)

For admission requirements and information, contact the Office of Admission (<https://www.depaul.edu/admission-and-aid/Pages/default.aspx>).

Organizational Communication (Minor)

After the completion of the coursework in this minor program, students should be able to:

- Identify and explain theoretical frameworks operative in organizational and group communication
- Apply multiple theoretical perspectives to a variety of organizational and group contexts and events
- Express ideas and information competently in written or oral form with clarity and organization

Course Requirements

A minor in Organizational Communication requires students to complete a total of six courses (24 credits). To complete the minor, students must take:

Course	Title	Quarter Hours
CMNS 251	ORGANIZATIONAL COMMUNICATION	4
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	4
or CMN 104	PUBLIC SPEAKING	
Select four electives from the following:		16
CMNS 212	EFFECTIVE COMMUNICATION IN TEAMS AND SMALL GROUPS	
CMNS 290	COMMUNICATION WORKSHOP (VARIABLE TOPICS)	
CMNS 303	TOPICS IN ORGANIZATIONAL AND GROUP COMMUNICATION	
CMNS 315	HEALTH COMMUNICATION	
CMNS 316	COMMUNICATION AND DECISION-MAKING IN GROUPS AND TEAMS	
CMNS 343	WORK/FAMILY COMMUNICATION	
CMNS 344	MINDFULNESS	
CMNS 351	EFFECTIVE COMMUNICATION FOR THE HUMAN RESOURCES PROFESSIONAL	
CMNS 352	COMMUNICATION AND THE CORPORATE CULTURE	
CMNS 353	COMMUNICATION AND ORGANIZATIONAL CHANGE	
CMNS 354	EMPLOYMENT INTERVIEWING	
CMNS 355	CONFLICT MANAGEMENT	
CMNS 356	COMMUNICATION CONSULTING	
CMNS 357	DARK SIDE OF ORGANIZATIONAL COMMUNICATION	
CMNS 358	DIVERSITY, LEADERSHIP, & TEAM BUILDING	
CMNS 359	THE FUTURE OF REMOTE AND VIRTUAL TEAMS	
CMNS 360	RELATIONAL, GROUP, AND ORGANIZATIONAL THEORY	
CMNS 382	APPLIED RESEARCH METHODS IN COMMUNICATION STUDIES	

Peace, Justice and Conflict Studies (BA)

The Peace, Justice and Conflict Studies Program offers students a BA major curriculum that is rooted in the values of active and strategic nonviolence. It helps them reflect critically on the origins and causes of conflict and violence, whether direct, cultural, or institutional. It studies social injustice and other forms of systemic violence, introducing nonviolent strategies for resolving interpersonal, communal, and international conflicts in order to promote the common good and the healing needed for community work. The Program invites frank debate about the efficacy of nonviolent in comparison with violent approaches to social change. The inclusion of conflict theory and citizen-led nonviolent

intervention at the core of this program is distinctive. The Program emphasizes hands-on, experiential components in the introductory courses, the final seminars and internship, and the workshops, which emphasize skill training.

Students and faculty in Peace, Justice and Conflict Studies question what constitutes a just society and world and how attitudes toward social justice and violence reflect and reveal the values, beliefs, prejudices, assumptions, and perceptions of United States culture and those of other nations. Students are expected to gain competency in dealing with situations of conflict and injustice by mastering the theoretical and intellectual frameworks related to them, by learning to interpret and analyze real life situations in their complexity, by understanding how to build strategies for consensus-building and advocacy, and by understanding various research methodologies and the use of media and creative outlets.

Students whose interests and career goals revolve around strategic nonviolence, but who may not want to major primarily in Peace, Justice and Conflict Studies, can consider a minor or a secondary major. (Discussions with home college/major advisors about how this would look are highly recommended.) Students who pursue the major are well prepared for graduate work in the humanities or social sciences, as well as for professional training in law, public service, or business.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	48
Open Electives	60
Total hours required	192

Learning Outcomes

Students will be able to:

- Analyze the origins of conflict and violence and the underlying values or different theories that explain them, such as human rights or capacities discourse, and including the various levels where conflict occurs, such as the global, international, intra-national, local, and interpersonal levels.
- Evaluate nonviolent approaches to peace building, conflict resolution, and social change for the common good with the aim of protecting individuals' rights.
- Explain the theories of justice and its basic forms, such as social, distributive and contributive, environmental, restorative, post-conflict or transitional, and transformational justice, and assess them in relation to real circumstances of individual/direct and structural violence and efforts for social change and a just world.
- Integrate theories with an experientially based understanding of the realities of peace building, conflict resolution, and working for viable social change, by means of a critical recognition of the effectiveness of different intervention strategies.
- Practice effective skills and tools for resolving conflict between individuals and social groups, council circles, disciplinary and interdisciplinary research, narrative and performative approaches, and psychological assessments, to obtain depth in one or two areas of the Peace, Justice, and Conflict Studies curriculum.

College Core Requirements

Study in the Major Field

The student’s course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By “liberal education” the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized “concentration.” The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student’s choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in

high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the “Modern Language Option” (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4

Quantitative Reasoning

MAT 120	QUANTITATIVE REASONING ²	4
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Sophomore Year**Race, Power, and Resistance**

LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
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Junior Year**Experiential Learning**

Required		4
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Senior Year**Capstone**

PAX 350	CAPSTONE IN PEACE, JUSTICE & CONFLICT STUDIES ^{1,3}	4
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¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ A student majoring in Peace, Justice, and Conflict Studies (PAX) is required to complete the Capstone offered by the PAX Program. This is the case even if a student is double majoring (or pursuing a dual degree) and the secondary major (or degree) requires its own Capstone. A PAX major in the University Honors Program shall take the University Honors Capstone and the PAX Capstone.

Learning Domains**Arts and Literature (AL) (p. 1322)**

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Course Requirements**

The Peace, Justice and Conflict Studies (PAX) major requires 48 credit hours, as follows:

Course	Title	Quarter Hours
PAX 250 or PAX 251	TOPICS: TOOLS FOR SOCIAL CHANGE ¹ TOPICS: TOOLS TO SUPPORT JUSTICE, HUMAN RIGHTS, AND PEACEBUILDING	4
PAX 210	INTERNATIONAL CONFLICT AND PEACEBUILDING	4
PAX 212	SOCIAL JUSTICE AND SOCIAL CHANGE	4
PAX 214	CONFLICT: STORYTELLING, INTERVENTION, NEGOTIATION	4
PAX 218	HUMAN RIGHTS: PROMISE AND PROBLEMATICS	4
PAX 392	INTERNSHIP IN PEACE, JUSTICE, AND CONFLICT STUDIES (taken for Liberal Studies EL requirement)	4
Select 12 credit hours of Seminars at the 300-level from the following, including any courses crosslisted with them:		12
PAX 300	TOPICS SEMINAR	
PAX 301	THE THEORY AND PRACTICE OF NONVIOLENT ACTION	
PAX 304	TOPICS IN MIGRATION AND FORCED MIGRATION	
PAX 312	TRANSCENDING COEXISTENCE: TRUTH, JUSTICE, AND RECONCILIATION	
PAX 313	BEYOND CONFLICT RESOLUTION: THE EVOLUTION OF GRASSROOTS PEACEBUILDING	
PAX 321	PRINCIPLES AND PRACTICES OF RESTORATIVE JUSTICE	
PAX 330	THE UNIVERSAL DECLARATION OF HUMAN RIGHTS: ORIGINS AND CONTROVERSIES	
PAX 340	HUMAN RIGHTS IN THE GLOBAL CONTEXT: CHALLENGES AND INTERVENTIONS	
PAX 373	LITERATURE OF WAR IN THE 20TH CENTURY	
PAX 380	TOPICS IN NONVIOLENCE	
PAX 381	TOPICS IN PEACE BUILDING	
PAX 382	TOPICS IN SOCIAL JUSTICE AND SOCIAL CHANGE	
PAX 383	TOPICS IN CONFLICT INTERVENTION	
PAX 384	TOPICS IN ACTIVISM AND ADVOCACY	
PAX 385	TOPICS IN HUMAN RIGHTS	
REL 351	LIBERATION THEOLOGY	
WGS 303	GENDER, VIOLENCE AND RESISTANCE	

WGS 320	TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE	
WGS 345	WOMEN, WAR AND RESISTANCE	
WGS 364	POLITICAL AUTOBIOGRAPHY	
Select three electives approved by the PAX program (listed below)		12
PAX 350	CAPSTONE IN PEACE, JUSTICE & CONFLICT STUDIES (taken for Liberal Studies Capstone requirement)	4

¹ PAX 250 (2 courses at 2 credit hours each), PAX 251 (one course for 4 credit hours).

The four-course sequence PAX 210-PAX 212-PAX 214-PAX 218 forms the foundation of the program and should be completed in the first or second year of study. Courses do not need to be done in sequence. An internship, PAX 392, offered once a year in the fall, should be completed prior to taking PAX 350. If possible, students should take the internship prior to senior year. Seniors should plan to take the capstone, PAX 350, offered once a year, usually in winter. Students will complete either two sections of PAX 250 (for 2 credit hours each) or PAX 251 (for 4 credits hours), ideally prior to senior year.

300-Level Seminars

The courses that can be taken as 300-level seminars are approved by the PAX Program Advisory Board. These do not include all 300-level PAX courses, many of which are crosslisted from other departments. For any questions, check with the Program Director, since new ones are approved now and then.

Senior Capstone

PAX 350 is usually offered in winter quarter. Students doing study abroad during winter quarter of their senior year must do the capstone in their junior year. This is required even for a double-major who must do a capstone in the other major.

Program Approved Electives

Courses cross-listed with any course listed below are accepted as PAX electives. Check with the PAX Director for topics courses approved as PAX electives each quarter or to approve a course not on this list. PAX electives also include any courses approved for the PAX minor requirement of a community-based service learning course: See list under the PAX Minor.

LAS: African and Black Diaspora Studies

Course	Title	Quarter Hours
ABD 251	WORLD REFUGEE CRISIS	

LAS: Catholic Studies

Course	Title	Quarter Hours
CTH 247	ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT	

LAS: Community Service Studies

Course	Title	Quarter Hours
CSS 310	RESTORATIVE JUSTICE: ENGAGEMENT WITH THE PRISON	

CSS 311	MASCULINITY, JUSTICE AND LAW	
CSS 312	LAW AND POLITICS: PRISON POLICIES AND RESTORATIVE JUSTICE	

LAS: Comparative Literature

Course	Title	Quarter Hours
CPL 240	VOICES OF WAR AND PEACE; ART, LITERATURE AND FILM	
CPL 242	PICTURES OF INJUSTICE: NARRATIVE ARTS IN SOCIAL JUSTICE MOVEMENTS	

LAS: English

Course	Title	Quarter Hours
ENG 374	NATIVE LITERATURE	

LAS: Geography

Course	Title	Quarter Hours
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	
GEO 351	GEOGRAPHY, FOOD AND JUSTICE	

LAS: History

Course	Title	Quarter Hours
HST 241	WORLD REFUGEE CRISIS	
HST 242	HISTORY OF HUMAN RIGHTS IN EUROPE	
HST 246	AFRICAN-AMERICAN HISTORY TO 1800	
HST 247	AFRICAN-AMERICAN HISTORY, 1800-1900	
HST 248	AFRICAN-AMERICAN HISTORY, 1900 TO PRESENT	
HST 249	ORIGINS OF THE FIRST WORLD WAR, 1871-1917	
HST 250	ORIGINS OF THE SECOND WORLD WAR, 1914 - 1941	
HST 251	ORIGINS OF THE COLD WAR, 1917 - 1953	
HST 368	SOCIAL MOVEMENTS IN LATIN AMERICA	

LAS: International Studies

Course	Title	Quarter Hours
INT 304	MIGRATION AND FORCED MIGRATION	
INT 306	GLOBAL EMPIRES	
INT 307	RACE, SEX, DIFFERENCE	
INT 308	NATURE, SOCIETY AND POWER	
INT 309	CRITICAL DEVELOPMENT THEORY	
INT 323	HUMAN RIGHTS AND INTERNATIONAL LAW	
INT 325	LAW OF INTERNATIONAL ORGANZIATIONS, NGOS AND GLOBAL GOVERNANCE	
INT 327	THE LONG LIFE OF EMPIRE	
INT 362	LANGUAGE AND THE POLITICS OF TERROR	
INT 389	INTERNATIONAL SOCIAL ENGAGEMENT	

LAS: Islamic World Studies

Course	Title	Quarter Hours
IWS 263	RELIGION AND POLITICS IN THE MIDDLE EAST	

LAS: Latino and Latin American Studies

Course	Title	Quarter Hours
LST 200	FOUNDING MYTHS AND CULTURAL CONQUEST IN LATIN AMERICA	
LST 201	STRUGGLE AND RESISTANCE IN LATIN AMERICA	
LST 348	INDIGENOUS POLITICAL STRUGGLES	

LAS: Lesbian, Gay, Queer & Transgender Studies

Course	Title	Quarter Hours
LGQ 332	LGBTQ POLITICS	
LGQ 338	SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW	

LAS: Peace, Justice and Conflict Studies

Course	Title	Quarter Hours
PAX 101	EVERYDAY CONFLICT: ANALYSIS, EVALUATION, AND PRACTICES FOR MOVING FORWARD	
PAX 102	CHICAGO AND STRATEGIC NONVIOLENCE	
PAX 112	CHICAGO JUSTICE AND THE WORK FOR SOCIAL CHANGE	
PAX 200	COMMUNITIES WORKING FOR SUSTAINABLE JUSTICE AND PEACE: SERVICE IN CHICAGO AND THE U.S.	
PAX 201	FRAMEWORKS FOR PEACE: PRACTICAL MODELS FOR SOCIAL CHANGE	
PAX 202	ACTIVE NONVIOLENCE: PRACTICAL AND CREATIVE APPROACHES	
PAX 220	SOCIAL ENGAGEMENT FOR PEACE AND JUSTICE	
PAX 225	TRANSNATIONAL GRASSROOTS SOCIAL MOVEMENTS	
PAX 228	IDENTITY, PRIVILEGE, AND SOCIAL CHANGE	
PAX 231	ANALYZING POVERTY, ITS CAUSES AND CONSEQUENCES	
PAX 235	THE ETHICS OF POVERTY	
PAX 240	VOICES OF WAR AND PEACE: ART, LITERATURE AND FILM	
PAX 242	PICTURES OF INJUSTICE: NARRATIVE ARTS IN SOCIAL JUSTICE MOVEMENTS	
PAX 250	TOPICS: TOOLS FOR SOCIAL CHANGE	
PAX 251	TOPICS: TOOLS TO SUPPORT JUSTICE, HUMAN RIGHTS, AND PEACEBUILDING	
PAX 252	FORGIVENESS AND RECONCILIATION	
PAX 253	DESPAIR AND HOPE	

PAX 268	DISABILITY JUSTICE STUDIES: AN INTRODUCTION
PAX 271	GLOBAL REFUGEE CRISIS
PAX 278	DISABILITY JUSTICE, RIGHTS, AND POLICY
PAX 290	TOPICS ON JUSTICE AND PEACE
PAX 299	INDEPENDENT STUDY
PAX 300	TOPICS SEMINAR
PAX 301	THE THEORY AND PRACTICE OF NONVIOLENT ACTION
PAX 304	TOPICS IN MIGRATION AND FORCED MIGRATION
PAX 306	GLOBAL EMPIRES
PAX 308	NATURE, SOCIETY AND POWER
PAX 309	CRITICAL DEVELOPMENT THEORY
PAX 312	TRANSCENDING COEXISTENCE: TRUTH, JUSTICE, AND RECONCILIATION
PAX 313	BEYOND CONFLICT RESOLUTION: THE EVOLUTION OF GRASSROOTS PEACEBUILDING
PAX 316	TOPICS IN CRITICAL THEORY, PHILOSOPHY, POLICY
PAX 320	TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE
PAX 321	PRINCIPLES AND PRACTICES OF RESTORATIVE JUSTICE
PAX 330	THE UNIVERSAL DECLARATION OF HUMAN RIGHTS: ORIGINS AND CONTROVERSIES
PAX 331	LIBERATION THEOLOGY
PAX 340	HUMAN RIGHTS IN THE GLOBAL CONTEXT: CHALLENGES AND INTERVENTIONS
PAX 345	WOMEN, WAR, AND RESISTANCE
PAX 348	INDIGENOUS POLITICAL STRUGGLES
PAX 350	CAPSTONE IN PEACE, JUSTICE & CONFLICT STUDIES
PAX 362	LANGUAGE AND THE POLITICS OF TERROR
PAX 365	TOPICS IN WAR AND PEACE
PAX 372	TRAUMA, ART & RESILIENCE
PAX 373	LITERATURE OF WAR IN THE 20TH CENTURY
PAX 386	TOPICS IN GLOBAL JUSTICE
PAX 387	TOPICS IN PEACE, JUSTICE AND RELIGION
PAX 388	TOPICS IN LAW, JUSTICE, AND HUMAN RIGHTS
PAX 392	INTERNSHIP IN PEACE , JUSTICE, AND CONFLICT STUDIES
PAX 399	INDEPENDENT STUDY

LAS: Philosophy

Course	Title	Quarter Hours
PHL 237	PHILOSOPHY, CONFLICT AND PEACE	
PHL 264	PHILOSOPHICAL CRITIQUES OF COLONIALISM	

LAS: Political Science

Course	Title	Quarter Hours
PSC 324	INEQUALITY IN AMERICAN SOCIETY	
PSC 368	RIGHTS-BASED SOCIAL MOVEMENTS	

LAS: Public Policy Studies

Course	Title	Quarter Hours
PPS 251	URBAN POVERTY	

LAS: Religious Studies

Course	Title	Quarter Hours
REL 219	SLAVERY, RACE AND RELIGION	
REL 252	FORGIVENESS AND RECONCILIATION	
REL 253	DESPAIR AND HOPE	
REL 264	COLONIZATION, RELIGION AND RESISTANCE	
REL 351	LIBERATION THEOLOGY	

LAS: Sociology

Course	Title	Quarter Hours
SOC 231	RACE AND ETHNICITY IN THE CITY	
SOC 248	RESISTING WHITE SUPREMACY	
SOC 310	CRIMINALIZATION, PUNISHMENT, & RESISTANCE	
SOC 358	REVOLUTIONS AND PEASANT REBELLIONS	

LAS: Women's and Gender Studies

Course	Title	Quarter Hours
WGS 260	GENDER, SEXUALITY AND VIOLENCE	
WGS 275	BLACK FEMINIST THEORIES IN A U.S. CONTEXT	
WGS 303	GENDER, VIOLENCE AND RESISTANCE	
WGS 307	WOMEN IN THE MIDDLE EAST: BEYOND THE VEIL	
WGS 314	ANTIRACIST FEMINISMS	
WGS 320	TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE	
WGS 338	SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW	
WGS 342	QUEER PIONEERS: CULTURE, GENDER, AND POLITICAL ACTIVISM	
WGS 345	WOMEN, WAR AND RESISTANCE	
WGS 352	GENDER, COMMUNITY, AND ACTIVISM: COMMUNITY-BASED LEARNING IN WGS	
WGS 363	GLOBALLY QUEER: TRANSNATIONAL LGBTQ POLITICS	
WGS 364	POLITICAL AUTOBIOGRAPHY	
WGS 392	INTERNSHIP	

College of Communication

Course	Title	Quarter Hours
CMNS 361	GENDER AND COMMUNICATION	
CMNS 367	PERFORMANCE FOR SOCIAL CHANGE	

College of Education

Course	Title	Quarter Hours
LSE 355	INTERNATIONAL STUDIES IN EDUCATION	
LSE 358	EDUCATION AND SOCIAL JUSTICE	

College of Science and Health: Environmental Science and Studies

Course	Title	Quarter Hours
ENV 344	ENVIRONMENTAL JUSTICE AND ADVOCACY	

College of Science and Health: Psychology

Course	Title	Quarter Hours
PSY 213	LESBIAN, GAY, BISEXUAL AND TRANSGENDER PSYCHOLOGY	

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Peace, Justice and Conflict Studies (BA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still completing their undergraduate program.

These three graduate level courses will count toward both the undergraduate and graduate degree programs. Each combined degree program has its own application process, which is usually completed during junior year. The graduate courses, taken during senior year, are paid for at the undergraduate tuition rate.

Peace, Justice & Conflict Studies (BA) suggests several options for combined programs. Consult the degree requirements as listed in the catalog under graduate degree programs/combined degrees. Some graduate programs are combinable with any DePaul bachelor's degree; others are limited. The programs that might be of interest to PAX majors would include the following:

- Peace, Justice & Conflict Studies (BA) + Refugee and Forced Migration Studies (MS) (<https://las.depaul.edu/academics/peace-justice-and-conflict-studies/combined-bachelors-masters/Pages/BAPJC-MSRefugee.aspx>) [available to PAX students only]
- Peace, Justice, & Conflict Studies (BA) + Women's and Gender Studies (MA) (<https://las.depaul.edu/academics/womens-and-gender-studies/Pages/combined-degree.aspx>)
- Peace, Justice & Conflict Studies (BA) + Sustainable Urban Development (MA) (<https://las.depaul.edu/academics/sustainable-urban-development/Pages/combined-degree-program.aspx>)

- Peace, Justice & Conflict Studies (BA) + Sustainable Management (MS) (p. 1128)
- Peace, Justice, & Conflict Studies (BA) + Critical Ethnic Studies (MA) (<https://las.depaul.edu/academics/critical-ethnic-studies/Pages/combined-bachelors-masters.aspx>)
- Peace, Justice, & Conflict Studies (BA) + International Public Service (MS) (p. 645)
- Peace, Justice, & Conflict Studies (BA) + Nonprofit Leadership (MNM) (<https://las.depaul.edu/academics/school-of-public-service/combined-degree-programs/Pages/nonprofit-management-ba-mnm.aspx>)

Peace, Justice & Conflict Studies students also have the opportunity to pursue many other combined programs in any college when these are open to all DePaul undergraduate majors, such as the combined programs offered by the College of Communication (<https://communication.depaul.edu/academics/combined-ba-ma-programs/Pages/default.aspx>) (e.g., Journalism; Communication and Media), the College of Business (<https://business.depaul.edu/academics/combined-degrees/Pages/default.aspx>), and other College of Liberal Arts and Social Sciences (<https://las.depaul.edu/academics/Pages/combined-degree-programs.aspx>) graduate programs.

Peace, Justice and Conflict Studies 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve

a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Peace, Justice and Conflict Studies (Minor)

The Peace, Justice and Conflict Studies minor is designed to help students engage in critical examination of the origins and root causes of violence, social injustice and conflict; and to foster dialogue about the efficacy of nonviolent approaches to social change and peace-building. Students may develop a specific concentration of study within the minor curriculum.

Course Requirements

Distribution

There is a total of 24 credit hours required for the minor.

Course	Title	Quarter Hours
Select two core courses from the following:		8
PAX 210	INTERNATIONAL CONFLICT AND PEACEBUILDING	
PAX 212	SOCIAL JUSTICE AND SOCIAL CHANGE	

PAX 214	CONFLICT: STORYTELLING, INTERVENTION, NEGOTIATION	
PAX 218	HUMAN RIGHTS: PROMISE AND PROBLEMATICS	
PAX 220	SOCIAL ENGAGEMENT FOR PEACE AND JUSTICE	
PAX 250 or PAX 251	TOPICS: TOOLS FOR SOCIAL CHANGE ¹ TOPICS: TOOLS TO SUPPORT JUSTICE, HUMAN RIGHTS, AND PEACEBUILDING	4
Select one Seminar at the 300-level taken from the Seminar list under Major Requirements		4
Select four credit hours of electives taken from the elective list under Major Requirements, or any PAX courses listed for the Major		4
Select one of the following PAX program-approved community-based service learning courses or internship courses:		4
PAX 200	COMMUNITIES WORKING FOR SUSTAINABLE JUSTICE AND PEACE: SERVICE IN CHICAGO AND THE U.S.	
PAX 320	TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE	
PAX 392	INTERNSHIP IN PEACE, JUSTICE, AND CONFLICT STUDIES	
CSS 201	CRITICAL COMMUNITY ENGAGEMENT	
CSS 310	RESTORATIVE JUSTICE: ENGAGEMENT WITH THE PRISON	
CSS 311	MASCULINITY, JUSTICE AND LAW	
CSS 312	LAW AND POLITICS: PRISON POLICIES AND RESTORATIVE JUSTICE	
CTH 282	GOD, JUSTICE AND REDEMPTIVE ACTION	
CTH 341	LIBERATION THEOLOGY: THEORY AND PRACTICE	
ENV 344	ENVIRONMENTAL JUSTICE AND ADVOCACY (selected sections)	
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
INT 389	INTERNATIONAL SOCIAL ENGAGEMENT	
LST 305	LATINO COMMUNITIES AND SOCIAL ENGAGEMENT	
LST 309	SOCIAL ENGAGEMENT AND LATINO FAMILIES	
PHL 250	PHILOSOPHY AND SOCIAL CHANGE	
PPS 231	ENVIRONMENTAL JUSTICE	
PPS 251	URBAN POVERTY	
PSC 282	POLITICAL ACTION AND SOCIAL JUSTICE	
REL 259	RELIGION AND SOCIAL ENGAGEMENT	
REL 351	LIBERATION THEOLOGY	
WGS 320	TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE	
WGS 352	GENDER, COMMUNITY, AND ACTIVISM: COMMUNITY-BASED LEARNING IN WGS	
WGS 392	INTERNSHIP	
WRD 377	WRITING AND SOCIAL ENGAGEMENT	

¹ PAX 250 (2 courses at 2 credit hours each), PAX 251 (one course for 4 credit hours).

Students majoring in Peace, Justice and Conflict Studies (BA) are restricted from earning this minor.

Performance Program Certificate

The purpose of the program is to provide an intensive post-master's degree performance experience for a small number of highly accomplished performers. Entry into the program is based on evidence of ability to be successful in post-graduate level performance study. Other criteria include, but are not limited to:

- Completion of a Master of Music in performance degree or equivalent from an accredited institution.
- Three letters of recommendation.
- An entrance audition which demonstrates performance ability at the post-master's level.

Please check the School of Music Admission website for full requirements.

There are two primary components to the certificate in performance program. First, applied music (private instruction), and second, related studies. Related study will often consist of participation in the appropriate ensembles and additional academic classes in the School of Music. The course requirements for the certificate in performance appear below:

- Applied Music (18 credits)
- Related Study (18 credits)
- Recital (0 credits)

Gainful Employment Disclosure

This graduate certificate program is approved as a Gainful Employment Program through the US Department of Education and is, therefore, eligible for Federal Student Aid.

Performance Studies (Minor)

The Performance Studies minor provides an overview of the historical importance of performance for social, cultural and personal expression. Students will gain a critical understanding of performance across a range of disciplines.

Course Requirements

The Performance Studies Minor requires students to complete six courses (24 credits).

Course	Title	Quarter Hours
CMNS 230	PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY	4
Select five of the following:		20
ACT 290	ACTING AND PERFORMANCE	
CMNS 308	TOPICS IN INTERCULTURAL COMMUNICATION (department approval required)	

CMNS 339	PERFORMANCE OF GENDER & SEXUALITY
CMNS 334	URBAN COMMUNICATION
CMNS 330	TOPICS IN PERFORMANCE
CMNS 367	PERFORMANCE FOR SOCIAL CHANGE
CMNS 369	PERFORMANCE OF HUMOR
CMNS 371	PERFORMANCE OF RITUAL

Performing Arts Management (BM)

The Performing Arts Management Programs are comprehensive interdisciplinary programs designed to prepare students for careers in the multi-faceted and extensive industry embracing administration of not-for-profit arts organizations (symphony orchestra, opera, chamber music, dance, theatre), commercial music management (recording industry, artist representation, music publishing and distribution, product merchandising, concert promotion), music licensing, music entrepreneurship, music festival management, and related areas of cultural management and policy.

The programs have been designed to provide students a broad understanding of the performing arts management industry; insight into the theories and principles associated with arts management; and a proficiency in the practical application of necessary business skills.

There are two distinct Performing Arts Management degrees, suited for students with specific backgrounds and career objectives.

- Bachelor of Music (BM) in Performing Arts Management, Minor in Business Administration
- Bachelor of Science (BS) in Performing Arts Management, Minor in Business Administration

Bachelor of Music (BM) in Performing Arts Management, Minor in Business Administration

Program Requirements	Quarter Hours
Music Core Requirements	68
Liberal Studies Requirements	52
Specialization Requirements	66
Electives	6
Total hours required	192

Program Specific Outcomes

Students will be able to:

- Demonstrate an understanding of the theories and principles associated with the performing arts industry such as issues facing arts managers in the areas of leadership, marketing, development, community engagement, arts advocacy and other skills particular to the area of specialization.
- Understand current music business issues and their impact on artist representation, digital music, distribution, emerging technologies, and marketing.
- Demonstrate proficiency in business skills related to accounting, finance, marketing, management, economics, and ethics.

Music Core Requirements

Course Requirements

All students in the School of Music are required to enroll in the following music courses:

Musicianship (42 Credits)

Course	Title	Quarter Hours
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Music Theory Sequence:

MUS 110A	MUSIC THEORY I	2
MUS 120A	MUSIC THEORY II	2
MUS 130A	MUSIC THEORY III	2
MUS 212A	MUSIC THEORY IV ¹	2

To satisfy the remaining requirements in music theory, students should enroll in one of the following courses:

MUS 222-A	MUSIC THEORY V - A ¹	2
MUS 222-B	MUSIC THEORY V - B ¹	2
MUS 222-C	MUSIC THEORY V - C ¹	2

And one of the following courses:

MUS 232A	MUSIC THEORY VI-A: CONCEPTS AND MATERIALS IN CONTEMPORARY MUSIC ¹	2
MUS 232B	MUSIC THEORY VI-B: ANALYSIS OF MUSICAL FORM ¹	2

Musicology Sequence- Students should complete three of the following four classes to satisfy their musicology requirements:

MUS 224	MUSIC, HISTORY, AND CULTURE I	4
MUS 225	MUSIC, HISTORY, AND CULTURE II	4
MUS 226	GLOBAL MUSIC CULTURES	4
MUS 310	INTRODUCTION TO ETHNOMUSICOLOGY	4

Aural Training Sequence:

MUS 111	AURAL TRAINING I	1
MUS 121	AURAL TRAINING II	1
MUS 131	AURAL TRAINING III	1
MUS 211	AURAL TRAINING IV ²	1
MUS 221	AURAL TRAINING V ²	1
MUS 231	AURAL TRAINING VI ²	1

Group Piano Sequence:

MUS 113	GROUP PIANO I	1
MUS 123	GROUP PIANO II	1
MUS 133	GROUP PIANO III	1
MUS 213	GROUP PIANO IV ³	1
MUS 223	GROUP PIANO V ³	1
MUS 233	GROUP PIANO VI ³	1

¹ Students in the BM- Jazz Studies program are not required to take MUS 222a, MUS222b, MUS222c, or MUS 232a, MUS 232b

² Students in the BM-Jazz Studies program are not required to take MUS 211, MUS 221, or MUS 231.

³ Students in the BM-Jazz Studies program are not required to take MUS 213, MUS 223, or MUS 233.

⁴ Students in the BM-Jazz Studies program are not required to take MUS 323

Additional Courses

Course	Title	Quarter Hours
MUS 303	BASIC CONDUCTING PRACTICUM	0
MUS 304	BASIC CONDUCTING	4
MUS 323	MUSICOLOGY SEMINAR ⁴	2

Applied Music

Students may enroll in a maximum of 3 credits of applied study per quarter, with a maximum of 36 credits total. The requirements for applied study vary by degree program:

- BM in performance, 36 credits
- BM in jazz studies, 32 credits
- BM in composition, 12 credits
- BM in music education, 18 credits
- BM in performing arts management, 18 credits
- BA in music, 12 credits
- BS in sound recording technology, performance track, 9 credits

The BS in Performing Arts Management degree does not require applied lessons, and the BS in Sound Recording Technology, audio technology track, does not require applied lessons.

Except for performance majors, students may enroll in additional applied credits, which will count toward music electives.

Modern Language Option

If a music student wishes to study a modern language for a three-course sequence (12 credits) beyond their degree program's requirement, the three MLO substitutions must be made in three different Liberal Studies learning domains. Any substitutions must be consistent with the principle that students complete at least one course in each learning domain. In the Scientific Inquiry domain, the only MLO substitution allowed is for Scientific Inquiry-Elective. Additional language credits may be applied toward non-music electives or free electives.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4

Junior Year

Experiential Learning

Not Required

Senior Year

Capstone

Not Required

¹ Students must earn a C- or better in this course.
² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains
Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 SWK Course or 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements
Program Checkpoints

Students are admitted to a specialization at their initial enrollment. Students are then allowed to continue in specialization courses on the basis of program checkpoints. The program checkpoints differ for each specialization, and students should contact the department chairs or program directors/coordinators for more information. Students are not permitted to continue to enroll in specialization classes if they have not met the requirements of their program checkpoints.

Course Requirements

Course	Title	Quarter Hours
PAM 200	INTRODUCTION TO MUSIC BUSINESS	2
Performing Arts Management Sequence:		
PAM 301	PERFORMING ARTS MANAGEMENT I: INTRODUCTION TO MANAGEMENT CONCEPTS IN THE PERFORMING ARTS	4
PAM 302	PERFORMING ARTS MANAGEMENT II: ORGANIZATIONAL STRUCTURE AND FINANCIAL MANAGEMENT	4
PAM 303	PERFORMING ARTS MANAGEMENT III: MARKETING FOR THE ARTS	4
PAM 304	PERFORMING ARTS MANAGEMENT IV: INSTITUTIONAL ADVANCEMENT & COMMUNITY ENGAGEMENT	4
PAM 398	PERFORMING ARTS MANAGEMENT INTERNSHIP	2
Performing Arts Management Specialization. Select four of the following:		8
PAM 305	ARTIST MANAGEMENT IN COMMERCIAL MUSIC	
PAM 306	TECHNOLOGICAL TRENDS & DEVELOPMENTS IN THE MUSIC INDUSTRY	
PAM 307	LEGAL ISSUES IN THE MUSIC INDUSTRY	
PAM 308	MUSIC PUBLISHING	
PAM 309	MUSIC ENTREPRENEURSHIP	
PAM 310	MUSIC FESTIVAL MANAGEMENT	
Performing Arts Management Practicum (3 quarters):		6
PAM 397	PERFORMING ARTS MANAGEMENT PRACTICUM	
3 credits of Large Ensemble (1st year of program)		3
5 credits of Any Ensemble (2nd, 3rd, 4th years of program)		5
6 credits of Music & PAM Electives		6
4 credits of Free Electives		4
Business Courses:		
ACC 101	INTRODUCTION TO ACCOUNTING I	4
ACC 102	INTRODUCTION TO ACCOUNTING II	4
MAT 242	ELEMENTS OF STATISTICS (or equivalent)	4
FIN 290	FINANCE FOR NON-BUSINESS MAJORS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
BLW 201	LEGAL & ETHICAL ASPECTS IN THE BUSINESS ENVIRONMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4

Liberal Studies Learning Domain Specifications

Performing arts management majors enroll in the following courses within the learning domains:

Course	Title	Quarter Hours
MAT 130	FUNCTIONS AND MATHEMATICAL MODELS	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4

Performing Arts Management (BS)

The Performing Arts Management Programs are comprehensive interdisciplinary programs designed to prepare students for careers in the multi-faceted and extensive industry embracing administration of not-for-profit arts organizations (symphony orchestra, opera, chamber music, dance, theatre), commercial music management (recording industry, artist representation, music publishing and distribution, product merchandising, concert promotion), music licensing, music entrepreneurship, music festival management, and related areas of cultural management and policy.

The programs have been designed to provide students a broad understanding of the performing arts management industry; insight into the theories and principles associated with arts management; and a proficiency in the practical application of necessary business skills.

There are two distinct Performing Arts Management degrees, suited for students with specific backgrounds and career objectives.

- Bachelor of Music (BM) in Performing Arts Management, Minor in Business Administration
- Bachelor of Science (BS) in Performing Arts Management, Minor in Business Administration

Bachelor of Science (BS) in Performing Arts Management, Minor in Business Administration

Students in the BS Performing Arts Management Program experience a significant focus on practice within the field. (This curriculum does not include applied lessons or participation in ensembles associated with Bachelor of Music programs.) Students enroll in a multi-term Performing Arts Management Practicum, where students obtain a supervised work experience within various departments of the new state-of-the-art Holtschneider Performance Center. In addition to the Practicum, those in the BS Performing Arts Management program undertake a core sequence of courses focused on the Performing Arts Management industry, as well as courses in Music Business, Music Publishing, Music Festival Management, Legal Issues in Music, and others. Additionally, in cooperation with the Driehaus School of Business, students receive a minor in business administration taking courses in Finance, Marketing, Management, Accounting, Statistics, and Economics, among others. An important component to the Performing Arts Management Program is an experiential component outside of the School of Music in the form of a Internships at any of the numerous approved companies or organizations. Internships have been completed at such places as Lyric Opera, Chicago Symphony Orchestra, Grant Park Music Festival, Ravinia Festival, Aware Records, Metro Club, Old Town School of Folk Music, ASCAP, Steppenwolf Theatre, and many other arts organizations, music labels, venues and radio stations. This program is suited for students interested in acquiring the insight and skills necessary for a career in the music industry within the environment of an active and vibrant music performance center, without the performance component associated with traditional music degree programs.

Program Requirements	Quarter Hours
Music Core Requirements	38
Liberal Studies Requirements	52
Specialization Requirements	90

Electives	12
Total hours required	192

Program Specific Outcomes

Students will be able to:

- Demonstrate an understanding of the theories and principles associated with the performing arts industry such as issues facing arts managers in the areas of leadership, marketing, development, community engagement, arts advocacy and other skills particular to the area of specialization.
- Understand current music business issues and their impact on artist representation, digital music, distribution, emerging technologies, and marketing.
- Demonstrate proficiency in business skills related to accounting, finance, marketing, management, economics, and ethics.

Core Requirements

Course	Title	Quarter Hours
MUS 110B	MUSIC HISTORY I	2
MUS 120B	MUSIC HISTORY II	2
MUS 130B	MUSIC HISTORY III	2
MUS 212B	MUSIC HISTORY IV	1
MUS 222B	MUSIC HISTORY V	1
MUS 107	GUIDE TO MUSIC THEORY	4
MUS 277	GUIDE TO MUSIC THEORY II	4
MUS 310	INTRODUCTION TO ETHNOMUSICOLOGY	4
MUS 320	INTRODUCTION TO WORLD MUSIC	2
MUS 321	INTRODUCTION TO JAZZ HISTORY	2
MUS 322	ADVANCED MUSICIANSHIP	2
MUS 360	TOPICS IN MUSICIANSHIP	4

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		

Not Required
Senior Year
Capstone
Not Required

¹ Students must earn a C- or better in this course.
² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)
• 2 Courses Required

Historical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (p. 1328)
• Not Required

Philosophical Inquiry (PI) (p. 1329)
• 1 Course Required

Religious Dimensions (RD) (p. 1330)
• 1 Course Required

Scientific Inquiry (SI) (p. 1332)
• 1 SWK Course or 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 1 Course Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Program Checkpoints

Students are admitted to a specialization at their initial enrollment. Students are then allowed to continue in specialization courses on the basis of program checkpoints. The program checkpoints differ for each specialization, and students should contact the department chairs or program directors/coordinators for more information. Students are not permitted to continue to enroll in specialization classes if they have not met the requirements of their program checkpoints.

Course Requirements

Course	Title	Quarter Hours
PAM 200	INTRODUCTION TO MUSIC BUSINESS	2

Performing Arts Management Sequence:

PAM 301	PERFORMING ARTS MANAGEMENT I: INTRODUCTION TO MANAGEMENT CONCEPTS IN THE PERFORMING ARTS	4
PAM 302	PERFORMING ARTS MANAGEMENT II: ORGANIZATIONAL STRUCTURE AND FINANCIAL MANAGEMENT	4
PAM 303	PERFORMING ARTS MANAGEMENT III: MARKETING FOR THE ARTS	4
PAM 304	PERFORMING ARTS MANAGEMENT IV: INSTITUTIONAL ADVANCEMENT & COMMUNITY ENGAGEMENT	4
Performing Arts Management Specialization. Select seven of the following:		14
PAM 305	ARTIST MANAGEMENT IN COMMERCIAL MUSIC	
PAM 306	TECHNOLOGICAL TRENDS & DEVELOPMENTS IN THE MUSIC INDUSTRY	
PAM 307	LEGAL ISSUES IN THE MUSIC INDUSTRY	
PAM 308	MUSIC PUBLISHING	
PAM 309	MUSIC ENTREPRENEURSHIP	
PAM 310	MUSIC FESTIVAL MANAGEMENT	
PAM 360	TOPICS IN PERFORMING ARTS MANAGEMENT	
Performing Arts Management Internship (2 quarters):		4
PAM 398	PERFORMING ARTS MANAGEMENT INTERNSHIP	
Performing Arts Management Practicum (9 quarters):		18
PAM 397	PERFORMING ARTS MANAGEMENT PRACTICUM	
Business Courses:		
ACC 101	INTRODUCTION TO ACCOUNTING I	4
ACC 102	INTRODUCTION TO ACCOUNTING II	4
MAT 242	ELEMENTS OF STATISTICS (or equivalent)	4
FIN 290	FINANCE FOR NON-BUSINESS MAJORS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
BLW 201	LEGAL & ETHICAL ASPECTS IN THE BUSINESS ENVIRONMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
Concepts in Management:		
MGT 270	INTRODUCTION TO ENTREPRENEURSHIP	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MGT 370	BUSINESS PLAN DEVELOPMENT	4-4.5
8 credits of Music & PAM Electives		8
8 credits of Free Electives		8

Liberal Studies Learning Domain Specifications

Performing arts management majors enroll in the following courses within the learning domains:

Course	Title	Quarter Hours
MAT 130	FUNCTIONS AND MATHEMATICAL MODELS	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4

Philosophy (BA)

The Department of Philosophy serves the needs of the student who seeks an understanding of philosophical issues for personal enrichment, the student who desires a more fundamental appreciation of philosophy in support of law, medicine, business, and various academic disciplines, and the student who wishes to continue the study of philosophy at the graduate level.

Through its courses and programs, the department acquaints students with various philosophical systems and with basic problems posed by diverse thinkers. Courses have been designed to highlight both the humanistic and technical features of philosophy.

The department also recognizes the important need for skills and training. Its courses in logic and analysis have been designed to help students become more perceptive in their experiences and more critical in their thinking.

Further, the department is aware that, in our age of rapid change, society often tends to neglect the meaning and worth of the person. Courses are therefore offered that investigate and emphasize the dignity of the person. By helping students understand the nature and grounds of ethical judgments, these courses aim to promote an appreciation and ordering of human values.

The department has designed all of its course offerings with the aim of both ensuring that our Liberal Studies courses remain responsive to the needs of the student who does not plan to specialize in philosophy and offering the student who chooses to major or minor in philosophy a rich and diverse curriculum.

The department is particularly proud of its Philosophy Circle, an undergraduate philosophy club which provides a forum for the exchange of ideas between faculty and students.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	52
Open Electives	56
Total hours required	192

Learning Outcomes

Students will be able to:

- Critically discuss philosophical issues (via well-grounded arguments) and questions from the perspectives of multiple methods, traditions, and historical contexts.
- Evaluate philosophical issues, questions, and problems critically and analytically.
- Write an articulate and well-ordered essay presenting philosophical positions in a way that addresses philosophical issues and questions.
- Formulate and evaluate their own understanding of a diverse range of philosophical problems, in both writing and discussion.

- Integrate a critical understanding of central philosophical ideas from the history of philosophy, broadly construed to include more than the Western tradition.

College Core Requirements

Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High

or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		

LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
PHL 391	SENIOR CAPSTONE SEMINAR ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ A student majoring in Philosophy (PHL) is required to complete the Capstone offered by the PHL Department. This is the case even if a student is double majoring (or pursuing a dual degree) and the secondary major (or degree) requires its own Capstone. A PHL major in the University Honors Program shall take the University Honors Capstone and the PHL Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- Not Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Please note that PHL 100 or HON 105 or any 200-level PHL course is the prerequisite for most 300-level philosophy courses and for the 200-level History Sequence courses.

Basic Prerequisite (1)

Course	Title	Quarter Hours
Select one introductory course:		4
PHL 100	INTRODUCTION TO PHILOSOPHY	
HON 105	PHILOSOPHICAL INQUIRY	

Value Studies (1)

Course	Title	Quarter Hours
Select one course from the following list of 200-level Value Studies courses:		4
PHL 200	ETHICAL THEORIES	
PHL 202	PHILOSOPHY OF GOD	
PHL 204	EXISTENTIAL THEMES	
PHL 206	TOPICS AND CONTROVERSIES	
PHL 208	WHAT IS A PERSON?	
PHL 228	NEUROETHICS	
PHL 229	BIOMEDICAL ETHICS	
PHL 230	CONTEMPORARY TOPICS IN ETHICS	
PHL 231	PHILOSOPHY AND RACE	
PHL 232	WHAT IS FREEDOM?	
PHL 233	ISSUES IN SEX AND GENDER	
PHL 234	PHILOSOPHY AND MODERN SOCIETY	
PHL 235	ENVIRONMENTAL PHILOSOPHY	
PHL 236	PHILOSOPHY AND THE CITY	
PHL 237	PHILOSOPHY, CONFLICT AND PEACE	
PHL 238	FEMINIST PHILOSOPHIES	
PHL 240	LOVE, HATRED, AND RESENTMENT	
PHL 241	ETHICS AND PUBLIC POLICY	
PHL 242	PHILOSOPHY AND TECHNOLOGY	
PHL 243	PHILOSOPHY AND FILM	
PHL 244	PHILOSOPHY OF RELIGION	
PHL 245	REASON AND SOCIETY	
PHL 246	BLACK AESTHETIC THOUGHT	
PHL 247	PHILOSOPHY AND THE VALUE OF MUSIC	

PHL 248	BUSINESS ETHICS
PHL 250	PHILOSOPHY AND SOCIAL CHANGE
PHL 263	GENDER, RACE, AND CLASS: PHILOSOPHICAL PERSPECTIVES
PHL 264	PHILOSOPHICAL CRITIQUES OF COLONIALISM
PHL 287	INTRODUCTION TO ASIAN PHILOSOPHIES

Cognitive Skills (1)

Course	Title	Quarter Hours
Select one course from the following list of Cognitive Skills courses:		4
PHL 280	CRITICAL THINKING	
PHL 281	BASIC LOGIC	
PHL 282	SYMBOLIC LOGIC I	
PHL 283	SYMBOLIC LOGIC II	

History Sequence (3)

Course	Title	Quarter Hours
Select PHL 293 plus any two of the remaining History Sequence courses.		12
PHL 293	ANCIENT PHILOSOPHY	
PHL 294	MEDIEVAL PHILOSOPHY	
PHL 295	EARLY MODERN PHILOSOPHY	
PHL 296	KANT & 19TH CENTURY PHILOSOPHY	
PHL 297	20TH CENTURY PHILOSOPHY	

Major Field Electives (7)

Course	Title	Quarter Hours
Select seven of any remaining PHL courses, at least five of which must be 300-level courses.		28

Capstone Seminar (1)

Course	Title	Quarter Hours
PHL 391	SENIOR CAPSTONE SEMINAR	4

Additional Considerations

Each student is expected to consult with their departmental advisor on course selection. With departmental permission, a senior may take one course selected from the graduate offerings in philosophy. Certain courses in other departments may be acceptable equivalents for philosophy credit. Seniors who have a superior record in philosophy may petition to do a Senior Thesis. The regular program of courses is supplemented by philosophical symposia, departmental colloquia, and mini-courses featuring prominent philosophers

Philosophy 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet

regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic

year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Philosophy (MA/PhD)

The graduate program in Philosophy offers students the opportunity to study the history of philosophy and contemporary philosophy and to work with some of the leading scholars in:

- Contemporary Continental Thought
- German Idealism
- Social and Political Theory
- History of Philosophy and Ethics
- Feminist Philosophy
- Psychoanalytic Thought
- Latin American Philosophy

The program provides students with a rigorous course of graduate seminars in these and other areas of philosophy, as well as regular faculty consultation and guidance at every stage of the program.

The department offers the PhD in philosophy. Though students may enter the program with a BA or an MA, they all follow the same MA/PhD path.

Program Structure

Most graduate courses are taught in a series of streams organized each year under unifying titles, such as German Idealism, Ethics, Society and Politics, or Contemporary French Philosophy. These are all research courses, with no distinction being made between MA and PhD course levels, and a student does not technically have to follow the stream from beginning to end.

In their first two years in the program, students serve as Teaching Assistants. In their third through sixth year in the program, students serve as Teaching Fellows. In this role, students are expected to teach up to a maximum of four courses per academic year.

After the first year of course work is complete, students are allowed to enroll for up to three independent studies of any kind toward their degree. These courses can be any combination of language courses, independent studies in the department or in other departments at DePaul, or courses in other doctoral programs at other local universities.

Program Length

Students take a total of 28 courses (or 112 credit hours), usually over the course of four years, whether they are entering with a BA or an MA. They then complete the degree by writing and defending a dissertation, normally in their fourth through sixth years in the program.

Program Highlights

The department offers courses, seminars, mini-courses, directed research, and colloquia to stimulate students' investigation of various philosophies and philosophical problems.

Each student is required to pass two competency exams in languages pertinent to their research. In support of this requirement, the department holds informal reading groups (in French, German, Greek, and Latin) that meet regularly and emphasize reading philosophical texts in their original languages. In addition, in the spring of the second year, every student is

permitted to travel abroad in order to engage in serious and immersed language study in another country and develop academic connections and, oftentimes, contact a faculty host for an eventual dissertation research and writing fellowship, such as the Chateaubriand, DAAD, or Fulbright. Finally, we also sponsor an exclusive exchange program with the Ecole Normale Supérieure in Paris every year, where we send a second-year student from our program to study there, while we host an ENS student here in Chicago.

Because the majority of our graduates will go on to jobs in academia, we offer a carefully designed teaching practicum to support our students as they transition from serving as a Teaching Assistant, in their first two years in the program, to being a Teaching Fellow, who designs and offers their own undergraduate classes, in their third through sixth years.

Finally, there is a student-organized forum, the Frings Lecture Series, in which students present papers and discuss their work with their fellow graduate students and the graduate students also organize and host an annual national conference for graduate students each year.

Program Participants

The program is designed primarily for:

- Students on their way to careers in academia

Certificate Options

The Philosophy PhD may also be supplemented with a number of graduate certificates:

- Bioethics
- Business Ethics
- Women's and Gender Studies
- Teaching and Learning Certificate

Program Requirements	Quarter Hours
Core Requirements	112
Total hours required	112

Learning Outcomes

Students will be able to:

- Critically discuss philosophical issues (via well-grounded arguments) and questions from the perspectives of multiple methods, traditions, and historical contexts.
- Evaluate philosophical issues, questions, and problems critically and analytically.
- Write an articulate and well-ordered essay presenting philosophical positions in a way that addresses philosophical issues and questions.
- Formulate and evaluate their own understanding of a diverse range of philosophical problems, in both writing and discussion.
- Integrate a critical understanding of central philosophical ideas from the history of philosophy, broadly construed to include more than the Western tradition.
- Read and integrate into their research relevant primary and secondary texts from the history of philosophy in their original language.
- Produce a substantial piece of research (thesis or dissertation) that makes an original contribution to the field of philosophy and/or

exhibits a comprehensive grasp of the relevant scholarship on a given question, text, or figure.

Degree Requirements

A minimum of 112 quarter hours of graduate level course work (28 courses) is required for the PhD. This includes 104 quarter hours of course work (26 courses), 4 quarter hours of PHL 697 (Graduate Teaching Practicum), and 4 quarter hours of PHL 699 (Dissertation Research).

Of the 112 quarter hours (28 courses) required for the PhD, 32 quarter hours (8 courses) must be taken in accordance with the following distribution requirements:

- Four History of Western Philosophy Courses
- Two in Ancient or Medieval: 8 quarter hours
- Two in Modern or Nineteenth Century: 8 quarter hours
- Two Contemporary European Philosophy Courses: 8 quarter hours
- Two Normative Philosophy Courses: 8 quarter hours

Course Distribution List

History of Western Philosophy - Ancient or Medieval

Course	Title	Quarter Hours
PHL 400	SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS	
PHL 410	PLATO I	
PHL 411	PLATO II	
PHL 415	ARISTOTLE I	
PHL 416	ARISTOTLE II	
PHL 420	AUGUSTINE	
PHL 425	AQUINAS	
PHL 500	SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY	

History of Western Philosophy - Modern or Nineteenth Century

Course	Title	Quarter Hours
PHL 400	SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS	
PHL 434	HOBBS	
PHL 435	DESCARTES	
PHL 437	LOCKE	
PHL 438	LEIBNIZ	
PHL 440	SPINOZA	
PHL 441	ROUSSEAU	
PHL 445	HUME	
PHL 500	SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY	
PHL 510	KANT I	
PHL 511	KANT II	
PHL 512	KANT III	
PHL 515	HEGEL I	
PHL 516	HEGEL II	
PHL 517	HOLDERLIN	
PHL 518	SCHELLING	
PHL 520	MARX I	

PHL 521	MARX II
PHL 525	NIETZSCHE

Contemporary European Philosophy

Course	Title	Quarter Hours
PHL 470	PHILOSOPHY OF WITTGENSTEIN	
PHL 535	HUSSERL I	
PHL 536	HUSSERL II	
PHL 550	HEIDEGGER I	
PHL 551	HEIDEGGER II	
PHL 552	HEIDEGGER III	
PHL 557	TOPICS IN CONTINENTAL PHILOSOPHY	
PHL 559	FOUCAULT	
PHL 560	THE PHILOSOPHY OF GABRIEL MARCEL	
PHL 561	LYOTARD	
PHL 565	MERLEAU-PONTY I	
PHL 566	MERLEAU-PONTY II	
PHL 570	SARTRE I	
PHL 571	SARTRE II	
PHL 577	DERRIDA I	
PHL 578	DERRIDA II	
PHL 585	RICOEUR	
PHL 586	METAPHOR AND POETIC LANGUAGE	
PHL 587	READING LEVINAS I	
PHL 588	READING LEVINAS II	
PHL 589	PHILOSOPHY, LITERATURE, COMMUNITY	
PHL 590	TRENDS IN CONTEMPORARY FRENCH PHILOSOPHY	

Normative Philosophy

Course	Title	Quarter Hours
PHL 443	MEDICAL LEGAL ETHICS	
PHL 522	SOCIAL AND POLITICAL PHILOSOPHY	
PHL 527	PHILOSOPHY, ETHICS, AND ECONOMICS	
PHL 591	CRITICAL RACE THEORY	
PHL 601	SEMINAR ON AESTHETICS	
PHL 629	SEMINAR ON CONTEMPORARY PROBLEMS	
PHL 640	PROBLEMS IN ETHICS	
PHL 641	SEMINAR ON THE CONTINENTAL TRADITION IN ETHICS	
PHL 651	TOPICS IN BUSINESS ETHICS	
PHL 656	SEMINAR ON SOCIAL AND POLITICAL THOUGHT	
PHL 657	TOPICS IN SOCIAL AND POLITICAL THOUGHT	
PHL 660	SEMINAR IN FEMINIST ETHICS	
PHL 661	TOPICS IN FEMINIST THEORY	

Additional Requirements

Annual Reviews

The Graduate Affairs Committee conducts annual formal reviews of each student’s progress toward the doctoral degree. The purpose of the review

session is to discuss the student's experience in the program thus far, address any questions or concerns that they might have, and assess how well they are meeting the expectations relevant to their year in the program.

As part of the review process, students are required to submit a self-evaluation of their progress in the program, teaching evaluations (when serving as a Teaching Fellow) and, until all their course work is completed (typically, through their fourth year in the program), students are also required to submit two file papers for review. These papers are read by a second member of the faculty who assesses whether the papers meet relevant standards of graduate level work and thus indicate appropriate progress in the program for each student.

Students deemed not to be making satisfactory progress may be placed on probation or, where the circumstances in the judgment of the Graduate Affairs Committee warrant, the student may be required to leave the doctoral program.

Foreign Languages Requirement

The Philosophy Department places a very high priority on working with texts in original languages, rather than translations. For doctoral students, competence in two languages of research is thus required. Typically, these are Greek, Latin, French, or German. Competence in other languages may be used to fulfill the language requirements if it is deemed appropriate to the research undertaken by the student. In the latter case, prior to beginning preparation to pass a language requirement (by either of the two paths outlined below), the student must submit a short paragraph to the Director of Graduate Studies, to be reviewed by the Graduate Affairs Committee, outlining why the language in question will be important to the student's future research.

Each student must complete the requirement for one language before scheduling a Dissertation Proposal Defense, and they must complete the requirement for a second language before scheduling a Dissertation Defense.

There are two ways in which students can complete the Foreign Languages requirement:

1. Student may pass a departmentally administered Language Competency Exam, which are offered just before the start of every quarter. This usually involves asking the student to translate a selection from a philosophical text in the original language.
2. Students may, alternatively, complete a certain number of classes in the Modern Languages Department, maintaining a B+ average each quarter. For ancient languages, students must take through the first year. For modern languages, students must take through year two.

Dissertation

Students must form a dissertation committee and submit and defend a dissertation proposal before that committee. Each student must then submit a dissertation and successfully defend it before their dissertation committee.

The dissertation is a thesis, approximately 200-275 pages (60,000-85,500 words) in length, including scholarly apparatus. The precise topic, structure, and length of the dissertation is to be determined in consultation with the dissertation Director and the other members of the dissertation committee.

Optional Certificates

Graduate Certificate in Bioethics

The Graduate Certificate in Bioethics is an option for doctoral candidates in Philosophy who want (a) to cultivate their ability to engage in critical analysis of bioethical issues, and (b) to train to teach bioethics, biomedical ethics, or medical ethics to a variety of different kinds of students.

The Certificate requirements are as follows:

Course Requirements:

A minimum of 16 quarter hours including:

Course	Title	Quarter Hours
PHL 529	THE PHILOSOPHICAL FOUNDATIONS OF BIOETHICS	4
Select three other approved elective courses within the DePaul Philosophy Department's graduate offerings. The elective can be selected from the following courses:		12
PHL 416	ARISTOTLE II	
PHL 425	AQUINAS	
PHL 511	KANT II	
PHL 520	MARX I	
or PHL 521	MARX II	
PHL 641	SEMINAR ON THE CONTINENTAL TRADITION IN ETHICS	
PHL 656	SEMINAR ON SOCIAL AND POLITICAL THOUGHT	
PHL 660	SEMINAR IN FEMINIST ETHICS	
PHL 661	TOPICS IN FEMINIST THEORY	

Training/Teaching Requirements

1. Students must participate in the Biomedical Ethics Training Program or serve as a Teaching Assistant for PHL 229 BIOMEDICAL ETHICS with a tenured or tenure-line faculty member.
2. Upon completion of the training program or assistantship, students must teach at least two sections of Biomedical Ethics (PHL 229).

Applicants apply for the Certificate by sending a letter of intent to the Director of Graduate Studies. Applicants agree to make the above required courses part of their program of study for the Ph.D and must maintain a B average in all Certificate courses.

Graduate Certificate in Business Ethics

The Graduate Certificate in Business Ethics is an option for doctoral students in Philosophy who want to gain a competency in business ethics, qualifying them to teach undergraduate and MBA courses in that subject. This Certificate does not require a dissertation in applied ethics. Rather it is designed to give students, regardless of their area of specialization, a strong background in business ethics so that they will be competent and competitive in the academic market, as well as comfortable teaching business ethics both at DePaul and in their academic careers.

A minimum of 16 quarter hours including:

Course	Title	Quarter Hours
PHL 527 or PHL 640	PHILOSOPHY, ETHICS, AND ECONOMICS PROBLEMS IN ETHICS	4

MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS (or another graduate level course in Commerce approved by the Certificate Chair)	4
PHL 641	SEMINAR ON THE CONTINENTAL TRADITION IN ETHICS	4
Select one other approved elective course within the DePaul Philosophy Department’s graduate offerings. The elective can be selected from the following courses:		
PHL 437	LOCKE	
PHL 441	ROUSSEAU	
PHL 520 or PHL 521	MARX I MARX II	
PHL 559	FOUCAULT	
PHL 651	TOPICS IN BUSINESS ETHICS	
PHL 656	SEMINAR ON SOCIAL AND POLITICAL THOUGHT	

Other Requirements

- Students will be required to teach two Business Ethics courses (this could be in the Department of Philosophy, the Religious Studies Department or in a Management Department at DePaul or in other area universities.) Given that many PhD students in Philosophy are required to teach, this is not always an additional teaching requirement.
- Attend and participate in at least one professional conference or complete an internship in applied ethics. In terms of Conferences, students will have to present a paper at the annual meeting of the Society for Business Ethics or the annual Vincentian Conference on Business Ethics. (Expenses will be covered by the Institute for Business and Professional Ethics.) A publishable paper would be the optimal goal. In terms of internships, such opportunities will have to be directly related to Business Ethics, Sustainability or Societal Justice. This will be approved by the Certificate Chair in consultation with the Director of Graduate Studies.

Applicants can apply by sending a letter of intent to the Certificate Chair and the Director of Graduate Studies. Applicants must have at least a B average and will agree to make the above required courses as part of their program of study for the PhD.

Certificate in Women’s and Gender Studies

The Women’s and Gender Studies Graduate Certificate Program at DePaul University is offered by the Department of Women’s and Gender Studies and it is available to students in the doctoral program in the Department of Philosophy.

The Program’s requirements are:

- WGS 400 FEMINIST THEORIES
- Three additional graduate-level elective courses approved by Women’s and Gender Studies. The student should petition for approval for courses from the WGS Director of Graduate Studies.

It is highly recommended that students take the foundational course, WGS 400, prior to the other three required WGS electives. The elective courses may be taken from the Women’s and Gender Studies offerings and/or from courses in other departments and programs in the College of Liberal Arts and Social Sciences that have been approved by the

Department of Women’s and Gender Studies, but all three elective courses cannot be from one department.

Student Handbook
Probation, Dismissal, and Readmission

The Graduate Affairs Committee conducts annual formal reviews of each student’s progress toward the doctoral degree. Students deemed not to be making satisfactory progress may be placed on probation or, where the circumstances in the judgment of the Graduate Affairs Committee warrant, the student may be required to leave the doctoral program. In these cases, students may petition the Graduate Affairs Committee for readmission to the program.

Residency Requirement

Three consecutive quarters of full-time residence, i.e., registration for eight credit hours each quarter.

Time Limitations

Students are expected to defend their dissertation proposals and become ABD by the end of their fourth year, but by no later than the end of their sixth year. Students are expected to submit and successfully defend their dissertations by the end of their sixth year, but by no later than the end of their tenth year after entering the program.

Philosophy (Minor)

The minor program is designed to complement the majors of other departments. It is designed also for those who, while not wishing to specialize in philosophy, nonetheless seek to pursue enduring questions, appraise contemporary values, and critically discuss topics of general human concern. (If you wish to use this program as an academic minor, check with your Department for permission and with the Department of Philosophy for sample programs.)

Course Requirements

Any six PHL courses, at least two of which must be 300-level courses. Either PHL 100 or HON 105 can count towards the minor but not both of these introductory courses.

With permission a student may take PHL 391, our Capstone Seminar for Philosophy Majors, as part of their minor.

Transfer credit may be recognized. (Please note that PHL 100 or HON 105 or any 200-level PHL course is the prerequisite for all 300-level philosophy courses and for the 200-level History Sequence courses.)

Students majoring in Philosophy (BA) are restricted from earning this minor.

Photography (Minor)

The Photography minor is a concentrated program of study that lets students design their approaches to the photographic arts. It takes the processes of optical and mechanical reproduction as its starting points and emphasizes the role(s) of photography historically through culture. Six courses are required for a Photography minor.

Course Requirements

Course	Title	Quarter Hours
Select one course from the following list:		4
ART 101	DIGITAL FOUNDATIONS	
ART 105	TWO-DIMENSIONAL FOUNDATIONS	
ART 114	FOUR DIMENSIONAL FOUNDATIONS	
Select one course from the following list:		4
ART 104	CREATING ART	
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	
ART 220	THINKING PHOTOGRAPHY	
HAA 265	HISTORY OF PHOTOGRAPHY	
Select four courses from the following list:		16
ART 224	BEGINNING DIGITAL PHOTOGRAPHY	
ART 225	BEGINNING PHOTOGRAPHY	
ART 226	VIDEO ART	
ART 289	EXPERIMENTAL FILM AND VIDEO	
ART 292	COMMUNITY VIDEO PRODUCTION	
or ART 383	SERVICE LEARNING IN THE ARTS INTERNSHIP	
ART 304	THE PHOTOGRAPHIC BOOK	
ART 321	INTERMEDIATE DIGITAL PHOTOGRAPHY	
ART 323	INTERMEDIATE PHOTOGRAPHY	
ART 325	ADVANCED PHOTOGRAPHY PROJECTS	
ART 326	SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART	
ART 328	DOCUMENTARY PHOTOGRAPHY	
ART 329	ADVANCED DIGITAL PHOTOGRAPHY	
ART 332	TOPICS IN PHOTOGRAPHIC PRACTICE	
ART 377	PHOTOJOURNALISM	
ART 395	SPECIAL TOPICS IN ART	
ART 393	SENIOR PROJECT STUDIO	

Students majoring in Art, Media, and Design (BA) or (BFA) or Art (BA) are restricted from earning this minor.

Physical Education (BSPE)

The Physical Education program will prepare you to pursue a career in teaching Physical Education in schools for grades pre-K through high school. Graduates earn the Bachelor of Science degree and are prepared for K-12 school licensure process.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses. In addition, the student must spend a minimum of 10 weeks in full-time student teaching during their last quarter in the program.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching;
2. Multiculturalism is infused throughout the curriculum;
3. Field experiences are an integral part of the curriculum;

4. Students are exposed to a variety of educational theories;
5. The program includes a research component as a basis for further professional development.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. In all cases, appropriate field experience plays an integral role.

Students should meet early and regularly with their advisor to design and monitor their program of study.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, Concentration Requirements, and College Core Requirements for full degree requirements.

Licensure

Illinois Professional Educator License with endorsement in Physical Education (kindergarten-grade 12), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	96
Open Electives	16
Total hours required	192

Learning Outcomes

Students will be able to:

- Demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective Pre-K-12 physical education program for all students in a variety of context or setting.
- Use physical literacy to demonstrate skillful performance in physical education content and areas, and health-enhancing levels of fitness.
- Apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state, and/or SHAPE America National Standards and grade-level outcomes for K-12 Physical Education through an effective use of resources, accommodations and/or modifications, technology, and metacognitive strategies to address the diverse needs of students.
- Engage students in meaningful learning experiences through effective use of pedagogical skills that incorporate feedback, technology, and instructional and managerial skills to enhance student learning.
- Select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
- Demonstrate ethical and culturally competent behaviors essential to becoming effective professional physical education teacher.
- Seek opportunities for continued professional development.
- Demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

College Core Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy

- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language

- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required

by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours		
Senior Year		
Capstone		
PE 384	PHYSICAL EDUCATION CAPSTONE	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

³ This must be taken along with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
(Note: One must be US History)

Math and Computing (MC) (p. 1328)

- 1 Course Required
[1 CR Course or 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required
 - LSE 380
- 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - 1 CHE/ENV/GEO/PHY
 - 1 SWK Course

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required
 - PSC 120
- 1 Additional Course

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Course Requirements****Biology Foundations: 8 quarter hours required**

Course	Title	Quarter Hours
BIO 201	HUMAN ANATOMY	4
BIO 202	HUMAN PHYSIOLOGY	4

Introductory Courses: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
SCU 336	ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT	4
or SCU 337	HUMAN GROWTH AND DEVELOPMENT	

Introductory Activity Core: 6 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
PE 121	SWIMMING	2
PE 151	GYMNASTICS	2
PE 213	FOLK & SOCIAL DANCE	2

Introductory Activity Electives: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select four of the following:		8
PE 181	FLAG FOOTBALL	
PE 182	VOLLEYBALL	
PE 183	SOCCER	
PE 185	SOFTBALL	
PE 186	TRACK AND FIELD	
PE 187	BASKETBALL	
PE 276	TENNIS	
PE 277	GOLF	

Physical Education Core: 18 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
PE 311	MOTOR DEVELOPMENT THROUGHOUT THE LIFE SPAN	4
PE 206	PERSONAL AND COMMUNITY HEALTH	4
PE 302	FIRST AID: RESPONDING TO EMERGENCIES	2
PE 303	ATHLETIC INJURIES	4
PE 341	HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF PHYSICAL EDUCATION	4

Advanced Courses: 36 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
PE 317	PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL	4
PE 325	LANGUAGE AND LITERACY IN THE PHYSICAL EDUCATION SETTING	4
PE 372	METHODS AND MATERIALS FOR PHYSICAL EDUC CURRICULUM/ INSTRUCTION-SECONDARY SCHL	4
PE 346	ORGANIZATION/ADMINISTRATION OF PHYSICAL EDUCATION, SPORTS & FITNESS PROGRAMS	4
PE 351	KINESIOLOGY	4
PE 352	PHYSIOLOGY OF EXERCISE	4
PE 360	EDUCATIONAL PSYCHOLOGY AND MEASUREMENT OF LEARNING	4
PE 374	ADAPTED PHYSICAL EDUCATION	4
PE 390	PSYCHO-SOCIAL ASPECTS OF EXERCISE AND SPORT	4

Open Electives: 16 quarter hours are required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98, MAT 94, MAT 95.

Student Teaching: 12 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures above. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take PE 384 during the spring of the senior year (listed in the Liberal Studies section).

Course	Title	Quarter Hours
PE 378	PHYSICAL EDUCATION STUDENT TEACHING IN ELEMENTARY EDUCATION	6
PE 379	PHYSICAL EDUCATION STUDENT TEACHING IN SECONDARY EDUCATION	6
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Physical Education majors must complete the following tests:

- Physical Education Content Area Test (test #144) – assesses knowledge of health-related physical fitness, movement and skill acquisition, the role of physical education in promoting development, and the physical education program in schools. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Physical Education (Minor)

The Physical Education minor is designed for students interested in adding teaching skills in physical education to their major course of study.

Course Requirements**Theory**

Course	Title	Quarter Hours
PE 302	FIRST AID: RESPONDING TO EMERGENCIES	2

PE 317	PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL	4
PE 341	HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF PHYSICAL EDUCATION	4
PE 346	ORGANIZATION/ADMINISTRATION OF PHYSICAL EDUCATION, SPORTS & FITNESS PROGRAMS	4

Activity

Course	Title	Quarter Hours
PE 311	MOTOR DEVELOPMENT THROUGHOUT THE LIFE SPAN	4
PE 121	SWIMMING	2
PE 151	GYMNASTICS	2
Select two of the following:		4
PE 181	FLAG FOOTBALL	
PE 182	VOLLEYBALL	
PE 183	SOCCER	
PE 185	SOFTBALL	
PE 186	TRACK AND FIELD	
PE 187	BASKETBALL	

Note: Students in DePaul's College of Education program in Physical Education cannot select the Physical Education minor.

Physics (BS)

The Department of Physics offers courses and concentrations designed to teach students about the fundamental processes that govern our universe. Students interested in majoring in physics can choose from several concentrations.

The **Standard Physics** concentration provides a curriculum that highlights the core areas of theoretical and experimental physics. The **Computational Physics** concentration gives a curriculum that emphasizes the use of computer simulations as a tool to visualize and understand natural phenomena. For students who wish to apply a physics degree to a career outside of physics, the department offers a concentration entitled **Interdisciplinary Physics**. This concentration combines a major in physics with a minor in a second field of the student's choice with their advisor's consent.

In each concentration, student participation in faculty research is an important component of the program at all levels. This experience prepares students for independent work in industry or graduate study in physics or in applied sciences such as optics, photonics, scientific computing, engineering, or computer science. Participation in research can be pursued either through independent study during the academic year or full-time during the summer quarter.

For students interested in engineering, the department offers a concentration in **Engineering Physics**. Through a joint program with Illinois Institute of Technology (IIT), students can complete a five-year dual-degree program while remaining full-time DePaul students. This five-year program enables students to earn a BS degree in Physics from DePaul and a BS in Engineering from IIT in Mechanical, Aerospace, Electrical/Computer Engineering. Students interested in obtaining a BS in Physics with the Engineering Physics concentration must be

accepted into one of these programs at IIT as part of the DePaul-IIT Joint Engineering Program.

Additionally, students interested in engineering, but are not interested in the joint dual-degree program, will have the scientific basis to complete an engineering program at another institution after the first two years of the physics major curriculum at DePaul.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	40
Major Concentration Requirements	48-56
Open Electives	20-28
Total hours required	192

Learning Outcomes

Students will be able to:

- Demonstrate critical thinking, quantitative, and mathematical skills required to answer questions about the behavior of the universe.
- Create and interpret multiple representations of physics concepts through the use of mathematics, computational code, computer simulations, as well as written, graphical, and pictorial descriptions.
- Design, execute, and analyze experiments to test physics theories and hypotheses.
- Effectively communicate their understanding of physics concepts to scientists and non-scientists.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
PHY 330	SENIOR CAPSTONE PHYSICAL SCIENCE ^{1,2}	4

¹ Students must earn a C- or better in this course.

² Students with a primary major in Physics are required to complete the Capstone offered by the Physics department. Students double

majoring or pursuing dual degrees with the primary major or primary degree in Physics are required to complete the Capstone offered by the Physics department. Physics students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Learning Domains
Arts and Literature (AL) (p. 1322)
• 3 Courses Required

Historical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (p. 1328)
• Not Required

Philosophical Inquiry (PI) (p. 1329)
• 2 Courses Required

Religious Dimensions (RD) (p. 1330)
• 2 Courses Required

Scientific Inquiry (SI) (p. 1332)
• Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements
Course Requirements

Common Core
Physics

Course	Title	Quarter Hours
PHY 170	UNIVERSITY PHYSICS I	4
PHY 171	UNIVERSITY PHYSICS II	4
PHY 172	UNIVERSITY PHYSICS III	4
PHY 270	UNIVERSITY PHYSICS IV	4
PHY 300	METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS I	4
PHY 301	METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS II	4
PHY 330	SENIOR CAPSTONE PHYSICAL SCIENCE (Liberal Studies Program Capstone)	4

Mathematics

Course	Title	Quarter Hours
Select one of the following three-course Calculus sequences:		12-18
Sequence One		
MAT 150	CALCULUS I	
MAT 151	CALCULUS II	
MAT 152	CALCULUS III	
Sequence Two		
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
Sequence Three		
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	
MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	
Sequence Four		
MAT 155	SUMMER CALCULUS I	
MAT 156	SUMMER CALCULUS II	
MAT 260	MULTIVARIABLE CALCULUS I	4

Sequencing of Coursework

Students interested in majoring in physics, applied computational physics, or pre-engineering should enroll in PHY 170 and MAT 160 in the autumn quarter of their first year, provided they are adequately prepared in mathematics.

The sequences of PHY 170, PHY 171, and PHY 172 and MAT 160, MAT 161, and MAT 162 are prerequisites to PHY 270, PHY 300 and PHY 301, and PHY 370, which should be taken in the sophomore year together with MAT 260 and MAT 261.

It is recommended that students interested in the standard concentration or pre-engineering also take the chemistry sequence (CHE 130, or CHE 120 and CHE 131 and CHE 132 or CHE 122 and CHE 133, CHE 134 and CHE 135) their first year. Because of the predominance of physics, mathematics, and chemistry sequences in the freshman and sophomore years, it is crucial that Physics and Pre-Engineering majors be advised by Physics faculty upon enrollment at DePaul.

Concentration Requirements

Students must also complete the requirements from one of the following concentrations: Standard, Computational, Engineering, or Interdisciplinary Physics. Students are limited to declaring only one concentration.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Computational Physics Concentration, Physics (BS) (p. 911)
- Engineering Physics Concentration, Physics (BS) (p. 911)
- Interdisciplinary Physics Concentration, Physics (BS) (p. 912)
- Standard Concentration, Physics (BS) (p. 912)

Computational Physics Concentration, Physics (BS)

Course Requirements

Course	Title	Quarter Hours
PHY 310	MECHANICS I	4
PHY 320	ELECTRICITY AND MAGNETISM I	4
PHY 360	QUANTUM MECHANICS I	4
PHY 342	COMPUTATIONAL PHYSICS	4
PHY 390	APPLIED COMPUTATIONAL PHYSICS LABORATORY	4
Select three additional physics courses, at least one at the 300 level, as approved by a departmental advisor		12
MAT 261	MULTIVARIABLE CALCULUS II	4
Select one of the following two course sequences:		8
Programming in Java I-II Sequence		
CSC 211 & CSC 212	PROGRAMMING IN JAVA I and PROGRAMMING IN JAVA II	
Programming in Python I-II Sequence		
CSC 241 & CSC 242	INTRODUCTION TO COMPUTER SCIENCE I and INTRODUCTION TO COMPUTER SCIENCE II	
Select three 300-level CDM courses as approved by departmental faculty advisor		12

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Engineering Physics Concentration, Physics (BS)

DePaul University offers a joint program with Illinois Institute of Technology (IIT) in physics and engineering. This program allows students to enroll in courses at IIT while remaining full-time DePaul students. Students will receive a BS degree in Physics from DePaul University and a BS degree in Mechanical, Aerospace, Electrical, or Computer Engineering from IIT upon completion of the five year program.¹

Students interested in Engineering Physics or the joint program should promptly consult with a Physics Department advisor for information about scheduling, requirements, and admission to the joint program.

¹ Courses taken at an external institution such as IIT are excluded from the university's employee tuition waiver benefit program.

Course Requirements

Course	Title	Quarter Hours
Select one of the following:		4
PHY 370	ELECTRONICS (required for Mechanical/Aerospace)	
PHY 340	THERMAL PHYSICS (required for Electrical/Computer)	
Select one of the following two course sequences: ¹		8
Electromagnetism Sequence		
PHY 320 & PHY 321	ELECTRICITY AND MAGNETISM I and ELECTRICITY AND MAGNETISM II	
Quantum Mechanics Sequence		
PHY 360 & PHY 361	QUANTUM MECHANICS I and QUANTUM MECHANICS II	
Select two additional physics courses at the 300 or 400 level as approved by advisor		8

¹ Electrical Engineering students should take PHY 320 and PHY 321.

Mathematics

Course	Title	Quarter Hours
MAT 261	MULTIVARIABLE CALCULUS II	

Computer Science

Course	Title	Quarter Hours
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
CSC 242	INTRODUCTION TO COMPUTER SCIENCE II ¹	

¹ Electrical/Computer students must also take

Chemistry

Course	Title	Quarter Hours
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	

Engineering

- Approved twenty quarter hours at 300/400 level from the Mechanical, Aerospace, Electrical/Computer Engineering program at Illinois Institute of Technology (IIT). Students interested in obtaining a BS in Physics with the Engineering Physics concentration must be accepted into one of these programs at IIT as part of the DePaul-IIT Joint Engineering Program. Note that, in addition to the engineering courses mentioned above, students must take at least four courses at the 200-level and at least 10 additional 300-level and 400-level courses at IIT to earn their engineering degree. (The total number of courses will be determined by IIT). Please contact the Physics Department for details.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Interdisciplinary Physics Concentration, Physics (BS)

Intended for students who seek to apply their scientific training in a career outside of physics, this concentration allows students to combine a core physics curriculum with a minor from another field. Possible minors include Journalism or Technical Writing for students pursuing a career in science writing, Economics for students interested in business, or Biological Sciences for students interested in biophysics.

Course Requirements
Physics

- Six physics courses, at least three at the 300 level, as approved by a departmental advisor.
- Six courses which constitute a minor in a different discipline, as approved by a departmental advisor.
- Courses from physics with mathematics common core may not be counted toward a math minor.

Open Electives

Open elective credit is also required to meet the minimum graduation requirement of 192 hours.

Standard Concentration, Physics (BS)
Course Requirements

Course	Title	Quarter Hours
Select four of the following:		16
PHY 310	MECHANICS I	
PHY 311	MECHANICS II	
PHY 320	ELECTRICITY AND MAGNETISM I	
PHY 321	ELECTRICITY AND MAGNETISM II	
PHY 360	QUANTUM MECHANICS I	
PHY 361	QUANTUM MECHANICS II	
PHY 370	ELECTRONICS	4
PHY 380	EXPERIMENTAL PHYSICS I	4
or PHY 390	APPLIED COMPUTATIONAL PHYSICS LABORATORY	
Select four additional Physics courses, at least two at the 300 level, as approved by a departmental advisor		16
MAT 261	MULTIVARIABLE CALCULUS II	4
Select one year-long sequence of courses in the sciences, mathematics, or computer science from the following sequences:		12
Biology Sequence		
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	

Chemistry Sequence	
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III
Environmental Science Sequence	
ENV 250	APPLIED ECOLOGY
or BIO 215	ECOLOGY
ENV 216	EARTH SYSTEM SCIENCE
ENV 217	HUMAN IMPACTS ON THE ENVIRONMENT
Mathematics Sequence: Select three 300-level sequenced courses as approved by departmental advisor	
Computer Science Sequence: Select any one year-long three-course sequence of CSC courses as approved by departmental faculty advisor	

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Physics (BS) + Secondary Education Physics (MEd)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The TEACH Program combines a College of Science and Health (CSH) undergraduate Physics major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Physics Certification.

Students may apply to the TEACH Program during the spring of their junior year. They must enroll in the Junior Year Experiential Learning course, TCH 320 , and meet other application criteria; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 GPA. During their senior year, students are required to complete a TEACH Program capstone course, TCH 390, and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework : 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework : 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 414	THE NATURE OF SCIENCE	4
TCH 424	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	4

All coursework in the content area must earn a grade of C or better.

- Physics I
- Physics II
- Physics III
- Physics IV
- Meth of Computational & Theoretical Physics I
- Meth of Computational & Theoretical Physics II
- 5 Physics Electives
- Mechanics
- Calculus I
- Calculus II
- Calculus III
- Multivariable Calculus I
- Multivariable Calculus II
- General Chemistry I
- General Chemistry II
- General Chemistry III

This combined degree program of the College of Science and Health and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach Physics at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1156)

Students interested in the TEACH Program should consult with the designated TEACH Program advisor in their home department.

Physics (Minor)

The Physics minor curriculum focuses on scientific investigation, laboratory experience and research opportunities to give you hands-on experience in the field of physics.

Course Requirements

Course	Title	Quarter Hours
Select one of the following course sequences:		12
Sequence One		
PHY 150	GENERAL PHYSICS I	
PHY 151	GENERAL PHYSICS II	
PHY 152	GENERAL PHYSICS III	
Sequence Two		
PHY 170	UNIVERSITY PHYSICS I	
PHY 171	UNIVERSITY PHYSICS II	
PHY 172	UNIVERSITY PHYSICS III	
Select three additional physics courses		12

Physics majors cannot earn a minor in Physics.

Physics (MS)

The Graduate Physics program is intended to serve the needs of students who wish to enhance their preparation for a doctoral degree in physics or applied science, students who wish to obtain a terminal masters degree in order to work in a physics or engineering related industry, and students who wish to enhance their teaching of physics at the secondary level. To fulfill these purposes, the department offers a degree program: Master of Science in Physics.

Program Requirements	Quarter Hours
Core Requirements	20
Concentration Requirements	24
Elective Requirements	4
Total hours required	48

Learning Outcomes

Students will be able to:

- Demonstrate the mathematical, computational, or experimental expertise sufficient to carry out original research in physics.
- Apply general principles, such as conservation of energy and momentum, to complex systems that require the use of more than one branch.

Degree Requirements**Course Requirements****Core Requirements**

Course	Title	Quarter Hours
PHY 411	ELECTRODYNAMICS I	4
PHY 412	QUANTUM MECHANICS I	4
PHY 420	ELECTRODYNAMICS II	4

PHY 440	CLASSICAL MECHANICS	4
PHY 460	QUANTUM MECHANICS II	4

Thesis Requirement

Course	Title	Quarter Hours
PHY 480	THESIS RESEARCH	1-8

Six Electives

- Any physics courses with a number equal to or higher than PHY 410. A second PHY 480 is allowed as one of these six electives.
- Courses at the 300 or 400 level in biology, chemistry, mathematics, physics, computer science or other related fields can be substituted for up to two of these six elective courses with the written approval of the departmental graduate committee. Please contact the Program Director for details.

Thesis Requirement

A thesis based on independent research in theoretical or experimental physics is generally required. However, a review thesis reflecting study of a broad subject or development of an interdisciplinary, historical or educational theme is also acceptable with permission from the Graduate Committee.

As a rule, one course credit of 4 quarter-hours in PHY 480 is applicable to the thesis research. An additional PHY 480 course (4 credit hours) may be allowed with the written approval of the student's faculty advisor. While students are permitted to register for more than two 4-credit sections of PHY 480, in no case will more than two PHY 480 courses (4 credit hours each) be applied toward the Master of Science degree.

Students are advanced to candidacy upon the written approval of their thesis proposal by the graduate committee, subject to the rules and conditions given below. An oral examination on the thesis is required, eligibility and rules are given below.

Thesis Procedures and Timelines

- A committee with the advisor as Chair and two other members of the DePaul Physics department must be constituted **three months prior** to the MS Thesis Defense. Committee members (from outside the Physics Department, or outside DePaul) are allowed by permission of the Graduate Director, but cannot function as Committee Chairs.
- A written report on the thesis project must be furnished to the Committee three months prior to the planned MS Thesis Defense. The written report should include: Title of the thesis project, abstract of the research, a 1-page update on what work has been accomplished so far, and what work remains to be done. The committee members reserve the right to meet with the student and seek clarification and information orally at this time.
- Following submission of the written report described in (2) above, the committee members will sign the College of Science and Health's (CSH) *Approval of Proposal for Final Project* form found on the website for the CSH's Office of Advising and Student Services. A signature on this form does not constitute permission to defend in another three months, nor does it make any judgment in this regard. Instead, the signatures attest to the fact that the committee has been constituted, and that the committee members have received a written report on the thesis project described in (2) above from the student.
- The signed CSH *Approval of Proposal for Final Project* form found on the website for the CSH's Office of Advising and Student Services will then be submitted to the Program Director who will, upon receipt of this form, make known to the thesis advisor and student **the earliest**

date on which they are eligible to schedule a thesis defense if (5) and (6) below are satisfactorily fulfilled.

- A written version of the thesis that is in reasonably final form must be furnished to all the three members of the committee by the student **two weeks prior** to the planned MS Thesis Defense. No exceptions will be granted on this rule.
- Within a week of having received the thesis mentioned in (5) above, that is, one week prior to the planned thesis defense, all committee members must sign the Physics Department *Approval of Scheduling of Thesis Defense* form giving the student permission to proceed with the thesis defense. A signature on this form does not reflect a judgment on, or acceptance of, the thesis; it constitutes only an approval for the date of the defense. If the committee members feel that the student is not ready to defend, based on their reading of the thesis (which case may be either because the thesis is not written in a satisfactory manner, or because they feel more work needs to be done on the project), they can choose to withhold their signature; the committee member(s) withholding his/her signature(s) must provide a written explanation of why they did not sign, and what changes and corrections, if any, would be required to obtain their signature. This will automatically mean that the student cannot defend during the next week. In such a case, the cycle will start from (5) again, whenever the advisor and student feel they have addressed satisfactorily the concerns of their committee member(s).
- The signed Physics Department *Approval of Scheduling of Thesis Defense* form will then be submitted to the Program Director who will, upon receipt of this form, make known to the thesis advisor and student **the earliest date** on which they are eligible to schedule a thesis defense.
- Following the thesis defense, the committee members will render a decision as to the outcome of the defense in **one of** the two following ways:
 - If they believe the student has satisfactorily defended his/her thesis and the thesis requires no modifications or only minor modifications, meaning that they wish to pass the student immediately, they will sign the CSH's *Final Requirements Report* form found on the website for the CSH's Office of Advising and Student Services.
 - In all other cases, they will sign the Physics Department *Interim Thesis Defense Report* form. Further action will be determined by the actions recommended in this form.
- The signed form (CSH *Final Requirements Report* or Physics Department *Interim Thesis Defense Report*) should be forwarded to the Program Director, the former for forwarding to the CSH's Office of Advising and Student Services, the latter for student file purposes.
- If, at any time during this period, the student and/or advisor reconstitute a committee by changing the committee members, the process will restart from (1) above. The only exception to this rule will be if a committee member (but not the Committee Chair) takes an emergency leave of absence or is otherwise unable to discharge their duties, in which case the process may be allowed to restart from (5) above with permission from the Graduate Committee.

Program Graduate Academic Student Handbook

Academic Probation

A graduate student in the Physics department is subject to academic probation as soon as his/her cumulative graduate GPA falls below 2.75.

Academic Dismissal

If a graduate student fails to raise his/her cumulative GPA to at least a 2.75 after four courses are taken while on academic probation or for more than two consecutive quarters while completing coursework on academic probation, the student may be academically dismissed for poor scholarship, and prohibited from registering for additional course work. A graduate student who is not making satisfactory progress toward the degree may be academically dismissed upon the recommendation of the Graduate Committee of the Physics Department for failing grades (below C-) in two or more graduate courses, or any other situation that has been deemed by a majority of the Graduate Committee to constitute an instance of not making satisfactory progress toward the degree.

Readmission

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to the Dean of the College of Science and Health, would provide information that would demonstrate a change in the student's circumstances to an extent that would support successful completion of the student's degree program. The Dean's decision, based upon the merits of the petition and the recommendation of the Graduate Committee of the Physics department, may, if favorable, stipulate conditions of reinstatement. The Dean has the discretion to reject the recommendation for reinstatement.

Transfer Credit

A maximum of three courses (12 quarter credit hours or the semester equivalent) may be transferred from another university or DePaul program, subject to the following: The determination of whether or not a particular course is deemed suitable for transfer will be made by the Program Director who may, at his/her discretion, consult the Graduate Committee for assistance in making this decision. Upon successful support, the request would be made to the Associate Dean for Graduate Studies for approval. Transfer credit can only be awarded for graduate level coursework which has not counted toward the completion of a degree at DePaul or any other institution.

Undergraduate Courses

Students who are deemed to have inadequate undergraduate preparation in physics may be required to take undergraduate courses in Physics. Such courses will be specified by the Program Director in consultation with the Graduate Committee. A maximum of two such courses as eight credit hours may be counted toward the graduate degree, but undergraduate courses cannot substitute for any required (core) courses in the graduate program.

Graduation Requirements

Requirements include, but are not limited to, earning a minimum cumulative GPA of 2.75, completing a minimum of 48 quarter hours as twelve graduate courses applicable toward the graduate physics program, and completing and defending a thesis.

Thesis

A thesis based on independent research in theoretical or experimental physics is generally required. An oral examination on the thesis is also required. The thesis and the defense will be evaluated by a committee consisting of three faculty members from the Physics department at DePaul, who may judge the thesis and/or oral examination to be satisfactory or may require the student to submit changes to the thesis, and go through more cycles of oral examination. Committee members

from outside the Physics department (whether DePaul faculty, or external to DePaul) are allowed only by consent of the Program Director.

Thesis Proposal

A proposal (minimum one page) stating the broad outlines of the project, and signed by both the thesis advisor (deemed Thesis Committee Chair) and the student must be completed per the schedule below. A copy of this signed proposal, together with a copy of the Approval of Proposal for Final Project must be kept on file in the Physics department for reference. The thesis advisor may, at his/her discretion, prepare a longer, more comprehensive proposal.

Student plans oral defense of thesis no earlier than	Student must submit Thesis Proposal no later than
Spring/Summer term of immediately following calendar year	Autumn term
Winter term of immediately following calendar year	Summer term
Autumn term of immediately following calendar year	Winter term

The thesis proposal is a document that records the broad outline of the project only. The determination of when a student has completed the necessary work to be able to finish and defend the thesis will rest solely with the thesis advisor, and the thesis proposal cannot be used as a basis for determining the same. Changes to the thesis proposal may be carried out at the discretion of the thesis advisor. Changes proposed by the student will only be allowed if the thesis advisor agrees to make those changes.

Graduation with Distinction

Graduating students will be deemed to have graduated with distinction if they earn a minimum cumulative GPA of 3.50 in coursework applied toward their graduate physics program and their thesis committee declares their project to have been completed with distinction (as evidenced by their signature on the Final Requirements Report form).

Time Limitation

Students pursuing a master's degree must complete all requirements for the master's degree within a maximum of six years from their first term of enrollment in the program.

Playwriting (BFA)

The Theatre School's Bachelor of Fine Arts (BFA) degree in Playwriting focuses on helping students explore and identify their voice and unique process of working as a writer in a variety of circumstances. The four-year curriculum provides students with the primary tools of dramatic writing and the space and opportunity to use them through a variety of classroom and workshop production experiences.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	164
Total hours required	216

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and describe the historical and theoretical significance of a range of theatrical artists, works, and artistic approaches from antiquity to present.
- Synthesize and apply elements of their education and training to the preparation, rehearsal, and presentation of theatrical productions with discipline, respect, and maturity.
- Identify and explain their theatrical work in the context of the cultural and social impact of the arts.

Program Specific Outcomes

Students will be able to:

- Create compelling dramatic texts that explore universal issues through detailed and specific characters and actions.
- Communicate their intentions to collaborators and be able to respond to and incorporate the responses of collaborators from all disciplines.
- Explain how their writing fits into contemporary and historical contexts.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Not Required		
Senior Year		
Capstone		
Not Required		

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- THE 204
- THE 205
- THE 206

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

First Year		Hours
THE 212	INTRODUCTION TO THEATRE STUDIES	4
THE 210	SCRIPT ANALYSIS	4
THE 268	INTRODUCTION TO THE PRODUCTION PROCESS	4
THE 291	PERFORMANCE WORKSHOP I	4
History of Dramatic Literature Sequence (Arts and Literature Requirement)		
THE 204	HISTORY OF DRAMATIC LITERATURE	4
THE 205	HISTORY OF DRAMATIC LITERATURE	4
THE 206	HISTORY OF DRAMATIC LITERATURE	4
Three Quarters of Theatre Crew		6
TEC 107	THEATRE CREW	
Second Year		
THE 292	PERFORMANCE WORKSHOP II	4
THE 324	DRAMATIC THEORY	4
Principles of Design Sequence		

THE 141	DESIGN WORKSHOP	4
THE 142	DESIGN WORKSHOP	4
Playwriting I Sequence		
THE 227	PLAYWRITING I	4
THE 228	PLAYWRITING I	4
THE 229	PLAYWRITING I	4
THE 232	PLAYWRIGHT'S SEMINAR I	4
Dramatic Literature Electives: Select three courses in consultation with advisor		12
Third Year		
THE 325	DRAMATIC CRITICISM	4
ENG 328	STUDIES IN SHAKESPEARE	4
Directing I Sequence		
PRF 374	DIRECTING	4
PRF 375	DIRECTING	4
Playwriting II Sequence		
THE 327	PLAYWRITING II	4
THE 328	PLAYWRITING II	4
THE 329	PLAYWRITING II	4
THE 332	PLAYWRIGHT'S SEMINAR II	4
Completion of Common Core: Select two of the following:		8
THE 143	DESIGN WORKSHOP	
THE 293	PERFORMANCE WORKSHOP III	
PRF 376	DIRECTING	
Fourth Year		
Capstone Sequence		
THE 408	CAPSTONE:PREPARING FOR THE PROFESSION	4
THE 410	THEATRE STUDIES CAPSTONE	2
THE 412	PORTFOLIO PREPARATION	4
Playwriting III Sequence		
THE 427	PLAYWRITING III	4
THE 428	PLAYWRITING III	4
THE 429	PLAYWRITING III	4
Topics in Playwriting Sequence		
THE 430	TOPICS IN PLAYWRITING I	4
THE 431	TOPICS IN PLAYWRITING II	4
THE 432	TOPICS IN PLAYWRITING III	4
Select three English or Communication Electives in consultation with advisor		12
Production Practice III and/or Internship: Select three of the following:		12
THE 471	THEATRE STUDIES PRODUCTION PRACTICE III	
THE 472	THEATRE STUDIES PRODUCTION PRACTICE III	
THE 473	THEATRE STUDIES PRODUCTION PRACTICE III	
THE 490	THEATRE STUDIES INTERNSHIP	

Open Electives

Open elective credit may also be required to meet the minimum graduation requirement of 192 hours.

Political Science (BA)

Political Science is the study of the organization and behavior of people, groups, and institutions which make up our government and the larger political system. The program is designed to introduce students to questions, perspectives, and arguments about the political forces that shape their lives. As such, the program has value for Liberal Studies students as well as for those who may choose the discipline as a major field of study. Students find the substance and the methods of the discipline useful in the legal, business, civic, communications, governmental, and academic professions, as well as any endeavors that draw them into public service.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	56
Open Electives	52
Total hours required	192

Learning Outcomes

Students will be able to:

- Describe and explain core concepts within the field of political science in their local, national, and international contexts (mastery of content).
- Analyze a given political issue from multiple perspectives and/or theoretical approaches (critical thinking).
- Compose clear and well-organized explanations of political phenomena and support these explanations with evidence (articulate expression).
- Evaluate political institutions, attitudes, and behavior with regards to social justice (moral reasoning).

College Core Requirements Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the “Modern Language Option” (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ²	4
WRD 104	COMPOSITION AND RHETORIC II ²	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ³	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
PSC 390	CAPSTONE SEMINAR ^{1, 2}	4

¹ A student whose only major is Political Science is required to complete the Capstone offered by the Political Science Department. A student who is double majoring (or pursuing dual degrees) with the primary major (or primary degree) in Political Science may substitute the Capstone of the secondary major or degree. A Political Science major in the University Honors Program shall take only the University Honors Capstone, not both the Honors Capstone and the Political Science Capstone.

² Students must earn a C- or better in this course.

³ Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and PSC 205 or SOC 279]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

A student whose only major is Political Science is required to complete the Capstone offered by the Political Science Department. A student who is double majoring (or pursuing dual degrees) with the primary major (or primary degree) in Political Science may substitute the Capstone of the secondary major or degree. A Political Science major in the University Honors Program shall take only the University Honors Capstone, not both the Honors Capstone and the Political Science Capstone.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Political Science majors must complete the requirements for one of the following four concentrations: Standard, American Politics, International Politics, or Law and Theory. Each concentration requires courses drawn from different subfields of Political Science. The classes within each subfield are listed below. To determine the specific distribution of

courses across subfields, students should consult the concentration requirements which can be accessed via the link on the left side of this webpage.

Open Electives

Open elective credits are required in order to meet the minimum graduation requirement of 192 hours. These courses are to be selected in consultation with the student's faculty adviser and may include courses in fields such as economics, history, English, sociology, etc. Students may choose to use their open electives as part of a minor or to complete a double major.

Course Listing by Category

Methodology

Course	Title	Quarter Hours
PSC 200	POLITICAL INQUIRY	
PSC 201	GEOGRAPHIC INFORMATION SYSTEMS	
PSC 205	STATISTICS FOR THE SOCIAL SCIENCES	
PSC 300	POLITICAL ANALYSIS AND RESEARCH	
PSC 305	WRITING IN POLITICAL SCIENCE	

Political Culture

Course	Title	Quarter Hours
PSC 211	POLITICAL PSYCHOLOGY	
PSC 212	LATINO POLITICS	
PSC 213	POLITICAL SOCIALIZATION	
PSC 216	AMERICAN POLITICAL CULTURE	
PSC 217	WOMEN AND POLITICS	
PSC 218	AFRICAN-AMERICAN POLITICS	
PSC 219	TOPICS IN POLITICAL CULTURE	
PSC 310	POLITICAL CULTURE AND DEVELOPMENT	
PSC 312	LGBTQ POLITICS	
PSC 315	INTERNET, TECHNOLOGY, AND POLITICS	
PSC 316	RELIGION, NATIONALISM AND POLITICS	
PSC 319	ADVANCED TOPICS IN POLITICAL CULTURE	

American Politics

Course	Title	Quarter Hours
PSC 120	THE AMERICAN POLITICAL SYSTEM	
PSC 220	THE AMERICAN PRESIDENCY	
PSC 221	CONGRESS AND THE LEGISLATIVE PROCESS	
PSC 222	POLITICAL PARTIES AND ELECTIONS	
PSC 223	URBAN POLITICS	
PSC 225	STATE POLITICS	
PSC 226	LATINO POLITICAL BEHAVIOR	
PSC 229	TOPICS IN AMERICAN POLITICS	
PSC 321	MASS MEDIA AND AMERICAN POLITICS	
PSC 322	URBAN POLICYMAKING	
PSC 323	CHICAGO GOVERNMENT AND POLITICS	
PSC 324	INEQUALITY IN AMERICAN SOCIETY	
PSC 326	IDEOLOGY, ECONOMICS AND POLICY	

PSC 327	PUBLIC OPINION
PSC 328	ADVANCED TOPICS IN AMERICAN POLITICS
PSC 329	ADVANCED TOPICS IN PUBLIC POLICY

Political Thought

Course	Title	Quarter Hours
PSC 130	INTRODUCTION TO POLITICAL THEORY	
PSC 230	CLASSICAL POLITICAL THOUGHT	
PSC 231	MODERN POLITICAL THOUGHT	
PSC 232	LIBERALISM, CONSERVATISM, AND DEMOCRACY	
PSC 233	POLITICAL IDEAS AND IDEOLOGIES	
PSC 234	FREEDOM AND EMPOWERMENT	
PSC 235	EQUALITY AND SOCIAL JUSTICE	
PSC 236	LEGITIMACY AND CRISIS	
PSC 239	TOPICS IN POLITICAL THOUGHT	
PSC 330	AMERICAN POLITICAL THOUGHT	
PSC 331	CONTEMPORARY POLITICAL THOUGHT	
PSC 333	MARXISM	
PSC 335	THEORIES OF THE CHURCH	
PSC 336	AFRICAN-AMERICAN POLITICAL THOUGHT	
PSC 337	CHRISTIAN POLITICAL THOUGHT	
PSC 339	ADVANCED TOPICS IN POLITICAL THOUGHT	

International Relations

Course	Title	Quarter Hours
PSC 140	INTRODUCTION TO INTERNATIONAL RELATIONS	
PSC 242	AMERICAN FOREIGN POLICY	
PSC 243	RUSSIAN-AMERICAN RELATIONS	
PSC 244	LATIN AMERICAN-UNITED STATES RELATIONS	
PSC 246	ASIAN FOREIGN POLICY	
PSC 247	U.S. - AFRICA RELATIONS	
PSC 248	WAR, PEACE, AND CONFLICT RESOLUTION	
PSC 249	TOPICS IN INTERNATIONAL RELATIONS	
PSC 340	THE EUROPEAN UNION	
PSC 341	POLITICAL ISLAM AND AMERICAN FOREIGN POLICY	
PSC 342	ARMS, SECURITY, AND WAR	
PSC 343	INTERNATIONAL POLITICAL ECONOMY OF THE PACIFIC RIM	
PSC 344	INTERNATIONAL POLITICAL ECONOMY	
PSC 345	THE CATHOLIC CHURCH IN WORLD POLITICS	
PSC 346	THE UNITED NATIONS AND WORLD PROBLEMS	
PSC 347	ETHICS IN WORLD POLITICS	
PSC 348	GLOBAL ENVIRONMENTAL POLITICS	

PSC 349	ADVANCED TOPICS IN INTERNATIONAL RELATIONS
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Comparative Politics

Course	Title	Quarter Hours
PSC 150	INTRODUCTION TO COMPARATIVE POLITICS	
PSC 250	EUROPEAN POLITICS	
PSC 251	RUSSIAN POLITICS	
PSC 252	LATIN AMERICAN POLITICS	
PSC 253	ASIAN POLITICS	
PSC 254	AFRICAN POLITICS	
PSC 255	MIDDLE EAST POLITICS	
PSC 257	CYBER WARFARE AND CYBER POLITICS	
PSC 259	TOPICS IN COMPARATIVE POLITICS	
PSC 350	JAPANESE POLITICS	
PSC 351	REVOLUTION AND TERRORISM	
PSC 352	CHINESE POLITICS	
PSC 353	COMPARATIVE DEMOCRACY AND DICTATORSHIP	
PSC 358	GLOBAL GENDER POLITICS	
PSC 359	ADVANCED TOPICS IN COMPARATIVE POLITICS	

Public Law

Course	Title	Quarter Hours
PSC 260	LAW AND THE POLITICAL SYSTEM	
PSC 261	CONSTITUTIONAL LAW: FIRST AMENDMENT RIGHTS	
PSC 262	CONSTITUTIONAL LAW: RIGHTS OF DEFENDANTS	
PSC 263	CONSTITUTIONAL LAW: EQUAL PROTECTION OF THE LAWS	
PSC 265	LAW AND POPULAR CULTURE	
PSC 269	TOPICS IN PUBLIC LAW	
PSC 361	INTERNATIONAL LAW	
PSC 362	THE CRIMINAL JUSTICE SYSTEM	
PSC 363	WOMEN AND THE LAW	
PSC 365	VOTING, REPRESENTATION, AND THE LAW	
PSC 366	NATIONAL SECURITY AND THE U.S. CONSTITUTION	
PSC 367	IMMIGRATION LAW	
PSC 368	RIGHTS-BASED SOCIAL MOVEMENTS	
PSC 369	ADVANCED TOPICS IN PUBLIC LAW	

Experiential Politics

Course	Title	Quarter Hours
PSC 281	MODEL UN	
PSC 282	POLITICAL ACTION AND SOCIAL JUSTICE	
PSC 284	MOCK TRIAL: CIVIL LAW	
PSC 285	MOCK TRIAL: CRIMINAL LAW	
PSC 286	CAMPAIGNS AND SOCIAL ENGAGEMENT	

Other Courses

Course	Title	Quarter Hours
PSC 299	SPECIAL TOPICS	
PSC 390	CAPSTONE SEMINAR	
PSC 392	INTERNSHIP	
PSC 393	HONORS SEMINAR	
PSC 394	SENIOR THESIS	
PSC 395	TRAVEL/STUDY	
PSC 399	INDEPENDENT STUDY	

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- American Politics Concentration, Political Science (BA) (p. 921)
- International Politics Concentration, Political Science (BA) (p. 921)
- Law and Theory Concentration, Political Science (BA) (p. 922)
- Standard Concentration, Political Science (BA) (p. 925)

American Politics Concentration, Political Science (BA)

A concentration in American Politics focuses on American political institutions and behavior.

Course Requirements

Core Courses: 8 quarter hours

Course	Title	Quarter Hours
PSC 120	THE AMERICAN POLITICAL SYSTEM	4
Plus one other 100-level offering:		4
PSC 130	INTRODUCTION TO POLITICAL THEORY	
PSC 140	INTRODUCTION TO INTERNATIONAL RELATIONS	
PSC 150	INTRODUCTION TO COMPARATIVE POLITICS	

Intermediate Courses: 20 quarter hours

Course	Title	Quarter Hours
Select three 200-level courses of the following:		12
PSC 211	POLITICAL PSYCHOLOGY	
PSC 212	LATINO POLITICS	
PSC 213	POLITICAL SOCIALIZATION	
PSC 216	AMERICAN POLITICAL CULTURE	
PSC 217	WOMEN AND POLITICS	
PSC 218	AFRICAN-AMERICAN POLITICS	
PSC 219	TOPICS IN POLITICAL CULTURE	
PSC 220	THE AMERICAN PRESIDENCY	
PSC 221	CONGRESS AND THE LEGISLATIVE PROCESS	
PSC 222	POLITICAL PARTIES AND ELECTIONS	
PSC 223	URBAN POLITICS	

PSC 225	STATE POLITICS
PSC 226	LATINO POLITICAL BEHAVIOR
PSC 229	TOPICS IN AMERICAN POLITICS

Select two additional 200-level courses from the following areas:

Political Thought (PSC 230 through PSC 239)
International Relations (PSC 240 through PSC 249)
Comparative Politics (PSC 250 through PSC 259)

Advanced Courses: 16 quarter hours

Course	Title	Quarter Hours
Select two 300-level courses from the following:		8
PSC 310	POLITICAL CULTURE AND DEVELOPMENT	
PSC 312	LGBTQ POLITICS	
PSC 315	INTERNET, TECHNOLOGY, AND POLITICS	
PSC 316	RELIGION, NATIONALISM AND POLITICS	
PSC 319	ADVANCED TOPICS IN POLITICAL CULTURE	
PSC 321	MASS MEDIA AND AMERICAN POLITICS	
PSC 322	URBAN POLICYMAKING	
PSC 323	CHICAGO GOVERNMENT AND POLITICS	
PSC 324	INEQUALITY IN AMERICAN SOCIETY	
PSC 326	IDEOLOGY, ECONOMICS AND POLICY	
PSC 327	PUBLIC OPINION	
PSC 328	ADVANCED TOPICS IN AMERICAN POLITICS	
PSC 329	ADVANCED TOPICS IN PUBLIC POLICY	

Two Additional 300-Level Courses from the Following Areas

- Methodology (PSC 300 through PSC 309)
- Political Thought (PSC 330 through PSC 339)
- International Relations (PSC 340 through PSC 349)
- Comparative Politics (PSC 350 through PSC 359)
- Public Law (PSC 360 through PSC 369)
- Civic Engagement (PSC 380 through PSC 389)

PSC Electives: 12 quarter hours

- Three additional PSC courses at the 200 or 300 level

Open Electives

Open elective credits are required in order to meet the minimum graduation requirement of 192 hours. These courses are to be selected in consultation with the student's faculty adviser and may include courses in fields such as economics, history, English, sociology, etc. Students may choose to use their open electives as part of a minor or to complete a double major.

International Politics Concentration, Political Science (BA)

The concentration in international politics is designed to provide students with an opportunity to focus on comparative and international politics.

Course Requirements

Core Courses: 8 quarter hours

Course	Title	Quarter Hours
Select one of the following:		4
PSC 140	INTRODUCTION TO INTERNATIONAL RELATIONS	
PSC 150	INTRODUCTION TO COMPARATIVE POLITICS	
Plus one other 100-level offering:		4
PSC 120	THE AMERICAN POLITICAL SYSTEM	
PSC 130	INTRODUCTION TO POLITICAL THEORY	

Intermediate Courses: 20 quarter hours

Course	Title	Quarter Hours
Select three 200-level courses from the following:		12
PSC 242	AMERICAN FOREIGN POLICY	
PSC 243	RUSSIAN-AMERICAN RELATIONS	
PSC 244	LATIN AMERICAN-UNITED STATES RELATIONS	
PSC 246	ASIAN FOREIGN POLICY	
PSC 247	U.S. - AFRICA RELATIONS	
PSC 248	WAR, PEACE, AND CONFLICT RESOLUTION	
PSC 249	TOPICS IN INTERNATIONAL RELATIONS	
PSC 250	EUROPEAN POLITICS	
PSC 251	RUSSIAN POLITICS	
PSC 252	LATIN AMERICAN POLITICS	
PSC 253	ASIAN POLITICS	
PSC 254	AFRICAN POLITICS	
PSC 255	MIDDLE EAST POLITICS	
PSC 257	CYBER WARFARE AND CYBER POLITICS	
PSC 258	GENDER, RESISTANCE & LABOR: COMPARATIVE POLITICAL DEVELOPMENT	
Select two additional courses from the following areas:		8
Political Culture (PSC 210 through 219)		
American Politics (PSC 220 through PSC 229)		
Political Thought (PSC 230 through PSC 239)		

Advanced Courses: 16 quarter hours

Course	Title	Quarter Hours
Select two 300-level courses from the following:		8
PSC 340	THE EUROPEAN UNION	
PSC 341	POLITICAL ISLAM AND AMERICAN FOREIGN POLICY	
PSC 342	ARMS, SECURITY, AND WAR	
PSC 343	INTERNATIONAL POLITICAL ECONOMY OF THE PACIFIC RIM	
PSC 344	INTERNATIONAL POLITICAL ECONOMY	
PSC 345	THE CATHOLIC CHURCH IN WORLD POLITICS	
PSC 346	THE UNITED NATIONS AND WORLD PROBLEMS	

PSC 347	ETHICS IN WORLD POLITICS
PSC 348	GLOBAL ENVIRONMENTAL POLITICS
PSC 349	ADVANCED TOPICS IN INTERNATIONAL RELATIONS
PSC 350	JAPANESE POLITICS
PSC 351	REVOLUTION AND TERRORISM
PSC 352	CHINESE POLITICS
PSC 353	COMPARATIVE DEMOCRACY AND DICTATORSHIP
PSC 358	GLOBAL GENDER POLITICS
PSC 359	ADVANCED TOPICS IN COMPARATIVE POLITICS

Two Additional 300-Level Courses from the Following Areas

- Methodology (PSC 300 through PSC 309)
- Political Culture (PSC 310 through PSC 319)
- American Politics (PSC 320 through PSC 329)
- Political Thought (PSC 330 through PSC 339)
- Public Law (PSC 360 through PSC 369)
- Civic Engagement (PSC 380 through PSC 389)

PSC Electives: 12 quarter hours

- Three additional PSC courses at the 200 or 300 level.

Open Electives

Open elective credits are required in order to meet the minimum graduation requirement of 192 hours. These courses are to be selected in consultation with the student’s faculty adviser and may include courses in fields such as economics, history, English, sociology, etc. Students may choose to use their open electives as part of a minor or to complete a double major.

Law and Theory Concentration, Political Science (BA)

This concentration allows students to focus on law and its foundations in political theory.

Course Requirements

Core Courses: 8 quarter hours

Course	Title	Quarter Hours
PSC 130	INTRODUCTION TO POLITICAL THEORY	4
Select one of the following 100-level courses:		4
PSC 120	THE AMERICAN POLITICAL SYSTEM	
PSC 140	INTRODUCTION TO INTERNATIONAL RELATIONS	
PSC 150	INTRODUCTION TO COMPARATIVE POLITICS	

Intermediate Courses: 20 quarter hours

Course	Title	Quarter Hours
Five 200-level courses:		
PSC 260	LAW AND THE POLITICAL SYSTEM	4
Select two courses from Public Theory and Public Law:		8

PSC 230	CLASSICAL POLITICAL THOUGHT
PSC 231	MODERN POLITICAL THOUGHT
PSC 232	LIBERALISM, CONSERVATISM, AND DEMOCRACY
PSC 233	POLITICAL IDEAS AND IDEOLOGIES
PSC 234	FREEDOM AND EMPOWERMENT
PSC 235	EQUALITY AND SOCIAL JUSTICE
PSC 236	LEGITIMACY AND CRISIS
PSC 239	TOPICS IN POLITICAL THOUGHT
PSC 261	CONSTITUTIONAL LAW: FIRST AMENDMENT RIGHTS
PSC 262	CONSTITUTIONAL LAW: RIGHTS OF DEFENDANTS
PSC 263	CONSTITUTIONAL LAW: EQUAL PROTECTION OF THE LAWS
PSC 264	CONSTITUTIONAL LAW: SEPARATION OF POWERS
PSC 265	LAW AND POPULAR CULTURE
PSC 266	LAW, POLITICS AND MASS INCARCERATION
PSC 267	LAW, POLITICS AND SOCIETY
PSC 268	THE POLITICS OF LAW AND SEXUALITY
PSC 269	TOPICS IN PUBLIC LAW

Select two courses from the following areas: 8

Political Culture (PSC 200 through PSC 209)
American Politics (PSC 220 through PSC 229)
International Politics (PSC 242 through PSC 249)
Comparative Politics (PSC 250 through PSC 259)

Advanced Courses: 16 quarter hours

Course	Title	Quarter Hours
Select two 300-level courses from the following: 8		
PSC 330	AMERICAN POLITICAL THOUGHT	
PSC 331	CONTEMPORARY POLITICAL THOUGHT	
PSC 333	MARXISM	
PSC 335	THEORIES OF THE CHURCH	
PSC 336	AFRICAN-AMERICAN POLITICAL THOUGHT	
PSC 337	CHRISTIAN POLITICAL THOUGHT	
PSC 339	ADVANCED TOPICS IN POLITICAL THOUGHT	
PSC 361	INTERNATIONAL LAW	
PSC 362	THE CRIMINAL JUSTICE SYSTEM	
PSC 363	WOMEN AND THE LAW	
PSC 365	VOTING, REPRESENTATION, AND THE LAW	
PSC 366	NATIONAL SECURITY AND THE U.S. CONSTITUTION	
PSC 367	IMMIGRATION LAW	
PSC 368	RIGHTS-BASED SOCIAL MOVEMENTS	
PSC 369	ADVANCED TOPICS IN PUBLIC LAW	

Two additional 300-level courses from the following areas

- Methodology (PSC 300 through PSC 309)
- Political Culture (PSC 310 through PSC 319)
- American Politics (PSC 320 through PSC 329)
- International Relations (PSC 340 through PSC 349)
- Comparative Politics (PSC 350 through PSC 359)
- Civic Engagement (PSC 380 through PSC 389)

PSC Electives: 12 quarter hours

- Three additional PSC courses at the 200 or 300 level

Open Electives

Open elective credits are required in order to meet the minimum graduation requirement of 192 hours. These courses are to be selected in consultation with the student's faculty adviser and may include courses in fields such as economics, history, English, sociology, etc. Students may choose to use their open electives as part of a minor or to complete a double major.

Political Science (BA) + Secondary Education Social Science (MEd)

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate Social Science major (Anthropology, Economics, Geography, History, Political Science, or Sociology) or a Science and Health (Psychology) major with a graduate level College of Education (COE) master's in Education Program. Students graduate with a BA or BS in their disciplinary major and a MEd in Education with State of Illinois Secondary Social Science licensure.

Students may apply to the TEACH Program during the spring of their junior year. They must enroll in the Junior Year Experiential Learning course, TCH 320, and meet other application criteria; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 GPA. During their senior year, students are required to complete a TEACH Program capstone course, TCH 390, and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 412	THE NATURE OF HISTORY AND THE SOCIAL SCIENCES	4
TCH 422	INQUIRY & APPLICATION IN DEVELOPING HISTORY AND SOCIAL SCIENCES PEDAGOGY	4

Social Science Content Area (grades of C or better required for licensure):

The following Social Science content area requirements are required. These can be taken as part of the major, liberal studies or open elective requirements:

- HST 298
- HST 299
- 3 United States History courses
- 2 Non-United States History courses
- 6 from the political science major
- Additional licensure requirements: (one course in each area required)
 - Economics (ECO 106 recommended)
 - Geography (GEO 101 recommended)
 - Psychology (PSY 105 recommended)
 - Sociology (SOC 101 recommended)
 - Anthropology (ANT 102 recommended)

This combined degree program of the College of Liberal Arts and Social Sciences and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach Social Sciences at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1160)

Students interested in the TEACH Program should consult with the designated TEACH Program advisor in their home department.

Political Science 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger

merit scholarships. College of Law students are not eligible for the Double Demon discount.

Standard Concentration, Political Science (BA)

The standard concentration is for students who want to explore courses in all sub-fields offered in the political science major.

Course Requirements

Core Courses: 8 quarter hours

Course	Title	Quarter Hours
Select two of the following:		8
PSC 120	THE AMERICAN POLITICAL SYSTEM	4
PSC 130	INTRODUCTION TO POLITICAL THEORY	4
PSC 140	INTRODUCTION TO INTERNATIONAL RELATIONS	4
PSC 150	INTRODUCTION TO COMPARATIVE POLITICS	4

Intermediate Courses: 20 quarter hours

Course	Title	Quarter Hours
PSC 200	POLITICAL INQUIRY	4

Four courses: 16 quarter hours - choose one course each from four of the following five sub-fields:

- Political Culture (PSC 210 through PSC 219)
- American Institutions (PSC 220 through PSC 229)
- Political Theory (PSC 230 through PSC 239)
- International Relations (PSC 240 through PSC 249)
- Comparative Politics (PSC 250 through PSC 259)

Advanced Courses: 16 quarter hours

Four courses from at least two of the following areas:

- Methodology (PSC 300 through PSC 309)
- Political Culture (PSC 310 through PSC 319)
- American Politics (PSC 320 through PSC 329)
- Political Thought (PSC 330 through PSC 339)
- International Relations (PSC 340 through PSC 349)
- Comparative Politics (PSC 350 through PSC 359)
- Public Law (PSC 360 through PSC 369)
- Civic Engagement (PSC 380 through PSC 389)

PSC Electives: 12 quarter hours

- Three additional PSC courses at the 200 or 300 level

Open Electives

Open elective credits are required in order to meet the minimum graduation requirement of 192 hours. These courses are to be selected in consultation with the student's faculty adviser and may include courses in fields such as economics, history, English, sociology, etc. Students may choose to use their open electives as part of a minor or to complete a double major.

Professional Communication (MA) Online

The MA in Professional Communication is an accelerated, one-year online master's degree with curriculum formed around the latest industry developments and trends in external and internal communications. The program is designed for busy working professionals whose aim is to assume communication manager, director level and associated leadership positions in communication departments and teams in a range of workplaces, including companies and startups, agencies or consultancies, and non-profit organizations.

Students in this program progress through the innovative online curriculum together as a cohort, taking courses in a pre-set sequence that takes full advantage of the DePaul academic calendar. Taught by award-winning faculty with industry connections and a commitment to student success, the professional communication program begins and ends with weekend virtual or in-person residencies in Chicago, which allow students to further connect with fellow classmates, professors, college alumni and industry professionals.

For the final project in the program, students work on a real-world workplace communication challenge that benefits an organization and its stakeholders. This project also gives the student an opportunity to build their portfolio and further network within the profession. Approved project partners include world-class organizations.

Program Requirements	Quarter Hours
Degree Requirements	46
Total hours required	46

Learning Outcomes

Students will be able to:

- Enhance the effectiveness of internal and external professional communication.
- Facilitate collaboration and decision-making among organizational stakeholders.
- Apply ethical and legal principles to professional communication problems and challenges (e.g., diversity, equity, inclusivity, privacy, etc.).
- Generate relevant questions and pursue evidence-based solutions to improve professional communication practices.
- Design and adapt effective messages in face-to-face, digital and hybrid contexts.

Degree Requirements

The Master of Arts in Professional Communication (PROCMN) requires 12 courses (46 credit hours).

Course	Title	Quarter Hours
Autumn Quarter		
PROCMN 500	PROFESSIONAL COMMUNICATION ORIENTATION AND RESIDENCY I ¹	2
PROCMN 501	THE FUTURE OF PROFESSIONAL COMMUNICATION	4
PROCMN 510	DIGITAL MEDIA SKILLS FOR PROFESSIONAL COMMUNICATION	4

December Session		
PROCMN 520	WRITING FOR PROFESSIONAL COMMUNICATION CAREERS	4
PROCMN 530	PROFESSIONAL COMMUNICATION LAW, POLICY AND ETHICS	2
Winter Quarter		
PROCMN 540	RESEARCH METHODS AND INSIGHTS FOR PROFESSIONAL COMMUNICATION	4
PROCMN 550	EFFECTIVE COMMUNICATION IN TEAMS	4
Spring Quarter		
PROCMN 580	DIVERSITY, EQUITY AND INCLUSION IN PROFESSIONAL COMMUNICATION	4
PROCMN 570	EFFECTIVE COMMUNICATION WITH EMPLOYEES	4
Summer Session I		
PROCMN 560	TOPICS IN PROFESSIONAL COMMUNICATION	4
PROCMN 590	CHIEF COMMUNICATIONS OFFICER: ADVISING AND COUNSELING LEADERSHIP	4
Summer Session II		
PROCMN 599	PROFESSIONAL COMMUNICATION FINAL PROJECT AND RESIDENCY II	6
Total Hours		46

¹ The PROCMN 500 Professional Communication Orientation I and Residency occurs prior to the start of Autumn quarter.

Residencies

Students in the PROCMN program will participate in virtual or in-person weekend residencies at the beginning and end of the program. These residencies allow students to further connect with fellow classmates, professors, college alumni and industry professionals.

Grade Requirements

All students are required to maintain a cumulative GPA of 3.000 in their coursework. If a student’s cumulative GPA falls below 3.000, the student will be allowed to complete an additional 16 credits or 3 quarters (whichever comes first) to attain the 3.000 minimum GPA. If the cumulative GPA remains below a 3.000 at the conclusion of this time period, the student may be dismissed from the program. The student’s cumulative and term GPAs along with overall academic performance will be factored into the dismissal decision.

Professional Writing (Minor)

The Minor in Professional Writing, offered by the Department of Writing, Rhetoric, & Discourse (WRD), is available to any undergraduate student in the university. The department understands the term *professional writing* to refer broadly to the kinds of literate activities taken up by well-educated individuals whose work is creative, intellectually challenging, and ethically grounded. Core courses in the program are designed to prepare students as effective writers for any context in which writing is a key competency. Because nearly all professional writing today takes place in digital environments, digital writing—the combination of

alphabetic text with other modes, such as sound and image—is central to the program core and an element of many electives.

The breadth of choices within the Minor in Professional Writing makes it an excellent complement to any major and a fine choice for students pursuing graduate school in any discipline, including law. The Professional Writing Minor allows a wide range of choices: you may take courses in which your own writing—in various genres and contexts—is the focus, or you may study theories of language, rhetoric (how to make effective choices as writers), and discourse (the way writing structures human activity) to develop an understanding of the role of the individual writer within communities of writers.

The program comprises two required core courses and sixteen hours of electives, which may be chosen from among all of the department’s undergraduate offerings numbered 203-205 and 207-399.

Course Requirements

Course	Title	Quarter Hours
WRD 201	DIGITAL WRITING	4
WRD 206	PROFESSIONAL WRITING	4
Select 16 additional credit hours from WRD courses 203-205, 207-399:		16
WRD 203	STYLE FOR WRITERS	
WRD 202X	PROFESSIONAL WRITING FOR BUSINESS (FOR NON-NATIVE SPEAKERS)	
WRD 204	TECHNICAL WRITING	
WRD 205	HISTORY OF LITERACIES AND WRITING	
WRD 207	INTRODUCTION TO WRITING AND RHETORIC	
WRD 208	INTRODUCTION TO REASONED DISCOURSE	
WRD 209	GENRE AND DISCOURSE	
WRD 210	CULTURAL RHETORICS	
WRD 220	HOW LANGUAGE WORKS	
WRD 227	WRITING RESEARCH WITH IDENTITY	
WRD 228	WRITING AN ANNOTATED BIBLIOGRAPHY	
WRD 229	WRITING A LITERATURE REVIEW	
WRD 231	GOOGLING GOD: RELIGIOUS PRACTICES IN DIGITAL CULTURE	
WRD 232	THE LANGUAGE OF DISABILITY	
WRD 240	ARGUMENTATIVE WRITING	
WRD 241	THE ESSAY FROM PRINT TO NEW MEDIA	
WRD 242	WRITING WITH AI	
WRD 260	RHETORICAL ANALYSIS	
WRD 261	DIGITAL CULTURE	
WRD 262	THE RHETORIC OF EVERYDAY TEXTS	
WRD 263	READING BETWEEN THE GROOVES: THE RHETORICAL POWER OF POPULAR MUSIC	
WRD 264	LANGUAGE, SELF AND SOCIETY	
WRD 265	SOCIAL MOVEMENT, SOCIAL MEDIA, AND AMERICAN IDENTITIES	
WRD 266	LEVELING UP: THE SOCIAL RHETORIC OF VIDEO GAMES	

WRD 270	ACADEMIC READING FOR INTERNATIONAL/MULTILINGUAL STUDENTS
WRD 280	WRITING IN THE SCIENCES
WRD 281	WRITING CENSORSHIP
WRD 282	ETHICS OF PUBLIC AND PROFESSIONAL WRITING
WRD 283	ENVIRONMENTAL WRITING
WRD 284	SPORTS WRITING IN AMERICA: MYTHS, MEMORIES, HEROES AND VILLAINS
WRD 285	TRUTH IN DISGUISE: THE RHETORIC OF SATIRE
WRD 286	WRITING WITH PHOTOGRAPHS
WRD 287	THE COMIC BOOK AS VISUAL ARGUMENT
WRD 288	RHETORIC AND POPULAR CULTURE
WRD 289	WRITING ABOUT RIGHTS
WRD 290	WRITER'S TOOLS WORKSHOP
WRD 291	THE SCIENTIFIC RESEARCH POSTER
WRD 300	COMPOSITION AND STYLE
WRD 301	WORKPLACE WRITING: THEORY AND PRACTICE
WRD 306	RHETORICAL TRADITIONS
WRD 309	TOPICS IN WRITING, RHETORIC AND DISCOURSE: WRITING WITH AI
WRD 320	TOPICS IN PROFESSIONAL WRITING
WRD 321	WRITING IN THE LEGAL PROFESSION
WRD 322	WRITING AND METADATA
WRD 323	EDITING
WRD 324	WRITING FOR PUBLIC HEALTH AND HEALTH CARE
WRD 325	RHETORIC IN CRISIS CONTEXTS
WRD 327	CONTENT WRITING
WRD 330	LANGUAGE AND LINGUISTICS
WRD 340	WRITING AND REVISING
WRD 345	GHOSTWRITING
WRD 360	TOPICS IN RHETORIC
WRD 361	TOPICS IN ALTERNATIVE RHETORICS
WRD 362	SEMIOTICS
WRD 363	VISUAL RHETORIC
WRD 364	CHICAGO WOMEN RHETORS
WRD 368	GLOBAL ENGLISHES
WRD 371	MENTORING YOUTH IN COMMUNITY WRITING GROUPS
WRD 372	DIGITAL STORYTELLING
WRD 376	FIELDWORK IN ARTS WRITING
WRD 377	WRITING AND SOCIAL ENGAGEMENT
WRD 378	TEACHING ENGLISH AS A SECOND LANGUAGE IN CHICAGO
WRD 390	RHETORIC AND PUBLIC WRITING
WRD 395	WRITING CENTER THEORY & PEDAGOGY
WRD 396	WRITING FELLOWS THEORY AND PRACTICE

WRD 398	INTERNSHIP
WRD 399	INDEPENDENT STUDY

Students majoring in Writing and Rhetoric (BA) are restricted from earning this minor.

Professional Writing Minor Online

The required courses in the Professional Writing minor and many WRD electives are also offered online. Interested students may therefore complete the Professional Writing minor entirely online.

Project Management Post-Master's Certificate

This post-master's certificates provide opportunities for master's degree holders to sharpen their skills. Students who earned their master's degree from DePaul CDM automatically qualify for a scholarship.

Course	Title	Quarter Hours
IS 430	FUNDAMENTALS OF IT PROJECT MANAGEMENT	4
IS 431	DIGITAL PRODUCT DEVELOPMENT AND MANAGEMENT	4
IS 478	INFORMATION TECHNOLOGY CONSULTING	4
IS 556	AGILE ENTERPRISE PROJECT MANAGEMENT	4
IS 570	MANAGING CHANGE FOR DIGITAL TRANSFORMATION	4

Project Management Post-Master's Certificate Online

This post-master's certificates provide opportunities for master's degree holders to sharpen their skills. Students who earned their master's degree from DePaul CDM automatically qualify for a scholarship.

Course	Title	Quarter Hours
IS 430	FUNDAMENTALS OF IT PROJECT MANAGEMENT	4
IS 431	DIGITAL PRODUCT DEVELOPMENT AND MANAGEMENT	4
IS 478	INFORMATION TECHNOLOGY CONSULTING	4
IS 556	AGILE ENTERPRISE PROJECT MANAGEMENT	4
IS 570	MANAGING CHANGE FOR DIGITAL TRANSFORMATION	4

Projection Design (BFA)

The Theatre School's Bachelor of Fine Arts (BFA) degree in Projection Design provides training to create, manipulate, and display digital and moving images for live performances and events. The training gives students the opportunity to explore and expand their artistic and visual expression while providing practical experience in projection design.

Students will work on various software programs and hardware to bring the content to life on-stage via digital projections, video walls, LED walls, and other emerging technologies. Designers learn to visualize, create, and implement their designs by collaborating with directors, dramaturgs, actors, other designers and technicians, and our professional production staff.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	147
Total hours required	199

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and describe the historical and theoretical significance of a range of theatrical artists, works, and artistic approaches from antiquity to present.
- Synthesize and apply elements of their education and training to the preparation, rehearsal, and presentation of theatrical productions with discipline, respect, and maturity.
- Identify and explain their theatrical work in the context of the cultural and social impact of the arts.

Program Specific Outcomes

Students will be able to:

- Read and interpret theatrical text and apply research, imagination, and personalization to create a unique, insightful, and compelling design concept.
- Demonstrate an understanding of the history of visual art and architecture in the context of social and cultural development.
- Demonstrate and apply an expertise in projection in video technology in a variety of performance styles and theatrical environments.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4

Junior Year

Experiential Learning

Not Required

Senior Year

Capstone

Not Required

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- THE 204
- THE 205
- THE 206

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

First Year

Course	Title	Quarter Hours
DES 111	DRAWING FOR DESIGNERS I	2
Technical Drawing Sequence I:		6
TEC 151	TECHNICAL DRAWING I	
TEC 152	TECHNICAL DRAWING I	
TEC 153	TECHNICAL DRAWING I	
Principles of Design Sequence:		12
DES 141	ELEMENTS OF DESIGN	
DES 142	PRINCIPLES OF DESIGN	
DES 143	SCRIPT ANALYSIS	
History of Dramatic Literature Sequence (Arts and Literature Requirement):		12
THE 204	HISTORY OF DRAMATIC LITERATURE	
THE 205	HISTORY OF DRAMATIC LITERATURE	
THE 206	HISTORY OF DRAMATIC LITERATURE	
Three Quarters of Theatre Crew		6
TEC 107	THEATRE CREW	

Second Year

Course	Title	Quarter Hours
DES 484	PHOTOSHOP FOR DESIGNERS	3
ANI 201	ANIMATION I	4-4.5
ANI 150	AFTER EFFECTS WORKSHOP	2
Projection Design I Sequence:		12
DES 230	PROJECTION DESIGN I	
DES 231	PROJECTION DESIGN I	
DES 232	PROJECTION DESIGN I	
Projection Technology Sequence:		12
TEC 230	PROJECTION TECHNOLOGY	
TEC 231	PROJECTION TECHNOLOGY	
TEC 232	PROJECTION TECHNOLOGY	
Production Practice I		6
Select Two Courses from the Following List:		
DES 271	DESIGN PRODUCTION PRACTICE I	
DES 272	DESIGN PRODUCTION PRACTICE I	
DES 273	DESIGN PRODUCTION PRACTICE I	
Theatrical Collaboration Sequence:		
DES 641	THEATRICAL COLLABORATION	3
DES 642	THEATRICAL COLLABORATION	3
TEC 320	TECHNICAL COLLABORATION	3

Third Year

Course	Title	Quarter Hours
Projection Design II Sequence:		12
DES 330	PROJECTION DESIGN 2	
DES 331	PROJECTION DESIGN 2	
DES 332	PROJECTION DESIGN 2	
Survey of the Arts for Theatre Sequence:		8

THE 381	SURVEY OF THE ARTS FOR THEATRE	
THE 382	SURVEY OF THE ARTS FOR THEATRE	
Production Practice II		8
Select Two Courses from the following list:		
DES 371	DESIGN PRODUCTION PRACTICE II	
DES 372	DESIGN PRODUCTION PRACTICE II	
DES 373	DESIGN PRODUCTION PRACTICE II	

Fourth Year

Course	Title	Quarter Hours
DES 486	PORTFOLIO PREPARATION	3
Projection Design III Sequence:		12
DES 430	PROJECTION DESIGN 3	
DES 431	PROJECTION DESIGN 3	
DES 432	PROJECTION DESIGN 3	
Design/Technical Electives		12
Media Electives		8
Production Practice III and/or Internship		10
Select two courses from the following list:		
DES 471	DESIGN PRODUCTION PRACTICE III	
DES 472	DESIGN PRODUCTION PRACTICE III	
DES 473	DESIGN PRODUCTION PRACTICE III	
DES 490	DESIGN INTERNSHIP	

Psychological Research Methods (Minor)

The Psychological Research Methods minor allows students to obtain basic training in statistics and research methods, which can be useful in careers or graduate programs that might have a research or data analysis component.

This minor is only for non-psychology majors and a maximum of one psychology minor may be earned by a student.

Psychology majors cannot earn a minor in psychological research methods.

Six psychology courses are required, including:

Course	Title	Quarter Hours
PSY 105	INTRODUCTORY PSYCHOLOGY I	4
PSY 106	INTRODUCTORY PSYCHOLOGY II	4
PSY 240	STATISTICS I	4
Select at least one of the following:		4
PSY 241	RESEARCH METHODS I	
PSY 242	RESEARCH METHODS II	
PSY 340	STATISTICS II	
PSY 342	RESEARCH METHODS III	
PSY 343	INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT	

Select two additional psychology courses ¹ 8

¹ It is recommended that they be from the above list, but it is not required.

Psychological Science (MA)/(PhD)

DePaul's Psychological Science MA/PhD program is a highly competitive program that trains students in the theories and methodologies that define the core scientific pillars of psychology: social, developmental, cognitive and neuroscience. With an emphasis on critical and integrative thinking, our students will understand the psychological foundations of human thought, emotions, motivation and behavior while conducting innovative research on diverse topics within psychology. Students will have the opportunity to develop research and statistical skills both inside the laboratory and out in the world developing scientific solutions to real-world problems. Training prepares students for careers in a wide variety of scientific, academic, business and applied settings. Research experience is an integral part of the training and begins in the first year under the guidance of a faculty advisor. During their first two years, students plan and conduct research toward their master's thesis and develop a comprehensive research project their third year that prepares them for the dissertation. Research for the dissertation usually begins during the fourth year. Students are supported with competitive stipends and other funding opportunities.

Program Requirements	Quarter Hours
MA Degree Requirements	48
Total hours required	48

Program Requirements	Quarter Hours
PhD Degree Requirements	28
Total hours required	28

MA Learning Outcomes

Students will be able to:

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how Psychological Science currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly Psychological Science journals in terms of theory, methods, data analyses, and conclusions.
- Develop testable research questions, identify strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature in Psychological Science.
- Describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects, and apply these ethical practices in research.

PhD Learning Outcomes

Students will be able to:

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how Psychological Science currently advances knowledge.

- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly Psychological Science journals in terms of theory, methods, data analyses, and conclusions in order to compose novel perspectives and ideas.
- Independently develop testable research questions, identify strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature in Psychological Science.
- Independently describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects and apply these ethical practices in research.
- Exhibit effective communication skills for presenting at professional conferences and publishing in professional journals in Psychological Science. Demonstrate competence in Psychological Science applications.

MA/PhD Degree Requirements

The Psychological Science MA/PhD is a combined degree. The MA is non-terminal and, therefore, only students intending to confer the PhD are admitted.

MA Course Requirements

The MA portion of the combined degree program requires a minimum of 48 quarter hours beyond the completion of a bachelor's degree.

Core Courses

Course	Title	Quarter Hours
PSY 406	PHYSIOLOGICAL PROCESSES	4
PSY 410	ADVANCED STATISTICS I	4
PSY 411	ADVANCED STATISTICS II	4
PSY 420	QUANTITATIVE RESEARCH DESIGN	4
Select two of the following:		8
PSY 418	MULTIVARIATE STATISTICAL ANALYSIS	
PSY 419	FACTOR ANALYSIS AND STRUCTURAL EQUATION MODELING	
PSY 450	PSYCHOLOGICAL MEASUREMENT	

Cognitive Seminar Courses

Course	Title	Quarter Hours
Select one of the following:		4
PSY 404	PERCEPTION AND COGNITION	
PSY 426	LANGUAGE AND COGNITION	
PSY 473	THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING	

Developmental Seminar Courses

Course	Title	Quarter Hours
Select one of the following:		4
PSY 439	COGNITIVE DEVELOPMENT	
PSY 554	EMOTIONAL DEVELOPMENT	
PSY 555	SOCIAL DEVELOPMENT	

Social Seminar Courses

Course	Title	Quarter Hours
Select one of the following:		4
PSY 430	SOCIAL PSYCHOLOGY OF THE SELF	
PSY 435	SPECIAL SEMINAR IN PSYCHOLOGICAL SCIENCE	
PSY 556	PREJUDICE AND INTERGROUP RELATIONS	
PSY 560	SOCIAL COGNITION	

Elective Course ¹

One elective course is required and can be taken during any quarter. The elective can be any graduate-level psychology course, or any graduate-level non-psychology course, with permission from the faculty advisor. In addition, students may substitute one seminar requirement with an elective in each area with permission from the faculty advisor.

Course	Title	Quarter Hours
PSY 413	ANALYSIS OF LONGITUDINAL DATA	4
PSY 414	CATEGORICAL DATA ANALYSIS	4
PSY 416	METHODS IN QUALITATIVE RESEARCH	4
PSY 418	MULTIVARIATE STATISTICAL ANALYSIS	4
PSY 419	FACTOR ANALYSIS AND STRUCTURAL EQUATION MODELING	4
PSY 430	SOCIAL PSYCHOLOGY OF THE SELF	4
PSY 435	SPECIAL SEMINAR IN PSYCHOLOGICAL SCIENCE	4
PSY 450	PSYCHOLOGICAL MEASUREMENT	4
PSY 556	PREJUDICE AND INTERGROUP RELATIONS	4
PSY 560	SOCIAL COGNITION	4
PSY 592	DIRECTED RESEARCH (Independent Study)	1-4
PSY 594	DIRECTED READINGS IN PSYCHOLOGY (Independent Study)	1-4

¹ Cannot count towards core requirements listed above if taken as an elective.

Professional Development

Course	Title	Quarter Hours
PSY 588	TOPICS IN PSYCHOLOGICAL SCIENCE (taken twice, for a total of 4 credit hours)	4

Research Course

Course	Title	Quarter Hours
PSY 597	MASTER'S THESIS RESEARCH	4

Master's Research Thesis

Students must complete a thesis on a topic approved by the program. Research experience is considered an integral part of the training. Students are expected to begin directed research during their first year under the supervision of an advisor. During their second year, students are expected to conduct research and complete their master's thesis.

Master's Thesis Examination

For both the proposal and the completed project, an oral defense of the research must be passed and the written document must be approved.

PhD Course Requirements

The PhD portion of the combined degree program requires a minimum of 28 quarter hours beyond the completion of the master's degree, including four quarter hours of dissertation research. The following requirements must be completed to confer the PhD.

Cognitive Seminar Courses

Course	Title	Quarter Hours
Select two of the following (not taken towards MA)		8
PSY 404	PERCEPTION AND COGNITION	
PSY 426	LANGUAGE AND COGNITION	
PSY 473	THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING	

Developmental Seminar Courses

Course	Title	Quarter Hours
Select two of the following (not taken towards the MA):		8
PSY 439	COGNITIVE DEVELOPMENT	
PSY 554	EMOTIONAL DEVELOPMENT	
PSY 555	SOCIAL DEVELOPMENT	

Social Seminar Courses

Course	Title	Quarter Hours
Select two of the following (not taken towards the MA):		8
PSY 430	SOCIAL PSYCHOLOGY OF THE SELF	
PSY 435	SPECIAL SEMINAR IN PSYCHOLOGICAL SCIENCE	
PSY 556	PREJUDICE AND INTERGROUP RELATIONS	
PSY 560	SOCIAL COGNITION	

Professional Development

Course	Title	Quarter Hours
Optional:		
PSY 550	SEMINAR IN TEACHING PSYCHOLOGY (3 quarters, 0 credit hours; beginning winter quarter after successful defense of master's thesis)	0

Research Course

Course	Title	Quarter Hours
PSY 599	DOCTORAL DISSERTATION RESEARCH	1-4

Doctoral Candidacy Project

This requirement is completed after the student has defended the master's thesis and before defense of the dissertation proposal. PhD students in PS have two options for fulfilling the requirement for admission to doctoral candidacy: Writing a grant proposal or writing a journal-appropriate review article.

Admission to Doctoral Candidacy

Formally given to the student with satisfactory coursework performance who has successfully completed the master's thesis and passed the Doctoral Candidacy Project. The candidate has no more than five years from the date of admission to doctoral candidacy to complete the PhD requirements or dismissal from the program will ensue.

Students denied candidacy will be required to withdraw from the program or withdraw after completion of the MA.

Dissertation

Departmental committee approval and acceptance of topic and outline of dissertation is given only after admission to doctoral candidacy. Research for the dissertation should normally be completed during the student's fourth year in the program.

Oral Examination

For both the proposal and the completed project, an oral defense of the research must be passed and the written document must be approved. Students are expected to defend their dissertation and demonstrate competence in psychological science and their area of specialization.

Time Limitations

- No more than four years between admission to the MA/PhD program and admission to doctoral candidacy.
- No less than eight months and no more than five years between admission to doctoral candidacy and the final doctoral oral examination; or dismissal from the program will ensue.

Program Graduate Academic Student Handbook

Minimum Grades

1. The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.
2. If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can gain competence in the course material, and demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.
3. A second occurrence of a grade lower than a B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student's record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student's advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.
4. If there is a third occurrence of a grade below B- (for the same or different course), the student will be dismissed from the program.

The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student's program to hear the appeal. Depending on the student's academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master's degree but will not be permitted to continue onto the PhD (not applicable to terminal Department of Psychology MS degrees) without a successful appeal.

Academic Probation

Students are expected to maintain a minimum grade point average (GPA) of 3.2. If a student's GPA goes below this minimum, the student will be put on probation and will have one quarter to bring their GPA up to the minimum or face dismissal from the program. If the student's GPA goes below the minimum a second time, they will be dismissed from the program.

Academic Dismissal

In addition to violations of satisfactory progress, including but not limited to, earning minimum grades, failing the comprehensive exam (including any possible retakes) or project, or maintaining a minimum cumulative GPA, students may be dismissed for breaches of academic honesty, or breaches of the code of student responsibility articulated in the DePaul University Student Handbook.

Time Limitations

Students must complete their MA degree requirements prior to completing their requirements for admission to doctoral candidacy. Further, no more than four years may pass between admission to the doctoral program and successful completion of the doctoral candidacy examination/project, and no less than eight months and no more than five years may pass between admission to candidacy and the final examination (i.e., the oral dissertation defense).

Students are required to meet the timelines specified by the program even if the timeline is more stringent than the College timeline. Failure to do so could result in dismissal.

Extensions on these timelines must be requested in writing to both the department (Program Director) and the college (to the Dean) and must be approved at both levels. Students must complete all requirements for the degree (which may include additional coursework, examinations, or other conditions) by the deadline outlined in the extension. Failure to meet specified time limitations or deadlines can result in dismissal from the program.

Graduation Requirements

Students need a minimum cumulative GPA of 3.20 in courses required by the program. In addition to meeting the minimum cumulative GPA requirement, failing the doctoral candidacy exam (or one retake) or project, lack of progress towards degree completion, and/or unsatisfactory evaluation could result in academic dismissal. See individual program policies for more details.

Graduation with Distinction for MA

The criteria for graduation With Distinction is based on a GPA of 3.75 or higher at the time of degree conferral. This distinction is only given for the Master's degree, and is not awarded at the PhD level.

For topics not listed above, please consult the Graduate Student Handbook of the Department of Psychology, your program manual, or the Psychology Graduate Program Assistant.

Psychology (BA)

The goal of the Department of Psychology is to provide students with an understanding of the methods and content of scientific and applied psychology.

The primary means of attaining our mission is classroom instruction. We offer courses across a wide range of disciplines within psychology; some of our courses also include laboratories that focus on experimental and statistical work. Some of these courses are beginning to be offered as fully online and as hybrid courses (partially online and partially in the classroom). Further learning opportunities are made available through field work, the Honors Program, Experiential Learning, Independent Study, and Internships. Our Internship Program consists of supervised work placements for which students earn academic credit; potential sites include human service organizations as well as community and industrial settings.

Bachelor of Arts Psychology majors must select one of the six B.A. concentrations: Standard, Human Development, Human Services, Industrial/Organizational, Community, or Comprehensive Evening Program. Students are limited to only declaring one concentration.

There is an option to complete the BA in Psychology online, with no face-to-face classes on DePaul Campuses (see "Special Programs" for prerequisites). Students who qualify and wish to pursue the BA in Psychology online may complete either the Standard or Human Development concentrations.

After completing any one of the concentrations, a psychology major should be able to understand key concepts, principles, and overarching themes in psychology, read and understand behavioral science data, design and conduct rudimentary psychological research studies, and apply research findings to everyday situations. These skills are applicable to a wide variety of occupations and professions. Psychology as a major provides excellent opportunities for students planning to go to graduate or professional school. Psychology as a minor provides a flexible complement to other majors.

Program Requirements	Quarter Hours
Liberal Studies Requirements	64-80
Major Core Requirements	24
Major Concentration Requirements	32-104
Open Electives	0-56
Total hours required	192

Learning Outcomes

Students will be able to:

- Describe key concepts, principles, themes, and applications across a variety of content domains in psychology.
- Use scientific reasoning and critical thinking to interpret psychological phenomena.
- Design, conduct, and interpret basic psychological research, accounting for sociocultural factors.
- Apply ethical standards to evaluate psychological science and practice.

- Write a paper applying cogent scientific argument that includes presenting information using a scientific approach, discussing psychological concepts, explaining the ideas of others, and expressing their own ideas with clarity.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor

in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required ⁴		4
Senior Year		
Capstone		
Select one of the following:		
PSY 361	HISTORY AND SYSTEMS OF PSYCHOLOGY ^{1,3}	4
PSY 389	PSYCHOLOGY SENIOR SEMINAR ¹	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

³ Students with a primary major in Psychology are required to complete the Capstone offered by the Psychology department. Students double majoring or pursuing dual degrees with the primary major or primary degree in Psychology are required to complete the Capstone offered by the Psychology department. Psychology students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

⁴ Students taking either the Standard - Combined Occupational Therapy (MS) or the Human Development - Combined Occupational Therapy (MS) concentrations must complete this requirement by taking OT 412 and OT 422.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required
(See notes below)

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 1 Course Required
[1 CR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required
(See notes below)

Religious Dimensions (RD) (p. 1330)

- 2 Courses required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]
(See notes below)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Students taking either the Standard - Combined Occupational Therapy (MS) or the Human Development - Combined Occupational Therapy (MS) concentrations have a one course reduction in the Arts and Literature (AL) and the Philosophical Inquiry (PI) domains. In addition, Scientific Inquiry (SI) domain courses are waived for students in either of these concentrations.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Psychology BS Healthcare

The BS healthcare concentration requires a different set of Liberal Studies Program requirements. Please refer to the healthcare concentration requirements (p. 946) for details.

Major Requirements

The program consists of the common core plus eight additional courses in a concentration area. Bachelor of Arts students are required to take fourteen general electives which may be psychology and/or other department courses. Students may choose to complete a minor or double-major. Bachelor of Arts students must fulfill the Modern Language requirement.

Common Core

Course	Title	Quarter Hours
PSY 105	INTRODUCTORY PSYCHOLOGY I	4
PSY 106	INTRODUCTORY PSYCHOLOGY II	4
PSY 240	STATISTICS I	4

PSY 241	RESEARCH METHODS I	4
PSY 242	RESEARCH METHODS II	4
Select one of the following:		4
PSY 361	HISTORY AND SYSTEMS OF PSYCHOLOGY (Liberal Studies Program Capstone) ¹	
PSY 389	PSYCHOLOGY SENIOR SEMINAR	

¹ University Honors students are not required to complete the capstone in PSY, however it is recommended as a psychology elective for them.

Upon faculty approval psychology majors may register for the following psychology courses as psychology electives:

Course	Title	Quarter Hours
PSY 390	INDEPENDENT RESEARCH IN PSYCHOLOGY	
PSY 391	DEPARTMENT HONORS THESIS ¹	
PSY 396	HONORS IN PSYCHOLOGY ¹	
PSY 397	EXPERIENTIAL LEARNING/PSYCHOLOGY RESEARCH	
PSY 398	TUTORING AND MENTORING IN PSYCHOLOGY	
PSY 399	INDEPENDENT STUDY	

¹ Students accepted into the honors program must register for PSY 391 and PSY 396 for 3 quarters (autumn, winter, spring) and a maximum of 4 credits total for each course.

PSY 105 and PSY 106 are not sequential, i.e., one is not a prerequisite for the other. They may be taken in either order.

For the research sequence, PSY 240 must be taken first; PSY 241 and PSY 242 may be taken in either order. A special note: PSY 340, an elective course, may be taken immediately after the completion of PSY 240.

Concentration Requirements

Students must complete the requirements from one of the following concentrations: Standard; Human Development; Human Services; Industrial/Organizational; Community; or Comprehensive Evening Program. Students are limited to only declaring one concentration.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Community Concentration, Psychology (BA) (p. 935)
- Comprehensive Evening Program, Psychology (BA) (p. 935)
- Human Development Concentration - Occupational Therapy Combined, Psychology (BA) (p. 936)
- Human Development Concentration, Psychology (BA) (p. 936)

- Human Services Concentration, Psychology (BA) (p. 936)
- Industrial-Organizational Psychology Concentration, Psychology (BA) (p. 937)
- Standard Concentration - Occupational Therapy Combined, Psychology (BA) (p. 940)
- Standard Concentration, Psychology (BA) (p. 940)

Community Concentration, Psychology (BA)

Course Requirements

Course	Title	Quarter Hours
PSY 354	COMMUNITY PSYCHOLOGY ¹	4
PSY 356	PRINCIPLES OF FIELD RESEARCH AND ACTION (spring/junior year)	4
PSY 359	FIELD WORK IN COMMUNITY RESEARCH AND ACTION (taken twice: autumn/senior year and winter/senior year)	4

¹ Take prior to PSY 356

There are general areas that community psychology covers: social bases of behavior, social justice, diversity, human development, and public policy. We encourage you to keep these in mind when selecting the final four electives. Make sure to reach out to your advisor as soon as possible to help you plan your curriculum.

Students interested in trauma studies are highly encouraged to take: PSY 371 and PSY 372 as two of the four of their psychology electives.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Applications

Applications to the community concentration are due February 18th (winter quarter) of the applicant's junior year.

Comprehensive Evening Program, Psychology (BA)

Course Requirements

Course	Title	Quarter Hours
Select two of the following:		8
PSY 355	GROUPS AND ORGANIZATIONS	
PSY 380	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	
PSY 381	PERSONNEL PSYCHOLOGY	
PSY 382	ORGANIZATIONAL BEHAVIOR	
PSY 385	TRAINING AND DEVELOPMENT IN ORGANIZATIONS	
Select two of the following:		8

PSY 302	PERSONAL ADJUSTMENT AND MENTAL HEALTH	
PSY 351	THEORIES OF PERSONALITY	
PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE	
Select two of the following:		8
PSY 303	HUMAN DEVELOPMENT	
PSY 347	SOCIAL PSYCHOLOGY	
PSY 360	THEORIES OF LEARNING AND COGNITION	
Select two electives from the remaining above courses		8

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Human Development Concentration - Occupational Therapy Combined, Psychology (BA)

This concentration is only available to students who have been admitted into the Occupational Therapy program via the combined degree application process. Please see the Occupational Therapy web site (<https://csh.depaul.edu/academics/occupational-therapy/graduate/occupational-therapy-ms/Pages/default.aspx>) for more information about this opportunity.

Course Requirements

Course	Title	Quarter Hours
PSY 333	CHILD PSYCHOLOGY	4
PSY 334	ADOLESCENT PSYCHOLOGY	4
PSY 347	SOCIAL PSYCHOLOGY	4
PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE	4
PSY 369	ADVANCED LIFESPAN DEVELOPMENT	4
Select three additional Psychology courses ¹		12

¹ Psychology courses must be numbered PSY 317 and above to count toward major field.

Occupational Therapy Pre-requisites

Course	Title	Quarter Hours
ANT 102	CULTURAL ANTHROPOLOGY	4
BIO 201	HUMAN ANATOMY	4
BIO 202	HUMAN PHYSIOLOGY	4
HLTH 140	MEDICAL TERMINOLOGY	2
NEU 201	INTRODUCTION TO NEUROSCIENCE	4
PE 351	KINESIOLOGY	4

First Year Occupation Therapy Courses

Course	Title	Quarter Hours
OT 411	THEORETICAL FOUNDATIONS OF OCCUPATIONAL THERAPY	4
OT 413	MENTAL HEALTH AND WELL-BEING I	3
OT 414	MENTAL HEALTH AND WELL-BEING II	4
OT 415	EVIDENCE BASED PRACTICE I	4
OT 416	LEVEL I FIELDWORK A: MENTAL HEALTH AND WELL-BEING	1
OT 421	INTER-PROFESSIONAL COMMUNICATION AND TEAMS	2
OT 423	OT PROCESS WITH CHILDREN AND ADOLESCENTS I	4
OT 425	EVIDENCE BASED PRACTICE II	4
OT 431	NEURO PROCESSING FOR OCCUPATIONAL PERFORMANCE	4
OT 432	ETHICS AND ADVOCACY	4
OT 441	MOVEMENT AND FUNCTION FOR OCCUPATIONAL PERFORMANCE	4
OT 451	POSITIONING AND TECHNOLOGY TO ENABLE OCCUPATIONAL PERFORMANCE	4

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Human Development Concentration, Psychology (BA)

Course Requirements

Course	Title	Quarter Hours
PSY 333	CHILD PSYCHOLOGY	4
PSY 334	ADOLESCENT PSYCHOLOGY	4
PSY 347	SOCIAL PSYCHOLOGY	4
Select five additional Psychology courses ¹		20

¹ Psychology courses must be numbered PSY 317 and above to count toward major field.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Human Services Concentration, Psychology (BA)

Course Requirements

Course	Title	Quarter Hours
PSY 333	CHILD PSYCHOLOGY	4
PSY 347	SOCIAL PSYCHOLOGY	4

PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE	4
PSY 357	APPLIED PSYCHOLOGY I (winter quarter/junior year)	4
PSY 358	APPLIED PSYCHOLOGY II (spring quarter/junior year)	4
PSY 395	FIELD WORK/INTERNSHIP (taken three times in the student's senior year)	12

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Applications

Applications to the human services concentration are due November 1st (autumn quarter) of the applicant's junior year.

Industrial-Organizational Psychology Concentration, Psychology (BA)

Course Requirements

Course	Title	Quarter Hours
PSY 380	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	4
Select two of the following:		8
PSY 355	GROUPS AND ORGANIZATIONS	
PSY 381	PERSONNEL PSYCHOLOGY	
PSY 382	ORGANIZATIONAL BEHAVIOR	
PSY 385	TRAINING AND DEVELOPMENT IN ORGANIZATIONS	
PSY 388	TOPICAL SEMINAR IN INDUSTRIAL - ORGANIZATIONAL PSYCHOLOGY	
PSY 343	INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT	4
or PSY 340	STATISTICS II	
Select four additional Psychology courses ¹		16

¹ Psychology courses must be numbered PSY 317 and above to count toward major field.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Psychology (BA) + Occupational Therapy (MS)

Students interested in pursuing degrees in Psychology and Occupational Therapy may do so through this unique combined program which may be completed in just over five years. Interested students apply to enter DePaul's Occupational Therapy program in their first year of study and if accepted, they begin coursework in Occupational Therapy in their fourth year. Students have a choice of two concentrations in Psychology to pursue this path: Standard or Human Development. See the Psychology

(BA) (p. 933) and the Occupational Therapy (MS) (p. 876) catalog pages for more detail.

Program Requirements	Quarter Hours
Undergraduate program requirements	146
Combined graduate program requirements	46
Graduate program requirements	56
Total hours required	248

Psychology (BA) Community Concentration + Community Psychology (MS)

The combined Bachelor's + Master's degree program allows students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate programs.

The department of psychology offers BA+MS in Community Psychology. Students interested in this program should meet with the MS in Community Psychology BA-MS program director, preferably during their second year. Applications for admission into the combined program are accepted during the junior year.

This program has been developed in response to needs expressed by community groups and organizations for assistance in addressing the needs of their most vulnerable members. The program prepares students to work at the master's level in the field of Community Psychology in a variety of community, government, and consulting work settings. Students will learn how a community-based social justice perspective recognizes inequalities and promotes the exercise of greater power (i.e., access to resources and decision-making) for communities that have been marginalized, and creates ties to advocacy work with oppressed populations. The program leads to an applied, terminal MS degree and is not designed as an intermediate step toward a doctoral degree. Students interested in pursuing a PhD should speak with their academic advisor about the best way to prepare for a doctoral program.

The combined program requires the completion of 48 courses (192 quarter hours). Included is a community fieldwork experience.

The undergraduate component of the program includes:

Course	Title	Quarter Hours
All Liberal Studies or Honors Program Requirements - approximately 21 courses (84 hours)		
Psychology Core courses 5 courses (20 hours)		
PSY 105	INTRODUCTORY PSYCHOLOGY I	4
PSY 106	INTRODUCTORY PSYCHOLOGY II	4
PSY 240	STATISTICS I	4
PSY 241	RESEARCH METHODS I	4
PSY 242	RESEARCH METHODS II	4
Community Psychology core courses - 4 courses (16 hours, PSY 359 taken twice)		
PSY 354	COMMUNITY PSYCHOLOGY	4

PSY 356	PRINCIPLES OF FIELD RESEARCH AND ACTION	4
PSY 359	FIELD WORK IN COMMUNITY RESEARCH AND ACTION	4
PSY 359	FIELD WORK IN COMMUNITY RESEARCH AND ACTION	4
Major Level Psych Elective		4
Quantitative Courses - 3 courses (12 hours)		
PSY 410	ADVANCED STATISTICS I	4
PSY 411	ADVANCED STATISTICS II	4
PSY 421	APPLIED RESEARCH DESIGN	4

Open electives to reach a total of 192 credits - approximately 15 courses (60 hours)

Students should apply to the program during their junior year, by May 1st. Students should have a grade point average of 3.20 or higher. Admissions decisions will be made by the faculty administering the program.

The application process will require prospective students to submit the following information:

- Summary of Psychology Courses taken
- A list of community psychology-related volunteer or employment activities
- One letter of recommendation from a faculty member in the Psychology Department
- A brief description of future career plans

Admitted students will take the three graduate courses during their senior year. A maximum of three courses as 12 credit hours will count toward both the BA degree and the MS degree. No other others may count more than once.

Students will need to apply for degree conferral of the BA degree before fully matriculating into the MS degree. After completing the BA degree, an additional nine courses (36 credit hours) are required to complete the MS degree. The MS includes 48 credit hours (12 courses plus Field Work). A maximum of three courses from the BA will count toward the MS (PSY 410, PSY 411, PSY 420). The remaining courses for the graduate program are as follows:

Course	Title	Quarter Hours
Select one class each from two of the seminars listed:		8
Developmental Seminar		
PSY 439	COGNITIVE DEVELOPMENT	
PSY 554	EMOTIONAL DEVELOPMENT	
PSY 555	SOCIAL DEVELOPMENT	
Social Seminar		
PSY 430	SOCIAL PSYCHOLOGY OF THE SELF	
PSY 435	SPECIAL SEMINAR IN PSYCHOLOGICAL SCIENCE	
PSY 556	PREJUDICE AND INTERGROUP RELATIONS	
PSY 560	SOCIAL COGNITION	
Community Core - 5 courses (16 hours)		
PSY 492	PRINCIPLES OF CONSULTATION	4
PSY 493	ADVANCED COMMUNITY PSYCHOLOGY	4

PSY 520	PRINCIPLES OF HUMAN DIVERSITY	4
PSY 569	SEMINAR IN PROGRAM EVALUATION	4
PSY 585	FIELDWORK IN COMMUNITY SETTINGS	0
Graduate Psychology Electives - 3 courses		12

Psychology (BA) Industrial and Organizational Concentration + Psychology (MS) Industrial and Organizational

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The Psychology (BA) offers several options:

- The department of psychology offers a combined BA + MS in Industrial and Organizational (I-O) Psychology. Students interested in this option should meet with an I-O faculty member for advising ideally by their second year.
- Many other combined degree options (BA + MS, BA + MA, BA + MPH, BA + MPA, BA + MSF, etc.) exist for an undergraduate psychology degree and a master's degree in second area of study, including master's degrees offered by other colleges at DePaul. Students should contact the second area of study for advising ideally in their second year. Students may view options in the course catalog.

This program was designed and approved by DePaul University in the late 1980's as a way to give qualified DePaul undergraduates the opportunity to earn both a BA and an MS degree in the field of Industrial and Organizational Psychology. Only students who are pursuing an undergraduate degree at DePaul are eligible to apply for this program. The program leads to a terminal MS degree, and should not be seen as an intermediate step towards a doctoral degree. Students who are interested in pursuing a PhD should speak to their advisor regarding the best way to prepare for such a program.

The combined program requires completion of 39 four-credit courses (156 credit hours) by the end of the student's junior year. Note that this requirement is three courses higher than the typical 36 that a student would earn by taking four classes per quarter.

The undergraduate component of this program includes the following:

Course	Title	Quarter Hours
All Liberal Studies or Honors Program requirements		
Psychology core courses:		
PSY 105	INTRODUCTORY PSYCHOLOGY I	4
PSY 106	INTRODUCTORY PSYCHOLOGY II	4
PSY 240	STATISTICS I	4
PSY 241	RESEARCH METHODS I	4
PSY 242	RESEARCH METHODS II	4
PSY 380	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	4
PSY 340 or PSY 343	STATISTICS II INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT	4

Select three additional psychology elective courses. Students are strongly encouraged to choose these courses from the following:

PSY 347	SOCIAL PSYCHOLOGY
PSY 351	THEORIES OF PERSONALITY
PSY 360	THEORIES OF LEARNING AND COGNITION
PSY 340	STATISTICS II (whichever course was not already taken)
or PSY 343	INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT
General elective courses to reach a total of 156 credits	

Students should work with their I-O advisor or I-O Program Director beginning as early as possible, ideally no later than their sophomore year. Applications for the combined program are due by June 1 of their junior year, and they can be found on the CSH Office of Advising and Student Services website. At the time of application, the student should have completed the undergraduate requirements with a grade point average of 3.2 or higher; a strong GPA of at least 3.5 is preferred. Supplemental application forms can be obtained from the I-O Program Director, and they must be submitted to the I-O Program Director together with the student's Unofficial Transcript from DePaul, statement of goals, and General Graduate Record Examination (GRE) scores. Applications will be evaluated by DePaul's Office of Graduate Admission and the Department of Psychology's I-O Admissions Committee. Typically, applicants are informed of the admission decision by by mid-June of the same year.

Students accepted into the graduate portion of the program take three courses per quarter during year four and an additional three courses per quarter during year five. The requirement of nine classes during year five cannot be reduced by taking additional classes during year four; and given the demands of graduate-level coursework, students are strongly discouraged from attempting to take more than three classes at a time. The nine courses taken during year four carry 36 credit hours; these 36 credit hours are added to the completed 156 credit hours to produce 192 credit hours, which meets the minimum requirement for conferral of the BA degree.

The MS degree requires an additional 36 credit hours of graduate coursework earned after conferral of the BA. After a student's BA is conferred, they must adhere to the guidelines that appear in the MA/PhD I-O Program Graduate Academic Student Handbook (p. 617). One exception is students must maintain at least a 3.00 cumulative GPA in MS coursework to remain in good standing, and they must earn at least a 3.00 cumulative GPA by the time of anticipated degree conferral as one of the criteria to be eligible to graduate with their MS.

The required 18 courses taken during years four and five include the following courses:

Statistics and Methodology

Course	Title	Quarter Hours
PSY 410	ADVANCED STATISTICS I	4
PSY 411	ADVANCED STATISTICS II	4
PSY 420	QUANTITATIVE RESEARCH DESIGN	4
Select one of the following:		4
PSY 419	FACTOR ANALYSIS AND STRUCTURAL EQUATION MODELING	
PSY 450	PSYCHOLOGICAL MEASUREMENT	

Psychology Core

Course	Title	Quarter Hours
Select one of the following cognitive psychology courses:		4
PSY 404	PERCEPTION AND COGNITION	
PSY 426	LANGUAGE AND COGNITION	
PSY 473	THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING	
Select one of the following social psychology courses:		4
PSY 430	SOCIAL PSYCHOLOGY OF THE SELF	
PSY 556	PREJUDICE AND INTERGROUP RELATIONS	
PSY 435	SPECIAL SEMINAR IN PSYCHOLOGICAL SCIENCE	

Industrial-Organizational Psychology

Course	Title	Quarter Hours
PSY 440	PSYCHOLOGY OF WORK AND MOTIVATION	4
or PSY 441	PSYCHOLOGY OF LEADERSHIP	
PSY 442	PERSONNEL PSYCHOLOGY	4
or PSY 444	PERFORMANCE APPRAISAL AND PERFORMANCE MANAGEMENT	
Select one of the following:		4
PSY 445	ADVANCED TRAINING AND DEVELOPMENT IN ORGANIZATIONS	
PSY 446	PSYCHOLOGICAL THEORIES OF ORGANIZATIONS	
PSY 447	ORGANIZATIONAL CONSULTATION	
PSY 448	CONCEPTS, METHODS, AND ETHICS FOR INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY	4
Select one of the following:		4
PSY 440	PSYCHOLOGY OF WORK AND MOTIVATION	
PSY 441	PSYCHOLOGY OF LEADERSHIP	
PSY 442	PERSONNEL PSYCHOLOGY	
PSY 444	PERFORMANCE APPRAISAL AND PERFORMANCE MANAGEMENT	
PSY 445	ADVANCED TRAINING AND DEVELOPMENT IN ORGANIZATIONS	
PSY 446	PSYCHOLOGICAL THEORIES OF ORGANIZATIONS	
PSY 559	SEMINAR IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY	

Research

Course	Title	Quarter Hours
PSY 597	MASTER'S THESIS RESEARCH	1-4

Elective Courses

Course	Title	Quarter Hours
Select six additional four-credit courses		24

In addition to enrolling in four credit hours of PSY 597, students are required to complete a master's thesis to confer the MS degree. The thesis is a project that allows the student to focus on a particular area of interest within the I-O field. There are three options available for the MS thesis:

1. An empirical research project, involving the collection and analysis of data and the writing of the thesis paper in APA style.
2. A library research paper, where the student reviews work already done on a topic, and writes a paper describing and summarizing that work and making recommendations for theory, research or practice.
3. An applied thesis, based on work the student is doing at an internship site.

After choosing one of the above options, the student is required to form a thesis committee consisting of a DePaul I-O faculty member who will serve as the committee chair, and a DePaul Psychology faculty member who will serve as a reader; both faculty must hold doctoral degrees. The thesis committee must approve of the student's thesis proposal, which may also need to be approved by the Institutional Review Board before the student may begin work.

Students in the combined program are not required to have a minor area of graduate study. However, the areas of specialization listed for the MA/PhD program are also available to students in the combined program, should they choose to select one.

Students in this program may apply a **maximum** of twelve graduate credit hours as three courses in their senior year toward both the undergraduate and graduate psychology requirements. The required application for degree conferral for the MS is separate from the required application for degree conferral for the BA. Students must apply for undergraduate degree conferral in anticipation of completing their fourth year of study.

Standard Concentration - Occupational Therapy Combined, Psychology (BA)

This concentration is only available to students who have been admitted into the Occupational Therapy program via the combined degree application process. Please see the Occupational Therapy web site (<https://csh.depaul.edu/academics/occupational-therapy/graduate/occupational-therapy-ms/Pages/default.aspx>) for more information about this opportunity.

Concentration Requirements

Course	Title	Quarter Hours
Select one of the following:		4
PSY 340	STATISTICS II	
PSY 342	RESEARCH METHODS III	
PSY 343	INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT	
PSY 347	SOCIAL PSYCHOLOGY	4
PSY 351	THEORIES OF PERSONALITY	4
or PSY 360	THEORIES OF LEARNING AND COGNITION	
PSY 377	PHYSIOLOGICAL PSYCHOLOGY	4

or PSY 379	COGNITIVE NEUROSCIENCE	
Select four additional Psychology courses ¹		16

¹ Psychology courses must be numbered PSY 317 or above to count towards the major field.

Occupational Therapy Pre-requisites

Course	Title	Quarter Hours
ANT 102 or SOC 101	CULTURAL ANTHROPOLOGY INTRODUCTION TO SOCIOLOGY	4
BIO 201	HUMAN ANATOMY	4
BIO 202	HUMAN PHYSIOLOGY	4
HLTH 140	MEDICAL TERMINOLOGY	2
NEU 201	INTRODUCTION TO NEUROSCIENCE	4
PE 351	KINESIOLOGY	4
PSY 303	HUMAN DEVELOPMENT	4
PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE	4

First Year Occupational Therapy Courses

Course	Title	Quarter Hours
OT 411	THEORETICAL FOUNDATIONS OF OCCUPATIONAL THERAPY	4
OT 413	MENTAL HEALTH AND WELL-BEING I	3
OT 414	MENTAL HEALTH AND WELL-BEING II	4
OT 415	EVIDENCE BASED PRACTICE I	4
OT 416	LEVEL I FIELDWORK A: MENTAL HEALTH AND WELL-BEING	1
OT 421	INTER-PROFESSIONAL COMMUNICATION AND TEAMS	2
OT 423	OT PROCESS WITH CHILDREN AND ADOLESCENTS I	4
OT 425	EVIDENCE BASED PRACTICE II	4
OT 431	NEURO PROCESSING FOR OCCUPATIONAL PERFORMANCE	4
OT 432	ETHICS AND ADVOCACY	4
OT 441	MOVEMENT AND FUNCTION FOR OCCUPATIONAL PERFORMANCE	4
OT 451	POSITIONING AND TECHNOLOGY TO ENABLE OCCUPATIONAL PERFORMANCE	4

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Standard Concentration, Psychology (BA)

Course Requirements

Course	Title	Quarter Hours
Select one of the following:		4
PSY 340	STATISTICS II	

PSY 342	RESEARCH METHODS III	
PSY 343	INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT	
PSY 347	SOCIAL PSYCHOLOGY	4
PSY 351	THEORIES OF PERSONALITY	4
or PSY 360	THEORIES OF LEARNING AND COGNITION	
PSY 377	PHYSIOLOGICAL PSYCHOLOGY	4
Select four additional Psychology courses ¹		16

¹ Psychology courses must be numbered PSY 317 and above to count toward major field.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Psychology (BA) Online

The goal of the Department of Psychology is to provide students with an understanding of the methods and content of scientific and applied psychology. We offer courses across a wide range of disciplines within psychology.

There is an option to complete the BA in Psychology online, with no face-to-face classes on DePaul Campuses. Students who qualify and wish to pursue the BA in Psychology online may complete either the Standard or Human Development concentrations.

After completing either of the psychology concentrations, a psychology major should be able to understand key concepts, principles, and overarching themes in psychology, read and understand behavioral science data, design and conduct rudimentary psychological research studies, and apply research findings to everyday situations. These skills are applicable to a wide variety of occupations and professions. Psychology as a major provides excellent opportunities for students planning to go to graduate or professional school.

Program Requirements	Quarter Hours
Liberal Studies Requirements	64-80
Major Core Requirements	24
Major Concentration Requirements	32-104
Open Electives	0-56
Total hours required	192

- Describe key concepts, principles, themes, and applications across a variety of content domains in psychology.
- Use scientific reasoning and critical thinking to interpret psychological phenomena.
- Design, conduct, and interpret basic psychological research, accounting for sociocultural factors.
- Apply ethical standards to evaluate psychological science and practice.
- Write a paper applying cogent scientific argument that includes presenting information using a scientific approach, discussing psychological concepts, explaining the ideas of others, and expressing their own ideas with clarity.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Major Requirements

The program consists of the common core plus eight additional courses in a concentration area. Bachelor of Arts students are required to take fourteen general electives which may be psychology and/or other department courses. Students may choose to complete a minor or double-major. Bachelor of Arts students must fulfill the Modern Language requirement.

Common Core

Course	Title	Quarter Hours
PSY 105	INTRODUCTORY PSYCHOLOGY I	4
PSY 106	INTRODUCTORY PSYCHOLOGY II	4
PSY 240	STATISTICS I	4
PSY 241	RESEARCH METHODS I	4
PSY 242	RESEARCH METHODS II	4
Select one of the following:		4
PSY 361	HISTORY AND SYSTEMS OF PSYCHOLOGY (Liberal Studies Program Capstone) ¹	
PSY 389	PSYCHOLOGY SENIOR SEMINAR	

¹ University Honors students are not required to complete the capstone in PSY, however it is recommended as a psychology elective for them.

Upon faculty approval psychology majors may register for the following psychology courses as psychology electives:

Course	Title	Quarter Hours
PSY 390	INDEPENDENT RESEARCH IN PSYCHOLOGY	
PSY 391	DEPARTMENT HONORS THESIS ¹	
PSY 396	HONORS IN PSYCHOLOGY ¹	
PSY 397	EXPERIENTIAL LEARNING/PSYCHOLOGY RESEARCH	
PSY 398	TUTORING AND MENTORING IN PSYCHOLOGY	
PSY 399	INDEPENDENT STUDY	

¹ Students accepted into the honors program must register for PSY 391 and PSY 396 for 3 quarters (autumn, winter, spring) and a maximum of 4 credits total for each course.

PSY 105 and PSY 106 are not sequential, i.e., one is not a prerequisite for the other. They may be taken in either order.

For the research sequence, PSY 240 must be taken first; PSY 241 and PSY 242 may be taken in either order. A special note: PSY 340, an elective course, may be taken immediately after the completion of PSY 240.

Concentration Requirements

Students must complete the requirements from one of the following concentrations: Standard; Human Development; Human Services; Industrial/Organizational; Community; or Comprehensive Evening Program. Students are limited to only declaring one concentration.

Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

- Human Development Concentration, Psychology (BA) Online (p. 942)
- Standard Concentration, Psychology (BA) Online (p. 942)

Human Development Concentration, Psychology (BA) Online

Course Requirements

Course	Title	Quarter Hours
PSY 333	CHILD PSYCHOLOGY	4
PSY 334	ADOLESCENT PSYCHOLOGY	4
PSY 347	SOCIAL PSYCHOLOGY	4
Select five additional Psychology courses ¹		20

¹ Psychology courses must be numbered PSY 317 and above to count toward major field.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Standard Concentration, Psychology (BA) Online

Course Requirements

Course	Title	Quarter Hours
Select one of the following:		4
PSY 340	STATISTICS II	
PSY 342	RESEARCH METHODS III	
PSY 343	INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT	
PSY 347	SOCIAL PSYCHOLOGY	4
PSY 351	THEORIES OF PERSONALITY	4
or PSY 360	THEORIES OF LEARNING AND COGNITION	
PSY 377	PHYSIOLOGICAL PSYCHOLOGY	4
Select four additional Psychology courses ¹		16

¹ Psychology courses must be numbered PSY 317 and above to count toward major field.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Psychology (BS)

The goal of the Department of Psychology is to provide students with an understanding of the methods and content of scientific and applied psychology.

The primary means of attaining our mission is classroom instruction. We offer courses across a wide range of disciplines within psychology; some of our courses also include laboratories that focus on experimental and statistical work. Some of these courses are beginning to be offered as fully online and as hybrid courses (partially online and partially in the classroom). Further learning opportunities are made available through field work, the Honors Program, Experiential Learning, Independent Study, and Internships. Our Internship Program consists of supervised work placements for which students earn academic credit; potential sites include human service organizations as well as community and industrial settings.

Bachelor of Science Psychology majors must select one of the three Bachelor of Science concentrations: General, Cognitive Neuroscience or Healthcare. Students are limited to only declaring one concentration.

After completing any of the concentrations, a psychology major should understand key concepts, principles, and overarching themes in psychology and be able to read and understand behavioral science data, design and conduct rudimentary psychological research studies, and apply research findings to everyday situations. These skills are applicable to a wide variety of occupations and professions. Psychology as a major provides excellent opportunities for students planning to go to graduate or professional school. Psychology as a minor provides a flexible complement to other majors.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	20
Major Concentration Requirements	52-56
Open Electives	12-36
Total hours required	192

Learning Outcomes

Students will be able to:

- Describe key concepts, principles, themes, and applications across a variety of content domains in psychology.
- Use scientific reasoning and critical thinking to interpret psychological phenomena.
- Design, conduct, and interpret, basic psychological research, accounting for sociocultural factors.
- Design, conduct, and interpret basic psychological research, accounting for biological and/or quantitative factors.
- Apply ethical standards to evaluate psychological science and practice.
- Write a paper applying a cogent scientific argument that includes presenting information using a scientific approach, discussing psychological concepts, explaining the ideas of others, and expressing their own ideas with clarity.

College Core Requirements

Modern Language Requirements

Students who intend to graduate with the Bachelor of Arts (BA) degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

- completing the last course in the fourth-year high school sequence of any language
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

Students who complete an Inter-College Transfer (ICT) to the College of Science and Health will abide by the College of Science and Health Modern Language Requirement in place on the effective date of the ICT.

BA students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While Bachelor of Science (BS) students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Major Declaration Requirements

All students in the College are required to declare a major field prior to beginning their junior year. After researching College programs, the student should declare a major field by visiting Campus Connection and using the Declarations and Inter-College Transfer tool. The student will then be assigned a faculty advisor or staff advisor in the department or program and should make an appointment to see that advisor at his or her earliest convenience.

To change major fields, or to declare a minor or concentration, the student must use the Declarations and Inter-College Transfer tool described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College or an academic advisor in the Office for Academic Advising Support.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Select one of the following:		
PSY 361	HISTORY AND SYSTEMS OF PSYCHOLOGY ^{1,3}	4
PSY 389	PSYCHOLOGY SENIOR SEMINAR ¹	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

³ Students with a primary major in Psychology are required to complete the Capstone offered by the Psychology department. Students double majoring or pursuing dual degrees with the primary major or primary degree in Psychology are required to complete the Capstone offered by the Psychology department. Psychology students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 1 Course Required
- [1 CR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 courses required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Psychology BS Healthcare Concentration

The BS Healthcare concentration requires a different set of Liberal Studies Program requirements. Please refer to the H (p. 946) healthcare concentration requirements (p. 946) for details.

Major Requirements

Course Requirements

Common Core		Quarter Hours
Course	Title	
PSY 105	INTRODUCTORY PSYCHOLOGY I	4
PSY 106	INTRODUCTORY PSYCHOLOGY II	4
PSY 240	STATISTICS I	4
PSY 241	RESEARCH METHODS I	4
PSY 242	RESEARCH METHODS II	4
Select one of the following:		4
PSY 361	HISTORY AND SYSTEMS OF PSYCHOLOGY (Liberal Studies Program Capstone) ¹	
PSY 389	PSYCHOLOGY SENIOR SEMINAR	

¹ University Honors students are not required to complete the capstone in PSY, however it is recommended as an open elective for them.

Upon faculty approval psychology majors may register for one of the following psychology courses as psychology electives:

Course	Title	Quarter Hours
PSY 390	INDEPENDENT RESEARCH IN PSYCHOLOGY	
PSY 391	DEPARTMENT HONORS THESIS ¹	
PSY 396	HONORS IN PSYCHOLOGY ¹	

PSY 397	EXPERIENTIAL LEARNING/PSYCHOLOGY RESEARCH
PSY 398	TUTORING AND MENTORING IN PSYCHOLOGY
PSY 399	INDEPENDENT STUDY

¹ Students accepted into the honors program must register for PSY 391 and PSY 396 for 3 quarters (autumn, winter, spring) and a maximum of 4 credits total for each course.

PSY 105 and PSY 106 are not sequential, i.e., one is not a prerequisite for the other. They may be taken in either order. For the research sequence, PSY 240 must be taken first; PSY 241 and PSY 242 may be taken in either order. A special note: PSY 340, an elective course, may be taken immediately after the completion of PSY 240.

Concentration Requirements

Students must complete the requirements for one of the following three concentrations: General, Cognitive Neuroscience or Healthcare. Students are limited to only declaring one concentration.

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following concentration listed below. Students are advised to talk with their advisor before double majoring, because some major combinations are prohibited. No more than 50% of the credits that apply to one major may be drawn from another major.

- Cognitive Neuroscience Concentration, Psychology (BS) (p. 945)
- General Concentration, Psychology (BS) (p. 945)
- Healthcare Concentration, Psychology (BS) (p. 946)

Cognitive Neuroscience Concentration, Psychology (BS)

Course Requirements

Psychology

Course	Title	Quarter Hours
PSY 340	STATISTICS II ¹	4
PSY 342	RESEARCH METHODS III	4
PSY 343	INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT	4
PSY 360	THEORIES OF LEARNING AND COGNITION	4
PSY 377	PHYSIOLOGICAL PSYCHOLOGY	4
or PSY 379	COGNITIVE NEUROSCIENCE	
Select three additional psychology electives from the following:		12
PSY 348	SOCIAL COGNITION	
PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE	
PSY 363	SUBSTANCE USE DISORDERS AND RECOVERY	
PSY 364	HEALTH PSYCHOLOGY	
PSY 373	HAPPINESS, JUDGMENT AND DECISION MAKING	

BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS (required for higher level BIO)	4
Select three additional major level BIO courses in consultation with faculty advisor		12
Select eight general (open) electives		32

¹ This course may be taken immediately after the completion of PSY 240.

* PSY 377 is a prerequisite to some BIO courses so it is recommended that this course be taken after the completion of the PSY core. MAT 130 is a prerequisite for BIO 191.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

General Concentration, Psychology (BS)

Course Requirements

Psychology

Course	Title	Quarter Hours
PSY 340	STATISTICS II ¹	4
PSY 342	RESEARCH METHODS III	4
PSY 343	INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT	4
PSY 360	THEORIES OF LEARNING AND COGNITION	4
PSY 377	PHYSIOLOGICAL PSYCHOLOGY	4
or PSY 379	COGNITIVE NEUROSCIENCE	
Select three additional major-level psychology courses numbered PSY 317 and above		12
Select 20 quarter hours in major-level biology and/or mathematics ²		20
Select nine general (open) electives		36

¹ This course may be taken immediately after the completion of PSY 240.

² This requirement is to be developed in consultation with the departmental advisor.

Note: An exceptional student who has completed the required courses in Psychological Science may, upon consent of his advisor and the chair, be admitted in the senior year to certain 400-level courses described in the Graduate Catalog for Psychology. Any 400-level courses will only apply toward the B.S. degree.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

The student is urged to devote some general elective hours to courses in disciplines other than his/her major. Note: MAT 130 is a prerequisite for major level BIO and MAT courses.

In addition, all psychology majors are encouraged to engage in individual research projects with the supervision of faculty. Upon faculty approval psychology majors may register for the following psychology courses:

Course	Title	Quarter Hours
PSY 390	INDEPENDENT RESEARCH IN PSYCHOLOGY	
PSY 396	HONORS IN PSYCHOLOGY	
PSY 397	EXPERIENTIAL LEARNING/PSYCHOLOGY RESEARCH	
PSY 398	TUTORING AND MENTORING IN PSYCHOLOGY	
PSY 399	INDEPENDENT STUDY	

Healthcare Concentration, Psychology (BS)

Course Requirements Psychology

Course	Title	Quarter Hours
PSY 333 or PSY 334	CHILD PSYCHOLOGY ADOLESCENT PSYCHOLOGY	4
PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE	4
PSY 364	HEALTH PSYCHOLOGY	4
PSY 377 or PSY 379	PHYSIOLOGICAL PSYCHOLOGY COGNITIVE NEUROSCIENCE	4
Select three additional major level PSY courses (numbered 317 and above)		12

Biology

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
Select one of the following:		4
BIO 210	MICROBIOLOGY	
BIO 250	CELL BIOLOGY	
BIO 260	GENETICS	

Chemistry

Course	Title	Quarter Hours
Select one of the following:		4-6
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	

CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY	
Select one of the following:		4-6
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	
CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II	
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4

Electives

- Six additional major level science (BIO, CHE, HLTH, MAT, NEU, or PHY) courses chosen in consultation with an academic advisor. Psychology courses are not applicable.
- Four general (open) electives¹

¹ Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Prerequisites (or placement out): MAT 130 for BIO 191. MAT 131 for PHY courses. Chemistry placement test is required before attempting CHE courses. Other liberal studies requirements: students take SOC 101 (SCBI) and one Ethics course (PHL 229 or REL 229 or HLTH 229) for either PI or RD.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select Academics, followed by Undergraduate, then Honors Program Alternative.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Hours		16
Sophomore Year		
Multiculturalism in the US		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Hours		4
Junior Year		
Experiential Learning		
Required		4
Hours		4
Senior Year		
Capstone		

Select one of the following:

4

PSY 361	HISTORY AND SYSTEMS OF PSYCHOLOGY 1,2
PSY 389	PSYCHOLOGY SENIOR SEMINAR ¹
<hr/>	
	Hours
<hr/>	
	Total Hours
<hr/>	

¹ Students must earn a C- or better in this course.

² Students with a primary major in Psychology are required to complete the Capstone offered by the Psychology department. Students double majoring or pursuing dual degrees with the primary major or primary degree in Psychology are required to complete the Capstone offered by the Psychology department. Psychology students in the University Honors Program shall take the University Honors Capstone. They are not expected to take both the Honors Capstone and the primary major or primary degree Capstone.

Learning Domains

Arts and Literature (AL) (p.)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p.)

- 2 Courses Required¹

Scientific Inquiry (SI) (p.)

- Not Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p.)

- 3 Courses Required:
 - SOC 101
 - 2 Additional Courses

Religious Dimensions (RD) (p.)

- 2 Courses Required¹

¹ Students must take one ethics course in HLTH 229, PHL 229, or REL 229 to fulfill either a PI or RD requirement.

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or as the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Research Psychology (MS)

This program offers a terminal Master of Science degree which serves as a foundation for students interested in pursuing doctoral training. It also provides students with the basic knowledge and skills appropriate for a range of occupations in business, government, and human services (excluding the provision of clinical services). The master's program has two goals. The first is to provide the student with sufficient breadth in the methodology and content of psychology to demonstrate competence in two major areas: (1) Core areas of the discipline of psychology; and (2) Methods of the discipline of psychology. A second goal of the program is to provide the student with sufficient information and skills to apply the knowledge of the discipline competently in their daily lives and careers. This includes course work in the theory and techniques of the application of psychological principles, and also includes a thorough grounding in ethical and professional standards of psychologists. Although the program builds upon a core of basic courses, it provides some flexibility for students (with the approval of their advisors) to shape their course of study to fit special interests and needs.

Program Requirements	Quarter Hours
Core Requirements	36
Elective Requirements	12
Total hours required	48

Learning Outcomes

Students will be able to:

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how the field of psychology currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly journals in terms of theory, methods, data analyses, and conclusions in order to compose novel perspectives and ideas.
- Develop testable research questions, identify the strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature in psychology.
- Describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects, and apply these ethical practices in research.

MS Degree Requirements

Course Requirements

Students must complete at least 48 quarter hours and maintain a cumulative GPA of at least 3.00.

Core Courses

Course	Title	Quarter Hours
PSY 406	PHYSIOLOGICAL PROCESSES	4
PSY 410	ADVANCED STATISTICS I	4
PSY 411	ADVANCED STATISTICS II	4
PSY 420	QUANTITATIVE RESEARCH DESIGN	4
Select one of the following:		4

PSY 439	COGNITIVE DEVELOPMENT
PSY 554	EMOTIONAL DEVELOPMENT
PSY 555	SOCIAL DEVELOPMENT
Select one of the following:	
PSY 404	PERCEPTION AND COGNITION
PSY 426	LANGUAGE AND COGNITION
PSY 473	THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING
Select one of the following:	
PSY 430	SOCIAL PSYCHOLOGY OF THE SELF
PSY 435	SPECIAL SEMINAR IN PSYCHOLOGICAL SCIENCE
PSY 556	PREJUDICE AND INTERGROUP RELATIONS
PSY 560	SOCIAL COGNITION

Diversity Core Courses

Course	Title	Quarter Hours
Select one of the following:		
PSY 520	PRINCIPLES OF HUMAN DIVERSITY	4
PSY 521	PSYCHOLOGY OF THE AFRICAN-AMERICAN CHILD	
PSY 561	ADVANCED PSYCHOLOGY OF WOMEN AND GENDER	
PSY 554	EMOTIONAL DEVELOPMENT	
PSY 555	SOCIAL DEVELOPMENT	
PSY 556	PREJUDICE AND INTERGROUP RELATIONS	

Graduate Capstone

Course	Title	Quarter Hours
Select one of the following:		
PSY 597	MASTER'S THESIS RESEARCH (empirical only)	4
PSY 592	DIRECTED RESEARCH (empirical only)	

Sample Psychology Elective Courses

Course	Title	Quarter Hours
Select three of the following:		
PSY 416	METHODS IN QUALITATIVE RESEARCH	12
PSY 418	MULTIVARIATE STATISTICAL ANALYSIS	
PSY 419	FACTOR ANALYSIS AND STRUCTURAL EQUATION MODELING	
PSY 422	COMPUTING FOR THE BEHAVIORAL SCIENTIST	
PSY 435	SPECIAL SEMINAR IN PSYCHOLOGICAL SCIENCE	
PSY 440	PSYCHOLOGY OF WORK AND MOTIVATION	
PSY 441	PSYCHOLOGY OF LEADERSHIP	
PSY 442	PERSONNEL PSYCHOLOGY	
PSY 444	PERFORMANCE APPRAISAL AND PERFORMANCE MANAGEMENT	
PSY 446	PSYCHOLOGICAL THEORIES OF ORGANIZATIONS	

PSY 448	CONCEPTS, METHODS, AND ETHICS FOR INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY
PSY 450	PSYCHOLOGICAL MEASUREMENT
PSY 461	ETHICS & HISTORY OF PSYCHOLOGY SEMINAR
PSY 473	THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING
PSY 486	ADVANCED PSYCHOPATHOLOGY
PSY 487	PSYCHOPATHOLOGY OF THE CHILD
PSY 491	TREATMENT METHODS WITH CHILDREN
PSY 492	PRINCIPLES OF CONSULTATION
PSY 493	ADVANCED COMMUNITY PSYCHOLOGY
PSY 511	HEALTH PSYCHOLOGY
PSY 554	EMOTIONAL DEVELOPMENT
PSY 555	SOCIAL DEVELOPMENT
PSY 556	PREJUDICE AND INTERGROUP RELATIONS
PSY 558	SEMINAR IN ADVANCED STATISTICS
PSY 559	SEMINAR IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY
PSY 560	SOCIAL COGNITION
PSY 680	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

With the permission of the Program Director, students may be able to substitute other psychology or non-psychology courses for the diversity and elective requirements detailed above.

Additional Requirements

In addition, program requirements include two options for demonstrating successful completion of the program: 1) a traditional master's thesis involving an empirical study; or 2) a research study or program evaluation "Capstone" project based on the student's internship or employment experience. Upon completion of coursework, students are required to maintain active student registration status until graduation.

Time Limitation

All degree requirements must be successfully completed within a maximum period of five years.

Program Graduate Academic Student Handbook

The content on this page is shared from another website. If you are seeing this message, the referring website is not available or is experiencing technical difficulties.

Minimum Grades

1. The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.
2. If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain competence

in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.

3. A second occurrence of a grade lower than a B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student's record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student's advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.
4. If there is a third occurrence of a grade below B- (for the same or different course), the student will be dismissed from the program. The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student's program to hear the appeal. Depending on the student's academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master's degree but will not be permitted to continue onto the PhD (not applicable to terminal Department of Psychology MS degrees) without a successful appeal.

Academic Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.00. If a student's cumulative GPA falls below this minimum, the student will be put on academic probation and will have one quarter of coursework to raise it up to the minimum.

Academic Dismissal

If the student does not raise their cumulative GPA to at least a 3.00 after one quarter of coursework while on academic probation, the student will be academically dismissed from the program. If the student's cumulative GPA falls below the minimum a second time, they will be academically dismissed from the program without a second academic probationary period.

Graduation Requirements

Students need a minimum cumulative GPA of 3.20 in courses required by the program. In addition to meeting the minimum cumulative GPA requirement, lack of progress towards degree completion, and/or unsatisfactory evaluation could result in dismissal. See individual program policies for more details.

Graduation with Distinction for MS

The criteria for graduating "with distinction" are a minimum cumulative GPA of 3.75 and the recommendation of "with distinction" by the thesis committee.

Time Limitation

Students must complete their degree requirements within a five-year period from the first registration date for a course in the program.

Public Administration (MPA)

The Master of Public Administration (MPA) at DePaul University prepares students interested in public administration to serve the common good and advance a just society, in the spirit of St. Vincent de Paul. The MPA is designed for current government professionals or individuals seeking

to pursue a career in the public sector. The degree equips students with a broad public administration knowledge in government—local, state, federal and international.

The MPA program offers six on-site concentrations: public management; emergency management; health care administration; international public management; standard; and metropolitan planning and urban affairs. Four of these concentrations can be completed in the online only MPA: public management; emergency management; standard; and metropolitan planning and urban affairs.

This degree is accredited by Network of Schools of Public Policy, Affairs and Administration (NASPAA).

Mission Statement

The Master in Public Administration (MPA) degree prepares students for leadership and administrative roles in the public sector. We educate students on the technical, managerial, informational, and leadership skills required to deliver effective, accountable, and equitable government services to the public. We promote compassion for marginalized communities and ethical service to all people with a focus on social justice, professionalism, cultural sensitivity, and transparency.

Program Requirements	Quarter Hours
Core Requirements	36
Concentration Requirements	16
Total hours required	52

The Master of Public Administration may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MPA/certificate program should consult with their academic advisor (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to determine what coursework might count toward both programs. A separate application process for the certificate is required. A separate application process for the certificate may be required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office (<https://las.depaul.edu/about/administration-staff/Pages/graduate-student-office.aspx>) for additional information.

- Public Administration + Community Development Certificate
- Public Administration + Critical Ethnic Studies
- Public Administration + Emergency Management Administration Certificate
- Public Administration + Geographic Information Systems Certificate
- Public Administration + Global Health Certificate
- Public Administration + Health Care Administration Certificate
- Public Administration + Metropolitan Planning and Development Certificate
- Public Administration + Social Research Certificate
- Public Administration + Strategic Writing and Advancement for Nonprofits Certificate
- Public Administration + Sustainable Urban Food Systems Certificate
- Public Administration + Translation and Interpreting
- Public Administration + Women's and Gender Studies Certificate

Learning Outcomes

Students will be able to:

- Apply leadership and organizational management skills and concepts in an ethical manner amidst an ever-changing public sector.
- Analyze and interact with governance structures, jurisdictional boundaries and the public policy and implementation processes.
- Analyze and synthesize data regarding an existing public affairs issue and use empirical analysis to prepare solutions for informed, decision-making in the public sector using critical thinking.
- Articulate in written or oral forms a commitment to ethical service to all people with a focus on social justice, professionalism, efficiency, cultural sensitivity, and transparency.
- Integrate the social justice lens in delivery of services and programs to a diverse public and workforce.

Degree Requirements

Students complete a total of 13 courses (52 credit hours). Nine courses (36 credit hours) of core course work and four courses (16 credit hours) in a concentration are required.

Core Courses

Course	Title	Quarter Hours
MPS 500	INTRODUCTION TO PUBLIC SERVICE MANAGEMENT	4
MPS 501	CROSS-SECTOR ANALYSIS	4
MPS 514	GOVERNMENT FINANCIAL ADMINISTRATION	4
MPS 522	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	4
MPS 533 or MPS 536	APPLIED STATISTICS FOR PUBLIC SERVICE (USING EXCEL) APPLIED STATISTICS FOR PUBLIC SERVICE (USING SPSS)	4
MPS 541	ECONOMIC FOUNDATIONS OF PUBLIC SERVICE	4
MPS 583	RESEARCH METHODS FOR PUBLIC SERVICE	4
MPS 593	INTEGRATIVE SEMINAR	4
MPS 594	ETHICAL LEADERSHIP IN PUBLIC SERVICE	4

Internship Capstone Option

Students may choose to replace MPS 593 with MPS 610 Internship Capstone option.

Concentration

Students in the MPA program are required to choose one of six concentrations: *Emergency Management*, *Metropolitan Planning and Urban Affairs*, *International Public Management*, *Health Care Administration*, *Public Management* and *Standard*. Four of these concentrations are available to students pursuing the online only MPA: *Metropolitan Planning and Urban Affairs*, *Standard*, *Emergency Management*, and *Public Management*.

Internship Option

Students can opt to complete an internship or professional development experience in a government setting. The student would enroll in MPS 601 for course credit, which will be applied to the MPA degree by the student's adviser. Contact SPSAdvising@depaul.edu (spsadvising@depaul.edu) for more details.

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Emergency Management, Public Administration (MPA) (p. 950)
- Health Care Administration, Public Administration (MPA) (p. 951)
- International Public Management, Public Administration (MPA) (p. 951)
- Metropolitan Planning and Urban Affairs, Public Administration (MPA) (p. 951)
- Public Management, Public Administration (MPA) (p. 952)
- Standard, Public Administration (MPA) (p. 953)

Student Handbook

Students in the School of Public Service will follow many of the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in the School of Public Service. Please see information below.

Academic Probation

All students within the School of Public Service must maintain a minimum cumulative GPA of 2.7 or higher as part of their requirements for graduation. As a result, any student who earns a cumulative GPA below 2.7 (B-) is placed on academic probation. Students on academic probation are required to meet with the Assistant Director for Academic Advising to discuss their performance and determine a plan for improvement.

Dismissal

Students who are not able to raise their cumulative GPA to a minimum of 2.7 within two academic quarters (after being placed on academic probation) are subject to dismissal from the program.

Readmission

If a student is dismissed from the program (as outlined in the dismissal policy), he or she may reapply through the formal admission application process.

Graduation Requirements

In order to graduate from the program, students must complete all program requirements with a minimum cumulative GPA of 2.7 or higher. If a student's cumulative GPA is below a 2.7, he or she may be denied graduation.

Non-Degree Seeking Students

While School of Public Service courses are open to non-degree seeking graduate students, pre-requisite requirements for certain courses may be enforced.

Emergency Management, Public Administration (MPA)

Emergency Management is a critical concern for the public, private and non-profit sectors. The concentration explores both the conceptual elements of emergency preparedness and the practical implementation of emergency management that typically occur at the intersection of local and national politics. Courses will address topics such as public safety and law enforcement, crisis management, disaster response and

recovery. This concentration will provide students with both theoretical and practical knowledge that will prepare them for private or public sector employment in the area of emergency preparedness for both security and non-security related incidents.

Course	Title	Quarter Hours
MPS 542	POLICY DESIGN AND ANALYSIS	4
MPS 554	PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING	4
Select two electives from the following:		8
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 564	PUBLIC SAFETY ADMINISTRATION AND PLANNING	
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP	
MPS 616	INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT	
PRAD 540	CRISIS COMMUNICATION MANAGEMENT	
FMS 419	HUMANITARIAN LOGISTICS	
	or MGT 520 HUMANITARIAN SUPPLY CHAIN	

Health Care Administration, Public Administration (MPA)

The Health Care Administration concentration provides students with the managerial and analytical skills necessary to understand and influence the processes through which hospitals, associated health care organizations, and public and private agencies provide health care opportunities to explore the roles of specific nonprofit and governmental health care providers and regulatory agencies.

Course	Title	Quarter Hours
Required Courses:		
MPS 531	HEALTH CARE ADMINISTRATION	4
MPS 542	POLICY DESIGN AND ANALYSIS	4
Select two electives from the following:		8
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 519	RESOURCE DEVELOPMENT	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 529	STRATEGIC MANAGEMENT AND PLANNING	
MPS 534	MEDICAL SOCIOLOGY	
MPS 535	HEALTH CARE POLICY	
MPS 537	COMPARATIVE HEALTHCARE SYSTEMS	
MPS 546	ADVOCACY AND LOBBYING	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 562	INTRODUCTION TO HEALTH LAW	

MPS 575	STUDY ABROAD SEMINAR
MPS 576	ENERGY POLICY AND THE ENVIRONMENT
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP
MPS 604	SPECIAL TOPICS

International Public Management, Public Administration (MPA)

Students intending to work in international organizations require a special understanding of how public and non-profit institutional structures and managerial processes vary around the world. This concentration emphasizes the interdependence of government and non-government organizations (NGOs), while addressing a variety of management, ethics, and policy issues.

Course	Title	Quarter Hours
MPS 510	INTERNATIONAL DIMENSIONS OF PUBLIC SERVICE	4
MPS 542	POLICY DESIGN AND ANALYSIS	4
Select two electives from the following:		8
MPS 511	SUSTAINABLE INTERNATIONAL DEVELOPMENT	
MPS 521	LEADERSHIP IN PUBLIC SERVICE	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	
MPS 575	STUDY ABROAD SEMINAR	
MPS 577	ENVIRONMENTAL CONFLICTS AND MEDIATED SOLUTIONS	
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
MPS 579	SUSTAINABLE DEVELOPMENT POLICY AND INTERNATIONAL INSTITUTIONS	
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP	
MPS 611	MANAGEMENT OF INTERNATIONAL NGOs	
MPS 612	INTERNATIONAL POLITICAL ECONOMY	
MPS 615	MANAGEMENT OF INTERCULTURAL DIVERSITY	
MPS 616	INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT	
MPS 618	MIGRATION AND FORCED MIGRATION	
MPS 619	INTERNATIONAL LAW	

Metropolitan Planning and Urban Affairs, Public Administration (MPA)

This concentration is for students wanting to work in land use, transportation, economic development, zoning, housing, and other areas of community development. Coursework emphasizes the technical skills of public administration and the tools of analyses and development

as applied in a broad public setting. Students study best practices to illustrate the effectiveness of alternative designs and models.

Course	Title	Quarter Hours
MPS 542	POLICY DESIGN AND ANALYSIS	4
MPS 571	METROPOLITAN PLANNING	4
Select two electives from following:		8
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 554	PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING	
MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	
MPS 575	STUDY ABROAD SEMINAR	
MPS 576	ENERGY POLICY AND THE ENVIRONMENT	
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP	
MPS 604	SPECIAL TOPICS	
MPS 616	INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT	

Public Administration (MPA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Public Administration (MPA)

The Masters in Public Administration (MPA) is an externally-accredited degree (NASPAA) designed to prepare students pursuing careers in local, state and federal government organizations to be ethical and effective leaders in the spirit of St. Vincent de Paul. The combined degree program option is intended for selected students for whom the master's degree is the preferred preparation for their career goals, or is viewed as additional preparation before pursuing a doctoral or law degree. The combined Bachelors/MPA program shortens the time to completion of the bachelor's and master's degrees by and costs less in tuition than pursuing the two degrees sequentially.

Combined program students take three MPA courses during their senior year, typically one per quarter, which double-count for both the bachelor's and the master's degrees. Placement of the successfully completed MPA courses either as open electives or as major field electives resides with the College hosting the specific Bachelor's degree program. After the

bachelor's degree is awarded the three courses are credited toward the requirements of the MPA degree program as well.

Participants in the combined MPA program pay the current tuition rate applicable to their undergraduate program for any courses counted toward the requirements of both their bachelor's and master's degree programs. Participants will be eligible for the current Double Demon Discount for the remainder of their graduate coursework.

Through the combined Bachelors/MPA program, the student is responsible for working with both their undergraduate advisor to manage their undergraduate degree progress and the SPS academic advisor (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to plan a graduate program of study that includes the MPA courses as open electives or major field electives. Undergraduates are advised to meet a faculty member once per quarter during their senior year as an undergraduate to ensure that they are on track to graduate and transition into the master's program. They also must maintain at least a 3.0 GPA in their graduate-level courses in order to matriculate into the graduate program.

Click on DEGREE REQUIREMENTS (p. 950) for descriptions of the required MPA coursework.

Public Management, Public Administration (MPA)

For those who aspire to become city managers, chief administrative officers, department directors, and senior project managers, this concentration focuses on the roles, requirements, challenges, and processes of running a public organization. Students gain the knowledge and skills needed to work successfully with professional staff, an elected governing board, consultants, and the public in the implementation of broad policy decisions. Legal issues of interest to public managers are also included.

Course	Title	Quarter Hours
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	4
MPS 542	POLICY DESIGN AND ANALYSIS	4
Select two electives from the following:		8
MPS 520	VALUES-CENTERED LEADERSHIP	
MPS 521	LEADERSHIP IN PUBLIC SERVICE	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 529	STRATEGIC MANAGEMENT AND PLANNING	
MPS 543	POLICY IMPLEMENTATION	
MPS 546	ADVOCACY AND LOBBYING	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 554	PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING	
MPS 560	ADMINISTRATIVE LAW	
MPS 564	PUBLIC SAFETY ADMINISTRATION AND PLANNING	
MPS 571	METROPOLITAN PLANNING	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	
MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY	

MPS 575	STUDY ABROAD SEMINAR
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP
MPS 604	SPECIAL TOPICS

Standard, Public Administration (MPA)

For students who want to design their own concentration. Students complete MPS 542 and then choose three additional electives in consultation with an advisor.

Course	Title	Quarter Hours
MPS 542	POLICY DESIGN AND ANALYSIS	4
Three Electives Chosen in Consultation with Advisor		12

Public Administration (MPA) Online

The Master of Public Administration (MPA) at DePaul University prepares students interested in public administration to serve the common good and advance a just society, in the spirit of St. Vincent de Paul. The MPA is designed for current government professionals or individuals seeking to pursue a career in the public sector. The degree equips students with a broad public administration knowledge in government—local, state, federal and international.

The MPA program offers six on-site concentrations: public management; emergency management; health care administration; international public management; standard; and metropolitan planning and urban affairs. Four of these concentrations can be completed in the online only MPA: public management; emergency management; standard; and metropolitan planning and urban affairs.

This degree is accredited by Network of Schools of Public Policy, Affairs and Administration (NASPAA).

Mission Statement

The Master in Public Administration (MPA) degree prepares students for leadership and administrative roles in the public sector. We educate students on the technical, managerial, informational, and leadership skills required to deliver effective, accountable, and equitable government services to the public. We promote compassion for marginalized communities and ethical service to all people with a focus on social justice, professionalism, cultural sensitivity, and transparency.

Program Requirements	Quarter Hours
Core Requirements	36
Concentration Requirements	16
Total hours required	52

The Master of Public Administration may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MPA/certificate program should consult with their academic advisor (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to determine what coursework might count toward both programs. A separate application process for the certificate is required. A separate application process for the certificate may be required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office (<https://>

las.depaul.edu/about/administration-staff/Pages/graduate-student-office.aspx) for additional information.

- Public Administration + Community Development Certificate
- Public Administration + Critical Ethnic Studies
- Public Administration + Emergency Management Administration Certificate
- Public Administration + Geographic Information Systems Certificate
- Public Administration + Global Health Certificate
- Public Administration + Health Care Administration Certificate
- Public Administration + Metropolitan Planning and Development Certificate
- Public Administration + Social Research Certificate
- Public Administration + Strategic Writing and Advancement for Nonprofits Certificate
- Public Administration + Sustainable Urban Food Systems Certificate
- Public Administration + Translation and Interpreting
- Public Administration + Women's and Gender Studies Certificate

Learning Outcomes

Students will be able to:

- Apply leadership and organizational management skills and concepts in an ethical manner amidst an ever-changing public sector.
- Analyze and interact with governance structures, jurisdictional boundaries and the public policy and implementation processes.
- Analyze and synthesize data regarding an existing public affairs issue and use empirical analysis to prepare solutions for informed, decision-making in the public sector using critical thinking.
- Articulate in written or oral forms a commitment to ethical service to all people with a focus on social justice, professionalism, efficiency, cultural sensitivity, and transparency.
- Integrate the social justice lens in delivery of services and programs to a diverse public and workforce.

Degree Requirements

Students complete a total of 13 courses (52 credit hours). Nine courses (36 credit hours) of core course work and four courses (16 credit hours) in a concentration are required.

Core Courses

Course	Title	Quarter Hours
MPS 500	INTRODUCTION TO PUBLIC SERVICE MANAGEMENT	4
MPS 501	CROSS-SECTOR ANALYSIS	4
MPS 514	GOVERNMENT FINANCIAL ADMINISTRATION	4
MPS 522	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	4
MPS 533 or MPS 536	APPLIED STATISTICS FOR PUBLIC SERVICE (USING EXCEL) APPLIED STATISTICS FOR PUBLIC SERVICE (USING SPSS)	4
MPS 541	ECONOMIC FOUNDATIONS OF PUBLIC SERVICE	4

MPS 583	RESEARCH METHODS FOR PUBLIC SERVICE	4
MPS 593	INTEGRATIVE SEMINAR	4
MPS 594	ETHICAL LEADERSHIP IN PUBLIC SERVICE	4

Internship Capstone Option

Students may choose to replace MPS 593 with MPS 610 Internship Capstone option.

Concentration

Students in the MPA program are required to choose one of six concentrations: *Emergency Management*, *Metropolitan Planning and Urban Affairs*, *International Public Management*, *Health Care Administration*, *Public Management* and *Standard*. Four of these concentrations are available to students pursuing the online only MPA: *Metropolitan Planning and Urban Affairs*, *Standard*, *Emergency Management*, and *Public Management*.

Internship Option

Students can opt to complete an internship or professional development experience in a government setting. The student would enroll in MPS 601 for course credit, which will be applied to the MPA degree by the student's adviser. Contact SPSAdvising@depaul.edu (spsadvising@depaul.edu) for more details.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Emergency Management, Public Administration (MPA) Online (p. 954)
- International Public Management, Public Administration (MPA) Online (p. 955)
- Metropolitan Planning and Urban Affairs, Public Administration (MPA) Online (p. 955)
- Public Management, Public Administration (MPA) Online (p. 955)
- Standard, Public Administration (MPA) Online (p. 956)

Student Handbook

Students in the School of Public Service will follow many of the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in the School of Public Service. Please see information below.

Academic Probation

All students within the School of Public Service must maintain a minimum cumulative GPA of 2.7 or higher as part of their requirements for graduation. As a result, any student who earns a cumulative GPA below 2.7 (B-) is placed on academic probation. Students on academic probation are required to meet with the Assistant Director for Academic Advising to discuss their performance and determine a plan for improvement.

Dismissal

Students who are not able to raise their cumulative GPA to a minimum of 2.7 within two academic quarters (after being placed on academic probation) are subject to dismissal from the program.

Readmission

If a student is dismissed from the program (as outlined in the dismissal policy), he or she may reapply through the formal admission application process.

Graduation Requirements

In order to graduate from the program, students must complete all program requirements with a minimum cumulative GPA of 2.7 or higher. If a student's cumulative GPA is below a 2.7, he or she may be denied graduation.

Non-Degree Seeking Students

While School of Public Service courses are open to non-degree seeking graduate students, pre-requisite requirements for certain courses may be enforced.

Emergency Management, Public Administration (MPA) Online

Emergency Management is a critical concern for the public, private and non-profit sectors. The concentration explores both the conceptual elements of emergency preparedness and the practical implementation of emergency management that typically occur at the intersection of local and national politics. Courses will address topics such as public safety and law enforcement, crisis management, disaster response and recovery. This concentration will provide students with both theoretical and practical knowledge that will prepare them for private or public sector employment in the area of emergency preparedness for both security and non-security related incidents.

Course	Title	Quarter Hours
MPS 542	POLICY DESIGN AND ANALYSIS	4
MPS 554	PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING	4
Select two electives from the following:		8
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 564	PUBLIC SAFETY ADMINISTRATION AND PLANNING	
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP	
MPS 616	INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT	
PRAD 540	CRISIS COMMUNICATION MANAGEMENT	
FMS 419	HUMANITARIAN LOGISTICS	
or MGT 520	HUMANITARIAN SUPPLY CHAIN	

International Public Management, Public Administration (MPA) Online

Students intending to work in international organizations require a special understanding of how public and non-profit institutional structures and managerial processes vary around the world. This concentration emphasizes the interdependence of government and non-government organizations (NGOs), while addressing a variety of management, ethics, and policy issues.

Course	Title	Quarter Hours
MPS 510	INTERNATIONAL DIMENSIONS OF PUBLIC SERVICE	4
MPS 542	POLICY DESIGN AND ANALYSIS	4
Select two electives from the following:		8
MPS 511	SUSTAINABLE INTERNATIONAL DEVELOPMENT	
MPS 521	LEADERSHIP IN PUBLIC SERVICE	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	
MPS 575	STUDY ABROAD SEMINAR	
MPS 577	ENVIRONMENTAL CONFLICTS AND MEDIATED SOLUTIONS	
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
MPS 579	SUSTAINABLE DEVELOPMENT POLICY AND INTERNATIONAL INSTITUTIONS	
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP	
MPS 611	MANAGEMENT OF INTERNATIONAL NGOs	
MPS 612	INTERNATIONAL POLITICAL ECONOMY	
MPS 615	MANAGEMENT OF INTERCULTURAL DIVERSITY	
MPS 616	INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT	
MPS 618	MIGRATION AND FORCED MIGRATION	
MPS 619	INTERNATIONAL LAW	

Metropolitan Planning and Urban Affairs, Public Administration (MPA) Online

This concentration is for students wanting to work in land use, transportation, economic development, zoning, housing, and other areas of community development. Coursework emphasizes the technical skills of public administration and the tools of analyses and development as applied in a broad public setting. Students study best practices to illustrate the effectiveness of alternative designs and models.

Course	Title	Quarter Hours
MPS 542	POLICY DESIGN AND ANALYSIS	4
MPS 571	METROPOLITAN PLANNING	4
Select two electives from following:		8

MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY
MPS 526	LOCAL GOVERNMENT ADMINISTRATION
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE
MPS 552	GIS FOR COMMUNITY DEVELOPMENT
MPS 554	PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING
MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT
MPS 575	STUDY ABROAD SEMINAR
MPS 576	ENERGY POLICY AND THE ENVIRONMENT
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP
MPS 604	SPECIAL TOPICS
MPS 616	INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT

Public Management, Public Administration (MPA) Online

For those who aspire to become city managers, chief administrative officers, department directors, and senior project managers, this concentration focuses on the roles, requirements, challenges, and processes of running a public organization. Students gain the knowledge and skills needed to work successfully with professional staff, an elected governing board, consultants, and the public in the implementation of broad policy decisions. Legal issues of interest to public managers are also included.

Course	Title	Quarter Hours
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	4
MPS 542	POLICY DESIGN AND ANALYSIS	4
Select two electives from the following:		8
MPS 520	VALUES-CENTERED LEADERSHIP	
MPS 521	LEADERSHIP IN PUBLIC SERVICE	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 529	STRATEGIC MANAGEMENT AND PLANNING	
MPS 543	POLICY IMPLEMENTATION	
MPS 546	ADVOCACY AND LOBBYING	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 554	PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING	
MPS 560	ADMINISTRATIVE LAW	
MPS 564	PUBLIC SAFETY ADMINISTRATION AND PLANNING	
MPS 571	METROPOLITAN PLANNING	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	

MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY
MPS 575	STUDY ABROAD SEMINAR
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP
MPS 604	SPECIAL TOPICS

Standard, Public Administration (MPA) Online

For students who want to design their own concentration. Students complete MPS 542 and then choose three additional electives in consultation with an advisor.

Course	Title	Quarter Hours
MPS 542	POLICY DESIGN AND ANALYSIS	4
Three Electives Chosen in Consultation with Advisor		12

Public Health (MPH)

The mission of the Master of Public Health program is to prepare dynamic public health leaders to work collaboratively with diverse communities to prioritize and investigate health concerns to achieve lasting social change, and foster health equity to promote the health and well-being of all people.

The Master of Public Health program has two concentrations, community health practice and social epidemiology. The program provides a collaborative, applied approach to education, focusing on health promotion and disease prevention with individuals, families, communities, and organizations. The objective of the program is to provide students with the professional knowledge and practical skills they will need to identify and address community health needs as a working public health practitioner.

MPH in Community Health Practice

The community health practice concentration prepares students to be leaders, innovators, and advocates in addressing community health problems and reducing health disparities. This concentration applies an interdisciplinary approach to problem solving and focuses on skill development around community health assessment, program design, and program evaluation. Students learn to appraise community health needs and design, implement, and evaluate interventions to address those needs. The objective is to provide students with the professional knowledge and practical skills to become effective public health leaders.

MPH in Social Epidemiology

The social epidemiology concentration prepares students to be public health leaders that use the methodological approaches of biostatistics and epidemiology to investigate and reduce health inequalities. This concentration focuses on social determinants of health as causes of health disparities and examines the role of concepts such as power and social context. Students learn to use data to inform research, policy, and intervention efforts that lead to effective action aimed at eliminating health inequalities.

Real-World Experience

During the final year of instruction, students gain practical experience working in the public health field while completing the required practicum. The practicum includes nine months of professional practice and provides students with a structured and integrated application of their coursework. There are a variety of practicum site opportunities available to students that represent a range of settings (e.g. governmental agencies, community-based organizations, health care delivery systems) and public health topics (e.g. sexual/reproductive health, childhood nutrition, refugee and immigrant health). Students choose from an approved list of opportunities and are matched to a practicum site based on their interests and career goals.

During the practicum, students work on a project that address a need or fills a gap at their practicum site. Students receive mentoring and guidance on their project from their site supervisor (public health professional at the practicum site) and faculty advisor.

The Master of Public Health degree may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MPH/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Master of Public Health + Community Development Certificate
- Master of Public Health + Critical Ethnic Studies Certificate
- Master of Public Health + Geographic Information Systems (GIS) Certificate
- Master of Public Health + Global Health Certificate
- Master of Public Health + Health Care Administration
- Master of Public Health + Metro Planning and Development Certificate
- Master of Public Health + Social Research Certificate
- Master of Public Health + Sustainable Urban Food Systems Certificate
- Master of Public Health + Women's and Gender Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	58
Total hours required	58

Learning Outcomes

Core MPH Learning Outcomes

All MPH students will be able to:

- Apply epidemiological methods to the breadth of settings and situations in public health practice
- Select quantitative and qualitative data collection methods appropriate for a given public health context
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate
- Interpret results of data analysis for public health research, policy, or practice

- Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings
- Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels
- Assess population needs, assets, and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project, or intervention
- Explain basic principles and tools of budget and resource management

Degree Requirements

Students must complete a total of 58 quarter hours consisting of 7 required core courses, 7 required concentration specific courses, and two elective courses.

All MPH courses are offered during the evening. The program uses a cohort-based model in that students are admitted once per academic year and move through courses together as a single group. Students can complete their degree in two, three, or four years. Students complete the practicum field experience and capstone course sequence in their last year.

Course Requirements

Required Core Courses (7 Courses, 22 Credit Hours)

Course	Title	Quarter Hours
MPH 501	INTRODUCTION TO PUBLIC HEALTH	4
MPH 502	INTRODUCTION TO EPIDEMIOLOGY	4
MPH 503	INTRODUCTION TO ENVIRONMENTAL HEALTH	4
MPH 511	HEALTH AND BEHAVIOR THEORY	4
MPH 541	BIostatISTICS	4
MPH 600	PREPARATION FOR PUBLIC HEALTH PRACTICE	1
MPH 699	PUBLIC HEALTH PRACTICUM	1

Concentration Courses (7 Courses, 28 Credit Hours)

The list of courses required for each concentration can be found under "Concentration Requirements."

Elective Courses (2 Courses, 8 Credit Hours)

Two elective courses, comprising eight credit hours, are required. Students are encouraged to select elective courses that align with their public health interests and career objectives. In addition to the MPH elective courses listed below, students should consider other graduate-level courses at DePaul. A student who chooses to take a course outside of MPH for elective credit must produce a brief rationale for the choice, discussing its relevance to the field of public health and the student's course of study. Students must receive approval from the Program Director before enrolling in elective courses outside the MPH program.

Course	Title	Quarter Hours
MPH 515	PUBLIC HEALTH ETHICS AND POLICY	
MPH 551	GLOBAL HEALTH INEQUITIES	

MPH 552	MATERNAL AND CHILD HEALTH
MPH 553	PUBLIC HEALTH AND FORCED MIGRATION
MPH 554	GLOBAL PUBLIC HEALTH PRACTICE
MPH 556	WOMEN'S HEALTH
MPH 558	QUALITATIVE METHODS IN PUBLIC HEALTH
MPH 559	VIOLENCE AND PUBLIC HEALTH
MPH 595	SPECIAL TOPICS IN PUBLIC HEALTH
MPH 599	INDEPENDENT STUDY IN PUBLIC HEALTH

Practicum Requirements

Students complete their practicum field experience during their last year in the program. Students are required to commit to 8-10 hours per week to their practicum site, for a minimum of 250 hours over the course of the nine-month placement. Students are required to be physically onsite at the agency for the majority of these hours providing students with a structured and integrated application of their coursework.

Capstone Thesis

During the practicum, students work on a project that address a need or fills a gap at their practicum site. The project serves as the foundation for the capstone thesis, which is developed over a three-course sequence that runs concurrently with the practicum. Students must receive a passing grade on their capstone thesis in order to complete the program and obtain their MPH degree.

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Community Health Practice Concentration, Public Health (MPH) (p. 959)
- Social Epidemiology Concentration, Public Health (MPH) (p. 960)

Student Handbook

Mission Statement

The mission of the Master of Public Health program at DePaul University is to prepare public health leaders to work collaboratively with diverse communities to prioritize and investigate health concerns, achieve lasting social change, and foster health equity to promote the health and well-being of all people.

Admission

Please see the Admission Requirements on the MPH program webpage (<http://las.depaul.edu/academics/public-health/graduate/public-health-mpH/Pages/admission-requirements.aspx>).

Advising

MPH students receive three levels of advising through the *Technical Advisor*, *Practicum Advisor*, and *Professional Advisor* as described below:

- Technical Advisor: The Program Manager serves as the technical advisor to all MPH students. The technical advisor assists students with curriculum planning, selecting electives, navigating the University, and providing overall assistance to ensure success.
- Practicum Advisor: The practicum advisor is the Director of Community Partnerships. MPH students work with the practicum advisor regarding their practicum, capstone product, and capstone poster.

- Professional Advisor: MPH students will be matched with a professional advisor upon entering the program. MPH faculty members will serve as professional advisors and will be able to offer valuable advice on professional development and career planning.

Degree Timeline

Upon matriculation, students meet with their technical advisor to create their course plan based on anticipated graduation date (2, 3, or 4 years). Continual assessment of completion date is encouraged, and any changes will be discussed and implemented through the technical advisor. The technical advisor also assists with elective selection and enrollment.

Credit Hours and Enrollment Requirements

Students are required to take a total of 56 quarter credit hours to complete the MPH program. Full-time study is at least eight (8) quarter hours plus practicum during the final year. Most courses earn four (4) credit hours each.

In order to take a full course load in the Autumn quarter of any year, students must have no more than one incomplete grade in formal coursework from the previous academic year. For each incomplete over one, the student must reduce his/her course load by one course. The student will have such a reduced course load for each subsequent quarter until no more than one incomplete remains. MPH students with two or more incompletes are prohibited from taking more than one course per quarter until the incompletes are resolved. The University policy, applicable to all MPH students, regarding incompletes states the following: "Undergraduate and graduate students have at most two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, the incomplete will automatically convert to an F grade."

Transfer Credit

We do not accept prior academic credit towards the completion of an MPH degree. All students are required to complete the 56 credit hours at DePaul.

Leave of Absence

There is no formal leave of absence process, save for military leaves, for the MPH program. Students can take up to three consecutive quarters off before being discontinued in the system. Students wishing to take some time off must email the MPH Program Director and MPH Program Manager to provide a brief explanation. For students needing to take a military leave, the appropriate form can be found and completed in Campus Connect.

Withdrawal

Students who wish to discontinue studies, permanently or for some indefinite period of time, and are in good standing should complete the appropriate process. Withdrawal from or dropping courses may have financial implications. All related information is found here (p. 1586). A student who has withdrawn and subsequently wishes to resume studies must reapply to the program. Readmission is not guaranteed. If a student wishes to gain readmission less than a year from the initial withdrawal date, a readmission form may be completed through the Office of Graduate Admissions. For students wishing to be readmitted more than a year after the initial withdrawal date, a new application for admittance must be submitted through the Office of Graduate Admissions.

Repeating Required Courses

A graduate student may need to repeat a course. When a course is repeated, both grades earned are recorded on the academic record. They are designated as "original" and "repeated." However, only the second grade counts toward that degree requirement, is added to cumulative credit, and is calculated into the degree's cumulative grade point average. If a student wishes to repeat a course more than once, they need permission from their graduate program director. Students who register for a course for the third time without first obtaining permission may be dropped from the course. All repeated course grades are calculated into the cumulative grade point average and only the last course grade applies to that degree requirement. Note: Federal and state financial aid regulations restrict the number of times that a student may receive federal or state financial aid for repeating a course for which credit has been previously earned. The student should contact the Office of Financial Aid at DePaul Central to learn about the financial aid impact if they are considering repeating a course for which they have previously earned credit.

Academic Probation

If a student's cumulative GPA is below 3.0 (on a 4.0 scale) after any academic quarter, the student is placed on probationary status. The student will receive a warning letter stating the specific conditions of probation. Students on probation are required to meet with the Program Director and technical advisor to establish an action plan for addressing the academic probation. **Students on probation have one academic quarter to address the specific probation conditions or face dismissal from the program.**

Discipline and Discontinuance

Violation of university or MPH program regulations and policies can result in disciplinary action ranging from restrictions on registration to termination of the student's graduate status. Restriction on registration may simply mean that the student is not allowed to register for a full load of courses until he/she has resolved the issue. Other forms of disciplinary action can include lowered grades in coursework, or, in extreme cases, recommendation for termination from the program. The action taken is based on stated policies of the university and the MPH program, the magnitude and scope of student behavior, and current/prior evaluations of student performance.

Academic Integrity

Due to the serious nature of academic integrity violations, students found to have engaged in such actions jeopardize their status with the MPH program and the university. The MPH program will consider the student's behavior with regard to the ethical and professional standards of public health and may recommend procedures up to and including permanent dismissal from the program.

Requirements for Degree Conferral

In order to be eligible for MPH degree conferral, students must:

- Submit all required paperwork to LAS by the College's deadlines
- Submit all required paperwork to MPH by the Program's deadlines
- Successfully complete the required 56 credit hours in 2, 3, or 4 years
- Have a cumulative GPA of 3.0 or higher
- Have a grade of Pass for MPH 600 and MPH 699
- Earn a grade of Pass on the MPH Capstone Thesis

- Present a poster at the MPH Graduate Forum
- Complete a minimum of 250 hours in practicum

Graduation with Distinction

In order to graduate with distinction from the MPH program, students must earn both a 3.75 cumulative GPA and a grade of distinction on their capstone thesis.

Dismissal from the MPH Program

Dismissal from the program may occur under any of the following circumstances (but is not limited to this list). Additionally, students should note that degree conferral might be delayed under any of these conditions.

- Fails to meet what the program, the college, or the university deems to be satisfactory progress toward a graduate degree
- Violates the university standards as specified by the program and college, including academic integrity policies
- Fails to address conditions for academic probation within one academic quarter
- Fails to resolve an incomplete grade (IN, R) in any course for more than two quarters
- Fails to complete MPH requirements for degree conferral as listed above

Students subject to disciplinary action by the MPH program are also subject to the university procedures as described in the Graduate Academic Policies.

MPH Grievance Policy

The MPH program realizes that students may have concerns throughout their academic career that will require the intervention of the university, or that will require a university response. The university has a number of established policies and procedures for responding to specific concerns. The MPH program further acknowledges that students may have concerns not addressed by university policies, which may require further attention. These include concerns about coursework or working relationships with faculty and/or other students.

Students are always encouraged to try and address concerns through direct communication with involved parties. However, there may be time where such attempts at resolution are not successful, or where the assistance of another party may be helpful. In these instances, the MPH program and university have several resources available to students. If requested, all inquiries will be treated confidentially to the extent possible.

Community Health Practice Concentration, Public Health (MPH)

The community health practice concentration prepares students to be leaders, innovators, and advocates in addressing community health problems and reducing health disparities. This concentration applies an interdisciplinary approach to problem solving and focuses on skill development around community health assessment, program design, and program evaluation. Students learn to appraise community health needs and design, implement, and evaluate interventions to address those needs. The objective is to provide students with the professional knowledge and practical skills to become effective public health leaders.

Required Community Health Concentration Courses

Course	Title	Quarter Hours
MPH 512	RESEARCH METHODS	4
MPH 513	PUBLIC HEALTH ADMINISTRATION	4
MPH 522	PROGRAM DEVELOPMENT AND GRANT WRITING	4
MPH 525	PROGRAM EVALUATION	4
MPH 602	COMMUNITY HEALTH ASSESSMENT	4
MPH 603	COMMUNITY HEALTH PROJECT DESIGN	4
MPH 604	CAPSTONE SEMINAR IN COMMUNITY PUBLIC HEALTH	4

Public Health (MPH), Combined Bachelor's + Master's Degree

DePaul Undergraduate Degree + Public Health (MPH)

Students completing **any** undergraduate degree at DePaul are eligible to apply for the bachelor's + Master of Public Health in their **Junior** year if they meet the following criteria:

- They have achieved **Junior** status;
- They have completed **at least 88.0 credit hours** of their undergraduate degree;
- They have a **GPA of 3.5** or higher.

If accepted to the bachelor's + Master of Public Health, in their senior year, the student will take the following courses:

Senior Year		
Fall Quarter		Hours
MPH 501	INTRODUCTION TO PUBLIC HEALTH	4
Winter Quarter		
MPH 511	HEALTH AND BEHAVIOR THEORY	4
Spring Quarter		
Select one of the following:		4
MPH 522	PROGRAM DEVELOPMENT AND GRANT WRITING (Community Health Practice Concentration)	
MPH 530	SOCIAL EPIDEMIOLOGY (Social Epidemiology Concentration)	

These three courses will serve as electives in an undergraduate program, unless the student's undergraduate advisor makes an exception and allows them to apply to a declared major or minor.

The combined degree program allows three graduate-level courses (12 credit hours) to count towards both the undergraduate degree and the graduate degree. The student will be awarded their Bachelor's degree upon the completion of their undergraduate degree requirements. The Master of Public Health degree will be awarded upon completion of the graduate degree requirements.

For more information, please visit the Master of Public Health program website (<https://las.depaul.edu/academics/public-health/Pages/default.aspx>).

Social Epidemiology Concentration, Public Health (MPH)

The social epidemiology concentration prepares students to be public health leaders that use the methodological approaches of biostatistics and epidemiology to investigate and reduce health inequalities. This concentration focuses on social determinants of health as causes of health disparities and examines the role of concepts such as power and social context. Students learn to use data to inform research, policy, and intervention efforts that lead to effective action aimed at eliminating health inequalities.

Required Social Epidemiology Concentration Courses (7 Courses, 28 Credit Hours)

Course	Title	Quarter Hours
MPH 530	SOCIAL EPIDEMIOLOGY	4
MPH 531	DATA ANALYSIS	4
MPH 532	DATA ANALYSIS II	4
MPH 535	PROGRAM DESIGN AND EVALUATION	4
MPH 605	SOCIAL EPIDEMIOLOGY PROJECT DESIGN	4
MPH 606	SOCIAL EPIDEMIOLOGY PROJECT IMPLEMENTATION	4
MPH 607	CAPSTONE SEMINAR IN SOCIAL EPIDEMIOLOGY	4

Public Health (MPH/MBA in Management)

Program Description

The Master of Business Administration-Master of Public Health (MBA-MPH) joint degree develops students' managerial acumen and their expertise as public health professionals.

Jointly offered by the Kellstadt Graduate School of Business and the College of Liberal Arts and Social Sciences, the 88 credit hour program provides students with the opportunity to earn advanced degrees in two highly complementary fields—business and public health. The landscape for healthcare managers is radically changing with advances in technology, shifts in demographics, and the aging of the population. Success in this highly competitive field not only requires skills in finance and operations, but also an in-depth understanding of disease prevention and health promotion at the organizational and community level. The combined degree program is designed for committed and enterprising students who want to take advantage of the growing emphasis on public health and population health in the design and delivery of healthcare.

The MBA-MPH program allows students to obtain both degrees in as little as three years of full-time course work. This rigorous program is designed for highly motivated students who work or plan to work in management, executive, or consulting positions in community/population health.

Concentrations

Management

This MBA concentration provides students with in-depth, applied learning that will enable them to successfully organize, lead, and direct others

in the workplace. The program prepares students for professional opportunities across industries, with a focus on self-awareness, leadership development, teamwork, project management, and managing others.

Community Health Practice

This MPH concentration prepares students to be leaders, innovators, and advocates in addressing community health problems and reducing health disparities. The concentration applies an interdisciplinary approach to problem solving and focuses on skill development around community health assessment, program design, and program evaluation. Students learn to appraise community health needs and design, implement, and evaluate interventions to address those needs.

Program Requirements	Quarter Hours
MPH Requirements	38
MBA Core Requirements	40
MBA Concentration Requirements	12
Total hours required	90

Learning Outcomes

Core MPH Learning Outcomes

All MPH students will be able to:

- Apply epidemiological methods to the breadth of settings and situations in public health practice
- Select quantitative and qualitative data collection methods appropriate for a given public health context
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate
- Interpret results of data analysis for public health research, policy, or practice
- Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings
- Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels
- Assess population needs, assets and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project, or intervention
- Explain basic principles and tools of budget and resource management
- Select methods to evaluate public health programs
- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- Advocate for political, social or economic policies and programs that will improve health in diverse populations
- Evaluate policies for their impact on public health and health equity
- Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making

- Apply negotiation and mediation skills to address organizational or community challenges
- Select communication strategies for different audiences and sectors
- Communicate audience-appropriate public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content
- Perform effectively on interprofessional teams
- Apply systems thinking tools to a public health issue

Community Health Practice

Students in the Community Health Practice Concentration will be able to:

- Access, evaluate, and utilize existing data to develop a community health assessment
- Integrate existing data and collected primary data to create an organizational assessment
- Critically assess and synthesize evidence-based public health research for addressing a health-related issue
- Develop an effective community health project that applies theoretical study design and considers priority population, delivery method, and setting
- Analyze and describe the outcomes/results of the community health project, as well as the implications of such outcomes/results
- Present capstone findings in a scientific poster format suitable for presentation at a professional conference

MPH Requirements

Course Requirements (11 Courses, 38 Credit Hours)

Course	Title	Quarter Hours
MPH 501	INTRODUCTION TO PUBLIC HEALTH	4
MPH 502	INTRODUCTION TO EPIDEMIOLOGY	4
MPH 503	INTRODUCTION TO ENVIRONMENTAL HEALTH	4
MPH 511	HEALTH AND BEHAVIOR THEORY	4
MPH 512	RESEARCH METHODS	4
MPH 522	PROGRAM DEVELOPMENT AND GRANT WRITING	4
MPH 602	COMMUNITY HEALTH ASSESSMENT	4
MPH 603	COMMUNITY HEALTH PROJECT DESIGN	4
MPH 604	CAPSTONE SEMINAR IN COMMUNITY PUBLIC HEALTH	4
MPH 600	PREPARATION FOR PUBLIC HEALTH PRACTICE	1
MPH 699	PUBLIC HEALTH PRACTICUM	1

Culminating Experience Requirements

In addition to successfully completing coursework, students also must complete a practicum experience, and receive a passing grade on a capstone thesis. Students complete their practicum field experience during their last year in the program. Students are required to commit to 8-10 hours per week to their practicum site, for a minimum of 250 hours over the course of the nine-month placement. It is required to be physically onsite at the agency for the majority of these hours.

MBA Core Requirements

Course Requirements (11 Courses, 40 Credit Hours)

Course	Title	Quarter Hours
ACC 502	FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING	4
ECO 502	ANALYSIS OF BUSINESS CONDITIONS	2
ECO 555	MANAGERIAL ECONOMICS	4
FIN 555	FINANCIAL MANAGEMENT	4
GSB 519	BUSINESS ANALYTICS TOOLS (FORMERLY GSB420)	4
GSB 525	BUSINESS INNOVATION & DESIGN (FORMERLY MGT 573)	4
GSB 599	STRATEGIC MANAGEMENT CAPSTONE	4
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	4
MGT 504	FUNDAMENTALS OF OPERATIONS MANAGEMENT	2
MGT 555	HUMAN CAPITAL STRATEGY AND SCIENCE	4
MKT 555	MARKETING MANAGEMENT	4

MBA Concentration Requirements

Course Requirements

Course	Title	Quarter Hours
MGT 559	HEALTH SECTOR MANAGEMENT	4
MGT 566	HEALTH INSURANCE & BENEFITS	4
Select one of the following:		
MGT 535	CHANGE MANAGEMENT AND CONSULTING	4
MGT 562	RESOLVING CONFLICT IN ORGANIZATIONS	4
MGT 563	NEGOTIATION SKILLS	4
MGT 570	ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT	4
ECO 542	HEALTH ECONOMICS	4

Public Health Studies (Minor)

As a Public Health Studies minor students will take a series of interdisciplinary courses that provide a strong foundation in the core competencies of the science and practice of public (population-based) health.

Course Requirements

Course	Title	Quarter Hours
HLTH 200	FOUNDATIONS OF HEALTH SCIENCES	4
HLTH 210	INTRODUCTION TO PUBLIC HEALTH	4
HLTH 250	HEALTH CARE POLICY IN THE UNITED STATES	4
Select three of the following. At least one must be a HLTH course:		12
HLTH 229	ETHICS FOR HEALTH SCIENCES	
HLTH 230	FUNDAMENTALS OF HEALTH EDUCATION	

HLTH 236	GAY MEN'S HEALTH MATTERS
HLTH 310	FUNDAMENTALS OF EPIDEMIOLOGY
HLTH 329	HEALTH HUMANITIES
HLTH 330	HEALTH LEADERSHIP
HLTH 380	TOPICS IN HEALTH SCIENCES
SOC 221	INTRODUCTION TO THE U.S HEALTH CARE SYSTEM
CMNS 315	HEALTH COMMUNICATION
ANT 272	INTRODUCTION TO MEDICAL ANTHROPOLOGY

Health Sciences majors cannot earn a minor in Public Health Studies.

Public Law and Political Thought (Minor)

This minor provides the non-major with an introduction to the study of law and its foundation in political thought.

Course Requirements

Course	Title	Quarter Hours
PSC 260	LAW AND THE POLITICAL SYSTEM	4
Select one of the following:		4
PSC 261	CONSTITUTIONAL LAW: FIRST AMENDMENT RIGHTS	
PSC 262	CONSTITUTIONAL LAW: RIGHTS OF DEFENDANTS	
PSC 263	CONSTITUTIONAL LAW: EQUAL PROTECTION OF THE LAWS	
PSC 264	CONSTITUTIONAL LAW: SEPARATION OF POWERS	
Select two of the following:		8
PSC 230	CLASSICAL POLITICAL THOUGHT	
PSC 231	MODERN POLITICAL THOUGHT	
PSC 232	LIBERALISM, CONSERVATISM, AND DEMOCRACY	
PSC 233	POLITICAL IDEAS AND IDEOLOGIES	
PSC 234	FREEDOM AND EMPOWERMENT	
PSC 235	EQUALITY AND SOCIAL JUSTICE	
PSC 236	LEGITIMACY AND CRISIS	
PSC 239	TOPICS IN POLITICAL THOUGHT	
PSC 265	LAW AND POPULAR CULTURE	
PSC 266	LAW, POLITICS AND MASS INCARCERATION	
PSC 267	LAW, POLITICS AND SOCIETY	
PSC 268	THE POLITICS OF LAW AND SEXUALITY	
PSC 269	TOPICS IN PUBLIC LAW	
Select one of the following:		4
PSC 330	AMERICAN POLITICAL THOUGHT	
PSC 331	CONTEMPORARY POLITICAL THOUGHT	
PSC 333	MARXISM	
PSC 335	THEORIES OF THE CHURCH	
PSC 336	AFRICAN-AMERICAN POLITICAL THOUGHT	

PSC 337	CHRISTIAN POLITICAL THOUGHT	
PSC 339	ADVANCED TOPICS IN POLITICAL THOUGHT	
Select one of the following:		4
PSC 361	INTERNATIONAL LAW	
PSC 362	THE CRIMINAL JUSTICE SYSTEM	
PSC 363	WOMEN AND THE LAW	
PSC 365	VOTING, REPRESENTATION, AND THE LAW	
PSC 366	NATIONAL SECURITY AND THE U.S. CONSTITUTION	
PSC 367	IMMIGRATION LAW	
PSC 368	RIGHTS-BASED SOCIAL MOVEMENTS	
PSC 369	ADVANCED TOPICS IN PUBLIC LAW	

PSC 120 is recommended, in addition to the above courses, for students who lack a background in American politics.

Students majoring in Political Science (BA) or minoring in American Politics or International Politics are restricted from earning this minor.

Public Policy (BA)

The BA in Public Policy prepares students interested in public policy to serve the common good and advance a just society, in the spirit of St. Vincent de Paul. Public policy is a discipline that explores the role and impact of decision-making by governments. The discipline includes knowledge of both process and substance of a particular policy area. Thus, a student in public policy must have both generalist and specialist skills to apply to a particular public problem. In terms of political process, the study of public policy examines questions of how public policy is formulated, implemented, and evaluated over time. It also explores notions of agenda-setting and framing of issues that lead to a problem gaining the attention of the government. Public policy specialists and analysts are hired by all levels of government. During the past several years in addition to the government sector, the nonprofit and private sectors have sought public policy analysts for employment. Therefore, the curriculum prepares students for being public policy specialists in both the private and nonprofit sectors in addition to the public sector. The curriculum is tailored to prepare students who would like to continue their education in graduate programs or law schools. The program offers opportunities to students to pursue internships, conduct research, and participate Global Learning Experiences (GLE).

In the Public Policy (BA) students take a common core of courses dealing with public policy theories, processes, methods of public policy analysis, and important environmental and urban policy issues. In addition, a data analysis course is required that the student selects from a list of approved courses. Microeconomics, statistics, or Geographical Information Systems (GIS) is strongly encouraged. The senior capstone course brings together Public Policy students at the end of their curriculum to study a public policy problem in-depth under the direction of a public policy professor.

Mission Statement

The Public Policy degree (BA) educates undergraduate students on the decisions and non-decisions made by government organizations and the ways in which businesses, nonprofit organizations, and civil society participate in policy making. The focus is on understanding how policy is designed, formulated, implemented and evaluated as part of the policy process. Being aware of public problems, policy agenda-setting, and decision making provides students with a broad background that will

allow them to succeed in the workplace, graduate school, or law school. We promote compassion for marginalized communities and service to all people with integrity, accountability, justice, professionalism, sensitivity, and transparency.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	52
Open Electives	56
Total hours required	192

Learning Outcomes

Students will be able to:

- Evaluate different approaches to public policy studies in terms of theoretical and practical applications
- Evaluate the institutional and structural elements of public policy making and implementation.
- Apply critical thinking concepts of public policy analysis which includes understanding of research design and methods, interpretation and communication of results, and research ethics.
- Apply knowledge of a special topic related to public policy to demonstrate mastery of the subject matter.

College Core Requirements Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Select one of the following:		
PPS 393	CAPSTONE: GENTRIFICATION ^{1,3}	4
PPS 394	CAPSTONE: GREEN INFRASTRUCTURE ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning and Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ All students pursuing a Public Policy major are eligible to complete the PPS capstone. A student whose only major is in Public Policy is *required* to complete the Public Policy Capstone. A student who is double majoring (or pursuing dual degrees) with Public Policy as the primary major (or primary degree) *may* substitute the Capstone of the secondary major or degree and complete a 300-level PPS course to ensure enough PPS credit hours are met. A Public Policy major in the University Honors Program *is required to* take the University Honors

Capstone, and may take the Public Policy capstone as a 300-level PPS course if they wish to complete a 300-level PPS course to ensure enough PPS credit hours are met.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 1 Course Required
- [1 CR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Core Course	Title	Quarter Hours
PPS 101	INTRODUCTION TO PUBLIC POLICY	4
PPS 205	PUBLIC POLICY RESEARCH DESIGN AND METHODS	4
PPS 300	APPLIED URBAN AND ENVIRONMENTAL ECONOMICS	4
PPS 301	PUBLIC POLICY AND POLITICS	4
PPS 336	QUANTITATIVE PUBLIC POLICY ANALYSIS	4

Elective PPS Courses

Students choose eight elective courses (thirty-two credit hours) from the list below. Of those thirty-two credit hours, five courses (twenty credit hours) are required at the 300 level. Up to eight credit hours (two courses) may come from Approved Courses outside of PPS. PPS

courses not listed here can be substituted with the consent of an advisor (PPSAdvising@depaul.edu (ppsadvising@depaul.edu)).

Course	Title	Quarter Hours
PPS 201	PUBLIC POLICY AND URBAN ISSUES	
PPS 208	INTRODUCTION TO NONPROFIT ORGANIZATIONS	
PPS 231	ENVIRONMENTAL JUSTICE	
PPS 250	ISSUES IN NEIGHBORHOOD DEVELOPMENT	
PPS 251	URBAN POVERTY	
PPS 255	CITIES, GLOBALIZATION AND PUBLIC POLICY	
PPS 260	CLIMATE CHANGE POLICY	
PPS 302	ENVIRONMENTAL MANAGEMENT AND POLICY	
PPS 318	PROGRAM DEVELOPMENT AND EVALUATION NONPROFIT ORGANIZATIONS	
PPS 319	FUNDRAISING FOR NONPROFIT ORGANIZATIONS	
PPS 322	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	
PPS 329	STRATEGIC MANAGEMENT AND PLANNING	
PPS 330	SUSTAINABLE DEVELOPMENT	
PPS 332	NATIONAL PARKS POLICY AND GOVERNANCE	
PPS 333	GREEN CITIES	
PPS 334	SUSTAINABLE LAND REVITALIZATION AND BROWNFIELDS DEVELOPMENT POLICY	
PPS 346	ADVOCACY AND LOBBYING	
PPS 350	ISSUES IN URBAN REDEVELOPMENT	
PPS 351	THE POLICY AND POLITICS OF URBAN HOUSING	
PPS 352	ISSUES IN URBAN EDUCATIONAL POLICY	
PPS 353	INEQUALITY AND PUBLIC POLICY	
PPS 358	SPECIAL TOPICS IN NONPROFIT STUDIES	
PPS 359	SPECIAL TOPICS IN PUBLIC POLICY STUDIES	
PPS 360	GREAT LAKES GOVERNANCE POLICY AND MANAGEMENT	
PPS 361	PUBLIC SPACES AND SOCIAL CONTROL	
PPS 376	ENERGY POLICY AND THE ENVIRONMENT	
PPS 378	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
PPS 393	CAPSTONE: GENTRIFICATION ¹	
PPS 394	CAPSTONE: GREEN INFRASTRUCTURE ¹	
PPS 398	INTERNSHIP	

¹ If not taken as the PPS Capstone requirement/LSP Senior Year Capstone requirement.

Approved Courses outside of PPS

Course	Title	Quarter Hours
ECE 302	CHILD AND FAMILY IN THE URBAN COMMUNITY	
ECE 327	IMPACT OF PUBLIC POLICY ON FAMILIES OF YOUNG CHILDREN	
ECO 335	SUSTAINABLE STRATEGIES FOR ENERGY AND THE ENVIRONMENT	
ECO 359	DEVELOPMENT ECONOMICS	
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES	
GEO 103	URBANIZATION	
GEO 233	COMPARATIVE URBANISM	
GEO 242	GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS	
GEO 310	GREEN INFRASTRUCTURE	
GEO 330	SUSTAINABLE URBAN TRANSPORTATION	
INT 360	TOPICS IN DEVELOPMENT STUDIES	
INT 396	TOPICS IN INTERNATIONAL ORGANIZATIONS	
LSE 353	THE POLITICS OF EDUCATION	
PSC 349	ADVANCED TOPICS IN INTERNATIONAL RELATIONS	
RE 350	REAL ESTATE ANALYSIS	
SOC 214	POLICING THE MARGINS	
SOC 232	GLOBAL CITIES	
SOC 310	CRIMINALIZATION, PUNISHMENT, & RESISTANCE	
SOC 317	GENDER, CRIME AND JUSTICE	
SOC 390	SEMINAR IN SOCIOLOGY	
REL 224	RELIGION AND POLITICS IN THE UNITED STATES	
HLTH 250	HEALTH CARE POLICY IN THE UNITED STATES	

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Public Policy 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.

- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Public Policy (MPP)

The Masters in Public Policy (MPP) prepares students interested in public policy to serve the common good and advance a just society,

in the spirit of St. Vincent de Paul. The MPP degree develops effective leaders in nonprofit and government professions. Students will develop public policy and leadership skills through the School of Public Service curriculum, which stresses ethics, problem-solving and research skills, and the ability to implement public policy.

This degree is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

Mission Statement

The Master in Public Policy degree prepares students to conduct public policy analysis with an emphasis on analytic skill building, community advocacy, and ethical leadership development. We promote compassion for marginalized communities and service to all with sensitivity, professionalism, accountability, transparency, and justice.

Program Requirements	Quarter Hours
Core Requirements	40
Elective Courses	12
Total hours required	52

The MPP may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MPP/certificate program should consult with their academic advisor (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to determine what coursework might count toward both programs. A separate application process for the certificate may be required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office (<https://las.depaul.edu/about/administration-staff/Pages/graduate-student-office.aspx>) for additional information.

- Masters in Public Policy + Community Development Certificate
- Masters in Public Policy + Critical Ethnic Studies Certificate
- Masters in Public Policy + Emergency Management Administration Certificate
- Masters in Public Policy + Geographic Information Systems Certificate
- Masters in Public Policy + Global Health Certificate
- Masters in Public Policy + Health Care Administration Certificate
- Masters in Public Policy + Metropolitan Planning and Development Certificate
- Masters in Public Policy + Social Research Certificate
- Masters in Public Policy + Strategic Writing and Advancement for Nonprofits Certificate
- Masters in Public Policy + Sustainable Urban Food Systems Certificate
- Masters in Public Policy + Translation and Interpreting Certificate
- Masters in Public Policy + Women's and Gender Studies Certificate

Learning Outcomes

Students will be able to:

- Lead ethically in the field of public policy.
- Create and assess plans for citizen involvement in policy planning, advocacy, and implementation.
- Understand, apply, and consider the trade-offs in social equity, political accountability, and economic efficiency.
- Communicate effectively through oral and written media.

- Become engaged and informed citizens, active in public policy and service.

Degree Requirements

Course Requirements

Students complete a total of 13 courses (52 credit hours). Ten courses (40 credit hours) of core coursework and three courses (12 credit hours) of electives are required.

Core Courses

Course	Title	Quarter Hours
MPS 500	INTRODUCTION TO PUBLIC SERVICE MANAGEMENT	4
MPS 533	APPLIED STATISTICS FOR PUBLIC SERVICE (USING EXCEL)	4
or MPS 536	APPLIED STATISTICS FOR PUBLIC SERVICE (USING SPSS)	
MPS 541	ECONOMIC FOUNDATIONS OF PUBLIC SERVICE	4
MPS 542	POLICY DESIGN AND ANALYSIS	4
MPS 543	POLICY IMPLEMENTATION	4
MPS 546	ADVOCACY AND LOBBYING	4
MPS 563	LAW AND PUBLIC POLICY	4
MPS 583	RESEARCH METHODS FOR PUBLIC SERVICE	4
MPS 593	INTEGRATIVE SEMINAR	4
MPS 594	ETHICAL LEADERSHIP IN PUBLIC SERVICE	4

Internship Capstone Option

Students may choose to replace MPS 593 with MPS 610 Internship Capstone option.

Elective Courses

Course	Title	Quarter Hours
Select three from the following:		12
MPS 511	SUSTAINABLE INTERNATIONAL DEVELOPMENT	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 535	HEALTH CARE POLICY	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 554	PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING	
MPS 564	PUBLIC SAFETY ADMINISTRATION AND PLANNING	
MPS 571	METROPOLITAN PLANNING	
MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	
MPS 575	STUDY ABROAD SEMINAR	
MPS 576	ENERGY POLICY AND THE ENVIRONMENT	
MPS 577	ENVIRONMENTAL CONFLICTS AND MEDIATED SOLUTIONS	

MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY
MPS 579	SUSTAINABLE DEVELOPMENT POLICY AND INTERNATIONAL INSTITUTIONS
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP
MPS 604	SPECIAL TOPICS

Student Handbook

Students in the School of Public Service will follow many of the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in the School of Public Service. Please see information below.

Academic Probation

All students within the School of Public Service must maintain a minimum cumulative GPA of 2.7 or higher as part of their requirements for graduation. As a result, any student who earns a cumulative GPA below 2.7 (B-) is placed on academic probation. Students on academic probation are required to meet with the Assistant Director for Academic Advising (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to discuss their performance and determine a plan for improvement.

Dismissal

Students who are not able to raise their cumulative GPA to a minimum of 2.7 within two academic quarters (after being placed on academic probation) are subject to dismissal from the program.

Readmission

If a student is dismissed from the program (as outlined in the dismissal policy), he or she may reapply through the formal admission application process.

Graduation Requirements

In order to graduate from the program, students must complete all program requirements with a minimum cumulative GPA of 2.7 or higher. If a student's cumulative GPA is below a 2.7, he or she may be denied graduation.

Non-Degree Seeking Students

While School of Public Service courses are open to non-degree seeking graduate students, pre-requisite requirements for certain courses may be enforced.

Public Policy (MPP), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Public Policy (MPP)

The Masters in Public Policy (MPP) prepares students interested in public policy to serve the common good and advance a just society, in the spirit of St. Vincent de Paul. The MPP degree develops effective

leaders in nonprofit and government professions. Students will develop public policy and leadership skills through the School of Public Service curriculum, which stresses ethics, problem-solving and research skills, and the ability to implement public policy.

The combined degree program option is intended for selected students for whom the master's degree is the preferred preparation for their career goals, or is viewed as additional preparation before pursuing a doctoral or law degree. The combined Bachelors/MPP program shortens the time to completion of the bachelor's and master's degrees by and costs less in tuition than pursuing the two degrees sequentially.

Combined program students take three MPP courses during their senior year, typically one per quarter, which double-count for both the bachelor's and the master's degrees. Placement of the successfully completed MPP courses either as open electives or as major field electives resides with the College hosting the specific Bachelor's degree program. After the bachelor's degree is awarded the three courses are credited toward the requirements of the MPP degree program as well.

Participants in the combined MPP program pay the current tuition rate applicable to their undergraduate program for any courses counted toward the requirements of both their bachelor's and master's degree programs. Participants will be eligible for the current Double Demon Discount for the remainder of their graduate coursework.

Through the combined Bachelors/MPP program, the student is responsible for working with both their undergraduate advisor to manage their undergraduate degree progress, while also working with the SPS academic advisor (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to plan a graduate program of study that includes the MPP courses as open electives or major field electives. Undergraduates are advised to meet a faculty member once per quarter during their senior year as an undergraduate to ensure that they are on track to graduate and transition into the master's program. They also must maintain at least a 3.0 GPA in their graduate-level courses in order to matriculate into the graduate program.

Click on DEGREE REQUIREMENTS (p. 967) for descriptions of the required MPP coursework.

Public Policy (MPP) Online

The Masters in Public Policy (MPP) prepares students interested in public policy to serve the common good and advance a just society, in the spirit of St. Vincent de Paul. The MPP degree develops effective leaders in nonprofit and government professions. Students will develop public policy and leadership skills through the School of Public Service curriculum, which stresses ethics, problem-solving and research skills, and the ability to implement public policy.

This degree is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

Mission Statement

The Master in Public Policy degree prepares students to conduct public policy analysis with an emphasis on analytic skill building, community advocacy, and ethical leadership development. We promote compassion for marginalized communities and service to all with sensitivity, professionalism, accountability, transparency, and justice.

Program Requirements	Quarter Hours
Core Requirements	40
Elective Courses	12
Total hours required	52

The MPP may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MPP/certificate program should consult with their academic advisor (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to determine what coursework might count toward both programs. A separate application process for the certificate may be required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office (<https://las.depaul.edu/about/administration-staff/Pages/graduate-student-office.aspx>) for additional information.

- Masters in Public Policy + Community Development Certificate
- Masters in Public Policy + Critical Ethnic Studies Certificate
- Masters in Public Policy + Emergency Management Administration Certificate
- Masters in Public Policy + Geographic Information Systems Certificate
- Masters in Public Policy + Global Health Certificate
- Masters in Public Policy + Health Care Administration Certificate
- Masters in Public Policy + Metropolitan Planning and Development Certificate
- Masters in Public Policy + Social Research Certificate
- Masters in Public Policy + Strategic Writing and Advancement for Nonprofits Certificate
- Masters in Public Policy + Sustainable Urban Food Systems Certificate
- Masters in Public Policy + Translation and Interpreting Certificate
- Masters in Public Policy + Women's and Gender Studies Certificate

Learning Outcomes

- Lead ethically in the field of public policy.
- Create and assess plans for citizen involvement in policy planning, advocacy, and implementation.
- Understand, apply, and consider the trade-offs in social equity, political accountability, and economic efficiency.
- Communicate effectively through oral and written media.
- Become engaged and informed citizens, active in public policy and service.

Degree Requirements

Course Requirements

Students complete a total of 13 courses (52 credit hours). Ten courses (40 credit hours) of core coursework and three courses (12 credit hours) of electives are required.

Core Courses

Course	Title	Quarter Hours
MPS 500	INTRODUCTION TO PUBLIC SERVICE MANAGEMENT	4
MPS 533	APPLIED STATISTICS FOR PUBLIC SERVICE (USING EXCEL)	4

or MPS 536	APPLIED STATISTICS FOR PUBLIC SERVICE (USING SPSS)	
MPS 541	ECONOMIC FOUNDATIONS OF PUBLIC SERVICE	4
MPS 542	POLICY DESIGN AND ANALYSIS	4
MPS 543	POLICY IMPLEMENTATION	4
MPS 546	ADVOCACY AND LOBBYING	4
MPS 563	LAW AND PUBLIC POLICY	4
MPS 583	RESEARCH METHODS FOR PUBLIC SERVICE	4
MPS 593	INTEGRATIVE SEMINAR	4
MPS 594	ETHICAL LEADERSHIP IN PUBLIC SERVICE	4

Internship Capstone Option

Students may choose to replace MPS 593 with MPS 610 Internship Capstone option.

Elective Courses

Course	Title	Quarter Hours
Select three from the following:		12
MPS 511	SUSTAINABLE INTERNATIONAL DEVELOPMENT	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 535	HEALTH CARE POLICY	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 554	PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING	
MPS 564	PUBLIC SAFETY ADMINISTRATION AND PLANNING	
MPS 571	METROPOLITAN PLANNING	
MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	
MPS 575	STUDY ABROAD SEMINAR	
MPS 576	ENERGY POLICY AND THE ENVIRONMENT	
MPS 577	ENVIRONMENTAL CONFLICTS AND MEDIATED SOLUTIONS	
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
MPS 579	SUSTAINABLE DEVELOPMENT POLICY AND INTERNATIONAL INSTITUTIONS	
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP	
MPS 604	SPECIAL TOPICS	

Student Handbook

Students in the School of Public Service will follow many of the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in the School of Public Service. Please see information below.

Academic Probation

All students within the School of Public Service must maintain a minimum cumulative GPA of 2.7 or higher as part of their requirements for graduation. As a result, any student who earns a cumulative GPA below 2.7 (B-) is placed on academic probation. Students on academic probation are required to meet with the Assistant Director for Academic Advising (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to discuss their performance and determine a plan for improvement.

Dismissal

Students who are not able to raise their cumulative GPA to a minimum of 2.7 within two academic quarters (after being placed on academic probation) are subject to dismissal from the program.

Readmission

If a student is dismissed from the program (as outlined in the dismissal policy), he or she may reapply through the formal admission application process.

Graduation Requirements

In order to graduate from the program, students must complete all program requirements with a minimum cumulative GPA of 2.7 or higher. If a student's cumulative GPA is below a 2.7, he or she may be denied graduation.

Non-Degree Seeking Students

While School of Public Service courses are open to non-degree seeking graduate students, pre-requisite requirements for certain courses may be enforced.

Public Policy Studies (Minor)

The Public Policy Studies minor is designed to help you learn the foundations of basic policy theory and research methods, as well as how to develop and analyze public policies and understand how they integrate with your major course of study. Contact PPSAdvising@depaul.edu (ppsadvising@depaul.edu) for more information.

Course Requirements

Course	Title	Quarter Hours
PPS 101	INTRODUCTION TO PUBLIC POLICY	4
Select five additional PPS courses		20

Students majoring in Public Policy (BA) are restricted from earning this minor.

Public Relations and Advertising (BA)

The College of Communication offers a variety of courses leading to a Bachelor of Arts degree in Public Relations and Advertising. The program examines theories and practices in the related fields of public relations and advertising, and considers advertising and public relations processes, products and effects from cultural, ethical, organizational, historical, creative and methodological perspectives. Students in Public Relations and Advertising studies learn to think critically and analytically, to develop ideas clearly, and to speak and write effectively. Within the broad context of human communication and the liberal arts, students explore the relationship of public relations and advertising activities to other aspects of human endeavor. Graduates are prepared for entry-level

positions within the public and private sectors, or for continuing their education in academic or professional graduate programs.

Program Requirements	Quarter Hours
College Core Requirements	16
Liberal Studies Requirements	84
Major Requirements	48
Open Electives	44
Total hours required	192

Learning Outcomes

Students will be able to:

- Identify, explain and apply conceptual and historical foundations of public communication disciplines as they relate to information and persuasion theories, concepts and models.
- Demonstrate facility with writing, speaking and production of media materials to inform, persuade, build relationships, and problem solve.
- Develop and demonstrate strategic plans and planning methods, as well as critical thinking skills.
- Construct and analyze audience research by applying measurement, environmental scanning, and evaluation techniques to products, projects, and programs.
- Classify and analyze the elements of ethical decision making to hypothetical and real world settings.

College Core Requirements (p. 970) Modern Language Requirement (p. 970) Modern Language Option (p. 970)

All majors in the College of Communication consist of a four-course common core plus an additional combination of program requirements and electives.

College Core Requirements

Four core courses are required of all College of Communication students:

Course	Title	Quarter Hours
CMN 101	INTRODUCTION TO HUMAN COMMUNICATION	4
CMN 102	INTRODUCTION TO MASS COMMUNICATION	4
CMN 103	INTERCULTURAL COMMUNICATION	4
CMN 104	PUBLIC SPEAKING	4

Students are encouraged to complete all four prior to taking additional coursework in the major.

Modern Language Requirement

Students who intend to graduate with a Bachelor of Arts degree in the College of Communication will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing the last course in a second year high school course work in a modern language or Latin

- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language (must be completed during high school)
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement. Students with some modern language training should consult with the Modern Language Department about the course with which they should begin. Students with little or no previous work in the language will be required to complete the entire three-course introductory sequence.

Modern Language Option

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level necessary to meet the College's modern language requirement. Students selecting the option may substitute a three-course language sequence for three learning domain courses, or two upper-level courses in the same language for two learning domain requirements. Modern language option waivers cannot be applied to courses in the Math and Computing Domain or courses in the Scientific Inquiry domain. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		

Required	4
Senior Year	
Capstone	
PRAD 396	CAPSTONE IN PUBLIC RELATIONS AND ADVERTISING ¹ 4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Note

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

In addition to the four core College of Communication courses, students take seven required classes, three Public Relations and Advertising electives, and two additional electives from the College

of Communication. All Public Relations and Advertising majors must complete a total of 16 classes (64 credit hours).

Course	Title	Quarter Hours
Required Courses:		24
PRAD 244	PRINCIPLES OF ADVERTISING	or PRAD 255
PRAD 256	WRITING FOR PUBLIC RELATIONS AND ADVERTISING	
PRAD 291	RESEARCH, DATA AND INSIGHTS	PRAD 292
PRAD 292	DESIGN APPLICATIONS FOR PRAD PROFESSIONALS	
PRAD 334	ADVERTISING AND PUBLIC RELATIONS ETHICS	or PRAD 335
PRAD 374	MEDIA RELATIONS	
PRAD 379	ADVERTISING MEDIA PLANNING	Choose one of the following courses:
PRAD 336	ADVERTISING CAMPAIGNS	
PRAD 337	PUBLIC RELATIONS CAMPAIGNS	PRAD 339
PRAD 339	INTEGRATED COMMUNICATION CAMPAIGNS	
PRAD 387	BATEMAN PUBLIC RELATIONS CAMPAIGNS	PRAD 389
PRAD 389	AAF CAMPAIGNS	
PRAD 397	FOX SPORTS UNIVERSITY	Select three of the following:
CMN 292	ADOBE CREATIVE CLOUD WORKSHOP (2.0 quarter hours) ²	
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP	CMN 395
CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS	
CMN 397	RESEARCH PRACTICUM ¹	PRAD 244
CMN 399	INDEPENDENT STUDY ¹	
PRAD 244	PRINCIPLES OF ADVERTISING	PRAD 255
PRAD 255	PUBLIC RELATIONS	
PRAD 290	PUBLIC RELATIONS AND ADVERTISING WORKSHOP (VARIABLE TOPICS) (2.0 quarter hours) ²	PRAD 320
PRAD 320	EVENT PLANNING	
PRAD 321	ADVANCED EVENT PLANNING	PRAD 333
PRAD 333	HUMOR AND ADVERTISING	
PRAD 334	ADVERTISING AND PUBLIC RELATIONS ETHICS	PRAD 335
PRAD 335	DIVERSITY & CURRENT ISSUES IN ADVERTISING AND PUBLIC RELATIONS	
PRAD 336	ADVERTISING CAMPAIGNS	PRAD 337
PRAD 337	PUBLIC RELATIONS CAMPAIGNS	
PRAD 338	HEALTH AND PUBLIC RELATIONS	PRAD 339
PRAD 339	INTEGRATED COMMUNICATION CAMPAIGNS	

PRAD 340	BRAND ACTIVATION AND CONSUMER PROMOTION
PRAD 351	COPYWRITING
PRAD 352	DIGITAL ADVERTISING
PRAD 353	PSYCHOLOGY OF ADVERTISING
PRAD 354	PERSONAL BRANDING
PRAD 356	ADVANCED WRITING FOR PUBLIC RELATIONS
PRAD 357	ADVERTISING PORTFOLIO
PRAD 362	ENGAGING LATINX COMMUNITIES
PRAD 363	THE MEETING OF SPORTS AND ADVERTISING
PRAD 373	PUBLIC RELATIONS & ADVERTISING ENTREPRENEURS
PRAD 374	MEDIA RELATIONS
PRAD 375	COMMUNICATION LAW
PRAD 376	CRISIS COMMUNICATION MANAGEMENT
PRAD 378	CREATIVITY IN ADVERTISING
PRAD 379	ADVERTISING MEDIA PLANNING
PRAD 381	ADVERTISING AND CHILDREN
PRAD 382	NON-PROFIT PUBLIC RELATIONS
PRAD 383	BRANDED CONTENT
PRAD 384	INTERNATIONAL PUBLIC RELATIONS
PRAD 385	INTERNATIONAL ADVERTISING
PRAD 386	BATEMAN PUBLIC RELATIONS STRATEGY
PRAD 387	BATEMAN PUBLIC RELATIONS CAMPAIGNS
PRAD 388	AAF STRATEGY
PRAD 389	AAF CAMPAIGNS
PRAD 393	SPECIAL TOPICS IN PUBLIC RELATIONS AND ADVERTISING
PRAD 397	FOX SPORTS UNIVERSITY
PRAD 401	EYE TRACKING RESEARCH FOR THE PRAD PROFESSIONALS (2.0 quarter hours) ²

Select two electives (8 credits) from any College of Communication offerings 8

¹ Students may take up to 4 hours of credit in this course toward graduation requirements.

² A maximum of 8 credits from two credit College of Communication courses can be applied to major requirements.

Internship Credit

Students in the major may take CMN 394 and/or CMN 395 (when work relates to the major). In order to take CMN 394 or CMN 395, students must have completed two of the four communication core classes (CMN 101, CMN 102, CMN 103, CMN 104), two courses in the chosen major and have fulfilled internship program eligibility requirements.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Public Relations and Advertising 3+3 (BA+JD)

In the 3 + 3 BA/JD Program, high-achieving first-year incoming undergraduate students are admitted simultaneously to the College of Communication and the College of Law. Students complete their first three years in the College of Communication and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA/JD students meet regularly with advisors in both colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Communication during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Communication for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements.

Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study. Students who enrolled in the BA+JD program prior to 2022 must achieve a cumulative GPA of 3.35 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.35 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

- PRELAW 150 THE PRACTICE OF LAW
- PRELAW 151 RECENT CONTROVERSIES IN THE LAW
- PRELAW 152 THINKING ABOUT THE LAW

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Participating Majors

The BA/JD Program is available for students pursuing the following majors:

- Communication and Media (p. 247)
- Communication and Technology (p. 256)
- Communication Studies (p. 259)
- Journalism (p. 676)
- Media and Cinema Studies (p. 807)
- Organizational Communication (p. 879)
- Public Relations and Advertising (p. 969)
- Sports Communication (p. 1116)

For admission requirements and information, contact the Office of Admission (<https://www.depaul.edu/admission-and-aid/Pages/default.aspx>).

Public Relations and Advertising (MA)

The MA in Public Relations and Advertising equips students with the expertise and skills necessary to strategically manage an organization's communication with its publics. The Public Relations component stresses counseling and relationship management, while Advertising combines the management and creative aspects of persuasive communication.

Program Requirements	Quarter Hours
Core Requirements	24
Elective Requirements	24
Total hours required	48

Learning Outcomes

Students will be able to:

- Identify, explain and apply conceptual and historical foundations of public communication disciplines as they relate to informational, relational, and persuasion theories, concepts and models.
- Construct and analyze audience research by applying measurement, environmental scanning, and evaluation techniques to products, projects, and programs.
- Classify and analyze the elements of ethical decision making to hypothetical and real world settings, as well as articulate the ethical, legal and social responsibilities of public communications professionals.

- Develop and demonstrate strategic plans and planning methods, issues management techniques, and message development practices in a variety of settings and applications.
- Demonstrate facility with writing, speaking and production of media materials to inform, persuade, build relationships, and problem solve.

Degree Requirements

Course Requirements

The Master of Arts in Public Relations and Advertising (PRAD) requires 12 courses (48-credit hours).

Core Courses

Course	Title	Quarter Hours
Six core courses are required		24
PRAD 515	WRITING FOR A COMMUNICATION CAREER	
PRAD 553	ADVERTISING FOUNDATIONS	
PRAD 555	PUBLIC RELATIONS FOUNDATIONS	
PRAD 575	COMMUNICATION ETHICS AND LAW	
PRAD 585	RESEARCH, DATA AND INSIGHTS	
Select one of the following:		
PRAD 596	PERSONAL BRANDING AND CAREER STRATEGIES	
PRAD 599	RESEARCH THESIS ¹	

¹ Students who attain a 3.7 GPA or higher and obtain prior approval from the graduate program director have the option to complete a thesis instead of the portfolio. Approved students completing a thesis need to start the process at least 9-12 months prior to graduation and will enroll in PRAD 599 RESEARCH THESIS as their final course in the quarter they defend their thesis.

Elective Courses

Course	Title	Quarter Hours
Select six of the following: ¹		24
PRAD 511	CONSUMER INSIGHTS	
PRAD 512	ENGAGING LATINX COMMUNITIES	
PRAD 514	CONTEMPORARY ISSUES IN PUBLIC RELATIONS AND ADVERTISING	
PRAD 530	PR/AD AGENCY ROLES & RESPONSIBILITIES	
PRAD 536	ADVERTISING AND HEALTH CAMPAIGNS	
PRAD 540	CRISIS COMMUNICATION MANAGEMENT	
PRAD 550	INTEGRATED COMMUNICATION CAMPAIGNS	
PRAD 551	ADVERTISING AND COPYWRITING	
PRAD 554	CREATIVE PROCESSES	
PRAD 563	MEDIA PLANNING	
PRAD 564	BUSINESS SKILLS FOR STRATEGIC COMMUNICATORS	
PRAD 590	PUBLIC RELATION & ADVERTISING WORKSHOP	
PRAD 594	COMMUNICATION CAMPAIGNS FOR SOCIAL CHANGE	

PRAD 595	SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING
CMN 591	INTERNSHIP
CMN 592	INDEPENDENT STUDY
CMN 593	RESEARCH PRACTICUM
CMN 598	STUDY ABROAD

¹ With approval of the graduate program director, students can take up to two relevant elective courses from other College of Communication graduate programs or relevant elective courses from other graduate departments/programs outside of the College of Communication.

Portfolio

Students in the Master of Arts in Public Relations and Advertising program complete their degree requirements by submitting a comprehensive portfolio. Students present their portfolios and network with industry professionals at the annual Portfolio Showcase.

Master's Thesis

Students who attain a 3.7 GPA or higher and obtain prior approval from the graduate program director have the option to complete a thesis instead of the portfolio. Approved students completing a thesis need to start the process at least 9-12 months prior to graduation and will enroll in PRAD 599 as their final course in the quarter they defend their thesis.

Optional Latino Media & Communication Concentration

The graduate concentration in Latino Media & Communication is comprised of at least three graduate courses drawn from the areas of advertising, journalism, media and cinema studies, multicultural communication, organizational communication and public relations. Graduate students in any of the College of Communication Master of Arts programs can elect to complete the Latino Media & Communication concentration. Students may need to use outside electives to complete this concentration.

Students who complete the concentration will:

- Develop an understanding of the heterogeneous and rapidly changing Latino communities locally, nationally and globally
- Ground their knowledge of intercultural studies within a more extensive and concrete knowledge of a particular (even though diverse), rapidly growing, and increasingly important population within the U.S.
- Increase their cross-cultural competence (understanding and ability to dialogue across difference, develop cultural sensitivity and awareness) with Latino communities
- Enhance their capacity to communicate with and learn from Latino populations in the workplace, in community situations and other sites of engagement
- Recognize the impact of the movement of Latinos across the globe and develop the skills to critically consume and produce media, public relations and advertisement representations that communicate to and about Latino communities
- Develop field-specific knowledge of Latino media and communication along with an understanding of how Latino studies shapes other fields of communication

Courses

Students are required to take three courses (12 credits) from the following list:

Course	Title	Quarter Hours
CMNS 509	SPECIAL TOPICS IN MULTICULTURAL COMMUNICATION ¹	
CMNS 542	MULTICULTURAL COMMUNICATION IN THE WORKPLACE	
JOUR 515	SPECIAL TOPICS IN JOURNALISM ¹	
MCS 521	TOPICS IN CINEMA STUDIES ¹	
MCS 533	LATIN AMERICAN CINEMA/MEDIA	
PRAD 511	CONSUMER INSIGHTS	
PRAD 512	ENGAGING LATINX COMMUNITIES	
PRAD 514	CONTEMPORARY ISSUES IN PUBLIC RELATIONS AND ADVERTISING ¹	
PRAD 595	SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING ¹	
CMN 591	INTERNSHIP ¹	
CMN 598	STUDY ABROAD ¹	

¹ Topic must be related to Latino Media and Communication.

Grade Requirements

All students are required to maintain a cumulative GPA of 3.000 in their coursework. If a student's cumulative GPA falls below 3.000, the student will be allowed to complete an additional 16 credits or 3 quarters (whichever comes first) to attain the 3.000 minimum GPA. If the cumulative GPA remains below a 3.000 at the conclusion of this time period, the student may be dismissed from the program. The student's cumulative and term GPAs along with overall academic performance will be factored into the dismissal decision.

Public Relations and Advertising (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Public Relations and Advertising (MA)

The Public Relations and Advertising combined degree program is open to all undergraduate majors across the university. Students who are interested in this program must apply to the Graduate Admission Office in their junior year, and if accepted, can take up to three graduate courses (12 credits) in their senior year. These three courses count towards both the bachelor's program and the Master of Arts degree. Students will pay the current undergraduate tuition rate for these three courses. Once students earn their Bachelor of Arts or Bachelor of Science degree from DePaul, they matriculate as a graduate student and complete the remaining required courses for their Master of

Arts degree. Students should work with their undergraduate advisor to see how the graduate classes will fulfill undergraduate degree requirements. Students must maintain a 3.0 GPA (B or better) in each graduate class taken in the senior year in order to continue in the program.

Example Schedule for Students in the Combined Degree Program

Course	Title	Hours
Senior Year		
Fall Quarter		
Take one graduate course		4
Winter Quarter		
Take one graduate course		4
Spring Quarter		
Take one graduate course (student completes undergraduate degree requirements and matriculates as a graduate student for fall quarter.)		4
Fifth Year		
Fall Quarter		
Take three courses		12
Winter Quarter		
Take three courses		12
Spring Quarter		
Take three courses		12

Double Demon Scholarship

Alumni from any of DePaul's colleges who are admitted into a graduate degree program in the College of Communication automatically qualify for the Double Demon Scholarship. ***Combined degree program students are eligible.***

This scholarship covers 25% of the tuition for a master's degree in the College of Communication. Both full-time and part-time students are eligible. No scholarship application is required. (DePaul University employees are eligible for other employee tuition benefits through the university, and therefore are not eligible for the Double Demon Scholarship.)

Public Relations and Advertising (Minor)

Students pursuing a Public Relations and Advertising minor develop an understanding of public relations and advertising theories and practices. Additionally, students learn to consider public relations and advertising processes, products and effects from multiple perspectives, while strengthening critical thinking, writing, and speaking skills.

Course Requirements

A minor in Public Relations and Advertising requires students to complete a total of 24 credit hours (six courses). To complete the minor, students must take:

Course	Title	Quarter Hours
PRAD 244 or PRAD 255	PRINCIPLES OF ADVERTISING PUBLIC RELATIONS	4

PRAD 256	WRITING FOR PUBLIC RELATIONS AND ADVERTISING	4
PRAD 291	RESEARCH, DATA AND INSIGHTS	4
Select three of the following:		12
PRAD 290	PUBLIC RELATIONS AND ADVERTISING WORKSHOP (VARIABLE TOPICS) (2.0 quarter hours)	
PRAD 292	DESIGN APPLICATIONS FOR PRAD PROFESSIONALS	
PRAD 320	EVENT PLANNING	
PRAD 321	ADVANCED EVENT PLANNING	
PRAD 334	ADVERTISING AND PUBLIC RELATIONS ETHICS	
PRAD 335	DIVERSITY & CURRENT ISSUES IN ADVERTISING AND PUBLIC RELATIONS	
PRAD 336	ADVERTISING CAMPAIGNS	
PRAD 337	PUBLIC RELATIONS CAMPAIGNS	
PRAD 338	HEALTH AND PUBLIC RELATIONS	
PRAD 339	INTEGRATED COMMUNICATION CAMPAIGNS	
PRAD 340	BRAND ACTIVATION AND CONSUMER PROMOTION	
PRAD 351	COPYWRITING	
PRAD 352	DIGITAL ADVERTISING	
PRAD 353	PSYCHOLOGY OF ADVERTISING	
PRAD 354	PERSONAL BRANDING	
PRAD 356	ADVANCED WRITING FOR PUBLIC RELATIONS	
PRAD 357	ADVERTISING PORTFOLIO	
PRAD 362	ENGAGING LATINX COMMUNITIES	
PRAD 363	THE MEETING OF SPORTS AND ADVERTISING	
PRAD 373	PUBLIC RELATIONS & ADVERTISING ENTREPRENEURS	
PRAD 374	MEDIA RELATIONS	
PRAD 375	COMMUNICATION LAW	
PRAD 376	CRISIS COMMUNICATION MANAGEMENT	
PRAD 378	CREATIVITY IN ADVERTISING	
PRAD 379	ADVERTISING MEDIA PLANNING	
PRAD 381	ADVERTISING AND CHILDREN	
PRAD 382	NON-PROFIT PUBLIC RELATIONS	
PRAD 385	INTERNATIONAL ADVERTISING	
PRAD 386	BATEMAN PUBLIC RELATIONS STRATEGY	
PRAD 387	BATEMAN PUBLIC RELATIONS CAMPAIGNS	
PRAD 388	AAF STRATEGY	
PRAD 389	AAF CAMPAIGNS	
PRAD 393	SPECIAL TOPICS IN PUBLIC RELATIONS AND ADVERTISING	
PRAD 397	FOX SPORTS UNIVERSITY	
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP	
CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS	

Students majoring in Public Relations and Advertising are restricted from earning this minor.

Public Service Management (MS)

The Master of Science in Public Service Management at DePaul University prepares students interested in public service management to serve the common good and advance a just society, in the spirit of St. Vincent de Paul. The MS in Public Service Management offers students a broad-based education with which they can pursue careers in fund raising and philanthropy, health care administration, metropolitan planning and urban affairs, nonprofit administration and public policy.

The degree offers four on-site concentrations: health care administration, metropolitan planning and urban affairs, emergency management, and standard. Three concentrations of this degree can be completed entirely online as well as on-site: metropolitan planning and urban affairs, emergency management, and standard.

This degree is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

Mission Statement

The MS in Public Service Management degree educates students to work in public, private, and nonprofit organizations. Through our cross-sectoral approach to learning, research, and service our students learn to connect domestic and global issues, alleviate poverty, and build responsive and responsible service organizations. We promote compassion for marginalized communities, ethical leadership and service to all people with integrity, accountability, justice, professionalism, sensitivity, and transparency.

Program Requirements	Quarter Hours
Core Requirements	32
Concentration Requirements	20
Total hours required	52

The MS in Public Service Management may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MS/certificate program should consult with their academic advisor (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to determine what coursework might count toward both programs. A separate application process for the certificate may be required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office (<https://las.depaul.edu/about/administration-staff/Pages/graduate-student-office.aspx>) for additional information.

- Public Service Management + Community Development Certificate
- Public Service Management + Critical Ethnic Studies Certificate
- Public Service Management + Emergency Management Administration Certificate
- Public Service Management + Geographic Information System Certificate
- Public Service Management + Global Health Certificate
- Public Service Management + Health Care Administration Certificate
- Public Service Management + Metropolitan Planning and Development Certificate
- Public Service Management + Social Research Certificate

- Public Service Management + Strategic Writing and Advancement for Nonprofits Certificate
- Public Service Management + Sustainable Urban Food Systems Certificate
- Public Service Management + Translation and Interpreting Certificate
- Public Service Management + Women's and Gender Studies Certificate

Learning Outcomes

Students will be able to:

- Explain relevant public service issues to target audiences in the appropriate written and oral formats.
- Apply an ethical framework in making an organizational decision on a current moral dilemma.
- Determine the interactive roles of business, government, and nonprofit sectors in public welfare.
- Analyze the leadership skills essential to managing public service organizations.
- Demonstrate their research competencies through a multi-step self-assessment process.

Degree Requirements

Students complete 13 courses (52 credit hours) for the Master of Science in Public Service Management program. Eight courses (32 credit hours) of core course work and five courses (20 credit hours) of declared concentration work.

Core Courses

Course	Title	Quarter Hours
MPS 500	INTRODUCTION TO PUBLIC SERVICE MANAGEMENT	4
MPS 501	CROSS-SECTOR ANALYSIS	4
MPS 522	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	4
MPS 533	APPLIED STATISTICS FOR PUBLIC SERVICE (USING EXCEL)	4
or MPS 536	APPLIED STATISTICS FOR PUBLIC SERVICE (USING SPSS)	
MPS 542	POLICY DESIGN AND ANALYSIS	4
MPS 583	RESEARCH METHODS FOR PUBLIC SERVICE	4
MPS 593	INTEGRATIVE SEMINAR	4
MPS 594	ETHICAL LEADERSHIP IN PUBLIC SERVICE	4

Internship Capstone Option

Students may choose to replace MPS 593 with MPS 610 Internship Capstone option.

Concentration Requirements

Students may choose concentrations in a variety of public service fields. Concentrations are available for students in the Master of Science in Public Service Management degree with specialized interests and careers. The concentrations are: *Emergency Management, Health Care Administration, and Metropolitan Planning and Urban Affairs*. Students who choose not to pursue a specialized concentration will declare the *Standard concentration*. Three concentrations of this degree can be completed entirely online as well as on-site: metropolitan planning

and urban affairs, emergency management, and standard. See the concentration pages for further course information.

Internship Option

Students can opt to complete an internship or professional development experience in a public service setting. The student would enroll in MPS 601 for course credit, which will be applied to the MS degree by the student's adviser. Contact SPSAdvising@depaul.edu (spsadvising@depaul.edu) for more details.

Concentrations provide focus to the degree. In addition to the degree requirements, students are required to choose one of the following:

- Emergency Management Concentration, Public Service Management (MS) (p. 977)
- Health Care Administration Concentration, Public Service Management (MS) (p. 978)
- Metropolitan Planning and Urban Affairs Concentration, Public Service Management (MS) (p. 978)
- Standard Concentration, Public Service Management (MS) (p. 979)

Student Handbook

Students in the School of Public Service will follow many of the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in the School of Public Service. Please see information below.

Academic Probation

All students within the School of Public Service must maintain a minimum cumulative GPA of 2.7 or higher as part of their requirements for graduation. As a result, any student who earns a cumulative GPA below 2.7 (B-) is placed on academic probation. Students on academic probation are required to meet with the Assistant Director for Academic Advising to discuss their performance and determine a plan for improvement.

Dismissal

Students who are not able to raise their cumulative GPA to a minimum of 2.7 within two academic quarters (after being placed on academic probation) are subject to dismissal from the program.

Readmission

If a student is dismissed from the program (as outlined in the dismissal policy), he or she may reapply through the formal admission application process.

Graduation Requirements

In order to graduate from the program, students must complete all program requirements with a minimum cumulative GPA of 2.7 or higher. If a student's cumulative GPA is below a 2.7, he or she may be denied graduation.

Non-Degree Seeking Students

While School of Public Service courses are open to non-degree seeking graduate students, pre-requisite requirements for certain courses may be enforced.

Emergency Management Concentration, Public Service Management (MS)

Emergency Management is a critical concern for the public, private and non-profit sectors. The concentration explores both the conceptual elements of emergency preparedness and the practical implementation of emergency management that typically occur at the intersection of local and national politics. Courses will address topics such as public safety and law enforcement, crisis management, disaster response and recovery. This concentration will provide students with both theoretical and practical knowledge that will prepare them for private or public sector employment in the area of emergency preparedness for both security and non-security related incidents

Required Concentration Courses

Course	Title	Quarter Hours
MPS 514	GOVERNMENT FINANCIAL ADMINISTRATION	4
or MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	
MPS 554	PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING	4
MPS 564	PUBLIC SAFETY ADMINISTRATION AND PLANNING	4

Elective Courses

Course	Title	Quarter Hours
Select two of the following:		8
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 529	STRATEGIC MANAGEMENT AND PLANNING	
MPS 546	ADVOCACY AND LOBBYING	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 560	ADMINISTRATIVE LAW	
MPS 571	METROPOLITAN PLANNING	
MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	
MPS 575	STUDY ABROAD SEMINAR	
MPS 576	ENERGY POLICY AND THE ENVIRONMENT	
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP	
MPS 604	SPECIAL TOPICS	
MPS 616	INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT	

FMS 419 HUMANITARIAN LOGISTICS
or MGT 520 HUMANITARIAN SUPPLY CHAIN

Health Care Administration Concentration, Public Service Management (MS)

The Health Care Administration concentration provides students with the managerial and analytical skills necessary to understand and influence the processes through which hospitals, associated health care organizations, and public and private agencies provide health care opportunities to explore the roles of specific nonprofit and governmental health care providers and regulatory agencies.

Required Concentration Courses

Course	Title	Quarter Hours
MPS 514	GOVERNMENT FINANCIAL ADMINISTRATION	4
or MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	
MPS 531	HEALTH CARE ADMINISTRATION	4
MPS 537	COMPARATIVE HEALTHCARE SYSTEMS	4

Elective Courses

Course	Title	Quarter Hours
Select two of the following:		8
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 519	RESOURCE DEVELOPMENT	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 529	STRATEGIC MANAGEMENT AND PLANNING	
MPS 534	MEDICAL SOCIOLOGY	
MPS 535	HEALTH CARE POLICY	
MPS 546	ADVOCACY AND LOBBYING	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 562	INTRODUCTION TO HEALTH LAW	
MPS 575	STUDY ABROAD SEMINAR	
MPS 576	ENERGY POLICY AND THE ENVIRONMENT	
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
MPS 600	INDEPENDENT STUDY	
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP	
MPS 604	SPECIAL TOPICS	

Metropolitan Planning and Urban Affairs Concentration, Public Service Management (MS)

The Metropolitan Planning and Urban Affairs concentration provides students with a broad perspective on the issues relating to land use, transportation, housing, economic development, and related social

problems. It instills an understanding of the institutional and analytical issues affecting units of government, planning agencies, and other urban public service institutions.

Required Concentration Courses

Course	Title	Quarter Hours
MPS 541	ECONOMIC FOUNDATIONS OF PUBLIC SERVICE	4
MPS 571	METROPOLITAN PLANNING	4
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	4
or MPS 560	ADMINISTRATIVE LAW	

Elective Courses

Course	Title	Quarter Hours
Select two of the following:		8
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 514	GOVERNMENT FINANCIAL ADMINISTRATION	
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 529	STRATEGIC MANAGEMENT AND PLANNING	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 560	ADMINISTRATIVE LAW	
MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	
MPS 575	STUDY ABROAD SEMINAR	
MPS 576	ENERGY POLICY AND THE ENVIRONMENT	
MPS 577	ENVIRONMENTAL CONFLICTS AND MEDIATED SOLUTIONS	
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
MPS 600	INDEPENDENT STUDY	
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP	
MPS 604	SPECIAL TOPICS	
MPS 616	INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT	

Public Service Management (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Public Service Management (MS)

The MS in Public Service Management degree educates leaders to work in public, private, and nonprofit organizations. Through our cross-sectoral approach to learning, research, and service we prepare leaders to connect domestic and global issues, alleviate poverty, and build responsive and responsible service organizations. We promote compassion for marginalized communities and service to all people with accountability, justice, professionalism, sensitivity, and transparency.

Combined program students take three courses during their senior year, typically one per quarter, which double-count for both the bachelor's and the master's degrees. Placement of the successfully completed courses either as open electives or as major field electives on the undergraduate level resides with the College hosting the specific bachelor's degree program. After the bachelor's degree is awarded the three courses are credited toward the requirements of the MS degree program as well.

Through the combined Bachelors/MS program, the student is responsible for working with both their undergraduate advisor to manage their undergraduate degree progress and the SPS academic advisor (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to plan a graduate program of study that includes the MPS courses as open electives or major field electives. Undergraduates are advised to meet a faculty member once per quarter during their senior year as an undergraduate to ensure that they are on track to graduate and transition into the master's program. They also must maintain at least a 3.0 GPA in their graduate-level courses in order to matriculate into the graduate program.

Click on DEGREE REQUIREMENTS (<https://catalog.depaul.edu/programs/public-service-management-ms/>) for descriptions of the required MS in Public Service Management coursework.

Standard Concentration, Public Service Management (MS)

Required Concentration Course

Course	Title	Quarter Hours
Select one from the following:		4
MPS 514	GOVERNMENT FINANCIAL ADMINISTRATION	
MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	
MPS 541	ECONOMIC FOUNDATIONS OF PUBLIC SERVICE	

Elective Courses

Four courses (16 quarter hours) chosen from more than 60 courses based on a student's professional goals and personal interests. If warranted by special needs or interests, students may take up to two elective courses in other departments of the university. Permission of the director is required before registration for such courses. Contact the Assistant Director for Student Advising (SPSAdvising@depaul.edu) if you plan to take elective courses from outside the School of Public Service.

Public Service Management (MS) Online

The Master of Science in Public Service Management at DePaul University prepares students interested in public service management to serve the common good and advance a just society, in the spirit of St. Vincent de Paul. The MS in Public Service Management offers students a broad-based education with which they can pursue careers in fund raising and philanthropy, health care administration, metropolitan planning and urban affairs, nonprofit administration and public policy.

The degree offers four on-site concentrations: health care administration, metropolitan planning and urban affairs, emergency management, and standard. Three concentrations of this degree can be completed entirely online as well as on-site: metropolitan planning and urban affairs, emergency management, and standard.

This degree is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

Mission Statement

The MS in Public Service Management degree educates students to work in public, private, and nonprofit organizations. Through our cross-sectoral approach to learning, research, and service our students learn to connect domestic and global issues, alleviate poverty, and build responsive and responsible service organizations. We promote compassion for marginalized communities, ethical leadership and service to all people with integrity, accountability, justice, professionalism, sensitivity, and transparency.

Program Requirements	Quarter Hours
Core Requirements	32
Concentration Requirements	20
Total hours required	52

The MS in Public Service Management may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MS/certificate program should consult with their academic advisor (SPSAdvising@depaul.edu (spsadvising@depaul.edu)) to determine what coursework might count toward both programs. A separate application process for the certificate may be required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office (<https://las.depaul.edu/about/administration-staff/Pages/graduate-student-office.aspx>) for additional information.

- Public Service Management + Community Development Certificate
- Public Service Management + Critical Ethnic Studies Certificate
- Public Service Management + Emergency Management Administration Certificate
- Public Service Management + Geographic Information System Certificate
- Public Service Management + Global Health Certificate
- Public Service Management + Health Care Administration Certificate
- Public Service Management + Metropolitan Planning and Development Certificate
- Public Service Management + Social Research Certificate
- Public Service Management + Strategic Writing and Advancement for Nonprofits Certificate

- Public Service Management + Sustainable Urban Food Systems Certificate
- Public Service Management + Translation and Interpreting Certificate
- Public Service Management + Women's and Gender Studies Certificate

Learning Outcomes

Students will be able to:

- Explain relevant public service issues to target audiences in the appropriate written and oral formats.
- Apply an ethical framework in making an organizational decision on a current moral dilemma.
- Determine the interactive roles of business, government, and nonprofit sectors in public welfare.
- Analyze the leadership skills essential to managing public service organizations.
- Demonstrate their research competencies through a multi-step self-assessment process.

Degree Requirements

Students complete 13 courses (52 credit hours) for the Master of Science in Public Service Management program. Eight courses (32 credit hours) of core course work and five courses (20 credit hours) of declared concentration work.

Core Courses

Course	Title	Quarter Hours
MPS 500	INTRODUCTION TO PUBLIC SERVICE MANAGEMENT	4
MPS 501	CROSS-SECTOR ANALYSIS	4
MPS 522	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	4
MPS 533	APPLIED STATISTICS FOR PUBLIC SERVICE (USING EXCEL)	4
or MPS 536	APPLIED STATISTICS FOR PUBLIC SERVICE (USING SPSS)	
MPS 542	POLICY DESIGN AND ANALYSIS	4
MPS 583	RESEARCH METHODS FOR PUBLIC SERVICE	4
MPS 593	INTEGRATIVE SEMINAR	4
MPS 594	ETHICAL LEADERSHIP IN PUBLIC SERVICE	4

Internship Capstone Option

Students may choose to replace MPS 593 with MPS 610 Internship Capstone option.

Concentration Requirements

Students may choose concentrations in a variety of public service fields. Concentrations are available for students in the Master of Science in Public Service Management degree with specialized interests and careers. The concentrations are: *Emergency Management*, *Health Care Administration*, and *Metropolitan Planning and Urban Affairs*. Students who choose not to pursue a specialized concentration will declare the *Standard concentration*. Three concentrations of this degree can be completed entirely online as well as on-site: metropolitan planning

and urban affairs, emergency management, and standard. See the concentration pages for further course information.

Internship Option

Students can opt to complete an internship or professional development experience in a public service setting. The student would enroll in MPS 601 for course credit, which will be applied to the MS degree by the student's adviser. Contact SPSAdvising@depaul.edu (spsadvising@depaul.edu) for more details.

Concentrations provide focus to the degree. In addition to the degree requirements, students are required to choose one of the following:

- Emergency Management Concentration, Public Service Management (MS) Online (p. 981)
- Metropolitan Planning and Urban Affairs Concentration, Public Service Management (MS) Online (p. 981)
- Standard Concentration, Public Service Management (MS) Online (p. 982)

Student Handbook

Students in the School of Public Service will follow many of the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in the School of Public Service. Please see information below.

Academic Probation

All students within the School of Public Service must maintain a minimum cumulative GPA of 2.7 or higher as part of their requirements for graduation. As a result, any student who earns a cumulative GPA below 2.7 (B-) is placed on academic probation. Students on academic probation are required to meet with the Assistant Director for Academic Advising to discuss their performance and determine a plan for improvement.

Dismissal

Students who are not able to raise their cumulative GPA to a minimum of 2.7 within two academic quarters (after being placed on academic probation) are subject to dismissal from the program.

Readmission

If a student is dismissed from the program (as outlined in the dismissal policy), he or she may reapply through the formal admission application process.

Graduation Requirements

In order to graduate from the program, students must complete all program requirements with a minimum cumulative GPA of 2.7 or higher. If a student's cumulative GPA is below a 2.7, he or she may be denied graduation.

Non-Degree Seeking Students

While School of Public Service courses are open to non-degree seeking graduate students, pre-requisite requirements for certain courses may be enforced.

Emergency Management Concentration, Public Service Management (MS) Online

Emergency Management is a critical concern for the public, private and non-profit sectors. The concentration explores both the conceptual elements of emergency preparedness and the practical implementation of emergency management that typically occur at the intersection of local and national politics. Courses will address topics such as public safety and law enforcement, crisis management, disaster response and recovery. This concentration will provide students with both theoretical and practical knowledge that will prepare them for private or public sector employment in the area of emergency preparedness for both security and non-security related incidents

Required Concentration Courses

Course	Title	Quarter Hours
MPS 514	GOVERNMENT FINANCIAL ADMINISTRATION	4
or MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	
MPS 554	PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING	4
MPS 564	PUBLIC SAFETY ADMINISTRATION AND PLANNING	4

Elective Courses

Course	Title	Quarter Hours
Select two of the following:		8
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 529	STRATEGIC MANAGEMENT AND PLANNING	
MPS 546	ADVOCACY AND LOBBYING	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 560	ADMINISTRATIVE LAW	
MPS 571	METROPOLITAN PLANNING	
MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	
MPS 575	STUDY ABROAD SEMINAR	
MPS 576	ENERGY POLICY AND THE ENVIRONMENT	
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP	
MPS 604	SPECIAL TOPICS	
MPS 616	INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT	

FMS 419

HUMANITARIAN LOGISTICS

or MGT 520 HUMANITARIAN SUPPLY CHAIN

Metropolitan Planning and Urban Affairs Concentration, Public Service Management (MS) Online

The Metropolitan Planning and Urban Affairs concentration provides students with a broad perspective on the issues relating to land use, transportation, housing, economic development, and related social problems. It instills an understanding of the institutional and analytical issues affecting units of government, planning agencies, and other urban public service institutions.

Required Concentration Courses

Course	Title	Quarter Hours
MPS 541	ECONOMIC FOUNDATIONS OF PUBLIC SERVICE	4
MPS 571	METROPOLITAN PLANNING	4
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	4
or MPS 560	ADMINISTRATIVE LAW	

Elective Courses

Course	Title	Quarter Hours
Select two of the following:		8
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 514	GOVERNMENT FINANCIAL ADMINISTRATION	
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	
MPS 527	BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE	
MPS 529	STRATEGIC MANAGEMENT AND PLANNING	
MPS 552	GIS FOR COMMUNITY DEVELOPMENT	
MPS 560	ADMINISTRATIVE LAW	
MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	
MPS 575	STUDY ABROAD SEMINAR	
MPS 576	ENERGY POLICY AND THE ENVIRONMENT	
MPS 577	ENVIRONMENTAL CONFLICTS AND MEDIATED SOLUTIONS	
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY	
MPS 600	INDEPENDENT STUDY	
MPS 601	PROFESSIONAL DEVELOPMENT AND INTERNSHIP	
MPS 604	SPECIAL TOPICS	
MPS 616	INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT	

Standard Concentration, Public Service Management (MS) Online

Required Concentration Course

Course	Title	Quarter Hours
Select one from the following:		4
MPS 514	GOVERNMENT FINANCIAL ADMINISTRATION	
MPS 515	NONPROFIT FINANCIAL ADMINISTRATION	
MPS 541	ECONOMIC FOUNDATIONS OF PUBLIC SERVICE	

Elective Courses

Four courses (16 quarter hours) chosen from more than 60 courses based on a student's professional goals and personal interests. If warranted by special needs or interests, students may take up to two elective courses in other departments of the university. Permission of the director is required before registration for such courses. Contact the Assistant Director for Student Advising (SPSAdvising@depaul.edu) if you plan to take elective courses from outside the School of Public Service.

Publishing Certificate

The Certificate in Publishing requires sixteen credit hours and welcomes students who have earned a bachelor's degree in any field.

The Certificate in Publishing can broaden and strengthen the preparation of students seeking to work in the publishing industry. This program serves students in graduate programs at DePaul as well as students-at-large interested in various aspects of publishing. Course offerings focus on book, magazine/journal, and digital publishing, and a wide array of internship opportunities allows students to gain practical skills and to network in the field.

Program Requirements

- Three graduate courses in publishing. These courses may be chosen from among the following:
 - ENG 477. This course may be repeated with different topics that include:
 - American Literary Magazine
 - Book Editing
 - Book Production
 - Book Launching/Publicity
 - Digital Publishing
 - The Independent Press
 - ENG 496. This course may be repeated with different topics.
- One internship course (ENG 509)

How to Apply

- Please submit the following:
 - Official transcripts from all previous college coursework (a GPA of 3.0 or above on a 4.0 scale is recommended but not required for admission)
 - Completed online application (go.depaul.edu/apply (<http://go.depaul.edu/apply/>))

- Personal statement that describes the applicant's prior/current publishing-related experiences and explains his or her desire to earn a certificate
- Current resume or curriculum vitae

Pure Mathematics (MS)

The Department of Mathematical Sciences offers a program of study leading to the Master of Science degree in Pure Mathematics. The program provides students with rigorous training in Pure Mathematics as well as a solid foundation for pursuing a PhD degree in Mathematics or teaching Mathematics at the college level. This is an evening program offered at the Lincoln Park campus. The program can be completed in two academic years by taking two classes per quarter or in four quarters by taking three classes per quarter.

Program Requirements	Quarter Hours
Core Requirements	32
Concentration Requirements	16
Total hours required	48

Learning Outcomes

Students will be able to:

- Construct valid logical arguments and create formal mathematical proofs.
- Read and analyze professional mathematical literature.
- Identify, formulate, abstract, and solve problems in Pure Mathematics using tools from a variety of mathematical areas including linear algebra, abstract algebra, topology, and analysis.
- Communicate mathematical ideas clearly by using appropriate mathematical terminology and notation.

Degree Requirements

Course Requirements

At least 48 quarter hours of graduate level work in mathematics and passing two comprehensive examinations in Algebra and Analysis.

Core Courses

Course	Title	Quarter Hours
MAT 470	ADVANCED LINEAR ALGEBRA	4
MAT 471	GROUP THEORY	4
MAT 472	FIELDS AND GALOIS THEORY	4
MAT 473	RINGS AND MODULES	4
MAT 434	TOPOLOGY	4
MAT 435	MEASURE THEORY	4
MAT 436	FUNCTIONAL ANALYSIS	4
MAT 437	COMPLEX ANALYSIS	4

Elective Classes

Course	Title	Quarter Hours
Select 16 quarter hours from the following:		16
MAT 451	PROBABILITY AND STATISTICS I	
MAT 452	PROBABILITY AND STATISTICS II	
MAT 453	PROBABILITY AND STATISTICS III	

MAT 481	FOURIER ANALYSIS AND SPECIAL FUNCTIONS
MAT 482	PARTIAL DIFFERENTIAL EQUATIONS
MAT 484	MATHEMATICAL MODELING
MAT 485	NUMERICAL ANALYSIS I
MAT 486	NUMERICAL ANALYSIS II
MAT 494	GRAPH THEORY
MAT 498	PROBLEM SOLVING IN MATHEMATICS
MAT 596	ADVANCED TOPICS IN ALGEBRA
MAT 597	ADVANCED TOPICS IN ANALYSIS
MAT 598	ADVANCED PROBLEM SOLVING IN ALGEBRA AND ANALYSIS
MAT 595	GRADUATE THESIS RESEARCH (may be repeated up to a maximum of 8 credit hours total)

With program director's written approval two of the elective courses can be substituted with graduate courses in other areas, such as Computer Science, Physics, or Mathematical Education.

Program Graduate Academic Student Handbook

Academic Probation

A student will be placed on academic probation at the time when his/her cumulative GPA falls below 2.50.

Academic Dismissal

A student may be academically dismissed under one or more of the following violations of satisfactory progress:

1. student's cumulative GPA only for the first twelve completed credit hours after being placed on academic probation is below 2.50.
2. student's cumulative GPA after completing the first 24 credit hours after being placed on academic probation is below 2.50.
3. lack of timely progress toward degree completion, including both coursework and comprehensive exams.
4. failing comprehensive exams twice.

Conditional Admission

Applicants who have not yet completed one or more of the listed prerequisites may be admitted on a conditional basis while they complete the prerequisites at DePaul as undergraduate non-degree seeking students.

Readmission

The same readmission standards outlined in the Graduate Student Handbook and approval of the program director are observed for students in these programs.

Transfer Credit

A maximum of twelve quarter hours may be accepted as transfer credit upon approval of the student's program director and the associate dean for graduate studies. Credit will only be transferred for courses that have equivalents to courses offered in DePaul's graduate program as determined by the program director and provided they did not count toward the completion of another degree at DePaul or another institution.

Undergraduate Courses

No undergraduate courses shall count toward the graduate degree.

Graduation Requirements

Requirements include, but are not limited to, twelve graduate courses (48 credit hours) at a minimum cumulative GPA of 2.50, and passing two comprehensive examinations in Algebra and Analysis.

Graduation with Distinction

A minimum cumulative GPA of 3.70 for coursework applied toward the pure mathematics degree and high performance on the comprehensive examinations - as determined by the Mathematical Sciences department - are required for graduation with distinction.

Time Limitation

The degree is expected to be completed in a maximum of six years.

Pure Mathematics (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Pure Mathematics (MS)

This combined program is an opportunity for every DePaul undergraduate with at least 88 credits (junior standing) and preparatory work in Mathematics equivalent to a math minor to apply for early admission to the Master of Science in Pure Mathematics. This will be beneficial to non-mathematics majors who would like to add the Master's degree in Mathematics to their current BS degree, which will open such career opportunities as teaching Mathematics at the college level or pursuing a doctorate or professional degree.

Students interested in the combined degree program should consult first with their undergraduate advisor in their home college and the Pure Mathematics graduate program director to evaluate whether they are eligible for admission to the combined degree program and to plan the undergraduate program of study that includes the graduate level MAT courses as open electives or, in certain cases, as substitutes to major requirements.

Admission Criteria

Students may apply for admission to the universal combined degree program if they satisfy the following criteria:

- At least 88.0 credit hours earned (junior status)
- Successful completion (with a grade of C- or better) of the following undergraduate coursework with GPA of at least 2.7 over these courses:
 - One year of single-variable calculus (MAT 150-151-152 or equivalent)
 - Two quarters or one semester of multivariable calculus (MAT 260-261 or equivalent)
 - A course in linear algebra (MAT 262)
 - A course in mathematical reasoning (MAT 215 or both MAT 140 and MAT 141 or equivalent)

To apply, students should submit the following materials to the Office of Graduate Admissions (graddepaul@depaul.edu):

- CSH Combined Program Application form
- Official copy of undergraduate transcript

Interested students are strongly encouraged to consult with the Pure Mathematics Graduate Program Director prior to submitting their application.

Students enrolled in the universal combined degree program will be awarded their Bachelor's degrees upon completion of their undergraduate degree requirements. They need to apply for undergraduate degree conferral when they reach the required credit hours and meet all other criteria for their baccalaureate degree.

Pure Mathematics Graduate Certificate

Students pursuing a graduate certificate in Pure Mathematics need to complete four graduate-level courses (16 credit hours). They will choose four out of the following six courses:

Course	Title	Quarter Hours
Select four of the following:		16
MAT 434	TOPOLOGY	
MAT 435	MEASURE THEORY	
MAT 436	FUNCTIONAL ANALYSIS	
MAT 471	GROUP THEORY	
MAT 472	FIELDS AND GALOIS THEORY	
MAT 473	RINGS AND MODULES	

In special circumstances and with approval of the graduate program director, some of these courses can be substituted with other relevant courses.

Students in this certificate program must earn a grade of C- or higher in all graduate courses and finish with a cumulative GPA or 2.0 of higher.

The requirements for admission into this certificate program are:

- Bachelor's degree from an accredited institution
- Successful completion (with a grade of C- or higher) of the following undergraduate coursework:
 - A year of single-variable calculus (equivalent of MAT 150-151-152)
 - A course in multivariable calculus (equivalent of MAT 260 or MAT 640)
 - A course in linear algebra (equivalent of MAT 262 or MAT 672)
 - A course in abstract algebra (equivalent of MAT 310 or MAT 670-671)
 - A course in real analysis (equivalent of MAT 335 or MAT 680)

The admission process and review of applicants is managed by the Office of Graduate Admission via the online application and follows procedures similar to those used for existing graduate programs offered by the Department of Mathematical Sciences.

Radio, TV, and New Media (Minor)

The Radio, TV, and New Media minor is designed for students interested in the historical and cultural impact of mass media on our modern, global society. Students may focus on a specific subject area to complement their individual study plan.

Course Requirements

A minor in Radio, TV, and New Media requires students to complete a total of 24 credit hours (six courses). To complete the minor, students must take:

Course	Title	Quarter Hours
MCS 271	MEDIA AND CULTURAL STUDIES	4
MCS 342	HISTORY OF TELEVISION & RADIO	4
Select three History/Criticism courses from the following:		12
MCS 231	INTRODUCTION TO DOCUMENTARY STUDIES	
MCS 242	TELEVISION STYLE AND NARRATIVE STRUCTURE	
MCS 260	TRANSMEDIA STORYTELLING: BUILDING A NARRATIVE WORLD	
MCS 261	INTRODUCTION TO FAN STUDIES	
MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	
MCS 280	BAH HUMBUG! CHRISTMAS MOVIES/TV AND MEDIA METHODS	
MCS 331	TOPICS IN DOCUMENTARY STUDIES	
MCS 341	TOPICS IN RADIO STUDIES	
MCS 343	MEDIA ETHICS	
MCS 351	TOPICS IN TELEVISION STUDIES	
MCS 352	TOPICS IN NEW MEDIA	
MCS 361	FANDOM & PARTICIPATORY CULTURE	
MCS 363	TOPICS IN FAN STUDIES	
MCS 364	MONSTERS IN POPULAR CULTURE	
MCS 366	COMMUNICATION, TECHNOLOGY AND SOCIETY	
MCS 367	SPORTS FANDOM	
MCS 369	TIME TRAVEL ON TELEVISION	
MCS 371	WRITING TELEVISION CRITICISM	
MCS 372	DIGITAL CULTURE AND NEW MEDIA	
MCS 393	TOPICS IN ADVANCED MEDIA ETHICS	
CMNS 309	INTERNATIONAL/GLOBAL COMMUNICATION	
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP	
CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS	
Select one Production Course from the following:		4
MCS 339	RADIO BROADCASTING	
MCS 373	AUDIO DOCUMENTARY	
MCS 386	AUDIO PRODUCTION FOR RADIO AND THE WEB	
MCS 389	TOPICS IN MEDIA PRODUCTION	

ANI 101	ANIMATION FOR NON-MAJORS
ANI 105	MOTION GRAPHICS FOUNDATIONS
ART 328	DOCUMENTARY PHOTOGRAPHY
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP
CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS
DOC 324	DOCUMENTARY PRODUCTION II
FILM 110	DIGITAL CINEMA PRODUCTION I
FILM 250	CINEMATOGRAPHY I
JOUR 276	PHOTOJOURNALISM
POST 110	EDITING I
POST 124	SOUND DESIGN I
SCWR 100	INTRODUCTION TO SCREENWRITING
SCWR 250	INTRODUCTION TO TELEVISION WRITING

Reading Specialist (MA or MEd)

The Reading Specialist program combines developmental and remedial reading content with course work in understanding individuals who exhibit learning challenges and those with identified disabilities. It provides candidates with a well-rounded and in-depth understanding of issues related to teaching literacy to a wide variety of students, with a particular focus on students in urban environments. The program also prepares candidates to assume leadership roles within schools, including the coordination of school-wide assessment, instructional coaching, and professional development.

Licensure

Students who hold an Illinois professional educator license are eligible for a Reading Specialist endorsement (K-12) upon completion of the Reading Specialist master's program, the required licensure tests, and the required employment experience (2-years of full-time teaching experience on an Illinois professional educator license or comparable out-of-state license). Endorsement only options are available for individuals who already hold a master's degree. Note: Courses in the Reading Specialist program are designed for practicing educators and are not open to students seeking a first teaching license (Teaching and Learning). Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice.

Program Requirements	Quarter Hours
Degree Requirements (MA)	56
Total hours required	56

Program Requirements	Quarter Hours
Degree Requirements (MEd)	52
Total hours required	52

- Demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of language and literacy.
- Use foundational knowledge to design, implement, and evaluate evidence-based literacy instruction and curricula for diverse learners.
- Select and use appropriate assessment tools to screen, diagnose, and measure student achievement literacy to inform instruction, evaluate interventions, and assist teacher in their use of assessment results.

- Demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity.
- Address developmental needs of all learners and collaborate with colleagues to engage and motivate learners and support a literacy-rich learning environment.
- Apply knowledge of adult learning to work collaboratively with colleagues in the roles of leader, coach, and advocate.

College Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Course Requirements

Social and Cultural Studies Courses: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4
Select one of the following:		4
SCG 401	ADVANCED LIFESPAN DEVELOPMENT	
SCG 402	PSYCHOLOGY OF LEARNING	
SCG 403	HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY	
SCG 406	HUMAN DEVELOPMENT AND LEARNING: SECONDARY	
SCG 439	PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION	
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

Reading Specialist Core Courses: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 430	INTRODUCTION TO READING ASSESSMENT	4
SER 405	TEACHING LITERACY TO EXCEPTIONAL LEARNERS	4
SER 432	DEVELOPING LITERACY: ASSESSMENT AND INSTRUCTION	4
SER 433	ASSESSMENT AND DIAGNOSTIC TEACHING OF READING	4
SER 438	LITERATURE-BASED AND CONTENT AREA LITERACY INSTRUCTION	4

Leadership Courses: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 435	LITERACY PROGRAMS: CURRICULUM AND COLLABORATION	4
SER 437	LEADERSHIP AND PROFESSIONAL DEVELOPMENT IN LITERACY	4

Practicum Courses: 12 quarter hours required, grade of C or better

Course	Title	Quarter Hours
SER 542	PRACTICUM IN LITERACY ASSESSMENT	4
SER 543	PRACTICUM IN LITERACY INSTRUCTION AND ASSESSMENT	4
SER 544	PRACTICUM IN LITERACY INSTRUCTION, ASSESSMENT, AND COLLABORATION	4

Choose one: Thesis (MA) or Capstone (MEd)

Master of Arts (MA) Degree Requirements: 4 Quarter Hours, Grade of C or Better Required

Course	Title	Quarter Hours
SER 549	THESIS RESEARCH IN SPECIALIZED INSTRUCTION	4

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the MA Thesis Handbook for additional information.

Master of Education (MEd) Degree Requirement

Course	Title	Quarter Hours
SER 608	CAPSTONE IN SPECIALIZED INSTRUCTION (non-tuition, PA grade required)	0

Clinical Experience

The practicum courses provide an opportunity to apply knowledge from course work to teaching struggling learners and those with disabilities. In these courses, students provide diagnostic and remedial services to children and adolescents from the Chicago area under the supervision of program faculty. These courses are offered in an on-campus facility.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Requirements are subject to change per the discretion of ISBE.

Reading Specialist students must complete the following tests:

- Reading Specialist Content Area Test (test #221) – assesses knowledge of language, reading, and literacy.

Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice.

Real Estate (BSB)

The undergraduate division of the Department of Real Estate provides a curriculum which enables all students in the Driehaus College of

Business to work and excel in the real estate community at the local and national levels, and to adapt to future changes in the industry. It provides a strong foundation for students with career goals in real estate as the demand for qualified professionals in all areas of the industry continues to escalate with changing economic factors that drive the real estate market. Competence in real estate today, and the future, requires an understanding of a wide variety of professional disciplines and their interactions. As a result, the program reaches across academic boundaries of departments and colleges to provide a truly interdisciplinary degree housed within the college. The DePaul real estate major requires finance and real estate law courses, and provides choices in economics, architecture history, public service management, geography, sociology, history and anthropology.

Students who complete the program will:

- Develop a comprehensive body of knowledge that will strengthen financial and analytical skills, including risk analysis, portfolio construction and management, cash flow analysis, and investment strategy
- Understand the organizational structure of financial institutions and the impact of capital markets on real estate
- Understand the basic laws and regulations governing land use and real estate decisions
- Be able to clearly articulate a site development strategy to all parties and agencies
- Understand the historical development of real estate and its impact on present and future development patterns
- Understand how architectural and urban history provide insights into real estate analysis and valuation

Employment opportunities exist everywhere across the spectrum: ownership, brokerage, appraisal, design, insurance, inspection, leasing, management, and construction are a few. Property sectors include office, industrial, multi-family, retail, and hospitality and entertainment. Expanding the definition of real estate to consider the financial services side of real estate yields an additional list of career opportunities (mortgage lenders, mortgage brokers, underwriters, services, researchers, and others). The Real Estate Center assists students in finding employment in many of these diverse areas and industries in the associated supporting professions.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	34
Open Electives	26
Total hours required	192

Learning Outcomes

Core Outcomes

Students will be able to:

- Use analytical and reflective skills in decision-making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.

- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

Program Specific Outcomes

Students will be able to:

- Evaluate direct real estate investment-debt and equity.
- Evaluate real estate securities-debt and equity
- Understand impact of financial criteria on decision-making.
- Explain the basic laws and regulations governing land use and real estate decisions.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	
Business Communication ³		
Select one of the following:		4
MKT 276	EFFECTIVE BUSINESS COMMUNICATION	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
Global Business Perspective ⁴		
Select one of the following:		4

ECO 316	EUROPEAN ECONOMIC HISTORY
ECO 330	RADICAL RESPONSES TO CAPITALISM
ECO 333	TOPICS IN GLOBAL ECONOMIES
ECO 334	UNDERSTANDING CHINA'S ECONOMY
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES
ECO 361	INTERNATIONAL TRADE
ECO 362	INTERNATIONAL MONETARY ECONOMICS
ECO 363	ECONOMICS OF THE EUROPEAN UNION
FIN 340	INTERNATIONAL FINANCE
FIN 355	GLOBAL IPOs & VENTURE CAPITAL
IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT
MGT 357	INTERNATIONAL BUSINESS
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT
MKT 360	INTERNATIONAL MARKETING
SOC 217	WORK IN A GLOBALIZED WORLD

A course taken as part of a term-long study abroad program

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241.

MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Grade Minimum Requirements for Real Estate Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, and MAT 137.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 HI Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 RD courses required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

A student majoring in Real Estate is required to complete the following courses totaling at least 34.0 hours:

Nine required courses:

Course	Title	Quarter Hours
FIN 315	DATA ANALYTICS IN FINANCE	4
RE 250	CAREER MANAGEMENT FOR REAL ESTATE PROFESSIONALS	2
RE 300	REAL ESTATE LAW	4
RE 320	URBAN PLANNING AND PUBLIC POLICY	4
RE 325	PROJECT MANAGEMENT: DESIGN & CONSTRUCTION	4
RE 350	REAL ESTATE ANALYSIS	4
RE 352	REAL ESTATE FINANCE	4
RE 353	REAL ESTATE INVESTMENT	4
RE 354	REAL ESTATE VALUATION	4

The department enforces all course prerequisites, without exception.

Students are encouraged to seek an internship with a Chicago-area business during the summer preceding either their junior or senior year, but the Real Estate major does not offer or accept a for-credit internship course.

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Open Electives

Open elective credit (26.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Combined Bachelor's + Master's Program Participants

Students admitted to the Real Estate Combined Bachelor's + Master's program may apply up to three approved graduate course(s) towards undergraduate Real Estate major.

- RE 520 (<https://catalog.depaul.edu/search/?P=RE%20520>) URBAN PLANNING AND PUBLIC POLICY replaces RE 320 (<https://catalog.depaul.edu/search/?P=RE%20320>) URBAN PLANNING AND PUBLIC POLICY
- RE 521 (<https://catalog.depaul.edu/search/?P=RE%20521>) LEGAL ISSUES IN REAL ESTATE replaces RE 300 (<https://catalog.depaul.edu/search/?P=RE%20300>) REAL ESTATE LAW
- RE 525 (<https://catalog.depaul.edu/search/?P=RE%20525>) PROJECT MANAGEMENT: DESIGN AND CONSTRUCTION replaces RE 325 (<https://catalog.depaul.edu/search/?P=RE%20325>) PROJECT MANAGEMENT: DESIGN & CONSTRUCTION

Graduation Requirements

All Real Estate (RE) courses and any courses used toward the Real Estate major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Recommended Courses

Students majoring in real estate are encouraged to complete courses from the list below to further explore topics relevant to real estate. These courses are approved for use in the Liberal Studies Program Learning Domains as indicated. Courses from this list are not approved for use as Real Estate Electives in the major or minor.

Arts and Literature

Course	Title	Quarter Hours
HAA 280	PREMODERN ARCHITECTURE: ANCIENT SOCIETIES TO THE ENLIGHTENMENT	
HAA 281	MODERN ARCHITECTURE	

Historical Inquiry

Course	Title	Quarter Hours
ECO 340	DEVELOPMENT OF ECONOMIC THOUGHT	
GEO 233	COMPARATIVE URBANISM	
HST 237	HISTORY OF THE CITY OF ROME	
HST 240	HISTORY OF CHICAGO	

Philosophical Inquiry

Course	Title	Quarter Hours
MGT 248	BUSINESS ETHICS (also counts for Business Ethics requirement)	
PHL 235	ENVIRONMENTAL PHILOSOPHY	
PHL 236	PHILOSOPHY AND THE CITY	
PHL 241	ETHICS AND PUBLIC POLICY	

Religious Dimensions

Course	Title	Quarter Hours
MGT 228	BUSINESS, ETHICS, AND SOCIETY	
REL 227	RELIGIOUS ETHICS AND PROFESSIONAL LIFE	

Scientific Inquiry

Course	Title	Quarter Hours
ANT 120	SCIENCE OF ARCHAEOLOGY	
ENV 102	INTRO TO ENVIRONMENTAL SCIENCE WITH LAB	

Social, Cultural, and Behavioral Inquiry

Course	Title	Quarter Hours
GEO 103	URBANIZATION	
PPS 301	PUBLIC POLICY AND POLITICS	
PSC 223	URBAN POLITICS	

Real Estate (Minor)

Available to students in the Driehaus College of Business and non-business programs at DePaul, a minor in Real Estate provides students with a general understanding of the real estate business and in-depth exploration of a specific topic in real estate, such as law, policy, valuation, investment, or finance.

Course Requirements

A student minoring in Real Estate is required to complete Real Estate courses totaling at least 20.0 hours:

Course	Title	Quarter Hours
Select one of the following:		4
FIN 290	FINANCE FOR NON-BUSINESS MAJORS	
FIN 310	INTRODUCTION TO FINANCE	
One required course:		4
FIN 350	REAL ESTATE ANALYSIS	
Select three elective courses from the following:		12
RE 300	REAL ESTATE LAW	
RE 320	URBAN PLANNING AND PUBLIC POLICY	
RE 325	PROJECT MANAGEMENT: DESIGN & CONSTRUCTION	
RE 352	REAL ESTATE FINANCE	
RE 353	REAL ESTATE INVESTMENT	
RE 354	REAL ESTATE VALUATION	
RE 398	SPECIAL TOPICS (multiple topics may be used)	

The department enforces all course prerequisites, without exception.

Students are encouraged to seek an internship with a Chicago-area business during the summer preceding either their junior or senior year,

but the Real Estate minor does not offer or accept a for-credit internship course.

Graduation Requirements

All Real Estate (RE) courses and any courses used toward the Real Estate minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Real Estate (MS)

In the Master of Science (MS) in Real Estate program, you will learn concepts and practices in real estate investment analysis and finance through a multidisciplinary curriculum that incorporates courses in real estate, marketing, law, public policy, geography and economics.

Whether you are a professional in real estate field looking to further your knowledge and skills in this industry, or are seeking a transition to the real estate field from another area, this degree will provide you with a strong foundation to prepare you for real estate industry leadership.

The MS in Real Estate program is designed for the student who has a bachelor’s degree, or who is has earned or is earning an MBA.

Highlights

The MS in Real Estate curriculum encompasses a wide range of courses that incorporate casework and teamwork, which will help you develop your communication and leadership skills. You will develop detailed knowledge and skills in:

- Real estate investment
- Real estate finance
- Real estate capital market and analysis
- Real estate development
- Real estate and market analysis
- Real estate taxation

Program Requirements	Quarter Hours
Required Courses	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Apply real estate mortgage financial practices, market factors, and finance and investment practices to real estate investment.
- Analyze real estate valuation and market factors.
- Evaluate commercial real estate investments using real estate criteria.
- Define, identify, summarize, and analyze a business problem and offer appropriate solution alternatives.
- Recognize and analyze ethical and legal problems within applied business situations, choose a solution, and justify that ethical choice.
- Identify business risks as applied to the global environment.
- Compare and contrast differences in global perspectives and discuss their impact on global management and decision-making; identify risks and rewards of international business.
- Understand and react to technological changes and factors affecting global and local real estate decision making.

Degree Requirements

Course Requirements

Students complete the MS in Real Estate by taking a minimum of 48 credit hours, normally 12 courses. Depending on the path selected for completing the quantitative requirement, several prerequisites may be required. Students may take either RE 527: Quantitative Methods and Analysis or FIN 555 to meet the program's quantitative requirement. The prerequisite for RE 527: QUANTITATIVE METHODS and ANALYSIS is admission to the program. However, students who wish to take FIN 555 must meet its prerequisites prior to enrollment, which include ACC 500 or ACC 502, and GSB 420 or GSB 519, or courses equivalent to these.

Required Courses (12 required courses)

Course	Title	Quarter Hours
RE 527 or FIN 555	QUANTITATIVE METHODS AND ANALYSIS FINANCIAL MANAGEMENT	4
RE 520	URBAN PLANNING AND PUBLIC POLICY	4
RE 521	LEGAL ISSUES IN REAL ESTATE	4
RE 525	PROJECT MANAGEMENT: DESIGN AND CONSTRUCTION	4
RE 530	REAL ESTATE INVESTMENT AND FINANCE	4
RE 531	REAL ESTATE CAPITAL MARKETS AND FINANCE	4
RE 533	REAL ESTATE MARKET ANALYSIS AND VALUATION	4
RE 535	INSTITUTIONAL REAL ESTATE INVESTMENT	4
RE 570	ADVANCED REAL ESTATE ANALYSIS WITH ARGUS	4
RE 572	STRUCTURING REAL ESTATE TRANSACTIONS	4
RE 574	MULTIFAMILY HOUSING POLICY AND FINANCE	4
RE 576	REAL ESTATE DEVELOPMENT	4

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the 12 required courses such that at least 48 credit hours of applicable course work are completed toward the degree. Prerequisite courses are not approved for elective credit.
- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written approval of the director of the program or the Kellstadt Graduate School of Business.

Real Estate (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These

three graduate level courses will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Real Estate (MS)

The Master of Science in Real Estate offers students a focused degree program of specialized courses in real estate analysis, development, finance, valuation, investment, planning and public policy. Courses are taught by both academics and professionals and are frequently team taught by a combination of the two. Casework and teamwork are hallmarks of the program, providing opportunities to develop communication and leadership skills.

Students emerge from the program with strong exposure to real estate content, concepts and practices as well as a solid array of skills that can be adapted to the evolving and inherently multi-disciplinary real estate industry.

DePaul degree-seeking undergraduate students interested in earning a Master of Science in Real Estate may apply to the bachelor's degree/Real Estate (MS) combined program. Students may be able to obtain both degrees in as few as five years.

Admission

Students must formally apply and be admitted to the Department of Real Estate before beginning their graduate coursework. Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.20

Students participating in this program will typically take three graduate level courses from the four classes below:

Course	Title	Quarter Hours
Select three from the following:		
RE 520	URBAN PLANNING AND PUBLIC POLICY	4
RE 521	LEGAL ISSUES IN REAL ESTATE	4
RE 525	PROJECT MANAGEMENT: DESIGN AND CONSTRUCTION	4
RE 574	MULTIFAMILY HOUSING POLICY AND FINANCE	4

Three courses may double-count up to 12 credits towards both degree programs. The undergraduate degree will be awarded at the completion of all undergraduate work while the MSRE will be awarded upon completion of the remaining graduate level work.

Recreation and Sport Management (BA)

The BA in Recreation and Sport Management (RSM) emphasizes a multidisciplinary understanding of leisure service management and leadership in preparation for careers and further education in managing recreation and sport organizations. The degree prepares students to work in the leisure service industry and addresses sport management and sport psychology, recreation administration and event planning, leadership and talent development, fitness, community health, nutrition and motor development. The degree is equally appropriate for adults

already working in the field looking to advance their skills and knowledge base as well as those new to the field.

This major is designed for working adult students and provides:

- Flexible scheduling including online options available
- Financial Aid, flexible payment options, and **special adult student tuition pricing**
- Acceleration and affordability through transfer credit and prior learning assessment (PLA) credit
- Opportunities to combine bachelor's and master's programs and apply graduate courses to both programs
- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
- Degree granted by DePaul University, with its excellent academic reputation and the opportunity to join its prestigious and extensive alumni network

Program Requirements	Quarter Hours
College Core Requirements	78
Major Requirements	76
Open Electives	38
Total hours required	192

Learning Outcomes

Students will be able to:

- Analyze and apply knowledge and theories of leisure service management.
- Explain legal and regulatory requirements applicable to recreation and sport organizations.
- Understand and address social justice issues related to recreation and sports.
- Apply skills for effective decision-making in recreation and sports.
- Investigate problems using qualitative and quantitative methods.
- Apply methods of communication in multiple settings.
- Analyze and apply different liberal arts perspectives.

College Core (78 credit hours, 20 credit hours in residence)

Course	Title	Quarter Hours
LL 201 or RPL 101	REFLECTIVE LEARNING ¹ PRIOR LEARNING ASSESSMENT	2
LL 305	ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD	4
LL 205 or LL 206	QUANTITATIVE REASONING ADVANCED MATH FOR PROFESSIONAL STUDIES	4
LL 261	ESSAY WRITING	4
LL 270	CRITICAL THINKING	4
LL 290	RESEARCH WRITING ¹	4
LL 301	RESEARCH METHODS ¹	6
LL 302	EXPERIENTIAL LEARNING PRACTICUM ¹	4

Liberal Learning Requirements (46 credits, 4 credits in residence):

- Liberal Arts in Action Requirement: CCA 281, CCH 281, CCS 281 or courses with LA1 designation, 6 credits
- CORE CURRICULUM ARTS & IDEAS, courses with the CCA, AL, PI, or RD requirement designations, 12 credits
- CORE CURRICULUM HUMAN COMMUNITY, courses with the CCH, SCBI, or HI requirement designations, 12 credits
- CORE CURRICULUM SCIENTIFIC WORLD, courses with the CCSW, SI, SILB, or SISK requirement designations, 12 credits
- IN 307 INTEGRATIVE LEARNING, 4 credits ¹

¹ Must be completed in residence.

Major Requirements (76 credit hours)

40 credit hours must be completed in residence in the major, including FA 199 and LL 303.

Professional Studies Core (20 credits, 8 credits in residence)

Course	Title	Quarter Hours
CAREER ASSESSMENT AND PLANNING		
FA 199	CAREER ASSESSMENT AND PLANNING	2
PROFESSIONAL COMMUNICATIONS		
DCM 330	PROFESSIONAL COMMUNICATION IN THE WORKPLACE	4
ETHICS OR SOCIAL JUSTICE, courses with the PSES requirement designation. Choose one of the following:		
DCM 317	ETHICS IN THE PROFESSIONS	2
DCM 318	SOCIAL JUSTICE IN THE PROFESSIONS	2
CREATIVITY OR INNOVATION, courses with the PSCI requirement designation. Choose one of the following:		
CCA 170	CREATIVITY AND ENTREPRENEURSHIP	2
DCM 319	CREATIVITY AND INNOVATIVE THINKING	2
GLOBAL PERSPECTIVES, courses with the PSGP requirement designation. Choose one of the following:		
CCH 239	BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE	4
CCH 283	GLOBAL PERSPECTIVES OF WORK & FAMILY	4
CCH 300	GLOBALIZATION AND PROFESSIONAL PRACTICE	4
CAPSTONE PROJECT		
LL 303	CAPSTONE PROJECT	6

Recreation and Sport Management Core (40 credits)

Course	Title	Quarter Hours
CCA 250	INTRODUCTION TO RECREATION AND SPORTS MANAGEMENT	4
CCH 367	LEISURE, RECREATION, AND HEALTH	4
BADM 223	ACCOUNTING AND FINANCE PRINCIPLES	4

CCA 251	PROGRAMMING PRINCIPLES AND APPLICATIONS IN RECREATION AND SPORTS	4
BADM 334	HUMAN RESOURCE AND TALENT DEVELOPMENT FUNDAMENTALS FOR MANAGERS	4
BADM 330	LAW IN THE BUSINESS ENVIRONMENT	4
PE 206	PERSONAL AND COMMUNITY HEALTH	4
CCS 267	NUTRITION FOR A LIFETIME	4
or PE 273	HEALTH AND NUTRITION	
BADM 288	MARKETING FOR THE SOCIAL GOOD	4
CCA 285	WORK, PLAY, REST: NAVIGATING COMPLEXITIES OF ADULT LIFE	4

Recreation and Sport Management Electives (16 credits)

Course	Title	Quarter Hours
BADM 120	ESSENTIALS OF COACHING	2
BADM 270	BUSINESS STARTUPS	2
CCA 153	THE ART OF SPEECHMAKING	2
CCA 396	INTRODUCTION TO ART THERAPY	4
CCH 219	THE FIGHT FOR HUMAN RIGHTS: ONE WOMAN'S CRUSADE	4
CCH 253	FAMILY LIFE: THE PAST, PRESENT AND FUTURE OF FAMILIES	4
CCH 282	LEISURE FOR WELL-BEING	2
DCM 301	EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT	4
DCM 307	ANALYZING HUMAN BEHAVIOR	4
DCM 312	ADVANCED LEADERSHIP THEORY & PRACTICE	4
DCM 323	THE PSYCHOLOGY OF AGING AND THE AGED	4
HSP 100	INTRODUCTION TO HOSPITALITY	4
HSP 320	PRIVATE CLUB MANAGEMENT	4
HSP 350	EVENT PLANNING	4
PE 311	MOTOR DEVELOPMENT THROUGHOUT THE LIFE SPAN	4
PE 346	ORGANIZATION/ADMINISTRATION OF PHYSICAL EDUCATION, SPORTS & FITNESS PROGRAMS	4
PE 391	THEORY AND TECHNIQUES OF COACHING	4
PE 450	PSYCHOLOGY OF SPORT BEHAVIOR AND ATHLETIC PERFORMANCE	4

Open Electives (38 credits)

Open Electives can be fulfilled through courses taken in the School of Continuing and Professional Studies and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Recreation and Sport Management (BA) Online

The BA in Recreation and Sport Management (RSM) emphasizes a multidisciplinary understanding of leisure service management and leadership in preparation for careers and further education in managing

recreation and sport organizations. The degree prepares students to work in the leisure service industry and addresses sport management and sport psychology, recreation administration and event planning, leadership and talent development, fitness, community health, nutrition and motor development. The degree is equally appropriate for adults already working in the field looking to advance their skills and knowledge base as well as those new to the field.

This major is designed for working adult students and provides:

- Flexible scheduling including online options available
- Financial Aid, flexible payment options, and **special adult student tuition pricing**
- Acceleration and affordability through transfer credit and prior learning assessment (PLA) credit
- Opportunities to combine bachelor's and master's programs and apply graduate courses to both programs
- Individualized program planning, course selection and advising assistance provided
- Enhanced career opportunities through professional portfolio development, and career placement services instruction from industry practitioners, and wide-ranging Career Services support
- Degree granted by DePaul University, with its excellent academic reputation and the opportunity to join its prestigious and extensive alumni network

Program Requirements	Quarter Hours
College Core Requirements	78
Major Requirements	76
Open Electives	38
Total hours required	192

Learning Outcomes

Students will be able to:

- Analyze and apply knowledge and theories of leisure service management.
- Explain legal and regulatory requirements applicable to recreation and sport organizations.
- Understand and address social justice issues related to recreation and sports.
- Apply skills for effective decision-making in recreation and sports.
- Investigate problems using qualitative and quantitative methods.
- Apply methods of communication in multiple settings.
- Analyze and apply different liberal arts perspectives.

College Core (78 credit hours, 20 credit hours in residence)

Course	Title	Quarter Hours
LL 201	REFLECTIVE LEARNING ¹	2
or RPL 101	PRIOR LEARNING ASSESSMENT	
LL 305	ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD	4
LL 205	QUANTITATIVE REASONING	4
or LL 206	ADVANCED MATH FOR PROFESSIONAL STUDIES	
LL 261	ESSAY WRITING	4
LL 270	CRITICAL THINKING	4

LL 290	RESEARCH WRITING ¹	4
LL 301	RESEARCH METHODS ¹	6
LL 302	EXPERIENTIAL LEARNING PRACTICUM ¹	4

Liberal Learning Requirements (46 credits, 4 credits in residence):

- Liberal Arts in Action Requirement: CCA 281, CCH 281, CCS 281 or courses with LA1 designation, 6 credits
- CORE CURRICULUM ARTS & IDEAS, courses with the CCA, AL, PI, or RD requirement designations, 12 credits
- CORE CURRICULUM HUMAN COMMUNITY, courses with the CCH, SCBI, or HI requirement designations, 12 credits
- CORE CURRICULUM SCIENTIFIC WORLD, courses with the CCSW, SI, SILB, or SISK requirement designations, 12 credits
- IN 307 INTEGRATIVE LEARNING, 4 credits ¹

¹ Must be completed in residence.

Major Requirements (76 credit hours)

40 credit hours must be completed in residence in the major, including FA 199 and LL 303.

Professional Studies Core (20 credits, 8 credits in residence)

Course	Title	Quarter Hours
CAREER ASSESSMENT AND PLANNING		
FA 199	CAREER ASSESSMENT AND PLANNING	2
PROFESSIONAL COMMUNICATIONS		
DCM 330	PROFESSIONAL COMMUNICATION IN THE WORKPLACE	4
ETHICS OR SOCIAL JUSTICE, courses with the PSES requirement designation. Choose one of the following:		
DCM 317	ETHICS IN THE PROFESSIONS	2
DCM 318	SOCIAL JUSTICE IN THE PROFESSIONS	2
CREATIVITY OR INNOVATION, courses with the PSCI requirement designation. Choose one of the following:		
CCA 170	CREATIVITY AND ENTREPRENEURSHIP	2
DCM 319	CREATIVITY AND INNOVATIVE THINKING	2
GLOBAL PERSPECTIVES, courses with the PSGP requirement designation. Choose one of the following:		
CCH 239	BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE	4
CCH 283	GLOBAL PERSPECTIVES OF WORK & FAMILY	4
CCH 300	GLOBALIZATION AND PROFESSIONAL PRACTICE	4
CAPSTONE PROJECT		
LL 303	CAPSTONE PROJECT	6

Recreation and Sport Management Core (40 credits)

Course	Title	Quarter Hours
CCA 250	INTRODUCTION TO RECREATION AND SPORTS MANAGEMENT	4
CCH 367	LEISURE, RECREATION, AND HEALTH	4

BADM 223	ACCOUNTING AND FINANCE PRINCIPLES	4
CCA 251	PROGRAMMING PRINCIPLES AND APPLICATIONS IN RECREATION AND SPORTS	4
BADM 334	HUMAN RESOURCE AND TALENT DEVELOPMENT FUNDAMENTALS FOR MANAGERS	4
BADM 330	LAW IN THE BUSINESS ENVIRONMENT	4
PE 206	PERSONAL AND COMMUNITY HEALTH	4
CCS 267	NUTRITION FOR A LIFETIME	4
or PE 273	HEALTH AND NUTRITION	
BADM 288	MARKETING FOR THE SOCIAL GOOD	4
CCA 285	WORK, PLAY, REST: NAVIGATING COMPLEXITIES OF ADULT LIFE	4

Recreation and Sport Management Electives (16 credits)

Course	Title	Quarter Hours
BADM 120	ESSENTIALS OF COACHING	2
BADM 270	BUSINESS STARTUPS	2
CCA 153	THE ART OF SPEECHMAKING	2
CCA 396	INTRODUCTION TO ART THERAPY	4
CCH 219	THE FIGHT FOR HUMAN RIGHTS: ONE WOMAN'S CRUSADE	4
CCH 253	FAMILY LIFE: THE PAST, PRESENT AND FUTURE OF FAMILIES	4
CCH 282	LEISURE FOR WELL-BEING	2
DCM 301	EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT	4
DCM 307	ANALYZING HUMAN BEHAVIOR	4
DCM 312	ADVANCED LEADERSHIP THEORY & PRACTICE	4
DCM 323	THE PSYCHOLOGY OF AGING AND THE AGED	4
HSP 100	INTRODUCTION TO HOSPITALITY	4
HSP 320	PRIVATE CLUB MANAGEMENT	4
HSP 350	EVENT PLANNING	4
PE 311	MOTOR DEVELOPMENT THROUGHOUT THE LIFE SPAN	4
PE 346	ORGANIZATION/ADMINISTRATION OF PHYSICAL EDUCATION, SPORTS & FITNESS PROGRAMS	4
PE 391	THEORY AND TECHNIQUES OF COACHING	4
PE 450	PSYCHOLOGY OF SPORT BEHAVIOR AND ATHLETIC PERFORMANCE	4

Open Electives (38 credits)

Open Electives can be fulfilled through courses taken in the School of Continuing and Professional Studies and other DePaul colleges, transfer courses, assessment of prior learning (PLA), and independent studies.

Refugee and Forced Migration Studies (MS)

The MS in Refugee and Forced Migration Studies is the first program of its kind in the United States. It offers students the chance to study the

causes and consequences of forced migration and gives them hands-on experience of working with area organizations like Refugee One and the Heartland Alliance. Forced migrants – including refugees, internally displaced people and climate refugees – are growing in numbers; the UNHCR estimates that there are 45.2 million people displaced all over the world. These include displacement in and outside of Afghanistan, Colombia, Pakistan, Turkey, Uganda, Somalia, Syria and Venezuela—about which we have heard on the news. But how do we move beyond the statistics to actually making a difference? This degree places forced migration and refugee studies in concrete historical, global and human contexts and seeks durable responses to the protracted and harrowing crises of forced migration.

The MS in Refugee and Forced Migration Studies aims to train committed individuals in academic and practical skills relevant to a career related to refugees and forced migration. The degree will enable students to work with on-site refugee organizations, government and non-government institutions, pursue further research in this field and/or engage in community development, public health, and social justice issues.

We aim to help students:

- Develop a rigorous understanding of the causes and consequences aspects of refugees and forced migration;
- Apply conceptual methodologies and legal frameworks for analyses and application of refugee protection regimes and human rights law;
- Develop an in-depth understanding of health issues related to refugees and other forced migrants;
- Acquire skills to work for and manage non-governmental agencies;
- Pursue further research

The MS in Refugee and Forced Migration Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MS/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Refugee and Forced Migration Studies + Global Health Certificate
- Refugee and Forced Migration Studies + Public Health Certificate
- Refugee and Forced Migration Studies + Social Research Certificate
- Refugee and Forced Migration Studies + Teaching English to Speakers of Other Languages (TESOL) Certificate
- Refugee and Forced Migration Studies + Women's and Gender Studies Certificate

Program Requirements	Quarter Hours
Core Requirements	32.5
Open Electives	8
Practicums	8
Total hours required	48.5

Learning Outcomes

Students will be able to:

- Access, analyze and evaluate information and ideas from multiple sources to identify underlying conditions, and formulate conclusions.

- Create and support arguments using a variety of approaches, from a variety of regions, dealing with a variety of peoples.
- Evaluate ethical issues from multiple perspectives and employ those considerations to chart coherent and justifiable courses of action.
- Apply their knowledge of global interconnectedness, interdependencies, and vulnerabilities to real life situations.
- Design, develop, and execute a significant intellectual and practical project related to law, public health, or conflict management.
- Articulate their skills and knowledge and represent themselves to external audiences.
- Work toward goals independently and in collaboration with others.

Degree Requirements

Course Requirements

Students will gain both academic and practical skills. In their first year, students will acquire conceptual methodologies and legal frameworks for critical analyses of refugee protection regimes and human rights law. They will also be introduced to health issues in refugee and forced migration studies. In the second year, the two research methods courses, together with the core practicum and internships, will enable students to assess, evaluate and apply theoretical knowledge as practitioners.

Course	Title	Quarter Hours
FMS 401/ LAW 517	ASYLUM AND REFUGEE LAW AND POLICY	4.5
FMS 402	PRO-SEMINAR IN FORCED MIGRATION	4
FMS 403	INTERNATIONAL HUMAN RIGHTS AND POLICY	4
FMS 404	INTERNATIONAL CONFLICT MANAGEMENT	4
FMS 405	PUBLIC HEALTH AND FORCED MIGRATION	4
FMS 411	INTERNATIONAL DIMENSIONS OF PUBLIC SERVICE	4
FMS 418	REFUGEE MENTAL HEALTH AND TRAUMA	4
FMS 419/ MGT 520	HUMANITARIAN LOGISTICS	4
FMS 450 or FMS 485	INTERNSHIP I (Practicum) RFMS EXPERIENTIAL LEARNING	4
FMS 490 or FMS 470	INTERNSHIP II (Practicum) ¹ MS THESIS IN FORCED MIGRATION	4
Select two open electives		8

¹ FMS 470 Requires good academic standing and director approval.

Relational Communication (Minor)

The Relational Communication minor helps students acquire the knowledge and skills necessary to manage relationships in both personal and professional contexts.

Course Requirements

A minor in Relational Communication requires students to complete six courses (24 credits). To complete the minor, students must take:

Course	Title	Quarter Hours
CMNS 211	INTERPERSONAL COMMUNICATION	4
Select five of the following:		20
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
CMNS 212	EFFECTIVE COMMUNICATION IN TEAMS AND SMALL GROUPS	
CMNS 304	COMMUNICATION, CODING & ENTREPRENEURSHIP	
CMNS 311	TOPICS IN RELATIONAL COMMUNICATION	
CMNS 312	EVOLUTION AND COMMUNICATION	
CMNS 313	NONVERBAL COMMUNICATION	
CMNS 314	FAMILY COMMUNICATION	
CMNS 318	CLOSE RELATIONSHIPS	
CMNS 319	THE DARK SIDE OF PERSONAL RELATIONSHIPS	
CMNS 320	DECEPTIVE COMMUNICATION	
CMNS 327	RESEARCHING RELATIONSHIPS	
CMNS 329	PERSUASION	
CMNS 340	COMMUNICATING & DATING	
CMNS 341	COMMUNICATION NETWORKS IN A DIGITAL AGE	
CMNS 342	LIVING ONLINE	
CMNS 343	WORK/FAMILY COMMUNICATION	
CMNS 344	MINDFULNESS	
CMNS 354	EMPLOYMENT INTERVIEWING	
CMNS 355	CONFLICT MANAGEMENT	
CMNS 373	INTERPERSONAL COMMUNICATION, POWER, AND SOCIAL JUSTICE	
CMNS 382	APPLIED RESEARCH METHODS IN COMMUNICATION STUDIES	

Religious Studies (BA)

The Department of Religious Studies offers DePaul students the opportunity to engage in the academic study of religion. The study of religion includes not only the traditional areas of sacred texts, myths, rituals, mystical experiences and doctrines, but also the ways in which political, social and economic forces shape these phenomena for religious communities. Drawing on a host of academic disciplines, religious studies challenges students to encounter the traditions of the world in all their rich diversity. Given the complexity of the subject matter, members of the department draw upon several other academic disciplines -- anthropology, art history, biblical studies, economics, environmental studies, ethics, gender studies, history, linguistics, literature and literary criticism, political science, philosophy, psychology, sociology, and theology -- as they do their work.

Beyond work with texts, students may also study religion through the media of film and video, music, the visual and dramatic arts, and the internet. The department emphasizes comprehensive learning in writing, synthetic and analytic thinking, and oral communication skills. Students can go beyond their course work with further learning opportunities, such as the senior thesis, independent study, study abroad and internships, and service learning, both locally and internationally.

A religious studies major or minor is positioned to pursue a wide variety of careers. A bridge between the specialist's perspectives on religion and a wider world that is often in need of these perspectives, religious studies majors have worked in the fields of law, social work, regional and international business, governmental and non-governmental service, secondary school teaching, and service in religious communities. A religious studies major is also well-prepared for further studies in graduate programs leading to careers in academia.

The Department encourages students in all major concentrations and minors to engage various questions related to the study of religion, such as (but not limited to):

- What is religion?
- How do religious communities come into being and define themselves?
- How do religious communities form worldviews, doctrines, and practices, and how does the study of religion help us to understand their change over time?
- How do sacred texts come into being, and what do they communicate to us?
- How does religion shape culture, and how does the wider culture define religion?
- What is the role of religion in the contemporary world?
- How do religion or religious sensibilities help us to relate (or hinder us from relating) to each other?
- How can an informed student of religion evaluate the rival claims to truth and moral rightness of different religious and secular ideologies?
- How do religious traditions and texts treat issues of sexuality and gender, race and class?
- How have religious traditions interacted with each other in the past, and how do they continue to do so today?

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	56
Open Electives	52
Total hours required	192

Learning Outcomes

Students will be able to:

- Identify, analyze, and critically compare some significant elements of religion - such as myth, narrative, symbol, ritual, sacred texts, law, doctrine, ethics, experience, and systems of cosmic, social and individual order - as they are manifested in religious traditions across culture, time, ethnicity race, or gender.
- Apply to religious phenomena various theories, methodological perspectives, and experiential approaches.
- Evaluate the relationship between religion and other elements of culture and society regarding such issues as the relation between religion and moral values, religion and power, as well as the role of religious movements as forces of personal and social transformation, social justice, and social integration.
- Identify and apply scholarly resources and/or field methodologies from religious studies in writing.

College Core Requirements Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in

high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4

Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
REL 390	INTEGRATING SEMINAR ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ A student majoring in Religious Studies (REL) is required to complete the Capstone offered by the REL Department. This is the case even if a student is double majoring (or pursuing a dual degree) and the secondary major (or degree) requires its own Capstone. An REL major in the University Honors Program shall take the University Honors Capstone and the REL Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- Not Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major

may count it either as a general elective or the experiential learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

The Religious Studies major requires all students to take 13 courses (52 credit hours), of which at least six courses (24 credit hours) must be at the 300-level.

The following four Core Courses are required:

Course	Title	Quarter Hours
REL 298	THEORY AND METHOD IN THE STUDY OF RELIGION	4
REL 300	THEORIES OF CULTURE AND RELIGION	4
REL 302	THEORIES OF RELIGION AND ETHICS	4
REL 390	INTEGRATING SEMINAR (taken for Liberal Studies Capstone requirement)	4

Students need to take nine additional courses (36 credit hours), at least three of which must be at the 300-level (12 credit hours) and the remaining at the 200-level. HON 104 can substitute for a 200-level course.

Students interested in the specialized study of Catholicism or Islam should consult the Department of Catholic Studies or the Islamic World Studies Program.

Religious Studies 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.

- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Religious Studies (Minor)

The minor in Religious Studies exposes students to a variety of approaches to religious traditions and issues.

Course Requirements

The Minor in Religious Studies requires all students to take any 6 courses (24 credit hours) in Religious Studies at the 100-, 200-, and/or 300-level. The department offers numerous courses offered online so that a minor can be completed online.

Rhetoric (Minor)

The Rhetoric minor helps you acquire the skills to understand and analyze the history, theory, and criticism of political discourse and public speaking.

Course Requirements

A minor in Rhetoric requires students to complete six courses (24 credits). To complete the minor, students must take:

Course	Title	Quarter Hours
CMN 103	INTERCULTURAL COMMUNICATION	4
CMN 104	PUBLIC SPEAKING	4
or CMNS 230	PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY	
Select four of the following:		16
CMNS 307	TOPICS IN COMMUNICATION STUDIES (Rhetoric Topics)	
CMNS 308	TOPICS IN INTERCULTURAL COMMUNICATION (Rhetoric Topics)	
CMNS 321	CULTURAL AND SYMBOLIC CRITICISM	
CMNS 323	SOCIAL MOVEMENTS	
CMNS 324	CULTURE OF CONSUMPTION	
CMNS 326	ENVIRONMENTAL POLITICS AND RHETORIC	
CMNS 328	HISTORY OF RHETORIC AND COMMUNICATION	
CMNS 329	PERSUASION	
CMNS 365	ARGUMENTATION, ADVOCACY, AND DELIBERATION	
CMNS 367	PERFORMANCE FOR SOCIAL CHANGE	
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP	
CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS	

Russian Studies (Minor)

The Russian Studies minor offers an interdisciplinary focus on the history, culture, art and politics of Russia, along with a grounding in the Russian language.

Course Requirements

- Three quarters of college-level Russian language study (at any level).
- Five additional courses from at least two different disciplines, chosen in consultation with an advisor or faculty member, from the current approved Russian Studies Allied Course List.

Russian Studies Allied Course List

Art and Architecture, History of

Course	Title	Quarter Hours
HAA 235	RUSSIA: MEDIEVAL MOMENTS, IMPERIAL DAYS & WHITE NIGHTS IN NOVGOROD & ST. PETERSBURG	

History

Course	Title	Quarter Hours
HST 208	IMPERIAL RUSSIA	
HST 209	THE RISE AND FALL OF THE SOVIET UNION	
HST 221	EARLY RUSSIA	
HST 251	ORIGINS OF THE COLD WAR, 1917 - 1953	
HST 252	THE AGE OF THE COLD WAR: 1945-1991	
HST 359	SOCIETY AND CULTURE IN THE LATE SOVIET ERA	
HST 387	TOPICS IN RUSSIAN HISTORY	

Modern Languages

Course	Title	Quarter Hours
MOL 306	WARRIORS, WITCHES, FIREBIRDS AND VAMPIRES: INTRODUCTION TO RUSSIAN FOLKLORE	
MOL 314	TOPICS IN RUSSIAN LITERATURE	
MOL 316	TOPICS IN THE RUSSIAN NOVEL	
MOL 317	TOPICS IN THE RUSSIAN SHORT STORY	
MOL 318	MASTERPIECES OF RUSSIAN LITERATURE	
MOL 360	REALISM IN RUSSIAN DRAMA	
MOL 364	MODERN RUSSIAN AUTHORS	
MOL 369	RUSSIAN LITERATURE AND FILM	
MOL 460	RUSSIAN DRAMA IN ENGLISH TRANSLATION I	
MOL 461	RUSSIAN DRAMA IN TRANSLATION II: SOVIET ERA	
MOL 464	RUSSIAN SHORT STORY IN ENGLISH TRANSLATION II: SOVIET ERA	
MOL 468	RUSSIAN NOVEL IN ENGLISH TRANSLATION III: CONTEMPORARY	

Political Science

Course	Title	Quarter Hours
PSC 243	RUSSIAN-AMERICAN RELATIONS	
PSC 251	RUSSIAN POLITICS	

Russian

Course	Title	Quarter Hours
RUS 101	BASIC RUSSIAN I	
RUS 102	BASIC RUSSIAN II	
RUS 103	BASIC RUSSIAN III	
RUS 104	INTERMEDIATE RUSSIAN I	
RUS 105	INTERMEDIATE RUSSIAN II	
RUS 106	INTERMEDIATE RUSSIAN III	
RUS 201	ADVANCED RUSSIAN LANGUAGE I	
RUS 202	ADVANCED RUSSIAN LANGUAGE II	
RUS 203	ADVANCED RUSSIAN LANGUAGE III	
RUS 205	ADVANCED RUSSIAN: LITERATURE AND CULTURE I	

RUS 206	ADVANCED RUSSIAN: LITERATURE AND CULTURE II
RUS 207	ADVANCED RUSSIAN: LITERATURE AND CULTURE III
RUS 297	SPECIAL TOPICS IN RUSSIAN
RUS 316	TOPICS IN THE RUSSIAN NOVEL
RUS 317	TOPICS IN THE RUSSIAN SHORT STORY
RUS 318	MASTERPEICES OF RUSSIAN LITERATURE
RUS 360	REALISM IN RUSSIAN DRAMA
RUS 361	MODERN RUSSIAN DRAMA
RUS 369	RUSSIAN LITERATURE AND FILM
RUS 393	RUSSIAN FOR MASS MEDIA, POLITICS, AND CULTURE
RUS 397	SPECIAL TOPICS IN RUSSIAN
RUS 497	SPECIAL TOPICS IN RUSSIAN

Students minoring in Russian Language are restricted from earning this minor.

Scene Design (BFA)

The Theatre School's Bachelor of Fine Art (BFA) degree in Scenic Design is designed to give students the opportunity to explore and expand their artistic and visual expression and provides them the opportunity to practice their craft. The four-year curriculum in many ways simulates a scenic designer's professional experience and process. Designers learn to visualize and create the physical world of plays by collaborating with directors, dramaturgs, other designers and technicians and our professional scene shop staff who build the sets they design.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	161
Total hours required	213

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and describe the historical and theoretical significance of a range of theatrical artists, works, and artistic approaches from antiquity to present.
- Synthesize and apply elements of their education and training to the preparation, rehearsal, and presentation of theatrical productions with discipline, respect, and maturity.
- Identify and explain their theatrical work in the context of the cultural and social impact of the arts.

Program Specific Outcomes

Students will be able to:

- Read and interpret theatrical text and apply research, imagination, and personalization to create a unique, insightful, and compelling design concept.
- Demonstrate an understanding of the history of the visual art and architecture in the context of social and cultural development.
- Create the appropriate plans, drawings, and documents for the fabrication of their design concept.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Not Required		
Senior Year		
Capstone		
Not Required		

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- THE 204
- THE 205
- THE 206

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

First Year		Hours
DES 284	MODEL BUILDING	3
Drawing for Designers Sequence:		
DES 111	DRAWING FOR DESIGNERS I	2
DES 112	DRAWING FOR DESIGNERS II	2
Technical Drawing I Sequence:		
TEC 151	TECHNICAL DRAWING I	2
TEC 152	TECHNICAL DRAWING I	2
TEC 153	TECHNICAL DRAWING I	2
Principles of Design Sequence:		
DES 141	ELEMENTS OF DESIGN	4
DES 142	PRINCIPLES OF DESIGN	4
DES 143	SCRIPT ANALYSIS	4
History of Dramatic Literature Sequence (Arts and Literature Requirement):		
THE 204	HISTORY OF DRAMATIC LITERATURE	4
THE 205	HISTORY OF DRAMATIC LITERATURE	4
THE 206	HISTORY OF DRAMATIC LITERATURE	4
Three Quarters of Theatre Crew:		6
TEC 107	THEATRE CREW	
Second Year		
DES 250	MATERIALS AND PROCESSES	4
Rendering for Designers Sequence:		
DES 384	RENDERING FOR DESIGNERS I	3
DES 385	RENDERING FOR DESIGNERS II	3
DES 386	RENDERING FOR DESIGNERS III	3
Scenographic Drafting Sequence:		
DES 252	SCENOGRAPHIC DRAFTING	3
DES 253	SCENOGRAPHIC DRAFTING	3
Scene Design Sequence I:		
DES 241	SCENE DESIGN I	4
DES 242	SCENE DESIGN I	4
DES 243	SCENE DESIGN I	4
Scene Painting Sequence:		
DES 387	SCENE PAINTING	2
DES 388	SCENE PAINTING	2

DES 389	SCENE PAINTING	2
Production Practice Sequence I:		
DES 271	DESIGN PRODUCTION PRACTICE I	3
DES 272	DESIGN PRODUCTION PRACTICE I	3
DES 273	DESIGN PRODUCTION PRACTICE I	3
Theatrical Collaboration Sequence		
DES 641	THEATRICAL COLLABORATION	3
DES 642	THEATRICAL COLLABORATION	3
Third Year		
Scene Design Sequence II:		
DES 341	SCENE DESIGN II	4
DES 342	SCENE DESIGN II	4
DES 343	SCENE DESIGN II	4
Survey Sequence:		
THE 381	SURVEY OF THE ARTS FOR THEATRE	4
THE 382	SURVEY OF THE ARTS FOR THEATRE	4
Production Practice II: Select two of the following:		8
DES 371	DESIGN PRODUCTION PRACTICE II	
DES 372	DESIGN PRODUCTION PRACTICE II	
DES 373	DESIGN PRODUCTION PRACTICE II	
Fourth Year		
DES 486	PORTFOLIO PREPARATION	3
Scene Design Sequence III:		
DES 441	SCENE DESIGN III	4
DES 442	SCENE DESIGN III	4
DES 443	SCENE DESIGN III	4
Design/Theatre Electives: Select in coordination with the area chair		12
Open Elective		4
Drawing Electives: Select in coordination with the area chair		9
Production Practice III and/or Internship: Select two of the following:		10
DES 471	DESIGN PRODUCTION PRACTICE III	
DES 472	DESIGN PRODUCTION PRACTICE III	
DES 473	DESIGN PRODUCTION PRACTICE III	
DES 490	DESIGN INTERNSHIP	

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Production Design Concentration, Scene Design (BFA) (p. 1002)

Production Design Concentration, Scene Design (BFA)

The Production Design Concentration is open to students in the Scene Design major at The Theatre School. Six classes or 24 credits are required. The concentration builds on the traditional curriculum for the Scene Design major, and adds 6 classes from School of Cinematic Arts (SCA), which can either be added onto the full curriculum, or can be substituted for the required design electives, or 1 of the drawing/rendering electives. Students take requirements and electives from the following list of SCA classes, or other classes can be considered and

approved by advisor. Students may start the sequence in their second year of the Scene Design major. Students must notify their advisor of their intention to pursue this concentration and must receive advisor approval to do so.

Required Courses:

Course	Title	Quarter Hours
FILM 110	DIGITAL CINEMA PRODUCTION I	4
FILM 251	CINEMATOGRAPHERS AT WORK	4
FILM 270	PRODUCTION DESIGN	4
FILM 279	VISUAL DESIGN	4
FILM 370	ADVANCED PRODUCTION DESIGN	4
Choose one of the following:		2-4
CP 323	PRE-PRODUCTION WORKSHOP	
FILM 370	ADVANCED PRODUCTION DESIGN	

Other Approved Electives:

Course	Title	Quarter Hours
GD 105	INTRO TO VISUAL DESIGN	
GD 200	GRAPHIC DESIGN: FORM	
ANI 220	STORYBOARDING I	
FILM 237	FILM PHILOSOPHY	
FILM 323	MUSIC VIDEO PRODUCTION	

Science Education (MS)

The Master of Science in Science Education (MSSE) program provides a broad content-based science curriculum for the preparation of master teachers of science. The program is focused on contemporary, inquiry based science content and integrates the most current research findings on how students learn science. It encourages and models the skills of scientific inquiry, as well as the curiosity, openness to new ideas, and skepticism that characterize science. Some of the unique features of the program include a strong emphasis on contemporary science content; the use of inquiry-based learning; the integration of mathematics and technology; and the incorporation of the Next Generation Science Standards.

Program Requirements	Quarter Hours
Core Requirements	12
Concentration Requirements	36
Total hours required	48

Learning Outcomes

Students will be able to:

- Interpret and apply scientific explanations of the natural world that are relevant to teaching science in elementary and secondary schools.
- Generate and evaluate data that serves as scientific evidence.
- Recognize and apply crosscutting concepts that link the different science disciplines.
- Reason quantitatively and make quantitative arguments that support theories and models of the natural world.

- Apply research on teaching and learning science to their teaching practice.

Degree Requirements

Course Requirements

Core Courses

Course	Title	Quarter Hours
STEM 405	ECOLOGY FOR TEACHERS	4
STEM 412	FOUNDATIONS OF PHYSICAL SCIENCE II	4
STEM 490	SCIENCE TEACHING CAPSTONE	4

Additional Courses

Course	Title	Quarter Hours
Select nine of the following:		36
STEM 409	MATHEMATICAL METHODS FOR MIDDLE SCHOOL SCIENCE TEACHERS	
STEM 410	TOPICS FOR TEACHERS	
STEM 411	FOUNDATIONS OF PHYSICAL SCIENCE I	
STEM 413	LIGHT AND WAVES	
STEM 420	CHEMISTRY FOR TEACHERS	
STEM 421	CELL BIOLOGY FOR TEACHERS	
STEM 422	EVOLUTION AND DIVERSITY FOR TEACHERS	
STEM 423	PLANT AND ANIMAL BIOLOGY FOR TEACHERS	
STEM 425	TOPICS IN LIFE SCIENCES FOR TEACHERS	
STEM 430	ASTROBIOLOGY FOR TEACHERS	
STEM 431	ASTRONOMY FOR TEACHERS	
STEM 432	GEOLOGY AND PLANETARY SCIENCE FOR TEACHERS	
STEM 440	HEAT AND ENERGY FOR TEACHERS	
STEM 441	WEATHER AND CLIMATE FOR TEACHERS	
STEM 442	ENVIRONMENTAL SCIENCE FOR TEACHERS	
STEM 698	TOPICS FOR MATHEMATICS AND SCIENCE TEACHERS	
STEM 699	INDEPENDENT STUDY	

Program Graduate Academic Student Handbook

Academic Probation

A student is subject to academic probation as soon as his/her graduate cumulative GPA falls below 2.500.

Academic Dismissal

The student remains on probation until four more program courses are taken, at which time another evaluation is made. If at that time the student has failed to raise his/her cumulative GPA to the required level of 2.500, it is a violation of satisfactory progress. The student may be academically dismissed for poor scholarship and be prohibited from registering for additional course work.

A student who has been academically dismissed may, after a period of time, petition for reinstatement. The petition, addressed to the dean of the

college, would provide information that would demonstrate a change in the student's circumstances to an extent that would support successful completion of the student's degree program. The dean's decision, based upon the merits of the petition and the recommendation of program director, may, if favorable, stipulate conditions of reinstatement. The dean has the discretion to reject the request for reinstatement.

Readmission

If you were previously enrolled in a graduate program in the College of Science and Health but have not been in attendance for a period of one calendar year or longer, but not more than four calendar years, you must complete a readmission application with the Office of Graduate Admission. (If more than four calendar years have elapsed since you have been in attendance, you must file a new standard application.) The application must be submitted at least two weeks prior to the day of registration for the term in which you expect to resume your studies. Official copies of transcripts recording scholastic work taken while not enrolled at DePaul University must be submitted. As a policy, students are held to the degree requirements that are in force at the time of readmission.

Transfer Credit

In general, it is not encouraged that students seek to transfer in credit for the Master of Science in Science Education (MSSE) program. In exceptional cases, a maximum of twelve quarter hours (or eight semester system hours) may be transferred from another institution or program to count toward the graduate degree. Requests to transfer courses must be approved by the program director and associate dean for graduate studies. Transfer credit can only be awarded for graduate level coursework that has not counted toward the completion of a degree at DePaul or any other institution.

Undergraduate Courses

No undergraduate-level courses or credit may count toward MSSE graduate course requirements.

Graduation Requirements

You must have successfully completed all of the degree requirements as listed in the catalog under which you were admitted. Students need to achieve a minimum cumulative GPA of 2.500 to graduate.

Graduation with Distinction

To graduate with distinction from the MSSE program, students must have earned a cumulative 3.75 GPA or higher for coursework applied toward the MSSE degree.

Time Limitation

Graduate students in MSSE program is expected to complete their program degree requirements within a six-year period from the first registration date for a course in the program. When a graduate student fails to finish before the end of the sixth year, the department or program director may recommend, on receipt of the student's petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.

Screenwriting (MFA)

The MFA in Screenwriting is the terminal degree in writing for film and television. The program culminates in the successful completion of the MFA thesis screenplay or teleplay.

The MFA Screenwriting Degree has now been split into two (2) concentrations. Students are required to choose one (1) of the following:

- Standard
- Comedy

Program Requirements	Quarter Hours
Degree Requirements	68
Total hours required	68

Learning Outcomes

Students will be able to:

- Describe standard structural paradigms and narrative techniques utilized in the writing of feature films and television shows.
- Assess the narrative strengths and weaknesses of a given piece of scripted content.
- Apply a professional creative process to the development of film and television story concepts.
- Prepare a story pitch for a screenplay or pilot that meets professional standards.
- Write screenplays and teleplays using standard entertainment industry format.
- Complete the first draft of a feature screenplay or television pilot on deadline.
- Rewrite an original screenplay or teleplay based on critical feedback.

Degree Requirements

Course Requirements

- Course requirements are determined by the concentration selected.
- No Introductory Course may be substituted for any other course at any level.

Optional Los Angeles Quarter

Students **may** apply to participate in the Los Angeles Quarter Program for the spring of their second year; they will spend 12 weeks in Hollywood doing industry internships, living with their fellow DePaul classmates, and having twice-weekly classes on an industry lot where they will have intimate question and answer sessions with industry professionals in all aspects of the film, TV, and videogame world. **If selected** to participate in the LA program, MFA Screenwriting students would take SCWR 441 and FILM 499 in Los Angeles.

MFA Thesis

Students in the MFA in Screenwriting program must complete a MFA Thesis project which consists of either a feature length screenplay or an original television pilot plus a "show bible" and outlines for six future episodes. We expect the thesis projects to be at a level of quality that would warrant representation by literary agents and managers. Satisfactory completion of the MFA Thesis project is determined by the MFA Advisor Committee (see below).

Student's MFA Advisor Committee

In the spring quarter of their first year, all MFA candidates will be assigned two thesis committee members plus their thesis instructor; these three faculty members will be the MFA Advisor Committee. The MFA Advisor Committee will offer suggestions and feedback on the

student's work and help guide the student during the thesis phase of the program. They will ultimately judge the final thesis project as pass or fail.

MFA Thesis Timeline: Year One

Students will enroll in SCWR 550 or SCWR 500, in which they will begin to develop their thesis project. This course will conclude with students pitching their stories to their individual MFA Advisor Committee for feedback.

MFA Thesis Timeline: Year Two

The first draft of the thesis project must be submitted to the Advisor Committee on the last day of final exams for the fall quarter. Writers will get notes from their committee at the start of the winter quarter. The final draft of the thesis script will be sent to the committee on the last day of final exams for the winter quarter. The committees will meet during the spring quarter to evaluate thesis projects. Thesis chairs will notify each student as to whether they received "distinction," a "pass," or a "rewrite" decision. If a student passes, they must then complete their coursework in order to graduate. If a student does not pass, the writer must resubmit his or her thesis by an assigned due date determined by the thesis instructor. The re-defense will take place no later than Friday of week 10 of the spring quarter. If the student passes, he or she can move on to graduation assuming all courses are complete. If the student has a second non-pass, he or she must enroll in SCWR 701 (a zero credit hour and zero cost class) to remain enrolled for the summer session after completion of the year two coursework. The rewritten script is due by the last day of final exams for Summer I. The defense will take place before the end of the Summer II session. If the student passes, he or she may apply for the next round of graduation. If the student does not pass, he or she may elect to speak with the advising office about applying his or her course credit hours to an M.S. in Cinema Production degree.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 68 graduate credit hours in the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all graduate courses of the designated degree program.
- Maintain a cumulative GPA of 3.0 or higher.
- Satisfactorily complete the MFA thesis as determined by the student's MFA Advisor Committee.
- Students cannot count credit earned towards a previously awarded master's or MFA degree toward the completion of this MFA program.

For DePaul's policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate Handbook.

Students are required to choose one of the following concentrations:

- Comedy Concentration, Screenwriting (MFA) (p. 1005)
- Standard Concentration, Screenwriting (MFA) (p. 1005)

Comedy Concentration, Screenwriting (MFA)

Course Requirements

Course	Title	Quarter Hours
SCWR 400	FOUNDATIONS OF SCREENWRITING	4
SCWR 401	WRITING THE FEATURE I (FORMERLY DC 402)	4
SCWR 402	WRITING THE FEATURE II (FORMERLY DC 403)	4
SCWR 403	REWRITING THE FEATURE	4
or SCWR 454	REWRITING THE ORIGINAL TELEVISION PILOT	
or FILM 499	INTERNSHIPS IN MEDIA AND DESIGN	
SCWR 441	INDUSTRY AND PITCHING SEMINAR	4
SCWR 451	WRITING THE TELEVISION SPEC SCRIPT	4
SCWR 452	WRITING THE HALF-HOUR SERIES	4
SCWR 470	CREATING FROM ABUNDANCE	4
SCWR 471	CREATING COMEDIC CHARACTERS	4
SCWR 472	IMPROVISATIONAL SCENE CONSTRUCTION	4
SCWR 474	EVOLUTION OF COMEDY	4
SCWR 475	ADVANCED COMEDIC STORYTELLING	4
SCWR 476	THE BUSINESS OF COMEDY	4
SCWR 479	COMEDY, JOKE, AND SKETCH WRITING	4
SCWR 500	WRITING FOR FILM THESIS DEVELOPMENT	4
or SCWR 550	WRITING FOR TV THESIS DEVELOPMENT	
SCWR 501	WRITING FOR FILM THESIS I	4
or SCWR 551	WRITING FOR TV THESIS I	
SCWR 502	WRITING FOR FILM THESIS II	4
or SCWR 552	WRITING FOR TV THESIS II	

Standard Concentration, Screenwriting (MFA)

Course Requirements

First Year-Fall Quarter

Course	Title	Quarter Hours
SCWR 400	FOUNDATIONS OF SCREENWRITING	4
SCWR 425	GENRE STORYTELLING	4
SCWR 440	DEVELOPING THE PITCH	4

First Year-Winter Quarter

Course	Title	Quarter Hours
SCWR 401	WRITING THE FEATURE I (FORMERLY DC 402)	4
SCWR 404	INCLUSIVE SCREENWRITING	4
SCWR 451	WRITING THE TELEVISION SPEC SCRIPT	4

First Year-Spring Quarter

Course	Title	Quarter Hours
SCWR 402	WRITING THE FEATURE II (FORMERLY DC 403)	4
SCWR 452	WRITING THE HALF-HOUR SERIES	4
or SCWR 453	WRITING THE HOUR-LONG SERIES	
SCWR 500	WRITING FOR FILM THESIS DEVELOPMENT	4
or SCWR 550	WRITING FOR TV THESIS DEVELOPMENT	

Second Year-Fall Quarter

Course	Title	Quarter Hours
SCWR 403	REWRITING THE FEATURE	4
or SCWR 454	REWRITING THE ORIGINAL TELEVISION PILOT	
SCWR 407	SCREEN ADAPTATION	4
SCWR 501	WRITING FOR FILM THESIS I	4
or SCWR 551	WRITING FOR TV THESIS I	

Second Year-Winter Quarter

Course	Title	Quarter Hours
SCWR 406	THE ART OF SCENE WRITING	4
or SCWR 405	ADVANCED WRITING ON ASSIGNMENT	
or SCWR 455	ADVANCED WRITERS' ROOM	
SCWR 442	STUDIO DEVELOPMENT	4
SCWR 502	WRITING FOR FILM THESIS II	4
or SCWR 552	WRITING FOR TV THESIS II	

Second Year-Spring Quarter

Course	Title	Quarter Hours
SCWR 441	INDUSTRY AND PITCHING SEMINAR	4
FILM 499	INTERNSHIPS IN MEDIA AND DESIGN	4
or SCWR 490	TOPICS IN SCREENWRITING	

Screenwriting (Minor)

The Screenwriting minor is designed to help students develop the fundamental skills and creative acumen to write for film and television.

Course Requirements

Course	Title	Quarter Hours
SCWR 100	INTRODUCTION TO SCREENWRITING	4
or SCWR 101	SCREENWRITING FOR MAJORS	
SCWR 120	FILM STRUCTURE FOR MAJORS	4
or SCWR 121	CLASSIC HOLLYWOOD FILM STRUCTURE	
or SCWR 150	TELEVISION GENRES	
or SCWR 151	TELEVISION GENRES FOR MAJORS	
SCWR 250	INTRODUCTION TO TELEVISION WRITING	4
or SCWR 301	STORY DEVELOPMENT	
SCWR 302	WRITING THE FEATURE SCREENPLAY	4
or SCWR 352	WRITING THE HALF-HOUR SERIES	
or SCWR 353	WRITING THE HOUR-LONG TELEVISION SERIES	

SCWR 303	REWRITING THE FEATURE FILM SCRIPT	4
or SCWR 354	REWRITING THE ORIGINAL TELEVISION PILOT	
Select one of the following:		4
SCWR 240	INTRODUCTION TO PITCHING	
SCWR 305	WRITING ON ASSIGNMENT	
SCWR 306	SCENE WRITING	
SCWR 307	ADAPTATION	
SCWR 308	WRITING THE SHORT FILM FOR PRODUCTION	
SCWR 341	PITCHING SEMINAR	
SCWR 342	FEATURE DEVELOPMENT	
SCWR 349	STORYTELLING FOR VIDEO GAMES	
SCWR 355	THE WRITER'S ROOM	
SCWR 360	WRITING THE INDEPENDENT TELEVISION SERIES	
SCWR 379	COMEDY, JOKE, AND SKETCH WRITING	
SCWR 390	TOPICS IN SCREENWRITING	

Secondary Education (BA/BS)

The Secondary Education Major for double majors provides students the opportunity to complete a primary major in Secondary Education and a secondary major in the disciplinary area for which students will be licensed (Art, Design & Media, Biology, Chemistry, English, Environmental Science, History, Mathematics, or Physics). As double majors, students are required to complete both majors and to fulfill all state licensure requirements to be licenses to teach.

The double major is designed to provide future Secondary Education teachers with a Secondary Education degree and a disciplinary area degree that reflects disciplinary area expertise. Like the Secondary Education major with disciplinary content courses attached to the major (e.g., Secondary Education Biology, Secondary Education English, et cetera), the Secondary Education Major for double majors draws on the expertise of faculty in the COE's Secondary Education Program and Educational Policy Studies and Research Department to immerse students into essential issues and themes of education and theories and practices of teaching and learning. Such issues as educational inequality, politics of schooling, identity politics, social justice, identity development inside and beyond formal school settings, historical, cognitive, sociocultural, and sociopolitical nature of human development and society are integrated with issues of pedagogical content knowledge, critical pedagogy, constructivist teaching practices, theories of teaching and learning, curriculum development, and professional practice. Ensuring that students understand all these issues is integral to the Program design and delivery and to the preparation of teachers.

The measure of the academic quality of the Program relies on clearly articulated features of exemplary teacher-education programs. These include:

- a “common, clear vision of good teaching that permeates all coursework and clinical experiences...”;
- a “well-defined standard of professional practice and performance...”;
- a “strong core curriculum taught in the context of practice” and including understanding of human development and learning, social and cultural contexts, curriculum assessment, and subject-matter pedagogy;

- an “extended clinical experience” that supports ideas presented in coursework;
- an “extensive use of case methods, teacher research, performance assessments, and portfolio evaluation...”;
- “explicit strategies” to help students confront their own beliefs and assumptions about learning and students and to learn about the experiences of diverse people; and
- “strong relationships, common knowledge, and shared beliefs among school- and university-based faculty.” (Darling-Hammond, L. [2006]. Constructing Teacher Education. *Journal of Teacher Education*, 57, 300-314.)

Students who are interested in the Secondary Education Major for double majors should contact their academic advisor. The Secondary Education Major must be selected as the primary major to ensure that licensure requirements attached to the Liberal Studies Program are completed. Disciplinary major requirements are determined by the academic department in which the major is housed.

Licensure

Illinois Professional Educator License with an endorsement in the specified disciplinary area:

- Middle and Secondary Education Science-Biology (grades 5-12), an Illinois State Board of Education (ISBE) approved program.
- Middle and Secondary Education Science-Chemistry (grades 5-12), an Illinois State Board of Education (ISBE) approved program.
- Middle and Secondary Education English Language Arts (grades 5-12), an Illinois State Board of Education (ISBE) approved program.
- Middle and Secondary Education Science-Environmental Science (grades 5-12), an Illinois State Board of Education (ISBE) approved program.
- Middle and Secondary Education Social Science-History (grades 5-12), an Illinois State Board of Education (ISBE) approved program.
- Middle and Secondary Education Mathematics (grades 5-12), an Illinois State Board of Education (ISBE) approved program.
- Middle and Secondary Education Science-Physics (grades 5-12), an Illinois State Board of Education (ISBE) approved program.
- Middle and Secondary Education Visual Art (grades 5-12), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Liberal Studies Requirements	74-78
Major Requirements	58
Discipline Area Major	56-100
Open Electives	0-4
Total hours required	192-236

The total number of hours for the degree are determined by the concentration/discipline area chosen for the double major.

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.

- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.

College Core Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development

- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul

- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

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

Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged.

The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Major Requirements

Course Requirements

Introductory Courses: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
TCH 302	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 303	CONCEPTIONS OF HEALTHY ADOLESCENCE	4

Advanced Courses: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
TCH 325	LITERACY IN THE CONTENT AREAS	4
TCH 380	THE TEACHER AS PROFESSIONAL ¹	
TCH 395	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 381 /TCH 382 /TCH 383 /TCH 385 .

Concentrations

The proposed major in Secondary Education concentration requirements reflect the disciplinary area content-specific courses that are part of Secondary Education—[Disciplinary Area] majors.

Concentration Areas: 16 quarter hours required, grade C or better required

Biology/Chemistry/Environmental Science/Physics

Course	Title	Quarter Hours
TCH 314	THE NATURE OF SCIENCE	
TCH 324	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	
TCH 374	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	
TCH 385	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	

English

Course	Title	Quarter Hours
TCH 311	THE NATURE OF ENGLISH	
TCH 321	INQUIRY & APPLICATION IN DEVELOPING ENGLISH PEDAGOGY	
TCH 371	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 1	
TCH 381	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 2	

History/Social Sciences

Course	Title	Quarter Hours
TCH 312	THE NATURE OF HISTORY AND THE SOCIAL SCIENCES	
TCH 322	INQUIRY & APPLICATION IN DEVELOPING HISTORY AND SOCIAL SCIENCES PEDAGOGY	
TCH 372	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	
TCH 382	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	

Mathematics

Course	Title	Quarter Hours
TCH 313	THE NATURE OF MATHEMATICS	
TCH 323	INQUIRY & APPLICATION IN DEVELOPING MATHEMATICS PEDAGOGY	
TCH 373	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 1	
TCH 383	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 2	

Visual Arts

Course	Title	Quarter Hours
SEC 365	ART AND PEDAGOGY	
SEC 366	TEACHER AS ARTIST	
Select one EDUCATION ELECTIVE (approval of advisor required)		
Select one EDUCATION ELECTIVE (approval of advisor required)		

Discipline Area Major

Open electives that fill out the credit hour requirements for a degree in the proposed Secondary Education major can be/should be used to complete coursework toward the disciplinary area major. The following table identifies the number of open electives required/necessary for each concentration (disciplinary area) within the Secondary Education major based on current disciplinary area major requirements. These hours equal the credit hours required for each identified disciplinary area major:

- Biology = 100 credit hours
- Chemistry:

- BA = 68 credit hours
- BS = 92 credit hours
- English = 56 credit hours
- Environmental Science:
 - BA = 66 credit hours
 - BS = 96 credit hours
- History = 60
- Mathematics:
 - BA/BS = 60-64 credit hours
- Physics = 88-96 credit hours
- Visual Arts = 76 credit hours

These credit hour requirements are subject to revision based on disciplinary area major coursework revisions.

Open Electives

Depending on the disciplinary area major, additional open elective credit may be required to reach the minimum number of hours for an undergraduate degree.

Student Teaching

Student Teaching: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take SEC 387, Capstone Seminar with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
TCH 392	MIDDLE GRADES AND SECONDARY STUDENT TEACHING	10
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH	0

Licensure Test

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Major for double major students must complete the following tests:

- Content Area Test for the disciplinary area for which the student will be licensed – assesses knowledge of disciplinary content. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Secondary Education Biology (BS)

The Bachelor of Science program in Secondary Education Biology prepares students to teach 5th through 12th grade in a variety of urban and suburban education settings, including public and private middle schools and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

NOTE: Secondary Education students now have the option to double major in Secondary Education and Biological Sciences. With the double major, students will graduate with a Bachelor of Science degree with a major in Secondary Education and a major in Biological Sciences. Students should declare Secondary Education as their primary major (see Secondary Education BA/BS for degree requirements) and Biological Sciences (see Biological Sciences BS for degree requirements) as their secondary major. If you have already begun the Secondary Education Biology major and want to switch to the Secondary Education Major and Biological Sciences double major, you should contact your academic advisor because the double major may require additional coursework. Students who pursue the Bachelor of Science degree with a major in Secondary Education Biology do not have the option to double major in Biological Sciences.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Science-Biology (grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Liberal Studies Requirements	78
Major Requirements	130
Total hours required	208

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.

College Core Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being

- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
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- Demonstrates consistent professional behavior across all academic settings
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- Expresses feelings and opinions effectively and appropriately
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Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part

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Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

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Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student

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Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

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It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

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To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

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Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

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Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours		
Senior Year		
Capstone		
SEC 387	CAPSTONE SEMINAR IN SECONDARY EDUCATION ³	2

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 (<https://catalog.depaul.edu/search/?P=MAT%20120>) is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120 (<https://catalog.depaul.edu/search/?P=MAT%20120>). The MAT 120 (<https://catalog.depaul.edu/search/?P=MAT%20120>) requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

³ This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
- (Note: One must be US History.)

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required
- LSE 380
- 1 Additional Course
- (Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 1 SWK Course Required
- (Note: This must be in Biology.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required
- PSC 120
- 2 Additional Courses

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student’s major and is cross-listed with a course within the student’s major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Content Area Courses

Biology Core: 28 quarter hours required, grade of C or better required		
Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4

BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 250	CELL BIOLOGY	4
BIO 260	GENETICS	4
Select one of the following:		4
BIO 215	ECOLOGY	
BIO 235	EVOLUTION	
Select one of the following:		4
BIO 307	ANIMAL PHYSIOLOGY	
BIO 308	HUMAN PHYSIOLOGY	
BIO 309	PLANT PHYSIOLOGY	

Biology Electives: 12 quarter hours required, grade of C or better required

Biology electives cannot include courses designated as scientific inquiry. A minimum of 2 lab courses are required.

Course	Title	Quarter Hours
Select one BIO elective course		4
Select one BIO elective course with lab		4
Select one BIO elective course with lab		4

Mathematics Core: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4-6
MAT 130	FUNCTIONS AND MATHEMATICAL MODELS	
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	
MAT 150	CALCULUS I	
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	
MAT 170	CALCULUS FOR LIFE SCIENCES I	
Select one of the following:		4-6
MAT 131	PRECALCULUS AND TRIGONOMETRY	
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	
MAT 151	CALCULUS II	
MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	
MAT 171	CALCULUS FOR LIFE SCIENCES II	

General Chemistry Core: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4

Organic Chemistry or Physics Series Core: 12 quarter hours required, grade of C- or better required

Course	Title	Quarter Hours
CHE 230 & CHE 231 or PHY 150	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I GENERAL PHYSICS I	4
CHE 232 & CHE 233 or PHY 151	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II GENERAL PHYSICS II	4
CHE 234 & CHE 235 or PHY 152	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III GENERAL PHYSICS III	4

Introductory Courses: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
TCH 302	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 314	THE NATURE OF SCIENCE	4
TCH 324	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	4
TCH 303	CONCEPTIONS OF HEALTHY ADOLESCENCE	4

Advanced Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
TCH 325	LITERACY IN THE CONTENT AREAS	4
TCH 374	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 385	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 380	THE TEACHER AS PROFESSIONAL ¹	4
TCH 395	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 385.

Student Teaching: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take SEC 387, Capstone Seminar with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
TCH 392	MIDDLE GRADES AND SECONDARY STUDENT TEACHING	10
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Biology majors must complete the following tests:

- Science: Biology Content Area Test (test #105) – assesses knowledge of both biological science and physical science. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Secondary Education Chemistry (BS)

The Bachelor of Science program in Secondary Education Chemistry prepares students to teach 5th through 12th grade in a variety of urban and suburban education settings, including public and private middle schools and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

NOTE: Secondary Education students now have the option to double major in Secondary Education and Chemistry. With the double major, students will graduate with a Bachelor of Arts or Bachelor of Science degree with a major in Secondary Education and a major in Chemistry. Students should declare Secondary Education as their primary major (see Secondary Education BA/BS for degree requirements) and Chemistry (see Chemistry BA or Chemistry BS for degree requirements) as their secondary major. If you have already begun the Secondary Education Chemistry major and want to switch to the Secondary Education Major and Chemistry double major, you should contact your academic advisor because the double major may require additional coursework. Students who pursue the Bachelor of Science degree with a major in Secondary Education Chemistry do not have the option to double major in Chemistry.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Science-Chemistry (grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Liberal Studies Requirements	74
Major Requirements	122
Total hours required	196

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.

College Core Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning

- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
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- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
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Focal Point		

LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours		
Senior Year		
Capstone		
SEC 387	CAPSTONE SEMINAR IN SECONDARY EDUCATION ²	2

¹ Students must earn a C- or better in this course.

² This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
(Note: One must be US History.)

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required
 - LSE 380
 - 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 1 SWK Course Required
(Note: This must be in Biology.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required
 - PSC 120
 - 2 Additional Courses

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Content Area Courses

Chemistry Core: 40 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III	4
CHE 204 & CHE 205	ANALYTICAL CHEMISTRY and ANALYTICAL CHEMISTRY LABORATORY	4
CHE 302 & CHE 303	QUANTUM CHEMISTRY and EXPERIMENTAL PHYSICAL CHEMISTRY I	4
CHE 304 & CHE 305	THERMOCHEMISTRY and EXPERIMENTAL PHYSICAL CHEMISTRY II	4
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	4

Mathematics Core: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4-6
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	
MAT 150	CALCULUS I	
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	
MAT 170	CALCULUS FOR LIFE SCIENCES I	
Select one of the following:		4-6
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	
MAT 151	CALCULUS II	

MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	
MAT 171	CALCULUS FOR LIFE SCIENCES II	
Select one of the following:		4-6
MAT 149	CALCULUS WITH INTEGRATED PRECALCULUS III	
MAT 152	CALCULUS III	
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	
MAT 172	CALCULUS III WITH DIFFERENTIAL EQUATIONS	

Physics Core: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
PHY 170	UNIVERSITY PHYSICS I	4
PHY 171	UNIVERSITY PHYSICS II	4
PHY 172	UNIVERSITY PHYSICS III	4

Introductory Courses: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
TCH 302	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 314	THE NATURE OF SCIENCE	4
TCH 324	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	4
TCH 303	CONCEPTIONS OF HEALTHY ADOLESCENCE	4

Advanced Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
TCH 325	LITERACY IN THE CONTENT AREAS	4
TCH 374	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 385	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 380	THE TEACHER AS PROFESSIONAL ¹	4
TCH 395	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 385.

Student Teaching: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures above. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also

take SEC 387, Capstone Seminar with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
TCH 392	MIDDLE GRADES AND SECONDARY STUDENT TEACHING	10
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Chemistry majors must complete the following tests:

- Science: Chemistry Content Area Test (test #106) – assesses knowledge of both geological and chemical science. Test is required before Student Teaching (deadlines apply)
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Secondary Education English (BA)

The Bachelor of Arts program in Secondary Education English prepares students to teach 5th through 12th grade in a variety of urban and suburban education settings, including public and private middle schools and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools.

In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

NOTE: Secondary Education students now have the option to double major in Secondary Education and English. With the double major, students will graduate with a Bachelor of Arts degree with a major in Secondary Education and a major in English. Students should declare Secondary Education as their primary major (see Secondary Education BA/BS for degree requirements) and English (see English BA for degree requirements) as their secondary major. If you have already begun the Secondary Education English major and want to switch to the Secondary Education Major and English double major, you should contact your academic advisor because the double major may require additional coursework. Students who pursue the Bachelor of Arts degree with a major in Secondary Education English do not have the option to double major in English.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education English Language Arts (grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Liberal Studies Requirements	78
Major Requirements	114
Total hours required	192

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.

College Core Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical

Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative

- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching

- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		

LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		
Senior Year		
Capstone		
SEC 387	CAPSTONE SEMINAR IN SECONDARY EDUCATION ^{1,3}	2

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 1 Course Required
(Note: This must not be in English.)

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
(Note: One must be US History)

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required
 - LSE 380
- 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - 1 BIO Course
 - 1 CHE/ENV/GEO/PHY Course
 (Note: One course above must be SI-LAB.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required
 - PSC 120
- 2 Additional Courses

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Course Requirements****Content Area Courses****Literature Core: 20 quarter hours required, grade of C or better required**

Course	Title	Quarter Hours
ENG 101	INTRODUCTION TO LITERATURE	4
ENG 205	LITERATURE TO 1700	4
ENG 206	LITERATURE FROM 1700 TO 1900	4
ENG 207	LITERATURE FROM 1900 TO THE PRESENT	4
ENG 328	STUDIES IN SHAKESPEARE	4

Literature Elective: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one course focused on Race, Ethnicity, and Sexuality (RES Designation) from the following:		4
ENG 268	LITERATURE ACROSS CULTURES	
ENG 271	AFRICAN AMERICAN LITERATURE	
ENG 273	GLOBAL ASIAN LITERATURE	
ENG 276	LATINX LITERATURE	
ENG 285	LGBTQ LITERATURE	
ENG 351	POSTCOLONIAL LITERATURE	
ENG 352	GLOBAL ENGLISH LITERATURE	
ENG 353	TOPICS IN GLOBAL ASIAN LITERATURE	
ENG 368	STUDIES IN LITERATURE ACROSS CULTURES	
ENG 371	TOPICS IN AFRICAN AMERICAN LITERATURE	
ENG 373	MULTIETHNIC LITERATURE OF THE U.S.	
ENG 374	NATIVE LITERATURE	

ENG 384	TOPICS IN LATINX LITERATURE	
ENG 385	TOPICS IN LGBTQ LITERATURE	
Select two (2) 300-level Literature courses (with advisor's approval)		8

American Literature Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ENG 361	19TH-CENTURY AMERICAN LITERATURE	4

Language/Writing Core: 16 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ENG 201	INTRODUCTION TO CREATIVE WRITING	4
ENG 211	GRAMMAR AND STYLE	4
WRD 201	DIGITAL WRITING	4
WRD 240	ARGUMENTATIVE WRITING	4

Language/Writing Elective: 4 quarter hours required, grade of C or better required

- 300-Level WRD Elective (Writing Course)

Introductory Courses: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
TCH 302	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 311	THE NATURE OF ENGLISH	4
TCH 321	INQUIRY & APPLICATION IN DEVELOPING ENGLISH PEDAGOGY	4
TCH 303	CONCEPTIONS OF HEALTHY ADOLESCENCE	4

Advanced Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
TCH 325	LITERACY IN THE CONTENT AREAS	4
TCH 380	THE TEACHER AS PROFESSIONAL ¹	4
TCH 371	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 381	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 395	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 381.

Student Teaching: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take SEC 387, Capstone Seminar with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
TCH 392	MIDDLE GRADES AND SECONDARY STUDENT TEACHING	10
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education English majors must complete the following tests:

- English Language Arts Content Area Test (test #207) – assesses reading, writing and research, speaking and listening, and literature. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Secondary Education Environmental Science (BS)

The Bachelor of Science program in Secondary Education Environmental Science prepares students to teach 5th through 12th grade in a variety of urban and suburban education settings, including public and private middle schools and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100 hours of daytime

field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

NOTE: Secondary Education students now have the option to double major in Secondary Education and Environmental Science. With the double major, students will graduate with a Bachelor of Science degree with a major in Secondary Education and a major in Environmental Science. Students should declare Secondary Education as their primary major (see Secondary Education BA/BS for degree requirements) and Environmental Science (see Environmental Science BS for degree requirements) as their secondary major. If you have already begun the Secondary Education Environmental Science major and want to switch to the Secondary Education Major and Environmental Science double major, you should contact your academic advisor because the double major may require additional coursework. Students who pursue the Bachelor of Science degree with a major in Secondary Education Environmental Science do not have the option to double major in Environmental Science.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Science-Environmental Science (grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Liberal Studies Requirements	78
Major Requirements	124
Total hours required	202

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.

College Core Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences

for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions

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- Takes initiative
- Is open to new ideas and engagement in learning
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- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
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Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

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- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

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All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

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Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

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An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

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Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)

- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the

current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		
Senior Year		
Capstone		
SEC 387	CAPSTONE SEMINAR IN SECONDARY EDUCATION ^{1,3}	2

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

³ This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
(Note: One must be US History)

Math and Computing (MC) (p. 1328)

- 1 Course Required
[1 CR Course or 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required:
 - LSE 380
 - 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- PHY 104
or PHY 220
or GEO 225

(Note: Science as a Way of Knowing and Lab course requirements are met through the Science Core within the major.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required
 - PSC 120
 - 2 Additional Courses

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Content Area Courses

Science Core: 36 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4
PHY 150	GENERAL PHYSICS I	4
PHY 151	GENERAL PHYSICS II	4
PHY 152	GENERAL PHYSICS III	4

Environmental Science Core: 26 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following as First Course for Environmental Science Core:		4
ENV 250 or BIO 215	APPLIED ECOLOGY ECOLOGY	
ENV 216	EARTH SYSTEM SCIENCE	4
ENV 217	HUMAN IMPACTS ON THE ENVIRONMENT	4
ENV 260	ENVIRONMENTAL DATA ANALYSIS	4
ENV 294	SECOND YEAR SEMINAR	2

ENV 350	ENVIRONMENTAL SCIENCE AND STUDIES CAPSTONE	4
CMNS 326	ENVIRONMENTAL POLITICS AND RHETORIC	4

Environmental Science Electives: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
ENV 152	ECOLOGICAL AND SOCIAL ECONOMICS	
ENV 204	ENERGY AND THE ENVIRONMENT	
ENV 230	GLOBAL CLIMATE CHANGE	
ENV 300	PLANT IDENTIFICATION ¹	
ENV 310	ENVIRONMENTAL SOIL SCIENCE ¹	
ENV 316	CHEMISTRY OF EARTH SYSTEMS ¹	
ENV 320	CONSERVATION BIOLOGY ¹	
ENV 322	ECOSYSTEM ECOLOGY ¹	
ENV 340	URBAN ECOLOGY ¹	
ENV 245	URBAN AND COMMUNITY AGRICULTURE	
ENV 355	INTRODUCTION TO ENVIRONMENTAL HEALTH	

¹ Lab course.

Introductory Courses : 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
TCH 302	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 314	THE NATURE OF SCIENCE	4
TCH 324	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	4
TCH 303	CONCEPTIONS OF HEALTHY ADOLESCENCE	4

Advanced Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
TCH 325	LITERACY IN THE CONTENT AREAS	4
TCH 374	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 385	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 380	THE TEACHER AS PROFESSIONAL ¹	4
TCH 395	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 385.

Student Teaching: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take SEC 387, Capstone Seminar with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
TCH 392	MIDDLE GRADES AND SECONDARY STUDENT TEACHING	10
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Environmental Science majors must complete the following tests:

- Science: Environmental Science Content Area Test (test #112) – assesses knowledge of life science, physical science, and the living environment. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Secondary Education History (BA)

The Bachelor of Arts program in Secondary Education History prepares students to teach 5th through 12th grade in a variety of urban and suburban education settings, including public and private middle schools and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for

teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

NOTE: Secondary Education students now have the option to double major in Secondary Education and History. With the double major, students will graduate with a Bachelor of Arts degree with a major in Secondary Education and a major in History. Students should declare Secondary Education as their primary major (see Secondary Education BA/BS for degree requirements) and History (see History BA for degree requirements) as their secondary major. If you have already begun the Secondary Education History major and want to switch to the Secondary Education Major and History double major, you should contact your academic advisor because the double major may require additional coursework. Students who pursue the Bachelor of Arts degree with a major in Secondary Education History do not have the option to double major in History.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Social Science-History (grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Liberal Studies Requirements	78
Major Requirements	114
Total hours required	192

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.

College Core Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

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- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
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Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

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To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required

by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		
Senior Year		
Capstone		
SEC 387	CAPSTONE SEMINAR IN SECONDARY EDUCATION ^{1,3}	2

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 1 Course Required
(Note: Must be US History)

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required:
 - LSE 380
 - 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - 1 BIO Course
 - 1 CHE/ENV/GEO/PHY Course
(Note: One course above must be SI-LAB.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required:
 - PSC 120
 - 1 ECO Course

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Course Requirements****Content Area Courses****History Core: 16 quarter hours required, grade of C or better required**

Course	Title	Quarter Hours
Select two of the following:		8
HST 181	UNITED STATES TO 1800	
HST 182	UNITED STATES, 1800-1900	
HST 183	UNITED STATES, 1900-PRESENT	
Select two of the following:		8
HST 111	THE WORLD TO C.1500	
HST 112	THE WORLD, C.1500-1914	
HST 113	THE WORLD, 1900-PRESENT	

Historical Methods: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
HST 298	INTRODUCTION TO HISTORICAL SOURCES AND METHODS	4
HST 299	CRAFT OF HISTORY	4

History Elective Course: 8 quarter hours required, grade of C or better required

- HST Elective 1
- HST Elective 2

Advanced History Course (300-level): 24 quarter hours required, grade of C or better required

- HST US History elective
- HST Non-US History elective
- HST Open Geographical Field History elective 1
- HST Open Geographical Field History elective 2
- HST Open Geographical Field History elective 3
- HST Open Geographical Field History elective 4

Introductory Courses: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
TCH 302	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 312	THE NATURE OF HISTORY AND THE SOCIAL SCIENCES	4
TCH 322	INQUIRY & APPLICATION IN DEVELOPING HISTORY AND SOCIAL SCIENCES PEDAGOGY	4
TCH 303	CONCEPTIONS OF HEALTHY ADOLESCENCE	4

Advanced Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
TCH 325	LITERACY IN THE CONTENT AREAS	4
TCH 372	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 382	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 380	THE TEACHER AS PROFESSIONAL ¹	4
TCH 395	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 382.

Student Teaching: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures listed in the college core requirements. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take SEC 387, Capstone Seminar with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
TCH 392	MIDDLE GRADES AND SECONDARY STUDENT TEACHING	10
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Secondary Education History majors must complete the following tests:

- Social Science: History Content Area Test (test #246) – assesses and measures the candidate's core knowledge across history and social science fields. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Secondary Education Mathematics (BA)

The Bachelor of Arts program in Secondary Education Mathematics prepares students to teach 5th through 12th grade in a variety of urban and suburban education settings, including public and private middle schools and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for

teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Note: Secondary Education students now have the option to double major in Secondary Education and Mathematical Sciences. With the double major, students will graduate with a Bachelor of Arts degree with a major in Secondary Education and a major in Mathematical Sciences. Students should declare Secondary Education as their primary major (see Secondary Education BA/BS for degree requirements) and Mathematical Sciences (see Mathematical Sciences BA for degree requirements) as their secondary major. If you have already begun the Secondary Education Mathematics major and want to switch to the Secondary Education Major and Mathematical Sciences double major, you should contact your academic advisor because the double major may require additional coursework. Students who pursue the Bachelor of Science degree with a major in Secondary Education Mathematics do not have the option to double major in Mathematical Sciences.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Mathematics (grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Liberal Studies Requirements	74
Major Requirements	114
Open Electives	4
Total hours required	192

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.

College Core Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy

- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language

- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

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Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

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Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		
Senior Year		
Capstone		
SEC 387	CAPSTONE SEMINAR IN SECONDARY EDUCATION ^{1,2}	2

¹ Students must earn a C- or better in this course.

² This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
(Note: One must be US History)

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required:
 - LSE 380
 - 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - 1 BIO Course
 - 1 CHE/ENV/GEO/PHY Course
 (Note: One course above must be SI-LAB.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required:
 - PSC 120
 - 1 Additional Course

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Course Requirements****Content Area Courses****Math Core: 32 quarter hours required, grade of C or better required**

Math courses must be taken in sequence (i.e. 150 is followed by 151, 160 is followed by 161, etc.). Consult your advisor for a full list of sequences and prerequisites. **Note:** The secondary mathematics content advisor will collaborate with you to design and schedule your mathematics content course sequence.

Course	Title	Quarter Hours
MAT 150 or MAT 160	CALCULUS I CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	5
MAT 151 or MAT 161	CALCULUS II CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	5
MAT 152 or MAT 162	CALCULUS III CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	5
Select one of the following options:		4
MAT 215	INTRODUCTION TO MATHEMATICAL REASONING	
MAT 140 & MAT 141	DISCRETE MATHEMATICS I and DISCRETE MATHEMATICS II (Discrete Mathematics Sequence)	
MAT 216	FOUNDATIONS OF ADVANCED MATHEMATICS	4
MAT 260	MULTIVARIABLE CALCULUS I	4
MAT 261	MULTIVARIABLE CALCULUS II	4
MAT 262	LINEAR ALGEBRA	4

Computer Science Language: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
IT 130	INTRODUCTORY COMPUTING FOR THE WEB	
Any CSC 200-level course		

Algebra and Geometry Core: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
MAT 310	ABSTRACT ALGEBRA I	4
MAT 320	GEOMETRY I	4
Select one of the following options:		4
MAT 303	THEORY OF NUMBERS	
MAT 311	ABSTRACT ALGEBRA II	
MAT 321	GEOMETRY II	
MAT 335	REAL ANALYSIS I	

Probability and Statistics Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
MAT 348 or MAT 351	APPLIED STATISTICAL METHODS PROBABILITY AND STATISTICS I	4

History of Math Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
MAT 301	HISTORY OF MATHEMATICS	4

Introductory Courses: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
TCH 302	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 313	THE NATURE OF MATHEMATICS	4
TCH 323	INQUIRY & APPLICATION IN DEVELOPING MATHEMATICS PEDAGOGY	4
TCH 303	CONCEPTIONS OF HEALTHY ADOLESCENCE	4

Advanced Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
TCH 325	LITERACY IN THE CONTENT AREAS	4
TCH 373	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 383	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4

TCH 380	THE TEACHER AS PROFESSIONAL ¹	4
TCH 395	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 383.

Bachelor of Science Requirements

To qualify for the Bachelor of Science degree, complete 4 quarter hours in natural or computer science beyond the requirements for the Bachelor of Arts degree. Please consult your advisor for approval of appropriate natural and computer science courses.

Open Electives: 4 quarter hours are required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98, MAT 94, MAT 95.

Student Teaching: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take SEC 387, Capstone Seminar with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
TCH 392	MIDDLE GRADES AND SECONDARY STUDENT TEACHING	10
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Mathematics majors must complete the following tests:

- Mathematics Content Area Test (test #208) – assesses knowledge of both the processes and applications of mathematics. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Secondary Education Mathematics (BS)

The Bachelor of Science program in Secondary Education Mathematics prepares students to teach 5th through 12th grade in a variety of urban and suburban education settings, including public and private middle schools and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

NOTE: Secondary Education students now have the option to double major in Secondary Education and Mathematical Sciences. With the double major, students will graduate with a Bachelor of Science degree with a major in Secondary Education and a major in Mathematical Sciences. Students should declare Secondary Education as their primary major (see Secondary Education BA/BS for degree requirements) and Mathematical Sciences (see Mathematical Sciences BS for degree requirements) as their secondary major. If you have already begun the Secondary Education Mathematics major and want to switch to the Secondary Education Major and Mathematical Sciences double major, you should contact your academic advisor because the double major may require additional coursework. Students who pursue the Bachelor of Science degree with a major in Secondary Education Mathematics do not have the option to double major in Mathematical Sciences.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Mathematics (grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Liberal Studies Requirements	74
Major Requirements	118

Open Electives	4
Total hours required	196

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.

College Core Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively

- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
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- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

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- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
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- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
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- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
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Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
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- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
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Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

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Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		
Senior Year		
Capstone		
SEC 387	CAPSTONE SEMINAR IN SECONDARY EDUCATION ^{1,2}	2

¹ Students must earn a C- or better in this course.

² This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
(Note: One must be US History)

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required:
 - LSE 380
 - 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - 1 BIO Course
 - 1 CHE/ENV/GEO/PHY Course
(Note: One course above must be SI-LAB.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required:
 - PSC 120
 - 1 Additional Course

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Content Area Courses

Math Core: 32 quarter hours required, grade of C or better required

Math courses must be taken in sequence (i.e. 150 is followed by 151, 160 is followed by 161, etc.). Consult your advisor for a full list of sequences and prerequisites. **Note:** The secondary mathematics content advisor will collaborate with you to design and schedule your mathematics content course sequence.

Course	Title	Quarter Hours
MAT 150 or MAT 160	CALCULUS I CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	5
MAT 151	CALCULUS II	5

or MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	
MAT 152 or MAT 162	CALCULUS III CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	5
Select one of the following options:		4
MAT 215	INTRODUCTION TO MATHEMATICAL REASONING	
MAT 140 & MAT 141	DISCRETE MATHEMATICS I and DISCRETE MATHEMATICS II (Discrete Mathematics Sequence)	
MAT 216	FOUNDATIONS OF ADVANCED MATHEMATICS	4
MAT 260	MULTIVARIABLE CALCULUS I	4
MAT 261	MULTIVARIABLE CALCULUS II	4
MAT 262	LINEAR ALGEBRA	4

Computer Science Language: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4
IT 130	INTRODUCTORY COMPUTING FOR THE WEB	
Any CSC 200 level course		

Algebra and Geometry Core : 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
MAT 310	ABSTRACT ALGEBRA I	4
MAT 320	GEOMETRY I	4
Select one of the following options:		4
MAT 303	THEORY OF NUMBERS	
MAT 311	ABSTRACT ALGEBRA II	
MAT 321	GEOMETRY II	
MAT 335	REAL ANALYSIS I	

Probability and Statistics Core : 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
MAT 348 or MAT 351	APPLIED STATISTICAL METHODS PROBABILITY AND STATISTICS I	4

History of Math Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
MAT 301	HISTORY OF MATHEMATICS	4

Introductory Courses: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4

TCH 302	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 313	THE NATURE OF MATHEMATICS	4
TCH 323	INQUIRY & APPLICATION IN DEVELOPING MATHEMATICS PEDAGOGY	4
TCH 303	CONCEPTIONS OF HEALTHY ADOLESCENCE	4

Advanced Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
TCH 325	LITERACY IN THE CONTENT AREAS	4
TCH 373	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 383	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 380	THE TEACHER AS PROFESSIONAL ¹	4
TCH 395	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 383.

Bachelor of Science Requirements: 4 quarter hours are required

- 4 additional quarter hours in natural or computer science. Please consult your advisor for approval of appropriate natural and computer science courses.

Open Electives: 4 quarter hours are required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98, MAT 94, and MAT 95.

Student Teaching: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take SEC 387, Capstone Seminar with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
TCH 392	MIDDLE GRADES AND SECONDARY STUDENT TEACHING	10
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Secondary Education Mathematics majors must complete the following tests:

- Mathematics Content Area Test (test #208) – assesses knowledge of both the processes and applications of mathematics. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Secondary Education Physics (BS)

The Bachelor of Science program in Secondary Education Physics prepares students to teach 5th through 12th grade in a variety of urban and suburban education settings, including public and private middle schools and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

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Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

NOTE: Secondary Education students now have the option to double major in Secondary Education and Physics. With the double major, students will graduate with a Bachelor of Science degree with a major in Secondary Education and a major in Physics. Students should declare Secondary Education as their primary major (see Secondary Education BA/BS for degree requirements) and Physics (see Physics BS for degree requirements) as their secondary major. If you have already begun the Secondary Education Physics major and want to switch to the Secondary

Education Major and Physics Major double major, you should contact your academic advisor because the double major may require additional coursework. Students who pursue the Bachelor of Science degree with a major in Secondary Education Physics do not have the option to double major in Physics.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Science-Physics (grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Liberal Studies Requirements	74
Major Requirements	134
Total hours required	208

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.

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Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).

- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per

the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		

Senior Year		
Capstone		
SEC 387	CAPSTONE SEMINAR IN SECONDARY EDUCATION ^{1,2}	2

¹ Students must earn a C- or better in this course.
² This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains
Arts and Literature (AL) (p. 1322)
• 3 Courses Required

Historical Inquiry (HI) (p. 1326)
• 2 Courses Required
(Note: One must be US History)

Math and Computing (MC) (p. 1328)
• Not Required

Philosophical Inquiry (PI) (p. 1329)
• 2 Courses Required:
• LSE 380
• 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)
• 2 Courses Required

Scientific Inquiry (SI) (p. 1332)
• 1 SWK Course Required
(Note: This must be in Biology.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 3 Courses Required:
• PSC 120
• 2 Additional Courses

Notes
Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements
Course Requirements

Content Area Courses		
Physics Core: 28 quarter hours required, grade of C or better required		
Course	Title	Quarter Hours
PHY 170	UNIVERSITY PHYSICS I	4
PHY 171	UNIVERSITY PHYSICS II	4

PHY 172	UNIVERSITY PHYSICS III	4
PHY 270	UNIVERSITY PHYSICS IV	4
PHY 300	METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS I	4
PHY 301	METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS II	4
PHY 310	MECHANICS I	4

Physics Electives: 16 quarter hours required, grade of C or better required
Physics Electives should be chosen in consultation with the Physics faculty content advisor.

- PHY elective course 1
- PHY elective course 2
- PHY elective course 3
- PHY elective course 4

Math Core: 20 quarter hours required, grade of C or better required		
Course	Title	Quarter Hours
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	5
MAT 161	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II	5
MAT 162	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III	5
MAT 260	MULTIVARIABLE CALCULUS I	4
MAT 261	MULTIVARIABLE CALCULUS II	4

Chemistry Core: 12 quarter hours required, grade of C or better required		
Course	Title	Quarter Hours
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4

Introductory Courses: 20 quarter hours required, grade of C or better required		
Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
TCH 302	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 314	THE NATURE OF SCIENCE	4
TCH 324	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	4
TCH 303	CONCEPTIONS OF HEALTHY ADOLESCENCE	4

Advanced Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
TCH 325	LITERACY IN THE CONTENT AREAS	4
TCH 374	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 385	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 380	THE TEACHER AS PROFESSIONAL ¹	4
TCH 395	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 385.

Student Teaching: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take SEC 387, Capstone Seminar with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
TCH 392	MIDDLE GRADES AND SECONDARY STUDENT TEACHING	10
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Physics majors must complete the following tests:

- Science: Physics Content Area Test (test #116) – assesses knowledge of both life and physical science, including Earth systems, technology, and the universe. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Secondary Education Social Science (BA)

The Bachelor of Arts program in Secondary Education Social Science prepares students to teach 5th through 12th grade in a variety of urban

and suburban education settings, including public and private middle schools and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Licensure

Illinois Professional Educator License with an endorsement in Middle and Secondary Education Social Science-History (grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Liberal Studies Requirements	78
Major Requirements	114
Total hours required	192

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.

- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.

College Core Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development

- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul

- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

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Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

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Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

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Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		
Senior Year		
Capstone		
SEC 387	CAPSTONE SEMINAR IN SECONDARY EDUCATION ^{1,3}	2

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 1 Course Required
(Note: Must be US History)

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required:
 - LSE 380
 - 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - 1 BIO Course
 - 1 CHE/ENV/GEO/PHY Course
(Note: One course above must be SI-LAB.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required:
 - PSC 120
 - 1 Additional Course
(Note: An ECO course recommended)

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Course Requirements****Content Area Courses**

Note: HST 298 is a prerequisite for all 300 level history courses.

United States History Courses: 16 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
HST 181	UNITED STATES TO 1800	4
HST 182	UNITED STATES, 1800-1900	4
HST US History elective 1		4
HST US History elective 2		4

World History Course: 16 quarter hours required, grade of C or better required

World history electives can be chosen from any non-US history area

Course	Title	Quarter Hours
HST 111	THE WORLD TO C.1500	4
HST 112	THE WORLD, C.1500-1914	4
HST World History elective 1		4
HST World History elective 2		4

Secondary Field: 24 quarter hours required, grade of C or better required

Choose six courses from Anthropology, Economics, Geography, Political Science, Psychology or Sociology. All courses must be from a single field.

- ANT, ECO, GEO, PSC, PSY, or SOC elective 1
- ANT, ECO, GEO, PSC, PSY, or SOC elective 2
- ANT, ECO, GEO, PSC, PSY, or SOC elective 3
- ANT, ECO, GEO, PSC, PSY, or SOC elective 4
- ANT, ECO, GEO, PSC, PSY, or SOC elective 5
- ANT, ECO, GEO, PSC, PSY, or SOC elective 6

Introductory Courses: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
TCH 302	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 312	THE NATURE OF HISTORY AND THE SOCIAL SCIENCES	4
TCH 322	INQUIRY & APPLICATION IN DEVELOPING HISTORY AND SOCIAL SCIENCES PEDAGOGY	4
TCH 303	CONCEPTIONS OF HEALTHY ADOLESCENCE	4

Advanced Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
TCH 325	LITERACY IN THE CONTENT AREAS	4
TCH 372	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 382	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 380	THE TEACHER AS PROFESSIONAL ¹	4
TCH 395	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 382.

Student Teaching: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take SEC 387, Capstone Seminar with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
TCH 392	MIDDLE GRADES AND SECONDARY STUDENT TEACHING	10
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Social Science majors must complete the following tests:

- Social Science: History Content Area Test (test #246) – assesses and measures the candidate's core knowledge across history and social science fields. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Secondary Education Visual Art (BA)

The Bachelor of Arts program in Secondary Education Visual Art prepares students to teach 6th through 12th grade in a variety of urban and suburban education settings, including public and private middle schools and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

NOTE: Secondary Education students now have the option to double major in Secondary Education and Art, Media, and Design. With the double major, students will graduate with a Bachelor of Arts degree with a major in Secondary Education and a major in Art, Media, and Design. Students should declare Secondary Education as their primary major (see Secondary Education BA/BS for degree requirements) and Art, Media, and Design (see Art, Media, and Design BA for degree requirements) as their secondary major. If you have already begun the Secondary Education Visual Arts major and want to switch to the Secondary Education Major and Art, Media, and Design double major, you should contact your academic advisor because the double major may require additional coursework. Students who pursue the Bachelor of Arts degree with a major in Secondary Education Visual Arts do not have the option to double major in Art Media and Design.

Licensure

Illinois Professional Educator License with an endorsement in Secondary Education Visual Art (grades 6-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Liberal Studies Requirements	78
Major Requirements	106
Open Electives	8
Total hours required	192

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.

College Core Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for

all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-

designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses

- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is

external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		
Senior Year		
Capstone		
SEC 387	CAPSTONE SEMINAR IN SECONDARY EDUCATION ^{1,3}	2

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 1 Course Required
(Note: This must not be an ART or HAA course.)

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
(Note: One must be US History)

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required:
 - LSE 380
 - 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - 1 BIO Course
 - 1 CHE/ENV/GEO/PHY Course
(Note: One course above must be SI-LAB.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required:
 - PSC 120
 - 2 Additional Courses

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Content Area Courses

Core: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ART 101	DIGITAL FOUNDATIONS	4
ART 105	TWO-DIMENSIONAL FOUNDATIONS	4
ART 106	BEGINNING DRAWING	4
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	4
ART 113 or ART 114	THREE DIMENSIONAL FOUNDATIONS FOUR DIMENSIONAL FOUNDATIONS	4

Studio Art: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ART 110	BEGINNING PAINTING	4
ART 115	BEGINNING SCULPTURE	4
ART 206 or ART 218	INTERMEDIATE DRAWING FIGURE DRAWING	4

ART 229	BEGINNING PRINTMAKING	4
Select one Art History Course		4

Media Arts : 16 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ART 225 or ART 224	BEGINNING PHOTOGRAPHY BEGINNING DIGITAL PHOTOGRAPHY	4
ART 226 or ART 289	VIDEO ART EXPERIMENTAL FILM AND VIDEO	4
ART 358 or ART 332	GRAPHIC ART TOPICS IN PHOTOGRAPHIC PRACTICE	4
Select one 300-level ART Studio Elective Course		4

Introductory Courses: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
EE 281	INTRODUCTION TO EDUCATIONAL PRACTICE	4
SCU 337	HUMAN GROWTH AND DEVELOPMENT	4

Advanced Courses: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
TCH 325	LITERACY IN THE CONTENT AREAS	4
TCH 365		
TCH 366	TEACHER AS ARTIST	
TCH 380	THE TEACHER AS PROFESSIONAL	
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4

¹ Taken in conjunction with SEC 366.

Open Electives: 8 quarter hours are required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98, MAT 94, and MAT 95.

Student Teaching: 10 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take TCH 387, Capstone Seminar with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS	

EDU 95

CLINICAL EXPERIENCE WITH CHILDREN
AND YOUTH (non-tuition, PA grade
required)

0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Visual Art majors must complete the following tests:

- Visual Art Content Area Test (test #145) – assesses elements, principles, and expressive features of the visual arts; creating and producing works of visual art; analyzing and evaluating works of visual art; and the role of the visual arts. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Social Research Certificate

The Certificate in Social Research familiarizes students with the choices they can make in designing social science research and to help them select the research tools that are right for the types of questions they are asking. The four-course program provides knowledge of current research designs, methods, and practices; quantitative and statistical skills; and the logic of inquiry.

A number of Sociology MA students may wish to obtain the certificate as part of their degree program. The certificate is also useful for students in fields ranging from the social and behavioral sciences to communication and education.

Course Requirements

Core Courses

Two core courses are required:

Course	Title	Quarter Hours
Statistics or quantitative analysis. Select one of the following:		4
SOC 402	STATISTICS FOR THE SOCIAL SCIENCES	
SOC 412	DATA ANALYSIS	
SOC 450	ADVANCED STATISTICS I ¹	
SOC 411	SOCIAL RESEARCH ²	4

¹ Students will be placed in the appropriate quantitative/statistics class on the basis of their graduate and undergraduate work.

² This class also includes the requirement of obtaining an online certificate in the protection of human subjects - currently offered through the DePaul Institutional Review Board [IRB] and Collaborative Institutional Training Initiative [CITI].

Elective Courses

Course	Title	Quarter Hours
Select two of the following:		8
SOC 412	DATA ANALYSIS	
SOC 413	QUALITATIVE METHODS	
SOC 417	ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION	
SOC 423	URBAN ETHNOGRAPHY	
SOC 493	VISUAL SOCIOLOGY	

Social Work (Minor)

The Social Work Minor provides DePaul undergraduates, who are well-known for their Vincentian commitment to service, a pathway to social work graduate programs and careers in social services. This minor requires 20 quarter hour of credit hours (5 courses) and is available to degree-seeking undergraduate students.

Course	Title	Quarter Hours
Three Required Courses:		12
SWU 311	HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT	
SWU 312	HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II	
SWU 331	SOCIAL WELFARE POLICY	
Select two elective courses (8 credits) in consultation with Social Work faculty		8

Social Work (MSW)

The Master of Social Work (MSW) degree program is designed to prepare students for advanced social work, with an emphasis on either community practice or forensic social work. The MSW degree prepares its graduates for work and leadership in broad and varied human service organizations which span child welfare, health and mental health, community planning, family services and the like.

All students are required to complete 88 quarter hour credits; this includes 24 hours of field education. The program can be completed in either a full-time (two years) or part-time (three or four years) basis. The curriculum consists of foundation (beginning) and concentration (or advanced) content ranging from professional writing, human behavior, social welfare policy, social work research, program evaluation, fund development, beginning social work practice and either advanced community practice or forensic social work.

The MSW degree may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MSW/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- MSW + Global Health Certificate (p. 566)
- MSW + Social Research Certificate (p. 1061)
- MSW + Critical Ethnic Studies Certificate (p. 322)

Program Requirements	Quarter Hours
Degree Requirements	88
Total hours required	88

Learning Outcomes

Students will be able to:

- Be knowledgeable of the profession's ethics and value base and practice accordingly.
- Practice within the context of striving for justice and will therefore practice antidiscrimination, especially with respect to clients from historically oppressed groups including women, children, the poor, people of color, people with disabilities, the aged, gay, lesbian, and trans-gendered people, people from various ethno- cultural backgrounds, people with diverse religious beliefs, recently-arrived immigrants, and people for whom English is a second language.
- Apply select advocacy and social change strategies while working for justice.
- Apply the knowledge and skills of a generalist professional perspective to practice with client systems of all sizes.
- Apply select theoretical frameworks to understand human development and behaviors across the lifespan and interactions among and between individuals, families, groups, communities, organizations and institutions.
- Analyze and influence social policies and their impacts.
- Critically assess research, apply research findings to practice, and evaluate their own practice.
- Communicate effectively with multiple audiences, using various media.
- Use supervision effectively and accept constructive feedback regarding their practice interventions.
- Operate effectively within organizations and work to change organizations in the quest for justice.

Degree Requirements

Course Requirements

All candidates for the MSW degree enrolled in the 2-year or the 4-year program must complete 88 credit hours of course work, including 56 credit hours (14 courses) of course work detailed below:

Course	Title	Quarter Hours
MSW 401	PROFESSIONAL WRITING AND DEVELOPMENT	4
MSW 411	HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I	4
MSW 412	HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II	4
MSW 421	INTRODUCTION TO SOCIAL WORK RESEARCH	4
MSW 431	SOCIAL WELFARE POLICY I	4
MSW 432	ADVANCED SOCIAL WELFARE POLICY II	4
MSW 481	FOUNDATION PRACTICE I	4

MSW 491	FOUNDATION FIELD EDUCATION I	4
MSW 482	FOUNDATION PRACTICE II	4
MSW 492	FOUNDATION FIELD EDUCATION II	4
MSW 483	FOUNDATION PRACTICE III	4
MSW 493	FOUNDATION FIELD EDUCATION III	4
Select eight credit hours of graduate level study (400 and above) as electives ¹		8

¹ Special topics courses (MSW 450) are included as possible electives.

In addition to the requirements listed above, students must select and complete requirements for a concentration, detailed under the "Concentration Requirements" tab of this page.

MSW 499 is also available as an elective or substitution for some courses.

Notice for Graduates of CSWE-Accredited Baccalaureate Programs

Every candidate for the MSW degree has to demonstrate competencies in the professional foundation of social work. For graduates of CSWE-accredited baccalaureate programs, up to 12 credit hours of eligible coursework can be waived if applicants received a grade of 'B' or better in corresponding undergraduate courses. These courses are limited to the following:

Course	Title	Quarter Hours
MSW 411	HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I	
MSW 421	INTRODUCTION TO SOCIAL WORK RESEARCH	
MSW 431	SOCIAL WELFARE POLICY I	

Applicants are assessed at the time of admission. The waivers will not count as graduate credits earned and all students granted course waivers status must meet all other requirements of the program, including a minimum of 76 earned graduate credit hours for degree completion.

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Community Practice Concentration, Social Work (MSW) (p. 1063)
- Forensic Social Work Concentration, Social Work (MSW) (p. 1064)

Student Handbook

Mission Statement

The DePaul University Master of Social Work extends the university's global Vincentian mission of service to marginalized groups, particularly those in the Chicago urban community. The program offers rigorous, personalized, and responsive education, through collaboration with university and community partners in pursuit of social and economic justice. The DePaul University Master of Social Work Program is designed to foster excellence in community-based practice with an emphasis on ethics, leadership, and scholarship. Below are terms and/or academic designations which support the admissions, academic, and matriculation components.

Probation

Students enrolled in the MSW degree program will be placed on probation when their grade point average (GPA) falls below a 2.5, or when a student receives a rating of inadequate in one or more areas of the program's professional comportment matrix. All students placed on probation will be required to take part in a continuance review to consider their plans for remediation and (possible) continuation in the MSW degree program. Students placed on probation will not be allowed to re-enroll in the program until the student has met all of the academic and professional conditions set forth in a formal continuance hearing. Students who elect not to participate in continuance reviews will be subject to dismissal from the program. Students who are dismissed can make a formal petition for reconsideration which should be addressed to the Dean of the College of Liberal Arts and Social Sciences or their representative.

Dismissal

Students who fail to acquire a professional field placement after a minimum of three attempts by the program to facilitate internship arrangements, who receive failing grades in either practice (MSW courses 481-483, and either MSW courses 561-563 or 581-583) or field education (MSW courses 491-493, and either MSW courses 571-573 or 591-593), who are dismissed from field due to poor performance, or who fail to make sufficient progress towards degree completion, who are found to be inadequate in one or more areas of the program's professional comportment matrix, and/or who are found in violation with one or more of the National Association of Social Worker's Code of Ethics, may be dismissed from the MSW degree program upon the completion of a continuance review. Students who elect not to participate in continuance reviews will be subject to dismissal from the program. Students who are dismissed can make a formal petition for reconsideration which should be addressed to the Dean of the College of Liberal Arts and Social Sciences or their representative.

Readmission

Students requesting readmission into the program after probation and/or dismissal must make their request in writing, based on criteria set forth in the University's Graduate Student Handbook, the MSW Student Handbook, and/or the conditions set forth in the letter of termination or dismissal from the program. In order to be readmitted to the program, students must be able to secure an approved professional internship placement under the auspices of the MSW program's Office of Field Education.

Transfer Credit

Students who are accepted for admission into the MSW degree program can request that graduate course work done in other accredited institutions (or other graduate degree programs at DePaul University) be considered for academic credit in the MSW Program. The Transfer of Credit Request Form must be completed by students and can be found in the appendix of the MSW Student Handbook. Students may not apply for transfer credit if those courses were counted toward a previous, completed degree.

Students should make their request (in writing) either at the time of admission or before the end of their first academic quarter of enrollment. Students can apply transfer credits for up to twelve (12) hours of academic study in the MSW degree program. Student requests must be based on completed work and must be substantiated by transcripts (indicating grades earned) and other supporting documentation, including course syllabi, graded assignments, etc. (in addition to the form).

Students must have received a grade of B or better in courses being considered for transfer credit.

Students will not be granted credit for field education, practice or concentration courses in the MSW degree program (MSW 481, MSW 482, MSW 483, MSW 491, MSW 492, MSW 493 or 500-level MSW course).

Students may not apply for transfer credit if those courses were counted towards a previous, completed degree. Requests submitted after the conclusion of the student's first quarter of enrollment in the MSW program may not be reviewed. Students will be notified (in writing) of the program's decision regarding their transfer request.

Undergraduate Courses

The program does not currently accept any undergraduate level courses for credit in the graduate curriculum.

Graduation Requirements

Completion of the MSW degree requires a completion of a minimum of 88 quarter hours which can be met on a full-time or part-time basis and include two (academic) year-long, professional internships. All students must maintain an overall grade point average (GPA) of at least 2.75 (on a 4.0 scale) to remain in good standing in the MSW program and the university. While the minimum, overall GPA required to graduate from the program and university is 2.75, DePaul MSW students should note that other programs in social work generally carry the 3.0 GPA as a minimum and upon graduation, DePaul University MSW students are likely to be compared to graduates from programs that have higher grade point expectations. It is the value of the MSW program to provide all students with frequent and proactive feedback regarding their performance(s) in classes and field placement(s). To that end, faculty and staff are committed to ongoing communications regarding student performance to ascertain whether there are certain trends or preventable situations which may impede student learning and professional performance.

Graduation with Distinction

The MSW degree program requires an overall GPA of at least 3.9 (on a 4.0 scale) for the designation of graduation with distinction.

Time Limits

Graduate students must complete their degree requirements within six years of the date of matriculation in the program. In rare circumstances, the Program Director may grant extensions based on student's written requests, which must be submitted before the end of the final year of enrollment eligibility.

Community Practice Concentration, Social Work (MSW)

Course Requirements

The Community Practice concentration requires completion of the following eight courses (32 credit hours):

Course	Title	Quarter Hours
MSW 501	PROGRAM EVALUATION	4
MSW 521	FUND DEVELOPMENT AND MANAGEMENT	4
MSW 581	COMMUNITY PRACTICE I	4
MSW 582	COMMUNITY PRACTICE II	4
MSW 583	COMMUNITY PRACTICE III	4

MSW 591	COMMUNITY FIELD EDUCATION I	4
MSW 592	COMMUNITY FIELD EDUCATION II	4
MSW 593	COMMUNITY FIELD EDUCATION III	4

Forensic Social Work Concentration, Social Work (MSW)

Course Requirements

The Forensic Social Work concentration requires completion of the following eight courses (32 credit hours):

Course	Title	Quarter Hours
MSW 501	PROGRAM EVALUATION	4
MSW 521	FUND DEVELOPMENT AND MANAGEMENT	4
MSW 561	FORENSIC SOCIAL WORK PRACTICE I	4
MSW 562	FORENSIC SOCIAL WORK PRACTICE II	4
MSW 563	FORENSIC SOCIAL WORK PRACTICE III	4
MSW 571	FORENSIC FIELD I	4
MSW 572	FORENSIC FIELD II	4
MSW 573	FORENSIC FIELD III	4

Social Work (MSW/MA Women's and Gender Studies)

The joint MSW/MA in Women's and Gender Studies offers a unique and cutting edge graduate program with a focus on gender, community, and social justice. Both programs share a synchronicity of mission and focus on social justice efforts at the community level and together they would provide an excellent foundation for developing a women's and gender studies-based social work career trajectory.

The joint program is designed to give students the opportunity and flexibility to draw from the strengths of both programs as they build a foundation for their chosen work. The program offers both a broad understanding of social work, with a particular focus on community, and a substantive foundation in the theories and scholarship within women's and gender studies, with a particular focus on social justice. Students will have the opportunity to deepen their knowledge in the field of women's and gender studies directly applicable to their interests in social work and build their knowledge-based skills in social work while obtaining the necessary credential for not only securing employment, but the ability to advance their leadership in the profession.

Program Requirements	Quarter Hours
MA Requirements	32
MSW Requirements	76
Total hours required	108

MSW Degree Requirements

Course Requirements

All candidates for the MSW/MA Women's and Gender Studies degree enrolled in the 3 year program must complete 76 credit hours of course work within the MSW program.

This includes 44 credit hours detailed below:

Course	Title	Quarter Hours
MSW 401	PROFESSIONAL WRITING AND DEVELOPMENT	4
MSW 411	HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I	4
MSW 412	HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II	4
MSW 421	INTRODUCTION TO SOCIAL WORK RESEARCH	4
MSW 431	SOCIAL WELFARE POLICY I	4
MSW 481	FOUNDATION PRACTICE I	4
MSW 491	FOUNDATION FIELD EDUCATION I	4
MSW 482	FOUNDATION PRACTICE II	4
MSW 492	FOUNDATION FIELD EDUCATION II	4
MSW 483	FOUNDATION PRACTICE III	4
MSW 493	FOUNDATION FIELD EDUCATION III	4

Candidates for the MSW/MA Women's and Gender Studies degree must also complete 32 credit hours of MSW concentration courses, listed here (p. 1062).

MA Degree Requirements

Course Requirements

All candidates for the MSW/MA Women's and Gender Studies degree enrolled in the three-year program must complete 32 credit hours of course work within the MA in Women's and Gender Studies program, detailed below:

Course	Title	Quarter Hours
WGS 415	FEMINIST GENEALOGIES IN WOMEN'S AND GENDER STUDIES	4
WGS 465	GLOBALIZATION, TRANSNATIONALISM, AND GENDER	4
WGS 491	METHODS AND SCHOLARSHIP IN WOMEN'S & GENDER STUDIES	4
WGS 485	WOMEN, GENDER, AGENCY, AND SOCIAL CHANGE	4
WGS 493	FINAL PROJECT INDEPENDENT RESEARCH	4
Select ONE of the following Theories classes from this list: WGS 400, WGS 415, WGS 472, WGS 475, WGS 481, WGS 488.		4
Select TWO additional WGS electives or a course offered by another department that has been approved for credit toward the MA in Women's and Gender Studies for a total of 8 credit hours.		8

Sociology (BA)

Sociology is the study of groups, societies, social processes, and institutions. To study these, the department provides a program that focuses on sociological methods (how we know) and sociological theory (how we explain). The curriculum provides students with a basis for understanding and participation in their own communities and enables them to pursue careers and occupations in professions related to sociological knowledge and training.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major (Core + Elective) Requirements	56
Open Electives	52
Total hours required	192

Learning Outcomes

Students will be able to:

- Apply and explain the sociological perspective (including the history of the discipline and its major theorists) to different levels of analysis of social contexts including: families, communities, cities, regions, organizations, societies at the national and global levels.
- Recognize and use basic qualitative and quantitative research methods, concepts, and procedures for the social sciences.
- Describe the historical context of sociology as a discipline, identify major classical and contemporary theorists, and critically examine key concepts of sociology such as social structures, inequality, deviance, social control, power and authority, complex organizations, and culture related to society and individual behaviors.
- Apply sociological perspectives and skills into the construction of a socially inclusive and just society while also planning a purposeful career path that satisfied personal interests, values, and beliefs.

College Core Requirements Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility

of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
SOC 395	CAPSTONE IN SOCIOLOGY ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

³ A student whose only major is Sociology is required to complete the Capstone offered by the Sociology Department. A student who is double majoring (or pursuing dual degrees) with the primary major (or primary degree) in Sociology may substitute the Capstone of the secondary major or degree. A Sociology major in the University Honors Program shall take only the University Honors Capstone, not both the Honors Capstone and the Sociology Capstone.

Learning Domains
Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 1 Course Required
- [1 CR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the experiential learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Sociology majors must complete required core sociology courses, sociology electives, and open electives. The core courses (24 credit hours) give students a foundation in theory, methods, and career development; sociology electives are selected in consultation with student's academic advisor to identify an area of specialization; and open electives are selected in consultation with student's academic advisor to meet the minimum graduation requirement of 192 hours.

Core Requirements

Course	Title	Quarter Hours
SOC 101	INTRODUCTION TO SOCIOLOGY	4
or SOC 105	SOCIAL PROBLEMS	
SOC 115	ORIENTATION TO CAREERS IN SOCIOLOGY	2
SOC 215	WORKPLACE ENVIRONMENTS AND CAREER DEVELOPMENT IN SOCIOLOGY	2
SOC 279	INTRO STATS FOR THE SOCIAL SCIENCES ¹	4
SOC 331	SOCIOLOGICAL THEORY	4
SOC 380	RESEARCH METHODS IN SOCIOLOGY I	4
SOC 381	RESEARCH METHODS IN SOCIOLOGY II	4

¹ The statistics requirement may also be fulfilled by PSY 240, MAT 137, or MAT 242.

Sociology Elective Requirements

Students must complete eight additional courses from sociology 200-level and 300-level courses (32 credit hours). The courses are to be selected in consultation with the student's academic advisor and the courses can be used to make up the student's area of specialization. Students develop a self-defined area of specialization, which reflects the common themes connecting their academic coursework, research and career interests. Previous areas of specializations have included: Health and Human Services; Law, Crime, and Criminology; Urban - Cities, Action, Power, Practice; and Sociology of Culture.

NOTE: A minimum of three courses or twelve credits can be counted toward a student's area of specialization. A maximum of eight credits of SOC 398 INTERNSHIP can be counted toward major field credit. Additional SOC 398 credit may be earned but it will count for open elective credit or Experiential Learning (EL) credit, if applicable.

Course Listings by Category Theory and Methodology

Course	Title	Quarter Hours
SOC 202	PHILOSOPHY AND SOCIAL THOUGHT	4
SOC 346	URBAN ETHNOGRAPHY	4
SOC 383	VISUAL SOCIOLOGY	4
SOC 384	ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION	4

Health and Human Services

Course	Title	Quarter Hours
SOC 200	SOCIAL WORK AND SOCIAL WELFARE	4
SOC 201	INTRODUCTION TO SOCIAL WORK PRACTICE	
SOC 221	INTRODUCTION TO THE U.S HEALTH CARE SYSTEM	4
SOC 307	SOCIOLOGY OF DRUGS	4
SOC 321	HEALTH AND HUMAN SERVICE ORGANIZATIONS	4
SOC 322	HOW SCHOOLS ARE FAILING AND CRIMINALIZING YOUTH	4
SOC 351	HEALTH DISPARITIES	4
SOC 353	SOCIOLOGY OF MENTAL ILLNESS	4
SOC 370	SOCIOLOGY OF FOOD	4
SOC 373	PUBLIC HEALTH AND HIGH RISK BEHAVIOR	4

Law, Crime and Criminology

Course	Title	Quarter Hours
SOC 214	POLICING THE MARGINS	4
SOC 220	THEORIES OF CRIME AND DELINQUENCY	4
SOC 248	RESISTING WHITE SUPREMACY	4
SOC 305	POWER, DEVIANCE AND SOCIAL CONTROL	4
SOC 310	CRIMINALIZATION, PUNISHMENT, & RESISTANCE	4
SOC 312	CRIMMIGRATION: IMMIGRATION AND CRIME, AN INTERNATIONAL PERSPECTIVE	

SOC 315	LAW, POWER AND RESISTANCE	4
SOC 317	GENDER, CRIME AND JUSTICE	4

Urban - Cities, Action, Power, Practice

Course	Title	Quarter Hours
SOC 212	COMMUNITY AND SOCIETY	4
SOC 214	POLICING THE MARGINS	4
SOC 217	WORK IN A GLOBALIZED WORLD	4
SOC 220	THEORIES OF CRIME AND DELINQUENCY	4
SOC 231	RACE AND ETHNICITY IN THE CITY	4
SOC 232	GLOBAL CITIES	4
SOC 243	THE SUBURBS	
SOC 245	URBAN SOCIOLOGY	4
SOC 246	HOMELESS IN THE CITY	4
SOC 307	SOCIOLOGY OF DRUGS	4
SOC 313	SOCIOLOGY OF EDUCATION	4
SOC 340	SOCIAL INEQUALITY	4
SOC 346	URBAN ETHNOGRAPHY	4
SOC 347	CLASS, POWER AND DECISION MAKING IN THE CITY	4
SOC 348	THE CITY IN THE FUTURE	4
SOC 370	SOCIOLOGY OF FOOD	4
SOC 383	VISUAL SOCIOLOGY	4
SOC 384	ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION	4

Social Inequality: Class, Gender, and Race

Course	Title	Quarter Hours
SOC 207	YOUTH AND SOCIETY	4
SOC 209	SOCIOLOGY OF GENDER	4
SOC 248	RESISTING WHITE SUPREMACY	4
SOC 306	SOCIOLOGY OF FAMILIES	4
SOC 313	SOCIOLOGY OF EDUCATION	4
SOC 340	SOCIAL INEQUALITY	4

Sociology of Culture

Course	Title	Quarter Hours
SOC 207	YOUTH AND SOCIETY	4
SOC 209	SOCIOLOGY OF GENDER	4
SOC 233	SOCIOLOGY OF SPORT	4
SOC 280	MASS MEDIA AND CULTURE	4
SOC 281	SOCIOLOGY OF ROCK MUSIC	4
SOC 383	VISUAL SOCIOLOGY	4
SOC 384	ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION	4
SOC 386	POPULAR CULTURE AND THE ARTS	4
SOC 283	ART & SOCIETY	4-4.5

Political and Economic Sociology

Course	Title	Quarter Hours
SOC 217	WORK IN A GLOBALIZED WORLD	4
SOC 256	SOCIAL CHANGE	4
SOC 275	LIVED POLITICS: INDIVIDUALISM AND COMMUNITY	
SOC 292	COLLECTIVE ACTION	4
SOC 344	POLITICAL SOCIOLOGY	4
SOC 345	POWER, POLITICS, AND CLIMATE CHANGE	
SOC 349	CULTURE AND POLITICS	
SOC 358	REVOLUTIONS AND PEASANT REBELLIONS	4
SOC 366	CAPITALISM AND GLOBALIZATION	
SOC 388	SOCIOLOGY OF CONSUMPTION	4

Advanced Study

Course	Title	Quarter Hours
SOC 290	SPECIAL TOPICS IN SOCIOLOGY	4
SOC 291	SPECIAL TOPICS IN SOCIOLOGY	2
SOC 390	SEMINAR IN SOCIOLOGY	4
SOC 395	CAPSTONE IN SOCIOLOGY	4
SOC 397	TRAVEL/STUDY	1-8
SOC 398	INTERNSHIP	1-4
SOC 399	INDEPENDENT STUDY	1-6

Open Electives Requirement

Open elective credits are required in order to meet the minimum graduation requirement of 192 hours. These courses are to be selected in consultation with the student's academic advisor and may include courses in fields such as psychology, criminology, marketing, health sciences, or other areas of student interest. Students may choose to use their open electives as part of a minor or to complete a double major.

Sociology (BA), Combined Bachelor's + Master's in Social Work (MSW)

The combined Bachelor's + Master's in Social Work degree programs allow students to complete 12 graduate credit hours while still enrolled as undergraduates. This option is available to Sociology majors at DePaul University. These 12 graduate credit hours can count as elective courses in their senior year as an undergraduate and they comprise the first year of the MSW degree in Social Work. Combined degree participants will be awarded their bachelor's degrees upon completion of their undergraduate degree requirements. The MSW degree will be awarded upon completion of the graduate degree requirements.

The degree requirements to complete the MSW can be found here (<https://catalog.depaul.edu/programs/social-work-msw/#degree requirementstext>).

The following undergraduate courses should be taken in the Junior Year. They fulfill Sociology (BA) elective requirements and basic requirements of the Social Work (MSW). MSW 311 is a requirement for formal application to the combined Program.

Course	Title	Quarter Hours
SWU 311	HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT	4
SWU 312	HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II	4
SWU 331	SOCIAL WELFARE POLICY	4

The following classes fulfill both general elective credit hour requirements for the Sociology (BA) and core requirements for Social Work (MSW). They should be taken on the 4th Year of studies. Students are officially part of the Graduate Program while these classes.

Course	Title	Quarter Hours
MSW 401	PROFESSIONAL WRITING AND DEVELOPMENT	4
MSW 481	FOUNDATION PRACTICE I	4
MSW 491	FOUNDATION FIELD EDUCATION I	4
MSW 421	INTRODUCTION TO SOCIAL WORK RESEARCH	4
MSW 482	FOUNDATION PRACTICE II	4
MSW 492	FOUNDATION FIELD EDUCATION II	4
MSW 483	FOUNDATION PRACTICE III	4
MSW 493	FOUNDATION FIELD EDUCATION III	4

Sociology 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework

in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Sociology BA + Secondary Education Social Science MEd

The combined Bachelor's + Master of Arts degree programs allow students to complete 12 graduate credit hours while still enrolled as undergraduates. This option is available to Sociology majors as well as any undergraduate major at DePaul University. These 12 graduate credit hours can count as elective courses in their senior year as an undergraduate and they comprise the first year of the MA degree in Sociology. Combined degree participants will be awarded their bachelor's degrees upon completion of their undergraduate degree requirements. The MA degree will be awarded upon completion of the graduate degree requirements.

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate Social Science major (Anthropology, Economics, Geography, History, Political Science, or Sociology) or a Science and Health (Psychology) major with a graduate level College of Education (COE) Master's in Education Program. Students graduate with a BA or BS

in their disciplinary major and a MEd in Education with State of Illinois Secondary Social Science licensure.

Students may apply to the TEACH Program during the spring of their junior year. They must enroll in the Junior Year Experiential Learning course, TCH 320, and meet other application criteria; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 grade point average. During their senior year, students are required to complete a TEACH Program capstone course, TCH 390, and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 412	THE NATURE OF HISTORY AND THE SOCIAL SCIENCES	4
TCH 422	INQUIRY & APPLICATION IN DEVELOPING HISTORY AND SOCIAL SCIENCES PEDAGOGY	4

Social Science Content Area (grades of C or better required for licensure):

The following Social Science content area requirements are required. These can be taken as part of the major, liberal studies or open elective requirements:

- HST 298
- HST 299
- 3 United States History courses
- 2 Non-United States History courses
- 6 from the sociology major
- Additional licensure requirements: (one course in each area required)
 - Geography (GEO 101 recommended)
 - Economics (ECO 106 recommended)
 - Political Science (PSC 120 recommended)

- Psychology (PSY 105 recommended)
- Anthropology (ANT 102 recommended)

This combined degree program of the College of Liberal Arts and Social Sciences and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student's major and related fields), students are eligible to be licensed to teach Social Sciences at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1160)
Students interested in the TEACH Program should consult with the designated TEACH Program advisor in their home department.

Sociology BA + Sociology MA

The combined Bachelor's + Master of Arts degree programs allow students to complete 12 graduate credit hours while still enrolled as undergraduates. This option is available to Sociology majors as well as any undergraduate major at DePaul University.

These 12 graduate credit hours can count as elective courses in their senior year as an undergraduate and they comprise the first year of the MA degree in Sociology. Combined degree participants will be awarded their bachelor's degrees upon completion of their undergraduate degree requirements. The MA degree will be awarded upon completion of the graduate degree requirements.

Students apply to this program in spring of their junior year; interested students should meet with the Director of the program. Students in this program take twelve graduate credit hours in their senior year; these graduate courses apply toward both undergraduate and graduate Sociology requirements. An application to the Sociology BA + Sociology MA program is required. Students accepted to the Sociology BA + Sociology MA program must register for graduate classes in consultation with the Graduate Program Director.

Students with a BA in sociology will have the following three courses substituted for three 400-level courses, which will count toward both undergraduate and graduate degree programs:

- Three Sociology elective courses at the 200 or 300-level

Sociology MA, Combined Bachelor's + Master's Degree

The combined Bachelor's + Master of Arts degree programs allow students to complete 12 graduate credit hours while still enrolled as undergraduates.

This option is available to Sociology majors as well as any undergraduate major at DePaul University. These 12 graduate credit hours can count as elective courses in their senior year as an undergraduate and they comprise the first year of the MA degree in Sociology. Combined degree participants will be awarded their bachelor's degrees upon completion of their undergraduate degree requirements. The MA degree will be awarded upon completion of the graduate degree requirements.

DePaul Undergraduate Degree + Sociology (MA)

Current DePaul undergraduate students with junior status (at least 88 credit hours) and a cumulative DePaul grade point average of 3.00 are eligible to apply to the Combined Bachelor's/MA program in Sociology. The application must be submitted no later than the end of the spring quarter of the junior year. Students will take three graduate elective courses in their senior year as an undergraduate; these courses comprise the first year of the MA degree program in Sociology.

The MA degree requirements are found here (p. 1071).

Sociology (MA)

The graduate program in Sociology enables students to study sociological principles, methods of inquiry, and analysis of sociological findings in areas of current interest. Training at the master's level in sociology is applicable to employment in such areas as urban planning, public and private administration, marketing, research, health and welfare services, youth services, law enforcement, corrections services, community organizations, and education. The MA in Sociology can also serve as preparation for entry into PhD programs and further professional training.

A limited number of assistantships are available to graduate students. Additional information is available upon written or e-mail request to the chair or graduate program director of the Department of Sociology.

The MA in Sociology may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Sociology + Global Health Certificate
- Sociology + Public Health Certificate
- Sociology + Social Research Certificate
- Sociology + Women's and Gender Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Describe theories and concepts of the field and recognize their role in empirical research.
- Apply understanding of terminology, research strategies, and qualitative and quantitative data production and analysis techniques to read critically research in the discipline.
- Plan a research project, develop it through research activities, and produce a finished report in writing or another appropriate medium such as film or photo-documentation.
- Identify ethical issues associated with human subjects/participant protection.

- Understand the urban setting as a key context for modern social processes at the local, national, and global level.

Degree Requirements

Course Requirements

Course	Title	Quarter Hours
SOC 402	STATISTICS FOR THE SOCIAL SCIENCES	4
SOC 404	CLASSICAL AND MODERN THEORY	4
SOC 405	CONTEMPORARY THEORY	4
SOC 411	SOCIAL RESEARCH	4
SOC 412	DATA ANALYSIS	4
or SOC 413	QUALITATIVE METHODS	
Select one of the following:		4
SOC 414	SOCIOLOGICAL WRITING	
SOC 500	THESIS RESEARCH	
Select six Sociology electives		24

Students entering the program with proficiency in statistics may take a placement test to determine eligibility to waive out of the SOC 402 requirement.

Students receiving more than two incompletes will not be allowed to register for courses until the incompletes are resolved.

The Final Writing Project

Students will design and complete a final writing project, and SOC 414 is a required course designed to help students develop their final writing project. Students can choose to complete a thesis, research project, literature review, or case study as their final writing project. The core courses in theory, methods and data analysis aim to build students' critical thinking and methodological skills to complete their final writing project.

Master of Arts in Sociology with Thesis

The design for the thesis project may be developed in SOC 411 and SOC 412 or SOC 413. A student selects a faculty mentor and together they set up a committee with two additional faculty members. A thesis proposal hearing is required at the start of the project and an oral presentation at its completion. Those students desiring to complete the Thesis Option are required to take SOC 500.

Master of Arts in Sociology with Research Project

Students design and carry out a research project and prepare a final research report. The student selects a faculty mentor and a second reader. This project can be based on research begun in SOC 412, SOC 413, or a substantive course. Those students desiring to complete the Research Project are required to take SOC 414.

Master of Arts in Sociology with Literature Review or Analytical Essay

The student prepares a literature review or analytical essay indicating mastery of a body of literature. It is often started in conjunction with one of the specialized courses. The student selects a faculty mentor and a second reader. Those students desiring to complete the Literature Review take SOC 414.

Master of Arts in Sociology with Organizational Case Study

The student will prepare a comprehensive case study that analyzes an organization that they will select. Students will use scholarly literature

and other reading materials to inform the organizational theory upon which their analysis will be based. The student selects a faculty mentor and a second faculty member who has some familiarity with the sector in which the organization is located. Those students desiring to complete the Organizational Case Study are required to take SOC 414.

Sociology (Minor)

The Sociology minor is designed to provide you with the critical thinking skills needed to effectively observe people in social groups and institutions. The program offers an overview of sociological research and theory.

Course Requirements

Course	Title	Quarter Hours
Select one of the following:		4
SOC 101	INTRODUCTION TO SOCIOLOGY	
SOC 105	SOCIAL PROBLEMS	
Select four courses from the 200/300-level SOC course offerings		16

Courses in theory, research methods, and statistics are recommended, but not required.

Students are now able to complete the Sociology minor in an online format. Online:asynchronous courses currently offered include SOC 101, SOC 105, SOC 202, SOC 207, SOC 217, SOC 254, and SOC 316. Additional online classes are being developed.

Students majoring in Sociology are restricted from earning this minor.

Software Engineering (Minor)

The Software Engineering Minor exposes students to the fundamental tools and processes of software engineering. All courses in the minor have CSC 301 as a prerequisite.

Course	Title	Quarter Hours
SE 333	SOFTWARE TESTING	4
SE 350	OBJECT-ORIENTED SOFTWARE DEVELOPMENT	4
or GAM 372	OBJECT-ORIENTED GAME DEVELOPMENT	
Select 16 Credit Hours from the following list:		16
CSC 360	WEB APPLICATIONS	
CSC 371	MOBILE APPLICATION DEVELOPMENT FOR IOS	
CSC 372	MOBILE APPLICATION DEVELOPMENT FOR ANDROID	
CSC 391	MOBILE APPLICATION DEVELOPMENT FOR IOS II	
CSC 392	MOBILE APPLICATION DEVELOPMENT FOR ANDROID II	
SE 330	OBJECT ORIENTED MODELING	
SE 352	OBJECT-ORIENTED ENTERPRISE APPLICATION DEVELOPMENT	
SE 359	AGILE SOFTWARE DEVELOPMENT	

SE 371 PRACTICES OF GLOBAL SOFTWARE DEVELOPMENT

Note: This minor is open only to students that have passed CSC 301.

Software Engineering (MS)

The MS in Software Engineering provides students with marketable skills in methodologies, techniques, and tools of software engineering. The program encompasses the entire life-cycle of software development including requirements, analysis, design, construction, testing, and project management. Emphasis is placed on current and emerging technologies for engineering large and complex distributed software systems. According to the US Bureau of Labor Statistics, software engineering has been among the fastest growing IT professions in the US.

Concentrations

Software Development Concentration

This concentration addresses the foundations, methodologies, and tools for developing high quality large-scale software systems, with an emphasis on the technical issues of software development.

Software Architecture Concentration

This concentration addresses the management and design of large-scale software systems.

Real-Time Game Systems Concentration

This concentration addresses the foundations, methodologies, and tools for developing large-scale computer games and entertainment software systems.

Entrepreneurship and Technology Leadership Concentration

This concentration offers students with strong background in software development and a keen interest in business the opportunity to become entrepreneurs or business leaders in the software development industry.

Program Requirements	Quarter Hours
Introductory Courses	0-24
Degree Requirements	48
Total hours required	48-72

Learning Outcomes

Students will be able to:

- Correctly create a model of the structure and behavior of a software system.
- Design and implement, in a programming language, an executable solution to a given problem using common software principles and best practices.
- Apply appropriate software testing techniques and evaluate the quality of a software product at module, integration, and system granularity levels.
- Select and adapt suitable elements from among conventional and evolving software development life-cycle processes and apply the resulting process to a software project.
- Collaborate in teams to develop a significantly sized software system from conceptualization to completion.

- Communicate effectively design and development decisions through written and graphical demonstration.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Introductory, Foundation, Advanced, and Elective course selections are determined by the concentration chosen.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Entrepreneurship and Technology Leadership Concentration, Software Engineering (MS) (p. 1073)
- Real-Time Game Systems, Software Engineering (MS) (p. 1074)
- Software Architecture Concentration, Software Engineering (MS) (p. 1075)
- Software Development Concentration, Software Engineering (MS) (p. 1077)

Entrepreneurship and Technology Leadership Concentration, Software Engineering (MS)

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4

CDM Foundation Courses

Course	Title	Quarter Hours
SE 430	OBJECT ORIENTED MODELING	4
SE 450	OBJECT-ORIENTED SOFTWARE DEVELOPMENT	4
or SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	
SE 477	SOFTWARE AND SYSTEMS PROJECT MANAGEMENT	4

Business (Kellstadt) Elective Courses

Course	Title	Quarter Hours
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	4
MGT 570	ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT	4

Major Elective Courses

Students must take 16 Credit Hours of courses from the list of CDM electives below and eight (8) Credit Hours of courses from the list of Kellstadt courses listed below.

CDM Electives

Students may select any SE elective or the following courses:

Course	Title	Quarter Hours
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS	
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	

The following courses are recommended:

Course	Title	Quarter Hours
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	

SE 452	OBJECT-ORIENTED ENTERPRISE COMPUTING
SE 482	REQUIREMENTS ENGINEERING
SE 475	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
SE 529	SOFTWARE RISK MANAGEMENT
SE 554	ENTERPRISE COMPONENT ARCHITECTURE
SE 579	ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING

The Master's Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student's academic advisor.

Students also have an option of pursuing a Master's Research Project to fulfill their CDM elective requirements.

Course	Title	Quarter Hours
Select one of the following:		
SE 695 & SE 696	MASTER'S RESEARCH and MASTER'S PROJECT	
SE 695 & SE 698	MASTER'S RESEARCH and MASTER'S THESIS	

Business (Kellstadt) Elective Courses

Course	Title	Quarter Hours
MGT 502	OPERATIONS MANAGEMENT	
MGT 530	LEADERSHIP IN ORGANIZATIONS	
MGT 535	CHANGE MANAGEMENT AND CONSULTING	
MKT 555	MARKETING MANAGEMENT	
ACC 502	FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING	
ACC 555	MANAGEMENT ACCOUNTING FOR DECISION-MAKING	
IS 535	INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS	
IS 570	MANAGING CHANGE FOR DIGITAL TRANSFORMATION	

Capstone

Students must complete the following course.

Course	Title	Quarter Hours
SE 491	SOFTWARE ENGINEERING STUDIO	4

Studio Sequence Substitution Policy

Software Engineering (SE) Studio is a requirement for MS SE students. It can only be substituted for students who have had industrial experience in team software development projects. For those students with sufficient experience, they must complete a MS Project or Thesis in lieu of SE Studio.

Substitution of SE Studio must be approved in advance. Student should seek such approval no later than the second quarter after starting the Foundation phase of the program. The request for substitution should be submitted to Software Engineering Program Committee (SE-PC) and the decision will be made by the SE-PC in consultation with the student's advisor.

Each applicant should provide supporting materials of his/her experience in software development, including resume, and letter(s) from the project manager describing the applicant's role in the projects.

All approvals of substitution will be contingent upon the applicant's completion of a MS Project or Thesis for eight (8) credit hours. Any deviation from that must be approved by the SE-PC as well.

Real-Time Game Systems, Software Engineering (MS)

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4

Foundation Courses

Course	Title	Quarter Hours
CSC 461	OPTIMIZED C++	4
GAM 425	APPLIED 3D GEOMETRY	4
GPH 469 or GAM 470	COMPUTER GRAPHICS DEVELOPMENT RENDERING AND GRAPHICS PROGRAMMING	4
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	4
SE 475 or SE 477	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT SOFTWARE AND SYSTEMS PROJECT MANAGEMENT	4

Advanced Courses

Course	Title	Quarter Hours
CSC 486	REAL-TIME NETWORKING (FORMERLY GAM 490)	4
CSC 588	REAL-TIME MULTITHREADED ARCHITECTURE	4
GAM 475	REAL - TIME SOFTWARE DEVELOPMENT	4
GAM 575	REAL-TIME SOFTWARE DEVELOPMENT II	4
GAM 576	GPU ARCHITECTURE	4

Major Elective Courses

Eight(8) Credit Hours of Major Elective Courses are required. SE courses in the 421-699 range and courses from the list below qualify as Major Elective Courses.

Software Development

Course	Title	Quarter Hours
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	
SE 452	OBJECT-ORIENTED ENTERPRISE COMPUTING	
SE 453	ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS	
SE 459	AGILE SOFTWARE DEVELOPMENT	
SE 482	REQUIREMENTS ENGINEERING	
SE 533	SOFTWARE VALIDATION AND VERIFICATION	
SE 560	STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING	
CSC 438	FRAMEWORK FOR WEB APPLICATION DEVELOPMENT	
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS	
CSC 471	MOBILE APPLICATION DEVELOPMENT FOR IOS	
CSC 472	MOBILE APPLICATION DEVELOPMENT FOR ANDROID	
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT	
CSC 562	OPTIMIZED C++ MULTITHREADING	

Software Architecture

Course	Title	Quarter Hours
SE 457	SERVICE-ORIENTED ARCHITECTURE	
SE 480	SOFTWARE ARCHITECTURE I	
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	
SE 549	MODEL-DRIVEN SOFTWARE DEVELOPMENT	
SE 554	ENTERPRISE COMPONENT ARCHITECTURE	
SE 581	SOFTWARE ARCHITECTURE II	

Computer Security

Course	Title	Quarter Hours
CSEC 450	DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450)	
SE 525	SOFTWARE SECURITY ARCHITECTURE	
SE 526	SOFTWARE SECURITY ASSESSMENT	
CSC 439	COMPUTER SECURITY	

Data Science

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	

DSC 425	TIME SERIES ANALYSIS AND FORECASTING
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS
DSC 465	DATA VISUALIZATION
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS
DSC 540	ADVANCED MACHINE LEARNING
CSC 555	MINING BIG DATA
CSC 575	INTELLIGENT INFORMATION RETRIEVAL
DSC 441	FUNDAMENTALS OF DATA SCIENCE

Distributed Systems

Course	Title	Quarter Hours
CSC 435	DISTRIBUTED SYSTEMS I	
CSC 536	DISTRIBUTED SYSTEMS II	
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT	

Project Management

Course	Title	Quarter Hours
CSEC 533	ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE (FORMERLY CNS 533)	
SE 475	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT	
SE 529	SOFTWARE RISK MANAGEMENT	
SE 579	ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING	
IS 468	ENTERPRISE SYSTEMS (FORMERLY IS 560)	
IS 556	AGILE ENTERPRISE PROJECT MANAGEMENT	
IS 535	INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS	
IS 565	SOURCING FOR IT AND INNOVATION	

User Centered Development

Course	Title	Quarter Hours
HCI 430	PROTOTYPING AND IMPLEMENTATION	
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	
SE 453	ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS	
SE 546	SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS	

Programming Languages and Compiler

Course	Title	Quarter Hours
SE 533	SOFTWARE VALIDATION AND VERIFICATION	
CSC 447	CONCEPTS OF PROGRAMMING LANGUAGES	

CSC 448	COMPILER DESIGN
CSC 548	ADVANCED COMPILER DESIGN
CSC 535	FORMAL SEMANTICS OF PROGRAMMING LANGUAGES

Gaming and Entertainment Technology

Course	Title	Quarter Hours
GAM 453	TOOL PROGRAMMING FOR GAME DEVELOPMENT	
GAM 576	GPU ARCHITECTURE	

Software Engineering Research

Course	Title	Quarter Hours
Select one of the following:		8
SE 695 & SE 696	MASTER'S RESEARCH and MASTER'S PROJECT	
SE 695 & SE 698	MASTER'S RESEARCH and MASTER'S THESIS	

The Master's Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student's academic advisor.

Software Architecture Concentration, Software Engineering (MS)

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4

Foundation Courses

Course	Title	Quarter Hours
SE 430 or SE 441	OBJECT ORIENTED MODELING CONTINUOUS DELIVERY AND DevOps	4
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	4
SE 450 or SE 456	OBJECT-ORIENTED SOFTWARE DEVELOPMENT ARCHITECTURE OF REAL-TIME SYSTEMS	4
SE 475 or SE 477	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT SOFTWARE AND SYSTEMS PROJECT MANAGEMENT	4

Advanced Courses

Course	Title	Quarter Hours
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	4
SE 457	SERVICE-ORIENTED ARCHITECTURE	4
SE 480	SOFTWARE ARCHITECTURE I	4

Major Elective Courses

16 Credit Hours of Major Elective Courses are required. SE courses in the 421-699 range and courses from the list below qualify as Major Elective Courses.

Software Development

Course	Title	Quarter Hours
SE 452	OBJECT-ORIENTED ENTERPRISE COMPUTING	
SE 453	ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS	
SE 459	AGILE SOFTWARE DEVELOPMENT	
SE 482	REQUIREMENTS ENGINEERING	
SE 533	SOFTWARE VALIDATION AND VERIFICATION	
SE 560	STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING	
CSC 438	FRAMEWORK FOR WEB APPLICATION DEVELOPMENT	
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS	
CSC 461	OPTIMIZED C++	
CSC 471	MOBILE APPLICATION DEVELOPMENT FOR IOS	
CSC 472	MOBILE APPLICATION DEVELOPMENT FOR ANDROID	
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT	
CSC 562	OPTIMIZED C++ MULTITHREADING	

Software Architecture

Course	Title	Quarter Hours
SE 457	SERVICE-ORIENTED ARCHITECTURE	
SE 480	SOFTWARE ARCHITECTURE I	
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	
SE 549	MODEL-DRIVEN SOFTWARE DEVELOPMENT	
SE 554	ENTERPRISE COMPONENT ARCHITECTURE	
SE 581	SOFTWARE ARCHITECTURE II	

Computer Security

Course	Title	Quarter Hours
CSEC 450	DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450)	
SE 525	SOFTWARE SECURITY ARCHITECTURE	

SE 526	SOFTWARE SECURITY ASSESSMENT
CSC 439	COMPUTER SECURITY

Data Science

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	
DSC 425	TIME SERIES ANALYSIS AND FORECASTING	
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS	
DSC 465	DATA VISUALIZATION	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
DSC 540	ADVANCED MACHINE LEARNING	
CSC 555	MINING BIG DATA	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	

Distributed Systems

Course	Title	Quarter Hours
CSC 435	DISTRIBUTED SYSTEMS I	
CSC 536	DISTRIBUTED SYSTEMS II	
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT	

Project Management

Course	Title	Quarter Hours
CSEC 533	ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE (FORMERLY CNS 533)	
SE 475	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT	
SE 529	SOFTWARE RISK MANAGEMENT	
SE 579	ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING	
IS 468	ENTERPRISE SYSTEMS (FORMERLY IS 560)	
IS 535	INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS	
IS 556	AGILE ENTERPRISE PROJECT MANAGEMENT	
IS 565	SOURCING FOR IT AND INNOVATION	

User Centered Development

Course	Title	Quarter Hours
HCI 430	PROTOTYPING AND IMPLEMENTATION	
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	
SE 453	ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS	

SE 546 SOFTWARE ARCHITECTURE AND DESIGN
FOR DESKTOP APPLICATIONS

Programming Languages and Compiler

Course	Title	Quarter Hours
SE 533	SOFTWARE VALIDATION AND VERIFICATION	
CSC 447	CONCEPTS OF PROGRAMMING LANGUAGES	
CSC 448	COMPILER DESIGN	
CSC 548	ADVANCED COMPILER DESIGN	
CSC 535	FORMAL SEMANTICS OF PROGRAMMING LANGUAGES	

Gaming and Entertainment Technology

Course	Title	Quarter Hours
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	
GAM 453	TOOL PROGRAMMING FOR GAME DEVELOPMENT	
GAM 475	REAL - TIME SOFTWARE DEVELOPMENT	
CSC 486	REAL-TIME NETWORKING (FORMERLY GAM 490)	
GAM 575	REAL-TIME SOFTWARE DEVELOPMENT II	

Software Engineering Research

Course	Title	Quarter Hours
Select one of the following:		8
SE 695 & SE 696	MASTER'S RESEARCH and MASTER'S PROJECT	
SE 695 & SE 698	MASTER'S RESEARCH and MASTER'S THESIS	

The Master's Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student's academic advisor.

Capstone

Course	Title	Quarter Hours
SE 491	SOFTWARE ENGINEERING STUDIO	4

Software Development Concentration, Software Engineering (MS)

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4

CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4

Foundation Courses

Course	Title	Quarter Hours
SE 430 or SE 441	OBJECT ORIENTED MODELING CONTINUOUS DELIVERY AND DevOps	4
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	4
SE 450 or SE 456	OBJECT-ORIENTED SOFTWARE DEVELOPMENT ARCHITECTURE OF REAL-TIME SYSTEMS	4
SE 475 or SE 477	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT SOFTWARE AND SYSTEMS PROJECT MANAGEMENT	4

Advanced Courses

Course	Title	Quarter Hours
CSC 435	DISTRIBUTED SYSTEMS I	4
SE 459	AGILE SOFTWARE DEVELOPMENT	4
SE 480	SOFTWARE ARCHITECTURE I	4

Major Elective Courses

16 Credit Hours of Major Elective Courses are required. SE courses in the 421-699 range and courses from the list below qualify as Major Elective Courses.

Software Development

Course	Title	Quarter Hours
SE 452	OBJECT-ORIENTED ENTERPRISE COMPUTING	
SE 453	ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS	
SE 459	AGILE SOFTWARE DEVELOPMENT	
SE 482	REQUIREMENTS ENGINEERING	
SE 533	SOFTWARE VALIDATION AND VERIFICATION	
SE 560	STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING	
CSC 438	FRAMEWORK FOR WEB APPLICATION DEVELOPMENT	
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS	
CSC 461	OPTIMIZED C++	
CSC 562	OPTIMIZED C++ MULTITHREADING	
CSC 471	MOBILE APPLICATION DEVELOPMENT FOR IOS	

CSC 472	MOBILE APPLICATION DEVELOPMENT FOR ANDROID
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT

Software Architecture

Course	Title	Quarter Hours
SE 457	SERVICE-ORIENTED ARCHITECTURE	
SE 480	SOFTWARE ARCHITECTURE I	
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	
SE 549	MODEL-DRIVEN SOFTWARE DEVELOPMENT	
SE 554	ENTERPRISE COMPONENT ARCHITECTURE	
SE 581	SOFTWARE ARCHITECTURE II	

Computer Security

Course	Title	Quarter Hours
CSEC 450	DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450)	
SE 525	SOFTWARE SECURITY ARCHITECTURE	
SE 526	SOFTWARE SECURITY ASSESSMENT	
CSC 439	COMPUTER SECURITY	

Data Science

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	
DSC 425	TIME SERIES ANALYSIS AND FORECASTING	
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS	
DSC 465	DATA VISUALIZATION	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
DSC 540	ADVANCED MACHINE LEARNING	
CSC 555	MINING BIG DATA	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	

Distributed Systems

Course	Title	Quarter Hours
CSC 435	DISTRIBUTED SYSTEMS I	
CSC 536	DISTRIBUTED SYSTEMS II	
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT	

Project Management

Course	Title	Quarter Hours
CSEC 533	ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE (FORMERLY CNS 533)	

SE 475	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
SE 529	SOFTWARE RISK MANAGEMENT
SE 579	ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING
IS 468	ENTERPRISE SYSTEMS (FORMERLY IS 560)
IS 535	INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
IS 556	AGILE ENTERPRISE PROJECT MANAGEMENT
IS 565	SOURCING FOR IT AND INNOVATION

User Centered Development

Course	Title	Quarter Hours
HCI 430	PROTOTYPING AND IMPLEMENTATION	
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	
SE 453	ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS	
SE 546	SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS	

Programming Languages and Compiler

Course	Title	Quarter Hours
SE 533	SOFTWARE VALIDATION AND VERIFICATION	
CSC 447	CONCEPTS OF PROGRAMMING LANGUAGES	
CSC 448	COMPILER DESIGN	
CSC 548	ADVANCED COMPILER DESIGN	
CSC 535	FORMAL SEMANTICS OF PROGRAMMING LANGUAGES	

Gaming and Entertainment Technology

Course	Title	Quarter Hours
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	
GAM 453	TOOL PROGRAMMING FOR GAME DEVELOPMENT	
GAM 475	REAL - TIME SOFTWARE DEVELOPMENT	
CSC 486	REAL-TIME NETWORKING (FORMERLY GAM 490)	
GAM 575	REAL-TIME SOFTWARE DEVELOPMENT II	

Software Engineering Research

Course	Title	Quarter Hours
Select one of the following:		8
SE 695 & SE 696	MASTER'S RESEARCH and MASTER'S PROJECT	
SE 695 & SE 698	MASTER'S RESEARCH and MASTER'S THESIS	

The Master's Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or

theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student's academic advisor.

Capstone

Course	Title	Quarter Hours
SE 491	SOFTWARE ENGINEERING STUDIO	4

Software Engineering (MS) Online

The MS in Software Engineering provides students with marketable skills in methodologies, techniques, and tools of software engineering. The program encompasses the entire life-cycle of software development including requirements, analysis, design, construction, testing, and project management. Emphasis is placed on current and emerging technologies for engineering large and complex distributed software systems. According to the US Bureau of Labor Statistics, software engineering has been among the fastest growing IT professions in the US.

Concentrations

Software Development Concentration

This concentration addresses the foundations, methodologies, and tools for developing high quality large-scale software systems, with an emphasis on the technical issues of software development.

Software Architecture Concentration

This concentration addresses the management and design of large-scale software systems.

Real-Time Game Systems Concentration

This concentration addresses the foundations, methodologies, and tools for developing large-scale computer games and entertainment software systems.

Entrepreneurship and Technology Leadership Concentration

This concentration offers students with strong background in software development and a keen interest in business the opportunity to become entrepreneurs or business leaders in the software development industry.

Program Requirements	Quarter Hours
Introductory Courses	0-24
Degree Requirements	48
Total hours required	48-72

Learning Outcomes

Students will be able to:

- Correctly create a model of the structure and behavior of a software system.
- Design and implement, in a programming language, an executable solution to a given problem using common software principles and best practices.
- Apply appropriate software testing techniques and evaluate the quality of a software product at module, integration, and system granularity levels.

- Select and adapt suitable elements from among conventional and evolving software development life-cycle processes and apply the resulting process to a software project.
- Collaborate in teams to develop a significantly sized software system from conceptualization to completion.
- Communicate effectively design and development decisions through written and graphical demonstration.

Degree Requirements

Course Requirements

No Introductory Course may be substituted for any other course at any level.

Introductory, Foundation, Advanced, and Elective course selections are determined by the concentration chosen.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- If an exam is available, the student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 48 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 48 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

Students with a GPA of 3.9 or higher will graduate with distinction.

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Entrepreneurship and Technology Leadership Concentration, Software Engineering (MS) Online (p. 1080)
- Real-Time Game Systems, Software Engineering (MS) Online (p. 1081)

- Software Architecture Concentration, Software Engineering (MS) Online (p. 1082)
- Software Development Concentration, Software Engineering (MS) Online (p. 1084)

Entrepreneurship and Technology Leadership Concentration, Software Engineering (MS) Online

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4

CDM Foundation Courses

Course	Title	Quarter Hours
SE 430	OBJECT ORIENTED MODELING	4
SE 450	OBJECT-ORIENTED SOFTWARE DEVELOPMENT	4
or SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	
SE 477	SOFTWARE AND SYSTEMS PROJECT MANAGEMENT	4

Business (Kellstadt) Elective Courses

Course	Title	Quarter Hours
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	4
MGT 570	ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT	4

Major Elective Courses

Students must take 16 Credit Hours of courses from the list of CDM electives below and eight (8) Credit Hours of courses from the list of Kellstadt courses listed below.

CDM Electives

Students may select any SE elective or the following courses:

Course	Title	Quarter Hours
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS	
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	

The following courses are recommended:

Course	Title	Quarter Hours
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	
SE 452	OBJECT-ORIENTED ENTERPRISE COMPUTING	
SE 482	REQUIREMENTS ENGINEERING	
SE 475	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT	
SE 529	SOFTWARE RISK MANAGEMENT	
SE 554	ENTERPRISE COMPONENT ARCHITECTURE	
SE 579	ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING	

The Master's Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student's academic advisor.

Students also have an option of pursuing a Master's Research Project to fulfill their CDM elective requirements.

Course	Title	Quarter Hours
Select one of the following:		
SE 695 & SE 696	MASTER'S RESEARCH and MASTER'S PROJECT	
SE 695 & SE 698	MASTER'S RESEARCH and MASTER'S THESIS	

Business (Kellstadt) Elective Courses

Course	Title	Quarter Hours
MGT 502	OPERATIONS MANAGEMENT	
MGT 530	LEADERSHIP IN ORGANIZATIONS	
MGT 535	CHANGE MANAGEMENT AND CONSULTING	
MKT 555	MARKETING MANAGEMENT	
ACC 502	FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING	
ACC 555	MANAGEMENT ACCOUNTING FOR DECISION-MAKING	
IS 535	INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS	
IS 570	MANAGING CHANGE FOR DIGITAL TRANSFORMATION	

Capstone

Students must complete the following course.

Course	Title	Quarter Hours
SE 491	SOFTWARE ENGINEERING STUDIO	4

Studio Sequence Substitution Policy

Software Engineering (SE) Studio is a requirement for MS SE students. It can only be substituted for students who have had industrial experience

in team software development projects. For those students with sufficient experience, they must complete a MS Project or Thesis in lieu of SE Studio.

Substitution of SE Studio must be approved in advance. Student should seek such approval no later than the second quarter after starting the Foundation phase of the program. The request for substitution should be submitted to Software Engineering Program Committee (SE-PC) and the decision will be made by the SE-PC in consultation with the student's advisor.

Each applicant should provide supporting materials of his/her experience in software development, including resume, and letter(s) from the project manager describing the applicant's role in the projects.

All approvals of substitution will be contingent upon the applicant's completion of a MS Project or Thesis for eight (8) credit hours. Any deviation from that must be approved by the SE-PC as well.

Real-Time Game Systems, Software Engineering (MS) Online

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4

Foundation Courses

Course	Title	Quarter Hours
CSC 461	OPTIMIZED C++	4
GAM 425	APPLIED 3D GEOMETRY	4
GPH 469	COMPUTER GRAPHICS DEVELOPMENT	4
or GAM 470	RENDERING AND GRAPHICS PROGRAMMING	
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	4
SE 475	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT	4
or SE 477	SOFTWARE AND SYSTEMS PROJECT MANAGEMENT	

Advanced Courses

Course	Title	Quarter Hours
CSC 486	REAL-TIME NETWORKING (FORMERLY GAM 490)	4
CSC 588	REAL-TIME MULTITHREADED ARCHITECTURE	4
GAM 475	REAL - TIME SOFTWARE DEVELOPMENT	4
GAM 575	REAL-TIME SOFTWARE DEVELOPMENT II	4
GAM 576	GPU ARCHITECTURE	4

Major Elective Courses

Eight(8) Credit Hours of Major Elective Courses are required. SE courses in the 421-699 range and courses from the list below qualify as Major Elective Courses.

Software Development

Course	Title	Quarter Hours
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	
SE 452	OBJECT-ORIENTED ENTERPRISE COMPUTING	
SE 453	ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS	
SE 459	AGILE SOFTWARE DEVELOPMENT	
SE 482	REQUIREMENTS ENGINEERING	
SE 533	SOFTWARE VALIDATION AND VERIFICATION	
SE 560	STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING	
CSC 438	FRAMEWORK FOR WEB APPLICATION DEVELOPMENT	
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS	
CSC 471	MOBILE APPLICATION DEVELOPMENT FOR IOS	
CSC 472	MOBILE APPLICATION DEVELOPMENT FOR ANDROID	
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT	
CSC 562	OPTIMIZED C++ MULTITHREADING	

Software Architecture

Course	Title	Quarter Hours
SE 457	SERVICE-ORIENTED ARCHITECTURE	
SE 480	SOFTWARE ARCHITECTURE I	
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	
SE 549	MODEL-DRIVEN SOFTWARE DEVELOPMENT	
SE 554	ENTERPRISE COMPONENT ARCHITECTURE	
SE 581	SOFTWARE ARCHITECTURE II	

Computer Security

Course	Title	Quarter Hours
CSEC 450	DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450)	
SE 525	SOFTWARE SECURITY ARCHITECTURE	
SE 526	SOFTWARE SECURITY ASSESSMENT	
CSC 439	COMPUTER SECURITY	

Data Science

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	

DSC 425	TIME SERIES ANALYSIS AND FORECASTING
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS
DSC 465	DATA VISUALIZATION
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS
DSC 540	ADVANCED MACHINE LEARNING
CSC 555	MINING BIG DATA
CSC 575	INTELLIGENT INFORMATION RETRIEVAL
DSC 441	FUNDAMENTALS OF DATA SCIENCE

Distributed Systems

Course	Title	Quarter Hours
CSC 435	DISTRIBUTED SYSTEMS I	
CSC 536	DISTRIBUTED SYSTEMS II	
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT	

Project Management

Course	Title	Quarter Hours
CSEC 533	ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE (FORMERLY CNS 533)	
SE 475	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT	
SE 529	SOFTWARE RISK MANAGEMENT	
SE 579	ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING	
IS 468	ENTERPRISE SYSTEMS (FORMERLY IS 560)	
IS 556	AGILE ENTERPRISE PROJECT MANAGEMENT	
IS 535	INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS	
IS 565	SOURCING FOR IT AND INNOVATION	

User Centered Development

Course	Title	Quarter Hours
HCI 430	PROTOTYPING AND IMPLEMENTATION	
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	
SE 453	ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS	
SE 546	SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS	

Programming Languages and Compiler

Course	Title	Quarter Hours
SE 533	SOFTWARE VALIDATION AND VERIFICATION	
CSC 447	CONCEPTS OF PROGRAMMING LANGUAGES	

CSC 448	COMPILER DESIGN
CSC 548	ADVANCED COMPILER DESIGN
CSC 535	FORMAL SEMANTICS OF PROGRAMMING LANGUAGES

Gaming and Entertainment Technology

Course	Title	Quarter Hours
GAM 453	TOOL PROGRAMMING FOR GAME DEVELOPMENT	
GAM 576	GPU ARCHITECTURE	

Software Engineering Research

Course	Title	Quarter Hours
Select one of the following:		8
SE 695 & SE 696	MASTER'S RESEARCH and MASTER'S PROJECT	
SE 695 & SE 698	MASTER'S RESEARCH and MASTER'S THESIS	

The Master's Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student's academic advisor.

Software Architecture Concentration, Software Engineering (MS) Online

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4

Foundation Courses

Course	Title	Quarter Hours
SE 430 or SE 441	OBJECT ORIENTED MODELING CONTINUOUS DELIVERY AND DevOps	4
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	4
SE 450 or SE 456	OBJECT-ORIENTED SOFTWARE DEVELOPMENT ARCHITECTURE OF REAL-TIME SYSTEMS	4
SE 475 or SE 477	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT SOFTWARE AND SYSTEMS PROJECT MANAGEMENT	4

Advanced Courses

Course	Title	Quarter Hours
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	4
SE 457	SERVICE-ORIENTED ARCHITECTURE	4
SE 480	SOFTWARE ARCHITECTURE I	4

Major Elective Courses

16 Credit Hours of Major Elective Courses are required. SE courses in the 421-699 range and courses from the list below qualify as Major Elective Courses.

Software Development

Course	Title	Quarter Hours
SE 452	OBJECT-ORIENTED ENTERPRISE COMPUTING	
SE 453	ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS	
SE 459	AGILE SOFTWARE DEVELOPMENT	
SE 482	REQUIREMENTS ENGINEERING	
SE 533	SOFTWARE VALIDATION AND VERIFICATION	
SE 560	STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING	
CSC 438	FRAMEWORK FOR WEB APPLICATION DEVELOPMENT	
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS	
CSC 461	OPTIMIZED C++	
CSC 471	MOBILE APPLICATION DEVELOPMENT FOR IOS	
CSC 472	MOBILE APPLICATION DEVELOPMENT FOR ANDROID	
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT	
CSC 562	OPTIMIZED C++ MULTITHREADING	

Software Architecture

Course	Title	Quarter Hours
SE 457	SERVICE-ORIENTED ARCHITECTURE	
SE 480	SOFTWARE ARCHITECTURE I	
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	
SE 549	MODEL-DRIVEN SOFTWARE DEVELOPMENT	
SE 554	ENTERPRISE COMPONENT ARCHITECTURE	
SE 581	SOFTWARE ARCHITECTURE II	

Computer Security

Course	Title	Quarter Hours
CSEC 450	DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450)	
SE 525	SOFTWARE SECURITY ARCHITECTURE	

SE 526	SOFTWARE SECURITY ASSESSMENT
CSC 439	COMPUTER SECURITY

Data Science

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	
DSC 425	TIME SERIES ANALYSIS AND FORECASTING	
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS	
DSC 465	DATA VISUALIZATION	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
DSC 540	ADVANCED MACHINE LEARNING	
CSC 555	MINING BIG DATA	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	

Distributed Systems

Course	Title	Quarter Hours
CSC 435	DISTRIBUTED SYSTEMS I	
CSC 536	DISTRIBUTED SYSTEMS II	
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT	

Project Management

Course	Title	Quarter Hours
CSEC 533	ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE (FORMERLY CNS 533)	
SE 475	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT	
SE 529	SOFTWARE RISK MANAGEMENT	
SE 579	ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING	
IS 468	ENTERPRISE SYSTEMS (FORMERLY IS 560)	
IS 535	INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS	
IS 556	AGILE ENTERPRISE PROJECT MANAGEMENT	
IS 565	SOURCING FOR IT AND INNOVATION	

User Centered Development

Course	Title	Quarter Hours
HCI 430	PROTOTYPING AND IMPLEMENTATION	
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	
SE 453	ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS	

SE 546	SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS
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Programming Languages and Compiler

Course	Title	Quarter Hours
SE 533	SOFTWARE VALIDATION AND VERIFICATION	
CSC 447	CONCEPTS OF PROGRAMMING LANGUAGES	
CSC 448	COMPILER DESIGN	
CSC 548	ADVANCED COMPILER DESIGN	
CSC 535	FORMAL SEMANTICS OF PROGRAMMING LANGUAGES	

Gaming and Entertainment Technology

Course	Title	Quarter Hours
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	
GAM 453	TOOL PROGRAMMING FOR GAME DEVELOPMENT	
GAM 475	REAL - TIME SOFTWARE DEVELOPMENT	
CSC 486	REAL-TIME NETWORKING (FORMERLY GAM 490)	
GAM 575	REAL-TIME SOFTWARE DEVELOPMENT II	

Software Engineering Research

Course	Title	Quarter Hours
Select one of the following:		8
SE 695 & SE 696	MASTER'S RESEARCH and MASTER'S PROJECT	
SE 695 & SE 698	MASTER'S RESEARCH and MASTER'S THESIS	

The Master's Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student's academic advisor.

Capstone

Course	Title	Quarter Hours
SE 491	SOFTWARE ENGINEERING STUDIO	4

Software Development Concentration, Software Engineering (MS) Online

Course Requirements

Introductory Courses

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4

CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4

Foundation Courses

Course	Title	Quarter Hours
SE 430 or SE 441	OBJECT ORIENTED MODELING CONTINUOUS DELIVERY AND DevOps	4
SE 433	SOFTWARE TESTING AND QUALITY ASSURANCE	4
SE 450 or SE 456	OBJECT-ORIENTED SOFTWARE DEVELOPMENT ARCHITECTURE OF REAL-TIME SYSTEMS	4
SE 475 or SE 477	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT SOFTWARE AND SYSTEMS PROJECT MANAGEMENT	4

Advanced Courses

Course	Title	Quarter Hours
CSC 435	DISTRIBUTED SYSTEMS I	4
SE 459	AGILE SOFTWARE DEVELOPMENT	4
SE 480	SOFTWARE ARCHITECTURE I	4

Major Elective Courses

16 Credit Hours of Major Elective Courses are required. SE courses in the 421-699 range and courses from the list below qualify as Major Elective Courses.

Software Development

Course	Title	Quarter Hours
SE 452	OBJECT-ORIENTED ENTERPRISE COMPUTING	
SE 453	ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS	
SE 459	AGILE SOFTWARE DEVELOPMENT	
SE 482	REQUIREMENTS ENGINEERING	
SE 533	SOFTWARE VALIDATION AND VERIFICATION	
SE 560	STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING	
CSC 438	FRAMEWORK FOR WEB APPLICATION DEVELOPMENT	
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS	
CSC 461	OPTIMIZED C++	
CSC 562	OPTIMIZED C++ MULTITHREADING	
CSC 471	MOBILE APPLICATION DEVELOPMENT FOR IOS	

CSC 472	MOBILE APPLICATION DEVELOPMENT FOR ANDROID
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT

Software Architecture

Course	Title	Quarter Hours
SE 457	SERVICE-ORIENTED ARCHITECTURE	
SE 480	SOFTWARE ARCHITECTURE I	
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	
SE 549	MODEL-DRIVEN SOFTWARE DEVELOPMENT	
SE 554	ENTERPRISE COMPONENT ARCHITECTURE	
SE 581	SOFTWARE ARCHITECTURE II	

Computer Security

Course	Title	Quarter Hours
CSEC 450	DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450)	
SE 525	SOFTWARE SECURITY ARCHITECTURE	
SE 526	SOFTWARE SECURITY ASSESSMENT	
CSC 439	COMPUTER SECURITY	

Data Science

Course	Title	Quarter Hours
DSC 423	DATA ANALYSIS AND REGRESSION	
DSC 424	ADVANCED DATA ANALYSIS	
DSC 425	TIME SERIES ANALYSIS AND FORECASTING	
CSC 453	PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS	
DSC 465	DATA VISUALIZATION	
DSC 478	PROGRAMMING MACHINE LEARNING APPLICATIONS	
DSC 540	ADVANCED MACHINE LEARNING	
CSC 555	MINING BIG DATA	
CSC 575	INTELLIGENT INFORMATION RETRIEVAL	
DSC 441	FUNDAMENTALS OF DATA SCIENCE	

Distributed Systems

Course	Title	Quarter Hours
CSC 435	DISTRIBUTED SYSTEMS I	
CSC 536	DISTRIBUTED SYSTEMS II	
CSC 552	CONCURRENT SOFTWARE DEVELOPMENT	

Project Management

Course	Title	Quarter Hours
CSEC 533	ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE (FORMERLY CNS 533)	

SE 475	MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
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SE 529	SOFTWARE RISK MANAGEMENT
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SE 579	ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING
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IS 468	ENTERPRISE SYSTEMS (FORMERLY IS 560)
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IS 535	INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
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IS 556	AGILE ENTERPRISE PROJECT MANAGEMENT
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IS 565	SOURCING FOR IT AND INNOVATION
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User Centered Development

Course	Title	Quarter Hours
HCI 430	PROTOTYPING AND IMPLEMENTATION	
HCI 440	INTRODUCTION TO USER-CENTERED DESIGN	
SE 453	ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS	
SE 546	SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS	

Programming Languages and Compiler

Course	Title	Quarter Hours
SE 533	SOFTWARE VALIDATION AND VERIFICATION	
CSC 447	CONCEPTS OF PROGRAMMING LANGUAGES	
CSC 448	COMPILER DESIGN	
CSC 548	ADVANCED COMPILER DESIGN	
CSC 535	FORMAL SEMANTICS OF PROGRAMMING LANGUAGES	

Gaming and Entertainment Technology

Course	Title	Quarter Hours
SE 456	ARCHITECTURE OF REAL-TIME SYSTEMS	
GAM 453	TOOL PROGRAMMING FOR GAME DEVELOPMENT	
GAM 475	REAL - TIME SOFTWARE DEVELOPMENT	
CSC 486	REAL-TIME NETWORKING (FORMERLY GAM 490)	
GAM 575	REAL-TIME SOFTWARE DEVELOPMENT II	

Software Engineering Research

Course	Title	Quarter Hours
Select one of the following:		8
SE 695 & SE 696	MASTER'S RESEARCH and MASTER'S PROJECT	
SE 695 & SE 698	MASTER'S RESEARCH and MASTER'S THESIS	

The Master's Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or

theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student’s academic advisor.

Capstone

Course	Title	Quarter Hours
SE 491	SOFTWARE ENGINEERING STUDIO	4

Sound Design (BFA)

The Theatre School’s Bachelor of Fine Arts (BFA) degree in Sound Design trains students to be successful sound designers and engineers in all levels of the theatre and entertainment industries. Sound design students learn techniques for sound editing, recording and composition using the hardware and software that are the standard tools of the industry. Students collaborate with directors, other designers and our professional production staff to get practical experience designing and rigging sound as part of our production program.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	151
Total hours required	203

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and describe the historical and theoretical significance of a range of theatrical artists, works, and artistic approaches from antiquity to present.
- Synthesize and apply elements of their education and training to the preparation, rehearsal, and presentation of theatrical productions with discipline, respect, and maturity.
- Identify and explain their theatrical work in the context of the cultural and social impact of the arts.

Program Specific Outcomes

Students will be able to:

- Read and interpret theatrical text and apply research, imagination, and personalization to create a unique, insightful, and compelling design concept.
- Demonstrate an understanding of the history of music in the context of social and cultural development.
- Demonstrate and apply an expertise in audio technology in a variety of performance styles and theatrical environments.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program	Hours
Chicago Quarter	
LSP 110 DISCOVER CHICAGO or LSP 111 or EXPLORE CHICAGO	4
Focal Point	

Not Required

Writing	
WRD 103 COMPOSITION AND RHETORIC I ¹	4
WRD 104 COMPOSITION AND RHETORIC II ¹	4

Quantitative Reasoning	
MAT 120 QUANTITATIVE REASONING ²	4

Sophomore Year	
Race, Power, and Resistance	
LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE	4

Junior Year	
Experiential Learning	
Not Required	

Senior Year	
Capstone	
Not Required	

¹ Students must earn a C- or better in this course.
² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- THE 204
- THE 205
- THE 206

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student’s primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

First Year		Hours
Sound Technology Sequence I:		
TEC 208	SOUND TECHNOLOGY I	3
TEC 209	SOUND TECHNOLOGY I	3
TEC 210	SOUND TECHNOLOGY I	3
Technical Drawing Sequence:		
TEC 151	TECHNICAL DRAWING I	2
TEC 152	TECHNICAL DRAWING I	2
TEC 153	TECHNICAL DRAWING I	2
Principles of Design Sequence:		
DES 141	ELEMENTS OF DESIGN	4
DES 142	PRINCIPLES OF DESIGN	4
DES 143	SCRIPT ANALYSIS	4
History of Dramatic Literature Sequence (Arts and Literature Requirement):		
THE 204	HISTORY OF DRAMATIC LITERATURE	4
THE 205	HISTORY OF DRAMATIC LITERATURE	4
THE 206	HISTORY OF DRAMATIC LITERATURE	4
Three Quarters of Theatre Crew:		6
TEC 107	THEATRE CREW	
Second Year		
Sound Design Sequence I:		
DES 208	SOUND DESIGN I	4
DES 209	SOUND DESIGN I	4
DES 210	SOUND DESIGN I	4
Theatrical Collaboration:		
DES 641	THEATRICAL COLLABORATION	3
DES 642	THEATRICAL COLLABORATION	3
TEC 320	TECHNICAL COLLABORATION	3
Survey of the Arts for Theatre Sequence:		
THE 381	SURVEY OF THE ARTS FOR THEATRE	4
THE 382	SURVEY OF THE ARTS FOR THEATRE	4
Production Practice Sequence I:		
DES 271	DESIGN PRODUCTION PRACTICE I	3
DES 272	DESIGN PRODUCTION PRACTICE I	3
DES 273	DESIGN PRODUCTION PRACTICE I	3
Third Year		
Sound Design Sequence II:		
DES 308	SOUND DESIGN II	4
DES 309	SOUND DESIGN II	4
DES 310	SOUND DESIGN II	4
Design/Theatre Electives		12
Production Practice Sequence II:		
DES 371	DESIGN PRODUCTION PRACTICE II	4
DES 372	DESIGN PRODUCTION PRACTICE II	4
DES 373	DESIGN PRODUCTION PRACTICE II	4

Fourth Year

Sound Design Sequence III:

DES 408	SOUND DESIGN III	4
DES 409	SOUND DESIGN III	4
DES 410	SOUND DESIGN III	4
Design/Theatre Electives		12
DES 490	DESIGN INTERNSHIP	5
Production Practice III:		
DES 471	DESIGN PRODUCTION PRACTICE III	5
DES 472	DESIGN PRODUCTION PRACTICE III	5
DES 473	DESIGN PRODUCTION PRACTICE III	5

Sound Design for Film & Television (Minor)

The minor in Sound Design for Film & Television provides you with the basic skills to edit, record and compose sound for film, television, games and more. You will use the hardware and software used by professionals in the field.

Course Requirements

Course	Title	Quarter Hours
POST 124	SOUND DESIGN I	4
POST 224	SOUND DESIGN II	4
POST 328	SCORING FOR FILM AND VIDEO	4
POST 330	PRODUCTION SOUND I	4
Select 12 Credit Hours from the following:		12
GAM 315	GAME SOUND DESIGN 2	
GAM 316	SCORING FOR GAMES	
GAM 317	GAME SOUND DESIGN AND SCORING STUDIO	
GAM 351	EXPRESSIVE AUDIO SCRIPTING IN GAMES	
POST 120	AUDIO FOR PODCASTS AND OTHER MEDIA	
POST 324	SOUND MIXING I	
POST 326	SOUND MIXING II	
POST 322	ABLETON LIVE WORKSHOP	
POST 332	PRODUCTION SOUND II	
POST 336	ADVANCED SOUND RECORDING AND EDITING	
POST 360	SOUND & MUSIC SYNTHESIS FOR FILM	
POST 364	MAX CYCLING 74 WORKSHOP	
POST 390	TOPICS IN POST-PRODUCTION SOUND	

Sound Recording Technology (BS)

The Bachelor of Science degree with an emphasis in Sound Recording Technology (SRT) prepares students for careers in the audio industry. The SRT program includes coursework in classical and popular recording, music production, surround sound audio for film and multimedia, as well as physics, electronics and mathematics. The faculty is comprised of experienced recording engineers, dedicated to teaching excellence. Drawing upon the resources of the city, students have the opportunity to

work and study at Chicago area recording studios and live performance venues.

Program Requirements	Quarter Hours
Music Core Requirements	42-57
Liberal Studies Requirements	40
Specialization Requirements	80-92
Elective Requirements	15-18
Total Hours Required	192

Learning Outcomes

Core Outcomes

Students will be able to:

- Perform solo and ensemble works with appropriate techniques and musicality.
- Identify and analyze the elements of music in a given piece, including an understanding of its compositional processes, aesthetic properties, and artistic, social, and historical contexts for works in the Western music tradition, Contemporary periods, Jazz, and World Music Cultures.
- Demonstrate an appropriate level of aural, keyboard, and conducting skills.

Program Specific Outcomes

Students will be able to:

- Possess a thorough knowledge of the physics of sound and acoustics and a thorough understanding of microphones and microphone techniques.
- Possess a thorough knowledge of analog and digital equipment and be able to creatively use that knowledge to produce and market music.
- Possess a fundamental knowledge of digital electronics and the ability to operate contemporary audio and video recording, editing and processing software.

Music Core Requirements

Course Requirements

All students in the School of Music are required to enroll in the following music courses:

Musicianship (42 Credits)

Course	Title	Quarter Hours
Music Theory Sequence:		
MUS 110A	MUSIC THEORY I	2
MUS 120A	MUSIC THEORY II	2
MUS 130A	MUSIC THEORY III	2
MUS 212A	MUSIC THEORY IV ¹	2

To satisfy the remaining requirements in music theory, students should enroll in one of the following courses:

MUS 222-A	MUSIC THEORY V - A ¹	2
MUS 222-B	MUSIC THEORY V - B ¹	2
MUS 222-C	MUSIC THEORY V - C ¹	2

And one of the following courses:

MUS 232A	MUSIC THEORY VI-A: CONCEPTS AND MATERIALS IN CONTEMPORARY MUSIC ¹	2
MUS 232B	MUSIC THEORY VI-B: ANALYSIS OF MUSICAL FORM ¹	2
Musicology Sequence- Students should complete three of the following four classes to satisfy their musicology requirements:		
MUS 224	MUSIC, HISTORY, AND CULTURE I	4
MUS 225	MUSIC, HISTORY, AND CULTURE II	4
MUS 226	GLOBAL MUSIC CULTURES	4
MUS 310	INTRODUCTION TO ETHNOMUSICOLOGY	4
Aural Training Sequence:		
MUS 111	AURAL TRAINING I	1
MUS 121	AURAL TRAINING II	1
MUS 131	AURAL TRAINING III	1
MUS 211	AURAL TRAINING IV ²	1
MUS 221	AURAL TRAINING V ²	1
MUS 231	AURAL TRAINING VI ²	1
Group Piano Sequence:		
MUS 113	GROUP PIANO I	1
MUS 123	GROUP PIANO II	1
MUS 133	GROUP PIANO III	1
MUS 213	GROUP PIANO IV ³	1
MUS 223	GROUP PIANO V ³	1
MUS 233	GROUP PIANO VI ³	1

¹ Students in the BM- Jazz Studies program are not required to take MUS 222a, MUS222b, MUS222c, or MUS 232a, MUS 232b

² Students in the BM-Jazz Studies program are not required to take MUS 211, MUS 221, or MUS 231.

³ Students in the BM-Jazz Studies program are not required to take MUS 213, MUS 223, or MUS 233.

⁴ Students in the BM-Jazz Studies program are not required to take MUS 323

Additional Courses

Course	Title	Quarter Hours
MUS 303	BASIC CONDUCTING PRACTICUM	0
MUS 304	BASIC CONDUCTING	4
MUS 323	MUSICOLOGY SEMINAR ⁴	2

Applied Music

Students may enroll in a maximum of 3 credits of applied study per quarter, with a maximum of 36 credits total. The requirements for applied study vary by degree program:

- BM in performance, 36 credits
- BM in jazz studies, 32 credits
- BM in composition, 12 credits
- BM in music education, 18 credits
- BM in performing arts management, 18 credits
- BA in music, 12 credits
- BS in sound recording technology, performance track, 9 credits

The BS in Performing Arts Management degree does not require applied lessons, and the BS in Sound Recording Technology, audio technology track, does not require applied lessons.

Except for performance majors, students may enroll in additional applied credits, which will count toward music electives.

Modern Language Option

If a music student wishes to study a modern language for a three-course sequence (12 credits) beyond their degree program's requirement, the three MLO substitutions must be made in three different Liberal Studies learning domains. Any substitutions must be consistent with the principle that students complete at least one course in each learning domain. In the Scientific Inquiry domain, the only MLO substitution allowed is for Scientific Inquiry-Elective. Additional language credits may be applied toward non-music electives or free electives.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Not Required		
Senior Year		
Capstone		
Not Required		

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- Not Required

(Note: Included in specialization)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Program Checkpoints

Students are admitted to a specialization at their initial enrollment. Students are then allowed to continue in specialization courses on the basis of program checkpoints. The program checkpoints differ for each specialization, and students should contact the department chairs or program directors/coordinators for more information. Students are not permitted to continue to enroll in specialization classes if they have not met the requirements of their program checkpoint.

Course Requirements

Course	Title	Quarter Hours
REC 200	INTRODUCTION TO SOUND RECORDING TECHNOLOGY	2
REC 204	BASICS OF LIVE SOUND	2
PAM 200	INTRODUCTION TO MUSIC BUSINESS	2
Sound Recording Technology Sequence:		
REC 201	RECORDING TECHNOLOGY I	4
REC 202	RECORDING TECHNOLOGY II	4
REC 203	RECORDING TECHNOLOGY III	4
REC 301	RECORDING TECHNOLOGY IV	4
REC 302	RECORDING TECHNOLOGY V	4
REC 303	RECORDING TECHNOLOGY VI	4
Sound Recording Practicum Sequence:		
REC 304	SOUND PRACTICUM I	2
REC 305	SOUND PRACTICUM II	2
REC 306	SOUND PRACTICUM III	2
Electro-Acoustic Music Sequence:		
COM 326	ELECTRO-ACOUSTIC MUSIC I	4
COM 327	INTERMEDIA COMPOSITION	4
Math Sequence:		
MAT 130	FUNCTIONS AND MATHEMATICAL MODELS	4

MAT 131	PRECALCULUS AND TRIGONOMETRY	4
Select one of the following:		4
MAT 150	CALCULUS I	
MAT 151	CALCULUS II	
MAT 152	CALCULUS III	
PHY 110	BASIC ELECTRONICS: PRINCIPLES & TECHNIQUES	4
PHY 206	SOUND AND ACOUSTICS	4
PHY 231	LINEAR ELECTRIC CIRCUITS	4
PHY 232	INTRODUCTION TO DIGITAL ELECTRONICS	4
PHY 236	THE SCIENCE OF DIGITAL AUDIO	4
Select any CSC or DC course		4

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements and major requirements, students are required to choose one of the following:

- Audio Technology, Sound Recording Technology (BS) (p. 1090)
- Performance Track, Sound Recording Technology (BS) (p. 1090)

Audio Technology, Sound Recording Technology (BS)

Course Requirements

Course	Title	Quarter Hours
Select twelve credits from the following:		12
REC 205	GAME AUDIO FOR MUSICIANS	
REC 209	ELECTRONICS FOR MUSICIANS	
REC 300	CONTEMPORARY FILM SCORING	
REC 307	COMMERCIAL MUSIC PRODUCTION	
REC 308	AUDIO FOR BROADCAST	
PAM 305	ARTIST MANAGEMENT IN COMMERCIAL MUSIC	
PAM 306	TECHNOLOGICAL TRENDS & DEVELOPMENTS IN THE MUSIC INDUSTRY	
PAM 307	LEGAL ISSUES IN THE MUSIC INDUSTRY	
PAM 308	MUSIC PUBLISHING	
PAM 309	MUSIC ENTREPRENEURSHIP	
PAM 310	MUSIC FESTIVAL MANAGEMENT	
6 credits of Music Electives		6
12 credits of Free Electives		12

Performance Track, Sound Recording Technology (BS)

Course Requirements

Course	Title	Quarter Hours
3 credits of Large Ensemble (1st year of program)		3
3 credits of Any Ensemble (3 credits in 2nd, 3rd, or 4th year of program)		3

6 credits of Music Electives	6
9 credits of Free Electives	9

Spanish (BA)

In DePaul's Spanish program, students will study Spanish language, literature and culture. Spanish is one of the most widely spoken languages in the world and one of the official languages of the United Nations and the European Union. Because Spanish is becoming more widely used in the United States, having the ability to speak and understand the Spanish language will provide students with many professional opportunities.

Courses in the Spanish major cover a variety of topics, including:

- Business
- Cinema
- Culture
- Language
- Linguistics
- Literature
- Translation

As Spanish majors, students are encouraged to participate in one of DePaul's Study Abroad programs in order to grow linguistically and expand their cultural understanding of Spanish-speaking societies. DePaul sponsors programs in Argentina, Chile, Mexico, Peru, Puerto Rico and Spain.

Chicago is a diverse city that—through its festivals, neighborhoods, restaurants, museums, and other cultural institutions—provides students with many opportunities to practice their Spanish and explore the cultures of the Spanish-speaking world.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	48
Open Electives	60
Total hours required	192

Learning Outcomes

Students will be able to:

- Communicate in Spanish at the Advanced Low proficiency level.
- Analyze cultural products in Spanish and English.
- Explain features of Spanish and its use.
- Navigate cultural differences effectively.
- Apply their language and cross-cultural skills to other domains.

College Core Requirements

Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by

criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized “concentration.” The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student’s choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the “Modern Language Option” (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		

Required	4
Senior Year	
Capstone	
Required ¹	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

- Learning Domains**
- Arts and Literature (AL) (p. 1322)**
- 1 Course Required
- Historical Inquiry (HI) (p. 1326)**
- 2 Courses Required

- Math and Computing (MC) (p. 1328)**
- 2 Courses Required
 - [1 CR Course and 1 SR Course]

- Philosophical Inquiry (PI) (p. 1329)**
- 2 Courses Required

- Religious Dimensions (RD) (p. 1330)**
- 2 Courses Required

- Scientific Inquiry (SI) (p. 1332)**
- 2 Courses Required
 - [1 Lab Course and 1 SWK Course]

- Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)**
- 3 Courses Required

Notes

A student whose only major is in Modern Languages is required to complete the Capstone offered by the Department of Modern Languages (MOL). A student who is double majoring (or pursuing dual degrees) with the primary major (or primary degree) in MOL may substitute the Capstone of the secondary major or degree. An MOL major in the University Honors Program shall take only the University Honors Capstone, not both the Honors Capstone and the MOL Capstone.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Course	Title	Quarter Hours
SPN 201	ADVANCED GRAMMAR AND COMMUNICATION	4
SPN 202	ADVANCED COMPOSITION AND COMMUNICATION	4
SPN 203	ADVANCED CONVERSATION	4
SPN 220	INTRODUCTION TO LITERARY ANALYSIS IN SPANISH	4
SPN 352	SPANISH PHONOLOGY AND PHONETICS	4
Select one of the following courses taught in English:		
MOL 220	HOW LANGUAGE WORKS	4
SPN 260E	CERVANTES AND SOR JUANA: TRANSATLANTIC CONNECTIONS	4
Select three SPN courses in literature, film, or cultural studies, including one with a premodern focus (before 1800).		12
Select three 200/300 level SPN electives		12

Students whose level of proficiency allows them to begin studying Spanish at DePaul in SPN 202 or higher may substitute 300-level language courses for three 200-level language courses. Heritage speakers of Spanish should take:

Course	Title	Quarter Hours
SPN 205	ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE LEARNERS I ¹	
SPN 206	ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE LEARNERS II ²	
SPN 207	ADVANCED CONVERSATION FOR THE HERITAGE LEARNER ³	

¹ Instead of SPN 201.

² Instead of SPN 202.

³ Instead of SPN 203.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Spanish 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger

merit scholarships. College of Law students are not eligible for the Double Demon discount.

Spanish (MA)

The MA program in Spanish provides students a customizable, flexible curriculum to develop advanced linguistic and cultural expertise in a language and to apply that expertise in the disciplinary or professional contexts of their choice. Whether in the "global village" of today's world or in multi-ethnic communities such as Chicago, this advanced expertise is an increasingly valuable personal and professional asset, requiring appropriate training and credentials. The MA program especially seeks to serve adult professionals (government employees, social workers, healthcare providers, business people, or certified K-12 teachers) whose careers require this applied expertise.

The MA in Spanish may be expanded to include also select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Spanish + Digital Humanities Certificate
- Spanish + Teaching English to Speakers of Other Languages (TESOL) Certificate
- Spanish + Translation and Interpreting Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of paragraph length; although these narrations and descriptions tend to be handled separately rather than interwoven.
- Use communicative strategies such as rephrasing and circumlocution, and contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- Combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.
- Listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.
- Understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).

Degree Requirements

Course Requirements

The curriculum of the MA in Spanish consists of twelve graduate courses (48 quarter credit hours) in Spanish (i.e. courses with the SPN prefix). With the approval of the student's advisor and the director of the graduate program, a student may count one or two relevant courses taught in English among their twelve courses.

Graduation Grade Point Average Requirement

In order to graduate from the program, students must complete all program requirements with a minimum GPA of 3.000.

Student Handbook

Students in a graduate program offered through Modern Languages follow the requirements, rules, and regulations set by the College of Liberal Arts and Social Sciences and the DePaul University Graduate Handbook. There are additional academic regulations specific to students in a Modern Language graduate program.

Language Proficiency for Admission

In order to be eligible for admission to a Modern Language graduate program a student must have successfully completed at least 20 quarter credit hours (or the equivalent in semester credit hours) of advanced college-level coursework in the language (this is the equivalent of an undergraduate "minor" at most colleges or universities in the United States).

Students who lack 20 quarter credit hours (or the equivalent in semester credit hours) of coursework must demonstrate proficiency in the language by attaining a rating of at least "Intermediate High" on two standardized tests from the American Council on the Teaching of Foreign Languages (ACTFL): the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT)

Transfer Credit

Students may apply ("transfer") toward their MA programs in Modern Languages no more than eight quarter hours of graduate-level credit completed at another college or university, with approval from the departmental director of graduate programs. Students may not transfer credits already used to satisfy the degree requirements of any program at another college or university.

Students seeking to apply "transfer" credit toward their MA programs in Modern Languages must complete the college transfer request form.

Graduation with Distinction

Students from the MA programs in Modern Languages earn their degrees "with distinction" if they graduate with a cumulative grade point average (GPA) of 4.0 (on a scale where 4.0=A). To verify eligibility, students and their faculty advisors should contact the departmental advisor and the departmental director of graduate studies before the deadline to apply for graduation.

Spanish (MA), Combined Bachelor's + Master's Degree

DePaul Undergraduate Degree + Spanish (MA)

The curriculum of the MA in Spanish consists ~~will consist~~ of twelve graduate courses (48 quarter credit hours) in Spanish (i.e.

with the SPN prefix). With the approval of the student's advisor and the director of the graduate program, a student may count one or two relevant courses taught in English among their twelve graduate courses.

Students begin the graduate program while still undergraduates and take three graduate courses (12 credit hours) in Spanish during their undergraduate degree, which count toward both the undergraduate and graduate degree programs. They then take the remaining nine graduate courses (36 credit hours) after completing the undergraduate degree.

Spanish (Minor)

DePaul's minor in Spanish offers a basic proficiency in writing, reading and speaking Spanish.

The minor consists of a total of 5 courses in Spanish language at the 200/300-level. Courses taught in English will not be counted toward this minor unless Program Director permission is secured.

Students majoring in Spanish (BA) or minoring in Commercial Spanish are restricted from earning this minor.

Spanish Linguistics (Minor)

Course Requirements

The Spanish Linguistics minor introduces students to the formal study of Spanish Phonetics, Phonology, Morphology, Syntax, Sociolinguistics and Spanish in the U.S.

Students seeking to complete a minor in Spanish Linguistics must complete 24 quarter-hour credits of coursework, or 6 courses, distributed as follows:

Course	Title	Quarter Hours
Required:		
SPN 242	INTRODUCTION TO SPANISH LINGUISTICS	4
Select two advanced language courses from the following:		8
SPN 201	ADVANCED GRAMMAR AND COMMUNICATION	
SPN 202	ADVANCED COMPOSITION AND COMMUNICATION	
SPN 203	ADVANCED CONVERSATION	
SPN 205	ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE LEARNERS I	
SPN 206	ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE LEARNERS II	
SPN 207	ADVANCED CONVERSATION FOR THE HERITAGE LEARNER	
Select 12 credits of advanced (300-level) coursework from the list of approved electives. Any three of the following may be chosen (additional courses may be considered with the approval of the student's faculty advisor):		12
SPN 351	SPANISH IN THE U.S.	
SPN 352	SPANISH PHONOLOGY AND PHONETICS	
SPN 353	THE STRUCTURE OF SPANISH	
SPN 354	SPANISH SOCIOLINGUISTICS	

SPN 355	THE HISTORY OF THE SPANISH LANGUAGE
SPN 391	SOCIOLINGUISTICS OF HERITAGE LANGUAGE LITERACY
SPN 397	SPECIAL TOPICS IN SPANISH (depending on topic, with advisor approval)
SPN 399	INDEPENDENT STUDY (depending on topic, with advisor approval)
MOL 354	THEORETICAL FOUNDATIONS/CURRENT RESEARCH SECOND/FOREIGN LANGUAGE ACQUISITION
MOL 356	PSYCHOLINGUISTICS
SPN 356	BILINGUALISM IN THE SPANISH-SPEAKING WORLD

Depending on their level of prior expertise with Spanish, students may need to complete courses at the Basic and Intermediate levels before enrolling in 200 or 300-level language courses.

Students majoring in Spanish (BA) or minoring in Spanish or Commercial Spanish are restricted from earning this minor.

Spanish Translation (Minor)

Required Courses

- 12 credits of required courses in Spanish/English translation, to be taken in order:
 - SPN 243 INTRODUCTION TO TRANSLATION
 - SPN 325 SPANISH TRANSLATION II: THEORY AND PRACTICE
 - SPN 334 SPANISH TRANSLATION III: ADVANCED TRANSLATION AND PRACTICE
- 12 credits of electives in Spanish at the 200 and/or 300 level to further develop language proficiency.

Depending on their level of prior expertise with Spanish, students may need to complete courses at the Basic and Intermediate levels before enrolling in 200- or 300-level language courses.

Students majoring in Spanish (BA) or minoring in Spanish, Spanish Linguistics, or Commercial Spanish are restricted from earning this minor.

Translation Software

In our translation courses, students work with Google Translator Toolkit, Phrase, and SDL Trados Studio as learning computer-assisted tools in their translation practice.

Google Translator Toolkit is web-based, computer-aided translation (CAT) software that is provided free by Google. It allows translators to revise machine translation performed by Google translate (<https://translate.google.com/>), store translated documents in an online account, and collaboratively translate documents.

Phrase. We are using P (<https://www.memsource.com/>)hrase (<https://phrase.com/>) in our translation courses free of charge. Phrase is a complete translation platform that includes translation memory, integrated machine and human translation, terminology management, and a both online and desktop CAT tool.

SDL Trados Studio is a computer translation software that offers highly sophisticated features to help translators complete projects quickly and easily. Translation memory (TM) is at the heart of SDL Trados Studio

(<https://sdltrados.com>) and works by recycling previously translated content and completing translations projects more quickly while maintaining high quality.

Special Education (BS)

The Bachelor of Science in Special Education will prepare you to teach students with exceptionalities in kindergarten through 12th grade in a variety of urban and suburban educational settings, including public and private schools.

By completing the Special Education program, you will be eligible for the Illinois Learning and Behavior Specialist I (LBS1) license, provided you complete additional state requirements.

As a Special Education major, you will learn to:

- Apply specific strategies needed to teach exceptional learners
- Consult and co-teach in general education inclusion classrooms
- Modify content for exceptional learners in reading, math, natural and social sciences
- Teach small groups of exceptional students in a resource room
- Teach students with more significant disabilities in a self-contained classroom

Courses in the Special Education curriculum will prepare you to do the following:

- Assess exceptional learners
- Implement classroom and behavior management
- Collaborate with parents and professionals
- Understand how exceptional students learn
- Teach reading, math and the natural and social sciences
- Differentiate instruction
- Teach students with significant disabilities
- Develop transitional and vocational plans

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 130 hours of field experience. Students should expect to spend 40 hours of evening field hours in the Education and Counseling Center, and 90 hours of daytime field experience in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 16 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Licensure

This program leads to Illinois licensure in special education (Learning and Behavior Specialist 1)

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	92
Open Electives	20
Total hours required	192

Learning Outcomes

Students will be able to:

- Recognize how exceptionalities interact with development; apply foundational knowledge inform special education practice, including planning, instruction, and assessment of students with disabilities.
- Understand the connection between learning environment, social-emotional development, and student behavior; create safe, inclusive, culturally responsive learning environments; manage behavior effectively, utilizing proactive management techniques.
- Apply understanding of curricula to design learning for individuals with exceptionalities; choose, modify, and utilize research-based instructional strategies based on learner needs.
- Utilize multiple methods of assessment and data sources in making educational decisions, developing IEPs, and planning instruction; collaborate with other school-based professionals and families to serve student needs; integrate multiple sources of information to inform planning and instruction.

College Core Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively

- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours		
Senior Year		
Capstone		
SER 384	CAPSTONE IN SPECIAL EDUCATION ³	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who

complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
- (Note: One must be US History.)

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required
- LSE 380
 - 1 Additional Course
- (Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
- 1 BIO Course
 - 1 CHE/ENV/GEO/PHY Course
- (Note: One course above must be SI-LAB.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required
- PSC 120
 - 2 Additional Courses

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Introductory Courses: 22 quarter hours with a grade of C or better required:

Course	Title	Quarter Hours
SER 300	INTRO TO SPECIAL EDUCATION I: EXCEPTIONALITY & LEARNING	4
SER 301	INTRO TO SPECIAL EDUCATION II - FOUNDATIONS AND CHARACTERISTICS	4
SER 302	INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION	4
SER 310	TEACHING MATHEMATICS TO EXCEPTIONAL STUDENTS	4
SER 311	TEACHING MATHEMATICS FIELD EXPERIENCE LAB	2
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4

Advanced Courses: 46 quarter hours required (excluding courses counted as Introductory Courses) with a grade of C or better.

Course	Title	Quarter Hours
BBE 311	FUNDAMENTALS OF ENGLISH LANGUAGE LEARNER EDUCATION	4
SCU 336	ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT	4
or SCU 337	HUMAN GROWTH AND DEVELOPMENT	
SER 303	CLASSROOM AND BEHAVIOR MANAGEMENT	4
SER 314	TEACHING LITERACY TO EXCEPTIONAL STUDENTS	4
SER 315	TEACHING LITERACY FIELD EXPERIENCE LAB	2
SER 320	COLLABORATION IN SCHOOLS	4
SER 321	FORMAL ASSESSMENT IN SPECIAL EDUCATION	4
SER 322	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES I: ACADEMICS, LIFE SKILLS, & TRANSITION	4
SER 323	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES II: COMMUNICATION & SOCIAL SKILLS	4
SER 324	PRACTICUM: INCLUSION SETTING	2
SER 325	TOPICS IN SPECIAL EDUCATION	2
SER 327	PRACTICUM: SELF-CONTAINED SETTING	2
SER 328	CONTEMPORARY ISSUES IN SPECIAL EDUCATION	2
SER 329	TEACHING LITERACY IN THE CONTENT AREAS	4

Student Teaching: 24 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates

to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
SER 383	STUDENT TEACHING SEMINAR	4
SER 385	STUDENT TEACHING IN SPECIAL EDUCATION: ELEMENTARY	8
SER 386	STUDENT TEACHING IN SPECIAL EDUCATION: SECONDARY	12

Open Electives: 20 quarter hours, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective:

Course	Title	Quarter Hours
WRD 98	PREPARATION FOR COLLEGE READING	4
MAT 94	BASIC ALGEBRA	4
MAT 95	INTRODUCTORY ALGEBRA	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Special Education majors must complete the following tests:

- Before June 6, 2022:
 - LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs. Test is required before Student Teaching (deadlines apply).
 - Special Education General Curriculum Test (test #163) – assesses knowledge of reading & literacy, mathematics, natural science, and social science. Test is required before Student Teaching (deadlines apply).
- June 6, 2022 or later:
 - Learning Behavior Specialist I (test #290) – assesses knowledge of the following areas: understanding students with disabilities, assessing students and developing individualized programs, supporting development and learning, working in a collaborative learning community, and foundations and professional practice.
 - EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Special Education (MEd)

The Master of Education in Special Education will prepare you to teach students with exceptionalities in kindergarten through 12th grade in a variety of urban and suburban educational settings, including public and private schools. By completing the Special Education program, you will be eligible for the Illinois Learning and Behavior Specialist I (LBS1) license, provided you complete additional state requirements.

The program contains three concentrations:

1. Pre-service Special Education (PSE) for candidates seeking an initial Illinois licensure.

2. Special Education for Teachers (SET) for candidates who already hold a current and valid Illinois Professional Educator License (PEL).
3. Special and Elementary Education (SEE) for candidates seeking an initial Illinois licensure with endorsements in special education and elementary.

The PSE concentration has two tracks, a 6-quarter general program and a one-year residency program. The residency track is offered in collaboration with the Academy for Urban School Leadership (AUSL). Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice.

Licensure

Pre-service Special Education (PSE) candidates are eligible for Illinois licensure with an LBS1 endorsement (preK-age 21) upon completion of the master's program, and any additional Illinois State Board of Education requirements (e.g., licensure tests, edTPA, etc.).

Special Education for Teachers (SET) candidates pursuing a master's are eligible for an LBS1 endorsement (preK-age 21) upon completion of the program and any additional Illinois State Board of Education requirements (e.g., licensure tests). Endorsement-only options (without a master's degree) for either preK-age 21 or for the grade band of the initial PEL are also available. Note: Courses in the SET concentration are designed for practicing educators and are not open to students seeking an initial Illinois teaching license.

Special and Elementary Education (SEE) candidates are eligible for Illinois licensure with an LBS1 endorsement (preK-age 21) and an Elementary Education Endorsement (1-6).

Requirements are subject to change per the discretion of ISBE.

Program Requirements	Quarter Hours
Degree Requirements (Pre-Service Special Education (PSE))	58
Total hours required	58

Program Requirements	Quarter Hours
Degree Requirements (Special Education for Teachers (SET))	52
Total hours required	52

Program Requirements	Quarter Hours
Degree Requirements (Special and Elementary Education (SEE))	80
Total hours required	80

Students will be able to:

- Understand how exceptionalities may interact with development.
- Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- Create safe, inclusive, culturally responsive learning environments.
- Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

- Use multiple methods of assessment and data sources in making educational decisions.

College Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Concentrations are available in Pre-service Special Education (PSE), Special and Elementary Education (SEE), and Special Education for Teachers (SET).

Specific degree requirements are determined according to the Concentration chosen by the student. Please review the concentration requirements pages for more information.

Concentration Requirements

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:

- Pre-Service Special Education Concentration, Special Education (MEd) (p. 1101)
- Special and Elementary Education Concentration, Special Education (MEd) (p. 1102)
- Special Education for Teachers Concentration, Special Education (MEd) (p. 1104)

Pre-Service Special Education Concentration, Special Education (MEd)

Content Area Prerequisites

A transcript evaluation will be completed upon admission to the program. If deficiencies exist, they must be completed prior to student teaching.

- College coursework in Writing
- College coursework in Fine Arts or Literature
- College coursework in Mathematics
- College coursework in Science
- College coursework in American Government or U.S. History
- College coursework in Social Science

Course Requirements

Courses requirements: 48 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SER 402	INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION	4

SER 403	CLASSROOM AND BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION	4
SER 405	TEACHING LITERACY TO EXCEPTIONAL LEARNERS	4
SER 409	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES	4
SER 410	TEACHING MATHEMATICS TO EXCEPTIONAL LEARNERS	4
SER 417	PRACTICUM IN SPECIAL EDUCATION II	2
SER 418	PRACTICUM IN SPECIAL EDUCATION III	2
SER 419	TEACHING LITERACY LAB	4
SER 421	FORMAL ASSESSMENT IN SPECIAL EDUCATION	4
SER 440	SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION	4
BBE 411	FUNDAMENTALS OF ENGLISH LANGUAGE LEARNER EDUCATION	4
SCG 401	ADVANCED LIFESPAN DEVELOPMENT	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Content Area Prerequisites, and all courses requirements
- Overall cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area tests (see below)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education.
- Student Teaching Timeline and Deadlines
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 10 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section.

Course	Title	Quarter Hours
SER 470	STUDENT TEACHING IN SPECIAL EDUCATION (grade of B- or better required)	6
SER 471	STUDENT TEACHING IN SPECIAL EDUCATION SEMINAR (grade of C or better required)	4

Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Requirements are subject to change per the discretion of ISBE.

Special Education students must complete the following tests:

- Before June 6, 2022:
 - LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs. Test is required before Student Teaching (deadlines apply).
 - Special Education General Curriculum Test (test #163) – assesses knowledge of reading & literacy, mathematics, natural science, and social science. Test is required before Student Teaching (deadlines apply).
- June 6, 2022 or later:
 - Learning Behavior Specialist I (test #290) – assesses knowledge of the following areas: understanding students with disabilities, assessing students and developing individualized programs, supporting development and learning, working in a collaborative learning community, and foundations and professional practice.
 - EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Special and Elementary Education Concentration, Special Education (MEd)

Content Area Prerequisites

A transcript evaluation will be completed upon admission to the program. If deficiencies exist, they must be completed prior to student teaching. Students in the Special & Elementary Education (SEE) program must complete general education content area coursework in the following ten areas:

- Physical Education or Health
- Fine Arts or Literature
- Mathematics
- 3 Science courses, one completed in each of the following areas:
 - Physical Science
 - Life Science
 - Earth/Space
- 4 Social Science courses, one completed in at least 4 of the following areas:
 - History
 - Political Science
 - Economics
 - Psychology
 - Sociology
 - Anthropology
 - Geography

Course Requirements

Teacher Candidate Courses Requirements: 24 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SER 442	SURVEY AND CHARACTERISTICS OF THE EXCEPTIONAL LEARNER	4
SER 402	INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION	4
T&L 409	PROFESSIONAL PRACTICE IN ELEMENTARY SCHOOLS	4
SCG 401	ADVANCED LIFESPAN DEVELOPMENT	4
SCG 408	EDUCATION AND SOCIETY	4
BBE 411	FUNDAMENTALS OF ENGLISH LANGUAGE LEARNER EDUCATION	4

Advanced Courses Requirements: 42 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SER 403	CLASSROOM AND BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION	4
SER 405	TEACHING LITERACY TO EXCEPTIONAL LEARNERS	4
SER 409	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES	4
SER 410	TEACHING MATHEMATICS TO EXCEPTIONAL LEARNERS	4
SER 416	LITERACY PRACTICUM IN SPECIAL EDUCATION I	2
SER 421	FORMAL ASSESSMENT IN SPECIAL EDUCATION	4
SER 461	COLLABORATIVE PRACTICE AND SPECIAL EDUCATION	4
T&L 413	READING/LANGUAGE ARTS IN THE INTERMEDIATE GRADES	4
T&L 415	TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE	4

T&L 416	TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS	4
T&L 418	LEARNING THROUGH THE ARTS	4

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Content Area Prerequisites, Teacher Candidate courses, and Advanced courses
- Overall cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area tests (see below)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education.
- Student Teaching Timeline and Deadlines
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 14 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section.

Course	Title	Quarter Hours
SER 465	INDUCTION INTO THE FIELD OF EDUCATION I (grade of B- or better required)	2
SER 466	INDUCTION INTO THE FIELD OF EDUCATION II (grade of B- or better required)	4
SER 585	STUDENT TEACHING IN SPECIAL EDUCATION (grade of C or better required)	4
SER 586	STUDENT TEACHING IN ELEMENTARY EDUCATION (grade of C or better required)	4

Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Requirements are subject to change per the discretion of ISBE.

Special Education students must complete the following tests:

- Before June 6, 2022:
 - LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs. Test is required before Student Teaching (deadlines apply).
 - Special Education General Curriculum Test (test #163) – assesses knowledge of reading & literacy, mathematics, natural science, and social science. Test is required before Student Teaching (deadlines apply).
- June 6, 2022 or later:
 - Learning Behavior Specialist I (test #290) – assesses knowledge of the following areas: understanding students with disabilities, assessing students and developing individualized programs, supporting development and learning, working in a collaborative learning community, and foundations and professional practice.
- Elementary Education Content Area Test, grades 1-6 (tests #197-200)
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Special Education for Teachers Concentration, Special Education (MEd)

Course Requirements: 44 hours required, grade of C or better required

Course	Title	Quarter Hours
SER 402	INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION	4
SER 403	CLASSROOM AND BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION	4
SER 405	TEACHING LITERACY TO EXCEPTIONAL LEARNERS	4
SER 409	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES	4
SER 410	TEACHING MATHEMATICS TO EXCEPTIONAL LEARNERS	4
SER 421	FORMAL ASSESSMENT IN SPECIAL EDUCATION	4
SER 440	SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION	4
SER 457	SEMINAR AND RESEARCH IN SPECIAL EDUCATION	4

BBE 411	FUNDAMENTALS OF ENGLISH LANGUAGE LEARNER EDUCATION	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	
Select one of the following:		4
SCG 401	ADVANCED LIFESPAN DEVELOPMENT	
SCG 402	PSYCHOLOGY OF LEARNING	
SCG 403	HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY	
SCG 406	HUMAN DEVELOPMENT AND LEARNING: SECONDARY	
SCG 439	PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION	

Practicum Courses: 8 hours required, grade of B+ or better required

Course	Title	Quarter Hours
SER 552	PRACTICUM EXPERIENCE WITH HIGH INCIDENCE DISABILITIES	4
SER 553	PRACTICUM EXPERIENCE WITH LOW INCIDENCE DISABILITIES	4

The program requires two summer practicum experiences. Each practicum involves six full weeks of intensive supervised field experience in a cooperating school that operates an extended school year program. Candidates must apply for each practicum, and upon approval they are placed in appropriate summer practicum sites by the program. Practicum sites may also screen candidates prior to accepting them for placement. Candidates will assume full teaching responsibility and will have weekly opportunities for feedback and discussion of issues and problems encountered. A grade of B+ or better is required to participate in each summer practicum.

Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Requirements are subject to change per the discretion of ISBE.

Special Education Master's students must complete the following tests:

- Before June 6, 2022:
 - LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs. Test is required before Student Teaching (deadlines apply).
- June 6, 2022 or later:
 - Learning Behavior Specialist I (test #290) – assesses knowledge of the following areas: understanding students with disabilities, assessing students and developing individualized programs, supporting development and learning, working in a collaborative learning community, and foundations and professional practice.

Candidates who are conditionally admitted with an out-of-state (OOS) teaching license they required to transfer their license into Illinois,

and therefore may also be required to take additional licensure tests. Students should work directly with ISBE to fulfill outstanding test requirements. These additional licensure tests may include the following:

- EdTPA – an electronic portfolio that includes video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Usually completed during pre-service student teaching experience.

Special Education (Minor)

The Special Education Minor will prepare general educators to work with a variety of learners with disabilities in their classrooms. If desired, upon completion of the minor candidates will be eligible to take the Learning Behavior Specialist I (test #290) to earn the special education endorsement on their primary license. This will enable candidates to teach in general or special education classrooms within their licensure range. Beyond increasing candidates' foundational knowledge and repertoire of teaching skills, adding an endorsement to primary licensure will enhance versatility in the job market.

The movement toward inclusive practices in schools requires educators to be prepared to work with individuals with disabilities in their classrooms. According to the National Center for Education Statistics (2015), in 2011 95% of students with disabilities were served in regular schools, with 61% spending 80% or more of their time inside the general education classroom. It is therefore beneficial for general education candidates to learn techniques, methods, and strategies to assist students with disabilities in their classrooms.

Course Requirements

The Special Education Minor requires 26 credit hours (7 courses). This includes 4 core courses plus one course from each of 3 areas as seen below.

Core Courses

Course	Title	Quarter Hours
Core Courses		
SER 302	INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION	4
SER 303	CLASSROOM AND BEHAVIOR MANAGEMENT	4
SER 320	COLLABORATION IN SCHOOLS	4
SER 321	FORMAL ASSESSMENT IN SPECIAL EDUCATION	4

Area 1

Course	Title	Quarter Hours
SER 301	INTRO TO SPECIAL EDUCATION II - FOUNDATIONS AND CHARACTERISTICS	4
or SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	

Area 2

Course	Title	Quarter Hours
SER 322	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES I: ACADEMICS, LIFE SKILLS, & TRANSITION	4

or SER 323	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES II: COMMUNICATION & SOCIAL SKILLS	
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Area 3

Course	Title	Quarter Hours
SER 324	PRACTICUM: INCLUSION SETTING	2
or SER 327	PRACTICUM: SELF-CONTAINED SETTING	

Minor in Special Education with LSB1 Endorsement

This option is only available to undergraduates in the College of Education pursuing ISBE licensure.

The minor with endorsement requires the 7 courses above, plus a passing score on the ISBE Learning-Behavior Specialist Test (#155). (if taken before June 6, 2022) or the Learning Behavior Specialist I (test #290) (if taken June 6, 2022 or later).

Note: Students in DePaul's College of Education program in Special Education cannot select the Special Education Minor.

Special Education Certificate

The four-course online Certificate in Exceptionality will provide a foundation in Special Education to those interested to expand their understanding of various types of disabilities and ways to address the needs of those students. Practitioners across the US, and around the world, will be able to identify characteristics of students with disabilities, ways to collect and analyze assessment data, as well as utilize this information in order to make instructional planning decisions. By successfully completing this certificate program, candidates will have a firm understanding of ways to accommodate children with high-incidence disabilities and make modifications for children with low-incidence disabilities. Educators can directly apply knowledge and skills to their classrooms.

Depending on licensure and endorsement requirements in different states, teachers already licensed in general education could use this course sequence to pursue an additional endorsement in special education. Some teachers may also use the coursework to advance their pay scale. Similarly, practitioners outside the US will have the opportunity to gain knowledge and skills, and apply current, best practices to international classrooms, and use this certificate to advance their career.

The curriculum for the Online Certificate in Exceptionality consists of four online courses.

Course	Title	Quarter Hours
SER 440	SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION	4
SER 402	INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION	4
SER 421	FORMAL ASSESSMENT IN SPECIAL EDUCATION	4
SER 409	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES	4

Speech Language Pathology (MS)

The Master of Science degree in Speech Language Pathology (MS-SLP) at DePaul University is a comprehensive program that offers a balanced, three-part curriculum to prepare future Speech Language Pathologists (SLPs) to work with both children and adults across the full range of communication disorders. Course elements are designed to imbue students with the knowledge base pertinent to the field, while simultaneously fostering the critical thinking, problem solving, and self-confidence that contributes to effective independent clinical practice. Further, students will develop empathy and compassion, the hallmark traits of a master clinician. The curriculum includes both didactic and clinical requirements for graduation. A total of 102 quarter hours is required for the MS-SLP degree (or 112 for the BESSC-SLP Certificate). The three curricular parts are described below:

Academic Curriculum: The academic curriculum includes basic science and research coursework, in addition to courses that focus on specific communication disorders. The American Speech-Language-Hearing Association (ASHA) has established a minimum of knowledge and skills required for the Certificate of Clinical Competence (ASHA Certification Standards, 2020). Specific academic coursework is required that addresses the following:

- the discipline of communication sciences and disorders;
- basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
- the ability to integrate information pertaining to normal and abnormal human development across the life span;
- etiology and characteristics of various communication and swallowing disorders, identification procedures, and treatment approaches;
- knowledge of the nature of speech, language, hearing, and communication disorders and differences, and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Students must demonstrate specific knowledge in the following areas: speech sound production; fluency; voice, resonance, and motor speech; receptive and expressive language; social aspects of communication, including pragmatics; communication impairments related to cognition; augmentative and alternative communication; hearing and aural rehabilitation; swallowing and feeding.

Research Curriculum: Students learn about basic research methods within the discipline, explore the evidence base of speech-language pathology and related professions, and apply knowledge gained to clinical practices by completing a comprehensive literature review.

Clinical Curriculum: According to the ASHA certification standards (2020), students must complete at least 400 hours of supervised clinical experience with individuals who present a variety of communication disorders across the age range and from culturally and linguistically diverse backgrounds. Students begin building their foundational clinical skills through screenings and simulations. The screenings take place in our community partner preschools in Chicago. Next, students engage in 4 quarters of clinical practica at the DePaul University Clinic. The clinic accepts clients from the community ranging in age from young children through adults and with a variety of communication and swallowing disorders to provide our SLP students with a breath of clinical

experiences. In addition, each student completes two advanced practica of at least 10 weeks duration. These involve externship experiences in school, clinic, or hospital placements.

Program Requirements	Quarter Hours
Degree Requirements	102
Total hours required	102

Note: Please click [here](#) (p. 1379) to learn more about the Professional Educator License (PEL) School Support Personnel Endorsement for Speech Language Pathologists (Nonteaching).

Learning Outcomes

Students will be able to:

- Design appropriate evaluations for a variety of speech and language clients and disorders.
- Create intervention plans with measurable and achievable goals to meet speech and language clients' needs.
- Use evidence-based treatment strategies to support clinical decision making.
- Evaluate speech and language clients' progress to determine treatment outcomes.

Degree Requirements

Core Courses

Course	Title	Quarter Hours
SLP 400	INTERPROFESIONAL EDUCATION	2
SLP 401	NEUROGENIC BASIS OF COMMUNICATION DISORDERS	4
SLP 402	CULTURAL AND LINGUISTIC DIVERSITY IN SPEECH AND LANGUAGE DEVELOPMENT AND DISORDERS	4
SLP 403	PROFESSIONAL ISSUES AND ETHICS IN SPEECH-LANGUAGE PATHOLOGY	2

Research Courses

Course	Title	Quarter Hours
SLP 410	RESEARCH METHODS	3
SLP 411	TOPICS IN RESEARCH FOR SLPs: EBP	2

Course	Title	Quarter Hours
Child/Adolescent Courses		
SLP 420	SPEECH SOUND DISORDERS	4
SLP 421	LANGUAGE DISORDERS IN EARLY CHILDHOOD	4
SLP 422	LANGUAGE DISORDERS IN SCHOOL-AGE POPULATIONS	4
SLP 423	AUTISM & OTHER DEVELOPMENTAL DISORDERS	3
SLP 424	LANGUAGE, LITERACY & LEARNING	4
Adult Courses		
SLP 430	APHASIA	4
SLP 431	DYSPHAGIA	4

SLP 432	ACQUIRED NEUROLINGUISTIC AND NEUROCOGNITIVE DISORDERS	4
SLP 433	MOTOR SPEECH DISORDER	4
Other Disorders		
SLP 440	VOICE AND RESONANCE DISORDERS	4
SLP 441	STUTTERING AND RELATED DISORDERS	
SLP 442	AUGMENTATIVE AND ALTERNATIVE COMMUNICATION ACROSS THE LIFESPAN	3
SLP 450	SPECIAL TOPICS	3

Clinical Education

Course	Title	Quarter Hours
SLP 480	CLINICAL METHODS IN SPEECH-LANGUAGE PATHOLOGY	4
SLP 481	CLINICAL PRACTICUM I	4
SLP 482	CLINICAL PRACTICUM II	4
SLP 483	CLINICAL PRACTICUM III	4
SLP 484	CLINICAL PRACTICUM IV	4
SLP 485	EXTERNSHIP: SCHOOL PRACTICUM	8
SLP 486	EXTERNSHIP: MEDICAL PRACTICUM	8
SLP 487	FOUNDATIONS IN CLINICAL PRACTICE LAB	1

Admissions Procedures and Requirements

Professionals in speech-language pathology begin the licensing and certification process by obtaining a Master's degree in the discipline. DePaul University offers this degree as a Master of Science degree in Speech Language Pathology (M.S. SLP). Prospective graduate program applicants are required to hold a bachelor's degree in speech language pathology or the equivalent. Students with backgrounds including communication sciences and disorders, education, health-related professions, biomedical sciences, and psychology are encouraged to apply. The following are graduate admission requirements for DePaul University Speech Language Pathology (SLP) Program:

- Completion of a baccalaureate degree from a regionally-accredited institution in either
 - Communication Sciences and Disorders (CSD), including the courses listed below; **or**
 - An area other than CSD, with completion of the prerequisite coursework listed below (*see below*). A minimum GPA of 3.0 on a 4.0 scale in the undergraduate major is required.
- Three (3) letters of recommendation who can comment on the academic, clinical, and professional experiences of the applicant.
- A completed *Communication Science and Disorders Centralized Application Service* (CSDCAS) application, including academic history, personal essays, and extracurricular/volunteer experience. Once a student's file is complete and reviewed by CSDCAS, the SLP program Admissions Committee will review it to ensure that all prerequisite courses have been completed.
- Official transcripts from every college or university attended (mailed to CSDCAS). If currently attending college, most recently completed quarter grades must be included.
- An interview with faculty (*by invitation only*).
- Commitment to abide by the DePaul University Drug-Free Workplace and Substance Abuse Policy.

- Passage of the DePaul University criminal background check.
- Proof of CPR certification through completion of a healthcare provider course certified by the American Heart Association.

Prerequisites for Admission:

Students will be required to complete the following prerequisites (see below) to be considered into the Speech-Language Pathology program.

Speech Language Pathology Courses: The following undergraduate or leveling courses must be completed prior to starting the graduate program.

- Anatomy and Physiology of the Speech & Hearing Mechanism
- Introduction to Audiology
- Introduction to Communication Sciences and Disorders
- Normal Child Language Development
- Phonetics
- Speech Science
- Speech Sound Disorders (Articulation and Phonology)

Observation Hours: Each student must have 25 clock hours of authorized observation signed by a licensed speech-language pathologist who holds the Certificate of Clinical Competence (CCC) in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA). The following form may be used to document observation hours: DePaul_SLP_Observation_Hours_Form_F21_.pdf (https://catalog.depaul.edu/programs/speech-language-pathology-ms/DePaul_SLP_Observation_Hours_Form_F21_.pdf)

Additional Course Requirements: (per the American Speech-Language-Hearing Association Standard IV-A)

- One course in the biological sciences (human or animal biology, such as biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, or veterinary science)
- One course in the physical sciences (physics or chemistry)
- One course in social/behavioral sciences (psychology, sociology, anthropology, or public health)
- A statistics course (a stand-alone course)

Strongly Recommended Courses:

- Aural Rehabilitation (*required for ASHA certification*)
- Methods of Teaching Learners with Exceptionalities (*required for an Illinois Professional Educator's License*)

Please note that simply meeting these criteria is not a guarantee of admission. As is the case with most graduate programs in speech-language pathology, admission is highly competitive.

Transfer Credit

No graduate courses may be transferred from another institution for this degree.

Conditional Admissions

Students whose undergraduate degrees were in majors other than Communication Science Disorders, Speech Language Pathology or related fields may be conditionally admitted provided they complete all the required prerequisites prior to the start of the academic quarter.

Readmission

The same readmission standards outlined in the Graduate Student Handbook and approval of the program director are observed for students in these programs.

Undergraduate Courses

No undergraduate courses shall count toward the graduate degree.

Standards

The M.S. SLP prepares students for entry into the profession of speech-language pathology. This assertion is based on the program's adherence to Council of Academic Accreditation (CAA) standards which outline a comprehensive list of knowledge and skills for successful clinical practice. The Knowledge and Skills Acquisition (KASA) is the Program's roadmap with respect to development of experiences for each individual student. The Department standards for graduate student performance are in keeping with College standards for graduate education.

CAA Standards (2023): <https://caa.asha.org/reporting/standards/>

ASHA Certification Handbook (2018): <https://www.asha.org/uploadedFiles/SLP-Certification-Handbook.pdf>

Clinical Education / Practicum: Detail regarding policies governing the process of clinical education may be found in the *DePaul University SLP Program Clinic Handbook*. Students will complete at least 400 hours of supervised clinical experiences. Students will engage in four quarters of clinical practicum at the DePaul Speech and Language Clinic on the Lincoln Park Campus and two quarters of externship placements. The speech-language pathology students gain an in-depth and broad scope of clinical experiences working with clients from the community ranging in age from toddlers through adults with a variety of communication and swallowing disorders. In the first year, students must have successfully completed 25 documented clinical observation hours before being placed in a clinical practicum (SLP 481) at the DePaul Speech and Language Clinic. In the second year, students must have successfully completed a minimum of 150 hours of supervised clinical practice in the DePaul Speech and Language Clinic to qualify for a school (SLP 485) or medical site (SLP 486) practicum experience.

Student Assessment of Knowledge and Skills: Each course offering in the curriculum has been designed to provide students with knowledge and skills requisite for functioning as a speech-language pathologist. The knowledge and skills are aligned with learning outcome statements. These statements are found in each course syllabus, including those for clinical practicum. Outcomes are consistent with and follow the numbering of the ASHA 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology.

The ASHA Standards Assessment Form is completed for each student in each class or clinical experience every quarter by rating performance as either "Not Evident," "Emerging," "Present," "Adequate," or "Consistent."

1. Not evident: Skills are not evident most of the time. The student requires direct instruction to modify behavior and is unaware of the need to change. The clinical educator must model behavior and implement the skill required for the client to receive optimal care. Clinical educator provides numerous instructions and frequent modeling. (Skill is present <25% of the time).

2. Emerging: Skill is emerging but is inconsistent or inadequate. The student shows awareness of the need to change behavior with clinical educator input. Clinical educator frequently provides

instructions and support for all aspects of case management and services. (Skill is present 26-50% of the time).

3. Present: Skill is present and needs further development, refinement, or consistency. The student is aware of the need to modify behavior but does not do this independently. Clinical educator provides ongoing monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill. (Skill is present 51-75% of the time).

4. Adequate: Skill is developed/implemented most of the time and needs continued refinement or consistency. The student is aware and can modify behavior in-session and can self-evaluate. Problem-solving is independent. Clinical educator acts as a collaborator to plan and suggest possible alternatives (skill is present 76-90% of the time).

5. Consistent: Skill is consistent and well developed. The student can modify their own behavior as needed and is an independent problem-solver. Students can maintain skills with other clients and in other settings when appropriate. Clinical educator serves as a consultant in areas where the student has less experience; Provides guidance on ideas initiated by the student (skill is present >90% of the time).

At the discretion of the clinical educator, an intervention plan to address specific skill deficiencies may be implemented even if the overall grade falls outside the range indicated below. Student concerns and desired learning outcomes at the clinical levels will be addressed through the intervention plan.

The Director of Clinical Education will review all graduate student final competencies at the end of each quarter. Additional opportunities for grand rounds or oral presentations of case studies, for example, may be part of the summative assessment.

Clinical Grades and Assessment:

a. Clinical practicum is a progressive activity. It is expected that a clinician will continue to develop new insights and skills. Therefore, the repetition of the same quality work in subsequent semesters will not

ensure the same grade. In accordance with ASHA standards, growth is essential. The CALIPSO evaluation standards are structured to reflect this progress, and grades will be graduated across the quarters to reflect this growth in clinical skills.

b. Final grades submitted for the quarter are at the discretion of the Director of Clinical Education and will be determined during a final grading meeting with all clinical educators at the end of each quarter. General grading scales aligned with the Clinical Performance Evaluation Score are listed below:

SLP 481 Practicum I

A 3.66-5.00
A- 3.35-3.65
B+ 3.04-3.34
B 2.73-3.03
B- 2.50-2.72
C+ 1.00-2.49

SLP 482 Practicum II

A 4.00-5.00

A- 3.66-3.99
 B+ 3.35-3.65
 B 3.04-3.34
 B- 2.73-3.03
 C+ 1.00-2.72

SLP 483 Practicum III

A 4.00-5.00
 A- 3.66-3.99
 B+ 3.35-3.65
 B 3.04-3.34
 B- 2.73-3.03
 C+ 1.00-2.72

SLP 484 Practicum IV

A 4.27-5.00
 A- 3.96-4.26
 B+ 3.65- 3.95
 B 3.34-3.64
 B- 3.03-3.33
 C+ 1.00-3.02

SLP 485 Practicum V Externship

A 4.27-5.00
 A- 3.96-4.26
 B+ 3.65- 3.95
 B 3.34-3.64
 B- 3.03-3.33
 C+ 1.00-3.02

SLP 486 Practicum VI Externship

A 4.27-5.00
 A- 3.96-4.26
 B+ 3.65- 3.95
 B 3.34-3.64
 B- 3.03-3.33
 C+ 1.00-3.02

CALIPSO Tracking System: The Department of Speech Language Pathology at DePaul University utilizes a secure, on-line program to track clinical experiences: *Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office Operations* (CALIPSO). This system also enables students to maintain an electronic portfolio and manage a variety of external documents. It allows the Director of Clinical Education to maintain a comprehensive database of clinical sites and instructors. Students will have access to this system throughout their course of graduate studies and then continuing for three years after graduation to allow and ensure access to their clinical hours. Students will be trained prior to accessing the CALIPSO system.

Academic Performance

Academic performance is defined by course grades, which also includes grades in all clinical practicum courses. The Speech Language Pathology Program defines minimum academic performance as

- A cumulative grade-point average (GPA) of no less than 3.0 (B) across all graduate-level courses; and
- No course grade less than B- in any graduate-level course.

Intervention Plans

Intervention plans are designed to improve a student's knowledge and skills in a specific area judged to fall below an acceptable level of minimum competence. Three scenarios can result in the implementation

of an intervention plan. An intervention plan will be automatically implemented whenever a student receives an overall score of "emerging" from any instructor or supervisor. An intervention plan may be instituted if a student receives either multiple scores of "emerging" within an individual experience, or multiple scores of "emerging" on the same ASHA standard. The decision to implement a remediation plan under these circumstances will be made jointly by the instructor(s) who gave the "emerging" scores and the Program Director.

A student may request that an intervention plan be developed for scores of "emerging" that did not already result in a plan. The decision to implement an intervention plan under this circumstance must also be approved by the instructor(s) and the Program Director. This is to be based on the impact that receiving "emerging" will have on the student's successful completion of the program in a timely manner. For example, an intervention plan may be implemented if few or no future opportunities are available for that standard to be addressed. A remediation plan may not be approved if there are many future prospects for completion of the standard.

If an intervention plan is necessary, the following steps will take place:

- The Program Director will meet with the instructor(s) involved including academic and clinical instructors. Students will be involved in these discussions to facilitate successful intervention.
- The plan will outline the activities and/or experiences the student must complete to demonstrate adequate improvement in the area of concern. This plan must include measurable goals that can be completed within one quarter, specification of persons who will be responsible for monitoring and implementing plans to achieve each goal, and specific consequences due to the student's failure to meet the plan. The development of the plan is a shared responsibility between students and faculty.
- The student, Program Director, and Director of Clinical Education (if applicable) will each sign and receive a copy of the plan. If other faculty or clinical instructors are responsible for any portion of the plan, they will also receive a copy.

In the case of academic needs, the faculty instructor(s) involved in identifying areas of need typically will serve as mentor(s) towards the completion of the plan, unless stated otherwise by the Program Director.

Academic Probation

A graduate student must maintain a cumulative GPA of 3.00 or greater to remain in good standing. A student failing to maintain a minimum cumulative GPA of 3.0 will be placed on academic probation. If the cumulative GPA is raised to at least 3.00 at the end of the next academic quarter, the student is no longer on probation. If the cumulative GPA has not risen to 3.00 at the end of the next academic quarter, the student will be dismissed from the program.

Withdrawing from a CORE Course

A student who withdraws from a core speech language pathology course while in good standing cannot progress in the sequenced curriculum until that course has been successfully completed. In courses that contain both a clinical practicum and a lecture component, both course segments must be completed simultaneously. Exceptions may be identified and defined by the Admissions, Progressions and Retention Committee (APR) in consultation with the Program Director, the Director of Clinical Education and the course faculty. A student who withdraws from a core speech language pathology course who is 'not in good standing' (with a grade of C+ or lower or on probation) at the time

of withdrawal, will be referred to the Admissions, Progressions, and Retention Committee (APR). The APR will meet to review the student's past and current performance and to elicit recommendations from the course faculty. A representative of the APR committee may then meet with the course faculty, Program Director, Director of Clinical Education and the student to counsel the student and to establish a contract for academic improvement. Such students may not progress in the sequenced curriculum until the course has been retaken and successfully completed. In courses that contain both a clinical practicum and a didactic theory portion, both course segments must be completed simultaneously. A student may withdraw from a core speech language pathology course 'not in good standing' (with a grade of C+ or lower) only once during their program of study. A second such withdrawal will result in dismissal from the program. A student who has a grade of C+ or lower at mid-quarter may be placed on contract for an intervention plan by the instructor. The student must satisfactorily fulfill all course and contract requirements by the end of the quarter of contract initiation in order to progress in the program. A student currently enrolled in a degree program in which revisions are approved while their studies are in progress may elect to formally adopt the revised requirements.

Leave of Absence

Requesting a Leave of Absence: Students who need to interrupt their studies for personal, health or other reasons may request a leave of absence for up to one full year. The request should be made to the Program Director, Director of Clinical Education and the Admission, Progression and Retention Committee should be notified. Depending on circumstances and estimated length of absence, the Program Director or student's academic advisor may recommend additional action to complete the request process.

Returning from a Leave of Absence: Students who wish to return to the program following a leave of absence will need to submit a written request for resuming coursework to the Admissions, Progression, and Retention Committee. It is the student's responsibility to send a copy of such request to the Program Director, the student's faculty advisor, and the Director of Clinical Education. This written request should demonstrate the resolution of the extenuating circumstances contributing to the original need to leave the Speech Language Pathology Program. This request for reinstatement must be made no less than 6 weeks prior to resuming the speech language pathology course sequence. Students will be notified in writing regarding the decision concerning their reentry to the program. e. Individual assessment of current knowledge and clinical skills will be made prior to placement of the student in the appropriate level within the speech language pathology program. Students who become "out of sequence students" due to withdrawal, or military/medical/family leave of absence will be placed into a clinical rotation upon re-entry based upon space available and cannot be guaranteed placement in the next available clinical course needed. "Out of sequence students" cannot displace in-sequence students from a clinical spot.

Time Limit for Leave of Absence: Students who have taken a leave of absence from the program for greater than 12 calendar months must re-apply to the university. Their application will then be considered with all other qualified applicants applying for admission to the speech language pathology program.

Time Limitation

The MS degree in Speech Language Pathology is designed to be completed in seven quarters. The maximum time to complete this degree,

including up to a 12-month approved leave of absence, is three years from first quarter of enrollment.

Graduation Requirements

A well-balanced, unified, and complete program of study is required, including evidence of successful achievement of both academic and clinical skill development. The program utilizes a cohort model, suggesting that all students move through the curriculum at a similar rate. The M.S. SLP degree in speech-language pathology requires successful completion of a minimum of 102 graduate credits. Speech-language pathology students are also required to complete a written comprehensive examination. Failure to complete the program requirements will result in forfeiture of degree eligibility unless the program recommends that the student complete a retake. If a retake or an extension is granted, the student must complete it by the end of the following quarter.

Students must earn at least a 3.00 cumulative GPA in SLP graduate coursework as a requirement to be eligible to graduate.

PRAXIS Examination: Speech-language pathology students are required to successfully submit the PRAXIS exam results using the DePaul SLP Program code.

Capstone Project: Each student will complete a summative assessment capstone project that will be a comprehensive evaluation of learning outcomes, including the acquisition of knowledge and skills, at the culmination of their program.

Graduation with Distinction

A cumulative GPA of 4.0 in SLP graduate coursework and successful completion of the PRAXIS examination is required for graduation with distinction.

Other Program Policies

Religious Observation

A student who is absent from class because of a religious holy day will be provided with the opportunity to make up the work of that class within a reasonable amount of time after the absence. The student will not be penalized for the absence. It is the responsibility of the student to inform their faculty prior to the religious holy day to be observed of their intention to be absent.

DePaul Speech Language Pathology Program Student Code of Ethics

Students must adhere to the ASHA Code of Ethics. Violation of the ASHA Code of Ethics may result in disciplinary action as determined by the DePaul University Speech Language Pathology Program. Students must adhere to the DePaul University Speech Language Pathology Program Professional Behavior Code of Conduct defined as unprofessional behavior towards clients, faculty, staff, peers and public are significant issues in the evaluation and promotion of Speech Language Pathology students. Inappropriate behavior may be grounds for failure to promote, dismissal and/or denial of degree. Separate and apart from a violation of the Professional Behavior Code of Conduct, a student may face University disciplinary action with regard to the same action (see the *DePaul Speech Language Pathology Graduate Handbook* for details).

The following are professional behavior guidelines and responsibilities that the DePaul University Speech Language Pathology expects of its students:

- Interpersonal Relationships
- Honesty, Integrity and Confidentiality
- Professional Appearance
- Professional Responsibility and Judgment

Sport, Fitness and Recreation Leadership (MS) Online

The Sport, Fitness and Recreation Leadership program at DePaul seeks to provide a rich online learning environment that will facilitate the development of leaders in the areas of sport, fitness and recreation. Increasing content knowledge and developing leadership skills are essential outcomes of a graduate program. However, this program is based on a commitment to social justice, democracy, and critical engagement with ethical issues affecting students, clients and athletes. Our program assists current professionals in reflecting on and strengthening their own practice and challenging themselves and their colleagues to work effectively for justice and professional excellence.

Students use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in sport, fitness and recreation. The Sport, Fitness and Recreation Leadership program is designed for current kinesiology professionals specifically working in sport, fitness or recreation environments such as university athletics departments, health clubs, recreation and fitness centers, high schools and athletics clubs or leagues.

Program Requirements	Quarter Hours
Degree Requirements	58
Total hours required	58

Learning Outcomes

Students will be able to:

- Provide leadership in their field in a professional manner.
- Demonstrate advanced content knowledge in administration related to sport, fitness, and recreation programs.
- Demonstrate advanced content knowledge in marketing and communication related to sport, fitness, and recreational settings.
- Demonstrate advanced content knowledge in areas related to health, wellness, and care of athletes.
- Apply knowledge specific to their field and professional goals in research activity.
- Develop a thorough understanding of legal issues related to their area of expertise in kinesiology.
- Select resources to respond to current events and ethical issues in the area of sport, fitness and recreation.
- Build a professional network and create a personal ethics code, which is versatile yet specific to their professional settings and goals, consistent with DePaul's Vincentian principle, values, and mission.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Content Area Prerequisites

Sport, Fitness and Recreation Leadership students need to have an understanding that DePaul's program requires students to enroll into a cohort. This model requires students to take two courses each quarter (online), with the plan to complete the program in two years. The cohort program also requires 2 on-campus (or virtual attendance if accommodations cannot be made) summer seminars between the first and second year, and after completion of second year coursework.

Course Requirements

Core Curriculum Courses: 48 credit hours required

Course	Title	Quarter Hours
PE 400	INTRODUCTION TO THE SPORT, FITNESS AND RECREATION LEADERSHIP PROGRAM	4
PE 410	ORGANIZATIONAL LEADERSHIP AND MANAGEMENT IN SPORT, FITNESS AND RECREATION	4
PE 420	FACILITY AND RISK MANAGEMENT IN SPORT, FITNESS AND RECREATION	4
PE 440	STRATEGIC COMMUNICATION AND MARKETING IN SPORT, FITNESS AND RECREATION	4
PE 445	PROGRAM AND SPECIAL EVENTS MANAGEMENT IN SPORT, FITNESS AND RECREATION LEADERSHIP	4
PE 450	PSYCHOLOGY OF SPORT BEHAVIOR AND ATHLETIC PERFORMANCE	4
PE 460	ETHICS AND DIVERSITY IN SPORT, FITNESS AND RECREATION	4
PE 430	ADVANCED HEALTH AND SCIENCE CONCEPTS IN SPORT, FITNESS AND RECREATION	4
PE 435	ADVANCED CARE OF THE ATHLETE	4
PE 470	LEGAL ISSUES IN SPORT, FITNESS AND RECREATION	4
PE 480	FINANCE AND REVENUE GENERATION IN SPORT AND FITNESS	4
A&S 493	DATA DRIVEN DECISION MAKING	4

On-Campus Summer Seminar: 4 credit hours required

There are 2 summer seminars required as the only face-to-face obligation of the program. Students will be required to attend a 3-day seminar after completion of the first year of the program, and again after completion of the second year. The seminar will consist of an on-campus colloquium that will provide students with the opportunity to connect and network with their peers, as well as current employers and leaders in various MSFRL fields from the Chicagoland area. It also will include

an opportunity to learn, as we will invite local professionals within the field to present to the students. The last day of the seminar will be for the graduating students to present their research papers or projects. First year students will be required to observe these presentations as an example for their own research projects in the upcoming year. Therefore, each student will technically attend this seminar twice, first the summer after their 1st year, and then again the summer after their 2nd year. The difference will be the first year they will watch the graduate capstone/ research presentations, and the second year they will present their own. Each year the local area professional lectures will change, so they will be able to attend new seminars each year.

Course	Title	Quarter Hours
PE 442	ON-CAMPUS SEMINAR	2
PE 490	ON-CAMPUS SEMINAR	2

Capstone Research Project: 6 credit hours required

Students will be required to complete an individualized capstone project upon completion of coursework. Each project will be specific to their respective career choices and will be developed during the second year of the program. The first required step in the process is completion of a literature review related to the topic of the anticipated project.

This PE 455 is a pass /fail course and may be completed anytime from summer II through winter quarter of the second-year. Next, an intense focus on the research project occurs during PE 555, taken in spring quarter of the second year. Projects will be presented during the final summer seminar, PE 490. PE 500 is the final requirement of the program during summer II of the second summer, and allows students to submit their final capstone project after feedback received after their presentation. Students will be assigned a faculty mentor to help guide them with their research and ideas at the end of the first summer seminar.

Course	Title	Quarter Hours
PE 455	LITERATURE REVIEW FOR CAPSTONE PROJECT	0
PE 555	RESEARCH IN SPORT, FITNESS AND RECREATION	4
PE 500	CAPSTONE IN SPORT, FITNESS AND RECREATION LEADERSHIP	2

Academic Standards

Students must maintain a 3.0 average or higher to continue in the program. Any grade below a C will not count for credit toward completion of the program.

Sports Business (BSB)

The DePaul Sports Business Major prepares students for a sports business career. The focus of the Sports Business degree is to teach students how their business skills are relatable in a wide range of sports industry careers, through "real world" projects and experiences. As the sports industry continues to grow and evolve, there is an increasing need for leaders with transferable business skills in management, sales, marketing, business analytics, events, hospitality, operations, leadership, entrepreneurship, accounting, economics and community relations. The Sports Business degree prepares students for careers in all these areas.

Program Requirements	Quarter Hours
Business Core Requirements	60
Liberal Studies Requirements	72
Major Requirements	38
Open Electives	22
Total hours required	192

Learning Outcomes:

Core Outcomes

- Use analytical and reflective skills in decision making.
- Communicate effectively both orally and in writing.
- Recognize legal and ethical issues confronting them.
- Contribute to the performance of a group within a business setting.
- Know the differences among global economies, institutions, business practices and cultures.
- Acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

College Core Requirements

Business Core Requirements

All undergraduate students in the Driehaus College of Business complete foundational courses in the areas of accountancy, economics, finance, management, and marketing. The core curriculum also includes courses that emphasize the increasingly quantitative and technological nature of business, the importance of the entrepreneurial mindset, and how students can use their business education to address important social challenges.

Course Requirements

For a student to complete the Bachelor of Science in Business, the following Business Core courses totaling at least 60.0 hours are required:

Course	Title	Quarter Hours
Business Core Courses		
ACC 101	INTRODUCTION TO ACCOUNTING I ¹	4
ACC 102	INTRODUCTION TO ACCOUNTING II ¹	4
BUS 101	INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET	4
BUS 102	BUSINESS ANALYTICS	4
BUS 103	BUSINESS FOR SOCIAL GOOD	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
FIN 310	INTRODUCTION TO FINANCE	4
MAT 137	BUSINESS STATISTICS	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
Business Technology ²		
Select one of the following:		4
BUS 202	BUSINESS TECHNOLOGY	
CSC 241	INTRODUCTION TO COMPUTER SCIENCE I	
MIS 360	SYSTEMS ANALYSIS AND DESIGN	

Business Communication ³

Select one of the following: 4

MKT 276	EFFECTIVE BUSINESS COMMUNICATION
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION

Global Business Perspective ⁴

Select one of the following: 4

ECO 316	EUROPEAN ECONOMIC HISTORY
ECO 330	RADICAL RESPONSES TO CAPITALISM
ECO 333	TOPICS IN GLOBAL ECONOMIES
ECO 334	UNDERSTANDING CHINA'S ECONOMY
ECO 360	ECONOMICS OF LOW-INCOME COUNTRIES
ECO 361	INTERNATIONAL TRADE
ECO 362	INTERNATIONAL MONETARY ECONOMICS
ECO 363	ECONOMICS OF THE EUROPEAN UNION
FIN 340	INTERNATIONAL FINANCE
FIN 355	GLOBAL IPOs & VENTURE CAPITAL
IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 354	GLOBAL HUMAN RESOURCE MANAGEMENT
MGT 357	INTERNATIONAL BUSINESS
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
MKT 358	MARKETING IN A GLOBAL ENVIRONMENT
MKT 360	INTERNATIONAL MARKETING
SOC 217	WORK IN A GLOBALIZED WORLD

A course taken as part of a term-long study abroad program

¹ Strobel students take specially designated sections of all required ACC classes, including ACC 101 and ACC 102 (excluding ACC 250, ACC 300, ACC 301).

² Actuarial Science and Economic Data Analytics majors must take CSC 241. MIS majors must take MIS 360.

³ MKT majors and Sales minors must take MKT 276.

⁴ A course taken for Global Business Perspective that is in a student's major or minor field must be completed with a minimum grade of C-.

Business Core Timeline

- BUS 101, BUS 102 and BUS 103 are intended to be completed by students during their first year of enrollment in the college.
- Business core requirements may be prerequisites to other courses.
- Planning is essential to a student's graduation timeline.
- Academic advisors work with students to co-create customized degree completion plans and assist with balancing course load.

Business Ethics

All undergraduate students in the Driehaus College of Business complete a course in Business Ethics. It is recommended students take MGT 248 or PHL 248 in Philosophical Inquiry or MGT 228 or REL 228 in Religious Dimensions in the Liberal Studies Program (or University Honors Program) Requirements.

Second Majors and Minors

The addition of a second major or minor may affect the Business Core classes required for a student. Meet with an academic advisor to confirm requirements.

Math Requirements for all business majors (except Actuarial Science majors)

- MAT 137 may be replaced by MAT 348 or MAT 351.

Grade Minimums for Sports Business Major

A minimum grade of C- is required for the following: ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, BUS 202, ECO 105, ECO 106, MAT 137, MGT 300, MGT 301, MKT 301, and any HSP, IB, MGT or MKT or course used for Global Business Perspective.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
BUS 392	SENIOR SEMINAR ¹	4

¹ Students must earn C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)
• 3 AL Courses Required

Historical Inquiry (HI) (p. 1326)
• 2 HI Courses Required

Math and Computing (MC) (p. 1328)
• Not Required

Philosophical Inquiry (PI) (p. 1329)
• 2 PI Courses Required¹

Religious Dimensions (RD) (p. 1330)
• 2 RD Courses Required¹

Scientific Inquiry (SI) (p. 1332)
• 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 1 SCBI Course Required

¹ PHL 248 / MGT 248 is required in PI or REL 228 / MGT 228 is required in RD.

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

In addition to MGT 300, MGT 301, and MKT 301 a student majoring in Sports Business is required to complete the following courses totaling at least 38.0 hours:

Course	Title	Quarter Hours
Select one from the following:		2
HSP 250	MANAGING YOUR HOSPITALITY CAREER	
MGT 250	CAREER MANAGEMENT SKILLS	
MKT 250	NAVIGATING MARKETING CAREERS	
Required courses for major:		
ECO 336	EXPLORING ECONOMICS & STATISTICS THROUGH SPORTS	4
HSP 200	HOSPITALITY SERVICES AND EXPERIENCE MANAGEMENT	4
MGT 340	LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE	4
MGT 356	INTRODUCTION TO SPORTS MANAGEMENT	4
MKT 342	SPORTS SPONSORSHIP MARKETING	4
MKT 385	SPORTS SALES	4
SPRTCMTN 310	SPORTS, MEDIA, AND SOCIETY	4
Select two elective courses from the following:		8
BLW 201	LEGAL & ETHICAL ASPECTS IN THE BUSINESS ENVIRONMENT	
HSP 100	INTRODUCTION TO HOSPITALITY	

HSP 101	INTRODUCTION TO GLOBAL TOURISM
HSP 208	MANAGING PEOPLE & THE CHICAGO UNION ENVIRONMENT (2 hour course)
HSP 303	HOSPITALITY INTERNSHIP I (2 hour course)
HSP 350	EVENT PLANNING
HSP 353	EVENT SALES, SERVICE & PROMOTION
HSP 396	HOSPITALITY STRATEGY
HSP 398	SPECIAL TOPICS IN HOSPITALITY (when related to Sport Business)
HSP 399	INDEPENDENT STUDY (with approval)
IB 350	INTERNATIONAL BUSINESS SEMINAR
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS
MGT 344	THE BUSINESS OF ESPORTS
MGT 355	NEGOTIATIONS
MGT 388	ENTREPRENEURSHIP STRATEGY
MGT 389	MANAGEMENT STRATEGY
MGT 393	MANAGEMENT INTERNSHIP
or MKT 393	MARKETING INTERNSHIP
MGT 398	SPECIAL TOPICS (when related to Sport Business)
MGT 399	INDEPENDENT STUDY (with approval)
MKT 310	CONSUMER BEHAVIOR
MKT 395	DIGITAL MARKETING ANALYTICS AND PLANNING
MKT 398	SPECIAL TOPICS (when related to Sport Business)
MKT 399	INDEPENDENT STUDY (with approval)
SPRTCMN 276	SPORTS PHOTOJOURNALISM
SPRTCMN 322	LIVE SPORTS EVENT PRODUCTION
SPRTCMN 323	SPORTS PODCASTING
SPRTCMN 324	SPORTS BLOGGING
SPRTCMN 325	SPORTS OPINION WRITING
SPRTCMN 326	SPORTS MEDIA LAW
SPRTCMN 327	SPORTS STATS AND ANALYTICS
SPRTCMN 328	SPORTS SOCIAL MEDIA
SPRTCMN 329	SPORTS AUDIO PRODUCTION
SPRTCMN 373	SPORTS MEDIA ENTREPRENEURS
SPRTCMN 375	SPORTS CONTENT CREATION
SPRTCMN 376	SPORTS CRISIS CMN MANAGEMENT
SPRTCMN 397	FOX SPORTS UNIVERSITY

Open Electives

Open elective credit (22.0 hours) is needed to meet the minimum graduation requirement of 192 hours.

Global Business Perspective

If an HSP, IB, MGT or MKT course is shared between Global Business Perspective and the Sport Business major, additional hours of Open Elective credit are required. Any HSP, IB, MGT or MKT course used toward Global Business Perspective must be passed with C- or higher.

Career Management Course

Students are required to complete the Career Course (250) associated with the major. Sports Business majors can select from HSP 250, MGT 250 or MKT 250. Students who double major may choose the Career Course (250) associated with either major provided that hours for graduation are satisfied. Students should take the Career Course as soon as possible.

Experiential Learning

If IB 350, MGT 393 or MKT 393 is completed in the Sports Business major consult with academic advisor regarding options for Experiential Learning.

Graduation Requirements

All Hospitality (HSP), Management (MGT) and Marketing (MKT) courses, and any other courses used toward the Sports Business major must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Sports Business (Minor: Business Students Only)

The Sports Business minor is available to Driehaus College of Business students only. A DePaul Sports Business minor degree will enhance a Driehaus graduate's ability to leverage their business knowledge in this market. The direct benefits to students include helping them build the skill set to prepare for careers as business professionals with proficiency in sports management, sports marketing, sports hospitality and analytics in sports organizations seeking leadership talent in these areas.

Course Requirements

A Driehaus student minoring in Sports Business is required to complete the following courses totaling at least 20.0 hours:

Course	Title	Quarter Hours
MGT 356	INTRODUCTION TO SPORTS MANAGEMENT	4
MKT 342	SPORTS SPONSORSHIP MARKETING	4
Select three electives from the following:		12
ECO 336	EXPLORING ECONOMICS & STATISTICS THROUGH SPORTS	
HSP 100	INTRODUCTION TO HOSPITALITY	
HSP 101	INTRODUCTION TO GLOBAL TOURISM	
HSP 200	HOSPITALITY SERVICES AND EXPERIENCE MANAGEMENT	
HSP 208	MANAGING PEOPLE & THE CHICAGO UNION ENVIRONMENT	
HSP 350	EVENT PLANNING	
HSP 353	EVENT SALES, SERVICE & PROMOTION	
HSP 398	SPECIAL TOPICS IN HOSPITALITY (when related to Sports Business)	
IB 350	INTERNATIONAL BUSINESS SEMINAR (when related to Sports Business)	
MGT 340	LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE	
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS	
MGT 344	THE BUSINESS OF ESPORTS	

MGT 355	NEGOTIATIONS
MGT 398	SPECIAL TOPICS (when related to Sports Business)
MKT 385	SPORTS SALES
MKT 395	DIGITAL MARKETING ANALYTICS AND PLANNING
MKT 398	SPECIAL TOPICS (when related to Sports Business)
SPRTCMTN 310	SPORTS, MEDIA, AND SOCIETY
SPRTCMTN 373	SPORTS MEDIA ENTREPRENEURS
SPRTCMTN 374	SPORTS MEDIA RELATIONS
SPRTCMTN 397	FOX SPORTS UNIVERSITY

Graduation Requirements

All courses used toward the Sports Business minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Sports Communication (BA)

The Bachelor of Arts degree in Sports Communication prepares graduates for careers that merge foundational communication skills with expertise in areas such as sports sales and marketing, public/community/media relations, media production in digital graphics, video editing, and social media analytics and management. The Sports Communication BA provides students a strong academic foundation analyzing the economic and societal impact of the sports industry to prepare them to make positive change in their communities as socially responsible communication professionals. DePaul Sports Communication majors will develop oral, written, and visual communication skills that will enable them to research, design, present, and evaluate messages across diverse contexts and from a variety of platforms, including social media and digital communication technologies. The combination of communication and business skills offered by the Sports Communication BA prepares students to enter new and emerging career paths in the sports industry.

Program Requirements	Quarter Hours
College Core Requirements	16
Liberal Studies Requirements	84
Major Requirements	32
Concentration Requirements	16
Open Electives	44
Total hours required	192

Learning Outcomes

Students will be able to:

- Apply knowledge and critical thinking about sports in relation to culture, business, ethics, and communication theory to students' intellectual and professional communication work.
- Engage critically with sports and its relationship to the communication pathways in the community, including formal societal power structures such as the law, government, politics, and private economic interests.
- Generate sports media content using a variety of modes and media in an ethical, meaningful, deliberate, and socially responsible manner in service to their communities.

- Analyze how sports and sports communication influence and are influenced by how people form, maintain, and manage a range of relationships, networks, and organizations.

College Core Requirements (p.)

Modern Language Requirement (p. 1116)

Modern Language Option (p. 1116)

All majors in the College of Communication consist of a four-course common core plus an additional combination of program requirements and electives.

College Core Requirements

Four core courses are required of all College of Communication students:

Course	Title	Quarter Hours
CMN 101	INTRODUCTION TO HUMAN COMMUNICATION	4
CMN 102	INTRODUCTION TO MASS COMMUNICATION	4
CMN 103	INTERCULTURAL COMMUNICATION	4
CMN 104	PUBLIC SPEAKING	4

Students are encouraged to complete all four prior to taking additional coursework in the major.

Modern Language Requirement

Students who intend to graduate with a Bachelor of Arts degree in the College of Communication will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing the last course in a second year high school course work in a modern language or Latin
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language (must be completed during high school)
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement. Students with some modern language training should consult with the Modern Language Department about the course with which they should begin. Students with little or no previous work in the language will be required to complete the entire three-course introductory sequence.

Modern Language Option

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level necessary to meet the

College's modern language requirement. Students selecting the option may substitute a three-course language sequence for three learning domain courses, or two upper-level courses in the same language for two learning domain requirements. Modern language option waivers cannot be applied to courses in the Math and Computing Domain or courses in the Scientific Inquiry domain. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

Any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
SPRTCMN 396	SPORTS COMMUNICATION CAPSTONE ^{1, 3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ Students declared in the Sports Journalism Concentration have the option to complete SPRTCMN 396, CMN 396 or JOUR 396 to fulfill the Senior Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
- [1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required

Note

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

All Sports Communication majors must complete the major core curriculum consisting of eight classes (32 hours) and a 4 course (16 hour) concentration in Sports Journalism, Sports Promotion and Publicity, or Sports and Society.

Sports Communication Core Requirements

Course	Title	Quarter Hours
CMNS 251	ORGANIZATIONAL COMMUNICATION	4
JOUR 275	INTRODUCTION TO JOURNALISM	4
MGT 300	PRINCIPLES OF MANAGEMENT	4
MGT 340	LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE	4
MGT 356	INTRODUCTION TO SPORTS MANAGEMENT	4
MKT 301	PRINCIPLES OF MARKETING	4
PRAD 255	PUBLIC RELATIONS	4
SPRTCMN 310	SPORTS, MEDIA, AND SOCIETY	4

Concentrations, tracks and specializations provide focus to the major. In addition to any college core requirements, liberal studies requirements

and major requirements, students are required to choose one of the following:

- Sports and Society Concentration, Sports Communication (BA) (p. 1118)
- Sports Journalism Concentration, Sports Communication (BA) (p. 1119)
- Sports Promotion and Publicity Concentration, Sports Communication (BA) (p. 1120)

Sports and Society Concentration, Sports Communication (BA)

The Sports and Society concentration offers students the ability to create a customized mixture of skills in sports media production and critical/cultural analysis. Students tailor the combination of courses to their interest to further develop their critical thinking and communication skills to respond to specific, crucial needs they identify in the changing and growing sports communication job market. Students can blend classes in journalism, public relations, advertising, business, media studies, and communication studies to prepare for a broad variety of careers in the sports industry.

Course	Title	Quarter Hours
Select four of the following:		16
CMN 292	ADOBE CREATIVE CLOUD WORKSHOP (2.0 quarter hours) ²	
CMN 397	RESEARCH PRACTICUM ¹	
CMN 399	INDEPENDENT STUDY ¹	
CMNS 280	INTRODUCTION TO DIGITAL MEDIA SKILLS	
CMNS 307	TOPICS IN COMMUNICATION STUDIES (Topic: Gender & Sports)	
CMNS 308	TOPICS IN INTERCULTURAL COMMUNICATION (Topic: Sports Rhetoric)	
CMNS 358	DIVERSITY, LEADERSHIP, & TEAM BUILDING	
HSP 353	EVENT SALES, SERVICE & PROMOTION	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
JOUR 278	NEWS REPORTING	
JOUR 280	INTRODUCTION TO ONLINE REPORTING AND PRODUCTION	
JOUR 309	SPORTS TALK & MULTIMEDIA	
JOUR 361	JOURNALISM LAW AND ETHICS	
JOUR 368	SPORTS REPORTING	
JOUR 376	TOPICS IN JOURNALISM (Topic: Sports Content Creation)	
JOUR 376	TOPICS IN JOURNALISM (Topic: Sports Producing)	
JOUR 377	SPECIAL TOPICS IN JOURNALISM (Topic: Online Sports Reporting)	
JOUR 377	SPECIAL TOPICS IN JOURNALISM (Topic: Opinion & Column Writing)	
JOUR 377	SPECIAL TOPICS IN JOURNALISM (Topic: Sports Blogging)	
MCS 339	RADIO BROADCASTING	

MCS 351	TOPICS IN TELEVISION STUDIES (Sports related topics)
MCS 363	TOPICS IN FAN STUDIES (Sports related topics)
MCS 367	SPORTS FANDOM
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS
MGT 344	THE BUSINESS OF ESPORTS
MGT 398	SPECIAL TOPICS (Topic: Legal Issues in Sports)
MGT 398	SPECIAL TOPICS (Topic: San Diego Sports Consulting Project)
MKT 342	SPORTS SPONSORSHIP MARKETING
MKT 385	SPORTS SALES
MKT 398	SPECIAL TOPICS
PRAD 244	PRINCIPLES OF ADVERTISING
PRAD 292	DESIGN APPLICATIONS FOR PRAD PROFESSIONALS
PRAD 320	EVENT PLANNING
PRAD 337	PUBLIC RELATIONS CAMPAIGNS
PRAD 340	BRAND ACTIVATION AND CONSUMER PROMOTION
PRAD 363	THE MEETING OF SPORTS AND ADVERTISING
PRAD 375	COMMUNICATION LAW
PRAD 376	CRISIS COMMUNICATION MANAGEMENT
PRAD 383	BRANDED CONTENT
SPRTCMN 276	SPORTS PHOTOJOURNALISM
SPRTCMN 300	TOPICS IN SPORTS COMMUNICATION
SPRTCMN 308	SPORTS & MASCULINITIES - A SURVEY OF HOW SPORTS INFORM GENDER IN AMERICAN CULTURE
SPRTCMN 322	LIVE SPORTS EVENT PRODUCTION
SPRTCMN 323	SPORTS PODCASTING
SPRTCMN 324	SPORTS BLOGGING
SPRTCMN 325	SPORTS OPINION WRITING
SPRTCMN 326	SPORTS MEDIA LAW
SPRTCMN 327	SPORTS STATS AND ANALYTICS
SPRTCMN 328	SPORTS SOCIAL MEDIA
SPRTCMN 329	SPORTS AUDIO PRODUCTION
SPRTCMN 330	SPORTS & MASCULINITIES
SPRTCMN 331	SPORTS BUSINESS NEWS
SPRTCMN 337	SPORTS CAMPAIGNS
SPRTCMN 373	SPORTS MEDIA ENTREPRENEURS
SPRTCMN 374	SPORTS MEDIA RELATIONS
SPRTCMN 375	SPORTS CONTENT CREATION
SPRTCMN 376	SPORTS CRISIS CMN MANAGEMENT
SPRTCMN 397	FOX SPORTS UNIVERSITY

¹ Students may take up to 4 hours of credit in this course toward graduation requirements.

² A maximum of 8 credits from two credit College of Communication courses can be applied to major requirements.

Sports Communication 3+3 (BA+JD)

In the 3 + 3 BA/JD Program, high-achieving first-year incoming undergraduate students are admitted simultaneously to the College of Communication and the College of Law. Students complete their first three years in the College of Communication and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA/JD students meet regularly with advisors in both colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Communication during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Communication for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study. Students who enrolled in the BA+JD program prior to 2022 must achieve a cumulative GPA of 3.35 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.35 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

- PRELAW 150 THE PRACTICE OF LAW
- PRELAW 151 RECENT CONTROVERSIES IN THE LAW
- PRELAW 152 THINKING ABOUT THE LAW

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of

undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Participating Majors

The BA/JD Program is available for students pursuing the following majors:

- Communication and Media (p. 247)
- Communication and Technology (p. 256)
- Communication Studies (p. 259)
- Journalism (p. 676)
- Media and Cinema Studies (p. 807)
- Organizational Communication (p. 879)
- Public Relations and Advertising (p. 969)
- Sports Communication (p. 1116)

For admission requirements and information, contact the Office of Admission (<https://www.depaul.edu/admission-and-aid/Pages/default.aspx>).

Sports Journalism Concentration, Sports Communication (BA)

The Sports Journalism concentration prepares students with the digital editing skills and ability to write across platforms to enter the fast-changing world of sports media. Students learn how to gather sports news, write and produce multimedia content on tight deadlines and are instructed by current and former professional journalists from world-famous outlets such as ESPN, Fox Sports, the Big Ten Network, the Chicago Tribune, the Chicago Sun-Times, WGN, 670 The Score, and NBC Sports Chicago. This concentration enables students to seek careers in traditional sports journalism in TV, radio, print, and digital outlets, along with positions with a variety of sports leagues, teams, organizations, and related entities.

Course	Title	Quarter Hours
JOUR 278	NEWS REPORTING	4
JOUR 368	SPORTS REPORTING	4
Select two elective courses from the following:		8
CMN 292	ADOBE CREATIVE CLOUD WORKSHOP (2.0 quarter hours) ²	
CMN 397	RESEARCH PRACTICUM ¹	
CMN 399	INDEPENDENT STUDY ¹	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
JOUR 280	INTRODUCTION TO ONLINE REPORTING AND PRODUCTION	
JOUR 309	SPORTS TALK & MULTIMEDIA	
JOUR 361	JOURNALISM LAW AND ETHICS	

JOUR 376	TOPICS IN JOURNALISM (Topic: Sports Content Creation)
JOUR 376	TOPICS IN JOURNALISM (Topic: Sports Producing)
JOUR 377	SPECIAL TOPICS IN JOURNALISM (Topic: Online Sports Reporting)
JOUR 377	SPECIAL TOPICS IN JOURNALISM (Topic: Opinion & Column Writing)
JOUR 377	SPECIAL TOPICS IN JOURNALISM (Topic: Sports Blogging)
MCS 339	RADIO BROADCASTING
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS
MGT 344	THE BUSINESS OF ESPORTS
MGT 398	SPECIAL TOPICS (Topic: Legal Issues in Sports)
MKT 342	SPORTS SPONSORSHIP MARKETING
MKT 385	SPORTS SALES
MKT 398	SPECIAL TOPICS
SPRTCMN 276	SPORTS PHOTOJOURNALISM
SPRTCMN 300	TOPICS IN SPORTS COMMUNICATION
SPRTCMN 308	SPORTS & MASCULINITIES - A SURVEY OF HOW SPORTS INFORM GENDER IN AMERICAN CULTURE
SPRTCMN 322	LIVE SPORTS EVENT PRODUCTION
SPRTCMN 323	SPORTS PODCASTING
SPRTCMN 324	SPORTS BLOGGING
SPRTCMN 325	SPORTS OPINION WRITING
SPRTCMN 326	SPORTS MEDIA LAW
SPRTCMN 327	SPORTS STATS AND ANALYTICS
SPRTCMN 328	SPORTS SOCIAL MEDIA
SPRTCMN 329	SPORTS AUDIO PRODUCTION
SPRTCMN 330	SPORTS & MASCULINITIES
SPRTCMN 331	SPORTS BUSINESS NEWS
SPRTCMN 374	SPORTS MEDIA RELATIONS
SPRTCMN 375	SPORTS CONTENT CREATION
SPRTCMN 397	FOX SPORTS UNIVERSITY

¹ Students may take up to 4 hours of credit in this course toward graduation requirements.

² A maximum of 8 credits from two credit College of Communication courses can be applied to major requirements.

Sports Promotion and Publicity Concentration, Sports Communication (BA)

The Sports Promotion and Publicity concentration enables students to develop an understanding of the theories and practices in public relations, advertising, consumer promotion, content management, and event planning in the context of sports. Students will learn to consider sports promotion and publicity processes from multiple perspectives and from a variety of platforms. Career paths include sports public relations,

sports event planning, sports content creation, consumer promotion, and sports social media.

Course	Title	Quarter Hours
Select four of the following:		16
CMN 292	ADOBE CREATIVE CLOUD WORKSHOP (2.0 quarter hours) ²	
CMN 397	RESEARCH PRACTICUM ¹	
CMN 399	INDEPENDENT STUDY ¹	
CMNS 280	INTRODUCTION TO DIGITAL MEDIA SKILLS	
CMNS 358	DIVERSITY, LEADERSHIP, & TEAM BUILDING	
HSP 353	EVENT SALES, SERVICE & PROMOTION	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
JOUR 376	TOPICS IN JOURNALISM (Topic: Sports Content Creation)	
MGT 341	BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS	
MGT 344	THE BUSINESS OF ESPORTS	
MGT 398	SPECIAL TOPICS (Topic: Legal Issues in Sports)	
MGT 398	SPECIAL TOPICS (Topic: San Diego Sports Consulting Project)	
MKT 342	SPORTS SPONSORSHIP MARKETING	
MKT 385	SPORTS SALES	
MKT 398	SPECIAL TOPICS	
PRAD 244	PRINCIPLES OF ADVERTISING	
PRAD 292	DESIGN APPLICATIONS FOR PRAD PROFESSIONALS	
PRAD 320	EVENT PLANNING	
PRAD 337	PUBLIC RELATIONS CAMPAIGNS	
PRAD 340	BRAND ACTIVATION AND CONSUMER PROMOTION	
PRAD 363	THE MEETING OF SPORTS AND ADVERTISING	
PRAD 375	COMMUNICATION LAW	
PRAD 376	CRISIS COMMUNICATION MANAGEMENT	
PRAD 383	BRANDED CONTENT	
SPRTCMN 300	TOPICS IN SPORTS COMMUNICATION	
SPRTCMN 308	SPORTS & MASCULINITIES - A SURVEY OF HOW SPORTS INFORM GENDER IN AMERICAN CULTURE	
SPRTCMN 326	SPORTS MEDIA LAW	
SPRTCMN 327	SPORTS STATS AND ANALYTICS	
SPRTCMN 328	SPORTS SOCIAL MEDIA	
SPRTCMN 329	SPORTS AUDIO PRODUCTION	
SPRTCMN 330	SPORTS & MASCULINITIES	
SPRTCMN 331	SPORTS BUSINESS NEWS	
SPRTCMN 337	SPORTS CAMPAIGNS	
SPRTCMN 373	SPORTS MEDIA ENTREPRENEURS	
SPRTCMN 374	SPORTS MEDIA RELATIONS	
SPRTCMN 375	SPORTS CONTENT CREATION	

SPRTCMN 376 SPORTS CRISIS CMN MANAGEMENT

SPRTCMN 397 FOX SPORTS UNIVERSITY

¹ Students may take up to 4 hours of credit in this course toward graduation requirements.

² A maximum of 8 credits from two credit College of Communication courses can be applied to major requirements.

Sports Communication (Minor)

The Sports Communication minor introduces students to sports media skills and related communication expertise, while strengthening their organizational and team-focused skills necessary to operate within sports organization careers. Through coursework and experiential learning, DePaul Sports Communication minors develop oral, written, and visual communication skills that enable them to research, design, present, and evaluate messages across diverse contexts and from a variety of platforms, including social media and digital communication technologies. The minor prepares students for the changing and growing sports media job market.

Course Requirements

A minor in Sports Communication requires students to complete a total of 24 credit hours (six courses). To complete the minor, students must take:

Course	Title	Quarter Hours
SPRTCMN 310	SPORTS, MEDIA, AND SOCIETY	4
Select five of the following:		20
CMNS 251	ORGANIZATIONAL COMMUNICATION	
CMNS 303	TOPICS IN ORGANIZATIONAL AND GROUP COMMUNICATION	
CMNS 307	TOPICS IN COMMUNICATION STUDIES	
CMNS 308	TOPICS IN INTERCULTURAL COMMUNICATION	
CMNS 358	DIVERSITY, LEADERSHIP, & TEAM BUILDING	
IB 350	INTERNATIONAL BUSINESS SEMINAR	
JOUR 275	INTRODUCTION TO JOURNALISM	
JOUR 280	INTRODUCTION TO ONLINE REPORTING AND PRODUCTION	
JOUR 309	SPORTS TALK & MULTIMEDIA	
JOUR 361	JOURNALISM LAW AND ETHICS	
JOUR 368	SPORTS REPORTING	
MGT 344	THE BUSINESS OF ESPORTS	
MKT 342	SPORTS SPONSORSHIP MARKETING	
MKT 385	SPORTS SALES	
MKT 398	SPECIAL TOPICS	
MCS 367	SPORTS FANDOM	
PRAD 292	DESIGN APPLICATIONS FOR PRAD PROFESSIONALS	
PRAD 340	BRAND ACTIVATION AND CONSUMER PROMOTION	
PRAD 376	CRISIS COMMUNICATION MANAGEMENT	
PRAD 383	BRANDED CONTENT	

PRAD 393 SPECIAL TOPICS IN PUBLIC RELATIONS AND ADVERTISING (Corporate Social Responsibility)

SPRTCMN 276 SPORTS PHOTOJOURNALISM

SPRTCMN 300 TOPICS IN SPORTS COMMUNICATION

SPRTCMN 308 SPORTS & MASCULINITIES - A SURVEY OF HOW SPORTS INFORM GENDER IN AMERICAN CULTURE

SPRTCMN 322 LIVE SPORTS EVENT PRODUCTION

SPRTCMN 323 SPORTS PODCASTING

SPRTCMN 324 SPORTS BLOGGING

SPRTCMN 325 SPORTS OPINION WRITING

SPRTCMN 326 SPORTS MEDIA LAW

SPRTCMN 327 SPORTS STATS AND ANALYTICS

SPRTCMN 328 SPORTS SOCIAL MEDIA

SPRTCMN 329 SPORTS AUDIO PRODUCTION

SPRTCMN 330 SPORTS & MASCULINITIES

SPRTCMN 331 SPORTS BUSINESS NEWS

SPRTCMN 337 SPORTS CAMPAIGNS

SPRTCMN 373 SPORTS MEDIA ENTREPRENEURS

SPRTCMN 374 SPORTS MEDIA RELATIONS

SPRTCMN 375 SPORTS CONTENT CREATION

SPRTCMN 376 SPORTS CRISIS CMN MANAGEMENT

SPRTCMN 397 FOX SPORTS UNIVERSITY

Students majoring in Sports Communication are restricted from earning this minor

Stage Management (BFA)

The Theatre School's Bachelor of Fine Arts (BFA) degree in Stage Management is a blend of training in management, design and technical skills. The four-year curriculum in many ways simulates a stage managers professional experience and process. Students learn to communicate with and manage all areas of production. Students collaborate with directors, designers, actors, administration and our professional production staff as part of our production program.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	164
Total hours required	216

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and describe the historical and theoretical significance of a range of theatrical artists, works, and artistic approaches from antiquity to present.
- Synthesize and apply elements of their education and training to the preparation, rehearsal, and presentation of theatrical productions with discipline, respect, and maturity.
- Identify and explain their theatrical work in the context of the cultural and social impact of the arts.

Program Specific Outcomes

Students will be able to:

- Design and implement a plan for the preparation, rehearsal, and presentation of theatrical productions in collaboration with producers, directors, and other collaborators.
- Demonstrate an understanding of the practice of the various disciplines involved in the creation of a theatrical performance and both artistic and practical requirements of each.
- Communicate effectively both orally and in writing and have a mastery of the documentation required for the preparations, rehearsal, and presentation of theatrical productions.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Not Required		
Senior Year		
Capstone		
Not Required		

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- THE 204 HISTORY OF DRAMATIC LITERATURE
- THE 205 HISTORY OF DRAMATIC LITERATURE
- THE 206 HISTORY OF DRAMATIC LITERATURE

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- No Requirement

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

First Year		Hours
Two quarters of Introduction to Stage Management		8
TEC 105	INTRODUCTION TO STAGE MANAGEMENT	
Technical Drawing Sequence:		
TEC 151	TECHNICAL DRAWING I	2
TEC 152	TECHNICAL DRAWING I	2
TEC 153	TECHNICAL DRAWING I	2
Principles of Design Sequence:		
DES 141	ELEMENTS OF DESIGN	4
DES 142	PRINCIPLES OF DESIGN	4
DES 143	SCRIPT ANALYSIS	4
History of Dramatic Literature Sequence (Arts and Literature Requirement):		
THE 204	HISTORY OF DRAMATIC LITERATURE	4
THE 205	HISTORY OF DRAMATIC LITERATURE	4
THE 206	HISTORY OF DRAMATIC LITERATURE	4
Three Quarters of Theatre Crew:		6
TEC 107	THEATRE CREW	
Second Year		
TEC 330	STAGE MANAGEMENT VARIATIONS	4
Stage Management Sequence I:		
TEC 267	STAGE MANAGEMENT I	4
TEC 268	STAGE MANAGEMENT I	4
TEC 269	STAGE MANAGEMENT I	4
Theatrical Collaboration Sequence:		

DES 641	THEATRICAL COLLABORATION	3
DES 642	THEATRICAL COLLABORATION	3
TEC 320	TECHNICAL COLLABORATION	3
Design Electives		8
Production Practice I		
TEC 271	TECHNICAL PRODUCTION PRACTICE I	3
TEC 272	TECHNICAL PRODUCTION PRACTICE I	3
TEC 273	TECHNICAL PRODUCTION PRACTICE I	3
Third Year		
Survey of the Arts for Theatre Sequence:		
THE 381	SURVEY OF THE ARTS FOR THEATRE	4
THE 382	SURVEY OF THE ARTS FOR THEATRE	4
Stage Management Sequence II:		
TEC 367	STAGE MANAGEMENT II	4
TEC 368	STAGE MANAGEMENT II	4
TEC 369	STAGE MANAGEMENT II	4
Production Practice II:		
Select two of the following:		8
TEC 371	TECHNICAL PRODUCTION PRACTICE II	
TEC 372	TECHNICAL PRODUCTION PRACTICE II	
TEC 373	TECHNICAL PRODUCTION PRACTICE II	
Design Electives		12
Theatre Electives		8
Fourth Year		
Stage Management Sequence III:		
TEC 467	STAGE MANAGEMENT III	4
TEC 468	STAGE MANAGEMENT III	4
TEC 469	STAGE MANAGEMENT III	4
Production Practice III and/or Internship:		
Select two of the following:		10
TEC 471	TECHNICAL PRODUCTION PRACTICE III	
TEC 472	TECHNICAL PRODUCTION PRACTICE III	
TEC 473	TECHNICAL PRODUCTION PRACTICE III	
TEC 490	INTERNSHIP	
Design Electives		12
Theatre Electives		8

Statistics (Minor)

The Statistics minor is designed for students who wish to apply advanced statistical skills to a career in engineering, physics, business, or biological science.

Students will learn statistical computation, theory, and analysis.

Course Requirements

A total of six courses are required based upon the below outline.

Course	Title	Quarter Hours
Calculus Sequence: Select one of the following sequences:		12-18
Sequence One:		
MAT 160	CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I	

MAT 161 CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II

Sequence Two:

MAT 150 CALCULUS I

MAT 151 CALCULUS II

Sequence Three:

MAT 147 CALCULUS WITH INTEGRATED PRECALCULUS I

MAT 148 CALCULUS WITH INTEGRATED PRECALCULUS II

Sequence Four:

MAT 170 CALCULUS FOR LIFE SCIENCES I

MAT 171 CALCULUS FOR LIFE SCIENCES II

Sequence Five: ¹

MAT 155 SUMMER CALCULUS I

MAT 156 SUMMER CALCULUS II

MAT 341 STATISTICAL METHODS USING SAS 4

or MAT 348 APPLIED STATISTICAL METHODS

MAT 349 APPLIED PROBABILITY 4

or MAT 351 PROBABILITY AND STATISTICS I

Select two of the following: 8

MAT 326 SAMPLE SURVEY METHODS

MAT 328 DESIGN OF EXPERIMENTS

MAT 350 BAYESIAN STATISTICS

MAT 356 APPLIED REGRESSION ANALYSIS

MAT 357 NONPARAMETRIC STATISTICS

MAT 358 APPLIED TIME SERIES AND FORECASTING

MAT 360 GENERALIZED LINEAR MODELS

MAT 399 INDEPENDENT STUDY ²

¹ This Calculus sequence is offered only during the summer, in two 6-credit hour courses. Students successfully completing MAT 131, MAT 147, MAT 150 or MAT 160 should enroll in MAT 155; students who successfully complete MAT 148, MAT 151 or MAT 161 should enroll in MAT 156. Students who successfully complete MAT 155 may enroll in either MAT 151 or MAT 156.

² Must be an internship course on a Statistics-related topic.

Business students who have an exceptionally strong background in calculus, including calculus of trig functions, may be permitted by the chair to substitute MAT 135 and MAT 136 for MAT 150.

Students whose major program is in the Department of Mathematical Sciences may earn a minor in Statistics only with departmental approval, under the general principle that at least two courses taken toward the minor in Statistics are not counted towards the major program as well. Students should contact their faculty advisor in the Department of Mathematical Sciences to request approval.

Strategic Writing and Advancement for Nonprofits Graduate Certificate

The graduate Certificate in Strategic Writing and Advancement for Nonprofits (SWAN) is designed for those who wish to enter into or advance their careers in nonprofit marketing, communication, and development. Jointly offered by DePaul's School of Public Service (SPS)

and Department of Writing, Rhetoric and Discourse (WRD), the four-course, sixteen-credit-hour Certificate provides a foundation in grant writing and resource development, which can be supplemented with electives in key professional areas such as content strategy, digital storytelling, and nonprofit marketing and board development.

Many SWAN courses are characterized by community-engaged, project-based learning, in which students complete substantial course projects with and for Chicago-area nonprofit partner organizations. Students can expect to gain both resumé experience and professional writing samples through their Certificate work.

The SWAN Certificate is available to students in DePaul graduate programs and to those who seek a stand-alone credential that provides credit toward a master's degree. DePaul students pursuing an MA in Writing, Rhetoric and Discourse, Nonprofit Management, or an MS in Public Service Management, can complete the Certificate without adding additional courses to their degree.

Course Requirements

Course	Title	Quarter Hours
WRD 526	GRANT AND PROPOSAL WRITING	4
MPS 519	RESOURCE DEVELOPMENT	4
Two elective graduate-level courses (one SPS course and one WRD course, except when advised otherwise)		8
MPS 508	INTRODUCTION TO NONPROFIT MANAGEMENT	
MPS 513	VOLUNTEERISM IN GLOBAL CIVIL SOCIETY	
MPS 524	MARKETING FOR SERVICE ORGANIZATIONS	
MPS 525	WORKING WITH NONPROFIT BOARDS	
MPS 528	FOUNDATION MANAGEMENT	
MPS 529	STRATEGIC MANAGEMENT AND PLANNING	
WRD 522	WRITING IN THE PROFESSIONS	
WRD 523	EDITING	
WRD 531	DIGITAL STORYTELLING	
WRD 532	CONTENT STRATEGY	
WRD 590	INTERNSHIP IN PROFESSIONAL AND DIGITAL WRITING ^(*)	

^(*)When internship is with a nonprofit organization and student is interning in a strategic writing or development role.

Students are encouraged to balance the Certificate with one elective course from both the School of Public Service (MPS-prefix) and WRD. Those students without experience working in or studying nonprofit organizations are encouraged to enroll in MPS 508 early in the Certificate and before taking MPS 519.

Admission Requirements

Applications are accepted at any time, and students may begin the program at the start of any academic quarter. The program is open to both non-degree seeking students and students concurrently enrolled in a DePaul graduate degree program. All applicants must hold a bachelor's degree.

There are several processes for applying to the program, depending on the status of the applicant:

- **Current graduate students in SPS** should contact the SPS staff advisor (SPSAdvising@depaul.edu) to enroll in the Certificate.
- **Current graduate students in WRD or in any other DePaul master's degree program** should contact the SWAN Certificate Coordinator, Prof. Lisa Dush (ldush@depaul.edu), to enroll.
- **Applicants who are not currently enrolled as DePaul students** should apply online as a non-degree seeking student, and be prepared to submit the following:
 - an LAS graduate admission online application (<https://grad.depaul.edu/apply/>)
 - transcripts from all schools attended
 - a Statement of Purpose of 300-500 words, describing their interest in and professional goals for pursuing the Certificate

Studio Art (Minor)

The Studio Art minor provides students with the opportunity to choose studio art area courses in painting, drawing, printmaking, and/or sculpture. Six courses are required.

Course Requirements

Course	Title	Quarter Hours
Select one course from the following list:		4
ART 101	DIGITAL FOUNDATIONS	
ART 106	BEGINNING DRAWING	
ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 114	FOUR DIMENSIONAL FOUNDATIONS	
Select one course from the following list:		4
ART 104	CREATING ART	
ART 105	TWO-DIMENSIONAL FOUNDATIONS	
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	
Select four courses from the following list: ¹		16
ART 106	BEGINNING DRAWING	
ART 110	BEGINNING PAINTING	
ART 115	BEGINNING SCULPTURE	
ART 206	INTERMEDIATE DRAWING	
ART 209	DRAWING SPECIAL TOPICS	
ART 210	INTERMEDIATE PAINTING I	
ART 215	INTERMEDIATE SCULPTURE	
ART 218	FIGURE DRAWING	
ART 219	BEGINNING FIGURE SCULPTURE	
ART 229	BEGINNING PRINTMAKING	
ART 231	SCREEN PRINTING	
ART 245	PAINTING: MIXOLOGY	
ART 292	COMMUNITY VIDEO PRODUCTION	
or ART 382	STUDENTS TEACHING ART IN THE ELEMENTARY CLASSROOM	
or ART 383	SERVICE LEARNING IN THE ARTS INTERNSHIP	
ART 306	ADVANCED DRAWING	
ART 310	ADVANCED PAINTING I	
ART 315	ADVANCED SCULPTURE	
ART 317	ADVANCED FIGURE SCULPTURE	
ART 318	ADVANCED FIGURE DRAWING	

ART 324	INTERMEDIATE PRINTMAKING
ART 331	INTERMEDIATE PRINTMAKING: SCREEN PRINTING
ART 338	FIGURE DRAWING IN CONTEXT
ART 345	ADVANCED PAINTING: MIXOLOGY
ART 376	DRAWING PROJECTS
or ART 393	SENIOR PROJECT STUDIO
ART 395	SPECIAL TOPICS IN ART

¹ At least one course must be 200-level and one course must be 300-level.

Students majoring in Art, Media, and Design (BA) or (BFA) or Art (BA) are restricted from earning this minor.

Supply Chain Management (MS)

In DePaul's MS in Supply Chain Management degree program, students gain the leadership and technical skills necessary to manage supply chains. The program will provide a broad-based knowledge of sourcing, procurement, transportation, warehousing, production and distribution. Based on their interests, students have the flexibility to choose from a wide range of electives from across the business school. Supply chain industry professionals who aspire to leadership roles will especially benefit from this degree.

Program Features

In this degree program, students learn to:

- Critically evaluate supply chain design and potential improvements.
- Use qualitative and quantitative techniques to model complex supply chain phenomena.
- Deliver meaningful analyses and solutions that can be understood easily by a variety of audiences.
- Recognize global practices and identify regional differences, as well as understand the interconnectedness and interdependencies of global supply chain management.
- Make socially conscious supply chain decisions that consider the global availability of resources.

The program also leverages its location in Chicago, a major transportation and distribution hub, and the business school's connections to supply chain management organizations to provide students with practical learning experiences and career connections.

STEM Designation

DePaul's Master of Science in Supply Chain Management is a Department of Homeland Security STEM-designated program. STEM designation is granted to programs that produce graduates educated in science, technology, engineering and/or math who help support U.S. economic competitiveness and growth. International students who earn degrees from STEM-designated programs can qualify to extend their post-graduation stay in the United States for Optional Practical Training (<https://studyinthestates.dhs.gov/stem-opt-hub/>) (OPT). OPT provides an opportunity for international students to develop their careers while also helping meet the demand for STEM-educated professionals in the U.S. workforce. To find out more, contact the Kellstadt Graduate School of Business at kgsb@depaul.edu or (312) 362-8810.

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Describe efficient delivery of supplies and products in the supply chain.
- Recognize and analyze problems within applied business situations, choose a resolution, and justify that choice.
- Apply knowledge about the differences among global supply chain operations management.
- Exhibit sophisticated knowledge of management practices leading to applicable skills in relevant areas.
- Recognize emerging technologies in supply chains and discuss the ethical issues that relate to them.

Degree Requirements

Course Requirements

The MS in Supply and Chain Management requires 12 courses - nine core courses and three elective courses - in addition to the program prerequisites. Students without prior coursework in calculus and statistics must complete GSB 420 or GSB 519 prior to registering for MGT 501.

Core Courses (9 Required Courses)

Course	Title	Quarter Hours
MGT 501	STRATEGIC SUPPLY CHAIN MANAGEMENT	4
MGT 502	OPERATIONS MANAGEMENT	4
MGT 506	DECISION MAKING FOR MANAGERS	4
MGT 507	GLOBAL SOURCING AND PROCUREMENT	4
MGT 509	PRODUCTION AND INVENTORY MANAGEMENT	4
MGT 511	TRANSPORTATION AND LOGISTICS	4
MGT 518	EMERGING ETHICAL ISSUES & TECHNOLOGY IN SUPPLY CHAIN MANAGEMENT	4
MGT 585	FUNDAMENTALS OF BUSINESS ANALYTICS	4
MGT 598	PROJECT MANAGEMENT	4

Elective Requirements (3 Courses)

Course	Title	Quarter Hours
Select three of the following:		12
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	
MGT 515	SUSTAINABILITY MANAGEMENT	
MGT 520	HUMANITARIAN SUPPLY CHAIN	
MGT 545	MANAGING SERVICE OPERATIONS	
MGT 555	HUMAN CAPITAL STRATEGY AND SCIENCE	
MGT 556	ETHICS AND LEADERSHIP	

MGT 557	INTERNATIONAL MANAGEMENT
MGT 563	NEGOTIATION SKILLS
MGT 586	DATA VISUALIZATION
MGT 587	BUSINESS PERFORMANCE ANALYSIS
MGT 588	DATABASE MANAGEMENT SYSTEMS
MGT 599	ANALYSIS OF BUSINESS STRATEGY & CAPSTONE
MGT 793	MANAGEMENT INTERNSHIP
ECO 509	BUSINESS CONDITIONS ANALYSIS
ECO 525	GAME THEORY AND STRATEGY
ECO 540	THE BUSINESS OF HEALTH
ECO 541	HEALTHCARE DATA ANALYTICS
ECO 555	MANAGERIAL ECONOMICS
FIN 555	FINANCIAL MANAGEMENT
FIN 562	RISK MANAGEMENT
MIS 555	MANAGEMENT OF INFORMATION TECHNOLOGY
MKT 555	MARKETING MANAGEMENT
MKT 576	EFFECTIVE BUSINESS COMMUNICATION

Degree Requirements

- Satisfactory completion of the college residency requirements.
- Satisfactory completion of the 9 required courses and 3 elective courses.
- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written approval of the director of the program or the Kellstadt Graduate School of Business.

Supply Chain Management (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Supply Chain Management (MS)

The Master of Science in Supply Chain Management is designed for early career professionals to gain the leadership and technical skills necessary to manage supply chains. The program will provide you with a broad-based knowledge of sourcing, procurement, transportation, warehousing, production and distribution.

DePaul degree-seeking undergraduate students interested in earning a Master of Science in Supply Chain Management may apply to the Supply Chain Management (MS) combined program. Students may be able to obtain both degrees in as few as five years.

Admission

Students must formally apply and be admitted to the Department of Management before beginning their graduate coursework. Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.20

Students participating in this program will typically take the following three graduate level courses during their senior year:

Course	Title	Quarter Hours
MGT 501	STRATEGIC SUPPLY CHAIN MANAGEMENT	4
MGT 502	OPERATIONS MANAGEMENT	4
MGT 506	DECISION MAKING FOR MANAGERS	4

These three courses may double-count up to 12 credits towards both degree programs. The undergraduate degree will be awarded at the completion of all undergraduate work while the MS in Supply Chain Management will be awarded upon completion of the remaining graduate level work.

Sustainability Studies (Minor)

The Sustainability Studies minor offers students a focused set of courses to develop the knowledge and skills needed to lead society in adopting more sustainable environmental practices.

Course Requirements

Course	Title	Quarter Hours
ENV 102	INTRO TO ENVIRONMENTAL SCIENCE WITH LAB	4
or ENV 216	EARTH SYSTEM SCIENCE	
ENV 151	INTRODUCTION TO SUSTAINABILITY	4
ENV 152	ECOLOGICAL AND SOCIAL ECONOMICS	4
PPS 330	SUSTAINABLE DEVELOPMENT	4
CMNS 325	PROMOTING SUSTAINABILITY	4
or CMNS 326	ENVIRONMENTAL POLITICS AND RHETORIC	
Select one Sustainability elective from the following:		4
ENV 204	ENERGY AND THE ENVIRONMENT	
ENV 230	GLOBAL CLIMATE CHANGE	
ENV 245	URBAN AND COMMUNITY AGRICULTURE	
ENV 320	CONSERVATION BIOLOGY (with lab)	
CSS 320	COMMUNITY FOOD SYSTEMS	
PPS 333	GREEN CITIES	
GEO 200	SUSTAINABLE URBAN DEVELOPMENT	
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	

Sustainable Management (MS)

The Master of Science (MS) in Sustainable Management program combines courses from the College of Science and Health, College of Liberal Arts and Social Sciences, College of Communication and

Kellstadt Graduate School of Business, providing students with a broad base of knowledge and skills for implementing sustainable strategies for managing human, social, financial and natural resources in today's marketplace.

Program Features

DePaul's MS in Sustainable Management program has a unique curriculum that will enable you to develop:

- Methods to create long-term profitability through socially and environmentally responsible business practices.
- The ability to assess, challenge and reframe traditional practices of management for sustainable alternatives.
- Practical decision-making abilities based on organizational strategies to ensure sustainable actions fit into the overall mission.
- Analytical skills focusing on how societies and organizations value resources required to deliver goods and services.
- Technical skills to analyze and measure the economic, social and environmental impacts of organizational decisions.

STEM Designation

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Explore the numerous different sustainability career paths that are available across industries.
- Understand and synthesize the role of local and global sustainability efforts.
- Analyze the relationship between human activity and natural, social, and economic ecosystems.
- Understand and apply performance metrics utilizing financial, natural, and social capital to drive organizational decision-making.
- Evaluate the economic impact of sustainability and its obligation to future generations.
- Examine how to develop and enable sustainable organizations.
- Effectively communicate complex issues related to sustainability.
- Compare international sustainability efforts with those of the region.

Degree Requirements

Course Requirements

To earn the Master of Science in Sustainable Management, students must complete a total of 12 courses. Five courses are required core courses, four are selected from the list of business foundation electives and three are selected from the list of interdisciplinary electives.

Core Courses

Course	Title	Quarter Hours
ENV 506	SUSTAINABILITY SCIENCE: ENVIRONMENTAL LIMITS, HUMAN NEEDS, & SYSTEMS THINKING	4
MGT 512	DEVELOPING SUSTAINABLE STRATEGIES (FORMERLY GSB 595)	4

MGT 515	SUSTAINABILITY MANAGEMENT	4
MPS 511	SUSTAINABLE INTERNATIONAL DEVELOPMENT	4
MPS 576	ENERGY POLICY AND THE ENVIRONMENT ¹	4

or

MPS 579	SUSTAINABLE DEVELOPMENT POLICY AND INTERNATIONAL INSTITUTIONS ²	
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¹ If this course is not selected as one of the required courses, it may be taken as an Interdisciplinary Elective

² If this course is not selected as one of the required courses, it may be taken as an Interdisciplinary Elective

Business Foundation Electives

Course	Title	Quarter Hours
Select four of the following:		16
ACC 500	FINANCIAL ACCOUNTING	
or ACC 502	FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING	
ACC 557	GLOBAL STRATEGIC FINANCIAL ANALYSIS	
ECO 526	BUSINESS STRATEGY	
ECO 535	BEHAVIORAL ECONOMICS AND DECISION-MAKING	
ECO 555	MANAGERIAL ECONOMICS	
FIN 559	SUSTAINABLE VALUE CREATION	
GSB 519	BUSINESS ANALYTICS TOOLS (FORMERLY GSB420)	
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	
MGT 507	GLOBAL SOURCING AND PROCUREMENT	
MGT 535	CHANGE MANAGEMENT AND CONSULTING	
MGT 556	ETHICS AND LEADERSHIP	
MGT 585	FUNDAMENTALS OF BUSINESS ANALYTICS	
MGT 595	SOCIAL AND SUSTAINABLE ENTERPRISE	
MKT 555	MARKETING MANAGEMENT	
MKT 559	EMERGING MARKETS	
MKT 590	SERVICES MARKETING	
MKT 798	SPECIAL TOPICS (Marketing for Social Good)	
RE 520	URBAN PLANNING AND PUBLIC POLICY	

Interdisciplinary Electives: Select 3 (12 credit hours); Students May Select Any Three Courses; Career Paths Are Recommended Below

Course	Title	Quarter Hours
Select three of the following:		12
<i>Sustainable Urban Development:</i>		
SUD 401	SUSTAINABLE URBAN DEVELOPMENT I: PLANNING, POLICY & COMMUNITY DEVELOPMENT	

SUD 402	SUSTAINABLE URBAN DEVELOPMENT II: APPLIED ANALYSIS OF URBAN ENVIRONMENTAL POLICY
SUD 403	BROWNFIELDS REDEVELOPMENT: PRACTICE AND IMPLEMENTATION
SUD 420	SUSTAINABLE URBAN FOOD SYSTEMS
SUD 430	SUSTAINABLE URBAN TRANSPORTATION

Sustainability Analytics:

GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
or MPS 552	GIS FOR COMMUNITY DEVELOPMENT
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT

Social and Environmental Sustainability:

ENV 401	INTRODUCTION TO URBAN BIODIVERSITY MANAGEMENT
ENV 441	URBAN FORESTS AS SOCIAL-ECOLOGICAL SYSTEMS
INT 408	NATURE, SOCIETY, AND POWER
MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY
MPS 577	ENVIRONMENTAL CONFLICTS AND MEDIATED SOLUTIONS
MPS 604	SPECIAL TOPICS (Environmental Policy/ Sustainable Source Reduction)
PRAD 575	COMMUNICATION ETHICS AND LAW

Degree Requirements

1. Satisfactory completion of the college residency requirement.
2. Satisfactory completion of the 12 required courses, or their substitutes as approved by the Chair of the Management Department.
3. All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

Sustainable Management (MS), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Undergraduate DePaul Degree + Sustainable Management (MS)

The Master of Science in Sustainable Management provides students with advanced knowledge of business systems and practices, focusing on sustainability, to create leaders for business, government and civic organizations.

Admission

Students must formally apply and be admitted to the Department of Management before beginning their graduate coursework. Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200

Students participating in this program will typically take the following three graduate level courses during their senior year:

Course	Title	Quarter Hours
MGT 500	LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS	4
MGT 515	SUSTAINABILITY MANAGEMENT	4
MGT 535	CHANGE MANAGEMENT AND CONSULTING	4

These three courses may double-count up to 12 credits towards both degree programs. The undergraduate degree will be awarded at the completion of all undergraduate work while the MS Sustainable Management degree will be awarded upon completion of the remaining graduate level work.

Sustainable Urban Development (MA)

Chicago faces many questions about its urban future:

- How can urban communities be made more sustainable?
- What should the city do with its old industrial sites?
- Can Chicago's transportation networks modernize?
- Where should the city invest its economic development dollars?
- What is the role for community organizations in these debates?

These questions are at the center of the Master of Arts in Sustainable Urban Development (MASUD). With classes in Chicago's Loop and Lincoln Park campuses, this 13-course (52 credit hour) interdisciplinary graduate program integrates academics with practical learning. Instructors draw on the city's resources and incorporate expert guest speakers, site visits, and industry-standard Geographic Information Systems (GIS) digital mapping and spatial analysis technology. A genuinely interdisciplinary program that incorporates perspectives from fields such as Urban Planning, Public Policy, Geography, Sociology, Public Service Management, Environmental Studies and Real Estate, the MASUD introduces students to sustainable urban development policy, data collection and analysis, planning processes, strategies for implementation, modes of communication, and evaluation mechanisms. The first year of study provides a theoretical background as well as an introduction to the technologies used in urban development and planning. The second year of the curriculum is dedicated to teaching advanced courses and completing a required internship and a capstone/ portfolio component.

The MA in Sustainable Urban Development may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in

any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Sustainable Urban Development + Graduate GIS Certificate
- Sustainable Urban Development + Community Development Certificate
- Sustainable Urban Development + Global Health Certificate
- Sustainable Urban Development + Metropolitan Planning and Development Certificate
- Sustainable Urban Development + Sustainable Urban Food Systems Certificate
- Sustainable Urban Development + Social Research Certificate

Program Requirements	Quarter Hours
Degree Requirements	52
Total hours required	52

Learning Outcomes

Students will be able to:

- Identify and describe the practical and theoretical links between sustainable urban development and issues of economic development, community development, social justice and the environment.
- Articulate details and apply critical insights about strategies being used to transform U.S. urban areas to make them more environmentally, economically, and socially sustainable.
- Define and describe contemporary urban issues and debates by citing and critiquing contemporary scholars and through employing either qualitative or quantitative methodologies using either primary (including fieldwork) or secondary sources.
- Articulate, research, and present publicly an assessment of critical social, environmental, and economic issues facing contemporary U.S. cities.
- Use with competence geographical information systems and/or other technology to assess and analyze sustainable urban development and design.

Degree Requirements

Course Requirements

Students complete 13 courses (52 credit hours).

Required Core (5 courses)

Course	Title	Quarter Hours
SUD 401	SUSTAINABLE URBAN DEVELOPMENT I: PLANNING, POLICY & COMMUNITY DEVELOPMENT	4
SUD 402	SUSTAINABLE URBAN DEVELOPMENT II: APPLIED ANALYSIS OF URBAN ENVIRONMENTAL POLICY	4
SUD 404	URBAN DESIGN LABORATORY	4
SUD 501	PROFESSIONAL SEMINAR IN SUSTAINABLE URBAN DEVELOPMENT	4
SUD 502	CAPSTONE - PROFESSIONAL PORTFOLIO	4

Interdisciplinary Requirements (5 courses)

Geography

Course	Title	Quarter Hours
GEO 441	GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT	4
GEO 442	GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT	4

Public Service

Course	Title	Quarter Hours
Select two of the following:		8
MPS 511	SUSTAINABLE INTERNATIONAL DEVELOPMENT	
MPS 526	LOCAL GOVERNMENT ADMINISTRATION	
MPS 541	ECONOMIC FOUNDATIONS OF PUBLIC SERVICE	
MPS 571	METROPOLITAN PLANNING	
MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY	
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT	

Statistics

Course	Title	Quarter Hours
Select one of the following:		4
SOC 402	STATISTICS FOR THE SOCIAL SCIENCES	
MPS 533	APPLIED STATISTICS FOR PUBLIC SERVICE (USING EXCEL)	
MPS 536	APPLIED STATISTICS FOR PUBLIC SERVICE (USING SPSS)	
GEO 491	STATISTICAL DATA ANALYSIS FOR GIS	
IT 403	STATISTICS AND DATA ANALYSIS	
MAT 448	STATISTICAL METHODS USING SAS	

Electives (3 courses)

Course	Title	Quarter Hours
Select three of the following:		12
ENV 402	URBAN ECOLOGY	
ENV 506	SUSTAINABILITY SCIENCE: ENVIRONMENTAL LIMITS, HUMAN NEEDS, & SYSTEMS THINKING	
GEO 445	PROGRAMMING IN PYTHON FOR GIS	
GEO 446	GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH	
GEO 447	WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB	
GEO 448	SPATIAL DATA SCIENCE	
GEO 491	STATISTICAL DATA ANALYSIS FOR GIS	
INT 408	NATURE, SOCIETY, AND POWER	
MLS 404	THE CITY	
MGT 512	DEVELOPING SUSTAINABLE STRATEGIES (FORMERLY GSB 595)	

MPH 557	ENVIRONMENTAL EPIDEMIOLOGY
MPS 511	SUSTAINABLE INTERNATIONAL DEVELOPMENT (if not taken as an Interdisciplinary Requirement)
MPS 526	LOCAL GOVERNMENT ADMINISTRATION (if not taken as an Interdisciplinary Requirement)
MPS 541	ECONOMIC FOUNDATIONS OF PUBLIC SERVICE (if not taken as an Interdisciplinary Requirement)
MPS 542	POLICY DESIGN AND ANALYSIS
MPS 546	ADVOCACY AND LOBBYING
MPS 571	METROPOLITAN PLANNING (if not taken as an Interdisciplinary Requirement)
MPS 572	POVERTY, INEQUALITY AND PUBLIC POLICY (if not taken as an Interdisciplinary Requirement)
MPS 573	HOUSING AND COMMUNITY DEVELOPMENT (if not taken as an Interdisciplinary Requirement)
MPS 576	ENERGY POLICY AND THE ENVIRONMENT
MPS 577	ENVIRONMENTAL CONFLICTS AND MEDIATED SOLUTIONS
MPS 578	URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY
MPS 579	SUSTAINABLE DEVELOPMENT POLICY AND INTERNATIONAL INSTITUTIONS
RE 525	PROJECT MANAGEMENT: DESIGN AND CONSTRUCTION
RE 798	SPECIAL TOPICS (Sustainability & the Built Environment)
SOC 412	DATA ANALYSIS (if not taken as an Interdisciplinary Requirement)
SOC 426	URBAN DEVELOPMENT POLICIES
SOC 495	SPECIAL TOPICS IN SOCIOLOGY
SUD 403	BROWNFIELDS REDEVELOPMENT: PRACTICE AND IMPLEMENTATION
SUD 420	SUSTAINABLE URBAN FOOD SYSTEMS
SUD 430	SUSTAINABLE URBAN TRANSPORTATION
SUD 433	URBAN PLANNING
SUD 451	SUSTAINABLE CITIES AND FOOD JUSTICE
SUD 490	SPECIAL TOPICS
SUD 499	INDEPENDENT STUDY
WRD 521	TECHNICAL WRITING
WRD 526	GRANT AND PROPOSAL WRITING

Other courses may be taken as electives, with advisor approval.

Non-Credit Courses

Course	Title	Quarter Hours
SUD 600	CANDIDACY CONTINUATION	0
SUD 601	CANDIDACY MAINTENANCE	0

Sustainable Urban Development (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Sustainable Urban Development (MA)

Students completing **any** undergraduate degree at DePaul are eligible to apply for the bachelor's + master's in Sustainable Urban Development in their **Junior** year if they meet the following criteria:

- They have achieved **Junior** status;
- They have completed **at least 88.0 credit hours** of their undergraduate degree;
- They have a **GPA of 3.0** or higher.

If accepted to the bachelor's + master's degree in Sustainable Urban Development, in their senior year, the student will take the following courses:

Senior Year

Fall Quarter		Hours
SUD 401	SUSTAINABLE URBAN DEVELOPMENT I: PLANNING, POLICY & COMMUNITY DEVELOPMENT	4

Winter Quarter

SUD 402	SUSTAINABLE URBAN DEVELOPMENT II: APPLIED ANALYSIS OF URBAN ENVIRONMENTAL POLICY	4
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Spring Quarter

SUD 404	URBAN DESIGN LABORATORY	4
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These three courses will serve as electives in an undergraduate program, unless a student's adviser makes an exception and allows them to apply to a declared major or minor.

The combined degree program allows three graduate-level courses (12.0 credit hours) to count towards both the undergraduate degree and the graduate degree. The student will be awarded their Bachelor's degree upon the completion of their undergraduate degree requirements. The master's degree will be awarded upon completion of the graduate degree requirements.

More information: MA in Sustainable Urban Development (<https://las.depaul.edu/academics/sustainable-urban-development/pages/default.aspx>)

Sustainable Urban Food Systems Certificate

The graduate certificate introduces students to policies, theories, and practices that contribute to current developments in sustainable urban food systems around the world. The courses provide a focus on (1) how and why urban food systems have become magnets for capital

investment in (re)localization and regionalization of food production and distribution and (2) broader questions of economic, racial and gender equity that emerge in relation to food access and nutrition, environmental restoration and justice, economic development in distressed urban neighborhoods, the relationship between rural and urban food systems, and the social and power relations in rural and urban agrarian formations.

The certificate exposes students to a wide variety of issues related to food systems including food entrepreneurship, community gardening and urban farming, and the relationship between food and climate change, gentrification, racial segregation, and labor. The courses in the certificate pay particular attention to preparing students for occupations in emerging local and regional urban food systems, but with a distinctly DePaul focus on how historically marginalized groups (re)gain control over food as a means to assert self-determination in urban and peri-urban communities. The centerpiece of the certificate is engagement in a 100-hour practicum within Chicago's local and regional food system.

The Sustainable Urban Food Systems Certificate requires 12 credit hours and is available to students in the Sustainable Urban Development Graduate Program, non-degree seeking students, and students in other DePaul graduate degree programs.

COURSE REQUIREMENTS

Three courses from the following:

- SUD 420 Sustainable Urban Food Systems
- SUD 451 Sustainable Cities and Food Justice
- SUD 501 Professional Seminar in Sustainable Urban Development (available only to enrolled SUD graduate students)
- SUD 592 Independent Study in Sustainable Urban Food Systems
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APPLICATION PROCEDURES & REQUIREMENTS

The admission requirements for the certificate program include a bachelor's degree from a regionally accredited institution and/or a student currently pursuing graduate study at DePaul. Students enrolled in a graduate program at DePaul University apply directly to the Sustainable Urban Development program by submitting all application materials to the program director. Applicants from outside DePaul apply to the certificate program through the online graduate admissions application process. Interested applicants from outside DePaul should submit a 300-word statement of interest to Drs. Hugh Bartling (hbartling@depaul.edu) and Howard Rosing (hrosing@depaul.edu). Applications are accepted on an ongoing basis.

For more information please contact the Director, Dr. Hugh Bartling, via the Sustainable Urban Development Graduate Program website. (<https://las.depaul.edu/academics/sustainable-urban-development/pages/default.aspx>)

Taxation (LLM)

For more than a quarter century, the LLM in Taxation has offered a comprehensive curriculum that provides instruction in both the substantive and procedural aspects of tax law. Courses range from the basics of personal and business income taxation to advanced problems in corporate and partnership taxation, estate and gift taxation, and state and local taxation. The full-time faculty is complimented by prominent

and skilled adjunct faculty, balancing scholarly and practical approaches to the program.

Program Requirements	Semester Hours
Core Requirements	9
Elective Requirements	15
Total hours required	24

Learning Outcomes

- Domestic students will be able to demonstrate advanced knowledge of the legal rules and policies in the student's area of specialization.
- Domestic students will be able to conduct advanced legal research and analysis in the student's area of specialization.
- International students will be able to identify structures of the U.S. legal system and government institutions.
- International students will be able to demonstrate understanding of how a common law system operates in a constitutional democracy.
- International students will be able to demonstrate advanced knowledge of the legal rules and policies in the student's area of specialization.
- International students will be able to identify and apply relevant legal authority.
- International students will be able to communicate clearly in speech and writing.

Degree Requirements

The Master of Laws program begins with an orientation that introduces graduate students to DePaul's faculty, staff, library, computer and research facilities. Students who received legal training outside the United States also will participate in a special course introducing them to the Socratic teaching method, the differences between civil and common law systems, and the foundations of the U.S. legal system.

To earn the LLM in Taxation, a student must complete 24 semester hours of credit with a minimum cumulative grade point average (GPA) of 2.0. A summer term is counted as a semester for this purpose. Students who complete 24 credit hours with a GPA below the 2.0 GPA required to earn the degree will not be permitted to continue taking classes to improve their GPA. A student is automatically dismissed if he or she has a cumulative GPA below 2.0 for any three consecutive semesters.

The LLM program may be completed on either a full- or part-time basis but it must be completed within five years. With the exception of students admitted to and enrolled in the joint JD/LLM program, credits earned as part of the JD program do not count toward the LLM degree.

Course Requirements

Required Courses

Course	Title	Semester Hours
LAW 210	FEDERAL INCOME TAXATION	3
LAW 600	CORPORATE TAXATION	3
LAW 620	PARTNERSHIP TAXATION	3

Additional Required Courses for International Lawyers

Course	Title	Semester Hours
LAW 322	INTRODUCTION TO AMERICAN LAW AND LEGAL SYSTEMS	3

LAW 556	INTRODUCTION TO LEGAL WRITING AND RESEARCH	3
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Elective Courses

Course	Title	Semester Hours
LAW 200	NON-PROFIT ORGANIZATIONS	
LAW 218	TAXATION OF STRUCTURED REAL ESTATE TRANSACTIONS	
LAW 250	SENIOR RESEARCH SEMINAR (approved topic)	
LAW 300	CORPORATE FINANCE	
LAW 348	MERGERS AND ACQUISITIONS	
LAW 379	TAX RESEARCH AND WRITING	
LAW 409	ESTATE PLANNING	
LAW 428	INDEPENDENT STUDY (approved topic)	
LAW 448	INTERNATIONAL BUSINESS TRANSACTIONS	
LAW 460	BUSINESS PLANNING	
LAW 499	STATE AND LOCAL TAXATION	
LAW 524	EXTERNSHIP PROGRAM (approved placement)	
LAW 583	STUDY ABROAD: MADRID, SPAIN	
LAW 608	INTERNATIONAL TAXATION	

Taxation (MSTAX) Online

Program Description

The Master of Science (MS) in taxation is an integrated program of study that provides the foundation for exceptional performance and leadership in the field of taxation.

One of the first MS in taxation programs in the United States, DePaul's program is structured for working professionals to enhance understanding and analysis of complex tax statutes, tax regulations, related cases and rulings, and the Internal Revenue Code.

MS in taxation students gain technical competencies; analytical, communications and interpretive skills; and leadership abilities that prepare them to add value at the highest levels in their firms, businesses and organizations.

Program Features

Faculty expertise. Program faculty bring top academic and professional qualifications into the classroom and are experts in the specific topics they teach. Faculty include a broad range of distinguished individuals working in tax firms and government, including professionals from RSM, the Internal Revenue Service, Deloitte, PwC, EY, Grant Thornton and KPMG.

Top-ranking program. The program has been ranked among the top 10 tax programs in the nation, based on a survey of employers conducted by TaxTalent, the largest online network of tax professionals. The survey provides a valuable index of which accounting schools are highly regarded by alumni and tax firm hiring professionals.

Program Requirements	Quarter Hours
Introductory Courses (varies with prior coursework)	0-8

Degree Requirements (varies with admission term and course selection) 46

Total hours required 46-54

Learning Outcomes

- Exhibit sophisticated knowledge related to tax accounting rules and regulations, and analyze and resolve tax problems.
- Identify, define, and resolve tax issues through their understanding, knowledge, and application of research methods and databases.
- Recognize and apply relevant ethical standards as required in tax practice.
- Write skillful tax communications and be skillful in oral presentations.
- Demonstrate an understanding of tax issues from an international perspective.
- Understand how data analytics is used to facilitate tax decisions.

Degree Requirements

Course Requirements

Students earn their MS in Taxation degree by completing a minimum of 46 credits, normally 12 courses. Nine courses are required with additional courses chosen from a list of tax electives.

Prerequisite Courses

Students are expected to have completed Principles of Accounting ACC 500 and one introductory tax course ACC 548 prior to beginning the program.

Required Courses

The following nine courses are required:

Course	Title	Quarter Hours
ACC 551	TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS	4
ACC 558	TAX RESEARCH	4
ACC 560	TAXATION OF CORPORATIONS AND SHAREHOLDERS	4
ACC 565	TAX ACCOUNTING, PERIODS, AND METHODS	4
ACC 566	FEDERAL INCOME TAX PROCEDURES	4
ACC 578	DATA ANALYTICS IN TAX	4
ACC 590	WRITING FOR TAX PROFESSIONALS	2
ACC 598	SEMINAR ON CURRENT PROBLEMS IN TAXATION	4
Select one international tax course:		4
ACC 567	INTERNATIONAL ASPECTS OF U.S. TAXATION	
ACC 798	SPECIAL TOPICS (Expatriate Taxation)	
ACC 798	SPECIAL TOPICS (Comparative Tax Systems)	

Tax Electives

Choose from among the following tax courses to reach 46 credits total to complete the program:

Course	Title	Quarter Hours
ACC 561	CORPORATE REORGANIZATIONS	
ACC 563	PARTNERSHIPS	
ACC 564	TRANSACTIONS IN PROPERTY	
ACC 567	INTERNATIONAL ASPECTS OF U.S. TAXATION	
ACC 568	TAXATION OF S CORPORATIONS	
ACC 569	CONCEPTS OF DEFERRED COMPENSATION	
ACC 570	STATE AND LOCAL INCOME AND FRANCHISE TAXATION	
ACC 571	ESTATE AND GIFT TAXATION	
ACC 574	ESTATE PLANNING	
ACC 580	ACCOUNTING FOR INCOME TAXES	
ACC 592	FEDERAL INCOME TAX OF INDIVIDUALS	
ACC 798	SPECIAL TOPICS (In Taxation)	
IB 750	INTERNATIONAL BUSINESS SEMINAR I	

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of 46 credit hours applicable to the degree.
- All courses for credit toward the degree must be completed with satisfactory grades within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written permission of the faculty program director or the Kellstadt Graduate School of Business.

TEACH: Secondary Education Biology (MEd)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Biology major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a Professional Educator License and biology endorsement in the State of Illinois.

The program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students;

middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the program. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Science-Biology (grades 9-12 or grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Degree Requirements	40
Total hours required	40

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.

- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives

- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th year master's year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

All coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- Ecology

- Cell Biology
- Physiology
- Genetics
- Biology Elective
- Biology Elective
- Biology Elective
- Biology Elective (with lab)
- Biology Elective (with lab)
- College Algebra or Calculus I
- Trigonometry or Calculus II
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 414	THE NATURE OF SCIENCE	4
TCH 424	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	4

5th Year Master's Year Coursework, excluding Student Teaching: 32 graduate quarter hours required, grade of C or better required

Course	Title	Quarter Hours
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4

TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 484.

Student Teaching: 8 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Biology students must complete the following tests:

- Science: Biology Content Area Test (test #105) – assesses knowledge of biological and physical science. Test is required before Student Teaching (deadlines apply)
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

TEACH: Secondary Education Chemistry (MEd)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Chemistry major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a Professional Educator License and chemistry endorsement in the State of Illinois.

The program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the program. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Science-Chemistry (grades 9-12 or grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Degree Requirements	40
Total hours required	40

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being

- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place

when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the

degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

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Teacher Licensure

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teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th year master's year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary Chemistry Education

All coursework in the content area must earn a grade of C or better.

- General Chemistry I
- General Chemistry II
- General Chemistry III
- Organic Chemistry I
- Organic Chemistry II
- Analytical Chemistry
- Physical Chemistry I
- Physical Chemistry II
- Applied Probability and Statistics (2 qh)
- Chemistry Seminar (2qh)
- Calculus I
- Calculus II
- Calculus III
- General Physics I
- General Physics II
- General Physics III

Choose three of the following Chemistry courses: 12 quarter hours

- Organic Chemistry III
- Air Chemistry
- Solid Waste Chemistry
- Physical Chemistry III
- Intermediate Inorganic Chemistry
- Intermediate Organic Chemistry
- Biochemistry I
- Biochemistry II
- Biochemistry III
- Nuclear Chemistry
- Biophysical Chemistry
- Medicinal Chemistry
- Drugs and Toxicology

- Nutrition
- Applied Spectroscopy

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 414	THE NATURE OF SCIENCE	4
TCH 424	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	4

5th Year Master's Year Coursework, excluding Student Teaching: 32 graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 484.

Student Teaching: 8 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Chemistry students must complete the following tests:

- Science: Chemistry Content Area Test (test #106) – assesses knowledge of both geological and chemical science as well as general biological and physical sciences. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

TEACH: Secondary Education English (MEd)

The TEACH Program combines a College of Liberal Arts and Social Sciences (LAS) undergraduate English major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a Professional Educator License and English endorsement in the State of Illinois.

The program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The

Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the program. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education English (grades 9-12 or grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Degree Requirements	40
Total hours required	40

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful

instructional planning, implementation, and differentiation) and through everyday interactions with students

- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

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Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)

- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject.

Typically these requirements are met concurrently with the completion of the LAS undergraduate degree program. Prior to admission to the 5th Year Master's Year, students must meet with their LAS academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for TEACH: Secondary English Education

All coursework in the content area must earn a grade of C or better, and a minimum of 18 quarter hours must be coursework at an undergraduate upper level or graduate level

Literature Core: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ENG 101	INTRODUCTION TO LITERATURE	4
ENG 205	LITERATURE TO 1700	4
ENG 206	LITERATURE FROM 1700 TO 1900	4
ENG 207	LITERATURE FROM 1900 TO THE PRESENT	4
ENG 328	STUDIES IN SHAKESPEARE	4

Literature Elective: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one course focused on Race, Ethnicity, and Sexuality (RES Designation) from the following:		4
ENG 268	LITERATURE ACROSS CULTURES	
ENG 271	AFRICAN AMERICAN LITERATURE	
ENG 273	GLOBAL ASIAN LITERATURE	
ENG 276	LATINX LITERATURE	
ENG 285	LGBTQ LITERATURE	
ENG 351	POSTCOLONIAL LITERATURE	
ENG 352	GLOBAL ENGLISH LITERATURE	
ENG 353	TOPICS IN GLOBAL ASIAN LITERATURE	
ENG 368	STUDIES IN LITERATURE ACROSS CULTURES	
ENG 371	TOPICS IN AFRICAN AMERICAN LITERATURE	
ENG 373	MULTIETHNIC LITERATURE OF THE U.S.	
ENG 374	NATIVE LITERATURE	
ENG 384	TOPICS IN LATINX LITERATURE	
ENG 385	TOPICS IN LGBTQ LITERATURE	

Select two (2) 300-level Literature courses (with advisor's approval)

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American Literature Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ENG 361	19TH-CENTURY AMERICAN LITERATURE	4

Language/Writing Core: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ENG 211	GRAMMAR AND STYLE	4
WRD 201	DIGITAL WRITING	4
WRD 240	ARGUMENTATIVE WRITING	4

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 411	THE NATURE OF ENGLISH	4
TCH 421	INQUIRY & APPLICATION IN DEVELOPING ENGLISH PEDAGOGY	4

5th Year Master's Year Coursework, Excluding Student Teaching: 32 graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4

BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 471	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 481	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 481.

Student Teaching: 8 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education English students must complete the following tests:

- English Language Arts Content Area Test (test #207) – assesses reading, writing and research, speaking and listening, and literature. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience

requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

TEACH: Secondary Education Environmental Science (MEd)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Environmental Science major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a Professional Educator License and environmental science endorsement in the State of Illinois.

The program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the program. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International

Baccalaureate Schools. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Science-Environmental Science (grades 9-12 or grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Degree Requirements	40
Total hours required	40

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge

- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an

application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of

trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master's Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

All coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III
- Ecology
- Earth System Science
- Human Impacts on the Environment
- Environmental Rhetoric and Politics
- Environmental Data Analysis
- Environmental Science Seminar
- Environmental Impact Analysis

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 414	THE NATURE OF SCIENCE	4
TCH 424	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	4

5th Year Master's Year Coursework, Excluding Student Teaching: 32 graduate quarter hours required, grade of C or better required

Course	Title	Quarter Hours
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 484.

Student Teaching: 8 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2

EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0
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Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Environmental Science students must complete the following tests:

- Science: Environmental Science Content Area Test (test #112) – assesses knowledge life science, physical science, and the living environment. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

TEACH: Secondary Education History (MEd)

The TEACH Program combines a College of Liberal Arts and Social Sciences (LAS) undergraduate History major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a Professional Educator License and history endorsement in the State of Illinois.

The program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary

content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the program. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Social Science-History (grades 9-12 or grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Degree Requirements	40
Total hours required	40

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.

- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives

- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the LAS undergraduate degree program. Prior to admission to the 5th Year Master's Year, students must meet with their LAS academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary History Education

All coursework in the content area must earn a grade of C or better.

Course	Title	Quarter Hours
HST 298	INTRODUCTION TO HISTORICAL SOURCES AND METHODS ¹	4
HST 299	CRAFT OF HISTORY ²	4
Select 4 US History courses ³		16
Select 4 Non-US History courses ³		16
Additional licensure requirements (minimum of one course in each discipline required):		
GEO 101	ENVIRONMENTAL GEOGRAPHY	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
PSC 120	THE AMERICAN POLITICAL SYSTEM	4
SOC 101	INTRODUCTION TO SOCIOLOGY	4
ANT 102	CULTURAL ANTHROPOLOGY	4
PSY 105	INTRODUCTORY PSYCHOLOGY I	4

¹ Serves as prerequisite for HST 299.

² Serves as prerequisite for upper division History courses.

³ A minimum of four History courses must be at the upper division level (300-level) with at least one of those courses in non-US History.

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 412	THE NATURE OF HISTORY AND THE SOCIAL SCIENCES	4
TCH 422	INQUIRY & APPLICATION IN DEVELOPING HISTORY AND SOCIAL SCIENCES PEDAGOGY	4

5th Year Master's Year Coursework, Excluding Student Teaching: 32 graduate quarter hours required, grade of C or better required

Course	Title	Quarter Hours
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4

SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 472	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 482	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 482.

Student Teaching: 8 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. 160; Secondary Education History students must complete the following tests:

- Social Science: History Test (test #246) – assesses core knowledge of history and social science fields. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural

experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

TEACH: Secondary Education Mathematics (MEd)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Mathematics major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a Professional Educator License and math endorsement in the State of Illinois.

The program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community

sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the program. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Mathematics (grades 9-12 or grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Degree Requirements	40
Total hours required	40

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats

- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

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Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio

to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master's Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary Mathematics Education*

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning
or Discrete Math I and Discrete Math II
- Multivariable Calculus I
- Multivariable Calculus II
- Linear Algebra
- Programming Language
- Abstract Algebra I
- Theory of Numbers I
or Abstract Algebra II
- Geometry I
- Geometry II
or Real Analysis I
- Probability & Statistics
- History of Mathematics
- *The secondary mathematics content advisor will collaborate with you to design and schedule your mathematics content course sequence.

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 413	THE NATURE OF MATHEMATICS	4
TCH 423	INQUIRY & APPLICATION IN DEVELOPING MATHEMATICS PEDAGOGY	4

5th Year Master's Year Coursework, Excluding Student Teaching: 32 graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 473	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 483	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 483.

Student Teaching: 8 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Math students must complete the following tests:

- Mathematics Content Area Test (test #208) – assesses knowledge of processes and applications of mathematics. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

TEACH: Secondary Education Physics (MEd)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Physics major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a Professional Educator License and physics endorsement in the State of Illinois.

The program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year master's level coursework builds on students' undergraduate experiences through a series of integrated courses

that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the program. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Science-Physics (grades 9-12 or grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Degree Requirements	40
Total hours required	40

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.

- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)

- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching

- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master's Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

All coursework in the content area must earn a grade of C or better.

- Physics I
- Physics II
- Physics III
- Physics IV
- Meth of Computational & Theoretical Physics I
- Meth of Computational & Theoretical Physics II
- 5 Physics Electives
- Mechanics
- Calculus I
- Calculus II
- Calculus III
- Multivariable Calculus I
- Multivariable Calculus II
- General Chemistry I
- General Chemistry II
- General Chemistry III

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 414	THE NATURE OF SCIENCE	4
TCH 424	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	4

5th Year Master's Year Coursework, Excluding Student Teaching: 32 graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4

TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 484.

Student Teaching: 8 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education History students must complete the following tests:

- Science: Physics Content Area Test (test #116) – assesses knowledge of life and physical science, including Earth systems, technology, and the universe. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

TEACH: Secondary Education Social Science (MEd)

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate Social Science major (Anthropology, Economics, Geography, Political Science, Psychology, or Sociology) or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BA or BS in their LAS disciplinary major and a MEd in Education with a Professional Educator License and social science-history endorsement in the State of Illinois.

The program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year master’s level coursework builds on students’ undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students’ fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and master’s level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the program. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, students must complete a minimum

of 10 weeks of full-time student teaching in a designated middle or high school.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Social Science-History (grades 9-12 or grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Degree Requirements	40
Total hours required	40

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students’ conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching

- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
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without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
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- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
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Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
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Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the

degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

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DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

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teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the LAS undergraduate degree program. Prior to admission to the 5th Year Master's Year, students must meet with their LAS academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary History Education

All coursework in the content area must earn a grade of C or better.

Course	Title	Quarter Hours
HST 298	INTRODUCTION TO HISTORICAL SOURCES AND METHODS	4
HST 299	CRAFT OF HISTORY	4
Select 3 US History courses		12
Select 2 Non-US History courses		8
Secondary Field (6 courses minimum): Choose single field from Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.		24
Additional licensure requirements (one course in each area required):		
GEO 101	ENVIRONMENTAL GEOGRAPHY	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
PSC 120	THE AMERICAN POLITICAL SYSTEM	4
SOC 101	INTRODUCTION TO SOCIOLOGY	4
ANT 102	CULTURAL ANTHROPOLOGY	4
PSY 105	INTRODUCTORY PSYCHOLOGY I	4

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 412	THE NATURE OF HISTORY AND THE SOCIAL SCIENCES	4
TCH 422	INQUIRY & APPLICATION IN DEVELOPING HISTORY AND SOCIAL SCIENCES PEDAGOGY	4

5th Year Master's Year Coursework, Excluding Student Teaching: 32 graduate quarter hours required, grade of C or better required

Course	Title	Quarter Hours
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 472	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 482	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 482.

Student Teaching: 8 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education History students must complete the following tests:

- Social Science History Test (test #246) – assesses core knowledge of history and social science fields. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Early Childhood Education (MA or MEd) Online

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. Online and online-hybrid classes offer opportunities for synchronous and asynchronous participation and supervision. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of this online program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 165 hours of daytime internships/field experiences in early childhood programs and schools. These school-based internships. Two internships (T&L 481, T&L 482) are aligned with curriculum and instruction theory courses, and require students to be in the field during the day time for 75 hours in a preschool classroom setting, and 75 hours in a primary grade (K-2nd grade) classroom setting. Students are also required to complete 15 hours of

field experience in an infant-toddler classroom, and 15 hours in an early childhood special education classroom setting. In addition, students must spend a minimum of 12 weeks in full-time student teaching.

The program in early childhood education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary schools and early childhood education centers. Graduates earn the Master of Arts or Master of Education degree and are entitled to apply for the Illinois Professional Educator License. In addition, teacher candidates meet IL Approval for Teaching Young Children with Special Needs, ages 3-6. All of these elements are built into the required curriculum.

In addition, students have options of acquiring the following endorsements and credentials:

- Early Childhood Bilingual/ESL endorsement
- Early Childhood Learning Behavior Specialist (special education) endorsement
- Courses toward acquiring credentials in Developmental Therapy

Licensure

Program Requirements	Quarter Hours
Degree Requirements (MA)	64
Total hours required	64

Program Requirements	Quarter Hours
Degree Requirements (MEd)	60
Total hours required	60

Learning Outcomes

Student will be able to:

- Integrate and apply their synthetic research-based knowledge of child development to create healthy, respectful, supportive, and challenging learning environments for each child.
- Establish respectful, reciprocal relationships that involve, support, and empower families as well as the communities in which they live. They create these relationships based upon their ongoing study of theory-based methods and models for understanding each family's characteristics, the community's dynamics, and the identified needs of the children.
- Critically research and use multiple forms and approaches of effective assessment in planning and documenting all children's ongoing growth and development, in the service of informing stakeholders' work and support of children and families.
- Investigate, evaluate, and develop a wide repertoire of developmentally appropriate and productive strategies that address the multiple learning needs of children and the families who support them.
- Create, implement, and critically analyze as well as evaluate meaningful curriculum through use of research tools and professional academic disciplinary knowledge, to enhance learning outcomes for all children.
- Demonstrate a high level of professional knowledge, competence, and communication skills in the service of providing and advocating for quality care and education in various settings, across the early childhood age span (i.e., birth through age 8y).

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.

- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world

language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

The requirements below are those approved by the Illinois State Board of Education in April 2016.

Content Area Prerequisites

Following the requirements set forth by the Illinois State Board of Education in spring of 2016, DePaul's Early Childhood Education program requires that students in the early childhood education program have courses in each of the following areas:

- mathematics¹
- physical science
- life science
- earth and space science
- history
- geography
- political science/civics
- economics

These courses may be taken at the undergraduate level and may have been included in the student's bachelor's degree program. Early childhood

education students' transcripts will be evaluated by an academic advisor after admission to determine if additional coursework is needed. Completion of content area requirements is not a prerequisite for admission; however, coursework must be completed before student teaching. It is strongly encouraged that applicants meet with an advisor after admission and prior to taking content courses.

- DePaul alumni that have taken MAT 120 or ISP 120 can receive credit towards the math requirement.

Heath, Safety and Child Nutrition Requirement

Students must provide documentation of successful course completion that shows they possess the requisite knowledge and skills to provide appropriate content and experiences for young children from birth through age 8 that reflect the interrelationships among health, safety, and nutrition. In addition, students are expected to demonstrate an understanding of cultural influences on young children's health, safety, and nutrition, and how to work with special needs children affected by health impairments. Finally, students also must demonstrate their familiarity with practices that promote good nutrition, dental health, and the physical, social, and emotional well-being of young children.

This requirement can be met by completing T&L 615 (Child Health Safety & Nutrition), or an equivalent course taken at the undergraduate or graduate level outside of DePaul. Consult a faculty advisor to determine whether a prior course fulfills this content requirement.

Course Requirements

Introductory Courses: 12 quarter hours required, grade of B- or better required.

Course	Title	Quarter Hours
SCG 404	CHILD GROWTH AND DEVELOPMENT	4
T&L 406	LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (BIRTH TO 8) (Birth to 8)	4
T&L 421	CHILD AND FAMILY IN THE URBAN COMMUNITY	4

Advanced Courses: 40 quarter hours required, grade of B- or better required.

Course	Title	Quarter Hours
T&L 407	PREPRIMARY PROGRAMS: CURRICULUM AND STRATEGY	4
T&L 408	CURRICULUM AND INSTRUCTION IN PRIMARY GRADES	4
T&L 411	ASSESSMENT IN EARLY CHILDHOOD INCLUSIVE SETTINGS	4
T&L 420	MATH AND SCIENCE IN EARLY CHILDHOOD	4
T&L 423	FUNCTIONAL BEHAVIOR ASSESSMENT: INTERVENTION AND SUPPORT IN EARLY CHILDHOOD	4
T&L 427	YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS	4
T&L 434	LITERACY, LITERATURE, & THE YOUNG CHILD	4
T&L 481	INTERNSHIP IN PRESCHOOL SETTING (35 CLOCK HOURS OF SUPERVISED EXPERIENCE) ¹	2

T&L 482	INTERNSHIP IN PRIMARY SETTING (35 CLOCK HOURS OF SUPERVISED EXPERIENCE) ²	2
BBE 451	TEACHING DUAL LANGUAGE LEARNERS IN EARLY CHILDHOOD: THEORY, POLICY AND PRACTICE	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

¹ T&L 407 may be taken concurrently.

² T&L 408 may be taken concurrently.

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section.

Course	Title	Quarter Hours
T&L 595	EARLY CHILDHOOD STUDENT TEACHING (grade of B- or better required)	6
T&L 596	EARLY CHILDHOOD STUDENT TEACHING SEMINAR (grade of C or better required)	2

Recommended/Optional Courses

T&L 480 provides experience with a population for whom highly qualified educators are in increased demand.

Course	Title	Quarter Hours
T&L 480	INTERNSHIP WITH INFANTS AND TODDLERS	

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
T&L 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Bilingual/ESL Endorsement Courses

Teacher candidates seeking an endorsement in Bilingual or ESL can add the credential to the Professional Educator License (PEL) by taking additional courses. Requirements are listed in the Endorsements section of the Course Catalog and are in addition to degree requirements.

Learning Behavior Specialist Special Education Endorsement Courses

Individuals seeking an endorsement in Special Education (called LBS1-Learning Behavior Specialist) can add the credential to the Professional Educator License (PEL) by taking additional courses. Courses are: SER 431, SER 475, SER 476, SER 597. Requirements are listed in the Endorsements section of the Course Catalog and are in addition to degree requirements.

Special Education Approval Courses

All students in ECE program will take 5 courses that are required for the degree. These courses will make ECE students who are seeking a PEL eligible to receive a letter of approval in early childhood special education. An approval in early childhood special education makes graduating ECE license holders eligible to work in preschool special education settings. Five special education courses are: T&L 406, T&L 411, T&L 421, T&L 423, T&L 427.

Licensure Tests

Students seeking licensure by the Illinois State Board of Education (ISBE) are required to successfully complete a set of tests specific to the Early Childhood professional field:

- Early Childhood Content Area Test (test #206) – assesses knowledge of language and literacy development, learning across the curriculum, diversity, collaboration, and professionalism in the early childhood program. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Internships & Other Field Experiences

Each student seeking licensure from the College of Education must complete supervised Internships in appropriate settings in conjunction with education courses. In addition, there are some courses, which might require certain hours of field experience to be completed, and / or have field assignments, which students are required to complete. Two internship-type field-based courses (T&L 481, T&L 482) are aligned with curriculum and instruction theory courses across the program. Each internship course requires completing 75 hours of field experience in its relevant grade level classroom. T&L 481 is taken concurrently with T&L 407. T&L 482 is taken concurrently with T&L 408. Since these internship courses are scheduled only once per academic year, be sure to work with your advisor in carefully mapping out when you will take them. For details on requirements, expectations, documentation, & courses in your program that require fieldwork hours, visit the College of Education website.

Non-Licensure Option

Individuals that do not desire a license or are not eligible for a license can seek to earn the degree without meeting licensure requirements. In seeking this option, individuals understand that the following stipulations apply:

- Confirmation must be given in writing that they seek this option and agree to the stipulations.
- A notation is placed on the transcript indicating that "completion of degree requirements did not lead to eligibility for licensure."
- Individuals have the option to return to the ECE program within 1-2 years after earning the graduate degree to complete student teaching and other licensure requirements (including ISBE-mandated tests) and become eligible for the license. The non-licensure notation will remain on the original transcript for the graduate degree. Additional coursework may also be required.
- Coursework is chosen in consultation with a faculty advisor and is tailored to individual's prior coursework, experience, and professional interests.

- All coursework must be taken at DePaul; no transfer credit is allowed from other institutions.
- Individuals must complete the specified coursework within 2 years or be subject to re-evaluation.
- A minimum of 2 courses (8 credit hours) are required to substitute for the student teaching experience. Coursework must be 400 level and receive a grade of B- or better.

Developmental Therapy Option

These course, listed below, will prepare early childhood teacher candidates for a career requiring expertise in early intervention for infants and toddlers (e.g., from birth to age three) with special needs and their families. The coursework can be taken in additional to degree requirements, or if seeking the non-licensure option, can be taken to replace student teaching. After taking the required courses and earning the degree, individuals will be required to take a training workshop on the State of Illinois system of Early Intervention and apply directly to Provider Connections to receive their Developmental Therapy credentials after submitting their transcripts.

Course	Title	Quarter Hours
ECE 490	DEVELOPMENTAL THERAPY STRATEGIES FOR INFANTS AND TODDLERS IN EARLY INTERVENTION	4
ECE 491	ASSESSMENT OF INFANT AND TODDLERS	4
ECE 492	WORKING WITH FAMILIES OF INFANTS AND TODDLERS: PARTNERSHIP AND COLLABORATION IN EARLY INTERVENTION	4
ECE 493	INTERNSHIP EXPERIENCES WITH INFANTS, TODDLERS AND TWOS WITH SPECIAL NEEDS (optional)	2

Infant Toddler Courses

Two infant toddler courses are available for special population or as elective for early childhood education students who seek additional specialty in infant/toddler education.

Course	Title	Quarter Hours
T&L 495	DESIGNING CURRICULUM FOR INFANTS AND TODDLERS	4
T&L 615	SPECIAL TOPICS IN TEACHING AND LEARNING	4

Teaching and Learning: Elementary Education (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework

through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

The program includes four distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories.

The program in elementary education prepares students to teach children in a variety of educational settings, including urban and suburban communities and public and private elementary schools. Students follow a suggested course of study with corresponding field experiences. Graduates earn the Master of Arts or Master of Education degree and are qualified for elementary school teacher licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in elementary education work in diverse settings such as museums, corporations, media and the arts.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 106 hours of daytime field experiences in schools. These school-based clinical experiences are completed in conjunction with methodology courses that require students to spend regular periods of time in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

Licensure

Illinois Professional Educator License with endorsement in Elementary Education (self-contained general education) (grades 1-6), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Degree Requirements (MA)	64
Total hours required	64

Program Requirements	Quarter Hours
Degree Requirements (MEd)	60
Total hours required	60

Learning Outcomes

Students will be able to:

- Plan instruction that supports students in meeting rigorous learning goals, drawing upon knowledge of content areas, curriculum, and pedagogy.
- Demonstrate a variety of instructional strategies as they support learners in developing a deep understanding of content areas and their connections, as well as building skills needed to apply knowledge in meaningful ways.
- Apply their understanding of multiple purposes for and methods of assessment in order to monitor and evaluate student progress, make decisions regarding instructional practices, and guide students in reflecting upon their progress toward learning targets.
- Use the central concepts, standards, tools of inquiry, and structures of the discipline(s) they teach to create meaningful learning experiences based upon evidence-based practices that ensure mastery of content.

- Demonstrate an interest in ongoing professional learning, use evidence to evaluate practice, advocate for students, and exhibit professionalism and ethical behavior in all interactions.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
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Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
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It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

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Degree Requirements

The requirements below are those approved by the Illinois State Board of Education December 2015.

Content Area Prerequisites

Elementary education teachers need to have an understanding of the subjects taught in elementary school classrooms. Following the requirements set forth by the Illinois State Board of Education, DePaul's program requires that students in the elementary program have courses in each of the following areas:

- mathematics¹
- physical science
- life science
- earth and space science
- history
- geography

- political science/civics
- economics

These courses may be taken at the undergraduate level and may have been included in the student's bachelor's degree program. Elementary education students' transcripts will be evaluated by an academic advisor after admission to determine if additional coursework is needed. Completion of content area requirements is not a prerequisite for admission; however coursework must be completed before student teaching. It is strongly encouraged that applicants meet with an advisor after admission and prior to taking content courses.

¹ DePaul alumni that have taken MAT 120 or IS 120 can receive credit towards the math requirement.

Course Requirements

Introductory Courses: 17 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
T&L 404	INTRODUCTION TO ELEMENTARY EDUCATION	4
SCG 403	HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY	4
T&L 583	FIELD EXPERIENCE LAB (public school setting required)	1
T&L 418	LEARNING THROUGH THE ARTS	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

Advanced Courses: 35 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
T&L 412	EMERGING READING AND LANGUAGE ARTS	4
T&L 416	TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS	4
T&L 583	FIELD EXPERIENCE LAB	1
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
T&L 413	READING/LANGUAGE ARTS IN THE INTERMEDIATE GRADES	4
T&L 583	FIELD EXPERIENCE LAB (public school setting required)	1
T&L 415	TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE	4
T&L 419	CURRICULUM AND STRATEGIES: SOCIAL STUDIES	4
T&L 584	PRE-STUDENT TEACHING FIELD EXPERIENCE	1
T&L 422	CLASSROOM ASSESSMENT	4
BBE 400	TEACHING ELEMENTARY ENGLISH LANGUAGE LEARNERS: THEORY, POLICY AND PRACTICE	4

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
T&L 585	ELEMENTARY STUDENT TEACHING (grade of B- or better required)	6
T&L 586	ELEMENTARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

Course	Title	Quarter Hours
T&L 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Elementary majors must complete the following tests:

- Elementary Education Content Test (test #197-200) – assesses knowledge of language arts and literacy, mathematics, science, social sciences, the arts, health, and physical education. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate lab settings in conjunction with education courses. Students are required to register for one lab for designated paired course. For example, during the first quarter of the program students must register for T&L 404 and SCG 403 plus one field experience lab. During the quarter when students take SER 446, a public school that services students with special needs is required. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Biology (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major.

Graduates earn the Master of Arts or Master of Education degree and are qualified for middle and secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Science-Biology (grades 9-12 or grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60
Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats

- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio

to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Biology

Note: Effective for all individuals applying for licensure after February 1, 2012, all coursework in the content area must earn a grade of C or better.

- College Biology I
- College Biology II
- Ecology
- Cell Biology
- Physiology
- Genetics
- Molecular Biology
- Biology Elective
- Biology Elective (with lab)
- Biology Elective (with lab)
- College Algebra or Calculus I
- College Chemistry I
- College Chemistry II
- General Physics
- College Environmental Science or Earth and Space Science or Astronomy

Course Requirements

Introductory Courses: 12 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	

SCG 409	SOCIOLOGY OF EDUCATION
SCG 411	PHILOSOPHY OF EDUCATION

Advanced Courses: 28 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 484.

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required

Two courses in Biology at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- BIO 300 or 400 level biology course 1
- BIO 300 or 400 level biology course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
TCH 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensure by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Biology majors must complete the following tests:

- Science: Biology Content Area Test (test #105) – assesses knowledge of both biological science and physical science. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Chemistry (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for

teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for middle and secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.

- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy

- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

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Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)

- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

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Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

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Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Chemistry

Note: Effective for all individuals applying for licensure after February 1, 2012, all coursework in the content area must earn a grade of C or better.

- General Chemistry I
- General Chemistry II
- Organic Chemistry I

- Organic Chemistry II
- Analytical Chemistry
- Physical Chemistry I
- Biochemistry
- Inorganic Chemistry
- Chemistry Elective I
- Chemistry Elective (with lab)
- Chemistry Elective (with lab)
- Calculus I
- Applied Probability and Statistics or Calculus II
- College Physics
- College Biology
- College Environmental Science or Earth and Space Science or Astronomy

Course Requirements

Introductory Courses: 12 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

Advanced Courses: 28 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 484.

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required

Two courses in Chemistry at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- CHE 300 or 400 level chemistry course 1
- CHE 300 or 400 level chemistry course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

Course	Title	Quarter Hours
TCH 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Chemistry majors must complete the following tests:

- Science: Chemistry Content Area Test (test #106) – assesses knowledge of both geological and chemical science. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - English (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major.

Graduates earn the Master of Arts or Master of Education degree and are qualified for middle and secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge

- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an

application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of

trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Course

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education English

All coursework in the content area must earn a grade of C or better. At least five courses must be at the 300 or above level, with at least two of those courses at the graduate level and completed at DePaul to meet the MEd degree requirements. At least one course must have the Race, Ethnicity, and Sexuality (RES) designation or equivalency for non-DePaul courses. Content area advisors can make course substitutions based on an analysis of student's transcripts.

- 1 Literature courses
- 1 Poetry course
- 1 Shakespeare course
- 2 British Literature courses
- 1 Romanticism in American Literature course or approved American Literature substitute
- 2 American Literature courses
- 3 Writing and Oral Language courses
- 1 Grammar or Language and Style course

Course Requirements

Introductory Courses: 12 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

Advanced Courses: 28 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 471	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 481	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 481.

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required

Two courses in English at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and require graduate level registration.

- ENG 300 or 400 level English course
- ENG 300 or 400 level English course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

Course	Title	Quarter Hours
TCH 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education English majors must complete the following tests:

- English Language Arts Content Area Test (test #207) assesses reading, writing and research, speaking and listening, and literature. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Environmental Science (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for middle and secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.

- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives

- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

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An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

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Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Environmental Science

All coursework in the content area must earn a grade of C or better.

- College Chemistry
- College Biology
- College Physics
- Environmental Science I

- Environmental Science II
- Earth's Environmental System I: Life System
- Earth's Environmental System II: Solid Earth System
- Earth's Environmental System III: Climate System
- Earth Energy/Resources and Sustainability
- Environmental Science Elective
- Environmental Science Elective (with lab)
- Environmental Science Elective (with lab)
- Ecology
- Oceanography
- College Algebra I OR Intro Statistics
- Plus two courses on Environmental Sciences at the Graduate Level, as noted below in the Graduate Content Area

Course Requirements

Introductory Courses: 12 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

Advanced Courses: 28 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 484.

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required.

Two courses in Environmental Science at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be

approved by your Content Area Advisor prior to registration and requires graduate level registration.

- ENV 300 or 400 level environmental science course 1
- ENV 300 or 400 level environmental science course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
TCH 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Environmental Science majors must complete the following tests:

- Science: Environmental Science Content Area Test (test #112) – assesses knowledge of life science, physical science, and the living environment. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations,

documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - History (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of

study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for middle and secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge

- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an

application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of

trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education History

All coursework in the content area must earn a grade of C or better.

- Two US History courses (any level)
- Two Non-US History courses (any level)
- One additional History course (any level)
- One Economics course
- One Geography course
- One Political Science course focused on American Government
- One Anthropology, Sociology, or Psychology course
- Three additional courses in any social science area (Anthropology, Economics, Geography, History, Political Science, Sociology, or Psychology)

Course Requirements

Introductory Courses: 12 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

Advanced Courses: 28 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4

BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4
TCH 472	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 482	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4

¹ Taken in conjunction with TCH 482.

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required

Two courses in History or the Social Sciences at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- HST 300 or 400 level history or social science course 1
- TCH 455

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
TCH 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education History majors must complete the following tests:

- Social Science: History Content Area Test (test #246) – assesses and measures the candidate's core knowledge across history and social science fields. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Mathematics (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for

teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for middle and secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Mathematics (grades 9-12 or grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (p. 1382) for grades 5-8.

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.

- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development

- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences

- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the

entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Mathematics*

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning OR Discrete Math I and Discrete Math II
- Multivariable Calculus I
- Multivariable Calculus II
- Linear Algebra
- Programming Language
- Abstract Algebra I
- Theory of Numbers or Abstract Algebra II
- Geometry I
- Geometry II or Real Analysis I
- Probability & Statistics
- History of Mathematics
- *The secondary mathematics content advisor will collaborate with you to design and schedule your mathematics content course sequence.

Course Requirements

Introductory Courses: 12 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

Advanced Courses: 28 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 473	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 483	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 483.

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required

Two courses in Mathematics at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- MAT 300 or 400 level math course 1
- MAT 300 or 400 level math course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
TCH 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Mathematics majors must complete the following tests:

- Mathematics Content Area Test (test #208) – assesses knowledge of both the processes and applications of mathematics. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Physics (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories

5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for middle and secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student

teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Physics

All coursework in the content area must earn a grade of C or better.

- College Physics I
- College Physics II
- Classical Mechanics
- Electricity and Magnetism
- Thermal Physics
- Computational and Theoretical Physics
- Quantum Physics
- Physics Elective
- Physics Elective (with lab)
- Physics Elective (with lab)
- Calculus I
- Calculus II or Multivariable Analysis & Linear Algebra I
- College Chemistry I
- College Biology I
- College Environmental Science or Earth and Space Science or Astronomy

Course Requirements

Introductory Courses: 12 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

Advanced Courses: 28 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 484.

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required

Two courses in Physics at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- PHY 300 or 400 level physics course 1
- PHY 300 or 400 level physics course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6

TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
TCH 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Physics majors must complete the following tests:

- Science: Physics Content Area Test (test #116) – assesses knowledge of both life and physical science, including Earth systems, technology, and the universe. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Social Science (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in

schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for middle and secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner

- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

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The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
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Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Social Science

All coursework in the content area must earn a grade of C or better.

- Two US History courses (any level)
- Two Non-US History courses (any level)
- One additional History course (any level)
- One Economics course
- One Geography course
- One Political Science course focused on American Government
- One Anthropology, Sociology, or Psychology course
- Three additional courses in any social science area (Anthropology, Economics, Geography, History, Political Science, Sociology, or Psychology)

Course Requirements

Introductory Courses: 12 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

Advanced Courses: 28 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 472	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 482	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4

TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4
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¹ Taken in conjunction with TCH 482.

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required

Two courses in History or the Social Sciences at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- HST 300 or 400 level history or social science course 1
- TCH 455

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
TCH 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Social Science majors must complete the following tests:

- Social Science: History Content Area Test (test #246) – assesses and measures the candidate's core knowledge across history and social science fields. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an

outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Visual Arts (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

- 1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
- 2. Multiculturalism is infused throughout the curriculum

- 3. Field experiences are an integral part of the curriculum
- 4. Students are exposed to a variety of educational theories
- 5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The

field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Visual Arts

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Two Dimensional Foundation
- Three Dimensional Foundation
- Drawing
- Intermediate or Adv. Drawing
- Painting
- Sculpture
- Computer Graphics
- Printmaking
- Principles of Art History
- Photography
- Video
- Art & Design I
- Art & Design II

Course Requirements

Introductory Courses: 12 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
T&L 404	INTRODUCTION TO ELEMENTARY EDUCATION	4
SCG 401	ADVANCED LIFESPAN DEVELOPMENT	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

Advanced Courses: 36 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 465	ART AND PEDAGOGY	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
T&L 466	TEACHER AS ARTIST	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
T&L 418	LEARNING THROUGH THE ARTS	4
TCH 565	INDEPENDENT STUDIO TOPICS	

¹ Taken in conjunction with T&L 466.

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
T&L 590	SECONDARY STUDENT TEACHING (grade of B- or better required)	6
T&L 591	SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
T&L 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Visual Arts majors must complete the following tests:

- Visual Arts Content Area Test (test #145) – assesses knowledge of elements, principles, and expressive features of visual arts. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: World Language - Arabic (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in PK-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for PK-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in World Language – Arabic (preschool-grade 12), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

- Understand and apply theoretical foundations of world language education to develop sound instruction and teaching approaches for world language learners.
- Integrate theory and research on second language acquisition into praxis for world language learners.
- Evaluate and understand history and policies of world language education and how historical and policy context affect the education of world language learners.
- Demonstrate knowledge and understanding of various assessment issues that affect world language learners, such as accountability, reliability, validity, bias, special education testing, language proficiency, language supports, and accommodations.
- Understand and apply world language education (ACTFL) standards in unit/lesson planning and instruction.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul

University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The

Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.

- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul

has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Arabic

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Arabic I
- Advanced Arabic II
- Advanced Arabic III
- Advanced High Arabic I
- Advanced High Arabic II
- Advanced High Arabic III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SCG 406	HUMAN DEVELOPMENT AND LEARNING:SECONDARY	4
T&L 425	CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
T&L 449	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)	4
T&L 575	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Arabic at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- ARB 300-600 level Arabic course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
T&L 592	WORLD LANGUAGES STUDENT TEACHING (grade of B- or better required)	6
T&L 593	WORLD LANGUAGES SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
T&L 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Arabic majors must complete the following tests:

- Foreign Language: Arabic Content Area Test (test #262) – assesses knowledge of the Arabic language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Chinese (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in PK-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for PK-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in World Language Chinese-Mandarin (preschool-grade 12), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

- Understand and apply theoretical foundations of world language education to develop sound instruction and teaching approaches for world language learners.
- Integrate theory and research on second language acquisition into praxis for world language learners.
- Evaluate and understand history and policies of world language education and how historical and policy context affect the education of world language learners.
- Demonstrate knowledge and understanding of various assessment issues that affect world language learners, such as accountability, reliability, validity, bias, special education testing, language proficiency, language supports, and accommodations.
- Understand and apply world language education (ACTFL) standards in unit/lesson planning and instruction.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining

how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively

- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is

external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Chinese

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Chinese I
- Advanced Chinese II
- Advanced Chinese III
- Advanced High Chinese I
- Advanced High Chinese II
- Advanced High Chinese III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SCG 406	HUMAN DEVELOPMENT AND LEARNING:SECONDARY	4
T&L 425	CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
T&L 449	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)	4
T&L 575	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4

BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Chinese at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- CHN 300-600 level Chinese course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
T&L 592	WORLD LANGUAGES STUDENT TEACHING (grade of B- or better required)	6
T&L 593	WORLD LANGUAGES SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
T&L 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Chinese majors must complete the following tests:

- Foreign Language: Chinese (Mandarin) Content Area Test (test #251)
 - assesses knowledge of the Chinese language and culture. Test is required before Student Teaching (deadlines apply).

- OPI Test (see below).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - French (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools.

In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in PK-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for PK-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in World Language French (preschool-grade 12), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

- Understand and apply theoretical foundations of world language education to develop sound instruction and teaching approaches for world language learners.
- Integrate theory and research on second language acquisition into praxis for world language learners.
- Evaluate and understand history and policies of world language education and how historical and policy context affect the education of world language learners.
- Demonstrate knowledge and understanding of various assessment issues that affect world language learners, such as accountability, reliability, validity, bias, special education testing, language proficiency, language supports, and accommodations.
- Understand and apply world language education (ACTFL) standards in unit/lesson planning and instruction.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for

all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The

Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.

- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul

has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education French

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced French I
- Advanced French II
- Advanced French III
- Advanced High French I
- Advanced High French II
- Advanced High French III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SCG 406	HUMAN DEVELOPMENT AND LEARNING:SECONDARY	4
T&L 425	CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
T&L 449	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)	4
T&L 575	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in French at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- FCH 300-600 level French course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
T&L 592	WORLD LANGUAGES STUDENT TEACHING (grade of B- or better required)	6
T&L 593	WORLD LANGUAGES SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
T&L 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education French majors must complete the following tests:

- Foreign Language: French Content Area Test (test #252) – assesses knowledge of the French language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - German (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in PK-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for PK-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in World Language German (preschool-grade 12), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

Students will be able to:

- Understand and apply theoretical foundations of world language education to develop sound instruction and teaching approaches for world language learners.
- Integrate theory and research on second language acquisition into praxis for world language learners.
- Evaluate and understand history and policies of world language education and how historical and policy context affect the education of world language learners.
- Demonstrate knowledge and understanding of various assessment issues that affect world language learners, such as accountability, reliability, validity, bias, special education testing, language proficiency, language supports, and accommodations.
- Understand and apply world language education (ACTFL) standards in unit/lesson planning and instruction.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching

- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and

without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the

degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual

teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education German

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced German I
- Advanced German II
- Advanced German III
- Advanced High German I
- Advanced High German II
- Advanced High German III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SCG 406	HUMAN DEVELOPMENT AND LEARNING:SECONDARY	4
T&L 425	CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
T&L 449	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)	4

T&L 575	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in German at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- GER 300-600 level German course

Student Teaching : 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
T&L 592	WORLD LANGUAGES STUDENT TEACHING (grade of B- or better required)	6
T&L 593	WORLD LANGUAGES SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
T&L 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education German majors must complete the following tests:

- Foreign Language: German Content Area Test (test #253) – assesses knowledge of the German language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Italian (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the

100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in PK-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for PK-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in World Language Italian (preschool-grade 12), Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes:

- Understand and apply theoretical foundations of world language education to develop sound instruction and teaching approaches for world language learners.
- Integrate theory and research on second language acquisition into praxis for world language learners.
- Evaluate and understand history and policies of world language education and how historical and policy context affect the education of world language learners.
- Demonstrate knowledge and understanding of various assessment issues that affect world language learners, such as accountability, reliability, validity, bias, special education testing, language proficiency, language supports, and accommodations.
- Understand and apply world language education (ACTFL) standards in unit/lesson planning and instruction.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.

- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world

language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Italian

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Italian I
- Advanced Italian II
- Advanced Italian III
- Advanced High Italian I
- Advanced High Italian II

- Advanced High Italian III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SCG 406	HUMAN DEVELOPMENT AND LEARNING:SECONDARY	4
T&L 425	CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
T&L 449	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)	4
T&L 575	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Italian at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- ITA 300-600 level Italian course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
T&L 592	WORLD LANGUAGES STUDENT TEACHING (grade of B- or better required)	6
T&L 593	WORLD LANGUAGES SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
T&L 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Italian majors must complete the following tests:

- Foreign Language: Italian Content Area Test (test #255) – assesses knowledge of the Italian language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching.

You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Japanese (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in PK-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for PK-12 school licensure. Yet, not all graduates follow a career

in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in World Language Japanese (preschool-grade 12), Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

Students will be able to:

- Understand and apply theoretical foundations of world language education to develop sound instruction and teaching approaches for world language learners.
- Integrate theory and research on second language acquisition into praxis for world language learners.
- Evaluate and understand history and policies of world language education and how historical and policy context affect the education of world language learners.
- Demonstrate knowledge and understanding of various assessment issues that affect world language learners, such as accountability, reliability, validity, bias, special education testing, language proficiency, language supports, and accommodations.
- Understand and apply world language education (ACTFL) standards in unit/lesson planning and instruction.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge

- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an

application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of

trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Japanese I
- Advanced Japanese II
- Advanced Japanese III
- Advanced High Japanese I
- Advanced High Japanese II
- Advanced High Japanese III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SCG 406	HUMAN DEVELOPMENT AND LEARNING:SECONDARY	4
T&L 425	CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4

T&L 449	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)	4
T&L 575	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Japanese at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- JPN 300-600 level Japanese course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
T&L 592	WORLD LANGUAGES STUDENT TEACHING (grade of B- or better required)	6
T&L 593	WORLD LANGUAGES SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
T&L 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching

license. World Language Education Japanese majors must complete the following tests:

- Foreign Language: Japanese Content Area Test (test #256) – assesses knowledge of the Japanese language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Latin (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical

hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in PK-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for PK-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in World Language Latin (preschool-grade 12), Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

- Understand and apply theoretical foundations of world language education to develop sound instruction and teaching approaches for world language learners.
- Integrate theory and research on second language acquisition into praxis for world language learners.
- Evaluate and understand history and policies of world language education and how historical and policy context affect the education of world language learners.
- Demonstrate knowledge and understanding of various assessment issues that affect world language learners, such as accountability, reliability, validity, bias, special education testing, language proficiency, language supports, and accommodations.
- Understand and apply world language education (ACTFL) standards in unit/lesson planning and instruction.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.

- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world

language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Latin

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Latin I
- Advanced Latin II
- Advanced Latin III
- Advanced High Latin I
- Advanced High Latin II

- Advanced High Latin III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SCG 406	HUMAN DEVELOPMENT AND LEARNING:SECONDARY	4
T&L 425	CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
T&L 449	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)	4
T&L 575	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Latin at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- LAT 300-600 level Latin course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
T&L 592	WORLD LANGUAGES STUDENT TEACHING (grade of B- or better required)	6
T&L 593	WORLD LANGUAGES SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
T&L 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Latin majors must complete the following tests:

- Foreign Language: Latin Content Area Test (test #258) – assesses knowledge of the Latin language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching.

You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Russian (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in PK-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for PK-12 school licensure. Yet, not all graduates follow a career

in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in World Language Russian (preschool-grade 12), Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

Students will be able to:

- Understand and apply theoretical foundations of world language education to develop sound instruction and teaching approaches for world language learners.
- Integrate theory and research on second language acquisition into praxis for world language learners.
- Evaluate and understand history and policies of world language education and how historical and policy context affect the education of world language learners.
- Demonstrate knowledge and understanding of various assessment issues that affect world language learners, such as accountability, reliability, validity, bias, special education testing, language proficiency, language supports, and accommodations.
- Understand and apply world language education (ACTFL) standards in unit/lesson planning and instruction.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge

- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an

application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of

trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Russian

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Russian I
- Advanced Russian II
- Advanced Russian III
- Advanced High Russian I
- Advanced High Russian II
- Advanced High Russian III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SCG 406	HUMAN DEVELOPMENT AND LEARNING:SECONDARY	4
T&L 425	CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4

BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
T&L 449	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)	4
T&L 575	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Russian at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- RUS 300-600 level Russian course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
T&L 592	WORLD LANGUAGES STUDENT TEACHING (grade of B- or better required)	6
T&L 593	WORLD LANGUAGES SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
T&L 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Russian majors must complete the following tests:

- Foreign Language: Russian Content Area Test (test #259) – assesses knowledge of the Russian language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Spanish (MA or MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in PK-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for PK-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in World Language Spanish (preschool-grade 12), Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Degree Requirements (MA)	60
Total hours required	60

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

Students will be able to:

- Understand and apply theoretical foundations of world language education to develop sound instruction and teaching approaches for world language learners.
- Integrate theory and research on second language acquisition into praxis for world language learners.
- Evaluate and understand history and policies of world language education and how historical and policy context affect the education of world language learners.

- Demonstrate knowledge and understanding of various assessment issues that affect world language learners, such as accountability, reliability, validity, bias, special education testing, language proficiency, language supports, and accommodations.
- Understand and apply world language education (ACTFL) standards in unit/lesson planning and instruction.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy

- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)

- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Spanish

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Spanish I
- Advanced Spanish II

- Advanced Spanish
- Advanced High Spanish I
- Advanced High Spanish II
- Advanced High Spanish III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SCG 406	HUMAN DEVELOPMENT AND LEARNING:SECONDARY	4
T&L 425	CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
T&L 449	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)	4
T&L 575	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Spanish at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- SPN 300-600 level Spanish course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
T&L 592	WORLD LANGUAGES STUDENT TEACHING (grade of B- or better required)	6
T&L 593	WORLD LANGUAGES SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

Course	Title	Quarter Hours
T&L 589	THESIS RESEARCH IN TEACHING AND LEARNING	4

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Spanish majors must complete the following tests:

- Foreign Language: Spanish Content Area Test (test #260) – assesses knowledge of the Spanish language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching English in Two-Year Colleges Certificate

The Certificate Program in Teaching English in Two-Year Colleges is an interdisciplinary program housed in the Department of English and taught by faculty in both English and the Department of Writing, Rhetoric, and Discourse. The program is designed to prepare prospective teachers of introductory classes in English, Writing, and the Humanities in city and community college settings. Participants in the Certificate Program will learn to teach critical and analytical reading, the processes and disciplines of writing, and other aspects of the arts, humanities, or communication curriculum in two-year colleges.

The Certificate is comprised of 16 hours of credit: three pedagogy-based courses and a teaching internship, enrolled as an Independent Study.

Application

To be admitted to the Certificate Program, students must have completed or be currently pursuing a master's degree in English; Writing and Publishing; Writing, Rhetoric, and Discourse; or a related field.

Applications are accepted at any time. Interested students should contact their program director or Professor Michele Morano for more information, mmorano@depaul.edu (%20mschell2@depaul.edu) . Please email all application materials directly to Michele Morano (not to Graduate Admissions).

Application materials:

- Cover letter describing interest in teaching in a two-year college
- Current CV (résumé)
- Undergraduate and graduate academic transcripts
- Sample of recent academic or professional writing
- Names of two faculty references

Certificate Requirements

Course	Title	Quarter Hours
ENG 474	TEACHING LITERATURE	4
WRD 540	TEACHING WRITING	4
ENG 509	INTERNSHIP	4
Select one of the following:		4
ENG 407	LANGUAGE AND STYLE FOR WRITERS	
ENG 473	TEACHING CREATIVE WRITING	
ENG 478	TOPICS IN TEACHING	
WRD 506	MULTICULTURAL RHETORICS	
WRD 545	TEACHING WRITING ONLINE	

WRD 550	TOPICS IN TEACHING WRITING AND LANGUAGE (when topic is appropriate)
WRD 582	WRITING CENTER THEORY AND PEDAGOGY
Or another graduate course approved by the Program Director.	

Two-Year College Teaching Internship

Graduate students in English or a related field are eligible to apply for the internship **even if they are not enrolled in the Certificate Program**. Please contact Professor Morano about applying for an internship.

Also, please note: Chicago-area two-year colleges operate on the semester system; therefore, the internship's duration does not correspond to DePaul's academic calendar. The intern should expect to complete the work for ENG 509 some time after the end of the quarter in which registered. A grade of "R" (indicating work in progress) will be assigned temporarily, to be changed to a letter grade when work is completed.

Teaching English to Speakers of Other Languages Certificate

The WRD department offers a Graduate Certificate in TESOL, which may be completed by students in an existing DePaul graduate program or by students who wish to complete only the Certificate. Made up of courses in the programs of Writing, Rhetoric, & Discourse, Bilingual-Bicultural Education, English, and Modern Languages, the Certificate prepares students to teach English as a Second Language (ESL) to adult learners in the United States and abroad. The Certificate may also be attractive to faculty at non-U.S. institutions who wish to come to the U.S. for education in working with second language learners.

Course Requirements

Course	Title	Quarter Hours
Theory		
Select one of the following:		4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	
MOL 454	THEORETICAL FOUNDATIONS/CURRENT RESEARCH SECOND/FOREIGN LANGUAGE ACQUISITION	
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE (when topic is relevant)	
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	
WRD 512	TOPICS IN LANGUAGE (when topic is relevant)	
Methods		
Select one of the following:		4
WRD 543	TEACHING ESL WRITING	
WRD 544	TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE	

WRD 550	TOPICS IN TEACHING WRITING AND LANGUAGE (when topic is relevant)
Sociolinguistics	
Select one of the following:	
WRD 507	GLOBAL ENGLISHES
WRD 514	SOCIOLINGUISTICS
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE (when topic is relevant)
Language Structure	
Select one of the following:	
ENG 400	STRUCTURE OF MODERN ENGLISH
ENG 401	HISTORY OF THE ENGLISH LANGUAGE
ENG 408	STYLISTICS
ENG 478	TOPICS IN TEACHING (Grammar for Teachers) ¹
WRD 512	TOPICS IN LANGUAGE (when topic is relevant)
WRD 546	PEDAGOGICAL GRAMMAR
Field Experience	

20 hours of field experience working with adult language learners. Field experience will be arranged individually with the Coordinator of the Certificate program.

¹ ENG 478 counts for TESOL credit only with this subtitle.

Students completing the Master's in Bilingual-Bicultural Education can complete the Certificate program by taking their Theory and Sociolinguistics courses in BBE and their Methods and Language Structure courses in WRD; they must complete all requirements for the BBE program to receive the Master's degree. Students in the Master of Arts in English (MAE) may complete their Language and Structure requirement in English; any two additional courses from the list above will count for credit in both MAE and the TESOL Certificate. For Students in the MA in WRD, a maximum of two courses (8 credits) from MOL or BBE may be counted as credits toward the MA in WRD degree.

Students who are concurrently completing any other graduate degree program at DePaul must work with their program director/advisor to determine if TESOL Certificate courses will count toward their degree requirements.

Admission Requirements

Applications are accepted at any time, and students may begin the program at the start of any academic quarter. The program is open to both non-degree seeking students and students concurrently enrolled in a DePaul graduate degree program. All applicants must hold a bachelor's degree.

There are two processes for applying to the program, depending on the status of the applicant.

Current graduate students in any DePaul program should write a personal statement of 300-500 words describing their interest in the certificate, prior experience in TESOL or related fields, and professional goals for pursuing the certificate. Email the statement to the TESOL Coordinator, Professor Jason Schneider (jason.schneider@depaul.edu).

Applicants who are not currently enrolled as DePaul students should apply online (<https://www.depaul.edu/apply/Pages/default.aspx>), and be prepared to submit the following:

- an LAS graduate admission online application
- transcripts from all schools attended
- a personal statement of 300-500 words describing their interest in the program, prior experience in TESOL or related fields, and professional goals for pursuing the certificate

Television Production (Minor)

The Television Production minor will give you a foundation in writing, editing and producing television programs. You may specialize in a specific area to complement your major course of study.

Course Requirements

Course	Title	Quarter Hours
FILM 105	FOUNDATIONS OF TELEVISION	4
FILM 115	TELEVISION PRODUCTION I	4
or FILM 116	INTRODUCTION TO TV PRODUCTION FOR NON-MAJORS	
FILM 215	TELEVISION PRODUCTION II: LIVE MULTICAM STUDIO PRODUCTION	4
FILM 216	PRODUCTION III: SCRIPTED MULTICAM STUDIO PRODUCTION	4
Select Eight (8) Credit Hours from the following:		8
CP 360	PRODUCING TELEVISION	
FILM 317	ACTORS WORKING ON TELEVISION	
FILM 319	LIVE EVENT/TALK TV WORKSHOP	
FILM 384	DIRECTING FOR TELEVISION	
FILM 392	TOPICS IN TV PRODUCTION	
POST 315	EDITING FOR TELEVISION	
SCWR 361	PRODUCING THE INDEPENDENT TELEVISION SERIES	
SCWR 362	MARKETING AND DISTRIBUTING THE INDEPENDENT TELEVISION SERIES	
SCWR 365	SHOWRUNNING I	
SCWR 366	SHOWRUNNING II	

Theatre Arts (BFA)

The Theatre School's Bachelor of Fine Arts (BFA) degree in Theatre Arts is our most flexible program and allows students to study and get experience in a variety of theatrical disciplines. The program is tailored toward students interested in pursuing careers in areas as diverse as directing, arts writing, educational outreach, literary management, arts administration or law.

Newly admitted Theatre Arts majors are automatically placed in the standard Theatre Arts curriculum, which includes all core and elective requirements for the BFA degree in Theatre Arts. After completing a minimum of two quarters of study at The Theatre School, students have the option of adding a concentration in either Theatre for Young Audiences (TYA) or Directing.

With respect to the core and elective requirements, students must declare a concentration either in the standard concentration, which

includes successful completion of all core requirements plus elective courses in theatre (26 credit hours), chosen in consultation with the student's advisor. The requirements for those students who declare a concentration in either TYA or Directing include successful completion of all core requirements plus eight courses (or 32 credit hours) to fulfill the requirements of the concentration.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	114
Concentration Requirements	26-32
Total hours required	192-198

Program Specific Outcomes

Students will be able to:

- Read and interpret a theatrical text and apply research, imagination, and personalization to create a unique, insightful, and compelling approach to the production of the text.
- Demonstrate an understanding of the history of theatrical literature and practice in the context of social and cultural development.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program	Hours
Chicago Quarter	
LSP 110 DISCOVER CHICAGO or LSP 111 or EXPLORE CHICAGO	4
Focal Point	
Not Required	
Writing	
WRD 103 COMPOSITION AND RHETORIC I ¹	4
WRD 104 COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning	
MAT 120 QUANTITATIVE REASONING ²	4
Sophomore Year	
Race, Power, and Resistance	
LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE	4

Junior Year

Experiential Learning

Not Required

Senior Year

Capstone

Not Required

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- THE 204 HISTORY OF DRAMATIC LITERATURE
- THE 205 HISTORY OF DRAMATIC LITERATURE
- THE 206 HISTORY OF DRAMATIC LITERATURE

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

First Year		Hours
THE 212	INTRODUCTION TO THEATRE STUDIES	4
THE 210	SCRIPT ANALYSIS	4
THE 268	INTRODUCTION TO THE PRODUCTION PROCESS	4
THE 291	PERFORMANCE WORKSHOP I	4
History of Dramatic Literature Sequence (Arts and Literature Requirement)		
THE 204	HISTORY OF DRAMATIC LITERATURE	4
THE 205	HISTORY OF DRAMATIC LITERATURE	4
THE 206	HISTORY OF DRAMATIC LITERATURE	4
Three Quarters of Theatre Crew		6
TEC 107	THEATRE CREW	
Second Year		
THE 324	DRAMATIC THEORY	4
Design Workshop Sequence		
THE 141	DESIGN WORKSHOP	4

THE 142	DESIGN WORKSHOP	4
Performance Workshop Sequence		
THE 292	PERFORMANCE WORKSHOP II	4
THE 293	PERFORMANCE WORKSHOP III	4
Dramatic Literature Electives: Select three courses in consultation with advisor		12
Third Year		
THE 143	DESIGN WORKSHOP	4
THE 325	DRAMATIC CRITICISM	4
Directing Sequence		
PRF 374	DIRECTING	4
PRF 375	DIRECTING	4
PRF 376	DIRECTING	4
Fourth Year		
Capstone Sequence		
THE 408	CAPSTONE:PREPARING FOR THE PROFESSION	4
THE 412	PORTFOLIO PREPARATION	4
Production Practice/Internship: Select eight credits total in consultation with advisor		8

Theater Elective Requirements

In addition to the requirements above 24 credit hours of Theatre Electives must be completed, to be chosen in consultation with the student's advisor.

Standard Requirements

For Theater Arts Majors who do not pursue a Directing or Theater for Young Audiences concentration, 26 credit hours of open electives is also required to meet the minimum graduation requirement of 192 hours. Courses should be chosen in consultation with the student's advisor. Students are strongly encouraged to utilize these courses to pursue a minor or second major.

Concentration Requirements

Students pursuing a concentration must complete the requirements from one of the following concentrations: Theatre for Young Audiences or Directing.

Concentration Requirements

- Directing Concentration, Theatre Arts (BFA) (p. 1242)
- Theatre for Young Audiences Concentration, Theatre Arts (BFA) (p. 1243)

Directing Concentration, Theatre Arts (BFA)

The concentration in Directing focuses on the theoretical knowledge and practical skills necessary for continuing work in this field. The concentration requires 8 courses or 32 credit hours of coursework that includes the first two quarters of the Dramaturgy I sequence (8 credit hours), two courses chosen from a corpus of four, depending on the student's directorial focus and interests (8 credit hours), a combination of two production practices and/or internship (8 credit hours), and two additional courses approved in consultation with the student's advisor. The breakdown of this coursework is as follows:

Course	Title	Quarter Hours
The first two quarters of the Dramaturgy I sequence		
THE 234	DRAMATURGY I: INTRODUCTION TO DRAMATURGY	4
THE 235	DRAMATURGY I: INTRODUCTION TO PRODUCTION DRAMATURGY	4
Select two of the following:		8
THE 236	DRAMATURGY I: TYA AND PLAYWORKS DRAMATURGY	
THE 334	DRAMATURGY II: CIVIC DRAMATURGY	
THE 335	DRAMATURGY II: NEW PLAY DRAMATURGY	
PRF 418	NEW PLAY WORKSHOP	
PRF 419	NEW PLAY WORKSHOP	
Select two of the following:		8
THE 271	THEATRE STUDIES PRODUCTION PRACTICE I	
THE 272	THEATRE STUDIES PRODUCTION PRACTICE I	
THE 273	THEATRE STUDIES PRODUCTION PRACTICE I	
THE 371	THEATRE STUDIES PRODUCTION PRACTICE II	
THE 372	THEATRE STUDIES PRODUCTION PRACTICE II	
THE 373	THEATRE STUDIES PRODUCTION PRACTICE II	
THE 471	THEATRE STUDIES PRODUCTION PRACTICE III	
THE 472	THEATRE STUDIES PRODUCTION PRACTICE III	
THE 473	THEATRE STUDIES PRODUCTION PRACTICE III	
THE 490	THEATRE STUDIES INTERNSHIP	
Select two additional courses as approved by the advisor		8

Open Electives

Open elective credit is also required to meet the minimum graduation requirement of 192 hours. Courses should be chosen in consultation with the student's advisor. Students are strongly encouraged to utilize these courses to pursue a minor or second major.

Theatre for Young Audiences Concentration, Theatre Arts (BFA)

The concentration in Theatre for Young Audiences (TYA) focuses on the theoretical knowledge and practical skills necessary for continuing work in this field. The concentration requires 8 courses or 32 credit hours of coursework. The breakdown of this coursework includes the three-term Dramaturgy I sequence (12 credit hours), a minimum of three terms (12 credit hours) of Production Practice assignments in The Theatre School's Playworks Series and/or a TYA Internship—in which the student serves as assistant director, dramaturg, or assistant dramaturg, and two additional courses (8 credit hours) as approved by the student's advisor, as follows:

Course	Title	Quarter Hours
Dramaturgy I Sequence		
THE 234	DRAMATURGY I: INTRODUCTION TO DRAMATURGY	4
THE 235	DRAMATURGY I: INTRODUCTION TO PRODUCTION DRAMATURGY	4
THE 236	DRAMATURGY I: TYA AND PLAYWORKS DRAMATURGY	4
Select three of the following:		12
THE 271	THEATRE STUDIES PRODUCTION PRACTICE I	
THE 272	THEATRE STUDIES PRODUCTION PRACTICE I	
THE 273	THEATRE STUDIES PRODUCTION PRACTICE I	
THE 371	THEATRE STUDIES PRODUCTION PRACTICE II	
THE 372	THEATRE STUDIES PRODUCTION PRACTICE II	
THE 373	THEATRE STUDIES PRODUCTION PRACTICE II	
THE 471	THEATRE STUDIES PRODUCTION PRACTICE III	
THE 472	THEATRE STUDIES PRODUCTION PRACTICE III	
THE 473	THEATRE STUDIES PRODUCTION PRACTICE III	
THE 490	THEATRE STUDIES INTERNSHIP	
Select two additional courses as approved by the advisor		8

Open Electives

Open elective credit is also required to meet the minimum graduation requirement of 192 hours. Courses should be chosen in consultation with the student's advisor. Students are strongly encouraged to utilize these courses to pursue a minor or second major.

Theatre Management (BFA)

The Theatre School's Bachelor of Fine Arts (BFA) degree in Theatre Management program teaches students both the art and business of theatre while preparing them for careers in the extensive and growing performing arts industry. With a focus on both non-profit arts administration and the commercial theatre, the Theatre Management program uses the theatrical community in Chicago as a laboratory where students interview arts leaders, discover best practices through research, and participate in the art form through internships and production practice assignments.

The Theatre Management curriculum combines Theatre Arts courses from The Theatre School with courses from the Liberal Studies program and The Driehaus College of Business. In alternating years the program offers the New York City Intensive, a one week independent study in New York City, America's commercial theatre capital. Theatre Management faculty members are industry professionals allowing you a first-hand experience.

Upon completion of the Theatre Management program you will earn a Bachelor of Fine Arts (BFA) in Theatre Management at The Theatre

School and, with the addition of a single course, a minor in Management through The Driehaus College of Business.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	158
Total hours required	210

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and describe the historical and theoretical significance of a range of theatrical artists, works, and artistic approaches from antiquity to present.
- Synthesize and apply elements of their education and training to the preparation, rehearsal, and presentation of theatrical productions with discipline, respect, and maturity.
- Identify and explain their theatrical work in the context of the cultural and social impact of the arts.

Program Specific Outcomes

Students will be able to:

- Design and implement a plan for the preparation, rehearsal, and presentation of theatrical productions, including budgeting and marketing.
- Demonstrate an understanding of the practice of the various disciplines involved in the creation of a theatrical performance and both the artistic and practical requirements of each.
- Communicate effectively, both orally and in writing, and have an understanding of the documentation required for the planning and execution of theatrical productions, including budgeting and contracts.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		

Not Required
Senior Year
Capstone
Not Required

¹ Students must earn a C- or better in this course.
² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- THE 204 HISTORY OF DRAMATIC LITERATURE
- THE 205 HISTORY OF DRAMATIC LITERATURE
- THE 206 HISTORY OF DRAMATIC LITERATURE

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

First Year		Hours
THE 210	SCRIPT ANALYSIS	4
THE 212	INTRODUCTION TO THEATRE STUDIES	4
THE 268	INTRODUCTION TO THE PRODUCTION PROCESS	4
THE 291	PERFORMANCE WORKSHOP I	4

History of Dramatic Literature Sequence (Arts and Literature Requirement)		
THE 204	HISTORY OF DRAMATIC LITERATURE	4
THE 205	HISTORY OF DRAMATIC LITERATURE	4
THE 206	HISTORY OF DRAMATIC LITERATURE	4
Three Quarters of Theatre Crew		6
TEC 107	THEATRE CREW	
Second Year		
THE 292	PERFORMANCE WORKSHOP II	4
THE 324	DRAMATIC THEORY	4
MAT 242	ELEMENTS OF STATISTICS	4
MGT 228	BUSINESS, ETHICS, AND SOCIETY	4
Theatre Management I Sequence		
THE 201	THEATRE MANAGEMENT I: INTRODUCTION TO MANAGEMENT CONCEPTS IN THE PERFORMING ARTS	4
THE 202	THEATRE MANAGEMENT I: ORGANIZATIONAL STRUCTURE AND FINANCIAL MANAGEMENT	4
THE 203	THEATRE MANAGEMENT I: MARKETING FOR THE ARTS	4
Design Workshop Sequence		
THE 141	DESIGN WORKSHOP	4
THE 142	DESIGN WORKSHOP	4
Accounting Sequence		
ACC 101	INTRODUCTION TO ACCOUNTING I	4
ACC 102	INTRODUCTION TO ACCOUNTING II	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
Internships: Select two, four credit-hours each ¹		8
Third Year		
PRF 374	DIRECTING	4
THE 325	DRAMATIC CRITICISM	4
THE 207	THEATRE MANAGEMENT I: INSTITUTIONAL ADVANCEMENT AND COMMUNITY ENGAGEMENT	4
Theatre Management II Sequence		
THE 301	THEATRE MANAGEMENT II: INTRODUCTION TO COMMERCIAL THEATRE	4
THE 302	THEATRE MANAGEMENT II: HUMAN RESOURCES MANAGEMENT IN THE COMMERCIAL THEATRE	4
THE 303	THEATRE MANAGEMENT II: FINANCIAL MANAGEMENT IN THE COMMERCIAL THEATRE	4
Production Practice		
Select two of the following:		8
THE 271	THEATRE STUDIES PRODUCTION PRACTICE I	
THE 272	THEATRE STUDIES PRODUCTION PRACTICE I	
THE 273	THEATRE STUDIES PRODUCTION PRACTICE I	
Management Concepts and Practices Sequence		
MGT 300	PRINCIPLES OF MANAGEMENT	4

MGT 301	PRINCIPLES OF OPERATIONS MANAGEMENT	4
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Fourth Year

Capstone Sequence		
THE 408	CAPSTONE:PREPARING FOR THE PROFESSION	4

THE 410	THEATRE STUDIES CAPSTONE	2
THE 412	PORTFOLIO PREPARATION	4

Management Sequence		
MGT 307	HUMAN RESOURCES MANAGEMENT	4
MGT 370	BUSINESS PLAN DEVELOPMENT	4

Dramatic Literature Electives: Select three courses in consultation with advisor		12
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Internships: Select two, six credit-hours each ¹		8
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¹ Internships are designed to meet the individual needs of the student. The internship will entail practical work in the Theatre Management field with a producing theatre company. Internships will be supervised and evaluated by the faculty of the program.

Open Electives

Open elective credit may also be required to meet the minimum graduation requirement of 192 hours.

Theatre Studies (Minor)

The Theatre School offers a minor as a way for DePaul University students in other colleges to engage and explore their interest in the theatre through a broad range of theatre coursework. Theatre School students are not eligible to declare a minor in Theatre Studies.

Course Requirements

A minor in Theatre Studies requires the completion of 24 Theatre School credits of the student's choosing, based on the list below. Students from outside The Theatre School may take the following classes at their home college tuition rate:

Course	Title	Quarter Hours
Select 24 Theatre School credits:		24
ACT 290	ACTING AND PERFORMANCE	
ACT 380	ADVANCED ACTING AND PERFORMANCE	
ACT 100	POLITICS, POP CULTURE, AND THE STAGE	
ACT 200	MAKING PLAYS: THEATER AND THE ART OF PRODUCTION	
ACT 209	SKETCH COMEDY	
ACT 213	SCI-FI AND OTHER GENRE FICTION IN THEATRE	
ACT 215	PLAYS ABOUT SPORTS	
ACT 216	SCREEN TO STAGE	
ACT 217	THE ART OF STORYTELLING	
ACT 241	ARE WE STILL FABULOUS?: QUEER IDENTITY IN CONTEMPORARY DRAMA	
ACT 242	STAGE DIRECTION FOR NON-MAJORS	
ACT 244	DRAMATIC WRITING FOR NON-MAJORS	

ACT 250	AMERICAN FUNNY: STAGE COMEDY FROM GROUCHO MARX TO TINA FEY
ACT 251	STAGE TO SCREEN: CINEMATIC TRANSLATIONS OF THE DRAMATIC CANON
ACT 253	THEME PARK THEATRE
ACT 255	ANGELS, PUNKS AND RAGING QUEENS: THE ECLECTIC QUILT OF AIDS DRAMA
ACT 257	WRITING LOCALLY, THINKING GLOBALLY: INTERNATIONAL THEATRE FOR YOUNG AUDIENCES DRAMATIC LITERATURE
ACT 301	MODERN DANCE ^{this repeatable course may only be applied once to fulfill a minor requirement}
THE 256	THEATRE FOR YOUNG AUDIENCES DRAMATIC LITERATURE: PLAYS FOR THE ONCE AND FUTURE AMERICAN AUDIENCE
THE 330	MUSICAL THEATRE WORKSHOP ^{with permission of the instructor}
THE 434	SEMINAR: TOPICS IN DRAMATIC LITERATURE
THE 435	SEMINAR: TOPICS IN DRAMATIC LITERATURE
THE 436	SEMINAR: TOPICS IN DRAMATIC LITERATURE

All courses are offered on an as needed basis. On occasion, Theatre Studies minors may take Theatre Studies (THE) classes not listed above.¹ Availability of those courses is dependent on space available in the class, completion of appropriate prerequisites and permission of the instructor, which the student must obtain in order to enroll. Classes in the acting program (PRF) are not open to students pursuing a minor.

Students pursuing a minor who are approved to take Theatre School courses not on this list will be charged the part-time, per-credit Theatre School tuition rate for those classes.

¹ If approved by instructor, any Theatre Studies (THE) course may be applied towards completion of the minor.

Theatre Technology (BFA)

The Theatre School's Bachelor of Fine Arts (BFA) degree in Theatre Technology trains students to execute the realization of a designer's vision. Theatre Technology majors collaborate with the Scenic, Lighting, and Sound Designers, and other artists and technicians, to create the set, props, light, and sound for theatre and entertainment productions.

Program Requirements	Quarter Hours
Liberal Studies Requirements	52
Major Requirements	147
Total hours required	199

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and describe the historical and theoretical significance of a range of theatrical artists, works, and artistic approaches from antiquity to present.
- Synthesize and apply elements of their education and training to the preparation, rehearsal, and presentation of theatrical productions with discipline, respect, and maturity.
- Identify and explain their theatrical work in the context of the cultural and social impact of the arts.

Program Specific Outcomes

Students will be able to:

- Understand and interpret a design concept or design elements and create a plan to fabricate and implement the design for production.
- Effectively communicate, orally and in writing, with members of the production team and be able to both create and interpret appropriate production documents.
- Demonstrate and apply an expertise in a variety of technologies in a broad range of applications for theatrical production.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Not Required		
Senior Year		
Capstone		
Not Required		

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

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- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

First Year	Hours
Two quarters of Introduction to Theatre Technology	8
TEC 104 INTRODUCTION TO THEATRE TECHNOLOGY	
Technical Drawing Sequence I:	
TEC 151 TECHNICAL DRAWING I	2
TEC 152 TECHNICAL DRAWING I	2
TEC 153 TECHNICAL DRAWING I	2
Principles of Design Sequence:	
DES 141 ELEMENTS OF DESIGN	4
DES 142 PRINCIPLES OF DESIGN	4
DES 143 SCRIPT ANALYSIS	4
History of Dramatic Literature Sequence (Arts and Literature Requirement):	
THE 204 HISTORY OF DRAMATIC LITERATURE	4
THE 205 HISTORY OF DRAMATIC LITERATURE	4
THE 206 HISTORY OF DRAMATIC LITERATURE	4

Three Quarters of Theatre Crew:	6
TEC 107 THEATRE CREW	

Second Year

Technical Drawing Sequence II:

TEC 251 TECHNICAL DRAWING II	3
TEC 252 TECHNICAL DRAWING II	3
TEC 253 TECHNICAL DRAWING II	3

Construction and Rigging Sequence I:

TEC 257 CONSTRUCTION AND RIGGING I	3
TEC 258 CONSTRUCTION AND RIGGING I	3
TEC 259 CONSTRUCTION AND RIGGING I	3

Design/Technical Electives

12

Production Practice Sequence I:

TEC 271 TECHNICAL PRODUCTION PRACTICE I	3
TEC 272 TECHNICAL PRODUCTION PRACTICE I	3
TEC 273 TECHNICAL PRODUCTION PRACTICE I	3

Third Year

Survey of the Arts for Theatre Sequence:

THE 381 SURVEY OF THE ARTS FOR THEATRE	4
THE 382 SURVEY OF THE ARTS FOR THEATRE	4

Construction and Rigging Sequence II:

TEC 357 CONSTRUCTION AND RIGGING II	3
TEC 358 CONSTRUCTION AND RIGGING II	3
TEC 359 CONSTRUCTION AND RIGGING II	3

Design/Technical Electives

12

Production Practice Sequence II:

8

Select two of the following:

TEC 371 TECHNICAL PRODUCTION PRACTICE II	
TEC 372 TECHNICAL PRODUCTION PRACTICE II	
TEC 373 TECHNICAL PRODUCTION PRACTICE II	

Fourth Year

Production Management Seminar:

TEC 457 PRODUCTION MANAGEMENT SEMINAR	3
TEC 458 PRODUCTION MANAGEMENT SEMINAR	3
TEC 459 PRODUCTION MANAGEMENT SEMINAR	3

Design/Technical Electives

16

Open Elective

4

Production Practice III and/or Internship:

10

Select two of the following:

TEC 471 TECHNICAL PRODUCTION PRACTICE III	
TEC 472 TECHNICAL PRODUCTION PRACTICE III	
TEC 473 TECHNICAL PRODUCTION PRACTICE III	
TEC 490 INTERNSHIP	

Translation and Interpreting Studies Graduate Certificate

The certificate consists of three to five 4-credit courses and one 2-credit course, for a total of 14-22 credits. To earn the certificate, students must earn at least a B- in each certificate course, and a GPA of at least 2.5 across all certificate courses.

Students can choose from one of three tracks:

- Translation
- Interpreting
- Translation and Interpreting (T&I)

To declare the certificate, students must contact Elias Shakkour (e.shakkour@depaul.edu) and include the following information in the email:

- Student ID
- Primary College
- Track (Translation, Interpreting or T&I)

Course requirements are listed below. For each track, courses may be substituted on a case-by-case basis following consultation with the Director of TIC, and, if appropriate, the respective language program director.

Translation Track:

Course	Title	Quarter Hours
MOL 470	PROFESSIONAL TRANSLATION AND INTERPRETING	4
Non-language-specific Translation Course*		4
Language-Specific Translation Course**		4
MOL 479	TRANSLATION/INTERPRETING PRACTICUM	2

* Either of the following courses satisfies this requirement:

Course	Title	Quarter Hours
MOL 471	TRANSLATION AS AN ART & SCIENCE	4
MOL 472	TRANSLATION LANGUAGE-PAIR PRACTICE	4

**Any of the following courses satisfies this requirement:

Course	Title	Quarter Hours
ARB 430	ARABIC TRANSLATION	4
FCH 421	TRANSLATION	4
FCH 423	TRANSLATION II	4
FCH 424	TRANSLATION III	4
GER 421	TRANSLATION	4
ITA 421	TRANSLATION	4
SPN 425	ADVANCED SPANISH TRANSLATION	4
SPN 434	ADVANCED TRANSLATION IN THE PROFESSIONAL WORLD: COMMUNITY-BASED SERVICE LEARNING	4
A 400-level JPN course if taught as a Japanese translation practicum		4

If the student's language is one for which a language-specific translation is not offered, the student will be required to satisfy this requirement by taking MOL 471 or MOL 472, whichever is not taken to satisfy the non-language-specific translation course requirement.

Interpreting Track:

Course	Title	Quarter Hours
MOL 470	PROFESSIONAL TRANSLATION AND INTERPRETING	4
MOL 473	CONSECUTIVE INTERPRETING	4
MOL 474	SIMULTANEOUS INTERPRETING	4
MOL 479	TRANSLATION/INTERPRETING PRACTICUM	2

Translation and Interpreting Track (T&I):

Course	Title	Quarter Hours
MOL 470	PROFESSIONAL TRANSLATION AND INTERPRETING	4
Non-language-specific Translation Course*		4
Language-Specific Translation Course**		4
MOL 473	CONSECUTIVE INTERPRETING	4
MOL 474	SIMULTANEOUS INTERPRETING	4
MOL 479	TRANSLATION/INTERPRETING PRACTICUM	2

* Either of the following courses satisfies this requirement:

Course	Title	Quarter Hours
MOL 471	TRANSLATION AS AN ART & SCIENCE	4
MOL 472	TRANSLATION LANGUAGE-PAIR PRACTICE	4

**Any of the following courses satisfies this requirement:

Course	Title	Quarter Hours
ARB 430	ARABIC TRANSLATION	4
FCH 421	TRANSLATION	4
FCH 423	TRANSLATION II	4
FCH 424	TRANSLATION III	4
GER 421	TRANSLATION	4
ITA 421	TRANSLATION	4
SPN 425	ADVANCED SPANISH TRANSLATION	4
SPN 434	ADVANCED TRANSLATION IN THE PROFESSIONAL WORLD: COMMUNITY-BASED SERVICE LEARNING	4
A 400-level JPN course if taught as a Japanese translation practicum		4

If the student's language is one for which a language-specific translation is not offered, the student will be required to satisfy this requirement by taking MOL 471 or MOL 472, whichever is not taken to satisfy the non-language-specific translation course requirement.

Translation and Interpreting Studies Undergraduate Certificate

The certificate consists of three to five 4-credit courses and one 2-credit course, for a total of 14-22 credits. To earn the certificate, students must earn at least a C- in each certificate course, and a GPA of at least 2.0 across all certificate courses.

Students can choose from one of three tracks:

- Translation
- Interpreting
- Translation and Interpreting (T&I)

To declare the certificate, students must contact Elias Shakkour (e.shakkour@depaul.edu) and include the following information in the email:

- Student ID
- Primary College
- Track (Translation, Interpreting or T&I)

Course requirements are listed below. For either track, courses may be substituted on a case-by-case basis following consultation with the Director of TIC, and, if appropriate, the respective language program director.

Translation Track:

Course	Title	Quarter Hours
MOL 370	PROFESSIONAL TRANSLATION AND INTERPRETING	4
Non-language-specific Translation Course*		4
Language-Specific Translation Course**		4
MOL 379	TRANSLATION/INTERPRETING PRACTICUM	2

*Either of the following courses satisfies this requirement:

Course	Title	Quarter Hours
MOL 371	TRANSLATION AS AN ART & SCIENCE	4
MOL 372	TRANSLATION LANGUAGE-PAIR PRACTICE	4

**Any of the following courses satisfies this requirement:

Course	Title	Quarter Hours
ARB 330	ARABIC TRANSLATION	4
FCH 321	TRANSLATION	4
FCH 323	TRANSLATION II	4
FCH 324	TRANSLATION III	4
GER 321	TRANSLATION	4
ITA 321	TRANSLATION	4
SPN 325	SPANISH TRANSLATION II: THEORY AND PRACTICE	4
SPN 334	SPANISH TRANSLATION III: ADVANCED TRANSLATION AND PRACTICE	4

A 300-level JPN course if taught as a Japanese translation practicum	4
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If the student's language is one for which a language-specific translation is not offered, the student will be required to satisfy this requirement by taking MOL 371 or MOL 372, whichever is not taken to satisfy the non-language-specific translation course requirement.

Interpreting Track:

Course	Title	Quarter Hours
MOL 370	PROFESSIONAL TRANSLATION AND INTERPRETING	4
MOL 373	CONSECUTIVE INTERPRETING	4
MOL 374	SIMULTANEOUS INTERPRETING	4
MOL 379	TRANSLATION/INTERPRETING PRACTICUM	2

Translation and Interpreting Track (T&I):

Course	Title	Quarter Hours
MOL 370	PROFESSIONAL TRANSLATION AND INTERPRETING	4
Non-language-specific Translation Course*		4
Language-Specific Translation Course**		4
MOL 373	CONSECUTIVE INTERPRETING	4
MOL 374	SIMULTANEOUS INTERPRETING	4
MOL 379	TRANSLATION/INTERPRETING PRACTICUM	2

*Either of the following courses satisfies this requirement:

Course	Title	Quarter Hours
MOL 371	TRANSLATION AS AN ART & SCIENCE	4
MOL 372	TRANSLATION LANGUAGE-PAIR PRACTICE	4

**Any of the following courses satisfies this requirement:

Course	Title	Quarter Hours
ARB 330	ARABIC TRANSLATION	4
FCH 321	TRANSLATION	4
FCH 323	TRANSLATION II	4
FCH 324	TRANSLATION III	4
GER 321	TRANSLATION	4
ITA 321	TRANSLATION	4
SPN 325	SPANISH TRANSLATION II: THEORY AND PRACTICE	4
SPN 334	SPANISH TRANSLATION III: ADVANCED TRANSLATION AND PRACTICE	4

A 300-level JPN course if taught as a Japanese translation practicum	4
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If the student's language is one for which a language-specific translation is not offered, the student will be required to satisfy this requirement by

taking MOL 371 or MOL 372, whichever is not taken to satisfy the non-language-specific translation course requirement.

U.S. Legal Studies (LLM)

The Master of Laws in U.S. Legal Studies is designed for students who received a first degree in law outside the United States and who wish to pursue advanced study in American law. International lawyers will improve English language skills and gain a deep and sophisticated understanding of the U.S. legal system.

The degree is flexible, allowing students to select a combination of core courses that give a strong foundation in American law. Students complete a minimum of 24 credits and a maximum of 32 credits to earn the degree, with six credits of required foundational coursework.

The degree is designed to give foreign-trained lawyers the opportunity to meet the course requirements to sit for the bar exam in a select group of states. Successful completion of a bar exam is one of the requirements to receive a license to practice law in a U.S. jurisdiction.

Program Requirements	Semester Hours
Core Requirements	9
Elective Requirements	15
Total hours required	24

Learning Outcomes

Students will be able to:

- Identify structures of the U.S. legal system and government institutions.
- Demonstrate understanding of how a common law system operates in a constitutional democracy.
- Demonstrate advanced knowledge of the legal rules and policies in the U.S. legal system.
- Identify and apply relevant legal authority.
- Communicate clearly in speech and writing.

Degree Requirements

The Master of Laws in U.S. Legal Studies is designed for students who received a first degree in law outside the United States. It begins with an orientation that introduces graduate students to DePaul's faculty, staff, library, computer and research facilities. Students also will participate in special courses introducing them to the differences between civil and common law systems, the foundations of the U.S. legal system, the methods of legal reasoning and analysis, and the basics of legal writing in the U.S. legal system.

The LLM in U.S. Legal Studies provides students with the opportunity to meet the course requirements to sit for the bar exam in a select group of states. Students must review requirements of the particular state carefully and discuss individual course selection with their academic advisor.

To earn the LLM in U.S. Legal Studies, a student must complete between 24 and 32 semester hours of credit with a minimum cumulative grade point average (GPA) of 2.0, including six credit hours of required coursework. A summer term is counted as a semester for this purpose. Students who complete 32 credit hours with a GPA below the 2.0 GPA required to earn the degree will not be permitted to continue taking classes to improve their GPA. A student is automatically dismissed if

he or she has a cumulative GPA below 2.0 for any three consecutive semesters.

The LLM program may be completed on either a full- or part-time basis but it must be completed within five years. Credits earned as part of the JD program do not count toward the LLM degree. In addition, no credit is given for law courses taken before a student is admitted to and enrolled in the LLM program. Students may be eligible to apply credits earned in the LLM program or in their first law degree toward a JD degree at the College of Law.

Course Requirements

Courses must be selected from the list below to meet the total requirement of between 24 and 32 credit hours. Students seeking to substitute a course that is not on this list must speak with their academic advisor.

Required Courses

Course	Title	Semester Hours
LAW 322	INTRODUCTION TO AMERICAN LAW AND LEGAL SYSTEMS	3
LAW 556	INTRODUCTION TO LEGAL WRITING AND RESEARCH	3

Elective Courses

Course	Title	Semester Hours
LAW 102	BUSINESS ORGANIZATIONS	
LAW 105	CONTRACTS	
LAW 120	CIVIL PROCEDURE	
LAW 140	CONSTITUTIONAL LAW	
LAW 160	PROPERTY	
LAW 170	TORT LAW	
LAW 210	FEDERAL INCOME TAXATION	
LAW 253	BAR PASSAGE PERFORMANCE TEST STRATEGIES	
LAW 254	BAR PASSAGE: CAPSTONE	
LAW 308	WILLS AND TRUSTS	
LAW 407	CONFLICT OF LAWS	
LAW 410	EVIDENCE	
LAW 417	LABOR LAW	
LAW 423	REMEDIES	
LAW 462	INSURANCE LAW	
LAW 481	LEGAL PROFESSION	
LAW 506	CRIMINAL LAW	
LAW 508	ADMINISTRATIVE LAW	
LAW 509	FAMILY LAW	
LAW 518	CRIMINAL PROCEDURE I: INVESTIGATION	
LAW 521	LEGISLATION AND STATUTORY INTERPRETATION	

Undergraduate Certificate in Disability Justice, Rights, and Policy Studies

One in five people in the US have at least one disability, and 35% of the working-age people with disabilities are employed, and about 15% of people worldwide live with a disability. The Certificate in Disability Justice, Rights, and Policy Studies is, therefore, designed to give students a structured introduction to this important topic. The certificate requires 12 credit hours (3 courses) and is available to both non-degree-seeking students and students in other DePaul undergraduate degree programs. Students in undergraduate programs can complete the certificate as part of their elective requirements, typically without any impact on time to degree completion or number of courses. Administered by the School of Public Service in collaboration with Peace, Justice and Conflict Studies (PAX), please contact PPSAdvising@depaul.edu for more information.

Course	Title	Quarter Hours
PAX 268	DISABILITY JUSTICE STUDIES: AN INTRODUCTION	4
PAX/PPS 278	DISABILITY JUSTICE, RIGHTS, AND POLICY	4
PPS 368	ENVIRONMENTALISM AND DISABILITY (or an approved 300-level elective) *	4

* With the consent of an advisor, students can replace PPS 368 with a 300-level course on a topic related to Disability Justice, Rights, and Policy Studies.

Undergraduate Spanish for Healthcare Certificate

The Undergraduate Certificate in Spanish for Healthcare is available to DePaul undergraduate and non-degree seeking students who are interested in using their Spanish in the various fields of healthcare, especially in encounters with Spanish-speaking patients. The certificate is 12 credit hours total and consists of the following three 4-credit hour courses (SPN 106 or equivalent, including placement test or permission of instructor, is recommended before enrolling in these courses):

- SPN 231: Health Spanish I
- SPN 232: Health Spanish II
- SPN 233: Health Spanish III

To earn the certificate, students must earn a grade of "C-" or higher in all three courses. Although students do not need to take the courses in a specific order, it is recommended that they follow the sequence when possible. Students who are not majoring in Spanish may apply the three courses in the certificate toward the Modern Language Option (<https://las.depaul.edu/academics/modern-languages/undergraduate/Pages/modern-language-option.aspx>).

To declare the certificate, students should contact the Director of the Spanish Program, Glen Carman (GCARMAN@depaul.edu), and include the following information in the email:

- Student ID
- Primary College

Urban Geography and Planning (Minor)

This specialized minor offers students an overview of the field of geography, focusing on urban geography courses with topics including urbanization, urban issues and solutions, and urban planning.

Course Requirements

Course	Title	Quarter Hours
Select five courses from the following:		20
GEO 103	URBANIZATION	
GEO 133	URBAN GEOGRAPHY - EXPERIENTIAL LEARNING	
GEO 200	SUSTAINABLE URBAN DEVELOPMENT	
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	
GEO 231	HISTORICAL GEOGRAPHY OF CHICAGO	
GEO 233	COMPARATIVE URBANISM	
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	
GEO 242	GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS	
GEO 243	EARTH OBSERVATION	
GEO 299	KNOWLEDGE, PLACE AND POWER	
GEO 310	GREEN INFRASTRUCTURE	
GEO 330	SUSTAINABLE URBAN TRANSPORTATION	
GEO 333	URBAN PLANNING	
GEO 334	URBAN/CITY DESIGN	
GEO 339	TOPICS IN ARCHITECTURE AND URBANISM	
GEO 395	SEMINAR IN SELECTED TOPICS (as applicable)	

Courses should be selected with the consent of the student's Geography faculty advisor.

A student completing an Urban Geography and Planning minor is eligible to simultaneously complete a GIS Certificate. Only 2 courses (GEO 241, and either GEO 242 or GEO 243) from the Urban Geography and Planning Minor can also be applied to the undergraduate GIS Certificate. A student wishing to complete an Urban Geography and Planning minor and an undergraduate GIS Certificate will complete a minimum of 8 Geography courses. Please see a faculty adviser in the Department of Geography for further details.

User Experience Design (BS)

The BS in User Experience Design prepares students for the expanding fields of user experience and interaction design. The program integrates visual design, code, and user research. Concepts and skills involved include design principles, prototyping, and usability testing. Students will learn how to analyze, design, develop and evaluate effective computer interfaces to provide better user experiences.

Program Requirements	Quarter Hours
Liberal Studies Requirements	72
Major Requirements	100
Open Electives	20
Total hours required	192

Learning Outcomes

Students will be able to:

- Plan and conduct a variety of user research methods for developing empathy, understanding problems, and identifying user needs and design opportunities.
- Evaluate, critique, create, and rationalize interfaces with respect to visual design principles, affordances, interaction design principles, and interaction design patterns.
- Transform user research and apply design principles and patterns to create wireframes, mockups, prototypes, and experiences that simulate interfaces and have enough functionality for usability testing with participants.
- Read, comprehend, and write code relevant to contemporary web and mobile devices at a basic level, use code to create rough prototypes, and research, evaluate, and rationalize design decisions as they relate to code.
- Effectively communicate user research findings, design concepts, and design rationale in written and verbal forms.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
UXD 394	USER EXPERIENCE DESIGN CAPSTONE 1	4
Senior Year		
Capstone		
UXD 395	USER EXPERIENCE DESIGN CAPSTONE 2 ¹	4

¹ Students must earn a C- or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required¹

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required¹

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 3 Courses Required
 - PSY 105
- 2 Additional Courses

¹ Students must take one of the following ethics courses: CSC 208 (PI), IT 228 (PI), PHL 248/MGT 248 (PI) or REL 228/MGT 228 (RD).

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the Experiential Learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Fundamental Courses

Course	Title	Quarter Hours
CSS 378	COMMUNITY-BASED TECHNOLOGY PROJECTS	4
GD 105	INTRO TO VISUAL DESIGN	4
GD 232	TYPOGRAPHY: SYSTEMS	4
IT 130	INTRODUCTORY COMPUTING FOR THE WEB	4
IT 223	DATA ANALYSIS	4
IT 240	INTRODUCTION TO DATABASES	4
UXD 101	DESIGN PRINCIPLES FOR USER EXPERIENCE DESIGN	4

UXD 210	INTRODUCTION TO USER EXPERIENCE DESIGN	4
UXD 220	PROTOTYPING METHODS I	4
UXD 222	INTRODUCTION TO DATA VISUALIZATION DESIGN	4
UXD 225	CODING DESIGN FRAMEWORKS	4
UXD 260	USER EXPERIENCE RESEARCH AND EVALUATION	4
UXD 270	USER-CENTERED WEB DESIGN	4
UXD 320	PROTOTYPING METHODS II	4
UXD 329	AI IN USER EXPERIENCE DESIGN	4
Select twenty-four (24) credit hours of Focus Area Electives		24
Select twenty (20) credit hours of Open Electives		20

Focus Area Electives

Students must select the required number of Focus Area Elective credit hours from the following list:

Course	Title	Quarter Hours
CSEC 345	HUMAN-CENTERED CYBERSECURITY (FORMERLY CNS 345)	
GD 109	WEB DESIGN TOOLS WORKSHOP	
GD 110	WEB DESIGN	
GD 200	GRAPHIC DESIGN: FORM	
GD 215	WEB DESIGN FOR COMMERCIAL PROJECTS	
IT 212	APPLIED OO PROGRAMMING	
IT 238	INTERACTIVE WEB SCRIPTING	
IT 320	CONTENT MANAGEMENT SYSTEMS	
IT 330	USER INTERFACE DEVELOPMENT FOR INTERACTIVE SYSTEMS	
CMNS 201	BUSINESS AND PROFESSIONAL COMMUNICATION	
UXD 227	COMPUTING HUMAN LIVES	
UXD 381	QUANTITATIVE DESIGN RESEARCH METHODS	
UXD 382	QUALITATIVE DESIGN RESEARCH METHODS	
UXD 390	SPECIAL TOPICS IN USER EXPERIENCE DESIGN	

Capstone Sequence

Course	Title	Quarter Hours
UXD 394	USER EXPERIENCE DESIGN CAPSTONE 1 (satisfies the experiential learning requirement in the liberal studies program)	4
UXD 395	USER EXPERIENCE DESIGN CAPSTONE 2 (satisfies the capstone requirement in the liberal studies program)	4

Professional Practices

Course	Title	Quarter Hours
INTD 151	DESIGN RESOURCES EXPLORATION	2
INTD 251	DESIGN PORTFOLIO DEVELOPMENT	2

Tools

Course	Title	Quarter Hours
Choose two (2) of the following workshop courses:		4
EXP 210	DESIGN AND FABRICATION FOR PHYSICAL SPACE WORKSHOP	
EXP 250	HARDWARE DESIGN BASICS WORKSHOP	
GD 150	ILLUSTRATOR WORKSHOP	
GD 151	PHOTOSHOP WORKSHOP	
GD 152	INDESIGN WORKSHOP	
UXD 251	UI/UX PROTOTYPING WORKSHOP	

Open Electives

Open Elective credit hours are required to meet the minimum graduation requirements of 192 hours. Open Electives may be taken from any unit at DePaul.

Degree Requirements

Students in this degree must meet the following requirements:

- Complete a minimum of 192 credit hours (generally 48 courses)
- Earn a grade of C- or higher in WRD 103, WRD 104, and all Major and Minor courses
- Earn a grade of D or higher in all other Liberal Studies and Open Elective courses
- Maintain a cumulative GPA of 2.0 or higher

User Experience Design (BS), Combined Bachelor's + Master's Degree

The combined Bachelor's/Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Students who meet the admission requirements below may choose to apply to a combined degree program. Interested students should consult their faculty advisor regarding the application procedure. This program allows students to combine many CDM bachelor's degrees with a CDM master's degree following the structure outlined below.

Admission Criteria

- Minimum of 44 quarter hours earned
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Full admission to the designated master's program requires meeting admission requirements (<https://www.cdm.depaul.edu/Admission-and-Aid/Pages/Grad-Program-Requirements.aspx>) for that program

- Faculty endorsement from a CDM full-time faculty member

Students should discuss their interest in a CDM combined degree program with a CDM faculty advisor. Before admission to the degree, students should work with the faculty advisor to identify a course plan for the combined degree program, including the list of courses to take and how the courses will be applied toward both the undergraduate and graduate degrees. Non-CDM students can email the CDM advising office (advising@cdm.depaul.edu) if interested in a combined degree with a CDM master's degree.

If you are currently a CDM student and interested in combining your CDM bachelor's degree with a non-CDM graduate degree, please contact the respective college for admission and application procedures.

Students enrolled in the Bachelor of Arts in Computing or the Bachelor of Arts in Professional Studies with a major in Computing (<https://www.cdm.depaul.edu/academics/Pages/BA-Computing.aspx>) joint degree programs between CDM and the School of Continuing and Professional Studies are eligible for this program. Interested students who meet the admission criteria for a combined degree should contact SCPS Academic Services (scpsadvising@depaul.edu) for more information. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Program Structure

Students in the combined degree program take a maximum of three (3) graduate level courses that count toward both their bachelor's and master's degree requirements. Students may enroll in graduate level coursework in the junior and senior year only. Students in the combined degree program will receive the bachelor's degree after meeting all graduation requirements including the minimum credit hours required for graduation.

To earn the master's degree, the student must earn as many additional graduate credit hours as needed to reach the minimum number of graduate credit hours required in that master's degree.

Only CDM courses can be taken as part of this program. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Maintaining Good Standing

Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter.

The student and faculty advisor will be notified when the student's cumulative GPA falls below 3.3 or when the students receives less than a C- in graduate level course.

If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional B.A./B.S./B.F.A.

If dismissed from the combined degree program after graduate courses have been passed, the graduate courses may only apply to the undergraduate degree. Should the student later be admitted to a graduate program, graduate courses applied to the undergraduate degree may not apply to the graduate program and may not be repeated if they are

required in the declared graduate curriculum. Other graduate courses may be substituted in this case.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study should include the graduate courses to be taken and the undergraduate courses that are replaced by the graduate courses. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

It is advisable for the student and the faculty advisor to enter the proposed plan of study in the student communication record in BlueStar so it is available to the student and CDM faculty and staff.

Registering for Master's Degree Courses

Combined degree students must meet regularly with their faculty advisor. The faculty advisor will initiate the registration process for all graduate level courses taken during the undergraduate career.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. When preparing to complete the undergraduate portion of the combined degree, students must submit the application for degree conferral for the undergraduate degree by the application deadline. At this time, the students should contact the CDM Academic Success Center about the procedure required to be formally admitted to the declared graduate program.

User Experience Design (Minor)

The User Experience Design minor gives students a foundational skill set in the expanding field of interaction design and its applications to multimedia and web development.

Course Requirements

Course	Title	Quarter Hours
UXD 101	DESIGN PRINCIPLES FOR USER EXPERIENCE DESIGN	4
UXD 210	INTRODUCTION TO USER EXPERIENCE DESIGN	4
Select 16 credit hours from the following list:		16
UXD 220	PROTOTYPING METHODS I	
UXD 222	INTRODUCTION TO DATA VISUALIZATION DESIGN	
UXD 225	CODING DESIGN FRAMEWORKS	
UXD 227	COMPUTING HUMAN LIVES	
UXD 260	USER EXPERIENCE RESEARCH AND EVALUATION	
UXD 270	USER-CENTERED WEB DESIGN	
UXD 320	PROTOTYPING METHODS II	
UXD 329	AI IN USER EXPERIENCE DESIGN	

UXD 381	QUANTITATIVE DESIGN RESEARCH METHODS
UXD 382	QUALITATIVE DESIGN RESEARCH METHODS
UXD 390	SPECIAL TOPICS IN USER EXPERIENCE DESIGN
IT 130 or GD 110	INTRODUCTORY COMPUTING FOR THE WEB WEB DESIGN
IT 223	DATA ANALYSIS
IT 231	WEB DEVELOPMENT I
ID 100	INTRODUCTION TO INDUSTRIAL DESIGN
ID 101	METAPHYSICS OF OBJECTS

Value-Creating Education for Global Citizenship (MEd) Online

The program in Value-Creating Education for Global Citizenship offers a comprehensive and in-depth examination of the educational perspectives and practices of Soka educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. The first degree program of its kind anywhere in the world, it engages students in understanding and applying value-creating education for global citizenship in theory, research, policy, and practice in local and global contexts. Students will consider key educational concepts in the Soka heritage, including human geography, communities studies, deductive approaches, value and value creation, wisdom and knowledge, human education, society for education, peace and dialogue, among others. The foundation of the program rests on the sociopolitical and sociocultural implications of value-creating education for global citizenship in local contexts. The program offers two tracks, fully online or face-to-face.

Program Requirements	Quarter Hours
Degree Requirements (MEd)	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Assess instructional practices that blend a focus on both cognition (i.e., the accretion of knowledge) and wisdom (i.e., application of that knowledge in meaningful and contributive living for oneself and others).
- Design practices that promote interdependent teacher-student relationships for mutual growth and development.
- Analyze and practice dialogic engagement, reflective and relational creativity and criticality, and meaning making.
- Apply value-creating education for global citizenship in local contexts.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences

for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Course Requirements: 48 quarter hours required 4 quarter hours, grade of C or better required

Course	Title	Quarter Hours
VCE 510	HUMAN GEOGRAPHY AND COMMUNITIES STUDIES	4
VCE 511	VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE, AND POWER	4
VCE 520	HUMAN REVOLUTION IN SCHOOLS AND SOCIETY	4
VCE 531	HUMAN EDUCATION AND THE POETIC SPIRIT	4
VCE 532	DAISAKU IKEDA'S PHILOSOPHY AND PRACTICE OF DIALOGUE	4
VCE 533	PEACEBUILDING AND EDUCATION	4
VCE 540	THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION	4
VCE 550	EDUCATION FOR GLOBAL CITIZENSHIP	4
VCE 560	DIALOGUE AND EDUCATION	4
VCE 570	IKEDA/SOKA STUDIES IN EDUCATION	4
VCE 580	VALUE CREATION IN APPLICATION (LOCAL AND GLOBAL CONTEXTS)	4

Select one required elective graduate course from among available options in the College of Education catalog 4

Licensure Option

Students seeking the master's degree in Value-Creating Education for World Citizenship have the option also to pursue an Illinois initial or subsequent teaching license. This licensure program requires students to be physically present in Chicago for the entire licensure program. Please consult your academic advisor for information regarding requirements and application procedures.

Value-Creating Education for Global Citizenship (PhD) Online

The Value-Creating Education for Global Citizenship (PhD) program strengthens your current practice and prepares you for research, scholarly, and professional careers in academic and cultural institutions, organizations, and policy centers and agencies around the world. The program engages with questions both urgent and timeless: What does it mean to be a citizen of a complex and interdependent world? How do we create meaning and happiness for ourselves and others from life's most challenging realities? What kind of education, responsibility, and courageous action are necessary to pioneer a better age? This **exclusively online** degree will develop your conceptual, philosophical, and empirical skills to answer such questions across diverse fields and local contexts. The program can be completed in just over three years.

Overview: **Global citizenship** concerns itself with the most pressing issues facing humanity and the planet, from existential threats of climate change and nuclear annihilation to human rights violations and social and racial injustice, from poverty and inequality to political divisions and access to education, among others. It undergirds multiple UNESCO initiatives and the Sustainable Development Goals (SDGs) and has become a driving force for professional dispositions, practice, and

research in schools and universities, civil society and cultural institutions, global health and the corporate sector, and nongovernmental and faith organizations internationally. Rooted in Eastern and Western philosophy and the pedagogical thought of Daisaku Ikeda and his predecessors, a *sōka* or **value-creating** approach to global citizenship treats these interlocking issues as matters of *human education* and engages with agentive processes of creating aesthetic, practical, and socioecologically contributive meaning or "value" from them, value that serves oneself and others and enhances life in an interconnected world.

The Program:

- Will deepen your understanding of value creation and global citizenship and prepare you to investigate questions of how and why issues related to human education manifest in local and global phenomena, how to confront them value-creatively in various education contexts broadly conceived, and to disseminate and apply findings in teaching practice and leading research in higher education and academic institutions, policymaking, and in other organizational, cultural, and professional spheres.
- Offers a dynamic and unique curriculum on human being and becoming; belief and knowing; peacebuilding and justice; agency and inner transformation; imaginative empathy; dialogue as practice and research; diverse identities in creative coexistence; and more.
- Combines specialized core coursework with research methods and curated electives to tailor theory and practice to your lines of inquiry and intended spheres of influence.
- Leverages DePaul's award-winning asynchronous online instructional model, allowing you to take courses and engage with classmates and instructors from anywhere in the world.
- Is taught by the leading international scholars in the field of value-creating education for global citizenship and Ikeda/Soka studies.
- Connects you with a global network of value-creating educators and professionals and prepares you to join the global scholarly field.
- Provides opportunities for in-person engagements with faculty and renowned scholars through DePaul's Institute for Daisaku Ikeda Studies in Education and initiatives in Ikeda/Soka studies.

Program Requirements	Quarter Hours
Degree Requirements	72
Total hours required	72

Learning Outcomes

- Understand and apply concrete dimensions of value creation and global citizenship in local contexts.
- Develop a focus on both cognition (i.e., the accretion of knowledge) and wisdom (i.e., application of that knowledge in meaningful and contributive living for self and others) in applied contexts.
- Develop an ethos and practice of creative coexistence as ontological and epistemological dimensions of growth and development.
- Practice dialogic engagement, relational creativity, and reflective meaning making in local and global contexts.
- Demonstrate the ability to critically analyze and synthesize existing research and design, conduct, and report original research in the field.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for

all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about program requirements can be located in the Value-Creating Education for Global Citizenship Program Handbook. Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 24 quarter hours required

Course	Title	Quarter Hours
CS 794	SPECIAL TOPICS IN CURRICULUM	4
VCE 711	VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE, AND POWER	4
VCE 720	HUMAN REVOLUTION IN SCHOOLS AND SOCIETY	4
VCE 731	HUMAN EDUCATION AND THE POETIC SPIRIT	4
VCE 760	DIALOGUE AND EDUCATION	4
VCE 795	SPECIAL TOPICS IN VALUE-CREATING EDUCATION FOR GLOBAL CITIZENSHIP	4

Research Courses: 20 quarter hours required

These courses are sequenced and must be taken in the following order:

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
VCE 770 or SCG 785	IKEDA/SOKA STUDIES IN EDUCATION FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH	4
SCG 735	QUANTITATIVE RESEARCH METHODS I	4
SCG 745	QUALITATIVE RESEARCH METHODS I	4
Choose one subsequent research course from the following list based on dissertation research design and discussion with program director:		4
SCG 755	QUANTITATIVE RESEARCH METHODS II	
SCG 765	QUALITATIVE RESEARCH METHODS II	

Elective Requirement: 20 quarter hours required

Course	Title	Quarter Hours
Choose five courses from the following list:		20
A&S 688	SERVICE LEARNING FOR HIGHER EDUCATION	
A&S 801	LEADERSHIP: THEORY AND PRACTICE	
A&S 843	THE POLITICS OF SCHOOLING	
BBE 699	LEADERSHIP IN EDUCATING CULTURALLY DIVERSE LEARNERS	

CS 694	CURRICULUM 2.0: CURRICULUM FOR LEARNING IN GLOBAL NETWORKS
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
CS 764	YOUTH DEVELOPMENT, IDEOLOGY, CULTURE, AND SOCIETY
CS 784	CURRICULUM AND PROGRAM DESIGN
SCG 627	GLOBAL ISSUES IN EDUCATION SEMINAR
SCG 711	CULTURE, POWER AND EDUCATION
VCE 710	HUMAN GEOGRAPHY AND COMMUNITIES STUDIES
VCE 732	DAISAKU IKEDA'S PHILOSOPHY AND PRACTICE OF DIALOGUE
VCE 733	PEACEBUILDING AND EDUCATION
VCE 740	THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION
VCE 750	EDUCATION FOR GLOBAL CITIZENSHIP

Candidacy Course: non-credit, non-tuition

Course	Title	Quarter Hours
VCE 706	CANDIDACY PAPER	0

Dissertation Courses: 8 quarter hours required

Course	Title	Quarter Hours
VCE 849	SUPERVISED DISSERTATION (PHD) PROPOSAL DEVELOPMENT	4
VCE 859	INDEPENDENT DISSERTATION RESEARCH (PHD): VALUES-CREATING EDUCATION FOR GLOBAL CITIZENSHIP	4

Visual Effects (Minor)

Students will explore contemporary concepts and approaches to visual effects in film, television and multimedia. The hands-on curriculum focuses on learning skills in compositing, editing, computer graphics and modeling.

Course Requirements

Course	Title	Quarter Hours
ANI 230	3D DESIGN & MODELING	4
ANI 339	3D TEXTURING AND LIGHTING	4
or VFX 330	VISUAL EFFECTS SUPERVISION	
POST 110	EDITING I	4
POST 340	COLOR CORRECTION	4
VFX 200	INTRODUCTION TO VISUAL EFFECTS	4
VFX 374	COMPOSITING I	4
VFX 378	COMPOSITING II	4

Wig and Makeup (BFA)

The Theatre School's Bachelor of Fine Arts (BFA) degree in Wig and Makeup Design & Technology is designed to train students for professional careers as wig and makeup artists. The four-year curriculum simulates the professional experience and process for both designers

and technicians in the fields of the wig and makeup arts. Students of the program will receive professional training in wig construction, period hair styling, makeup application and design, and makeup prosthetics that will enable them to work professionally in a variety of entertainment fields, including theatre, opera, film, and television. Wig and makeup students will practice their craft on realized theatrical productions and learn to collaborate with directors, dramaturgs, other designers and technicians, and our professional wig/makeup and costume shop staff.

Program Requirements	Quarter Hours
Liberal Studies	52
Major Requirements	159
Total hours required	211

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and describe the historical and theoretical significance of a range of theatrical artists, works and artistic approaches from antiquity to the present, encompassing a broad range of periods, cultures, and styles.
- Synthesize and apply elements of their education and training to the preparation, rehearsal, and presentation of theatrical productions with discipline, respect, and maturity.
- Identify and explain their theatrical work in the context of the cultural and social impact of the arts.

Program Specific Outcomes

Students will be able to:

- Read and interpret theatrical text and apply research, imagination, and personalization to create a unique, insightful, and compelling design concept in collaboration with other artists.
- Demonstrate an understanding of the history hair, makeup, clothing, and fashion in the context of social and cultural development.
- Demonstrate and apply expertise in wig and facial hair construction, period hair styling, stage blood mechanics, makeup design and application, and makeup prosthetics.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
Focal Point		
Not Required		
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		

LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE

Junior Year

Experiential Learning

Not Required

Senior Year

Capstone

Not Required

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam.

Learning Domains

Arts and Literature (AL) (p. 1322)

- THE 204 HISTORY OF DRAMATIC LITERATURE
- THE 205 HISTORY OF DRAMATIC LITERATURE
- THE 206 HISTORY OF DRAMATIC LITERATURE

Historical Inquiry (HI) (p. 1326)

- 1 Course Required

Math and Computing (MC) (p. 1328)

- Not Required

Philosophical Inquiry (PI) (p. 1329)

- 1 Course Required

Religious Dimensions (RD) (p. 1330)

- 1 Course Required

Scientific Inquiry (SI) (p. 1332)

- 1 Lab Course or 1 SWK Course Required

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- Not Required

Other (p. 1322)

- Choose 1 course from the above learning domains as an elective

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

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Major Requirements

First Year		Hours
DES 112	DRAWING FOR DESIGNERS II	2
TEC 200	COSTUME TECHNOLOGY INTRODUCTION	4
DES 286	FIGURE DRAWING FOR THEATRE	4
Principles of Design Sequence:		
DES 141	ELEMENTS OF DESIGN	4
DES 142	PRINCIPLES OF DESIGN	4
DES 143	SCRIPT ANALYSIS	4
History of Dramatic Literature Sequence (Arts and Literature Requirement):		
THE 204	HISTORY OF DRAMATIC LITERATURE	4
THE 205	HISTORY OF DRAMATIC LITERATURE	4
THE 206	HISTORY OF DRAMATIC LITERATURE	4
Wig & Makeup Design and Technology Sequence:		
DES 215	WIG & MAKEUP DESIGN AND TECHNOLOGY 1	4
DES 216	WIG & MAKEUP DESIGN AND TECHNOLOGY 1	4
DES 217	WIG & MAKEUP DESIGN AND TECHNOLOGY 1	4
Three Quarters of Theatre Crew		6
TEC 107	THEATRE CREW	
Second Year		
DES 220	INTRODUCTION TO COSTUME DESIGN	4
History of Costume, Hair and Makeup Sequence:		
DES 260	GLOBAL HISTORY OF COSTUME, HAIR, AND MAKEUP	4
DES 261	GLOBAL HISTORY OF COSTUME, HAIR, AND MAKEUP	4
Rendering for Designers Sequence:		
DES 384	RENDERING FOR DESIGNERS I	3
DES 385	RENDERING FOR DESIGNERS II	3
DES 386	RENDERING FOR DESIGNERS III	3
Wig & Makeup Design and Technology 2:		
DES 315	WIG & MAKEUP DESIGN AND TECHNOLOGY 2	4
DES 316	WIG & MAKEUP DESIGN AND TECHNOLOGY 2	4
DES 317	WIG & MAKEUP DESIGN AND TECHNOLOGY 2	4
Theatrical Collaboration Sequence:		
DES 641	THEATRICAL COLLABORATION	3
DES 642	THEATRICAL COLLABORATION	3
Production Practice I Sequence; Choose three from the list in consultation with the Advisor		9
DES 271	DESIGN PRODUCTION PRACTICE I	
DES 272	DESIGN PRODUCTION PRACTICE I	
DES 273	DESIGN PRODUCTION PRACTICE I	
TEC 271	TECHNICAL PRODUCTION PRACTICE I	
TEC 272	TECHNICAL PRODUCTION PRACTICE I	
TEC 273	TECHNICAL PRODUCTION PRACTICE I	

Third Year

Costume Crafts Sequence:

TEC 254	COSTUME CRAFTS:DYEING AND PAINTING	4
TEC 255	COSTUME CRAFTS: GENERAL CRAFTS	4
TEC 256	COSTUME CRAFTS: MILLINERY	4

Wig & Makeup Design and Technology 3 Sequence:

DES 415	WIG & MAKEUP DESIGN AND TECHNOLOGY 3	4
DES 416	WIG & MAKEUP DESIGN AND TECHNOLOGY 3	4
DES 417	WIG & MAKEUP DESIGN AND TECHNOLOGY 3	4

Survey of the Arts for Theatre Sequence:

THE 381	SURVEY OF THE ARTS FOR THEATRE	4
THE 382	SURVEY OF THE ARTS FOR THEATRE	4

Production Practice Sequence II: Choose two from the list in consultation with the Advisor **8**

DES 371	DESIGN PRODUCTION PRACTICE II	
DES 372	DESIGN PRODUCTION PRACTICE II	
DES 373	DESIGN PRODUCTION PRACTICE II	
TEC 371	TECHNICAL PRODUCTION PRACTICE II	
TEC 372	TECHNICAL PRODUCTION PRACTICE II	
TEC 373	TECHNICAL PRODUCTION PRACTICE II	

Fourth Year

DES 290	PORTRAITURE FOR THE WIG AND MAKEUP ARTIST	4
DES 320	ADVANCED MAKEUP	3
DES 486	PORTFOLIO PREPARATION	3

Production Practice III; chose two from the list in consultation with the Advisor **10**

DES 471	DESIGN PRODUCTION PRACTICE III	
DES 472	DESIGN PRODUCTION PRACTICE III	
DES 473	DESIGN PRODUCTION PRACTICE III	
TEC 471	TECHNICAL PRODUCTION PRACTICE III	
TEC 472	TECHNICAL PRODUCTION PRACTICE III	
TEC 473	TECHNICAL PRODUCTION PRACTICE III	

Design/Technical Electives **11**

- Gender, Community, & Activism: Community-Based Learning in WGS
- Growing Up Female in the U.S.
- Growing up Latino/Latina in the United States
- Gender Violence and Resistance
- Women and Politics
- Mothering, Work, and Reproductive Justice
- Black Women's Experiences
- Antiracist Feminisms
- Introduction to Transgender Studies
- Queer Theory

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major (Core + Concentration + Electives) Requirements	48
Open Electives	60
Total hours required	192

Learning Outcomes

Students will be able to:

1. Identify the meanings and historical constructions of gender and/or women's experiences in transnational contexts.
2. Explain the connections between scholarship and/or creative work and activism in the interdisciplinary field of Women's and Gender Studies.
3. Differentiate among a variety of theoretical frameworks and methodologies central to the interdisciplinary field of Women's and Gender Studies.
4. Make use of concepts of intersectionality in their written and/or experiential work.
5. Articulate the relationship between individual experiences - their own and others' - and broader systemic inequalities.

College Core Requirements Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult

Women's and Gender Studies (BA)

The Department of Women's and Gender Studies provides students with a strong educational foundation for life-long learning. It nurtures students' abilities to think critically and to examine social and cultural circumstances that too often remain unquestioned. The curriculum also emphasizes the development of strong written & oral communication skills.

A thirteen-course major is offered, consisting of a six-course common core, four courses in a concentration, and three electives.

As a Women's and Gender Studies major, a student will take courses such as:

- Women and Film
- Women in the Middle East
- Feminist Theories
- Gender and Education
- Deconstructing the Diva

an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
WGS 395	WOMEN'S STUDIES ADVANCED SEMINAR ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math

coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ A student majoring in Women’s and Gender Studies (WGS) is required to complete the Capstone offered by the WGS Department. This is the case even if a student is double majoring (or pursuing a dual degree) and the secondary major (or degree) requires its own Capstone. A WGS major in the University Honors Program shall take the University Honors Capstone and the WGS Capstone.

Learning Domains

Arts and Literature (AL) (p. 1322)
• 2 Courses Required

Historical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (p. 1328)
• 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)
• 2 Courses Required

Religious Dimensions (RD) (p. 1330)
• 2 Courses Required

Scientific Inquiry (SI) (p. 1332)
• 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 2 Courses Required

Notes

Courses offered in the student’s primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the experiential learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student’s major and is cross-listed with a course within the student’s major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Common Core

Course	Title	Quarter Hours
WGS 100	WOMEN’S LIVES:RACE/CLASS/GENDER (Students are encouraged to take this before taking additional coursework in the major)	4

WGS 200	WOMEN’S STUDIES IN TRANSNATIONAL CONTEXTS	4
WGS 250	INTERSECTIONAL & TRANSNATIONAL FEMINIST FORMATIONS	4
WGS 300	FEMINIST THEORIES	4
WGS 391	METHODS AND SCHOLARSHIP IN WOMEN’S STUDIES	4
WGS 395	WOMEN’S STUDIES ADVANCED SEMINAR	4

Concentration

Students must also complete a four-course concentration. All students develop an Individualized Concentration in consultation with their faculty advisor.

WGS students have developed concentrations in areas such as Arts & Activism; International Perspectives; Social Policy & Social Justice; Women of Color & Feminist Thought; Gender & Sexualities; among others. We encourage students to develop an individualized program of study that best suits their academic interests and career goals, and are committed to working closely with students as they develop their major concentration and interdisciplinary curricular focus.

Major Field Electives

Three additional electives chosen by the student from the list of courses approved for the Women’s and Gender Studies major.

Women’s and Gender Studies (BA) + Women’s and Gender Studies (MA)

The combined Bachelor’s + Master’s degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

All current WGS undergraduate majors with junior status (at least 88.0 credits) with a cumulative undergraduate GPA of 3.0 overall are invited to apply for the accelerated BA/MA Degree in the Department of Women’s and Gender Studies. In order to be considered for the accelerated program, a student must have completed WGS 100, WGS 200, and WGS 250 and at least three elective courses towards the WGS major. Additionally, students must demonstrate strong critical analytic research, writing, and communication skills. Interested students should contact the WGS graduate director.

In the senior year students complete:

Course	Title	Quarter Hours
WGS 400	FEMINIST THEORIES	4
WGS 415	FEMINIST GENEALOGIES IN WOMEN’S AND GENDER STUDIES	4
WGS 465	GLOBALIZATION, TRANSNATIONALISM, AND GENDER	4

Once the student has graduated with their undergraduate BA in Women’s and Gender Studies, they will matriculate into the MA Program. As MA Students, the students take the remaining 9 courses toward the MA degree – usually students will take 3 graduate courses per quarter in order to complete the MA in the one additional year. This will include two of the required graduate courses:

Course	Title	Quarter Hours
WGS 473	SEMINAR IN GRADUATE PROPOSAL WRITING	4
WGS 485	WOMEN, GENDER, AGENCY, AND SOCIAL CHANGE	4

Also:

- 6 WGS and WGS approved electives
- 1 course of WGS 493 (taken with Chair of MA Final Project Committee)

Elective courses will be chosen by the student in conjunction with a faculty advisor in order to tailor a coherent program of study to the individual student's particular academic and/or professional objectives while ensuring that the student sustains strong interdisciplinary focus at the graduate level. Elective courses may be offered by Women's and Gender Studies or approved courses offered by other departments/programs at DePaul. A list of courses approved by WGS are circulated prior to registration for each quarter.

Capstone/Final Project Requirements

All students must complete an MA Final Project, selecting one of the following options:

Thesis Project

The Thesis Option requires that the student plan, execute, and defend an independent and original analytical research project that makes a contribution to current scholarship in the field of women's and gender studies and related subfields. The thesis should show accomplishment in methods of research, critical judgment, and, if appropriate, praxis that characterizes feminist research. Thesis research must be grounded in interdisciplinary scholarship as well as feminist and/or gender theories, and must reflect considerable engagement with relevant literature and methodology in the field. The thesis consists of approximately 50 pages of text with a substantial bibliography.

Students who select the Thesis option will complete, in addition to required Core Courses in the MA Program, a five-course elective focus, and one course, WGS 493 focused on researching and writing the thesis. You are required to present and defend the thesis to an MA Final Project Committee. The student is also required to present their final project to a public audience at a WGS Graduate Student Final Project Presentation event.

Practical Project

The Practical Project Option requires that the student plan, develop, and defend a practical project that is grounded in interdisciplinary scholarship, feminist and/or gender theories, and that has a direct and practical application to community service, advocacy, and/or education. Practical projects take a variety of forms; for instance, it could be a participatory action research project with an organization, or a curriculum to be taught in community-based or educational setting, or a public policy or human rights related educational or advocacy project, or any project created for implementation with a broader community. In general, the MA Practical Project in WGS consists of the project itself (e.g., the curriculum, the participatory action research report) and a Framing Paper (minimum 25 pages) in which you frame the mission, goals, methods, components, and expected outcomes of the project you have undertaken.

Students who select the Practical Project option will complete, in addition to required Core Courses in the MA Program, a five-course elective focus, plus an additional one course (total of 4 credit hours) of WGS 493. They will also be required to present and defend the Practical Project to an MA Final Project Committee. The student is also required to present their final project to a public audience at a WGS Graduate Student Final Project Presentation event.

Creative Project

The Creative Project Option requires students to create an artistic and/or literary project that gives voice to issues or questions in Women's and Gender Studies. It should be informed by feminist theory and scholarship, and it should address a significant theme or question within the field. A Creative Project may be a play, an art exhibit, a memoir, a novel, a collection of short stories, a collection of non-fiction essays, a mixed-media work, a dance or musical performance, a film, a website—to name just a few of the multiple possibilities open to students choosing this option. In general, the MA Creative Project in WGS consists of the creative project itself and a Creative Project Framing Paper (minimum 25 pages) in which you describe and frame the creative project.

Students who select the Creative Project Option will complete, in addition to required Core Courses in the MA Program, a five-course elective focus, plus an additional one course of independent study and research as WGS 493.

Portfolio Project

The Portfolio Final Project Option requires that the student conduct a comprehensive analysis of their learning while a graduate student in WGS. The student must prepare and submit

1. a collection of at least six seminar papers, practical or creative projects, and/or other research products that are the outcomes of core and elective courses; and
2. a Portfolio Essay (minimum 25 pages) that offers a reflective and critical analysis of how the papers/projects reflect the students intellectual, creative, and analytical development over the course of their graduate studies.

Students who select the Portfolio Option will complete, in addition to required Core Courses in the MA Program, a six-course elective focus, plus an additional course WGS 493 during which they will write the Portfolio Essay. They will also be required to present and defend the portfolio project to the Chair of their Final Project and one additional faculty member, who must both be appointed in the Department of Women's and Gender Studies at DePaul. The student is also required to present their final project to a public audience at a WGS Graduate Student Final Project Presentation event.

Application Process

In order to apply students must fill out an online application and submit all the application materials listed below by May 31st click here (<https://grad.depaul.edu/apply/>).

- (1) A Statement of Purpose (500-750 words) explaining why the student is seeking admission to the program – including specific goals and interests.
- (2) A copy of the undergraduate unofficial transcript.
- (3) A research-based paper as a writing sample (e.g., a copy of a paper from a relevant undergraduate course) of approximately 2000 words.

(4) Two letters of recommendation from professors who can speak to your interest in and commitment to Women's and Gender Studies. You must contact your referees and request the letters of recommendation through the application portal. Please ensure that they submit the letters by the application deadline (May 31).

Women's and Gender Studies (MA)

The MA in Women's and Gender Studies offers a cutting edge curriculum that focuses on the interconnectedness of local, global, and transnational feminist theories, methodologies, research, public policies, and social movements; attends to interlocking systems of oppression and privilege--gender, race, sexuality, class, nation--to address issues of power, resistance, and social transformation; connects feminist theories to activism and social justice; and engages communities through research, advocacy, and service.

Women's Studies and Gender Studies are complementary interdisciplinary fields whose research, scholarship, and creative activities examine women's lives, conditions, and contributions within their historical, social, cultural, national, and transnational contexts and explore how gender is constructed and negotiated within and across societies. Women's and men's identities and experiences are examined through the constructs of gender, race, class, sexuality, age, ability, culture, religion, nation etc. within broader historical, social, and global contexts, such as colonialism and globalization, among others.

Through feminist and gender-based theories and methodologies, the Department of Women's and Gender Studies offers critical analyses, reflections, and contributions to knowledge regarding interlocking systems of oppression and privilege, thereby addressing issues of power, resistance and social transformation. In addition, the emphasis on critical theory and analysis allows for work that interrogates feminist discourses as well as those of other disciplines in the arts, humanities, social sciences, and natural sciences. By crossing the boundaries of traditional fields of study, the department seeks to create new, coherent understandings of human experiences. For more information, contact Dr. Sanjukta Mukherjee, Graduate Director.

The MA in Women's and Gender Studies requires completion of 48 credit hours. All Core, and many Elective courses, will be offered during the evening. The program requires six Core courses, five Elective courses organized around a focus tailored to the individual student's needs, and a Capstone consisting of one course Thesis Option, a one course Practical or Creative Project Option, or a one-course Portfolio option.

Course offerings are scheduled so that students will ordinarily complete the program in two years.

The MA in Women's and Gender Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Women's and Gender Studies + Digital Humanities Certificate
- Women's and Gender Studies + Global Health Certificate
- Women's and Gender Studies + Public Health Certificate

- Women's and Gender Studies + Social Research Certificate
- Women's and Gender Studies + Critical Ethnic Studies

Program Requirements	Quarter Hours
Core Requirements	24
Capstone Requirements	4
Elective Requirements	20
Total hours required	48

Learning Outcomes

- Students can identify the experiences of women within multiple local, national, and transnational contexts.
- Students can compare various historically situated theoretical frameworks central to the interdisciplinary field of Women's and Gender Studies.
- Students can articulate the relationship between social and historical constructions of gender and various theoretical frameworks central to the interdisciplinary field of Women's and Gender Studies.
- Students can analyze gender issues and/or women's experiences in terms of intersectional identities and interlocking systems of power, privilege, and/or oppression.
- Students can utilize appropriate interdisciplinary methodologies which inform their own scholarship and/or creative work in the interdisciplinary field of Women's and Gender Studies.
- Students can analyze issues informed by the integral relationship of scholarship and activism, paying particular attention to issues of social justice and/or social transformation.
- Students can construct knowledge informed by socially responsible ethical frameworks relevant to the interdisciplinary field of Women's and Gender Studies.

Degree Requirements

Course Requirements

Course	Title	Quarter Hours
WGS 400	FEMINIST THEORIES	4
WGS 415	FEMINIST GENEALOGIES IN WOMEN'S AND GENDER STUDIES	4
WGS 465	GLOBALIZATION, TRANSNATIONALISM, AND GENDER	4
WGS 491	METHODS AND SCHOLARSHIP IN WOMEN'S & GENDER STUDIES	4
WGS 473	SEMINAR IN GRADUATE PROPOSAL WRITING	4
WGS 485	WOMEN, GENDER, AGENCY, AND SOCIAL CHANGE	4
WGS 493	FINAL PROJECT INDEPENDENT RESEARCH	4
Select five WGS and WGS-approved electives		20

Elective courses will be chosen by the student in conjunction with a faculty advisor in order to tailor a coherent program of study to the individual student's particular academic and/or professional objectives while ensuring that the student sustains a strong interdisciplinary focus at the graduate level. Elective courses may be offered by Women's and Gender Studies or by other departments/programs at DePaul, provided

that such courses meet the criteria for inclusion within the Women's and Gender Studies curriculum (with permission).

Capstone/Final Project Requirements

All students must complete an MA Final Project, selecting one of the following options:

Thesis

The Thesis Option requires that the student plan, execute, and defend an independent and original analytical research project that makes a contribution to current scholarship in the field of women's and gender studies and related subfields. The thesis should show accomplishment in methods of research, critical judgment, and, if appropriate, praxis that characterizes feminist research. Thesis research must be grounded in interdisciplinary scholarship as well as feminist and/or gender theories, and must reflect considerable engagement with relevant literature and methodology in the field. The thesis consists of approximately 50 pages of text with a substantial bibliography.

Students who select the Thesis option will complete, in addition to required Core Courses in the MA Program, a five-course elective focus, and one course of WGS 493 focused on researching and writing the thesis. You are required to present and defend the thesis to an MA Final Project Committee. The student is also required to present their final project to a public audience at a WGS Graduate Student Final Project Presentation event.

Practical Project

The Practical Project Option requires that the student plan, develop, and defend a practical project that is grounded in interdisciplinary scholarship, feminist and/or gender theories, and that has a direct and practical application to community service, advocacy, and/or education. Practical projects take a variety of forms; for instance, it could be a participatory action research project with an organization, or a curriculum to be taught in community-based or educational setting, or a public policy or human rights related educational or advocacy project, or any project created for implementation with a broader community. In general, the MA Practical Project in WGS consists of the project itself (e.g., the curriculum, the participatory action research report) and a Framing Paper (minimum 25 pages) in which you frame the mission, goals, methods, components, and expected outcomes of the project you have undertaken.

Students who select the Practical Project option will complete, in addition to required Core Courses in the MA Program, a five-course elective focus, plus an additional one course of WGS 493. They will also be required to present and defend the Practical Project to an MA Final Project Committee. The student is also required to present their final project to a public audience at a WGS Graduate Student Final Project Presentation event.

Creative Project

The Creative Project Option requires students to create an artistic and/or literary project that gives voice to issues or questions in Women's and Gender Studies. It should be informed by feminist theory and scholarship, and it should address a significant theme or question within the field.

A Creative Project may be a play, an art exhibit, a memoir, a novel, a collection of short stories, a collection of non-fiction essays, a mixed-media work, a dance or musical performance, a film, a website—to name just a few of the multiple possibilities open to students choosing this option. In general, the MA Creative Project in WGS consists of the creative project itself and a Creative Project Framing Paper (minimum 25 pages) in which you describe and frame the creative project.

Students who select the Creative Project Option will complete, in addition to required Core Courses in the MA Program, a five-course elective focus, plus an additional one course of independent study and research as WGS 493.

Portfolio

The Portfolio Final Project Option requires that the student conduct a comprehensive analysis of their learning while a graduate student in WGS. The student must prepare and submit (1) a collection of at least six seminar papers, practical or creative projects, and/or other research products that are the outcomes of core and elective courses; and (2) a Portfolio Essay (minimum 25 pages) that offers a reflective and critical analysis of how the papers/projects reflect the students intellectual, creative, and analytical development over the course of their graduate studies.

Students who select the Portfolio Option will complete, in addition to required Core Courses in the MA Program, a five-course elective focus, plus an additional course WGS 493 – during which they will write the Portfolio Essay. They will also be required to present and defend the portfolio project to the Chair of their Final Project and one additional faculty member, who must both be appointed in the Department of Women's and Gender Studies at DePaul. The student is also required to present their final project to a public audience at a WGS Graduate Student Final Project Presentation event.

Women's and Gender Studies (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Women's and Gender Studies (MA)

Students interested in applying to the BA + MA programs in Women's and Gender Studies should contact the Graduate Director of the Department of Women's and Gender Studies, Dr. Sanjukta Mukherjee smukher8@depaul.edu

All current DePaul undergraduate students with junior status (at least 88.0 credits) with a cumulative undergraduate GPA of 3.0 overall are invited to apply for the Universal Combined Degree BA MA Program in the Department of Women's and Gender Studies. **You do not need to be a WGS major to apply!!**

If you have taken a minimum of **TWO** WGS or WGS-related courses (for example in the allied fields of African and Black Diaspora Studies, English, Geography, Global Asian Studies, History, International Studies, Islamic World Studies, Latin American and Latino/a Studies, LGBTQ Studies, Sociology, Peace and Justice Studies, among others) and can demonstrate strong critical analytic research, writing, and communication skills you can be considered for the Universal Combined Degree.

Application Process

In order to apply students must fill out an online application and submit all the application materials listed below by May 31 here: <https://grad.depaul.edu/apply/> (<https://grad.depaul.edu/apply/>)

(1) A Statement of Purpose (500-750 words) explaining why the student is seeking admission to the program – including specific goals and interests.

(2) A copy of the undergraduate unofficial transcript.

(3) A research-based paper as a writing sample (e.g., a copy of a paper from a relevant undergraduate course) of approximately 2000 words.

(4) Two letters of recommendation from professors who can speak to your interest in and commitment to Women's and Gender Studies. You must contact your referees and request the letters of recommendation through the application portal. Please ensure that they submit the letters by the application deadline (May 31).

Women's and Gender Studies (MA/MSW Social Work)

The joint MSW/MA in Women's and Gender Studies offers a unique and cutting edge graduate program with a focus on gender, community, and social justice. Both programs share a synchronicity of mission and focus on social justice efforts at the community level and together they would provide an excellent foundation for developing a women's and gender studies-based social work career trajectory.

The joint program is designed to give students the opportunity and flexibility to draw from the strengths of both programs as they build a foundation for their chosen work. The program offers both a broad understanding of social work, with a particular focus on community, and a substantive foundation in the theories and scholarship within women's and gender studies, with a particular focus on social justice. Students will have the opportunity to deepen their knowledge in the field of women's and gender studies directly applicable to their interests in social work and build their knowledge-based skills in social work while obtaining the necessary credential for not only securing employment, but the ability to advance their leadership in the profession.

Program Requirements	Quarter Hours
Core Requirements	24
Capstone Requirements	4
Elective Requirements	20
Total hours required	48

MA Degree Requirements

Course Requirements

All candidates for the MSW/MA Women's and Gender Studies degree enrolled in the three-year program must complete 32 credit hours of course work within the MA in Women's and Gender Studies program, detailed below:

Course	Title	Quarter Hours
WGS 415	FEMINIST GENEALOGIES IN WOMEN'S AND GENDER STUDIES	4
WGS 465	GLOBALIZATION, TRANSNATIONALISM, AND GENDER	4

WGS 491	METHODS AND SCHOLARSHIP IN WOMEN'S & GENDER STUDIES	4
WGS 485	WOMEN, GENDER, AGENCY, AND SOCIAL CHANGE	4
WGS 493	FINAL PROJECT INDEPENDENT RESEARCH	4
Select ONE of the following Theories classes from this list: WGS 400, WGS 415, WGS 472, WGS 475, WGS 481, WGS 488.		4
Select TWO additional WGS electives or a course offered by another department that has been approved for credit toward the MA in Women's and Gender Studies for a total of 8 credit hours.		8

MSW Degree Requirements

Course Requirements

All candidates for the MSW/MA Women's and Gender Studies degree enrolled in the 3 year program must complete 76 credit hours of course work within the MSW program.

This includes 44 credit hours detailed below:

Course	Title	Quarter Hours
MSW 401	PROFESSIONAL WRITING AND DEVELOPMENT	4
MSW 411	HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I	4
MSW 412	HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II	4
MSW 421	INTRODUCTION TO SOCIAL WORK RESEARCH	4
MSW 431	SOCIAL WELFARE POLICY I	4
MSW 481	FOUNDATION PRACTICE I	4
MSW 491	FOUNDATION FIELD EDUCATION I	4
MSW 482	FOUNDATION PRACTICE II	4
MSW 492	FOUNDATION FIELD EDUCATION II	4
MSW 483	FOUNDATION PRACTICE III	4
MSW 493	FOUNDATION FIELD EDUCATION III	4

Candidates for the MSW/MA Women's and Gender Studies degree must also complete 32 credit hours of MSW concentration courses, listed here (p. 1062).

Women's and Gender Studies (Minor)

Similar to the major, the Women's and Gender Studies minor includes three basic social analysis courses aimed at providing students with a gendered lens through which to see social, cultural, and political issues. Students are encouraged to expand their view of their personal lives to include a framework that promotes resilient responses to all forms of oppression. To complete the minor, students take three additional courses to be chosen from the approved course list from the Women's and Gender Studies Department.

Students wishing to attain the Women's and Gender Studies minor are required to successfully complete 24 credit hours (six classes): the three core classes listed below and three general electives approved for the Women's and Gender Studies major.

Course Requirements

Course	Title	Quarter Hours
WGS 100	WOMEN'S LIVES:RACE/CLASS/GENDER	4
WGS 200	WOMEN'S STUDIES IN TRANSNATIONAL CONTEXTS	4
WGS 250	INTERSECTIONAL & TRANSNATIONAL FEMINIST FORMATIONS	4
Three WGS or WGS advisor-approved courses		12

Students majoring in Women's and Gender Studies (BA) are restricted from earning this minor.

Women's and Gender Studies Certificate

Graduate Certificate Program

The Women's and Gender Studies Graduate Certificate Program at DePaul University is available both to non-degree seeking students and to students in other DePaul graduate degree programs.

The Program's requirements are:

Course	Title	Quarter Hours
WGS 400	FEMINIST THEORIES (offered Fall Quarter only)	4
Select three graduate-level elective courses		12

It is highly recommended that students take the foundational course, WGS 400, prior to the other required three WGS electives. The elective courses may be taken from the Women's and Gender Studies offerings and/or from courses in other departments and programs in the College of Liberal Arts and Social Sciences that have been approved by the Department of Women's and Gender Studies. All three elective courses must not be from the same department or program

To be considered for the certificate program, please follow the directions below.

Non-Degree Seeking Students

Applications are accepted on an ongoing basis. Complete a DePaul University Liberal Arts and Social Sciences graduate admission online application; submit undergraduate and (if applicable) graduate transcripts and a personal statement of 300-500 words (describing your interest in Women's and Gender Studies, any prior experience in the field, and personal or professional goals for pursuing the certificate), and a letter of recommendation from a current or previous professor.

Students Enrolled in Other DePaul Graduate Degree Programs

Applications are accepted on an ongoing basis. Complete a DePaul University Liberal Arts and Social Sciences graduate admission online application. Submit undergraduate and (if applicable) graduate transcripts, a personal statement of 300-500 words (describing your interest in Women's and Gender Studies, any prior experience in the field, and personal or professional goals for pursuing the certificate), a letter of recommendation from a current or previous professor, and a letter from the Director of Graduate Studies in the degree granting department

indicating whether interdisciplinary courses in Women's and Gender Studies may be counted toward departmental degree requirements. Submit transcripts, personal statement and letter from the other graduate program.

Completed applications are reviewed by the Department of Women's and Gender Studies. Admission decisions are based on the prospective student's ability to complete the academic requirements of courses in the program. The Graduate Director may use the personal statement as a basis for advising certificate students on the selection of courses and on any academic skills development that would aid successful participation in and completion of WGS graduate courses.

Descriptions of courses offered through the Department of Women's and Gender Studies can be found in Campus Connect through the "Search for Classes" function.

For more information please contact the Women's and Gender Studies Graduate Program Director, Dr. Laila Farah (773-325-4464 or lfarah@depaul.edu), or visit the Department of Women's and Gender Studies website (<https://las.depaul.edu/academics/womens-and-gender-studies/Pages/default.aspx>).

World Language Education Chinese (BA)

The Bachelor of Arts program in World Language Education Chinese prepares students to teach Preschool through 12th grade in a variety of urban and suburban education settings, including public and private elementary and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 130-135 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Licensure

Illinois Professional Educator License with endorsement in World Language Chinese (preschool-grade 12), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	104

Open Electives	8
Total hours required	192

Learning Outcomes

Students will be able to:

- Apply theoretical foundations of language education to develop sound instruction and teaching approaches for language learners.
- Integrate theory and research on second language acquisition into practice for language learners.
- Evaluate history and policies of language education and how historical and policy context affect the education of language learners.
- Analyze various assessment issues that affect language learners, such as accountability, reliability, validity, bias, special education.

College Core Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner

- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern

language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts

degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone

that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours		
Senior Year		
Capstone		
WLE 384	CAPSTONE IN WORLD LANGUAGE EDUCATION ³	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course

reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
(Note: One must be US History.)

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required:
 - LSE 380
 - 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - 1 BIO Course
 - 1 CHE/ENV/GEO/PHY Course
(Note: One course above must be SI-LAB.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required:
 - PSC 120 THE AMERICAN POLITICAL SYSTEM
 - 1 Additional Course

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Content Area Courses

Note: Language courses begin at the Advanced level for the major. A placement test in the language is required to determine skill level and appropriate level to begin the language. Beginning and Intermediate language courses are in addition to the content area requirements but can fulfill open elective requirements.

Advanced Language Core: 24 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
CHN 201	ADVANCED CHINESE I	4
CHN 202	ADVANCED CHINESE II	4
CHN 203	ADVANCED CHINESE III	4
CHN Advanced Chinese Conversation course 1		4
CHN Advanced Chinese Conversation course 2		4
CHN Advanced Chinese Conversation course 3		4

Chinese Studies: 24 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select six from the following:		24
HAA 115	INTRODUCTION TO ASIAN ART	
HAA 220	BUDDHIST ART	
HAA 215	CHINESE ART	
GEO 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY	
HST 232	CULTURE AND POLITICS IN IMPERIAL CHINA	
HST 233	THE RISE OF MODERN CHINA	
HST 161	EAST ASIA TO C. 1200	
HST 162	EAST ASIA c. 1200 TO 1800	
HST 322	TOPICS IN ASIAN HISTORY	
PHL 287	INTRODUCTION TO ASIAN PHILOSOPHIES	
PHL 388	TOPICS IN COMPARATIVE PHILOSOPHY	
PSC 253	ASIAN POLITICS	
PSC 344	INTERNATIONAL POLITICAL ECONOMY	
PSC 349	ADVANCED TOPICS IN INTERNATIONAL RELATIONS	
REL 241	RELIGION IN CHINESE HISTORY, SOCIETY AND CULTURE	
REL 246	TRADITIONS OF CHINESE POPULAR CULTURE	
REL 248	LITERATURE AND RELIGION IN CHINA	
REL 341		

Teaching Culture Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
WLE 370	LANGUAGE, LITERACIES AND CULTURES	4

Education Courses: 40 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
SCU 337	HUMAN GROWTH AND DEVELOPMENT	4
SEC 364	METHODS: CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS	4
BBE 307	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4

SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
WLE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
WLE 349	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12	4
WLE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
WLE 375	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
SCU 338	THE PROCESS AND EVALUATION OF LEARNING	4
or SCU 339	PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION	

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a world language (Chinese, French, German, Italian, Japanese, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

Open Electives: 8 quarter hours are required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98, MAT 94, and MAT 95. EE 281 recommended as open elective course. Electives must be approved by the WLE Program director.

Student Teaching: 12 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take WLE 384 with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
WLE 385	STUDENT TEACHING IN WORLD LANGUAGES	12
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Chinese majors must complete the following tests:

- Chinese (Mandarin) Content Area Test (test #251) – assesses knowledge of the Chinese language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see above).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

World Language Education French (BA)

The Bachelor of Arts program in World Language Education French prepares students to teach Preschool through 12th grade in a variety of urban and suburban education settings, including public and private elementary and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 130-135 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Licensure

Illinois Professional Educator License with endorsement in World Language French (preschool-grade 12), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	104
Open Electives	8
Total hours required	192

Learning Outcomes

Students will be able to:

- Apply theoretical foundations of language education to develop sound instruction and teaching approaches for language learners.
- Integrate theory and research on second language acquisition into practice for language learners.
- Evaluate history and policies of language education and how historical and policy context affect the education of language learners.
- Analyze various assessment issues that affect language learners, such as accountability, reliability, validity, bias, special education.

College Core Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain

circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

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All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

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Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

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An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)

- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the

current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

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Teacher Licensure

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Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours		
Senior Year		
Capstone		
WLE 384	CAPSTONE IN WORLD LANGUAGE EDUCATION ³	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
(Note: One must be US History.)

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required:
 - LSE 380
 - 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - 1 BIO Course
 - 1 CHE/ENV/GEO/PHY Course
 (Note: One course above must be SI-LAB.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required:
 - PSC 120 THE AMERICAN POLITICAL SYSTEM
 - 1 Additional Course

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Course Requirements****Content Area Courses**

Note: Language courses begin at the Advanced level for the major. A placement test in the language is required to determine skill level and appropriate level to begin the language. Beginning and Intermediate language courses are in addition to the content area requirements but can fulfill open elective requirements.

Advanced Language Core: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
FCH 201	ADVANCED COMMUNICATION I	4
FCH 202	ADVANCED COMMUNICATION II	4
FCH 203	ADVANCED COMMUNICATION III	4
or FCH 204	ADVANCED COMMUNICATION IV	

Literature & Culture Courses: 20 quarter hours required, grade of C or better required

- FCH 200-300 level course 1
- FCH 200-300 level course 2
- FCH 200-300 level course 3
- FCH 200-300 level course 4
- FCH 200-300 level course 5

Language Electives Core: 12 quarter hours required, grade of C or better required

- FCH 300 level course 1
- FCH 300 level course 2
- FCH 300 level course 3

Linguistics Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
FCH 350	FRENCH PHONOLOGY AND PHONETICS	4

Teaching Culture Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
WLE 370	LANGUAGE, LITERACIES AND CULTURES	4

Education Courses: 40 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
SCU 337	HUMAN GROWTH AND DEVELOPMENT	4
SEC 364	METHODS: CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS	4
BBE 307	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
WLE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
WLE 349	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12	4
WLE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
WLE 375	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
SCU 338	THE PROCESS AND EVALUATION OF LEARNING	4
or SCU 339	PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION	

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a world language (Chinese, French, German, Italian, Japanese, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

Open Electives: 8 quarter hours are required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98, MAT 94, and MAT 95. EE 281 recommended as open elective course. Electives must be approved by the WLE Program director.

Student Teaching: 12 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take WLE 384 with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
WLE 385	STUDENT TEACHING IN WORLD LANGUAGES	12
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education French majors must complete the following tests:

- French Content Area Test (test #252) – assesses knowledge of the French language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see above).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

World Language Education German (BA)

The Bachelor of Arts program in World Language Education German prepares students to teach Preschool through 12th grade in a variety of urban and suburban education settings, including public and private elementary and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 130-135 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Licensure

Illinois Professional Educator License with endorsement in World Language German (preschool-grade 12), an Illinois State Board of Education (ISBE) approved program

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	104
Open Electives	8
Total hours required	192

Learning Outcomes

Students will be able to:

- Apply theoretical foundations of language education to develop sound instruction and teaching approaches for language learners.
- Integrate theory and research on second language acquisition into practice for language learners.
- Evaluate history and policies of language education and how historical and policy context affect the education of language learners.
- Analyze various assessment issues that affect language learners, such as accountability, reliability, validity, bias, special education.

College Core Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
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- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
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LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		
Senior Year		
Capstone		
WLE 384	CAPSTONE IN WORLD LANGUAGE EDUCATION ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math

coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
(Note: One must be US History.)

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required:
 - LSE 380 PHILOSOPHICAL ISSUES IN EDUCATION AND CULTURE
 - 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - 1 BIO Course
 - 1 CHE/ENV/GEO/PHY Course
(Note: One course above must be SI-LAB.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required:
 - PSC 120 THE AMERICAN POLITICAL SYSTEM
 - 1 Additional Course

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Content Area Courses

Note: Language courses begin at the Advanced level for the major. A placement test in the language is required to determine skill level and appropriate level to begin the language. Beginning and Intermediate

language courses are in addition to the content area requirements but can fulfill open elective requirements.

Advanced Language Core: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
GER 201	ADVANCED GERMAN I: COMING TO TERMS WITH THE PAST	4
GER 202	ADVANCED GERMAN II: READING THE FOREIGN/FOREIGN READING	4
GER 203	ADVANCED GERMAN III: THE UNCANNY AND THE SELF	4

Language Electives Core: 36 quarter hours required, grade of C or better required

- GER 200-300 level course 1
- GER 200-300 level course 2
- GER 200-300 level course 3
- GER 200-300 level course 4
- GER 200-300 level course 5
- GER 200-300 level course 6
- GER 200-300 level course 7
- GER 200-300 level course 8
- GER 200-300 level course 9

Teaching Culture Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
WLE 370	LANGUAGE, LITERACIES AND CULTURES	4

Education Courses: 40 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
SCU 337	HUMAN GROWTH AND DEVELOPMENT	4
SEC 364	METHODS: CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS	4
BBE 307	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
WLE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
WLE 349	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12	4
WLE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
WLE 375	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
SCU 338	THE PROCESS AND EVALUATION OF LEARNING	4

or SCU 339 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a world language (Chinese, French, German, Italian, Japanese, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

Open Electives: 8 quarter hours are required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98, MAT 94, and MAT 95. EE 281 recommended as open elective course. Electives must be approved by the WLE Program director.

Student Teaching: 12 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take WLE 384 with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
WLE 385	STUDENT TEACHING IN WORLD LANGUAGES	12
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education German majors must complete the following tests:

- German Content Area Test (test #253) – assesses knowledge of the German language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see above).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

World Language Education Italian (BA)

The Bachelor of Arts program in World Language Education Italian prepares students to teach Preschool through 12th grade in a variety of urban and suburban education settings, including public and private elementary and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student

teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 130-135 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Licensure

Illinois Professional Educator License with endorsement in World Language Italian (preschool-grade 12), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	104
Open Electives	8
Total hours required	192

Learning Outcomes

Students will be able to:

- Apply theoretical foundations of language education to develop sound instruction and teaching approaches for language learners.
- Integrate theory and research on second language acquisition into practice for language learners.
- Evaluate history and policies of language education and how historical and policy context affect the education of language learners.
- Analyze various assessment issues that affect language learners, such as accountability, reliability, validity, bias, special education.

College Core Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf

- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern

Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4

Quantitative Reasoning

MAT 120	QUANTITATIVE REASONING ²	4
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Sophomore Year**Race, Power, and Resistance**

LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
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Junior Year**Experiential Learning**

Met by successful completion of required field experience hours.

Senior Year**Capstone**

WLE 384	CAPSTONE IN WORLD LANGUAGE EDUCATION ^{1,3}	4
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¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains**Arts and Literature (AL) (p. 1322)**

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
- (Note: One must be US History.)

Math and Computing (MC) (p. 1328)

- 2 Courses Required
- [1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required:
 - LSE 380
 - 1 Additional Course
- (Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - 1 BIO Course
 - 1 CHE/ENV/GEO/PHY Course
- (Note: One course above must be SI-LAB.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required:
 - PSC 120
 - 1 Additional Course

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Course Requirements****Content Area Courses**

Note: Language courses begin at the Advanced level for the major. A placement test in the language is required to determine skill level and appropriate level to begin the language. Beginning and Intermediate language courses are in addition to the content area requirements but can fulfill open elective requirements.

Advanced Language Core: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ITA 201	ADVANCED COMMUNICATION I	4
ITA 202	ADVANCED COMMUNICATION II	4
ITA 203	ADVANCED COMMUNICATION III	4

Language Electives Core: 36 quarter hours required, grade of C or better required

- ITA 200-300 level course 1
- ITA 200-300 level course 2
- ITA 200-300 level course 3
- ITA 200-300 level course 4
- ITA 200-300 level course 5
- ITA 200-300 level course 6
- ITA 200-300 level course 7
- ITA 200-300 level course 8
- ITA 200-300 level course 9

Teaching Culture Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
WLE 370	LANGUAGE, LITERACIES AND CULTURES	4

Education Courses: 40 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
SCU 337	HUMAN GROWTH AND DEVELOPMENT	4
SEC 364	METHODS: CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS	4
BBE 307	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
WLE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
WLE 349	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12	4
WLE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
WLE 375	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
SCU 338	THE PROCESS AND EVALUATION OF LEARNING	4
or SCU 339	PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION	

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a world language (Chinese, French, German, Italian, Japanese, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

Open Electives: 8 quarter hours are required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98, MAT 94, and MAT 95. EE 281 recommended as open elective course. Electives must be approved by the WLE Program director.

Student Teaching: 12 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take WLE 384 with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
WLE 385	STUDENT TEACHING IN WORLD LANGUAGES	12
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

World Language Education Italian majors must complete the following tests:

- Italian Content Area Test (test #255) – assesses knowledge of the Italian language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see above).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

World Language Education Japanese (BA)

The Bachelor of Arts program in World Language Education Japanese prepares students to teach Preschool through 12th grade in a variety of urban and suburban education settings, including public and private elementary and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 130-135 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Licensure

Illinois Professional Educator License with endorsement in World Language Japanese (preschool-grade 12), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	104
Open Electives	8
Total hours required	192

Learning Outcomes

Students will be able to:

- Apply theoretical foundations of language education to develop sound instruction and teaching approaches for language learners.

- Integrate theory and research on second language acquisition into practice for language learners.
- Evaluate history and policies of language education and how historical and policy context affect the education of language learners.
- Analyze various assessment issues that affect language learners, such as accountability, reliability, validity, bias, special education.

College Core Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students

- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
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- Expresses feelings and opinions effectively and appropriately
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Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language

- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the “Modern Language Option” of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

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All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

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when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

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Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

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Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

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Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

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or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		
Senior Year		
Capstone		
WLE 384	CAPSTONE IN WORLD LANGUAGE EDUCATION ^{1,3}	4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

³ This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 2 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required
(Note: One must be US History.)

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required:
 - LSE 380
- 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - 1 BIO Course
 - 1 CHE/ENV/GEO/PHY Course
(Note: One course above must be SI-LAB.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required:
 - PSC 120
 - 1 Additional Course

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Content Area Courses

Note: Language courses begin at the Advanced level for the major. A placement test in the language is required to determine skill level and appropriate level to begin the language. Beginning and Intermediate language courses are in addition to the content area requirements but can fulfill open elective requirements.

Advanced Language Core: 24 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
JPN 201	ADVANCED JAPANESE I	4
JPN 202	ADVANCED JAPANESE II	4

JPN 203	ADVANCED JAPANESE III	4
JPN 311	ADVANCED DISCUSSION AND READING I	4
JPN 312	ADVANCED DISCUSSION AND READING II	4
JPN 313	ADVANCED DISCUSSION AND READING III	4

Language Electives Core: 24 quarter hours required, grade of C or better required. Courses must be from at least 3 different departments.

Course	Title	Quarter Hours
Select six of the following:		24
HAA 115	INTRODUCTION TO ASIAN ART	
HAA 216	JAPANESE ART	
HAA 397	SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE (as appropriate)	
GEO 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY	
HST 263	JAPAN TO C. 1200	
HST 264	JAPAN c.1200 - 1800	
HST 265	JAPAN, c. 1800-PRESENT	
HST 162	EAST ASIA c. 1200 TO 1800	
HST 322	TOPICS IN ASIAN HISTORY	
HST 340	CULTURE AND GENDER IN JAPAN	
INT 330	TOPICS IN EAST ASIAN STUDIES	
JPN 240E	MODERN JAPANESE LITERATURE	
PSC 253	ASIAN POLITICS	
PSC 349	ADVANCED TOPICS IN INTERNATIONAL RELATIONS	
REL 202	ATOM BOMB DISCOURSE	
REL 205	COMPARATIVE ETHICS	
REL 245	RELIGION IN JAPANESE HISTORY, SOCIETY, AND CULTURE	
REL 247	LITERATURE AND RELIGION IN JAPAN	
REL 342	ZEN MIND	

Teaching Culture Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
WLE 370	LANGUAGE, LITERACIES AND CULTURES	4

Education Courses: 40 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
SCU 337	HUMAN GROWTH AND DEVELOPMENT	4
SEC 364	METHODS: CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS	4
BBE 307	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
WLE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4

WLE 349	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12	4
WLE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
WLE 375	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
SCU 338	THE PROCESS AND EVALUATION OF LEARNING	4
or SCU 339	PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION	

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a world language (Chinese, French, German, Italian, Japanese, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

Open Electives: 8 quarter hours are required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98, MAT 94, and MAT 95. EE 281 recommended as open elective course. Electives must be approved by the WLE Program director.

Student Teaching: 12 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take WLE 384 with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
WLE 385	STUDENT TEACHING IN WORLD LANGUAGES	12
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Japanese majors must complete the following tests:

- Japanese Content Area Test (test #256) – assesses knowledge of the Japanese language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see above).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

World Language Education Spanish (BA)

The Bachelor of Arts program in World Language Education Spanish prepares students to teach Preschool through 12th grade in a variety of urban and suburban education settings, including public and private elementary and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 130-135 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Licensure

Illinois Professional Educator License with endorsement in World Language Spanish (preschool-grade 12), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	104
Open Electives	8
Total hours required	192

Learning Outcomes

Students will be able to:

- Apply theoretical foundations of language education to develop sound instruction and teaching approaches for language learners.
- Integrate theory and research on second language acquisition into practice for language learners.
- Evaluate history and policies of language education and how historical and policy context affect the education of language learners.
- Analyze various assessment issues that affect language learners, such as accountability, reliability, validity, bias, special education.

College Core Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain

circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
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 - LSE 380
 - 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required:
 - 1 BIO Course
 - 1 CHE/ENV/GEO/PHY Course
 (Note: One course above must be SI-LAB.)

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 2 Courses Required:
 - PSC 120
 - 1 Additional Course

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements**Course Requirements****Content Area Courses**

Note: Language courses begin at the Advanced level for the major. A placement test in the language is required to determine skill level and appropriate level to begin the language. Beginning and Intermediate language courses are in addition to the content area requirements but can fulfill open elective requirements.

Advanced Language Core: 16 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SPN 201	ADVANCED GRAMMAR AND COMMUNICATION	4
or SPN 205	ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE LEARNERS I	
SPN 202	ADVANCED COMPOSITION AND COMMUNICATION	4
or SPN 206	ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE LEARNERS II	
SPN 203	ADVANCED CONVERSATION	4
or SPN 207	ADVANCED CONVERSATION FOR THE HERITAGE LEARNER	
SPN 220	INTRODUCTION TO LITERARY ANALYSIS IN SPANISH	4

Language Electives Core: 28 quarter hours required, grade of C or better required

- SPN 200-300 level course 1
- SPN 200-300 level course 2
- SPN 200-300 level course 3
- SPN 200-300 level course 4
- SPN 300 level course 1

- SPN 300 level course 2
- SPN 300 level course 3

Linguistics Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SPN 352	SPANISH PHONOLOGY AND PHONETICS	4

Teaching Culture Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
WLE 370	LANGUAGE, LITERACIES AND CULTURES	4

Education Courses: 40 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
SCU 337	HUMAN GROWTH AND DEVELOPMENT	4
SEC 364	METHODS: CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS	4
BBE 307	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
WLE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
WLE 349	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12	4
WLE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
WLE 375	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
SCU 338	THE PROCESS AND EVALUATION OF LEARNING	4
or SCU 339	PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION	

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a world language (Chinese, French, German, Italian, Japanese, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

Open Electives: 8 quarter hours are required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98, MAT 94, and MAT 95. EE 281 recommended as open elective course. Electives must be approved by the WLE Program director.

Student Teaching: 12 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take WLE 384 with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
WLE 385	STUDENT TEACHING IN WORLD LANGUAGES	12
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Spanish majors must complete the following tests:

- Spanish Content Area Test (test #260) – assesses knowledge of the Spanish language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see above).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Writing and Publishing (MA)

The Master of Arts in Writing and Publishing offers advanced training in the art and craft of writing poetry, fiction, and nonfiction. The program combines the practical experience of writing workshops and studies in literature with course work in language and style, pedagogy, editing, publishing, and other topics. The Master of Arts in Writing and Publishing attends to publishing as an integral part of the practice of the creative writer and affords interested students the opportunity to gain first-hand experience with various facets of the publishing industry.

Courses are offered weekday evenings on the Lincoln Park Campus and online. Check with the program director or www.english-exlibris.com (<https://www.english-exlibris.com/>) for online course offerings. The program may be completed in as little as two years, but part-time options are available for working students.

The MA in Writing and Publishing seeks to meet the needs of a range of students, including the following:

- Students with interest and experience in creative writing, including fiction, poetry, and a variety of nonfiction genres.
- Professional writers, including freelance writers and staff writers for general and trade publications or the Internet.
- Feature writers for daily, weekly, or monthly newspapers.
- General and specialized editors employed by publishing houses, magazines, and corporations.
- Working professionals for whom high-quality writing is an essential component of their jobs.
- Current and prospective teachers of English and/or writing at the secondary or post-secondary level.
- Students seeking a master's-level foundation for further graduate work in creative writing, English, teaching, or related fields.

Electives in the MA in Writing and Publishing may be used for graduate certificate programs, such as the Certificate in Teaching English in

Two-Year Colleges and the Certificate in Digital Humanities. With planning, combined MA + certificate programs may require no additional coursework to fulfill all requirements.

Students participating in a combined MA + certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Writing and Publishing + Digital Humanities Certificate
- Writing and Publishing + Teaching English in Two-Year Colleges Certificate
- Writing and Publishing + Women's and Gender Studies Certificate

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Create original works of poetry, fiction, and nonfiction that demonstrate appropriate skills of narrative and lyric writing, such as the use of description, exposition, and research.
- Offer constructive criticism on works in progress that illustrates understanding of forms (the prose poem, the short story cycle, the lyric essay, etc.), and/or elements of voice, structure, and idea development.
- Apply the knowledge, vocabulary, and tools of writing craft in professional contexts, such as teaching, presenting conference papers, producing creative and multimedia content, and editing.
- Demonstrate an understanding of literary production across diverse contexts, cultures, structures, systems, and traditions.

Degree Requirements

Course Requirements

Writing Workshop: 20 hours

- All workshops, except for ENG 480, ENG 487, ENG 490, ENG 491, and ENG 497, are reserved for graduate students in the Department of English

Course	Title	Quarter Hours
Select five from the following:		20
ENG 480	INTRODUCTION TO CREATIVE WRITING	
ENG 484	WRITING WORKSHOP TOPICS (May be repeated with different topics)	
ENG 487	TRAVEL WRITING	
ENG 490	WRITING FOR MAGAZINES	
ENG 491	SCIENCE WRITING	
ENG 492	WRITING FICTION	
ENG 493	WRITING POETRY	
ENG 494	NOVELS I	
ENG 495	NOVELS II	
ENG 497	WRITING THE LITERATURE OF FACT	

Literature: 4 hours

Course	Title	Quarter Hours
Select one from the following:		4
ENG 411	CHAUCE	
ENG 412	STUDIES IN ARTHURIAN LITERATURE	
ENG 413	STUDIES IN MEDIEVAL LITERARY FORMS	
ENG 419	TOPICS IN MEDIEVAL LITERATURE	
ENG 421	STUDIES IN ENGLISH RENAISSANCE PROSE	
ENG 422	STUDIES IN ENGLISH RENAISSANCE POETRY	
ENG 423	STUDIES IN ENGLISH RENAISSANCE DRAMA	
ENG 426	THE ESSAY: HISTORY, THEORY, PRACTICE	
ENG 427	MILTON	
ENG 428	STUDIES IN SHAKESPEARE	
ENG 429	TOPICS IN RENAISSANCE LITERATURE	
ENG 431	STUDIES IN THE EIGHTEENTH CENTURY NOVEL	
ENG 432	STUDIES IN RESTORATION AND EIGHTEENTH-CENTURY DRAMA	
ENG 434	STUDIES IN RESTORATION AND EIGHTEENTH CENTURY AUTHORS	
ENG 439	TOPICS IN RESTORATION AND EIGHTEENTH-CENTURY LITERATURE	
ENG 441	STUDIES IN ENGLISH ROMANTIC PROSE	
ENG 442	STUDIES IN ENGLISH ROMANTIC POETRY	
ENG 443	STUDIES IN VICTORIAN PROSE	
ENG 444	STUDIES IN VICTORIAN POETRY	
ENG 445	STUDIES IN NINETEENTH-CENTURY BRITISH FICTION	
ENG 446	NINETEENTH-CENTURY IRISH LITERATURE	
ENG 449	TOPICS IN NINETEENTH-CENTURY BRITISH LITERATURE	
ENG 451	STUDIES IN THE MODERN BRITISH NOVEL	
ENG 452	STUDIES IN MODERN BRITISH POETRY	
ENG 453	STUDIES IN MODERN DRAMA	
ENG 455	MODERN IRISH LITERATURE	
ENG 456	CONTEMPORARY IRISH LITERATURE	
ENG 459	TOPICS IN MODERN BRITISH LITERATURE	
ENG 464	STUDIES IN AMERICAN AUTHORS	
ENG 465	STUDIES IN THE MODERN AMERICAN NOVEL	
ENG 466	STUDIES IN MODERN AMERICAN POETRY	
ENG 467	STUDIES IN AMERICAN DRAMA	
ENG 469	TOPICS IN AMERICAN LITERATURE	
ENG 472	LITERARY THEORY	
ENG 475	TOPICS IN LITERATURE	
ENG 476	TOPICS IN GENRE AND FORM	

Electives in Language, Literature, Publishing and Teaching: 8 hours

Course	Title	Quarter Hours
Select two from the following:		8
ENG 400	STRUCTURE OF MODERN ENGLISH	
ENG 401	HISTORY OF THE ENGLISH LANGUAGE	
ENG 407	LANGUAGE AND STYLE FOR WRITERS	
ENG 408	STYLISTICS	
ENG 426	THE ESSAY: HISTORY, THEORY, PRACTICE	
ENG 473	TEACHING CREATIVE WRITING	
ENG 474	TEACHING LITERATURE	
ENG 476	TOPICS IN GENRE AND FORM (Variable)	
ENG 477	TOPICS IN PUBLISHING (Variable)	
ENG 478	TOPICS IN TEACHING (Variable)	
ENG 496	TOPICS IN EDITING (May be repeated with a different topic)	
Any courses in literature if not used to satisfy the Literature category requirement, above		
Courses from other programs may be substituted only with approval of program director		

Open Electives: 16 hours

Course	Title	Quarter Hours
Select four from the following:		16
ENG 500	INDEPENDENT STUDY	
ENG 509	INTERNSHIP	
Any graduate-level courses in writing, literature, criticism, publishing, and teaching offered by the English department and not used to satisfy other requirements, above		
Up to two graduate level courses offered by the Writing, Rhetoric, and Discourse Department		
Courses from other programs may be substituted only with approval of program director. Note: No more than two courses from outside of the English Department may count toward Open Electives		

Online Degree Option

The MFA/MA program is committed to offering at least 3 online and/or remote-enabled courses every regular academic quarter. Yearly offerings will include 4-5 workshops, 2 publishing courses, 1-2 literature courses, and a variety of electives. Online summer session and December intercession courses can also count toward your degree. Check with the program director or www.english-exlibris.com (<http://www.english-exlibris.com/>) for online offerings.

Writing and Rhetoric (BA)

The Bachelor of Arts in Writing and Rhetoric focuses on the development and expression of ideas in writing—the very foundation of the liberal arts, and more broadly, contemporary democratic culture. Our lives are increasingly mediated by digital technologies that use writing to organize sound and image in interactive spaces like the Web. And through text messaging, email, and social networking, individual identity and interpersonal relationships are progressively bound up with writing. At the same time, we face growing demands for communicating across

national, cultural, and linguistic borders, requiring us to rethink many assumptions we may have about written communication and expression.

Writing and Rhetoric majors explore theories of language, rhetoric (how to make effective choices as writers), and discourse (the way writing structures human activity) as they develop understanding of the role of the individual writer within communities of writers. They write in a great variety of contexts and genres in preparation for a full range of dynamic and rewarding careers grounded in written communication.

WRD faculty members are published specialists in the fields that make up writing studies—rhetoric, technical and professional writing, new media studies, and linguistics—allowing students to learn from leading scholars.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	56
Open Electives	52
Total hours required	192

Learning Outcomes

Students will be able to:

- Describe concepts, theories, and historical periods related to writing, rhetoric, and literacies.
- Produce clear, cohesive, and precise prose.
- Compose audience-centered texts in a variety of public and professional genres.
- Design persuasive multimodal texts.
- Assess the ethical, cultural, or political dimensions of rhetoric, language, or writing technologies.

College Core Requirements

Study in the Major Field

The student’s course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By “liberal education” the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized “concentration.” The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student’s choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty

advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the “Modern Language Option” (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Required ¹		4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)

- 3 Courses Required

Historical Inquiry (HI) (p. 1326)

- 2 Courses Required

Math and Computing (MC) (p. 1328)

- 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)

- 2 Courses Required

Religious Dimensions (RD) (p. 1330)

- 2 Courses Required

Scientific Inquiry (SI) (p. 1332)

- 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)

- 1 Course Required

Notes

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the experiential learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Fifty-six quarter hours distributed as follows:

Core (4 courses)

Course	Title	Quarter Hours
WRD 201	DIGITAL WRITING	4
WRD 203	STYLE FOR WRITERS	4
WRD 210	CULTURAL RHETORICS	4
WRD 264	LANGUAGE, SELF AND SOCIETY	4

WRD Elective Categories

One course is required from each of the two following WRD elective categories:

Writing in Communities and Professions

Course	Title	Quarter Hours
Select one of the following:		4
WRD 204	TECHNICAL WRITING	
WRD 205	HISTORY OF LITERACIES AND WRITING	
WRD 206	PROFESSIONAL WRITING	

WRD 240	ARGUMENTATIVE WRITING
WRD 241	THE ESSAY FROM PRINT TO NEW MEDIA
WRD 280	WRITING IN THE SCIENCES
WRD 282	ETHICS OF PUBLIC AND PROFESSIONAL WRITING
WRD 283	ENVIRONMENTAL WRITING
WRD 284	SPORTS WRITING IN AMERICA: MYTHS, MEMORIES, HEROES AND VILLAINS
WRD 286	WRITING WITH PHOTOGRAPHS
WRD 300	COMPOSITION AND STYLE
WRD 301	WORKPLACE WRITING: THEORY AND PRACTICE
WRD 309	TOPICS IN WRITING, RHETORIC AND DISCOURSE: WRITING WITH AI ¹
WRD 320	TOPICS IN PROFESSIONAL WRITING ¹
WRD 321	WRITING IN THE LEGAL PROFESSION
WRD 322	WRITING AND METADATA
WRD 323	EDITING
WRD 324	WRITING FOR PUBLIC HEALTH AND HEALTH CARE
WRD 325	RHETORIC IN CRISIS CONTEXTS
WRD 327	CONTENT WRITING
WRD 340	WRITING AND REVISING
WRD 345	GHOSTWRITING
WRD 371	MENTORING YOUTH IN COMMUNITY WRITING GROUPS (EL/LSP EL)
WRD 372	DIGITAL STORYTELLING
WRD 376	FIELDWORK IN ARTS WRITING (EL/LSP EL)
WRD 377	WRITING AND SOCIAL ENGAGEMENT (EL/LSP EL) ¹
WRD 395	WRITING CENTER THEORY & PEDAGOGY (EL/LSP EL)
WRD 396	WRITING FELLOWS THEORY AND PRACTICE (EL)

¹ May be repeated for credit when the topic is different.

Rhetorical History, Theory, and Analysis

Course	Title	Quarter Hours
Select one of the following:		4
WRD 208	INTRODUCTION TO REASONED DISCOURSE	
WRD 209	GENRE AND DISCOURSE	
WRD 220	HOW LANGUAGE WORKS	
WRD 231	GOOGLING GOD: RELIGIOUS PRACTICES IN DIGITAL CULTURE	
WRD 232	THE LANGUAGE OF DISABILITY	
WRD 260	RHETORICAL ANALYSIS	
WRD 261	DIGITAL CULTURE	
WRD 262	THE RHETORIC OF EVERYDAY TEXTS	
WRD 263	READING BETWEEN THE GROOVES: THE RHETORICAL POWER OF POPULAR MUSIC	
WRD 265	SOCIAL MOVEMENT, SOCIAL MEDIA, AND AMERICAN IDENTITIES	

WRD 266	LEVELING UP: THE SOCIAL RHETORIC OF VIDEO GAMES
WRD 281	WRITING CENSORSHIP
WRD 285	TRUTH IN DISGUISE: THE RHETORIC OF SATIRE
WRD 287	THE COMIC BOOK AS VISUAL ARGUMENT
WRD 288	RHETORIC AND POPULAR CULTURE
WRD 289	WRITING ABOUT RIGHTS
WRD 306	RHETORICAL TRADITIONS
WRD 330	LANGUAGE AND LINGUISTICS
WRD 360	TOPICS IN RHETORIC ¹
WRD 361	TOPICS IN ALTERNATIVE RHETORICS ¹
WRD 362	SEMIOTICS
WRD 363	VISUAL RHETORIC
WRD 364	CHICAGO WOMEN RHETORS
WRD 368	GLOBAL ENGLISHES
WRD 378	TEACHING ENGLISH AS A SECOND LANGUAGE IN CHICAGO (EL/LSP EL)
WRD 390	RHETORIC AND PUBLIC WRITING

¹ May be repeated for credit when the topic is different.

Major Field Electives

The equivalent of eight additional four-hour electives may be drawn from either of the elective categories above and from the following:

Course	Title	Quarter Hours
WRD 207	INTRODUCTION TO WRITING AND RHETORIC	
WRD 290	WRITER'S TOOLS WORKSHOP (2 hr course, may be repeated for major-field elective credit as long as topic differs)	
WRD 291	THE SCIENTIFIC RESEARCH POSTER	
WRD 398	INTERNSHIP (EL/LSP EL)	
WRD 399	INDEPENDENT STUDY	

Experiential Learning (EL) Requirement

All Writing and Rhetoric majors are required to take one EL-designated course within the major. WRD courses designated both EL and LSP EL will fulfill the major's EL requirement and the Liberal Studies Experiential Learning requirement simultaneously. A LSP EL course taken outside of WRD will not count toward the EL major requirement.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Writing and Rhetoric 3+3 (BA+JD)

In the 3+3 (BA+JD) Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet

regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students who enroll in the BA+JD program in 2022 or later must achieve a cumulative GPA of 3.7 by the end of their second year of undergraduate study and maintain a cumulative GPA of 3.7 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

In addition to the three PRELAW classes, students will complete 11 courses (29 semester credit hours) during their final year of undergraduate study. These classes can be found in the Core Required Courses on the Law JD program page (p. 696).

Financial Aid

BA/JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic

year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Writing, Rhetoric, and Discourse (MA), Combined Bachelor's + Master's Degree

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

DePaul Undergraduate Degree + Writing, Rhetoric and Discourse (MA)

Any DePaul student regardless of major may apply for the Combined DePaul Bachelor's + MA WRD program. If admitted, undergraduate students will be allowed to take up to three courses in the MA WRD during their senior year as open electives in their undergraduate degree program. Final approval of the MA WRD courses as open electives will continue to reside with the college hosting the specific bachelor's degree program. Writing and Rhetoric majors who choose the BA + MA option may count their three graduate courses as major or open electives. In addition to the credit earned toward their bachelor's degree, participants will be allowed to double-count the course credit toward the requirements of the MA WRD degree program. Current DePaul undergraduate students with junior status (at least 88.0 credits) and a cumulative DePaul grade point average (GPA) of 3.2 are eligible to apply to the Combined DePaul Bachelor's + MA WRD.

Application Deadlines:

- To begin in Autumn Quarter, for Spring Graduation: April 15
- To begin in Winter Quarter, for Autumn Graduation: November 15
- To begin in Spring Quarter, for Winter Graduation: February 15

Writing and Rhetoric (BA) + Secondary Education English (MED)

The combined Bachelor's + Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate English major with a graduate level College of Education (COE) Master's in Education Program. Students graduate with a BA in Writing and Rhetoric and a MED in Education with State of Illinois Secondary English Language Arts licensure. This combined degree program of the College of Liberal Arts and Social Sciences and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

Students may apply to the Program during the spring of their junior year. They must complete the Junior Year Experiential Learning course, TCH 320, and meet other application criteria prior to applying; these include completion of at least 16 quarter credit hours at DePaul and a 3.0 GPA. During their senior year, students are required to complete

a Program capstone course, TCH 390 and three 400-level courses that count toward both their undergraduate and graduate degrees:

Junior Year Coursework : 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Senior Year Coursework: 4 quarter hours required

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)	4

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 411	THE NATURE OF ENGLISH	4
TCH 421	INQUIRY & APPLICATION IN DEVELOPING ENGLISH PEDAGOGY	4

Secondary English Content Area (grades of C or better required for licensure):

The following is a list of English Content Area requirements (grades of C or better required for licensure). These can be taken as part of liberal studies, major and/or open elective requirements:

Literature Core: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ENG 101	INTRODUCTION TO LITERATURE	4
ENG 205	LITERATURE TO 1700	4
ENG 206	LITERATURE FROM 1700 TO 1900	4
ENG 207	LITERATURE FROM 1900 TO THE PRESENT	4
ENG 328	STUDIES IN SHAKESPEARE	4

Literature Elective: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one course focused on Race, Ethnicity, and Sexuality (RES Designation) from the following:		4
ENG 268	LITERATURE ACROSS CULTURES	
ENG 271	AFRICAN AMERICAN LITERATURE	
ENG 273	GLOBAL ASIAN LITERATURE	

ENG 276	LATINX LITERATURE
ENG 285	LGBTQ LITERATURE
ENG 351	POSTCOLONIAL LITERATURE
ENG 352	GLOBAL ENGLISH LITERATURE
ENG 353	TOPICS IN GLOBAL ASIAN LITERATURE
ENG 368	STUDIES IN LITERATURE ACROSS CULTURES
ENG 371	TOPICS IN AFRICAN AMERICAN LITERATURE
ENG 373	MULTIETHNIC LITERATURE OF THE U.S.
ENG 374	NATIVE LITERATURE
ENG 384	TOPICS IN LATINX LITERATURE
ENG 385	TOPICS IN LGBTQ LITERATURE

Select one (1) 300-level Literature courses (with advisor’s approval) 4

American Literature Core: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ENG 361	19TH-CENTURY AMERICAN LITERATURE	4

Language/Writing Core: 16 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ENG 211	GRAMMAR AND STYLE	4
WRD 201	DIGITAL WRITING	4
WRD 240	ARGUMENTATIVE WRITING	4
Select one(1) 300-level WRD elective course (with advisor’s approval)		4

This combined degree program of the College of Liberal Arts and Social Sciences and the College of Education was collaboratively developed, and is governed and taught by faculty from these units.

The Master’s year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois licensure requirements (which may require some additional course work in the student’s major and related fields), students are eligible to be licensed to teach English at the 5th-12th grade levels.

A full description of the TEACH Program can be found here. (p. 1140)
English Majors interested in the TEACH Program should consult Dr. Carolyn Goffman, TEACH Program Advisor for English, at cgoffman@depaul.edu or 773-325-8688.

Writing and Rhetoric (BA) Online

The Bachelor of Arts in Writing and Rhetoric focuses on the development and expression of ideas in writing—the very foundation of the liberal arts, and more broadly, contemporary democratic culture. Our lives are increasingly mediated by digital technologies that use writing to organize sound and image in interactive spaces like the Web. And through text messaging, email, and social networking, individual identity and interpersonal relationships are progressively bound up with writing. At the same time, we face growing demands for communicating across

national, cultural, and linguistic borders, requiring us to rethink many assumptions we may have about written communication and expression.

Writing and Rhetoric majors explore theories of language, rhetoric (how to make effective choices as writers), and discourse (the way writing structures human activity) as they develop understanding of the role of the individual writer within communities of writers. They write in a great variety of contexts and genres in preparation for a full range of dynamic and rewarding careers grounded in written communication.

WRD faculty members are published specialists in the fields that make up writing studies—rhetoric, technical and professional writing, new media studies, and linguistics—allowing students to learn from leading scholars.

Program Requirements	Quarter Hours
Liberal Studies Requirements	84
Major Requirements	56
Open Electives	52
Total hours required	192

Learning Outcomes

Students will be able to:

- Describe concepts, theories, and historical periods related to writing, rhetoric, and literacies.
- Produce clear, cohesive, and precise prose.
- Compose audience-centered texts in a variety of public and professional genres.
- Design persuasive multimodal texts.
- Assess the ethical, cultural, or political dimensions of rhetoric, language, or writing technologies.

College Core Requirements

Study in the Major Field

The student's course of study in the College consists of three parts: Liberal Studies, the major field, and electives. Together these three parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the arts, the behavioral and social sciences, philosophy, religious studies, the natural science, and mathematics.

The major field program generally is built upon a set of core courses and a specialized "concentration." The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation, students are required to pursue a number of electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

Students will be prompted to visit the College Office for their official graduation check early in their senior year.

Declaration of Major, Minor and Concentration

All students in the College are required to declare a major field prior to beginning their junior year. The student will then be assigned a faculty

advisor in the major field department or program and should make an appointment to see that advisor at his or her earliest convenience.

Students must declare or change majors, minors, and concentrations, via Campus Connection. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the Office for Academic Advising Support.

The Modern Language Requirement (MLR)

All students will be required to demonstrate competence in a modern language (i.e., a language other than English) equivalent to the proficiency attained from one year of college-level language study. This Modern Language Requirement (MLR) may be demonstrated by:

- placing into 104 or above on the DePaul language placement exam
- completing the last course or earning AP/IB credit for the last course in the first-year college sequence of any language (e.g. 103 for DePaul language classes)
- completing a college course or earning AP/IB credit for a college course beyond the first-year level in any language (e.g. 104 or above for DePaul language classes)
- completing the final course of a four-year sequence of the same modern language in high school*
- completing a proctored exam by BYU and passing the exam (see the Department of Modern Languages website for registration details)
- completing a proctored Written Proficiency Test (WPT) by Language Testing International (LTI) and achieving a score of Beginner High or above (see the Department of Modern Languages website for registration details)

*Students are strongly encouraged to take the DePaul language placement exam even if they have met the MLR via study of a language in high school. This will ensure continuation of language study at the proper level.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Students who complete an Inter-College Transfer (ICT) to the College will abide by the MLR in place on the effective date of the ICT, regardless of when they first matriculated at DePaul.

Students who have met the MLR and wish to pursue further work in the language may elect the "Modern Language Option" (see below).

The Modern Language Option (MLO)

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level required by their College, and to all other undergraduate students without a modern language requirement who wish to study a language at any level.

Students selecting the MLO may substitute a sequence of three courses in the same language for three domain courses.

The three MLO substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

MLO substitutions may not be used to replace requirements in the Math & Computing, and Scientific Inquiry, domains.

Students majoring in one modern language may use the Modern Language Option for study of a second language at the Intermediate level or above.

Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Option.

NOTE: Please contact your college/school regarding additional information and restrictions about the Modern Language Option.

External Credit and Residency

A student who has been admitted to the College begins residency within the college as of the first day of classes of the term in which the student is registered. Students in residence, whether attending on a full-time or part-time basis, may not take courses away from DePaul University without the written permission of the college. Permission must be obtained in advance of registration to avoid loss of credit or residency in the college; see the LAS website for more information.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	
Junior Year		
Experiential Learning		
Required		4
Senior Year		
Capstone		
Required ¹		4

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the SI Domain.

Learning Domains

Arts and Literature (AL) (p. 1322)
• 3 Courses Required

Historical Inquiry (HI) (p. 1326)
• 2 Courses Required

Math and Computing (MC) (p. 1328)
• 2 Courses Required
[1 CR Course and 1 SR Course]

Philosophical Inquiry (PI) (p. 1329)
• 2 Courses Required

Religious Dimensions (RD) (p. 1330)
• 2 Courses Required

Scientific Inquiry (SI) (p. 1332)
• 2 Courses Required
[1 Lab Course and 1 SWK Course]

Social, Cultural, and Behavioral Inquiry (SCBI) (p. 1334)
• 1 Course Required

Notes

Courses offered in the student’s primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major. Students who choose to take an experiential learning course offered by the major may count it either as a general elective or the experiential learning requirement.

In meeting learning domain requirements, no more than one course that is outside the student’s major and is cross-listed with a course within the student’s major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Fifty-six quarter hours distributed as follows:

Core (4 courses)		
Course	Title	Quarter Hours
WRD 201	DIGITAL WRITING	4
WRD 203	STYLE FOR WRITERS	4
WRD 210	CULTURAL RHETORICS	4
WRD 264	LANGUAGE, SELF AND SOCIETY	4

WRD Elective Categories

One course is required from each of the two following WRD elective categories:

Writing in Communities and Professions		
Course	Title	Quarter Hours
Select one of the following:		4
WRD 204	TECHNICAL WRITING	
WRD 205	HISTORY OF LITERACIES AND WRITING	
WRD 206	PROFESSIONAL WRITING	

WRD 240	ARGUMENTATIVE WRITING
WRD 241	THE ESSAY FROM PRINT TO NEW MEDIA
WRD 280	WRITING IN THE SCIENCES
WRD 282	ETHICS OF PUBLIC AND PROFESSIONAL WRITING
WRD 283	ENVIRONMENTAL WRITING
WRD 284	SPORTS WRITING IN AMERICA: MYTHS, MEMORIES, HEROES AND VILLAINS
WRD 286	WRITING WITH PHOTOGRAPHS
WRD 300	COMPOSITION AND STYLE
WRD 301	WORKPLACE WRITING: THEORY AND PRACTICE
WRD 309	TOPICS IN WRITING, RHETORIC AND DISCOURSE: WRITING WITH AI ¹
WRD 320	TOPICS IN PROFESSIONAL WRITING ¹
WRD 321	WRITING IN THE LEGAL PROFESSION
WRD 322	WRITING AND METADATA
WRD 323	EDITING
WRD 324	WRITING FOR PUBLIC HEALTH AND HEALTH CARE
WRD 325	RHETORIC IN CRISIS CONTEXTS
WRD 327	CONTENT WRITING
WRD 340	WRITING AND REVISING
WRD 345	GHOSTWRITING
WRD 371	MENTORING YOUTH IN COMMUNITY WRITING GROUPS (EL/LSP EL)
WRD 372	DIGITAL STORYTELLING
WRD 376	FIELDWORK IN ARTS WRITING (EL/LSP EL)
WRD 377	WRITING AND SOCIAL ENGAGEMENT (EL/LSP EL) ¹
WRD 395	WRITING CENTER THEORY & PEDAGOGY (EL/LSP EL)
WRD 396	WRITING FELLOWS THEORY AND PRACTICE (EL)

¹ May be repeated for credit when the topic is different.

Rhetorical History, Theory, and Analysis

Course	Title	Quarter Hours
Select one of the following:		4
WRD 208	INTRODUCTION TO REASONED DISCOURSE	
WRD 209	GENRE AND DISCOURSE	
WRD 220	HOW LANGUAGE WORKS	
WRD 231	GOOGLING GOD: RELIGIOUS PRACTICES IN DIGITAL CULTURE	
WRD 232	THE LANGUAGE OF DISABILITY	
WRD 260	RHETORICAL ANALYSIS	
WRD 261	DIGITAL CULTURE	
WRD 262	THE RHETORIC OF EVERYDAY TEXTS	
WRD 263	READING BETWEEN THE GROOVES: THE RHETORICAL POWER OF POPULAR MUSIC	
WRD 265	SOCIAL MOVEMENT, SOCIAL MEDIA, AND AMERICAN IDENTITIES	

WRD 266	LEVELING UP: THE SOCIAL RHETORIC OF VIDEO GAMES
WRD 281	WRITING CENSORSHIP
WRD 285	TRUTH IN DISGUISE: THE RHETORIC OF SATIRE
WRD 287	THE COMIC BOOK AS VISUAL ARGUMENT
WRD 288	RHETORIC AND POPULAR CULTURE
WRD 289	WRITING ABOUT RIGHTS
WRD 306	RHETORICAL TRADITIONS
WRD 330	LANGUAGE AND LINGUISTICS
WRD 360	TOPICS IN RHETORIC ¹
WRD 361	TOPICS IN ALTERNATIVE RHETORICS ¹
WRD 362	SEMIOTICS
WRD 363	VISUAL RHETORIC
WRD 364	CHICAGO WOMEN RHETORS
WRD 368	GLOBAL ENGLISHES
WRD 378	TEACHING ENGLISH AS A SECOND LANGUAGE IN CHICAGO (EL/LSP EL)
WRD 390	RHETORIC AND PUBLIC WRITING

¹ May be repeated for credit when the topic is different.

Major Field Electives

The equivalent of eight additional four-hour electives may be drawn from either of the elective categories above and from the following:

Course	Title	Quarter Hours
WRD 207	INTRODUCTION TO WRITING AND RHETORIC	
WRD 290	WRITER'S TOOLS WORKSHOP (2 hr course, may be repeated for major-field elective credit as long as topic differs)	
WRD 291	THE SCIENTIFIC RESEARCH POSTER	
WRD 398	INTERNSHIP (EL/LSP EL)	
WRD 399	INDEPENDENT STUDY	

Experiential Learning (EL) Requirement

All Writing and Rhetoric majors are required to take one EL-designated course within the major. WRD courses designated both EL and LSP EL will fulfill the major's EL requirement and the Liberal Studies Experiential Learning requirement simultaneously. A LSP EL course taken outside of WRD will not count toward the EL major requirement.

Open Electives

Open elective credit also is required to meet the minimum graduation requirement of 192 hours.

Writing, Rhetoric and Discourse (MA)

The Master of Arts in Writing, Rhetoric, and Discourse (WRD) combines a strong theoretical foundation in rhetoric and discourse with practical training in the areas of teaching writing and language, professional and technical writing, and digital content creation. The program's mix of theory and practice prepares students to write and to create digital content in professional, technical, or nonprofit settings; to teach

writing and English in post-secondary institutions; and to continue academic study in related PhD programs.

The MA in WRD may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- WRD + Digital Humanities Certificate
- WRD + Teaching English to Speakers of Other Languages (TESOL) Certificate
- WRD + Teaching English in Two-Year Colleges Certificate
- WRD + Women’s and Gender Studies Certificate
- WRD + Strategic Writing and Advancement for Nonprofit (SWAN) Certificate

Program Requirements	Quarter Hours
Degree Requirements	48
Total hours required	48

Learning Outcomes

Students will be able to:

- Describe key concepts, theories, and histories in the study of writing and rhetoric.
- Produce complex written arguments that demonstrate a clear, cohesive, and appropriate written style.
- Design persuasive multimodal texts.
- Assess the ethical, civic, or political dimensions of rhetoric, language, or writing technologies, including dynamics of culture and power.

Degree Requirements

Course Requirements

Students complete 12 courses (48 credits) to graduate from the MA in WRD program. Program requirements vary based on whether or not the student declares a concentration.

Required Course (4 credits)

Course	Title	Quarter Hours
WRD 500	PROSEMINAR (To be taken within the first 4 courses of the program)	4

Rhetoric and Discourse Courses (12 credits)

Course	Title	Quarter Hours
Select three from the following:		12
WRD 503	ANCIENT RHETORICS	
WRD 505	CONTEMPORARY RHETORICS	
WRD 506	MULTICULTURAL RHETORICS	
WRD 507	GLOBAL ENGLISHES	
WRD 508	DISCOURSE AND STYLE	
WRD 509	GENRE THEORY AND PRACTICE	
WRD 510	TOPICS IN RHETORICAL HISTORY	

WRD 511	TOPICS IN COMMUNITY, CULTURE AND IDENTITY
WRD 512	TOPICS IN LANGUAGE
WRD 513	SEMIOTICS
WRD 514	SOCIOLINGUISTICS
WRD 515	THE ESSAY

Optional Concentrations (16 credits)

Professional & Digital Writing

Course	Title	Quarter Hours
Select four from the following:		16
WRD 521	TECHNICAL WRITING	
WRD 522	WRITING IN THE PROFESSIONS	
WRD 523	EDITING	
WRD 524	DOCUMENT DESIGN	
WRD 525	WRITING FOR THE WEB	
WRD 526	GRANT AND PROPOSAL WRITING	
WRD 530	TOPICS IN PROFESSIONAL AND DIGITAL WRITING	
WRD 531	DIGITAL STORYTELLING	
WRD 532	CONTENT STRATEGY	
WRD 533	WRITING ACROSS MEDIA	
WRD 580	MARKUP AND TEXT ENCODING IN THE HUMANITIES	
WRD 590	INTERNSHIP IN PROFESSIONAL AND DIGITAL WRITING	

Teaching Writing & Language

Course	Title	Quarter Hours
Select four from the following:		16
WRD 540	TEACHING WRITING	
WRD 541	COMPOSITION THEORY	
WRD 542	URBAN LITERACIES	
WRD 543	TEACHING ESL WRITING	
WRD 544	TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE	
WRD 545	TEACHING WRITING ONLINE	
WRD 546	PEDAGOGICAL GRAMMAR	
WRD 547	AP INSTITUTE IN ENGLISH LANGUAGE AND COMPOSITION	
WRD 550	TOPICS IN TEACHING WRITING AND LANGUAGE	
WRD 551	TEACHING APPRENTICESHIP PRACTICUM	
WRD 582	WRITING CENTER THEORY AND PEDAGOGY	
WRD 591	INTERNSHIP IN TEACHING WRITING AND LANGUAGE	

Electives (8-32 credits)

- Students who declare a concentration take four elective courses (16 credits); students who do not declare a concentration take eight elective courses (32 credits).

- Students may declare a concentration by completing the LAS Graduate Concentration Declaration (<https://lascollege.depaul.edu/ConcentrationDeclaration/Login.aspx>).
- All 500-level WRD courses count for elective credit.
- Students who have completed six MA in WRD courses may take up to two courses outside of the MA in WRD for elective credit; the WRD Graduate Committee must approve any course a student wishes to take outside of the department.

Exit Requirement

All students will deliver a presentation during their last quarter in the program. This presentation will incorporate research, analysis, and reflection to critically consider the student's pathway through the MAWRD program and look ahead to post-graduate plans. It will be presented to an audience of peers and faculty.

Student Handbook

Probation

To maintain good standing, students must

- Complete at least two courses in WRD within twelve months of their admission to the program; and-
- Maintain an overall grade-point average of at least 3.0 in their course work.

Students whose cumulative GPA falls below 3.0 will be placed on probation and given two quarters to raise their average to the minimum 3.0 level. Students on probation are required to consult with the program director before registering for classes. Failure to meet these requirements constitutes grounds for dismissal.

Dismissal

A student may be dismissed from the program in any of the following cases:

- failure to maintain a GPA above 3.0 for three consecutive quarters;
- failure to meet with the program director before registering for classes while on academic probation; or
- failure to complete at least two courses in WRD within twelve months of their admission to the program.

Readmission

If a student is dismissed from the program (as outlined in the dismissal policy), he or she may reapply through the formal application process

Transfer Credit

Students may transfer up to 12 credits (or three courses) of relevant coursework taken in another program.

Students may not transfer credits taken in pursuit of a completed degree or certificate. The exact number of credits and courses that transfer will be determined by the MA in WRD Director, based on a review of the syllabus/syllabi for which transfer credit is requested.

Transfer grades from other institutions do not calculate into the DePaul grade point average.

Undergraduate Courses

Students may take one four-credit undergraduate-level course for credit toward their graduate degree, students must request approval to take

an undergraduate course from the WRD Graduate Committee prior to registering for the course.

Graduation Requirements

In order to graduate from the program, students must complete all program requirements with a total of 48 credit hours (12 courses) and a minimum GPA of 2.8.

Graduation with Distinction

To graduate with distinction, students must have a final GPA of 3.9 or higher.

Time Limit

Students must complete the program within six years of their start date. Students who fail to complete the program within this timeframe must re-apply to the program.

Non-WRD Courses

Students may take up to two non-WRD courses at DePaul to count toward their degree (to search for courses, go to Class Search and choose the subject/department of your choice). Students must complete six courses in WRD before taking courses outside of the program. In exceptional cases (e.g., students completing certificate programs that require non-WRD courses), students may be granted permission to take courses outside of the program earlier in their degree study. All non-WRD courses must be approved by the WRD Graduate Committee prior to enrollment in the course.

Students who have transferred in two or more courses from another institution (see Transfer Credit policy) must take all of their remaining courses in the WRD program.

Non-Degree-Seeking Students

All WRD graduate courses are open to non-degree-seeking students, with the exception of the following:

Course	Title	Quarter Hours
WRD 500	PROSEMINAR	4
WRD 590	INTERNSHIP IN PROFESSIONAL AND DIGITAL WRITING	4
WRD 591	INTERNSHIP IN TEACHING WRITING AND LANGUAGE	4
WRD 595	INDEPENDENT STUDY	1-8

Graduate Assistantships/Fellowships

One or two graduate assistantship (GA) positions and two Partial Tuition Fellowships (PTFs) are typically available for MA in WRD students on an annual basis. Details regarding upcoming GA and PTF opportunities are available on the Financial Assistance (<https://las.depaul.edu/academics/writing-rhetoric-and-discourse/student-resources/graduate-resources/Pages/graduate-assistantships.aspx>) page of the WRD website.

Partial Tuition Waivers

Partial Tuition Waivers (PTW) are awarded quarterly to eligible students. Eligibility is based on GPA and financial need. There is no limit to the number of times that an eligible student may apply for and receive a PTW award during their MA degree. Only WRD courses are eligible for PTW reimbursement awards.

To apply for a PTW award, students must complete the application form circulated by the MA in WRD Program Director at the end of week two of each quarter.

Internships

Internships in professional or digital writing (WRD 590) or in teaching (WRD 591) can be completed for credit. Students interested in completing an internship should visit the professional internships (<https://las.depaul.edu/academics/writing-rhetoric-and-discourse/student-resources/Pages/professional-internships.aspx>) page for more information on the internship process. In some cases, students may be eligible for a Community- and Project-Based Learning (CPBL) Internship Scholarship (<https://las.depaul.edu/student-resources/internships/Pages/cpbl-internship-scholarships.aspx>)—a competitive award from the College of Liberal Arts and Social Sciences—to offset the cost of the internship course.

Independent Studies

WRD 595 Independent Study (<https://catalog.depaul.edu/search/?P=WRD%20595>) is offered to allow students the opportunity to explore specific interests for which a formal WRD course is not offered. In general, WRD 595 courses will count as electives in a student's degree program. WRD 595 can only fulfill area requirements (Rhetoric & Discourse or a concentration area) when these requirements cannot be filled through a formal course (e.g., because such a course is not offered).

A WRD graduate faculty member with expertise in the proposed topic typically serves as the instructor of record for WRD 595. The student should meet with the faculty member to discuss their ability to lead the independent study. The student and instructor should work together to develop course materials for the independent study, including learning outcomes, schedule, readings, and project descriptions. In addition to the course materials, the student should write a 250-word rationale explaining why they are requesting the independent study and how it fits within their course of study in the program and professional or academic goals. All materials should be emailed to the Director of the MA in WRD at least four weeks prior to the start of the quarter in which the independent study is to occur. The WRD Graduate Committee will review the materials for the independent study. The WRD Graduate Committee may return the materials with instructions for revisions; revised materials should be submitted to the MA WRD Director no less than two weeks prior to the start of the quarter.

If the independent study is approved, the student will be asked to make a 20-minute presentation about their scholarship to an audience of interested students and faculty near the end of the quarter in which the independent study is completed.

If a student wishes to complete a WRD 595 course with a non-WRD graduate faculty member, the student should consult with the Director of the MA in WRD.

After receiving approval from the Graduate Committee, the student must request registration online. Registration should be completed one week before the beginning of the quarter. After online approval by the course instructor and Director of the MA in WRD, the student will be enrolled in WRD 595.

Download the full version of the MA in WRD Student Handbook (https://catalog.depaul.edu/programs/writing-rhetoric-discourse-ma/2020-10-06_AQ20_HandbookFinal_2020.pdf).

Business Analytics (Minor)

The Business Analytics minor is available to students in the Driehaus College of Business and non-business programs at DePaul. Students who minor in Business Analytics will learn foundational data analytics skills and how those skills can be applied to address different business problems.

A student minoring Business Analytics is required to complete the following courses totaling at least 20 hours:

Complete all four of the following:

Course	Title	Quarter Hours
BUA 301	DESCRIPTIVE AND DIAGNOSTIC BUSINESS ANALYTICS	4
BUA 302	PREDICTIVE AND PRESCRIPTIVE BUSINESS ANALYTICS	4
BUA 303	DATA VISUALIZATION	4
BUA 304	DATA MANAGEMENT	4

Complete one of the following:

Course	Title	Quarter Hours
ACC 300	ACCOUNTING ANALYTICS	4
ECO 304	ANALYTICS FOR ECONOMICS	4
FIN 315	DATA ANALYTICS IN FINANCE	4
MIS 300	DATA MINING AND ANALYTICS	4
MGT 314	BUSINESS ANALYTICS FOUNDATION TOOLS	4
MKT 315	STRATEGIC TOOLS FOR MARKETERS	4

Graduation Requirements

Any courses used toward the Business Analytics minor must be completed with a minimum grade of C- and with a combined GPA of 2.000 or higher.

Food & Beverage Management (Minor)

Available to all students, the focus of this minor is to give broad exposure to the scale and scope of the foodservice and beverage management industry, and to enable students to explore topics such as purchasing and cost controls, foodservice, wine education, craft beer education, and restaurant entrepreneurship in some depth.

Course Requirements

A student minoring in Food & Beverage is required to complete the following courses totaling at least 20.0 hours:

Course	Title	Quarter Hours
Select twelve credit hours from courses in the Hospitality Business Foundation:		12
HSP 100	INTRODUCTION TO HOSPITALITY	4
HSP 330	RESTAURANT OPERATIONS	4
HSP 332	BEVERAGE MANAGEMENT	4
Select eight credit hours from the following:		8
HSP 203	HOSPITALITY LEADERSHIP & SELF DEVELOPMENT (1)	
HSP 204	HOSPITALITY LEADERSHIP & TEAMS (1)	
HSP 207	HOSPITALITY LAW, ETHICS & RISK (1)	
HSP 208	MANAGING PEOPLE & THE CHICAGO UNION ENVIRONMENT (1)	
HSP 331	FOODSERVICE PURCHASING	
HSP 333	INTERNATIONAL WINE EDUCATION & MANAGEMENT	
HSP 398	SPECIAL TOPICS IN HOSPITALITY (The Business of Craft Beer or Restaurant Entrepreneurship)	

¹ These courses are each 2.0 quarter hours

Graduation Requirements

All Hospitality Leadership (HSP) courses and any other courses used toward the minor must be completed with a minimum grade of C- (or PA where specified) and with a combined GPA of 2.000 or higher.

Teaching and Learning: Physical Education (MEd)

Overview

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our partnership schools and other school and agency affiliations. Upon completion of the program, teacher candidates are measured in alignment with the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

The program includes four distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories.

The program in physical education prepares students to teach children in a variety of educational settings, with its primary focus in urban public

schools. Students follow a suggested course of study with corresponding field experiences. Graduates earn the Master of Education degree and are qualified for a pre-kindergarten through high school teaching license.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100 hours of daytime field experiences in schools. These school-based field experiences are completed in conjunction with methodology courses that require students to spend regular periods of time in schools. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Licensure

Illinois Professional Educator License with endorsement in Physical Education, an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Degree Requirements (MEd)	56
Total hours required	56

Learning Outcomes

- Plan instruction that supports students in meeting rigorous learning goals, drawing upon knowledge of content areas, curriculum, developmental level, and pedagogy.
- Demonstrate a variety of instructional strategies as they support learners in developing a deep understanding of the physical education content area, as well as building skills needed to apply knowledge in meaningful ways.
- Apply their understanding of multiple purposes for and methods of assessment in order to monitor and evaluate student progress, make decisions regarding instructional practices, and guide students in reflecting upon their progress toward learning targets.
- Use the central concepts, standards, tools of inquiry, and structures of the discipline they teach to create meaningful learning experiences based upon evidence-based practices that ensure mastery of content.
- Demonstrate an interest in ongoing professional learning, advocate for students, and exhibit professionalism and ethical behavior in all interactions.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats

- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements must be passed one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the graduation application (degree conferral) process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio

to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

The curriculum will consist of 4 existing College of Education courses and 13 new COE courses. All courses are or will be taught by COE faculty or contingent faculty. Courses will be offered online, hybrid, and/or face to face contingent on content.

Degree Requirements

The requirements below are those approved by the Illinois State Board of Education December 2015.

Content Area Prerequisites

Physical education teachers need to have an understanding of the foundations of kinesiology prior to taking applied physical education courses. Following the requirements set forth by the Illinois State Board of Education, DePaul's program requires that students in the physical education program have courses in each of the following areas:

- anatomy
- physiology
- biomechanics/kinesiology
- physiology of exercise

These courses may be taken at the undergraduate level and may have been included in the student's bachelor's degree program. Physical education students' transcripts will be evaluated by an academic advisor to determine if additional coursework is needed. Completion of content area requirements is not a prerequisite for admission; however, coursework must be completed before student teaching. It is strongly encouraged that applicants meet with an advisor after admission and prior to taking content courses.

Course Requirements

Introductory Courses: 12 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
SCG 403	HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY	4
SCG 408	EDUCATION AND SOCIETY	4
BBE 400	TEACHING ELEMENTARY ENGLISH LANGUAGE LEARNERS: THEORY, POLICY AND PRACTICE	4

Advanced Courses: 32 quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
KNES 541	INTRODUCTION TO PHYSICAL EDUCATION	4
KNES 566	EDUCATIONAL PSYCHOLOGY AND MEASUREMENT OF LEARNING IN PHYSICAL EDUCATION	4
KNES 525	LANGUAGE AND LITERACY IN THE PHYSICAL EDUCATION	4
or T&L 412	EMERGING READING AND LANGUAGE ARTS	
KNES 517	CLASSROOM MANAGEMENT AND INSTRUCTION FOR ELEMENTARY PHYSICAL EDUCATION	4
KNES 572	CURRICULUM AND INSTRUCTION FOR SECONDARY PHYSICAL EDUCATION	4
KNES 511	MOTOR DEVELOPMENT THROUGH THE LIFESPAN	4
KNES 574	ADAPTIVE PHYSICAL EDUCATION	4
KNES 406	HEALTH, FITNESS, AND NUTRITION	4

Activity Courses 4 quarter hours

Course	Title	Quarter Hours
KNES 421	SWIMMING	2
KNES 413	FOLK & SOCIAL DANCE	2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 (<https://catalog.depaul.edu/search/?P=EDU%2095>) indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
KNES 577	ELEMENTARY & SECONDARY STUDENT TEACHING (grade of B- or better required)	6
KNES 587	STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Physical Education majors must complete the following tests:

- Physical Education Content Test (test #213) – consists of 4 subareas; 1) motor skills and movement activities, 2) health-related fitness, 3) student growth, development and learning, and 4) the physical education program. This test must be passed **prior to student teaching**.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an

outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

UNDERGRADUATE CORE

Undergraduates at DePaul take their general education courses in the Liberal Studies Program or the Honors Program. The only exception is students in the School of Continuing and Professional Studies.¹

Liberal Studies

The Liberal Studies Program (LSP) is the general education program for students in the eight undergraduate colleges at DePaul. It is designed to develop students' writing abilities, computational and technological proficiencies, and critical and creative thinking skills while also introducing students to subject matter across a variety of disciplines. The LSP aligns with values central to DePaul's unique Catholic, Vincentian, and urban mission.

The LSP is organized into two kinds of curricular experience: the Core and the Learning Domains.

The Core is intended to serve as a sequential set of common experiences – a kind of through-line of student development – ranging from first-year courses focused on the city and the campus (Discover/Explore Chicago) and fundamental skills of writing and quantitative reasoning, through focused anti-racism engagement and experiential learning to a Senior Capstone near the end of the degree.

The Learning Domains introduce students to a breadth of knowledge across seven categories. These include: Arts and Literature (AL), Historical Inquiry (HI), Math and Computing (MC), Philosophical Inquiry (PI), Religious Dimensions (RD), Scientific Inquiry (SI), and Social Cultural and Behavioral Inquiry (SCBI).

University Honors Program

The Honors curriculum replaces the Liberal Studies requirements for students in the Honors Program. Honors students complete the same number of general education courses as students in the Liberal Studies Program, but the course requirements are different. The Honors curriculum stresses seminar-based coursework, interdisciplinary learning, and advanced research opportunities for highly motivated students.

¹ School of Continuing and Professional Studies undergraduate students complete general education requirements through the Liberal Learning competence area. Additional information about how to meet these requirements can be found in the Degree Requirement section for SCPS undergraduate programs.

Liberal Studies Program

Overview

General Purpose

The Liberal Studies Program (LSP) is the general education curriculum taken by all students enrolled in the traditional undergraduate colleges at DePaul University. But it is more than that. As the core of the undergraduate curriculum, Liberal Studies is foundational for developing students' experience of the university's mission through their coursework. Liberal Studies is grounded in the University's Catholic and Vincentian values and enacts what our Mission Statement describes as a "commitment to high quality teaching and academic excellence, real-world experience, and an ethic of public service and systemic change."

Our approach to carrying out this commitment can best be summed up by DePaul's tag line: "Here We Do." Throughout the curriculum, students are called upon to join knowledge to action. At the same time, in dialogue with students' major field(s) of study, LSP courses model values of inclusivity, personalism, and professionalism that have shaped DePaul's distinctive culture for more than a century. Along the way, students work to enhance writing abilities, mathematical and technological proficiencies, and critical and creative thinking skills while broadening students' knowledge base beyond their chosen major. LSP courses foster an appreciation of different religious and philosophical worldviews, promote application of ethical reasoning, and realize new understanding of concepts and theories through multiple methods of inquiry and disciplinary perspective. In LSP seminars, students read primary texts, write research papers, and communicate their ideas orally. Essential intellectual skills are reinforced throughout the program with performance assignments, field observations, laboratory research, and more.

To reinforce its alignment with DePaul's mission and values, the Liberal Studies Program has adopted the University's six Learning Goals as its own:

1. Mastery of Content
2. Intellectual and Creative Skills
3. Personal and Social Responsibility
4. Intercultural and Global Understanding
5. Integration of Learning
6. Preparation for Career and Beyond

In its variety of intentional learning experiences, the Liberal Studies program is greater than the sum of its parts; it establishes a cumulative foundational experience that helps DePaul students shape purposeful lives and rewarding careers to benefit society in recognition of the dignity of all people.

Curriculum

The Liberal Studies Program (LSP) has two primary components. The first is termed the Common Core, and consists of a series of classes taken sequentially by students as they progress towards their degree. Core requirements begin for incoming students in their first autumn quarter when all take a Chicago Quarter (CQ) course. From over a hundred different topic offerings, each student selects a single class that is either Discover Chicago, which includes an intensive immersion week experience prior to the start of fall classes, or Explore Chicago, which meets during the regular fall term. Regardless of type, all CQ instructors use both traditional and experiential pedagogies to teach students not only relevant course content, but also information about the City's people, communities, institutions, and system of public transportation. All CQ classes also include a co-curricular component called the Common Hour, which is designed to facilitate students' transition to the college experience, and give them initial exposure to DePaul's distinctive mission.

Another Common Core requirement in the first year is First-year Writing. The WRD 103-WRD 104 sequence introduces students to different conventions of writing and instructs them how to analyze readings, to write for different audiences, and to take a rhetorical stance in their scholarly papers. (Students taking WRD 103 and/or WRD 104 at DePaul must receive grades of C- or better.) Upon successful completion of First-year Writing, students have the ability to express themselves creatively and can defend and document a clearly articulated thesis in a scholarly paper. The Focal Point Seminar (see College requirements) further emphasizes different forms of writing, oral communication skills,

and seminar behavior, such that they are able to intellectually discuss and debate beyond their own opinions. Lastly, first-year students take (depending on College/major requirements) a Quantitative Reasoning course designed to develop numerical reasoning.

Students continue to take Common Core courses based on their class standing. In the second year, the requirement is the Seminar on Race, Power, and Resistance. This seminar draws students into key debates about race and encourages critical thinking and reflection in a diverse workplace and society. The LSP requirement for the junior year is an Experiential Learning course, which can take the form of doing laboratory or field research, studying abroad, engaging in community service, or completing an internship in a field of study. Students connect their experiences to in-class readings and writing assignments. The final Common Core course is the Senior Capstone, which enables students to synthesize the methods and knowledge learned in their major field of study courses into a final project, while reflecting upon the values and content of their liberal studies classes.

The second component of the LSP is made up of seven distinct Learning Domains:

1. Arts and Literature
2. Historical Inquiry
3. Math and Computing
4. Philosophical Inquiry
5. Religious Dimensions
6. Scientific Inquiry, and
7. Social, Cultural, and Behavioral Inquiry

These Domains reflect a conventional liberal arts and sciences curriculum, yet are not based in any one discipline. Within any single Domain, basic criteria, learning outcomes, and modes of inquiry are shared, but the courses themselves come from many different departments, programs, and Colleges across the University. By having such broadly defined Learning Domains, students receiving a liberal education at DePaul are assured a breadth of pedagogical experiences but also enjoy great latitude in selecting, experiencing, and applying the many types of intellectual inquiry taking place in a modern university.

Liberal Studies Program Essential Learning Outcomes

Preamble

DePaul's Catholic, Vincentian, and urban character distinguishes its students' experiences. In turn, its Liberal Studies Program connects students – in progressively more integrated ways – to the university's mission and to values associated with social justice, diversity, and the desire to work toward socially and environmentally sustainable communities.

To prepare its students to understand, engage, and effect change as global citizens, these revised Liberal Studies Program learning goals and outcomes provide students with an integrative and intellectually challenging education. The rhetorical, creative, intellectual, analytical, quantitative, and interdisciplinary knowledge gained from the program's connected coursework facilitates success as students and as life-long learners. The Liberal Studies Program supports the student's academic major with learning across disciplines – both in and beyond the classroom.

Faculty from virtually every department, interdisciplinary program, and college teach over 1,400 different courses from which students can choose to fulfill their Liberal Studies Program requirements. This wide spectrum of participation on the part of students and faculty alike contributes to a strong sense of intellectual community at DePaul University as well as a shared commitment to its mission and values.

Goal 1. Mastery of Content

This goal embraces the breadth and depth of ideas, theories, approaches, and information which DePaul students encounter through and beyond their studies.

Outcomes: DePaul students will demonstrate and be able to apply:

- general knowledge of cultures, religions, science, the arts, history, and computational reasoning.
- specialized knowledge and skills from within a specific discipline or field.

Goal 2. Intellectual and Creative Skills

In order to fully engage with knowledge, whether for a specific purpose or for its own sake, DePaul students are encouraged to develop the ability to think critically and imaginatively, formulate their own understanding, and effectively communicate their ideas. This goal articulates specific skills that comprise these broader abilities.

Outcomes: DePaul students will be able to:

- systematically access, analyze, and evaluate information and ideas from multiple sources in order to identify underlying assumptions and formulate conclusions.
- solve quantitative problems.
- create and support arguments using a variety of approaches.
- use existing knowledge to generate and synthesize ideas in original ways.
- communicate clearly in speech and writing.

Goal 3. Personal and Social Responsibility

This goal honors the notion that knowledge reflects and contributes to the values of individuals and communities. DePaul students, in particular, are challenged to consider their own values in light of the university's mission.

Outcomes: DePaul students will be able to:

- articulate their own and others' beliefs about what it means to be human and to create a just society.
- articulate what is entailed in becoming a self-directed ethical decision-maker and living a life of personal integrity.
- evaluate ethical issues from multiple perspectives and employ those considerations to chart coherent and justifiable courses of action.
- benefit their communities through socially responsible engagement and leadership.

Goal 4. Intercultural and Global Understanding

This goal speaks to the likelihood that, in our diverse and increasingly interdependent world, the future depends on individuals being able to learn from each other and make the best use of finite resources.

Outcomes: DePaul students will demonstrate:

- respect for and learning from the perspectives of others different from themselves.
- knowledge of global interconnectedness and interdependencies.
- knowledge to become a steward of global resources for a sustainable future.

Goal 5. Integration of Learning

Given the wide range of opportunities for learning at DePaul, it is important for students to develop the ability to consider relationships among individual experiences of learning so as to make meaning of their education in all its variety.

Outcomes: DePaul students will be able to:

- relate their learning – curricular and co-curricular – to multiple fields and realms of experience.
- make connections among ideas and experiences in order to synthesize and transfer learning to daily practice.
- design, develop, and execute a significant intellectual project.

Goal 6. Preparation for Career and Beyond

This final learning goal builds on all the rest and calls on students to be ready to apply their knowledge and skills to the changing world that awaits them.

Outcomes: DePaul students will be able to:

- set goals for future work that are the result of realistic self-appraisal and reflection.
- articulate their skills and knowledge and represent themselves to external audiences.
- work toward goals independently and in collaboration with others.
- employ technology to create, communicate, and synthesize ideas.
- set priorities and allocate resources.
- apply strategies for a practice of life-long learning.

Additional Notes

The revised learning goals and outcomes are derived from national research and best practices surrounding liberal education. Building on the four pre-existing LSP meta-goals reflectiveness, value consciousness and ethical reasoning, multicultural perspective, creative and critical thinking, and recognizing the challenges and opportunities of the contemporary world, these revisions amplify the four traditional outcomes of a liberal education¹ while engaging DePaul University's mission throughout the program.

¹ American Association of Colleges and Universities. College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America's Promise. (Washington, D.C., 2007) 11-50.

Liberal Studies Common Core

The Liberal Studies Common Core consists of a series of classes taken sequentially by students as they progress towards their degree.

- First Year Program (p. 1315)
- Seminar on Race, Power, and Resistance (p. 1317)

- Experiential Learning (p. 1318)
- Senior Capstone (p. 1321)

First Year Program

The First Year Program in the Common Core is made up of the Chicago Quarter (Discover or Explore Chicago), the Focal Point Seminar, First Year Writing, and Quantitative Reasoning.

The First Year experience begins when incoming students in autumn take a Chicago Quarter (CQ) course. From over a hundred different topic offerings, students select either Discover Chicago, which includes an intensive immersion week experience prior to the start of fall classes, or Explore Chicago, which meets during the regular fall term. Regardless of type, CQ instructors use both traditional and experiential pedagogies to teach students not only relevant course content, but also information about the city's people, communities, institutions, and system of public transportation. All CQ classes further include a co-curricular component called the Common Hour, which is designed to facilitate students' transition to the college experience, and give them initial exposure to DePaul's distinctive mission.

Students take additional Common Core courses during their first year. The WRD 103-WRD 104 sequence introduces different conventions of writing, and instructs students on how to analyze readings, write for different audiences, and take a rhetorical stance. Some students may be required to take preparatory writing classes before being eligible to enroll in WRD 103.

Offered during winter and spring quarters, each Focal Point Seminar employs a multi-disciplinary approach to investigate a significant person, place, event, text, or idea. As with the Chicago Quarter, students may choose from an array of more than 100 course offerings taught by faculty from throughout the university. Focal Point courses stress seminar behavior: active learning through critical questioning, speaking, listening and discussion driven by ideas gleaned from readings that include original works, primary sources and secondary literature. Writing and revision further sharpen the academic skills needed to succeed in and get the most out of college.

Lastly, first-year students take Quantitative Reasoning (MAT 120) designed to teach them how to critically evaluate real-world issues and problems by applying quantitative reasoning and analyzing quantitative information. Some students may be required to take preparatory math classes before being eligible to enroll in MAT 120, while other students may have this course met by AP scores, transfer credit, or proficiency tests. Not all majors require MAT 120.

Courses

Course	Title	Quarter Hours
HON 110	HONORS DISCOVER CHICAGO	4
HON 111	HONORS EXPLORE CHICAGO	4
LSP 110	DISCOVER CHICAGO	4
LSP 111	EXPLORE CHICAGO	4
LSP 112	FOCAL POINT SEMINAR	4
MAT 120	QUANTITATIVE REASONING	4
WRD 103	COMPOSITION AND RHETORIC I	4
WRD 103X	COMPOSITION AND RHETORIC I (FOR NON-NATIVE SPEAKERS)	4

WRD 104	COMPOSITION AND RHETORIC II	4
WRD 104X	COMPOSITION & RHETORIC II (FOR NON-NATIVE SPEAKERS)	4

Chicago Quarter

Offered during the autumn quarter, Chicago Quarter courses acquaint first-year students at DePaul with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations and issues. It is through these classes that students make first contact with both the university's urban identity and its Vincentian mission. Students also learn about university life, resources, and how to be a successful student. This learning is accomplished through a variety of means, but particularly through first-hand observation, participation, personal discovery, reflection, discussion, and guest lectures.

To fulfill the Chicago Quarter requirement, students select either Discover Chicago or Explore Chicago. Discover Chicago includes an intensive immersion week experience prior to the start of fall classes. Whereas Explore Chicago meets during the regular fall term and includes excursions throughout the quarter.

The Chicago Quarter requirement in the Liberal Studies Program comprises a choice between the following courses:

Course	Title	Quarter Hours
LSP 110	DISCOVER CHICAGO	4
LSP 111	EXPLORE CHICAGO	4

Learning Outcomes

Students will be able to:

- integrate, in writing, the academic content with student experiences engaging with Chicago;
- articulate the connection between course content and DePaul University's mission; and
- use Chicago resources in their coursework.

Focal Point Seminar

Offered during winter and spring quarters, each Focal Point Seminar employs a multi-disciplinary approach to investigate a significant person, place, event, text, or idea. As with the Chicago Quarter, students may choose from an array of more than 100 course offerings taught by faculty from throughout the university.

A guiding principle is that understanding is deepened when the perspectives of various disciplines and methodologies are brought to bear upon the same issue. The faculty member who leads each seminar draws on his or her different experiences and intellectual perspectives, with the result that students learn how scholars strive to understand a singular topic in increasingly focused ways.

The second guiding principle is that students benefit from an early introduction to the seminar approach utilized frequently in higher education. Focal Point courses stress seminar behavior: active learning through critical questioning, speaking, listening and discussion driven by ideas gleaned from readings that include original works, primary sources and secondary literature. Writing and revision further sharpen the academic skills needed to succeed in and get the most out of college. To

foster seminar behavior and encourage a mentoring relationship between faculty and students, enrollment in each class is limited to 20 students.

The Focal Point Seminar requirement in the Liberal Studies Program comprises many topics in the following course:

Course	Title	Quarter Hours
LSP 112	FOCAL POINT SEMINAR	4

Learning Outcomes

Students will be able to:

- Discuss and analyze work from at least three different fields in their written work for the course.
- Participate actively in advancing the collective intellectual understanding of the course topic through class discussions.
- Distinguish between primary and secondary sources, and assess varying degrees of mediation and interpretation in specific source materials.
- Construct arguments based on evidence and the work and interpretations of other sources.
- Revise papers in response to the instructor's comments.
- Produce a project with a central argument, in which all parts of the project support the central argument.

Quantitative Reasoning

The purpose of the Quantitative Reasoning requirement in the Liberal Studies Program at DePaul is to help students to become confident, critical, and capable users of quantitative information of all kinds. Quantitative Reasoning provides a foundation in quantitative skills for students for their other Liberal Studies courses, for their disciplinary courses at DePaul, for their careers, and for their personal lives.

The program addresses the need for quantitative and numerical literacy in response to the enormous expansion in the use of quantitative methods and information in the social and physical sciences as well as civic and work life. The use and misuse of quantitative information in public policy and scientific issues are particularly emphasized; students are taught to recognize the limitations of the quantitative methods as well as the insights they provide. Students learn by working with data sets from many different disciplines, such as psychology, environmental science, economics, finance, sociology, and history. Students write critiques of quantitative arguments, gather data, and present arguments of their own. The course is taught by instructors from across disciplines.

Preferably in their first year, students take:

Course	Title	Quarter Hours
MAT 120	QUANTITATIVE REASONING	4

Some students may be required to take preparatory math classes before being eligible to enroll in MAT 120. Readiness for MAT 120 is determined by a math placement test taken online after admission. Some students may meet the requirement by AP score, transfer credit, or proficiency exam. Certain majors do not require MAT 120. Students are advised to consult their advisor and the University Catalog for the particular Liberal Studies requirements for their major.

QR and MCD Waiver

Depending on a student's program of study, they may need to take MAT 120 QUANTITATIVE REASONING. Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and also successfully complete required work in the Math and Computing Domain (both Computational Reasoning and Statistical Reasoning categories) may take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and it may not be applied to the Scientific Inquiry Domain.

Proficiency Exam

The Quantitative Reasoning Proficiency Exam may be taken at any time by any student. A student who passes the Proficiency Exam is exempt from the QR requirement. Passing the exam earns no credit hours; a student who passes the exam will have an additional open elective in his or her program.

Learning Outcomes

Students will be able to:

- Use proportional reasoning and percent change to analyze data in context.
- Make appropriate and effective graphs to communicate and visualize quantitative information.
- Critique graphs and charts in the media.
- Recognize disaggregation as a factor in interpreting data.
- Use and interpret linear and exponential models.
- Make algebraic calculations within a spreadsheet using cell addresses and formulas and use statistical, logical, and financial functions.
- Critically assess the sources, importance and factual accuracy of quantitative information.
- Make effective quantitative analyses in written form with supporting graphs and/or tables.

First Year Writing

The First-Year Writing Program, a unit within the department of Writing, Rhetoric, and Discourse, provides courses to nearly all university students. The goal of First-Year Writing is to help students learn to read and write critically within the context of the university and to prepare them for reading and writing in the world beyond.

The First-Year Writing requirements in the Liberal Studies Program comprises the following courses:

Course	Title	Quarter Hours
WRD 103 or WRD 103X	COMPOSITION AND RHETORIC I COMPOSITION AND RHETORIC I (FOR NON-NATIVE SPEAKERS)	4
WRD 104 or WRD 104X	COMPOSITION AND RHETORIC II COMPOSITION & RHETORIC II (FOR NON-NATIVE SPEAKERS)	4

Some students may be required to take preparatory writing classes before being eligible to enroll in WRD 103 COMPOSITION AND RHETORIC I, while other students may have one or both FYW courses met by AP scores or transfer credit.

Learning Outcomes

Students will be able to:

- Identify and use key rhetorical concepts, including purpose, audience, and context, through analyzing and composing a variety of texts.
- Integrate critical thinking, reading, and writing.
- Reflect on and develop their own writing processes.
- Appropriately apply knowledge of linguistic structures, genre, and citation.

Seminar on Race, Power and Resistance

Each LSP 200 provides students with an opportunity to learn about the construction and experience of race, racism, and anti-racism. The various LSP 200 topics investigate the intertwined historical roots and/or current legacies of racial inequalities related to differences such as class, ethnicity, gender, age, language, religion, ability, and sexual orientation. Students gain a critical perspective about the historical roots of inequality, along with an understanding of the lasting effects of oppression on marginalized groups in society today. Through such analysis, students will engage with and examine experiences and perspectives of historically racialized groups and develop critical perspectives on racism.

Learning Outcomes

Students will be able to:

- Demonstrate knowledge of the historically contingent nature of constructions of race, racism, and anti-racism. The course will compare at least two different dimensions of people's lived experiences by examining how class, ethnicity, gender, age, language, sexual orientation, religion, and/or ability have shaped racialized experiences and anti-racist resistance.
- Develop, through self-reflection and critical analysis, alternative perspectives on the historical roots of inequality and be able to explain the lasting effects of oppression on marginalized groups.
- Critically analyze multiple sources of information and interpret evidence from a variety of points of view in order to demonstrate knowledge about racism and tools that have been used to combat it. Sources may include relevant databases and other reference works, primary and secondary sources, community knowledge, etc.
- Demonstrate knowledge of racism and anti-racist movements or actions through seminar discussion and course assignments.
- Apply seminar content theoretically or practically to address problems and issues related to racism and its intersection with other features of human experience.

Topics

Below please find examples of previously offered topics for the Seminar on Race, Power, and Resistance. For information on current offerings, please consult Campus Connect or the Liberal Studies Program

website (<https://academics.depaul.edu/liberal-studies/courses-and-requirements/Pages/LSP-200-Course-Descriptions.aspx>).

- American Religious Experience
- American Sense of Humor
- Approaches to Multiculturalism, Identities, and Social Justice
- Asian-American Experiences through Art
- Black Chicago: A History
- Black Lives Matter
- Border Cultures
- Civil Rights on Film
- Comparative Religious Worlds
- Critical Urban Theory & Practice
- Culture-Quests in Literature and Film
- Diverse Values and Voices in Education
- Diversity in Dance
- Diversity in the Urban Landscape
- Environmental World Views
- Gender and Society
- Identity and Transformation: Philosophical Challenges
- Immigrant Experiences
- Jewish Culture in Theatre
- Latino/as in the United States: the Construction of Latino Communities
- Latinx Poets
- LGBTQ U.S. History/1969 - Present
- LGBTQ Writers of Color
- Middle East Communities
- Multicultural Music of the U.S.
- Multicultural Perspectives on the War on Terrorism
- Multiculturalism and Democracy
- Multiculturalism in Education
- Multiethnic Literature in the U.S.
- Museums and Multicultural Representation
- Native American Sovereignty
- Performing Identity/Performing Culture
- Perspectives on America
- Politics of the Image
- Pop Culture, Violence, and Media
- Race, Ability, and Class
- Race and Ethnicity
- Race and Ethnicity in Theatre
- Race and Gender Identity in Contemporary Visual Arts Practice
- Race and Gender Issues in Gun Culture
- Race, Class, and the American Dream
- Race, Ethnicity, and Housing
- Race in America: Black, White, and Beyond
- Religious Fundamentalism
- Rhetoric of Disability
- Rhetorics of U.S. Feminisms
- Sex and Power in U.S. Politics
- Social Justice in Literature and Film

- Three Cultures of Early America
- Understanding Race and Racism
- Undocumented Workers in America
- Urban Ethnicity
- White Supremacy in the U.S.
- Women and Jazz
- Women Writers of Color
- World Catholicism in the U.S.
- Writing Diversity: Here and Now
- Writing from the Margins

Course	Title	Quarter Hours
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4

Experiential Learning

The Experiential Learning requirement engages students in the first-hand discovery of knowledge through observation and participation in activities, most often in field-based settings outside the classroom. This inductive process of “learning by doing and reflecting” is supported by theory-based information. In these courses, students compare and analyze issues, problems, and ideas through the lenses of their own personal experiences and evolving intellectual worldview.

Experiential Learning may take place in a regularly scheduled course, an approved internship, a Study Abroad program¹, or in an independent study approved on a case-by-case basis (utilizing the proper Independent Study Approval Form). All such courses may be offered in the student's major and may count for both major field and Liberal Studies requirements. When more than four credit hours are earned from such an experience – for example, an eight-hour internship – four hours may be counted toward Liberal Studies requirements and four hours toward major program requirements. Experiential Learning is typically taken in the junior year as major field or other foundational knowledge is essential to ensure a successful outcome.

Forms of Experiential Learning

Study Abroad

Study Abroad programs emphasize social, political, historical and cultural understanding through a total immersion into the life and culture of a foreign country. Study trips abroad range in duration from ten days to a full academic year.

¹ Students who participate in non-DPU study abroad programs for transfer credit should refer to the LSP Guidelines for transfer students (<https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/liberal-studies-substitutions/>).

Domestic Study

For students interested in diverse populations and locations outside Chicago yet within the United States, domestic study courses offer students the opportunity to pursue such inquiry.

Community-Based Service Learning

Community-based Service Learning courses provide students with the opportunity to work with a community organization or agency and to reflect upon what they have learned through this service in class

discussions. Opportunities are available through the Steans Center for Community-Based Service Learning.

Internships

Internship courses offer students the opportunity to gain real world experience in hiring, employment, communication, and the culture of businesses or organizations. Students who apply and receive internship opportunities through the Career and Life Design department register for CLD 250. In addition, some Colleges and departments offer 200-level and 300-level internships that satisfy the experiential learning requirement.

Individual or Group Research Projects

These research projects involve extensive field or laboratory work. The projects are supervised, evaluated and graded by a faculty member.

Learning Outcomes

Students will be able to:

- Apply particular concepts from readings, lectures, etc. to an analysis of lived experiences in the settings provided by the course.
- Use the experiences provided by the course to construct and articulate the impact of their experience on their understanding of course content.
- Demonstrate an understanding of the ethics appropriate to the student's experiential placement.
- Synthesize and articulate how the ideas and experiences provided by the course might inform their personal, academic, and/or professional pursuits.

Courses

Below please find examples of courses previously offered for Experiential Learning. For information on current offerings, please consult Campus Connection.

Course	Title	Quarter Hours
Accounting		
ACC 393	INTERNSHIP IN ACCOUNTANCY	4
American Studies		
AMS 392	INTERNSHIP	4
Animation		
ANI 380	ANIMATION PROJECT BLUELIGHT	4
The Art School		
ART 291	MURAL PAINTING	4
ART 292	COMMUNITY VIDEO PRODUCTION	4
ART 348	GRAPHIC ART IN THE PUBLIC REALM	4
ART 382	STUDENTS TEACHING ART IN THE ELEMENTARY CLASSROOM	4
ART 383	SERVICE LEARNING IN THE ARTS INTERNSHIP	4
Biology		
BIO 302	STUDENT TEACHING EXPERIENCE	4
BIO 303	INTRODUCTION TO SCIENTIFIC RESEARCH	4
BIO 318	FIELD STUDIES IN MARINE AND ESTUARINE BIOLOGY	4
BIO 397	MENTORED RESEARCH EXPERIENCE IN BIOLOGY	2-4
Career and Life Design		

CLD 250	NAVIGATING THE WORKPLACE	4
Catholic Studies		
CTH 229	CATHOLICISM AS A SPIRITUAL PATH	4
CTH 282	GOD, JUSTICE AND REDEMPTIVE ACTION	4
CTH 341	LIBERATION THEOLOGY: THEORY AND PRACTICE	4
Chemistry		
CHE 392	INTERNSHIP	4
CHE 397	RESEARCH	4
Commerce		
IB 350	INTERNATIONAL BUSINESS SEMINAR	4
Communication Studies		
CMNS 205	COMMUNICATION, CULTURE AND COMMUNITY	4
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP	4
CMN 395	COMMUNICATION INTERNSHIP SPECIAL TOPICS	4
CMN 398	STUDY ABROAD	4
Community Service Studies		
CSS 201	CRITICAL COMMUNITY ENGAGEMENT	4
CSS 300	INTRODUCTION TO NON-PROFIT MANAGEMENT	4
CSS 310	RESTORATIVE JUSTICE: ENGAGEMENT WITH THE PRISON	4
CSS 395	COMMUNITY INTERNSHIP	4
Computer Graphics and Animation		
GPH 360	MODELING SPACES	4
Computer Science		
CSC 379	TECHNOLOGY PARTNERSHIPS IN URBAN SCHOOLS	4
Criminology		
CRIM 398	INTERNSHIP	4
Cyber-Physical Systems Engineering		
CSE 393	CYBER-PHYSICAL SYSTEMS ENGINEERING PRACTICUM I	4
Economics		
ECO 393	INTERNSHIP IN APPLIED ECONOMICS	4
Education		
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL	4
English		
ENG 378	LITERATURE AND SOCIAL ENGAGEMENT	4
ENG 392	INTERNSHIP	4
ENG 397	NEWBERRY LIBRARY SEMINAR	4
Environmental Science		
ENV 235	ENVIRONMENTAL EDUCATION: THEORY AND PRACTICE	4
ENV 245	URBAN AND COMMUNITY AGRICULTURE	4
ENV 361	RESEARCH IN ENVIRONMENTAL SCIENCE	4
Finance		
FIN 205	LEARNING AND TEACHING FINANCIAL LITERACY	4
FIN 324	BANKING & CREDIT ANALYSIS	4

FIN 393	FINANCE INTERNSHIP	4	MUS 208	COMMUNITY AUDIO ART PRODUCTION	4
Geography			Neuroscience		
GEO 133	URBAN GEOGRAPHY - EXPERIENTIAL LEARNING	4	NEU 397	RESEARCH EXPERIENCE IN NEUROSCIENCE	4
GEO 211	BIOGEOGRAPHY	4	Peace, Justice, and Conflict Studies		
GEO 398	INTERNSHIP	1-6	PAX 200	COMMUNITIES WORKING FOR SUSTAINABLE JUSTICE AND PEACE: SERVICE IN CHICAGO AND THE U.S.	4
Graphic Design			PAX 303	BORDER MATTERS: LITERATURE & CULTURE IN THE LATINO/A BORDERLANDS	4
GD 380	STRATEGY AND DESIGN WITH COMMUNITY CLIENT	4	PAX 331	LIBERATION THEOLOGY	4
History			Philosophy		
HST 244	COMMUNITY ENGAGEMENT AND CHICAGO HISTORIES: BACK OF THE YARDS	4	PHL 250	PHILOSOPHY AND SOCIAL CHANGE	4
HST 300	NEWBERRY LIBRARY SEMINAR	4.5	Physics		
HST 382	CHICAGO HISTORY MUSEUM EXPERIENCE	4	PHY 380	EXPERIMENTAL PHYSICS I	4
HST 391	DOING LOCAL AND COMMUNITY HISTORY	4	PHY 398	READING AND RESEARCH	4
HST 392	PUBLIC HISTORY INTERNSHIP	4	Political Science		
History of Art and Architecture			PSC 281	MODEL UN	4
HAA 394	MUSEUM STUDIES INTERNSHIP	4	PSC 282	POLITICAL ACTION AND SOCIAL JUSTICE	4
Health Science			PSC 284	MOCK TRIAL: CIVIL LAW	4
HLTH 397	MENTORED RESEARCH EXPERIENCE IN HEALTH SCIENCES	2-4	PSC 285	MOCK TRIAL: CRIMINAL LAW	4
Hospitality Leadership Students in this major must take HSP 303 and HSP 304.			PSC 286	CAMPAIGNS AND SOCIAL ENGAGEMENT	4
HSP 303	HOSPITALITY INTERNSHIP I	2	PSC 392	INTERNSHIP	4
HSP 304	HOSPITALITY INTERNSHIP II	2	Psychology		
Information Technology			PSY 305	PSYCHOLOGY AND SOCIAL JUSTICE	4
IT 300	RESEARCH EXPERIENCE	4	PSY 306	SERVICE LEARNING	4
IT 394	SOFTWARE PROJECTS FOR COMMUNITY CLIENTS I	4	PSY 311	CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER 2	4
IT 398	TOPICS IN GLOBAL INFORMATION TECHNOLOGY	4	PSY 359	FIELD WORK IN COMMUNITY RESEARCH AND ACTION	4
International Studies			PSY 369	ADVANCED LIFESPAN DEVELOPMENT	4
INT 389	INTERNATIONAL SOCIAL ENGAGEMENT	4	PSY 395	FIELD WORK/INTERNSHIP	4
Interdisciplinary Studies			PSY 397	EXPERIENTIAL LEARNING/PSYCHOLOGY RESEARCH	4
ISP 392	INTERNSHIP	2	Public Policy Studies		
Latin American and Latino Studies			PPS 251	URBAN POVERTY	4
LST 303	THE U.S.-MEXICO BORDER. PEOPLE, RESOURCES, ENVIRONMENTAL WASTE, TECHNOLOGY	4	PPS 398	INTERNSHIP	4
LST 306	LATINO COMMUNITIES IN CHICAGO	4	Religious Studies		
LST 307	GROWING UP LATINO/LATINA IN THE U.S.	4	REL 259	RELIGION AND SOCIAL ENGAGEMENT	4
LST 308	MOTHERHOOD IN LATINO COMMUNITIES	4	REL 284	CATHOLICISM AS A SPIRITUAL PATH	4
LST 309	SOCIAL ENGAGEMENT AND LATINO FAMILIES	4	REL 351	LIBERATION THEOLOGY	4
Management			REL 392	FOREIGN STUDY IN RELIGION	4
MGT 393	MANAGEMENT INTERNSHIP	4	REL 393	INTERNSHIP IN RELIGIOUS STUDIES	4
Marketing			School of Continuing Professional Studies		
MKT 393	MARKETING INTERNSHIP	4	SNC 186	SPIRITUALITY AND HOMELESSNESS	4
Mathematics			SNC 223	ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD	4
MAT 390	MATHEMATICS READING AND RESEARCH	4	SNC 306	TRAVEL AND LEARN IN BOSTON: EXPLORING ITS ARTS AND HISTORY	4
MAT 397	MATHEMATICAL PEDAGOGY: THEORY & PRACTICE	4	Sociology		
Music			SOC 394	COMMUNITY BASED SOCIOLOGY	4
			SOC 398	INTERNSHIP	4

Spanish		
SPN 124	INTERMEDIATE SPANISH I: SERVICE LEARNING	4
SPN 125	INTERMEDIATE SPANISH II: SERVICE LEARNING	4
SPN 126	INTERMEDIATE SPANISH III: SERVICE LEARNING	4
SPN 334	SPANISH TRANSLATION III: ADVANCED TRANSLATION AND PRACTICE	4
SPN 391	SOCIOLINGUISTICS OF HERITAGE LANGUAGE LITERACY	4
SPN 393	LATINO MEDIA AND DIGITAL CULTURE LITERACY	4
SPN 394	LATINO CULTURAL LITERACY AND COMMUNITY ENGAGEMENT	4
Study Abroad		
<i>For additional information, please consult the Study Abroad Website.</i>		
User Experience Design		
UXD 394	USER EXPERIENCE DESIGN PROJECTS (FORMERLY ISM 394)	4
Women's and Gender Studies		
WGS 392	INTERNSHIP	4
Writing, Rhetoric, and Discourse		
WRD 371	MENTORING YOUTH IN COMMUNITY WRITING GROUPS	4
WRD 372	DIGITAL STORYTELLING	4
WRD 376	FIELDWORK IN ARTS WRITING	4
WRD 377	WRITING AND SOCIAL ENGAGEMENT	4
WRD 378	TEACHING ENGLISH AS A SECOND LANGUAGE IN CHICAGO	4
WRD 395	WRITING CENTER THEORY & PEDAGOGY	4
WRD 398	INTERNSHIP	4

Senior Capstone

The Senior Capstone experience allows students to explore substantive areas of scholarship and creative works within their major. Students are given the opportunity to create knowledge within the context of the ideas, perspectives, and research of others in the discipline. The Capstone further provides students the opportunity to integrate and compare knowledge gained from their major with that which was learned in the domain area and core courses of the Liberal Studies Program. In this culminating experience, students create, under the mentorship of a faculty member, a final project of their own design.

Learning Outcomes

Students will be able to:

- Apply one or more theories or concepts from courses within their major to an analysis of a particular issue relevant to the major.
- Identify an idea, method, or concept from a discipline outside their major field of study and be able to apply it within the context of their major field of study.

- Examine how their previous coursework, including Liberal Studies courses, has contributed to their intellectual development and/or their post-graduation plans.

Courses

Below please find examples of courses previously offered for Capstone credit. For information on current offerings, please consult Campus Connect.

Course	Title	Quarter Hours
African and Black Diaspora Studies		
ABD 391	CAPSTONE	4
American Studies		
AMS 301	SENIOR SEMINAR	4
Animation		
ANI 395	ANIMATION PROJECT II	4
Anthropology		
ANT 396	SENIOR CAPSTONE SEMINAR	4
Applied Diplomacy		
DPL 350	APPLIED DIPLOMACY SENIOR CAPSTONE	4
The Art School		
ART 392	SENIOR STUDIO SEMINAR	4
ART 393	SENIOR PROJECT STUDIO	4
Biology		
BIO 395	BIOLOGY CAPSTONE SEMINAR	4
Business		
BUS 392	SENIOR SEMINAR	4
Chemistry		
CHE 330	SENIOR CAPSTONE IN THE PHYSICAL SCIENCES	4
Communication Studies		
CMN 396	CAPSTONE IN COMMUNICATION	4
Computer Games Development		
GAM 395	GAME DEVELOPMENT PROJECT II	4
Computer Science		
CSC 394	SOFTWARE PROJECTS	4
Criminology		
CRIM 395	CAPSTONE IN CRIMINOLOGY	4
Cyber-Physical Systems Engineering		
CSE 394	CYBER-PHYSICAL SYSTEMS ENGINEERING PRACTICUM II	4
Data Science		
DSC 394	DATA SCIENCE PROJECT	4
Economics		
ECO 395	CAPSTONE SEMINAR IN ECONOMICS	4
Education		
ECE 387	CAPSTONE SEMINAR IN EARLY CHILDHOOD EDUCATION	2
PE 384	PHYSICAL EDUCATION CAPSTONE	4
SEC 384	CAPSTONE IN SECONDARY EDUCATION	4
SEC 387	CAPSTONE SEMINAR IN SECONDARY EDUCATION	2

TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS	4
English		
ENG 390	SENIOR CAPSTONE SEMINAR	4
Environmental Science		
ENV 350	ENVIRONMENTAL SCIENCE AND STUDIES CAPSTONE	4
Film and Television Production		
FILM 398	DIGITAL CINEMA CAPSTONE	4
Geography		
GEO 300	GEOGRAPHICAL INQUIRY	4
Graphic Design		
GD 395	CAPSTONE PROJECT II	4
History		
HST 390	CAPSTONE IN HISTORICAL RESEARCH AND WRITING	4
History of Art and Architecture		
HAA 390	SENIOR CAPSTONE	4
Information Systems		
IS 376	INFORMATION SYSTEMS PROJECT	4
International Studies		
INT 301	SENIOR SEMINAR	4
Journalism		
JOUR 396	JOURNALISM CAPSTONE	4
Latin American and Latino Studies		
LST 390	SENIOR SEMINAR	4
Mathematics		
MAT 398	SENIOR CAPSTONE SEMINAR	4
Modern Languages		
MOL 396	CAPSTONE: LANGUAGE, LITERATURE, AND CULTURE	4
Neuroscience		
NEU 390	NEUROSCIENCE CAPSTONE	4
Nursing		
NSG 380	UNDERGRADUATE NURSING SYNTHESIS	4
Peace, Justice, and Conflict Studies		
PAX 350	CAPSTONE IN PEACE, JUSTICE & CONFLICT STUDIES	4
Philosophy		
PHL 391	SENIOR CAPSTONE SEMINAR	4
Physics		
PHY 330	SENIOR CAPSTONE PHYSICAL SCIENCE	4
Political Science		
PSC 390	CAPSTONE SEMINAR	4
Psychology		
PSY 361	HISTORY AND SYSTEMS OF PSYCHOLOGY	4
PSY 389	PSYCHOLOGY SENIOR SEMINAR	4
Public Policy Studies		
PPS 393	CAPSTONE: GENTRIFICATION	4
PPS 394	CAPSTONE: GREEN INFRASTRUCTURE	4
Public Relations and Advertising		
PRAD 396	CAPSTONE IN PUBLIC RELATIONS AND ADVERTISING	4

Religious Studies

REL 390	INTEGRATING SEMINAR	4
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Sociology

SOC 395	CAPSTONE IN SOCIOLOGY	4
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Software Engineering

SE 392	SOFTWARE ENGINEERING STUDIO II	4
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User Experience Design

UXD 395	USER EXPERIENCE DESIGN PROJECTS 2 (FORMERLY ISM 395)	4
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Women's and Gender Studies

WGS 395	WOMEN'S STUDIES ADVANCED SEMINAR	4
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Writing, Rhetoric, and Discourse

WRD 390	RHETORIC AND PUBLIC WRITING	4
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Liberal Studies Learning Domains

- Arts and Literature (p. 1322)
- Historical Inquiry (p. 1326)
- Math and Computing (p. 1328)
- Philosophical Inquiry (p. 1329)
- Religious Dimensions (p. 1330)
- Scientific Inquiry (p. 1332)
- Social, Cultural, and Behavioral Inquiry (p. 1334)

Arts and Literature

Courses in the Arts and Literature domain ask students to extend their knowledge and experience of the arts while developing their critical and reflective abilities. In these courses, students interpret and analyze particular creative works, investigate the relations of form and meaning, and through critical and/or creative activity, come to better understand the original audience that witnessed a work of art and how its meaning and significance changes over time. These courses focus on works of art or literature, however the process of analysis may include social, cultural, and historical issues. Genres covered in this domain include literature, the visual arts, media arts, the performing arts, music, and theater.

Learning Outcomes

Students will be able to:

- Explain, in well-written prose, what a work of art is about and how it was produced
 - Articulate and explain the “content” of that work and its methodology of production.
- Comment on the relationship between form and content in a work.
 - How does the 14-line sonnet both enable and inhibit its practitioner, for example?
 - What are the generic expectations of a particular form?
 - How does an artist complicate, enrich, or subvert such expectations?
- Assess the formal aspects of their subject and put those qualities into words, using, when appropriate, specialized vocabulary employed in class and readings.
- Contextualize a work of art.
 - Do so with respect to other works of art in terms of defining its place within a broader style or genre.

- Contextualize a work of art in terms of contemporaneous aesthetic, social, or political concerns, discussing how these might shape the work's reception and how that reception might differ amongst various peoples and historical periods.

Courses

Below please find examples of courses previously offered for arts and literature credit. For information on current offerings, please consult campus connection.

Course	Title	Quarter Hours
African and Black Diaspora Studies		
ABD 221	ROMANCE, GENDER, AND RACE	4
ABD 235	HARLEM RENAISSANCE AND NEGRITUDE	4
ABD 244	AFRICAN DIASPORA WOMEN WRITERS	4
ABD 245	RACE AND ETHNICITY IN LITERARY STUDIES	4
ABD 246	INTRODUCTION TO AFRICAN ART	4
ABD 247	ANCIENT AFRICAN ART	4
ABD 249	JAZZ AND THE DIASPORIC IMAGINATION	4
ABD 252	POST-COLONIAL AFRICAN ART	4
ABD 261	RADICAL AESTHETICS OF HIP HOP	4
ABD 262	WHAT IS BLACK CINEMA?	4
ABD 285	AFRO-HISPANIC LITERATURE IN TRANSLATION	4
Albanian Studies		
ALB 281E	TALES OF POLITICAL DYSTOPIA: STORYTELLING AFTER THE BERLIN WALL	4
ALB 285E	THE PLAGUE: PANDEMICS BETWEEN FICTION AND REALITY	4
American Studies		
AMS 290	AMERICAN VOICES: TO 1860	4
Animation		
ANI 101	ANIMATION FOR NON-MAJORS	4
ANI 206	HISTORY OF ANIMATION	4
The Art School		
ART 101	DIGITAL FOUNDATIONS	4
ART 104	CREATING ART	4
ART 105	TWO-DIMENSIONAL FOUNDATIONS	4
ART 106	BEGINNING DRAWING	4
ART 110	BEGINNING PAINTING	4
ART 113	THREE DIMENSIONAL FOUNDATIONS	4
ART 114	FOUR DIMENSIONAL FOUNDATIONS	4
ART 115	BEGINNING SCULPTURE	4
ART 204	VISUAL COMMUNICATION	4
ART 220	THINKING PHOTOGRAPHY	4
ART 224	BEGINNING DIGITAL PHOTOGRAPHY	4
ART 225	BEGINNING PHOTOGRAPHY	4
ART 226	VIDEO ART	4
ART 227	DIGITAL ART	4
ART 229	BEGINNING PRINTMAKING	4
ART 230	ISSUES IN ENVIRONMENTAL DESIGN	4

ART 260	INTERMEDIA STUDIO	4
ART 264	TEXT IN THE VISUAL ARTS	4
ART 289	EXPERIMENTAL FILM AND VIDEO	4
ART 302	TOPICS IN THE HISTORY OF CINEMA	4
Cannabis Studies		
CAN 265	CANNABIS & 60S PSYCHEDELIC CULTURE	4
Catholic Studies		
CTH 250	ART IN THE SPANISH AMERICAN EMPIRE	4
CTH 251	CATHOLIC THEMES IN CONTEMPORARY CINEMA	4
CTH 253	CONQUEST AND CONVERSION: THE ART OF THE EARLY MIDDLE AGES	4
CTH 254	THE AGE OF CATHEDRALS: THE ART OF THE LATER MIDDLE AGES	4
CTH 255	ANCIENT AND MEDIEVAL ART	4
CTH 256	ITALIAN RENAISSANCE ART	4
CTH 257	BAROQUE ART	4
CTH 258	NORTHERN RENAISSANCE ART	4
CTH 260	ART, LITURGY AND LIFE	4
CTH 261	CATHOLIC FAITH AND MUSICAL EXPRESSION	4
CTH 264	CATHOLICISM AND LITERATURE	4
CTH 266	CONTEMPORARY SPIRITUAL MEMOIRS	4
Chinese		
CHN 248E	CHINESE CALLIGRAPHY	4
CHN 250E	CHINESE CINEMA – A WINDOW ON CHINA	4
Communication Studies		
CMNS 230	PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY	4
CMNS 367	PERFORMANCE FOR SOCIAL CHANGE	4
Comparative Literature		
CPL 211	GREAT IDEAS, THE INDIVIDUAL AND SOCIETY II	4
CPL 242	PICTURES OF INJUSTICE: NARRATIVE ARTS IN SOCIAL JUSTICE MOVEMENTS	4
English		
ENG 101	INTRODUCTION TO LITERATURE	4
ENG 120	READING LITERATURE	4
ENG 130	THEMES IN LITERATURE	4
ENG 201	INTRODUCTION TO CREATIVE WRITING	4
ENG 205	LITERATURE TO 1700	4
ENG 206	LITERATURE FROM 1700 TO 1900	4
ENG 207	LITERATURE FROM 1900 TO THE PRESENT	4
ENG 216	CREATING CHARACTERS	4
ENG 218	READING AND WRITING FICTION	4
ENG 219	READING AND WRITING POETRY	4
ENG 228	INTRODUCING SHAKESPEARE	4
ENG 231	GOTHIC MONSTERS AND VILLAINS	4
ENG 232	THE ROMANCE	4
ENG 235	SCIENCE FICTION	4
ENG 236	GRAPHIC NOVELS AND SOCIAL JUSTICE	4
ENG 237	HARRY POTTER	4

ENG 245	THE BRITISH NOVEL	4	HAA 201	ANCIENT AFRICAN ART	4
ENG 250	GREAT WRITERS	4	HAA 202	CLASSICAL AFRICAN ART	4
ENG 265	THE AMERICAN NOVEL	4	HAA 210	AFRICAN AMERICAN ART: 1800 TO THE PRESENT	4
ENG 268	LITERATURE ACROSS CULTURES	4	HAA 215	CHINESE ART	4
ENG 271	AFRICAN AMERICAN LITERATURE	4	HAA 216	JAPANESE ART	4
ENG 272	LITERATURE AND IDENTITY	4	HAA 218	ARTS OF THE SILK ROAD	4
ENG 273	GLOBAL ASIAN LITERATURE	4	HAA 219	JAPANESE FILM ARTS	4
ENG 275	LITERATURE AND FILM	4	HAA 230	ART AND EMPIRE IN THE ANCIENT WORLD	4
ENG 276	LATINX LITERATURE	4	HAA 231	CONQUEST & CONVERSION: THE ART OF THE EARLY MIDDLE AGES	4
ENG 280	THE EPIC	4	HAA 232	AGE OF CATHEDRALS: THE ART OF THE LATER MIDDLE AGES	4
ENG 283	GENDER IN LITERATURE	4	HAA 236	NORTHERN RENAISSANCE ART	4
ENG 284	THE BIBLE AS LITERATURE	4	HAA 237	ITALIAN RENAISSANCE ART	4
ENG 285	LGBTQ LITERATURE	4	HAA 238	BAROQUE ART	4
ENG 286	TOPICS IN POPULAR LITERATURE	4	HAA 239	19TH CENTURY EUROPEAN ART	4
Environmental Science			HAA 240	ART FROM 1900-1945	4
ENV 180	ISSUES IN ENVIRONMENTAL DESIGN	4	HAA 242	ART FROM 1945 - 1975	4
ENV 181	LANDSCAPE ARCHITECTURE	4	HAA 243	MAYA ART AND ARCHITECTURE	4
Film and Television Production			HAA 245	ART OF THE ANDES	4
FILM 100	INTRODUCTION TO CINEMA: THE ART OF MAKING MOVIES	4	HAA 246	ART IN THE SPANISH AMERICAN EMPIRE	4
FILM 102	FOUNDATIONS OF CINEMA FOR NON-MAJORS	4	HAA 247	MODERN LATIN AMERICAN ART	4
FILM 165	DIGITAL STILL PHOTOGRAPHY FOR NON-MAJORS	4	HAA 248	MEXICAN ART	4
FILM 170	THE ART OF PRODUCTION DESIGN	4	HAA 260	AMERICAN ART	4
FILM 233	CINEMA & ART	4	HAA 263	HISTORY OF INTERIOR DESIGN	4
FILM 281	THE ART OF SCREEN ACTING	4	HAA 265	HISTORY OF PHOTOGRAPHY	4
French			HAA 268	HISTORY OF FILM	4
FCH 306	SEVENTEENTH-CENTURY FRANCE	4	HAA 273	ANIME AND MANGA	4
FCH 319	FRENCH/FRANCOPHONE WOMEN WRITERS	4	HAA 280	PREMODERN ARCHITECTURE: ANCIENT SOCIETIES TO THE ENLIGHTENMENT	4
Game Development			HAA 281	MODERN ARCHITECTURE	4
GAM 224	GAME DESIGN FOR NON-MAJORS	4	Illustration		
Geography			ILL 206	HISTORY OF COMICS	4
GEO 172	CULTURAL GEOGRAPHY: THE NATURE-CULTURE INTERFACE	4	Islamic World Studies		
German			IWS 215	MUSLIMS IN AMERICAN FICTION AND FILM	4
GER 274E	REVOLUTION ON THE STAGE: BERLIN, EPIC THEATER, AND THE 20TH CENTURY	4	Italian		
GER 278E	MAKING GRIMMS' FAIRY TALES	4	ITA 262E	STYLE MATTERS: ITALIAN FASHION THROUGH LITERATURE	4
GER 279E	KAFKA AND THE KAFKAESQUE	4	ITA 307E	DANTE'S INFERNO: THE WORLD OF THE CONDEMNED	4
Graphic Design			ITA 308E	DANTE'S PURGATORY AND PARADISE: THE REALM OF SALVATION	4
GD 200	GRAPHIC DESIGN: FORM	4	ITA 329	ITALIAN CINEMA	4
GD 220	HISTORIES OF DESIGN	4	ITA 340	ITALIAN CIVILIZATION III: MODERN AND CONTEMPORARY ITALY	4
GD 221	TRENDS IN CONTEMPORARY GRAPHIC DESIGN	4	Japanese		
History of Art and Architecture			JPN 240E	MODERN JAPANESE LITERATURE	4
HAA 101	INTRODUCTION TO AFRICAN ART	4	JPN 241E	JAPANESE WOMEN'S LITERARY MASTERPIECES	4
HAA 115	INTRODUCTION TO ASIAN ART	4	Latin American and Latino Studies		
HAA 130	INTRODUCTION TO EUROPEAN ART	4	LST 249	MODERN LATIN AMERICAN ART	4
HAA 145	INTRODUCTION TO ARTS OF THE AMERICAS	4	Lesbian, Gay, Bi, Transgender, Queer Studies		
HAA 200	SPECIAL TOPICS ON THE ART INSTITUTE	4			

LGQ 280	LGBTQ LITERATURE FROM THE ANCIENT WORLD TO THE RENAISSANCE	4	MUS 305	MUSICAL ENCOUNTERS OF THE PORTUGUESE EMPIRE	4
LGQ 282	INTRODUCTION TO LGBTQ LITERATURE	4	Peace, Justice, and Conflict Studies		
Media and Cinema Studies			PAX 240	VOICES OF WAR AND PEACE: ART, LITERATURE AND FILM	4
MCS 207	HISTORY OF CINEMA I, 1890-1945	4	PAX 242	PICTURES OF INJUSTICE: NARRATIVE ARTS IN SOCIAL JUSTICE MOVEMENTS	4
MCS 208	HISTORY OF CINEMA II, 1945-1975	4	Post Production		
MCS 209	HISTORY OF CINEMA III, 1975-PRESENT	4	POST 100	VIDEO EDITING FOR NON-MAJORS	4
MCS 251	SPACES OF CINEMA IN ROME	4	POST 120	AUDIO FOR PODCASTS AND OTHER MEDIA	4
MCS 260	TRANSMEDIA STORYTELLING: BUILDING A NARRATIVE WORLD	4	Russian		
MCS 273	STORYTELLING & STYLE IN CINEMA	4	RUS 210E	WARRIORS, WITCHES, FIREBIRDS AND VAMPIRES: INTRODUCTION TO RUSSIAN FOLKLORE	4
MCS 275	COMICS STUDIES	4	RUS 212E	PROJECTION, REVOLUTION, DREAMS AND NIGHTMARES: INTRODUCTION TO RUSSIAN AND SOVIET CINEMA	4
MCS 280	BAH HUMBUG! CHRISTMAS MOVIES/TV AND MEDIA METHODS	4	RUS 215E	THE BODY AND SEXUALITY IN MODERN RUSSIAN DRAMA	4
MCS 376	LATIN AMERICAN CINEMA	4	RUS 360	REALISM IN RUSSIAN DRAMA	4
Modern Languages			RUS 361	MODERN RUSSIAN DRAMA	4
MOL 210	CLASSICAL MYTHOLOGY	4	Screenwriting		
MOL 211	ANCIENT GREEK AND ROMAN EPIC	4	SCWR 100	INTRODUCTION TO SCREENWRITING	4
MOL 212	ANCIENT GREEK AND ROMAN TRAGEDY	4	SCWR 121	CLASSIC HOLLYWOOD FILM STRUCTURE	4
MOL 213	ANCIENT GREEK AND ROMAN COMEDY	4	SCWR 122	SCRIPT TO SCREEN	4
MOL 214	GENDER AND SEXUALITY IN ANCIENT GREECE AND ROME	4	SCWR 150	TELEVISION GENRES	4
MOL 316	TOPICS IN THE RUSSIAN NOVEL	4	School of Continuing and Professional Studies		
MOL 317	TOPICS IN THE RUSSIAN SHORT STORY	4	SNC 185	THE BEATLES AND THE CREATIVE PROCESS	4
MOL 318	MASTERPIECES OF RUSSIAN LITERATURE	4	SNC 192	NEW ORLEANS IN SONG, STORY & STRUGGLE	4
MOL 360	REALISM IN RUSSIAN DRAMA	4	SNC 197	ANALYZING AUSTEN'S PRIDE AND PREJUDICE	4
Musicianship			SNC 227	BRAVE NEW WORLD AND 1984: DIVERGING DYSTOPIAS	4
MUS 100	UNDERSTANDING MUSIC	4	Sound Recording Technology		
MUS 102	COMPOSITION AND SOUND ART FOR NON-MUSIC MAJORS	4	REC 216	PRO TOOLS AND THE DEVELOPMENT OF THE RECORDING STUDIO	4
MUS 105	ROCK MUSIC-THE BEATLES: MUSIC, AESTHETICS AND CULTURE	4	REC 217	EDM AND THE ART OF ELECTRONIC MUSIC	4
MUS 107	GUIDE TO MUSIC THEORY	4	Theatre		
MUS 108	ROCK MUSICS OF THE WORLD	4	ACT 100	POLITICS, POP CULTURE, AND THE STAGE	4
MUS 112	ROCK COMPOSITION	4	ACT 200	MAKING PLAYS: THEATER AND THE ART OF PRODUCTION	4
MUS 140	MUSIC OF THE WORLD'S PEOPLE	4	ACT 209	SKETCH COMEDY	4
MUS 201	MUSIC OF THE UNITED STATES SINCE 1900	4	ACT 223	INTRODUCTION TO IMPROVISATION	4
MUS 202	WOMEN AND MUSIC	4	ACT 241	ARE WE STILL FABULOUS?: QUEER IDENTITY IN CONTEMPORARY DRAMA	4
MUS 203	CONTEMPORARY MUSICAL IMPROVISATION: SCRATCH ORCHESTRA	4	ACT 242	STAGE DIRECTION FOR NON-MAJORS	4
MUS 204	HISTORY OF THE BLUES	4	ACT 244	DRAMATIC WRITING FOR NON-MAJORS	4
MUS 205	THAT HIGH LONESOME SOUND: THE HISTORY OF BLUEGRASS MUSIC	4	ACT 250	AMERICAN FUNNY: STAGE COMEDY FROM GROUCHO MARX TO TINA FEY	4
MUS 207	INTRODUCTION TO SONGWRITING	4	ACT 251	STAGE TO SCREEN: CINEMATIC TRANSLATIONS OF THE DRAMATIC CANON	4
MUS 270	MUSIC FOR DANCE	4			
MUS 272	MUSIC AND VISUAL ART	4			
MUS 278	JAZZ	4			
MUS 280	POPULAR MUSIC OF AFRICA	4			
MUS 281	OPERA	4			
MUS 282	LOVE SONGS	4			
MUS 283	INTRODUCTION TO LYRIC WRITING	4			
MUS 284	CINEMATIC SOUNDS: THE ROLE OF MUSIC IN FILM	4			

ACT 253	THEME PARK THEATRE	4
ACT 255	ANGELS, PUNKS AND RAGING QUEENS: THE ECLECTIC QUILT OF AIDS DRAMA	4
ACT 290	ACTING AND PERFORMANCE	4
ACT 380	ADVANCED ACTING AND PERFORMANCE	4
THE 208	UNDERAGE ONSTAGE	4
THE 256	THEATRE FOR YOUNG AUDIENCES DRAMATIC LITERATURE: PLAYS FOR THE ONCE AND FUTURE AMERICAN AUDIENCE	4
THE 258	SHADOWS OF UNDERSTANDING: THE HOLOCAUST IN THEATRE AND PERFORMANCE	4
THE 259	PERFORMING MOSAIC: JEWISH CULTURE'S INFLUENCE ON AMERICAN THEATRE AND PERFORMANCE	4
THE 345	POLITICAL THEATRE	4
Women's and Gender Studies		
WGS 255	DECONSTRUCTING THE DIVA	4
WGS 322	FEMALE IDENTITIES: YOUNG ADULT LITERATURE	4
WGS 336	WOMEN AND FILM	4
WGS 378	UTOPIAN AND DYSTOPIAN LITERATURE AND FILM: GENDER, RACE AND BEYOND	4
Writing, Rhetoric, and Discourse		
WRD 241	THE ESSAY FROM PRINT TO NEW MEDIA	4
WRD 263	READING BETWEEN THE GROOVES: THE RHETORICAL POWER OF POPULAR MUSIC	4
WRD 266	LEVELING UP: THE SOCIAL RHETORIC OF VIDEO GAMES	4
WRD 281	WRITING CENSORSHIP	4
WRD 284	SPORTS WRITING IN AMERICA: MYTHS, MEMORIES, HEROES AND VILLAINS	4
WRD 285	TRUTH IN DISGUISE: THE RHETORIC OF SATIRE	4
WRD 286	WRITING WITH PHOTOGRAPHS	4
WRD 287	THE COMIC BOOK AS VISUAL ARGUMENT	4
WRD 288	RHETORIC AND POPULAR CULTURE	4
WRD 363	VISUAL RHETORIC	4

Historical Inquiry

Courses in the Historical Inquiry domain study human life in past societies (primarily pre-1945) as a process of continuity and change over time. Many of the documents that mediate the past to us have considerable aesthetic or intellectual value in and of themselves. However, courses in this learning domain examine texts, art works, and other forms of evidence less for their aesthetic or intellectual value than for their usefulness as tools for reconstructing aspects of the past and building sensible, defensible, and well-informed historical interpretations about the past and about causation in the past. Students generally take two courses in the HI Domain Area.

Learning Outcomes

Students will be able to:

- Demonstrate a depth and breadth of historical knowledge of specified content by:
 - Explaining historical developments in terms of continuity and change.
 - Describing the relevant political, economic, social, and/or cultural contexts of historical events and developments.
 - Explaining how people have lived, acted, and thought in one or more particular historical periods.
- Demonstrate historical skills by:
 - Analyzing and evaluating primary and secondary sources.
 - Differentiating between historical facts and historical interpretations.
 - Articulating a historical argument.
 - Supporting an interpretation with evidence from primary and secondary sources.
- Demonstrate historical thinking by:
 - Articulating how geography and regional differences affect the past.
 - Interpreting the complexity and diversity among issues, events, and ideas of the past.
 - Distinguishing among multiple perspectives that shape interpretations of the past.
 - Using the categories of race, gender, class, ethnicity, region, and religion to analyze historical events and developments.

Courses

Below please find examples of courses previously offered for Historical Inquiry domain credit. For information on current offerings, please consult Campus Connection.

Course	Title	Quarter Hours
African and Black Diaspora Studies		
ABD 259	THE GREAT MIGRATION AND BLACK IDENTITY	4
American Studies		
AMS 200	AMERICAN SOCIAL HISTORY AND CULTURE	4
AMS 230	ASIAN AMERICAN HISTORIES	4
AMS 266	MENTAL ILLNESS IN U.S. HISTORY AND CULTURE	4
AMS 276	HISTORY OF SEX IN AMERICA 2: LATE VICTORIANS TO THE PRESENT	4
AMS 277	LGBTQ+ HISTORY IN THE UNITED STATES, WORLD WAR II TO THE PRESENT	4
Anthropology		
ANT 103	ARCHAEOLOGY	4
Asian American Studies		
AAS 200	ASIAN AMERICAN HISTORY	4
Catholic Studies		
CTH 220	EARLY CATHOLIC HISTORY: ORIGINS AND EXPANSION	4
CTH 221	CATHOLIC HISTORY FROM MEDIEVAL TO MODERN: REFORM AND REVOLUTION	4
CTH 222	CATHOLICISM IN THE MODERN AGE: SECULAR AND SACRED	4

CTH 228	MEDIEVAL MYSTICS IN EUROPE: 1000-1600 A.D.	4	HST 204	FILM AND LATIN AMERICAN HISTORY	4
CTH 275	MEDIEVAL PEOPLE: 400 TO 1400 A.D.	4	HST 206	MEXICO: FROM THE OLMECS TO INDEPENDENCE	4
CTH 280	RELIGION AND EDUCATION IN WESTERN CULTURE	4	HST 208	IMPERIAL RUSSIA	4
CTH 288	IRELAND, 1450-1800, CONQUEST, COLONIZATION & REBELLION	4	HST 209	THE RISE AND FALL OF THE SOVIET UNION	4
CTH 289	IRELAND, 1800 - 2000	4	HST 213	MEDIEVAL MYSTICS IN EUROPE: 1000-1600 AD	4
Communication Studies			HST 214	EASTERN EUROPE TO 1699	4
CMNS 328	HISTORY OF RHETORIC AND COMMUNICATION	4	HST 216	EASTERN EUROPE: 1914-PRESENT	4
Economics			HST 217	THE VIKINGS: MEDIEVAL AMBASSADORS OF TERROR, TRADE AND MULTICULTURALISM	4
ECO 317	AMERICAN ECONOMIC HISTORY	4	HST 222	MODERN GERMANY, 1870-PRESENT	4
ECO 340	DEVELOPMENT OF ECONOMIC THOUGHT	4	HST 226	ISLAM AND THE WEST: A SURVEY OF ORIENTALISM	4
Environmental Science			HST 233	THE RISE OF MODERN CHINA	4
ENV 160	IDEAS OF NATURE	4	HST 236	A WORLD OF EMPIRES: 1400-2000	4
ENV 165	NATIONAL PARKS HISTORY	4	HST 238	WITCHCRAFT IN THE WESTERN WORLD: GENDER, CULTURE, AND THE LAW	4
Geography			HST 239	WOMEN IN MODERN EUROPE, 1800-PRESENT	4
GEO 231	HISTORICAL GEOGRAPHY OF CHICAGO	4	HST 240	HISTORY OF CHICAGO	4
GEO 233	COMPARATIVE URBANISM	4	HST 242	HISTORY OF HUMAN RIGHTS IN EUROPE	4
German			HST 243	HISTORY OF THE CATHOLIC CHURCH IN THE U.S.	4
GER 277E	COFFEEHOUSES AND CULTURE IN TURN OF THE CENTURY VIENNA	4	HST 246	AFRICAN-AMERICAN HISTORY TO 1800	4
History			HST 247	AFRICAN-AMERICAN HISTORY, 1800-1900	4
HST 111	THE WORLD TO C.1500	4	HST 248	AFRICAN-AMERICAN HISTORY, 1900 TO PRESENT	4
HST 112	THE WORLD, C.1500-1914	4	HST 249	ORIGINS OF THE FIRST WORLD WAR, 1871-1917	4
HST 113	THE WORLD, 1900-PRESENT	4	HST 250	ORIGINS OF THE SECOND WORLD WAR, 1914 - 1941	4
HST 121	LATIN AMERICA TO 1765: LIFE BEFORE AND AFTER COLUMBUS	4	HST 251	ORIGINS OF THE COLD WAR, 1917 - 1953	4
HST 122	LATIN AMERICA, 1765-1914	4	HST 255	THE HISTORY OF THE FIRST WORLD WAR	4
HST 123	LATIN AMERICA, 1914-2010	4	HST 256	AXIS AND ALLIES: THE SECOND WORLD WAR	4
HST 131	AFRICA TO 1800	4	HST 259	HISTORY OF WESTERN SCIENCE	4
HST 132	AFRICA, 1750-1900	4	HST 260	LGBTQ+ AMERICAN HISTORY, WW2 TO THE PRESENT	4
HST 133	AFRICA, 1900-PRESENT	4	HST 263	JAPAN TO C. 1200	4
HST 141	THE MUSLIM WORLD, C. 600 CE TO 1100	4	HST 264	JAPAN c.1200 - 1800	4
HST 142	THE MUSLIM WORLD, 1000-1500	4	HST 266	IRELAND, 1450 - 1800, CONQUEST, COLONIZATION & REBELLION	4
HST 143	THE MUSLIM WORLD, 1400-1920	4	HST 267	MENTAL ILLNESS IN U.S. HISTORY AND CULTURE	4
HST 151	INDIA TO 900 - FROM THE STONE AGE TO THE GOLDEN AGE	4	HST 268	IRELAND, 1800-PRESENT	4
HST 152	INDIA FROM 900-1750 - SULTANS, MUGHALS, AND ISLAMIC EMPIRES	4	HST 269	MUSEUMS, MATERIAL CULTURE AND MEMORY: INTRODUCTION TO PUBLIC HISTORY	4
HST 153	INDIA FROM 1700-1950 - RISE AND FALL OF THE BRITISH RAJ	4	HST 272	FASCISM AND COUNTER REVOLUTION	4
HST 162	EAST ASIA c. 1200 TO 1800	4	HST 273	HISTORY OF SEXUALITY IN EUROPE	4
HST 163	EAST ASIA , c.1800-PRESENT	4	HST 274	INTELLIGENCE IN 20TH CENTURY	4
HST 171	EUROPE, 400-1400	4			
HST 172	EUROPE, 1348-1789	4			
HST 173	EUROPE, 1789-PRESENT	4			
HST 181	UNITED STATES TO 1800	4			
HST 182	UNITED STATES, 1800-1900	4			
HST 183	UNITED STATES, 1900-PRESENT	4			
HST 200	MEXICO AFTER INDEPENDENCE	4			
HST 201	MEXICAN AMERICAN (CHICAN@) HISTORY	4			
HST 202	JEWISH EXPERIENCES IN THE AMERICAS	4			

HST 275	SEX IN AMERICA, PURITANS TO VICTORIANS	4
HST 276	SEX IN AMERICA, LATE VICTORIANS TO PRESENT	4
HST 277	WAR AND PEACE IN THE MODERN AGE	4
HST 279	WESTWARD EXPANSION IN U.S.	4
HST 283	ASIAN-AMERICAN IMMIGRATION AND HISTORY, 1840-1965	4
HST 284	HISTORY OF EDUCATION IN THE UNITED STATES	4
HST 285	ANCIENT ROME: AUGUSTUS TO CONSTANTINE	4
HST 288	WOMEN IN UNITED STATES HISTORY	4
HST 290	ANCIENT EGYPT	4
HST 291	ANCIENT WORLD HISTORY: MESOPOTAMIA AND THE FERTILE CRESCENT	4
HST 293	ISLAND AND EMPIRE: MODERN BRITAIN SINCE 1688	4
HST 294	ANCIENT GREECE	4
HST 295	AMERICAN HISTORY AND FILM/TV	4
HST 296	ANCIENT ROME: ORIGINS TO THE END OF THE REPUBLIC	4
HST 297	IMPERIAL SPAIN, 1469-1808	4
History of Art and Architecture		
HAA 233	THE ART OF CRUSADING	4
Journalism		
JOUR 343	JOURNALISM AND THE AMERICAN EXPERIENCE	4
Lesbian, Gay, Bisexual, Transgender, Queer Studies		
LGQ 277	LGBTQ+ HISTORY IN THE UNITED STATES, WORLD WAR II TO THE PRESENT	4
Media and Cinema Studies		
MCS 342	HISTORY OF TELEVISION & RADIO	4
School of Continuing and Professional Studies		
SNC 190	AFRICAN-AMERICAN STUDIES IN CRITICAL PERSPECTIVE	4
SNC 205	RESISTANCE DURING THE HOLOCAUST AND WORLD WAR II	4
SNC 230	FRANCE AND THE SILVER SCREEN: MODERN HISTORY THROUGH FRENCH CINEMA	4
SNC 233	SLAVERY AND ABOLITION IN ILLINOIS	4
SNC 235	FRANCE IN THE TWENTIETH CENTURY	4
Sociology		
SOC 254	ANCIENT GREECE AND ROME	4

Math and Computing

The ability to understand and apply statistical and computational reasoning is essential in our society. It is a critical component of liberal arts education at DePaul University. Regardless of a student's field of study or career after graduation, exposure to the methods and tools of statistical reasoning and computational reasoning is important for life-long learning.

Math and Computing Domain courses are particularly relevant to achieving the goals stated in 3.1.B. of DePaul's 2024 strategic plan, to "ensure that all graduates demonstrate core competencies and transferable skills (e.g., cultural agility; technological, information, and data literacy; computational thinking; critical and systems thinking; effective communication; and ethical and moral reasoning)."

To adequately prepare our students in statistical and computational reasoning skills, the Math and Computing domain offers two categories of courses: Computational Reasoning (CR) and Statistical Reasoning (SR).

Learning Outcomes

Computational Reasoning

Students will be able to:

- Apply computational thinking skills to analyze and design solutions to problems or to express a creative concept.
- Develop, express, trace, and analyze algorithms.
- Apply fundamental concepts of programming in implementing algorithms.
- Create original artifacts using computational tools and techniques.
- Apply computational tools to transform and manipulate data.
- Explain the potential harms and benefits of computing in a number of contexts.

Statistical Reasoning

Students will be able to:

- Recognize and explain statistically based results from real data (either primary or secondary) and evaluate whether reported conclusions reasonably follow from the study and analysis conducted.
- Use statistical software to produce and interpret graphical displays and statistical summaries.
- Recognize and explain the roles of variability and randomness in interpreting data and drawing conclusions.
- Explain common ethical issues associated with sound statistical practice, including those associated with research design, and their impact on statistical decision-making.
- Measure the strength of association between variables and identify possible effects of confounding or interacting variables on the interpretation of the association.
- Apply basic ideas of statistical inference, including confidence intervals or hypothesis testing, in a variety of settings.

QR and MCD Waiver

Depending on a student's program of study, they may need to take MAT 120 QUANTITATIVE REASONING. Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. The MAT 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete MAT 120 and also successfully complete required work in the Math and Computing Domain (both Computational Reasoning and Statistical Reasoning categories) may take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and it may not be applied to the Scientific Inquiry Domain.

Courses

Below please find examples of courses offered for Math and Computing credit. For information on current offerings, please consult Campus Connection.

Computational Reasoning (CR)

Course	Title	Quarter Hours
GEO 241	GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING	4
IT 123	INTRODUCTION TO COMPUTATIONAL REASONING	4
PSC 201	GEOGRAPHIC INFORMATION SYSTEMS	4

Statistical Reasoning (SR)

Course	Title	Quarter Hours
CMNS 282	STATISTICS IN HUMAN COMMUNICATION	4
GEO 391	STATISTICAL DATA ANALYSIS FOR GIS	4
IT 223	DATA ANALYSIS	4
MAT 137	BUSINESS STATISTICS	4
MAT 348	APPLIED STATISTICAL METHODS	4
PSC 205	STATISTICS FOR THE SOCIAL SCIENCES	4
SOC 279	INTRO STATS FOR THE SOCIAL SCIENCES	4

Philosophical Inquiry

Courses in the Philosophical Inquiry domain address conceptual issues fundamental to reflection on such philosophical topics as:

- metaphysics (e.g., being and nonbeing, the one and the many, the nature of reality, same and other, self and other);
- epistemology (e.g., the nature and possibility of knowledge, different ways of knowing, knowledge vs. opinion, truth and falsity);
- ethics (e.g., right and wrong action, good and bad, objectivism and relativism in ethics, social and political philosophies, the idea of value, the problem of evil); and
- aesthetics (e.g., the nature of beauty, aesthetic value, the possibility of aesthetic valuation).

Courses address questions of how such topics impinge upon, shape, and challenge student lives.

Learning Outcomes

Students will be able to:

- Address, critically think about, and analyze philosophical questions and problems.
- Evaluate philosophical questions, issues and/or problems using informed judgment.
- Analyze and interpret the methods used by philosophers in addressing philosophical questions, issues, and/or problems.
- Engage with philosophical topics and figures in their historical context.
- Confront and interpret primary texts from the philosophical tradition.

- Write an analytic essay treating a philosophical question, issue and/or problem that forwards an identifiable thesis, argument, and conclusion.

Courses

Below please find examples of courses previously offered for philosophical inquiry credit. For information on current offerings, please consult campus connection.

Course	Title	Quarter Hours
African and Black Diaspora Studies		
ABD 234	BLACK AESTHETIC THOUGHT	4
Catholic Studies		
CTH 337	GREEK AND MEDIEVAL THOUGHT	4
CTH 338	EARLY MODERN PHILOSOPHY	4
CTH 339	PHILOSOPHY SINCE KANT	4
Comparative Literature		
CPL 210	GREAT IDEAS, THE INDIVIDUAL AND SOCIETY I	4
Computer Science		
CSC 208	ETHICS IN TECHNOLOGY	4
Environmental Science		
ENV 170	ENVIRONMENTAL ETHICS	4
Film and Television Production		
FILM 228	ETHICS IN COMPUTER GAMES AND CINEMA	4
FILM 237	FILM PHILOSOPHY	4
Game Development		
GAM 228	ETHICS IN COMPUTER GAMES AND CINEMA	4
Geography		
GEO 299	KNOWLEDGE, PLACE AND POWER	4
Health Sciences		
HLTH 229	ETHICS FOR HEALTH SCIENCES	4
Information Technology		
IT 228	ETHICS IN COMPUTER GAMES AND CINEMA	4
Liberal Studies		
LSE 380	PHILOSOPHICAL STUDIES IN PEDAGOGY, CULTURE AND GLOBALIZATION	4
Media and Cinema Studies		
MCS 343	MEDIA ETHICS	4
Management		
MGT 248	BUSINESS ETHICS	4
Modern Languages		
MOL 215	ANCIENT SCIENCE AND ITS LANGUAGE	4
Peace, Justice, and Conflict Studies		
PAX 218	HUMAN RIGHTS: PROMISE AND PROBLEMATIC	4
PAX 235	THE ETHICS OF POVERTY	4
PAX 256	INNER PEACE: EXPERIENCE AND PHILOSOPHICAL APPROACHES	4
Philosophy		
PHL 100	INTRODUCTION TO PHILOSOPHY	4

PHL 200	ETHICAL THEORIES	4
PHL 202	PHILOSOPHY OF GOD	4
PHL 204	EXISTENTIAL THEMES	4
PHL 208	WHAT IS A PERSON?	4
PHL 209	CRIME AND PUNISHMENT	4
PHL 228	NEUROETHICS	4
PHL 229	BIOMEDICAL ETHICS	4
PHL 230	CONTEMPORARY TOPICS IN ETHICS	4
PHL 231	PHILOSOPHY AND RACE	4
PHL 232	WHAT IS FREEDOM?	4
PHL 233	ISSUES IN SEX AND GENDER	4
PHL 234	PHILOSOPHY AND MODERN SOCIETY	4
PHL 235	ENVIRONMENTAL PHILOSOPHY	4
PHL 236	PHILOSOPHY AND THE CITY	4
PHL 237	PHILOSOPHY, CONFLICT AND PEACE	4
PHL 238	FEMINIST PHILOSOPHIES	4
PHL 240	LOVE, HATRED, AND RESENTMENT	4
PHL 241	ETHICS AND PUBLIC POLICY	4
PHL 242	PHILOSOPHY AND TECHNOLOGY	4
PHL 243	PHILOSOPHY AND FILM	4
PHL 245	REASON AND SOCIETY	4
PHL 246	BLACK AESTHETIC THOUGHT	4
PHL 248	BUSINESS ETHICS	4
PHL 263	GENDER, RACE, AND CLASS: PHILOSOPHICAL PERSPECTIVES	4
PHL 264	PHILOSOPHICAL CRITIQUES OF COLONIALISM	4
PHL 280	CRITICAL THINKING	4
PHL 287	INTRODUCTION TO ASIAN PHILOSOPHIES	4
PHL 315	SURVEY OF POLITICAL PHILOSOPHY	4
PHL 381	DRAMATIC THEORY: TRAGEDY	4
PHL 382	DRAMATIC THEORY: COMEDY	4
Political Science		
PSC 230	CLASSICAL POLITICAL THOUGHT	4
PSC 231	MODERN POLITICAL THOUGHT	4
PSC 234	FREEDOM AND EMPOWERMENT	4
PSC 235	EQUALITY AND SOCIAL JUSTICE	4
PSC 236	LEGITIMACY AND CRISIS	4
School of Continuing and Professional Studies		
SNC 188	PROBLEMS AND ISSUES IN CONTEMPORARY ETHICS	4
SNC 231	VISIBLE & INVISIBLE CITIES	4
Sociology		
SOC 202	PHILOSOPHY AND SOCIAL THOUGHT	4
Women's and Gender Studies		
WGS 388	QUEER THEORY: AN INTRODUCTION	4
Writing, Rhetoric, and Discourse		
WRD 282	ETHICS OF PUBLIC AND PROFESSIONAL WRITING	4

Religious Dimensions

Courses in the Religious Dimensions domain offer students the opportunity to explore the explicitly religious dimensions of life and

culture. These dimensions are found in the culturally embedded narratives, beliefs and practices of particular religions, as well as in encounters with realities perceived to be ultimate or sacred. Through myth, symbol, ritual and doctrine, these religions not only provide order and meaning, they also carry capacities to challenge and transform individuals and societies. Intellectual and social maturity requires understanding the unique contributions, both positive and negative, of the religious traditions of the world to culture and consciousness as well as coming to terms with ultimacy. This Learning Domain offers courses with a comparative, thematic, or ethical focus, as well as courses in specific traditions.

Learning Outcomes

Students will be able to:

- Explain beliefs and practices of one or more religious traditions in their specific social and cultural contexts.
 - In courses in which the focus is on one religious tradition, describe the diversity of strands within the tradition and explain with significant depth the modes of interpretation of the world the tradition offers both to adherents and to others.
- Identify religious modes of thinking, acting, and feeling such as: myth and narrative, symbol, ritual, law, doctrine, ethics, religious experience.
- Analyze the impact of religion on personal as well as communal dimensions of human life, including for example the relationship between religion and power, social integration, social transformation, and social justice.

Courses

Below please find examples of courses previously offered for religious dimensions credit. For information on current offerings, please consult campus connection.

Course	Title	Quarter Hours
American Studies		
AMS 220	AMERICAN BUDDHISMS: RACE AND RELIGIOUS DIVERSITY	4
Asian Studies, Global		
AAS 242	LITERATURE AND RELIGION IN CHINA	4
Catholic Studies		
CTH 110	THE CHRISTIAN EXPERIENCE	4
CTH 180	INTRODUCTION TO CATHOLICISM	4
CTH 181	INTRODUCTION TO WORLD CATHOLICISM	4
CTH 182	THE LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES	4
CTH 183	THEMES IN CATHOLIC SOCIAL THOUGHT	4
CTH 190	METHODS OF BIBLICAL INTERPRETATION	4
CTH 202	CATHOLICS AND SCRIPTURE	4
CTH 203	WHAT CATHOLICS BELIEVE	4
CTH 205	CATHOLICISM IN WORLD HISTORY I: JESUS TO 1500	4
CTH 206	CATHOLICISM IN WORLD HISTORY II: MODERN & POST-MODERN TIMES	4
CTH 209	THEORIES OF THE CHURCH: CONCEPTS AND CONTROVERSIES	4

CTH 212	ANCIENT ISRAEL: HISTORY, LITERATURE AND RELIGION	4
CTH 213	THE NEW TESTAMENT	4
CTH 214	THE HISTORICAL JESUS	4
CTH 215	VARIETIES OF EARLY CHRISTIANITY	4
CTH 226	ROMAN CATHOLIC SPIRITUAL LITERATURE	4
CTH 231	ROMAN CATHOLIC LITURGY	4
CTH 233	LA MORENITA DE CHICAGO: FAITH, CULTURE AND IDENTITY IN MEXICAN CATHOLICISM	4
CTH 241	VIRTUE ETHICS	4
CTH 243	ROMAN CATHOLIC THEOLOGICAL THINKING	4
CTH 244	DEBATES ABOUT GOD	4
CTH 247	ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT	4
CTH 248	CONTEMPORARY MORAL ISSUES	4
CTH 249	NATURE, COSMOS AND GOD: CATHOLICISM AND SCIENCE	4
CTH 265	LITERATURE AND THE SACRED	4
CTH 270	JESUS ACROSS CULTURES	4
CTH 271	ROMAN CATHOLICISM'S ENCOUNTER WITH OTHER RELIGIONS	4
CTH 274	IRELAND: RELIGION AND THE CONTEMPORARY "TROUBLES"	4
CTH 276	CATHOLICISM IN AFRICA	4
CTH 279	CATHOLICISM AND THE FAMILY	4
CTH 290	THE LIFE AND TIMES OF VINCENT DE PAUL	4
CTH 292	WOMEN AND SAINT VINCENT DE PAUL	4
CTH 293	NOTABLE VINCENTIAN WOMEN	4
CTH 295	OZANAM: A VINCENTIAN LIFE	4
Geography		
GEO 204	RELIGIOUS GEOGRAPHY	4
History of Art and Architecture		
HAA 220	BUDDHIST ART	4
HAA 222	ISLAMIC ART	4
HAA 234	BYZANTINE ART	4
HAA 302	AFRICAN ISLAM: ISLAMIC ART & ARCHITECTURE IN SUB-SAHARAN AFRICA	4
Irish Studies		
IRE 103	IRELAND: RELIGION AND THE CONTEMPORARY "TROUBLES"	4
IRE 107	RELIGIOUS GEOGRAPHY	4
Islamic World Studies		
IWS 171	INTRODUCTION TO THE QUR'AN	4
IWS 192	ISLAMIC WORLD STUDIES	4
IWS 203	RELIGIOUS GEOGRAPHY	4
IWS 251	ISLAMIC ART	4
IWS 263	RELIGION AND POLITICS IN THE MIDDLE EAST	4
IWS 278	HADITH: TRADITIONS OF THE PROPHET MUHAMMAD	4

IWS 295	SHI'ITE ISLAM	4
Management		
MGT 228	BUSINESS, ETHICS, AND SOCIETY	4
Peace, Justice, and Conflict Studies		
PAX 252	FORGIVENESS AND RECONCILIATION	4
PAX 253	DESPAIR AND HOPE	4
Religious Studies		
REL 103	RELIGIOUS WORLDS IN COMPARATIVE PERSPECTIVE	4
REL 107	JUDAISM IN HISTORY: FROM THE BIBLE TO 1492	4
REL 108	JUDAISM IN HISTORY: FROM 1492 TO PRESENT	4
REL 109	JEWISH RELIGIOUS WORLDS	4
REL 110	CHRISTIAN RELIGIOUS WORLDS	4
REL 113	THE LATINX RELIGIOUS EXPERIENCE IN THE UNITED STATES	4
REL 115	THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE	4
REL 116	INTRODUCTION TO ISLAM	4
REL 142	HINDU RELIGIOUS WORLDS	4
REL 143	BUDDHIST RELIGIOUS WORLDS	4
REL 161	NATIVE AMERICAN RELIGIONS	4
REL 180	INTRODUCTION TO CATHOLICISM	4
REL 183	THEMES IN CATHOLIC SOCIAL THOUGHT	4
REL 190	SACRED TEXTS	4
REL 200	DEBATES ABOUT GOD	4
REL 202	ATOM BOMB DISCOURSE	4
REL 205	COMPARATIVE ETHICS	4
REL 212	RELIGION AND POPULAR CULTURE	4
REL 215	NEW RELIGIOUS MOVEMENTS	4
REL 217	ISLAMIC CULTURES AND SOCIETIES	4
REL 218	BLACK INTELLECTUAL TRADITIONS	4
REL 219	SLAVERY, RACE AND RELIGION	4
REL 220	PSYCHOLOGY AND RELIGION	4
REL 221	RELIGION IN SOCIETY IN SOUTH ASIA	4
REL 223	LITERATURE AND THE SACRED	4
REL 224	RELIGION AND POLITICS IN THE UNITED STATES	4
REL 225	RELIGION AND THE ARTS	4
REL 226	TECHNOLOGY, ETHICS AND SOCIETY	4
REL 227	RELIGIOUS ETHICS AND PROFESSIONAL LIFE	4
REL 228	BUSINESS, ETHICS AND SOCIETY	4
REL 229	MEDICINE, ETHICS AND SOCIETY	4
REL 232	ANCIENT ISRAEL: HISTORY, LITERATURE, AND RELIGION	4
REL 233	THE NEW TESTAMENT	4
REL 236	VARIETIES OF JUDAISM IN THE GREEK AND ROMAN WORLD	4
REL 237	GODS IN THE ROMAN EMPIRE	4
REL 238	THE HISTORICAL JESUS	4
REL 239	RELIGION AND FILM	4

REL 241	RELIGION IN CHINESE HISTORY, SOCIETY AND CULTURE	4
REL 243	BUDDHIST THOUGHT IN CULTURAL CONTEXT	4
REL 244	RELIGION AND ETHICS IN JAPANESE FOODSCAPES	4
REL 245	RELIGION IN JAPANESE HISTORY, SOCIETY, AND CULTURE	4
REL 246	TRADITIONS OF CHINESE POPULAR CULTURE	4
REL 247	LITERATURE AND RELIGION IN JAPAN	4
REL 248	LITERATURE AND RELIGION IN CHINA	4
REL 249	RELIGION IN MANGA AND ANIME	4
REL 250	MYSTICISM IN RELIGIOUS TRADITIONS	4
REL 251	THE IDEA OF "EVIL	4
REL 252	FORGIVENESS AND RECONCILIATION	4
REL 253	DESPAIR AND HOPE	4
REL 257	DEATH AND ITS BEYOND: EXPERIENCE, MYTH AND RITUALS	4
REL 260	RELIGION AND POLITICAL CONFLICT	4
REL 261	RELIGION AND CONFLICT IN SOUTH ASIA	4
REL 262	RELIGION AND GLOBALIZATION	4
REL 263	RELIGION AND POLITICS IN THE MIDDLE EAST	4
REL 264	COLONIZATION, RELIGION AND RESISTANCE	4
REL 265	ISLAMIST POLITICAL MOVEMENTS	4
REL 266	ISLAM IN THE UNITED STATES	4
REL 268	MODERN JUDAISM	4
REL 270	WOMEN IN THE BIBLE	4
REL 272	GENDER AND SEXUALITY IN MUSLIM CULTURES	4
REL 273	JESUS ACROSS CULTURES	4
REL 278	GENDER IDENTITIES, SEXUALITY AND RELIGION	4
REL 280	ROMAN CATHOLIC THEOLOGICAL THINKING	4
REL 281	ROMAN CATHOLIC LITURGY	4
REL 283	ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT	4
REL 287	ROMAN CATHOLIC MORAL THOUGHT	4
REL 291	LIBERATION THEOLOGIES	4
REL 295	SHI'ITE ISLAM	4
REL 298	THEORY AND METHOD IN THE STUDY OF RELIGION	4

Scientific Inquiry

Courses in the Scientific Inquiry (SI) domain are designed to provide students with an opportunity to learn the methods of modern science and its impact in understanding the world around us. Courses are designed to help students develop a more complete perspective about science and the scientific process, including:

- an understanding of the major principles guiding modern scientific thought;

- a comprehension of the varying approaches and aspects of science;
- an appreciation of the connection among the sciences;
- an awareness of the roles and limitations of theories and models in interpreting, understanding, and predicting natural phenomena; and
- a realization of how these theories and models change or are supplanted as our knowledge increases.

Where required, Quantitative Reasoning (MAT 120) is a prerequisite for SI Domain courses. Generally, two SI courses are required; depending on their program of study students may be required to take a designated SI Science as a Way of Knowing (SWK) or SI Lab, or both. The QR and MCD waiver cannot be applied to the SI Domain.

Learning Outcomes

Scientific Inquiry: Science as a Way of Knowing

Students will be able to:

- Demonstrate understanding of the natural science content that is the focus of the course.
- Interpret and create multiple representations of data (e.g. graphical, mathematical, pictorial/diagrammatic, and/or descriptive).
- Use scientific evidence to support or refute predictions made by scientific hypotheses, state the limitations of the scientific method, and identify unsubstantiated claims, such as those based on pseudoscience.
- Describe the process of scientific research, including aspects such as skepticism, ethics, collaboration, diversity of community, disparate impacts, funding, peer review, or the dissemination of results.
- Substantiate the claim that scientific knowledge inherently evolves over time as previous understandings are revised with new evidence and perspectives.

Scientific Inquiry: Lab

Students will be able to:

- Pose meaningful scientific questions and generate testable scientific hypotheses.
- Plan, design and conduct scientific investigations in a collaborative environment using appropriate tools and techniques to gather relevant data in order to test and revise scientific hypotheses.
- Develop and use scientific models (conceptual, physical, and mathematical) to make predictions and develop explanations of natural phenomena.
- Address variability in the data and recognize and analyze alternative explanations and predictions.
- Communicate scientific procedures, results, and explanations and engage in arguments based on scientific evidence.

Courses

Below please find examples of courses previously offered for scientific inquiry credit. For information on current offerings, please consult Campus Connection.

Scientific Inquiry: Science as a Way of Knowing Courses

Course	Title	Quarter Hours
Anthropology		
ANT 130	SCIENCE AND PSEUDOSCIENCE IN ARCHAEOLOGY	4
ANT 270	HUMAN EVOLUTION	4
ANT 272	INTRODUCTION TO MEDICAL ANTHROPOLOGY	4
Asian Studies, Global		
AAS 230	INTERNATIONAL ENVIRONMENTAL CONSERVATION	4
Biology		
BIO 104	EVOLUTION AND SOCIETY	4
BIO 105	THE SCIENCE BEHIND HUMAN HEALTH	4
BIO 110	EVOLUTION IN HEALTH AND MEDICINE	4
BIO 115	INTRODUCTION TO BIOLOGY	4
BIO 118	MARINE BIOLOGY	4
BIO 119	FROM MUSIC TO MIND: THE NEUROSCIENCE OF MUSIC	4
BIO 120	THE SCIENCE AND ART OF VISION	4
BIO 121	INFECTIOUS DISEASES AND IMMUNITY	4
BIO 122	INTRODUCTION TO PALEOBIOLOGY	4
BIO 126	BRAIN AND BEHAVIOR	4
BIO 128	STRESS, HORMONES AND THE NERVOUS SYSTEM	4
BIO 134	HOW THE HUMAN BODY WORKS	4
Chemistry		
CHE 100	OUR CHEMICAL WORLD	4
CHE 102	MOLECULES THAT SHAPED THE WORLD	4
CHE 104	CHEMICALS, DRUGS AND LIVING SYSTEMS	4
Education		
EDU 125	THE SCIENCE OF HUMAN COGNITION	4
Environmental Science		
ENV 101	INTRO TO ENVIRONMENTAL SCIENCE WITHOUT LAB	4
ENV 116	GEOLOGY OF THE ENVIRONMENT	4
ENV 118	EARTH THROUGH TIME	4
ENV 200	CITIES AND THE ENVIRONMENT	4
ENV 202	RESOURCES, POPULATION, AND THE ENVIRONMENT	4
ENV 204	ENERGY AND THE ENVIRONMENT	4
ENV 230	GLOBAL CLIMATE CHANGE	4
Geography		
GEO 101	ENVIRONMENTAL GEOGRAPHY	4
GEO 210	INTERNATIONAL ENVIRONMENTAL CONSERVATION	4
GEO 219	WOMEN AND SCIENCE	4
GEO 220	OCEANOGRAPHY	4
GEO 225	EARTH'S CHANGING CLIMATE	4
GEO 243	EARTH OBSERVATION	4
Health Sciences		

HLTH 150	DISCOVERING DISEASE: SMALL POX, HIV, AND ZIKA	4
Physics		
ID 104	HAPTICS	4
PHY 104	THE SUN & ITS PLANETS	4
PHY 120	HOW THINGS WORK	4
PHY 200	LIGHT AND ATOMS	4
PHY 204	FRONTIERS OF THE UNIVERSE	4
PHY 205	EINSTEIN'S PECULIAR IDEAS	4
Psychology		
PSY 241	RESEARCH METHODS I	4
Public Health		
MPH 101	THE SCIENCE OF PROTECTING THE PUBLIC'S HEALTH	4
School of Continuing and Professional Studies		
SNC 193	SEXUAL ORIENTATION & SCIENCE	4
SNC 209	EXPLORING EARTH'S PHYSICAL FEATURES	4
SNC 210	PREHISTORIC LIFE	4
SNC 225	BIODIVERSITY	4
Neuroscience		
NEU 120	THE BRAIN THROUGH SCIENCE FICTION	4
Women's and Gender Studies		
WGS 219	WOMEN AND SCIENCE	4
Writing, Rhetoric, and Discourse		
WRD 283	ENVIRONMENTAL WRITING	4

Scientific Inquiry: Lab Courses

Course	Title	Quarter Hours
Anthropology		
ANT 104	INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY	4
ANT 120	SCIENCE OF ARCHAEOLOGY	4
The Art School		
ART 223	LIGHT, COLOR, AND PHOTOGRAPHY	4
Biological Sciences		
BIO 155	INTRODUCTION TO BIOLOGY WITH LABORATORY	4
BIO 156	FOOD, FUEL FOR LIFE	4
BIO 160	MARINE BIOLOGY WITH LAB	4
BIO 161	INFECTIOUS DISEASES AND IMMUNITY WITH LABORATORY	4
BIO 162	THE BRAIN: BIOLOGY AND BEHAVIOR	4
BIO 166	INTRODUCTION TO PLANT BIOLOGY WITH LAB	4
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 202	HUMAN PHYSIOLOGY	4
Chemistry		

CHE 103	ENVIRONMENTAL CHEMISTRY	4
CHE 105	EXPLORING NUTRIENTS/SCIENCE OF NUTRITION	4
CHE 107	PROTEINS AND THEIR GENES	4
CHE 109	FORENSIC CHEMISTRY	4
CHE 130	GENERAL CHEMISTRY I	3
CHE 131	GENERAL CHEMISTRY I LABORATORY	1
CHE 132	GENERAL CHEMISTRY II	3
CHE 133	GENERAL CHEMISTRY LABORATORY II	1
CHE 134	GENERAL CHEMISTRY III	3
CHE 135	GENERAL CHEMISTRY LABORATORY III	1

Environmental Science

ENV 102	INTRO TO ENVIRONMENTAL SCIENCE WITH LAB	4
ENV 115	ENVIRONMENTAL GEOLOGY	4
ENV 117	EARTH THROUGH TIME WITH LABORATORY	4

Film and Television Production

FILM 254	IMAGE, OPTICS AND CINEMATIC MOTION (FORMERLY DC 274)	4
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Nursing

NSG 230	WOMEN'S HEALTH: THE PHYSICAL SELF	4
NSG 232	MEN'S HEALTH: THE PHYSICAL SELF	4

Physics

PHY 110	BASIC ELECTRONICS: PRINCIPLES & TECHNIQUES	4
PHY 114	EXPLORING OTHER WORLDS	4
PHY 150	GENERAL PHYSICS I	4
PHY 151	GENERAL PHYSICS II	4
PHY 152	GENERAL PHYSICS III	4
PHY 155	GENERAL PHYSICS	6
PHY 156	GENERAL PHYSICS	6
PHY 170	UNIVERSITY PHYSICS I	4
PHY 171	UNIVERSITY PHYSICS II	4
PHY 172	UNIVERSITY PHYSICS III	4
PHY 206	SOUND AND ACOUSTICS	4
PHY 232	INTRODUCTION TO DIGITAL ELECTRONICS	4

School of Continuing and Professional Studies

SNC 320	MAMMALOGY	4
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Social, Cultural, and Behavioral Inquiry

Courses in the Social, Cultural and Behavioral Inquiry domain focus on the mutual impact of society and culture on individuals, and of individuals on society and culture. Particular attention is given to human relationships and behavior as they are influenced by social, economic and political institutions, spatial and geographical factors, and the events and social and cultural forces at play in the contemporary world. The domain emphasizes the pursuit of knowledge through the development of theory and empirical investigation of the contemporary world. Courses in the domain explore such particular issues as poverty and economic opportunity, the environment, nationalism, racism, individual alienation,

gender differences, and the bases of conflict and consensus in complex, urban societies and in global relations.

Learning Outcomes

Students will be able to:

- Analyze and reflect upon arguments about the contemporary world using relevant theory, methods, and/or empirical evidence.
- Analyze interdependent relationships between contemporary society and individuals.

Courses

Below please find examples of courses previously offered for Social, Cultural, and Behavioral Inquiry credit. For information on current offerings, please consult Campus Connection.

Course	Title	Quarter Hours
African and Black Diaspora Studies		
ABD 100	INTRODUCTION TO AFRICAN AND BLACK DIASPORA STUDIES	4
ABD 200	AFRICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	4
ABD 206	AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	4
ABD 208	AFRICAN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	4
ABD 209	RACE AND RACISM	4
ABD 218	AFRICAN AMERICAN POLITICS	4
ABD 220	BLACKS AND LOVE	4
ABD 229	RACE, SCIENCE AND WHITE SUPREMACY	4
ABD 232	MIXED RACE AMERICAN IDENTITY	4
ABD 236	BLACK FREEDOM MOVEMENTS	4
ABD 240	BLACK MUSIC IN AMERICAN CULTURE	4
ABD 263	IDA B. WELLS: GENDER, POLITICS & ACTIVISM	4
ABD 275	BLACK FEMINIST THEORIES IN A U.S. CONTEXT	4
Albanian Studies		
ALB 280E	THE POLITICS OF FOOD, HISTORY, AND IDENTITY IN THE BALKANS	4
American Studies		
AMS 150	PERSPECTIVES ON AMERICAN IDENTITIES	4
AMS 280	POLITICS AND HISTORY OF THE VIETNAM WAR	4
Asian Studies, Global		
AAS 205	GLOBAL ASIA	4
AAS 209	CHINESE YOUTH CULTURES	4
AAS 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY	4
AAS 219	K-POP & ITS GLOBAL CULTURAL INFLUENCE	4
AAS 227	BEYOND PARASITE: SOUTH KOREAN CULTURE THROUGH FILM	4

AAS 267	WORLD ECONOMY: STATES, MARKETS AND LABOR	4
Anthropology		
ANT 102	CULTURAL ANTHROPOLOGY	4
ANT 105	ANTHROPOLOGY THROUGH FILM	4
ANT 107	THE CULTURE OF BUSINESS	4
ANT 109	FOOD AND CULTURE	4
ANT 206	WORLD PREHISTORY	4
ANT 208	WHY WE POST: THE ANTHROPOLOGY OF SOCIAL MEDIA	4
ANT 230	CULTURES OF THE PACIFIC	4
Applied Diplomacy		
DPL 203	CITIZEN DIPLOMACY IN THE 21ST CENTURY	4
Cannabis Studies		
CAN 260	INTRODUCTION TO CANNABIS STUDIES	4
Catholic Studies		
CTH 210	CATHOLIC SOCIAL TEACHING	4
Chinese		
CHN 208E	CHINA'S CULTURAL SOFT POWER AND ITS FUTURE	4
CHN 209E	CHINESE YOUTH CULTURES	4
Communication Studies		
CMN 101	INTRODUCTION TO HUMAN COMMUNICATION	4
CMN 102	INTRODUCTION TO MASS COMMUNICATION	4
CMN 104	PUBLIC SPEAKING	4
CMNS 211	INTERPERSONAL COMMUNICATION	4
CMNS 339	PERFORMANCE OF GENDER & SEXUALITY	4
CMNS 361	GENDER AND COMMUNICATION	4
Comparative Literature		
CPL 212	GREAT IDEAS, THE INDIVIDUAL AND SOCIETY III	4
Computer Science		
CSC 223	THE IMPACT OF COMPUTING TECHNOLOGY ON OUR LIVES	4
Criminology		
CRIM 101	INTRODUCTION TO THE CRIMINAL LEGAL SYSTEM	4
CRIM 105	CRIME AND THE MEDIA	4
CRIM 107	CRIMINOLOGY GOES TO THE MOVIES	4
CRIM 205	RACE, CLASS, GENDER AND THE CRIMINAL LEGAL SYSTEM	4
CRIM 208	LATINOS AND THE CRIMINAL JUSTICE SYSTEM	4
CRIM 215	GANGS IN SOCIETY	4
CRIM 218	COMMUNITIES AND CRIME	4
Diplomacy, Applied		
DPL 200	DIPLOMACY: ITS PAST AND PRESENT	4
DPL 201	DIPLOMACY: ITS PRESENT AND FUTURE	4
DPL 202	TRANSPROFESSIONAL MEDIATION AND NEGOTIATION	4
Early Childhood Education		

ECE 175	EDUCATING THE TWENTY-FIRST CENTURY YOUNG CHILD	4
Economics		
ECO 101	INTRODUCTION TO ECONOMIC ISSUES	4
ECO 105	PRINCIPLES OF MICROECONOMICS	4
ECO 106	PRINCIPLES OF MACROECONOMICS	4
ECO 310	URBAN ECONOMICS	4
ECO 313	MARKET STRUCTURE AND REGULATION OF BUSINESS	4
ECO 318	LABOR ECONOMICS AND ORGANIZATION	4
ECO 330	RADICAL RESPONSES TO CAPITALISM	4
ECO 333	TOPICS IN GLOBAL ECONOMIES	4
Environmental Science		
ENV 150	FOUNDATIONS OF ENVIRONMENTAL STUDIES	4
ENV 151	INTRODUCTION TO SUSTAINABILITY	4
ENV 152	ECOLOGICAL AND SOCIAL ECONOMICS	4
Film and Television Production		
FILM 145	DIGITAL MEDIA LITERACIES	4
French		
FCH 261E	TERROIRS DU SUD: LAND, FOOD, AND LIFE IN THE SOUTH OF FRANCE	4
FCH 340	CONTEMPORARY FRANCE	4
Game Development		
GAM 200	PLAY	4
GAM 208	VIRTUAL WORLDS AND ONLINE COMMUNITIES	4
Geography		
GEO 103	URBANIZATION	4
GEO 200	SUSTAINABLE URBAN DEVELOPMENT	4
GEO 201	GEOPOLITICS	4
GEO 205	RACE, JUSTICE, AND THE URBAN ENVIRONMENT	4
GEO 215	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY	4
GEO 260	GLOBALIZATION AND RESOURCES	4
GEO 266	WORLD ECONOMY: STATES, MARKETS AND LABOR	4
GEO 269	CULTURAL AND POLITICAL ECOLOGY	4
GEO 330	SUSTAINABLE URBAN TRANSPORTATION	4
German		
GER 272E	WORKING THROUGH THE PAST: MEMORY AND MEMORIAL IN GERMANY AND THE U.S.	4
History		
HST 228	FOOD, HISTORY, IDENTITY IN THE BALKANS: THE UNBEARABLE SIMILARITY OF OTHER	4
HST 241	WORLD REFUGEE CRISIS	4
HST 252	THE AGE OF THE COLD WAR: 1945-1991	4
Hospitality Leadership		
HSP 101	INTRODUCTION TO GLOBAL TOURISM	4
Information Systems		

IS 201	INTRODUCTION TO INFORMATION SYSTEMS	4	MCS 254	IMAGINING ITALY: CINEMA AS A COLLECTIVE NARRATIVE OF THE ITALIAN PEOPLE	4
IS 208	INFORMATION TECHNOLOGY, ECONOMY AND SOCIETY	4	MCS 271	MEDIA AND CULTURAL STUDIES	4
International Studies			MCS 274	DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION	4
INT 100	INTRODUCTION TO INTERNATIONAL STUDIES	4	MCS 350	TOPICS IN GLOBAL CINEMA	4
INT 150	GLOBAL PERSPECTIVES ON SOCIAL JUSTICE	4	MCS 355	SEX IN THE BOX: U.S. TELEVISION, SEX, AND SEXUALITY	4
INT 352	INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY	4	MCS 362	BLACKNESS IN AMERICAN TV	4
Irish Studies			Modern Languages		
IRE 100	IRELAND AND THE IRISH EXPERIENCE	4	MOL 220	HOW LANGUAGE WORKS	4
IRE 105	GEOPOLITICS	4	MOL 335	EXPLORING SOCIAL DIVERSITY IN LATIN AMERICA	4
Islamic World Studies			Nursing		
IWS 201	GEOPOLITICS	4	NSG 335	LESBIAN HEALTH MATTERS	4
Italian			Peace, Justice, and Conflict Studies		
ITA 260E	EAT ITALY: THE HISTORY, CULTURE AND POLITICS OF ITALIAN FOOD	4	PAX 102	CHICAGO AND STRATEGIC NONVIOLENCE	4
Japanese Studies			PAX 201	FRAMEWORKS FOR PEACE: PRACTICAL MODELS FOR SOCIAL CHANGE	4
JPN 242E	JAPANESE POP CULTURE	4	PAX 210	INTERNATIONAL CONFLICT AND PEACEBUILDING	4
Journalism			PAX 212	SOCIAL JUSTICE AND SOCIAL CHANGE	4
JOUR 311	CLIMATE CHANGE COMMUNICATION	4	PAX 214	CONFLICT: STORYTELLING, INTERVENTION, NEGOTIATION	4
JOUR 360	POLITICAL COMMUNICATION	4	PAX 220	SOCIAL ENGAGEMENT FOR PEACE AND JUSTICE	4
JOUR 361	JOURNALISM LAW AND ETHICS	4	PAX 225	TRANSNATIONAL GRASSROOTS SOCIAL MOVEMENTS	4
Latin American and Latino Studies			PAX 228	IDENTITY, PRIVILEGE, AND SOCIAL CHANGE	4
LST 201	STRUGGLE AND RESISTANCE IN LATIN AMERICA	4	PAX 268	DISABILITY JUSTICE STUDIES: AN INTRODUCTION	4
LST 202	CONSTRUCTING LATINO COMMUNITIES	4	Political Science		
LST 203	MEDIA AND CULTURAL STUDIES ACROSS THE AMERICAS	4	PSC 120	THE AMERICAN POLITICAL SYSTEM	4
LST 207	AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS	4	PSC 140	INTRODUCTION TO INTERNATIONAL RELATIONS	4
LST 311	CONTEMPORARY ISSUES AND SOCIAL ENGAGEMENT	4	PSC 150	INTRODUCTION TO COMPARATIVE POLITICS	4
Lesbian, Gay, Bisexual, Transgender, Queer Studies			PSC 211	POLITICAL PSYCHOLOGY	4
LGQ 150	INTRODUCTION TO LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER STUDIES [SSMW]	4	PSC 212	LATINO POLITICS	4
LGQ 319	QUEER PIONEERS: CULTURE, GENDER, AND POLITICAL ACTIVISM	4	PSC 213	POLITICAL SOCIALIZATION	4
LGQ 332	LGBTQ POLITICS	4	PSC 215	LIVED CIVICS, SOCIAL CONTRACT & PUBLIC LIFE	4
LGQ 338	SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW	4	PSC 216	AMERICAN POLITICAL CULTURE	4
Liberal Studies Program			PSC 217	WOMEN AND POLITICS	4
LSP 275	LIVED CIVICS, THE SOCIAL CONTRACT & PUBLIC LIFE	4	PSC 218	AFRICAN-AMERICAN POLITICS	4
Liberal Studies in Education			PSC 220	THE AMERICAN PRESIDENCY	4
LSE 355	INTERNATIONAL STUDIES IN EDUCATION	4	PSC 221	CONGRESS AND THE LEGISLATIVE PROCESS	4
Media and Cinema Studies			PSC 222	POLITICAL PARTIES AND ELECTIONS	4
MCS 231	INTRODUCTION TO DOCUMENTARY STUDIES	4	PSC 223	URBAN POLITICS	4
MCS 252	CONTEMPORARY ITALIAN CULTURE THROUGH FILM	4	PSC 233	POLITICAL IDEAS AND IDEOLOGIES	4
			PSC 242	AMERICAN FOREIGN POLICY	4
			PSC 243	RUSSIAN-AMERICAN RELATIONS	4

PSC 244	LATIN AMERICAN-UNITED STATES RELATIONS	4	SNC 192	NEW ORLEANS IN SONG, STORY & STRUGGLE	4
PSC 246	ASIAN FOREIGN POLICY	4	SNC 216	LEISURE, RECREATION AND HEALTH	4
PSC 250	EUROPEAN POLITICS	4	Screenwriting		
PSC 251	RUSSIAN POLITICS	4	SCWR 123	ADAPTATION: THE CINEMATIC RECRAFTING OF MEANING	4
PSC 252	LATIN AMERICAN POLITICS	4	Sociology		
PSC 253	ASIAN POLITICS	4	SOC 101	INTRODUCTION TO SOCIOLOGY	4
PSC 254	AFRICAN POLITICS	4	SOC 105	SOCIAL PROBLEMS	4
PSC 255	MIDDLE EAST POLITICS	4	SOC 207	YOUTH AND SOCIETY	4
PSC 257	CYBER WARFARE AND CYBER POLITICS	4	SOC 209	SOCIOLOGY OF GENDER	4
PSC 260	LAW AND THE POLITICAL SYSTEM	4	SOC 212	COMMUNITY AND SOCIETY	4
PSC 261	FIRST AMENDMENT RIGHTS	4	SOC 217	WORK IN A GLOBALIZED WORLD	4
PSC 262	RIGHTS OF DEFENDANTS	4	SOC 221	INTRODUCTION TO THE U.S HEALTH CARE SYSTEM	4
PSC 263	EQUAL PROTECTION OF THE LAWS	4	SOC 232	GLOBAL CITIES	4
PSC 265	LAW AND POPULAR CULTURE	4	SOC 233	SOCIOLOGY OF SPORT	4
PSC 344	INTERNATIONAL POLITICAL ECONOMY	4	SOC 243	THE SUBURBS	4
PSC 330	AMERICAN POLITICAL THOUGHT	4	SOC 245	URBAN SOCIOLOGY	4
PSC 358	GLOBAL GENDER POLITICS	4	SOC 248	RESISTING WHITE SUPREMACY	4
PSC 363	WOMEN AND THE LAW	4	SOC 275	LIVED POLITICS: INDIVIDUALISM AND COMMUNITY	4
Psychology			SOC 280	MASS MEDIA AND CULTURE	4
PSY 105	INTRODUCTORY PSYCHOLOGY I	4	SOC 281	SOCIOLOGY OF ROCK MUSIC	4
PSY 106	INTRODUCTORY PSYCHOLOGY II	4	SOC 292	COLLECTIVE ACTION	4
PSY 210	PSYCHOLOGY OF BUSINESS AND INDUSTRY	4	SOC 340	SOCIAL INEQUALITY	4
PSY 215	HUMAN SEXUALITY	4	SOC 358	REVOLUTIONS AND PEASANT REBELLIONS	4
PSY 218	PSYCHOLOGICAL PROBLEMS OF CONTEMPORARY FAMILY	4	Spanish		
PSY 220	LATINX PSYCHOLOGY	4	SPN 392	TRANSNATIONALISM AND SOCIAL JUSTICE	4
PSY 302	PERSONAL ADJUSTMENT AND MENTAL HEALTH	4	Women's and Gender Studies		
PSY 303	HUMAN DEVELOPMENT	4	WGS 100	WOMEN'S LIVES: RACE/CLASS/GENDER	4
PSY 310	CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER I	4	WGS 200	WOMEN'S STUDIES IN TRANSNATIONAL CONTEXTS	4
PSY 317	PSYCHOLOGY OF INTERPERSONAL RELATIONSHIP	4	WGS 212	GROWING UP FEMALE IN THE U.S.	4
Public Policy Studies			WGS 215	GENDER AND EDUCATION	4
PPS 101	INTRODUCTION TO PUBLIC POLICY	4	WGS 225	CONSTRUCTING GENDER AND SEXUALITY	4
PPS 201	PUBLIC POLICY AND URBAN ISSUES	4	WGS 230	CONTESTED BODIES	4
PPS 208	INTRODUCTION TO NONPROFIT ORGANIZATIONS	4	WGS 249	GENDER AND POLITICS IN IRELAND	4
PPS 231	ENVIRONMENTAL JUSTICE	4	WGS 275	BLACK FEMINIST THEORIES IN A U.S. CONTEXT	4
PPS 250	ISSUES IN NEIGHBORHOOD DEVELOPMENT	4	WGS 303	GENDER, VIOLENCE AND RESISTANCE	4
PPS 260	CLIMATE CHANGE POLICY	4	WGS 326	WOMEN AND LAW	4
PPS 301	PUBLIC POLICY AND POLITICS	4	WGS 332	CREATING CHANGE: CONTEMPORARY LGBTQ POLITICS	4
PPS 332	NATIONAL PARKS POLICY AND GOVERNANCE	4	WGS 334	GIRLHOOD ALL AROUND THE WORLD	4
PPS 333	GREEN CITIES	4	WGS 338	SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW	4
PPS 334	SUSTAINABLE LAND REVITALIZATION AND BROWNFIELDS DEVELOPMENT POLICY	4	WGS 390	WOMEN ACROSS CULTURES	4
School of Continuing and Professional Studies			Writing, Rhetoric, and Discourse		
SNC 191	ISSUES IN SCIENCE AND RELIGION	4	WRD 232	THE LANGUAGE OF DISABILITY	4
			WRD 261	DIGITAL CULTURE	4
			WRD 264	LANGUAGE, SELF AND SOCIETY	4

WRD 265	SOCIAL MOVEMENT, SOCIAL MEDIA, AND AMERICAN IDENTITIES	4
WRD 289	WRITING ABOUT RIGHTS	4
WRD 325	RHETORIC IN CRISIS CONTEXTS	4

Liberal Studies Program Guidelines

This provides general Liberal Studies Program (LSP) guidelines; for the Liberal Studies requirements associated with a specific program, see the catalog description for that respective program. Students in the DePaul University Honors Program should consult with a program advisor about their requirements.

All DePaul Students Who Participate in the Liberal Studies Program

There are a number of general Liberal Studies Program (LSP) guidelines that pertain to all DePaul undergraduate students (except for students in the School of Continuing and Professional Studies).

- Students may not use the same course to fulfill a requirement in both their primary major and LSP. There are two exceptions to this rule:
 - Designated courses in the major may also be used to fulfill the Experiential Learning requirement. Students who pursue this option will then complete an additional learning domain elective or, if applicable, the third course of the Language for Liberal Studies Option.
 - Transfer students who complete the General Education Core Curriculum of the Illinois Articulation Initiative may apply a particular course to fulfilling a requirement in the major (see the GECC/IAI section of this policy.)
- Students completing a second major or minor may use the same courses to fulfill requirements in those areas and in the Experiential Learning, Senior Capstone, and Learning Domains of LSP.
- Students may request to substitute a different course for one of the LSP requirements. All substitutions must meet the learning outcomes and writing expectations for the particular LSP requirement. Students seeking to request a substitution should petition the LSP office by emailing LiberalStudies@depaul.edu (p. 26) with a rationale for the substitution and a syllabus for the course in question, except in certain circumstances outlined below. The rationale should describe how the course in question meets the requirement's outcomes and writing expectations. The LSP office will communicate its decision to the student and the student's home college advisor.

Transfer Students

- Transfer students must meet all LSP requirements as specified by the student's primary major: First Year Program, the LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE (unless the student has completed the IAI/GECC), the Experiential Learning Requirement, the Senior Capstone, and the various Learning Domain courses.
- Transfer courses are applied to the most appropriate Learning Domain, based on articulations vetted through the Transfer Articulation Center according to the posted learning outcomes and writing expectations for each requirement.
- Transfer students (aged 23 years old or younger) who enter DePaul with 30 or more quarter hours of combined transfer credit, not including test credit, do not need to enroll in Discover Chicago/Explore Chicago or Focal Point courses. Instead, they will complete

two Learning Domain electives outside their area of specialization, using either existing transfer credit or future DePaul credit. With First-Year Program approval, the transfer student may elect to enroll in a Discover Chicago/Explore Chicago and/or Focal Point course.

- Adult students (aged 24 years old or older) who enter DePaul, regardless of the number of combined transfer credit, do not need to enroll in Discover Chicago/Explore Chicago and/or Focal Point courses. Instead, they will complete two Learning Domain electives outside their area of specialization, using either existing transfer credit or future DePaul credit. With First-Year Program approval, the adult transfer student may elect instead to enroll in a Discover Chicago/Explore Chicago and/or Focal Point course.
- New first-year students (i.e. traditional freshmen) must enroll in Discover Chicago or Explore Chicago and (if required by major) the Focal Point Seminar regardless of the number of combined transfer credit and/or test credit hours.
- Students may complete the LSP writing requirement with either transfer credit or coursework completed at DePaul. Placement in DePaul writing courses is determined by a placement process.
 - Transfer students who enter DePaul with earned credit for WRD 104 COMPOSITION AND RHETORIC II and not WRD 103 COMPOSITION AND RHETORIC I may satisfy the second writing course requirement by taking any one of the following expository writing courses:

Course	Title	Quarter Hours
WRD 103	COMPOSITION AND RHETORIC I	4
WRD 203	STYLE FOR WRITERS	4
WRD 206	PROFESSIONAL WRITING	4
WRD 240	ARGUMENTATIVE WRITING	4
WRD 300	COMPOSITION AND STYLE	4

- Permission to substitute an open elective for the second writing course may be granted based on a review of documentation showing superior achievement and/or professional experience in advanced, expository writing. For more information, please contact the First-Year Writing Program by emailing FYWriting@depaul.edu (p. 26).
- Transfer students who met first-year writing requirements at their previous institution through coursework other than equivalents of WRD 103 COMPOSITION AND RHETORIC I and WRD 104 COMPOSITION AND RHETORIC II may petition the First-Year Writing Program for a waiver or substitution of this requirement by emailing FYWriting@depaul.edu (p. 26) and including the rationale and syllabi for the course(s) in question. The rationale should describe how the course(s) in question meet the requirement's learning outcomes and writing expectations. The First-Year Writing Program will communicate its decision to the student and the student's home college advisor. Based on information from the course description and syllabus, a determination will be made as to whether the student
 - should take WRD 103 COMPOSITION AND RHETORIC I and/or WRD 104 COMPOSITION AND RHETORIC II;
 - should substitute an upper-level writing course from an approved list for WRD 103 COMPOSITION AND RHETORIC I and/or petition to waive WRD 104 COMPOSITION AND RHETORIC II by submitting a portfolio including two research projects, process documents, and a reflective argument

demonstrating how the portfolio meets the requirement's learning outcomes as outlined here; or

- iii. have part or all of the requirement waived.

Elective credit will be adjusted accordingly to ensure that a student earns 192 credits for degree completion.

7. The LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE may not be substituted or waived.
8. Applying transfer credit to the Experiential Learning requirement:
 - a. Internships: DePaul generally does not award Experiential Learning credit for internships or cooperative learning courses taken at another college or university. Students may petition the LSP office for a waiver or substitution of this requirement by emailing LiberalStudies@depaul.edu (p. 26) and including a rationale and syllabus for the course in question. The student must make the case that the course meets the Experiential Learning learning outcomes and writing expectations. The LSP office will communicate its decision to the student and the student's home college advisor.
 - b. Study Abroad: Students who transfer in credit from a full-year or term-long study abroad program through an accredited institution, consisting of no less than ten weeks abroad and no less than 12 quarter hours abroad, and having received grades of no less than a "C" in these courses, may use one of these courses to fulfill the Experiential Learning Requirement.
9. The Liberal Studies Senior Capstone requirement may not be substituted or waived. Students who have more than one major should consult with their college advisor as to their specific Capstone requirement(s).
10. Accumulation of additional credit that fulfills LSP requirements: In some circumstances, students may earn transfer credit that exceeds LSP requirements. For example, coursework from institutions organized by semesters earn 1.5 quarter hour credits for each semester hour. Hence each 3.0-credit course transferred from a semester institution earns 4.5 credits at DePaul. As a result, students may have credits that exceed the required number in a particular component of the program. These excess general education credits may be added up and, when the sum reaches 4 quarter hours (and multiples thereof), applied to other LSP requirements as follows:
 - a. Transfer students who have earned more than 30 credits may use the excess credit to fulfill the Domain electives that replace Discover/ Explore Chicago and the Focal Point Seminar. This substitution will be applied before any other.
 - b. Students must complete at least one course in each domain, whether through transfer/test credit or DePaul credit. Once that requirement has been met, students may apply the excess credit to any of the following domains: Arts & Literature; Historical Inquiry; Philosophical Inquiry; Religious Dimensions; or Social, Cultural, and Behavioral Inquiry. College-specific rules may apply; see your college advisor.
 - c. Students may combine excess credit with the Language for Liberal Studies Option within a single domain as long as they complete at least one course (transfer or DePaul) per domain.
11. Students who have test credit must have official score reports sent directly to the Transfer Articulation Center (TrAC).

Transfer Students Who Complete the GECC of the IAI

Transfer Credit, General Education Core Curriculum (GECC) of the Illinois Articulation Initiative (IAI)

DePaul University participates in the General Education Core Curriculum (GECC) of the Illinois Articulation Initiative (IAI) only. DePaul does not participate in Phase Two, the Major Phase.

Completion of the GECC/IAI at any participating college or university in Illinois ensures transferring students that most of the general education requirements at DePaul have been satisfied. Hence the GECC /IAI will be accepted as a package. Students who have completed the GECC/ IAI should consult with their academic advisor in their college prior to registering for classes. Students who are in DePaul University's Honors Program should consult with the program director as to their program requirements. Students who are in DePaul University's School of Continuing and Professional Studies (SCPS) should consult with their academic advisors as to their program requirements. The additional requirements outlined in this policy apply only to those students in degree programs that participate in DePaul University's Liberal Studies Program.

Students who have completed the GECC/IAI must also meet the following mission-specific requirements in DePaul's Liberal Studies Program:

- Two Religious Dimensions courses (RD)
- Two Philosophical Inquiry courses (PI)
- Experiential Learning
- Senior Capstone

Guidelines

1. In an effort to enable students to make the most complete use of their transfer credit, some portion of the two RD and PI courses may be waived under certain circumstances, as long as all students complete at least one PI and at least one RD either through transfer credit or DePaul courses. The following guidelines will direct students and their academic advisors in applying GECC credit and meeting the additional mission-specific requirements:
 - a. Students who have accumulated sufficient excess liberal studies credits, may apply the credit toward the waiver of up to one PI and up to one RD requirement; see the Liberal Studies Guidelines section (#7 under Transfer Students).
 - b. Students who have used the equivalent of PI and/or RD courses to fulfill GECC/IAI requirements may substitute learning domain course credit (DePaul or Transfer) for a corresponding number of PI/RD mission-specific requirements.
 - c. Students who have completed and transferred in the equivalent of a PI or RD course external to the GECC/IAI requirements may use that course to fulfill the appropriate mission-specific requirement.
 - d. Students may choose to complete LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE in place of either a PI or RD requirement.

The following table summarizes these policies put into practice:
Mission Specific Courses—4 Courses Required (2 PI and 2 RD)

Course	Policy
Course 1	Course must be designated as PI (if course is DePaul PI or Transfer PI from outside GECC) or LSP Elective (if PI course is included in the GECC).
Course 2	Course must be designated as RD (if course is DePaul RD or Transfer RD from outside GECC) or LSP Elective (if RD course is included in the GECC).
Course 3	Course may be WAIVED with sufficient excess LSP credit. If there is not sufficient excess LSP credit, then the course must be designated as one of the following: PI or RD (DePaul or Transfer), LSP 200, or LSP Elective (if second PI or second RD course is included in the GECC).
Course 4	Course may be WAIVED with sufficient excess LSP credit. If there is not sufficient excess LSP credit, then the course must be designated as one of the following: PI or RD (DePaul or Transfer), LSP 200, or LSP Elective (if second PI or second RD course is included in the GECC).

2. If a course included in the GECC package also fulfills a specific course requirement in the student's primary major, that single course may be used to fulfill both requirements. Elective credit will be adjusted accordingly to ensure that a student earns 192 credits for degree completion.
3. Students transferring from an IAI participating institution with two or fewer IAI requirements remaining may elect to complete the GECC/IAI package with DePaul courses or additional transfer credit that meet the subject area and mission-specific requirements.
4. Students pursuing the GECC/IAI option must earn a grade of "C" or higher in both WRD 103 COMPOSITION AND RHETORIC I, and WRD 104 COMPOSITION AND RHETORIC II. Students must earn a grade of "C-" or higher in the courses that will apply to the primary major, secondary major, or minor. Students who have test credit must have official score reports sent directly to the Transfer Articulation Center for review.

Students who have earned an Associate of Arts (AA) degree or Associate of Science (AS) degree from an IAI participating institution have satisfied the requirements for the GECC/IAI.

This agreement is in effect for students who entered an associate or baccalaureate degree-granting institution as first-time freshmen in the summer of 1998 and thereafter.

For more information on applying transfer credit to the Liberal Studies program see the Liberal Studies Program Guidelines section of the handbook.

Honors Program Withdrawals

Honors Program courses taken by students who transfer from DePaul's Honors Program to the Liberal Studies program will apply to the Liberal Studies Program as follows:

- HON 100 will apply as WRD 104
- HON 101 as an Arts and Literature domain course
- HON 102 as a Historical Inquiry domain course
- HON 104 as a Religious Dimensions domain course
- HON 105 as a Philosophical Inquiry domain course
- HON 110/HON 111 as LSP 110/LSP 111
- HON 180 as a Math and Computing domain course
- HON 201 as a Social, Cultural and Behavioral Inquiry domain course
- HON 205 as an Arts and Literature domain course
- HON 207 as a Scientific Inquiry: Science as a Way of Knowing domain course
- HON 225 as a Scientific Inquiry: Lab domain course
- HON 301 as LSP 200
- HON 351 as the Experiential Learning requirement

Honors Substitutions for LSP Writing Requirements

In addition students who move from the Honors Program to the Liberal Studies program will satisfy their LSP writing requirement as follows:

- If HON 100 is not complete, then WRD 103 and WRD 104 are required (WRD 103 may be satisfied by AP credit.).
- If HON 100 is complete, it will substitute for WRD 104.
- For students who withdraw from the Honors Program having completed HON 100, who do not have AP or transfer credit for WRD 103, either WRD 103 or one of the following courses must be taken to fulfill the requirement for WRD 103: WRD 203, WRD 206, WRD 240, or WRD 300.

Language for Liberal Studies Option

The Language for Liberal Studies Option (LLS), formerly known as the Modern Language Option/MLO, is available to all undergraduate students who wish to study a language beyond the level required for their degree.*

Students who choose the LLS may use a sequence of three courses in the same language to replace three learning domain courses.

These three course substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

LLS substitutions may not be used in the Scientific Inquiry-Lab, Scientific Inquiry-Science as a Way of Knowing, or the Math and Computing requirements.

Students with a primary major in a modern language may apply the LLS to a three-course sequence in an additional language at any level. Students with a secondary major in a modern language may apply the LLS to any three-course language sequence beyond the language requirement associated with their primary major. This three-course sequence can be either in the language of their secondary major or in an additional language.

**Students with a two-year language requirement can use the LLS after they've completed their college's Modern Language Requirement. BFA students should speak to their academic advisor about using the LLS. Students in the University Honors Program are not eligible for the LLS.*

Transfer Students

This provides general Liberal Studies Program (LSP) guidelines for transfer students. For the Liberal Studies requirements associated with a specific program, see the catalog description for that respective program. Students in the DePaul University Honors Program should consult with a program advisor about their requirements.

Transfer Student LSP Guidelines

1. Transfer students must meet all LSP requirements as specified by the student's primary major: First Year Program, the LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE (unless the student has completed the IAI/GECC), the Experiential Learning Requirement, the Senior Capstone, and the various Learning Domain courses.
2. Transfer courses are applied to the most appropriate Learning Domain, based on articulations vetted through the Transfer Articulation Center according to the posted learning outcomes and writing expectations for each requirement.
3. Transfer students (aged 23 years old or younger) who enter DePaul with 30 or more quarter hours of combined transfer credit, not including test credit, do not need to enroll in Discover Chicago/Explore Chicago or Focal Point courses. Instead, they will complete two Learning Domain electives outside their area of specialization, using either existing transfer credit or future DePaul credit. With First-Year Program approval, the transfer student may elect to enroll in a Discover Chicago/Explore Chicago and/or Focal Point course.
4. Adult students (aged 24 years old or older) who enter DePaul, regardless of the number of combined transfer credit, do not need to enroll in Discover Chicago/Explore Chicago and/or Focal Point courses. Instead, they will complete two Learning Domain electives outside their area of specialization, using either existing transfer credit or future DePaul credit. With First-Year Program approval, the adult transfer student may elect instead to enroll in a Discover Chicago/Explore Chicago and/or Focal Point course.
5. New first-year students (i.e. traditional freshmen) must enroll in Discover Chicago or Explore Chicago and (if required by major) the Focal Point Seminar regardless of the number of combined transfer credit and/or test credit hours.
6. Students may complete the LSP writing requirement with either transfer credit or coursework completed at DePaul. Placement in DePaul writing courses is determined by a placement process.
 - a. Transfer students who enter DePaul with earned credit for WRD 104 COMPOSITION AND RHETORIC II and not WRD 103 COMPOSITION AND RHETORIC I may satisfy the second writing course requirement by taking any one of the following expository writing courses:

Course	Title	Quarter Hours
WRD 103	COMPOSITION AND RHETORIC I	4
WRD 203	STYLE FOR WRITERS	4
WRD 206	PROFESSIONAL WRITING	4

WRD 240	ARGUMENTATIVE WRITING	4
WRD 300	COMPOSITION AND STYLE	4

- b. Permission to substitute an open elective for the second writing course may be granted based on a review of documentation showing superior achievement and/or professional experience in advanced, expository writing. For more information, please contact the First-Year Writing Program by emailing FYWriting@depaul.edu (p. 26).
- c. Transfer students who met first-year writing requirements at their previous institution through coursework other than equivalents of WRD 103 COMPOSITION AND RHETORIC I and WRD 104 COMPOSITION AND RHETORIC II may petition the First-Year Writing Program for a waiver or substitution of this requirement by emailing FYWriting@depaul.edu (p. 26) and including the rationale and syllabi for the course(s) in question. The rationale should describe how the course(s) in question meet the requirement's learning outcomes and writing expectations. The First-Year Writing Program will communicate its decision to the student and the student's home college advisor. Based on information from the course description and syllabus, a determination will be made as to whether the student
 - i. should take WRD 103 COMPOSITION AND RHETORIC I and/or WRD 104 COMPOSITION AND RHETORIC II;
 - ii. should substitute an upper-level writing course from an approved list for WRD 103 COMPOSITION AND RHETORIC I and/or petition to waive WRD 104 COMPOSITION AND RHETORIC II by submitting a portfolio including two research projects, process documents, and a reflective argument demonstrating how the portfolio meets the requirement's learning outcomes as outlined here; or
 - iii. have part or all of the requirement waived. Elective credit will be adjusted accordingly to ensure that a student earns 192 credits for degree completion.
7. The LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE may not be substituted or waived.
8. Applying transfer credit to the Experiential Learning requirement:
 - a. Internships: DePaul generally does not award Experiential Learning credit for internships or cooperative learning courses taken at another college or university. Students may petition the LSP office for a waiver or substitution of this requirement by emailing LiberalStudies@depaul.edu (p. 26) and including a rationale and syllabus for the course in question. The student must make the case that the course meets the Experiential Learning learning outcomes and writing expectations. The LSP office will communicate its decision to the student and the student's home college advisor.
 - b. Study Abroad: Students who transfer in credit from a full-year or term-long study abroad program through an accredited institution, consisting of no less than ten weeks abroad and no less than 12 quarter hours abroad, and having received grades of no less than a "C" in these courses, may use one of these courses to fulfill the Experiential Learning Requirement.
9. The Liberal Studies Senior Capstone requirement may not be substituted or waived. Students who have more than one major should consult with their college advisor as to their specific Capstone requirement(s).
10. Accumulation of additional credit that fulfills LSP requirements: In some circumstances, students may earn transfer credit that exceeds LSP requirements. For example, coursework from institutions

- organized by semesters earn 1.5 quarter hour credits for each semester hour. Hence each 3.0-credit course transferred from a semester institution earns 4.5 credits at DePaul. As a result, students may have credits that exceed the required number in a particular component of the program. These excess general education credits may be added up and, when the sum reaches 4 quarter hours (and multiples thereof), applied to other LSP requirements as follows:
- a. Transfer students who have earned more than 30 credits may use the excess credit to fulfill the Domain electives that replace Discover/ Explore Chicago and the Focal Point Seminar. This substitution will be applied before any other.
 - b. Students must complete at least one course in each domain, whether through transfer/test credit or DePaul credit. Once that requirement has been met, students may apply the excess credit to any of the following domains: Arts & Literature; Historical Inquiry; Philosophical Inquiry; Religious Dimensions; or Social, Cultural, and Behavioral Inquiry. College-specific rules may apply; see your college advisor.
 - c. Students may combine excess credit with the Language for Liberal Studies Option within a single domain as long as they complete at least one course (transfer or DePaul) per domain.
11. Students who have test credit must have official score reports sent directly to the Transfer Articulation Center (TrAC).

Transfer Students Who Complete the GECC of the IAI

Transfer Credit, General Education Core Curriculum (GECC) of the Illinois Articulation Initiative (IAI)

DePaul University participates in the General Education Core Curriculum (GECC) of the Illinois Articulation Initiative (IAI) only. DePaul does not participate in Phase Two, the Major Phase.

Completion of the GECC/IAI at any participating college or university in Illinois ensures transferring students that most of the general education requirements at DePaul have been satisfied. Hence the GECC /IAI will be accepted as a package. Students who have completed the GECC/ IAI should consult with their academic advisor in their college prior to registering for classes. Students who are in DePaul University's Honors Program should consult with the program director as to their program requirements. Students who are in DePaul University's School of Continuing and Professional Studies (SCPS) should consult with their academic advisors as to their program requirements. The additional requirements outlined in this policy apply only to those students in degree programs that participate in DePaul University's Liberal Studies Program.

Students who have completed the GECC/IAI must also meet the following mission-specific requirements in DePaul's Liberal Studies Program:

- Two Religious Dimensions courses (RD)
- Two Philosophical Inquiry courses (PI)
- Experiential Learning
- Senior Capstone

Guidelines

1. In an effort to enable students to make the most complete use of their transfer credit, some portion of the two RD and PI courses may be waived under certain circumstances, as long as all students complete at least one PI and at least one RD either through transfer credit or DePaul courses. The following guidelines will direct students and their academic advisors in applying GECC credit and meeting the additional mission-specific requirements:
 - a. Students who have accumulated sufficient excess liberal studies credits, may apply the credit toward the waiver of up to one PI and up to one RD requirement; see the Liberal Studies Guidelines section (#7 under Transfer Students).
 - b. Students who have used the equivalent of PI and/or RD courses to fulfill GECC/IAI requirements may substitute learning domain course credit (DePaul or Transfer) for a corresponding number of PI/RD mission-specific requirements.
 - c. Students who have completed and transferred in the equivalent of a PI or RD course external to the GECC/IAI requirements may use that course to fulfill the appropriate mission-specific requirement.
 - d. Students may choose to complete LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE in place of either a PI or RD requirement.

The following table summarizes these policies put into practice:
Mission Specific Courses—4 Courses Required (2 PI and 2 RD)

Course	Policy
Course 1	Course must be designated as PI (if course is DePaul PI or Transfer PI from outside GECC) or LSP Elective (if PI course is included in the GECC).
Course 2	Course must be designated as RD (if course is DePaul RD or Transfer RD from outside GECC) or LSP Elective (if RD course is included in the GECC).
Course 3	Course may be WAIVED with sufficient excess LSP credit. If there is not sufficient excess LSP credit, then the course must be designated as one of the following: PI or RD (DePaul or Transfer), LSP 200, or LSP Elective (if second PI or second RD course is included in the GECC).
Course 4	Course may be WAIVED with sufficient excess LSP credit. If there is not sufficient excess LSP credit, then the course must be designated as one of the following: PI or RD (DePaul or Transfer), LSP 200, or LSP Elective (if second PI or second RD course is included in the GECC).

2. If a course included in the GECC package also fulfills a specific course requirement in the student's primary major, that single course

may be used to fulfill both requirements. Elective credit will be adjusted accordingly to ensure that a student earns 192 credits for degree completion.

- Students transferring from an IAI participating institution with two or fewer IAI requirements remaining may elect to complete the GECC/IAI package with DePaul courses or additional transfer credit that meet the subject area and mission-specific requirements.
- Students pursuing the GECC/IAI option must earn a grade of "C" or higher in both WRD 103 COMPOSITION AND RHETORIC I, and WRD 104 COMPOSITION AND RHETORIC II. Students must earn a grade of "C-" or higher in the courses that will apply to the primary major, secondary major, or minor. Students who have test credit must have official score reports sent directly to the Transfer Articulation Center for review.

Students who have earned an Associate of Arts (AA) degree or Associate of Science (AS) degree from an IAI participating institution have satisfied the requirements for the GECC/IAI.

This agreement is in effect for students who entered an associate or baccalaureate degree-granting institution as first-time freshmen in the summer of 1998 and thereafter.

For more information on applying transfer credit to the Liberal Studies program see the Liberal Studies Program Guidelines section of the handbook.

Honors Program Overview

The Honors Program offers an alternative to the Liberal Studies Program for well-prepared, highly motivated students who apply and are accepted to the program. Like the Liberal Studies Program, the Honors Program seeks to widen students' perspectives beyond their academic majors and encourage critical thinking, self-reflection, and an examination of values. In addition, the Honors Program fosters active, participatory learning; promotes interdisciplinary and cross-cultural studies; requires students to develop facility in a second language and to pursue independent research; helps students see themselves as members of larger communities in which they can be leaders; and assists interested students to prepare for post-graduate education. In order to meet these goals, the program: offers small classes designed for Honors students, organized in a seminar format and taught by faculty committed to the program's goals; emphasizes cross-cultural and interdisciplinary perspectives in all core courses; advances students' skills in writing, research, reading and analysis; requires intensive language training; encourages self-directed learning through a third-year research course and the fourth-year seminar or thesis; offers lecture and film series, field trips, and opportunities for public service; and provides information and advising to assist with academic planning.

Some students are invited to apply to the Honors Program upon their admission to DePaul. Invitations to apply are issued on the basis of a student's academic and co-curricular profile. Students are also welcome to initiate their own Honors application. In some cases, continuing DePaul students and transfer students may be considered for the Honors Program through the first quarter of their sophomore year. Students who successfully complete the Honors curriculum will have the designation "Honors Program Graduate" on their official transcript.

Learning Outcomes

Students will be able to:

- Demonstrate breadth and depth of knowledge of the arts, humanities, mathematics, natural and social sciences.
- Comprehensively access, systematically analyze, and critically evaluate data and ideas.
- Construct, support, and effectively communicate complex ideas and arguments in speech, writing, and other media.
- Analyze and evaluate texts, creative works, and other primary sources.
- Evaluate ethical issues from multiple perspectives and identify opportunities and strategies for social transformation.
- Demonstrate respect for human diversity and a critical awareness of their own assumptions, stereotypes, and biases when confronting difference.
- Demonstrate understanding of global interconnectedness and interdependencies.
- Reflect on connections between individual experiences and the Honors curriculum.
- Design, research, and execute a significant interdisciplinary project.

Honors Program Requirements

Like the Liberal Studies Program, the Honors Program consists of between ten and twenty courses representing 40 to 80 quarter hours, the exact requirements determined according to the student's home college and/or major. Honors requirements include core courses, a science requirement, a math requirement, an art requirement, a language sequence, a multiculturalism seminar, a junior seminar, and a senior thesis or senior seminar. Some AP and IB credit will apply toward Honors core courses. Credit can also be applied toward the math, science, or language requirements. Depending on the college and major, some Honors requirements may be waived. Specific requirements can be found within the student's college in the Colleges and Schools section.

Honors Core

Course	Title	Quarter Hours
HON 110 or HON 111	HONORS DISCOVER CHICAGO HONORS EXPLORE CHICAGO	4
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 101	WORLD LITERATURE *	4
HON 102	HISTORY IN GLOBAL CONTEXTS *	4
HON 104	RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES	4
HON 105	PHILOSOPHICAL INQUIRY	4
HON 180	DATA ANALYSIS AND STATISTICS ¹	4
HON 201	STATES, MARKETS, AND SOCIETIES ²	4
HON 203	SEMINAR IN MULTICULTURALISM	4
HON 205	INTERDISCIPLINARY ARTS ³	4
HON 302	SEMINAR IN SOCIAL JUSTICE	4

* Advanced placement credit will fulfill Honors Core requirements as listed:

- AP Literature credit for ENG 101 (previously ENG 120) will fulfill HON 101
- AP credit for HST 111 or HST 171 fulfills HON 102

¹ HON 180 is not required for students with a Calculus, Statistics, Business Analytics, or Discrete Mathematics requirement for the major. The courses (including AP, IB and transfer credit) that can replace HON 180 are as follows: MAT 242, MAT 135, MAT 137, MAT 150, PSY 240, SOC 279.

² HON 201 is not required for students in the Theatre School or the College of Education

³ HON 205 is not required for students in School of Music, The Theatre School, or the BFA Animation major in CDM.

Honors Senior Capstone

Course	Title	Quarter Hours
Select one of the following:		4
HON 350	HONORS SENIOR SEMINAR	
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
HON 395	HONORS SENIOR THESIS	

Note: Honors students in the Pathways Honors Program accepted into a 3+ program for admission to RFUMS will be waived from the Honors Senior Capstone requirement.

Honors Senior Thesis Option

Students who choose to complete an Honors Senior Thesis must have their project approved at least one term prior to executing the project. To gain approval for a senior thesis, students must complete an online application, including a project proposal, signed by two faculty advisors. In keeping with the interdisciplinary nature of the program, the thesis should attempt to move outside the boundaries normally associated with one particular discipline and should be supervised by two faculty members from different academic fields. While the final product must be a substantial piece of work building on the student’s accumulated knowledge and new research, specific requirements for each thesis will depend on the nature of the project. See the Honors director or associate director for further information. Students may opt to enroll in HON 300 (a two-credit elective) to receive dedicated guidance as they prepare the thesis project.

Science Requirement

- Honors students who do not have a lab science requirement for the major will fulfill the science requirement with HON 225 (Honors Lab Science Topics) OR a course selected from the university’s Scientific Inquiry Lab courses.
- Honors students in Liberal Arts and Social Sciences and College of Communication, students with a BA major in Psychology, and BA students in the School of Music will complete one additional science course chosen from the university’s offerings of Scientific Inquiry (non-lab) or Mathematics and Computing courses.
- BA students in Mathematical Sciences will complete one additional science course chosen from the university’s offerings of Scientific Inquiry (non-math.)
- BS students in Mathematical Sciences will complete one Scientific Inquiry Lab course.

- Honors students in the College of Education will complete one Scientific Inquiry Lab (non-Biology) course and one Scientific Inquiry Biology course. HON 225 is not an option for COE students to fulfill the lab science requirement.
- Students in the School of Music (non BA) and the Theatre School will fulfill the science requirement with one course selected from the university’s offerings of Scientific Inquiry (non-lab) courses.

Math Requirement

- Honors students who do not have a Calculus, Statistics, Business Analytics or Discrete Math requirement for the major are required to take HON 180 or one of the following courses: MAT 135, MAT 137, MAT 242, MAT 150, PSY 240, or SOC 279.
- Honors students in the PAM major in the School of Music will fulfill the Honors math requirement with MAT 130.

Language Requirement

- Three courses of intermediate or advanced language study are required for all Honors students except those in the School of Music, The Theatre School, a BFA major in LAS or CDM, or the BSN major in CSH. Language courses numbered 101-103 will count as open elective credit.
- Students who meet the proficiency requirement by placing at the 200-level of a language may fulfill the language requirement with either one year of advanced study of their proficient language or one year of a language the student has not previously studied.
- Language majors may fulfill the language requirement with one year of language study, at any level, outside of their major OR three additional Honors Approved Electives.
- Honors students in the College of Education have a one year (three course) language requirement. This requirement can be fulfilled through either completion of one year of study of the student’s high school language or one year of a new language the student has not yet studied. Students opting to continue their high school language are required to complete a placement test and must begin language study according to their placement.

Fine Arts Elective

Course	Title	Quarter Hours
Select one applied, performance, or studio arts course outside of the major from approved list:		4
ACT 209	SKETCH COMEDY	
ACT 217	THE ART OF STORYTELLING	
ACT 223	INTRODUCTION TO IMPROVISATION	
ACT 242	STAGE DIRECTION FOR NON-MAJORS	
ACT 244	DRAMATIC WRITING FOR NON-MAJORS	
ACT 290	ACTING AND PERFORMANCE	
ACT 301	MODERN DANCE	
ANI 101	ANIMATION FOR NON-MAJORS	
ANI 105	MOTION GRAPHICS FOUNDATIONS	
ART 104	CREATING ART	
ART 105	TWO-DIMENSIONAL FOUNDATIONS	
ART 106	BEGINNING DRAWING	
ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 115	BEGINNING SCULPTURE	

CMNS 230	PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY
CMNS 330	TOPICS IN PERFORMANCE
ENG 201	INTRODUCTION TO CREATIVE WRITING
ENG 209	TOPICS IN WRITING
FILM 165	DIGITAL STILL PHOTOGRAPHY FOR NON-MAJORS
FILM 100	INTRODUCTION TO CINEMA: THE ART OF MAKING MOVIES
FILM 102	FOUNDATIONS OF CINEMA FOR NON-MAJORS
GAM 224	GAME DESIGN FOR NON-MAJORS
GD 105	INTRO TO VISUAL DESIGN
MUS 102	COMPOSITION AND SOUND ART FOR NON-MUSIC MAJORS
MUS 107	GUIDE TO MUSIC THEORY
MUS 207	INTRODUCTION TO SONGWRITING
REC 216	PRO TOOLS AND THE DEVELOPMENT OF THE RECORDING STUDIO
THE 246	STAGE DESIGN FOR NON-MAJORS

- BS students in Game Design will fulfill the Fine Arts Elective with SCWR 100.
- Additionally, BS students in Game Design will fulfill the Ethics requirement with FILM 228 or IT 228.

Honors Approved Electives

Approved Electives are chosen in consultation with an Honors advisor to achieve specific academic or professional goals. Courses completed for Study Abroad, 200-300 level courses taken for a minor or second major, or 200-300 level courses taken to pursue a specific area of interest outside of the major can count as Honors Approved Electives. The number of Honors Approved Electives depends on the college and major. Students in the College of Education, the School of Music (except BA students), and the Theatre School do not have Honors Approved Electives.

AP/IB credit for WRD 103 will fulfill an Honors Approved Elective requirement.

BS students in Game Design will fulfill one Honors Approved Elective with ANI 101.

Experiential Learning

Honors students will fulfill the university's Experiential Learning (EL) requirement by completing an EL-designated course in the major, as an open elective, as an Honors Approved Elective, or as an Honors core requirement (HON 351). Students in the College of Education, the School of Music, and the Theatre School whose programs meet the university requirement in Experiential Learning will be considered to have met the Honors Program requirement as well.

AP or IB or Transfer Credit will fulfill Honors Core requirements as listed:

- AP/IB Literature credit for ENG 101 or ENG 120 fulfills HON 101
- AP/IB credit for HST 111 or HST 112 or HST 171 fulfills HON 102
- AP/IB credit for BIO 191 or CHE 130 or PHY 150 or ENV 102 fulfills HON 225 and/or the Scientific Inquiry requirement.

- AP/IB credit for CHE 102 or GEO 101 or ENV 202 or MAT 150 or MAT 135 fulfills the Scientific Inquiry requirement.
- AP/IB credit for MAT 242 or MAT 150 or MAT 135 fulfills the HON 180 requirement.
- AP/IB credit for ART 104 or ART 105 fulfills the Fine Arts Elective requirement.
- AP/IB credit for a 104, 105, or 106 language course counts toward the language requirement.
- IB credit for PHL 100 fulfills HON 105
- Transfer credit for WRD 104 fulfills HON 100

Grade Requirements

A grade of C- or higher in HON 100 and HON 110 or HON 111 is required to remain in the Honors Program. A grade of C- or higher is required to pass the following:

Course	Title	Quarter Hours
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 350	HONORS SENIOR SEMINAR	4
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	4
HON 395	HONORS SENIOR THESIS	4

Study Abroad

Study Abroad is particularly appropriate for students in the Honors Program and, though not required, is strongly recommended. Honors students interested in Study Abroad should plan to participate during their sophomore or junior year and should make certain that they have fulfilled appropriate modern language requirements before that point in their undergraduate careers. They should meet with the Honors associate director prior to their departure for pre-approval of course substitutions. Coursework completed abroad may substitute for Honors Approved Electives or selected Honors core courses that are equivalent to the study abroad course.

Honors Advising

All Honors students will work with an Honors advisor for academic planning and to schedule Honors courses in conjunction with their major requirements. As a general rule, Honors students take one or two Honors courses each quarter during their first and second years of study and one or two Honors courses a year in the junior and senior years.

Transfer Honors

Transfer Honors offers students the full benefits of the Honors Program (<https://academics.depaul.edu/honors/Pages/default.aspx>) with the opportunity to fulfill requirements using courses taken at previous institutions. For students admitted to Transfer Honors, the Honors curriculum replaces Liberal Studies requirements. Evaluation of transfer credit toward Honors requirements is done on an individual basis, and specific Honors requirements vary according to a student's college and major. Students who transfer to DePaul with fewer than 16 quarter hours of college credit, excluding AP and IB test credit, will have the same Honors requirements as students who begin the program as freshmen.

Please note that Transfer Honors is a residential program with most classes offered during the day on the Lincoln Park Campus. Students in

the School of Music, the Theatre School, and the School of Continuing and Professional Studies are not eligible for Transfer Honors.

Transfer Honors Requirements

Students who enter Transfer Honors will consult with an Honors Program advisor to determine how transfer credit can apply to the following Honors requirements:

Course	Title	Quarter Hours
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 101	WORLD LITERATURE	4
HON 102	HISTORY IN GLOBAL CONTEXTS	4
HON 104	RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES	4
HON 105	PHILOSOPHICAL INQUIRY	4
HON 180	DATA ANALYSIS AND STATISTICS	4
HON 201	STATES, MARKETS, AND SOCIETIES	4
HON 203	SEMINAR IN MULTICULTURALISM	4
HON 205	INTERDISCIPLINARY ARTS	4
HON 225	HONORS LAB SCIENCE TOPICS	4
HON 302	SEMINAR IN SOCIAL JUSTICE	4
HON 350	HONORS SENIOR SEMINAR	4
or HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
or HON 395	HONORS SENIOR THESIS	
Foreign Language Requirement (equivalent of one year of college-level study)		12
Fine Arts Elective		
Honors Approved Electives		
Experiential Learning		4

Transfer Honors with an Associate's Degree

Students who have earned an Associate's of Arts or Sciences degree at an Illinois college or who have completed the Illinois Articulation Initiative will complete Experiential Learning and five courses that replace requirements in the Liberal Studies Program:

Course	Title	Quarter Hours
HON 104	RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES	4
HON 105	PHILOSOPHICAL INQUIRY	4
HON 203	SEMINAR IN MULTICULTURALISM	4
HON 302	SEMINAR IN SOCIAL JUSTICE	4
HON 350	HONORS SENIOR SEMINAR	4
or HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
or HON 395	HONORS SENIOR THESIS	

All Transfer Honors students must complete these five courses regardless of the credit hours transferred in.

WRD 103 Replacement for Students Leaving the Honors Program

For students who withdraw from the Honors Program having completed HON 100, and who do not have AP credit for WRD 103, either WRD 103 or one of the following courses must be taken to fulfill the requirement for WRD 103:

Course	Title	Quarter Hours
WRD 203	STYLE FOR WRITERS	4
WRD 206	PROFESSIONAL WRITING	4
WRD 240	ARGUMENTATIVE WRITING	4
WRD 300	COMPOSITION AND STYLE	4

SEARCH COURSES

Welcome to Course Search

Use the search panel on the left to find and narrow down courses of interest.

Search Courses

Welcome to Course Search

Use the search panel on the left to find and narrow down courses of interest.

COLLEGES AND SCHOOLS

- College of Communication (p. 1348)
- College of Education (p. 1356)
- College of Law (p. 1401)
- College of Liberal Arts and Social Sciences (p. 1404)
- College of Science and Health (p. 1444)
- Driehaus College of Business (p. 1470)
- Jarvis College of Computing and Digital Media (p. 1477)
- School of Continuing and Professional Studies (p. 1486)
- School of Music (p. 1492)
- The Theatre School (p. 1501)

College of Communication

Communication is the art and science of creating and sharing meaning. In the College of Communication, you will develop a deeper understanding of the complex and challenging communication practices and processes that characterize our rapidly changing world; you will master the techniques for crafting and delivering messages across a variety of social contexts and platforms: face-to-face, print, audio, video, Web and other social media. You will learn from exceptional teachers - from professors who have many years of experience in some of the biggest media markets in the nation, and from scholars publishing in some of the top national and international journals. You'll gain hands-on experience in our state-of-the-art facilities, through our award-winning radio station and newspaper, and through a wide range of internships and community projects.

The College of Communication at DePaul has set the stage for enhanced quality, substantially enriched curricular and programmatic offerings, joint programming with other schools and colleges within the university, and expanded opportunities for our students to engage in experiential learning.

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Undergraduate Academics
Majors

The College of Communication offers eight majors ¹.

- Communication and Media (BA) (p. 247)
- Communication and Technology (BA) (p. 256)
- Communication Studies (BA) (p. 259)
- Journalism (BA) (p. 676)
- Media and Cinema Studies (BA) (p. 807)
- Organizational Communication (BA) (p. 879)
- Public Relations and Advertising (BA) (p. 969)
- Sports Communication (BA) (p. 1116)

¹ The College of Communication offers five Master's degree programs that can be combined with any of the eight Bachelor's degree programs. The graduate programs include: Communication and Media (p. 252); Digital Communication and Media Arts (p. 379); Health Communication (p. 570); Journalism (p. 679); and Public Relations and Advertising (p. 973).

Honors Program

Most students follow the Liberal Studies Program (p. 1313) to meet their general education requirements. However, students accepted into the Honors Program (p. 1343) fulfill general education requirements through an alternative set of courses.

Latino Media & Communication Concentration

The program educates students to think critically about all aspects of media and communication, with a particular focus on Latino media and Latino communities. Coursework provides students with the applied skills necessary to create communication strategies, which effectively reach the Latino segment of the population, based on an understanding of Latino cultures in the US and grounded in an understanding of its cultural, economic and sociological aspects. This concentration is open to all communication majors.

Learning Goals

Students who complete the concentration will:

- Develop an understanding of the heterogeneous and rapidly changing Latino communities locally, nationally, and globally.
- Ground their knowledge of intercultural studies within a more extensive and concrete knowledge of a particular (even though

diverse), rapidly growing, and increasingly important population within the US Latino communities.

- Increase their cross-cultural competence (understanding and ability to dialogue across difference, develop cultural sensitivity and awareness) with Latino communities.
- Develop insights into the needs and motivations of Latino populations in the workplace, in community situations, and other sites of engagement, and develop communications tools and strategies to address those needs and motivations.
- Enhance their capacity to communicate with and learn from Latino populations in the workplace, in community situations, and other sites of engagement.
- Recognize the impact of the movement of Latinos across the globe and to develop the skills to critically consume and produce media, public relations, and advertisement representations that communicate to and about Latino communities.
- Both engage and demonstrate their interest in Latino Studies within and across diverse areas of knowledge production in the Communication field.

Course Requirements

Course	Title	Quarter Hours
LST 202 or CMNS 335	CONSTRUCTING LATINO COMMUNITIES LATINX COMMUNICATION, ADVOCACY AND COMMUNITY BUILDING	4
CMN 394	MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP ¹	
Select three of the following:		12
CMNS 308	TOPICS IN INTERCULTURAL COMMUNICATION ²	
CMNS 335	LATINX COMMUNICATION, ADVOCACY AND COMMUNITY BUILDING	
CSS 201	CRITICAL COMMUNITY ENGAGEMENT	
CSS 390	SPECIAL TOPICS IN COMMUNITY SERVICE STUDIES ²	
LST 202	CONSTRUCTING LATINO COMMUNITIES	
LST 300	SPECIAL TOPICS IN LATIN AMERICAN STUDIES	
MCS 350	TOPICS IN GLOBAL CINEMA ²	
MCS 353	TOPICS IN MEDIA STUDIES ²	
MCS 375	LATINO/A TELEVISION AND MEDIA	
MCS 376	LATIN AMERICAN CINEMA	
MKT 340	MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS	
PRAD 362	ENGAGING LATINX COMMUNITIES	
PRAD 393	SPECIAL TOPICS IN PUBLIC RELATIONS AND ADVERTISING ²	
PSY 220	LATINX PSYCHOLOGY	
SPN 393	LATINO MEDIA AND DIGITAL CULTURE LITERACY ²	

¹ For credit in this concentration, the internships must focus on Latino media and communication.

² For credit in this concentration, the course topic must focus on Latino media and communication.

Graduate Academics

The College of Communication offers six Master of Arts programs and two certificate programs.

Master of Arts Programs

- Communication and Media (p. 252)
- Digital Communication and Media Arts (p. 379)
- Health Communication (p. 570)
- Journalism (p. 679)
- Professional Communication (<https://catalog.depaul.edu/programs/professional-communication-ma/>)
- (p. 679)Public Relations and Advertising (p. 973)

Certificate Programs

- Digital Communication (p. 384)
- (p. 384)Health Communication (p. 572)

Communication Graduate Academic Student Handbook

In addition to the DePaul University Graduate Student Handbook, the College of Communication Graduate Student Handbook includes requirements, rules and regulations for its graduate programs.

Upon admission to a graduate program, a student is to follow the catalog requirements in effect at the time of admission. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the catalog in effect at the time of readmission or status change.

As a graduate student, you assume the responsibility to know and meet both the general and particular regulations, procedures, policies, and deadlines set forth in this catalog and handbook. This catalog does not constitute a contract between the student and the university. Every effort has been made to provide accurate and detailed information. The university reserves the right to revise the content of its catalogs and schedules; to change policies, programs, requirements, rules, regulations, procedures, calendars and financial schedules; to establish and modify admission and registration criteria; to cancel or change courses or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; or to make any other necessary changes.

Courses and Credit

No one is permitted to attend a class for which he or she has not been properly and officially registered. Credit is accumulated on the basis of quarter hours. The College of Communication does not allow students to audit graduate coursework. Undergraduate courses will not count toward the degree completion requirements of a graduate degree program in the College of Communication.

Students are not permitted to take graduate classes as pass/fail. They must earn a letter grade in all coursework. Grades of "D" and "F" are failing grades and will not count towards the completion of the degree. If a course is repeated, all of the grades are recorded on the academic record and calculated in the GPA.

Students enrolled for eight or more credit hours in an academic quarter are considered full-time. Students enrolled for four to seven credit hours in an academic quarter are considered half-time.

Credit Limitation

Courses completed within six years of the student's first date of enrollment will be considered in awarding the final degree.

Independent/Experiential Learning Course Credit Limitation

Graduate Students in the College of Communication may elect to enroll in independent/experiential learning courses such as CMN 591 Internship, CMN 592 Independent Study, CMN 593 Research Practicum, or JOUR 517 Experiential Learning in Journalism to fulfill elective requirements in their programs. A maximum of 8 credits (usually two 4-credit courses) of these independent/experiential learning courses in any combination will apply toward the degree. These courses also have enrollment requirements that must be met prior to registration. Please see the Independent Study/Experiential Learning (<https://communication.depaul.edu/academics/graduate-programs/Pages/independent-study.aspx>) or Internships (<https://communication.depaul.edu/internships/graduate/Pages/default.aspx>) sections of the College of Communication website for specific enrollment requirements.

Transfer Credit

College of Communication graduate degree-seeking programs vary with regard to the number of transferred credit hours allowed, with a maximum threshold of three courses (12-credit hours) that can be transferred in. Students must have earned a grade "B" or better in graduate-level courses in order for credit to be transferred. The courses must have been taken in the last five years and not taken toward the completion of another academic degree. Course transferability is not guaranteed, and each request will be addressed on an individual basis.

Dismissal

Failure to Advance

All students are required to complete all requirements of their MA program within six years of first enrollment. Students failing to meet this requirement may be dismissed from the program. However, students can officially withdraw from the program and reapply later. If re-admitted, their previous coursework will count toward the degree if it meets the requirements of the program at the time of readmission; the six year time frame will include both spans of attendance, but not the time during which the student was not in the program.

Students who have not officially withdrawn from the program, but have been discontinued or dismissed from the active status roster will need to complete a re-application (and any other required admission materials as determined by the Graduate Advisor, Graduate Program Director, and Associate Dean) to resume the program and begin taking courses again, or to be eligible for the master's thesis defense, project, or comprehensive exams. Re-admission into the graduate program is not guaranteed, but if readmitted, the six year time frame will still remain from the date of the original enrollment.

Failure to Pass Comprehensive Exams

Students have two attempts to pass their comprehensive examination in programs where such examinations exist. Failure of one or all sections of the exams after the second attempt will result in dismissal from the program.

Failure to Advance Thesis Policy

Failure to advance thesis policy: If a student does not make significant progress towards the completion of the thesis within one year of submitting the thesis approval form, the student's committee has the

authority to determine if the student is allowed to continue with the thesis. If the committee decides to discontinue the thesis, the student must choose another degree completion option to fulfill the degree completion requirement.

Failure to Meet the Requirements of Conditional Acceptance

A failure to meet the requirements of conditional acceptance admission decisions will result in dismissal from the graduate program.

Failure to Meet the Requirements of an Academic Probation Plan

A failure to meet the requirements of an academic probation plan will result in dismissal from the graduate program.

Special Circumstances

If a student has made good progress toward a degree program and has a compelling explanation for the circumstances that caused the dismissal, he or she may petition the graduate board for reinstatement. The graduate board will decide if any exceptions to the dismissal policy are warranted, and the board's decision will also require the approval by the Associate Dean of Graduate Programs. To appeal an academic dismissal, a student must submit to the graduate advisor a letter of petition, current transcripts (including transcripts if credits were earned elsewhere after the dismissal from DePaul), and a current résumé.

Graduation Requirements

Degree Requirements

You must have successfully completed all of the general and specific degree requirements as listed in departmental or program sections of the catalog under which you were admitted. Completed degree requirements can include the submitting of the thesis, project, or comprehensive examination scores, and, if necessary, grade changes. Students need to achieve a minimum grade point average of 3.000 to graduate. Students must complete all degree requirements within six years of the first term of enrollment.

Graduation with Distinction

In order to graduate with distinction from any of the College of Communication graduate programs, students must earn a 3.850 cumulative GPA or higher at the time of graduation.

For students completing their graduation requirements at the end of Spring or Summer Quarters and participating in the June commencement ceremony, the cumulative GPA at the end of Winter Quarter will be used to determine if the student's name will appear with distinction in the commencement book and be read with distinction at the ceremony.

Probation

All students are required to maintain a cumulative GPA of 3.000 in their coursework. If a student's cumulative GPA falls below 3.000, the student will be allowed to complete an additional 16 credits or 3 quarters (whichever comes first) to attain the 3.000 minimum GPA. If the cumulative GPA remains below a 3.000 at the conclusion of this time period, the student may be dismissed from the program. The student's cumulative and term GPAs along with overall academic performance will be factored into the dismissal decision.

For specific information, please see the Grades section in the University Graduate Student Handbook.

Readmission

Applicants are admitted to the College of Communication on the basis of their proven competencies measured by academic criteria, recommendations, and demonstrated ability to complete programs of study and research prescribed for the M.A. programs.

Readmission Procedures

Applications for readmission to any of the College of Communication graduate programs after a dismissal will only be considered after one calendar year. Students who were discontinued from the active status roster for a period of 1-4 (maximum) calendar years must file a readmission application (and any other required admission materials as determined by the Graduate Advisor, Graduate Program Director, and Associate Dean). If more than four years have elapsed since the student has been in attendance, s/he must file a new application with all supporting application materials. The form must be submitted at least two weeks prior to the day of registration for the term in which you expect to resume your studies.

Official copies of transcripts recording scholastic work completed while not enrolled at DePaul University must be submitted. As a policy, students are held to the degree requirements that are in effect at the time of readmission.

Reclassification Procedures

Should the student desire to change programs or admission status, s/he must complete a new online application for the desired program. After submitting the application, it is the applicants' responsibility to contact the Office of Graduate Admission to verify if any additional documentation is needed.

If you are switching to a different track in a joint program between colleges, you must complete an online application for the partnered college. After submitting the online application, some updated documents may be required.

Registration

Registration in Courses in Other Colleges or Schools

College of Communication graduate students may be permitted to register for graduate-level courses offered in other colleges or schools of the university after appropriate consultation and approval, including:

- Submitting written email approval from instructor of the outside course for the CMN student to take the desired course as an elective. Student must submit this approval to graduate advisor.
- Once received, the graduate program director or graduate advisor must give final approval that the outside elective will count towards degree completion requirements. The graduate advisor can assist with registration, if necessary.

Non-College of Communication Student Course Registration

Students who are not enrolled in a CMN graduate program may register for courses if they receive written permission by the instructor and approval from the graduate advisor. Student must forward the email stating instructor approval to CMN graduate advisor to determine next steps. Non-degree seeking students are not permitted to sit in graduate communication courses unless prior approval is received from the college office.

Residence Registration

All graduate students who will use the facilities of the university (library, laboratory, etc.) or who will consult with faculty members regarding theses, projects, or comprehensive examinations, must be officially registered in each quarter.

Late Add Policy

Students will not be added to courses past the add deadline for each quarter as posted on the Academic Calendar. The Academic Calendar is available on DePaul's website prior to the start of each academic year. All enrollments must be completed before this date. After this date, students

will be unable to add courses through Campus Connect, and the graduate advisor will not process late adds due to University policy, even if the student has gained instructor permission.

For certain courses such as internship courses, independent studies, or courses that have a later start date indicated on Campus Connect, a late add is occasionally permissible and can be discussed with the graduate advisor. In the rare case that a student must be added late to a course because of extenuating circumstances, permission from both the instructor and the Associate Dean of the College of Communication is required. If the student gains permission from the instructor, the instructor must contact the Associate Dean with the reason for the late add. If the Associate Dean approves the request, it is then forwarded to the graduate advisor for processing. Students should not attend any course for which they are not registered.

Closed Course Policy

The College of Communication will not process additions to closed Communication courses. Students should not attend a class for which they are not registered.

In rare circumstances, a student who needs a specific course in their final quarter will be added by the graduate advisor to a closed course so that they can meet degree requirements in their final quarter. If there are other sections of that course still open, the student must add the open section. If a student finds a course that they need to graduate is closed, they must email the graduate advisor and request addition to the closed course. The advisor will verify that the course is required for graduation in that term and that there are no other sections of that course open. If those conditions are met, the student will be added to a section of the course.

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

Important Tips for Registration

- Check your Holds and To-Dos frequently by signing in to Campus Connection (<http://campusconnect.depaul.edu/>). Please resolve them as soon as possible, as some may affect your ability to register.
- Our online Learning Center with Campus Connection will help you make full use of new and updated tools for registration.
- Familiarize yourself with the Academic Calendar (<https://academics.depaul.edu/calendar/Pages/default.aspx>), which includes critical academic and financial deadlines.
- Answers to many student questions can be found on DePaul Central website.

Admission & Aid

Undergraduate candidates interested in admission to the College of Communication BA programs should direct all inquiries to the Office of Admission:

Lincoln Park Campus:

Welcome Center 2400 North Sheffield Ave.
Chicago, IL 60614

(312) 362-8300
admission@depaul.edu

Loop Campus:

DePaul Center
1 East Jackson Blvd.
Chicago, IL 60604
(312) 362-8300
admission@depaul.edu

Graduate candidates interested in admission to the College of Communication MA programs should direct all inquiries to the Office of Graduate Admission:

Office of Graduate Admission
College of Communication
DePaul University
2400 N. Sheffield Avenue
Chicago, IL 60614
(773) 325-4405
gradcom@depaul.edu

Scholarship Opportunities

Undergraduate

DePaul awards a variety of admission scholarships to freshmen and transfer students, as well as some scholarships for current students. For information about university opportunities, visit the scholarship page (<http://www.depaul.edu/admission-and-aid/Pages/scholarships.aspx>) of DePaul's Admission and Aid website. The College of Communication offers some scholarship support for continuing undergraduate students.

Communication scholarships opportunities vary; typically three to five scholarships are awarded each year, in the \$1000-\$2500 range.

Details on Communication scholarship offerings can be found at communication.depaul.edu (<http://communication.depaul.edu/Pages/default.aspx>).

Financial Aid

Students who plan to fund their education through federal loans should complete and submit the Free Application for Federal Student Aid (FAFSA). DePaul's Financial Aid Office will create a financial aid package based on your FAFSA information.

Graduate Admission

The College of Communication offers five graduate programs at the master's level: Communication and Media, Digital Communication and Media Arts (Digital Communication track), Health Communication, Journalism, and Public Relations and Advertising.

Classifications

Full Degree-Seeking Status

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies indicating a capacity to successfully pursue a specific program of graduate study.
- A minimum cumulative grade point average of 3.0.
- Submission of all required supporting credentials.

Conditional Degree-Seeking Status

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies indicating a capacity to successfully pursue a specific program of graduate study.
- Submission of all required supporting credentials.
- Conditional approval by the department or graduate program director of the applicants proposed program of graduate study.
- Academic conditions as designated in the conditional admission letter.
- No independent studies or non-program courses may be taken while in a conditional status.

A conditionally admitted applicant is eligible for reclassification to full, degree-seeking status when the conditions of his or her admission have been satisfied.

DePaul Students and Combined Degree Programs

Undergraduate students from any major at DePaul University are eligible to apply for admission in one of the five combined degree programs. Admission is conditional until the conferred bachelor's degree is posted on the DePaul transcript. The M.A. programs in Communication and Media, Digital Communication and Media Arts (Digital Communication track), Health Communication, Journalism, and Public Relations and Advertising offer an accelerated master's degree that begins in an undergraduate's senior year and may be completed in one subsequent year. Further information about these combined degree programs can be found within specific program descriptions in this Catalog and on the College website.

Admission Procedures

General Procedures

Procedures for admission to the graduate programs in the College of Communication are outlined below. For specific information about admission requirements and deadlines to each department or program, please consult the College of Communication website.

Application: You can apply online at: www.depaul.edu/apply. (<http://depaul.edu/apply/>) To request information about College of Communication graduate programs, please email gradcom@depaul.edu (gradcom@depaul.edu).

Supporting Credentials: We require official transcripts from all universities, colleges, and junior colleges you have attended. Please request that transcripts and other credentials be sent directly to the Office of Graduate Admission, College of Communication, 2400 N. Sheffield, Chicago, IL 60614-2215. We also accept official electronic transcripts sent to our office at gradcom@depaul.edu (gradcom@depaul.edu). We recommend that you request transcripts in sufficient time to meet the programs deadline.

The College of Communication graduate programs require additional supporting credentials before an application file is considered complete. Please consult the specific program listing on the College of Communication website to determine what additional materials are required for admission and the deadline by which applications and supporting materials should be submitted. International applicants should reference the additional admission requirements listed on our International Student Admission page on the College of Communication website.

Application Fee: You can pay the application fee online as part of the online application or send a check or money order payable to DePaul University. Consult the application instructions for specific information about amount of the fee. If paying by check or money order, send

it along with your supporting credentials to the Office of Graduate Admission, 2400 N. Sheffield, Chicago, IL 60614-2215. Applications submitted without an application fee will not be processed. The fee is non-refundable.

Application Deadline and Entry Terms: Consult the College website for program-specific information about application deadlines and to which academic terms the program admits new students. Our office accepts and reviews applications on a rolling basis.

Admission Decisions: The graduate admission office will notify you of your admission decision by letter typically within 4-6 weeks of your application being complete. Admission applications will be reviewed only after the application and all supporting credentials, along with the application fee, have been submitted.

Deferring Admission: If you do not enroll in the term to which you were admitted, you may request that your admission be deferred for up to one year after the term to which you were admitted. After one year, you must reapply to the program. Email gradcom@depaul.edu to request a deferral.

International Student Admission

Students who require a student visa (I-20) in order to study at DePaul must meet all admission requirements and demonstrate adequate financial support. Applicants educated in a country in which the native language is not officially recognized as English must also submit proof of English proficiency. College of Communication programs require a minimum TOEFL score of 590 (paper-based), 243 (computer-based), or 96 with no individual score less than 22 (internet-based). DePaul also accepts the IELTS (International English Language Testing System) with a minimum score of 7.5. English proficiency scores below these minimum scores may be considered for some programs. For more information on conditional admission, please visit the College of Communication website.

The letter of admission and I-20 are issued only after admission. International students are encouraged to complete their applications at least one month prior to any published program deadline, or no later than three months before the start of the term, whichever date comes first.

Special Programs

14 East

14 East (<http://fourteeneastmag.com/>) is DePaul's topical, student-produced online magazine. With an emphasis on data and multimedia in their reporting, 14 East covers everything from politics to literature to culture. At 14 East, readers can find unique perspectives on issues that impact the lives of young adults in Chicago. 14 East publishes stories every Friday during the academic year. Since launching in 2016, they have published over 500 stories. Check out their work at fourteeneastmag.com (<http://fourteeneastmag.com/>) or sign up for their weekly newsletter (<https://fourteeneastmag.us14.list-manage.com/subscribe/?u=fdd36c3c9ee1052fa26a58d35&id=70fd1dd910>).

Pueblo (<http://fourteeneastmag.com/index.php/tag/pueblo/>), the new bilingual section of 14 East, is a space for Latinx journalists to share their work with the Latinx community at DePaul and across Chicago. Pueblo features poetry, art, news reporting and political commentary.

Amy Merrick serves as the faculty advisor for 14 East.

The Ad Society

The Ad Society brings together students who share a passion for great advertising and communication solutions. We expose DePaul students to the latest developments and trends in the ad industry through a mix of real world creative projects, guest speakers and industry presentations, networking and career information sessions, visits to local ad agencies, and social events. The Ad Society club can be found online at theadocietydepaul.com (<https://theadocietydepaul.com/>).

DePaul University Association of Black Journalists (DUABJ)

The mission of DePaul University Association of Black Journalists (DUABJ) is to equip African American journalists and communications majors with professional career skills. At DUABJ our members connect and create meaningful relationships with journalism students, media-related students and working professionals. Our goal is to motivate African American journalists and communicators to pursue a career in the various fields of journalism and media production. We advocate for diverse newsrooms, production companies and diverse stories, with African Americans and other people of color in executive, management, production and reporting positions across all forms of media. We host events that not only educate us as journalists but also enlighten us on what it's like to work in the industry as a person of color. Our events include resume building and headshot workshops, networking and social events, and a racial bias in the media discussion with NABJ Chicago.

Good Day DePaul (GDD)

Good Day DePaul is an award-winning, student-produced news show that caters to DePaul students and other college-aged students. The program airs weekly and features DePaul news and current events. Students produce, direct, and anchor the program, as well as conduct in-studio and field interviews. Journalism instructor Rick Brown (<https://communication.depaul.edu/faculty-and-staff/faculty/Pages/brown.aspx>) serves as the faculty advisor for Good Day DePaul. The Good Day DePaul studio is located on the Loop Campus in the DePaul Center, Room C106D (concourse level).

Graduate Communication Association (GCA)

The Graduate Communication Association is a student-led, student-run organization with a primary goal to create community, relationships and camaraderie among students in the seven graduate programs in the College of Communication. We serve as a resource for students, faculty, staff and administration by offering a space to better meet the needs of the graduate students of DePaul University. We also provide students the opportunity to get involved in networking and social events, as well as philanthropic service hours.

Internship Program

The College offers an undergraduate internship program through which majors and minors can earn academic credit and gain practical experience in a professional setting. Students may be enrolled in CMN 394 and/or CMN 395 (topics vary), only after meeting college-established eligibility requirements. An individual student may participate in several internship experiences. A maximum of 16 quarter hours of internship and practicum credit can be applied to degree requirements. CMN 394 may be used to fulfill the Experiential Learning Requirement in the Liberal Studies Program and/or as a major field requirement. If a second internship is taken, CMN 395 may count as a communication elective. A maximum of two graded internships can be used toward the major field requirements. Subsequent hours of internship credit are taken through different CMN 395 special topics

courses and fulfill unrestricted electives. Communication minors may have one graded internship count towards completion of the minor.

Lambda Pi Eta

Lambda Pi Eta (<http://www.natcom.org/lambdapieta/>) (LPH) is the National Communication Association's official honor society at four-year colleges and universities. As an accredited member of the Association of College Honor Societies (ACHS), Lambda Pi Eta has active chapters at four-year colleges and universities worldwide. LPH represents what Aristotle described in *The Rhetoric* as three ingredients of persuasion: logos (Lambda), meaning logic; pathos (Pi), relating to emotion; and ethos (Eta), defined as character credibility and ethics. Lambda Pi Eta recognizes, fosters, and rewards outstanding scholastic achievement while stimulating interest in the communication discipline.

National Association of Hispanic Journalists (NAHJ)

NAHJ DePaul is the student chapter of the National Association of Hispanic Journalists (<http://nahj.org/>) at DePaul University. NAHJ was founded to support, connect and recognize Hispanic and Latino journalists across the globe. The DePaul chapter connects members to leaders in the industry, helps them prepare for internships and jobs, hosts speakers, coordinates cultural events and provides a support network for student journalists.

Public Relations Student Society of America (PRSSA)

For students interested in a career in public relations, participating in PRSSA is an essential cornerstone of your DePaul experience. The organization hosts a vibrant schedule of activities such as visits to Chicago public relations agencies and career fairs that will build your professional network and put you on the radar screens of future employers. The DePaul Chapter has won national recognition including the Teahan Award for Outstanding Regional Conference, the highest honor a PRSSA Chapter may earn. DePaul's Regional Conferences have been sold-out events that have drawn students from campuses across the Midwest with such powerful themes such as *Transforming Traditional Into Digital: The New Ways of PR*; *The Entertainment Industry: It's Not Just an LA Thing*; and *PR: The Chicago Way*.

Radio DePaul

Radio DePaul is DePaul University's award-winning student radio station, most recently having been named Best Online College Station in 2017. The station was a finalist for 28 national and state college radio awards in 2015, winning 12. Overall, Radio DePaul has been a finalist for over 100 national and state college radio awards since 2010.

Radio DePaul Sports (<http://www.radiodepaulsports.com/>) is the student voice of the DePaul Blue Demons, providing play-by-play of DePaul basketball, soccer, softball and volleyball. Radio DePaul Sports broadcasts from a brand new studio on DePaul's Loop campus, located on the first floor of the DePaul Center building.

In 2015, the station launched "The Radio DePaul Podcast" (<https://soundcloud.com/radiodepaul/sets/the-radio-depaul-podcast/>). The weekly podcast typically revolves around a theme and features new and repurposed content from Radio DePaul's live shows. The podcast was honored with a College Media Advisers Pinnacle Award for Best Podcast in the fall of 2015. In the Fall of 2016, the Radio DePaul news team launched the "ICYMI" (<https://soundcloud.com/radiodepaul/sets/best-of-radio-depaul/>) podcast, a weekly wrap-up of top headlines and stories from the station's "Pocket News" reports at noon and 5 PM (Monday-Friday).

Both channels are located on DePaul's Lincoln Park campus. The channels are best enjoyed via The Radio DePaul App, which is available for free in the respective app stores. Students can apply to join either or both channels at radio.depaul.edu (<http://radio.depaul.edu/>). Scott Vyverman serves as Radio DePaul's faculty advisor.

Society of Professional Journalists (SPJ)/Online News Association (ONA)

This is a student-run organization for students interested in careers in journalism. The DePaul chapter sponsors campus speakers, career information sessions, and journalism seminars/conferences. Student members are eligible to apply for SPJ and ONA - sponsored internships and student competitions.

The DePaulia

The DePaulia is the award-winning newspaper produced by students at DePaul University. The paper publishes every Monday during the school year; its sister website, depauliaonline.com (<http://www.depauliaonline.com/>), also publishes Mondays and updates regularly to report on breaking news.

The paper is divided into six sections — News, Nation/World, Opinions, Focus, Arts/Life, La DePaulia, and Sports (<https://depauliaonline.com/category/sports/>). In addition to coverage of the university, the staff covers news of the Lincoln Park and South Loop communities. Sports stories can be as diverse as covering an athlete's accomplishment to writing about what a decline in basketball ticket sales means to the athletic program. Features can range from where to get the best deals on groceries to how to look fashionable in the winter. Arts and Life and Weekend Edition stories cover anything in the City of Chicago that can be of interest to the student population.

Writing and editing positions are open to all students; one does not need to be a journalism major (<https://communication.depaul.edu/academics/journalism/Pages/default.aspx>) to work on *The DePaulia*. In fact, many of our award-winning stories last year were produced by non-journalism majors. Many journalism teachers will take good work produced in their class and submit it to *The DePaulia* editors for consideration. Also, the Writing for *The DePaulia* (JOUR 390) course is open to all students who have taken Introduction to Journalism (JOUR 275), and News Reporting (JOUR 278) and regularly funnels stories, photos and video to the paper. Marla Krause serves as the faculty advisor for The DePaulia.

Zeta Phi Eta

Zeta Phi Eta (<http://zetaphieta.org/>) is a professional co-ed fraternity with chapters at universities across the nation. ZPE gives students an opportunity to enhance their skills in communication through active participation in professional development workshops and networking events. Members participate in a wide range of events hosted by the fraternity, including guest speaker presentations, community service and social events to build community.

College of Education

DePaul University, founded on Judeo-Christian principles, continues to assert the relevance of these principles through higher education to our students. The University expresses these principles especially by passing on the heritage of St. Vincent DePaul: individual perfection manifested through purposeful involvement with other persons, communities and institutions. The College of Education manifests these principles in its purpose, and through its programs.

As an urban institution, the College of Education is committed to improving primary and secondary education in the metropolitan area and, in particular, in the city of Chicago. Framed within a commitment to promote and support diversity, the College of Education prepares all of its students to be "Urban Professional Multicultural Educators" who:

- Promote positive transformation
- Consider multiple perspectives
- Integrate inquiry, theory, and practice
- Exhibit Vincentian personalism
- Function as life long learners.

Contact Us

Mailing Address

College of Education
2247 N. Halsted Street
Chicago, IL 60614
(773) 325-7740

Please visit the College of Education website (<https://education.depaul.edu/Pages/default.aspx>) for a directory listing.

Administration & Faculty

Administration

Mojdeh Bayat, Ph.D.,
Interim Dean

Barbara Rieckhoff, Ph.D.,
Associate Dean of Curriculum and Academic Programs

Ronald Chennault, Ph.D.,
Associate Dean for Student Development

Sally Julian, Ed.D.,
Associate Dean for Development

Jordan Humphrey, Ph.D.,
Assistant Dean for Assessment

Faculty

Mojdeh Bayat, Ph.D.,
Professor
Loyola University/Erikson Institute

Melissa Bradford, Ed.D.,
Term Faculty
DePaul University

Enora Brown, Ph.D.,
Professor Emerita
University of Chicago

Deanne Burgess, Ph.D.,
Assistant Professor
Pennsylvania State University

Anne Butler, Ph.D.,
Assistant Professor
University of Illinois at Urbana-Champaign

Autumn Cabell, Ph.D.,
Assistant Professor

Virginia Commonwealth University

An-Chih Cheng , Ph.D.,
Associate Professor
University of Texas-Austin

Ronald Chennault, Ph.D.,
Associate Professor
Pennsylvania State University

Amy G. Clark, Ph.D.,
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Academic Advising

DePaul University College of Education's Academic Advising Office is committed to engaging students through a holistic partnership focused on personalized educational and professional goals.

Nancy Hashimoto, Ed.D.,
Director of Advising and Licensure Officer

R. Bret Ruiz
Academic Advisor

Alicia Sanders
Academic Advisor

Brandon Washington
Academic Advisor

Sandra Tanksley
Advising Assistant

Office of Student Teaching and Field Experiences

Kathleen Liston

Director of Student Teaching

Kathy Iwashima

Director of Community Partnerships and Field Experiences

Academic Success Center

Nora Murphy

Coordinator/Director

Undergraduate Academics

The College of Education is home to Undergraduate majors, Graduate programs, Licensures and Endorsements.

Academic Policies

In addition to the DePaul University Undergraduate Student Handbook, the College of Education Undergraduate Student Handbook includes the rules and regulations for its undergraduate programs. Additional academic information and regulations applicable to our undergraduate programs appears in the specific undergraduate section.

As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

Licensure Requirements

To receive Illinois State Board of Education licensure, a student must complete all licensure coursework and requirements, including having all field experience hours completed and approved, have a 2.75 GPA, and have successfully passed the Content Area Test, and edTPA assessment.

Endorsement Evaluations

Students in Teacher Education Programs can submit an application to their academic advisor to request an endorsement evaluation. The COE can only evaluate transcripts for those programs or content areas that are offered in the COE. Any other programs or content areas will require an Illinois State Board of Education evaluation. A grade of C or better is required for all courses to apply toward endorsements.

Endorsements conducted by DePaul are valid only prior to applying for the teaching license. After earning the license, the individual needs to request a separate evaluation directly with ISBE who will independently review the record and whose results may differ from the DePaul evaluation. The DePaul evaluation is based on ISBE requirements at the time of the evaluation and is subject to change per ISBE's discretion.

Evaluation and Credit

Auditing Courses

Students cannot audit courses that are part of their degree or licensure requirement. However, students may choose to audit other courses. Audited courses are not graded and students receive no credit for the course.

Double Majors

Please refer to the undergraduate student handbook section of the catalog for the current policy regarding COE majors and options for double majoring.

Minor Restrictions

Note: Students majoring in DePaul's College of Education degree programs cannot select the minors in the same field of study. Additional information about allowances and restrictions may be listed in specific minors or degree programs.

Undergraduate Inter-College Transfer (ICT)

Undergraduate students who wish to transfer to another program within DePaul should submit an Online Transfer Declaration request through Campus Connect. In order to transfer, students must meet the admission criteria of the program to which they are transferring.

Request to Register for More than 20 CREDIT HOURS (Undergraduates only).

For consideration of this request, you must have a 3.0 cumulative GPA, have successfully completed at least 44 credit hours, and have successfully completed 4 courses the previous quarter. DEADLINE: Last day to add classes deadline.

Request for Transfer Credit as Part of FINAL 60 Credit Hours at DePaul (Undergraduate Residency Requirement)

A request to take and transfer in credit from another institution as part of your final 60 hours of credit at DPU is granted only under extenuating or extra-ordinary circumstances. Any request must be accompanied by documentation demonstrating your need for this exception. All requests are evaluated on a case-by-case basis. DEADLINE: Last day to add classes for that term.

Undergraduate Academic Standing

In order to maintain academic standing, undergraduate students in most majors must have a 2.5 or better GPA. Students who do not have a 2.5 GPA will be placed on probation. Students who do not have a 2.75 GPA will receive an academic alert. Students in the Exercise Science major must maintain a minimum GPA of 2.0 to remain in good standing and need a 2.0 GPA to graduate.

In order to student teach and graduate, undergraduate students must have a 2.75 GPA.

Discontinuation and Re-admission

Students who have stopped their program of study for 3 consecutive quarters will be dropped from that program and must re-apply for re-admission through the admission office. Re-admitted students must follow curriculum requirements as they exist at the time of re-admission.

Credit Hour Conversion

DePaul University's academic calendar is based on the quarter system.

College credit is accumulated on the basis of quarter hours. To convert credit hours from the semester system to the quarter system, multiply the number of semester hours by 1.5 (example: 3 semester hours x 1.5 = 4.5 quarter hours). To convert credit hours from the quarter system to the semester system, multiply the number of quarter hours by .67 (or 2/3) (example: 4 quarter hours x 2/3 = 2 2/3 semester hours).

Graduation Requirements

Degree Conferral Requirement

In order for a student's degree to be conferred, the student must complete all degree coursework and requirements, have a minimum 2.75 GPA (Exercise Science majors need a minimum 2.00 GPA), and meet the degree conferral application deadline for the quarter in which they want the degree to be conferred.

- Fall quarter deadline is October 1;
- Winter quarter deadline is January 15;
- Spring quarter deadline is February 1; and
- Summer deadline is July 15.

Requirements to Participate in Graduation Ceremony

To participate in the graduation ceremony in the spring, a student must meet all of the following requirements:

- Complete all degree coursework by the end of the Spring quarter preceding the ceremony and have applied for graduation before the designated deadline.
- Complete student teaching or have academic clearance to student teach in spring quarter.
- Pass all licensure required tests (except edTPA) by April 1.
- Have a minimum of 2.50 cumulative GPA.

Honors at Commencement Ceremony

Honors announced and listed at the Spring Commencement ceremony are based on the cumulative GPA of the end of the Winter quarter prior to the Spring Commencement Ceremony. The final determination for qualifying for honors is made at the time the individual is awarded the degree, regardless of the announcement or listing at the ceremony. The official designation for honors will be noted on student's transcripts and diploma.

The determination for honors is based solely on the final cumulative grade point average.

- Cum Laude - cumulative GPA between 3.500 and 3.699
- Magna Cum Laude - cumulative GPA between 3.700 and 3.849
- Summa Cum Laude - cumulative GPA above 3.850

Probation and Dismissal

A student whose GPA falls below a program's minimum GPA requirement will receive a registration hold and be unable to register for classes. The student must meet with his or her academic advisor and make an appointment with the Academic Success Center to develop a plan for returning to good academic standing. Students who remain on academic probation for 3 consecutive quarters will be dismissed from the COE. Students may apply to transfer to other programs at DePaul.

Student Teaching Content Area Coursework

All content area coursework requirements must be completed prior to student teaching. A grade of C or better is required for all content area coursework requirements. Remedial coursework and CLEP tests cannot substitute for content area coursework.

Defer Student Teaching

If extenuating circumstances exist, you may request a deferral of your student teaching placement. Valid reasons would only include health-related issues, change in employment status or employment opportunity, personal hardship, or course related issues. DEADLINE: First day of student teaching.

Extend Student Teaching Clearance Deadline

Requests to extend the academic clearance deadline for student teaching may be submitted under extenuating circumstances. A valid request, for example, might occur when you have applied to student teach on time but failed a content area test prior to final clearance. If another testing opportunity exists prior to the start of student teaching, you may apply for an exception to complete the requirement and have your clearance re-evaluated. DEADLINE: The prior quarter's last day to add classes deadline (e.g., for Fall Quarter, the deadline is the prior Spring Quarter's last day to add classes deadline; Winter is Fall's deadline; Spring is Winter's deadline).

Out-of-State Student Teaching Placement Request

Requests for out-of-state student teaching placements are granted only on rare occasions and require a statement of hardship for consideration. Valid reasons for the request include health-related issues, change in

employment status or employment opportunity, personal hardship, or course-related issues. Please note that to ensure proper supervision additional costs may be associated with out-of state-student teaching. DEADLINE: Same as student teaching application deadline. NOTE: Illinois State Board of Education rules apply, possibly restricting DePaul's ability to allow student teaching out of state for IL licensure requirements.

Student Teaching in an Elementary, Middle School, or High School You Attended as a Student

Students cannot student teach in any school in which they were enrolled as a student within the last 10 years.

Student Teaching in Your Own Classroom Request

In order to apply for this request, you must have at least two years of supervised classroom teaching experience. Attach a completed Application to Student Teach in Your Own Classroom form to the request for exception form. DEADLINE: Same as student teaching application deadline.

Student Teaching Requirements

All program coursework must be completed prior to student teaching. A grade of B- or better is required in student teaching to complete successfully student teaching.

Student Teaching for Transfer Students

DePaul's College of Education does not accept students for student teaching from other universities without completing required DePaul education coursework. Additionally, students must comply with all transfer requirements to student teach at DePaul.

Waiving Student Teaching Requirements

Requests to waive student teaching must follow the Illinois State Board of Education student teaching waiver policy.

Registration: Exception to Advance Standing

Exceptions to advanced standing are only granted on a one-time only basis and must be approved by the Associate Dean or his or her designate.

Registration Withdrawal

Withdraw from Classes Due to Hardship

Students may request to withdraw from classes due to personal and/or medical hardships. Students should contact the University Dean of Students to request a hardship withdrawal.

Withdrawal from the COE

To officially withdraw from any COE program, a student should contact his or her academic advisor and petition in writing his or her intent to withdraw.

Honors Program

Most students follow the Liberal Studies Program (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/>) to meet their general education requirements. However, students accepted into the Honors Program (<https://catalog.depaul.edu/undergraduate-core/honors-program/program-requirements/>) fulfill general education requirements through an alternative set of courses. A student in the Honors Program pursuing a primary major in the College of Education follows the requirements below:

Honors Core

Course	Title	Quarter Hours
HON 110 or HON 111	HONORS DISCOVER CHICAGO HONORS EXPLORE CHICAGO	4
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 101	WORLD LITERATURE *	4
HON 102	HISTORY IN GLOBAL CONTEXTS *	4
HON 104	RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES	4
HON 105	PHILOSOPHICAL INQUIRY	4
HON 180	DATA ANALYSIS AND STATISTICS (if indicated) ¹	4
HON 203	SEMINAR IN MULTICULTURALISM	4
HON 205	INTERDISCIPLINARY ARTS	4
HON 302	SEMINAR IN SOCIAL JUSTICE	4
LSE 380	PHILOSOPHICAL STUDIES IN PEDAGOGY, CULTURE AND GLOBALIZATION	4
PSC 120	THE AMERICAN POLITICAL SYSTEM	4
Select one of the following:		4
HST 181	UNITED STATES TO 1800	
HST 182	UNITED STATES, 1800-1900	
HST 183	UNITED STATES, 1900-PRESENT	

***Advanced placement credit will fulfill Honors Core requirements as listed:**

- AP Literature credit for ENG 101 (previously ENG 120) will fulfill HON 101
- AP credit for HST 111 or HST 171 fulfills HON 102
- IB credit for PHL 100 fulfills HON 105

¹ HON 180 is not required for students with a Calculus, Statistics, or Discrete Mathematics requirement for the major. The courses (including AP, IB and transfer credit) that can replace HON 180 are as follows: MAT 242, MAT 135, MAT 137, MAT 150.

Students majoring in Secondary Education Social Science and History replace this requirement with an Economics course selected in consultation with the student's major advisor.

Science Requirement

- Two courses:
 - HON 225 (not a Biology section) (AP credit for BIO 191 or CHE 130/131 or PHY 150 or ENV 102 fulfills HON 225) **OR** Scientific Inquiry: Lab Course.
 - One Biology course
- Students majoring in Secondary Education Social Science or History will opt for an HON 225 Biology section and a Scientific Inquiry Geography course selected in consultation with the student's major advisor. If no Honors Biology sections are offered they may replace HON 225 with a Biology Lab course approved by COE advisor. These students should also consult with their Honors advisor about successful completion of their science requirements.
- Students with a science major in Education will replace this requirement with two non-science electives at the 200 or 300 level.
- Early Childhood Education and Elementary Education majors should consult with COE and Honors advisors about additional requirements

in Social Science and Scientific Inquiry, which may possibly replace Honors requirements.

Language Requirement

- Honors students in the College of Education have a one year (three course) language requirement. This requirement can be fulfilled through either completion of one year of study of the student's high school language or one year of a new language the student has not yet studied. Students opting to continue their high school language are required to complete a placement test and must begin language study according to their placement.

Language majors must fulfill the Honors language requirement with an alternate approved 3-course sequence. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Junior Seminar

- HON 302

The Honors Program is committed to developing students' knowledge and cultural awareness so they may respect and learn from difference.

Honors students meet the multicultural requirement by completing HON 302.

Senior Capstone

Course	Title	Quarter Hours
Select one of the following:		4
HON 350	HONORS SENIOR SEMINAR	
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
HON 395	HONORS SENIOR THESIS	

Students who choose to complete an Honors Senior Thesis must have their project approved at least one term prior to executing the project. To gain approval for a senior thesis, students must complete an application, including a project proposal signed by two faculty advisors. In keeping with the interdisciplinary nature of the program, the thesis should attempt to move outside the boundaries normally associated with one particular discipline and should be supervised by two readers from different academic fields. While the final product must be a substantial piece of work building on the student's accumulated knowledge and new research, specific requirements for each thesis will depend on the nature of the project. See the Director or Associate Director for an application and thesis materials. Students may opt to enroll in HON 300: Honors Research Seminar (a two-credit elective) to receive dedicated guidance as they prepare the thesis project.

Honors students who do not have a statistics or calculus requirement for their major must complete HON 180, Data Analysis and Statistics, before completing the science requirements. Honors students who have a statistics or calculus requirement for their major are waived from HON 180, and the course will be replaced by an open elective.

Grade Requirements

A grade of C- or higher in HON 100 and HON 110 or HON 111 is required to remain in the Honors Program.

A grade of C- or higher is required to pass the following courses:

Course	Title	Quarter Hours
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 350	HONORS SENIOR SEMINAR	4
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	4
HON 395	HONORS SENIOR THESIS	4

Graduate Academics

The College of Education is home to Undergraduate majors, Graduate programs, Licensures and Endorsements.

Education Graduate Academic Student Handbook

In addition to the DePaul University Graduate Student Handbook, the College of Education Graduate Student Handbook includes the rules and regulations for its graduate programs. Additional academic information and regulations applicable to our graduate programs appears in the specific graduate section.

As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

Specific Graduate Program Information can be found on each program page.

Admission, Readmission, and Reclassification

Admission

Applicants to Master's degree programs must have a bachelor's degree from a regionally accredited college or university. Applicants to the doctoral program must have a Master's degree from a regionally accredited college or university. Please consult specific programs for admission requirements.

Readmission

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

Reclassification

Graduate students may change from one concentration to another within a major, but only by applying for reclassification. Once students have decided to change their concentration, they should complete a Reclassification Application form, available online or from the College of Education Advising Office. Any administrative questions about changing concentrations should be directed to the College of Education Advising Office, 2247 N. Halsted, at 773-325-4409. Graduate students who are interested in changing majors should not complete the Reclassification Application form. Instead, graduate students wishing to change majors should submit a new graduate application. The student's file will be reevaluated to determine if the admission guidelines for the major for which he/she is applying are met. Additional application materials may be required.

The College of Education presently has one doctoral program. If a student wishes to change concentration, he/she should send an email to the Ed.D. Program Director indicating this request and explaining why a change of concentration is in his/her best interest, and how such a change will affect his/her program of study. The student may want to meet with the Academic Advisor to have an audit done so that it is

clear what implications such a change would have on the student's course of study. The Program Director will decide whether a change of concentration will be permitted.

Licensure Requirements

The College of Education offers approved programs for State of Illinois licensure in thirteen areas of study. Students may be eligible for the following endorsements upon completion of the respective programs:

- Early Childhood Education (birth-2)
- Elementary Education (1-6)
- Learning and Behavioral Specialist I (K-Age 22)
- Physical Education (PK-12)
- Principal (PK-Age 22)
- Reading Specialist (PK-12)
- School Counseling (PK-Age 22)
- School Nurse (PK-Age 22)
- Secondary Education (5-12 or 9-12)
- Superintendent (PK-Age 22)
- Teacher Leader (PK-Age 22)
- Visual Arts Education (PK-12)
- World Language Education (PK-12)

Please note that state licenses include requirements beyond program requirements. For teaching licenses two assessments are required: a Content Area Test, and the Education Teacher Performance Assessment (edTPA). For other areas a Content Area Test is required. The tests are administered by the State of Illinois throughout the year. Students are advised to confer with program faculty or the academic advisors for further information.

Licensure is not automatic upon completion of a program. The student must apply. Forms and procedural information are available in the College of Education.

Timeliness is important. Ordinarily, only graduate work completed within the past ten years is acceptable for purposes of applying courses for licensure requirements. If the degree was granted more than ten years past, the Assistant Dean in consultation with program faculty may grant a recommendation for licensure upon the successful completion of appropriate courses and/or comprehensive examinations in the program. In all instances current licensure requirements must be met.

All licensure and endorsement requirements are subject to change based on Illinois State Board of Education modifications in requirements. All individuals must meet ISBE requirements in place at the time of application for the license.

Endorsement Evaluations

Students in Teacher Education Programs can submit an application to their academic advisor to request an endorsement evaluation. The COE can only evaluate transcripts for those programs or content areas that are offered in the COE. Any other programs or content areas will require an Illinois State Board of Education evaluation. A grade of C or better is required for all courses to apply toward endorsements.

Endorsements for teaching areas conducted by DePaul are valid only prior to applying for the teaching license. After earning the license, the individual needs to request a separate evaluation directly with ISBE who will independently review the record and whose results may differ from the DePaul evaluation. The DePaul evaluation is based on ISBE

requirements at the time of the evaluation and is subject to change per ISBE's discretion.

A doctoral candidate may apply for ISBE Superintendent's Endorsement when the following conditions are met:

- Successful completion of all doctoral coursework, including the Educational Leadership concentration, core and research courses.
- Successful completion of A&S 899 Superintendent Internship and all the related clinical experiences.
- Completion of candidacy paper requirements
- Current holder of a valid ISBE Principal endorsement
- Two years of documented administrative experience while holding the Principal endorsement.
- Successful pass score on the ISBE Superintendent's exam

Evaluation and Credit

Auditing Courses

Students cannot audit courses that are part of their degree or licensure requirement. However, students may choose to audit other courses. Audited courses are not graded and students receive no credit for the course.

Cumulative GPA Requirement

The College of Education has a cumulative GPA requirement of 3.0 for students in a Master's Program. No more than two C or C+ grades can be accepted for a course earning graduate credit toward the degree, and then only if there are corresponding grades of higher value to produce a cumulative GPA of 3.00

Doctoral students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Double Counting Courses

Under no circumstances can a course taken at DePaul University or at any other college or university fulfill degree requirements in more than one degree program. A course can only be counted as fulfilling the degree requirements of one degree program.

Limit on Courses

Courses taken at DePaul University or any other college or university that were completed more than 8 years ago can only be counted toward licensure, degree, and/or content area requirements after a review of the student's transcripts. Courses for endorsements will be limited to 10 years. Transcripts will be evaluated based on the most-up-to-date licensure, degree, endorsement, and content area requirements. Exceptions will be evaluated by a faculty advisor.

General Education Coursework (Content Area Prerequisites)

All State general education requirements must be completed prior to student teaching. A grade of C or better is required for all general education requirements. DePaul-approved CLEP tests may substitute for appropriate general education coursework. Remedial coursework cannot substitute for general education coursework.

Graduate Credit

Graduate students enrolled in 400 level courses and above earn graduate credit. Courses applying toward a degree generally require a C or better, however, some programs or requirements may require a higher grade as specified in the program section of the catalog. If a C- or lower is

earned in a required course, the course must be repeated or substituted as directed by the department or program. Such grades remain on the academic record and are calculated into the cumulative GPA.

Graduate students enrolled in 300 level courses can earn graduate credit and grades earned in these classes will contribute toward the graduate GPA. To earn graduate credit for a 300 level course the student must enroll in the course as a graduate student. Enrolling as an undergraduate student or earning a grade of C-, D+, D, or F is unacceptable for graduate credit in this program. Graduate students cannot receive credit for 100 or 200 level courses.

Limit on Transfer Credit for Graduate Students

All COE graduate students can transfer up to 9-quarter hours (approximately 2 courses) from another college or university as credit toward their Master's or Doctoral degree requirements. All other courses must be DePaul coursework.

Pass/Fail Option

Students can take elective courses or courses not required for licensure or degree fulfillment as pass/fail. Grades A through D represent a passing grade and are not computed into the GPA. If the course is failed, the F grade is recorded on your record and the grade is computed into the GPA. For additional regulations, refer to the pass/fail request form.

Program Completion

Timely completion of a program is important. Students in Master's Programs are allowed six years to complete the graduate degree. A petition in writing for a one-year extension may be approved by the department or program.

Students have ten years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the ten-year clock.) For additional information, refer to the Doctoral Handbook.

Credit Hour Conversion

DePaul University's academic calendar is based on the quarter system.

College credit is accumulated on the basis of quarter hours. To convert credit hours from the semester system to the quarter system, multiply the number of semester hours by 1.5 (example: 3 semester hours x 1.5 = 4.5 quarter hours). To convert credit hours from the quarter system to the semester system, multiply the number of quarter hours by .67 (or 2/3) (example: 4 quarter hours x 2/3 = 2 2/3 semester hours).

Graduation Requirements

Students must meet all requirements listed below for graduation.

Degree Conferral Requirement

In order for a student's degree to be conferred, the student must complete all degree coursework and requirements, have a minimum 3.00 GPA, and meet the degree conferral application deadline for the quarter in which he or she wants the degree to be conferred.

Doctorate Requirements to Participate in Graduation Ceremony

Upon successful completion of all requirements (courses, papers/dissertation), a doctoral degree is earned. In order to have your degree conferral (granting) process started, students must apply online to formally indicate their intention to graduate. DePaul confers degrees at multiple points during the year, always at the close of terms. Students apply for degree conferral through Campus Connection. Students must submit a separate application to participate in the June graduation ceremony.

To participate in the graduation ceremony in the spring, a doctoral student must complete all required degree coursework, including the successful defense of his or her thesis, by the end of the Spring quarter preceding the ceremony and have applied for graduation before the designated deadline.

Master's Graduation Requirements

To participate in the graduation ceremony in the spring, a graduate student must complete all required degree coursework by the end of the spring quarter preceding the ceremony or have only one course outstanding, which must be completed prior to the end of the Fall quarter following the ceremony. The student must have also applied for graduation before the designated deadline.

Graduating with Distinction

Each COE program establishes its own criteria for graduating with distinction.

Bilingual Bicultural Program

- M.Ed. 4.0 GPA
- M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

Counseling Programs

- M.Ed. 4.0 GPA
- M.A. 4.0 GPA

Curriculum Studies Program

- M.Ed. 4.0 GPA
- M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

Special and Elementary Education Program

- M.Ed. 4.0 GPA
- M.A. 4.0 GPA

Educational Leadership Program

- M.Ed. 4.0 GPA
- M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

Preservice Special Education, and Special Ed for Teachers, Specialist Programs

- M.Ed. 4.0 GPA or possible revision based on program policy
- M.A. 4.0 GPA or possible revision based on program policy

Reading Specialist Program

- M.Ed. 4.0 GPA or possible revision based on program policy
- M.A. 4.0 GPA or possible revision based on program policy

Educational Studies Program

- M.A. Distinction based on recommendation for distinction from the student's thesis committee and approval from the Thesis Review Committee. Students graduating with an M.Ed. are not eligible for distinction.

TEACH Program

- M.Ed. 4.0 GPA

Teaching and Learning Program

- M.Ed. 4.0 GPA
- M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

Doctoral Degree Program (Ed.D., Ph.d., Ed.S.)

The successful completion of a dissertation or capstone distinguishes those students at this highest level of their educational careers. The doctoral program does not offer a formal distinction beyond this accomplishment.

Honors at Commencement Ceremony

Honors announced and listed at the Spring Commencement ceremony are based on the cumulative GPA of the end of the Winter quarter prior to the Spring Commencement ceremony. The final determination for qualifying for honors is made at the time the individual is awarded the degree, regardless of the announcement or listing at the ceremony. The official designation for honors will be noted on student's transcripts and diploma.

Six-Year Limit on Studies

Graduate students have seven years from the date of matriculation to complete program degree requirements. Graduate students may apply for a one-year extension. If a graduate student does not complete his or her degree program requirements within seven years after matriculation, he or she will need to re-apply to the degree program, upon which he or she will have his or her coursework re-evaluated and be subject to any degree program changes or new program requirements.

Doctoral Program Ten-Year Limit on Studies

Students have ten years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the ten-year clock.) For example, for a student who begins in Fall 2012, the program must be completed by Spring 2022. For students approaching this time limit, an application for extension must be submitted to the program office. This should be done no later than the fall of the tenth year, although earlier is preferable. The extension application includes the Request for Extension form, a letter from the student explaining a rationale for his/her request, and a letter of support from his/her dissertation chair.

Probation and Dismissal

The College of Education has a cumulative GPA requirement of 3.0 for students in a Master's Program. In addition, regardless of GPA, students are not to receive more than two grades of C or below to remain in good standing. Graduate students whose cumulative GPA falls below a 3.0 will be placed on academic probation at which a student has four courses in which to raise their GPA to or above the 3.0 minimum.

Students on probation will receive a registration hold and be unable to register for classes. They must make an appointment with the Academic Success Center to develop a plan for returning to good academic standing.

After completing the four additional courses, if a student's cumulative GPA is still below 3.0, they will be dismissed from the College of Education. If they receive more than two grades of C or below, their status will be evaluated regardless of your cumulative GPA. Master's students may appeal to the Chair of the Department in which their program is housed for re-admittance or may apply to another program. The Chair's decision for re-admittance is final.

Doctoral students who are fully accepted into the program will be placed on probation if their grade point average falls below 3.0 prior to the

completion of 36 credit hours and 3.3 after the completion of 36 credit hours. The first assessment will occur at the end of 12 credit hours. Students will remain on probation until four additional courses are taken at which time a new evaluation is done. If the grade point average is not raised students may be subject to dismissal from the College of Education.

Program Requirements

Depending on degree and concentration, Master's programs require a minimum of 48-72 quarter hours of coursework. Some of the Master's of Arts programs require the completion of a thesis. In general some Master of Education programs requires two masters papers related to coursework.

The doctoral program requires a minimum of 76-80 quarter hours of coursework. Completion of a dissertation or capstone and an oral defense before a committee of three faculty members are included in the requirements that lead to a doctorate degree.

Please consult specific programs for complete degree requirements.

Student Teaching Content Area Coursework

All content area coursework requirements, including graduate-level content area coursework, must be completed prior to student teaching. A grade of C or better is required for all content area coursework requirements. Remedial coursework and CLEP tests cannot substitute for content area coursework.

DEFER Student Teaching

If extenuating circumstances exist, you may request a deferral of your student teaching placement. Valid reasons would only include health-related issues, change in employment status or employment opportunity, personal hardship, or course related issues. DEADLINE: First day of student teaching.

Extend STUDENT TEACHING Clearance Deadline

Requests to extend the academic clearance deadline for student teaching may be submitted under extenuating circumstances. A valid request, for example, might occur when you have applied to student teach on time but failed a content area test prior to final clearance. If another testing opportunity exists prior to the start of student teaching, you may apply for an exception to complete the requirement and have your clearance re-evaluated. DEADLINE: The prior quarter's last day to add classes deadline (e.g., for Fall Quarter, the deadline is the prior Spring Quarter's last day to add classes deadline; Winter is Fall's deadline; Spring is Winter's deadline).

OUT-OF-STATE Student Teaching Placement Request

Requests for out-of-state student teaching placements are granted only on rare occasions and require a statement of hardship for consideration. Valid reasons for the request include health-related issues, change in employment status or employment opportunity, personal hardship, or course-related issues. Please note that to ensure proper supervision additional costs may be associated with out-of state-student teaching. DEADLINE: Same as student teaching application deadline. NOTE: Illinois State Board of Education rules apply, possibly restricting DePaul's ability to allow student teaching out of state for IL licensure requirements.

Student Teaching in an Elementary, Middle School, or High School You Attended as a Student

Students cannot student teach in any school in which they were enrolled as a student within the last 10 years.

Student Teaching in YOUR OWN Classroom Request

In order to apply for this request, you must have at least two years of supervised classroom teaching experience. Attach a completed Application to Student Teach in Your Own Classroom form to the request for exception form. DEADLINE: Same as student teaching application deadline.

Student Teaching Requirements

All program coursework must be completed prior to student teaching. A grade of B- or better is required in student teaching to complete successfully student teaching.

Student Teaching for Transfer Students

DePaul's College of Education does not accept students for student teaching from other universities without completing required DePaul education coursework. Additionally, students must comply with all transfer requirements to student teach at DePaul.

Waiving Student Teaching Requirements

Requests to waive student teaching must follow the Illinois State Board of Education student teaching waiver policy.

Registration Withdrawal

Withdraw from Classes Due to Hardship

Students may request to withdraw from classes due to personal and/or medical hardships. Students should contact the University Dean of Students to a hardship withdrawal.

Withdrawal from the COE

To officially withdraw from any COE program, a student should contact his or her academic advisor and petition in writing his or her intent to withdraw.

Combined Bachelors/Masters

The TEACH Program provides students the opportunity to complete in five years an undergraduate degree in a core arts and science major and a Master's of Education degree with State of Illinois secondary education teaching certification in a content area related to their major. As a combined degree program of the College of Liberal Arts and Social Sciences, the College of Science and Health, and the College of Education, the Program is collaboratively governed and coordinated by faculty from all 3 units.

The Program is designed to draw on the expertise of LAS and CSH faculty who teach in the majors of English, Mathematics, History, the Sciences, and Social Sciences to ensure strong content knowledge preparation of students and facilitate the transition from being learners of content to teachers of content to diverse adolescent populations. The Program also draws on the expertise of faculty in the COE's Secondary Education Program and Educational Policy Studies and Research Department to immerse students into essential issues and themes of education and theories and practices of teaching and learning. Such issues as educational inequality, politics of schooling, identity politics, social justice, identity development inside and beyond formal school settings, historical, cognitive, sociocultural, and sociopolitical nature of human development and society are integrated with issues of pedagogical content knowledge, critical pedagogy, constructivist teaching practices, theories of teaching and learning, curriculum development, and professional practice. Ensuring that students understand all these issues is integral to the Program design and delivery and to the preparation of teachers.

The measure of the academic quality of the Program relies on clearly articulated features of exemplary teacher-education programs. These include:

- a “common, clear vision of good teaching that permeates all coursework and clinical experiences...”;
- a “well-defined standard of professional practice and performance...”;
- a “strong core curriculum taught in the context of practice” and including understanding of human development and learning, social and cultural contexts, curriculum assessment, and subject-matter pedagogy;
- an “extended clinical experience” that supports ideas presented in coursework;
- an “extensive use of case methods, teacher research, performance assessments, and portfolio evaluation...”;
- “explicit strategies” to help students confront their own beliefs and assumptions about learning and students and to learn about the experiences of diverse people; and
- “strong relationships, common knowledge, and shared beliefs among school- and university-based faculty.” (Darling-Hammond, L. [2006]. *Constructing Teacher Education*. *Journal of Teacher Education*, 57, 300-314.)

Students may apply to the Program during the spring of their junior year. They must complete the Junior Year Experiential Course TCH 320, and meet other application criteria prior to applying. The curriculum of the Program consists of three components:

- Courses necessary to satisfy requirements for a baccalaureate degree in the College of Liberal Arts and Social Sciences or College of Science and Health in one of the following state of Illinois secondary certification content areas: English; History; Math; Sciences (Biology, Chemistry, Environmental Science, or Physics); or Social Sciences.
- A set of five courses that will be taken by students in the Program while they are still undergraduates; three of these will also fulfill graduate degree requirements. These courses will serve as a bridge to the 5th year Master’s coursework.
- A fifth year of graduate courses which, together with the three double-counted courses mentioned above, will satisfy the requirements for a College of Education Master’s in Education and a secondary-education certification in the student’s discipline.

A full description of Program requirements for each content area can be found in the College of Education catalog.

Admission & Aid

The College of Education offers several graduate programs at the master’s and doctoral level as well as licensure and endorsement only programs. Admission to DePaul University College of Education is very competitive. We consider numerous factors in evaluating each applicant, including undergraduate academic performance, graduate academic performance (if applicable), professional work experience, writing ability, potential for leadership, professional and academic recommendations and the applicant’s special talents, qualities, interests and socioeconomic and cultural background. No single factor is dispositive.

Personal qualities that demonstrate intellectual depth, high ideals and diligence also are considered, as are economic, societal or educational obstacles that have been successfully overcome. Diversity in background and experience among the members of each entering class is a

continuing objective. Having a diverse student body allows us to encourage and foster the exchange of different ideas.

DePaul University has a nondiscriminatory admission policy; it does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, age or disability.

General Admission Procedures

Application

You can apply online at: www.depaul.edu/apply (<http://www.depaul.edu/apply/>). To request information about College of Education graduate programs, including endorsements, approvals and licensure, please email us at edgradadmissions@depaul.edu or call us at (773) 325-4405.

Supporting Credentials

We require official transcripts from all universities, colleges, and junior colleges you have attended. Please request that transcripts and other credentials be sent directly to the:

Office of Graduate Admission
College of Education
2400 N. Sheffield
Chicago, IL 60614-2215.

We recommend that you request transcripts in sufficient time to meet the programs deadline.

The College of Education graduate programs require additional supporting credentials before an application file is considered complete. Please consult the specific program listing on the College of Education website (<https://education.depaul.edu/admission-and-aid/graduate-admission/admission-requirements/Pages/default.aspx>) to determine what additional materials are required for admission and the deadline by which applications and supporting materials should be submitted.

Application Fee

You can pay the application fee online as part of the online application or send a check or money order payable to DePaul University. Consult the application instructions for specific information about amount of the fee. If paying by check or money order, send it along with your supporting credentials to the:

Office of Graduate Admission
2400 N. Sheffield
Chicago, IL 60614-2215.

Applications submitted without an application fee will not be processed. The fee is non-refundable.

Application Deadline and Entry Terms

Consult the College website for program-specific information about application deadlines and to which academic terms the program admits new students.

Admission Decisions: The graduate admission office will notify you of your admission decision by letter. Admission applications will be reviewed only after the application and all supporting credentials, along with the application fee, have been submitted.

International Student Admission

Students who require a student visa (I-20) in order to study at DePaul must meet all admission requirements and demonstrate adequate financial support. Applicants educated in a country in which the native language is not officially recognized as English must also submit proof

of English proficiency. College of Education programs require a minimum TOEFL score of 590 (paper-based), 243 (computer-based), or 96 with no individual score less than 22 (internet-based). DePaul also accepts the IELTS (International English Language Testing System) with a minimum score of 7.5. However, students who otherwise have a strong overall academic record, but cannot demonstrate the necessary English proficiency, may be admitted conditionally. If granted a conditional admission, an applicant may enroll in DePaul's English Language Academy (ELA). To formally begin studies in the College of Education, an applicant that has been conditionally admitted must either successfully complete ELA's University Bridge Certificate or otherwise demonstrate the necessary English language proficiency.

The letter of admission and I-20 are issued only after admission. International students are encouraged to complete their applications at least one month prior to any published program deadline, or no later than three months before the start of the term, whichever date comes first to allow for enough time for processing the I-20.

Applicant for Five-Year B.A./B.S. to M.Ed Programs

The five-year B.A./B.S. to M.Ed. program is geared toward current DePaul undergraduate students who have reached junior status (88 or more quarter hours) who have declared Liberal Arts and Science major that will lead to educator licensure (biology, chemistry, English, environment science, history, mathematics, physics or social sciences). Students must have an overall grade point average of 3.0 or higher. If students have transferred to DePaul they must have at least 16 quarter hours completed at DePaul. Students must complete the Graduate College of Education Application for teaching and learning secondary education program, meeting all of the requirements outlined at the time of application. In addition to their application, students are required to submit the five-year B.A./B.S. to M.Ed. supplemental form, available at <http://www/education.depaul.edu>.

Applicant for Subsequent Teaching Endorsement

If you hold a valid teaching license in the state of Illinois, you may enroll in a program designed to help you obtain a subsequent teaching endorsement in the following areas: early childhood education, elementary education, secondary education, world languages education, and special education.

In order to be considered for admission, you must submit a completed application as specified by the admission requirements for the teaching and learning program or the special education for licensed teachers program. In addition to the standard application materials, you must also submit a valid Illinois teaching license and a letter from your school principal providing evidence of prior teaching experience and teaching performance. (If you are currently not employed as a teacher, then other evidence of prior teaching experience must be provided.) In addition, evidence of having passed the Illinois Basic Skills Test/Test of Academic Proficiency (TAP) must be submitted by the end of the first quarter of completed course work.

Non-Degree Applicants

The College of Education may admit non-degree seeking students who wish to take a course(s) to complete prerequisites for admission, personal enrichment or professional development. To enroll a non-degree student, all you will need to submit is an application and a \$40 application fee. Official transcripts are not required for admissions but will be required after the completion of two courses. Please note that course work completed in a non-degree status may or may not be

applicable to a degree program and is subject to approval by the advisor and appropriate department chair.

Readmission Applicants

If you were previously admitted to DePaul but have been absent for more than one year, you must submit an application form, DePaul transcripts, and transcripts of any courses taken elsewhere during your absence. To use materials from a previous application, you must indicate, in written form, which materials you would like to apply to your new application. If the original application has been destroyed (after an absence of two years), you will be required to resubmit the entire application and all supplemental materials. A \$10 application fee is required.

Deferring Admission

If you do not enroll in the term to which you were admitted, you may request that your admission be deferred for up to one year after the term to which you were admitted. After one year, you must reapply to the program. Email edgradadmissions@depaul.edu to request a deferral.

Scholarship Opportunities

Please subscribe to the COE Advising weekly email to stay informed about COE scholarship opportunities that become available throughout the school year.

Any questions can be sent to coescholarships@depaul.edu.

Double Demon Scholarship

The Double Demon Scholarship is awarded to DePaul alumni and covers 25 percent of tuition for degree, non-degree or select certificate coursework taken at the graduate level.¹ Both full-time and part-time students are eligible and no application is necessary. To learn more, contact the admission office for your college of interest (see listing below).

¹ Please note: The Double Demon Scholarship cannot be used in conjunction with other DePaul scholarships, waivers or awards. University employees are eligible for other tuition benefits and are not eligible. The scholarship does not cover coursework from the Center for Professional Education (CPE), the Institute for Professional Development (IPD), coursework in a doctoral program or a master of fine arts (MFA), School of Music, the Theatre School, College of Law and a few other select programs.

For other DePaul University scholarships please visit the Admission & Aid section on the DePaul home page.

Financial Aid

For all information regarding Financial Aid, please visit the Financial Aid link under the Admission & Aid section on the DePaul home page.

You may also contact DePaul Central for help with Financial Aid, Student Accounts and Student Records.

For questions regarding financial aid, payment processes, and student records during business hours, please call (312) 362-8610 or e-mail at dpcl@depaul.edu.

Special Programs

Licensure and Endorsements

The College of Education offers a variety of licensure and endorsement programs for current and aspiring teachers, counselors and education

specialists and leaders who are interested in furthering their professional development and enhancing their credentials.

- Licensure (p. 1389)
- Endorsements (p. 1369)
- Professional Special Programs (p. 1399)

Department of Counseling and Special Education

The vision of the Department of Counseling and Special Education is to advance knowledge, model effective practices, as well as promote advocacy both for our professions and for those whom we serve. We prepare professionals based on sound theory-guided and evidence-based practices to be socially responsible leaders who value the dignity and integrity of all people, particularly those who are historically under-served or under-represented.

The Department of Counseling and Special Education is a community of scholars who value the role of the practitioner in all roles of teaching, research and service. Faculty use student-focused methods to enhance engagement of future professionals in learning and applying their knowledge and skills in diverse settings. This commitment to theory-guided and evidence-based practices is also demonstrated through faculty's teaching, scholarship and service endeavors. We seek to foster Vincentian Personalism and provide opportunities for advancement through education.

The Department is comprised of two programs from distinct yet related fields. Each program has the following distinct foci and needs:

Counseling Program

The Counseling Program provides individuals with theoretical frameworks and competencies that prepare them to offer counseling services. There are three degree specialty areas within the program: clinical mental health counseling, college counseling and student affairs, and school counseling. The specialty areas of clinical mental health counseling and school counseling integrate Illinois state requirements for licensure, and all specialty areas meet national standards for professional practice. School counseling and college counseling and student affairs programs are 72 credit hours, and the clinical mental health counseling program is 90 credit hours. All specialty areas include a 100 hour practicum and 600 hour internship. These clinical experiences are mandatory, and for the school counseling and clinical mental health counseling specialty areas, they are required by the state for licensure. A degree from the Counseling Program prepares students for career opportunities such as school counseling in elementary, middle, and high schools; counseling in community agencies; counseling in higher education; career counseling through the lifespan; counseling in hospitals or institutional-care settings; group counseling; couples and family counseling; or counseling in private practice, depending upon the chosen specialty area. All of the specialty areas emphasize and are designed to foster leadership, advocacy, and social justice.

Special Education Program

The Special Education program currently offers three concentrations all leading to either an M.A or an M.Ed. The Special Education for Teachers program prepares currently licensed teachers to work in special education and results in a LBS1 license (K-12). Students in the Special Education for Teachers program may work in a variety of settings as special education teachers. Combining the disciplines of Learning

Disabilities and Reading Education, the Reading and Learning Disabilities concentration leads to a Reading Specialist License (K-12) and prepares students to work as reading specialists within school as well as professionals in clinics or private practice. A third concentration, the Special and Elementary Education (Licensure) in Elementary Education and Special Education, is for individuals with a Bachelor's Degree in an area other than education. This pre-service program leads to both a LBS1 and an Elementary Education license. Graduates of the Special and Elementary Education (License) program may teach in either general or special education settings. Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice.

The following graduate programs are offered at Lincoln Park:

- MA or MEd Counseling
- MA or MEd Reading Specialist
- MEd Special Education

Department of Leadership, Language & Curriculum

The Department of Leadership, Language and Curriculum is a multidisciplinary academic body that aims to fully prepare urban multicultural professional practitioners and leaders to work in a variety of educational and community settings. Practitioners who complete a course of study offered by our department will contribute to their respective fields, balance theory with practice, consider multiple points of view in decision making, promote positive transformations in the settings in which they are engaged, and continue to function as life long learners. The practitioner's professional role is shaped by ongoing reflection and positive engagement with the individual, the community, and the larger sociopolitical realities. The preparation we offer practitioners demonstrates our commitment to social justice, critical pedagogy, and positive educational transformation. The disciplines in the Department address these themes from a variety of perspectives that include language and culture, curriculum theory and development, and educational leadership in administration and supervision.

The following programs are offered at Lincoln Park:

- MA or MEd in Bilingual Bicultural Education
- MA or MEd in Curriculum Studies
- MA or MEd in Educational Leadership
- Minor in Bilingual Education
- Minor in English as a Second Language
- Minor in English as a Second Language and Bilingual Education

The following programs are offered Online:

- MA or MEd in Curriculum Studies (Online)
- MA or MEd in Educational Leadership (Online)
- MEd in Value-Creating Education for Global Citizenship (Online)

Department of Teacher Education

The Department of Teacher Education prepares educators through an integrated program of course work and field experiences with an emphasis on the relationship of theory to practice and a commitment to serving diverse populations. The programs of study center on investigating significant educational issues, conducting inquiry of

student learning and effective teaching practices; using technology in teaching and learning; exploring the foundational disciplines of history, philosophy, psychology, sociology, and human development as they relate to education; examining theoretical discourse, economic and political change, and the quest for equity; and studying current research and best practices. We engage candidates in critical reflection upon their practice, and foster immersion in educational sites through our partnerships with schools and other agencies.

Course work in our department programs explores the interplay between the individual, society, and sociocultural processes through examination of educational theories, institutions, policies and practices, and human development across the life span, along with debates about research methodology and the contribution of research to the understanding of educational problems as part of a broader project for social justice and transformation. In addition to educational positions inside schools, students are also prepared for positions in government, private foundations and institutes, community and cultural organizations, and adult education and training.

Graduates of our programs demonstrate a commitment to Vincentian personalism that honors the dignity of each person, a belief in the power of education to transform lives in pursuit of social justice, and a dedication to continuous growth as professionals in both formal and informal educational contexts.

Doctoral Program

The primary, though perhaps not the only audience for this Doctoral program consists of educational professionals who wish to improve the quality of their work in their current roles or to prepare themselves for new roles. This doctoral program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists. To be a practitioner is to make decisions about what to do and to take action; but professional practitioners — in education as in other areas — make reasonable decisions and act responsibly and ethically in the light of theoretical and professional knowledge.

- Professional educators are leaders as well as managers; they are not limited to making decisions according to rule or “by the book.” They must use discretion and judgment as they seek to find the most defensible course of action in specific, complicated, and perhaps idiosyncratic circumstances. These situations are not merely instances of abstract concepts.
- Although decisions are made in the light of theoretical knowledge, theoretical knowledge cannot be applied to practice in the same way as principles are applied to cases. No single theory is able to encompass the complexities of all aspects of learning or schooling. Professional educators understand the principles and terms that characterize and limit a variety of theories and can select amongst them in order to better understand the situations in which they are involved.
- Decisions also are made in the light of professional knowledge, learned on the job as well as from more formal sources. Professional educators can articulate the informal, often tacit knowledge that they develop from practice so that it engages with and modifies the more formal theories learned from other sources.
- Professional educators not only make decisions, they act upon them responsibly. They examine the value commitments implicit

in their actions; they question the appropriateness of the ends that they seek; they connect their educational contexts to broader social contexts; and they assess the effects of their actions on the achievements, dispositions, and propensities of students, colleagues and community members.

The following graduate programs are offered at Lincoln Park:

- EdD in Curriculum Studies
- PhD in Curriculum Studies
- EdD in Educational Leadership
 - Educational Leadership General Concentration
 - Higher Education Concentration
 - Global Catholic Educational Leadership Concentration
- PhD in Educational Leadership
 - Educational Leadership General Concentration
 - Higher Education Concentration
- EdD in Early Childhood Education

The following graduate programs are offered Online:

- PhD in Global Educational Leadership
 - Global Educational Leadership General Concentration
 - Global Catholic Educational Leadership Concentration
 - Global Educational Leadership with International Baccalaureate Leadership Practices
- PhD in Value-Creating Education for Global Citizenship

Endorsements

Endorsements are credentials added to a Professional Educator License (PEL). An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

DePaul University's College of Education offers many programs which fulfill the requirements for specific endorsements that can be added to an individual's Professional Educator Licensure (PEL).

For example, an individual who holds a Professional Educator License (PEL) in Elementary Education (Self Contained General Education) for grades 1-6 may complete the coursework for the Reading Teacher endorsement in order to be eligible to add it to his or her PEL at the current grade range (1-6).

Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Undergraduate Endorsements

DePaul University's College of Education offers many programs at the undergraduate level which fulfill the requirements for specific endorsements that the individual may add to his or her Professional Educator Licensure (PEL).

Students must be enrolled in one of DePaul's approved teacher preparation bachelor's degree program and working towards their Illinois

Professional Educator License (PEL) in order to be eligible to complete the endorsement coursework.

Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Early Childhood Bilingual and ESL Combined Endorsements - Undergraduate Program

To be eligible for the Early Childhood Education Bilingual Education (BE) and English as a Second Language (ESL) endorsements, students must be enrolled in DePaul's Early Childhood Education bachelor's degree program and working towards their Professional Educator License (PEL) that includes an early childhood endorsement.

Course Requirements

32 Quarter Hours, Grade of C or Better Required in All Courses

Course	Title	Quarter Hours
BBE 310	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
BBE 316	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	4
BBE 325	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 370	LANGUAGE, LITERACIES AND CULTURES	4
ECE 314	METHODS AND MATERIALS FOR DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4
ECE 377	ASSESSMENT OF DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4

Licensure Test

Individuals seeking a bilingual endorsement must complete the Illinois State Board of Education (ISBE) Target Language Proficiency (TLP) test in the non-English language.

Endorsement Application

All individuals must notify their advisor upon completion of the required coursework and licensure tests for DePaul to submit entitlement notification to the Illinois State Board of Education (ISBE). Application for the endorsement may require an additional application fee if the individual already holds a Professional Educator License (PEL). All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Early Childhood Bilingual Endorsement - Undergraduate Program

To be eligible for the Early Childhood Education Bilingual Education (BE) endorsement, students must be enrolled in DePaul's Early Childhood Education bachelor's degree program and working towards their Professional Educator License (PEL) that includes an early childhood endorsement.

Course Requirements

28 Quarter Hours, Grade of C or Better Required in All Courses

Course	Title	Quarter Hours
BBE 316	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	4
BBE 325	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 370	LANGUAGE, LITERACIES AND CULTURES	4
ECE 314	METHODS AND MATERIALS FOR DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4
BBE 310	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
ECE 377	ASSESSMENT OF DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4

Licensure Test

Individuals seeking a bilingual endorsement must complete the Illinois State Board of Education (ISBE) Target Language Proficiency (TLP) test in the non-English language.

Endorsement Application

All individuals must notify their advisor upon completion of the required coursework and licensure tests for DePaul to submit entitlement notification to the Illinois State Board of Education (ISBE). Application for the endorsement may require an additional application fee if the individual already holds a Professional Educator License (PEL). All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Early Childhood English as a Second Language Endorsement - Undergraduate Program

To be eligible for the Early Childhood Education English as a Second Language (ESL) endorsement, students must be enrolled in DePaul's Early Childhood Education bachelor's degree program and working towards their Professional Educator License (PEL) that includes an early childhood endorsement.

Course Requirements

28 Quarter Hours, Grade of C or Better Required in All Courses

Course	Title	Quarter Hours
BBE 310	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
BBE 325	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 326	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
BBE 360	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 370	LANGUAGE, LITERACIES AND CULTURES	4
ECE 314	METHODS AND MATERIALS FOR DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4
ECE 377	ASSESSMENT OF DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4

Endorsement Application

All individuals must notify their advisor upon completion of the required coursework and licensure tests for DePaul to submit entitlement notification to the Illinois State Board of Education (ISBE). Application for the endorsement may require an additional application fee if the individual already holds a Professional Educator License (PEL). All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Special Education (Learning and Behavior Specialist 1) Endorsement - Undergraduate Program

To be eligible for the Learning and Behavior Specialist 1 (LBS1) endorsement at the undergraduate level, the candidate must be currently enrolled in a College of Education degree-seeking program resulting in initial licensure.

Course Requirements

Endorsement Requirements: 18 Hours Required, Grade of C or Better Required

Complete these courses:

Course	Title	Quarter Hours
SER 302	INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION	4
SER 321	FORMAL ASSESSMENT IN SPECIAL EDUCATION	4
Area 1		
SER 301	INTRO TO SPECIAL EDUCATION II - FOUNDATIONS AND CHARACTERISTICS	4
or SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	
Area 2		

SER 322	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES I: ACADEMICS, LIFE SKILLS, & TRANSITION	4
or SER 323	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES II: COMMUNICATION & SOCIAL SKILLS	

Area 3		
SER 324	PRACTICUM: INCLUSION SETTING	2
or SER 327	PRACTICUM: SELF-CONTAINED SETTING	

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. LBS1 Endorsement students must complete the following tests:

- Learning Behavior Specialist I (test #290) – assesses knowledge of the following areas: understanding students with disabilities, assessing students and developing individualized programs, supporting development and learning, working in a collaborative learning community, and foundations and professional practice.

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and licensure tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Graduate Endorsements

DePaul University's College of Education offers many programs at the graduate level which fulfill the requirements for specific endorsements that the individual may add to his or her Professional Educator Licensure (PEL).

Some programs may require students to already hold an Illinois Professional Educator License (PEL) in order to be admitted to the endorsement program, while other programs may allow students who are enrolled in one of DePaul's approved teacher preparation bachelor's degree program and working towards their Professional Educator License (PEL) to complete the required endorsement coursework simultaneously.

Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Bilingual Education (BE) and ESL Combined Endorsements - Graduate Admission Requirements

To be eligible for the Bilingual Bicultural Education endorsement program, students must hold a bachelor's degree from an accredited college or university and hold a valid teaching license.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- Online application fee

- One official transcript from all colleges and/or universities attended
- A copy of valid professional educator license
- A résumé or curriculum vitae
- Two letters of recommendation from professors or employers
- Statement of purpose indicating professional development goals and related experience (750 words)

Course Requirements

32 Quarter Hours, Grade of C or Better Required in All Courses

Illinois target language proficiency (TLP) test required in addition to the coursework and field experience hours below:

Course	Title	Quarter Hours
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	4
BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
BBE 425	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 524	METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
BBE 97	100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED (PA grade required)	0

Licensure Test

Individuals seeking a bilingual endorsement must complete the Target Language Proficiency (TLP) test in the non-English language.

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and licensure tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Bilingual Education (BE) Endorsement - Graduate

Admission Requirements

To be eligible for the Bilingual Bicultural Education endorsement program, students must hold a bachelor’s degree from an accredited college or university and hold a valid teaching license.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- Application fee (\$40.00)
- One official transcript from all colleges and/or universities attended
- A copy of valid professional educator license
- A résumé or curriculum vitae
- Two letters of recommendation from professors or employers
- Statement of purpose indicating professional development goals and related experience (750 words)

Course Requirements

28 Quarter Hours, Grade of C or Better Required in All Courses

Illinois target language proficiency (TLP) test required in addition to the coursework and field experience hours below:

Course	Title	Quarter Hours
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	4
BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
BBE 425	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 524	METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE	4
BBE 97	100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED (PA grade required)	0

Licensure Test

Individuals seeking a bilingual endorsement must complete the Target Language Proficiency (TLP) test in the non-English language.

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and licensure tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Computer Science Endorsement- Graduate

Admission Requirements

To be eligible for the Computer Science endorsement program, students must hold a bachelor’s degree from an accredited college or university and hold a valid teaching license.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- Online application fee
- 2 years of full-time teaching on a valid standard teaching Licensure at the time of application
- One official transcript from all colleges and/or universities attended
- A resume or curriculum vitae
- Two letters of recommendation from professors or employers
- Statement of purpose indicating professional development goals and related experience (750 words)

Course Requirements

Computer Science Courses: 32 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
CSC 400	DISCRETE STRUCTURES FOR COMPUTER SCIENCE	4
CSC 401	INTRODUCTION TO PROGRAMMING	4
CSC 402	DATA STRUCTURES I	4
CSC 403	DATA STRUCTURES II	4
CSC 406	SYSTEMS I	4
CSC 407	SYSTEMS II	4
CSC 421	APPLIED ALGORITHMS AND STRUCTURES	4
IS 511	SOCIAL ISSUES OF COMPUTING	4

Teaching Methods Courses: 4 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
T&L 498	TEACHING COMPUTER SCIENCE	4

Early Childhood Bilingual and ESL Combined Endorsements - Graduate Admission Requirements

To be eligible for the combined Early Childhood Bilingual and ESL endorsement program, students must hold a bachelor's degree from an accredited college or university as well as a valid Professional Educator License (PEL) that includes an early childhood endorsement.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- Online application fee
- One official transcript from all colleges and/or universities attended
- A copy of a valid professional educator license
- A résumé or curriculum vitae
- Two letters of recommendation from professors or employers
- Statement of purpose indicating professional development goals and related experience (750 words)

Course Requirements

36 Quarter Hours, Grade of B or Better Required in All Courses

Course	Title	Quarter Hours
BBE 408	BILINGUAL EARLY CHILDHOOD DEVELOPMENT THEORETICAL FOUNDATIONS	4
BBE 409	ENGLISH AS A SECOND LANGUAGE INSTRUCTIONAL FOUNDATIONS IN EARLY CHILDHOOD SETTINGS	4
T&L 443	ASSESSMENT OF DUAL LANGUAGE AND MULTILINGUAL LEARNERS (DLL/ML)	4
T&L 440	EARLY CHILDHOOD EDUCATION CROSS-CULTURAL STUDIES	4
T&L 441	METHODS AND MATERIALS FOR DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4
BBE 425	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
T&L 442	EARLY LITERACY DEVELOPMENT AND SECOND LANGUAGE ACQUISITION	4
T&L 444	INTERNSHIP IN EARLY CHILDHOOD ESL/ BILINGUAL EDUCATION SETTINGS	4

Licensure Test

Individuals seeking a bilingual endorsement must complete the Illinois State Board of Education (ISBE) Target Language Proficiency (TLP) test in the non-English language.

Endorsement Application

All individuals must notify their advisor upon completion of the required coursework and licensure tests for DePaul to submit entitlement notification to the Illinois State Board of Education (ISBE). Application for the endorsement may require an additional application fee if the individual already holds a Professional Educator License (PEL). All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Early Childhood Bilingual Endorsement - Graduate

Admission Requirements

To be eligible for the Early Childhood Bilingual endorsement program, students must hold a bachelor's degree from an accredited college or university as well as a valid Professional Educator License (PEL) that includes an early childhood endorsement.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- Online application fee
- One official transcript from all colleges and/or universities attended

- A copy of a valid professional educator license
- A résumé or curriculum vitae
- Two letters of recommendation from professors or employers
- Statement of purpose indicating professional development goals and related experience (750 words)

Course Requirements

32 Quarter Hours, Grade of B or Better Required in All Courses

Course	Title	Quarter Hours
BBE 408	BILINGUAL EARLY CHILDHOOD DEVELOPMENT THEORETICAL FOUNDATIONS	4
T&L 443	ASSESSMENT OF DUAL LANGUAGE AND MULTILINGUAL LEARNERS (DLL/ML)	4
T&L 440	EARLY CHILDHOOD EDUCATION CROSS-CULTURAL STUDIES	4
T&L 441	METHODS AND MATERIALS FOR DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4
BBE 425	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
T&L 442	EARLY LITERACY DEVELOPMENT AND SECOND LANGUAGE ACQUISITION	4
T&L 444	INTERNSHIP IN EARLY CHILDHOOD ESL/ BILINGUAL EDUCATION SETTINGS	4

Licensure Test

Individuals seeking a bilingual endorsement must complete the Illinois State Board of Education (ISBE) Target Language Proficiency (TLP) test in the non-English language.

Endorsement Application

All individuals must notify their advisor upon completion of the required coursework and licensure tests for DePaul to submit entitlement notification to the Illinois State Board of Education (ISBE). Application for the endorsement may require an additional application fee if the individual already holds a Professional Educator License (PEL). All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Early Childhood English as a Second Language Endorsement - Graduate

Admission Requirements

To be eligible for the Early Childhood English as a Second Language endorsement program, students must hold a bachelor's degree from an accredited college or university as well as a valid Professional Educator License (PEL) that includes an early childhood endorsement.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- Online application fee
- One official transcript from all colleges and/or universities attended
- A copy of a valid professional educator license
- A résumé or curriculum vitae
- Two letters of recommendation from professors or employers
- Statement of purpose indicating professional development goals and related experience (750 words)

Course Requirements

32 Quarter Hours, Grade of B or Better Required in All Courses

Course	Title	Quarter Hours
BBE 409	ENGLISH AS A SECOND LANGUAGE INSTRUCTIONAL FOUNDATIONS IN EARLY CHILDHOOD SETTINGS	4
T&L 443	ASSESSMENT OF DUAL LANGUAGE AND MULTILINGUAL LEARNERS (DLL/ML)	4
T&L 440	EARLY CHILDHOOD EDUCATION CROSS-CULTURAL STUDIES	4
T&L 441	METHODS AND MATERIALS FOR DUAL LANGUAGE AND MULTILINGUAL LEARNERS	4
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
T&L 442	EARLY LITERACY DEVELOPMENT AND SECOND LANGUAGE ACQUISITION	4
BBE 425	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
T&L 444	INTERNSHIP IN EARLY CHILDHOOD ESL/ BILINGUAL EDUCATION SETTINGS	4

Endorsement Application

All individuals must notify their advisor upon completion of the required coursework and licensure tests for DePaul to submit entitlement notification to the Illinois State Board of Education (ISBE). Application for the endorsement may require an additional application fee if the individual already holds a Professional Educator License (PEL). All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

English as a Second Language (ESL) Endorsement - Graduate

Admission Requirements

To be eligible for the English as a Second Language (ESL) endorsement program, students must hold a bachelor's degree from an accredited college or university and hold a valid teaching license.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- Online application fee
- One official transcript from all colleges and/or universities attended

- A copy of valid professional educator license
- A resume or curriculum vitae
- Two letters of recommendation from professors or employers
- Statement of purpose indicating professional development goals and related experience (750 words)

Course Requirements

28 Quarter Hours, Grade of C or Better Required

Must complete the coursework and field experience hours below:

Course	Title	Quarter Hours
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
BBE 425	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 524	METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
BBE 97	100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED (non-credit)	0

- Copy of a valid Illinois teacher license
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of reference, one of which must be from persons familiar with your academic work
- One official transcript from each college or university attended
- Personal statement (see below)¹
- Resume or curriculum vitae showing evidence of adequate background for the program.
- The admission process also may include an interview with program faculty.

¹ Personal Statement

Write a personal statement that discusses your future goals and your thoughts about your career as a special educator. As part of your statement please consider the following: the possible tasks/roles of a special education teacher are multiple and include inclusion specialist, team teacher with general educators, specialized instruction for exceptional students, advocate for exceptional students, response to intervention (RTI) coordinator, case manager or provider of staff development. From your perspective, rank order the tasks/roles and discuss your rationale for the top ranked roles.

Course Requirements

LBS1 Endorsement-Only Requirements 16 hours required, grade of B+ or better required

Course	Title	Quarter Hours
SER 402	INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION	4
SER 409	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES	4
SER 421	FORMAL ASSESSMENT IN SPECIAL EDUCATION	4
SER 440	SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION	4

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Learning Behavior Specialist 1 (LBS1) Endorsement Only - Graduate

The endorsement is limited to the range of the program the candidate has completed to receive his/her Illinois Professional Educator License (PEL). For example, if a candidate has completed an elementary 1-6 program to receive the PEL, then the LBS1 endorsement will be applicable only to the 1-6 range. For requirements of the full endorsement range (preschool-age 21), please go here (<https://catalog.depaul.edu/colleges-schools/education/endorsements/graduate-endorsements/special-education-teachers-lbs1/>).

Admission Requirements

To be eligible for the Learning Behavior Specialist 1 (LBS1) endorsement only program, students must hold a bachelor's degree from an accredited college or university and a valid Illinois Professional Educator License (PEL).

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed graduate application
- Online application fee

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. LBS1 Endorsement students must complete the following tests:

- Learning Behavior Specialist I (test #290) – assesses knowledge of the following areas: understanding students with disabilities, assessing students and developing individualized programs, supporting development and learning, working in a collaborative learning community, and foundations and professional practice.

Candidates who are conditionally admitted with an out-of-state (OOS) teaching license are required to transfer their license into Illinois, and therefore may also be required to take additional licensure tests. Students should work with ISBE to fulfill outstanding test requirements. These additional licensure tests may include the following:

- EdTPA – an electronic portfolio that includes video clips of instruction, lesson plans, student work samples, analysis of student

learning and reflective commentaries. Usually completed during pre-service student teaching experience.

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and licensure tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Registration, testing schedules, and fees for ISBE licensure tests are available on the ISBE website.

Note that the LBS1 Licensure endorsement program listed above does **not** lead to a degree.

Principal Endorsement Admission Requirements

To be eligible for the Principal Preparation licensure program, students must hold a master's degree from an accredited college or university. They must have a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level. Students must also possess at least two years of fulltime successful teaching experience, hold a valid Illinois teaching license, and possess proof of passing two Principal content-area tests. At the time of program completion, students must have at least 4 years of full-time, successful teaching experience to apply for licensure.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed graduate application
- Online application fee
- A copy of valid Illinois teaching license
- Proof of passing two Principal content-area tests
- One official transcript from all colleges and/or universities attended
- Letters from district office recommending entrance into the principal preparation program
- Four letters of recommendation (two from a supervisor and two from colleagues)
- Resume showing evidence of adequate background for the program
- Statement of purpose indicating why you want to be a principal

Upon initial review, the process will include a required interview.

Candidates will be expected to complete an on-site writing sample during the interview and submit a teaching portfolio.

Course Requirements

Licensure Only (Public School Strand)

The principal licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

This is a 44 quarter hour program, which leads to the State of Illinois' principal licensure.

Educational Leadership Courses: 36 Quarter Hours Required, Grade of C or Better Required in All Courses

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 492	THE PRINCIPALSHIP	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 494	SCHOOL FINANCE	4
A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Curriculum Studies Courses: 8 Quarter Hours Required, Grade of C or Better Required in All Courses

Course	Title	Quarter Hours
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4

Specific requirements for entrance into the principal licensure program may be obtained from the office of graduate admissions or the LLC department office.

Individuals seeking the principal licensure must:

1. Complete an approved principal licensure program at an Illinois institution
2. Complete all state-mandated training and examinations
3. Have successfully completed the internship experiences
4. Hold a master's degree

Upon successful completion of all principal licensure program requirements and any additional requirements, students must apply for their license. Students are to work with the College of Education's Licensure Officer when applying for the license. This graduate certificate program is approved as a Gainful Employment Program through the U.S. Department of Education and is, therefore, eligible for Federal Student Aid.

Note: Courses in this program leading to the principal licensure are designed for practicing educators and are not open to students and any other program without the specific permission of the educational leadership program director.

Principal Endorsement Online

Admission Requirements

To be eligible for the Principal Preparation licensure program, students must hold a master's degree from an accredited college or university. They must have a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level. Students must also possess at least two years of fulltime successful teaching experience, hold a valid Illinois teaching license, and possess proof of passing two Principal content-area tests. At the time of program completion, students must have at

least 4 years of full-time, successful teaching experience to apply for licensure.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed graduate application
- Online application fee
- A copy of valid Illinois teaching license
- Proof of passing two Principal content-area tests
- One official transcript from all colleges and/or universities attended
- Letters from district office recommending entrance into the principal preparation program
- Four letters of recommendation (two from a supervisor and two from colleagues)
- Resume showing evidence of adequate background for the program
- Statement of purpose indicating why you want to be a principal

Upon initial review, the process will include a required interview. Candidates will be expected to complete an on-site writing sample during the interview and submit a teaching portfolio.

Course Requirements

Licensure Only (Public School Strand)

The principal licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

This is a 44 quarter hour program, which leads to the State of Illinois' principal licensure.

Educational Leadership Courses: 36 Quarter Hours Required, Grade of C or Better Required in All Courses

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 492	THE PRINCIPALSHIP	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 494	SCHOOL FINANCE	4
A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Curriculum Studies Courses: 8 Quarter Hours Required, Grade of C or Better Required in All Courses

Course	Title	Quarter Hours
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4

Specific requirements for entrance into the principal licensure program may be obtained from the office of graduate admissions or the LLC department office.

Individuals seeking the principal licensure must:

1. Complete an approved principal licensure program at an Illinois institution
2. Complete all state-mandated training and examinations
3. Have successfully completed the internship experiences
4. Hold a master's degree

Upon successful completion of all principal licensure program requirements and any additional requirements, students must apply for their license. Students are to work with the College of Education's Licensure Officer when applying for the license. This graduate certificate program is approved as a Gainful Employment Program through the U.S. Department of Education and is, therefore, eligible for Federal Student Aid.

Note: Courses in this program leading to the principal licensure are designed for practicing educators and are not open to students and any other program without the specific permission of the educational leadership program director.

Principal: Catholic Leadership Endorsement

Admission Requirements

To be eligible for the Principal Preparation licensure program with Catholic Leadership Concentration, students must hold a master's degree from an accredited college or university. They must have a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level. Students must also possess at least two years of fulltime successful teaching experience, hold a valid Illinois teaching license. At the time of program completion, students must have at least 4 years of full-time, successful teaching experience to apply for licensure.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed graduate application
- Online application fee
- A copy of valid Illinois teaching license
- One official transcript from all colleges and/or universities attended
- Letters from district office recommending entrance into the principal preparation program
- Four letters of recommendation (two from a supervisor and two from colleagues)
- Resume showing evidence of adequate background for the program
- Statement of purpose indicating why you want to be a principal

Course Requirements

Licensure Only (Catholic School Strand)

The principal licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

This is a 48 quarter hour program that prepares candidates for state licensure and specifically prepares candidates for the Principalship or Assistant Principalship in Catholic schools.

Educational Leadership Courses: 40 Quarter Hours Required, Grade of C or Better Required in All Courses

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 494	SCHOOL FINANCE	4
A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 570	HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP	4
A&S 571	SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS	4
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Curriculum Studies Courses: 8 Quarter Hours Required, Grade of C or Better Required in All Courses

Course	Title	Quarter Hours
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4

Specific requirements for entrance into the principal licensure program may be obtained from the office of graduate admissions or the LLC department office.

Individuals seeking the principal licensure must:

1. Complete an approved principal licensure program at an Illinois institution
2. Complete all state-mandated training and examination
3. Have successfully completed the internship experiences
4. Hold a master's degree

Upon successful completion of all principal licensure program requirements and any additional requirements, students must apply for their license. Students are to work with the College of Education's Licensure Officer when applying for the license. This graduate certificate program is approved as a Gainful Employment Program through the U.S. Department of Education and is, therefore, eligible for Federal Student Aid.

Note: Courses in this program leading to the principal licensure are designed for practicing educators and are not open to students and any other program without the specific permission of the educational leadership program director.

Principal: Catholic Leadership Endorsement Online

Admission Requirements

To be eligible for the Principal Preparation licensure program with Catholic Leadership Concentration, students must hold a master's degree from an accredited college or university. They must have a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level. Students must also possess at least two years of fulltime successful teaching experience, hold a valid Illinois teaching license. At the time of program completion, students must have at least 4 years of full-time, successful teaching experience to apply for licensure.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed graduate application
- Online application fee
- A copy of valid Illinois teaching license
- One official transcript from all colleges and/or universities attended
- Letters from district office recommending entrance into the principal preparation program
- Four letters of recommendation (two from a supervisor and two from colleagues)
- Resume showing evidence of adequate background for the program
- Statement of purpose indicating why you want to be a principal

Course Requirements

Licensure Only (Catholic School Strand)

The principal licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

This is a 48 quarter hour program that prepares candidates for state licensure and specifically prepares candidates for the Principalship or Assistant Principalship in Catholic schools.

Educational Leadership Courses: 40 Quarter Hours Required, Grade of C or Better Required in All Courses

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 494	SCHOOL FINANCE	4
A&S 495	SCHOOL LAW	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 570	HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP	4
A&S 571	SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS	4
A&S 604	PRINCIPAL LICENSURE INTERNSHIP	4
A&S 608	CAPSTONE IN EDUCATIONAL LEADERSHIP	4

Curriculum Studies Courses: 8 Quarter Hours Required, Grade of C or Better Required in All Courses

Course	Title	Quarter Hours
CS 492	CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES	4
CS 493	CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS	4

Specific requirements for entrance into the principal licensure program may be obtained from the office of graduate admissions or the LLC department office.

Individuals seeking the principal licensure must:

1. Complete an approved principal licensure program at an Illinois institution
2. Complete all state-mandated training and examination
3. Have successfully completed the internship experiences
4. Hold a master's degree

Upon successful completion of all principal licensure program requirements and any additional requirements, students must apply for their license. Students are to work with the College of Education's Licensure Officer when applying for the license. This graduate certificate program is approved as a Gainful Employment Program through the U.S. Department of Education and is, therefore, eligible for Federal Student Aid.

Note: Courses in this program leading to the principal licensure are designed for practicing educators and are not open to students and any other program without the specific permission of the educational leadership program director.

Professional Educator License (PEL) School Support Personnel Endorsement – Speech Language Pathologists (Nonteaching) – Graduate

Course Requirements

Completion of a Master of Science Degree in Speech Language Pathology including the following coursework addressing methods of teaching exceptional children, reading methods, content area reading, and methods of teaching English learners. Individuals may only qualify for a PEL in School Support Personnel for Speech Language Pathology after first completing the master's degree requirements. Information below is supplemental to that program.

Course	Title	Quarter Hours
SLP 402	CULTURAL AND LINGUISTIC DIVERSITY IN SPEECH AND LANGUAGE DEVELOPMENT AND DISORDERS	4
SLP 424	LANGUAGE, LITERACY & LEARNING	4

SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD ((or an alternative course on the Exceptional Child))	4
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Licensure Tests

Individuals seeking the PEL School Support Personnel Endorsement must successfully complete two licensure tests:

- The Illinois State Board of Education (ISBE) Speech-Language Pathologists: Nonteaching (232) Test (https://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL232_TestPage.html).
- The Praxis II™: (https://www.asha.org/certification/praxis/praxis_registration/) Subject Assessment in Speech-Language Pathology (5331)

School-Based Internship

150 hours of supervised, school-based professional experience that consists of activities related to aspects of practice addressed in the content-area standard with respect to:

- planning and intervention,
- the learning environment,
- service delivery,
- professional conduct and ethics,
- and facilitation and advocacy.
- Completion of an accredited Masters/Doctoral program and 9 months of full time, supervised professional experience;

State of IL Licensure

Individuals must also apply for/obtain the state professional license from the Illinois Department of Financial and Professional Regulation (<https://idfpr.illinois.gov/profs/speechlangaudio.html>) (IDFPR). You may begin the PEL application process while awaiting verification of the IDFPR and ASHA CCCs.

Endorsement Application

All individuals must notify their advisor upon completion of the required coursework and licensure tests for DePaul to submit entitlement notification to the Illinois State Board of Education (ISBE). Application for the endorsement may require an additional application fee if the individual already holds a Professional Educator License (PEL). All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Reading Specialist (K-12) Endorsement

Admission Requirements

To be eligible for the Reading Specialist endorsement only program, students must hold a bachelor's degree from an accredited college or university and a valid Illinois Professional Educator License (PEL). Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed graduate application
- Online application fee
- Copy of a valid Illinois teacher license
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of reference, one of which must be from persons familiar with your academic work
- One official transcript from each college or university attended
- Resume or curriculum vitae showing evidence of adequate background for the program
- The admission process also may include an interview with program faculty

Note: The Reading Specialist Endorsement requires a previously completed Master's degree.

Course Requirements

Reading Specialist Core Courses: 20 Quarter Hours Required, Grade of C or Better Required

Course	Title	Quarter Hours
SER 430	INTRODUCTION TO READING ASSESSMENT	4
SER 405	TEACHING LITERACY TO EXCEPTIONAL LEARNERS	4
SER 432	DEVELOPING LITERACY: ASSESSMENT AND INSTRUCTION	4
SER 433	ASSESSMENT AND DIAGNOSTIC TEACHING OF READING	4
SER 438	LITERATURE-BASED AND CONTENT AREA LITERACY INSTRUCTION	4

Leadership Courses: 8 Quarter Hours Required, Grade of C or Better Required

Course	Title	Quarter Hours
SER 435	LITERACY PROGRAMS: CURRICULUM AND COLLABORATION	4
SER 437	LEADERSHIP AND PROFESSIONAL DEVELOPMENT IN LITERACY	4

Clinical Experience

The practicum courses provide an opportunity to apply knowledge from course work to teaching struggling learners and those with disabilities. In these courses, students provide diagnostic and remedial services to children and adolescents from the Chicago area under the supervision of program faculty. These courses are offered in an on-campus facility.

Practicum Courses: 12 Quarter Hours Required, Grade of C or Better

Course	Title	Quarter Hours
SER 542	PRACTICUM IN LITERACY ASSESSMENT	4
SER 543	PRACTICUM IN LITERACY INSTRUCTION AND ASSESSMENT	4

SER 544	PRACTICUM IN LITERACY INSTRUCTION, ASSESSMENT, AND COLLABORATION	4
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Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Reading Specialist students must complete the following tests:

- Reading Specialist Content Area Test (test #221) – assesses knowledge of language, reading, and literacy.

Reading Teacher Endorsement - Graduate

The Illinois State Board of Education (ISBE) requirements for the Reading Teacher Endorsement include:

1. Hold a valid 0-3, K-9, or 6-12 teaching license
2. Complete 24 semester hours or 36 quarter hours, including a practicum, of reading and literacy courses in the following areas:
 - a. Foundations of reading,
 - b. Content area reading,
 - c. Assessment and diagnosis of reading problems,
 - d. Developmental and remedial reading instruction and support,
 - e. Developmental and remedial materials and resources, and
 - f. Literature appropriate to students across all grade ranges
3. Pass the Reading Teacher content test (#222)

Students can pursue the Reading Teacher Endorsement by either:

1. Completing courses that are a subset of the Reading Specialist program (see below), or
2. Applying for a Reading Teacher endorsement evaluation through ISBE. Once a statement of area deficiencies is received, the student will meet with an advisor to determine the required outstanding coursework.

Admission Requirements

To be eligible for the Reading Teacher endorsement only program, students must hold a bachelor's degree from an accredited college or university and a valid Illinois teaching license. Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed graduate application
- Online application fee
- Copy of a valid Illinois professional teaching license
- A bachelor's degree conferred by an accredited, recognized institution
- Two letters of reference, one of which must be from persons familiar with your academic work
- One official transcript from each college or university attended
- Resume or curriculum vitae showing evidence of adequate background for the program.

The admission process also may include an interview with program faculty.

Course Requirements

Reading Teacher Endorsement Coursework: 36 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 430	INTRODUCTION TO READING ASSESSMENT	4
SER 431	FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I	4
SER 432	DEVELOPING LITERACY: ASSESSMENT AND INSTRUCTION	4
SER 433	ASSESSMENT AND DIAGNOSTIC TEACHING OF READING	4
SER 435	LITERACY PROGRAMS: CURRICULUM AND COLLABORATION	4
SER 438	LITERATURE-BASED AND CONTENT AREA LITERACY INSTRUCTION	4

Practicum Courses

Course	Title	Quarter Hours
SER 542	PRACTICUM IN LITERACY ASSESSMENT	4
SER 543	PRACTICUM IN LITERACY INSTRUCTION AND ASSESSMENT	4
SER 544	PRACTICUM IN LITERACY INSTRUCTION, ASSESSMENT, AND COLLABORATION	4

The practicum courses provide an opportunity to apply knowledge from course work to teaching struggling learners and those with disabilities. In these courses, students provide diagnostic and remedial services to children and adolescents from the Chicago area under the supervision of program faculty. These courses are offered in an on-campus facility.

Special Education for Teachers Endorsement (LBS1 PreK-21)

Admission Requirements

To be eligible for the Special Education for Teachers (Learning Behavior Specialist 1) licensure program, students must hold a bachelor's degree from an accredited college or university and a valid Illinois Professional Educator License (PEL).

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed College of Education graduate application
- Online application fee
- Copy of a valid Illinois teaching license
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of reference, one of which must be from persons familiar with your academic work
- One official transcript from each college or university attended

- Personal statement (see below)¹
- Resume or curriculum vitae showing evidence of adequate background for the program.
- The admission process also may include an interview with program faculty.

¹ Personal Statement

Write a personal statement that discusses your future goals and your thoughts about your career as a special educator. As part of your statement please consider the following: the possible tasks/roles of a special education teacher are multiple and include inclusion specialist, team teacher with general educators, specialized instruction for exceptional students, advocate for exceptional students, response to intervention (RTI) coordinator, case manager or provider of staff development. From your perspective, rank order the tasks/roles and discuss your rationale for the top ranked roles.

Course Requirements

LBS1 PreK-21 Endorsement Requirements (40 Hours)

Special Education Core Courses: 32 Hours Required, Grade of B+ or Better Required

Course	Title	Quarter Hours
SER 402	INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION	4
SER 403	CLASSROOM AND BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION	4
SER 405	TEACHING LITERACY TO EXCEPTIONAL LEARNERS	4
SER 409	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES	4
SER 410	TEACHING MATHEMATICS TO EXCEPTIONAL LEARNERS	4
SER 421	FORMAL ASSESSMENT IN SPECIAL EDUCATION	4
SER 440	SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION	4
SER 457	SEMINAR AND RESEARCH IN SPECIAL EDUCATION	4

Clinical Experience

The program requires two summer practicum experiences. Each practicum involves six full weeks of intensive supervised field experience in a cooperating school that operates an extended school year program. Candidates must apply for each practicum, and upon approval they are placed in appropriate summer practicum sites by the program. Practicum sites may also screen candidates prior to accepting them for placement. Candidates who will be admitted to the practicum will assume full teaching responsibility and will have weekly opportunities for feedback and discussion of issues and problems encountered. A grade of B+ or better is required for eligibility to participate in each summer practicum.

Practicum Courses: 8 Hours Required, Grade of B+ or Better Required

Course	Title	Quarter Hours
SER 552	PRACTICUM EXPERIENCE WITH HIGH INCIDENCE DISABILITIES	4

SER 553 PRACTICUM EXPERIENCE WITH LOW
INCIDENCE DISABILITIES

4 recommended for the endorsement by entitlement. The following is a summary of the policies on focused programs at DePaul University.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

LBS1 PreK-21 Endorsement students must complete the following test:

- Learning Behavior Specialist I (test #290) – assesses knowledge of the following areas: understanding students with disabilities, assessing students and developing individualized programs, supporting development and learning, working in a collaborative learning community, and foundations and professional practice.

Candidates who are conditionally admitted with an out-of-state (OOS) teaching license are required to transfer their license into Illinois, and therefore may also be required to take additional licensure tests. Students should work directly with ISBE to fulfill outstanding test requirements. These additional licensure tests may include the following:

- EdTPA – an electronic portfolio that includes video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Usually completed during pre-service student teaching experience.

Registration, testing schedules, and fees for ISBE licensure tests are available on the ISBE website.

Note that the LBS1 Licensure program listed above does **not** lead to a degree. Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice.

Subsequent Teaching Endorsement

The State Board of Education authorizes higher education institutions with approved teacher preparation programs to offer subsequent teaching endorsement programs. Under the rules for licensure and assignment of educational staff, subsequent teaching endorsements are earned through passage of all relevant tests and completion of either a full or "focused" licensure program offered by an institution of higher education. Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice.

DePaul offers subsequent teaching endorsement programs in the following areas of teacher education:

- Early Childhood Education (online)
- Elementary Education
- Middle Grades Education
- Secondary Education (English, Math, Science, History, Social Science, Visual Arts)
- World Languages Education (K-12)
- Special Education (LBS1)

Each institution is expected to provide candidates with information about how to apply for such an endorsement program and how, in the case of focused programs, the institution will determine what prior coursework and experience can be counted toward the requirements for the subsequent teaching endorsement. Candidates who complete a full or focused subsequent teaching endorsement program will be

General Policies

- These are endorsement-only programs and do not lead to a degree. However, degree options are available, and candidates could subsequently apply to the appropriate degree program.
- All courses must be taken at DePaul; no transfer credit is allowed.
- General education courses and additional tests may be required as dictated by licensure requirements.
- Accepted candidates are admitted to the T&L or SER subsequent teaching endorsement program and upon admission have advanced standing (no additional requirements for admission to the Unit).
- Accepted candidates will initially meet with a program faculty member, and subsequently with a College of Education advisor, who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the teaching endorsement desired and that meets the minimum requirements (as outlined below).
- These focused programs are subject to change during the course of the program. If assessments of the candidate's performance suggest that the program plan should have additional requirements, the program will be modified accordingly.
- Accepted candidates will be required to complete student teaching at the grade level and/or content area in which the teaching endorsement is sought OR complete an intensive internship that will include extended contact hours with students at the grade level in which the license is sought and will include a demonstration of teaching proficiency at this grade level. The candidate's faculty advisor will determine the nature of the internship.

Admission Requirements

If you hold a valid teaching license in the state of Illinois, you may enroll in a program designed to help you obtain a subsequent license in the following areas: early childhood education, elementary education, secondary education, world languages education, and special education.

In order to be considered for admission for a Subsequent Teaching Endorsement, you must hold bachelor's degree from an accredited college or university and hold a valid teaching license. To apply, please submit a completed application as specified by the admission requirements for the teaching and learning program or the special education for licensed teachers program. In addition to the standard application materials, you must also submit a valid Illinois teaching license and a letter from your school principal providing evidence of prior teaching experience and teaching performance. (If you are currently not employed as a teacher, then other evidence of prior teaching experience must be provided.)

In addition to the standard requirements for admission to graduate programs, candidates must submit:

- Valid Illinois teaching license
- A letter from candidate's School Principal giving evidence of prior teaching experience and teaching performance (If the candidate is currently not employed as a teacher, then other evidence of prior teaching experience must be provided).

Subsequent Teaching Endorsement Requirements for the Following Programs are Provided Below

- Early Childhood Education (online)
- Elementary Education
- Secondary Education (English, Math, Science, History, Social Science, Visual Arts)
- World Languages Education (K-12)
- Special Education (LBS1)

Besides meeting the following requirements, each program completer is expected to demonstrate the appropriate professional dispositions. A list of those dispositions are provided below.

Subsequent Teaching Endorsement Requirements for Early Childhood Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired and that meets the following minimum requirements:

Course Requirements

Based on evaluation results; students will complete a minimum of 6 courses. The following list is an example of possible courses:

Course	Title	Quarter Hours
Select one of the following Social and Cultural Foundations courses:		4
SCG 408	EDUCATION AND SOCIETY	4
SCG 409	SOCIOLOGY OF EDUCATION	4
SCG 411	PHILOSOPHY OF EDUCATION	4
T&L 431	EARLY LANGUAGE AND LITERACY DEVELOPMENT	4
Select one of the following options:		6
T&L 411 & T&L 481	ASSESSMENT IN EARLY CHILDHOOD INCLUSIVE SETTINGS and INTERNSHIP IN PRESCHOOL SETTING (35 CLOCK HOURS OF SUPERVISED EXPERIENCE)	
Or a 4 qh Practicum and one internship experience course (6 qh total)		
Select one of the following options:		6
T&L 432 & T&L 482	EARLY CHILDHOOD CURRICULUM STRATEGIES AND PHILOSOPHY (BIRTH-8) and INTERNSHIP IN PRIMARY SETTING (35 CLOCK HOURS OF SUPERVISED EXPERIENCE)	
Or a 4 qh Practicum and one internship experience course (6 qh total)		
Select one of the following:		4
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	4

T&L 410	CHILDREN'S LITERATURE AND FAMILY LITERACY	4
T&L 420	MATH AND SCIENCE IN EARLY CHILDHOOD	4
T&L 421	CHILD AND FAMILY IN THE URBAN COMMUNITY	4
T&L 423	FUNCTIONAL BEHAVIOR ASSESSMENT: INTERVENTION AND SUPPORT IN EARLY CHILDHOOD	4
T&L 427	YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS	4

Student Teaching or Internship Requirements (to Be Determined by Faculty Advisor)

- 12 weeks of student teaching in early childhood education (T&L 595) or 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in Education)

Licensure Requirements

- Early Childhood Content Area Test

Subsequent Teaching Endorsement Requirements for Elementary Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired and that meets the following minimum requirements:

Course Requirements

Based on evaluation results; students will complete a minimum of 6 courses. The following list is an example of possible courses:

Course	Title	Quarter Hours
Select one of the following Social and Cultural Foundations courses:		4
BBE 402	DESIGNING LANGUAGE PROGRAMS	4
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	4
BBE 474	READING AND ELLS	4
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
SCG 408	EDUCATION AND SOCIETY (Social and Cultural Foundations)	4
SCG 409	SOCIOLOGY OF EDUCATION	4
SCG 411	PHILOSOPHY OF EDUCATION	4
SER 430	INTRODUCTION TO READING ASSESSMENT	4
SER 431	FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I	4
SER 433	ASSESSMENT AND DIAGNOSTIC TEACHING OF READING	4
T&L 412	EMERGING READING AND LANGUAGE ARTS	4

T&L 413	READING/LANGUAGE ARTS IN THE INTERMEDIATE GRADES	4
T&L 415	TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE	4
T&L 416	TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS	4
T&L 419	CURRICULUM AND STRATEGIES: SOCIAL STUDIES	4
T&L 422	CLASSROOM ASSESSMENT	4

Student Teaching or Internship Requirements (to Be Determined by Faculty Advisor)

- 10 weeks of student teaching in elementary education (T&L 585) or 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in Education)

Licensure Requirements

- Elementary Education Content Area Test

Subsequent Teacher Endorsement Requirements for Middle Grades Education

The Illinois State Board of Education requires 27 quarter hours (18 semester hours) in a content area including a content-area methods courses for licensure to teach in the middle grades (5-8).

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired and that meets the following minimum requirements:

Course Requirements

Based on evaluation results, students will complete one of the following possible content-area methods courses:

Course	Title	Quarter Hours
English		
TCH 471	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 481	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
Math		
TCH 473	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 483	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
Science		
TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
History/Social Science		
TCH 472	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4

TCH 482	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
Visual Arts		
TCH 465	ART AND PEDAGOGY	4
T&L 466	TEACHER AS ARTIST	4

Content Area Requirements

A minimum of 27-quarter (18 semester) hours is required for each subject area the candidate intends to teach. A program faculty member will evaluate and identify deficiencies in the content area. Middle Grades content area deficiencies may be taken at the undergraduate level.

Content area requirements area as follows:

- Six content courses:
 - Language Arts
 - Introduction to Literature Course or a Survey of Literature Course
 - Poetry course
 - Grammar or Linguistics course
 - Young adult, graphic novel, or advisor-approved course
 - Diverse traditions or multicultural literature course
 - Writing course
 - Mathematics
 - Introduction to Mathematics Reasoning course
 - Geometry course
 - History of math course
 - Probability and statistics course
 - Calculus course
 - Math modeling, Programming language, or advisor-approved course
 - Science
 - General biology (life science) course
 - General chemistry (physical science) course
 - General Earth science (Earth/space science) course
 - General environmental science (Earth/space science) course
 - General physics (physical science) course
 - Science course (advisor-approved)
 - Social Science
 - History course
 - Geography course
 - Civics/government course
 - Economics course
 - Social Science course (advisor-approved)
 - Social Science course (advisor-approved)

Students who are interested in completing an endorsement in a content area other than English, Math, Science, or Social Science should meet with a program faculty member to identify the viability of completing that endorsement.

Licensure Requirements

- The Middle Grades Content Area Tests (e.g., English, Math, Science, and Social Science) for the content area for which you will be endorsed to teach.

Subsequent Teaching Endorsement Requirements for Secondary Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired.

Content Area Requirements

The Illinois State Board of Education requires a minimum of 27 quarter hours (18 semester hours) in the subject area the candidate intends to teach. Deficiencies in the content area will be evaluated by program faculty. Secondary content area deficiencies may be taken at the undergraduate level and may require courses in addition to the minimum requirements above.

Licensure Requirements

- English, Math, Science, Social Science or Visual Arts Content Area Test

Subsequent Teaching Endorsement Requirements for World Language Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired and that meets the following minimum requirements:

Course Requirements

Based on evaluation results; students will complete a minimum of 6 courses. The following list is an example of possible courses:

Course	Title	Quarter Hours
Select one of the following Social and Cultural Foundations courses:		4
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	4
BBE 476	BILITERACY PRACTICES: SECONDARY/ ADULT	4
BBE 402	DESIGNING LANGUAGE PROGRAMS	4
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
Graduate level content courses in the world language to be taught		4
SCG 408	EDUCATION AND SOCIETY	4
SCG 409	SOCIOLOGY OF EDUCATION	4
SCG 411	PHILOSOPHY OF EDUCATION	4
T&L 421	CHILD AND FAMILY IN THE URBAN COMMUNITY	4

T&L 449	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12	4
T&L 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

Content Area Requirements

A minimum of 32 semester hours (48 quarter hours) is required in the world language the candidate intends to teach. Deficiencies in the content area will be evaluated by program faculty. World language content area deficiencies may be taken at the undergraduate level and may require courses in addition to the minimum requirements below:

Student Teaching or Internship Requirements (to Be Determined by Faculty Advisor)

- 10 weeks of student teaching in world language education (T&L 592) or 1 candidate-specific internship, as defined by faculty advisor (T&L 615)

Licensure Requirements

- ACTFL Oral Language Proficiency Interview Or DePaul Oral Language Proficiency Exam (Spanish only)
- Foreign Language Content Area Test

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions.
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively

- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Subsequent Teaching Endorsement Requirements for Special Education (LBS1)

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired and that meets the following minimum requirements:

Course Requirements

Course	Title	Quarter Hours
SER 402	INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION	4
SER 403	CLASSROOM AND BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION	4
SER 405	TEACHING LITERACY TO EXCEPTIONAL LEARNERS	4
SER 409	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES	4
SER 410	TEACHING MATHEMATICS TO EXCEPTIONAL LEARNERS	4
SER 421	FORMAL ASSESSMENT IN SPECIAL EDUCATION	4
SER 440	SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION	4
SER 457	SEMINAR AND RESEARCH IN SPECIAL EDUCATION	4

Practicum Requirements

Course	Title	Quarter Hours
SER 552	PRACTICUM EXPERIENCE WITH HIGH INCIDENCE DISABILITIES	4
SER 553	PRACTICUM EXPERIENCE WITH LOW INCIDENCE DISABILITIES	4

Licensure Requirements

- Learning Behavior Specialist I (test #290) – assesses knowledge of the following areas: understanding students with disabilities, assessing students and developing individualized programs, supporting development and learning, working in a collaborative learning community, and foundations and professional practice.

Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Superintendent Endorsement - Graduate

Admission Requirements

To be eligible for the Superintendent Preparation licensure program, students must hold a master's degree from an accredited college or

university. They must have a GPA of 3.25 or higher at the graduate level and 3.0 at the undergraduate level. Students must also possess at least two years of full time administrative or supervisory experience in either a public school district or a non-public school, hold a valid Illinois Professional Educator License (endorsed General Administrative). Out of state candidates must have the requisite experience while holding the appropriate certificate or license that is comparable to the Illinois credential.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed graduate application with online application fee
- A copy of valid Illinois Professional Educator License (endorsed in General Administrative)
- Official transcripts from all undergraduate and graduate institutions attended.
- Four letters of recommendation (at least two of which should be from faculty in the applicant's Master's program or from faculty for Master's level course work taken at other institutions).
- Résumé or curriculum vitae.
- Statement of purpose indicating why you want to be a superintendent. It should also articulate an issue or problem of interest or concern.
- A writing sample, preferably a course paper from the applicant's Master's program.
- An admissions portfolio including but not limited to
 - Evaluations of the candidate's administrative abilities from supervisors that attest to school and district improvement;
 - Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;
 - An analysis of school or district data (e.g., student scores) that describes how the data is used to inform instructional planning and implementation, including an explanation of what standards were addressed, the academic achievement or school improvement outcomes, and steps taken when expected outcomes did not occur;
 - Information about the candidate's work with families and/or community groups and a description of how this work affected school or district operations, policies and procedures;
 - Examples of the candidate's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning; and
 - Evidence of curriculum development, student assessments or other initiatives that resulted from the candidate's involvement with school committees.

Upon initial review, the process will include a required interview. Candidates will be expected to complete an on-site writing sample during the interview and submit a teaching portfolio.

Course Requirements

Licensure Only

The superintendent licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing superintendents for work service in public and private schools in the state of Illinois.

This is a 40 quarter hour program, which leads to the State of Illinois' superintendent licensure.

Course	Title	Quarter Hours
Core Courses: 8 quarter hours required, grade of C or better required in all courses		
A&S 801	LEADERSHIP: THEORY AND PRACTICE	4
A&S 811	ASSESSMENT AND ACCOUNTABILITY	4
Concentration Courses: 28 quarter hours required, grade of C or better required in all courses		
A&S 803	THE SUPERINTENDENCY: PROGRAMS, SYSTEMS, AND STRUCTURES	4
A&S 823	COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT	4
A&S 824	ADVANCED HUMAN RESOURCES MANAGEMENT	4
A&S 834	THE SUPERINTENDENT AS INSTRUCTIONAL LEADER	4
A&S 843	THE POLITICS OF SCHOOLING	4
A&S 873	CURRENT TRENDS IN BUDGETING AND FINANCE	4
A&S 883	SCHOOL LAW	4
Internship: 4 quarter hours required, grade of C or better required in all courses		
A&S 898	SUPERINTENDENT INTERNSHIP SEMINAR - THEORY INTO PRACTICE	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC I, Fall quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC II, Winter quarter)	1
A&S 899	SUPERINTENDENT INTERNSHIP (TOPIC III, Spring quarter)	1

Specific requirements for entrance into the superintendent licensure program may be obtained from the office of graduate admissions or the LLC department office.

Individuals seeking the superintendent licensure must:

1. Complete an approved superintendent licensure program at an Illinois institution
2. Complete all state-mandated training and examinations
3. Have successfully completed the internship experiences
4. Hold a master's degree

Upon successful completion of all superintendent licensure program requirements and any additional requirements, students must apply for their license. Students are to work with the College of Education's Licensure Officer when applying for the license.

Note: Courses in this program leading to the superintendent licensure are designed for practicing educators and are not open to students and any other program without the specific permission of the educational leadership program director.

Supervisory Endorsement

The supervisory endorsement is intended for teachers in special education, speech language or school support personnel with an Illinois Professional Educator License (PEL). Completion of coursework will lead to the Illinois Supervisory Endorsement and will allow teachers to supervise teachers in their specialty area and provide instructional coaching and professional development. Coursework completed for the supervisory endorsement may apply toward the principal endorsement.

Admission Requirements

To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- Online application fee
- One official transcript from all colleges and/or universities attended
- A copy of valid professional educator license
- A resume or curriculum vitae
- Two letters of recommendation from professors or employers
- Statement of purpose indicating professional development goals and related experience (750 words)

To be eligible for the Supervisory endorsement students must hold an Illinois Professional Educator License (PEL) with an endorsement in one of the following: *(Please check with ISBE about valid individual grade ranges)

- Learning Behavior Specialist I (LBSI for grades PK- Age 22 or K- Age 22)
- Teacher of Students Who Are Blind or Visually Impaired (BPS for grades PK- Age 22 or K- Age 22)
- Teacher of Students Who Are Deaf or Hard of Hearing (DHH for grades PK- Age 22 or K-Age 22)
- Speech Language Pathologist (SLP for grades PK- Age 22 or K- Age 22)
- Early Childhood Special Education (ECS3 for grades Birth - Grade 3)
- School Support Personnel (School Social Worker, School Nurse, School Counselor, School Psychologist, Speech Language Pathologist Non-Teaching.

Course Requirements

12 Quarter Hours, Grade of C or Better Required in All Courses

Course	Title	Quarter Hours
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 645	THE ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION	4

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and licensure tests. All individuals must meet ISBE

requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Teacher Leader Endorsement Only - Graduate

Admission Requirements

To be eligible for the Teacher Leader endorsement program, students must hold a bachelor's degree and master's degree from an accredited college or university and hold a valid teaching license.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- Online application fee
- 2 years of full-time teaching on a valid standard teaching Licensure at the time of application
- One official transcript from all colleges and/or universities attended
- A resume or curriculum vitae
- Two letters of recommendation from professors or employers
- Statement of purpose indicating professional development goals and related experience (750 words)

Course Requirements

This non-degree program allows students who already have a Master's degree to obtain an ISBE Teacher Leader Endorsement. Candidates already holding a Master's degree (M.Ed. or M.A.) and a professional educator license may enter the program seeking the Teacher Leader Endorsement. Students not holding a Master's degree must complete either the existing Educational Leadership or Curriculum Studies Master's program and obtain their professional educator license before they can obtain the Teacher Leader Endorsement.

40 Quarter Hours, Grade of C or Better Required in All Courses

Course	Title	Quarter Hours
Educational Leadership Courses		
A&S 491	EFFECTIVE LEADERSHIP OF SCHOOLS	4
A&S 493	DATA DRIVEN DECISION MAKING	4
A&S 496	STAKEHOLDER RELATIONSHIPS	4
A&S 498	INSTRUCTIONAL SUPERVISION AND SUPPORT	4
A&S 499	PLANNING FOR PROFESSIONAL DEVELOPMENT	4
Curriculum Studies Courses		
CS 470	TEACHERS AS LEADERS	4
CS 473	ASSESSMENT	4
CS 482	THE HISTORY OF CURRICULUM PRACTICE	4
CS 488	CURRICULUM DESIGN	4
Bilingual/Bicultural Education Courses		
BBE 599	LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS	4

This graduate certificate program is approved as a Gainful Employment Program through the U.S. Department of Education and is, therefore, eligible for Federal Student Aid.

Licensure

The Illinois State Board of Education (ISBE) issues educator credentials in the State of Illinois. Individuals must fulfill specific requirements in order to receive an educator license from ISBE. One of those requirements is the completion of an ISBE approved program. DePaul University's College of Education has many ISBE approved programs which lead to the Professional Educator Licensure (PEL).

Individuals who successfully complete an ISBE approved program leading to a PEL will also receive an endorsement in the education area and grade range in which he or she studied. For example, an individual completing the Elementary Education program will be eligible to receive the Professional Educator License (PEL) with the Elementary Education (Self Contained General Education) endorsement for grades 1-6.

Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Early Childhood Licensure

Admission Requirements

To be eligible for the Early Childhood Education Licensure program, students must hold a bachelor's degree from an accredited college or university.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed College of Education graduate application
- Online application fee
- One official transcript from each college and/or university attended
- Two letters of recommendation from professors or employer
- Resume
- A brief statement that explains your reasons for wanting to enter the Early Childhood Education program at DePaul and discusses your potential for becoming a teacher.

The requirements below are those approved by the Illinois State Board of Education in April 2016.

Content Area Prerequisites

Following the requirements set forth by the Illinois State Board of Education in spring of 2016, DePaul's Early Childhood Education program requires that students in the early childhood education program have courses in each of the following areas:

- mathematics*
- physical science
- life science
- earth and space science
- history
- geography

- political science/civics
- economics

These courses may be taken at the undergraduate level and may have been included in the student's bachelor's degree program. Early childhood education students' transcripts will be evaluated by an academic advisor after admission to determine if additional coursework is needed. Completion of content area requirements is not a prerequisite for admission; however, coursework must be completed before student teaching. It is strongly encouraged that applicants meet with an advisor after admission and prior to taking content courses.

- DePaul alumni that have taken LSP 120 or ISP 120 can receive credit towards the math requirement.

Course Requirements

Introductory Courses: 12 Quarter Hours Required

Course	Title	Quarter Hours
SCG 404	CHILD GROWTH AND DEVELOPMENT	4
T&L 421	CHILD AND FAMILY IN THE URBAN COMMUNITY	4
T&L 406	LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (BIRTH TO 8)	4

Advanced Courses: 40 Quarter Hours Required

Course	Title	Quarter Hours
BBE 451	TEACHING DUAL LANGUAGE LEARNERS IN EARLY CHILDHOOD: THEORY, POLICY AND PRACTICE	4
T&L 407	PREPRIMARY PROGRAMS: CURRICULUM AND STRATEGY	4
T&L 408	CURRICULUM AND INSTRUCTION IN PRIMARY GRADES	4
T&L 411	ASSESSMENT IN EARLY CHILDHOOD INCLUSIVE SETTINGS	4
T&L 420	MATH AND SCIENCE IN EARLY CHILDHOOD	4
T&L 423	FUNCTIONAL BEHAVIOR ASSESSMENT: INTERVENTION AND SUPPORT IN EARLY CHILDHOOD	4
T&L 427	YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS	4
T&L 434	LITERACY, LITERATURE, & THE YOUNG CHILD	4
T&L 481	INTERNSHIP IN PRESCHOOL SETTING (35 CLOCK HOURS OF SUPERVISED EXPERIENCE) ¹	2
T&L 482	INTERNSHIP IN PRIMARY SETTING (35 CLOCK HOURS OF SUPERVISED EXPERIENCE) ²	2
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

¹ T&L 407 may be taken concurrently.

² T&L 408 may be taken concurrently.

Health, Safety and Child Nutrition Requirement

Candidates should be prepared to document course or other experience that shows they meet the knowledge and skills to provide experiences for young, which appreciates the interrelationships among child, family and the areas of health, safety and nutrition. Candidates should demonstrate comprehension of the issues of health, safety and nutrition that affect young children from the ages of birth through age 8. In addition, candidates are expected to demonstrate understanding of cultural issues and special needs of children with health impairments. Finally candidates should be familiar with the knowledge and application of practices that promote good nutrition, dental health, physical, social and emotional well-being of young children.

- Can be completed by taking T&L 615 or a transferred equivalent.

Student Teaching: 8 Quarter Hours Required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section.

Course	Title	Quarter Hours
T&L 595	EARLY CHILDHOOD STUDENT TEACHING (grade of B- or better required)	6
T&L 596	EARLY CHILDHOOD STUDENT TEACHING SEMINAR (grade of C or better required)	2

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Early Childhood majors must complete the following tests:

- Early Childhood Content Area Test (test #206) – assesses knowledge of language and literacy development, learning across the curriculum, diversity, collaboration, and professionalism in the early childhood program. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Internships & Other Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences includes, two internships (T&L 481 and T&L 482 (K-2). Each internship requires students to be placed in the field for 75 hours in the quarter in which the internship is offered. Internships are associated with theory courses and should be taken concurrently or soon after successful completion of the related theory courses. In addition, students will complete 15 hours in a special education setting, and 15 hours in an infant/toddler setting. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses. FEDS entry of these clinical hours is not required. For details on

requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Additional Requirements

Please also view the college core requirements under the MA or MED for Early Childhood for additional requirements. Note that the Early Childhood Education Licensure program listed above does not lead to a degree.

Elementary Licensure

The requirements below are those approved by the Illinois State Board of Education December 2015.

Admission Requirements

To be eligible for the Elementary Education Licensure program, students must hold a bachelor's degree from an accredited college or university.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed College of Education graduate application
- Online application fee
- One official transcript from each college and/or university attended
- Two letters of recommendation from professors or employer
- Resume
- A brief statement which explains your reasons for wanting to enter the Elementary or Middle School program at DePaul and discusses your potential for becoming a teacher.

Content Area Prerequisites

Elementary Education teachers need to have an understanding of the subjects taught in classrooms at the Elementary level. DePaul's program requires that students in the Elementary program have a minimum of one college-level course in each of the following areas:

- mathematics¹
- physical science
- life science
- earth and space science
- history
- geography
- political science/civics
- economics

These courses may be taken at the undergraduate level and may have been included in the student's bachelor's degree program. Elementary Education students will be evaluated by an academic advisor after admission to determine if additional coursework is needed. Completion of content area requirements are not prerequisites for admission, however coursework must be completed before student teaching. It is strongly encouraged that applicants meet with an advisor after admission and prior to taking content courses.

¹ DePaul alumni that have taken MAT 120 or ISP 120 can receive credit towards the math requirement.

Course Requirements

Introductory Courses: 17 Quarter Hours Required

Course	Title	Quarter Hours
T&L 404	INTRODUCTION TO ELEMENTARY EDUCATION	4
SCG 403	HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY	4
T&L 583	FIELD EXPERIENCE LAB	1
T&L 418	LEARNING THROUGH THE ARTS	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

Advanced Courses: 35 Quarter Hours Required

Course	Title	Quarter Hours
T&L 412	EMERGING READING AND LANGUAGE ARTS	4
T&L 416	TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS	4
T&L 583	FIELD EXPERIENCE LAB	1
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
T&L 413	READING/LANGUAGE ARTS IN THE INTERMEDIATE GRADES	4
T&L 583	FIELD EXPERIENCE LAB (public school setting required)	1
T&L 415	TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE	4
T&L 419	CURRICULUM AND STRATEGIES: SOCIAL STUDIES	4
T&L 584	PRE-STUDENT TEACHING FIELD EXPERIENCE	1
T&L 422	CLASSROOM ASSESSMENT	4
BBE 400	TEACHING ELEMENTARY ENGLISH LANGUAGE LEARNERS: THEORY, POLICY AND PRACTICE	4

Student Teaching: 8 Quarter Hours Required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
T&L 585	ELEMENTARY STUDENT TEACHING (grade of B- or better required)	6
T&L 586	ELEMENTARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Elementary majors must complete the following tests:

- Elementary/Middle Grades Content Area Test (test #305) – assesses knowledge of language arts and literacy, mathematics, science, social sciences, the arts, health, and physical education. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate lab settings in conjunction with education courses.

Students are required to register for one lab for designated paired course. For example, during the first quarter of the program students must register for T&L 404 and SCG 403 plus one field experience lab. During the quarter when students take T&L 413 and SER 446, a public school that services students with special needs is required. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Additional Requirements

Please also view the college core requirements under the MA or MED for Elementary Education for additional requirements. Note that the Elementary Education Licensure program listed above does not lead to a degree.

Physical Education Licensure

Physical Education teachers need to have an understanding of the content taught throughout the physical education programs from the Pre-Kindergarten to the secondary school level. DePaul's program requires that students in the Physical Education licensure program take the courses listed below. Coursework must be completed before beginning student teaching. This program leads to eligibility for a Professional Educator License (PEL) for Physical Education in Preschool to grade 12. Courses are taken at the undergraduate level and do not lead to a degree.

The requirements below are those approved by the Illinois State Board of Education December 2015.

Admission Requirements

To be eligible for the Physical Education Licensure program, students must hold a bachelor's degree from an accredited college or university. To apply, please submit the following materials to the Office of Graduate Admission:

- A completed College of Education undergraduate application
- Online application fee
- One official transcript from each college and/or university attended
- Two letters of recommendation from professors or employer
- Resume
- A brief statement which explains your reasons for wanting to enter the Physical Education licensure program at DePaul and discusses your potential for becoming a teacher.

Course Requirements

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
PE 121		2
PE 151		2
PE 213		2
Team sport of choice (Choose 2):		4
PE 181	FLAG FOOTBALL	
PE 182		
PE 183		
PE 185		
PE 186		
PE 187		
Individual sport of choice (choose 2):		4
PE 160		2
PE 166		2
PE 170	ADVANCED AEROBIC CONDITIONING	2
PE 172		2
PE 276	TENNIS	
PE 277	GOLF	
BIO 201	HUMAN ANATOMY	4
BIO 202	HUMAN PHYSIOLOGY	4
PE 206	PERSONAL AND COMMUNITY HEALTH	4
PE 311	MOTOR DEVELOPMENT THROUGHOUT THE LIFE SPAN	4
PE 317	PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL	4
PE 325	LANGUAGE AND LITERACY IN THE PHYSICAL EDUCATION SETTING	4
PE 341	HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF PHYSICAL EDUCATION	4
PE 351	KINESIOLOGY	4
PE 352	PHYSIOLOGY OF EXERCISE	4
PE 360	EDUCATIONAL PSYCHOLOGY AND MEASUREMENT OF LEARNING	4
PE 372	METHODS AND MATERIALS FOR PHYSICAL EDUC CURRICULUM/ INSTRUCTION-SECONDARY SCHL	4
PE 374	ADAPTED PHYSICAL EDUCATION	4

Student Teaching: 12 Quarter Hours Required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
PE 378	PHYSICAL EDUCATION STUDENT TEACHING IN ELEMENTARY EDUCATION (grade of B- or better required)	6
PE 379	PHYSICAL EDUCATION STUDENT TEACHING IN SECONDARY EDUCATION (grade of B- or better required)	6
PE 384	PHYSICAL EDUCATION CAPSTONE (grade of C or better required)	4
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Physical Education majors must complete the following tests:

- Physical Education Content Area Test (test #213) – assesses knowledge of health-related physical fitness, movement and skill acquisition, the role of physical education in promoting development, and the physical education program in schools. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate lab settings in conjunction with education courses. Students are required to complete the required field experiences assigned in each course and must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. Hours previously completed during courses taken for the BS may be counted if verification or documentation can be provided. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Important Note

Note that the Physical Education Licensure program listed above does not lead to a degree.

Secondary Education Licensure

Admission Requirements

To be eligible for the Secondary Education Licensure program, students must hold a bachelor's degree from an accredited college or university.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed College of Education graduate application
- Online application fee
- One official transcript from each college and/or university attended
- Two letters of recommendation from professors or employer
- Resume
- A brief statement which explains your reasons for wanting to enter the Secondary Education program at DePaul and discusses your potential for becoming a teacher.

Course Requirements

Introductory Courses: 12 Quarter Hours Required

Course	Title	Quarter Hours
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

Advanced Courses: 20 Quarter Hours Required

Course	Title	Quarter Hours
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 480	THE TEACHER AS PROFESSIONAL ¹	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4

¹ Taken in conjunction with specified methods courses.

Special Methods Courses: 8 Quarter Hours Required

Complete the course(s) listed that correspond to your content area

Course	Title	Quarter Hours
Biology		
TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	

TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2
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Chemistry

TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1
TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2

Environmental Science

TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1
TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2

English

TCH 471	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 1
TCH 481	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 2

History

TCH 472	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1
TCH 482	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2

Math

TCH 473	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 1
TCH 483	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 2

Physics

TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1
TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2

Social Science

TCH 472	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1
TCH 482	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2

Visual Arts

TCH 465	ART AND PEDAGOGY
T&L 466	TEACHER AS ARTIST

Student Teaching: 8 Quarter Hours Required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6

TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)	0

- Calculus I
- Applied Probability and Statistics or Calculus II
- College Physics
- College Biology
- College Environmental Science or Earth and Space Science or Astronomy

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Biology

Note: Effective for all individuals applying for licensure beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.

- College Biology I
- College Biology II
- Ecology
- Cell Biology
- Physiology
- Genetics
- Molecular Biology
- Biology Elective
- Biology Elective (with lab)
- Biology Elective (with lab)
- College Algebra or Calculus I
- College Chemistry I
- College Chemistry II
- General Physics
- College Environmental Science or Earth and Space Science or Astronomy

Requirements for Secondary Education Chemistry

Note: Effective for all individuals applying for licensure beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.

Chemistry Core: 36 quarter hours required, grade of C or better required

- General Chemistry I
- General Chemistry II
- Organic Chemistry I
- Organic Chemistry II
- Analytical Chemistry
- Physical Chemistry I
- Biochemistry
- Inorganic Chemistry
- Chemistry Elective I
- Chemistry Elective (with lab)
- Chemistry Elective (with lab)

Requirements for Secondary Education English

All coursework in the content area must earn a grade of C or better. At least five courses must be at the 300 or above level. At least one course must have the Race, Ethnicity, and Sexuality (RES) designation or equivalency for non-DePaul courses. Content area advisors can make course substitutions based on an analysis of student's transcripts.

- 1 Literature courses course
- 1 Poetry course
- 1 Shakespeare course
- 2 British Literature courses
- 1 Romanticism in American Literature course or approved American Literature substitute
- 2 American Literature courses
- 3 Writing and Oral Language courses
- 1 Grammar or Language and Style course

Requirements for Secondary Education Environmental Science

All coursework in the content area must earn a grade of C or better.

- College Chemistry
- College Biology
- College Physics
- Environmental Science I
- Environmental Science II
- Earth's Environmental System I: Life System
- Earth's Environmental System II: Solid Earth System
- Earth's Environmental System III: Climate System
- Earth Energy/Resources and Sustainability
- Environmental Science Elective
- Environmental Science Elective (with lab)
- Environmental Science Elective (with lab)
- Ecology
- Oceanography
- College Algebra I OR Intro Statistics
- Plus two courses on Environmental Sciences at the Graduate Level, as noted below in the Graduate Content Area

Requirements for Secondary Education History

All coursework in the content area must earn a grade of C or better.

- Two US History courses (any level)
- Two Non-US History courses (any level)
- One additional History course (any level)
- One Economics course
- One Geography course
- One Political Science course focused on American Government
- One Anthropology, Sociology, or Psychology course

- Three additional courses in any social science area (Anthropology, Economics, Geography, History, Political Science, Sociology, or Psychology)

Requirements for Secondary Education Mathematics

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning OR Discrete Math I and Discrete Math II
- Multivariable Calculus I
- Multivariable Calculus II
- Linear Algebra
- Programming Language
- Abstract Algebra I
- Theory of Numbers or Abstract Algebra II
- Geometry I
- Geometry II or Real Analysis I
- Probability & Statistics
- History of Mathematics

Requirements for Secondary Education Physics

All coursework in the content area must earn a grade of C or better.

- College Physics I
- College Physics II
- Classical Mechanics
- Electricity and Magnetism
- Thermal Physics
- Computational and Theoretical Physics
- Quantum Physics
- Physics Elective
- Physics Elective (with lab)
- Physics Elective (with lab)
- Calculus I
- Calculus II or Multivariable Analysis & Linear Algebra I
- College Chemistry I
- College Biology I
- College Environmental Science or Earth and Space Science or Astronomy

Requirements for Secondary Education Social Science

All coursework in the content area must earn a grade of C or better.

- Two US History courses (any level)
- Two Non-US History courses (any level)
- One additional History course (any level)
- One Economics course
- One Geography course
- One Political Science course focused on American Government
- One Anthropology, Sociology, or Psychology course

- Three additional courses in any social science area (Anthropology, Economics, Geography, History, Political Science, Sociology, or Psychology)

Requirements for Secondary Education Visual Arts

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Two Dimensional Foundation
- Three Dimensional Foundation
- Drawing
- Intermediate or Adv. Drawing
- Painting
- Sculpture
- Computer Graphics
- Printmaking
- Principles of Art History
- Photography
- Video
- Art & Design I
- Art & Design II

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education majors must complete the following tests:

- Content Area Test (test numbers below) – assesses knowledge of content area. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Biology

- Science: Biology Content Area Test (test #105)

Chemistry

- Science: Chemistry Content Area Test (test #106)

English

- English Language Arts Content Area Test (test #207)

Environmental Science

- Science: Environmental Science Content Area Test (test #112)

History

- Social Science: History Content Area Test (test #246)

Math

- Math Content Area Test (test #208)

Physics

- Science: Physics Content Area Test (test #116)

Social Science

- Social Science: History Content Area Test (test #246)

Visual Arts

- Visual Arts Content Area Test (test #145)

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Additional Requirements

Please also view the college core requirements under the MA or MED for Secondary Education for additional requirements. Note that the Secondary Education Licensure program listed above does not lead to a degree.

World Language Education Licensure Admission Requirements

To be eligible for the World Language Licensure only program, students must hold a bachelor's degree from an accredited college or university.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed College of Education graduate application
- Online application fee
- One official transcript from each college and/or university attended
- Two letters of recommendation from professors or employer
- Resume
- A brief statement which explains your reasons for wanting to enter the World Language Licensure program at DePaul and discusses your potential for becoming a teacher.

Course Requirements

Education Courses: 40 Quarter Hours Required, Grade of C or Better Required

Course	Title	Quarter Hours
SCG 406	HUMAN DEVELOPMENT AND LEARNING:SECONDARY	4
T&L 425	CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION	4
Select one of the following:		4
SCG 408	EDUCATION AND SOCIETY	
SCG 409	SOCIOLOGY OF EDUCATION	
SCG 411	PHILOSOPHY OF EDUCATION	

BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
T&L 449	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12	4
T&L 575	WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT	4
BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4

Education Elective Course: 4 Quarter Hours Are Required, Grade of C or Better Required

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Student Teaching: 8 Quarter Hours Required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
T&L 592	WORLD LANGUAGES STUDENT TEACHING (grade of B- or better required)	6
T&L 593	WORLD LANGUAGES SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)	0

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Arabic Include

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Arabic I
- Advanced Arabic II

- Advanced Arabic III
- Advanced High Arabic I
- Advanced High Arabic II
- Advanced High Arabic III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Requirements for World Language Education Chinese Include

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Chinese I
- Advanced Chinese II
- Advanced Chinese III
- Advanced Conversation I
- Advanced Conversation II
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Requirements for World Language Education French Include

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced French I
- Advanced French II
- Advanced French III
- Advanced High French I
- Advanced High French II
- Advanced High French III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Requirements for World Language Education German Include

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced German I
- Advanced German II

- Advanced German III
- Advanced High German I
- Advanced High German II
- Advanced High German III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Requirements for World Language Education Italian Include

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Italian I
- Advanced Italian II
- Advanced Italian III
- Advanced High Italian I
- Advanced High Italian II
- Advanced High Italian III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Requirements for World Language Education Japanese Include

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Japanese I
- Advanced Japanese II
- Advanced Japanese III
- Advanced High Japanese I
- Advanced High Japanese II
- Advanced High Japanese III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Requirements for World Language Education Latin Include

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Latin I
- Advanced Latin II
- Advanced Latin III
- Advanced High Latin I
- Advanced High Latin II
- Advanced High Latin III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Requirements for World Language Education Russian Include

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Russian I
- Advanced Russian II
- Advanced Russian III
- Advanced High Russian I
- Advanced High Russian II
- Advanced High Russian III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Requirements for World Language Education Spanish Include

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Spanish I
- Advanced Spanish II
- Advanced Spanish III
- Advanced High Spanish I
- Advanced High Spanish II
- Advanced High Spanish III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education majors must complete the following tests:

- Content Area Test (test numbers below) – assesses knowledge of the language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Arabic

- Foreign Language: Arabic Content Area Test (test #262)

Chinese

- Foreign Language: Chinese (Mandarin) Content Area Test (test #251)

French

- Foreign Language: French Content Area Test (test #252)

German

- Foreign Language: German Content Area Test (test #253)

Italian

- Foreign Language: Italian Content Area Test (test #255)

Japanese

- Foreign Language: Japanese Content Area Test (test #256)

Latin

- Foreign Language: Latin Content Area Test (test #258)

Russian

- Foreign Language: Russian Content Area Test (test #259)

Spanish

- Foreign Language: Spanish Content Area Test (test #260)

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the

oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Additional Requirements

Please also view the college core requirements under the MA or MED for World Language Education for additional requirements. Note that the World Language Education Licensure program listed above does not lead to a degree.

Professional Special Programs

- Licensed Professional Counselor (p. 1399)
- School Counselor Licensure (p. 1400)
- School Nurse Licensure (p. 1401)

Licensed Professional Counselor

State Licensure Information

The State of Illinois requires that those who wish to work as a counselor have licensure as either a Licensed Professional Counselor (LPC) or an advanced Licensed Clinical Professional Counselor (LCPC). The Counseling program's Clinical Mental Health Counseling specialty area meets the educational requirements for the Licensed Clinical Professional Counselor. However, there are further requirements that must be met. For more information, contact the State of Illinois Department of Professional Regulation in Springfield, Illinois.

Admission Requirements

To be eligible for the Licensed Professional Counselor program, students must hold a bachelor's degree from an accredited college or university. It is recommended that you have at least one year of working experience.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed application
- Online application fee
- One official transcript from each college and/or university attended
- Three letters of recommendation: one from a professor addressing your academic ability, one from an employer, and the third from either another professor or employer
- Resume
- A personal statement (see below for more information)

The admission process also may include an interview with program faculty.

Personal Statement

Please answer all of the following questions.

Your entire response should not exceed 1,500 words (or approximately 300 words per question).

1. Discuss why you want to enter the counseling field. Demonstrate in your response that you have researched the field and have a basic understanding of what counseling professionals do.

2. Given what you have researched about the profession, discuss your short-term and long-term professional goals should you eventually graduate from our program. Integrate into your response why DePaul's counseling program will help you achieve your goals.
3. Discuss why self-awareness, self reflection and self-care are important skills for counselors. Explain ways in which you would attend to all of these should you be a student in our program.
4. Explain how your personal values and ethical beliefs will be an asset to you as a future counselor and explain any challenges you may face in future practice. Provide concrete examples from your personal or professional life to help illustrate your points.
5. Discuss your understanding of "multicultural proficiency" and "social justice." Explain how you believe these play a role in the work of counseling professionals as well as how these fit with your own beliefs and values. Provide concrete examples from your personal or professional life to help illustrate your points.

Licensed Professional Counselor Academic Criteria

Individuals who have already completed a Counseling program at DePaul may be required to take additional coursework to meet all the course requirements below. Individuals who are interested in the LPC but did not complete a Counseling program at DePaul can apply as a non-degree student to complete the coursework below.

Applicants must complete coursework in the following areas:

Course	Title	Quarter Hours
Human Growth and Development		
SCG 401	ADVANCED LIFESPAN DEVELOPMENT	4
Counseling Theory		
CSL 467	COUNSELING THEORIES	4
Counseling Techniques		
CSL 501	COUNSELING SKILLS	4
Group Dynamics, Processing and Counseling		
CSL 458	GROUP COUNSELING	4
Appraisals of Individuals		
CSL 461	TESTING AND APPRAISAL	4
Research and Evaluation		
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4
Professional, Legal and Ethical Responsibilities Relating to Professional Counseling, Especially as Related to Illinois Law		
CSL 451	LEGAL AND ETHICAL ISSUES IN COUNSELING	4
CSL 452	INTRODUCTION TO THE COUNSELING PROFESSION	4
Social and Cultural Foundations		
CSL 510	MULTICULTURAL COUNSELING	4
Lifestyles and Career Development		
CSL 454	CAREER COUNSELING	4
Practicum/Internship		
CSL 552	PRACTICUM IN COUNSELING	4
CSL 553	INTERNSHIP IN COUNSELING I	4

CSL 554	INTERNSHIP IN COUNSELING II	4
Substance Abuse		
CSL 466	ASSESSMENT AND TREATMENT OF CHEMICAL DEPENDENCY	4
Maladaptive Behavior and Psychopathology		
CSL 489	PSYCHOPATHOLOGY	4
Family Dynamics		
CSL 556	COUPLES AND FAMILY COUNSELING	4

School Counselor Licensure

The Counseling program's School Counseling specialty area is an Illinois State Board of Education (ISBE) approved program for the School Counselor endorsement on an Illinois Professional Educator License. ISBE states the following guidelines:

Individuals seeking the School Counselor endorsement must:

1. complete an approved school counseling program at an Illinois institution
2. hold a master's degree in school counseling; counseling or a related field; or an educational field
3. pass the School Counselor content-area tests
4. hold or be qualified to hold a teaching certificate OR complete coursework addressing required knowledge as part of an approved program

Admission Requirement

To be eligible for the School Counselor only program, students must hold a bachelor's degree from an accredited college or university. It is recommended that you have at least one year of working experience.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed application
- Online application fee
- One official transcript from each college and/or university attended
- Three letters of recommendation: one from a professor addressing your academic ability, one from an employer, and the third from either another professor or employer
- Resume
- A personal statement (see below for more information)

The admission process also may include an interview with program faculty.

Personal Statement

Please answer all of the following questions. Your entire response should not exceed 1,500 words (or approximately 300 words per question).

1. Discuss why you want to enter the counseling field. Demonstrate in your response that you have researched the field and have a basic understanding of what counseling professionals do.
2. Given what you have researched about the profession, discuss your short-term and long-term professional goals should you eventually graduate from our program. Integrate into your response why DePaul's counseling program will help you achieve your goals.

3. Discuss why self-awareness, self reflection and self-care are important skills for counselors. Explain ways in which you would attend to all of these should you be a student in our program.
4. Explain how your personal values and ethical beliefs will be an asset to you as a future counselor and explain any challenges you may face in future practice. Provide concrete examples from your personal or professional life to help illustrate your points.
5. Discuss your understanding of "multicultural proficiency" and "social justice." Explain how you believe these play a role in the work of counseling professionals as well as how these fit with your own beliefs and values. Provide concrete examples from your personal or professional life to help illustrate your points.

Course Requirements

Counseling Courses: 66-70¹ Quarter Hours Required, Grade of B- or Better Required

Course	Title	Quarter Hours
CSL 451	LEGAL AND ETHICAL ISSUES IN COUNSELING	4
CSL 452	INTRODUCTION TO THE COUNSELING PROFESSION	4
CSL 458	GROUP COUNSELING	4
CSL 461	TESTING AND APPRAISAL	4
CSL 466	ASSESSMENT AND TREATMENT OF CHEMICAL DEPENDENCY	4
CSL 467	COUNSELING THEORIES	4
CSL 475	COLLEGE AND CAREER READINESS COUNSELING FOR SCHOOL COUNSELORS	4
CSL 481	SPECIAL TOPICS IN SCHOOL COUNSELING:	2
CSL 489	PSYCHOPATHOLOGY	4
CSL 501	COUNSELING SKILLS	4
CSL 510	MULTICULTURAL COUNSELING	4
CSL 514	CRISIS INTERVENTION FOR SCHOOL COUNSELING	4
CSL 519	FOUNDATIONS OF READING LITERACY& SPECIAL EDUCATION FOR SCHOOL COUNSELORS	4
CSL 520	COUNSELING CHILDREN AND ADOLESCENTS	4
CSL 521	CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING	4
CSL 522	DELIVERY OF COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS	4
CSL 556	COUPLES AND FAMILY COUNSELING (Take Spring quarter of 3rd year)	4
CSL 523	LEARNING AND CLASSROOM MANAGEMENT FOR SCHOOL COUNSELORS (required only for students without a teaching license) ¹	4

¹ Required only for students without a teaching certificate.

Social and Cultural Studies Courses: 8 Quarter Hours Required, Grade of B- or Better Required

Course	Title	Quarter Hours
SCG 401	ADVANCED LIFESPAN DEVELOPMENT	4
SCG 410	INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES	4

Clinical Experience

Students complete their Clinical Experience during the last year in the program. The Clinical Experience Courses include the Practicum, Internship in Counseling I, and Internship in Counseling II. Students are enrolled in the Practicum course Autumn Quarter; Internship in Counseling I Winter Quarter; Internship in Counseling II Spring Quarter. Students must complete a formal application process to participate in the Clinical Experience courses. This includes attending a clinical orientation a full year before beginning the Clinical Experience, submitting an initial application, and securing a placement site. Consult academic advisor for additional information on application and course enrollment process.

Clinical Experience Courses: 16 Quarter Hours Required, Grade of B or Better Required

Prerequisites: All courses with the exception of CSL 512 must be completed prior to being enrolled in the Practicum courses.

Course	Title	Quarter Hours
CSL 552	PRACTICUM IN COUNSELING (Taken Spring quarter)	4
CSL 553	INTERNSHIP IN COUNSELING I (200 clock hours)	4
CSL 554	INTERNSHIP IN COUNSELING II (200 clock hours)	4
CSL 555	INTERNSHIP IN COUNSELING III (200 clock hours)	4

Upon completion of the School Counseling specialty area's coursework and the additional State requirements, students must apply for their certificate. Students are to work with the College of Education's Licensure Officer when applying for the license/endorsement. This graduate certificate program is approved as a Gainful Employment Program through the U.S. Department of Education and is, therefore, eligible for Federal Student Aid.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their professional license area. Requirements are subject to change per the discretion of ISBE.

School Counseling students must complete the following tests:

- School Counseling Content Area (test #235) – assesses knowledge of student development, assessment, the school environment and the school counseling profession. Students must pass the School Counseling Content Area (test #235) prior to CSL 555: Internship III.

School Nurse Licensure

The College of Education, working in collaboration with the School of Nursing in the College of Science and Health, has developed this online program to prepare Registered Nurses to meet the qualifications for licensure as School Nurses. The course sequence has been designed to meet state requirements so that students completing the curriculum will be eligible and prepared to take the Illinois state School Nurse content exam and obtain an Illinois State Board of Education (ISBE) School Nurse license. As with all of our programs in the College of Education, we strive to create positive educational transformations through the university's Vincentian personalism that honors the dignity of each person.

ISBE requires that school nurses understand the context of the educational setting since it differs from the more traditional clinical and hospital environment. The School Nurse may be called upon to participate in special education case work and health assessments or record keeping that would not be traditionally affiliated with a nurse's responsibilities in other settings. The School Nurse must therefore have coursework in the psychology, identification of, and methods of instruction for the exceptional child. The School Nurse must also have coursework that provides information regarding reading methods and content area reading.

Our state licensure program consists of 4 total courses for 16 credit hours (all online), plus an eight credit hour internship. The internship will include an 11-week full-time placement in a school under the mentorship of a school nurse.

Course Requirements

Course	Title	Quarter Hours
T&L 405	INTRODUCTION TO THE ROLE OF SCHOOL SERVICE PERSONNEL: SCHOOL NURSE	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 425	BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL	4
NSG 431	HEALTH PROMOTION FOR FAMILIES AND COMMUNITIES	4
T&L 606	SCHOOL NURSE INTERNSHIP	8

Licensure

Upon completion of the program, students are eligible to take the Illinois State School Licensure Content Exam, (Test #236).

Admissions

Applicants to the licensure program must meet the admissions requirements of the College of Education (found here (p. 1366)). Applicants must hold a Bachelor's Degree and must have a minimum gpa of 3.0. They must provide transcripts from degree granting institutions, two letters of recommendation, and a copy of nursing license. ISBE requires that School Nurse candidates must hold licensure as a Registered Nurse in Illinois.

College of Law

DePaul University College of Law challenges and enlightens students by placing the highest priority on innovative programs of instruction that include both traditional classroom theory and professional skills training.

We are distinguished by our highly successful centers and institutes, which emphasize collaborative learning among students and faculty in advancing the law and serving justice. Located in a vibrant urban environment, the College of Law brings together students, faculty, staff and alumni committed to serving the public and the legal profession in ways that enhance the social, economic, cultural and ethical values in the broader community. The College of Law is part of a university that derives its fundamental mission from St. Vincent de Paul, who advocated the acceptance of all people and devoted his life to helping the disadvantaged lead dignified lives. We seek diversity in students' special talents, qualities, interests and socioeconomic backgrounds in creating a culture in which student learning is central. DePaul College of Law students can expect an academic environment that weaves together education, experience, service and community.

Academics

At DePaul University College of Law, tradition underlies everything: our deep roots, our enduring values and our commitment to service.

The College of Law provides theoretical instruction as well as offers creative approaches to professional skills training. Law students can earn academic credit by working with real clients on real cases in every type of legal environment. Through our Legal Clinics, Field Placement Program and Trial Advocacy Program, students gain valuable first-hand experience and insight working side-by-side with distinguished faculty members and practicing attorneys.

In addition to the core Juris Doctor curriculum, students also can choose from a variety of joint degrees, graduate programs and certificate options in a number of concentrations.

3+3 Program (BA+JD)

In the 3+3 BA+JD Program, high-achieving incoming first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn both a bachelor's and a law degree (Juris Doctor) in as few as six years (three years undergraduate and three years in law school).
- Students save one year's worth of undergraduate tuition and living expenses while gaining a head start in entering the legal profession.
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students must achieve a cumulative GPA of 3.35 by the end of their second year of study and maintain a cumulative GPA of 3.35 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than February 1 of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

Financial Aid

BA+JD students are not eligible for undergraduate scholarships once they start law school. All students will receive a merit scholarship from the College of Law, with merit scholarships beginning at \$1,500 per academic year. Students who earn an LSAT score and GPA at or above the College of Law's median LSAT and GPA are the most likely candidates for larger merit scholarships. College of Law students are not eligible for the Double Demon discount.

Admission & Aid

Electronic Application Process

All applicants to the College of Law must submit all materials electronically through the Law School Admission Council (LSAC) and register with the LSAC Credential Assembly Service (CAS). We only accept applications submitted through LSAC. Please read the application instructions included with the LSAC Electronic Application and follow them carefully. You can access the LSAC Electronic Application at law.depaul.edu (<http://law.depaul.edu>) or lsac.org (<http://www.lsac.org>).

We will not accept any paper application materials or paper updates to your application. Paper materials and updates will not be retained or reviewed by the Admissions Committee and will be discarded. You are welcome to submit updates to your file electronically. Application update materials may be submitted to lawinfo@depaul.edu. Please include your name and LSAC identification number on each attachment.

Disabled applicants in need of a reasonable accommodation to complete the application process, or other applicants who require a paper application, should contact the Office of Law Admissions at (312) 362-6831 or email lawinfo@depaul.edu with their request.

Admission Policy

Admission to DePaul University College of Law is very competitive.

We consider numerous factors in evaluating each applicant, including undergraduate academic performance, Law School Admission Test (LSAT) and/or Graduate Record Examination (GRE) scores, advanced degrees, professional work experience, writing ability, potential for leadership, professional and academic recommendations and the applicant's special talents, qualities, interests and socioeconomic and cultural background. No single factor is dispositive when determining admission.

Personal qualities that demonstrate intellectual depth, high ideals and diligence also are considered, as are economic, societal or educational obstacles that have been successfully overcome. Diversity in background and experience among the members of each entering class is a continuing objective. Having a diverse student body allows us to encourage and foster the exchange of different ideas. In addition, a candidate's prior relations with the DePaul University community and her or his potential for furthering DePaul's institutional goals are considered.

Last year, approximately 2,000 candidates applied for 150 seats in the full-time day program and 25 seats in the part-time evening program.

Because applications are reviewed on a rolling basis, early application is highly recommended, especially for those who desire merit scholarship and financial aid consideration.

For first-year applicants with no previous law school credit, admission is granted only for the fall semester. First-year applicants should ensure that their application and all necessary documents are on file in the Office of Law Admission prior to the suggested application deadline of April 1.

Prospective applicants who have received their baccalaureate degrees from accredited institutions or who have received degrees prior to July of the year for which admission is sought are eligible to apply. Except for students admitted to the 3+3 BA+JD program, anyone who has yet to receive a baccalaureate degree will not be permitted to enroll in the College of Law. No specific fields of study are prescribed at the baccalaureate level.

DePaul University has a nondiscriminatory admission policy; it is the policy of DePaul University that no person shall be the object of discrimination or harassment on the basis of race, color, ethnicity, religion, sex, gender, gender identity or expression, sexual orientation, national origin, age, marital status, pregnancy, parental status, family relationship status, physical or mental disability, military status, genetic information or other status protected by local, state, or federal law in its employment or its educational settings.

Application Instructions

Letter of Recommendation

One letter of recommendation is required for all applicants. Additional letters are welcome. Letters of recommendation must be submitted through CAS.

Recommendations from an applicant's college professors are particularly useful. Recommendations also may be submitted by employers or colleagues who are in positions to make critical and informed appraisals of an applicant's qualifications.

Personal Statement

A personal statement is required and must be electronically attached to the application for admission. It should not exceed two pages, and

may provide the Admissions Committee with information regarding such matters as intellectual interests and pursuits; personal, family or educational background; experiences and talents of special interest; reasons for applying to law school as they may relate to personal goals and professional expectations; or any other factors that will assist the committee's evaluation of the applicant's candidacy for admission. Applicants also may describe, either within the personal statement or as an addendum, how their admission would contribute to the diversity of the College of Law.

Resume

A current resume is strongly recommended and may be electronically attached to the application for admission. It should not exceed two pages. It should include a complete employment record and identify honors, scholarships and commendations received; membership in any scholastic, honorary and professional associations; as well as community, volunteer and extracurricular activities.

Law School Admission Test / Graduate Record Examination / Credential Assembly Service

All applicants must take the LSAT (including LSAT Flex) or GRE. LSAT scores earned more than five years prior to the date of application will not be accepted. In addition, all applicants must register with CAS. Please visit the LSAC website (lsac.org (<http://www.lsac.org>)) for additional information.

Application Fee

There is no application fee for the JD program.

International Applicant Information

Applicants who have earned degrees or received diplomas from foreign institutions must submit all materials required of first-time JD applicants.

In addition, applicants who have completed coursework or earned degrees from foreign institutions should submit their foreign transcripts through LSAC's CAS. Foreign transcripts received will be sent to the American Association of Collegiate Registrars and Admissions Officers (AACRAO) where the transcript will be authenticated and analyzed. This service is included in the standard CAS fee. The data will be assembled into a foreign credential evaluation document that contains AACRAO's summary, copies of the transcripts (and translations, as necessary) and a TOEFL or IELTS score, if applicable.

Applicants who were educated in foreign countries at institutions where English is not the primary language must also register for the TOEFL (toefl.org (<http://www.toefl.org>)) or IELTS (ielts.org (<http://www.ielts.org>)). Applicants who register for the TOEFL must advise Educational Testing Service (ETS) to send their TOEFL score to DePaul University College of Law (institution code 1165).

LSAC will incorporate the applicant's foreign credential evaluation, TOEFL or IELTS score and associated documents into the regular CAS report.

While the College of Law strongly encourages international applicants to submit their foreign transcripts to the CAS, we will also accept detailed evaluation reports from Educational Credential Evaluators (ece.org (<http://www.ece.org>)), World Educational Services (wes.org (<http://www.wes.org>)) or from any other member of the National Association of Credential Evaluation Services.

International applicants who have graduated from foreign law schools may receive up to 28 credit hours toward the JD degree. The determination of applicable credit is made upon admission. For additional information, including a copy of the Financial Affidavit of Support Form

for International Students, please visit International Student Admissions (<https://offices.depaul.edu/international-admission/Pages/default.aspx>).

Joint Degree Programs

DePaul offers the following joint-degree programs: the JD+MBA degree with the Kellstadt Graduate School of Business; the JD+MS in Public Service Management, JD+MA in International Studies, JD+MNM in Non-profit Management, JD+MPA in Public Administration, JD+MPP in Public Policy, JD+MS in International Public Service, and JD+MS in Public Service Management, all with the College of Liberal Arts & Social Sciences' School of Public Service; the JD+MS in Computer Science Technology with the Jarvis College of Computing and Digital Media; and the JD+Masters in International and European Business Law with the Pontificia Universidad Comillas (Madrid, Spain).

Those seeking a joint degree first must apply and be accepted for admission to the College of Law. Admission is made to the appropriate joint degree program only after completion of the first-year core curriculum in the College of Law with above average academic achievement. Thereafter, if accepted into the joint degree program, law students begin their joint degree studies.

A separate application may be required for each program and should be submitted during the first year of law school. In addition, an entrance exam such as the GRE or GMAT may be required depending on the requirements of the program to which the applicant is applying.

More information about joint degree programs is available at law.depaul.edu (<http://law.depaul.edu>).

Transfer Applicant Information

DePaul University College of Law welcomes applications from students who will have completed, within the preceding two years, at least one year of study at another ABA-accredited law school. Transfer applicants may apply for admission to the day and evening programs during the fall and spring semesters. Transfer applicants admitted to the College of Law may receive up to 30 hours of credit toward the JD degree. The determination of applicable credit is made upon admission. DePaul University does not have an articulation agreement with any university or law school program regarding transfer admission.

Students applying for transfer admission complete a different online application than first-year applicants. Transfer applicants are required to submit the following: transfer student application form, one letter of recommendation from a law school professor, resume, personal statement and current LSAC CAS report. In addition, transfer applicants must submit directly to the Office of Law Admissions:

1. a letter of good standing indicating eligibility to return from all previously attended law schools and
2. law school transcripts from all previously attended law schools.

Law school transcripts must provide grades for all coursework attempted. While a transcript showing spring grades generally is required to review the application, the Admissions Committee may make an exception and grant a conditional admission based upon an applicant's strong academic performance in the fall semester. Class ranks are not required to evaluate an applicant's transfer application.

In evaluating transfer applicants, the Admissions Committee will consider the applicant's undergraduate academic record, LSAT score, law school grades, personal statement, letter of recommendation and other information requested in the application.

Financial Assistance

DePaul University and the College of Law provide a range of financial assistance in the form of loans and scholarships. Should you wish to apply for financial assistance, indicate your intent in the application for admission. Financial aid applications will be available shortly after October 1.

Scholarship Assistance

All admitted students are automatically considered for applicable scholarship awards. No separate application is required. Dean's Scholarships are awarded to entering law students based upon their achievements, personal qualities and potential to contribute to the DePaul law community. Scholarship recipients are notified of their award in the acceptance letter.

Need-Based Assistance

To apply for loans and other need-based assistance, the Free Application for Federal Student Aid (FAFSA) is required and can be obtained after October 1 at colleges and universities or at the FAFSA website ([fafsa.ed.gov](http://www.fafsa.ed.gov) (<http://www.fafsa.ed.gov>)). The FAFSA code for DePaul University College of Law is 001671. The FAFSA must be complete and on file in the Office of Financial Aid on or before March 1 in order to receive full consideration for DePaul-administered financial aid.

For additional financial aid and scholarship information, visit the DePaul University College of Law website at law.depaul.edu (<http://law.depaul.edu>).

College of Liberal Arts and Social Sciences

The College of Liberal Arts and Social Sciences is committed to providing all of its students with an education that balances in-depth study in select areas with a breadth of experience in the various disciplines that form the core of human knowledge. All programs of study share a commitment to the highest standards of academic quality, to a mode of study that nurtures critical thinking skills, to a self-conscious examination of questions of value and meaning, and to the development of those habits of the heart and mind intrinsic to a life-long and independent learner.

Our commitment is reflected in a faculty that is as strongly committed to teaching as it is to research. It is reflected in curricular practices that discourage students from concentrating in one subject area to the exclusion of all others. And it is reflected in the College's encouragement of interdisciplinary areas of study, effective collaboration, and the development of leadership skills that can be applied across all areas of knowledge.

The College values and nurtures the distinctiveness of the Vincentian mission of the University. The interactions among its faculty and between its faculty and its students are characterized by sincere personal care. Significant portions of the curriculum speak to questions of social responsibility, ethical standards for behavior, and an active engagement with the people of Chicago and the world.

Contact Us

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Gerald Cruz, BA
Associate Director of Graduate Student Services

Undergraduate Academics

The College of Liberal Arts and Social Sciences offers a wide range of Undergraduate majors, Graduate programs and Certificates.

Honors Program

Most students follow the Liberal Studies Program (p. 1315) to meet their general education requirements. However, students accepted into the Honors Program (p. 1343) fulfill general education requirements through an alternative set of courses. A student in the Honors Program pursuing a primary major in the College of Liberal Arts and Social Sciences follows the requirements below:

Like the Liberal Studies Program, the Honors Program consists of between ten and twenty courses representing 40 to 80 quarter hours, the exact requirements determined according to the student's home college and/or major. Honors requirements include core courses, a science requirement, a math requirement, an art requirement, a language sequence, a multiculturalism seminar, a junior seminar, and a senior thesis or senior seminar. Some AP and IB credit will apply toward Honors core courses. Credit can also be applied toward the math, science, or language requirements. Depending on the college and major, some Honors requirements may be waived. Specific requirements can be found within the student's college in the Colleges and Schools section.

Honors Core

Course	Title	Quarter Hours
HON 110 or HON 111	HONORS DISCOVER CHICAGO HONORS EXPLORE CHICAGO	4
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 101	WORLD LITERATURE *	4
HON 102	HISTORY IN GLOBAL CONTEXTS *	4
HON 104	RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES	4
HON 105	PHILOSOPHICAL INQUIRY	4
HON 180	DATA ANALYSIS AND STATISTICS ¹	4
HON 201	STATES, MARKETS, AND SOCIETIES ²	4
HON 203	SEMINAR IN MULTICULTURALISM	4
HON 205	INTERDISCIPLINARY ARTS ³	4
HON 302	SEMINAR IN SOCIAL JUSTICE	4

* Advanced placement credit will fulfill Honors Core requirements as listed:

- AP Literature credit for ENG 101 (previously ENG 120) will fulfill HON 101
- AP credit for HST 111 or HST 171 fulfills HON 102

¹ HON 180 is not required for students with a Calculus, Statistics, Business Analytics, or Discrete Mathematics requirement for the major. The courses (including AP, IB and transfer credit) that can replace HON 180 are as follows: MAT 242, MAT 135, MAT 137, MAT 150, PSY 240, SOC 279.

² HON 201 is not required for students in the Theatre School or the College of Education

³ HON 205 is not required for students in School of Music, The Theatre School, or the BFA Animation major in CDM.

Honors Senior Capstone

Course	Title	Quarter Hours
Select one of the following:		4
HON 350	HONORS SENIOR SEMINAR	
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
HON 395	HONORS SENIOR THESIS	

Note: Honors students in the Pathways Honors Program accepted into a 3+ program for admission to RFUMS will be waived from the Honors Senior Capstone requirement.

Honors Senior Thesis Option

Students who choose to complete an Honors Senior Thesis must have their project approved at least one term prior to executing the project. To gain approval for a senior thesis, students must complete an online application, including a project proposal, signed by two faculty advisors. In keeping with the interdisciplinary nature of the program, the thesis should attempt to move outside the boundaries normally associated with one particular discipline and should be supervised by two faculty members from different academic fields. While the final product must be a substantial piece of work building on the student's accumulated knowledge and new research, specific requirements for each thesis will depend on the nature of the project. See the Honors director or associate director for further information. Students may opt to enroll in HON 300 (a two-credit elective) to receive dedicated guidance as they prepare the thesis project.

Science Requirement

- Honors students who do not have a lab science requirement for the major will fulfill the science requirement with HON 225 (Honors Lab Science Topics) OR a course selected from the university's Scientific Inquiry Lab courses.
- Honors students in Liberal Arts and Social Sciences and College of Communication, students with a BA major in Psychology, and BA students in the School of Music will complete one additional science course chosen from the university's offerings of Scientific Inquiry (non-lab) or Mathematics and Computing courses.
- BA students in Mathematical Sciences will complete one additional science course chosen from the university's offerings of Scientific Inquiry (non-math.)
- BS students in Mathematical Sciences will complete one Scientific Inquiry Lab course.
- Honors students in the College of Education will complete one Scientific Inquiry Lab (non-Biology) course and one Scientific Inquiry Biology course. HON 225 is not an option for COE students to fulfill the lab science requirement.

- Students in the School of Music (non BA) and the Theatre School will fulfill the science requirement with one course selected from the university's offerings of Scientific Inquiry (non-lab) courses.

Math Requirement

- Honors students who do not have a Calculus, Statistics, Business Analytics or Discrete Math requirement for the major are required to take HON 180 or one of the following courses: MAT 135, MAT 137, MAT 242, MAT 150, PSY 240, or SOC 279.
- Honors students in the PAM major in the School of Music will fulfill the Honors math requirement with MAT 130.

Language Requirement

- Three courses of intermediate or advanced language study are required for all Honors students except those in the School of Music, The Theatre School, a BFA major in LAS or CDM, or the BSN major in CSH. Language courses numbered 101-103 will count as open elective credit.
- Students who meet the proficiency requirement by placing at the 200-level of a language may fulfill the language requirement with either one year of advanced study of their proficient language or one year of a language the student has not previously studied.
- Language majors may fulfill the language requirement with one year of language study, at any level, outside of their major OR three additional Honors Approved Electives.
- Honors students in the College of Education have a one year (three course) language requirement. This requirement can be fulfilled through either completion of one year of study of the student's high school language or one year of a new language the student has not yet studied. Students opting to continue their high school language are required to complete a placement test and must begin language study according to their placement.

Fine Arts Elective

Course	Title	Quarter Hours
Select one applied, performance, or studio arts course outside of the major from approved list:		4
ACT 209	SKETCH COMEDY	
ACT 217	THE ART OF STORYTELLING	
ACT 223	INTRODUCTION TO IMPROVISATION	
ACT 242	STAGE DIRECTION FOR NON-MAJORS	
ACT 244	DRAMATIC WRITING FOR NON-MAJORS	
ACT 290	ACTING AND PERFORMANCE	
ACT 301	MODERN DANCE	
ANI 101	ANIMATION FOR NON-MAJORS	
ANI 105	MOTION GRAPHICS FOUNDATIONS	
ART 104	CREATING ART	
ART 105	TWO-DIMENSIONAL FOUNDATIONS	
ART 106	BEGINNING DRAWING	
ART 113	THREE DIMENSIONAL FOUNDATIONS	
ART 115	BEGINNING SCULPTURE	
CMNS 230	PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY	
CMNS 330	TOPICS IN PERFORMANCE	
ENG 201	INTRODUCTION TO CREATIVE WRITING	

ENG 209	TOPICS IN WRITING
FILM 165	DIGITAL STILL PHOTOGRAPHY FOR NON-MAJORS
FILM 100	INTRODUCTION TO CINEMA: THE ART OF MAKING MOVIES
FILM 102	FOUNDATIONS OF CINEMA FOR NON-MAJORS
GAM 224	GAME DESIGN FOR NON-MAJORS
GD 105	INTRO TO VISUAL DESIGN
MUS 102	COMPOSITION AND SOUND ART FOR NON-MUSIC MAJORS
MUS 107	GUIDE TO MUSIC THEORY
MUS 207	INTRODUCTION TO SONGWRITING
REC 216	PRO TOOLS AND THE DEVELOPMENT OF THE RECORDING STUDIO
THE 246	STAGE DESIGN FOR NON-MAJORS

- BS students in Game Design will fulfill the Fine Arts Elective with SCWR 100.
- Additionally, BS students in Game Design will fulfill the Ethics requirement with FILM 228 or IT 228.

Honors Approved Electives

Approved Electives are chosen in consultation with an Honors advisor to achieve specific academic or professional goals. Courses completed for Study Abroad, 200-300 level courses taken for a minor or second major, or 200-300 level courses taken to pursue a specific area of interest outside of the major can count as Honors Approved Electives. The number of Honors Approved Electives depends on the college and major. Students in the College of Education, the School of Music (except BA students), and the Theatre School do not have Honors Approved Electives.

AP/IB credit for WRD 103 will fulfill an Honors Approved Elective requirement.

BS students in Game Design will fulfill one Honors Approved Elective with ANI 101.

Experiential Learning

Honors students will fulfill the university's Experiential Learning (EL) requirement by completing an EL-designated course in the major, as an open elective, as an Honors Approved Elective, or as an Honors core requirement (HON 351). Students in the College of Education, the School of Music, and the Theatre School whose programs meet the university requirement in Experiential Learning will be considered to have met the Honors Program requirement as well.

AP or IB or Transfer Credit will fulfill Honors Core requirements as listed:

- AP/IB Literature credit for ENG 101 or ENG 120 fulfills HON 101
- AP/IB credit for HST 111 or HST 112 or HST 171 fulfills HON 102
- AP/IB credit for BIO 191 or CHE 130 or PHY 150 or ENV 102 fulfills HON 225 and/or the Scientific Inquiry requirement.
- AP/IB credit for CHE 102 or GEO 101 or ENV 202 or MAT 150 or MAT 135 fulfills the Scientific Inquiry requirement.
- AP/IB credit for MAT 242 or MAT 150 or MAT 135 fulfills the HON 180 requirement.

- AP/IB credit for ART 104 or ART 105 fulfills the Fine Arts Elective requirement.
- AP/IB credit for a 104, 105, or 106 language course counts toward the language requirement.
- IB credit for PHL 100 fulfills HON 105
- Transfer credit for WRD 104 fulfills HON 100

Grade Requirements

A grade of C- or higher in HON 100 and HON 110 or HON 111 is required to remain in the Honors Program. A grade of C- or higher is required to pass the following:

Course	Title	Quarter Hours
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 350	HONORS SENIOR SEMINAR	4
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	4
HON 395	HONORS SENIOR THESIS	4

Study Abroad

Study Abroad is particularly appropriate for students in the Honors Program and, though not required, is strongly recommended. Honors students interested in Study Abroad should plan to participate during their sophomore or junior year and should make certain that they have fulfilled appropriate modern language requirements before that point in their undergraduate careers. They should meet with the Honors associate director prior to their departure for pre-approval of course substitutions. Coursework completed abroad may substitute for Honors Approved Electives or selected Honors core courses that are equivalent to the study abroad course.

Honors Advising

All Honors students will work with an Honors advisor for academic planning and to schedule Honors courses in conjunction with their major requirements. As a general rule, Honors students take one or two Honors courses each quarter during their first and second years of study and one or two Honors courses a year in the junior and senior years.

Transfer Honors

Transfer Honors offers students the full benefits of the Honors Program (<https://academics.depaul.edu/honors/Pages/default.aspx>) with the opportunity to fulfill requirements using courses taken at previous institutions. For students admitted to Transfer Honors, the Honors curriculum replaces Liberal Studies requirements. Evaluation of transfer credit toward Honors requirements is done on an individual basis, and specific Honors requirements vary according to a student's college and major. Students who transfer to DePaul with fewer than 16 quarter hours of college credit, excluding AP and IB test credit, will have the same Honors requirements as students who begin the program as freshmen.

Please note that Transfer Honors is a residential program with most classes offered during the day on the Lincoln Park Campus. Students in the School of Music, the Theatre School, and the School of Continuing and Professional Studies are not eligible for Transfer Honors.

Transfer Honors Requirements

Students who enter Transfer Honors will consult with an Honors Program advisor to determine how transfer credit can apply to the following Honors requirements:

Course	Title	Quarter Hours
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 101	WORLD LITERATURE	4
HON 102	HISTORY IN GLOBAL CONTEXTS	4
HON 104	RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES	4
HON 105	PHILOSOPHICAL INQUIRY	4
HON 180	DATA ANALYSIS AND STATISTICS	4
HON 201	STATES, MARKETS, AND SOCIETIES	4
HON 203	SEMINAR IN MULTICULTURALISM	4
HON 205	INTERDISCIPLINARY ARTS	4
HON 225	HONORS LAB SCIENCE TOPICS	4
HON 302	SEMINAR IN SOCIAL JUSTICE	4
HON 350	HONORS SENIOR SEMINAR	4
or HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
or HON 395	HONORS SENIOR THESIS	
Foreign Language Requirement (equivalent of one year of college-level study)		12
Fine Arts Elective		
Honors Approved Electives		
Experiential Learning		4

Transfer Honors with an Associate's Degree

Students who have earned an Associate's of Arts or Sciences degree at an Illinois college or who have completed the Illinois Articulation Initiative will complete Experiential Learning and five courses that replace requirements in the Liberal Studies Program:

Course	Title	Quarter Hours
HON 104	RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES	4
HON 105	PHILOSOPHICAL INQUIRY	4
HON 203	SEMINAR IN MULTICULTURALISM	4
HON 302	SEMINAR IN SOCIAL JUSTICE	4
HON 350	HONORS SENIOR SEMINAR	4
or HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
or HON 395	HONORS SENIOR THESIS	

All Transfer Honors students must complete these five courses regardless of the credit hours transferred in.

WRD 103 Replacement for Students Leaving the Honors Program

For students who withdraw from the Honors Program having completed HON 100, and who do not have AP credit for WRD 103, either WRD 103 or

one of the following courses must be taken to fulfill the requirement for WRD 103:

Course	Title	Quarter Hours
WRD 203	STYLE FOR WRITERS	4
WRD 206	PROFESSIONAL WRITING	4
WRD 240	ARGUMENTATIVE WRITING	4
WRD 300	COMPOSITION AND STYLE	4

Graduate Academics

The College of Liberal Arts and Social Sciences offers a wide range of graduate degree programs and certificates, general academic requirements for which follow.

Master's Programs

For the master's degree, all programs involve one or more of the following:

1. credit hours,
2. thesis,
3. paper on approved topic,
4. integrating project,
5. final or comprehensive examination, and
6. program time limitation.

Credit Hours

For the master's degree, most programs for graduate students require 48 quarter hours of course work. When the program includes a thesis, no more than eight quarter hours of registration in Thesis Research will be counted toward the degree. Specific degree requirements are listed in the departmental and program sections of this Catalog.

Thesis

The University offers the master's degree both with and without the thesis; however, the thesis is required by some departments. The thesis is limited to the student's field of specialization and should offer satisfactory evidence of the candidate's potential for scholarly research.

The student is advised to consult the College Office or its website (<https://las.depaul.edu/student-resources/graduate-student-support/graduation-requirements/Pages/thesis-requirements.aspx>) for information regarding the required format of the thesis and accompanying forms. Responsibility for fulfilling theses requirements lies with the student.

The student, after completing the thesis, will submit it to the director of his or her thesis committee for consideration. When the thesis is fully approved, purged of all errors, and in the correct format, the student must submit an electronic copy to the College Office. The College Office will arrange for the electronic archival of your thesis with the library and your department.

Paper on Approved Topic

The type and length of the paper is determined by the department or program that lists it as a requirement for the master's degree. The purpose of the paper is to give evidence of the student's ability to find, select, organize and interpret material in a manner consistent with the standards and practices of the discipline involved.

Integrating Project

Procedures for such a project are set in advance in each specific case through consultation between the student and the department or program advisor.

Final or Comprehensive Examination

The type and the subject matter of the examination follow the regulations established in the various departments and programs. If the student does not pass the examination, the department or program may grant permission for another examination. The examination may not be repeated until after the next convocation nor may the examination be taken more than twice.

Program Time Limitation

Graduate students in master's programs are expected to complete their program degree requirements within a six-year period from the first registration date for a course in the program. When a graduate student fails to finish before the end of the sixth year, the department or program director may recommend, on receipt of the student's petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.

Doctoral Programs

The Doctor of Philosophy, the highest academic degree that DePaul University confers, is offered in the department of Philosophy. The degree shows that the recipient has demonstrated proficiency in a broad area of learning, as well as the potential to explore and advance that field of knowledge by independent research.

Following are the minimum general requirements for all candidates for the Doctor of Philosophy degree in the areas of:

1. academic achievement,
2. residence,
3. admission to candidacy,
4. dissertation,
5. final examination and
6. program time limitations.

Additional requirements set by the departments are stated in the departmental sections of this Catalog.

Students should contact the Graduate Office or check its online resources if there are any questions or concerns.

Academic Achievement

A student will be advised to withdraw from the doctoral program when the department judges that he or she is not maintaining satisfactory progress toward the degree. Students are required to maintain at least a 3.0 average. A course grade below 2.0 is unsatisfactory and will not be counted toward completing degree requirements. The determination of satisfactory progress is not limited to grades and grade point average, but includes all factors in the student's performance.

Residence

At least three consecutive quarters beyond the master's level must be spent in full-time study at DePaul University. Full-time study is defined as registration for a minimum of eight quarter hours in a quarter. With prior approval of the department, the student may satisfy residency by course work, by participation in seminars, or by research performed off campus. To reflect the diversity of graduate study for the Ph.D. degree at stages other than the residency stage, doctoral candidates are full-time students

who are registered for Independent Study (four hours); for Dissertation Research (four hours); or for Candidacy Continuation (non-credit).

Admission to Candidacy

Admission to candidacy implies that the faculty is satisfied the doctoral candidate is sufficiently knowledgeable in his or her area of specialization and in the use of research tools to be able to prepare an acceptable dissertation.

For admission to candidacy the doctoral candidate shall have had the master's degree conferred and shall have completed three consecutive quarters of full-time study beyond the master's level. Other requirements may include a comprehensive examination, departmental language or allied field study, and/or a dissertation proposal.

The College Office will record the date of admission to candidacy. There is a time limit of four years between admission to the College of Liberal Arts and Social Sciences and admission to candidacy. Once admitted to candidacy, the doctoral candidate must maintain registration in the University in each of the quarters of the academic year until the degree requirements have been completed. Among other courses, the following are appropriate to maintain registration: Independent Study (four hours); Dissertation Research (four hours); or Candidacy Continuation (non-credit). Failure to comply with the policy governing registration in the University, in each of the quarters of the academic year until the degree requirements have been completed may result in dismissal from the doctoral program. Candidacy status may be reinstated only after the student has applied for readmission (see Readmission Procedures).

Dissertation

The doctoral candidate will prepare a dissertation based on his or her research. The purpose of the dissertation is to demonstrate one's ability to do scholarly work that contributes to the profession and the advancement of knowledge. The candidate will:

1. select a dissertation director;
2. have a topic of the dissertation approved; and
3. form a dissertation committee to help guide the production of the dissertation.

Further details about the dissertation are available from the candidate's department. All doctoral dissertations are to be published through ProQuest and entered into DePaul University's institutional repository. After all requirements have been completed, the dissertation document has been fully approved, purged of all errors, and in the correct format, the student must submit an electronic PDF copy of the dissertation to the College Office.

Final Examination

The dissertation is the principal basis of the final examination. After completing the dissertation, and at least eight months after admission to candidacy, candidates should submit a petition for the final examination to their department. The department chairperson notifies the Graduate Office of the date, time and place of the examination and of the names of the members of the examining committee. After the examination, the chair of the committee sends a report of the results, signed by all committee members, to the graduate office. When these steps have been completed, the doctoral candidate becomes eligible for degree conferment at the next convocation.

Program Time Limitations

For graduate students in a doctoral program, the time limits to complete the requirements for the Doctor of Philosophy degree are:

1. between admission to the doctoral program and admission to candidacy: not more than four years; and
2. between admission to candidacy and the final examination: not less than eight months, and not more than five years.

When a graduate student fails to finish before the end of his or her fourth year prior to candidacy or his or her fifth year post candidacy, the department or program director may recommend, on receipt of the student's petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.

Certificates

Community Development
 Critical Ethnic Studies
 Digital Humanities
 Emergency Management Administration
 Geographic Information Systems
 Global Health
 Health Care Administration
 International Studies
 Metropolitan Planning and Development
 Publishing
 Social Research
 Strategic Writing and Advancement for Nonprofits
 Sustainable Urban Food Systems
 Teaching English in Two-Year Colleges
 Teaching English to Speakers of Other Languages
 Translation and Interpreting
 Women's and Gender Studies

Course work credit leading to a graduate degree program in the College of Liberal Arts and Social Sciences may be double-counted toward ONE approved, paired, graduate certificate program. If a student seeks another (second or more) LAS certificate, and those certificate program requirements are again completely comprised of course work leading to the student's graduate degree, then the student must take at least two additional courses in order to earn the additional certificate(s).

Liberal Arts & Social Sciences Graduate Academic Student Handbook

In addition to the DePaul University Graduate Student Handbook, the Liberal Arts and Social Sciences Graduate Student Handbook includes requirements, rules and regulations for its graduate programs. Additional academic information and regulations applicable to specific graduate programs can be found via the program links below.

Upon admission to a graduate program, a student is to follow the catalog requirements in effect at the time of entrance. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the catalog in effect at the time of readmission or status change.

Graduate students assume the responsibility to know and meet both the general and particular regulations, procedures, policies, and deadlines set forth in this catalog and handbook. This catalog does not constitute a contract between the student and the University. Every effort has been made to provide accurate and firm information. The University reserves the right to revise the content of its catalogs and schedules, and to change policies, programs, requirements, rules, regulations, procedures, calendars and schedule of tuition and fees; to establish and modify admission and registration criteria; to cancel or change courses

or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; or to make any other necessary changes. Additionally, all students are expected to adhere to the Student Code of Responsibility found in the Student Handbook.

The following graduate programs have specific handbook policies:

- History (p. 595)
- Interdisciplinary Studies Program (p. 635)
- International Public Service (p. 644)
- Liberal Studies (p. 733)
- Nonprofit Management (p. 852)
- Philosophy (p. 902)
- Public Administration (p. 950)
- Public Health (p. 957)
- Public Policy (p. 967)
- Public Service Management (p. 977)
- Social Work Program (p. 1062)
- Writing, Rhetoric, and Discourse (p. 1307)

Academic Advising

Academic advising is an essential component of student success. Faculty work with graduate students not only on course selection and to monitor progress toward degree, but, more importantly, to be mentors and advocates through students' programs of study and beyond.

Degree-seeking students can find the name of their academic advisor on Campus Connection. Non-degree seeking students and students-at-large should contact LAS Graduate Student Services for assistance.

Graduate Student Services (<https://las.depaul.edu/student-resources/Pages/default.aspx>)

2352 North Clifton Avenue

Suite 130
 Chicago, Illinois 60614
 773-325-4008 (p)
 773-325-7311 (f)
LASGraduateOffice@depaul.edu

Courses and Credit

Students must be registered in order to attend and receive credit for courses. The typical class extends over a ten-week period (or an accelerated five-week period in the summer). All courses carry four quarter hours of credit (2 2/3 semester hours), unless otherwise noted.

For students who work full-time, eight credit hours per term is the suggested maximum.

Graduate courses are numbered 400 - 799. Courses numbered 300 through 399 are advanced undergraduate courses that may be accepted for graduate credit within the limitations stipulated by the specific departmental chair or program director.

Students who want to enroll in undergraduate courses for personal interest while pursuing a graduate degree must submit an online application for non-degree seeking undergraduate admission found on the DePaul website.

Up to twelve quarter hours of credit (or not more than one-quarter of a program's required coursework) may be transferred from another institution, with the approval of the program director. Please contact the Graduate Student Services Office for details.

Grades, Minimum Requirements

A grade of B– or higher must be earned to receive credit for any upper-level undergraduate course (300 level) that has been approved to count toward the graduate degree. A minimum grade point average of 2.500 is required to graduate. Some programs may have a higher minimum graduation grade point average. A grade of D+ or D is unacceptable for graduate credit, and if earned in a required course, the course must be repeated or substituted as directed by the director of the graduate program. D+ or D grades remain on the academic record and are calculated into the cumulative grade point average.

Graduation

Meeting Degree Requirements

You must successfully complete all of the general and specific degree requirements as listed in departmental or program sections of the catalog under which you were admitted. All requirements must be completed by the grading deadline of the degree conferral quarter.

Earning Degrees with Distinction

Requirements for earning a degree with distinction vary by program. Unless otherwise indicated, the minimum cumulative grade point average for distinction is 3.75. Additional criteria need to be met in many programs, such as passing a comprehensive examination or writing a thesis with distinction. Refer to your program information for any differing or specific requirements on minimum grade point average or additional criteria.

Degree Conferral

Applying for degree conferral requires the anticipated completion by the stated deadline of all program requirements including completion of all course work plus any of the following that apply: program standards, field experiences, thesis and/or dissertation requirements, qualifying or comprehensive exams, language proficiency, and the minimum GPA requirement for graduation. Submitting the on-line degree conferral application does not guarantee the conferral (granting) of a degree from DePaul University. Degree requirements are reviewed at the end of the expected completion term indicated.

In order to have your degree conferred, you may not have any outstanding incomplete grades, transfer credit, grade changes, substitutes, or waivers. All exams must be completed and graded, and theses/dissertations or other capstone projects must be graded and submitted. Failure to have these items complete by the end of degree conferral term will prompt the Graduate Office to deny degree conferral. If you wish to postpone your degree conferral or are ineligible to graduate, you must reapply.

If you meet all requirements, your degree will be conferred within 30 days of the end of the term. Diplomas are mailed to graduates without financial holds, by the Office of the University Registrar, generally within 45-60 days after the end of the term.

DePaul reports degree information to the National Student Clearinghouse monthly. Many companies and agencies use this service to verify awarded degrees. Your degree will only be verified by the Clearinghouse if your privacy settings in Campus Connection indicate this as releasable information at the time your degree is conferred. Please verify your privacy settings before the end of your completion term.

Commencement

The graduation ceremony is symbolic. It is held in June of each year. June and August degree audits occur after the ceremony, therefore these candidates may not be accurately recognized as having earned a degree. Likewise, graduation with distinction may not be able to be announced at the ceremony, but will appear on the transcript and diploma.

Deadlines for Degree Conferral and Commencement Participation

The University confers graduate degrees four times per year, after the autumn, winter, spring, and summer terms. The deadlines for applying for degree conferral are October 1, January 15, February 1, and July 15 respectively. Students can RSVP to the June commencement ceremony beginning in the winter quarter. (There is only one commencement, i.e., graduation, ceremony per year. All students whose degrees are earned in that academic year are encouraged to participate.)

Probation and Dismissal

Each program may have its own probation and dismissal policies. Please consult with your program first and if there are no program-specific policies then the following applies.

A student is subject to probation as soon as his/her graduate GPA falls below 2.500. The student remains on probation until four more courses are taken, at which time another evaluation is made. If, at that time, the student has failed to raise his/her GPA to the required level of 2.500 the student may be dismissed.

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to the dean of the college, would provide information that would demonstrate a change in the student's circumstances to an extent that would support successful completion of the student's degree program. The dean's decision, based upon the merits of the petition and the recommendation of the faculty of the student's department, may, if favorable, stipulate conditions of reinstatement.

Registration Procedures

Degree-seeking students enrolled at any time during the previous calendar year are eligible to register and do so through Campus Connection. Non-degree seeking students need permission from the Graduate Student Services Office to register.

Registration in Courses in other Colleges or Schools

Graduate students may be permitted to register for courses offered in other colleges or schools of the University. Contact the Graduate Student Services Office for specifics.

Residence Registration

Whether in residence or not, all active graduate students, master's and doctoral levels who will use the facilities of the University (library, laboratory, etc.) or who will consult with faculty members regarding theses, dissertations or examinations, must be registered in each quarter.

Admission & Aid

Information about admission to the College of Liberal Arts and Social Sciences is found in the Admission & Aid section of the DePaul website (<https://www.depaul.edu/admission-and-aid/Pages/default.aspx>) (<http://www.depaul.edu/admission-and-aid/types-of-admission/Pages/default.aspx>).

Scholarship Opportunities

Information about the majority of scholarships is found here (<https://www.depaul.edu/admission-and-aid/Pages/scholarships.aspx>).

The College awards a handful of targeted, one-off, and relatively small (\$500 - \$3000) scholarships annually. Some academic departments have similar scholarships for their eligible majors. All scholarships are managed via Scholarship Connect (https://depaul.academicworks.com/users/sign_in/).

Graduate students may also be eligible for graduate assistantships, which package tuition waivers with a stipend, or full or partial tuition waivers. Contact Graduate Admission (GradDePaul@depaul.edu) or the graduate program of interest for more information about what opportunities exist.

Double Demon Scholarship

The Double Demon Scholarship is awarded to DePaul alumni and covers 25 percent of tuition for degree, non-degree or select certificate coursework taken at the graduate level.¹ Both full-time and part-time students are eligible and no application is necessary. To learn more, contact the admission office for your college of interest (see listing below).

¹ Please note: The Double Demon Scholarship cannot be used in conjunction with other DePaul scholarships, waivers or awards. University employees are eligible for other tuition benefits and are not eligible. The scholarship does not cover coursework from the Center for Professional Education (CPE), the Institute for Professional Development (IPD), coursework in a doctoral program or a master of fine arts (MFA), School of Music, the Theatre School, College of Law and a few other select programs.

Financial Aid

Information about financial aid is found here (<https://www.depaul.edu/admission-and-aid/financial-aid/Pages/default.aspx>).

Graduate Admission

Applicants are admitted to the College of Liberal Arts and Social Sciences on the basis of their ability to complete programs of study and research prescribed for the master's and doctoral degrees. Specifically, admission qualifications are measured by academic criteria. In accord with these criteria, applicants are admitted in one of three major categories: degree-seeking, non-degree-seeking, and student-at-large.

The admission process begins with an online application, found here (<http://www.depaul.edu/admission-and-aid/Pages/default.aspx>).

Degree-Seeking Students

Applicants are admitted as degree-seeking students in either of two ways: full or conditional.

Full Degree-Seeking Status

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies satisfying all requirements for entering a specific graduate program.
- Submission of all required supporting credentials.
- Unconditional approval by the department or program director of the applicant's proposed course of graduate study.

Please note these are minimum requirements for full admission. The departmental and program sections of this Catalog provide additional, more specific and selective, criteria for admission to specific programs.

Conditional Degree-Seeking Status

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies indicating a capacity to pursue successfully a specific program of graduate study.
- Submission of all required supporting credentials.
- Conditional approval by the department or program director of the applicant's proposed course of graduate study.

A conditionally admitted applicant is eligible for reclassification to full, degree-seeking status when the conditions of his or her admission have been satisfied.

Non-Degree Seeking Students

The dean may admit as students those applicants who do not wish to pursue an advanced degree. Non-degree-seeking students may, at some future date, make application to a graduate program, but they are not accorded special consideration for admission. Students should consult the intended degree program's website for information about application requirements.

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution
- Academic achievement in undergraduate studies indicating a capacity to succeed in graduate course work (minimum of 2.50/4.00)
- Submission of official transcript from bachelor's degree granting college or university
- Approval by the director of graduate admission.

Students admitted as non-degree graduate students are eligible to enroll in graduate-level courses only.

When such students apply to a graduate program, the departmental or program director of their specific graduate course of study may recommend, in writing, to the dean that a maximum of three courses (12 quarter hours) completed by the student under the non-degree-seeking status be counted toward fulfillment of the advanced degree requirements.

Combined Programs

College of Liberal Arts and Social Sciences students can apply to earn credit toward select DePaul graduate programs while undergraduates. In these programs, undergraduates take three graduate courses their senior year and complete a master's degree in a minimum of one additional year. (There is a "3+3" BA/JD program for incoming first-year students in certain majors, also.) Further information about these combined programs can be found within specific program descriptions in this Catalog.

Special Programs

Language for Liberal Studies Option

The Language for Liberal Studies Option (LLS), formerly known as the Modern Language Option/MLO, is available to all undergraduate students who wish to study a language beyond the level required for their degree.*

Students who choose the LLS may use a sequence of three courses in the same language to replace three learning domain courses.

These three course substitutions must be made in three different domains, and any substitutions must be consistent with the principle that students complete at least one course in each learning domain.

LLS substitutions may not be used in the Scientific Inquiry-Lab, Scientific Inquiry-Science as a Way of Knowing, or the Math and Computing requirements.

Students with a primary major in a modern language may apply the LLS to a three-course sequence in an additional language at any level. Students with a secondary major in a modern language may apply the LLS to any three-course language sequence beyond the language requirement associated with their primary major. This three-course sequence can be either in the language of their secondary major or in an additional language.

**Students with a two-year language requirement can use the LLS after they've completed their college's Modern Language Requirement. BFA students should speak to their academic advisor about using the LLS. Students in the University Honors Program are not eligible for the LLS.*

Pre-Law Study

The Association of American Law Schools does not consider it appropriate to prescribe certain undergraduate degree programs for students who are planning to study law at the professional level. The Association does, however, consider certain skills and knowledge essential for later success in law and appropriate for study on the undergraduate level.

Pre-law study in the College of Liberal Arts and Social Sciences entails advanced course work that further develops the capacities and skills essential for satisfactory performance in law school. Specifically, pre-law study sharpens:

1. the ability to use the English language skillfully and effectively in oral and written advocacy situations;
2. the power to think clearly, critically, and independently in situations requiring problem-solving ability and sound judgment; and
3. the ability to use and understand statistical calculations.

Moreover, pre-law study is intended to promote an understanding of the psychological processes, economic systems, political organizations, and social structures essential to the study and practice of law. Students who are considering applying to law school should fulfill their open elective requirements with challenging, upper-level courses that expand the knowledge areas and skills mentioned above.

Admission to law school is based on scores achieved on the Law School Admissions Test (LSAT), collegiate performance, extracurricular activities, work experience, and letters of recommendation.

Students who want to prepare for law school should, whatever their academic major, consult with Prof. David Williams (david.williams@depaul.edu) in the Department of Political Science, or contact the Department of History (historyadvising@depaul.edu), where there is a pre-law concentration in the History major.

Study Abroad

A study abroad experience is an important part of a liberal education. The opportunity to live, study, and work with people from around the world provides students with a way to not only gain international competence

and skills, but also helps them to more clearly understand their own identities and agency within a global context. Study Abroad programs are designed to emphasize social, political, historical, and cultural understanding through immersion in other cultures and societies.

Program lengths range from one year to one week. In traditional programs lasting one quarter or more, students live and take courses on site. Short-term programs are topic-focused tours led by DePaul faculty exploring specific aspects and issues of a country or society. These programs typically last 2-3 weeks and are offered during breaks between terms. First Year Abroad programs are for first-year students and combine on-campus study of a location prior to a one-week trip to that area.

Program fees ordinarily cover local transportation associated with course excursions, accommodations, and some meals. Short-term program fees also cover round-trip airfare. In addition students pay regular DePaul tuition for the credit received while abroad.

Courses taken through the Study Abroad Program may be used to fulfill Liberal Studies domain requirements (including experiential learning), modern language requirements, major field requirements, or open electives.

Please visit the Study Abroad Program (<https://offices.depaul.edu/global-engagement/student-resources/study-abroad/Pages/default.aspx>) website for current offerings.

TEACH Program

This program provides students the opportunity to complete in five years an undergraduate degree in a core arts and sciences major and a Master's of Education degree with State of Illinois secondary education teaching certification in a content area related to their major. As a combined degree program of the College of Liberal Arts and Social Sciences and the College of Education, the program is collaboratively developed, governed, and taught by faculty from both units.

Students may apply to the Program during the spring of their junior year. They must complete the Junior Year Experiential Learning course TCH 320, and meet other application criteria prior to applying; these include completion of at least 16 hours at DePaul and a 3.0 GPA. During their Senior Year, students are required to complete a program capstone course and three 400-level courses that count toward both their undergraduate and graduate degrees. The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois Certification requirements (which may require some additional course work in the student's major and related fields), students are eligible to be certified to teach English, History, or Social Science at the 6th-12th grade levels.

A full description of the Program can be found in the College of Education graduate course catalog.

3+3 BA+JD Program

In the 3+3 BA+JD Program, high-achieving first-year undergraduate students are admitted simultaneously to the College of Liberal Arts and Social Sciences and the College of Law. Students complete their first three years in the College of Liberal Arts and Social Sciences and their final three years in the College of Law. Students receive the Bachelor of Arts degree after successful completion of their first year of law school. Throughout the program, BA+JD students meet regularly with advisors in

both Colleges and have access to a variety of resources to ensure their success.

Key Program Features

- Students earn a law degree (Juris Doctor) in a total of six years (three years undergraduate and three years in law school).
- Students benefit from new curricular offerings and collaborative activities created to prepare them for law school.
- Students receive early (conditional) admission to the College of Law.
- Credits earned in the first year of law school apply toward the BA degree.
- Students may opt out of the College of Law segment of the program and continue in the College of Liberal Arts and Social Sciences during their fourth year.
- If students withdraw after the first semester in the College of Law, they return to the College of Liberal Arts and Social Sciences for the winter quarter.

Program Requirements

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including meeting the Modern Language Requirement and necessary Liberal Studies Program or Honors Program requirements. Students must achieve a cumulative GPA of 3.70 by the end of their second year of study and maintain a cumulative GPA of 3.70 in their third and final year of undergraduate study.

In addition, students must complete a series of two-credit courses, taught by College of Law faculty, prior to matriculation in the College of Law. They are designed to help students understand many aspects of the legal system as well as to complement their undergraduate course of study. The courses are as follows:

Course	Title	Quarter Hours
PRELAW 150	THE PRACTICE OF LAW	2
PRELAW 151	RECENT CONTROVERSIES IN THE LAW	2
PRELAW 152	THINKING ABOUT THE LAW	2

In order to matriculate in the College of Law, students will be required to register with the Law School Admissions Council, submit the College of Law's online application, comply with all character and fitness requirements for admission, and submit an LSAT score. The activities should be completed no later than the end of the Autumn Quarter of the participant's third undergraduate year. The LSAT score will only be used for consideration of merit scholarships; it will not be a factor in the admission of the participant to the program.

Participating Majors

The BA+JD Program is available for students pursuing the following majors in the College of Liberal Arts and Social Sciences:

- African and Black Diaspora Studies
- Anthropology
- Arabic Studies
- Art, Media, and Design
- Chinese Studies
- Criminology
- Economics
- English

- French
- Geography
- German
- History
- History of Art and Architecture
- International Studies
- Italian
- Islamic World Studies
- Japanese Studies
- Latin American and Latino Studies
- Peace, Justice and Conflict Studies
- Philosophy
- Political Science
- Public Policy Studies
- Religious Studies
- Sociology
- Spanish
- Writing, Rhetoric, and Discourse

For admission requirements and information, contact the Office of Admission (<https://www.depaul.edu/admission-and-aid/Pages/default.aspx>).

- African and Black Diaspora Studies (p. 1415)
- American Studies (p. 1415)
- Anthropology (p. 1416)
- Applied Diplomacy (p. 1416)
- Art School, The (p. 1417)
- Catholic Studies (p. 1418)
- Community Service Studies (p. 1418)
- Comparative Literature (p. 1419)
- Criminology (p. 1419)
- Critical Ethnic Studies (p. 1420)
- Economics (p. 1421)
- English (p. 1422)
- Geography & GIS (p. 1424)
- Global Asian Studies (p. 1425)
- History (p. 1425)
- History of Art and Architecture (p. 1426)
- Interdisciplinary Self-Designed Program (p. 1427)
- International Studies (p. 1428)
- Irish Studies (p. 1429)
- Islamic World Studies (p. 1429)
- Latin American and Latino Studies (p. 1430)
- Lesbian, Gay, Bisexual, Transgender (p. 1430)
- Military Science (p. 1431)
- Modern Languages (p. 1431)
- Peace, Justice and Conflict Studies (p. 1433)
- Philosophy (p. 1434)
- Political Science (p. 1435)
- Public Health (p. 1435)
- Public Policy Studies (p. 1436)
- Refugee and Forced Migration Studies (p. 1437)
- Religious Studies (p. 1438)

- School of Public Service (p. 1439)
- Social Work (p. 1441)
- Sociology (p. 1441)
- Sustainable Urban Development (p. 1442)
- Women's and Gender Studies (p. 1442)
- Writing and Publishing (p. 1443)
- Writing, Rhetoric and Discourse (p. 1444)

African and Black Diaspora Studies

The purpose of the Department of African and Black Diaspora Studies is to provide DePaul students with a systematic, interdisciplinary, and integrated course of study of Africa and the Black Diaspora, including African America, the Afro-Caribbean and Afro-Latin America.

African and Black Diaspora Studies (ABD) will also train students in comparative analysis of regions (e.g., peoples, religions, philosophies) through an incorporation of the study of history, power, identity, gender, and race. The Department's offerings provide students with opportunities to learn about and develop expertise in the cultures, histories, and societies of people of African descent. African and Black Diaspora Studies prepares students to pursue professions and careers in a variety of areas. ABD students have gone on to careers in fields such as law/legal studies, social work, academia, teaching, community work/advocacy, publishing, communication and media, business, public policy, and more.

Faculty

Amor Kohli, PhD
Associate Professor and Chair
Tufts University

Julie Moody-Freeman, PhD
Associate Professor
University of Illinois at Chicago

Lori Pierce, PhD
Associate Professor
University of Hawaii

American Studies

American Studies courses are methodologically grounded in many different areas of cultural studies including historiography, media studies, material culture, visual literacy, critical race theory and gender/sexuality studies. Students are expected to gain competency in American cultural studies by mastering the theoretical and intellectual frameworks of their concentration and by learning to interpret and analyze primary documents.

Faculty

Director

Allison McCracken, PhD
Associate Professor (American Studies)

Program Committee Faculty

Paul Booth, PhD
Professor (College of Communication: Media and Cinema Studies))

Carolyn Bronstein, PhD

Professor (College of Communication: Public Relations and Advertising, and Media Studies)

Marcy Dinius, PhD
Associate Professor (English)

Dustin Goltz, PhD, MFA
Professor (College of Communication: Performance Studies and Rhetoric)

Nancy Grossman, MSW, MA
Associate Director (University Honors Program)

Bill Johnson González, PhD
Associate Professor (English)

Laura Kina, PhD
Professor, The Art School & Director, Critical Asian Studies

Julie Moody-Freeman, PhD
Associate Professor, African and Black Diaspora Studies

Traci Schlesinger, PhD
Associate Professor, Sociology

Amy Tyson, PhD
Associate Professor, History

Affiliated Faculty

Tera Agyepong, PhD
Associate Professor (History)

June Chung, PhD
Associate Professor (English)

Winifred Curran, PhD
Professor (Geography)

Michael DeAngelis, PhD
Professor (College of Communication: Media and Cinema Studies)

Valerie Johnson, PhD
Associate Professor (Political Science)

Amor Kohli, PhD
Associate Professor (African and Black Diaspora Studies)

Daniel Makagon, PhD
Professor (College of Communication: Communication and Media)

Laura Owen, PhD
Associate Professor (Economics)

Lori Pierce
Associate Professor (African and Black Diaspora Studies)

Mark Pohlada, PhD
Associate Professor (History of Art and Architecture)

Eric Selinger, PhD
Professor (English)

Chernoh Sesay, PhD
Associate Professor (Religious Studies)

Margaret Storey, PhD
Professor (History)

Lourdes Torres, PhD
Vincent de Paul Professor (Latin American and Latino Studies)

Barbara Willard, PhD
Associate Professor (College of Communication: Communication and Media)

Anthropology

Anthropology is the comparative study of humanity, focusing on people in all places and throughout history and prehistory. Courses engage students in the analysis of beliefs, values, and practices from a perspective that understands societies on their own terms. This perspective includes comparing the similarities and differences among different groups and appreciating and valuing different ways of living. Students study other cultures in order to learn more about their own. This curriculum affords students the opportunity to see the interaction between “what we know” and “what we do” that lies at the heart of the study of humanity.

Our curriculum combines the best parts of a critical, creative, liberal arts education with practical, professional preparation. The major courses direct the student toward the subfields of cultural anthropology, biological anthropology, and archaeology, with a focus on applied research in these sub-fields. As part of the major, students engage in several research projects, including those that expose them to the application of anthropological knowledge for non-academic audiences. Out-of-class research projects in the City of Chicago are integral components of several courses. Students graduate with an extensive knowledge of how anthropology is actually done. We bring students farther into this practical side of the discipline than any other BA program in the country.

Academic careers are attractive to some graduates, but more than half of all professional anthropologists work outside of academic institutions. Some of these careers include research for public and private organizations, administration and/or public policy on the local, regional, federal, or international level; research and work in museums; intercultural communication; advertising, marketing, and public relations; forensics; human resources; public health; health care; and law. They also contribute to non-governmental and international organizations. Within the context of administration or public policy, anthropologists are engaged in cultural resource management (CRM), monitoring the preservation of cultural resources for national parks, museums, and state or municipal cultural institutions (i.e., parks and historical societies). Anthropology enhances other career paths, such as modern languages, international studies, international relations, cultural studies, and international business. Students will have completed several ethnographic research projects and acquired archaeological research skills by the time they graduate.

The extensive ethnographic research experience qualifies students with BA degrees to work in both non-profit (social service agencies) and for-profit (marketing, design, user-based) research settings. The archaeological certification opens avenues for careers in cultural resource management (CRM), and monitoring the preservation of cultural resources for national parks, museums, and state or municipal cultural institutions.

Faculty

Jane Eva Baxter, PhD

Associate Professor and Chair
University of Michigan, Ann Arbor

Marcia Good, PhD
Senior Professional Lecturer
University of Florida

Nila Ginger Hofman, PhD
Professor and Director Community Service Studies
Purdue University

Morag Kersel, PhD
Associate Professor and Director Museum Studies Minor
Cambridge University

Larry W. Mayo, PhD
Associate Professor
University of California, Berkeley

John Mazzeo, PhD
Associate Professor and Director Master of Public Health
University of Arizona

Robert Rotenberg, PhD
Professor/Vincent DePaul Professor
University of Massachusetts

Rachel Scott, PhD
Associate Professor
University of Pennsylvania

Alexandra Sumner, PhD
Professional Lecturer
University of Toronto

Applied Diplomacy

DePaul's Applied Diplomacy program is dedicated to re-conceptualizing the practice of diplomacy in order to make these interconnections possible. Uniting traditional and non-traditional approaches to the field, the program seeks to transform our understanding of both. We emphasize the critical necessity for practitioners of diplomacy to become culturally, racially, ethnically, ecologically, and religiously literate, as well as to embrace an interdisciplinary and intercultural definition of the term *diplomacy*.

The faculty of Applied Diplomacy are drawn from twenty-one different departments and programs across the College of Liberal Arts and Social Sciences, making it one of the most disciplinarily and diverse diplomatic studies programs in the United States. Our diverse constellation of teacher-scholars bring the critical insights of a liberal arts education to bear on the concrete work of promoting cooperation, community building, and conflict resolution in multiple contexts. The Faculty come from not only DePaul's International Studies and Political Science departments, but also from African and Black Diaspora Studies; Anthropology; Art, Media and Design; Community Service Studies; Critical Ethnic Studies; Forced Migration Studies; Geography; History; History of Art and Architecture; Latin American and Latino Studies; Modern Languages; Peace, Justice and Conflict Studies; Public Health; Public Service; Religious Studies; Sociology; Sustainable Urban Development; Women and Gender Studies; and Writing, Rhetoric and Discourse.

Eugene Beiriger, PhD
Associate Professor, History

University of Illinois at Chicago

Pascale-Anne Brault, PhD
Professor, Modern Languages
New York University

Gil Gott, PhD, JD
Associate Professor, International Studies
University of California, Berkeley

Scott Hibbard, PhD
Associate Professor & Chair, Political Science
Johns Hopkins University

Valerie C. Johnson, PhD
Endowed Professor of Urban Diplomacy and Associate Professor,
Political Science
University of Maryland

Shiera Malik, PhD
Endowed Professor of Applied Diplomacy and Associate Professor,
International Studies
University of Dublin

Craig Mousin, JD
Ombudsperson, DePaul University
University of Illinois, Urbana

Laura J. Owen, PhD
Associate Professor, Economics
Yale University

Alex G. Papadopoulos, PhD
Professor, Geography
University of Chicago

Anna Souchuk, PhD
Associate Professor and Chair of Modern Languages
Yale University

Chris Tirres, PhD
Endowed Professor of Diplomacy and Interreligious Engagement and
Professor, Religious Studies
Harvard University

David Wellman, PhD
Director and Associate Professor, The Grace School of Applied
Diplomacy
Union Theological Seminary

Michaela Winchatz, PhD
Associate Dean and Associate Professor, Communication
University of Washington

Geoffrey Wiseman, PhD
Professor and Endowed Chair in Applied Diplomacy
Oxford University

Art School, The

The Art School (ART) offers a focused, a general and a specialized studio curriculum which identifies and promotes continuing contact with the enduring values of our artistic heritage and the application of these values to the future. The educational aim of the school is to provide, through individualized mentoring, a broad foundation in artistic practice

and art culture and history studies. The curriculum emphasizes project-based learning through art making, problem solving, and experimentation in studio courses, and through the development of the student artistic voice.

There are three bachelor's degrees to choose from. The Bachelor of Arts in Art, Media, and Design students choose one out of three concentrations: Graphic Art, Photography and Media Art, and Studio Art, students study in a focused studio curriculum. In the Bachelor of Arts in Art, students study a general studio curriculum with no concentration. Bachelor of Fine Arts in Art, Media, and Design students choose one out of three concentrations: Graphic Art, Photography and Media Art, and Studio Art, students study in a specialized studio curriculum. There are also seven minors. Available to non-majors: Graphic Art, Photography, Studio Art, Drawing, and Art; and available to majors and non-majors Creative Practice: Art & Writing (shared with English) and Illustration (shared with CDM). Students can take advantage of the small class sizes and personalized instruction from studio art, photography and media art, and graphic art faculty. Our faculty are visual specialists and practicing artists who analyze, organize, and give form to ideas and information. There are no art portfolio reviews required for admissions or to continue in a program.

Among area universities, the school now boasts two of the finest digital computer studios dedicated solely to studio and media arts with new Wacom Cintiq tablets. Our facilities feature a darkroom, two computer digital studios, a teaching critique space, wood and metal sculpture studios with 3D printing access, and dedicated studios for video, photography (digital and analog/film), digital/graphic art, sculpture, printmaking, painting, and drawing.

Faculty

M.A. Papanek-Miller, MFA
Professor, and Chair
The University of Houston

Gagik Aroutiunian, MFA
Associate Professor
Towson University

Paola Cabal, MFA
Adjunct
School of the Art Institute of Chicago

Steven Carrelli, MFA
Adjunct
Northwestern University

Jeff Carter, MFA
Professor
School of the Art Institute of Chicago

JaNae Contag, MFA
Adjunct
Washington University in Saint Louis

Elizabeth Curtis, MFA
Adjunct
University of Hawaii

Thomas Denlinger, MFA
Professional Lecturer
School of the Art Institute of Chicago

Mark Elder, CM, MFA
Professional Lecturer
University of Denver

Matthew Girson, MFA
Professor
University of Illinois at Chicago

Steve Harp, MFA
Associate Professor
University of Illinois at Chicago

Laura Kina, MFA
Professor and Vincent de Paul Professor
University of Illinois at Chicago

Margaret Lanterman, MFA
Adjunct
University of Illinois at Chicago

Jessica Larva, MFA
Associate Professor
The Ohio State University

Maggie Leininger, MFA
Adjunct
Arizona State University

Zachary Ostrowski, MFA
Associate Professor
Cranbrook Academy of Art

Jordan Schulman, MFA
Adjunct
University of Chicago

Bibiana Suarez, MFA
Professor and Vincent de Paul Professor
School of the Art Institute of Chicago

Joseph Turner, MFA
Adjunct
Northern Illinois University

Aaron Vague, MFA
Adjunct
Rutgers University

Mark Zlotkowski, MFA
Adjunct
Northwestern University

Catholic Studies

The Department of Catholic Studies is intellectual in focus and interdisciplinary in nature. Rigorous intellectual study, a deepened critical understanding, and an appreciation of the Catholic contribution to human civilization are its main goals. The program explores Roman Catholicism as a religious and cultural reality that expresses and motivates multiple forms of human expression. All members of the university are invited to participate in the scholarly examination of Catholicism and the development of Catholic thought. True to DePaul's tradition, no religious test is applied to either students or faculty participating in the department. In addition to the offerings of DePaul University, upper-level students in the program in Catholic Studies

are able to take selected courses at the Catholic Theological Union in Chicago. The cooperative relationship between DePaul and CTU opens to students in the program the resources of the largest Catholic school of theology and ministry in North America. The Catholic Studies major is designed to give students with differing learning objectives and career goals maximum flexibility in the design of their Bachelor of Arts degree. In order to ensure intellectual coherence in their program, all students are expected to meet quarterly with their academic advisor to design a course of study, refine their learning goals, and select classes that meet their educational and professional objectives.

Faculty

Matthieu Brejon de Lavergnée, PhD
Professor and Dennis H. Holtschneider, C.M. Chair in Vincentian Studies
Sorbonne Université

Michael Budde, PhD
Professor (Catholic Studies and Political Science)
Northwestern University

William Cavanaugh, PhD
Professor
Duke University

Emanuele Colombo, PhD
Professor
Università degli Studi di Padova

Stan Chu Ilo, PhD
Associate Professor
University of St. Michael's College

Matthew Maguire, PhD (Catholic Studies and History)
Associate Professor and Interim Chair
Harvard University

Mary McCain, PhD (Catholic Studies, History, Irish Studies)
Professional Lecturer, Director of Irish Studies
University of Chicago

Paula McQuade, PhD (Catholic Studies and English)
Professor
University of Chicago

Scott Moringiello, PhD
Associate Professor
University of Notre Dame

Sheryl Overmyer, PhD
Associate Professor
Duke University

Rocco Sacconaghi, PhD
Assistant Professor
Università della Calabria

Karen Scott, PhD
Associate Professor (Catholic Studies and History)
University of California, Berkeley

Community Service Studies

The Community Service Studies (CSS) Minor is a multidisciplinary program that provides a framework for understanding and engaging

in critical social issues at the level of community. While the notion of community is increasingly complex, the program explores the nuances of community as defined through the lens of groups with common affiliation, identity, or grievance that may be geographically or nongeographically-based. The curriculum relies heavily on community-based service learning courses and is designed to provide students with a foundation of analytical, reflective, interpersonal, and leadership skills. Through supporting university partnerships with Chicago-area community-based organizations, students gain a local perspective on social justice issues, including those built on race, class, and gender inequalities and other forms of social, economic and political exclusion.

The practice of service is often shaped by particular economic and cultural circumstances related to power, privilege, and identity. A central component of CSS is the importance of viewing communities through an asset lens and thus working to support existing community strengths rather than responding to needs. Students minoring in CSS therefore develop strong critical self-reflection skills that guide them as future leaders in making ethical and socially responsible decisions.

Faculty

Nila Ginger Hofman, PhD
Director of Community Service Studies
Associate Professor of Anthropology

Comparative Literature

The Comparative Literature minor is designed for students who combine the drive and the ability to master foreign languages with a strong commitment to theoretical and interdisciplinary approaches to literature. Students must do a substantial portion of their work in at least one foreign language.

Although students will take many of their courses in the departments of their elected literary fields, the program in comparative literature is distinguished from national literature departments by its comparative scope and by the requirement of seminars that focus on fundamental theoretical questions regarding the nature of literature and literary inquiry. The requirements for the minor are designed to allow each student to follow a course of study that combines intellectual rigor with the pursuit of personal interests.

Faculty

Elizabeth Rottenberg, PhD
Director of Comparative Literature
Professor (Philosophy)
The Johns Hopkins University

Pascale-Anne Brault, PhD
Professor (Modern Languages)
New York University

Gary Cestaro, PhD
Associate Professor (Modern Languages)
Harvard University

Elizabeth Millan-Breslan, PhD
Professor (Philosophy)
State University of New York at Buffalo

Michael Naas, PhD
Professor (Philosophy)

State University of New York at Stony Brook

Clara E. Orban, PhD
Professor (Modern Languages)
University of Chicago

Eric Murphy Selinger, PhD
Professor (English)
University of California at Los Angeles

Anna Souchuk, PhD
Associate Professor (Modern Languages)
Yale University

Criminology

Criminology is a growing discipline with the potential for transformative education. The Criminology major serves as a mechanism for integrating new research and literature into the liberal arts education. It enables students to explore theories, frameworks and methods for understanding crime and punishment. By exposing students to the complexities of the criminal legal system, the Criminology major equips socially conscious individuals to address the challenges of crime and punishment in society.

The Criminology Department highlights the processes and institutions of the criminal legal system with an emphasis on social policy. Criminology is a discipline of critical thinkers who serve society in various capacities such as police officers, lawyers, correctional officers, judges, legislators, social service providers, etc. Students develop a moral, philosophical, historical and scientific foundation of our criminal legal system from which to perform their duties in the workplace.

Faculty

Megan Alderden, PhD
Associate Professor and Director of Criminology
University of Illinois-Chicago

Xavier Perez, PhD
Instructor of Criminology
University of Illinois-Chicago

Rhonda DeLong, PhD
Instructor of Criminology
Western Michigan University

Geneva Brown, JD
Instructor of Criminology
University of Wisconsin Law School

J. Michael Vecchio, PhD
Instructor of Criminology
University of Missouri-St. Louis

Affiliated Faculty

Suzanne Carlberg-Racich, PhD
Associate Professor of Public Health
University of Illinois-Chicago

Beth Catlett, PhD
Associate Professor of Women's and Gender Studies
The Ohio State University

Sungsoon (Julie) Hwang, PhD
Professor of Geology

State University of New York at Buffalo

Jacqueline Lazú, PhD
Associate Professor of Spanish
Stanford University

Christina Rivers, PhD
Associate Professor of Political Science
Cornell University

Daniel Schober, PhD
Assistant Professor of Public Health
University of Kansas

Neil Vincent, PhD
Professor of Social Work
University of Illinois-Chicago

José Soltero, PhD
Associate Professor of Sociology
University of Arizona

Critical Ethnic Studies

Critical Ethnic Studies is an interdisciplinary program offering a Master of Arts (MA), a Graduate Certificate Program (p. 322), and a Universal Combined BA + MA.

The Master of Arts in Critical Ethnic Studies prepares students for advanced analysis of race and ethnicity in an urban and global context. It provides an interdisciplinary approach to the studies of systematic marginalization of racialized minorities. It also looks at how racialized groups respond to and counter these forces through art, culture, political organization, and other forms of social citizenship.

This program emphasizes social justice and transformation while focusing on U.S. ethno-racial populations through an intersectional, transnational, and urban framework. Students apply critical theories to complex social and cultural issues. The program consists of a combination of core courses and electives from across the university. The Critical Ethnic Studies final project may be comparative or focus on a single ethnic or racialized group through the use of intersectional methodologies.

The MA in Critical Ethnic Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office (<https://las.depaul.edu/student-resources/graduate-student-support/Pages/default.aspx>) for additional information.

- Critical Ethnic Studies + Community Development Certificate
- Critical Ethnic Studies + Digital Humanities Certificate
- Critical Ethnic Studies + Global Health Certificate
- Critical Ethnic Studies + Metropolitan Planning and Development
- Critical Ethnic Studies + Publishing
- Critical Ethnic Studies + Social Research Certificate

- Critical Ethnic Studies + Teaching English to Speakers of Other Languages
- Critical Ethnic Studies + Women's and Gender Studies Certificate

For more information on the Critical Ethnic Studies program, please visit the Critical Ethnic Studies website (<https://las.depaul.edu/academics/critical-ethnic-studies/Pages/default.aspx>).

Faculty

Laura Kina, MFA
Director of Critical Ethnic Studies and Vincent de Paul Professor
Art, Media, and Design

Luisela Alvaray, PhD
Associate Professor
Communication

Lisa B. Y. Calvente, PhD
Assistant Professor
Communication

Beth Catlett, PhD
Associate Professor
Women's and Gender Studies

Kaveh Ehsani, PhD
Associate Professor
International Studies

Laila Farah, PhD
Associate Professor
Women's and Gender Studies

Maria Ferrera, PhD
Associate Professor
Social Work

Bill Johnson González, PhD
Associate Professor and Director LGBTQ Studies
English

Amor Kohli, PhD
Associate Professor and Program Director
African and Black Diaspora Studies

Shiera Malik, PhD
Associate Professor
International Studies

Martha Martinez-Firestone, PhD
Associate Professor
Sociology

Anne Mitchell, PhD
Term Faculty
Women's & Gender Studies

Heather Montes-Ireland, PhD
Assistant Professor
Women's and Gender Studies

Julie Moody-Freeman, PhD
Associate Professor
African and Black Diaspora Studies

Sanjukta Mukherjee, PhD
Associate Professor and Director Women's & Gender Studies MA
Women's & Gender Studies

Jesse Mumm, PhD
Term Faculty
Latin American and Latino Studies

Heidi J. Nast, PhD
Professor
International Studies

Lori Pierce, PhD
Associate Professor
African and Black Diaspora Studies

Ann Russo, PhD
Associate Professor and Director The Women's Center
Women's and Gender Studies

Francesca Royster, PhD
Professor
English

Shailja Sharma, PhD
Professor and Director Refugee & Forced Migration Studies MS
International Studies

Carolina Sternberg, PhD
Associate Professor and Director
Latin American and Latino Studies

Lourdes Torres, PhD
Professor, Vincent de Paul Professor
Latin American and Latino Studies

Economics

Economics is both a social science discipline and a framework for analyzing production, consumption, and distribution decisions. The goal of the undergraduate curriculum is to offer students the theoretical background necessary to understand business and policy issues, as well as the quantitative and analytical skills necessary to evaluate these issues independently. The Economics Department offers courses that explore topics such as unemployment, inflation, production and distribution, economic growth, environmental issues, poverty, urban and regional development, international trade, labor issues, economic history, and international economic relations.

Courses emphasize the need for accurate knowledge of business institutions and economic phenomena, for theories capable of explaining these phenomena, for estimating relationships among economic variables, and for testing explanations.

Graduates with a major in economics are solidly prepared for employment in the private, public, and non-profit sectors, or for advanced studies in business, law, and economics.

DePaul offers Economics as both a major and minor field of study through both the College of Liberal Arts and Social Sciences and the Driehaus College of Business. An Honors Track option is available to economic majors in both colleges. In addition, the Department of Economics offers the Accelerated Bachelor-Master of Science in Economics and Policy Analysis.

Faculty

Thomas D. Donley, PhD
Professor & Chairman
University of Wisconsin

Bala Batavia, PhD
Professor
North Carolina State University

John Berdell, PhD
Associate Professor
University of Cambridge

Burhan Biner, PhD
Visiting Assistant Professor
University of Minnesota

Gabriella Bucci, PhD
Associate Professor
The Johns Hopkins University

Luke Chicoine, PhD
Assistant Professor
University of Notre Dame

Jin Choi, PhD
Associate Professor
Iowa State University

James E. Ciecka, PhD
Professor
Purdue University

Robert Kallen, JD, MA
Visiting Assistant Professor
Washington University

Anthony Krautmann, PhD
Professor
University of Iowa

Jin Man Lee, PhD
Visiting Assistant Professor
University of Illinois

Sebastien Mary, PhD
Visiting Assistant Professor
University of Aberdeen

Michael S. Miller, PhD
Associate Professor
University of Pittsburgh

Mohammad Mirhosseini, PhD
Visiting Assistant Professor
University of Illinois

Thomas Mondschean, PhD
Professor
University of Wisconsin

Brian Phelan, PhD
Assistant Professor
Johns Hopkins University

Timothy Opiela, PhD
Associate Professor
Texas A&M

Laura Owen, PhD
Associate Professor
Yale University

William Sander III, PhD
Professor
Cornell University

Avraham Stoler, PhD
Assistant Professor
University of Chicago

Rafael Tenorio, PhD
Professor
The Johns Hopkins University

Jaejoon Woo, PhD
Associate Professor
Harvard University

Emeritus Faculty

Floyd R. Dill, PhD
Professor Emeritus
Cornell University

Seth Epstein, PhD
Professor Emeritus
University of Arizona

Animesh Ghoshal, PhD
Professor Emeritus
University of Michigan

Margaret Oppenheimer, PhD
Professor Emeritus
Northwestern University

Richard Wiltgen, PhD
Professor Emeritus
University of Illinois

Adjunct Faculty

Peter Bernstein, MBA
University of Chicago

Liliana Fargo, PhD
University of Chicago

Lawrence J. Frateschi, PhD
University of Illinois at Chicago

Donald Hanson, PhD
University of Illinois

Paul Kubik, PhD
University of Tennessee

Frank Limehouse, PhD
Clemson University

Ingunn M. Lonning, PhD

University of Oslo

Antonio Morales Pita, PhD
Ukrainian Academy of Sciences

Norman L. Rosenstein, MA
Northwestern University

Gary Skoog, PhD
University of Minnesota

Robert J. Wilcox
Northern Illinois University

Irena Ziolkowska, PhD
University of Lodz

English

The study and practice of reading and writing literature are central to a liberal arts education and foster transferable skills critical to success in virtually all professional and personal contexts. The English department at DePaul boasts an innovative and engaging curriculum, a faculty of highly accomplished teacher-scholars, friendly and efficient staff, committed advisors, outstanding students, and exciting opportunities for internships and other co-curricular involvement.

The department's curriculum unites historical and theoretical perspectives in literary study with sustained practice in creative and analytical writing. It encourages critical and creative thought, fosters research and communication skills, and develops a student's ability to negotiate diverse perspectives and points of view.

The English major undergraduate program—one of the largest in the College—offers two concentrations, Literary Studies and Creative Writing, as well as two minor programs, English Literature and Creative Writing. Junior English majors interested in graduate study may apply to the combined bachelor's/master's programs in English Literature and Publishing or Writing and Publishing, and those interested in teaching high school English may apply to the TEACH Program, a combined bachelor's/master's program developed and taught with faculty in the College of Education.

The department also houses three graduate programs, the Master of Arts in English Literature and Publishing (formerly the Master of Arts in English), the Master of Arts in Writing and Publishing, and the Master of Fine Arts in Creative Writing and Publishing. Students in these three programs can elect to complete certificates in Teaching English in Two-Year Colleges, Teaching English as a Second Language (TESOL), Women's and Gender Studies, Publishing, or Digital Humanities.

Internships

English students may qualify for a variety of internships, receiving significant on-the-job experience in such areas as creative writing, business writing, editing, publishing, communications, non-profit work, and education. Sophomores, juniors, and seniors may receive as many as 4 hours of elective credit toward their major, which includes Experiential Learning credit. Students might locate an internship on their own or choose from the internships posted quarterly by Prof. Chris Green, Coordinator of Professional Internships in Writing and Publishing. To earn credit, students will need Professor Green's approval to register for ENG 392/ENG 509, an online class designed to complement their

internship work. Students will also benefit from quarterly Career Nights featuring panels of professionals.

Two-Year College Teaching Internship

Graduate students in English or a related field are eligible to apply for an internship working alongside an experienced instructor at an area two-year college. This internship may be undertaken on its own, or as part of the Certificate in Teaching English in Two-Year Colleges. Interested students should contact their program director or Professor Michele Morano for more information, mmorano@depaul.edu.

Faculty

Michele Morano, MFA, PhD
Professor and Chair
University of Iowa

Richard Squibbs, PhD
Associate Professor and Associate Chair
Rutgers University

Rebecca Cameron, PhD
Associate Professor and Director, Undergraduate Studies
University of Toronto

Megan Heffernan, PhD
Associate Professor and Director, Combined BA/MA Program in English
University of Chicago

June Hee Chung, PhD
Associate Professor and Director, MA in English Literature & Publishing Program
University of California, Los Angeles

Rebecca Johns Trissler, MFA
Associate Professor and Director, MA in Writing and Publishing Program
University of Iowa

Chris Green, MFA
Senior Lecturer and Coordinator of Internships in Writing and Publishing
Bennington College

Theodore G. Anton, MA, MFA
Professor
University of Iowa

Barrie Jean Borich, MFA
Professor
Pacific Lutheran University

Caryn Chaden, PhD
Associate Professor
University of Virginia

Jennifer Conary, PhD
Associate Professor
University of Southern California

Stanley J. Damberger, MA
Professor Emeritus
Saint Louis University

Marcy Dinius, PhD
Professor

Northwestern University

William Fahrenbach, PhD
Associate Professor Emeritus
University of Toronto

James Fairhall, PhD
Professor
State University of New York at Stony Brook

Jonathan Gross, PhD
Professor
Columbia University

Miles Harvey, MFA
Professor
University of Michigan, Ann Arbor

Hugh J. Ingrasci, PhD
Associate Professor Emeritus
University of Michigan

Bill Johnson Gonzalez, MA, PhD
Associate Professor
Harvard University

Richard Jones, MA, MFA
Professor
University of Virginia, Vermont College

Lesley Kordecki, PhD
Professor Emerita
University of Toronto

Helen Marlborough, PhD
Associate Professor Emerita
Brown University

Paula McQuade, PhD
Professor
University of Chicago

Robert Meyer, PhD
Associate Professor Emeritus
Florida State University

James Murphy, PhD
Professor Emeritus
University College Dublin

Margaret M. Neville, PhD
Professor Emerita
Loyola University

Lucy Rinehart, PhD
Associate Professor
Columbia University

Kathleen Rooney, MFA
Senior Lecturer
Emerson College

Francesca Royster, PhD
Professor
University of California, Berkeley

Eric Murphy Selinger, PhD
Professor
University of California, Los Angeles

John Shanahan, PhD
Professor
Rutgers University

Craig A. Sirles, PhD
Associate Professor Emeritus
Northwestern University

Daniel Stolar, MFA
Associate Professor
University of Arizona

Mark Turcotte, MFA
Senior Lecturer
Western Michigan University

Geography & GIS

Located in the Lincoln Park neighborhood on Chicago's north side, DePaul's Department of Geography & GIS was founded in 1948. Over the last seventy years, the Department has grown and developed to reflect changes in the geographic discipline, in technology, and the labor market. Today, the Department includes eight full-time faculty members and additional contingent faculty instructors, teaching a wide variety of courses within several sub-disciplinary and topical areas. The American Association of Geographers recognized the achievements of DePaul's Department of Geography & GIS with its **2016 Award for Bachelors Program Excellence**.

As the largest geography department in the Chicago metropolitan region, we are positioned extremely well to be the major provider of undergraduate Geography degrees and professional certificates. With our commitment to critical human geography and to strong specializations in Urban Geography, Geotechnologies (Geographic Information Systems (GIS) and Remote Sensing), Cultural, and Environmental Geography, we offer high quality programs that lead to careers in government, GIS, community and international development, urban planning, environmental management, and intelligence, to name a few.

At DePaul, Geography courses can be found in every Liberal Studies Program Learning Domain, making it an ideal program of study for students interested in double majoring, or adding a **five-course minor**. Many Department of Geography & GIS alumni continue their studies at the graduate level in geography, urban planning, and other natural and social sciences. Recent graduates have joined MA or PhD programs in geography, GIS, urban planning, landscape architecture, urban studies, and international relations at universities such as Harvard, Penn State, Rutgers University, University of Illinois at Chicago, UCLA, and University of Kentucky.

Faculty

Alec Brownlow, PhD
Associate Professor and Chair
Clark University

Winifred Curran, PhD
Professor
Clark University

Julie Sungsoon Hwang, PhD
Professor
State University of New York at Buffalo

Euan Hague, PhD
Professor
Syracuse University

Patrick McHaffie, PhD
Professor Emeritus
University of Kentucky

Alex G. Papadopoulos, PhD
Professor
University of Chicago

Maureen Sioh, PhD
Associate Professor
University of British Columbia

Michelle Stuhlmacher
Assistant Professor
Arizona State University

Affiliated Faculty

Kaveh Ehsani, PhD
Assistant Professor, International Studies
Leiden University

Sanjukta Mukherjee, PhD
Associate Professor, Women's and Gender Studies
Syracuse University

Heidi Nast, PhD
Professor, International Studies
McGill University

Howard Rosing, PhD
Executive Director, Steans Center for Community-based Service Learning
State University of New York-Binghamton

Carolina Sternberg, PhD
Assistant Professor, Latino and Latin American Studies
University of Illinois Urbana-Champaign

Term Faculty

Connie L. Johnston, PhD
Clark University

Adjunct Faculty

Carolyn Breitbach, PhD
Syracuse University

Andrea Craft, MA
University of Kentucky

Cassie Follett, MA
West Virginia University

John Goldman, MS
Penn State University

Nandhini Gulasingham, MS
DePaul University

Heather L. Smith, MA
Columbia University

Maxim Samson, PhD
University of Leeds

Global Asian Studies

The Global Asian Studies Program at DePaul University is the only one of its kind in the United States. Courses offer an in-depth, challenging and critical thinking based perspective on ancient societies, cutting edge technology and current events in the Asian region, Asian diaspora and Asian American communities.

Our faculty teach more than 100 courses in the humanities and social sciences. We also offer a number of Study Abroad trips to Asia and the Americas, as well as host events and workshops for students.

From ancient cultures to modern technology, DePaul's Global Asian Studies program provides an important foundation for students to prepare to have a leading role in the 21st "Pacific" Century.

To learn more about our current activities email us at globalasianstudies@depaul.edu

Faculty

Program Director

Li Jin, PhD
Professor of Chinese Studies
University of South Florida

Adjunct Faculty

Yang Hwan Choi, PhD
Columbia University

Affiliated Faculty

Nobuko Chikamatsu, PhD
Associate Professor of Japanese Studies; Co-Director, Japanese Studies Program
University of Illinois, Urbana-Champaign

June Chung, PhD
Associate Professor of English
University of California, Los Angeles

Yi (Allan) Ding, PhD
Assistant Professor of Religious Studies
Stanford University

Kathryn Ibata-Arens, PhD
Professor of Political Science
Vincent de Paul Professor
Northwestern University

Laura Kina, MFA
Professor of Art, Media and Design
Vincent de Paul Professor
University of Illinois at Chicago

Yun-Chen Lu, PhD
Assistant Professor of History of Art and Architecture
University of California, Santa Barbara

Rajit Mazumder, PhD
Associate Professor of History
School of Oriental and African Studies, University of London

Kalyani Menon, PhD
Associate Professor of Religious Studies
Syracuse University

Yuki Miyamoto, PhD
Professor of Religious Studies; Co-Director, Japanese Studies Program
University of Chicago

Sanjukta Mukherjee, PhD
Associate Professor of Women and Gender Studies
Syracuse University

Shailja Sharma, PhD
Professor of International Studies
State University of New York at Stony Brook

Phillip Stalley, PhD
Associate Professor of Political Science
George Washington University

Maureen Sioh, PhD
Associate Professor of Geography
University of British Columbia

Chi-Jang Yin, MFA
Associate Professor of Art, Media, and Design
School of the Art Institute of Chicago

History

The Department of History offers an innovative curriculum that emphasizes student research and that allows students to tailor concentrations to meet their interests and goals. The History major teaches students how to research, write, and engage with other students and scholars about the processes of historical change in a global context. The curriculum culminates in an annual Student History Conference that highlights student achievement.

Currently home to more than 35 full- and part-time faculty, the History Department serves as a robust center for talks, campus activities, and intellectual life in the College of Liberal Arts and Social Sciences. The department's faculty are teacher-scholars who specialize in virtually every region of the world—American, African, Asian, European, Latin American, and World History—and who specialize in a broad range of subfields that allow students to understand a wide range of topics and methods.

The undergraduate program offers a variety of major concentrations including the standard concentration, public history, pre-law, and secondary education in history, as well as minors in Museum Studies and the History of Law. Students can also apply for one of our joint degree programs. The TEACH program combines history courses with those necessary for specialization in secondary education. TEACH students receive both BA and MA degrees. The Department of History, in conjunction with Journalism, offers another innovative joint degree program. Students combine a BA in History with an MA in Journalism. Students can also combine a BA in History with an MA in International Studies. These joint degree options allow students to acquire the valued skills and broad knowledge a history education provides while working

towards a professional program and certification in five years. Plus, students received discounted graduate tuition.

The Department offers day and night courses on the Lincoln Park and Loop Campuses, as well as fully online and hybrid courses. The history major offers a foundation for any number of career paths. DePaul History students also have an excellent track record of acceptance at leading professional programs and graduate schools.

Faculty

Tera Agyepong, JD/PhD
Associate Professor
Northwestern University

Eugene Beiriger, PhD
Associate Professor
University of Illinois at Chicago

Brian Boeck, PhD
Professor
Harvard University

Scott Bucking, PhD
Associate Professor
Cambridge University

John Burton, PhD
Associate Professor
College of William and Mary

Thomas Croak, CM, DA, JD
Associate Professor Emeritus
Carnegie-Mellon University, DePaul University

Colleen Doody, PhD
Associate Professor
University of Virginia

Thomas Krainz, PhD
Associate Professor
University of Colorado

Matthew Maguire, PhD
Associate Professor
Harvard University

Rajit Mazumder, PhD
Associate Professor
University of London

Thomas R. Mockaitis, PhD
Professor
University of Wisconsin, Madison

Juan Mora-Torres, PhD
Associate Professor
University of Chicago

Otunnu, PhD
Professor
York University

Kerry Ross, PhD
Associate Professor

Columbia University

Ana Schaposchnik, PhD
Associate Professor
University of Wisconsin, Madison

Warren C. Schultz, PhD
Professor and Chair
University of Chicago

Karen Scott, PhD
Associate Professor
University of California, Berkeley

Lisa Sigel, PhD
Professor
Carnegie-Mellon University

Margaret M. Storey, PhD
Professor and Associate Dean
Emory University

Valentina Tikoff, PhD
Associate Professor
Indiana University

Amy Tyson, PhD
Associate Professor
University of Minnesota

Julia Woesthoff, PhD
Associate Professor
Michigan State University

History of Art and Architecture

The Department of History of Art and Architecture familiarizes DePaul students with works of art that define civilizations around the world from their emergence to the present day. The study of art is integral to the development of human knowledge and thus consistent with the academic goals of DePaul University as well as a liberal arts education. We extend the Vincentian mission in our particular focus on comparative culture and art in its urban setting. In an increasingly interconnected world, art history encourages a critical engagement with the visual and its role in individual and social formation.

The study of art and architectural history prepares students for a wide variety of careers and post-graduate pursuits. Thus, all of our classes foster critical thinking by developing visual literacy, close reading, persuasive writing, research skills and oral communication. Taking advantage of the rich cultural resources of Chicago through classroom lectures, discussions and site visits to exhibits, museums, and architectural monuments, students come to understand how art is produced and how it operates in its social and historical moment. In more advanced classes, students become well-versed in the nature of the field and its current and traditional theoretical issues. In these classes, too, consideration is given to the professional world, including museums, galleries, cultural institutions, and the global art market.

All of these goals are consistent with our professional aspirations, not only as faculty, but as scholars who distinguish ourselves by the breadth of our geographical and chronological interests and through our record of publishing and professional achievements. Although our approaches

vary widely, we are united in our shared interest in the creative, social, and political forces that both determine and emanate from all works of art.

Faculty

Mark DeLancey, PhD
Professor and Chair
Harvard University

Elena Boeck, PhD
Professor
Yale University

Delia Cosentino, PhD
Associate Professor
University of California, Los Angeles

Joanna Gardner-Huggett, PhD
Associate Professor
Rutgers University

Yun-Chen Lu, PhD
Assistant Professor
University of California, Santa Barbara

Lisa Mahoney, PhD
Associate Professor and Director of Islamic World Studies
Johns Hopkins University

Mark Pohl, PhD
Associate Professor
University of Delaware

Adjunct Faculty

Cheryl Bachand, MA
Professor of Professional Practice and Director of Museum Studies
University of Massachusetts, Amherst

Karen Barzman, PhD
Adjunct Professor
Johns Hopkins University

Jody Berman, PhD
Adjunct Professor
University of Florida

Heather Bowen-Struyk, PhD
Adjunct Professor
University of Michigan

Curtis Hansman, PhD
Adjunct Professor
University of Kansas

Sarah Holian, MPhil
Adjunct Professor
City University of New York

Joseph Socki, PhD
Adjunct Professor
Binghamton University

Marin Sullivan, PhD
Adjunct Professor
University of Michigan, Ann Arbor

Catherine Zurybida, MA
Adjunct Professor
University of Chicago

Emeriti

Sally A. Kitt Chappell, PhD
Emerita Professor
Northwestern University

Elizabeth Lillehoj, PhD
Emerita Professor
Columbia University

Susan Solway, PhD
Emerita Professor
Northwestern University

Simone Zurawski, PhD
Emerita Professor
Brown University

Interdisciplinary Self-Designed Program

The Interdisciplinary Self-Designed Program (ISD) is an innovative, flexible, and highly individualized graduate program designed to meet students' academic and professional goals. The program gives students the opportunity to design a program of study tailored to their own needs and interests. When students choose ISD, they take on the exciting challenge of creating their own curriculum and unique plan for learning. Creating an individualized program requires maturity, self-motivation, and independence. Students seeking a combination of flexible options and academic challenges are natural ISD candidates. ISD is a creative alternative to more rigid traditional, discipline-specific programs. Students can build their particular academic or professional interests and concentrate on specialized fields that are not available in traditional graduate programs.

The program offers students individualized cross-disciplinary majors, incorporating courses drawn from social sciences, humanities, business, computer and information science, and public service.

The program offers the following:

- Individual, self-designed graduate program of study that builds on specific academic and professional interests.
- Ability to combine various academic disciplines in chosen areas of study.
- Choice of courses in most colleges and schools.

Faculty

Lisa Poirier, PhD; Director
Associate Professor, Religious Studies
Syracuse University

Because students in the Interdisciplinary Self-Designed Program select course offerings from most areas of the university, faculty may originate in multiple departments, such as the social sciences, humanities, business, computer and information science, and public service, for example. The program Director offers individualized academic advisement throughout each student's plan of study.

International Studies

The Department of International Studies offers a Bachelor of Arts (**BA**) degree, a Master of Arts (**MA**) degree, and a combined **BA/MA** program. We also provide a **minor** in International Studies for undergraduate students from other departments.

Our programs are designed to equip students with the skills for interdisciplinary research, critical thinking and writing, and a firm grounding in international perspectives to address real world challenges. Our faculty and affiliated faculty come from a range of academic backgrounds and are committed to fostering critical thinking through innovative pedagogy and robust discussion.

The BA and MA curricula are unique for their interdisciplinary approach to international studies and their commitment to placing the themes of power and inequality at the heart of academic inquiry. Unlike conventional programs that focus on international security and economy, our program addresses the economic in conjunction with the political and social. Moreover, all students are expected to develop and maintain proficiency in a language other than English. Students learn to think in more international and interdisciplinary contexts, to value social and cultural complexity, and to question conventional wisdom. As a result, our students often engage in activism and social justice work in Chicago, nationally, and internationally.

For more detailed and up to date information, please visit the International Studies Department (<https://las.depaul.edu/academics/international-studies/Pages/default.aspx>) website.

Faculty

The department's faculty have research and teaching interests that include postcolonial theory, Middle East politics, critical social theory, migration and diaspora studies, gender and sexuality, critical development studies, international law, international political economy, and social movements. As an interdisciplinary program, we involve faculty from across the university in teaching classes, hosting events, and advising students. Despite the varied teaching and research interests, faculty members share a commitment to examining the world critically through an interdisciplinary and international lens.

Kaveh Ehsani, PhD
Associate Professor
Leiden University, Faculty of Social Sciences

Gil Gott, PhD, JD
Associate Professor
University of California, Berkeley

Daniel Kamin, MA
Instructor
Columbia University, School of International and Public Affairs

Shiera Malik, PhD
Associate Professor
Trinity College, Dublin, Ireland

Michael McIntyre, PhD
Associate Professor
University of Chicago

Heidi J. Nast, PhD
Professor

McGill University

Shailja Sharma, PhD
Associate Professor and Department Chair
State University of New York at Stony Brook

Jacob Stump, PhD
Professional Lecturer
American University

Affiliated Faculty

Clement Adibe, PhD
Associate Professor (Political Science)
Queens University, Kingston, Ontario

Eugene Beiriger, PhD
Associate Professor (History)
University of Illinois, Chicago

Winifred Curran, PhD
Associate Professor (Geography)
Clark University

Rocio Ferreira, PhD
Associate Professor (Modern Languages)
University of California, Berkeley

Euan Hague, PhD
Associate Professor (Geography)
Syracuse University

Stephen Haymes, PhD
Associate Professor (Educational Policy Studies and Research)
Miami University

Liam Heneghan, PhD
Professor (Environmental Science and Studies)
University College, Dublin, Ireland

Scott Hibbard, PhD
Associate Professor (Political Science)
The Johns Hopkins University

N. Ginger Hofman, PhD
Professor (Anthropology)
Purdue University

Amor Kohli, PhD
Associate Professor (African and Black Diaspora Studies)
Tufts University

Kalyani Menon, PhD
Associate Professor (Religious Studies)
Syracuse University

Sanjukta Mukherjee, PhD
Associate Professor (Women's and Gender Studies)
Syracuse University

Ogenga Otunnu, PhD
Associate Professor (History)
York University

Alex Papadopoulos, PhD
Professor (Geography)

University of Chicago

Maureen Sioh, PhD
Associate Professor (Geography)
University of British Columbia

Rose J. Spalding, PhD
Professor (Political Science)
University of North Carolina, Chapel Hill

Irish Studies

The Irish Studies Program is an interdisciplinary field of study, offering an undergraduate minor to students interested in studying Ireland along with the worldwide Irish Diaspora and the contemporary integration of Ireland within globalized systems of political economy, international relations, travel and communication.

The Irish Studies Minor familiarizes students with a wide range of courses that explore Ireland and develop critical perspectives on its place in history and the contemporary world. Our faculty provides an interdisciplinary approach on a wide range of Irish topics from various fields of inquiry including History, Geography, Religious Studies, Political Science, Environmental Studies, and English. A number of study abroad programs offer courses that fulfill requirements towards the minor as well. Students need to complete six program-approved courses to meet the requirements for the Irish Studies Minor.

Faculty

Mary McCain, PhD
Director of Irish Studies
Professional Lecturer in History, Catholic Studies and Religious Studies
University of Chicago

Eugene Beiriger, PhD
Associate Professor of History
University of Illinois at Chicago

James Fairhall, PhD
Associate Professor of English
State University of New York at Stony Brook

Euan Hague, PhD
Associate Professor and Chair of Geography
Syracuse University

Liam J. Heneghan, PhD
Professor of Environmental Science
University College Dublin (National University of Ireland)

Thomas Mockaitis, PhD
Professor of History
University of Wisconsin, Madison

Alex G. Papadopoulos, PhD
Associate Professor of Geography
University of Chicago

Barbara M. Schaffer, MAT
Lecturer
Washington University, St. Louis

Rachel E. Scott, PhD
Associate Professor of Anthropology

University of Pennsylvania

Erik R. Tillman, PhD
Associate Professor of Political Science
Emory University

Islamic World Studies

Islamic World Studies (IWS) offers a unique and interdisciplinary study of Muslim majority and minority societies. The program explores the politics, geographies, histories, and cultures of these societies, and provides students with an education that matches the complexity of its subject. This education is drawn from a variety of disciplines, including Finance, Geography, History, History of Art and Architecture, International Studies, Modern Languages, Philosophy, Political Science, Religious Studies, and Women's and Gender Studies. The regional focus of these courses includes Africa, the Middle East, South Asia, Southeast Asia, Central Asia, Europe, and the Americas.

With nearly 2 billion adherents—approximately 3.5 million of whom are in the United States and 300,000 in Chicago—Islam is the world's second largest and fastest growing religion. Despite these impressive facts Islam, Islamic societies, and Islamic history remain poorly understood in the United States. The IWS curriculum aims to remedy this. Its students will be able to ask questions that are historically situated, regionally specific, analytically rich, and grounded in urgent contemporary realities. In short, IWS is structured to produce engaged and informed citizens of a world that is affected by Islam in ways big and small and graduates who are better prepared for careers in politics, public policy, diplomacy, social services, medicine, education, finance, development, law, cultural heritage, academia, museums, or the arts.

Faculty

Lisa Mahoney, PhD
Director, Islamic World Studies
Associate Professor (History of Art and Architecture)
Johns Hopkins University

Affiliated Faculty

Nesreen Akhtarkhavari, PhD
Associate Professor (Modern Languages)
Director (Arabic Program)
Florida State University

Aminah Al-Deen, PhD
Professor Emeritus (Religious Studies)
Temple University

Elena Boeck, PhD
Professor (History of Art and Architecture)
Yale University

Mark DeLancey, PhD
Professor and Department Chair (History of Art and Architecture)
Harvard University

Kaveh Ehsani, PhD
Associate Professor (International Studies)
Leiden University

Laila Farah, PhD
Associate Professor (Women's and Gender Studies)

Southern Illinois University

Ahmed Hashim
Lecturer (Religious Studies)
University of Chicago (PhD candidate)

Scott Hibbard, PhD
Associate Professor (Political Science)
Johns Hopkins University

Khaled Keshk, PhD
Associate Professor and Chair (Religious Studies)
University of Chicago

Shiera Malik, PhD
Associate Professor and Chair (International Studies)
Trinity College, University of Dublin

Babacar Mbengue, PhD
Instructor (History)
University of Dakar, Senegal

Kalyani Menon, PhD
Associate Professor (Religious Studies)
Syracuse University

Warren Schultz, PhD
Professor (History)
University of Chicago

Chernoh Sesay Jr., PhD
Associate Professor (Religious Studies)
Northwestern University

Shailja Sharma, PhD
Professor (International Studies)
Director (Refugee and Forced Migration Studies)
SUNY Stony Brook

Latin American and Latino Studies

The Latin American and Latino Studies Program explores the cultural contributions of Latin Americans to the global community and highlights perspectives and traditions that have developed in the region. It analyzes the multicultural character of the peoples of Latin America by calling attention to the complex interplay among Indigenous, European, Semitic, Arab, Asian and African societies in the region. It explores the profound linkage that has emerged between Latin America and the United States, particularly through the construction of Latino/a/x communities in the U.S.

Faculty

Carolina Sternberg, PhD
Associate Professor and Chair
University of Illinois at Urbana-Champaign

Jesse Mumm, PhD
Professional Lecturer
Northwestern University

Lourdes Torres, PhD
Professor
University of Illinois at Urbana-Champaign

Affiliated Faculty

Marisa Alicea, PhD
Associate Professor, The School of Continuing and Professional Studies
Northwestern University

Luisela Alvaray, PhD
Assistant Professor, College of Communication
University of California, Riverside

Glen Carman, PhD
Associate Professor, Modern Languages
Cornell University

Delia A. Cosentino, PhD
Associate Professor, History of Art and Architecture
University of California at Los Angeles

Rocío Ferreira, PhD
Associate Professor, Modern Languages and Department Chair -
Women's and Gender Studies
University of California at Berkeley

Bill Johnson González, PhD
Associate Professor, English
Harvard University

Jacqueline Lazú, PhD
Associate Professor, Modern Languages and Associate Dean
Stanford University

Martha Martínez-Firestone, PhD
Associate Professor, Sociology
Duke University

Elizabeth Millán, PhD
Professor, Philosophy
State University of New York at Buffalo

Juan Mora-Torres, PhD
Associate Professor, History
University of Chicago

Ana Schaposchnik, PhD
Assistant Professor, History
University of Wisconsin - Madison

José Soltero, PhD
Associate Professor, Sociology
University of Arizona

Sonia Soltero, PhD
Associate Professor, School of Education
University of Arizona

Rose Spalding, PhD
Professor, Political Science
University of North Carolina, Chapel Hill

Lesbian, Gay, Bisexual, Transgender

The LGBTQ Studies program posits sex and sexuality as central analytical categories within many different fields of inquiry. This emerging discipline scrutinizes the cultural production, dissemination, and vicissitudes of sexuality while attempting to decipher the meanings inscribed in the practices and discourses of sex. We may say that LGBTQ Studies does

for sex and sexuality what women's studies does for gender. It has grown out of women's and gender studies, cultural studies, and the post-1969 discourse on the politics of sexuality both in the public sphere and the more limited arena of scholarly endeavor.

Faculty

Bill Johnson Gonzalez, PhD
Associate Professor, English and Program Director
Harvard University

Affiliated Faculty

Douglas Bruce, PhD
Assistant Professor, Health Sciences & Public Health

Gary Cestaro, PhD
Associate Professor, Modern Languages

Michael DeAngelis, PhD
Associate Professor, School of Continuing and Professional Studies

Dustin Goltz, PhD
Associate Professor, Communication

Kelly Kessler, PhD
Associate Professor, Communication

Allison McCracken, PhD
Associate Professor, American Studies

Donald L. Opitz, PhD
Associate Professor, School of Continuing and Professional Studies

Francesca Royster, PhD
Professor, English

Ann Russo, PhD
Associate Professor, Women's and Gender Studies

Lourdes Torres, PhD
Professor, Latin American and Latino Studies

Military Science

The Military Science Department offers students, as an adjunct to their major field of study, the opportunity to achieve commissions as Army officers in either the active Army, the U.S. Army Reserve, or National Guard through the Reserve Officers' Training Corps (ROTC) program. The program develops leadership, managerial potential, and the qualities of self-discipline, confidence, personal integrity, and individual responsibility. Emphasis is on learning through doing. The department's program prepares the student for a period of service as a commissioned officer in the United States Army, a service that can ultimately lead either to a military career or to a more responsible place in the civilian world. The curriculum is divided into two parts: Basic and Advanced. The Basic course normally encompasses the freshman and sophomore academic years. Basic-course students are under no obligation to enter into a contractual agreement with the U.S. Government. The advanced course encompasses juniors and seniors who have successfully completed the on-campus basic course. Students who have attended a special six-week summer training program, students who have previous Junior ROTC training, and qualified veterans may also be admitted into the advanced course. Upon enrollment in the Advanced Course, the student enters into a contractual agreement with the United States Government, whereby the student agrees to accept a commission in the United States Army for a

period of active or reserve duty after his graduation. The government, in return, provides a monthly stipend of \$300-500 for up to ten months of the school year.

Students may compete for ROTC two-year and three-year scholarships during their freshman or sophomore year. Scholarships can pay full tuition and fees, annual book allowance of \$1,200, and \$300-500 monthly during the remainder of the winner's undergraduate education. A Leaders Training Course summer program is available to selected students who have been unable to complete the normal two-year progression of Military Science. Students attend a six-week program at Fort Knox, Kentucky. This program, in conjunction with the normal two-year advanced program of Military Science, is designed to prepare the student for a period of service as a commissioned officer in the United States Army. The program provides an introduction to a variety of military-related topics. It involves instruction in map reading, marksmanship, first aid, tactics, fundamentals of leadership, and basic military skills.

Faculty

Faculty are based at Loyola University.

Modern Languages

The programs in Modern Languages seek to develop a student's ability to speak, understand, read, and write another language and to foster an appreciation of its literature and civilization. The department regularly offers courses in American Sign Language, Arabic, Chinese, French, German, Italian, Japanese, Latin, Linguistics, Russian, Spanish, and Translation and Interpreting.

Undergraduate Programs

The Department of Modern Languages offers the following undergraduate programs:

- Bachelor of Arts in Arabic Studies
- Bachelor of Arts in Chinese Studies
- Bachelor of Arts in French
 - Commercial French Concentration
 - Standard Concentration
- Bachelor of Arts in German
 - Commercial German Concentration
 - German Language and Literature Concentration
 - German Studies Concentration
- Bachelor of Arts in Italian
 - Commercial Italian Concentration
 - Italian Language and Literature Concentration
 - Italian Studies Concentration
- Bachelor of Arts in Japanese Studies
- Bachelor of Arts in Spanish

Students begin the major, which consists of advanced courses at the 200- and 300-levels, upon completion of elementary and intermediate courses (100-level courses) or successful placement testing.

Minors are available in:

- American Sign Language
- Arabic Language
- Arabic Studies
- Chinese Language

- Chinese Studies
- Classical Studies
- Commercial Chinese Studies
- Commercial French
- Commercial Spanish
- French
- French Translation
- German
- German Studies
- Italian
- Japanese
- Japanese Studies
- Linguistics
- Russian Studies
- Spanish
- Spanish Linguistics
- Spanish Translation

Certificate Programs

The Department of Modern Languages offers the following certificate programs:

- Undergraduate Certificate in Albanian and Southeastern European Studies
- Language Proficiency Certificate
- Undergraduate Certificate in Spanish for Healthcare
- Undergraduate Certificate in Translation and Interpreting Studies
- Graduate Certificate in Translation and Interpreting Studies

Combined Degree Programs

The Department of Modern Languages offers the following combined degree programs:

- 3+3 Arabic Studies (BA+JD)
- 3+3 Chinese Studies (BA+JD)
- 3+3 French (BA+JD)
- 3+3 German (BA+JD)
- 3+3 Italian (BA+JD)
- 3+3 Japanese Studies (BA+JD)
- DePaul undergraduate degree + Spanish MA
- 3+3 Spanish (BA+JD)

Graduate Programs

The Department of Modern Languages offers the following graduate programs:

- Master of Arts in French
- Master of Arts in Spanish

All students are strongly encouraged to participate in DePaul's Study Abroad Programs in Austria (Vienna), China (Shanghai), France (Paris), Germany (Berlin), Greece (Athens), Italy (Rome), Japan (Kyoto, Osaka, or Tokyo), Jordan (Amman), Mexico (Merida or Mexico City), Poland (Auschwitz, Krakow, Lublin, Warsaw, and Wroclaw), Spain (Madrid), and other locations. Consult the Study Abroad Office for current offerings.

Seal of Bilingualism

Students entering DePaul with the Seal of Bilingualism will be awarded credit for the 104, 105, and 106 courses in their specified language. To receive credit for the Seal, a student's high school transcript must indicate receipt of the Seal. This must be submitted within three academic years of the student's high school graduation in order to gain DePaul credit. Documentation should be sent to Office of Admission, 1 East Jackson Blvd., Chicago, IL 60604.

Faculty

Anna Souchuk, PhD
Associate Professor and Chair
Yale University

Carolina Barrera-Tobón, PhD
Associate Professor
City University of New York

Pascale-Anne Brault, PhD
Professor
New York University

Glen E. Carman, PhD
Associate Professor
Cornell University

Gary P. Cestaro, PhD
Associate Professor
Harvard University

Nobuko Chikamatsu, PhD
Associate Professor
University of Illinois, Urbana-Champaign

Rocio Ferreira, PhD
Associate Professor
University of California, Berkeley

Bradley Hoot, PhD
Associate Professor
University of Illinois at Chicago

Li Jin, PhD
Professor
University of South Florida

Guillemette C. Johnston, PhD
Professor
University of California, Davis

Gazmend Kapllani, PhD
Hidai "Eddie" Bregu Visiting Chair for Albanian Studies
Panteion University

Jacqueline Lazú, PhD
Associate Professor
Stanford University

Polly Mangerson, PhD
Associate Professor
University of Georgia at Athens

Susana Martínez, PhD
Associate Professor

Yale University

Caterina Mongiat-Farina, PhD
Associate Professor
Harvard University

María Luisa Ortega Hernández, PhD
Senior Professional Lecturer
University of Pennsylvania

Eugene Sampson, MFA
Senior Professional Lecturer
University of Iowa

Elias Shakkour, PhD
Director, Translator & Interpreter Corps
University of Illinois at Urbana-Champaign
Monterey Institute of International Studies
Middlebury College

Lisbeth Swain, PhD
Senior Professional Lecturer
Florida State University

Jennifer Whitelaw, MA
Professional Lecturer
Miami University of Ohio

Peace, Justice and Conflict Studies

The Peace, Justice, & Conflict Studies Program offers students a BA major curriculum that is rooted in the values of active and strategic nonviolence. The courses train them to reflect on the origins and causes of conflict, direct, cultural, and institutional, as well as social injustice and other forms of systemic violence. They are introduced to a wide spectrum of conflict intervention, especially organizational peacebuilding, local and interpersonal conflict resolution, citizen diplomacy, and post-conflict transformative justice approaches. Students learn about strategies for resolving interpersonal, communal and international conflicts with active nonviolence and respectful dialogue, as well as about tactics promoting the common good in a way that addresses the structural origins of violence, such as poverty and income disparities. The Program includes frank debate about the efficacy of nonviolent in comparison with violent approaches to social change. The inclusion of conflict theory and active nonviolent interventions is a distinctive aspect of this program. The arena of conflict resolution offers many potential career options. The Program emphasizes hands-on, experiential components in the introductory courses, the final seminars and internship, and the workshops which emphasize skill training.

Students and faculty in Peace, Justice, & Conflict Studies question what constitutes a just society and world, what peacebuilding can accomplish in a world full of conflict, and how attitudes toward social justice, violence, and peace reflect and reveal American and other cultures' values, beliefs, prejudices, assumptions, and perceptions.

Students are expected to gain competency in dealing with situations of conflict and injustice by mastering the theoretical and intellectual frameworks related to peacebuilding, human rights advocacy, and justice development, by learning to interpret and analyze real life situations in their complexity, by understanding how to use strategies for negotiation, consensus-building, advocacy, partnership development, and other

intervention tools, and by understanding various research methodologies and the use of media and creative outlets.

Students majoring in any social science, humanities, and other interdisciplinary programs will find it beneficial to double major or minor in Peace, Justice, & Conflict Studies, particularly due to its core value of strategic nonviolence. Students with majors in computer games, documentary film, journalism, and animation have added the PAX second major to add desired content to their creative work. Students who pursue the major are well prepared for graduate work in the humanities or social sciences, and specifically in peace, justice, or conflict studies, as well as for professional training in law, public service, or business, among other areas.

Faculty

Clement Adibe, PhD
Associate Professor of Political Science
Queen's University

Jerica Arents, MA
Adjunct Faculty, Peace, Justice & Conflict Studies
Loyola University of Chicago

Christy Beighe-Byrne, MA
Adjunct Faculty, Peace, Justice & Conflict Studies
University of Chicago

Gene Beiriger, PhD
Associate Professor of History
University of Chicago

Kenneth Butigan, PhD
Senior Professional Lecturer, Peace, Justice & Conflict Studies
Graduate Theological Union

Joyana Jacoby Dvorak, MNM
Department of Mission and Ministry
Adjunct Faculty, Peace, Justice & Conflict Studies
DePaul University

Laila Farah, PhD
Associate Professor of Women's and Gender Studies
Southern Illinois University, Carbondale

Stephen Haymes, PhD
Associate Professor, College of Education
Miami University of Ohio

Mary Jeanne Larrabee, PhD
Professor of Philosophy
University of Toronto

Luana Lienhart, OFS, LCSW
Adjunct Faculty, Peace, Justice & Conflict Studies
Loyola University, Chicago

Susana Martinez, PhD
Associate Professor of Modern Languages and Program Director
Yale University

Craig Mousin, JD, MDiv
University Ombudsperson
University of Illinois; Chicago Theological Seminary

Thomas O'Brien, PhD

Associate Professor of Religious Studies
University of Toronto

Ogenga Otunnu, PhD
Associate Professor of International Studies
York University

Scott Paeth, PhD
Associate Professor of Religious Studies
Princeton Theological Seminary

Mauricio Pineda, MAT
Adjunct Faculty, Peace, Justice & Conflict Studies
Columbia College

Tomas Ramirez, MS
Adjunct Faculty, Peace, Justice & Conflict Studies
DePaul University

Howard Rosing, PhD
Executive Director, Steans Center
State University of New York at Binghamton

Ann Russo, PhD
Associate Professor of Women's and Gender Studies
University of Illinois, Urbana-Champaign

Rose Spalding, PhD
Professor of Political Science
University of North Carolina, Chapel Hill

David Wellman, PhD
Associate Professor of Religious Studies
Union Theological Seminary

Philosophy

The Department of Philosophy serves the needs of the student who seeks an understanding of philosophical issues for personal enrichment, the student who desires a more fundamental appreciation of philosophy in support of law, medicine, business, and various academic disciplines, and the student who wishes to continue the study of philosophy at the graduate level.

Through its courses and programs, the department acquaints students with various philosophical approaches and with basic problems posed by diverse thinkers. Courses have been designed to highlight both the humanistic and technical features of philosophy.

The department also recognizes the important need for skills and training. Its courses in logic and analysis have been designed to help students become more perceptive in their experiences and more critical in their thinking.

Further, the department is aware that, in our age of rapid change, society often tends to neglect the meaning and worth of the person. Courses are therefore offered that investigate and emphasize the dignity of the person. By helping students understand the nature and grounds of ethical judgments, these courses aim to promote an appreciation and ordering of human values.

The department has designed all of its course offerings with the aim of both ensuring that our Liberal Studies courses remain responsive to the needs of the student who does not plan to specialize in philosophy and

offering the student who chooses to major or minor in philosophy a rich and diverse curriculum.

The department is particularly proud of its Philosophy Circle, an undergraduate philosophy club which provides a forum for the exchange of ideas between faculty and students.

Faculty

Peg Birmingham, PhD
Professor
Duquesne University

Avery Goldman, PhD
Associate Professor
Pennsylvania State University

Jason D. Hill, PhD
Professor
Purdue University

Sean D. Kirkland, PhD
Associate Professor
State University of New York at Stony Brook

Daryl Koehn, PhD
Professor
University of Chicago

Mary Jeanne Larrabee, PhD
Professor
University of Toronto

Richard A. Lee Jr., PhD
Professor
New School for Social Research and Jagiellonian University

William McNeill, PhD
Professor and Chair
University of Essex

Elizabeth Millán Brusslan, PhD
Professor
State University of New York at Buffalo

Michael Naas, PhD
Professor
State University of New York at Stony Brook

Elizabeth Rottenberg, PhD
Professor
Johns Hopkins University

Frédéric Seyler, PhD
Associate Professor
Université de Lorraine

Kevin Thompson, PhD
Professor
University of Memphis

Rafael Vizcaino, PhD
Assistant Professor
Rutgers University

Political Science

Political Science is the study of the organization and behavior of people, groups, and institutions which make up our government and the larger political system. The program is designed to introduce students to questions, perspectives, and arguments about the political forces that shape their lives. As such, the program has value for Liberal Studies students as well as for those who may choose the discipline as a major field of study. Students find the substance and the methods of the discipline useful in the legal, business, civic, communications, governmental, and academic professions, as well as any endeavors that draw them into public service.

Faculty

Clement Adibe, PhD

Professor

Queen's University, Canada

Molly Andolina, PhD

Professor

Georgetown University

Kathleen Arnold, PhD

Senior Professional Lecturer

The University of California at Los Angeles

David Barnum, PhD

Professor Emeritus

Stanford University

James Block, PhD

Professor Emeritus

University of Chicago

Michael L. Budde, PhD

Professor

Northwestern University

Susan Burgess, PhD

Senior Professional Lecturer and Internship Coordinator

University of Notre Dame

Giuseppe Cumella, PhD

Professional Lecturer

Northwestern University

William E. Denton, PhD

Professional Lecturer

University of North Carolina, Chapel Hill

Ben C. Epstein, PhD

Associate Professor

City University of New York Graduate Center

Richard P. Farkas, PhD

Professor

University of South Carolina

John French, PhD

Lecturer

University of Illinois, Chicago

Scott Hibbard, PhD

Associate Professor and Department Chair

The Johns Hopkins University

Kathryn Ibata-Arens, PhD

Professor

Northwestern University

Valerie C. Johnson, PhD

Associate Professor

University of Maryland, College Park

Joseph F. Mello, PhD

Associate Professor

University of Connecticut, Storrs

Philip Meyers, JD

Lecturer

Chicago-Kent College of Law

Christina Rivers, PhD

Associate Professor

Cornell University

Rose Spalding, PhD

Professor

University of North Carolina, Chapel Hill

Phillip Stalley, PhD

Associate Professor

George Washington University

Wayne P. Steger, PhD

Professor

University of Iowa

Joe R. Tafoya, PhD

Assistant Professor

University of Texas at Austin

Erik R. Tillman, PhD

Professor

Emory University

David L. Williams, PhD

Professor

University of Texas at Austin

Public Health

Master of Public Health (MPH)

The mission of the Master of Public Health program is to prepare dynamic public health leaders to work collaboratively with diverse communities to prioritize and investigate health concerns to achieve lasting social change, and foster health equity to promote the health and well-being of all people.

The Master of Public Health program has two concentrations, community health practice and social epidemiology. The program provides a collaborative, applied approach to education, focusing on health promotion and disease prevention with individuals, families, communities, and organizations. The objective of the program is to provide students with the professional knowledge and practical skills they will need to identify and address community health needs as a working public health practitioner.

MPH in Community Health Practice

The community health practice concentration prepares students to be leaders, innovators, and advocates in addressing community health problems and reducing health disparities. This concentration applies an interdisciplinary approach to problem solving and focuses on skill development around community health assessment, program design, and program evaluation. Students learn to appraise community health needs and design, implement, and evaluate interventions to address those needs. The objective is to provide students with the professional knowledge and practical skills to become effective public health leaders.

MPH in Social Epidemiology

The social epidemiology concentration prepares students to be public health leaders that use the methodological approaches of biostatistics and epidemiology to investigate and reduce health inequalities. This concentration focuses on social determinants of health as causes of health disparities and examines the role of concepts such as power and social context. Students learn to use data to inform research, policy, and intervention efforts that lead to effective action aimed at eliminating health inequalities.

Real-World Experience

During the final year of instruction, students gain practical experience working in the public health field while completing the required practicum. The practicum includes nine months of professional practice and provides students with a structured and integrated application of their coursework. There are a variety of practicum site opportunities available to students that represent a range of settings (e.g. governmental agencies, community-based organizations, health care delivery systems) and public health topics (e.g. sexual/reproductive health, childhood nutrition, refugee and immigrant health). Students choose from an approved list of opportunities and are matched to a practicum site based on their interests and career goals.

During the practicum, students work on a project that address a need or fills a gap at their practicum site. Students receive mentoring and guidance on their project from their site supervisor (public health professional at the practicum site) and faculty advisor. The project serves as the foundation for the capstone thesis, which is developed over a three-course sequence that runs concurrently with the practicum.

Faculty

Douglas Bruce, PhD, MSW
Associate Professor
University of Illinois at Chicago

Suzanne Carlberg-Racich, PhD, MSPH
Assistant Professor
University of Illinois at Chicago

Fernando De Maio, PhD
Associate Professor
Director of the Center for Community Health Equity
University of Essex

John Mazzeo, PhD
Director of the Master of Public Health Program
Associate Professor
University of Arizona

Victoria Rivkina, MPH, CHES
Program Manager and Instructor

DePaul University

Daniel Schober, PhD, MPH
Assistant Professor
University of Kansas

Public Policy Studies

Public Policy Studies is a discipline that explores the role and impact of decision-making by governments. The discipline includes knowledge of both process and substance of a particular policy area. Thus, a student in public policy must have both generalist and specialist skills to apply to a particular public problem. In terms of political process, the study of public policy examines questions of how public policy is formulated, implemented, and evaluated over time. It also explores notions of agenda-setting and framing of issues that lead to a problem gaining the attention of the government. Public policy specialists and analysts are hired by all levels of government. During the past several years in addition to the government sector, the nonprofit and private sectors have sought public policy analysts for employment. Therefore, the curriculum prepares students for being public policy specialists in both the private and nonprofit sectors in addition to the public sector. The curriculum also is tailored to prepare students who would like to continue their education in graduate programs or law schools. The faculty members of the department work closely with students to place them in internships, and when possible, employment positions.

The Public Policy Studies Department (PPS) offers an undergraduate degree (BA). Students take a common core of courses dealing with public policy theories, processes, methods of public policy analysis, and important environmental and urban policy issues. In addition, a data analysis course is required that the student selects from a list of approved courses. Microeconomics or statistics is strongly encouraged.

Beyond the core curriculum, a capstone course reconvenes the students at the end of their curriculum to study a public policy problem in-depth under the direction of a public policy professor. The capstone changes approximately every three years, to reflect a current issue on the public policy agenda.

Faculty

Euan Hague, PhD
Director, Professor (Geography)
Syracuse University

Steve Abbey, MBA
Part-time Lecturer
University of Chicago

Andre Ashmore, JD
Part-time Lecturer
University of Illinois Chicago

Hugh Bartling, PhD
Associate Professor
University of Kentucky Lexington

Patricia M. Bombard, BVM, DMin
Director, The Hay Project
Chicago Theological Seminary

Alexander Brown, PhD
Part-time Lecturer

The Institute for Clinical Social Work

Suellen Burns, MS
Part-time Lecturer
DePaul University

William Calzaretta, PhD
Professor Emeritus
Northwestern University

Cheron V. Corbett, MA
Part-time Lecturer
University of Memphis

Lisa Dietlin, MA
Part-time Lecturer
St. Mary's University

Sarah Duda, MUPP
Part-time Lecturer
University of Illinois at Chicago

Michael A. Frigo, MS, CPA
Part-time Lecturer
DePaul University

Rachel M. Gregoire, MS
Part-time Lecturer
DePaul University

Thomas Henkey, MA, CEM
Part-time Lecturer
American Military University

Nicholas Kachiroubas, PhD
Associate Teaching Professor
Cardinal Stritch University

Amanda Kass, PhD
Assistant Professor
University of Illinois Chicago

Kathryn A. Kelly, JD
Part-time Lecturer
DePaul University

Jumana Khalifeh, PhD
Part-time Lecturer
DePaul University

William C. Kling, JD
Part-time Lecturer
Illinois Institute of Technology

Britney MacDonald, JD
Part-time Lecturer
Illinois Institute of Technology

Rosemary McDonnell, MS
Part-time Lecturer
DePaul University

J. Patrick Murphy, PhD
Professor Emeritus
Stanford University

John Newman, PhD
Part-time Lecturer
Emory University

Jamie S. Nolan, MBA
Part-time Lecturer
DeVry University

Raphael Ogom, PhD
Associate Professor
Carleton University

Vincent R. Parisi, MEM
Part-time Lecturer
Duke University

Ramya Ramanath, PhD
Associate Professor
Virginia Polytechnic Institute and State University

Ken Rose, PhD
Associate Teaching Professor
University of Illinois at Chicago

James Rudyk, MA
Part-time Lecturer
Northwestern University

Joseph P. Schwieterman, PhD
Professor
University of Chicago

Steven Seidman, PhD
Part-time Lecturer
Cornell University

Kelly Tzoumis, PhD
Professor
University of Chicago

Danielle Vance-McMullen, PhD
Assistant Professor
Duke University

Refugee and Forced Migration Studies

The Refugee and Forced Migration Studies graduate program is an interdisciplinary Master of Science program that trains students to work as practitioners in the field of refugee resettlement and advocacy. The degree is inherently interdisciplinary as students take a variety of courses in fields such as law, history, public service, public health and international studies. Each cohort is admitted in the autumn quarter and takes two courses per quarter to graduate in two years. Additionally the program takes a practical approach to curriculum such that students will have already gathered experience in the fields of refugee advocacy and resettlement by the time they graduate. This is ensured by the requirement of two distinct practicums with refugee-focused non-governmental organizations (NGOs) domestically and overseas.

Faculty

The Refugee and Forced Migration Studies Program incorporates faculty in two primary functions; the administration of the program

and instruction of courses. Since it is an academic program and not a department, RFMS does not house any faculty of its own but instead is run and taught by professors from all over the University. This not only gives the curriculum a distinctly interdisciplinary flavor but allows for the integration and synthesis of administrative techniques formulated by several departments and schools. Our faculty are drawn from such departments such as International Studies, Anthropology, and History as well as several freestanding schools in the University such as the Law School and the School of Public Service. While all of our faculty have experience in the study of forced migration, they all approach the study from different academic angles and schools of method to give the program a truly robust curriculum. You can find a list of the members of our Curriculum Committee and other associated faculty below.

Curriculum Committee

Kathleen R. Arnold, PhD
Senior Professional Lecturer
Director (Refugee and Forced Migration Studies)
University of California, Los Angeles

Shailja Sharma, PhD
Professor (International Studies)
SUNY Stony Brook

Ogenga Otunnu, PhD
Professor (History)
York University

Rajit Mazumder, PhD
Associate Professor (History)
University of London

Tom Mockaitis, PhD
Professor (History)
University of Wisconsin, Madison

Clement Adibe, PhD
Associate Professor (Political Science)
Queens University, Canada

Nezih Altay, PhD
Associate Professor (Operations Management)
Texas A&M University

Anne Saw, PhD
Associate Professor, Psychology
University of Illinois, Urbana-Champaign

Shana Wills, MA
Part-Time Faculty
University of Illinois, Urbana-Champaign

Religious Studies

While remaining intensely personal, the resurgence of religion in the public sphere is a characteristic of our era. Religion has become central to contemporary culture, politics, identity, and conflict in every part of the globe. At the same time, our world is marked by an emerging pluralism, as globalization, migration and technology bring diverse religious traditions into closer proximity and creates new religious communities.

The Department of Religious Studies offers DePaul students the opportunity to engage in the academic study of religion. The study of religion includes not only the traditional areas of sacred texts, myths,

rituals, mystical experiences and doctrines, but also the ways in which political, social and economic forces shape these phenomena for religious communities. Drawing on a host of academic disciplines, religious studies challenges students to encounter the traditions of the world in all their rich diversity. Given the complexity of the subject matter, members of the department draw upon several other academic disciplines – anthropology, art history, biblical studies, economics, environmental studies, ethics, gender studies, history, linguistics, literature and literary criticism, political science, philosophy, psychology, sociology, and theology – as they do their work.

Beyond work with texts, students may also study religion through the media of film and video, music, the visual and dramatic arts, and the internet. The department emphasizes comprehensive learning in writing, synthetic and analytic thinking, and oral communication skills. Students can go beyond their course work with further learning opportunities, such as the senior thesis, independent study, study abroad and internships, and service learning, both locally and internationally.

A truly interdisciplinary field, religious studies at DePaul helps students broaden cultural literacy and deepen critical skills. The study of religion also prepares students to engage important conversations of our day. Further, students may find that the study of religions can help them respond not only to political, social and environmental challenges, but also to address the existential questions they face and that are encountered by other thoughtful men and women.

A religious studies major or minor is positioned to pursue a wide variety of careers. A bridge between the specialist's perspectives on religion and a wider world that is often in need of these perspectives, religious studies majors have worked in the fields of law, social work, regional and international business, governmental and non-governmental service, secondary school teaching, and service in religious communities. A religious studies major is also well-prepared for further studies in graduate programs leading to careers in academia.

Religious Studies at DePaul expresses the university's distinct identity, which respects engaged pluralistic inquiry in all religious issues and traditions. The department is committed to DePaul's Catholic, Vincentian and urban heritage, mission, and identity, and to its goal of establishing the university as a model of diversity. The department's course offerings reflect the diversity of the city of Chicago and of the students who attend DePaul.

The fifteen full-time faculty constitute one of the largest and most diverse undergraduate departments of religious studies in the United States. This size and diversity enables us to offer courses in a wide range of geographical regions and historical periods. The research and teaching interests of the faculty include American religious history as well as South and East Asia, the African diaspora, North and Meso-America, the Middle East and Europe. The faculty and curriculum includes specialists in Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Taoism, Shinto, as well as Native American, African American, and Latino/a religious traditions.

In addition to excellence in teaching, the faculty also maintain high standards for research, and are actively engaged in presenting at major academic conferences and publishing their work in high-ranking professional journals.

The Department of Religious Studies sponsors the Center for Religion, Culture, and Community and is fully engaged with Center for Intercultural Theology and World Catholicism and other centers and institutes of the University. It has a close working relationship with the Department

of Catholic Studies, the Islamic World Studies Program and the Grace School of Applied Diplomacy. Religious Studies is a vital part of the First Year, Liberal Studies and Honors Programs.

The Department encourages students in all major concentrations and minors to engage various questions related to the study of religion, such as (but not limited to):

- What is religion?
- How do religious communities come into being and define themselves?
- How do religious communities form worldviews, doctrines, and practices, and how does the study of religion help us to understand their change over time?
- How do sacred texts come into being, and what do they communicate to us?
- How does religion shape culture, and how does the wider culture define religion?
- What is the role of religion in the contemporary world?
- How do religion or religious sensibilities help us to relate (or hinder us from relating) to each other?
- How can an informed student of religion evaluate the rival claims to truth and moral rightness of different religious and secular ideologies?
- How do religious traditions and texts treat issues of sexuality and gender, race and class?
- How have religious traditions interacted with each other in the past, and how do they continue to do so today?

Faculty

Khaled M.G. Keshk, PhD
Associate Professor and Chair
University of Chicago

U. Angelika Cedzich, PhD
Associate Professor
University of Wurzburg

David L. Gitomer, PhD
Associate Professor
Columbia University

Kalyani Menon, PhD
Associate Professor
Syracuse University

Yuki Miyamoto, PhD
Associate Professor
University of Chicago

Christopher N. Mount, PhD
Associate Professor
University of Chicago

Thomas W. O'Brien, PhD
Associate Professor
St. Michael's College, University of Toronto

Scott R. Paeth, PhD
Professor
Princeton Theological Seminary

Lisa Poirier, PhD
Associate Professor
Syracuse University

Chernoh M. Sesay Jr., PhD
Associate Professor
Northwestern University

Alexei Sivertsev, PhD
Professor
New York University

Naomi Steinberg, PhD
Professor
Columbia University

Christopher Tirres, PhD
Associate Professor
Harvard University

David Wellman, PhD
Associate Professor
Union Theological Seminary

Professors Emeriti

Aminah B. Al-Deen, PhD
Professor Emerita
Temple University

Paul F. Camenisch, PhD
Professor Emeritus
Princeton University

John Dominic Crossan, STD, SSL
Professor Emeritus
St. Patrick's College, Maynooth, Ireland

Frida Kerner Furman, PhD
Professor Emerita
University of Southern California

James R. Halstead, OSA, PhD, STD
Professor Emeritus
Katholieke Universiteit Leuven

Kay A. Read, PhD
Professor Emerita
University of Chicago

Charles R. Strain, PhD
Professor Emeritus
University of Chicago

School of Public Service

We educate people to be effective public service leaders in the global community guided by the values of St. Vincent de Paul.

The School of Public Service promotes effective management of nonprofit organizations and government agencies, and fosters the development of sound public policies affecting the delivery of social services. Programs of instruction, research, and community involvement prepare adult learners to pursue administrative careers in a broad range of public service organizations. Following the tradition of St. Vincent de Paul, the School of Public Service devotes special attention to

policies and practices that promote social equity through the delivery of affordable, quality services to those in greatest need.

While the knowledge and skills required to manage organizations in the public sector are becoming indistinguishable from the best practices used in the private and nonprofit sectors, the ultimate goals of these organizations provide a sharp distinction. The School of Public Service keeps this distinction firmly in view in its course offerings. Degree and certificate programs are interdisciplinary, drawing primarily upon the knowledge bases of sociology, economics, political science, law and the human-service professions. The curriculum carefully balances theoretical and applied approaches to contemporary challenges of administration and policy analysis.

The school emphasizes ethical leadership in all aspects of its curriculum but especially by offering short-term, executive-style, study-abroad experiences for working professionals. Faculty encourage all students to take advantage of more than a dozen courses to developed and developing countries. Consistent with its mission, the School of Public Service purposefully strives to build an academic community that is racially, ethnically, religiously, and otherwise diverse. Part-time and full-time students are equally welcome.

Faculty

Euan Hague, PhD
Director, Professor (Geography)
Syracuse University

Steve Abbey, MBA
Part-time Lecturer
University of Chicago

Andre Ashmore, JD
Part-time Lecturer
University of Illinois Chicago

Hugh Bartling, PhD
Associate Professor
University of Kentucky Lexington

Patricia M. Bombard, BVM, DMin
Director, The Hay Project
Chicago Theological Seminary

Alexander Brown, PhD
Part-time Lecturer
The Institute for Clinical Social Work

Suellen Burns, MS
Part-time Lecturer
DePaul University

William Calzaretta, PhD
Professor Emeritus
Northwestern University

Cheron V. Corbett, MCR
Part-time Lecturer
University of Memphis

Lisa Dietlin, MA
Part-time Lecturer
St. Mary's University

Sarah Duda, MUPP
Part-time Lecturer
University of Illinois at Chicago

Michael A. Frigo, MS, CPA
Part-time Lecturer
DePaul University

Rachel M. Gregoire, MS
Part-time Lecturer
DePaul University

Thomas Henkey, MA, CEM
Part-time Lecturer
American Military University

Nicholas Kachiroubas, PhD
Associate Teaching Professor
Cardinal Stritch University

Amanda Kass, PhD
Assistant Professor
University of Illinois Chicago

Kathryn A. Kelly, JD
Part-time Lecturer
DePaul University

William C. Kling, JD
Part-time Lecturer
Illinois Institute of Technology

Britney MacDonald, JD
Part-time Lecturer
Illinois Institute of Technology

Rosemary McDonnell, MS
Part-time Lecturer
DePaul University

J. Patrick Murphy, PhD
Professor Emeritus
Stanford University

John Newman, PhD
Part-time Lecturer
Emory University

Jamie S. Nolan, MBA
Part-time Lecturer
DeVry University

Raphael Ogom, PhD
Associate Professor
Carleton University

Vincent R. Parisi, MEM
Part-time Lecturer
Duke University

Ramya Ramanath, PhD
Associate Professor
Virginia Polytechnic Institute and State University

Ken Rose, PhD
Associate Teaching Professor

University of Illinois at Chicago

James Rudyk, MA
Part-time Lecturer
Northwestern University

Joseph P. Schwieterman, PhD
Professor
University of Chicago

Kelly Tzoumis, PhD
Professor
University of Chicago

Danielle Vance-McMullen, PhD
Assistant Professor
Duke University

Social Work

The Master of Social Work (MSW) degree program is designed to prepare students for advanced social work, with concentrations available in community practice and forensic social work. The MSW degree prepares its graduates for work and leadership in broad and varied human service organizations which span child welfare, health and mental health, community planning, family services and the like.

Faculty

Noam Ostrander, PhD
Associate Professor and Chair
University of Illinois at Chicago

Desirie McKay, MSW
Coordinator of Field Education
DePaul University

Tracey Mabrey, DSW
Associate Professor
Howard University

Sonya Crabtree-Nelson, PhD
Associate Professor
Loyola University

Maria J. Ferrera, PhD
Associate Professor
University of Chicago

Neil Vincent, PhD
Professor
University of Illinois at Chicago

Sociology

The Department of Sociology consists of 14 full-time faculty, 150 undergraduate majors, and over 30 graduate students. Founded in 1922, the department has a long tradition of inspiring students to apply sociology to the world around them.

Sociology is the study of groups, social interaction, and social institutions. To study these, the department has developed a core curriculum centered on sociological methods (how we know) and sociological theory (how we explain). Beyond the theory and methods courses, majors enroll in a two-course practice sequence and senior

capstone. These courses are designed to help students explore their calling as sociologists, develop an area of specialization, and explore career options. To help students craft their own area of specialization, students are closely mentored by faculty who share their expertise and advise students on their choice of electives in sociology.

Sociology prepares students for a range of career options. The extensive training in sociological methods and theory qualifies students with BA degrees to work in both non-profit (including social service agencies) and for-profit (marketing, consumer, data analysis) work settings. Many graduates pursue graduate degrees in social work, law, non-profit management, public health, and doctoral programs in sociology. Our graduates have become leaders in the non-profit sector and academic careers.

Our location in the Lincoln Park neighborhood in Chicago gives students access to a remarkable range of community service opportunities, field experiences, and internships. With its ethnic communities, economic development, and urban concerns, Chicago is an exciting site for research and observation.

Faculty

Julie E. Artis, PhD
Professor
Associate Dean, College of Liberal Arts and Social Sciences
Indiana University

Noel Barker, MA
Professional Lecturer
University of Illinois at Urbana-Champaign

Michael I.J. Bennett, PhD
Associate Professor
University of Chicago

Fernando G. De Maio, PhD
Professor
Vice President, Health Equity Research and Data Use | Center for Health Equity
American Medical Association
University of Essex

Black Hawk Hancock, PhD
Associate Professor
Chair
University of Wisconsin-Madison

Tracey Lewis-Elligan, PhD
Associate Professor
Interim Associate Dean, College of Liberal Arts and Social Sciences
Syracuse University

Martha Martinez-Firestone, PhD
Director of Undergraduate Studies
Associate Professor
Duke University

John Joe Schlichtman, PhD
Associate Professor
New York University

Greg Scott, PhD
Professor
Director of Graduate Studies

University of California, Santa Barbara

José Soltero, PhD
Associate Professor
University of Arizona

Joyce Sween, PhD
Professor
Northwestern University

Deena A. Weinstein, PhD
Professor
Purdue University

Mark Wodziak, MA
DePaul University
Instructor

Emeritus Faculty

Judith A. Bootcheck, PhD
Associate Professor Emeritus
Purdue University

Grace Budrys, PhD
Professor Emeritus
University of Chicago

Noreen Cornfield, PhD
Professor Emeritus
University of Chicago

Roberta Garner, PhD
Professor Emeritus
University of Chicago

John P. Koval, PhD
Associate Professor Emeritus
University of Oregon, Eugene

Richard T. Schaefer, PhD
Vincent de Paul Professor Emeritus
University of Chicago

Charles Suchar, PhD
Vincent de Paul Professor and Dean Emeritus, College of Liberal Arts & Social Sciences
Northwestern University

Sustainable Urban Development

Chicago faces many questions about its urban future:

- How can urban communities be made more sustainable?
- What should the city do with its old industrial sites?
- Can Chicago's transportation networks modernize?
- Where should the city invest its economic development dollars?
- What is the role for community organizations in these debates?

These questions are at the center of the Master of Arts in Sustainable Urban Development (<https://las.depaul.edu/academics/sustainable-urban-development/graduate/sustainable-urban-development-ma/Pages/default.aspx>) (MASUD). With classes in Chicago's Loop and Lincoln Park campuses, this 13-course (52 credit hour) interdisciplinary graduate program integrates academics with practical learning. Instructors draw

on the city's resources and incorporate expert guest speakers, site visits, and industry-standard Geographic Information Systems (GIS) digital mapping technology.

A genuinely interdisciplinary program that incorporates analyses from fields such as Urban Planning, Public Policy, Sociology, Geography, Public Service Management, Environmental Studies, Real Estate, the MASUD introduces students to sustainable urban development policy, data collection and analysis, planning processes, strategies for implementation, modes of communication, and evaluation mechanisms.

The first year of study provides a theoretical background as well as an introduction to the technologies used in urban development and planning. The second year of the curriculum is dedicated to teaching advanced courses and completing a required internship and a capstone/ portfolio component.

For the latest news and course schedules please visit our blog (<https://las.depaul.edu/academics/sustainable-urban-development/student-resources/Pages/blog.aspx>).

Women's and Gender Studies

Women's and Gender Studies is an interdisciplinary department offering an undergraduate major and a minor, a combined BA + MA, a Master of Arts (MA), and a four-course Graduate Certificate. We also offer a joint Master's Program in Women's and Gender Studies & Social Work (MSW). Women's and Gender Studies courses examine women's lives, conditions, and contributions within their historical, social, cultural, national and transnational contexts and they explore how gender is constructed and negotiated within and across societies. Women's and men's identities and experiences are examined through the constructs of gender, race, class, age, ability, sexuality, culture, religion, nation, etc. within broader historical, social, and global contexts, such as colonialism, globalization, among others.

Through feminist and gender-based theories and methodologies, the Department of Women's and Gender Studies offers critical analyses, reflections, and contributions to knowledge regarding interlocking systems of oppression and privilege, thereby addressing issues of power, resistance, and social transformation. In addition, the emphasis on critical theory and analysis allows for work that interrogates feminist discourses as well as those of other disciplines in the arts, humanities, social sciences, and natural sciences.

The interdisciplinary Women's and Gender Studies major and minor combine courses taken in the Department of Women's and Gender Studies with approved elective courses offered in other departments and programs around the university. Courses are offered regularly by many departments in the college of Liberal Arts and Social Sciences—in the social sciences, and in the humanities—as well as by the other colleges and schools throughout the university.

In addition, many students decide to combine a Women's and Gender Studies major with a second major in another discipline. A double major is a rich educational experience and is actually easy to accomplish. To do so, you can double count courses that fulfill both Women's and Gender Studies and Liberal Studies requirements, and you can double count half of the courses that fulfill the requirements of both majors. We now have a combined BA + MA program that allows you to get both an undergraduate and graduate degree in five years. Students must apply their junior year for the program.

A major, double major, minor, and/or MA in Women's and Gender Studies prepares students for graduate study in many fields (law, social work, sociology, psychology, history, art and art history, communication, Latin American/Latino Studies, African and Black Diaspora Studies, International Studies, among many others) as well as for careers in the public and private sectors, including social services, social justice, public policy, education, media and popular culture, advocacy, creative arts, counseling, and more.

Students who would like to know more about the Department of Women's and Gender Studies are invited to speak with the department chair, and other faculty members of the department (5th Floor of Schmitt Academic Center) and/or visit the Department of Women's and Gender Studies (<https://las.depaul.edu/academics/womens-and-gender-studies/Pages/default.aspx>) website.

Faculty

Beth Skilken Catlett, PhD
Associate Professor
Director, Beck Research Initiative for Women, Gender, & Community
Ohio State University

Laila Farah, PhD
Graduate Program Director, Associate Professor
Southern Illinois University

Anne Mitchell, PhD
Term Faculty
Ohio State University

Heather Montes-Ireland, PhD
Assistant Professor
Indiana University

Sanjukta Mukherjee, PhD
Associate Professor
Syracuse University

Ann Russo, PhD
Department Chair, Professor
University of Illinois, Urbana

Elizabeth Kelly, PhD
Professor Emerita
Rutgers University

Writing and Publishing

The Master of Arts in Writing and Publishing program offers advanced training in the art and craft of writing poetry, fiction, and nonfiction. The program is specifically designed for students interested in careers in creative and literary writing, publishing, and editing, as well as for those seeking to expand their knowledge of writing for the purpose of teaching.

Internships

Writing & Publishing students can qualify for a variety of internships, receiving significant on-the-job experience in such areas as research, writing, editing, publishing, law, corporate communications, non-profit work, and library science. Students might locate an internship on their own or receive assistance from Prof. Chris Green, Coordinator of Professional Internships in Writing & Publishing. Quarterly Career

Nights (featuring panels of professionals) and Career Workshops (emphasizing internship- and job-finding skills) will also enhance students' opportunities and experience.

Two-Year College Teaching Internship

Graduate students in English or a related field are eligible to apply for an internship at an area two-year college. This internship can be undertaken on its own, or as part of the Certificate in Teaching English in Two-Year Colleges. Please contact Prof. Rebecca Johns-Trissler for more information about this opportunity.

Faculty

Michele Morano, MFA, PhD
Associate Professor and Chair
University of Iowa

Rebecca Johns Trissler, MFA
Associate Professor and Director, M.A. in Writing and Publishing
University of Iowa

Chris Green, MFA
Senior Lecturer and Coordinator of Internships in Writing and Publishing
Bennington College

Theodore Anton, MA, MFA
Professor
University of Iowa

Barrie Jean Borich, MFA
Associate Professor
Pacific Lutheran University

Miles Harvey, MFA
Associate Professor
University of Michigan, Ann Arbor

Richard Jones, MA, MFA
Professor
University of Virginia, Vermont College

Craig A. Sirles, PhD
Associate Professor Emeritus
Northwestern University

Daniel Stolar, MFA
Associate Professor
University of Arizona

David Welch, MFA
Coordinator of Literary Outreach
University of Alabama

Visiting Faculty

Sarah Fay, MFA, PhD
Adjunct Instructor
University of Iowa

Nancy Grossman, MSW, MA
Adjunct Instructor
Columbia College Chicago

Kathleen Rooney, MFA
Senior Lecturer

Emerson College

Mark Turcotte, MFA
Senior Lecturer
Western Michigan University

Writing, Rhetoric and Discourse

The Department of Writing, Rhetoric, and Discourse (WRD) is dedicated to studying the history and theory of literate activity and helping students excel as writers in a wide range of academic, professional, and public settings. WRD is home to DePaul's First-Year Writing program. The department also offers the Minor in Professional Writing and the Major in Writing and Rhetoric. At the graduate level, the Master of Arts in WRD addresses writing and rhetoric in professional, technical, and digital contexts, the preparation of postsecondary teacher-scholars in writing, and the study of language for writers. The Combined BA/MA in WRD allows undergraduates in any DePaul major to begin taking WRD graduate courses in their senior year. The department offers two Graduate Certificates in Teaching English to Speakers of Other Languages (TESOL) and Strategic Writing and Advancement for Nonprofits (SWAN). TESOL prepares students to teach English as a Second Language (ESL) to adult learners in the United States and abroad. SWAN prepares students for careers in nonprofit marketing, communication, and development. Undergraduates who choose the BA/MA option may complete the TESOL or SWAN Certificate within the MA portion of the program.

The act of writing in general and each student's writing in particular are of central concern in all WRD courses. Theories of language, rhetoric (how to make effective choices as writers), and discourse (the way writing structures human activity) develop students' understanding of how their own writing intersects with broader contexts of institution and culture.

WRD is made up of more than 70 faculty members; all WRD faculty teach undergraduate courses. The department's faculty members are nationally recognized researchers in rhetorical theory and practice, composition theory, writing pedagogy, applied linguistics, second language writing, professional and technical writing, and writing program administration.

Faculty

Alan Ackmann, MFA
Professional Lecturer, Professional Writing for Business Coordinator
University of Arkansas

Julie A. Bokser, PhD
Associate Professor
University of Illinois at Chicago

Darsie Bowden, MFA, PhD
Professor Emeritus
University of Southern California

Antonio Ceraso, PhD
Associate Professor and Chair
Pennsylvania State University

Lisa Dush, PhD
Associate Professor and Director of Studio Chi
University of Massachusetts-Amherst

Timothy Elliott, PhD
Assistant Professor

Texas Tech University

Jacob Friedman, PhD
Professional Lecturer
Washington State University

Tricia Hermes, MA
Senior Professional Lecturer
DePaul University

Victoria Hohenzy, MA
Instructor and Assistant Director of First-Year Writing
DePaul University

Amy Hornat-Kaval, MA
Professional Lecturer
DePaul University

Jason Kalin, PhD
Associate Professor
North Carolina State University

Michael Moore, MA
Senior Professional Lecturer
San Francisco State University

Margaret Poncin, MA
Professional Lecturer
DePaul University

Maria Prikhodko, PhD
Professional Lecturer
Indiana University of Pennsylvania

Monica Reyes, PhD
Assistant Professor
Old Dominion University

Lydia Saravia, PhD
Professional Lecturer
University of Illinois at Chicago

Jason Schneider, PhD
Assistant Professor, TESOL Certificate Coordinator
University of Illinois at Chicago

Justin Staley, MA
Senior Professional Lecturer
Northwestern University

Peter Vandenberg, PhD
Professor and Executive Associate Dean, LAS
Texas Christian University

Erin Workman, PhD
Assistant Professor and Director of First-Year Writing
Florida State University

College of Science and Health

The College of Science and Health provides students with innovative, science-based curricula with a strong liberal arts foundation. Our departments and school represent the natural sciences, mathematics, psychology, nursing, and health sciences, each of which is committed to providing the highest quality education. The College of Science and Health educates students with a strong Vincentian commitment to social

justice and civic engagement. The college provides mathematical and scientific education/literacy for all undergraduate students within the University and participates in all aspects of DePaul's distinctive Liberal Studies Program.

The College of Science and Health is dedicated to helping members of DePaul's diverse student body reach their full academic and professional potential. The innovative curricula supported by the college encourages active participation in research, internships and other opportunities that further prepare students for successful careers and as life long learners. Faculty in the college embody the commitment to student academic and professional development through their quality instruction and by conducting meaningful, student accessible research.

Office of the Dean

1110 W. Belden Avenue
Suite 403 - McGowan South
Chicago, IL 60614
773-325-8300

Office of Advising and Student Services

1110 W. Belden Avenue
Suite 400 - McGowan South
Chicago, IL 60614
773-325-8490

Certificates

The College of Science and Health (CSH) offers certificate programs through our Department of Mathematical Sciences and our School of Nursing.

The CSH also participates in an interdisciplinary program offered through the School of Public Service in the College of Liberal Arts and Social Sciences.

Student Resources

The College of Science and Health (CSH) provides a broad range of advising and student services to help undergraduate and graduate CSH students reach their academic and co-curricular goals and enhance their personal, intellectual and professional development. The CSH also provides specialized advising to students interested in pre-health and exploring research opportunities.

Depending upon the extent of the student need, the CSH is well equipped to refer students to the expert department within the University to best address it.

Administration & Faculty

Administration

Stephanie T. Dance-Barnes, PhD
Dean

Phillip E. Funk, PhD
Associate Dean for External Relations

Susan D. McMahon, PhD
Associate Dean for Research and Faculty Development

Richard F. Niedziela, PhD
Associate Dean for Administration

Michael D. Roberts, MBA, MEd
Assistant Dean for Academic Services

Wendy Wolbach, PhD
Associate Dean for Faculty Affairs

Jennifer Wronkiewicz, MBA
Assistant Dean for Finance and Administration

Kurtis Todd, MS
Executive Assistant

Undergraduate Academics

Focusing on the disciplines of actuarial science, biology, biochemistry, chemistry, data science, environmental science, health sciences, mathematics, neuroscience, nursing, physics, and psychology, the College of Science and Health's undergraduate and graduate programs prepare students to meet the demands of the growing fields of science and health.

The College of Science and Health offers undergraduate majors from seven departments and one program and graduate programs from six departments and one school. Courses are offered during the day, evenings and on weekends, primarily on our Lincoln Park Campus.

Honors Program

Most students follow the Liberal Studies Program (p. 1315) to meet their general education requirements. However, students accepted into the Honors Program (p. 1343) fulfill general education requirements through an alternative set of courses. A student in the Honors Program pursuing a primary major in The College of Science and Health follows the requirements below:

Like the Liberal Studies Program, the Honors Program consists of between ten and twenty courses representing 40 to 80 quarter hours, the exact requirements determined according to the student's home college and/or major. Honors requirements include core courses, a science requirement, a math requirement, an art requirement, a language sequence, a multiculturalism seminar, a junior seminar, and a senior thesis or senior seminar. Some AP and IB credit will apply toward Honors core courses. Credit can also be applied toward the math, science, or language requirements. Depending on the college and major, some Honors requirements may be waived. Specific requirements can be found within the student's college in the Colleges and Schools section.

Honors Core

Course	Title	Quarter Hours
HON 110 or HON 111	HONORS DISCOVER CHICAGO HONORS EXPLORE CHICAGO	4
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 101	WORLD LITERATURE *	4
HON 102	HISTORY IN GLOBAL CONTEXTS *	4
HON 104	RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES	4
HON 105	PHILOSOPHICAL INQUIRY	4
HON 180	DATA ANALYSIS AND STATISTICS ¹	4
HON 201	STATES, MARKETS, AND SOCIETIES ²	4
HON 203	SEMINAR IN MULTICULTURALISM	4

HON 205	INTERDISCIPLINARY ARTS ³	4
HON 302	SEMINAR IN SOCIAL JUSTICE	4

* Advanced placement credit will fulfill Honors Core requirements as listed:

- AP Literature credit for ENG 101 (previously ENG 120) will fulfill HON 101
- AP credit for HST 111 or HST 171 fulfills HON 102

¹ HON 180 is not required for students with a Calculus, Statistics, Business Analytics, or Discrete Mathematics requirement for the major. The courses (including AP, IB and transfer credit) that can replace HON 180 are as follows: MAT 242, MAT 135, MAT 137, MAT 150, PSY 240, SOC 279.

² HON 201 is not required for students in the Theatre School or the College of Education

³ HON 205 is not required for students in School of Music, The Theatre School, or the BFA Animation major in CDM.

Honors Senior Capstone

Course	Title	Quarter Hours
Select one of the following:		4
HON 350	HONORS SENIOR SEMINAR	
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
HON 395	HONORS SENIOR THESIS	

Note: Honors students in the Pathways Honors Program accepted into a 3+ program for admission to RFUMS will be waived from the Honors Senior Capstone requirement.

Honors Senior Thesis Option

Students who choose to complete an Honors Senior Thesis must have their project approved at least one term prior to executing the project. To gain approval for a senior thesis, students must complete an online application, including a project proposal, signed by two faculty advisors. In keeping with the interdisciplinary nature of the program, the thesis should attempt to move outside the boundaries normally associated with one particular discipline and should be supervised by two faculty members from different academic fields. While the final product must be a substantial piece of work building on the student's accumulated knowledge and new research, specific requirements for each thesis will depend on the nature of the project. See the Honors director or associate director for further information. Students may opt to enroll in HON 300 (a two-credit elective) to receive dedicated guidance as they prepare the thesis project.

Science Requirement

- Honors students who do not have a lab science requirement for the major will fulfill the science requirement with HON 225 (Honors Lab Science Topics) OR a course selected from the university's Scientific Inquiry Lab courses.
- Honors students in Liberal Arts and Social Sciences and College of Communication, students with a BA major in Psychology, and BA students in the School of Music will complete one additional science course chosen from the university's offerings of Scientific Inquiry (non-lab) or Mathematics and Computing courses.

- BA students in Mathematical Sciences will complete one additional science course chosen from the university's offerings of Scientific Inquiry (non-math.)
- BS students in Mathematical Sciences will complete one Scientific Inquiry Lab course.
- Honors students in the College of Education will complete one Scientific Inquiry Lab (non-Biology) course and one Scientific Inquiry Biology course. HON 225 is not an option for COE students to fulfill the lab science requirement.
- Students in the School of Music (non BA) and the Theatre School will fulfill the science requirement with one course selected from the university's offerings of Scientific Inquiry (non-lab) courses.

Math Requirement

- Honors students who do not have a Calculus, Statistics, Business Analytics or Discrete Math requirement for the major are required to take HON 180 or one of the following courses: MAT 135, MAT 137, MAT 242, MAT 150, PSY 240, or SOC 279.
- Honors students in the PAM major in the School of Music will fulfill the Honors math requirement with MAT 130.

Language Requirement

- Three courses of intermediate or advanced language study are required for all Honors students except those in the School of Music, The Theatre School, a BFA major in LAS or CDM, or the BSN major in CSH. Language courses numbered 101-103 will count as open elective credit.
- Students who meet the proficiency requirement by placing at the 200-level of a language may fulfill the language requirement with either one year of advanced study of their proficient language or one year of a language the student has not previously studied.
- Language majors may fulfill the language requirement with one year of language study, at any level, outside of their major OR three additional Honors Approved Electives.
- Honors students in the College of Education have a one year (three course) language requirement. This requirement can be fulfilled through either completion of one year of study of the student's high school language or one year of a new language the student has not yet studied. Students opting to continue their high school language are required to complete a placement test and must begin language study according to their placement.

Fine Arts Elective

Course	Title	Quarter Hours
Select one applied, performance, or studio arts course outside of the major from approved list:		4
ACT 209	SKETCH COMEDY	
ACT 217	THE ART OF STORYTELLING	
ACT 223	INTRODUCTION TO IMPROVISATION	
ACT 242	STAGE DIRECTION FOR NON-MAJORS	
ACT 244	DRAMATIC WRITING FOR NON-MAJORS	
ACT 290	ACTING AND PERFORMANCE	
ACT 301	MODERN DANCE	
ANI 101	ANIMATION FOR NON-MAJORS	
ANI 105	MOTION GRAPHICS FOUNDATIONS	
ART 104	CREATING ART	

ART 105	TWO-DIMENSIONAL FOUNDATIONS
ART 106	BEGINNING DRAWING
ART 113	THREE DIMENSIONAL FOUNDATIONS
ART 115	BEGINNING SCULPTURE
CMNS 230	PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY
CMNS 330	TOPICS IN PERFORMANCE
ENG 201	INTRODUCTION TO CREATIVE WRITING
ENG 209	TOPICS IN WRITING
FILM 165	DIGITAL STILL PHOTOGRAPHY FOR NON-MAJORS
FILM 100	INTRODUCTION TO CINEMA: THE ART OF MAKING MOVIES
FILM 102	FOUNDATIONS OF CINEMA FOR NON-MAJORS
GAM 224	GAME DESIGN FOR NON-MAJORS
GD 105	INTRO TO VISUAL DESIGN
MUS 102	COMPOSITION AND SOUND ART FOR NON-MUSIC MAJORS
MUS 107	GUIDE TO MUSIC THEORY
MUS 207	INTRODUCTION TO SONGWRITING
REC 216	PRO TOOLS AND THE DEVELOPMENT OF THE RECORDING STUDIO
THE 246	STAGE DESIGN FOR NON-MAJORS

- BS students in Game Design will fulfill the Fine Arts Elective with SCWR 100.
- Additionally, BS students in Game Design will fulfill the Ethics requirement with FILM 228 or IT 228.

Honors Approved Electives

Approved Electives are chosen in consultation with an Honors advisor to achieve specific academic or professional goals. Courses completed for Study Abroad, 200-300 level courses taken for a minor or second major, or 200-300 level courses taken to pursue a specific area of interest outside of the major can count as Honors Approved Electives. The number of Honors Approved Electives depends on the college and major. Students in the College of Education, the School of Music (except BA students), and the Theatre School do not have Honors Approved Electives.

AP/IB credit for WRD 103 will fulfill an Honors Approved Elective requirement.

BS students in Game Design will fulfill one Honors Approved Elective with ANI 101.

Experiential Learning

Honors students will fulfill the university's Experiential Learning (EL) requirement by completing an EL-designated course in the major, as an open elective, as an Honors Approved Elective, or as an Honors core requirement (HON 351). Students in the College of Education, the School of Music, and the Theatre School whose programs meet the university requirement in Experiential Learning will be considered to have met the Honors Program requirement as well.

AP or IB or Transfer Credit will fulfill Honors Core requirements as listed:

- AP/IB Literature credit for ENG 101 or ENG 120 fulfills HON 101
- AP/IB credit for HST 111 or HST 112 or HST 171 fulfills HON 102
- AP/IB credit for BIO 191 or CHE 130 or PHY 150 or ENV 102 fulfills HON 225 and/or the Scientific Inquiry requirement.
- AP/IB credit for CHE 102 or GEO 101 or ENV 202 or MAT 150 or MAT 135 fulfills the Scientific Inquiry requirement.
- AP/IB credit for MAT 242 or MAT 150 or MAT 135 fulfills the HON 180 requirement.
- AP/IB credit for ART 104 or ART 105 fulfills the Fine Arts Elective requirement.
- AP/IB credit for a 104, 105, or 106 language course counts toward the language requirement.
- IB credit for PHL 100 fulfills HON 105
- Transfer credit for WRD 104 fulfills HON 100

Grade Requirements

A grade of C- or higher in HON 100 and HON 110 or HON 111 is required to remain in the Honors Program. A grade of C- or higher is required to pass the following:

Course	Title	Quarter Hours
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 350	HONORS SENIOR SEMINAR	4
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	4
HON 395	HONORS SENIOR THESIS	4

Study Abroad

Study Abroad is particularly appropriate for students in the Honors Program and, though not required, is strongly recommended. Honors students interested in Study Abroad should plan to participate during their sophomore or junior year and should make certain that they have fulfilled appropriate modern language requirements before that point in their undergraduate careers. They should meet with the Honors associate director prior to their departure for pre-approval of course substitutions. Coursework completed abroad may substitute for Honors Approved Electives or selected Honors core courses that are equivalent to the study abroad course.

Honors Advising

All Honors students will work with an Honors advisor for academic planning and to schedule Honors courses in conjunction with their major requirements. As a general rule, Honors students take one or two Honors courses each quarter during their first and second years of study and one or two Honors courses a year in the junior and senior years.

Transfer Honors

Transfer Honors offers students the full benefits of the Honors Program (<https://academics.depaul.edu/honors/Pages/default.aspx>) with the opportunity to fulfill requirements using courses taken at previous institutions. For students admitted to Transfer Honors, the Honors curriculum replaces Liberal Studies requirements. Evaluation of transfer credit toward Honors requirements is done on an individual basis, and

specific Honors requirements vary according to a student's college and major. Students who transfer to DePaul with fewer than 16 quarter hours of college credit, excluding AP and IB test credit, will have the same Honors requirements as students who begin the program as freshmen.

Please note that Transfer Honors is a residential program with most classes offered during the day on the Lincoln Park Campus. Students in the School of Music, the Theatre School, and the School of Continuing and Professional Studies are not eligible for Transfer Honors.

Transfer Honors Requirements

Students who enter Transfer Honors will consult with an Honors Program advisor to determine how transfer credit can apply to the following Honors requirements:

Course	Title	Quarter Hours
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 101	WORLD LITERATURE	4
HON 102	HISTORY IN GLOBAL CONTEXTS	4
HON 104	RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES	4
HON 105	PHILOSOPHICAL INQUIRY	4
HON 180	DATA ANALYSIS AND STATISTICS	4
HON 201	STATES, MARKETS, AND SOCIETIES	4
HON 203	SEMINAR IN MULTICULTURALISM	4
HON 205	INTERDISCIPLINARY ARTS	4
HON 225	HONORS LAB SCIENCE TOPICS	4
HON 302	SEMINAR IN SOCIAL JUSTICE	4
HON 350	HONORS SENIOR SEMINAR	4
or HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
or HON 395	HONORS SENIOR THESIS	
Foreign Language Requirement (equivalent of one year of college-level study)		12
Fine Arts Elective		
Honors Approved Electives		
Experiential Learning		4

Transfer Honors with an Associate's Degree

Students who have earned an Associate's of Arts or Sciences degree at an Illinois college or who have completed the Illinois Articulation Initiative will complete Experiential Learning and five courses that replace requirements in the Liberal Studies Program:

Course	Title	Quarter Hours
HON 104	RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES	4
HON 105	PHILOSOPHICAL INQUIRY	4
HON 203	SEMINAR IN MULTICULTURALISM	4
HON 302	SEMINAR IN SOCIAL JUSTICE	4
HON 350	HONORS SENIOR SEMINAR	4
or HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
or HON 395	HONORS SENIOR THESIS	

All Transfer Honors students must complete these five courses regardless of the credit hours transferred in.

WRD 103 Replacement for Students Leaving the Honors Program

For students who withdraw from the Honors Program having completed HON 100, and who do not have AP credit for WRD 103, either WRD 103 or one of the following courses must be taken to fulfill the requirement for WRD 103:

Course	Title	Quarter Hours
WRD 203	STYLE FOR WRITERS	4
WRD 206	PROFESSIONAL WRITING	4
WRD 240	ARGUMENTATIVE WRITING	4
WRD 300	COMPOSITION AND STYLE	4

Exceptions for CSH Honors Students

Math and Science Requirement

- BA students in Math and Psychology complete a two course science requirement: HON 225 and one course chosen from the university's Scientific Inquiry list
- All other CSH students replace the Honors Science requirement with Approved Electives.
- B.A. students in Environmental Studies are required to complete HON 180. All other CSH students follow the Calculus or Statistics requirement for the major and are waived from the HON 180 requirement.

Arts Requirement

- HON 205
- One applied, performance, or studio arts course from approved list. Pathways Honors students in a 3-year program are waived from the Fine Arts Elective requirement.
- BSN students and Pathways students in a 3-year program do not have a Fine Arts Elective.

Language Requirement

- Three courses of intermediate or advanced language study.
- Students who meet the proficiency requirement by placing at the 200-level of a language may consult with an Honors advisor for alternative options for a 3-course sequence to replace the language requirement.
- BSN students do not have a language requirement.

Junior Seminar

- HON 302

Honors Capstone Exception

- Pathways students in a 3-year program are waived from the Honors Capstone Requirement.

Honors Approved Electives

Approved Electives are chosen in consultation with an Honors advisor to achieve specific academic or professional goals. Courses completed for Study Abroad, 200-300 level courses taken to achieve a minor or a second major, or 200-300 level courses chosen to pursue an area of interest outside of the major can count as Honors Approved Electives.

- Students in Mathematics, B.A. students in Psychology, and B.A. students in Environmental Science have three Honors Approved Electives.
- B.S. students in Health Sciences have three or four Approved Electives depending on concentration, and may count the Ethics requirement in place of one of the Approved Electives.
- Neuroscience majors have one Approved Elective.
- Environmental Science majors will take ENV 350 in place of one Honors Approved Elective.
- All other B.S. students have four Honors Approved Electives.
- Honors Approved Electives for Pathway students in a 3-year program will be utilized to fulfill the requirements for Psychology, Sociology, and Ethics.
- BSN students fulfill their Honors approved electives with PSY 105, PSY 303 and HLTH 229

Graduate Academics

Focusing on the disciplines of biology, chemistry, environmental science, mathematics, nursing, physics, psychology, science education, and speech language pathology; the College of Science and Health's graduate programs prepare students to meet the demands of the growing fields of science and health.

The graduate division of the College of Science and Health offers an exciting array of scholarly and professional programs. Many of the master's programs have earned distinguished reputations both nationally and in the Chicago area for the unique niches that they fill.

The College offers master's and doctoral study through six departments and one school. These programs provide students with opportunities for advanced scholarly study and research, preparation for a specific career or professional program, and personal enrichment. Graduate students in CSH have the opportunity to develop a broad and deep knowledge of their chosen discipline, practice the research methodology of the discipline, and acquire those competencies necessary for their personal advancement in scholarly, professional, or industry careers. Prospective graduate students are encouraged to visit individual department sites for more information on specific graduate programs.

CSH Graduate Academic Student Handbook

In addition to the DePaul University Graduate Student Handbook, the College of Science and Health (CSH) Graduate Academic Student Handbook includes requirements, policy and regulations for CSH graduate programs. Additional academic information and regulations applicable to a specific graduate program can be found in the individual Program's Graduate Academic Student Handbook.

Upon admission to a graduate program, a student is to follow the University Catalog requirements in effect at the time of entrance. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the University Catalog in effect at the time of readmission or status change.

As a graduate student you assume the responsibility to know and meet the regulations, procedures, policies, and deadlines set forth in the University Catalog, CSH Graduate Academic Student Handbook, and your Program Graduate Academic Student Handbook. None of these resources constitutes a contract between the student and the University. Every effort has been made to provide accurate and firm information. The University reserves the right:

- to revise the content of its catalogs, handbooks, and schedules, and to change policies, programs, requirements, regulations, procedures, calendars and schedule of tuition and fees;
- to establish and modify admission and registration criteria;
- to cancel or change courses or programs and their content and prerequisites;
- to limit and restrict enrollment;
- to cancel, divide or change time or location or staffing of classes; and
- to make any other necessary changes.

Additionally, all students are expected to adhere to the Student Code of Responsibility found in the DePaul University Graduate Student Handbook.

The following programs have their own specific Program Graduate Academic Student Handbook policies:

- Applied Mathematics
- Applied Statistics
- Biological Sciences
- Chemistry
- Clinical Psychology
- Community Psychology
- Generalist Nursing
- Industrial Organizational Psychology
- Mathematics Education
- Mathematics for Teaching
- Nursing Practice
- Nursing RN to MS
- Physics
- Polymer and Coatings Science
- Psychological Science
- Psychology
- Pure Mathematics
- Science Education
- Speech language pathology

If a conflict exists between a particular Program Graduate Academic Student Handbook and the CSH Graduate Academic Student Handbook, then defer to the particular Program Graduate Academic Student Handbook. If a particular program does not address a particular topic in its Program Graduate Academic Student Handbook but the topic is addressed in the CSH Graduate Academic Student Handbook, then defer to the CSH Graduate Academic Student Handbook.

Academic Advising

Academic advising is an essential component of student success. Faculty work with graduate students not only on course selection and to monitor progress toward their degree, but, more importantly, to serve as mentors and advocates through students' programs of study and research.

Degree-seeking students can find the name of their advisor in Campus Connect. Non-degree seeking students should contact the College's Office of Advising and Student Services (<http://csh.depaul.edu/student-resources/advising-student-services/Pages/default.aspx>)

Graduate students, who are interested in pre-health advising, should contact the Office of Advising and Student Services (<http://>

csh.depaul.edu/student-resources/advising-student-services/Pages/default.aspx). A dedicated pre-health staff advisor is available to guide them along the path of preparing for and applying to professional health programs.

Registration Procedures Enrollment

Continuing students enrolled in the College at any time during the previous calendar year are eligible to register for courses. Continuing students register via Campus Connect.

Registration in Courses in Other Colleges or Schools

Graduate students may be permitted to register for courses offered in other Colleges or Schools at the University. Contact the College's Office of Advising and Student Services for more information.

Residence Registration

Whether in residence or not, all admitted graduate students, at either the master's level or doctoral level who will use the facilities of the University (library, laboratory, etc.) or who will consult with faculty members regarding final projects, theses, scholarly leadership projects, or dissertations must be registered for coursework each quarter.

Doctoral students must spend at least three consecutive quarters beyond the master's level in full-time study at DePaul University. Full-time study is defined as registration of eight quarter hours in a quarter. With prior approval of the department, the student may satisfy residence by coursework, by participation in seminars, or by research performed off-campus. To reflect the diversity of graduate study for the PhD degree at stages other than the residency stage, doctoral candidates are full-time students who are registered for Independent Study (four hours); for Dissertation Research (four hours); or for Candidacy Continuation or Candidacy Maintenance (non-credit bearing).

Candidacy Continuation

Students who have completed their coursework but who must take extra time to complete the requirements for their final project, master's thesis, DNP project, or dissertation; must enroll in candidacy continuation courses each quarter of the academic year until the final project, master's thesis, DNP project, or dissertation requirement has been completed. This course carries part-time student status and is non-credit bearing.

Candidacy Maintenance

Placeholder course for students not actively working on their final project, master's thesis, DNP project, or dissertation. This course is meant only to maintain university student status and to avoid being discontinued. It is non-credit bearing, and it will not give the student full- or part-time student status. It will not permit deferment of student loans.

Courses and Credit

No one is permitted to attend a class for which he or she has not been properly registered. Credit is accumulated on the basis of quarter hours. The unit of credit is one quarter hour granted for 45 minutes of classroom work a week. Students must be registered in order to attend and receive credit for courses. The normal class extends over a ten-week period (or an accelerated five-week period in the summer). All courses carry four quarter hours of credit (2 2/3 semester hours), unless otherwise noted. For students fully employed, registration for no more than eight credit hours in a term is the suggested maximum.

Graduate courses are numbered 400 and above. Courses numbered 300 through 399 are advanced undergraduate courses. If listed in this Catalog, they may be accepted for graduate credit within the limitations stipulated by the specific departmental chair or program director.

Graduate students who want to enroll in undergraduate courses for personal enrichment while pursuing a graduate degree must submit an online application for non-degree seeking undergraduate admission to the Office of Admission.

For the master's degree most programs require 48 quarter hours of coursework. When the program includes a thesis, no more than eight quarter hours of registration in Thesis Research will be counted toward the degree. Specific requirements are listed in the departmental and program sections of this Catalog.

A combined Bachelor's/Master's degree program allows students to complete a maximum of 12 graduate credit hours as three courses while still an undergraduate student. These three graduate level courses will count toward both the undergraduate and graduate degree programs. Students must formally apply to a combined program in the spring of their junior year; interested students should meet with the Graduate Program Director of the program. Students formally accepted into this program take a maximum of twelve graduate credit hours as three courses in their senior year. Students must formally apply for undergraduate degree conferral via Campus Connect and be awarded their bachelor's degree in anticipation of continuing with their master's level coursework. Please note that except for students participating in an approved combined Bachelor's/Master's degree program at DePaul, graduate courses taken while an undergraduate will not apply toward a graduate degree at DePaul.

Graduation Meeting Degree Requirements

You must successfully complete all of the degree requirements as listed in the college and departmental or program sections of the University Catalog under which you were admitted. All requirements must be completed by the grading deadline of the degree conferral quarter.

Earning Degrees with Distinction

Requirements for earning a master's degree with distinction vary by program. Unless otherwise indicated, the minimum cumulative grade point average for distinction for coursework applied toward a particular College graduate program is 3.75. Additional or other criteria might need to be met in many programs, such as passing a comprehensive examination or writing a thesis with distinction. Refer to your Program Graduate Academic Student Handbook for any differing or specific requirements on minimum cumulative grade point average or additional criteria.

Degree Conferral

Applying for degree conferral requires the anticipated completion by the stated degree conferral deadline of all program requirements including:

1. successfully completing all coursework,
2. possible field experiences,
3. final project, thesis, DNP project, or dissertation requirements - the College's associate director of graduate student services will arrange for the electronic archival of students' theses, DNP projects, and dissertations with the DePaul University Libraries (<http://library.depaul.edu/>),
4. passing comprehensive or final exams,
5. minimum number of credit hours to graduate,
6. earning minimum cumulative GPA, and
7. DePaul's receipt of undergraduate external transcript showing awarded degree.

Degree conferral candidates must apply for degree conferral online via Campus Connect. Submitting the online degree conferral application does not guarantee the conferral (granting) of a degree from DePaul University. Degree requirements are audited at the end of the expected completion term indicated.

In order to have your degree conferred, you cannot have any outstanding incomplete or research grades, transfer credit, grade changes, or substitutions or waivers. All exams must be completed and graded; and final projects, theses, DNP projects, or dissertations must be graded and submitted. Failure to have these items complete by the end of the degree conferral term will prompt the College's Office of Advising and Student Services (<http://csh.depaul.edu/student-resources/advising-student-services/Pages/default.aspx>) to revoke degree conferral candidacy. If you wish to postpone your degree conferral or are ineligible to graduate, you must reapply in Campus Connect for a subsequent term.

If you meet all requirements, your degree will be conferred within 30 days of the end of the term. Diplomas are mailed to graduates without financial holds, by the Office of the University Registrar, generally within 45-60 days after the end of the term.

DePaul reports degree information to the National Student Clearinghouse on a monthly basis. Many companies, universities and colleges, and agencies use this service to verify awarded degrees. Your degree will only be verified by the Clearinghouse if your Privacy Settings in Campus Connection indicate this as releasable information at the time your degree is conferred. Please verify your Privacy Settings before the end of your completion term.

Deadlines for Degree Conferral

The University confers graduate degrees four times per academic year, after the autumn, winter, spring, and summer terms. The deadlines for applying for quarterly degree conferral are as follows:

- Autumn degree conferral - October 1
- Winter degree conferral - January 15
- Spring degree conferral - February 1
- Summer degree conferral (August) - July 15

Survey of Earned Doctorates

Doctoral students are expected to complete the Survey of Earned Doctorates (SED). The SED is a federal agency survey conducted by the National Opinion Research Center at the University of Chicago for the National Science Foundation and five other federal agencies (National Institutes of Health, U.S. Department of Education, National Endowment for the Humanities, U.S. Department of Agriculture, and the National Aeronautics and Space Administration). The SED gathers information annually from approximately 48,000 new U.S. research doctorate graduates about their educational histories, funding sources, and post-doctoral plans. Each year the SED data are added to a larger historical record of doctorate-degree graduates, the Doctorate Records File (DRF). Begun in 1920, the DRF contains annual information used to track the number of graduates in various fields; the educational paths of scientists, engineers, and humanists; movement of graduates into the labor market; and similar information.

The associate director of graduate student services in the Office of Advising and Student Services (<http://csh.depaul.edu/student-resources/advising-student-services/Pages/default.aspx>) will email the SED link to graduating doctoral students for them to complete the survey.

Commencement

Commencement is a symbolic celebration of your achievement. One ceremony is held in June of each year. June and August degree conferral audits occur after the ceremony. Due to the timing of your final cumulative GPA calculation, graduation with distinction for June and August candidates may not be announced at the ceremony, but it might appear on the official transcript and diploma or vice versa. The deadline for applying (RSVPing) for June Commencement is February 1st.

Transfer Credit

A maximum of two semester-based courses or three quarter-based courses to not exceed the equivalent of twelve quarter hours may be accepted as transfer credit toward degree requirements upon approval of the Program Director and Associate Dean for Administration. Credit will only be transferred for courses that have equivalents in the DePaul curriculum as determined by the Program Director.

Transfer credit can only be awarded for graduate level coursework which has **not** counted toward the completion of a degree at DePaul or any other institution.

Satisfactory Progress

Satisfactory progress toward degree completion includes, but is not limited to, earning satisfactory grades in coursework, maintaining a minimum cumulative GPA, and progressing in a timely fashion.

Grades, Minimum Requirements

A student must earn a grade of B– or higher to receive graduate credit for any upper-level undergraduate course (300 level only) that has been approved for graduate credit by the program director. A student must achieve a minimum cumulative grade point average of 2.500 to graduate. Some programs may have a higher minimum cumulative graduation grade point average. A grade of D+ or D is unacceptable for graduate credit (400 level and above), and if earned in a required course, the course must be repeated or substituted as directed by the chair of the area of the student's program. All grades remain on the academic record for graduate students and are calculated into the cumulative grade point average. The School of Nursing requires higher minimum grades to earn graduate credit. Refer to the School of Nursing's Program Graduate Academic Student Handbook for details.

Prohibition and Dismissal

Each program in the College may have its own probation and dismissal policies. Please consult your Program Graduate Academic Student Handbook.

- Biological Sciences
- Chemistry
- Mathematical Sciences
- School of Nursing
- Physics
- Psychology
- Science Education
- Speech language pathology

If it does not contain a probation and dismissal policy, then the following College policy applies.

Master's Programs

A master's student is subject to academic probation as soon as his/her cumulative GPA falls below 2.500. The student remains on academic probation until up to four more courses are taken, at which time another evaluation is made. If - after the completion of up to four more courses

- the student has failed to raise his/her cumulative GPA to at least 2.500, the student may be dismissed for poor scholarship. A master's student will be advised to withdraw from the master's program when the department judges that the student is not maintaining satisfactory progress toward degree. The determination of satisfactory progress is not limited to minimum grades and minimum cumulative grade point average, but it could include both academic and non-academic factors related to the student's performance. If a master's student is dismissed for poor scholarship, then a dismissal notation will be added to the student's official DePaul transcript and the dismissed student is prohibited from registering for additional coursework.

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to the dean of the College, would provide information that would demonstrate a change in the student's circumstances to an extent that would support successful completion of the student's degree program. The dean's decision, based upon the merits of the petition and the recommendation of the faculty of the student's department, may, if it's a favorable decision, stipulate conditions of reinstatement. The dean may also decide to deny the petition for reinstatement.

Doctoral Programs

A doctoral student will be advised to withdraw from the doctoral program when the department judges that the student is not maintaining satisfactory progress toward degree. The determination of satisfactory progress is not limited to minimum grades and minimum cumulative grade point average, but it could include both academic and non-academic factors related to the student's performance. If a doctoral student is dismissed for poor scholarship, then a dismissal notation will be added to the student's official DePaul transcript and the dismissed student is prohibited from registering for additional coursework.

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to the dean of the College, would provide information that would demonstrate a change in the student's circumstances to an extent that would support successful completion of the student's degree program. The dean's decision, based upon the merits of the petition and the recommendation of the faculty of the student's department, may, if it's a favorable decision, stipulate conditions of reinstatement. The dean may also decide to deny the petition for reinstatement.

For more information about probation and dismissal, please contact the College's Office of Advising and Student Services (<http://csh.depaul.edu/student-resources/advising-student-services/Pages/default.aspx>).

Time Limitations

Master's Programs

Graduate students in master's programs are expected to complete their program's degree requirements within a six-year period of time from the date of the first day of the term for the students' first term of enrollment in the program. When a graduate student fails to finish before the end of the sixth year from this date, the student may be placed on academic probation. However, the department or program director may recommend to the dean, on receipt of the student's petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.

Doctoral Programs

For graduate students in a doctoral program, the time limitation to complete the requirements for the Ph.D. are

1. between admission to the doctoral program and admission to candidacy: not more than four years; and
2. between admission to candidacy and the final examination: not less than eight months, and not more than five years.

When a graduate student fails to finish before the end of the student's fourth year prior to candidacy or his or her fifth year post-candidacy, the student may be placed on academic probation. However, the department or program director may recommend to the dean, on receipt of the student's petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.

Admission & Aid

Candidates interested in admission to the College of Science and Health should direct all inquiries to the:

Office of Admission
DePaul University
1 E. Jackson Boulevard
Chicago, Illinois, 60604
admission@depaul.edu, or
(312) 362-8300.

For general information on the types of admission and possibility of financial aid, see University Information, Admission.

Financial Aid

Applicants interested in financial aid options should direct all inquiries to the Office of Financial Aid (<http://www.depaul.edu/admission-and-aid/financial-aid/Pages/default.aspx>). They are located in DePaul Central in the Schmitt Academic Center, Suite 101 on the Lincoln Park Campus. You may phone them at their Loop location at 312-362-8610.

Graduate Admission

Applicants are admitted to the College of Science and Health on the basis of their ability to complete programs of study and research prescribed for the master's and doctoral degrees. Specifically, admission qualifications are measured by academic criteria. In accord with these criteria, applicants are admitted in one of three major categories: degree-seeking, non-degree-seeking, and student-at-large.

Degree Seeking Students

Applicants are admitted as degree-seeking students in either of two ways: full or conditional.

Full Degree-Seeking Status

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies satisfying all requirements for entering a specific graduate program.
- Submission of all required supporting credentials.
- Unconditional approval by the department or program director of the applicant's proposed course of graduate study.

Please note these are minimum requirements for full admission. The departmental and program sections of this Catalog provide additional, more specific and selective, criteria for admission to specific programs.

Conditional Degree-Seeking Status

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies indicating a capacity to pursue successfully a specific program of graduate study.
- Submission of all required supporting credentials.
- Conditional approval by the department or program director of the applicant's proposed course of graduate study.

A conditionally admitted applicant is eligible for reclassification to full, degree-seeking status when the conditions of his or her admission have been satisfied.

Non Degree-Seeking Students

The dean may admit as students those applicants who do not wish to pursue an advanced degree. Non-degree-seeking students may, at some future date, make application to a graduate program, but they are not accorded special consideration for admission. Students should consult the intended degree program's website for information about application requirements. Non degree-seeking student status includes students who are pursuing graduate certificates at DePaul.

Non-Degree Seeking Status

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution
- Academic achievement in undergraduate studies indicating a capacity to succeed in graduate course work (minimum of 2.50/4.00, but some programs might be higher)
- Submission of official transcript from bachelor's degree granting college or university
- Approval by the director of graduate admission.

Students admitted as non-degree graduate students are eligible to enroll in graduate-level courses only.

When such students apply to a graduate program, the departmental or program director of their specific graduate course of study may recommend, in writing, to the dean that a **maximum of three courses (12 quarter hours)** completed by the student under the non-degree-seeking status be counted toward fulfillment of the advanced degree requirements. The application of any or all recommended credit is at the discretion of the dean.

DePaul Students and Combined Programs

The combined Bachelor's/Master's degree program allows students to complete a **maximum of 12 graduate credit hours as three courses** while still an undergraduate student. These three graduate level courses will count toward both the undergraduate and graduate degree programs.

Students must formally apply to a combined program in spring of their junior year; interested students should meet with the Graduate Program Director of the program. Students formally accepted into this program take a maximum of twelve graduate credit hours as three courses in their senior year. Students must formally apply for undergraduate degree conferral via Campus Connection and be awarded their bachelor's degree in anticipation of continuing with their master's level coursework.

Please note that except for a student participating in an approved Bachelor's/Master's program at DePaul, graduate courses taken while an undergraduate will not apply toward a graduate degree at DePaul.

Scholarship Opportunities

Double Demon Scholarship

The Double Demon Scholarship is awarded to DePaul alumni and covers 25 percent of tuition for degree, non-degree or select certificate coursework taken at the graduate level.¹ Both full-time and part-time students are eligible and no application is necessary. To learn more, contact the admission office for your college of interest (see listing below).

¹ The Double Demon Scholarship cannot be used in conjunction with other DePaul scholarships, waivers or awards. University employees are eligible for other tuition benefits and are not eligible. The scholarship does not cover coursework from the Center for Professional Education (CPE), the Institute for Professional Development (IPD), coursework in a doctoral program or a master of fine arts (MFA), School of Music, the Theatre School, College of Law and a few other select programs.

Special Programs

The College of Science and Health offers a number of special programs to meet the unique needs of its students.

Accelerated Program

Rosalind Franklin University of Medicine and Science (RFU)

The 3+ Accelerated Degree Program offers qualified Pathways Honors students with a major in health sciences an opportunity to apply to a selective RFU:

- 3+4 pre-professional program in medicine,
- 3+4 pre-professional program in pharmacy,
- 3+2 pre-professional program in physician assistant studies,
- 3+2 pre-professional program in pathologists' assistant studies,
- 3+3 pre-professional program in physical therapy, or
- 3+4 pre-professional program in podiatric medicine.

The program also offers qualified Pathways Honors students with a major in chemistry (BA-seeking) an opportunity to apply to the 3+4 pre-professional program in pharmacy.

DePaul University's School of Nursing

The 3+ Accelerated Degree Program offers qualified Pathways Honors students with a major in health sciences an opportunity to apply to a selective School of Nursing 3+2 Master's Entry to Nursing Practice (MENP) nursing program.

Combined Programs

The combined Bachelor's/Master's degree program allows students to complete a maximum of 12 graduate credit hours as three courses while still an undergraduate student. These three graduate level courses will count toward both the undergraduate and graduate degree programs.

Students must formally apply to a combined program in spring of their junior year; interested students should meet with the Graduate Program Director of the program. Students formally accepted into this program take a maximum of twelve graduate credit hours as three courses in their senior year. Students must formally apply for undergraduate degree conferral via Campus Connection and be awarded their bachelor's degree in anticipation of continuing with their master's level coursework.

Please note that except for the 12 graduate credit hour limit as three courses for students participating in an approved

Bachelor's/Master's program at DePaul, graduate courses taken while an undergraduate will not apply toward a graduate degree at DePaul.

TEACH Program

This combined degree program of the College of Science and Health and the College of Education was collaboratively developed, and is governed and taught by faculty from these units. A full description of the Program can be found on the College of Education website in the graduate course catalog.

Modern Language Option Program

The Modern Language Option is available to all BA students who wish to study a modern language beyond the level necessary to meet the college's modern language requirement and to BS students who wish to study a Modern Language at any level. Students selecting the option may substitute a three-course language sequence for two domain courses and one open elective. Students may use the Modern Language Option by applying two of the modern language courses toward two different learning domain combinations. Here are the available combinations: Philosophical Inquiry or Religious Dimensions; Historical Inquiry or Self, Society, and the Modern World; or Arts and Literature or Scientific Inquiry (cannot substitute for the lab science or science as a way of knowing requirement.). Students majoring in one modern language may use the Modern Language Option for study of a second language at the intermediate level or above. Please see your advisor for additional information about Modern Language Option course placement.

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement or Modern Language Option.

Online Degree Programs

Bachelor of Arts (BA) in Psychology

The BA in Psychology can be completed online, by transfer students, if certain prerequisites and additional degree requirements are met. This online degree program is available for two concentrations within the psychology major: the Standard BA Concentration and the Human Development BA Concentration.

Admission Criteria for Online Programs

In order to be eligible for the BA in Psychology online format, students must meet the following requirements:

- Be a transfer student with a minimum of 45 quarter hours/30 semester hours of transfer credit
- Have a minimum cumulative 2.0 GPA
- Be in good standing at the last school attended

Prerequisites

Transfer students are encouraged to complete writing courses equivalent to DePaul's WRD 103 and WRD 104 (i.e. English Composition 101, and 102) requirements prior to beginning the online courses. Additionally, students will need to complete college algebra equivalent to DePaul's MAT 100 or MAT 101 (or a higher math course) before enrolling in the online program. Students who have successfully completed Statistics and/or Calculus will not need to take the math placement test.

Students should plan to complete all, or almost all, of their psychology courses at DePaul. Some elective and liberal studies courses may be completed with transfer credits. Consult the Transfer Course List for transferrable courses that may apply to Liberal Studies Program (LSP) and elective course requirements.

Bachelor of Arts Degree Requirements

The following degree requirements will need to be fulfilled in addition to the online course offerings:

- Complete the lab science course requirement through transfer course work, or credit by exam (CLEP/AP/IB). (Students may earn college level credit through taking College Level Equivalency Exams (CLEP) to validate knowledge previously acquired.)
- Complete the Modern Language requirement through transfer course work, proficiency, or credit by exam. (Proficiency may be documented by a satisfactory rating in a language proficiency examination administered, or accepted, by DePaul University.)

Graduation requirements for the BA in Psychology online degree program are identical to those for all psychology majors in the Standard Psychology or Human Development concentrations (see the Degree Requirements). DePaul bachelor's degrees require 192 quarter hours.

To complete the degree requirements online in a timely fashion, students will need to follow the recommended online degree plan. Degree plans are available through the Psychology department.

Transfer students should select the Psychology Online Degree Program as their major when submitting a transfer application for admission to DePaul.

Nursing RN to MS

The RN to MS curriculum provides for seamless progression for the Registered Nurse (RN) with an associate degree in nursing (ADN) to the master's degree (MS) in nursing, whether or not the student also holds either a BSN or a BA/BS in another field. Along the way, ADN-only students will earn the Bachelor of Science (BS) degree in nursing. Students who hold a BSN may proceed directly to pursuing the MS. Students who hold a BA/BS in a different field and an RN will be required to complete a number of prerequisite courses before pursuing the MS. The focus of the program is on the attainment of the MS degree.

The RN to MS program will be offered online except for the clinical requirements. Students will be required to complete clinical nursing experiences, which will be undertaken in their home communities with appropriate local preceptor agreements.

Pathways Honors Program

The Pathways Honors Program is designed for highly qualified and motivated College of Science and Health pre-professional students interested in pursuing a health career. Students who are part of the Pathways Honors Program will enter as a cohort during their first-year at DePaul. One of the primary features of the Pathways Honors Program is the Early Opportunity Program.

Early Opportunity Program: Offers eligible Pathways Honors students the opportunity for an early admission decision into one of six professional programs at Rosalind Franklin University of Medicine and Science (RFU): medicine, pharmacy, podiatry, physician assistant, pathologists' assistant, and physical therapy. The Early Opportunity Program will result in early acceptance for qualified Pathways Honors applicants into one of these abovementioned RFU professional programs. Students may apply at the end of their freshman, sophomore or junior year at DePaul. Students may matriculate at RFU as early as at the end of either their third year (3+ Accelerated Degree Program) or fourth year (4+ Traditional Degree Program) at DePaul.

Pathways Honors students with a major in health sciences also have an opportunity to apply to a selective School of Nursing 3+2 Master's Entry to Nursing Practice (MENP) nursing program.

Pathways Honors students will receive the same benefits as any other Pre-Health Program (<http://csh.depaul.edu/academics/pre-health-program/Pages/default.aspx>) students at DePaul, but they will also have an opportunity to:

- enroll in special sections of some science courses
- meet regularly with faculty advisors and staff at Rosalind Franklin University of Medicine and Science (RFU) (<http://www.rosalindfranklin.edu/>) – a rare benefit for undergraduates in pre-professional programs
- network with RFU students
- participate in onsite research opportunities at RFU
- pursue the Early Opportunity Program (<http://csh.depaul.edu/academics/pre-health-program/pathways-honors-program/Pages/Early-Opportunity-Program.aspx>)
- pursue one of the 3+ Accelerated Degree Programs (<http://csh.depaul.edu/academics/pre-health-program/accelerated-degree-option/Pages/default.aspx>)
- be part of a smaller learning community or living and learning community
- take courses at DePaul co-taught or taught by RFU faculty
- participate in exclusive events only for Pathways Honors students
- have a special notation on official transcript denoting participation in the Pathways Honors Program
- enroll early with priority course registration

To remain in the Pathways Honors Program, students must meet the following two criteria. Students, who do not meet both criteria, will be dismissed from the program.

- Retain a primary major in the College of Science and Health.
- Maintain at least a 3.0 cumulative GPA.
- Completing and logging at least 10 activity hours each quarter for a total of at least 30 hours per year.
 - Activity hours include volunteering, shadowing, attending events or workshops, etc.
 - Activity hours do not include hours for which you are paid or earn academic credit.

Students who are not in the Pathways Honors Program as new first-year students may apply to Pathways Honors via the mid-year application. The mid-year application will open early May and close and be due in early June of the same year.

Mid-Year Applicant for Transfer Students

Transfer students are **NOT** eligible to pursue a 3+ accelerated program. To be eligible for acceptance into Pathways Honors as a transfer student, the applicant must meet the following requirements at the time of submitting the application.

1. Earned at least 48 quarter hours in residence by the end of spring quarter at DePaul University with a maximum of 90 total earned quarter hours between DePaul and the transfer institution(s), including other external credit (i.e. AP).
2. Completed 1 year of general biology with laboratory and 1 year of general chemistry with laboratory by the end of spring quarter.

3. Completed a minimum of 3 science courses with labs at DePaul. Eligible courses include: general chemistry, general biology, organic chemistry, analytical chemistry, general or university physics, genetics, cell biology, microbiology, or any 300-level biology, chemistry, or physics course.
4. Earned at least a DePaul cumulative GPA of 3.2 after spring quarter grades post.
5. Earned at least a 3.2 cumulative transfer GPA.
6. Earned at least a B- in all science courses (see #2 and #3) at both DePaul and at the transfer institution(s).
7. Demonstrated a standard of professional and ethical behavior suitable for a future health professional.
8. Submitted a 500 word statement on why the applicant is interested in Pathways Honors and what intraprofessional healthcare means to them.

Mid-Year Applicant for Current DePaul Students Who Did Not Transfer

A current DePaul student in the first year may apply as a mid-year Pathways Honors program participant. Students who apply mid-year will receive the same benefits as incoming first-year students who were selected as Pathways Honors students. Competitive mid-year applicants must:

- Have fewer than 60 quarters hours earned at the end of spring quarter.
- Have entered DePaul as a traditional first-year student (cannot be a transfer, Post-Baccalaureate Pre-Health Program, or non-degree seeking student).
- Have a cumulative GPA of at least a 3.0 after spring quarter grades post.
- Earn at least a B- in each general biology and general chemistry course including labs.
- Be on track to complete the general biology and general chemistry sequence by the end of the following autumn quarter.
- Demonstrated a standard of professional and ethical behavior suitable for a future health professional.

The Pathways Honors Program is separate from the University Honors Program (<https://academics.depaul.edu/honors/Pages/default.aspx>), but some students might be part of both programs.

Pre-Health Program

At DePaul University any enrolled student from any major (any college or school) who is considering a professional graduate degree leading to a career in health care can register for the College of Science and Health's Pre-Health Program. The Pre-Health Program is a pre-professional program designed to help students explore their interests and identify which health career (<http://csh.depaul.edu/student-resources/advising-student-services/pre-health-advising/health-careers/Pages/default.aspx>) might be the best fit for them.

Currently enrolled DePaul students may register (<http://csh.depaul.edu/academics/pre-health-program/Pages/default.aspx>) to become part of the Pre-Health Program regardless of major, minor, or concentration.

The College of Science and Health's (CSH's) Post-Baccalaureate Pre-Health Program ("post-bac program") at DePaul is a pre-professional program designed for career changers who aspire to pursue a graduate health professions program's prerequisite coursework leading to a career in one of the following nine fields: dentistry, medicine, nursing,

occupational therapy, optometry, pharmacy, physical therapy, physician assistant practice, podiatry, speech language pathology, or veterinary medicine. The post-bac program is flexible and allows students who might be working full-time or part-time to complete the courses (offered during the day, Monday through Friday) on a part-time basis at their own pace. The post-bac program does not bear a certificate, nor will it carry any other type of credential.

In order to be eligible for the post-bac program, applicants must:

- Be U.S. citizens or permanent residents
- Have earned at least a bachelor's degree with a non-natural science major from an accredited college or university; if an applicant already completed one or two graduate health professions prerequisites, depending on when the courses were completed – and the grades achieved – students may be advised to either repeat them or take one or two advanced-level science courses
- Have earned at least a 3.00/4.00 undergraduate cumulative GPA
- Be in good academic standing at previous institution(s) and be able to return
- Be career changers with little to no lab science background

Benefits of the post-bac program:

- Rolling admission (on a quarterly basis)
- Completion of courses at one's own pace on a part-time basis
- Customized pre-health advising from faculty and staff advisors
- Opportunity to have a committee letter of recommendation written (depending on professional school program of pursuit)
- Guidance on identifying and pursuing volunteering, shadowing, research, and leadership-building experiences
- Free tutoring at DePaul's Learning Commons
- Automatic registration for the CSH's Pre-Health Program: receive invitations to pre-professional workshops (i.e. personal statement writing, practice interviews, etc.), speaker engagements, student group events, and possible shadowing and volunteering opportunities
- Registration for classes before the general non-degree seeking population

Biological Sciences

The Department of Biological Sciences provides courses for biology majors, minors, and non-majors from all areas. The department currently has more than 350 majors in its undergraduate program leading to a Bachelor of Arts or a Bachelor of Science and offers a graduate program leading to a Master of Arts or Master of Science.

Faculty

Windsor E. Aguirre, Ph.D.
Professor
Stony Brook University

Rima Barkauskas, M.S.
Laboratorian
DePaul University

Claire Behrens, M.S.
Laboratorian
DePaul University

Margaret Bell, Ph.D.

Assistant Professor
Michigan State University

Joanna S. Brooke, Ph.D.
Professor
University of Western Ontario

Jason Bystriansky, Ph.D.
Associate Professor
University of Guelph

Stanley A. Cohn, Ph.D.
Professor Emeritus
University of Colorado

Sarah A. Connolly, Ph.D.
Associate Professor
University of Pennsylvania

John V. Dean, Ph.D.
Professor
University of Illinois

Phillip E. Funk, Ph.D.
Associate Professor
Loyola University Chicago

William D. Gilliland, Ph.D.
Associate Professor
University of California, Davis

Jingjing L. Kipp, Ph.D.
Associate Professor
University of Illinois

Dorothy A. Kozlowski, Ph.D.
Professor
University of Texas at Austin

Jalene M. LaMontagne, Ph.D.
Professor
University of Alberta

Talitha Rajah, Ph.D.
Associate Professor
Osmania University

Megan Schrementi, Ph.D.
Laboratorian
Loyola University Chicago

Kenshu Shimada, Ph.D.
Professor
University of Illinois, Chicago

Margaret E. Silliker, Ph.D.
Professor Emerita
University of California, Berkeley

Timothy C. Sparkes, Ph.D.
Professor and Chair
University of Kentucky

Chemistry and Biochemistry

The Department of Chemistry and Biochemistry has several fundamental responsibilities. They are:

1. to train students to understand, to criticize meaningfully, and to carry out scientific investigations,
2. to provide instruction and laboratory experience for those who wish to make chemistry or biochemistry their livelihood and/or pursue advanced study in chemistry or biochemistry,
3. to provide instruction and laboratory experience for those who wish to use chemistry or biochemistry as a background in an allied profession, and
4. to provide students not majoring in chemistry or biochemistry with up-to-date instruction in the principles of chemistry or biochemistry and methods of scientific inquiry.

In meeting these responsibilities, the department offers two Bachelor of Science degrees, one in Chemistry and the other in Biochemistry, both of which are certified by the American Chemical Society, the department's accrediting body. The department also offers two Bachelor of Arts degrees, one in Chemistry and the other in Biochemistry. The BA options allow students to get a firm educational foundation in chemistry or biochemistry along with the ability to develop specialization in another field not necessarily related to chemistry or biochemistry.

In addition to its baccalaureate degrees, the department offers several combined degree programs. Students may pursue a degree in chemistry and chemical engineering through a joint program with the Illinois Institute of Technology. The department hosts its own combined BS/MS program. This option allows students to earn a BS and MS in chemistry.

Faculty

Quinetta D. Shelby, Ph.D.
Associate Professor and Chair
University of Illinois at Urbana-Champaign

Jurgis A. Anyas, Ph.D.
Professor Emeritus
Illinois Institute of Technology

Gwendalyn C. Baumann, Ph.D.
Senior Professional Instructor
Johns Hopkins University

Timothy A. French, Ph.D.
Associate Professor and Faculty Coordinator for General Chemistry
Yale University

Kyle A. Grice, Ph.D.
Associate Professor and Director of Communications
University of Washington

Graham B. Griffin, Ph.D.
Associate Professor
University of California, Berkeley

Lisa Janes, Ph.D.
Professional Instructor
Michigan State University

Lihua Jin, Ph.D.
Associate Professor

Princeton University

Caitlin E. Karver, Ph.D.
Associate Professor and Co-Director of Undergraduate Studies
University of Southern California

Gregory B. Kharas, Ph.D.
Professor
Technion Institute

Justin J. Maresh, Ph.D.
Associate Professor
The University of Chicago

Sara Steck Melford, Ph.D.
Associate Professor Emeritus
Northwestern University

Edwin F. Meyer, Ph.D.
Professor Emeritus
Northwestern University

Thomas J. Murphy, Ph.D.
Professor Emeritus
Iowa State University

Richard F. Niedziela, Ph.D.
Associate Professor and Senior Associate Dean for Administration and Operations
The University of Chicago

Ruben D. Parra, Ph.D.
Professor
University of Nebraska-Lincoln

Charles Rubert-Perez, Ph.D.
Assistant Professor and Faculty Coordinator for Organic Chemistry
Purdue University

Cathrine A. Southern, Ph.D.
Associate Professor and Co-Director of Undergraduate Studies
The University of Chicago

Paul A. Vadola, Ph.D.
Associate Professor and Director of the Graduate Program
Columbia University

Wendy S. Wolbach, Ph.D.
Professor and Associate Dean for Faculty Affairs
The University of Chicago

Environmental Science and Studies

Environmental Science and Studies provides a supportive environment that stimulates analytical thinking and encourages a broad perspective in learning for our majors and those taking our courses, challenging them to get the maximum benefit from their talents and skills.

Faculty

Mark J. Potosnak (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/environmental-science/mark-potosnak.aspx>), PhD
Professor and Chair
Columbia University

Margarita Alario, PhD

Lecturer

Shawn Bailey (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/environmental-science/shawn-bailey.aspx>), MS

Lecturer
University of Montana

Alfredo Gomez-Beloz (<https://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/environmental-science/Alfredo-Gomez-Beloz.aspx>), PhD
Assistant Teaching Professor
Graduate School and University Center of the City University of New York

David Bild, MEd
Lecturer
Arizona State University
The Peggy Notebaert Nature Museum

Judith Bramble (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/environmental-science/judith-bramble.aspx>), PhD
Associate Professor Emeritus
University of North Carolina, Chapel Hill

Noé De la Sancha, PhD
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Texas Tech University

Crystal Guzman (cguzma17@depaul.edu), PhD
Lecturer
University of Illinois, Chicago

Liam J. Heneghan (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/environmental-science/liam-heneghan.aspx>), PhD
Professor
University College, Dublin

Christie Klimas (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/environmental-science/christie-klimas.aspx>), PhD
Associate Professor
University of Florida

Michael Miller, PE
Lecturer
University of Washington

James A. Montgomery (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/environmental-science/james-montgomery.aspx>), PhD
Associate Professor
Washington State University

Thomas J. Murphy (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/environmental-science/thomas-murphy.aspx>), PhD
Professor Emeritus
Iowa State University

Xorla Ocloo, PhD
Assistant Professor
Emory University

Michelle Rabkin
Lecturer
The Peggy Notebaert Nature Museum

Ellen Schaal (<https://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/environmental-science/ellen-schaal.aspx>), PhD
Lecturer

Stanford University

Kenshu Shimada (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/biological-sciences/kenshu-shimada.aspx>), PhD
Professor
University of Illinois at Chicago

Robert Sliwinski, MS
Lecturer
Western Illinois University

Jess Vogt (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/environmental-science/Vogt-Jess.aspx>), PhD
Assistant Professor and Graduate Program Director
Indiana University

Isidore Udoh (udoh@depaul.edu), PhD
Lecturer
North Dakota State University

Staff

Margaret Workman (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/environmental-science/margaret-workman.aspx>), MS
Laboratorian/Instructor
Purdue University

Karen Loiacono (kloiacon@depaul.edu)
Senior Administrative Assistant

Affiliated Faculty

There are several DePaul faculty from other departments affiliated with the Environmental Science & Studies Department

Hugh Bartling (<http://las.depaul.edu/academics/public-policy/faculty/Pages/hugh-bartling.aspx>)
Public Policy Studies

Bernhard Beck-Winchatz (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/stem-studies/bernhard-beck-winchatz.aspx>)
STEM Studies

Michael Edwards (<https://academics.depaul.edu/liberal-studies/first-year-program/about/Pages/administration.aspx>)
First Year Programs

James Fairhall (<http://las.depaul.edu/academics/english/faculty/Pages/jim-fairhall.aspx>)
English

Randall Honold (<https://las.depaul.edu/about/administration-staff/Pages/office-of-the-dean.aspx>)
Philosophy

David Jabon (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/stem-studies/david-jabon.aspx>)
STEM Studies

Barbara Willard (<http://communication.depaul.edu/faculty-and-staff/faculty/Pages/willard.aspx>)
Communication

Health Sciences

The mission of DePaul University's Department of Health Sciences is to educate and train students who will collaboratively address human health

from interdisciplinary natural and social scientific perspectives in order to promote health and to improve the lives of individuals and communities.

The Department of Health Sciences offers a BS in Health Sciences, a minor in Public Health Studies, combined degree programs (BS+MA in Health Communications, BS+Master of Public Health, and BS+Master's Entry to Nursing Practice), and several 3+ Accelerated Programs that combine undergraduate studies at DePaul with graduate health professions studies at Rosalind Franklin University of Medicine and Science.

The Health Sciences major offers concentrations in BioScience and Public Health Studies. This degree:

1. provides students interested in pursuing a career in one of many health-related professions with a common core of knowledge;
2. allows students to meet the requirements for entry into graduate and professional programs;
3. provides flexibility to enable students to explore topics as their interests evolve; and
4. brings students headed for multiple health-related professions into on-going cross-disciplinary conversation with each other.

The curriculum is built on the principle that, in order to be effective, professionals working in health need to understand the factors that impact both the health of individuals and the health of populations.

Faculty

Craig Klugman, PhD (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/health-sciences/craig-klugman.aspx>)
Professor
University of Texas Medical Branch

Margaret Bell, PhD (<https://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/biological-sciences/margaret-bell.aspx>)
Assistant Professor
Michigan State University

Doug Bruce, PhD, MSW (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/health-sciences/douglas-bruce.aspx>)
Associate Professor and Chair
University of Illinois Chicago

Sarah Connolly, PhD (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/biological-sciences/sarah-connolly.aspx>)
Associate Professor
University of Pennsylvania

Eiron Cudaback, PhD (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/health-sciences/eiron-cudaback.aspx>)
Assistant Professor
University of Washington

Jessica Jerome, PhD (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/health-sciences/jessica-jerome.aspx>)
Assistant Professor
The University of Chicago

Rebecca Feinberg, JD, MBe, MS (<http://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/health-sciences/Rebecca-Feinberg.aspx>)
Teaching Assistant Professor
University of Pennsylvania

Cricel Molina, PhD, MPH (<https://csh.depaul.edu/faculty-staff/faculty-a-z/Pages/health-sciences/cricel-molina-de-mesa.aspx>)
Teaching Assistant Professor
University of California, Los Angeles

Mathematical Sciences

The Department of Mathematical Sciences offers courses in pure and applied mathematics to help students reach a wide variety of intellectual, academic, and career goals.

Many students come to the department to obtain the mathematical background needed to be successful in programs in the natural sciences, computer science, social sciences, and business. Such students may choose to supplement their major in their home department by obtaining a minor in mathematics. Other students come to the department seeking a program leading to an undergraduate or graduate degree in one of the mathematical sciences.

Faculty

T. Kyle Petersen, Ph.D.
Professor and Chair
Brandeis University

Enrico Au-Yeung, Ph.D.
Associate Professor
University of Maryland

Emily Barnard, Ph.D.
Assistant Professor
North Carolina State University

Allan Berele, Ph.D.
Professor
University of Chicago

Sarah Bockting-Conrad, Ph.D.
Associate Professor
University of Wisconsin-Madison

William Butterworth, Ph.D.
Associate Professor
Northwestern University

Stefan Catoiu, Ph.D.
Associate Professor
University of Wisconsin

William Chin, Ph.D.
Professor
University of Wisconsin

Christopher Drupieski, Ph.D.
Associate Professor
University of Virginia

Michelle Yuanying Guan, Ph.D.
Associate Professor
Florida State University

Desale Habtzghi, Ph.D.
Associate Professor
University of Georgia, Ph.D.

Juan Hu, Ph.D.

Associate Professor
Purdue University

David Jabon, Ph.D.
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University of Chicago

Yevgenia Kashina, Ph.D.
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Hung-Chih Ku, Ph.D.
Assistant Professor
Oklahoma State University

Wei Li, Ph.D.
Assistant Professor
University of Michigan

Yiou Li, Ph.D.
Associate Professor
Illinois Institute of Technology

Karl Liechty, Ph.D.
Associate Professor
Indiana University-Purdue University Indianapolis

Nicholas Ramsey, Ph.D.
Associate Professor
Harvard University

Claudia Schmegner, Ph.D.
Associate Professor
University of Texas, Dallas

David Sher, Ph.D.
Associate Professor
Stanford University

Bridget Tenner, Ph.D.
Professor
Massachusetts Institute of Technology

Ilie Ugarcovici, Ph.D.
Professor
Pennsylvania State University

Phillip Yates, Ph.D.
Associate Professor
University of South Carolina

Gang Wang, Ph.D.
Professor
University of Illinois at Urbana-Champaign

Ahmed Zayed, Ph.D.
Professor
University of Wisconsin

Neuroscience

Neuroscience is an interdisciplinary major that incorporates existing courses from the natural, computational, and social sciences, as well as specific courses unique to Neuroscience. It has quickly become one of the fastest growing areas of study in both the natural and behavioral sciences. Its multidisciplinary nature attracts individuals

not just from biology and psychology disciplines, but also from fields such as philosophy, anthropology, economics, mathematics and computer science. The program's concentrations explore fundamental concepts that underlie the function of the nervous system on a cellular and molecular level, how the nervous system produces behavior and cognition, and the role of computer science and mathematics in new technologies and therapies within the field. The knowledge gained from studying neuroscience can be applied to careers in these sub-fields, as well as in pursuit of professional programs in health, mental health, public health, philosophy, law, business and computer science. The degree earned is a BS.

Faculty

Dorothy Kozlowski Ph.D.
Professor, Neuroscience & Biological Sciences
Director

Okunola Jeyifous Ph.D.
Assistant Professor, Neuroscience

Sean Austin Lim Ph.D.
Senior Professional Lecturer , Neuroscience

Eric Norstrom Ph.D.
Associate Professor, Neuroscience & Biological Sciences

Sandra Virtue Ph.D.
Professor, Psychology & Neuroscience
Associate Director

Affiliated Faculty

Margaret Bell Ph.D.
Assistant Professor, Biological Sciences & Health Sciences

Eiron Cudaback Ph.D.
Associate Professor, Health Sciences

Clark Elliot Ph.D.
Associate Professor, School of Computing

Peter Hastings Ph.D.
Associate Professor, School of Computing

Daniela Raicu Ph.D.
Professor, School of Computing

Jennifer Tatara Ph.D.
Assistant Professor, Marketing

Kevin Thompson, Ph.D.
Professor, Philosophy

Occupational Therapy

Inclusive pedagogy informs the basis of the MSOT program at DePaul that is designed to foster a sense of belonging, authenticity, and community among students, teachers and community partners. At DePaul, inclusive pedagogy is achieved through intentionally designed dynamic learning processes of reflection, collaboration, action, and transformation. Additionally, the curriculum is based on two inextricably linked fundamental concepts that inform the curriculum design: Occupation-Centered and Community-Engaged. DePaul students will learn to understand people as occupational beings, the impact of occupational challenges on their lives and how to use occupation to

collaborate with individuals, families, communities, and populations to maximize people's dignity and ability to participate in meaningful life situations. Students will be engaged in learning with and from community partners that builds upon their ability to listen to the voices of the community, think critically, question one's own assumptions, live with ambiguity, communicate effectively, build relationships, demonstrate empathy, respond in culturally responsive ways, and act ethically.

The MSOT program is guided by the Catholic Vincentian tradition which draws on diversity as a source of learning and understanding; nurtures an inclusive and welcoming community; and calls for action for the collective good. The mission of the MSOT program is to prepare occupational therapists to be effective and responsive agents of change addressing the diverse and most urgent needs of the Chicago community and beyond with a special concern for those who have historically been and currently are underestimated by society. Grounded in occupation and evidence, students will become life-long learners ready to practice social responsibility and work for the collective good of society.

Physics and Astrophysics

Physicists study and apply the laws of nature to answer fundamental questions about the evolution of the universe, the nature of light and matter, and the behavior of the natural world. The Physics and Astrophysics Department engages students in a rigorous academic environment in graduate and undergraduate education. The undergraduate major provides the depth and breadth required for graduate study in physics, related or interdisciplinary areas, or for applied programs such as engineering, electronics, and optics. A major factor in our success in preparing students for advanced degrees and rewarding careers is the high level of cooperation and interaction we maintain between faculty and students. Our classes are small, often laboratory-oriented, promoting serious learning in a friendly environment. Students are encouraged to participate in research with faculty and are frequently co-authors of articles in physics journals. Many students are supported as research assistants by funds from the College of Science and Health or by external grants.

In addition to its strong undergraduate program with concentrations in standard physics and computational physics, the department offers a joint engineering program in conjunction with Illinois Institute of Technology, and a master's degree in Applied Physics.

Faculty

Jesus Pando, PhD
Associate Professor and Department Chair
University of Arizona

Bernhard Beck-Winchatz, PhD
Professor
University of Washington

Susan M. Fischer, PhD
Associate Professor
University of Notre Dame

Christopher G. Goedde, PhD
Professor
University of California, Berkeley

John Goldman, MS
Adjunct Faculty

Penn State University

Gabriela Gonzalez-Aviles, PhD
Associate Professor
Northwestern University

Mary Bridget Kustus, PhD
Associate Professor
North Carolina State University

Eric C. Landahl, PhD
Associate Professor and Graduate Program Director
University of California, Davis

Jignesh Mehta, PhD
Professional Lecturer
Purdue University

Anuj P. Sarma, PhD
Associate Professor and Joint Engineering Program Director
University of Kentucky

James Scheidhauer
Adjunct Faculty
University of Illinois

Associated Faculty

Anthony F. Behof, PhD
Associate Professor Emeritus
University of Notre Dame

Post-Baccalaureate Programs

The College of Science and Health's (CSH's) Post-Baccalaureate Pre-Health Program ("post-bac program") at DePaul is a pre-professional program designed for career changers who aspire to pursue a graduate health professions program's prerequisite coursework leading to a career in one of the following nine fields: dentistry, medicine, optometry, pharmacy, physical therapy, physician assistant practice, podiatry, speech language pathology, or veterinary medicine. The post-bac program is flexible and allows students who might be working full-time or part-time to complete the courses (offered during the day, Monday through Friday) on a part-time basis at their own pace. The post-bac program does not bear a certificate, nor will it carry any other type of credential.

In order to be eligible for the post-bac program, applicants must:

- Be U.S. citizens or permanent residents
- Have earned at least a bachelor's degree with a non-natural science major from an accredited college or university; if an applicant already completed one or two graduate health professions prerequisites, depending on when the courses were completed – and the grades achieved – students may be advised to either repeat them or take one or two advanced-level science courses
- Have earned at least a 3.00/4.00 undergraduate cumulative GPA
- Be in good academic standing at previous institution(s) and be able to return
- Be career changers with little to no lab science background

Benefits of the post-bac program:

- Rolling admission (on a quarterly basis)
- Completion of courses at one's own pace on a part-time basis

- Customized pre-health advising from faculty and staff advisors
- Opportunity to have a committee letter of recommendation written (depending on professional school program of pursuit)
- Guidance on identifying and pursuing volunteering, shadowing, research, and leadership-building experiences
- Free tutoring at the CSH's Science and Math Learning Center and DePaul's Learning Commons
- Automatic registration for the CSH's Pre-Health Program: receive invitations to pre-professional workshops (i.e. personal statement writing, practice interviews, etc.), speaker engagements, student group events, and possible shadowing and volunteering opportunities
- Registration for classes before the general non-degree seeking population

Pre-Dental Preparation

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 210	MICROBIOLOGY	4
Select one of the following:		4-6
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY ¹	
CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY ¹	
Select one of the following:		4-6
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II ¹	
CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II ¹	
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III ¹	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I ²	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II ²	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III ²	4
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	4
CHE 342 & CHE 343	BIOCHEMISTRY II and EXPERIMENTAL BIOCHEMISTRY II	4
PHY 150	GENERAL PHYSICS I ³	4
PHY 151	GENERAL PHYSICS II ³	4

PHY 152	GENERAL PHYSICS III ³	4
HLTH 301 & HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A and INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	8

¹ The Department of Chemistry and Biochemistry offers General Chemistry each summer. In this case, the combination of CHE 136 / CHE 137 and CHE 138 / CHE 139 may substitute for the three-quarter sequences above.

² The Department of Chemistry and Biochemistry offers Organic Chemistry each summer. In this case, the combination of CHE 236/CHE 237 and CHE 238/CHE 239 may substitute for the three-quarter sequences above.

³ The Department of Physics offers General Physics each summer. In this case, the combination of PHY 155 and PHY 156 may substitute for the three-quarter sequence above.

The Pre-Dental Preparation course listing constitutes a recommended plan. It is only presented as a recommendation, because some professional schools' particular program prerequisites vary, sometimes significantly from one to another, depending upon the program and school of pursuit. Ultimately, students will be advised to follow the specific prerequisites for the particular schools' programs to which they plan to apply.

Pre-Master's Entry Nursing Practice (MENP) Preparation

Course	Title	Quarter Hours
CHE 116	GENERAL, ORGANIC AND BIOLOGICAL CHEMISTRY I	3
CHE 117	GENERAL, ORGANIC AND BIOLOGICAL CHEMISTRY LABORATORY I	1
CHE 118	GENERAL, ORGANIC AND BIOLOGICAL CHEMISTRY II	3
CHE 119	GENERAL, ORGANIC AND BIOLOGICAL CHEMISTRY LABORATORY II	1
BIO 201	HUMAN ANATOMY	4
BIO 202	HUMAN PHYSIOLOGY	4

If students have already completed a full general chemistry sequence and general biology sequence at their previous institution, they may substitute HLTH 301 and HLTH 302 for BIO 201 and BIO 202.

Pre-Medicine Preparation

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
Select one of the following:		4-6

CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY ¹	
CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY ¹	
Select one of the following:		4-6
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II ¹	
CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II ¹	
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III ¹	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I ²	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II ²	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III ²	4
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	4
CHE 342 & CHE 343	BIOCHEMISTRY II and EXPERIMENTAL BIOCHEMISTRY II	4
PHY 150	GENERAL PHYSICS I ³	4
PHY 151	GENERAL PHYSICS II ³	4
PHY 152	GENERAL PHYSICS III ³	4
HLTH 301 & HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A and INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	8

¹ The Department of Chemistry and Biochemistry offers General Chemistry each summer. In this case, the combination of CHE 136 / CHE 137 and CHE 138 / CHE 139 may substitute for the three-quarter sequences above.

² The Department of Chemistry and Biochemistry offers Organic Chemistry each summer. In this case, the combination of CHE 236/CHE 237 and CHE 238/CHE 239 may substitute for the three-quarter sequences above.

³ The Department of Physics offers General Physics each summer. In this case, the combination of PHY 155 and PHY 156 may substitute for the three-quarter sequence above.

The Pre-Medicine Preparation course listing constitutes a recommended plan. It is only presented as a recommendation, because some professional schools' particular program prerequisites vary, sometimes significantly from one to another, depending upon the program and school of pursuit. Ultimately, students will be advised to follow the specific prerequisites for the particular schools' programs to which they plan to apply.

Pre-Occupational Therapy Preparation

Course	Title	Quarter Hours
BIO 201	HUMAN ANATOMY	4
BIO 202	HUMAN PHYSIOLOGY	4
Select one of the following:		4
BIO 206	BIOSTATISTICS	
ENV 260	ENVIRONMENTAL DATA ANALYSIS	
HLTH 240	HEALTH STATISTICS	
MAT 242	ELEMENTS OF STATISTICS	
PSY 240	STATISTICS I	
HLTH 140	MEDICAL TERMINOLOGY	2
Select one of the following:		4
PSY 105	INTRODUCTORY PSYCHOLOGY I	
PSY 106	INTRODUCTORY PSYCHOLOGY II	
PSY 303	HUMAN DEVELOPMENT	4
PSY 353	INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE	4
Select one of the following:		4
ANT 102	CULTURAL ANTHROPOLOGY	
SOC 101	INTRODUCTION TO SOCIOLOGY	

If students have already completed a full general chemistry sequence and general biology sequence at their previous institution, they may substitute HLTH 301 and HLTH 302 for BIO 201 and BIO 202.

Pre-Optometry Preparation

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 210	MICROBIOLOGY	4
Select one of the following:		4-6
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY ¹	
CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY ¹	
Select one of the following:		4-6
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II ¹	
CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II ¹	
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III ¹	4

CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I ²	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II ²	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III ²	4
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	4
CHE 342 & CHE 343	BIOCHEMISTRY II and EXPERIMENTAL BIOCHEMISTRY II	4
HLTH 301 & HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A and INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	8
MAT 150 & MAT 151	CALCULUS I and CALCULUS II	8
PHY 150	GENERAL PHYSICS I ³	4
PHY 151	GENERAL PHYSICS II ³	4
PHY 152	GENERAL PHYSICS III ³	4

¹ The Department of Chemistry and Biochemistry offers General Chemistry each summer. In this case, the combination of CHE 136 / CHE 137 and CHE 138 / CHE 139 may substitute for the three-quarter sequences above.

² The Department of Chemistry and Biochemistry offers Organic Chemistry each summer. In this case, the combination of CHE 236/CHE 237 and CHE 238/CHE 239 may substitute for the three-quarter sequences above.

³ The Department of Physics offers General Physics each summer. In this case, the combination of PHY 155 and PHY 156 may substitute for the three-quarter sequence above.

The Pre-Optometry Preparation course listing constitutes a recommended plan. It is only presented as a recommendation, because some professional schools' particular program prerequisites vary, sometimes significantly from one to another, depending upon the program and school of pursuit. Ultimately, students will be advised to follow the specific prerequisites for the particular schools' programs to which they plan to apply.

Pre-Pharmacy Preparation

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 210	MICROBIOLOGY	4
Select one of the following:		4-6
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY I ¹	

CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY I ¹	
Select one of the following:		4-6
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II ¹	
CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II ¹	
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III ¹	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I ²	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II ²	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III ²	4
PHY 150	GENERAL PHYSICS I ³	4
PHY 151	GENERAL PHYSICS II ³	4
PHY 152	GENERAL PHYSICS III ³	4
HLTH 301 & HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A and INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	8
MAT 150 & MAT 151	CALCULUS I and CALCULUS II	8

¹ The chemistry department offers General Chemistry each summer. In this case, the combination of CHE 136 / CHE 137 and CHE 138 / CHE 139 may substitute for the three-quarter sequences above.

² The chemistry department offers Organic Chemistry each summer. In this case, the combination of CHE 236/CHE 237 and CHE 238/CHE 239 may substitute for the three-quarter sequences above.

³ The physics department offers General Physics each summer. In this case, the combination of PHY 155 and PHY 156 may substitute for the three-quarter sequence above.

The Pre-Pharmacy Preparation course listing constitutes a recommended plan. It is only presented as a recommendation, because some professional schools' particular program prerequisites vary, sometimes significantly from one to another, depending upon the program and school of pursuit. Ultimately, students will be advised to follow the specific prerequisites for the particular schools' programs to which they plan to apply.

Pre-Physical Therapy Preparation

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4

BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
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Select one of the following: 4-6

CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY ¹	
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CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY ¹	
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Select one of the following: 4-6

CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II ¹	
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CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II ¹	
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CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III ¹	4
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PHY 150	GENERAL PHYSICS I ²	4
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PHY 151	GENERAL PHYSICS II ²	4
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PHY 152	GENERAL PHYSICS III ²	4
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HLTH 301 & HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A and INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	8
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PSY 105	INTRODUCTORY PSYCHOLOGY I	4
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PSY 303	HUMAN DEVELOPMENT	4
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¹ The Department of Chemistry and Biochemistry offers General Chemistry each summer. In this case, the combination of CHE 136 / CHE 137 and CHE 138 / CHE 139 may substitute for the three-quarter sequences above.

² The Department of Physics offers General Physics each summer. In this case, the combination of PHY 155 and PHY 156 may substitute for the three-quarter sequence above.

The Pre-Physical Therapy Preparation course listing constitutes a recommended plan. It is only presented as a recommendation, because some professional schools' particular program prerequisites vary, sometimes significantly from one to another, depending upon the program and school of pursuit. Ultimately, students will be advised to follow the specific prerequisites for the particular schools' programs to which they plan to apply.

Pre-Physician Assistant Preparation

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 210	MICROBIOLOGY	4
Select one of the following:		4-6

CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY ¹	
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CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY ¹	
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Select one of the following: 4-6

CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II ¹	
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CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II ¹	
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CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III ¹	4
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CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I ²	4
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CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II ²	4
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CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III ²	4
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CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	4
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HLTH 301 & HLTH 302	INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A and INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B	8
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Select one of the following: 4

PSY 105	INTRODUCTORY PSYCHOLOGY I	
or PSY 106	INTRODUCTORY PSYCHOLOGY II	

¹ The chemistry department offers General Chemistry each summer. In this case, the combination of CHE 136 / CHE 137 and CHE 138 / CHE 139 may substitute for the three-quarter sequences above.

² The chemistry department offers Organic Chemistry each summer. In this case, the combination of CHE 236/CHE 237 and CHE 238/CHE 239 may substitute for the three-quarter sequences above.

The Pre-Physician Assistant Preparation course listing constitutes a recommended plan. It is only presented as a recommendation, because some professional schools' particular program prerequisites vary, sometimes significantly from one to another, depending upon the program and school of pursuit. Ultimately, students will be advised to follow the specific prerequisites for the particular schools' programs to which they plan to apply.

Pre-Podiatry Preparation

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4

BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
Select one of the following:		4-6
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY ¹	
CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY ¹	
Select one of the following:		4-6
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II ¹	
CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II ¹	
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III ¹	4
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I ²	4
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II ²	4
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III ²	4
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	4
CHE 342 & CHE 343	BIOCHEMISTRY II and EXPERIMENTAL BIOCHEMISTRY II	4
PHY 150	GENERAL PHYSICS I ³	4
PHY 151	GENERAL PHYSICS II ³	4
PHY 152	GENERAL PHYSICS III ³	4

¹ The chemistry department offers General Chemistry each summer. In this case, the combination of CHE 136 / CHE 137 and CHE 138 / CHE 139 may substitute for the three-quarter sequences above.

² The chemistry department offers Organic Chemistry each summer. In this case, the combination of CHE 236/CHE 237 and CHE 238/CHE 239 may substitute for the three-quarter sequences above.

³ The physics department offers General Physics each summer. In this case, the combination of PHY 155 and PHY 156 may substitute for the three-quarter sequence above.

The Pre-Podiatry Preparation course listing constitutes a recommended plan. It is only presented as a recommendation, because some professional schools' particular program prerequisites vary, sometimes significantly from one to another, depending upon the program and school of pursuit. Ultimately, students will be advised to follow the specific prerequisites for the particular schools' programs to which they plan to apply.

Pre-Speech Language Pathology Preparation

Course	Title	Quarter Hours
SLP 101	INTRODUCTION TO COMMUNICATION SCIENCES AND DISORDERS	4
SLP 210	PHONETICS	4
SLP 310	NORMAL CHILD LANGUAGE DEVELOPMENT	4
SLP 320	INTRODUCTION TO SPEECH SOUND DISORDERS	4
SLP 330	INTRODUCTION TO AUDIOLOGY	4
SLP 340	ANATOMY & PHYSIOLOGY OF THE SPEECH, LANGUAGE, SWALLOWING & HEARING MECHANISM	4
SLP 342	SPEECH AND HEARING SCIENCE	4
SLP 332	AURAL REHABILITATION	4
Select one of the following:		4
BIO 206	BIOSTATISTICS	
HLTH 240	HEALTH STATISTICS	
MAT 242	ELEMENTS OF STATISTICS	
PSY 240	STATISTICS I	
Biological Science Course		4
Physical Science Course		4
Social or Behavioral Science Course		4

Pre-Veterinary Medicine Preparation

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 210	MICROBIOLOGY	4
Select one of the following:		4-6
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY ¹	
CHE 120 & CHE 131	GENERAL CHEMISTRY IP and GENERAL CHEMISTRY I LABORATORY ¹	
Select one of the following:		4-6
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II ¹	
CHE 122 & CHE 133	GENERAL CHEMISTRY IIP and GENERAL CHEMISTRY LABORATORY II ¹	
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III ¹	4

CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I ²	4	University of Western Ontario
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II ²	4	Dan Abben, Ph.D. Professional Lecturer DePaul University
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III ²	4	David Allbritton, Ph.D. Associate Professor Yale University
CHE 340 & CHE 341	BIOCHEMISTRY I and EXPERIMENTAL BIOCHEMISTRY I	4	Suzanne Bell, Ph.D. Professor Texas A&M University
CHE 342 & CHE 343	BIOCHEMISTRY II and EXPERIMENTAL BIOCHEMISTRY II	4	Molly Brown, Ph.D. Associate Professor DePaul University
PHY 150	GENERAL PHYSICS I ³	4	Joanna Buscemi, Ph.D. Assistant Professor University of Memphis
PHY 151	GENERAL PHYSICS II ³	4	Jocelyn Smith Carter, Ph.D. Professor and Associate Chair Vanderbilt University
PHY 152	GENERAL PHYSICS III ³	4	Jessica Choplin, Ph.D. Professor University of California, Los Angeles
Select one of the following:		4	Jerry Cleland, Ph.D. Professor Loyola University, Chicago
BIO 206	BIOSTATISTICS		Ralph Erber, Ph.D. Professor Carnegie Mellon University
HLTH 240	HEALTH STATISTICS		Joseph Ferrari, Ph.D. Professor Adelphi University
MAT 242	ELEMENTS OF STATISTICS		Olya Glantsman, Ph.D. Senior Professional Lecturer and Director, Community Psychology MS Program DePaul University
PSY 240	STATISTICS I		Kathryn E. Grant, Ph.D. Professor University of Vermont

¹ The Department of Chemistry and Biochemistry offers General Chemistry each summer. In this case, the combination of CHE 136 / CHE 137 and CHE 138 / CHE 139 may substitute for the three-quarter sequences above.

² The Department of Chemistry and Biochemistry offers Organic Chemistry each summer. In this case, the combination of CHE 236/CHE 237 and CHE 238/CHE 239 may substitute for the three-quarter sequences above.

³ The Department of Physics offers General Physics each summer. In this case, the combination of PHY 155 and PHY 156 may substitute for the three-quarter sequence above.

The Pre-Veterinary Medicine Preparation course listing constitutes a recommended plan. It is only presented as a recommendation, because some professional schools' particular program prerequisites vary, sometimes significantly from one to another, depending upon the program and school of pursuit. Ultimately, students will be advised to follow the specific prerequisites for the particular schools' programs to which they plan to apply.

Psychology

The Department of Psychology is committed to providing excellent teaching, mentoring and advising for students in our nine undergraduate major concentrations, two master's programs and five doctoral programs. Moreover, the Department of Psychology is committed to making meaningful contributions to the science of psychology and encourages students to do likewise, and to serve our university, community, and profession so as to enact and realize the mission of DePaul.

The goal of the Department of Psychology is to provide students with an understanding of the methods and content of scientific and applied psychology.

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Douglas Cellar, Ph.D.
University of Akron

Sheldon Cotler, Ph.D.
Southern Illinois University

Christopher B. Keys, Ph.D.
University of Cincinnati

Midge Wilson, Ph.D.
University of North Carolina

School of Nursing

The mission of the School of Nursing is the preservation, enrichment, and transmission of nursing science as a discipline, and its application to promote the health and well-being of individuals, families, and communities. The faculty pursues this mission through excellence in teaching as the primary focus of scholarship, and research that has the potential to enhance nursing knowledge, scientific inquiry, teaching, and health. The School maintains a commitment to serving persons with diverse talents, qualities, interests, and socioeconomic backgrounds in its educational programs and professional practice. It seeks to provide accelerated, inquiry-based education that anticipates the rapid pace of change in health promotion and illness care.

Philosophy of the School Of Nursing

Nursing is a learned profession with a distinct science and art. Students learn the practice of nursing through research and the study of diverse human and environmental patterns of health behavior as they affect individuals, families, and communities. Students incorporate scientific knowledge and the nursing process in their delivery of safe, ethical and quality care with deep regard for the differences along the dimensions of race/ethnicity, gender, class, sexuality, religion, heritage and language.

The focus of the faculty of the School of Nursing is the education and preparation of students for leadership roles in healthcare. Education is centered on providing care for persons and communities in both health and illness while conducting scientific research to generate knowledge that strengthens these endeavors. Critical thinking is emphasized, along with an insightful examination of society, thus affording students the opportunity to apply the science and art of nursing to promote and maintain health while upholding human dignity for the betterment of the community and society.

In keeping with the Vincentian values of DePaul University, students treat all human beings equally and with respect, and by doing so, are acting in the interest of the common good. The School of Nursing faculty is committed to education that will provide the foundation for a professional career as a caregiver, educator, leader, and scholar.

Faculty

Suling Li, PhD., FNP-BC

CNO and Director, Professor
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at Lincoln Park Campus, Interim Assistant Director, Master's Entry to
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Mark Vega, MS, RN
Clinical Assistant Professor
DePaul University

Sheila Towson, DNP, MSN, RN, MS, RD
Clinical Assistant Professor
Regis University

Kashica Webber-Ritchey, PhD, RN
Assistant Professor

University of Arizona

Science Education

The Science, Technology, Engineering, and Mathematics (STEM) Studies Department offers innovative, interdisciplinary programs and courses spanning the sciences, mathematics, and technology at DePaul. The Department works in close collaboration with the DePaul STEM Center. The Department administers the Master of Science in Science Education, a program to prepare master teachers in science at the middle school level. The program addresses a great need for content-based graduate study to enhance the teaching of science at the middle school level. The program integrates content with pedagogy, is inquiry-based, and integrates mathematics and technology with science. The STEM Studies Department also offers innovative science courses and special programs for undergraduates to engage highly diverse audiences in rich, contemporary science content.

Faculty

Bernhard Beck-Winchatz, Ph.D.
Associate Professor (STEM Studies)
University of Washington

Stanley Cohn, Ph.D.
Professor Emeritus (Biological Sciences)
University of Colorado, Boulder

David C. Jabon, Ph.D.
Associate Professor (STEM Studies)
University of Chicago

Richard Kozoll, Ph.D.
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University of Illinois

Carolyn Narasimhan, Ph.D.
Professor Emerita (Mathematical Sciences)
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Anuj Sarma, Ph.D.
Associate Professor (Physics)
University of Kentucky

Margaret Workman, M.S.
Instructor (Environmental Science)
Purdue University

Speech Language Pathology

American Speech-Language-Hearing Association (ASHA) describes speech language pathologists (SLPs) as healthcare providers that work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults. Typically SLPs can work in a variety of environments such as research, education and health care settings. SLPs often work as part of a interdisciplinary team, which may include physicians, audiologists, social workers, physical and occupational therapists, teachers and more. Please visit the ASHA (<https://www.asha.org/Students/Speech-Language-Pathology/%E2%80%8B%E2%80%8B/>) website for details.

To become a speech language pathologist you must graduate from an accredited masters level speech language pathology program. Typically a

SLP graduate degree is a two year program after your bachelor's degree. There are over 300 accredited speech language pathology masters degree programs in the United States.

College of Business

Located in the heart of Chicago's financial and business center, DePaul's Driehaus College of Business (<http://business.depaul.edu/>) offers highly respected, practical and innovative programs of business study that empower graduates to achieve more. The college encompasses an undergraduate business program and the Kellstadt Graduate School of Business (<https://business.depaul.edu/academics/graduate/Pages/default.aspx>), which offers the DePaul MBA, specialized master's degrees and a Doctorate in Business Administration. The college's faculty of scholars and experienced business professionals provide a real-world business education, and the college leverages its connections to Chicago's business community to provide students with hands-on learning experiences and extensive career opportunities. Graduates join a DePaul business alumni network that is more than 70,000 strong. The college is accredited by the AACSB International—The Association to Advance Collegiate Schools of Business, a distinction indicating academic excellence that is earned by less than five percent of business schools worldwide.

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Faculty

Experts in the fields they teach, the Driehaus College of Business faculty (<https://business.depaul.edu/faculty/Pages/default.aspx>) includes published scholars and experienced business professionals, including executives, accountants, marketing directors, business analysts, investment managers, lawyers, economists, hospitality professionals, consultants and entrepreneurs. These individuals are committed to teaching students both theory and practice in a challenging and engaging learning environment.

Undergraduate Academics

The Driehaus College of Business offers undergraduate, graduate, doctorate and combined degree programs that integrate theory and practice.

Bachelor of Science in Business

The Bachelor of Science in Business (BSB) is the undergraduate business degree offered by the Driehaus College of Business. The degree is based upon the following learning goals and is composed of study in several areas of required coursework.

Learning Goals

The Learning Goals for the Driehaus College of Business undergraduate program are:

- Communication - Driehaus students will be able to communicate effectively both orally and in writing.
- Global Business Perspective - Driehaus students will understand business within a global context.
- Ethical and Legal Awareness - Driehaus students will be able to recognize ethical and legal issues confronting them.
- Decision-making - Driehaus students will be able to use analytical and reflective skills in making decisions.
- Teamwork - Driehaus students will be able to understand group and individual dynamics within a business setting.

- Mastery of Content - Driehaus students will acquire knowledge of the functional areas of business and the interrelationships among the functional areas within a business.

Business Core

The Business Core is a group of requirements focusing on professional business preparation to be completed by all students seeking the BSB degree. The specific classes a student takes for Core completion can vary according to selection of major or minor.

Liberal Studies Program

The Liberal Studies Program (LSP) is the common curriculum taken by all students enrolled in the traditional undergraduate colleges at DePaul University. The LSP is designed to enhance writing abilities, mathematical and technological proficiencies, and critical and creative thinking skills, while broadening students' knowledge base beyond their chosen major. LSP courses foster an appreciation of different religious and philosophical worldviews, promote application of ethical reasoning, and realize new understanding of concepts and theories through multiple methods of inquiry and disciplinary perspective. In LSP seminars, students read primary texts, write research papers, and communicate their ideas orally. Business students also take Business Ethics in their Liberal Studies Program.

Major

In the major program, a student pursues specialized coursework in a business area. Some majors in the college require selection of a concentration to further focus the field of study. Majors can be declared at time of admission. A major must be declared prior to graduation. In addition to the primary major in business, a Driehaus student may choose to complete a secondary major, additional concentrations or a minor within the college or from another college at the university.

Open Electives

Open Electives allow a student to explore additional areas of interest or work toward a minor or second major. The selection of major or minor determines the number of open elective hours needed.

Additional Credentials

While not required for completion of the degree, students in the college are able to pursue additional opportunities for study such as minors, modern languages, study abroad programs, and internship-based courses.

Credit Hour Requirement

A minimum of 192 quarter hours of degree applicable credit is required for completion of the BSB. A student's degree plan and factors such as course selection, transfer credit, and major and minor requirements may result in a student exceeding the hours minimum. In addition to college and departmental requirements, all students pursuing the BSB are subject to university policies on degree conferral (p. 1540).

Additional Undergraduate Policies and Requirements

Detailed requirements and policies for the BSB degree can be found below, in the section pertaining to each Driehaus College of Business major or minor, and the Student Handbook (<https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/>) of this catalog.

Course Prerequisites

A student in the Driehaus College of Business is expected to observe and adhere to course prerequisites. Prerequisites for courses are noted in Campus Connection and can include requirements for class standing, course completion and placement testing.

Given the sequential nature of coursework in business and the structure of major and minor programs in the college, consideration of course prerequisites is essential to successful planning and degree completion.

Graduation/Degree Completion

Graduation/degree completion is the official granting of a degree by DePaul University upon successful completion of all degree requirements.

Degrees are awarded at the end of each quarter. In order to have the degree awarded, all requirements must be satisfied, including:

- Submission of an Application for Graduation in Campus Connection
- Declaration of the major (and minor, if applicable) prior to graduation
- Completion of ACC 101, ACC 102, BUS 101, BUS 102, BUS 103, Business Technology (BUS 202, CSC 241, MIS 360), ECO 105, ECO 106, MAT 137, BUS 392*, WRD 103*, and WRD 104* with a minimum grade of C- in each class
- Completion of all courses in the major field (and minor, if applicable) field with a minimum grade of C- in each class (even if Global Business Perspective, extra or open elective)
- A minimum grade point average of 2.000 within the major (and minor, if applicable)
- A minimum cumulative grade point average of 2.000 for DePaul coursework
- A minimum of 192.0 degree applicable hours
- Completion of the last 60.0 hours of coursework for the degree at DePaul
- Posting of all of grades in Campus Connection by the end of the grading period (five business days after the quarter ends)

*Students in the University Honors Program do not take WRD 103, WRD 104 or BUS 392.

A student who is nearing the completion of the degree should consult with his or her academic advisor in the Undergraduate Programs Office regarding the graduation/degree completion process.

Majors and Minors

For a student to earn the Bachelor of Science in Business, completion of at least one major in the Driehaus College of Business is required. In addition to the primary major in business, a Driehaus student may choose to complete a secondary major, additional concentrations or a minor within the college or from another college at the university.

Non-business students are welcome to complement their areas of study by completing a major or minor in the Driehaus College of Business. They should meet with an academic advisor in the Driehaus Undergraduate Programs Office to review relevant policies and course requirements.

Major Declaration

Upon matriculation into the university, a student may declare a Driehaus major. A student will complete the major requirements in place at the time the student declares the major. Some majors require declaration of a concentration, which is added to the record at the time of major

declaration. A major must be declared prior to graduation/degree completion.

Major Policies and Requirements

For all students pursuing a Driehaus major, the following policies and requirements are in effect:

- All requirements for the major including concentration must be completed as specified by the major department at the time the student declares the major
- The number of hours required for completion of a major varies
- At least one half of the major field coursework must be completed at DePaul
- The following courses must be completed with a minimum grade of C- unless otherwise noted for a specific major:
 - All courses completed from the major department whether taken for a requirement or for another purpose
 - All courses used toward completion of the major
- A minimum grade point average of 2.000 including all major field courses taken for a requirement or for another purpose

Secondary Majors and Concentrations

For all students pursuing a secondary Driehaus major or additional concentrations for a Driehaus major, the following policies and requirements are in effect:

- Some combinations of secondary majors, additional concentrations and minors are prohibited as noted in the requirements section for the major, concentration or minor
- At least 50% of the courses used for the completion of a second major must be unique to the completion of that major
- At least 50% of the courses used for the completion of a second concentration must be unique to the completion of that concentration
- A course taken as part of an secondary major or additional concentration may be used toward another purpose in the degree plan, such as an Open Elective or Liberal Studies requirement.

Majors outside of the Driehaus College of Business

A student pursuing the Bachelor of Science in Business is allowed to complete non-business majors in addition to the required Driehaus major. A student interested in completing a major outside of the college should meet with an academic advisor in the Driehaus Undergraduate Programs Office to review relevant policies and procedures. In addition, the student should contact the undergraduate program office for the college offering the non-Driehaus major for advising on requirements for completion of the major.

Minors Declaration

Upon matriculation into the university, a student may declare a Driehaus minor. A student will complete the minor requirements in place at the time the student declares the minor. If pursuing a minor, it must be declared prior to graduation/degree completion.

Minor Policies and Requirements

For all students pursuing a Driehaus minor, the following requirements must be observed:

- Some combinations of secondary majors, additional concentrations and minors are prohibited as noted in the requirements section for the major, concentration or minor

- At least one half of the minor field coursework must be completed at DePaul
- The following courses must be completed with a minimum grade of C- unless otherwise noted for a specific minor:
 - All courses completed from the minor department whether taken for a requirement or for another purpose
 - All courses used toward completion of the minor
- A minimum grade point average of 2.000 including all minor field courses taken for a requirement or for another purpose

Minors outside the Driehaus College of Business

A student pursuing the Bachelor of Science in Business is allowed to complete non-business minors. A student interested in completing a minor outside of the college should meet with an academic advisor in the Driehaus Undergraduate Programs Office to review relevant policies and procedures.

Honors Program

Most students follow the Liberal Studies Program to meet their general education requirements. However, students accepted into the Honors Program fulfill general education requirements through an alternative set of courses. A student in the Honors Program pursuing a primary major in the Driehaus College of Business follows the requirements listed in the Honors Program (p. 1343) with the following stipulations:

- Business majors are not required to take HON 180.
- Business majors must take one Business Ethics course (REL 228 or MGT 228 or PHL 248 or MGT 248) in the Honors Program
- Hospitality Leadership majors take HSP 303 HOSPITALITY INTERNSHIP I and HSP 304 HOSPITALITY INTERNSHIP II in place of the Fine Arts Elective

Graduate Academics

The Driehaus College of Business offers undergraduate, graduate, doctorate and combined degree programs that integrate theory and practice. The Kellstadt Graduate School of Business is a nationally known business school dedicated to developing the real-world business sense needed to take leadership capabilities to the next level.

Programs include:

- The DePaul MBA offered in multiple formats. DePaul also partners with corporations to offer onsite MBA degrees for employees.
- Master of Science degrees that focus on specific business expertise.
- Doctorate in Business Administration for executives who seek to deepen their research acumen or enter academia.

Combined and dual degrees:

- Combined Bachelor's and Master's degrees
- MBA/Master of Public Health
- MBA/MA in Health Communication
- MBA/JD
- MFA in Creative Producing (offered by Kellstadt and the School of Cinematic Arts in the College of Computing and Digital Media).

The Master of Business Administration

The DePaul MBA focuses on both theory and practice for career advancement. Skills acquired include an ability to: analyze and take action to perform, inspire others and drive results in the real world.

The MBA degree program is available in three formats: Full-time Day, Weekend and Part-time Evening.

Master of Science Programs

Master of Science degrees are designed for professionals with a specific and focused career path who are looking to enhance and expand their expertise.

Doctorate in Business Administration

The Doctorate in Business Administration (DBA) is designed for highly experienced professionals who seek to take their career to the highest level. The three-year program is designed for working professionals with a previous master's degree in a business or business-related discipline. The ideal candidate will enter the program with significant business acumen gained through eight to 10 years of managerial or consultative experience. Candidates for the DBA will learn to frame complex business problems in a manner that enables an applied, evidence-based analysis of all available data and rigorous evaluation of potential solutions.

A fundamental component of the DBA experience is the personal working relationship with the research-active faculty of the Driehaus College of Business and Kellstadt Graduate School of Business. These ongoing mentor-student relationships support the doctoral candidates' professional development in the tools and methods of data analysis and business intelligence. In addition, DBA candidates will advance through their program as members of a cohort of about 15 students. The program's small group format is designed to build a strong network of like-minded, high-potential professionals to support each other both during the program and after graduation.

Each year of the program, candidates will participate in nine three-day residencies led by Kellstadt faculty. DePaul's DBA program begins with a strong emphasis on research methodology and disciplinary coursework that features the most current developments from both academia and professional practice. Coursework simultaneously builds candidates' interdisciplinary business knowledge and applied research skills. In the second year, DBA candidates will work as part of a small research team, with a faculty mentor, to take a research idea from conception to completion in one year. By the end of the second year, candidates will be expected to have framed and formally proposed their dissertation research. In the third year of the program, candidates will be personally supervised by one of Kellstadt's research faculty as they pursue their dissertation research. Throughout the program, DBA candidates are exposed to emerging industry and disciplinary developments through a series of doctoral seminars on current topics in business.

Graduate Business Student Handbook

This handbook outlines academic policies for successfully completing your education at the Kellstadt Graduate School of Business (KGSB). If you are a Doctorate in Business Administration (DBA) student, go to the DBA Student Handbook (p. 388).

Courses and Credits

- KGSB operates on a quarter system, with courses offered in the fall, winter, spring and summer quarters. The DBA program runs on a residency calendar (<https://business.depaul.edu/academics/doctoral/dba/Pages/residency-calendar.aspx>).
- Most courses are worth four credit hours and run for 10 weeks plus an 11th week for exams. Exceptions include some MBA core courses that are two credits and special courses that span more than one quarter.

- The unit of credit for quarter hours is defined as one hour granted for 45 minutes of classroom work per week during a quarter.
- Total credit hours required to graduate depend on your program. See the DePaul University Catalog for your program's credit-hour requirements.
- Duplication of courses or coursework is not permitted unless you are advised to repeat a course because you received an unacceptable grade per the grade requirements for your program. Double credit is not given for duplicated courses.
- All degree requirements must be satisfied within six years, beginning with the quarter you enrolled. Exceptions may be granted by your academic program director or KGSB.

Transferring Credits

- Up to half of the credit hours required for the KGSB MBA or MS may be applied from graduate credits earned at institutions of higher learning. A grade of C or higher is required to receive credit from KGSB. In most cases, a course must be worth four credit hours to be transferred. Applied credit is at the discretion of KGSB.
- The actual number of transfer courses accepted may vary at the discretion of KGSB.
- Submit your credit transfer requests through the link: MBA Transfer Credit (<https://business.depaul.edu/student-resources/graduate/advising/Pages/mba-transfer-credit-evaluation-form.aspx>)
- Courses taken six or more years prior to enrollment generally are not transferrable. Exceptions may be made by your academic program director or KGSB.
- No more than two courses in the same field are acceptable for transfer without written permission from the academic director of your KGSB degree program.
- Transfer credits do not count toward your cumulative grade point average (GPA) at KGSB.
- The Doctorate in Business Administration ("DBA") program has different transfer credit requirements and limits. Please contact that program's Director directly for more information, or see this page: DBA Handbook (<https://catalog.depaul.edu/programs/business-administration-dba/#studenthandbooktext>)

GSB 519 Test Out Exam Policy

If a student successfully passes the GSB 519 "test-out" exam, the outcome will vary according to the student's degree program and status.

For Master of Science Candidates:

- If GSB519 is a core class in the MS program, the student must take an approved elective to substitute the GSB519 requirement
- If GSB519 is a prerequisite for the program, the student waives the GSB519 prerequisite.

For MBA Candidates:

- If a student is waived from 4 credit hours or less, the GSB519 requirement can be waived.
- If a student is waived from more than 4 credit hours, students must take an approved elective to substitute the GSB519 requirement

MS Economics and Policy Analysis Waiver Policy

Students who enter the MSEPA after completing their undergraduate degree in economics may waive a maximum of two electives (8 credit hours) in the MSEPA program by earning a grade of B+ or better in the following courses:

- Upper level undergraduate economic electives that have a prerequisite of Intermediate Microeconomics
- Upper level economics electives that have a prerequisite of Econometrics

Combined Degree students are not eligible for waivers in the MSEPA.

MS in Audit and Advisory Services Waiver Policy

Undergraduate applicants to the MSAA may be eligible to waive ACC 535 PRINCIPLES OF ACCOUNTING INFORMATION SYSTEMS and/or ACC 636 INTERNAL AUDITING, CORPORATE GOVERNANCE AND INTERNAL CONTROL.

Eligibility requirements:

- Undergraduate degree in Accounting
- Earned a C or better in courses that mirror content of ACC 535 and/or ACC 636
- Earned undergraduate degree within six years of admission to the MSAA

Combined Degree students are eligible for waivers in the MSAA.

Grades

- KGSB faculty members will explain how your coursework will be evaluated at the beginning of each course. The method for evaluating your progress in the course is at the discretion of the faculty member, providing the method is fair, uniformly applied and made known to the class.
- Your letter grades and GPA will follow DePaul's system of evaluating academic achievement (p. 1576).
- GPA is determined by averaging the grades from all courses taken at KGSB, including repeated courses. Your GPA will not be rounded.
- You will graduate "With Distinction" if you earn an overall GPA of 3.6 or higher. For students pursuing more than one degree, all courses taken at KGSB are considered in the calculation of the GPA.
- You must have a cumulative GPA of at least 2.0 (a grade of C) to qualify for graduation from KGSB. (Also see Additional Requirements by Program).
- Grade challenges can be initiated by submitting the Grade Challenge Form (<https://business.depaul.edu/student-resources/Documents/grade-challenge-form-v3-Jan2021.pdf>).

Probation, Dismissal and Reinstatement

- If your GPA falls below 2.0, you will be placed on probation, which will extend through the *next three courses* you take. If your cumulative GPA has not increased to 2.0 after you complete the third course, but you have increased your GPA, you will be placed on final academic probation. During final academic probation, you will be required to meet with an advisor in order to register for classes. Additionally,

KGSB will review your academic history and will determine the best course of action. Decisions are final.

- During your probationary period, you will only be allowed to enroll in (1-2) classes per quarter until your GPA is 2.0 or higher. During the final probationary period, the number of courses and timing of the courses will be determined on a case-by-case basis by KGSB. Decisions are final.
- If you have been dismissed from the program, you may petition the assistant dean of KGSB for reinstatement no earlier than one quarter after your dismissal. Your request must include conclusive evidence of changes in your situation that indicate you are prepared to successfully meet the requirements of your program. The assistant dean considers each request individually and sets the terms and conditions for reinstatement. Decisions are final.

Incomplete (IN) Grades

- If you receive more than two grades of Incomplete (IN), your registration will be blocked until you have met with an advisor and submitted this form (<https://business.depaul.edu/student-resources/Documents/Incomplete%20Grade%20Form%20-%20Driehaus.pdf>).

Additional Requirements by Program

MS Students

- If you seek to apply previously earned credit toward your degree, please be aware that you must complete at KGSB a minimum of 50 percent of the maximum number of your MS program's required courses to qualify for an MS degree from KGSB. Some MS programs require more than 50 percent. Check with your academic program director for the exact requirements that apply to your MS program.
- You must maintain a cumulative 2.0 GPA (grade of C) for your courses and at least a C- to gain credit for an individual course.

MBA Students

- If you seek to apply previously earned credit toward your degree, please be aware that you must complete at KGSB a minimum of eight of your MBA courses, or 30 credit hours, to qualify for an MBA degree from KGSB. Depending on the requirements for your concentration, at least two and as many as three of these five KGSB courses must be in your MBA concentration. Check with your academic program director for the exact requirements that apply to your concentration.
- KGSB may waive MBA core course requirements worth up to 8 credits if your undergraduate major was in the same discipline of these core courses and you earned a grade of C or better.
- MGT 500, GSB 525 and GSB 599 are required of all MBA students and may not be waived or substituted.
- You need a cumulative 2.0 GPA (grade of C) in your concentration courses and any electives associated with your concentration to qualify for graduation.
- For core MBA courses, grades A through D earn credit.
- For concentration or concentration related courses, a grade of C- or higher is required to receive credit. Any grade lower than C- in a concentration course does not count as credit toward your degree and you will need to repeat the course or an approved substitute.
- Written prior permission from your department chair or school director is required to take an advanced course in place of a required one.

Second Concentrations or Degrees

If you seek to add an MBA concentrations to one you have already earned at KGSB, or seek to add an MS degree to any previously earned KGSB degree:

- You are subject to the academic policies and concentration requirements effective at the time of readmission.
- A minimum of 50% of the requirements for the second concentration or degree must be completed as new coursework not applied to any previous degree or concentration.
- Your successful completion of additional concentration(s) or degree(s) will be noted on your official transcript with the completion date(s). For MBAs, you can earn more than one concentration but only one MBA.
- For students returning to earn additional MBA concentrations, your GPA for your original MBA concentration will remain unchanged. If you earned a "With Distinction" with your first MBA concentration, the additional coursework will not change that designation.
- The six-year course expiration rule may be extended or waived in some cases for students returning for second degrees or MBA concentrations.

Auditing Courses

- To audit a KGSB course, you must first receive permission from the academic director of the program that offers the course.
- You will be charged tuition and fees at the rates set for that course, and the full, nonrefundable payment must be made at registration.
- You will not receive credit for audited courses.
- Requests to change auditor status must be made in writing to KGSB and be granted before the end of the third week of class. You may not change to or from auditor status after the third week of class.

Undergraduate Admission

To succeed in the study of business, students must possess a number of academic qualities. Specifically, students must be able to think analytically and reason to valid conclusions relying on both quantitative and qualitative information. Particular attention is therefore given to the mathematical and verbal abilities of candidates.

Undergraduate candidates interested in admission to the Driehaus College of Business should direct all inquiries to:
Office of Admission
DePaul University
1 E. Jackson Boulevard
Chicago, Illinois, 60604
admission@depaul.edu or (312) 362-8300.

For general information about undergraduate admission and financial aid please visit: <http://www.depaul.edu/admission-and-aid/Pages/default.aspx>

Graduate Admission

Kellstadt Graduate School of Business

Admission to Kellstadt's Graduate School of Business is based on academic performance, work experience and career progression. GMAT and GRE test scores are required for certain degrees. Learn more about our MBA and Master of Science degree program requirements, formats and timelines (<http://business.depaul.edu/academics/graduate/Pages/default.aspx>).

Scholarship Opportunities

Please refer to individual academic departments for a listing of available scholarships.

Double Demon Scholarship

The Double Demon Scholarship is awarded to DePaul alumni and covers 25 percent of tuition for degree, non-degree or select certificate coursework taken at the graduate level.¹ Both full-time and part-time students are eligible and no application is necessary. To learn more, contact the admission office for your college of interest (see listing below).

¹ Please note: The Double Demon Scholarship cannot be used in conjunction with other DePaul scholarships, waivers or awards. University employees are eligible for other tuition benefits and are not eligible. The scholarship does not cover coursework from the Center for Professional Education (CPE), the Institute for Professional Development (IPD), coursework in a doctoral program or a master of fine arts (MFA), School of Music, the Theatre School, College of Law and a few other select programs.

Financial Aid (undergraduate and graduate)

Financial aid and alternative financing programs, as well as scholarships are available to students. Completing a current FAFSA (Free Application for Federal Student Aid) is the first step to determining your overall eligibility for financial aid.

Additional information is available on DePaul's Admission and Aid website (<https://www.depaul.edu/admission-and-aid/financial-aid/Pages/default.aspx>).

Undergraduate Programs Office

The Undergraduate Programs office supports the mission of the Driehaus College of Business in a variety of ways:

- **Academic Advising:** Provides students with guidance on curriculum, course selection, registration, degree planning, degree progress, and major and minor selection.
- **Student Advocacy:** Supports students in navigating DePaul's academic regulations, university policies and procedures. Advisors make appropriate referrals to help students in the use of college and university resources according to individual needs.
- **Records Auditing:** Assists students with determining degree progress and remaining requirements.
- **Degree Conferral:** Verifies students are eligible to receive their DePaul degree.
- **Declaration Maintenance:** Oversee the accurate application of major and minor plans on students' records.
- **Orientation:** Introduces new business students to the college through Premiere DePaul, Transition DePaul, and Inter-College Transfer programs.
- **Special Programs:** Enhances the student experience through opportunities and events like Beta Gamma Sigma, Honors Convocation, and the annual Commencement Ceremony.

Students are encouraged to consult their advisor periodically throughout the year.

In addition, faculty can assist in the selection of major electives and business electives which will best complement a student's major and career orientation.

The Undergraduate Programs office is located in DePaul Center 5200 and may be contacted by telephone at (312) 362-5358 or please visit: <https://business.depaul.edu/student-resources/undergraduate/Pages/default.aspx>.

Advising Staff

Catherine A. Gill, MEd
Director

Monika K. Gunty, MEd
Director

Rhonda Bartosik, MEd
Assistant Director

Diane Hu, MEd
Assistant Director

Kim Ryza, MA
Senior Academic Advisor

Katherine Tomlinson, MSW
Senior Academic Advisor

Rae Bustos, MEd
Academic Advisor

Linda Pastorello, MA
Academic Advisor

Stephanie Scholwin
Academic Advisor

Kellstadt Graduate School of Business

Each of our Kellstadt Graduate School of Business academic advisors offers advising services that meet the needs of your specific industry or degree program. To contact your academic advisor, please visit <https://cmc.business.depaul.edu/staff/>.

Eugene P. Jarvis College of Computing and Digital Media

DePaul's Jarvis College of Computing and Digital Media (CDM) is organized into three schools: the School of Cinematic Arts (SCA), the School of Computing (SoC), and the School of Design (SoD) featuring degree programs designed to keep pace with the latest developments in technology while remaining grounded in the liberal arts. DePaul CDM has a reputation for offering an extraordinary selection of degree programs and courses from traditional computer science, information systems, and cybersecurity to game development, film and television, animation, and graphic design. At CDM, students will experience a dynamic interdisciplinary curriculum and the opportunity to satisfy their academic curiosity through a wide range of minors that reflect the diverse offerings of CDM's curriculum.

Contact Us

DePaul University
Jarvis College of Computing and Digital Media
243 South Wabash Avenue
Chicago, IL 60604
312 362 8381

Administration & Faculty

Administration

Lucia Dettori - Interim Dean
Raffaella Settimi-Woods - Associate Dean
Theresa Steinbach - Associate Dean
Jennifer McClelland - Assistant Dean of Budget Administration
Xiaoping Jia - Director of Academic Scheduling
Gary Novak - Director of the School of Cinematic Arts
Ljubomir Perkovic - Director of the School of Computing
Denise Nacu - Director of the School of Design

The College believes that academic advising is necessary for the vitality and success of the student's education. Students are assigned a faculty advisor prior to the first term of enrollment in the college. All students are encouraged to meet with their faculty advisor at least once each year for assistance in planning a course of study that best reflects their academic and career interests, skills, and lifestyle. Students have access to professional staff advisors in the CDM Academic Success Center to assist with providing interpretations of university policy, academic success strategies and support services.

Advising Staff

John Glatz - Director of Advising
Katie Schiller - Associate Director of Advising
Natalie Beckley - Academic Advisor
Monica Cano - Academic Advisor
Marilyn Clark - Academic Advisor
Emily Ledezma - Academic Advisor
Caitlin Martinez - Academic Advisor
Jessica Socarras - Academic Advisor

Undergraduate Academics

The Jarvis College of Computing and Digital Media offers BA, BS, and BFA degrees at the Undergraduate level and MA, MS, MFA, and PhD degrees at the Graduate level. An option to pursue a combined Bachelor/Master's degree is also available for qualified students.

Academic Policies

All students are expected to be familiar with and are responsible for the policies included in the DePaul University Undergraduate Handbook and CDM web site.

As a student, you assume the responsibility to know and meet both the general and specific policies and deadlines outlined in this catalog and handbook.

Honors Program

Most students follow the Liberal Studies Program (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/>) to meet their general education requirements. However, students accepted into the Honors Program (<https://catalog.depaul.edu/undergraduate-core/honors-program/>) fulfill general education requirements through an alternative set of courses. A student in the Honors Program pursuing a primary major in the College of Computing and Digital Media follows the requirements below:

Honors Core

Course	Title	Quarter Hours
HON 110 or HON 111	HONORS DISCOVER CHICAGO HONORS EXPLORE CHICAGO	4
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 101	WORLD LITERATURE *	4
HON 102	HISTORY IN GLOBAL CONTEXTS *	4
HON 104	RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES	4
HON 105	PHILOSOPHICAL INQUIRY	4
HON 180	DATA ANALYSIS AND STATISTICS (if indicated) ¹	4
HON 201	STATES, MARKETS, AND SOCIETIES	4
HON 203	SEMINAR IN MULTICULTURALISM	4
HON 302	SEMINAR IN SOCIAL JUSTICE	4

¹ For BFA majors, requirement is MAT 120 OR HON 180. Students with a Discrete Math, Data Analysis, Statistics, or Calculus requirement for the major are waived from HON 180. The courses (including AP, IB and transfer credit) that can replace HON 180 (<https://catalog.depaul.edu/search/?P=HON%20180>) are as follows: MAT 242 (<https://catalog.depaul.edu/search/?P=MAT%20242>), MAT 135 (<https://catalog.depaul.edu/search/?P=MAT%20135>), MAT 137 (<https://catalog.depaul.edu/search/?P=MAT%20137>), MAT 150 (<https://catalog.depaul.edu/search/?P=MAT%20150>).

***Advanced placement credit will fulfill Honors Core requirements as listed:**

- AP Literature credit for ENG 101 (previously ENG 120) will fulfill HON 101
- AP credit for HST 111 or HST 171 fulfills HON 102
- AP credit for MAT 135, MAT 150 or MAT 242 will replace HON 180
- AP credit for BIO 191, CHE 130/CHE 131, PHY 150 or ENV 102 fulfills HON 225
- IB credit for PHL 100 fulfills HON 105

Science

- HON 225 OR Scientific Inquiry: Lab course.
- Students with a lab science requirement for the major will replace this course with one additional Honors Approved Elective.

Math

Students who do not have a math requirement for the major will complete HON 180: Data Analysis and Statistics. Students in a BFA program may replace HON 180 with MAT 120: Quantitative Reasoning.

Arts

- HON 205
- One applied, performance, or studio course from approved list.
- BFA Animation majors do not have a fine arts elective requirement for the Honors Program and will replace HON 205 with the Arts & Literature requirement.
- BFA students in majors outside of Animation are required to complete HON 205, but they do not have a fine arts elective requirement for the Honors Program.

Language

- Three courses of intermediate or advanced language study.
- BFA majors do not have a language requirement for the Honors Program.

Students who meet the proficiency requirement by placing at the 200-level of a language may complete the language requirement with one year of a beginning language study.

Junior Seminar

- HON 302

The Honors Program is committed to developing students' knowledge and cultural awareness so they may respect and learn from difference.

Honors students meet the multicultural requirement by completing HON 302.

Senior Capstone

Course	Title	Quarter Hours
Select one of the following:		4
HON 350	HONORS SENIOR SEMINAR	
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
HON 395	HONORS SENIOR THESIS	

Students who choose to complete an Honors Senior Thesis must have their project approved at least one term prior to executing the project. To gain approval for a senior thesis, students must complete an application, including a project proposal, signed by two faculty advisors. In keeping with the interdisciplinary nature of the program, the thesis should attempt to move outside the boundaries normally associated with one particular discipline and should be supervised by two readers from different academic fields. While the final product must be a substantial piece of work building on the student's accumulated knowledge and new research, specific requirements for each thesis will depend on the nature of the project. See the Director or Associate Director for an application and thesis materials. Students may opt to enroll in HON 300: Honors Research Seminar (a two-credit elective) to receive dedicated guidance as they prepare the thesis project.

Honors Approved Electives

Approved Electives are designed to help students achieve expertise in a field outside of the major. These courses are chosen in consultation with an Honors advisor to achieve specific academic or professional goals. CDM students are allotted between 0 and 2 Approved Electives, depending on their major and concentration. Students should consult their Degree Progress Report (DPR) to determine the number of Approved Electives they are required to fulfill.

Experiential Learning

Honors students fulfill the university's requirement for Experiential Learning (EL) through completion of an internship course, a service learning course, or through participation in a study abroad program. The course will verify completion of the EL requirement and be placed where appropriate in the student's academic program – either as a major requirement, open elective, Honors Approved Elective, or (in the case of HON 351 (<https://catalog.depaul.edu/search/?P=HON%20351>)) an Honors core requirement.

Major Field Adjustments

In addition, participation in the University Honors Program may affect the requirements for a student's major field. The following adjustments may occur:

- BFA majors in the Honors Program will replace the Honors Approved Elective with one of the required Arts & Literature courses. The second Arts & Literature course requirement is waived.
- CDM majors with major requirements placed in the liberal studies section of the degree will have their Honors Approved Elective requirement adjusted accordingly so that the number of Honors requirements coheres with the number of liberal studies requirements.

Grade Requirements

A grade of C- or higher in HON 100 and HON 110 or HON 111 is required to remain in the Honors Program.

A grade of C- or higher is required to pass the following courses: HON 100, HON 350, HON 351, and HON 395.

Program Combination Restrictions

Students majoring in certain degree programs are forbidden from pursuing certain secondary/double majors:

Primary Major	Forbidden Secondary/Double Major(s)
BFA Animation – Cinema Concentration	BFA Animation – Game Art Concentration
BFA Animation – Game Art Concentration	BFA Animation – Cinema Concentration
BS Computer Science	BS Computer Science + Animation; BS Computer Science + Geography; BS Game Programming; BS Information Technology; BS Math and Computer Science
BS Computer Science + Animation (all concentrations)	BS Computer Science (all concentrations); BS Game Programming; BS Information Technology; BS Math and Computer Science; BA Animation; BFA Animation
BS Computer Science + Geography	BS Computer Science (all concentrations); BS Game Programming; BS Information Technology; BS Math and Computer Science; BA Geography (all concentrations)
BS Data Science	BA Data Science (CSH)
BA Film and Television	BFA Film and Television (all concentrations)
BFA Film and Television (all concentrations)	BA Film and Television
BS Game Programming	BS Computer Science (all concentrations); BS Math and Computer Science
BS Information Technology	BS Computer Science (all concentrations); BS Math and Computer Science

BS Math and Computer Science	BS Computer Science (all concentrations); BS Game Programming; BS Information Technology
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Students majoring in certain degree programs are forbidden from pursuing certain minors:

Major	Forbidden Minor(s)
BA Animation	Animation
BFA Animation – Cinema Concentration	Animation
BFA Animation – Game Art Concentration	Animation
BFA Animation – Visual Effects Animation	Visual Effects
BS Computer Science	Computer Science; Information Technology
BS Computer Science + Animation	Animation; Animation Technical Director; Computer Science; Game Technical Director; Information Technology
BS Computer Science + Geography	Geography; Computer Science; Information Technology
BS Cyber-Physical Systems Engineering	Computer Science
BS Data Science	Data Science
BA Film and Television	Film Production
BFA Film and Television – Directing Concentration	Film Production
BFA Film and Television – Cinematography Concentration	Film Production
BFA Film and Television – Comedy Filmmaking Concentration	Comedy Filmmaking; Film Production; Screenwriting
BFA Film and Television – Creative Producing Concentration	Film Production
BFA Film and Television – Documentary Concentration	Documentary; Film Production
BFA Film and Television – Editing Concentration	Film Production
BFA Film and Television – Production Design Concentration	Film Production
BFA Film and Television – Screenwriting Concentration	Comedy Filmmaking; Film Production; Screenwriting
BFA Film and Television – Showrunner Concentration	Comedy Filmmaking; Film Production; Screenwriting
BFA Film and Television – Sound Concentration	Film Production; Sound Design
BFA Film and Television – Visual Effects Concentration	Film Production; Visual Effects
BS Game Design	Game Design
BS Game Programming	Computer Science; Game Design
BFA Graphic Design	Graphic Design
BS Information Systems	Information Systems; Information Technology
BS Information Technology	Computer Science; Information Technology

BS User Experience Design	User Experience Design
BS Math and Computer Science	Computer Science; Information Technology
BS Network Engineering and Security	Network Technologies

Students pursuing certain minors are forbidden from pursuing certain other minors:

Primary Minor	Forbidden Secondary/Double Minor(s)
Computer Science	Information Technology
Information Technology	Computer Science
Television Production	Film Production

Online Learning

Many courses are available for review and playback via the CDM Course Online playback system (COL). If a course is COL-enabled, any student registered in the course has access to the course playback. Students are strongly encouraged to utilize the COL resource wherever available. Some undergraduate courses are offered online. CDM is pleased to offer an online degree completion plan for undergraduate transfer students in BS in Information Technology and BS in Computer Science.

Graduate Academics

The Jarvis College of Computing and Digital Media offers BA, BS, and BFA degrees at the Undergraduate level and MA, MS, MFA, and PhD degrees at the Graduate level. An option to pursue a combined Bachelor/Master's degree is also available for qualified students.

CDM Graduate Academic Student Handbook

In addition to the DePaul University Graduate Student Handbook, the CDM Graduate Student Handbook includes the rules and regulations for its graduate programs. Additional academic information and regulations applicable to our graduate programs appear in specific graduate program sections.

As a graduate student, you assume the responsibility to know and meet both the general and specific policies and deadlines outlined in this catalog and handbook.

Specific degree completion information can be found on each program page.

Dismissal / Probation

Master's Degree and MFA Degree students are required to meet all GPA requirements for their declared program. If a student's cumulative GPA falls below 2.5 (3.0 for MFA in Film and Television Directing or MFA in Screenwriting) the student may be allowed to complete an additional 16 credits or 3 quarters (whichever comes first) to return to good academic standing. If at the conclusion of this time period the cumulative GPA remains below the required minimum, the student may be dismissed from the program.

Doctoral student progress will be evaluated annually by faculty members in the respective program committee. Students must maintain a GPA of 3.5 or better to remain in good standing in the program. Any course grade below B- is unsatisfactory and will not be counted toward degree requirements. The program committee will ask a student to withdraw from the doctoral program if the committee members judge that the student is not satisfactorily progressing toward the degree.

Evaluation and Credit / Limitations

Using Undergraduate Credit for Graduate Courses

All courses numbered 100 through 399 are considered to be at the undergraduate level and are not accepted for graduate credit.

Transfer Credit

Transfer credit is not widely accepted at the graduate level. However, in certain circumstances and with the approval of the student's faculty advisor, it will be considered. In all instances:

- A maximum of two (2) courses will be considered for transfer into any CDM graduate degree program.
- Any course that has already been applied toward a degree may not be applied again as transfer credit in a different degree.
- If approved, the credit transferred to DePaul University applies only to programs offered through the Jarvis College of Computing and Digital Media (CDM).
- Credit earned through a program in the Institute for Professional Development (IPD) at DePaul University is considered transfer credit and is subject to all transfer credit policies.
- In order for a request for transfer credit to be considered, please submit the following materials to the CDM Academic Success Center:
 - An official copy of the transcript from the school where the course was completed.
 - A written statement confirming that the course did not apply towards a previously earned degree.
 - A written statement explaining how this course might apply to your program in CDM.

Graduate level introductory courses, typically numbered between 400 and 419, may not be substituted for any course at any other level.

Second Degree

CDM does not permit admission to more than one (1) graduate program at a time. Under no circumstances may one (1) course be used to satisfy requirements in multiple programs, except for Introductory Courses (i.e., waivable). Students may not repeat the same course for credit in multiple programs. Cross-listed courses are considered to be one course in this policy. Students wishing to apply unused courses from one degree to another must consult with an academic advisor.

Graduation Requirements

Following is a list of degree completion/graduation requirements that may not be waived under any circumstances.

Complete the minimum number of credit hours required for the declared program of study. The minimum required credit hours are:

- 48-52 graduate credit hours for MS and MA degrees
- 64 graduate credit hours for the MFA degrees in Creative Producing, Documentary, and Game Design
- 68 graduate credit hours for the MFA degree in Screenwriting
- 79 graduate credit hours for the MFA degree in Animation
- 96 graduate credit hours of the MFA degree in Film and Television
- 60 graduate credit hours beyond a master's degree for PhD degrees

Earn a minimum cumulative GPA:

- Master's and MFA degrees require a minimum cumulative GPA of 2.5 (minimum cumulative GPA of 3.0 required for MFA in Film and Television and MFA in Screenwriting)
- A PhD degree requires a minimum cumulative GPA of 3.5

Satisfy all program specific GPA requirements. See program descriptions for details.

Students pursuing an additional graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.

PhD and MFA graduates must obtain final approval for degree conferral from the designated review committees. Students should consult their faculty advisors regarding this approval.

In addition, students must successfully complete all degree requirements as listed on the program pages of the catalog under which they were admitted.

Grades, Repeating Classes

A graduate student may need to repeat a course. When a course is repeated, both grades earned are recorded on the academic record. They are designated as "original" and "repeated". However, only the second grade counts toward that degree requirement, is added to cumulative credit, and is calculated into the degree's cumulative grade point average.

If a student wishes to repeat a course more than once, they need permission from their graduate program director. Students who register for a course for the third time without first obtaining permission may be dropped from the course. All repeated course grades are calculated into the cumulative grade point average and only the last course grade applies to that degree requirement.

Note: Federal and state financial aid regulations restrict the number of times that a student may receive federal or state financial aid for repeating a course for which credit has been previously earned. The student should contact the Office of Financial Aid at DePaul Central to learn about the financial aid impact if they are considering repeating a course for which they have previously earned credit.

Graduation with Distinction

Master of Arts and Master of Science degrees will be awarded with distinction to students who earned a cumulative graduate GPA of 3.9 or higher.

Readmission

A student must complete the graduate program requirements in place at the time of the student's first enrollment in the graduate program. A student who changes graduate programs while his/her studies are in progress must complete the requirements in place at the time he or she enrolls in the new program. A student who changes graduate programs during a break between terms (e.g., spring break) follows the requirements in place for the term immediately following the break. A student who applies for readmission will be subject to the program and concentration requirements in place in the enrollment term of readmission.

Registration

All students are expected to enroll in courses according to the deadlines posted in the University Academic Calendar. Exceptions to the enrollment deadline are rarely approved. If a student believes he/she has an

extenuating circumstance that warrants consideration of an exception, an appeal may be submitted online via MyCDM.

Graduate students may only enroll in graduate level courses. Graduate courses are numbered 400-699.

Online learning students MUST register for the appropriate online course section. Failure to register for an online learning section prohibits the student from online learning services, including exam proctoring.

Special Note: Students are NOT allowed to attend a course or utilize online course technology if they are not on the class roster.

CDM does not allow enrollment in closed courses and students are not allowed to attend any courses for which they are not enrolled. Students wishing to enroll in a closed course may elect to add themselves to the course waitlist in campus connect:

- Waitlists allow students to be auto-enrolled in a class as seats become available.
- Auto-enrollment from the waitlist occurs hourly during the first week of enrollment and two times per day until the last day to add a class.
- All waitlists expire after the last day to add a class each term. If not enrolled by this deadline, students are no longer eligible to enroll.
- Students are strongly encouraged to closely monitor their e-mail accounts if they have any waitlisted courses.

Online Learning

DePaul CDM Online Learning programs are specifically designed to complement the busy lifestyle of working professionals. Our Course Online (COL) lecture playback system brings the unique experience of an on-campus DePaul CDM education to off-campus students, and gives them flexibility in how, when, and where they learn.

We offer many master's degree programs that can be completed entirely online, including:

- Artificial Intelligence
- Business Information Technology
- Computer Science
- Cybersecurity
- Data Science¹
- Game Programming
- Health Informatics
- Human-Computer Interaction
- Information Systems
- Network Engineering and Security
- Software Engineering¹

¹ Some courses in some concentrations are not available online. Please consult your faculty advisor to determine suitable alternative coursework.

Graduate students who wish to complete their degree through online learning do not register for a special online degree. Rather, they apply for one of our regular degree programs and then sign up for online sections of courses. The degree earned by an online learning student is identical to the degree earned by an on-campus student.

Combined Degrees

Students who meet the admission requirements below may choose to apply to a combined degree program. Interested students should consult their faculty advisor regarding the application procedure. This program allows students to combine many CDM bachelor's degrees with a CDM master's degree following the structure outlined below.

Admission Criteria

- Minimum of 44 quarter hours earned
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Endorsement of faculty advisor

Bachelor of Arts in Professional Studies with a Major in Computing students who are enrolled via the School of Continuing and Professional Studies (SCPS) are also eligible for this program. Interested students who meet the admission criteria for a combined degree should contact Kenn Skorupa in SCPS for more information

Program Structure

Students in the combined degree program take a maximum of three graduate level courses that count toward both their bachelor's and master's degree requirements. Students may enroll in graduate level coursework in the junior and senior year only. Students in the combined degree program will receive the bachelor's degree after meeting all graduation requirements including the minimum credit hours required for graduation.

To earn the master's degree, the student must earn as many additional graduate credit hours as needed to reach the minimum number of graduate credit hours required in that master's degree. Only CDM courses can be taken as part of this program. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

Maintaining Good Standing

Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter.

The student and faculty advisor will be notified when the student's cumulative GPA falls below 3.3 or when the student receives less than a C- in graduate level course.

If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional B.A./B.S./B.F.A.

If dismissed from the combined degree program after graduate courses have been passed, the graduate courses may only apply to the undergraduate degree. Should the student later be admitted to a graduate program, graduate courses applied to the undergraduate degree may not apply to the graduate program and may not be repeated if they are required in the declared graduate curriculum. Other graduate courses may be substituted in this case.

Designing a Course of Study

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study should include the graduate courses to be taken and the undergraduate courses that are replaced by the graduate courses.

Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

It is advisable for the student and the faculty advisor to enter the proposed plan of study in the student communication record on the CDM intranet so it is available to the student and CDM faculty and staff.

Registering for Master's Degree Courses

Combined degree students must meet regularly with their faculty advisor. The faculty advisor will initiate the registration process for all graduate level courses taken during the undergraduate career.

Bachelor's Degree to Master's Degree Transition

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. When preparing to complete the undergraduate portion of the combined degree, students must submit the application for degree conferral for the undergraduate degree by the application deadline. At this time, the students should contact the CDM Academic Success Center about the procedure required to be formally admitted to the declared graduate program.

Admission & Aid Graduate Admission

Applicants to CDM graduate programs can choose from degrees that span the computing and digital media spectrum, including master's, MFA, and PhD programs.

Information about admission requirements can be found on the CDM website, under Admission & Aid: www.cdm.depaul.edu (<http://www.cdm.depaul.edu>)

CDM does not permit admission to more than one (1) graduate program at a time. Students wishing to pursue a second graduate program must complete the requirements for the first program (i.e., graduate) and then apply to the second program.

Typically, applicants for the MA and MS programs take about two weeks to process, while MFA and PhD applications will take additional time.

Special Programs

Institute for Professional Development

The Jarvis College of Computing and Digital Media established the Institute for Professional Development in 1985 to offer certificate programs designed to meet the needs of both individuals and businesses in the Chicagoland area. These non-degree offerings provide intensive training in a wide variety of areas, with each standalone certificate program addressing a different set of theoretical concepts and practical skills. Emphasis is placed on gaining practical experience through a combination of lectures and demonstrations complemented by laboratory exercises and homework assignments. Certificate programs are typically taught by a team of instructors, that includes both full-time faculty and part-time instructors from industry. The programs require a substantial commitment of time, as most meet two nights per week and in the morning on approximately half of the Saturdays during the program.

For a list of current certificate program offerings see: <https://www.cdm.depaul.edu/ipd/Pages/default2.aspx>.

School of Cinematic Arts

The School of Cinematic Arts is home to our animation and cinema programs, industries which are still evolving and merge creativity and technology, imagination and technique, and vision and execution.

Faculty

Lucia Dettori, Ph.D.
Interim Dean
University of Paris

Brian Andrews, M.F.A.
Assistant Professor
School of the Art Institute of Chicago

Meghann Artes, M.F.A.
Associate Professor
University of California Los Angeles

Lisa Barcy, M.A.
Professional Lecturer
Columbia College

Devin Bell, M.F.A.
Associate Professor
California Institute of the Arts

Peter Biagi, B.A.
Cinematographer in Residence
Columbia College

James Choi, M.F.A.
Instructor
DePaul University

Shayna Connelly, M.F.A.
Assistant Professor
Columbia College

Ronald Eltanal, M.F.A.
Associate Professor
University of Southern California

Brian Ferguson, B.F.A.
Animator in Residence
New York Institute of Technology

Dana Hodgdon, M.A.
Associate Professor
Northwestern University

Anna Hozian, M.F.A.
Assistant Professor
University of California

Joshua Jones, M.F.A.
Associate Professor
University of Southern California

Steven Jones, B.S.
Producer in Residence
Illinois Institute of Technology

Christopher Kalis, M.F.A.
Assistant Professor

The University of Illinois at Chicago

Alireza Khatami, M.F.A.
Assistant Professor
Savannah College of Art & Design

Daniel Klein, M.F.A.
Assistant Professor
Chapman University

Dana Kupper, B.A.
Professional Lecturer
Columbia College

Amy Lockhart, M.F.A.
Assistant Professor
University of Guelph

Scott Myers, M.Div.
Assistant Professor
Yale University

Gary Novak, M.F.A.
Associate Professor and Director of the School of Cinematic Arts
American Film Institute

Savvas Paritsis, M.F.A.
Assistant Professor
New York University

Christopher Parrish, M.A.
Instructor
Antioch University

Timothy Peternel, M.F.A.
Assistant Professor
University of Southern California

John Pasathas, M.F.A.
Assistant Professor
DePaul University

Matt Quinn, M.F.A.
Assistant Professor
Loyola Marymount University in Los Angeles

Anurada Rana, M.F.A.
Assistant Professor
Columbia College

Brad Riddell, M.F.A.
Assistant Professor
University of Southern California

Scott Roberts, M.F.A.
Associate Professor
University of Wisconsin - Madison

Wendy Roderweiss, B.A.
Professional Lecturer
University of Southern California

Heinz, Schuller
Instructor

Kahra Scott-James, M.F.A.

Assistant Professor
University of Melbourne

Stephen Socki, M.F.A.
Assistant Professor
California Institute of the Arts

Andrew Stasiulis, MSc
Instructor
University of Edinburgh

Robert Steel, M.A.
Associate Professor
Northwestern University

Susanne Suffredin, B.F.A.
Professional Lecturer
University of Illinois

Brian Zahm, M.F.A.
Professional Lecturer
Ohio University

Joanne Zielinski, M.F.A.
Associate Dean
Rutgers University

School of Computing

The School of Computing houses programs across the technology spectrum and all degrees share the same approach of combining theoretical fundamentals with hands-on practice.

Faculty

Lucia Dettori, Ph.D.
Interim Dean
University of Paris

Olayele Adelakun, Ph.D.
Associate Professor
Turku School of Economics & Business Adm.

Andre Berthiaume, Ph.D.
Associate Professor
University of Montreal

Gian Mario Besana, Ph.D.
Professor
University of Notre Dame

Gregory Brewster, Ph.D.
Associate Professor
University of Wisconsin, Madison

Eli Brown, Ph.D.
Assistant Professor
Tufts University

Robin Burke, Ph.D.
Professor
Northwestern University

Michael Chase, B.S.
Instructor

Indiana University

I-Ping Chu, Ph.D.
Associate Professor
State University of New York at Stony Brook

Anthony Chung, Ph.D.
Associate Professor
University of Maryland Baltimore County

Mary Jo Davidson, Ph.D.
Professional Lecturer
DePaul University

James deBettencourt, Ph.D.
Professional Lecturer
Northwestern University

Massimo DiPierro, Ph.D.
Professor
University of Southampton, UK

Clark Elliott, Ph.D.
Associate Professor
Northwestern University

Xiaowen Fang, Ph.D.
Professor
Purdue University

Jacob Furst, Ph.D.
Professor
University of North Carolina at Chapel Hill

Jonathan Gemmell, Ph.D.
Assistant Professor
DePaul University

Peter Hastings, Ph.D.
Associate Professor
University of Michigan, Ann Arbor

Karen Heart, M.S.
Instructor
DePaul University

Radha Jagadeesan, Ph.D.
Professor
Cornell University

Xiaoping Jia, Ph.D.
Professor
Northwestern University

Steve Jost, Ph.D.
Associate Professor
Northwestern University

Iyad Kanj, Ph.D.
Professor
Texas A & M University

Edward Keenan, M.S.
Senior Professional Lecturer
University of Illinois, Urbana-Champaign

Jean-Philippe Labruyère, M.S.
Senior Professional Lecturer
Illinois Institute of Technology

Evelyn Lulis, Ph.D.
Associate Professor
Illinois Institute of Technology

Steven Lytinen, Ph.D.
Professor
Yale University

Tanu Malik, Ph.D.
Assistant Professor
Johns Hopkins University

Wilfredo Marrero, Ph.D.
Associate Professor
Carnegie Mellon University

John McDonald, Ph.D.
Associate Professor
Northwestern University

Yosef Mendelsohn, M.D.
Professional Lecturer
Northwestern University

Will Meyers, M.S.
Instructor
DePaul University

Craig Miller, Ph.D.
Professor
University of Michigan

Daniel Mittleman, Ph.D.
Associate Professor
The University of Arizona

Bamshad Mobasher, Ph.D.
Professor
Iowa State University

Enid Montague, Ph.D.
Associate Professor
Virginia Tech

Makoto Nakayama, Ph.D.
Associate Professor
University of California, Los Angeles

Ljubomir Perkovic, Ph.D.
Professor and Director of the School of Computing
Carnegie Mellon University

Corin Pitcher, Ph.D.
Associate Professor
University of Oxford

Cynthia Putnam, Ph.D.
Associate Professor
University of Washington

Hamed Qahri-Saremi, Ph.D.
Assistant Professor

McMaster University

Daniela Raicu, Ph.D.
Professor
Oakland University

Alexander Rasin, Ph.D.
Assistant Professor
Brown University

James Riely, Ph.D.
Professor
University of North Carolina at Chapel Hill

John Rogers, Ph.D.
Associate Professor
University of Chicago

Marcus Schaefer, Ph.D.
Professor
University of Chicago

Eric Schwabe, Ph.D.
Associate Professor
Massachusetts Institute of Technology

Filipo Sharevski, Ph.D.
Assistant Professor
Purdue Polytechnic Institute

Eric Sedgwick, Ph.D.
Associate Professor
University of Texas

Raffaella Settimi, Ph.D.
Associate Professor and Associate Dean
University of Perugia

Amber Settle, Ph.D.
Associate Professor
University of Chicago

Adam Steele, Ph.D.
Associate Professor
Concordia University

Theresa Steinbach, Ph.D., M.B.A.
Associate Professor and Associate Dean
DePaul University

Harold Streeter, Sc.M.
Senior Professional Lecturer
Brown University

Norma Sutcliffe, Ph.D.
Associate Professor
University of California at Los Angeles

Noriko Tomuro, Ph.D.
Associate Professor
DePaul University

Rosalee Wolfe, Ph.D.
Professor
Indiana University

James Yu, Ph.D.
Associate Professor
Purdue University

School of Design

The School of Design is home to programs at the intersection of learning, engagement, interaction, technology, education and society. CDM's newest school it includes programs in graphic design, game design, industrial design, digital communication and media arts, and user experience design.

Faculty

Lucia Dettori, Ph.D.
Interim Dean
University of Paris

Shiro Akiyoshi, M.F.A.
Associate Professor
School of the Art Institute of Chicago

Anna Anthropy
Game Designer in Residence

Sheena Erete, Ph.D.
Assistant Professor
Northwestern University

Jayson Margalus, B.S.
Instructor
North Central College

Nathan Matteson, M.F.A.
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University of Chicago

Daniel Mittleman, Ph.D.
Associate Professor
The University of Arizona

Denise Nacu, Ph.D.
Assistant Professor and Director of the School of Design
University of Michigan

Heather Quinn, B.F.A.
Professional Lecturer
Rhode Island School of Design

B Rich, M.F.A.
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Columbia College Chicago

Doris Rusch, Ph.D.
Assistant Professor
University of Vienna

Brian Schrank, Ph.D.
Assistant Professor
Georgia Institute of Technology

Robert Schweizer, Ph.D.
Professional Lecturer
Georgia Institute of Technology

Adam Trowbridge, M.F.A.

Assistant Professor
University of Illinois

Allen Turner
Professional Lecturer

LeAnne Wagner, M.F.A.
Professional Lecturer
Parsons the New School for Design

Jessica Westbrook, M.F.A.
Associate Professor
Temple University

Dolores Wilber, M.F.A.
Professor
The School of the Art Institute of Chicago

Lee Zelenak, M.F.A.
Professional Lecturer
Kent State University

School of Continuing and Professional Studies

The School of Continuing and Professional Studies offers innovative undergraduate and graduate degrees and certificates that are recognized for their high quality and applicability in an ever-changing professional world. We also provide extensive continuing education and workplace learning opportunities through our seminars, workshops and customized corporate training programs.

Our school is designed to offer personalized academic and career guidance, credit for prior learning, and flexible learning structures that meet the schedules and demands of busy adult lives. We extend learning through online, hybrid, and on-campus offerings, as well as through cohort programs delivered onsite at our corporate and college partners.

Whether pursuing degree completion, accelerated, customizable, and/or highly-structured programs, our students develop skills in collaboration, persuasion, critical-thinking, inquiry, technology, creativity, adaptability and specialized fields for success in today's workplace.

Contact Us

The School of Continuing and Professional Studies office is located in suite 1400 of the Daley Building at 14 E. Jackson Blvd. in Chicago. Website: <https://scps.depaul.edu/> (<https://scps.depaul.edu/Pages/default.aspx>)

Office hours are 9:00 am - 5:00 pm, Monday-Friday. Telephone: 312-362-8001. Fax: 312-476-3220. General Email: scps@depaul.edu

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Interim Director, Graduate Programs

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Office of Prior Learning Assessment

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Kevin Downing, PhD
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John Kimsey, PhD
Associate Professor

Caroline Kisiel, PhD
Associate Professor

Arieahn Matamonasa-Bennett, PhD
Associate Professor

Susan McGury, PhD
Associate Professor

Donald L. Opitz, PhD
Associate Professor

Centers

Jessica Cook, PhD
Director, Labor Education Center

Susan McGury, PhD
Director, Center to Advance Education for Adults

Undergraduate Academics

An internationally recognized leader in education for adults, the School of Continuing and Professional Studies offers degrees and certificates at both the undergraduate and graduate levels.

The undergraduate Bachelor of Arts programs include professional studies majors in Business Administration (BAPSBA) and Computing (BAPSC), program majors in Healthcare Administration (BAHA), Decision Analytics (BADA), Nonprofit Management (BANM), Leadership Studies (BALS) and Recreation and Sport Management (BARSM) and a degree completion major in Applied Behavioral Sciences (BAABS). For information on programs no longer offered by the school, please refer to the university catalog archive (p. 1652).

For information and program requirements for SCPS undergraduate programs, select the links below.

- Business Administration (BAPSBA) (p. 207)
- Leadership Studies (BALS) (p. 725)
- Nonprofit Management (BANM) (p. 846)
- Recreation and Sport Management (BARSM) (p. 991)
- Healthcare Administration (BAHA) (p. 587)
- Applied Behavioral Sciences (BAABS) (p. 118)
- Computing (BAPSC) (p. 294)
- Decision Analytics (BADA) (p. 372)

SCPS Undergraduate Online Degree Program Options

Most SCPS programs can be completed totally online without coming to campus. If you plan to attend most or all of your program online, you can select the online version of the program when you apply.

Programs that offer the online option are Business Administration (BAPSBA), Computing (BAPSC), Decision Analytics (BADA), Leadership Studies (BALS), Nonprofit Management (BANM), Recreation and Sport Management (BARSM) and Applied Behavioral Sciences (BAABS). Information about program requirements for these degrees can be accessed through the program links above. Healthcare Administration (BAHA) is not fully online at this time but most BAHA program requirements are available online.

Combined Bachelor's + Master's Degree Programs

SCPS offers a combined Bachelor's + Master's degree program that allows students across the university to complete 12 graduate credit hours at the undergraduate tuition rate while completing their undergraduate programs. These 12 graduate credit hours will count towards both the undergraduate and graduate degree requirements.

Combined degree program students are also eligible for DePaul's Double Demon Scholarship, a 25% reduction in the graduate tuition rate. The

SCPS master's program available through the combined degree program is the MA in Applied Professional Studies (MAAPS) (p. 146) which is available fully online.

SCPS students interested in applying to the SCPS Combined Degree can contact the SCPS Advising Center for more information at scpsadvising@depaul.edu. Students can apply to the combined degree by submitting a Program Plan and Minors Change Request Form (<https://scps.depaul.edu/student-resources/undergraduate-resources/Pages/ProgramPlanMinorsChangeForm.aspx>).

Double Majors

For SCPS students who wish to do a double major within the school, the following guidelines apply.

- University policy (<https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/supplementary-credentials/additional-major/>) dictates that the student must select a primary major which determines the minimum requirements for conferral. The secondary major requirements must be completed or the declaration withdrawn before conferral.
- University policy dictates that no more than 50% of the credits that apply to the primary major can be applied to the secondary major. The SCPS Professional Studies Core is not included as part of this calculation.
- University policy dictates that no more than half of the major can be completed as transfer credit. This policy would apply to both the primary and secondary major.
- Courses for the secondary major can be placed as electives or additional credit to the 192 minimum cumulative credit conferral requirement.
- The degree completion major in Applied Behavioral Sciences (BAABS) can not be paired with any other majors.
- No BAPSC Concentrations can be paired with the BADA Computing Concentration.

SCPS students interested in completing a secondary major from a non-SCPS college should contact their SCPS advisor to discuss their options. Requirements for the secondary major would be determined by the college offering the major.

Students enrolled in a Non-SCPS college that are interested in adding a secondary major from SCPS can contact the SCPS Advising Center for more information at scpsadvising@depaul.edu. Students from a Non-SCPS college would need to complete the Professional Studies Core, the Major Core and the Major Elective requirements to complete the SCPS major.

The requirements for a double major are represented on the student's Degree Progress Report (DPR) and the second major would be listed on the final transcript. Students can add a second major offered by SCPS to their programs by submitting a Program Plan and Minors Change Request Form (<https://scps.depaul.edu/student-resources/undergraduate-resources/Pages/ProgramPlanMinorsChangeForm.aspx>).

Inter-College Transfer to SCPS

DePaul students who wish to transfer to SCPS from other DePaul colleges can do so by completing the Inter-College Transfer to SCPS Form (<https://scps.depaul.edu/student-resources/undergraduate-resources/Pages/ICTtoSNLForm.aspx>). Students that are interested in

transferring to SCPS can contact the SCPS Advising Center for more information at scpsadvising@depaul.edu.

SCPS Minors

SCPS offers a minor in Cannabis Studies. The minor features a multidisciplinary curriculum that examines the topic in a social justice context including issues of diversity and equity as well as medical and economic aspects of cannabis in society. For more information, see the Cannabis Studies Minor (<https://catalog.depaul.edu/programs/cannabis-studies-minor/>) curriculum requirements. Students can add the minor to their programs by submitting a Program Plan and Minors Change Request Form (<https://scps.depaul.edu/student-resources/undergraduate-resources/Pages/ProgramPlanMinorsChangeForm.aspx>).

SCPS Undergraduate Academic Policies

All SCPS undergraduate students assume responsibility to know and meet both the general and particular regulations, procedures, policies and deadlines set forth in the academic catalog. In addition, all SCPS undergraduate students are expected to adhere to the Student Code of Responsibility (available in the DePaul University Undergraduate Student Handbook (p. 1510)) to follow the policies, procedures and regulations of the University. Failure to do so may be grounds for dismissal from the applicable degree program. Additional program information and regulations applicable to specific programs can be found on the SCPS website (<https://scps.depaul.edu/student-resources/undergraduate-resources/Pages/default.aspx>).

Dean's List, Honors and Honor Societies

Students in the following SCPS undergraduate programs are eligible to receive graduation honors, BAPSBA, BAPSC, BAHA, BADA, BANM, BALS, BARSM and BAABS. These honors are based on the student's final cumulative GPA, at least 3.85 for summa cum laude, 3.7 for magna cum laude, and 3.5 for cum laude. To qualify for honors, students must complete at least 60 credit hours at DePaul of credit posted with letter grades, grades recorded as a pass are not included in the calculations.

Invitation-only honor societies such as Alpha Sigma Lambda may offer graduation honors to eligible undergraduate students per each honor society's criteria. SCPS also offers a quarterly SCPS Dean's List designation for undergraduate students who earn a GPA of 3.5 for the quarter based on a minimum of 8 graded credit hours in DePaul courses, excluding grades of Pass and W. Students who received IN, M, or R grades for the quarter are not eligible.

Grades

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, BALS and BARSM) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major (the Professional Studies Core, the Major Core and the Major Elective requirements) and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. R grades (Research based incompletes) are only permitted for the following courses: LL 301, LL 302, LL 303, Guided Independent Studies, and SCPS Study Abroad courses applied to these programs. The BAABS degree completion major program requires a C- or better in all courses taken at DePaul applied to the program.

Grades are not changed because of a reassessment of course work, the submission of extra work or by the retaking of an examination. In cases of administrative error, an instructor may request to a change of grade with the approval of the SCPS Exceptions Committee. The SCPS Exceptions Committee will entertain grade change requests from

instructors when either the student or the instructor has made a compelling case with adequate written supporting documentation that a grade change is warranted for equitable considerations. If a student's IN (Incomplete) or R grade has reverts to a F grade due to missed deadlines, this is not sufficient grounds to warrant such an exception. If a grade change is deemed appropriate by the Exceptions Committee or through an Incomplete Contract, faculty enter the grade change directly in Campus Connect.

A minimum grade point average (GPA) of 2.0 is required to graduate in all SCPS undergraduate programs.

Pass/Fail Grades

Undergraduate courses at SCPS are graded on the A/F grading scale. Students can request to take courses from any university department on a pass/fail (P/F) grading basis by contacting their academic advisor for approval.

The following university guidelines can be found in the Grades, Pass/Fail (p. 1539) entry in the university student handbook to qualify for the P/F option. For more information about how P/F grades are recorded and implications for student records, please see the student handbook explanation.

- Sophomore Standing (at least 44 quarter hours)
- A minimum cumulative GPA of 2.0 or higher
- One P/F course can be taken per quarter
- Only one course can be taken P/F from any department
- A maximum of 20 credit hours can be taken as P/F
- Courses in the major/minor or certificates are not eligible for P/F option

A grade of pass in SCPS courses represents the university standard of D or better. Pass grades recorded for Prior Learning Assessment (PLA) credits are excluded from the maximum 20 credit hour limit on P/F grades. LL 261: Essay Writing requires needs C- or better and does not qualify to be taken P/F. SCPS courses considered to be in the major include those in the Professional Studies Core, the Major Core and the Major Electives whether taken through SCPS or from other colleges.

In terms of PA grades from other institutions, those sources that record PA as the minimum standard without grades assigned, such as ACE credit or Advanced Placement (AP) or CLEP exams, those course equivalents can be placed according to the C- or better standard. For grades recorded on college transcripts as PA, if the transcript indicates that a PA grade meets the C- or better standard, those courses can fulfill program requirements of C- or better.

Prior Learning Assessment (PLA)

Prior Learning Assessment (PLA) allows students to earn credit toward degree requirements based on demonstration of college-level learning that may have been accomplished prior to or during studies at DePaul. Students may apply PLA credit in a variety of ways depending on the type of the learning being demonstrated through professional development in the workplace, courses and workshops in non-accredited programs and other types of independent learning. PLA credit is governed by the University Transfer Policy that permits a maximum of 99 quarter hours from a combination of credit based on prior learning assessment, credit earned at a community college, credit by examination, and ACE military credit in DePaul's 192 credit hour programs. PLA credits are not eligible for Financial Aid, do not count for purposes of determining enrollment status, and do not count as residency requirements. Students interested

in pursuing PLA credit should contact the Office of Prior Learning Assessment, SCPSPLA@depaul.edu or visit the SCPS PLA website (<https://scps.depaul.edu/academics/office-prior-learning-assessment/Pages/default.aspx>).

Repeating Courses

SCPS follows the University policy (p. 1540) for repeating courses in all undergraduate programs (BAPSBA, BAPSC, BAHA, BADA, BANM, BALS, BARSM and BAABS).

When SCPS undergraduate students repeat a course, all grades achieved are recorded on their academic records. Recalculations of the GPA will be made according to the following guidelines:

- Upon the initial repeat, only the second grade will be used to calculate the GPA.
- Upon further repeats, the second and all subsequent grades will be used to calculate the GPA.

These guidelines apply whether students took the course for pass/fail or A/F grades. GPA recalculations for a repeated course are made on an ad-hoc basis only. Recalculations are initiated at the request of students, faculty, and advisors and performed by the SCPS Student Records office.

Residency Requirements

SCPS students are required to complete a portion of their requirements in residence. In order to meet the residence requirement, a course must be taken at DePaul, either from SCPS or any other DePaul college. Credit granted for PLA (Prior Learning Assessment) does not count as a residence requirement.

- SCPS degree programs with majors (BAPSBA, BAPSC, BANM, BALS, BARSM and BADA) require that students complete at least 20 credit hours from the College Core in residence and at least 40 credit hours from the Major Requirements in residence. Students in the BAHA program must complete 16 credit hours in the College Core and 44 Credit hours in the Major Requirements in residence. In addition to these requirements, students in the BAPSC joint degree program with the College of Computing and Digital Media (CDM) at DePaul need to complete at least 20 credit hours in the major from CDM.
- SCPS degree completion major programs (BAABS and BALS): Students in these programs must complete at least complete 94 credit hours in residence.

Active Student Status

Students who complete a term and do not enroll for the following term at DePaul remain active and eligible to enroll until they are formally discontinued. The student does not register for three consecutive quarters (or for Law two semesters), excluding summers. In these cases students must seek readmission.

Once discontinued, students wishing to resume their studies are required to reapply for admission to the school, and, upon readmission, proceed in accordance with program specifications in place from that point forward, as well as any special directives provided at the point of readmission.

Graduate Academics

An internationally recognized leader in education for adults, the School of Continuing and Professional Studies offers degrees and certificates at both the undergraduate and graduate levels. The graduate program offers a master's degree in Applied Professional Studies (MAAPS), with tracks in Organizational Leadership, Educating Adults, Social Change, and

an individually designed Custom track. For information on programs no longer offered by the school, please refer to the university catalog archive (p. 1652).

- Applied Professional Studies (MAAPS) (p. 144)

Graduate Admission Application Steps

The following process and components apply to the School of Continuing and Professional Studies (SCPS) graduate programs and certificates. Additional program information can be found at the SCPS Graduate Programs page (<https://scps.depaul.edu/academics/graduate/programs/Pages/default.aspx>).

1. Application and Required Materials

Applicant submits required application materials including:

- a completed Application form and Application fee¹;
- a current resume;
- an Application Essay (writing sample) that addresses key questions pertinent to assessing the “fit” of the program to the student and vice versa; and,
- official, sealed transcripts documenting all prior college/university coursework including demonstration of a completed undergraduate degree from a regionally accredited institution. A cumulative GPA of 2.5 is required for all prior coursework.

¹ The application fee is waived for DePaul alumni.

2. Interview

Upon initial review of application materials, qualified applicants are invited to an admissions interview. The purpose of this interview is to enable both the program and the applicant to further ascertain the match or alignment between the graduate program/certificate and what the applicant is seeking in terms of their graduate-learning or certificate-learning experience.

3. Review

Information gleaned from each applicant’s materials and interview is reviewed and assessed by SCPS Graduate Admissions in accordance with the program’s admission considerations.

4. Decision

An admission decision is rendered and communicated to the applicant in writing. As necessary, SCPS reserves the right to admit particular applicants conditionally. In such cases, the terms (conditions and timeline) of the conditional status are noted in the student’s acceptance letter. Failure to satisfactorily adhere to or fulfill these terms may result in academic dismissal/withdrawal from the particular program.

Admission Considerations

The following areas are considered in making admission decisions:

- applicant’s professional background including, for MAAPS program applicants, his/her possession of at least three years of direct or interrelated experience, or equivalent, relevant to the particular SCPS graduate program/certificate under consideration;
- applicant’s possession of a practice-site (worksite or relevant application setting in which to apply learning from the particular SCPS graduate/certificate program) is preferred;
- applicant’s educational goals/objectives and the congruence between those goals and the graduate/certificate program under consideration;

- applicant’s learning values and skills (willingness and ability to conduct self-managed/independent learning; participate positively in peer-group learning; engage in self-assessment; engage in reflection to increase understanding and improve practice; and organize areas of knowledge and skill into themes and describe evidence in support of such)
- applicant’s undergraduate cumulative GPA of no less than 2.5.

Admission Status

Students are to matriculate in the quarter for which they are admitted. Students failing to do so (and who later wish to start) are responsible to update their admissions materials and, if necessary—depending on changes to those materials—reapply. The Graduate Program maintains an admission file/status for one year from the date of admission.

After three consecutive quarters, excluding summer, of no registration activity (no credit hours or the minimal Continuing Activity Status), the University deems graduate students to be discontinued. Once discontinued, graduate students wishing to resume their graduate studies are required to reapply for admission to their graduate programs and, upon readmission, proceed in accordance with *current* program specifications in place from the point of readmission forward, as well as any special directives provided at the point of readmission. These contingencies of reapplication / readmission also apply to graduate students who are not able to complete their graduate programs within the allotted six years from point of first enrollment.

International Admission

In addition to the Admissions Requirements above, International Students must also submit the following:

- Proof of English Language Proficiency.
- English Proficiency Test. Applicants educated outside of the U.S., at an institution where English is not the primary language, must present proof of English proficiency to be considered for admission. DePaul University accepts the TOEFL, IELTS, or Pearson Test of English. Most scores are valid for two years only. Expired test scores will not be accepted.

The minimum scores considered for graduate admission to SCPS are:

- 80 on the iBT of the TOEFL with an minimum score of 17 on each section
- 550 on the paper-based TOEFL test
- 213 on the computer-based TOEFL test
- 6.5 on the IELTS test
- 53 on the Pearson Test of English
- Credential Evaluation. DePaul University requires that applicants educated outside of the U.S. submit official educational credentials and evaluation fee directly to one of the following companies:
 - One Earth International Credit Evaluation
 - Educational Credential Evaluators, Inc. (ECE)
 - Educational Perspectives
- Applicants must request a course-by-course evaluation. Please direct any questions about required credentials to the evaluation company. DePaul University will not accept evaluations from any evaluation company not listed here.

Upon admission, regarding student visa information, please click here (<http://international.depaul.edu>).

SCPS MAAPS Program Guidebook

All SCPS graduate students assume responsibility to know and meet both the general and particular regulations, procedures, policies and deadlines set forth in these materials. In addition, all SCPS graduate students are expected to adhere to the Code of Student Responsibility (available in the DePaul University Graduate Student Handbook) to follow the policies, procedures and regulations of the University, and to fulfill any particular stipulations which the School of Continuing and Professional Studies Graduate Program.

Additional program information and regulations can be found in the MAAPS Program Guidebook and student resources on the SCPS website.

Acceptable Grades

Grades of "A" through "C" are acceptable for registrations applied to SCPS graduate programs. Grades of "C-" or lower require re-registering and re-completing course/competence.

Combined Degree Programs

SCPS offers two combined Bachelor's + Master's degree programs that allow students across the university to complete 12 graduate credit hours while completing their undergraduate programs at the undergraduate tuition rate. These 12 graduate credit hours will count towards both the undergraduate and graduate degree programs. Combined degree program students are also eligible for DePaul's Double Demon Scholarship which provides a 25% reduction in the graduate tuition rate.

- MA in Applied Professional Studies (p. 146)

Double Demon Scholarship

Alumni from any of DePaul's colleges who are admitted into any graduate degree program at the university automatically qualify for the Double Demon Scholarship which provides a 25% reduction in the graduate tuition rate. Combined degree program students are eligible. Both full-time and part-time students are eligible. No scholarship application is required.

Cumulative GPA

SCPS graduate programs require a cumulative GPA of no less than 2.5 to remain in good standing and at the point of graduation in order to complete the respective degree and enable degree conferral.

Earning a Second School of Continuing and Professional Studies Graduate Degree

Alumni from any SCPS graduate program (MAAPS, MAEA or MSAT) may apply to a second different SCPS graduate degree, provided the first program is completed. Concurrent matriculation in two degree programs is not permitted. Those who wish to pursue a second degree are required to follow the second program's admission process. Students admitted to the second program may apply up to 16 credit hours of previously completed SCPS graduate courses to the new degree in partial fulfillment of the second program's requirements, provided no more than 10 years has lapsed between the course completion quarter of the first degree and the quarter in which the second degree is conferred. Application of credit hours and degree requirements into a third SCPS graduate program is prohibited.

Graduation Steps

A detailed list of Graduation Steps is provided for all SCPS graduating graduate students on the SCPS website.

Probation & Dismissal

Students whose performance jeopardizes their satisfactory academic progress as outlined in program materials are subject to being placed on probation by the Director of Graduate Programs. Students will be notified in writing and encouraged to meet with the Director of Graduate programs for remediation. Registration hold will be placed on student's account until the student reaches a cumulative GPA of 2.5. and/or at the discretion of the Director of Graduate programs.

Failure to comply with any of the terms of probation will result in academic dismissal from the applicable graduate program. A student who has been dismissed for academic/special-review reasons may, after a period of time not less than two quarters, reapply for readmission.

Six-Year Time Limit

All graduate degree requirements must be satisfied within six years commencing with the term of initial enrollment. Students who fail to complete their graduate program/certificate requirements within the six-year limit must reapply and be readmitted. Upon readmission, students will proceed in accordance with the *current* program specifications in place from the point of readmission forward, as well as any special directives provided at the point of readmission. In such cases, readmission may also require students to re-enroll and re-complete portions of their respective program/certificate in order to ensure currency of the knowledge-base/skill-base.

Transfer Coursework

Up to eight credit hours of graduate study may be "transferred" from other programs/universities in partial fulfillment of approved portions of SCPS's graduate programs' requirements. Such coursework must have received a grade of "C" or better, been from a regionally accredited university, and been completed no longer than six years prior to SCPS graduate degree conferral.

Prior Learning Certificates and Course Matched Credit

Students may apply approved certificates or course matched prior learning to their graduate program for up to eight credit hours. Students will submit the required information to the Office of Prior Learning Assessment for approval. Applicable fees apply. See details in MAAPS Program Guidebook.

Admission & Aid

The School of Continuing and Professional Studies offers both undergraduate and graduate degree programs and certificates at the graduate level. Admission requirements vary by program.

Undergraduate Admission

Candidates interested in admission to the School of Continuing and Professional Studies should direct all inquiries to the:

Office of Admission
DePaul University
1 E. Jackson Boulevard
Chicago, Illinois 60604
admission@depaul.edu, or
312-362-8300

Applicants must have a GPA of 2.0 from the last school attended. This requirement may be waived for a transcript more than three years old. See further information and online application here (<https://scps.depaul.edu/admission-and-aid/undergraduate/Pages/default.aspx>).

Information on applying for financial aid is available here (<http://www.depaul.edu/admission-and-aid/financial-aid/Pages/default.aspx>).

Combined Degree Programs

Undergraduate students from any major at DePaul University are eligible to apply for admission in one of the two combined degree programs. Admission is conditional until the conferred bachelor's degree is posted on the DePaul transcript. The M.A. programs in Applied Professional Studies and Educating Adults offer an accelerated master's degree that begins in an undergraduate's senior year and may be completed in one subsequent year.

Further information about these combined degree programs can be found within specific program descriptions in this Catalog and on the College website (<https://scps.depaul.edu/academics/Pages/combined-degree-programs.aspx>). For more information on SCPS combined degree programs, contact scpsgrad@depaul.edu or 312-362-5744.

Graduate Admission

Candidates interested in admission to SCPS graduate programs should direct all inquiries to the college graduate office at 312-362-5744, or email: scpsgrad@depaul.edu. The admissions staff can assist you in explaining the program options and deciding on next steps. Students can apply for admission at any time of the year.

For more information about SCPS graduate programs and the admissions process (p. 1489) please go to the SCPS graduate program information site at this Link (<https://scps.depaul.edu/academics/graduate/programs/Pages/default.aspx>). Or, you are welcome to complete an [Application](https://grad.depaul.edu/apply/) (<https://grad.depaul.edu/apply/>) for admission at this time.

Scholarships and Financial Aid

SCPS has scholarship opportunities for undergraduate and graduate students. To be considered for SCPS scholarships, please apply at DePaul Scholarship Connect (<https://depaul.academicworks.com/>). Please complete the Free Application for Federal Student Aid (<https://studentaid.gov/>) before applying for scholarships.

See also more information about financial aid (<http://www.depaul.edu/admission-and-aid/financial-aid/Pages/default.aspx>).

School of Music

The DePaul University School of Music prepares students to excel in a variety of professional careers. Located in one of the most vibrant musical cities in the world, the School of Music provides opportunities for students to study with working professionals who are committed to teaching excellence. In a supportive and collaborative atmosphere, students learn from distinguished faculty who are prominent conductors, composers, performers, recording engineers, teachers, and arts managers.

Through a highly selective admissions process, the School of Music selects undergraduate and graduate students for its eight undergraduate, four graduate programs, and two certificate programs. At DePaul, the faculty priority is on teaching, with a strong commitment to providing quality education. The School of Music embraces the diversity of Chicago's urban society, and draws upon the resources of the city in all

its programs. In keeping with DePaul's Vincentian heritage, the School of Music is committed to service of others. We seek to enrich the lives of the members of the DePaul community and Chicago area through musical performances and outreach activities.

Three basic tenets are central to the School of Music's mission: nurture, engage, and elevate. The School strives to nurture students in a healthy learning environment, engage students in meaningful learning experiences, and elevate students onto successful career paths.

Administration & Faculty

Administration

Dana Hall, MM
Interim Dean

Jacqueline Kelly-McHale, PhD
Associate Dean, Academic Affairs

Julie DeRoche
Associate Dean, Faculty Affairs

Ben Polancich, BS
Director of Business Administration

Erica Neidlinger, PhD
Chair, Department of Music Performance

Christopher Wendell Jones, DMA
Chair, Department of Musical Studies

Committee on Graduate Studies

Jacqueline Kelly-McHale, PhD
Associate Dean, Academic Affairs

Erica Neidlinger, PhD
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Christopher Wendell Jones, DMA
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Faculty

Jeremy Attanaseo, MM
Lecturer, String Bass Pedagogy
DePaul University

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Coach, Chamber Music
New England Conservatory

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Northwestern University

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Group Piano Coordinator
Lecturer, Group Piano
Northwestern University

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Associate Professor, Cello
The Juilliard School

Hannah Barnes, MM
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DePaul University

Esteban Batallán
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School of Musical Studies of Galicia

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Coach, Chamber Music
Indiana University

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Western Illinois University

Meeghan Binder, MM
Lecturer, Music Education
DePaul University

Meret Bitticks, MM
Lecturer, Music Education
DePaul University

Keith Bjorklund, MA
Lecturer, Music Education
Northwestern University

Heather Boehm, BM
Lecture, Applied Music
DePaul University

Daniel Boico
Lecturer, DePaul Concert Orchestra
Saint Petersburg Conservatory, Russia

Amanda Blair MacDonald, MFA
Lecturer, Alexander Technique
University of Wisconsin, Milwaukee

Natasha Bogojevich
Lecturer, Musicianship; Liberal Studies
University of Arts, School of Music

Ann Marie Brink, MM
Associate Professor, Viola
The Juilliard School

Katherine Brucher, PhD
Director of the BA in Music Program
World Music Coordinator
Associate Professor, Musicianship; Liberal Studies
University of Michigan

William Buchman, BS
Lecturer, Bassoon
Brown University

Keith Buncke, Diploma
Lecturer, Bassoon
Curtis Institute of Music

Judy Bundra, PhD
Professor Emeritus
Northwestern University

Scott Burns, MM
Professional Lecturer, Jazz Saxophone; Jazz Studies

DePaul University

Stephen Burns, MM
Lecturer, Trumpet
The Juilliard School

Wagner Campos, MM
Lecturer, Clarinet
DePaul University

Oto Carillo, MM
Lecturer, French Horn
Northwestern University

Dennis Carroll
Lecturer, Jazz Bass; Jazz Studies

Sharel Cassity-Johnson, MM
Lecturer, Jazz Studies
The Juilliard School

Chuck Chandler, DMA
Assistant Professor, Voice and Opera
University of Kentucky

Joe Clark, MM
Lecturer, Musicianship
DePaul University

Jeff Conary, MS
Lecturer, Sound Recording Technology
DePaul University

Julia Coronelli, MM
Lecturer, Harp
The Juilliard School

Raphael Crawford
Lecturer, Jazz Trombone, Jazz Studies
Western Michigan University

Julie DeRoche, BM
Associate Professor, Clarinet
Northwestern University

Linda Di Fiore, DMA
Lecturer, Voice and Opera
University of Minnesota

Ian Ding, MM
Lecturer, Percussion
The Juilliard School

Natalie Douglass Grana, DMA
Lecturer, Musicianship
University of Cincinnati

Darcy Drexler
Performance, String Pedagogy
University of Illinois-Urbana

Cathy Ann Elias, PhD
Professor, Musicianship; Liberal Studies
University of Chicago

Eric Esparza, DMA

Director of Choral Activities
Vocal Program Coordinator
Boston University

Maggie Fahey, MM
Lecturer, Music Education
DePaul University

Geoff Farina, MA
Lecturer, Liberal Studies
University of Massachusetts

Mark Fisher, MM
Lecturer, Trombone
New England Conservatory

Frederick Gifford, DM
Lecturer, Musicianship; Composition
Northwestern University

Dana Hall, MM
Director of Jazz Studies
Professor of Jazz & Ethnomusicology
DePaul University

Jeff Handley, MM
Lecturer, Applied Music
DePaul University

Sam Handley, DMA
Lecturer, Voice and Opera
University of Houston

Alexander Hanna, BM
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Curtis Institute of Music

David Herbert, MM
Lecturer, Percussion
The Juilliard School

Scott Hesse, MM
Lecturer, Jazz Studies
DePaul University

Caitlin Hickey
Lecturer, Music Education
Eastman School of Music and Rice University

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Lecturer, Voice and Opera
Indiana University

Stefan Hoskuldsson, Postgraduate Diploma
Lecturer, Flute
Royal Northern College of Music

Michael Hovnanian, BFA
Lecturer, String Bass
California Institute of The Arts

Nicolas Hutchinson, DMA
Lecturer, Diction
University of Michigan

Jae Hwang-Hoesley, DMA

Lecturer, Group Piano
Rutgers University

Alyce Johnson, MM
Lecturer, Flute
Eastman School of Music

Christopher Wendell Jones, DMA
Assistant Professor, Composition
Stanford University

Sara K. Jones, PhD
Assistant Professor, Music Education
Northwestern University

Robert Kassinger, BM
Lecturer, String Bass
Manhattan School of Music

Jacqueline Kelly-McHale, PhD
Associate Dean, Academic Affairs
Director of Music Education
Associate Professor, Music Education
Northwestern University

Neil Kimel, BA
Lecturer, Horn
University of Wisconsin-Milwaukee

Alex Klein, BM
Lecturer, Oboe
Oberlin Conservatory

Paula Kosower, DM
Lecturer, String Pedagogy; Orchestral Repertoire
Northwestern University

Jeffrey Kowalkowski, DMA
Lecturer, Musicianship; Liberal Studies
Northwestern University

Michael Kozakis, MM
Lecturer, Percussion
DePaul University

Wei-Ting Kuo, Artist Diploma
Lecturer, Viola
The Colburn School

Tina Laughlin, BM
Lecturer, Music Education
DePaul University

I-Hao Lee, DMA
Assistant Professor, Violin
Stony Brook University

Christopher Lemons, PhD
Lecturer, Liberal Studies
Northwestern University

Michael Lewanski, BM
Assistant Professor, DePaul Concert Orchestra, Ensemble 20+
Yale University

Paul Lowry, MM

Lecturer, Trumpet
Florida State University

Miles Maner, MM
Lecturer, Bassoon
Rice University

Stevi Marks, MM
Lecturer, Music Education
VanderCook College of Music

Thomas Matta, MM
Associate Professor, Jazz Studies
University of Northern Colorado

Mark Maxwell, MM
Guitar Program Coordinator
Lecturer, Guitar
Southern Methodist University

Chad McCullough, MM
Lecturer, Jazz Studies
University of Washington

Ben McMunn, MM
Lecturer, Music Education
Northwestern University

Thomas Miller, MM
Director of Sound Recording Technology
Professor, Sound Recording Technology
DePaul University

Eric Millstein, MM
Lecturer, Percussion
Temple University

Jason Moy, MM
Coach, Chamber Music
Harpsichord and Chamber Music Coordinator
McGill University

Shawn Murphy, BA
Lecturer, Performing Arts Management
University of Tennessee, Knoxville

Erica Neidlinger, PhD
Chair, Department of Music Performance
Associate Professor, Wind Symphony; Music Education
University of Minnesota

Osnat Netzer, DMA
Assistant Professor, Composition
New England Conservatory

Ellie Olin, PhD
Lecturer, Musicianship
Northwestern University

Yasuko Oura, DMA
Lecturer, Collaborative Piano, Piano
Juilliard School

Robert Palmieri, BM
Coach, Jazz Studies; Liberal Studies

University of Miami

Natalie Pilla, MM
Coach, Chamber Music
Mannes College of Music

Josh Quinn
Scott Ramsay
Lecturer, Voice and Opera

Avo Randruut, MA
Lecturer, Music Education
Tufts University

Jeff Ray, BM
Lecturer, Voice
DePaul University

Matthew Recio, ABD
Lecturer, Musicianship, Theory
Indiana University Jacobs School of Music

Nathan Reeves, MM
Lecturer, Musicianship
University of Tennessee

Tim Reisig, BA
Lecturer, Sound Recording Technology
University of Miami

David Reminick, DMA
Lecturer, Musicianship
Northwestern University

Abigail Riccards
Lecturer, Jazz Voice, Jazz Studies
William Patterson University

Brad Robin, PhD
Lecturer, Musicianship
University of North Texas

Michael Rusinek
Lecturer, Clarinet
Curtis Institute of Music

Hugh Russell
Lecturer, Voice and Opera. Vocal Coaching

Jeremy Ruthrauff, BM
Lecturer, Saxophone
Northwestern University

Alan Salzenstein, JD
Director of Performing Arts Management
Professor, Performing Arts Management
Chicago Kent College of Law

David Sands, MM
Lecturer, Music Education
DePaul University

Junichi Sato, MM
Lecturer, Group Piano
Indiana University

Casey Schmidt, PhD
Lecturer, Music Education
Northwestern University

Ann Setzer, DMA
Associate Professor, Violin
SUNY- Stony Brook

Nora Shaffer, MM
Lecturer, Music Education
DePaul University

Kathryn Sherman
Lecturer, Jazz Voice, Jazz Studies, Vocal Jazz Ensemble
University of North Texas

Harry Silverstein
Chair, Department of Music Performance
Professor, Director, DePaul Opera Theatre

Nicolas Sincaglia, BS
Lecturer, Performing Arts Management
University of Miami

James Smelser, MM
Lecturer, Horn
Northwestern University

Melissa Snoza Ngan, MM
Lecturer, Performing Arts Management
Northwestern University

Eric Soderstrom, JD
Lecturer, Performing Arts Management
John Marshall Law School

Mark Sparks, BM
Lecturer, Flute
Oberlin Conservatory

Michael Staron, MM
Lecturer, Liberal Studies
Northwestern University

Daniel Steinman, BS
Lecturer, Sound Recording Technology
DePaul University

Kyomi Sugimura, MM
Lecturer, Piano
Indiana University

Janet Sung, MM
String Program Coordinator
Professor, Violin
The Juilliard School

Brant Taylor, MM
Lecturer, Cello
Indiana University

Scott Tegge, Professional Diploma
Coach, Chamber Music
Lecturer, Tuba
Roosevelt University

Addison Teng, MM
Lecturer, Music Education
Northwestern University

Jim Trompeter, MM
Lecturer, Jazz Piano; Jazz Studies
University of Miami

George Vatchnadze, MM
Keyboard Area Coordinator
Associate Professor, Piano
Indiana University

Anna Velzo, MM
Lecturer, Oboe
Manhattan School of Music

Charles Vernon
Lecturer, Trombone

Viktoria Vizin, PhD
Lecturer, Voice and Opera
Gheorghe Dima Academy of Music

Renee Vogen, MM
Lecturer, Music Education
DePaul University

AJ Wester, MM
Lecturer, Applied Music
DePaul University

Jill Williamson, MM
Woodwind and Brass Coordinator
Coach, Chamber Music
Lecturer, Music Education
The Juilliard School

Stephen Williamson, Performer's Certificate
Lecturer, Clarinet
Eastman School of Music

Christopher R. Windle, DMA
Lecturer, Choir
Northwestern University

Cynthia Yeh, MM
Lecturer, Percussion
Temple University

Mischa Zupko, DMA
Lecturer, Musicianship
Indiana University

Undergraduate Academics

The School of Music is home to Undergraduate, Graduate and Certificate programs.

Academic Policies

School of Music Awards

All students who receive School of Music awards must participate in ensembles or practicum coursework as needed. Failure to do so may result in the forfeiture of performance award dollars. Undergraduate performance awards are offered for a maximum of 12 quarters, except

for music education majors (13 quarters) or double majors (15 quarters). Graduate performance awards are provided for a maximum of 6 quarters. Questions about the performance awards may be directed to Mr. Ross Beacraft, Director of Admission.

Curricular ensemble requirements may differ from award requirements. A student with a music award may be required to participate in ensembles different from or beyond their major's curricular requirements.

Supplemental Transfer Credits

Incoming Undergraduate Students: Transfer Credits

At the point of admission, non-music courses are reviewed and posted by the Transfer Credit Center. All music courses will be reviewed by the Associate Dean of Academic Affairs, and acceptable courses will be applied towards the degree program. The transfer of musicianship studies courses, i.e., theory, aural training and group piano are contingent upon proficiency examination results.

Current Undergraduate Students: Supplemental Transfer Credits

Once a student has enrolled at DePaul University School of Music, only liberal studies or elective courses are transferable; courses in the specialization are not. Students should consult the transfer website in order to determine the transferability and applicability of courses. If a current student wishes to transfer supplemental credits to DePaul from an institution not listed on the website, approval should be obtained from the Associate Dean of Academic Affairs prior to enrolling. After successfully completing the course(s) students must submit an official transcript to the Office of the University Registrar and notify the College Office. It is important to note that supplemental transfer credits cannot be taken during the last 60 quarter hours of a degree, in accordance with the DePaul University residency requirement.

Academic Probation

Students who fail to make meaningful progress towards their degree may be placed on academic probation. Furthermore, students who do not maintain a 2.0 grade point average may be placed on academic probation. Any student who is placed on probation will be notified in writing and should meet with the Associate Dean of Academic Affairs.

Academic Dismissal

Students who fail to meet the academic standards of the University or School of Music may be dismissed. Any student who is dismissed will be notified in writing and should meet with the Associate Dean of Academic Affairs. Conditions for dismissal and procedures for re-application are detailed in the University Student Handbook.

Withdrawal

Any student who wishes to permanently withdraw from the School of Music should first meet with their advisor and then the Associate Dean of Academic Affairs. If the student is receiving a performance award, they should also meet with the Director of Admissions. A student must submit a request for permanent withdrawal through Campus Connect. If a student withdraws in good standing, they may reapply within three quarters without re-auditioning or re-applying; if a student is away longer than three quarters, they must reapply and re-audition to the School of Music, and is subject to the requirements current at the time of their application.

Please refer to the School of Music Student Handbook for further information on policies and procedures.

Honors Program

Most students follow the Liberal Studies Program to meet their general education requirements. However, students accepted into the Honors

Program fulfill general education requirements through an alternative set of courses. A student in the Honors Program pursuing a primary major in the School of Music follows the requirements below:

Honors Core

Course	Title	Quarter Hours
LSP 110	DISCOVER CHICAGO (in Honors section)	4
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 101	WORLD LITERATURE *	4
HON 102	HISTORY IN GLOBAL CONTEXTS *	4
HON 104	RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES	4
HON 105	PHILOSOPHICAL INQUIRY	4
Select one of the following:		4
HON 180	DATA ANALYSIS AND STATISTICS (if indicated)	
MAT 120	QUANTITATIVE REASONING (per placement test)	
HON 201	STATES, MARKETS, AND SOCIETIES	4
HON 203	SEMINAR IN MULTICULTURALISM	4
HON 302	SEMINAR IN SOCIAL JUSTICE	4

*Advanced placement credit will fulfill Honors Core requirements as listed:

- AP Literature credit for ENG 101 (previously ENG 120) will fulfill HON 101
- AP credit for HST 111 or HST 171 fulfills HON 102
- IB credit for PHL 100 fulfills HON 105

Science Requirement

- One course chosen from the university's Scientific Inquiry list.

Honors students in Music who do not have a calculus or statistics requirement for their major must complete HON 180, or MAT 120.

Junior Seminar

- HON 302

The Honors Program is committed to developing students' knowledge and cultural awareness so they may respect and learn from difference. Honors students meet the multicultural requirement by completing HON 302.

Senior Capstone

Course	Title	Quarter Hours
Select one of the following:		4
HON 350	HONORS SENIOR SEMINAR	
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
HON 395	HONORS SENIOR THESIS	

Students who choose to complete an Honors Senior Thesis must have their project approved at least one term prior to executing the project. To gain approval for a senior thesis, students must first complete an application, including a project proposal signed by a faculty advisor. In keeping with the interdisciplinary nature of the program, the thesis should attempt to move outside the boundaries normally associated with one particular discipline and should be supervised by two readers from different academic fields. While the final product must be a substantial

piece of work building on the student's accumulated knowledge and new research, specific requirements for each thesis will depend on the nature of the project. See the Director or Associate Director for an application. Students may opt to also enroll in HON 300 (a two-credit elective) to receive dedicated guidance as they prepare the thesis project.

Major Field Adjustments

In addition, participation in the University Honors Program may affect the requirements for a student's major field. The following adjustments will occur:

BA in Music majors:

Honors students in the BA in Music program will have the following additions or changes to their Honors requirements:

- HON 180 (Honors BA Music students cannot replace this requirement with MAT 120, although they may be required to take the course as a prerequisite to HON 180.)
- Language Requirement: Honors BA in Music students complete three courses of intermediate or advanced language study. Students who meet the proficiency requirement by placing at the 200-level of a language may consult with an Honors advisor for an alternative 3-course option for fulfilling the language requirement.
- Science Requirement: In addition to the Scientific Inquiry course, Honors students pursuing a BA in Music will also complete HON 225 to fulfill the science requirement for the Honors Program.
- Fine Arts Elective: BA in Music students choose one applied, performance, or studio arts course outside of Music from the approved list.
- Honors Approved Electives: BA in Music students are allotted two 200-300 level electives outside of Music. These courses will be selected in consultation with an Honors advisor to fulfill academic or professional goals.
- BA in Music majors are required to fulfill the university's Experiential Learning requirement.
- BA in Music majors are required to complete HON 205.

Sound Recording Technology majors:

Honors students in SRT have the following courses waived from the Honors curriculum because the requirements are fulfilled within the major:

- HON 180
- Scientific Inquiry

Performing Arts Management majors:

PAM majors in Honors will have the following course substitutions:

- HON 180 will be replaced by MAT 130 or MAT 135
- HON 201 will be replaced by ECO 105

Music Education majors:

Music Education majors in Honors will have the following course substitutions:

- HON 105 will be replaced by LSE 380
- HON 207 or HON 208 will be replaced by SCU 207
- HON 201 will be replaced by PSC 120

Grade Requirements

A grade of C- or higher in HON 100 and HON 110 or HON 111 is required to remain in the Honors Program.

A grade of C- or higher is required to pass the following courses: HON 100, HON 350, HON 351 and HON 395.

Graduate Academics

The School of Music is home to Undergraduate, Graduate and Certificate programs.

School of Music Graduate Student Handbook

In addition to the DePaul University Graduate Student Handbook, the School of Music Student Handbook includes rules and regulations for its graduate programs. Additional academic information and regulations applicable to our graduate programs appear in the School of Music Student Handbook.

Upon admission to a graduate program, a student is to follow the catalog requirements in effect at the time of entrance. A student who is readmitted or who changes their program or enrollment status is subject to the terms of the catalog in effect at the time of readmission or status change.

It is the responsibility of graduate students to know and meet both the general and particular regulations, procedures, policies, and deadlines set forth in this catalog and handbook.

Overview of Graduate Program

Master of Music

DePaul University School of Music offers a Master of Music degree in performance, composition, jazz studies, or music education. A minimum of 48 quarter hours are required for the degree, including courses in music history and theory, research, and the area of specialization. Graduate students are also required to pass a comprehensive examination and complete a final project, recital, or paper. Most students complete the program in two years or six quarters; however, music education students who enroll part-time while teaching may take classes throughout three summers and two intervening academic years.

Certificate in Performance

The Certificate in Performance is a highly selective, intensive course of study for students who have already earned a master's degree in performance. A minimum of 36 quarter hours must be completed over two years. Certificate students enroll in applied lessons, ensembles, and other supporting music courses.

Performance Awards

All students who receive performance awards must participate in ensembles as needed. Failure to do so may result in the forfeiture of performance award dollars. Graduate performance awards are provided for a maximum of 6 quarters. Only full-time students (minimum of 6 credits in a quarter) are eligible for performance awards. Questions about the performance awards may be directed to Mr. Ross Beacraft, Director of Admission.

Curricular ensemble requirements may differ from performance award requirements. A student on a performance awards may be required to participate in ensembles different than or beyond their major's curricular requirements.

Academic Probation

Students who fail to make meaningful progress towards their degree may be placed on academic probation. Furthermore, students who do not maintain a 2.5 grade point average may be placed on academic probation. Any student who is placed on probation will be notified in writing and should meet with the Associate Dean of Academic Affairs. Generally, students are not allowed to remain on probation for more than 2 quarters without additional academic sanctions being applied.

Academic Dismissal

Students who fail to make meaningful progress towards their degree may be placed on academic probation. Furthermore, students who do not maintain a 2.5 grade point average may be placed on academic probation. Any student who is placed on probation will be notified in writing and should meet with the Associate Dean of Academic Affairs. Generally, students are not allowed to remain on probation for more than 2 quarters without additional academic sanctions being applied.

Withdrawal and Re-Application

Any student who wishes to permanently withdraw from the School of Music should first meet with their advisor and then the Associate Dean of Academic Affairs. If the student is receiving a performance award, they should also meet with the Director of Admissions. A student must submit a request for permanent withdrawal through Campus Connect.

If a student permanently withdraws in good standing, then they may reapply within three quarters without re-auditioning or re-applying; if a student is away longer than three quarters, then they must reapply and re-audition to the School of Music, and is subject to the requirements current at the time of their application.

Enrollment and Credits

No one is permitted to attend a class for which they have not been properly registered. Credit is accumulated on the basis of quarter hours. The unit of credit is one quarter hour granted for 45 minutes of classroom work a week. The normal class extends over a ten-week period (or an accelerated five-week period in the summer). All courses carry four quarter hours of credit (2 2/3 semester hours), unless otherwise noted.

Graduate music students enrolled for six or more quarter hours of credit are considered full-time. Those registered for less than 6 quarter hours of credit are considered less than full-time.

Graduate courses are numbered as 400 level courses. Graduate students must enroll for 400 level courses.

Transfer Credits

No transfer credits are accepted toward the Masters of Music or Certificate of Performance programs. All course work must be completed at DePaul University School of Music.

Graduation Requirements

Students must have successfully completed all of the general and specific degree requirements as listed in departmental or program sections of the catalog under which they were admitted. Completed degree requirements include passing the comprehensive examination and the submission of a final project, such as research paper, composition, or recital. Students need to achieve a minimum grade point average of 2.5 to graduate.

The University confers degrees at the end of the quarters, in November, March, June, or August; commencement ceremonies occur only in June. A student may participate in the June commencement ceremony if the student completes the requirements in the fall, winter or spring quarters

preceding the ceremony. An application for degree completion must be filed online by the appropriate deadline.

In addition to submitting a graduation application, all graduating students must meet with the Assistant Director of Advising for a pre-graduation check. Failure to do so may jeopardize the granting of a student's degree. Students will be listed in the commencement book based upon their applications—degrees will not be conferred until all requirements are complete.

At the conclusion of their last quarter, a review of the students' transcripts takes place; upon successful completion of the degree requirements, students' names are released to the Office of the University Registrar with the appropriate honors designations. An additional review takes place to ensure that all financial obligations have been met. Once complete, transcripts with the degree posted are available through the Office of the University Registrar, and diplomas are mailed to students. To receive a diploma, it is essential that students update their addresses in Campus Connection. The distribution of diplomas or release of final transcripts will be withheld if money is owed to the University.

Graduation with Distinction

Graduation with distinction is awarded for students who earn 3.75 GPA or above.

Career Services

Career Services at DePaul School of Music provides information and resources for School of Music students and alumni on various music and arts related job opportunities. Students are encouraged to visit the Career Services website (<http://music.depaul.edu/resources/career-services/Pages/default.aspx>).

Admission & Aid

Undergraduate Admission

Admission as a degree-seeking student in the School of Music is contingent upon a superior high school record, successful completion of a performance audition and submission of degree specific required materials for all majors except the non-performance track of Sound Recording Technology and the Bachelor of Science in Performing Arts Management. Admission to these two majors is contingent upon a superior high school record, successful completing of a theory exam and submission of degree specific required materials. Entering freshman and transfer applicants are required to audition or submit their materials before December 1 for admission the following September and may be required to submit a pre-audition screening recording. Transfer students are required to validate credits earned in musicianship studies (theory, music history and literature, aural skills, and keyboard) through placement examinations prior to initial registration.

All BM applicants and BS applicants pursuing the performance track are required to audition and are encouraged to schedule their dates and times after October 15 for auditions to be held in February. For audition requirements and a list of scheduled audition dates, please visit our website (<http://music.depaul.edu/>) or contact the:

Office of Music Admissions
musicadmissions@depaul.edu
DePaul University School of Music
804 West Belden Avenue
Chicago, IL 60614,
or call (773) 325-7444.

Scholarship Opportunities

Undergraduate

Incoming freshmen majoring in music are automatically considered for The School of Music Award at the time of their entrance audition or material review. The number and amount of these music awards vary each year. Please contact the School of Music for further information.

Graduate

Incoming graduate performance and jazz studies majors are automatically considered for graduate music performance awards based on the results of their auditions. Graduate composition major awards will be based on the results of their interviews and the quality of their portfolios. Music education majors' awards will be based on their applications and interviews.

Financial Aid

Students may apply for financial assistance based on family need through the Office of Financial Aid, DePaul University.

Graduate Admission

Procedures for Admission

Applicants for graduate admission should submit an application online at <http://www.depaul.edu/> (<https://www.depaul.edu/apply/Pages/default.aspx>). The application deadline is December 1. Applicants should submit official college transcripts and three letters of recommendation to support their application. Applicants to the master's degree program for performance and jazz studies must take an entrance audition, usually held in February of each year. Some applicants may be required to submit a pre-audition screening recording. Audition requirements are specified on the School of Music website (<https://music.depaul.edu/admission/auditions/Pages/default.aspx>). Applicants to the master's degree program for music education must interview with the Music Education Department. Applicants to the master's degree program for composition must submit a composition portfolio of three pieces and must complete an interview with the composition faculty. When admission has been approved, the applicant will be notified of the diagnostic examination schedule and new student orientation, which usually take place before the start of the academic year.

Certificate in Performance

The School of Music also offers a program leading to the Certificate in Performance. The Certificate in Performance is a post-master's program for classical or jazz musicians who intend to pursue careers as professional performers. Applicants should submit an application online at <http://www.depaul.edu/> (<https://www.depaul.edu/apply/Pages/default.aspx>). The application deadline is December 1. Applicants should submit official college transcripts and three letters of recommendation to support their application. Applicants must take an entrance audition, usually held in February of each year. Some applicants may be required to submit a pre-audition screening recording. Audition requirements are specified on the School of Music website (<https://music.depaul.edu/admission/auditions/Pages/default.aspx>).

Non-Degree Seeking Students

DePaul School of Music does not normally admit applicants as non-degree seeking students. A student who has earned a bachelor's degree or its equivalent from an accredited institution and does not intend to work for a master's degree may, on the written recommendation of the Associate Dean of Academic Affairs, be admitted as a non-degree seeking student. Only the first 12 quarter hours earned as a non-degree-seeking student at DePaul may subsequently be applied toward a degree when the student is accepted as a degree-seeking student.

Student-At-Large

A student completing a graduate program at another accredited institution may, on the written recommendation of the Associate Dean of Academic Affairs, be admitted as a student-at-large.

International Students

All international students and any student who has been educated outside of the United States should complete the application requirements for their desired program (see above), submit their educational credentials to a third-party organization for evaluation, and demonstrate a proficiency in English. The application deadline is December 1. Please visit the School of Music website (<https://music.depaul.edu/admission/application-process/Pages/international-students.aspx>) for further information on applying to DePaul School of Music as an international graduate student.

To demonstrate English proficiency, international graduate music students must pass a TOEFL examination with a written score of 550 or an internet-based score of 80, with no section lower than 17. If a student has met all other music admissions criteria and taken a TOEFL examination, but not yet achieved a passing score, they may be considered for admission to the joint English Language Academy-School of Music program. (For further information on this program, students should contact the School of Music Admissions Office.) Those who request student visas also must show evidence of adequate financial support. A formal letter of admission and/or form I-20 will be issued only after all admission requirements have been fulfilled.

Diagnostic Examinations

Students who have been admitted to the master's degree program for composition, performance, and music education must take a diagnostic examination in musicianship studies. These examinations, taken during new student orientation, will be used to guide course placement and identify areas for additional studies.

Music Teacher Licensure Program

Admission Requirements

Applicants to the DePaul music teacher licensure program must meet the following standards:

- Undergraduate degree in music
- Grade Point Average of 3.0 or higher
- Recommendations from two individuals familiar with the candidate's potential as a teacher
- Materials required by Admission
- Performance audition

Program of Study

All teacher licensure students must meet the core requirements of the undergraduate students in music education. Teacher licensure students take courses in four basic areas: music, liberal studies, music education, and education. A transcript review will be done by the music education department, to determine any deficiencies in any of these areas of study. Substitutions will be determined by the Associate Dean for Academic Affairs where appropriate.

Music Courses

- Applied music study (2 years)
- Musicianship/music theory and history (2 years)
- Aural training (2 years)

- Keyboard skills (2 years)
- Conducting (1 course)
- Music Traditions (world music and jazz)
- Ensemble (4 years)

Liberal Studies

- Writing (8 credits)
- Math (4)
- Science, lab or quantitative (4)
- American government (4)
- American history (4)

Music Education (V=Vocal Specialization, I=Instrumental Specialization)

Course	Title	Quarter Hours
Required Courses		
MED 306	INTRODUCTION TO MUSIC EDUCATION	2
MED 203	FOUNDATIONS OF MUSIC TEACHING AND LEARNING I	2
MED 204	FOUNDATIONS OF MUSIC TEACHING AND LEARNING II	2
MED 303	ELEMENTARY VOCAL-GENERAL METHODS & LAB	4
MED 300	ELEMENTARY & MIDDLE SCHOOL INSTRUMENTAL METHODS & LAB	4
MED 310	MUSIC EDUCATION FOR THE EXCEPTIONAL CHILD	4
MED 325	TECHNOLOGY FOR MUSIC EDUCATORS	2
MED 340	CONDUCTING FOR THE MUSIC EDUCATOR	2
MED 121	CLASS GUITAR	1
MED 196	CLASS VOICE	1
Specializations		
<i>Vocal Specialization</i>		
MED 304	MIDDLE SCHOOL VOCAL METHODS AND LAB	2
MED 305	SECONDARY VOCAL METHODS AND LAB	4
MED 308	ACCOMPANYING FOR THE MUSIC EDUCATOR	2
Select four credits from the following:		4
MED 101	BRASS I	
or MED 102 BRASS II		
MED 103	WOODWINDS I	
or MED 104 WOODWINDS II		
MED 105	STRINGS I	
MED 107	PERCUSSION I	
<i>Instrumental Specialization</i>		
MED 301	SECONDARY INSTRUMENTAL METHODS AND LAB	4
Select eight credits from the following:		8
MED 101	BRASS I	
MED 102	BRASS II	
MED 103	WOODWINDS I	
MED 104	WOODWINDS II	

MED 105	STRINGS I	
MED 106	STRINGS II	
MED 107	PERCUSSION I	
MED 108	PERCUSSION II	
MED electives		
MED 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH	2
MED 392	STUDENT TEACHING	6
MED 393	STUDENT TEACHING SEMINAR	1

Professional Education

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
SCU 336	ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT	4
or PSY 303 HUMAN DEVELOPMENT		
LSE 380	PHILOSOPHICAL STUDIES IN PEDAGOGY, CULTURE AND GLOBALIZATION	4
SEC 325	LITERACY IN THE CONTENT AREAS	4

The Theatre School

The Theatre School is the Midwest's oldest theatre conservatory. Founded as the Goodman School of Drama in 1925, the school carries on an almost 100 year history as a leading drama school in the United States. The conservatory format provides for an intensive, highly disciplined training program. The central core of the program is an extensive production-oriented approach. The School produces more than 150 public performances each season for an audience of more than 50,000 people, featuring students in every aspect of the production. Programs of study are offered in acting, scene design, costume design, lighting design, sound design, theatre technology, costume technology, wig and makeup design & technology, projection design, stage management, playwriting, dramaturgy/criticism, comedy arts, theatre management, and theatre arts. Graduate programs are offered in acting, directing and arts leadership. The objectives of the professional curricula are to prepare the student for creative participation in any form of theatre requiring a high level of technical competence, to provide the student with the aesthetic and cultural background requisite to an understanding of their art and of the world in which they work, and to develop the specific skills and disciplines necessary for competence in the student's area of specialization. Theatre School students are not eligible for the Theatre Studies Minor.

Each Theatre School course builds and expands upon its predecessor. When the program is complete, the student will have been exposed to the necessary artistic tools and shown their proper usage in order to realize their goals. In addition, liberal education requirements are incorporated into all of the school's programs so that the student may practice their craft with an awareness of history, literature, philosophy, and current and past cultural and social events.

Advanced students in the Theatre Studies and Design and Technical programs enhance their training experience by completing internships at local and national organizations. Internships have been conducted at the Brooklyn Academy of Music, Metropolitan Opera, Seattle Opera, Goodman Theatre, Guthrie Theatre, Arena Stage, Playwrights Horizons, the David Letterman Show, Chicago Shakespeare Theater, Disney Theatricals,

Alabama Shakespeare Festival, Fox Theatricals, Oregon Shakespeare Festival, Berkshire Theatre Festival, The Second City, and Steppenwolf Theatre Company, among numerous others.

SCHEDULING

The pre-production calendar for some production assignments may require that students attend rehearsals, meetings, work calls and/or build calls before classes begin in the autumn and during the winter and spring breaks. This could be a minimum of one rehearsal or as much as 2-3 weeks.

DESIGN/TECH and THEATRE STUDIES DEPARTMENTS: Any student who cannot work during these dates may request to opt out of that production and will be re-assigned accordingly in conversation with their advisor.

PERFORMANCE DEPARTMENT: Any student who cannot work during these dates may request (in advance of casting) to opt out of that production. This request must be made formally to the Chair of Performance and must be requested prior to the particular deadline stated for that casting session.

FIRST YEAR CREW: First year students can express their conflicts in the "Crew Survey" administered by the faculty member coordinating crew assignments.

Specific details about the specific courses and assignments that may include this activity are available in the Theatre School Student Handbook and on the Theatre School website.

Contact Us Administration

Martine Kei Green-Rogers, Dean
The Theatre School at DePaul University
2350 N. Racine Ave.
Chicago, IL 60614
773.325.7974 phone
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Admissions

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Public Relations and Special Events/Theatre Rental

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Academic Records

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Theatre Box Office and Charitable Ticket Donation Inquiries

Collin Jones, Box Office Manager
DePaul's Merle Reskin Theatre
2350 N. Racine Ave.
Chicago, IL 60605
312.922.1999 box office
312.922.0999 group sales
773.325.7967 fax
collin.jones@depaul.edu

Alumni

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jason.beck@depaul.edu

Faculty and Staff

In keeping with the school's concept of the dual importance of theory and practice and of producing a superior quality of instruction, The Theatre School's faculty and staff are highly qualified, both professionally and academically. The faculty is regularly supplemented by accomplished working professionals.

In addition, visiting artists and professionals appear in our guest speaker series, CHICAGO LIVE: THE ARTS. Among them have been playwright David Mamet; actresses Celeste Holm, Florence Henderson, and Julie Harris; actors Rip Torn, Charles Durning, Ray Liotta, Jonathan Pryce, Brian Dennehy, and Laurence Fishburne; Chicago's nationally known Steppenwolf Ensemble including John Malkovich, Jeff Perry, and Gary Sinise; the late comedian Avery Schrieber; director JoAnne Akalaitis, Anne Bogart, Frank Galati, and Paul Sills; and alumni Gillian Anderson, Joe Mantegna, John C. Reilly, Kevin Anderson, David Datsmalchian, Michael Rooker, Sean Gunn, among scores of others.

Rob Adler, Graduate Certificate in Directing
Assistant Professor of Acting

University of California

Alfredo "Fredo" Aguilar, BFA
Production Technician
Massachusetts College of Liberal Arts

Chris Anthony, MFA
Assistant Professor of Acting
California Institute of the Arts

Emily Altman, BFA
Paint Shop Supervisor
Northern Illinois University

Miguel Armstrong
Makeup Design

Neena Arndt
Dramaturgy II

Bryan Back, BFA
Lighting Supervisor
The Theatre School, DePaul University

Quenna L. Barrett, EdD
Performance
New York University

Jeff Bauer, MFA
Principles of Design
Northwestern University

Lisa Beasley
Performance

Jason Beck, MBA
Assistant Dean
DePaul University

Tara Betts
Performance

Chris Binder, MFA
Head of Lighting Design
Northern Illinois University

Jeff Bouthiette
Comedy Arts

Coya Paz Brownrigg, PhD
Head, Theatre Arts
Northwestern University

Lili-Anne Brown
Performance

Katherine Brucher
Theatre Arts

Paula Bui
Performance

Dexter Bullard, MFA
Head of Graduate Acting
The School of the Art Institute of Chicago

Michael Burke

Performance

Richard Bynum
Design/Technical

Nina Castillo
Design/Technical

David Chack, PhD (abd)
Theatre Studies
Boston University

Mackenzie Chinn
Performance

Kumari Christiansen, M.Ed.
Business Operations Manager
DePaul University

Anthony Churchill
Projection Design

Diane Claussen, MBA/MA
Head of Theatre Management
Southern Methodist University

Timothy Combs, BFA
Scene Shop Technical Director
Creighton University

Bren Coombs
House Manager

Dean Corrin, MFA
Associate Dean and Playwriting
Ohio University

John Culbert, MFA
Dean Emeritus
New York University

Rebecca Curl, BFA
Wig & Makeup Design and Technology
Webster University

Bren Coombs
House Manager

Emily DeBold
Manager of Public Relations and Special Events

Victoria Deiorio, BFA
Head of Sound Design
Syracuse University

Caitlin DesSoye
Costume Design

Michael Dias
Performance

Dominic DiGiovanni
Scene Shop Foreperson

Katrina Dion
Theatre Arts

Thomas Dixon, BS
Sound Design II & III
Northwestern University

Deb Doetzer, BA
Voiceover
University of Massachusetts, Boston

Sally Dolembro, MFA
Head of Costume Design
Northwestern University

Tracee Duerson, MA
Director of Admissions
New York University

Patrice Egleston, MFA
Head of Movement
Southern Methodist University

Erica Elam
Comedy Arts

Mark Elliott, MFA
Musical Theatre
San Diego State University

Ryan Emens
Design/Technical

Marika Engelhardt, MFA
Performance
DePaul University

Max Epps, MFA
Draper
UNC Chapel Hill

Stephanie Farina, BA
Sound Design
University of South Florida

Kristina Fluty, MA
Movement
Columbia College, Chicago

Christine Freeburg, BFA
Stage Management
The Theatre School, DePaul University

Daniel Friedman
Vector Works

Maggie Fullilove-Nugent
Production Management

Joel Furmanek
Technical Drawing

Julie Ganey, BFA
Performance
The Theatre School, DePaul University

Regina Garcia, MFA
Head of Scene Design
Tisch School of the Arts, New York University

Charles Andrew Gardner
Performance

Ryan Garson
Theatre Management

Tania Gaul
Performance

Linda Gillum, MFA
Acting
University of Illinois

Jessica (Jessie) Gowens, BS
Wardrobe Supervisor
Northern Arizona University

Sammi Grant, MFA
Voice and Speech
The Royal Central School of Speech and Drama

Colette Gregory
Comedy Arts

Martine Kei Green-Rogers, PhD.
Dean
University of Wisconsin-Madison

Phyllis E. Griffin, MFA
Voice and Speech
Goodman School of Drama

Randy Handley, MFA
Costume and Wig & Makeup Shop Manager
University of North Carolina at Chapel Hill

Sarah Hecht, MFA
Theatre Studies
The Theatre School at DePaul University

Criss Henderson, BFA
Arts Leadership Program
The Theatre School, DePaul University

Todd Hensley, MFA
Lighting Design
University of Minnesota

Joel Hobson
Construction and Rigging medy Arts

Carolyn Hoerdemann, BFA
Performance Workshop for Non-Majors
The Theatre School, DePaul University

Chris Hofmann, BA
Director of Technical Operations
Adams State College

Maggie Hofmann, MFA
Interim Head of Costume Technology
UW- Madison

Kristin Idaszak, MFA
Theatre Studies
University of California, San Diego

Izumi Inaba
Costume Design

McKinley Johnson
Costume Design

Chris Jones, PhD
Dramatic Criticism, Graduate Seminar
The Ohio State University

Collin Jones, BS
Manager of Audience Services
University of Evansville

Janelle Jones, EdM
Graduate Acting
Harvard University

Kellye Jue
Comedy Arts

Lin Batsheva Kahn, MA
Modern Dance
Case Western Reserve University

Jan Kallish
Theatre Management

Mica Kamenski
Portfolio Preparation

Azar Kazemi, MFA
World of Theatre
The Theatre School, DePaul University

George Keating, BFA
Movement to Music
The Theatre School, DePaul University

Shane Kelly, MFA
Head Theatre Technology and Projection Design
University of Delaware

Jim Keith, MFA
Assistant Theatre Technical Director
University of Missouri Kansas City

Lawrence Kern
Performance

Damon Kiely, MFA
Professor of Directing and Acting
Columbia University

Janie Killips, BFA
Executive Assistant to the Dean
The Theatre School, DePaul University

Ryan Kitley, MFA
Performance Workshop for Non-Majors
The Theatre School, DePaul University

Isabella Kruger-Seiler, BM
Assistant Director of Admissions
School of Music, DePaul University

Stephen Kniss

Directing Seminar

Dawn Kusinski
Theatre Management

Edward Leahy, MFA
Design and Technology
University of Delaware

Jen Leahy, BFA
Assistant Technical Director
The Theatre School, DePaul University

Hillary Leben
Projection Design

Jeffrey Levin
Sound Design

Jennifer Lightfoot, BFA
Wig and Makeup Shop Supervisor
The Theatre School at DePaul University

Michelle Lopez-Rios
Artistic Director of Playworks

Alex Lubischer, MFA
Theatre Arts
University of Southern California

Erin Kennedy Lunsford
Head of Wig & Makeup Design and Technology

Caroline Macon Fleischer, MFA
Theatre Arts
DePaul University

Jack Magaw, MFA
Design & Technology
Northwestern University

Tara Mallen, BFA
Theatrical Collaboration
Brooklyn College

Alex Mallory, MFA
Theatre Arts
Northwestern University

Josh Maniglia, MS
Technical Operations Manager
DePaul University

Christopher Maravich
Lighting Design

David Marden, BA
Group Sales Representative
Ball State University

Verda Martell
Construction & Rigging

Lana Mckinnon
Makeup

Yasmin Zacaria Mikhael, MA

Theatre Studies
University of Texas at Austin

Jeffrey Mills, MFA
Artistic Director of Chicago Playworks; Movement
National Theatre Conservatory

Reza Mirsajadi
Assistant Professor, Theatre Studies

Mechelle Moe, BA
Topics in Teaching Artistry
University of Illinois

Aram Monisoff, MFA
Voice and Speech
DePaul University

Kristin Morris, MA
Manager of Special Events & Public Relations
Royal Conservatoire of Scotland

Carlos Murillo
Head of Playwriting; Summer High School Training Program

Kimosha Murphy, BS
African Dance
Southern Illinois University Carbondale

Shade Murray, BS
Playwriting
Northwestern University

David Naunton
Lighting Technology

Jonathan Nelson
Theatre Arts

Lauren Nichols, MFA
Design & Technology
Northwestern University

William D. O'Connor, M.A.
Theatre Studies
University of Chicago

Jeremy Ohringer, MFA
Theatre Arts
Boston University

Leanna Oliveira, MA
Box Office Manager
Roosevelt University

Erin Paige-Bhamrah, BFA
Sound Technologist
Southern Oregon University

Susan Pak, MFA
Theatre Arts
Northwestern University

Mia Park
Performance

Sean Parris, MFA

MFA Performance
The Theatre School, DePaul University

Cara Parrish
Stage Management

Shadana Patterson, MS, MFA
Performance
DePaul University

Thomas Pearl
Production Management

Amy Peter BFA
Prop Shop Supervisor
University of Wisconsin-Milwaukee

Tyrone Phillips
MFA Performance

Lisa Portes, MFA
Head of Directing
University of California-San Diego

Nicolas Sandys Pullin, PhD (abd)
Stage Combat
Loyola University Chicago

Matthew Randle-Bent, MA
Performance
Queen Mary, University of London

Carolyn Ratke
Costume Design

Birgit Rattenborg-Wise
Costume Design

Kerry Reid
Theatre Arts

Nicole Ricciardi, MFA
Acting
Carnegie Mellon University

Katherine Riopelle
Arts Leadership

Calvin Roberts
House Manager

Clifton D. Robinson
Master Drummer/West African Dance

Maren Robinson, MA
Dramaturgy
University of Chicago

Antonio Rodriguez, MFA
Theatre Arts
The Theatre School, DePaul University

Charlique Rolle
Theatre Arts

Bailey Rosa

Lighting Design

Michael Rourke, MFA
Design Workshop, Lighting Technology
University of Virginia

Alan Salzenstein, JD
Performing Arts Management and MFA Arts Leadership
IIT, Chicago Kent College of Law

Liz Joynt Sandberg
Head of Comedy Arts

Claire Saxe
Theatre Arts

Mary Schmich, BA
Yoga
Pomona College

Jen Seleznow
Interim Head Theatre Technology

James Sherman, MFA
Theatre Arts
Brandeis University

Rachel Shteir, DFA, MA
Head of Dramaturgy/Criticism
Yale School of Drama

Kelli Simpkins
House Manager

Rachel Slavick, MFA
Performance Workshop For Non-Majors
The Theatre School, DePaul University

Susan Studham
Stage Management

Myra Su
Theatre Arts

Mark Jesse Swanson, BFA
Comedy Arts
The University of the Arts

Willa Taylor
Theatre Arts

Jess Thigpen
Performance

Phil Timberlake, MFA
Head Voice and Speech
Virginia Commonwealth University

Anneliese Toft
Comedy Arts

Michael Tutaj
Interim Head Projection Technology

Susan Wachowski
Theatre Arts

Jessica Wardell
Design/Technology

Toranika Washington, MFA
Performance
Jacksonville University

John Ransford Watts, PhD
Dean Emeritus
Union Graduate School

Joanna White, MFA
Scenic Artist
University of Florida

Laura Whitlock, BA
Costume Technology
University of Northern Iowa

Emilio Williams
Theatre Arts

Jeanne Williams, BA
Associate Director, Academic Advising
Columbia College

Sandy Wilson, BA
Playwriting and Directing
Mount Holyoke

Anna Wooden, MFA
Design/Technology
Northwestern University

Claire Yearman, MFA
Combat
Western Illinois University

Dexter Zollicoffer, MFA
Diversity Student Mentor
The Theatre School, DePaul University

Undergraduate Academics

The Theatre School is home to undergraduate majors and minors and graduate programs.

Students in undergraduate programs at The Theatre School must achieve a grade of C- or better in major requirements to receive course credit. Any grade lower than a C- will require the student to repeat the course.

Students in the graduate programs must achieve a grade of C or better in major requirements to receive course credit. Any grade lower than a C will require the student to repeat the course. If a graduate student is taking an undergraduate level course, to fulfill a major requirement, the student must receive a B- or better to receive course credit.

Admission and Retention

The Theatre School only admits students for entry into Autumn quarter each year. Enrollment in each area of concentration is limited by strict capacities. In all of The Theatre School's programs, students are evaluated annually by the faculty and formally invited to continue into the subsequent year. The evaluation, a professional and confidential process, is based on four key elements: discipline, collaboration, professional potential, and progress in the program.

Honors Program

Most students follow the Liberal Studies Program (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/>) to meet their general education requirements. However, students accepted into the Honors Program (<https://catalog.depaul.edu/undergraduate-core/honors-program/program-requirements/>) fulfill general education requirements through an alternative set of courses. A student in the Honors Program pursuing a primary major in The Theatre School follows the requirements below:

Honors Core

Course	Title	Quarter Hours
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 102	HISTORY IN GLOBAL CONTEXTS *	4
HON 104	RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES	4
HON 105	PHILOSOPHICAL INQUIRY	4
HON 110	HONORS DISCOVER CHICAGO	4
HON 180	DATA ANALYSIS AND STATISTICS	4
or MAT 120	QUANTITATIVE REASONING	
HON 203	SEMINAR IN MULTICULTURALISM	4
HON 302	SEMINAR IN SOCIAL JUSTICE	4

*AP credit for HST 111 or HST 171 fulfills HON 102

Theatre majors whose math placement indicates a need for MAT 120 may fulfill the Honors math requirement with this course in place of HON 180.

Theatre Management majors do not take HON 180, and should take an honors approved elective in its place.

Science Requirement

- One course chosen from the university's Scientific Inquiry list.

Junior Seminar

- HON 302

The Honors Program is committed to developing students' knowledge and cultural awareness so they may respect and learn from difference. Honors students meet the multicultural requirement by completing HON 302.

Honors Senior Capstone

Course	Title	Quarter Hours
Select one of the following:		4
HON 350	HONORS SENIOR SEMINAR	
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
HON 395	HONORS SENIOR THESIS	

Honors Senior Thesis Option

Students who choose to complete an Honors Senior Thesis must have their project approved at least one term prior to executing the project. To gain approval for a senior thesis, students must complete an application, including a project proposal signed by two faculty advisors. In keeping with the interdisciplinary nature of the program, the thesis should attempt to move outside the boundaries normally associated with one particular

discipline and should be supervised by two readers from different academic fields. While the final product must be a substantial piece of work building on the student's accumulated knowledge and new research, specific requirements for each thesis will depend on the nature of the project. See the Director or Associate Director for an application and thesis materials. Students may opt to enroll in HON 300 (a two-credit elective) to receive dedicated guidance as they prepare the thesis project.

Grade Requirements

A grade of C- or higher in HON 100 and HON 110 or HON 111 is required to remain in the Honors Program.

A grade of C- or higher is required to pass the following courses: HON 100, HON 350, HON 351, and HON 395.

Graduate Academics

The Theatre School is home to undergraduate majors and minors and graduate programs.

Students in undergraduate programs at The Theatre School must achieve a grade of C- or better in major requirements to receive course credit. Any grade lower than a C- will require the student to repeat the course.

Students in the graduate programs must achieve a grade of C or better in major requirements to receive course credit. Any grade lower than a C will require the student to repeat the course. If a graduate student is taking an undergraduate level course, to fulfill a major requirement, the student must receive a B- or better to receive course credit.

The Theatre School Graduate Student Handbook

In addition to the DePaul University Graduate Student Handbook, The Theatre School Graduate Student Handbook includes requirements, rules and regulations for its graduate programs.

Upon admission to a graduate program, a student is to follow the catalog requirements in effect at the time of entrance. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the catalog in effect at the time of readmission or status change.

As a graduate student you assume the responsibility to know and meet both the general and particular regulations, procedures, policies, and deadlines set forth in this catalog and handbook. This catalog does not constitute a contract between the student and the University. Every effort has been made to provide accurate and firm information. The University reserves the right to revise the content of its catalogs and schedules, and to change policies, programs, requirements, rules, regulations, procedures, calendars and schedule of tuition and fees; to establish and modify admission and registration criteria; to cancel or change courses or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; or to make any other necessary changes.

Registration and Enrollment

No one is permitted to attend a class for which he or she has not been properly registered. Credit is accumulated on the basis of quarter hours. The normal class extends over a ten-week period.

Students enrolled for eight or more quarter hours of credit are considered full-time. Those enrolled in four to 7 hours of credit are considered half-time. Those registered for less than 4 quarter hours of credit are considered less than half-time. Normally, students in Theatre School programs are required to be enrolled as full-time students.

Probation

Academic Probation

A student is subject to probation as soon as his/her graduate GPA falls below 2.500. The student remains on probation until the end of the subsequent quarter, at which time another evaluation is made. If, at that time, the student has failed to raise his/her GPA to the required level of 2.500 the student may be dismissed for poor scholarship, and prohibited from registering for additional course work. If the student has raised his/her GPA to the required level of 2.500, the student will be removed from academic probation.

Disciplinary Probation

The Theatre School's Disciplinary Probation Policy is detailed in The Theatre School Student Handbook on the school's website.

Professional Probation

The Theatre School's Professional Probation Policy is detailed in The Theatre School Student Handbook on the school's website.

Invitation to Return & Evaluation Policies

A grade of C or better is required in all required courses.

A student must earn a grade of B- or higher to receive graduate credit for any upper level undergraduate course (300 or above) that has been accepted for graduate credit.

Please consult The Theatre School Student Handbook on the school's website for details on the following:

- MFA Acting Program Capacities and Invitations to Return
- MFA I Grading Procedures for the Acting Program
- MFA Directing Program Evaluation and Continuance Policies
- MFA Arts Leadership Evaluation and Continuance Policies

Readmission

A student who was previously enrolled in a graduate program in The Theatre School but has not been in attendance since the end of a leave of absence, but not more than four calendar years, must file a Readmission Application. Normally, this application requires that the student take part in the annual interview and audition process and meet the annual application deadlines. Detailed information is available on the school's website. (If more than four years have elapsed since the student been in attendance, a new application is required.)

Official copies of transcripts recording scholastic work taken while not enrolled at DePaul University must be submitted. As a policy, students are held to the degree requirements that are in force at the time of readmission.

Transfer Credit

Normally graduate programs at The Theatre School do not accept credit transferred from another institution. Exceptions can only be granted by the specific departmental chair or program director.

Undergraduate Courses

Courses numbered 300 through 399 are advanced undergraduate courses. If listed in this Catalog, they may be accepted for graduate credit within the limitations stipulated by the specific departmental chair or program director.

Graduation Requirements

Students must have successfully completed all of the general and specific degree requirements as listed in departmental or program sections of the catalog under which the student was admitted.

Completed degree requirements can include the submitting of the dissertation, thesis or research paper, examination scores, and, if necessary, grade changes. Students need to achieve a minimum grade point average of 2.500 to graduate.

Graduation with Distinction

Distinction is conferred upon a student who has maintained a 3.75 cumulative grade point average in the degree program, and passes with distinction the final oral or written examination or the master's thesis or project where applicable.

Additional Policies

The Theatre School Student Handbook located on the Theatre School website details additional policies, including (but not limited to) policies related the productions, production assignments, casting, and rehearsal procedures.

Leaves of Absence

Students who find it necessary to interrupt their attendance at The Theatre School may apply for a leave of absence. For details about this policy, please consult The Theatre School Student Handbook on the school's website.

Students applying for a leave should also complete the DePaul University Leave of Absence application on Campus Connect.

Admission & Aid

Admission

Candidates interested in admission to any of the undergraduate or graduate programs of The Theatre School should contact The Theatre School Admissions Office at (773) 325-7999 or (800) 4DEPAUL (Extension 7999). The office will provide each candidate with detailed instructions for the application and audition/interview process.

Theatre applicants are responsible for scheduling their own audition (for acting) or interview (for all other majors), which can be done on The Theatre School's website. If, for any reason, an applicant is unable to reserve a slot online, he or she should contact The Theatre School Admissions Office directly.

The Theatre School only admits students for entry into Autumn quarter each year. Enrollment in each area of concentration is limited by strict capacities. In all of The Theatre School's programs, students are evaluated annually by the faculty and formally invited to continue into the subsequent year. The evaluation, a professional and confidential process, is based on four key elements: discipline, collaboration, professional potential, and progress in the program. For more information about the School's policies about admission, retention, evaluations of students, invitations to return, and related matters, please see The Theatre School website.

STUDENT HANDBOOKS

- Undergraduate Student Handbook (p. 1510)
- Graduate Student Handbook (p. 1560)
- Law Student Handbook (p. 1595)
- Code of Student Responsibility (p. 1632)

Undergraduate Student Handbook

- University Information (p. 1510)
- Undergraduate Academic Policies (p. 1528)
- University Resources (p. 1551)

University Information

The Handbook provides University policies that support both academic and behavior expectations.

The University reserves the right to change programs, courses and requirements; and to modify, amend or revoke any rules, regulations, policies, procedures or financial schedules at any time during a student's enrollment period provided.

In addition to the policies and information included in this Handbook, your college or school may have specific guidelines, policies, and procedures for which you are responsible. Please consult your college section.

The Handbook also includes sections on General Information and University Resources.

About DePaul

DePaul University was founded in 1898, by the Congregation of the Mission (or Vincentian) society of apostolic life, which follows the inspiration and legacy of 17th century French priest St. Vincent de Paul. As an innovative Catholic, Vincentian university anchored in the global city of Chicago, DePaul supports the integral human development of its students. The university does so through its commitment to outstanding teaching, academic excellence, real world experience, community engagement, and systemic change.

University Officers

Robert L. Manuel, Ph.D.
President

Salma Ghanem, Ph.D.
Provost

Sherri Sidler
Executive Vice President

Kathryn Stieber, JD
Secretary of the University

DePaul University Mission

As an innovative Catholic, Vincentian university anchored in the global city of Chicago, DePaul supports the integral human development of its students. The university does so through its commitment to outstanding teaching, academic excellence, real world experience, community

engagement, and systemic change. DePaul prepares graduates to be successful in their chosen fields and agents of transformation throughout their lives.

Guided by an ethic of Vincentian personalism and professionalism, DePaul compassionately upholds the dignity of all members of its diverse, multi-faith, and inclusive community. Through education and research, the university addresses the great questions of our day, promoting peaceful, just, and equitable solutions to social and environmental challenges. Since its founding in 1898, DePaul University has remained dedicated to making education accessible to all, with special attention to including underserved and underrepresented communities.

This mission statement embodies the principal purposes of DePaul University. As such it is the nexus between past, present and future; the criterion against which plans are formulated and major decisions made; the bond which unites faculty, students, staff, alumni, and trustees as an academic community. Our mission is more fully expressed in both the Mission Statement and its Distinguishing Characteristics, Core values, and Commitments (https://offices.depaul.edu/mission-ministry/about/Documents/DePaul%20Mission%20Statement%20Supporting%20Document%2003_17_2021.pdf), which all are encouraged to read.

Vincentian Identity

The university derives its title and fundamental mission from St. Vincent de Paul, the founder of the Congregation of the Mission, a Catholic society of apostolic life whose members, Vincentians, established and continue to sponsor DePaul. Motivated by the examples of Vincent de Paul and Louise de Marillac, who instilled a love of God by leading their contemporaries to serve urgent human needs, the DePaul community believes our mission as an educational institution is to foster integral human development, social mobility, and social transformation.

Guided by an ethic of Vincentian personalism and professionalism, DePaul compassionately upholds the dignity of all members of its diverse, multi-faith, and inclusive community. Through education and research, the university addresses the great questions of our day, promoting peaceful, just, and equitable solutions to social and environmental challenges. Since its founding in 1898, DePaul University has remained dedicated to making education accessible to all, with special attention to including underserved and underrepresented communities.

Academic Calendar

Academic calendars are available on the Academic Affairs website (<https://academics.depaul.edu/calendar/Pages/default.aspx>).

Admission

Admission decisions at DePaul University are based on a strong academic record, as well as personal and occupational achievements, ambition, energy, resourcefulness and leadership. The University recognizes that each individual brings unique abilities to the DePaul community and performs a holistic review of a student's application. DePaul University does not discriminate on the basis of race, color, national origin, religion, gender, sexual orientation, age or handicap in admissions, employment, or the provision of services.

Types of admission include:

Freshman Student: You are under age 24 and have completed at least six semesters of high school, and have not enrolled in another college or university.

Transfer Student: You are under age 24, have graduated high school or passed the General Education Development (GED) exam or the equivalent for your state and have enrolled in college courses at another institution. For policies regulating transfer credit, please see Transfer Credit Regulations in the Undergraduate Handbook.

Graduate Student: You have an undergraduate degree and are applying for a graduate degree program, or are taking graduate courses (non-degree or as a student-at-large).

Adult Undergraduate Student: You are age 24 or over and have graduated high school or passed the General Education Development (GED) exam and are interested in an undergraduate degree.

International Student: You have been educated outside of the United States and will submit international educational credentials as part of your application, and/or you are or will be in F-1 or J-1 visa status.

Non-Degree Student: You are a college graduate interested in taking undergraduate courses for credit and not pursuing a degree at DePaul (i.e.: for graduate school preparation, career advancement, or personal enrichment).

Please note: Non-Degree students must complete a new application form for each quarter they wish to take classes. Undergraduate students who later wish to seek admission as degree-seeking students, must submit a regular application for admission. Students who do so, may apply a maximum of 16 credits toward an undergraduate degree.

Visiting Student: You are a high school student or a student in good standing at another college or university who plans to complete classes at DePaul to transfer back to your home institution and not pursue an undergraduate degree at DePaul.

Readmitted Student: You are a former DePaul student previously enrolled in an undergraduate degree program who has been absent from the university for three or more consecutive quarters (excluding summer sessions) or has previously withdrawn from the university.

Continuing Education Student: You are interested in taking courses without receiving college credit or in participating in one of our continuing education or professional review courses.

More information is available on the Admission website (<http://www.depaul.edu/admission-and-aid/Pages/default.aspx>).

Schools and Colleges

Driehaus College of Business

Established in 1912, the Driehaus College of Business is the nation's tenth oldest business school and serves individuals and organizations seeking access to the highest quality business education as a means for achieving intellectual and professional goals. The College also encompasses our highly respected graduate programs in business.

The Kellstadt Graduate School of Business prepares students to be leaders by frequently updating its programs to keep pace with the dynamics of global business.

College of Communication

The College of Communication provides students with a combination of timeless principles and up-to-the-minute tools, whether they're pursuing journalism; public relations and advertising; media studies; radio, television and film; relational, group and organizational communication; or intercultural communication.

Jarvis College of Computing and Digital Media

The Jarvis College of Computing and Digital Media (CDM) offers students a collaborative education where technology, artistry and business intersect. CDM is organized into three schools:

- The School of Cinematic Arts is home to our animation and cinema programs, which merge creativity, technology, imagination, technique, vision and execution.
- The School of Computing houses programs across the technology spectrum, and combines theoretical fundamentals with hands-on practice.
- The School of Design – CDM's newest school – is home to programs in graphic design, interactive and social media, game development, human computer interaction, and digital communication and media arts.

College of Education

The College of Education offers degree programs in bilingual/bicultural education; counseling; curriculum studies; early childhood education; educational leadership; elementary education; middle school mathematics education; reading specialist education; secondary education; social and cultural foundations of education; special education; sport, fitness and recreation leadership; and world language education.

College of Law

The DePaul College of Law was one of the first law schools in the country to introduce educational innovations like the study of negotiation techniques, courses in international criminal law and pre-trial courses in skills techniques. Today, our health law and intellectual property programs are among the best in the country, according to U.S. News & World Report.

College of Liberal Arts and Social Sciences

The oldest college at DePaul, the College of Liberal Arts and Social Sciences (LAS) offers more than 28 undergraduate and 30 graduate degree programs. Courses meet during the day, evenings and on weekends, primarily on the Lincoln Park Campus.

College of Science and Health

The College of Science and Health (CSH) was established in 2011 to help its students meet the demands of the growing fields of science and health. CSH offers multiple undergraduate majors and graduate programs in the areas of biology, chemistry, environmental science, mathematics, nursing, physics and psychology.

School of Music

DePaul's School of Music was founded in 1912 and is dedicated to excellence in both music teaching and performance. When they're not working with DePaul students, many of the school's faculty serve as members of the Chicago Symphony Orchestra, Lyric Opera of Chicago, or the Grant Park Symphony Orchestra, or as some of the city's most prominent freelance, chamber and jazz musicians.

School of Continuing and Professional Studies

The School of Continuing and Professional Studies builds upon DePaul University's recognized success in educating adult learners interested in a range of innovative and timely degree programs and non-degree continuing education opportunities. Its undergraduate and graduate degrees, offered on-campus, online, and in corporate settings, are particularly designed to accommodate adult learners who must balance claims of work, family, and/or community responsibilities with their educational pursuits.

The Theatre School

Founded in 1925 as the Goodman School of Drama, The Theatre School at DePaul is the Midwest's oldest theatre training conservatory. Known for its highly structured program and set in a world-renowned theater city, the school has earned a reputation as a standard of excellence in American professional theatre training.

DePaul Campuses/Locations

Students of any school or college may register for classes on any campus, arranging hours and courses in a manner designed to afford maximum educational advantage.

Campuses

The Lincoln Park Campus is situated about three miles north of the Chicago Loop in the vicinity of Webster (2200 N), Halsted (800 W) and Racine (1200 W). The offices for the College of Liberal Arts and Social Sciences, the College of Science and Health, the School of Music, the College of Education, and The Theatre School are located on this campus.

The Loop Campus is centered around 1 East Jackson Boulevard, between State, Jackson and Wabash. The offices for the Driehaus College of Business, the College of Computing and Digital Media, the College of Communication, the College of Law and the School of Continuing and Professional Studies are located on this campus.

Suburban Sites

Rosalind Franklin University of Medicine and Science is located 3333 Green Bay Road in North Chicago, Illinois. DePaul students have the option of taking the Master's Entry in Nursing Practice (MENP) on the RFU campus.

Overseas Locations

Tangaza College located in Nairobi, Kenya.

Bahrain Institute of Banking and Finance located in Manama, Bahrain.

Academic Partnerships

DePaul University has entered into a variety of relationships with other educational institutions to provide enhanced learning opportunities for students.

American University in Paris

DePaul and The American University of Paris (AUP) are partnering to offer an innovative two-year program leading to an MBA from DePaul's Kellstadt Graduate School of Business and a M.A. in Cross-cultural and Sustainable Business from AUP.

Catholic Theological Union

With permission, upper-level students in Catholic Studies and Religious Studies may elect to complete courses at the Catholic Theological Union.

Illinois Institute of Technology

Through a five-year joint program between DePaul and the Illinois Institute of Technology, students may earn a degree in physics from DePaul and degree in engineering from IIT, with a concentration in Mechanical, Aerospace, Electrical, or Computer Engineering.

IIT/Chicago Kent College of Law

Students in DePaul's College of Law may pursue courses in specialized areas of legal study at IIT/Chicago Kent College of Law.

Loyola University Chicago School of Law

Students in DePaul's College of Law may pursue courses in specialized areas of legal study at Loyola University Chicago School of Law.

NorthShore University Health System

DePaul offers a Doctor of Nursing Practice degree in Nurse Anesthesiology in conjunction with NorthShore University Health System's School of Nurse Anesthesia in Evanston.

Northwestern Memorial Hospital Clinical Schools – School of Nuclear Medicine Technology & Radiation Therapy

Through a partnership with Northwestern Memorial Hospital Clinical Schools, select DePaul students may pursue bachelor of science degrees in Allied Health Technologies in either Nuclear Medicine Technology or Radiation Therapy.

Rosalind Franklin University of Science and Medicine

DePaul has partnered with the Rosalind Franklin University of Science and Medicine in North Chicago to provide numerous degree program offerings, including:

- RN to MS in Nursing
- MA, Health Communication
- Master's Entry to Nursing Practice (MENP)
- 3+4 PharmD

Rush University

In conjunction with the Department of Health Systems Management in the College of Health Sciences at Rush University Medical Center, the Kellstadt Graduate School of Business of the College of Commerce offers a joint MBA/MS (Master of Science in Health Systems Management) degree program.

Truman College, City Colleges of Chicago

Through an agreement with the City Colleges of Chicago, students may complete their first years in college at Truman College, then seamlessly transfer their credits towards a DePaul undergraduate degree through the School for New Learning.

Wright College, City Colleges of Chicago

Through an agreement with the City Colleges of Chicago, students may complete their first years in college at Wright College, then seamlessly transfer their credits towards a DePaul undergraduate degree through the School for New Learning.

Study Abroad Opportunities

DePaul partners with a substantial number of institutions around the world to provide a wide variety of study abroad options for students.

Information about those agreements can be found on the Study Abroad website (<https://offices.depaul.edu/global-engagement/student-resources/study-abroad/Pages/default.aspx>).

Accreditation

DePaul University is a private, not-for-profit, Catholic institution accredited by:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
Phone: (800) 621-7440 / (312) 263-0456
Fax: (312) 263-7462
Email: complaints@hlcommission.org
Web: <https://www.hlcommission.org/Student-Resources/complaints.html>

Students may provide feedback or register complaints with the Higher Learning Commission at the contact information listed above.

Programmatic/Specialized Accreditation

DePaul University is a private, not-for-profit, Catholic institution, and has been accredited by numerous associations and organizations.

The Association to Advance Collegiate Schools of Business International
777 South Harbour Island Boulevard, Suite 750
Tampa, Florida 33602
Phone: (813) 769-6500
Fax: (813) 769-6559
Email: accreditation@aacsb.edu
Web: <https://www.aacsb.edu/accreditation> (<https://www.aacsb.edu/accreditation/>)

The American Bar Association
Office of the Consultant on Legal Education, American Bar Association

321 N. Clark Street, 21st Floor
Chicago, IL 60654
Phone: (312) 988-6738
Fax: (312) 988-5681
Email: legaled@americanbar.org
Web: https://www.americanbar.org/groups/legal_education/accreditation (https://www.americanbar.org/groups/legal_education/accreditation/)

The American Chemical Society
Office of Professional Training
1155 16th Street, NW
Washington, DC 20036
Phone: 202-872-4589
Fax: 202-872-6066
Email: service@acs.org
Web: <http://www.acs.org> (<http://www.acs.org/>)

The American Psychological Association
Office of Program Consultation and Accreditation - Education Directorate

750 First Street NE
Washington, DC 20002
Phone: (202) 336-5979
Fax: (202) 336-5978
Email: apaaccred@apa.org
Web: <https://accreditation.apa.org/about> (<https://accreditation.apa.org/about/>)

The Illinois Department of Financial and Professional Regulation
320 West Washington Street, 3rd Floor
Springfield, IL 62786
Phone: (888) 473-4858
Web: <https://www.idfpr.com/Contact/IDFPRContact.asp> (<https://www.idfpr.com/Contact/IDFPRContact.asp>)

The National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190-5248
Phone: (703) 437-0700
Fax: (703) 437-6312
Email: info@arts-accredit.org
Web: <https://nasm.arts-accredit.org/accreditation/accreditation-materials/protocols/expressing-concerns/>

The National Association of Schools of Public Affairs and Administration
COPRA NASPAA, 11th Floor 1029 Vermont Ave, NW
Washington, DC 20005
Phone: (202) 628-8965 x 103/ x 112
Email: copra@naspa.org
Web: <https://www.naspaa.org/students> (<https://www.naspaa.org/students/>)

Council for the Accreditation of Counseling and Related Educational Programs
500 Montgomery Street, Suite 350
Alexandria, VA 22314
Phone: (703) 535-5990
<https://www.cacrep.org>

Council on Social Work Education
Attention: OSHA Director
1701 Duke Street, Suite 200
Alexandria, VA 22314

Phone: (703) 683-8080
 Email: info@cswe.org
 Web: <https://www.cswe.org/Accreditation> (<https://www.cswe.org/Accreditation/>)

Commission on Collegiate Nursing Education
 655 K Street, NW, Suite 750
 Washington, DC 20001
 Phone: (202) 887-6791
 Fax: (202) 887-8476

Web: <https://www.aacnnursing.org/CCNE> (<https://www.aacnnursing.org/CCNE/>)

The Master of Science in Nursing and the Doctor of Nursing Practice at DePaul University are accredited by the Commission on Collegiate Nursing Education.

Council on Education for Public Health
 1010 Wayne Avenue, Suite 220
 Silver Spring, MD 20910
 Phone: (202) 789-1050
 Fax: (202) 789-1895
 Web: <http://ceph.org/constituents/students/faqs/#15>

Students may provide feedback or register complaints with DePaul's accreditors at the contact information listed above.

Member Status

DePaul University is a Member of

- The American Association of Colleges of Nursing
- The American Council On Education
- The Association of American Colleges and Universities
- The Association of American Law Schools
- The Association of Catholic Colleges and Universities
- The Association of Governing Boards of Universities and Colleges
- The Council for Adult and Experiential Learning
- The Council of Graduate Schools
- The Federation of Independent Illinois Colleges and Universities
- The Illinois Arts Alliance
- The International Association of Theatre for Children and Young People
- The League of Chicago Theatres
- The National Association of Independent Colleges and Universities
- The Council for Opportunity in Education
- The National League for Nursing

State Agencies

Students may provide feedback or register complaints with these entities at the contact information below, or with the Illinois Office of Attorney General at 800-386-5438, <http://illinoisattorneygeneral.gov/consumers/filecomplaint.html>

The Illinois Board of Higher Education
 1 North Old State Capitol Plaza, Suite 333
 Springfield, Illinois 62701-1377
 Institutional Complaint Hotline: (217) 557-7359
 Institutional Complaint System: <https://complaints.ibhe.org/> (<https://complaints.ibhe.org/>)
 Phone: (217) 782-2551 Fax: (217) 782-8548 TTY: (888) 261-2881

General Information: info@ibhe.org

The Illinois Office of Education, State Teacher Certification Board
 100 N. First Street, Suite S-306
 Springfield, Illinois 62777
 Phone: (217) 557-6763 Fax: (217) 524-1289
 Web: <https://www.isbe.net/licensure> (<https://www.isbe.net/licensure/>)

The State Approving Agency for Veterans Training
 Dan Wellman
 833 Spring St.
 P.O. Box 19432
 Springfield, IL 62794-9432
 Phone: (312) 814-2460
 Web: <https://www2.illinois.gov/veterans/services%20benefits/Pages/education.aspx>

The State of Illinois Department of Financial and Professional Regulation
 Board of Nursing
 Division of Professional Regulation Complaint Intake Unit
 100 West Randolph Street, Suite 9-300
 Chicago, IL 60601
 Phone: (312) 814-6910
 Web: <https://idfpr.illinois.gov/dpr.html>

Other State Agencies

DePaul University is a participating member of the State Authorization Reciprocity Agreement (SARA), <https://www.nc-sara.org> (<https://www.nc-sara.org/>). Online students living in the states listed below may provide feedback or register complaints with the State of Illinois' SARA Portal Entity, or with the appropriate in-state entity listed below.

Illinois (Portal Entity):
 Illinois SARA Coordinator
 Illinois Board of Higher Education
 1 N. Old State Capitol Plaza, Suite 333
 Springfield, Illinois 62701-1377
 Phone: 217.557.7382
 Web: <https://www.nc-sara.org/states/IL> (<https://www.nc-sara.org/states/IL/>)

Alabama: Alabama Commission on Higher Education
 Office of Institutional Effectiveness and Planning
 P.O. Box 302000
 Montgomery, AL 36130
 Phone: 334-353-9153
 Web: <http://ache.edu/AlaPortal.aspx>

Alaska: Alaska Commission on Postsecondary Education
 P.O. Box 110505
 Juneau, AK 99811-0505
 Phone: 907-465-6741
 Web: acpe.alaska.gov (<http://acpe.alaska.gov/>)

Arizona: Arizona State Board for Private Postsecondary Education
 1740 W. Adams, Suite 3008
 Phoenix, Arizona 85007
 Phone: 602-542-5709
 Web: <https://ppse.az.gov/content/student-complaint-procedure> (<https://ppse.az.gov/content/student-complaint-procedure/>)

Arkansas: Arkansas Department of Higher Education
 423 Main Street, Suite 400

Little Rock, AR 72201
Phone: 501-371-2000
Web: <http://www.adhe.edu> (<http://www.adhe.edu/>)

California: California Department of Consumer Affairs
Consumer Information Center
1625 North Market Blvd., Suite N-112
Sacramento, CA 95834
Phone: 833-942-1120
dca@dca.ca.gov
Web: https://www.dca.ca.gov/consumers/complaints/oos_students.shtml (https://www.dca.ca.gov/consumers/complaints/oos_students.shtml/)

Colorado: Colorado Department of Higher Education
1600 Broadway, Suite 2200
Denver, CO 80202
Phone: 303-862-3001
Web: <https://cdhe.colorado.gov/students/how-do-i/filing-a-student-complaint>

Georgia: Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, GA 30084
Phone: (770) 414-3300
Web: <https://gnpec.georgia.gov/>

Idaho: Idaho State Board of Education
650 W. State Street, 3rd Floor
Boise, ID 83702
Phone: 202-334-2270
Web: <https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/>

Nevada: State of Nevada Commission on Postsecondary Education
860 E Sahara Ave.
Las Vegas, NV 89104
Phone: (702) 486-7330
Web: https://cpe.nv.gov/Students/Students_Home/

New Hampshire: New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3494
Phone: 603#271#3494
Web: www.education.nh.gov (https://cpe.nv.gov/Students/Students_Home/)

New Jersey: New Jersey Secretary of Higher Education
1 John Fitch Plaza, 10th Floor
P.O. Box 542
Trenton, NJ 08625-0542
Phone: 609#292#4310
Web: <http://www.nj.gov/highereducation/index.shtml> (<http://www.nj.gov/highereducation/index.shtml/>)

New Mexico: New Mexico Higher Education Department
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505-2100
Phone: 505-476-8400
Web: <http://www.hed.state.nm.us>

New York: New York State Education Department
Office of Higher Education
Education Building Annex, Room 977

Albany, NY 12234
Phone: 518-474-2593
Web: <http://www.highered.nysed.gov> (<http://www.highered.nysed.gov/>)

North Carolina: North Carolina Post Secondary Education
Consumer Protection Division
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001
Phone: 919-716-6000
Web: <http://www.ncdoj.gov/complaint> (<http://www.ncdoj.gov/complaint/>)

North Dakota: North Dakota Department of Career and Technical Education
State Capitol, 15th Floor, 600 East Blvd Avenue, Dept. 270
Bismark, ND 58505-0610
Phone: 701#328#2678
Web: <http://www.nd.gov/cte/>

Ohio: Ohio State Board of Career Colleges and Schools
30 East Broad Street, Suite 2481
Columbus, OH 43215
Phone: 614-466-2752
Web: <http://scr.ohio.gov/ConsumerInformation/FilingaComplaint.aspx>

Oklahoma: Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Phone: 405-225-9100
Web: <http://www.okhighered.org/current-college-students/complaints.shtml> (<http://www.okhighered.org/current-college-students/complaints.shtml/>)

Oregon: Oregon Higher Education Coordinating Commission
255 Capitol Street NE, Third Floor
Salem, OR 97310
Phone: 503-378-5690
Web: <https://www.oregon.gov/highered/institutions-programs/private/Pages/private-postsecondary-complaints.aspx>

Pennsylvania: Pennsylvania Department of Education
333 Market Street, 8th Floor
Harrisburg, PA 1726
Phone: 717#783#6788
Web: <https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

Puerto Rico: Puerto Rico Council on Education
P.O. Box 19900
San Juan, PR 00910-1900
Phone: 787#722-2121
Web: <http://www.ce.pr.gov/>

Rhode Island: Rhode Island Board of Governors for Higher Education
Shepard Bldg, 80 Washington Street
Providence, RI 02903
Phone: 401-456-6010
Web: <https://www.ride.ri.gov/BoardofEducation/Overview.aspx>

South Carolina: South Carolina Commission on Higher Education
1122 Lady St, STE 300
Columbia, SC 29201
Phone: 803-737-2260

Web: www.che.sc.gov (<http://www.che.sc.gov/>)

South Dakota: South Dakota Secretary of State
Capitol Building
500 East Capitol Avenue, Suite 204
Pierre, SD 57501-5070
Phone: 605-773-4400
Web: <https://sdsos.gov/>

Tennessee: Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243
Phone: 615-741-3605
Web: <https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization.html> (<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization.html>)

Texas: Texas Higher Education Coordinating Board
PO Box 12788
Austin, TX 78711-2788
Phone: 512-427-6101
Web: <https://www.highered.texas.gov/>

Utah: Utah Division of Consumer Protection
160 East 300 South
Salt Lake City, UT 84111
Phone: 801-530-6601
Web: <http://www.consumerprotection.utah.gov/>

Vermont: Vermont Agency of Education
219 North Main Street, Suite 402
Barre, VT 05641
Phone: 802#479-1030
Web: www.education.vermont.gov (<http://www.education.vermont.gov/>)

Virginia: State Council for Higher Education for Virginia
101 N 14th Street, 10th Flr
Richmond, VA 23219
Phone: 804#225#2629
Web: www.schev.edu (<http://www.schev.edu/>)

Washington: Washington Student Achievement Council
917 Lakeridge Way SW
Olympia, WA 98540-3430
Phone: 360#753#7800
Web: www.wsac.wa.gov (<http://www.wsac.wa.gov/>)

West Virginia: West Virginia Attorney General's Consumer Protection
Division/Consumer Protection Hotline
P.O. Box 1789
Charleston, WV 25326
Phone: 1-800-368-8808
Web: <http://www.wvhepc.edu/wp-content/uploads/2014/06/Student-Complaint-Process-revised-3.pdf>

Wisconsin: Wisconsin Educational Approval Board
4822 Madison Yards Way
Madison, WI 53705
Phone: 608-266-2112
Web: <https://heab.state.wi.us/dlab/students.html#file>

Wyoming: Wyoming Department of Education
122 W. 25th Street, Suite E200

Cheyenne, WY 82002
Phone: 307-777-7675
Web: <http://edu.wyoming.gov/>

Complaints and Grievances

DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.

In support of this mission, DePaul University is committed to treating every member of its community with dignity, justice and respect fostering a positive learning environment and providing quality service. It is important for students to know how to address concerns and issues that may be contrary to this commitment.

Complaints or concerns that a policy or procedure has been incorrectly or unfairly applied can often be resolved through an initial conversation with the staff, faculty member or department where the issue originated and his/her supervisor if necessary.

DePaul has established a number of policies and procedures for responding to particular types of concerns. Contact information for these policies and procedures can be found in the bottom section of this page:

- Concerns about grades are addressed through the University's Grade Challenge policy. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about academic integrity are addressed through the Academic Integrity policy and process. Detailed information is available on the Academic Integrity website.
- Concerns related to student conduct are addressed through the Code of Student Responsibility, and the Student Conduct Process. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about discrimination or harassment on the basis of a variety of protected characteristics are addressed by the Office of Gender Equity or Human Resources/Employee Relations & EEO, through the Anti-Discrimination and Anti-Harassment Policy and Procedures
- Concerns based on sexual violence, sexual harassment, or other sex or gender-based discrimination (Title IX) are addressed through DePaul's Director of the Office of Gender Equity/Title IX Coordinator located within the Division of Student Affairs. This Office is responsive to reports that any member of the DePaul community may have experienced behavior of this type. Detailed information is available on OGE's website, Title IX | Division of Student Affairs | DePaul University, Chicago (<https://offices.depaul.edu/STUDENT-AFFAIRS/TITLE-IX/Pages/default.aspx>)
- Concerns about the confidentiality of education records (FERPA- Family Educational Rights and Privacy Act), are addressed through the Office of the University Registrar.

Concerns about academic issues relating to faculty or staff can often be resolved through an initial conversation with the faculty, staff member or student employee involved in the situation. Therefore, students with academic complaints or concerns should address the issue following the steps indicated below:

1. The issue should first be discussed with the faculty or staff member.
2. If this does not resolve the issue the student should then discuss the issue with the department chairperson or program director for faculty issues or the individual's supervisor for staff. If you are unsure of the appropriate college contact, please see below for a directory of College and College Dean's Offices.
3. If the issue is still not resolved, the student should then discuss the matter with the Office of the Dean of the faculty member's college for faculty issues or the department supervisor for staff issues.
4. If the issue is still not resolved, the student may discuss the issue with the Office of the Provost.

The Dean of Students Office is a central location to which students can turn with problems they have been unable to resolve. The Dean of Students Office hears student concerns and helps students understand their options for resolving the concerns and/or locating appropriate services: <http://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx>.

In addition, the University Ombudsperson is available to faculty and staff to provide consultation about conflict resolution, to clarify policies and procedures, and to help find the right person or department to respond to questions.

Students may also always choose to report concerns or misconduct through the University's confidential reporting mechanisms: 877.236.8390 or <https://compliance.depaul.edu/hotline/index.asp> (<https://compliance.depaul.edu/hotline/>)

The U.S. Department of Education requires institutions offering online education to provide contact information for students to file complaints with its accreditor and state agencies. Contact information for DePaul's regional accreditor (the Higher Learning Commission), programmatic/specialized accreditor and state agencies is available in the Handbook section of the University Catalog.

DePaul Contact Information/Available Resources

Sexual and Relationship Violence

Public Safety

Lincoln Park Campus 773/325-7777

Loop Campus 312/362-8400.

The Public Safety Office is open 24 hours a day, 7 days a week.

Office of Gender Equity/Title IX Coordinator

Division Of Student Affairs

Lincoln Park Student Center Suite 308

312-362-8970

Email: titleixcoordinator@depaul.edu (Email:

titleixcoordinator@depaul.edu)

Incident report form: Reporting Form for Title IX/Sex and Gender-Based Misconduct (maxient.com) (https://cm.maxient.com/reportingform.php?DePaulUniv&layout_id=4)

Discrimination & Harassment (other protected categories)

Individuals seeking to make a complaint should contact the ER&EEO team at (312) 362-8500 or email employeeerelations@depaul.edu.

Complaints can also be made by completing the **Discrimination, Harassment, and Retaliation Complaint Form** ([https://depaul.hracuity.net/webform/index/d8273bb2-dbb0-48ee-a592-](https://depaul.hracuity.net/webform/index/d8273bb2-dbb0-48ee-a592-e41caf06b0b5/)

[e41caf06b0b5/](https://depaul.hracuity.net/webform/index/d8273bb2-dbb0-48ee-a592-e41caf06b0b5/)). For anonymous complaints please use the Misconduct Reporting Hotline at 877/236-8390.

Dean of Students Office

Lincoln Park Campus: Student Center Suite 307, 773/325-7290

Loop Campus: DePaul Center Suite 11001, 312/362-8066

Email: deanofstudents@depaul.edu

Disability Services

Center for Students with Disabilities

Lincoln Park Campus: Student Center 370, 773/325-1677

Loop Campus: Lewis Center 1420, 312/362-8002

Email: csd@depaul.edu

Student Organizations

Student Life

Loop Campus: Lewis Center Lewis 1400, 312/362-5680

Lincoln Park Campus: Student Center 306, 773/325-4852

Email: studentaffairs@depaul.edu

Housing

Department of Housing and Residence Life

Lincoln Park Campus: Centennial Hall Suite 301, 773/325-7196

Email: housing@depaul.edu

Residential Education

Residential Education

Lincoln Park Campus: Centennial Hall, Suite 302, 773/325-4211

Email: resed@depaul.edu (resed@depaul.edu)

Family Educational Rights and Privacy Act (FERPA)

DePaul Central/Office of the University Registrar

Lincoln Park Campus: Schmitt Academic Center Suite 101, 312/362-8610

Loop Campus: DePaul Center Suite 9100, 312/362-8610

Email: dpcl@depaul.edu

Misconduct Reporting

Hotline at 877/236-8390

Intake Site: www.depaul.ethicspoint.com (<http://www.depaul.ethicspoint.com>)

Student Conduct Violations or Appeals

Dean of Students Office

Lincoln Park Campus: Student Center Suite 307, 773/325-7290

Loop Campus: DePaul Center Suite 11001, 312/362-8066

Email: deanofstudents@depaul.edu

University Ombudsperson

Office of Mission and Values, 312/362-8707

Email: ombuds@depaul.edu

College/Dean's Offices

Richard H. Driehaus College of Business

Loop Campus

Graduate College Office: DePaul Center Suite 5300, 312/362-8810

Undergraduate College Office: DePaul Center Suite 5200, 312/362-8000

Office of the Dean: DePaul Center Suite 5100, 312/362-6783

College of Communication

Loop Campus

Graduate College Office: Daley Building Suite 1800, 312/362-8600

Undergraduate College Office: Daley Building Suite 1800, 312/362-8600

Office of the Dean: Daley Building Suite 1800, 312/362-8600

College of Computing and Digital Media

Loop Campus

Graduate College Office: CDM Center Mezzanine, 312/362-8633

Undergraduate College Office: CDM Center Mezzanine, 312/362-8633

Office of the Dean: CDM Center 401, 312/362-8381

College of Education

Lincoln Park Campus

Graduate College Office: 2247 N. Halsted Street, 773/325-7740

Undergraduate College Office: 2247 N. Halsted Street, 773/325-7740

Office of the Dean: 2247 N. Halsted Street, 773/325-7740

College of Law

Loop Campus

College Office: Lewis Center Suite 931, 312/362-8701

Office of the Dean: Lewis Center Suite 931, 312/362-8701

College of Liberal Arts & Social Sciences

Lincoln Park Campus

Graduate College Office: 990 W. Fullerton Avenue, Suite 1200

773/325-4008

Undergraduate College Office: 2352 N. Clifton Avenue, Suite 130

773/325-7310

Office of the Dean: 990 W. Fullerton Suite 4200, 773/325-7300

Loop Campus

Undergraduate College Office: Lewis Center 1630, 312/362-8870

School of Music

Lincoln Park Campus

Graduate College Office: Music Building, 773/325-4844

Undergraduate College Office: Music Building, 773/325-4844

Office of the Dean: Music Building, 773/325-4844

School of Continuing and Professional Studies (formerly The School for New Learning)

Loop Campus

Graduate College Office: Daley Building Suite 1400, 312/362-8001

Undergraduate College Office: Daley Building Suite 1400, 312/362-8001

Office of the Dean: Daley Building, 312/362-8001

College of Science and Health

Lincoln Park Campus

Graduate College Office: McGowan South Suite 400, 773/325.8490

Undergraduate College Office: McGowan South Suite 400, 773/325.8490

Office of the Dean: McGowan South Suite 403, 773/325-8300

The Theatre School

Lincoln Park Campus

Graduate College Office: 2350 N. Racine Avenue, 773/325-7917

Undergraduate College Office: 2350 N. Racine Avenue, 773/325-7917

Office of the Dean: 2350 N. Racine Avenue, 773/325-7917

Honor Societies

Since 1954, DePaul University has recognized academic honorary societies in order to highlight students' superior academic achievement and leadership. Students are selected to join honorary societies based on their superior academic record within their specific major or across all colleges. DePaul University strives to recognize students' outstanding academic performance and is proud of the rich tradition that these valuable organizations have provided to the university community. Below is a list of each honorary society and its academic discipline.

- Beta Alpha Psi – Accounting, Finance and MIS
- Delta Alpha Pi – Students with Disabilities
- Gamma Kappa Alpha - Italian
- Gamma Theta Upsilon - Geography
- Iota Iota Iota - Women's and Gender Studies
- Kappa Delta Pi - Education
- Lambda Alpha - Anthropology
- Lambda Pi Eta - Communication
- National Society of Collegiate Scholars - All
- Nu Lambda Mu - Nonprofit Management and Leadership
- Nu Rho Psi - Neuroscience
- Omicron Delta Epsilon - Economics
- Order of Omega - Fraternity and Sorority Community
- Pi Alpha Alpha - Public Administration
- Phi Alpha Theta - History
- Phi Beta Delta - International Education
- Pi Epsilon Pi - Writing Studies
- Pi Sigma Alpha – Political Science
- Psi Chi - Psychology
- Sigma Delta Pi - Spanish
- Sigma Pi Sigma - Physics
- Phi Sigma Tau - Philosophy
- Sigma Tau Delta - English
- Sigma Theta Tau - Nursing
- Theta Alpha Kappa - Religious Studies
- Upsilon Pi Epsilon - Computer Science

Pillars of Learning at DePaul

Preamble

In common with all universities, DePaul strives to ensure that its students come away from their experience with knowledge and skills that will enable them to fulfill their personal and professional aspirations, interact productively with others in all their diverse perspectives, contribute meaningfully to society, and continue learning throughout their lives. Moreover, DePaul shares with other universities the intention that students will use their knowledge and skills to conduct themselves ethically and humanely, with an appreciation for the past and an eye towards shaping an even better future.

At the same time, DePaul's mission – Catholic, Vincentian, urban – calls on us to consider these pillars of learning in a manner that honors the university's distinctive qualities. DePaul's Catholic heritage encourages us to study religious traditions, and to critically examine the moral underpinnings of all academic disciplines. The example of St. Vincent, who worked with people from all strata of society in order

to address urgent human needs, infuses our understanding of both education and service with a concern for social justice, for the university mission statement reminds us that “the DePaul community is above all characterized by ennobling the God-given dignity of each person.” And as an urban university, DePaul’s deep involvement in multiple communities, within Chicago and beyond, invites us to both draw on the city’s rich opportunities for learning and serve as partners in helping them move forward. In sum, the mission statement tells us, “DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.”

With the university’s mission as their foundation, these Pillars of Learning provide a framework for learning at DePaul, where students prepare to engage in the world of the twenty-first century, carrying with them the heritage and values that distinguish DePaul.

Pillar 1. Mastery of Content

This pillar embraces the breadth and depth of ideas, theories, approaches, and information that DePaul students encounter through and beyond their studies.

Pillar 2. Intellectual and Creative Skills

In order to fully engage with knowledge, whether for a specific purpose or for its own sake, DePaul students are encouraged to develop the ability to think critically and imaginatively, formulate their own understanding, and effectively communicate their ideas.

Pillar 3. Personal and Social Responsibility

This pillar honors the notion that knowledge reflects and contributes to the values of individuals and communities. DePaul students, in particular, are challenged to consider their own values in light of the university’s mission.

Pillar 4. Intercultural and Global Understanding

This pillar speaks to the likelihood that, in our diverse and increasingly interdependent world, the future depends on individuals being able to learn from each other and make the best use of finite resources.

Pillar 5. Integration of Learning

Given the wide range of opportunities for learning at DePaul, it is important for students to develop the ability to consider relationships among individual experiences of learning so as to make meaning of their education in all its variety.

Pillar 6. Preparation for Career and Beyond

This final pillar builds on all the rest and calls on students to be ready to apply their knowledge and skills to the changing world that awaits them.

Learning Outcomes and Assessment

These six Pillars provide a common framework for learning at DePaul. Each academic program – including majors and general education – is expected to approach these Pillars in ways appropriate to their fields of

study. Thus, specific learning outcomes – that is, what every student is expected to know and be able to do – will be set at the program level, with the understanding that those outcomes contribute to an education built on these six Pillars. Likewise, assessment of student learning will focus on program-level learning outcomes. While individual major programs may emphasize some Pillars more than others, learning outcomes for general education (including Liberal Studies, Honors, and the SCPS core) will work to develop all six.

Additional Notes

These Pillars of Learning at DePaul were approved by Faculty Council and the Provost on May 4, 2022 after discussion with representatives from Liberal Studies Council, the University Honors Program, the School for Continuing and Professional Studies, the Committee on Academic Policy, the Committee on Curriculum and Programs, and the Committee on Learning & Teaching.

Liberal Studies Program Overall Learning Goals and Outcomes

Preamble

DePaul’s Catholic, Vincentian, and urban character distinguishes its students’ experiences. In turn, its Liberal Studies Program connects students – in progressively more integrated ways – to the university’s mission and to values associated with social justice, diversity, and the desire to work toward socially and environmentally sustainable communities.

To prepare its students to understand, engage, and effect change as global citizens, these revised Liberal Studies Program learning goals and outcomes provide students with an integrative and intellectually challenging education. The rhetorical, creative, intellectual, analytical, quantitative, and interdisciplinary knowledge gained from the program’s connected coursework facilitates success as students and as life-long learners. The Liberal Studies Program supports the student’s academic major with learning across disciplines – both in and beyond the classroom.

Faculty from virtually every department, interdisciplinary program, and college teach over 1,400 different courses from which students can choose to fulfill their Liberal Studies Program requirements. This wide spectrum of participation on the part of students and faculty alike contributes to a strong sense of intellectual community at DePaul University as well as a shared commitment to its mission and values.

Goal 1. Mastery of Content

This goal embraces the breadth and depth of ideas, theories, approaches, and information which DePaul students encounter through and beyond their studies.

Outcomes: DePaul students will demonstrate and be able to apply:

- general knowledge of cultures, religions, science, the arts, history, and computational reasoning.
- specialized knowledge and skills from within a specific discipline or field.

Goal 2. Intellectual and Creative Skills

In order to fully engage with knowledge, whether for a specific purpose or for its own sake, DePaul students are encouraged to develop the ability to

think critically and imaginatively, formulate their own understanding, and effectively communicate their ideas. This goal articulates specific skills that comprise these broader abilities.

Outcomes: DePaul students will be able to:

- systematically access, analyze, and evaluate information and ideas from multiple sources in order to identify underlying assumptions and formulate conclusions.
- solve quantitative problems.
- create and support arguments using a variety of approaches.
- use existing knowledge to generate and synthesize ideas in original ways.
- communicate clearly in speech and writing.

Goal 3. Personal and Social Responsibility

This goal honors the notion that knowledge reflects and contributes to the values of individuals and communities. DePaul students, in particular, are challenged to consider their own values in light of the university's mission.

Outcomes: DePaul students will be able to:

- articulate their own and others' beliefs about what it means to be human and to create a just society.
- articulate what is entailed in becoming a self-directed ethical decision-maker and living a life of personal integrity.
- evaluate ethical issues from multiple perspectives and employ those considerations to chart coherent and justifiable courses of action.
- benefit their communities through socially responsible engagement and leadership.

Goal 4. Intercultural and Global Understanding

This goal speaks to the likelihood that, in our diverse and increasingly interdependent world, the future depends on individuals being able to learn from each other and make the best use of finite resources.

Outcomes: DePaul students will demonstrate:

- respect for and learning from the perspectives of others different from themselves.
- knowledge of global interconnectedness and interdependencies.
- knowledge to become a steward of global resources for a sustainable future.

Goal 5. Integration of Learning

Given the wide range of opportunities for learning at DePaul, it is important for students to develop the ability to consider relationships among individual experiences of learning so as to make meaning of their education in all its variety.

Outcomes: DePaul students will be able to:

- relate their learning – curricular and co-curricular – to multiple fields and realms of experience.
- make connections among ideas and experiences in order to synthesize and transfer learning to daily practice.
- design, develop, and execute a significant intellectual project.

Goal 6. Preparation for Career and Beyond

This final learning goal builds on all the rest and calls on students to be ready to apply their knowledge and skills to the changing world that awaits them.

Outcomes: DePaul students will be able to:

- set goals for future work that are the result of realistic self-appraisal and reflection.
- articulate their skills and knowledge and represent themselves to external audiences.
- work toward goals independently and in collaboration with others.
- employ technology to create, communicate, and synthesize ideas.
- set priorities and allocate resources.
- apply strategies for a practice of life-long learning.

Additional Notes

The revised learning goals and outcomes are derived from national research and best practices surrounding liberal education. Building on the four pre-existing LSP meta-goals (reflectiveness, value consciousness and ethical reasoning, multicultural perspective, and creative and critical thinking), and recognizing the challenges and opportunities of the contemporary world, these revisions amplify the four traditional outcomes of a liberal education¹ while engaging DePaul University's mission throughout the program.

¹ American Association of Colleges and Universities. College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America's Promise. (Washington, D.C., 2007) 11-50.

Liberal Studies Program Core and Domain Learning Outcomes

DePaul is committed to ensuring educational excellence in each of our academic programs. Articulating learning outcomes for each of our academic programs is an important first step in our ongoing assessment and improvement cycle. By having well-defined learning outcomes as a guide, our programs are positioned to implement and assess quality educational experiences. These outcomes are also mapped to institutional learning goals, further strengthening the connection to overall student learning at DePaul University.

Liberal Studies Common Core Chicago Quarter Learning Outcomes

Students will be able to:

- Integrate, in writing, the academic content with student experiences engaging with Chicago.
- Articulate the connection between the course content and DePaul University's mission.
- Use Chicago resources in their coursework.

Focal Point Seminar Learning Outcomes

Students will be able to:

- Discuss and analyze work from at least three different fields in their written work for the course.

- Participate actively in advancing the collective intellectual understanding of the course topic through class discussions.
- Distinguish between primary and secondary sources, and assess varying degrees of mediation and interpretation in specific source materials.
- Construct arguments based on evidence and the work and interpretations of other sources.
- Revise papers in response to the instructor's comments.
- Produce a project with a central argument, in which all parts of the project support the central argument.

Quantitative Reasoning Learning Outcomes

Students will be able to:

- Use proportional reasoning and percent change to analyze data in context.
- Make appropriate and effective graphs to communicate and visualize quantitative information.
- Critique graphs and charts in the media.
- Recognize disaggregation as a factor in interpreting data.
- Use and interpret linear and exponential models.
- Make algebraic calculations within a spreadsheet using cell addresses and formulas and use statistical, logical, and financial functions.
- Critically assess the sources, importance and factual accuracy of quantitative information.
- Make effective quantitative analyses in written form with supporting graphs and/or tables.

First Year Writing Learning Outcomes

Students who successfully complete will be able to:

- Identify and use key rhetorical concepts, including purpose, audience, and context, through analyzing and composing a variety of texts.
- Integrate critical thinking, reading, and writing.
- Reflect on and develop their own writing processes.
- Appropriately apply knowledge of linguistic structures, genre, and citation.

Seminar on Race, Power, and Resistance Learning Outcomes

Students will be able to:

- Demonstrate knowledge of the historically contingent nature of constructions of race, racism, and anti-racism. The course will compare at least two different dimensions of people's lived experiences by examining how class, ethnicity, gender, age, language, sexual orientation, religion, and/or ability have shaped racialized experiences and anti-racist resistance.
- Develop, through self-reflection and critical analysis, alternative perspectives on the historical roots of inequality and be able to explain the lasting effects of oppression on marginalized groups.
- Critically analyze multiple sources of information and interpret evidence from a variety of points of views in order to demonstrate knowledge about racism and tools that have been used to combat it. Sources may include relevant databases and other reference work, primary and secondary sources, community knowledge, etc.
- Demonstrate knowledge of racism and anti-racist movements or actions through seminar discussion and course assignments.

- Apply seminar content theoretically or practically to address problems and issues related to racism and its intersection with other features of human experience.

Experiential Learning Learning Outcomes

Students will be able to:

- Apply particular concepts from readings, lectures, etc. to an analysis of lived experiences in the settings provided by the course.
- Use the experiences provided by the course to construct and articulate the impact of their experience on their understanding of course content.
- Demonstrate an understanding of the ethics appropriate to his or her experiential placement.
- Synthesize and articulate how the ideas and experiences provided by the course might inform their personal, academic, and/or professional pursuits.

Senior Capstone Learning Outcomes

Students will be able to:

- Apply one or more theories or concepts from courses within their major to an analysis of a particular issue relevant to the major.
- Identify an idea, method, or concept from a discipline outside their major field of study and be able to apply it within the context of their major field of study.
- Examine how their previous coursework, including Liberal Studies courses, has contributed to their intellectual development and/or their post-graduation plans.

Learning Domains

Arts and Literature Learning Outcomes

Students will be able to:

- Explain, in well-written prose, what a work of art is about and how it was produced
 - Articulate and explain the "content" of that work and its methodology of production.
- Comment on the relationship between form and content in a work.
 - How does the 14-line sonnet both enable and inhibit its practitioner, for example?
 - What are the generic expectations of a particular form?
 - How does an artist complicate, enrich, or subvert such expectations?
- Assess the formal aspects of their subject and put those qualities into words, using, when appropriate, specialized vocabulary employed in class and readings.
- Contextualize a work of art.
 - Do so with respect to other works of art in terms of defining its place within a broader style or genre.
 - Contextualize a work of art in terms of contemporaneous aesthetic, social, or political concerns, discussing how these might shape the work's reception and how that reception might differ amongst various peoples and historical periods.

Historical Inquiry Learning Outcomes

Students will be able to:

- Demonstrate a depth and breadth of historical knowledge of specified content by:

- Explaining historical developments in terms of continuity and change.
- Describing the relevant political, economic, social, and/or cultural contexts of historical events and developments.
- Explaining how people have lived, acted, and thought in one or more particular historical periods.
- Demonstrate historical skills by:
 - Analyzing and evaluating primary and secondary sources.
 - Differentiating between historical facts and historical interpretations.
 - Articulating a historical argument.
 - Supporting an interpretation with evidence from primary and secondary sources.
- Demonstrate historical thinking by:
 - Articulating how geography and regional differences affect the past.
 - Interpreting the complexity and diversity among issues, events, and ideas of the past.
 - Distinguishing among multiple perspectives that shape interpretations of the past.
 - Using the categories of race, gender, class, ethnicity, region, and religion to analyze historical events and developments.

Math and Computing Learning Outcomes

Math and Computing: Computational Reasoning

Students will be able to:

- Apply computational thinking skills to analyze and design solutions to problems or to express a creative concept.
- Develop, express, trace, and analyze algorithms.
- Apply fundamental concepts of programming in implementing algorithms.
- Create original artifacts using computational tools and techniques.
- Apply computational tools to transform and manipulate data.
- Explain the potential harms and benefits of computing in a number of contexts.

Math and Computing: Statistical Reasoning

Students will be able to:

- Recognize and explain statistically based results from real data (either primary or secondary) and evaluate whether reported conclusions reasonably follow from the study and analysis conducted.
- Use statistical software to produce and interpret graphical displays and statistical summaries.
- Recognize and explain the roles of variability and randomness in interpreting data and drawing conclusions.
- Explain common ethical issues associated with sound statistical practice, including those associated with research design, and their impact on statistical decision-making.
- Measure the strength of association between variables and identify possible effects of confounding or interacting variables on the interpretation of the association.
- Apply basic ideas of statistical inference, including confidence intervals or hypothesis testing, in a variety of settings.

Philosophical Inquiry Learning Outcomes

Students will be able to:

- Address, critically think about, and analyze philosophical questions and problems.
- Evaluate philosophical questions, issues and/or problems using informed judgment.
- Analyze and interpret the methods used by philosophers in addressing philosophical questions, issues, and/or problems.
- Engage with philosophical topics and figures in their historical context.
- Confront and interpret primary texts from the philosophical tradition.
- Write an analytic essay treating a philosophical question, issue and/or problem that forwards an identifiable thesis, argument, and conclusion.

Religious Dimensions Learning Outcomes

Students will be able to:

- Explain beliefs and practices of one or more religious traditions in their specific social and cultural contexts.
 - In courses in which the focus is on one religious tradition, describe the diversity of strands within the tradition and explain with significant depth the modes of interpretation of the world the tradition offers both to adherents and to others.
- Identify religious modes of thinking, acting, and feeling such as: myth and narrative, symbol, ritual, law, doctrine, ethics, religious experience.
- Analyze the impact of religion on personal as well as communal dimensions of human life, including for example the relationship between religion and power, social integration, social transformation, and social justice.

Scientific Inquiry Learning Outcomes

Scientific Inquiry: Science as a Way of Knowing

Students will be able to:

- Demonstrate understanding of the natural science content that is the focus of the course.
- Interpret and create multiple representations of data (e.g. graphical, mathematical, pictorial/diagrammatic, and/or descriptive).
- Use scientific evidence to support or refute predictions made by scientific hypotheses, state the limitations of the scientific method, and identify unsubstantiated claims, such as those based on pseudoscience.
- Describe the process of scientific research, including aspects such as skepticism, ethics, collaboration, diversity of community, disparate impacts, funding, peer review, or the dissemination of results.
- Substantiate the claim that scientific knowledge inherently evolves over time as previous understandings are revised with new evidence and perspectives.

Scientific Inquiry: Lab

Students will be able to:

- Pose meaningful scientific questions and generate testable scientific hypotheses.
- Plan, design and conduct scientific investigations in a collaborative environment using appropriate tools and techniques to gather relevant data in order to test and revise scientific hypotheses.

- Develop and use scientific models (conceptual, physical, and mathematical) to make predictions and develop explanations of natural phenomena.
- Address variability in the data and recognize and analyze alternative explanations and predictions.
- Communicate scientific procedures, results, and explanations and engage in arguments based on scientific evidence.

Social Cultural and Behavioral Inquiry Learning Outcomes

Students will be able to:

- Analyze and reflect upon arguments about the contemporary world using relevant theory, methods, and/or empirical evidence.
- Analyze interdependent relationships between contemporary society and individuals.

Honors Program Learning Outcomes

The University Honors Program serves as an alternative curriculum to the Liberal Studies Program and shares the same Learning Goals and Outcomes (p. 1519).

Goal 1. Mastery of Content

This goal embraces the breadth and depth of ideas, theories, approaches, and information which DePaul students encounter through and beyond their studies.

Outcomes: DePaul students will demonstrate and be able to apply:

- general knowledge of cultures, religions, science, the arts, history, and computational reasoning.
- specialized knowledge and skills from within a specific discipline or field.

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This goal honors the notion that knowledge reflects and contributes to the values of individuals and communities. DePaul students, in particular, are challenged to consider their own values in light of the university's mission.

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- articulate what is entailed in becoming a self-directed ethical decision-maker and living a life of personal integrity.
- evaluate ethical issues from multiple perspectives and employ those considerations to chart coherent and justifiable courses of action.
- benefit their communities through socially responsible engagement and leadership.

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This goal speaks to the likelihood that, in our diverse and increasingly interdependent world, the future depends on individuals being able to learn from each other and make the best use of finite resources.

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- respect for and learning from the perspectives of others different from themselves.
- knowledge of global interconnectedness and interdependencies.
- knowledge to become a steward of global resources for a sustainable future.

Goal 5. Integration of Learning

Given the wide range of opportunities for learning at DePaul, it is important for students to develop the ability to consider relationships among individual experiences of learning so as to make meaning of their education in all its variety.

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- relate their learning – curricular and co-curricular – to multiple fields and realms of experience.
- make connections among ideas and experiences in order to synthesize and transfer learning to daily practice.
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Goal 6. Preparation for Career and Beyond

This final learning goal builds on all the rest and calls on students to be ready to apply their knowledge and skills to the changing world that awaits them.

Outcomes: DePaul students will be able to:

- set goals for future work that are the result of realistic self-appraisal and reflection.
- articulate their skills and knowledge and represent themselves to external audiences.
- work toward goals independently and in collaboration with others.
- employ technology to create, communicate, and synthesize ideas.
- set priorities and allocate resources.
- apply strategies for a practice of life-long learning.

Undergraduate Major Learning Outcomes

DePaul is committed to ensuring educational excellence in each of our academic programs. Articulating learning outcomes for each of our academic programs is an important first step in our ongoing assessment and improvement cycle. By having well-defined learning outcomes as a guide, our programs are positioned to implement and assess quality educational experiences. These outcomes are also mapped to institutional learning goals, further strengthening the connection to overall student learning at DePaul University.

Driehaus College of Business

- Accountancy (BSB) Learning Outcomes (p. 44)
- Accountancy (BSB) Online Learning Outcomes (p. 49)
- Accountancy Honors (BSB) Learning Outcomes (p. 55)
- Actuarial Science (BSB) Learning Outcomes (p. 65)
- Business Administration (BSB) Learning Outcomes (p. 210)
- Business Analytics (BSB) Learning Outcomes (<https://catalog.depaul.edu/programs/business-analytics-bsb/#learningoutcomestext>)
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College of Communication

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Jarvis College of Computing and Digital Media

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- Computer Science and Economics (BS) Learning Outcomes (<https://catalog.depaul.edu/programs/computer-science-and-economics-bs/#learningoutcomestext>)
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College of Education

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College of Liberal Arts and Social Sciences

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Co-Curricular Learning Outcomes

DePaul's co-curricular programs contribute to the DePaul student experience by offering learning opportunities and support for students. By having well-defined learning outcomes to guide programs and services, our co-curricular programs are positioned to implement and assess quality co-curricular educational experiences. These outcomes are also mapped to institutional learning goals, further strengthening the connection to overall student learning at DePaul University.

- Campus Recreation (p. 1526)
- Division of Mission and Ministry (p. 1526)
- Division of Student Affairs (p. 1526)
- Financial Fitness (p. 1526)
- Supplemental Instruction (p. 1526)
- University Center for Writing-Based Learning (p. 1526)
- University Library (p. 1527)

Campus Recreation

Co-Curricular Learning Outcomes

As a result of participating in **Campus Recreation** program-areas, students will be able to:

- Value a lifestyle that incorporates health and wellness.
- Build relationships to create connections to communities.
- Demonstrate personal and professional leadership practices.

Division of Mission and Ministry

As a result of participating in **Division of Mission and Ministry** program-areas, students will be able to:

- Students will describe an experience of spiritual practice as part of their integral development
- Students will describe an experience of service or systemic change from the perspective of our Vincentian mission
- Students will describe an experience of inclusive community from the perspective of our Vincentian mission

- Students will demonstrate understanding of Vincentian heritage and living legacy

Division of Student Affairs

Students who participate in **Student Affairs** experiences will be able to:

- Articulate the transferrable skills from their campus employment experiences to post-graduate opportunities.
- Describe specific academic success strategies and / or resources and apply them to their academic or personal needs or goals.
- Describe the benefits and responsibilities of belonging to our campus community.
- Describe specific wellbeing strategies and / or resources and apply them to their academic or personal needs or goals.
- Demonstrate knowledge of interpersonal skills for building and sustaining meaningful relationships.

Financial Fitness

Co-Curricular Learning Outcomes

As a result of participating in **Financial Fitness** program-areas, students will be able to:

- Describe actions that exhibit positive financial behavior.
- Identify accurate financial knowledge necessary for fiscal responsibility.

As a result of employment within **Financial Fitness**, student employees will be able to:

- Demonstrate the financial knowledge necessary to communicate to their intended audience.
- Explain how their employment experience is transferable to their chosen profession.

Supplemental Instruction

Co-Curricular Learning Outcomes

As a result of participating in **Supplemental Instruction** program-areas, students will be able to:

- Apply information learned to in-session practice problems.
- Apply study strategies that are provided by the Supplemental Instruction Leader in their academic courses.

As a result of employment within **Supplemental Instruction**, student employees will be able to:

- Apply pedagogical knowledge in order to facilitate discipline-specific learning.
- Demonstrate effective communication skills across online and in-person mediums both verbally and in writing.

The Writing Center

Co-Curricular Learning Outcomes

As a result of participating in the **The Writing Center** program-areas, students will be able to:

- Identify as a writer.
- Adapt their writing process to specific writing goals.
- Use writing to uncover learning.
- Collaborate among peers to facilitate learning.
- Revise a work in progress based on constructive criticism.
- Articulate contexts and genre conventions relevant to the exigence.

University Library

Co-Curricular Learning Outcomes

Students engaging with **University Library** program-areas events will be able to:

- Explain the socio-political landscape of information, including who creates it, who controls it and where to find it.
- Articulate the value of information inquiry.
- Develop effective search strategies for finding information.
- Evaluate the appropriateness of information sources based on their format, structure, and purpose.
- Compile information ethically, following the standards of a scholarly discipline

Academic Advising, Statement on

Academic Advising at DePaul helps students achieve their educational, personal, and career goals by providing guidance and assistance in the decision-making process. Academic Advising is most effective when all participants anticipate their future needs, commit to the process, do their part, and then reflect on their results. Students should work closely with their advisors to plan workable educational goals, to understand the degree options and requirements, to understand the financial implications of their decisions, to assess their strengths and challenges as scholars, and to clarify realistic career objectives for themselves upon graduation.

Students bear ultimate responsibility for decisions and actions that determine their success at DePaul University.

- Students will make informed decisions and register for classes on time.
- Students will obtain the necessary information for course selection and planning in their individualized programs.
- Students will make and keep appointments with their advisors.
- Students will communicate honestly and fully in these advising discussions.
- Students will regularly reflect on the consequences, both academic and financial, of their decisions as they progress in their academic careers toward life choices.

Advisors are responsible for helping students improve their decision making skills.

- Advisors guide students through this learning process during regular interactions at key points during their academic careers.
- Advisors will be available on a regular basis for consultation and encourage students to make and keep regular advising appointments.
- Advisors will monitor their advisees' academic progress.
- Advisors will encourage students to consult available material related to their program and career choice.

- Advisors will encourage students to reflect on the academic and financial consequences of their decisions about degree programs and course-taking plans.
- Advisors will assist students to set realistic career goals that extend beyond their time at DePaul.
- Advisors will encourage students to incorporate their basic values and beliefs into their decision making process.

The university is responsible for providing the infrastructure for students, faculty, and staff to support effective advising.

- The university will provide the information that students and their advisors need to make informed and timely decisions.
- The university will provide adequate resources of personnel, funding and facilities to support the advising process.
- The university will clearly communicate to advisors and students the policies and options regarding student financial aid.
- The university will regularly evaluate the policies and procedures surrounding advising to improve the advising process on an ongoing basis.
- The university will provide training to help both advisors and students work more effectively together.
- The university will acknowledge the important contribution advisors make by recognizing advising within the institutional reward system.

Tuition Rates

Tuition rates are available on the Student Financial Accounts website (<https://offices.depaul.edu/student-financial-accounts/cost-of-attendance/tuition/Pages/default.aspx>).

Financial Aid

Federal financial aid applicants must meet these eligibility requirements for aid and provide additional documents if needed:

- Be a U.S. citizen or eligible non-citizen.
- Enroll in an eligible degree program or approved post-baccalaureate non-degree graduate preparatory coursework. Contact the Office of Financial Aid for information about graduate preparatory programs.
- Have a high school diploma, General Educational Development (GED) certificate, or have completed a high school education in a homeschool setting approved under state law. Students who do not meet these eligibility requirements should contact the Office of Financial Aid for assistance.
- For most types of financial aid, you must be enrolled for credit in a degree or approved post-baccalaureate non-degree graduate preparatory program. Audited classes are not eligible for financial aid consideration.
- Once you complete your degree requirements or post-baccalaureate non-degree graduate preparatory program—even if you have not received your diploma—you are no longer eligible for aid.
- If you wish to repeat a course for which you have previously earned credit, your financial aid options are limited. Contact the Office of Financial Aid for more information.
- Be enrolled at least half-time for federal student loan deferment.
- Meet Satisfactory Academic Progress (<https://www.depaul.edu/admission-and-aid/financial-aid/maintain-eligibility/sap/Pages/default.aspx>) requirements.

- Not be in default on a federal loan or owe a repayment on a federal grant.
- Be registered with Selective Service, if applicable.
- Meet any remaining federal eligibility requirements

Further information may be found at the Federal Student Aid (<https://studentaid.gov/understand-aid/eligibility/>) website, and in the Complying with Terms & Conditions (<https://www.depaul.edu/admission-and-aid/financial-aid/maintain-eligibility/Pages/compliance.aspx>) and Maintaining Eligibility (<https://www.depaul.edu/admission-and-aid/financial-aid/maintain-eligibility/Pages/default.aspx>) sections of the DePaul Financial Aid website.

Scholarships

Each year DePaul awards more than \$49 million to incoming freshman students in scholarships, in varying types and amounts, to qualified students who exhibit academic excellence, artistic talent, strong leadership or service to their communities.

Scholarships and assistantships are awarded at the program level by your college office and academic department. Please consult your college or school for additional information. You may also visit DePaul Scholarship Connect (<https://depaul.academicworks.com/opportunities/>) throughout the year to see specific internal and external scholarship opportunities available.

For more information, visit <http://www.depaul.edu/admission-and-aid/Pages/scholarships.aspx>.

Veterans Assistance

DePaul's Office of Veteran Affairs handles the following VA educational benefit programs:

- The Post-9/11 GI Bill® (Chapter 33) (http://www.benefits.va.gov/gibill/post911_gibill.asp) - for those who served at least 30 consecutive days on active duty after September 10, 2001
- The Post-9/11 GI Bill® Yellow-Ribbon program (http://www.benefits.va.gov/gibill/yellow_ribbon.asp) - for qualified Post-9/11 applicants
- The Montgomery GI Bill® – Active Duty (Chapter 30) (<https://www.va.gov/education/about-gi-bill-benefits/montgomery-active-duty/>) - for those who enlisted after 7/1/1985
- The Montgomery GI Bill® – Selective Reserve (Chapter 1606) (<https://www.va.gov/education/about-gi-bill-benefits/montgomery-selected-reserve/>)
- The Survivors' and Dependents' Educational Assistance Program (Chapter 35) (<http://www.benefits.va.gov/GIBILL/DEA.asp>) - for spouses and children of deceased or disabled veterans
- The Vocational Rehabilitation Program (Chapter 31) (<http://www.benefits.va.gov/vocrehab/>) - for disabled veterans approved by Veterans Affairs for study at DePaul
- The Marine Sergeant John David Fry Scholarship (http://www.benefits.va.gov/GIBILL/Fry_scholarship.asp) – this additional provision of the Post-9/11 GI Bill® may be awarded to a surviving spouse and children of an active duty member of the Armed Forces, who has died in the line of duty, on or after September 11, 2001. Eligible children may be married and under the age of 33.

DePaul University will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11

G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements)

Due to system automations, a late fee and/or a registration hold may accidentally go onto your account even if the above documents have been provided. Please know that we will be able to easily and quickly resolve a system automated late fee and/or registration hold if you just simply email us at veteransaffairs@depaul.edu

Additional information specific to veteran students (<http://www.depaul.edu/admission-and-aid/Pages/veteran-student.aspx>) is available through the Admission and Aid website as well as the Office of Veterans Affairs website (<http://veteransaffairs.depaul.edu/>).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at benefits.va.gov/gibill (<https://www.benefits.va.gov/gibill/>).

DePaul DREAM Statement

At DePaul University we affirm the dignity of the individual. We value diversity and culture because these are part of our core values and traditions as a Catholic, Vincentian, and urban university. DePaul University has decided to take a strong and public stand for supporting undocumented students, and DREAM Act legislation. We believe supporting undocumented students is smart policy that will yield significant benefits for our university, city, state, and nation. We also know these young people who enter our doors are part of the next great generation who will build our collective future. It is for this reason that DePaul admits students regardless of their citizenship status. Because we welcome these students, it is incumbent upon all members of the DePaul community to understand DePaul's position on assisting undocumented students, realize the value that they bring to our university, and support their success as we support all of our students.

Undergraduate Academic Policies

This section of the handbook provides an alphabetical listing of all University policies, procedures, and regulations related to academics. As a student, you are responsible for adhering to the policies, procedures, and regulations included here, so please familiarize yourself with them. In addition, consult your college or school catalog for information specific to your program.

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that

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

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

Additional Information and the complete Academic Integrity policy can be found on the Academic Integrity website (<https://offices.depaul.edu/academic-affairs/faculty-resources/academic-integrity/Pages/default.aspx>).

Adding Supplementary Credentials to the Bachelor's Degree

Guiding Principles

While pursuing a bachelor's degree, students may elect to augment their degree by pursuing an additional major, a minor, an additional concentration (if applicable), or a second degree. Students who have earned a bachelor's degree from DePaul may be eligible to return to obtain an additional major or minor, or to pursue a second bachelor's degree. The policies below outline these options and provide guidance as to how courses may meet the requirements of more than one of these options.

In general, courses applied to Liberal Studies or University Honors Programs may not apply to the primary major unless approved by the program and explicitly stated in the Liberal Studies or University Honors Programs requirement sections in the University Catalog.

Federal, state, and institutional funding is extremely limited for optional elective courses. Financial aid recipients should check with the Office of Financial Aid at DePaul Central to discuss funding for additional majors, minors, or concentrations. Students should be aware that most sources of undergraduate financial aid (including institutional scholarship and grants, and federal and state gift assistance) are not available for undergraduate study beyond the first degree. Students enrolling in a second undergraduate degree program should contact DePaul Central for more information about educational loan options.

Students should consult with their academic advisor to discuss these options in relationship to their academic and career goals.

Policies

1. Earning a Minor(s) (p. 1530)
2. Additional Major(s) (p. 1529)
3. Additional Concentration(s) (p. 1529)
4. Second degree (p. 1530)
5. Students with a bachelor's degree from DePaul who are returning for an additional major and/or minor (p. 1530)

Additional Concentration(s)

Some majors have Concentrations/Tracks/Specializations as indicated in the University Catalog.

Students may elect to pursue additional Concentrations/Tracks/Specializations with the following stipulations:

1. No more than 50% of the credits that apply to one Concentration/Track/Specialization may be drawn from another Concentration/Track/Specialization,
2. Some combinations of Concentrations/Tracks/Specializations are prohibited as noted in the University Catalog.

Additional Major(s)

Additional majors are permitted across colleges as well as within a college.

The following stipulations apply to all additional majors.

1. All admission requirements for each college within which the declared majors are located must be met. This includes audition requirements where applicable.
2. When declaring more than one major, the student will designate one major as the primary major. This major determines the college within which the student is matriculating and the degree which will be conferred when all graduation requirements for the primary major have been met. The primary major also determines the Liberal Studies or University Honors Program requirements the student will follow.
3. Major field requirements are those in place at the time the additional major is declared. All major field requirements for each major must be met when completing more than one major. This includes particular Liberal Studies or University Honors Program requirements specified by each major.
4. All major field requirements must be met.
5. Courses applied to Liberal Studies or University Honors Program requirements or open electives in the primary major may also be used to satisfy major field requirements of an additional major.
6. No more than 50% of the credits that apply to one major may be drawn from another major.
7. College of Education students are not eligible to choose an additional major in their world language content area or within the College of Education. Secondary Education students must declare Secondary Education as the primary major to double major in a teaching subject in another college. College of Education students are permitted to earn an additional major in another area of study; however the College of Education major must be the student's primary major.

Some combinations of majors are prohibited as noted in the University Catalog. Please see the specific major field requirements for additional information and/or restrictions.

Earning a Minor

In order to earn a minor, a student must:

1. Earn a grade of at least C- in each minor field course.
 - a. Individual units have the prerogative to be more restrictive in the grade required.
 - b. The pass/fail option may not be selected for courses in the minor.
2. Earn a cumulative grade point average of at least 2.000 for all courses applied to the minor.
3. Complete at least 50% of the required credit hours for the minor through DePaul coursework.

Notes

Some combinations of minors, or minors and majors, are prohibited as noted in the University Catalog. Please see the specific major and minor requirements for additional information and/or restrictions.

All credits that may apply toward the major, Liberal Studies or Honors Programs, and/or open electives may also apply toward the minor.

Returning for Additional Major/Minor

A student who has received a bachelor's degree from DePaul University may earn an additional major or minor at DePaul provided that:

1. All admission requirements are met. The student will be admitted as a non-degree seeking student.
2. Major or minor requirements are determined by those major or minor requirements in place at the time of the student's first enrollment term for the additional major or minor.
3. Students must complete all requirements for the additional major or minor.

Note

Due to rapid changes in some areas of major/minor study, along with various licensure standards, some courses or test credits otherwise applicable to the major or minor may be subject to a review to determine the content's currency. As a result of this review, the course or test equivalent in question may no longer be applicable to major or minor requirements. This review may be conducted by a faculty academic advisor or, when deemed appropriate, by a staff academic advisor in consultation with faculty. If a course or test credit is deemed no longer current, the student may be required to repeat the course or test credit course equivalent in order to complete the requirements.

Second Degree

A student who has received one bachelor's degree from DePaul University or another institution may receive a second bachelor's degree provided that:

1. All admission requirements are met.
2. The second degree is not in the same major as the first.
3. Students who received a DePaul bachelor's degree, the second degree is different from the first. If the degree is the same, the student may pursue a second major.

4. At least 50% of the major specific credit hours required for the second degree are completed through DePaul coursework.
5. A minimum of 60 quarter hours of credit beyond those applied to the first degree, and after the conferral of the first degree, are earned through DePaul coursework.
6. All graduation requirements are met. Graduation requirements are determined by the degree requirements in place at the time of the student's first enrollment term for the second degree.

Exceptions

1. Applicants who have already earned a bachelor's degree from the College of Business or earned a bachelor's degree in business from another institution are not eligible to earn a second bachelor's degree from the College of Business.
2. Applicants who have already earned a bachelor's degree from the College of Education or earned a bachelor's degree in education at another institution are not eligible to earn a second bachelor's degree from the College of Education.

A student may earn a second bachelor's degree at DePaul simultaneously with the first degree, provided that:

1. All admission requirements are met.
2. The second degree is different from the first (example: Bachelor of Arts and Bachelor of Science).
3. The second degree is not in the same major as the first.
4. All graduation requirements for both degrees are met. Graduation requirements are determined by the degree requirements in place at the time of the student's first enrollment term for the second degree.
5. A minimum of 252 quarter hours of credit are earned, of which 120 quarter hours are earned in residence at DePaul.

Admission

Admission decisions at DePaul University are based on a strong academic record, as well as personal and occupational achievements, ambition, energy, resourcefulness and leadership. The University recognizes that each individual brings unique abilities to the DePaul community and works with every student through a personalized and holistic application process. DePaul University does not discriminate on the basis of race, color, ethnicity, national origin, religion, sex, gender, gender identity or expression, sexual orientation, age, marital status, pregnancy, parental status, family relationship status, physical or mental disability, military status, genetic information or other status protected by local, state, or federal law in admissions, employment, or the provision of services.

For information on the types of admission, see the Admission page (p. 1510) in the University Information section of this handbook.

Admission, Good Standing

All students applying to DePaul University for undergraduate admission must be in good standing at the last educational institution attended.

Good standing is determined when a student's record shows no academic or non-academic probation, suspension or dismissal at the last post-secondary institution attended, or if entering with no previous college or university work, to have proof of high school graduation (or equivalent) verified by providing an official transcript to the Office of

Admission. The transcript requirement is waived for visiting students, but may be required to demonstrate completion of prerequisites.

A mandatory secondary review occurs for the following two cases.

- Prior academic integrity or behavior conduct violations. Students on probation or suspended at a previous secondary or post-secondary institution must have satisfied that institution's stipulations for a return to good standing before they may be admitted to DePaul. A student dismissed from another institution because of an academic or conduct violation must submit an explanation (see "required explanation" below) for review by an Admission Review Committee. The committee may require additional information from the applicant and/or the previous educational institution.
- Prior legal arrests, charges or convictions. Students who have been adjudicated guilty or convicted of a misdemeanor, felony or other crime must submit an explanation (see "required explanation" below) for review by an Admission Review Committee. The committee may require additional information from the applicant and/or legal authorities.

The required explanation for violations/convictions must include date of occurrence, summary of the incident, how you were held accountable (legal charges, outcomes, sanctions, etc.), and any additional information you wish to provide.

Combined Bachelor's + Master's Degree Programs

DePaul offers a number of opportunities for students to have graduate or professional credit apply to both the undergraduate and graduate or professional degree. The information below details the specific opportunities and related policies.

1. Combined Bachelor's/Master's Degree Programs

DePaul offers a number of approved Combined Bachelor's/Master's degree programs. These programs allow undergraduate students to take courses in select graduate programs while completing their undergraduate program. These approved programs are offered in two formats.

A. Combined programs open to students in specific undergraduate majors: Students in specific undergraduate majors may apply to the Combined Bachelor's/Master's degree program in a designated graduate program. You may view a list of eligible programs (<https://catalog.depaul.edu/programs/>) in the university catalog by narrowing your search results to include only combined degree programs. Information about admission to, and the requirements of, the Combined Bachelor's/Master's program is included in the University Catalog on the page for the undergraduate program.

B. Combined graduate programs available to students in all undergraduate majors: Students in any undergraduate major may apply to the Combined Bachelor's/Master's degree program in select graduate programs. To view these opportunities, see the current University Catalog's Degree Requirement page under Graduate Programs. Information about admission to, and the requirements of, the Combined Bachelor's/Master's program is included in the University Catalog on the page for the combined degree program.

Admission

Admission requirements and procedures for a Combined Bachelor's/Master's degree program vary among graduate programs. Students must apply and be officially admitted into a combined degree program to have courses apply toward both degrees and to be assessed the correct tuition. In addition, undergraduate students must maintain good standing as determined by the combined program in order to be officially admitted to the graduate program.

Students should consult the program website for the specific Combined Bachelor's/Master's Degree program and the Evaluation and Credit (<https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/evaluation-and-credit/>) policy for program requirements.

Credit Limits

In general, undergraduate students accepted into a Combined Bachelor's/Master's degree program may apply up to 12 graduate credit hours taken as part of their undergraduate degree to their graduate program. Exceptions to that limit are detailed in the degree requirement section of the University Catalog.

Degree Conferral

Students must officially apply for their undergraduate degree conferral. Upon completion of the bachelor's degree, the graduate program admissions staff reviews the student record to determine final acceptance into the graduate program. Students who meet the necessary requirements will be formally admitted into the graduate program. If the requirements are not met, admission to the graduate program will be denied.

Students accepted into an approved DePaul Combined Bachelor's/Master's Program will restart their GPA at the beginning of their graduate career.

Advising

Undergraduate students admitted into the Combined Bachelor's/Master's degree program will be assigned an advisor in the graduate program. In collaboration with the undergraduate advisor, the graduate program advisor will assist students in choosing graduate classes which will apply to both the undergraduate and graduate degree. Advisors will also assist the student in the selecting any additional undergraduate prerequisite requirements for the corresponding graduate program.

Combined Bachelor's/Master's degree students will have their graduate degree requirements locked based on the term they started their graduate requirements as an undergraduate. Students who remain actively enrolled at DePaul and are making progress toward the degree will retain this requirement term. Students not enrolled for three consecutive terms at either the undergraduate or graduate levels will be subject to the NonEnrollment/Discontinuation policy and required to apply for readmission and will be subject to the degree requirements in place in the enrollment term of readmission.

Please note that changes in graduate admission criteria or program availability may impact a student's ability to be readmitted into the graduate program. Students are responsible for following all graduate requirements including the limit on the time required to complete the degree and/or the applicability of how a course may apply to the graduate

degree. Students interested in pursuing this option should consult with the appropriate college or school as soon as possible.

2. Combined Bachelor's/Juris Doctorate (JD) Degree Programs

A number of DePaul undergraduate programs and DePaul's College of Law offer 3+3 Bachelor's/Juris Doctorate degrees for high-achieving first-year undergraduate students. These approved 3+3 Bachelor's/JD programs pair specific undergraduate majors with the Juris Doctorate degree.

Qualified students are admitted simultaneously to the undergraduate program's college and the College of Law at DePaul. Students complete their first three years in the undergraduate college and their final three years in the College of Law. Throughout the program, Bachelor's Degree/JD students meet regularly with advisors in both colleges and have access to a variety of resources to ensure their success.

In order to maintain status in the program, students must demonstrate satisfactory progress toward completing their undergraduate coursework in three years, including the successful completion of:

- the Modern Language Requirement (if required by the college and/or program)
- the Liberal Studies Program or Honors Program requirements
- the required major field courses
- the designated prelaw courses taught by College of Law faculty prior to matriculation in the College of Law
- a minimum of 150 quarter hours of credit

Students must achieve a cumulative GPA of 3.35 by the end of their second year of study and maintain a cumulative GPA of 3.35 in their third and final year of undergraduate study.

In order to matriculate in the College of Law, students will be required to:

- register with the Law School Admissions Council
- submit the College of Law's online application
- comply with all character and fitness requirements for admission
- submit an LSAT score which will only be used for consideration of merit scholarships—it will not be a factor in the admission of the participant to the program

These activities should be completed no later than the end of the autumn quarter of the participant's third undergraduate year.

Credits earned during the first year of Law School are applied toward the undergraduate bachelor's degree.

Students must apply for Bachelor's degree conferral during the first year in the College of Law. Students successfully completing the undergraduate degree requirements will have their undergraduate degree conferred upon successful completion of the first year of Law.

Students may opt out of the College of Law segment of the program and continue in the undergraduate college during their fourth year. If students withdraw after the first semester in the College of Law, they return to the undergraduate college for the winter quarter.

Graduation with honors for the undergraduate degree is based solely on the courses taken while an undergraduate student (the classes taken during the first year in the College of Law are not considered in the honors calculation).

Once a student is matriculated and begins taking classes in the College of Law, the student is no longer considered an undergraduate student and therefore is no longer eligible for undergraduate financial aid; however, the student may be considered for aid as a College of Law student.

Dean's List

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

Declarations and Inter-College Transfer

DePaul students with degree status who desire to transfer to another college within DePaul may request to change colleges through Campus Connect using the Declarations and Inter-College Transfer tool.

At a minimum, the following general conditions must be met:

1. The student must be currently enrolled at DePaul or be absent from DePaul for no more than two consecutive quarters (excluding summer sessions), be in good academic standing, and have a minimum 2.000 DePaul GPA. (2.500 is required for transfer into the College of Education.)
2. The student must have earned a minimum of 12 quarter hours as a degree-seeking student at DePaul and those hours must be posted on the official DePaul transcript.

In addition to the above conditions, students desiring to transfer to The Theatre School or the School of Music must meet the audition or interview requirements of those schools.

Dismissal/Readmission

A student dismissed for academic reasons is not eligible for readmission to DePaul University for a period of two quarters. The readmission decision is made by the Office of Admission in consultation with the college or school.

A student dismissed for academic reasons may be required to demonstrate acceptable academic achievement at another regionally accredited college or university before readmission is approved. Courses to be taken elsewhere must be approved by the college advising office and a grade of C or better must be earned in all such coursework.

A student dismissed for a conduct-related reason, such as through the Student Conduct Process or the Academic Integrity process is not eligible for readmission to the University. The only exception to this is a program specific dismissal, in which case the student is not dismissed from the University, only the specific program. In this case, the student is eligible to apply to other programs.

Credits and grades earned during previous enrollment at DePaul will remain a part of the student's records.

Evaluation and Credit

At DePaul, credit towards an undergraduate or graduate degree is accumulated on the basis of quarter hours (for College of Law, see the College of Law Handbook (p. 1608)). The unit of credit is one quarter hour granted for 45 minutes of instructional time and at least two hours of additional assigned work each week, or an equivalent amount of work for other credit-bearing activities. The standard course extends over a ten-week period and a final examination week; courses that occur over a different time period (e.g., in the summer or December quarter) must incorporate the same total amount of instructional time and additional assigned work per credit hour as a standard course. Undergraduate and graduate courses carry 4 quarter hours of credit unless otherwise specified. Credit is earned if a student receives an A through D or PA grade. Undergraduate credit may also be earned through credit-by-examination and transfer credit. Some graduate programs may accept a limited number of transfer credits which is specified in the graduate program information.

Among other requirements specified in their respective catalogs, graduation with a bachelor's degree requires that a student successfully complete a minimum of 192 quarter hours of college credit; graduation with a master's degree requires that a student complete a minimum of 45 quarter hours of credit beyond the bachelor's degree. The requirements for approved combined bachelor's + master's degree require at least 36 quarter hours of credit beyond the bachelor's degree (with a minimum of 12 applicable graduate hours completed as part of the bachelor's degree). Graduation with a doctorate degree will require the minimum number of quarter hours specified by the degree awarding department or college.

Additional Types of Credit

Please see the Evaluation and Credit, Limitations section for limits to the amount of credit listed below that can be applied to the degree.

Credit-by-Examination

DePaul University recognizes the achievements of students as represented by their successful completion of exams through the College Board's Advanced Placement (AP) and College-Level Examination Program (CLEP) and the International Baccalaureate (IB) program. Depending on the exam and the score achieved, students may earn credit applicable to their general education requirements, major field, or elective requirements. For more information on credit awarded by examination, visit the Office of Admission website.

Advanced Placement Program (AP)

Incoming undergraduate students may receive credit through the Advanced Placement program. These tests are administered during high school. Incoming freshmen and transfer students (who earned AP credit while in high school) should have their score report sent to the Office of Admission, 1 East Jackson Blvd., Chicago, IL 60604 prior to enrolling at DePaul.

College-Level Examination Program (CLEP)

The College-Level Examination Program may be taken by students prior to their enrollment or while currently enrolled at DePaul. CLEP exams are offered in a variety of subject areas and represent knowledge gained through coursework as well as through life or work experience. In addition, current students must consult with their college advisor before taking any CLEP exam to ensure that the exam will fulfill individual academic plan requirements. The CLEP score report should be sent to

the Office of Admission, 1 East Jackson Blvd., Chicago, IL 60604 prior to enrolling at DePaul or immediately following completion of the exam.

International Baccalaureate Program (IB)

DePaul University awards credit to students who have taken an International Baccalaureate program either at the Diploma or Certificate level. Standard or Higher level score results determine the amount of credit awarded to students at DePaul. Incoming students should have their IB transcript sent to the Office of Admission, 1 East Jackson Blvd., Chicago, IL 60604 prior to enrolling at DePaul.

International A and A/S Level Exams

DePaul awards DePaul course credit for some courses and grades earned on A and A/S Level exams. Students should have their documentation sent to Office of Admission, 1 East Jackson Blvd., Chicago, IL 60604.

Seal of Biliteracy

Students entering DePaul with the Seal of Biliteracy will be awarded credit for the 104, 105, and 106 courses in their specified language. To receive credit for the Seal, a student's high school transcript must indicate receipt of the Seal. This must be submitted within three academic years of the student's high school graduation in order to gain DePaul credit. Documentation should be sent to Office of Admission, 1 East Jackson Blvd., Chicago, IL 60604.

Transfer Credit

Transfer credit completed prior to admission at DePaul or subsequent transfer coursework approved by the student's advisor should be sent to the Office of Admission, 1 East Jackson Blvd., Chicago, IL 60604. Transfer grades do not calculate into the DePaul grade point average.

Prior Learning Assessment (PLA)

Prior Learning Assessment (PLA) allows students to earn credit toward degree requirements based on demonstration of college-level learning through PLA projects or proficiency examination. PLA credit is governed by the University Transfer Policy that permits a maximum of 99 quarter hours from a combination of credit based on prior learning assessment, credit earned at a community college, credit by examination, and ACE military credit. PLA credits are not eligible for financial aid, do not count for purposes of determining enrollment status, and do not count as residency requirements. The Office of Prior Learning Assessment recommends whether or not credit can be awarded. Units that have curricular jurisdiction will make the final determination of whether the PLA credit will be applied to their degree requirements. Students interested in pursuing PLA credit should contact the Office of Prior Learning Assessment (SCPSPLA@depaul.edu.)

Professional Nursing Portfolio (RN to MS Nursing Students Only)

The student entering the RN to MS program will be taking more advanced coursework at DePaul; coursework that relies on a knowledge base established by the nursing courses taken at the community college and assessed by the NCLEX-RN® examination. By successfully completing the first quarter of the RN to MS program, students will have demonstrated their success in the RN to BS bridge course and a graduate level course. The 45 quarter hour portfolio credit will be applied to their degree at DePaul upon successful completion of NSG 330 (bridge course) and NSG 431 (graduate course) with a cumulative GPA of 3.000.

Evaluation and Credit, Limitations

Transfer Credit and Credit by Examination

A maximum of 132 quarter hours (88 semester hours) of transfer credit will be applicable to any undergraduate degree at DePaul. This includes transfer courses taken at both community colleges and other four-year institutions, credit by examination, credit for prior learning, and ACE military credit. Credits earned from the College-Level Examination Program (CLEP), International Baccalaureate (IB), Advanced Placement (AP) and/or International A/S and A level exams, credit for prior learning, and ACE military credit combined with transfer credits from two-year institutions will total no more than 99 quarter hours (66 semester hours) and, combined with credits from four-year institutions, will total no more than 132 quarter hours. The senior year residency requirement prohibits the application of transfer, ACE military, CLEP, AP, IB, or A/S and A level, or prior learning credits to the final 60 quarter hours of course work.

Additional information on types of transfer work accepted is available in the Transfer Credit Regulations (p. 1549) in this handbook.

Developmental Courses

MAT 94, MAT 95 and WRD 102, WRD 108 and WRD 200 courses are intended to build a student's skills in college-level reading or mathematics. A maximum of 12 hours (depending upon the college or school enrolled) of these courses may be applied toward the degree as University electives. Students who take more than their maximum of these courses will graduate with an academic program in excess of the 192 hours required for the degree. No credit in these courses may be applied toward degree requirements in Liberal Studies. Students are not permitted to take these courses on a pass/fail basis. In addition, these courses may not be accepted for transfer to other colleges or universities.

Graduate Level Courses

Undergraduate students may be granted permission at the discretion of the graduate college to complete a graduate level course to fulfill undergraduate course requirements. Graduate courses taken while an undergraduate will not apply toward a graduate degree at DePaul. The one exception to this policy is for students accepted into a Combined Bachelor's + Master's program where specific restrictions apply (please see the Combined Bachelor's + Master's Program Policy (p. 1531) for additional information).

FERPA/Annual Notification

Annual Notification for DePaul Students: Your FERPA Rights

We want to take this opportunity to provide you with a summary of your rights under The Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student education records. Please view Understanding FERPA, a DePaul Central Learning Center video for information and instructions.

Your FERPA rights include:

1. The right to inspect and review your education record within 45 days after the University receives a request for access. If you want to review your record, contact the University office that maintains the record to make appropriate arrangements.

2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University official responsible for the record, clearly identifying the part of the record you want changed and why you believe it is inaccurate or misleading. That office will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.
3. The right to provide written consent before DePaul discloses personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

Some examples of exceptions include:

- School officials with "legitimate educational interests." A school official has a legitimate educational interest if the official has a professional need to review your education record in order to fulfill their official responsibilities. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: university faculty and staff, agents of the institution, students employed by the institution or who serve an official institutional committees, and representatives of agencies under contract with the University.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the university's state-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to:
 - i. develop, validate or administer predictive tests;
 - ii. administer student aid programs; or
 - iii. improve instruction.
- To accrediting organizations in order to carry out their accrediting functions.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information."

Directory information may be released without your written consent and includes the following: name, address, e-mail, telephone number, date of birth, college of enrollment, year in school, major, enrollment status (including current enrollment,

dates of attendance, full-time/part-time or withdrawn), degrees, awards and honors received (e.g., Dean's List recognition), participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs (including ID pictures), videos depicting and/or concerning University life, and previous educational institutions attended. Please note that you have the right to withhold the release of directory information except to the extent that FERPA authorizes disclosure without consent (see #3 above).

To withhold the release of your directory information, you must log into the student portal, Campus Connect, and, under Student Privacy settings, indicate your preference. Please note two important details regarding placing a "No Release" on your record:

- i. A "No Release" on your record will prevent your name from being included on lists of students released to honor societies, dean's list and graduation announcements to local newspapers, and enrollment and degree verification to anyone, including potential employers.
 - ii. A "No Release" applies to all elements of directory information on your record.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

For additional information, please consult the U.S Department of Education website (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/?src=rn>).

Questions concerning FERPA should be referred to DePaul Central:

DePaul Central

Lincoln Park: Schmitt Academic Center, 101

Loop: DePaul Center, Suite 101

Tel: (312) 362-8610 | dpcl@depaul.edu | depaulcentral.depaul.edu (<http://depaulcentral.depaul.edu>)

Final Exams

During the regular academic year faculty are expected to include a final examination, final project or final exercise in all classes. In order to provide students with sufficient time to prepare, a final examination (or exercise) is expected to take place on the scheduled examination date and period as approved by the university. Final projects that are substituted for a final examination or exercise are expected to be due at the time of the scheduled examination date and period. Only under rare circumstances and with the permission of the dean of the college may this allocated period of time for the completion of course work be shortened.

Forgiveness Policy

A student on probation or dismissed for academic reasons who has fewer than 49 earned quarter hours is eligible for the Forgiveness Policy. Such a student, if the petition is accepted by the Dean of the College,

1. is not eligible for readmission until a full year has elapsed,
2. must complete 18 or more quarter hours of credit in course work approved by the college office at a different institution,
3. must complete all coursework with a grade of C or better, with a combined GPA of 3.0 or above.

If readmission is approved, the following academic policy applies:

1. the previous grade point average will revert to zero, and
2. the previous DePaul credits attempted and earned will be identified as forgiven grades.

If a student chooses to repeat a course for which a grade was forgiven, all forgiven grades for that course will be counted as previous attempts. Please note that although the earned grades are forgiven, the student is still responsible for meeting grade requirements specified in degree requirements and related policies.

This policy permits the student to resume a program of studies without the penalty of previously deficient grade point average.

Grades

Grades can be accessed online via Campus Connect. Grades can be viewed and printed using the Unofficial Transcript in the Student Center in Campus Connect. This comprehensive report can be used for corporate tuition reimbursement. Some companies may allow the student to log onto Campus Connect with a company representative present to verify grades for an individual term.

Following is the key to the system of evaluating a student's academic achievement of the educational objectives specified by the instructor in the course syllabus. These definitions apply to the straight letter grade. A plus grade represents slightly higher achievement than the straight letter grade. A minus grade represents slightly lower achievement than the straight letter grade. For undergraduate students, the addition of a # indicates an original attempt of a course which has been repeated; therefore the grade and credit are removed from the term and cumulative grade point average and credit hours.

Once a grade is assigned, university policy prohibits faculty from changing the grade without the permission of the college-based exceptions committee. Errors made in computation of the final grade (clerical error) and removal of an IN grade in accordance with university policy are exceptions to the grade change policy. Faculty may not assign or accept additional graded material in order to improve a student's final grade.

Grade	Description
A	The instructor judged the student to have accomplished the stated objectives of the course in an EXCELLENT manner.
B	The instructor judged the student to have accomplished the stated objectives of the course in a VERY GOOD manner.
C	The instructor judged the student to have accomplished the stated objectives of the course in a SATISFACTORY manner.
D	The instructor judged the student to have accomplished the stated objectives of the course in a POOR manner. (A grade of D will not fulfill the requirements in a major field of concentration.)

F	The instructor judged the student NOT to have accomplished the stated objectives of the course.		
FX	Student failed to accomplish the stated objectives of the course due to non-attendance. Non-attendance is defined as never attending or ceasing to attend an in-person course (or never participating or ceasing to participate in an online course) without officially withdrawing. The FX is calculated into the student's GPA as an F. Instructors are required to provide the last date of attendance/participation.		be granted under extraordinary circumstances and require documentation for support. See the Withdrawal Policy page in this handbook for more information. During their DePaul career, students may be allowed one medical/personal approved administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term.
IN	Temporary grade indicating that, following a request by the student, the instructor has given his or her permission for the student to receive an incomplete grade. In order to receive an IN grade, the student must have a) a satisfactory record in the work already completed for the course, b) encountered unusual or unforeseeable circumstances which prevent him/her from completing the course requirements by the end of the term, and c) applied to the instructor for permission to receive an IN. Please see the Grades, Incomplete (IN) and Research (R) Expiration Policy page in this handbook for additional information.	R	Temporary grade indicating that the student is making satisfactory progress in a course that formally extends beyond the end of a term. Only designated courses are eligible for R grades. Please see the R grade expiration policy on the Grades, Incomplete (IN) and Research (R) Expiration Policy page in this handbook for additional information.
ING	Permanent grade assigned to a degree recipient who chooses not to resolve a grade of "IN" awarded during the two terms prior to graduation. The grade of "ING" (Incomplete, Graduated) is final, and cannot be changed or lapsed to "F" once the degree is posted.	RG	Permanent grade assigned to a degree recipient who chooses not to resolve a grade of "R" awarded during the last year prior to graduation. The grade of "RG" (Research, Graduated) is final, and cannot be changed or lapsed to "F" once the degree is posted.
PA	Passing achievement in a pass/fail course. (Grades A through D represent passing performance.)	M	Final grade not submitted by instructor.
W	Withdrawal from the course initiated by the student after the Last Day to Drop With No Penalty and before the Withdrawal Deadline. The W grade is automatically recorded on the student's transcript once it has been processed.	AU	Auditor status; course does not earn credit.
WA	Withdrawal from the course initiated by an advisor or administrator at the student's request, usually outside of established deadlines. Administrative withdrawals may		

Quality Points

Quality points are awarded to a student in relation to the grade given and the number of quarter hours of credit attempted in the course. Quality points are awarded according to the following schedule:

Letter	Description
A	4 times the number of credit hours assigned to the course
A-	3.7 times the number of credit hours assigned to the course
B+	3.3 times the number of credit hours assigned to the course
B	3 times the number of credit hours assigned to the course
B-	2.7 times the number of credit hours assigned to the course
C+	2.3 times the number of credit hours assigned to the course
C	2 times the number of credit hours assigned to the course
C-	1.7 times the number of credit hours assigned to the course

D+	1.3 times the number of credit hours assigned to the course
D	1 times the number of credit hours assigned to the course
F, FX	No quality points awarded
AU, W, WA, IN, PA, R, ING, RG, M	Quality points not assigned

Illustration

Grade	Quality Points Per Credit Hour	Credit Hours	Quality Points
A	4.0	4	16.0
A-	3.7	4	14.8
B+	3.3	4	13.2
B	3.0	4	12.0
B-	2.7	4	10.8
C+	2.3	4	9.2
C	2.0	4	8.0
C-	1.7	4	6.8
D+	1.3	4	5.2
D	1.0	4	4.0
F, FX	0.0	4	0.0
AU, W, WA, IN, PA, R, ING, RG, M Quality Points not assigned			

Grade Point Average

In general, a student's grade point average is computed by dividing the total number of quality points accumulated by the total number of credit hours attempted with quality points assigned. In addition, a number of graduate programs have specific regulations regarding the computation of the grade point for coursework outside the program. The grade point average is calculated only upon grades earned at DePaul University.

Grades, Challenges to

A. General Policies on Grading

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

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

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

- The actual evaluation and grading of academic performance is subject to the professional judgment of each instructor. Considerable personal discretion is required in these judgments - a justifiable margin of difference can exist between the evaluations made by two or more professional persons of the same academic performance.
- Students are entitled to compare their work in the course with the criteria applied in deciding the final grade for the course. Accordingly, the course instructor is required either to return major papers and examinations to students or to make such available for students until the end of the following term. Spring Quarter materials are to be available until the end of the Autumn Quarter. For pedagogic reasons, an instructor is expected to review with the student the relative success of the student's accomplishments. The instructor is not expected to debate the grading.
- A student may object to a grade for one or more of the following reasons:
 - The methods or criteria for evaluating academic performance, made explicit by the instructor at the beginning of the course, usually in a course syllabus or as subsequently modified with the majority consent of the students, were not actually applied in determining the grade.
 - The grade was determined or influenced by criteria other than those explained by the instructor or by criteria not relevant to academic performance.
 - The instructor applied predetermined criteria unfairly, which may include but not be limited to the following items:
 - The instructor's evaluation of academic performance so exceeded the reasonable limits of the instructor's discretion as not to be acceptable to the instructor's peers.
 - Predetermined criteria were not explained at the beginning of the quarter or semester.

B. Policies Regarding Grade Challenge

- All Grade Challenge Review Boards must follow the procedures listed below.
- A challenge to a grade will be reviewed and decided by tenured faculty unless the college or school has an insufficient number of tenured faculty to staff a Review Board.
- The student who challenges a grade bears the full burden of proof that there are sufficient grounds for changing a grade.
- Only the final grade of a course and its means of determination may be challenged.

C. Procedures for Establishing Grade Challenge Review Boards

1. At the beginning of each academic year, the Committee on Committees will recommend to the Faculty Council, the faculty members and alternates for one Review Board for each of the following colleges: Business, Computing and Digital Media, Communication, Education, Law, Music, School of Continuing and Professional Studies, Science and Health, and Theatre.
2. It will recommend two boards for Liberal Arts and Social Sciences covering the following areas: Humanities and Behavioral and Social Sciences. The Faculty Council will make all appointments to Review Boards. The dean of a college may request the establishment of additional Review Boards.
3. Each Review Board will consist of three faculty members and two alternate faculty members and one student. Faculty members may not serve on challenges in which they are involved. Involvement includes assignment of the grade in question and/or attendance or participation in the class. In either of these cases, one of the alternates will be asked to serve.
4. The student representative on the Review Boards in Business, Computing and Digital Media, Communication, Education, Liberal Arts and Social Sciences, Science and Health, Law, Music, School of Continuing and Professional Studies, and Theatre will be the elected Senator from the college or school. In cases where this Senator is involved in the claim; i.e., had registered for, attended or participated in the class, the SGA EVP of Academic Affairs will serve as an alternate or, if necessary, the president may appoint the alternate.
5. The Review Board will select its own chair and vice chair (to serve in the absence of the chair). The Chair of the Review Board receives all requests for hearing from the dean or chair of the affected department, sets the calendar, notifies all board members and involved parties of the dates and times of the hearings and informs students by written notice of the recommendations of the board. The chair is responsible for adherence to the Procedures for Filing a Grade Challenge.
6. The boards will serve until the beginning of the Autumn Quarter of the academic year.
7. A quorum of the Review Board consists of three members of the board. Challenges will be upheld by a vote of three or more of the four member board. All members are voting members.
8. The members of the Review Board are expected to disqualify themselves should a conflict of interest arise.

D. Procedures for Filing a Grade Challenge

In order to provide a forum for the fair resolution of academic disputes involving individual students and appropriateness of course grades, the following procedures have been developed and will be applied to all cases involving DePaul University students.

1. A student who is considering a grade challenge must discuss the grade with the instructor before the end of the following regular term. (Spring and Summer Quarter challenges must be made before the end of the Autumn Quarter. Law students challenging a Fall semester grade have a deadline of March 1 of the following Spring semester. Law students challenging a Summer/Spring semester grade have a deadline of October 1 of the following Fall semester.) The instructor is expected to explain the reason for the grade to the student. Only if the instructor is not at the university during the following regular term

after the grade was issued, may the student proceed to challenge the grade without meeting with the instructor.

2. If, after the discussion with the faculty member, the student still disputes the final grade, the student may continue their challenge by submitting a written request for a hearing to the office of dean of the college or school in which the course was offered within the term following the award of the disputed grade. Since the following burden of proof rests upon the student, it is important that the student include a clear and coherent statement (typed) with the reason for the appeal, together with any supporting documents the student may wish to include. Students may request that copies of supporting documents in possession of the faculty members be forwarded to the chair of the Review Board. All challenges will be thoroughly and fairly reviewed.
3. The dean of the college or school shall forward a copy of the request to the chair of the Review Board, the involved faculty person and the student. This must be signed and dated by the dean or chair of the affected department.
4. Once filed, the formal challenge is automatically forwarded through all stages of the appeal process unless the Review Board determines it to be groundless or frivolous. Additionally, the student has the option to discontinue the appeal at any stage by submitting a letter stating such to the instructor and chair of the Review Board.

Both the student and instructor will be informed in writing of all committee recommendations and decisions as well as any new written information bearing on the case. Only the instructor and/or the Review Board are empowered to change a grade.

5. The Review Board chair will send a copy of the grade appeal request and relevant materials received with it to the instructor involved. The instructor will return the materials with a written response within two weeks unless circumstances warrant an extension.

The chair is responsible for monitoring the time period. A copy of the instructor's response will be forwarded to the student who has filed the challenge. If the instructor does not respond within the time period, the committee will conclude its deliberations and vote on the challenge.

6. The Review Board may, at its discretion, seek oral clarification of the written responses from the student and faculty member. If it requests this further clarification, the Review Board must meet with both the student and faculty member separately if the student requests.
7. The Review Board shall evaluate the challenge and vote to approve or deny. Decisions of the Review Board arrived at by secret ballot are to be determined by a majority vote.

Such action must be taken within two months of the date of filing. (If the grade appeal is not passed along its designated route within the times specified, the student should notify the dean of the school or college who will determine the reason for the delay.)

8. The Review Board is to reach one of the three following decisions:
 - a. Challenge affirmed and settled by consent: i.e., the Review Board conducting the review devises a conciliation mutually acceptable to the student and the instructor who gave the grade. Should the acceptable conciliation involve a change of grade, the instructor will submit a change of grade.

- b. Challenge affirmed and the Review Board may submit a change of grade card to the dean of the college or school in which the course was taught.

In determining the student's final grade, the Review Board will take into account all evidence of the student's academic performance in the course under challenge as well as the implications for the student's grade of the instructor's actions in the case in question.

- c. Challenge denied; original grade stands.

9. The decision reached by the Review Board is to be communicated by the chair of the Review Board in writing directly to the dean of the college or school, the instructor, and the student. The explanation for the decision will also be communicated.
10. Decisions by the Review Board are final and binding on all parties. The board's decision does not require the approval of the dean of the college or school, or the chair of the affected department.

Grades, Incomplete (IN) and Research (R) Expiration Policy

Incomplete (IN) Grade

An Incomplete (IN) grade is a temporary grade indicating that, following a request by the student, the instructor has given permission for the student to receive an incomplete grade. In order to receive an IN grade, the student must have a) a satisfactory record in the work already completed for the course, b) encountered unusual or unforeseeable circumstances which prevent them from completing the course requirements by the end of the term, and c) applied to the instructor for permission to receive an IN (see grade definition (<https://courses.depaul.edu/university-catalog/academic-handbooks/undergraduate/undergraduate-academic-policies/Pages/grades.aspx>)).

Undergraduate and graduate students have at most two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, the incomplete will automatically convert to an F grade. In the case of the Law School, incompletes must be completed by the end of the semester following the one in which the incomplete was assigned.

A faculty member has the prerogative to assign a completion date earlier than the two quarter deadline (one semester deadline for the Law School) and this date will supersede the two quarter timeframe (one semester timeframe for the Law School) stated above.

Students must adhere to the incomplete grade request procedure of the academic unit offering the course for which they are requesting the incomplete grade.

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

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

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

may result in the denial of final degree certification for that term and the regular incomplete grade policy will then be enforced.

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

Research (R) Grade

An R grade is given when a student is making satisfactory progress in a course that extends beyond the end of the term or in a project extending over more than one term. R grades, with the exception of students completing a thesis or a dissertation research course, must be completed within one academic year of the posting of the R grade or it reverts to an F grade.

A faculty member has the prerogative to assign a completion date earlier than the one academic year deadline and this date will supersede the one academic year stated above.

Ordinarily no R grade may be changed after the grace period has expired. Instructors may not change R grades after the end of the grace period without the permission of a college-based Exceptions Committee.

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

Students who have completed degree requirements, but have an R grade that has not yet expired can elect to have the degree posted and the R grade changed to a permanent R grade. The RG (Research, Graduated) grade is permanent and cannot be changed in the future. The student can also elect to postpone degree conferral until the R is resolved.

Grades, Pass/Fail

Under the pass/fail option, a student who has at least sophomore standing and who is not on academic probation may register for one pass/fail course each term. A maximum of 20 quarter hours may be taken under the pass/fail option. Grades A through D represent passing performance. Written permission to use the pass/fail option must be obtained from the student's academic advisor or from their college or school office prior to the beginning of the third week of the quarter. For courses of four weeks or less in duration, approval must be obtained before the second class meeting of the course. The option is limited to no more than one course in any one department.

The pass/fail option may not be used for the following categories of courses:

- courses taken to meet Liberal Studies requirements;
- courses taken to meet requirements of a student's major (including intended and pre-majors), minor and/or certificate (including intended and pre-minors/certificates);
- developmental courses, such as MAT 94, MAT 95 and WRD 102, WRD 108 and WRD 200.

If the course is passed, the credit hours earned are entered on the student's record; the grade is not included in computing the student's grade point average. If the course is failed, the F grade is recorded on

the student's record and the credit hours attempted are included in computing the student's grade point average.

Grades, Repeating Classes

Undergraduate students may need to repeat courses in order to meet degree requirements. Ordinarily only grades lower than C- may be repeated. Students who earn a grade lower than C- may repeat a course one time without special permission from their home college office advisor. When a repeat occurs, all grades achieved are recorded on the academic record (noted as repeated), while only the second grade is used to determine cumulative credit and to calculate the GPA.

Students who wish to repeat a course more than once, or repeat a course for which a grade of C- or better was earned, should receive permission from their home college office advisor. If students repeat, the second, and all subsequent grades, will be used to calculate the GPA. Credit earned is based on the final attempt.

Students who register for a course for the third time without first obtaining permission from their home college office advisor may be dropped from the course by their home college office.

Similarly, students who register for a course where a grade of C- or better was earned, without first obtaining permission from their home college office advisor, may be dropped from the course by their home college office.

Transfer/Test Credit Considerations

- Repeating Courses at Another Institution (Original Attempt taken at DePaul)

Students who complete a course at DePaul and who wish to repeat the course at another institution, in order to transfer the course back to DePaul, may do so with permission of their home college advisor. In this case, the DePaul grade will remain in the GPA and credit will be awarded based on the final attempt. This policy applies to DePaul courses where a letter grade was earned including grades of F, FX, IN, and R.

- Repeating Courses at DePaul Where Credit Was Previously Earned in Transfer/Test

When students repeat a course at DePaul where the credit was previously earned through transfer or test credit, the transfer or test course is considered the original attempt and the DePaul course will be considered the repeat. In the exceptional case where students complete the course again at DePaul, all DePaul grades will be calculated into the grade point average with credit based solely on the last attempt.

Notes

This policy does not apply to courses that are repeatable for credit.

Special note for federal and/or state student aid recipients who wish to repeat a course: Federal and state financial aid regulations restrict the number of times that a student may receive federal or state financial aid for repeating a course for which credit has been previously earned. Please contact the Office of Financial Aid at DePaul Central to learn about the financial aid impact if you are considering repeating a course for which you have previously earned credit.

Graduation With Honors

Graduation with honor at DePaul University is calculated on the basis of credit attempted at DePaul only. Transfer students must complete a minimum of 60 graded DePaul credits (excluding pass/no pass hours) to be eligible for graduation with an honors status.

A student who earns a cumulative DePaul University grade point average (GPA) of at least 3.850 will be graduated summa cum laude.

A student who earns a cumulative DePaul GPA of at least 3.700 but no higher than 3.849 will be graduated magna cum laude.

A student who earns a cumulative DePaul GPA of at least 3.500 grade but no higher than 3.699 will be graduated cum laude.

Honors status for the degree will be computed on the basis of all course work attempted at DePaul. Students who have been readmitted to DePaul under the Forgiveness Policy will be considered for graduation with honors based solely on the grade point average achieved after this readmission.

Competency-based programs in DePaul University's School of Continuing and Professional Studies do not recognize graduation designations such as cum laude or magna cum laude or summa cum laude.

For academic honors conferred by individual colleges, schools, or departments, consult the appropriate college section of the University Catalog.

Graduation, Commencement Ceremony

The University's annual graduate and undergraduate commencement exercises are conducted in June. Traditionally the University hosts a baccalaureate mass to which all graduating students and their families are invited the Friday of graduation weekend.

Attendance at the graduation exercise is optional, however, graduates must notify their college office of their intention by the published deadline date. Graduates will receive detailed instructions concerning the commencement exercise from the college office.

Graduation, Degree Conferral Policy

Final certification of degrees is completed by the Office of the University Registrar thirty days after the conferral date.

In dual degree programs authorized by the colleges, the degrees will be conferred simultaneously.

Academic records will be locked upon degree conferral. Under no circumstances will changes be made to the academic record after degree conferral.

If a student begins a new program of study at DePaul after a degree has been conferred, the student's GPA will be restarted. The one exception to this rule involves master's students whose DePaul master's degree is accepted to meet DePaul's PhD requirements either in the same or a new field. In this instance the GPA in the PhD program will include the GPA from the DePaul master's degree.

Combined Bachelor's + Master's Degree Program

Students combining a master's degree with a bachelor's degree in an approved DePaul Combined Bachelor's + Master's Program will restart their GPA at the beginning of their graduate career.

JD/LLM Program

In the case of students who are accepted into the joint JD/LLM program, the students' GPA in the LLM program will include the GPA from the JD program. Students who have completed the JD degree and are independently pursuing the LLM degree will have their GPA restarted.

Graduation: Undergraduate Degree Requirements

In order to graduate, undergraduate students must have fulfilled all of the following requirements:

1. The student must have completed a minimum of 192 quarter hours or a minimum of 50 competencies for the School of Continuing and Professional Studies competency-based programs.
2. The student must have a minimum of 2.000 cumulative grade point average.
3. The student must have completed all requirements for their degree by the last day of term for which they apply for degree conferral.
4. The student must have earned grades of C- or better in all major and minor classes. Please note that the cumulative grade point average in each of these areas must be greater than or equal to 2.000.
5. The student must have fulfilled the residency requirement, i.e., they must have completed the following work at DePaul University:
 - the final 60 quarter hours of credit
 - one-half of the credit earned in the major area of concentration

Note: Students pursuing additional majors, minors or second degrees should consult the Adding Supplementary Credentials to the Bachelor's Degree (p. 1529) section for additional information.

Special Note for School of Continuing and Professional Studies Competency-Based Programs:

- SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE): Students in these programs must complete at least 25% of competence requirements through SCPS courses. In addition, students in the BAC program must also complete at least 5 courses through the College of Computing and Digital Media. Students in the BAECE program must also complete at least 9 courses through the College of Education.

Exemptions to the residency requirement may be made by the Dean in individual cases.

1. A formal application for graduation must be filed by a candidate. Application for graduation may be made only by classified degree-seeking students. The student must complete the online degree conferral application in Campus Connect by the designated deadline date.
 - Autumn degree conferral: October 1
 - Winter degree conferral: January 15

- Spring degree conferral: February 1
- Summer (August) degree conferral: July 15

Submitting this on-line application does not guarantee the conferral (granting) of a degree from DePaul University. A student may change the expected completion term up to the last day of that term.

Notes:

- Degree requirements are reviewed at the end of the expected completion term indicated. If all requirements are met, the degree will be conferred within 30 days of the end of the term. Diplomas are mailed (to graduates without financial holds), generally within 45-60 days after the end of the term.
- DePaul reports degree information to the National Student Clearinghouse monthly. Many companies and agencies use this service to verify awarded degrees. A student's degree will only be verified by the Clearinghouse if the student's Privacy Settings in Campus Connect indicate this as releasable information at the time the degree is conferred. Students should verify FERPA Privacy Settings before the end of their completion term.

Immunization, Proof of

DePaul University complies with Illinois state law (College Student Immunization Act [110 ILCS 20]) and the Illinois Department of Public Health College Immunization Code (77 Ill. Adm. Code 694), which mandates post-secondary institutions to submit an annual report on student immunization requirements. All DePaul University students, born on or after January 1, 1957 and attend a university campus location, must provide proof of the required immunizations. Additionally, Illinois law requires that universities prevent students from registering for any subsequent terms if proof of immunization is not provided.

Proof of the following immunizations is required:

- Tetanus/Diphtheria/Pertussis - 3 doses (at least 1 tdap in lifetime, last dose within past 10 years)
- Measles- 2 doses (at least 28 days apart, after first birthday. Neither dose can be prior to 1968.)
- Mumps - 2 doses (at least 28 days apart, after first birthday. Neither dose can be prior to 1968.)
- Rubella - 2 doses (at least 28 days apart, after first birthday. Neither dose can be prior to 1968.)
- Meningococcal - 1 dose (if under the age of 22, taken on or after 16th birthday)

Please visit the Immunization Requirements (<http://www.depaul.edu/admission-and-aid/admitted/Pages/immunizations-requirements.aspx>) webpage for more information.

Leave of Absence

A student who requires time away from their academic program but who intends to re-enroll at DePaul within four quarters may request a leave of absence. Students must be enrolled in the fourth quarter after beginning their leave of absence (excluding summer term). Students will be subject to the NonEnrollment/ (p. 1545)Discontinuation Policy (p. 1545) if they do not enroll in the fourth term after their leave of absence begins. Students seeking a leave of absence related to military service will find

the procedure outlined in the Military Academic Adjustments (p. 1544) policy. Students should consult their academic advisor to determine if their college has a more restrictive leave of absence policy. This policy does not cover the College of Law; therefore, College of Law students should consult with the college if seeking a leave of absence.

Students are limited to a maximum of three quarters leave of absence for each career (undergraduate or graduate). The quarters need not be consecutive. A student wishing to take a leave of absence must complete a Leave of Absence form in Campus Connect. Their Degree Progress Report will reflect the requirements from the student's entrance term while a student remains on leave of absence. Students are not required to reapply for admittance to the University if they re-enroll within four quarters (not including summer quarter). If a student does not return within this time frame, they must apply to be re-admitted as a student. If a student requests a leave of absence that spans fewer than the three quarters they are allowed as a maximum, they will be subject to the standard D (p. 1545) discontinuation Policy (p. 1545) and will be discontinued if they do not enroll in the third quarter after their leave of absence begins. Re-admission does not extend the number of terms for which a student may take a leave of absence.

Students who receive financial aid are encouraged to consult with the Office of Financial Aid at DePaul Central to discuss the effect of a leave of absence on their financial aid.

To initiate a leave of absence, a student will use the tool in Campus Connect (select the "Academic Records" tile and click on "Leave/Withdrawal Request"). Upon submitting their request, the student will receive a notification of its receipt from the Office of the University Registrar. The student will receive a second email once their leave of absence is processed.

Liberal Studies Program Guidelines

This provides general Liberal Studies Program (LSP) guidelines; for the Liberal Studies requirements associated with a specific program, see the catalog description for that respective program. Students in the DePaul University Honors Program should consult with a program advisor about their requirements.

All DePaul Students Who Participate in the Liberal Studies Program

There are a number of general Liberal Studies Program (LSP) guidelines that pertain to all DePaul undergraduate students (except for students in the School of Continuing and Professional Studies).

- Students may not use the same course to fulfill a requirement in both their primary major and LSP. There are two exceptions to this rule:
 - Designated courses in the major may also be used to fulfill the Experiential Learning requirement. Students who pursue this option will then complete an additional learning domain elective or, if applicable, the third course of the Modern Language Option.
 - Transfer students who complete the General Education Core Curriculum of the Illinois Articulation Initiative may apply a particular course to fulfilling a requirement in the major (see the GECC/IAI section of this policy.)
- Students completing a second major or minor may use the same courses to fulfill requirements in those areas and in the Experiential Learning, Senior Capstone, and Learning Domains of LSP.
- Students may request to substitute a different course for one of the LSP requirements. All substitutions must meet the learning outcomes and writing expectations for the particular LSP requirement. Students seeking to request a substitution should petition the LSP office by emailing LiberalStudies@depaul.edu (p. 26) with a rationale for the substitution and a syllabus for the course in question, except in certain circumstances outlined below. The rationale should describe how the course in question meets the requirement's outcomes and writing expectations. The LSP office will communicate its decision to the student and the student's home college advisor.

Transfer Students

- Transfer students must meet all LSP requirements as specified by the student's primary major: First Year Program, the LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE (unless the student has completed the IAI/GECC), the Experiential Learning Requirement, the Senior Capstone, and the various Learning Domain courses.
- Transfer courses are applied to the most appropriate Learning Domain, based on articulations vetted through the Transfer Articulation Center according to the posted learning outcomes and writing expectations for each requirement.
- Transfer students (aged 23 years old or younger) who enter DePaul with 30 or more quarter hours of combined transfer credit, not including test credit, do not need to enroll in Discover Chicago/Explore Chicago or Focal Point courses. Instead, they will complete two Learning Domain electives outside their area of specialization, using either existing transfer credit or future DePaul credit. With First-Year Program approval, the transfer student may elect to enroll in a Discover Chicago/Explore Chicago and/or Focal Point course.
- Adult students (aged 24 years old or older) who enter DePaul, regardless of the number of combined transfer credit, do not need to enroll in Discover Chicago/Explore Chicago and/or Focal Point courses. Instead, they will complete two Learning Domain electives outside their area of specialization, using either existing transfer credit or future DePaul credit. With First-Year Program approval, the adult transfer student may elect instead to enroll in a Discover Chicago/Explore Chicago and/or Focal Point course.
- New first-year students (i.e. traditional freshmen) must enroll in Discover Chicago or Explore Chicago and (if required by major) the Focal Point Seminar regardless of the number of combined transfer credit and/or test credit hours.
- Students may complete the LSP writing requirement with either transfer credit or coursework completed at DePaul. Placement in DePaul writing courses is determined by a placement process.
 - Transfer students who enter DePaul with earned credit for WRD 104 COMPOSITION AND RHETORIC II and not WRD 103 COMPOSITION AND RHETORIC I may satisfy the second writing course requirement by taking any one of the following expository writing courses:

Course	Title	Quarter Hours
WRD 103	COMPOSITION AND RHETORIC I	4
WRD 203	STYLE FOR WRITERS	4
WRD 206	PROFESSIONAL WRITING	4
WRD 240	ARGUMENTATIVE WRITING	4
WRD 300	COMPOSITION AND STYLE	4

- b. Permission to substitute an open elective for the second writing course may be granted based on a review of documentation showing superior achievement and/or professional experience in advanced, expository writing. For more information, please contact the First-Year Writing Program by emailing FYWriting@depaul.edu (p. 26).
- c. Transfer students who met first-year writing requirements at their previous institution through coursework other than equivalents of WRD 103 COMPOSITION AND RHETORIC I and WRD 104 COMPOSITION AND RHETORIC II may petition the First-Year Writing Program for a waiver or substitution of this requirement by emailing FYWriting@depaul.edu (p. 26) and including the rationale and syllabi for the course(s) in question. The rationale should describe how the course(s) in question meet the requirement's learning outcomes and writing expectations. The First-Year Writing Program will communicate its decision to the student and the student's home college advisor. Based on information from the course description and syllabus, a determination will be made as to whether the student
 - i. should take WRD 103 COMPOSITION AND RHETORIC I and/or WRD 104 COMPOSITION AND RHETORIC II;
 - ii. should substitute an upper-level writing course from an approved list for WRD 103 COMPOSITION AND RHETORIC I and/or petition to waive WRD 104 COMPOSITION AND RHETORIC II by submitting a portfolio including two research projects, process documents, and a reflective argument demonstrating how the portfolio meets the requirement's learning outcomes as outlined here; or
 - iii. have part or all of the requirement waived. Elective credit will be adjusted accordingly to ensure that a student earns 192 credits for degree completion.
7. The LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE may not be substituted or waived.
8. Applying transfer credit to the Experiential Learning requirement:
 - a. Internships: DePaul generally does not award Experiential Learning credit for internships or cooperative learning courses taken at another college or university. Students may petition the LSP office for a waiver or substitution of this requirement by emailing LiberalStudies@depaul.edu (p. 26) and including a rationale and syllabus for the course in question. The student must make the case that the course meets the Experiential Learning learning outcomes and writing expectations. The LSP office will communicate its decision to the student and the student's home college advisor.
 - b. Study Abroad: Students who transfer in credit from a full-year or term-long study abroad program through an accredited institution, consisting of no less than ten weeks abroad and no less than 12 quarter hours abroad, and having received grades of no less than a "C" in these courses, may use one of these courses to fulfill the Experiential Learning Requirement.
9. The Liberal Studies Senior Capstone requirement may not be substituted or waived. Students who have more than one major should consult with their college advisor as to their specific Capstone requirement(s).
10. Accumulation of additional credit that fulfills LSP requirements: In some circumstances, students may earn transfer credit that exceeds LSP requirements. For example, coursework from institutions organized by semesters earn 1.5 quarter hour credits for each semester hour. Hence each 3.0-credit course transferred from a semester institution earns 4.5 credits at DePaul. As a result, students may have credits that exceed the required number in a particular component of the program. These excess general education credits may be added up and, when the sum reaches 4 quarter hours (and multiples thereof), applied to other LSP requirements as follows:
 - a. Transfer students who have earned more than 30 credits may use the excess credit to fulfill the Domain electives that replace Discover/ Explore Chicago and the Focal Point Seminar. This substitution will be applied before any other.
 - b. Students must complete at least one course in each domain, whether through transfer/test credit or DePaul credit. Once that requirement has been met, students may apply the excess credit to any of the following domains: Arts & Literature; Historical Inquiry; Philosophical Inquiry; Religious Dimensions; or Social, Cultural, and Behavioral Inquiry. College-specific rules may apply; see your college advisor.
 - c. Students may combine excess credit with the Modern Language Option within a single domain as long as they complete at least one course (transfer or DePaul) per domain.
11. Students who have test credit must have official score reports sent directly to the Transfer Articulation Center (TRAC).

Transfer Students Who Complete the GECC of the IAI

Transfer Credit, General Education Core Curriculum (GECC) of the Illinois Articulation Initiative (IAI)

DePaul University participates in the General Education Core Curriculum (GECC) of the Illinois Articulation Initiative (IAI) only. DePaul does not participate in Phase Two, the Major Phase.

Completion of the GECC/IAI at any participating college or university in Illinois ensures transferring students that most of the general education requirements at DePaul have been satisfied. Hence the GECC /IAI will be accepted as a package. Students who have completed the GECC/ IAI should consult with their academic advisor in their college prior to registering for classes. Students who are in DePaul University's Honors Program should consult with the program director as to their program requirements. Students who are in DePaul University's School of Continuing and Professional Studies (SCPS) should consult with their academic advisors as to their program requirements. The additional requirements outlined in this policy apply only to those students in degree programs that participate in DePaul University's Liberal Studies Program.

Students who have completed the GECC/IAI must also meet the following mission-specific requirements in DePaul's Liberal Studies Program:

- Two Religious Dimensions courses (RD)
- Two Philosophical Inquiry courses (PI)
- Experiential Learning
- Senior Capstone

Guidelines

1. In an effort to enable students to make the most complete use of their transfer credit, some portion of the two RD and PI courses may be waived under certain circumstances, as long as all students complete at least one PI and at least one RD either through transfer credit or DePaul courses. The following guidelines will direct students and their academic advisors in applying GECC credit and meeting the additional mission-specific requirements:

- a. Students who have accumulated sufficient excess liberal studies credits, may apply the credit toward the waiver of up to one PI and up to one RD requirement; see the Liberal Studies Guidelines section (#7 under Transfer Students).
- b. Students who have used the equivalent of PI and/or RD courses to fulfill GECC/IAI requirements may substitute learning domain course credit (DePaul or Transfer) for a corresponding number of PI/RD mission-specific requirements.
- c. Students who have completed and transferred in the equivalent of a PI or RD course external to the GECC/IAI requirements may use that course to fulfill the appropriate mission-specific requirement.
- d. Students may choose to complete LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE in place of either a PI or RD requirement.

The following table summarizes these policies put into practice:
Mission Specific Courses—4 Courses Required (2 PI and 2 RD)

Course	Policy
Course 1	Course must be designated as PI (if course is DePaul PI or Transfer PI from outside GECC) or LSP Elective (if PI course is included in the GECC).
Course 2	Course must be designated as RD (if course is DePaul RD or Transfer RD from outside GECC) or LSP Elective (if RD course is included in the GECC).
Course 3	Course may be WAIVED with sufficient excess LSP credit. If there is not sufficient excess LSP credit, then the course must be designated as one of the following: PI or RD (DePaul or Transfer), LSP 200, or LSP Elective (if second PI or second RD course is included in the GECC).
Course 4	Course may be WAIVED with sufficient excess LSP credit. If there is not sufficient excess LSP credit, then the course must be designated as one of the following: PI or RD (DePaul or Transfer), LSP 200, or LSP Elective (if second PI or second RD course is included in the GECC).

2. If a course included in the GECC package also fulfills a specific course requirement in the student's primary major, that single course may be used to fulfill both requirements. Elective credit will be adjusted accordingly to ensure that a student earns 192 credits for degree completion.
3. Students transferring from an IAI participating institution with two or fewer IAI requirements remaining may elect to complete the GECC/IAI package with DePaul courses or additional transfer credit that meet the subject area and mission-specific requirements.

4. Students pursuing the GECC/IAI option must earn a grade of "C" or higher in both WRD 103 COMPOSITION AND RHETORIC I, and WRD 104 COMPOSITION AND RHETORIC II. Students must earn a grade of "C-" or higher in the courses that will apply to the primary major, secondary major, or minor. Students who have test credit must have official score reports sent directly to the Transfer Articulation Center for review.

Students who have earned an Associate of Arts (AA) degree or Associate of Science (AS) degree from an IAI participating institution have satisfied the requirements for the GECC/IAI.

This agreement is in effect for students who entered an associate or baccalaureate degree-granting institution as first-time freshmen in the summer of 1998 and thereafter.

For more information on applying transfer credit to the Liberal Studies program see the Liberal Studies Program Guidelines section of the handbook.

Military Academic Adjustments

DePaul University will make academic adjustments for students in the military consistent with all applicable legal requirements. This could include, for example: academic adjustments with a course, options regarding withdrawals or leaves of absence, and readmission at the conclusion of active duty. The details of any academic adjustments are dependent on the student's specific military orders.

Procedures Regarding Withdrawals and Leaves of Absence: Students who are in the military and called to active duty that interrupts their enrollment must complete the DePaul University Leave/Withdrawal Request in Campus Connect. Students should indicate "military" on the application in Campus Connect. Upon their return, they will meet with an academic advisor to discuss resuming their studies.

Students are encouraged to contact the Veterans Student Affairs Office (<https://offices.depaul.edu/student-affairs/support-services/for-specific-populations/Pages/veteran-services.aspx>) for more information about other specific procedures regarding withdrawals, leaves of absence, academic adjustments, and for information regarding other policies that may be particularly applicable to students in the military.

Missing Student Notification Policy

Any member of the university community who believes that a student is a missing student should immediately contact DePaul Public Safety at (773) 325-7777. A "missing student" is a student who has been reported absent from the University for 24 hours or more without any known reason. Any other DePaul office that receives a report of a missing student (for example: the Dean of Students Office, Residential Education, College/ School offices, etc.) must immediately refer that report to Public Safety.

Public Safety will promptly investigate all reports of missing students to determine the validity of the report. If the report of a missing student is validated, the designated DePaul office will, within 24 hours of receiving the initial report:

1. Notify local law enforcement that the student is a missing student.
2. If the missing student has designated an emergency contact(s), including an additional emergency contact specifically related to being a Missing Student, attempt to notify the missing student's emergency

contact(s) that the student is a missing student. Students are responsible for updating all emergency contact information in Campus Connect. All emergency contact information is only available to authorized DePaul personnel, and will only be released for approved purposes, such as to law enforcement in furtherance of a missing person investigation.

3. If the missing student is under 18 and not emancipated, attempt to notify the student's parent/guardian that the student is a missing student.

Public Safety is responsible for communicating all validated reports of missing students to local law enforcement within 24 hours of receiving the initial report.

Public Safety will work with Student Affairs regarding all reports of missing students. Student Affairs is responsible for communicating with a missing student's emergency contact(s) (and if applicable, a missing student's parent/guardian) within 24 hours of receiving the initial report.

Students have the option to designate one or more emergency contacts in Campus Connect. This includes designating an additional emergency contact specifically related to being a Missing Student. If a student is a Missing Student, DePaul will notify those emergency contacts specifically designated as emergency contacts for Missing Student situations, and may notify other emergency contacts as well.

In order to make students aware of this policy, including the student's option to designate an emergency contact in Campus Connect, this policy will be summarized in DePaul's Annual Safety and Security Information Report, in the Undergraduate Student Handbook, and in the Graduate Student Handbook.

NonEnrollment/Discontinuation

Students who complete a term and do not enroll for the following term at DePaul remain active and eligible to enroll until they are formally discontinued. Discontinuation occurs when:

1. The student does not register in the term for which they were admitted.
2. The student does not register for three consecutive quarters (or for Law, two semesters), excluding summers. In these cases students must seek readmission.
3. The student has not made progress toward the degree for three consecutive quarters (or for Law, two semesters), excluding summers.

Candidates for theses, dissertations and students on year-long study abroad programs are excluded from this rule. In these cases, students must meet with a college academic advisor to get permission to register and/or seek readmission.

Students in the School of Music, The Theatre School, or the College of Law who intend to take one or more terms off must consult their college office.

Students who are suspended from the University through the Student Conduct Process or the Academic Integrity process, or students who are participating in a University-initiated temporary medical withdrawal process, are not discontinued until they do not register or make progress toward the degree for three consecutive quarters (or for Law, two

semesters) following the date on which they could be eligible for return. In these cases students must seek readmission.

Placement Process

Online Placement Process

All new (non-SCPS) undergraduate students are required to complete the placement process for Math and Writing. Modern Language placement exams are optional. The placement process helps to ensure you are registered in a course that best builds on your current skills so that you can succeed in your studies at DePaul.

The Online Placement Process does not award course credit, but is used to provide course placement for entering freshman and transfer students. Placement tests at DePaul are offered in the areas of Mathematics and Modern Languages (Arabic, Chinese, French, German, Italian, Japanese, Polish, Russian, and Spanish).

Students will self-assess their skill level in Writing. Based on their responses they will be guided to select the Writing course that is most appropriate.

Exemptions from Online Placement Process

Some students are exempt from the process based on standardized test scores and/or other prior course history. In addition, the mathematics and modern language requirements vary for some degree programs at DePaul. Before starting the placement process online, please review the exemptions and specific guidelines for different majors/colleges on the Office of Admission website.

Freshman students are required to complete the Writing and all five sections of the Math placement process before they are allowed to register for orientation.

Posthumous Degree

A posthumous degree may be awarded to degree-seeking candidates who were actively enrolled and in good academic standing. Undergraduate students must have earned at least 132 credit hours; graduate and professional students must have completed at least 75% of the curriculum required for their degree.

For all other cases, the Dean may request a Certificate of Accomplishment be awarded to honor the student's progress toward the degree and accomplishments as a member in good standing of the DePaul community.

Probation

Any student who fails to maintain a 2.000 cumulative grade point average (C average) is on academic probation. A student is removed from academic probation when the cumulative grade point average reaches the required minimum of 2.000. A student's academic status is reviewed after any Autumn, Winter, Spring and Summer quarters in which the student was enrolled in at least 1 credit hour. A probationary student may be limited to 12 credit hours per quarter until a cumulative GPA of 2.000 is reached. A student who remains on probation for three sequential quarters of enrollment may be dismissed.

Registration

Students are responsible for planning their own programs and for completing course sequences and degree requirements. In planning each quarter's course of studies, students should remember that required courses take precedence over elective courses, and that some advanced courses have pre-requisites that must be completed first. Students should be guided by their interests or needs where electives are indicated. A student regularly employed is advised to discuss their course load for each quarter with an advisor prior to registration. Advisors are available to assist students in planning programs and schedules.

General Regulations

1. Students can add, drop, or swap classes via Campus Connect. It is the student's responsibility to verify that the transaction has been processed.
2. Students will receive credit only for classes for which they are registered.
3. Students who are not on the class roster are responsible for completing the steps necessary to resolve the issue. It is not the responsibility of the instructors to resolve the problem.
4. Student must officially register for classes by the stated deadline. For 10-week classes, the deadline is the end of the first week of the term. In addition, students should consult individual college regulations regarding special registrations (e.g., independent studies, internships, etc.).
5. The University is required to report enrollment and attendance to fulfill requirements established by several governmental agencies. To satisfy these requirements, it is University policy that attendance will be monitored in all classes. Each school or college maintains additional specific policies concerning attendance. Students should become familiar with these policies. Promptness is expected of a student for all class sessions. Tardiness of more than ten minutes is generally to be considered by the instructor as an absence.
6. Students' status at the university will be changed from "active" to "discontinued" if:
 - a. There is no enrollment in the term of admittance.
 - b. There is no registration activity for three consecutive quarters - excluding summers - in which case these students must seek readmission;
 - c. No progress has been made towards their degree for three consecutive terms, excluding summers. (Candidates for theses and students on year-long study abroad programs are excluded from this rule.)
7. Students who have been "discontinued," must apply and be approved for readmission to continue their studies.

Academic Calendar Formulas

Academic calendar deadline dates are based on the following formulas. These formulas are particularly important for classes that meet outside the standard (10 week term plus finals week) start and end dates for a term. Please consult your college office for specific dates relevant to your class.

- Students may not add classes after 10% of the scheduled class has elapsed.
- Students who drop a class or classes after 20% of the scheduled class has elapsed will be responsible for 100% tuition and a grade of W will be assigned.

- Students may not select a Pass/Fail grading option after 20% of the scheduled class has elapsed.
- Students may not select Audit (non-credit) grading option after 30% of the scheduled class has elapsed.
- Students may not withdraw from classes after 70% of the scheduled class has elapsed.

College/School Regulations

- Students may audit classes only with permission of their advisor or college office. Students may not change from the status of credit to audit or vice-versa after 30% of the term has elapsed (the third week of class for a 10 week class). Full tuition is assessed for audited classes.
- Students interested in earning credit in transfer must obtain approval from their college office prior to registration at the other institution.
- Extension courses taught through other accredited institutions are accepted only when the sponsoring institution itself conducts the courses and certifies the grade and credit through an official transcript. A DePaul degree-seeking student must obtain the written permission of the dean of their college before enrolling in an extension course.

Registration, Student Enrollment Classifications

Classifications

College credit is accumulated on the basis of quarter hours earned. Degree-seeking students are classified for administrative purposes as follows: freshmen (less than 44 quarter hours), sophomores (at least 44 but less than 88 quarter hours), juniors (at least 88 but less than 132 quarter hours), seniors (at least 132 quarter hours).

Full-time Student Status

A 12 quarter hour course load is required for undergraduate students to maintain full-time status for purposes of financial aid.

Half-time Student Status

A 6-11 quarter hour course load is considered half-time.

Self-service Enrollment Verifications are available through Campus Connect.

Requirement Term

Undergraduate DePaul University Requirements

A student will complete the degree requirements in place at the time of first enrollment as a degree-seeking student.

College/School Requirements

A student will complete the college/school requirements in place at the time of first enrollment in the College as a degree-seeking student. A student who changes college/school while their studies are in progress will complete the college/school requirements in place at the time of the inter-college transfer.

A student who completes an inter-college transfer during a break between terms will follow the requirements in place for the term immediately following the break.

Major/Minor Requirements

A student will complete the major/minor (or corresponding "intended" or "pre" major/minor) requirements in place at the time of declaration. A student who changes majors/minors while their studies are in progress will complete the requirements in place at the time they declare the new major/minor (or corresponding "intended" or "pre" major/minor). Specific Liberal Studies or University Honors course requirements are determined by the student's primary academic major.

A student who changes major/minor during a break between terms will follow the requirements in place for the term immediately following the break.

In majors and minors with concentrations/tracks/specializations, the student's major and concentration/track/specialization requirements will be determined by the term the student declares the concentration. Students should be aware that declaring or changing a concentration may change their degree requirements for the full major.

Readmission

A student who applies for readmission will be subject to all degree requirements in place in the enrollment term of readmission.

DePaul Admission Partnership Program

The initial term of official participation in the DePaul Admission Partnership Program (DAPP) will determine the student's degree requirements. Once in the DePaul Admission Partnership Program, students who change college/school and/or major/minor follow the DePaul requirement policy guidelines detailed above.

Students must transfer and enroll at DePaul within three years of initial participation to lock in these degree requirements. Students who do not transfer within this time period will follow the degree requirements in place at the time they enroll at DePaul.

Dual Admission

Program requirements for dual admission students will be those in place at the time of the student's first enrollment in the dual admission program at the partner institution.

Other Information

A student currently enrolled in a degree program in which revisions are approved while their studies are in progress may elect to formally adopt the revised requirements.

Requirements, Curriculum

Official changes in courses, course numbers, titles, descriptions, and prerequisites and minor changes in program requirements may be made on a quarterly basis.

Multiple changes or thorough revisions in the requirements of a program, major, or concentration which have received the required university approvals may be made twice each year. Changes approved by May 15th will be effective for the Autumn term, and those by October 15th will be effective for the Winter/Spring/Summer terms.

New programs, majors, or concentrations that have received the required university approvals may be added to the University Catalog edition that corresponds with the first term the program is active.

Requirements, Program Termination/Substantial Change

If an undergraduate major, graduate or law degree program is terminated or a program undergoes substantial changes, there must be a plan in place and a commitment to provide a reasonable opportunity for those active in the program to complete the current requirements of the degree.

The chart below provides the maximum time frame allowed to complete the degree from the point of termination/change:

Type of Program	Maximum Time Allowed ¹
Undergraduate majors	4 years
Undergraduate SCPS programs	6 years
Graduate programs (thesis required)	4 years
Graduate programs (MFA)	4 years
Graduate programs (thesis not required) and Professional MLS and LLM programs	3 years
Doctoral programs (embedded master's program)	8 years
Doctoral programs (stand-alone)	5 years
Professional JD programs	4 years

¹ If a program wishes to set shorter time frame for completion, they must explain their rationale and obtain approval from Faculty Council.

For programs with substantial changes, students may elect to pursue the new requirements in accordance with the Requirement Term Policy (p. 1546). Those students who are not able to complete their degree requirements within this time frame will be moved into the new requirements. For programs that have been terminated, undergraduate students may request to pursue a new major and graduate students may apply to a new graduate program. In addition, those students who are not able to complete a terminated degree program within this time frame will be advised of other program opportunities that may be available.

Students are responsible for working with their advisors to develop a plan to finish within the stated timeframe. It is the student's responsibility to complete required courses when they are offered. Students should not wait to complete required coursework.

For required courses that will no longer be offered, the department will provide substitutions. Waivers may also be granted; however the student must still meet the minimum credit hours required.

Students admitted into or those who are in the admission process for a terminated program will be advised of alternative programs.

Once a program has been approved for termination, students will no longer be admitted or readmitted into the program and students will no longer be able to declare that major or program. The only exceptions to this are active students officially in an "intended" or "pre" major or students officially in a combined bachelor's/master's program. In accordance with the requirement term policy, students who are

discontinued will not be eligible to be readmitted into a terminated program.

Transcripts

The Office of the University Registrar processes official transcript requests for DePaul University. Official transcripts can be requested on-line through Campus Connect.

The Family Educational Rights and Privacy Act of 1974 prohibits release of confidential transcript information without the student’s authorization.

Generally, transcripts will be issued only after the student has fulfilled all financial obligations to the University. When a transcript is needed for employment or employment verification purposes, a transcript will be issued even if a student account balance exists.

Transfer Credit, Illinois Articulation Initiative (IAI)

Transfer Credit, General Education Core Curriculum (GECC) of the Illinois Articulation Initiative (IAI)

DePaul University participates in the General Education Core Curriculum (GECC) of the Illinois Articulation Initiative (IAI) only. DePaul does not participate in Phase Two, the Major Phase.

Completion of the GECC/IAI at any participating college or university in Illinois ensures transferring students that most of the general education requirements at DePaul have been satisfied. Hence the GECC /IAI will be accepted as a package. Students who have completed the GECC/ IAI should consult with their academic advisor in their college prior to registering for classes. Students who are in DePaul University’s Honors Program should consult with the program director as to their program requirements. Students who are in DePaul University’s School of Continuing and Professional Studies (SCPS) should consult with their academic advisors as to their program requirements. The additional requirements outlined in this policy apply only to those students in degree programs that participate in DePaul University’s Liberal Studies Program.

Students who have completed the GECC/IAI must also meet the following mission-specific requirements in DePaul’s Liberal Studies Program:

- Two Religious Dimensions courses (RD)
- Two Philosophical Inquiry courses (PI)
- Experiential Learning
- Senior Capstone

Guidelines

1. In an effort to enable students to make the most complete use of their transfer credit, some portion of the two RD and PI courses may be waived under certain circumstances, as long as all students complete at least one PI and at least one RD either through transfer credit or DePaul courses. The following guidelines will direct students and their academic advisors in applying GECC credit and meeting the additional mission-specific requirements:
 - a. Students who have accumulated sufficient excess liberal studies credits, may apply the credit toward the waiver of up to one PI

and up to one RD requirement; see the Liberal Studies Guidelines section (#7 under Transfer Students).

- b. Students who have used the equivalent of PI and/or RD courses to fulfill GECC/IAI requirements may substitute learning domain course credit (DePaul or Transfer) for a corresponding number of PI/RD mission-specific requirements.
- c. Students who have completed and transferred in the equivalent of a PI or RD course external to the GECC/IAI requirements may use that course to fulfill the appropriate mission-specific requirement.
- d. Students may choose to complete LSP 200 SEMINAR ON RACE, POWER, AND RESISTANCE in place of either a PI or RD requirement.

The following table summarizes these policies put into practice:

Course	Policy
Course 1	Course must be designated as PI (if course is DePaul PI or Transfer PI from outside GECC) or LSP Elective (if PI course is included in the GECC).
Course 2	Course must be designated as RD (if course is DePaul RD or Transfer RD from outside GECC) or LSP Elective (if RD course is included in the GECC).
Course 3	Course may be WAIVED with sufficient excess LSP credit. If there is not sufficient excess LSP credit, then the course must be designated as one of the following: PI or RD (DePaul or Transfer), LSP 200, or LSP Elective (if second PI or second RD course is included in the GECC).
Course 4	Course may be WAIVED with sufficient excess LSP credit. If there is not sufficient excess LSP credit, then the course must be designated as one of the following: PI or RD (DePaul or Transfer), LSP 200, or LSP Elective (if second PI or second RD course is included in the GECC).

2. If a course included in the GECC package also fulfills a specific course requirement in the student’s primary major, that single course may be used to fulfill both requirements. Elective credit will be adjusted accordingly to ensure that a student earns 192 credits for degree completion.
3. Students transferring from an IAI participating institution with two or fewer IAI requirements remaining may elect to complete the GECC/IAI package with DePaul courses or additional transfer credit that meet the subject area and mission-specific requirements.
4. Students pursuing the GECC/IAI option must earn a grade of “C” or higher in both WRD 103 COMPOSITION AND RHETORIC I, and WRD 104 COMPOSITION AND RHETORIC II. Students must earn a

grade of “C-” or higher in the courses that will apply to the primary major, secondary major, or minor. Students who have test credit must have official score reports sent directly to the Transfer Articulation Center for review.

Students who have earned an Associate of Arts (AA) degree or Associate of Science (AS) degree from an IAI participating institution have satisfied the requirements for the GECC/IAI.

This agreement is in effect for students who entered an associate or baccalaureate degree-granting institution as first-time freshmen in the summer of 1998 and thereafter.

For more information on applying transfer credit to the Liberal Studies program see the Liberal Studies Program Guidelines section of the handbook.

Transfer Credit, Undergraduate Transfer Credit Conversion

DePaul University's academic calendar is based on the quarter system. College credit is accumulated on the basis of quarter hours. To convert credit hours from the semester system to the quarter system, multiply 1.5 (example: 3 semester hours x 1.5 = 4.5 quarter hours). The minimum number of hours required for graduation with a bachelor's degree is 192 quarter hours.

Types of Transfer Credit Accepted by DePaul University

The following statements describe DePaul's transfer credit policies:

1. DePaul will accept for transfer credit baccalaureate-level courses completed at baccalaureate granting US institutions that are fully accredited by one of the regional accrediting organizations. DePaul does not accept credit from institutions that are not regionally accredited.
2. DePaul will accept transfer credit from tertiary level international institutions that are formally recognized by their country's ministry of education or its equivalent. All international transfer credit must meet DePaul University, college-level appropriate content, which will be determined through a course-by-course review and approval process before credit is awarded. If the course syllabus or other course documentation is not written in English, students are responsible for translating the documents for review, when necessary. For credit earned through tertiary institutions abroad, credit will be determined by the standard credit conversion systems in place. In cases where the transcript does not articulate standard credits, credit will be awarded based on instructional time, as outlined in the Evaluation and Credit policy (one quarter hour granted per 7.5 hours of instructional time within a 10-week period). Transfer credit for one class through tertiary institutions abroad may be awarded up to a maximum of 9 quarter credits when official transcripts do not articulate standard credits (67.5 hours of instructional time within a 10-week period). Credits are processed as either international admissions transfer credit (a) or study abroad transfer credit (b).
 - a. Transfer applicants seeking to transfer undergraduate credit to DePaul from a foreign institution in their countries of permanent residence/citizenship are required to submit a course by course evaluation from Educational Perspectives (EP), Educational Credential Evaluators (ECE) or One Earth International Credential Evaluations. As an alternative, students may petition to submit a course-by-course evaluation from another organization approved by the National Association of Credential Evaluation Services (NACES). To further facilitate the process of determining what credit will transfer to DePaul, students are required to submit course descriptions and may be asked for syllabi (translated into English).
 - b. Current DePaul students interested in studying abroad are required to submit a non-DePaul study abroad program application, including course approval requests, by the application deadline listed on the Study Abroad office website. DePaul will award credit for courses completed through institutions that are formally recognized by their country's ministry of education or its equivalent, regardless of degree applicability within the institution. Transfer credit may be denied if courses are not pre-approved. Official transcripts written in a language other than English require an American Translators Association-certified translation into English.
3. DePaul will accept for transfer credit college-level courses that are earned in Associate of Arts and Associate of Science degree programs at 2-year institutions fully accredited by one of the regional accrediting organizations.
4. Course credit earned at 2-year accredited institutions in other degree programs, such as the Associate of Applied Sciences or Associate of Fine Arts degrees, will be reviewed for transfer credit on a course-by-course basis. When necessary, students will be expected to provide bulletin descriptions and course syllabi to facilitate the review process.
5. In general, courses presented for transfer from 2-year, regionally accredited institutions that are earned in a certificate or professional training capacity are not eligible for transfer credit. Examples of these programs include, but are not limited to: air conditioning, automotive technology, culinary arts, travel management, paralegal studies, fashion design, child care, electronics, and medical office assistant.
6. Developmental courses (for example, pre-college level courses in math or writing), whether from 2-year institutions or baccalaureate granting institutions, are not accepted for transfer credit.
7. Credit by examination is acceptable, in some areas. See the Evaluation and Credit and Evaluation and Credit/Limitations sections for details.
8. Any credit earned as part of one's military service through a regionally accredited institution will be reviewed on a course-by-course basis.
9. Credit for military training and education provided by the armed services will be considered in accordance with the recommendations of the American Council on Education (ACE). Military transfer credit that articulates with other DePaul coursework will follow the Evaluation and Credit Limitations policy. Students requesting military transfer credit must submit an official copy of their military record for evaluation.
10. All transfer credit that students take while concurrently enrolled at DePaul must be approved by the student's college/school in order to apply to the DePaul degree.

Students may appeal to the Transfer Credit Articulation Center (TrAC@depaul.edu) for additional review of particular courses not accepted for transfer credit. Students who make such a request must be prepared to supply official course descriptions and course syllabi. The review of all transfer credit is subject to limitations in accordance with the educational policies of DePaul University.

Transfer Credit Course Regulations

For information regarding the amount of transfer credit that can be applied to the degree, please consult the Evaluation and Credit/Limitations (p. 1534) section of this Handbook.

1. Only courses with a grade of C- or higher will apply to the student's major or minor.
2. Students transferring the equivalent of WRD 103 and/or WRD 104 must have received grades of C- or better in these courses in order to fulfill the Liberal Studies requirement.
3. If a student has attempted a course more than once, only the most recent grade will be used for credit review. All other attempts will be considered "repeats" and will transfer no credit. Transfer courses will be identified as repeats if they meet the following criteria:
 - a. The same course (as identified by course title and number) is taken more than once at the same institution;
 - b. Two or more courses taken at different institutions are evaluated as meeting the same objectives.
4. If a student repeats a course at DePaul where transfer credit was awarded, all attempts of that course are considered in the application of the repeat policy.
5. Transferable courses or test credit (AP, IB, CLEP) may be applied to the major or minor, to Liberal Studies, or to open electives.
6. Due to rapid changes in some areas of major/minor study, along with various licensure standards, some courses or test credits otherwise applicable to the major or minor may be subject to a review to determine how current the content is. As a result of this review, the course or test equivalent in question may no longer be applicable to major or minor requirements. This review may be conducted by a faculty academic advisor or, when deemed appropriate, by a staff academic advisor in consult with faculty. If a transferable course or test credit is deemed no longer current, the student may be required to repeat the course or test credit course equivalent in order to complete the degree. Other transferable courses or test credits may be applied to the Liberal Studies Program, based on the most current articulations. Finally, transferable courses or test credits may be applied, at a minimum, towards open elective credit. If the student repeats a course, only the most recent attempt will apply toward the degree.

Tuition Policy

All tuition and fees are due to DePaul University by the published tuition due date for that term. All charges must be paid in-full by the payment date.

Tuition charges for any course registrations made after the due date must be paid in full within 24 hours of registration.

Tuition bills may be accessed online through Campus Connect. The student will be required to sign up for E-Bill to access their bills or to grant access to a guest user.

Students whose accounts show a balance due after the tuition due date will be subject to a late fee and prohibited from future registration, receiving transcripts (unless required for employment purposes), and other university services.

Withdrawal Tuition

Students must withdraw from classes through the registration function in Campus Connect. Withdrawals processed via the web or through direct contact with the home school/college office are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an authorized withdrawal from class and will result in academic as well as financial penalty.

When the withdrawal occurs, the tuition charge for courses during a 10-week quarter will be reduced according to the following schedule, in accord with the tuition package:

Withdrawal	Refund
Up to 20% or 2 weeks of a ten week term	100% refund
After 20% of the term	0% refund

Notes

- Students receiving financial aid are advised to contact a Financial Aid Counselor to discuss the impact of a withdrawal on Satisfactory Academic Progress and aid eligibility at DePaul University or any other school to which they may transfer.
- Students in university housing are advised to contact Housing & Residence Life to discuss the impact of withdrawal upon their eligibility to maintain residence on-campus.

Withdrawal/Drop Policy

The following policies pertain to the withdrawal from individual courses, the withdrawal of all courses for a given term, and withdrawal from the University.

There are two categories of Withdrawals:

- College/University Initiated (p. 1550)
- Student Initiated (p. 1551)

College/University Initiated

Under rare circumstances, DePaul University may need to administratively drop a student from a course (or courses) for which the student is registered. This policy outlines those instances and establishes the procedures to be followed by the University to drop a student from the course.

DePaul University reserves the right to administratively drop a student from a course (or courses) under a limited number of circumstances. These fall into two categories: those performed by the college offices and those performed by the Office of the Registrar.

College Office

A student may be administratively dropped from a course (or courses) by the home college, if the student is:

1. registered for a course (not repeatable for credit) for the third or more time and has not received appropriate permission to repeat the course again.
2. registered for a course (not repeatable for credit) in which the student originally earned a C- or better and has not received appropriate permission to repeat the course.

3. on probation and exceeds the allowable number of credit hours and has not received the appropriate permission to register for the additional hours.
4. registered for more than the maximum number of competencies allowed within competency-based courses (SCPS).
5. academically dismissed from the University.
6. registered for a course that has been cancelled.

Office of the University Registrar

A student may be administratively dropped from a course (or courses) by the Office of the University Registrar, if the student has:

1. not met the prerequisites for the course and has not received appropriate permission to take the course without the prerequisite.
2. been suspended for the term or permanently dismissed from the University as the result of an academic integrity violation hearing or a student code of conduct judicial board hearing.

Student Initiated

Students who must withdraw either from a course or from the University may do so by using Campus Connect, the University's web registration system. Students unable to use the web registration system should contact their home school/college office, whether in person, phone or email (emails must be sent from the student's preferred email listed in Campus Connect). Students who are physically unable to contact the university may designate someone to act on their behalf.

Withdrawals processed through Campus Connect are effective the day on which they are made. Withdrawals processed through the student's home school/college office are effective:

- in person: the date the student had the transaction processed in the office
- for email: the date the email was sent
- for mail: the date the letter was received

Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from the course and will result in academic as well as financial penalty.

A. Withdrawal from One or More Courses

Students who wish to withdraw from one or more courses within a term must do so by the stated deadline date(s) for that term. Students who missed the deadline due to extenuating circumstances should consult section C.

Students who withdraw from all courses for a term, and who plan to return the next term, are eligible to register for the next term.

Students who plan to permanently withdraw from the University should consult Section B.

B. Withdrawal from the University

Students who decide to permanently withdraw from the University must do so using the DePaul University Permanent Withdrawal/Military Leave Request application in Campus Connect. Students are strongly encouraged to consult with their advisor before doing so.

1. Students enrolled for current and/or future terms are required to withdraw from all courses before requesting permanent withdrawal in

the DePaul University Permanent Withdrawal/Military Leave Request application in Campus Connect.

2. Students who are not currently enrolled and wish to permanently withdraw from the university should complete the DePaul University Permanent Withdrawal/Military Leave Request application in Campus Connect.
3. Students who wish to return to the University after a permanent withdrawal must complete an application for readmission.

C. Late Withdrawals

In rare circumstances, students who missed the deadline to withdraw from a course (or courses) may request a late withdrawal from either the Dean of Students office or the student's home college office.

1. Decision-making for late withdrawals resides primarily in the Dean of Students Office for personal/medical issues, and in the School/College Office for all other issues. These principles underlie the decision-making processes:
All policies are driven by academic concerns:
 - a. Decisions are guided by the best interests of the students.
 - b. Decisions will be made in compliance with federal regulations.
2. Restrictions on requesting approval for late withdrawal:
Requests for late withdrawals from one or more courses in a given quarter must be submitted to either the Dean of Students Office (for medical/personal withdrawals), or the student's home School/College Office (for administrative withdrawals) by the following deadlines.

For Undergraduate/Graduate:

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

For the College of Law:

- Fall Semester: Last day of the final exam period for the fall semester.
- Spring Semester: Last day of the final exam period for the spring semester.
- Summer Semester: Last day of the final exam period for the summer semester.

College of Law students filing a late withdrawal appeal in the Fall or Spring semester of the first year of law school must request withdrawal from all courses.

During their college career, students may be allowed one medical/personal approved administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term.

University Resources

This section provides information on an array of university resources, all designed to help you make the most of your experience at DePaul. We encourage you to read through this whole section when you arrive at DePaul, and then refer back to individual pages for information on specific resources as you need them.

Academic Continuity and Engagement (ACE)

Academic Continuity and Engagement (<https://offices.depaul.edu/student-affairs/about/departments/Pages/academic-continuity-engagement.aspx>) (ACE) works to support undergraduate students, with special efforts prioritizing students of color, student veterans, transfer students, and sophomores, in their academic goals, success, and retention. This is accomplished through strategic communications, data-informed interventions, peer support programs, events, and services. The office collaborates with key university and external partners to provide resources and programs.

As a result of participating in ACE programs, students will be able to:

- Demonstrate academic success strategies skills.
- Actively manage their transition to DePaul student life.
- Demonstrate self-advocacy and utilize appropriate resources when needs arise

Career Center

At the DePaul University Career Center, we believe the path to your successful future starts with you. By helping you understand and shape your passions, interests and skills, we connect you with majors, internships, jobs and opportunities so that you can take on Chicago—and the world—with vigor, knowledge and preparation. No matter where you are in your career search, whether it's deciding on a major or career path, making a career change, or preparing for your first job interview, we can help.

- Explore career options whether you are just starting your job search or are looking for a change.
- Meet with a career community advisor (<https://resources.depaul.edu/career-center/career-advising/Pages/career-communities.aspx>) to talk about how your passions, skills and academic interests match a variety of careers.
- Build skills, chart your career path, explore career experiences, and earn academic credit for your job or internship through our 2- and 4-credit Career & Life Design courses.
- Find a job with one of the thousands of employers who recruit DePaul grads. Login to Handshake (<https://depaul.joinhandshake.com/login/>) to get started.
- Connect with DePaul alumni through the Alumni Sharing Knowledge (<https://resources.depaul.edu/career-center/services-resources/Pages/alumni-sharing-knowledge.aspx>) (ASK) Network for career-related networking and mentoring.

The Career Center is located at DePaul's Lincoln Park Campus in SAC 192 and at the Loop Campus in DePaul Center 9500. Students may contact the office at (312) 362-8437 for appointments, or visit the Career Center website (<https://resources.depaul.edu/career-center/Pages/default.aspx>) (<https://resources.depaul.edu/career-center/Pages/default.aspx>) for additional information.

Center for Students with Disabilities

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

diagnosed with a range of disabilities such as learning disabilities, AD/HD, medical conditions, chronic illness, mental health disorders, and physical/visual disabilities, amongst others. Student success is at the core of the CSD's mission and fits integrally with DePaul University as a diverse learning community.

Students are encouraged to enroll with CSD to receive accommodations and additional support services. CSD students are enrolled in all Colleges and Schools at DePaul, and may be full-time, part-time, undergraduate, or graduate level students. Some accommodations and services may include extended time on exams, assistance with note-taking, adaptive equipment, real-time captioning, classroom accommodations, advocacy, and assistive technologies amongst other support services.

CSD enrollment procedures require appropriate documentation of a student's disability and other identified information, as well as a personal meeting with CSD staff.

CSD is also a resource for faculty and staff who may have questions about accommodating, or otherwise working with, students with disabilities.

CSD has two full-service office locations:

- Lincoln Park Campus, Student Center 370, 773/325-1677
- Loop Campus, Lewis Center 1420, 312/362-8002

For more information, please view the Center for Students with Disabilities website <http://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx> or contact staff at csd@depaul.edu.

As a result of participating in **Center for Students with Disabilities** programs and services, students will be able to:

- Develop competencies in effective communication, critical thinking, technological prowess, and wellness skills to foster academic and personal success at DePaul and afterwards.
- Develop self-awareness and understanding of personal strengths and challenges to become effective self-advocates and assume their individual responsibilities in actively pursuing their roles in the academic community.
- Accept aspects of disability culture and diversity.
- Effectively manage personal and learning challenges to successfully interact in academic, professional, and social environments and as future contributing members of society.
- Demonstrate connections of acquired knowledge to other knowledge, ideas and experiences and relate knowledge to daily life.

College Offices

DePaul's Undergraduate College Offices

Driehaus College of Business

Academic Advising (<https://business.depaul.edu/student-resources/undergraduate/advising/Pages/default.aspx>)
312/362.5358
DePaul Center 5th floor
1 East Jackson Boulevard
driehaus@depaul.edu (driehaus@depaul.edu)

College of Communication

Academic Advising (<https://communication.depaul.edu/academics/communication-media/student-resources/Pages/advising.aspx>)
312/362.8600

Richard M. and Maggie C. Daley Building Suite 1800
14 East Jackson Boulevard
cmnadvising@depaul.edu

Jarvis College of Computing and Digital Media

Academic Advising (<https://www.cdm.depaul.edu/Student-Resources/Pages/MeetOurStaff.aspx>)

312/362.8633
Daley Building
14 E. Jackson, Suite 100
advising@cdm.depaul.edu

College of Education

Academic Advising (<https://education.depaul.edu/student-resources/academic-advising/Pages/find-your-advisor.aspx>)

773/325.7740
2247 North Halstead Street
edadvisor@depaul.edu

College of Liberal Arts and Social Sciences

Academic Advising
773/325.7310
2352 North Clifton Avenue, Suite 100
lasadvising@depaul.edu

College of Science and Health

Academic Advising (<https://csh.depaul.edu/student-resources/advising-student-services/undergraduate-advising/Pages/default.aspx>)

773/325.8490
McGowan South 4th floor
1110 W. Belden Ave
cshadvising@depaul.edu

School of Music

Academic Advising (<https://music.depaul.edu/resources/college-office/Pages/advising.aspx>)

773/325.7260
Music Building
804 West Belden Avenue
musicadvising@depaul.edu

School of Continuing and Professional Studies

Academic Advising (<https://scps.depaul.edu/student-resources/undergraduate-resources/academic-advising/Pages/default.aspx>)
312/362.5445

Richard M. and Maggie C. Daley Building Suite 1400
14 East Jackson Boulevard
SCPSadvising@depaul.edu

Theatre School

Academic Advising (<https://theatre.depaul.edu/about/Pages/contact-us.aspx>)

773/325.7917
2350 North Racine Avenue
dcorrin@depaul.edu

Dean of Students Office

The Dean of Students Office is an invaluable resource, advocate and support for providing and identifying resources and services for students. The office helps individuals in navigating the university, particularly during difficult situations, as in personal, medical, mental health, and/or family crises. The Dean of Students Office is also responsible for overseeing the Code of Student Responsibility and managing the Student Conduct Process.

Additional information is available from the Dean of Students Office (<https://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx>).

As a result of participating in **Dean of Students** programs and services, students will be able to:

- Utilize appropriate university and community resources to manage personal, professional and academic challenges.
- Utilize self-assessment strategies and develop skills to become empowered self-advocates.
- Communicate community standards and take responsibility for choices and actions.

Department of Housing and Residence Life

The Department of Housing and Residence Life, through its quality facilities and dedicated staff, promotes safe and inclusive on-campus communities that support and empower student academic success and personal development. In addition, Housing and Residence Life is responsible for responding to resident crises, building a sense of community and DePaul spirit, managing the student conduct process and providing residents with high-quality opportunities for engagement.

For more information about housing at DePaul, visit <http://offices.depaul.edu/housing> (<https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Foffices.depaul.edu%2Fhousing&data=05%7C01%7CWPFEIFFE%40depaul.edu%7C9fd8c7e12276421c4fff08db4b26556e%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638186401411342254%7C%7CTWFPbGZsb3d8eyJWljoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6IkhWwILC%7C3000%7C%7C&sdata=WdQZaNSJRYM1DZz56vtQb%2FoAtDjxEHaY88oR%2FLAAzFY%3D&reserved=0>).

DePaul Central

DePaul Central is your one-stop resource for helping students manage the business side of being a student. Services include: Account Transactions, Financial Aid Inquiries, Ordering Transcripts, Payment Plan Inquiries, and Submitting Immunization Records.

DePaul Central ensures student issues are resolved in a timely manner and with the right level of attention and care they deserve so students can focus on what really matters: their academics.

- Visit with DePaul Central staff:
 - Lincoln Park: Schmitt Academic Center 101, 2320 N. Kenmore Avenue
 - Loop: DePaul Center, 1 E. Jackson Boulevard, Suite 101
- You also can get answers to many questions online or over the phone.
 - Email: dpcl@depaul.edu
 - Phone: (312) 362-8610
 - Web: depaulcentral.depaul.edu (<http://depaulcentral.depaul.edu>)
 - Facebook: [/depaulcentral](https://www.facebook.com/DePaulCentral/) (<https://www.facebook.com/DePaulCentral/>)
 - Twitter: [@depaulcentral](https://twitter.com/DePaulCentral/) (<https://twitter.com/DePaulCentral/>)
 - FATV: depaul.financialaidtv.com (<https://depaul.financialaidtv.com/>)

Division of Mission and Ministry

Religious and Spiritual Support

The Division of Mission and Ministry supports and nurtures the spiritual and faith life of the university through the ministry and programs offered by Catholic Campus Ministry (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fdefault.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7C7CWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=P0klu31pmrdHAClQbSqagQhNT5V9bBA%2Bksc%2FYDTKN0%3D&reserved=0>), the Religious Diversity and Pastoral Care team ([https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Fcommunity-service%2Fpages%2FVincientian-Service-and-Formation.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7C7CWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=beY5T2TGOPcPGvRhCP4OGXudzg6gVf1eBPwzenMABO0%3D&reserved=0](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Freligious%2Fpages%2Fdefault.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7C7CWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=FK%2BqW%2BHAkD2wn%2FRJUtdNv5x%2Fo78S%2B0Ps580mlnsqX%2B4%3D&reserved=0)), and the Vincentian Service and Formation Office (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Fcommunity-service%2Fpages%2FVincientian-Service-and-Formation.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7C7CWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=beY5T2TGOPcPGvRhCP4OGXudzg6gVf1eBPwzenMABO0%3D&reserved=0>).

Spirituality, service, and a commitment to justice are at the heart of the learning that happens at DePaul. Mission and Ministry can help you find lifelong friends, make a difference in the world around you, and develop a community in which you can live out the vision and Vincentian values of the university. Here are some of the things we offer:

Sacred Spaces on Campus

Looking for a place to pray or experience community with other religious/spiritual students? We have options on both the Lincoln Park and Loop campuses. You can pray in one of our Muslim

prayer rooms (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fpages%2Fmuslim-life.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7C7CWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=f6pe6BlcetsbGafZwhznLkLnUNuPwVMEVMSmUI9NPVA%3D&reserved=0>), attend mass (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fpages%2FLiturgy-and-Prayer.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7C7CWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=1Gms%2BaU9bJHxtiePcjyt5LUiHgO6hDNxoZGnnzk10G8%3D&reserved=0>) on weekdays and Sundays, participate in worship, reflection or meditation in the Interfaith Sacred Space (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fpages%2FSacred-Campus-Spaces.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7C7CWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=ZsSGcpQgaUFOgZPZzxIV6ThJdqDj%2FUk1m3lZdI5%2FFc0%3D&reserved=0>), hang out in the Jewish Life (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fpages%2Fjewish-life.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7C7CWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=pVvqvYorQy3FMcQWy3AbS%2BZASzYwlyGoOwPy1o6Xk%3D&reserved=0>) or Catholic Campus Ministry suites in the Lincoln Park Student Center, join a student group or come to one of our 4D (Four Ways of Interfaith Dialogue) celebrations or events.

Student Religious Organizations

Go to DeHub (https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdehub.depaul.edu%2Fhome_login&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7C7CWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=XG5P0TUKsByW%2BBygXQ7%2BktG9WVAgdy7yeE1k%2FBBAl0%3D&reserved=0)/Groups and choose "Religious and Spiritual" under the Group Category to find many religious/spiritual groups to explore including those that are Catholic, Jewish, Muslim, Orthodox Christian and other Christian groups such as L.I.F.T and Intervarsity, as well as Vincentian volunteer community service groups. You can also check out Mission and Ministry-led groups such as Sankofa Black Student Formation (https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdehub.depaul.edu%2Ffeeds%3Ftype%3Dclub%26type_id%3D45%26tab%3Dabout&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7C7CWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C

%7C&sdata=iefCKLmAeb1kmjK205rT0JVfZWsx3Hh3paKOPORSsTQ
%3D&reserved=0).

Spiritual Companionship

Wrestling with spiritual questions? Grieving the loss of a loved one or a relationship? Going through a significant life transition? Seeking and/or exploring religious traditions other than your own? Questioning your identity? Sometimes we all need a listening ear, someone with whom to process the questions we face. The Division of Mission and Ministry's professional staff is made up of experienced ordained and lay ministers rooted in multiple faith traditions who to the spiritual needs of students. Please refer to this page (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2FPages%2Fspirituality.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514815676%7Cunknown%7C7CWFpbGZsb3d8eyJWljoicM4wLjAwMDAiLCJQljoiv2luMzliLCJBtIi6lk1hWwllCjXVCi6Mn0%3D%7C3000%7C%7C&sdata=YxAzRTZREj5GVbYc5%2BtstTUSad6OSYLBaerPLK41ns%3D&reserved=0>) to find out about scheduling an in-person or virtual pastoral care conversation, or to find out about requesting assistance with prayer requests, hospital visits, memorials and other spiritual needs.

Interfaith Holiday Calendar

This interfaith calendar provides information on world religious holidays that fall within DePaul's academic calendar and may therefore affect DePaul students, faculty, and staff. Here is the 2022-2025 Religious Diversity Interfaith Holiday Calendar & Suggested Accommodations. (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Facademics.depaul.edu%2Fcalendar%2FPages%2Freligious-observance-calendar.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514815676%7Cunknown%7C7CWFpbGZsb3d8eyJWljoicM4wLjAwMDAiLCJQljoiv2luMzliLCJBtIi6lk1hWwllCjXVCi6Mn0%3D%7C3000%7C%7C&sdata=chRQU12PV2DTckinGj%2FSAck2KS1hAINxt1a0rm5MW0%3D&reserved=0>)

Vincentian Community Service

You can find out more about weekly, 1-day, and occasional volunteer service opportunities based on the VIA "Vincentians in Action" framework here (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Fcommunity-service%2FPages%2Fdefault.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514815676%7Cunknown%7C7CWFpbGZsb3d8eyJWljoicM4wLjAwMDAiLCJQljoiv2luMzliLCJBtIi6lk1hWwllCjXVCi6Mn0%3D%7C3000%7C%7C&sdata=lnyngTX4QvjCpVjlteexmRo6szs5lfsxierX6qvuhE%3D&reserved=0>). These opportunities are open to people who identify as religious/spiritual and to those who do not.

Health Promotion and Wellness

Health Services

Health Services are offered through AMITA SAGE medical group. It is available to all enrolled students for a fee. If you live in a residence hall, with the exception of the University Center, you are automatically enrolled in DePaul Student Health Services. Student Health Service is NOT health insurance; you may need additional coverage. Additional information

is available from the Office of Health Promotion and Wellness <http://go.depaul.edu/healthservices> (<http://go.depaul.edu/healthservices/>).

Health Promotion and Wellness

Health Promotion & Wellness (HPW) provides holistic education, support and resources for individuals to create and sustain long-term, healthy behaviors.

Alcohol and Substance Misuse Prevention

Alcohol and Substance Misuse Prevention at DePaul University stems from a harm-reduction approach, which encourages healthy choices and responsible decision-making regarding the use of alcohol, tobacco and other drugs. Students are also asked to consider their own safety and the safety of the community in relation to alcohol and substance use. HPW recognizes that students may be choosing to live substance-free, practicing harm reduction, or in recovery. The office offers various programs and presentations throughout the year, while also providing support to those in recovery or experiencing any issues related to substance misuse. Students can engage in individual support, group workshops, and/or the Collegiate Recovery Community.

Sexual and Relationship Violence Prevention

Sexual and Relationship Violence (SRV) Prevention at DePaul University is guided by a trauma-informed framework to address the impacts of trauma on campus community members. This practice is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for everyone, and that creates opportunities for survivors to rebuild a sense of control and empowerment. SRV prevention at DePaul University includes providing opportunities for the community to engage in trauma-informed education and Survivor Support Advocacy.

Mental Well-being Prevention

Mental Well-being prevention at DePaul University is guided by a holistic approach to mental health and wellness. This includes recognizing that our health and wellness is more than just the absence of disease and more than just physical and mental health. It means that all of our facets of wellness (social, emotional, intellectual, environmental, financial, physical and spiritual) are equally important. When we neglect one facet, the others are affected. HPW offers workshops, educational opportunities, resources and individual wellness coaching to help students prioritize themselves and care for themselves in a holistic and comprehensive method.

Office of Health Promotion and Wellness
Lincoln Park Student Center, Suite 302
2250 N. Sheffield Ave.
773-325-7129
hpw@depaul.edu

Co-Curricular Learning Outcomes

As a result of participating in **Health Promotion and Wellness** programs, students will be able to:

- Develop decision-making skills related to their personal health and community well-being.

- Utilize on and off-campus resources related to their well-being and the well-being of others.
- Demonstrate reflective thinking about the impact of their choices on themselves and others.
- Articulate the relationship between societal norms and their perception of their personal health and community well-being

Health Services

Health Services are offered through AMITA SAGE Medical Group. It is available to all enrolled students for a fee. If you live in a residence hall, with the exception of the University Center, you are automatically enrolled in DePaul Student Health Services.

Student Health Service is NOT health insurance; you may need additional coverage.

Additional information is available from the Office of Health Promotion and Wellness <http://go.depaul.edu/healthservices> (<http://go.depaul.edu/healthservices/>).

Language Learning Center

Free language tutoring service is available through the Department of Modern Languages (MOL).

- Each tutor holds one-on-one meetings either in-person in our Language Learning Center (SAC 305) or online via Zoom.
- Tutors are generally available 8 am-8 pm, Monday through Friday each quarter, with some weekend availability as well.
- Our tutors provide the following language-related assistance:
 - Helping improve students' pronunciation;
 - Explaining grammar structures;
 - Practicing conversational skills;
 - Assisting with reading assignments;
 - Helping with writing assignments;
 - Offering other language-related support in all academic subjects.

You can schedule appointments on your own—at any time—using our online scheduler, WOnline (<https://depaul.mywconline.net/>). If you need assistance, you can chat with a Language Learning Center assistant using our Live Chat feature, or call the Language Learning Center at 773-325-1888.

Libraries

The DePaul University Library is a hub for teaching and learning with resources, services and spaces to support students' academic and personal success. The University Library includes the John T. Richardson Library (<https://library.depaul.edu/about/locations/lincoln-park/Pages/default.aspx>) in Lincoln Park and the Loop Library (<https://library.depaul.edu/about/locations/loop/Pages/default.aspx>) on the 10th floor of the DePaul Center. The Vincent G. Rinn Law Library (<https://law.depaul.edu/library/Pages/default.aspx>) is part of the College of Law and is located in the Lewis Center on the Loop Campus.

Resources

- The Library provides access to databases, scholarly journals and articles, books and e-books, streaming media, primary sources and more online through our website (<https://library.depaul.edu/Pages/default.aspx>) and at our locations.

- Students can borrow materials from 90+ libraries through I-Share and request articles through interlibrary loan (<https://depaulib.illiad.oclc.org/illiad/logon.html>).
- The library's collection also includes DVDs, CDs, sheet music, and loanable technology such as digital cameras, microphones, phone chargers and more.

Research Help

- Librarians provide research assistance (<https://library.depaul.edu/get-help/ask-a-librarian/Pages/default.aspx>) in person, and via email, phone, text, chat or Zoom.
- Students can also make a research consultation (<https://library.depaul.edu/get-help/ask-a-librarian/Pages/Make-an-Appointment.aspx>) appointment to meet with a librarian who specializes in a specific subject.

Special Collections and Archives

- Special Collections and Archives (<https://library.depaul.edu/special-collections/Pages/default.aspx>) provides access to primary sources, rare books, maps and archives in their reading room and online.
- Collections strengths include social justice, Vincentian heritage and DePaul University history.

Work Spaces

- The Library provides collaborative, individual, and quiet study spaces, including reservable (<https://libcal.depaul.edu/>) group and solo study areas.
- Computers, white boards, printers, copiers and scanners are available.
- Students can access audio and video studios, equipment and software, and a green screen room in our technology work spaces (<https://library.depaul.edu/technology/spaces/Pages/Media-Production-Rooms.aspx>).

Office for Academic Advising Support

The Office for Academic Advising Support (OAAS) provides academic advising to students who are undeclared or who are looking to change or add a major. Advisors empower students to make academic choices that incorporate their individual interests, skills, and values. Advisors collaborate with all university colleges and schools and are familiar with the curriculum across all majors in order to assist students who are considering programs across multiple colleges. Additionally, OAAS meets with newly admitted transfer students who have not yet attended on-campus orientation to review incoming credit and requirements for their chosen program.

OAAS is located on the Lincoln Park Campus in SAC 192. Students may contact the office at (773) 325-7431 to schedule appointments and can visit the OAAS website at oaas.depaul.edu (<http://oaas.depaul.edu>) for more information.

Office of Multicultural Student Success

ABOUT OMSS

The Office of Multicultural Student Success (OMSS) seeks to cultivate belongingness, retention and persistence to graduation for students of color, students who demonstrate financial need, first-generation

college students, undocumented immigrant students, and students with marginalized genders and sexualities.

Our programs and services support students in and outside the classroom and help build inclusive communities, promote the cultivation of connections, and remove barriers to academic and personal success.

PROGRAM AREAS

First Generation Students

(OMSS) works with first generation college students by developing sustained developmental programs to support these students' college success. Beyond managing retention, persistence and empowerment programs, OMSS also serves as an advocacy office for marginalized college students during their time at DePaul.

Scholarships, Leadership, and Service

OMSS provides scholarships to facilitate the retention, persistence to graduation of first generation students and students of color who demonstrate financial need and a commitment to service and academic excellence. Announcements are posted and applications can be submitted through the DePaul Scholarship Connect Website

College Transitions

College transitions programming in the OMSS assists new students in their transitional year at DePaul. Through initiatives such as STARS Peer Mentoring program, the college transition team seeks to improve the sense of belonging and ease transition for our students

Identity Centered Engagement

OMSS provides culturally relevant co-curricular opportunities to participate, connect, and learn within DePaul community centering the experiences of marginalized communities. These experiences work to contribute to student's personal and academic success as well as to their satisfaction with their DePaul experience. This area includes are identity specific student supports detailed below.

Post College Success Programming

With a focus on career and leadership development, the OMSS post college success programming prepares students with upper-class standing for a successful transition to life after graduation. By using identity-conscious approaches in curriculum based programs, we engage students in developing a post-college plan by identifying goals and strategies for career discernment or graduate school matriculation.

CULTURAL AND RESOURCE CENTERS + STUDENT SUPPORT

The OMSS Cultural & Resource Centers, located on the 3rd floor in O'Connell Hall offer identity-centered, programs, initiatives and services that promote student engagement, support and academic success through the development, implementation and assessment of powerful, collaborative programs and services that support student transitions, contribute to academic success and create connections with university wide resources

- LGBTQIA+ Resource Center
- Black Cultural Center
- Latinx Cultural Center
- Asian, Pacific Islander, Desi- American Cultural Center

OMSS also serves as an institutional liaison for undocumented students providing holistic services to undocumented immigrant students. This includes identity-centered advocacy, career navigation, financial and legal resources, group conversations and ally resources.

Office of Multicultural Student Success

DePaul University

Lincoln Park Student Center

2250 North Sheffield Avenue, Suite 105

Chicago, IL 60618

773-325-7325

As a result of participating in **Multicultural Student Success** programs, students will be able to:

- Demonstrate effective decision-making related to personal financial management.
- Demonstrate healthy decision-making related to effective self-care.
- Identify and use relevant campus resources in order to navigate their academic experience.
- Apply the concepts of Socially Responsible Leadership in order to challenge oppressive systems and behaviors and work to create change.
- Construct a career plan towards post-college career success.

Office of Veteran Affairs

Veteran Student Services (<https://offices.depaul.edu/student-affairs/support-services/for-specific-populations/veteran-services/Pages/default.aspx>) assists student veterans in their transition to college and supports them in achieving their educational goals. Through collaborations with the university and external partners, we provide support, resources and programs that are relevant to veterans at DePaul. The office also works to promote an environment that is inclusive of the veteran experience, in which student veterans can thrive as engaged members of the DePaul community.

As a result of participating in Veteran Affairs' programs, students will be able to:

- Demonstrate life, academic, and career skills.
- Actively manage their transition to DePaul student life.
- Demonstrate self-advocacy and utilize appropriate resources when needs arise.
- Overcome engagement barriers associated with their non-traditional student status to participate in and contribute to the DePaul Community.

Residential Education

Residential Education is responsible for responding to student crises, building a sense of community and DePaul spirit, managing the student conduct process and providing students with high-quality opportunities for engagement. Residence directors, a graduate assistant, and resident assistants live on campus and are available to assist students with transitional concerns and ongoing advocacy.

Additional information is available from the Office of Residential Education (<http://offices.depaul.edu/student-affairs/about/departments/Pages/resed.aspx>).

As a result of participating in **Residential Education** programs, students will be able to:

- Demonstrate personal responsibility and respect for others in communities of which they are a part.
- Demonstrate decision-making skills related to practical life situations.
- Respect the perspective of others and contribute to creating an inclusive community.
- Initiate a sense of belonging with the DePaul community.

Science and Math Tutoring Services

Currently enrolled DePaul students have access to free tutoring services offered by departments in the College of Science and Health. Tutoring is regularly available in the areas of chemistry, mathematical sciences, nursing, physics, and psychology (statistics only). All tutors are either graduate students or upper-level undergraduate students in their respective fields of study.

A schedule of tutoring services (<https://csh.depaul.edu/student-resources/Pages/tutoring-services.aspx>) is available online and is subject to change every term – check the schedule regularly for updates. No appointments are necessary to receive tutoring.

Student Affairs

A DePaul education encompasses both the scholarship and research of classroom learning and the intellectual, spiritual, moral and personal growth of campus life. The Division of Student Affairs offers programs, services and resources that foster student success, build community and contribute to the development of the whole student. Through these programs, we strive to develop students into well-rounded individuals who will have a positive impact on their communities and our world.

Student Involvement

The Office of Student Involvement aims to create communities where everyone belongs. OSI brings this vision to life through a myriad of programs and services, including student organizations, fraternity & sorority life, campus activities, and Esports. Additional information on programs and services managed by the Office of Student Involvement can be found at go.depaul.edu/involvement (<http://go.depaul.edu/involvement/>).

Ready to get involved in a student organization or find out about upcoming co-curricular opportunities? Check out DeHUB- DePaul's student organization engagement portal- at dehub.depaul.edu. DeHUB features information on DePaul's 350+ organizations on DeHUB and over 3,000+ annual student-centric events.

Student Legal Resources

For years, Croak Student Legal Services (CSLS) provided free and confidential legal advice to DePaul students. CSLS is no longer a stand-alone legal services office, but students can find online legal resources here: Student Legal Resources (<https://law.depaul.edu/academics/experiential-learning/legal-clinics/croak-community/student-legal-resources/Pages/default.aspx>). In addition, the DePaul College of Law now offers legal guidance through workshops offered by the Croak

Community Legal Clinic (CCLC). These workshops are designed to help you understand your legal rights and obligations and help you find useful resources. Information about upcoming workshops can be found on the Student Legal Resources website. CCLC does not take cases or represent students in court.

CCLC is named after Rev. Thomas M. Croak, C.M., a Vincentian priest and lawyer who started the Croak Student Legal Services to provide legal resources to DePaul students. CCLC is an outgrowth of that program and a continuation of Rev. Croak's dedication to knowledge, education and public service.

Supplemental Instruction

Supplemental Instruction (SI) is a program operating out of the Office for Teaching, Learning and Assessment. Supplemental Instruction aims to help students successfully complete historically difficult classes through peer-assisted study sessions. All students in a targeted SI course are urged to attend SI sessions.

For more information, please visit: <http://resources.depaul.edu/supplemental-instruction/Pages/default.aspx> (<http://resources.depaul.edu/supplemental-instruction/Pages/default.aspx>)

Technology Resources

The following list introduces some of the technology resources that are available to students at DePaul. Additional information is available on the Information Services website (is.depaul.edu) (<http://is.depaul.edu/>) and by searching the knowledge base at helpdesk.depaul.edu (<https://helpdesk.depaul.edu/>). Visit the Getting Started: Tech Checklist (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0010967) for students to get the most out of tech resources at DePaul.

Campus Connect

Campus Connect provides access to many of DePaul's primary services, including course registration, grades, tuition billing, transcripts, Demon Express and much more.

Computer Labs and Classrooms

There are many technology-equipped classrooms (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0010467) across both campuses. Technology resources range from traditional rooms for in-person participants to Zoom-enabled rooms for both in-person and remote participants. Specialty rooms exist across the university for classes with specific needs, and additional technology is available upon request.

DePaul also has computers available for use by students, faculty or staff, located in computer labs, lounges and lobbies across the campuses. Additional technology access is available to residence hall students; each residence hall is outfitted with study lounges allowing for student access to computers and printers at any time.

CTA U-Pass

The Ventra U-Pass provides unlimited rides for eligible DePaul students on CTA buses and trains during the Autumn, Winter, Spring and Summer Quarters. Students must meet enrollment requirements to participate in the U-Pass program. All students meeting these requirements are automatically enrolled in the program. The U-Pass is not optional for

any eligible student. Eligibility is based on 3 criteria, one of which is course enrollment. If your enrollment changes before the last day to drop courses, your U-Pass will be adjusted accordingly.

Full details regarding the U-Pass can be found on the DePaul U-Pass website <http://upass.depaul.edu/>.

Blue Demon ID Card

The Blue Demon Card serves as your identification to enable access to various DePaul buildings, computer labs, printers, and libraries. The primary version of the Blue Demon Card is a mobile ID on your phone. Students also have the option to obtain a physical Blue Demon Card.

The Blue Demon Card can purchase items using your Demon Express account and meal plan. You must have your Blue Demon Card while on campus. New students receive their ID by submitting a photo online, following the steps to obtain a mobile Blue Demon Card, or visiting ID services at the Loop or Lincoln Park campuses for a physical Blue Demon Card.

For more information about the mobile and physical Blue Demon Card, visit bluedemoncard.depaul.edu (<https://bluedemoncard.depaul.edu/>).

Demon Express

Demon Express is a prepaid debit account that is linked to your Blue Demon Card. Demon Express can be used at DePaul cafeterias, coffee shops, campus bookstores, libraries, printers, copiers, and other areas.

Desire2Learn (D2L)

D2L is an electronic course management system that enables interaction between students and faculty. D2L incorporates document sharing, discussion boards, email, an online grade book, assignment drop boxes, chat rooms, small group areas, online quizzes, and more. To log in, use your BlueKey login credentials (username@depaul.edu email address and password). If you need assistance using D2L, training is available.

Discounts

Demon Discounts (<https://resources.depaul.edu/demon-discounts/Pages/default.aspx>) provides discounted goods and services, including computer hardware and software, to DePaul students.

BlueM@il

All students are provided a BlueM@il (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0012216) email account (username@depaul.edu email address). Additional information is available on the Information Services website. Check out all of the ways to access (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0011728) your BlueM@il email account.

Printing

The Intelliprint (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0010395) system allows students to print from DePaul computer labs. Students use their Blue Demon Card to pay for prints and are entitled to a set amount of free printing per quarter. Additional funds can be added to Demon Express as needed. You may also print to the Intelliprint system wirelessly.

Residence Hall Technology

Lincoln Park residence hall rooms are equipped with high speed Internet connections, wireless Internet access, and free telephone connections.

Technical Support

The Help Desk is your first point of contact for technical assistance. The Help Desk provides free assistance via phone, e-mail and web for current DePaul students. We support all DePaul wireless networks, telephones, e-mail accounts and software. Please visit the web portal at helpdesk.depaul.edu (<http://helpdesk.depaul.edu/>), call (312) 362-8765 or email helpdesk@depaul.edu for support.

Direct, walk-up support is also available through the Genius Squad; a free tech support resource available to all current students. The Genius Squad can support desktops, laptops, phones, tablets, and other personal electronic devices. Please see go.depaul.edu/g (<http://go.depaul.edu/g>) for more information.

Technology Training

LinkedIn Learning - DePaul students, faculty, and staff can log into [linkedinlearning.com](https://www.linkedin.com/checkpoint/enterprise/login/2228698/?application=learning&appInstanceId=80445714&authModelId=65627615351549050) (<https://www.linkedin.com/checkpoint/enterprise/login/2228698/?application=learning&appInstanceId=80445714&authModelId=65627615351549050>) unlimited free access to a vast online library of the instructional videos covering the latest software, creative, and business skills. Learn more about LinkedIn Learning (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0010299) for students.

Wireless Internet Access

Wireless internet access (<https://offices.depaul.edu/information-services/services/wireless-services/Pages/default.aspx>) is available to students on all DePaul campuses.

The Writing Center

The Writing Center works with all members of the DePaul University community to support writers and to promote the use of writing in teaching and learning.

The Writing Center provides free-of-charge services to any DePaul University student, alum, or faculty/staff member to help you plan, draft, revise, or polish your writing. Our over 70+ 80+ Writing Center tutors are talented, extensively trained, & supportive graduate & undergraduate students from a variety of disciplines. A Writing Center tutor can help you get started writing, revise your writing, & refine your writing.

To make a writing center appointment or for more information, please visit <https://depaul.mywconline.com/>

University Counseling & Psychological Services (UCAPS)

University Counseling & Psychological Services (UCAPS) is committed to providing a range of services intended to help currently enrolled DePaul students remove barriers to academic and personal success by addressing emotional, psychological and interpersonal concerns.

UCAPS provides group counseling, personal growth-oriented workshops, time-limited individual psychological counseling, psychiatric evaluation and crisis management services. Sometimes a skill-building workshop

or small group counseling experience is the most effective intervention given a student's presenting concerns.

UCAPS has a diverse, caring, and competent professional staff that works from a variety of theoretical perspectives. Some students find that talking to a counselor once is sufficient to resolve their immediate concern. Our counselors can help you in a variety of ways because they are excellent sounding boards, compassionate listeners, and skillful experts in the problems of living. If further services would be beneficial, these will be discussed and recommendations will be made by the counselor.

UCAPS offers primarily collaborative, goal-focus, & short-term counseling and provides referrals and linkages to community providers when students could benefit from longer term services.

Co-Curricular Learning Outcomes

As a result of participating in **University Counseling** programs and services, students will be able to:

- Describe healthy coping strategies.
- Describe strategies to take care of themselves and others.
- Identify resources both within DePaul University and within the surrounding community in order to remove barriers to academic or personal success.

Graduate Student Handbook

- University Information (p. 1560)
- Graduate Academic Policies (p. 1574)
- University Resources (p. 1588)

University Information

The Handbook provides University policies that support both academic and behavior expectations.

The University reserves the right to change programs, courses and requirements; and to modify, amend or revoke any rules, regulations, policies, procedures or financial schedules at any time during a student's enrollment period provided.

In addition to the policies and information included in this Handbook, your college or school may have specific guidelines, policies, and procedures for which you are responsible. Please consult your college section.

The Handbook also includes sections on General Information and University Resources.

About DePaul

DePaul University was founded in 1898, by the Congregation of the Mission (or Vincentian) society of apostolic life, which follows the inspiration and legacy of 17th century French priest St. Vincent de Paul. As an innovative Catholic, Vincentian university anchored in the global city of Chicago, DePaul supports the integral human development of its students. The university does so through its commitment to outstanding teaching, academic excellence, real world experience, community engagement, and systemic change.

University Officers

Robert L. Manuel, Ph.D.
President

Salma Ghanem, Ph.D.
Provost

Sherri Sidler
Executive Vice President

Kathryn Stieber, JD
Secretary of the University

DePaul University Mission

As an innovative Catholic, Vincentian university anchored in the global city of Chicago, DePaul supports the integral human development of its students. The university does so through its commitment to outstanding teaching, academic excellence, real world experience, community engagement, and systemic change. DePaul prepares graduates to be successful in their chosen fields and agents of transformation throughout their lives.

Guided by an ethic of Vincentian personalism and professionalism, DePaul compassionately upholds the dignity of all members of its diverse, multi-faith, and inclusive community. Through education and research, the university addresses the great questions of our day, promoting peaceful, just, and equitable solutions to social and environmental challenges. Since its founding in 1898, DePaul University has remained dedicated to making education accessible to all, with special attention to including underserved and underrepresented communities.

This mission statement embodies the principal purposes of DePaul University. As such it is the nexus between past, present and future; the criterion against which plans are formulated and major decisions made; the bond which unites faculty, students, staff, alumni, and trustees as an academic community. Our mission is more fully expressed in both the Mission Statement and its Distinguishing Characteristics, Core values, and Commitments (https://offices.depaul.edu/mission-ministry/about/Documents/DePaul%20Mission%20Statement%20Supporting%20Document%2003_17_2021.pdf), which all are encouraged to read.

Vincentian Identity

The university derives its title and fundamental mission from St. Vincent de Paul, the founder of the Congregation of the Mission, a Catholic society of apostolic life whose members, Vincentians, established and continue to sponsor DePaul. Motivated by the examples of Vincent de Paul and Louise de Marillac, who instilled a love of God by leading their contemporaries to serve urgent human needs, the DePaul community believes our mission as an educational institution is to foster integral human development, social mobility, and social transformation.

Guided by an ethic of Vincentian personalism and professionalism, DePaul compassionately upholds the dignity of all members of its diverse, multi-faith, and inclusive community. Through education and research, the university addresses the great questions of our day, promoting peaceful, just, and equitable solutions to social and environmental challenges. Since its founding in 1898, DePaul University has remained dedicated to making education accessible to all, with

special attention to including underserved and underrepresented communities.

Academic Calendar

Academic calendars are available on the Academic Affairs website (<https://academics.depaul.edu/calendar/Pages/default.aspx>).

Admission

Admission to graduate programs is determined by each individual graduate program. Please consult the catalog of the respective college for additional information. For general information or to apply to a graduate program consult the Office of Admission website (<https://www.depaul.edu/admission-and-aid/types-of-admission/Pages/graduate-student.aspx>).

Schools and Colleges

Driehaus College of Business

Established in 1912, the Driehaus College of Business is the nation's tenth oldest business school and serves individuals and organizations seeking access to the highest quality business education as a means for achieving intellectual and professional goals. The College also encompasses our highly respected graduate programs in business.

The Kellstadt Graduate School of Business prepares students to be leaders by frequently updating its programs to keep pace with the dynamics of global business.

College of Communication

The College of Communication provides students with a combination of timeless principles and up-to-the-minute tools, whether they're pursuing journalism; public relations and advertising; media studies; radio, television and film; relational, group and organizational communication; or intercultural communication.

Jarvis College of Computing and Digital Media

The Jarvis College of Computing and Digital Media (CDM) offers students a collaborative education where technology, artistry and business intersect. CDM is organized into three schools:

- The School of Cinematic Arts is home to our animation and cinema programs, which merge creativity, technology, imagination, technique, vision and execution.
- The School of Computing houses programs across the technology spectrum, and combines theoretical fundamentals with hands-on practice.
- The School of Design – CDM's newest school – is home to programs in graphic design, interactive and social media, game development, human computer interaction, and digital communication and media arts.

College of Education

The College of Education offers degree programs in bilingual/bicultural education; counseling; curriculum studies; early childhood education; educational leadership; elementary education; middle school mathematics education; reading specialist education; secondary

education; social and cultural foundations of education; special education; sport, fitness and recreation leadership; and world language education.

College of Law

The DePaul College of Law was one of the first law schools in the country to introduce educational innovations like the study of negotiation techniques, courses in international criminal law and pre-trial courses in skills techniques. Today, our health law and intellectual property programs are among the best in the country, according to U.S. News & World Report.

College of Liberal Arts and Social Sciences

The oldest college at DePaul, the College of Liberal Arts and Social Sciences (LAS) offers more than 28 undergraduate and 30 graduate degree programs. Courses meet during the day, evenings and on weekends, primarily on the Lincoln Park Campus.

College of Science and Health

The College of Science and Health (CSH) was established in 2011 to help its students meet the demands of the growing fields of science and health. CSH offers multiple undergraduate majors and graduate programs in the areas of biology, chemistry, environmental science, mathematics, nursing, physics and psychology.

School of Music

DePaul's School of Music was founded in 1912 and is dedicated to excellence in both music teaching and performance. When they're not working with DePaul students, many of the school's faculty serve as members of the Chicago Symphony Orchestra, Lyric Opera of Chicago, or the Grant Park Symphony Orchestra, or as some of the city's most prominent freelance, chamber and jazz musicians.

School of Continuing and Professional Studies

The School of Continuing and Professional Studies builds upon DePaul University's recognized success in educating adult learners interested in a range of innovative and timely degree programs and non-degree continuing education opportunities. Its undergraduate and graduate degrees, offered on-campus, online, and in corporate settings, are particularly designed to accommodate adult learners who must balance claims of work, family, and/or community responsibilities with their educational pursuits.

The Theatre School

Founded in 1925 as the Goodman School of Drama, The Theatre School at DePaul is the Midwest's oldest theatre training conservatory. Known for its highly structured program and set in a world-renowned theater city, the school has earned a reputation as a standard of excellence in American professional theatre training.

DePaul Campuses/Locations

Students of any school or college may register for classes on any campus, arranging hours and courses in a manner designed to afford maximum educational advantage.

Campuses

The Lincoln Park Campus is situated about three miles north of the Chicago Loop in the vicinity of Webster (2200 N), Halsted (800 W) and Racine (1200 W). The offices for the College of Liberal Arts and Social Sciences, the College of Science and Health, the School of Music, the College of Education, and The Theatre School are located on this campus.

The Loop Campus is centered around 1 East Jackson Boulevard, between State, Jackson and Wabash. The offices for the Driehaus College of Business, the College of Computing and Digital Media, the College of Communication, the College of Law and the School of Continuing and Professional Studies are located on this campus.

Suburban Sites

Rosalind Franklin University of Medicine and Science is located 3333 Green Bay Road in North Chicago, Illinois. DePaul students have the option of taking the Master's Entry in Nursing Practice (MENP) on the RFU campus.

Overseas Locations

Tangaza College located in Nairobi, Kenya.

Bahrain Institute of Banking and Finance located in Manama, Bahrain.

Academic Partnerships

DePaul University has entered into a variety of relationships with other educational institutions to provide enhanced learning opportunities for students.

American University in Paris

DePaul and The American University of Paris (AUP) are partnering to offer an innovative two-year program leading to an MBA from DePaul's Kellstadt Graduate School of Business and a M.A. in Cross-cultural and Sustainable Business from AUP.

Catholic Theological Union

With permission, upper-level students in Catholic Studies and Religious Studies may elect to complete courses at the Catholic Theological Union.

Illinois Institute of Technology

Through a five-year joint program between DePaul and the Illinois Institute of Technology, students may earn a degree in physics from DePaul and degree in engineering from IIT, with a concentration in Mechanical, Aerospace, Electrical, or Computer Engineering.

IIT/Chicago Kent College of Law

Students in DePaul's College of Law may pursue courses in specialized areas of legal study at IIT/Chicago Kent College of Law.

Loyola University Chicago School of Law

Students in DePaul's College of Law may pursue courses in specialized areas of legal study at Loyola University Chicago School of Law.

NorthShore University Health System

DePaul offers a Doctor of Nursing Practice degree in Nurse Anesthesiology in conjunction with NorthShore University Health System's School of Nurse Anesthesia in Evanston.

Northwestern Memorial Hospital Clinical Schools – School of Nuclear Medicine Technology & Radiation Therapy

Through a partnership with Northwestern Memorial Hospital Clinical Schools, select DePaul students may pursue bachelor of science degrees in Allied Health Technologies in either Nuclear Medicine Technology or Radiation Therapy.

Rosalind Franklin University of Science and Medicine

DePaul has partnered with the Rosalind Franklin University of Science and Medicine in North Chicago to provide numerous degree program offerings, including:

- RN to MS in Nursing
- MA, Health Communication
- Master's Entry to Nursing Practice (MENP)
- 3+4 PharmD

Rush University

In conjunction with the Department of Health Systems Management in the College of Health Sciences at Rush University Medical Center, the Kellstadt Graduate School of Business of the College of Commerce offers a joint MBA/MS (Master of Science in Health Systems Management) degree program.

Truman College, City Colleges of Chicago

Through an agreement with the City Colleges of Chicago, students may complete their first years in college at Truman College, then seamlessly transfer their credits towards a DePaul undergraduate degree through the School for New Learning.

Wright College, City Colleges of Chicago

Through an agreement with the City Colleges of Chicago, students may complete their first years in college at Wright College, then seamlessly transfer their credits towards a DePaul undergraduate degree through the School for New Learning.

Study Abroad Opportunities

DePaul partners with a substantial number of institutions around the world to provide a wide variety of study abroad options for students.

Information about those agreements can be found on the Study Abroad website (<https://offices.depaul.edu/global-engagement/student-resources/study-abroad/Pages/default.aspx>).

Accreditation

DePaul University is a private, not-for-profit, Catholic institution accredited by:

The Higher Learning Commission

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
Phone: (800) 621-7440 / (312) 263-0456
Fax: (312) 263-7462
Email: complaints@hlcommission.org
Web: <https://www.hlcommission.org/Student-Resources/complaints.html>

Students may provide feedback or register complaints with the Higher Learning Commission at the contact information listed above.

Programmatic/Specialized Accreditation

DePaul University is a private, not-for-profit, Catholic institution, and has been accredited by numerous associations and organizations.

The Association to Advance Collegiate Schools of Business International
777 South Harbour Island Boulevard, Suite 750
Tampa, Florida 33602
Phone: (813) 769-6500
Fax: (813) 769-6559
Email: accreditation@aacsb.edu
Web: <https://www.aacsb.edu/accreditation> (<https://www.aacsb.edu/accreditation/>)

The American Bar Association
Office of the Consultant on Legal Education, American Bar Association
321 N. Clark Street, 21st Floor
Chicago, IL 60654
Phone: (312) 988-6738
Fax: (312) 988-5681
Email: legaled@americanbar.org
Web: https://www.americanbar.org/groups/legal_education/accreditation (https://www.americanbar.org/groups/legal_education/accreditation/)

The American Chemical Society
Office of Professional Training
1155 16th Street, NW
Washington, DC 20036
Phone: 202-872-4589
Fax: 202-872-6066
Email: service@acs.org
Web: <http://www.acs.org> (<http://www.acs.org/>)

The American Psychological Association
Office of Program Consultation and Accreditation - Education Directorate

750 First Street NE
Washington, DC 20002
Phone: (202) 336-5979
Fax: (202) 336-5978
Email: apaaccred@apa.org
Web: <https://accreditation.apa.org/about> (<https://accreditation.apa.org/about/>)

The Illinois Department of Financial and Professional Regulation
320 West Washington Street, 3rd Floor
Springfield, IL 62786
Phone: (888) 473-4858

Web: <https://www.idfpr.com/Contact/IDFPRContact.asp> (<https://www.idfpr.com/Contact/IDFPRContact.asp>)

The National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190-5248
Phone: (703) 437-0700
Fax: (703) 437-6312
Email: info@arts-accredit.org
Web: <https://nasm.arts-accredit.org/accreditation/accreditation-materials/protocols/expressing-concerns/>

The National Association of Schools of Public Affairs and Administration
COPRA NASPAA, 11th Floor 1029 Vermont Ave, NW
Washington, DC 20005
Phone: (202) 628-8965 x 103/ x 112
Email: copra@naspa.org
Web: <https://www.naspa.org/students> (<https://www.naspa.org/students/>)

Council for the Accreditation of Counseling and Related Educational Programs
500 Montgomery Street, Suite 350
Alexandria, VA 22314
Phone: (703) 535-5990
<https://www.cacrep.org>

Council on Social Work Education
Attention: OSWA Director
1701 Duke Street, Suite 200
Alexandria, VA 22314
Phone: (703) 683-8080
Email: info@cswe.org
Web: <https://www.cswe.org/Accreditation> (<https://www.cswe.org/Accreditation/>)

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
Phone: (202) 887-6791
Fax: (202) 887-8476
Web: <https://www.aacnnursing.org/CCNE> (<https://www.aacnnursing.org/CCNE/>)
The Master of Science in Nursing and the Doctor of Nursing Practice at DePaul University are accredited by the Commission on Collegiate Nursing Education.

Council on Education for Public Health
1010 Wayne Avenue, Suite 220
Silver Spring, MD 20910
Phone: (202) 789-1050
Fax: (202) 789-1895
Web: <http://ceph.org/constituents/students/faqs/#15>

Students may provide feedback or register complaints with DePaul's accreditors at the contact information listed above.

State Agencies

Students may provide feedback or register complaints with these entities at the contact information below, or with the Illinois Office of Attorney General at 800-386-5438, <http://illinoisattorneygeneral.gov/consumers/filecomplaint.html>

The Illinois Board of Higher Education
1 North Old State Capitol Plaza, Suite 333
Springfield, Illinois 62701-1377
Institutional Complaint Hotline: (217) 557-7359
Institutional Complaint System: <https://complaints.ibhe.org/> (<https://complaints.ibhe.org/>)
Phone: (217) 782-2551 Fax: (217) 782-8548 TTY: (888) 261-2881
General Information: info@ibhe.org

The Illinois Office of Education, State Teacher Certification Board
100 N. First Street, Suite S-306
Springfield, Illinois 62777
Phone: (217) 557-6763 Fax: (217) 524-1289
Web: <https://www.isbe.net/licensure> (<https://www.isbe.net/licensure/>)

The State Approving Agency for Veterans Training
Dan Wellman
833 Spring St.
P.O. Box 19432
Springfield, IL 62794-9432
Phone: (312) 814-2460
Web: <https://www2.illinois.gov/veterans/services%20benefits/Pages/education.aspx>

The State of Illinois Department of Financial and Professional Regulation
Board of Nursing
Division of Professional Regulation Complaint Intake Unit
100 West Randolph Street, Suite 9-300
Chicago, IL 60601
Phone: (312) 814-6910
Web: <https://idfpr.illinois.gov/dpr.html>

Other State Agencies

DePaul University is a participating member of the State Authorization Reciprocity Agreement (SARA), <https://www.nc-sara.org> (<https://www.nc-sara.org/>). Online students living in the states listed below may provide feedback or register complaints with the State of Illinois' SARA Portal Entity, or with the appropriate in-state entity listed below.

Illinois (Portal Entity):
Illinois SARA Coordinator
Illinois Board of Higher Education
1 N. Old State Capitol Plaza, Suite 333
Springfield, Illinois 62701-1377
Phone: 217.557.7382
Web: <https://www.nc-sara.org/states/IL> (<https://www.nc-sara.org/states/IL/>)

Alabama: Alabama Commission on Higher Education
Office of Institutional Effectiveness and Planning
P.O. Box 302000
Montgomery, AL 36130
Phone: 334-353-9153
Web: <http://ache.edu/AlaPortal.aspx>

Alaska: Alaska Commission on Postsecondary Education
P.O. Box 110505
Juneau, AK 99811-0505
Phone: 907-465-6741
Web: acpe.alaska.gov (<http://acpe.alaska.gov/>)

Arizona: Arizona State Board for Private Postsecondary Education
1740 W. Adams, Suite 3008

Phoenix, Arizona 85007
Phone: 602-542-5709
Web: <https://ppse.az.gov/content/student-complaint-procedure> (<https://ppse.az.gov/content/student-complaint-procedure/>)

Arkansas: Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201
Phone: 501-371-2000
Web: <http://www.adhe.edu> (<http://www.adhe.edu/>)

California: California Department of Consumer Affairs
Consumer Information Center
1625 North Market Blvd., Suite N-112
Sacramento, CA 95834
Phone: 833-942-1120
dca@dca.ca.gov
Web: https://www.dca.ca.gov/consumers/complaints/oos_students.shtml (https://www.dca.ca.gov/consumers/complaints/oos_students.shtml/)

Colorado: Colorado Department of Higher Education
1600 Broadway, Suite 2200
Denver, CO 80202
Phone: 303-862-3001
Web: <https://cdhe.colorado.gov/students/how-do-i/filing-a-student-complaint>

Georgia: Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, GA 30084
Phone: (770) 414-3300
Web: <https://gnpec.georgia.gov/>

Idaho: Idaho State Board of Education
650 W. State Street, 3rd Floor
Boise, ID 83702
Phone: 202-334-2270
Web: <https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/>

Nevada: State of Nevada Commission on Postsecondary Education
860 E Sahara Ave.
Las Vegas, NV 89104
Phone: (702) 486-7330
Web: https://cpe.nv.gov/Students/Students_Home/

New Hampshire: New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3494
Phone: 603#271#3494
Web: www.education.nh.gov (https://cpe.nv.gov/Students/Students_Home/)

New Jersey: New Jersey Secretary of Higher Education
1 John Fitch Plaza, 10th Floor
P.O. Box 542
Trenton, NJ 08625-0542
Phone: 609#292#4310
Web: <http://www.nj.gov/highereducation/index.shtml> (<http://www.nj.gov/highereducation/index.shtml/>)

New Mexico: New Mexico Higher Education Department
2044 Galisteo Street, Suite 4

Santa Fe, NM 87505-2100
 Phone: 505-476-8400
 Web: <http://www.hed.state.nm.us>

New York: New York State Education Department
 Office of Higher Education
 Education Building Annex, Room 977
 Albany, NY 12234
 Phone: 518-474-2593
 Web: <http://www.highered.nysed.gov> (<http://www.highered.nysed.gov/>)

North Carolina: North Carolina Post Secondary Education
 Consumer Protection Division
 Attorney General's Office
 Mail Service Center 9001
 Raleigh, NC 27699-9001
 Phone: 919-716-6000
 Web: <http://www.ncdoj.gov/complaint> (<http://www.ncdoj.gov/complaint/>)

North Dakota: North Dakota Department of Career and Technical
 Education
 State Capitol, 15th Floor, 600 East Blvd Avenue, Dept. 270
 Bismark, ND 58505-0610
 Phone: 701#328#2678
 Web: <http://www.nd.gov/cte/>

Ohio: Ohio State Board of Career Colleges and Schools
 30 East Broad Street, Suite 2481
 Columbus, OH 43215
 Phone: 614-466-2752
 Web: <http://scr.ohio.gov/ConsumerInformation/FilingaComplaint.aspx>

Oklahoma: Oklahoma State Regents for Higher Education
 655 Research Parkway, Suite 200
 Oklahoma City, OK 73104
 Phone: 405-225-9100
 Web: <http://www.okhighered.org/current-college-students/complaints.shtml> (<http://www.okhighered.org/current-college-students/complaints.shtml/>)

Oregon: Oregon Higher Education Coordinating Commission
 255 Capitol Street NE, Third Floor
 Salem, OR 97310
 Phone: 503-378-5690
 Web: <https://www.oregon.gov/highered/institutions-programs/private/Pages/private-postsecondary-complaints.aspx>

Pennsylvania: Pennsylvania Department of Education
 333 Market Street, 8th Floor
 Harrisburg, PA 1726
 Phone: 717#783#6788
 Web: <https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

Puerto Rico: Puerto Rico Council on Education
 P.O. Box 19900
 San Juan, PR 00910-1900
 Phone: 787#722-2121
 Web: <http://www.ce.pr.gov/>

Rhode Island: Rhode Island Board of Governors for Higher Education
 Shepard Bldg, 80 Washington Street
 Providence, RI 02903

Phone: 401-456-6010
 Web: <https://www.ride.ri.gov/BoardofEducation/Overview.aspx>

South Carolina: South Carolina Commission on Higher Education
 1122 Lady St, STE 300
 Columbia, SC 29201
 Phone: 803-737-2260
 Web: www.che.sc.gov (<http://www.che.sc.gov/>)

South Dakota: South Dakota Secretary of State
 Capitol Building
 500 East Capitol Avenue, Suite 204
 Pierre, SD 57501-5070
 Phone: 605-773-4400
 Web: <https://sdsos.gov/>

Tennessee: Tennessee Higher Education Commission
 404 James Robertson Parkway, Suite 1900
 Nashville, TN 37243
 Phone: 615-741-3605
 Web: <https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization.html> (<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization.html>)

Texas: Texas Higher Education Coordinating Board
 PO Box 12788
 Austin, TX 78711-2788
 Phone: 512-427-6101
 Web: <https://www.highered.texas.gov/>

Utah: Utah Division of Consumer Protection
 160 East 300 South
 Salt Lake City, UT 84111
 Phone: 801-530-6601
 Web: <http://www.consumerprotection.utah.gov/>

Vermont: Vermont Agency of Education
 219 North Main Street, Suite 402
 Barre, VT 05641
 Phone: 802#479-1030
 Web: www.education.vermont.gov (<http://www.education.vermont.gov/>)

Virginia: State Council for Higher Education for Virginia
 101 N 14th Street, 10th Flr
 Richmond, VA 23219
 Phone: 804#225#2629
 Web: www.schev.edu (<http://www.schev.edu/>)

Washington: Washington Student Achievement Council
 917 Lakeridge Way SW
 Olympia, WA 98540-3430
 Phone: 360#753#7800
 Web: www.wsac.wa.gov (<http://www.wsac.wa.gov/>)

West Virginia: West Virginia Attorney General's Consumer Protection
 Division/Consumer Protection Hotline
 P.O. Box 1789
 Charleston, WV 25326
 Phone: 1-800-368-8808
 Web: <http://www.wvhepc.edu/wp-content/uploads/2014/06/Student-Complaint-Process-revised-3.pdf>

Wisconsin: Wisconsin Educational Approval Board

4822 Madison Yards Way
 Madison, WI 53705
 Phone: 608-266-2112
 Web: <http://heab.state.wi.us/dlab/students.html#file>

Wyoming: Wyoming Department of Education
 122 W. 25th Street, Suite E200
 Cheyenne, WY 82002
 Phone: 307-777-7675
 Web: <http://edu.wyoming.gov/>

Complaints and Grievances

DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.

In support of this mission, DePaul University is committed to treating every member of its community with dignity, justice and respect fostering a positive learning environment and providing quality service. It is important for students to know how to address concerns and issues that may be contrary to this commitment.

Complaints or concerns that a policy or procedure has been incorrectly or unfairly applied can often be resolved through an initial conversation with the staff, faculty member or department where the issue originated and his/her supervisor if necessary.

DePaul has established a number of policies and procedures for responding to particular types of concerns. Contact information for these policies and procedures can be found in the bottom section of this page:

- Concerns about grades are addressed through the University's Grade Challenge policy. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about academic integrity are addressed through the Academic Integrity policy and process. Detailed information is available on the Academic Integrity website.
- Concerns related to student conduct are addressed through the Code of Student Responsibility, and the Student Conduct Process. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about discrimination or harassment on the basis of a variety of protected characteristics are addressed by the Office of Gender Equity or Human Resources/Employee Relations & EEO, through the Anti-Discrimination and Anti-Harassment Policy and Procedures
- Concerns based on sexual violence, sexual harassment, or other sex or gender-based discrimination (Title IX) are addressed through DePaul's Director of the Office of Gender Equity/Title IX Coordinator located within the Division of Student Affairs. This Office is responsive to reports that any member of the DePaul community may have experienced behavior of this type. Detailed information is available on OGE's website, Title IX | Division of Student Affairs | DePaul University, Chicago (<https://offices.depaul.edu/STUDENT-AFFAIRS/TITLE-IX/Pages/default.aspx>)

- Concerns about the confidentiality of education records (FERPA-Family Educational Rights and Privacy Act), are addressed through the Office of the University Registrar.

Concerns about academic issues relating to faculty or staff can often be resolved through an initial conversation with the faculty, staff member or student employee involved in the situation. Therefore, students with academic complaints or concerns should address the issue following the steps indicated below:

1. The issue should first be discussed with the faculty or staff member.
2. If this does not resolve the issue the student should then discuss the issue with the department chairperson or program director for faculty issues or the individual's supervisor for staff. If you are unsure of the appropriate college contact, please see below for a directory of College and College Dean's Offices.
3. If the issue is still not resolved, the student should then discuss the matter with the Office of the Dean of the faculty member's college for faculty issues or the department supervisor for staff issues.
4. If the issue is still not resolved, the student may discuss the issue with the Office of the Provost.

The Dean of Students Office is a central location to which students can turn with problems they have been unable to resolve. The Dean of Students Office hears student concerns and helps students understand their options for resolving the concerns and/or locating appropriate services: <http://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx>.

In addition, the University Ombudsperson is available to faculty and staff to provide consultation about conflict resolution, to clarify policies and procedures, and to help find the right person or department to respond to questions.

Students may also always choose to report concerns or misconduct through the University's confidential reporting mechanisms: 877.236.8390 or <https://compliance.depaul.edu/hotline/index.asp> (<https://compliance.depaul.edu/hotline/>)

The U.S. Department of Education requires institutions offering online education to provide contact information for students to file complaints with its accreditor and state agencies. Contact information for DePaul's regional accreditor (the Higher Learning Commission), programmatic/specialized accreditor and state agencies is available in the Handbook section of the University Catalog.

DePaul Contact Information/Available Resources

Sexual and Relationship Violence

Public Safety
 Lincoln Park Campus 773/325-7777
 Loop Campus 312/362-8400.

The Public Safety Office is open 24 hours a day, 7 days a week.

Office of Gender Equity/Title IX Coordinator
 Division Of Student Affairs
 Lincoln Park Student Center Suite 308
 312-362-8970

Email: titleixcoordinator@depaul.edu (Email: titleixcoordinator@depaul.edu)

Incident report form: Reporting Form for Title IX/Sex and Gender-Based Misconduct (maxient.com) (https://cm.maxient.com/reportingform.php?DePaulUniv&layout_id=4)

Discrimination & Harassment (other protected categories)

Individuals seeking to make a complaint should contact the ER&EEO team at (312) 362-8500 or email employeeerelations@depaul.edu. Complaints can also be made by completing the **Discrimination, Harassment, and Retaliation Complaint Form** (<https://depaul.hracity.net/webform/index/d8273bb2-dbb0-48ee-a592-e41caf06b0b5/>). For anonymous complaints please use the Misconduct Reporting Hotline at 877/236-8390.

Dean of Students Office

Lincoln Park Campus: Student Center Suite 307, 773/325-7290
Loop Campus: DePaul Center Suite 11001, 312/362-8066
Email: deanofstudents@depaul.edu

Disability Services

Center for Students with Disabilities
Lincoln Park Campus: Student Center 370, 773/325-1677
Loop Campus: Lewis Center 1420, 312/362-8002
Email: csd@depaul.edu

Student Organizations

Student Life
Loop Campus: Lewis Center Lewis 1400, 312/362-5680
Lincoln Park Campus: Student Center 306, 773/325-4852
Email: studentaffairs@depaul.edu

Housing

Department of Housing and Residence Life
Lincoln Park Campus: Centennial Hall Suite 301, 773/325-7196
Email: housing@depaul.edu

Residential Education

Residential Education
Lincoln Park Campus: Centennial Hall, Suite 302, 773/325-4211
Email: resed@depaul.edu (resed@depaul.edu)

Family Educational Rights and Privacy Act (FERPA)

DePaul Central/Office of the University Registrar
Lincoln Park Campus: Schmitt Academic Center Suite 101, 312/362-8610

Loop Campus: DePaul Center Suite 9100, 312/362-8610
Email: dpcl@depaul.edu

Misconduct Reporting

Hotline at 877/236-8390
Intake Site: www.depaul.ethicspoint.com (<http://www.depaul.ethicspoint.com>)

Student Conduct Violations or Appeals

Dean of Students Office
Lincoln Park Campus: Student Center Suite 307, 773/325-7290
Loop Campus: DePaul Center Suite 11001, 312/362-8066
Email: deanofstudents@depaul.edu

University Ombudsperson

Office of Mission and Values, 312/362-8707

Email: ombuds@depaul.edu

College/Dean's Offices

Richard H. Driehaus College of Business

Loop Campus
Graduate College Office: DePaul Center Suite 5300, 312/362-8810
Undergraduate College Office: DePaul Center Suite 5200, 312/362-8000
Office of the Dean: DePaul Center Suite 5100, 312/362-6783

College of Communication

Loop Campus
Graduate College Office: Daley Building Suite 1800, 312/362-8600
Undergraduate College Office: Daley Building Suite 1800, 312/362-8600
Office of the Dean: Daley Building Suite 1800, 312/362-8600

College of Computing and Digital Media

Loop Campus
Graduate College Office: CDM Center Mezzanine, 312/362-8633
Undergraduate College Office: CDM Center Mezzanine, 312/362-8633
Office of the Dean: CDM Center 401, 312/362-8381

College of Education

Lincoln Park Campus
Graduate College Office: 2247 N. Halsted Street, 773/325-7740
Undergraduate College Office: 2247 N. Halsted Street, 773/325-7740
Office of the Dean: 2247 N. Halsted Street, 773/325-7740

College of Law

Loop Campus
College Office: Lewis Center Suite 931, 312/362-8701
Office of the Dean: Lewis Center Suite 931, 312/362-8701

College of Liberal Arts & Social Sciences

Lincoln Park Campus
Graduate College Office: 990 W. Fullerton Avenue, Suite 1200
773/325-4008
Undergraduate College Office: 2352 N. Clifton Avenue, Suite 130
773/325-7310
Office of the Dean: 990 W. Fullerton Suite 4200, 773/325-7300
Loop Campus
Undergraduate College Office: Lewis Center 1630, 312/362-8870

School of Music

Lincoln Park Campus
Graduate College Office: Music Building, 773/325-4844
Undergraduate College Office: Music Building, 773/325-4844
Office of the Dean: Music Building, 773/325-4844

School of Continuing and Professional Studies (formerly The School for New Learning)

Loop Campus
Graduate College Office: Daley Building Suite 1400, 312/362-8001
Undergraduate College Office: Daley Building Suite 1400, 312/362-8001
Office of the Dean: Daley Building, 312/362-8001

College of Science and Health

Lincoln Park Campus
Graduate College Office: McGowan South Suite 400, 773/325.8490
Undergraduate College Office: McGowan South Suite 400, 773/325.8490

Office of the Dean: McGowan South Suite 403, 773/325-8300

The Theatre School

Lincoln Park Campus

Graduate College Office: 2350 N. Racine Avenue, 773/325-7917

Undergraduate College Office: 2350 N. Racine Avenue, 773/325-7917

Office of the Dean: 2350 N. Racine Avenue, 773/325-7917

Honor Societies

Since 1954, DePaul University has recognized academic honorary societies in order to highlight students' superior academic achievement and leadership. Students are selected to join honorary societies based on their superior academic record within their specific major or across all colleges. DePaul University strives to recognize students' outstanding academic performance and is proud of the rich tradition that these valuable organizations have provided to the university community. Below is a list of each honorary society and its academic discipline.

- Beta Alpha Psi – Accounting, Finance and MIS
- Delta Alpha Pi – Students with Disabilities
- Gamma Kappa Alpha - Italian
- Gamma Theta Upsilon - Geography
- Iota Iota Iota - Women's and Gender Studies
- Kappa Delta Pi - Education
- Lambda Alpha - Anthropology
- Lambda Pi Eta - Communication
- National Society of Collegiate Scholars - All
- Nu Lambda Mu - Nonprofit Management and Leadership
- Nu Rho Psi - Neuroscience
- Omicron Delta Epsilon - Economics
- Order of Omega - Fraternity and Sorority Community
- Pi Alpha Alpha - Public Administration
- Phi Alpha Theta - History
- Phi Beta Delta - International Education
- Pi Epsilon Pi - Writing Studies
- Pi Sigma Alpha – Political Science
- Psi Chi - Psychology
- Sigma Delta Pi - Spanish
- Sigma Pi Sigma - Physics
- Phi Sigma Tau - Philosophy
- Sigma Tau Delta - English
- Sigma Theta Tau - Nursing
- Theta Alpha Kappa - Religious Studies
- Upsilon Pi Epsilon - Computer Science

Pillars of Learning at DePaul

Preamble

In common with all universities, DePaul strives to ensure that its students come away from their experience with knowledge and skills that will enable them to fulfill their personal and professional aspirations, interact productively with others in all their diverse perspectives, contribute meaningfully to society, and continue learning throughout their lives. Moreover, DePaul shares with other universities the intention that students will use their knowledge and skills to conduct themselves

ethically and humanely, with an appreciation for the past and an eye towards shaping an even better future.

At the same time, DePaul's mission – Catholic, Vincentian, urban – calls on us to consider these pillars of learning in a manner that honors the university's distinctive qualities. DePaul's Catholic heritage encourages us to study religious traditions, and to critically examine the moral underpinnings of all academic disciplines. The example of St. Vincent, who worked with people from all strata of society in order to address urgent human needs, infuses our understanding of both education and service with a concern for social justice, for the university mission statement reminds us that "the DePaul community is above all characterized by ennobling the God-given dignity of each person." And as an urban university, DePaul's deep involvement in multiple communities, within Chicago and beyond, invites us to both draw on the city's rich opportunities for learning and serve as partners in helping them move forward. In sum, the mission statement tells us, "DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others."

With the university's mission as their foundation, these Pillars of Learning provide a framework for learning at DePaul, where students prepare to engage in the world of the twenty-first century, carrying with them the heritage and values that distinguish DePaul.

Pillar 1. Mastery of Content

This pillar embraces the breadth and depth of ideas, theories, approaches, and information that DePaul students encounter through and beyond their studies.

Pillar 2. Intellectual and Creative Skills

In order to fully engage with knowledge, whether for a specific purpose or for its own sake, DePaul students are encouraged to develop the ability to think critically and imaginatively, formulate their own understanding, and effectively communicate their ideas.

Pillar 3. Personal and Social Responsibility

This pillar honors the notion that knowledge reflects and contributes to the values of individuals and communities. DePaul students, in particular, are challenged to consider their own values in light of the university's mission.

Pillar 4. Intercultural and Global Understanding

This pillar speaks to the likelihood that, in our diverse and increasingly interdependent world, the future depends on individuals being able to learn from each other and make the best use of finite resources.

Pillar 5. Integration of Learning

Given the wide range of opportunities for learning at DePaul, it is important for students to develop the ability to consider relationships among individual experiences of learning so as to make meaning of their education in all its variety.

Pillar 6. Preparation for Career and Beyond

This final pillar builds on all the rest and calls on students to be ready to apply their knowledge and skills to the changing world that awaits them.

Learning Outcomes and Assessment

These six Pillars provide a common framework for learning at DePaul. Each academic program – including majors and general education – is expected to approach these Pillars in ways appropriate to their fields of study. Thus, specific learning outcomes – that is, what every student is expected to know and be able to do – will be set at the program level, with the understanding that those outcomes contribute to an education built on these six Pillars. Likewise, assessment of student learning will focus on program-level learning outcomes. While individual major programs may emphasize some Pillars more than others, learning outcomes for general education (including Liberal Studies, Honors, and the SCPS core) will work to develop all six.

Additional Notes

These Pillars of Learning at DePaul were approved by Faculty Council and the Provost on May 4, 2022 after discussion with representatives from Liberal Studies Council, the University Honors Program, the School for Continuing and Professional Studies, the Committee on Academic Policy, the Committee on Curriculum and Programs, and the Committee on Learning & Teaching.

Graduate Program Learning Outcomes

DePaul is committed to ensuring educational excellence in each of our academic programs. Articulating learning outcomes for each of our academic programs is an important first step in our ongoing assessment and improvement cycle. By having well-defined learning outcomes as a guide, our programs are positioned to implement and assess quality educational experiences. These outcomes are also mapped to institutional learning goals, further strengthening the connection to overall student learning at DePaul University.

Kellstadt Graduate School of Business

- Audit and Advisory Services (MSAA) Learning Outcomes (p. 183)
- Business Analytics (MS) Learning Outcomes (p. 213)
- Business Analytics (MBA) Learning Outcomes (<https://catalog.depaul.edu/programs/master-business-administration-business-analytics-mba/#learningoutcomestext>)
- Computational Finance (MS) Learning Outcomes (p. 273)
- Doctorate in Business Administration (DBA) Learning Outcomes (p. 387)
- Economics and Quantitative Analysis (MS) Learning Outcomes (<https://catalog.depaul.edu/programs/economic-policy-analysis-ms/#learningoutcomestext>)
- Entrepreneurship (MS) Learning Outcomes (p. 480)
- Executive Master of Science in Human Resource Management (EMSHRM) Learning Outcomes (p. 494)
- Finance (MSF) Learning Outcomes (p. 521)

- Hospitality Leadership and Operational Performance (MS) Learning Outcomes (p. 605)
- Human Resources (MSHR) Learning Outcomes (p. 609)
- Management (MS) Learning Outcomes (p. 745)
- Management (MBA/MPH in Public Health) Learning Outcomes (p. 743)
- Marketing (MS) Learning Outcomes (p. 766)
- Marketing Analysis (MS) Learning Outcomes (p. 768)
- Master of Business Administration (MBA) Learning Outcomes (p. 773)
- Real Estate (MS) Learning Outcomes (p. 990)
- Supply Chain Management (MS) Learning Outcomes (p. 1125)
- Sustainable Management (MS) Learning Outcomes (p. 1127)
- Taxation (MSTAX) Learning Outcomes (p. 1132)

College of Communication

- Communication and Media (MA) Learning Outcomes (p. 252)
- Digital Communication and Media Arts - Communication (MA) Learning Outcomes (p. 379)
- Health Communication (MA) Learning Outcomes (p. 570)
- Journalism (MA) Learning Outcomes (p. 679)
- Professional Communication (MA) Learning Outcomes (<https://catalog.depaul.edu/programs/professional-communication-ma/#learningoutcomestext>)
- Public Relations and Advertising (MA) Learning Outcomes (p. 973)

Jarvis College of Computing and Digital Media

- Animation (MA) Learning Outcomes (p. 107)
- Animation (MFA) Learning Outcomes (p. 112)
- Artificial Intelligence (MS) Learning Outcomes (p. 177)
- Business Information Technology (MS) Learning Outcomes (p. 215)
- Computer and Information Sciences (PhD) Learning Outcomes (p. 275)
- Computer Science (MS) Learning Outcomes (p. 282)
- Creative Producing (MFA) Learning Outcomes (p. 310)
- Cybersecurity (MS) Learning Outcomes (p. 347)
- Data Science (MS) Learning Outcomes (p. 359)
- Digital Communication and Media Arts - CDM (MA) Learning Outcomes (p. 376)
- Documentary (MFA) Learning Outcomes (p. 389)
- Experience Design (MA) Learning Outcomes (p.)
- Film & Television (MS) Learning Outcomes (p. 511)
- Film & Television Directing (MFA) Learning Outcomes (p. 514)
- Game Design (MFA) Learning Outcomes (p. 534)
- Game Programming (MS) Learning Outcomes (p. 537)
- Health Informatics (MS) Learning Outcomes (p. 573)
- Human Computer Interaction (MS) Learning Outcomes (p. 606)
- Human-Centered Design (PhD) Learning Outcomes (p. 612)
- Information Systems (MS) Learning Outcomes (p. 622)
- Network Engineering and Security (MS) Learning Outcomes (p. 840)

- Product Innovation and Computing (MS) Learning Outcomes (<https://catalog.depaul.edu/programs/product-innovation-and-computing-ms/#learningoutcomestext>)
- Screenwriting (MFA) Learning Outcomes (p. 1004)
- Software Engineering (MS) Learning Outcomes (p. 1072)

College of Education

- Bilingual-Bicultural Education (MA or MEd) Learning Outcomes (p. 185)
- Counseling (MA or MEd) Learning Outcomes (p. 303)
- Curriculum Studies (EDD) Learning Outcomes (p. 323)
- Curriculum Studies (MA or MEd) Learning Outcomes (p. 330)
- Curriculum Studies (PhD) Learning Outcomes (p. 339)
- Early Childhood Education (EdD) Learning Outcomes (p. 399)
- Education, Culture and Society (<https://catalog.depaul.edu/programs/social-and-cultural-foundations-in-education-ma/#learningoutcomestext>) (MA or MEd) Learning Outcomes (<https://catalog.depaul.edu/programs/social-and-cultural-foundations-in-education-ma/#learningoutcomestext>)
- Educational Leadership (EdD) Learning Outcomes (p. 433)
- Educational Leadership (EdS) Learning Outcomes (p. 438)
- Educational Leadership (MA or MEd) Learning Outcomes (p. 440)
- Educational Leadership (PhD) Learning Outcomes (p. 457)
- Global Educational Leadership Online (PhD) Learning Outcomes (p. 562)
- Middle Grades Education (MEd) Learning Outcomes (p. 818)
- Middle School Mathematics Education (MS) Learning Outcomes (p. 821)
- Reading Specialist (MA or MEd) Learning Outcomes (p. 985)
- Special Education (MEd) Learning Outcomes (p. 1100)
- Sport, Fitness and Recreation Leadership (MS) Learning Outcomes (<https://catalog.depaul.edu/programs/sport-fitness-educational-leadership-ms/#learningoutcomestext>)
- TEACH: Secondary Education Biology (MEd) Learning Outcomes (p. 1133)
- TEACH: Secondary Education Chemistry (MEd) Learning Outcomes (p. 1137)
- TEACH: Secondary Education English (MEd) Learning Outcomes (p. 1141)
- TEACH: Secondary Education Environmental Science (MEd) Learning Outcomes (p. 1145)
- TEACH: Secondary Education History (MEd) Learning Outcomes (p. 1149)
- TEACH: Secondary Education Mathematics (MEd) Learning Outcomes (p. 1153)
- TEACH: Secondary Education Physics (MEd) Learning Outcomes (p. 1156)
- TEACH: Secondary Education Social Science (MEd) Learning Outcomes (p. 1160)
- Teaching and Learning: Early Childhood Education (MA or MEd) Learning Outcomes (p. 1164)
- Teaching and Learning: Elementary Education (MA or MEd) Learning Outcomes (p. 1168)
- Teaching and Learning: Physical Education (MEd) Learning Outcomes (p. 1309)
- Teaching and Learning: Secondary Education - Biology (MA or MEd) Learning Outcomes (p. 1172)
- Teaching and Learning: Secondary Education - Chemistry (MA or MEd) Learning Outcomes (p. 1176)
- Teaching and Learning: Secondary Education - English (MA or MEd) Learning Outcomes (p. 1180)
- Teaching and Learning: Secondary Education - Environmental Science (MA or MEd) Learning Outcomes (p. 1183)
- Teaching and Learning: Secondary Education - History (MA or MEd) Learning Outcomes (p. 1187)
- Teaching and Learning: Secondary Education - Mathematics (MA or MEd) Learning Outcomes (p. 1191)
- Teaching and Learning: Secondary Education - Physics (MA or MEd) Learning Outcomes (p. 1195)
- Teaching and Learning: Secondary Education - Social Science (MA or MEd) Learning Outcomes (p. 1199)
- Teaching and Learning: Secondary Education - Visual Arts (MA or MEd) Learning Outcomes (p. 1202)
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College of Liberal Arts and Social Sciences

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School of Music

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The Theatre School

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Academic Advising, Statement on

Academic Advising at DePaul helps students achieve their educational, personal, and career goals by providing guidance and assistance in the decision-making process. Academic Advising is most effective when all participants anticipate their future needs, commit to the process, do their part, and then reflect on their results. Students should work closely with their advisors to plan workable educational goals, to understand the degree options and requirements, to understand the financial implications of their decisions, to assess their strengths and challenges as scholars, and to clarify realistic career objectives for themselves upon graduation.

Students bear ultimate responsibility for decisions and actions that determine their success at DePaul University.

- Students will make informed decisions and register for classes on time.
- Students will obtain the necessary information for course selection and planning in their individualized programs.
- Students will make and keep appointments with their advisors.
- Students will communicate honestly and fully in these advising discussions.
- Students will regularly reflect on the consequences, both academic and financial, of their decisions as they progress in their academic careers toward life choices.

Advisors are responsible for helping students improve their decision making skills.

- Advisors guide students through this learning process during regular interactions at key points during their academic careers.
- Advisors will be available on a regular basis for consultation and encourage students to make and keep regular advising appointments.
- Advisors will monitor their advisees' academic progress.
- Advisors will encourage students to consult available material related to their program and career choice.

- Advisors will encourage students to reflect on the academic and financial consequences of their decisions about degree programs and course-taking plans.
- Advisors will assist students to set realistic career goals that extend beyond their time at DePaul.
- Advisors will encourage students to incorporate their basic values and beliefs into their decision making process.

The university is responsible for providing the infrastructure for students, faculty, and staff to support effective advising.

- The university will provide the information that students and their advisors need to make informed and timely decisions.
- The university will provide adequate resources of personnel, funding and facilities to support the advising process.
- The university will clearly communicate to advisors and students the policies and options regarding student financial aid.
- The university will regularly evaluate the policies and procedures surrounding advising to improve the advising process on an ongoing basis.
- The university will provide training to help both advisors and students work more effectively together.
- The university will acknowledge the important contribution advisors make by recognizing advising within the institutional reward system.

Tuition Rates

Tuition rates are available on the Student Financial Accounts website (<https://offices.depaul.edu/student-financial-accounts/cost-of-attendance/tuition/Pages/default.aspx>).

Financial Aid

Federal financial aid applicants must meet these eligibility requirements for aid and provide additional documents if needed:

- Be a U.S. citizen or eligible non-citizen.
- Enroll in an eligible degree program or approved post-baccalaureate non-degree graduate preparatory coursework. Contact the Office of Financial Aid for information about graduate preparatory programs.
- Have a high school diploma, General Educational Development (GED) certificate, or have completed a high school education in a homeschool setting approved under state law. Students who do not meet these eligibility requirements should contact the Office of Financial Aid for assistance.
- For most types of financial aid, you must be enrolled for credit in a degree or approved post-baccalaureate non-degree graduate preparatory program. Audited classes are not eligible for financial aid consideration.
- Once you complete your degree requirements or post-baccalaureate non-degree graduate preparatory program—even if you have not received your diploma—you are no longer eligible for aid.
- If you wish to repeat a course for which you have previously earned credit, your financial aid options are limited. Contact the Office of Financial Aid for more information.
- Be enrolled at least half-time for federal student loan deferment.
- Meet Satisfactory Academic Progress (<https://www.depaul.edu/admission-and-aid/financial-aid/maintain-eligibility/sap/Pages/default.aspx>) requirements.

- Not be in default on a federal loan or owe a repayment on a federal grant.
- Be registered with Selective Service, if applicable.
- Meet any remaining federal eligibility requirements

Further information may be found at the Federal Student Aid (<https://studentaid.gov/understand-aid/eligibility/>) website, and in the Complying with Terms & Conditions (<https://www.depaul.edu/admission-and-aid/financial-aid/maintain-eligibility/Pages/compliance.aspx>) and Maintaining Eligibility (<https://www.depaul.edu/admission-and-aid/financial-aid/maintain-eligibility/Pages/default.aspx>) sections of the DePaul Financial Aid website.

Scholarships

Scholarships and assistantships are awarded at the program level by your college office and academic department. Please consult your college or school for additional information. You may also visit DePaul Scholarship Connect (<https://depaul.academicworks.com/opportunities/>) throughout the year to see specific scholarship opportunities available.

Double Demon Scholarship

DePaul is committed to your continued professional and personal growth, both while you are a student and after you graduate from DePaul. This scholarship is available to DePaul alumni doing graduate work at DePaul. It covers 25 percent of the tuition for a master's degree, graduate level non-degree coursework or graduate level coursework in select certificate programs¹.

Alumni from any of DePaul's colleges who are admitted into a graduate program – including degree, non-degree or select certificate programs¹ – automatically qualify for the Double Demon Scholarship. Both full-time and part-time students are eligible. No scholarship application is required.

(Note: This scholarship cannot be used in conjunction with other DePaul scholarships, waivers or awards. University employees are eligible for other tuition benefits and are not eligible. And it does not cover coursework from the Center for Professional Education (CPE), Institute for Professional Development (IPD), coursework in a doctoral program or a master of fine arts (MFA), Music, Theatre, Law and a few other select programs.)

DePaul Graduate Catholic Scholarship

Students with a conferred undergraduate degree from of any U.S. Catholic college or university may be eligible to receive a 10% discount off tuition for graduate and professional programs. including degree, non-degree or select certificate programs¹. Students automatically qualify for the Graduate Catholic Scholarship. Both full-time and part-time students are eligible. No scholarship application is required.

(Note: This scholarship cannot be used in conjunction with other DePaul scholarships, waivers or awards. University employees are eligible for other tuition benefits and are not eligible. Additionally, it does not cover coursework from the Center for Professional Education (CPE), Institute for Professional Development (IPD), coursework in a doctoral program or a master of fine arts (MFA), Music, Theatre, Law and a few other select programs.)

To learn more details about these scholarships, please contact one of the college admissions offices below.

College of Communication
graddepaul@depaul.edu
(773) 325-7315

College of Computing and Media
admission@cdm.depaul.edu
(312) 362-8714

College of Education
edgradadmissions@depaul.edu
(773) 325-4405

College of Liberal Arts and Social Sciences
graddepaul@depaul.edu
(773) 325-7315

College of Science and Health
graddepaul@depaul.edu
(773) 325-7315

Kellstadt Graduate School of Business
kgsb@depaul.edu
(312) 362-8810

School of Continuing and Professional Studies
snlgrad@depaul.edu
(312) 362-8448

School of Nursing
graddepaul@depaul.edu
(773) 325-7315

School of Public Service
graddepaul@depaul.edu
(773) 325-7315

¹ Scholarship does not apply to all certificate programs. Please contact one of the college admissions offices above for more information.

Veterans Assistance

DePaul's Office of Veteran Affairs handles the following VA educational benefit programs:

- The Post-9/11 GI Bill® (Chapter 33) (http://www.benefits.va.gov/gibill/post911_gibill.asp) - for those who served at least 30 consecutive days on active duty after September 10, 2001
- The Post-9/11 GI Bill® Yellow-Ribbon program (http://www.benefits.va.gov/gibill/yellow_ribbon.asp) - for qualified Post-9/11 applicants
- The Montgomery GI Bill® – Active Duty (Chapter 30) (<https://www.va.gov/education/about-gi-bill-benefits/montgomery-active-duty/>) - for those who enlisted after 7/1/1985
- The Montgomery GI Bill® – Selective Reserve (Chapter 1606) (<https://www.va.gov/education/about-gi-bill-benefits/montgomery-selected-reserve/>)
- The Survivors' and Dependents' Educational Assistance Program (Chapter 35) (<http://www.benefits.va.gov/GIBILL/DEA.asp>) - for spouses and children of deceased or disabled veterans
- The Vocational Rehabilitation Program (Chapter 31) (<http://www.benefits.va.gov/vocrehab/>) - for disabled veterans approved by Veterans Affairs for study at DePaul

- The Marine Sergeant John David Fry Scholarship (http://www.benefits.va.gov/GIBILL/Fry_scholarship.asp) – this additional provision of the Post-9/11 GI Bill® may be awarded to a surviving spouse and children of an active duty member of the Armed Forces, who has died in the line of duty, on or after September 11, 2001. Eligible children may be married and under the age of 33.

DePaul University will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements)

Due to system automations, a late fee and/or a registration hold may accidentally go onto your account even if the above documents have been provided. Please know that we will be able to easily and quickly resolve a system automated late fee and/or registration hold if you just simply email us at veteransaffairs@depaul.edu

Additional information specific to veteran students (<http://www.depaul.edu/admission-and-aid/Pages/veteran-student.aspx>) is available through the Admission and Aid website as well as the Office of Veterans Affairs website (<http://veteransaffairs.depaul.edu/>).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at [benefits.va.gov/gibill](http://www.benefits.va.gov/gibill) (<https://www.benefits.va.gov/gibill/>).

DePaul DREAM Statement

At DePaul University we affirm the dignity of the individual. We value diversity and culture because these are part of our core values and traditions as a Catholic, Vincentian, and urban university. DePaul University has decided to take a strong and public stand for supporting undocumented students, and DREAM Act legislation. We believe supporting undocumented students is smart policy that will yield significant benefits for our university, city, state, and nation. We also know these young people who enter our doors are part of the next great generation who will build our collective future. It is for this reason that DePaul admits students regardless of their citizenship status. Because we welcome these students, it is incumbent upon all members of the DePaul community to understand DePaul's position on assisting undocumented students, realize the value that they bring to our university, and support their success as we support all of our students.

Graduate Academic Policies

General Information

This section of the handbook provides an alphabetical listing of all University policies, procedures, and regulations related to academics. As a student, you are responsible for adhering to the policies, procedures, and regulations included here, so please familiarize yourself with them. In addition, consult your college or school catalog for information specific to your program.

College or School Handbooks

- College of Communication (p. 1351)
- College of Computing and Digital Media (p. 1480)
- College of Education (p. 1362)
- College of Liberal Arts and Social Sciences (p. 1408)
- College of Science and Health (p. 1449)
- Kellstadt Graduate School of Business (p. 1473)
- School of Continuing and Professional Studies (p. 1489)
- School of Music (p. 1498)
- The Theatre School (p. 1508)

Academic Integrity

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

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

Additional Information and the complete Academic Integrity policy can be found on the Academic Integrity website (<https://offices.depaul.edu/academic-affairs/faculty-resources/academic-integrity/Pages/default.aspx>).

Academic Standing

Graduate Programs

Good Academic Standing

To be considered in good academic standing, DePaul graduate students pursuing a doctoral degree, master's degree, certificate or other credential must maintain, at a minimum, the required cumulative grade point average for good academic standing as stipulated by their degree program.

A graduate non-degree student must maintain at a minimum the grade point average stipulated by the college for good academic standing.

Failure to Maintain Good Academic Standing

Students who fail to maintain good academic standing may be subject to dismissal from their program in accordance with procedures established by their program/college. Many programs have established time or course limitations within which a student must return to good standing before they may be dismissed from the program.

Please consult the University Catalog, college and program-specific handbook sections for details.

Note

In addition, for those participating in federal financial aid programs, failure to maintain good academic standing will affect compliance with the federal Satisfactory Academic Progress requirements.

College of Law

Good Academic Standing

To be considered in good academic standing, DePaul students pursuing a degree or certificate must maintain, at a minimum, the required cumulative grade point average for good academic standing as stipulated by their degree program.

A law non-degree student must maintain at a minimum the grade point average stipulated by the college for good academic standing.

Failure to Maintain Good Academic Standing

Students who fail to maintain good academic standing may be subject to dismissal from their program in accordance with procedures established by their program/college. Many programs have established time or course limitations within which a student must return to good standing before they may be dismissed from the program.

Please consult the University Catalog, college and program-specific handbook sections for details.

Note

In addition, for those participating in federal financial aid programs, failure to maintain good academic standing will affect compliance with the federal Satisfactory Academic Progress requirements.

Joint Degree Programs

Good Academic Standing

To be considered in good academic standing, DePaul students pursuing a joint degree program where two degrees are awarded simultaneously (for example: two master's degrees, a master's degree and a juris doctor degree or a juris doctor and a master's of law degree) should consult the

degree requirement section of the University Catalog to determine the required minimum grade point average for good academic standing.

Failure to Maintain Good Academic Standing

Students who fail to maintain good academic standing may be subject to dismissal from the joint program in accordance with procedures established by the program. Many programs have established time or course limitations within which a student must return to good standing before they may be dismissed from the program.

Note

In addition, for those participating in federal financial aid programs, failure to maintain good academic standing will affect compliance with the federal Satisfactory Academic Progress requirements.

Admission

Admission decisions at DePaul University are based on a strong academic record, as well as personal and occupational achievements, ambition, energy, resourcefulness and leadership. The University recognizes that each individual brings unique abilities to the DePaul community and works with every student through a personalized and holistic application process. DePaul University does not discriminate on the basis of race, color, ethnicity, national origin, religion, sex, gender, gender identity or expression, sexual orientation, age, marital status, pregnancy, parental status, family relationship status, physical or mental disability, military status, genetic information or other status protected by local, state, or federal law in admissions, employment, or the provision of services.

For information on the types of admission, see the Admission page (p. 1510) in the University Information section of this handbook.

Dismissal/Readmission

Dismissal and Readmission decisions are made by each graduate program. Please consult your school or college handbook for additional information.

A student dismissed for a conduct-related reason, such as through the Student Conduct Process or the Academic Integrity Process is not eligible for readmission to the University. The only exception to this is a program specific dismissal, in which case the student is not dismissed from the University, only the specific program. In this case, the student is eligible to apply to other programs.

Evaluation and Credit

At DePaul, credit towards an undergraduate or graduate degree is accumulated on the basis of quarter hours (for College of Law, see the College of Law Handbook (p. 1608)). The unit of credit is one quarter hour granted for 45 minutes of instructional time and at least two hours of additional assigned work each week, or an equivalent amount of work for other credit-bearing activities. The standard course extends over a ten-week period and a final examination week; courses that occur over a different time-period (e.g. in the summer or December quarter) must incorporate the same total amount of instructional time and additional assigned work per credit hour as a standard course. Undergraduate and graduate courses carry 4 quarter hours of credit unless otherwise specified. Credit is earned if a student receives an A through D, or PA grade. Undergraduate credit may also be earned through credit-by-examination and transfer credit. The School of Continuing and

Professional Studies and the School of Nursing also may award credit based on assessment of prior learning. Some graduate programs may accept a limited number of transfer credits which is specified in the graduate program information.

Among other requirements specified in their respective catalogs, graduation with a bachelor's degree requires that a student successfully complete a minimum of 192 quarter hours of college credit; graduation with a master's degree requires that a student complete a minimum of 45 quarter hours of credit beyond the bachelor's degree. The requirements for approved combined bachelor's/master's degree require at least 36 quarter hours of credit beyond the bachelor's degree (with a minimum of 12 applicable graduate hours completed as part of the bachelor's degree). Graduation with a doctorate degree will require the minimum number of quarter hours specified by the degree awarding department or college.

Evaluation and Credit/Cross-listing Graduate with Undergraduate Courses

The Department of Education (ED) wants to ensure that students in graduate programs are earning credit for graduate-level work and that federal financial aid is going to support work toward a graduate degree. In its charge to carry out the ED rules, our accreditor, the Higher Learning Commission, has called on institutions to create policies that will "distinguish the various levels of learning that the institution offers, such as graduate and undergraduate, and may distinguish among departments or disciplines."

Graduate programs will continue to abide by the policies set out in the Graduate Handbook of the DePaul University Catalog. In addition, to ensure that graduate programs are appropriately distinct from undergraduate programs in the same or a related discipline, all graduate degree programs will include the following:

1. A core of courses that is offered solely at the graduate level, supported by a written rationale for the content of the core.
2. Course syllabi, including learning outcomes and assignments appropriate for graduate-level coursework. Any graduate courses that are cross-listed with undergraduate courses must have separate syllabi for each side of the cross-list, with distinct learning outcomes and assignments for each group. Undergraduate courses must be at the 300-level or above to be cross-listed with a graduate course.

Evaluation and Credit/Limitations

Consult your graduate program for information regarding the transfer of graduate credit from other institutions.

FERPA/Annual Notification

Annual Notification for DePaul Students: Your FERPA Rights

We want to take this opportunity to provide you with a summary of your rights under The Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student education records. Please view Understanding FERPA, a DePaul Central Learning Center video for information and instructions.

Your FERPA rights include:

1. The right to inspect and review your education record within 45 days after the University receives a request for access. If you want to review your record, contact the University office that maintains the record to make appropriate arrangements.
2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University official responsible for the record, clearly identifying the part of the record you want changed and why you believe it is inaccurate or misleading. That office will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.
3. The right to provide written consent before DePaul discloses personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

Some examples of exceptions include:

- School officials with "legitimate educational interests." A school official has a legitimate educational interest if the official has a professional need to review your education record in order to fulfill their official responsibilities. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: university faculty and staff, agents of the institution, students employed by the institution or who serve on official institutional committees, and representatives of agencies under contract with the University.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the university's state-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to:
 - i. develop, validate or administer predictive tests;
 - ii. administer student aid programs; or
 - iii. improve instruction.
- To accrediting organizations in order to carry out their accrediting functions.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information."

Directory information may be released without your written consent and includes the following: name, address, e-mail, telephone number, date of birth, college of enrollment, year in school, major, enrollment status (including current enrollment, dates of attendance, full-time/part-time or withdrawn), degrees, awards and honors received (e.g., Dean's List recognition), participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs (including ID pictures), videos depicting and/or concerning University life, and previous educational institutions attended. Please note that you have the right to withhold the release of directory information except to the extent that FERPA authorizes disclosure without consent (see #3 above).

To withhold the release of your directory information, you must log into the student portal, Campus Connect, and, under Student Privacy settings, indicate your preference. Please note two important details regarding placing a "No Release" on your record:

- i. A "No Release" on your record will prevent your name from being included on lists of students released to honor societies, dean's list and graduation announcements to local newspapers, and enrollment and degree verification to anyone, including potential employers.
 - ii. A "No Release" applies to all elements of directory information on your record.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

For additional information, please consult the U.S. Department of Education website (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/?src=rn>).

Questions concerning FERPA should be referred to DePaul Central:

DePaul Central

Lincoln Park: Schmitt Academic Center, 101

Loop: DePaul Center, Suite 101

Tel: (312) 362-8610 | dpcl@depaul.edu | depaulcentral.depaul.edu (<http://depaulcentral.depaul.edu>)

Final Exams

During the regular academic year faculty are expected to include a final examination, final project or final exercise in all classes. In order to provide students with sufficient time to prepare, a final examination (or exercise) is expected to take place on the scheduled examination date and period as approved by the university. Final projects that are substituted for a final examination or exercise are expected to be due at the time of the scheduled examination date and period. Only under rare circumstances and with the permission of the dean of the college may this allocated period of time for the completion of course work be shortened.

Grades

Grades can be accessed online via Campus Connect. Grades can be viewed and printed using the Unofficial Transcript in the Student Center in Campus Connect. This comprehensive report can be used for corporate tuition reimbursement. Some companies may allow the student to log

onto Campus Connect with a company representative present to verify grades for an individual term.

Following is the key to the system of evaluating a student's academic achievement of the educational objectives specified by the instructor in the course syllabus. These definitions apply to the straight letter grade. A plus grade represents slightly higher achievement than the straight letter grade. A minus grade represents slightly lower achievement than the straight letter grade. For undergraduate students, the addition of a # indicates an original attempt of a course which has been repeated; therefore the grade and credit are removed from the term and cumulative grade point average and credit hours.

Once a grade is assigned, university policy prohibits faculty from changing the grade without the permission of the college-based exceptions committee. Errors made in computation of the final grade (clerical error) and removal of an IN grade in accordance with university policy are exceptions to the grade change policy. Faculty may not assign or accept additional graded material in order to improve a student's final grade.

Grade	Description
A	The instructor judged the student to have accomplished the stated objectives of the course in an EXCELLENT manner.
B	The instructor judged the student to have accomplished the stated objectives of the course in a VERY GOOD manner.
C	The instructor judged the student to have accomplished the stated objectives of the course in a SATISFACTORY manner.
D	The instructor judged the student to have accomplished the stated objectives of the course in a POOR manner. (A grade of D will not fulfill the requirements in a major field of concentration.)
F	The instructor judged the student NOT to have accomplished the stated objectives of the course.
FX	Student failed to accomplish the stated objectives of the course due to non-attendance. Non-attendance is defined as never attending or ceasing to attend an in-person course (or never participating or ceasing to participate in an online course) without officially withdrawing. The FX is calculated into the student's GPA as an F. Instructors are required to provide the last date of attendance/participation.

IN	Temporary grade indicating that, following a request by the student, the instructor has given his or her permission for the student to receive an incomplete grade. In order to receive an IN grade, the student must have a) a satisfactory record in the work already completed for the course, b) encountered unusual or unforeseeable circumstances which prevent him/her from completing the course requirements by the end of the term, and c) applied to the instructor for permission to receive an IN. Please see the Grades, Incomplete (IN) and Research (R) Expiration Policy page in this handbook for additional information.
ING	Permanent grade assigned to a degree recipient who chooses not to resolve a grade of "IN" awarded during the two terms prior to graduation. The grade of "ING" (Incomplete, Graduated) is final, and cannot be changed or lapsed to "F" once the degree is posted.
PA	Passing achievement in a pass/fail course. (Grades A through D represent passing performance.)
W	Withdrawal from the course initiated by the student after the Last Day to Drop With No Penalty and before the Withdrawal Deadline. The W grade is automatically recorded on the student's transcript once it has been processed.
WA	Withdrawal from the course initiated by an advisor or administrator at the student's request, usually outside of established deadlines. Administrative withdrawals may be granted under extraordinary circumstances and require documentation for support. See the Withdrawal Policy page in this handbook for more information. During their DePaul career, students may be allowed one medical/personal approved administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term.

R	Temporary grade indicating that the student is making satisfactory progress in a course that formally extends beyond the end of a term. Only designated courses are eligible for R grades. Please see the R grade expiration policy on the Grades, Incomplete (IN) and Research (R) Expiration Policy page in this handbook for additional information.
RG	Permanent grade assigned to a degree recipient who chooses not to resolve a grade of "R" awarded during the last year prior to graduation. The grade of "RG" (Research, Graduated) is final, and cannot be changed or lapsed to "F" once the degree is posted.
M	Final grade not submitted by instructor.
AU	Auditor status; course does not earn credit.

Quality Points

Quality points are awarded to a student in relation to the grade given and the number of quarter hours of credit attempted in the course. Quality points are awarded according to the following schedule:

Letter	Description
A	4 times the number of credit hours assigned to the course
A-	3.7 times the number of credit hours assigned to the course
B+	3.3 times the number of credit hours assigned to the course
B	3 times the number of credit hours assigned to the course
B-	2.7 times the number of credit hours assigned to the course
C+	2.3 times the number of credit hours assigned to the course
C	2 times the number of credit hours assigned to the course
C-	1.7 times the number of credit hours assigned to the course
D+	1.3 times the number of credit hours assigned to the course
D	1 times the number of credit hours assigned to the course
F, FX	No quality points awarded
AU, W, WA, IN, PA, R, ING, RG, M	Quality points not assigned

Illustration

Grade	Quality Points Per Credit Hour	Credit Hours	Quality Points
A	4.0	4	16.0
A-	3.7	4	14.8
B+	3.3	4	13.2
B	3.0	4	12.0
B-	2.7	4	10.8
C+	2.3	4	9.2
C	2.0	4	8.0
C-	1.7	4	6.8
D+	1.3	4	5.2
D	1.0	4	4.0
F, FX	0.0	4	0.0
AU, W, WA, IN, PA, R, ING, RG, M Quality Points not assigned			

Grade Point Average

In general, a student's grade point average is computed by dividing the total number of quality points accumulated by the total number of credit hours attempted with quality points assigned. In addition, a number of graduate programs have specific regulations regarding the computation of the grade point for coursework outside the program. The grade point average is calculated only upon grades earned at DePaul University.

Grades, Challenges to

A. General Policies on Grading

- Grades are determined solely on the basis of the academic performance of each student according to pre-established criteria determined by the course instructor and consistent with university, college and departmental policies.
- Grade determination is the prerogative of the instructor subject to the constraint that any successfully challenged grade will be changed through faculty action.
- The criteria for evaluating academic performance are to be consistent with a course's goals and objectives, which have been approved by the appropriate academic authority before the course is scheduled. On the first day of class of each course the instructor is to explain in writing to the students the criteria for evaluating as well as the methods for grading student performance (examinations, papers, reports, etc.).
- The instructor in each course shall decide what criteria and methods for evaluating students are to be applied in the specific course. These decisions of the instructor, however, must be compatible with any policies previously accepted by the faculty of a department or college with respect to particular courses, especially courses offered in sequence where the qualifications of a student to begin an advanced course depend upon performance in a previous course. The methods of conducting a course are determined by the instructor within limitations set by the classification of a course as lecture-discussion, seminar, laboratory, etc. An instructor may vary the teaching methodology to meet particular circumstances of a course (type or number of students enrolled, concentrated calendar as in summer sessions, etc.) or the instructor's own desires to innovate or experiment with different approaches.

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

5. The actual evaluation and grading of academic performance is subject to the professional judgment of each instructor. Considerable personal discretion is required in these judgments - a justifiable margin of difference can exist between the evaluations made by two or more professional persons of the same academic performance.
6. Students are entitled to compare their work in the course with the criteria applied in deciding the final grade for the course. Accordingly, the course instructor is required either to return major papers and examinations to students or to make such available for students until the end of the following term. Spring Quarter materials are to be available until the end of the Autumn Quarter. For pedagogic reasons, an instructor is expected to review with the student the relative success of the student's accomplishments. The instructor is not expected to debate the grading.
7. A student may object to a grade for one or more of the following reasons:
 - a. The methods or criteria for evaluating academic performance, made explicit by the instructor at the beginning of the course, usually in a course syllabus or as subsequently modified with the majority consent of the students, were not actually applied in determining the grade.
 - b. The grade was determined or influenced by criteria other than those explained by the instructor or by criteria not relevant to academic performance.
 - c. The instructor applied predetermined criteria unfairly, which may include but not be limited to the following items:
 - The instructor's evaluation of academic performance so exceeded the reasonable limits of the instructor's discretion as not to be acceptable to the instructor's peers.
 - Predetermined criteria were not explained at the beginning of the quarter or semester.
2. It will recommend two boards for Liberal Arts and Social Sciences covering the following areas: Humanities and Behavioral and Social Sciences. The Faculty Council will make all appointments to Review Boards. The dean of a college may request the establishment of additional Review Boards.
3. Each Review Board will consist of three faculty members and two alternate faculty members and one student. Faculty members may not serve on challenges in which they are involved. Involvement includes assignment of the grade in question and/or attendance or participation in the class. In either of these cases, one of the alternates will be asked to serve.
4. The student representative on the Review Boards in Business, Computing and Digital Media, Communication, Education, Liberal Arts and Social Sciences, Science and Health, Law, Music, School of Continuing and Professional Studies, and Theatre will be the elected Senator from the college or school. In cases where this Senator is involved in the claim; i.e., had registered for, attended or participated in the class, the SGA EVP of Academic Affairs will serve as an alternate or, if necessary, the president may appoint the alternate.
5. The Review Board will select its own chair and vice chair (to serve in the absence of the chair). The Chair of the Review Board receives all requests for hearing from the dean or chair of the affected department, sets the calendar, notifies all board members and involved parties of the dates and times of the hearings and informs students by written notice of the recommendations of the board. The chair is responsible for adherence to the Procedures for Filing a Grade Challenge.
6. The boards will serve until the beginning of the Autumn Quarter of the academic year.
7. A quorum of the Review Board consists of three members of the board. Challenges will be upheld by a vote of three or more of the four member board. All members are voting members.
8. The members of the Review Board are expected to disqualify themselves should a conflict of interest arise.

B. Policies Regarding Grade Challenge

1. All Grade Challenge Review Boards must follow the procedures listed below.
2. A challenge to a grade will be reviewed and decided by tenured faculty unless the college or school has an insufficient number of tenured faculty to staff a Review Board.
3. The student who challenges a grade bears the full burden of proof that there are sufficient grounds for changing a grade.
4. Only the final grade of a course and its means of determination may be challenged.

C. Procedures for Establishing Grade Challenge Review Boards

1. At the beginning of each academic year, the Committee on Committees will recommend to the Faculty Council, the faculty members and alternates for one Review Board for each of the following colleges: Business, Computing and Digital Media, Communication, Education, Law, Music, School of Continuing and Professional Studies, Science and Health, and Theatre.

D. Procedures for Filing a Grade Challenge

In order to provide a forum for the fair resolution of academic disputes involving individual students and appropriateness of course grades, the following procedures have been developed and will be applied to all cases involving DePaul University students.

1. A student who is considering a grade challenge must discuss the grade with the instructor before the end of the following regular term. (Spring and Summer Quarter challenges must be made before the end of the Autumn Quarter. Law students challenging a Fall semester grade have a deadline of March 1 of the following Spring semester. Law students challenging a Summer/Spring semester grade have a deadline of October 1 of the following Fall semester.) The instructor is expected to explain the reason for the grade to the student. Only if the instructor is not at the university during the following regular term after the grade was issued, may the student proceed to challenge the grade without meeting with the instructor.
2. If, after the discussion with the faculty member, the student still disputes the final grade, the student may continue their challenge by submitting a written request for a hearing to the office of dean of the college or school in which the course was offered within the term following the award of the disputed grade. Since the following burden of proof rests upon the student, it is important that the student include a clear and coherent statement (typed) with the reason for the appeal, together with any supporting documents the student

may wish to include. Students may request that copies of supporting documents in possession of the faculty members be forwarded to the chair of the Review Board. All challenges will be thoroughly and fairly reviewed.

3. The dean of the college or school shall forward a copy of the request to the chair of the Review Board, the involved faculty person and the student. This must be signed and dated by the dean or chair of the affected department.
4. Once filed, the formal challenge is automatically forwarded through all stages of the appeal process unless the Review Board determines it to be groundless or frivolous. Additionally, the student has the option to discontinue the appeal at any stage by submitting a letter stating such to the instructor and chair of the Review Board.

Both the student and instructor will be informed in writing of all committee recommendations and decisions as well as any new written information bearing on the case. Only the instructor and/or the Review Board are empowered to change a grade.

5. The Review Board chair will send a copy of the grade appeal request and relevant materials received with it to the instructor involved. The instructor will return the materials with a written response within two weeks unless circumstances warrant an extension.

The chair is responsible for monitoring the time period. A copy of the instructor's response will be forwarded to the student who has filed the challenge. If the instructor does not respond within the time period, the committee will conclude its deliberations and vote on the challenge.

6. The Review Board may, at its discretion, seek oral clarification of the written responses from the student and faculty member. If it requests this further clarification, the Review Board must meet with both the student and faculty member separately if the student requests.
7. The Review Board shall evaluate the challenge and vote to approve or deny. Decisions of the Review Board arrived at by secret ballot are to be determined by a majority vote.

Such action must be taken within two months of the date of filing. (If the grade appeal is not passed along its designated route within the times specified, the student should notify the dean of the school or college who will determine the reason for the delay.)

8. The Review Board is to reach one of the three following decisions:
 - a. Challenge affirmed and settled by consent: i.e., the Review Board conducting the review devises a conciliation mutually acceptable to the student and the instructor who gave the grade. Should the acceptable conciliation involve a change of grade, the instructor will submit a change of grade.
 - b. Challenge affirmed and the Review Board may submit a change of grade card to the dean of the college or school in which the course was taught.
In determining the student's final grade, the Review Board will take into account all evidence of the student's academic performance in the course under challenge as well as the implications for the student's grade of the instructor's actions in the case in question.
 - c. Challenge denied; original grade stands.
9. The decision reached by the Review Board is to be communicated by the chair of the Review Board in writing directly to the dean of the

college or school, the instructor, and the student. The explanation for the decision will also be communicated.

10. Decisions by the Review Board are final and binding on all parties. The board's decision does not require the approval of the dean of the college or school, or the chair of the affected department.

Grades, Incomplete (IN) and Research (R) Expiration Policy

Incomplete (IN) Grade

An Incomplete (IN) grade is a temporary grade indicating that, following a request by the student, the instructor has given permission for the student to receive an incomplete grade. In order to receive an IN grade, the student must have a) a satisfactory record in the work already completed for the course, b) encountered unusual or unforeseeable circumstances which prevent them from completing the course requirements by the end of the term, and c) applied to the instructor for permission to receive an IN (see grade definition (<https://courses.depaul.edu/university-catalog/academic-handbooks/undergraduate/undergraduate-academic-policies/Pages/grades.aspx>)).

Undergraduate and graduate students have at most two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, the incomplete will automatically convert to an F grade. In the case of the Law School, incompletes must be completed by the end of the semester following the one in which the incomplete was assigned.

A faculty member has the prerogative to assign a completion date earlier than the two quarter deadline (one semester deadline for the Law School) and this date will supersede the two quarter timeframe (one semester timeframe for the Law School) stated above.

Students must adhere to the incomplete grade request procedure of the academic unit offering the course for which they are requesting the incomplete grade.

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

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

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

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

Research (R) Grade

An R grade is given when a student is making satisfactory progress in a course that extends beyond the end of the term or in a project extending

over more than one term. R grades, with the exception of students completing a thesis or a dissertation research course, must be completed within one academic year of the posting of the R grade or it reverts to an F grade.

A faculty member has the prerogative to assign a completion date earlier than the one academic year deadline and this date will supersede the one academic year stated above.

Ordinarily no R grade may be changed after the grace period has expired. Instructors may not change R grades after the end of the grace period without the permission of a college-based Exceptions Committee.

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

Students who have completed degree requirements, but have an R grade that has not yet expired can elect to have the degree posted and the R grade changed to a permanent R grade. The RG (Research, Graduated) grade is permanent and cannot be changed in the future. The student can also elect to postpone degree conferral until the R is resolved.

Grades, Repeating Classes

A graduate student may need to repeat a course. When a course is repeated, both grades earned are recorded on the academic record. They are designated as "original" and "repeated". However, only the second grade counts toward that degree requirement, is added to cumulative credit, and is calculated into the degree's cumulative grade point average.

If a student wishes to repeat a course more than once, they need permission from their graduate program director. Students who register for a course for the third time without first obtaining permission may be dropped from the course. All repeated course grades are calculated into the cumulative grade point average and only the last course grade applies to that degree requirement.

Note

Federal and state financial aid regulations restrict the number of times that a student may receive federal or state financial aid for repeating a course for which credit has been previously earned. The student should contact the Office of Financial Aid at DePaul Central to learn about the financial aid impact if they are considering repeating a course for which they have previously earned credit.

Graduation Requirements

1. The student must have satisfied all the requirements and regulations of the individual program and college or school granting the degree.
2. A formal application for graduation must be filed by a candidate. Application for graduation may be made only by classified degree seeking students. The student must complete the online degree conferral application in Campus Connect by the designated deadline date.

- Autumn degree conferral - October 1
- Winter degree conferral - January 15
- Spring degree conferral - February 1
- Summer degree conferral (August) - July 15

Submitting this on-line application does not guarantee the conferral (granting) of a degree from DePaul University. A student can change

the expected completion term up to the last day of that term. Degree requirements are reviewed at the end of the expected completion term indicated. If all requirements are met, the degree will be conferred within 30 days of the end of the term. Diplomas are mailed (to graduates without financial holds), generally within 45-60 days after the end of the term.

DePaul reports degree information to the National Student Clearinghouse monthly. Many companies and agencies use this service to verify awarded degrees. A student's degree will only be verified by the Clearinghouse if the student does not have a FERPA/Privacy restriction in Campus Connect at the time the degree is conferred. Students should verify Privacy Settings before the end of their completion term.

Graduation with Honors

Please consult your graduate program for specific information regarding graduation with honors.

Graduation, Commencement Ceremony

The University's annual graduate and undergraduate commencement exercises are conducted in June. Traditionally the University hosts a baccalaureate mass to which all graduating students and their families are invited the Friday of graduation weekend.

Attendance at the graduation exercise is optional, however, graduates must notify their college office of their intention by the published deadline date. Graduates will receive detailed instructions concerning the commencement exercise from the college office.

Graduation, Degree Conferral Policy

Final certification of degrees is completed by the Office of the University Registrar thirty days after the conferral date.

In dual degree programs authorized by the colleges, the degrees will be conferred simultaneously.

Academic records will be locked upon degree conferral. Under no circumstances will changes be made to the academic record after degree conferral.

If a student begins a new program of study at DePaul after a degree has been conferred, the student's GPA will be restarted. The one exception to this rule involves master's students whose DePaul master's degree is accepted to meet DePaul's PhD requirements either in the same or a new field. In this instance the GPA in the PhD program will include the GPA from the DePaul master's degree.

Combined Bachelor's + Master's Degree Program

Students combining a master's degree with a bachelor's degree in an approved DePaul Combined Bachelor's + Master's Program will restart their GPA at the beginning of their graduate career.

JD/LLM Program

In the case of students who are accepted into the joint JD/LLM program, the students' GPA in the LLM program will include the GPA from the

JD program. Students who have completed the JD degree and are independently pursuing the LLM degree will have their GPA restarted.

Graduation, Time Limit for Completion

Master's Degrees

DePaul students pursuing a master's degree must complete all requirements for the master's degree within a maximum of six years from their first term of enrollment in the program. Please note that individual colleges and/or programs may stipulate a shorter time frame. In the case where a program or college has a shorter time frame, students must complete their degree requirements within the time frame detailed by the program in the College Handbook or detailed in the program requirement sections of this University Catalog.

Students who are unable to complete the degree within this time frame are required to confer with their graduate program director/advisor to discuss their options.

Doctoral Degrees

DePaul students pursuing a doctoral degree must complete all requirements for the degree, including the dissertation, within a maximum of 10 years from their first term of enrollment in the program. Please note that individual colleges and/or programs may stipulate a shorter time frame. In the case where a program or college has a shorter time frame, students must complete their degree requirements within the time frame detailed by the program in the College Handbook or detailed in the program requirement sections of this University Catalog.

Students who are unable to complete the degree within this time frame are required to confer with their graduate program director/advisor to discuss their options.

College of Law Programs

DePaul students pursuing a juris doctor, master of laws or master of jurisprudence degree should consult the College of Law Student Handbook for Time Limit for Degree Completion.

Students who are unable to complete the degree within this time frame are required to confer with the Law Associate Dean for Student Affairs to discuss their options.

Joint Programs

DePaul students who are enrolled in a joint program where either two master's degrees, a master's degree and a juris doctor degree or a juris doctor and a master's of law degree are awarded simultaneously should consult the degree requirement section of the University Catalog for the maximum time to completion.

Students who are unable to complete the degrees within this time frame are required to confer with their graduate program directors/advisors to discuss their options.

Immunization, Proof of

DePaul University complies with Illinois state law (College Student Immunization Act [110 ILCS 20]) and the Illinois Department of Public Health College Immunization Code (77 Ill. Adm. Code 694), which mandates post-secondary institutions to submit an annual report on

student immunization requirements. All DePaul University students, born on or after January 1, 1957 and attend a university campus location, must provide proof of the required immunizations. Additionally, Illinois law requires that universities prevent students from registering for any subsequent terms if proof of immunization is not provided.

Proof of the following immunizations is required:

- Tetanus/Diphtheria/Pertussis - 3 doses (at least 1 tdap in lifetime, last dose within past 10 years)
- Measles- 2 doses (at least 28 days apart, after first birthday. Neither dose can be prior to 1968.)
- Mumps - 2 doses (at least 28 days apart, after first birthday. Neither dose can be prior to 1968.)
- Rubella - 2 doses (at least 28 days apart, after first birthday. Neither dose can be prior to 1968.)
- Meningococcal - 1 dose (if under the age of 22, taken on or after 16th birthday)

Please visit the Immunization Requirements (<http://www.depaul.edu/admission-and-aid/admitted/Pages/immunizations-requirements.aspx>) webpage for more information.

Leave of Absence

A student who requires time away from their academic program but who intends to re-enroll at DePaul within four quarters may request a leave of absence. Students must be enrolled in the fourth quarter after beginning their leave of absence (excluding summer term). Students will be subject to the NonEnrollment/ (p. 1545)Discontinuation Policy (p. 1545) if they do not enroll in the fourth term after their leave of absence begins. Students seeking a leave of absence related to military service will find the procedure outlined in the Military Academic Adjustments (p. 1544) policy. Students should consult their academic advisor to determine if their college has a more restrictive leave of absence policy. This policy does not cover the College of Law; therefore, College of Law students should consult with the college if seeking a leave of absence.

Students are limited to a maximum of three quarters leave of absence for each career (undergraduate or graduate). The quarters need not be consecutive. A student wishing to take a leave of absence must complete a Leave of Absence form in Campus Connect. Their Degree Progress Report will reflect the requirements from the student's entrance term while a student remains on leave of absence. Students are not required to reapply for admittance to the University if they re-enroll within four quarters (not including summer quarter). If a student does not return within this time frame, they must apply to be re-admitted as a student. If a student requests a leave of absence that spans fewer than the three quarters they are allowed as a maximum, they will be subject to the standard D (p. 1545)iscontinuation Policy (p. 1545) and will be discontinued if they do not enroll in the third quarter after their leave of absence begins. Re-admission does not extend the number of terms for which a student may take a leave of absence.

Students who receive financial aid are encouraged to consult with the Office of Financial Aid at DePaul Central to discuss the effect of a leave of absence on their financial aid.

To initiate a leave of absence, a student will use the tool in Campus Connect (select the "Academic Records" tile and click on "Leave/Withdrawal Request"). Upon submitting their request, the student will receive a notification of its receipt from the Office of the University

Registrar. The student will receive a second email once their leave of absence is processed.

Military Academic Adjustments

DePaul University will make academic adjustments for students in the military consistent with all applicable legal requirements. This could include, for example: academic adjustments with a course, options regarding withdrawals or leaves of absence, and readmission at the conclusion of active duty. The details of any academic adjustments are dependent on the student's specific military orders.

Procedures Regarding Withdrawals and Leaves of Absence: Students who are in the military and called to active duty that interrupts their enrollment must complete the DePaul University Leave/Withdrawal Request in Campus Connect. Students should indicate "military" on the application in Campus Connect. Upon their return, they will meet with an academic advisor to discuss resuming their studies.

Students are encouraged to contact the Veterans Student Affairs Office (<https://offices.depaul.edu/student-affairs/support-services/for-specific-populations/Pages/veteran-services.aspx>) for more information about other specific procedures regarding withdrawals, leaves of absence, academic adjustments, and for information regarding other policies that may be particularly applicable to students in the military.

Missing Student Notification Policy

Any member of the university community who believes that a student is a missing student should immediately contact DePaul Public Safety at (773) 325-7777. A "missing student" is a student who has been reported absent from the University for 24 hours or more without any known reason. Any other DePaul office that receives a report of a missing student (for example: the Dean of Students Office, Residential Education, College/ School offices, etc.) must immediately refer that report to Public Safety.

Public Safety will promptly investigate all reports of missing students to determine the validity of the report. If the report of a missing student is validated, the designated DePaul office will, within 24 hours of receiving the initial report:

1. Notify local law enforcement that the student is a missing student.
2. If the missing student has designated an emergency contact(s), including an additional emergency contact specifically related to being a Missing Student, attempt to notify the missing student's emergency contact(s) that the student is a missing student. Students are responsible for updating all emergency contact information in Campus Connect. All emergency contact information is only available to authorized DePaul personnel, and will only be released for approved purposes, such as to law enforcement in furtherance of a missing person investigation.
3. If the missing student is under 18 and not emancipated, attempt to notify the student's parent/guardian that the student is a missing student.

Public Safety is responsible for communicating all validated reports of missing students to local law enforcement within 24 hours of receiving the initial report.

Public Safety will work with Student Affairs regarding all reports of missing students. Student Affairs is responsible for communicating with

a missing student's emergency contact(s) (and if applicable, a missing student's parent/guardian) within 24 hours of receiving the initial report.

Students have the option to designate one or more emergency contacts in Campus Connect. This includes designating an additional emergency contact specifically related to being a Missing Student. If a student is a Missing Student, DePaul will notify those emergency contacts specifically designated as emergency contacts for Missing Student situations, and may notify other emergency contacts as well.

In order to make students aware of this policy, including the student's option to designate an emergency contact in Campus Connect, this policy will be summarized in DePaul's Annual Safety and Security Information Report, in the Undergraduate Student Handbook, and in the Graduate Student Handbook.

NonEnrollment/Discontinuation

Students who complete a term and do not enroll for the following term at DePaul remain active and eligible to enroll until they are formally discontinued. Discontinuation occurs when:

1. The student does not register in the term for which they were admitted.
2. The student does not register for three consecutive quarters (or for Law, two semesters), excluding summers. In these cases students must seek readmission.
3. The student has not made progress toward the degree for three consecutive quarters (or for Law, two semesters), excluding summers.

Candidates for theses, dissertations and students on year-long study abroad programs are excluded from this rule. In these cases, students must meet with a college academic advisor to get permission to register and/or seek readmission.

Students in the School of Music, The Theatre School, or the College of Law who intend to take one or more terms off must consult their college office.

Students who are suspended from the University through the Student Conduct Process or the Academic Integrity process, or students who are participating in a University-initiated temporary medical withdrawal process, are not discontinued until they do not register or make progress toward the degree for three consecutive quarters (or for Law, two semesters) following the date on which they could be eligible for return. In these cases students must seek readmission.

Posthumous Degree

A posthumous degree may be awarded to degree-seeking candidates who were actively enrolled and in good academic standing. Undergraduate students must have earned at least 132 credit hours; graduate and professional students must have completed at least 75% of the curriculum required for their degree.

For all other cases, the Dean may request a Certificate of Accomplishment be awarded to honor the student's progress toward the degree and accomplishments as a member in good standing of the DePaul community.

Registration

Students are responsible for planning their own programs and for completing course sequences and degree requirements. In planning each quarter's course of studies, students should remember that required courses take precedence over elective courses, and that some advanced courses have pre-requisites that must be completed first. Students should be guided by their interests or needs where electives are indicated. A student regularly employed is advised to discuss their course load for each quarter with an advisor prior to registration. Advisors are available to assist students in planning programs and schedules.

General Regulations

1. Students can add, drop, or swap classes via Campus Connect. It is the student's responsibility to verify that the transaction has been processed.
2. Students will receive credit only for classes for which they are registered.
3. Students who are not on the class roster are responsible for completing the steps necessary to resolve the issue. It is not the responsibility of the instructors to resolve the problem.
4. Student must officially register for classes by the stated deadline. For 10-week classes, the deadline is the end of the first week of the term. In addition, students should consult individual college regulations regarding special registrations (e.g., independent studies, internships, etc.).
5. The University is required to report enrollment and attendance to fulfill requirements established by several governmental agencies. To satisfy these requirements, it is University policy that attendance will be monitored in all classes. Each school or college maintains additional specific policies concerning attendance. Students should become familiar with these policies. Promptness is expected of a student for all class sessions. Tardiness of more than ten minutes is generally to be considered by the instructor as an absence.
6. Students' status at the university will be changed from "active" to "discontinued" if:
 - a. There is no enrollment in the term of admittance.
 - b. There is no registration activity for three consecutive quarters - excluding summers - in which case these students must seek readmission;
 - c. No progress has been made towards their degree for three consecutive terms, excluding summers. (Candidates for theses and students on year-long study abroad programs are excluded from this rule.)
7. Students who have been "discontinued," must apply and be approved for readmission to continue their studies.

Academic Calendar Formulas

Academic calendar deadline dates are based on the following formulas. These formulas are particularly important for classes that meet outside the standard (10 week term plus finals week) start and end dates for a term. Please consult your college office for specific dates relevant to your class.

- Students may not add classes after 10% of the scheduled class has elapsed.
- Students who drop a class or classes after 20% of the scheduled class has elapsed will be responsible for 100% tuition and a grade of W will be assigned.

- Students may not select a Pass/Fail grading option after 20% of the scheduled class has elapsed.
- Students may not select Audit (non-credit) grading option after 30% of the scheduled class has elapsed.
- Students may not withdraw from classes after 70% of the scheduled class has elapsed.

College/School Regulations

- Students may audit classes only with permission of their advisor or college office. Students may not change from the status of credit to audit or vice-versa after 30% of the term has elapsed (the third week of class for a 10 week class). Full tuition is assessed for audited classes.
- Students interested in earning credit in transfer must obtain approval from their college office prior to registration at the other institution.
- Extension courses taught through other accredited institutions are accepted only when the sponsoring institution itself conducts the courses and certifies the grade and credit through an official transcript. A DePaul degree-seeking student must obtain the written permission of the dean of their college before enrolling in an extension course.

Registration, Student Enrollment Classifications

College credit is accumulated on the basis of quarter hours earned.

Full-Time Student Status

An eight-quarter hour course load is considered full-time for graduate studies. For graduate students in The School of Music, a six-quarter hour course load is considered full-time.

Half-Time Student Status

A four- to seven-quarter hour course load is considered half-time for graduate studies.

Students Completing Thesis/Dissertation Requirements

Students should consult their program for enrollment information.

Self-service Enrollment Verifications are available through Campus Connect.

Requirement Term

Graduate Program Specific Information

A student will complete the graduate program requirements in place at the time of the student's first enrollment term in the graduate program.

A student who changes graduate programs while their studies are in progress will complete the requirements in place at the time they enroll in the new program.

A student who changes graduate programs during a break between terms (e.g. winter, spring) will follow the requirements in place for the term immediately following the break.

A student who applies for readmission will be subject to the program and concentration requirements in place in the enrollment term of readmission.

Other Information

A student currently enrolled in a degree program in which revisions are approved while their studies are in progress may elect to formally adopt the revised requirements.

Requirements, Curriculum

Official changes in courses, course numbers, titles, descriptions, and prerequisites and minor changes in program requirements may be made on a quarterly basis.

Multiple changes or thorough revisions in the requirements of a program, major, or concentration which have received the required university approvals may be made twice each year. Changes approved by May 15th will be effective for the Autumn term, and those by October 15th will be effective for the Winter/Spring/Summer terms.

New programs, majors, or concentrations that have received the required university approvals may be added to the University Catalog edition that corresponds with the first term the program is active.

Requirements, Program Termination/Substantial Changes

If an undergraduate major, graduate or law degree program is terminated or a program undergoes substantial changes, there must be a plan in place and a commitment to provide a reasonable opportunity for those active in the program to complete the current requirements of the degree.

The chart below provides the maximum time frame allowed to complete the degree from the point of termination/change:

Type of Program	Maximum Time Allowed ¹
Undergraduate majors	4 years
Undergraduate SCPS programs	6 years
Graduate programs (thesis required)	4 years
Graduate programs (MFA)	4 years
Graduate programs (thesis not required) and Professional MLS and LLM programs	3 years
Doctoral programs (embedded master's program)	8 years
Doctoral programs (stand-alone)	5 years
Professional JD programs	4 years

¹ If a program wishes to set shorter time frame for completion, they must explain their rationale and obtain approval from Faculty Council.

For programs with substantial changes, students may elect to pursue the new requirements in accordance with the Requirement Term Policy (p. 1546). Those students who are not able to complete their degree requirements within this time frame will be moved into the new requirements. For programs that have been terminated, undergraduate students may request to pursue a new major and graduate students may apply to a new graduate program. In addition, those students who are not

able to complete a terminated degree program within this time frame will be advised of other program opportunities that may be available.

Students are responsible for working with their advisors to develop a plan to finish within the stated timeframe. It is the student's responsibility to complete required courses when they are offered. Students should not wait to complete required coursework.

For required courses that will no longer be offered, the department will provide substitutions. Waivers may also be granted; however the student must still meet the minimum credit hours required.

Students admitted into or those who are in the admission process for a terminated program will be advised of alternative programs.

Once a program has been approved for termination, students will no longer be admitted or readmitted into the program and students will no longer be able to declare that major or program. The only exceptions to this are active students officially in an "intended" or "pre" major or students officially in a combined bachelor's/master's program. In accordance with the requirement term policy, students who are discontinued will not be eligible to be readmitted into a terminated program.

Transcripts

The Office of the University Registrar processes official transcript requests for DePaul University. Official transcripts can be requested on-line through Campus Connect.

The Family Educational Rights and Privacy Act of 1974 prohibits release of confidential transcript information without the student's authorization.

Generally, transcripts will be issued only after the student has fulfilled all financial obligations to the University. When a transcript is needed for employment or employment verification purposes, a transcript will be issued even if a student account balance exists.

Tuition Policy

All tuition and fees are due to DePaul University by the published tuition due date for that term. All charges must be paid in-full by the payment date.

Tuition charges for any course registrations made after the due date must be paid in full within 24 hours of registration.

Tuition bills may be accessed online through Campus Connect. The student will be required to sign up for E-Bill to access their bills or to grant access to a guest user.

Students whose accounts show a balance due after the tuition due date will be subject to a late fee and prohibited from future registration, receiving transcripts (unless required for employment purposes), and other university services.

Withdrawal, Tuition

Students must withdraw from classes through the registration function in Campus Connect. Withdrawals processed via the web or through direct contact with the home school/college office are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an authorized withdrawal from class and will result in academic as well as financial penalty.

When the withdrawal occurs, the tuition charge for courses during a 10-week quarter will be reduced according to the following schedule, in accord with the tuition package:

Withdrawal	Refund
Up to 20% or 2 weeks of a ten week term	100% refund
After 20% of the term	0% refund

Notes

- Students receiving financial aid are advised to contact a Financial Aid Counselor to discuss the impact of a withdrawal on Satisfactory Academic Progress and aid eligibility at DePaul University or any other school to which they may transfer.
- Students in university housing are advised to contact Housing & Residence Life to discuss the impact of withdrawal upon their eligibility to maintain residence on-campus.

Withdrawal/Drop Policy

The following policies pertain to the withdrawal from individual courses, the withdrawal of all courses for a given term, and withdrawal from the University.

There are two categories of Withdrawals:

- College/University Initiated (p. 1550)
- Student Initiated (p. 1551)

College/University Initiated

Under rare circumstances, DePaul University may need to administratively drop a student from a course (or courses) for which the student is registered. This policy outlines those instances and establishes the procedures to be followed by the University to drop a student from the course.

DePaul University reserves the right to administratively drop a student from a course (or courses) under a limited number of circumstances. These fall into two categories: those performed by the college offices and those performed by the Office of the Registrar.

College Office

A student may be administratively dropped from a course (or courses) by the home college, if the student is:

1. registered for a course (not repeatable for credit) for the third or more time and has not received appropriate permission to repeat the course again.
2. registered for a course (not repeatable for credit) in which the student originally earned a C- or better and has not received appropriate permission to repeat the course.
3. on probation and exceeds the allowable number of credit hours and has not received the appropriate permission to register for the additional hours.
4. registered for more than the maximum number of competencies allowed within competency-based courses (SCPS).
5. academically dismissed from the University.
6. registered for a course that has been cancelled.

Office of the University Registrar

A student may be administratively dropped from a course (or courses) by the Office of the University Registrar, if the student has:

1. not met the prerequisites for the course and has not received appropriate permission to take the course without the prerequisite.
2. been suspended for the term or permanently dismissed from the University as the result of an academic integrity violation hearing or a student code of conduct judicial board hearing.

Student Initiated

Students who must withdraw either from a course or from the University may do so by using Campus Connect, the University's web registration system. Students unable to use the web registration system should contact their home school/college office, whether in person, phone or email (emails must be sent from the student's preferred email listed in Campus Connect). Students who are physically unable to contact the university may designate someone to act on their behalf.

Withdrawals processed through Campus Connect are effective the day on which they are made. Withdrawals processed through the student's home school/college office are effective:

- in person: the date the student had the transaction processed in the office
- for email: the date the email was sent
- for mail: the date the letter was received

Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from the course and will result in academic as well as financial penalty.

A. Withdrawal from One or More Courses

Students who wish to withdraw from one or more courses within a term must do so by the stated deadline date(s) for that term. Students who missed the deadline due to extenuating circumstances should consult section C.

Students who withdraw from all courses for a term, and who plan to return the next term, are eligible to register for the next term.

Students who plan to permanently withdraw from the University should consult Section B.

B. Withdrawal from the University

Students who decide to permanently withdraw from the University must do so using the DePaul University Permanent Withdrawal/Military Leave Request application in Campus Connect. Students are strongly encouraged to consult with their advisor before doing so.

1. Students enrolled for current and/or future terms are required to withdraw from all courses before requesting permanent withdrawal in the DePaul University Permanent Withdrawal/Military Leave Request application in Campus Connect.
2. Students who are not currently enrolled and wish to permanently withdraw from the university should complete the DePaul University Permanent Withdrawal/Military Leave Request application in Campus Connect.

- Students who wish to return to the University after a permanent withdrawal must complete an application for readmission.

C. Late Withdrawals

In rare circumstances, students who missed the deadline to withdraw from a course (or courses) may request a late withdrawal from either the Dean of Students office or the student's home college office.

- Decision-making for late withdrawals resides primarily in the Dean of Students Office for personal/medical issues, and in the School/College Office for all other issues. These principles underlie the decision-making processes:
All policies are driven by academic concerns:
 - Decisions are guided by the best interests of the students.
 - Decisions will be made in compliance with federal regulations.
- Restrictions on requesting approval for late withdrawal:
Requests for late withdrawals from one or more courses in a given quarter must be submitted to either the Dean of Students Office (for medical/personal withdrawals), or the student's home School/College Office (for administrative withdrawals) by the following deadlines.

For Undergraduate/Graduate:

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

For the College of Law:

- Fall Semester: Last day of the final exam period for the fall semester.
- Spring Semester: Last day of the final exam period for the spring semester.
- Summer Semester: Last day of the final exam period for the summer semester.

College of Law students filing a late withdrawal appeal in the Fall or Spring semester of the first year of law school must request withdrawal from all courses.

During their college career, students may be allowed one medical/personal approved administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term.

Zero-Credit Hour Courses, Graduate and Law

Graduate Students Completing Thesis or Dissertation

Many of DePaul's masters and doctoral degree programs require a thesis or dissertation to earn the degree. The thesis or dissertation is often completed after all required credit hours and coursework is satisfied.

Programs may offer a variety of 0-credit hour courses to accurately represent the student's status while the student completes the thesis or

dissertation. Each of these courses will have a unique course catalog number differentiating it from the others. These course offerings include:

1) Zero-credit hour course that supports a student's full-time work on the thesis or dissertation

This course is reserved for students whose work on the thesis or dissertation is considered equivalent to that of a full-time course load. Students enrolled in this course:

- are reported as enrolled full-time for federal reporting and fellowships
- are eligible to defer loans
- are eligible to apply for federal loans and borrow for living expenses
- may be limited by their program as to the number of times they are eligible to enroll for the course
- will receive a Pass or Fail grade determined by the thesis/dissertation director which supports the students work during the term

2) Zero-credit hour course that supports a student's half-time work on the thesis or dissertation

This course is reserved for students whose work on the thesis or dissertation is considered equivalent to that of a half-time course load. Students enrolled in this course:

- are reported as enrolled half-time for federal reporting and fellowships
- are eligible to defer loans
- are eligible to apply for federal loan and borrow for living expenses
- may be limited by their program as to the number of times they are eligible to enroll for the course
- will receive a Pass or Fail grade determined by the thesis/dissertation director which supports the students work during the term

3) Zero-credit hour course that supports a student's less than half-time work on the thesis or dissertation

This course is reserved for students whose work on the thesis or dissertation is considered equivalent to that of a less than half-time course load. Students enrolled in this course:

- are reported as enrolled less than half-time for federal reporting and fellowships
- may be limited by their program as to the number of times they are eligible to enroll for the course
- will receive a Pass or Fail grade determined by the thesis/dissertation director which supports the students work during the term

Please Note:

- Some graduate programs may require a final culminating project, practicum or exercise as part of the degree. The above enrollment guidance may be followed for these courses if they are offered for 0-credit hours and should carry an enrollment status equivalency.
- Students in zero-credit hour courses are subject to the time limit for degree completion as determined by their program.

Other 0-Credit Hour Courses

There are other 0-credit hour courses offered by graduate or doctoral programs that do not fall into the above categories. These courses will keep the student in an active status. Each of these courses will have a unique course catalog number differentiating it from the others.

Examples of these courses may include:

- courses for students completing work in other courses where an IN or R grade was awarded who need access to university resources
- courses that are non-credit bearing degree program requirements (such as presentation skills, field experiences, etc.)

Please Note for Other 0-Credit Hour Courses:

1. Depending on the type of course, the program will determine if a grade is required.
2. Students in zero-credit hour courses are subject to the time limit for degree completion as determined by their program.

University Resources

- Career Center (p. 1588)
- Center for Students with Disabilities (p. 1588)
- Dean of Students Office (p. 1589)
- Department of Housing and Residence Life (p. 1589)
- DePaul Central (p. 1589)
- Division of Mission and Ministry (p. 1589)
- Graduate and Professional College Offices (p. 1590)
- Health Promotion and Wellness (p. 1591)
- Health Services (p. 1592)
- Language Learning Center (p. 1592)
- Libraries (p. 1592)
- Office of Multicultural Student Success (p. 1592)
- Science and Math Tutoring Services (p. 1593)
- Student Affairs (p. 1593)
- Student Involvement (p. 1593)
- Student Legal Resources (p. 1593)
- Technology Resources (p. 1593)
- The Writing Center (p. 1594)
- University Counseling & Psychological Services (UCAPS) (p. 1594)

Career Center

At the DePaul University Career Center, we believe the path to your successful future starts with you. By helping you understand and shape your passions, interests and skills, we connect you with majors, internships, jobs and opportunities so that you can take on Chicago—and the world—with vigor, knowledge and preparation. No matter where you are in your career search, whether it's deciding on a major or career path, making a career change, or preparing for your first job interview, we can help.

- Explore career options whether you are just starting your job search or are looking for a change.
- Meet with a career community advisor (<https://resources.depaul.edu/career-center/career-advising/Pages/career-communities.aspx>) to talk about how your passions, skills and academic interests match a variety of careers.
- Build skills, chart your career path, explore career experiences, and earn academic credit for your job or internship through our 2- and 4-credit Career & Life Design courses.

- Find a job with one of the thousands of employers who recruit DePaul grads. Login to Handshake (<https://depaul.joinhandshake.com/login/>) to get started.
- Connect with DePaul alumni through the Alumni Sharing Knowledge (<https://resources.depaul.edu/career-center/services-resources/Pages/alumni-sharing-knowledge.aspx>) (ASK) Network for career-related networking and mentoring.

The Career Center is located at DePaul's Lincoln Park Campus in SAC 192 and at the Loop Campus in DePaul Center 9500. Students may contact the office at (312) 362-8437 for appointments, or visit the Career Center website (<https://resources.depaul.edu/career-center/Pages/default.aspx>) (<https://resources.depaul.edu/career-center/Pages/default.aspx>) for additional information.

Center for Students with Disabilities

The Center for Students with Disabilities (CSD) coordinates DePaul University's provision of accommodations and other services to students with disabilities pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. CSD regularly works with students diagnosed with a range of disabilities such as learning disabilities, AD/HD, medical conditions, chronic illness, mental health disorders, and physical/visual disabilities, amongst others. Student success is at the core of the CSD's mission and fits integrally with DePaul University as a diverse learning community.

Students are encouraged to enroll with CSD to receive accommodations and additional support services. CSD students are enrolled in all Colleges and Schools at DePaul, and may be full-time, part-time, undergraduate, or graduate level students. Some accommodations and services may include extended time on exams, assistance with note-taking, adaptive equipment, real-time captioning, classroom accommodations, advocacy, and assistive technologies amongst other support services.

CSD enrollment procedures require appropriate documentation of a student's disability and other identified information, as well as a personal meeting with CSD staff.

CSD is also a resource for faculty and staff who may have questions about accommodating, or otherwise working with, students with disabilities.

CSD has two full-service office locations:

- Lincoln Park Campus, Student Center 370, 773/325-1677
- Loop Campus, Lewis Center 1420, 312/362-8002

For more information, please view the Center for Students with Disabilities website <http://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx> or contact staff at csd@depaul.edu.

As a result of participating in **Center for Students with Disabilities** programs and services, students will be able to:

- Develop competencies in effective communication, critical thinking, technological prowess, and wellness skills to foster academic and personal success at DePaul and afterwards.
- Develop self-awareness and understanding of personal strengths and challenges to become effective self-advocates and assume their individual responsibilities in actively pursuing their roles in the academic community.
- Accept aspects of disability culture and diversity.

- Effectively manage personal and learning challenges to successfully interact in academic, professional, and social environments and as future contributing members of society.
- Demonstrate connections of acquired knowledge to other knowledge, ideas and experiences and relate knowledge to daily life.

Dean of Students Office

The Dean of Students Office is an invaluable resource, advocate and support for providing and identifying resources and services for students. The office helps individuals in navigating the university, particularly during difficult situations, as in personal, medical, mental health, and/or family crises. The Dean of Students Office is also responsible for overseeing the Code of Student Responsibility and managing the Student Conduct Process.

Additional information is available from the Dean of Students Office (<https://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx>).

As a result of participating in **Dean of Students** programs and services, students will be able to:

- Utilize appropriate university and community resources to manage personal, professional and academic challenges.
- Utilize self-assessment strategies and develop skills to become empowered self-advocates.
- Communicate community standards and take responsibility for choices and actions.

Department of Housing and Residence Life

The Department of Housing and Residence Life, through its quality facilities and dedicated staff, promotes safe and inclusive on-campus communities that support and empower student academic success and personal development. In addition, Housing and Residence Life is responsible for responding to resident crises, building a sense of community and DePaul spirit, managing the student conduct process and providing residents with high-quality opportunities for engagement.

For more information about housing at DePaul, visit <http://offices.depaul.edu/housing> (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fhousing&data=05%7C01%7CWPFEIFFE%40depaul.edu%7C9fd8c7e12276421c4fff08db4b26556e%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C6381864014113428542000%7C7C&sdata=WdQZaNSJRYM1DZz56vtQb%2FoAtDjxEHaY88oR%2FLAAzFY%3D&reserved=0>).

DePaul Central

DePaul Central is your one-stop resource for helping students manage the business side of being a student. Services include: Account Transactions, Financial Aid Inquiries, Ordering Transcripts, Payment Plan Inquiries, and Submitting Immunization Records.

DePaul Central ensures student issues are resolved in a timely manner and with the right level of attention and care they deserve so students can focus on what really matters: their academics.

- Visit with DePaul Central staff:
 - Lincoln Park: Schmitt Academic Center 101, 2320 N. Kenmore Avenue
 - Loop: DePaul Center, 1 E. Jackson Boulevard, Suite 101
- You also can get answers to many questions online or over the phone.
 - Email: dpcl@depaul.edu
 - Phone: (312) 362-8610
 - Web: depaulcentral.depaul.edu (<http://depaulcentral.depaul.edu>)
 - Facebook: [/depaulcentral](https://www.facebook.com/DePaulCentral/) (<https://www.facebook.com/DePaulCentral/>)
 - Twitter: [@depaulcentral](https://twitter.com/DePaulCentral/) (<https://twitter.com/DePaulCentral/>)
 - FATV: depaul.financialaidtv.com (<https://depaul.financialaidtv.com/>)

Division of Mission and Ministry Religious and Spiritual Support

The Division of Mission and Ministry supports and nurtures the spiritual and faith life of the university through the ministry and programs offered by Catholic Campus Ministry (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fcatholic-campus%2FPages%2Fdefault.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7C7C&sdata=P0klU31pmdHACIQbSqagQhNT5V9bBA%2Bkstc%2FYDTKN0%3D&reserved=0>), the Religious Diversity and Pastoral Care team (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Freligious%2FPages%2Fdefault.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7C7C&sdata=FK%2BqW%2BHAkD2wn%2FRJUtdNv5x%2Fo78S%2B0Ps580mInsqX%2B4%3D&reserved=0>), and the Vincentian Service and Formation Office (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Fcommunity-service%2FPages%2Fvincentian-service-and-formation.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7C7C&sdata=Vf1eBPwzenMABo0%3D&reserved=0>).

Spirituality, service, and a commitment to justice are at the heart of the learning that happens at DePaul. Mission and Ministry can help you find lifelong friends, make a difference in the world around you, and develop a community in which you can live out the vision and Vincentian values of the university. Here are some of the things we offer:

Sacred Spaces on Campus

Looking for a place to pray or experience community with other religious/spiritual students? We have options on both the Lincoln Park and Loop campuses. You can pray in one of our Muslim prayer rooms (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Freligious%2FPages%2Fmuslim>

life.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu
%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a6476
%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQJjoiV2luMzliLCJBTiI6Iik
%7C3000%7C%7C
%7C&sdata=f6pe6BlcetsbGafZwhznkLnUNuPwVMEVMSmUI9NPVA
%3D&reserved=0), attend mass ([https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fcatholic-campus%2FPages%2FSacred-Campus-Spaces.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a6476%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQJjoiV2luMzliLCJBTiI6Iik%7C3000%7C%7C%7C&sdata=ZsSGcpQgaUF0GZPZzxIV6ThJdqDj%2FUk1m3lZdl5%2FFc0%3D&reserved=0](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fcatholic-campus%2FPages%2Fliturgy-and-Prayer.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a6476%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQJjoiV2luMzliLCJBTiI6Iik%7C3000%7C%7C%7C&sdata=1GmS%2BaU9bJHxtiePcjyt5LUiHgO6hDNxoZGnnzk10G8%3D&reserved=0)), hang out in the Jewish Life (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Freligious%2FPages%2Fjewish-life.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a6476%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQJjoiV2luMzliLCJBTiI6Iik%7C3000%7C%7C%7C&sdata=pVvqYorQy3FMc0qWy3AbS%2BZASzYwlkyGoOwPy1o6Xk%3D&reserved=0>) or Catholic Campus Ministry suites in the Lincoln Park Student Center, join a student group or come to one of our 4D (Four Ways of Interfaith Dialogue) celebrations or events.

Student Religious Organizations

Go to DeHub ([https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdehub.depaul.edu%2Ffeeds%3Ftype%3Dclub%26type_id%3D45%26tab%3Dabout&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a6476%7CTWFPbGZsb3d8eyJWljoIMC4wLjAwMDAilCJQljoiv2luMzliLCJBtIl6ik%7C3000%7C%7C&sdata=iefCKLmAeb1kmjK205rT0JVfZWsx3Hh3paKOPORSsTQ%3D&reserved=0](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdehub.depaul.edu%2Fhome_login&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a6476%7CTWFPbGZsb3d8eyJWljoIMC4wLjAwMDAilCJQljoiv2luMzliLCJBtIl6ik%7C3000%7C%7C&sdata=XG5P0TUKsByW%2BygXQ7%2BktG9WVAgdrya7yeE1k%2FBBAlO%3D&reserved=0)/Groups and choose “Religious and Spiritual” under the Group Category to find many religious/spiritual groups to explore including those that are Catholic, Jewish, Muslim, Orthodox Christian and other Christian groups such as L.I.F.T and Intervarsity, as well as Vincentian volunteer community service groups. You can also check out Mission and Ministry-led groups such as Sankofa Black Student Formation (<a href=)).

Spiritual Companionship

Spiritual Companioning

Wrestling with spiritual questions? Grieving the loss of a loved one or a relationship? Going through a significant life transition? Seeking and/or exploring religious traditions other than your own? Questioning your identity? Sometimes we all need a listening ear, someone with whom to process the questions we face. The Division of Mission and Ministry's professional staff is made up of experienced ordained and lay ministers rooted in multiple faith traditions who to the spiritual needs of students. Please refer to this page (<https://nam10.safelinks protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fpages%2Fspirituality.aspx&data=05%7C01%7CWPFIEFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7CTWFPbGZsb3d8eyJWljoimc4wLjAwMDAiLCJQjoiV2luMzliLCJBTlIt6lk1haWwiLC%7C3000%7C%7C%7C&data=YxAZRTZREj5GVbYc5%2BtstTUSadc6OSYLbAerPLK41ns%3D&reserved=0>) to find out about scheduling an in-person or virtual pastoral care conversation, or to find out about requesting assistance with prayer requests, hospital visits, memorials and other spiritual needs.

Interfaith Holiday Calendar

This interfaith calendar provides information on world religious holidays that fall within DePaul's academic calendar and may therefore effect DePaul students, faculty, and staff. Here is the 2022-2025 Religious Diversity Interfaith Holiday Calendar & Suggested Accommodations. (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%253E%2F%2Fwww.campus.depaul.edu%2Fcalendar%2Fpages%2Freligious-observance-calendar.aspx&data=05%7C01%7CWPFIEFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7CTWfPbGZsb3d8eyJWljoimc4wLjAwMADIkCJlqioiV2luMzliLCJBTi16lk1haWwLCl%7C7C3000%7C7C%7C7Csdta=CHRQU12VPD2tCKiNgEj%2FSAck2KS1hAlNxt1a0rm5MW0%3D&reserved=0>)

Vincentian Community Service

You can find out more about weekly, 1-day, and occasional volunteer service opportunities based on the VIA "Vincentians in Action" framework here ([https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-misery%2Fcommunity-service-75e2f9c76087c0%7C638182152514815667%7CUnknown%5E%2Fpages%2Fdefault.aspx&data=55%7EdB%7CWPLHPE%40depaul.edu&wddedcd9b5d5594f0ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7CTWFPbgZsb3d8eyJWljoiMC4wLjAwMDAiLCJQlloiV2luMzliLCJBtIlk1haWwiLC%7C3000%7C%7C%7C&data=InyngTX4QvjcPvjltteexmRo6zs5lfxsierX6qvuhE%3D&reserved=0](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-misery%2Fcommunity-service-75e2f9c76087c0%7C638182152514815667%7CUnknown%5E%2Fpages%2Fdefault.aspx&data=55%7EdB%7CWPLHPE%40depaul.edu&wddedcd9b5d5594f0ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2%7CTWFPbgZsb3d8eyJWljoiMC4wLjAwMDAiLCJQlloiV2luMzliLCJBtIlk1haWwiLC%7C3000%7C%7C%7C%7C&data=InyngTX4QvjcPvjltteexmRo6zs5lfxsierX6qvuhE%3D&reserved=0)). These opportunities are open to people who identify as religious/spiritual and to those who do not.

Graduate and Professional College Offices

Driehaus College of Business, Kellstadt

5e75ea2f97c0%7C0%7C638183152514815676%7CUnknown
law@depaul.edu
law@depaul.edu%3D
312/362.8810
DePaul Center 5300
1 East Jackson Boulevard

College of Communication

cmnadvising@depaul.edu

312/362.8600

Richard M. and Maggie C. Daley Building Suite 1800
14 East Jackson Boulevard

Jarvis College of Computing and Digital Media

advising@cdm.depaul.edu

312/362.8381

CDM Center Mezzanine
243 South Wabash Avenue

College of Education

edadvisor@depaul.edu

773/325.7740

2247 North Halstead Street

College of Law

lawstudentservices@depaul.edu

312.362.8701

Suite 100

25 East Jackson Boulevard

College of Liberal Arts and Social Sciences

lasgraduateoffice@depaul.edu

773/325.4008

990 W. Fullerton Avenue, Suite 1200

College of Science and Health

cshadvising@depaul.edu

773/325.8490

McGowan South 4th floor
1110 W. Belden Ave

School of Music

musicadvising@depaul.edu

773/325.7260

Music Building
804 West Belden Avenue

School of Continuing and Professional Studies

scpsadvising@depaul.edu (snladvising@depaul.edu)

312/362.8001

Richard M. and Maggie C. Daley Building Suite 1400
14 East Jackson Boulevard

Theatre School

dcorrin@depaul.edu

773/325.7917

2350 N. Racine Avenue

Health Promotion and Wellness

Health Services

Health Services are offered through AMITA SAGE medical group. It is available to all enrolled students for a fee. If you live in a residence hall, with the exception of the University Center, you are automatically enrolled in DePaul Student Health Services. Student Health Service is NOT health insurance; you may need additional coverage. Additional information is available from the Office of Health Promotion and Wellness <http://go.depaul.edu/healthservices> (<http://go.depaul.edu/healthservices/>).

Health Promotion and Wellness

Health Promotion & Wellness (HPW) provides holistic education, support and resources for individuals to create and sustain long-term, healthy behaviors.

Alcohol and Substance Misuse Prevention

Alcohol and Substance Misuse Prevention at DePaul University stems from a harm-reduction approach, which encourages healthy choices and responsible decision-making regarding the use of alcohol, tobacco and other drugs. Students are also asked to consider their own safety and the safety of the community in relation to alcohol and substance use. HPW recognizes that students may be choosing to live substance-free, practicing harm reduction, or in recovery. The office offers various programs and presentations throughout the year, while also providing support to those in recovery or experiencing any issues related to substance misuse. Students can engage in individual support, group workshops, and/or the Collegiate Recovery Community.

Sexual and Relationship Violence Prevention

Sexual and Relationship Violence (SRV) Prevention at DePaul University is guided by a trauma-informed framework to address the impacts of trauma on campus community members. This practice is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for everyone, and that creates opportunities for survivors to rebuild a sense of control and empowerment. SRV prevention at DePaul University includes providing opportunities for the community to engage in bystander intervention training, educational opportunities to learn more about trauma-informed framework, healthy relationship education and Survivor Support Advocacy.

Mental Well-being Prevention

Mental Well-being prevention at DePaul University is guided by a holistic approach to mental health and wellness. This includes recognizing that our health and wellness is more than just the absence of disease and more than just physical and mental health. It means that all of our facets of wellness (social, emotional, intellectual, environmental, financial, physical and spiritual) are equally important. When we neglect one facet, we can see the imbalance and its effect on all of our other facets of wellness. HPW offers workshops, educational opportunities, resources and individual wellness coaching to help students prioritize themselves and care for themselves in a holistic and comprehensive method.

Office of Health Promotion and Wellness
Lincoln Park Student Center, Suite 302
2250 N. Sheffield Ave.
773-325-7129

hpw@depaul.edu

Co-Curricular Learning Outcomes

As a result of participating in **Health Promotion and Wellness** programs, students will be able to:

- Develop decision-making skills related to their personal health and community well-being.
- Utilize on and off-campus resources related to their well-being and the well-being of others.
- Demonstrate reflective thinking about the impact of their choices on themselves and others.
- Articulate the relationship between societal norms and their perception of their personal health and community well-being

Health Services

Health Services are offered through AMITA SAGE Medical Group. It is available to all enrolled students for a fee. If you live in a residence hall, with the exception of the University Center, you are automatically enrolled in DePaul Student Health Services.

Student Health Service is NOT health insurance; you may need additional coverage.

Additional information is available from the Office of Health Promotion and Wellness <http://go.depaul.edu/healthservices> (<http://go.depaul.edu/healthservices/>).

Language Learning Center

Free language tutoring service is available through the Department of Modern Languages (MOL).

- Each tutor holds one-on-one meetings either in-person in our Language Learning Center (SAC 305) or online via Zoom.
- Tutors are generally available 8 am-8 pm, Monday through Friday each quarter, with some weekend availability as well.
- Our tutors provide the following language-related assistance:
 - Helping improve students' pronunciation;
 - Explaining grammar structures;
 - Practicing conversational skills;
 - Assisting with reading assignments;
 - Helping with writing assignments;
 - Offering other language-related support in all academic subjects.

You can schedule appointments on your own—at any time—using our online scheduler, WOnline (<https://depaul.mywconline.net/>). If you need assistance, you can chat with a Language Learning Center assistant using our Live Chat feature, or call the Language Learning Center at 773-325-1888.

Libraries

The DePaul University Library is a hub for teaching and learning with resources, services and spaces to support students' academic and personal success. The University Library includes the John T. Richardson Library (<https://library.depaul.edu/about/locations/lincoln-park/Pages/default.aspx>) in Lincoln Park and the Loop Library (<https://library.depaul.edu/about/locations/loop/Pages/default.aspx>) on the 10th floor of the DePaul Center. The Vincent G. Rinn Law Library (<https://law.depaul.edu/library/Pages/default.aspx>) is part of the College of Law and is located in the Lewis Center on the Loop Campus.

Resources

- The Library provides access to databases, scholarly journals and articles, books and e-books, streaming media, primary sources and more online through our website (<https://library.depaul.edu/Pages/default.aspx>) and at our locations.
- Students can borrow materials from 90+ libraries through I-Share and request articles through interlibrary loan (<https://depaulib.illiad.oclc.org/illiad/login.html>).
- The library's collection also includes DVDs, CDs, sheet music, and loanable technology such as digital cameras, microphones, phone chargers and more.

Research Help

- Librarians provide research assistance (<https://library.depaul.edu/get-help/ask-a-librarian/Pages/default.aspx>) in person, and via email, phone, text, chat or Zoom.
- Students can also make a research consultation (<https://library.depaul.edu/get-help/ask-a-librarian/Pages/Make-an-Appointment.aspx>) appointment to meet with a librarian who specializes in a specific subject.

Special Collections and Archives

- Special Collections and Archives (<https://library.depaul.edu/special-collections/Pages/default.aspx>) provides access to primary sources, rare books, maps and archives in their reading room and online.
- Collections strengths include social justice, Vincentian heritage and DePaul University history.

Work Spaces

- The Library provides collaborative, individual, and quiet study spaces, including reservable (<https://libcal.depaul.edu/>) group and solo study areas.
- Computers, white boards, printers, copiers and scanners are available.
- Students can access audio and video studios, equipment and software, and a green screen room in our technology work spaces (<https://library.depaul.edu/technology/spaces/Pages/Media-Production-Rooms.aspx>).

Office of Multicultural Student Success

The Office of Multicultural Student Success seeks to cultivate academic success and personal development for students of color, low-income college students, or first generation college students through sustained developmental programming, financial resources, and advocacy.

Additional information is available from the Office of Multicultural Student Success.

As a result of participating in **Multicultural Student Success** programs, students will be able to:

- Demonstrate effective decision-making related to personal financial management.
- Demonstrate healthy decision-making related to effective self-care.

- Identify and use relevant campus resources in order to navigate their academic experience.
- Apply the concepts of Socially Responsible Leadership in order to challenge oppressive systems and behaviors and work to create change.
- Construct a career plan towards post-college career success.

Science and Math Tutoring Services

Currently enrolled DePaul students have access to free tutoring services offered by departments in the College of Science and Health. Tutoring is regularly available in the areas of chemistry, mathematical sciences, nursing, physics, and psychology (statistics only). All tutors are either graduate students or upper-level undergraduate students in their respective fields of study.

A schedule of tutoring services (<https://csh.depaul.edu/student-resources/Pages/tutoring-services.aspx>) is available online and is subject to change every term – check the schedule regularly for updates. No appointments are necessary to receive tutoring.

Student Affairs

A DePaul education encompasses both the scholarship and research of classroom learning and the intellectual, spiritual, moral and personal growth of campus life. The Division of Student Affairs offers programs, services and resources that foster student success, build community and contribute to the development of the whole student. Through these programs, we strive to develop students into well-rounded individuals who will have a positive impact on their communities and our world.

Student Involvement

The Office of Student Involvement aims to create communities where everyone belongs. OSI brings this vision to life through a myriad of programs and services, including student organizations, fraternity & sorority life, campus activities, and Esports. Additional information on programs and services managed by the Office of Student Involvement can be found at go.depaul.edu/involvement (<http://go.depaul.edu/involvement/>).

Ready to get involved in a student organization or find out about upcoming co-curricular opportunities? Check out DeHUB- DePaul's student organization engagement portal- at dehub.depaul.edu. DeHUB features information on DePaul's 350+ organizations on DeHUB and over 3,000+ annual student-centric events.

Student Legal Resources

For years, Croak Student Legal Services (CSLS) provided free and confidential legal advice to DePaul students. CSLS is no longer a stand-alone legal services office, but students can find online legal resources here: Student Legal Resources (<https://law.depaul.edu/academics/experiential-learning/legal-clinics/croak-community/student-legal-resources/Pages/default.aspx>). In addition, the DePaul College of Law now offers legal guidance through workshops offered by the Croak Community Legal Clinic (CCLC). These workshops are designed to help you understand your legal rights and obligations and help you find useful resources. Information about upcoming workshops can be found on the Student Legal Resources website. CCLC does not take cases or represent students in court.

CCLC is named after Rev. Thomas M. Croak, C.M., a Vincentian priest and lawyer who started the Croak Student Legal Services to provide legal resources to DePaul students. CCLC is an outgrowth of that program and a continuation of Rev. Croak's dedication to knowledge, education and public service.

Technology Resources

The following list introduces some of the technology resources that are available to students at DePaul. Additional information is available on the Information Services website (is.depaul.edu) and by searching the knowledge base at helpdesk.depaul.edu (<https://helpdesk.depaul.edu/>). Visit the Getting Started: Tech Checklist (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0010967) for students to get the most out of tech resources at DePaul.

Campus Connect

Campus Connect provides access to many of DePaul's primary services, including course registration, grades, tuition billing, transcripts, Demon Express and much more.

Computer Labs and Classrooms

There are many technology-equipped classrooms (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0010467) across both campuses. Technology resources range from traditional rooms for in-person participants to Zoom-enabled rooms for both in-person and remote participants. Specialty rooms exist across the university for classes with specific needs, and additional technology is available upon request.

DePaul also has computers available for use by students, faculty or staff, located in computer labs, lounges and lobbies across the campuses. Additional technology access is available to residence hall students; each residence hall is outfitted with study lounges allowing for student access to computers and printers at any time.

CTA U-Pass

The Ventra U-Pass provides unlimited rides for eligible DePaul students on CTA buses and trains during the Autumn, Winter, Spring and Summer Quarters. Students must meet enrollment requirements to participate in the U-Pass program. All students meeting these requirements are automatically enrolled in the program. The U-Pass is not optional for any eligible student. Eligibility is based on 3 criteria, one of which is course enrollment. If your enrollment changes before the last day to drop courses, your U-Pass will be adjusted accordingly.

Full details regarding the U-Pass can be found on the DePaul U-Pass website <http://upass.depaul.edu/>.

Blue Demon ID Card

The Blue Demon Card serves as your identification to enable access to various DePaul buildings, computer labs, printers, and libraries. The primary version of the Blue Demon Card is a mobile ID on your phone. Students also have the option to obtain a physical Blue Demon Card.

The Blue Demon Card can purchase items using your Demon Express account and meal plan. You must have your Blue Demon Card while on campus. New students receive their ID by submitting a photo online, following the steps to obtain a mobile Blue Demon Card, or visiting ID

services at the Loop or Lincoln Park campuses for a physical Blue Demon Card.

For more information about the mobile and physical Blue Demon Card, visit bluedemoncard.depaul.edu (<https://bluedemoncard.depaul.edu/>).

Demon Express

Demon Express is a prepaid debit account that is linked to your Blue Demon Card. Demon Express can be used at DePaul cafeterias, coffee shops, campus bookstores, libraries, printers, copiers, and other areas.

Desire2Learn (D2L)

D2L is an electronic course management system that enables interaction between students and faculty. D2L incorporates document sharing, discussion boards, email, an online grade book, assignment drop boxes, chat rooms, small group areas, online quizzes, and more. To log in, use your BlueKey login credentials (username@depaul.edu email address and password). If you need assistance using D2L, training is available.

Discounts

Demon Discounts (<https://resources.depaul.edu/demon-discounts/Pages/default.aspx>) provides discounted goods and services, including computer hardware and software, to DePaul students.

BlueM@il

All students are provided a BlueM@il (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0012216) email account (username@depaul.edu email address). Additional information is available on the Information Services website. Check out all of the ways to access (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0011728) your BlueM@il email account.

Printing

The Intelliprint (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0010395) system allows students to print from DePaul computer labs. Students use their Blue Demon Card to pay for prints and are entitled to a set amount of free printing per quarter. Additional funds can be added to Demon Express as needed. You may also print to the Intelliprint system wirelessly.

Residence Hall Technology

Lincoln Park residence hall rooms are equipped with high speed Internet connections, wireless Internet access, and free telephone connections.

Technical Support

The Help Desk is your first point of contact for technical assistance. The Help Desk provides free assistance via phone, e-mail and web for current DePaul students. We support all DePaul wireless networks, telephones, e-mail accounts and software. Please visit the web portal at helpdesk.depaul.edu (<http://helpdesk.depaul.edu/>), call (312) 362-8765 or email helpdesk@depaul.edu for support.

Direct, walk-up support is also available through the Genius Squad; a free tech support resource available to all current students. The Genius Squad can support desktops, laptops, phones, tablets, and other personal electronic devices. Please see go.depaul.edu/gs/ (<http://go.depaul.edu/gs/>) for more information.

Technology Training

LinkedIn Learning - DePaul students, faculty, and staff can log into [linkedinlearning.com](https://www.linkedin.com/checkpoint/enterprise/login/2228698/?application=learning&applInstanceId=80445714&authModelId=65627615351549050) (<https://www.linkedin.com/checkpoint/enterprise/login/2228698/?application=learning&applInstanceId=80445714&authModelId=65627615351549050>) for unlimited free access to a vast online library of the instructional videos covering the latest software, creative, and business skills. Learn more about LinkedIn Learning (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0010299) for students.

Wireless Internet Access

Wireless internet access (<https://offices.depaul.edu/information-services/services/wireless-services/Pages/default.aspx>) is available to students on all DePaul campuses.

The Writing Center

The Writing Center works with all members of the DePaul University community to support writers and to promote the use of writing in teaching and learning.

The Writing Center provides free-of-charge services to any DePaul University student, alum, or faculty/staff member to help you plan, draft, revise, or polish your writing. Our over 70+ 80+ Writing Center tutors are talented, extensively trained, & supportive graduate & undergraduate students from a variety of disciplines. A Writing Center tutor can help you get started writing, revise your writing, & refine your writing.

To make a writing center appointment or for more information, please visit <https://depaul.mywconline.com/>

University Counseling & Psychological Services (UCAPS)

University Counseling & Psychological Services (UCAPS) is committed to providing a range of services intended to help currently enrolled DePaul students remove barriers to academic and personal success by addressing emotional, psychological and interpersonal concerns.

UCAPS provides group counseling, personal growth-oriented workshops, time-limited individual psychological counseling, psychiatric evaluation and crisis management services. Sometimes a skill-building workshop or small group counseling experience is the most effective intervention given a student's presenting concerns.

UCAPS has a diverse, caring, and competent professional staff that works from a variety of theoretical perspectives. Some students find that talking to a counselor once is sufficient to resolve their immediate concern. Our counselors can help you in a variety of ways because they are excellent sounding boards, compassionate listeners, and skillful experts in the problems of living. If further services would be beneficial, these will be discussed and recommendations will be made by the counselor.

UCAPS offers primarily collaborative, goal-focus, & short-term counseling and provides referrals and linkages to community providers when students could benefit from longer term services.

Co-Curricular Learning Outcomes

As a result of participating in **University Counseling** programs and services, students will be able to:

- Describe healthy coping strategies.
- Describe strategies to take care of themselves and others.
- Identify resources both within DePaul University and within the surrounding community in order to remove barriers to academic or personal success.

Law Student Handbook

- University Information (p. 1595)
- University and College of Law Academic Policies (p. 1605)
- University Resources (p. 1625)

University Information

The Handbook provides University policies that support both academic and behavior expectations.

In addition to the University-wide policies and information included in this Handbook, the College of Law has specific guidelines, policies, and procedures for which you are responsible.

The Handbook also includes sections on General Information and University Resources.

About DePaul

DePaul University was founded in 1898, by the Congregation of the Mission (or Vincentian) society of apostolic life, which follows the inspiration and legacy of 17th century French priest St. Vincent de Paul. As an innovative Catholic, Vincentian university anchored in the global city of Chicago, DePaul supports the integral human development of its students. The university does so through its commitment to outstanding teaching, academic excellence, real world experience, community engagement, and systemic change.

University Officers

Robert L. Manuel, Ph.D.
President

Salma Ghanem, Ph.D.
Provost

Sherri Sidler
Executive Vice President

Kathryn Stieber, JD
Secretary of the University

DePaul University Mission

As an innovative Catholic, Vincentian university anchored in the global city of Chicago, DePaul supports the integral human development of its students. The university does so through its commitment to outstanding teaching, academic excellence, real world experience, community engagement, and systemic change. DePaul prepares graduates to

be successful in their chosen fields and agents of transformation throughout their lives.

Guided by an ethic of Vincentian personalism and professionalism, DePaul compassionately upholds the dignity of all members of its diverse, multi-faith, and inclusive community. Through education and research, the university addresses the great questions of our day, promoting peaceful, just, and equitable solutions to social and environmental challenges. Since its founding in 1898, DePaul University has remained dedicated to making education accessible to all, with special attention to including underserved and underrepresented communities.

This mission statement embodies the principal purposes of DePaul University. As such it is the nexus between past, present and future; the criterion against which plans are formulated and major decisions made; the bond which unites faculty, students, staff, alumni, and trustees as an academic community. Our mission is more fully expressed in both the Mission Statement and its Distinguishing Characteristics, Core values, and Commitments (https://offices.depaul.edu/mission-ministry/about/Documents/DePaul%20Mission%20Statement%20Supporting%20Document%2003_17_2021.pdf), which all are encouraged to read.

Vincentian Identity

The university derives its title and fundamental mission from St. Vincent de Paul, the founder of the Congregation of the Mission, a Catholic society of apostolic life whose members, Vincentians, established and continue to sponsor DePaul. Motivated by the examples of Vincent de Paul and Louise de Marillac, who instilled a love of God by leading their contemporaries to serve urgent human needs, the DePaul community believes our mission as an educational institution is to foster integral human development, social mobility, and social transformation.

Guided by an ethic of Vincentian personalism and professionalism, DePaul compassionately upholds the dignity of all members of its diverse, multi-faith, and inclusive community. Through education and research, the university addresses the great questions of our day, promoting peaceful, just, and equitable solutions to social and environmental challenges. Since its founding in 1898, DePaul University has remained dedicated to making education accessible to all, with special attention to including underserved and underrepresented communities.

Academic Calendar

Academic calendars are available at the Academic Affairs website (<https://academics.depaul.edu/calendar/Pages/default.aspx>).

Admission

Admission to graduate programs is determined by each individual graduate program. Please consult the catalog of the respective college for additional information. For general information or to apply to a graduate program consult the Office of Admission website.

Schools and Colleges

Driehaus College of Business

Established in 1912, the Driehaus College of Business is the nation's tenth oldest business school and serves individuals and organizations seeking access to the highest quality business education as a means

for achieving intellectual and professional goals. The College also encompasses our highly respected graduate programs in business.

The Kellstadt Graduate School of Business prepares students to be leaders by frequently updating its programs to keep pace with the dynamics of global business.

College of Communication

The College of Communication provides students with a combination of timeless principles and up-to-the-minute tools, whether they're pursuing journalism; public relations and advertising; media studies; radio, television and film; relational, group and organizational communication; or intercultural communication.

Jarvis College of Computing and Digital Media

The Jarvis College of Computing and Digital Media (CDM) offers students a collaborative education where technology, artistry and business intersect. CDM is organized into three schools:

- The School of Cinematic Arts is home to our animation and cinema programs, which merge creativity, technology, imagination, technique, vision and execution.
- The School of Computing houses programs across the technology spectrum, and combines theoretical fundamentals with hands-on practice.
- The School of Design – CDM's newest school – is home to programs in graphic design, interactive and social media, game development, human computer interaction, and digital communication and media arts.

College of Education

The College of Education offers degree programs in bilingual/bicultural education; counseling; curriculum studies; early childhood education; educational leadership; elementary education; middle school mathematics education; reading specialist education; secondary education; social and cultural foundations of education; special education; sport, fitness and recreation leadership; and world language education.

College of Law

The DePaul College of Law was one of the first law schools in the country to introduce educational innovations like the study of negotiation techniques, courses in international criminal law and pre-trial courses in skills techniques. Today, our health law and intellectual property programs are among the best in the country, according to U.S. News & World Report.

College of Liberal Arts and Social Sciences

The oldest college at DePaul, the College of Liberal Arts and Social Sciences (LAS) offers more than 28 undergraduate and 30 graduate degree programs. Courses meet during the day, evenings and on weekends, primarily on the Lincoln Park Campus.

College of Science and Health

The College of Science and Health (CSH) was established in 2011 to help its students meet the demands of the growing fields of science and

health. CSH offers multiple undergraduate majors and graduate programs in the areas of biology, chemistry, environmental science, mathematics, nursing, physics and psychology.

School of Music

DePaul's School of Music was founded in 1912 and is dedicated to excellence in both music teaching and performance. When they're not working with DePaul students, many of the school's faculty serve as members of the Chicago Symphony Orchestra, Lyric Opera of Chicago, or the Grant Park Symphony Orchestra, or as some of the city's most prominent freelance, chamber and jazz musicians.

School of Continuing and Professional Studies

The School of Continuing and Professional Studies builds upon DePaul University's recognized success in educating adult learners interested in a range of innovative and timely degree programs and non-degree continuing education opportunities. Its undergraduate and graduate degrees, offered on-campus, online, and in corporate settings, are particularly designed to accommodate adult learners who must balance claims of work, family, and/or community responsibilities with their educational pursuits.

The Theatre School

Founded in 1925 as the Goodman School of Drama, The Theatre School at DePaul is the Midwest's oldest theatre training conservatory. Known for its highly structured program and set in a world-renowned theater city, the school has earned a reputation as a standard of excellence in American professional theatre training.

DePaul Campuses/Locations

Students of any school or college may register for classes on any campus, arranging hours and courses in a manner designed to afford maximum educational advantage.

Campuses

The Lincoln Park Campus is situated about three miles north of the Chicago Loop in the vicinity of Webster (2200 N), Halsted (800 W) and Racine (1200 W). The offices for the College of Liberal Arts and Social Sciences, the College of Science and Health, the School of Music, the College of Education, and The Theatre School are located on this campus.

The Loop Campus is centered around 1 East Jackson Boulevard, between State, Jackson and Wabash. The offices for the Driehaus College of Business, the College of Computing and Digital Media, the College of Communication, the College of Law and the School of Continuing and Professional Studies are located on this campus.

Suburban Sites

Rosalind Franklin University of Medicine and Science is located 3333 Green Bay Road in North Chicago, Illinois. DePaul students have the option of taking the Master's Entry in Nursing Practice (MENP) on the RFU campus.

Overseas Locations

Tangaza College located in Nairobi, Kenya.

Bahrain Institute of Banking and Finance located in Manama, Bahrain.

Academic Partnerships

DePaul University has entered into a variety of relationships with other educational institutions to provide enhanced learning opportunities for students.

American University in Paris

DePaul and The American University of Paris (AUP) are partnering to offer an innovative two-year program leading to an MBA from DePaul's Kellstadt Graduate School of Business and a M.A. in Cross-cultural and Sustainable Business from AUP.

Catholic Theological Union

With permission, upper-level students in Catholic Studies and Religious Studies may elect to complete courses at the Catholic Theological Union.

Illinois Institute of Technology

Through a five-year joint program between DePaul and the Illinois Institute of Technology, students may earn a degree in physics from DePaul and degree in engineering from IIT, with a concentration in Mechanical, Aerospace, Electrical, or Computer Engineering.

IIT/Chicago Kent College of Law

Students in DePaul's College of Law may pursue courses in specialized areas of legal study at IIT/Chicago Kent College of Law.

Loyola University Chicago School of Law

Students in DePaul's College of Law may pursue courses in specialized areas of legal study at Loyola University Chicago School of Law.

NorthShore University Health System

DePaul offers a Doctor of Nursing Practice degree in Nurse Anesthesiology in conjunction with NorthShore University Health System's School of Nurse Anesthesia in Evanston.

Northwestern Memorial Hospital Clinical Schools – School of Nuclear Medicine Technology & Radiation Therapy

Through a partnership with Northwestern Memorial Hospital Clinical Schools, select DePaul students may pursue bachelor of science degrees in Allied Health Technologies in either Nuclear Medicine Technology or Radiation Therapy.

Rosalind Franklin University of Science and Medicine

DePaul has partnered with the Rosalind Franklin University of Science and Medicine in North Chicago to provide numerous degree program offerings, including:

- RN to MS in Nursing
- MA, Health Communication
- Master's Entry to Nursing Practice (MENP)
- 3+4 PharmD

Rush University

In conjunction with the Department of Health Systems Management in the College of Health Sciences at Rush University Medical Center, the Kellstadt Graduate School of Business of the College of Commerce offers a joint MBA/MS (Master of Science in Health Systems Management) degree program.

Truman College, City Colleges of Chicago

Through an agreement with the City Colleges of Chicago, students may complete their first years in college at Truman College, then seamlessly transfer their credits towards a DePaul undergraduate degree through the School for New Learning.

Wright College, City Colleges of Chicago

Through an agreement with the City Colleges of Chicago, students may complete their first years in college at Wright College, then seamlessly transfer their credits towards a DePaul undergraduate degree through the School for New Learning.

Study Abroad Opportunities

DePaul partners with a substantial number of institutions around the world to provide a wide variety of study abroad options for students.

Information about those agreements can be found on the Study Abroad website (<https://offices.depaul.edu/global-engagement/student-resources/study-abroad/Pages/default.aspx>).

Accreditation

DePaul University is a private, not-for-profit, Catholic institution accredited by:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
Phone: (800) 621-7440 / (312) 263-0456
Fax: (312) 263-7462
Email: complaints@hlcommission.org
Web: <https://www.hlcommission.org/Student-Resources/complaints.html>

Students may provide feedback or register complaints with the Higher Learning Commission at the contact information listed above.

Programmatic/Specialized Accreditation

DePaul University is a private, not-for-profit, Catholic institution, and has been accredited by numerous associations and organizations.

The Association to Advance Collegiate Schools of Business International
777 South Harbour Island Boulevard, Suite 750
Tampa, Florida 33602
Phone: (813) 769-6500
Fax: (813) 769-6559
Email: accreditation@aacsb.edu
Web: <https://www.aacsb.edu/accreditation> (<https://www.aacsb.edu/accreditation/>)

The American Bar Association
Office of the Consultant on Legal Education, American Bar Association

321 N. Clark Street, 21st Floor
Chicago, IL 60654
Phone: (312) 988-6738
Fax: (312) 988-5681
Email: legaled@americanbar.org
Web: https://www.americanbar.org/groups/legal_education/accreditation (https://www.americanbar.org/groups/legal_education/accreditation/)

The American Chemical Society
Office of Professional Training
1155 16th Street, NW
Washington, DC 20036
Phone: 202-872-4589
Fax: 202-872-6066
Email: service@acs.org
Web: <http://www.acs.org> (<http://www.acs.org/>)

The American Psychological Association
Office of Program Consultation and Accreditation - Education Directorate

750 First Street NE
Washington, DC 20002
Phone: (202) 336-5979
Fax: (202) 336-5978
Email: apaaccred@apa.org
Web: <https://accreditation.apa.org/about> (<https://accreditation.apa.org/about/>)

The Illinois Department of Financial and Professional Regulation
320 West Washington Street, 3rd Floor
Springfield, IL 62786
Phone: (888) 473-4858
Web: <https://www.idfpr.com/Contact/IDFPRContact.asp> (<https://www.idfpr.com/Contact/IDFPRContact.asp>)

The National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190-5248
Phone: (703) 437-0700
Fax: (703) 437-6312
Email: info@arts-accredit.org
Web: <https://nasm.arts-accredit.org/accreditation/accreditation-materials/protocols/expressing-concerns/>

The National Association of Schools of Public Affairs and Administration
COPRA NASPAA, 11th Floor 1029 Vermont Ave, NW
Washington, DC 20005
Phone: (202) 628-8965 x 103/ x 112
Email: copra@naspaa.org
Web: <https://www.naspaa.org/students> (<https://www.naspaa.org/students/>)

Council for the Accreditation of Counseling and Related Educational Programs
500 Montgomery Street, Suite 350
Alexandria, VA 22314
Phone: (703) 535-5990
<https://www.cacrep.org>

Council on Social Work Education
Attention: OSWA Director
1701 Duke Street, Suite 200
Alexandria, VA 22314

Phone: (703) 683-8080
Email: info@cswe.org
Web: <https://www.cswe.org/Accreditation> (<https://www.cswe.org/Accreditation/>)

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
Phone: (202) 887-6791
Fax: (202) 887-8476
Web: <https://www.aacnnursing.org/CCNE> (<https://www.aacnnursing.org/CCNE/>)
The Master of Science in Nursing and the Doctor of Nursing Practice at DePaul University are accredited by the Commission on Collegiate Nursing Education.

Council on Education for Public Health
1010 Wayne Avenue, Suite 220
Silver Spring, MD 20910
Phone: (202) 789-1050
Fax: (202) 789-1895
Web: <http://ceph.org/constituents/students/faqs/#15>

Students may provide feedback or register complaints with DePaul's accreditors at the contact information listed above.

State Agencies

Students may provide feedback or register complaints with these entities at the contact information below, or with the Illinois Office of Attorney General at 800-386-5438, <http://illinoisattorneygeneral.gov/consumers/filecomplaint.html>

The Illinois Board of Higher Education
1 North Old State Capitol Plaza, Suite 333
Springfield, Illinois 62701-1377
Institutional Complaint Hotline: (217) 557-7359
Institutional Complaint System: <https://complaints.ibhe.org/> (<https://complaints.ibhe.org/>)
Phone: (217) 782-2551 Fax: (217) 782-8548 TTY: (888) 261-2881
General Information: info@ibhe.org

The Illinois Office of Education, State Teacher Certification Board
100 N. First Street, Suite S-306
Springfield, Illinois 62777
Phone: (217) 557-6763 Fax: (217) 524-1289
Web: <https://www.isbe.net/licensure> (<https://www.isbe.net/licensure/>)

The State Approving Agency for Veterans Training
Dan Wellman
833 Spring St.
P.O. Box 19432
Springfield, IL 62794-9432
Phone: (312) 814-2460
Web: <https://www2.illinois.gov/veterans/services%20benefits/Pages/education.aspx>

The State of Illinois Department of Financial and Professional Regulation
Board of Nursing
Division of Professional Regulation Complaint Intake Unit
100 West Randolph Street, Suite 9-300
Chicago, IL 60601
Phone: (312) 814-6910

Web: <https://idfpr.illinois.gov/dpr.html>

Other State Agencies

DePaul University is a participating member of the State Authorization Reciprocity Agreement (SARA), <https://www.nc-sara.org> (<https://www.nc-sara.org/>). Online students living in the states listed below may provide feedback or register complaints with the State of Illinois' SARA Portal Entity, or with the appropriate in-state entity listed below.

Illinois (Portal Entity):

Illinois SARA Coordinator
Illinois Board of Higher Education
1 N. Old State Capitol Plaza, Suite 333
Springfield, Illinois 62701-1377
Phone: 217.557.7382
Web: <https://www.nc-sara.org/states/IL> (<https://www.nc-sara.org/states/IL/>)

Alabama: Alabama Commission on Higher Education
Office of Institutional Effectiveness and Planning
P.O. Box 302000
Montgomery, AL 36130
Phone: 334-353-9153
Web: <http://ache.edu/AlaPortal.aspx>

Alaska: Alaska Commission on Postsecondary Education
P.O. Box 110505
Juneau, AK 99811-0505
Phone: 907-465-6741
Web: acpe.alaska.gov (<http://acpe.alaska.gov/>)

Arizona: Arizona State Board for Private Postsecondary Education
1740 W. Adams, Suite 3008
Phoenix, Arizona 85007
Phone: 602-542-5709
Web: <https://ppse.az.gov/content/student-complaint-procedure> (<https://ppse.az.gov/content/student-complaint-procedure/>)

Arkansas: Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201
Phone: 501-371-2000
Web: <http://www.adhe.edu> (<http://www.adhe.edu/>)

California: California Department of Consumer Affairs
Consumer Information Center
1625 North Market Blvd., Suite N-112
Sacramento, CA 95834
Phone: 833-942-1120
dca@dca.ca.gov
Web: https://www.dca.ca.gov/consumers/complaints/oos_students.shtml (https://www.dca.ca.gov/consumers/complaints/oos_students.shtml/)

Colorado: Colorado Department of Higher Education
1600 Broadway, Suite 2200
Denver, CO 80202
Phone: 303-862-3001
Web: <https://cdhe.colorado.gov/students/how-do-i/filing-a-student-complaint>

Georgia: Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220

Tucker, GA 30084
Phone: (770) 414-3300
Web: <https://gnpec.georgia.gov/>

Idaho: Idaho State Board of Education
650 W. State Street, 3rd Floor
Boise, ID 83702
Phone: 202-334-2270
Web: <https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/>

Nevada: State of Nevada Commission on Postsecondary Education
860 E Sahara Ave.
Las Vegas, NV 89104
Phone: (702) 486-7330
Web: https://cpe.nv.gov/Students/Students_Home/

New Hampshire: New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3494
Phone: 603#271#3494
Web: www.education.nh.gov (https://cpe.nv.gov/Students/Students_Home/)

New Jersey: New Jersey Secretary of Higher Education
1 John Fitch Plaza, 10th Floor
P.O. Box 542
Trenton, NJ 08625-0542
Phone: 609#292#4310
Web: <http://www.nj.gov/highereducation/index.shtml> (<http://www.nj.gov/highereducation/index.shtml/>)

New Mexico: New Mexico Higher Education Department
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505-2100
Phone: 505-476-8400
Web: <http://www.hed.state.nm.us>

New York: New York State Education Department
Office of Higher Education
Education Building Annex, Room 977
Albany, NY 12234
Phone: 518-474-2593
Web: <http://www.highered.nysed.gov> (<http://www.highered.nysed.gov/>)

North Carolina: North Carolina Post Secondary Education
Consumer Protection Division
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001
Phone: 919-716-6000
Web: <http://www.ncdoj.gov/complaint> (<http://www.ncdoj.gov/complaint/>)

North Dakota: North Dakota Department of Career and Technical Education
State Capitol, 15th Floor, 600 East Blvd Avenue, Dept. 270
Bismark, ND 58505-0610
Phone: 701#328#2678
Web: <http://www.nd.gov/cte/>

Ohio: Ohio State Board of Career Colleges and Schools
30 East Broad Street, Suite 2481
Columbus, OH 43215

Phone: 614-466-2752

Web: <http://scr.ohio.gov/ConsumerInformation/FilingaComplaint.aspx>

Oklahoma: Oklahoma State Regents for Higher Education

655 Research Parkway, Suite 200

Oklahoma City, OK 73104

Phone: 405-225-9100

Web: <http://www.okhighered.org/current-college-students/complaints.shtml> (<http://www.okhighered.org/current-college-students/complaints.shtml/>)

Oregon: Oregon Higher Education Coordinating Commission

255 Capitol Street NE, Third Floor

Salem, OR 97310

Phone: 503-378-5690

Web: <https://www.oregon.gov/highered/institutions-programs/private/Pages/private-postsecondary-complaints.aspx>

Pennsylvania: Pennsylvania Department of Education

333 Market Street, 8th Floor

Harrisburg, PA 1726

Phone: 717-783-6788

Web: <https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

Puerto Rico: Puerto Rico Council on Education

P.O. Box 19900

San Juan, PR 00910-1900

Phone: 787-722-2121

Web: <http://www.ce.pr.gov/>

Rhode Island: Rhode Island Board of Governors for Higher Education

Shepard Bldg, 80 Washington Street

Providence, RI 02903

Phone: 401-456-6010

Web: <https://www.ride.ri.gov/BoardofEducation/Overview.aspx>

South Carolina: South Carolina Commission on Higher Education

1122 Lady St, STE 300

Columbia, SC 29201

Phone: 803-737-2260

Web: www.che.sc.gov (<http://www.che.sc.gov/>)

South Dakota: South Dakota Secretary of State

Capitol Building

500 East Capitol Avenue, Suite 204

Pierre, SD 57501-5070

Phone: 605-773-4400

Web: <https://sdsos.gov/>

Tennessee: Tennessee Higher Education Commission

404 James Robertson Parkway, Suite 1900

Nashville, TN 37243

Phone: 615-741-3605

Web: <https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization.html> (<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization.html>)

Texas: Texas Higher Education Coordinating Board

PO Box 12788

Austin, TX 78711-2788

Phone: 512-427-6101

Web: <https://www.highered.texas.gov/>

Utah: Utah Division of Consumer Protection

160 East 300 South

Salt Lake City, UT 84111

Phone: 801-530-6601

Web: <http://www.consumerprotection.utah.gov/>

Vermont: Vermont Agency of Education

219 North Main Street, Suite 402

Barre, VT 05641

Phone: 802-479-1030

Web: www.education.vermont.gov (<http://www.education.vermont.gov/>)

Virginia: State Council for Higher Education for Virginia

101 N 14th Street, 10th Flr

Richmond, VA 23219

Phone: 804-225-2629

Web: www.schev.edu (<http://www.schev.edu/>)

Washington: Washington Student Achievement Council

917 Lakeridge Way SW

Olympia, WA 98540-3430

Phone: 360-753-7800

Web: www.wsac.wa.gov (<http://www.wsac.wa.gov/>)

West Virginia: West Virginia Attorney General's Consumer Protection

Division/Consumer Protection Hotline

P.O. Box 1789

Charleston, WV 25326

Phone: 1-800-368-8808

Web: <http://www.wvhepc.edu/wp-content/uploads/2014/06/Student-Complaint-Process-revised-3.pdf>

Wisconsin: Wisconsin Educational Approval Board

4822 Madison Yards Way

Madison, WI 53705

Phone: 608-266-2112

Web: <https://heab.state.wi.us/dlab/students.html#file>

Wyoming: Wyoming Department of Education

122 W. 25th Street, Suite E200

Cheyenne, WY 82002

Phone: 307-777-7675

Web: <http://edu.wyoming.gov/>

Complaints and Grievances

DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.

In support of this mission, DePaul University is committed to treating every member of its community with dignity, justice and respect fostering a positive learning environment and providing quality service. It is important for students to know how to address concerns and issues that may be contrary to this commitment.

Complaints or concerns that a policy or procedure has been incorrectly or unfairly applied can often be resolved through an initial conversation with the staff, faculty member or department where the issue originated and his/her supervisor if necessary.

DePaul has established a number of policies and procedures for responding to particular types of concerns. Contact information for these policies and procedures can be found in the bottom section of this page:

- Concerns about grades are addressed through the University's Grade Challenge policy. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about academic integrity are addressed through the Academic Integrity policy and process. Detailed information is available on the Academic Integrity website.
- Concerns related to student conduct are addressed through the Code of Student Responsibility, and the Student Conduct Process. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about discrimination or harassment on the basis of a variety of protected characteristics are addressed by the Office of Gender Equity or Human Resources/Employee Relations & EEO, through the Anti-Discrimination and Anti-Harassment Policy and Procedures
- Concerns based on sexual violence, sexual harassment, or other sex or gender-based discrimination (Title IX) are addressed through DePaul's Director of the Office of Gender Equity/Title IX Coordinator located within the Division of Student Affairs. This Office is responsive to reports that any member of the DePaul community may have experienced behavior of this type. Detailed information is available on OGE's website, Title IX | Division of Student Affairs | DePaul University, Chicago (<https://offices.depaul.edu/STUDENT-AFFAIRS/TITLE-IX/Pages/default.aspx>)
- Concerns about the confidentiality of education records (FERPA-Family Educational Rights and Privacy Act), are addressed through the Office of the University Registrar.

Concerns about academic issues relating to faculty or staff can often be resolved through an initial conversation with the faculty, staff member or student employee involved in the situation. Therefore, students with academic complaints or concerns should address the issue following the steps indicated below:

1. The issue should first be discussed with the faculty or staff member.
2. If this does not resolve the issue the student should then discuss the issue with the department chairperson or program director for faculty issues or the individual's supervisor for staff. If you are unsure of the appropriate college contact, please see below for a directory of College and College Dean's Offices.
3. If the issue is still not resolved, the student should then discuss the matter with the Office of the Dean of the faculty member's college for faculty issues or the department supervisor for staff issues.
4. If the issue is still not resolved, the student may discuss the issue with the Office of the Provost.

The Dean of Students Office is a central location to which students can turn with problems they have been unable to resolve. The Dean of Students Office hears student concerns and helps students understand their options for resolving the concerns and/or locating appropriate services: <http://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx>.

In addition, the University Ombudsperson is available to faculty and staff to provide consultation about conflict resolution, to clarify policies and procedures, and to help find the right person or department to respond to questions.

Students may also always choose to report concerns or misconduct through the University's confidential reporting mechanisms: 877.236.8390 or <https://compliance.depaul.edu/hotline/index.asp> (<https://compliance.depaul.edu/hotline/>)

The U.S. Department of Education requires institutions offering online education to provide contact information for students to file complaints with its accreditor and state agencies. Contact information for DePaul's regional accreditor (the Higher Learning Commission), programmatic/specialized accreditor and state agencies is available in the Handbook section of the University Catalog.

DePaul Contact Information/Available Resources

Sexual and Relationship Violence

Public Safety

Lincoln Park Campus 773/325-7777

Loop Campus 312/362-8400.

The Public Safety Office is open 24 hours a day, 7 days a week.

Office of Gender Equity/Title IX Coordinator

Division Of Student Affairs

Lincoln Park Student Center Suite 308

312-362-8970

Email: titleixcoordinator@depaul.edu (Email:

titleixcoordinator@depaul.edu)

Incident report form: Reporting Form for Title IX/Sex and Gender-Based Misconduct (maxient.com) (https://cm.maxient.com/reportingform.php?DePaulUniv&layout_id=4)

Discrimination & Harassment (other protected categories)

Individuals seeking to make a complaint should contact the ER&EEO team at (312) 362-8500 or email employeerelations@depaul.edu.

Complaints can also be made by completing the **Discrimination,**

Harassment, and Retaliation Complaint Form (<https://depaul.hracity.net/webform/index/d8273bb2-dbb0-48ee-a592-e41caf06b0b5/>).

For anonymous complaints please use the Misconduct Reporting Hotline at 877/236-8390.

Dean of Students Office

Lincoln Park Campus: Student Center Suite 307, 773/325-7290

Loop Campus: DePaul Center Suite 11001, 312/362-8066

Email: deanofstudents@depaul.edu

Disability Services

Center for Students with Disabilities

Lincoln Park Campus: Student Center 370, 773/325-1677

Loop Campus: Lewis Center 1420, 312/362-8002

Email: csd@depaul.edu

Student Organizations

Student Life

Loop Campus: Lewis Center Lewis 1400, 312/362-5680

Lincoln Park Campus: Student Center 306, 773/325-4852

Email: studentaffairs@depaul.edu

Housing

Department of Housing and Residence Life
Lincoln Park Campus: Centennial Hall Suite 301, 773/325-7196
Email: housing@depaul.edu

Residential Education

Residential Education
Lincoln Park Campus: Centennial Hall, Suite 302, 773/325-4211
Email: resed@depaul.edu (resed@depaul.edu)

Family Educational Rights and Privacy Act (FERPA)

DePaul Central/Office of the University Registrar
Lincoln Park Campus: Schmitt Academic Center Suite 101, 312/362-8610

Loop Campus: DePaul Center Suite 9100, 312/362-8610
Email: dpcl@depaul.edu

Misconduct Reporting

Hotline at 877/236-8390
Intake Site: www.depaul.ethicspoint.com (<http://www.depaul.ethicspoint.com>)

Student Conduct Violations or Appeals

Dean of Students Office
Lincoln Park Campus: Student Center Suite 307, 773/325-7290
Loop Campus: DePaul Center Suite 11001, 312/362-8066
Email: deanofstudents@depaul.edu

University Ombudsperson

Office of Mission and Values, 312/362-8707
Email: ombuds@depaul.edu

College/Dean's Offices

Richard H. Driehaus College of Business

Loop Campus
Graduate College Office: DePaul Center Suite 5300, 312/362-8810
Undergraduate College Office: DePaul Center Suite 5200, 312/362-8000
Office of the Dean: DePaul Center Suite 5100, 312/362-6783

College of Communication

Loop Campus
Graduate College Office: Daley Building Suite 1800, 312/362-8600
Undergraduate College Office: Daley Building Suite 1800, 312/362-8600
Office of the Dean: Daley Building Suite 1800, 312/362-8600

College of Computing and Digital Media

Loop Campus
Graduate College Office: CDM Center Mezzanine, 312/362-8633
Undergraduate College Office: CDM Center Mezzanine, 312/362-8633
Office of the Dean: CDM Center 401, 312/362-8381

College of Education

Lincoln Park Campus
Graduate College Office: 2247 N. Halsted Street, 773/325-7740
Undergraduate College Office: 2247 N. Halsted Street, 773/325-7740
Office of the Dean: 2247 N. Halsted Street, 773/325-7740

College of Law

Loop Campus
College Office: Lewis Center Suite 931, 312/362-8701

Office of the Dean: Lewis Center Suite 931, 312/362-8701

College of Liberal Arts & Social Sciences

Lincoln Park Campus
Graduate College Office: 990 W. Fullerton Avenue, Suite 1200
773/325-4008
Undergraduate College Office: 2352 N. Clifton Avenue, Suite 130
773/325-7310
Office of the Dean: 990 W. Fullerton Suite 4200, 773/325-7300
Loop Campus
Undergraduate College Office: Lewis Center 1630, 312/362-8870

School of Music

Lincoln Park Campus
Graduate College Office: Music Building, 773/325-4844
Undergraduate College Office: Music Building, 773/325-4844
Office of the Dean: Music Building, 773/325-4844

School of Continuing and Professional Studies (formerly The School for New Learning)

Loop Campus
Graduate College Office: Daley Building Suite 1400, 312/362-8001
Undergraduate College Office: Daley Building Suite 1400, 312/362-8001
Office of the Dean: Daley Building, 312/362-8001

College of Science and Health

Lincoln Park Campus
Graduate College Office: McGowan South Suite 400, 773/325.8490
Undergraduate College Office: McGowan South Suite 400, 773/325.8490
Office of the Dean: McGowan South Suite 403, 773/325-8300

The Theatre School

Lincoln Park Campus
Graduate College Office: 2350 N. Racine Avenue, 773/325-7917
Undergraduate College Office: 2350 N. Racine Avenue, 773/325-7917
Office of the Dean: 2350 N. Racine Avenue, 773/325-7917

Honor Societies

Since 1954, DePaul University has recognized academic honorary societies in order to highlight students' superior academic achievement and leadership. Students are selected to join honorary societies based on their superior academic record within their specific major or across all colleges. DePaul University strives to recognize students' outstanding academic performance and is proud of the rich tradition that these valuable organizations have provided to the university community. Below is a list of each honorary society and its academic discipline.

- Beta Alpha Psi – Accounting, Finance and MIS
- Delta Alpha Pi – Students with Disabilities
- Gamma Kappa Alpha - Italian
- Gamma Theta Upsilon - Geography
- Iota Iota Iota - Women's and Gender Studies
- Kappa Delta Pi - Education
- Lambda Alpha - Anthropology
- Lambda Pi Eta - Communication
- National Society of Collegiate Scholars - All
- Nu Lambda Mu - Nonprofit Management and Leadership
- Nu Rho Psi - Neuroscience

- Omicron Delta Epsilon - Economics
- Order of Omega - Fraternity and Sorority Community
- Pi Alpha Alpha - Public Administration
- Phi Alpha Theta - History
- Phi Beta Delta - International Education
- Pi Epsilon Pi - Writing Studies
- Pi Sigma Alpha – Political Science
- Psi Chi - Psychology
- Sigma Delta Pi - Spanish
- Sigma Pi Sigma - Physics
- Phi Sigma Tau - Philosophy
- Sigma Tau Delta - English
- Sigma Theta Tau - Nursing
- Theta Alpha Kappa - Religious Studies
- Upsilon Pi Epsilon - Computer Science

Law Program Learning Outcomes

DePaul is committed to ensuring educational excellence in each of our academic programs. Articulating learning outcomes for each of our academic programs is an important first step in our ongoing assessment and improvement cycle. By having well-defined learning outcomes as a guide, our programs are positioned to implement and assess quality educational experiences. These outcomes are also mapped to institutional learning goals, further strengthening the connection to overall student learning at DePaul University.

- Health Law (LLM) Learning Outcomes (p. 577)
- Intellectual Property (LLM) Learning Outcomes (<https://catalog.depaul.edu/programs/intellectual-property-llm/#learningoutcomestext>)
- International Law (LLM) Learning Outcomes (p. 640)
- Law - Joint Degree (JD/LLM) Learning Outcomes (p. 714)
- Law (JD) Learning Outcomes (p. 696)
- Law/Business- Joint Degree (JD/MBA) Learning Outcomes (p. 716)
- Law/Computer Science - Joint Degree (JD/MS) Learning Outcomes (p. 717)
- Law/International Public Service - Joint Degree (JD/MS) Learning Outcomes (p. 718)
- Law/International Studies - Joint Degree (JD/MA) (<https://catalog.depaul.edu/programs/law-international-studies-joint-degree-jd-ma/#learningoutcomestext>) Learning Outcomes (p. 720)
- Law/Non-Profit Management - Joint Degree (JD/MNM) Learning Outcomes (p. 720)
- Law/Public Administration - Joint Degree (JD/MPA) Learning Outcomes (p. 722)
- Law/Public Policy - Joint Degree (JD/MPP) Learning Outcomes (p. 723)
- Law/Public Service - Joint Degree (JD/MS) Learning Outcomes (p. 725)
- Master of Legal Studies (MLS) Learning Outcomes (<https://catalog.depaul.edu/programs/law-mj/#learningoutcomestext>)
- Taxation (LLM) Learning Outcomes (p. 1131)
- U.S. Legal Studies (LLM) Learning Outcomes (p. 1250)

Academic Advising, Statement on

Academic Advising at DePaul helps students achieve their educational, personal, and career goals by providing guidance and assistance in the decision-making process. Academic Advising is most effective when all participants anticipate their future needs, commit to the process, do their part, and then reflect on their results. Students should work closely with their advisors to plan workable educational goals, to understand the degree options and requirements, to understand the financial implications of their decisions, to assess their strengths and challenges as scholars, and to clarify realistic career objectives for themselves upon graduation.

Students bear ultimate responsibility for decisions and actions that determine their success at DePaul University.

- Students will make informed decisions and register for classes on time.
- Students will obtain the necessary information for course selection and planning in their individualized programs.
- Students will make and keep appointments with their advisors.
- Students will communicate honestly and fully in these advising discussions.
- Students will regularly reflect on the consequences, both academic and financial, of their decisions as they progress in their academic careers toward life choices.

Advisors are responsible for helping students improve their decision making skills.

- Advisors guide students through this learning process during regular interactions at key points during their academic careers.
- Advisors will be available on a regular basis for consultation and encourage students to make and keep regular advising appointments.
- Advisors will monitor their advisees' academic progress.
- Advisors will encourage students to consult available material related to their program and career choice.
- Advisors will encourage students to reflect on the academic and financial consequences of their decisions about degree programs and course-taking plans.
- Advisors will assist students to set realistic career goals that extend beyond their time at DePaul.
- Advisors will encourage students to incorporate their basic values and beliefs into their decision making process.

The university is responsible for providing the infrastructure for students, faculty, and staff to support effective advising.

- The university will provide the information that students and their advisors need to make informed and timely decisions.
- The university will provide adequate resources of personnel, funding and facilities to support the advising process.
- The university will clearly communicate to advisors and students the policies and options regarding student financial aid.
- The university will regularly evaluate the policies and procedures surrounding advising to improve the advising process on an ongoing basis.
- The university will provide training to help both advisors and students work more effectively together.

- The university will acknowledge the important contribution advisors make by recognizing advising within the institutional reward system.

Tuition and Fees

Tuition rates are available on the Student Financial Accounts website (<https://offices.depaul.edu/student-financial-accounts/cost-of-attendance/tuition/Pages/default.aspx>).

Financial Aid

Federal financial aid applicants must meet these eligibility requirements for aid and provide additional documents if needed:

- Be a U.S. citizen or eligible non-citizen.
- Enroll in an eligible degree program or approved post-baccalaureate non-degree graduate preparatory coursework. Contact the Office of Financial Aid for information about graduate preparatory programs.
- Have a high school diploma, General Educational Development (GED) certificate, or have completed a high school education in a homeschool setting approved under state law. Students who do not meet these eligibility requirements should contact the Office of Financial Aid for assistance.
- For most types of financial aid, you must be enrolled for credit in a degree or approved post-baccalaureate non-degree graduate preparatory program. Audited classes are not eligible for financial aid consideration.
- Once you complete your degree requirements or post-baccalaureate non-degree graduate preparatory program—even if you have not received your diploma—you are no longer eligible for aid.
- If you wish to repeat a course for which you have previously earned credit, your financial aid options are limited. Contact the Office of Financial Aid for more information.
- Be enrolled at least half-time for federal student loan deferment.
- Meet Satisfactory Academic Progress (<https://www.depaul.edu/admission-and-aid/financial-aid/maintain-eligibility/sap/Pages/default.aspx>) requirements.
- Not be in default on a federal loan or owe a repayment on a federal grant.
- Be registered with Selective Service, if applicable.
- Meet any remaining federal eligibility requirements

Further information may be found at the Federal Student Aid (<https://studentaid.gov/understand-aid/eligibility/>) website, and in the Complying with Terms & Conditions (<https://www.depaul.edu/admission-and-aid/financial-aid/maintain-eligibility/Pages/compliance.aspx>) and Maintaining Eligibility (<https://www.depaul.edu/admission-and-aid/financial-aid/maintain-eligibility/Pages/default.aspx>) sections of the DePaul Financial Aid website.

Scholarships

Scholarships and assistantships are awarded at the program level by your college office and academic department. Please consult your college or school for additional information. You may also visit DePaul Scholarship Connect (https://depaul.academicworks.com/users/sign_in/) throughout the year to see specific scholarship opportunities available.

Veterans Assistance

DePaul's Office of Veteran Affairs handles the following VA educational benefit programs:

- The Post-9/11 GI Bill® (Chapter 33) (http://www.benefits.va.gov/gibill/post911_gibill.asp) - for those who served at least 30 consecutive days on active duty after September 10, 2001
- The Post-9/11 GI Bill® Yellow-Ribbon program (http://www.benefits.va.gov/gibill/yellow_ribbon.asp) - for qualified Post-9/11 applicants
- The Montgomery GI Bill® – Active Duty (Chapter 30) (<https://www.va.gov/education/about-gi-bill-benefits/montgomery-active-duty/>) - for those who enlisted after 7/1/1985
- The Montgomery GI Bill® – Selective Reserve (Chapter 1606) (<https://www.va.gov/education/about-gi-bill-benefits/montgomery-selected-reserve/>)
- The Survivors' and Dependents' Educational Assistance Program (Chapter 35) (<http://www.benefits.va.gov/GIBILL/DEA.asp>) - for spouses and children of deceased or disabled veterans
- The Vocational Rehabilitation Program (Chapter 31) (<http://www.benefits.va.gov/vocrehab/>) - for disabled veterans approved by Veterans Affairs for study at DePaul
- The Marine Sergeant John David Fry Scholarship (http://www.benefits.va.gov/GIBILL/Fry_scholarship.asp) – this additional provision of the Post-9/11 GI Bill® may be awarded to a surviving spouse and children of an active duty member of the Armed Forces, who has died in the line of duty, on or after September 11, 2001. Eligible children may be married and under the age of 33.

DePaul University will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements)

Due to system automations, a late fee and/or a registration hold may accidentally go onto your account even if the above documents have been provided. Please know that we will be able to easily and quickly resolve a system automated late fee and/or registration hold if you just simply email us at veteransaffairs@depaul.edu

Additional information specific to veteran students (<http://www.depaul.edu/admission-and-aid/Pages/veteran-student.aspx>) is available through the Admission and Aid website as well as the Office of Veterans Affairs website (<http://veteransaffairs.depaul.edu/>).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at [benefits.va.gov/gibill](https://www.benefits.va.gov/gibill) (<https://www.benefits.va.gov/gibill/>).

DePaul DREAM Statement

At DePaul University we affirm the dignity of the individual. We value diversity and culture because these are part of our core values and traditions as a Catholic, Vincentian, and urban university. DePaul University has decided to take a strong and public stand for supporting undocumented students, and DREAM Act legislation. We believe supporting undocumented students is smart policy that will yield significant benefits for our university, city, state, and nation. We also know these young people who enter our doors are part of the next great generation who will build our collective future. It is for this reason that DePaul admits students regardless of their citizenship status. Because we welcome these students, it is incumbent upon all members of the DePaul community to understand DePaul's position on assisting undocumented students, realize the value that they bring to our university, and support their success as we support all of our students.

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Academic Integrity

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

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

Additional Information and the complete Academic Integrity policy can be found on the Academic Integrity website (<https://offices.depaul.edu/academic-affairs/faculty-resources/academic-integrity/Pages/default.aspx>).

For purposes of the Academic Integrity policy, participation in moot court or on a law journal constitutes participation in a course.

Admission

Admission to DePaul University College of Law is very competitive.

We consider numerous factors in evaluating each applicant, including undergraduate academic performance, Law School Admission Test

(LSAT) (including LSAT Flex) or GRE scores, advanced degrees, professional work experience, writing ability, potential for leadership, professional and academic recommendations and the student's special talents, qualities, interests, and socioeconomic and cultural background. No single factor is dispositive when determining admission.

Personal qualities that demonstrate intellectual depth, high ideals and diligence also are considered, as are economic, societal or educational obstacles that have been successfully overcome. Diversity in background and experience among the members of each entering class is a continuing objective. Having a diverse student body allows us to encourage and foster the exchange of different ideas. In addition, a candidate's prior relations with the DePaul University community and her or his potential for furthering DePaul's institutional goals are considered.

Because applications are reviewed on a rolling basis, early application is highly recommended, especially for those who desire merit scholarship and financial aid consideration.

For first-year applicants with no previous law school credit, admission is granted only for the fall semester.

It is the policy of DePaul University that no person shall be the object of discrimination or harassment on the basis of race, color, ethnicity, religion, sex, gender, gender identity or expression, sexual orientation, national origin, age, marital status, pregnancy, parental status, family relationship status, physical or mental disability, military status, genetic information or other status protected by local, state, or federal law in its employment or its educational settings.

Character and Fitness Disclosures

The Illinois Board of Admissions to the Bar requires that the Dean of the law school certify that each student sitting for the bar has earned the JD degree. As part of that certification, the Dean must answer questions regarding the character and fitness of each bar applicant. Most other states require similar certificates to be completed by the Dean before students may take the bar exam.

Students are advised that they have a duty to supplement their law school files if any adverse criminal, civil, administrative or financial events occurred before or during law school. If any discrepancy exists between information disclosed on the original law school application and the bar application, the student may be asked to meet with bar admission staff or the Board of Law Admissions. Adverse information not disclosed may result in the denial of a license to practice law. Students who do not fully disclose adverse information when they apply to DePaul University College of Law must do so at the earliest opportunity. If not, they may be cited for a violation of the College of Law Honor Code. Penalties, including letters of reprimand, suspension or expulsion, may be imposed for failure to make full or complete disclosure.

Class Ranks and Dean's List

Class Ranks

JD students who have completed at least one semester at the College of Law are ranked by cumulative GPA in percentage increments. LLM students are not ranked. Students who transfer to DePaul are ranked once they receive DePaul grades. Transfer credits are not used to determine class ranks but are used to determine honors at graduation. Class ranks are posted in February and July on the College of Law website.

Ranks are listed by percentile, in five percent increments, through the 50th percentile. The lower half of the class is ranked by quartile. Full-time and part-time students are ranked separately. Once released, class ranks are not affected by any subsequent grade changes or withdrawals. Numeric class ranks are not available.

In communicating with prospective employers or otherwise, a student must report their class rank precisely as listed on the College of Law website. Students may not round off grade point averages to achieve a higher rank.

To verify a class rank, a student should order an unofficial transcript or official transcript from Campus Connect (<https://campusconnect.depaul.edu>) or through the Office of the University Registrar (<https://offices.depaul.edu/university-registrar/Pages/default.aspx>). Students then should compare their cumulative GPA to the percentage class ranks on the College of Law website. If an employer requests verification of class rank, the student should give the employer the unofficial or official transcript and a copy of the ranks from the College of Law website or refer the employer to the website.

Dean's List

Students who rank in the upper 25 percent of their class based on one semester's grades qualify for the Dean's List. Dean's List notes appear on unofficial and official transcripts, available on Campus Connect. Total credits—both graded and pass/fail—count toward earned credit hours.

To qualify for the Dean's List, a full-time student must be registered for at least 12 credits for which a letter grade is awarded (not a pass/fail or audit grade). A part-time student must be registered for at least nine credits for which a letter grade is awarded (not a pass/fail or audit grade). Once released, the Dean's List is not affected by any subsequent grade changes or withdrawals.

JD Classifications for Class Ranks and the Dean's List

For purposes of determining class ranks and the Dean's list, JD students are classified by the number of credit hours they have earned:

Full-Time

- First-Year = 30 or fewer earned credit hours
- Second-Year = 31 to 69 earned credit hours
- Third-Year = 70 or more earned credit hours

Part-Time

- First-Year = 23 or fewer earned credit hours
- Second-Year = 24 to 45 earned credit hours
- Third-Year = 46 to 73 earned credit hours
- Fourth-Year = 74 or more earned credit hours

College of Law Honor Code

All College of Law Students are expected to abide by the University Code of Student Responsibility. The College of Law Honor Code supplements the Code of Student Responsibility and Academic Integrity Policy of DePaul University.

§ 1. Presumption of Knowledge of the Honor Code

All students are conclusively presumed to know the provisions of the Honor Code. Lack of familiarity with the Code shall not constitute a defense to an alleged violation.

§ 2. Standard of Responsibility

A student is responsible for an act or omission deemed to be a violation of the Code if the student knew or should have known that there was a high probability that the act or omission would be found to be a violation of the Code.

§ 3. Unprofessional Conduct

A student violates the Code if the student engages in any conduct related to the student's academic career that is inconsistent with the standards of honesty expected of a member of the legal profession, as defined by the American Bar Association's Model Rules of Professional Conduct. Such conduct includes, but is not limited to, the following:

Application for Admission

It shall be a violation of the Code for any student to fail to disclose, or to make a false statement of, a material fact on their law school application. A fact is material if it would reasonably have been considered as a factor in the decision whether to admit the student. It shall also be a violation of the Code for a student to fail to update and amend their law school application to disclose material facts that arise from the date they apply to the College of Law through matriculation and graduation. The obligation of truthfulness and accuracy is a continuing obligation and extends beyond the filing of any application.

Examinations

With respect to examinations, students shall be presumed to know all applicable exam rules and it shall be a violation of this Code to do or attempt to do any of the following:

1. Obtain or receive unauthorized information concerning the content of an examination prior to the examination;
2. Seek or voluntarily receive unauthorized aid in any manner from any source with respect to any examination;
3. Bring into an examination room any unauthorized materials;
4. Give to another student solicited or unsolicited unauthorized aid on an examination;
5. Fail to comply strictly with designated time limits of an examination;
6. Use a false excuse to avoid taking an examination at its scheduled time;
7. Identify himself or herself on an exam that is graded anonymously; or
8. Engage any person to take an examination in the place of oneself or to take an examination for another.

Required Course Work, Assignments, and Other Academic Exercises

With respect to any work done in conjunction with and/or required by any course for academic credit, including Independent Study, Guided Research, Legal Writing, seminars, or any other academic exercise, the student shall be presumed to know all applicable rules governing an assignment and it shall be a violation of this Code to do any of the following:

1. Engage in any act prohibited by the instructions governing an assignment;
2. Submit as one's own, and without appropriate citation, writings or ideas of another, including those prepared by another student;
3. Submit for credit work not originally prepared for the course for which it is submitted, without explicit permission of the instructor of the course obtained after the instructor has been advised of the origins of the work.

"Academic exercise" refers to any work constituting a basis upon which a student will be evaluated to earn credit or other College of Law honors including, but not limited to, examinations, research papers (including topic proposals, outlines, and drafts), other writing assignments, oral presentations, work done for credit in clinical programs or on law journals and work performed in any moot court or other competition sponsored or conducted by the College of Law.

Plagiarism

The University Code of Student Responsibility defines plagiarism as a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes, but is not limited to, the following:

1. The direct copying of any material, computer files, recordings, video programs or musical scores, in whole or in part, whether published or unpublished, without proper acknowledgement that it is someone else's;
2. Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement;
3. Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else including, research papers purchased or acquired from another person or entity;
4. The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College of Law from taking further punitive action under the Honor Code.

§ 4. Theft and Unauthorized Use of Property

It shall be a violation of the Code to do any of the following:

1. Damage, hide or otherwise exert unauthorized control over any library property or class-related materials including, but not limited to, all DePaul University library materials;
2. Damage, hide or otherwise exert unauthorized control over property belonging to another student, a faculty member or a student organization; or
3. Use for unauthorized purposes University equipment or services including, but not limited to, photocopying machines, mailroom facilities and computer research or word processing equipment.

§ 5. Conduct Relating to Career Services

With respect to students seeking employment, whether permanent, part-time or as an extern, it shall be a violation of the Code to do any of the following:

1. Furnish to any person information known to be false which is related to the student's academic record or which concerns activities related to the College of Law; or
2. Misrepresent another student's academic record or otherwise make comment known to be false about another interviewee to any prospective employer.

§ 6. Obstruction of Honor Code Proceedings

With respect to any proceeding before the Academic Integrity Hearing Board, it shall be a violation of the Code to do any of the following:

1. Testify falsely;
2. Fail without just cause to appear at any hearing pursuant to a request issued by the Board;
3. Give false information to the presenter; or
4. Harass any person who provides information or testimony pertaining to a violation of this Code or who participates in the enforcement of this Code.

§ 7. Failure to Report Violations

It shall be a violation of the Code for a student to fail to report any suspected violation of the Code where such student has reasonable grounds to believe that such a violation has occurred.

§ 8. Procedures for Dealing with Allegations of Honor Code Violations

If a student is the subject of a pending Honor Code proceeding, that student shall not be granted a degree. Every reasonable attempt shall be made to expedite proceedings in the case of a student who has applied to graduate.

§ 9. Procedures for Obtaining Information Non-Examination Violations

Persons, other than examination proctors, who have information about a possible Honor Code violation of any kind by a law student shall, as soon as possible, notify the Office of the Dean and the Assistant Dean for Student Affairs in writing of the facts and circumstances. If the person possesses any materials that may become exhibits, the person should give those materials to the Dean and the Office of the Assistant Dean.

Examination Violations

1. Procedures During Examinations
If an examination proctor witnesses conduct which the proctor believes to be a violation of the exam rules, the proctor shall immediately verbally notify a dean, exam coordinator, the professor of that class or the professor's delegate. Once the proctor provides verbal notice of an alleged violation, the dean, professor or professor's delegate may confiscate any improper materials and advise the student to discontinue talking or otherwise continue violating exam rules. Confiscated materials shall be transferred to the Assistant Dean for Student Affairs. Students who allegedly violate

exam rules shall be permitted to finish the exam during the allocated time.

2. Procedures After the Examination

As soon as possible after the proctor gives verbal notice to a dean, exam coordinator, professor or professor's delegate, the proctor shall, in a signed report, describe the alleged violation. The report should include a physical description of the student or students alleged to be involved in the violation and of the acts that constitute the violation. If possible, the student's anonymous number shall be given as soon as possible after the exam to one of the deans of the College of Law. When a professor, the professor's delegate or a dean is informed of the alleged violation, that person shall notify the Office of the Student Affairs forthwith in writing.

Credit Hour Requirements, Time to Degree Limits and Class Attendance Policy

Credit Hour Requirements

Under the College of Law's semester system, one credit hour is granted for 50 minutes of classroom or direct faculty instructional time per week, multiplied by 15, and at least 120 minutes of additional out-of-class student work each week, or an equivalent amount of work for other courses and activities, multiplied by 15. The standard course extends over a fourteen-week semester, followed by a two-week final examination period. Courses or other credit-bearing activities that occur over a different time period must incorporate the same total amount of instructional time and additional assigned work per credit hour as a standard course. At a minimum, students must complete 42.5 hours for 1 unit of credit; 85 hours for 2 units of credit; 127.5 hours for 3 units of credit; and 170 hours for 4 units of credit.

Credit is earned if a student receives an A through a D, or PA grade.

Graduation with a JD requires that the student complete 86 credit hours. Graduation with an LLM requires that the student complete 24 credit hours. Graduation with an MLS (formerly MJ) requires that the student complete 30 credit hours, or 24 credit hours if granted a waiver based on substantial professional experience of at least 12 months' duration in a relevant field of interest.

Time Limit for Degree Completion

Below are listed the time limits for degree completion for the JD, LLM and MLS (MJ) programs. Students who are unable to complete the degree within these time frames are required to confer with the Assistant Dean for Student Affairs in the College of Law.

Students in the JD program may pursue the degree in either the JD Day or JD Evening program. JD Day students are expected to complete the degree in three years. JD Evening students are expected to complete the degree in four years. The maximum time to complete the JD program, if a student takes an approved leave of absence, is five years. Pursuant to the American Bar Association Standards of Accreditation, all JD students must complete their degree no later than 84 months after commencement of law study.

Students in the LLM program may pursue the degree on either a full-time or part-time basis. Full-time LLM students are expected to complete the degree in one year. Part-time LLM students are expected to complete the

degree in two years. The maximum time to complete the LLM degree is five years.

Students in the MLS (MJ) program may pursue the degree on either a full-time or part-time basis. Full-time MLS (MJ) students are expected to complete the degree in one or two years. Part-time MLS (MJ) students are expected to complete the degree in two to four years. The maximum time to complete the MLS (MJ) program is six years.

Class Attendance Policy

Attendance is mandatory for all law school classes. Each instructor may establish penalties for lack of attendance, including lowering the final grade for the class. If a student registers for a limited enrollment class such as a senior research seminar or an experiential education course and does not attend the first week of the class, the instructor may assign a failing grade.

Students are required to attend the section of a course for which they are registered. A student may not attend another section of the same course, even if taught by the same instructor.

Students who never attend or cease to attend a class without withdrawing may receive a grade of FX. The FX is calculated into the student's GPA as an F.

Dismissal

A full-time JD student whose GPA falls below 1.700 at the end of the first academic semester will be dismissed from the College of Law. In addition, full-time and part-time College of Law students who are not in good standing at the end of any given academic year will be dismissed. However, formal dismissal letters typically are not issued until final grades are processed.

Students Enrolled In Summer Session Before Notice of Dismissal

A student who is dismissed at the end of the first year and who is enrolled in a Summer course will be withdrawn from the Summer course. Tuition will not be refunded. An upper-level student who is dismissed while enrolled in a Summer course may either withdraw from the course (without a refund) or may finish the Summer class. Should the student elect to remain in the class, credit will not be given unless the student's petition for readmission is granted.

Note

A student dismissed for a conduct-related reason, such as through the Student Conduct Process or the Academic Integrity process is not eligible for readmission to the University. The only exception to this is a program specific dismissal, in which case the student is not dismissed from the University, only the specific program. In this case, the student is eligible to apply to other programs.

Employment Limitation for Full-Time JD Students

College of Law full-time JD students are strongly discouraged from being employed for more than 20 hours per week while Autumn and Spring semester classes are in session. If a student needs to work more than 20

hours per week, the student would be advised to transfer to the part-time program.

If full-time, first-year JD students feel compelled to work, they should be careful to limit their hours so as not to interfere with their studies.

Students are expected to arrange their work schedules around College of Law classes. Adjustments in the curriculum or final exams will not be made because of work conflicts.

Evaluation and Credit/Limitations

No Credit for Course Work Taken Prior to Matriculation in the JD and LLM Programs

The American Bar Association Standards provide that credit for a JD degree shall only be given for course work taken after the student has matriculated in a law school in a JD program. A law school may not grant credit toward the JD degree for work taken in a pre-admission program.

Requirements to Visit Another Law School

A DePaul student may take selected cross-listed courses at other law schools that have a cross-listing agreement with DePaul College of Law. Students who take such courses shall continue to be registered at, and pay tuition to, DePaul College of Law. The course instructor shall send the student's final grade to the Assistant Dean of Academic Operations at the DePaul College of Law.

Except for the cross-listed courses referenced above, or an approved Summer study abroad visit at another law school, which is strongly discouraged, a student will be permitted to receive credit for courses taken at another law school only if the student faces an unforeseen change of circumstances of an emergency nature that makes the student's continued presence at DePaul an exceptional hardship. Such circumstances may include but are not limited to death or extreme illness in the student's immediate family, which necessitates a move to another city to alleviate severe financial, medical or other stress. A student must document his or her claim of extraordinary hardship to the Assistant Dean of Student Affairs. The student must have at least a 3.000 DePaul GPA. NOTE: Financial concerns or the need to accompany or join a spouse, without other significant factors, will not constitute an exceptional hardship; neither will a desire to work or study in another location constitute such a hardship.

Courses taken at another university or college that are not part of a regularly accredited law school curriculum will not be applied toward a law degree.

FERPA/Annual Notification

Annual Notification for DePaul Students: Your FERPA Rights

We want to take this opportunity to provide you with a summary of your rights under The Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student education records. Please view Understanding FERPA, a DePaul Central Learning Center video for information and instructions.

Your FERPA rights include:

1. The right to inspect and review your education record within 45 days after the University receives a request for access. If you want to review your record, contact the University office that maintains the record to make appropriate arrangements.
2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University official responsible for the record, clearly identifying the part of the record you want changed and why you believe it is inaccurate or misleading. That office will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.
3. The right to provide written consent before DePaul discloses personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

Some examples of exceptions include:

- School officials with "legitimate educational interests." A school official has a legitimate educational interest if the official has a professional need to review your education record in order to fulfill their official responsibilities. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: university faculty and staff, agents of the institution, students employed by the institution or who serve on official institutional committees, and representatives of agencies under contract with the University.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the university's state-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to:
 - i. develop, validate or administer predictive tests;
 - ii. administer student aid programs; or
 - iii. improve instruction.
- To accrediting organizations in order to carry out their accrediting functions.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information."

Directory information may be released without your written consent and includes the following: name, address, e-mail, telephone number, date of birth, college of enrollment, year in school, major, enrollment status (including current enrollment, dates of attendance, full-time/part-time or withdrawn), degrees, awards and honors received (e.g., Dean's List recognition), participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs (including ID pictures), videos depicting and/or concerning University life, and previous educational institutions attended. Please note that you have the right to withhold the release of directory information except to the extent that FERPA authorizes disclosure without consent (see #3 above).

To withhold the release of your directory information, you must log into the student portal, Campus Connect, and, under Student Privacy settings, indicate your preference. Please note two important details regarding placing a "No Release" on your record:

- i. A "No Release" on your record will prevent your name from being included on lists of students released to honor societies, dean's list and graduation announcements to local newspapers, and enrollment and degree verification to anyone, including potential employers.
 - ii. A "No Release" applies to all elements of directory information on your record.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

For additional information, please consult the U.S Department of Education website (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/?src=mn>).

Questions concerning FERPA should be referred to DePaul Central:

DePaul Central

Lincoln Park: Schmitt Academic Center, 101

Loop: DePaul Center, Suite 101

Tel: (312) 362-8610 | dpcl@depaul.edu | depaulcentral.depaul.edu (<http://depaulcentral.depaul.edu>)

Final Exams

The method of evaluation of student performance in a course lies solely within the discretion of the instructor. In many courses, a student's grade is based primarily on one written examination given at the conclusion of the course. Some instructors also give a midterm examination or assign papers. Final Exam times are posted in the class schedule.

Exam Administration

During closed book examinations, all books, notes, cell phones, tablets, electronic devices, outlines, backpacks, briefcases, and other materials must be placed in the back of the room. During open book exams, students may have whatever materials the professor approves for use during an examination. For Exam4 exams, the proctor will announce the start time and write the start and end time for the exam on the board. Exam4 will automatically close the exam after the allotted time. For bluebook and Scantron exams, the test proctor will advise the students of the time at which the exam will end and will write the ending time on the board. When time has expired, the proctor will announce that the exam is over. Students must stop writing/typing immediately upon the proctor

announcing that time is up and turn in their examinations. Failure to stop writing/typing immediately is a violation of the Honor Code. Students are not permitted to leave their seats for any reason during the last 15 minutes of an exam.

Anonymous Examination Numbers

Each student is randomly assigned an anonymous exam number each semester, and most exams are graded anonymously. Generally, upper-level seminars and skills courses are not anonymously graded.

For exams graded anonymously, students must identify themselves only by assigned anonymous examination number. Students must not identify themselves by name, student identification number or any other designation or symbol anywhere on the examination questions or answers. A student should not disclose the examination number to the instructor, either directly or indirectly, until the instructor has submitted the final grades for the course. Failure to comply with these provisions may be a violation of the Honor Code.

Exam Schedule and Conflicts

The final examination schedule is published with the class schedule prior to registration each semester on Campus Connect. Students should select their courses to avoid exam conflicts.

All students must take their examinations at the scheduled time. If two sections of a course are offered, students must take the exam at the time scheduled for the section in which they are enrolled.

Final exams will be rescheduled only in extraordinary circumstances, or according to the rescheduled exam policy below. Exams will not be rescheduled because of job commitments, weddings, graduations, vacation plans, travel plans or for other personal reasons.

Rescheduled Examinations

Under certain limited circumstances, students may shift one examination to a different day. This policy is known as the "rescheduled exam" option.

If you have two in-class exams on the same day or within 24 hours (i.e., less than 24 hours), you can designate one exam as a "rescheduled exam." You must take the rescheduled exam within two weekdays of the original exam date, which may be before or after the regularly scheduled exam. Rescheduled exams are held between 9:30 a.m. - 12:30 p.m. on designated days when no first-year exams are scheduled. The application form is available online.

Students may only request one rescheduled exam per semester. Students must register no later than the sixth week of classes. Forms are available on the College of Law website. First-year students, both full-time and part-time, may not reschedule exams because their exam schedule is set up with several days between exams. Rescheduled exams are not available in Summer term.

Missing an Examination

Students are expected to take examinations when scheduled, even if inconvenienced. However, in the event of serious illness or for other extraordinary or compelling cause beyond a student's control, the Assistant Dean for Student Affairs or the dean on duty may excuse a student from taking the exam at its scheduled time. Students will not be excused from an examination for job-related reasons, weddings, travel, graduations, vacations or for other personal reasons. Students

are expected to adjust their outside commitments to conform to the law school examination schedule.

A student who must miss an exam must notify the Assistant Dean for Student Affairs on or before the scheduled exam day. If prior notice is not possible, the student must contact the Assistant Dean as soon as the inability to take the exam becomes manifest. If a student does not notify the Assistant Dean for Student Affairs at the first available opportunity, the student will receive a failing grade. A student should never contact the professor about rescheduling an examination that will be graded anonymously.

A student who is more than ten minutes late for an exam will not be permitted to take it unless authorized by the Assistant Dean for Student Affairs or dean on duty. A student who is less than ten minutes late may take the exam but will not be allotted additional time.

Examination Accommodations

Students who wish to request accommodations on the basis of a disability should contact, and register with, the Center for Students with Disabilities. Students who have been approved to receive accommodations should also notify the Assistant Dean for Student Affairs at the start of each semester.

Accommodations of time and one half per in-class exam are offered to international College of Law non-JD students (LLM, MLS (MJ), Visiting and Exchange) for whom English is not a first language. Students who qualify should contact the Office of Student Affairs at least one month before each exam period to confirm accommodations.

International College of Law Non-JD Students for whom English is not a first language will be permitted to use a standard English dictionary while taking in-class final exams. Eligible international students must be registered with the DePaul University Office of International Students and Scholars. Eligible students may not use their own dictionary, but must use a standard English dictionary (Merriam-Webster or comparable) provided by the College of Law at the time of the exam. This policy applies to final exams that are closed book or where there are restrictions on materials that would otherwise prevent the use of a dictionary.

Good Standing

JD Programs

For Students Enrolling Fall 2023 and After: First-Year JD Students

To be considered in good standing at the College of Law, first-year JD Day students must have a cumulative GPA of 2.0 or higher at the end of the Autumn semester and a cumulative GPA of 2.30 or higher at the end of the Spring semester. To be considered in good standing, first-year JD Evening students must have a cumulative GPA of 2.30 at the end of the academic year in May. First-year JD students with a GPA below 2.50 at the end of Autumn semester may not register for the following Summer session. Grades received in the Summer session are not included in a student's GPA for the prior academic year.

To maintain good standing, first-year JD students with a cumulative GPA of at least 2.0 and in the bottom GPA quartiles at the end of the Autumn semester are required to attend all Spring semester Academic Success Program (ASP) workshops and complete all ASP assignments. First-year JD Day students with a cumulative GPA of at least 2.30 and a GPA in the bottom quartile of the 1L students at the end of the Spring semester will

be enrolled in and must complete LAW 253 MULTISTATE PERFORMANCE TEST STRATEGIES and LAW 252 BAR PASSAGE STRATEGIES in the two years following completion of the 1L core courses. They also must complete LAW 102 BUSINESS ORGANIZATIONS and LAW 410 EVIDENCE.

All 1L students in the bottom two quartiles of the class at the end of the Autumn semester will be assigned a specific advisor for further academic advising.

Upper-Level JD Students

To be considered in good standing at the College of Law, upper-level JD students must have a cumulative GPA of 2.30 or higher at the end of each academic year in May. Grades received in the Summer session are not included in a student's GPA for the prior academic year.

At the end of the Autumn and Spring Semesters, students with a cumulative GPA that places them in the bottom two quartiles of their class will be referred to an advisor for further academic advising. To maintain good standing, second-year JD Evening students with a cumulative GPA of 2.30 or higher but in the bottom quartile of the class at the end of the Autumn semester will be enrolled in and must complete LAW 253 and LAW 254 in the two years following completion of the 1L core courses. They also must complete LAW 102 and LAW 410.

To maintain good standing, second-year JD Day students and third-year JD Evening students with a cumulative GPA of 2.30 or higher but in the bottom quartile of the class at the end of the Autumn semester will be enrolled in and must complete LAW 253. They also must schedule an individual meeting with the Director of Bar Passage, and they must complete LAW 102 and LAW 410 prior to graduation.

To maintain good standing, third-year JD Day students and fourth-year JD Evening students with a cumulative GPA of 2.30 or higher but in the bottom quartile of the class at the end of the Autumn semester must attend all Spring semester Bar Passage Workshops and must schedule an individual meeting with the Director of Bar Passage.

For Students Who Enrolled Fall 2022 or Earlier: First-Year JD Students

To be considered in good standing at the College of Law, first-year JD Day students must have a cumulative GPA of 1.700 or higher at the end of the Autumn semester and a cumulative GPA of 2.000 or higher at the end of the Spring semester. To be considered in good standing, first-year JD Evening students must have a cumulative GPA of 2.000 at the end of the academic year in May. First-year JD students with a GPA below 2.200 at the end of Autumn semester may not register for the following Summer session. Grades received in the Summer session are not included in a student's GPA for the prior academic year.

To maintain good standing, first-year JD students with a cumulative GPA of 1.700 or higher but below 2.600 at the end of the Autumn semester are required to attend all Spring semester Academic Success Program (ASP) workshops and complete all ASP assignments. First-year JD Day students with a cumulative GPA of 2.000 or higher but below 2.600 at the end of the Spring semester will be enrolled in and must complete LAW 253 MULTISTATE PERFORMANCE TEST STRATEGIES and LAW 252 BAR PASSAGE STRATEGIES in the two years following completion of the 1L core courses. They also must complete LAW 102 BUSINESS ORGANIZATIONS and LAW 410 EVIDENCE.

Upper-Level JD Students

To be considered in good standing at the College of Law, upper-level JD students must have a cumulative GPA of 2.000 or higher at the end of each academic year in May. Grades received in the Summer session are not included in a student's GPA for the prior academic year.

To maintain good standing, second-year JD Evening students with a cumulative GPA of 2.000 or higher but below 2.600 at the end of the Autumn semester will be enrolled in and must complete LAW 253 and LAW 254 in the two years following completion of the 1L core courses. They also must complete LAW 102 and LAW 410.

To maintain good standing, second-year JD Day students and third-year JD Evening students with a cumulative GPA of 2.000 or higher but below 2.600 at the end of the Autumn semester will be enrolled in and must complete LAW 253. They also must schedule an individual meeting with the Director of Bar Passage, and they must complete LAW 102 and LAW 410 prior to graduation.

To maintain good standing, third-year JD Day students and fourth-year JD Evening students with a cumulative GPA of 2.000 or higher but below a 2.600 at the end of the Autumn semester must attend all Spring semester Bar Passage Workshops and must schedule an individual meeting with the Director of Bar Passage.

LLM & MLS (MJ) Programs

To be considered in good standing at the College of Law, LLM and MLS (MJ) students must have a cumulative GPA of 2.000 over three semesters. Grades received in the Summer session are not included in a student's GPA for the prior academic year.

Joint Degree Programs (Law/Master's Degree)

Good Academic Standing

To be considered in good academic standing, DePaul students pursuing a joint degree program where two degrees are awarded simultaneously (for example: two master's degrees, a master's degree and a juris doctor degree or a juris doctor and a master's of law degree) should consult the degree requirement section of the University Catalog to determine the required minimum grade point average for good academic standing.

Failure to Maintain Good Academic Standing

Students who fail to maintain good academic standing may be subject to dismissal from the joint program in accordance with procedures established by the program. Many programs have established time or course limitations within which a student must return to good standing before they may be dismissed from the program.

Note: In addition, for those participating in federal financial aid programs, failure to maintain good academic standing will affect compliance with the federal satisfactory academic progress requirements.

Grades

Grades and Grading Scale

Grades can be accessed online via Campus Connect. Grades can be viewed and printed using the Unofficial Transcript in the Student Center in Campus Connect.

Once a grade is assigned, university policy prohibits faculty from changing the grade unless the professor made a clerical or computational error when calculating it. Removal of an incomplete grade in accordance with University policy is an exception to the grade change policy.

Faculty may not assign or accept additional graded material in order to improve a student's final grade. They may not conduct a substantive reevaluation of the student's exam or coursework.

Grades are assigned in accordance with the following definitions (a plus or minus grade represents a slight variance from the indicated definition):

Grade	Description
A	The instructor judged the student to have accomplished the stated objectives of the course in an EXCELLENT manner.
B	The instructor judged the student to have accomplished the stated objectives of the course in a VERY GOOD manner.
C	The instructor judged the student to have accomplished the stated objectives of the course in a SATISFACTORY manner.
D	The instructor judged the student to have accomplished the stated objectives of the course in a POOR manner.
F	The instructor judged the student NOT to have accomplished the stated objectives of the course.
FX	Student failed to accomplish the stated objectives of the course due to non-attendance. Non-attendance is defined as never attending or ceasing to attend an in-person course (or never participating or ceasing to participate in an online course) without officially withdrawing. The FX is calculated into the student's GPA as an F. Instructors are required to provide the last date of attendance/participation.

IN	Temporary grade indicating that, following a request by the Student, the Associate Dean of Student Affairs and the Instructor have given permission for the student to receive an incomplete grade. In order to qualify, the student must have: 1. satisfactory record in the work already completed in the course; 2. encountered unusual or unforeseeable circumstances, which prevent him/her from completing the course requirements before the end of the term; and 3. applied to the instructor and to the Associate Dean for permission to receive the IN. The incomplete will expire at the end of the following semester. If the work is not complete, the student will receive a failing grade.
PA	Passing achievement in a pass/fail course. (Grades A through D represent passing performance.)
W	Withdrawal from the course instituted by the student after the last day to drop with a refund and before the final withdrawal deadline.
WA	Withdrawal from the course initiated by an administrator at a student's request, usually outside of established deadlines. Administrative withdrawals may be granted under extraordinary circumstances and require documentation for support.
M	Final grade not submitted by instructor.
AU	Auditor status; course does not earn credit.
R	Temporary grade indicating that the student is making satisfactory progress in a course that formally extends beyond the end of a term.

Calculation of Grades

Letter	Description
A	4 times the number of credit hours assigned to the course
A-	3.7 times the number of credit hours assigned to the course
B+	3.3 times the number of credit hours assigned to the course
B	3 times the number of credit hours assigned to the course
B-	2.7 times the number of credit hours assigned to the course
C+	2.3 times the number of credit hours assigned to the course

C	2 times the number of credit hours assigned to the course
C-	1.7 times the number of credit hours assigned to the course
D	1 times the number of credit hours assigned to the course
F, FX	No quality points awarded
AU, W, WA, IN, PA	Quality points not assigned

First-Year Grade Curve and Upper-Level Classes with 50 or More JD Students

The following mandatory grade curve applies to all first-year courses and to upper-level classes with 50 or more enrolled JD students:

Grade	Description
A	12%-17%
A- and/or B+	20%-30%
B	20%-30%
B- and/or C+	20%-30%
C or below	10%-15%

In addition, the mean or average for all DePaul JD students in any course subject to this grade curve must be between 2.95 and 3.15. All LARC sections taught by the same instructor during the semester are aggregated into one course for purposes of this curve.

Upper-Level Grade Curve: Classes with 21 - 49 JD Students

The mean or average for all DePaul JD students in any upper-level course with an enrollment between 21 and 49 students must be between 2.95 and 3.15.

Upper-Level Classes with 20 or Fewer JD Students

No mandatory grade curve applies to courses with enrollments of 20 or fewer DePaul JD students. However, any instructor submitting grades for DePaul JD students more than half of which are grades of A shall provide the Associate Dean of Academic Affairs with a brief explanation of the methodology that led to this result.

LLM, MLS (MJ) and other non-JD students are not included in the grade curves set forth in this subsection.

Computation of GPA

GPA's are computed by dividing the total number of grade points earned by the total number of graded credit hours. Graded credit hours do not include courses graded WA, W, PA, IN, M, or AU, but do include courses graded F or FX. Grade point averages are reported to three digits and cannot be rounded up. Students must report their grade point average as it appears on official and unofficial transcripts.

Grades, Challenges to

A. General Policies on Grading

1. Grades are determined solely on the basis of the academic performance of each student according to pre-established criteria

determined by the course instructor and consistent with university, college and departmental policies.

2. Grade determination is the prerogative of the instructor subject to the constraint that any successfully challenged grade will be changed through faculty action.
3. The criteria for evaluating academic performance are to be consistent with a course's goals and objectives, which have been approved by the appropriate academic authority before the course is scheduled. On the first day of class of each course the instructor is to explain in writing to the students the criteria for evaluating as well as the methods for grading student performance (examinations, papers, reports, etc.).
4. The instructor in each course shall decide what criteria and methods for evaluating students are to be applied in the specific course. These decisions of the instructor, however, must be compatible with any policies previously accepted by the faculty of a department or college with respect to particular courses, especially courses offered in sequence where the qualifications of a student to begin an advanced course depend upon performance in a previous course. The methods of conducting a course are determined by the instructor within limitations set by the classification of a course as lecture-discussion, seminar, laboratory, etc. An instructor may vary the teaching methodology to meet particular circumstances of a course (type or number of students enrolled, concentrated calendar as in summer sessions, etc.) or the instructor's own desires to innovate or experiment with different approaches.

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

5. The actual evaluation and grading of academic performance is subject to the professional judgment of each instructor. Considerable personal discretion is required in these judgments - a justifiable margin of difference can exist between the evaluations made by two or more professional persons of the same academic performance.
6. Students are entitled to compare their work in the course with the criteria applied in deciding the final grade for the course. Accordingly, the course instructor is required either to return major papers and examinations to students or to make such available for students until the end of the following term. Spring Quarter materials are to be available until the end of the Autumn Quarter. For pedagogic reasons, an instructor is expected to review with the student the relative success of the student's accomplishments. The instructor is not expected to debate the grading.
7. A student may object to a grade for one or more of the following reasons:
 - a. The methods or criteria for evaluating academic performance, made explicit by the instructor at the beginning of the course, usually in a course syllabus or as subsequently modified with the majority consent of the students, were not actually applied in determining the grade.
 - b. The grade was determined or influenced by criteria other than those explained by the instructor or by criteria not relevant to academic performance.
 - c. The instructor applied predetermined criteria unfairly, which may include but not be limited to the following items:

- The instructor's evaluation of academic performance so exceeded the reasonable limits of the instructor's discretion as not to be acceptable to the instructor's peers.
- Predetermined criteria were not explained at the beginning of the quarter or semester.

B. Policies Regarding Grade Challenge

1. All Grade Challenge Review Boards must follow the procedures listed below.
2. A challenge to a grade will be reviewed and decided by tenured faculty unless the college or school has an insufficient number of tenured faculty to staff a Review Board.
3. The student who challenges a grade bears the full burden of proof that there are sufficient grounds for changing a grade.
4. Only the final grade of a course and its means of determination may be challenged.

C. Procedures for Establishing Grade Challenge Review Boards

1. At the beginning of each academic year, the Committee on Committees will recommend to the Faculty Council, the faculty members and alternates for one Review Board for each of the following colleges: Business, Computing and Digital Media, Communication, Education, Law, Music, School of Continuing and Professional Studies, Science and Health, and Theatre.
2. It will recommend two boards for Liberal Arts and Social Sciences covering the following areas: Humanities and Behavioral and Social Sciences. The Faculty Council will make all appointments to Review Boards. The dean of a college may request the establishment of additional Review Boards.
3. Each Review Board will consist of three faculty members and two alternate faculty members and one student. Faculty members may not serve on challenges in which they are involved. Involvement includes assignment of the grade in question and/or attendance or participation in the class. In either of these cases, one of the alternates will be asked to serve.
4. The student representative on the Review Boards in Business, Computing and Digital Media, Communication, Education, Liberal Arts and Social Sciences, Science and Health, Law, Music, School of Continuing and Professional Studies, and Theatre will be the elected Senator from the college or school. In cases where this Senator is involved in the claim; i.e., had registered for, attended or participated in the class, the SGA EVP of Academic Affairs will serve as an alternate or, if necessary, the president may appoint the alternate.
5. The Review Board will select its own chair and vice chair (to serve in the absence of the chair). The Chair of the Review Board receives all requests for hearing from the dean or chair of the affected department, sets the calendar, notifies all board members and involved parties of the dates and times of the hearings and informs students by written notice of the recommendations of the board. The chair is responsible for adherence to the Procedures for Filing a Grade Challenge.
6. The boards will serve until the beginning of the Autumn Quarter of the academic year.
7. A quorum of the Review Board consists of three members of the board. Challenges will be upheld by a vote of three or more of the four member board. All members are voting members.

8. The members of the Review Board are expected to disqualify themselves should a conflict of interest arise.

D. Procedures for Filing a Grade Challenge

In order to provide a forum for the fair resolution of academic disputes involving individual students and appropriateness of course grades, the following procedures have been developed and will be applied to all cases involving DePaul University students.

1. A student who is considering a grade challenge must discuss the grade with the instructor before the end of the following regular term. (Spring and Summer Quarter challenges must be made before the end of the Autumn Quarter. Law students challenging a Fall semester grade have a deadline of March 1 of the following Spring semester. Law students challenging a Summer/Spring semester grade have a deadline of October 1 of the following Fall semester.) The instructor is expected to explain the reason for the grade to the student. Only if the instructor is not at the university during the following regular term after the grade was issued, may the student proceed to challenge the grade without meeting with the instructor.
2. If, after the discussion with the faculty member, the student still disputes the final grade, the student may continue their challenge by submitting a written request for a hearing to the office of dean of the college or school in which the course was offered within the term following the award of the disputed grade. Since the following burden of proof rests upon the student, it is important that the student include a clear and coherent statement (typed) with the reason for the appeal, together with any supporting documents the student may wish to include. Students may request that copies of supporting documents in possession of the faculty members be forwarded to the chair of the Review Board. All challenges will be thoroughly and fairly reviewed.
3. The dean of the college or school shall forward a copy of the request to the chair of the Review Board, the involved faculty person and the student. This must be signed and dated by the dean or chair of the affected department.
4. Once filed, the formal challenge is automatically forwarded through all stages of the appeal process unless the Review Board determines it to be groundless or frivolous. Additionally, the student has the option to discontinue the appeal at any stage by submitting a letter stating such to the instructor and chair of the Review Board.

Both the student and instructor will be informed in writing of all committee recommendations and decisions as well as any new written information bearing on the case. Only the instructor and/or the Review Board are empowered to change a grade.

5. The Review Board chair will send a copy of the grade appeal request and relevant materials received with it to the instructor involved. The instructor will return the materials with a written response within two weeks unless circumstances warrant an extension.

The chair is responsible for monitoring the time period. A copy of the instructor's response will be forwarded to the student who has filed the challenge. If the instructor does not respond within the time period, the committee will conclude its deliberations and vote on the challenge.

6. The Review Board may, at its discretion, seek oral clarification of the written responses from the student and faculty member. If it requests

this further clarification, the Review Board must meet with both the student and faculty member separately if the student requests.

7. The Review Board shall evaluate the challenge and vote to approve or deny. Decisions of the Review Board arrived at by secret ballot are to be determined by a majority vote.

Such action must be taken within two months of the date of filing. (If the grade appeal is not passed along its designated route within the times specified, the student should notify the dean of the school or college who will determine the reason for the delay.)

8. The Review Board is to reach one of the three following decisions:
 - a. Challenge affirmed and settled by consent: i.e., the Review Board conducting the review devises a conciliation mutually acceptable to the student and the instructor who gave the grade. Should the acceptable conciliation involve a change of grade, the instructor will submit a change of grade.
 - b. Challenge affirmed and the Review Board may submit a change of grade card to the dean of the college or school in which the course was taught.
In determining the student's final grade, the Review Board will take into account all evidence of the student's academic performance in the course under challenge as well as the implications for the student's grade of the instructor's actions in the case in question.
 - c. Challenge denied; original grade stands.
9. The decision reached by the Review Board is to be communicated by the chair of the Review Board in writing directly to the dean of the college or school, the instructor, and the student. The explanation for the decision will also be communicated.
10. Decisions by the Review Board are final and binding on all parties. The board's decision does not require the approval of the dean of the college or school, or the chair of the affected department.

Grades, Incomplete (IN)

The grade of Incomplete (IN) is assigned when a student has been excused from taking the final examination on good cause shown or, with permission, has failed to complete all of the required coursework. To receive an incomplete, a student must receive written permission from the instructor and the Assistant Dean of Student Affairs. All course work must be completed by the end of the following semester or the student will receive a permanent failing grade (F).

Grades, Pass/Fail

The faculty has designated certain courses for pass/fail status. A student may not elect to take a course pass/fail that has not been so designated.

Grades, Repeating Classes

A JD student who receives a grade of F or FX in LAW 105, LAW 112, LAW 119, LAW 120, LAW 140, LAW 160, LAW 170, or LAW 506 must repeat the course in the student's next academic year and receive a passing grade. Prior to graduation, JD students must also receive passing grades for LAW 115, LAW 481, a course that meets the Advanced Writing Requirement, and six credit hours from experiential education courses.

A student who receives a grade of F or FX in an elective course is permitted to repeat the course once. Students may not repeat courses they have passed, unless the course is repeatable for credit.

All grades achieved are recorded on the academic record. All attempts are to be calculated into the grade point average. Credit will only be awarded for the course upon achievement of a passing grade.

This policy does not apply to courses that are repeatable for credit.

Graduation and Certificate Application

Graduating students must apply online for degree conferral in Campus Connect by June 1 for a July graduation, by October 1 for a December graduation, or February 1 for a May graduation. Once your online application has been submitted, you will be prompted to order your cap and gown and reserve a place for you and your guests at the May commencement ceremony.

The College of Law Office of Student Affairs will email a certificate application to all JD students who have applied for degree conferral. Students will not file their certificate application through Campus Connect. Students must submit a certificate application to the Office of Student Affairs even if the certificate program has been added to their Academic Plan and Degree Progress Report. Students may apply for only one certificate. Students may apply for a certificate even if they are completing the necessary credits in their final semester. Certificates are awarded to qualified applicants at the same time as the JD degree.

Graduation Requirements

Each student is solely responsible for ensuring that they fulfill all requirements for the degree being sought. Graduating students should undertake an independent review of their records before they register for their final semester by reviewing their degree progress report or an unofficial transcript through Campus Connect. **If a prospective graduate has not fulfilled all degree requirements, they will not receive a degree and will not be certified for admission to the bar.**

Note: Participation in the graduation ceremony does not establish entitlement to a degree. The actual degree award does not take place until the University completes its degree audit. Degree requirements are reviewed at the end of the expected completion term indicated. If all requirements are met, the degree will be conferred within 30 days of the end of the term. Diplomas are mailed (to graduates without financial holds), generally within 45-60 days after the end of the term.

Graduation with Honors

Juris Doctor Honors

JD students whose cumulative grade point average (GPA) places them in certain categories graduate with honors.

- Top 5%: summa cum laude
- Top 10%: magna cum laude
- Top 20%: cum laude

The awards are given to the entire class that graduates in an academic year, full-time and part-time students combined. The awards are announced at the end of the academic year. Once the awards are announced and posted by the College of Law and the Office of the

University Registrar, the awards are not affected by any subsequent grade changes.

Students who transfer to the College of Law after they complete first-year coursework at another law school are eligible for graduation honors. Grades earned at a transfer student's prior law school are included in the GPA computation for honors eligibility. Grades earned when students visit another law school after their first year are included in the GPA for honors eligibility if they take 12 or more credits at another law school.

Order of the Coif

JD graduates who rank in the top 10 percent of their class will be elected by the faculty to the Order of the Coif. Coif awards are announced in the Summer at the end of the academic year. Once announced and posted by the Office of the University Registrar, the awards are not affected by any subsequent grade changes. The rules for honors awards for transfer students also apply to election to Order of the Coif.

Graduation, Commencement Ceremony

Commencement is held annually in May. If a student is short no more than three credits for a degree, the student may attend the commencement ceremony but will not be awarded the degree until the credits are completed.

Graduation, Degree Conferral Policy

Final certification of degrees is completed by the Office of the University Registrar thirty days after the conferral date.

In dual degree programs authorized by the colleges, the degrees will be conferred simultaneously.

Academic records will be locked upon degree conferral. Under no circumstances will changes be made to the academic record after degree conferral.

If a student begins a new program of study at DePaul after a degree has been conferred, the student's GPA will be restarted. The one exception to this rule involves master's students whose DePaul master's degree is accepted to meet DePaul's PhD requirements either in the same or a new field. In this instance the GPA in the PhD program will include the GPA from the DePaul master's degree.

Combined Bachelor's + Master's Degree Program

Students combining a master's degree with a bachelor's degree in an approved DePaul Combined Bachelor's + Master's Program will restart their GPA at the beginning of their graduate career.

JD/LLM Program

In the case of students who are accepted into the joint JD/LLM program, the students' GPA in the LLM program will include the GPA from the JD program. Students who have completed the JD degree and are independently pursuing the LLM degree will have their GPA restarted.

Guided Research

Students who wish to register for Guided Research must make supervisory arrangements with a full-time faculty member. A student must have completed a minimum of 28 credit hours with a cumulative GPA of at least 2.000. Guided Research is offered for either one or two credits and is graded pass/fail. Guided Research does not fulfill the JD advanced writing requirement.

To register for Guided Research, a student must obtain written approval from the supervising faculty member and the Assistant Dean for Student Affairs. Guided Research forms are available on the College of Law website. Completed forms should be turned in to the Office of Student Affairs.

Immunization, Proof of

DePaul University complies with Illinois state law (College Student Immunization Act [110 ILCS 20]) and the Illinois Department of Public Health College Immunization Code (77 Ill. Adm. Code 694), which mandates post-secondary institutions to submit an annual report on student immunization requirements. All DePaul University students, born on or after January 1, 1957 and attend a university campus location, must provide proof of the required immunizations. Additionally, Illinois law requires that universities prevent students from registering for any subsequent terms if proof of immunization is not provided.

Proof of the following immunizations is required:

- Tetanus/Diphtheria/Pertussis - 3 doses (at least 1 tdap in lifetime, last dose within past 10 years)
- Measles- 2 doses (at least 28 days apart, after first birthday. Neither dose can be prior to 1968.)
- Mumps - 2 doses (at least 28 days apart, after first birthday. Neither dose can be prior to 1968.)
- Rubella - 2 doses (at least 28 days apart, after first birthday. Neither dose can be prior to 1968.)
- Meningococcal - 1 dose (if under the age of 22, taken on or after 16th birthday)

Please visit the Immunization Requirements (<http://www.depaul.edu/admission-and-aid/admitted/Pages/immunizations-requirements.aspx>) webpage for more information.

Independent Study

Independent Study permits a student to pursue an area of interest in-depth under the supervision of a full-time faculty member. The student must produce a research paper of publishable quality on a topic not substantially covered by a currently-offered course. Independent Study fulfills the JD advanced writing requirement. A student may enroll for a maximum of two independent studies during law school.

To register for Independent Study, a JD student must have completed 28 credit hours and have at least a 3.000 cumulative GPA. The student must make supervisory arrangements with a full-time tenured or tenure-track faculty member with expertise in the student's area of interest. Application forms for Independent Study are available on the College of Law website. Completed forms should be turned in to the Office of Student Affairs.

Leave of Absence

A student who requires time away from their academic program but who intends to re-enroll at the College of Law within two semesters may request a leave of absence. Students must be enrolled in the second semester after beginning their leave of absence (excluding summer term). For example, a student whose two-semester leave of absence begins with the fall semester must re-enroll in the program the following fall semester.

Students will be subject to the NonEnrollment/ (<https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/nonenrollment-discontinuation/>) Discontinuation Policy (<https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/nonenrollment-discontinuation/>) if they do not enroll in the second semester after their leave of absence begins. Students seeking a leave of absence related to military service will find the procedure outlined in the Military Academic Adjustments (<https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/military-academic-adjustments/>) policy.

Students are limited to a maximum of two semesters leave of absence. The semesters need not be consecutive. Under the Time to Degree (<https://catalog.depaul.edu/student-handbooks/law-student-handbook/academic-policies/class-attendance-policy/>) policy, JD students must complete their degree no later than 84 months after commencement of their program of study.

If a student withdraws from the College of Law before the end of their first semester, or if the student is continuously absent for more than two years, the student will be deemed a new applicant and required to comply with all the steps and procedures required of all new applicants to the College of Law.

If a student requests a leave of absence that spans fewer than the two semesters they are allowed as a maximum, they will be subject to the standard D (<https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/nonenrollment-discontinuation/>) Discontinuation Policy (<https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/nonenrollment-discontinuation/>) and will be discontinued if they do not enroll in the second semester after their leave of absence begins. Re-admission does not extend the number of terms for which a student may take a leave of absence.

If a student withdraws from classes while not in good standing, the student will be dismissed for academic deficiencies at the end of the academic year. If the student thereafter desires to return to the College of Law, they must follow the readmission procedures.

Students who receive financial aid are encouraged to consult with the Office of Financial Aid at DePaul Central to discuss the effect of a leave of absence on their financial aid.

To initiate a leave of absence, a student must first consult with the Assistant Dean of Student Affairs in the College of Law. The student will then use the tool in Campus Connect (select the "Academic Records" tile and click on "Leave/Withdrawal Request"). Upon submitting their request, the student will receive a notification of its receipt from the Office of the University Registrar. The student will receive a second email once their leave of absence is processed.

Military Academic Adjustments

DePaul University will make academic adjustments for students in the military consistent with all applicable legal requirements. This could include, for example: academic adjustments with a course, options regarding withdrawals or leaves of absence, and readmission at the conclusion of active duty. The details of any academic adjustments are dependent on the student's specific military orders.

Procedures Regarding Withdrawals and Leaves of Absence: Students who are in the military and called to active duty that interrupts their enrollment must complete the DePaul University Leave/Withdrawal Request in Campus Connect. Students should indicate "military" on the application in Campus Connect. Upon their return, they will meet with an academic advisor to discuss resuming their studies.

Students are encouraged to contact the Veterans Student Affairs Office (<https://offices.depaul.edu/student-affairs/support-services/for-specific-populations/Pages/veteran-services.aspx>) for more information about other specific procedures regarding withdrawals, leaves of absence, academic adjustments, and for information regarding other policies that may be particularly applicable to students in the military.

NonEnrollment/Discontinuation

Students who complete a term and do not enroll for the following term at DePaul remain active and eligible to enroll until they are formally discontinued. Discontinuation occurs when:

1. The student does not register in the term for which they were admitted.
2. The student does not register for three consecutive quarters (or for Law, two semesters), excluding summers. In these cases students must seek readmission.
3. The student has not made progress toward the degree for three consecutive quarters (or for Law, two semesters), excluding summers.

Candidates for theses, dissertations and students on year-long study abroad programs are excluded from this rule. In these cases, students must meet with a college academic advisor to get permission to register and/or seek readmission.

Students in the School of Music, The Theatre School, or the College of Law who intend to take one or more terms off must consult their college office.

Students who are suspended from the University through the Student Conduct Process or the Academic Integrity process, or students who are participating in a University-initiated temporary medical withdrawal process, are not discontinued until they do not register or make progress toward the degree for three consecutive quarters (or for Law, two semesters) following the date on which they could be eligible for return. In these cases students must seek readmission.

Posthumous Degree

A posthumous degree may be awarded to degree-seeking candidates who were actively enrolled and in good academic standing. Undergraduate students must have earned at least 132 credit hours; graduate and professional students must have completed at least 75% of the curriculum required for their degree.

For all other cases, the Dean may request a Certificate of Accomplishment be awarded to honor the student's progress toward the degree and accomplishments as a member in good standing of the DePaul community.

Readmission

Academic dismissals from the College of Law are typically final. However, under limited circumstances, students may seek readmission to the College of Law by filing a petition with the Readmissions Committee. The Readmissions Committee consists of at least five faculty members appointed by the Dean. The Assistant Dean for Student Affairs, serving *ex officio*, participates in the discussion but does not vote. All decisions of the Committee are final and are not subject to appeal.

Students seeking to be readmitted must submit a petition within two years of the date of dismissal describing how they satisfy the readmission criteria described below. An electronic copy of the petition and supporting documentation must be submitted to the Assistant Dean for Student Affairs. Students should include all documentation they feel may be of assistance to the Committee.

A student dismissed at the end of the Autumn semester of the first year may not resume classes until the passage of three semesters after the dismissal. A student dismissed at the end of the first year may not resume classes until the passage of one calendar year after the dismissal. A student dismissed at the end of the second, third, or fourth year may petition to resume classes in the semester immediately following the dismissal.

Students dismissed at the end of the first semester or at the end of the first academic year may file a readmission petition no earlier than January 15 and no later than March 1 of the academic year following the dismissal. Students dismissed after the second, third or fourth year may apply for readmission immediately after they receive a dismissal letter, but no later than August 1 for admission in the Autumn semester of that year. If students are dismissed and not readmitted within two years, they must apply for admission as a new student and their admission must be ratified by the Readmissions Committee.

Students who are readmitted after being dismissed, either at the end of the Autumn semester or end of the first year, will not receive credit for any course work previously completed and will have to complete all courses required for new students at the time of readmission. Students who are readmitted after being dismissed following the second, third, or fourth year will receive credit for all course work previously completed where credit was awarded.

A student dismissed at the end of the fall or spring semester of the first year must achieve at least a 2.000 GPA for the return semester and a cumulative GPA of 2.000 after the second consecutive semester. A readmitted 1L student who does not earn at least a 2.000 for the first return semester shall be dismissed at the end of that semester. A readmitted 1L student who does not achieve a cumulative GPA of at least 2.000 at the end of the second return semester shall be dismissed at the end of that second semester.

A 2L/3L/4L readmitted after an academic dismissal during their second or third year shall have two consecutive semesters to achieve good standing (a cumulative GPA of at least 2.000). A student who is readmitted after an academic dismissal and who fails to achieve good standing after two academic semesters shall be dismissed at the end of that second semester.

Readmission Criteria

The Readmissions Committee applies the following criteria in considering a petition for readmission. Except in extraordinary circumstances, all of the criteria must be satisfied. The conditions upon which readmission is predicated are individually determined.

- The applicant's academic failure must have been caused by extraordinary and unforeseeable circumstances;
- The applicant must provide evidence that the extraordinary circumstances either no longer exist or will no longer substantially interfere with academic performance;
- In the Committee's judgment, the applicant must be able to raise their GPA to 2.000 or above within the two consecutive semesters following readmission; and
- In the Committee's judgment, the applicant must not lack the capacity to be admitted to the bar if readmitted (this section applicable only to JD students).

Readmissions Committee Meetings & Decisions

The Readmissions Committee meets twice during the academic year. For students dismissed at the end of the Autumn semester or at the end of the first year, the Committee will meet toward the end of the Spring semester of the academic year following the dismissal to consider petitions for the following Autumn semester. For students dismissed after the second, third, or fourth year, the Committee will meet shortly before the beginning of the Autumn semester.

When a decision is made to readmit, the Assistant Dean for Student Affairs shall place a memo in the student's file that includes a statement of the considerations that led to the decision.

Limits on the Number of Readmission Petitions

A student whose petition for readmission is denied may apply for readmission one additional time. A student must apply for readmission within two years of the dismissal date.

American Bar Association Standard 501 and Readmissions

American Bar Association Standard 501(c) applies to all ABA-accredited law schools, including DePaul University College of Law. The standard states:

A law school shall not admit or readmit a student who has been disqualified previously for academic reasons without an affirmative showing that the prior disqualification does not indicate a lack of capacity to complete its program of legal education and be admitted to the bar. For every admission or readmission of a previously disqualified individual, a statement of the considerations that led to the decision shall be placed in the admittee's file.

Recording Class Sessions and Events

Classes may be recorded only with the permission of the instructor.

Students with disabilities who must record classes as an accommodation for their disability should make arrangements with the Center for Students with Disabilities.

Members of student organizations and journals wishing to video or audio record events, including panels, discussions and presentations, must obtain approval from the designated faculty advisor or the Assistant Dean of Student Affairs.

Registration and Credit Limits

Registration takes place according to a schedule pre-arranged in advance by the Office of the University Registrar. JD students receive priority registration for all JD courses. A student's enrollment date is based on seniority according to the number of cumulative credits earned. Registration for the Summer and Autumn semesters takes place in the Spring. Registration for the Spring semester takes place in the Autumn. Students must use Campus Connect to register, add or drop a course.

Add/Drop Deadlines

Once registration begins, it remains open until the end of the add/drop period, which is two weeks after the beginning of Autumn and Spring semesters and one week after the beginning of the Summer semester.

Course Changes after Add/Drop Deadline

A class may not be added after the add deadline, which is published in the Academic Calendar of the College of Law. A student shall not receive retroactive credit for any work completed by the student. A student must register in advance, within the applicable registration period, to receive credit for any work completed.

A student may withdraw from a class on Campus Connect up until the end of the eighth week of the semester (the withdrawal deadline). Thereafter, a student who wishes to withdraw from a course must contact the College of Law Office of Student Affairs to request approval for a late withdrawal. Simply not attending class does not constitute a withdrawal.

For any course dropped after the deadline to drop a class, but before the withdrawal deadline, a grade of "W" will appear on the student's transcript. For any course that is approved to be dropped after the withdrawal deadline, a grade of WA ("administrative withdrawal") will appear on the student's transcript. W and WA grades do not affect the student's GPA.

Deadline for Tuition Refunds

Students withdrawing from a course at a date which is after 20% of the scheduled term will not receive any tuition refund. The deadline is published in the Academic Calendar for the College of Law.

Non-Classroom Credit Hours: 12-Credit Limit

With the exception of students enrolled in the Third Year in Practice (3YP) program, a JD student may earn a maximum of 12 credit hours for non-classroom courses. Courses that count toward the 12-credit non-classroom limit include the following:

Course	Title	Semester Hours
LAW 114	LEGAL ANALYSIS RESEARCH AND COMMUNICATIONS TEACHING ASSISTANTS	1-2
LAW 204	LAW REVIEW	1-3

LAW 217	JOURNAL FOR SOCIAL JUSTICE	1-2
LAW 224	ASP TA	1-2
LAW 236	JOURNAL OF SPORTS LAW AND CONTEMPORARY PROBLEMS	1
LAW 298	GENERAL TEACHING ASSISTANT	1-2
LAW 303	BUSINESS AND COMMERCIAL LAW JOURNAL	1-2
LAW 336	JOURNAL OF ART TECHNOLOGY & INTELLECTUAL PROPERTY EDITORIAL BOARD	1-2
LAW 411	GUIDED RESEARCH	1-2
LAW 428	INDEPENDENT STUDY	3
LAW 436	JOURNAL OF HEALTH CARE LAW EDITORIAL BOARD	1-2
LAW 524	EXTERNSHIP PROGRAM	2-3
LAW 536	NATIONAL MOOT COURT COMPETITION	2
LAW 537	INTERNATIONAL MOOT COURT COMPETITION	3
LAW 538	NATIONAL TRIAL TEAM	3
LAW 539	INTERSCHOLASTIC COMPETITION	2-3
LAW 961	INTENSIVE FIELD PLACEMENT	5-9
LAW 962	ADVANCED INTENSIVE FIELD PLACEMENT	5-9

Distance Education Credit Limit

American Bar Association rules specify that JD students may earn a maximum of 28 credit hours toward the JD degree for distance education courses. The College of Law offers both fully online and hybrid courses. A hybrid course is a course in which some, but not all, of the instructional time is online. All fully-online courses, and some hybrid courses, qualify under the ABA rule as distance education courses.

Journal Credit Policy

Students may receive credit for their participation on one of DePaul's approved law journals. For minimum and maximum credits allowed per journal, consult the designated Faculty Advisor or the journal handbook. Students may opt to receive fewer than the maximum allowable credits per semester, but all editorial board members must receive at least one credit for each semester of work on the journal. Journal credit is granted only to third-year members of journal editorial boards with the exception of the DePaul Law Review; second-year editors of the DePaul Law Review register to receive credit.

Competitions: Credit and Approval Process

The College of Law provides students with opportunities to participate in simulated skills competitions and to receive course credit through the following approved courses:

Course	Title	Semester Hours
LAW 536	NATIONAL MOOT COURT COMPETITION	2
LAW 537	INTERNATIONAL MOOT COURT COMPETITION	3
LAW 539	INTERSCHOLASTIC COMPETITION	2-3
LAW 751	HEALTH LAW MOOT COURT	2

Any student team or student organization that wishes to participate in a skills competition outside of these approved courses must first receive permission from the Dean of the College of Law by submitting the Competition Statement of Interest available in the Student Resources section of the College of Law website. Each team must have a designated Faculty Advisor. DePaul students who participate in competitions are representing the College of Law and are subject to the policies and procedures of DePaul University.

All participants in competitions must register for credit unless the competition is one for which credit is not granted. Course credit will not be awarded if the appropriate registration is not completed.

Auditing Classes

A JD or LLM student may audit a course only if the student registers to do so with the Office of Student Affairs.

The following courses may not be audited: courses required for graduation, advanced writing courses, litigation skills courses, practice skills courses, clinics, externships, guided research, independent study and non-classroom pass/fail courses.

An auditor does not receive a grade in or credit for the course. Students may not convert from auditing to graded status or vice versa. A student who has audited a course may not thereafter take that course for credit. A person not enrolled as a student at the College of Law may audit a course only with the permission of the Assistant Dean for Academic Affairs.

To register to audit a course, students register for the class via Campus Connect and file a request form in the Office of Student Affairs.

Registration, Student Enrollment Classifications

Enrollment Reporting Classifications

Credit is accumulated on the basis of semester hours:

Full-time Student Status

- For JD Day students a twelve semester hour course load is considered full-time (6 semester hours for summer study).
- For JD Evening students a nine semester hour course load is considered full-time (6 semester hours for summer study).
- For LLM and MLS (MJ) students a nine semester hour course load is considered full-time (6 semester hours for summer study).

Half-time Student Status

- For JD Day students a six semester hour course load is considered half-time (3 semester hours for summer study).
- For JD Evening students a six semester hour course load is considered half-time (3 semester hours for summer study)
- For LLM and MLS (MJ) students a six semester course load is considered half-time (3 hours for summer study).

JD Maximum Credit Hours

Upper level JD Day students may register for a maximum of 16 credit hours per semester. After their third semester, JD Evening students may register for a maximum of 12 credit hours per semester.

JD Minimum Credit Hours

First-year JD Day students take 14-15 credit hours per semester. First-year JD Evening students take 10-11 credit hours per semester.

JD Day students must take a minimum of 12 credit hours per semester except that JD Day graduating seniors in their final semester need only take the number of credit hours necessary for them to graduate. JD Evening students must register for a minimum of 9 credit hours per semester except that graduating seniors need only take the number of credit hours necessary for them to graduate.

Required Courses & Prerequisites

Students must take all required courses at the time prescribed and in the sequence designated by the College of Law. First-year JD students may not drop required courses or take reduced class loads unless there are extraordinary extenuating circumstances and the student obtains the consent of the Assistant Dean of Student Affairs. Required courses must be taken at DePaul Law and cannot be taken at another law school, with the exception of:

1. transfer students who were admitted with credits from another law school; and
2. students who receive advance permission from the Assistant Dean of Student Affairs due to unforeseen and extenuating circumstances.

Some courses have mandatory prerequisites. Prerequisites must be completed before a student may enroll in those courses. Students may not take a course and its prerequisite course simultaneously.

Requirement Term

A student will complete the law program requirements in place at the time of the student's first enrollment term in that program. A student who changes programs while their studies are in progress will complete the requirements in place at the time they enroll in the new program.

A student who changes programs during a break between terms will follow the requirements in place for the term immediately following the break.

A student who applies for readmission will be subject to the program requirements in place in the enrollment term of readmission.

Other Information

A student currently enrolled in a degree program in which revisions are approved while their studies are in progress may elect to formally adopt the revised requirements.

Requirements, Curriculum

Official changes in courses, course numbers, titles, descriptions, and prerequisites and minor changes in program requirements may be made on a quarterly basis.

Multiple changes or thorough revisions in the requirements of a program, major, or concentration which have received the required university approvals may be made twice each year. Changes approved by May 15th will be effective for the Autumn term, and those by October 15th will be effective for the Winter/Spring/Summer terms.

New programs, majors, or concentrations that have received the required university approvals may be added to the University Catalog edition that corresponds with the first term the program is active.

Requirements, Program Termination/Substantial Change

If an undergraduate major, graduate or law degree program is terminated or a program undergoes substantial changes, there must be a plan in place and a commitment to provide a reasonable opportunity for those active in the program to complete the current requirements of the degree.

The chart below provides the maximum time frame allowed to complete the degree from the point of termination/change:

Type of Program	Maximum Time Allowed ¹
Undergraduate majors	4 years
Undergraduate SCPS programs	6 years
Graduate programs (thesis required)	4 years
Graduate programs (MFA)	4 years
Graduate programs (thesis not required) and Professional MLS and LLM programs	3 years
Doctoral programs (embedded master's program)	8 years
Doctoral programs (stand-alone)	5 years
Professional JD programs	4 years

¹ If a program wishes to set shorter time frame for completion, they must explain their rationale and obtain approval from Faculty Council.

For programs with substantial changes, students may elect to pursue the new requirements in accordance with the Requirement Term Policy (p. 1546). Those students who are not able to complete their degree requirements within this time frame will be moved into the new requirements. For programs that have been terminated, undergraduate students may request to pursue a new major and graduate students may apply to a new graduate program. In addition, those students who are not able to complete a terminated degree program within this time frame will be advised of other program opportunities that may be available.

Students are responsible for working with their advisors to develop a plan to finish within the stated timeframe. It is the student's responsibility to complete required courses when they are offered. Students should not wait to complete required coursework.

For required courses that will no longer be offered, the department will provide substitutions. Waivers may also be granted; however the student must still meet the minimum credit hours required.

Students admitted into or those who are in the admission process for a terminated program will be advised of alternative programs.

Once a program has been approved for termination, students will no longer be admitted or readmitted into the program and students will no longer be able to declare that major or program. The only exceptions to this are active students officially in an "intended" or "pre" major or students officially in a combined bachelor's/master's program. In accordance with the requirement term policy, students who are

discontinued will not be eligible to be readmitted into a terminated program.

Rule 711 License - Senior Law Student Certification

Upon completing 43 credit hours (one half of the credits required to graduate), a JD student may obtain an Illinois Supreme Court Rule 711 License to practice law under the terms and conditions set forth in the Rule. Licenses are available only for students who perform legal services for government agencies or not-for-profit organizations.

A student may apply for the license at the end of the semester in which they complete the requisite number of hours; however, the license cannot be processed until grades for those hours have been submitted, which occurs either in late January (Autumn semester), late June (Spring semester), or mid August (Summer semester). The link to the application form is on the law school website on the Student Resources page. Completed applications (including the supervising adviser's signature and the required photograph) should be turned in to the Office of Student Affairs. The application will be forwarded to the Administrative Office of the Illinois Courts, which issues the license and mails it to the student. Processing time is three to six weeks.

Study Abroad Programs Other than DePaul Programs

Enrolling in a semester or summer abroad program offered by a school other than DePaul is strongly discouraged. A student must have a minimum GPA of 3.000 to attend a summer study abroad program sponsored by another law school.

If a student wishes to attend a program sponsored by another law school, the Associate Dean for Academic Affairs must approve the request. No credit will be granted without the prior approval of the Associate Dean for Academic Affairs. To request approval, the student must submit a cover letter to the Associate Dean requesting permission to study abroad, together with copies of the course descriptions of the courses the student proposes to take and the number of credits each course is worth. The cover letter must explain why the student's goals cannot be attained by studying in one of the DePaul-sponsored programs. Differences in curricula or locales between the programs offered by DePaul and those of other schools will not, without more, justify participation in another school's program.

If the Associate Dean for Academic Affairs approves the request, the student must request a letter of good standing from the Assistant Dean for Student Affairs through the College of Law website. The student will pay a nonrefundable fee for each letter of good standing.

If a student's application for summer study abroad at another institution is approved, the Financial Aid Office may be contacted to arrange a consortium agreement between DePaul and the other law school. Once a consortium agreement is entered into, loan funds granted by DePaul may be used to pay tuition charges for the summer abroad program.

After a student completes the program, they must order an official transcript from the other U.S. law school (not the foreign school) and have it sent directly to the Assistant Dean of Student Affairs. Student Affairs will forward the transcript to the Transfer Articulation Center,

which will post the credits to the student's transcript. The transcript will not list grades. Instead, all courses will be listed as "T" or transfer.

A maximum of seven credits may be earned during a summer program sponsored by another law school. Credits will only be awarded if the program is approved by the American Bar Association. Grades earned in another law school's summer abroad program do not count toward a student's DePaul GPA and do not satisfy Certificate requirements.

Transcripts

The Office of the University Registrar processes official transcript requests for DePaul University. Official transcripts can be requested on-line through Campus Connect.

The Family Educational Rights and Privacy Act of 1974 prohibits release of confidential transcript information without the student's authorization.

Generally, transcripts will be issued only after the student has fulfilled all financial obligations to the University. When a transcript is needed for employment or employment verification purposes, a transcript will be issued even if a student account balance exists.

Tuition Policy

All tuition and fees are due to DePaul University by the published tuition due date for that term. All charges must be paid in-full by the payment date.

Tuition charges for any course registrations made after the due date must be paid in full within 24 hours of registration.

Tuition bills may be accessed online through Campus Connect. The student will be required to sign up for E-Bill to access their bills or to grant access to a guest user.

Students whose accounts show a balance due after the tuition due date will be subject to a late fee and prohibited from future registration, receiving transcripts (unless required for employment purposes), and other university services.

Withdrawal Tuition

Students must withdraw from classes through the registration function in Campus Connect. Withdrawals processed via the web or through direct contact with the home school/college office are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an authorized withdrawal from class and will result in academic as well as financial penalty.

When the withdrawal occurs, the tuition charge for courses during a 10-week quarter will be reduced according to the following schedule, in accord with the tuition package:

Withdrawal	Refund
Up to 20% or 2 weeks of a ten week term	100% refund
After 20% of the term	0% refund

Notes

- Students receiving financial aid are advised to contact a Financial Aid Counselor to discuss the impact of a withdrawal on Satisfactory

Academic Progress and aid eligibility at DePaul University or any other school to which they may transfer.

- Students in university housing are advised to contact Housing & Residence Life to discuss the impact of withdrawal upon their eligibility to maintain residence on-campus.

Withdrawal/Drop Policy

The following policies pertain to the withdrawal from individual courses, the withdrawal of all courses for a given term, and withdrawal from the University.

There are two categories of Withdrawals:

- Student Initiated (p. 1623)
- College/University Initiated (p. 1624)

Student Initiated

Students who must withdraw either from a course or from the University may do so by using Campus Connect, the University's web registration system. Students unable to use the web registration system should contact their home school/college office, whether in person, phone or email (emails must be sent from the student's preferred email listed in Campus Connect). Students who are physically unable to contact the university may designate someone to act on their behalf.

Withdrawals processed through Campus Connect are effective the day on which they are made. Withdrawals processed through the student's home school/college office are effective:

- in person: the date the student had the transaction processed in the office
- for email: the date the email was sent
- for mail: the date the letter was received

Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from the course and will result in academic as well as financial penalty.

A. Withdrawal from One or More Courses

Students who wish to withdraw from one or more courses within a term, must do so by the stated deadline dates for that term. Students who missed the deadline due to extenuating circumstances should consult section C.

Students who withdraw from all courses for a term, and who plan to return the next term, are eligible to register for the next term.

Students who plan to permanently withdraw from the University should consult Section B.

B. Withdrawal from the University

Students who decide to permanently withdraw from the University must do so using the DePaul University Leave/ Withdrawal Request application in Campus Connect. Students are strongly encouraged to consult with their advisor before doing so.

- Students enrolled for current and/or future terms are required to withdraw from all courses before requesting permanent withdrawal in the DePaul University Permanent Withdrawal/Military Leave Request application in Campus Connect.

- Students who are not currently enrolled and wish to permanently withdraw from the university should complete the DePaul University Leave/Withdrawal Request application in Campus Connect.
- Students who wish to return to the University after a permanent withdrawal must complete an application for readmission.

C. Late Withdrawals

In rare circumstances, students who missed the deadline to withdraw from a course (or courses), may request a late withdrawal from either the Dean of Students office or the student's home college office.

- Decision-making for late withdrawals resides primarily in the Dean of Students Office for personal/medical issues; and in the School/College Offices for all other issues. These principles underlie the decision-making processes:
All policies are driven by academic concerns:
 - Decisions are guided by the best interests of the students.
 - Decisions will be made in compliance with federal regulations.
- Restrictions on requesting approval for late withdrawal:
Requests for late withdrawals from one or more courses in a given quarter must be submitted to either the Dean of Students Office (for medical/personal withdrawals), or the student's home School/College Office (for administrative withdrawals) by the following deadlines.

For Undergraduate/Graduate:

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

For the College of Law:

- Autumn Semester: Last day of the final exam period for the fall semester.
- Spring Semester: Last day of the final exam period for the spring semester.
- Summer Semester: Last day of the final exam period for the summer semester.

College of Law students filing a late withdrawal appeal in the Autumn or Spring semester of the first year of law school must request withdrawal from all courses.

During their college career, students may be allowed one medical/personal approved administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term.

For College of Law Students, the deadline for filing an appeal for a late withdrawal is the final day of the exam period for the term in question. College of Law students filing a late withdrawal appeal in the Autumn or Spring semester of the first year of law school must request withdrawal from all classes.

College/University Initiated

Under rare circumstances, DePaul University may need to administratively drop a student from a course (or courses) for which the student is registered. This policy outlines those instances and establishes the procedures to be followed by the University to drop a student from the course.

DePaul University reserves the right to administratively drop a student from a course (or courses) under a limited number of circumstances. These fall into two categories: those performed by the college offices and those performed by the Office of the Registrar.

College Office

A student may be administratively dropped from a course (or courses) by the home college, if the student is:

- registered for a course (not repeatable for credit) for the third or more time and has not received appropriate permission to repeat the course again.
- registered for a course (not repeatable for credit) in which the student originally earned a C- or better and has not received appropriate permission to repeat the course.
- on probation and exceeds the allowable number of credit hours and has not received the appropriate permission to register for the additional hours.
- registered for more than the maximum number of competencies allowed within competency-based courses (SCPS).
- academically dismissed from the University.
- registered for a course that has been cancelled.

Office of the University Registrar

A student may be administratively dropped from a course (or courses) by the Office of the University Registrar, if the student has:

- not met the prerequisites for the course and has not received appropriate permission to take the course without the prerequisite.
- been suspended for the term or permanently dismissed from the University as the result of an academic integrity violation hearing or a student code of conduct judicial board hearing.

Zero-Credit Hour Courses, Graduate and Law

Graduate Students Completing Thesis or Dissertation

Many of DePaul's masters and doctoral degree programs require a thesis or dissertation to earn the degree. The thesis or dissertation is often completed after all required credit hours and coursework is satisfied.

Programs may offer a variety of 0-credit hour courses to accurately represent the student's status while the student completes the thesis or dissertation. Each of these courses will have a unique course catalog number differentiating it from the others. These course offerings include:

- Zero-credit hour course that supports a student's full-time work on the thesis or dissertation**

This course is reserved for students whose work on the thesis or dissertation is considered equivalent to that of a full-time course load. Students enrolled in this course:

- are reported as enrolled full-time for federal reporting and fellowships
- are eligible to defer loans
- are eligible to apply for federal loans and borrow for living expenses
- may be limited by their program as to the number of times they are eligible to enroll for the course
- will receive a Pass or Fail grade determined by the thesis/dissertation director which supports the students work during the term

2) Zero-credit hour course that supports a student's half-time work on the thesis or dissertation

This course is reserved for students whose work on the thesis or dissertation is considered equivalent to that of a half-time course load. Students enrolled in this course:

- are reported as enrolled half-time for federal reporting and fellowships
- are eligible to defer loans
- are eligible to apply for federal loan and borrow for living expenses
- may be limited by their program as to the number of times they are eligible to enroll for the course
- will receive a Pass or Fail grade determined by the thesis/dissertation director which supports the students work during the term

3) Zero-credit hour course that supports a student's less than half-time work on the thesis or dissertation

This course is reserved for students whose work on the thesis or dissertation is considered equivalent to that of a less than half-time course load. Students enrolled in this course:

- are reported as enrolled less than half-time for federal reporting and fellowships
- may be limited by their program as to the number of times they are eligible to enroll for the course
- will receive a Pass or Fail grade determined by the thesis/dissertation director which supports the students work during the term

Please Note:

1. Some graduate programs may require a final culminating project, practicum or exercise as part of the degree. The above enrollment guidance may be followed for these courses if they are offered for 0-credit hours and should carry an enrollment status equivalency.
2. Students in zero-credit hour courses are subject to the time limit for degree completion as determined by their program.

Other 0-Credit Hour Courses

There are other 0-credit hour courses offered by graduate or doctoral programs that do not fall into the above categories. These courses will keep the student in an active status. Each of these courses will have a unique course catalog number differentiating it from the others.

Examples of these courses may include:

- courses for students completing work in other courses where an IN or R grade was awarded who need access to university resources

- courses that are non-credit bearing degree program requirements (such as presentation skills, field experiences, etc.)

Please Note for Other 0-Credit Hour Courses:

1. Depending on the type of course, the program will determine if a grade is required.
2. Students in zero-credit hour courses are subject to the time limit for degree completion as determined by their program.

University Resources

This section provides information on an array of university resources, all designed to help you make the most of your experience at DePaul. We encourage you to read through this whole section when you arrive at DePaul, and then refer back to individual pages for information on specific resources as you need them.

Career Center

At the DePaul University Career Center, we believe the path to your successful future starts with you. By helping you understand and shape your passions, interests and skills, we connect you with majors, internships, jobs and opportunities so that you can take on Chicago—and the world—with vigor, knowledge and preparation. No matter where you are in your career search, whether it's deciding on a major or career path, making a career change, or preparing for your first job interview, we can help.

- Explore career options whether you are just starting your job search or are looking for a change.
- Get career and graduate school advice and resources from specialists in your field. Our career advisors are available to meet one-on-one with you to discuss your needs.
- Build skills, chart your career path, explore career experiences, and earn academic credit for your job or internship through our 2- and 4-credit Career & Life Design courses.
- Find a job with one of the thousands of employers who recruit DePaul grads.
- Connect with DePaul alumni for career-related networking and mentoring.

The Career Center is located at DePaul's Lincoln Park Campus in SAC 192 and at the Loop Campus in DePaul Center 9500. Students may contact the office at (312) 362-8437 for appointments, or visit the Career Center website. (<https://resources.depaul.edu/career-center/pages/default.aspx>)

Law Career Services

The Office of Law Career Services (<https://law.depaul.edu/career-services/Pages/default.aspx>) is located on the third floor of the Lewis Building, in the College of Law Student Services Suite. The counselors in the Law Career Services Office advise students and alumni on all aspects of the job search process and assist them in defining and achieving their career goals. Students are assigned to an individual advisor to ensure that students have a constant resource available to them.

Center for Students with Disabilities

The Center for Students with Disabilities (CSD) coordinates DePaul University's provision of accommodations and other services to students

with disabilities pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. CSD regularly works with students diagnosed with a range of disabilities such as learning disabilities, AD/HD, medical conditions, chronic illness, mental health disorders, and physical/visual disabilities, amongst others. Student success is at the core of the CSD's mission and fits integrally with DePaul University as a diverse learning community.

Students are encouraged to enroll with CSD to receive accommodations and additional support services. CSD students are enrolled in all Colleges and Schools at DePaul, and may be full-time, part-time, undergraduate, or graduate level students. Some accommodations and services may include extended time on exams, assistance with note-taking, adaptive equipment, real-time captioning, classroom accommodations, advocacy, and assistive technologies amongst other support services.

CSD enrollment procedures require appropriate documentation of a student's disability and other identified information, as well as a personal meeting with CSD staff.

CSD is also a resource for faculty and staff who may have questions about accommodating, or otherwise working with, students with disabilities.

CSD has two full-service office locations:

- Lincoln Park Campus, Student Center 370, 773/325-1677
- Loop Campus, Lewis Center 1420, 312/362-8002

For more information, please view the Center for Students with Disabilities website <http://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx> or contact staff at csd@depaul.edu.

As a result of participating in **Center for Students with Disabilities** programs and services, students will be able to:

- Develop competencies in effective communication, critical thinking, technological prowess, and wellness skills to foster academic and personal success at DePaul and afterwards.
- Develop self-awareness and understanding of personal strengths and challenges to become effective self-advocates and assume their individual responsibilities in actively pursuing their roles in the academic community.
- Accept aspects of disability culture and diversity.
- Effectively manage personal and learning challenges to successfully interact in academic, professional, and social environments and as future contributing members of society.
- Demonstrate connections of acquired knowledge to other knowledge, ideas and experiences and relate knowledge to daily life.

Dean of Students Office

The Dean of Students Office is an invaluable resource, advocate and support for providing and identifying resources and services for students. The office helps individuals in navigating the university, particularly during difficult situations, as in personal, medical, mental health, and/or family crises. The Dean of Students Office is also responsible for overseeing the Code of Student Responsibility and managing the Student Conduct Process.

Additional information is available from the Dean of Students Office (<https://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx>).

College of Law Office of Student Affairs

The College of Law Office of Student Affairs is located in the Student Services Suite on the ninth floor of the Lewis Building. The Office of Student Affairs and the Assistant Dean for Student Affairs provide invaluable services to law students including academic and personal advising and assistance with registration, examinations, and letters of good standing, among other matters.

Additional information regarding the College of Law Office of Student Affairs is available here (<https://law.depaul.edu/student-resources/student-affairs-registrar/Pages/default.aspx>).

Department of Housing and Residence Life

The Department of Housing and Residence Life, through its quality facilities and dedicated staff, promotes safe and inclusive on-campus communities that support and empower student academic success and personal development. In addition, Housing and Residence Life is responsible for responding to resident crises, building a sense of community and DePaul spirit, managing the student conduct process and providing residents with high-quality opportunities for engagement.

For more information about housing at DePaul, visit <http://offices.depaul.edu/housing> (<https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Foffices.depaul.edu%2Fhousing&data=05%7C01%7CWPFElFFE%40depaul.edu%7C9fd8c7e12276421c4fff08db4b26556e%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638186401411342254%7C%7CTWfPbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C&sdata=WdQZaNSJRYM1DZz56vtQb%2FoAtDjxEHaY88oR%2FLAAzFY%3D&reserved=0>).

DePaul Central

DePaul Central is your one-stop resource for helping students manage the business side of being a student. Services include: Account Transactions, Financial Aid Inquiries, Ordering Transcripts, Payment Plan Inquiries, and Submitting Immunization Records.

DePaul Central ensures student issues are resolved in a timely manner and with the right level of attention and care they deserve so students can focus on what really matters: their academics.

- Visit with DePaul Central staff:
 - Lincoln Park: Schmitt Academic Center 101, 2320 N. Kenmore Avenue
 - Loop: DePaul Center, 1 E. Jackson Boulevard, Suite 101
- You also can get answers to many questions online or over the phone.
 - Email: dpcl@depaul.edu
 - Phone: (312) 362-8610
 - Web: depaulcentral.depaul.edu (<http://depaulcentral.depaul.edu>)
 - Facebook: [/depaulcentral](https://www.facebook.com/DePaulCentral/) (<https://www.facebook.com/DePaulCentral/>)
 - Twitter: [@depaulcentral](https://twitter.com/DePaulCentral/) (<https://twitter.com/DePaulCentral/>)
 - FATV: depaul.financialaidtv.com (<https://depaul.financialaidtv.com/>)

Division of Mission and Ministry Religious and Spiritual Support

The Division of Mission and Ministry supports and nurtures the spiritual and faith life of the university through the ministry and programs offered by Catholic Campus Ministry (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fpages%2Fdefault.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514659452%7CUnknown%7CtWfPbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=P0klU31pmrDHAClQbSqaqQHNT5V9bBA%2Bksc%2FYDTKN0%3D&reserved=0>), the Religious Diversity and Pastoral Care team ([https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Fcommunity-service%2Fpages%2Fvincentian-service-and-formation.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514659452%7CUnknown%7CtWfPbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=beY5T2TGOPcPGvRhCP4OGXudzg6gVf1eBPwzenMABO0%3D&reserved=0](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fpages%2Fdefault.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514659452%7CUnknown%7CtWfPbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=FK%2BqW%2BHAkD2wn%2FRJUtdNv5x%2Fo78S%2B0Ps580mlnsqX%2B4%3D&reserved=0)), Spirituality, service, and a commitment to justice are at the heart of the learning that happens at DePaul. Mission and Ministry can help you find lifelong friends, make a difference in the world around you, and develop a community in which you can live out the vision and Vincentian values of the university. Here are some of the things we offer.

Sacred Spaces on Campus

Looking for a place to pray or experience community with other religious/spiritual students? We have options on both the Lincoln Park and Loop campuses. You can pray in one of our Muslim prayer rooms ([https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Freligious%2Fpages%2Fliturgy-and-prayer.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514659452%7CUnknown%7CtWfPbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=1GmS%2BaU9bJHxtiePcjyt5LUIhOg6hDNxozGnnzk10G8%3D&reserved=0](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Freligious%2Fpages%2Fmuslim-life.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514659452%7CUnknown%7CtWfPbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=f6pe6BlcetsbGafZwhznLkLnUNuPwVMEVMSmUI9NPVA%3D&reserved=0)) on weekdays and Sundays, participate in worship, reflection or meditation in the Interfaith Sacred Space (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fpages%2Finterfaith-sacred-space.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514659452%7CUnknown%7CtWfPbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=1GmS%2BaU9bJHxtiePcjyt5LUIhOg6hDNxozGnnzk10G8%3D&reserved=0>).

<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fpages%2Fsacred-campus-spaces.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514659452%7CUnknown%7CtWfPbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=ZsSGcpQgaUFOgZPZzxIV6ThJdqDj%2Fuk1m3lZdI5%2FFC0%3D&reserved=0>), hang out in the Jewish Life (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fpages%2Fjewish-life.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514659452%7CUnknown%7CtWfPbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=pVvqvYorQy3FmC0qWy3AbS%2BZASzYwlyGoOwPy1o6Xk%3D&reserved=0>) or Catholic Campus Ministry suites in the Lincoln Park Student Center, join a student group or come to one of our 4D (Four Ways of Interfaith Dialogue) celebrations or events.

Student Religious Organizations

Go to DeHub (https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdehub.depaul.edu%2Fhome_login&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514659452%7CUnknown%7CtWfPbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=XG5P0TUKsByW%2BygXQ7%2BktG9WVAgrdva7veF1k%2FbAl0%3D&reserved=0) to find many religious and spiritual groups to explore including those that are Catholic, Jewish, Muslim, Orthodox Christian and other Christian groups such as L.I.F.T and InterVarsity, as well as Vincentian volunteer community service groups. You can also check out Mission and Ministry-led groups such as Sankofa Black Student Formation (https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdehub.depaul.edu%2Ffeeds%3Ftype%3Dclub%26type_id%3D45%26tab%3Dabout&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514659452%7CUnknown%7CtWfPbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=iefCKLmAeb1kmjK205rT0JVfZWSx3Hh3paKOPORSsTQ%3D&reserved=0).

Spiritual Companionship

Wrestling with spiritual questions? Grieving the loss of a loved one or a relationship? Going through a significant life transition? Seeking and/or exploring religious traditions other than your own? Questioning your identity? Sometimes we all need a listening ear, someone with whom to process the questions we face. The Division of Mission and Ministry's professional staff is made up of experienced ordained and lay ministers rooted in multiple faith traditions who to the spiritual needs of students. Please refer to this page (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Freligious-spiritual-life%2Fpages%2Fspirituality.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514659452%7CUnknown%7CtWfPbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBtIl6lk1haWwiLC%7C3000%7C%7C%7C&sdata=YxAzRTZREj5GVbYc5%2BtstUSad6OSYlBAerPLK41ns%3D&reserved=0>) to find out about scheduling an in-person or virtual

pastoral care conversation, or to find out about requesting assistance with prayer requests, hospital visits, memorials and other spiritual needs.

Interfaith Holiday Calendar

This interfaith calendar provides information on world religious holidays that fall within DePaul's academic calendar and may therefore affect DePaul students, faculty, and staff. Here is the 2022-2025 Religious Diversity Interfaith Holiday Calendar & Suggested Accommodations.

(<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Facademics.depaul.edu%2Fcalendar%2Fpages%2Freligious-observance-calendar.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514815676%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IkhwaWwLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=cHRQU12PV2DTCKiNgEj%2FSACk2KS1hAINxt1a0rm5MW0%3D&reserved=0>)

Vincentian Community Service

You can find out more about weekly, 1-day, and occasional volunteer service opportunities based on the VIA "Vincentians in Action" framework here (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Foffices.depaul.edu%2Fmission-ministry%2Fcommunity-service%2Fpages%2Fdefault.aspx&data=05%7C01%7CWPFEIFFE%40depaul.edu%7Ccd6fd18bd5c84f07ec3708db48322ac8%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638183152514815676%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IkhwaWwLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=lnyngTX4QvjcvjltteexmRo6zsz5lfsxierX6qvuhE%3D&reserved=0>). These opportunities are open to people who identify as religious/spiritual and to those who do not.

Graduate and Professional College Offices

Driehaus College of Business, Kellstadt

KGSB@depaul.edu
312/362.8810
DePaul Center 5300
1 East Jackson Boulevard

College of Communication

cmnadvising@depaul.edu
312/362.8600
Richard M. and Maggie C. Daley Building Suite 1800
14 East Jackson Boulevard

Jarvis College of Computing and Digital Media

advising@cdm.depaul.edu
312/362.8381
CDM Center Mezzanine
243 South Wabash Avenue

College of Education

edadvisor@depaul.edu
773/325.7740
2247 North Halstead Street

College of Law

lawstudentservices@depaul.edu
312.362.8701
Suite 100
25 East Jackson Boulevard

College of Liberal Arts and Social Sciences

lasgraduateoffice@depaul.edu
773/325.4008
900 W. Fullerton Avenue, Suite 1200

College of Science and Health

cshadvising@depaul.edu
773/325.8490
McGowan South 4th floor
1110 W. Belden Ave

School of Music

musicadvising@depaul.edu
773/325.7260
900 W. Fullerton Avenue, Suite 1200

School of Continuing and Professional Studies

scpsadvising@depaul.edu (snladvising@depaul.edu)
312/362.8001
Richard M. and Maggie C. Daley Building Suite 1400
14 East Jackson Boulevard

Theatre School

dcorrin@depaul.edu
773/325.7917
2350 N. Racine Avenue

Health Promotion and Wellness

Health Services

Health Services are offered through AMITA SAGE medical group. It is available to all enrolled students for a fee. If you live in a residence hall, with the exception of the University Center, you are automatically enrolled in DePaul Student Health Services. Student Health Service is NOT health insurance; you may need additional coverage. Additional information is available from the Office of Health Promotion and Wellness <http://go.depaul.edu/healthservices> (<http://go.depaul.edu/healthservices/>).

Health Promotion and Wellness

Health Promotion & Wellness (HPW) provides holistic education, support and resources for individuals to create and sustain long-term, healthy behaviors.

Alcohol and Substance Misuse Prevention

Alcohol and Substance Misuse Prevention at DePaul University stems from a harm-reduction approach, which encourages healthy choices and responsible decision-making regarding the use of alcohol, tobacco

and other drugs. Students are also asked to consider their own safety and the safety of the community in relation to alcohol and substance use. HPW recognizes that students may be choosing to live substance-free, practicing harm reduction, or in recovery. The office offers various programs and presentations throughout the year, while also providing support to those in recovery or experiencing any issues related to substance misuse. Students can engage in individual support, group workshops, and/or the Collegiate Recovery Community.

Sexual and Relationship Violence Prevention

Sexual and Relationship Violence (SRV) Prevention at DePaul University is guided by a trauma-informed framework to address the impacts of trauma on campus community members. This practice is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for everyone, and that creates opportunities for survivors to rebuild a sense of control and empowerment. SRV prevention at DePaul University includes providing opportunities for the community to engage in bystander intervention training, educational opportunities to learn more about trauma-informed framework, healthy relationship education and Survivor Support Advocacy.

Mental Well-being Prevention

Mental Well-being prevention at DePaul University is guided by a holistic approach to mental health and wellness. This includes recognizing that our health and wellness is more than just the absence of disease and more than just physical and mental health. It means that all of our facets of wellness (social, emotional, intellectual, environmental, financial, physical and spiritual) are equally important. When we neglect one facet, we can see the imbalance and its effect on all of our other facets of wellness. HPW offers workshops, educational opportunities, resources and individual wellness coaching to help students prioritize themselves and care for themselves in a holistic and comprehensive method.

Office of Health Promotion and Wellness
Lincoln Park Student Center, Suite 302
2250 N. Sheffield Ave.
773-325-7129
hpw@depaul.edu

Co-Curricular Learning Outcomes

As a result of participating in **Health Promotion and Wellness** programs, students will be able to:

- Develop decision-making skills related to their personal health and community well-being.
- Utilize on and off-campus resources related to their well-being and the well-being of others.
- Demonstrate reflective thinking about the impact of their choices on themselves and others.
- Articulate the relationship between societal norms and their perception of their personal health and community well-being

Health Services

Health Services are offered through AMITA SAGE Medical Group. It is available to all enrolled students for a fee. If you live in a residence hall,

with the exception of the University Center, you are automatically enrolled in DePaul Student Health Services.

Student Health Service is NOT health insurance; you may need additional coverage.

Additional information is available from the Office of Health Promotion and Wellness <http://go.depaul.edu/healthservices> (<http://go.depaul.edu/healthservices/>).

Language Learning Center

Free language tutoring service is available through the Department of Modern Languages (MOL).

- Each tutor holds one-on-one meetings either in-person in our Language Learning Center (SAC 305) or online via Zoom.
- Tutors are generally available 8 am-8 pm, Monday through Friday each quarter, with some weekend availability as well.
- Our tutors provide the following language-related assistance:
 - Helping improve students' pronunciation;
 - Explaining grammar structures;
 - Practicing conversational skills;
 - Assisting with reading assignments;
 - Helping with writing assignments;
 - Offering other language-related support in all academic subjects.

You can schedule appointments on your own—at any time—using our online scheduler, WOnline (<https://depaul.mywconline.net/>). If you need assistance, you can chat with a Language Learning Center assistant using our Live Chat feature, or call the Language Learning Center at 773-325-1888.

Libraries

Vincent G. Rinn Law Library

The DePaul University College of Law Library occupies the 4th through 6th floors of the Lewis Center, located at 25 E. Jackson Blvd. The law library entrance is on the 5th floor. As a participant in the Federal Depository Library Program, DePaul's Rinn Law Library is open to the public.

For additional information on the Rinn Law Library, visit <https://law.depaul.edu/library/Pages/default.aspx>.

Office of Multicultural Student Success

ABOUT OMSS

The Office of Multicultural Student Success (OMSS) seeks to cultivate belongingness, retention and persistence to graduation for students of color, students who demonstrate financial need, first-generation college students, undocumented immigrant students, and students with marginalized genders and sexualities.

Our programs and services support students in and outside the classroom and help build inclusive communities, promote the cultivation of connections, and remove barriers to academic and personal success.

PROGRAM AREAS

First Generation Students

(OMSS) works with first generation college students by developing sustained developmental programs to support these students' college success. Beyond managing retention, persistence and empowerment programs, OMSS also serves as an advocacy office for marginalized college students during their time at DePaul.

Scholarships, Leadership, and Service

OMSS provides scholarships to facilitate the retention, persistence to graduation of first generation students and students of color who demonstrate financial need and a commitment to service and academic excellence. Announcements are posted and applications can be submitted through the DePaul Scholarship Connect Website

College Transitions

College transitions programming in the OMSS assists new students in their transitional year at DePaul. Through initiatives such as STARS Peer Mentoring program, the college transition team seeks to improve the sense of belonging and ease transition for our students

Identity Centered Engagement

OMSS provides culturally relevant co-curricular opportunities to participate, connect, and learn within DePaul community centering the experiences of marginalized communities. These experiences work to contribute to student's personal and academic success as well as to their satisfaction with their DePaul experience. This area includes identity specific student supports detailed below.

Post College Success Programming

With a focus on career and leadership development, the OMSS post college success programming prepares students with upper-class standing for a successful transition to life after graduation. By using identity-conscious approaches in curriculum based programs, we engage students in developing a post-college plan by identifying goals and strategies for career discernment or graduate school matriculation.

CULTURAL AND RESOURCE CENTERS + STUDENT SUPPORT

The OMSS Cultural & Resource Centers, located on the 3rd floor in O'Connell Hall offer identity-centered, programs, initiatives and services that promote student engagement, support and academic success through the development, implementation and assessment of powerful, collaborative programs and services that support student transitions, contribute to academic success and create connections with university wide resources

- LGBTQIA+ Resource Center
- Black Cultural Center
- Latinx Cultural Center
- Asian, Pacific Islander, Desi- American Cultural Center

OMSS also serves as an institutional liaison for undocumented students providing holistic services to undocumented immigrant students. This includes identity-centered advocacy, career navigation, financial and legal resources, group conversations and ally resources.

Office of Multicultural Student Success

DePaul University

Lincoln Park Student Center

2250 North Sheffield Avenue, Suite 105

Chicago, IL 60618

773-325-7325

As a result of participating in **Multicultural Student Success** programs, students will be able to:

- Demonstrate effective decision-making related to personal financial management.
- Demonstrate healthy decision-making related to effective self-care.
- Identify and use relevant campus resources in order to navigate their academic experience.
- Apply the concepts of Socially Responsible Leadership in order to challenge oppressive systems and behaviors and work to create change.
- Construct a career plan towards post-college career success.

Science and Math Tutoring Services

Currently enrolled DePaul students have access to free tutoring services offered by departments in the College of Science and Health. Tutoring is regularly available in the areas of chemistry, mathematical sciences, nursing, physics, and psychology (statistics only). All tutors are either graduate students or upper-level undergraduate students in their respective fields of study.

A schedule of tutoring services (<https://csh.depaul.edu/student-resources/Pages/tutoring-services.aspx>) is available online and is subject to change every term – check the schedule regularly for updates. No appointments are necessary to receive tutoring.

Student Affairs

Student Affairs delivers programs and services that encourage student academic success by providing opportunities for meaningful engagement and by providing student support that removes or reduces barriers to the successful completion of their degree. We deliver support services, such as counseling, advising and disability accommodations, in addition to programs that encourage students to explore their personal identities, faiths, values and roles in a complex world.

College of Law Student Affairs

The College of Law Office of Student Affairs is located in the Student Services Suite on the third floor of the Lewis Center. Additional information regarding the College of Law Office of Student Affairs is available here (<https://law.depaul.edu/student-resources/student-affairs-registrar/Pages/default.aspx>).

Student Involvement

The Office of Student Involvement aims to create communities where everyone belongs. OSI brings this vision to life through a myriad of programs and services, including student organizations, fraternity & sorority life, campus activities, and Esports. Additional information on programs and services managed by the Office of Student Involvement

can be found at go.depaul.edu/involvement (<http://go.depaul.edu/involvement/>).

Ready to get involved in a student organization or find out about upcoming co-curricular opportunities? Check out DeHUB- DePaul's student organization engagement portal- at dehub.depaul.edu. DeHUB features information on DePaul's 350+ organizations on DeHUB and over 3,000+ annual student-centric events.

Student Legal Resources

For years, Croak Student Legal Services (CSLS) provided free and confidential legal advice to DePaul students. CSLS is no longer a stand-alone legal services office, but students can find online legal resources here: Student Legal Resources (<https://law.depaul.edu/academics/experiential-learning/legal-clinics/croak-community/student-legal-resources/Pages/default.aspx>). In addition, the DePaul College of Law now offers legal guidance through workshops offered by the Croak Community Legal Clinic (CCLC). These workshops are designed to help you understand your legal rights and obligations and help you find useful resources. Information about upcoming workshops can be found on the Student Legal Resources website. CCLC does not take cases or represent students in court.

CCLC is named after Rev. Thomas M. Croak, C.M., a Vincentian priest and lawyer who started the Croak Student Legal Services to provide legal resources to DePaul students. CCLC is an outgrowth of that program and a continuation of Rev. Croak's dedication to knowledge, education and public service.

Technology Resources

The following list introduces some of the technology resources that are available to students at DePaul. Additional information is available on the Information Services website (is.depaul.edu) (<http://is.depaul.edu/>) and by searching the knowledge base at helpdesk.depaul.edu (<https://helpdesk.depaul.edu/>). Visit the Getting Started: Tech Checklist (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0010967) for students to get the most out of tech resources at DePaul.

Campus Connect

Campus Connect provides access to many of DePaul's primary services, including course registration, grades, tuition billing, transcripts, Demon Express and much more.

Computer Labs and Classrooms

There are many technology-equipped classrooms (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0010467) across both campuses. Technology resources range from traditional rooms for in-person participants to Zoom-enabled rooms for both in-person and remote participants. Specialty rooms exist across the university for classes with specific needs, and additional technology is available upon request.

DePaul also has computers available for use by students, faculty or staff, located in computer labs, lounges and lobbies across the campuses. Additional technology access is available to residence hall students; each residence hall is outfitted with study lounges allowing for student access to computers and printers at any time.

CTA U-Pass

The Ventra U-Pass provides unlimited rides for eligible DePaul students on CTA buses and trains during the Autumn, Winter, Spring and Summer Quarters. Students must meet enrollment requirements to participate in the U-Pass program. All students meeting these requirements are automatically enrolled in the program. The U-Pass is not optional for any eligible student. Eligibility is based on 3 criteria, one of which is course enrollment. If your enrollment changes before the last day to drop courses, your U-Pass will be adjusted accordingly.

Full details regarding the U-Pass can be found on the DePaul U-Pass website <http://upass.depaul.edu/>.

Blue Demon ID Card

The Blue Demon Card serves as your identification to enable access to various DePaul buildings, computer labs, printers, and libraries. The primary version of the Blue Demon Card is a mobile ID on your phone. Students also have the option to obtain a physical Blue Demon Card.

The Blue Demon Card can purchase items using your Demon Express account and meal plan. You must have your Blue Demon Card while on campus. New students receive their ID by submitting a photo online, following the steps to obtain a mobile Blue Demon Card, or visiting ID services at the Loop or Lincoln Park campuses for a physical Blue Demon Card.

For more information about the mobile and physical Blue Demon Card, visit bluedemoncard.depaul.edu (<https://bluedemoncard.depaul.edu/>).

Demon Express

Demon Express is a prepaid debit account that is linked to your Blue Demon Card. Demon Express can be used at DePaul cafeterias, coffee shops, campus bookstores, libraries, printers, copiers, and other areas.

Desire2Learn (D2L)

D2L is an electronic course management system that enables interaction between students and faculty. D2L incorporates document sharing, discussion boards, email, an online grade book, assignment drop boxes, chat rooms, small group areas, online quizzes, and more. To log in, use your BlueKey login credentials (username@depaul.edu email address and password). If you need assistance using D2L, training is available.

Discounts

Demon Discounts (<https://resources.depaul.edu/demon-discounts/Pages/default.aspx>) provides discounted goods and services, including computer hardware and software, to DePaul students.

BlueM@il

All students are provided a BlueM@il (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0012216) email account (username@depaul.edu email address). Additional information is available on the Information Services website. Check out all of the ways to access (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0011728) your BlueM@il email account.

Printing

The Intelliprint (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0010395) system allows students

to print from DePaul computer labs. Students use their Blue Demon Card to pay for prints and are entitled to a set amount of free printing per quarter. Additional funds can be added to Demon Express as needed. You may also print to the Intelliprint system wirelessly.

Residence Hall Technology

Lincoln Park residence hall rooms are equipped with high speed Internet connections, wireless Internet access, and free telephone connections.

Technical Support

The Help Desk is your first point of contact for technical assistance. The Help Desk provides free assistance via phone, e-mail and web for current DePaul students. We support all DePaul wireless networks, telephones, e-mail accounts and software. Please visit the web portal at helpdesk.depaul.edu (<http://helpdesk.depaul.edu/>), call (312) 362-8765 or email helpdesk@depaul.edu for support.

Direct, walk-up support is also available through the Genius Squad; a free tech support resource available to all current students. The Genius Squad can support desktops, laptops, phones, tablets, and other personal electronic devices. Please see go.depaul.edu/gs (<http://go.depaul.edu/gs/>) for more information.

Technology Training

LinkedIn Learning - DePaul students, faculty, and staff can log into [linkedinlearning.com](https://www.linkedin.com/checkpoint/enterprise/login/2228698/?application=learning&applInstanceId=80445714&authModelId=6562761535154905088) (<https://www.linkedin.com/checkpoint/enterprise/login/2228698/?application=learning&applInstanceId=80445714&authModelId=6562761535154905088>) for unlimited free access to a vast online library of the instructional videos covering the latest software, creative, and business skills. Learn more about LinkedIn Learning (https://depaul.service-now.com/sp/?id=kb_article_view&sysparm_article=KB0010299) for students.

Wireless Internet Access

Wireless internet access (<https://offices.depaul.edu/information-services/services/wireless-services/Pages/default.aspx>) is available to students on all DePaul campuses.

The Writing Center

The Writing Center The University Center for Writing-based Learning (UCWbL) works with all members of the DePaul University community to support writers and to promote the use of writing in teaching and learning.

The Writing Center provides free-of-charge services to any DePaul University student, alum, or faculty/staff member to help you plan, draft, revise, or polish your writing. Our over 70+ 80+ Writing Center tutors are talented, extensively trained, & supportive graduate & undergraduate students from a variety of disciplines. A Writing Center tutor can help you get started writing, revise your writing, & refine your writing.

To make a writing center appointment or for more information, please visit <https://depaul.mywconline.com/>

University Counseling & Psychological Services (UCAPS)

University Counseling & Psychological Services (UCAPS) is committed to providing a range of services intended to help currently enrolled

DePaul students remove barriers to academic and personal success by addressing emotional, psychological and interpersonal concerns.

UCAPS provides group counseling, personal growth-oriented workshops, time-limited individual psychological counseling, psychiatric evaluation and crisis management services. Sometimes a skill-building workshop or small group counseling experience is the most effective intervention given a student's presenting concerns.

UCAPS has a diverse, caring, and competent professional staff that works from a variety of theoretical perspectives. Some students find that talking to a counselor once is sufficient to resolve their immediate concern. Our counselors can help you in a variety of ways because they are excellent sounding boards, compassionate listeners, and skillful experts in the problems of living. If further services would be beneficial, these will be discussed and recommendations will be made by the counselor.

UCAPS offers primarily collaborative, goal-focus, & short-term counseling and provides referrals and linkages to community providers when students could benefit from longer term services.

Co-Curricular Learning Outcomes

As a result of participating in **University Counseling** programs and services, students will be able to:

- Describe healthy coping strategies.
- Describe strategies to take care of themselves and others.
- Identify resources both within DePaul University and within the surrounding community in order to remove barriers to academic or personal success.

Code of Student Responsibility

- General Information (p. 1632)
- Code of Student Responsibility Policies (p. 1637)
- Other Policies Applicable to Students (p. 1639)
- Student Conduct Process (p. 1640)
- University-Initiated Temporary Medical Withdrawal Process (p. 1648)
- Student Care Team and Threat Assessment (p. 1651)

General Information

In this section of the Code of Student Responsibility, you will find a variety of information that is important for students to read and understand. This section also includes definitions of terms that are used at other places in the Code of Student Responsibility.

Letter from the Dean of Students

To the University Community,

The Dean of Students Office is committed to partnership in the educational mission of DePaul University. This mission is enhanced by a Code of Student Responsibility, which includes policies that outline expectations and standards of behavior for the student community. As a DePaul University student, the policies in the DePaul Code of Student Responsibility are not a list of things you can do wrong; it is a code designed to protect your rights and those of all DePaul students. Any student who feels that another student in the community has violated their rights is encouraged to use this Code and the Dean of Students Office as a resource.

The Dean of Students Office at DePaul University promotes student learning and ethical decision making in an inclusive and student-centered environment. Utilizing a comprehensive approach to student advocacy that is informed by DePaul's Catholic, Vincentian, and urban mission, the office collaborates with students, staff, faculty, parents, and community partners to support students in reaching their academic and personal success.

The Dean of Students Office can be an invaluable advocate and support in identifying resources and services for students. In an institution of such size and complexity it is often difficult to know where to begin when a student is struggling or having difficulty navigating the University setting. This office can be of particular help in areas of personal and/or family crisis, economic distress, or a medical/personal leave of absence. The office serves as principal liaison and resource for students and other divisions and departments within the University community.

Finally, our work with students is guided by the Socially Responsible Leader framework which is grounded in our Catholic, Urban, and Vincentian mission. The development of socially responsible leaders in today's complex, global, and ever-changing world requires a campus community that is committed to holistic learning and the fostering of a campus community based on respect. It is our hope that you will make full use of the opportunities to reach your full potential that are available for you at DePaul University.

Sincerely,
Ellen Herion Fingado
Dean of Students

Definitions

Advisor

An advisor is a member of the DePaul University community who may act as a support person for either the complainant or referred student. All students involved in a Student Conduct Process have the right to bring one advisor to any meeting or hearing related to the Student Conduct Process. An advisor may attend any related meeting but may not directly address the members of the University Board, an administrative hearing officer, or anyone else present at a meeting or hearing.

The Dean of Students retains a pool of faculty and staff that are trained to serve as advisors for students and can be provided at the student's request. Furthermore, if a student selects an advisor who is not part of this trained pool, the Dean of Students Office offers information and consultation on the role of the advisor and training, if needed and requested by the student or their advisor. All advisors must be approved in advance by the moderator, administrative hearing officer, or other University designee.

Because an advisor must be a current member of the DePaul community, students are prohibited from having an attorney or legal representative who is not a current member of the DePaul community be an advisor during the Student Conduct Process. Students may choose to consult or retain independent legal counsel as a result of their participation in the Student Conduct Process, but such legal counsel may not attend any meetings or hearings, and does not have a role in the Student Conduct Process. More information for attorneys can be found at the DePaul University Student Conduct Process Guide for Attorneys (<http://offices.depaul.edu/student-affairs/student-life/student-conduct/Documents/SCP%20Attorney%20Resource%20Guide.pdf>).

For student conduct cases involving the Sexual & Relationship Violence Prevention and Response (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Sexual%20and%20Relationship%20Violence%20Prevention%20and%20Response.pdf>) policy or the Formal Title IX Sexual Harassment Policies and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), advisors have an expanded role, may come from outside the DePaul University community, and may be (but are not required to be) attorneys. For more information on the expanded role of advisors in these limited circumstances, please refer to the information on advisors in those at policies.

Administrative Hearing

An administrative hearing is a hearing process in which a student conduct case is reviewed by an administrative hearing officer. The administrative hearing officer will review all of the information, determine responsibility and sanction if appropriate. The procedures for an administrative hearing are set forth in the "Administrative Hearing Process" section of the Code of Student Responsibility.

Administrative Hearing Officer

An administrative hearing officer is the individual who serves as the hearing officer in an administrative hearing.

Complainant

A complainant is a student who is alleging a potential violation of a policy and participating in the Student Conduct Process in this role. An individual may allege a potential violation of a policy but then choose not to participate in the Student Conduct Process as a complainant. Under some circumstances (for example, where a non-student has alleged a policy violation or when a student chooses not to participate in the Student Conduct Process in the complainant role), the University may serve as the complainant in a Student Conduct Process. In these instances, the individual who has alleged a potential violation of a policy is given the opportunity to provide information through the University representative.

Moderator

A moderator is a designated University staff member (typically a Dean of Students Office staff, or other Student Affairs professional) who is responsible for managing the University Board hearing process. The moderator has no voting role in the outcome of any University Board hearing, but all determinations by a University Board panel as to whether a violation has occurred or related sanctions will be reviewed with the moderator.

Referred Student

A referred student is a student who has been referred to the Dean of Students Office for a potential violation of a policy.

Student

For purposes of the Code of Student Responsibility and the Student Conduct Process, an individual becomes a student at the time they are admitted to the University and remains a student until one or more of the following occurs:

1. they graduate;
2. they have not been in attendance at the University for three consecutive quarters such that they would need to reapply prior to enrolling;
3. they withdraw from the University; or
4. they are dismissed.

The term student includes both degree-seeking and non-degree seeking individuals. The term student includes individuals who are taking courses for credit or not for credit (for example, students in the English Language Academy and Continuing Professional Education). The term student also includes registered student organizations.

The Code of Student Responsibility shall apply to a student's conduct even if the student withdraws from DePaul while a Student Conduct Process is ongoing.

Student Organization

A student organization is any student organization registered with the Office of Student Involvement for that academic year. The Office of Student Involvement will maintain comprehensive policies and procedures for registering as a student organization and for maintaining that status.

Student organizations and their advisors are expected to abide by all University policies, including the policies in the Code of Student Responsibility.

University Board

The University Board is a pool of DePaul community members who are recruited, selected, and trained by Student Affairs to comprise the panel for a University Board hearing. All members of the University Board will receive annual training regarding student conduct principles and techniques, student development, DePaul policies, the Student Conduct Process, conflict of interest, bias, and various other information, including information as required by applicable legal mandates. Attendance at the annual training is mandatory. The members of the University Board are current students, faculty, and staff consisting of at least:

- Six current students with at least second-year status appointed by the Student Government Association;
- Six faculty members appointed by the Faculty Council; and
- Six staff members appointed by the Staff Council

Panelists are selected on a case by case basis with consideration that the panel be representative of the diversity within the larger campus community. The Dean of Students Office also may act to enlarge the pool of potential University Board membership separate from Faculty or Staff Council or Student Government Association appointments.

University Board Hearing

A University Board hearing is a hearing process by which a student conduct case is brought before a University Board panel to review information to make a determination of responsibility and assess sanctions if appropriate. The University Board hearing process is managed by a moderator. The procedures for a University Board hearing are set forth in the "University Board Hearing Process" section of the Student Conduct Process.

University Board Panel

A University Board panel is chosen by the Dean of Students Office and is comprised of three individuals from the general University Board membership (with representation from each population; one student, one faculty member, and one staff member). The University Board panel is charged with reviewing all of the information, and determining responsibility and sanctions, if appropriate.

Witness

A witness is an individual who has information to present that directly bears upon the circumstances of a conduct case or has supporting statements to add to those of the complainant or referred student during the Student Conduct Process. Generally, a witness must be a current member of the DePaul community (faculty, staff or student) and must be approved in advance by the University.

In general, witnesses must present their information in person. Except as detailed in the Formal Title IX Sexual Harassment Policies and Procedures, it is the responsibility of a complainant or a referred student to make sure that a witness who is appearing on their behalf can attend an administrative hearing or University Board hearing. In some cases, the University will, in its discretion, approve the use of written statements from witnesses, or remote participation by witnesses.

Jurisdiction

The University may initiate a Student Conduct Process when a student or student organization is alleged to have violated a policy as follows:

1. The alleged policy violation occurred on-campus.
2. The alleged policy violation occurred on or off-campus at a University activity, program, function, or sponsored event.
3. The alleged policy violation occurred off campus (including in online communities) and involves a member of the campus community (student, faculty or staff).
4. The alleged policy violation involved the student or student organization using their status as a member of the DePaul community.
5. The alleged policy violation affects the University or its community members.

For student conduct cases involving the Sexual & Relationship Violence Prevention and Response (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Sexual%20and%20Relationship%20Violence%20Prevention%20and%20Response.pdf>) policy or the Formal Title IX Sexual Harassment Policies and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), please refer to the information on jurisdiction in those policies.

Notification of FERPA Rights

Annual Notification for DePaul Students: Your FERPA Rights

We want to take this opportunity to provide you with a summary of your rights under The Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student education records. Please view Understanding FERPA, a DePaul Central Learning Center video for information and instructions.

Your FERPA rights include:

1. The right to inspect and review your education record within 45 days after the University receives a request for access. If you want to review your record, contact the University office that maintains the record to make appropriate arrangements.
2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University official responsible for the record, clearly identifying the part of the record you want changed and why you believe it is inaccurate or misleading. That office will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.
3. The right to provide written consent before DePaul discloses personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

Some examples of exceptions include:

- School officials with "legitimate educational interests." A school official has a legitimate educational interest if the official has a professional need to review your education record in order to fulfill his or her official responsibilities. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: university faculty and staff, agents of the institution, students employed by the institution or who serve on official institutional committees, and representatives of agencies under contract with the University.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the university's state-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement, or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to:
 - i. develop, validate, or administer predictive tests;
 - ii. administer student aid programs; or
 - iii. improve instruction.
- To accrediting organizations in order to carry out their accrediting functions.
- To appropriate officials in connection with a health or safety emergency.

- Information the school has designated as "directory information."

Directory information may be released without your written consent and includes the following: name, address, e-mail, telephone number, date of birth, college of enrollment, year in school, major, enrollment status (including current enrollment, dates of attendance, full-time/part-time or withdrawn), degrees, awards and honors received (e.g., Dean's List recognition), participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs (including ID pictures), videos depicting and/or concerning University life, and previous educational institutions attended. Please note that you have the right to withhold the release of directory information except to the extent that FERPA authorizes disclosure without consent (see #3 above).

To withhold the release of your directory information, you must log into the student portal, Campus Connect, and, under Student Privacy settings, indicate your preference. Please note two important details regarding placing a "No Release" on your record:

1. A "No Release" on your record will prevent your name from being included on lists of students released to honor societies, dean's list and graduation announcements to local newspapers, and enrollment and degree verification to anyone, including potential employers.
2. A "No Release" applies to all elements of directory information on your record.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

For additional information, please consult the U.S. Department of Education website (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/?src=mn>).

Questions concerning FERPA should be referred to DePaul Central:

DePaul Central

Lincoln Park: Schmitt Academic Center, 101

Loop: DePaul Center, Suite 101

Tel: (312) 362-8610 | dpcl@depaul.edu | depaulcentral.depaul.edu (<http://depaulcentral.depaul.edu>)

Statement of Non-Discrimination

DePaul University strictly prohibits discrimination, including harassment, on the basis of any status or characteristic protected by local, state, or federal law. DePaul's full policy on discrimination and harassment is the Anti-Discrimination and Anti-Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/Pages/default.aspx>) (<http://policies.depaul.edu/policy/policy.aspx?pid=299>). (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Anti-Discrimination%20and%20Anti-Harassment%20Policy%20and%20Procedures.pdf>)

Title IX Information

Title IX of the Education Amendments of 1972 (commonly known as "Title IX") is a federal law that prohibits discrimination on the basis of sex in federally funded education programs and activities. Sex discrimination

includes sexual harassment, and sexual and relationship violence. When the University receives a complaint that may implicate Title IX, it will respond to the complaint in a prompt and equitable manner. Every complaint is based on its own facts and circumstances, which can impact the course of response. DePaul University prohibits retaliation against any person, including complainants, referred students, and witnesses exercising their rights and/or responsibilities in good faith pursuant to Title IX and related University policies.

The Director of Gender Equity serves as DePaul University's Title IX coordinator. The Director of Gender Equity/Title IX coordinator's office is located in Suite 307 of the Lincoln Park Student Center (2250 N. Sheffield Ave). Please call (312-362-8970) or email (titleixcoordinator@depaul.edu) to schedule a meeting.

As appropriate, Title IX Coordinator works with other offices to address Title IX complaints and other Title IX compliance issues. These offices include Student Affairs, Academic Affairs, Human Resources, Athletics, Compliance and Risk Management, Enrollment Management and Marketing, and others as appropriate.

More information about DePaul's response to Title IX complaints and sexual and relationship violence can be found on the Public Safety website (<https://offices.depaul.edu/public-safety/Pages/default.aspx>), as well as in the Sexual & Relationship Violence Prevention and Response (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Sexual%20and%20Relationship%20Violence%20Prevention%20and%20Response.pdf>) policy and the Formal Title IX Sexual Harassment Policies and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>).

Changes to Policy

Students have the right to have access to information regarding academic policies and other University policies, including the policies in this Code of Student Responsibility. Students are advised to read the Academic Student Handbook (p. 1510) and any associated references, and all other policies, including those available on the University Policies and Procedures website (<http://policies.depaul.edu/policy/browse.aspx>), carefully.

The University reserves the right to change policies or procedures at any time and according to established procedures, provided such changes are updated as appropriate, including for example on the University Policies and Procedures website, (<http://policies.depaul.edu/policy/browse.aspx>) or in the online Academic Student Handbook or any associated references.

Student Representation

Students have the right to participate in the governance of the University through the Student Government Association. More information about the Student Government Association can be found on the Student Government Association website (<http://sga.depaul.edu/>).

Students also have the opportunity to participate in various University processes according to the policies and procedures of a particular academic unit or process. This includes for example, participation in the University's Promotion and Tenure process as detailed in the Faculty Handbook.

Speech and Expression

Inside and outside of the classroom, DePaul values inquiry and expression. DePaul has articulated its commitment to speech and expression in the Guiding Principles on Speech and Expression (https://policies.depaul.edu/documents/Speech_andExpression.pdf).

DePaul encourages students to operate student media, and will provide support and advisors in this endeavor. It should be understood that supporting these efforts in no way implies DePaul approval or endorsement of the views expressed in student media.

DePaul University encourages student organizations to sponsor guest speakers whose presentation will contribute to the role of the University as a forum for intellectual discussion, debate, investigation and/or artistic expression. Through this forum, speakers bring to the University an opportunity for students to hear and discuss opposing viewpoints on a wide range of issues. It should be understood that providing a forum in no way implies DePaul approval or endorsement of the views expressed by the sponsored speaker. A statement indicating that the presence of the speaker on campus does not imply that DePaul has approved or endorsed the views expressed by the speaker must be included in all publications for and advertising about any speaker event.

Student Contact Information

Students are expected to ensure that their contact information is current on Campus Connect. All notices in the Student Conduct Process will be delivered personally, via the postal service, or to a student's current preferred email as noted in Campus Connect.

Emergency Contacts

The University reserves the right to contact a student's parent, legal guardian, spouse, and/or other designated emergency contact in emergency situations and certain situations involving violations of University policies or laws related to alcohol and controlled substances.

Clery Act Statement

DePaul University complies with its obligations pursuant to the Clery Act. More information about the Clery Act, DePaul's policies related to the Clery Act, and DePaul's Annual Security Report can be found on the Public Safety website (<https://publicsafety.depaul.edu/safety/>).

Drug Free Schools and Community Act Statement

DePaul University complies with the requirements of the Drug Free Schools and Communities Act. DePaul has policies and procedures to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. This includes the Alcohol policy (p. 1637), the Illegal Use or Possession of Drugs or Controlled Substances policy (p. 1638), and the Drug Free Workplace and Legal Drinking Age Compliance policy (<http://policies.depaul.edu/policy/policy.aspx?pid=259>).

DePaul distributes an annual notification to all students and employees that includes standards of conduct, sanctions under law and University policy, a description of the health risks association with alcohol and drug use, and a description of treatment programs. The University reviews its compliance on a biennial basis to determine its effectiveness and to

ensure that the standards of conduct and conduct sanctions have been consistently enforced. This review is documented in a report.

Any DePaul student who has a drug or alcohol related problem may call upon the University for assistance. Please contact the Office of Health Promotion and Wellness (<http://offices.depaul.edu/student-affairs/about/departments/Pages/hpw.aspx>) for more information. The Office of Health Promotion and Wellness can provide a confidential referral to a drug or alcohol treatment program.

Information on the effects of drugs and alcohol is available through the Office of Health Promotion and Wellness (<http://offices.depaul.edu/student-affairs/about/departments/Pages/hpw.aspx>), University Counseling and Psychological Services (<http://offices.depaul.edu/student-affairs/about/departments/Pages/ucs.aspx>), the Ray Meyer Fitness Center (<http://resources.depaul.edu/campus-recreation/Pages/default.aspx>), and Sage Medical/DePaul Health Services (<https://offices.depaul.edu/student-affairs/support-services/health-wellness/Pages/health-services.aspx>).

Information Regarding Registered Sex Offenders

Information regarding sex offender registration and regarding registered sex offenders enrolled or employed at DePaul University can be obtained from DePaul Public Safety (<https://offices.depaul.edu/public-safety/campus-services/Pages/sex-offender-registration.aspx>).

Code of Student Responsibility Policies

In this section of the Code of Student Responsibility, you will find information about DePaul's policies that apply only to students.

As an academic and religious institution, DePaul has a vested interest in both the safety and well-being of the members of its campus community. By voluntarily joining the University community, a student agrees to abide by the standards that have been instituted by DePaul University. The Code of Student Responsibility gives formal recognition to the rights and responsibilities of students at DePaul University. Students are responsible for being familiar with all of the policies included in the Code of Student Responsibility.

The University expects that students will take responsibility for confronting behaviors exhibited by their peers that negatively impact their experiences and violate established standards of behavior as articulated in policies. It is imperative that students work in partnership with University faculty and staff members to protect the rights that have been afforded them.

- Alcohol (p. 1637)
- Criminal and Civil Law Violations (p. 1637)
- Damage to Property (p. 1638)
- Demonstrations and Other Similar Events (p. 1638)
- Disorderly, Violent, Intimidating or Dangerous Behavior (p. 1638)
- False Information and Misrepresentation (p. 1638)
- Gambling (p. 1638)
- Guest Responsibility (p. 1638)
- Hazing (p. 1638)

- Illegal Use or Possession of Drugs or Controlled Substances (p. 1638)
- Reasonable Directives from the University (p. 1639)
- Student Conduct Process Compliance (p. 1639)
- Theft and Unauthorized Use (p. 1639)
- Unauthorized Entry or Exit (p. 1639)

Alcohol

The State of Illinois prohibits the sale, use, distribution, manufacture, or possession of all forms of alcoholic beverages by persons under 21 years of age. Students under 21 years of age may not sell, use, distribute, manufacture, or possess alcoholic beverages.

Providing or distributing alcohol to individuals under the age of 21 is prohibited.

Students, even those 21 years of age or older, may not possess or consume alcohol in common or non-reserved areas on University premises.

Alcohol consumption that results in behavior that infringes on the rights of others in the community is prohibited.

Alcohol consumption that creates a risk of harm to self, including requiring a transport to the hospital for intoxication, is prohibited.

For specific policies regarding alcoholic beverages in the residence halls, please see the Guide to Student Housing (<https://offices.depaul.edu/housing/resident-resources/guides-policies/Pages/default.aspx>).

For specific policies regarding events sponsored by student organizations at which alcohol is served, please see the Student Organization Handbook (<http://offices.depaul.edu/student-affairs/student-life/student-organizations/Pages/default.aspx>).

Alcoholic beverages may not be served at events sponsored by student organizations without authorization from the Office of Student Involvement. Unless specific risk management mechanisms are in place, authorization will generally not be given to any student organization that is hosting an event at which students under 21 will, or could be, present. Notification of such authorization will be sent to the student organization itself, the organization's moderator/advisor, the building director, and the Public Safety Office.

DePaul community members owe it to themselves and others to make educated decisions about their use of alcohol.

The University also seeks to educate students about making safe, responsible decisions when it comes to alcohol use. Detailed information about DePaul's efforts and programming related to alcohol use can be obtained from the Office of Health Promotion and Wellness (<http://offices.depaul.edu/student-affairs/about/departments/Pages/hpw.aspx>). Students who have concerns about their alcohol use (or someone else's) may confidentially contact the Office of Health Promotion and Wellness at any time.

Criminal and Civil Law Violations

Students must abide by all local, state, and federal laws. Any student who violates a local, state, or federal law is in violation of DePaul University policy.

Damage to Property

A student may not take action that damages or that could reasonably be expected to damage property, including University property, that is not the student's own property without the consent of the owner of the property or other person legally responsible for the property.

Demonstrations and Other Similar Events

DePaul recognizes that students may organize or participate in demonstrations and other similar events in order to make their voices heard and effectuate change.

The University has an obligation to ensure the safety of individuals, the protection of property, and the continuance of University business. As such, the University will have the final determination as to the time, place, and manner of all demonstrations and other similar events on-campus.

All demonstrations and other similar events on or adjacent to campus must be orderly and peaceful. Demonstrations or other similar events on or adjacent to campus may not impede passage, may not create excessive noise, or may not interfere with the business operations of the University.

Disorderly, Violent, Intimidating or Dangerous Behavior

Students may not engage in behavior that threatens or harms, or that may reasonably be expected to threaten or harm, other people. Students may not engage in behavior that is dangerous, destructive, or disorderly.

Conduct that may violate this policy includes, but is not limited to:

1. Physically harming another person, either intentionally or by taking actions that create a substantial risk of physical harm to another person.
2. Threatening to physically harm another person.
3. Causing significant emotional harm through bullying or other means.
4. Disrupting the peace.
5. Impeding the business operations of the University.
6. Obstructing emergency routes.
7. Failing to abide by emergency regulations and evacuation procedures.
8. Urinating or defecating in public view or public place.

False Information and Misrepresentation

Students may not knowingly provide false information to the University or assist with providing false information to the University. This includes taking any action based on known incorrect information. This also includes making a false report of an emergency regarding the University.

Students may not falsify, misuse, or knowingly misrepresent any University record or document.

Students may not engage in forgery, alteration, or misuse of University documents, records, or identification or other materials submitted to the University.

Students may not misrepresent that they have authority to bind the University in any way, including by entering into contracts on behalf of the University.

Students may not intentionally misrepresent the position of the University.

Students may not use, possess, alter, manufacture or distribute an identification card or any similar document or information that is false or fraudulent in that it misrepresents an individual's identity or personal characteristics. This includes using another individual's identification.

Gambling

Students may not engage in any form of gambling. Gambling includes illegal wagering (including regarding sports), bookmaking, or unauthorized games or contests of chance. Students may not provide information to others to assist in any gambling activities.

Guest Responsibility

Students are responsible for the behavior of their guests. A host assumes full responsibility for their guests' compliance with all University policies and procedures, including policies specific to Residential Education/Housing or the Office of Student Involvement.

Hazing

DePaul prohibits hazing, as defined under applicable laws. Hazing includes, but is not limited to, any action taken or situation created to produce mental or physical discomfort, embarrassment, ridicule, or endangerment of a student or group of students for the purpose of initiation into, affiliation with, or admission to, or as a condition for continued membership in a group, team, club, or other organization. Falsely leading an individual or individuals to believe that they will be inducted/initiated by participating in particular activities may also be considered hazing. Acceptance of the activity on the part of a new member or individual does not excuse sponsorship of the activity.

Examples of hazing include, but are not limited to: use/abuse of alcohol, paddling in any form, creation of excess fatigue, physical and psychological shocks, and morally degrading or humiliating games and activities. Other activities and requirements that should be planned with care so as to avoid hazing include wearing particular apparel or accessories, scavenger hunts/treasure hunts, and road trips.

Illegal Use or Possession of Drugs or Controlled Substances

Students may not illegally use, sell, possess, manufacture, or distribute any substance prohibited by local, state or federal law. This includes but is not limited to illegal drugs and controlled substances, including cannabis, narcotics, cocaine, heroin, prescription medications, synthetic cannabinoids, or other drugs and any chemical substantially similar to a controlled substance. Please note that federal laws require DePaul to prohibit the use and possession of cannabis on campus, regardless of state law, therefore cannabis remains an illegal drug under this policy. Students should be aware that it is unlawful to distribute prescription

medication to other students for whom the medication was not prescribed.

Use, possession, manufacturing, or distribution of drug paraphernalia is also prohibited.

This University also seeks to educate students about the use of illegal drugs and controlled substances. Detailed information about DePaul's efforts and programming can be obtained from the Office of Health Promotion and Wellness (<http://offices.depaul.edu/student-affairs/about/departments/Pages/hpw.aspx>). Students who have concerns about their substance use (or someone else's) may confidentially contact the Office of Health Promotion and Wellness at any time.

Reasonable Directives from the University

A student may not disregard a reasonable directive, either verbal or written, from a University official or office acting in their official capacity.

Student Conduct Process Compliance

A student may not take any action to influence or coerce information that is provided in a Student Conduct Process.

A student may not take any action that disrupts or impairs the Student Conduct Process.

A student may not retaliate against another student on account of that student's participation in the Student Conduct Process.

A student may not knowingly provide false information or misrepresent information in a Student Conduct Process, which includes any investigation, hearing, or administration of cases of alleged violations of the Code of Student Responsibility.

A student may not publicly release confidential information regarding, or learned through, a Student Conduct Process.

A student who fails to complete sanctions imposed through the Student Conduct Process may be in violation of the Student Conduct Process Compliance and face additional sanctions.

Theft and Unauthorized Use

Student may not use, possess, or remove from an authorized area property that does not belong to the student without the consent of the owner of the property or other person legally responsible for the property.

Conduct that could violate this policy includes, but is not limited to:

1. Theft of property or services
2. Unauthorized alteration, misuse, or tampering with safety and security equipment
3. Unauthorized use of University resources
4. Knowing possession of stolen property or materials

Unauthorized Entry or Exit

Students may not attempt to obtain unauthorized entry, whether or not with force, into a building, structure, facility, room, or container (file cabinet, desk drawer, etc.).

Students may not climb or scale buildings without authorization.

Students may not improperly use designated exits.

Other Policies Applicable to Students

In this section of the Code of Student Responsibility, you will find information about other policies besides those policies in the Code of Student Responsibility, that apply to students. This includes policies for student organizations, policies for students who live in the residence halls, and policies that apply to the entire DePaul Community.

As described in more detail in this section, potential student violations of these policies will be addressed either through the Student Conduct Process (p. 1640) or through the policies and procedures of the specific area.

Student Organizations

Student organizations are expected to abide by all University policies, including the policies in the Code of Student Responsibility. In addition, the Office for Student Involvement may set forth additional policies applicable to student organizations. In addition, University Ministry may set forth additional policies applicable to student religious organizations. In addition, Campus Recreation may set forth policies applicable to club sports.

Potential student organization violations of University policies and the policies in the Code of Student Responsibility will be addressed through the Student Conduct Process. Potential student organization violations of policies set forth by the Office for Student Involvement, University Ministry, or Campus Recreation will be addressed through those areas.

Student organizations are expected to comply with all University policies, including the Code of Student Responsibility and all additional policies pertaining to groups and organizations. A group or organization may be held responsible for the actions and behaviors of its members and guests. The decision to hold a group or organization responsible as a whole is ultimately determined by examining all the circumstances of a situation and by taking into account factors including, but not limited to, whether the actions:

1. Were committed by one or more officers or authorized representatives acting in the scope of their organizational capacities;
2. Involved, were committed by, or were condoned by (actively or passively) a significant number of organization members, alumni, or guests;
3. Occurred at or in connection with an activity or event funded, sponsored, publicized, advertised, or communicated about by the organization;
4. Occurred at a location over which the organization had control at the time of the action;
5. Occurred at or in connection with an activity or event that reasonable people would associate with the organization;
6. Should have been foreseen by the organization or its officers, but reasonable precautions against such actions were not taken;
7. Were the result of a policy or practice of the organization;
8. Would be attributable to the organization under the organization's own policies (including local or national risk management guidelines); or

9. Were taken by individuals who, but for their affiliation with the organization, would not have been involved in the incident.

Or whether:

1. One or more officers or members of an organization fail to report knowledge or information about a violation to, or otherwise fail to cooperate with, appropriate University or emergency officials; or
2. The organization, or any member acting on its behalf, fails to satisfactorily complete the terms of any disciplinary sanction or outcome.

Student organizations, as well as their members and officers, may be held collectively and/or individually responsible for violations of the Code of Student Responsibility or other University policies.

Residential Education and Housing Services

Resident students are expected to abide by all University policies, including the policies in the Code of Student Responsibility. In addition, Residential Education and Housing Services may set forth additional policies applicable to students who live in or visit the residence halls.

Residential Education administers the Student Conduct Process for many potential violations of policies related to resident students. More information about the Student Conduct Process as managed by Residential Education can be found in the Guide to Student Housing (<https://offices.depaul.edu/housing/resident-resources/guides-policies/Pages/default.aspx>). In some instances, Residential Education may refer a situation to the Dean of Students to manage the Student Conduct Process. All decisions about which area will conduct a Student Conduct Process are at the discretion of the University.

Student Centers

Student Centers may set forth additional policies applicable to students who use the Student Centers (<http://offices.depaul.edu/student-centers/Pages/default.aspx>). Potential student violations of policies set forth by Student Centers will typically be addressed through that area. In some instances, Student Centers may refer a situation to the Dean of Students to initiate a Student Conduct Process in response to a potential violation of a Student Center policy.

Academic Policies

All of the University's academic policies can be found in the Student Handbook (p. 1510). In addition, individual colleges, schools, departments or other academic unit may set forth particular academic policies in their Student Handbooks or other student materials. Potential student violations of academic policies will typically be addressed by Academic Affairs. In some instances, Academic Affairs may refer a situation to the Dean of Students to initiate a Student Conduct Process in response to a potential violation of a particular policy.

Other University Policies

Students must abide by all University policies applicable to them as students. Students should make themselves aware of all University policies. The policies listed below are some of the policies that are most

relevant to the day-to-day lives of students. This list is not intended to exempt students from all other University policies applicable to students.

- Academic Integrity (p. 1528)
- Acceptable Use/Network Security (<http://policies.depaul.edu/policy/policy.aspx?pid=116>)
- Anti-Discrimination and Anti-Harassment (<http://policies.depaul.edu/policy/policy.aspx?pid=299>)
- Display of Promotional Materials (<http://policies.depaul.edu/policy/policy.aspx?pid=24>)
- Drug Free Workplace and Legal Drinking Age Compliance (<http://policies.depaul.edu/policy/policy.aspx?pid=259>)
- Endorsements (<http://policies.depaul.edu/policy/policy.aspx?pid=178>)
- Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>)
- Political Campaign Activities (<http://policies.depaul.edu/policy/policy.aspx?pid=117>)
- Prohibition of Weapons (<http://policies.depaul.edu/policy/policy.aspx?pid=308>)
- Sales and Solicitation—Residence Halls (<https://offices.depaul.edu/housing/resident-resources/guides-policies/Pages/default.aspx>)
- Sexual and Relationship Violence Prevention and Response (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Sexual%20and%20Relationship%20Violence%20Prevention%20and%20Response.pdf>)
- Smoking (<http://policies.depaul.edu/policy/policy.aspx?pid=220>)
- Space Reservations (<http://policies.depaul.edu/policy/policy.aspx?pid=74>)

Student Conduct Process

In this section of the Code of Student Responsibility, you will find information about the Student Conduct Process. The Student Conduct Process protects students and the University by delineating specific procedures for addressing potential policy violations.

A student may violate a policy by engaging in the conduct detailed in the policy or by assisting others with engaging in the conduct detailed in the policy.

In general, the Vice President for Student Affairs, or his/her designees, maintains exclusive authority for imposing sanctions for behaviors that violate the policies in the Code of Student Responsibility and for student violations of University policies.

There are some exceptions to this general statement. For example, Academic Affairs addresses potential violations of academic policies and maintains a separate process for addressing potential violations of the Academic Integrity (p. 1528) policy.

The Dean of Students Office within Student Affairs is primarily responsible for managing the Student Conduct Process. Residential Education also manages the Student Conduct Process for certain policy violations by residential students.

Student Rights Within the Student Conduct Process

A student participating in the Student Conduct Process is entitled to the following rights as a guarantee of fundamental fairness:

1. The right to a Student Conduct Process that proceeds in a prompt and equitable manner.
2. The right to be given an opportunity for a hearing in accordance with the Student Conduct Process.
3. The right to a written statement of the alleged violations in sufficient enough detail to prepare.
4. The right to be accompanied by an advisor in accordance with the Student Conduct Process.
5. For the complainant(s) and referred student(s), a written statement of the possible sanctions that may be imposed.
6. For the complainant(s) and referred student(s), the right to submit information and witnesses on one's behalf and, to the extent necessary, to question witnesses' statements, whether verbally or in writing.
7. The right to have the Student Conduct Process explained and to ask for clarification of any policies or procedures.
8. The right to have reasonable access to information specific to one's case.
9. The right to a separate hearing when a single incident gives rise to charges against more than one referred student.
10. The right to speak on one's own behalf (or, in the case of a student organization, for the student organization's officers to speak on the student organization's behalf).
11. The right to promptly know the names of the individuals who will be serving as an Administrative Hearing officer, a moderator, on a University Board panel, or as an appellate body and to request a substitution of any such individual for justifiable reason.
12. The right to have proceedings and documentation kept private and confidential. All hearings, proceedings and case information are considered confidential except to those who have a legitimate educational interest in them, or as permitted or required under FERPA, the Clery Act, or any other legal mandate.
13. The right to a written decision, which the University will take reasonable measures to provide within five business days of completion of the last hearing.
14. The right to request an appeal on specific grounds.
15. The right for any student registered with the Center for Students with Disabilities to request accommodations to ensure their full and equal participation in any conduct process and/or proceeding. Accommodation requests are to be made directly to the Dean of Students Office. Accommodations are determined on an individual basis in consultation with the Center for Students with Disabilities.
16. The right to request to bring a language interpreter at the sole expense of the student making the request. The Dean of Students Office must be notified of this request. An interpreter would be an addition to an approved advisor.

*For student conduct cases involving the Sexual & Relationship Violence Prevention and Response (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Sexual%20and%20Relationship%20Violence%20Prevention%20and%20Response.pdf>) policy or the Formal Title IX Sexual Harassment Policy and Procedures ([Formal%20Title%20IX%20Sexual%20Harassment.pdf\), please refer to the specific information in those policies on the different procedures in that policy that may apply.](https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/</p>
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University Rights Within the Student Conduct Process

The University reserves the following rights:

1. The right, in accordance with applicable legal mandates, to refer any matter involving a potential violation of criminal or civil law to the proper law enforcement agency.
2. The right to initiate a Student Conduct Process based on reliable information indicating a potential policy violation.
3. The right to sanction a student on an interim basis in accordance with the procedures described in the Student Conduct Process.
4. The right to share the outcomes of the Student Conduct Process as permitted or required under FERPA, the Clery Act, or any other legal mandate.
5. In keeping with its commitment to offer a fundamentally fair process for all students involved in the Student Conduct Process, the right to adapt certain aspects of the Student Conduct Process in specific circumstances, in order to meet the interests of all involved parties, including the University.
6. The right to cease the Student Conduct Process under appropriate circumstances.

Relationship Between the Student Conduct Process, Law Enforcement, and Legal Proceedings

The Student Conduct Process is designed to be educational, not legal, in nature. Rules of evidence and discovery do not apply to the Student Conduct Process. Students should not draw parallel interpretations between the Student Conduct Process and legal proceedings.

The University may proceed with a Student Conduct Process independently of any action taken by law enforcement or local, state, or federal courts or government agencies. Similarly, the University may, in its discretion, decide to delay a Student Conduct Process until the conclusion of a court proceeding or other law enforcement or legal process.

The outcome of a legal proceeding is not determinative on the Student Conduct Process.

Students are not required to report incidents to local law enforcement in order for the University to proceed with a Student Conduct Process. The University does, however, reserve the right in accordance with applicable legal mandates, to refer any matter involving a potential violation of criminal or civil law to the proper law enforcement agency.

Failure to Participate

If a complaining student chooses not to participate in the Student Conduct Process as a complainant, the University may proceed with the Student Conduct Process with the University serving as the complainant. The complaining student may choose to participate as a witness or not at all. The hearing officer will render a decision and, if appropriate, impose

sanctions, based solely on the information available, without the benefit of any additional information from the complaining student.

If a referred student chooses not to participate or not to fully participate in the Student Conduct Process, the hearing officer, or University Board panel, will render a decision and, if appropriate, impose sanctions, based solely on the information available, without the benefit of any additional information from the referred student. However, the University reserves the right, in its sole discretion, to delay a Student Conduct Process.

All students participating in the Student Conduct Process will be provided specific deadlines at various stages of the Student Conduct Process. Failure to respond in a timely manner according to deadlines provided may result in a student's inability to participate in the Student Conduct Process. The University reserves the right to continue with the Student Conduct Process at its discretion.

A student is never required to participate in a Student Conduct Process as a witness. However, all students are encouraged to comply with the Student Conduct Process. Witnesses who provide false or misleading information may have the matter referred to the Dean of Students Office for consideration of a policy violation and subsequent Student Conduct Process.

*For student conduct cases involving the Sexual & Relationship Violence Prevention and Response (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Sexual%20and%20Relationship%20Violence%20Prevention%20and%20Response.pdf>) policy or the Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), please refer to the specific information in those policies on the different procedures that may apply

Blue Demon Duty

At DePaul University, the health, safety, and welfare of our students and community are paramount concerns. DePaul hopes that students will alert appropriate officials in the event of any health or safety emergency, specifically including those involving the abuse of alcohol or other drugs, even if violations of University policies may have occurred in connection with such an emergency. DePaul expects that students will, to the degree safe and appropriate, be active bystanders in situations where a fellow community member may need help.

Because the University understands that fear of possible disciplinary actions may deter requests for emergency assistance, the University has adopted the following protocol to alleviate such concerns and promote responsible action on the part of students.

In a situation involving imminent threat or danger to the health or safety of any individual(s), students are urged to:

1. contact emergency officials by calling Public Safety or 911 to report the incident,
2. to remain with the individual(s) needing emergency treatment and cooperate with emergency officials, so long as it is safe to do so, and
3. meet with appropriate University officials after the incident and cooperate with any University investigation.

The University will consider the positive impact of taking responsible action in an emergency situation when determining the appropriate

response for alleged policy violations that may have occurred prior to or contemporaneously with the emergency notification.

Additionally, students who report in good-faith a violation of another University policy will not generally be subject to sanctions through the Student Conduct Process related to conduct that is revealed in the course of making the report. For example, a student who reports sexual or relationship violence will not generally be subject to sanctions through the Student Conduct Process related to attendant violations related to drug or alcohol use.

Notwithstanding the above, a student may be held responsible for egregious policy violations or policy violations that create a health or safety risk. This could include conduct such as physical violence, hazing, vandalism, harassment, or in instances where multiple individuals require medical attention.

Additionally, this protocol does not preclude or prevent action by Public Safety, police, or other legal authorities.

Although no sanctions will be imposed through the Student Conduct Process, the incident will be documented and educational interventions may be required as a condition of deferring disciplinary actions or sanctions. Contact with a student's emergency contact may be made at the time of the incident if medical transport of the reporting party is deemed appropriate.

Preliminary Investigations

When the University is made aware of a potential student violation of a policy in the Code of Student Responsibility or another University policy, it may be necessary to conduct an investigation prior to referring the incident to the Student Conduct Process. Such investigations are either conducted by or in collaboration with the Dean of Students Office. Some examples of other offices that may conduct investigations include the Office of Gender Equity, Public Safety, Residential Education, the Office of Student Involvement, Internal Audit, Academic Affairs, and Information Security.

Offices charged with conducting an investigation may gather information, conduct interviews, and solicit materials. Investigations will be conducted with all reasonable speed. At the conclusion of the investigation, an investigator will share the information gathered with the Dean of Students Office or other appropriate offices, and the Dean of Students Office will determine whether to begin the Student Conduct Process. To the extent necessary, an investigator will provide information that will become part of a Student Conduct Process or an investigator may participate in the Student Conduct Process as a witness.

A student may choose to have an advisor at any meeting related to an investigation that may give rise to a Student Conduct Process.

*For investigations involving the Sexual & Relationship Violence Prevention and Response (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Sexual%20and%20Relationship%20Violence%20Prevention%20and%20Response.pdf>) policy or the Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), please refer to the specific information in those policies on the different procedures that may apply.

Standard for Hearing Determinations

All determinations as to whether a student is or is not in violation of a policy will be based on the standard of "whether it is more likely than not" that the student is in violation of the policy at issue.

A finding of "IN VIOLATION" means that, based on the information available at the time, it is more likely than not that the student is in violation of the policy at issue. A finding of "NOT IN VIOLATION" means that, based on the information available at the time, it is more likely than not that the student is not in violation of the policy at issue.

Overview of the Student Conduct Process

1. The Student Conduct Process begins when the University receives information that a student's conduct may be in violation of the policies in the Code of Student Responsibility or other University policies.

The University will review the information provided and make a decision that:

1. It is appropriate to initiate a Student Conduct Process.
2. More information or investigation is needed before making a determination whether to initiate a Student Conduct Process.
3. It is not appropriate to initiate a Student Conduct Process at this time.

If a Student Conduct Process is initiated (including after further investigation or information gathering), the Student Conduct Process will proceed as follows:

1. The University will promptly communicate with the relevant parties, including the complainant and the referred student, in order to explain the Student Conduct Process. See details in Initial Meetings (p. 1643).
2. Depending on the circumstances, the University may decide to impose interim sanctions. See details in Interim Sanctions (p. 1644).
3. Except as provided for in the Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), the University will determine whether the Student Conduct Process will proceed with an administrative hearing or a University Board hearing. This determination will be discussed with the relevant parties during any initial meetings. Factors that contribute to the decision include but are not limited to the type of violation, severity of the incident, consideration for potential likely sanctions, the impact on the larger University community, and the role of the complainant.
4. The University will work with the individuals involved to determine each individual's level of participation in the Student Conduct Process and what role each individual will have in the Student Conduct Process. For example, whether the referred student will be participating in the Student Conduct Process; and whether the complaining individual will serve as a complainant, witness, or not participate at all.
5. The University will hold an administrative hearing or a University Board hearing. See details in Administrative Hearing Process (p. 1644) and University Board hearing process (p. 1645).

6. If a referred student is found "IN VIOLATION" of any policy, conduct sanctions will be assigned. See details in Information About Conduct Sanctions (p. 1646).
7. The complainant and the referred student will have the opportunity to appeal all determinations as to policy violations and sanctions. See details in Conduct Appeals Procedures (p. 1646).

All meetings and hearings that are part of the Student Conduct Process, including initial reviews, administrative hearings, and University board hearings, are scheduled at the earliest availability of the reporting individual, the referred student and the hearing officer or University Board panel. As appropriate, academic commitments will be considered in determining student availability. Other commitments may be considered at the discretion of the Dean of Students Office.

The availability of an advisor to attend any meeting or hearing related to the Student Conduct Process shall not unreasonably interfere with or delay the Student Conduct Process.

*For student conduct cases involving the Sexual & Relationship Violence Prevention and Response (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Sexual%20and%20Relationship%20Violence%20Prevention%20and%20Response.pdf>) policy or the Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), please refer to the specific information in those policies on the different procedures that may apply.

Other University Processes Including Residential Education

In general, the Dean of Students Office is responsible for managing the Student Conduct Process. However, other University departments may initiate investigations, manage hearing processes, or impose sanctions in accordance with other University policies and procedures, and in consultation with the Dean of Students Office and Student Affairs when appropriate. Examples of other areas that may initiate investigations, manage hearing processes, or impose sanctions in accordance with other University policies and procedures include Internal Audit and the Office of Institutional Diversity and Equity.

Students should be particularly aware that Residential Education maintains a separate conduct system for violations of Residential Education policies and, as appropriate, violations of other policies that occur in DePaul housing. Students should consult Residence Education for information regarding those policies and procedures, including information on how to file a complaint with Residential Education.

Initial Meetings

This section explains the details of the initial meeting of the Student Conduct Process. For a complete overview of the Student Conduct Process go to Overview of the Student Conduct Process (p. 1643).

At the beginning of a Student Conduct Process, both the complainant and the referred student will promptly be offered:

- A detailed explanation of the Student Conduct Process, including student rights within that process, and an opportunity to answer any questions that the student might have about the Student Conduct Process.

- A written statement of the alleged violations in sufficient enough detail to prepare.
- Reasonable access to the information that will be considered throughout the Student Conduct Process.
- Instructions as to next steps in the Student Conduct Process.
- Options regarding level of participation in the Student Conduct Process and roles in the Student Conduct Process, including the consequences of each option.
- Information about the individuals who will participate in managing the Student Conduct Process moving forward (for example, the moderator, administrative hearing officer, University Board panel, etc.) and the opportunity to request a substitution of any such individual because of a possible conflict of interest or other bias. All decisions about removal of individuals from their participation in a Student Conduct Process will be made by the Dean of Students or the Dean's designee. All such decisions are final.
- Information about any interim sanctions, if applicable.

If possible, the complainant and referred student will be given the opportunity to participate in a face-to-face meeting, or series of meetings, in order to communicate this information. If this is not possible, information will be communicated via phone, email, or other means.

During initial meetings, the University may also request additional information from the complainant or referred student or otherwise collect additional information.

*For student conduct cases involving the Sexual & Relationship Violence Prevention and Response (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Sexual%20and%20Relationship%20Violence%20Prevention%20and%20Response.pdf>) policy or the Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), please refer to the specific information in those policies on the different procedures that may apply.

Interim Sanctions

This section explains the details of interim sanctions in the Student Conduct Process. For a complete overview of the Student Conduct Process go to Overview of the Student Conduct Process (p. 1643).

In order to protect the health, safety, security, and well-being of the University community and its members, the University reserves the right to immediately impose interim sanctions at any point during a Student Conduct Process. These interim sanctions could include, for example, a suspension.

In general, the University will impose an interim sanction if it determines that there is:

1. An ongoing threat to an individual, including a complainant or referred student;
2. An ongoing threat to property; or
3. A risk of disruption of University business.

Except in cases implicating the Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), interim sanctions may not be appealed.

In cases where interim sanctions are imposed, the University will take reasonable measures to ensure that a Student Conduct Process proceeds to a final determination as to whether or not there was a policy violation, and on any final sanctions, within ten business days of the imposition of any interim sanctions. However, the University reserves the right to extend this time limit, in its sole discretion, in order to ensure proper review of all relevant material.

During the time that an interim sanction is in place, a student must abide by the requirements of the interim sanction.

Administrative Hearing Process

This section explains the details of an administrative hearing in the Student Conduct Process. For a complete overview of the Student Conduct Process go to Overview of the Student Conduct Process (p. 1643) (p. 1643).

Except as provided for in the Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), if the University determines that an administrative hearing is appropriate, the University will take reasonable measures to ensure that the first session of the administrative hearing takes place within five business days of the conclusion of the initial meetings. However, the University reserves the right to extend this time limit, in its sole discretion, in order to ensure a proper review of all relevant material.

A mutually convenient time for the administrative hearing will be decided upon. If necessary, and at the discretion of the administrative hearing officer, an administrative hearing may take place over the telephone and/or video conferencing. In an administrative hearing, a complainant does not attend a meeting with the referred student; however, any relevant information or questions will be relayed between the parties by the administrative hearing officer. The administrative hearing officer will hold as many meetings as necessary.

An administrative hearing will proceed as follows:

1. The administrative hearing officer will confirm that the referred student understands the student's rights.
2. The administrative hearing officer will review all relevant information that has been provided by the complainant, as a result of investigation, etc.
3. The administrative hearing officer and referred student will discuss the alleged violation.
4. The referred student will have an opportunity to give a statement about the alleged violation.
5. The referred student will have the opportunity to provide witness information and, to the extent necessary, to question witnesses' statements, whether verbally or in writing.
6. After the administrative hearing officer has examined all of the information, the administrative hearing officer will determine that the student is or is not in violation of the policy at issue.
7. If the administrative hearing officer finds the student in violation, the administrative hearing officer will determine the appropriate sanctions. The University will take reasonable measures to notify the complainant and referred student of the outcome and sanctions in writing within five business days of the last session of an administrative hearing. However, the University reserves the right to extend this time limit, in its sole discretion, in order to ensure a proper review of all relevant material.

8. The administrative hearing officer will inform the complainant and the referred student of their appeal options.

*For student conduct cases involving the Sexual & Relationship Violence Prevention and Response (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Sexual%20and%20Relationship%20Violence%20Prevention%20and%20Response.pdf>) policy or the Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), please refer to the specific information in those policies on the different procedures that may apply.

University Board Hearing Process

This section explains the details of a University Board hearing in the Student Conduct Process. For a complete overview of the Student Conduct Process go to Overview of the Student Conduct Process (p. 1643).

Except as provided for in the Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), if the University determines that a University Board hearing is appropriate, the University will take reasonable measures to ensure that the first session of the University Board hearing takes place within seven business days of the conclusion of the initial meetings. However, the University reserves the right to extend this time limit, in its sole discretion, in order to ensure a proper review of all relevant material.

A mutually convenient time for the University Board hearing will be decided upon. If requested by a party or otherwise necessary, and at the discretion of the moderator, a University Board hearing may take place entirely over the telephone and/or video conferencing, or with one or more parties participating by telephone and/or video conferencing. The University Board hearing will proceed over as many sessions as necessary.

The moderator will set a date by which all materials for the hearing will be sent to the University Board. Materials turned into the moderator after that date will be sent to the University Board if feasible.

The actual University Board hearing will proceed as follows:

1. The University Board panel will select a chairperson. The chairperson is charged with maintaining an orderly discussion throughout the University Board hearing and ensuring that there is equal opportunity for both the complainant and the referred student to present their information.
2. The Chairperson will confirm that all students understand their rights.
3. The Chairperson will describe the information before the University Board panel and will make sure that all students have copies of materials as needed.
4. If an investigator was utilized prior to the University Board hearing, the investigator will provide an overview of the investigation and answer questions from the panel, complainant, and referred student. The investigator will be present for the entirety of the hearing should additional questions arise.
5. Both the complainant and the referred student will have the opportunity to provide witnesses. In cases where a University representative is serving as the complainant, the University representative will present any witness information that has been made available. The University Board panel may also request

additional witnesses. Witnesses will provide their information one at a time. A witness may only be present when that witness is providing information. The University may approve the use of written statements from witnesses who are not available to be present in person.

6. The University Board panel may present questions to witnesses who are present at the University Board hearing. If the complainant or the referred student have any questions for witnesses, they may offer those questions to the chairperson of the University Board panel to ask the witness. The University Board panel may decline to ask any question provided. The University Board panel may ask that a witness return later in the University Board hearing for additional questions.
7. Members of the University Board may ask questions to the complainant and the referred student at any time during the University Board hearing. If the complainant or the referred student have any questions for each other, they may offer those questions to the chairperson of the University Board panel to ask the witness. The University Board panel may decline to ask any question provided.
8. After the University Board panel has reviewed all the relevant information provided in the University Board hearing, the chairperson will ask the complainant and the referred student whether there is any additional information that needs to be considered but that has not already been provided.
9. The complainant and the referred student will have an opportunity to give a final statement about the alleged violation. In cases where a University representative is serving as the complainant, the University representative will simply summarize the information already provided. The final statement may be read aloud or submitted in writing. In the interest of time, the University Board panel may place a time limit on the final statements.
10. The moderator will excuse everyone from the University Board hearing except for the University Board panel and the moderator.
11. The University Board panel will determine that the student is or is not in violation of the policy at issue. A majority vote by the University Board panel will be used to make this determination. The decision will be reviewed with the moderator before being finalized.
12. If the University Board panel finds the student in violation, the University Board panel will determine the appropriate sanctions. Prior to making any determinations about sanctions, the moderator will inform the University Board panel of any previous student conduct matters involving the referred student. A majority vote by the University Board panel will be used to make this determination. The decision will be reviewed with the moderator before being finalized.
13. Typically, the moderator will invite the referred student back into the University Board hearing and the chairperson will announce the decisions of the University Board panel. Typically, the decision will be announced to the complainant by the moderator as appropriate.
14. The University will take reasonable measures to notify the complainant and referred student of the outcome and sanctions in writing within five business days of the last session of a University Board hearing. However, the University reserves the right to extend this time limit, in its sole discretion, in order to ensure a proper review of all relevant material.
15. The moderator will inform the complainant and the referred student of their appeal options.

Student organizations have the same rights as students, modified as necessary to address the group or organizational context.

*For student conduct cases involving the Sexual & Relationship Violence Prevention and Response (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Sexual%20and%20Relationship%20Violence%20Prevention%20and%20Response.pdf>) policy or the Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), please refer to the specific information in those policies on the different procedures that may apply.

Information About Conduct Sanctions

This section explains the details of conduct sanctions. For a complete overview of the Student Conduct Process go to Overview of the Student Conduct Process (p. 1643).

The Student Conduct Process is an educational one by which the University strives to instill in its students an understanding that they are responsible for their actions. There are several reasons for imposing conduct sanctions:

1. To educate students and redirect behavior toward a standard more acceptable for members of the University community.
2. To protect the University community from possible harm or injury.
3. To require restitution for property that is lost, stolen, or damaged.

In general, conduct sanctions become effective immediately when given. In certain circumstances, the University may delay the effective date of sanctions. Students will be informed of any decision to delay the effective date of sanctions.

Conduct sanctions are determined based on a consideration of the totality of the circumstances. This could include, for example, a student's prior record of conduct; the severity of the incident; and the impact on the community. Students may be given a single sanction or multiple sanctions.

As detailed in Emergency Contacts (p. 1636), a student's emergency contacts or other individuals may be made aware of sanctions in certain situations involving violations of University policies or laws related to alcohol and controlled substances.

The following is a list of sanctions that the University may impose on a student or student organization through the Student Conduct Process:

1. **Restriction:** Restrictions upon a student's University privileges may be imposed for a set period of time. These restrictions may include, but are not limited to, removal from student housing; the denial of the right to represent the University in any way; and restricted access to facilities or individuals, parking privileges, and/or participation in certain curricular, co-curricular, or extra-curricular activities.
2. **Restitution:** A student who damages property may be required to pay actual repair or replacement costs. Failure to pay may result in withholding of the student's records and/or additional sanctions.
3. **Educational Project:** An educational project is a sanction designed to assist the student in better understanding the overall impact of the policy violation. Educational projects might include research papers, the creation of educational materials, or the planning and/or presentation of educational programs related to the policy infraction. Assigned projects may not include physical labor unless they are directly related to the violations(s) and do not cause humiliation or degradation to the student.

4. **Alcohol and Other Drug Intervention:** A student who is found responsible for violation a policy related to alcohol or controlled substances may be required to meet with the Office of Health Promotion and Wellness and/or participate in an intervention called BASICS (Brief Alcohol Screening and Intervention for College Students).
5. **University Reprimand:** University reprimand signifies that any further policy violation may result in additional sanctions. It does not restrict the student in any way.
6. **University Probation:** University probation is a written statement to the student indicating that the student's behavior is of such a nature as to jeopardize continued enrollment at the University. University probation can be for a specified period of time or for as long as the student is enrolled. Any additional policy violation during the probationary period may result in additional sanctions.
7. **Suspension:** Suspension is a total separation from the University for a required period of time and/or until particular conditions for readmission are met. Suspension may include various prohibitions regarding a student's ability to be on University property or participate in University activities. A sanction of suspension is permanently noted on a student's transcript, regardless of whether or not the student is successfully readmitted at the conclusion of a suspension. At the end of the suspension period and/or once the student can demonstrate that the conditions for readmission have been met, the student may be required to meet with the Dean of Students or other designee before being readmitted to the University.
8. **Dismissal:** Dismissal is a permanent separation from the University. Dismissal is a permanent bar to readmission to the University. A sanction of dismissal is permanently noted on a student's transcript. Dismissal may include various prohibitions regarding a student's ability to be on University property or participate in University activities.
9. **Revocation of Admission:** Revocation of admission signifies that a student who has previously been admitted to the University, but has not yet matriculated, is no longer admitted for enrollment in the planned term and program. Revocation of admission may be a permanent separation from the University and permanent bar to readmission to the University, or it may be limited to a particular time frame or program. The student may be required to meet with the Dean of Students or other designee before being readmitted to the University.
10. **Revocation of Degree:** Revocation of degree signifies that the University is withdrawing a degree that has been awarded. Revocation of degree is a permanent separation from the University. Revocation of degree is a permanent bar to readmission to the University. A sanction of revocation of degree is permanently noted on a student's transcript.

Student organizations are subject to the same sanctions as students, modified as necessary to address the group or organizational context, plus any such other sanctions or outcomes that are deemed appropriate under the circumstances. Other sanctions may be imposed on students or student organizations for policy violations related to processes managed by other University areas.

Conduct Appeal Procedures

This section explains the details of appeals in the Student Conduct Process. For a complete overview of the Student Conduct Process go to Overview of the Student Conduct Process (p. 1643).

Determinations as to (i.) whether or not a policy has been violated and (ii.) sanctions may be appealed through these procedures. Both complainants and referred students may appeal determinations as to policy violations and sanctions. The reason for the appeal process is to guarantee that the situation has been resolved through a fundamentally fair process in accordance with established policies and procedures.

Students will be informed of the appeal procedures, including to whom an appeal should be directed, at the conclusion of an administrative hearing, University Board hearing, or otherwise when a determination of a policy violation is made and/or sanctions are determined.

Typically, appeals from a University Board hearing will be submitted to the Dean of Students, while appeals from an administrative hearing will be submitted to the supervisor of the administrative hearing officer. The individual reviewing an appeal will have had no involvement in the initial determination. Either party will have the opportunity to request the substitution of the individual reviewing an appeal because of a possible conflict of interest or bias.

Except as provided for in the Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), a complainant or referred student may only appeal the determination as to a policy violation or sanction on the following three grounds:

1. A substantial procedural error occurred that unreasonably impaired a fair process or rendering of a determination or sanction, and that made the process or the final decision fundamentally unfair.
2. New information of a substantive nature that was impossible to have been considered at the time of the hearing or determination has been discovered, and it would be fundamentally unfair to not consider the information.
3. The initial sanction(s) are fundamentally unfair, disproportionate, or inappropriate.

In order to appeal, the complainant and/or referred student must submit a written request for appeal to the designated individual within five business days of being notified of the initial decision.

The individual designated to review the appeal may decide that the sanctions imposed should not go into effect until the appeal process is completed. Complainants and referred students should understand, however, that, unless otherwise stipulated, sanctions are considered in effect once a hearing is completed, regardless of whether an appeal is requested.

The individual designated to review the appeal will make a determination that:

1. The appeal is denied because none of the grounds for an appeal above have been met.
2. The appeal is granted because one or more of the grounds for an appeal have been met.

The designated reviewer will take reasonable measures to notify the complainant and/or referred students of the appeal determination within five business days of when the University receives the appeal. However, the University reserves the right to extend this time limit, in its sole discretion, in order to ensure a proper review of all relevant material.

If an appeal is granted, then the individual designated to review the appeal will determine whether the matter can be resolved without a

new hearing (for example, modification of sanctions so that they are not fundamentally unfair or inappropriate) or whether a new hearing is necessary. If a new hearing is necessary, except as provided for in the Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), the University will determine whether this hearing will be an administrative hearing or a University Board hearing. All hearings that take place after an appeal has been granted will proceed in accordance with established procedures.

All decisions regarding whether an appeal will be granted are final. If the appeal is denied, then all sanctions imposed will remain in effect.

*For student conduct cases involving the Sexual & Relationship Violence Prevention and Response (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Sexual%20and%20Relationship%20Violence%20Prevention%20and%20Response.pdf>) policy or the Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>), please refer to the specific information in those policies on the different procedures that may apply

Student Conduct Records

Student conduct records are maintained in accordance with the University's Records Retention Schedule. Specifically, student conduct records from a Student Conduct Process that did not result in a sanction of dismissal or suspension are retained for ten years after a student's graduation or last date of attendance.

In accordance with the University Records Retention Schedule, transcripts are retained permanently. As such, student conduct records from a Student Conduct Process that resulted in a sanction of dismissal or suspension are retained permanently.

The University may also report disciplinary matters that remain unresolved and pending at the time a student left or withdrew from the University. Records of pending matters are kept indefinitely; once resolved, they are kept and maintained according to the policy stated above.

The University will release student conduct records and the information in those records only as permitted or required under FERPA, the Clery Act, or any other legal mandate.

Additional Procedures Regarding Sexual and Relationship Violence

In addition to the procedures set forth in the Student Conduct Process, students should also consult the Sexual and Relationship Violence Prevention and Response (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Sexual%20and%20Relationship%20Violence%20Prevention%20and%20Response.pdf>) policy and the Formal Title IX Sexual Harassment Policy and Procedures (<https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf>) for additional procedural information for Student Conduct Process matters involving potential violations of those policies.

In order to be eligible to conduct an administrative hearing, participate on a University Board panel, or hear an appeal, involving a violation of the Sexual and Relationship Violence Prevention and Response policy or the

Formal Title IX Sexual Harassment Policy and Procedures, an individual must receive at least 8 hours of annual training on topics related to the issues detailed in those policies. A sufficient number of individuals will receive this annual training such that substitutions of personnel and University Board panel members for conflict of interest, bias, and other matters can occur as needed.

University-Initiated Temporary Medical Withdrawal Process

Note: The process and criteria described in this section apply in situations in which DePaul University initiates a discussion with a student regarding the student's temporary withdrawal from DePaul for medical reasons. Students looking to voluntarily take a leave of absence or withdraw from DePaul for medical or other reasons should consult the Withdrawal policy.

DePaul University places the utmost priority on student welfare and community safety. DePaul provides a continuum of support services to address the needs of students within the context of the University community. Sometimes students may have health needs that require a level of care exceeding that which DePaul can effectively provide. Being able to safely participate in the programs, services, or activities of the University is an essential requirement for a student's continued participation. As such, in some situations, it may be appropriate to consider options for a student's temporary withdrawal from DePaul or for altering a student's ability to fully participate in certain programs, services, or activities at DePaul.

This University-initiated temporary medical withdrawal process is not a disciplinary process. Rather, under this process, DePaul will work with a student regarding a University-initiated temporary medical withdrawal. If a withdrawal is appropriate, the University will also work with the student on a plan for return and plan for success upon return.

As further detailed below, all determinations as to withdrawals and plans for return and success will be based upon an individualized assessment of the student's situation, including an evaluation of current medical information and/or best available objective information about the student. DePaul will consider this information in assessing circumstances such as the nature, duration, and severity of the risk to the student and/or University community, the probability that the behavior of concern will occur, and whether reasonable accommodations would mitigate the risk.

This process is intended as an interactive dialogue between the student and DePaul concerning the student's continued participation in the programs, services, or activities of DePaul. At all times during the process, DePaul will work with the student to determine whether other options or reasonable accommodations would be appropriate instead of, or in addition to, a University-initiated temporary medical withdrawal process or alterations to a student's ability to fully participate in certain programs, services, or activities at DePaul. More information about the interactive process for establishing reasonable accommodations is available from DePaul's Center for Students with Disabilities.

When a student demonstrates conduct that violates DePaul's Code of Student Responsibility or other DePaul policies, that conduct will be addressed through the appropriate disciplinary processes. There may be situations in which both the University-initiated temporary medical withdrawal process and the Code of Student Responsibility and/or other DePaul policies are applicable (see below for further details).

Students may choose to have an advisor join them for any meeting or conversation that is a part of this process. An advisor is a member of the DePaul University community who acts as a support person for the student. The role of the advisor is to quietly confer with and support the student throughout the process.

Criteria

DePaul may initiate this process if a student:

1. Demonstrates behavior that is unreasonably disruptive to the normal education processes and orderly operation of the university;
2. Demonstrates behavior that poses a serious and imminent health or safety risk to the themselves, or
3. Demonstrates behavior that poses a serious and imminent health or safety risk to others.

Initial Determination and Notification to the Student

The university-initiated temporary medical withdrawal process begins when the Dean of Students Office receives information indicating that a student appears to have demonstrated behavior consistent with one or more of the criteria listed above. In many instances, this information will come from the Student Care Team, which will have conducted an individualized threat assessment in accordance with its established procedures and determined that the student has demonstrated behavior consistent with one or more of the criteria listed above.

If, after reviewing the information received, the Dean of Students Office initially determines that the information indicates that the student has demonstrated behavior consistent with one or more of the criteria listed above, the Dean of Students Office will inform the student of the following in writing:

1. That the Dean of Student Office has made an initial determination based on available information that the student has demonstrated behavior consistent with one or more of the criteria listed above (with the specific criterion or criteria identified).
2. That the university is initiating a process pursuant to this university-initiated temporary medical withdrawal process (with a copy of or link to the process).
3. That the student is required to have a meeting with the Dean of Students Office to discuss potential next steps, including the possibility of a university-initiated temporary medical withdrawal or alterations in a student's ability to fully participate in certain programs, services, or activities at DePaul. The Dean of Students Office will attempt to schedule this meeting within one (1) business day of the student receiving this initial notification.
4. That the student may bring an Advisor to this meeting, or any other meeting or conversation that is part of this process, as further detailed above.
5. Any interim restrictions, as further explained below.

Interim Restrictions

The Dean of Students may place interim restrictions on the student's participation in university programs, services, or activities (including attending classes, extra-curricular activities, and residential arrangements). Any interim restrictions will be determined on an individualized basis and will be consistent with the goals of reducing the

impact of any behavior that indicate the criteria listed above and ensuring the safety of the student and the university community where this is of immediate concern. All interim restrictions will be communicated in writing to a student. In general, interim restrictions will remain in place until a final determination is made concerning a possible withdrawal (including any appeal).

Initial Meeting and Additional Information Gathering

In this initial meeting, the Dean of Students Office will explain the university-initiated temporary medical withdrawal process to the student. The Dean of Students Office will review with the student the information that appears to indicate that the student has demonstrated behavior consistent with one or more of the criteria listed above.

The Dean of Students Office will give the student an opportunity to respond to the information orally at the meeting. The student will also be given an opportunity to respond to any interim restrictions that have been put in place. If the student would like to submit additional information in response to the information provided, the student may choose to do so. This information could include, for example, a written response, a request from the student that the Dean of Students Office speak with a qualified care provider, or other documentation.

If the student wishes to submit additional information, the Dean of Students Office will work with the student to develop a reasonable timeline for submitting this information, balancing the need for a prompt decision with the student's need to provide information.

Determination and Plan for Return

The Dean of Students will make a determination as to whether a university-initiated temporary medical withdrawal or any alterations to a student's ability to fully participate in certain programs, services, or activities at DePaul is appropriate based on the criteria listed above. In making this determination, the Dean of Students will consider all information available, including any information provided by or on behalf of the student, including information provided by a student's qualified care providers, and information learned from consultation with others with particular subject-matter expertise as needed (for example, a counselor from University Counseling Services or a physician from DePaul Health Services). All determinations as to withdrawal or alterations to a student's ability to fully participate in certain programs, services, or activities will be as narrowly tailored as possible under the circumstances given the nature, duration and severity of any risk to the student and/or university community.

The student will generally be informed of this determination, including the basis for the determination, in writing within two (2) business days of the initial meeting, or within two (2) business days of the university receiving all information. However, the university reserves the right to extend this time limit, in its sole discretion, in order to ensure proper review of all relevant material. The university will provide the student with written notice of any extension.

At the time that the university provides the student with the determination, the university will also provide the student with a written individualized plan for return to full participation in programs, services, or activities at DePaul. The purpose of the plan for return is to clearly establish the path by which the student can return to safe and successful full participation in programs, services, or activities at DePaul following

a university-initiated temporary medical withdrawal or other alterations to a student's ability to fully participate in certain programs, services, or activities at DePaul. Plans for return to full participation in activities will be as narrowly tailored as possible under the circumstances given the nature, duration and severity of any risk to the student and/or university community.

Specific elements of the plan for return could include, for example:

1. Successful demonstration that the behaviors that led to the university-initiated temporary medical withdrawal have been mitigated to the extent that the student is no longer demonstrating behavior consistent with the criteria listed above; or
2. Development of a treatment plan and/or verification from a qualified care provider that an individual is consistently and satisfactorily complying with a treatment plan.

If possible, the Dean of Students Office will meet with the student in person in order to provide the determination and discuss the plan for return.

If the Dean of Students Office determines that a university-initiated temporary medical withdraw or any alterations to a student's ability to fully participate in certain programs, services, or activities at DePaul will begin, the student will also be informed in writing about options for appeal (as detailed below).

Students are responsible for contacting appropriate offices at DePaul or elsewhere in order to ensure that their academic and financial affairs are in order (including any on-campus housing). All determinations as to the effect of a university-initiated temporary medical withdrawal or other alterations to the ability to fully participate in programs, services, or activities at DePaul will be made by the applicable offices in accordance with existing policies. If requested by the student, the Dean of Students Office can assist a student with facilitating conversations with appropriate offices as needed. This could include, for example, the possibility of a late withdrawal through the Late Withdrawal Process (<https://offices.depaul.edu/student-affairs/support-services/academic/Pages/late-withdrawal-process.aspx>).

Appeal

A student may appeal the determination of the Dean of Students Office that a university-initiated temporary medical withdrawal or other alterations to the ability to fully participate in programs, services, or activities at DePaul will begin, including aspects of the plan for return. A student has five (5) business days from the date on which the student was informed of the determination and plan to request this appeal.

A student may appeal on the following three grounds:

1. A substantial procedural error occurred that unreasonably impaired the student's ability to achieve a fair process or final decision and that made the process or final decision fundamentally unfair;
2. New information of substantive nature, impossible to have been considered at the time of the original determination, has been discovered and it would be fundamentally unfair not to consider the information; or
3. Aspects of the determination and/or plan for return are fundamentally unfair or inappropriate.

The student must submit their appeal to the Vice President for Student Affairs. In the appeal, the student should explain why one or more of

these three grounds for appeal has been met. In reviewing the student's appeal, the Vice President for Student Affairs will review the information received from or on behalf of the student, and all other available information, including all information considered by the Dean of Students Office. If deemed necessary, the Vice President for Student Affairs may also speak further with the student or others to ask additional questions or otherwise collect additional information.

After review, the Vice President for Student Affairs will make a determination that:

1. The appeal is denied because none of the grounds for an appeal have been met. The determination and plan for return will remain as-is.
2. The appeal of the withdrawal determination is denied because none of the grounds for an appeal have been met, but the appeal of the plan for return is granted because one or more of the grounds for appeal have been met. The determination will remain as-is, but the plan for return will be modified; or
3. The appeal of the withdrawal determination is granted because one or more of the grounds for an appeal have been met. The university is no longer initiating a temporary medical withdrawal or other alterations to the ability to fully participate in the program, services, or activities at DePaul at this time.

DePaul will notify the student of the appeal determination in writing within five (5) business days of when the appeal is received. However, the university reserves the right to extend this time limit, in its sole discretion, in order to ensure a proper review of all relevant material. The university will provide the student with written notice of any extension.

The decision of the Vice President for Student Affairs is final.

If a student is no longer temporarily medically withdrawn, alterations to the ability to fully participate in programs, services, or activities at DePaul are no longer in place as the result of an appeal, or modifications are made to the plan for return the Dean of Students Office will work with the student to address any outstanding concerns on an individualized basis.

Student's Return to the University and Plan for Success

A student is eligible to return to full participation in the programs, services, or activities at DePaul when the student's individualized plan for return is successfully completed. If at any time a student believes that current circumstances have changed such that the individualized plan for return should be modified, the student should contact the Dean of Students Office to discuss that possibility. All modifications to a plan for return will be established in writing.

Students wishing to return to DePaul following a university-initiated temporary medical withdrawal must schedule a meeting with the Dean of Students Office to discuss the student's successful completion of the plan for return. In general, this meeting must be in-person. However, exceptions may be made at the discretion of the Dean of Students Office.

In addition to participating in this meeting in order to demonstrate their successful completion of the plan, students may also be asked to speak with others with particular subject-matter expertise as needed (for example, a counselor from University Counseling Services or a physician from DePaul Health Services) or may be asked to submit additional information or documentation. As appropriate, this could include a requirement that the student complete a release of information such that the Dean of Students Office may speak with a student's qualified

care providers or others, or review current medical documentation. All requests for information will be made as narrowly as possible in order to fulfill the need to consider whether a student has successfully completed the plan.

Based on all of the information available, the Dean of Students Office will make a determination as to whether the student has successfully completed the plan.

In order to continue to support the student, the Dean of Students Office may also work with the student to develop an on-going, individualized plan for student success and to provide for the student's safe and successful enrollment and participation in the university's programs, services or activities. Specific elements of the plan for student success could include, for example:

1. An on-going monitoring plan;
2. Consistent compliance with a recommended treatment plan;
3. Periodic conversation with the Dean of Students Office or others to discuss continued success;
4. Specific on-going behavioral expectations aligned with DePaul's established policies and procedures, and designed to prevent or mitigate the behaviors that led to the university-initiated temporary medical withdrawal to the extent that the student is no longer demonstrating behavior consistent with the criteria listed above; and
5. Options for utilizing available resources and implementing reasonable accommodations to facilitate success.

This determination and any on-going plan for student success will be communicated to the student in writing.

The student may request a meeting with the Dean of Students Office to respond to the plan for success. If at any time a student believes that current circumstances have changed such that the plan for success should be modified, the student should contact the Dean of Students Office to discuss that possibility. All modifications to a plan for success will be established in writing.

All determinations as to whether the student has successfully completed the plan for return, as to whether a plan for return should be modified, as to an on-going plan for student success, as to whether a plan for success should be modified, and as to successful fulfillment of the on-going plan for student success will be made by the Dean of Students Office. These determinations are final.

Other Important Information Regarding This Process

Because conduct that gives rise to a university-initiated temporary medical withdrawal or alterations in a student's ability to fully participate in certain programs, services, or activities at DePaul might also violate the Code of Student Responsibility, it is possible that a student who has successfully completed the plan for return might still not be eligible for return to full participation due to student conduct sanctions. Similarly, it is possible that a student who has satisfied all required student conduct sanctions might still not be eligible for return to full participation in programs, services, or activities at DePaul because of an inability to successfully complete the plan for return.

At any point during the university-initiated temporary medical withdrawal process, a student may decide to take a leave of absence or withdraw from DePaul for medical or other reasons pursuant to the Withdrawal

policy. However, once a university-initiated temporary medical withdrawal process has begun, DePaul may make the determination that it is appropriate to develop a plan for return. In that instance, the procedures detailed in this process would apply.

DePaul may make such reasonable exceptions to the university-initiated temporary medical withdrawal process as circumstances may require for the welfare of the university and/or the involved student(s), provided that fundamental elements of fairness and due process are observed.

Student Care Team and Threat Assessment

DePaul University's Student Care Team (SCT) is responsible for assessing and coordinating a response to a wide-range of concerns about students. The SCT also fulfills the role of the Campus Threat Assessment Team with respect to students (DePaul University Campus Violence Prevention Plan (<https://offices.depaul.edu/public-safety/crime-reporting-prevention/Pages/campus-violence-prevention-plan.aspx>)). The SCT is charged with proactively monitoring the University's campus environment from a threat perspective, as well as providing leadership and coordinating the University's response to critical incidents that affect individual students.

Members of the campus community are encouraged to report concerns about disturbing behavior exhibited by a DePaul student to the Dean of Students, Chair of the Student Care Team (SCT), as soon as possible. Whenever there is concern for immediate physical danger, individuals should call 911.

In general, the Dean of Students will review the information provided, involving the SCT as appropriate. Depending on the behavior, this review could include a threat assessment. Based on this review, the SCT will determine an appropriate, individualized, situation-specific response action plan. This could include case management, recommendations about behavioral intervention (either by the SCT or by another individual), and/or referrals to, or recommendations regarding, other University processes or supports. As circumstances warrant, these responses could happen simultaneously.

CATALOG ARCHIVE

Winter/Spring/Summer 2022-2023

Website (<https://catalog.depaul.edu/university-catalog-archive/2022-2023-WinSprSum/>)

PDF (https://catalog.depaul.edu/university-catalog-archive/Winter_Spring_Summer_2022-2023_DePaul_University_Catalog_Final_with_Cover_Sheet.pdf)

Autumn 2022-2023

Website (<https://catalog.depaul.edu/university-catalog-archive/2022-2023-Autumn/>)

PDF (https://catalog.depaul.edu/university-catalog-archive/Autumn_2022-2023_DePaul_University_Catalog_10_27_2022.pdf)

Winter/Spring/Summer 2021-2022

Website (<https://catalog.depaul.edu/university-catalog-archive/2021-2022-WinSprSum/>)

PDF (https://catalog.depaul.edu/university-catalog-archive/Winter_Spring_Summer_2021-2022_DePaul_University_Catalog.pdf)

Autumn 2021-2022

Website (<https://catalog.depaul.edu/university-catalog-archive/2021-2022-Autumn/>)

PDF (https://catalog.depaul.edu/university-catalog-archive/Autumn_2021-2022_DePaul_University_Catalog.pdf)

Winter/Spring/Summer 2020-2021

Website (<https://catalog.depaul.edu/university-catalog-archive/2020-2021-WinSprSum/>)

PDF (<https://catalog.depaul.edu/university-catalog-archive/2020-2021-WinSprSum-Edition.pdf>)

Autumn 2020-2021

Website (<https://catalog.depaul.edu/university-catalog-archive/2020-2021-Autumn/>)

PDF (https://catalog.depaul.edu/university-catalog-archive/Autumn_2020-2021.pdf)

Winter/Spring/Summer 2019-2020

Website (<https://catalog.depaul.edu/university-catalog-archive/2019-2020-WinSprSum/>)

PDF (<https://catalog.depaul.edu/university-catalog-archive/2019-2020-winter-spring-summer.pdf>)

Autumn 2019-2020

Website (<https://catalog.depaul.edu/university-catalog-archive/2019-2020/>)

PDF (<https://catalog.depaul.edu/university-catalog-archive/2019-2020-autumn.pdf>)

Winter/Spring/Summer 2018-2019

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/undergraduate.pdf>)

Graduate (<https://catalog.depaul.edu/university-catalog-archive/graduate.pdf>)

Law (<https://catalog.depaul.edu/university-catalog-archive/law.pdf>)

Autumn 2018-2019

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2018-2019-autumn-undergraduate.pdf>)

Graduate (<https://catalog.depaul.edu/university-catalog-archive/2018-2019-autumn-graduate.pdf>)

Law (<https://catalog.depaul.edu/university-catalog-archive/2018-2019-autumn-law.pdf>)

Winter/Spring/Summer 2017-2018

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2017-2018-winter-spring-summer-undergraduate.pdf>)

Graduate (<https://catalog.depaul.edu/university-catalog-archive/2017-2018-winter-spring-summer-graduate.pdf>)

Law (<https://catalog.depaul.edu/university-catalog-archive/2017-2018-winter-spring-summer-law.pdf>)

Autumn 2017-2018

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2017-2018-autumn-undergraduate.pdf>)

Graduate (<https://catalog.depaul.edu/university-catalog-archive/2017-2018-autumn-graduate.pdf>)

Law (<https://catalog.depaul.edu/university-catalog-archive/2017-2018-autumn-law.pdf>)

Winter/Spring/Summer 2016-2017

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2016-2017-winter-spring-summer-undergraduate.pdf>)

Graduate (<https://catalog.depaul.edu/university-catalog-archive/2016-2017-winter-spring-summer-graduate.pdf>)

Law (<https://catalog.depaul.edu/university-catalog-archive/2016-2017-winter-spring-summer-law.pdf>)

Autumn 2016-2017

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2016-2017-autumn-undergraduate.pdf>)

Graduate (<https://catalog.depaul.edu/university-catalog-archive/2016-2017-autumn-graduate.pdf>)

Law (<https://catalog.depaul.edu/university-catalog-archive/2016-2017-autumn-law.pdf>)

Winter/Spring/Summer 2015-2016

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2015-2016-winter-spring-summer-undergraduate.pdf>)

Graduate (<https://catalog.depaul.edu/university-catalog-archive/2015-2016-winter-spring-summer-graduate.pdf>)

Law (<https://catalog.depaul.edu/university-catalog-archive/2015-2016-winter-spring-summer-Law.pdf>)

Autumn 2015-2016

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2015-2016-Autumn-undergraduate.pdf>)

Graduate (<https://catalog.depaul.edu/university-catalog-archive/2015-2016-Autumn-graduate.pdf>)
 Law (<https://catalog.depaul.edu/university-catalog-archive/2015-2016-Autumn-law.pdf>)

Winter/Spring/Summer 2014-2015

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2014-2015-Winter-Spring-Summer-undergraduate.pdf>)
 Graduate (<https://catalog.depaul.edu/university-catalog-archive/2014-2015-Winter-Spring-Summer-graduate.pdf>)
 Law (<https://catalog.depaul.edu/university-catalog-archive/2014-2015-Winter-Spring-Summer-law.pdf>)

Autumn 2014-2015

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2014-2015-Autumn-undergraduate.pdf>)
 Graduate (<https://catalog.depaul.edu/university-catalog-archive/2014-2015-Autumn-graduate.pdf>)
 Law (<https://catalog.depaul.edu/university-catalog-archive/2014-2015-Autumn-law.pdf>)

Winter/Spring/Summer 2013-2014

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2013-2014-Winter-Spring-Summer-undergraduate.pdf>)
 Graduate (<https://catalog.depaul.edu/university-catalog-archive/2013-2014-Winter-Spring-Summer-graduate.pdf>)
 Law (<https://catalog.depaul.edu/university-catalog-archive/2013-2014-Winter-Spring-Summer-law.pdf>)

Summer/Autumn 2013-2014

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2013-2014-Summer-Autumn-undergraduate.pdf>)
 Graduate (<https://catalog.depaul.edu/university-catalog-archive/2013-2014-Summer-Autumn-graduate.pdf>)
 Law (<https://catalog.depaul.edu/university-catalog-archive/2013-2014-Summer-Autumn-law.pdf>)

Winter/Spring 2012-2013

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Winter-Spring-undergraduate.pdf>)
 Graduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Winter-Spring-graduate.pdf>)
 Law (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Winter-Spring-law.pdf>)

Summer/Autumn 2012-2013

College of Business - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-College-of-Business-Undergraduate-Studies.pdf>)
 College of Communication - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-College-of-Communication-Undergraduate-Studies.pdf>)
 College of Computing and Digital Media - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-College-of-Computing-and-Digital-Media-Undergraduate-Studies.pdf>)
 College of Education - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-College-of-Education-Undergraduate-Studies.pdf>)

College of Liberal Arts and Social Sciences - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-College-of-Liberal-Arts-and-Social-Sciences-Undergraduate-Studies.pdf>)
 College of Science and Health - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-College-of-Science-and-Health-Undergraduate-Studies.pdf>)
 Liberal Studies - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-Liberal-Studies-Program-for-Undergraduates.pdf>)
 School of Music - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-School-of-Music-Undergraduate-Studies.pdf>)
 School for New Learning - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-School-for-New-Learning-Undergraduate-Studies.pdf>)
 The Theatre School - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-The-Theatre-School-Undergraduate-Studies.pdf>)
 Course Descriptions - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-Undergraduate-Course-Descriptions.pdf>)
 Handbook - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-Undergraduate-Student-Handbook.pdf>)
 Charles H Kellstadt School of Business - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-Kellstadt-Graduate-School-of-Business.pdf>)
 College of Communication - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-College-of-Communication-Graduate-Studies.pdf>)
 College of Computing and Digital Media - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-College-of-Computing-and-Digital-Media-Graduate-Studies.pdf>)
 College of Education - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-College-of-Education-Graduate-Studies.pdf>)
 College of Liberal Arts and Social Sciences - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-College-of-Liberal-Arts-and-Social-Sciences-Graduate-Studies.pdf>)
 College of Science and Health - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-College-of-Science-and-Health-Graduate-Studies.pdf>)
 School of Music - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-School-of-Music-Graduate-Studies.pdf>)
 School for New Learning - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-School-for-New-Learning-Graduate-Studies.pdf>)
 The Theatre School - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-The-Theatre-School-Graduate-Studies.pdf>)
 Course Descriptions - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-Graduate-Course-Descriptions.pdf>)
 Handbook - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-Graduate-Student-Handbook.pdf>)
 College of Law (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-College-of-Law-Professional-Studies.pdf>)

Winter/Spring 2011-2012

College of Commerce - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-College-of-Commerce-Undergraduate-Studies.pdf>)

College of Communication - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-College-of-Communication-Undergraduate-Studies.pdf>)

College of Computing and Digital Media - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-College-of-Computing-and-Digital-Media-Undergraduate-Studies.pdf>)

College of Education - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-School-of-Education-Undergraduate-Studies.pdf>)

College of Liberal Arts and Social Sciences - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-College-of-Liberal-Arts-and-Social-Sciences-Undergraduate-Studies.pdf>)

College of Science and Health - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-College-of-Science-and-Health-Undergraduate-Studies.pdf>)

Liberal Studies - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-Liberal-Studies-Program-for-Undergraduates.pdf>)

School of Music - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-School-of-Music-Undergraduate-Studies.pdf>)

School for New Learning - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-School-for-New-Learning-Undergraduate-Studies.pdf>)

The Theatre School - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-The-Theatre-School-Undergraduate-Studies.pdf>)

Course Descriptions - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-Undergraduate-Course-Descriptions.pdf>)

Handbook - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-Undergraduate-Student-Handbook.pdf>)

Charles H Kellstadt School of Business - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-Charles-H-Kellstadt-Graduate-School-of-Business.pdf>)

College of Communication - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-College-of-Communication-Graduate-Studies.pdf>)

College of Computing and Digital Media - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-College-of-Computing-and-Digital-Media-Graduate-Studies.pdf>)

College of Education - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-College-of-Education-Graduate-Studies.pdf>)

College of Liberal Arts and Social Sciences - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-College-of-Liberal-Arts-and-Social-Sciences-Graduate-Studies.pdf>)

College of Science and Health - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-College-of-Science-and-Health-Graduate-Studies.pdf>)

School of Music - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-School-of-Music-Graduate-Studies.pdf>)

School for New Learning - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-School-for-New-Learning-Graduate-Studies.pdf>)

The Theatre School - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-The-Theatre-School-Graduate-Studies.pdf>)

Course Descriptions - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-Graduate-Course-Descriptions.pdf>)

Handbook - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-Graduate-Student-Handbook.pdf>)

Summer/Autumn 2011-2012

College of Commerce - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-College-of-Commerce-Undergraduate-Studies.pdf>)

College of Communication - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-College-of-Communication-Undergraduate-Studies.pdf>)

College of Computing and Digital Media - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-College-of-Computing-and-Digital-Media-Undergraduate-Studies.pdf>)

College of Education - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-School-of-Education-Undergraduate-Studies.pdf>)

College of Liberal Arts & Social Sciences - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-College-of-Liberal-Arts-and-Social-Sciences-Undergraduate-Studies.pdf>)

College of Science and Health - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-College-of-Science-and-Health-Undergraduate-Studies.pdf>)

School for New Learning - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-School-for-New-Learning-Undergraduate-Studies.pdf>)

School of Music - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-School-of-Music-Undergraduate-Studies.pdf>)

The Theatre School - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-The-Theatre-School-Undergraduate-Studies.pdf>)

Liberal Studies and Honors Programs - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-Liberal-Studies-Program-for-Undergraduates.pdf>)

Handbook - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-Undergraduate-Student-Handbook.pdf>)

Course Descriptions - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-Undergraduate-Course-Descriptions.pdf>)

Charles H. Kellstadt School of Business - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-Charles-H-Kellstadt-Graduate-School-of-Business.pdf>)

College of Communication - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-College-of-Communication-Graduate-Studies.pdf>)

College of Computing and Digital Media - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-College-of-Computing-and-Digital-Media-Graduate-Studies.pdf>)

College of Education - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2012-2013-Summer-Autumn-College-of-Education-Graduate-Studies.pdf>)

College of Liberal Arts & Social Sciences - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Winter-Spring-College-of-Liberal-Arts-and-Social-Sciences-Graduate-Studies.pdf>)

College of Science and Health - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-College-of-Science-and-Health-Graduate-Studies.pdf>)

School for New Learning - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-School-for-New-Learning-Graduate-Studies.pdf>)

School of Music - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-School-of-Music-Graduate-Studies.pdf>)

The Theatre School - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-The-Theatre-School-Graduate-Studies.pdf>)

Handbook - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-Graduate-Student-Handbook.pdf>)

Course Descriptions - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2011-2012-Summer-Autumn-Graduate-Course-Descriptions.pdf>)

College of Law

Winter/Spring 2010-2011

College of Commerce - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-College-of-Commerce-Undergraduate-Studies.pdf>)

College of Communication - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-College-of-Communication-Undergraduate-Studies.pdf>)

College of Computing and Digital Media - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-College-of-Computing-and-Digital-Media-Undergraduate-Studies.pdf>)

School of Education - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-College-of-Education-Undergraduate-Studies-Winter.pdf>)

College of Liberal Arts and Sciences - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-College-of-Liberal-Arts-and-Sciences-Undergraduate-Studies.pdf>)

Liberal Studies - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-Liberal-Studies-Program-for-Undergraduates.pdf>)

School of Music - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-School-of-Music-Undergraduate-Studies.pdf>)

School for New Learning - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-School-for-New-Learning-Undergraduate-Studies.pdf>)

The Theatre School - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-The-Theatre-School-Undergraduate-Studies.pdf>)

Course Descriptions - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-Undergraduate-Course-Descriptions.pdf>)

Handbook - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-Undergraduate-Student-Handbook.pdf>)

Charles H Kellstadt School of Business - Graduate (https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-KGSB_Winter_2010-2011_Graduate_Catalog.pdf)

College of Communication - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-College-of-Communication-Graduate-Studies.pdf>)

College of Computing and Digital Media - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-College-of-Computing-and-Digital-Media-Graduate-Studies.pdf>)

School of Education - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-School-of-Education-Graduate-Studies.pdf>)

College of Liberal Arts and Sciences - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-College-of-Liberal-Arts-and-Sciences-Graduate-Studies.pdf>)

School of Music - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-School-of-Music-Graduate-Studies.pdf>)

School for New Learning - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-School-for-New-Learning-Graduate-Studies.pdf>)

The Theatre School - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-The-Theatre-School-Graduate-Studies.pdf>)

Handbook - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-Graduate-Student-Handbook.pdf>)

Summer/Autumn 2010-2011

College of Commerce - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-College-of-Commerce-Undergraduate-Studies.pdf>)

College of Communication - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-College-of-Communication-Undergraduate-Studies.pdf>)

College of Computing and Digital Media - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-College-of-Computing-and-Digital-Media-Undergraduate-Studies.pdf>)

School of Education - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-School-of-Education-Undergraduate-Studies-Autumn.pdf>)

College of Liberal Arts and Sciences - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-College-of-Liberal-Arts-and-Sciences-Undergraduate-Studies.pdf>)

Liberal Studies - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Winter-Spring-Liberal-Studies-Program-for-Undergraduates.pdf>)

School of Music - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-School-of-Music-Undergraduate-Studies.pdf>)

School for New Learning - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-School-for-New-Learning-Undergraduate-Studies.pdf>)

The Theatre School - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-The-Theatre-School-Undergraduate-Studies.pdf>)

Course Descriptions - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-Undergraduate-Course-Descriptions.pdf>)

Handbook - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-Undergraduate-Student-Handbook.pdf>)

Charles H Kellstadt School of Business - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-Charles-H-Kellstadt-Graduate-School-of-Business.pdf>)

College of Communication - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-College-of-Communication-Graduate-Studies.pdf>)

College of Computing and Digital Media - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-College-of-Computing-and-Digital-Media-Graduate-Studies.pdf>)

School of Education - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-School-of-Education-Graduate-Studies.pdf>)

College of Liberal Arts and Sciences - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-College-of-Liberal-Arts-and-Sciences-Graduate-Studies.pdf>)

School of Music - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-School-of-Music-Graduate-Studies.pdf>)

School for New Learning - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-School-for-New-Learning-Graduate-Studies.pdf>)

The Theatre School - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-The-Theatre-School-Graduate-Studies.pdf>)

Handbook - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-Graduate-Student-Handbook.pdf>)

College of Law (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-College-of-Law-Professional-Studies.pdf>)

Winter/Spring 2009-2010

College of Commerce - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-College-of-Commerce-Undergraduate-Studies.pdf>)

College of Communication - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-College-of-Communication-Undergraduate-Studies.pdf>)

College of Computing and Digital Media - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-College-of-Computing-and-Digital-Media-Undergraduate-Studies.pdf>)

School of Education - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-School-of-Education-Undergraduate-Studies.pdf>)

College of Liberal Arts and Sciences - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-College-of-Liberal-Arts-and-Sciences-Undergraduate-Studies.pdf>)

Liberal Studies - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-Liberal-Studies-Program-for-Undergraduates.pdf>)

School of Music - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-School-of-Music-Undergraduate-Studies.pdf>)

School for New Learning - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-School-for-New-Learning-Undergraduate-Studies.pdf>)

The Theatre School - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-The-Theatre-School-Undergraduate-Studies.pdf>)

Course Descriptions - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-Undergraduate-Course-Descriptions.pdf>)

Handbook - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2008-2009-Winter-Spring-Undergraduate-Student-Handbook.pdf>)

Charles H Kellstadt School of Business - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-Charles-H-Kellstadt-Graduate-School-of-Business.pdf>)

College of Communication - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-College-of-Communication-Graduate-Studies.pdf>)

College of Computing and Digital Media - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-College-of-Computing-and-Digital-Media-Graduate-Studies.pdf>)

School of Education - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-School-of-Education-Graduate-Studies.pdf>)

College of Liberal Arts and Sciences - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-College-of-Liberal-Arts-and-Sciences-Graduate-Studies.pdf>)

School of Music - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-School-of-Music-Graduate-Studies.pdf>)

School for New Learning - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-School-for-New-Learning-Graduate-Studies.pdf>)

The Theatre School - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-The-Theatre-School-Graduate-Studies.pdf>)

Handbook - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Winter-Spring-Graduate-Student-Handbook.pdf>)

Summer/Autumn 2009-2010

College of Commerce - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-College-of-Commerce-Undergraduate-Studies.pdf>)

College of Communication - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-College-of-Communication-Undergraduate-Studies.pdf>)

College of Computing and Digital Media - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-College-of-Computing-and-Digital-Media-Undergraduate-Studies.pdf>)

School of Education - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-College-of-Education-Undergraduate-Studies.pdf>)

College of Liberal Arts and Sciences - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-College-of-Liberal-Arts-and-Sciences-Undergraduate-Studies.pdf>)

Liberal Studies - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-Liberal-Studies-Program-for-Undergraduates.pdf>)

School of Music - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2008-2009-Summer-Autumn-School-of-Music-Undergraduate-Studies.pdf>)

School for New Learning - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-School-for-New-Learning-Undergraduate-Studies.pdf>)

The Theatre School - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-The-Theatre-School-Undergraduate-Studies.pdf>)

Course Descriptions - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-Undergraduate-Course-Descriptions.pdf>)

Handbook - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-Undergraduate-Student-Handbook.pdf>)

Charles H Kellstadt School of Business - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-Charles-H-Kellstadt-Graduate-School-of-Business.pdf>)

College of Communication - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-College-of-Communication-Graduate-Studies.pdf>)

College of Computing and Digital Media - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-College-of-Computing-and-Digital-Media-Graduate-Studies.pdf>)

School of Education - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2010-2011-Summer-Autumn-School-of-Education-Graduate-Studies.pdf>)

College of Liberal Arts and Sciences - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2008-2009-Summer-Autumn-College-of-Liberal-Arts-and-Sciences-Graduate-Studies.pdf>)

School of Music - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2008-2009-Summer-Autumn-School-of-Music-Graduate-Studies.pdf>)

School for New Learning - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2009-2010-Summer-Autumn-School-for-New-Learning-Graduate-Studies.pdf>)

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The Theatre School - Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/2008-2009-Winter-Spring-The-Theatre-School-Undergraduate-Studies.pdf>)

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College of Communication - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2008-2009-Winter-Spring-College-of-Communication-Graduate-Studies.pdf>)

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College of Liberal Arts and Sciences - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2008-2009-Winter-Spring-College-of-Liberal-Arts-and-Sciences-Graduate-Studies.pdf>)

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Handbook - Graduate (<https://catalog.depaul.edu/university-catalog-archive/2008-2009-Winter-Spring-Graduate-Student-Handbook.pdf>)

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[School for New Learning Graduate Studies \(https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_GRAD_SNL.pdf\)](https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_GRAD_SNL.pdf)
[School for New Learning Undergraduate Studies \(https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_UGRD_SNL.pdf\)](https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_UGRD_SNL.pdf)
[School of Computer Science Telecommunications & Information Systems Graduate Studies* \(https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_GRAD_CTI.pdf\)](https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_GRAD_CTI.pdf)
[School of Computer Science Telecommunications & Information Systems Undergraduate Studies* \(https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_UGRD_CTI.pdf\)](https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_UGRD_CTI.pdf)
[School of Education Graduate Studies \(https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_GRAD_Education.pdf\)](https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_GRAD_Education.pdf)
[School of Education Undergraduate Studies \(https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_UGRD_Education.pdf\)](https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_UGRD_Education.pdf)
[School of Music Graduate Studies \(https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_GRAD_Music.pdf\)](https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_GRAD_Music.pdf)
[School of Music Undergraduate Studies \(https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_UGRD_Music.pdf\)](https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_UGRD_Music.pdf)
[The Theatre School Graduate Studies \(https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_GRAD_Theatre.pdf\)](https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_GRAD_Theatre.pdf)
[The Theatre School Undergraduate Studies \(https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_UGRD_Theatre.pdf\)](https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_UGRD_Theatre.pdf)
[Undergraduate Course Descriptions \(https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_UGRD_Descriptions.pdf\)](https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_UGRD_Descriptions.pdf)
[Graduate Course Descriptions \(https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_GRAD_Descriptions.pdf\)](https://catalog.depaul.edu/university-catalog-archive/2006-2007_Autumn_GRAD_Descriptions.pdf)

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School of Computer Science Telecommunications & Information Systems Graduate Studies* (https://catalog.depaul.edu/university-catalog-archive/2005-2006_Winter_GRAD_CTI.pdf)
School of Computer Science Telecommunications & Information Systems Undergraduate Studies* (https://catalog.depaul.edu/university-catalog-archive/2005-2006_Winter_UGRD_CTI.pdf)

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School of Music Graduate Studies (https://catalog.depaul.edu/university-catalog-archive/2005-2006_Autumn_GRAD_Music.pdf)

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School of Music Graduate Studies (https://catalog.depaul.edu/university-catalog-archive/2003-2004_Winter_GRAD_Music.pdf)

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 College of Liberal Arts & Sciences Graduate Studies (https://catalog.depaul.edu/university-catalog-archive/2003-2004_Autumn_GRAD_LAS.pdf)
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 School of Computer Science, Telecommunications, and Information Systems* (<https://catalog.depaul.edu/university-catalog-archive/2002-2003-ugrad-cti.pdf>)
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Full Year 1999-2000

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Full Year 1998-1999

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Full Year 1994-1995

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Full Year 1988-1989

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Full Year 1987-1988

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/1987-1988-ugrd-bulletin-las.pdf>)
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Full Year 1986-1987

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/1986-1987-ugrd-bulletin-las.pdf>)
 Graduate (except KGSB and Education) (<https://catalog.depaul.edu/university-catalog-archive/1986-1987-grad-bulletin-las.pdf>)
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Full Year 1973-1974

Undergraduate (<https://catalog.depaul.edu/university-catalog-archive/1973-1974-ugrd-bulletin-las.pdf>)

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Full Year 1971-1972

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Full Year 1970-1971

College of Law (<https://catalog.depaul.edu/university-catalog-archive/1970-1971-law-bulletin.pdf>)

Full Year 1969-1970

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Full Year 1968-1969

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Accountancy (ACC)

ACC 101 | INTRODUCTION TO ACCOUNTING I | 4 quarter hours (Undergraduate)

Introduction to Accounting I provides an introduction to financial accounting as the means of recording, storing and summarizing economic events of the business enterprise to meet external reporting needs. Emphasis is placed on the preparation and analysis of financial statements and other financial reports to the public based on the accounting equation, accrual accounting concepts, and data gathering techniques. Topics include corporate accounting for current and long term assets and current liabilities, and the corporate income statement.

MAT 130 is a prerequisite for this class.

ACC 102 | INTRODUCTION TO ACCOUNTING II | 4 quarter hours (Undergraduate)

Introduction to Accounting II, a companion and sequel course to Accounting 101, continues to explore basic accounting fundamentals and concepts. The course provides an introduction to managerial accounting and internal reporting. Topics include financial accounting for long-term liabilities, the components of stockholders equity, the statement of cash flows, financial statement analysis, budgeting and variance analysis, job costing for the service sector and cost analysis for decision-making.

A grade of C- or better in ACC 101 is a prerequisite for this class.

ACC 211 | RED FLAG MANIA ETHICS DASH | 2 quarter hours (Undergraduate)

Gain an understanding of fraud with this hands-on certificate course that gives you an in-depth look at fraud in an organization. Utilizing the Red Flag Mania investigative platform, you will be placed in a real-life dilemma and will be tasked with using your knowledge of business theory to solve this case. This fun, interactive course will improve your critical thinking and investigative skills. Are you ready to investigate?.

ACC 250 | CAREER MANAGEMENT FOR ACCOUNTANTS | 2 quarter hours (Undergraduate)

This course is designed to explore and manage the professional expectations and career potential of an accountancy major. Students will participate in hands-on resume building activities, practice interviews and apply research and evaluation skills to execute job search and career management strategies. Students will learn about Career Center resources and internship opportunities as ways to prepare for successful job searches and to maximize their potential for long term professional growth.(2 quarter hours)

A grade of C- or better in ACC 101 is a prerequisite for this class.

ACC 300 | ACCOUNTING ANALYTICS | 4 quarter hours (Undergraduate)

The course will familiarize students with basic concepts and steps used in accounting data analytics. With an emphasis on hands-on problem-solving capabilities, this course will develop students analytics mindset and critical thinking skills in the context of accounting.

BUS 102, MAT 137 and ACC 101 are prerequisites for this course.

ACC 301 | ACCOUNTING INFORMATION SYSTEMS | 4 quarter hours (Undergraduate)

Students will learn the fundamentals of accounting information systems and their role in accounting functions and business decision-making. The course focuses on the responsibilities of accountants as users of information technology, as translators between IT function and operations, and as auditors. Major themes throughout the course include objectives and procedures of internal control, system documentation through flowcharts and other techniques, systems analysis and design methodologies.

ACC 101 and ACC 102 are prerequisites for this class.

ACC 303 | COST & MANAGERIAL ACCOUNTING | 4 quarter hours (Undergraduate)

Managerial Accounting provides a thorough grounding in manufacturing accounting, cost allocation techniques, and the evaluation of management control systems. Students will examine manufacturing cost systems including job order costing, process costing, and activity-based costing. Tools for management control systems will be covered to enable the student to evaluate and compare various systems.

A grade of C- or better in ACC 102 is a prerequisite for this class.

ACC 304 | FINANCIAL REPORTING I | 4 quarter hours (Undergraduate)

Financial Reporting I includes a study of the environment and conceptual framework for financial reporting, the accounting information system, and basic financial statements. Accounting for cash, receivables, inventories, depreciable assets (property, plant and equipment), and intangible assets will also be examined. Problem solving using data analytics tools will be incorporated in the course.

A grade of C- or better in ACC 102 is a prerequisite for this class.

**ACC 305 | FINANCIAL REPORTING II | 4 quarter hours
(Undergraduate)**

Financial Reporting II focuses on complex issues such as accounting for current and long-term liabilities, stockholders' equity, dilutive securities, earnings per share, and investments. Time value of money along with the present value calculations of financial transactions will also be covered. Problem solving using data analytics tools will be incorporated in the course.

A grade of C- or better in ACC 304 or ACC 307 is a prerequisite for this class.

**ACC 306 | FINANCIAL REPORTING III | 4 quarter hours
(Undergraduate)**

The third course in the financial accounting sequence, this course studies revenue recognition, accounting for income taxes, leases, accounting changes and error analysis, statement of cash flows, and full disclosure in financial reporting. Problem solving using data analytics tools will be incorporated in the course.

A grade of C- or better in ACC 305 is a prerequisite for this class.

**ACC 307 | FINANCIAL REPORTING I FOR FINANCE HONORS STUDENTS | 4 quarter hours
(Undergraduate)**

Financial Reporting I includes a study of U.S. and international accounting standards, the concepts of accounting and basic financial statements. Accounting for cash, receivables, inventories, investments, depreciable assets and long term liabilities will also be examined. This course takes a user of financial statements, rather than a preparer of financial statements, point of view. ACC 101, ACC 102 and status as a Finance Honors student are a prerequisite for this class.

ACC 101, ACC 102 and status as a Finance Honors student are a prerequisite for this class.

**ACC 308 | ADVANCED FINANCIAL ACCOUNTING I | 4 quarter hours
(Undergraduate)**

Advanced Financial Accounting I reviews accounting for intercorporate investments and focuses on in-depth study of accounting for multi-corporate entities and acquisitions, business combinations and consolidations (date of combination, subsequent to acquisition, wholly-owned, partially-owned, inter-company transactions); derivative transactions, and foreign currency hedging, and partnership accounting.

A grade of C- or better in ACC 305 is a prerequisite for this class.

**ACC 309 | FINANCIAL REPORTING II FOR FINANCE HONORS STUDENTS | 4 quarter hours
(Undergraduate)**

Financial Reporting II focuses on researching accounting issues, revenue recognition and financial statement analysis. The course also provides an understanding of complex issues such as accounting for investments, long term liabilities, derivatives, contributed capital, retained earnings and earnings per share.

ACC 307 or ACC 304 and status as a Finance Honors student are a prerequisite for this class.

**ACC 312 | ADVANCED FINANCIAL ACCOUNTING II | 4 quarter hours
(Undergraduate)**

Advanced Topics in Financial Accounting II is the final course in the financial accounting curriculum in Accountancy. The course emphasizes financial accounting research using the FASB Accounting Standards Codification to determine the appropriate financial accounting for advanced level transactions and events. Additionally, the course addresses the standard setting process in financial accounting as well as the role that the Securities and Exchange Commission fills in this process. Governmental and nonprofit accounting topics are also covered along with fair value measurement, earnings quality and current developments in financial reporting.

(A grade of C- or better in ACC 305) and a grade of C- or better in ACC 380 are prerequisites for this class.

**ACC 364 | CPA REVIEW: REGULATION | 4 quarter hours
(Undergraduate)**

This section reviews knowledge of federal taxation, ethics, professional and legal responsibilities, and business law, and the skills needed to apply that knowledge in preparation for the Illinois CPA Examination. This course will also review the application process, tips for exam preparation, and a database simulation. IMPORTANT NOTES: 1) This course does not fulfill any degree requirement, 2) there is a fee charged for this course in lieu of tuition, 3) this course is not eligible for financial aid.

**ACC 365 | CPA REVIEW: AUDIT/ATTESTATION | 4 quarter hours
(Undergraduate)**

This course reviews knowledge of U.S. generally accepted auditing standards (GAAS), risk assessment and response, evidence collection, PCAOB standards, standards related to attest and non-attest engagements, and standards relating to professional responsibilities issued by various bodies. This course will also review the application process, tips for exam preparation, and a database simulation. IMPORTANT NOTES: 1) This course does not fulfill any degree requirement, 2) there is a fee charged for this course in lieu of tuition, 3) this course is not eligible for financial aid.

**ACC 366 | CPA REVIEW: FINANCIAL ACCOUNTING AND REPORTING | 4 quarter hours
(Undergraduate)**

This course reviews knowledge of U.S. generally accepted accounting principles (GAAP) for business enterprises, not-for-profit organizations, and governmental entities. This course will also review the application process, tips for exam preparation, and a database simulation. IMPORTANT NOTES: 1) This course does not fulfill any degree requirement, 2) there is a fee charged for this course in lieu of tuition, 3) this course is not eligible for financial aid.

**ACC 367 | CPA REVIEW: BUSINESS ENVIRONMENT AND CONCEPTS | 4 quarter hours
(Undergraduate)**

This section reviews knowledge of the general business environment and business concepts that candidates need to know in order to understand the underlying business reasons for and accounting implications of business transactions, and the skills needed to apply that knowledge in preparation for the Illinois CPA Examination. This course will also review the application process, tips for exam preparation, and a database simulation. IMPORTANT NOTES: 1) This course does not fulfill any degree requirement, 2) there is a fee charged for this course in lieu of tuition, 3) this course is not eligible for financial aid.

ACC 370 | PROFESSIONAL RESPONSIBILITIES & BUSINESS LAW | 4 quarter hours
(Undergraduate)

This course covers the aspects of the legal environment of special concern to accounting practitioners, including: the ethical standards of accounting practice, legal liability of accountants, contract law, property law, tort law, commercial paper, the laws of agency, sales laws, banking, agency, partnerships, corporations, trusts and wills, suretyships, secured transactions, bankruptcy, employment law, securities regulation, antitrust, and public regulation and disclosure laws.

A grade of C- or better in ACC 102 is a prerequisite for this class.

ACC 372 | AUDITING I | 4 quarter hours
(Undergraduate)

Auditing I provides a conceptual introduction to the nature and value of financial statement audits. The course emphasizes the professional skepticism required of auditors in a changing ethical and legal environment including the Professional Ethics Rules and U.S. Securities laws. The course focuses on Generally Accepted Auditing Standards (GAAS) that address engagement planning and execution including systems of internal control, audit procedures, evidence, and reporting.

A grade of C- or better in ACC 305 is a prerequisite for this class.

ACC 374 | AUDITING II | 4 quarter hours
(Undergraduate)

Auditing II is a sequel to Auditing I (ACC 372). Auditing II builds upon the understanding and application of the Generally Accepted Auditing Standards (GAAS) Standards of Fieldwork to both analyze and evaluate audit procedures chosen and evidence obtained regarding classes of transactions and account balances. The course highlights common tools and techniques for planning and conducting audits including the use of sampling and data analysis when performing tests of controls and substantive tests.

A grade of C- or better in ACC 372 is a prerequisite for this class.

ACC 375 | FRAUD EXAMINATION AND FORENSIC AUDITING | 4 quarter hours
(Undergraduate)

Fraud Examination and Forensic Accounting covers various aspects of fraud prevention and detection including the elements and costs of fraud, controls to prevent fraud, and methods of fraud detection. Guest speakers with expertise in fraud examination and forensic auditing play a significant role in this course including the presentation and use of an interactive, real-world fraud case.

A grade of C- or better in ACC 304 or ACC 307 is a prerequisite for this class.

ACC 376 | INTERNAL AUDITING | 4 quarter hours
(Undergraduate)

Internal Auditing introduces a risk-based, process, and controls-focused internal audit approach. Topics include International Standards for the Professional Practice of Internal Auditing, internal control, corporate governance, risk assessment, evidence, audit documentation, and fraud risks. The course highlights the use of systems-based audit techniques and sampling. Professional ethics and emerging issues in the profession are discussed.

A grade of C- or better in ACC 102 is a prerequisite for this class.

ACC 380 | TAX TREATMENT OF INDIVIDUALS AND PROPERTY | 4 quarter hours
(Undergraduate)

Tax Treatment of Individuals and Property covers the basic provisions of the Internal Revenue Code as they relate to the taxation of individuals. It focuses on concepts of gross income, exclusions, deductions, exemptions, and credits, as well as property transactions. It also includes tax research.

A grade of C- or better in ACC 304 or ACC 307 is a prerequisite for this class.

ACC 383 | TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS | 4 quarter hours
(Undergraduate)

Tax Treatment of Corporations and Partnerships is a continuation of Accounting 380. The course covers the tax aspects of corporations and partnerships, including formation, operations, and distributions, as well as specially taxed corporations, ethics in tax practice, and an introduction to estate and gift taxation.

A grade of C- or better in ACC 380 is a prerequisite for this class.

ACC 393 | INTERNSHIP IN ACCOUNTANCY | 4 quarter hours
(Undergraduate)

Earn experiential learning credit for your real world practice in accounting. Students obtain internships on their own through campus resources or other professional networks. There are no in-person class meetings. Use your workplace experience alongside online coursework related to professional development and engagement. Students' work position takes place during the quarter enrolled for at least 15 hours per week with accounting responsibilities such as financial accounting, management accounting, auditing, tax, or consulting.

A grade of C- or better in ACC 102 is a prerequisite for this class.

ACC 398 | SPECIAL TOPICS | 4 quarter hours
(Undergraduate)

Special Topics courses provide in-depth study of current issues in accountancy. Content and format of this course is variable. Subject matter will be indicated in class schedule.

ACC 399 | INDEPENDENT STUDY | 4 quarter hours
(Undergraduate)

Independent Study is available to students of demonstrated capability for intensive independent work in accountancy. (variable credit)

ACC 500 | FINANCIAL ACCOUNTING | 4 quarter hours
(Graduate)

This introduction to financial accounting provides both a theoretical foundation and an opportunity to apply accounting logic in increasingly complex situations. The accounting model and information processing cycle are developed. The content of the income statement, balance sheet, and statement of cash flows are studied in detail and analyzed.

MS in Taxation and MSAA students are restricted from registering for this class.

ACC 502 | FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING | 4 quarter hours
(Graduate)

This course introduces accounting fundamentals, with an emphasis on the interpretation and use of financial statements. Specifically, the class focuses on how financial statements reflect a firm's major economic events, and many class examples are based on real-world financial statements. By the end of the course, students will be able to understand and use basic internal and external financial information.

ACC 535 | PRINCIPLES OF ACCOUNTING INFORMATION SYSTEMS | 4 quarter hours
(Graduate)

This course is designed to provide future accounting and business professionals with knowledge and practice about accounting information systems and their role in accounting functions and financial decision making. It will enable the student to interface with accounting systems, and to participate in their design and audit. It will focus on the nature and flows of accounting information in organizations, security and internal controls and the use of information technology in accounting information systems and decision-making. The student will be able to evaluate internal control in information systems and design controls to mitigate risks associated with information systems.

ACC 500 or ACC 502 is a prerequisite for this course.

ACC 541 | FINANCIAL ACCOUNTING THEORY & PRACTICE I | 4 quarter hours
(Graduate)

Intermediate theory and preparation of financial statements; review of accounting concepts and development of accounting models; methods and problems in valuation and reporting; with emphasis on current assets and liabilities, property, plant and equipment, and intangibles, review of relevant authoritative literature.

ACC 500 or ACC 502 or equivalent is a prerequisite for this class.

ACC 542 | COST AND MANAGERIAL ACCOUNTING | 4 quarter hours
(Graduate)

Introduction to cost and managerial concepts and techniques. Topics include cost accumulation (job, process, standard costing, and activity-based costing), cost behavior, breakeven analysis, budgeting, contribution approach to income measurement, joint and by-product costing, cost allocation methods, and their relevance for decision-making.

ACC 500 or ACC 502 or equivalent is a prerequisite for this class.

ACC 543 | FINANCIAL ACCOUNTING THEORY & PRACTICE II | 4 quarter hours
(Graduate)

Continuation of intermediate theory and financial statement preparation with emphasis on the components of stockholder's equity; special problems such as earnings per share, accounting changes, income taxes, derivatives, and statement of cash flows; review of relevant authoritative literature and interpretation of financial statements.

ACC 541 is a prerequisite for this class.

ACC 545 | ADVANCED TOPICS IN ACCOUNTING THEORY | 4 quarter hours
(Graduate)

This course is designed to provide comprehensive coverage of the following: consolidations, partnership accounting, foreign operations and not-for-profit accounting. Coverage of the topics emphasizes both theory and practice. Mastery of the material is obtained through problem-solving situations.

ACC 543 is a prerequisite for this class.

ACC 547 | AUDITING I | 4 quarter hours
(Graduate)

Auditing I provides a conceptual introduction to the nature and value of financial statement audits. The course emphasizes the professional skepticism required of auditors in a changing ethical and legal environment including the Professional Ethics Rules and U.S. Securities laws. The course focuses on Generally Accepted Auditing Standards (GAAS) that address engagement planning and execution including systems of internal control, audit procedures, evidence, and reporting.

ACC 500 or ACC 502 or equivalent, is a prerequisite for this course.

ACC 548 | TAX TREATMENT OF INDIVIDUALS AND PROPERTY TRANSACTIONS | 4 quarter hours
(Graduate)

This course provides detailed coverage of the federal income tax treatment of individual taxpayers. It includes coverage of inclusions, exclusions, deductions, credits, rates of taxation, special tax computations and the tax aspects of property transactions. It also includes tax research.

ACC 541 is a prerequisite for this class.

ACC 550 | AUDITING II | 4 quarter hours
(Graduate)

Auditing II is a sequel to Auditing I (ACC 547). Auditing II builds upon the understanding and application of the Generally Accepted Auditing Standards (GAAS) Standards of Fieldwork to both analyze and evaluate audit procedures chosen and evidence obtained regarding classes of transactions and account balances. The course highlights common tools and techniques for planning and conducting audits including the use of sampling and data analysis when performing tests of controls and substantive tests.

ACC 547 is a prerequisite for this class.

ACC 551 | TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS | 4 quarter hours
(Graduate)

This course covers the federal income tax treatment of corporations and partnerships. It includes ethics in tax practice and an exposure to estate and gift taxation.

ACC 548 is a prerequisite for this class.

ACC 552 | BUSINESS LAW FOR ACCOUNTANTS | 4 quarter hours
(Graduate)

This course covers the aspects of the legal environment of special concern to accounting practitioners, including: the ethical standards of accounting practice, legal liability of accountants, contract law, property law, tort law, commercial paper, the laws of agency, sales laws, banking, agency, partnerships, corporations, trusts and wills, suretyships, secured transactions, bankruptcy, employment law, securities regulation, antitrust, and public regulation and disclosure laws. Formerly "Legal and Ethical Environment of Accounting Practice".

Not Available to MST Students

ACC 554 | MANAGEMENT ACCOUNTING AND CONTROL | 2 quarter hours
(Graduate)

This course provides students with a conceptual understanding of basic cost management and managerial accounting knowledge and skills. Topics include cost behavior, cost-volume-profit analysis, cost accounting systems, budgeting and control, responsibility accounting, the basics of strategic performance measurement systems and analyzing performance. Emphasis is on the interpretation & use of accounting information rather than its creation & accumulation. (2 quarter hours)

ACC 500 is a prerequisite for this class. This class is not available for MACC, MSACC or MST students.

ACC 555 | MANAGEMENT ACCOUNTING FOR DECISION-MAKING | 4 quarter hours
(Graduate)

This course addresses the financial, nonfinancial & ethical dimensions of decision-making. It provides students with a conceptual understanding of cost management and managerial accounting skills. Topics include cost behavior, cost-volume-profit analysis, cost systems, budgeting and control and decision-making. Emphasis is on the interpretation & use of accounting information rather than its creation & accumulation.

ACC 500 is a prerequisite for this class. This class is not available for MACC, MSACC or MST students.

ACC 557 | GLOBAL STRATEGIC FINANCIAL ANALYSIS | 4 quarter hours (Graduate)

This course concentrates on each student's own career goals by focusing on cases of well-known financial successes and failures in the global business world. It enables students to become intelligent users (readers) of financial reporting in a global environment. Students will learn to identify key relationships in the statements to strategy of high performance companies and to make critical judgments underlying the elements and valuations in the financial statements. Students will study integrated reporting, corporate governance, and sustainability accounting. The course is a useful elective for MSA, MACC and MBA programs.

ACC 500 or ACC 502 or equivalent, is a prerequisite for this course.

ACC 558 | TAX RESEARCH | 4 quarter hours (Graduate)

This course examines sources of tax law used during a tax research project by making use of the Internal Revenue Code, Treasury Regulations, Treasury Rulings and Administrative Pronouncements, Judicial Decisions, and other sources. Students examine the weight of authority of each source of tax law and the structure of databases used by tax professionals to build a conclusion to the tax issue being researched.

ACC 548 is a prerequisite for this class.

ACC 560 | TAXATION OF CORPORATIONS AND SHAREHOLDERS | 4 quarter hours (Graduate)

Study of federal income taxation of corporations and shareholders with emphasis on transactions between the corporation and its shareholders. Topics include corporate formations, nonliquidating distributions to shareholders, stock redemptions, and corporate liquidations. NOTE: This is a M.S.T. course.

ACC 558 is a prerequisite for this class.

ACC 561 | CORPORATE REORGANIZATIONS | 4 quarter hours (Graduate)

Federal income tax implications of transfers of stock, securities and property in connection with corporate acquisitions, combinations and separations. This course is mainly concerned with the tax consequences to corporate parties, to reorganizations and to their shareholders. Emphasis is given to determining the taxability of transactions and asserting the availability of tax attributes to successors in interest. NOTE: This is a M.S.T. course.

ACC 560 is a prerequisite for this class.

ACC 563 | PARTNERSHIPS | 4 quarter hours (Graduate)

An in-depth analysis of the federal income tax rules governing partners and partnerships. This course will take the student through the life cycle of a partnership that includes the formation of a partnership, allocation of operations, and liquidation. Some of the topics covered include the study of the aggregate and entity theories, application and importance of IRC 704(b) & 704(c), as well as the allocation of liabilities to partners. NOTE: This is a M.S.T. course.

ACC 551 and ACC 558 are prerequisites for this class.

ACC 564 | TRANSACTIONS IN PROPERTY | 4 quarter hours (Graduate)

This course is concerned mainly with the federal income tax implications of gains and losses derived from sales and other dispositions of property. Emphasis will be given to the determination and recognition of gain or loss, character of gain or loss (capital or ordinary), basis and holding period. NOTE: This is a M.S.T. course.

ACC 551 is a prerequisite for this class.

ACC 565 | TAX ACCOUNTING, PERIODS, AND METHODS | 4 quarter hours (Graduate)

This course deals with federal income tax planning as to determination of the proper periods for reporting income and deductions, overall methods of tax accounting and special elections available to taxpayers. Topics include the installment method, accounting method changes, accrual method, cash method, FIFO, LIFO and accounting periods. NOTE: This is a M.S.T. course.

ACC 551 is a prerequisite for this class.

ACC 566 | FEDERAL INCOME TAX PROCEDURES | 4 quarter hours (Graduate)

A study of the procedures which must be followed when dealing with the Internal Revenue Service and possible alternative courses of action. Included are such topics as the organization of the Internal Revenue Service, filing requirements, refund claims, closing agreements, examination procedures, protests, assessment, payment and collection of tax, statute of limitations, interest and penalties. NOTE: This is a M.S.T. course.

ACC 551 is a prerequisite for this class.

ACC 567 | INTERNATIONAL ASPECTS OF U.S. TAXATION | 4 quarter hours (Graduate)

Provides conceptual and practical framework of the US federal taxation of international activities for both US and non US businesses. For foreign persons, includes treatment of passive, active and land-owning activities including withholding taxes and disclosures. For US persons, includes treatment of sourcing and expense allocation, foreign income, the anti-deferral rules, and the foreign tax credit mechanism. Includes the impact of intergovernmental double tax treaties including dispute resolution mechanisms, filings and the state tax treatment of foreign income.

ACC 551 and ACC 558 are prerequisites for this class.

ACC 568 | TAXATION OF S CORPORATIONS | 4 quarter hours (Graduate)

This course deals with federal income tax planning in connection with the accumulated earnings tax, personal holding companies, S corporations, multiple corporations, transactions between related parties and small business corporation stock. NOTE: This is a M.S.T. course.

ACC 558 and ACC 560 are prerequisites for this class.

ACC 569 | CONCEPTS OF DEFERRED COMPENSATION | 4 quarter hours (Graduate)

The nature, purpose and operation of the various forms of deferred compensation are examined and evaluated: employee pension; profit sharing and stock bonus plans, stock options; executive compensation plans; retirement plans for self-employed individuals; other plans. NOTE: This is a M.S.T. course.

ACC 551 and ACC 558 are prerequisites for this class.

ACC 570 | STATE AND LOCAL INCOME AND FRANCHISE TAXATION | 4 quarter hours (Graduate)

This course identifies and examines the types of income and capital stock taxes imposed on corporations and pass-through entities by state governments. Topics include nexus and the impact of P.L. 86-272, conformity to the Internal Revenue Code, modifications to federal taxable income, business and nonbusiness income, methods of reporting, and allocation and apportionment and current developments. NOTE: This is a M.S.T. course.

ACC 551 is a prerequisite for this class.

**ACC 571 | ESTATE AND GIFT TAXATION | 4 quarter hours
(Graduate)**

This course consists of a detailed review of the federal estate tax, gift tax and generation-skipping tax laws. In the area of estate taxation, assets included in the gross estate, deductions allowed, and credits permitted are analyzed under the relevant statutes, regulations and cases. The taxation of gifts, the application of gift tax deductions, and the application of gift tax exclusions are covered. The taxation of generation-skipping transfers and the GST exemption allocations rules are analyzed. Valuation issues are discussed at length. Illinois estate tax issues are reviewed in detail. Basis consistency rules are discussed. The basic rules under EGTTERRA are briefly mentioned. NOTE: This is a M.S.T. course.

ACC 551 is a prerequisite for this class.

**ACC 574 | ESTATE PLANNING | 4 quarter hours
(Graduate)**

This course will deal primarily with how to avoid and minimize federal estate taxes and estate administration expenses upon the subsequent demise of the client. Therefore, the student must have taken the estate and gift taxation, the use of outright gifts, the use of trusts. Generation skipping transfers and charitable gifts will also be considered. NOTE: This is a M.S.T. course.

ACC 551 is a prerequisite for this class.

**ACC 578 | DATA ANALYTICS IN TAX | 4 quarter hours
(Graduate)**

This course will provide students with exposure to the various data analytic concepts and tools applicable to tax. It will also provide opportunities to apply these concepts and tools to sample data sets from the business world. In addition to understanding when and how to use these tools, the student will also learn how to exercise appropriate judgement with respect to tax decisions that stem from the data analysis. Students in the course will also see how process design and automation are impacted by the types of data available to the tax professional.

ACC 551 is a prerequisite for this class.

**ACC 580 | ACCOUNTING FOR INCOME TAXES | 4 quarter hours
(Graduate)**

Covers the financial accounting and reporting standards for the effects of income taxes that result from corporate activities. Topics include computation of current and deferred tax expense or benefit, temporary differences, carry-forwards, computation of deferred tax assets and liabilities, valuation allowances, business combinations, investments in subsidiaries and equity method investments, presentation and disclosure, and implementation of accounting for uncertainty in income taxes under FIN 48.

ACC 551 is a prerequisite for this class.

**ACC 590 | WRITING FOR TAX PROFESSIONALS | 2 quarter hours
(Graduate)**

Writing for Tax Professionals focuses on developing skills to transform the results of tax research into a tax research memorandum and a client letter. This course provides a series of exercises that build skills in analyzing primary sources, applying rules and court holdings to fact patterns, and communicating this tax analysis into written documents. Throughout the course, you will write and receive feedback on your writing. The final assignment will incorporate the earlier writing exercises into a tax research memorandum and an accompanying client letter.

ACC 558 is a prerequisite for this class.

**ACC 592 | FEDERAL INCOME TAX OF INDIVIDUALS | 4 quarter hours
(Graduate)**

This course provides a comprehensive in depth study of the Federal income tax system as it applies to individual taxpayers. This course will focus on the components of gross income, adjustments to arrive at adjusted gross income, deductions and exemptions, tax rates and filing status, and tax credits that apply to individual taxpayers. This course will review the specific provisions of interest to employees, entrepreneurs, investors, and retirees.

ACC 548 is a prerequisite for this class.

**ACC 598 | SEMINAR ON CURRENT PROBLEMS IN TAXATION | 4 quarter hours
(Graduate)**

Covers recent significant developments in the future of legislation, regulations, administrative rulings and case law on federal income, estate and gift taxation. Emphasis is placed on specific tax planning in light of these current developments. Topics are discussed against background of leading Supreme Court cases. Recommended as final tax course in M.S.T. program.

ACC 560, ACC 565 and ACC 566 and completion of 32 units of credit are prerequisites for this class.

**ACC 615 | APPLIED STATISTICS FOR ACCOUNTANTS | 4 quarter hours
(Graduate)**

This course is a statistical overview of concepts taught in elementary and intermediate statistics classes but with more emphasis on understanding and interpretation of outcomes and findings. Report writing, article critiquing as well as team projects will be utilized. This course will cover general selected general statistics including basic sample descriptives, categorical data analysis including odds and risk ratios, estimation and hypothesis testing and basic regression and ANOVA technique. Logistic regression will also be covered. The course will emphasize data analytics and data projects.

**ACC 635 | INTRODUCTION TO FRAUD EXAMINATION | 4 quarter hours
(Graduate)**

This course will focus on fraud principles that relate to asset misappropriations, corruption and fraudulent financial statements. Emphasis will be on examination, review, and analysis of a variety of fraud schemes, including discussion of investigative strategies and controls used to detect and prevent the impact fraud has on an organization.

**ACC 636 | INTERNAL AUDITING, CORPORATE GOVERNANCE AND INTERNAL CONTROL | 4 quarter hours
(Graduate)**

This course addresses the overall role that internal audit plays as a critical part of an organization's control and governance structure. The course includes a case that incorporates the complete internal audit process for a hypothetical company, including identification of risk, planning, execution of fieldwork and reporting. This course also covers the strategic role and operations of an internal audit function from three key perspectives; the Chief Audit Executive, the chair of the audit committee, and the CEO or CFO. The relative roles and relationships with the organization's external auditor and the organization's risk and control functions are also addressed.

ACC 500 is a prerequisite for this class.

**ACC 637 | DATA MINING AND ANALYTICS | 4 quarter hours
(Graduate)**

This course introduces students to the field of data mining and data analytics, which has been defined as the extensive use of data, statistical and quantitative analysis, and exploratory and predictive models to drive decisions and actions. With an emphasis on hands-on problem solving capabilities, this course further develops students' analytics mindset and data-driven decision skills.

ACC 615 is a prerequisite for this course.

**ACC 638 | ADVANCED IT AUDITING | 4 quarter hours
(Graduate)**

This course prepares students to understand and assess the sources IT risks and conduct IT audits by examining the key principles behind the auditing of IT processes. The course has a focus on gaining hands-on experience in analyzing and assessing IT risks and controls. The effective management of Information Technology (IT) assets in order to meet business objectives and of IT-related business risks is of critical importance to organizations today. The application of the COBIT framework and other professional IT audit standards is emphasized.

ACC 500 or ACC 502 is a prerequisite for this course.

**ACC 639 | AUDIT ANALYTICS | 4 quarter hours
(Graduate)**

The course will familiarize students with basic audit analytics knowledge, skills and tools, and expose students to real world audit analytics related issues and potential solutions. With an emphasis on hands-on problem solving capabilities, this course attempts to develop students' analytics mindset in the context of auditing.

**ACC 640 | ADVANCED TOPICS IN ACCOUNTING THEORY II | 4 quarter hours
(Graduate)**

The course emphasizes financial accounting research using the FASB Accounting Standards Codification to determine the appropriate financial accounting for advanced level transactions and events. Additionally, the course addresses the standard setting process in financial accounting as well as the role that the Securities and Exchange Commission fills in this process. Governmental and nonprofit accounting topics are also covered along with fair value measurement and current developments in financial reporting. This course is intended to be taken toward the completion of the MSA program.

ACC 543 is a prerequisite for this class.

**ACC 645 | FORENSIC AND INVESTIGATIVE ACCOUNTING | 4 quarter hours
(Graduate)**

This course focuses the human element of accounting-based fraud. The course covers interpersonal skills such as the psychology of those who commit crimes, reading people and places, handwriting analysis, and discourse analysis. It also includes technical skills such as net worth analysis, expert witnessing, and the writing of expert reports. The course is delivered using hands-on experience in a case-based setting.

**ACC 646 | FORENSIC FINANCIAL STATEMENT ANALYSIS AND VALUATION | 4 quarter hours
(Graduate)**

This course focuses on financial statement fraud. Skills taught in this course include using financial statement analysis to detect fraud in financial statements, and valuation skills that can be used to value both public and private firms in cases of shareholder and partnership disputes, divorce cases etc. Students are given a chance to use these skills to detect and investigate fraud within a company's financial statements.

**ACC 690 | GRADUATE INTERNSHIP | 4 quarter hours
(Graduate)**

Technical knowledge acquired in the classroom is applied in an actual business environment through varied assignments under supervision in industry, government or public accounting. Offered variably.

**ACC 798 | SPECIAL TOPICS | 4 quarter hours
(Graduate)**

Content and format of this course are variable. An in-depth study of current issues in accountancy. Subject matter will be indicated in class schedule. Offered variably.

**ACC 799 | INDEPENDENT STUDY | 4 quarter hours
(Graduate)**

Available for graduate students of demonstrated capability for intensive independent work in accountancy.

Administration & Supervision (A&S)

**A&S 491 | EFFECTIVE LEADERSHIP OF SCHOOLS | 4 quarter hours
(Graduate)**

This course introduces students to the research base of organizational theory, the politics of education, and foundations of building level instructional leadership. Multiple theories are examined in light of the students' experience in educational settings. This examination of theory in light of experience provides the students with a framework for analyzing both familiar educational institutions and the theories that support educational institutions. Through a study of administrative and organizational theory using those settings with which students are most familiar, students will become more reflective of the theoretical base that will inform their future practice as administrators.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

**A&S 492 | THE PRINCIPALSHIP | 4 quarter hours
(Graduate)**

This course provides students with the tools needed to enter into a Pre-K-12 school setting and function effectively. Topics included in this course include: scheduling; managing resources; technology; issues of working with students and teachers; maintaining a safe and effective learning environment.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

**A&S 493 | DATA DRIVEN DECISION MAKING | 4 quarter hours
(Graduate)**

This course provides future administrators with the tools they need to critically examine demographic, financial, personnel and testing data and to use the insights gained in making well informed administrative decisions.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

**A&S 494 | SCHOOL FINANCE | 4 quarter hours
(Graduate)**

Major consideration will be given to problems relating to the preparing of a school budget, procuring revenue, financial accounting, capital outlays, insurance on property, taking of inventory, and the social and political implications of how schools are financed.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

**A&S 495 | SCHOOL LAW | 4 quarter hours
(Graduate)**

Authority, powers and liability of school personnel; rights and status of students; character of districts and school board control of curriculum, school property, finances. Special emphasis on recent state and federal court decisions as they affect Illinois and neighboring states.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

**A&S 496 | STAKEHOLDER RELATIONSHIPS | 4 quarter hours
(Graduate)**

This course draws on the literature about constructive conflict resolution and partnership building to address the important, inevitable, and sometimes stormy relationships among various education stakeholders both inside and outside of the school building. Educational administrators cannot fire tenured teachers, angry parents, or zealous community organizers. Thus, they must learn the paradigms and tools to not only resolve the inevitable conflicts that arise with these stakeholders but also to be able to work with them as key strategic partners.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

**A&S 498 | INSTRUCTIONAL SUPERVISION AND SUPPORT | 4 quarter hours
(Graduate)**

Instructional Supervision is examined from the perspective of both student and teacher learning, dealing with issues such as motivation, responsibility and increased proficiency. This course deals with issues of teacher observation and evaluation; clinical supervision; and professional development programming.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

**A&S 499 | PLANNING FOR PROFESSIONAL DEVELOPMENT | 4 quarter hours
(Graduate)**

This course introduces students to the dynamics of adult learning and how to apply these learning theories to the development of meaningful professional development for teachers and adult staff that enhances student success. Goals: (1) Developing skills and developing a comprehensive plan for professional development, (2) Addressing the challenges of adult learners, (3) Developing mentoring and coaching skills, (4) Developing and understanding the importance of assessment and reflection.

**A&S 570 | HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP | 4 quarter hours
(Graduate)**

A survey of the history of Catholic K-12 education in the United States and the foundational documents of Catholic Education. Students will examine the history and philosophical/theological foundation of Catholic Schools in the United States and will be asked to reflect on the nature and mission of Catholic education in the multicultural, multiethnic milieu of Twenty-first Century America.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

**A&S 571 | SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS | 4 quarter hours
(Graduate)**

Students will be asked to conceptualize leadership from the Transformational and Servant Leadership perspectives. Using these principles, students will examine the spirituality of Catholic School leadership, and its implications for them in their role as ministers and coordinators of ministries in the school setting. Students will then examine the unique administrative and managerial factors that impact Catholic schools from a leadership framework that is imbued with the spirituality of Servant Leadership.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

**A&S 582 | LAW IN HIGHER EDUCATION | 4 quarter hours
(Graduate)**

This course prepares students to examine the themes and tensions in the constitutional, statutory, administrative, and case law that related to higher education. Students will examine and compare the themes and tensions in federal, state, and municipal law as well. Students will explore the impact of the law on various higher educational stakeholders, including but not limited to, students, faculty, staff, alumna, and the community at large. Students will apply legal principles to higher education case studies to develop effective problem-solving skills to prevent and mitigate legal issues.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

**A&S 588 | SERVICE LEARNING FOR HIGHER EDUCATION | 4 quarter hours
(Graduate)**

This class is a hands-on, minds-on engagement in the practice and theory of service learning - the integration of community service and related academic study. Students will assist a service-learning program with planning, implementation or evaluation and integrate this experience with study of current practice, theory and research. Students who plan careers in higher education will find this useful in light of the increased commitment to providing service-learning opportunities on campuses. Many student services and other higher education positions include the need to offer leadership to these programs.

**A&S 590 | ORGANIZATIONAL DEVELOPMENT | 4 quarter hours
(Graduate)**

A development approach used in combining theory, research, and applications for improving interpersonal effectiveness and to develop problem-solving capacity of the organization. The course is about change theory, people in organizations and the achievement of individual and organizational goals.

Status as a Graduate Education student is a prerequisite for this class.

**A&S 591 | RESEARCH SEMINAR IN EDUCATIONAL LEADERSHIP | 4 quarter hours
(Graduate)**

This course is designed to help graduate students in Educational Leadership through the process of planning, organizing, drafting, and revising their Master's papers. Students will be expected to complete a literature review and to develop a strong proposal for an integrative paper as a prelude to selecting an advisor for their Master's papers.

Status as a Graduate Education student is a prerequisite for this class.

A&S 593 | PRACTICUM IN EDUCATIONAL LEADERSHIP | 4 quarter hours (Graduate)

The practicum provides opportunities for advanced students in administration and supervision to participate in and complete a research project in selected systems on a full-time or part-time basis. The experiences are intended to provide, under professional direction and supervision for (1) study for major factions, policies, and problems for administration and supervision, and (2) intensive study of certain critical administrative and supervisory practices.

Status as a Graduate Education student is a prerequisite for this class.

A&S 594 | INTERNSHIP IN EDUCATIONAL LEADERSHIP | 4 quarter hours (Graduate)

The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student intern is cooperatively assigned to an organization under the immediate supervision of organizational personnel. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 595 | WORKSHOP IN EDUCATIONAL LEADERSHIP | 4 quarter hours (Graduate)

Topics of particular interest and concern to administrators and supervisors will be presented in a high-involvement seminar format. Primary reliance will be on written materials; however, audio-visual and role-playing mechanisms may also be used.

Status as a Graduate Education student is a prerequisite for this class.

A&S 596 | HUMAN RESOURCE MANAGEMENT | 4 quarter hours (Graduate)

Theory, practice and relevant research in modern personnel administration. Recruitment, staff-development, interviewing, collective bargaining, conflict resolution and employee evaluation are emphasized. Human resource administration, induction programs, and in-service opportunities are touched upon.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 597 | POLITICS OF EDUCATION | 4 quarter hours (Graduate)

Policy development in education as a political process; community power, state and national politics in educational decision-making and the role of leadership and pressure groups in the shaping of educational policy at local, state and national levels.

Status as a Graduate Education student is a prerequisite for this class.

A&S 598 | INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP | 4 quarter hours (Graduate)

Independent study. Permission of instructor, department chair and Associate Dean are required.

Status as a Graduate Education student is a prerequisite for this class.

A&S 599 | THESIS SEMINAR IN EDUCATIONAL LEADERSHIP | 4 quarter hours (Graduate)

A student writing a thesis registers for this course for four quarter hours of credit. When the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

SCG 410, thesis, advanced Mast

A&S 600 | REGISTERED STUDENT IN GOOD STANDING | 0 quarter hours (Graduate)

Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required (0 credit hours).

Status as a Graduate Education student is a prerequisite for this class.

A&S 601 | INTRODUCTION TO THE INTERNSHIP | 0 quarter hours (Graduate)

This course prepares the candidate for the internship experience. It provides an opportunity to examine and analyze the internship site, become familiar with the roles and responsibilities for person in the internship triad and understand expectations for the intern. (0 credit hours).

A&S 602 | PRINCIPAL LICENSURE INTERNSHIP I | 2 quarter hours (Graduate)

This internship experience immerses the student into the world of the instructional leader in the contemporary Pre K- 8th school setting. The student is to complete at minimum 100 clock hours of instructional leadership experiences in The PreK-8 setting by participating and taking the lead in concrete sustained leadership experiences under the supervision of both the building's principal (mentor) and the faculty supervisor (2 credit hours).

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 603 | PRINCIPAL LICENSURE INTERNSHIP II | 2 quarter hours (Graduate)

This internship experience immerses the student into the world of the instructional leader in the contemporary 9 -12 school setting. The student is to complete at minimum 100 clock hours of instructional leadership experiences in the 9-12 setting by participating and taking the lead in concrete sustained leadership experiences under the supervision of both the building's principal (mentor) and the faculty supervisor. (2 credit hours)

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 604 | PRINCIPAL LICENSURE INTERNSHIP | 4 quarter hours (Graduate)

This internship experience immerses students in the world of an instructional leader in the contemporary Pre K-12 school setting. In this year long course students will complete at minimum 100 clock hours of instructional leadership experiences in a Pre K-8 setting and 100 clock hours of instructional leadership in a 9-12 setting by participating and taking the lead in concrete sustained leadership experiences under the supervision of both the building's principal (mentor) and their faculty supervisor. Prior to immersing students in their internship experience, students will attend 4 seminars and are provided an opportunity to examine and analyze their internship site, to become familiar with their roles and responsibilities and understand the internship site's expectations.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 606 | REVIEW OF LITERATURE | 0 quarter hours (Graduate)

This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., by reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching databases. In other words, students will need to be able to ask and answer such questions as "What is known about? What are major issues and themes?" (0 credit hours)

A&S 607 | INTEGRATIVE PAPER | 0 quarter hours (Graduate)

Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about "how theories work." (0 credit hours)

A&S 608 | CAPSTONE IN EDUCATIONAL LEADERSHIP | 4 quarter hours (Graduate)

Students who have completed the majority of the program will engage in an analysis of an urban school. Students will be given demographic, financial and testing data; a narrative of the school's history and recent past; photographs of the setting, and other pertinent data and artifacts. Using these artifacts, students will be asked to design their first year agenda as the chief administrator in the building. Using the ISLLC standards as a guideline, students will create a portfolio that clearly outlines, schedules, professional development plans, budgets, enrollment projections, and so forth.

A&S 625 | CANDIDACY CULMINATING PROJECT | 0 quarter hours (Graduate)

Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms. (0 credit hours).

Status as a Graduate Education student is a prerequisite for this class.

A&S 640 | LEGAL ASPECTS OF SPECIAL EDUCATION FOR CLASSROOM TEACHERS | 4 quarter hours (Graduate)

The course will include a discussion of the legal rights of students with disabilities and the corresponding responsibilities and obligations of schools and educational personnel for meeting their educational needs. The course will include specific legal components inherent with the identification and education of students with disabilities including adaptations of classroom instructional methodology for students with disabilities in the regular education classroom.

A&S 645 | THE ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION | 4 quarter hours (Graduate)

This course will examine and discuss the functions and underlying principles of the administration of special education services in the public school setting. Topics include a review of specific models for administration of special education programs and procedures for the supervision and evaluation of special education personnel. The role of the administrator in the development of Individualized Education Plans, student placement, student discipline, child find activities, fiscal management, transportation, and legal implications of decisions will be studied.

A&S 670 | HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC EDUCATION | 4 quarter hours (Graduate)

A survey of the history of Catholic K-12 education in the United States and the foundational documents of Catholic Education. Students will examine the history and philosophical/theological foundation of Catholic Schools in the United States and will be asked to reflect on the nature and mission of Catholic education in the multicultural, multiethnic milieu of Twenty-first Century America.

Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class.

A&S 671 | SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS | 4 quarter hours (Graduate)

Students will be asked to conceptualize leadership from the Transformational and Servant Leadership perspectives. Using these principles, students will examine the spirituality of Catholic School leadership, and its implications for them in their role as ministers and coordinators of ministries in the school setting. Students will then examine the unique administrative and managerial factors that impact Catholic schools from a leadership framework that is imbued with the spirituality of Servant Leadership.

Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class.

A&S 672 | INTERNATIONAL BACCALAUREATE LEADERSHIP IN SCHOOLS | 4 quarter hours (Graduate)

Students will be asked to conceptualize leadership from the view of the International Baccalaureate Principles and Practices and the IB Leadership perspectives. Using the IB principles, students will examine leadership within IB schools and the priorities of integrating the IB perspectives into roles as leader and teacher. Students will examine the unique administrative and managerial factors that impact IB schools from a leadership framework that is imbued with global minded leadership practices and priorities of inclusivity, diversity, and equity. **Status as a Global Educational Leadership PhD student with a declared concentration is a prerequisite for this class.**

A&S 673 | THE HISTORY, PHILOSOPHY OF INTERNATIONAL BACCALAUREATE EDUCATION | 4 quarter hours (Graduate)

This course is a survey of the history of International Baccalaureate education across the globe and the universal foundational principles and practices of the IB. Students will examine the history and impact of the IB on learning across the globe. Students will analyze the research around IB and will determine the application within the context of leading IB into the future. The foci also include a global perspective for International Baccalaureate educational leadership theory and praxis applicable at the primary, secondary, and higher educational levels.

Status as a Global Educational Leadership PhD student with a declared concentration is a prerequisite for this class.

A&S 688 | SERVICE LEARNING FOR HIGHER EDUCATION | 4 quarter hours (Graduate)

This class is a hands-on, minds-on engagement in the practice and theory of service learning - the integration of community service and related academic study. Students will assist a service-learning program with planning, implementation or evaluation and integrate this experience with study of current practice, theory and research. Students who plan careers in higher education will find this useful in light of the increased commitment to providing service-learning opportunities on campuses. Many student services and other higher education positions include the need to offer leadership to these programs.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 694 | SCHOOL FINANCE | 4 quarter hours (Graduate)

Major consideration will be given to problems relating to the preparation of a school budget, procuring revenue, financial accounting, capital outlays, insurance on property, taking of inventory, and the social, political, and ethical implications of how schools are financed.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 695 | SCHOOL LAW | 4 quarter hours (Graduate)

Authority, powers and liability of school personnel; rights and status of students; character of districts and school board control of curriculum, school property, finances. Special emphasis on recent state and federal court decisions as they affect Illinois and neighboring states.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 696 | WORKSHOP IN EDUCATIONAL LEADERSHIP | 4 quarter hours (Graduate)

Topics of particular interest and concern to administrators and supervisors will be presented in a high-involvement seminar format. Primary reliance will be on written materials; however, audio-visual and role-playing mechanisms may also be used.

Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class.

A&S 700 | REGISTERED DOCTORAL STUDENT IN GOOD STANDING | 0 quarter hours (Graduate)

Non-credit. This registration is required of all doctoral students who are not enrolled in a doctoral course, but are completing course requirements and/or dissertation research. It provides access to University facilities. Academic advisor approval required. After the third enrollment, dissertation chair approval required. (0 credit hours)

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 705 | DISSERTATION SEMINAR | 4 quarter hours (Graduate)

This course will guide the online EdD student through the initial stages of dissertation development, including topic exploration and planning, research question development and methodology determination. Students will review and evaluate research methodologies in order to identify an appropriate research design. In addition, they will analyze a number of dissertations in order to discover and pursue a strategy appropriate for undertaking the research process. Students will be part of a community of researchers, willing and able to support each other in the development of research plans as the group moves through the process together.

Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class.

A&S 706 | CANDIDACY PAPER | 0 quarter hours (Graduate)

(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing a dissertation. It provides access to university facilities. Permission of advisor required. This registration indicates that a student has successfully completed the candidacy paper as specified in the Doctoral Student Handbook. (0 credit hours)

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 801 | LEADERSHIP: THEORY AND PRACTICE | 4 quarter hours (Graduate)

This course examines leadership theories from various social, psychological and philosophical perspectives both historical and contemporary. The student will also be called upon to reflect upon contemporary practice in K-16 and other higher educational and related leadership settings and evaluate the efficacy of the theoretical frameworks in light of practice.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

A&S 802 | CONTEMPORARY ISSUES IN HIGHER EDUCATION | 4 quarter hours (Graduate)

This course explores contemporary policy issues in American higher education. The purpose of this course is to introduce students to key policy issues at various institutional levels in light of the broader political and cultural context. Students will conduct policy analysis of national, regional, and local issues in American higher education. This course considers and applies the integrated approach of policy and practice in examining issues in higher education.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 803 | THE SUPERINTENDENCY: PROGRAMS, SYSTEMS, AND STRUCTURES | 4 quarter hours (Graduate)

This course examines the basic work of the district superintendent with an emphasis on the superintendent's role as finding and developing resources, developing positive relationships with the school board, and developing, implementing and evaluating district policy. (Requires 10 hours of field work).

Status as an EDD-Educational Leadership student is a prerequisite for this class. Other EDD students may enroll with permission of instructor.

A&S 804 | INTERNATIONAL BACCALAUREATE LEADERSHIP THEORY AND PRACTICE | 4 quarter hours**(Graduate)**

International Baccalaureate Leadership: Theory and Practice examines the IB philosophy and how this influences the leadership of IB program implementation. Throughout the course, learners will examine how to align leadership theories with that of the IB mission and philosophy. The course experiences will engage students examining how to establish and sustain a school culture and ethos consistent with the IB philosophy, and conducive to meeting the IB Program Standards and Practices. Learners will be called upon to reflect upon contemporary practices in all levels and settings of educational leadership and to evaluate the practical efficacy and effectiveness of theoretical frameworks.

Status as a Global Educational Leadership PhD student with a declared concentration is a prerequisite for this class.

A&S 805 | CATHOLIC LEADERSHIP THEORY AND PRACTICE | 4 quarter hours**(Graduate)**

Catholic Leadership Theory and Practice examines Catholic educational leadership and how this influences the leadership of Catholic schools at every level. Throughout the course, learners will examine how to align leadership theories with that of the Catholic mission and call to social justice. The course experiences will engage students examining how to establish and sustain a Catholic school culture and ethos consistent with Catholic social teachings, and conducive to meeting Catholic faith in action. Learners will be called upon to reflect upon contemporary practices in all levels and settings of Catholic educational leadership and to evaluate the practical efficacy and effectiveness of theoretical frameworks.

Status as a Global Educational Leadership PhD student with a declared concentration is a prerequisite for this class.

A&S 811 | ASSESSMENT AND ACCOUNTABILITY | 4 quarter hours**(Graduate)**

This course addresses the key role of leaders in educational systems, from K-16 through higher ed, for the development, articulation, implementation, and supervision of an assessment process that provides accountability for all stakeholders-students, parents, teachers, faculty, staff, legislators, relevant communities, and governing authorities. Issues of philosophy, standards, outcomes, curricula, instrumentation, technology, and the interconnected nature of these factors are identified as they influence the leadership role in accountability compliance. Factors related to ethical practice and social justice anchor the philosophical and political parameters of the course.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 812 | ASSESSMENT, ACCOUNTABILITY AND EVALUATION IN HIGHER EDUCATION | 4 quarter hours**(Graduate)**

Questions, issues, and decision-making of assessment, evaluation, and accountability permeate the higher education landscape in light of the broader cultural context. The purpose of this course is to explore practices and issues connected to assessment, accountability and decision-making in alignment with the institutional purposes and need for effectiveness and taking into account stakeholders' concerns, leadership practice, and student outcomes in post-secondary contexts. Students will explore and apply a variety of assessment methods and techniques, examine underlying rationales, and political and ethical considerations of accountability in higher education.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 822 | DIVERSITY AND EQUITY IN HIGHER EDUCATION | 4 quarter hours**(Graduate)**

Students in this course will explore notions of diversity and equity within and across higher education in light of the broader political and cultural context. The purpose of this course is to develop an understanding of key equity and social justice issues within higher education institutions. Students will examine the historical, contextual, and cultural roles of policies and practices that frame and guide post-secondary institutions.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 823 | COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT | 4 quarter hours**(Graduate)**

Students will examine inclusive models for conflict resolution and consensus building among school/community members, whether K-16 or higher ed, that engage membership in processes and decision making through data collection, self-analysis, mission/vision development, goal setting and program planning, implementation and evaluation that leads to school and community improvement. Attention will be given to establishing linkages with local municipal, state, and federal resources, business and industrial resources, community services, and other community resources.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 824 | ADVANCED HUMAN RESOURCES MANAGEMENT | 4 quarter hours**(Graduate)**

This course is designed to familiarize prospective superintendents with human resources and personnel management functions. This course provides a comprehensive ethical and legal background for the effective supervision of both certified and non-certified staff. Topics include hiring, induction, the evaluation of personnel, dismissal, collective bargaining, union relationships and succession planning.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 834 | THE SUPERINTENDENT AS INSTRUCTIONAL LEADER | 4 quarter hours**(Graduate)**

The course will cover issues of best practices of instructional design and practice; managerial issues that promote instructional success; and the instructional leader as responsible to provide a learning environment for all members of the school community. Instructional Leadership at the chief executive officer level is the theme of this standards-based course. The application of strategic planning skills to enhance teaching and learning; to ensure alignment among curriculum, curriculum resources, and assessment; and to support the collection and use of multiple measures of success are promulgated through the requirements of this course. Emphasis is placed on skills designed to advocate, nurture, and sustain an instructional program and a culture that supports student learning and staff professional growth. Staff evaluation, improving staff performance, and effective models of supervision are emphasized.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 838 | SUPERVISED APPLIED CAPSTONE (EDD) PROPOSAL DEVELOPMENT | 4 quarter hours**(Graduate)**

Students register for this course for the quarter in which they defend their capstone proposals. Permission of capstone chair required.

A&S 839 | INDEPENDENT APPLIED CAPSTONE (EDD): EDUCATIONAL LEADERSHIP | 4 quarter hours**(Graduate)**

Students register for this course for the quarter in which they defend their capstone projects. Permission of capstone chair required.

A&S 843 | THE POLITICS OF SCHOOLING | 4 quarter hours**(Graduate)**

Students will engage in analyzing educational policy and the political processes related to problem identification, problem solving, decision making, the underlying political processes and their impact on the school/community, students, parents, educators, staff, and community members. The role of such entities as, school boards, unions, professional associations, businesses, university preparation programs, book and test publishers, and local, state, and national policy makers in the education political arena will be analyzed. Attention will be given to the means by which support for change is developed with special emphasis on collaborative dialogue and teamwork for political action. Strategies for coalition building, and individual and collective action will be informed by the use of theory from applied behavioral science and political science.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 849 | SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT | 4 quarter hours**(Graduate)**

Students register for this course for the quarter in which they defend their dissertation proposals. Permission of dissertation chair required.

A&S 859 | INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP | 4 quarter hours**(Graduate)**

Students register for this course for the quarter in which they defend their dissertation. Permission of dissertation chair required.

A&S 872 | BUDGETING AND HUMAN RESOURCE MANAGEMENT IN HIGHER EDUCATION | 4 quarter hours**(Graduate)**

The purpose of this course is to introduce students to the financing, economics, budgeting, and organization of higher education and its institutions. Students will examine the benefits, and costs of higher education, revenue resources, particularly tuition, admissions, financial aid, endowment policies and practices, resource allocation, budgetary practices, and other fiscal policies that affect faculty, staff, students, and other higher education stakeholders.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 873 | CURRENT TRENDS IN BUDGETING AND FINANCE | 4 quarter hours**(Graduate)**

This course focuses on the priorities of school funding. Financial decisions undergird instructional programs and administrative decision making. Relating these to available money and funding, setting priorities and maximizing the impact on student achievement will be studied.

A&S 494 or equivalent and status as an EDD student are a prerequisite for this class.

A&S 882 | LAW IN HIGHER EDUCATION | 4 quarter hours (Graduate)

This course prepares students to examine the themes and tensions in the constitutional, statutory, administrative, and case law that related to higher education. Students will examine and compare the themes and tensions in federal, state, and municipal law as well. Students will explore the impact of the law on various higher educational stakeholders, including but not limited to, students, faculty, staff, alumna, and the community at large. Students will apply legal principles to higher education case studies to develop effective problem-solving skills to prevent and mitigate legal issues.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 883 | SCHOOL LAW | 4 quarter hours (Graduate)

This course examines the current legal requirements of schools and how changes impact schools. Administrators make decisions that respond to many realities, including the rules and regulations at the local, state, and national levels. The administrator works within a constantly changing system. The duties and liabilities of school administrators as determined by federal rules and regulations, state school codes, the policies of boards of education, and case law will be examined.

A&S 495 and status as an EDD student are prerequisites for this course.

A&S 894 | INTERNSHIP IN EDUCATIONAL LEADERSHIP | 4-8 quarter hours**(Graduate)**

(4-8 qh) The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student intern is cooperatively assigned to an organization under the immediate supervision of organizational personnel. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 898 | SUPERINTENDENT INTERNSHIP SEMINAR - THEORY INTO PRACTICE | 1 quarter hour**(Graduate)**

(1 QH) This course is a prerequisite for the internship. The course provides the interns with the requisite skills to enter into the internship experience, such as reflective practice, putting theory into practice, and familiarizing themselves with the life of central office.

A&S 899 | SUPERINTENDENT INTERNSHIP | 1 quarter hour (Graduate)

(1 qh) The intern is assigned to a district office, under the supervision of a licensed superintendent. The student will be assigned work that will demonstrate mastery of the ELCC Standards. This internship extends from Summer Session through the following Spring with a minimum of 100 clock hours per term.

Status as a EDD student with a declared concentration is a prerequisite for this class.

African & Black Diaspora Studies (ABD)

ABD 100 | INTRODUCTION TO AFRICAN AND BLACK DIASPORA STUDIES | 4 quarter hours (Undergraduate)

This interdisciplinary introductory course examines the many ways in which African and diasporic peoples have created robust lives for themselves and contributed to the creation of the modern world. Our investigation will pay special attention to how social, economic, and political institutions, geographical factors, and the cultural forces of modernity have influenced African contributions to the modern world.

ABD 144 | AFRICAN RELIGIOUS EXPERIENCE | 4 quarter hours (Undergraduate)

A survey of the varieties of African religious practice and thought.

ABD 200 | AFRICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS | 4 quarter hours (Undergraduate)

This is an introductory survey course on African politics. The organizing topic and focus of the course will be Africa's experience with democratic governance, especially its continuing vigor and popular appeal on the continent despite its elusive character. Our goal in this course is to gain a deeper understanding and appreciation of Africa: its rich political tradition, incredible diversity, its contradictions, achievements and failings. The objective is to be able to ask better questions, and develop some insights about why democracy, self-sustaining economic growth, equity and social justice have been so difficult to accomplish and sustain in the region.

ABD 202 | AFRICA, 1750-1900 | 4 quarter hours (Undergraduate)

The Age of Conquest. The origins of Afro-European relations and the political, economic and military causes of the European partition and occupation of the continent. Cross-listed with HST 132.

ABD 203 | AFRICA, 1900-PRESENT | 4 quarter hours (Undergraduate)

The workings of the colonial system, the rise and course of independence movements, and the history of individual African states since independence. Cross-listed with HST 133.

ABD 206 | AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS | 4 quarter hours (Undergraduate)

This course introduces students to the study of peoples of African descent in the Caribbean and Latin America through lenses of history, politics, and culture. Students will learn how racial identities are constructed and interpreted in the Americas and the ways these identities have shaped Latin American and Caribbean cultures, politics, and societies. This course will explore broad patterns, changes, and continuities in the history of the African Diaspora in the hemisphere through an analysis of various topics such as conquest, colonization, slavery, independence struggles, nation-building, imperialism, neo-colonialism, revolution, violence, social movements, and inter-American relations.

ABD 208 | AFRICAN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS | 4 quarter hours (Undergraduate)

This course is intended to acquaint the student with a range of texts that illustrate some of the major themes in African American studies while emphasizing the development of students' critical reading, writing, and analytical skills. The course will serve as an introduction to African American historical, literary, political, and cultural study. This course is meant to introduce students to some of the issues, debates, and questions that have shaped the study and development of Black Americans in the United States and the broader world.

ABD 209 | RACE AND RACISM | 4 quarter hours (Undergraduate)

Although it is common for us to talk about race, very few of us have an understanding of what the term means, much less how it came to signify human diversity. Race is not an objective scientific category that reliably conveys information about people or groups of people; it is a set of ideologies and practices that originated in modern Europe and has a traceable intellectual history. In this course we will study the origin of race as an intellectual and scientific project designed to organize humanity into discrete and hierarchical groups, and the implications of racial thinking, i.e. racial discrimination perpetuated by rhetorical and pictorial stereotypes, discriminatory behavior and institutional practices. We will utilize racial formation theory which links race and racism by showing the dynamic connections between stereotypes, prejudice, discrimination and privilege.

ABD 210 | AFRICA ON FILM | 4 quarter hours (Undergraduate)

Africa is a continent with a rich and growing repertoire of film. This course explores this repertoire, focusing primarily on films made about Africa by filmmakers of African descent. This class will feature fiction and non-fiction films (full-length and shorts) by well-known filmmakers of African descent. In addition to screenings, students will read essays that illuminate the background necessary to intelligently interpret and critique film. Topics for discussion include the funding, distribution, and presentation of African Films as well as modes of criticism appropriate to film made by Africans and the relation of filmmaking to history. Film directors include Souleymane Cisse, Bassek ba Kobhio, Jean-Marie Teno, Djibril Dio Mambety, Mohamad Camara, and Ousmane Sembene.

ABD 211 | AFRICA TO 1800: AGE OF EMPIRES | 4 quarter hours (Undergraduate)

A study of African history from earliest times, concentrating on the political, social and religious aspects of major African states and empires. Cross-listed with HST 131.

ABD 214 | ANTHROPOLOGY OF THE AFRICAN DIASPORA | 4 quarter hours (Undergraduate)

Africans have been on the move since the dawn of humanity. Anthropology is one discipline that can inform us about the presence and influence of Africans throughout the world. Topics include: the history of anthropology and its role in the construction of race and modernity; patterns of migration and displacement of African peoples across the world and their socio-cultural implications; and the evolution of the Black anthropological tradition.

ABD 215 | THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE | 4 quarter hours**(Undergraduate)**

This course will examine the religious experience of African Americans and its African precursors through historical and literary resources, reflecting African Americans' distinctive past and interaction with other elements of American culture. Cross-listed with REL 115.

ABD 218 | AFRICAN AMERICAN POLITICS | 4 quarter hours**(Undergraduate)**

This course explores the evolution of African-American political participation from the mid-1800's to the present. Topical areas include black political leadership and involvement in social movements (including abolitionism, nationalism, civil rights and the black power movements), electoral politics, political parties, urban politics, public policies, political culture, and as elected officials. Special attention will also be given to the influence of laws and the courts on African-Americans' political participation.

ABD 220 | BLACKS AND LOVE | 4 quarter hours**(Undergraduate)**

This course employs cultural criticism, race and ethnic studies, and women's and gender studies to examine the visual representations of blacks and love in art, film, and literature. The course begins by examining the construction of race in eighteenth, nineteenth, and early twentieth-century European and American philosophy and body politic and with an examination of art, art history, film, and literature. Section two explores the definition of love; it examines Christian definitions of love as well as secular definitions from black intellectuals, cultural critics, and scholars. Section three examines a range of genres in search of progressive, transformative, positive images that depict blacks in loving relationships, rediscovering what it means to love oneself and others in spite of/because of our human differences (in race/ethnicity, gender, class, sexuality).

ABD 221 | ROMANCE, GENDER, AND RACE | 4 quarter hours**(Undergraduate)**

This course examines how writers represent gender and race in the romance genre. The course begins with a study of the literary elements that comprise popular romance novels. It also examines the design elements for their covers used primarily to attract women readers from varied racial/ethnic backgrounds, who, as major consumers of this genre, generate over a billion dollars in revenue annually. Next, attention will be devoted specifically to examining women writers and black readers of romance novels, who make up 25% of the billion dollar publishing industry. Questions to be addressed include: How does a writer's gender and racial/ethnic identity shape the representations of race and gender in romance fiction and cover design? How have writers complicated the popular romance plot to address the issues of gender, race, class, and age? How do writers utilize the romance novel during specific historical periods to address social, political, and health issues? The course concludes by examining how the internet has transformed the writing, publishing, purchasing, and reading practices for the writers, publishers, and readers of romance novels with black characters.

ABD 229 | RACE, SCIENCE AND WHITE SUPREMACY | 4 quarter hours**(Undergraduate)**

Recently, scientists have come to question the concept of "race" as a reliable or accurate description of human populations, but the term is still understood to signify innate and essential biological difference. The concept of race originated in the 18th century with the work of European and American natural scientists. Although their original intention was to apply a taxonomic structure to human populations, the concept was quickly appropriated and used to support the domination and exploitation of people of color. Science provided a lens of objectivity that perpetuated biases, reinforced stereotypes and countenanced racism. This class will explore the tangled legacy of racial thinking and how scientists have marshaled evidence for and against ideologies of White supremacy and Black inferiority. We will discuss how Black bodies in particular have been scrutinized by natural scientists and medical professionals who sought to identify the physical traits the defined racial categories. Topics include the origin and use of race in science, phrenology, Eugenics, and the use of people of African descent as objects of scientific display and medical experimentation.

ABD 230 | STEREOTYPES AND BLACK IDENTITY | 4 quarter hours**(Undergraduate)**

Stereotypical representations of people of African descent have pervaded Western culture throughout the modern era. These images were disseminated along the trade routes of colonialism, from Africa to Europe, the Americas and Asia. Stereotypes of people of African descent have been a part of popular culture, commercial advertising, and scientific literature. This course will examine the origin and dissemination of the dehumanized image of "the Black body". We will discuss the perpetuation of Black stereotypes and how these images have shaped Black identity in the post colonial world.

ABD 231 | PHILOSOPHY AND THE QUESTION OF RACE | 4 quarter hours**(Undergraduate)**

A philosophical inquiry into the history of the concept of race. Cross-listed with PHL 231.

ABD 232 | MIXED RACE AMERICAN IDENTITY | 4 quarter hours**(Undergraduate)**

The 1967 Supreme Court decision in the case of Loving vs. the State of Virginia overturned laws that prohibited individuals from different racial backgrounds from marrying. Since then, people from mixed racial and ethnic backgrounds have advocated for legal recognition of their status as members of more than one racial group. This course explores the transformation of these "interracial intimacies" from a cultural taboo to a source of personal identity. By placing their lives and experiences in the appropriate historical and cultural context, we will explore how people who identify as "mixed" negotiate the rigid boundaries of race in the United States.

ABD 233 | SURVEY OF AFRICAN DIASPORIC INTELLECTUAL THOUGHT | 4 quarter hours**(Undergraduate)**

This survey course examines the philosophical and critical thought from African American, Caribbean, and African philosophers, feminists, political, and radical intellectuals. The thinkers to be studied include, but are not limited to, Du Bois, Garvey, James, Lamming, Williams, Senghor, Fanon, Hodge, Wynter, Lorde, Soyinka, hooks, Emecheta, and Conde. Cross-listed with REL 218.

**ABD 234 | BLACK AESTHETIC THOUGHT | 4 quarter hours
(Undergraduate)**

This course will examine the aesthetic thought and artistic movements that have emerged from Black creative intellectuals in the U.S. and globally. The course will examine Black aesthetics through various creative forms such as visual arts, cinema, music, and others. Figures examined in this course may include: W.E.B. Du Bois, Alain Locke, Zora Neale Hurston, Stuart Hall, bell hooks, Larry Neal, among others.

**ABD 235 | HARLEM RENAISSANCE AND NEGRITUDE | 4 quarter hours
(Undergraduate)**

This interdisciplinary course will examine the diasporic literary and cultural movements known as the Harlem (or New Negro) Renaissance and the Negritude Movement. Through close attention to the essays, novels, and poetry from these movements, students will explore the connections between these two multifaceted cultural movements and their contributions to the growth of a global Black political and cultural consciousness. Authors to be studied include: Du Bois, Hughes, Locke, McKay, Césaire and Senghor, among others.

**ABD 236 | BLACK FREEDOM MOVEMENTS | 4 quarter hours
(Undergraduate)**

This course examines the movement for freedom by Black people in the US and throughout the African diaspora. Students will analyze the struggle for liberation in cultural, historical, and political contexts through the study of anti-slavery and abolition movements, the Civil Rights movement, anti-colonial struggles, the Black Power movement, Black Lives Matter/Movement for Black Lives and the work of activists and scholars throughout the diaspora.

**ABD 239 | PHILOSOPHIES OF AFRICA | 4 quarter hours
(Undergraduate)**

A study of the patterns of philosophical thinking from the African continent. Cross-listed with PHL 239.

**ABD 240 | BLACK MUSIC IN AMERICAN CULTURE | 4 quarter hours
(Undergraduate)**

This course will focus on the historical development, cultural significance, political commentary, and social effects of Black music in the U.S. from the 1960s to the 1980s. Beginning with the rise of R&B and Soul in the 1960s, the course will continue on to examine innovations such as funk, disco and the emergence of hip hop. It considers the aesthetics and themes of black music and how they reflect the Black experience in the U.S. during the latter half of the 20th century, as well as the ways that the music, the themes, and the people evolve over that period.

**ABD 241 | RELIGIOUS DIMENSIONS OF THE AFRICAN DIASPORA | 4-8 quarter hours
(Undergraduate)**

This course explores the dynamics of African religions throughout the Diaspora and the Atlantic world. It will pay particular attention to the variety of historical experiences and sacred institutions of those of African descent. Questions of the course include: how were these religions and their communities created?; how have they survived?; and how are African-based traditions perpetuated through ritual, song, dance, drumming, and healing practices? Specific attention will be given to one or more of the following: Yoruba religion and its New World offspring, Santería, Voodoo and Candomblé; Africanisms in American religion; gospel music; Islam; urban religions; and/or Vodun and Voodoo.

**ABD 244 | AFRICAN DIASPORA WOMEN WRITERS | 4 quarter hours
(Undergraduate)**

This course examines fiction, poetry, drama, and other creative writings by African diaspora women writers with the purpose of studying how the writers from Africa and its diaspora configure themselves in literature. Students will engage how these writers engage topics such as literary form, feminism, gender, identity, politics, and community. Authors who studied in this course may include Aidoo, Emecheta, Danticat, Cliff, Kincaid, Brand, Head, Hurston, Adichie, Lorde, among others.

**ABD 245 | RACE AND ETHNICITY IN LITERARY STUDIES | 4 quarter hours
(Undergraduate)**

This course examines various ways in which race is constructed and, concurrently, how race as a "fiction" operates in literary studies. Literature presents and explores the ways in which the world is viewed and experienced by individuals in a particular society or social group. Since literature provides unique insights into different historical and cultural movements, studying how race is understood and deployed (explicitly and implicitly) in a text provides a powerful way to examine the fluidity of race and to compare how it is understood in different parts of the Black diaspora.

**ABD 246 | INTRODUCTION TO AFRICAN ART | 4 quarter hours
(Undergraduate)**

This course is based on a series of important issues in the study of African art, such as medium and color, portraiture, the artist and innovation, relationships with language, royal patronage, divination, gender, aesthetics, Othering, and authenticity. The course will explore each of these concepts through a variety of artistic traditions from the continent. In this manner, students will gain basic theoretical tools which will enable them to work with art from across Africa.

**ABD 247 | ANCIENT AFRICAN ART | 4 quarter hours
(Undergraduate)**

This course surveys a selection of artistic traditions from across the African continent beginning with the earliest attempts by humanity to visually represent complex thought until the Portuguese began trading along the coast of West Africa in the mid-fifteenth century. Emphasis is placed on demonstrating connectedness with a larger cultural environment, while also suggesting connections to future artistic traditions. Cross-listed with HAA 201.

**ABD 248 | CLASSICAL AFRICAN ART | 4 quarter hours
(Undergraduate)**

This course surveys a selection of artistic traditions from across the African continent beginning with the arrival of the Portuguese along the coast of West Africa in the mid-fifteenth century until the age of African independence in the 1960s. While the impact of a European presence helps define the boundaries of this course, artistic response to that presence is but one theme. Interactions between African cultures and the impact of Islam are equally important considerations. Cross-listed as HAA 202.

**ABD 249 | JAZZ AND THE DIASPORIC IMAGINATION | 4 quarter hours
(Undergraduate)**

This course will examine the role jazz has played in the cultural imagination of people across the African Diaspora. What does jazz symbolize for authors and artists, and how have they adapted jazz to fit their own aesthetic, ideological, and political needs? How has it been used in literature, visual art, politics, sociology (among others)? What are the different ways in which 'jazz' (itself a multifaceted idea) has been imagined, presented, and manipulated? Figures to be examined include: Amiri Baraka, Sonia Sanchez, Romare Bearden, Langston Hughes, Jackson Pollock, Billie Holiday, Ralph Ellison, Dizzy Gillespie, John Coltrane, among others.

**ABD 251 | WORLD REFUGEE CRISIS | 4 quarter hours
(Undergraduate)**

This is a survey of global refugee crisis and internal displacement between 1945 and the present. The course will focus on the following issues and challenges: human rights, definitions and causes of crisis, internal/external displacements, 'environmental' refugees, protection and integration, refugee children, and conflict resolutions in post-war societies. Cross-listed with HST 241.

**ABD 252 | POST-COLONIAL AFRICAN ART | 4 quarter hours
(Undergraduate)**

This course surveys African art from the age of African independence in the 1960s until the present day. The meaning of the term contemporary as it applies to African art is questioned in this course. The position of the artist between African artistic tradition and the global art market is also of vital importance. Cross-listed with HAA 203.

**ABD 254 | AFRICAN POLITICS | 4 quarter hours
(Undergraduate)**

An introduction to African politics. The course will focus on the basic concepts, issues, and theoretical models used in studies of the dynamics of government and politics in Africa from the pre-colonial era to the contemporary period. Cross-listed with PSC 254.

**ABD 256 | AFRICAN-AMERICAN HISTORY TO 1800 | 4 quarter hours
(Undergraduate)**

This course focus primarily on the colonial era with an emphasis on topics such as the construction of race and gender, the Black Atlantic, the emergence of African diasporic cultures in the Americas, slavery, black political thought, resistance, and the Revolutionary War. Cross-listed as HST 246.

**ABD 257 | AFRICAN-AMERICAN HISTORY, 1800-1900 | 4 quarter hours
(Undergraduate)**

The African experience in America beginning in the colonial era and lasting through the present day. This course will focus on a portion of that history that spanning the 19th century. The course is organized thematically, with an emphasis on topics such as resistance, the construction of race, slavery and the law, gender and slavery, the nature of antebellum free black life, abolition, the Civil War, Reconstruction. Cross-listed as HST 247.

**ABD 258 | AFRICAN AMERICAN HISTORY, 1900 TO PRESENT | 4 quarter hours
(Undergraduate)**

The African experience in America is expansive, beginning in the colonial era and lasting through the present day. This course will focus on only a portion of that history-1900 to the present. This course is organized thematically with an emphasis on topics such as migration, urbanization, segregation, 20th century constructions of blackness, arts & culture, African Americans and the World Wars, black political thought, freedom movements, and criminalization.

**ABD 259 | THE GREAT MIGRATION AND BLACK IDENTITY | 4 quarter hours
(Undergraduate)**

The largest internal migration in US history took place in the early 20th century when three million African Americans fled racial terrorism in the South to pursue economic opportunities in the North. They were joined by people of African descent from the Caribbean, leading to what is now known as the Great Migration. The movement had profound political, social and economic ramifications. It changed how White Americans saw African Americans and how African Americans saw themselves. This course will explore how the Great Migration shaped Black cultural identity in the 20th century. Topics will include racial terrorism in the South, education and political philosophies, and social movements.

**ABD 260 | DIMENSIONS OF BLACK FAMILY LIFE | 4 quarter hours
(Undergraduate)**

This course will introduce students to the study of Black family life in Africa and its Diaspora. Special attention will be given to the ways in which values and patterns of living and thought are communicated across generations (time) and transported across geography (space).

**ABD 261 | RADICAL AESTHETICS OF HIP HOP | 4 quarter hours
(Undergraduate)**

This course engages the interrelated art forms that comprise hip hop, a culture conceived by African American, Afro-Caribbean and Latino youth in the 1970s. In this course, students will explore hip hop culture's aesthetic strategies through a survey history of its four elements—emceeing, deejaying, bboying/bgirling, graffiti—and traces their wide influence in music, visual culture, dance, theatre, and politics. This course is interested in how hip hop culture has negotiated inequality through aesthetic practices that portray the fissures of the American dream while modeling alternatives.

**ABD 262 | WHAT IS BLACK CINEMA? | 4 quarter hours
(Undergraduate)**

What makes a black film a black film? Is a black film one made by a black director with a majority black cast and made for black audiences? What if the director of the film is non-black or it is made for a multicultural audience? Are these films still "black films?" Is black film a genre, a mode, or something else entirely? Do black filmmakers make films that are different than non-black filmmakers? These questions guide this course? s investment in the idea of black film from the 1960s to the present. Throughout the course, students will consider the formal, cultural, historical, industrial, and political ramifications at stake when we assume the existence and relevance of the idea of the black film. We will address topics such as genre, class, gender, sexuality, authorship, spectatorship, both individually and intersectionally.

**ABD 263 | IDA B. WELLS: GENDER, POLITICS & ACTIVISM | 4 quarter hours
(Undergraduate)**

This course examines the intellectual, political, and social contributions of the African American journalist, activist and educator, Ida B. Wells. Using Black feminist frameworks, students will understand Wells' struggle against oppression as a Black woman and analyze the relationship between her life experiences and activism. Through a close reading of Wells-Barnett's original scholarship and secondary sources, students will reflect on her use of empirical data and grassroots organizing to mobilize around various social issues. Finally, students will evaluate the implications of her intellectual contributions in the context of contemporary U.S. society.

ABD 274 | WOMEN IN AFRICAN RELIGION AND CULTURE | 4 quarter hours**(Undergraduate)**

A study of the role of religion and culture in the lives of women in Africa, introducing students to an "emic" (insider) interpretation of beliefs and practices of the triple religious heritage (Indigenous religions, Christianity and Islam), and critically evaluating their implications for women.

ABD 275 | BLACK FEMINIST THEORIES IN A U.S. CONTEXT | 4 quarter hours**(Undergraduate)**

This course surveys the major figures, statements, and movements that shape Black feminist thinking, writing and activism in the United States. Figures examined include: bell hooks, Ida B. Wells Barnett, Mary Church Terrell, Angela Davis, Michelle Wallace, Audre Lorde, and Mark Anthony Neal, among others. Cross-listed with WGS 275.

ABD 285 | AFRO-HISPANIC LITERATURE IN TRANSLATION | 4 quarter hours**(Undergraduate)**

This course explores how race, class, politics and culture find expression in Afro-Hispanic literature. We will read works that have been translated into English from their original Spanish versions and analyze how the use of language, imagery and narrative voice reflect the experience of people of African descent in the Spanish-speaking world.

ABD 290 | SPECIAL TOPICS | 4 quarter hours**(Undergraduate)**

This course explores various issues stemming from African and Black peoples being gendered and racialized subjects. Specific topics may vary.

ABD 300 | AFRICAN ISLAM: ISLAMIC ART & ARCHITECTURE IN SUB-SAHARAN AFRICA | 4 quarter hours**(Undergraduate)**

Focused study of the impact of Islam on the artistic traditions of sub-Saharan Africa. Rather than necessarily replacing previous art forms, this course investigates in what circumstances preexisting visual culture might be integrated with the requirements and needs of Islam. This approach necessitates an understanding that neither Islam nor African art are monolithic entities, but rather their interactions represent a wide variety of negotiations across the continent. Likewise, this course will consider specific historical circumstances to which Islamic art in sub-Saharan Africa has responded in terms of form and content. Cross-listed with HAA 302.

ABD 301 | AFRICAN ARCHITECTURE | 4 quarter hours**(Undergraduate)**

This course examines a wide variety of issues pertinent to the study of architecture in Africa, highlighting above all else the diversity of traditions across the continent. Weekly themes are defined at times by materials, technology, type, geographical region, culture, or specific architectural elements. Examples of subjects studied include: earthen mosques of Mali; subterranean residences in Burkina Faso; nomadic tents; impluvial and courtyard traditions of Nigeria and Senegal; mural painting in Burkina Faso, Nigeria, and South Africa; Ethiopian rock cut churches; imperialist exploitation of Great Zimbabwe's legacy; and coral architecture of the Swahili Coast. Art history and related disciplines. Cross-listed with HAA 301.

ABD 303 | THEMES IN AFRICAN DIASPORA STUDIES | 4 quarter hours**(Undergraduate)**

Recent scholarship argues that Africa is not limited to geography, but is found in the traditions and identities of many peoples around the world. This course will examine different major themes in the study of the African and Black diaspora. Specific topics may vary.

ABD 305 | PAN-AFRICANISM | 4 quarter hours**(Undergraduate)**

The course will examine the often ambivalent place of Africa in the imaginations, cultures and politics of people in the African diaspora. Students will explore the contributions of African, African-American and Caribbean intellectuals in the formation of diasporic movements and Pan-African thought. We will ask, to what degree was the ideology of Pan-Africanism and the iconography of Africa employed to mobilize masses of black people around local and domestic issues? How important has a consciousness of Africa been to the construction of cultural identities in the diaspora, and how have class, gender, and race shaped or constrained those identities? Our goal is to develop further insights into how people of the African diaspora have continually reinvented and imagined the home of their ancestors, in turn reinventing and imagining themselves.

ABD 320 | AFRICAN AMERICAN SCIENCE FICTION | 4 quarter hours**(Undergraduate)**

This course studies the science fiction by Black writers as well as critical responses to these novels and writers. The course explores the treatment of gender, oppression and empowerment, historical implications (past, present, future) of the middle passage, chattel slavery, and the struggle for freedom.

ABD 336 | AFRICAN-AMERICAN POLITICAL THOUGHT | 4 quarter hours**(Undergraduate)**

Considers black political thought through a variety of ideological, political, legal and historical perspectives. First explores early efforts by blacks to challenge the racialized limitations of America's core principles of liberty, equality and democracy in the contexts of abolitionism, the women's suffrage movements, Manifest Destiny, and American industrialism. Then concentrates on the evolution of contemporary black political thought, with an emphasis on both conceptual diversity and continuity over time. Cross-listed with PSC 336.

ABD 345 | THE LITERATURE OF IDENTITY | 4 quarter hours**(Undergraduate)**

Cross-Cultural Study of self-discovery and identity as manifested in the literatures of self-awareness and self-definition. Authors to be studied include: Michael Anthony, Frantz Fanon, Jamaica Kincaid, George Lamming, V. S. Naipaul, and Jane Rhys.

ABD 348 | RELIGIONS IN AFRICA AND THE DIASPORA | 4 quarter hours**(Undergraduate)**

An advanced examination of the indigenous religions of Africa as they encounter other religious traditions throughout the world.

ABD 351 | RECONSTRUCTION AND THE RISE OF JIM CROW | 4 quarter hours**(Undergraduate)**

Covers the problems of reunion between the North and the South after the Civil War, including the struggle for African-Americans' civil and political rights, the transition to a free labor economy in the South, and the eventual end of reconstruction and establishment of racial segregation in the South and the nation. Cross-listed with HST 379.

ABD 208 or consent of the instructor is a prerequisite for this course.

ABD 365 | VOTING, REPRESENTATION, AND THE LAW | 4 quarter hours (Undergraduate)

This course explores the struggles of African Americans and women, as individuals who were excluded from the franchise on the basis of their being an African American, a woman, or both, to gain access to the ballot. The relation of women and African Americans to the ballot is worthy of investigation for two reasons. First, with the exception of 18 year olds, women and Black Americans are the two groups who have required amendments to the Constitution to secure their right to vote. Second, they share a history, often contentious, of political struggle. In addition, the course will investigate what this history of political struggle can tell us about American law, politics, and society.

ABD 369 | TOPICS IN PUBLIC LAW | 4 quarter hours (Undergraduate)

This course engages the research and analyses in the field of public law - how do political scientists, public policy analysts and others develop informed public policy and law. Topics vary from year to year.

ABD 370 | FEMINIST THEOLOGIES | 4 quarter hours (Undergraduate)

An exploration of women's experience as a primary resource and norm for theology, focusing on themes of inclusion, exclusion, representation and liberation in particular social, political and historical contexts.

ABD 371 | AFRICAN- AMERICAN FICTION | 4 quarter hours (Undergraduate)

Selected novels and short fiction by twentieth-century African-American writers. Cross-listed with ENG 371.

ABD 372 | AFRICAN AMERICAN DRAMA AND POETRY | 4 quarter hours (Undergraduate)

Survey of Black poetry and drama from 1865 to the present.

ABD 373 | TOPICS IN AFRICAN AMERICAN POETRY 1940-1960 | 4 quarter hours (Undergraduate)

African-American Poetry 1940 - 1960.

ABD 374 | THE BLACK ARTS MOVEMENT | 4 quarter hours (Undergraduate)

This course looks at the intersection between political and artistic movements of the Black Power and Black Arts Movements. We will survey the aesthetic and political aspects of this era, including poetry, novels, drama, music, visual arts and film.

ABD 375 | RACE, MEDIA, AND REPRESENTATION | 4 quarter hours (Undergraduate)

This course examines signal representations of blackness in American media from the 19th century to the present. Students will probe the media's influence on perceptions of and possibilities afforded black people in the United States and abroad as well as black media makers attempts to proffer new visions.

ABD 379 | BLACK FEMINIST THEORY | 4 quarter hours (Undergraduate)

This course engages with the multiple versions of woman-centered theory and practice developed in the writings; activism, and other creative work of Black, particularly African American women, from the mid-nineteenth century to the twenty-first. While not all of these theorists would use the word feminist; all have in common the aim of empowering women's lives, advocating for women for equal economic, political, and cultural access.

ABD 380 | TOPICS IN AFRICAN AMERICAN STUDIES | 4 quarter hours (Undergraduate)

This course examines figures, texts, cultures or issues in African American studies. Specific topics may vary by term.

ABD 382 | TOPICS IN AFRICAN DIASPORA STUDIES | 4 quarter hours (Undergraduate)

Topics vary. See schedule for titles and department website for specific descriptions.

ABD 386 | BLACK WOMEN'S LIVES | 4 quarter hours (Undergraduate)

This course is a variable topics course directed to the examination of topics such as black women's cultural criticism, Black women in the arts, Black lesbian rights, Black women's participation in social movements, representation in the media, etc. Cross-listed with WGS 386.

ABD 390 | TOPICS IN POPULAR CULTURE IN THE BLACK DIASPORA | 4 quarter hours (Undergraduate)

This course explores various topics in popular culture studies through the lens of the African Diaspora, including music, film, television, popular literature and subcultural practices. Specific topics may vary by quarter.

ABD 391 | CAPSTONE | 4 quarter hours (Undergraduate)

This senior seminar engages students in a synthesis of what they have learned through coursework. The capstone course will involve reading, writing, discussion, as well as the preparation by students of a substantive piece of work (e.g., a senior thesis, a research paper, or a creative work.)

ABD 397 | INTERNSHIP | 1-4 quarter hours (Undergraduate)

By arrangement. Variable credit.

ABD 399 | INDEPENDENT STUDY | 1-6 quarter hours (Undergraduate)

Independent study. Variable credit.

Albanian and Southeastern European Studies (ALB)

ALB 259 | WAR AND RECONCILIATION IN THE BALKANS | 4 quarter hours (Undergraduate)

The course is designed to inventory the wars in the Balkan peninsula in the modern era. It will include examination of: the ethnic and historical landscape, the socio-economic landscape, the sources of conflict and violence, and the geo-strategic landscape. It will provide special focus on the Balkan wars of the 1990s and the American and NATO imposed "solution" called the Dayton Accords. It will review the efforts at reconciliation and the prospects for "peace" going forward.

ALB 280E | THE POLITICS OF FOOD, HISTORY, AND IDENTITY IN THE BALKANS | 4 quarter hours**(Undergraduate)**

TAUGHT IN ENGLISH. This course explores how food, politics and identity intertwine in the Southeastern corner of the European continent, known as the Balkans. The region has always been considered as a "gastronomic hub" and a geographical and cultural bridge between Europe and Asia, East and West. This area includes today, entirely or partially, some 13 countries, with a total population of around 60 million, and has been since ancient times a crossroads of history, religions and culinary traditions. In spite of its strategically vital geopolitical location, the Balkans is still less known for many, it's often labeled as the "Other Europe." Further, in the imagination of Western Europe, the Balkans has come to be associated with stigmatizing stereotypes of instability, nationalistic wars, and backwardness. In this course, we'll analyze the interplay between food and identity, nationalism and gastronomy, and culture and history in one of the most gastronomically rich and tasty regions of Europe.

ALB 281E | TALES OF POLITICAL DYSTOPIA: STORYTELLING AFTER THE BERLIN WALL | 4 quarter hours**(Undergraduate)**

TAUGHT IN ENGLISH. Southeastern Europe has long been thought of as the "Other Europe," a region rife with political upheaval and an astonishing variety of ethnic diversity. The extraordinarily rich literary tradition of the region is a mirror of the painful events and transformations that have historically occurred through the region. This course will examine and focus on the literature of Southeastern Europe - from Albania to Poland and from Bosnia to Ukraine - emerging after the fall of the Berlin Wall (1989): an event that was followed by an unprecedented cultural and literary revival.

ALB 283E | BORDERS AND WALLS IN CONTEMPORARY ART AND LITERATURE: FROM ALBANIA TO ARIZONA | 4 quarter hours**(Undergraduate)**

TAUGHT IN ENGLISH. This course will explore representations of borders and walls in contemporary art and literature. After framing the discourses about borders and walls within a theoretical context, we will examine how different kind of borders and walls have been represented in contemporary art and literature, focusing particularly on individual narratives, memoirs and testimonies.

ALB 284E | LITERATURE OF TRAUMA AND RESILIENCE: FROM ALBANIA TO ARGENTINA | 4 quarter hours**(Undergraduate)**

TAUGHT IN ENGLISH. As a concept, 'trauma' has been a leading concept in literary studies, connected to individual cultures, political regimes and nations. As trauma scholar Dori Laub has stated, trauma literature is about the "imperative to tell" and the "impossibility of telling." This course will explore trauma and resilience in literature through a comparative approach of literary works of fiction and non-fiction of Albanian and Argentinian writers, revealing its universal human dimension and implications in politics and storytelling.

ALB 285E | THE PLAGUE: PANDEMICS BETWEEN FICTION AND REALITY | 4 quarter hours**(Undergraduate)**

TAUGHT IN ENGLISH. From Homer's "Iliad" to Eugene Ionesco's "Killing Games," stories about pandemics have offered different and extraordinary testimonies and allegories of how writers, individuals, societies and political systems respond to major crisis and the existential threat of death. This course will explore testimonies, representations and interpretations of epidemics and pandemics in the works of three distinguished writers: Daniel Defoe, Albert Camus, and Eugene Ionesco.

ALB 286E | HOLOCAUST IN THE BALKANS: THE UNTOLD STORY OF ALBANIA RESCUING GERMAN JEWS FROM NAZIS | 4 quarter hours**(Undergraduate)**

TAUGHT IN ENGLISH. Before the Second World War, between 1,400,000 and 1,800,000 Jews lived in the Balkan states. During the wartime period of Nazi German control, between 750,000 and 950,000 were killed. While the murder of Jews was a feature of Nazi occupation policy all over Europe, we will not fully understand how the Holocaust unfolded in southeastern Europe unless we set it into a local context. The fate of the Balkan Jews differed dramatically from place to place, and sometimes from year to year. This course explores the unknown stories and memories of the Holocaust in the Balkans, focusing particularly on the exceptional Albanian case, where Jewish refugees from Western and Central Europe were 10 times more likely to be saved than in neighboring countries.

ALB 287E | SARAJEVO AND SALONICA: A TALE OF TWO CITIES | 4 quarter hours**(Undergraduate)**

TAUGHT IN ENGLISH. Sarajevo and Salonica, two cities located at the heart of the Balkans (Bosnia and Greece) were for centuries fascinating crossroads and metropolis of different religions and ethnicities, where Egyptian merchants, Spanish Jews, Orthodox Greeks and Serbs, Sufi dervishes, Catholic Croats and Albanian brigands all coexisted together in a rather chaotic and creative multiculturalism. But the twentieth century brought the end of tolerance. In Salonica when the Greek army marched in (1913), Muslims were forced out, and the Nazis deported and killed the Jews. In Sarajevo the last war in Europe took place, the city was sieged and shelled for four years (1992-1996) and more than 11.000 habitants of all religions were killed. This course will tell and explore the exceptional stories of two of the most historically rich and extraordinary cities of Balkans and of the whole European continent - which still constitute a crossroad between East and West.

ALB 288E | THE ART OF TRAVELLING | 4 quarter hours**(Undergraduate)**

TAUGHT IN ENGLISH. Travel has always been a privilege. Looking at the history of leisure travel in the West, its origins are in the seventeenth century, and it was the domain of the very wealthy. In the late 19th century, travel became the earmark of Romantic writers and travelers and opened up to the masses. The philosopher Francis Bacon (1561-1626) said that we can't find out about the world by sitting in an armchair; we have to go out and bring back information about it, sparking the wave of discovery voyage writings from Darwin's Voyage of the Beagle to Captain Cook's Journals. This course will explore the art and the meaning of traveling through the works of philosophers (like Rousseau), traveling writers (like Ryszard Kapuscinski) and visual artists (like Edward Hopper).

ALB 397E | SPECIAL TOPICS IN ALBANIAN STUDIES | 4 quarter hours**(Undergraduate)**

See schedule for current offerings.

Allied Health Technology (AHT)

AHT 310 | DIAGNOSTIC NUCLEAR IMAGING CLINICAL PRACTICUM I | 4 quarter hours (Undergraduate)

Supervised clinical education that gives the student the opportunity to perform a variety of patient procedures on both SPECT, SPECT/CT, PET and PET/CT imaging systems for all diagnostic, therapeutic, non-imaging in-vivo and in-vitro procedures. Clinical competencies developed in patient care, positioning techniques, analyzing images, and the selection of imaging parameters and collimators. Knowledge of integrated computer systems designed for use with clinical gamma cameras, Single Photon Emission Computed Tomography (SPECT), SPECT/CT, Positron Emission Tomography (PET), and PET/CT images. The clinical practicum is designed to promote independent critical thinking, balanced responsibility, organization and accountability in the student. Students will demonstrate competence in all procedures presented.

AHT 311 | DIAGNOSTIC NUCLEAR IMAGING CLINICAL PRACTICUM II | 4 quarter hours (Undergraduate)

Supervised clinical education that gives the student the opportunity to perform a variety of patient procedures on both SPECT, SPECT/CT, PET and PET/CT imaging systems for all diagnostic, therapeutic, non-imaging in-vivo and in-vitro procedures. Clinical competencies developed in patient care, positioning techniques, analyzing images, and the selection of imaging parameters and collimators. Knowledge of integrated computer systems designed for use with clinical gamma cameras, Single Photon Emission Computed Tomography (SPECT), SPECT/CT, Positron Emission Tomography (PET), and PET/CT images. The clinical practicum is designed to promote independent critical thinking, balanced responsibility, organization and accountability in the student. Students will demonstrate competence in all procedures presented.

AHT 312 | CLINICAL NUCLEAR MEDICINE PROCEDURES I | 4 quarter hours (Undergraduate)

Emphasis on theory and techniques of clinical procedures used in nuclear medicine imaging. Areas emphasized include patient care, developing acquisition parameters, imaging techniques, radionuclide identification, energies, half-lives, and principles of radionuclides in imaging and non-imaging procedures. Students will continue to develop an increased degree of competence in their performance of the skills related to critical thinking and problem solving.

AHT 313 | CLINICAL NUCLEAR MEDICINE PROCEDURES II | 4 quarter hours (Undergraduate)

Emphasis on theory and techniques of clinical procedures used in nuclear medicine imaging. Areas emphasized include patient care, developing acquisition parameters, imaging techniques, radionuclide identification, energies, half-lives, and principles of radionuclides in imaging and non-imaging procedures. Students will continue to develop an increased degree of competence in their performance of the skills related to critical thinking and problem solving.

AHT 314 | MANAGEMENT AND METHODS OF PATIENT CARE I | 4 quarter hours

(Undergraduate)

Skills in problem solving, critical-thinking, and decision-making are developed as well as oral and written communication skills. Career skills are enhanced through the interview process, resume writing, and administrative duties including; budgeting, medical and legal considerations and political issues affecting health care. Special emphasis is placed on research methods, medical law and ethics, and scheduling guidelines. Focus on basic measures necessary to provide quality patient care. Basic principles of record keeping and maintaining confidentiality of information are explained.

AHT 315 | MANAGEMENT AND METHODS OF PATIENT CARE II | 2 quarter hours

(Undergraduate)

Skills in problem solving, critical-thinking, and decision-making are developed as well as oral and written communication skills. Career skills are enhanced through the interview process, resume writing, and administrative duties including budgeting, medical and legal considerations and political issues affecting health care. Special emphasis is placed on research methods, medical law and ethics, and scheduling guidelines. Focus on basic measures necessary to provide quality patient care. Basic principles of record keeping and maintaining confidentiality of information are explained. (2 quarter hours)

AHT 316 | RADIATION BIOLOGY | 1 quarter hour

(Undergraduate)

Knowledge of cell structure and function as a basis for understanding cellular and organ responses to the effects of ionizing radiation, radionuclides and radiation oncology. Understanding units of exposure, organ dose calculation and body distribution. (1 quarter hour)

AHT 317 | MEDICAL TERMINOLOGY | 1 quarter hour

(Undergraduate)

The medical terminology course consists of a study of root words, prefixes, and suffixes of medical vocabulary. Also included are medical abbreviations and applicable symbols. A combination of learning exercises and chapter quizzes are utilized. Emphasis is on application of terminology through the use of chapter objectives, learning exercises, and critical thinking exercises. As an independent study, students may choose to progress more rapidly than the assignment schedule outlines. (1 quarter hour)

AHT 321 | MANAGEMENT AND METHODS PATIENT CARE | 2 quarter hours

(Undergraduate)

Content is designed to provide the student with foundational concepts and competencies in assessment and evaluation of the patient for service delivery. Psychological and physical needs and factors affecting treatment outcome will be presented and examined. Students will also get a better understanding of how race, gender, physical ability, sexual orientation, spirituality, healing and dying, and age play a role in cultural competence. Routine and emergency care procedures will be presented. Course will also include an orientation to hyperthermia, chemotherapy, body mechanics, nutrition for cancer patients, and an overview of radiation therapy patient side effects. (2 quarter hours)

**AHT 322 | QUALITY MANAGEMENT | 2 quarter hours
(Undergraduate)**

Content is designed to focus on the evolution of quality management (QM) programs and continuing quality improvement in radiation oncology. Topics will include the need for quality assurance (QA) checks; QA of the clinical aspects and chart checks, film checks; the various types of evaluations and tests performed on simulators, megavoltage therapy equipment, and therapy planning units; the role of radiation therapists in quality management programs; legal and regulatory implications for maintaining appropriate guidelines; and the role computers and information systems serve within the radiation oncology department. (2 quarter hours)

**AHT 323 | CLINICAL PRACTICUM I | 2 quarter hours
(Undergraduate)**

The overall objective of this course is to aid the student in achieving basic level technical skills through supervised practice of radiation therapy procedures on actual patients. Students will be required to complete some ARRT required clinical competency examinations during this course. (2 quarter hours)

**AHT 324 | CLINICAL PRACTICUM II | 2 quarter hours
(Undergraduate)**

The overall objective of this course is to aid the student in achieving basic level technical skills through supervised practice of radiation therapy procedures on actual patients. This is a continuation of Clinical Practicum I. Students will be required to complete all remaining ARRT required clinical competency examinations during this course. (2 quarter hours)

**AHT 325 | INTRODUCTION TO RADIOLOGIC SCIENCES | 2 quarter hours
(Undergraduate)**

This course provides the student therapist with the technical aspects of radiography equipment. Discussion will include orientation to the function and operation of radiography equipment. (2 quarter hours)

**AHT 326 | RADIATION BIOLOGY | 3 quarter hours
(Undergraduate)**

This course introduces the student to the effects of ionizing radiation and chemotherapeutic agents on living tissue. Emphasis is placed on the concept of the therapeutic ratio and the manipulation of influencing factors in order to affect patient treatment outcomes. (3 quarter hours)

**AHT 327 | RADIATION SAFETY AND PROTECTION | 3 quarter hours
(Undergraduate)**

The purpose of this course is to educate students regarding institutional, state and federal regulations controlling the safe use and disposal of radiation-producing equipment and sources. Emphasis is placed on ALARA principles to define the health professional's legal and ethical responsibility to minimize radiation dose to co-workers and patients, and oneself. (3 quarter hours)

**AHT 329 | PATHOLOGY | 3 quarter hours
(Undergraduate)**

This course introduces the student to the field of pathology with an emphasis on the oncologic disease processes. Topics range from discussion of pathology from the cellular level through various organ systems. Students are introduced to terminology related to the field of pathology as a whole and to the subspecialty of oncology specifically. (3 quarter hours)

**AHT 330 | RADIATION SAFETY AND PROTECTION | 3 quarter hours
(Undergraduate)**

Supervised practice and procedures for the receipt, handling, transporting, storage, usage, record keeping, disposal and decontamination of radioactive materials. Emphasis on licensing and regulations set forth by local, state and federal agencies. Academic and clinical instruction to provide the student with radiation safety techniques to minimize exposure to the patient, public, fellow workers and themselves. Regulations regarding therapeutic dosages and follow-up procedures. Focus on practical mathematics in nuclear medicine including radiation unit conversion, dose conversion, dose calculation, determination of specific activity, decay, and half-life calculation, counting efficiency, and statistics. (3 quarter hours)

**AHT 331 | RADIATION DETECTION AND INSTRUMENTATION | 3 quarter hours
(Undergraduate)**

Evaluation, maintenance and function of instrumentation used in imaging and in the laboratory. Principles and theory of PET/CT and scintillation camera operation and performance. Radiation measurement, event counting activity, pulse height spectra, detection efficiency, resolving time and statistics. Flood field and bar phantom use for assessing camera uniformity, relative sensitivity, spatial linearity and resolution testing. Quality assurance procedures for the PET scanner include radial, tangential and axial resolution, sensitivity, linearity, uniformity, attenuation accuracy, scatter determination and dead time corrections. Knowledge of the operations and maintenance of computer hardware and software. Emphasis on data collection, analysis and processing used in clinical imaging. Application of computer devices and memory usage. Emphasis on SPECT, SPECT/CT, PET and PET/CT quality control procedures. (3 quarter hours)

**AHT 332 | RADIATION PHYSICS AND INSTRUMENTATION | 3 quarter hours
(Undergraduate)**

Theory and physical principles associated with atomic structure, nuclear and quantum physics related to radioactive decay. Properties of the elements and the production of characteristic x and gamma rays, alpha electrons and Bremsstrahlung. Instruction on the modes of decay, radiation dosimetry, and interaction of ionizing radiation with matter. Basic physics, instrumentation, and radiochemistry of SPECT (Single Photon Emission Computed Tomography), SPECT/CT, Positron Emission Tomography (PET), and PET/CT. (3 quarter hours)

**AHT 333 | RADIONUCLIDE CHEMISTRY AND RADIOPHARMACY | 3 quarter hours
(Undergraduate)**

The chemical, physical and biological properties of radiopharmaceuticals used in diagnosis and therapy. Emphasis is given to the preparation, calculation, identification, administration, and disposal of radiopharmaceuticals. Performance of all radionuclide quality control and quality assurance procedures. Principles of decay and half-life, tissue localization, chemical impurities, generator systems, dose preparation and techniques of good laboratory practices and cell labeling. (3 quarter hours)

AHT 334 | CLINICAL CORRELATION - PATHOLOGY | 3 quarter hours (Undergraduate)

Focus on the study of the structure and function of human cells, tissues, organs and systems. Clinical interpretation of organ systems with emphasis on immunology, and anatomy and physiology, which will provide a basis for understanding abnormal or pathological conditions as applied to nuclear medicine. Causes, symptoms, and treatments of disease are discussed as well as their effect on the images. In addition, the student is scheduled to observe the interpretation of images with the physician staff. (3 quarter hours)

AHT 335 | COMPUTED TOMOGRAPHY AND CROSS-SECTIONAL ANATOMY | 3 quarter hours (Undergraduate)

Introduction to the fundamental concepts and principles of computed technology and its role in medical imaging. Specific topics include physics & instrumentation of CT scanning, image production, and cross-sectional anatomy of the head, neck, thorax, abdomen, and pelvis. Emphasis placed on patient considerations, patient safety, and radiation protection. (3 quarter hours)

AHT 341 | RADIATION PHYSICS I | 3 quarter hours (Undergraduate)

Students are introduced to the principles and practice of applying ionizing radiation to the human body. Topics include discussion of radiation therapy equipment, including treatment units and computer planning systems with an emphasis on how this equipment is used to produce proper treatment planning and dose calculations, according to the radiation oncologist's prescription. Topics also include fundamental concepts of general physics and radiation physics, including the production of x-rays interactions with matter. (3 quarter hours)

AHT 342 | RADIATION PHYSICS II | 3 quarter hours (Undergraduate)

Students are introduced to the principles and practice of applying ionizing radiation to the human body. Topics include discussion of radiation therapy equipment, including treatment units and computer planning systems with an emphasis on how this equipment is used to produce proper treatment planning and dose calculations, according to the radiation oncologist's prescription. Radiation protection and quality assurance will also be covered. This course is a continuation of Radiation Therapy Physics I. (3 quarter hours)

AHT 343 | MEDICAL IMAGING AND PROCESSING | 2 quarter hours (Undergraduate)

Procedure for imaging human structure and their relevance to radiation therapy; topographical anatomy, radiographic and cross sectional anatomy. Identification of anatomic structures as demonstrated through various imaging modalities. (2 quarter hours)

AHT 344 | OPERATION ISSUES IN RADIATION THERAPY | 3 quarter hours (Undergraduate)

Content is designed to focus on various allied health operational issues. Continuing Quality Improvement (CQI) project development, evaluation, and assessment techniques will be emphasized. Human resource issues and regulations impacting the radiation therapist will be examined. Accreditation agencies and the licensed practitioner's role in the accreditation process will be presented. Billing and reimbursement issues will be covered. (3 quarter hours)

AHT 345 | PRINCIPLES AND PRACTICE OF RADIATION THERAPY | 2 quarter hours (Undergraduate)

Content is designed to provide an overview of cancer and the specialty of radiation therapy. The medical, biological, and pathological aspect, as well as the physical and technical aspects, will be discussed. This course will also include content designed to provide the student with fundamental concepts, theories, and application of healthcare laws and ethical standards implemented and practiced in quality management for radiation therapy. Analysis of legal terminology, sources of law and the litigation process as applied to health professionals will be evaluated. (2 quarter hours)

AHT 346 | PRINCIPLE AND PRACTICE OF RADIATION THERAPY II | 2 quarter hours (Undergraduate)

This course is a continuation of principles and practice of radiation therapy I. Critical thinking and the basics of ethical and clinical decision making are fostered in the student. The epidemiology, etiology, detection, diagnosis, patient condition, treatment, and prognosis of neoplastic disease will be presented, discussed, and evaluated in the relationship to histology, anatomical site, and patterns of spread. The radiation therapist's responsibility in the management of neoplastic disease will be examined and linked to the skills required to analyze complex issues and make informed decisions while appreciating the character of the profession. (2 quarter hours)

AHT 347 | TECHNICAL RADIATION ONCOLOGY | 2 quarter hours (Undergraduate)

This course provides the student therapist with the technical aspects of radiation therapy. Discussion will include orientation to the function and operation of radiation therapy equipment. The clinical lab component of this course provides a hands-on, sequential application, and clinical integration of concepts and theories in the radiation therapy clinic and the didactic portion of this course. Concepts of team practice, patient-centered and clinical practice will also be discussed. (2 quarter hours)

AHT 348 | TECHNICAL RADIATION ONCOLOGY | 3 quarter hours (Undergraduate)

This course is designed to focus on discussions of various treatment and simulation procedures of different pathologies. The lab component will continue to provide a hands-on, sequential application, and clinical integration of concepts and theories in the radiation therapy clinic. (3 quarter hours)

AHT 365 | URINE ANALYSIS AND BODY FLUIDS | 3 quarter hours (Undergraduate)

Body fluids such as urine, pleural, and spinal are examined to determine the kinds and numbers of body cells present. The students will master quantitative and qualitative testing of urine is done. This includes testing for pH, color, specific gravity, sugars and excessive amounts of protein. Urine and other body fluids are also examined for the presence of bacteria and parasites as well as crystals and casts formed by the kidneys.

AHT 371 | FUNDAMENTALS OF CLINICAL CHEMISTRY | 1 quarter hour (Undergraduate)

This course presents the development of fundamental laboratory skills laboratory operations and automation in a lecture format.

AHT 372 | APPLICATIONS OF CLINICAL CHEMISTRY | 3 quarter hours (Undergraduate)

This course in the clinical laboratory pertains to the acquisition of manual and automated laboratory skills to test patient samples utilizing complex instrumentation and understanding the principals of test procedures, instrumentation, quality control and approved safety practices. State-of-the art automation and robotics enable the laboratory to provide critical diagnostic information quickly and accurately to physicians in such areas as the emergency department, intensive care, surgery and the neonatal intensive care unit. In addition, the Clinical Chemistry Laboratory offers testing for the assessment of many metabolic systems that can include cholesterol measurement, thyroid and reproductive hormone levels, and therapeutic drug monitoring. Students will work with up-to-date, computer-assisted technology to provide critical as well as routine testing for effective patient care.

AHT 373 | ADVANCED APPLICATIONS OF CLINICAL CHEMISTRY | 5 quarter hours (Undergraduate)

This is a lecture course presenting in depth theory, pathophysiology, and high level of problem solving commonly seen in the laboratory. This didactic portion of the program is presented by pathologists, PhD scientists and experienced Medical Laboratory Scientists.

AHT 374 | FUNDAMENTALS OF HEMATOLOGY | 1 quarter hour (Undergraduate)

This laboratory develops fundamental laboratory skills in Hematology. This experience includes lecture presentations, demonstrations, clinical observations and hands-on practical experience. Students learn to prepare and stain peripheral blood smears in preparation for counting and classification of the various types of red and white blood cells among other labs.

AHT 375 | CLINICAL HEMATOLOGY AND COAGULATION | 4 quarter hours (Undergraduate)

In the Clinical Hematology Laboratory students will master blood counts and cellular classification. They also learn how to determine whether the oxygen-carrying red blood cells are in a healthy state, an essential procedure for diagnosis of anemia. In addition, the students will be shown how to classify the cells in the bone marrow to assist the pathologist in the identification of leukemia and other blood disorders. Tests are conducted in the Coagulation section of the Hematology Laboratory to determine the presence or absence of factors essential to normal blood coagulation. Special procedures are performed to identify acquired and inherited deficiencies of the coagulation proteins.

AHT 376 | ADVANCED APPLICATIONS IN HEMATOLOGY AND COAGULATION | 4 quarter hours (Undergraduate)

This is a lecture course presenting in depth theory, pathophysiology, and high level of problem solving commonly seen in the laboratory. This didactic portion of the program is presented by pathologists, PhD scientists and experienced Medical Laboratory Scientists.

AHT 378 | FUNDAMENTALS OF CLINICAL MICROBIOLOGY | 1 quarter hour (Undergraduate)

The Microbiology Laboratory deals with the isolation and identification of potentially pathogenic microorganisms. In many cases the laboratory also determines the susceptibility of the etiologic agent to a variety of antibiotics. This laboratory is divided into Bacteriology, Mycology, Mycobacteriology, Parasitology, and Virology. Bacteriology is concerned with the various bacteria that may cause direct destruction of tissue or harmful sequelae. Throat, urine, stool, blood, wound and sputum cultures are some of the types of specimens received for processing.

AHT 379 | CLINICAL MICROBIOLOGY | 4 quarter hours (Undergraduate)

This course presents an ideal learning environment for the development of fundamental laboratory skills in Clinical Microbiology. This experience includes lecture presentations, demonstrations, clinical observations and hands-on practical experience. In this introductory student microbiology laboratory course, students learn to prepare and stain gram smears in order to identify microorganisms. The students will learn to prepare and read culture plates.

AHT 380 | ADVANCED APPLICATION OF MICROBIOLOGY | 5 quarter hours (Undergraduate)

This is a lecture course presenting in depth theory, pathophysiology, and high level of problem solving commonly seen in the laboratory. This didactic portion of the program is presented by pathologists, PhD scientists and experienced Medical Laboratory Scientists.

AHT 381 | APPLICATIONS OF CLINICAL VIROLOGY | 1 quarter hour (Undergraduate)

Virology course approaches the study of viruses and isolating viruses such as influenza, chicken pox, cytomegalovirus, and herpes from clinical specimens utilizing advanced molecular techniques. Students will learn to perform these routine methods and procedures commonly used identify these and other viruses. Highly sensitive nucleic acid amplification methods, including real-time PCR, are used to detect low concentrations of infectious agents such as Herpes simplex. Quantitative (viral load) tests for hepatitis C and HIV nucleic acid are used to monitor response to therapy. Analysis of mutated genes is performed to evaluate patients with clotting disorders, and clonal gene rearrangement studies are used in the diagnosis of lymphomas.

AHT 382 | PARASITOLOGY | 1 quarter hour (Undergraduate)

In the Parasitology course, specimens are examined for the presence of amoebae, malarial organisms, worms and their ova, and flagellates. Larger parasites, such as mites, fleas or ticks are also identified so the appropriate disease diagnosis can be made, treatment started, and public health concerns addressed.

AHT 383 | MYCOLOGY | 1 quarter hour (Undergraduate)

Mycology deals with fungi that may infect man on the surface of the skin (i.e., ringworm) or cause systemic complications (i.e., histoplasmosis). Mycobacteriology is the study of such organisms as that which causes tuberculosis.

AHT 384 | FUNDAMENTALS OF IMMUNOHEMATOLOGY | 1 quarter hour (Undergraduate)

The student will master the techniques of ABO blood grouping methods, Rh testing, crossmatching and identification of red blood cell antibodies. In addition, the student learns about the preparation and use of blood components and observes blood collection procedures including whole blood and apheresis donations, as well as hematopoietic progenitor cell collection. Blood bank activities require close coordination with the clinical care units, so students in this laboratory have a sense of direct involvement in patient care.

AHT 385 | FUNDAMENTALS OF IMMUNOHEMATOLOGY AND TRANSFUSION MEDICINE | 4 quarter hours (Undergraduate)

This basic laboratory course presents the development of fundamental laboratory skills in blood banking and transfusion medicine. This experience includes lecture presentations, demonstrations, clinical observations and hands-on practical experience. During the blood bank laboratory course, the student will master ABO & Rh phenotyping, the indirect antiglobulin test and identify simple red blood cell antibodies. Immediate spin and indirect antiglobulin crossmatch techniques are also learned.

AHT 386 | ADVANCED APPLICATIONS OF IMMUNOHEMATOLOGY | 3 quarter hours (Undergraduate)

This is a lecture course presenting in depth theory, pathophysiology, and high level of problem solving commonly seen in the laboratory. This didactic portion of the program is presented by pathologists, PhD scientists and experienced Medical Laboratory Scientists.

AHT 387 | FUNDAMENTALS OF IMMUNOPATHOLOGY | 1 quarter hour (Undergraduate)

This basic laboratory course presents an ideal learning environment for the development of fundamental laboratory skills in Immunology and serology. This experience includes lecture presentations, demonstrations, clinical observations and hands-on practical experience.

AHT 388 | CLINICAL IMMUNOPATHOLOGY | 2 quarter hours (Undergraduate)

The Immunopathology Laboratory performs state-of-the art testing in Flow Cytometry and Diagnostic Immunology. In Flow Cytometry special emphasis is placed on diagnosis of leukemias and lymphomas and monitoring of immunologic pathologies. Rotation through the Immunology section includes performance of protein chemistry and infectious disease serology; detection of tumor markers; and pregnancy and prenatal diagnosis.

AHT 389 | ADVANCED APPLICATION OF IMMUNOPATHOLOGY | 1 quarter hour (Undergraduate)

This is a lecture course presenting in depth theory, pathophysiology, and high level of problem solving commonly seen in the laboratory. This didactic portion of the program is presented by pathologists, PhD scientists and experienced Medical Laboratory Scientists.

American Sign Language (ASL)

ASL 101 | AMERICAN SIGN LANGUAGE I | 4 quarter hours (Undergraduate)

This course is a basic introduction to American Sign Language (ASL), the language used by Deaf people in the United States and most of Canada. This course will help students develop their expressive and receptive ASL skills. Students will also learn about Deaf culture since a language cannot be separated from its culture.

ASL 101S | AMERICAN SIGN LANGUAGE I FOR SUMMER | 6 quarter hours (Undergraduate)

(Covers the equivalent of ASL 101 and the first half of ASL 102.) The first half of beginning American Sign Language (ASL), the language used by Deaf people in the United States and most of Canada. This course will help students develop their expressive and receptive ASL skills. Students will also learn about Deaf culture since a language cannot be separated from its culture.

ASL 102 | AMERICAN SIGN LANGUAGE II | 4 quarter hours (Undergraduate)

This is the second Basic American Sign Language course in a series of ASL courses. Students will develop expressive and receptive ASL skills through discussions of topics such as living situations, family and occupations, and daily routines or activities. In addition, students will develop storytelling skills. Throughout the session, readings about Deaf culture will also be incorporated since a language cannot be separated from its culture.

ASL 103 | AMERICAN SIGN LANGUAGE III | 4 quarter hours (Undergraduate)

This is the third Basic American Sign Language course in a series of ASL courses. Students will develop expressive and receptive ASL skills through discussions of such topics as giving directions, describing others, making requests, talking about family and occupations, attributing qualities to others, and talking about routines. Students will also learn about Deaf culture, since a language cannot be separated from its culture.

ASL 103S | AMERICAN SIGN LANGUAGE III FOR SUMMER | 6 quarter hours (Undergraduate)

(Covers the equivalent of the second half of ASL 102 and all of ASL 103.) The second half of beginning American Sign Language. Students will develop expressive and receptive ASL skills through discussions of such topics as giving directions, describing others, making requests, talking about family and occupations, attributing qualities to others, and talking about routines. Students will also learn about Deaf culture, since a language cannot be separated from its culture.

ASL 104 | INTERMEDIATE AMERICAN SIGN LANGUAGE I | 4 quarter hours (Undergraduate)

Intensive practice in the use of American Sign Language, expanding from beginners' skills acquired in Basic American Sign Language (ASL) courses. The course involves intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. ASL 103 or equivalent, including placement test or permission of instructor, is recommended.

ASL 105 | INTERMEDIATE AMERICAN SIGN LANGUAGE II | 4 quarter hours (Undergraduate)

This course is a continuation of American Sign Language (ASL), Level Two. It includes vocabulary-building and mastery of grammar through rigorous receptive and expressive language activities. Topics discussed in ASL include exchanges of personal information or life events, description of abstract objects, and continued enhancement of the cultural awareness intrinsic to those skills. ASL 104 or equivalent, including placement test or permission of instructor, is recommended.

ASL 106 | INTERMEDIATE SIGN LANGUAGE III | 4 quarter hours (Undergraduate)

Intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. Continuation of ASL 105. ASL 105 or equivalent, including placement test or permission of instructor, is recommended.

ASL 199 | INDEPENDENT STUDY | 0.5-8 quarter hours (Undergraduate)

Variable credit.

**ASL 201 | ADVANCED COMMUNICATION I | 4 quarter hours
(Undergraduate)**

Advanced level intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

**ASL 202 | ADVANCED COMMUNICATION II | 4 quarter hours
(Undergraduate)**

Advanced level intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. Continuation of ASL 201. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

**ASL 203 | ADVANCED COMMUNICATION III | 4 quarter hours
(Undergraduate)**

Advanced level intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. Continuation of ASL 202. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

**ASL 299 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)**

Variable credit.

**ASL 305 | AMERICAN SIGN LANGUAGE LITERATURE | 4 quarter hours
(Undergraduate)**

This course will focus on selected ASL videotapes and films ranging from the early 1900's to the present. It shares similar elements and functions with any literature in any language. Students will study the historical background of deaf actors and actresses in silent films, analyze the content of stories, discuss grammatical features in ASL or ASL expressions signed by deaf people, and discuss the various signing registers and styles revealed in these contents. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

**ASL 306 | ARTS IN THE DEAF COMMUNITY | 4 quarter hours
(Undergraduate)**

A study of arts in the deaf community including the history and movement of De'VIA. Students will develop awareness and recognition of Deaf professional artists and the respective meaning behind their work. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

**ASL 310 | DEAF CULTURE | 4 quarter hours
(Undergraduate)**

This course is an introduction to concepts and issues in Deaf culture and the Deaf community. This course emphasizes the Deaf community as a linguistic and American cultural minority, the importance of language and education of the deaf people, as well as values, traditions, political activism and diversity in this group. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

**ASL 311 | DEAF-BLIND COMMUNITY | 4 quarter hours
(Undergraduate)**

An introduction to various aspects of the deaf-blind community including cultural norms and modes of communication used with deaf-blind communities. Students will develop an understanding of the role of Support Service Provider (SSP) or sighted guide. Opportunities for hands-on experience and interaction with the deaf-blind community will be provided. This course will be open to students who may or may not have had prior experiences with the deaf-blind community. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

**ASL 321 | ART OF TRANSLATION | 4 quarter hours
(Undergraduate)**

This course focuses on development of written English translations from ASL and verbal translation from ASL into English. This course will train students to focus on the meaning expressed in ASL concepts and provide proper translations. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

**ASL 352 | ASL LINGUISTICS | 4 quarter hours
(Undergraduate)**

This course will help students understand the basic concepts of linguistics as they think critically about ASL structure, including the fundamental areas of phonology, morphology, syntax, semantics, and language in use. Also, it will help students compare and contrast ASL and English structures. Additionally, it will provide students with the ability to understand how people can communicate through different kinds of systems, including languages which have several features. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

**ASL 353 | FINGERSPELLING | 4 quarter hours
(Undergraduate)**

This course will teach the theory behind fingerspelling and will train students on how to process serial information. Students will be able to identify invisible allophones and improve their receptive fingerspelling skills. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

**ASL 354 | SOCIOLINGUISTICS FOR THE DEAF COMMUNITY | 4 quarter hours
(Undergraduate)**

This course focuses on issues affecting the Deaf community and studies the use of ASL in society, along with policies created for and attitudes towards the Deaf community. Students will broaden their understanding of the Deaf community by engaging in discourse analysis as well as interacting with the different populations in the Deaf community. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

**ASL 395 | FOREIGN LANGUAGES ACROSS CURRICULUM | 2 quarter hours
(Undergraduate)**

The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, and signing activities in ASL. Students must have the equivalent of 106 or higher ability in ASL to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

**ASL 397 | SPECIAL TOPICS IN AMERICAN SIGN LANGUAGE | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**ASL 399 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)**

Variable credit.

**ASL 499 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Graduate)**

Variable credit.

American Studies (AMS)

AMS 102 | INTRODUCTION TO U.S. POPULAR MUSIC STUDIES | 4 quarter hours

(Undergraduate)

Popular music is a commercial, mass-mediated art form that has enormous social impact, shaping our identities, tastes, and cultural understanding in ways that are both deeply personal and more broadly political. This course introduces students to the study of popular music in a number of ways: as a form of mass-produced music with a specific industrial and social history; as a media product differentiated industrially through different genres, producers, stars, and targeted audiences; as a cultural product that both reflects and produces meaning within specific historical and social contexts; and as a source of affective investment, identity formation, community and socio-political meaning for audiences. In our examination of popular music, we will focus largely on popular music's development as a mass media form within the United States, although popular music's international influence will be acknowledged as well. Within that context, we will examine the way popular music both maintains and disrupts cultural hierarchies of class and taste, as well as often simultaneously erasing and exposing social differences and inequalities (such as those of race, ethnicity, religion, sexuality, gender, language, age, region, ability, etc). A great deal of the course will involve actively listening to and analyzing popular music in its various forms and contexts; students will examine how popular music has impacted their own lives as well as those of others. Through our analysis of the complexities of popular music, we hope to better understand the significance of the role popular music has played and continues to play in shaping the cultures in which we live.

AMS 150 | PERSPECTIVES ON AMERICAN IDENTITIES | 4 quarter hours

(Undergraduate)

This course explores a variety of perspectives on what it means to be an American in the modern world, looking through polarities such as: inclusion and exclusion, urban and suburban life, localism and globalism, high culture and mass culture, wealth and poverty, freedom and incarceration.

AMS 200 | AMERICAN SOCIAL HISTORY AND CULTURE | 4 quarter hours

(Undergraduate)

This course will provide an overview of the central themes of American History from the colonial period to the present with a focus on social, popular, and cultural history.

AMS 201 | CRITICAL AMERICAN STUDIES | 4 quarter hours

(Undergraduate)

Using a range of interdisciplinary theories and methods, this course introduces students to critical American Studies as a field of scholarship that challenges the idea of the United States as socially and politically exceptional. Required course for AMS majors and minors.

AMS 202 | UNITED STATES POPULAR MUSIC HISTORY | 4 quarter hours

(Undergraduate)

This course introduces students to the historical significance of popular music in the United States from the 1890s to the present.

AMS 211 | AMERICAN EXPERIENCE: EARLY AMERICA TO 1860 | 4 quarter hours

(Undergraduate)

This course focuses on America before the Civil War. Students will engage in project-based work that will examine a variety of texts, as well as material and visual culture in order to examine the competing themes and diverse voices that form American experience during this era. AMS 200 or HST 181 recommended, but not required prior to enrolling in this course.

AMS 213 | AMERICAN EXPERIENCE: FROM 1860 TO 1941 | 4 quarter hours

(Undergraduate)

This course focuses on America between the Civil War and World War II. Students will engage in project-based work that will examine both visual culture and literature in order to examine the competing themes and diverse voices that form American experience during this era. AMS 200 or HST 182 recommended, but not required prior to enrolling in this course.

AMS 215 | AMERICAN EXPERIENCE :FROM 1941 TO PRESENT | 4 quarter hours

(Undergraduate)

This course focuses on America from World War II to the present. The course engages students in project-based works that utilizes multiple methodologies, primary sources, a range of texts, and material and visual culture. AMS 200 or HST 183 recommended, but not required prior to enrolling in this course.

AMS 220 | AMERICAN BUDDHISMS: RACE AND RELIGIOUS DIVERSITY | 4 quarter hours

(Undergraduate)

This course critically analyzes the origins of Buddhism in the United States in order to fully understand how and why Buddhism has flourished in Asian and White American communities, and to understand the conflict and controversy surrounding the racial dynamics of religious choice.

AMS 230 | ASIAN AMERICAN HISTORIES | 4 quarter hours

(Undergraduate)

This course introduces the pre-1965 comparative histories of people of Chinese, Japanese, Korean, Indian, Filipino, and Southeast Asian ancestry from their arrival in significant numbers in the United States beginning in the 19th century. Two questions orient this course: 1) whether there is an historical validity to the category of Asian American, and if so, the extent to which the category is relevant today in light of differences across gender, sexuality, class, ethnicity, and religion, among others; and 2) how the Asian Pacific American experience challenges and redefines American race relations to provide a more complex understanding of existing structures of power. Cross-listed with AAS 200.

AMS 240 | CHICAGO HISTORY, GEOGRAPHY, AND CULTURES | 4 quarter hours

(Undergraduate)

A history of the founding and development of Chicago from a frontier village to a major industrial, commercial and cultural center. The course will provide an interdisciplinary study of Chicago, with special attention to Chicago's urban geography, built environment (i.e., housing/architecture), neighborhood shifts, and diverse cultures. Cross-listed with HST 240 and GEO 231.

**AMS 248 | WHITE RACISM | 4 quarter hours
(Undergraduate)**

This seminar is an introduction to white studies and white racism. White racism is a set of socially organized attitudes, behaviors and beliefs about differences between Blacks and other groups of color in the United States. The focus is on how the color White is constituted as dominant in social life throughout the United States and Western Europe.

**AMS 250 | IN THEIR OWN VOICES: AMERICAN AUTOBIOGRAPHY | 4 quarter hours
(Undergraduate)**

This course presents a range of American autobiographies, from different places and from times ranging from Colonial to modern. The selected authors represent varying backgrounds and races.

**AMS 261 | AMERICAN ETHNICITIES 1800-1945 | 4 quarter hours
(Undergraduate)**

This course will be an exploration of the development of American ethnic communities and identities in the 19th and early 20th centuries. Students will examine the American experience through the lens of ethnic groups and racialized ethnic populations and consider how ethnicity has shaped and influenced American history. We will study the experiences of American ethnic groups based on historical, social, and political factors such as immigration and citizenship, slavery and racialization, gender and patriarchy, religion and family, and the relationships between and among ethnic groups.

**AMS 265 | PACIFIC WORLD: NORTH AMERICA AND THE PACIFIC, 1776 - 1945 | 4 quarter hours
(Undergraduate)**

This course will examine the nature of American identity in the west. Hawai'i and California represent the extreme edge of the American frontier. The focus will be on the shifting meanings of "native" and "stranger." How did the status of indigenous peoples foster a sense of identity and place for migrants? How did immigrants understand their role in the political economy? How did racial discourses on the frontier shape the shifting definitions of citizenship? How did race affect America's ambivalent approach to imperialism?

**AMS 266 | MENTAL ILLNESS IN U.S. HISTORY AND CULTURE | 4 quarter hours
(Undergraduate)**

This course examines dominant and shifting conceptions of mental illness in the United States during the 20th and 21st centuries. We will historically contextualize the course by examining major historical changes in medical thinking about mental illness, including degenerative (eugenic), psychoanalytic, and pharmaceutical (biomedical) approaches. We will also explore the evolving medical, social and institutional management of suffering people over time, including the employment of various physical and pharmacological therapies and the roles of asylums, hospitals, prisons, community centers and public "homeless" spaces as holding areas. Drawing from a wide range of scholarly sources, including history, anthropology, sociology, medicine, and interdisciplinary cultural studies areas such as Disability Studies, Madness Studies, Gender/ Sexuality Studies and Feminist Studies, and Critical Race and Ethnic Studies, we will explore how normative standards of social behavior have been used to understand and define "illness" and "health," and the various ways impacted persons have responded to and at times resisted those definitions. This class will also take an intersectional approach, underlining how integrated systems of racism, classism, homophobia, sexism, ableism and colonialism have resulted in specific kinds of trauma that have made some social groups more vulnerable to medical coercion and abuse. Finally, we will analyze the historical and present strategies that mental health and disability justice advocates have employed to enact civil rights legislation, critique the medical/ pharmacological establishment, and promote alternative forms of therapy and care. Our examination will incorporate a variety of primary source materials, including popular histories and documentary films, mass media and creative works, medical archives, social media activity, legal documents, and oral histories.

**AMS 275 | HISTORY OF SEX IN AMERICA 1: COLONIAL TO LATE NINETEENTH CENTURY | 4 quarter hours
(Undergraduate)**

This course will provide an overview of the history of American sexuality from the colonial period to the late 19th century.

**AMS 276 | HISTORY OF SEX IN AMERICA 2: LATE VICTORIANS TO THE PRESENT | 4 quarter hours
(Undergraduate)**

This course will provide an overview of the history of American sexuality from the late nineteenth century to the present. Cross-listed with HST 276.

AMS 277 | LGBTQ+ HISTORY IN THE UNITED STATES, WORLD WAR II TO THE PRESENT | 4 quarter hours
(Undergraduate)

This course is a historical survey of LGBTQ+ -identified people's lives in the United States from World War II (1941) to the Present. We will focus in particular on the way in which LGBTQ+ identities have developed within cultural, social, and political contexts, such as World War II, the civil rights movements of the 1950s-1970s (including the Stonewall Uprising), consumer culture and mass media, the AIDS crisis, the rise of the Religious Right, the advent of gay academic scholarship and queer/transgender identities, the political diversification of the LGBTQ+ community, gay/lesbian marriage, and the growth of LGBTQ+ internet/social media communities and practices. We will examine both the larger national narrative of LGBTQ+ history and focus on the experience of particular groups, such as gay/lesbian activists in 1970s Chicago and transgender/gay ballroom performers. The term "LGBTQ+" in the title of the course acknowledges how the words "gay" and "lesbian" themselves are historically specific, and that LGBTQ+ lives are multiple, complex, and ever-shifting. Although our emphasis here is on sexual and gendered aspects of identity, we will always view subjects as intersectional and multiply-identified according to, for example, class, race, ethnicity, religion, nationality, citizenship, indigenous status, and ability. In tracing the struggle for LGBTQ+ rights and expression and the social impact of LGBTQ+ people on American political institutions, culture and citizenry, we will draw on key historical documents, oral testimonies, academic criticism and theory, journalism, advertising, and popular culture.

AMS 280 | POLITICS AND HISTORY OF THE VIETNAM WAR | 4 quarter hours
(Undergraduate)

This course examines both the history of American involvement in Vietnam and the lasting effect on American politics and culture.

AMS 285 | HISTORY AND U.S. POPULAR MEDIA | 4 quarter hours
(Undergraduate)

This course examines United States history and popular media. Depending on the instructor, it may focus on how United States history has been depicted in popular media or it may emphasize the history and development of popular media. Contact instructor for syllabus.

AMS 290 | AMERICAN VOICES: TO 1860 | 4 quarter hours
(Undergraduate)

Focusing on the era prior to the United States Civil War, this course provides an integrated, multidisciplinary view of American culture and ideas, addressing the questions: "What is America? What does it mean to be an American?" The courses are focused on primary sources, mostly first person narratives and fiction, developing methods for analyzing and interpreting these sources.

AMS 291 | AMERICAN VOICES: FROM 1860 ONWARD | 4 quarter hours
(Undergraduate)

Focusing on the era after the United States Civil War, this course provides an integrated, multidisciplinary view of American culture and ideas, addressing the questions: "What is America? What does it mean to be an American?" The courses are focused on primary sources, mostly first person narratives and fiction, developing methods for analyzing and interpreting these sources.

WRD 104 or HON 100 or HON 101 is a prerequisite for this class.

AMS 292 | TOPICS IN AMERICAN STUDIES THEORIES AND METHODS | 4 quarter hours
(Undergraduate)

Variable topics that will prepare you to integrate a range of disciplinary understandings and methods into your written and oral analyses of American culture. Consult course schedule for current listings.

AMS 293 | TOPICS IN AMERICAN MATERIAL CULTURE AND THE BUILT ENVIRONMENT | 4 quarter hours
(Undergraduate)

Variable topics. Consult course schedule for current listings.

AMS 294 | TOPICS IN AMERICAN POLITICS, INSTITUTIONS, AND VALUES | 4 quarter hours
(Undergraduate)

Variable topics. Consult course schedule for current listings.

AMS 295 | SPECIAL TOPICS IN AMERICAN STUDIES | 4 quarter hours
(Undergraduate)

Special Topics in American Studies. Consult schedule for topic.

AMS 296 | TOPICS IN AMERICAN POPULAR CULTURE AND MEDIA | 4 quarter hours
(Undergraduate)

Variable topics. Consult course schedule for current listings.

AMS 297 | TOPICS IN AMERICAN RACE AND ETHNIC STUDIES | 4 quarter hours
(Undergraduate)

Variable topics. Consult course schedule for current listings.

AMS 298 | TOPICS IN AMERICAN SOCIAL AND LITERARY MOVEMENTS | 4 quarter hours
(Undergraduate)

Variable topics. Consult course schedule for current listings.

AMS 301 | SENIOR SEMINAR | 4 quarter hours
(Undergraduate)

The Senior Seminar is an integrative course conducted primarily as a colloquium. Emphasis will be placed on discussion and independent research and writing.

AMS 201 or instructor permission is a prerequisite for this class.

AMS 328 | MOBILITY & THE STATE | 4 quarter hours
(Undergraduate)

In this course we explore the history, culture, and politics of migration along with an examination of the expanding borders of the United States. We analyze the varied mythology of the border as a danger zone, an intermediary zone, and a place of contact and conflict. We also look to the theorizations of the border as a site of cultural exchanges, resistance and critical negotiation; interchanges that impact the construction of race, ethnicity, sexuality and gender from both sides of the border. We examine issues relating to U.S. policies of immigration and labor movements as well as the economic and political consequences of globalization along the border region. Finally, we examine how the U.S. border has shifted and changed over time, critically challenging issues of political, cultural, and legal belonging.

AMS 329 | POWER, OPPRESSION, RESISTANCE: APPROACHES TO CRITICAL RACE AND ETHNIC STUDIES | 4 quarter hours (Undergraduate)

This seminar will serve as an introduction to key issues and methods in the comparative study of ethnicity and race. The course highlights an interdisciplinary approach to the studies of systematic oppression in the United States, and the global implication of these structures. We will consider how Ethnic Studies presents a progressive intellectual challenge to global and local configurations of power in the name of global justice. Among our methods will be an intersectional theoretical analysis of the identities of race, gender, class, nation, sexuality, ability and religion. Readings will cover Kimberle Crenshaw's and others theories of intersectionality, black feminist standpoint epistemology, postcolonial theory, mestiza feminism and other critical mixed race theories, queer critical theory, settler racism and state violence, as well as creative and political movements of resistance and social change.

AMS 201 is a prerequisite for this class.

AMS 340 | AMERICAN POPULAR CULTURE: 1890s - 1930s | 4 quarter hours (Undergraduate)

Students in this course will focus on the industrial developments, cultural significance and social effects of American Popular Culture institutions and products in the United States from 1890-1930s, including the rise of corporate nationalism in live performances such as vaudeville and radio, as well as the development of mass media industries including sheet music, advertising, records, and film. Discussions will include attention to industrial practices, textual properties, and audience reception of these cultural products.

AMS 352 | SEX, GENDER AND SOCIAL MEDIA | 4 quarter hours (Undergraduate)

This course focuses on the gendered and sex/sexuality content of major social media platforms and networking sites, such as Facebook, Youtube, Twitter, Pinterest, Reddit, and tumblr. We will ground our understanding of social media platforms in the context of established scholarship on social community development, cultural and media studies, and feminist and queer (LGBTQA) studies. Although our emphasis is on sexual and gendered aspects of identity, we will always view subjects as multiply-identified according to, most prominently, class, race, ethnicity, religion, nationality, and ability. We will examine how these platforms offer new opportunities for sexual education, sexual and erotic/romantic expression, the negotiation and exploration of sexual and gender identities, and feminist/queer media criticism, social activism, and community. We will also explore the more troubling aspects of social media, particularly its connection with global capitalism and neoliberal ideology, as well as how these platforms have provided new forums for public attacks on women and queer people.

AMS 360 | AMERICAN FILM | 4 quarter hours (Undergraduate)

Analyzes cultural and cinematic histories and film as a social practice circulating cultural values as well as critiquing ideologies. Students will gain understanding of major critical and theoretical approaches and engage in research, critical thinking, and writing on topic areas. Variable specific topics. e. g. assimilation narratives, war in film, sports in film, Asian American film.

AMS 370 | THE MATERIAL CULTURE OF MODERN AMERICA | 4 quarter hours (Undergraduate)

AMS 370 combines historical archaeology and material culture studies to examine how material goods both shape and reflect American identity in the nineteenth and twentieth centuries.

AMS 371 | MATERIAL CULTURE OF EARLY AMERICA | 4 quarter hours (Undergraduate)

Combines historical archaeology and material culture studies to examine how material goods both shape and reflect American identity in the colonial period and early nineteenth century.

AMS 380 | TELEVISION AND AMERICAN IDENTITY | 4 quarter hours (Undergraduate)

This course is about how television represents Americans and how Americans have responded to these representations. The course engages in close textual analysis of several television texts, to familiarize students with television industry narrative structures and strategies, examines several specific representational struggles, and surveys and discusses the many ways in which television viewers and fans engage with the text.

AMS 386 | ADVANCED TOPICS IN AMERICAN POPULAR CULTURE AND MEDIA | 4 quarter hours (Undergraduate)

Variable topics. Consult course schedule for current listings.

AMS 387 | ADVANCED TOPICS IN GENDER AND SEXUALITY STUDIES IN THE U.S./AMERICAS | 4 quarter hours (Undergraduate)

The focus in this course will be to use the interdisciplinary lens of gender and sexuality to gain a deeper understanding of diverse cultural landscapes within the United States and/or the Americas. The course will draw from current academic perspectives including social and cultural history, the history of medicine and psychology, legal and political history, literature, mass media and/or gender studies. Variable emphasis on particular historical periods or topics will depend on the instructor. Please consult class schedule for most current offerings. This course is repeatable when different topics are taken.

AMS 388 | ADVANCED TOPICS IN AMERICAN SOCIAL AND LITERARY MOVEMENTS | 4 quarter hours (Undergraduate)

Variable topics. Consult course schedule for current listings.

AMS 392 | INTERNSHIP | 1-4 quarter hours (Undergraduate)

Internship. Majors and minors only. Variable credit.

An American Studies major or minor is a prerequisite for this class.

AMS 393 | ADVANCED TOPICS IN AMERICAN MATERIAL CULTURE AND THE BUILT ENVIRONMENT | 4 quarter hours (Undergraduate)

Variable topics. Consult course schedule for current listings.

AMS 394 | ADVANCED TOPICS IN AMERICAN POLITICS, INSTITUTIONS, AND VALUES | 4 quarter hours (Undergraduate)

Variable topics. Consult course schedule for current listings.

AMS 395 | ADVANCED TOPICS IN AMERICAN STUDIES | 4 quarter hours (Undergraduate)

Topics in American Studies.

AMS 396 | AMERICAN STUDIES COLLOQUIUM | 12.00 quarter hours (Undergraduate)

These courses involve participation in events and/or conferences on selected topics related to American culture studies. Class participants attend and participate in events, keep a reflective journal connecting the events, do related readings, and write a reflective summary on the colloquium as a whole. Variable credit.

AMS 397 | ADVANCED TOPICS IN AMERICAN RACE AND ETHNIC STUDIES | 4 quarter hours**(Undergraduate)**

Variable topics. Consult course schedule for current listings.

AMS 398 | STUDY TOUR | 1-8 quarter hours**(Undergraduate)**

An on-site overview of the historical, political, social and economic connections between the United States and a foreign country. Credit variable.

AMS 399 | INDEPENDENT STUDY | 1-4.5 quarter hours**(Undergraduate)**

Independent Study. Majors only. Variable credit.

An American Studies Major is a prerequisite for this class.

Animation (ANI)

ANI 101 | ANIMATION FOR NON-MAJORS | 4 quarter hours**(Undergraduate)**

Course introduces a variety of basic animation techniques for cinema and gaming, such as hand-drawn, cutout, stop-motion and (very basic) 3D, with an emphasis on the use of computer technology. Examples of diverse animation genres and styles (experimental, cartoon, anime, special effects, computer games) from different cultures will be screened and discussed. Students will explore the unique qualities of the medium through a series of hands-on projects that can be adapted to their own personal interests. They will learn about professional animation process (storyboard and animatic) during the production of a final project that encourages them to consider the role and potential of animation in our society.

ANI 105 | MOTION GRAPHICS FOUNDATIONS | 4 quarter hours**(Undergraduate)**

This course introduces the basic principles of composition, color, light, and motion as applied to cinema and animation. Design for screen, staging, effective use of text, graphical elements, video, and motion are covered. These skills will be applied in projects that stress conceptual and technical development. Students who have completed GD 105 or ART 105 are advised NOT to take ANI 105. Those courses cover similar material and may be substituted in place of ANI 105.

ANI 150 | AFTER EFFECTS WORKSHOP | 2 quarter hours**(Undergraduate)**

This class will introduce students to the fundamentals of After Effects, including key-framing, compositing and rendering. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. (2 quarter hours)

ANI 151 | ADOBE ANIMATE WORKSHOP | 2 quarter hours**(Undergraduate)**

This class will introduce students to the fundamentals of creating animation using Adobe Animate, including tweening and frame-by-frame drawn animation. This class does not cover Action Script programming. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. (2 quarter hours)

ANI 152 | TVPAINT WORKSHOP | 2 quarter hours**(Undergraduate)**

This workshop course offers a complete basic knowledge of using TVPaint animation software to produce hand-drawn animation. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. Prerequisite(s): none (2 quarter hours)

ANI 153 | HARMONY WORKSHOP | 2 quarter hours**(Undergraduate)**

This workshop course offers a complete basic knowledge of using Toon Boom Harmony animation software to produce a hand-drawn animation. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. PREREQUISITE(S): None (2 quarter hours)

ANI 154 | DIGITAL PAINTING WORKSHOP | 2-2.25 quarter hours**(Undergraduate)**

This course will investigate the image making possibilities of TVPaint and Photoshop in the creation of digital paintings and animations. The principles and practice of traditional painting (oil, acrylic and watercolor) will be applied to a digital image making practice, including the use of custom made brushes, filters, opacity, layer modes and texturing tools to create realistic and abstract imagery. PREREQUISITE(S): None.

ANI 155 | CINEMA 4D WORKSHOP | 2-2.25 quarter hours**(Undergraduate)**

This course focuses on Maxon's Cinema 4D, a 3D package that is the standard for 3D motion graphics and title design work. The class will include demonstrations and workshops on the fundamentals of Cinema 4D and CINEWARE, a plugin that acts as a bridge between After Effects and C4D. Tutorial topics will include: user interface, modeling, materials, lighting, cameras, 3D type, and compositing. Examples of work done by industry professionals will be examined each week. PREREQUISITE(S): None.

ANI 156 | UNREAL ANIMATION PRODUCTION WORKSHOP | 2-2.5 quarter hours**(Undergraduate)**

This course will introduce animators to the use of the Unreal Engine for the production of 3D animated films and TV shows. Topics include connecting Maya modeling and animation with UE, using and creating Blueprint scripting, editing using the Sequencer, building environments, utilizing UE lighting and effects, and real-time output.

ANI 230 and ANI 231 are prerequisites for this class.**ANI 201 | ANIMATION I | 4 quarter hours****(Undergraduate)**

This course is an introduction to the art and practice of animation. It is a studio-based class, which will emphasize learning through process, experimentation and creation. Students will explore the limitless possibilities of animated motion in the context of cinema, computer games and the Internet. All genres and styles are within the scope of this class, including Anime, cartoons, computer game art, experimental art and special effects. In addition to how, we will also explore and discuss why, as well as the role and potential of animation in our society and its place in other cultures. This course is designed for the student who wishes to pursue further study in the field, and provides intensive practice of the basic skills and methods through production.

ANI 105 or ART 105 or GD 105 or DES 141 is a prerequisite for this class.**ANI 206 | HISTORY OF ANIMATION | 4 quarter hours****(Undergraduate)**

This course is an introduction to the history and development of the field of animation. We will explore this subject from various perspectives: by chronology, from its prehistory before the invention of film to the present day; by form, including method and medium; by culture, comparing the US to Japan, Russia, Europe and others; by subject; and by personality, concentrating on the figures who have shaped the art form and continue to influence it through their example. Students are expected to bring an enthusiastic interest in the medium, and to devote serious effort to reading about, viewing, researching and discussing animation and the artists who have created it.

ANI 207 | ANIME HISTORY | 4 quarter hours
(Undergraduate)

This course is an Introduction to the history, development and cultural significance of Japanese animation. We will explore how historical and cultural concepts of Japan have translated to the screen, as well as the influence of economic forces and changing technology. Students will gain an insight into anime's origins and cultural influences through an examination of the World War II, post-war, mid- and late-twentieth-century historical periods of Japan. This class will analyze particular examples of anime and anime artists in their historical context, emphasizing the use of primary sources.

ANI 220 | STORYBOARDING I | 4 quarter hours
(Undergraduate)

This class will focus primarily on storyboarding and the aesthetic and practical uses of research, treatments, drawings, and found images as tools in the production of animations, films and game cinematics. Students will complete a series of assignments that will utilize different methods of finding inspiration to make a cohesive, narrative work. Various methods used in both commercial and independent productions will be presented as examples, and pre-production work from both live action and animated films will be viewed throughout the quarter. Students will create several storyboards for short films, write treatments, and research design options.

ANI 101 or ANI 201 or FILM 101 is a prerequisite for this class.

ANI 222 | ILLUSTRATION FOUNDATIONS | 4 quarter hours
(Undergraduate)

This course will focus on improving the basic skills needed for creating concept art and storyboards for animation and games. Areas of focus include practical perspective, technical rendering, observational drawing and color theory. These skills will be applied in basic prototyping projects. **GD 105 or ART 105 or ANI 105 or DES 141 is a prerequisite for this class.**

ANI 225 | MAKING COMICS | 4 quarter hours
(Undergraduate)

This course introduces students to the components of graphic narrative, including superhero and alternative comics, comic strips, manga, and graphic novels. Students will learn fundamental materials and techniques, including penciling and inking, digital painting and coloring, and publishing, and create their own graphic narratives. The course will also provide an overview of the history of comics and graphic storytelling, and their relation and importance to the art of animation.

ART 106 is a prerequisite for this class.

ANI 226 | TRADITIONAL MATERIALS FOR ANIMATION | 4 quarter hours
(Undergraduate)

This course will have a rotating focus on various traditional art making practices to broaden animation students visual vocabulary beyond the digital. Students will use hands-on art making processes and strategies to explore color theory, tone, volume, texture, line quality, as well as strategies to incorporate them into their animation practice. Topics may include: collage, sculpture, puppets, fiber arts, wet or dry media on paper. Course is repeatable with different topics.

ANI 230 | 3D DESIGN & MODELING | 4 quarter hours
(Undergraduate)

Students will use computer modeling to explore the principles of 3-dimensional design. Projects involving object, character and architectural modeling will emphasize the aesthetic concepts of spatial proportion (scale, angle and position), silhouette, negative space, rhythm, balance, light/shadow and texture. Students will emerge with the ability to create well designed 3D models, and be familiar with the basics of polygonal modeling, texturing, lighting and rendering for animation, computer games and cinema. **PREREQUISITE(S): None.**

ANI 231 | 3D ANIMATION | 4 quarter hours
(Undergraduate)

In this course, students will be introduced to animation in 3D through the use of traditional animation principles. Topics will include: animation fundamentals, keyframing, splining, animated cameras, rendering, and an introduction to rigging basic characters. Emphasis will be placed on using the computer as a tool to create animation for film and games.

ANI 230 is a prerequisite for this class.

ANI 240 | ANIMATION PRODUCTION I | 4 quarter hours
(Undergraduate)

This course will concentrate on facilitating the student's production of animation projects. The topics of idea generation, experimentation, problem solving, planning and time management, and the process of critical analysis will be applied to the student's work, with the choice of animation technique, content and form left to the individual. Students will learn the importance of bringing projects to completion.

ANI 321 OR (ANI 231 and ANI 201 or ANI 101) are prerequisites for this course.

ANI 300 | 3D CHARACTER ANIMATION | 4 quarter hours
(Undergraduate)

This course explores the art and techniques for character performance in 3D. Students will study and employ fundamental principles for character animation beginning with the essentials of blocking and inbetweening, and continuing with core mechanics including walk cycles, expressions, and lip sync. Students are required to animate weekly shots culminating in a final lip synced character performance.

ANI 231 is a prerequisite for this class.

ANI 301 | ADVANCED 3D CHARACTER ANIMATION | 4 quarter hours
(Undergraduate)

This course introduces advanced concepts in 3D character animation that are necessary for achieving professional quality results. Students will hone their skills through the study of advanced techniques for animating multiple characters, creating continuity, and building character through performance. An emphasis will be placed on the exploration of movement for developing personal style.

ANI 300 is a prerequisite for this class.

ANI 302 | 3D AUTO-RIGGING WORKSHOP | 2-2.5 quarter hours
(Undergraduate)

In this course students will learn to use one of the most comprehensive and advanced auto-riggers available to create professional level character rigs quickly and effectively. Topics covered will include biped, quadruped, and custom rigs as well as custom controls, facial rigging, and blendshapes. Students who already have completed character models will be able to use the workshop to prepare them for use in 3D production. **PREREQUISITES: ANI 230 or equivalent experience in Maya.**

ANI 230 or equivalent experience in Maya is a prerequisite for this class.

ANI 310 | MOTION CAPTURE | 4 quarter hours
(Undergraduate)

This course is a workshop focusing on realistic character motion obtained through motion capture. Students will learn the motion capture pipeline, including character skinning and mapping, planning and directing motion capture sessions, applying motion to a character and motion editing.

ANI 231 OR GPH 338 is a prerequisite for this class.

**ANI 311 | 3D PRINTING WORKSHOP | 2-2.5 quarter hours
(Undergraduate)**

3D printers have become an indispensable tool for artists, manufacturers, and designers for quick physical realization of everything from character models to product designs. In this workshop students will get a complete introduction to 3D printing. Students will learn the basics of FDM, SLA, and SLS printing including assembly, calibration, slicing, model preparation, and materials. Various techniques in modeling will be covered from organic sculpting in Zbrush to accurately engineered models in Fusion. Personal projects and experimentation are encouraged. **ANI 230, ANI 360, or EXP 210 is a prerequisite for this class.**

**ANI 315 | SOUND DESIGN FOR ANIMATION | 4 quarter hours
(Undergraduate)**

This class will explore concepts and practical techniques students need in order to address many of the unique requirements associated with creating audio for animated films. Students will begin with an introduction to the aesthetics of film sound and audio production before moving on to build practical recording and mixing skills. Lectures, readings, and practical projects will give students a working knowledge of how to approach and create the immense range of styles of audio for animated films.

**ANI 320 | HAND-DRAWN ANIMATION | 4 quarter hours
(Undergraduate)**

This course is devoted to the complex aspects and techniques of classical drawn animation required to create convincing movement, frame to frame consistency, and character acting. Beginning with a review of the fundamentals and progressing to more complicated techniques, students will learn how to create unique and technically accomplished drawn animation as well as methods for its eventual clean-up, inking and coloring. Contemporary uses of digital technology to enhance production will be emphasized. **(ANI 201 or ANI 101) and (ILL 200 or DES 111 or ART 106) are prerequisites for this class.**

**ANI 321 | ANIMATION MECHANICS | 4 quarter hours
(Undergraduate)**

Students in this course will rigorously investigate the foundational aspects of animation through traditional and digital methods. Basic principles, including timing, spacing and the abstraction of movement, will be analyzed and questioned through experimentation. Students will experience how the process of making work can be used to generate emergent ideas, and be challenged to push the art form beyond the accepted conventions.

ANI 201 (or ANI 101) is a prerequisite for this class.

**ANI 322 | ANIMATION HISTORY & PRACTICE | 4 quarter hours
(Undergraduate)**

The history of animation is explored with a focus on inspiring the students' own work. Students will be involved in an intense study of animation throughout history and around the world, and are required to view a large amount of work outside of class. Animations will be grouped by time period, theme, and/or technique. Through writing and group discussions they will examine the significance of the technique and subject matter. They will put this study into practice by creating short animated films based on their reactions to the films.

ANI 240 is a prerequisite for this class.

**ANI 324 | STORYBOARDING II | 4 quarter hours
(Undergraduate)**

Students will elaborate on the skills from ANI 220 to create sophisticated pre-production for their own films, game cinematics and animations. Emphasis is placed on advanced story development, professional artistry and pre-visualization techniques such as converting a script to visual story reels or animatics. Students will complete the course with a fully-developed animatic for the story of their choosing.

ANI 220 is a prerequisite for this class.

**ANI 325 | VISUAL STORYTELLING | 4 quarter hours
(Undergraduate)**

This class focuses on storyboarding and animatics as key pre-production tools for animation, film, and game development projects. Areas of focus include narrative development, drawing, performance, and editing. Students will apply these techniques to create an animatic: a comprehensive time-based draft for a short film.

ANI 240 is a prerequisite for this class.

**ANI 326 | VISUAL CONCEPT DEVELOPMENT | 4 quarter hours
(Undergraduate)**

This course focuses on visual development and style guides for animation, cinema and game projects. Coursework involves character design, environmental design, prop design, lighting, color, texture and layout. Students will practice visual research, drawing and an array of digital tools to build the skills necessary to create an immersive world with a cohesive look and feel.

(ILL 200 or DES 111) and ANI 240 is a prerequisite for this class.

**ANI 327 | HAND-DRAWN CHARACTER ANIMATION | 4 quarter hours
(Undergraduate)**

In this course, students will be introduced to the traditional art of hand-drawn character performance. Topics covered will include acting, body mechanics, volume, weight, walk cycles, dialogue and facial expression. **ANI 321 is a prerequisite for this class.**

**ANI 328 | ANIMATION FIGURE STUDY I | 4 quarter hours
(Undergraduate)**

This studio class will focus on the drawing of the figure for use in animation, storyboarding, and character design. Students will gain a solid foundation in posing, gesture, and anatomy, and will learn how to give a character a sense of emotion and purpose. Students will gain experience and improve their drawing technique through weekly assignments and in-class exercises, including drawing from a live model. In addition to the regular meetings with the instructor, this course will include an extra 90 minute figure study lab with model per week, supervised by a graduate assistant.

ART 106, ILL 200, or DES 111 is a prerequisite for this course.

**ANI 329 | STORYBOARDING III | 4 quarter hours
(Undergraduate)**

This course elaborates on the skills from ANI 324 Story Development. Students will develop advanced techniques for storyboarding, staging, pre-production, character development and performance to support their original narrative stories. Rigorous exercises will emphasize visually dynamic composition, figure drawing applied to storyboarding, editing, continuity and sophisticated use of camera. Students will complete a final advanced storyboard and animatic edited with sound, which can be used as a portfolio piece for any aspiring storyboard artist.

ANI 324 is a prerequisite for this course.

**ANI 330 | 3D CHARACTER MODELING | 4 quarter hours
(Undergraduate)**

This course will instruct students in the process of 3D polygonal based character modeling. Students will learn professional techniques for building quad-based polygon meshes with an extra emphasis on proper topology to help prepare their model for rigging. Students will learn complete UV unwrapping for the entire figure as well as effective techniques for advanced texturing.

ANI 230 or GPH 250 is a prerequisite for this class.

**ANI 332 | 3D RIGGING | 4 quarter hours
(Undergraduate)**

Students will study the processes and techniques for creating professional quality character rigs. Following a professional production workflow, students will create character skeletons, learn aesthetic and technical considerations for skinning, learn techniques for optimal parameterization, and learn to construct character animation controls.

ANI 231 is a prerequisite for this class.

**ANI 333 | ADVANCED 3D RIGGING | 4 quarter hours
(Undergraduate)**

This course will teach students inorganic rigging of vehicles and machines as well as advanced techniques for characters such as blend shape facial expression setups and squash and stretch. Additional topics will include quadruped rigging and 3D scripting for creating user interfaces and automating complex processes.

ANI 230 and ANI 231 are prerequisites for this class.

**ANI 334 | VIRTUAL CINEMATOGRAPHY | 4 quarter hours
(Undergraduate)**

This course introduces real world cinematic techniques within a computer graphics environment. Emphasis is placed on camera movement, composition, pacing, lighting, and aesthetics.

(VFX 200 or VFX 374) and ANI 230 are prerequisites for this class.

**ANI 336 | 3D MODELING STUDIO | 4 quarter hours
(Undergraduate)**

Students in this course will broaden and improve their overall skill set by learning a range of modeling techniques. Students will complete several smaller projects that cover topics including speed modeling, efficient low-poly modeling, hard surface modeling, projection texturing, and advanced UV unwrapping techniques. The course will culminate in a final project in which the student will propose and complete an advanced model of their own design.

ANI 230 or GPH 250 is a prerequisite for this class.

**ANI 337 | ENVIRONMENT MODELING | 4 quarter hours
(Undergraduate)**

This course covers the planning, production and implementation of environment models for games. The term "environment model" includes landscape, exterior architecture, interior architecture, and both organic and man-made props. Topics include visual art direction, setting mood, developing narrative and cinematic lighting strategies. After creating assets in a modeling program, students will implement them in a game engine editor to learn about game engine requirements, limitations and pipeline. Prerequisite: ANI 230.

**ANI 338 | 3D ORGANIC MODELING | 4 quarter hours
(Undergraduate)**

In this course students will learn to create highly detailed creatures, characters, and props for both film and games. Students will learn a variety of techniques for working with high density polygon meshes and 3D painting in order to generate detailed texture and normal maps. This course will combine a traditional approach to sculpting and a foundation in human anatomy for quick generation of concepts for 3D models. An emphasis will be placed on developing efficient pipelines to streamline the entire process from modeling to rendering.

ANI 230 is a prerequisite for this class.

**ANI 339 | 3D MODELING AND SHADING | 4 quarter hours
(Undergraduate)**

In this course students will study the processes and techniques for creating 3D assets, texturing, and lighting in 3D. The procedures covered in this course include creating and preparing models for texturing, building and manipulating shading networks, laying out UVs, and painting textures. Topics in lighting will be approached from the foundation of traditional cinematography, focusing on driving both mood and story. In addition, students will utilize complementary skills in lighting and texturing to create high-quality renders to showcase their 3D assets and environments.

ANI 230 is a prerequisite for this class.

**ANI 340 | ANIMATION PRODUCTION II | 4 quarter hours
(Undergraduate)**

Students will build on the skills learning in Animation Production I, and produce more ambitious projects. They will be expected to exhibit sophisticated technique, storytelling and content, and work to develop as creative artists through self-critique. The successful planning and completion of projects on time is essential.

ANI 220, ANI 240 & Junior Standing are prerequisites for this class.

**ANI 341 | ANIMATION PRODUCTION III | 4 quarter hours
(Undergraduate)**

In this course students will complete an animated short film. Students are expected to demonstrate a high level of technical skill in design and animation, while learning various methods of project planning, management, and finishing techniques for animated projects. Prerequisite(s): ANI 240 AND one of the following animation production courses: ANI 340, ANI 342, ANI 358, ANI 360, ANI 371, or ANI 382.

ANI 240 AND one of the following animation production courses:

ANI 340, ANI 342, ANI 358, ANI 360, ANI 371, or ANI 382

**ANI 342 | 3D ANIMATION PRODUCTION | 4 quarter hours
(Undergraduate)**

In this course, students will build on their skills from Animation Production I to create animated films in 3D. Students will learn the essentials of 3D production including; creating 3D animatics, setting up production pipelines, and using efficient techniques for modeling, rigging, and animating. Workflows for both individual and collaborative projects will be introduced. Students will be expected to exhibit sophisticated technique, storytelling and content, and work to develop as creative artists through self-critique. The successful planning and completion of projects on time will be an essential focus of the course.

(ANI 231 or ANI 240) and (ANI 220 or ANI 332) are prerequisites for this class.

ANI 343 | 3D ANIMATION FOR GAMES & CINEMATICS | 4 quarter hours (Undergraduate)

In this course students will learn how to apply their animation skills for real-time interactive game development while simultaneously improving their knowledge of body mechanics and animation techniques. Students will learn how to develop core playable-character game animations such as run cycles and attacks, as well as how to implement these animations into a game engine and adjust parameters to achieve a finalized performance. Additional focus will be on learning to create cinematic shots centered around driving story and introducing important gameplay concepts.

ANI 231 is a prerequisite for this class.

ANI 344 | VISUAL DESIGN FOR GAMES | 4 quarter hours (Undergraduate)

The stages of development in the visual direction of a video game will be identified and detailed, and students will participate in the creation of the visual art direction of a product, giving special attention to the design of 3D models and animation. Visual Design for Games topics include: creating visual direction, concepting, art bibles, art production, and post-production strategies. Students will create proposals, create concepts, iteratively create artwork, and analyze competitive products.

ANI 230 and (ANI 105 or GD 105 or ART 105 or DES 141) is a prerequisite for this course.

ANI 345 | CHARACTER DESIGN | 4 quarter hours (Undergraduate)

Students will be introduced to various methods of creating interesting and original character designs for animated films and games, and then put these approaches into practical use. Methods of creative concepting will include drawing, collage, sculpture and 3D mock-ups. Fundamental visual design and color principles will be stressed, along with the basics of caricature. Students will utilize their character designs in an animated short.

ILL 200 or (DES 111 and DES 141) is a prerequisite for this class.

ANI 346 | GAME ART PIPELINE | 4 quarter hours (Undergraduate)

This course is an overview of the game Technical Artist's job, from production to infrastructure roles. Students learn how to design, optimize, and troubleshoot the game art production pipeline. They study a range of game art technologies from particle effects, camera post-processing, physically-based materials, advanced lighting, procedural world creation and more in the Unity game engine. Projects include building a shared game project using Perforce (source control) workflow, analyzing game performance, building and troubleshooting character rigs, and more.

ANI 230 and ANI 231 are prerequisites for this class.

ANI 347 | ART FOR GAME MODS | 4 quarter hours (Undergraduate)

In this course, students will build on their skills from 3D Design & Modeling and 3D Environment Modeling to take an existing game in Unity and "re-skin" or modify it to create a different visual experience when played. They will work on collaborative projects while building good working knowledge of 3d art pipeline, materials, lighting, and game performance. They will be expected to exhibit proficiency in analyzing and understanding how game assets are constructed, breaking down and replacing components of existing art with their own, and debugging visual issues related to the introduction of new game assets.

ANI 337 or ANI 339 is a prerequisite for this class.

ANI 348 | ANIMATION FIGURE STUDY II | 4 quarter hours (Undergraduate)

This studio course utilizing a live model will build on the solid foundation for use in animation, storyboarding, and character design learned in Animation Figure Study I. Principles covered will include tilt and twist, flow, and rhythm in figure drawings. The composition of the poses will also be examined observing the graphic value of the figure in silhouettes. Students will gain a working knowledge of muscular and skeletal anatomy, and apply this in building human forms from both observation and imagination. In addition to the regular meetings with the instructor, this course will include an extra 90 minute figure study lab with model per week, supervised by a graduate assistant.

ANI 328 is a prerequisite for this class.

ANI 349 | ADVANCED CHARACTER DESIGN | 4 quarter hours (Undergraduate)

This course builds upon the fundamental skills learned in Character Design. Students will participate in exercises and group critiques to hone their visual design skills in the creation of original character designs for animated films and games. The course will culminate in the creation of a character pitch bible and character animation that adheres to industry standards.

ANI 345 is a prerequisite for this class.

ANI 350 | ANIMATION PRODUCTION STUDIO | 4 quarter hours (Undergraduate)

This course uses the animation studio model to create a group project from start to finish. Students learn about the division of labor needed to produce larger projects as they experience working with others on a team.

ANI 240 is a prerequisite for this class.

ANI 351 | ADVANCED MOTION CAPTURE STUDIO | 4 quarter hours (Undergraduate)

This course will enable students with motion capture experience to advance their technical skills and gain experience with practical application in the motion capture studio. Emphasis will be placed on advanced skinning and mapping techniques as well as complex motion capture sessions involving sets, props, and multiple actors. Students will be required to plan, arrange, and direct their own sessions in the motion capture studio.

ANI 310 or ANI 450 is a prerequisite for this class.

ANI 352 | 3D SCRIPTING | 4 quarter hours (Undergraduate)

This is an introductory course in scripting for a 3D production environment. Students will learn and apply basic programming concepts in order to improve the productivity of animators and modelers. Using script, we will automate repetitive tasks, customize the interface, and create new tools. Students will gain a fundamental understanding of how a 3D animation package functions behind the interface.

ANI 230 and ANI 231 are prerequisites for this class.

ANI 353 | ADVANCED 3D SCRIPTING | 4 quarter hours (Undergraduate)

In this course, artists and game designers will learn to use scripting to develop advanced tools and to automate complex processes for animation, modeling, and pipeline development. Through weekly projects students will learn to read, modify, and author scripts in order to bridge the artistic and technical features of a high end 3D software package.

ANI 352 is a prerequisite for this class.

**ANI 354 | 3D LOOK DEVELOPMENT | 4 quarter hours
(Undergraduate)**

In this course, students will study the processes and techniques of look development for 3D characters and hard surface assets for production. A look development artist is part of the creative team in a film or game and is responsible for designing and developing the final look of the film or game. The procedures covered in this course include painting procedural and hand-painted texture maps for 3D characters and hard surface assets, various projection techniques for texture painting, and building shaders with procedural and hand-painted texture maps. In addition, students will learn the basics of grooming techniques to create exquisite-quality look development for a 3D character. Finally, this course will cover various modeling, shading, lighting, and rendering techniques to develop an interior space with a storytelling aspect.

**ANI 355 | STOP MOTION ANIMATION | 4 quarter hours
(Undergraduate)**

The principles of stop motion character animation in real space are the emphasis of this intermediate level course. Students are introduced to basic armature building, lighting and scene composition, and the designing and fabrication of characters with a variety of materials. Contemporary uses of digital technology to enhance stop motion production will be explored.

ANI 201 (or ANI 101) is a prerequisite for this class.

**ANI 356 | EXPERIMENTAL ANIMATION | 4 quarter hours
(Undergraduate)**

This course introduces strategies for an experimental approach to animation. Students will study how experimentation relates to both concept and technique, and examine the work of classic experimental animators. This is a production class that requires students to produce a series of short animations in a variety of processes and styles.

ANI 201 (or ANI 101) is a prerequisite for this class.

**ANI 357 | HYBRID ANIMATION | 4 quarter hours
(Undergraduate)**

This production course focuses on combining multiple animation techniques. Students will complete the assignments and final project using mixed media with the choice of animation techniques, content and form left to the individual or group. Topics include pixilation, rotoscoping, and creative use of green screen, among others.

ANI 201 (or ANI 101) is a prerequisite for this class.

**ANI 358 | ADVANCED STOP MOTION ANIMATION | 4 quarter hours
(Undergraduate)**

In this course, students will build on their skills from Stop Motion Animation to create more ambitious projects. Techniques will cover complex puppets, detailed character performance to dialogue, 3D printing as applied to animation, lighting and motion control operation for camera moves. An emphasis will be placed on craftsmanship and effectively combining elements for stop motion filmmaking.

ANI 355 is a prerequisite for this class.

**ANI 360 | 3D MOTION GRAPHICS | 4 quarter hours
(Undergraduate)**

This course builds on motion graphics fundamentals covered in ANI260 Motion Graphics. In 3D Motion Graphics, students will work to develop a better understanding of how to develop a distinct visual style in both personal work and in work for clients. The course also focuses on gaining familiarity with contemporary styles and trends in professional motion graphics, and an awareness of Chicago-based motion graphics production.

ANI 230 or ANI 260 or VFX 200 is a prerequisite for this class.

**ANI 361 | MOTION GRAPHICS | 4 quarter hours
(Undergraduate)**

This course will introduce the student to effective communication using motion graphics, including its application in the areas of film titles, broadcast and commercial design, interactive media, and gaming. The combination of music, visuals and typography will be explored following the basic theories of kinetic composition and aesthetics. Students will study the history of the field, including the work of pioneers such as Norman McLaren, Saul Bass and Len Lye.

Sophomore Standing and one of the following: ANI 105, ANI 101, ANI 201, GD 105, ART 105, FILM 101, FILM 102 or DES 141 is a prerequisite for this class.

**ANI 362 | TITLE DESIGN | 4 quarter hours
(Undergraduate)**

This course explores the relationship between film and typography through an analysis of title design production in film, television, animation, and games. By studying examples from film and television history and the creative process behind those productions, students will develop an understanding of how to interpret and use typography to create narrative exposition on screen. Students will gain an appreciation and skill for working with text, image, and sound within time-based media that will add value, clarity, and sophistication to multimedia projects..

**ANI 363 | CINEMA AND ART FOR ANIMATORS | 4 quarter hours
(Undergraduate)**

This course will provide an overview of avant-garde film, video, and installation, and their relation to animation. Students will be introduced to the major styles and themes of alternative and experimental moving image work from the past hundred years. Cinema and Art for Animators places emphasis on moving image work that is not usually included in a survey of mainstream cinema or film history. Topics covered in the class include the avant-garde and kitsch, surrealism, experimental film, abstract animation, video art, camp, and video installation. In addition to readings, lectures and viewing films, videos, and installations, students will produce several animation projects that respond to the works and themes studied during the quarter.

**ANI 364 | ANIMATION RESEARCH SEMINAR | 4 quarter hours
(Undergraduate)**

This seminar introduces students to animation in the context of interdisciplinary thinking and creativity. Students will discuss their learning experiences across disciplines in the University, and practice making connections between this learning and their study of animation. PREREQUISITE(S): None.

**ANI 365 | CINEMA, ANIMATION, AND ART | 4 quarter hours
(Undergraduate)**

This seminar course focuses on animation and cinema from the standpoint of Modern and Contemporary art. Students study the major styles and themes of historical experimental film and video, and relate these topics to contemporary animation and independent cinema practices. Emphasis is placed on theory and criticism, and how it informs experimental work. Students are expected to discuss work and theory in a seminar setting, and to engage the class material in several research papers.

**ANI 366 | 3D MOVIE PRODUCTION | 4 quarter hours
(Undergraduate)**

This course provides an introduction to stereoscopy which is the creation of a 3D effect in still images and movies. The course covers the history of stereoscopy, the perceptual theories that make 3D images possible, and the technologies that can be used to create the effect of stereoscopic depth. Designed for both animators and live-action filmmakers, students taking this course will get hands-on experience producing stereoscopic images and movies using a variety of tools.

ANI 230 or FILM 250 (Formerly DC 275) is a prerequisite for this class.

**ANI 367 | MOTION DESIGN STUDIO | 4 quarter hours
(Undergraduate)**

This course focuses on advanced motion design projects within a studio based setting. Students will work alone and in small groups on personal and client-based projects. Demonstrations will concentrate on advanced 3D motion graphics with interactive photorealistic rendering. Students will also develop their portfolio sites and get advice on freelancing and finding work with studios.

ANI 360 is a prerequisite for this class.

**ANI 368 | ADVANCED CINEMA 4D & REDSHIFT WORKSHOP | 2-2.25
quarter hours
(Undergraduate)**

This course builds on the 3D motion graphics fundamentals covered in ANI 155: Cinema 4D Workshop. This course will include demonstrations and workshops on advanced features and rendering techniques using Maxon Cinema 4D and Redshift, a production render engine used in the motion graphics and VFX industry. Students will follow industry design and production processes to create professional motion design and art. Topics will include: Using Mograph tools to drive Redshift parameters, shader building and compositing, Global Illumination principles and concepts, advanced lighting and texturing, camera attributes, compositing and optimization.

Prerequisites ANI 155 or ANI 360

**ANI 370 | ACTING FOR ANIMATORS | 4 quarter hours
(Undergraduate)**

This is acting training designed specifically for the needs of animators, as opposed to stage actors. Utilizing lecture/discussion, examination/deconstruction of animated and live-action film clips, home assignments and a few simple in-class improvisations, this course provides the animator with the skills necessary to deliver dynamic animated character performance. Assessment measures include oral and written reflective analysis, short animated character sketches and class participation.

ANI 201 (or ANI 101) is a prerequisite for this class.

**ANI 371 | ANIMATED SERIES DEVELOPMENT | 4 quarter hours
(Undergraduate)**

This course covers the preparation and development of an animated series pitch bible. Students will explore and critique successful and unsuccessful series pitches, and become familiar with the variety of options. Topics covered will include the artist-run show, world building, cast character development and design, show visual design, sample stories, and possible venues. Students will develop their own original show concept, characters, and sample stories. By the end of the quarter students will produce and pitch a presentable show bible for their series, including character designs, storyboards, and a sample pitch animatic or short that might be presented for an open call by a network.

ANI 324 is a prerequisite for this course.

**ANI 375 | PROFESSIONAL PRACTICE FOR ANIMATORS AND GAME
ARTISTS | 2 quarter hours
(Undergraduate)**

Students will learn to prepare for and identify internship, employment, and graduate school opportunities. Students learn how to develop work for and prepare a portfolio/demo reel. The course will also include preparation of job search and promotional materials, including resumes. (2 quarter hours)

ANI 240 or GAM 245 or FILM 210 is a prerequisite for this class.

**ANI 376 | POST-PRODUCTION WORKSHOP | 2 quarter hours
(Undergraduate)**

This 2 credit course guides students through the final stages of post-production and completes the Animation Capstone sequence. Students will work closely with faculty to meet the needs specific to their Capstone projects. This workshop will also focus on distribution for completed films, including film festivals, online forums, and gallery exhibition. (2 quarter hours)

ANI 394 is a prerequisite for this class.

**ANI 378 | 3D DYNAMICS | 4 quarter hours
(Undergraduate)**

This course will provide an introduction to dynamic simulation and effects in 3D animation. Topics to be covered include hair & fur, fluid dynamics, smoke & fire, particles and cloth. An emphasis will be placed on how these effects can enhance an idea or narrative, establish mood, or even be used as a basis for experimental animation. Students will use traditional animation and visual design principles as a basis for creating several small projects.

ANI 230 and ANI 231 are prerequisites for this class.

**ANI 379 | 3D COMPOSITING | 4 quarter hours
(Undergraduate)**

This course is designed to allow advanced compositors and animators to merge the 2D, 3D and/or live-action video worlds, drawing from a combination of techniques such as motion tracking, compositing, rotoscoping, hand-drawn, cut-out and 3D animation. The goals are to go beyond simply achieving technical proficiency, as we will also focus on learning principles of good animation in preparation for both artistic and commercial endeavors.

ANI 231 is a prerequisite for this class.

**ANI 380 | ANIMATION PROJECT BLUELIGHT | 4 quarter hours
(Undergraduate)**

Production of an animated digital motion picture written by students or faculty within the School of Cinematic Arts. Students will work as crew under supervision of faculty members heading each of the various production areas. The goal is to work towards a completed animated digital motion picture suitable for festivals or distribution.

**ANI 382 | DIGITAL PUPPET ANIMATION | 4 quarter hours
(Undergraduate)**

This class will introduce advanced production pipelines and techniques of 2D digital puppeting, with a focus on industry-standard software such as After Effects, Animate, and Harmony. Students will learn the evolution of puppet animation throughout history, the basics of visual design, rigging, and animating specific to 2D puppet characters. Lectures and creative projects will give students the practical knowledge to create an organized workflow. Resulting in the ability to work independently and collaboratively to create well designed and animated 2D puppet animation.

ANI 201 (or ANI 101) is a prerequisite for this class.

**ANI 390 | TOPICS IN ANIMATION | 4 quarter hours
(Undergraduate)**

Advanced study in animation focusing on a specific area each quarter.
May be repeated for credit.

ANI 101 or ANI 201 or consent of the instructor is a prerequisite for this class.

**ANI 391 | TOPICS IN ANIMATION WORKSHOP | 2-2.5 quarter hours
(Undergraduate)**

Specialized hands-on two-credit workshop instruction focusing on a specific advanced animation topic each quarter. May be repeated for credit.

ANI 201 (or ANI 101) is a prerequisite for this class.

**ANI 392 | TOPICS IN 3D ANIMATION WORKSHOP | 2-2.5 quarter hours
(Undergraduate)**

Specialized hands-on two-credit workshop instruction focusing on a specific advanced 3D animation topic each quarter. May be repeated for credit.

ANI 230 is a prerequisite for this class.

**ANI 393 | TOPICS IN 3D ANIMATION | 4 quarter hours
(Undergraduate)**

Advanced study in 3D animation focusing on a specific area each quarter.
May be repeated for credit.

ANI 230 or consent of the instructor is a prerequisite for this class.

**ANI 394 | ANIMATION PROJECT I | 4 quarter hours
(Undergraduate)**

This production-based course is the first half of a two-course sequence that provides the student with an Animation capstone experience. These courses connect the student's Animation coursework with their overall Liberal Studies coursework through three components: class lectures and discussions, independent analysis and reflection, and the creation of a significant animation project. Students will employ the knowledge they have learned and the skills they have acquired in all their Animation courses to date to produce a significant animation project. The course sequence is designed to be taken in two consecutive quarters.

ANI 341 or (ANI 340 and a concentration in Storyboarding and Character Design) or (ANI 342 and a concentration in Game Art or Visual Effects Animation, or major in CS+ANI) or (ANI 340 or ANI 342 and a concentration in Motion Graphics)

**ANI 395 | ANIMATION PROJECT II | 4 quarter hours
(Undergraduate)**

Continuation of ANI 394. This production-based course is the second half of a two-course sequence that provides the student with an Animation capstone experience. These courses connect the student's Animation coursework with their overall Liberal Studies coursework through three components: class lectures and discussions, independent analysis and reflection, and the creation of a significant animation project. Students will employ the knowledge they have learned and the skills they have acquired in all their Animation courses to date to produce a significant animation project. The course sequence is designed to be taken in two consecutive quarters.

ANI 394 is a prerequisite for this class.

**ANI 396 | ANIMATION CAPSTONE WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

This course allows students additional time to work with faculty on their Animation Capstone projects. Students will employ the knowledge they have learned and the skills they have acquired in all their Animation courses to date to produce a significant animation project. The course is only available to students enrolled in Animation Capstone courses ANI 394 and ANI 395. PREREQUISITE(S): Must be concurrently enrolled in ANI 394 or ANI 395.

ANI 394 or ANI 395 is a co-requisite for this class.

**ANI 399 | INDEPENDENT STUDY | 1-8 quarter hours
(Undergraduate)**

Independent study form and consent of instructor required.

PREREQUISITE(S): Consent of dean. (Variable credit)

**ANI 402 | 3D AUTO-RIGGING WORKSHOP | 2-2.25 quarter hours
(Graduate)**

In this course students will learn the use of Advanced Skeleton, one of the most comprehensive and advanced auto-riggers available in order to create professional level character rigs quickly and effectively. Topics covered will include biped, quadruped, and custom rigs as well as custom controls, facial rigging, and blendshapes. Students who already have completed character models will be able to use the workshop to prepare them for use in 3D production.

ANI 423 or equivalent experience in Maya is a prerequisite for this course.

**ANI 411 | 3D PRINTING WORKSHOP | 2-2.25 quarter hours
(Graduate)**

3D printers have become an indispensable tool for artists, manufacturers, and designers for quick physical realization of everything from character models to product designs. In this workshop students will get a complete introduction to 3D printing. Students will learn the basics of FDM, SLA, and SLS printing including assembly, calibration, slicing, model preparation, and materials. Various techniques in modeling will be covered from organic sculpting in Zbrush to accurately engineered models in Fusion. Personal projects and experimentation are encouraged.

ANI 423 or equivalent 3D modeling experience is a prerequisite for this course.

**ANI 420 | HAND-DRAWN ANIMATION | 4 quarter hours
(Graduate)**

This course is devoted to the complex aspects and techniques of classical drawn animation required to create convincing movement, frame to frame consistency, and character acting. Beginning with a review of the fundamentals and progressing to more complicated techniques, students will learn how to create unique and technically accomplished drawn animation as well as methods for its eventual clean-up, inking and coloring. Contemporary uses of digital technology to enhance production will be emphasized.

ANI 421 or ANI 321 is a prerequisite for this course.

**ANI 421 | ANIMATION MECHANICS | 4 quarter hours
(Graduate)**

Students in this course will rigorously investigate the foundational aspects of animation through traditional and digital methods. Basic principles, including timing, spacing and the abstraction of movement, will be analyzed and questioned through experimentation. Students will experience how the process of making work can be used to generate emergent ideas, and be challenged to push the art form beyond the accepted conventions. PREREQUISITE(S): None.

**ANI 422 | ANIMATION HISTORY & PRACTICE | 4 quarter hours
(Graduate)**

The history of animation is explored with a focus on inspiring the students' own work. Students will be involved in an intense study of animation throughout history and around the world, and are required to view a large amount of work outside of class. Animations will be grouped by time period, theme, and/or technique. Through writing and group discussions they will examine the significance of the technique and subject matter. They will put this study into practice by creating short animated films based on their reactions to the films.

ANI 421 or ANI 321 is a prerequisite for this course.

**ANI 423 | 3D ANIMATION SURVEY | 4 quarter hours
(Graduate)**

This course is intended as an intensive overview for graduate students with NO prior 3D experience. Topics include polygonal modeling tools, texturing, principles of 3D animation, basic rigging, camera, lighting and rendering. Animation graduate students with proof of previous 3D experience should consult their advisor to substitute any Major Elective for this course. PREREQUISITE(S): None.

**ANI 425 | STORYBOARDING I | 4 quarter hours
(Graduate)**

This class focuses on storyboarding and animatics as key pre-production tools for animation, film, and game development projects. Areas of focus include narrative development, drawing, performance, and editing. Students will apply these techniques to create an animatic: a comprehensive time-based draft for a short film.

**ANI 426 | VISUAL CONCEPT DEVELOPMENT | 4 quarter hours
(Graduate)**

This course focuses on visual development and styles guides for animation, cinema, and game projects. Coursework involves character design, environmental design, prop design, lighting, color, texture and layout. Students will practice visual research, drawing, and an array of digital tools to build the skills necessary to create an immersive world with a cohesive look and feel. PREREQUISITE(S): None.

**ANI 427 | HAND-DRAWN CHARACTER ANIMATION | 4 quarter hours
(Graduate)**

In this course, students will be introduced to the traditional art of hand-drawn character performance. Topics covered will include acting, body mechanics, volume, weight, walk cycles, dialogue and facial expression.

ANI 421 is a prerequisite for this class.

**ANI 428 | ANIMATION FIGURE STUDY I | 4 quarter hours
(Graduate)**

This studio class will focus on the drawing of the figure for use in animation, storyboarding, and character design. Students will gain a solid foundation in posing, gesture, and anatomy, and will learn how to give a character a sense of emotion and purpose. Students will gain experience and improve their drawing technique through weekly assignments and in-class exercises, including drawing from a live model. In addition to the regular meetings with the instructor, this course will include an extra 90 minute figure study lab with model per week, supervised by a graduate assistant.

**ANI 429 | STORYBOARDING III | 4 quarter hours
(Graduate)**

This course elaborates on the skills from Storyboarding II. Students will develop advanced techniques for storyboarding, staging, pre-production, character development and performance to support their original narrative stories. Rigorous exercises will emphasize visually dynamic composition, figure drawing applied to storyboarding, editing, continuity and sophisticated use of camera. Students will complete a final advanced storyboard and animatic edited with sound, which can be used as a portfolio piece for any aspiring storyboard artist.

ANI 465 is a prerequisite for this class.

**ANI 430 | 3D CHARACTER ANIMATION | 4 quarter hours
(Graduate)**

This course explores the art and techniques for character performance in 3D. Students will study and employ fundamental principles for character animation beginning with the essentials of blocking and inbetweening, and continuing with core mechanics including walk cycles, expressions, and lip sync. Students are required to animate weekly shots culminating in a final lip synced character performance.

ANI 423 or ANI 231 or equivalent 3D modeling experience is a prerequisite for this course.

**ANI 431 | ADVANCED 3D CHARACTER ANIMATION | 4 quarter hours
(Graduate)**

This course introduces advanced concepts in 3D character animation that are necessary for achieving professional quality results. Students will hone their skills through the study of advanced techniques for animating multiple characters, creating continuity, and building character through performance. An emphasis will be placed on the exploration of movement for developing personal style.

ANI 300 or ANI 430 is a prerequisite for this class.

**ANI 432 | 3D RIGGING | 4 quarter hours
(Graduate)**

Students will study the processes and techniques for creating professional quality character rigs. Following a professional production workflow, students will create character skeletons, learn aesthetic and technical considerations for skinning, learn techniques for optimal parametrization, and learn to construct character animation controls.

ANI 231 or ANI 423 or equivalent 3D experience is a prerequisite for this course.

**ANI 433 | ADVANCED 3D RIGGING | 4 quarter hours
(Graduate)**

This course will teach students to rig organic and inorganic objects. Students will learn to rig a "stretchy spine" along with a more detailed facial set up for a character. Other topics will include inorganic object rigging, quadruped rigging and the use of 3D scripting in rigging.

ANI 231 or ANI 423 or equivalent 3D experience is a prerequisite for this course.

**ANI 434 | VIRTUAL CINEMATOGRAPHY | 4 quarter hours
(Graduate)**

This course introduces real world cinematic techniques within a computer graphics environment. Emphasis is placed on camera movement, composition, pacing, lighting, and aesthetics.

ANI 423 is a prerequisite for this course.

**ANI 435 | 3D CHARACTER MODELING | 4 quarter hours
(Graduate)**

This course will instruct students in the process of 3D polygonal based character modeling. Students will learn professional techniques for building quad-based polygon meshes with an extra emphasis on proper topology to help prepare their model for rigging. Students will learn complete UV unwrapping for the entire figure as well as effective techniques for advanced texturing.

ANI 231 or ANI 423 or equivalent 3D experience is a prerequisite for this course.

**ANI 436 | 3D MODELING STUDIO | 4 quarter hours
(Graduate)**

Students in this course will broaden and improve their overall skill set by learning a range of modeling techniques. Students will complete several smaller projects that cover topics including speed modeling, efficient low-poly modeling, hard surface modeling, projection texturing, and advanced UV unwrapping techniques. The course will culminate in a final project in which the student will propose and complete an advanced model of their own design.

ANI 231 or ANI 423 or equivalent 3D experience is a prerequisite for this course.

**ANI 437 | ENVIRONMENT MODELING | 4 quarter hours
(Graduate)**

This course covers the planning, production and implementation of environment models for games. The term "environment model" includes landscape, exterior architecture, interior architecture, and both organic and man-made props. Topics include visual art direction, setting mood, developing narrative and cinematic lighting strategies. After creating assets in a modeling program, students will implement them in a game engine editor to learn about game engine requirements, limitations and pipeline.

ANI 231 or ANI 423 or equivalent 3D experience is a prerequisite for this course.

**ANI 438 | 3D ORGANIC MODELING | 4 quarter hours
(Graduate)**

In this course students learn a variety of modeling tools specially geared toward creating highly detailed and complex organic models for games or films. Various sculpting and texturing techniques available in organic modeling will be discussed as well as proper UV and polygon modeling methods. Students will also gain an understanding of how to build proper human anatomy structures. Students will learn how to create a proper art pipeline between modeling, sculpting, texturing and rendering software packages.

ANI 231 or ANI 423 or equivalent 3D experience is a prerequisite for this course.

**ANI 439 | 3D MODELING AND SHADING | 4 quarter hours
(Graduate)**

In this course students will study the processes and techniques for creating 3D assets, texturing, and lighting in 3D. The procedures covered in this course include creating and preparing models for texturing, building and manipulating shading networks, laying out UVs, and painting textures. Topics in lighting will be approached from the foundation of traditional cinematography, focusing on driving both mood and story. In addition, students will utilize complementary skills in lighting and texturing to create high-quality renders to showcase their 3D assets and environments.

ANI 423 or ANI 231 or equivalent 3D modeling experience is a prerequisite for this course.

**ANI 440 | COLLABORATIVE SHORT ANIMATED FILM | 4 quarter hours
(Graduate)**

Students will work in small groups to produce short animated films from concept to completion using the media of their choice. Emphasis is placed on a collaborative environment for pitching ideas, visual development and creative problem-solving during production. Different studio methodologies and techniques will be discussed. Each team will face various technical and aesthetic challenges to complete a finished film.

ANI 421 (or ANI 453) is a prerequisite for this class.

**ANI 442 | 3D ANIMATION PRODUCTION | 4 quarter hours
(Graduate)**

In this course, students will create animated films in 3D. Students will learn the essentials of 3D production including; creating 3D animatics, setting up production pipelines, and using efficient techniques for modeling, rigging, and animating. Workflows for both individual and collaborative projects will be introduced. Students will be expected to exhibit sophisticated technique, storytelling and content, and work to develop as creative artists through self-critique. The successful planning and completion of projects on time will be an essential focus of the course.

ANI 425 and (ANI 231 or ANI 423 or equivalent experience) are prerequisites for this class.

**ANI 443 | 3D ANIMATION FOR GAMES & CINEMATICS | 4 quarter hours
(Graduate)**

In this course students will learn how to apply their animation skills for real-time interactive game development while simultaneously improving their knowledge of body mechanics and animation techniques. Students will learn how to develop core playable-character game animations such as run cycles and attacks, as well as how to implement these animations into a game engine and adjust parameters to achieve a finalized performance. Additional focus will be on learning to create cinematic shots centered around driving story and introducing important gameplay concepts.

ANI 231 or ANI 423 or equivalent 3D experience is a prerequisite for this course.

**ANI 444 | VISUAL DESIGN FOR GAMES | 4 quarter hours
(Graduate)**

The stages of development in the visual direction of a video game will be identified and detailed, and students will participate in the creation of the visual art direction of a product, giving special attention to the design of 3D models and animation. Visual Design for Games topics include: creating visual direction, concepting, art bibles, art production, and post-production strategies. Students will create proposals, create concepts, iteratively create artwork, and analyze competitive products.

ANI 446 or ANI 425 or ANI 105 or GD 105 or DES 141 or ART 105 (or equivalent 2D design experience) required for this class.

**ANI 445 | CHARACTER DESIGN | 4 quarter hours
(Graduate)**

Students will be introduced to various methods of creating interesting and original character designs for animated films and games, and then put these approaches into practical use. Methods of creative concepting will include drawing, collage, sculpture and 3D mock-ups. Fundamental visual design and color principles will be stressed, along with the basics of caricature. Students will utilize their character designs in an animated short.

ANI 321 OR ANI 421 is a prerequisite for this course.

**ANI 446 | GAME ART PIPELINE | 4 quarter hours
(Graduate)**

This course is an introduction to the game technical artist's job. Students learn how to design, engineer, and troubleshoot the game art production pipeline. They study good practices and successful strategies for streamlining at different stages of production process. Projects include analyzing problems and then specifying out solutions, creating a workflow for producing and exporting assets to several platforms/ engines, and creating instructional documentation.

ANI 231 or ANI 423 or equivalent 3D experience is a prerequisite for this course.

**ANI 447 | ART FOR GAME MODS | 4 quarter hours
(Graduate)**

In this course, students will take an existing game in Unity and modify it to create a different visual experience when played. They will work on collaborative projects while building good working knowledge of 3d art pipeline, materials, lighting, and game performance. They will be expected to exhibit proficiency in analyzing and understanding how game assets are constructed, breaking down and replacing components of existing art with their own, and debugging visual issues related to the introduction of new game assets.

ANI 446 or ANI 444 is a prerequisite for this class.

**ANI 448 | ANIMATION FIGURE STUDY II | 4 quarter hours
(Graduate)**

This studio course utilizing a live model will build on the solid foundation for use in animation, storyboarding, and character design learned in Animation Figure Study I. Principles covered will include tilt and twist, flow, and rhythm in figure drawings. The composition of the poses will also be examined observing the graphic value of the figure in silhouettes. Students will gain a working knowledge of muscular and skeletal anatomy, and apply this in building human forms from both observation and imagination. In addition to the regular meetings with the instructor, this course will include an extra 90 minute figure study lab with model per week, supervised by a graduate assistant.

ANI 428 is a prerequisite for this class.

**ANI 449 | ADVANCED CHARACTER DESIGN | 4 quarter hours
(Graduate)**

This course builds upon the fundamental skills learned in Character Design. Students will participate in exercises and group critiques to hone their visual design skills in the creation of original character designs for animated films and games. The course will culminate in the creation of a character pitch bible and character animation that adheres to industry standards.

ANI 445 is a prerequisite for this class.

**ANI 450 | MOTION CAPTURE | 4 quarter hours
(Graduate)**

This course is a workshop focusing on realistic character motion obtained through motion capture. Students will learn the motion capture pipeline, including character skinning and mapping, planning and directing motion capture sessions, applying motion to a character and motion editing.

ANI 423 or ANI 231 or equivalent 3D modeling experience is a prerequisite for this course.

**ANI 451 | ADVANCED MOTION CAPTURE STUDIO | 4 quarter hours
(Graduate)**

This course will enable students with motion capture experience to advance their technical skills and gain experience with practical application in the motion capture studio. Emphasis will be placed on advanced skinning and mapping techniques as well as complex motion capture sessions involving sets, props, and multiple actors. Students will be required to plan, arrange, and direct their own sessions in the motion capture studio.

ANI 310 or ANI 450 is a prerequisite for this class.

**ANI 452 | 3D SCRIPTING | 4 quarter hours
(Graduate)**

This is an introductory course in scripting for a 3D production environment. Students will learn and apply basic programming concepts in order to improve the productivity of animators and modelers. Using script, we will automate repetitive tasks, customize the interface, and create new tools. Students will gain a fundamental understanding of how a 3D animation package functions behind the interface.

ANI 231 or ANI 423 or equivalent 3D experience is a prerequisite for this course.

**ANI 453 | ADVANCED 3D SCRIPTING | 4 quarter hours
(Graduate)**

This is an intermediate course in scripting for a 3D production environment. Students will go beyond the introductory course to learn more advanced scripting techniques and practices. Students will learn how to assess a problem/ opportunity in the production pipeline, spec out tools, build an effective tool and produce simple interfaces.

ANI 452 is a prerequisite for this class.

**ANI 454 | 3D LOOK DEVELOPMENT | 4 quarter hours
(Graduate)**

In this course, students will study the processes and techniques of look development for 3D characters and hard surface assets for production. A look development artist is part of the creative team in a film or game and is responsible for designing and developing the final look of the film or game. The procedures covered in this course include painting procedural and hand-painted texture maps for 3D characters and hard surface assets, various projection techniques for texture painting, and building shaders with procedural and hand-painted texture maps. In addition, students will learn the basics of grooming techniques to create exquisite-quality look development for a 3D character. Finally, this course will cover various modeling, shading, lighting, and rendering techniques to develop an interior space with a storytelling aspect.

**ANI 455 | STOP MOTION ANIMATION | 4 quarter hours
(Graduate)**

The principles of stop motion character animation in real space are the emphasis of this intermediate level course. Students are introduced to basic armature building, lighting and scene composition, and the designing and fabrication of characters with a variety of materials. Contemporary uses of digital technology to enhance stop motion production will be explored.

**ANI 456 | EXPERIMENTAL ANIMATION | 4 quarter hours
(Graduate)**

This course introduces strategies for an experimental approach to animation. Students will study how experimentation relates to both concept and technique, and examine the work of classic experimental animators. This is a production class that requires students to produce a series of short animations in a variety of processes and styles.

**ANI 457 | HYBRID ANIMATION | 4 quarter hours
(Graduate)**

This production course focuses on combining multiple animation techniques. Students will complete the assignments and final project using mixed media with the choice of animation techniques, content and form left to the individual or group. Topics include pixilation, rotoscoping, and creative use of green screen, among others.

ANI 421 or ANI 321 is a prerequisite for this course.

**ANI 458 | ADVANCED STOP MOTION ANIMATION | 4 quarter hours
(Graduate)**

In this course, students will build on their skills from Stop Motion Animation to create more ambitious projects. Techniques will cover complex puppets, detailed character performance to dialogue, 3D printing as applied to animation, lighting and motion control operation for camera moves. An emphasis will be placed on craftsmanship and effectively combining elements for stop motion filmmaking.

ANI 455 is a prerequisite for this class.

**ANI 460 | ANIMATION GRADUATE SEMINAR | 4 quarter hours
(Graduate)**

This seminar will explore the animator's role in contemporary culture, including careers in entertainment, art, game development and education. A combination of guest speakers, critical readings, animation analysis and group discussion will help students lay a foundation for their graduate study in the field.

**ANI 461 | MOTION GRAPHICS | 4 quarter hours
(Graduate)**

This course introduces effective communication using motion graphics; including its application in the areas of film titles, broadcast and commercial design, interactive media, and gaming. The combination of music, animation, graphic design and typography will be explored following the basic theories of dynamic composition and aesthetics. A focus and analysis on Motion Graphics History, including abstract film, modernist television, computer art, synesthesia, and film title design, will be coupled with animation and design exercises, and simulated concept "pitch" presentations. An emphasis is placed on gaining familiarity with contemporary styles and trends in professional motion graphics, as well as state-of-the-art software and tools. Readings and responses will be due each week in addition to practical projects. Projects will include: 3 short fundamental exercises, a concept development and pitch presentation, a film title design project, and a 7-10 page research paper.

**ANI 462 | TITLE DESIGN | 4 quarter hours
(Graduate)**

This course explores the relationship between film and typography through an analysis of title design production in film, television, animation, and games. By studying examples from film and television history and the creative process behind those productions, students will develop an understanding of how to interpret and use typography to create narrative exposition on screen. Students will gain an appreciation and skill for working with text, image, and sound within time-based media that will add value, clarity, and sophistication to multimedia projects.

**ANI 463 | 3D MOTION GRAPHICS | 4 quarter hours
(Graduate)**

This course builds on motion graphics fundamentals covered in ANI 461 Motion Graphics. In 3D Motion Graphics, students will work to develop a better understanding of how to develop a distinct visual style in both personal work and in work for clients. The course also focuses on gaining familiarity with contemporary styles and trends in professional motion graphics, and an awareness of Chicago-based motion graphics productions. Students will also give a 30 minute teaching presentation on an assigned topic.

ANI 461 is a prerequisite for this class.

**ANI 465 | STORYBOARDING II | 4 quarter hours
(Graduate)**

Students will elaborate on the skills from core storyboarding to create sophisticated pre-production for their own films, game cinematics and animations. Emphasis is placed on advanced story development, professional artistry and pre-visualization techniques such as converting a script to visual story reels or animatics. Students will complete the course with a fully-developed animatic for the story of their choosing.

ANI 425 is a prerequisite for this class.

**ANI 466 | CINEMA, ANIMATION AND ART | 4 quarter hours
(Graduate)**

This seminar course focuses on animation and cinema from the standpoint of Modern and Contemporary art. Students study the major styles and themes of historical experimental film and video, and relate these topics to contemporary animation and independent cinema practices. Emphasis is placed on theory and criticism, and how it informs experimental work. Students are expected to discuss work and theory in a seminar setting, and to engage the class material in several research papers.

**ANI 467 | MOTION DESIGN STUDIO | 4 quarter hours
(Graduate)**

This course focuses on advanced motion design projects within a studio based setting. Students will work alone and in small groups on personal and client-based projects. Demonstrations will concentrate on advanced 3D motion graphics with interactive photorealistic rendering. Students will also develop their portfolio sites and get advice on freelancing and finding work with studios.

ANI 463 is a prerequisite for this class.

**ANI 468 | ADVANCED CINEMA 4D & REDSHIFT WORKSHOP | 2-2.25
quarter hours
(Graduate)**

This course builds on the 3D motion graphics fundamentals covered in ANI 463: 3D Motion Graphics. This course will include demonstrations and workshops on advanced features and rendering techniques using Maxon Cinema 4D and Redshift, a production render engine used in the motion graphics and VFX industry. Students will follow industry design and production processes to create professional motion design and art. Topics will include: Using Mograph tools to drive Redshift parameters, shader building and compositing, Global Illumination principles and concepts, advanced lighting and texturing, camera attributes, compositing and optimization.

**ANI 470 | ACTING FOR ANIMATORS | 4 quarter hours
(Graduate)**

This is acting training designed specifically for the needs of animators, as opposed to stage actors. Utilizing lecture/discussion, examination/deconstruction of animated and live-action film clips, home assignments and a few simple in-class improvisations, this course provides the animator with the skills necessary to deliver dynamic animated character performance. Assessment measures include oral and written reflective analysis, short animated character sketches and class participation.

ANI 421 is a prerequisite for this class.

**ANI 471 | ANIMATED SERIES DEVELOPMENT | 4 quarter hours
(Graduate)**

This course covers the preparation and development of an animated series pitch bible. Students will explore and critique successful and unsuccessful series pitches, and become familiar with the variety of options. Topics covered will include the artist-run show, world building, cast character development and design, show visual design, sample stories, and possible venues. Students will develop their own original show concept, characters, and sample stories. By the end of the quarter students will produce and pitch a presentable show bible for their series, including character designs, storyboards, and a sample pitch animatic or short that might be presented for an open call by a network.

ANI 425 is a prerequisite for this class.

**ANI 478 | 3D DYNAMICS | 4 quarter hours
(Graduate)**

This course will provide an introduction to dynamic simulation and effects in 3D animation. Topics to be covered include hair and fur, fluid dynamics, smoke and fire, particles, and cloth. An emphasis will be placed on how these effects can enhance an idea or narrative, establish mood, or even be used as a basis for experimental animation. Students will use traditional animation and visual design principles as a basis for creating several small projects.

ANI 231 or ANI 423 or equivalent 3D experience is a prerequisite for this course.

**ANI 479 | 3D COMPOSITING | 4 quarter hours
(Graduate)**

This course is designed to allow advanced compositors and animators to merge the 2D, 3D and/or live-action video worlds, drawing from a combination of techniques such as motion tracking, compositing, rotoscoping, hand-drawn, cut-out and 3D animation. The goals are to go beyond simply achieving technical proficiency, as we will also focus on learning principles of good animation in preparation for both artistic and commercial endeavors.

ANI 231 or ANI 423 or equivalent 3D experience is a prerequisite for this course.

**ANI 480 | ANIMATION PROJECT BLUELIGHT | 4 quarter hours
(Graduate)**

Production of an animated digital motion picture written by students or faculty within the School of Cinematic Arts. Students will work as crew under supervision of faculty members heading each of the various production areas. The goal is to work towards a completed animated digital motion picture suitable for festivals or distribution.

**ANI 481 | SOUND DESIGN FOR ANIMATION | 4 quarter hours
(Graduate)**

This class will explore concepts and practical techniques students need in order to address many of the unique requirements associated with creating audio for animated films. Students will begin with an introduction to the aesthetics of film sound and audio production before moving on to build practical recording and mixing skills. Lectures, readings, and practical projects will give students a working knowledge of how to approach and create the immense range of styles of audio for animated films.

**ANI 482 | DIGITAL PUPPET ANIMATION | 4 quarter hours
(Graduate)**

This class will introduce advanced production pipelines and techniques of 2D digital puppeting, with a focus on industry-standard software such as After Effects, Animate, and Harmony. Students will learn the evolution of puppet animation throughout history, the basics of visual design, rigging, and animating specific to 2D puppeted characters. Lectures and creative projects will give students the practical knowledge to create an organized workflow. Resulting in the ability to work independently and collaboratively to create well designed and animated 2D puppet animation.

ANI 421 is a prerequisite for this class.

**ANI 490 | TOPICS IN ANIMATION | 4 quarter hours
(Graduate)**

Advanced study in animation focusing on a specific area each quarter. May be repeated for credit.

**ANI 491 | TOPICS IN ANIMATION WORKSHOP | 2-2.5 quarter hours
(Graduate)**

Specialized hands-on two-credit workshop instruction focusing on a specific advanced animation topic each quarter. May be repeated for credit.

ANI 421 is a prerequisite for this class.

**ANI 492 | TOPICS IN 3D ANIMATION | 2-2.5 quarter hours
(Graduate)**

Specialized hands-on two-credit workshop instruction focusing on a specific advanced 3D animation topic each quarter. May be repeated for credit.

ANI 423 is a prerequisite for this course.

**ANI 493 | TOPICS IN 3D ANIMATION | 4 quarter hours
(Graduate)**

Advanced study in 3D animation focusing on a specific area each quarter. May be repeated for credit.

ANI 231 or ANI 423 or equivalent 3D experience is a prerequisite for this course.

**ANI 501 | MFA SHORT FILM I | 4 quarter hours
(Graduate)**

This course is part of a year-long project, and is continued in ANI 502 and 503. This series of courses will concentrate on facilitating the Animation MFA students' production of a short, independently animated project. The short film project serves as a preparation for the students' MFA thesis project in year two. The topics of idea generation, experimentation, problem solving, planning and time management, and the process of critical analysis will be applied to the student's work, with the choice of animation technique, content and form left to the individual. Special attention will be devoted to discovering and developing each student's personal voice. Technical demonstrations will be presented on an as-needed basis, depending on the nature of the students' projects. In addition to the course instructor, students will be assigned two faculty mentors who will also provide individual feedback and technical advice. This course must be taken consecutively with ANI 502 MFA Short Film II and ANI 503 MFA Short Film III. PREREQUISITE(S): Open to Animation MFA students only.

Status as an MFA Animation student is a prerequisite for this course

**ANI 502 | MFA SHORT FILM II | 4 quarter hours
(Graduate)**

This course is part of a year-long project, and is a continuation of ANI 501 and continued in ANI 503. This series of courses will concentrate on facilitating the Animation MFA students' production of a short, independently animated project. The short film project serves as a preparation for the students' MFA thesis project in year two. The topics of idea generation, experimentation, problem solving, planning and time management, and the process of critical analysis will be applied to the student's work, with the choice of animation technique, content and form left to the individual. Special attention will be devoted to discovering and developing each student's personal voice. Technical demonstrations will be presented on an as-needed basis, depending on the nature of the students' projects. In addition to the course instructor, students will be assigned two faculty mentors who will also provide individual feedback and technical advice. This course must be taken consecutively with ANI 501 MFA Short Film I and ANI 503 MFA Short Film III. Open to Animation MFA students only.

ANI 501 is a prerequisite for this course.

**ANI 503 | MFA SHORT FILM III | 4 quarter hours
(Graduate)**

This course is part of a year-long project, and is a continuation of ANI 501 and 502. This series of courses will concentrate on facilitating the Animation MFA students' production of a short, independently animated project. The short film project serves as a preparation for the students' MFA thesis project in year two. The topics of idea generation, experimentation, problem solving, planning and time management, and the process of critical analysis will be applied to the student's work, with the choice of animation technique, content and form left to the individual. Special attention will be devoted to discovering and developing each student's personal voice. Technical demonstrations will be presented on an as-needed basis, depending on the nature of the students' projects. In addition to the course instructor, students will be assigned two faculty mentors who will also provide individual feedback and technical advice. This course must be taken consecutively with ANI 501 MFA Short Film I and ANI 502 MFA Short Film II. Open to Animation MFA students only.

ANI 502 is a prerequisite for this class.

**ANI 540 | ANIMATED SHORT FILM PART I | 2 quarter hours
(Graduate)**

This course and its continuation, ANI 541, will concentrate on facilitating the graduate students' production of a short, independently animated project. The topics of idea generation, experimentation, problem solving, planning and time management, and the process of critical analysis will be applied to the students work, with the choice of animation technique, content and form left to the individual. We will have technical demonstrations on an as-needed basis, depending on the nature of your animations. This course must be taken consecutively with ANI 541 Animated Short Film Part II.

ANI 440 is a prerequisite for this class.

**ANI 541 | ANIMATED SHORT FILM PART II | 2 quarter hours
(Graduate)**

This course is a continuation of ANI 540 Animated Short Film Part I. Throughout the quarter students will continue working on their films, meeting with the instructor for advising, and other students for group critiques. Students will also learn effective post-production strategies as they near completion of their first film. This course must be taken consecutively with ANI 540.

ANI 540 is a prerequisite for this class.

**ANI 560 | GRADUATE TEACHING SEMINAR | 4 quarter hours
(Graduate)**

This seminar exposes students to effective methods and professional practices of teaching undergraduate and graduate students. A variety of approaches to course materials and projects will be introduced and discussed in detail. In addition to work in class, students will work closely with a faculty member in order to gain first-hand knowledge, including class observation, of practical aspects of creative and academic instruction. PREREQUISITE(S): none.

**ANI 599 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

Independent study form. PREREQUISITE(S): Consent of dean and consent of instructor required. (Variable credit)

**ANI 601 | MFA THESIS PROJECT I | 4 quarter hours
(Graduate)**

This course is part of a year-long three course sequence, and is continued in ANI 602 and 603. This series of courses will concentrate on facilitating the Animation MFA students' production of their MFA thesis project. In addition to animated films, students are also encouraged to explore alternative animation solutions, including TV shows, installations, interactive/game projects, augmented/virtual reality, performance, and others. At the beginning of the quarter students will develop a thesis proposal, which must be approved by their MFA thesis committee and the course instructor before proceeding with production. Much of this course will consist of self-directed research and production by the student, supplemented by mentoring by the instructor and critique with the entire class. Students will also meet regularly with the members of their MFA thesis committee, who will provide individual feedback and technical advice. This course must be taken consecutively with ANI 602 MFA Thesis Project II and ANI 603 MFA Thesis Project III.

ANI 503 and status as an Animation MFA student are required for this class.

**ANI 602 | MFA THESIS PROJECT II | 4 quarter hours
(Graduate)**

This course is part of a year-long three course sequence, and is a continuation of ANI 601 and continued in ANI 603. This series of courses will concentrate on facilitating the Animation MFA students' production of their MFA thesis project. In addition to animated films, students are also encouraged to explore alternative animation solutions, including TV shows, installations, interactive/game projects, augmented/virtual reality, performance, and others. Much of this course will consist of self-directed research and production by the student, supplemented by mentoring by the instructor and critique with the entire class. Students will also meet regularly with the members of their MFA thesis committee, who will provide individual feedback and technical advice. This course must be taken consecutively with ANI 601 MFA Thesis Project I and ANI 603 MFA Thesis Project III.

ANI 601 and Animation MFA students only are required for this class.

**ANI 603 | MFA THESIS PROJECT III | 4 quarter hours
(Graduate)**

This course is part of a year-long three course sequence, and is a continuation of ANI 601 and ANI 602. This series of courses will concentrate on facilitating the Animation MFA students' production of their MFA thesis project. ANI 603 will prepare the student for the more self-directed completion phase of their MFA thesis project. In addition to animated films, students are also encouraged to explore alternative animation solutions, including TV shows, installations, interactive/game projects, augmented/virtual reality, performance, and others. Much of this course will consist of self-directed research and production by the student, supplemented by mentoring by the instructor and critique with the entire class. Students will also meet regularly with the members of their MFA thesis committee, who will provide individual feedback and technical advice. This course must be taken consecutively with ANI 601 MFA Thesis Project I and ANI 602 MFA Thesis Project II.

ANI 602 and Animation MFA students only are required for this class.

**ANI 639 | MFA PRE-THESIS | 4 quarter hours
(Graduate)**

In this course the MFA student will develop the concept and pre-production of their thesis animation through workshops, critiques and assignments. Students will create inspiration and concept art, write a treatment, create a storyboard and animatic as well as research design options to be used on their final film project in ANI 640 MFA Thesis Animation.

ANI 541**ANI 640 | MFA THESIS ANIMATION | 1 quarter hour
(Graduate)**

This course is a three quarter class that will concentrate on the graduate students' production, post-production and completion of their final thesis project. Students will have regular critique sessions with their three Thesis Advisors from the animation faculty. The student's project will be presented to the committee upon completion.

ANI 639 is a prerequisite for this class.

**ANI 701 | THESIS CONTINUATION | 0 quarter hours
(Graduate)**

Non-credit. Students admitted to MFA program who have completed all the required coursework and who are regularly using the facilities of the University for thesis production and/or post-production are required to be registered each quarter of the academic year until the thesis and defense have been completed.

ANI 603 or ANI 640 is a prerequisite for this class.

Anthropology (ANT)

**ANT 102 | CULTURAL ANTHROPOLOGY | 4 quarter hours
(Undergraduate)**

An introduction to current anthropological theories and methods for understanding human cultures from a comparative perspective; includes an analysis of human institutions such as religion, politics, and kinship, and the forces that change them in a variety of societies, small and large scale.

**ANT 103 | ARCHAEOLOGY | 4 quarter hours
(Undergraduate)**

An exploration of the science of archaeology, the study of past human behavior through material remains. Examines the ways archaeologists gather data and the methods used to analyze and interpret these data to learn about the past and how human societies evolved.

**ANT 104 | INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY | 4 quarter hours
(Undergraduate)**

This course will examine the biological history of the human species culminating with an exploration of human biological variation in the modern world. Principles of evolutionary theory and genetics will first be presented to provide a framework for the study of human evolutionary biology. The fossil evidence for human evolution will then be considered using comparative data from nonhuman primate ecology to help reconstruct prehistoric lives. Finally, features of biological modernity will be discussed. Particular attention will be given to how human populations utilized biological and behavioral mechanisms to adapt to their environments throughout evolutionary history. The course includes labs.

**ANT 105 | ANTHROPOLOGY THROUGH FILM | 4 quarter hours
(Undergraduate)**

This course is an introduction to cultural anthropology, the sub-discipline of anthropology concerned with contemporary human cultures, through film. The aim is to convey the anthropological perspective on behaviors and systems that people create. The course will emphasize fundamental concepts, methods, and theories used to study culture.

**ANT 106 | LANGUAGE AND CULTURE | 4 quarter hours
(Undergraduate)**

Definitions and features of language and communication, and their relationship to thought and culture. Topics include the classification of languages, language acquisition, linguistic variation, language communities, multilingualism, performance, and variability of language use.

**ANT 107 | THE CULTURE OF BUSINESS | 4 quarter hours
(Undergraduate)**

This course asks what role culture plays in business. We will explore the ways in which culture influences consumer decision-making, global business practices, marketing strategies, corporate ethics, and business education and training. By the end of the course, you will be familiar with the ideas, values, and concerns that underpin business practices and be able to apply your understanding of culture to the way you interact with the business world.

**ANT 109 | FOOD AND CULTURE | 4 quarter hours
(Undergraduate)**

Explores the concept of culture by focusing on people's knowledge of food; it examines the local sameness and global peculiarity of people's food preferences, considering tastes and environmental impacts, health implications, dietary restrictions, and other social impacts.

**ANT 120 | SCIENCE OF ARCHAEOLOGY | 4 quarter hours
(Undergraduate)**

Archaeology spans the academic worlds of the physical sciences and the social sciences. In this course, the physical science qualities of the discipline are introduced. Students explore the various ways archaeologists use model building, statistical inference, and evidence analysis to reconstruct past human experiences. The course includes two hour of lab and two hours of lecture/discussion per week.

**ANT 130 | SCIENCE AND PSEUDOSCIENCE IN ARCHAEOLOGY | 4 quarter hours
(Undergraduate)**

Pseudoarchaeology misuses science, logic, and the archaeological record to create misrepresentations or misinterpretations of the past. While some of these claims capture the imagination or are entertaining, they can also perpetuate conspiracy theories, racist, or nationalist beliefs, leading to misunderstandings of ancient cultures. Most archaeologists, however, see these claims as fringe ideas, labelling them "pseudoscience." This course examines these different viewpoints by using science to assess assertions about extraordinary life forms, such as Bigfoot and "ancient aliens," and claims about lost races of people and civilizations, including Atlantis. We will consider why some people are attracted to these theories, how they originated, "evidence" used to support them, and science used to debunk prevailing beliefs. Students will gain valuable critical thinking and information literacy skills, while also learning how archaeologists think and what constitutes solid archaeological research, and how scientific methods help uncover the past.

**ANT 201 | ETHNOGRAPHIC RESEARCH METHODS | 4 quarter hours
(Undergraduate)**

This course focuses on practicing data collection techniques used by qualitative researchers in the social sciences. Under the supervision of the instructor, students will design and implement a collaborative research project. The techniques to be used may include (but are not limited to) observation, structured and semi-structured interviewing, network analysis, and focused group interviewing. The experience gained in this course prepares students for research activities in future course work, graduate school and professional life. In addition to the practical hands-on training, the course also addresses issues of the relationship of theory to method, ethical concerns in research with human subjects, reflexivity and inter-subjectivity in qualitative research.

**ANT 202 | ARCHAEOLOGICAL FIELD METHODS | 6 quarter hours
(Undergraduate)**

This course introduces students to the basic field and laboratory methods used in archaeological research through hands on experience. Students will receive intensive field training in archaeological field methods including excavation, survey, mapping, record keeping, and illustration. The course introduces basic laboratory techniques such as artifact processing, identification, and curation. The methodological training will be integrated through emphases on the place of data collection in the archaeological research process, and the relationship between archaeological data and questions of historical and anthropological importance. This course will provide students with the essential basic field training in archaeology required for both applied work in cultural resource management and continued education in archaeology.

**ANT 203 | PROFESSIONALISM AND ETHICS IN ANTHROPOLOGY | 4 quarter hours
(Undergraduate)**

This class explores the many dimensions of what it means to be a professional anthropologist in both applied and academic areas. Students will learn about specialized resources for anthropologists (web resources, library resources, funding resources, career resources), and become familiar with the professional structure of the discipline. A large portion of the course will be devoted to the debate/discussion/exploration of ethical issues that challenge anthropologists through the use of real cases that have confronted researchers in the field, and through an evaluation of the ethical codes of conduct adopted by the primary professional organizations in anthropology.

**ANT 204 | LINEAGES OF CULTURE THEORY | 4 quarter hours
(Undergraduate)**

This course provides the student with a history of the culture concept tracing the lineages of thought about culture from the nineteenth century to the present. Readings and seminar discussions will present an explicit discussion of how ideas and understanding about culture have changed over time and will introduce students to the main branches of cultural theory. Students will develop the skills and confidence to work with the abstractions and concepts that underlie anthropological research. The course is reading and writing intensive.

**ANT 206 | WORLD PREHISTORY | 4 quarter hours
(Undergraduate)**

Placing an emphasis on both theory and the latest archaeological and multidisciplinary approaches this overview of world prehistory will look at a series of interesting problems and case studies that provide a taste of the richness of human creativity. Topics include the evolution from foraging lifestyles, through the increased control of nature by early farmers, to the rise of states and empires: this is an examination of the deep and tangled roots of today's societies.

**ANT 208 | WHY WE POST: THE ANTHROPOLOGY OF SOCIAL MEDIA | 4 quarter hours
(Undergraduate)**

This is an introduction to cultural anthropology using the specific question of why we post on social media to illustrate the research approaches and analytical practices of this discipline. It is designed from the ground up as an online course. To say that social media is a global technology is an understatement. However, to say that everyone in all the places on the globe use social the same way is a research question. The answer is different depending on what community we are visiting and who in the community we are talking to. The reasons why we might post here in Chicago are not universal. In this course, we will visit five different communities: an impoverished former mining town in Northern Chile, an IT complex in Southern India, a rural village in Central China, an industrial complex in Southern China, and a politically sensitive town in South East Turkey. We will meet the people who live there through text and video. We will survey the social media landscape. We will look at the images and selfies they post and the games they play. They will explain their social lives to us in their own (translated) words. We will hear about their economic, social, and political concerns. Finally, we will draw some tentative conclusions about the realities and the illusions of social media.

**ANT 210 | AFRICAN CULTURES | 4 quarter hours
(Undergraduate)**

Survey of the people and cultures of Africa. Analysis of beliefs, customs, and social organization of traditional African cultures, and the forces of sociocultural change that have affected traditional patterns of life and are necessary to understand contemporary African societies. Formerly SOC 300.

ANT 215 | ANTHROPOLOGY OF AFRICAN DIASPORAS | 4 quarter hours (Undergraduate)

Africans have been on the move since the dawn of humanity. Anthropology is one discipline that can inform us about the presence and influence of Africans throughout the world. Topics include: the history of anthropology and its role in the construction of race and modernity; patterns of migration and displacement of African peoples across the world and their socio-cultural implications; and the evolution of the Black anthropological tradition.

ANT 220 | CULTURES OF EUROPE | 4 quarter hours (Undergraduate)

Explores the cultural features of the European experience using ethnographic sources. Focuses on European life at the local level, examines the implications of European Community integration on peoples' lives in various countries, and explores causes of conflict within and between national boundaries. (formerly SOC 300 Regional Ethnology: Peoples of Europe).

ANT 224 | MAYA HUMANITIES | 4 quarter hours (Undergraduate)

Students will read the Popul Vuh within the context of how it is interpreted and understood today by Maya intellectuals -- including but not limited to writers, poets, academics and activists. Readings will include work on the philosophy and ethics embedded in monte/milpa agriculture through study of short story, music, poetry, cuisine and plays. It will also address the intentionality of movement in indigenous voice from object to subject.

ANT 230 | CULTURES OF THE PACIFIC | 4 quarter hours (Undergraduate)

Explores traditional and contemporary cultures of the Pacific. A survey of Oceanic cultures from Australia, Melanesia, Micronesia, and Polynesia; consideration of the geography and geology of Pacific islands; and analysis of the history of contact between Pacific island peoples with Westerners and the consequences for life in the contemporary Pacific. (formerly SOC 300 Regional Ethnology: The Pacific Islands).

ANT 240 | CULTURES OF THE MIDDLE EAST | 4 quarter hours (Undergraduate)

Explores the cultures and societies of the contemporary Middle East. Focuses on everyday life and practices, such as religion, social organization, art and popular culture. Uses ethnographic sources to examine the historical influence of various civilizations and religions on contemporary Middle Eastern societies from North Africa to Iran.

ANT 250 | MATERIAL CULTURE OF MODERN AMERICA | 4 quarter hours (Undergraduate)

This course combines historical archaeology and material culture studies to examine how material goods both shape and reflect American identity. The course will take an historical approach beginning in the 17th century when most Americans wore homespun clothing and produced their own food, and continue to the 21st century and a time when Americans wear the national colors of Tommy Hilfiger and eat fast food lunches. Often such changes in material culture are characterized as the process of "modernization," and as such, the course will be centered on the relationship between material culture, American identity and conceptions of modernity. Cross-listed with AMS 370.

ANT 252 | MATERIAL CULTURE AND DOMESTIC LIFE | 4 quarter hours (Undergraduate)

This course explores the social, and economic dynamics of households through material culture. Specifically, this course looks at how material goods structure domestic life, reflect values surrounding family and kinship, and mediate the relationship between individual households and broader levels of social organization such as community, society, and culture.

ANT 254 | HISTORICAL ARCHAEOLOGY OF CHICAGO | 4 quarter hours (Undergraduate)

Students will be participating in an archaeological research project focusing on Chicago's past. The course will include an introduction to the concept of an archaeological research design. Students will engage in historical research using primary documents and analyze archaeological data to address specific research questions about Chicago's recent past. **ANT 202 is a prerequisite for this course.**

ANT 256 | MUSEUMS AND MATERIAL CULTURE | 4 quarter hours (Undergraduate)

This course explores and materiality and physicality of objects in their place and the places (museums, cultural, and educational institutions) in which they reside. Museums and material culture includes explorations of collecting, object biography; consumption; materials and materiality; provenance; exhibition and display; museums as civic institutions; object-based research techniques; and the relationship between anthropology, ethnographic practice, and museums.

ANT 270 | HUMAN EVOLUTION | 4 quarter hours (Undergraduate)

Principles of evolutionary theory and genetics will first be presented to provide a framework for the study of human evolutionary biology. Beginning with the earliest fossil evidence, the course will trace human evolution. Particular attention will be given to the forces of environment and sexual selection at work at various points in time. Data from nonhuman primate ecology will be used to help reconstruct prehistoric lives.

ANT 272 | INTRODUCTION TO MEDICAL ANTHROPOLOGY | 4 quarter hours (Undergraduate)

This course explores the interrelationships between culture and human health for the purposes of understanding the biosocial origins of disease, systems of treatment, and the global inequalities that shape disease patterns and access to health care resources.

ANT 274 | FORENSIC ANTHROPOLOGY | 4 quarter hours (Undergraduate)

This course separates fact from media fantasy in the application of anthropological knowledge to determining the cause of death. Specific case studies are presented that show the range of situations confronted by anthropologists who consult with law enforcement agencies.

**ANT 280 | ARCHAEOLOGICAL FIELDWORK | 4 quarter hours
(Undergraduate)**

This course introduces students to the basic field and laboratory methods used in archaeological research through hands on experience. Students will receive intensive field training in archaeological field methods including excavation, survey, mapping, record keeping, and illustration. The course introduces basic laboratory techniques such as artifact processing, identification, and curation. The methodological training will be integrated through emphases on the place of data collection in the archaeological research process, and the relationship between archaeological data and questions of historical and anthropological importance. This course will provide students with the essential basic field training in archaeology required for both applied work in cultural resource management and continued graduate education in archaeology.

**ANT 290 | SPECIAL TOPICS IN REGIONAL ETHNOLOGY | 4 quarter hours
(Undergraduate)**

Compares the patterns of sociocultural life in different societies within a particular geographic region in order to gain a general understanding of cultural themes, trends, and historical developments. Check current schedule of courses for specific topic. Course may be repeated for credit when title and content change.

**ANT 314 | ANTHROPOLOGY OF GENDER | 4 quarter hours
(Undergraduate)**

This course exposes students to a variety of topics that address gender cross-culturally and from an anthropological perspective. We shall explore the cultural processes that shape the lives of men, women and transgendered people across time and space.

**ANT 317 | LANGUAGE, POWER AND IDENTITY | 4 quarter hours
(Undergraduate)**

Explores how communication patterns vary cross-culturally. Examines how the language people speak shapes their worldview and their ways of interacting with each other. Students learn basic techniques of analyzing conversations.

**ANT 320 | HUMAN VARIATION | 4 quarter hours
(Undergraduate)**

Explores the interrelationships between culture, biology, and the environment in the shaping of social life, including human evolution, sexual differences, skin color, "race," body shape, and other aspects of human variation.

**ANT 322 | COMMUNITY-BASED APPLIED PRACTICE | 6 quarter hours
(Undergraduate)**

This laboratory course in the applied anthropology sequence introduces students to the range of anthropological practice in the public and not-for-profit sector. Students will learn about the ways that anthropology has been and can be applied to initiate practical change in communities. In addition to learning the professional and ethical responsibilities of practicing anthropologists, students will also gain a practical experience working on an applied project. Human Subjects Research certification and an ethnographic methods is required for this class.

ANT 201, ANT 203 and senior standing are a prerequisite for this class.

**ANT 324 | COLONIALISM TO GLOBAL SOCIETY | 4 quarter hours
(Undergraduate)**

This course examines long-term trends in the development of capitalist society in terms of both material and social organization from the 15th century to the present. Modeled on the core text, *Europe and the People without History* by Eric Wolfe, the course seeks to ground students in long-term processes of cultural development and change. These issues will be explored through a combination of archaeological and ethnographic perspectives and evidence.

**ANT 326 | TRANSNATIONAL CULTURES | 4 quarter hours
(Undergraduate)**

This course examines the emergence of transnational culture in the modern world. The focus is on relationships and processes that link communities, such as trade, migration, and tourism, and the local experience of these global processes. While classroom discussion will be structured around critical readings of texts, self reflection and value consciousness will be encouraged. To this end, assignments will combine critical readings and guided experiential activities. Students will be tutored in techniques for giving professional style presentations. The course may vary according to faculty interest. Possible foci include labor migration, media, tourism, and/or global consumption.

**ANT 328 | INTERNATIONAL APPLIED PRACTICE | 4 quarter hours
(Undergraduate)**

Examines various processes of sociocultural change, with emphasis on peoples undergoing or emerging from cultural, political, or economic oppression.

**ANT 330 | CLIENT-BASED APPLIED PRACTICE | 4 quarter hours
(Undergraduate)**

This laboratory course introduces students to the use of anthropological methods and theories in the private, for-profit sector. Students will learn about the type of work anthropologists are performing in the corporate world such as design and marketing research, product usability studies, and cultural resource management. In addition to learning the professional and ethical responsibilities of practicing anthropologists, students will also gain a practical experience working on an applied project. Formerly ANT 316.

ANT 203 is a prerequisite for this course.

**ANT 342 | ANTHROPOLOGY OF FOOD MOVEMENTS AND PRACTICES | 4 quarter hours
(Undergraduate)**

The meaning we attach to the foods we eat changes with the shifts in markets, governmental regulation and commitments to particular diets. This course provides ethnographic observational field studies of these changing movements and practices, leading the student to insights into cultural processes generally, and dietary practices in particular. The field site varies with the instructor and campus.

**ANT 346 | URBAN ANTHROPOLOGY | 4 quarter hours
(Undergraduate)**

Theories and methods of contemporary anthropology and other fields are used to analyze cities and urban life. Cross-culturally explores the processes of urbanization, urbanism (urban culture, subcultures, and ethnic lifestyles), and the notion of images of cities. Recommended for sophomore level or above.

**ANT 356 | URBAN ETHNOGRAPHY | 4 quarter hours
(Undergraduate)**

Examines the city as a type of human settlement, focusing on the different forms, functions, images, and ideological perceptions of cities over time and across a number of different cultures. Formerly SOC 356.

**ANT 358 | ARCHEOLOGY OF CITIES | 4 quarter hours
(Undergraduate)**

This class provides a general overview of the archaeology of urban settlements. We will begin by asking the question "What is a city?" and look at the different theories that address the nature and origins of early urban settlements. To further examine this question we will focus on Cahokia, the largest prehistoric settlement in North America north of Mexico, and the city of Chicago, a well established urban, industrial center. The second portion of the class will take an even broader comparative approach towards the archeology of cities by applying the theories and insights gained in the first portion of the course to different world areas. Through these comparisons students will gain a deeper understanding of the diversity of urban forms across time and space, and consider the possibilities of cross-cultural similarities among prehistoric and early historic urban populations.

**ANT 360 | ISSUES IN GLOBAL HEALTH | 4 quarter hours
(Undergraduate)**

This course focuses on a specific health issue or set of issues in our world. The interrelationships between culture and health in this issue are examined.

**ANT 361 | GLOBAL ISSUES IN WOMEN'S HEALTH | 4 quarter hours
(Undergraduate)**

This course provides an overview of several critical issues in international women's health that illustrate the tension between biological/cultural and environmental explanations. We begin the semester by asking the question, "What does it mean to think anthropologically about women's health?" The course has an emphasis on how women themselves define, confront, manage and develop capacity to organize for better health in the face of societal pressures, structural violence and unequal access to resources. Students are also introduced to basic knowledge of epidemiological transitions, evolutionary medicine and situate Western medicine within the medical systems that have formed in the broader story of human history.

**ANT 362 | GLOBAL HISTORY OF HEALTH | 4 quarter hours
(Undergraduate)**

This course investigates the impact of infectious disease on human societies from the Paleolithic through the present day. Using the framework of the three epidemiological transitions, it examines the changes in human health associated with the origins of agriculture, the development of industrialization, and the processes of globalization. Throughout this vast sweep of human history, emphasis is placed on the influence of both biological and social factors on the manifestations of human disease.

**ANT 374 | ANTHROPOLOGY AND MUSEUMS | 4 quarter hours
(Undergraduate)**

The course examines the evolving relationships between anthropology and museums. From functional, historical, material and aesthetic perspectives, the relationships between the cultural contexts of objects and museums will be explored. Case studies, guest lectures and site visits (virtual and real) will be used to demonstrate evolving theory, practice, law and ethical implications of collecting objects. Many of the logistical aspects of the museum including the laws and mission statements will also be examined.

**ANT 378 | MUSEUM EDUCATION | 4 quarter hours
(Undergraduate)**

The specialized role of museum education is integral to developing and strengthening the museum's purpose as a public institution. This course explores the role of education in museums, emphasizing theory and practice. The class will examine concepts such as; the history and development of museum education, current issues, learning theories, techniques, creation of didactic materials, types of outreach, management policy, working with volunteers, and program evaluation.

**ANT 380 | INTERNSHIP IN ANTHROPOLOGY | 4 quarter hours
(Undergraduate)**

This course affords credit toward graduation for students involved in department approved internships.

**ANT 382 | HERITAGE DISPLAYS AND MUSEUMS | 4 quarter hours
(Undergraduate)**

This course examines the production and display of "culture" and "heritage" in public places worldwide, including tourist destinations, museums, and historic and commemorative sites. We will focus on the social and political implications of these processes and their relationship to anthropology. Museums were an early locus of anthropology and continue to be key sites for its public expression. In this course we will investigate "culture" on the loose and consider what studying the museum, tourism, and heritage industries can teach us about anthropology. Students will gain a deeper understanding of the concept of culture in anthropology. We will divide our time between reading, field trips to local museums and historic sites, and a hands-on class project.

**ANT 384 | ARCHAEOLOGICAL ANALYSIS | 4 quarter hours
(Undergraduate)**

The course is an introduction to the analysis of archaeological data, the interplay between the knowledge people have of the world and the remains and traces of their actions in it. We review the relevant culture theory needed to draw distinctions between analytical stances. We examine how the rhetoric of the research report changes as different analytical stances are selected.

**ANT 386 | CULTURAL ANALYSIS | 4 quarter hours
(Undergraduate)**

Introduction to cultural analysis, the interplay between the knowledge people have of the world and their actions in it; explores the rudiments of culture theory needed to draw distinctions between analytical stances; examines how the rhetoric of the research report changes as different analytical stances are selected.

**ANT 388 | PROFESSIONAL RESEARCH TUTORIAL | 2-4 quarter hours
(Undergraduate)**

This course helps anthropology majors prepare for professional presentations at conferences, research exposition, publications and theses. It uses data collected in another class. The student focuses on developing the communication techniques necessary to meet a professional standard. Honors program students complete the honors program in anthropology with this course. The course is registered using the independent study procedure on Campus Connect. The course is taken normally for 2 credits. Students writing an honors program thesis can take the course for 4 credits.

**ANT 390 | SPECIAL TOPICS IN ANTHROPOLOGY | 4 quarter hours
(Undergraduate)**

Variable topics in anthropology intended for advanced students. Explores special aspects or areas of anthropology based on particular interests and expertise of the instructor; course content and title will vary with the instructor. Check current schedule of courses for specific topic. Course may be repeated for credit when title and content change.

**ANT 395 | SEMINAR IN ANTHROPOLOGY | 4 quarter hours
(Undergraduate)**

In-depth examination of selected topics in sociocultural anthropology, based either on a geographic area or theoretical theme. Check current schedule of courses for specific topic. Course may be repeated for credit when title and content change.

ANT 102 is a prerequisite for this course.

**ANT 396 | SENIOR CAPSTONE SEMINAR | 4 quarter hours
(Undergraduate)**

A course for senior anthropology majors, which satisfies the Senior Year Capstone requirement of the Liberal Studies Program. Objectives of the course are: to afford students the opportunity to reflect on the influences in their lives (both in and outside of academics) that directed them toward anthropology as a field of study; to formulate ideas regarding the affect anthropology has on their way of viewing themselves in the world around them; and to pursue research on an anthropologist or anthropological topic.

**ANT 397 | TRAVEL/STUDY | 2-4.5 quarter hours
(Undergraduate)**

Foreign study tours with lectures and research by special arrangement with sponsoring programs. May be taken for multiple credit when courses are not duplicated.

**ANT 399 | INDEPENDENT STUDY | 2-4 quarter hours
(Undergraduate)**

Independent Study.

Applied Brass (APB)

**APB 110 | EUPHONIUM | 1-4 quarter hours
(Undergraduate)**

Advanced individual instruction in euphonium performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

**APB 130 | FRENCH HORN | 1-4 quarter hours
(Undergraduate)**

Advanced individual instruction in french horn performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

**APB 165 | TROMBONE | 1-4 quarter hours
(Undergraduate)**

Advanced individual instruction in trombone performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

**APB 170 | TRUMPET | 1-4 quarter hours
(Undergraduate)**

Advanced individual instruction in trumpet performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

**APB 175 | TUBA | 1-4 quarter hours
(Undergraduate)**

Advanced individual instruction in tuba performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

**APB 410 | EUPHONIUM | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in euphonium performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APB 430 | FRENCH HORN | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in french horn performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APB 465 | TROMBONE | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in trombone performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APB 470 | TRUMPET | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in trumpet performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APB 475 | TUBA | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in tuba performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

Applied Diplomacy (DPL)

**DPL 200 | DIPLOMACY: ITS PAST AND PRESENT | 4 quarter hours
(Undergraduate)**

This course will introduce students to the origins of diplomacy and the manner in which it has evolved as a practice and as a field of study through the end of the 20th century, through examining the evolution of Club Diplomacy to Network Diplomacy, modern understandings of statecraft, negotiation, and liberal internationalism.

DPL 201 | DIPLOMACY: ITS PRESENT AND FUTURE | 4 quarter hours (Undergraduate)

This course will explore the practice of diplomacy through an examination of non-Western state-sponsored diplomacy and the practices of non-state actor diplomats. Students will become acquainted with the many ways the field of diplomatic studies has expanded in recent decades, and will be introduced to the growing number of approaches to the practice of diplomacy which are broadening our understanding of who can be called a diplomat.

DPL 202 | TRANSPROFESSIONAL MEDIATION AND NEGOTIATION | 4 quarter hours (Undergraduate)

This course will introduce students to the theory and practice of diplomatic mediation and negotiation in multiple vocational contexts, including the work of foreign service officers, non-state actors and grassroots diplomats.

DPL 203 | CITIZEN DIPLOMACY IN THE 21ST CENTURY | 4 quarter hours (Undergraduate)

This course examines the practice of diplomacy at the grassroots level by diplomatic actors working in multiple vocations, including businesspeople, scientists, artists, religious leaders, community organizers and activists. Students will engage the phenomena of polylateral and omnilateral diplomacy, and their implications for promoting collaboration among governmental and non-state actor diplomats.

DPL 210 | LEADERSHIP AND DIPLOMACY | 4 quarter hours (Undergraduate)

As our conceptions and practices of what it means to be a leader in everyday life shift in more values-based, applied, and multi-actor directions, this course examines the craft of diplomacy from a leadership perspective. It explores great-power, including U.S., leadership; revolutionary and post-colonial leadership; individual leadership at diplomatic missions abroad and within the United Nations system; moral leadership; middle-power and small-country leadership; regional leadership; and emerging non-state actor alternatives to state-based diplomatic leadership.

DPL 295 | SPECIAL TOPICS | 4 quarter hours (Undergraduate)

Focused study on a specific topic which is complementary to the study and practice of Applied Diplomacy.

DPL 321 | REFUGEE AND FORCED MIGRATION | 4 quarter hours (Undergraduate)

This course examines the integral role that different processes of mobility play in shaping today's world: emigration, immigration, displacement, refugee and internally displaced persons flows. Students study the causes and effects of population movements including push-pull factors, demographic, economic, and political variables. Students also look at the role of state and non-state actors and organizations.

DPL 322 | CULTURE AND INEQUALITY | 4 quarter hours (Undergraduate)

This course interrogates the concept of culture by showing the dynamic ways in which inequalities define and shape it. Students examine theories of culture and different approaches to studying culture to understand the relationship between the construction of cultural difference and social inequalities.

DPL 323 | NATURE, SOCIETY AND POWER | 4 quarter hours (Undergraduate)

This course is an interdisciplinary exploration of environmental issues pertinent to international studies. The reproduction of human societies occurs in a symbiotic relationship with the natural world, yet in the modern era nature has come to be increasingly conceptualized as a resource. This course explores the repercussions of this instrumental separation of nature from culture and society. Our conceptions of nature range from the physical environment to the human body; and the course explores a range of related political, economic, ecological, and socio-cultural issues from theoretical, comparative, and practical perspectives. Issues explored include those of environmental justice and social and political equity, and questions such as who defines what constitutes environmental issues, who is included or excluded from environmental concerns, and who benefits or is harmed by environmental changes occurring as a result of social interventions.

DPL 350 | APPLIED DIPLOMACY SENIOR CAPSTONE | 4 quarter hours (Undergraduate)

This course combines formal class work and independent research. Students will engage a theme in diplomatic studies which reflects their own vocational trajectory.

DPL 395 | SPECIAL TOPICS | 4 quarter hours (Undergraduate)

Focused study on a specific topic which is complementary to the study and practice of Applied Diplomacy.

DPL 398 | INTERNSHIP | 4 quarter hours (Undergraduate)

This course is supervised by a member of The Grace School faculty.

DPL 399 | INDEPENDENT STUDY | 4 quarter hours (Undergraduate)

Student-designed course incorporating reading and research conducted under faculty supervision.

DPL 400 | DIPLOMACY: ITS FOUNDATIONS AND FUTURES | 4 quarter hours (Graduate)

This course examines the history of diplomacy, the modern state of diplomacy engaging both normative and critical interpretations, and the possible futures of diplomacy through a transprofessional lens, including urban diplomacy, diplomacy and public health, diplomacy and human migration, diplomacy and critical ethnic studies, the critical analysis of diplomacy, and diplomacy and public service.

DPL 401 | TRANSPROFESSIONAL MEDIATION AND NEGOTIATION | 4 quarter hours (Graduate)

This course will introduce students to the theory and practice of diplomatic mediation and negotiation in multiple vocational contexts, including the work of foreign service officers, non-state actors and grassroots diplomats.

DPL 402 | CITIZEN DIPLOMACY IN THE 21ST CENTURY | 4 quarter hours (Graduate)

This course examines the practice of diplomacy at the grassroots level by diplomatic actors working in multiple vocations, including businesspeople, scientists, artists, religious leaders, community organizers and activists. Students will engage the phenomena of polylateral and omnilateral diplomacy, and their implications for promoting collaboration among governmental and non-state actor diplomats.

**DPL 421 | MIGRATION AND FORCED MIGRATION | 4 quarter hours
(Graduate)**

This course examines the integral role that different processes of mobility play in shaping today's world: emigration, immigration, displacement, refugee and internally displaced persons flows. Students study the causes and effects of population movements including push-pull factors, demographic, economic, and political variables. Students also look at the role of state and non-state actors and organizations.

**DPL 422 | CULTURE AND INEQUALITY | 4 quarter hours
(Graduate)**

This course interrogates the concept of culture by showing the dynamic ways in which inequalities define and shape it. Students examine theories of culture and different approaches to studying culture to understand the relationship between the construction of cultural difference and social inequalities.

**DPL 423 | NATURE, SOCIETY AND POWER | 4 quarter hours
(Graduate)**

This course is an interdisciplinary exploration of environmental issues pertinent to international studies. The reproduction of human societies occurs in a symbiotic relationship with the natural world, yet in the modern era nature has come to be increasingly conceptualized as a resource. This course explores the repercussions of this instrumental separation of nature from culture and society. Our conceptions of nature range from the physical environment to the human body; and the course explores a range of related political, economic, ecological, and socio-cultural issues from theoretical, comparative, and practical perspectives. Issues explored include those of environmental justice and social and political equity, and questions such as who defines what constitutes environmental issues, who is included or excluded from environmental concerns, and who benefits or is harmed by environmental changes occurring as a result of social interventions.

**DPL 495 | SPECIAL TOPICS | 4 quarter hours
(Graduate)**

Focused study on a specific topic which is complementary to the study and practice of Applied Diplomacy.

**DPL 498 | INTERNSHIP | 4 quarter hours
(Graduate)**

This course is supervised by a member of The Grace School faculty.

**DPL 499 | INDEPENDENT STUDY | 4 quarter hours
(Graduate)**

Student-designed course incorporating reading and research conducted under faculty supervision.

Applied Keyboard (APK)

**APK 150 | PIANO | 1-4 quarter hours
(Undergraduate)**

Advanced individual instruction in piano performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.
Status as an Undergraduate Music student is a prerequisite for this class.

**APK 160 | HARPSICHORD | 1-4 quarter hours
(Undergraduate)**

Advanced individual instruction in harpsichord performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.
Status as an Undergraduate Music student is a prerequisite for this class.

**APK 450 | PIANO | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in piano performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APK 460 | HARPSICHORD | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in harpsichord performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

Applied Music (APM)

**APM 124 | ENGLISH DICTION | 1 quarter hour
(Undergraduate)**

Beginning level English diction for singers. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 125 | ITALIAN DICTION I | 1 quarter hour
(Undergraduate)**

Beginning level Italian diction for singers, and an introduction to the international phonetic alphabet. (1 quarter hour)

APV 100 is a corequisite for this class

**APM 126 | GERMAN DICTION I | 1 quarter hour
(Undergraduate)**

Beginning level German diction for singers. (1 quarter hour)

APM 125 is a prerequisite and APV 100 is a co-requisite for this class.

**APM 127 | FRENCH DICTION I | 1 quarter hour
(Undergraduate)**

Beginning level French diction for singers. (1 quarter hour)

APM 126 is a prerequisite and APV 100 is a co-requisite for this class.

**APM 160 | WORLD PERCUSSION TECHNIQUES | 2 quarter hours
(Undergraduate)**

Class playing techniques for bongos, congas, and other Latin accessories. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 170 | PERCUSSION CONCERT ACCESSORIES TECHNIQUES CLASS | 2 quarter hours
(Undergraduate)**

Class playing technique for cymbals, triangle, tambourine, and other percussion accessories. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 201 | INTRODUCTION TO BRASS PLAYING | 2 quarter hours
(Undergraduate)**

This course is designed to introduce basic playing techniques for all brass instruments. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 204 | VOCAL COACHING I | 1 quarter hour
(Undergraduate)**

The musical and dramatic performance of select vocal repertoire with special regard to recital material, integrating stylistic considerations, ornamentation, and cadenzas. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 205 | JUNIOR RECITAL | 2.00 quarter hours
(Undergraduate)**

A short, 30-60 minute, public recital performance of solo and/or chamber repertoire to be completed in the Junior year. (2 quarter hours)

APB 110, APB 130, APB 165, APB 170, APB 175, APK 150, APK 160, APP 100, APS 127, APS 160, APS 180, APS 185, APS 190, APW 115, APW 120, APW 125, APW 135, or APV 100 is a corequisite for this class.

**APM 225 | ITALIAN DICTION II | 1 quarter hour
(Undergraduate)**

Intermediate level Italian diction for singers. (1 quarter hour)

APM 125 is a prerequisite for this class.

**APM 226 | GERMAN DICTION II | 1 quarter hour
(Undergraduate)**

Intermediate level German diction for singers. (1 quarter hour)

APM 126 is a prerequisite for this class.

**APM 227 | FRENCH DICTION II | 1 quarter hour
(Undergraduate)**

Intermediate level French diction for singers. (1 quarter hour)

APM 127 is a prerequisite for this class.

**APM 242 | ACCOMPANYING CLASS I | 2 quarter hours
(Undergraduate)**

An introduction to the role of the piano accompanist in vocal repertoire, and development of basic vocal coaching skills. A year-long sequence of courses. (2 quarter hours)

Status as an Undergraduate Keyboard student with junior or senior standing is a prerequisite and APK 150 and APM 300 are corequisites for this class.

**APM 244 | ACCOMPANYING CLASS II | 2 quarter hours
(Undergraduate)**

An introduction to the role of the piano accompanist in wind instrumental repertoire, and development of basic vocal coaching skills. A year-long sequence of courses. (2 quarter hours)

Status as an Undergraduate Keyboard student with junior or senior standing is a prerequisite and APK 150 and APM 301 are corequisites for this class.

**APM 245 | ACCOMPANYING CLASS III | 2 quarter hours
(Undergraduate)**

An introduction to the role of the piano accompanist in string instrumental repertoire, and development of basic vocal coaching skills. A year-long sequence of courses. (2 quarter hours)

Status as an Undergraduate Keyboard student with junior or senior standing is a prerequisite and APK 150 and APM 302 are corequisites for this class.

**APM 253 | INTRODUCTION TO ACTING FOR SINGERS | 2 quarter hours
(Undergraduate)**

An introductory course in stage terminology and methods of preparation for stage performance. Class activities include reading assignments, discussions, and performances such as singing, spoken monologues and poems, and improvisation. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 254 | INTRODUCTION TO ACTING FOR SINGERS II | 2 quarter hours
(Undergraduate)**

A course in stage terminology and methods of preparation for stage performance. Class activities include reading assignments, discussions, and performances such as singing, spoken monologues and poems, and improvisation. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 300 | ACCOMPANYING PRACTICUM FOR PIANISTS I: VOICE | 1 quarter hour
(Undergraduate)**

An exploration of different styles of vocal repertoire, and the practice of accompanying vocalists in both studio and performance formats. (1 quarter hour)

Status as an Undergraduate Keyboard student with junior or senior standing is a prerequisite and APK 150 and APM 242 are corequisites for this class.

**APM 301 | ACCOMPANYING PRACTICUM FOR PIANISTS II: WINDS | 1 quarter hour
(Undergraduate)**

An exploration of different styles of wind repertoire, and the practice of accompanying wind players in both studio and performance formats. (1 quarter hour)

Status as an Undergraduate Keyboard student with junior or senior standing is a prerequisite and APK 150 and APM 244 are corequisites for this class.

**APM 302 | ACCOMPANYING PRACTICUM FOR PIANISTS III: STRINGS | 1 quarter hour
(Undergraduate)**

An exploration of different styles of string repertoire, and the practice of accompanying string players in both studio and performance formats. (1 quarter hour)

Status as an Undergraduate Keyboard student with junior or senior standing is a prerequisite and APK 150 and APM 245 are corequisites for this class.

**APM 303 | MUSICAL COACHING FOR SINGERS | 2 quarter hours
(Undergraduate)**

Students meet in a masterclass format for musical and diction coaching in their current repertoire. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 304 | VOCAL COACHING II | 1 quarter hour
(Undergraduate)**

The musical and dramatic performance of select vocal repertoire with special regard to recital material, integrating stylistic considerations, ornamentation, and cadenzas. (1 quarter hour)

APM 204 is a prerequisite for this class.

**APM 305 | SENIOR RECITAL | 2.00 quarter hours
(Undergraduate)**

A full 60 minute, public recital performance of solo and/or chamber repertoire to be completed in the Senior year. This recital is required as partial fulfillment of the degree of Bachelor of Music in Performance. (2 quarter hours)

APB 110, APB 130, APB 165, APB 170, APB 175, APK 150, APK 160, APP 100, APS 127, APS 160, APS 180, APS 185, APS 190, APW 115, APW 120, APW 125, APW 135, or APV 100 is a corequisite for this class.

**APM 306 | HARPSICHORD PERFORMANCE PRACTICE | 2 quarter hours
(Undergraduate)**

A practical introduction for pianists to the harpsichord, harpsichord repertoire from the late Renaissance to early Classical eras, and relevant performance practice and stylistic considerations. (2 quarter hours)

Status as a piano performance student with junior or senior standing or permission from the instructor is a prerequisite for this class.

**APM 308 | BAROQUE PERFORMANCE PRACTICE-INSTRUMENTAL | 2 quarter hours
(Undergraduate)**

This course focuses on the interpretation and performance of music from the Baroque era, concentrating primarily on 18th century literature. Open to all instrumentalists, students will study Baroque performance practice based on the treatises and various writings of the time, as well as current scholarly research of early music specialists. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 309 | MUSIC ENTREPRENEURSHIP | 2 quarter hours
(Undergraduate)**

Through opportunity creation, case study, discussion and peer evaluation, this course analyzes and simulates the professional performing arts marketplace, providing collaborative hands-on experience for performers and arts managers-in-training. In this course, performers will hone their musical point-of-view and create an original, self-produced performance opportunity in the DePaul community, with marketing materials and a business structure to support their project. Arts Management students will collaborate with performers on these projects, providing support to their colleagues in a way that models their future professional activities. Each student will also be responsible for analyzing a current successful model, identifying keys to success. This course is intended to bridge the transition from college to career, providing the artistic, career development and entrepreneurship training that have become essential in today's professional environment. Cross-listed with PAM 309. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 311 | WOODWIND PEDAGOGY | 2 quarter hours
(Undergraduate)**

This course is designed to provide students with an overview of the important aspects of woodwind pedagogy. Students will gain the necessary knowledge and skills to teach woodwind students of all ages and ability levels. (2 quarter hours)

Status as an Undergraduate Woodwind student with junior or senior standing is a prerequisite for this class.

**APM 312 | BAROQUE ORNAMENTATION FOR PERFORMERS | 2 quarter hours
(Undergraduate)**

This class will be a cumulative survey of ornamentation, involving some improvisation, in Italian, French and German styles. Topics will cover the major Baroque composers and the principal forms and styles that a modern performer would encounter.

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 313 | MUSIC TECHNOLOGY FOR PERCUSSIONISTS | 2 quarter hours
(Undergraduate)**

This course will help students to understand the role of technology and electronics in the history and development of Western percussion. Students will learn the necessary skills to work with electronic sound sources, how to mic and record percussion instruments effectively and how to use technology and electronics in the performance, study, and analysis of major electro-acoustic works for percussion. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 315 | THE BUSINESS OF MUSIC FROM THE PERFORMER'S PERSPECTIVE | 2 quarter hours
(Undergraduate)**

Explorations of the business aspects of the performing musician. Topics will include unions, networking, freelancing, audition preparation, taxes, and ethics. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 319 | PERFORMANCE PRACTICE AND CRITIQUE | 2 quarter hours
(Undergraduate)**

This course will provide students will additional performance opportunities and will give them a chance to get critique from people not playing their instrument and, therefore, without the sympathy to its technical demands. Additionally, they will learn to criticize their peers in an appropriate and focused manner and will become better acquainted with the specifics of other instruments. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 328 | ORCHESTRAL REPERTOIRE FOR WOODWINDS I: LITERATURE PERFORMANCE | 2 quarter hours
(Undergraduate)**

Detailed study of significant woodwind orchestral literature, with special emphasis on improving ensemble skills. Each week will feature new repertoire to be rehearsed and performed during the class. (2 quarter hours)

Status as an Undergraduate Woodwind student with junior or senior standing is a prerequisite for this class.

**APM 329 | WOODWIND ORCHESTRAL REPERTOIRE II: AUDITION PREPARATION | 2 quarter hours
(Undergraduate)**

An overview of orchestral woodwind audition repertoire with special emphasis on audition preparation and audition practice. Students will take several mock auditions over the course of the quarter to improve their understanding of the audition experience. (2 quarter hours)

Status as an Undergraduate Woodwind student with junior or senior standing is a prerequisite for this class.

**APM 332 | PIANO PEDAGOGY I | 2 quarter hours
(Undergraduate)**

Introduction to the field of piano teaching at the beginning through advanced elementary levels, with an emphasis on learning theories, instructional techniques, curriculum planning, studio organization and teaching materials. The first of a two course sequence. (2 quarter hours)

Status as an Undergraduate Keyboard student with junior or senior standing is a prerequisite for this class.

**APM 333 | PIANO PEDAGOGY II | 2 quarter hours
(Undergraduate)**

An exploration of all aspects of intermediate level piano study, with emphasis on long/short term goals for musical/technical development, instructional techniques, teaching of functional and musicianship skills, survey of intermediate level teaching materials, grading and repertoire selection. The second of a two course sequence. (2 quarter hours)

Status as an Undergraduate Keyboard student with junior or senior standing is a prerequisite for this class.

**APM 336 | VOICE PEDAGOGY | 2 quarter hours
(Undergraduate)**

An introduction to basic concepts of vocal pedagogy and the physiology of the singing voice. Through listening, evaluation, study, discussion, observation, and teaching, students will gain a better understanding of how to approach teaching beginning through advanced vocal students. (2 quarter hours)

Status as an Undergraduate vocal performance major with junior or senior standing is a prerequisite for this course.

**APM 337 | ALEXANDER TECHNIQUE | 1 quarter hour
(Undergraduate)**

Introduction to the Alexander Technique as applied to musical performance. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 338 | ALEXANDER TECHNIQUE II | 1 quarter hour
(Undergraduate)**

This course continues the work begun in the Introduction to the Alexander Technique course. As students deepen their understanding and practice of the principles of Alexander Technique, they will continue to develop their awareness, improve their self-observation, and apply the principles to the practice and performance of their voice or chosen musical instrument. (1 quarter hour)

APM 337 is a prerequisite for this class.

**APM 340 | ORCHESTRAL REPERTOIRE FOR STRINGS I | 2 quarter hours
(Undergraduate)**

Study of standard orchestral repertoire for string instruments. A year-long sequence of courses. (2 quarter hours)

Status as an Undergraduate String Performance student with junior or senior standing is a prerequisite for this class.

**APM 341 | ORCHESTRAL REPERTOIRE FOR STRINGS II | 2 quarter hours
(Undergraduate)**

Study of standard orchestral repertoire for string instruments. A year-long sequence of courses. (2 quarter hours)

Status as an Undergraduate String Performance student with junior or senior standing and APM 340 are prerequisites for this class.

**APM 342 | ORCHESTRAL REPERTOIRE FOR STRINGS III | 2 quarter hours
(Undergraduate)**

Study of standard orchestral repertoire in homogeneous instrument classes: 20th and 21st Century. A year-long sequence of courses. (2 quarter hours)

Status as an Undergraduate String Performance student with junior or senior standing and APM 341 are prerequisites for this class.

**APM 343 | ORCHESTRAL REPERTOIRE FOR STRING BASS | 2 quarter hours
(Undergraduate)**

Study of standard orchestral repertoire for string basses. (2 quarter hours)

Status as a String Bass student with junior or senior standing is a prerequisite for this class.

**APM 345 | AUDITION PREPARATION | 1 quarter hour
(Undergraduate)**

This course surveys a range of training techniques for effective physical and mental preparation for a professional orchestral audition. Course readings will focus on training programs utilized by endurance athletes which students will then use to create individual training plans for a fictional audition. The class will read and discuss Audition Success by Don Greene.

**APM 346 | PERCUSSION PEDAGOGY | 2 quarter hours
(Undergraduate)**

This course presents teaching techniques of all the major percussion instruments, for students of beginning through advanced levels of proficiency. The course includes an in-depth examination of pertinent published teaching materials, e.g. as method books and collections, as well as an exploration of techniques for motivating young students. (2 quarter hours)

An Undergraduate Percussion Performance major with junior or senior standing is a prerequisite for this class.

**APM 347 | ORCHESTRAL REPERTOIRE FOR PERCUSSION | 2 quarter hours
(Undergraduate)**

Study of standard orchestral repertoire for percussion instruments. (2 quarter hours)

An Undergraduate Percussion Performance major with junior or senior standing is a prerequisite for this class.

**APM 350 | INTERPRETATION OF VOCAL LITERATURE I | 2 quarter hours
(Undergraduate)**

Study and demonstration of performance practices (16th-century to present), with a focus on vocal literature in German. (2 quarter hours)

Status as an undergraduate vocal performance major with junior or senior standing is a prerequisite for this course.

**APM 351 | INTERPRETATION OF VOCAL LITERATURE II | 2 quarter hours
(Undergraduate)**

Study and demonstration of performance practices (16th-century to present), with a focus on vocal literature in French. (2 quarter hours)

Status as an undergraduate vocal performance major with junior or senior standing and APM 350 are prerequisites for this class.

**APM 352 | INTERPRETATION OF VOCAL LITERATURE III | 2 quarter hours
(Undergraduate)**

Study and demonstration of performance practices (16th-century to present), with a focus on vocal literature in Italian and English. (2 quarter hours)

Status as an undergraduate vocal performance major with junior or senior standing and APM 351 are prerequisites for this class.

**APM 353 | TECHNIQUES OF THE MUSIC STAGE I | 2 quarter hours
(Undergraduate)**

Study, coaching, rehearsal and performance of music drama and opera. (2 quarter hours)

Status as an undergraduate vocal performance major with junior or senior standing is a prerequisite for this course.

**APM 354 | TECHNIQUES OF THE MUSIC STAGE II | 2 quarter hours
(Undergraduate)**

Study, coaching, rehearsal and performance of music drama and opera. (2 quarter hours)

APM 353 is a prerequisite for this class.

**APM 356 | OPERA WORKSHOP | 2 quarter hours
(Undergraduate)**

An advanced course in opera repertoire; scenes of operas will be presented for public performance. (2 quarter hours)

APM 354 is a prerequisite for this class.

**APM 360 | TOPICS IN PERFORMANCE | 1-4 quarter hours
(Undergraduate)**

In-depth investigation of a topic in performance studies. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**APM 361 | PIANO LITERATURE I: RENAISSANCE, BAROQUE & CLASSICAL | 2 quarter hours
(Undergraduate)**

An in-depth study of the long-established tradition of pianists and pianism, from Liszt and his disciples in the 19th century through Rachmaninoff, Horowitz and the great pianists of the 20th century, and how the role of the pianist has evolved to the present day. (2 quarter hours)

Status as a piano performance student with junior or senior standing or permission from the instructor is a prerequisite for this class.

APM 362 | PIANO LITERATURE II: ROMANTICISM | 2 quarter hours (Undergraduate)

The purpose of this course is to give piano majors an in-depth look at the role that the piano has played throughout history, not only as a solo instrument but also as a crucial element of any collaborative music making. (2 quarter hours)

Status as a piano performance student with junior or senior standing or permission from the instructor is a prerequisite for this class.

APM 363 | PIANO LITERATURE III: LATE 19TH - 21ST CENTURY | 2 quarter hours (Undergraduate)

The purpose of this course is to give piano majors an in-depth look at the role that the piano has played throughout history, not only as a solo instrument but also as a crucial element of any collaborative music making. (2 quarter hours)

Status as a piano performance student with junior or senior standing or permission from the instructor is a prerequisite for this class.

APM 372 | ORCHESTRAL REPERTOIRE FOR BRASS | 2 quarter hours (Undergraduate)

Study of standard orchestral repertoire for brass instruments. (2 quarter hours)

Status as a brass performance major with junior or senior standing is a prerequisite for this class.

APM 373 | BRASS CONCEPTS | 2 quarter hours (Undergraduate)

A study of brass literature, performance, and pedagogy. An introduction to professional career responsibilities and opportunities. (2 quarter hours)

Status as a brass performance major with junior or senior standing is a prerequisite for this class.

APM 374 | BRASS INSTRUMENT PERFORMANCE STYLE | 2 quarter hours (Undergraduate)

Survey of solo and orchestral performance styles through the principal composers of the 19th and 20th centuries. Analysis of new demands placed on performers in the 21st century. Study of stylistic concepts based on historical, technical, national, and aesthetic considerations. (2 quarter hours)

Status as a brass performance major with junior or senior standing is a prerequisite for this class.

APM 377 | GUITAR HISTORY AND LITERATURE I | 3 quarter hours (Undergraduate)

Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses. (3 quarter hours)

Status as an Undergraduate Guitar Performance major with junior or senior standing is a prerequisite for this class.

APM 378 | GUITAR HISTORY AND LITERATURE II | 3 quarter hours (Undergraduate)

Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses. (3 quarter hours)

Status as an Undergraduate Guitar Performance major with junior or senior standing and APM 377 are prerequisites for this class.

APM 379 | GUITAR HISTORY AND LITERATURE III | 3 quarter hours (Undergraduate)

Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses. (3 quarter hours)

Status as an Undergraduate Guitar Performance major with junior or senior standing and APM 378 are prerequisites for this class.

APM 384 | STRING PEDAGOGY I | 2-3 quarter hours (Undergraduate)

An introduction to the field of string teaching at the beginning through advanced levels, with an emphasis on traditional and Suzuki pedagogical approaches. A year-long sequence of courses. (2 quarter hours)

Status as a String Performance, Guitar Performance, or Music Education Major is a prerequisite for this class.

APM 385 | STRING PEDAGOGY II | 2-3 quarter hours (Undergraduate)

An introduction to the field of string teaching at the beginning through advanced levels, with an emphasis on traditional and Suzuki pedagogical approaches. A year-long sequence of courses. (2 quarter hours)

Status as a junior or senior String Performance, Guitar Performance, or Music Education Major and APM 384 are prerequisites for this class.

APM 386 | STRING PEDAGOGY III | 2-3 quarter hours (Undergraduate)

An introduction to the field of string teaching at the beginning through advanced levels, with an emphasis on traditional and Suzuki pedagogical approaches. A year-long sequence of courses. (2 quarter hours)

Status as a junior or senior String Performance, Guitar Performance, or Music Education Major and APM 385 are prerequisites for this class.

APM 387 | STUDIO TEACHING AS A PROFESSION | 2 quarter hours (Undergraduate)

Strategies and techniques for the professional studio teacher. (2 quarter hours)

APM 389 | ADVANCED VOCAL DICTION | 1 quarter hour (Undergraduate)

Advanced study of German, French, or Italian diction. Junior or senior status required. (1 quarter hour)

APM 398 | INDEPENDENT STUDY | 4.00 quarter hours (Undergraduate)

An in-depth study of an applied music topic under the supervision of a faculty member. (Departmental permission required). (variable credit)

Status as a Music student is a prerequisite for this class.

APM 400 | OPERA WORKSHOP | 2 quarter hours (Graduate)

An advanced course in opera repertoire; scenes of operas will be presented for public performance. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

APM 403 | MUSICAL COACHING FOR SINGERS | 2 quarter hours (Graduate)

Students meet in a masterclass format for musical and diction coaching in their current repertoire. (2 quarter hours)

APV 100 or APV 400 is a corequisite for this class.

**APM 405 | GRADUATE RECITAL | 0 quarter hours
(Graduate)**

A full 60 minute, public recital performance of solo and/or chamber repertoire to be completed during the graduate residence. This recital is required as partial fulfillment of the degree of Master of Music in Performance and for the post-Masters Certificate in Performance. (0 quarter hours)

APB 410, APB 430, APB 465, APB 470, APB 475, APK 450, APK 460, APP 400, APS 427, APS 460, APS 480, APS 485, APS 490, APW 415, APW 420, APW 425, APW 435, APW 455, or APV 400 is a co-requisite for this class.

**APM 406 | HARPSICHORD PERFORMANCE PRACTICE | 2 quarter hours
(Graduate)**

A practical introduction for pianists to the harpsichord, harpsichord repertoire from the late Renaissance to early Classical eras, and relevant performance practice and stylistic considerations. (2 quarter hours)

Status as a Graduate Piano student or Music Performance certificate student is a prerequisite for this class.

**APM 408 | BAROQUE PERFORMANCE PRACTICE-INSTRUMENTAL | 2 quarter hours
(Graduate)**

This course focuses on the interpretation and performance of music from the Baroque era, concentrating primarily on 18th century literature. Open to all instrumentalists, students will study Baroque performance practice based on the treatises and various writings of the time, as well as current scholarly research of early music specialists. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APM 409 | MUSIC ENTREPRENEURSHIP | 2 quarter hours
(Graduate)**

Through opportunity creation, case study, discussion and peer evaluation, this course analyzes and simulates the professional performing arts marketplace, providing collaborative hands-on experience for performers and arts managers-in-training. In this course, performers will hone their musical point-of-view and create an original, self-produced performance opportunity in the DePaul community, with marketing materials and a business structure to support their project. Arts Management students will collaborate with performers on these projects, providing support to their colleagues in a way that models their future professional activities. Each student will also be responsible for analyzing a current successful model, identifying keys to success. This course is intended to bridge the transition from college to career, providing the artistic, career development and entrepreneurship training that have become essential in today's professional environment. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APM 411 | WOODWIND PEDAGOGY | 2 quarter hours
(Graduate)**

This course is designed to provide students with an overview of the important aspects of woodwind pedagogy. Students will gain the necessary knowledge and skills to teach woodwind students of all ages and ability levels. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APM 412 | BAROQUE ORNAMENTATION FOR PERFORMERS | 2 quarter hours
(Graduate)**

This class will be a cumulative survey of ornamentation, involving some improvisation, in Italian, French and German styles. Topics will cover the major Baroque composers and the principal forms and styles that a modern performer would encounter.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APM 413 | MUSIC TECHNOLOGY FOR PERCUSSIONISTS | 2 quarter hours
(Graduate)**

This course will help students to understand the role of technology and electronics in the history and development of Western percussion. Students will learn the necessary skills to work with electronic sound sources, how to mic and record percussion instruments effectively and how to use technology and electronics in the performance, study, and analysis of major electro-acoustic works for percussion. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APM 414 | THE BUSINESS OF MUSIC FROM THE PERFORMER'S PERSPECTIVE | 2 quarter hours
(Graduate)**

Explorations of the business aspects of the performing musician. Topics will include unions, networking, freelancing, audition preparation, taxes, and ethics. Seminar format. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APM 415 | ITALIAN DICTION/LANGUAGE LAB | 1 quarter hour
(Graduate)**

This course is offered in conjunction with the first year of graduate vocal study, with an emphasis on the translation, pronunciation, grammatical understanding, and interpretation of Italian texts. (1 quarter hour)

Status as a Graduate Voice Performance student is a prerequisite for this class.

**APM 416 | GERMAN DICTION/LANGUAGE LAB FOR GRADUATE STUDENTS | 1 quarter hour
(Graduate)**

This course is offered in conjunction with the first year of graduate vocal study, with an emphasis on the translation, pronunciation, grammatical understanding, and interpretation of German texts. (1 quarter hour)

Status as a Graduate Voice Performance student is a prerequisite for this class.

**APM 417 | FRENCH DICTION/LANGUAGE LAB FOR GRADUATE STUDENTS | 1 quarter hour
(Graduate)**

This course is offered in conjunction with the first year of graduate vocal study, with an emphasis on the translation, pronunciation, grammatical understanding, and interpretation of French texts. (1 quarter hour)

Status as a Graduate Voice Performance student is a prerequisite for this class.

APM 419 | PERFORMANCE PRACTICE AND CRITIQUE | 2 quarter hours (Graduate)

This course will provide students will additional performance opportunities and will give them a chance to get critique from people not playing their instrument and, therefore, without the sympathy to its technical demands. Additionally, they will learn to criticize their peers in an appropriate and focused manner and will become better acquainted with the specifics of other instruments. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

APM 428 | ORCHESTRAL REPERTOIRE FOR WOODWINDS I: LITERATURE PERFORMANCE | 2 quarter hours (Graduate)

Detailed study of significant woodwind orchestral literature, with special emphasis on improving ensemble skills. Each week will feature new repertoire to be rehearsed and performed during the class. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

APM 429 | ORCHESTRAL REPERTOIRE FOR STRINGS | 2 quarter hours (Graduate)

Study of standard orchestral repertoire for string instruments. (2 quarter hours)

Status as a Graduate String Performance student is a prerequisite for this class.

APM 432 | ORCHESTRAL REPERTOIRE FOR STRING BASS | 2.00 quarter hours (Graduate)

Study of standard orchestral repertoire for string instruments. (2 quarter hours)

Status as a Graduate String Bass Performance student or Music Performance certificate student is a prerequisite for this class.

APM 433 | WOODWIND ORCHESTRAL REPERTOIRE II: AUDITION PREPARATION | 2 quarter hours (Graduate)

An overview of orchestral woodwind audition repertoire with special emphasis on audition preparation and audition practice. Students will take several mock auditions over the course of the quarter to improve their understanding of the audition experience. (2 quarter hours)

Status as a Woodwinds Performance student is a prerequisite for this class.

APM 437 | ALEXANDER TECHNIQUE | 1 quarter hour (Graduate)

Introduction to the Alexander Technique as applied to musical performance. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

APM 438 | ALEXANDER TECHNIQUE II | 1 quarter hour (Graduate)

This course continues the work begun in the Introduction to the Alexander Technique course. As students deepen their understanding and practice of the principles of Alexander Technique, they will continue to develop their awareness, improve their self-observation, and apply the principles to the practice and performance of their voice or chosen musical instrument. (1 quarter hour)

APM 437 is a prerequisite for this class.

APM 440 | ORCHESTRAL CONDUCTING | 2 quarter hours (Graduate)

This course is designed to train musicians in the art of understanding a score and in rehearsing any ensemble effectively. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

APM 441 | ACCOMPANYING PRACTICUM | 1 quarter hour (Graduate)

A practical examination of different styles of instrumental repertoire, and the art of accompanying vocalists (Fall Quarter) and instrumentalists (Winter and Spring Quarters) in both studio and performance formats. (1 quarter hour)

Status as a Graduate Piano student or Music Performance certificate student is a prerequisite for this class.

APM 442 | ACCOMPANYING CLASS | 2 quarter hours (Graduate)

An in-depth study of the development of the specific skills necessary to effectively accompany vocal (Fall Quarter) and instrumental repertoire (Winter and Spring Quarters).

Status as a Graduate Piano student or Music Performance certificate student is a prerequisite for this class.

APM 445 | AUDITION PREPARATION | 1 quarter hour (Graduate)

This course surveys a range of training techniques for effective physical and mental preparation for a professional orchestral audition. Course readings will focus on training programs utilized by endurance athletes which students will then use to create individual training plans for a fictional audition. The class will read and discuss Audition Success by Don Greene.

APM 446 | PERCUSSION PEDAGOGY | 2 quarter hours (Graduate)

This course presents teaching techniques of all the major percussion instruments, for students of beginning through advanced levels of proficiency. The course includes an in-depth examination of pertinent published teaching materials, e.g. as method books and collections, as well as an exploration of techniques for motivating young students. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

APM 447 | ORCHESTRAL REPERTOIRE: PERCUSSION | 2.00 quarter hours (Graduate)

Study of standard orchestral repertoire. (2 quarter hours)

Status as a Graduate Percussion student is a prerequisite for this class.

APM 450 | CHORAL CONDUCTING AND ANALYSIS | 2 quarter hours (Graduate)

Students will analyze, rehearse, and conduct repertoire for mixed chorus. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

APM 453 | ADVANCED TECHNIQUES OF THE MUSIC STAGE | 2 quarter hours (Graduate)

Study, coaching, rehearsal, and performance of music and opera. (2 quarter hours)

Status as a Graduate Voice Performance student is a prerequisite for this class.

**APM 460 | TOPICS IN PERFORMANCE | 1-4 quarter hours
(Graduate)**

An in depth investigation of a topic in performance studies. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APM 461 | PIANO LITERATURE | 2 quarter hours
(Graduate)**

An in-depth study of the long-established tradition of pianists and pianism, from Liszt and his disciples in the 19th century through Rachmaninoff, Horowitz and the great pianists of the 20th century, and how the role of the pianist has evolved to the present day. (2 quarter hours)

Status as a Graduate Piano student or Music Performance certificate student is a prerequisite for this class.

**APM 462 | COLLABORATIVE PIANO I | 2 quarter hours
(Graduate)**

Collaborative Piano I focuses on the art song repertoire for voice and piano. Course topics include the nature of collaborative performance with singers, preparing songs for collaboration, effects of vocal technique on vocal musical performance, breathing and moving with the singer, the interface of lyric texts with the pianist's own interpretive choices, lyric diction and phrasing, sight-playing with singers, and basic repertoire skills.

**APM 463 | COLLABORATIVE PIANO II | 2 quarter hours
(Graduate)**

Collaborative Piano II focuses on collaborative skills in the duo repertoire for piano and other instruments. The repertoire focuses on sonatas and other works originally written for piano and another instrument. Course topics include the specific problems of balance peculiar to collaboration with individual instruments, the necessity for visual cueing, "bowing" with string players and breathing with wind players, and the inherent rubato styles of the various instruments.

**APM 464 | COLLABORATIVE PIANO III | 2 quarter hours
(Graduate)**

This course focuses on score reductions and figured bass accompaniments. Repertory draws arias, concerti and figured bass accompaniments in 18th century recitative. Course topics include acoustical, technical, and interpretive issues involved in performing orchestral reductions with solo singers and instrumentalists in a variety of styles and developing figured bass realizations for 18th century Italian secco recitativo and baroque instrumental accompaniments.

**APM 465 | COLLABORATIVE PIANO PRACTICUM I | 1 quarter hour
(Graduate)**

Collaborative Piano Practicum I focuses on the following activities: participation in singers' lessons, performances in voice studios and quarterly voice recital, and basic repertoire work with undergraduate voice students.

**APM 466 | COLLABORATIVE PIANO PRACTICUM II | 1 quarter hour
(Graduate)**

Collaborative Piano Practicum II focuses on participation in lessons for string and wind players, performances of German Lieder in a voice class and quarterly voice recital, and performances in instrumental studio classes and concerts.

**APM 467 | DUO SONATA CLASS | 1 quarter hour
(Graduate)**

This course is focused on more intense collaboration between an instrumentalist and a pianist. Since duos are not covered under the chamber music program, this class would fill in the gap of teaching students what it entails to collaborate on a sonata as equal partners (as opposed to working with professional accompanists). It would give both students a chance to explore the sonata repertoire in-depth, learn to communicate and rehearse, and participate in class discussions. For instrumentalists, it would also be crucial to learn the difference between working on the concerto repertoire versus sonata repertoire.

**APM 470 | WORLD PERCUSSION TECHNIQUES | 2 quarter hours
(Graduate)**

Class playing techniques for bongos, congas, Latin accessories, and other global percussion instruments. (2 quarter hours)

**APM 471 | BRASS CONCEPTS | 2 quarter hours
(Graduate)**

A study of brass literature, performance, and pedagogy. An introduction to professional career responsibilities and opportunities. (2 quarter hours)

Status as a Graduate Brass student is a prerequisite for this class.

**APM 472 | ORCHESTRAL REPERTOIRE FOR BRASS | 1-2 quarter hours
(Graduate)**

Study of standard orchestral repertoire for brass instruments. (2 quarter hours)

Status as a Graduate Brass student is a prerequisite for this class.

**APM 474 | BRASS INSTRUMENT PERFORMANCE STYLE | 2 quarter hours
(Graduate)**

Survey of solo and orchestral performance styles through the principal composers of the 19th and 20th centuries. Analysis of new demands placed on performers in the 21st century. Study of stylistic concepts based on historical, technical, national, and aesthetic considerations. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APM 477 | GUITAR HISTORY AND LITERATURE I | 3 quarter hours
(Graduate)**

Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses. (3 quarter hours)

**APM 478 | GUITAR HISTORY AND LITERATURE II | 3 quarter hours
(Graduate)**

Guitar History and Literature II. Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses. (3 quarter hours)

APM 477 or permission of instructor is a prerequisite for this class.

**APM 479 | GUITAR HISTORY AND LITERATURE III | 3 quarter hours
(Graduate)**

Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses. (3 quarter hours)

APM 478 or permission of instructor is a prerequisite for this class.

**APM 486 | STRING PEDAGOGY | 2 quarter hours
(Graduate)**

A study of the concepts and philosophies of teaching string instruments for beginners through advanced levels. In addition, approaches to coaching chamber music will be reviewed. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APM 487 | ADVANCED VOCAL DICTION | 1 quarter hour
(Graduate)**

Advanced study in Italian, French and German diction, phrasing and text translation. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APM 488 | STUDIO TEACHING AS A PROFESSION | 2 quarter hours
(Graduate)**

Strategies and techniques for the professional studio teacher. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APM 490 | VOCAL PEDAGOGY II: ADVANCED TOPICS IN VOCAL
PEDAGOGY | 2 quarter hours
(Graduate)**

Through the advanced study of vocal acoustics, human anatomy and physiology, and other principles of voice science, as well as supervised voice teaching, students will further their understanding of teaching voice both functionally and pedagogically.

**APM 496 | VOICE PEDAGOGY | 2 quarter hours
(Graduate)**

An introduction to basic concepts of vocal pedagogy and the physiology of the singing voice. Through listening, evaluation, study, discussion, observation, and teaching, students will gain a better understanding of how to approach teaching beginning through advanced vocal students. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APM 498 | INDEPENDENT STUDY | 4.00 quarter hours
(Graduate)**

An in-depth study of an applied music topic under the supervision of a faculty member. (variable credit)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

Applied Percussion (APP)

**APP 100 | PERCUSSION | 1-4 quarter hours
(Undergraduate)**

Advanced individual instruction in percussion performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

**APP 400 | PERCUSSION | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in percussion performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

Applied Professional Studies (AP)

**AP 501 | PROFESSIONAL PLANNING PROSEMINAR | 4 quarter hours
(Graduate)**

This seminar explores the aims of graduate education in relation to each student's focused program of study. In furthering the foundation for the Master of Arts degree in Applied Professional Studies, primary emphasis is placed on: a) enhancing facility with graduate level learning in the service of goals for personal/professional development; b) identifying paths and learning modalities available to in SCPS MAAPS; and c) selecting and developing a fitting focus area, to be expressed in a working draft of a detailed learning plan. To create the MAAPS learning plan, students build on their knowledge of content, standards, and issues in their field of professional study (Focus Area) and consider how Elements of Better Practice will impact their professional work. Structured track students will be introduced to the requirements of their track and all students will set up an Academic Committee that consists of the student Chairperson, the Faculty Mentor, and a Professional Advisor (an experienced professional in the student's Focus Area).

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 502 | LEARNING PLAN REVIEW | 2 quarter hours
(Graduate)**

Through this review process, students finalize their Graduate Learning Plans, convene their Academic Committees (comprised of themselves, their Professional Advisors, and their Faculty Mentors) to review their Learning Plans, and eventually submit their Learning Plans to the Graduate Student Program Review Committee (GSPRC) for final approval. (2 quarter hours)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 504 | RESEARCHING PROFESSIONAL PATHWAYS | 4 quarter hours
(Graduate)**

This four-credit hour graduate course provides participants with a sound foundation on which to build a professional future. Participants will hone and apply advanced skills in collecting, analyzing, and synthesizing literature and resources in their respective area(s) of practice as they conduct thorough career mapping and research into the current state and future of their professional field. The course provides opportunities for meaningful self, career, and values assessment and reflection on aspects of one's evolving professional identity. The combination of career field research and articulation of key aspects of professional identity culminated in the major deliverable in this course, the five-part Professional Portfolio: a planning document students will use in the creation of their MAAPS Learning Plan in AP 501 and one which they will expand and update throughout their graduate careers.

**AP 505 | FINDING AND MANAGING INFORMATION | 2 quarter hours
(Graduate)**

This MAAPS/MSAT foundational course provides participants with skills in collecting, analyzing and synthesizing literature and resources in their respective area(s) of practice. Among these skills are: searching and accessing various sources; discerning credibility of sources; storing and retrieving information for oneself; constructing thematic literature reviews; and, citing sources using APA style. (2 quarter hours)

Status as a MAAPS or MSAT student is a prerequisite for this class.

**AP 510 | MAIN THEORIES AND IDEAS | 2 quarter hours
(Graduate)**

Through this competence area, students address knowledge and understanding of theories, models and/or theoretical frameworks, including implications for practice relevant to their individualized areas of focus. In areas where theories are not well established (e.g., in emerging fields of study or in unique combinations of fields), this area includes exploration of theories in related fields. (2 quarter hours)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 520 | METHODS OF RESEARCH | 2 quarter hours
(Graduate)**

Through this competence area, students address the systematic gathering of data and interpretation of findings as practiced within their areas of focus or related fields. (2 quarter hours)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 528 | ASSESSMENT AND INTEGRATION 1 | 0.5 quarter hours
(Graduate)**

Scheduled at intervals across the MAAPS Program, Assessment and Integration Sessions provide opportunity for students to meet with their faculty mentors for purposes of ongoing assessment and integration regarding all aspects of the program. (.5 quarter hour)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 530 | SPECIALIZED SKILLS | 2 quarter hours
(Graduate)**

Through this competence area, students identify, develop and demonstrate skills that are particular to their areas of focus and the context(s) in which these skills are applied. (2 quarter hours)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 540 | COMMUNICATION MODES | 2 quarter hours
(Graduate)**

Through this competence area, students identify, develop and demonstrate facility with communication modes relevant to their areas of focus. (2 quarter hours)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 548 | ASSESSMENT AND INTEGRATION SEMINAR II | 0.5 quarter hours
(Graduate)**

Scheduled at intervals across the MAAPS Program, Assessment and Integration Sessions provide opportunity for students to meet with their faculty mentors for purposes of ongoing assessment and integration regarding all aspects of the program. (.5 quarter hour)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 550 | ORGANIZATIONAL AND/OR INTERPERSONAL DYNAMICS | 2 quarter hours
(Graduate)**

Through this competence area, students address the human and structural issues relevant to professional practice in their areas of focus. This includes exploration regarding how professional practice per area of focus is affected by systems, technology, structure and other people. (2 quarter hours)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 558 | ASSESSMENT AND INTEGRATION SEMINAR III | 0.5 quarter hours
(Graduate)**

Scheduled at intervals across the MAAPS Program, Assessment and Integration Sessions provide opportunity for students to meet with their faculty mentors for purposes of ongoing assessment and integration regarding all aspects of the program. (.5 quarter hour)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 560 | CHALLENGES FROM LARGER CONTEXTS | 2 quarter hours
(Graduate)**

Through this competence area, students address the ability to situate their areas of focus (including their issues and problems) within one of the following contexts: the temporal context (historical development and future direction of the area of focus); the social/cultural context (relationship of the area of focus to its societal context); or, the international context (the state of the area of focus globally). (2 quarter hours)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 570 | ETHICAL ISSUES | 2 quarter hours
(Graduate)**

Through this competence area, students address the relationship between beliefs and assumptions regarding humanity, good/evil, right/wrong, etc., and behavioral outcomes (including areas of conflict) relevant to their areas of focus. (2 quarter hours)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 574 | REFLECTION IN/ON PRACTICE | 2 quarter hours
(Graduate)**

Through this competence area, students address the interplay between thinking, doing and reflecting in order to generate new ways of mentally organizing ideas and identifying new possibilities to inform future practice their areas of focus. (2 quarter hours) Status as a MAAPS student or departmental permission is a prerequisite for this class.

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 578 | ASSESSMENT AND INTEGRATION SEMINAR IV | 0.5 quarter hours
(Graduate)**

Scheduled at intervals across the MAAPS Program, Assessment and Integration Sessions provide opportunity for students to meet with their faculty mentors for purposes of ongoing assessment and integration regarding all aspects of the program.

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 584 | SUPPLEMENTAL COMPETENCE I | 2 quarter hours
(Graduate)**

Through this competence area, students identify an additional area from among Theories, Research Methods, Specialized Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues and Reflection in/on Practice regarding which to develop and demonstrate competence. (2 quarter hours)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 585 | SUPPLEMENTAL COMPETENCE II | 2 quarter hours
(Graduate)**

Through this competence area, students identify an additional area from among Theories, Research Methods, Specialized Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues and Reflection in/on Practice regarding which to develop and demonstrate competence. (2 quarter hours)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 586 | SUPPLEMENTAL COMPETENCE III | 2 quarter hours
(Graduate)**

Through this competence area, students identify an additional area from among Theories, Research Methods, Specialized Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues and Reflection in/on Practice regarding which to develop and demonstrate competence. (AP-586, AP-587, AP-588 and AP-589 collectively serve as a culmination option for the MAAPS degree.) (2 quarter hours)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 587 | SUPPLEMENTAL COMPETENCE IV | 2 quarter hours
(Graduate)**

Through this competence area, students identify an additional area from among Theories, Research Methods, Specialized Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues and Reflection in/on Practice regarding which to develop and demonstrate competence. (AP-586, AP-587, AP-588 and AP-589 collectively serve as a culmination option for the MAAPS degree.) (2 quarter hours)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 588 | SUPPLEMENTAL COMPETENCE V | 2 quarter hours
(Graduate)**

Through this competence area, students identify an additional area from among Theories, Research Methods, Specialized Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues and Reflection in/on Practice regarding which to develop and demonstrate competence. (AP-586, AP-587, AP-588 and AP-589 collectively serve as a culmination option for the MAAPS degree.) (2 quarter hours)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 589 | SUPPLEMENTAL COMPETENCE VI | 2 quarter hours
(Graduate)**

Through this competence area, students identify an additional area from among Theories, Research Methods, Specialized Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues and Reflection in/on Practice regarding which to develop and demonstrate competence. (AP-586, AP-587, AP-588 and AP-589 collectively serve as a culmination option for the MAAPS degree.) (2 quarter hours)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 590 | PROF COMPETENCE: SPECIAL SUPPLEMENTAL | 1-6 quarter hours
(Graduate)**

As an option to the Integrating Project, student may elect to develop and demonstrate an additional four areas of professional competence from among Theories, Research, Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues, and Reflection on Practice. (1 quarter hour)

**AP 591 | ASSESSMENT AND INCLUSIVITY COLLOQUIUM | 2 quarter hours
(Graduate)**

In this course, students will conduct a thorough review of the degree programs at around mid-point. During this evaluation they will reflect on the progress of their graduate degrees programs and how well the parts of their degrees are fitting together to enhance their developing professional stature. Student will take stock, both individually and in peer groups, on the evolution of their graduate work and will consider, with committee guidance, any changes to their Learning Plans that may be called for. Advisable. They will also make a final determination of what culmination options is best for them. In the context of this mid-program assessment, students will also explore how they can begin to tackle unconscious bias, foster an inclusive environment, and create a more diverse workforce. Equity within race, sexual orientation, ethnicity, ability and gender will be content to be explored in AP 591. Students will consider how concepts of diversity impact their learning plan and program culmination work (Graduate Capstone Project or supplemental competences) as they assess their overall progress and goals within the MAAPS program.

Status as a MAAPS student or departmental permission is a prerequisite for this class.

**AP 592 | GRADUATE CAPSTONE PROJECT | 4 quarter hours
(Graduate)**

In fulfillment of the approved Integrating Project Proposal (AP-591), students develop and submit an original, independently-conducted project that provides a significant contribution to their areas of focus. Such projects incorporate elements of theory and practice and demonstrate integration of liberal learning and focus area competencies from across the MAAPS Program. (AP-591 and AP-592 serve as a culmination option for the MAAPS degree.)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

Applied Strings (APS)

**APS 127 | GUITAR | 1-4 quarter hours
(Undergraduate)**

Advanced individual instruction in guitar performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

**APS 137 | HARP | 1-3 quarter hours
(Undergraduate)**

Advanced individual instruction in harp performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

**APS 160 | STRING BASS | 1-4 quarter hours
(Undergraduate)**

Advanced individual instruction in string bass performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

**APS 180 | VIOLA | 1-4 quarter hours
(Undergraduate)**

Advanced individual instruction in viola performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

**APS 185 | VIOLIN | 1-4 quarter hours
(Undergraduate)**

Advanced individual instruction in violin performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

**APS 190 | VIOLONCELLO | 1-4 quarter hours
(Undergraduate)**

Advanced individual instruction in violoncello performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

**APS 427 | GUITAR | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in guitar performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APS 437 | HARP | 1-3 quarter hours
(Graduate)**

Advanced individual instruction in harp performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APS 460 | STRING BASS | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in string bass performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APS 480 | VIOLA | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in viola performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APS 485 | VIOLIN | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in violin performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APS 490 | VIOLONCELLO | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in violoncello performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

Applied Technology (AT)

**AT 580 | INTRODUCTION TO APPLIED TECHNOLOGY | 2 quarter hours
(Graduate)**

Through various learning processes (individual research and study, interactive sessions, individualized meetings with faculty, etc.), this seminar explores the aims of graduate education within the program of study leading to the Master of Science in Applied Technology: its purpose, scope, philosophy, key roles and processes. Special emphasis is placed on developing a baseline context for graduate study including a literature-based initial exploration into one's specialized MSAT track. (2 quarter hours)

Status as an MSAT student or departmental permission is a prerequisite for this class.

**AT 587 | INDIVIDUALIZED WORK-BASED PROJECT | 4 quarter hours
(Graduate)**

In fulfillment of the approved project proposal, this project enables students to enhance and demonstrate their ability to investigate and contribute to (and/or problem-solve regarding) a work-based challenge applicable to their professional practice and MSAT track. In so doing, students deepen their self-managed inquiry, resourcefulness, initiative-taking and disciplined follow-through as advanced professionals. [Each student is advised to delay registering for AT-587 until after his/her project proposal is officially approved. Thereafter, as a graduate culmination project, there are no class-sessions associated with AT-587. Each student is to follow directives outlined in the official project approval material and initiate sessions with faculty as needed.]

Status as an MSAT student or departmental permission is a prerequisite for this class.

AT 589 | INDIVIDUALIZED REFLECTIVE PRACTICE PROJECT | 4 quarter hours
(Graduate)

In fulfillment of the approved project proposal, this project enables students to engage and expand their professional practice as reflective practitioners. Students enhance their ability to describe and analyze a particular method or process of reflection and apply it or they describe and analyze a particular aspect of their professional practice and demonstrate improved functioning through focused/applied reflection. In so doing, students deepen their self-managed inquiry, resourcefulness, initiative-taking and disciplined follow-through as advanced professionals. [Each student is advised to delay registering for AT-589 until after his/her project proposal is officially approved. Thereafter, as a graduate culmination project, there are no class-sessions associated with AT-589. Each student is to follow directives outlined in the official project approval material and initiate sessions with faculty as needed.].

Status as an MSAT student or departmental permission is a prerequisite for this class.

AT 598 | CURRENT TOPICS IN APPLIED TECHNOLOGY | 1-8 quarter hours
(Graduate)

Current Topics in Applied Technology.

Status as an MSAT student or departmental permission is a prerequisite for this class.

Applied Voice (APV)

APV 100 | VOICE-STUDIO | 1-4 quarter hours
(Undergraduate)

Advanced individual instruction in voice performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APV 400 | VOICE-STUDIO | 1-4 quarter hours
(Graduate)

Advanced individual instruction in voice performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

Applied Woodwinds (APW)

APW 115 | BASSOON | 1-4 quarter hours
(Undergraduate)

Advanced individual instruction in bassoon performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APW 120 | CLARINET | 1-4 quarter hours
(Undergraduate)

Advanced individual instruction in clarinet performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APW 125 | FLUTE | 1-4 quarter hours
(Undergraduate)

Advanced individual instruction in flute performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APW 135 | OBOE | 1-4 quarter hours
(Undergraduate)

Advanced individual instruction in oboe performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APW 155 | SAXOPHONE | 1-4 quarter hours
(Undergraduate)

Advanced individual instruction in saxophone performance at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APW 415 | BASSOON | 1-4 quarter hours
(Graduate)

Advanced individual instruction in bassoon performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

APW 420 | CLARINET | 1-4 quarter hours
(Graduate)

Advanced individual instruction in clarinet performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

APW 425 | FLUTE | 1-4 quarter hours
(Graduate)

Advanced individual instruction in flute performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

APW 435 | OBOE | 1-4 quarter hours
(Graduate)

Advanced individual instruction in oboe performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**APW 455 | SAXOPHONE | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in saxophone performance at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

Arabic (ARB)

**ARB 101 | BASIC ARABIC I | 4 quarter hours
(Undergraduate)**

Arabic 101 is the first in a series of Arabic courses taught at DePaul. Students will be taught the basic skills needed to communicate in Arabic including comprehension, speaking, reading, and writing. Basic grammar will be introduced to facilitate communication. Students will be exposed to authentic Arabic materials from different Arab countries according to the students' language skills and interests.

**ARB 102 | BASIC ARABIC II | 4 quarter hours
(Undergraduate)**

Arabic 102 is the second in a series of Arabic courses taught at DePaul. Students learn the basic skills needed to communicate in Arabic including comprehension, speaking, reading, and writing. Instruction will build on skills taught in Arabic 101. The main focus of the course will continue to be communicative skills, and grammar will be introduced to facilitate communication. The course will be taught mainly in Arabic using Modern Standard Arabic.

**ARB 103 | BASIC ARABIC III | 4 quarter hours
(Undergraduate)**

Arabic 103 is the third in a series of Arabic courses taught at DePaul. Students learn the basic skills needed to communicate in Arabic including comprehension, speaking, reading, and writing. Instruction will build on skills taught in Arabic 101 & 102. The main focus of the course will continue to be communicative skills, and grammar will be introduced to facilitate communication. The course will be taught mainly in Arabic using Modern Standard Arabic.

**ARB 104 | INTERMEDIATE ARABIC I | 4 quarter hours
(Undergraduate)**

Intermediate Arabic I is the first course of three intermediate Arabic courses that focus on taking students to the advanced level of proficiency by expanding their knowledge of Arab culture, building their vocabulary, and developing their grammar skills. Intermediate Arabic will focus on broadening students' knowledge of the Arabic language beyond the daily life topics. Students will be introduced to examples of authentic materials of Arabic Literature that include topics of general and professional interests, in order to increase students' comprehension skills and prepare them to understand the literary and cultural context of the Arabic language. In addition, this course will emphasize two main points: (1) how mastering grammar concepts is crucial for understanding Arabic texts as well as for communicating clearly in speech and writing; and (2) how the derivation system is key for developing vocabulary. ARB 103 or equivalent, including placement test or permission of instructor, is recommended.

**ARB 105 | INTERMEDIATE ARABIC II | 4 quarter hours
(Undergraduate)**

Intermediate Arabic II is the second course of three intermediate Arabic courses that focus on taking students to the advanced level of proficiency by expanding their knowledge of Arab culture, building their vocabulary, and developing their grammar skills. Intermediate Arabic will focus on broadening students' knowledge of the Arabic language beyond the daily life topics. Students will be introduced to examples of authentic materials of Arabic Literature that include topics of general and professional interests, in order to increase students' comprehension skills and prepare them to understand the literary and cultural context of the Arabic language. In addition, this course will emphasize two main points: (1) how mastering grammar concepts is crucial for understanding Arabic texts as well as for communicating clearly in speech and writing; and (2) how the derivation system is key for developing vocabulary. ARB 104 or equivalent, including placement test or permission of instructor, is recommended.

**ARB 106 | INTERMEDIATE ARABIC III | 4 quarter hours
(Undergraduate)**

Intermediate Arabic III is the third course of three intermediate Arabic courses. The course will focus on using the skills the students developed to effectively communicate in Modern Standard Arabic orally and in writing. Students will be introduced to authentic Arabic text and audio material from different Arab countries. Instruction will be provided mainly in Arabic using Modern Standard Arabic. Students are expected to speak and respond to questions in Arabic. This is an effective approach to language learning that emphasizes communicative abilities and helps to successfully transition students into upper level Arabic courses. ARB 105 or equivalent, including placement test or permission of instructor, is recommended.

**ARB 130 | MOLILSAP STUDY ABROAD | 2 quarter hours
(Undergraduate)**

This course is specially designed to complement the Modern Language Introductory Languages Study Abroad programs, linked to the third quarter of the first year language program. The course will be taught abroad.

**ARB 197 | SPECIAL TOPICS IN ARABIC | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**ARB 198 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**ARB 199 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)**

Variable credit.

**ARB 201 | ADVANCED ARABIC I | 4 quarter hours
(Undergraduate)**

Advanced reading and comprehension, with emphasis on recognizing and understanding the perspectives and patterns of Arabic culture. ARB 106 or equivalent, including placement test or permission of instructor, is recommended.

**ARB 202 | ADVANCED ARABIC II | 4 quarter hours
(Undergraduate)**

Advanced practice in writing and composition, with emphasis on grammatical accuracy, text development skills, and vocabulary expansion. ARB 106 or equivalent, including placement test or permission of instructor, is recommended.

ARB 203 | ADVANCED ARABIC III | 4 quarter hours
(Undergraduate)

Advanced practice of oral skills in both formal and informal usage, with emphasis on correct pronunciation, sentence structure, appropriate vocabulary, and cultural context. ARB 106 or equivalent, including placement test or permission of instructor, is recommended.

ARB 297 | SPECIAL TOPICS IN ARABIC | 4 quarter hours
(Undergraduate)

See schedule for current offerings.

ARB 298 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)

Variable credit.

ARB 299 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)

Variable credit.

ARB 300 | ARABIC GRAMMAR | 4 quarter hours
(Undergraduate)

A comprehensive review of Arabic grammar with focus on its application to the development of communicative competence. ARB 106 or equivalent, including placement test or permission of instructor, is recommended.

ARB 301 | ARAB BROADCAST MEDIA | 4 quarter hours
(Undergraduate)

This course improves students' competence in listening, reading comprehension, writing, and presentation skills in the content of Arab media. The main language of instruction will be Modern Standard Arabic (MSA), the language of Arab news. Both instructor and students will be using MSA as the main language for communication. Classroom instruction will assist students in acquiring and using Arabic vocabulary needed for understanding and analyzing authentic Arabic media material. The course will focus on five main topics: (1) Meetings and Conferences, (2) Demonstrations, (3) Elections, (4) Courts and Trials, and (5) Finance and Business. In addition to topics and vocabulary covered in the required textbooks, students will listen to and discuss authentic news items. They will also be exposed to Egyptian dialect. ARB 106 or equivalent, including placement test or permission of instructor, is recommended.

ARB 302 | ARABIC PRINT MEDIA | 4 quarter hours
(Undergraduate)

This course consists of intensive exposure to vocabulary and expressions characteristic of language used in Arab media. The course will rely on newspaper articles and authentic material in addition to the Media Arabic textbook. The focus of the course will be on enforcing vocabulary learned in ARB 301 that will assist students in understanding the content of Arab print Media and translating texts into English. Presentations and discussions will be used to enforce meaning and increase vocabulary retention and proper use. ARB 106 or equivalent, including placement test or permission of instructor, is recommended.

ARB 311 | ARABIC SHORT STORIES | 4 quarter hours
(Undergraduate)

A survey of the history and development of short stories in Arabic literature from various Arab countries with focus on language, content analysis, forms, and cultural content relevant to major elements of Arab culture. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.

ARB 313 | ARABIC FILM | 4 quarter hours
(Undergraduate)

Survey of the development of Arabic films in the Arab world with examination of sample works from various periods that allow reflection on Arab culture and the social, political, and religious issues that define that culture. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.

ARB 320 | BUSINESS ARABIC | 4 quarter hours
(Undergraduate)

Content-based instruction with focus on business vocabulary, syntax, and basic linguistic skills necessary for functioning in an Arab business context. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.

ARB 330 | ARABIC TRANSLATION | 4 quarter hours
(Undergraduate)

Focuses on the thorough introduction to translation (including theory) and the latest technologies available to translators: web-based dictionaries, thesauruses, etc. Introduces students to various translation techniques and emphasizes the need for technical knowledge as required by specific fields. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.

ARB 350 | ARABIC LITERATURE | 4 quarter hours
(Undergraduate)

This course introduces the students to Modern Arabic Literature in form, language, and content. It will focus on various genres, including poetry, drama, the novel, and short stories. Works by major Arab writers and poets representing various regions and content will be examined and analyzed to develop an appreciation for Arab literature and a deeper understanding of their portrayal of Arab culture. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.

ARB 392 | INTERNSHIP | 1-8 quarter hours
(Undergraduate)

Variable credit. Includes readings, weekly reflections, and a final report.

ARB 395 | FOREIGN LANGUAGES ACROSS THE CURRICULUM | 2 quarter hours
(Undergraduate)

The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Arabic. Students must have the equivalent of 106 or higher ability in Arabic to take this two credit component. Please contact the Department of Modern Languages if you have questions about this courses or about language placement.

ARB 397 | SPECIAL TOPICS IN ARABIC | 4 quarter hours
(Undergraduate)

See schedule for current offerings.

ARB 398 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)

Variable credit.

ARB 399 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)

Variable credit.

ARB 400 | ARABIC GRAMMAR | 4 quarter hours
(Graduate)

A comprehensive review of Arabic grammar with focus on its application to the development of communicative competence. Cross-listed with ARB 300.

**ARB 401 | ARAB BROADCAST MEDIA | 4 quarter hours
(Graduate)**

This course improves students' competence in listening, reading comprehension, writing, and presentation skills in the content of Arab media. The main language of instruction will be Modern Standard Arabic (MSA), the language of Arab news. Both instructor and students will be using MSA as the main language for communication. Classroom instruction will assist students in acquiring and using Arabic vocabulary needed for understanding and analyzing authentic Arabic media material. The course will focus on five main topics: (1) Meetings and Conferences, (2) Demonstrations, (3) Elections, (4) Courts and Trials, and (5) Finance and Business. In addition to topics and vocabulary covered in the required textbooks, students will listen to and discuss authentic news items. They will also be exposed to Egyptian dialect.

**ARB 402 | ARABIC PRINT MEDIA | 4 quarter hours
(Graduate)**

This course consists of intensive exposure to vocabulary and expressions characteristic of language used in Arab media. The course will rely on newspaper articles and authentic material in addition to the Media Arabic textbook. The focus of the course will be on enforcing vocabulary learned in ARB 301 that will assist students in understanding the content of Arab print Media and translating text into English. Presentations and discussions will be used to enforce meaning and increase vocabulary retention and proper use.

**ARB 411 | ARABIC SHORT STORIES | 4 quarter hours
(Graduate)**

A survey of the history and development of short stories in Arabic literature from various Arab countries with focus on language, content analysis, forms, and cultural content relevant to major elements of Arab culture. Cross-listed with ARB 311.

**ARB 413 | ARABIC FILM | 4 quarter hours
(Graduate)**

Survey of the development of Arabic films in the Arab world with examination of sample works from various periods that allow reflection on Arab culture and the social, political, and religious issues that define that culture. Cross-listed with ARB 313.

**ARB 420 | BUSINESS ARABIC | 4 quarter hours
(Graduate)**

Content-based instruction with focus on business vocabulary, syntax, and basic linguistic skills necessary for functioning in an Arab business context. Cross-listed with ARB 320.

**ARB 430 | ARABIC TRANSLATION | 4 quarter hours
(Graduate)**

Focuses on the thorough introduction to translation (including theory) and the latest technologies available to translators: web-based dictionaries, thesauruses, etc. Introduces students to various translation techniques and emphasizes the need for technical knowledge as required by specific fields. Cross-listed with ARB 330.

**ARB 450 | ARABIC LITERATURE | 4 quarter hours
(Graduate)**

This course introduces the students to Modern Arabic Literature in form, language, and content. It will focus on various genres including poetry, drama, the novel, and short stories. Work by major Arab writers and poets representing various regions and content will be examined and analyzed to develop an appreciation for Arab literature and a deeper understanding of their portrayal of Arab culture.

**ARB 495 | FOREIGN LANGUAGES ACROSS THE CURRICULUM | 2 quarter hours
(Graduate)**

The two-credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Arabic. Students must have the equivalent of 106 or higher ability in Arabic to take this two-credit component. Please contact the Department of Modern Languages if you have questions about this courses or about language placement.

**ARB 496 | PRACTICUM IN ARABIC INSTRUCTION | 4 quarter hours
(Graduate)**

Supervised practice in language instruction, paired with a mentor instructor in a beginning or intermediate language course. Students observe a class, teach a lesson or lessons, assist in assessment and lesson planning, and complete individualized assignments to develop their skills as classroom language instructors. Repeatable.

**ARB 497 | SPECIAL TOPICS IN ARABIC | 4 quarter hours
(Graduate)**

See schedule for current offerings.

**ARB 498 | STUDY ABROAD | 4-8 quarter hours
(Graduate)**

Variable credit.

**ARB 499 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

Variable credit.

Art and Architecture, History of (HAA)

**HAA 101 | INTRODUCTION TO AFRICAN ART | 4 quarter hours
(Undergraduate)**

This course is based on a series of important issues in the study of African art, such as medium and color, portraiture, the artist and innovation, relationships with language, royal patronage, divination, gender, aesthetics, Othering, and authenticity. The course will explore each of these concepts through a variety of artistic traditions from the continent. In this manner, students will gain basic theoretical tools which will enable them to work with art from across Africa.

**HAA 115 | INTRODUCTION TO ASIAN ART | 4 quarter hours
(Undergraduate)**

An introduction to major developments of art and architecture across Asia including South Asia, Southeast Asia, the Himalayas, and East Asia. This course examines not only painting, sculpture, and architecture, but also gardens, ceramics, and prints. Special emphasis will be placed on religious arts of Buddhism and Hinduism, along with landscape and figural painting of China and Japan.

**HAA 130 | INTRODUCTION TO EUROPEAN ART | 4 quarter hours
(Undergraduate)**

This introductory-level course examines art historical methods and their application to a broad chronological survey of European art and architecture from pre-history to the twentieth century. Field trips to Chicago art institutions enhance the understanding of historical traditions and critical methods taught in class lectures and discussions.

HAA 145 | INTRODUCTION TO ARTS OF THE AMERICAS | 4 quarter hours (Undergraduate)

What is distinctive about art created over time on the American continents? This class begins to answer this question by examining some of the principal developments in art history from the ancient indigenous cultures (particularly those of Meso- and South America), through the period of European colonialism (especially Spanish and English), to the modern art movements across the sovereign nations, including the United States and Canada. Since time permits only a sampling of artistic forms across time, lectures are often issue-oriented, with a focus on selected problems facing scholars. Periodic discussions allow students to weigh in on topics and offer their own critiques. This class argues that the distinctiveness of American visual forms springs from the heterogeneous cultural traditions that simultaneously divide and unify its inhabitants.

HAA 200 | SPECIAL TOPICS ON THE ART INSTITUTE | 4 quarter hours (Undergraduate)

In coordination with the University's partnership with the Art Institute of Chicago, this Special Topics class exploits an invaluable resource in our own city, to teach students about one or more specific collections or exhibitions. The class also works to think holistically about the development of the museum itself within the context of Chicago's own social history. With an encyclopedic collection consisting of 11 distinct curatorial departments, the Art Institute is both museum and research institution, thus offering students the opportunity to explore ideas at a variety of important levels. Class lectures and activities will consider specific aspects of the museum's art and architecture, remaining flexible enough in its format to accommodate opportunities provided by any special exhibitions that may be on display during a given quarter. Meetings will take place primarily in the classroom, with intermittent visits to the museum, both during and outside of class time.

HAA 201 | ANCIENT AFRICAN ART | 4 quarter hours (Undergraduate)

This course surveys a selection of artistic traditions from across the African continent beginning with the earliest attempts by humanity to visually represent complex thought until the Portuguese began trading along the coast of West Africa in the mid-fifteenth century. Emphasis is placed on demonstrating connectedness with a larger cultural environment, while also suggesting connections to future artistic traditions.

HAA 202 | CLASSICAL AFRICAN ART | 4 quarter hours (Undergraduate)

This course surveys a selection of artistic traditions from across the African continent beginning with the arrival of the Portuguese along the coast of West Africa in the mid-fifteenth century until the age of African independence in the 1960s. While the impact of a European presence helps define the boundaries of this course, artistic response to that presence is but one theme. Interactions between African cultures and the impact of Islam are equally important considerations.

HAA 203 | POST-COLONIAL AFRICAN ART | 4 quarter hours (Undergraduate)

This course surveys African art from the age of African independence in the 1960s until the present day. The meaning of the term contemporary as it applies to African art is questioned in this course. The position of the artist between African artistic tradition and the global art market is also of vital importance.

HAA 210 | AFRICAN AMERICAN ART: 1800 TO THE PRESENT | 4 quarter hours (Undergraduate)

This course surveys the work of African American artists, from the nineteenth century to the present. Lectures will cover a wide range of visual media, including painting, sculpture, photography, art criticism and performances.

HAA 215 | CHINESE ART | 4 quarter hours (Undergraduate)

This is a chronological survey of premodern Chinese art from antiquity to the nineteenth century. Special attention is given to sculpture and painting, but architecture and ceramics are also covered. There is an emphasis on prehistoric bronze vessels, Buddhist sculpture, and landscape painting of the Song through Qing periods.

HAA 216 | JAPANESE ART | 4 quarter hours (Undergraduate)

This is a chronological survey of premodern Japanese art, from the prehistoric era to the Meiji period (1868-1911). Topics covered include painting, sculpture, and architecture, as well as decorative arts, prints, and garden design. Special attention is given to Buddhist and Shinto religious arts, along with screen painting and woodblock prints.

HAA 218 | ARTS OF THE SILK ROAD | 4 quarter hours (Undergraduate)

This course examines the visual history of the Silk Road, focusing on works of art and architecture created in Central Asia. We not only consider the prehistoric, ancient, and medieval arts of this region, but we also investigate the modern development of a romanticized notion of the Silk Road and the imperial interest in acquiring treasures from the Silk Road. Today we frequently hear about the legacy of the Silk Road in promoting multicultural exchange. However, the Silk Road has long been affected by the expansionist agendas of empires. From the time of Alexander the Great (356-323 BCE) through the period of Genghis Khan (1162-1227 CE) and onward, there have been military leaders who have led their armies into Silk Road lands seeking territory, riches, and glory.

HAA 219 | JAPANESE FILM ARTS | 4 quarter hours (Undergraduate)

This course examines the development of cinema as an artistic form in Japan, from its inception in the early twentieth century to its explosion as an international phenomenon in recent decades. The Japanese cinematic experience is considered as visual expression that parallels key Japanese arts of handscroll painting and woodblock prints. We discuss such genres as samurai films, fantasy tales, monster movies, yakuza thrillers, and science fiction anime. Among the masterpieces studied are Ozu's Tokyo Story, Kurosawa's Seven Samurai, Itami's Tampopo, and Satoshi Kon's Millennium Actress. Issues addressed in relation to these films include artistic expression, technological progress, national identity, social unrest, and religious concern.

HAA 220 | BUDDHIST ART | 4 quarter hours (Undergraduate)

This course explores the traditional visual culture of the Buddhist world, examining art as a reflection of religious belief and practice. The regions covered are South Asia, Southeast Asia, and East Asia. An emphasis is placed on painting, sculpture, and architecture made for or related to Buddhist practice.

**HAA 222 | ISLAMIC ART | 4 quarter hours
(Undergraduate)**

This course examines the visual culture of the Islamic world, selectively surveying some of the major artistic developments in regions of the world with a significant Muslim population. It will consider art and architecture as interplay between local culture and Islamic tradition. Topics covered will include the origins of Islamic visual culture in the Arabian Peninsula and the spread of Islamic art and religion across the Middle East. Local expressions of Islamic art may be explored in areas as diverse as North Africa, sub-Saharan Africa, Spain, Sicily, Iraq, Iran, India, and Central Asia. Special attention is paid to architecture, painting, and decorative arts.

**HAA 230 | ART AND EMPIRE IN THE ANCIENT WORLD | 4 quarter hours
(Undergraduate)**

This course explores the art of the ancient period (ca. 30,000 BCE - 330 CE) from a broad range of cultures and styles: from the Paleolithic cave paintings to the Roman Colosseum, from the pyramids of Egypt to the Parthenon in Greece. We consider how art, religion, urbanism, and writing profoundly affected the development of the ancient Mediterranean and Mesopotamian world. We analyze major stylistic trends and explore the relationship between art, culture, and religion. We also discuss the role of art in the hands of political leaders and the profound interconnectedness of ancient civilizations. Frequent discussions will analyze controversies in the study of ancient art and scrutinize topics such as gender, power, aesthetics, and authenticity.

**HAA 231 | CONQUEST & CONVERSION: THE ART OF THE EARLY MIDDLE AGES | 4 quarter hours
(Undergraduate)**

This course treats the art of the early Medieval period, which spans the fourth to the eleventh centuries CE and includes Roman, Celtic, Gothic, Merovingian, Anglo-Saxon, Carolingian, Viking, and Ottonian cultures. In thinking about factors such as historical context, dynamics of production, and audience, we will come to understand the role of art and architecture in announcing power and extent of territory, staging public rituals, proclaiming social status, inspiring faith, and accommodating the dead.

**HAA 232 | AGE OF CATHEDRALS: THE ART OF THE LATER MIDDLE AGES | 4 quarter hours
(Undergraduate)**

This course explores the art of the late Medieval period, which spans the eleventh to the fifteenth centuries CE in countries such as France, Germany, Italy, and England. In our study of the Romanesque and Gothic art and architecture, we will explore issues related to production, display, and function and, thereby, come to better understand a world marked by pilgrimage and the cult of relics, chivalry, pageantry, and conflict.

**HAA 233 | THE ART OF CRUSADING | 4 quarter hours
(Undergraduate)**

This course focuses on the Crusades. More specifically, it focuses on the world within which the Crusades were born and the Levantine kingdom built as a result of their initial success. Our study will depend on primary artistic, literary, and archaeological materials, as well as the secondary scholarship that has identified and interpreted these materials. Our understanding of this historical moment will be nuanced by the questions we ask of both. The payoff will be an appreciation for the religious, social, political, and artistic forces that defined the twelfth and thirteen centuries in Europe and in the Mediterranean basin, leading as they did to such fascinating phenomena as pilgrimage, the cult of relics, chivalry, holy war, the rise of military orders, and the establishment of the Latin Kingdom of Jerusalem itself.

**HAA 234 | BYZANTINE ART | 4 quarter hours
(Undergraduate)**

This course explores the art of the Byzantine Empire from the founding of Constantinople in 330 CE to the fall of the city to the Ottomans in 1453. Lectures and readings focus primarily on how contemporaries understood and interacted with a diverse group of monuments and objects now classified as Byzantine art. Significant attention will be devoted to how works of art functioned in the service of imperial and ecclesiastical ideology. Discussions analyze how Byzantine art was appreciated and appropriated in both the medieval Mediterranean and in modern scholarship.

**HAA 235 | RUSSIA: MEDIEVAL MOMENTS, IMPERIAL DAYS & WHITE NIGHTS IN NOVGOROD & ST. PETERSBURG | 4-8 quarter hours
(Undergraduate)**

This study abroad program in Russia allows students the opportunity to explore Novgorod, the medieval trading emporium and center of Orthodox spirituality and the Russian imperial gem of St. Petersburg, while studying medieval art and the history of Imperial Russia. Both cities have been designated UNESCO World Heritage Sites and showcase the best of medieval and modern Russia by providing one of the world's richest ensembles of urban planning, art, architecture, and historical treasures.

**HAA 236 | NORTHERN RENAISSANCE ART | 4 quarter hours
(Undergraduate)**

This course features the most significant works of art, their artists and patrons, the social and economic aspects of artistic production, and the dominant cultural issues that flowed brilliantly in Northern Europe - above all, in France, the Netherlands, Bohemia, and German-speaking lands - between 1300 and 1600, that is, during the volatile period of the Renaissance and outbreak of the Protestant Reformation. And although Flemish oil painting offers the most evident legacy of the Northern Renaissance to the casual museum visitor, this course also introduces the most important outputs in printmaking; sculpture; and the industrial arts, as in tapestry weaving and the fabrication of luxury articles in metalwork.

**HAA 237 | ITALIAN RENAISSANCE ART | 4 quarter hours
(Undergraduate)**

This course concentrates on the architecture and pictorial arts that flourished on the Italian peninsula between ca. 1300 and 1600, although selected forays are undertaken into comparative European and Asian cultures. Its content focuses on the most significant works of art and architecture, including the technical arts; the key personalities, above all, the artists and their patrons; and a broad range of cultural and political issues that affected artistic thinking and production.

**HAA 238 | BAROQUE ART | 4 quarter hours
(Undergraduate)**

Starting in 1600, from the vantage point of the Counter-Reformation and the rise of modern European states, Baroque Art covers the principal works of art and architecture; artists and patrons; and a wide sweep of social, religious, and political conditions that impacted cultural thinking and production in the seventeenth century. Attention is focused on the most prominent artistic centers in Italy, the Spanish Netherlands, England, Spain, the Dutch Republic, and France. The in-class lectures with discussion are accompanied by field work to the Baroque collections of the Art Institute of Chicago.

**HAA 239 | 19TH CENTURY EUROPEAN ART | 4 quarter hours
(Undergraduate)**

This course is an introductory survey of major artists and movements in nineteenth century European art. This was a period of great change, both in the world and in the arts; it determined the modern world. This class primarily explores paintings and sculptures, but printmaking, photography, and architecture are drawn in as well. Artworks are treated as historical objects and texts with their own aesthetic properties, but also as reflective of major events such as the Industrial Revolution, political upheaval, and colonialism. Included is discussion of marginalized artists and populations, and connections to issues in the contemporary world.

**HAA 240 | ART FROM 1900-1945 | 4 quarter hours
(Undergraduate)**

This course examines the major artists, movements, and issues at play in the visual arts of Europe from 1900 to the outbreak of World War II. Lectures and class discussions address how modern art, often oppositional and contradictory in nature, responds to, reflects, or builds on the effects of modernization (i.e. urbanization, industrialization, and global capitalism). Modern art objects will be read for both stylistic innovation and for connections to specific historical developments. Significant themes addressed include the character and history of the avant-garde, the relationship between high art and mass culture, the changing identities and aims of the modern artist, and the institutional basis of art production.

**HAA 242 | ART FROM 1945 - 1975 | 4 quarter hours
(Undergraduate)**

This course considers the art and culture of Western Europe and the United States from World War II through the Vietnam War. Beginning with the period of high modernism, major art historical movements and highly distinct aesthetic practices will be examined in order to foreground the complex relations that exist between art making and specific socio-historical contexts. Topics to be addressed include the development of the arts after World War II, the role of art in a consumerist and spectacle-driven society, the dematerialization of the art object, and the shift from late modernist to postmodern sensibilities. Students will be introduced to a range of theoretical models which foreground structural and formal investigations, as well as issues of social and historical analysis.

**HAA 243 | MAYA ART AND ARCHITECTURE | 4 quarter hours
(Undergraduate)**

The "Classic Period" Maya (ca. 0-900 CE) are the source of modern interest for their graceful naturalism in a wide range of art forms and for their impressive architecture whose ruins today are found scattered across Southern Mexico, the Yucatan Peninsula, Guatemala, Belize, and Honduras. This class explores the political, social, economic and religious imperatives behind the soaring temples, intriguing ballcourts, stately public sculptures, delicately painted vases, complex manuscripts and much more. We will situate the art of the Maya relative to other Mesoamerican cultures, particularly those of the Olmec, Teotihuacan and Aztec, and with respect to the Spanish colonial invasion. Other themes include aesthetics, materiality, gender, interpretive methodologies, and the impact of hieroglyphics and calendrics on the study of Maya art.

**HAA 244 | AZTEC, MAYA, OLMEC: MESOAMERICAN ART | 4 quarter hours
(Undergraduate)**

This survey of art of the ancient Mesoamerica (ca. 1000 BCE - 1520 CE) focuses on the most artistically significant civilizations of Middle America and some of the difficulties encountered in studying them. Lectures explore visual traditions as diverse as the people they reflect; cultures to be covered include the Olmec, Maya, Teotihuacan, and Aztec. We consider the relationship between form and content, and the relationship between art and its social context, as much as we can understand it; however, especially because of the scarcity of primary source texts for the material, the class will also regularly raise questions of methodology in what is often identified as "pre-Columbian" scholarship.

**HAA 245 | ART OF THE ANDES | 4 quarter hours
(Undergraduate)**

This survey of art of the ancient Andes (ca. 1000 BCE - 1530 CE) focuses on the most artistically significant civilizations of South America and some of the difficulties encountered in studying them. Lectures explore visual traditions as diverse as the people they reflect; cultures to be covered include the Nazca, Moche, Tiawanaco, Wari and Inca of Peru. We consider the relationship between form and content, and the relationship between art and its social context, as much as we can understand it; however, especially because of the scarcity of primary source texts for the material, the class will also regularly raise questions of methodology in what is often identified as "pre-Columbian" scholarship.

**HAA 246 | ART IN THE SPANISH AMERICAN EMPIRE | 4 quarter hours
(Undergraduate)**

This course offers a critical survey of the art of colonial Latin America (ca. 1520 - 1820), from the Caribbean to Mexico, Central America, and South America. Framed by the Spanish Conquest of the sixteenth century and Independence in the early nineteenth century, lectures will survey state-sanctioned arts of the Iberian colonizers, including the foundations of the Catholic Church across the 'New World' landscape. Race will be a frequent issue of discussion as we consider both indigenous American and African participation in social realities and artistic practice in this colonial context.

**HAA 247 | MODERN LATIN AMERICAN ART | 4 quarter hours
(Undergraduate)**

This class is a survey of Latin American art created since the Wars of Independence which helped to create the modern nations in the nineteenth century (i.e. 1820s through the present). Lectures consider the struggle of artists to articulate newly sovereign identities through visual production, even as complicated relationships with Europe and increasingly, the United States, continue. Topics covered include Latin American modernism, surrealism, radical arts, and social realism, with a special consideration of post-revolutionary Mexican mural painting.

**HAA 248 | MEXICAN ART | 4 quarter hours
(Undergraduate)**

This survey situates the art of Greater Mexico in its rich historical context, from the territory on the eve of the Spanish Conquest to the early decades of the twenty-first century. From Aztec imperial art to colonial works, to efforts at nation-building through visual forms, the story of Mexican art is characterized by political and social change. Readings, lectures, and discussion will touch on critical issues of race, class, and gender, and take up themes such as miscegenation, indigenism, nationalism, and Mexico's place in the global art world. We will study famous works, such as the Aztec Calendar Stone, the Catholic image of the Virgin of Guadalupe, the post-revolutionary murals of Diego Rivera and the more intimate paintings of Frida Kahlo, but we will also consider less familiar art that has been equally important in the construction of Mexico and its identities.

**HAA 250 | THE ART MARKET | 4 quarter hours
(Undergraduate)**

This course examines the evolution of the global commercial art market. In this cultural survey, students will be introduced to the roles of auction houses and commercial galleries and how they shape the art world. In addition, the course will consider the rise and popularity of contemporary art fairs and non-fungible tokens (NFTs) and their significant impact on how art is now disseminated, collected, and exhibited. Field trips to local commercial galleries and auction houses will be organized to give students the opportunity to connect directly with experts in the field.

**HAA 260 | AMERICAN ART | 4 quarter hours
(Undergraduate)**

This course examines American art (the British colonies and United States) from the colonial period to the mid-twentieth century. Works of art are examined both in relation to American social and cultural history and also as aesthetic objects. The overarching themes of the class include the "American-ness" of American art, the relationship between American and European art, the function and production of art, and the expanding definition of American expression through multicultural diversity.

**HAA 263 | HISTORY OF INTERIOR DESIGN | 4 quarter hours
(Undergraduate)**

A survey of the history of interior design as expressed in residential architecture, furniture, and the decorative arts from antiquity to the present. The aim of this class is to understand interiors and furnishings throughout history, considering their function, style, materials, and fabrication in relation to their cultures and to the built environment. To this end, students will learn to identify, analyze, and understand historic styles of interior design and furnishings within the larger context of the history of painting, sculpture, and architecture.

**HAA 265 | HISTORY OF PHOTOGRAPHY | 4 quarter hours
(Undergraduate)**

This course is a survey of the major works, artists, and movements from photography's invention to the present day. Emphasis is placed on the major artists, subjects, and technical applications of the medium, as well as on the modernity of photography and its unique aesthetic qualities. This course will also consider the myriad purposes and social contexts for photography and examine a wide range of techniques from the camera obscura to recent developments in printing. Actual photographs are studied in class, on campus, and in field trips to regional collections. The course involves major readings that ask students to consider the role of photography in relations to race, gender, and politics. Many of the photographers under consideration are American and European, but examples of international imagery are included as well.

**HAA 268 | HISTORY OF FILM | 4 quarter hours
(Undergraduate)**

This course is a survey of the history of cinema and an introduction to the basic methods for analyzing films. Specifically, this course tracks the development of techniques for creating meaning using film within particular historical contexts and cinematic traditions such as narrative, documentary, and experimental film. We will focus on how meaning in film is conditioned by uses of camera, editing, lighting, mise-en-scene, sound, and acting as well as how these uses have been impacted by new technological developments in film production. Additionally, we will consider the significance of genre, the production system, and the impact of individual "auteurs" throughout the history of cinema.

**HAA 273 | ANIME AND MANGA | 4 quarter hours
(Undergraduate)**

This course examines the development of anime and manga in Japan from their inception to their explosion as international phenomena in recent decades. We consider anime and manga as forms of artistic expression that depend upon and parallel key Japanese visual forms of handscroll painting and woodblock prints. Students learn the ideas, ideals and values in Japanese cinematic and visual expression, and develop skills at analyzing anime and manga as artistic forms. The processes of drawing/creating anime and manga are considered; both form and content of anime and manga are discussed.

**HAA 280 | PREMODERN ARCHITECTURE: ANCIENT SOCIETIES TO THE ENLIGHTENMENT | 4 quarter hours
(Undergraduate)**

Social, economic, and political history of European and Mediterranean architecture, from Paleolithic times to the 1789 French Revolution. Topics include: classicism, the status and role of the architect, social struggle, patronage, and architectural technologies.

**HAA 281 | MODERN ARCHITECTURE | 4 quarter hours
(Undergraduate)**

World architecture from the 1789 French Revolution to the present. Examines the influence of industrial, technological, political and social change in the development of modernist and post-modernist architecture.

**HAA 288 | COMPARATIVE URBANISM | 4 quarter hours
(Undergraduate)**

An investigation of the origins and bases of non-American urban traditions, through the study of the genesis, form, functions, and social-cultural forces that shaped cities such as Paris, St. Petersburg, Istanbul, Calcutta, and Mexico City. This course is based in the Geography Department and is the equivalent of 200-level History of Art and Architecture course.

HAA 290 | ART HISTORICAL THEORY AND METHODOLOGY | 4 quarter hours**(Undergraduate)**

This course looks at the theories and methodologies that belong to art history. This means that, rather than a given artistic period, geographical area, or theme, our focus will be on the ways in which works themselves have been interpreted and understood since the origin of the discipline, emphasizing the more reflective and critical approaches to art that have emerged as a result of contact with other disciplines (such as philosophy and comparative literature). Each weekly meeting will consist of discussions inspired by informational readings on a given methodological approach (such as structuralism, Marxism, psychoanalysis, post-colonialism, queer theory), as well as a number of specifically art historical texts exemplifying that particular approach. Our main goal for this class will be to develop an understanding of these theories and methodologies and to evaluate the advantages and disadvantages of their application.

HAA 291 | MUSEUM AND NON-PROFIT ARTS MANAGEMENT | 4 quarter hours**(Undergraduate)**

Chicago is rich with museums and non-profits dedicated to the visual arts and the heritage of the city's cultural communities. Acquire an understanding of the fundamentals of the non-profit visual arts sector by investigating the principal practices of Chicago area museums and dynamic arts organizations as case studies. This course will examine how museums and non-profits are structured, governed, managed, and connect with arts audiences. Current challenges in curatorial and exhibition practice, community engagement, financial sustainability, equity, and impact in a highly competitive arts and culture market will be explored. Site visits and meetings with arts professionals will provide an inside look at how Chicago's non-profit visual arts and museums function and the demands they face.

HAA 297 | SPECIAL TOPICS IN HISTORY OF ART & ARCHITECTURE | 4 quarter hours**(Undergraduate)**

Focused study on a specific topic from the history of world art.

HAA 301 | AFRICAN ARCHITECTURE | 4 quarter hours**(Undergraduate)**

This course examines a wide variety of issues pertinent to the study of architecture in Africa, highlighting above all else the diversity of traditions across the continent. Themes are defined at times by materials, technology, type, geographical region, culture, or specific architectural elements. Examples of subjects studied include: earthen mosques of Mali; subterranean residences in Burkina Faso; nomadic tents; impluvial and courtyard traditions of Nigeria and Senegal; mural painting in Burkina Faso, Nigeria, and South Africa; Ethiopian rock cut churches; imperialist exploitation of Great Zimbabwe's legacy; and coral architecture of the Swahili Coast.

HAA 302 | AFRICAN ISLAM: ISLAMIC ART & ARCHITECTURE IN SUB-SAHARAN AFRICA | 4 quarter hours**(Undergraduate)**

Focused study of the impact of Islam on the artistic traditions of sub-Saharan Africa. Rather than necessarily replacing previous art forms, this course investigates in what circumstances preexisting visual culture might be integrated with the requirements and needs of Islam. This approach necessitates an understanding that neither Islam nor African art are monolithic entities, but rather their interactions represent a wide variety of negotiations across the continent. Likewise, this course will consider specific historical circumstances to which Islamic art in sub-Saharan Africa has responded in terms of form and content.

HAA 310 | TOPICS IN ART AND ARCHAEOLOGY | 4 quarter hours**(Undergraduate)**

This course addresses issues of archaeology relevant to the study of visual culture from the ancient to the contemporary world. This course is based in the Department of Anthropology and is the equivalent of a 300-level History of Art and Architecture course.

HAA 312 | ILLNESS AND DISABILITY IN CHINESE ART | 4 quarter hours**(Undergraduate)**

This course looks at how different bodies have been portrayed through different media and how illness and disability have been understood. Students will examine artworks created under illness and disability and investigate how different bodies affect the creation of artworks and styles. A wide variety of visual materials will be discussed, including painting, calligraphy, embroidery, cinema, footwear, propaganda posters, and performance art. By the end of the course, students will be able to identify important works related to illness and disability in Chinese art, explain their historical contexts using a perspective of disability studies, and analyze issues in defining what counts as disability art.

HAA 316 | GODS AND MORTALS: THE ART OF THE ANCIENT GREEKS | 4 quarter hours**(Undergraduate)**

This course looks at the ancient Greek world, focusing on the events, traditions, and beliefs that culminated, on the one hand, in the birth of democracy and the defeat of Xerxes and, on the other hand, in the building of the Parthenon and the sculpting of the Nike of Samothrace. In so doing, we will come to understand above all the heavy burden placed on art and architecture at this time and in this place, charged as it was with soliciting the gods, establishing power, celebrating battles, ritualizing entertainment, and remembering the dead. And along the way we will challenge long held assumptions related to the meaning and function of ancient Greece's most fundamental artistic forms, techniques, and subjects.

HAA 320 | ART AND POWER IN PAGAN AND EARLY CHRISTIAN ROME | 4 quarter hours**(Undergraduate)**

This class focuses on the art of the Roman Empire, an empire that began pagan and ended Christian. In practical terms, it will move from Augustus in the first century BCE to Justinian in the sixth century CE, with geographical coverage ranging from Jerusalem to (modern day) northern England. Our task will be to examine the artistic forms that came to identify this civilization via structures that dwarfed the natural world and figural likenesses that made the absent present to appreciate their efficacy. On the one hand, this examination will provide a deep and broad understanding of the role art plays in the building of empire; on the other, it will provide a vivid sense of art's part in maintaining the appearance of continuity despite radical change. Thus, we will watch as the artistic forms that once defined a pagan world are adopted enthusiastically by its Christian replacement, marking the subtle transformations that articulate new beliefs, facilitate new devotion, and charge spaces for new rituals.

HAA 325 | OLD EMPIRES AND NEW GODS: CULTURAL CONFRONTATIONS IN LATE ANTIQUITY | 4 quarter hours**(Undergraduate)**

This course focuses on how a clash of cultures and the emergence of new religions impacted the arts of the eastern Mediterranean in late antiquity (300 to 700 CE). It explores interactions between the Byzantine and Sasanian empires, as well as the creation of local and religious identities through art. It also investigates how the diverse religious climate (Christianity, Judaism, Paganism, Zoroastrianism, Islam) contributed to visual expression in the region.

HAA 328 | THE POWER OF PIETY: ICONS, RELICS, AND MIRACLES IN THE MEDIEVAL WORLD | 4 quarter hours (Undergraduate)

This course examines the intersection of personal devotion, public spirituality, and performance of faith in the medieval world. Probing a range of objects that give material expression to the desire for tangible links to the sacred and reminders of supernatural presence in the medieval world, the course analyzes miraculous objects that we now categorize as works of art. Objects under discussion include a category broadly defined as reliquaries, fragments of the True Cross, images "not made by human hands," and miraculous icons.

HAA 331 | ART OF THE CRUSADES: CRUSADES AS MEDITERRANEAN EXCHANGE | 4 quarter hours (Undergraduate)

This course considers the Crusades from multiple perspectives (Byzantine, Latin, Muslim) and explore how politics, religion, and culture influenced the art of the medieval Mediterranean. The Crusades are analyzed in the broader context of pilgrimage, the search for the divine, and the desire to seize control of and purify holy sites. The course focuses on works of art created when the cultures of the Mediterranean came into both contact and conflict.

HAA 332 | ROMANESQUE ART AND ARCHITECTURE | 4 quarter hours (Undergraduate)

Scholars in the nineteenth century designated Western European monuments, especially architecture and sculpture created between the eleventh and twelfth centuries, as "Roman-like" in character or "Romanesque," in order to acknowledge certain linkages they perceived between the characteristics of this era's architectural and visual language and that of the distant Roman past. Recent scholarship emphasizes not only large-scale works of art, architecture, and sculpture, crucial in an age of Pilgrimage and Crusades, but also small-scale works, such as illuminated manuscripts, metalwork, and coins and seals, as essential for an understanding of medieval visual culture. This class considers the broad spectrum of significant works of art produced during this period from shifting points of view, aesthetic or formalist toward function, agency, presentation and reception.

HAA 333 | GOTHIC ART AND ARCHITECTURE | 4 quarter hours (Undergraduate)

This course examines the art, architecture, history, and culture of the so-called Gothic era (twelfth - fifteenth centuries), the age of the great European cathedrals. Reigning supreme in most of Europe in the thirteenth and fourteenth centuries, the Gothic style marks an era of unparalleled building activity and one of the most fertile and productive periods in the history of Western art. Special emphasis will be given to the aesthetic, structural, and spiritual aspects of cathedrals and other great churches and their contents, primarily in France and England, as reflections and embodiments of the sacred aspirations and devout character of the era. The artistic and architectural production (buildings, sculptures, illuminated manuscripts, paintings, sacred or liturgical objects, stained glass, etc.) of the period will be studied in its original context, with close attention paid to questions of social and political function, cultural meaning, and historical circumstance.

HAA 335 | MICHELANGELO | 4 quarter hours (Undergraduate)

This course examines the extraordinary life, times and creations of Michelangelo Buonarroti (1475-1564), one of the most significant figures in the history of Western art. Sculptor, painter, architect, and poet, Michelangelo lived during the Italian Renaissance, an age that witnessed a flourishing artistic, scientific, and humanistic culture. During a career that spanned over seven decades, Michelangelo created famous lasting masterpieces, including the Vatican Pieta, David, Moses, the Sistine Chapel ceiling, and the papal church of St. Peter's. Who is this irascible and solitary genius, this devout Catholic and fierce Republican Florentine, who cavorted and lived with popes and princes, and fashioned works that profoundly influenced Western civilization? How do his brilliant achievements define, express, and illuminate the time, place, and culture in which he lived? Drawing on a variety of primary and secondary sources, this course seeks to understand an eccentric artist whose dazzling aesthetic productivity left a lasting mark on the art of future generations up to the modern period.

HAA 360 | DUCHAMP AND DADAISM | 4 quarter hours (Undergraduate)

This course examines the artworks and biography of Marcel Duchamp (1887-1968) and explores the major world cities where Dadaism occurred. Duchamp was among the most important artists of the modern era, his intriguing and challenging artworks redefining art altogether. No other modern artist influenced contemporary art so significantly. Another focus will be the cultural movement known as Dadaism (1916-24), a delirious anti-art movement begun in Zurich, Switzerland, during the absurd, bloody First World War. After contextualizing Dada in relation to modern art, the course explores its manifestations in various world centers. Along the way, we will encounter the works of many of its most important figures, many of whom were women. Besides the inherent value of looking closely at the cultural moment of an important historical figure, the study of Dadaism has special relevance because of its timeless iconoclasm and spirit of creative experimentation. This class includes close readings of primary and field-defining secondary texts, informed class discussions and lectures, as well as trips to area museums.

HAA 365 | ART SINCE 1975 | 4 quarter hours (Undergraduate)

This course addresses visual art production of a global context from the end of the Vietnam War to the present. Taking postmodernism as its starting point, the nature of contemporary art practice will be examined as it is redefined by new technologies and media, such as video, installation, performance, and digital art, and through an investigation of critical theoretical models. Traditional media, such as painting and sculpture, will also be assessed as a crucial part of this shifting terrain. Major themes considered include questions of identity and subject formation, the relationship between art and its audience, changing notions of artistic value, and the impact of globalization. Throughout, students will be exposed to the issues and ideas relevant to cultural production today, while simultaneously developing the visual and conceptual tools for critically analyzing contemporary art.

**HAA 366 | TOPICS ON WOMEN AND ART | 4 quarter hours
(Undergraduate)**

Historically courses on women and art were created as a supplement to the canon of art history taught in the standard art history survey, which celebrated the genius of the heroic white male artist. In many ways, however, these classes became a separate canon of women artists that was never truly integrated into the discipline and was narrow in terms of examining questions of class, ethnicity, race, religion, age, ability, etc. This course departs from this model and instead focuses on feminist theories of art applied to specific case studies investigating topics such as, problems of art historical categorization for women artists, performance as sites of resistance against violence, performing gender in visual images, and feminist activist collaborations.

**HAA 370 | CONTEMPORARY ARCHITECTURAL THEORY AND PRACTICE | 4 quarter hours
(Undergraduate)**

Study of contemporary debates in architecture and urban planning. This course explores economic, social, and political aspects of architectural theory through a case study of a contemporary monument or city plan.

**HAA 371 | HISTORIC CATHOLIC CHURCH ARCHITECTURE OF CHICAGO | 4 quarter hours
(Undergraduate)**

This course covers a selection of the jewels among the city's architecturally significant Catholic churches and related sites of interest that date up to ca. 1920. The course encourages us to think about the sacred buildings as extensions of the city's history, while emphasizing the contributions of its various immigrant groups. By thus using architecture and architectural history as the armature of this course, the student is able to explore the fascinating interplays between art, history, religion, and society, and come to terms with what culture does and signifies in one's own milieu.

**HAA 372 | CAIRO: MOTHER OF THE WORLD (WORLD CITIES) | 4 quarter hours
(Undergraduate)**

This course will examine the urban development and architectural heritage of Greater Cairo, Egypt since the reconstruction of the fortress of Babylon in the Roman period, through the establishment of Cairo itself in 969, and until the present. Cairo has always been a crossroads of cultures, set between Africa, Europe, and the Middle East. It has been home to significant Jewish, Christian and Muslim populations who have been impacted by the various ruling dynasties who have held sway there, including the Byzantines, early Islamic rulers, Tulunids, Shi'i Fatimids, and later Sunni Ayyubids, Mamluks, and Ottomans. In the 20th century, rapid expansion has produced extreme pressures on transportation networks and housing. The solution to such problems of intense urbanization has been to build satellite cities including a projected new capital to the east that will connect the Nile to the Red Sea shipping industry, following in the footsteps of the past.

**HAA 373 | KYOTO (WORLD CITIES) | 4 quarter hours
(Undergraduate)**

This course explores the art, architecture, and urban plan of Kyoto, the ancient capital of Japan. Kyoto became the seat of government and the home of the imperial court in 794 CE, and it continued to serve as the cultural and religious center of the land until the nineteenth century. This course considers major artistic developments as they relate to main sites in Kyoto, especially palaces, temples, and shrines. The eras covered extend from the Heian to the Meiji period.

**HAA 375 | MEXICO CITY (WORLD CITIES) | 4 quarter hours
(Undergraduate)**

From its origins as Tenochtitlan, the preordained capital of the Aztec Empire, through its identification as a "new Rome" dominated by the Spanish Crown in the Viceregal period, to its status as the largest metropolitan area in the Western Hemisphere (and the second largest in the world), Mexico City was born to impress the imagination. This class explores the development of the great city of Mexico in light of major historical events and cultural expressions. Discussions will focus especially on urban planning, key architecture, outdoor sculpture, and public spectacles over the centuries.

**HAA 376 | ROME (WORLD CITIES) | 4 quarter hours
(Undergraduate)**

Few cities in the world match Rome for its antiquity, imperial heritage, historic, religious and cultural importance, spectacular art and architecture, and rich urban landscape. Traditionally believed to have been founded by Romulus and Remus, descendants of Aeneas, in 753 BCE, and subsequently ruled by Etruscan kings; Rome's public buildings, communal baths, and fortifications suggest that Rome was urbanized as early as the sixth century BCE. After the expulsion of their Etruscan monarchs, Romans established the Republic, which evolved into the Roman Empire when Octavian, grand nephew of Julius Caesar, became Augustus, Rome's first emperor, princeps or first citizen. Along with subsequent emperors determined to turn Rome into a magnificent city worthy to be the capital of a great empire, Augustus used architecture and the built environment as massive symbols of power, authority, and legitimacy. The Catholic Church embraced this lesson when the imperial pagan capital became the capital of Western Christendom and the seat of the papacy. This class explores the city of Rome from its ancient origins through the seventeenth century and focuses on the major art and architectural developments that define this unique urban space.

**HAA 378 | HEAVENLY AND EARTHLY JERUSALEM (WORLD CITIES) | 4 quarter hours
(Undergraduate)**

This class focuses on the city of Jerusalem. The uniqueness of Jerusalem stems from its status as a sacred place in Judaism, Christianity, and Islam. In this class we will explore the physical city of Jerusalem with its monuments, contested holy sites, and changing architecture. We will also analyze representations of the imagined heavenly Jerusalem, for which many believers intensely yearned. The class will focus on Jerusalem from the second through the sixteenth centuries: from its destruction by Roman armies to its last pre-modern construction phase during the Ottoman period. We will discuss how different religious groups mapped meaning and marked holiness in the urban fabric of Jerusalem. This class will consider some of the following issues: art and architecture, politics, religion, urban planning, and patronage.

**HAA 379 | PARIS AND VICINITY TO CIRCA 1870 (WORLD CITIES) | 4 quarter hours
(Undergraduate)**

This course is designed to explore the arts and architecture, and urban planning of Paris and its vicinity, from the period of the Old Regime to ca. 1870. This span more or less coincides with the art historical periods from the Renaissance to early Impressionism. The course material weaves artistic works and projects into the greater cultural, political, and social fabric of the realm, and includes, among other outstanding personalities, the towering impact of Vincent de Paul, in order to expose the student to a variety of cross-disciplinary perspectives. Several class sessions are scheduled at the Art Institute of Chicago.

HAA 380 | CHICAGO ARCHITECTURE AND URBANISM (WORLD CITIES) | 4 quarter hours (Undergraduate)

This course investigates contemporary historiographic debates and new archival evidence surrounding research on Chicago architecture and urbanism. In addition to participating in lectures and discussions, students also meet separately to discuss scholarly debates as well as their individual research proposals.

HAA 390 | SENIOR CAPSTONE | 4 quarter hours (Undergraduate)

This is the culminating course of the art history major. Its project is twofold. On the one hand, it continues the critical thinking work of your previous art history courses, turning now to topics that define and occupy the field in general, rather than topics that define and occupy a specific period or geographical area and rather than topics related to methodology. These topics (such as cultural seeing, audience, material, the market, looting, etc.) will allow us to examine a variety of object and monument types in urban and non-urban settings from different cultures and different historical contexts. While some are of longstanding concern and others more recent, together they underscore art history's inherent interdisciplinarity and the breadth of issues that affect the study of art and architecture. On the other hand, this course continues the writing and research work of a single previous art history course, facilitating the expansion of a paper of your choosing. This expansion will be accompanied by readings and staged assignments that are designed to deepen your existing argument, or to push it in new and complementary directions, and to tighten and clarify your prose and your use of textual and material evidence. The result will be a substantial and sophisticated treatment of an art historical object, monument, or subject. Formerly HAA 399.

Declared major in History of Art and Architecture and (senior status required or juniors with instructor permission)..

HAA 391 | THE EVOLVING MUSEUM: HISTORIES AND CONTEMPORARY CHALLENGES | 4 quarter hours (Undergraduate)

This course examines the history and philosophy of museums and provides a framework to consider how the museum's role in society has changed over time. Compelling issues such as the museum's responsibility as a public institution and ethical considerations in collections acquisition and stewardship will be discussed. Case studies, guest lectures, and site visits to museums will inform history and theory by highlighting current museum practice and contemporary challenges in the museum field.

HAA 393 | SPECIAL TOPICS IN MUSEUM STUDIES | 4 quarter hours (Undergraduate)

Focused study on a specific topic in museum studies.

HAA 394 | MUSEUM STUDIES INTERNSHIP | 4 quarter hours (Undergraduate)

This course is a unique opportunity for students to gain valuable training in the museum field and work closely with professional museum staff on meaningful projects. Students will be matched with museum sites in consultation with the instructor. In addition to internship responsibilities, students will produce a reflective journal and document their field work in a digital portfolio. This course is designed for History of Art and Architecture majors and Museum Studies minors. Students should contact the instructor once they have registered for the class (at least three weeks prior to the start of the quarter) to discuss museum site placement.

HAA 395 | INTERNSHIP | 1-12 quarter hours (Undergraduate)

To be arranged with the Career Center and in consultation with advisory. **Junior or Senior standing and status as an Art, Media and Design major or Art minor or consent of instructor is a prerequisite for this class.**

HAA 397 | SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE | 4 quarter hours (Undergraduate)

Focused study on a specific topic from the history of world art.

HAA 398 | INDEPENDENT STUDY | 1-4.5 quarter hours (Undergraduate)

Independent work in the student's field of study under faculty supervision. Available only to upper-level students with demonstrated capacity for self-motivated study.

HAA 399 | NEWBERRY LIBRARY SEMINAR | 4.5 quarter hours (Undergraduate)

The Newberry Library Undergraduate Seminar (NLUS) provides an opportunity for DePaul undergraduates to participate in an intensive seminar and produce an original research project using the world-renowned collections of the Newberry Library. Seminar topics change annually. Admission is competitive, by application. Instructor permission is required to enroll.

HAA 400 | CHICAGO ARCHITECTURE AND URBANISM | 4 quarter hours (Graduate)

Chicago Architecture And Urbanism.

HAA 401 | GRADUATE TOPICS/HISTORY OF ART & ARCHITECTURE | 4 quarter hours (Graduate)

Graduate-level, intensively researched investigations into topics from the history of art and architecture taught by an instructor with a research specialty in that topic.

Graduate standing or department consent is a prerequisite of this class.

HAA 402 | DIGITAL MAPPING AND ART HISTORY | 4 quarter hours (Graduate)

This course explores the questions raised by digital humanities in art history through a specific focus on the digital mapping of art historical questions. Students will focus on advanced discussions of digital mapping but also apply these theoretical and methodological concerns to art historical problems. We will use the Harvard WorldMap program which is a complement to the more advanced GIS work available in the Geography component of the certificate. WorldMap is a tool that has both pedagogical and analytic potential for art history. Students will address the big issues in digital mapping while constructing maps around such art historical subjects as modern architecture in Chicago, women artists in Chicago, muralism in Chicago, and other select topics.

HAA 495 | ADVANCED TOPICS/HISTORY OF ART & ARCHITECTURE | 4 quarter hours (Graduate)

Advanced Topics in History of Art and Architecture.

Graduate standing or department consent is a prerequisite for this class.

Art and Craft of Theatre (ACT)

ACT 100 | POLITICS, POP CULTURE, AND THE STAGE | 4 quarter hours (Undergraduate)

Through the aesthetic analysis of plays, and dramatists that were foundational in the development of dramatic literature, the student is encouraged to develop basic critical standards for the understanding and appreciation of dramatic production. This course can be taken by non-Theatre School students.

ACT 200 | MAKING PLAYS: THEATER AND THE ART OF PRODUCTION | 4 quarter hours (Undergraduate)

Through lecture, discussion, projects and actual theatre attendance, students explore the human nature of the theatrical impulse and its evolution into theatrical form. Plays and readings deal with issues of gender identity, sexual orientation, and sexuality in performance. Students follow the process of specific drama productions from script to stage and examine the artistic process and the role that sexuality and gender play in performance and rehearsal.

ACT 209 | SKETCH COMEDY | 4 quarter hours (Undergraduate)

Live performances of sketch comedy present theatre in one of its most elemental forms. With a focus on actors and text rather than technical elements, stagings of sketch revues explore the relationship between audience and artist in a dynamic and revealing way. This course will explore both the theoretical underpinnings of comedy and the practical techniques for the creation of this work. The class will examine as literature this work that is often overlooked by critics and theorists because of its perception as a "low" art form.

ACT 213 | SCI-FI AND OTHER GENRE FICTION IN THEATRE | 4 quarter hours (Undergraduate)

Science Fiction, Horror, Fantasy, and Superhero as genres of fiction are prevalent in popular culture and successful (almost saturated) in Film, Television, Prose Literature, Graphic Novels, and other forms of storytelling media. Why, then, are they underrepresented in the world of the theatre? And why are the few more well-known examples of these genres in theatre so often unsuccessful, commercially and critically? How can these genres translate to the stage successfully? Which technical characteristics of the theatre and of the theatrical language of storytelling are advantages and disadvantages for bringing these genres to life, as opposed to the other media in which they are more prevalent and successful? This course will attempt to answer these questions by examining extant theatrical works of "genre" fiction and their financial successes and critical receptions. We will also examine critically-acclaimed pieces of "genre" fiction in other media to determine why those pieces were successful and how to translate that success to the stage.

ACT 215 | PLAYS ABOUT SPORTS | 4 quarter hours (Undergraduate)

There is a curious relationship between sports and theatre; that is to say, the inherent theatricality of sports and the inherent athleticism of theatre. A significant component in this relationship is the concept of performance and what that entails. We speak of high-performance cars and trucks, we applaud and then discuss, blog, and tweet (sometimes to an extraordinary degree) the performances of both athletes and actors, we talk about academic performance, we see performing seals, dolphins, and whales at Shedd Aquarium, a member of the clergy performs a wedding ceremony, and the list continues. A highly contested term, performance is bound to the team role as it relates to sports, theatre, and everyday life. What is your role on the team? What role were you cast in? What is your role in the company? The team role is aligned with function and also with the context in which the "role is played. More than anything perhaps, both sports and theatre deal with highly charged relationships. In the plays that we will examine in the course, it is the sport itself that serves as both the context of and trigger for the relationships that are created, strengthened, weakened, or in the worst-case scenarios, totally shattered.

ACT 216 | SCREEN TO STAGE | 4 quarter hours (Undergraduate)

There is a long and storied tradition of adapting plays to film. Glengarry Glen Ross, Chicago, A Few Good Men, Harvey, Romeo + Juliet - the list goes on and on. More recently, however, there has been a continuing trend in the opposite direction: major works of theatre, particularly Broadway musicals, are adaptations of films. This course will examine this trend from several angles. We will discuss some of the reasons for this trend, we will discuss the challenges inherent in translating work written for film to the techniques of the stage, and we will compare and contrast artistic, critical, and financial successes and failures of plays adapted from films.

ACT 217 | THE ART OF STORYTELLING | 4 quarter hours (Undergraduate)

Storytelling is one of our oldest art forms. By exploring stories in performance and writing, students acquire the tools necessary to sculpt and perform their own stories. Then, students discover how storytelling can be used in multiple applications - from marketing to change management to human resources to diversity training. Through discussion, projects, and viewing live and recorded performance, students understand the art and building blocks of good storytelling. Studying different forms will illuminate the connection between content and form. Stories have the power to change people and this class explores how and why.

ACT 223 | INTRODUCTION TO IMPROVISATION | 4 quarter hours (Undergraduate)

Improvisation for the theatre was originally developed as a means of bringing diverse populations of people together in a creative, non-competitive, environment. Improvisation for performance was developed by The Compass Players and The Second City and has influenced generations of theatre artists from Alan Arkin to Tina Fey. The essentials of improvisation, however, remain applicable to everyone. In this course, sessions will include theatre games, ensemble building exercises, and scene structures. We will explore how the practice of improvisation creates opportunities for connection, creativity, and spontaneity. This class is for anyone who wants to enhance their abilities to act and interact with others.

ACT 241 | ARE WE STILL FABULOUS?: QUEER IDENTITY IN CONTEMPORARY DRAMA | 4 quarter hours
(Undergraduate)

Born out of ACT UP and the AIDS militant movement of the late 1980s and early 1990s, Queer Nation concerned itself with the issue of gay and lesbian enfranchisement and power. They created the battle cry, "We're here, we're queer, we're fabulous, get used to it," thereby granting the gay community ownership of the word "fabulous." Fabulousness not only became a new manifesto for queer politics and camp, but also became synonymous with irony, tragic history, defiance, gender-fuck, glitter, and drama. Currently, young playwrights have shifted the visor of gay drama from overtly political dramas to stories of identity and love. In replacing direct political messages with more personal appeals for social progress, is contemporary gay drama still fabulous? By interpreting and analyzing the most current queer plays, reading critical and reflective essays, and through discussion, students in the course will decide for themselves if "fabulous" is a thing of the past or stronger than ever in the present.

ACT 242 | STAGE DIRECTION FOR NON-MAJORS | 4 quarter hours
(Undergraduate)

This course is designed to introduce students to the director's craft. The focus is on the director's relationship to text through the analysis of playscripts and the use of that analysis to plan an interpretation of a play. Analysis will come from a variety of perspectives—personal, psychological, social, and historical. In addition to preparing and presenting their projects, students will attend performances and write papers in response. The class combines lecture, discussion, group exercises, and in-class activities.

ACT 244 | DRAMATIC WRITING FOR NON-MAJORS | 4 quarter hours
(Undergraduate)

This course is designed as an introduction to the process of playwriting. The emphasis is on the exploration of a range of techniques and tools available to the playwright. Through the completion and discussion of a series of writing exercises, the class will examine the various elements of playwriting. Particular attention will be paid to the connections between form and meaning. Work for the course will include weekly exercises, written responses to plays in production, and the presentation of projects. Instructional methods will include lecture, discussion, group exercises, and in-class activities. The final project of the class will be the completion of a draft of a 10-minute play.

ACT 250 | AMERICAN FUNNY: STAGE COMEDY FROM GROUCHO MARX TO TINA FEY | 4 quarter hours
(Undergraduate)

We're a funny people. We like to watch people be funny. AMERICAN FUNNY is a survey course that looks at American comedy in theatre from the early 20th century to the present day. We view performances of plays on video, read and write about American plays and playwrights, and discuss what is special about going to the theatre. We explore a historical progression of comedy, different types of comedy, the development of the American Comic Hero, and how comedy brings us together as theatregoers and as Americans.

ACT 251 | STAGE TO SCREEN: CINEMATIC TRANSLATIONS OF THE DRAMATIC CANON | 4 quarter hours
(Undergraduate)

It is almost always the case that audiences are introduced to the dramatic canon with cinematic translations of the great plays, rather than actual productions. In this course we will examine what elements theatre and film share as well as what elements one or the other medium possesses exclusively if any. What is lost or, indeed gained in cinematic translation? What is the notion of theatricality? What cannot be translated to the film? What societal elements come into play when translating a play for the screen? Socio-political and historical milieu of the original plays will be examined as well as those of the screenplays.

ACT 253 | THEME PARK THEATRE | 4 quarter hours
(Undergraduate)

Theme parks have become contemporary equivalents of the ancient Greek theatre festivals - places where the citizenry gather to revisit the myths and history of the community. While much has been written about theme parks from the perspective of cultural studies, urban planning, and commerce, little attention has been paid to their function as performance or theatre. In this class we will attempt to develop criteria for evaluating theme park attractions as works of art. How do theme parks fulfill or challenge traditional definitions of theatre? What is the relationship between audience and performer? Can/should theme parks aspire to do more than entertain? How are stories told physically and architecturally? How have theme parks influenced theatre and other art forms?.

ACT 255 | ANGELS, PUNKS AND RAGING QUEENS: THE ECLECTIC QUILT OF AIDS DRAMA | 4 quarter hours
(Undergraduate)

Acquired Immune Deficiency Syndrome (AIDS) has left an indelible mark on both the history and culture of the world. While fear and loss can paralyze, they can also mobilize. In addition to destroying generations of artists, AIDS has become what some call "the great unifier," giving voice to a new generation of theatre artists. But what are these voices? Cries for social change? Political rants? Stories of remembrance? Lessons to educate? All of the above? What does AIDS mean when it appears onstage in a performance? By interpreting and analyzing plays from both national and global AIDS perspectives, reading critical and reflective essays, and through discussion, students in the course will discover how the ritual of theatre has been used to create the eclectic quilt of voices that is AIDS drama.

ACT 257 | WRITING LOCALLY, THINKING GLOBALLY: INTERNATIONAL THEATRE FOR YOUNG AUDIENCES DRAMATIC LITERATURE | 4 quarter hours
(Undergraduate)

While writing and performing for their local communities, various international artists have made a global impact on the field of theatre for young audiences. This course is an investigation of the principles, procedures, and practices of theatre for young audiences playwrights and artists worldwide. Through analysis of readings, lectures, workshops, and discussions students will explore the skills and aesthetic techniques that theatre creators from around the globe use to communicate with their audiences. By examining historical, theoretical, and artistic intercontinental connections, students will hopefully gain further appreciation and understanding of the contemporary, global theatre for young audiences (TYA) field.

ACT 290 | ACTING AND PERFORMANCE | 4 quarter hours
(Undergraduate)

Students work on basic performance skills through individual and group exercises in acting, voice and speech and movement. Can be taken by non-Theatre School students.

ACT 300 | MESSFEST | 4 quarter hours**(Undergraduate)**

Students will learn and practice the skills needed to create and produce a 40-show comedy festival at a professional Chicago venue. Using a choose-your-own-adventure co-learning format, students can participate in everything from writing, performing, directing, production skills, design, house and stage management, marketing, and more. The course culminates in a one-week takeover of The Annoyance Theater in Chicago, where students will collaborate to run the theater and produce MessFest. Students must plan to participate in the festival January.

ACT 301 | MODERN DANCE | 4 quarter hours**(Undergraduate)**

This artistic dance course will focus on technique, individual and group improvisation, choreography, the art of making dances and how to view dance in performance. Designed for all levels of experience, the class will give attention to body awareness and alignment, physical strength and flexibility, expressive and creative movement in the modern dance style to a variety of musical accompaniment.

ACT 302 | MODERN DANCE II | 4 quarter hours**(Undergraduate)**

This course is a continuation from Modern Dance for Non-Majors. The course focuses on technique, individual and group improvisation, partnering, principles of choreography, the art of making dances, and the skill of motivating feedback. Learning how to view and critique dance in performance, students will attend a selected dance concert to review. Class will include more advanced experiences with body awareness and alignment, physical strength and flexibility, expressive and original movement in the modern dance style to live percussion accompaniment. Students with previous training who haven't taken PRF 301/ Modern Dance I may contact the instructor for permission to enroll in Modern Dance II.

ACT 380 | ADVANCED ACTING AND PERFORMANCE | 4 quarter hours**(Undergraduate)**

This course is a continuation of PRF 290 and will allow students who have completed the introductory course further exploration in performance by applying basic acting skills to the presentation of short plays and scenes from modern dramatic literature.

PRF 290 is a prerequisite for this class.

ACT 500 | VOICE AND DICTION:FOR BROADCAST AND COMMUNICATION | 4 quarter hours**(Graduate)**

This course provides specific and constructive instruction on how students can improve their diction and voice quality. It is especially aimed at students who wish to pursue careers involving some form of voice work - for example, theatre and broadcast journalism students. The course will focus on improving vocal clarity and sound, through group meetings and individual coaching. This course is only open to Journalism majors who have completed the prerequisite of JOUR 330.

Art, Media, and Design (ART)

ART 101 | DIGITAL FOUNDATIONS | 4 quarter hours**(Undergraduate)**

This course will develop creative thinking through a variety of visual explorations in digital media. Photoshop and Illustrator will be introduced and applied to the creation of digital images within the context of contemporary art and design. Offered every Quarter.

ART 104 | CREATING ART | 4 quarter hours**(Undergraduate)**

A studio course that uses visual problems and critical discussions to develop creative and perceptual abilities; relates these abilities to the principles of art in cultural and historic contexts (non-art majors). Offered every quarter.

ART 105 | TWO-DIMENSIONAL FOUNDATIONS | 4 quarter hours**(Undergraduate)**

This course is an introduction to fundamental concepts, terminology, materials, and skills necessary for effective visual communication using two-dimensional media. Through studio projects, students gain practical experience in the planning, production, and evaluation of 2D works of art and design, and gain an understanding of the relationship between form and content. Through lectures, reading, writing, critiques and discussions, students will gain an understanding of the relationship between form and content, and be introduced to the theoretical and historical context specific to two-dimensional art forms. Offered every Quarter.

ART 106 | BEGINNING DRAWING | 4 quarter hours**(Undergraduate)**

Introduction to composition, line and rendering in black and white drawing media. Basic techniques for descriptive and expressive use of drawing media. Offered every Quarter and Summer Session.

ART 107 | THEATRE DRAWING I | 2 quarter hours**(Undergraduate)**

The first in a three quarter sequence of general drawing courses exclusively for students enrolled in the Theater School.

ART 108 | THEATRE DRAWING II | 2 quarter hours**(Undergraduate)**

ART 107 and a student in the Theatre School or consent of instructor is a prerequisite for this course.

ART 109 | THEATRE DRAWING III | 2 quarter hours**(Undergraduate)**

LIBERAL LEARNING SEMINARS (18 credits) - The Liberal Learning Seminars are designed to enable students to develop key liberal learning skills (self-assessment, self-managed learning, critical-creative-systemic thinking, interpersonal relations, communication effectiveness and values-based decision-making) through participation in a series of seminars. Both skills and seminar topics are deemed critical to all professionals?regardless of individualized areas of expertise.

ART 110 | BEGINNING PAINTING | 4 quarter hours**(Undergraduate)**

An introduction to basic organizational and technical concepts in painting. The preparation and proper use of materials is also stressed. Offered every Quarter.

ART 105 (or GD 105 or ANI 105 or ART 106 or instructor consent) is a prerequisite for this class.

ART 113 | THREE DIMENSIONAL FOUNDATIONS | 4 quarter hours**(Undergraduate)**

This course is an introduction to fundamental concepts, terminology, materials, and skills necessary for effective visual communication using three-dimensional media. Through studio projects, students gain practical experience in the planning, production, and evaluation of 3D works of art and design, and gain an understanding of the relationship between form and content. Through lectures, reading, writing, critiques and discussions, students will gain an understanding of the relationship between form and content, and be introduced to the theoretical and historical context specific to three-dimensional art forms. Offered annually.

**ART 114 | FOUR DIMENSIONAL FOUNDATIONS | 4 quarter hours
(Undergraduate)**

This course is an introduction to fundamental concepts, terminology, and methods of creating and interpreting time-based artwork. Time will be the central technical and conceptual component in all work created in this course. "4D" artwork primarily focuses on video or film, sound, interactive artworks, sequential artworks and performance art. Time-based aspects of other media may also be explored.

**ART 115 | BEGINNING SCULPTURE | 4 quarter hours
(Undergraduate)**

An introduction to traditional and contemporary approaches to sculpture with an emphasis on clay modeling, plaster casting and carving. Studio core course. Offered every Quarter.

**ART 117 | INTRODUCTION TO 3D PRINTING | 4 quarter hours
(Undergraduate)**

This course will extend students' knowledge and experience in the practical and conceptual aspects of contemporary studio art practice by introducing desktop 3D printing technology. The class will focus on basic methods and materials, idea development, and the incorporation of interdisciplinary thinking. Students will design simple forms with 3D modeling software, utilize and/or modify existing 3D forms from open online resources, and learn how to operate the printer. The course will provide students the opportunity to explore new tools and skills, while maintaining a focus on the development of meaningful content in their work. Through projects, readings, slideshows, discussions, examples from art history and contemporary culture, students will actively participate in the evolving relationship between art and technology.

ART 101 or consent of instructor is a prerequisite for this class.

**ART 200 | ART & ARTISTS IN CONTEMPORARY CULTURE | 4 quarter hours
(Undergraduate)**

This course will use a mixed lecture/discussion format and thematic approach to consider works on art and design produced in the last 30 years as a means of contextualizing recent works of art. The primary approach to this material will be from the perspective of the artmaker (artist or designer), for whom art theory, criticism and history are crucial tools for developing effective and meaningful work. For that reason, this class will be taught by studio faculty. The class will make extensive use of the city's contemporary museums, galleries, exhibitions and works of public art to emphasize the social, economic and political context from which works of art and design emerge as indicators or signposts of contemporary cultural concerns. Offered every Quarter.

**ART 204 | VISUAL COMMUNICATION | 4 quarter hours
(Undergraduate)**

A multi-media studio course exploring the visual principles of communication. Students learn to examine, deconstruct, and experiment with structures of visual communication through research, process, and divergent thinking methods. Offered Autumn Quarter in even years. ART 101 and (ART 105 or ANI 105 or GD 105) or consent of instructor are prerequisites for this class.

ART 101 and (ART 105 or ANI 105 or GD 105) or consent of instructor are prerequisites for this class.

**ART 205 | COLOR THEORY AND APPLICATION | 4 quarter hours
(Undergraduate)**

Explorations into the use of color in both paint and computer applications. Offered Autumn and Spring Quarters.

ART 105 or ANI 105 or GD 105 or permission of instructor is a prerequisite for this class.

**ART 206 | INTERMEDIATE DRAWING | 4 quarter hours
(Undergraduate)**

Continued development and exploration into the rendering of space with an introduction to a wider range of drawing media and contemporary art applications in drawing. Offered every quarter.

ART 106 or consent of instructor is a prerequisite for this class.

**ART 209 | DRAWING SPECIAL TOPICS | 4 quarter hours
(Undergraduate)**

This course focuses on specialties in drawing not encompassed by the general art curriculum. Offered annually.

ART 206 or ART 218 or permission of instructor is a prerequisite for this class.

**ART 210 | INTERMEDIATE PAINTING I | 4 quarter hours
(Undergraduate)**

A development of skills and concepts beyond the basic level. Problems that stress advanced concepts of theme, color and spatial design are studied. Offered Autumn and Spring Quarters.

ART 110 (or instructor consent) is a prerequisite for this class.

**ART 211 | INTERMEDIATE PAINTING II | 4 quarter hours
(Undergraduate)**

Intermediate Painting II.

ART 210 is a prerequisite for this course.

**ART 212 | WATERCOLOR PAINTING | 4 quarter hours
(Undergraduate)**

The investigation of aqueous medium in thin transparent washes, using a variety of subjects. Spontaneity of medium is stressed in order to capture the nuance of color and light. Offered Winter Quarter in even years.

ART 105 or ART 106 or instructor permission is a prerequisite for this course.

**ART 213 | SPACE DESIGN | 4 quarter hours
(Undergraduate)**

Application of three-dimensional principles to basic issues of space and object design. Introduction to professional presentation techniques.

ART 113 and ART 115 or consent of instructor is a prerequisite for this class.

**ART 214 | CERAMIC SCULPTURE | 4 quarter hours
(Undergraduate)**

An exploration of ceramic techniques for constructing and firing expressive sculptural forms.

ART 113 or consent of instructor is a prerequisite for this class.

**ART 215 | INTERMEDIATE SCULPTURE | 4 quarter hours
(Undergraduate)**

Introduction to basic wood and metal working techniques for producing constructed sculpture. Focuses on modern and contemporary issues in sculpture. Offered Winter Quarter.

ART 115 or consent of instructor is a prerequisite for this class.

**ART 217 | ADVANCED THREE-DIMENSIONAL DESIGN | 4 quarter hours
(Undergraduate)**

Advanced investigation of three dimensional design concepts. Course is a sequel to ART 213.

ART 113, ART 115 and ART 213 or consent of instructor is a prerequisite for this class.

**ART 218 | FIGURE DRAWING | 4 quarter hours
(Undergraduate)**

Learning to draw the human figure through the study of anatomy combined with various drawing concepts and processes. Offered every Quarter and Summer Session.

ART 106 or consent of instructor is a prerequisite for this class.

**ART 219 | BEGINNING FIGURE SCULPTURE | 4 quarter hours
(Undergraduate)**

This course provides opportunities for learning how to represent the dynamic human figure in three dimensions and welcomes students with no experience in figure studies as a first introduction to the figure. All class work will be done from a nude model. Home assignments will consist of figure drawings either from departmental Open Studio Figure Drawing sessions or from assigned figure drawings of great masters. Students will be taught basic technical and eye/hand coordination skills necessary to depict the human figure three dimensionally as well as basic understanding of the proportions of the human figure and ability to implement them. This course will also introduce to students the concept of the human figure as a dynamic three dimensional entity. Students will have an opportunity to work from a nude model for nine weeks, examining human anatomy, body proportions and different gesture poses.

ART 106 or ART 115 or instructor permission is a prerequisite for this course.

**ART 220 | THINKING PHOTOGRAPHY | 4 quarter hours
(Undergraduate)**

This is a course taking a critical and historical look at "the arts of mechanical reproduction" and lens-based image making. As a lecture class, it may include some very basic shooting exercises assigned that could easily be carried out by "snapshot" or disposable cameras - either film or digital. Formerly ART 118. Offered every Quarter.

**ART 223 | LIGHT, COLOR, AND PHOTOGRAPHY | 4 quarter hours
(Undergraduate)**

Principles of image making with lenses, mirrors and photographic processes. Discusses the physical properties of light and color including those used in laser and holography.

MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

**ART 224 | BEGINNING DIGITAL PHOTOGRAPHY | 4 quarter hours
(Undergraduate)**

This course introduces students to the digital camera (DSLR) and editing platforms as tools for creative and expressive use of the photographic medium. Proper use of camera functions and file management will be learned in tandem with editing strategies using adobe software. Lighting strategies and inkjet printing will be introduced in a fully equipped Mac lab. This course emphasizes the concepts, theory, and history of the photographic medium within the context of contemporary art. Students will produce their own photographs by digital means and engage in discussion and critical analysis of images and image aesthetics. Suggested prior course: ART 101: Digital Foundations. Offered every Quarter and Summer Session.

**ART 225 | BEGINNING PHOTOGRAPHY | 4 quarter hours
(Undergraduate)**

This course is an introduction to the aesthetics, processes, and theory of black & white film photography. Techniques of chemical-based film development, darkroom printing, and image editing will be introduced. Strategies of exposure, framing and lighting will be explored as means for developing a meaningful photographic language. Emphasis will be given to understanding and using the camera as a tool for personal inquiry and experimentation. Additionally, this course will focus on the role and impact of the photographic image in both historical and contemporary contexts. Suggested prior course: ART 105: 2D Foundations. Offered every Quarter.

**ART 226 | VIDEO ART | 4 quarter hours
(Undergraduate)**

ART226 Video Art is an introductory level course designed to familiarize students with the uses of video in a variety of artistic practices. These encompass non-narrative treatments in multiple forms that may include single and multi-use of monitors and projection, installation, and performance. Students will learn to use video editing software in this class. The department provides video and audio equipment. Offered Winter Quarter annually.

**ART 227 | DIGITAL ART | 4 quarter hours
(Undergraduate)**

Students will develop dexterity and finesse for digital imaging within the context of contemporary art. The primary focus will be on analytic problem solving and developing students' abilities to create complex images, illustrations, and icons that provoke sustained cognition and interpretation. Coursework will utilize software, digital tools, and hardware to support and enhance the student's artistic vision. Offered annually. ART 101 or consent of instructor is a prerequisite for this class.

ART 101 or consent of instructor is a prerequisite for this class.

**ART 228 | COMPUTER APPLICATIONS FOR DESIGN II | 4 quarter hours
(Undergraduate)**

This course will introduce students to professional layout techniques including page templates, formatting and preparing files per industry-specific guidelines for spot and process color offset printing. Students will design complex, multi-page documents utilizing intermediary layout, typographic and illustration skills. A broad range of conceptual layout principles and additional procedural preparations and "pre-flighting" expectations will be examined. Adobe InDesign will be the layout software utilized. ART 260 is highly recommended.

ART 101, ART 105, ART 227, and ART 264 or consent of instructor is a prerequisite for this class.

**ART 229 | BEGINNING PRINTMAKING | 4 quarter hours
(Undergraduate)**

Explorations in the artistic possibilities of a variety of printmaking techniques. Techniques may include forms of relief print, intaglio, monoprint, and other printmaking processes used in the production of limited edition prints. Offered annually.

ART 105 (or GD 105 or ANI 105 or ART 106 or instructor consent) is a prerequisite for this class.

**ART 230 | ISSUES IN ENVIRONMENTAL DESIGN | 4 quarter hours
(Undergraduate)**

Issues in Environmental Design is an introductory course that will examine concepts, theories and practices across multiple scales of design, including graphic, product, architecture, landscape architecture and urban design. We will explore the history and practice of eco-design as well as sustainable design in modern cultures. The environmental impact of design will be examined in relation to everyday products, as well as the consumer culture that feeds their mass production. Examples of excellence will be explored through the examination of case studies; local demonstrations will illustrate the theme of restorative design; and artists' projects that address environmental issues will also be studied. The underlying theme is the connection between culture and nature, and how we must reduce our negative impact on systems that support all life while building positive systems that support all life.

**ART 231 | SCREEN PRINTING | 4 quarter hours
(Undergraduate)**

A beginning level course designed to teach students the essential equipment, materials, and processes, for screen printing artworks. Printing methods utilize hand-cut stencils, screen filler, and photo-emulsion techniques. Offered every Quarter.

ART 101 (or ART 105 or GD 105 or ANI 105 or ART 106 or DES 141 or instructor consent) is a prerequisite for this class.

**ART 245 | PAINTING: MIXOLOGY | 4 quarter hours
(Undergraduate)**

This is an intermediate course utilizing varied 2D media and processes including digital imaging. This will allow students to explore contemporary means and sensibilities through media that reflect a broader range of visual, material and conceptual interests. This will give students a larger repertoire to choose from when making images. Building on the knowledge of oil painting materials and techniques that students gain in the ART 110 Beginning Painting course, ART 245 will also utilize water-based painting materials such as watercolor, gouache, acrylic polymers and gel media. Students will explore techniques such as collage, frottage, stamping, stenciling, relief printing, found image transfer and digital print output in combination with painting and drawing media. Offered every other year.

ART 110 (or instructor consent) is a prerequisite for this class.

**ART 260 | INTERMEDIA STUDIO | 4 quarter hours
(Undergraduate)**

This course introduces the practices of Intermedia in a contemporary and historical context. Intermedia is often recognized as work that exists in the gaps between media, genres, and disciplines. Students will produce works that take on hybridized forms, resist classification, and cross boundaries of recognized media and disciplinary distinctions. Students will also explore alternative forms of authorship, processes, and output that may not be currently recognized as art forms. Offered every other year. ART 101 or consent of the instructor is a prerequisite for this class.

ART 101 or consent of instructor is a prerequisite for this class.

**ART 264 | TEXT IN THE VISUAL ARTS | 4 quarter hours
(Undergraduate)**

Students are introduced to the creation of text-based art. This course covers the history and contemporary practice of artists and designers that create works exclusively using text. Assignments emphasize formal and conceptually driven experimentation with typographic form using the hand, hardware, and software. In addition, students are introduced to the fundamentals of typography, layout, hierarchy, and the basic characteristics of letterforms and type families. Offered every other year. ART 101 or consent of the instructor is a prerequisite for this class.

ART 101 or consent of instructor is a prerequisite for this class.

**ART 289 | EXPERIMENTAL FILM AND VIDEO | 4 quarter hours
(Undergraduate)**

This course is designed to investigate non-fiction and avant-garde film, video theory, and studio practices. Class will be devoted to the viewing and study of international film and video work from Europe, Asia, and the US. Assigned readings, discussions and debate about the history and aesthetic of film and video art are also emphasized. Students will learn to use DSLRs and Adobe software. Hands-on skills will be developed. DSLRs, sound recorders, tripods and light kits will be provided by the art department. Offered Winter Quarter in even years.

**ART 290 | ART WORKSHOP SELECTED TOPICS | 4 quarter hours
(Undergraduate)**

A variety of specific topics are explored that are not encompassed by the general art curriculum. May be repeated for up to 8 credits with different topics.

**ART 291 | MURAL PAINTING | 4 quarter hours
(Undergraduate)**

This class has a central focus on the art of mural making. Students will have hands on experience as they design and execute a mural at a predetermined site. The mural will be executed as a small scale illustration board piece in the classroom during the last part of the quarter and installed at a real venue. The students will also learn the strategy and design factors of planning a mural piece of their own. The class functions as a studio class as it meets for 6 hours weekly. A minimum of 25 service hours is required. Drawing or painting experience at the collegiate level is highly recommended for this class. This class is certified for cbSL and JYEL credit. Offered every other year, TBA.

**ART 292 | COMMUNITY VIDEO PRODUCTION | 4 quarter hours
(Undergraduate)**

The heavy emphasis on experiential learning of this course will combine classroom instruction on documentary video production with student fieldwork. Over the course of the term, students will plan, produce and substantially complete a videotape project for a community client. Through the production of a video project specifically designed for a community organization, students will be able to practice production techniques that they learn in the classroom while gaining insight about how video can bring attention to community needs and thus make an impact on communities (outside the classroom). Our goal for this course is to bring students to the point of understanding and mastering the technical elements of video production and understanding these processes within an experiential and service learning context, such that through working on documentary projects, students will come to a point of understanding the history and contemporary needs of a particular community group and how the creation of a finished video can address some of those needs. Students will work to produce projects that are thoughtful, important and technically polished. This class is certified for cbSL and JYEL credit.

**ART 293 | CHINA IN TRANSITION: SOCIAL PERSPECTIVES IN FILM & PHOTOGRAPHY IN CONTEMPORARY CHINA | 4 quarter hours
(Undergraduate)**

The course content will engage a wide range of issues such as the tension and history of the women's rights movement, the reconstruction of values in gender and sexuality, and the ever-changing urban infrastructures in the economically driven culture. Film and photography are the rising new media for documenting and responding to social issues by scholars, filmmakers and artists expressing the Chinese experience. The methodology of this class will deconstruct and decode three common cultural stereotypes: American representations of China, Chinese official representations of itself, and universal representations of one's experiences as a traveler. Through dialogue and cross-reading materials, we compare films, photography, sites/field trips, interviews and journalistic materials to search for the reality and social issues beneath the visual representation. This course emphasizes the aesthetic, the theory and the hands-on experience of using video and photography during the trip (including a brief lecture on composition, framing and digital photography and/or possible video shooting techniques). We will share finished assignments in group critiques and reading discussions - in both cases, they will be the primary means of evaluation in class. In a critique, students will present their work for response and analysis in relation to the given assignment through a class discussion. This dialogue is intended to be evaluative, to provide constructive criticism and to develop critical thinking skills.

ART 294 | GENIUS LOCI: ROMAN ARCHETYPES OF PLACE IN VISUAL CULTURE | 4 quarter hours**(Undergraduate)**

This is a semester long study trip to Rome that offers a thematic studio/art history experience concerned with the role that Rome has played in shaping our understanding of place as expressed in visual culture. This course will include such topics as: the influence of Roman approaches to urban organization and development; the influence of national academies in Rome on Western developments in art and architecture, Piranesi and the articulation of utopic and dystopic models derived from Roman culture; the spatial collage of Roman architectural enveloping and fragmentation; illusion and perspective as perceptual puzzle and ideological signifier; and Pasquino and the expression of vox populi in public space. The unique circumstance of urban Rome, where 2500 years of building activity are embedded in the fabric of contemporary life, offers an opportunity to involve students in an interdisciplinary examination of how human needs and desires shape our built environment and are shaped by it.

ART 302 | TOPICS IN THE HISTORY OF CINEMA | 4 quarter hours**(Undergraduate)**

Courses on the history of cinema that explore the form, content and historical significance of the media. Taught in the College of Communication with cross-list in Art.

ART 304 | THE PHOTOGRAPHIC BOOK | 4 quarter hours**(Undergraduate)**

Since the inception of the photographic process in the early 19th century, one of the primary ways photographers have disseminated their work is through the book form. In this course we will consider the history, examples and practice of the photobook. Students will be expected to photograph a major subject over the course of the term, edit and sequence your photographs and layout and produce a finished, bound photobook through an online publisher. In addition to the history of the photobook, processes of organization and editing will be explored through basic shooting and sequencing exercises. Both film and digital cameras may be used for the course. Offered Winter Quarter in odd years.

ART 224 or ART 225 or permission of instructor is a prerequisite for this class.

ART 306 | ADVANCED DRAWING | 4 quarter hours**(Undergraduate)**

An advanced course in historical and contemporary approaches to issues and techniques of drawing. Offered Winter Quarter.

ART 206 or ART 218 or instructor consent is a prerequisite for this class.

ART 309 | DIGITAL SCULPTURE | 4 quarter hours**(Undergraduate)**

The methods and materials of desktop 3D printing technology will be integrated with traditional and contemporary sculpture, such as woodworking, casting, assemblage, and installation. This "hybrid" approach will provide students the opportunity to develop and explore new tools and skills, while maintaining a focus on the development of meaningful content in their artwork.

ART 113 or ART 115 or consent of instructor is a prerequisite for this class

ART 310 | ADVANCED PAINTING I | 4 quarter hours**(Undergraduate)**

Development of advanced skills in painting with work in a more independent approach to concepts and techniques. Offered Autumn and Spring Quarters.

ART 210 (or ART 245 or instructor consent) is a prerequisite for this class.

ART 311 | ADVANCED PAINTING II | 4 quarter hours**(Undergraduate)**

Advanced Painting II. Offered annually.

ART 310 (or consent of instructor) is a prerequisite for this class.

ART 312 | FIGURE PAINTING | 4 quarter hours**(Undergraduate)**

An introduction to the study of the painted figure in environmental settings. Light, color and spatial illusion are stressed.

ART 105 and ART 106 or consent of instructor is a prerequisite for this class.

ART 313 | PERFORMANCE/INSTALLATION ART | 4 quarter hours**(Undergraduate)**

In this upper level course students will utilize their previously acquired skills and background from their respective areas of specialty (painting, drawing, sculpture, photo, video, sound, web and computer application etc) in a new conceptual and spatial context by creating specific environments (installation) and using their bodies in those environments (performance). These hybrid art projects will be presented in a real space and live performance format. Additionally using video and photo documentation as sources, students will create another project in digital format. Students will have the option to concentrate on only one aspect of the course; either installation or performance using either digital or non digital (or combined) formats for their projects.

One 200-level studio course or instructor permission is a prerequisite for this course.

ART 315 | ADVANCED SCULPTURE | 4 quarter hours**(Undergraduate)**

Exploration of advanced sculptural themes and techniques determined by the student in consultation with the instructor. Offered in the Spring Quarter.

ART 215 or consent of instructor is a prerequisite for this class.

ART 316 | ADVANCED SCULPTURE II | 4 quarter hours**(Undergraduate)**

Sequel course to ART 315 to allow the completion of extensive projects.

ART 315 or consent or instructor is a prerequisite for this class.

ART 317 | ADVANCED FIGURE SCULPTURE | 4 quarter hours**(Undergraduate)**

This course will provide an expansion and enrichment of skills in modeling the human figure for students with a basic background in the figure. All class work will be done from a nude model. Home assignments will consist of figure drawings either from departmental Open Studio Figure Drawing sessions or from assigned figure drawings of great masters. Students in this course will further develop their technical and eye/hand coordination skills necessary to depict the human figure three dimensionally in a more professional manner as well as full understanding of the proportions of the human figure and the ability to implement them freely in a dynamic human figure. Course will also point towards the potential possibility of the exploration, conceptualization and interpretation of the human figure within the contemporary art context or other applications related to the students' interests.

ART 215 or ART 218 or ART 219 or instructor permission is a prerequisite for this course.

ART 318 | ADVANCED FIGURE DRAWING | 4 quarter hours**(Undergraduate)**

As a sequel to ART 218 this course provides a more in depth study of figure drawing with emphasis on the refinement of drawing skills, the exploration of different drawing materials and techniques while considering the expressive value of figurative work.

ART 218 (or consent of instructor) is a prerequisite for this course.

ART 321 | INTERMEDIATE DIGITAL PHOTOGRAPHY | 4 quarter hours (Undergraduate)

This course builds on ART 224, further emphasizing the aesthetic and conceptual possibilities of digital photography. Through project-based experimentation, students deepen their critical engagement with photographic tools while producing conceptually driven bodies of work. Refined use of the DSLR camera and editing tools takes place through hands-on image production and process-oriented critique. Additionally, this course explores historically established uses of the photographic medium and their relation in the digital context. Offered Winter Quarter annually.

ART 224 or instructor permission is a prerequisite for this course.

ART 323 | INTERMEDIATE PHOTOGRAPHY | 4 quarter hours (Undergraduate)

This course continues the aesthetic development and processes of film-based, black & white photography through a refinement of techniques and conceptual practices. Large and medium-format cameras are introduced along with fiber-based printing, additional lighting and exposure strategies, and darkroom print finishing techniques. Emphasis is on developing and enhancing critical approaches to subject matter through project-based, hands-on experimentation and critical discussion.

ART 225 or consent of instructor is a prerequisite for this class.

ART 324 | INTERMEDIATE PRINTMAKING | 4 quarter hours (Undergraduate)

An intermediate course designed for students who have had previous technical experience with various printmaking media. This course enables students to investigate personal concerns and objectives through an ambitious and concentrated body of work. An emphasis is placed on the development of personal imagery and aesthetic goals. Offered annually.

ART 229 or instructor permission is a prerequisite for this course.

ART 325 | ADVANCED PHOTOGRAPHY PROJECTS | 4 quarter hours (Undergraduate)

Advanced Photography Projects is a course emphasizing individual artistic practice through project-driven approaches to photography. Students will generate conceptually challenging and visually refined photographs using analog and/or digital means. Coursework incorporates student presentations of their artwork, critical discussion and analysis, and the creation of a refined, edited and complete body of work or portfolio. Additional forms such as the photographic book, large-scale printing, and hybrid film/digital approaches may be explored. Offered Spring Quarter annually.

Two photography courses, at least one of which at the 300 level or instructor permission are prerequisites for this course.

ART 326 | SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART | 4 quarter hours (Undergraduate)

Advanced explorations of video as a form of artistic expression. Each course will have a unique focus, such as installation art, video and performance, experimental narrative or experimental documentary. This course may be repeated for credit assuming a change in topic. HD Digital cameras will be provided by the art department. Hands-on skills will be developed and projects will be edited in Final Cut Express.

ART 226 or instructor permission is a prerequisite for this course.

ART 327 | ADVANCED COMPUTER GRAPHICS | 4 quarter hours (Undergraduate)

Builds on skills learned in ART 227. Explores specific areas of graphics and design; exposes students to advanced software including Director 5, Painter 4, Illustrator 6.0, Morph 2.5, and Claris Home Page.

ART 227 is a prerequisite for this class.

ART 328 | DOCUMENTARY PHOTOGRAPHY | 4 quarter hours (Undergraduate)

Exploration of photographic concepts and techniques used in artistic, journalistic and sociological documentation.

ART 225 or consent of instructor is a prerequisite for this class.

ART 329 | ADVANCED DIGITAL PHOTOGRAPHY | 4 quarter hours (Undergraduate)

Advanced Digital Photography focuses on artistic practice through inventive use of the photographic medium and refined engagement with digital tools. Students will focus on self-directed, in depth projects culminating in a high quality portfolio. Additionally, students will be engaging in large-scale inkjet printing and advanced digital workflow. This course also encourages experimentation with unconventional approaches to the photographic object. Students in this course should be prepared to work with their chosen topic independently, create thesis projects for presentations, and participate in group discussions and critiques. Offered Fall Quarter annually.

ART 224 and ART 321

ART 330 | INTERMEDIATE PRINTMAKING: INTAGLIO | 4 quarter hours (Undergraduate)

Exploring various methods and techniques in intaglio printing with an emphasis on both traditional and modern approaches. Techniques may include forms of etching, engraving, drypoint, mezzotint, or aquatint.

ART 229 or instructor permission is a prerequisite for this course.

ART 331 | INTERMEDIATE PRINTMAKING: SCREEN PRINTING | 4 quarter hours (Undergraduate)

An intermediate level screen printing course enabling students to take a more independent approach to the concepts, themes, techniques, and aesthetic of their work. Emphasis will be on conceptual development of a series of works as well as refining skills and techniques. Offered every Quarter.

ART 231 or (instructor consent) is a prerequisite for this class.

ART 332 | TOPICS IN PHOTOGRAPHIC PRACTICE | 4-12 quarter hours (Undergraduate)

Focused investigations of specific aesthetic, technical or conceptual issues in the practice of photography.

ART 224 or ART 225 or consent of instructor is a prerequisite for this class.

ART 333 | COMPUTER APPLICATIONS FOR DESIGN: PRE-PRESS | 4 quarter hours (Undergraduate)

Builds on skills learned in ART 228. Explores specific areas of graphics and design focusing on pre-press, and exposes students to advanced software. It is highly recommended students take ART 358 before taking this class.

ART 227, ART 228, ART 260, and ART 264 or consent of instructor is a prerequisite for this class.

ART 334 | PORTFOLIO | 4 quarter hours (Undergraduate)

In this course students review previous course projects and prepare a final portfolio of their own artistic identity and presentation in preparation for artistic practice, graduate study, and related career opportunities. Visiting professionals will present their work to the class and share their experiences in the field. Students will also learn presentational techniques and methods for career development.

ART 101 and (ART 105 or ANI 105 or GD 105) or consent of instructor are prerequisites for this class.

**ART 338 | FIGURE DRAWING IN CONTEXT | 4 quarter hours
(Undergraduate)**

A studio course ending the ART 218 Figure Drawing and ART 318 Advanced Figure Drawing sequence to study the figure in a contemporary context emphasizing independent research and ideation of different topics related to the human figure.

ART 318 (or consent of instructor) is a prerequisite for this course.

**ART 345 | ADVANCED PAINTING: MIXOLOGY | 4 quarter hours
(Undergraduate)**

This course is the sequel to ART 245 Painting: Mixology and as such is a content driven course with emphasis on understanding medium and material as symbol and idea. The course will offer students a more in-depth understanding of materials and techniques studied in ART 245 as well as prepare them for more conceptually advanced work in painting. Offered every other year.

ART 210 (or ART 245 or instructor consent) is a prerequisite for this class.

**ART 348 | GRAPHIC ART IN THE PUBLIC REALM | 4 quarter hours
(Undergraduate)**

This course enables students to research varied communities, complex information systems, processes, tools, and materials involved in visual communications. Students establish working relationships as individuals and in teams that utilize their skills to effectively communicate to an audience beyond the classroom. Objectives of the course include: creating awareness of current local community social issues, supporting students' development of independent and collaborative work habits, examining issues of social responsibility of the artist, integrating research-based learning and production skills, and assessing the social impact of a completed project. Offered every other year. ART 101 and (ART 105 or ANI 105 or GD 105) or consent of the instructor are prerequisites for this class.

ART 101 and (ART 105 or ANI 105 or GD 105) or consent of instructor are prerequisites for this class.

**ART 358 | GRAPHIC ART | 4 quarter hours
(Undergraduate)**

This course explores word and image within the realm of visual art, including analysis of meaning and structure, layout and composition, and format and production. Students are introduced to theory, history and analysis of graphic art through studio projects, readings, writing and critiques. Offered every other year.

ART 101 and (ART 105 or ANI 105 or GD 105) or consent of instructor are prerequisites for this class.

**ART 359 | PRINT MEDIA | 4 quarter hours
(Undergraduate)**

Students develop a sensitivity and nuanced understanding of printed matter through hands-on methods of alternative research and experimental studio assignments. Students are introduced to concepts and the experience of viewing and producing multi-page documents including artists' books, magazines, and zines as well as posters and other forms of printed matter. Emphasis is placed on expanding and creating new ways to understand how printed matter can perform. Offered Spring Quarter in odd years. ART 101 and (ART 105 or ANI 105 or GD 105) or consent of the instructor are prerequisites for this class.

ART 101 and (ART 105 or ANI 105 or GD 105) or consent of instructor are prerequisites for this class.

**ART 360 | ILLUSTRATION | 4 quarter hours
(Undergraduate)**

Investigation of black-and-white and color media and introduction to the techniques, imagery, and functions of illustration in graphic design. Offered every other year.

ART 106 and (ART 101 or ART 105 or ANI 105 or GD 105) or instructor permission are prerequisites for this course.

**ART 361 | PACKAGE DESIGN | 4 quarter hours
(Undergraduate)**

Focuses on current design trends with projects utilizing properties of materials such as paper, plastics, and glass.

ART 101, ART 105, ART 227, ART 260, ART 264 and ART 358 are prerequisites for this class.

**ART 363 | ADVERTISING DESIGN | 4 quarter hours
(Undergraduate)**

Explores the function and practice of design in advertising in both social and art historical contexts. It is highly recommended students take ART 358 before taking this class.

ART 227, ART 260 and ART 264 or consent of instructor is a prerequisite for this class.

**ART 364 | COMPUTER APPLICATIONS IN ART | 4 quarter hours
(Undergraduate)**

Use of Photoshop and Illustrator in the design and execution of paintings, drawings, and prints.

ART 101, ART 105, ART 106 and ART 110 or consent of instructor is a prerequisite for this class.

**ART 369 | TYPOGRAPHY II | 4 quarter hours
(Undergraduate)**

Advanced investigation into typography and text for verbal and visual expression.

ART 227, ART 260, ART 264 and ART 358 or consent of instructor is a prerequisite for this class.

**ART 376 | DRAWING PROJECTS | 4 quarter hours
(Undergraduate)**

Students will explore and identify drawing topics of personal interest from an interdisciplinary perspective based on previous and current ideas, course studies, and major and minor degree programs. Individual student interests and ideas will inform the development of a thematic approach to drawing. The selected individual themes will then be researched, explored, and applied to the creation of a completed body of drawing works or as a series of final drawings, in the format of a visual mini thesis drawing project. ART 101 or ART 224 or GD 151 or knowledge of Photoshop and/or experience with a digital SLR camera is highly recommended. Offered in the Winter Quarter.

Completion of two of the following courses is a prerequisite for this class: ART 206, ART 218, ART 306, ART 318, ART 338 or ART 229 or instructor permission.

**ART 377 | PHOTOJOURNALISM | 4 quarter hours
(Undergraduate)**

Introduction to the theoretical and technical foundations of photography with exploration of the medium's aesthetic, documentary and narrative purposes within the context of photojournalism. Cross-listed as JOUR 276.

ART 382 | STUDENTS TEACHING ART IN THE ELEMENTARY CLASSROOM | 4 quarter hours (Undergraduate)

This course brings DePaul students into a Chicago grade school to incorporate art into the curriculum. It is a hybrid course that involves some Independent Study in which the students organize their schedule in conjunction with a grade school classroom teacher, and some required classes that they must attend on campus at a prescribed time and day. Students are off campus for approximately 10 class sessions. At the start of the quarter, students are given a theoretical background in community-based art education, ethical issues, and social engagement. Working in teams, students will observe in the classrooms to gain a sense of the grade school community and the existing curriculum. DePaul students will then develop and teach a specific lesson plan in collaboration with the classroom teacher. The objective will be to produce a creative learning experience that co-mingles art and a core subject such as science or social studies. Teaching this art integrated lesson will be an essential aspect of the learning experience. Students will meet back at the DePaul classroom at designated intervals for information, reflection, and the analysis of their experience and their impact on the grade school community, in relation to the theoretical examples from the beginning of the course. These reflections take varied forms: discussion, role-playing exercises, presentations, and papers. Approved for JYEL and cbSL credit. Formerly ART 283.

ART 383 | SERVICE LEARNING IN THE ARTS INTERNSHIP | 4 quarter hours (Undergraduate)

Each student will be matched with a not-for-profit art-related organization, based on the student's interests and abilities in the visual arts as well as the organization's needs, which will provide the student with a practical and career-centered experience. An interview with the instructor at least one week prior to the beginning of the quarter is required (email the instructor). This class can be taken for Experiential Learning credit. Offered annually, TBA.

ART 384 | ART-RELATED INTERNSHIPS WITH FOR-PROFIT ORGANIZATIONS | 4 quarter hours (Undergraduate)

This is a four credit hour supervision class for any Art major or minor who has arranged for an internship with a For-Profit organization to do art-related activity. The class would be viewed as Independent Study, and the students do many of the same activities as in ART 383. This class can be taken for JYEL credit.

ART 385 | WEB ART & DESIGN I | 4 quarter hours (Undergraduate)

This course is an introduction to web-based art (or net art). Students learn the basic skills and conceptual framework necessary to develop multimedia works of art that can only exist online. Offered Winter Quarter in odd years. ART 101 and (ART 105 or ANI 105 or GD 105) or consent of instructor are prerequisites for this class.

ART 114 or ART 224 or consent of instructor is a prerequisite for this class.

ART 386 | WEB ART & DESIGN II | 4 quarter hours (Undergraduate)

Students will analyze and produce web art projects with an emphasis on the psychological, social and cultural framework of a web based environment. Students will develop focused and independent research methods and technical skills specific to their web art practice that will expand on the fundamental principals of user interaction and an integration of image, time, motion and sound.

ART 227, ART 228, ART 264 and ART 385 or consent of instructor is a prerequisite for this class.

ART 387 | MULTIMEDIA DESIGN | 4 quarter hours (Undergraduate)

The course introduces students to a grounding in the design and execution of intensive multimedia project using Macromedia Director. Students will learn to combine text, images, and sound within a 4D environment.

ART 101, ART 105, ART 227, ART 228 and ART 264 are prerequisites for this class.

ART 390 | ADVANCED STUDIO PROBLEMS | 4 quarter hours (Undergraduate)

Intensive studio experience for students who have completed the requirements in their media specialty.

Junior or Senior standing and status as an Art, Media and Design major or Art minor or consent of instructor is a prerequisite for this class.

ART 392 | SENIOR STUDIO SEMINAR | 4 quarter hours (Undergraduate)

An intensive capstone seminar of contemporary art theory and studio practice in the student's area of concentration. Required for graduation in Studio Art and in Media Arts.

Senior status and major in the Art School.

ART 393 | SENIOR PROJECT STUDIO | 4 quarter hours (Undergraduate)

In this capstone course students work on advanced self-directed project(s) with an emphasis on developing a cohesive research methodology, artist statement and refined finalized works ready for presentation. Juniors may attend with instructor's consent. ART 101 or ART 224 or GD 151 or knowledge of Photoshop and/or experience with a digital SLR camera is highly recommended.

Senior standing and status as an Art, Media and Design major or Art minor are prerequisites for this course..

ART 394 | PROFESSIONAL PRACTICE IN THE STUDIO | 4 quarter hours (Undergraduate)

An intensive art seminar introducing students to the professional, business, and legal skills needed to manage a career in Studio Art, Graphic Art or Photography and Media Art.

Senior standing and status as an Art, Media and Design major or minor are prerequisites for this class. Juniors may attend with instructor's consent.

ART 395 | SPECIAL TOPICS IN ART | 4-12 quarter hours (Undergraduate)

Focuses on special topics and techniques not encompassed by the general art curriculum.

ART 396 | INTERNSHIP | 1-12 quarter hours (Undergraduate)

Arranges fieldwork or employment in the student's field of study. Utilizes the extensive professional studios and art institutions of Chicago and other international art facilities as well. Up to 12 hours of credit.

Junior or Senior standing and status as an Art, Media and Design major or Art minor or consent of instructor is a prerequisite for this class.

**ART 399 | INDEPENDENT STUDY | 1-4.5 quarter hours
(Undergraduate)**

Independent work in the student's field of study under faculty supervision. Available only to upper-level students with demonstrated capacity for self-motivated study.

**ART 405 | ADVANCED ART STUDIO | 4-8 quarter hours
(Graduate)**

Advanced projects in Studio Art, Media Art, and Graphic Art.

ART 105 or consent of instructor is a prerequisite for this class.

**ART 406 | GRADUATE DRAWING | 4 quarter hours
(Graduate)**

An advanced and rigorous approach to historical and contemporary issues, applications and techniques of drawing.

ART 306 (or equivalent) and ART 318 (or equivalent) or portfolio or instructor consent are prerequisites for this course.

**ART 418 | GRADUATE FIGURE DRAWING | 4 quarter hours
(Graduate)**

Encourages the application of perceptual and media skills gained in figure drawing to more advanced and ambitious works on paper.

ART 306 (or equivalent) and ART 318 (or equivalent) or portfolio or instructor consent are prerequisites for this course.

**ART 427 | DIGITAL ART | 4 quarter hours
(Graduate)**

Digital art applications in Studio Art and Media Arts. Offered Spring Quarter in even years.

ART 101 and ART 105 or consent of instructor is a prerequisite for this class.

**ART 460 | WEB ART AND DESIGN | 4 quarter hours
(Graduate)**

Web Art and Design study and explorations.

ART 101 and ART 105 or consent of instructor is a prerequisite for this class.

**ART 461 | PHOTOGRAPHY AND MEDIA ART | 4 quarter hours
(Graduate)**

Selected Topics in Art and Photography.

**ART 476 | DRAWING PROJECTS (GRADUATE) | 4 quarter hours
(Graduate)**

Students will explore and identify drawing topics of personal interest from an interdisciplinary perspective based on previous and current ideas, course studies, and undergraduate degree programs. Individual student interests and ideas will inform the development of a thematic approach to drawing. The selected individual themes will then be researched, explored, and applied to the creation of a completed body of drawing works or as a series of final drawings, in the format of a visual mini thesis drawing project.

ART 406 (or equivalent) and ART 418 (or equivalent) or portfolio review or instructor consent are prerequisites for this course.

**ART 489 | VIDEO ART | 4 quarter hours
(Graduate)**

An advanced level course designed to introduce students to the uses of video within a variety of artistic practices including installation, projection and performance as well as linear, single-channel non-narrative, non-documentary pieces. This course will take a "theory/practice" approach. Instruction will combine a study of the historical uses of video in the art world as well as the theoretical and critical perspectives on the practices of a wide range of artists who use video. Hands-on application of these concepts will be applied to the students' own work, culminating in a finished project by the end of the term which will be edited in the computer applications Dreamweaver, Flash and Fireworks. Basic literacy with Macintosh platform is required.

**ART 490 | ADVANCED TOPICS IN ART, MEDIA AND DESIGN | 1-8 quarter hours
(Graduate)**

Intensive studio art experience in the student's media of choice. May be taken for variable credit.

Arts and Ideas (AI)

**AI 147 | ETHICS: HOW GOOD PEOPLE MAKE TOUGH CHOICES | 2 quarter hours
(Undergraduate)**

Through life's many lessons, we have learned how to make a decision between what is the right thing to do and what is simply wrong. We can differentiate between good and evil, truth and lies, etc. However, most of our dilemmas do not stem from deciding the correct path, when we are faced with right and wrong decisions. What most often puts us into a quandary is deciding between what is right and what is right. In other words when good people are faced with tough choices, on what basis do they make their decisions? In an era of perceived ethical incertitude and moral skepticism, students will examine how decisions are made based on one of many ethical systems. Students will learn about various ethical systems, and ethicists, such as utilitarianism, deontology, Kant, Aristotle, and Gillian, just to name a few. By the end of the course students should be able to apply their knowledge of moral, ethical and social issues, and have a better understanding of how the tough decisions they make could impact others. (2-4 quarter hours)

**AI 152 | EXPLORING THE ART MUSEUM | 2 quarter hours
(Undergraduate)**

Museums have been a respected and trusted measurement of artistic accomplishment. In this course, the student will examine the museum's role as collector, conservator and educator. The student will investigate the traditional role of the art museum, its collection, practices and programs as well as its efforts to integrate new media into its collection. The course also investigates repatriation, which is the ownership of ancient and cultural heritage and other issues that affect the museum such as censorship and funding. Finally it will look at how we value art as a commercial commodity. (2-4 quarter hours)

**AI 153 | THE ART OF SPEECHMAKING | 2 quarter hours
(Undergraduate)**

In this class, students will use tools based in the imagination, principles of design, and standard dramatic practice to create a unique, personal experience for an audience. Speech, whether we call it dramatic or declamatory, has the potential to move the masses. In this course, you will develop a personal approach and construct effective presentations that harness the power of their voice and body. (2 credit hours)

**AI 155 | ANALYZING LEADERSHIP | 2 quarter hours
(Undergraduate)**

This course provides a framework from which to identify and analyze leadership. Leadership occurs in all aspects of life, including: business, politics, sports, society, religion, family, education, and culture. But what is leadership? The Merriam-Webster on-line dictionary defines leadership as "the act or an instance of leading," which provides us with little insight. On further investigation, however, the dictionary defines "lead" as [guide] on a way especially by going in advance. Where there is a leader, then, someone or something must follow. This course first explores the interrelationship between a leader and his or her followers and looks at the effect they have on each other. "Good" leadership traits (i.e., effective) and "bad" leadership traits (i.e., ineffective) are then studied from the perspectives of the leaders, the followers, and outsiders. Finally, this course takes a look at leadership from an international perspective. (2-4 quarter hours)

**AI 157 | ENGLAND: CATHEDRALS, A PILGRIMAGE | 2-4 quarter hours
(Undergraduate)**

The inspiration and faith which combined to produce the magnificent cathedrals in England are worthy subjects of study for students of art, history, architecture and religion. This Spring Break study abroad course brings students to some of the most important cathedrals in the world to provide opportunities for such important study. On this program, participants will gain valuable understandings of religion, art, and culture as they simultaneously engage with present day British culture and attempt to unravel its rich and complex past. SNL Students must register for three to four competencies between the two quarters. For more information, please visit the study abroad website or contact the instructor. (2-6 quarter hours)

**AI 160 | IT'S ONLY ROCK AND ROLL: MAKING MUSIC THE OLD FASHIONED WAY | 2 quarter hours
(Undergraduate)**

For many, music is an integral part of everyday life. It is also deeply ingrained in most cultures. Music is used by individuals, businesses and societies to entertain, soothe, excite, and arouse. Music is basically a series or combination of pleasing sounds but how is music made? How do we know what is pleasing and what is not? The answers to these questions and others demonstrate that music is also a field where science and art meet. In this class, we will explore how sound is physically created and how specific sounds have been turned into music over the centuries. Through experimentation, we will examine the physical and mathematical properties of sound and musical instruments. We will also create simple musical instruments and share the experience of creating musical pieces. No musical experience is needed to take this class. (2-4 quarter hours)

**AI 167 | DIGITAL PHOTOGRAPHY | 2 quarter hours
(Undergraduate)**

Students learn in this course to take artistic digital photos. They will analyze photos they have taken prior to the course and discuss if they fulfill criteria to be seen as art. Several theories of artistic expression will be discussed. Rules of composition, light, exposure, colors, etc. will be reflected upon. In a second step the students will develop the competence to alter their digital photos with a program like "Photoshop Elements". They will be able to change the expression of their photos and combine different shots, creating their personal piece of art. As a final product, students will create a portfolio with about 5 photos including detailed descriptions of their work. (2-4 quarter hours)

**AI 170 | CREATIVITY AND ENTREPRENEURSHIP | 2 quarter hours
(Undergraduate)**

IPads. Smart Phones. The automobile. These inventions, once unknown and now taken for granted, required years of imagining, experimentation and innovative thinking. While we value the end product, we are often unaware of the underlying creative/creating process. This class will explore the role of creativity in the development of entrepreneurial skills and the entrepreneurial personality. Creativity in this course will be seen both as a learned skill and as an exploration of our intuition. This course will explore contemporary approaches to the creative process based on the human capacity to imagine, to explore and, ultimately, to create. These are core skills for anyone pursuing a career as an entrepreneur or simply in search of ways to explore innovation. (2 credit hours)

**AI 172 | MAKING POEMS: AN INTRODUCTION TO VERSE | 2 quarter hours
(Undergraduate)**

Making poems will be a creative writing offering that teaches metrics and verse forms, poetry the old-fashioned way. Topics will include metric feet, rhyme, lines, and verse forms. For example, students will learn about the iambic foot, write some iambic lines of various lengths, and finally use the iambic line to write a sonnet. Rap poetry with its structured rhythms and elaborate rhyming is another possibility. This "formalist" approach promotes a kind of creativity that is strongly infused with craft and discipline in contrast to the "spoken word" or confessional approaches to making poems. This class involves making audio recordings of your poems; students will be required to purchase a headset/microphone and download and install free software. (2-4 quarter hours)

**AI 176 | CREATIVE WRITING | 2 quarter hours
(Undergraduate)**

Designed to help you explore the art of writing stories, either stories that are "made-up" or stories based on lived experience. You will be required to complete six fiction-writing exercises, and either one short story, one autobiographical story, or one story based on an oral history collected by the you. In addition, you write a final essay in which you reflect on your learning and experience in the course. (2-4 quarter hours)

**AI 181 | CREATING ORIGINAL DIGITAL ART | 2 quarter hours
(Undergraduate)**

The course will focus on electronic visual art, and because of the amount of material to be covered, will not include audio or animation art. Student will look at what constitutes "art", then look at how original art could be created using technological tools, such as Microsoft Paint, Pixel-based art, such as Microsoft Graphics in PowerPoint; Digital Photography and PhotoShop; digital short-movies, and Digital Animation using Freeware GIF Animation software. (2-4 quarter hours)

**AI 185 | THE BEATLES AND THE CREATIVE PROCESS | 2 quarter hours
(Undergraduate)**

The Beatles are significant in many ways: they were an unprecedented show business phenomenon; they were leaders of Sixties cultural rebellion; and they stand, for many, as a signal instance of popular entertainment attaining the status of high art. This course will examine the musical craftsmanship of the Beatles, focusing on their work as songwriters and record makers. Recent audio and print releases documenting the group's performing and recording history provide a unique and detailed glimpse of the Beatles' creative process. We will utilize these materials to closely trace the development of the group's work while using other resources to place it in a larger historical and cultural context. The goal is to shed critical light on this recent chapter in cultural history. That discussion will, in turn, highlight questions about creativity in a modern context where commerce vies with art, technology redefines performance and an emerging global village culture transforms concepts of originality and tradition. (2-4 quarter hours)

AI 202 | LONDON ALIVE: IN THEATERS, MARKETS AND MUSEUMS | 2-4 quarter hours (Undergraduate)

Join SNL in London for a course about performance and representation. Theater, live performance, museum collections and street markets are integral parts of English cultural history; they also represent Britain's international heritage. London theaters celebrate English history, culture and language, and carry the banner of the English artistic imagination into the future. London's museums make it one of the most visited cities in the world for the range of its collected artifacts and images. Outside the theater and museum doors, markets teem with life, creating a magical intersection of past with present and future, of art with life and politics, of cultural stasis with social change. (2-6 quarter hours)

AI 203 | ART AND TRANSFORMATION | 2-4 quarter hours (Undergraduate)

What's the difference between change and development? Between action and inspiration? Between mobility and transition? Between planned change and transformation? If you can answer all those questions, try this: What's the difference between the creative contributions of painter Leonardo da Vinci and CEO Walter Isaacson? This course explores how art can serve as a guidepost during key phases in the adult experience, especially those involving transition periods like healing, growth, and personal and professional change. Students look at cases of major change agents throughout history who became catalysts for cultural transformation in part because of the impact of important works of art. The students will engage with diverse examples of art that have influenced important thought leaders and change agents of the past and present to become catalysts for major transformations in the human experience. Students will learn how significant products of the creative process; in this case, great works of art can encapsulate, reflect, and even activate the process of personal as well as social change, and how each of us can participate in the alchemical process of reflection, inspiration, and action that can result in transformation of inner and even worlds. Art and Transformation introduces learners to a variety of works of art and the people they influenced, a group that will eventually include the learners themselves. It presents a range of ways to approach the arts and to use them as tools of inspiration, self-reflection, communication, and growth. Divided into four units (Art and Personal Transformation, Art and Cultural Transformation, Art and Leisure, and Art and Work), the class presents multidisciplinary examples of literature (poetry, fiction, essays, memoir), as well as film and other visual arts. Students will consider art both from the perspective of the artist him/herself as well that of major thought leaders and change agents whose contributions to society have been motivated by an engagement with art that acted as a catalyst for system shifts in areas of personal and cognitive growth, cultural and political change, as well as the transformation of the world of work in the 21st century. Ultimately this course is an investigation of art itself as a change agent that has much to tell us about the past, the present, and ourselves. (2-4 hours)

AI 204 | CREATIVE ENTREPRENEURSHIP | 2 quarter hours (Undergraduate)

IPads. Smart Phones. The automobile. These are inventions, once unknown and now taken for granted, required years of imagining, experimentation and unconventional thinking. While we value the end of the process (the product), we are often uncomfortable with the creative/creating process. The process of imagining, conceptualizing and articulating this "new" requires skills we often label 'creative'. This class will explore the role of creativity in the development of entrepreneurial skills and the entrepreneurial personality. Creativity in this course will be seen both as a learned skill and as an exploration of our intuition. Contemporary ideas about creativity are often tied to images of the past - from mad scientists to mystical muses. But modern science tells us something else about the creative mind. This course will explore contemporary approaches to the creative process based the human capacity to imagine, to explore and ultimately, to create. These are core skills for anyone in pursuing a career as an entrepreneur, or simply in search of ways to explore innovation. In this course, we will examine the ideas of three major thinkers from the world of creativity, disruption and entrepreneurship. We will then explore where these ideas converge on topics including, risk, the random, intuition and innovation. (2-4 quarter hours)

AI 211 | ANALYZING AUSTEN'S PRIDE AND PREJUDICE | 2 quarter hours (Undergraduate)

Jane Austen must have known something about universal truths. Her novel, *Pride and Prejudice*, which begins with the sentence quoted above, was first published in 1813. Still in print today, it has also been made into at least eleven movies, four of which were released since 2000, including a Mormon and a Bollywood version. In this class, we will read the novel in the context of the gender and class norms at the time Austen wrote her book and then consider how Austen's exploration of universal truths is reinterpreted in more contemporary film versions of this novel. In exploring Austen's creation and the many reinterpretations of her work, we will use both analytic and creative writing assignments as well as class discussion to examine how context informs creativity and how creativity informs analysis. You most definitely do not need to be a creative writer to take this class. (2-4 quarter hours)

AI 215 | FILM NOIR | 2 quarter hours (Undergraduate)

In this course we will screen and discuss select noir films and develop skills of viewing and analyzing them closely. Highlighted topics will include the concept of genre in film; the relationship of genre codes to creativity; the dynamics of form and content; the tension between commerce and art; the auteur theory; psychologies of the divided self; representations of masculinity and femininity; and the question of what these films say about American society, post-World War II. (2-4 quarter hours)

**AI 217 | MINDFULNESS MEDITATION | 2 quarter hours
(Undergraduate)**

Mindfulness meditation provides many different ways to broaden our awareness of the world around us, heighten our powers of concentration, deepen our understanding of our experience, and cultivate creative and transformative ways of being in the world. Many approaches to mindfulness meditation draw on ancient religious and spiritual traditions from around the world. So mindfulness meditation is compatible with and can enhance whatever religious or spiritual commitments you may have. But mindfulness meditation does not require religious or spiritual interpretations. It can be practiced as a very powerful path to becoming a creative, healthy and effective adult. In this course, you will learn what mindfulness meditation is and various ways in which it can be practiced. We will explore in particular how mindfulness meditation can enhance creativity, address the ethical challenges of contemporary life, and foster collaborative learning. Class sessions will involve extensive practice in mindfulness meditation, listening and dialogue. You will be expected to maintain and reflect on a daily mindfulness meditation practice for the duration of the course. (2-4 quarter hours)

**AI 225 | GREAT MUSIC IN CHICAGO | 2 quarter hours
(Undergraduate)**

The course introduces people to three of the most exciting and rewarding institutions in Chicago music: the world-famous Chicago Symphony Orchestra at Symphony Center downtown; the fabulous training orchestra of the Chicago Symphony Orchestra, known as the Civic Orchestra, also downtown; and live top-name jazz at the Jazz Showcase. We learn the background of these institutions, the nature of the arts they perform, and the terms used to describe and appreciate those forms. Most importantly, we experience, in person, the great music that they play! (2-4 quarter hours)

**AI 254 | RESISTANCE DURING THE HOLOCAUST AND WORLD WAR II | 2 quarter hours
(Undergraduate)**

This course explores the history of the Holocaust in the context of the Second World War (1939-1945) with a central focus on examples of resistance to discrimination, fascism and oppression. We will explore varied forms of opposition including armed resistance, spiritual resistance, resistance through writing and identity preservation. We will read autobiographies, view documentary and dramatic films, and use museum resources to develop our understanding of resistance. Required activities include a visit to the Illinois Holocaust Museum and Education Center (Skokie, IL). We will also consider the implications of this history for making ethical choices in our world today. (2-4 quarter hours)

**AI 255 | SELF EXPLORATION: INSIDE OURSELVES, OUTSIDE WITH OTHERS | 2 quarter hours
(Undergraduate)**

Exploring the self can be a very personal and satisfying experience. It can provide clues as to how you interact with others, accomplish daily tasks and how to become a more happy, productive and respected individual. Students in the course engage in self reflection in a collaborative learning format where they learn about themselves and observe the trends and conclusions of the class. Topics to be explored include family origins, gender perspectives, personality traits and development, self awareness and identity, creativity, and professional and moral perspectives.

**AI 256 | WORKPLACE AND PROFESSIONAL ETHICS | 2 quarter hours
(Undergraduate)**

This hybrid-learning course is open to all DePaul undergraduates. It provides a thorough grounding in the theoretical and applied nature of work-based ethical decision-making. We engage the tenets and assumptions of four major ethical perspectives, using them to examine the meanings and implications of morality in professional life. Using the tools of reason, we investigate obstacles to ethical decision-making in one's and others' professional behavior, and apply our learning in the writing of a personal ethical code. (2-4 quarter hours)

**AI 282 | LEISURE FOR WELL-BEING | 2 quarter hours
(Undergraduate)**

The pursuit of happiness for most people is an important aim in life. A personal feeling of well-being includes "emotional happiness" and the rational satisfaction with one's own life. In this course you will attempt to define the term "well-being" and discover its relationship with other concepts such as mental health and life satisfaction. How does physical exercise influence well-being? How do positive and negative life events influence well-being? Do good social relationships guarantee happiness? Do the expectations one has in life with regard to income influence well-being? Is it important to set goals to achieve a high level of well-being? These and other questions will be addressed in this course. You will try to define some of things a person can do to increase his or her level of well-being. Others' ideas serve as common course content, as presented in the material assigned to this course. You will be asked to participate actively and critically, to work individually and in study groups, using your own experience as a field of analysis and reflection. Active group participation will foster a harmonic, interactive environment, which might increase positive relationships among students and foster a feeling of well-being throughout this course. (2-4 quarter hours)

**AI 285 | WORK, PLAY, REST: NAVIGATING COMPLEXITIES OF ADULT LIFE | 2 quarter hours
(Undergraduate)**

Adult life has become complex. With expectations from family, school, work, home, social pressures, technology and social media, it sometimes feels impossible to keep up. When the news bombards us or becomes frightening, and the world around us feels uncertain, how do we make sense of things and find our way forward? In this course, we will begin from the place that human beings are full of creativity, ingenuity, resourcefulness, generosity and hope. Our very lives and the world around us will be our subject matter - our need to work, our bodies' need for rest, and our enjoyment of leisure and recreation. Where does stress, expectation and anxiety come from, how are these held in the body, and what can we do about it? And, how has story, movement, music and sound, humor, popular entertainment and fun helped humans get through the day, navigate relationships, and find more ease? By engaging in simple creative practices in and out of class and considering what might be useful for individual and collective well being, the goal is for students to create a toolbox of approaches for navigating life's complexities to carry forward beyond the class. (2-4 quarter hours)

AI 286 | NEW ORLEANS IN SONG, STORY & STRUGGLE | 2 quarter hours (Undergraduate)

The tapestry of New Orleans culture is tremendously rich and varied. This course will concentrate on two strands in that tapestry - music from New Orleans and fiction about it. Students will learn about music forms which originated in the city or its environs and which have gone on to dazzle the world, including jazz, r&b, zydeco and funk. We will situate these art forms in social, historical and political context and examine the complex processes of invention and adaptation which have shaped them; in that regard, we will particularly highlight the development of early jazz in this unique metropolis which, though residing at the tip of North America, has been called "the capitol of the Caribbean." We will make use of Thomas Brothers' pioneering study Louis Armstrong's New Orleans as well as musical performances by the likes of Professor Longhair, the Neville Brothers, Wynton Marsalis and Dr. John. We will also learn about the carnivalesque culture of New Orleans, a pursuit that will take us into what might be called the secret history of Mardi Gras. In addition, we will read two striking literary works by artists who have a background in and fascination with the crescent city: Kate Chopin's groundbreaking novella *The Awakening* and Tennessee Williams' spine-tingling one-act play *Suddenly, Last Summer*. Moreover, we will consider the role played by New Orleans in American history and imagination as well as the role played by images and fantasies of New Orleans in struggles for social justice at the local and national level. (2-4 quarter hours)

AI 322 | PROBLEMS AND ISSUES IN CONTEMPORARY ETHICS | 2 quarter hours (Undergraduate)

An introduction to moral philosophy with emphasis on the conflict between "moral relativism" (or "subjective" ethics) on the one hand and "moral realism" (or "objective" ethics) on the other. During the course you will be introduced to classic theories and leading figures in the history of ethics, from Plato and Aristotle to Kant and Nietzsche. Course content will focus on issues (e.g., poverty, drug use, capital punishment, sexual behavior, euthanasia, biomedical research, animal rights, political violence) at the center of contemporary ethical debate in the United States and throughout the world. (2-4 quarter hours)

AI 342 | LEARNING ART HISTORY THROUGH THE ART INSTITUTE OF CHICAGO | 2 quarter hours (Undergraduate)

The Art Institute of Chicago is one of the nation's premiere art museums, with a collection that offers wide opportunities for the study of art. This course will examine great paintings in the museum from the Middle Ages up to contemporary works. Students will deepen their knowledge of art history and how to study a painting, develop an overall knowledge of major periods and trends, as well as gain insights into the lives of the artists. Students will also gain a knowledge of the museum itself as a starting off point for further studies. Class will meet at the Art Institute, Michigan and Adams, at the front information desk. (2-4 quarter hours)

AI 396 | INTRODUCTION TO ART THERAPY | 2 quarter hours (Undergraduate)

This experiential class will introduce students to concepts of art therapy and other expressive arts. It will address the therapeutic use of art making by people who experience illness, trauma, or challenges in living, as well as by people who seek personal development and general well being. By participating in expressive arts activities and reflecting on the products and processes, students will learn how art therapy can help people increase awareness of self and others, cope with symptoms, stress, and traumatic experiences; enhance cognitive abilities; and enjoy the life-affirming pleasures of making art. (2-4 quarter hours)

Asian Studies, Global (AAS)

AAS 200 | ASIAN AMERICAN HISTORY | 4 quarter hours (Undergraduate)

This course examines the creation of Asian America by first and second-generation Asian migrants to the Americans from the 1840s to World War II. The course provides a historical, legal, social and cultural framework for understanding the resurgence of Asian migration since the 1960s.

AAS 202 | ASIAN AMERICAN LITERATURE | 4 quarter hours (Undergraduate)

This course will serve as an overview of Asian American literature in a socio-historical context. Special emphasis will be placed on tracing the various paradigms through which these works have been produced, from texts written prior to the movement towards self-determination during the 1960s; to works identified with the "cultural nationalism" promoted during the 1960s and 1970s; to the pluralism of the 1980s which explored how gender, sexual orientation, and class complicate earlier essentialist conceptions of racial identity; and finally to the transnational and diasporic interests of the 1990s. Texts covered will include primarily fiction (novels and short stories), but also critical essays, plays, movies, and poetry.

AAS 203 | ASIAN AMERICAN ARTS AND CULTURE | 4 quarter hours (Undergraduate)

This course will examine Asian American arts and cultural productions in relation to the histories of people and groups with roots in Asia and the Pacific. The course will focus on contemporary visual arts from the emergence of Asian American movements in the 1960's and 1970's, to the multiculturalism of the 1980's and 1990's to our present transnational moment. Formerly AAS 201.

AAS 205 | GLOBAL ASIA | 4 quarter hours (Undergraduate)

From ancient and modern perspectives, Global Asia introduces the artistic, cultural, economic, philosophical, political and religious transformation of Asian societies and peoples across space and time. A visual and multimedia approach complements literature on core ideas and practices. Creative and interactive learning methods are included.

AAS 208 | CHINA'S CULTURAL SOFT POWER AND ITS FUTURE | 4 quarter hours (Undergraduate)

Within three decades, China has transformed from an impoverished and self-secluded nation into a global powerhouse challenging the world's status quo. Through select soft power theoretical perspectives, this course will explore three primary questions: 1) what are China's cultural soft power resources? 2) how do China wield its cultural soft power? 3) how do we view China's future? The class will analyze multiple aspects of Chinese culture and its contemporary society and understand the prospects of China in the next generation. We will focus on the dramatic social cultural changes in China in the past decades that reflect its cultural soft power or lack thereof and explore its long-term impact on the rest of the world. The readings and class discussions will engage topics on China's historical dynamics, cultural traditions, contemporary societal changes, politics, economy, and international relations. Students will be exposed to and analyze comparative views analyzing and predicting China's future.

**AAS 209 | CHINESE YOUTH CULTURES | 4 quarter hours
(Undergraduate)**

As China's economic and political influence grows on the world stage, it has become increasingly important to understand China's youth who as the next generation of leaders and workers will unquestionably shape the country's trajectory, and ultimately the world's geopolitical, economic, and cultural landscape. It is well documented that China's millennials and their younger siblings have witnessed greater and faster socioeconomic and demographic changes than previous generations. This course is designed to help students understand and analyze what it means to be young in such a fast-changing country that is ruled by one Party but continuously exposed to intense globalization.

**AAS 210 | ASIAN ART | 4 quarter hours
(Undergraduate)**

An introduction to major developments of art and architecture across Asian cultures including South Asia, Southeast Asia, the Himalayas, and East Asia and their counterparts in America. This course examines not only painting, sculpture, and architecture, but also gardens, ceramics, and prints. Special emphasis will be placed on religious arts of Buddhism and Hinduism, along with landscape and figural painting. Cross-listed with HAA 115.

**AAS 211 | BUDDHIST ART | 4 quarter hours
(Undergraduate)**

This course explores the traditional visual culture of the Buddhist world, examining art as a reflection of religious belief and practice. The works come from South Asia, Southeast Asia, East Asia, and America. An emphasis is placed on painting, sculpture, and architecture made for or related to Buddhist practice. Cross-listed with HAA 220.

**AAS 214 | JAPANESE ART | 4 quarter hours
(Undergraduate)**

This is a chronological survey of premodern Japanese art, from the prehistoric era to the Meiji period (1868-1911). Topics covered include painting, sculpture, and architecture, as well as decorative arts, prints, and garden design. Special attention is given to Buddhist and Shinto religious arts, along with screen painting and woodblock prints. Cross-listed with HAA 216.

**AAS 215 | INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY
| 4 quarter hours
(Undergraduate)**

This course charts the political, social and economic transformation of the developing countries (Africa, Asia, Latin America, Caribbean, Pacific Islands) into a global economy dominated by the 'developed' countries (North America, Europe and Japan). This process, termed 'GLOBALIZATION', results from the operation of the global market mechanism, the activities of Transnational Corporations (TNCs) and the programs of the International Financial Institutions (IFIs). Cross-listed with GEO 215.

**AAS 216 | CHINESE ART | 4 quarter hours
(Undergraduate)**

This is a chronological survey of premodern Chinese art from antiquity to the nineteenth century. Special attention is given to sculpture and painting, but architecture and ceramics are also covered. There is an emphasis on prehistoric bronze vessels, Buddhist sculpture, and landscape painting of the Song through Qing periods. Cross-listed with HAA 215.

**AAS 217 | ARTS OF INDIA AND THE HIMALAYAS | 4 quarter hours
(Undergraduate)**

This is a chronological survey of premodern arts of the subcontinent of South Asia and the Himalayas. We start with the Indus Valley Civilization and move through the nineteenth century, including Mughal arts. Special attention is given to the emergence of figural imagery in Buddhist and Hindu sculptural arts, and the development of religious architectural forms from early stupas and cave temples to later shrines. Cross-listed with HAA 217.

**AAS 218 | ARTS OF THE SILK ROAD | 4 quarter hours
(Undergraduate)**

This course will examine the visual history of the Silk Road, focusing on works of art and architecture created in Central Asia. We not only consider the prehistoric, ancient and medieval arts of this region, but we also investigate the modern development of a romanticized notion of the Silk Road and the imperial interest in acquiring treasures from the Silk Road. Today we frequently hear about the legacy of the Silk Road in promoting multicultural exchange. However, the Silk Road has long been affected by the expansionist agendas of empires. From the time of Alexander the Great (356-323 B.C.E.) through the period of Genghis Khan (1162-1227) and on, there have been military leaders who have led their armies into Silk Road lands seeking territory, riches, and glory. Cross-listed with HAA 218.

**AAS 219 | K-POP & ITS GLOBAL CULTURAL INFLUENCE | 4 quarter hours
(Undergraduate)**

This course examines the increasing visibility and global dissemination of Korean popular culture, representatively K-pop. Looking through various social causes concerned with the dissemination of Korean popular culture (e.g., Korean entertainment industry, online K-pop fandom communities, race and gender systems in K-pop), this course will help students critically consume and understand Korean pop culture. By exploring various global cultural forces that are at work in the production and consumption of Korean pop culture, students will learn controversial topics around global culture and cultivate their global sense beyond Euro-American perspectives. Throughout the semester, students will do so by working both individually and in groups on a series of projects designed to further their understanding of Korean pop culture and its ramification in the global digital era.

**AAS 220 | AMERICAN BUDDHISM | 4 quarter hours
(Undergraduate)**

This course critically analyzes the origins of Buddhism in the United States in order to fully understand how and why Buddhism has flourished in Asian and White American communities, and to understand the conflict and controversy surrounding the racial dynamics of religious choice. Cross-listed with AMS 220.

**AAS 221 | RELIGION IN SOCIETY: SOUTH ASIA | 4 quarter hours
(Undergraduate)**

Focusing on South Asia, this course will explore how religion is both embedded in, and dynamically interacts with, the wider socio-cultural contexts of which it is a part. We will examine how religious ideas constitute and are constituted by social forces such as race, caste, class, gender, and sexuality both in South Asia as well as within the wider diaspora. We will analyze how religious ideas are re-shaped as people negotiate the changing social, economic and political circumstances of everyday life and construct self and identity in our increasingly transnational world.

**AAS 222 | RELIGION AND CONFLICT IN SOUTH ASIA | 4 quarter hours
(Undergraduate)**

Religion has become central to conflict in contemporary South Asia. This course examines the relationship between religion and conflict both within and between nations in South Asia. It will examine how religion fuels conflict as well as how religion is used to find a nonviolent resolution to conflict. It will also analyze how religion is used to challenge and resist victimization, marginalization, silencing, and indeed violence during conflict. Finally, the course will examine how the cultural politics of class, gender, ethnicity, and sexuality constitute and are constituted by religion.

**AAS 223 | TALES OF INDIA | 4 quarter hours
(Undergraduate)**

Before the modern nation-states of India and Pakistan came into being, the term "India" referred to the South Asian region, a region that has been and is the home of many cultures and societies. These cultures have also reached beyond the region to create rich and paradoxical diaspora experiences in Europe and the Americas. Tales of India will explore a variety of literatures, ancient and contemporary, that illuminate the worlds of South Asian peoples in their homelands and in the transnational life of the diaspora. Themes will include love, power, religious meaning/religious identity, and cultural difference.

**AAS 224 | HINDU THOUGHT AND CULTURE | 4 quarter hours
(Undergraduate)**

An exploration of Hinduism as a civilization whose key reference points are religious in the sense understood in the West (ritual and transcendence), yet which finds expression in a "high culture" of literary works, political and social theory, art and architecture, music and dance, and folk and popular stories, songs and plays. Cross-listed with REL 242.

**AAS 225 | RELIGION AND SOCIAL ENGAGEMENT: SOCIALLY ENGAGED BUDDHISM | 4 quarter hours
(Undergraduate)**

An investigation of the ways in which various religious traditions engage the social order. Traditions, persons and movements that form the focus of the course will vary from section to section (in this case the focus is on Buddhism). The course will integrate theory and practice in studying forms of religious engagement. All students will perform some service to a community or within a community organization or agency.

Sophomore standing or above is a prerequisite for this class.

**AAS 226 | ETHICAL WORLDS: MORAL ISSUES ACROSS CULTURES: ATOM BOMB DISCOURSE | 4 quarter hours
(Undergraduate)**

An exploration of religion and ethics from a comparative and international perspective. Ethical dimensions of diverse world traditions (in this case the development and use of atomic weaponry) will be investigated within their own particular historical and cultural contexts, and students will be asked to consider and evaluate their own ethical orientations in the light of these studies.

**AAS 227 | BEYOND PARASITE: SOUTH KOREAN CULTURE THROUGH FILM | 4 quarter hours
(Undergraduate)**

In 2012 the explosion of "Gangnam Style" on YouTube helped to usher in a new generation of American K-Pop addicts and interest in Korea culture. In 2019 Parasite became the first non-English film to win the Academy Award for best picture and driving a new wave of interest in yet another underappreciated genre of Korean cultural creation. It also brought new global attention to the domestic social issues that it depicted in South Korea concerning class, gender, race, and economic development. Changes and challenges in Korean society are reflected in its cultural products such as film. This course examines Korean society, culture, and history through the lens of cinema while critically engaging contemporary local and global social issues. This course will critically examine films from various periods of Korean history such as postwar cinema, the renaissance of the 1990s-2000s, and the modern era which will include blockbusters, independent films, and Academy Award winning masterpieces. Through an examination of recurring themes such as tradition, national division, gender, colonialism, and identity, students will learn to analyze, evaluate, and engage with Korean film media while improving their intercultural communication skills. No prior knowledge of Korea or the Korean language is necessary and all films will have English subtitles.

**AAS 228 | ROMANCE IN ASIA: LOVE AND GLOBALIZATION | 4 quarter hours
(Undergraduate)**

How is globalization shaping who and how we love? Globalization is transforming the social and economic reality that young people in Asia must navigate in order to find love. They seek to create intimate relationships that satisfy their emotional, material and erotic desires, as previous modes of relationship formation increasingly fail to fit the new realities of contemporary Asia. This course examines diverse social landscapes in South Korea, Japan, China, India, and South East Asia where traditional forms of dating, marriage, and social reproduction are in upheaval. Globalization has brought about rapid but dissimilar social changes to this region such as increased inequality, growing elderly populations, and steep male to female ratio imbalances. Advances in rapid forms of communication and transportation also bring these disparate places together through cross-border marriage and online dating. This course surveys experiences in Asia of how intimacy and love are shaped, contested, and negotiated in daily life, in dialogue with changing gender expectations, social hierarchies, and increasing interdependence.

AAS 230 | INTERNATIONAL ENVIRONMENTAL CONSERVATION | 4 quarter hours**(Undergraduate)**

The purpose of this course is to explore the relationship between our physical environment and society by focusing on natural resources. While the course introduces key concepts in environmental thought (conservation, preservation, sustainable development, etc.), another aim is to introduce students to some of the practical aspects of working in resource and environmental management. Lectures and readings examine contemporary environmental issues internationally with half the case studies featuring developing and emerging economies, many in Asia. The textbook focuses on mainstream models of nature-society relations such as rational planning in resource management and sustainable development, while the additional readings and videos will introduce students to critiques of the mainstream approaches and suggest alternatives to them. The issues covered in this course include climate change, atmospheric pollution, fresh water resources and water quality, forestry and biodiversity loss, food production and distribution and sustainable cities.

AAS 233 | THE RISE OF MODERN CHINA | 4 quarter hours**(Undergraduate)**

Examines the history of Chinese civilization from the 18th century to the present. We will survey the height of the authority of the Qing Imperial government, its dissolution in the 19th century, and the creation of a revolutionary China in the 20th century. Topics include the Opium War and China's foreign relations, the introduction of Westernized technology and education, and the rise of Communism under the leadership of Mao Zedong. Also considers the ways in which our contemporary understanding of China is formed by recent developments in the media - Chinese news and film. Cross-listed with HST 233.

AAS 235 | CHINESE SCIENCE FICTION | 4 quarter hours**(Undergraduate)**

This course centers on Liu Cixin's award-winning science fiction trilogy *Remembrance of Earth's Past* (2007-10) and short stories by Chen Qiufan, Regina Kanyu Wang, and others. Liu's popular trilogy features globally-influential and highly philosophical hard SF that begins during China's Cultural Revolution and end millions of years in the future. The trilogy examines, among many other topics, the adaptability of humans and machines, the promises and perils of new technologies, multiple dimensions, the effects of climate change, and ethical dilemmas on scales ranging from the personal to the intergalactic. Unlike so much popular science fiction produced in the West to date, in Liu's works Chinese people and Chinese technologies play central roles in the future of humanity on and beyond Earth. China's historically unprecedented rate of growth since the 1970s, as well as recent successes in space exploration, has created a great deal of optimism among Chinese people, including accelerated forecasts for new technology implementation when compared to surveyed North Americans, as a recent study shows. Importantly, one of science fiction's signature narrative devices is to portray the present as the past of a far future, thus de-familiarizing and historicizing current circumstances. Seen from the near or far future, present "givens" can be cast as contingent and this can indirectly imply various kinds of social and political critique. Time displacement, in SF and in other genres, has a long history as a useful device for writers in regimes of censorship, and we will discuss allegorical content in the assigned science fiction and other works. This course is cross-listed with ENG235.

AAS 238 | JAPANESE FILM ARTS | 4 quarter hours**(Undergraduate)**

This course examines the development of cinema as an artistic form in Japan, from its inception in the early twentieth century to its explosion as an international phenomenon in recent decades. The Japanese cinematic experience is considered as visual expression that parallels key Japanese arts of handscroll painting and woodblock prints. We discuss such genres as samurai films, fantasy tales, monster movies, yakuza thrillers, and science fiction anime. Among the masterpieces studied are Ozu's *Tokyo Story*, Kurosawa's *Rashomon*, Itami's *Funeral*, and Miyazaki's *Spirited Away*. Issues addressed in relation to these films include artistic expression, technological progress, national identity, social unrest, and religious concern.

AAS 239 | RELIGION AND ETHICS IN JAPANESE FOODSCAPES | 4 quarter hours**(Undergraduate)**

What would be your last meal?" We may all have to reflect on this question once or twice in our lives. The potential diversity of our responses to this question suggests that our relation to food can be quite personal and intimate, as well as cultural and social. In this regard, investigating food is a powerful analytical tool for understanding ourselves and our relations with our surroundings. In particular, in Japan, many TV programs on food, including quiz shows, dramas, and documentaries, have been produced and have garnered attention. Thus, the course equips students with a grasp of the Japanese culture from the vantage point of food, and the benefit of a personal self-reflection and understanding. Studying food in Japan, with particular attention to the underpinnings of religious doctrines, spiritual sensibilities, and ethical implications will inform students not only of the cultural ethos of Japan, but also of its social and political orders. Students will explore the relations between religion and food by examining the ways in which food is used in religious rituals, in which religious beliefs dictate dietary habits and thereby fortify the adherents' identity and reinforce their membership. But the function of food is not to bring people together, but also to divide them. The course also investigates how religious proscriptions on foods render them either sacred or taboo, thereby fostering a corresponding social hierarchy in which status is closely linked to what one consumes and produces; certain foods (e.g. salt, rice, sake) are consecrated and used for rituals, while other foods (e.g. meat) are forbidden.

AAS 240 | MODERN JAPANESE LITERATURE | 4 quarter hours**(Undergraduate)**

This course is an introduction to the major authors and works of Japan's modern period, from the 18th century through the 21st century. We will examine writers, works, and literary institutions in historical context to explore how Japanese writers engaged the modern era. This was the period when modern literature, more specifically the novel (*shosetsu*), was emerging internationally as a new technology of state-building. Modern Japan was highly literate with a flourishing popular culture that included diverse literary forms (high and low) that would be refashioned, contested and sometimes abandoned as the institution of literature was established by the turn of the 20th century, although not without ongoing contestation. Themes may include: the West, Orientalism and Counter-Orientalism; protest literature by women, workers and ethnic minorities; and modernism and modernity. Authors may include: Higuchi Ichiyo, Natsume Soseki, Yosano Akiko, Akutagawa Ryunosuke, Kobayashi Takiji, Murakami Haruki, and others. Cross-listed with MOL 240.

AAS 241 | RELIGION IN CHINESE HISTORY, SOCIETY, AND CULTURE | 4 quarter hours (Undergraduate)

An exploration of the Chinese religious landscape, focusing on social and practical dimensions of Chinese religion, such as state rituals and private cults, liturgies and individual practices of Taoist priests and adepts, politico-religious ideas that inspired popular messianic movements throughout Chinese history, and interrelations of Buddhist and Taoist clergies and institutions in the state. Cross-listed with REL 241.

AAS 242 | LITERATURE AND RELIGION IN CHINA | 4 quarter hours (Undergraduate)

This course focuses on the interpretation of renowned Chinese literary works, with attention paid to the intersections between literature and religion. Students are expected to acquire skills of literary appreciation and basic religious literacy by engaging with both texts and their contexts. This course explores major literary genres, such as revealed texts, rhapsody, lyrics, regulated verse, popular tales, plays, and novels, and discusses related thematic topics, such as the religious themes, mythological contexts, literariness, aesthetics, and individual experiences.

AAS 243 | BUDDHIST THOUGHT IN CULTURAL CONTEXT | 4 quarter hours (Undergraduate)

An exploration of the Buddhist tradition, using original sources, from its beginnings in ancient India to a world religion with strong roots in the US. Students will discover how Buddhism interacts with cultures from Sri Lanka and Thailand to China, Japan and Tibet. Although this course is online, students in the region will have the opportunity to practice meditation at a Chicago zendo and tour the Buddhist art at the Chicago Art Institute. Cross-listed with REL 243.

AAS 244 | TRADITIONS OF CHINESE POPULAR CULTURE | 4 quarter hours (Undergraduate)

Most of the Chinese, throughout history, did not subscribe to one exclusive belief system or belong to a single institutional religion. They, instead, participated in a web of popular religious practices, held multitudinous popular beliefs, and shared with each other imaginaires of heroes, monsters, ghosts, and gods. This course focuses on what has been popular and provides an understanding of Chinese religions from the perspective of the common people. Students are expected to learn aspects and elements of religion-related Chinese culture, such as mythology, ancestor veneration, divination, demonology, hero cults, festivals, local deities, and drama while paying attention to the internal logic of religious practices and imagination.

AAS 245 | RELIGION IN JAPANESE HISTORY, SOCIETY, AND CULTURE | 4 quarter hours (Undergraduate)

Explores the specific interplay between religion and culture in Japan. Taking historical and cultural factors into account, it considers prehistoric Japanese religion, ancient imperial myths, the assimilation of Buddhism, Confucianism, and continental (Chinese/Korean) culture, the religious and aesthetic worlds of the court nobility and the warrior class, popular mountain cults, the revival and systematization of Shinto, the impact of western culture, Japanese ultra-nationalism, and the religious situation in the post-war period. Cross-listed with REL 245.

AAS 246 | ASIAN FOREIGN POLICY | 4 quarter hours (Undergraduate)

This course surveys the international relations of selected Asian countries. For each country, the course presents the basic historical background shaping foreign relations, introduces the external and domestic influences on foreign policy, and identifies emerging international challenges. It examines both the economic and military-security dimensions of Asian foreign relations. Cross-listed with PSC 246.

AAS 247 | LITERATURE AND RELIGION IN JAPAN | 4 quarter hours (Undergraduate)

Focuses on the pervasive influence of religious thought and sentiment on Japanese literature from ancient to modern times and explores the intricate relationship between religion, aesthetics, and the arts in Japanese culture. Considers original works including ancient Japanese mythology and poetry, the memoirs of court ladies and Buddhist hermits, romance, epics, folktales and social satire, with attention to their historical, social, religious and social dimensions, as well as to the individual experience expressed in them. Cross-listed with REL 247.

AAS 248 | CHINESE CALLIGRAPHY | 4 quarter hours (Undergraduate)

An introduction to the art of Chinese calligraphy. Hands-on practice as well as history and theory of the art. This course is open to students with no background in Chinese calligraphy, language, literature, or culture. Cross-listed with MOL 248.

AAS 249 | JAPANESE WOMEN'S LITERARY MASTERPIECES | 4 quarter hours (Undergraduate)

The course begins over 1000 years ago with masterpieces of world literature including The Tale of Genji and classical poetry, traverses through the modern period of New Women Bluestocking and arrive in the 21st century to reflect on the richness of Japanese women's: writings across time and space. * No prior knowledge of Japanese language, history or culture.

AAS 250 | CHINESE CINEMA: A WINDOW ON CHINA | 4 quarter hours (Undergraduate)

This course studies Chinese cinema, the visualized artistic reflection of Chinese society, ideology, and culture from four perspectives: Historical, directorial, thematic, and artistic. It will cover the history of Chinese cinema, from the birth of the first Chinese film through the Silent Age, 1st Golden Age, 2nd Golden Age, Pre- and-Post-War Era, Pre- and-Post "Cultural Revolution" Period, and the Fifth Generation up to the emerging Sixth generation and beyond. Through substantial exposure and analysis of selected movie classics and subsequent classroom discussions, students will be well informed about the major developments and trends of each period in the history of Chinese cinema. Students will also explore the historical backgrounds, artistic characteristics, and key directors and stars of important Chinese movies as well as cinematic terminologies, the formation of Chinese cinematic theories, and innovative cinematic techniques.

AAS 251 | SOUTH ASIA TO C. 900 C.E.: THE STONE AGE TO THE GOLDEN AGE | 4 quarter hours
(Undergraduate)

The course follows the development of the history of the region from the earliest phases of human settlement, the first civilization in the Indus valley, and the formation of the Mauryan and Gupta empires. It will analyze the growth of different state structures from tribal/lineage based state to these great empires. It incorporates the rise of regional states and the growing importance of trade to linking South Asia with the West. It will also examine the development of different religious traditions from Vedic Brahmanism to Buddhism to Jainism and the very early days of Islam in the region. The central question of this course will be how to contextualize the relationship between structures like family, law, caste, community, state and the tumultuous changes in the subcontinent over this long period. Cross-listed with HST 151.

AAS 252 | SOUTH ASIA, C. 900 TO 1707: SULTANS, MUGHALS, AND ISLAMIC EMPIRES | 4 quarter hours
(Undergraduate)

The course begins with the transformation of society from the 'ancient' to the 'medieval', and compares this to developments in Europe in the feudal age. It then incorporates specific political, social, and cultural developments in South Asia that came about with the establishment of powerful Islamic states in a region where Muslims were a minority. These issues will inform the analysis of the Ghaznavid and Ghurid invasions, the Delhi Sultanate, the Vijayanagara empire and the Mughal empire. The course will end with the Marathas and the decline of the Mughal empire, and the rising influence of the British. The central themes concern how the state, economy, culture, and society developed in the period when Islam became firmly embedded in South Asia. Cross-listed with HST 152.

AAS 253 | ASIAN POLITICS | 4 quarter hours
(Undergraduate)

An introduction to contemporary government and politics in Asia, focusing on China and Japan, with comparative reference to other Asian and non-Asian political systems. Special attention will be made to the emerging political and economic role of the Pacific Rim.

AAS 254 | SOUTH ASIA, 1707 - 1947: RISE AND FALL OF THE BRITISH RAJ | 4 quarter hours
(Undergraduate)

The course begins with the decline of the Mughal Empire, and then moves to examine the British empire, the nationalist movement and finally to independence and partition in 1947. The central questions of this course continue to be relevant in the post-colonial period: how we understand the distinctive form of modernity that has developed in South Asia. Taking a comparative approach as often as possible, the course examines the fundamental ways that Britain was transformed by the development of its empire as was colonial India. The course constantly deconstructs easy binaries of self and others/ East and West by examining the differences within Indian and British society. Cross-listed with HST 153.

AAS 259 | RELIGION IN MANGA AND ANIME | 4 quarter hours
(Undergraduate)

Because of manga and anime's global popularity, growing market size, and artistic qualities, they become a window on Japanese history, culture, and society. The religious dimensions of manga and anime have deep roots in the history of Asian religion, visual arts, and literature, and they are key to a nuanced understanding of many important works. This course will address and discuss topics of religious significance in connection to manga and anime, such as death, afterlife, spiritual purity, personal cultivation, nature, among others. This course intends to help students understand various aspects of Japanese religions through manga and anime, where religious elements abound. This course is cross-listed with REL249.

AAS 262 | JAPANESE POPULAR CULTURE | 4 quarter hours
(Undergraduate)

Globally celebrated for its creativity, world-building, and complexity, Japanese pop culture: including anime, manga, J-pop, drama, collectible figurines, cosplay, tv drama, film, and video games continues to push the boundaries of what it means to be human in the 21st century. Students will strengthen skills to analyze screen arts and other cultural products with specialized attention to how the content is conveyed in historical context. Themes include cyber-physical blending, gender-bending and performance, historical memory, national identity, and what it means to be human.

AAS 263 | JAPAN TO C. 1200 | 4 quarter hours
(Undergraduate)

Follows the formation of a unified state in central Japan during the 5th and 6th centuries. Considers the influence of Korean immigrants and Chinese philosophy and statecraft on the unification of Japan in early antiquity. Explores rise of Japan's aristocratic court culture in Nara and Kyoto as well as powerful Buddhist institutions and the emergence of the warrior class in Eastern Japan. Cross-listed with HST 263.

AAS 264 | JAPAN, CA. 1200-1800 | 4 quarter hours
(Undergraduate)

Follows the emergence of the warrior class and the system of dual political authority until the 14th century, with the imperial court in Kyoto and the samurai elite in Kamakura. Continues with an examination of the early modern processes of urbanization and the growth of a monetary economy, changes in social organization, major cultural innovations, and religious/intellectual movements. Cross-listed with HST 264.

AAS 265 | JAPAN, C. 1800 - PRESENT | 4 quarter hours
(Undergraduate)

Follows the radical transformation of Japanese politics, society, and economy with the commercialization of the countryside, the weakening of samurai rule, and increased, often hostile, contact with Western imperialist nations. Explores expansion of Japan as an imperialist nation from the middle of the 19th century and the lasting legacy of that expansion in the region. Explores WWII and postwar political, economic, social changes in contemporary Japan. Cross-listed with HST 265.

AAS 266 | EAST ASIA, C.1800-PRESENT | 4 quarter hours
(Undergraduate)

Begins with the reshaping of East Asian relations from the late 18th century following the realignment of the region after the expulsion of European Catholic missionaries. Follows the radical shift in the relations between these countries as they all sought to respond to the imperial challenges that the West imposed. Explores the central role of Japan and its effort to build an empire in and beyond East Asia from the late 19th century through its defeat in World War II and the lasting historical legacy of that history in the region. Cross-listed with HST 163.

AAS 267 | WORLD ECONOMY: STATES, MARKETS AND LABOR | 4 quarter hours**(Undergraduate)**

This course introduces students to competing economic and political frameworks that analyze the interaction of states, markets and societies. The overall theme of the course is the spread of capitalism and the tandem disembedding of economic relations from social relations beginning with the Industrial Revolution in the 18th century through to the early 21st century.

AAS 272 | ANIME AND MANGA | 4 quarter hours**(Undergraduate)**

This course examines the development of anime and manga in Japan from their inception to their explosion as international phenomena in recent decades. We consider anime and manga as forms of artistic expression that depend upon and parallel key Japanese visual forms of handscroll painting and woodblock prints. Students learn the ideas, ideals and values in Japanese cinematic and visual expression, and develop skills at analyzing anime and manga as artistic forms. The processes of drawing/creating anime and manga are considered; both form and content of anime and manga are discussed. Cross-listed with HAA 273.

AAS 273 | GLOBAL ASIAN LITERATURE | 4 quarter hours**(Undergraduate)**

Introduction to selected authors, genres, and topics in Asian American or Asian diasporic literature from the mid-nineteenth century to the present. Variable emphasis on different groups, genres, or historical periods. WRD 103 or HON 100 is recommended for this course. Cross-listed with ENG 273.

AAS 287 | INTRODUCTION TO ASIAN PHILOSOPHY | 4 quarter hours**(Undergraduate)**

What must we do in order to live a good life? In this class, we will examine this question through our study of Asian philosophy. In particular, we will ask -- do we have a duty to serve society? what is the relationship among desire, happiness, knowledge and virtue? what is the relationship among the human, the divine, and the world? While this class will be an introduction, it will not be primarily a survey. Rather we will examine and discuss several texts in depth, representing four of the philosophical traditions in South and East Asia -- Hinduism, Buddhism, Confucianism, and Daoism. The objectives of the course are to gain an understanding of Asian philosophy while exploring some of our own philosophical questions about the purpose and meaning of life.

AAS 290 | TOPICS IN ASIAN AMERICAN STUDIES | 4 quarter hours**(Undergraduate)**

This course, which varies from quarter to quarter, explores topics in Asian-American studies.

AAS 301 | ECONOMIC INEQUALITY AND POLITICAL TRAUMA | 4 quarter hours**(Undergraduate)**

Traditionally, the discourse of political trauma has been restricted to discussions of genocide. Yet in the contemporary political deployment of trauma, both the victims and those causing trauma have claimed the experience for themselves. This course departs from the traditional discourse by providing a framework for understanding how historical legacies, economic inequality and contemporary political contexts such as populist movements are linked. In light of the unusual circumstances owing to the COVID 19 emergency measures, the course plan also incorporates discussions of the amorphous social anxiety that is a feature of the current moment. The introductory section of the course begins with case studies in which the term trauma has been deployed in international political economy. The second section of the course builds a theoretical framework for understanding the links between political trauma and economic inequality using readings from psychoanalysis, social and literary theory, using case studies from the United States, South America, South Africa, the Middle East and East Asia. Case studies are NOT restricted to those regions and can include studies from other regions. The third and last section of the class examines the fledgling literature on resistance and activism in understanding and confronting political trauma. The course seeks to answer questions of how different groups come to define their experience as traumatic and how we can respond and set limits to engagement in political trauma. Note that while we attempt to understand why the term is so widely deployed, we also distinguish between those who have the social power to retaliate as opposed to those who cannot.

AAS 305 | RELIGION AND CULTURE IN SOUTH ASIA | 4 quarter hours**(Undergraduate)**

This course examines the interplay between religion and society in pre-modern and contemporary South Asia. The course will use such materials as epic texts, poetry, novels, journalism, film, music and art to explore how religion, gender, social class and politics are experienced in the lives of people in India and Pakistan. Cross-listed with REL 305.

AAS 315 | THE STATE & ECONOMIC GROWTH IN EAST ASIA | 4 quarter hours**(Undergraduate)**

A survey course focused upon key geographical factors contributing to the emergence of Japan as an international economic leader, and the rapid development of the People's Republic of China, Taiwan, Hong Kong, and South Korea, among others, as global economic players. Cross-listed with GEO 315.

AAS 324 | JAPANESE POPULAR CULTURE | 4 quarter hours**(Undergraduate)**

Globally celebrated for its creativity, world-building, and complexity, Japanese pop culture: including anime, manga, J-pop, drama, collectible figurines, cosplay, tv drama, film, and video games continues to push the boundaries of what it means to be human in the 21st century. Students will strengthen skills to analyze screen arts and other cultural products with specialized attention to how the content is conveyed in historical context. Themes include cyber-physical blending, gender-bending and performance, historical memory, national identity, and what it means to be human.

**AAS 325 | QUEER JAPAN | 4 quarter hours
(Undergraduate)**

This course surveys representations of same-sex sexuality from the 14th century to the present day in Japan. We will explore the intersection of history, politics, art, and culture through historiography, literature, film, photography, music, cartoons, and animation, examining "traditional" male-male sexuality, the emergence of the modern era of texts reflecting female-female sexuality, as well as the formation of new consciousness and subjectivities throughout the 20th century and into the 21st. Cross-listed with MOL 325.

**AAS 337 | ASIAN AMERICAN MEDIA REPRESENTATION | 4 quarter hours
(Undergraduate)**

This course examines the ways in which Americans of Asian descent are portrayed in popular media such as television, film, newspapers, and advertisement.

**AAS 338 | ASIAN CULTURE AND COMMUNICATION | 4 quarter hours
(Undergraduate)**

Reviews major Asian philosophical and religious traditions such as Hinduism, Confucianism, Taoism, and Buddhism and examines how these traditions influence and affect Asian cultures and communication behaviors, particularly communication among Indians, Chinese, Japanese, Koreans, and Asian Americans in various contexts. Cross-listed with INTC 338.

**AAS 341 | ZEN MIND | 4 quarter hours
(Undergraduate)**

A study of the thought and practice of Zen Buddhism, focusing on the role of Zen in shaping ideas, ethics and the arts in Japan and America. Cross-listed with REL 342.

**AAS 342 | ASIAN POLITICAL ECONOMY | 4 quarter hours
(Undergraduate)**

This course offers an overview of the geopolitics, culture and history behind the "East Asian Miracle." It provides students with the tools to analyze the core theories, actors, and current and historical events in the study of the international relations, business, politics, and economy of Asia. Cross-listed with PSC 343.

**AAS 343 | JAPANESE AMERICAN HISTORY IN THE US/CHICAGO | 4 quarter hours
(Undergraduate)**

The second course in a sequence of three content-based courses designed for advanced high learners and native speakers of Japanese to discuss authentic cultural, historical, or literary materials. Topics vary with offering: see current schedule for details. Recommended for students who have completed JPN 201-202-203 and JPN 311-312-313, or have equivalent proficiency in Japanese.

**AAS 344 | YOGA AND TANTRA | 4 quarter hours
(Undergraduate)**

An examination of the history, philosophy and cultural meaning of body-oriented liberative techniques as they developed on the Indian subcontinent and Himalayan region in Hinduism and Buddhism. Students registering for this course are expected to have studied one or both of these traditions in courses such as REL 142, 143, 242, or 243, or in other courses. Background in theory is also useful. Cross-listed with REL 344.

**AAS 345 | MORAL PHILOSOPHY, POLITICAL POWER, & RELIGION IN PRE-MODERN CHINA | 4 quarter hours
(Undergraduate)**

An exploration of the major traditions informing pre-modern Chinese perspectives on morality, politics, social and personal formation, as well as cosmological and religious anchoring. Topics include Confucianism, Mohism, early Daoism, Legalism, correlative cosmology, liturgical Daoism, Buddhism, Neo-Confucianism, and also China's traumatic encounter with western power and thought. The course not only addresses comparative issues concerning Chinese values in relation to western views, but also questions common comparative constructs such as those contrasting religion & power; individualism & communalism, and tradition & modernity. Cross-listed with REL 343.

**AAS 350 | ETHNIC MINORITY YOUTH: ADAPTATION, IDENTITY AND DEVELOPMENT | 4 quarter hours
(Undergraduate)**

Utilizing an ecological systems perspective, this course examines the challenges and resiliencies faced and acquired by ethnic minority youth. This course will closely examine developmental issues during adolescence that are complicated by being an ethnic minority, or child of immigrant parents. Issues examining the intersection of socio-political power dynamics, with acculturation/cultural adaptation, ethnic identity formation, and intergenerational family conflict will particularly be examined.

**AAS 351 | JAPANESE POLITICS | 4 quarter hours
(Undergraduate)**

This course examines the meeting of the ancient and the modern in the context of 21st century politics in Japan. Exploring political, economic, and cultural practices and institutions, this class provides an in-depth understanding of Japan's political system from its origins in samurai traditions to current challenges facing Japan's democracy and economy. Cross-listed with PSC 350.

**AAS 352 | CHINESE POLITICS | 4 quarter hours
(Undergraduate)**

This course examines the political system of China and the major domestic issues in contemporary Chinese politics. The course explores the rise and early governance of the Chinese Communist Party, the economic and political developments since the start of the reform (post 1978) era, and the main political challenges facing Chinese society today. Cross-listed with PSC 352.

**AAS 363 | YELLOW PERIL/YELLOW POWER: ASIAN AMERICANS IN THE MEDIA | 4 quarter hours
(Undergraduate)**

This seminar course explores the landscape of popular and visual culture in the U.S. along the axes of race, ethnicity, class, gender, and sexuality and cultural "difference." Using an intersectional and interdisciplinary approach, the course also examines Asian Pacific Islander American representation and cultural production. Cross-listed with CMNS 563.

**AAS 367 | LITERATURE OF THE VIETNAM WAR | 4 quarter hours
(Undergraduate)**

This course examines novels, short stories, and essays on the Vietnam war and its aftermath, Vietnamese society, literature of the Vietnam Era.

**AAS 373 | KYOTO (WORLD CITIES) | 4 quarter hours
(Undergraduate)**

Explores the art, architecture, and urban plan of Kyoto, the ancient capital of Japan. Kyoto became the seat of government and the home of the imperial court in 794, and it continued to serve as the cultural and religious center of the land until the nineteenth century. This course considers major artistic developments as they relate to main sites in Kyoto, especially palaces, temples, and shrines. The eras covered extend from the Heian to the Meiji period.

**AAS 385 | INTERNATIONAL ADVERTISING | 4 quarter hours
(Undergraduate)**

This course informs students about the complexity and nuances of marketing communications in the global marketplace. We will explore the factors affecting the views of funny TV commercials from Japan, emotional short films from Thailand, controversial ads from China, and many more interesting ad campaigns from around the globe. Understand why Asian marketers made the ads the way they are as we talk about the theories behind cultural dimensions. As we progress, we learn not only about advertising but cultures. How do people from other countries behave and why. This course is perfect for someone who wants to understand the nuances of cultural difference and learn about the Asian way to advertise.

**AAS 395 | INDEPENDENT STUDY IN GLOBAL ASIAN STUDIES | 4-8
quarter hours
(Undergraduate)**

Independent study. Variable credit.

Bilingual-Bicultural Education (BBE)

**BBE 96 | 100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED | 0
quarter hours
(Undergraduate)**

Required of all Bilingual Bicultural students. Observations and participatory experience with children and youth in a school or agency. The observation hours are a prerequisite for student teaching and related professional courses. (0 credit hours)

**BBE 97 | 100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED | 0
quarter hours
(Graduate)**

Required of all Bilingual Bicultural students. Observations and participatory experience with children and youth in a school or agency. The observation hours are a prerequisite for student teaching and related professional courses. (0 credit hours)

**BBE 300 | TEACHING ELEMENTARY ENGLISH LANGUAGE LEARNERS:
THEORY, POLICY AND PRACTICE | 4 quarter hours
(Undergraduate)**

This introductory course offers candidates a foundation in the critical elements in the education of English Language Learners (ELL) in the Elementary grades: second language acquisition, consequences of additive and subtractive bilingualism, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course analyzes factors that influence the acquisition of the first and second language. Emphasis is given to the linguistic process in an individual's acquisition of two languages and the context in which both languages are developed alongside academic attainment. Multicultural perspectives and approaches are examined in relation to culturally and linguistically diverse students' backgrounds and experiences. Teaching practices, curriculum development, appropriate instructional materials and assessments are examined. Family/ community relations and partnerships, as well engagement of advocacy are also explored. Current federal and state policies related to ELLs are addressed. This course covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs.

**BBE 301 | TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS
AND DIALECT SPEAKERS ACROSS THE CURRICULUM | 4 quarter hours
(Undergraduate)**

This course provides educators across disciplines in the middle and high school grades foundational knowledge for teaching and assessing English learners (ELs) and speakers of non-dominant varieties of English. The course focuses on fundamental concepts of second language acquisition in various language learning contexts, teaching and assessing English as a second language, policy and law relating to ELs' education, and the importance of maintaining ELs' home language(s) and culture(s). The course analyzes factors that influence the acquisition of first and second languages, including linguistic, cognitive, political, social, cultural and affective dimensions. Interdisciplinary perspectives of second language development in classroom practice is also addressed. **TCH 302 or SEC 364 is a prerequisite for this class.**

**BBE 302 | BILINGUAL-BICULTURAL PROGRAM DESIGN AND
CURRICULUM DEVELOPMENT | 4 quarter hours
(Undergraduate)**

Reviews theory and application of curriculum development to bilingual instructional programs, such as design, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal bilingual education program models are examined and analyzed. Includes a review of multiethnic literature and literacy that advocates for students' self-concept, acceptance, and sense of identity (includes 15 clinical hour requirement).

**BBE 304 | LANGUAGE, LITERACY AND CULTURE | 4 quarter hours
(Undergraduate)**

This course examines the linguistic, cultural, and social contexts in which culturally and linguistically diverse communities operate and their relation to educational practices. The class addresses sociolinguistic and multicultural perspectives on language and cultural diversity within and outside the U.S. Case studies examined in class readings provide the conceptual framework for multicultural education in the context of language and literacy development. This course is designed to assist future and current teachers in attaining an expanded understanding on the linguistic, cultural, and sociocultural theoretical frameworks that are at the core of educational transformation and social justice in the US. The course also aims to examine educators' roles in creating culturally and linguistically responsive curricula for diverse students. Topics include language and ethnicity, language and identity, language and social class, literacy practices, language standardization, language discrimination, dialects, language loss, and heritage languages. Includes clinical hour requirement.

**BBE 305 | THEORETICAL FOUNDATIONS IN BILINGUAL EARLY CHILDHOOD DEVELOPMENT | 4 quarter hours
(Undergraduate)**

This course is designed to equip bilingual childhood teachers with the knowledge and philosophy to work effectively in the education of early childhood language minority students in the context of bilingual/ESL programs. The course will explore the historical, socio-political and legal foundations of bilingual education programs in the United States. It will examine different models of language education programs: immersion, ESL pullout, transitional bilingual education, maintenance bilingual, enrichment or dual language. It will also address psycholinguistic and sociolinguistic principles upon which they are based.

**BBE 306 | FOUNDATIONS OF ENGLISH AS SECOND LANGUAGE INSTRUCTION IN EARLY CHILDHOOD EDUCATION | 4 quarter hours
(Undergraduate)**

Candidates explore English as a Second Language (ESL), theory and practice as it applies to young children and their families. Candidates also study the sociocultural, pedagogical, linguistic, and political issues underlying current models of education for non-English speaking children, as well as models for ESL instruction in early childhood settings. Critical emphasis is placed upon theories that support young learners in second language acquisition.

**BBE 307 | EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS | 4 quarter hours
(Undergraduate)**

Examines assessment procedures, including standardized and performance-based, as well as ethical standards and practices used in the assessment of culturally and linguistically diverse students. Equity and legal issues related to assessment practices, research, first and second language acquisition, bilingualism, cultural and sociopolitical issues related to assessment are discussed. Emphasizes existing biases in assessment and non-discriminatory assessment practices and policies. National, state, and local assessment policies are examined. Includes clinical hour requirement.

**BBE 310 | SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE | 4 quarter hours
(Undergraduate)**

This course is designed to explore a specific area of study in the field of linguistics, such as sociolinguistics, psycholinguistics, applied linguistics, language planning and policy, and cognitive bilingualism, among other related topics. The particular focus of study will vary and change as the course is offered. Includes clinical hour requirement.

**BBE 311 | FUNDAMENTALS OF ENGLISH LANGUAGE LEARNER EDUCATION | 4 quarter hours
(Undergraduate)**

This introductory course offers candidates a foundation in the critical elements in the education of ELLs: second language acquisition, consequences of additive and subtractive bilingualism, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course analyzes factors that influence the acquisition of the first and second language. Teaching practices, curriculum development, selection of instructional materials, use of appropriate language and content assessments are examined. This course covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs.

**BBE 316 | SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION | 4 quarter hours
(Undergraduate)**

Presents theoretical constructs of bilingual schooling from early childhood through adult in the U.S. and other multilingual societies from historical, theoretical and sociocultural perspectives. Emphasizes issues in bilingual education related to the sociocultural and legal aspects of language policy and bilingual education in the U.S. The historical trajectory of language policy and bilingual education in the U.S. is discussed in reference to Native American languages and early European settlers' language schooling practices. The focus shifts to 20th and 21st century bilingual education and immigration policies that have influenced both the advocacy for and opposition to bilingual education as well as the movement to make English the official language in the U.S.

**BBE 320 | ANALYZING RESEARCH ON IDENTITY, CULTURE & LANGUAGE EDUCATION | 4 quarter hours
(Undergraduate)**

Introduces students to, and engages them in reading, research design within the context of bilingual-bicultural education and second language learning and instruction. Students will consider important linguistic and sociocultural issues in language education as examined with various research methods, including quantitative, qualitative, and mixed methods. Students will conduct and present a mini-action research project about their own learning and development, and will write a cogent review of literature about a personally meaningful topic, problem, or issue related to language and culture education. (Includes 15 clinical hour requirement.) **BBE 310 and at least 4 BBE courses (or equivalent) is a prerequisite for this class.**

**BBE 324 | METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE | 4 quarter hours
(Undergraduate)**

This course introduces instructional methods, approaches, strategies and materials for teaching English language learners. Particular importance is placed on the relationship of reading and writing development to second language acquisition, teaching language and content, and fostering cognitive development through the four domains of reading, writing, speaking and listening. Includes clinical hour requirement.

BBE 325 | BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL | 4 quarter hours

(Undergraduate)

Analyzes and evaluates methods and materials used in bilingual education and ESL programs. Stresses effective instructional strategies and best practices in first and second language literacy development and content learning. Reviews language teaching approaches and cooperative models of learning relating to development of reading and writing in the first and second language. Presents the acquiring language through content learning versus learning language programs. Investigates appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of language distribution issues (includes 15 clinical hour requirement).

BBE 326 | THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE | 4 quarter hours

(Undergraduate)

This course introduces key foundational theories of English as a second language and world language education that form the basis of our development as language education practitioners and professionals. The course explores theories of language, theories of learning and learners from early childhood to adult, and theory-driven teaching, as well as the philosophical paradigms that inform them. Foundational theories are introduced as problem-solving tools that provide interdisciplinary perspectives of English as a second language and world language education, and as frameworks for critically reading literature on language education theory, research, and methods.

BBE 330 | LATINOS AND EDUCATION | 4 quarter hours

(Undergraduate)

This course examines historical and current issues related to the education of Latinos in the US that includes PK-12 and higher education. The course explores the sociolinguistic, theoretical, historical, sociocultural, legal, and political contexts that shape the educational experience of Latinos in the US. Demographic trends and data are examined in light of the various characteristics that make up the diverse Latino population. The course also analyses the theoretical, historical, and political constructs of bilingual schooling and the underlying assumptions and implications for Latino students. Current research conducted by prominent scholars in the field are presented and examined. The course considers factors that influence, positively or negatively, the educational attainment of Latino students. The readings and class discussions emphasize how power relations in the wider society influence patterns in Latino education outcomes and policy-making. The course also examines arguments, assumptions, and interpretations of current and past legislation in regards to the education of Latinos in the US.

BBE 350 | ENGLISH LANGUAGE LEARNERS IN THE MIDDLE GRADES | 4 quarter hours

(Undergraduate)

Presents an introduction to the field of English as a second language, with attention to fundamental concepts of second language acquisition in various language learning contexts. The course analyzes possible factors that influence the acquisition of the first and second language, including linguistic, cognitive, social, and affective dimensions. Emphasis is given not only to the linguistic process in individuals' acquisition of two languages, but also the social, cultural, political, and educational context in which both languages are developed alongside academic attainment. Discusses interdisciplinary perspectives of second language acquisition and their application to classroom practices. This introductory course is designed for mainstream educators and covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs. ***This course counts toward ESL endorsement. Co-requisites for this course are MGE 301 and MGE 311. In this course, students will: 1.

MGE 300 and Junior standing are prerequisites for this class.

BBE 355 | HOW ENGLISH WORKS: ENGLISH SYNTAX FOR ESL AND BILINGUAL EDUCATION TEACHERS | 4 quarter hours

(Undergraduate)

This course examines the structure of English from a descriptive linguistic framework. It addresses the inner workings of the English language through objective investigation of the lexical, phrasal, and clausal structures of the language to provide ESL and bilingual education teachers the syntactic foundation of the language they will teach. Topics include parts of speech, constituency, phrase structure, clause types, complements versus adjuncts, question formation, tense, negation, and the grammar of dialects. Additionally, this course will provide special emphasis on how these areas of English grammar interface with Common Core and WIDA standards for ELLs.

BBE 360 | SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION | 4 quarter hours

(Undergraduate)

This course is an introduction to the theoretical study of second, world and heritage language acquisition (SLA) from a generative and psycholinguistic perspective. The content of the class is founded on the major concepts and issues of language acquisition, including UG-access, L1-transfer, age effects, and the acquisition of form vs. meaning. The course pays particular attention to empirical second and world language studies at the syntax/semantics interface. Course readings and discussion examine the complexities of the processes involved in acquiring a world language that includes the relation between first and second language acquisition; contrastive and error analysis; interlanguage; the social and cultural influences on SLA; learner variability; learning strategies; and classroom interaction analysis. Issues surrounding second, world and heritage language acquisition are discussed and deliberated through university classroom experiences as well as required field experiences. Includes clinical hour requirement.

BBE 366 | FIRST AND SECOND LANGUAGE ACQUISITION | 4 quarter hours**(Undergraduate)**

This course examines principles, processes, theories, and research in first and second language acquisition and bilingualism with implications for language teaching. The course provides an introduction to the fields of first and second language acquisition (SLA) that include universal, individual, and social features and dimensions of the second language learning process that determine the nature and path of acquisition. These features include age and critical periods; cross-linguistic influences; role of the environment; cognitive contributions; interlanguage variability; linguistic features; motivation; and affect. Socio-cultural and sociopolitical aspects of second language acquisition and bilingualism are also discussed. Includes clinical hour requirement.

BBE 370 | LANGUAGE, LITERACIES AND CULTURES | 4 quarter hours**(Undergraduate)**

This course examines the interdisciplinary study of first, second and world languages and multiple L1 and L2 literacies in their cultural, social, and political contexts, with emphasis on issues of ethnicity, identity, social class, gender, power, and other related topics relative to ideologies of reading and writing the world through reading and writing the word. Especial focus is placed on these topics as they pertain to the extant research on language, literacy, and culture represented in language communities, as well as in the literature, art, music, and popular culture of those communities as a means of advocating for students' sense of identity as global citizens. Includes clinical hour requirement.

BBE 400 | TEACHING ELEMENTARY ENGLISH LANGUAGE LEARNERS: THEORY, POLICY AND PRACTICE | 4 quarter hours**(Graduate)**

This introductory course offers candidates a foundation in the critical elements in the education of English Language Learners (ELL) in the Elementary grades: second language acquisition, consequences of additive and subtractive bilingualism, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course analyzes factors that influence the acquisition of the first and second language. Emphasis is given to the linguistic process in an individual's acquisition of two languages and the context in which both languages are developed alongside academic attainment. Multicultural perspectives and approaches are examined in relation to culturally and linguistically diverse students' backgrounds and experiences. Teaching practices, curriculum development, appropriate instructional materials and assessments are examined. Family/community relations and partnerships, as well engagement of advocacy are also explored. Current federal and state policies related to ELLs are addressed. This course covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs.

BBE 402 | DESIGNING LANGUAGE PROGRAMS | 4 quarter hours**(Graduate)**

Reviews theory and application of curriculum development to bilingual instructional programs, such as design, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal bilingual education program models are examined and analyzed. Includes a review of multiethnic literature and literacy that advocates for students' self-concept, acceptance, and sense of identity. Includes clinical hour requirement.

BBE 404 | LANGUAGE, LITERACY AND CULTURE | 4 quarter hours**(Graduate)**

This course examines the linguistic, cultural, and social contexts in which culturally and linguistically diverse communities operate and their relation to educational practices. The class addresses sociolinguistic and multicultural perspectives on language and cultural diversity within and outside the U.S. Case studies examined in class readings provide the conceptual framework for multicultural education in the context of language and literacy development. This course is designed to assist future and current teachers in attaining an expanded understanding on the linguistic, cultural, and sociocultural theoretical frameworks that are at the core of educational transformation and social justice in the US. The course also aims to examine educators' roles in creating culturally and linguistically responsive curricula for diverse students. Topics include language and ethnicity, language and identity, language and social class, literacy practices, language standardization, language discrimination, dialects, language loss, and heritage languages. Includes clinical hour requirement.

BBE 406 | SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION | 4 quarter hours**(Graduate)**

Presents theoretical constructs of bilingual schooling from early childhood through adult in the U.S. and other multilingual societies from historical, theoretical and sociocultural perspectives. Emphasizes issues in bilingual education related to the sociocultural and legal aspects of language policy and bilingual education in the U.S. The historical trajectory of language policy and bilingual education in the U.S. is discussed in reference to Native American languages and early European settlers' language schooling practices. The focus shifts to 20th and 21st century bilingual education and immigration policies that have influenced both the advocacy for and opposition to bilingual education as well as the movement to make English the official language in the U.S.

BBE 407 | EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS | 4 quarter hours**(Graduate)**

Examines assessment procedures, including standardized and performance-based, as well as ethical standards and practices used in the assessment of culturally and linguistically diverse students. Equity and legal issues related to assessment practices, research, first and second language acquisition, bilingualism, and cultural and sociopolitical issues related to assessment are discussed. Emphasizes existing biases in assessment and non-discriminatory assessment practices and policies. National, state, and local assessment policies are examined. Includes clinical hour requirement.

BBE 408 | BILINGUAL EARLY CHILDHOOD DEVELOPMENT THEORETICAL FOUNDATIONS | 4 quarter hours**(Graduate)**

This course is designed to equip bilingual and second language teachers with the knowledge and philosophy to work effectively in the education of early childhood language minority students in the context of bilingual/ESL programs. The course will explore the historical, political and legal foundations of bilingual education programs in the United States. It will examine different models of bilingual programs and the psycholinguistic and sociolinguistic principles upon which they are based.

BBE 409 | ENGLISH AS A SECOND LANGUAGE INSTRUCTIONAL FOUNDATIONS IN EARLY CHILDHOOD SETTINGS | 4 quarter hours (Graduate)

Candidates explore English as a Second Language (ESL), theory, and practice as it applies to young children and their families. Candidates also study the socio-cultural, pedagogical, linguistic, and political issues underlying current models of education for non-English speaking children, as well as models for ESL instruction in early childhood settings. Critical emphasis is placed upon theories that support young learners in second language acquisition.

BBE 411 | FUNDAMENTALS OF ENGLISH LANGUAGE LEARNER EDUCATION | 4 quarter hours (Graduate)

This introductory course offers candidates a foundation in the critical elements in the education of English Language Learners (ELL): second language acquisition, consequences of additive and subtractive bilingualism, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course analyzes factors that influence the acquisition of the first and second language. Emphasis is given to the linguistic process in an individual's acquisition of two languages and the context in which both languages are developed alongside academic attainment. Multicultural perspectives and approaches are examined in relation to culturally and linguistically diverse students' backgrounds and experiences. Teaching practices, curriculum development, selection of instructional materials, use of appropriate language and content assessments are examined. Family/community relations and partnerships, as well engagement of advocacy are also explored. Current federal and state policies related to ELLs are also addressed. This course covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs.

Status as a Graduate Education student is a prerequisite for this class.

BBE 425 | BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL | 4 quarter hours (Graduate)

Analyzes and evaluates methods and materials used in bilingual education and ESL programs. Stresses effective instructional strategies and best practices in first and second language literacy development and content learning. Reviews language teaching approaches and cooperative models of learning relating to development of reading and writing in the first and second language. Presents the acquiring language through content learning versus learning language programs. Investigates appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of language distribution issues. Includes clinical hour requirement.

BBE 450 | ENGLISH LANGUAGE LEARNERS IN THE MIDDLE GRADES | 4 quarter hours (Graduate)

Presents an introduction to the field of English as a second language, with attention to fundamental concepts of second language acquisition in various language learning contexts. The course analyzes possible factors that influence the acquisition of the first and second language, including linguistic, cognitive, social, and affective dimensions. Emphasis is given not only to the linguistic process in individuals' acquisition of two languages, but also the social, cultural, political, and educational context in which both languages are developed alongside academic attainment. Discusses interdisciplinary perspectives of second language acquisition and their application to classroom practices. This introductory course is designed for mainstream educators and covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs. ***This course counts toward ESL endorsement. Co-requisites for this course are MGE 401 and MGE 411. In this course, students will: 1.

MGE 400 is a prerequisite for this class.

BBE 451 | TEACHING DUAL LANGUAGE LEARNERS IN EARLY CHILDHOOD: THEORY, POLICY AND PRACTICE | 4 quarter hours (Graduate)

This introductory course is designed for early childhood educators and leaders, and covers the academic, linguistic, and socio-emotional needs of young dual language learners (English Learners). This course builds the foundation for the effective learning and teaching of dual language learners (DLLs) in the early childhood context. The course covers: second language acquisition, culture and diversity, policies and law, family involvement, state required second language development standards, advocacy, and assessment. The course analyzes possible factors that influence the acquisition of the first and second language, including linguistic, cognitive, social, and affective dimensions. The consequences of additive and subtractive bilingualism for dual language learners' cognitive development, academic progress, linguistic processing, and metalinguistic abilities are addressed. Cross-cultural aspects are addressed in the contexts of integrating and celebrating their cultural diversity in school/center contexts. Family/community relations and partnerships, as well engagement of advocacy are also explored. Current federal and state policies related to ELLs are addressed.

BBE 466 | FIRST AND SECOND LANGUAGE ACQUISITION | 4 quarter hours (Graduate)

This course examines principles, processes, theories, and research in first and second language acquisition and bilingualism with implications for language teaching. The course provides an introduction to the fields of first and second language acquisition (SLA) that include universal, individual, and social features and dimensions of the second language learning process that determine the nature and path of acquisition. These features include age and critical periods; cross-linguistic influences; role of the environment; cognitive contributions; interlanguage variability; linguistic features; motivation; and affect. Socio-cultural and sociopolitical aspects of second language acquisition and bilingualism are also discussed. Includes clinical hour requirement.

**BBE 474 | READING AND ELLS | 4 quarter hours
(Graduate)**

This course examines current theories of second language acquisition, literacy teaching and learning for English language learners (ELLs), and explores the relationships between the first and second language as it relates to the approach to teaching for transfer with ELLs.

This course links theory and practice by examining pedagogical approaches that most effectively promote ELLs reading and writing development. Multicultural and multilingual characteristics of ELLs are also discussed as they relate to their literacy development. Other factors that impact the academic achievement of ELLs in relation to literacy include sociocultural, sociolinguistic, and sociopolitical dimensions of teaching ELLs. This course is designed to assist teachers with a specialization in reading to develop expanded understandings of theoretical and pedagogical perspectives related to the literacy and language processes of students learning English as a new language. In addition, literacy assessment in the first and second language represented by standardized testing as well as authentic performance-based evaluations are also presented.

**BBE 476 | BILITERACY PRACTICES: SECONDARY/ADULT | 4 quarter hours
(Graduate)**

Analyzes and evaluates current research and pedagogical approaches used in second language programs in relation to literacy instruction in the secondary and adult classroom settings. The course focuses on effective instructional strategies and best practices in first and second language literacy development. Special attention is given to content area learning in relation to acquiring literacy skills in a second language for secondary students. The course reviews language and literacy instructional approaches and cooperative models of learning related to the development of reading and writing in the first and second language. Discussions center on issues of acquiring language and literacy skills through content instruction as well as authentic and performance-based assessment. Investigates appropriate first and second language development in bilingual, ESL and foreign language classrooms, focusing on the different aspects of literacy and subject matter learning (includes 15 clinical hour requirement).

BBE 490 | MULTICULTURAL AND MULTILINGUAL CHILDREN'S LITERATURE | 4 quarter hours

(Graduate)

This course will use multicultural and multilingual children's books to survey pluralism and linguistic diversity. Students will analyze folk and modern literature, including application of literary and culturally responsive criteria to these selections. Students will explore means of teaching using multicultural literature to encourage diverse learners and learning styles. Students will evaluate literature for its literary value as well as cultural acceptability. Students will read a broad variety of current multicultural literature for children and young adults. Students interested in specializing in one specific age group or grade level may focus their literature selections on literature appropriate for specific ages. Genres of children's and young adult literature will be examined and criteria for selection and renewing collections for school and public libraries will be discussed. Notable authors, poets, and illustrators of children's and young adult literature will be studied with an emphasis on those who contribute to bilingual, multilingual, and multicultural, and multiethnic collections. The use of children's and young adult literature to develop literacy, particularly for ELLs will be studied and the use of children's and young adult literature in meeting national, state, and district standards will be discussed. Children's and young adult literature will be examined from diverse perspectives in particular literature reflecting African American, Asian, Latino, and Native American cultures. However, students will read literature from all cultural groups including traditional children's and young adult literature.

**BBE 501 | TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM | 4 quarter hours
(Graduate)**

This course provides educators across disciplines in the middle and high school grades foundational knowledge for teaching and assessing English learners (ELs) and speakers of non-dominant varieties of English. The course focuses on fundamental concepts of second language acquisition in various language learning contexts, teaching and assessing English as a second language, policy and law relating to ELs' education, and the importance of maintaining ELs' home language(s) and culture(s). The course analyzes factors that influence the acquisition of first and second languages, including linguistic, cognitive, political, social, cultural and affective dimensions. Interdisciplinary perspectives of second language development in classroom practice is also addressed.

TCH 402 or T&L 425 is a prerequisite for this class.

**BBE 510 | SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE | 4 quarter hours
(Graduate)**

This course is designed to explore a specific area of study in the field of linguistics, such as sociolinguistics, psycholinguistics, applied linguistics, language planning and policy, and cognitive bilingualism, among other related topics. The particular focus of study will vary and change as the course is offered. Includes clinical hour requirement.

BBE 520 | ANALYZING RESEARCH ON IDENTITY, CULTURE & LANGUAGE EDUCATION | 4 quarter hours**(Graduate)**

Introduces students to, and engages them in reading, research designed within the context of bilingual-bicultural education and second language learning and instruction. Students will consider important linguistic and sociocultural issues in language education as examined with various research methods, including quantitative, qualitative, and mixed methods. Students will conduct and present a mini-action research project about their own learning and development, and will write a cogent review of literature about a personally meaningful topic, problem, or issue related to language and culture education. For many students, this paper forms the beginning stages of their BBE Masters thesis or M.Ed. paper. (Includes 15 clinical hour requirement.)

SCG 410 or SCG 610 and at least 5 BBE courses (or equivalent) is a prerequisite for this class.

BBE 524 | METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE | 4 quarter hours**(Graduate)**

This course introduces instructional methods, approaches, strategies and materials for teaching English language learners. Particular importance is placed on the relationship of reading and writing development to second language acquisition, teaching language and content, and fostering cognitive development through the four domains of reading, writing, speaking and listening. Includes clinical hour requirement.

BBE 526 | THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE | 4 quarter hours**(Graduate)**

This course introduces key foundational theories of English as a second language and world language education that form the basis of our development as language education practitioners and professionals. The course explores theories of language, theories of learning and learners from early childhood to adult, and theory-driven teaching, as well as the philosophical paradigms that inform them. Foundational theories are introduced as problem-solving tools that provide interdisciplinary perspectives of English as a second language and world language education, and as frameworks for critically reading literature on language education theory, research, and methods.

BBE 530 | LATINOS AND EDUCATION | 4 quarter hours**(Graduate)**

This course examines historical and current issues related to the education of Latinos in the US that includes PK-12 and higher education. The course explores the sociolinguistic, theoretical, historical, sociocultural, legal, and political contexts that shape the educational experience of Latinos in the US. Demographic trends and data are examined in light of the various characteristics that make up the diverse Latino population. The course also analyses the theoretical, historical, and political constructs of bilingual schooling and the underlying assumptions and implications for Latino students. Current research conducted by prominent scholars in the field are presented and examined. The course considers factors that influence, positively or negatively, the educational attainment of Latino students. The readings and class discussions emphasize how power relations in the wider society influence patterns in Latino education outcomes and policy-making. The course also examines arguments, assumptions, and interpretations of current and past legislation in regards to the education of Latinos in the US.

BBE 550 | SPEECH-LANGUAGE PATHOLOGY AND THE BILINGUAL LEARNER EXPERIENCE | 2 quarter hours**(Graduate)**

The course is designed for future speech pathologists who will be serving bilingual/multilingual learners (English Learners) with speech and language disorders in the PK-12 school context to attain foundational understanding of the theories, research, policies, law, cultural factors, and instructional contexts of bilingual learners' education. The course will emphasize the nature of students' simultaneous and/or sequential bilingual development, literacy and academic development and the implications for specialized instructional and learning practices, culturally relevant curriculum, and family engagement as it pertains to PK-12 school-aged children with disabilities.

BBE 554 | METHODS OF TEACHING ESL: ELEMENTARY | 4 quarter hours**(Graduate)**

The course provides an in-depth study of instructional approaches and curricular designs for the second language elementary classroom setting. Presents reviews and critiques specific methods and strategies for teaching second language learners, as well as comparative methods of learning the first and second language. Emphasizes methods for implementing constructivist strategies such as cooperative learning, thematic approach, flexible grouping, and sheltered instruction. The course provides guidelines for planning effective lessons using both thematic units and content-based subject matter. A critical focus of this course is on teaching and learning ESL through the content areas for elementary students (includes 15 clinical hour requirement).

BBE 555 | HOW ENGLISH WORKS: ENGLISH SYNTAX FOR ESL AND BILINGUAL EDUCATION TEACHERS | 4 quarter hours**(Graduate)**

This course examines the structure of English from a descriptive linguistic framework. It addresses the inner workings of the English language through objective investigation of the lexical, phrasal, and clausal structures of the language to provide ESL and bilingual education teachers the syntactic foundation of the language they will teach. Topics include parts of speech, constituency, phrase structure, clause types, complements versus adjuncts, question formation, tense, negation, and the grammar of dialects. Additionally, this course will provide special emphasis on how these areas of English grammar interface with Common Core and WIDA standards for ELLs.

BBE 556 | METHODS OF TEACHING ESL: SECONDARY/ADULT | 4 quarter hours**(Graduate)**

The course explores the theoretical underpinnings and the applications of second-language theories and cultural knowledge to ESL teaching methodology and curriculum design in secondary and adult classroom settings. In addition, various approaches to second language teaching and learning as well as methods for modifying lessons to suit the needs of second-language learners to enhance their acquisition and use of English are presented. Concentrates on assisting educators in the development of appropriate strategies for teaching speaking, listening, reading, writing, and grammar in ESL environments. A major focus of this course is on teaching and learning ESL within the content areas through effective lesson planning using both thematic units and content-based subject matter. The course explores constructivist approaches such as sheltered language instruction (includes 15 clinical hour requirement).

BBE 560 | SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION | 4 quarter hours (Graduate)

This course is an introduction to the theoretical study of second, world and heritage language acquisition (SLA) from a generative and psycholinguistic perspective. The content of the class is founded on the major concepts and issues of language acquisition, including UG-access, L1-transfer, age effects, and the acquisition of form vs. meaning. The course pays particular attention to empirical second and world language studies at the syntax/semantics interface. Course readings and discussion examine the complexities of the processes involved in acquiring a world language that includes the relation between first and second language acquisition; contrastive and error analysis; interlanguage; the social and cultural influences on SLA; learner variability; learning strategies; and classroom interaction analysis. Issues surrounding second, world and heritage language acquisition are discussed and deliberated through university classroom experiences as well as required field experiences. Includes clinical hour requirement.

BBE 570 | LANGUAGE, LITERACIES AND CULTURES | 4 quarter hours (Graduate)

This course examines the interdisciplinary study of first, second and world languages and multiple L1 and L2 literacies in their cultural, social, and political contexts, with emphasis on issues of ethnicity, identity, social class, gender, power, and other related topics relative to ideologies of reading and writing the world through reading and writing the word. Especial focus is placed on these topics as they pertain to the extant research on language, literacy, and culture represented in language communities, as well as in the literature, art, music, and popular culture of those communities as a means of advocating for students' sense of identity as global citizens. Includes clinical hour requirement.

BBE 588 | INDEPENDENT STUDY IN BILINGUAL BICULTURAL EDUCATION | 1-4 quarter hours (Graduate)

Permission required. (1 credit hour)

BBE 589 | THESIS RESEARCH IN BILINGUAL-BICULTURAL EDUCATION | 4 quarter hours (Graduate)

A student writing a thesis registers for this course for four quarter hours of credit. When the thesis research and writing of the thesis are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

BBE 599 | LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS | 4 quarter hours (Graduate)

The course is designed for educators who currently are or will be serving in a leadership capacity involving linguistically and culturally diverse learners. The purpose of this course is to develop foundational knowledge of the theories, research, policies, and practices related to the education of English language learners. The aim is to support current and future education leaders in constructing a well-informed basis of the critical elements of ELL education that include: second language acquisition, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course examines various pedagogical and assessment constructs related to teaching ELLs, including state mandated standards and assessments such as ACCESS and WIDA standards.

BBE 600 | REGISTERED STUDENT IN GOOD STANDING | 0 quarter hours (Graduate)

Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

BBE 608 | CAPSTONE IN BILINGUAL-BICULTURAL EDUCATION | 0 quarter hours (Graduate)

Culminating experience(s) that help(s) students acquire the qualities of professionalism and leadership needed to play a significant role in one's professional education community. Students are expected to situate and understand educational issues in a larger context; keep current in and be able to organize and present a body of research on an education-related question; connect research with practical, professional activity; demonstrate mastery of a sub-field of a discipline; write in a format that meets accepted scholarly criteria and participate in an ongoing professional conversation. A final product such as master's paper(s), comprehensive exam, or collection of professional work products is required. (0 credit hours)

BBE 625 | CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING) | 0 quarter hours (Graduate)

Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

BBE 699 | LEADERSHIP IN EDUCATING CULTURALLY DIVERSE LEARNERS | 4 quarter hours (Graduate)

The course is designed for educators who currently are or will be serving in a leadership capacity involving linguistically and culturally diverse learners. The purpose of this course is to develop foundational knowledge of the theories, research, policies, and practices related to the education of English language learners. The aim is to support current and future education leaders in constructing a well-informed basis of the critical elements of ELL education that include: second language acquisition, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course examines various pedagogical and assessment constructs related to teaching ELLs, including state mandated standards and assessments such as ACCESS and WIDA standards.

Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class.

Biological Sciences (BIO)

BIO 101 | NAVIGATING AND SUCCEEDING IN BIOLOGY | 2 quarter hours (Undergraduate)

This two-credit course is designed for Biology majors in their first year in the program (FR and transfer). The course will help students learn how to navigate and succeed in the Biology program, and the college of CSH more broadly. By the end of the course, every student will be empowered to chart their own journey for success. Students will also become part of the learning community where they will be provided with opportunities to develop a deep understanding of the resources available for support, strategies to overcome challenges they are likely to face and career paths that are available post-graduation.

BIO 104 | EVOLUTION AND SOCIETY | 4 quarter hours (Undergraduate)

In this course you will learn to identify questions that can or cannot be answered by science, the assumptions made by science, how evidence is connected to predictions, and evaluate the role of communication and peer-review to promote scientific progress. It also includes current and foundational issues in evolution starting with Darwin's voyage of the Beagle, the Darwinian Natural Selection Theory, and the impact of evolution on disease and society.

BIO 105 | THE SCIENCE BEHIND HUMAN HEALTH | 4 quarter hours (Undergraduate)

In this course, students will study the causes of health problems and how they are treated in order to develop their understanding of the nature and process of science. Students will learn how to recognize common problems with scientific studies and how to distinguish good science from pseudoscience. Genetics and nutrition will be key topics; hormonal disorders and infectious diseases will also be touched upon. By the end of the course, students will be better equipped to assess the quality of health science and other scientific information that they will encounter in the future.

BIO 110 | EVOLUTION IN HEALTH AND MEDICINE | 4 quarter hours (Undergraduate)

This course examines how scientists are increasingly incorporating evolutionary thinking and research methods in medicine and health sciences. Throughout the course, emphasis will be placed on how the scientific method works and how scientists go about answering pressing questions related to human health. By the end of the course, students should have a greater appreciation of the value of science and how our place in the natural world relates to the health challenges that we face.

BIO 115 | INTRODUCTION TO BIOLOGY | 4 quarter hours (Undergraduate)

Survey of major topics in the life sciences including biochemistry, cell biology, genetics, evolution, ecology, biodiversity, anatomy and physiology. Students will examine, graph, and draw conclusions from data related to course content, and will discuss the ethical practice of science and interactions between science and society. Earns SWK credit for the SI Domain of the Liberal Studies Program. Cannot receive credit for both BIO 115 and BIO 155, no credit for Biology majors or minors.

BIO 118 | MARINE BIOLOGY | 4 quarter hours (Undergraduate)

Study of marine diversity, marine ecosystems, and connections between oceans and humans. Student cannot receive credit for both BIO 118 and 160, No credit for Biology majors or minors.

MAT 120 is a prerequisite for this class.

BIO 119 | FROM MUSIC TO MIND: THE NEUROSCIENCE OF MUSIC | 4 quarter hours (Undergraduate)

This Science as a Way of Knowing course presents the foundations of neuroscience by exploring the relationship between music and the nervous system. Mechanisms of sensory perception and music cognition will be explored and related to motor systems and musical performance. The course will also cover the processes of learning, memory, and emotional content of musical experiences. Throughout the course, emphasis is placed on the process of scientific discovery.

BIO 120 | THE SCIENCE AND ART OF VISION | 4 quarter hours (Undergraduate)

This Science as a Way of Knowing course will survey how our understanding of visual system function and our perception of the visual arts has developed through scientific inquiry. We will examine hypotheses about the evolution of human vision and the nature of visual anomalies, and will discuss creative efforts to evaluate these hypotheses. We will review questions that remain unresolved, and identify related technical and/or ethical constraints. Basic knowledge of visual processing will be applied to explore how artists employ techniques that interface with the visual system to create specific impressions.

BIO 121 | INFECTIOUS DISEASES AND IMMUNITY | 4 quarter hours (Undergraduate)

This course is designed to introduce students to the world of microorganisms, especially those which cause infectious diseases and to explain how the immune system protects the body against these organisms. Cannot receive credit for both BIO 121 and BIO 161, No credit for Biology majors or minors.

BIO 122 | INTRODUCTION TO PALEOBIOLOGY | 4 quarter hours (Undergraduate)

This course focuses on the concepts and practices of paleobiology, the scientific study of the biology of extinct organisms preserved as fossils. No credit for Biology majors or minors.

BIO 126 | BRAIN AND BEHAVIOR | 4 quarter hours (Undergraduate)

Examines basic concepts in neurobiology, including how the brain is organized, how it sends messages throughout the body, and how these messages turn into daily activities such as sensing, moving, sleeping, feeling, and learning. We also discuss how these behaviors are altered due to challenge or dysfunction in the cases of substance abuse, mental health disorders, stress, and neurodevelopmental and neurodegenerative disease. Cannot receive credit for both BIO 126 and BIO 162. Formerly BIO 206. No credit for Biology majors or minors or Neuroscience majors.

BIO 128 | STRESS, HORMONES AND THE NERVOUS SYSTEM | 4 quarter hours (Undergraduate)

A study and discussion of the basic concepts of stress and stressors, and their effects on the functioning of the Nervous System, the Endocrine System and the Immune System; the feedback influence of hormones and neurochemicals on cerebral processing, and the relation of these phenomena to health and behavioral medicine. Formerly BIO 208. No credit for Biology majors or minors or Neuroscience majors.

BIO 134 | HOW THE HUMAN BODY WORKS | 4 quarter hours (Undergraduate)

Fundamentals of human body functions through an examination of organs and organ systems. The quantitative component of this course will explore the concepts of scientific discovery through structured out-of-class projects. Cannot receive credit for both BIO 202 and BIO 134. Formerly BIO 224. No credit for Biology majors or minors.

BIO 155 | INTRODUCTION TO BIOLOGY WITH LABORATORY | 4 quarter hours**(Undergraduate)**

This lecture-laboratory course deals with the scientific method, biological chemistry, structure and function of cells, organs, and organ systems, heredity, evolution and ecology. Course includes a laboratory experience involving biological concepts discussed in class. Cannot receive credit for both BIO 115 and BIO 155. No credit for Biology majors or minors.

BIO 156 | FOOD, FUEL FOR LIFE | 4 quarter hours**(Undergraduate)**

Food from a biological perspective: defined at the chemical and biochemical level and as it fuels life through metabolism and nutrition. Other topics include improving foods by traditional breeding and new genetic engineering technology, food production, sustainable agriculture; food safety issues, and feeding world populations. No credit for Biology majors or minors.

BIO 160 | MARINE BIOLOGY WITH LAB | 4 quarter hours**(Undergraduate)**

Study of marine diversity; marine ecosystems; and connections between oceans, the atmosphere, and humans. Lecture-Laboratory. Cannot receive credit for both BIO 118 and BIO 160. No credit for Biology majors or minors.

MAT 120 is a prerequisite for this class.

BIO 161 | INFECTIOUS DISEASES AND IMMUNITY WITH LABORATORY | 4 quarter hours**(Undergraduate)**

This course is designed to introduce students to the world of microorganisms with particular emphasis on how microorganisms cause disease and the actions of the human body in fighting disease. This course includes a laboratory experience to reinforce concepts and introduce students to practical aspects of disease causing microorganisms. Cannot receive credit for both BIO 121 and BIO 161. No credit for Biology majors or minors.

BIO 162 | THE BRAIN: BIOLOGY AND BEHAVIOR | 4 quarter hours**(Undergraduate)**

Explores basic concepts in neurobiology, including the organization and evolution of the vertebrate system, how the nervous system sends messages through the body and how these messages are translated into the variety of human behaviors. Alterations in behavior due to brain disease or injury is also discussed. The laboratory elaborates on lecture material and provides insight into how scientific reasoning and testing can help to discover how the brain works. Cannot receive credit for both BIO 126 and BIO 162. Formerly BIO 239. No credit for Biology majors or minors or Neuroscience majors.

BIO 166 | INTRODUCTION TO PLANT BIOLOGY WITH LAB | 4 quarter hours**(Undergraduate)**

This course deals with the characteristic features of higher plants, plant products that are beneficial to humans, structure, physiology and ecology of cultivated plants, and modern horticultural and genetic approaches to the improvement of plants and plant productivity. No credit for Biology majors or minors.

BIO 183 | NATURAL HISTORY OF THE GALAPAGOS | 4 quarter hours (Undergraduate)

This course is designed to present students with the diversity and unique life forms that exist on the Galapagos Islands and the nearby coastal region of Ecuador. The organisms of the Galapagos Islands are isolated from the mainland of South America, resulting in a large number of animal and plant species found only on these islands. This course will cover the ecosystems, geology, and plant/animal adaptations of these islands, and on the way in which these unique adaptations relate to the ecological pressures found on the islands and the surrounding marine environment. Comparisons between mainland and island populations will be discussed to help demonstrate the way in which new ecological pressures on isolated ancestral populations can give rise to evolution.

BIO 191 | GENERAL BIOLOGY I FOR SCIENCE MAJORS | 4 quarter hours (Undergraduate)

Focuses on the unity of life: its biochemical and cellular makeup and functions, the acquisition and utilization of energy, and the storage and utilization of genetic information. Lecture-laboratory. CHE 130 and CHE 131 are recommended as corequisites.

MAT 130 is a prerequisite for this class.

BIO 192 | GENERAL BIOLOGY II FOR SCIENCE MAJORS | 4 quarter hours (Undergraduate)

Introduction to evolution, ecology, organismal development and diversity. Lecture-laboratory.

A grade of C- or higher in BIO 191 is a prerequisite for this class.

BIO 193 | GENERAL BIOLOGY III FOR SCIENCE MAJORS | 4 quarter hours (Undergraduate)

Deals primarily with diversity and development within the plant and animal kingdoms including basic principles of physiology. Lecture-laboratory.

A grade of C- or higher in BIO 192 is a prerequisite for this class.

BIO 201 | HUMAN ANATOMY | 4 quarter hours**(Undergraduate)**

Structure of the human body with an emphasis on gross anatomy. Lecture-laboratory. Lecture covers human anatomy; laboratory emphasis on feline dissection.

At least Sophomore Standing is a prerequisite for this course.

BIO 202 | HUMAN PHYSIOLOGY | 4 quarter hours**(Undergraduate)**

Introduction to concepts and mechanisms of human organ system function including respiratory, cardiovascular, renal, muscular, nervous, endocrine and digestive systems. Lecture-laboratory. Primarily for Health Science majors. No credit for Biology majors or minors. Cannot receive credit for both BIO 202 and BIO 134.

At least Sophomore Standing is a prerequisite for this course.

BIO 206 | BIostatISTICS | 4 quarter hours**(Undergraduate)**

A survey of a variety of statistical methods used to analyze biological data.

BIO 193 or instructor consent is a prerequisite for this class.

BIO 209 | PLANT BIOLOGY | 4 quarter hours**(Undergraduate)**

A study of plant evolution, diversity, reproduction, developmental plant anatomy, regulation of plant growth and development, and plant physiology.

BIO 193 is a prerequisite for this class.

**BIO 210 | MICROBIOLOGY | 4 quarter hours
(Undergraduate)**

Biology of microorganisms with emphasis on viruses, bacteria, fungi, and protozoa. Lecture-laboratory.

A grade of C- or better in BIO 193 is a prerequisite for this class.

**BIO 215 | ECOLOGY | 4 quarter hours
(Undergraduate)**

This course provides a broad survey of ecological principles and methods of lab and field investigation, using ecological theory to explain patterns observed in nature. Topics link interactions between organisms and their environment to their consequences in populations, communities, and ecosystems, including: the distribution and abundance of organisms in nature; factors that influence population size, growth and regulation; species interactions; community organization and diversity; and ecosystem level processes focused on moving energy and matter among living and nonliving parts of the environment. Labs involve applying ecological methods and sampling techniques to better understand ecological concepts and to gain an increased awareness of the organization and complexity in the natural world. Labs emphasize hypothesis testing and experimental design, the analysis of ecological data, and communicating research findings.

BIO 193 is a prerequisite for this class.

**BIO 220 | BIOTECHNOLOGY | 4 quarter hours
(Undergraduate)**

This course will address aspects of the research and methodologies used in Modern Biotechnology, and place the field in the context of current societal and ethical concerns. Lecture-laboratory.

BIO 193 is the prerequisite for this course.

**BIO 225 | PHYSIOLOGY OF POVERTY | 4 quarter hours
(Undergraduate)**

Low socioeconomic status is associated with psychological stress, nutritional challenges, and toxin exposure, in addition to low access to high-quality healthcare and education often discussed. In the US, it is also inseparable from racism, on a personal and structural level. This course will consider the effects of these stressors in driving cardiovascular, metabolic, immunological, and neurological diseases that contribute to striking disparities in quality of life and lifespan. With the support of lecture introductions, students will interpret data from basic research, biomedical studies, and epidemiology, and integrate them with public health and sociological perspectives. Documentaries and popular texts will contextualize these data and foster reflection and discussion in class meetings. By the end of the course, students will be able to apply what they have learned from the breadth of their scientific and liberal arts coursework to understand the critical challenges in addressing the impacts of socioeconomic inequality on human health.

BIO 193 is a prerequisite for this class.

**BIO 230 | EPIDEMIOLOGY | 4 quarter hours
(Undergraduate)**

This course will involve the study of the frequency and distribution of human disease. Students will learn how the health of a population is measured, and how medical interventions are quantitatively evaluated. Students will analyze data from historical and modern health studies, including population surveys, case-control studies, cohort studies, and clinical trials for prevention and treatment.

BIO 206 is a prerequisite for this class.

**BIO 235 | EVOLUTION | 4 quarter hours
(Undergraduate)**

This lecture/laboratory course will examine basic selection, population genetics, development, speciation, extinction, systematics, and the history of evolution. In the lab, students will learn some of the modern research methods used in the study of evolution.

BIO 193 is a prerequisite for this class.

**BIO 250 | CELL BIOLOGY | 4 quarter hours
(Undergraduate)**

Fundamentals of cell form and function studied at the molecular and organelle level, including basic cellular biochemistry, ultrastructure and physiology. Lecture-laboratory.

A grade of C- or better in BIO 193 and a grade of C- or better in CHE 134 (or CHE 138 or CHE 144) are prerequisites for this class.

**BIO 260 | GENETICS | 4 quarter hours
(Undergraduate)**

Transmission of heritable traits, nature of genetic material, manner of its expression, its mutability, and its significance with respect to organismal and species variation. Lecture-laboratory.

A grade of C- or better in BIO 193 is a prerequisite for this class.

**BIO 270 | COMPARATIVE VERTEBRATE ANATOMY | 4 quarter hours
(Undergraduate)**

This lecture-laboratory course explores the diversity, anatomy, and evolution of vertebrates. The laboratory portion includes dissection and observation of various vertebrates.

BIO 192 and BIO 193 are a prerequisite for this class.

**BIO 290 | TOPICS IN BIOLOGY | 2-4 quarter hours
(Undergraduate)**

Occasional courses offered at intermediate levels. See the schedule of classes for current offerings. 2 or 4 quarter hours.

Sophomore standing is a prerequisite for this class.

**BIO 299 | INTRODUCTION TO RESEARCH | 2-4 quarter hours
(Undergraduate)**

This course provides the opportunity to work with a faculty mentor in Biology on a project that provides an introduction to the research experience. Each student will work on a research project either individually or as a member of a collaborative team. Students will gain experience reading primary literature, collecting and analyzing data, presenting their research and generating a written report. Relevant safety and ethical training will be provided based on the specific proposed research. Sophomore standing required. In some cases, sophomore standing can be waived with consent of the faculty mentor.

**BIO 301 | ANIMAL BEHAVIOR | 4 quarter hours
(Undergraduate)**

An exploration of the types of animal behavior and modifiers of behavior as based on neuroendocrine function, with special emphasis on Felids. Lecture - Field Studies. Laboratory required.

BIO 191, BIO 192, BIO 193, BIO 206 and (BIO 215 or BIO 235) are a prerequisite for this class.

**BIO 302 | STUDENT TEACHING EXPERIENCE | 4 quarter hours
(Undergraduate)**

Students will work with lecture instructors to develop effective approaches for communicating and teaching Biology. Completion of the course requires students to work as part of a collaborative team to teach a biology laboratory section during the same quarter.

BIO 303 | INTRODUCTION TO SCIENTIFIC RESEARCH | 4 quarter hours (Undergraduate)

Introduction to Scientific Research. Course requires that student has had (or currently having) experience in scientific research.

BIO 304 | FIELD METHODS FOR BIOLOGISTS | 4 quarter hours (Undergraduate)

The course will focus on the methods needed to initiate and undertake observations on Midwest ecosystems. Students will learn methods and put into practice the tools required to begin a site inventory and to assess population characteristics. The data gathered by the class will be archived and used as a starting point for subsequent studies. Each student will have an original research project involving extensive field work in nature.

Junior Standing or above is a prerequisite for this class.

BIO 306 | RESEARCH METHODS & APPLIED BIOSTATISTICS | 4 quarter hours (Undergraduate)

Approaches to conducting research and a variety of statistical approaches will be discussed and used to answer questions applied to biological data. A computer lab will introduce and use the statistical software program R for graphing and statistically analyzing biological data sets. Includes such topics as: study design, data management, presenting data, analysis of variance (one-way and multi-factor), analysis of covariance, multiple regression, logistic regression, and AIC model selection.

BIO 206 is a prerequisite for this class.

BIO 307 | ANIMAL PHYSIOLOGY | 4 quarter hours (Undergraduate)

Physiology is a branch of biology dealing with the functions of living organisms; it addresses questions that relate to how living organisms work. This lecture-laboratory course focuses on the physiology of a broad range of animals including both vertebrates and invertebrates. The primary objectives of the course are (1) to define many of the physiological challenges experienced by animals living in different environments (respiratory gas exchange, temperature regulation, ion and water balance, etc.) and (2) to study the strategies and physiological mechanisms involved in dealing with these challenges. Although this course will take a broad approach examining many interesting physiological adaptations, students will learn to appreciate that there are far more similarities between how different animals do things than there are differences. (Cannot receive credit for both BIO 307 and BIO 308. Cannot receive credit for BIO 307 if credit already earned for BIO 310.)

A grade of C- or better in BIO 250 is a prerequisite for this class.

BIO 308 | HUMAN PHYSIOLOGY | 4 quarter hours (Undergraduate)

Physiology is a branch of biology dealing with the functions of living organisms; it addresses questions that relate to how living organisms work. This lecture-laboratory course focuses on human physiology at the organ system level. The human approach has immediate personal relevance; most of us are interested in how the human body solves the basic problems associated with life. The primary objectives of the course are (1) to define many of the physiological problems experienced by the human body (respiratory gas exchange, body nutrition, temperature regulation, body fluid regulation, etc.), (2) to study the concepts and mechanisms involved in solving these problems, and (3) to evaluate the effects of various disease states (e.g., emphysema, hypertension, renal failure, fever, hypercholesterolemia, diabetes) on normal body function. Although this course focuses on the human organism, the concepts and mechanisms to be addressed are applicable to a broad range of other vertebrates. (Cannot receive credit for both BIO 307 and BIO 308. Cannot earn credit for BIO 308 if received credit for BIO 310.)

A grade of C- or better in BIO 250 is a prerequisite for this class.

BIO 309 | PLANT PHYSIOLOGY | 4 quarter hours (Undergraduate)

The purpose of this course is to provide students with the opportunity to take a detailed look at how vascular plants function. Specifically to understand what biochemical life sustaining processes are occurring in the plant, what a plant needs from the environment, and how a plant reacts to and influences its environment. The general topics that will be covered in this course include: 1) The properties of water and its function in plants; 2) Substances moved in plants and the pathways involved in this movement; 3) Mineral uptake and roles of essential elements; 4) Intermediary metabolism and metabolic regulation as they pertain to plants; and 5) Control of plant growth and development. The laboratory portion of this course will be used to reinforce and expand upon the topics covered in lecture.

BIO 250 or instructor consent is a prerequisite for this class.

BIO 311 | HISTOLOGY | 4 quarter hours (Undergraduate)

A Lecture/Laboratory course covering the microscopic structure of the tissues that make up animal organs. The development of these tissues as well as their relationship to the principles of gross anatomy, physiology, cell biology and molecular biology is stressed.

A grade of C- or better in BIO 193 is a prerequisite for this class.

BIO 312 | TOPICS IN EXERCISE PHYSIOLOGY | 4 quarter hours (Undergraduate)

This course provides an introduction to exercise physiology to enable exploration of current research topics in the field. Weekly discussion and presentation of articles from peer-reviewed journals will reinforce and elaborate on concepts covered in lecture. Topics include: muscle structure and bioenergetics, cardiovascular and respiratory responses to exercise, human evolution and endurance, training and adaptation, nutrition and ergogenic aids, and the relationships between exercise, health, and longevity.

BIO 250 or instructor consent is a prerequisite for this class.

**BIO 313 | CELL CULTURE METHODS | 4 quarter hours
(Undergraduate)**

This course will focus on the hands-on skills in cell culture techniques such as: operate and maintain tissue culture equipment and cell cultures; maintain aseptic techniques during the preparation of stock and working solutions; autoclave glassware and solutions; maintain a sterile working condition all through; perform cell culture assays to determine cell viability, movement and death; design, perform and troubleshoot experiments and equipment; data analysis; participate and strictly follow universal or employer sponsored cell culture safety training standards; handle and dispose of biohazard materials per safety standards; maintain a lab notebook; and establish good practices in cell culture, communication of results and overall team skills.

BIO 210 or BIO 220 or BIO 250 or BIO 260 is a prerequisite for this class.

**BIO 315 | TOPICS IN ECOLOGY | 4 quarter hours
(Undergraduate)**

The focus of this course is to read and critique classic papers in ecology and to connect their foundational ideas with modern research and understanding.

BIO 215 is the prerequisite for this course.

**BIO 316 | PHYCOLOGY | 4 quarter hours
(Undergraduate)**

Introduction to algae with emphasis on taxonomy, morphology, ultrastructure, physiology, life histories of freshwater and marine species. Lecture-laboratory. Cross-listed as BIO 416.

BIO 193 is a prerequisite for this class.

**BIO 317 | AQUATIC BIOLOGY | 4 quarter hours
(Undergraduate)**

The study of biological, physical and chemical phenomena in freshwater environments. Emphasis on organisms and their ecology. Lecture-laboratory.

BIO 193 and either BIO 206 or BIO 215 or BIO 235 are the prerequisites for this course.

**BIO 318 | FIELD STUDIES IN MARINE AND ESTUARINE BIOLOGY | 4 quarter hours
(Undergraduate)**

This course provides a Course-Based Undergraduate Experience (CURE) and is designed for science majors with an interest in marine and estuarine biology. The primary objectives of the course are: 1) to explore the diversity of marine and estuarine life; 2) to understand the manner in which physical and biological factors influence biological diversity in marine systems; 3) to gain an authentic research experience; and 4) to develop professional connections in marine science.

BIO 193 and either BIO 206 or BIO 215 or BIO 235 are prerequisites for this course (or consent of instructor).

**BIO 319 | TOPICS IN BEHAVIORAL PARASITOLOGY | 4 quarter hours
(Undergraduate)**

This course is designed for science majors and graduate students with an interest in animal behavior, ecology, evolution, health science, veterinary science and parasitology. The course adopts an integrative approach to the study of Behavioral Parasitology, which draws on modern developments in the fields of Animal Behavior, Parasitology, Ecology and Evolution. The primary objectives of the course are to: 1) explore the diverse relationships that occurs between parasite infection and host behavior; 2) understand proximate mechanisms that underlie behavioral manipulation by parasites; 3) explore the ecological and evolutionary impacts of behavioral manipulation in nature; 4) extend findings from animal systems to human-related issues (health, psychology); 5) develop familiarity with reading and interpreting primary literature. The teaching approach will be primarily discussion- and presentation-based and will be highly-interactive in nature.

BIO 215 or BIO 235 is the prerequisite for this course.

**BIO 320 | ADVANCED MICROBIOLOGY | 4 quarter hours
(Undergraduate)**

Advanced microbiology lecture-lab course designed for science majors and graduate students that will focus on developing technical and critical thinking skills in the field of microbiology. Labs will involve independent or small group research projects.

BIO 210 or BIO 220 is the prerequisite for this course.

**BIO 321 | MOLECULAR METHODS IN ECOLOGY AND EVOLUTION | 4 quarter hours
(Undergraduate)**

This course will provide hands-on experience in methods of detecting and analyzing molecular variation in nature. By the end of the course, students should be competent employing molecular markers to answer a wide variety of basic questions in ecology and evolution. Molecular Methods in Ecology and Evolution is a course-based undergraduate research experience (CURE).

BIO 215 or BIO 235 is a prerequisite for this class.

**BIO 325 | PALEOBIOLOGY | 4 quarter hours
(Undergraduate)**

This lecture/laboratory course will introduce students to various principles of paleobiology and to provide a broad survey of important taxonomic groups. This course will cover topics such as: the concept of geologic time, evolution, extinction, morphology, taxonomic classification, fossilization, paleoecology, biogeography, and biostratigraphy. The laboratory portion of the course will reinforce the lecture topics and offer an opportunity to examine fossil specimens and compare them with modern forms.

BIO 192, BIO 193 and (BIO 215 or BIO 335) or instructor's consent are a prerequisite for this class.

**BIO 330 | DEVELOPMENTAL BIOLOGY | 4 quarter hours
(Undergraduate)**

A survey of developmental phenomena in animals from fertilization to sexual maturity. Students will gain a current understanding of the genetic, cellular, and environmental mechanisms that shape the body and its major organs.

BIO 250 and BIO 260 are a prerequisite for this class.

BIO 331 | TOPICS IN DEVELOPMENTAL BIOLOGY | 4 quarter hours (Undergraduate)

This seminar course examines the current embryological literature using both evolutionary and molecular perspectives. Previous student-led topics include: how early embryos are organized, the signals controlling left-right asymmetry, the evolutionary origin of feathers and the development of the retina.

BIO 330 or 360 is a prerequisite for this class.

BIO 332 | POPULATION ECOLOGY | 4 quarter hours (Undergraduate)

This course covers concepts and models in population ecology and their applications for predicting population trends and disease spread across populations, understanding conservation biology approaches, and the sustainable management of wildlife populations.

ENV 250 or BIO 215 is a prerequisite for this class.

BIO 335 | CONCEPTS IN EVOLUTION | 4 quarter hours (Undergraduate)

Study of evolution and diversity in the living world. Lecture only.

BIO 235 or (BIO 215 and BIO 260) are a prerequisite for this class.

BIO 339 | CELLULAR NEUROBIOLOGY | 4 quarter hours (Undergraduate)

This course examines the cellular and molecular mechanisms of neuronal function and the changes that occur in processes such as learning and memory. Emphasis on electrophysiology, synaptic communication, and cellular signaling. Cross-listed with BIO 439 and NEU 339.

BIO 250 (or NEU 201 or PSY 377 or HLTH 301) is a prerequisite for this class.

BIO 340 | BEHAVIORAL NEUROSCIENCE | 4 quarter hours (Undergraduate)

Explores the organization of the nervous system on a gross anatomical level and based on functional units. The emphasis is on understanding how individual behaviors are produced by different neural systems and how these individual behaviors integrate into the activities of whole organisms. Formerly Systems Neurobiology. Cross-listed as BIO 440.

BIO 307 or BIO 308 or BIO 339 or NEU 201 or NEU 339 or HLTH 301 or PSY 377 is the prerequisite for this course.

BIO 341 | TOPICS IN NEUROBIOLOGY | 4 quarter hours (Undergraduate)

A seminar course examining current topics in neurobiology. Original readings will include both current review and classic neuroscience articles.

BIO 340 (or BIO 339 or NEU 339 or BIO 342 or PSY 377) is a prerequisite for this class.

BIO 342 | COGNITIVE NEUROSCIENCE | 4 quarter hours (Undergraduate)

This course explores the neuroscience of human behaviors such as emotions, attention, executive function, language, learning, memory, and social interaction by exploring both the underlying biological mechanisms and the psychological theories behind these behaviors. Cognitive Neuroscience is an emerging field of study that attempts to help one gain an understanding of the interdisciplinary nature of the human mind.

NEU 201 (or BIO 339 or BIO 340 or BIO 341 or PSY 377) is a prerequisite for this class.

BIO 345 | TOPICS IN PALEOBIOLOGY | 4 quarter hours (Undergraduate)

A seminar course examining various topics in paleobiology (the study of ancient life) including morphological concepts, macroevolutionary processes, extinction events, phylogenetic systematics, paleoecology, paleobiogeography, and the adequacy of the fossil record. Readings include classic and recent articles in the fields of paleobiology.

BIO 192, BIO 193 and (BIO 215 or BIO 235) or instructor's consent are a prerequisite for this class.

BIO 347 | TOPICS IN MEDICAL BACTERIOLOGY | 4 quarter hours (Undergraduate)

This course will address current topics of concern and research in medical bacteriology. Students participating in this course will explore key concepts used in bacterial pathogenesis and learn how to critically appraise recent research papers in the field.

BIO 210 or BIO 220 (or consent of instructor) is a prerequisite for this class..

BIO 348 | THE BIOLOGY OF INFECTION | 4 quarter hours (Undergraduate)

This course will provide students with detailed knowledge of medically important bacteria. The course will first examine common events in infections and the body's responses to infection. We will highlight in these studies the changes in both hosts and pathogens as strategies of infection and immunity evolve relative to one another. Within this framework we will examine a spectrum of infectious diseases in detail.

BIO 210 and BIO 370 are a prerequisite for this class.

BIO 349 | TOPICS IN MICROBIOLOGY AND BIOTECHNOLOGY | 4 quarter hours (Undergraduate)

This course will address current topics of concern and research in microbiology and biotechnology. Students participating in this course will explore fundamental concepts being used and new discoveries and emerging technologies in microbiology and biotechnology. Students will learn how to critically appraise recent research papers in these fields.

BIO 210 or BIO 220 is a prerequisite for this class.

BIO 352 | ADVANCED COMPARATIVE PHYSIOLOGY | 4 quarter hours (Undergraduate)

Comparative and environmental approach to the functions and mechanisms of vertebrate organ systems. Selected topics will be addressed using a lecture/discussion/seminar format. Cross-listed as BIO 452.

BIO 250 is a prerequisite for this class.

BIO 355 | GENETIC TOXICOLOGY | 4 quarter hours (Undergraduate)

This course will deal with the study of agents that damage the genome or alter the proper functioning of the genome that can lead to disease in humans. Topics covered will include basic spectrum of genetic damage and chromosomal effects, mechanisms of mutations, DNA repair, genetic assays used for evaluation of genetic toxicology, health consequences of genetic damage, including cancer and inheritable mutations, and the current position of US government and global regulatory agencies on the issues of genetic toxicology.

BIO 260 is a prerequisite for this class.

BIO 360 | MOLECULAR BIOLOGY | 4 quarter hours (Undergraduate)

Study of biology at the molecular level, focusing on the regulation of gene expression and the principles of genetic engineering. Lecture-laboratory.

BIO 260 is the prerequisite for this course.

**BIO 361 | TOPICS IN MOLECULAR BIOLOGY | 4 quarter hours
(Undergraduate)**

Discussion and seminars in selected areas of molecular biology. Cross-listed as CHE 461.

BIO 360 is a prerequisite for this class.

**BIO 362 | ADVANCED GENETIC ANALYSIS | 4 quarter hours
(Undergraduate)**

High-throughput genomic technologies have revolutionized the study of biology. With whole genome sequencing, RNA sequencing and proteomic analysis, it is now possible to collect data about every gene in a species at the same time. This course will cover how these technologies work, and what they can tell us about how cells function. DePaul has joined The Genomics Education Partnership (www.thegep.org) consortium, which does distributed genomic science through Course-based Undergraduate Research Experience (CURE) classes, where students learn about genomics by analyzing real genomic data that was generated by the consortium. In the CURE lab component of this class, students will annotate genes that have never been previously studied; their work is then submitted to the consortium at the end of the class, which can earn students co-authorship on published manuscripts that include their work. Cross-listed with BIO 462.

Bio 260 (Genetics) or consent of instructor is a prerequisite for this class.

**BIO 365 | PRINCIPLES OF TOXICOLOGY | 4 quarter hours
(Undergraduate)**

A study of the adverse effects of chemicals on living organisms, including the chemical natures, kinetics, dose-response relationships, metabolism, and mechanisms of action of various toxins and toxicants.

BIO 193 and (CHE 234 or CHE 238) are a prerequisite for this class.

**BIO 369 | PEER MENTORING IN BIOLOGY | 4 quarter hours
(Undergraduate)**

This course is designed for undergraduates who will be mentoring students in the Biology Program of the College of Science and Health. The purpose of the course is to prepare mentors to welcome biology students into the culture of the scientific community at DePaul. Mentors will encourage their peers to use tools and resources designed to help them build a sense of belonging and achieve academic success. The course will include readings, presentations, and activities, which will support the student's development as a peer mentor. Students will reflect on their experiences to inform their efforts in creating a supportive learning environment for their peers.

**BIO 370 | IMMUNOBIOLOGY | 4 quarter hours
(Undergraduate)**

Basic factors governing immune phenomena and antigen-antibody reactions. Lecture-laboratory. Cross-listed as BIO 471.

BIO 250 or BIO 260 is a prerequisite for this class.

**BIO 375 | INTRODUCTION TO PHARMACOLOGY | 4 quarter hours
(Undergraduate)**

Introduction to Pharmacology will explore the relationships between an organism and its response to an administered drug. This will include: 1) How drugs are administered to the body 2) What is their fate once in the body, i.e. Pharmacokinetics 3) What their mechanisms actions are - i.e. Pharmacodynamics, and 4) Adverse reactions to drugs. We will explore these relationships in different physiological systems of the human body including (but not limited to) the nervous system, circulatory system, digestive system and endocrine system. Lastly, this course will provide an understanding of the pharmaceutical system by providing a framework to explore how drugs are discovered, produced, tested, and regulated.

One of the following is a prerequisite for this class: BIO 307, BIO 308, BIO 310, HLTH 301, HLTH 302, or NEU 201

**BIO 380 | CANCER BIOLOGY | 4 quarter hours
(Undergraduate)**

This course will explore the cellular and molecular aspects of cancer. Topics will include the pathology and epidemiology of cancer, the origin and spread of cancer, hereditary and familial cancers, cancer associated genes and strategies of cancer therapy.

BIO 250 is the prerequisite for this course.

**BIO 381 | TOPICS IN CANCER | 4 quarter hours
(Undergraduate)**

This course is a seminar based course that discusses current topics in the field of cancer biology from a cellular and molecular perspective. This course demonstrates the recent advances made in the most common cancers in the western world, toward etiology, diagnosis, therapy and prevention. Scientific articles taken from peer-reviewed scientific journals will illustrate available and potential chemotherapeutic approaches towards achieving a treatment for the most common cancers.

BIO 250 is a prerequisite for this class.

**BIO 385 | MAMMALIAN REPRODUCTION | 4 quarter hours
(Undergraduate)**

Molecular, cellular, physiological, and behavioral aspects of mammalian reproduction. Mechanisms and strategies used by mammals in reproductive processes including sexual differentiation, gamete production, puberty, reproductive hormone cyclicality, neuroendocrine control mechanisms, pregnancy, parturition, and reproductive behavior. Cross-listed with BIO 485.

BIO 250 and either BIO 307 or BIO 308 are the prerequisites for this course (or consent of instructor).

**BIO 386 | ENDOCRINOLOGY | 4 quarter hours
(Undergraduate)**

A study of hormones as chemical regulators of development, growth, metabolism, homeostasis, reproduction, response to stress, and behavior; as well as hormone synthesis, chemistry, mechanisms of action, and endocrine gland structure.

BIO 250 and either BIO 307, BIO 308, or [HLTH 301 & HLTH 302] are the prerequisites for this course (or consent of instructor).

BIO 388 | RESEARCH METHODS IN BIOLOGY | 4 quarter hours (Undergraduate)

Research Methods in Biology is a methods-based course designed for science majors that will focus on learning a variety of cutting edge methods used by biologists to carry out research. Throughout the course, students will develop an in-depth understanding and appreciation for one or two research methods which are associated with projects they will undertake as part of BIO 389 (Research in Field Biology). Biology is a very broad field, so your chosen method(s) may end up being based in any of a variety of sub-fields including cell biology, physiology, biochemistry, molecular biology, ecology or evolution. In order to utilize methods to collect biological data you will need to 'become an expert'. In this course you will learn that being an expert means more than just 'following a recipe'. An expert will also understand the theory behind how their method works and appreciate the history of how the method was developed over time (and by whom). An expert will also understand the specifics of how all of the required equipment works (including how it is properly maintained and calibrated) and how to properly collect or prepare any samples/chemicals needed to carry out the process. Finally you will learn how to analyze the data you collect and how to interpret it while acknowledging what limitations may be associated with your data. Research Methods in Biology is a hands-on course. You will learn your method(s), you will practice and you will become an expert. To test whether you are an expert, you will be challenged to teach the method to your peers and produce a detailed methods handout which others can use to carry out the method on their own. This means you will also be taught the methods selected by your peers. Finally, you will collect data utilizing your method to complete your chosen research project in BIO 389.

(BIO 191, BIO 192 and BIO 193) and (one of the following: BIO 206, BIO 215, BIO 235, BIO 250, BIO 260, BIO 307, BIO 308, BIO 309, BIO 310) or instructor consent are prerequisites for this class. BIO 389 is a co-requisite.

BIO 389 | RESEARCH IN FIELD BIOLOGY | 4 quarter hours (Undergraduate)

BIO 389/489 is a research-intensive course designed for science majors and graduate students that will focus on developing skills of collaborative field-based research. Throughout the course, students (working in groups of 2 or 3) will utilize the scientific method to develop and carry out an original research project. Students will utilize the primary literature to learn the current state of research in an area that interests them, then use that knowledge to develop a novel question they can test with a field-based experiment. Data collected will be analyzed and results compiled into a publication quality paper. Students will then present their study to their peers in the form of an oral or poster presentation.

Study Abroad Course**BIO 390 | SPECIAL TOPICS | 4 quarter hours (Undergraduate)**

Occasional courses offered at an advanced level. See the schedule of classes for current offerings. Cross-listed as BIO 490.

Junior or Senior standing is a prerequisite for this class.

BIO 392 | EXTRAMURAL INTERNSHIP | 4 quarter hours (Undergraduate)

An opportunity for students to integrate their academic experience with real-world work situations; supervision is provided by a member of the DePaul Faculty in the Biological Sciences and the private or public enterprise. 0-4 credit hours.

At least Sophomore standing and a declared Biological Sciences major, or by arrangement with the Biology internship director or department permission are prerequisites for this class.

BIO 393 | INTEGRATED APPLICATIONS OF CELL CULTURE TECHNIQUES | 2 quarter hours (Undergraduate)

This course is designed as the defining or capping course for the Cell Culture Techniques and Applications Certificate Program. The aim of this course is to provide students with the opportunity to integrate the practical and conceptual knowledge acquired in the certificate program with the diverse fields covered in the program. The course will also help students to develop a career plan and bridge the skills gained and future employment.

BIO 395 | BIOLOGY CAPSTONE SEMINAR | 4 quarter hours (Undergraduate)

The aim of this course is to integrate current biological view(s) of humanity with the perspectives of the liberal studies curriculum. Students will develop and debate topics that demonstrate mastery of the biology core curriculum (cell biology, genetics, physiology and ecology) while touching on history, philosophy, ethics and the law.

BIO 397 | MENTORED RESEARCH EXPERIENCE IN BIOLOGY | 2-4 quarter hours (Undergraduate)

This course provides the opportunity to work with a faculty research mentor in Biology on an advanced research project. The faculty research mentor and student will work together to formulate a research question based on current biological knowledge and the scientific literature. They will develop hypotheses and then design and conduct a research study to test the hypotheses. Under faculty supervision, the student will conduct relevant analysis generated by the research and propose follow-up studies. Students will produce a written report of the results and may be provided with the opportunity to present their research at a professional conference. In addition, the student will reflect on how the project activities and experiences have contributed to their personal growth as a scientist and their future career plans. Relevant safety and ethical training will be based on the specific proposed research.

Junior standing and consent of instructor required. In some cases, junior standing can be waived with consent of the instructor.

BIO 399 | INDEPENDENT STUDY - RESEARCH | 2-4 quarter hours (Undergraduate)

This course provides the opportunity to work with a faculty mentor in Biology on an advanced research project. The faculty research mentor and student will work together to formulate a research question based on current biological knowledge and the scientific literature. They will develop hypotheses and then design and conduct a research study to test these hypotheses. Under faculty supervision, the student will conduct relevant analysis generated by the research and propose follow-up studies. Students will produce a written report of the results and may be provided with the opportunity to present their research at a professional conference. Relevant safety and ethical training will be provided based on the specific proposed research. Junior standing and consent of instructor required. In some cases, junior standing can be waived with consent of the instructor.

BIO 400 | DEVELOPMENT OF TOPICS FOR RESEARCH | 4 quarter hours (Graduate)

The purpose of this course is to help graduate students in formulating research questions and design methods while improving written expression and oral presentation skills. Students will, with the guidance of a faculty member, undertake a detailed investigation of a topic, formulate a potential research project in that area, and present their proposal orally to the faculty at the end of the quarter.

**BIO 401 | INDEPENDENT STUDY | 2-4 quarter hours
(Graduate)**

Experimental and/or Library study of selected topics in the life sciences. A-Cell Biology, B-Immunobiology, C-Developmental Biology, D-Physiology, E-Endocrinology, F-Genetics, G-Structural Biology, H-Ecology, I-Molecular Biology, J-Neurobiology. Offered in the Autumn, Winter, Spring and Summer quarters. 2 or 4 quarter hours.

**BIO 402 | INTRODUCTION TO GRADUATE STUDIES | 2 quarter hours
(Graduate)**

Presents the biology faculty and facilities. Various research and teaching methods in biology will be explored. Required of all graduate students. Formerly BIO 495.

Status as a graduate Biology student (MA or MS) is a prerequisite for this class.

**BIO 403 | DEVELOPMENT OF TOPICS FOR RESEARCH | 4 quarter hours
(Graduate)**

The purpose of this course is to help graduate students in formulating research questions and design methods while improving written expression and oral presentation skills. Students will, with the guidance of a faculty member, undertake a detailed investigation of a topic, formulate a potential research project in that area, and present their proposal orally to the faculty at the end of the quarter.

Status as a graduate Biology student (MA or MS) is a prerequisite for this class.

**BIO 406 | RESEARCH METHODS & APPLIED BIOSTATISTICS | 4 quarter hours
(Graduate)**

Approaches to conducting research and a variety of statistical approaches will be discussed and used to answer questions applied to biological data. A computer lab will introduce and use the statistical software program R for graphing and statistically analyzing biological data sets. Includes such topics as: study design, data management, presenting data, analysis of variance (one-way and multi-factor), analysis of covariance, multiple regression, logistic regression, and AIC model selection.

Status as a graduate Biology student (MA or MS) is a prerequisite for this class.

**BIO 409 | PLANT PHYSIOLOGY | 4 quarter hours
(Graduate)**

A study of the functional and developmental aspects of flowering plants. Lecture-laboratory. Cross-listed as BIO 309.

**BIO 412 | TOPICS IN EXERCISE PHYSIOLOGY | 4 quarter hours
(Graduate)**

This course provides an introduction to exercise physiology to enable exploration of current research topics in the field. Weekly discussion and presentation of articles from peer-reviewed journals will reinforce and elaborate on concepts covered in lecture. Topics include: muscle structure and bioenergetics, cardiovascular and respiratory responses to exercise, human evolution and endurance, training and adaptation, nutrition and ergogenic aids, and the relationships between exercise, health, and longevity.

**BIO 415 | TOPICS IN ECOLOGY | 4 quarter hours
(Graduate)**

The focus of this course is to read and critique classic papers in ecology and to connect their foundational ideas with modern research and understanding.

**BIO 416 | PHYCOLOGY | 4 quarter hours
(Graduate)**

Introduction to algae with emphasis on taxonomy, morphology, ultrastructure, physiology, life histories of freshwater and marine species. Lecture-laboratory.

**BIO 417 | AQUATIC BIOLOGY | 4 quarter hours
(Graduate)**

The study of biological, physical and chemical phenomena in fresh water and marine environments. Emphasis on organisms and their interactions. Lecture-laboratory.

**BIO 419 | TOPICS IN BEHAVIORAL PARASITOLOGY | 4 quarter hours
(Graduate)**

This course is designed for science majors and graduate students with an interest in animal behavior, ecology, evolution, health science, veterinary science and parasitology. The course adopts an integrative approach to the study of Behavioral Parasitology, which draws on modern developments in the fields of Animal Behavior, Parasitology, Ecology and Evolution. The primary objectives of the course are to: 1) explore the diverse relationships that occurs between parasite infection and host behavior; 2) understand proximate mechanisms that underlie behavioral manipulation by parasites; 3) explore the ecological and evolutionary impacts of behavioral manipulation in nature; 4) extend findings from animal systems to human-related issues (health, psychology); 5) develop familiarity with reading and interpreting primary literature. The teaching approach will be primarily discussion- and presentation-based and will be highly-interactive in nature.

**BIO 420 | ADVANCED MICROBIOLOGY | 4 quarter hours
(Graduate)**

Advanced microbiology lecture-lab course designed for science majors and graduate students that will focus on developing technical and critical thinking skills in the field of microbiology. Labs will involve independent or small group research projects.

**BIO 421 | MOLECULAR METHODS IN ECOLOGY AND EVOLUTION | 4 quarter hours
(Graduate)**

This course will provide hands-on experience in methods of detecting and analyzing molecular variation in nature. By the end of the course, students should be competent employing molecular markers to answer a wide variety of basic questions in ecology and evolution. Molecular Methods in Ecology and Evolution is a course-based research experience. Cross-listed with BIO 321.

**BIO 425 | CELLULAR EVENTS IN THE IMMUNE RESPONSE | 4 quarter hours
(Graduate)**

Analysis of cellular and subcellular interactions in the immune response. Lecture, seminar, discussion. BIO 470 recommended.

**BIO 430 | DEVELOPMENTAL BIOLOGY | 4 quarter hours
(Graduate)**

A survey of developmental phenomena in animals from fertilization to sexual maturity. Topics include gametogenesis, early cell divisions, organ formation, metamorphosis, regeneration, birth defects, stem cells, reproductive technology and mammalian cloning. Lecture-laboratory.

**BIO 431 | TOPICS IN DEVELOPMENTAL BIOLOGY | 4 quarter hours
(Graduate)**

This seminar course examines the current embryological literature using both evolutionary and molecular perspectives. Previous student-led topics include: how early embryos are organized, the signals controlling left-right asymmetry, the evolutionary origin of feathers and the development of the retina. BIO 430 or BIO 460 recommended.

**BIO 432 | POPULATION ECOLOGY | 4 quarter hours
(Graduate)**

This course covers concepts and models in population ecology and their applications for predicting population trends and disease spread across populations, understanding conservation biology approaches, and the sustainable management of wildlife populations.

**BIO 435 | CONCEPTS IN EVOLUTION | 4 quarter hours
(Graduate)**

Study of evolution and diversity in the living world. Lecture only.

**BIO 439 | CELLULAR NEUROBIOLOGY | 4 quarter hours
(Graduate)**

This course examines the cellular and molecular mechanisms of neuronal function and the changes that occur in processes such as learning and memory. Emphasis on electrophysiology, synaptic communication, and cellular signaling. Cross-listed as BIO439, NEU339, NEU439.

**BIO 440 | BEHAVIORAL NEUROSCIENCE | 4 quarter hours
(Graduate)**

An examination of the ways in which neural systems underpin behavior with an emphasis on vertebrates. In this course, behavior is understood in its broadest sense, from the functioning of organs and organ systems to the activities of whole organisms. Formerly Systems Neurobiology. Lecture-Laboratory.

**BIO 441 | TOPICS IN NEUROBIOLOGY | 4 quarter hours
(Graduate)**

A seminar course examining current topics in neurobiology. Original readings will include both current review and classic articles in the fields of neurobiology, neuroethology and the related neurosciences. BIO 439 or BIO 440 is recommended.

**BIO 442 | COGNITIVE NEUROSCIENCE | 4 quarter hours
(Graduate)**

This course explores the neuroscience of human behaviors such as emotions, attention, executive function, language, learning, memory, and social interaction by exploring both the underlying biological mechanisms and the psychological theories behind these behaviors. Cognitive Neuroscience is an emerging field of study that attempts to help one gain an understanding of the interdisciplinary nature of the human mind.

**BIO 445 | TOPICS IN PALEOBIOLOGY | 4 quarter hours
(Graduate)**

A seminar course examining various topics in paleobiology (the study of ancient life) including morphological concepts, macroevolutionary processes, extinction events, phylogenetic systematics, paleoecology, paleobiogeography, and the adequacy of the fossil record. Readings include classic and recent articles in the fields of paleobiology.

**BIO 447 | TOPICS IN MEDICAL BACTERIOLOGY | 4 quarter hours
(Graduate)**

This course will address current topics of concern and research in medical bacteriology. Students participating in this course will explore key concepts used in bacterial pathogenesis and learn how to critically appraise recent research papers in the field.

**BIO 448 | THE BIOLOGY OF INFECTION | 4 quarter hours
(Graduate)**

This course will provide students with detailed knowledge of medically important bacteria. The course will first examine common events in infections and the body's responses to infection. We will highlight in these studies the changes in both hosts and pathogens as strategies of infection and immunity evolve relative to one another. Within this framework we will examine a spectrum of infectious diseases in detail. BIO 470 is recommended.

**BIO 449 | TOPICS IN MICROBIOLOGY AND BIOTECHNOLOGY | 4 quarter hours
(Graduate)**

This course will address current topics of concern and research in microbiology and biotechnology. Students participating in this course will explore fundamental concepts being used and new discoveries and emerging technologies in microbiology and biotechnology. Students will learn how to critically appraise recent research papers in these fields.

**BIO 452 | ADVANCED COMPARATIVE PHYSIOLOGY | 4 quarter hours
(Graduate)**

Comparative and environmental approach to the function and mechanisms of vertebrate organ systems. Selected topics in comparative physiology will be addressed using a lecture/discussion/seminar format.

**BIO 455 | GENETIC TOXICOLOGY | 4 quarter hours
(Graduate)**

This course will deal with the study of agents that damage the genome or alter the proper functioning of the genome that can lead to disease in humans. Topics covered will include basic spectrum of genetic damage and chromosomal effects, mechanisms of mutations, DNA repair, genetic assays used for evaluation of genetic toxicology, health consequences of genetic damage, including cancer and inheritable mutations, and the current position of US government and global regulatory agencies on the issues of genetic toxicology.

BIO 260 is a prerequisite for this class.

**BIO 460 | MOLECULAR BIOLOGY | 4 quarter hours
(Graduate)**

Study of biology at the molecular level, focusing on the regulation of gene expression and the principles of genetic engineering. Lecture-laboratory. Cross-listed as BIO 360.

**BIO 461 | TOPICS IN MOLECULAR BIOLOGY | 4 quarter hours
(Graduate)**

Discussion and seminars in selected areas of molecular biology.

**BIO 462 | ADVANCED GENETIC ANALYSIS | 4 quarter hours
(Graduate)**

High-throughput genomic technologies have revolutionized the study of biology. With whole genome sequencing, RNA sequencing and proteomic analysis, it is now possible to collect data about every gene in a species at the same time. This course will cover how these technologies work, and what they can tell us about how cells function. DePaul has joined The Genomics Education Partnership (www.thegep.org) consortium, which does distributed genomic science through Course-based Undergraduate Research Experience (CURE) classes, where students learn about genomics by analyzing real genomic data that was generated by the consortium. In the CURE lab component of this class, students will annotate genes that have never been previously studied; their work is then submitted to the consortium at the end of the class, which can earn students co-authorship on published manuscripts that include their work. Cross-listed with BIO 362.

**BIO 465 | PRINCIPLES OF TOXICOLOGY | 4 quarter hours
(Graduate)**

A study of the adverse effects of chemicals on living organisms, including the chemical natures, kinetics, dose-response relationships, metabolism, and mechanisms of action of various toxins and toxicants.

**BIO 471 | IMMUNOBIOLOGY | 4 quarter hours
(Graduate)**

Basic factors governing immune phenomena and antigen antibody reactions. Lecture-laboratory.

**BIO 475 | INTRODUCTION TO PHARMACOLOGY | 4 quarter hours
(Graduate)**

Introduction to Pharmacology will explore the relationships between an organism and its response to an administered drug. This will include: 1) How drugs are administered to the body 2) What is their fate once in the body, i.e. Pharmacokinetics 3) What their mechanisms actions are - i.e. Pharmacodynamics, and 4) Adverse reactions to drugs. We will explore these relationships in different physiological systems of the human body including (but not limited to) the nervous system, circulatory system, digestive system and endocrine system. Lastly, this course will provide an understanding of the pharmaceutical system by providing a framework to explore how drugs are discovered, produced, tested, and regulated. Cross-listed with BIO 375.

**BIO 480 | CANCER BIOLOGY | 4 quarter hours
(Graduate)**

This course will explore the cellular and molecular aspects of cancer. Topics will include the pathology and epidemiology of cancer, the origin and spread of cancer, hereditary and familial cancers, cancer associated genes and strategies of cancer therapy.

**BIO 481 | TOPICS IN CANCER | 4 quarter hours
(Graduate)**

This course is a seminar based course that discusses current topics in the field of cancer biology from a cellular and molecular perspective. This course demonstrates the recent advances made in the most common cancers in the western world, toward etiology, diagnosis, therapy and prevention. Scientific articles taken from peer-reviewed scientific journals will illustrate available and potential chemotherapeutic approaches towards achieving a treatment for the most common cancers.

**BIO 485 | MAMMALIAN REPRODUCTION | 4 quarter hours
(Graduate)**

Molecular, cellular, physiological, and behavioral aspects of mammalian reproduction. Mechanisms and strategies used by mammals in reproductive processes including sexual differentiation, gamete production, puberty, reproductive hormone cyclicity, neuroendocrine control mechanisms, pregnancy, parturition, and reproductive behavior. Cross-listed with BIO 385.

**BIO 486 | ENDOCRINOLOGY | 4 quarter hours
(Graduate)**

A study of hormones as chemical regulators of development, growth, metabolism, homeostasis, reproduction, response to stress, and behavior; as well as hormone synthesis, chemistry, mechanisms of action, and endocrine gland structure.

**BIO 488 | ADVANCED ENDOCRINOLOGY | 4 quarter hours
(Graduate)**

Analysis of non-hypothalamic-hypophyseal pathways for hormonal regulation of the structure, function and biochemistry of hard tissues, calcium metabolism, and regulation of glucose metabolism. Lecture-seminar. BIO 486 is recommended.

**BIO 489 | RESEARCH IN FIELD BIOLOGY | 4 quarter hours
(Graduate)**

BIO 389/489 is a research-intensive course designed for science majors and graduate students that will focus on developing skills of collaborative field-based research. Throughout the course, students (working in groups of 2 or 3) will utilize the scientific method to develop and carry out an original research project. Students will utilize the primary literature to learn the current state of research in an area that interests them, then use that knowledge to develop a novel question they can test with a field-based experiment. Data collected will be analyzed and results compiled into a publication quality paper. Students will then present their study to their peers in the form of an oral or poster presentation.

**BIO 490 | SPECIAL TOPICS | 4 quarter hours
(Graduate)**

Occasional courses offered at the graduate level. See schedule for current offerings.

**BIO 491 | MASTER OF ARTS SEMINAR | 4 quarter hours
(Graduate)**

A seminar course dealing with current readings in the biological sciences. Students will evaluate and interpret these readings both orally and in writing.

**BIO 494 | COMMUNICATING SCIENCE | 4 quarter hours
(Graduate)**

Students will refine their oral and written presentation skills using their own research as the subject. The components of an effective research talk, poster presentation, and formal thesis will be examined. Students will have several opportunities to present their research and to receive and participate in peer review. This course is required for second year Biology MS students.

Status as a graduate Biology student (MA or MS) is a prerequisite for this class.

**BIO 495 | INTRODUCTION TO GRADUATE STUDY | 2 quarter hours
(Graduate)**

Presents the biology faculty and facilities. Various research and teaching methods in biology will be explored. Required of all graduate students.

**BIO 496 | RESEARCH | 2-8 quarter hours
(Graduate)**

Experimental work in selected areas of biology. These studies do not necessarily relate to a thesis. Autumn, Winter, Spring, Summer. Laboratory. Two or four quarter hours.

**BIO 498 | RESEARCH FOR MASTER'S THESIS | 2-8 quarter hours
(Graduate)**

Original study of a specific biological problem leading to a thesis.

**BIO 499 | THESIS RESEARCH | 2-8 quarter hours
(Graduate)**

Original study of a specific biological problem leading to a thesis.

**BIO 502 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

Students who have completed their coursework and are actively working on the requirements for the Master's thesis (MS), or final project (MA), must enroll in candidacy continuation each quarter of the academic year until the Master's requirement has been completed. This course carries the equivalent of half-time enrollment status. Course requires graduate program director approval and proof of work each quarter. Pass/No Pass grading. (0 credit hours)

**BIO 503 | CANDIDACY MAINTENANCE | 0 quarter hours
(Graduate)**

This course is meant for Master's students not actively working on their thesis. It is only used to maintain active student status. It will not give the student full- or half-time enrollment status and will not permit deferment of student loans. Course requires graduate program director approval each quarter. (0 credit hours)

Business Administration (BADM)

**BADM 110 | ESSENTIALS OF TRAINING | 2 quarter hours
(Undergraduate)**

This is a 5-week, 1-competence course on Employee Training and Development. Students will learn the basic processes of employee training and development, including needs assessment, theories of learning and behavior change, training design to support appropriate selection or development of training, delivery of training, issues of transfer, and assessment of results. (2 quarter hours)

**BADM 120 | ESSENTIALS OF COACHING | 2 quarter hours
(Undergraduate)**

Effective coaching has long been recognized as a key element of success in the world of sports. More recently, a new breed of coaches has emerged to help people transform their personal and professional lives. In this course, we will explore the theories, concepts, and techniques of personal life and business coaching. Students will learn about the history of coaching, its uses in personal and professional development and practical applications. Working individually, in pairs, and in small groups, students will practice coaching skills and keep a detailed learning journal. This course will be highly experiential and collaborative in nature. Students will learn concepts of coaching for personal development and professional effectiveness. In addition, students will learn models of collaborative learning and will apply one recognized model in the exploration of their coaching practice in the course. (2 credit hours)

**BADM 208 | SALES AND MARKETING MANAGEMENT FOR BUSINESS TODAY | 4 quarter hours
(Undergraduate)**

Sales Management is one of the most important jobs in business today. It is the focal point for managing customer relations, and is critical for sustaining profitability and growth. It draws on a broad spectrum of skills and offers many desirable career paths for both entry level as well as experienced workers. Sales Management techniques are applicable in a wide variety of business settings, and the basic framework and details apply in all of them. The purpose of this course is to present a practical, contemporary framework for Sales Management. It starts with basic sales analysis techniques for determining company position in the market. From there it explores modern sales techniques for facilitating the customer's buying decision. It then covers the major Sales Management job functions, such as Territory Management and Sales Training. The course concludes with a discussion of leadership and psychological skills that make for Sales Management excellence. Students will learn Sales Management via course lectures, textbook reading, Internet searches and independent research on the company they work for.

**BADM 209 | THE HEART OF THE ENTREPRENEUR | 2 quarter hours
(Undergraduate)**

Entrepreneurs are an integral part of a thriving economy yet the aspects of successful entrepreneurship remain a mystery. This course takes a detailed look at the characteristics of successful and unsuccessful entrepreneurs, enabling the students to acquire a personal understanding of what it takes to start a new business venture. This course is especially targeted for those interested in starting their own business or aspiring to be an employee within an innovative business. (2 credit hours)

**BADM 214 | ENTREPRENEURIAL ACCOUNTING | 4 quarter hours
(Undergraduate)**

Entrepreneurial Accounting is a thorough coverage of financial and management accounting topics in an economically challenging business environment. Clear principles and procedures are used to demonstrate the complete accounting cycle in any type of organization: For-Profit or Non-Profit. General purpose financial statements are prepared and examined from a fundamental understanding of how for-profit and non-profit businesses operate in a dynamic and changing business marketplace. Specifically, the reach of this course will be on a global environment that is characterized by a high degree of uncertainty. We will examine a variety of accounting challenges faced by business from an international perspective. This will have important implications on the way a company becomes more competitive and thus profitable. As such each of you will be assigned a company on day one of class to manage through a series of accounting dilemmas often both inside and outside our borders. As you acquire the requisite skills (throughout the term) to meet those challenges you'll execute decisions that will change the management course of the company. It is through this individual decision making that you'll learn what works and what doesn't and why. This is not a static accounting course. Your decisions will have an impact on the direction of the company. We will also cover a series of topics that will enhance your understanding of financing techniques and options through detailed ratio-analysis. This will advance your ability to understand and seek creative financing for any ideas you might have in the future. This is essential if you have that entrepreneurial spark that just needs some financial backing and support to get started. As this is an accounting course we would expect some proficiency in basic quantitative /mathematical ability. You should also be able to use a calculator reasonably well. (4 quarter hours)

BADM 223 | ACCOUNTING AND FINANCE PRINCIPLES | 4 quarter hours (Undergraduate)

In this course, we will examine the role of accounting and financial management in the preparation, reporting and analysis of financial information. This topic is particularly important in today's economically challenging business world. Accounting and Finance concepts and principles serve as the bookends for our exploration. Clear principles and procedures are used to capture financial data, which can then be used to make economic and financial decisions. Specifically, the objective of this course is to present the fundamentals of accounting and finance to assist the non-accountant in understanding the financial statements of an organization and how financial information can be used in the management planning, control, and decision-making processes of both profit and non-profit seeking enterprises. Accounting is often called the language of business and as such, it is appropriate that as participants in the economic activities of our society we should have enough knowledge of this language to make informed decisions and judgements about our role in these economic activities. We will also cover a series of topics that will enhance your understanding of financial information, financing techniques and options through financial and ratio-analysis. This will advance your ability to understand and make relevant financing and investment decisions or develop viable future business strategies. (4 credit hours)

BADM 224 | ECONOMY, SOCIETY, AND SUSTAINABILITY IN THE 21ST CENTURY | 4 quarter hours (Undergraduate)

This course targets undergraduate and postgraduate students who want to familiarize with economic principles, but do not intend to major in economics. No prior economic coursework is required. Students learn to develop an understanding of the use of analytical and data-handling tools. At the same time, they benefit from an accessible yet complete primer of economic principles and concepts that are essential to understand economic policymaking and the role of politics, as well as a host of issues facing our societies, such as: economic prosperity and inequality; economic efficiency and fairness in policymaking; institutions, power, and inequality; the labor market and unemployment; production and the market mechanism, etc... The course operates on the premise that the Economy shouldn't constitute the sole focus of public and private decisionmakers, and that equal attention should be devoted to two other essential dimensions of the human condition, Society and the Environment. (4 quarter hours)

BADM 230 | MANAGING REMOTE TEAMS | 2 quarter hours (Undergraduate)

Before COVID made remote working common, corporations were examining how remote working strategies and logistics could be used to build cross functional remote teams in a creative way. Many employers were forced with an immediate need to move to remote working after Covid, and are now challenged with how to manage this new type of workforce. This course will explore the challenges and opportunities with remote working, including legal considerations, manager/supervisory best practices, communication strategies, and technology utilization. Learners will be provided with conceptual and tactical learning through text, videos, articles and deliverables that can be used in their workplace. This is an asynchronous course with optional Zoom sessions featuring special topics.

BADM 231 | PERSONAL FINANCIAL PLANNING | 4 quarter hours (Undergraduate)

This course will help students organize their financial lives by learning and implementing selected principles of accounting, finance, and management. The course will address value and risk determination by dealing specifically with the analysis of one's financial status, goal setting and planning, and decision making. Risk analysis, savings and investment principles, taxes, debt management, retirement, and estate considerations are areas which guide the financial management of individuals and businesses alike. (4 quarter hours)

BADM 239 | BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE | 4 quarter hours (Undergraduate)

Students will study the latest changes in the fields of intercultural communication and leadership development in today's global corporations, including reading interviews from some of the world's leaders in manufacturing, energy, telecommunications, and health care from 26 countries. This course combines hard science with cutting-edge organizational research-based case studies in today's trans-cultural global corporations. Students study key behaviors needed today to be successful in a global corporation, including cultural self-awareness, frame-shifting, inviting the unknown, third-way solutions, etc. Students will also study how "disruptive technologies", mobile internet, automation of knowledge work, cloud technology, next generation genomics, 3D printing, advanced materials, and renewable energy are changing and will continue to revolutionize global corporations. This course concludes with an analysis of the effects of social justice and corporate social responsibility on today's global corporations. (4 quarter hours)

BADM 244 | STATISTICAL REASONING: UNDERSTANDING AND USING STATISTICS | 4 quarter hours (Undergraduate)

This course will teach students the basic concepts of statistics. Students will investigate topics including descriptive statistics, correlation, normal distributions, probability, sampling distributions and hypothesis testing. By the end of this course, students will be able to complete a statistical analysis of datasets using Microsoft Excel as the primary tool. Considerable time will also be devoted to discussing how statistics are used and abused.

BADM 247 | APPLYING ECONOMICS: A PRACTICAL APPROACH | 4 quarter hours (Undergraduate)

This applied economic course is tailored to introduce students to economic issues, without employing complex graphical and mathematical models. The material to be covered caters to students who are concerned citizens and active participants in the economy, and want to achieve a better grasp of problems facing society today. Students will learn how to use fun tools from game theory to analyze some of society's most puzzling problems, such as pollution, health care, the depletion of natural resources, how the pursuit of individual goals can lead to poor collective outcomes, and also the challenges of monetary and fiscal policy, economic growth, inflation, unemployment, income inequality, etc. Students will learn by doing, through hands-on experiments and practical exercises. (4 credit hours)

**BADM 270 | BUSINESS STARTUPS | 2 quarter hours
(Undergraduate)**

Learn the steps required to develop a business plan and start a business. In this 5 week class, students will be introduced to a variety of topics relevant to starting up your own business including market research, business model canvas, business plan development, business structures, registration, licensing, and business banking. The purposes, logic, and audiences for a business plan will be examined. Students will be introduced to tools and resources helpful in developing their own business plans. (2 quarter hours)

**BADM 271 | FINANCING YOUR OWN BUSINESS | 2 quarter hours
(Undergraduate)**

This course will cover the various sources of capital that might be available to start and grow a small business. Students will learn the phases of new businesses: startup phase; pre-seed; seed stage; series financing; growth capital; mergers and acquisitions (M&A); and initial public offerings (IPO). Alternative finance methods will be explored including debt financing, equity financing, and mezzanine capital for example. Sources of financing will be explored including: founders; friends and family; employees; venture capitalists; banks; suppliers; customers, and personal asset leverage. The tools, techniques and process students learn in this class can also be applied to not only start-ups, but financing a franchise or a consulting business. This course will allow students to assume the roles of entrepreneurs and investors in a role-play exercise to negotiate capital investments.

**BADM 272 | MANAGING YOUR OWN SMALL BUSINESS | 2 quarter hours
(Undergraduate)**

In this course, students will learn the tools, metrics, techniques, and resources they would need to start and run a small business. With the tools learned in this course, students will be able to analyze opportunities, self-assess as entrepreneurs, learn how to attract talent and, get professional (e.g. mentors, advisory boards) and technology support. Students will become familiar with various on-line tools, support associations, metrics, and financial reporting methods. Students will be exposed to some of the most effective problem solving techniques available to business owners including: modeling; forecasting; strengths weaknesses opportunities threats (SWOT) analysis; 5 whys and interpersonal skills management. Finally, important business software will be discussed: personnel management software; comparative information resources; enterprise resource planning (ERP); expense trackers; time trackers and customer resource management (CRM) applications.

**BADM 288 | MARKETING FOR THE SOCIAL GOOD | 4 quarter hours
(Undergraduate)**

This is a ten week course on the nonprofit and public organizational issue of social marketing. Generally social marketing techniques are used to influence individuals, or groups to change their behavior in order to improve a social good such as: individual health, the environment, and the community. Students will develop an appreciation for the principles of social marketing and will be taught the techniques for conducting social marketing programs. Students will also learn how to develop social marketing plans and meaningful promotions, including utilizing imagery/art to understand and create advertisements. (4 quarter hours)

**BADM 305 | ECONOMICS FOR MANAGERS | 4 quarter hours
(Undergraduate)**

Economics for Managers is an important, relevant and real-time course for present and future managers of departments within companies, managers of small businesses, branch operations of a company and for those who support or oversee those managers. In the course you will learn market structures, the dynamics of supply and demand, pricing strategies, how to assess hiring and investment decisions, and current issues in the labor market such as equality of pay, unemployment and inflation. Case studies will consist of real companies in which managers face decisions about employee recruiting and retention, supply chain issues, stale merchandise, pricing strategies and cost/benefit investment decisions. Optional Zoom sessions each week will take on topics of behavioral economics and consumer behavior that is often contrary to what might be expected. These sessions are intended to be informative, interesting and fun.

**BADM 310 | GENDER IN BUSINESS AND LEADERSHIP | 4 quarter hours
(Undergraduate)**

Women's work is never done. Not only are women mothers and wives, but these days the expectation is that women will take on leadership roles outside the home as well. What makes a woman a leader? How did the workplace differ when women were not corporate leaders? Who are today's prominent female leaders and how are they shaping our future? In this course, learners will study the lives and contributions of various important women from business, politics, and social action. Students will assess equality in management and leadership, the psychological make up of the woman leader, and the ways in which women's contributions to leadership differ from men's. Furthermore, the class will endeavor to define leadership, its consequences, and its personal ramifications. Students should expect to read extensively about the lives and characteristics of contemporary women who have surfaced in leadership roles. Learners will also identify women leaders in their own workplaces and communities and assess their involvement in the corporation and/or general public. (4 quarter hours)

**BADM 313 | CHANGE MANAGEMENT: THEORY & PRACTICE | 2 quarter hours
(Undergraduate)**

Change management is a common term for all the processes, skills and practices used to prepare individuals, managers, and leaders to implement organizational changes. Simply put managing change, although difficult, is about the people side of change. Over this 5-weeks course theories, practices, and people management skills that are the foundation of sustainable change will be studied. The course emphasis is on deepening SCPS students' understanding of the challenges and opportunities associated with being an effective change advocate and creating successful change outcomes. (2 credit hours)

**BADM 315 | ECONOMICS FOR DECISION-MAKING | 4 quarter hours
(Undergraduate)**

The purpose of this course is to provide the modern consumer living in a global economy fueled by unabated technological progress, with basic notions to understand the path that has led to sustained prosperity in the past many decades. The focus is on endowing students, as householders, with conceptual tools to make optimal financial and consumer decisions throughout the lifecycle. That theoretical foundation is reinforced and exemplified with a wealth of practical applications offered through a student-friendly online interactive learning platform, which also provides a convenient means to complete weekly assignments. That online platform will help students relate what they learn to their everyday experience as economic agents. The course is divided into two modules, microeconomic and macroeconomic. The microeconomic module studies the market mechanism. Topics covered include scarcity, opportunity costs, the law of diminishing returns, the trade principle of comparative advantage, the mechanism of the price system, the laws of demand and supply, the impact of market interventions by the government, etc. In the macroeconomic module, topics covered include the workings of the gross domestic product (GDP), of inflation and unemployment, of money and banking, the role of fiscal and monetary policy, etc. The course will visit the relevance of balancing the requirements of economic growth (efficiency in the use of inputs) with the necessity of attending to the needs of both society (need for equity) and the environment (need for sustainability). Students will also discussed at length the economic implications of topics of heightened public interest, such as the Great Recession of 2008-2009 and the coronavirus pandemic that unleashed itself on the world around the onset of the year 2020. Throughout the course, we will refer to the idea that knowledge of economics leads to practical, informed decisions that can help us minimize cost and maximize return and satisfaction as voters and taxpayers participating actively in the economy. (4 credit hours)

**BADM 318 | UNDERSTANDING FINANCIAL STATEMENTS | 4 quarter hours
(Undergraduate)**

Business managers as well as investors must have a basic understanding of financial statements as not only a management tool but also as a way of communicating the financial and operational well-being of a company. This course teaches students the essential elements of financial statements, their interpretation and their impact on investors and society. This is a particularly important topic and skill in light of the recent corporate financial reporting scandals plaguing Wall Street and the nation. (4 quarter hour)

**BADM 320 | CRISIS MANAGEMENT | 4 quarter hours
(Undergraduate)**

Students will study different types of business crises including self-imposed events, natural occurrences, technology related events, financial shocks and social conflicts. Tools for anticipating and mitigating crises will be explored, including continuity of business plans, employee assistance plans, and communication plans targeted for all stakeholders. Case studies of management in a crisis environment across multiple industries and non-profit organizations will be a central theme in the course. Crisis management techniques used with different levels of success will include crisis leadership, crisis management teams, communication strategies and disciplined pursuit of objectives. Upon completion of the course students will have an understanding of how business crises can be anticipated, mitigated, navigated and successfully overcome.

**BADM 329 | DATABASE DEVELOPMENT FOR MANAGING INFORMATION | 4 quarter hours
(Undergraduate)**

Using MS Office tools suite (in particular Access), this course takes students through the entire process for building a database system that will be used to capture, store and present information. In addition to database concepts like designs, reports and SQL queries, the students will discuss and analyze relationships between technology and society.

**BADM 330 | LAW IN THE BUSINESS ENVIRONMENT | 4 quarter hours
(Undergraduate)**

The influence of the law is far-reaching in the corporate world. Whether an entrepreneur, manager, administrative assistant, union employee, nonunion employee, sales representative, purchasing agent, etc., the law ultimately affects how we make decisions in the work arena. This course allows students to discover the wide range of laws affecting America's business environment. Students will learn how the law is established and developed, and be provided with tools to recognize potential legal issues that arise in daily business operations. The curriculum considers the impact of the law in the global workplace, and in commerce, business operations, employer/employee relationships, and in the regulatory environment.

**BADM 334 | HUMAN RESOURCE AND TALENT DEVELOPMENT
FUNDAMENTALS FOR MANAGERS | 4 quarter hours
(Undergraduate)**

This course is designed as an introduction to the practices of human resources (HR) in a corporate environment. It will target the practices that managers need to know such as recruiting, training, hiring, and terminating employees as well as the basics of HR law. Additional content that will be addressed includes headcount management, performance appraisals, learning & development, compensation basics, and grievance processes. This course will equip managers with the information they need to know without making them Human Resource experts but rather how to work effectively with their HR counterparts. (4 hours)

**BADM 335 | RISK MANAGEMENT IN THE WORKPLACE | 4 quarter hours
(Undergraduate)**

This overview course in risk management will introduce managers to the various types of risk that needs to be managed in the workplace. Numerous areas such as operational risk, market risk, global risk, and customer risk will be investigated. While this course is not to create students who will be experts in risk management this course will allow them to identify and analyze areas of potential risk to the assets of their organization. Students will use case studies to ensure that proper communication happens for key risks within the organization. (4 hours)

**BADM 340 | IMPLEMENTING CORPORATE TRAINING PROGRAMS | 4 quarter hours
(Undergraduate)**

In this course, students will learn about the strategic process of effectively and efficiently implementing a corporate training program based on business drivers from design stages through measurement of results. This process includes defining requirements and success criteria, designing the process, implementing and powerfully communicating the program to the learners, and then understanding how to measure the success of the program. It is imperative to measure and report on the trends of the program and to understand why it is important. Using methodology and models that have been successful in numerous global and domestic companies, students in this course will create their own plan for implementation, communication, and measurement to ensure success in their future training program implementations. (4 quarter hours)

BADM 345 | EMOTIONAL INTELLIGENCE AT WORK | 4 quarter hours (Undergraduate)

One's IQ (intelligence quotient) alone does not predict success in the workplace or in life. Emotional intelligence (EI) plays a vital role as well. This course provides an introduction to the field of emotional intelligence, evidence of its impact on individuals and organizations, and strategies for applying it in multiple settings. Participants will deepen their understanding of EI by exploring the research literature and completing an assessment of EI provided by 6 Seconds (<http://www.6seconds.org>). Strategies for applying EI to increase one's success and satisfaction at work and in other social contexts will also be explored. There are several models of emotional intelligence, each with a measure used by individuals to create a profile of EI abilities, used as the basis for learning and development. Some focus more directly on the workplace or on therapeutic settings. The Six Seconds' model of EI is designed to have broad application and enable individuals to draw on EI across the various dimensions of their lives. (4 credit hours)

BADM 359 | ETHICAL BUSINESS BEHAVIOR | 4 quarter hours (Undergraduate)

Ethical Business Behavior explores the ethical issues that business decision-makers face and examines the moral principles that are used to help resolve these issues. Ethical decisions in the workplace can have tremendous influence on the individuals and the corporations involved. The outcomes of unethical behavior can affect reputations, trust and career path. Results have been as severe as loss of employment, physical harm to individuals, corporate bankruptcy and even impacts to the economy. Students are placed in decision-making roles through exercises, case studies and role-playing. Reasoning skills are honed through identification of ethical issues and alternative means to analyze these issues. Ethical behavior is evaluated using analytical skills to apply ethical concepts to business situations. (4 quarter hours)

Business Analytics

BUA 250 | CAREER MANAGEMENT SKILLS | 2 quarter hours (Undergraduate)

This course helps business analytics major students develop their careers. Students review their skills and interests as they relate to relevant career paths and professions. They acquire career-enhancing skills in job search, career research, goal setting, and action planning. Students create resumes and cover letters, and they enhance their interviewing and networking skills. Through activities, students assess their current career activities and explore appropriate adjustments. This course is designed for students who have declared (or intend to declare) majors in Business Analytics.

BUA 301 | DESCRIPTIVE AND DIAGNOSTIC BUSINESS ANALYTICS | 4 quarter hours (Undergraduate)

This course introduces students to fundamental business analytics concepts and work processes. Students will develop their business analytics knowledge and skills by learning to formulate and address business questions with data, performing reproducible analytics with an open-source scripting language (e.g., R, Python), iterating typical analytical steps (e.g., importing, cleaning, analyzing data), describing and summarizing business data, computing bivariate relations, applying ordinary-least squares regression to model continuous business outcomes, and applying logistic regression to model binary business outcomes. Along the way, students will engage in mastery-learning orientation as they complete assignments. By the end of the course, students will feel prepared to apply their business analytics knowledge and skills to perform fundamental business analytics work tasks. **A grade of C- or better in BUS 102 is a prerequisite for this class.**

BUA 302 | PREDICTIVE AND PRESCRIPTIVE BUSINESS ANALYTICS | 4 quarter hours (Undergraduate)

This course introduces students to predictive and prescriptive business analytics. In the first part of the course, students will learn how to apply a supervised learning workflow to predict outcomes. This includes learning how to apply supervised learning methods such as elastic nets and ensemble trees, tuning hyperparameters of these methods, training these algorithms on training data, and evaluating trained algorithms on testing data. In the second part of the course, students will learn the fundamentals of using models for explanatory purposes. This includes learning how to work with data collected from experiments (e.g., A/B tests) and quasi-experiments (e.g., field data). By the end of the course, students will feel prepared to apply their predictive and prescriptive analytics knowledge and skills to perform fundamental business analytics work tasks.

A grade of C- or better in BUA 301 is a prerequisites for this class.

BUA 303 | DATA VISUALIZATION | 4 quarter hours (Undergraduate)

This course introduces students to data visualization for business analytics. In this course, students learn how to work with data visually and produce visuals for various business stakeholders. Specific topics include understanding data visualization principles, building different types of charts, developing dynamic and interactive charts, and creating dashboards and storyboards. Throughout the course, students will engage in active learning by completing individual assignments on business data to develop their data visualization knowledge and skills. Students will also learn how to incorporate visualization into clear and compelling communication. After completing the course, students will feel prepared to apply their data visualization knowledge and skills to business analytics projects.

A grade of C- or better in BUA 301 is a prerequisites for this class.

BUA 304 | DATA MANAGEMENT | 4 quarter hours (Undergraduate)

This course covers data management skills for business analysts such as developing database structure so that the relations database using Structured Query Language (SQL) will be robust, resistant to errors, and flexible enough to accommodate a reasonable amount of future change. It also covers how to discover database requirements, build data models, and refine those models to improve the database's effectiveness.

A grade of C- or better in BUA 301 is a prerequisites for this class.

BUA 320 | ARTIFICIAL INTELLIGENCE AND COGNITIVE TECHNOLOGIES | 4 quarter hours**(Undergraduate)**

This course provides students with an overview of modern artificial intelligence technology and its applications in the real world. Students will study the fundamentals of AI models and how they can be used to generate value for an organization. Through lectures, case studies, and hands-on activities, students will explore the potential of AI to solve complex problems. Additionally, students will gain insights into the impact of AI on industry, legal and ethical implications of its use, and how it can be leveraged to transform business processes.

A grade of C- or better in BUS 102 and a grade of C- or better in MAT 137 are prerequisites to this class.

BUA 321 | TEXT ANALYTICS FOR BUSINESS | 4 quarter hours**(Undergraduate)**

This course provides students with a theoretical and practical understanding of text analysis applied to marketing and business context. The first two weeks of the course provide a high-level theoretical initiation into frameworks that explain human communication, discourse and conversation. The rest of the course is devoted to hands-on learning and use of qualitative and quantitative methods for gathering, processing and analyzing textual data. Students will obtain a level of competence and understanding in skills including data mining (extracting raw data from public sources), preprocessing unstructured data, tagging themes in qualitative data, sentiment or opinion mining, and more.

A grade of C- or better in BUS 102 and a grade of C- or better in MAT 137 are prerequisites to this class.

BUA 322 | MACHINE LEARNING FOR BUSINESS ANALYTICS | 4 quarter hours**(Undergraduate)**

This course advances student understanding of machine learning for business analytics. In the first part of the course, students will learn how to apply unsupervised learning for dimensionality reduction and clustering units. This includes learning how to apply several unsupervised learning methods for dimensionality reduction such as principal components analysis, singular value decomposition, and non-linear techniques, and clustering such as hierarchical clustering, partition methods, and model-based clustering. In the second part of the course, students will learn how to apply supervised learning for predicting categorical and continuous outcomes. This includes learning how to apply various supervised learning algorithms such as tree methods, support vector machines, and neural networks, and evaluating the predictive performance of such algorithms. By the end of the course, students will feel prepared to apply their machine learning knowledge and skills to perform fundamental business analytics work tasks.

A grade of C- or better in BUA 301 and a grade of C- or better in BUA 302 are prerequisites to this class.

BUA 340 | QUASI-EXPERIMENTAL DESIGN | 4 quarter hours**(Undergraduate)**

Some of the most important questions in business and the social sciences involves causal relationships. Here are a few recent examples: How do paywalls affect digital media site usage? How does moving out of a high poverty neighborhood affect obesity and diabetes? How do price promotions affect the sale of our products? How will opening a new store location affect our total sales? These questions can't afford mere correlations. They require causal evidence. What assumptions are necessary to achieve this? And what do we even mean by causality? What about those warnings that correlation does not imply causation? What should we believe? This course is about the research designs and methods that researchers use to support causal inferences in business and the social sciences. The specific topics include randomized experiments, instrumental variables, regression discontinuity designs, difference-in-differences models, regression analysis, and propensity score matching. There are four broad goals of the course. The first is to learn some of the notation and language that social scientists use to describe causal effects. The second is to understand the logic and assumptions that support a set of research designs that are commonly used in quantitative social science research. The third is to gain some experience in implementing the methods using a statistical software package such as R. The fourth objective is to develop skill at reading, understanding, and critiquing "technical" scientific articles that make casual claims.

A grade of C- or better in BUA 302 and a grade of C- or better in ECO 304 are prerequisites to this class.

Business Law (BLW)

BLW 201 | LEGAL & ETHICAL ASPECTS IN THE BUSINESS ENVIRONMENT | 4 quarter hours**(Undergraduate)**

Legal and Ethical Aspects in the Business Environment. Study of the nature and philosophy of law including ethical perspectives and fundamental concepts and legal principles of sales contracts, product liability, business organizations, and employment law including ethical and social responsibilities in the managerial process.

Sophomore standing is a prerequisite for this class.

BLW 202 | COMMERCIAL PAPER AND SALES | 4 quarter hours**(Undergraduate)**

History of negotiable instruments and sales law from the days of the Law Merchant through Articles II and III of the Uniform Commercial Code; discussions of promissory notes, drafts, sales, bulk sales, and recent trends.

BLW 201 or ACC 370 is a prerequisite for this class.

BLW 203 | BUSINESS ORGANIZATIONS | 4 quarter hours**(Undergraduate)**

Types of business organizations; emphasis on Partnership and Corporation. Relations of parties to one another, and to third parties; comparisons between the two types and mechanics of forming and operating each.

BLW 201 or ACC 370 is a prerequisite for this class.

BLW 398 | SPECIAL TOPICS | 4 quarter hours**(Undergraduate)**

Content and format of this course are variable. An in-depth study of current issues in legal studies. Subject matter and prerequisites will be indicated in class schedule.

BLW 201 is a prerequisite for this class.

**BLW 399 | INDEPENDENT STUDY | 1-4.5 quarter hours
(Undergraduate)**

Independent Study. Available to students of demonstrated capability for intensive independent work in business law. (variable credit)

Junior standing with at least 88 cumulative units is a prerequisite for this class.

**BLW 799 | INDEPENDENT STUDY | 4 quarter hours
(Graduate)**

Available to graduate students of demonstrated capability for intensive independent work in business law.

Business Studies (BUS)

**BUS 101 | INTRODUCTION TO DRIEHAUS: BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET | 4 quarter hours
(Undergraduate)**

This course introduces students to the fundamentals of modern business education with applications to the different business disciplines and an emphasis on the entrepreneurial mindset, a way of thinking that embraces change and teaches students to identify and act upon business opportunities. Using an active learning approach, the course requires individual preparation and discovery, community discussion of concepts, and group collaboration on a business simulation and group project.

**BUS 102 | BUSINESS ANALYTICS | 4 quarter hours
(Undergraduate)**

This course introduces students to the growing role of big data and the quantitative strategies that businesses employ to inform decisions. Students will analyze business cases in which data have helped businesses make better decisions, exposing them to real world applications of analytics. The course will also introduce students to some basic statistical techniques and spreadsheet software, which students will use to analyze specific business problems.

**BUS 103 | BUSINESS FOR SOCIAL GOOD | 4 quarter hours
(Undergraduate)**

This course explores how modern business can be a part of the solution to address critical social and environmental issues - both on a global and local scale. Through class discussions, readings, and visits from local business leaders and entrepreneurs, students learn about how firms function within a broader societal landscape and the importance of managing both internal and external stakeholders for the long-term success of the firm.

**BUS 202 | BUSINESS TECHNOLOGY | 4 quarter hours
(Undergraduate)**

Technology is central to every business discipline in the modern economy. In this course, you will learn about digital transformation and how technology is changing the way that we do business. The course will introduce you to tools for viewing a business as a system with processes so that you can spot inefficiencies and recommend technology solutions. Business process automation is one of these key skills of the modern workforce that leverages technology to maximize the contributions of people. You will also learn about emerging technologies like artificial intelligence and blockchain as new tools with business applications. The course will prepare you to become a life-long learner who can adapt to future technological innovations.

BUS 102 is a prerequisite for this class.

**BUS 211 | DEVELOPING AN ENTREPRENEURIAL MINDSET | 4 quarter hours
(Undergraduate)**

Learn the fundamentals of the entrepreneurial process from the discovery of an opportunity to the development and launch of a new solution. Explore entrepreneurial firms, business trends, market and industry analysis, business models, growth strategies, financing new ventures, and presenting a solution. Interactive assignments will allow students to gain an appreciation for the entrepreneurial mindset.

Students with a major or double major in The Driehaus College of Business are restricted from registering for this class.

**BUS 212 | MARKETING, CONSUMER BEHAVIOR & YOU | 4 quarter hours
(Undergraduate)**

Explore the exciting world of marketing to learn how product, price, distribution, and promotions are integrated to build brands. Gain a greater understanding of positioning, market segmentation, the sales process, decision making and marketing plan development. Conduct an in-depth study of the meaning of marketing in everyday life. Interactive discussions encourage the examination of constantly evolving marketing tools and the wide variety of employment opportunities in the industry.

Students with a major or double major in The Driehaus College of Business are restricted from registering for this class.

**BUS 213 | ECONOMICS FOR EVERYBODY | 4 quarter hours
(Undergraduate)**

Explore the beauty and usefulness of economics and learn the economic way of thinking by studying cases and real-world examples that teach you the basic tools of economics. Use economic thinking for decision-making in business and life, and learn how economics can help us make the world a better place.

Students with a major or double major in The Driehaus College of Business are restricted from registering for this class.

**BUS 214 | MAKING FINANCIAL DECISIONS | 4 quarter hours
(Undergraduate)**

Uniting essential elements of accounting and finance, learn how to use financial information to make critical business decisions. Develop an understanding of financial statements and use this information in the decision making process. Learn how to analyze corporate performance, find efficiencies and determine an organization's worth..

Students with a major or double major in The Driehaus College of Business are restricted from registering for this class.

**BUS 215 | BIG DATA STORYTELLING | 4 quarter hours
(Undergraduate)**

In the world of Big Data, data visualization tools are essential for analyzing large amounts of information. Create effective visuals to focus attention on trends, outliers, and patterns for data-driven decision-making in the business world. Interactive student assignments focus on best practices and explore personal style to create engaging, informative, and compelling visual stories in business. Explore industry trends and employment opportunities using data visualization in the global marketplace.

Students with a major or double major in The Driehaus College of Business are restricted from registering for this class.

**BUS 392 | SENIOR SEMINAR | 4 quarter hours
(Undergraduate)**

A variety of senior capstone seminars are offered every term. These seminars focus on specific content areas reflecting a wide range of non-business issues that are relevant to business in contemporary society. The learning experience enables students to see the world differently through reflections and interactions, encourages them to develop a broader perspective on how and where business fits in society, and prepares them to communicate and express that perspective orally and in writing.

Senior standing is a prerequisite for this class.

Cannabis Studies (CAN)**CAN 230 | CANNABIS AND SOCIETY I | 2 quarter hours
(Undergraduate)**

This course engages students in foundational studies of cannabis in context, drawing upon perspectives from science, medicine, history, sociology, law, ethics, and business. Students will receive a broad introduction to the plant's key facts, uses, status, and controversies in contemporary society, with attention to variations among local, state, federal, and international contexts. We will draw comparisons between cannabis, other drugs, and alcohol. The course focuses on developing students' competencies in critical and ethical analysis, dialog, and civic engagement. Students who wish to deepen their study of selected topic through a social justice research methodology should follow this course with CAN 231 Cannabis and Society II.

**CAN 231 | CANNABIS AND SOCIETY II | 2 quarter hours
(Undergraduate)**

This course is the companion course to CCS 230 Cannabis and Society I, completing the two short-course sequence. The emphasis in this part II of the sequence is on social-justice approaches to researching topics in cannabis studies, and course content will include scholarly, secondary research literature that pertain to students' academic goals. Key questions that will be considered include: What is social justice research theory, and how can it be applied in cannabis studies? What are critical issues in the disciplines that require further research on cannabis in context, and what are key emerging lines of study? How can we determine various impacts—criminological, economic, educational, environmental, health, legal, and social—of the cannabis industry?.

CAN 230 is a prerequisite (or co-requisite) for this class.

**CAN 236 | CANNABIS & 60S PSYCHEDELIC CULTURE | 4 quarter hours
(Undergraduate)**

For a brief (and some would say shining) moment in the mid-to-late 60s, a movement of disaffected youth, eventually called the counterculture, turned away from mainstream Euro-American society, its customs and mores, to embrace what it saw as a more humane, earthy and adventurous way of living. The recreational use of cannabis was pervasive within this movement, as was the use of "mind-expanding" drugs such as psilocybin and LSD (the latter of which was not declared illegal until Fall 1966). Such drugs, termed "psychedelic," in turn became associated with certain art forms - rock music in particular. While contextualizing, exploring and examining terms such as "psychedelic" itself, this course will emphasize close analysis of such art forms - music especially, but also trends in visual art, and one representative piece of countercultural literature. In addition to examining such works in terms of form, content, and genre, we will situate them in relation to social controversies of the period – notably, the nuclear threat, the US's war in Vietnam, and what Theodore Roszak called the counterculture's "revolt against technocracy.

**CAN 260 | INTRODUCTION TO CANNABIS STUDIES | 4 quarter hours
(Undergraduate)**

This course engages students in foundational studies of cannabis in context, drawing upon perspectives from science, medicine, history, sociology, law, ethics, and business. Students will receive a broad introduction to the plant's key facts, uses, status, and controversies in contemporary society, with attention to variations among local, state, federal, and international contexts. We will draw comparisons between cannabis, other drugs, and alcohol. The course focuses on developing students' competencies in critical and ethical analysis, dialog, and civic engagement. Through a major project, students will be guided through a social-justice informed approach to researching a topic that addresses the question of cannabis in relation to their academic or career interests.

**CAN 265 | CANNABIS & 60S PSYCHEDELIC CULTURE | 4 quarter hours
(Undergraduate)**

For a brief (and some would say shining) moment in the mid-to-late 60s, a movement of disaffected youth, eventually called the counterculture, turned away from mainstream Euro-American society, its customs and mores, to embrace what it saw as a more humane, earthy and adventurous way of living. The recreational use of cannabis was pervasive within this movement, as was the use of "mind-expanding" drugs such as psilocybin and LSD (the latter of which was not declared illegal until Fall 1966). Such drugs, termed "psychedelic," in turn became associated with certain art forms - rock music in particular. While contextualizing, exploring and examining terms such as "psychedelic" itself, this course will emphasize close analysis of such art forms - music especially, but also trends in visual art, and one representative piece of countercultural literature. In addition to examining such works in terms of form, content, and genre, we will situate them in relation to social controversies of the period – notably, the nuclear threat, the US's war in Vietnam, and what Theodore Roszak called the counterculture's revolt against technocracy.

**CAN 300 | CANNABIS, RACE, AND JUSTICE | 4 quarter hours
(Undergraduate)**

This course investigates issues related to race and equity in the recreational cannabis sector. It examines the impact of, among other issues, the industry's commercial landscape and concerns about 'Big Cannabis' as an emerging yet not universal corporatized model, cultural proclivities toward natural and preventive medicine as well as race-related disparities in the cannabis universe. The latter includes a focus on the various regional strategies to resolve disproportionate, race-based arrest and incarceration rates pre-legalization, social equity and licensing programs for cannabis entrepreneurs, teenage marijuana use and the overall state of numerous social justice movements to address these and other racial issues connected to this industry.

**CAN 390 | INDEPENDENT STUDY: CANNABIS STUDIES | 1-4 quarter hours
(Undergraduate)**

INDEPENDENT STUDY: CANNABIS STUDIES.

Career and Life Design (CLD)

CLD 200 | DESIGN YOUR FUTURE: CAREER AND ACADEMIC EXPLORATION | 2 quarter hours (Undergraduate)

Who am I? What should I study? What kind of work might I enjoy? Through this course, you will build the foundation needed to design your career. We will start with career reconnaissance, exploring and building language around your VIPS (values, interests, personality, and skills). Next, we will dive into market reconnaissance, exploring careers and majors of interest. Using these as your guide, you will leave this course with a strong foundation for sound career decision making.

CLD 205 | CREATE YOUR CAREER TOOLKIT | 2 quarter hours (Undergraduate)

Creating a written and oral suite of career communications is essential to your career development. In order to be competitive in today's job market, you need to be able to craft and share your story. Through written communication, such as resumes and cover letters to oral communication, such as your elevator pitch and interview stories, you need to understand how to effectively communicate brand YOU. Through this course, students will learn by doing, leaving with their own personalized career communication toolkit that will help them to navigate networking, apply for a job, and/or ace the interview.

CLD 210 | HARNESS YOUR STRENGTHS | 2 quarter hours (Undergraduate)

Talent is the source of true potential. Using the Clifton StrengthsFinder assessment, you will identify your talents: the thoughts, feelings, and behaviors that come most naturally to you. Through this course, we will explore ways for you to build your natural talents into your strengths and apply them to several areas of your career development.

CLD 215 | LAUNCH YOUR SEARCH: JOB AND INTERNSHIP SEARCH STRATEGIES | 2 quarter hours (Undergraduate)

Want an internship, but are not sure where to start? Or maybe you are seeking full-time employment and want to be more strategic in your search. Through this course, you will design a customized search strategy that will position you for success in landing your dream job or internship! Topics covered include self-discovery, identifying/researching target organizations, refinement of your career communication suite, offer/negotiation best practices, and designing/executing your search plan.

CLD 216 | EXPLORING GRADUATE & PROFESSIONAL SCHOOL | 2 quarter hours (Undergraduate)

Graduate and professional school provides you with the opportunity to advance your academic and professional career through advanced study of a particular field and/or area of interest. For many fields, earning an advanced degree gives you a competitive advantage while for others, it is necessary for advancement. Exploring your options and getting accepted into your preferred program requires research, differentiation, and project management skills. Through this course, you will learn how to identify best-fit graduate programs and figure out how to successfully navigate the application process. By the end of this course, students will be able to: Identify connections between graduate study and their career and life goals; Discover and evaluate graduate programs of interest; Develop an understanding of and strategy for the graduate school application process; Write an effective personal statement and Resume/CV for a graduate school application; Prepare for a grad school interview; Network with professionals who can support their graduate school exploration and application process.

CLD 220 | INTERNATIONAL STUDENTS: JOB AND INTERNSHIP SEARCH STRATEGIES | 2 quarter hours (Undergraduate)

As an international student, you may have additional challenges to your job/internship search. From navigating visa matters to overcoming cultural barriers, you need to carefully manage each phase of the process. With these challenges also comes opportunities: from your global experience to unique set of skills and abilities. Through this course, you will develop strategies for seeking employment in the U.S. and/or your home country, while understanding how to navigate the nuts and bolts of the U.S search for internships, OPT, or H-1B jobs.

CLD 225 | REPOSITION YOUR CAREER PLAN | 2 quarter hours (Undergraduate)

Are you at a career crossroads? Career journeys are rarely linear. More often than not, one of your internships and/or classes makes you reconsider your career plan. While changing the direction of your career may seem intimidating, this experience is completely normal. Utilizing our three step process for repositioning your career plan (self-assessment/research/design), this course will provide you with the tools needed to reposition your career plan and get back on track for success.

CLD 230 | PROFESSIONAL SKILLS FOR CAREER SUCCESS | 2 quarter hours (Undergraduate)

The workplace is constantly evolving, and employers are increasingly taking a skills-based approach to hiring. Developing a strong set of professional skills is more important now than ever, as they can set you up for career success by allowing you to differentiate yourself from other candidates in today's competitive job market. This course offers a variety of upskilling topics to help build your professional skill set and advance your career.

CLD 250 | NAVIGATING THE WORKPLACE | 4 quarter hours (Undergraduate)

CLD 250 integrates academic curriculum with supervised work experiences in both the private and public sectors. Internships are an essential part of a student's academic experience at DePaul. The course promotes the life-long education process of integrating work and learning; enables students to view their internship experiences within a broad world perspective; assists career decision-making; drives individual success through on-the-job experiences; and provides students with valuable networking and other career-development opportunities. NOTE: All CLD 4-credit courses are completely online and all fulfill DePaul's Experiential Learning requirement. If you have completed the requirement already, the course will be counted as a general elective course. Your internship must be approved by the CLD Manager, located in the Career Center.

CLD 251 | INTERNSHIP: ANALYSIS & REFLECTION | 0 quarter hours (Undergraduate)

This course integrates analysis and reflection with a student's internship experience. Students will be required to submit a reflective essay and supervisor evaluation at the end of the quarter. This course is offered pass/fail only. Through enrollment in this course, students will be able to: -Summarize, analyze, and evaluate their internship experience. -Identify the knowledge and skills gained from their internship. -Discuss how their internship experience supports their career development.

CLD 290 | STUDENT-ATHLETES: EXPLORE CAREERS | 2 quarter hours (Undergraduate)

As a student athlete, you possess a unique set of skills and experiences that are highly valued by employers. Through this course, you will build the foundation of your career game plan. We will start with career reconnaissance, exploring your VIPS (values, interests, personality, and skills), paying close attention to your unique transferable skills and abilities you bring to the table as a student athlete. Next, we will dive into market reconnaissance, exploring careers and majors of interest. Using these as your guide, you will leave this course with a strong foundation for sound career decision making and the ability to make connections between your sports-related skills and the workplace.

CLD 295 | STUDENT-ATHLETES: KICKSTART YOUR CAREER STRATEGY | 2 quarter hours (Undergraduate)

Just as training for your sport makes you a better athlete, developing a strategic career plan will help ensure you are career-ready upon graduation. Through this course, you will build upon the foundation of your career game plan and learn how to develop and implement strategies that propel you towards career success. From resumes to networking to interviewing, all aspects of career development will be covered. Whether you are looking to transition out of sport or stay in the game, this course will help you develop a solid search strategy while helping you position the value of your student-athlete experience to potential employers.

CLD 300 | CHICAGO'S CREATIVE ECONOMY | 2 quarter hours (Undergraduate)

The Illinois Creative Economy Roundtable report defines the creative economy as being "made up of creative enterprises and the people and businesses involved in their success and growth." Chicago is home to many of these creative enterprises across a variety of industries. This course will introduce students to key industries and organizations within Chicago's creative economy, gaining insight into various career opportunities within the space through a combination of online modules and engagement with industry professionals.

CLD 330 | CAREERS ON THE HILL | 2 quarter hours (Undergraduate)

This course is part one of a two-part series, Washington DC: Careers in Government, Politics, and International Affairs, which includes/ is connected by a career trek to Washington, D.C. over spring break. Interested in a career within government, public policy, or international affairs? The opportunities for new talent are both numerous and multifaceted. This course will prepare you for a career in our nation's capital in a variety of public and private industries and institutions. From understanding yourself to understanding the industry landscape and trends to career opportunities and the skills/qualifications necessary to be successful in this line of work, you will have the opportunity to learn about career paths and begin to build your network in Washington, D.C. During your time in D.C, you will engage with DePaul alumni/industry professionals as you learn about career paths, clarify your career interests, and build your network on "The Hill." Upon your return, you will take UIP 335 - Landing a Job on Capitol Hill. You must apply and be accepted into Washington DC: Careers in Government, Politics, and International Affairs in order to enroll in this course.

CLD 335 | LANDING A JOB ON CAPITOL HILL | 2 quarter hours (Undergraduate)

This course is part two of a two-part series, Washington DC: Careers in Government, Politics, and International Affairs, which includes/is connected by a career trek to Washington, D.C. over spring break. Having just returned from a week on "The Hill," you will be ready to reflect on your experience, share your insights, and start thinking about your job or internship search in Washington, D.C. While there are a wide range of employment opportunities, securing a position on Capitol Hill is competitive. This course will help to position you for success in your search. Building off of what you learned in UIP 330 and your week in Washington, D.C., you will develop a customized search strategy for working or interning on "The Hill," taking into account industry-specific trends, rules, and best practices. You must apply and be accepted into Washington DC: Careers in Government, Politics, and International Affairs, as well as successfully complete UIP 330 and participate in the career trek to Washington, D.C. in order to enroll in this course.

CLD 340 | EXPLORING A CAREER ABROAD | 2 quarter hours (Undergraduate)

This 2-credit course is part of a 2 course series. This course will give undergraduate students who are interested in careers abroad a chance to analyze their own individual skills, values, and interests and explore career options. In addition, this course will involve a study abroad trip to London, England. In this study abroad component students will meet alumni who have worked and lived abroad. Students will research international careers ahead of the meeting and ask thoughtful and relevant questions to support their reflection assignments on careers abroad. The course will provide a self-evaluation that will help point students towards careers that best fit their interests and abilities. It will also introduce students to many different careers abroad and the process of finding work abroad and following through with the process.

CLD 345 | DESIGNING A CAREER ABROAD | 2 quarter hours (Undergraduate)

This 2-credit course is part of a two course series. The series is designed to help undergraduate students, who are interested in working abroad, with an opportunity to assess values, skills, interests and career options as well as connect with alumni who are working abroad in London, England. In this second course of the series, students will learn how their recent study abroad experience as well as their academic courses, campus activities and work experience will transfer to the workplace and be of interest to potential employers. Students will then identify the wealth of transferable skills they have already acquired, which will give employers concrete evidence of their qualifications for positions. These transferable skills, such as how to communicate clearly and effectively, the ability to be creative and solve complex problems, and having had multicultural experiences are characteristic of a liberal arts education and are much in demand. At the end of the course, students will learn how to articulate both their academic accomplishments and transferable skills in a way that will impress potential employers.

**CLD 500 | DESIGN YOUR LIFE & CAREER | 2 quarter hours
(Graduate)**

Thinking like a designer can transform the way one approaches their career and life planning. This course employs a design thinking approach to help graduate students develop a constructive and effective approach to finding and designing their lives and careers after graduation. Students in this course will explore different options for the future, clarify their values and goals, focus and target their efforts, prototype and test elements of paths that interest them, and map their next steps. Using the mindset and toolkit of a designer, students will work on these issues through discussions, assigned readings, reflections, individual coaching, and in-class exercises. By the end of the course, students will be able to: 1) Articulate and reflect upon one's work view, academic view, and worldview. 2) Demonstrate a growth mindset using a design thinking approach. 3) Apply the skills of self-management and wayfinding to chart a personal life and career path. 4) Integrate educational and career planning strategies to design next steps after graduation. 5) Explain and evaluate life after graduation planning successes, challenges and commitments moving forward.

**CLD 505 | DEVELOP YOUR CAREER TOOLKIT | 2 quarter hours
(Graduate)**

Your Career Toolkit is a collection of essential assets that help to ensure your career success. From resumes and cover letters to CVs and research statements, LinkedIn profiles to personal value propositions - it is important to understand how to effectively communicate brand YOU. Through this course, you will have the opportunity to develop a toolkit that will support you in your academic and/or industry career pursuits! By the end of the course, students will be able to: -Articulate their personal brand and personal value proposition. -Create effective and authentic toolkit documents. -Demonstrate effective interviewing skills -Build professional connections within their field.

**CLD 530 | PROFESSIONAL SKILLS FOR CAREER SUCCESS | 2 quarter hours
(Graduate)**

The workplace is constantly evolving, and employers are increasingly taking a skills-based approach to hiring. Developing a strong set of professional skills is more important now than ever, as they can set you up for career success by allowing you to differentiate yourself from other candidates in today's competitive job market. This course offers a variety of upskilling topics to help build your professional skill set and advance your career. By the end of this course, students will be able to: -Understand the importance of upskilling; -Identify how upskilling contributes to their career success; -Demonstrate proficiency in a new professional skill; -Articulate the value of the professional skill in their career toolkit.

Catholic Studies (CTH)

**CTH 110 | THE CHRISTIAN EXPERIENCE | 4 quarter hours
(Undergraduate)**

An introductory course surveying the range of traditions that have emerged within the Christian movement, and offering an historical perspective on the life and thought of Christian communities, and their prospects for the future. Cross-listed as REL 110.

**CTH 180 | INTRODUCTION TO CATHOLICISM | 4 quarter hours
(Undergraduate)**

An examination of the breadth of the Catholic experience from a 1st-century Jewish religious movement to a 21st-century global religion.

**CTH 181 | INTRODUCTION TO WORLD CATHOLICISM | 4 quarter hours
(Undergraduate)**

This course examines the Roman Catholic tradition in its global dimensions, specifically the implications of the shift of the majority of Catholics from the global North to the global South—Africa, Asia, and Latin America—over the course of the twentieth century. The course explores such themes as the expansion of Catholicism in Africa and Asia, the decline of Catholicism in Latin America, European missionary movements in the South, the adaptation of Catholicism to African and Asian and Latin American cultures, Catholic politics in the South, and different images of Christ in poor countries. This course will adopt a multidisciplinary approach to these questions, using history, theology, literature, sociology, and art.

**CTH 182 | THE LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES | 4 quarter hours
(Undergraduate)**

An examination of the diverse nature of Latino religion, from its indigenous roots to its institutional forms, within the social and political context of American culture. Cross-listed with REL 113.

**CTH 183 | THEMES IN CATHOLIC SOCIAL THOUGHT | 4 quarter hours
(Undergraduate)**

An initial, systematic examination of major themes in modern Catholic social thought. Cross-listed as REL 183.

**CTH 190 | METHODS OF BIBLICAL INTERPRETATION | 4 quarter hours
(Undergraduate)**

This course will survey methods of biblical interpretation. Literary, historical, cultural, and theological methodologies will be studied and applied to Old and New Testament texts.

**CTH 202 | CATHOLICS AND SCRIPTURE | 4 quarter hours
(Undergraduate)**

This course serves as an introduction to the content of the Old and New Testaments and to Catholic ways of reading Scripture. The course will cover, for example, passages from Genesis, Exodus, the historical writings, the prophets, the Gospels, and the letters of Paul. The course will also treat questions of canon, interpretation, and the relation of Scripture to tradition. Formerly CTH/REL 190 Catholicism and Biblical Interpretation/Interpreting Sacred Texts.

**CTH 203 | WHAT CATHOLICS BELIEVE | 4 quarter hours
(Undergraduate)**

This course will cover the basic elements of Catholic belief, following the pattern of the Nicene Creed. The course will deal with God, Jesus Christ, salvation, the Holy Spirit, the Church, sacraments, and the afterlife, as these ideas have been discussed and debated in classical, modern, and contemporary periods.

**CTH 205 | CATHOLICISM IN WORLD HISTORY I: JESUS TO 1500 | 4 quarter hours
(Undergraduate)**

A study of the development of the Catholic Church from the time of Jesus to the Renaissance. Religious movements, piety and art as well as theology and ecclesiastical history will be examined. Cross-listed as REL 213 and HST 261.

**CTH 206 | CATHOLICISM IN WORLD HISTORY II: MODERN & POST-MODERN TIMES | 4 quarter hours
(Undergraduate)**

A study of the development of Catholicism since 1500 exploring the Catholic Reformation, Catholicism's encounter with the Enlightenment, the missionary movement and the Catholic Church in the United States. Cross-listed with REL 214 and HST 262.

CTH 209 | THEORIES OF THE CHURCH: CONCEPTS AND CONTROVERSIES | 4 quarter hours**(Undergraduate)**

Introduction to several ecclesiologies that co-exist in Catholicism. Both historical and contemporary ecclesiologies will be considered. Cross-listed as PSC 335.

CTH 210 | CATHOLIC SOCIAL TEACHING | 4 quarter hours**(Undergraduate)**

This course will introduce students both to the development of Catholic Social Teaching (CST) and the lived witness of social engagement by a variety of Catholics in varied contexts. The course will cover texts essential to the foundations of CST. Witnesses who embody, challenge and contribute to Catholic Social Teaching may also be explored. Some sections will study CST with a specific focus, such as the Catholic Church's involvement in global healthcare or Catholicism's role in public life within a particular culture.

CTH 212 | ANCIENT ISRAEL: HISTORY, LITERATURE AND RELIGION | 4 quarter hours**(Undergraduate)**

The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions. Cross-listed with REL 232.

CTH 213 | THE NEW TESTAMENT | 4 quarter hours**(Undergraduate)**

A critical investigation of the New Testament. Topics include the earliest Christian writings (letters of Paul), the production of "gospels" about Jesus, and the development of early churches in the context of ancient history and society. Cross-listed with REL 233.

CTH 214 | THE HISTORICAL JESUS | 4 quarter hours**(Undergraduate)**

An investigation of the early Christian Gospels and other sources for reconstructing the life of Jesus of Nazareth. The relation of historical reconstruction and religious interpretation, and the significance of conflicting interpretations of Jesus, will also be considered. Cross-listed as REL 238.

CTH 215 | VARIETIES OF EARLY CHRISTIANITY | 4 quarter hours**(Undergraduate)**

An examination of multicultural diversity in early Christianity through a study of materials excluded from the New Testament canon; Christian apologists defending the church against pagan intellectuals and Roman imperial magistrates; comparisons of early Christian fiction and ancient Greek novels; and an examination of Gnostic writings. Cross-listed as REL 234.

CTH 218 | THE BIBLE AS LITERATURE | 4 quarter hours**(Undergraduate)**

This course is an introduction to the major stories and literary genres of the Bible, e.g. myths, poems, parables, gospels, letters.

CTH 220 | EARLY CATHOLIC HISTORY: ORIGINS AND EXPANSION | 4 quarter hours**(Undergraduate)**

This course is an introduction to the history of the Catholic Church and the evolution of Christian thought and practices, from the early Church to the thirteenth century. The course will cover the emergence of Christian communities throughout the Near East, Europe, Asia, and North Africa, and study these communities in their cultural, social, and political contexts through foundational texts and works of art. Main topics: The Early Church; Councils and Heresies; Missions in Northern Europe; Charlemagne, Carolingians and a new Roman Empire; Monasticism; Eastern Orthodoxy; Christianity and Islam (the Age of the Crusades); the Mystical Tradition; the Investiture Controversy. Cross-listed with REL 206 and HST 218.

CTH 221 | CATHOLIC HISTORY FROM MEDIEVAL TO MODERN: REFORM AND REVOLUTION | 4 quarter hours**(Undergraduate)**

This course provides an overview of the history of Catholicism and its interactions with political and social history from 1200 to the French Revolution. The main topics of the class are the origin of the Universities and Scholasticism; St. Francis and St. Dominic and their impact on Medieval Society; the Challenges to Papal Monarchy; Humanism and Erasmus; the impact of the Reformation; the Council of Trent; the geographic discoveries of the New World; the Enlightenment and the Scientific Revolution; the Catholic Church and the French Revolution. Cross-listed with REL 207 and HST 219.

CTH 222 | CATHOLICISM IN THE MODERN AGE: SECULAR AND SACRED | 4 quarter hours**(Undergraduate)**

This course will offer a survey of the political, cultural and intellectual history of the Catholic Church from 1789 through the early twenty-first century. It will include discussions of the Catholic Church in relation to the French Revolution; the Catholic Church and the formation of modern nation-states (including, inter alia, the unification of Italy and the German Kulturkampf); the relation between the Church and Liberalism; intellectual movements like theological Modernism and ressourcement theology; the First Vatican Council; the Church, Fascism and Communism; the Second Vatican Council; the Emergence of a Global Church, Latin American Liberation Theology, and more. Cross-listed with REL 208 and HST 220.

CTH 223 | THE SECOND VATICAN COUNCIL | 4 quarter hours**(Undergraduate)**

A detailed exploration of the history, issues, personalities, theologies and results of Vatican II studied against the backdrop of modernity and post-modernity.

CTH 226 | ROMAN CATHOLIC SPIRITUAL LITERATURE | 4 quarter hours**(Undergraduate)**

A study of the foundational religious experiences that underlie the Roman Catholic tradition, of the narratives they generate, and of their representations in various media such as poetry, music, myths, sacred legends and apologetic stories.

CTH 228 | MEDIEVAL MYSTICS IN EUROPE: 1000-1600 A.D. | 4 quarter hours**(Undergraduate)**

The evolution of theories and experiences of human union with God, and of varied Christian spiritual paths and practices as described in mystical literature, saint's lives, religious art and music. Emphasis on the monastic, urban and courtly institutional context of the documents. Cross-listed with HST 213.

**CTH 229 | CATHOLICISM AS A SPIRITUAL PATH | 4 quarter hours
(Undergraduate)**

An experience-centered study of the relationship between contemplation and action, prayer and service, liturgy and social justice, personal religious experience and the wider experience of Catholics. Both historical as well as contemporary spiritualities will be explored. Cross-listed as REL 284.

**CTH 230 | THINKING ABOUT GOD | 4 quarter hours
(Undergraduate)**

This course centers on the question of the relationship between reason and faith, between as it were "thinking" and "God." According to the Catholic tradition, reason's search for wisdom initiated by such classical thinkers as Plato and Aristotle is fulfilled in Christian faith. As such, it regards philosophy "as a mode of reflection that holds God as the source of all being and action and brings multiple disciplines together into a lived synthesis" (Vision Statement, Department of Catholic Studies). This holistic vision entails theses regarding the character of reason as open to theology and faith as an extension of reason. It entails the Christian doctrines of the Logos, the Trinity, revelation, and sin. It requires careful considerations of the human person's powers of intellect and will. It extends to considerations of the relationship between the theological virtues of faith, hope, and charity that in turn extend to all of the moral life. And it must offer an account of reasonableness that begins to answer the challenges of Nominalism, the Reformation, the Enlightenment, and postmodernity. Possible topics of a more interdisciplinary nature include the public/private distinction, the compatibility of science and religion, and the validity of truth claims in a pluralistic world.

**CTH 231 | ROMAN CATHOLIC LITURGY | 4 quarter hours
(Undergraduate)**

A study of the emergence, meaning and dynamics of community, and of the interaction between community and ritual in the Roman Catholic tradition. Cross-listed as REL 281.

**CTH 233 | LA MORENITA DE CHICAGO: FAITH, CULTURE AND IDENTITY IN MEXICAN CATHOLICISM | 4 quarter hours
(Undergraduate)**

The course will enable the students to "read" the image of Our Lady of Guadalupe in distinct contexts, especially in the light of the struggle of the Mexican Catholic community in Chicago and will allow them to think and write about the image of la Morenita de Chicago (an affectionate term used by Mexican-Americans to refer to the image that literally translates as "the brown-skinned woman of Chicago"). The learning process will lead to an integration of varied personal experiences, guided theological reflection, and the common study of history, art, culture, and politics.

**CTH 238 | ANCIENT PHILOSOPHY | 4 quarter hours
(Undergraduate)**

A study of selected thinkers and issues from ancient Greece. Cross-listed with PHL 293.

**CTH 239 | MEDIEVAL PHILOSOPHY | 4 quarter hours
(Undergraduate)**

A study of selected thinkers and issues from the Medieval period. Cross-listed as PHL 294.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**CTH 240 | TOPICS IN CATHOLIC THOUGHT | 4 quarter hours
(Undergraduate)**

A study of selected topics and controversies.

**CTH 241 | VIRTUE ETHICS | 4 quarter hours
(Undergraduate)**

The intellectual framework for this course is a rich strand in the Catholic moral tradition called virtue ethics. Virtue ethics begins with the universal human question: how can I be happy? Its answer is in part the diverse activities that make up happiness called virtues. This course focuses on primary sources.

**CTH 243 | ROMAN CATHOLIC THEOLOGICAL THINKING | 4 quarter hours
(Undergraduate)**

A study of the Roman Catholic tradition of "faith seeking understanding" examining the content and the process of emergence of Catholic beliefs about such matters as God, sin, Jesus Christ, revelation, the church and eschatology. Cross-listed with REL 280.

**CTH 244 | DEBATES ABOUT GOD | 4 quarter hours
(Undergraduate)**

A study of classical and contemporary arguments regarding the existence and meaning of "God" as developed in a variety of theistic traditions. Cross-listed as REL 200.

**CTH 246 | INTRODUCTION TO CHRISTIAN ETHICS | 4 quarter hours
(Undergraduate)**

This course is an introductory study of the basic themes of Christian ethics. Particular attention will be paid to the Roman Catholic moral tradition, including such topics as the virtues, the natural law, moral decision-making and narrative. Cross-listed as REL 201.

**CTH 247 | ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT | 4 quarter hours
(Undergraduate)**

A study of Roman Catholicism's understanding of its relation to the social world, including such matters as the relation between Church and state, and the moral authority of the Church, and of its teaching on such issues as social ethics, politics and economics. Cross-listed with REL 283.

**CTH 248 | CONTEMPORARY MORAL ISSUES | 4 quarter hours
(Undergraduate)**

A study of the relations between religious beliefs and moral action to be carried out through an examination of the ethical and moral response of Catholicism to selected moral issues such as war and peace, sexual behavior, etc.

**CTH 249 | NATURE, COSMOS AND GOD: CATHOLICISM AND SCIENCE | 4 quarter hours
(Undergraduate)**

A constructive correlation of Catholic thought and contemporary scientific theory about the origins and development of the universe. Modern and contemporary cosmologies will be put into dialogue with Christology, Trinity and Incarnation. A particular concern will be today's environmental crisis and an authentically Christian response.

**CTH 250 | ART IN THE SPANISH AMERICAN EMPIRE | 4 quarter hours
(Undergraduate)**

This course offers a critical survey of the art of colonial Latin America (circa 1520s-1820s), from the Caribbean to Mexico, Central America, and South America. Framed by the Spanish Conquest of the 16th century and Independence in the early 19th century, lectures will survey state-sanctioned arts of the Iberian colonizers, including the foundations of the Catholic Church across the "New World" landscape. Race will be a frequent issue of discussion as we consider both indigenous American and African participation in social realities and artistic practice in this colonial context. Cross-listed with HAA 246 and LST 246.

CTH 251 | CATHOLIC THEMES IN CONTEMPORARY CINEMA | 4 quarter hours**(Undergraduate)**

This course will explore and examine the interaction of Catholic themes, symbols, and images through Hollywood and foreign films. Students are required to analyze films outside of class, give oral presentations, and compose papers on selected films. Cross-listed with MOL 319.

CTH 252 | BYZANTINE ART | 4 quarter hours**(Undergraduate)**

This course will explore the art of the Byzantine Empire from the founding of Constantinople in A.D. 330 to the fall of the city to the Ottomans in 1453. Lectures and readings will primarily focus on how contemporaries understood and interacted with a diverse group of monuments and objects now classified as Byzantine art. Significant attention will be devoted to how works of art functioned in the service of imperial and ecclesiastical ideology. Discussions will analyze how Byzantine art was appreciated and appropriated in both the medieval Mediterranean and in modern scholarship. Cross-listed with HAA 234.

CTH 253 | CONQUEST AND CONVERSION: THE ART OF THE EARLY MIDDLE AGES | 4 quarter hours**(Undergraduate)**

This course explores the art of the Medieval period from a broad range of cultures: Early Christian, Byzantine, Islamic, Carolingian, and Ottonian. We will discuss major stylistic trends and explore the relationship between art, culture, and religion. Works of art will be evaluated in terms of their social functions in the societies that produced them and our analysis will incorporate the perspectives of both the producers (patrons, artists) and consumers of art. Cross-listed as HAA 231.

CTH 254 | THE AGE OF CATHEDRALS: THE ART OF THE LATER MIDDLE AGES | 4 quarter hours**(Undergraduate)**

This course will explore the art of the late Medieval period from a broad range of cultures and styles: Byzantine, Romanesque, Gothic, and Islamic. We will discuss major stylistic trends and explore the relationship between art, culture, and religion. Works of art will be evaluated in terms of their social functions in the societies that produced them and our analysis will incorporate the perspectives of both the producers (patrons, artists) and consumers of art. Cross-listed as HAA 232.

CTH 255 | ANCIENT AND MEDIEVAL ART | 4 quarter hours**(Undergraduate)**

A survey of the principal works of architecture, sculpture, painting and the industrial arts created in the Mediterranean basin and in Europe from the Byzantine through the Gothic age.

CTH 256 | ITALIAN RENAISSANCE ART | 4 quarter hours**(Undergraduate)**

This course provides an overview of the history of Italian Renaissance art and architecture in Italy's primary centers of artistic production. Cross-listed as HAA 237.

CTH 257 | BAROQUE ART | 4 quarter hours**(Undergraduate)**

Starting in 1600, from the vantage point of the Counter-Reformation and the rise of modern European states, Baroque Art covers the principal works of art & architecture; artists and patrons; and a wide sweep of social, religious, and political, conditions that impacted cultural thinking and production in the 17th century. Attention is focused on the most prominent artistic centers in Italy, the Spanish Netherlands, England, Spain, the Dutch Republic, and France. The in-class lectures with discussion are accompanied by field work to the Baroque collections of the Art Institute of Chicago. Cross-listed as HAA 238.

CTH 258 | NORTHERN RENAISSANCE ART | 4 quarter hours**(Undergraduate)**

This course features the most significant works of art, their artists & patrons, the social and economic aspects of artistic production, and the dominant cultural issues that flowed brilliantly in Northern Europe - above all, in France, the Netherlands, Bohemia, and German-speaking lands - between 1300 and 1600, during the volatile period of the Renaissance and the outbreak of the Protestant Reformation. Although Flemish oil painting offers the most evident legacy of the Northern Renaissance to the casual museum visitor, this course also introduces the most important outputs in printmaking, sculpture, and the industrial arts, as in tapestry weaving and the fabrication of luxury articles in metalwork. Cross-listed with HAA 236.

CTH 260 | ART, LITURGY AND LIFE | 4 quarter hours**(Undergraduate)**

This class examines how beauty and its antithesis, ugliness, permeate Catholic life and thought. Students will be introduced to the topic by considering examples from a variety of media, including ritual, painting, sculpture, architecture, crafts, and mural art. The students will learn not only how works of art accompany the performance and celebration of worship but also how Christians have learned to discern the living presence of the incarnate form of the divine Word within both art and liturgy. This course will demonstrate with concrete examples how art in Catholicism is the nexus that joins spirituality and liturgy. Theoretical orientation can be gleaned from the Christian theological tradition (St. Augustine, Hans Urs von Balthasar), Christian aesthetic theory (Jacques Maritain, Flannery O'Connor, Walker Percy, or Alejandro Garcia Rivera), liturgical reformers (Odo Cassel, Louis Bouyer, or Virgil Michel), or the document of Vatican II on liturgy, namely, Sacrosanctum Concilium.

CTH 261 | CATHOLIC FAITH AND MUSICAL EXPRESSION | 4 quarter hours**(Undergraduate)**

An investigation of the relationship between Catholic life and music. The development of Catholic service music (masses, canticles, hymns, motets, etc.) as well as religious choral works may be studied.

CTH 264 | CATHOLICISM AND LITERATURE | 4 quarter hours**(Undergraduate)**

Christianity claims that the Word of God became flesh in a human being. It also claims that the story of this human being is found in a book, and that a specific community has protected the proper interpretation of this book. Whatever else Christianity is, it is a history of people telling stories. In this course, we will examine six different genres that Christians have used to tell their story. These are: criticism, gospel, poem, memoir, novel, and short story. The course will introduce students both to different types of literary genres and to essential ideas in Christian theology. These ideas include: prayer, conversion, sacraments, and the like.

CTH 265 | LITERATURE AND THE SACRED | 4 quarter hours**(Undergraduate)**

How human beings across cultures express their intimations of ultimate meaning in a variety of genres ranging from aphorisms and autobiographies to mythic and fictional narratives. Cross-listed with REL 223.

CTH 266 | CONTEMPORARY SPIRITUAL MEMOIRS | 4 quarter hours**(Undergraduate)**

Religious faith is not simply a matter of doctrine or abstract ideas. It is a way of life. In this course, we will examine how five authors describe their own faith – its joys, its struggles, and how it shapes their own lives. We will read selections from memoirs by Thomas Merton, Flannery O'Connor, Kaya Oakes, Amy Andrews and Jessica Griffith, and Richard Rodriguez.

**CTH 270 | JESUS ACROSS CULTURES | 4 quarter hours
(Undergraduate)**

A study of the multiple and diverse (primarily theological, but also literary, artistic and philosophical) historical and contemporary images of Jesus, as a way of understanding the diversity of the Christian tradition and its impacts on society, and of understanding the issue of plurality or diversity itself in religious traditions. Cross-listed with REL 273.

**CTH 271 | ROMAN CATHOLICISM'S ENCOUNTER WITH OTHER RELIGIONS | 4 quarter hours
(Undergraduate)**

A study of how Roman Catholicism understands and responds to other religious traditions, other ways of being religious, and how the encounter with those other traditions affects Roman Catholicism's understanding of itself and its teachings. Cross-listed with REL 285.

**CTH 273 | HISTORY OF THE CATHOLIC CHURCH IN THE U.S. | 4 quarter hours
(Undergraduate)**

This course traces the developments of the Catholic Church from the missionary enterprise to the position of a major social, political and economic institution. The course will examine the manner in which the hierarchical institution of the Catholic Church has related to the Liberal ideal of American Democracy. Cross-listed with HST 243.

**CTH 274 | IRELAND: RELIGION AND THE CONTEMPORARY "TROUBLES" | 4 quarter hours
(Undergraduate)**

An examination of the role of two Christian denominations (Protestant and Roman Catholic) in the more recent "Troubles" in the north of Ireland. Attempts to discover the contributions of religious differences in fueling and resolving the animosities between the Unionist and Republican sides; studies the social-historical dimension of the troubles and the Protestant and Catholic religious activities and official responses to them. Cross-listed with IRE 103.

**CTH 275 | MEDIEVAL PEOPLE: 400 TO 1400 A.D. | 4 quarter hours
(Undergraduate)**

The important components of European society during the Middle Ages, including rulers, knights, and peasants, churchmen and nuns, urban merchants, intellectuals, and artisans. Who were these Medieval people, what differentiated them, how did they interact with each other, and how and why did these interactions change over time? Cross-listed with HST 171.

**CTH 276 | CATHOLICISM IN AFRICA | 4 quarter hours
(Undergraduate)**

This course will study African Catholicism: (1) as a religious heritage dating back to the first century, reaching its climax in the conquest of Alexandria and the entrenchment of the Roman Empire in Africa; (2) as a cross-cultural and socio-political movement which has affected and changed Africa through the Trans-Atlantic Slave Trade, Colonialism, Western Missionary activities in Africa, Western education and the integration of Africa into global Christianity and World Catholicism; (3) as an unique and contemporary African Christian religious movement with her own identity, mission, and character which is redefining the future of Christianity beyond the African continent. Key themes: African church history, African spirituality, African Traditional Religions and cultures, African ecology, church and development in Africa, biblical and Pentecostal movements in Africa; religion and peace, religion and social transformation in Africa.

**CTH 279 | CATHOLICISM AND THE FAMILY | 4 quarter hours
(Undergraduate)**

An historical and theological study of the family in Catholic life and thought. Images of family life in contemporary film and literature will be given special consideration.

**CTH 280 | RELIGION AND EDUCATION IN WESTERN CULTURE | 4 quarter hours
(Undergraduate)**

A study of the relationship between Catholicism and education in Western culture. The historical relationship between Catholic faith and educational institutions will be studied. A major part of the course will explore the theological meaning of education with special attention to the issues of freedom and indoctrination, moral education, authorities in education and issues of the modern Western university.

**CTH 282 | GOD, JUSTICE AND REDEMPTIVE ACTION | 4 quarter hours
(Undergraduate)**

A practicum and seminar combining student participation in social outreach programs with an examination of the theological and ethical issues raised therein. Students will volunteer at a field site for the quarter.

**CTH 288 | IRELAND, 1450-1800, CONQUEST, COLONIZATION & REBELLION | 4 quarter hours
(Undergraduate)**

This course offers a survey of Irish history from the end of the middle ages to the union of Ireland and Great Britain in 1800. It traces the ways in which Ireland was brought under great English (later British) control through processes of agreement, conquest and colonization; and the ways in which various groups within Ireland sought to resist such developments. Cross-listed with HST 266 and IRE 101.

**CTH 289 | IRELAND, 1800 - 2000 | 4 quarter hours
(Undergraduate)**

Survey of Irish history from 1800 to 2000. Examines the course of Irish history from the Act of Union (creating the United Kingdom), through the struggles and reforms of the 19th century (Catholic Emancipation, the Famine and Irish diaspora, Fenianism, Land Reform and Home Rule), to the creation of the modern nation-state of the 20th century (the Easter Rising, partition and civil war, the role of Eamon deValera, the Republic, and the Troubles). Topics include the contributions of Irish culture and its influence in Europe and the world. Cross-listed with HST 268 and IRE 102.

**CTH 290 | THE LIFE AND TIMES OF VINCENT DE PAUL | 4 quarter hours
(Undergraduate)**

A study of Vincent de Paul in his cultural and religious context.

**CTH 291 | VINCENT DE PAUL AND HIS WORLD | 4 quarter hours
(Undergraduate)**

This course has four objectives: 1. To separate the Vincent of "myth" from the Vincent of "history." The "person" Vincent de Paul from the "saint." 2. Contextualize Vincent de Paul within his 17th century world. 3. Recover the role of Louise de Marillac and women in founding the Vincentian tradition. 4. Explore the re-contextualization of Vincent de Paul for the 21st century.

**CTH 292 | WOMEN AND SAINT VINCENT DE PAUL | 4 quarter hours
(Undergraduate)**

The changing roles of women in 17th century France, the importance of women in Vincent de Paul's life, the key relationships of Vincent with Madame de Gondi, Jane de Chantel and Louise de Marillac will be studied in depth. The flowering of Vincent's new conception of possibilities for women in the Ladies of Charity, the Daughters of Charity and other groups of women will be explored.

**CTH 293 | NOTABLE VINCENTIAN WOMEN | 4 quarter hours
(Undergraduate)**

An historical study of the Vincentian charism and how notable women embraced the Vincentian mission in roles of service as wives, mothers, widows, educators, nurses, spiritual leaders, and advocates for those who are poor. Among such women are Louise de Marillac, Elizabeth Bayley Seton, Rosalie Rendu, etc.

**CTH 294 | THE ART OF CRUSADING | 4 quarter hours
(Undergraduate)**

This course focuses on the Crusades. More specifically, it focuses on the world within which the Crusades were born and the Levantine kingdom built as a result of their initial success. Our study will depend on primary artistic, literary, and archaeological materials, as well as the secondary scholarship that has identified and interpreted these materials. Our understanding of this historical moment will be nuanced by the questions we ask of both. The payoff will be an appreciation for the religious, social, political, and artistic forces that defined the twelfth and thirteen centuries in Europe and in the Mediterranean basin, leading as they did to such fascinating phenomena as pilgrimage, the cult of relics, chivalry, holy war, the rise of military orders, and the establishment of the Latin Kingdom of Jerusalem itself. Cross-listed with HAA 233 and HST 211.

**CTH 295 | OZANAM: A VINCENTIAN LIFE | 4 quarter hours
(Undergraduate)**

Catholics have an outstanding experience of social justice and action. For years they have advocated for a fairer economy and reduction of inequalities. In the context of Covid-19 crisis, Pope Francis called again for solidarity and debt relief for poor nations (April 2020). Lay and religious Vincentians have actively contributed to this reflection. Frederic Ozanam (1813-1853) is one of the most famous. Romantic, writer, historian and economist, politician, journalist, traveler, warm friend, passionately in love of his family, he founded the Society of St. Vincent de Paul when he was a student. It is now a charity of 800,000 members in one hundred countries, including the USA. This course will explore the brief but rich life of a man who faced a divided society, and look at how his legacy is relevant for us. It will encourage students to look for parallels between past and present situations, to discover other Vincentians (men and women) and practices oriented to social justice and action. The course is based on lectures, readings, videos, Vincentian materials, interviews, and presentations.

**CTH 336 | THEORIES OF INTERPRETATION | 4 quarter hours
(Undergraduate)**

Philosophical hermeneutics and biblical interpretation. Cross-listed with PHL 355.

**CTH 337 | GREEK AND MEDIEVAL THOUGHT | 4 quarter hours
(Undergraduate)**

A study of selected thinkers and issues from the ancient Greek and Medieval periods.

**CTH 338 | EARLY MODERN PHILOSOPHY | 4 quarter hours
(Undergraduate)**

A study of some of the main philosophers and philosophical movements from the 17th to the 19th centuries. Cross-listed as PHL 295.

**CTH 339 | PHILOSOPHY SINCE KANT | 4 quarter hours
(Undergraduate)**

A study of some of the most influential thinkers of the last 150 years. PHL 100 or HON 105 is a prerequisite for this course.

**CTH 341 | LIBERATION THEOLOGY: THEORY AND PRACTICE | 4 quarter hours
(Undergraduate)**

Focuses upon the ideas and practices of a radical movement for the transformation of Christianity and for social justice that originated in the "Basic Christian Communities" of Latin America and spread from there to North America and the Third World. Cross-listed as REL 351 and PAX 331.

**CTH 350 | LOVE IN THE CHRISTIAN TRADITION | 4 quarter hours
(Undergraduate)**

Christians claim that "God is love" (1 John 4:8). In this course, we will examine representative texts in the Christian tradition that try to understand what it could mean to say that God is love. We will read texts from the Bible through the early, medieval, modern, and contemporary Church. These texts will include works of theology, philosophy, and literature.

**CTH 354 | SPECIAL TOPICS IN CATHOLIC THOUGHT | 4 quarter hours
(Undergraduate)**

Special topics in Catholic Thought; see schedule for current offerings.

**CTH 369 | SPECIAL TOPICS IN THE ART, MUSIC AND LITERATURE OF CATHOLICISM | 4 quarter hours
(Undergraduate)**

Special topics in the Art, Music and Literature of Catholicism; see schedule for current offerings.

**CTH 382 | GOD, JUSTICE AND REDEMPTIVE ACTION I | 2 quarter hours
(Undergraduate)**

A practicum and seminar combining student participation in social outreach programs with an examination of the theological and ethical issues raised therein. Students will volunteer at a field site for the quarter.

**CTH 383 | GOD, JUSTICE, AND REDEMPTIVE ACTION II | 2 quarter hours
(Undergraduate)**

A practicum and seminar combining student participation in social outreach programs with an examination of the theological and ethical issues raised therein. Students will volunteer at a field site for the quarter.

**CTH 386 | THE CATHOLIC CHURCH IN WORLD POLITICS | 4 quarter hours
(Undergraduate)**

Catholicism as it affects (and is affected by) world politics. Various topics might include war and peace, global economy, immigration, nationalism, etc. Cross-listed with PSC 345.

**CTH 389 | SPECIAL TOPICS IN THE SOCIAL DIMENSION OF CATHOLICISM | 4 quarter hours
(Undergraduate)**

SPECIAL TOPICS IN THE SOCIAL DIMENSION OF CATHOLICISM.

**CTH 391 | VINCENT DEPAUL: THE MAN AND THE SAINT | 4 quarter hours
(Undergraduate)**

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent's life.

**CTH 397 | INTERNSHIP | 4 quarter hours
(Undergraduate)**

INTERNSHIP.

**CTH 398 | SENIOR SEMINAR | 4 quarter hours
(Undergraduate)**

SENIOR SEMINAR.

**CTH 399 | ADVANCED STUDY | 1-6 quarter hours
(Undergraduate)**

Independent Study.

Catholic Theological Union (CTU)

CTU 410 | TOPICS IN RELIGIOUS STUDIES | 3-4.5 quarter hours (Graduate)

Select Topics in Religious Studies. Course Taught at the Catholic Theological Union.

CTU 420 | TOPICS IN CATHOLIC STUDIES | 3-4.5 quarter hours (Graduate)

Select Topics in Catholic Studies. Course Taught at the Catholic Theological Union.

Chemistry (CHE)

CHE 100 | OUR CHEMICAL WORLD | 4 quarter hours (Undergraduate)

A course for non-science majors that develops the essential concepts of chemistry with some focus on applications of these methods and ideas toward a particular aspect of human activity or condition. Only one of series 100-102 may be taken for credit.

CHE 101 | EXPLORING MATTER | 4 quarter hours (Undergraduate)

A course for non-science majors that develops the fundamental concepts of chemistry with experimental exploration to complement the methods and ideas encountered in reading and discussion in class. Only one of series 100-102 may be taken for credit.

CHE 102 | MOLECULES THAT SHAPED THE WORLD | 4 quarter hours (Undergraduate)

A course for non-science majors that presents how molecules and basic chemical concepts have shaped our world. Introductory concepts in chemistry, focusing on atomic and molecular structure and reactivity, will be placed in the larger context of the development of modern human civilization and culture. Topics of discussion may include the roles molecules have played in shaping: cuisine, energy, health, medicine, fashion, environmental policy, and others.

CHE 103 | ENVIRONMENTAL CHEMISTRY | 4 quarter hours (Undergraduate)

A discussion and laboratory exploration of the technological origins, effects, and control of environmental pollutants.

CHE 104 | CHEMICALS, DRUGS AND LIVING SYSTEMS | 4 quarter hours (Undergraduate)

A discussion of the molecular basis of the interaction of specific chemical compounds (chiefly pharmaceuticals and drugs) with living organisms.

CHE 105 | EXPLORING NUTRIENTS/SCIENCE OF NUTRITION | 4 quarter hours (Undergraduate)

A discussion and laboratory exploration of the chemical molecules which supply nutrients for living organisms. This course also includes a quantitative project, applicable to the individual student, to enhance the understanding of the principles of nutrition.

CHE 106 | GEOCHEMISTRY | 4 quarter hours (Undergraduate)

This course for non-science majors that introduces students to basic chemical and geological concepts through a discussion of the chemical principles and scientific laws governing the composition and chemical transformation of the components making up the Earth. Major topics include the scientific method, reporting and treatment of quantitative data, introduction to the basic principles of matter, chemical reactivity, and radioactive decay.

CHE 107 | PROTEINS AND THEIR GENES | 4 quarter hours (Undergraduate)

A discussion and laboratory introduction to many aspects of proteins: their chemical structures, biological functions, how genes store the information to make them, and how changes in genes can lead to changes in proteins, and to cancer and other diseases.

CHE 109 | FORENSIC CHEMISTRY | 4 quarter hours (Undergraduate)

Discussion and laboratory exploration of the application of modern science to problems in criminology, evidence, art, and archaeology.

CHE 116 | GENERAL, ORGANIC AND BIOLOGICAL CHEMISTRY I | 3 quarter hours (Undergraduate)

First course of a two-quarter sequence designed to introduce the physical and chemical properties of molecules. This course will cover: atomic and molecular structure, the states of matter, description of gases, preparation of solutions, acid/base chemistry, reactions and equilibrium and introduction to structure and conventional drawing of organic molecules.

CHE 117 is a co-requisite for this class.

CHE 117 | GENERAL, ORGANIC AND BIOLOGICAL CHEMISTRY LABORATORY I | 1 quarter hour (Undergraduate)

This laboratory course introduces students to basic chemical laboratory techniques, while providing hands-on experience and applications related to CHE 116 course material.

CHE 116 is a co-requisite for this class.

CHE 118 | GENERAL, ORGANIC AND BIOLOGICAL CHEMISTRY II | 3 quarter hours (Undergraduate)

Second course of a two-quarter sequence designed to introduce the physical and chemical properties of molecules. This course will cover: basic reactivity of organic functional groups relevant to biological systems, description of biomolecules (proteins, carbohydrates, nucleic acids and lipids), enzyme and vitamin chemistry, nucleic acid and protein synthesis and metabolic pathways and energy production.

C- or better in CHE 116 and CHE 117 are prerequisites for this class.

CHE 119 is a co-requisite for this class.

CHE 119 | GENERAL, ORGANIC AND BIOLOGICAL CHEMISTRY LABORATORY II | 1 quarter hour (Undergraduate)

This laboratory course continues to practice basic laboratory skills learned in CHE 117, while introducing new organic and biochemical techniques related to CHE 118 course material.

C- or better in CHE 116 and CHE 117 are prerequisites for this class.

CHE 119 is a co-requisite for this class.

CHE 120 | GENERAL CHEMISTRY IP | 5 quarter hours (Undergraduate)

This introductory course for science majors covers the same subject matter and sequence of topics as that of CHE 130, however this course includes additional coverage of fundamental chemistry concepts and more in-class time devoted to developing problem-solving skills. CO-REQUISITE(S): CHE131 and MAT 130 if math placement indicates MAT 130 (5 quarter hours)

Placement by the Chemistry Placement Test is a prerequisite for this class. CHE 131 is a co-requisite for this class. MAT 130 is a prerequisite for this class (determined by Math placement test score).

**CHE 122 | GENERAL CHEMISTRY IIP | 5 quarter hours
(Undergraduate)**

Second course of three in the General Chemistry series that covers the same material as that of CHE 132, however this course includes additional coverage of fundamental chemistry concepts and more in-class time devoted to developing problem-solving skills. CO-REQUISITE(S): CHE133 (5 quarter hours)

A grade of C- or better in (CHE 120 or CHE 130) and in CHE 131 are prerequisites for this class. CHE 133 is a co-requisite for this class.

**CHE 128 | BASIC CHEMICAL CONCEPTS | 3 quarter hours
(Undergraduate)**

This course develops the fundamental concepts of chemistry and basic quantitative reasoning. This course is suitable to prepare students to take General Chemistry I (CHE130 or CHE 136). (3 quarter hours)

CHE 129 and MAT 130 or higher are a corequisite for this class.

**CHE 129 | BASIC CHEMICAL CONCEPTS LABORATORY | 1 quarter hour
(Undergraduate)**

Laboratory course to be taken in conjunction with CHE128. (1 quarter hour)

CHE 128 and MAT 130 or higher are a corequisite for this class

**CHE 130 | GENERAL CHEMISTRY I | 3 quarter hours
(Undergraduate)**

This introductory course for science majors emphasizes the composition of matter, atomic and molecular structure, bonding and chemical reactions. It is the first in the three-course sequence of General Chemistry. CO-REQUISITE(S): CHE131 (3 quarter hours)

MAT 130 is a pre-requisite for this class. CHE 131 is a co-requisite for this class.

**CHE 131 | GENERAL CHEMISTRY I LABORATORY | 1 quarter hour
(Undergraduate)**

Laboratory course to be taken in conjunction with CHE 120 or CHE 130. The experimental techniques provide hands-on experience with the course material in CHE 120 and CHE 130. CO-REQUISITE(S): CHE 120 or CHE 130 (1 quarter hour)

Either CHE 120 or CHE 130 is a co-requisite for this class.

**CHE 132 | GENERAL CHEMISTRY II | 3 quarter hours
(Undergraduate)**

Second course of three in the General Chemistry series. Topics discussed include: states of matter, phase transitions, properties of solutions, kinetics and equilibrium. CO-REQUISITE(S): CHE 133 (3 quarter hours)

A grade of C- or above in CHE 131 and (CHE 122 or CHE 120 or CHE 130) are prerequisites for this class. CHE 133 is a co-requisite for this class.

**CHE 133 | GENERAL CHEMISTRY LABORATORY II | 1 quarter hour
(Undergraduate)**

Laboratory course to be taken in conjunction with CHE 122 or CHE 132. The experimental techniques learned in lab provide hands-on experience with the course material in CHE 122 and CHE 132. CO-REQUISITE(S): CHE 122 or CHE 132 (1 quarter hour)

A minimum grade of C- in (CHE 120 or CHE 130) and in CHE 131 are prerequisites for this class. CHE 122 or CHE 132 is a corequisite for this class.

**CHE 134 | GENERAL CHEMISTRY III | 3 quarter hours
(Undergraduate)**

Third of three courses in the General Chemistry sequence. Topics discussed include: chemical equilibrium in aqueous solution (acids and bases, solubility, complex ion formation), thermodynamics (entropy and free energy), electrochemistry, chemistry of d-block elements and descriptive chemistry. CO-REQUISITE(S): CHE 135 (3 quarter hours)

A minimum grade of C- in (CHE 122 or CHE 132) and in CHE 133 are prerequisites for this class and CHE 135 is a corequisite for this class.

**CHE 135 | GENERAL CHEMISTRY LABORATORY III | 1 quarter hour
(Undergraduate)**

Laboratory course to be taken in conjunction with CHE 134. The experimental techniques provide hands-on experience with the course material in CHE 134. CO-REQUISITE(S): CHE 134 (1 quarter hour)

A minimum grade of C- in (CHE 122 or CHE 132) and in CHE 133 are prerequisites for this class and CHE 134 is a corequisite for this class.

**CHE 136 | GENERAL CHEMISTRY I | 5 quarter hours
(Undergraduate)**

This course is a rigorous introductory course in general chemistry covering topics such as composition of matter, atomic and molecular structure, bonding and chemical reactions, common states of matter, properties of solutions, phase transitions. Students must coregister for CHE 137, the laboratory course. (5 quarter hours)

MAT 130 or equivalents or placement by test is a prerequisite for this class.

**CHE 137 | GENERAL CHEMISTRY I LABORATORY | 1 quarter hour
(Undergraduate)**

Laboratory course to be taken in conjunction with CHE 136. This laboratory course introduces students to basic chemical laboratory techniques. (1 quarter hour)

MAT 130 or equivalents or placement by test is a prerequisite for this class.

**CHE 138 | GENERAL CHEMISTRY II | 5 quarter hours
(Undergraduate)**

This course is a continuation of CHE136 covering topics including kinetics, chemical equilibrium in aqueous solution (acids and bases, solubility, complex ion formation), thermodynamics (entropy and free energy), electrochemistry, chemistry of d-block elements and descriptive chemistry. Students must coregister for CHE 139, the laboratory course. (5 quarter hours)

A minimum grade of C- in CHE 136 and CHE 137 is a prerequisite for this class.

**CHE 139 | GENERAL CHEMISTRY II LABORATORY | 1 quarter hour
(Undergraduate)**

This laboratory course is a continuation of CHE137, emphasizing additional quantitative and qualitative laboratory techniques to coincide with CHE138 content. (1 quarter hour)

A minimum grade of C- in CHE 136 and CHE 137 is a prerequisite for this class.

**CHE 140 | UNIVERSITY CHEMISTRY I | 3 quarter hours
(Undergraduate)**

The subject matter and sequence of topics are similar to that of the General Chemistry sequence (CHE 130-132-134), however this course is designed for students who are prepared for a more thorough and systematic study of chemistry including increased emphasis on the connection between chemical and physical topics. This is the first of a three-course sequence of University Chemistry. This course meets for three hours of lecture and one hour of discussion per week. Students must co-register for the laboratory companion course, CHE 141. (3 quarter hours)

MAT 131 and completion of the Chemistry Assessment Examination is a prerequisite of this class.

**CHE 141 | UNIVERSITY CHEMISTRY LABORATORY I | 1 quarter hour
(Undergraduate)**

Laboratory course to be taken in conjunction with CHE 140. This course meets weekly for three hours. The experimental techniques provide hands-on experience with the course material in CHE140. Students must co-register for the lecture companion course, CHE140. (1 quarter hour)

MAT 131 and completion of the Chemistry Assessment Examination is a prerequisite of this class.

**CHE 142 | UNIVERSITY CHEMISTRY II | 3 quarter hours
(Undergraduate)**

Second course of three in the University Chemistry sequence. This course meets for three hours of lecture and one hour of discussion per week. Students must co-register for the laboratory companion course, CHE 143. (3 quarter hours)

A grade of C- or higher in CHE 140 and CHE 141 is a prerequisite for this class.

**CHE 143 | UNIVERSITY CHEMISTRY LABORATORY II | 1 quarter hour
(Undergraduate)**

Laboratory course to be taken in conjunction with CHE 142. The course meets weekly for three hours. The experimental techniques provide hands-on experience with the course material in CHE 142. Students must co-register for the lecture companion course, CHE142. (1 quarter hour)

A grade of C- or higher in CHE 140 and CHE 141 is a prerequisite for this class.

**CHE 144 | UNIVERSITY CHEMISTRY III | 3 quarter hours
(Undergraduate)**

Third course of three in the University Chemistry sequence. This course meets for three hours of lecture and one hour of discussion per week. Students must co-register for the laboratory companion course, CHE 145. (3 quarter hours)

A grade of C- or higher in CHE 142 and CHE 143 is a prerequisite for this class. A grade of C- or higher in CHE 142 and CHE 143 is a prerequisite for this class.

**CHE 145 | UNIVERSITY CHEMISTRY LABORATORY III | 1 quarter hour
(Undergraduate)**

Laboratory course to be taken in conjunction with CHE 144. The course meets weekly for three hours. The experimental techniques provide hands-on experience with the course material in CHE 144. Students must co-register for the lecture companion course, CHE144. (1 quarter hour)

A grade of C- or higher in CHE 142 and CHE 143 is a prerequisite for this class. A grade of C- or higher in CHE 142 and CHE 143 is a prerequisite for this class.

**CHE 202 | APPLIED PROBABILITY AND STATISTICS | 2 quarter hours
(Undergraduate)**

This is a lecture course that introduces students to concepts related to the statistical analysis of experimental data, covering material from uncertainty, significant figures, and propagation of error through least squares fitting to descriptions and applications of several statistical distributions. (2 quarter hours)

A grade of C- or better in (CHE 134 and CHE 135) or (CHE 138 and CHE 139) or (CHE 144 and CHE 145) is a prerequisite and CHE 204 is a co-requisite for this class.

**CHE 204 | ANALYTICAL CHEMISTRY | 3 quarter hours
(Undergraduate)**

Use of equilibrium chemistry to solve problems of chemical analysis in acid-base, solubility, metal-ligand complex, and electrochemical systems. CO-REQUISITE: CHE 205. (3 quarter hours)

A grade of C- or better in (CHE 134 and CHE 135) or (CHE 138 and CHE 139) or (CHE 144 and 145) is a prerequisite for this class. CHE 205 is a co-requisite.

**CHE 205 | ANALYTICAL CHEMISTRY LABORATORY | 1 quarter hour
(Undergraduate)**

Laboratory to be taken in conjunction with CHE 204. Methods include wet chemistry and instrumental techniques of analysis. CO-REQUISITE(S): CHE 204. (1 quarter hour)

A grade of C- or better in (CHE 134 and CHE 135) or (CHE 138 and CHE 139) or (CHE 144 and CHE 145) is a prerequisite for this class. CHE 204 is a co-requisite.

**CHE 228 | SURVEY OF ORGANIC CHEMISTRY | 3 quarter hours
(Undergraduate)**

This one-quarter course gives students an overview of the fundamentals of organic chemistry and its applications in health and environmental sciences. This is a survey course meant for students who do not need to learn a full year of organic chemistry. Emphasis is on the structure, function, and reactivity of the major classes of organic compounds.

This course meets for six hours per week: three hours of traditional lecture and three hours of lab. The course is suitable for nursing and environmental science students; it does not substitute for any traditional organic chemistry course. CO-REQUISITE(S): CHE 229. (3 quarter hours)

A grade of C- or better in (CHE 132 and CHE 133) or (CHE 138 and CHE 139) is a prerequisite for this class.

**CHE 229 | SURVEY OF ORGANIC CHEMISTRY LABORATORY | 1 quarter hour
(Undergraduate)**

Laboratory to be taken in conjunction with CHE 229. CO-REQUISITE(S): CHE 228. (1 quarter hour)

A grade of C- or better in (CHE 132 and CHE 133) or (CHE 138 and CHE 139) is a prerequisite for this class.

**CHE 230 | ORGANIC CHEMISTRY I | 3 quarter hours
(Undergraduate)**

First in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecule and the language and fundamental concepts of organic chemistry, including: structure and bonding; acid-base reactions; functional groups; thermodynamics and kinetics of organic reactions; stereochemistry; substitution and elimination reactions of alkyl halides. (3 quarter hours)

A minimum grade of C- in (CHE 134 and CHE 135) or (CHE 138 and CHE 139) is a prerequisite for this class.

**CHE 231 | ORGANIC CHEMISTRY LABORATORY I | 1 quarter hour
(Undergraduate)**

Laboratory to be taken in conjunction with CHE 230. (1 quarter hour)

A minimum grade of C- in ([CHE 134 and CHE 135] or [CHE 138 and CHE 139] or [CHE 144 and CHE 145]) is a prerequisite for this class.

CHE 230 is a corequisite for this class.

**CHE 232 | ORGANIC CHEMISTRY II | 3 quarter hours
(Undergraduate)**

Second in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules. Specific topics investigated include the reactivity and synthesis of alcohols, ethers, epoxides, alkenes, alkynes, alkanes, conjugated, and aromatic compounds. To be taken in conjunction with CHE 233. (3 quarter hours)

A minimum grade of C- in CHE 230 and CHE 231 is a prerequisite for this class. CHE 233 is a corequisite for this class.

**CHE 233 | ORGANIC CHEMISTRY LABORATORY II | 1 quarter hour
(Undergraduate)**

Laboratory to be taken in conjunction with CHE 232. (1 quarter hour)

A minimum grade of C- in CHE 230 and CHE 231 is a prerequisite for this class. CHE 232 is a corequisite for this class.

**CHE 234 | ORGANIC CHEMISTRY III | 3 quarter hours
(Undergraduate)**

Third in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules. Specific topics investigated include the reactivity and synthesis of carbonyl compounds; amines; and bio-molecules. To be taken in conjunction with CHE 235. (3 quarter hours)

A minimum grade of C- in CHE 232 and CHE 233 is a prerequisite for this class. CHE 235 is a corequisite for this class.

**CHE 235 | ORGANIC CHEMISTRY LABORATORY III | 1 quarter hour
(Undergraduate)**

Laboratory to be taken in conjunction with CHE 234. (1 quarter hour)

A minimum grade of C- in CHE 232 and CHE 233 is a prerequisite for this class.

**CHE 236 | ORGANIC CHEMISTRY I | 5 quarter hours
(Undergraduate)**

First in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules, and the language and fundamental concepts of organic chemistry. Specific topics that are covered include the following: structure and bonding; acids and bases; functional groups; thermodynamics and kinetics of organic reactions; alkanes; stereochemistry; alkyl halides and nucleophilic substitution; elimination reactions; alcohols, ethers and epoxides; alkenes; alkynes; oxidation and reduction. CO-REQUISITE(S): CHE 237. (5 quarter hours)
C- or better in (CHE 134 and CHE 135) or (CHE 138 and CHE 139) are a prerequisite for this class.

**CHE 237 | ORGANIC CHEMISTRY I LABORATORY | 1 quarter hour
(Undergraduate)**

Laboratory to be taken in conjunction with CHE 236. CO-REQUISITE(S): CHE 236. (1 quarter hour)

C- or better in (CHE 134 and CHE 135) or (CHE 138 and CHE 139) are a prerequisite and CHE 236 is a corequisite for this class

**CHE 238 | ORGANIC CHEMISTRY II | 5 quarter hours
(Undergraduate)**

Second in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules, and the language and fundamental concepts of organic chemistry. Specific topics that are covered include the following: conjugation, resonance, and dienes; benzene and aromatic compounds; electrophilic aromatic substitution; carboxylic acids; organometallic reagents; carbonyl substitution and addition reactions; aldehydes and ketones; carbonyl condensation reactions; amines; bio-molecules. To be taken in conjunction with CHE 239. (5 quarter hours)

A minimum grade of C- in CHE 236 and CHE 237 is a prerequisite for this course.

**CHE 239 | ORGANIC CHEMISTRY II LABORATORY | 1 quarter hour
(Undergraduate)**

Laboratory to be taken in conjunction with CHE 238. (1 quarter hour)

A minimum grade of C- in CHE 236 and CHE 237 is a prerequisite for this course.

**CHE 261 | INSTRUMENTAL ANALYSIS | 4 quarter hours
(Undergraduate)**

A lecture and lab course examining instrumentation in chemical analysis. Areas of focus include electronics and measurement theory, applied measurement statistics, chromatography, spectroscopy, and electroanalytical instruments and their applications.

Grades of C- or better in both CHE 204 and CHE 205 are prerequisites for this class.

**CHE 264 | ATMOSPHERIC CHEMISTRY | 3 quarter hours
(Undergraduate)**

Atmospheric chemistry with a focus on physical and chemical processes in the troposphere and stratosphere. CO-REQUISITE(S): CHE 265. (3 quarter hours)

C- or better in CHE 204 and CHE 205 are prerequisites for this course.

**CHE 265 | ATMOSPHERIC CHEMISTRY LABORATORY | 1 quarter hour
(Undergraduate)**

Laboratory to be taken in conjunction with CHE 264, with emphasis placed on gas phase and particulate measurements. CO-REQUISITE(S): CHE 264. (1 quarter hour)

C- or better in CHE 204 and CHE 205 are a prerequisite for this class.

**CHE 268 | SOLID WASTE CHEMISTRY | 3 quarter hours
(Undergraduate)**

Fundamental chemical processes involved in the processing of solid wastes. CO-REQUISITE(S): CHE 269. (3 quarter hours)

C- or better in CHE 204 and CHE 205 are prerequisites for this course.

**CHE 269 | SOLID WASTE CHEMISTRY LABORATORY | 1 quarter hour
(Undergraduate)**

Laboratory to be taken in conjunction with CHE 268. CO-REQUISITE(S): CHE 268. (1 quarter hour)

C- or better in CHE 204 and CHE 205 are prerequisites for this course.

CHE 300 | THERMODYNAMICS AND INTRODUCTION TO QUANTUM MECHANICS | 4 quarter hours**(Undergraduate)**

This course will cover topics in thermodynamics, including thermodynamic laws, chemical potential, and both phase and chemical equilibria. In addition, the postulates of quantum mechanics will be discussed, and these postulates will be applied to simple systems, allowing spectroscopic applications to be explored.

(C- or better in CHE 204 and CHE 205) and (C- or better in MAT 149 or MAT 152 or MAT 162 or MAT 172 or MAT 156) and (C- or better in PHY 152 or PHY 172 or PHY 156) are pre-requisites for this class.

CHE 302 | QUANTUM CHEMISTRY | 3 quarter hours**(Undergraduate)**

This is the first course in a three-quarter long physical chemistry sequence. This course focuses on quantum mechanics: a theoretical description of matter at the microscopic level. The energy levels of atoms and molecules will be derived; spectroscopic applications will be explored. Students must co-register for the laboratory companion course, CHE 303. (3 quarter hours)

D or better in CHE 300 is a pre-requisite for this class.

CHE 303 | EXPERIMENTAL PHYSICAL CHEMISTRY I | 1 quarter hour**(Undergraduate)**

Laboratory to be taken in conjunction with CHE 302. Introduction to essential skills and techniques of experimental physical chemistry. Topics include the use of data analysis software, computational methods, basic spectroscopy, and technical writing. CO-REQUISITE(S): CHE 302. (1 quarter hour)

(C- or better in CHE 204 and CHE 205) and (MAT 149 or MAT 152 or MAT 162 or MAT 172) and PHY 172 are prerequisites for this course.

CHE 304 | THERMOCHEMISTRY | 3 quarter hours**(Undergraduate)**

This is the second course in a three-quarter long physical chemistry sequence. This course explores the molecular-scale effects of quantum mechanics and thermodynamics. The understanding of quantum mechanics gained during CHE 302 is extended into the molecular regime, with a focus on bonding. The basic principles of thermodynamics are explored in detail. These principles are then applied to build up a detailed understanding of chemical equilibria and the properties of various states of matter. Students must co-register for the laboratory companion course, CHE 305. (3 quarter hours)

C- or better in CHE 302 and CHE 303 are a prerequisite for this class.

CHE 305 | EXPERIMENTAL PHYSICAL CHEMISTRY II | 1 quarter hour**(Undergraduate)**

Laboratory to be taken in conjunction with CHE 304. The goal of this laboratory course is to teach students essential skills and techniques of physical chemistry. Experimental work will focus on electronic spectroscopy and thermodynamics. CO-REQUISITE(S): CHE 304. (1 quarter hour)

C- or better in CHE 302 and CHE 303 are a prerequisite for this class.

CHE 306 | Kinetics and Statistical Thermodynamics | 3 quarter hours**(Undergraduate)**

This is the third course in a three-quarter long physical chemistry sequence. This course focuses on the connection between quantum mechanics and thermodynamics, as well as chemical kinetics. Topics discussed may include: kinetics, molecular dynamics, statistical mechanics, and transport properties. Students must co-register for the laboratory companion course, CHE 307. (3 quarter hours)

C- or better in CHE 302 is a pre-requisite for this class.

CHE 307 | EXPERIMENTAL PHYSICAL CHEMISTRY III | 1 quarter hour**(Undergraduate)**

Laboratory to be taken in conjunction with CHE 306. The goal of this laboratory course is to teach students essential skills and techniques of physical chemistry. CO-REQUISITE(S): CHE 306. (1 quarter hour)

C- or better in CHE 304 and CHE 305 are prerequisites for this course.

CHE 308 | PHYSICAL CHEMISTRY FOR BIOLOGICAL SCIENCE | 3 quarter hours**(Undergraduate)**

This course will cover various topics from the field of physical chemistry with an emphasis on applications to biological systems. Topics will include: quantum mechanics, thermodynamics, kinetics, and statistical mechanics. In all cases, the focus will be on the application of these topics to biological molecules, including DNA, RNA, and proteins.

Laboratory experiments will complement lecture topics, and may include examinations such as protein folding, isothermal calorimetry for protein-protein interactions, differential scanning calorimetry, and spectroscopic investigations of protein and DNA structure.

BIO 193, (C- or better in CHE 134/135, CHE 204/205), (PHY 150/151/152 or 170/171/172), and (MAT 147/148/149 or 150/151/152 or 160/161/162 or 170/171/172) are prerequisites for this class. CHE 309 is a co-requisite for this class.

CHE 309 | PHYSICAL CHEMISTRY FOR BIOLOGICAL SCIENCES LAB | 1 quarter hour**(Undergraduate)**

Laboratory experiments will complement lecture topics, and may include examinations such as protein folding, isothermal calorimetry for protein-protein interactions, differential scanning calorimetry, and spectroscopic investigations of protein and DNA structure.

BIO 193, (C- or better in CHE 134/135, CHE 204/205), (PHY 150/151/152 or 170/171/172), and (MAT 147/148/149 or 150/151/152 or 160/161/162 or 170/171/172) are prerequisites for this class. CHE 308 is a co-requisite for this class.

CHE 310 | NUCLEAR CHEMISTRY | 4 quarter hours**(Undergraduate)**

This is a course for advanced undergraduates and graduate students.

The course emphasizes the theory of radioactive decay, nuclear properties, mass-energy systematics, and nuclear applications.

(C- or better in CHE 205) and (PHY 152 or PHY 172) are prerequisites for this course.

CHE 315 | PHYSICAL CHEMISTRY LAB | 4 quarter hours**(Undergraduate)**

This four-credit laboratory course will include experiments related to thermodynamics, quantum mechanics, and kinetics. Experiments in computational chemistry may also be included. Students will be introduced to advanced software used for data analysis.

CHE 318 | BIOPHYSICAL CHEMISTRY | 4 quarter hours**(Undergraduate)**

This course is designed for advanced undergraduate students with an interest in the interdisciplinary field of biophysics. The course will focus on several subfields of biophysical chemistry, including: fluorescence as a tool in biophysics; protein folding; biophysical applications of single molecule fluorescence, atomic force microscopy, X-ray crystallography, mass spectrometry, and NMR spectroscopy. Additional topics will be selected by students from a list of possible choices.

C- or better in CHE 300 or CHE 302 or CHE 308 or CHE 340 is a pre-requisite for this class.

CHE 320 | INTERMEDIATE INORGANIC CHEMISTRY | 3 quarter hours (Undergraduate)

Lecture course emphasizing synthesis, structure and reactions of metal ligand compounds of general and biological interest. CO-REQUISITE(S): CHE 321. (3 quarter hours)

C- or better in (CHE 234 and CHE 235) or (CHE 238 and CHE 239) are a prerequisite for this class.

CHE 321 | INTERMEDIATE INORGANIC CHEMISTRY LABORATORY | 1 quarter hour (Undergraduate)

Laboratory to be taken in conjunction with CHE 320. CO-REQUISITE(S): CHE 320. (1 quarter hour)

C- or better in (CHE 234 and CHE 235) or (CHE 238 and CHE 239) are a prerequisite for this class.

CHE 326 | ORGANOMETALLIC CHEMISTRY | 3 quarter hours (Undergraduate)

Organometallic chemistry is the study of compounds that contain a metal-carbon bond, and thus unites the fields of organic and inorganic chemistry. Organometallic compounds are commonly employed throughout various chemical sub-industries for the synthesis of pharmaceuticals, liquid crystals, polymer precursors, fragrances, hormones and more. This course will provide an introduction to the fundamental structure and bonding of organometallic complexes, while offering an in depth study of the unique reaction mechanisms by which metals, particularly transition metals, react with organic molecules. Applications of these compounds and reactions to real-world industrial processes will also be presented to highlight the tremendous utility of this chemistry. Students must co-register for the laboratory companion course, CHE 327. (3 quarter hours)

C- or better in (CHE234 and CHE235) or (CHE238 and CHE239) are prerequisites for this course.

CHE 327 | ORGANOMETALLIC CHEMISTRY LABORATORY | 1 quarter hour (Undergraduate)

Laboratory to be taken in conjunction with CHE 326. This course is designed to provide the student with a thorough introduction to the experimental techniques utilized by practicing chemists in the synthesis, isolation, and characterization of organic compounds. CO-REQUISITE(S): CHE 326. (1 quarter hour)

C- or better in (CHE234 and CHE235) or (CHE238 and CHE239) are prerequisites for this course.

CHE 330 | SENIOR CAPSTONE IN THE PHYSICAL SCIENCES | 4 quarter hours (Undergraduate)

Capstone in the Physical Sciences. A course for graduating chemistry and physics majors to integrate physical science experience with non-scientific fields.

CHE 332 | POLYMER SCIENCE | 3 quarter hours (Undergraduate)

This course has been designed to expose students to various aspects of polymer science. The course will focus on the synthesis, structure, and properties of an array of both synthetic and natural polymers. Students will learn the means by which various classes of polymers are prepared and characterized, with an emphasis on the mechanisms of formation, including: free radical, cationic, anionic, condensation, and transition metal-mediated and catalyzed polymerization methods. The course will also highlight differences in the physical properties of polymers, and how such differences can be controlled and exploited for practical purposes. Students will also be introduced to more modern macromolecular materials including dendrimers and nanostructures. The applications of the polymers discussed in the course will also be presented in order to provide context for the real-world utility of these materials. Students must register for the co-requisite laboratory companion course, CHE 333.

C- or better in (CHE 234 and CHE 235) or (CHE 238 and CHE 239) are prerequisites for this course and CHE 333 is a co-requisite for this class.

CHE 333 | POLYMER SCIENCE LAB | 1 quarter hour (Undergraduate)

Laboratory to be taken in conjunction with CHE 332. This course is designed to provide students with practical skills in the area of polymer science. The course will cover topics related to the synthesis, isolation, and characterization of polymeric materials. Students must be co-registered for the lecture course CHE 332.

C- or better in (CHE 234 and CHE 235) or (CHE 238 and CHE 239) are prerequisites for this course and CHE 332 is a co-requisite for this class.

CHE 334 | NANOMATERIALS AND NANOTECHNOLOGY | 4 quarter hours (Undergraduate)

Nanotechnology is a well-established sector of our technology economy, driving much of the function of modern electronics. Nanomaterials and nanotechnology are also thriving research fields, both in industry and academia. This course will prepare students to work in this exciting and growing field. In the first section of the course we will explore what it means for something to be a nanomaterial, and how the properties of nanomaterials can be determined. In the second section of the course we will explore several nanotechnologies, identifying the mechanisms that facilitate the special functions of the nanomaterials used to produce them. Students will also get hands-on experience creating nanomaterials in a laboratory.

A minimum grade of C- in (CHE 134 and CHE 135) or (CHE 138 and CHE 139) is a prerequisite for this class.

CHE 340 | BIOCHEMISTRY I | 3 quarter hours (Undergraduate)

First in a three-course sequence, directed at those who wish an in- depth exploration of modern biochemistry. This course covers the structures and functions of the four major macromolecules, concentrating on enzyme kinetics and regulation. CO-REQUISITE(S): CHE 341. The general biology sequence is strongly recommended. (3 quarter hours)

A grade of C- or better in (CHE234 and CHE 235) or (CHE 238 and CHE 239) is a prerequisite for this course.

**CHE 341 | EXPERIMENTAL BIOCHEMISTRY I | 1 quarter hour
(Undergraduate)**

Laboratory to be taken in conjunction with CHE 340. This course will introduce classic and modern techniques for isolating and characterizing biological molecules. Topics covered will include buffer preparation; amino acid analysis; detection, quantification, and purification of proteins; enzyme kinetics; purification, amplification, and analysis of DNA; protein stabilization; and molecular interaction analysis. CO-REQUISITE(S): CHE 340. (1 quarter hour)

A grade of C- or better in (CHE234 and CHE 235) or (CHE 238 and CHE 239) is a prerequisite for this course.

**CHE 342 | BIOCHEMISTRY II | 3 quarter hours
(Undergraduate)**

Second in a three-course sequence, directed at those who wish an in- depth exploration of modern biochemistry. This course covers energy metabolism and biosynthetic pathways, with emphasis on their coordinated regulation. CO-REQUISITE(S): CHE 343. (3 quarter hours)
C- or better in CHE 340 and CHE 341 are a prerequisite for this class.

**CHE 343 | EXPERIMENTAL BIOCHEMISTRY II | 1 quarter hour
(Undergraduate)**

Laboratory to be taken in conjunction with CHE 342. Applications of basic techniques from CHE 341: DNA cloning and transformation; protein expression, purification, and characterization; and advanced biophysical methods. CO-REQUISITE(S): CHE 342. (1 quarter hour)
C- or better in CHE 340 and CHE 341 are a prerequisite for this class.

**CHE 344 | BIOCHEMISTRY III | 3 quarter hours
(Undergraduate)**

Third in a three-course sequence, directed at those who wish an in- depth exploration of modern biochemistry. This course covers metabolism, nucleic acid structure and replication, transcription and translation. Also included are methods of biotechnology and an introduction to reading the primary literature. CO-REQUISITE(S): CHE 345. (3 quarter hours)
C- or better in CHE 342 is a pre-requisite for this class.

**CHE 345 | EXPERIMENTAL BIOCHEMISTRY III | 1 quarter hour
(Undergraduate)**

Laboratory to be taken in conjunction with CHE 344. This course will introduce students to bioinformatics methods including protein function prediction and structure analysis, DNA/protein sequence analysis and alignment, and special topics laboratory techniques. CO-REQUISITE(S): CHE 344. (1 quarter hour)

C- or better in CHE 342 and CHE 343 are a prerequisite for this class.

**CHE 346 | PRINCIPLES OF BIOCHEMISTRY | 4 quarter hours
(Undergraduate)**

This course covers the key topics in biochemistry. These include non-covalent interactions, acid/base chemistry, chemical and three-dimensional structures of proteins/nucleic acids/lipids, hemoglobin oxygen binding, cytoskeletal and motor proteins, enzyme mechanisms/ kinetics, membrane and membrane proteins/transport, signaling, energy metabolism and biosynthesis. Formerly CHE 240. This course is not intended for students majoring in chemistry and does not count as a CHE 250+ in-depth course for the major.

C- or better in CHE 232 or CHE 238 is a prerequisite for this class.

**CHE 348 | CHEMICAL BIOLOGY | 4 quarter hours
(Undergraduate)**

This course introduces students to a new discipline spanning the fields of chemistry and biology in which chemical techniques and tools, often compounds produced through synthetic chemistry are used to study and manipulate biological systems in an effort to unravel biological problems and systems. The course will take a case study approach. Techniques encountered in the case study will be studied in depth. Primary literature will be used extensively in the in depth case study.

C- or better in CHE 340 is a prerequisite for this class.

**CHE 360 | MEDICINAL CHEMISTRY | 4 quarter hours
(Undergraduate)**

This course emphasizes organic chemical principles and reactions vital to drug design and drug action in the human body. Medicinal chemists design molecules that alter phenomena operating at the overlap of chemistry, biochemistry, cell biology, and pharmacology. This course introduces the conceptual frameworks and methods employed in drug development using case histories and mechanisms of clinically important drugs as illustrative examples.

C- or better in CHE 234 or CHE238 are prerequisites for this course.

**CHE 362 | DRUGS AND TOXICOLOGY | 4 quarter hours
(Undergraduate)**

This course covers the chemical and biological analysis of the metabolism and distribution of drugs, toxins and chemicals in animals and humans, and the mechanism by which they cause therapeutic and toxic responses. Metabolism and toxicity as a basis for drug development, metabolic polymorphisms and biomarkers of exposure are also covered.

C- or better in CHE 234 or CHE 238 is a prerequisite for this class.

**CHE 364 | NUTRITION | 4 quarter hours
(Undergraduate)**

This is a one-quarter course focused on the advanced chemical aspects of human nutrition. The topics include the nutritive and toxic content of foods and health effects, a review of basic metabolic processes, nutrient transport and storage systems, cell signaling and regulation, and hormonal regulation and fuel utilization.

C- or better in CHE 234 or CHE 238 and CHE 340 are a prerequisite for this class.

**CHE 376 | COMPUTATIONAL CHEMISTRY | 4 quarter hours
(Undergraduate)**

This course is designed to provide an accessible and practical introduction to computational chemistry. The course provides an overview of different methods commonly used in the field ranging from classical to quantum mechanical ab initio and density functional methods. PREREQUISITE(S): CHE302.

C- or better in CHE 302 is a prerequisite for this class.

**CHE 378 | APPLIED SPECTROSCOPY | 4 quarter hours
(Undergraduate)**

This course serves as an introduction to the methods of structural and spectral analysis typically employed in the identification of organic molecules. Many instrumental techniques exist for the investigation of chemical structures, each of which provides unique information about the composition and structure of a compound. This course does not heavily emphasize the theoretical aspects of spectroscopy and instrumentation, but focusing primarily on the application of these techniques through the interpretation of spectra of organic molecules, and reaction mixtures.

C- or better in (CHE234 and CHE235) or (CHE238 and CHE239) are prerequisites for this course.

**CHE 392 | INTERNSHIP | 4 quarter hours
(Undergraduate)**

Experiential learning experience in a government agency, industrial firm, business, or non-profit organization. (variable credit)

**CHE 394 | SEMINAR | 2 quarter hours
(Undergraduate)**

This course is required for all chemistry majors. This course is designed to enhance your ability to: critically read and summarize scientific literature, thoughtfully listen to a scientific seminar, articulate questions regarding a scientific seminar, and orally present a scientific paper. (2 quarter hours)

(CHE 234 and CHE 235) or (CHE 238 and CHE 239) and at least Junior year standing) or instructor permission is a prerequisite for this course. (CHE 234 and CHE 235 and at least Junior year standing) or instructor permission is a prerequisite for this course.

**CHE 397 | RESEARCH | 1-4 quarter hours
(Undergraduate)**

This course allows a student to work with a faculty member on a research project. Faculty consent and research contract are required to register for the course. This course is typically completed in one to four quarters at the discretion of the research advisor. The student is expected to gain skills in laboratory techniques and procedures in pursuing answers to a research project. (variable credit)

Junior standing is a prerequisite for this class.

**CHE 398 | CHEMISTRY THESIS | 1-4 quarter hours
(Undergraduate)**

This course requires faculty-guided experimental exploration of a research topic and both written (thesis) and oral (seminar and defense) presentation of results. This course is typically completed in two or three quarters (though it may be completed in one quarter at the discretion of the research advisor). The student is expected to gain skills in laboratory techniques and procedures in pursuing answers to a research project. The student will choose a faculty mentor and a project. The project may be based on lab or field research. The grade for the thesis will be based on the written document as well as on the oral seminar and defense presented to the Chemistry students and faculty and the student will graduate "with honors" from the department. This course may be taken more than one time for credit. (variable credit)

Junior standing is a prerequisite for this class.

**CHE 399 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

Independent study of chemistry on an informal basis by an individual in consultation with a department faculty member. Department consent required. (variable credit)

**CHE 422 | INORGANIC STRUCTURE AND REACTIVITY | 4 quarter hours
(Graduate)**

One of two courses in inorganic chemistry for advanced undergraduates and graduate students in the M.S. program. The course emphasis is variable, but topics covered will include the structure of inorganic compounds and inorganic reaction chemistry.

**CHE 424 | GROUP THEORY | 4 quarter hours
(Graduate)**

One of two courses in inorganic chemistry for advanced undergraduates and graduate students in the M.S. program. The course emphasis is variable, but the primary topics will be group theory and its application to inorganic compounds.

**CHE 430 | POLYMER SYNTHESIS | 4 quarter hours
(Graduate)**

This course focuses on the key synthetic organic chemistry methods for making polymers and coatings. A detailed consideration is given to the three types of polymerization reactions: step, chain, and ring-opening polymerizations. Practical application of polymer chemistry in society is a theme throughout the course.

**CHE 431 | POLYMER SYNTHESIS LABORATORY | 2 quarter hours
(Graduate)**

The goal of this lab course is to expose students to experimental polymer chemistry. This course focuses on the key synthetic methods for making polymers and basic structural characterization techniques. Practical application of polymer chemistry in society is a theme throughout the course. (2 quarter hours)

**CHE 432 | PHYSICAL CHEMISTRY OF POLYMERS | 4 quarter hours
(Graduate)**

This course looks at the broad subject of the physical chemistry of polymers and coatings. A detailed consideration is given to the role of molecular conformation and configuration in determining the physical behavior of polymers. Practical application of physical polymer chemistry in society is a theme throughout the course.

**CHE 434 | POLYMER CHARACTERIZATION | 4 quarter hours
(Graduate)**

This course looks at the broad subject of polymer characterization. A detailed consideration is given to major methods of analysis of chemical structure, molecular weight, morphology, and rheology. Practical application of polymer characterization in society is a theme throughout the course.

**CHE 435 | POLYMER CHARACTERIZATION LABORATORY | 2 quarter hours
(Graduate)**

The goal of this lab course is to expose students to hands-on polymer characterization techniques. This course will focus on the basic characterization techniques for determining structure and physical properties of polymers. Practical application of polymer characterization is a theme throughout the course. (2 quarter hours)

**CHE 436 | POLYMER TECHNOLOGY | 4 quarter hours
(Graduate)**

This course looks at the broad subject of the polymer and coatings technology. A detailed consideration is given to polymerization processes, and polymer and coatings processing. Practical application of polymer and coatings technology in society is a theme throughout the course.

**CHE 438 | MATERIAL SCIENCE | 4 quarter hours
(Graduate)**

This course looks at the broad subject of the materials science with emphasis on theory and applications of metals, ceramics, polymers, coatings and composites from atomic and macroscopic points of view. Practical application of materials science is a theme throughout the course.

CHE 442 | PROTEIN STRUCTURE AND FUNCTION | 4 quarter hours (Graduate)

One of two courses in biochemistry for advance undergraduates and graduate students in the M.S. program. An in-depth exploration of protein structure and function, this course surveys the common experimental and bioinformatics methods used by modern biochemists to study protein structure, folding, evolution, engineering, conformational dynamics, and enzymatic reactivity. Students will gain experience with and working knowledge of online databases and tools used by biochemists to formulate and test hypotheses related to the topics of the course.

CHE 444 | ADVANCED TOPICS IN PROTEIN BIOCHEMISTRY | 4 quarter hours (Graduate)

One of two courses in biochemistry for advanced undergraduates and graduate students in the M.S. program. Discussion and seminars in selected areas.

CHE 450 | ADVANCED MECHANISTIC ORGANIC CHEMISTRY | 4 quarter hours (Graduate)

One of two courses in organic chemistry for advanced undergraduates and graduate students in the M.S. program. This course emphasizes physical organic chemical models and experimental methods that are used to understand, predict, and control the outcomes of reactions in organic chemistry.

CHE 452 | ADVANCED SYNTHETIC ORGANIC CHEMISTRY | 4 quarter hours (Graduate)

One of two courses in organic chemistry for advanced undergraduates and graduate student in the M.S. program. This course emphasized classic and modern synthetic methods.

CHE 464 | COATINGS SCIENCE AND TECHNOLOGY | 4 quarter hours (Graduate)

This course will provide a concise review of the current scientific understanding in the field of polymer and coatings science with numerous practical applications to produce a basic understanding of polymers and coatings technology.

CHE 466 | COATINGS PROPERTIES AND APPLICATIONS | 4 quarter hours (Graduate)

This course will provide a concise review of basic principles involved in the characterization, properties, applications, and performance of coatings.

CHE 470 | STATISTICAL THERMODYNAMICS | 4 quarter hours (Graduate)

One of three courses in physical chemistry for advanced undergraduates and graduate students in the M.S. program. CHE470 is a course designed to provide an in-depth presentation of thermodynamics from a molecular perspective. The course builds upon foundations given in undergraduate courses on quantum chemistry, and thermochemistry. Starting with some basic principles of probability and probability distribution, it proceeds to the Boltzmann distribution law, and an introduction to microcanonical ensembles; then using the expressions of the quantum energy levels of some simple models, a systematic exploration of the proper formulation, evaluation, and application of partition functions is given. In short, this course develops a methodology to compute thermodynamic properties of macroscopic systems from knowledge of the quantized energies of individual molecules.

CHE 472 | MOLECULAR DYNAMICS | 4 quarter hours (Graduate)

One of three courses in physical chemistry for advanced undergraduates and graduate students in the M.S. program. CHE472 builds upon topics covered in a typical undergraduate-level course on chemical kinetics. Here, focus is placed on kinetics at the molecular level with an aim to understand how a reaction system behaves as it passes over a potential energy surface. Depending on time and student interest, specific topics in this course may include reaction rate theory, scattering theory, and surface interactions. Computer simulations may also be incorporated in this course.

CHE 474 | ADVANCED QUANTUM CHEMISTRY | 4 quarter hours (Graduate)

One of three courses in physical chemistry for advanced undergraduates and graduate students in the M.S. program. CHE474 is focused on quantum mechanics and will build on fundamental principles introduced in undergraduate quantum chemistry, including an examination of the particle-in-a-box, rigid rotor, and harmonic oscillator models. More advanced quantum mechanical topics such as the Dirac representation, wave packet motion, and time-dependent perturbation theory may also be explored. These topics can be used to understand phenomena such as coherent control of reactions, vibrational energy redistribution, and electronic energy transfer. The primary goals of this course are to: 1) increase students' understanding of quantum mechanical principles; 2) apply quantum mechanics to spectroscopic problems; and 3) expose students to modern literature related to quantum mechanics.

CHE 480 | SPECIAL TOPICS IN ANALYTICAL CHEMISTRY | 4 quarter hours (Graduate)

This course may be any topic related to chemical analysis, such as mass spectroscopy, electrochemical analysis, principles of chromatography, polymer properties, coatings, sampling methods, design of experiments, etc. This course may be repeated if the topics are different..

CHE 482 | SPECIAL TOPICS IN BIOCHEMISTRY | 4 quarter hours (Graduate)

This course may cover any topic related to biochemistry or medicinal chemistry. This course may be repeated if the topics are different.

CHE 484 | SPECIAL TOPICS IN INORGANIC CHEMISTRY | 4 quarter hours (Graduate)

This course may cover any topic related to inorganic chemistry. This course may be repeated if the topics are different.

CHE 486 | SPECIAL TOPICS IN ORGANIC CHEMISTRY | 4 quarter hours (Graduate)

This course may cover any topic related to organic chemistry. This course may be repeated if the topics are different.

CHE 488 | SPECIAL TOPICS IN PHYSICAL CHEMISTRY | 4 quarter hours (Graduate)

This course covers specific topics in the area of physical chemistry. Examples of topics include single molecule techniques, molecular electronic spectroscopy, interaction of electromagnetic radiation with particulate matter, and hydrogen bonding. This course may be repeated if the topics are different.

CHE 490 | ADVANCED PROBABILITY AND STATISTICS | 4 quarter hours (Graduate)

This course introduces students to statistical methods that can be used in error analysis of experimental data. Computers are used to apply concepts discussed in lecture to actual data sets. Offered: Winter of even-numbered years. Familiarity with Excel or a modern programming language is strongly recommended.

CHE 494 | SCIENCE WRITING AND COMMUNICATION | 4 quarter hours (Graduate)

The goal of this course is to prepare students to be effective writers and communicators in academic and industrial settings. The course is organized around learning how to write a scientific argument via modules that cover the nature of scientific fact, different genres of scientific writing (e.g., reports and proposals), writing collaboratively and presenting a scientific argument to a stakeholder audience.

CHE 497 | RESEARCH | 1-12 quarter hours (Graduate)

This course requires independent experimental exploration under the supervision of a faculty member. Thesis students must write a thesis based on their research project and successfully complete a two-part oral exam. The first part of the examination consists of the thesis presentation and defense; the second part is an oral examination concerning the student's general knowledge of chemistry. (variable credit)

CHE 499 | INDEPENDENT STUDY | 4.00 quarter hours (Graduate)

This course is for Master's students. Topic of the course varies. Credit hours vary. Course requires graduate program director approval each quarter.

CHE 502 | CANDIDACY MAINTENANCE | 0 quarter hours (Graduate)

This course is meant for Master's students not actively working on their thesis or final project. It is only used to maintain active student status. It will not give the student full- or half-time enrollment status and will not permit deferment of student loans. Course requires graduate program director approval each quarter. (0 credit hours)

Chinese (CHN)

CHN 101 | BASIC CHINESE I | 4 quarter hours (Undergraduate)

This course is an introduction to the study of standard modern Chinese, often referred to as Mandarin. It adopts the modern Chinese phonetic system, hanyupinyin, using simplified characters. This course aims at functional proficiency by developing the four aspects of communicative capabilities – listening, speaking, reading, and writing – through intensive practice. It also strives to improve students' structural accuracy, which in turn will increase functional proficiency, by dealing with the grammatical rules in such a way that students can internalize them. As language and culture interact with each other, this course will also help students gain insights into the Chinese people, their life, culture, customs and habits.

CHN 101S | BASIC CHINESE I FOR SUMMER | 6 quarter hours (Undergraduate)

(Covers the equivalent of CHN 101 and the first half of CHN 102.) The first half of beginning Chinese (Mandarin). Listening to, speaking, reading, and writing Chinese in a cultural context for the beginning student.

CHN 102 | BASIC CHINESE II | 4 quarter hours (Undergraduate)

This course is the second part of the three-quarter sequence on Basic Chinese. It helps students develop basic conversation skills as well as modern Chinese literacy. The dialect to be taught in the course is Mandarin. Simplified Chinese characters are mainly used in reading and writing although students are also exposed to the traditional form of Chinese characters throughout the course.

CHN 103 | BASIC CHINESE III | 4 quarter hours (Undergraduate)

This course continues to broaden and strengthen the foundation of Chinese language in both written and spoken formats. Based on knowledge gained in Basic Chinese I and II in terms of the origin and the elements of Chinese characters, the course expands students' collection of Chinese words and phrases to apply in both reading and writing. With the understanding of the phonetic systems of spoken Chinese as well as the structure of Chinese characters, students will continue to reflect on their learning and will share methods used to retain what they have learned in the class. The course combines language study with the exploration of Chinese culture and history.

CHN 103S | BASIC CHINESE III FOR SUMMER | 6 quarter hours (Undergraduate)

(Covers the equivalent of the second half of CHN 102 and all of CHN 103.) The second half of beginning Chinese (Mandarin). Further work on the basic elements of the Chinese language, spoken as well as written, with due regard to the cultural context of Chinese expression. CHN 101S or equivalent is recommended.

CHN 104 | INTERMEDIATE CHINESE I | 4 quarter hours (Undergraduate)

This course is the first part of the three-quarter course in Intermediate Chinese. It is offered to help students develop higher-level conversation skills as well as modern Chinese literacy. The dialect to be taught in the course is Mandarin. Simplified Chinese characters are mainly used in reading and writing, although students are also exposed to the traditional form of Chinese characters throughout the course. CHN 103 or equivalent, including placement test or permission of instructor, is recommended.

CHN 105 | INTERMEDIATE CHINESE II | 4 quarter hours (Undergraduate)

This course is the second part of the three-quarter course in Intermediate Chinese. It is offered to help students develop higher-level conversation skills as well as modern Chinese literacy. The dialect to be taught in the course is Mandarin Chinese. Simplified Chinese characters are mainly used in reading and writing, although students are also exposed to the traditional form of Chinese characters throughout the course. CHN 104 or equivalent, including placement test or permission of instructor, is recommended.

CHN 106 | INTERMEDIATE CHINESE III | 4 quarter hours (Undergraduate)

This course is the third part of the three-quarter course in Intermediate Chinese. It is offered to help students develop higher-level conversation skills as well as modern Chinese literacy. The dialect to be taught in the course is Mandarin. Simplified Chinese characters are mainly used in reading and writing, although students are also exposed to the traditional form of Chinese characters throughout the course. CHN 105 or equivalent, including placement test or permission of instructor, is recommended.

CHN 110 | INTENSIVE BASIC CHINESE I (FOR PARTICIPANTS IN STARTALK PROGRAM) | 4 quarter hours (Undergraduate)

An intensive introduction to reading, writing, and speaking Mandarin in a cultural context for the beginning student. For participants in the STARTALK PROGRAM.

**CHN 111 | INTENSIVE BASIC CHINESE II (FOR PARTICIPANTS IN STARTALK PROGRAM) | 6 quarter hours
(Undergraduate)**

An intensive introduction to reading, writing, and speaking Mandarin in a cultural context for the beginning student; continues CHN 110. For participants in the STARTALK Program.

**CHN 117 | INTENSIVE BASIC CHINESE I | 6 quarter hours
(Undergraduate)**

This is part I of a two-course sequence of hybrid Basic Chinese which is equivalent to the 1st-year sequence CHN101-102-103. The hybrid course is offered in two modules: Online Learning Module (OLM) in which students learn the online content on our course website and finish on-line assignments during the weekdays and the Face-to-Face Module (FtFM) in which you take tests and have conversational practices in a weekly class meeting every Friday afternoon. The class will focus on developing students' basic conversational and literary proficiency in Mandarin Chinese.

**CHN 118 | INTENSIVE BASIC CHINESE II | 6 quarter hours
(Undergraduate)**

This is part II of a two-course sequence of hybrid Basic Chinese which is equivalent to the 1st-year sequence CHN101-102-103. The hybrid course is offered in two modules: Online Learning Module (OLM) in which students learn the online content on the course website and finish on-line assignments during the weekdays and the Face-to-Face Module (FtFM) in which you take tests and have conversational practices in a weekly class meeting. The class will focus on developing students' basic conversational and literary proficiency in Mandarin Chinese. CHN 117 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 130 | MOLILSAP STUDY ABROAD | 2 quarter hours
(Undergraduate)**

This course is specially designed to complement the Modern Language Introductory Languages Study Abroad programs, linked to the third quarter of the first year language program. The course will be taught abroad.

**CHN 141 | INTENSIVE CHINESE | 4 quarter hours
(Undergraduate)**

Students will be encouraged to engage in primary research and field work, visiting local Asian American communities and community-based organizations. While the course will provide students with an introduction to issues linked to community-rooted research in Chicago, it will also enhance an awareness of the challenges of integrating: media or popular representations with reality; theory with practice, and "objective" research with social advocacy. Gaining new perspectives, students will be empowered to apply such knowledge and research skills in conducting a study of any community, particularly those that are least understood, such as the Asian American communities. Through such studies, students will take active roles in bringing such communities from the margins to the center of investigation, contributing to academic and popular interests.

**CHN 197 | SPECIAL TOPICS IN CHINESE | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**CHN 198 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**CHN 199 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)**

Variable credit.

**CHN 201 | ADVANCED CHINESE I | 4 quarter hours
(Undergraduate)**

This is the first course of third-year Chinese. Students will improve their communicative competence in all four areas of listening, speaking, reading, and writing. Emphasis will be on expansion of vocabulary, the mastery of more complex structural patterns and grammatical concepts, as well as the students' ability to apply in actual communication what they have learned in the classroom. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 202 | ADVANCED CHINESE II | 4 quarter hours
(Undergraduate)**

This course is offered to help students develop higher-level conversation skills as well as modern Chinese literacy. The dialect to be taught in the course is Mandarin. Simplified Chinese characters are mainly used in reading and writing, although students are also exposed to the traditional form of Chinese characters throughout the course. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 203 | ADVANCED CHINESE III | 4 quarter hours
(Undergraduate)**

This course is the third part of the three-quarter sequence in Advanced Chinese. It is offered to help students develop higher-level conversation skills as well as modern Chinese literacy. The dialect to be taught in the course is Mandarin. Simplified Chinese characters are mainly used in reading and writing, although students are also exposed to the traditional form of Chinese characters throughout the course. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 208E | CHINA'S CULTURAL SOFT POWER AND ITS FUTURE | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. Soft power is a political term coined by Joseph Nye in the 1980s to refer to a country's ability to attract and persuade other countries without coercion. According to certain metrics, a country's soft power can be measured by the quality of a country's political institutions, the extent of their cultural appeal, the strength of their diplomatic network, the global reputation of their higher education system, the attractiveness of their economic model, and a country's digital engagement with the world. Within three decades, China has transformed from an impoverished and self-secluded nation into a global powerhouse challenging the world's status quo. This course will explore China's soft power by analyzing multiple aspects of Chinese culture and its contemporary society and understand the prospects of China in the next generation. We will focus on the dramatic social cultural changes in China in the past decades that reflect its soft power or lack thereof and explore its long-term impact on the rest of the world. The readings and class discussions will engage topics on China's historical dynamics, unique cultural traditions, politics, economy, and international relations. Students will be exposed to and analyze comparative views analyzing and predicting China's future.

**CHN 209E | CHINESE YOUTH CULTURES | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. As China's economic and political influence grows on the world stage, it has become increasingly important to understand China's youth who as the next generation of leaders and workers will unquestionably shape the country's trajectory, and ultimately the world's geopolitical, economic, and cultural landscape. It is well documented that China's millennials and their younger siblings have witnessed greater and faster socioeconomic and demographic changes than previous generations. This course is designed to help students understand and analyze what it means to be young in such a fast-changing country that is ruled by one Party but continuously exposed to intense globalization.

**CHN 210E | CHINESE MYTHOLOGY | 4 quarter hours
(Undergraduate)**

Divinities, legendary animals, famous figures, and unicorns abound in China and are a realm of intrigue and fascination. China has had various faiths and ideologies during its history, all intertwined into Chinese tales. This is an introductory course intended for students with little or no background in Chinese studies. This course aims to introduce students to the vast mythology of China, which includes, along with the legend of the world's creation, the heroes (e.g., the Yellow Emperor, the Archer Yi, Chang'e, etc.), mythological animals (the dragon, the tiger, the phoenix, the Qilin, the Fu lion, the Nian monster, etc.), and ancient Taoist and Buddhist deities. Students will learn about Chinese myths from several different perspectives, including the relationship between myth and history, between myth and literature, and between myth and religion. Students will be expected to develop a critical stance in the study of Chinese mythology, in an endeavor to understand the historical origins of Chinese mythology and to appreciate the roles that myths have played in Chinese culture over the centuries. The primary focus will be on the earliest periods of Chinese history, and formative myths from the classical tradition to folktales and popular religion. This course is taught in English.

**CHN 211 | LANGUAGE AND SOCIETY IN MODERN CHINA | 4 quarter hours
(Undergraduate)**

This course explores contemporary society and culture through readings and discussions about the features and history of languages spoken in Mainland China, Taiwan, and Hong Kong. The course explores the mutual influence between language and cultural traditions including, social practices and values; the recent economic boom, the Internet; and English. The course is designed as a companion course to the intensive Chinese language study in the Chinese Summer Abroad program in Shanghai. The pre-travel portion of the course helps prepare students for their stay in Shanghai by introducing them to the general features of the society, culture and history. The on-site and post-travel portions will engage students in reflection, analysis and understanding of the experience. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 248E | CHINESE CALLIGRAPHY | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. This course provides an introduction to the art of Chinese calligraphy. Hands-on practice as well as history and theory of the art. This course is open to students with no background in Chinese calligraphy, language, literature, or culture.

**CHN 250E | CHINESE CINEMA -- A WINDOW ON CHINA | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. This course studies Chinese cinema, the visualized artistic reflection of Chinese society, ideology, and culture from four perspectives: Historical, directorial, thematic, and artistic. It will cover the history of Chinese cinema, from the birth of the first Chinese film through the Silent Age, 1st Golden Age, 2nd Golden Age, Pre- and-Post-War Era, Pre- and-Post "Cultural Revolution" Period, and the Fifth Generation up to the emerging Sixth generation and beyond. Through substantial exposure and analysis of selected movie classics and subsequent classroom discussions, students will be well informed about the major developments and trends of each period in the history of Chinese cinema. Students will also explore the historical backgrounds, artistic characteristics, and key directors and stars of important Chinese movies as well as cinematic terminologies, the formation of Chinese cinematic theories, and innovative cinematic techniques.

**CHN 252 | INTRODUCTION TO COMMERCIAL CHINESE | 4 quarter hours
(Undergraduate)**

This course will help students develop basic interpretive, presentational, and interactive skills that are needed in business-related Chinese social contexts. Students will learn pertinent vocabulary, idiomatic expressions, cultural information and etiquette in four conversational contexts as presented in four units in this course. Mandarin Chinese is used in the majority of instruction, although English is also employed to explain certain cultural information and relevant business etiquette. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 297 | SPECIAL TOPICS IN CHINESE | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**CHN 298 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**CHN 299 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)**

Variable credit.

**CHN 301 | ADVANCED SPEAKING | 4 quarter hours
(Undergraduate)**

This course is designed to help post-intermediate students of Chinese develop advanced-level Mandarin speaking skills. Students will acquire new vocabulary, structural patterns and language registers that will allow students to comprehend and discuss issues in Chinese in various social contexts. As this is an advanced level course, Chinese is the medium of instruction and is the focus of all class activities. Minimal English is expected in class communication. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 302 | ADVANCED READING & WRITING | 4 quarter hours
(Undergraduate)**

This course is designed to help post-intermediate students of Chinese to develop reading and writing skills in standard (Mandarin) Chinese, dealing with intermediate to advanced texts with carefully designed exercises to guide comprehension and strengthen reading and writing strategies. As this is an advanced level course, Chinese is the medium of instruction and is the focus of all class activities. Minimal English is expected in class communication. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 303 | ADVANCED WRITING | 4 quarter hours
(Undergraduate)**

This course is the third section of the fourth-year Chinese sequence with the aim of helping students develop advanced-level reading and writing skills in standard (Mandarin) Chinese. This course will focus on developing students' writing skills on formal and abstract topics. Students will also be exposed to various genres of written Chinese such as newspaper, magazines, and contemporary novels. As this is an advanced level course, Chinese is the medium of instruction and is the focus of all class activities. Minimal English is expected in class communication. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 305 | TANG DYNASTY LITERATURE AND CULTURE | 4 quarter hours
(Undergraduate)**

This is an introductory course to the history, art and interpretation of Tang Poetry, the zenith of classical Chinese poetry. Introductory readings are in English, and original poems in simplified and traditional Chinese will be selected for reading and discussion. Attention will also be given to the rewriting of Chinese literature in the age of globalization. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 319 | CONTEMPORARY CHINESE LITERATURE | 4 quarter hours
(Undergraduate)**

This is a survey course of Chinese literary history of the past seven decades in the contexts of Chinese historical and cultural circumstances. Students will examine representative works of the major literary genres such as poetry, novel (in excerpt), short story, drama (in excerpt), and the most recent online forms, such as blog essay. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 320 | CHINESE FOR BUSINESS | 4 quarter hours
(Undergraduate)**

This course is designed to help students who have finished at least three years of Chinese language learning to develop advanced-level Mandarin Chinese skills and cultural knowledge that are needed in Chinese-speaking business contexts. The focus will be on international business activities that involve Chinese-speaking professionals. You will develop relevant vocabulary, oral and literate skills, cultural information and etiquette that are needed when conducting business tasks in Chinese-speaking contexts. Mandarin Chinese is used as the primary language in class although English may be occasionally employed. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 321 | TRANSLATION | 4 quarter hours
(Undergraduate)**

Boosted by globalization and the Internet, the demand for translators is on the rise. This demand creates career opportunities for people with the knowledge of a second language. Chinese 321 - Translation Practice and Theories - is designed to help Chinese-language students grasp the skills and theories needed to render Chinese-to-English and English-to-Chinese translations. Through hands-on practice, a survey of major theories of translation, group and class discussions, and lectures, this course will teach students how to comprehend source texts accurately and deeply from both linguistic and cultural perspectives; how to express faithfully, fully, and coherently in the target language the idea of a source text; how to apply grammatical rules, rhetorical devices, diction, etc. in translation; how to use editing skills to enhance translation results; and how to use different language styles to render different materials. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 330 | MODERN CHINESE LITERATURE: 1919 - 1949 | 4 quarter hours
(Undergraduate)**

This course studies some of the highlights of modern Chinese literature since the May 4th Movement in 1919 to the pre-Mao era in 1949—literature produced during a period of unprecedented historical upheavals and that itself has been an arena for political, cultural, and aesthetic conflicts. Through a close study of some of the significant fiction, drama, and poetry students will not only gain a keen understanding of the central themes of modern Chinese but also a better understanding of modern Chinese society. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 331 | CHINESE CLASSIC FICTION: JOURNEY TO THE WEST | 4 quarter hours
(Undergraduate)**

Conceived and cultivated by the essence of nature for millions of years, out of a rock on the east subcontinent sprang a stone egg, which then turned into a monkey. This monkey, with miraculous fighting skills he had learned from a mysterious master, later became the disciple of a famous Buddhist monk and guarded him, with two other disciples in the incarnation of a pig-man and a water-man, through a long-and-danger-ridden journey to the West to seek sutra. What is hidden behind the mission of the journey? What is the purpose of this magic fiction? We will answer all these questions in this course. This course is designed for students with native-like Mandarin Chinese proficiency to develop deeper understanding of Chinese culture and critical literary analysis skills needed to appreciate one of the best-known Chinese classic literature.

**CHN 354 | INTRODUCTION TO CHINESE LINGUISTICS | 4 quarter hours
(Undergraduate)**

This course is aimed to introduce students to modern Mandarin Chinese linguistics. Students will explore the historical evolution of Chinese and understand the basic characteristics of Mandarin. CHN 106 or equivalent recommended. Cross-listed with CHN 454.

**CHN 360 | CHINESE POPULAR CULTURE AND SOCIAL MEDIA | 4 quarter hours
(Undergraduate)**

The course aims to survey contemporary Chinese pop culture in city life as well as social, cultural, and political dynamics shaped by and reflected in Chinese social media. Print and online media reports, excerpts from popular TV shows, films, documentaries, and literature will be used as reading and class discussion materials. Language use in various media genres will be discussed as well. Students are expected to use Mandarin Chinese as the primary language in the classroom. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

**CHN 370 | CHINESE CULTURE THROUGH FILM | 4 quarter hours
(Undergraduate)**

This course is a survey course in which a selection of films from the internationally acclaimed "new Chinese cinema" are used to help students better understand the history, politics, society and economy of China in different decades of the twentieth century. Students will place each film in its historical context, considering both its aesthetic form and sociopolitical content. Although both English and Mandarin will be used in class, students need to have good command of the Chinese language to understand and discuss sociolinguistic issues in certain films. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

CHN 395 | FOREIGN LANGUAGES ACROSS THE CURRICULUM | 2 quarter hours**(Undergraduate)**

The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Chinese. Students must have the equivalent of 106 or higher ability in Chinese to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

CHN 397 | SPECIAL TOPICS IN CHINESE | 4 quarter hours**(Undergraduate)**

See schedule for current offerings.

CHN 397E | SPECIAL TOPIC IN CHINESE STUDIES | 4 quarter hours**(Undergraduate)**

this is a generic course taught in English related to Chinese Studies.

CHN 398 | STUDY ABROAD | 1-8 quarter hours**(Undergraduate)**

Variable credit.

CHN 399 | INDEPENDENT STUDY | 0.5-8 quarter hours**(Undergraduate)**

Variable credit.

CHN 401 | ADVANCED SPEAKING | 4 quarter hours**(Graduate)**

Advanced practice of speaking skills in Mandarin, focusing on expanding vocabulary and information needed for the discussion of topics in the target language. Three years of college study or equivalent knowledge recommended.

CHN 402 | ADVANCED READING | 4 quarter hours**(Graduate)**

Advanced practice of reading skills in Mandarin, focusing on increasing vocabulary and reinforcement of grammatical knowledge, using textual clues to find the meanings of unknown words.

CHN 403 | ADVANCED WRITING | 4 quarter hours**(Graduate)**

Advanced practice of writing skills in Mandarin, focusing on standardized formal writing practices ranging from the writing of letters to the writing of essays, including both descriptive and expository styles. Students in this course will develop vocabulary, expressions, and reading and writing strategies through working with historical texts. They are also expected to develop deeper understanding of the content, as well as the special historical and cultural contexts, of the selected texts. All assignments will be submitted in Mandarin Chinese.

CHN 405 | TANG DYNASTY LITERATURE AND CULTURE | 4 quarter hours**(Graduate)**

This is an introductory course to the history, art and interpretation of Tang Poetry, the zenith of classical Chinese poetry. All the introductory readings are in English, and original poems in simplified and traditional Chinese will be selected for reading and discussion. Attention will also be given to the rewriting of Chinese literature in the age of globalization.

CHN 419 | CONTEMPORARY CHINESE LITERATURE | 4 quarter hours**(Graduate)**

This is a survey course to the Chinese literary history of the past seven decades in the contexts of Chinese historical and cultural circumstances. Students will examine representative works of the major literary genres such as poetry, novel, short story, drama, and the most recent online forms, such as blog essay.

CHN 420 | CHINESE FOR BUSINESS | 4 quarter hours**(Graduate)**

This course aims to develop advanced-level oral and literary skills that are needed in business-related Chinese social contexts. Cultural information will be covered as an integral part of business communication.

CHN 421 | TRANSLATION | 4 quarter hours**(Graduate)**

Boosted by globalization and the Internet, the demand for translators is on the rise. This demand creates career opportunities for people with the knowledge of a second language. Chinese 421 - Translation Practice and Theories - is designed to help Chinese-language students grasp the skills and theories needed to render Chinese-to-English and English-to-Chinese translations. Through hands-on practice, a survey of major theories of translation, group and class discussions, and lectures, this course will teach students how to comprehend source texts accurately and deeply from both linguistic and cultural perspectives; how to express faithfully, fully, and coherently in the target language the idea of a source text; how to apply grammatical rules, rhetorical devices, diction, etc. in translation; how to use editing skills to enhance translation results; and how to use different language styles to render different materials.

CHN 430 | MODERN CHINESE LITERATURE: 1919 - 1949 | 4 quarter hours**(Graduate)**

This course studies some of the highlights of modern Chinese literature since the May 4th Movement in 1919 to the pre-Mao era in 1949—literature produced during a period of unprecedented historical upheavals and that itself has been an arena for political, cultural, and aesthetic conflicts. Through a close study of some of the significant fiction, drama, and poetry, students will not only gain a keen understanding of the central themes of modern Chinese but also a better understanding of modern Chinese society.

CHN 454 | INTRODUCTION TO CHINESE LINGUISTICS | 4 quarter hours**(Graduate)**

This course introduces students to modern Mandarin Chinese linguistics. Students will explore the historical evolution of Chinese and understand the basic characteristics of Mandarin.

CHN 460 | CHINESE POPULAR CULTURE AND SOCIAL MEDIA | 4 quarter hours**(Graduate)**

The course aims to survey contemporary Chinese pop culture in city life as well as social, cultural, and political dynamics shaped by and reflected in Chinese social media. Print and online media reports, excerpts from popular TV shows, films, documentaries, and literature will be used as reading and class discussion materials. Language use in various media genres will be discussed as well. Students are expected to use Mandarin Chinese as the primary language in the classroom.

CHN 470 | CHINESE CULTURE THROUGH FILM | 4 quarter hours**(Graduate)**

Survey of major twentieth-century Chinese films illustrating the history, politics, society and economy of modern China, with special attention to the continuity between tradition and modernity.

CHN 496 | PRACTICUM IN CHINESE INSTRUCTION | 4 quarter hours**(Graduate)**

Supervised practice in language instruction, paired with a mentor instructor in a beginning or intermediate language course. Students observe a class, teach a lesson or lessons, assist in assessment and lesson planning, and complete individualized assignments to develop their skills as classroom language instructors. Repeatable.

**CHN 497 | SPECIAL TOPICS IN CHINESE | 4 quarter hours
(Graduate)**

See schedule for current offerings.

**CHN 497E | SPECIAL TOPIC IN CHINESE STUDIES | 4 quarter hours
(Graduate)**

This is a generic course number for any advanced-level topic in Chinese Studies.

**CHN 498 | STUDY ABROAD | 1-8 quarter hours
(Graduate)**

Variable credit.

**CHN 499 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

Variable credit.

Communication (CMN)

**CMN 101 | INTRODUCTION TO HUMAN COMMUNICATION | 4 quarter hours
(Undergraduate)**

This course provides an introduction to the field of relational, group and organizational communication. Students become acquainted with the basic terms, concepts and theoretical perspectives used to examine communication in dyadic, group and organizational contexts.

**CMN 102 | INTRODUCTION TO MASS COMMUNICATION | 4 quarter hours
(Undergraduate)**

This course offers students a broad overview of the mass media (print, film, video, recorded music, radio, television and the internet) with a particular focus on how these media impact our everyday lives. Students will develop critical frameworks for understanding how power operates across the media spheres of production, circulation, representation and reception. Attention is placed on how the social categories of race, class, gender, sexuality, ethnicity, age and nationality inform each of these media spheres. The course also considers how recent developments in digital technologies, media convergence and globalization have transformed our media culture.

**CMN 103 | INTERCULTURAL COMMUNICATION | 4-6 quarter hours
(Undergraduate)**

Examines the relationships between and among different cultural contexts and identities from a communication standpoint. Explores differences and similarities in cultural values, norms, and communication behaviors between and among diverse cultures and develops intercultural competence. Critiques stereotypes and increases cultural sensitivity, especially related to race, ethnicity, sexuality, and gender.

**CMN 104 | PUBLIC SPEAKING | 4 quarter hours
(Undergraduate)**

Introduction to the effective communication skills required for public speaking in organizational and public settings. The course stresses the important role public speaking plays in a democratic society and encourages students to address topics of a political and/or social nature. The course emphasizes the process of researching, preparing and presenting a variety of speeches. Additionally, it includes units on delivery and performance skills, effective use of language for the spoken word, clear organization of messages, critical listening and thinking skills, and tailoring messages to a variety of audiences in a diverse society. (FORMERLY INTC 220)

**CMN 280 | INTRODUCTION TO DIGITAL MEDIA SKILLS | 4 quarter hours
(Undergraduate)**

This course introduces students to the necessary skills for digital media content creation. Students learn about conceptual and technical skills related to digital media. The course provides an introduction to tools and platforms used to produce online content.

**CMN 292 | ADOBE CREATIVE CLOUD WORKSHOP | 2 quarter hours
(Undergraduate)**

This course offers students hands-on experience using Adobe Creative Cloud software in a communication and media context. Topics include Premiere, InDesign, Photoshop, and Illustrator. Students may take a maximum of 8 credit hours of CMN 292 applied to their major with a maximum of 8 hours.

**CMN 294 | IDENTIFYING YOUR MARKETABLE SKILLS | 2 quarter hours
(Undergraduate)**

In this 2-credit course, you will learn how to prepare for the job market while you are still in school. Coursework includes exploring career options, identifying skills employers need and you already have, developing a great resume and learning how to present both your academic accomplishments and relevant skills to impress potential employers. Please note that this course is open to students of all majors. However, it will be most beneficial to those interested in the field of communication.

**CMN 394 | MAKING THE MOST OF YOUR COMMUNICATION INTERNSHIP | 4 quarter hours
(Undergraduate)**

PREREQ(S): Completed Communication Internship orientation session and internship director approval to meet eligibility requirements. Students must have an internship and begin working on or before Nov. 1, 2018. Must be able to work 100 hours by December 14. For instructions on how to obtain department consent, visit <https://communication.depaul.edu/internships/Pages/internship-credit.aspx>. Submit your internship proposal at by Nov. 16. DESCRIPTION: This course is for communication majors and minors who meet eligibility requirements. Students will learn career planning skills, explore the organizations in which they work, gain an understanding of how they contribute to their organizations, and discuss societal and world issues as they affect their workplaces. The final project is a career e-portfolio. CMN 394 fulfills the Experiential Learning Requirement. If you have completed the requirement already, the course will be counted as an elective in your major.

**CMN 395 | COMMUNICATION INTERNSHIP SPECIAL TOPICS | 4 quarter hours
(Undergraduate)**

PREREQ(S): Completed Communication Internship orientation session and internship director approval to meet eligibility requirements. Must be taken concurrently with an approved internship. Students are required to work 10 hours per week at their internships while enrolled in the course. CMN 395 is for communication majors and minors who meet eligibility requirements. Students will integrate their work experience with a course that facilitates learning, researching and practicing proactive and strategic approaches to career planning in consultation with their supervisors and other coworkers. These include identifying and communicating transferable skills, and developing and utilizing a new network of professional contacts that will prepare students for continued gainful employment after graduation. CMN 395 fulfills the Experiential Learning requirement. If you have completed the requirement already, the course will be counted as an elective in your major. For instructions on how to obtain department consent, visit <https://communication.depaul.edu/internships/undergraduate/Pages/default.aspx>.

**CMN 396 | CAPSTONE IN COMMUNICATION | 4 quarter hours
(Undergraduate)**

Making a difference: Communication Senior Capstone. Exploration of student skills, knowledge and interests, as well as how these might have a concrete contribution to contemporary society. Students cannot earn credit for both CMN396 and PRAD396.

Status as a College of Communication major with senior standing is a prerequisite for this class.

**CMN 397 | RESEARCH PRACTICUM | 1-4 quarter hours
(Undergraduate)**

The research practicum offers the high-achieving student the opportunity to connect with a faculty expert to train in a specialized communication research method and/or to achieve hands-on practice in conducting scholarly research more generally. The research practicum may take various forms. For example, the student may become part of an ongoing research project led by the faculty member in order to learn and practice particular research methods. Typical activities may include data gathering, data analysis, interpretation of results, and writing research reports. In contrast, the student may wish to learn about a particular research method practiced by the faculty expert but not available in a regular undergraduate course offering. In this case, the research practicum would be a course of study focusing on specialized research method(s) with agreed upon readings and assignments for this purpose. PREREQUISITE(S): Approval from program chair and associate dean.

**CMN 398 | STUDY ABROAD | 4 quarter hours
(Undergraduate)**

Expand international learning opportunities that effectively prepare students to be successful, innovative leaders and community members in a diverse global society. NOTE: CMN 398 meets the Junior Year Experiential learning requirement. To count for MCS credit, topic of Study Abroad must be approved by program director to count for History/Criticism elective.

**CMN 399 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

The independent study offers the high-achieving student the opportunity to develop a specialized course of study with a faculty expert. The goal of the independent study is for the student to investigate the scholarship of a particular sub-discipline of communication by delving into its theories, critical concepts and current scholarly research with the guidance of a faculty member. The independent study option is intended for students who have demonstrated a mastery of course content, and who would benefit from a sustained, focused collaboration with a faculty member in order to produce an independent scholarly project. PREREQUISITE(S): Approval from instructor, program chair, and associate dean.

**CMN 591 | INTERNSHIP | 4 quarter hours
(Graduate)**

PREREQ(S): Completed Graduate Communication Internship orientation workshop and internship director approval to meet eligibility requirements. Must be taken concurrently with an approved internship. Students are required to work 10 hours per week at their internships. Students will reflect on their internship experience through a variety of assignments that will prepare them for gainful employment after graduation.

Status as a Graduate Communication student is a prerequisite for this class

**CMN 592 | INDEPENDENT STUDY | 1-12 quarter hours
(Graduate)**

The independent study offers the high-achieving student, who has succeeded in attaining substantial learning in a communication subspecialty, the opportunity to develop a specialized course of study with a faculty expert. The goal of the independent study is for the student to master scholarship of a particular area of study in communication by delving into its theories, critical concepts and current scholarly research. The independent study option is intended for students who have demonstrated a mastery of course content, and who would benefit from a sustained, focused collaboration with a faculty member in order to produce an independent scholarly project. PREREQUISITE(S): Approval from instructor and college.

Status as a Graduate Communication student and Director Consent is a prerequisite for this class.

**CMN 593 | RESEARCH PRACTICUM | 4 quarter hours
(Graduate)**

The research practicum offers the high-achieving student, who has succeeded in attaining substantial learning in a communication subspecialty, the opportunity to connect with a faculty expert to train in a specialized communication research method and/or to achieve hands-on practice in conducting scholarly research more generally. The research practicum may take various forms. For example, the student may become part of an ongoing research project led by the faculty member, and the research practicum would provide an opportunity for the student to apply previously studied research methods to the research project. Typical activities include data gathering, data analysis, interpretation of results, and writing research reports. In contrast, the student may wish to learn about a particular research method practiced by the faculty expert but not available in a regular graduate course offering. In this case, the research practicum would be a course of study focusing on specialized research method(s) with agreed upon readings and assignments for this purpose. PREREQUISITE(S): Approval from instructor and college.

Status as a Graduate Communication student is a prerequisite for this class

**CMN 598 | STUDY ABROAD | 4 quarter hours
(Graduate)**

Expand international learning opportunities that effectively prepare students to be successful, innovative leaders and community members in a diverse global society.

Communication Studies (CMNS)

**CMNS 201 | BUSINESS AND PROFESSIONAL COMMUNICATION | 4 quarter hours
(Undergraduate)**

This course will provide students with opportunities to understand the role communication (interpersonal, group, virtual, and public) has in business contexts. Students will learn the components of communication, typical business communication challenges (from small businesses to multinational corporations), productive conflict management techniques, how to identify and dismantle discriminatory systems, and how to develop an engaging, dynamic, and inclusive communication style, while writing to and speaking with others in professional settings. (Formerly ORGC 201)

CMNS 205 | COMMUNICATION, CULTURE AND COMMUNITY | 4 quarter hours**(Undergraduate)**

Examines the relationships among culture, communication, institutions, and public and private life. Students explore the possibilities and problems of contemporary forms of community through service in community organizations or through extensive individual or group research projects. The course also fulfills the junior year experiential learning requirement through community based service learning.

CMNS 211 | INTERPERSONAL COMMUNICATION | 4 quarter hours**(Undergraduate)**

An introduction to the factors that shape communication between two people. Topics include self-concept formation, perception, message formation, verbal and nonverbal communication, active listening, and defensiveness. (Formerly RELC 211)

CMNS 212 | EFFECTIVE COMMUNICATION IN TEAMS AND SMALL GROUPS | 4 quarter hours**(Undergraduate)**

Develop the communicative skills needed to build and sustain creative, inclusive teams. Students will learn about the varied types of teams and small groups encountered in and outside of the workplace with the opportunity to build their skills through self-assessment and team activities. Learn how to build a team that you would want to belong to - and how to increase that team's possibility of success. Class topics focus on learning and applying effective models for team problem-solving, building cohesion, conflict management, leadership, and creativity. (Formerly ORGC 212)

CMNS 221 | HOW LANGUAGE WORKS: INTRODUCTION TO LINGUISTICS | 4 quarter hours**(Undergraduate)**

The focus of this course is on linguistics as the study of how language works in the minds and brains of its speakers, taking an approach that focuses on the mental representation of language. We develop a theory of language knowledge that includes knowledge of sound systems, sentence structure, and meaning, and along the way we investigate data from diverse languages to illustrate how linguists think and reason. We also draw connections between linguistic knowledge and other types of cognition, as well as connections between linguistics and related fields, including philosophy, psychology, and neuroscience.

CMNS 230 | PERFORMANCE: COMMUNICATION, CREATIVITY AND THE BODY | 4 quarter hours**(Undergraduate)**

Introduction to performance studies, examining the persuasive, cultural, and artistic dimensions of embodied communication. Through "on our feet" engagement, students will study the role of identity, aesthetics, space, genre, and literary form in their experience with cultural texts, including poetry, prose, and narratives. Involves critical and creative analyses of texts in preparation and reflection of live performance. The course explores the how the body, voice, and movement are central to artistry and meaning. (Formerly INTC 230)

CMNS 251 | ORGANIZATIONAL COMMUNICATION | 4 quarter hours**(Undergraduate)**

This course focuses on the central role that communication plays in contemporary organizations. Throughout the class, we draw on a variety of theoretical and analytical tools to review the different communication strategies managers use to coordinate and control the activities of their employees. We also discuss best practices for managing dysfunctional communication at work. Additional topics may include new employee orientation and socialization, individual and team communication strategies to achieve organizational goals, managing on-the-job communication stressors, power and resistance, and navigating new information technologies for on-site and remote work. (Formerly ORGC 251)

CMNS 280 | INTRODUCTION TO DIGITAL MEDIA SKILLS | 4 quarter hours**(Undergraduate)**

This course introduces students to the necessary skills for digital media content creation. Students learn about conceptual and technical skills related to digital media. The course provides an introduction to tools and platforms used to produce online content.

CMNS 282 | STATISTICS IN HUMAN COMMUNICATION | 4 quarter hours**(Undergraduate)**

The study of human communication involves observing patterns in human interaction and message behavior. This course introduces students to the statistics most relevant to the field of human communication. Course activities emphasize quantitative reasoning; the measurement of communication variables; performing statistical analyses (e.g., correlation, regression, t-test, ANOVA); interpreting and communicating statistical results; and ethical considerations in data collection, analysis, and research conclusions.

MAT 120 is a prerequisite for this class.

CMNS 290 | COMMUNICATION WORKSHOP (VARIABLE TOPICS) | 2 quarter hours**(Undergraduate)**

This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups. (2 quarter hours)

CMNS 291 | RESEARCH METHODS | 4 quarter hours**(Undergraduate)**

This course is an introduction to the study of communication through the observation and analysis of empirical (i.e. aspects of the observable world) data. It will stress how to form appropriate questions from the theories (or hunches, dreams etc.) and rigorously test these propositions (quantitatively and qualitatively) to see how well they correspond to the world outside ourselves. An added benefit of the course will be to show how to be a more informed judge of the claims of others. The format of the course is lecture/discussion. Students cannot earn credit for both CMNS 291 and PRAD 291.

CMNS 300 | MUSIC INDUSTRIES AND CULTURE | 4 quarter hours**(Undergraduate)**

This course critically examines music as a form of cultural communication and as a media industry. Students learn about historical changes in the music business, contemporary issues that industry insiders negotiate, do-it-yourself alternatives to mainstream industry practices, and how music functions as a unique source for collective fandom. Cannot earn credit in conjunction with "MCS 368: Music Industries" class.

**CMNS 301 | AUDIO DOCUMENTARY | 4 quarter hours
(Undergraduate)**

This course uses hands-on projects so that students can explore the steps in the process of creating an audio documentary. Through practical application students consider questions that surround the interpretation of cultural experience. Additionally, students analyze a variety of approaches to audio documentary in an effort to understand better this significant form of storytelling.

**CMNS 303 | TOPICS IN ORGANIZATIONAL AND GROUP COMMUNICATION | 4 quarter hours
(Undergraduate)**

Topics covered in this course might include: political campaign communication, nonprofit and social impact communication, internal communication and employee development, democratic participation in organizations, diversity and team building, gender in the workplace, communication and customer service, assessment and intervention in organizations, comparative management, etc. (Formerly ORGC 357)

**CMNS 304 | COMMUNICATION, CODING & ENTREPRENEURSHIP | 4 quarter hours
(Undergraduate)**

Students from College of Computing and Digital Media and the College of Communication will use communication theory to solve problems by implementing web-based solutions using an entrepreneurial framework. Students will learn how communication theory and web design can complement each other to create a web/app-based business. No coding experience needed for communication students.

**CMNS 305 | PERFORMANCE STUDIES | 4 quarter hours
(Undergraduate)**

The course traces the shift from the field of Oral Interpretation to the emergence of Performance Studies as a discipline, with particular attention to the primary theorists and practitioners who have set the foundation and scope of the field of Performance. Taking an historical approach to the development of the field, the course will explore performance epistemologies, performative methodologies, and performative theories, offering students the opportunity to study and engage contemporary approaches to performance research.

**CMNS 306 | TOPICS IN PRESENTATION | 4 quarter hours
(Undergraduate)**

Courses offer advanced analysis of presentational forms. Students will enact presentational theories in relational, small group, or public communication contexts.

**CMNS 307 | TOPICS IN COMMUNICATION STUDIES | 4 quarter hours
(Undergraduate)**

Examines intensively one or more issues in Communication Studies. The topics differ each term focusing on a particular area of discourse, such as environmental communication, political communication, and discourse analysis, among other topics. (Formerly INTC 307)

**CMNS 308 | TOPICS IN INTERCULTURAL COMMUNICATION | 4 quarter hours
(Undergraduate)**

Examination of cultural communication in different intercultural contexts. Courses might include language and culture, multicultural issues, social justice, international issues, and cultural industries. (Formerly INTC 308)

**CMNS 309 | INTERNATIONAL/GLOBAL COMMUNICATION | 4 quarter hours
(Undergraduate)**

As the world has become immensely and intricately connected through immigration/diaspora, travel, technology, and intercultural trade, it's imperative to equip ourselves with knowledge and understanding of the dynamic and complex international cultures as well as the impact of globalization on individual countries. This course is intended to introduce concepts, theories, practices, and experiences of international/global communication from scholarly research and empirical studies. It focuses on issues of history, power relations, cultural norms and practices, intersectionality of identities, effects of media/social media, international conflict, and community building through dialogues and common goals in the international/global context.

**CMNS 311 | TOPICS IN RELATIONAL COMMUNICATION | 4 quarter hours
(Undergraduate)**

Explores specialized topic within the field of interpersonal communication. Past topics have included: emotions & communication, gender & its relation to interaction, the "social construction" of interpersonal realities, etc. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

**CMNS 312 | EVOLUTION AND COMMUNICATION | 4 quarter hours
(Undergraduate)**

This seminar explores how communication, across a variety of topics, can be understood with respect to the theory of evolution. Specifically, this course examines how millions of years of human evolution influences how people interact in their personal and social relationships. (Formerly RELC 312)

**CMNS 313 | NONVERBAL COMMUNICATION | 4 quarter hours
(Undergraduate)**

This course surveys various conceptual areas generally subsumed under the broad rubric of nonverbal communication. Topics include: physical appearances, gestures, face and eye behavior, vocalics, proxemics, touch, time, environmental contexts as well as application of nonverbal behaviors to specific interpersonal communication contexts. (Relational, Group, Organizational) (Formerly RELC 313)

**CMNS 314 | FAMILY COMMUNICATION | 4 quarter hours
(Undergraduate)**

This course surveys topics relevant to understanding communication phenomena in the setting of the family. Topics include: family systems, patterns, meaning, themes, roles and types, family life cycles, stressors and conflict, changing family forms and contexts. (Relational, Group, Organizational) (Formerly RELC 314)

**CMNS 315 | HEALTH COMMUNICATION | 4-6 quarter hours
(Undergraduate)**

This survey course examines communication as the principle means by which health care is delivered, understood, and experienced. The course surveys the theory and practice of communication as it relates to health in a range of contexts (e.g. interpersonal, small group, organizational, public and/or mediated contexts) with a particular emphasis on critical thinking.

**CMNS 316 | COMMUNICATION AND DECISION-MAKING IN GROUPS AND TEAMS | 4 quarter hours
(Undergraduate)**

Students will examine different approaches to individual decision-making, discuss unique characteristics of groups and teams, assess factors that contribute to the success and failure of group decision-making, and focus on theories and research to enhance our individual and group/team decision-making practices. (Formerly ORGC 316)

**CMNS 317 | PERFORMANCE OF RITUAL | 4 quarter hours
(Undergraduate)**

Participating in and performing rituals is part of what makes us human. Rituals develop and define cultural life. Rituals in modern life include macro events like the transfer of power in a government as well as micro rites of passage, known as "coming of age" events, whether defined experientially (acquiring a driver's license) or chronologically (turning 21). Here in the United States, many so-called rituals have an ambiguous purpose while others are clearly defined. In this course we will be looking at a range of rituals and the communicative and symbolic elements connected to the performance of them. We will examine, for example, the ritual of acquiring a tattoo, voting, participation in a marriage ceremony, rituals surrounding birth and death, as well as the absence of rituals for life-changing events (i.e. divorce/break up and miscarriage). We will ask as many questions as we answer: What roles do ritual, myth, and symbol play in human experience and everyday life? How do rituals reflect, produce, or deflect reality? How do they reinforce socio-political power structures while potentially providing options for resistance?

**CMNS 318 | CLOSE RELATIONSHIPS | 4 quarter hours
(Undergraduate)**

This course examines the role of communication in the development, maintenance, and deterioration of romantic attachments. Topics include attraction, intimacy and self-disclosure, attachment beliefs, jealousy, satisfaction, commitment, trust, betrayal, conflict, autonomy, interdependence, etc. (Relational) (Formerly RELC 318)

**CMNS 319 | THE DARK SIDE OF PERSONAL RELATIONSHIPS | 4 quarter hours
(Undergraduate)**

This course explores the "dark side" of interpersonal communication by examining the growing literature on the troubling or problematic aspects of close relationships. Topics covered include relational dilemmas, relational control and dominance, hurtful messages, paradoxical communication, social predicaments, relational transgressions, privacy violations, physical abuse, verbal aggression, etc. (Formerly RELC 319)

**CMNS 320 | DECEPTIVE COMMUNICATION | 4 quarter hours
(Undergraduate)**

Explores the use of deceptive communication in social and personal relationships from a range of theoretical perspectives including ethics, evolutionary biology, linguistics, social and developmental psychology and jurisprudence. (Formerly RELC 320)

**CMNS 321 | CULTURAL AND SYMBOLIC CRITICISM | 4 quarter hours
(Undergraduate)**

Introduction to the critical methodologies of rhetorical analysis. Students are instructed in ways to become more reflective consumers of discourse by examining how rhetoric instructs reality, shapes the social and political agenda and engages questions of ethics, power and persuasion. The course promotes a critical awareness of the role symbols play in influencing human perception, attitude, and action in a diverse culture. (Formerly INTC 321)

**CMNS 322 | PERFORMING IDENTITY | 4 quarter hours
(Undergraduate)**

In this performance presentation course, students creatively explore and reflect upon how their own identities are represented, embodied and communicated within contemporary culture. Enlisting voice, body and visual media, students will make performance works that challenge, theorize and re-imagine who they are, how they understand themselves, and who they might be. The course is an artistic and self-reflexive exploration of how identity is constructed (and resisted) through language, social systems, pop culture, historical memory, and social media.

**CMNS 323 | SOCIAL MOVEMENTS | 4 quarter hours
(Undergraduate)**

This course examines the rhetoric of social movements throughout American History. As a rhetoric class, the focus is primarily on the symbolic creation of movements in order to provide background of the political and social events that gave rise to the movement. Using readings from a variety of sources, we will investigate the discursive construction of power as it relates to society and politics. The class will take a case-study approach to examining social movement rhetoric, exploring the discourse that has served to resist oppressive, or perceptively oppressive, systems. (Formerly INTC 323)

**CMNS 324 | CULTURE OF CONSUMPTION | 4 quarter hours
(Undergraduate)**

Introduces students to the critique of our consumer culture. Teaches students how to be critical consumers and understand how to be critical consumers and understand how we consume lifestyles, images, aesthetics, and desire through our shopping patterns. Provides theoretical, observational, and critical tools that allow students to critique patterns of consumption, the production of culture through consumption, and how consumption is a means of communication. (Formerly INTC 324)

**CMNS 325 | PROMOTING SUSTAINABILITY | 4 quarter hours
(Undergraduate)**

Provides a foundation in the communication skills necessary for achieving conservation goals. Introduces communication approaches such as social marketing, citizen participation, public campaigns, and environmental interpretation that have proven effective in the work of conservation professionals. (Formerly INTC 325)

**CMNS 326 | ENVIRONMENTAL POLITICS AND RHETORIC | 4 quarter hours
(Undergraduate)**

Rhetorical perspective on environmental public discourse. Course also explores the relationship between rhetorically constituted ideas about nature and the development of political and social ideas, institutions, and practices that inform our understanding of the human place in the environment. (Formerly INTC 326)

**CMNS 327 | RESEARCHING RELATIONSHIPS | 4 quarter hours
(Undergraduate)**

Researching Relationships provides an overview of the concepts, methods and tools by which interpersonal/relational research is designed, conducted, interpreted, and critically evaluated. Quantitative, qualitative, and critical interpersonal/relational research will be examined. The primary goals of the course are to help students become knowledgeable consumers and producers of relational communication research by developing skills in gathering, organizing, interpreting and presenting research information using informed, competent, and ethical methods.

**CMNS 328 | HISTORY OF RHETORIC AND COMMUNICATION | 4 quarter hours
(Undergraduate)**

Offers an overview of historical foundations of the communication field. Examines how the formulations of rhetoric by various thinkers derived from cultural, religious, and political contexts shape human consciousness and communication patterns. Students read primary and secondary materials on classical rhetoric and rhetoric of diverse cultures. The course promotes an understanding and appreciation of antiquity and development of ideas over time in relation to current cultural and communicative patterns. (Formerly INTC 328)

**CMNS 329 | PERSUASION | 4 quarter hours
(Undergraduate)**

Explores major theoretical assumptions of current persuasion research. Examines causes and effects of effective and ineffective persuasion. Analyzes persuasive skills and strategies for a variety of persuasion applications, e.g. political, interpersonal, intercultural, and advertising. (Formerly RELC 329)

**CMNS 330 | TOPICS IN PERFORMANCE | 4 quarter hours
(Undergraduate)**

Advanced study in performance focusing on a specific genre each quarter such as: Poetry, Fiction, Nonfiction, Drama or Chamber Theater. Other possibilities include: performing autobiography; life performances; ritual, ceremony, and storytelling; and radio and television performances. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab. (Formerly INTC 330)

**CMNS 331 | COMMUNICATION FIELDWORK | 4 quarter hours
(Undergraduate)**

Provides students with experience conducting qualitative research, including data collection techniques, data coding and analysis, as well as interpretation of data and writing ethnographic reports. In addition to providing practical hands-on training in ethnographic research, this course serves to explore the theory, ethics, and politics behind various research methodologies. (Formerly INTC 331)

**CMNS 333 | CULTURES IN CONVERSATION | 4 quarter hours
(Undergraduate)**

Whenever we communicate, we show parts of our identities, perspectives, values, and norms. In short, when we interact with others, we reveal culture. Because we are cultural beings and we each belong to various cultural groups, interactions can often backfire and misunderstandings may occur. This course teaches a specialized way to listen for culture in conversation in order to become competent and successful communicators no matter the context. Whether you are navigating difficult relationships with family and friends, or attempting to succeed at work and school, this course will help you learn strategies to decipher cultures in conversation and become competent navigators of cultural misunderstandings.

**CMNS 334 | URBAN COMMUNICATION | 4 quarter hours
(Undergraduate)**

Examines relationships between material features of the city and symbolic representations of urban life (e.g., photography, film, songs, public discourse) with the goal of understanding the city as a site of communication. Special attention is paid to expressions of hope for and fear of the city. (Formerly INTC 334)

**CMNS 335 | LATINX COMMUNICATION, ADVOCACY AND COMMUNITY BUILDING | 4 quarter hours
(Undergraduate)**

Students will examine the relationships between Latino cultures, communication, institutions, and public and private life. Message crafting and relationship building for strategic objectives will be examined through the lens of multiculturalism. This course will teach students how to manage diversity issues for Latino community organizations, management, and policy advocacy.

**CMNS 336 | STORYTELLING: COMMUNICATION AS NARRATIVE | 4 quarter hours
(Undergraduate)**

Scholars suggest that the oldest form of communication is storytelling. Narrative theories and methodologies form a substantive core throughout the history of human communication praxis. This course responds to the contemporary resurgence of narrative and highlights its communicative aspects. Rooted in both the oral and literary traditions, this course builds and enhances skills for those who would like to use storytelling in various ways including: 1) storytelling as a teaching tool, 2) giving structure to personal narratives, 3) developing a repertoire of stories, and 4) improving general presentation skills.

**CMNS 337 | ASIAN-AMERICAN MEDIA REPRESENTATIONS | 4 quarter hours
(Undergraduate)**

The course takes an interdisciplinary approach in the analysis of the media images and explores issues of power, identity, race, gender, class, sexual orientation and the interaction of these factors in the representation of Asian Americans. (Formerly INTC 337)

**CMNS 338 | ASIAN CULTURE AND COMMUNICATION | 4 quarter hours
(Undergraduate)**

Reviews major Asian philosophical and religious traditions such as Hinduism, Confucianism, Taoism, and Buddhism and examines how these traditions influence and affect Asian cultures and communication behaviors, particularly communication among Indians, Chinese, Japanese, Koreans, and Asian Americans in various contexts. (Formerly INTC 338)

**CMNS 339 | PERFORMANCE OF GENDER & SEXUALITY | 4 quarter hours
(Undergraduate)**

This course is designed to give students an opportunity to experiment, explore, and reflect upon the performative dimensions of gender and sexuality. Using aesthetic performance as a point of entry, students will view, analyze, and generate performance work that interrogates the communicative, political, and transformative potentials of embodied actions. With an emphasis on the intersections of gender and sexuality, the course will move through three units of reading, discussion, viewing, and performance creation. (Formerly INTC 329)

**CMNS 340 | COMMUNICATING & DATING | 4 quarter hours
(Undergraduate)**

The goal of this course is provide students with a research-based understanding of the role of communication within dating relationships. Accordingly, this course traces the life-cycle of a dating relationship. Specifically, this course begins by examining initial interactions that are potentially romantic and could turn into dating interactions. Next, the course focuses on how people engage in dating relationships and the factors that influence relationships. Finally, the course concludes with what happens after dating (i.e., long term commitment/marriage, relational termination, or the death of a partner). (Formerly RELC 340)

**CMNS 341 | COMMUNICATION NETWORKS IN A DIGITAL AGE | 4 quarter hours
(Undergraduate)**

The social world is a vastly complicated network consisting of more than eight billion individuals. Network theory has long been the purview of mathematicians, computer scientists and physicists; however, this course alternatively examines the dynamics of networks from a social perspective. We consider how networks impact relational/organizational life, communication and community, and link people around the world through digital communication.

**CMNS 342 | LIVING ONLINE | 4 quarter hours
(Undergraduate)**

An overview of how people use communication technology in their everyday life. Examines a variety of communication technology in interpersonal and organizational contexts. Focus is on the appropriate and effective use of mediated communication and surveys issues including trust, privacy, identity, and relational communication.

**CMNS 343 | WORK/FAMILY COMMUNICATION | 4 quarter hours
(Undergraduate)**

This course focuses on communication at the intersections of paid work and family life. Students will approach work/family "balance" as an essentially communicative process. Throughout the quarter, students will critically analyze how communication and discourse at micro- (interpersonal), meso- (organizational), and macro- (cultural) levels enables and constrains individuals and organizations as they navigate and manage the work/family interface.

**CMNS 344 | MINDFULNESS | 4 quarter hours
(Undergraduate)**

This course examines the role of mindfulness in everyday interaction. It explores how mindfulness practices can influence how people related to each other, create mutually beneficial partnerships, and help each other achieve their personal, social and relational goals. This course also examines how to apply the knowledge and skills regarding mindfulness to other contexts through the entrepreneurial process. In other words, how can principles of mindfulness be used to create value for others?.

**CMNS 345 | THE DARK WEB | 4 quarter hours
(Undergraduate)**

The World Wide Web has developed into an incredibly powerful social force creating a new world of opportunities for human interaction, for better and for worse. This course examines the digital underworld also known as the Dark Web. The Dark Web is a sprawling yet secretive network, which provides a haven for behavior that may or may not be illegal, but is often deemed radical, unethical or immoral. Literature that examines the difficulty in maintaining the delicate balance between privacy and protection, as well as freedom and regulation in virtual spaces will be covered. Students will explore topics including trolling, exploitative content, illegal markets, and cryptocurrencies.

**CMNS 346 | SOCIAL MEDIA RESEARCH METHODS | 4 quarter hours
(Undergraduate)**

This course provides an overview of methodological choices for analyzing social media platforms, users, and messages. Students will learn a variety of techniques and concepts including reading analytic reports, basics of social network analysis, language processing, data visualization, and content analysis. Students will also engage in forming appropriate research questions and ethical considerations in internet research.

**CMNS 347 | THE POLITICS OF HIP HOP CULTURE | 4 quarter hours
(Undergraduate)**

This course examines "the political" in hip hop culture. Thus, it is not an appreciation of hip hop class; this is, instead, a rigorous theory-based course that interrogates hip hop culture for its political potential for social equality and change. In this course, we will grapple with theories on how popular culture, representations of blackness and power intersect within the context of hip hop. This course examines "the political" in hip hop culture. Thus, it is not an appreciation of hip hop class; this is, instead, a rigorous theory-based course that interrogates hip hop culture for its political potential for social equality and change. In this course, we will grapple with theories on how popular culture, representations of blackness and power intersect within the context of hip hop. We will also interrogate various media texts (film, music, television, and "new media") in relation to the multiple ways in which hip hop culture has been defined. Among the issues we engage are the constructions and representations of blackness, black images in popular culture, and how hip hop culture relates to underlying factors such as globalization, hyper-commodification, racism, sexism, hetero-normativity, classism, and resistance.

CMN 103 is a prerequisite for this class.

**CMNS 348 | COMMUNICATING HEALTH, RACE AND REPRODUCTIVE RIGHTS | 4 quarter hours
(Undergraduate)**

This course examines "the political" that arises from women's bodies and reproductive rights and practices. In this course, we will grapple with theories on how race, media representations of blackness and power intersect within the context of the female body. We will begin with a theoretical framework for our readings and discussions then we will delve into the history of women and reproduction as it relates to power; this history will focus primarily on women of the Black Diaspora which will include indigenous women of the Americas and Latinas. We will also interrogate various race-based case studies as both a force for change and for reinforcing hegemonic discourse. Among the issues we will engage are the constructions and representations of blackness and how race and reproduction relates to underlying factors such as globalization, racism, sexism, classism, and resistance. A crucial part of our task in this course is to think critically and complexly about the roles of race and racism as it pertains to the female body and reproduction within our contemporary world.

CMN 103 is a prerequisite for this class.

**CMNS 349 | DIGITAL MEDIA LAW AND ETHICS | 4 quarter hours
(Undergraduate)**

This course covers fundamental principles of law and ethics with specific attention to uses and applications of digital communication technologies. The class explores the interplay of law (the rights and freedoms granted to citizens under the First Amendment and the Universal Declaration of Human Rights) and applied ethics (the range of civic and professional responsibilities under consideration as citizens exercise these rights) with a focus on critical issues concerning communication technology. Emphasis will be placed on the legal privileges, regulatory limitations, and ethical issues that specifically concern digital media and information technologies within the broader context of communication law and ethics. The course focuses on legal rights and ethical responsibilities within the American framework but also includes comparative analysis with other nations and cultures to empower students to appreciate and contrast other legal and ethical decision-making frameworks.

CMNS 350 | TOPICS IN COMMUNICATION AND TECHNOLOGY | 4 quarter hours**(Undergraduate)**

Advanced study of the relationships between communication and technology. Varied topics.

CMNS 351 | EFFECTIVE COMMUNICATION FOR THE HUMAN RESOURCES PROFESSIONAL | 4 quarter hours**(Undergraduate)**

Skillful communication lies at the heart of all effective human resource management practice. This course reviews research and best practices in human resources communication. Topics covered include: recruitment and selection; orientation and socialization; crafting policies; performance appraisal; professional development; and leaving the organization. (Formerly ORGC 360)

CMNS 352 | COMMUNICATION AND THE CORPORATE CULTURE | 4 quarter hours**(Undergraduate)**

Focuses on the communicative implications of such cultural elements as values, heroes, rites, rituals, symbolism and storytelling. Analyzes and presents ways of adapting to the diverse components of a culture. (Formerly ORGC 352)

CMNS 353 | COMMUNICATION AND ORGANIZATIONAL CHANGE | 4 quarter hours**(Undergraduate)**

Change is a constant in organizations. Students will examine how culture, leadership, and organizational members influence, and are influenced by, change. Learn how organizational leaders anticipate, facilitate, and implement change - and how to become an agent for change yourself. (Formerly ORGC 353)

CMNS 354 | EMPLOYMENT INTERVIEWING | 4 quarter hours**(Undergraduate)**

This course examines the theory and practice of on the job interviewing and is especially helpful to those students who will soon graduate and transition into the world of full-time work. Through the class, you will have the opportunity to practice your interviewing skills in simulated probing and employment screening interviews. While the principal emphasis of the class is on the employment screening interview, many interviewing skills and pitfalls that translate equally well to other interview contexts.

CMNS 355 | CONFLICT MANAGEMENT | 4 quarter hours**(Undergraduate)**

Examines the process of conflict in interpersonal and organizational contexts. Focuses upon the causes, types, and theories of conflict as well as upon practical approaches to dispute resolution. Topics include: social cognition, emotion, and power in conflict; personal conflict style(s); cultural and contextual factors; conflict tactics and messaging; destructive versus constructive interaction cycles; and negotiation and resolution strategies.

CMNS 356 | COMMUNICATION CONSULTING | 4 quarter hours**(Undergraduate)**

Interested in consulting as a career or as a side hustle? This project-based learning course matches students with a real client to complete a consulting project while also learning about the contemporary consulting industry. Students can expect to learn how to develop expertise, build and maintain client relationships, anticipate and navigate client concerns, and complete a project as an internal or external consultant for a client organization. May be cross-listed with CMNS 205: Communication, Community, and Culture. (Formerly ORGC 356)

CMNS 357 | DARK SIDE OF ORGANIZATIONAL COMMUNICATION | 4 quarter hours**(Undergraduate)**

Explores the unsavory communication dimensions and dysfunctions of organizational life - and how to overcome them. Attention will be devoted to examining and trouble-shooting harmful organizational communication activities like incivility, bullying and violence, social ostracism, gossip, prejudice and discrimination, sexual harassment, group (dy)synergies, and stress and burnout. (Formerly ORGC 355)

CMNS 358 | DIVERSITY, LEADERSHIP, & TEAM BUILDING | 4 quarter hours**(Undergraduate)**

Learn how teams can benefit from thoughtful leadership and intentional focus on diversity and inclusion during team formation. Class materials will focus on various leadership theories and research, and their applications to leadership issues in real-life organizational teams. Students will acquire knowledge about what separates successful leaders from their unsuccessful counterparts, learn analytical tools to observe, diagnose, and choose appropriate responses to different leadership and team-related problems, and have opportunities to recognize and reflect on one's own leadership skills in a team context. (Formerly ORGC 358)

CMNS 359 | THE FUTURE OF REMOTE AND VIRTUAL TEAMS | 4 quarter hours**(Undergraduate)**

Teamwork skills are consistently ranked high as one of the top qualities that employers look for in new hires. Cultivate the necessary communication skills to thrive in virtual or remote teams that require communication technologies for collaboration. Students will learn how to contribute to and lead teams that may span cultural, temporal, disciplinary, and geographic boundaries. Students should expect to participate in a virtual team of their own through online simulations, discussions, and team projects. This course may be offered in an online or hybrid environment (Formerly ORGC 359)

CMNS 360 | RELATIONAL, GROUP, AND ORGANIZATIONAL THEORY | 4 quarter hours**(Undergraduate)**

This course surveys relevant theoretical developments in the field of communication. While exploring the major theoretical paradigms that inform and guide the study of human communication, students receive insight into the significance and meaning of their own day-to-day communication activities and discover how theories provide complementary and viable explanations for analyzing as well as assessing the impact of communication in relational, group and organizational contexts.

CMNS 361 | GENDER AND COMMUNICATION | 4 quarter hours**(Undergraduate)**

Students will discover the intricate relationship between gender, communication, and culture. The course focuses on how gender influences communication, how gender gets communicated, and how communication reflects, refracts, shapes, and revises our understandings of gender and what it means to be gendered beings. Further, the course asks what role culture plays in the communication of our gendered identities. Students work toward recognizing societal expectations of gender while discovering how we may use communication, as gendered beings, in order to improve our lives, both individually and collectively.

**CMNS 362 | SOUND AND VISION | 4 quarter hours
(Undergraduate)**

This course introduces students to unique ways that photography and audio documentary can blend together. The course will combine documentary and experimental production to help students learn to create audio documentary and visual projects and to work in mixed-media contexts.

**CMNS 363 | CLIMATE CHANGE COMMUNICATION | 4 quarter hours
(Undergraduate)**

Individuals make up their minds on climate change, energy development, and other science of pressing public policy importance through a complex set of factors: values, demographics, political ideology, and so on. Journalists, strategic communicators, scientists, and policy analysts need to be able to communicate effectively with diverse public audiences on climate and energy topics. This course is oriented from a science communication perspective and draws on social scientific research on communicating on climate change and energy issues. We will take a human perspective on climate issues and focuses on the social, political and cultural aspects of climate change. The course covers best practices for promoting and facilitating public dialogue on climate change policy and global energy systems. Topics covered include: climate change public opinion and knowledge, media portrayals of climate change and its societal effects, climate skepticism and denial, psychological factors that contribute to values and beliefs on climate science, journalism and covering climate issues, framing and developing narratives on climate impacts, and climate change in popular culture. Students will conduct original research to analyze and evaluate climate change communication. For the final project, students have the option of completing a major journalistic reporting project, designing an advocacy or marketing campaign, or conducting a research project. (Cross-listed with JOUR 311)

**CMNS 365 | ARGUMENTATION, ADVOCACY, AND DELIBERATION | 4 quarter hours
(Undergraduate)**

The primary purpose of this course is to equip students with a heightened capacity for reasoning so that they will be better prepared to participate in argumentation, advocacy, and deliberation in a number of contexts (academic, work place, public life). This course focuses on critical thinking, effective argumentation, and civil dialogue. Students in the class will develop and evaluate reasoned arguments; practice the skills of critical thinking; and deliver class presentations.

**CMNS 366 | COMMUNICATION, TECHNOLOGY AND SOCIETY | 4 quarter hours
(Undergraduate)**

Survey of a variety of contemporary and historical issues related to the introduction and diffusion of communication technologies in society. Especially examines how new technologies, particularly the Internet, are transforming the communication landscape. Emphasis on issues of intellectual property, surveillance, privacy, regulation, message construction, and access will be central to this course.

**CMNS 367 | PERFORMANCE FOR SOCIAL CHANGE | 4 quarter hours
(Undergraduate)**

There is no greater obstacle facing our culture right now than the intensified divisions that exist in our politics and the inability to speak with and listen to those who do not agree with our positions. As a special topics course focusing on polarization in our society, this class will focus on the role of performance and creative intervention (theater, poetry, aesthetics communication) as a tool to facilitate dialogues across difference. Practical and applied in its design, this course will call for students to examine what it means to seek out and sit with differences in perspective, listen to differences in understanding and work to bridge disparate worldviews. Students will challenge their own communication practices, engage and practice difficult dialogues, script, and stage performance work that works to foster discussion within and across disagreement.

**CMNS 369 | PERFORMANCE OF HUMOR | 4 quarter hours
(Undergraduate)**

This course provides a critical and performative exploration into the role of humor and comedy in our social world. Often layered, complex, and contested, the communicative and critical workings of humor mark an ongoing site of cultural struggle, cultural tension, and heated debate. This course engages humor from a performative lens, which calls for us to consider the embodied, contextual, relational, historical, and political dimensions of comedy. The first unit in the course offers a broad theoretical framework to discuss the doings of humor, as well as providing a foundational class vocabulary in the concepts of satire, irony, parody, ideology, performance, performativity, and the absurd. The second section looks to the construction of the ironic persona as a site of humor and a tool for cultural criticism, reflection, and parody. The third unit, coinciding with the November election, looks to political satire as a tool for questioning, challenging, and complicating sedimented cultural systems, performances, and beliefs. Finally, the last unit broadens out our understanding of comedy to explore the notion of harmony, looking to humor as a space for disrupting hierarchies of power and building alternative forms of community.

**CMNS 371 | PERFORMANCE OF RITUAL | 4 quarter hours
(Undergraduate)**

Participating in and performing rituals is part of what makes us human. Rituals develop and define cultural life. Rituals in modern life include macro events like the transfer of power in a government as well as micro rites of passage, known as "coming of age" events, whether defined experientially (acquiring a driver's license) or chronologically (turning 21). Here in the United States, many so-called rituals have an ambiguous purpose while others are clearly defined. In this course we will be looking at a range of rituals and the communicative and symbolic elements connected to the performance of them. We will examine, for example, the ritual of acquiring a tattoo, voting, participation in a marriage ceremony, rituals surrounding birth and death, as well as the absence of rituals for life-changing events (i.e. divorce/break up and miscarriage). We will ask as many questions as we answer: What roles do ritual, myth, and symbol play in human experience and everyday life? How do rituals reflect, produce, or deflect reality? How do they reinforce socio-political power structures while potentially providing options for resistance?.

CMNS 373 | INTERPERSONAL COMMUNICATION, POWER, AND SOCIAL JUSTICE | 4 quarter hours
(Undergraduate)

This course is organized around the central question: how does interpersonal communication reinforce, maintain, or resist dominant power relations in our relationships, families, organizations, and communities? In it, students will apply critical interpersonal communication scholarship and theory to a range of topics, with a focus on how interpersonal interactions contribute to the equitable or inequitable distribution of wealth, opportunities, and privileges in society.

CMNS 377 | SPECIAL TOPICS IN COMMUNICATION STUDIES: CUSTOMER SERVICE COMMUNICATION | 4 quarter hours
(Undergraduate)

CMNS 382 | APPLIED RESEARCH METHODS IN COMMUNICATION STUDIES | 4 quarter hours
(Undergraduate)

In this course, students apply quantitative research methods to answer questions about human communication. Students pose research questions, select and design quantitative measures, collect quantitative data, conduct descriptive and inferential statistical analyses, and interpret results.

LSP 121 (or MAT 137 or MAT 242 or PSY 240 or SOC 279) is a prerequisite for this course.

CMNS 393 | COMMUNICATION STUDIES PRACTICUM | 2 quarter hours
(Undergraduate)

Structured and supervised student participation in group presentations for various audiences. Includes practical experience in research, rehearsal and performance. Students may take a maximum of 2 credit hours in one quarter, 4 credit hours in the major, and 8 total credit hours. Written permission of supervising faculty member and of the departmental chair is necessary before registration.

CMNS 394 | ORGANIZATIONAL COMMUNICATION PRACTICUM | 2 quarter hours
(Undergraduate)

Structured and supervised student participation group presentations for various audiences. Includes practical experience in research, rehearsal and performance. Students may take a maximum of 2 credit hours in one quarter, 4 credit hours in the major, and 8 total credit hours. (2 quarter hours) (Formerly ORGC 393)

CMNS 500 | FOUNDATIONS IN GRADUATE COMMUNICATION STUDIES | 4 quarter hours
(Graduate)

This course provides an orientation and introduction to graduate study in Communication and Media in the College of Communication; including graduate program policies, faculty, DePaul resources, the broader academic discipline of Communication and potential pathways for program graduates. In addition, the course explains relevant research paradigms and methodologies, while emphasizing the breadth and interconnectedness of communication contexts (relationships, organizations, media, culture). Students will develop a personalized study plan and a literature review on their area of research interest. This class will integrate student participation, active learning, and diverse disciplinary perspectives. Students will be required to participate in small group discussions and submit papers and other written assignments.
Status as a Graduate Communication student, Health Communication student, or Relational Communication student is a prerequisite for this class.

CMNS 501 | COMMUNICATION IN CULTURAL CONTEXTS | 4 quarter hours
(Graduate)

This course examines the relationship between culture and communication in various international and co-cultural contexts. It analyzes theories, concepts, personal narratives, and empirical studies on inter cultural and multicultural communication. It engages students in dialogues and reflections of the readings and familiarizes students with various approaches to intercultural communication studies. The course aims to develop students' self-reflectivity, critical thinking and analytical skills in the observation, interpretation, and understanding of communication in various cultural contexts. Formerly CMN 501.

Status as a College of Communication graduate student or Experience Design student or department consent is a prerequisite for this class.

CMNS 506 | SEMINAR IN INTERPERSONAL COMMUNICATION | 4 quarter hours
(Graduate)

This course focuses on communication between individuals in the context of personal and professional relationships. Various theoretical and methodological approaches to the study of interpersonal communication, major interpersonal communication dynamics and processes, and contemporary concerns of interpersonal communication researchers and practitioners will be discussed. Students will critique and apply interpersonal scholarship to address communication problems in personal and professional contexts.

Status as a College of Communication graduate student or Experience Design student or department consent is a prerequisite for this class.

CMNS 507 | ATTACHMENT & RELATIONAL COMMUNICATION | 4 quarter hours
(Graduate)

This course will explore the unique role that attachment styles play in the formation, maintenance, and deterioration of close relationships. Attachment theory will be used to examine how working models of self and other influence patterns of interaction among relational partners. Topics will include how attachment styles influence self-disclosure, conflict resolution, jealousy and deceptive communication. Students will also explore communicative strategies for dealing with attachment related problems.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 509 | SPECIAL TOPICS IN MULTICULTURAL COMMUNICATION | 4 quarter hours
(Graduate)

Course covers a variety of topics that address theories about multicultural communication such as culture, gender, sexual orientation, race, and ethnicity. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 510 | APPLIED COMMUNICATION: THEORIES AND CASES | 4 quarter hours
(Graduate)

This course provides students with a review of foundational and leading-edge theories of human communication, examined in contexts of practical significance. Coursework will involve deep reading and discussion of specific communication theories; and students will practice using theory to identify, analyze, and remediate communication problems via case study.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 511 | TOPICS IN INTERPERSONAL COMMUNICATION | 4 quarter hours**(Graduate)**

Explores specialized topics within the field of relational communication. Past topics have included emotions and communication, gender and its relationship to interaction, and the social construction of interpersonal realities. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 512 | TOPICS IN APPLIED COMMUNICATION | 4 quarter hours**(Graduate)**

Explores specialized topics and contemporary problems within the field of human communication, such as Gendered Communication, Communicating Identity, Persuasion and Social Influence, and Social Media & Misinformation.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 513 | NONVERBAL COMMUNICATION | 4 quarter hours**(Graduate)**

Nonverbal messages are important as we typically monitor our own nonverbal messages less, but believe others nonverbal messages more than their verbal messages. Likewise, research suggests that 65% of our communication is based on nonverbal messages and some estimates are as high as 93%. Clearly such messages are important, yet we spend little time examining such messages. That said, the goal of this course is to provide you with a research based overview of a variety of nonverbal messages, that is, everything we communicate without using our words. This course surveys various conceptual areas generally subsumed under the broad rubric of nonverbal communication. Topics include physical appearances, gestures, face and eye behavior, vocalic, proxemics, touch, time, environmental contexts as well as application of nonverbal behaviors to specific interpersonal communication contexts.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 522 | COMMUNICATING IDENTITY | 4 quarter hours**(Graduate)**

Focuses on the rhetorical theories and practices through which various cultural groups within the US. construct a sense of identity. The course examines different rhetorical forms and strategies through an analysis of the rhetorical situations, texts and artifacts of various cultural groups.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 523 | GENDERED COMMUNICATION | 4 quarter hours**(Graduate)**

Examines research into the ways the various aspects of communication are affected by and affect the social construction of gender. Topics covered include language and language usage differences, interaction patterns and perceptions of the sexes generated through language and communication. (Cross-listed as MLS 445/WMS 440).

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 524 | NARRATIVES IN HEALTH CARE | 4 quarter hours**(Graduate)**

Focusing on the performance and narrative paradigms of communication studies, the course will survey uses of performance and narrative methods to consider health communication relationships. Narrative and narrative performance are sites of health communication issues for marginalized populations, difficult conversations, and alternate means of reporting. For example, narrative and narrative performance are increasingly being used as part of medical curriculum, as a means to train health care professionals to understand the experiences of their patients, encourage deep listening, and foster different professional-patient relations. For cancer, HIV/AIDS, and other patients, performance becomes a means of speaking into mainstream and dominant discourses of health and to actively shape discourses from their own subjectivities. This increases the visibility of health care experiences in their gendered, sexualized, and racialized dimensions. Finally, narrative and narrative performance offers an additional means of visibility in catalyzing change in public, legislative, scholarly and relational arenas.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 525 | COMMUNICATION TRAINING FOR INTERNATIONAL WORK | 4 quarter hours**(Graduate)**

Examines and contrasts the management philosophies of different cultures around the world, paying special attention to how European and Asian organizational practices influence structure, culture and communication within American corporations.

Status as a College of Communication Graduate Student, Organizational Diversity MBA Student or department consent is a prerequisite to this class.

CMNS 527 | ASSESSMENT AND INTERVENTION IN ORGANIZATIONS | 4 quarter hours**(Graduate)**

Organizations are symbolic realities constructed by humans in communication. In other words, organizations are creations, and both organizational members and observers need to comprehend them as such. Communication 527 is devoted to preparing you to become communication professionals able to understand organizations through the analysis of organizational patterns of meaning and expectations. Communication professionals help organizations to improve communication by (1) identifying differences between actual and desired conditions of communication and (2) devising ways to close the gap between actual and desired states. The first function involves organizational communication evaluation (gathering, analyzing, and interpreting data about an organization's communication processes). The second function is referred to as intervention (actions taken to improve organizational communication). People who perform organizational communication evaluation and intervention may be members of the organization or outside agents brought in to perform specific projects. This class will focus on the role of the communication professional in the maintenance and change of organizational communication functions, structures, and the communication processes that occur at various systems levels, including dyads, groups, intercultural and multicultural relations, and organization-wide network processes.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 528 | THE SOCIAL CONSTRUCTION OF HEALTH AND ILLNESS | 4 quarter hours (Graduate)

Beginning with foundational theories and principles of social construction, the course examines cases illustrating socially-constructed features of healthcare. We discuss (a) medicine as a gendered and hierarchical institution, (2) specialized languages used to describe/construct specific illnesses (e.g. anorexia and obesity, addiction, depression, HIV/AIDS), and (3) how constructed realities become internalized through primary and secondary socialization within the family, through media, and through encounters with the health care system.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 529 | TOPICS IN ORGANIZATIONAL AND MULTICULTURAL COMMUNICATION | 4 quarter hours (Graduate)

This course offers students a variety of special topic areas related to organizational and multicultural communication. Students will have opportunities to delve more deeply into each topic area working with instructors who have specialized expertise in that area. Typical topics include but are not limited to Global Workplaces and International Management, Organizational Identity, Critical Theory, and Latino(a) Representation.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 530 | INSTRUCTIONAL DEVELOPMENT | 4 quarter hours (Graduate)

This course is designed to assist in understanding the principles necessary for effective design based on learning outcomes, delivery and evaluation of instruction based on awareness of differing learning styles, subject content, and educational setting including both higher education and professional development settings. This course examines issues related to instructional development by emphasizing the components that are critical in the development, delivery, and assessment of quality teaching and learning experiences in both academic and organizational settings. Students will have the opportunity to implement instructional strategies in the class setting.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 532 | INTRODUCTION TO TRAINING AND DEVELOPMENT | 4 quarter hours (Graduate)

This course provides an introduction to training and its relationship to organizational problem solving. Basic and advanced training strategies are taught within the context of developing organizations. Organizations often have in house training and development specialists that facilitate on-going organizational change processes. The functions of such human relations specialists are explored and the kinds of communication knowledge, competencies and skills needed to enact such functions are examined.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 541 | ORGANIZATIONAL COMMUNICATION AND CULTURE | 4 quarter hours (Graduate)

The central purpose of this course is to introduce students to the role communication plays in organizational life. Throughout the quarter, attention will be devoted to examining the various theoretical perspectives from which organizational communication can be viewed, and selectively surveying major content topics and current issues in the organizational communication literature.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 542 | MULTICULTURAL COMMUNICATION IN THE WORKPLACE | 4 quarter hours (Graduate)

Multicultural issues affect the communication of organizational members on a day-to-day basis. This course examines multicultural issues in professional settings. It provides students with knowledge about co-cultural communication patterns, which will enhance their own ability to interact. Further, it demonstrates how multicultural communication can be an organizational asset.

Status as a College of Communication Graduate Student, Organizational Diversity MBA Student or department consent is a prerequisite to this class.

CMNS 543 | COMMUNICATION AND ORGANIZATIONAL CHANGE | 4 quarter hours (Graduate)

Change in an organization implies change in communicative processes at the individual, dyadic, group and systemic levels. Communication variables that define patterns of interaction within these organizational contexts will be examined as well as key issues that might cause communication difficulties.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 545 | COMMUNICATION AND TECHNOLOGY | 4 quarter hours (Graduate)

Communication and Technology explores the process through which technological and social systems co-create or invent each other. As such, this course not only examines the role that new communication technologies play in shaping our social systems and the organizations within them, but also looks at how social, cultural, economic and legal contexts influence the development and emergence of these technologies.

Status as a College of Communication graduate student or Experience Design student or department consent is a prerequisite for this class.

CMNS 548 | TEAMS, DIVERSITY AND LEADERSHIP | 4 quarter hours (Graduate)

Modern organizations are increasingly interested in shifting their organizational structures toward the goal of creating self-managed work teams. Therefore, the current communication graduate greatly benefits from knowledge and experience with two interdependent aspects of group dynamics: decision-making under conditions of uncertainty, and the philosophy and practice of developing groups into self-managed teams. The December quarter version of this course will combine a relatively brief period of lecture/discussion with a teamwork intensive action learning component towards the goal of making each student competent to either spearhead a change to self-managed work teams in their own organization (if called upon to do so), or to understand and weather this change in work mode without stress.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 549 | SPECIAL TOPICS IN ORGANIZATIONAL COMMUNICATION | 4 quarter hours (Graduate)

Course covers a variety of topics that address theories about organizational communication such as group processes, conflict management, and leadership. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 551 | COLLABORATION FOR SOCIAL IMPACT | 4 quarter hours (Graduate)

Collaboration is a communicative process by which people work together to achieve something they couldn't do alone. This class explores collaboration as a communicative strategy for achieving social impact, with an emphasis on defining problems that warrant a collaborative response and negotiating structures that promote coordination across individuals and organizations. Students will learn strategies for collaborating across organizational boundaries, power and resource differences, and cultural contexts to enact social impact.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 552 | RELATIONSHIPS AND INFLUENCE IN THE WORKPLACE | 4 quarter hours (Graduate)

This course explores the process by which communicators attempt to accomplish their goals. In particular, this course covers theories of persuasion, strategic message design (creating messages that take into account multiple audiences and goals), and how the inferential process influences decision-making.

Status as a College of Communication graduate student or Experience Design student or department consent is a prerequisite for this class.

CMNS 563 | MULTICULTURAL MEDIA REPRESENTATIONS | 4 quarter hours (Graduate)

This course examines both representational practices and theories that are informed by multicultural perspectives. It explores ways in which scholars and media practitioners have dealt with the epistemological problem of "difference." The course may take up topics such as race, class, age, and sexual orientation as categories of difference that have informed and continue to inform academic inquiries. The course also looks at historical and/or contemporary media texts, and analyzes them through these methods.

Status as a College of Communication Graduate Student, Critical Ethnic Studies Student or department consent is a prerequisite to this class.

CMNS 570 | INTRODUCTION TO DIGITAL CMN | 4 quarter hours (Graduate)

This course will provide students with a detailed critical introduction to the field of digital communication. Topics will include practical applications of digital communication across disciplines: communication studies, journalism, public relations, advertising, media and cinema studies, and communication technology. This class will offer students a glimpse of those disciplines and allow them to integrate them all together. Additionally, this course will provide an entry point for students into the program who have had little experience with either digital technology or communication courses. Ideally, this course would be a critical introduction to the field.

Status as a student in Digital Communication and Media Arts (CDM or College of Communication) or the Digital Communication Certificate or department consent is a prerequisite for this class.

CMNS 573 | WORK/LIFE COMMUNICATION AND WELLNESS | 4 quarter hours (Graduate)

Work/life at all levels is enacted through communication, as individuals take up, contest, and re-inscribe work/life boundaries and negotiate work/life conflicts with other social and institutional actors. This seminar examines the communication theory and practice of work/life management at the individual, dyadic, familial, and organizational levels. Topics include family, health, and labor policy; organizational wellness initiatives and interventions; and the pursuit of personal work/life "balance" across the life course.

Status as a Graduate Communication student, Health Communication student, or Relational Communication student is a prerequisite for this class.

CMNS 580 | DATA-DRIVEN DECISION MAKING IN COMMUNICATION | 4 quarter hours (Graduate)

This course guides students to translate communication research methodology and skill to domains of practical significance. The course addresses specific processes by which data and research insights are applied to guide agenda-setting and decision-making, inform change processes, involve stakeholders, influence leadership, conduct evaluation, and create communication products and interventions across a variety of institutional and community contexts. [Prerequisite: MCS 503, CMNS 581, OR CMNS 582].

CMNS 581 or CMNS 582 or department consent is a prerequisite for this class.

CMNS 581 | QUALITATIVE RESEARCH METHODS | 4 quarter hours (Graduate)

Introduction to qualitative approaches to research in communication. The course includes a systematic review and application of ethnography, unstructured interviewing, personal document analysis, historical research, and critical practice. Addresses the rationale, method, and theory of each qualitative approach to research in addition to placing emphasis upon data collection and interpretation.

Status as a College of Communication Graduate Student, Critical Ethnic Studies Student or department consent is a prerequisite to this class.

CMNS 582 | QUANTITATIVE RESEARCH METHODS | 4 quarter hours (Graduate)

Introduces students to quantitative approaches to research and basic statistics. Topics include research design and control, survey construction, measurement and other general research issues, nonparametric statistics, correlation, the t-test and analysis of variance.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

CMNS 583 | RESEARCH METHODS | 4 quarter hours (Graduate)

Focuses on developing an understanding of appropriate quantitative and qualitative research methodologies and relevant descriptive and inferential statistics for the investigation of both practical and theoretical problems in the study of communication. By considering the nature, concepts, and logic of the research enterprise, permits a critically informed assessment of published research, including data gathering and data analysis procedures.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**CMNS 584 | METHODOLOGICAL TOPICS | 4 quarter hours
(Graduate)**

This course is a special topics course in research methods, wherein students study and practice a specialized approach to data collection and knowledge generation. Students will engage the philosophical foundations and practical methodological operations of the study of human communication from a specific research perspective.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**CMNS 585 | THE POLITICS OF HIP HOP CULTURE | 4 quarter hours
(Graduate)**

This course examines "the political" in hip hop culture. Thus, it is not an appreciation of hip hop class; this is, instead, a rigorous theory-based course that interrogates hip hop culture for its political potential for social equality and change. In this course, we will grapple with theories on how popular culture, representations of blackness and power intersect within the context of hip hop. This course examines "the political" in hip hop culture. Thus, it is not an appreciation of hip hop class; this is, instead, a rigorous theory-based course that interrogates hip hop culture for its political potential for social equality and change. In this course, we will grapple with theories on how popular culture, representations of blackness and power intersect within the context of hip hop. We will also interrogate various media texts (film, music, television, and "new media") in relation to the multiple ways in which hip hop culture has been defined. Among the issues we engage are the constructions and representations of blackness, black images in popular culture, and how hip hop culture relates to underlying factors such as globalization, hyper-commodification, racism, sexism, hetero-normativity, classism, and resistance.

Status as a Communication and Media graduate student is a prerequisite for this class.

**CMNS 586 | COMMUNICATING HEALTH, RACE AND REPRODUCTIVE RIGHTS | 4 quarter hours
(Graduate)**

This course examines "the political" that arises from women's bodies and reproductive rights and practices. In this course, we will grapple with theories on how race, media representations of blackness and power intersect within the context of the female body. We will begin with a theoretical framework for our readings and discussions then we will delve into the history of women and reproduction as it relates to power; this history will focus primarily on women of the Black Diaspora which will include indigenous women of the Americas and Latinas. We will also interrogate various race-based case studies as both a force for change and for reinforcing hegemonic discourse. Among the issues we will engage are the constructions and representations of blackness and how race and reproduction relates to underlying factors such as globalization, racism, sexism, classism, and resistance. A crucial part of our task in this course is to think critically and complexly about the roles of race and racism as it pertains to the female body and reproduction within our contemporary world.

Status as a Communication and Media graduate student is a prerequisite for this class.

**CMNS 590 | COMMUNICATION WORKSHOP (VARIABLE TOPICS) | 2 quarter hours
(Graduate)**

This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups. (2 quarter hours)

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**CMNS 592 | INDEPENDENT STUDY | 4 quarter hours
(Graduate)**

Students will be guided in the development of a special project that furthers their collaboration with an instructor and produces a report that demonstrates their mastery of critical content and competencies. The independent study option is intended for students who have demonstrated a mastery of course content, who would benefit from a sustained, focused collaboration with a relevant faculty member. (Variable credit).

Status as a Graduate Communication student and Director Consent is a prerequisite for this class.

**CMNS 594 | DCMA THESIS I | 4 quarter hours
(Graduate)**

Enroll in 594 during the term before you plan on taking Thesis II. This is a graded, 4-credit hour course. Tuition is charged and loan deferment is available. Your thesis/project advisor needs to communicate this date to the Graduate Studies Director for your program, before you are allowed to enroll. PREREQUISITE(S): Status as a Graduate Digital Communication and Media Arts student and Director consent is a prerequisite for this class.

**CMNS 595 | DCMA THESIS II | 4 quarter hours
(Graduate)**

Enroll in CMNS 595 during the term you plan to defend your thesis or complete your final project. This is a graded, 4-credit hour course. Tuition is charged and loan deferment is available. You must have a scheduled defense/completion date to be approved for this class. Your thesis/project advisor needs to communicate this date to the Graduate Studies Director for your program, before you are allowed to enroll. This class is for DCMA students in the Digital Communication concentration and follows DMA 695.

A concentration in Digital Communication and CMNS 594 are prerequisites for this class.

**CMNS 596 | GRADUATE CAPSTONE | 4 quarter hours
(Graduate)**

The graduate capstone course is designed to accompany the completion of an exit project, an option to fulfill the requirements for an M.A. in the following programs: Organizational and Multicultural, Relational Communication, and Health Communication. Under the mentorship of a faculty member, students will design and create an exit project as guided by their chosen committee. The students in the course will serve as peer collaborators for one another, providing resources throughout the exit project process. The purpose of an exit project is to allow students the flexibility to create a meaningful work product that integrates the graduate coursework, which is distinctly separate from the thesis and comprehensive exam options. To enroll in this course, students must complete and submit the requisite paperwork with the signature of their exit project committee members along with a proposal of the exit project. **Status as a Graduate Communication student, Health Communication student, or Relational Communication student is a prerequisite for this class.**

**CMNS 599 | RESEARCH THESIS | 4 quarter hours
(Graduate)**

Enroll in 599 during the term you plan to defend your thesis or complete your final project. This is a graded, 4-credit hour course. Tuition is charged. You must have a scheduled defense/completion date to be approved for this class. Your thesis/project advisor needs to communicate this date to the Graduate Studies Director for your program, before you are allowed to enroll. Loan deferment is allowed to those registered for this class.

Status as a Graduate Communication student and Director Consent is a prerequisite for this class.

**CMNS 601 | ACTIVE DEGREE COMPLETION | 0 quarter hours
(Graduate)**

This is a 0-credit hour course that is available to students who are working actively toward the completion of a thesis or project. Enrollment in this course is limited to the two quarters prior to the defense of the thesis/project and requires thesis/project advisor and graduate director approval and proof of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries half-time enrollment status and eligibility for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

Status as a Graduate Communication or Relational Communication student or department consent is a prerequisite for this class.

**CMNS 602 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in this course if they are finishing a course in which they received an incomplete (IN) and are not registered for any other regular credit-bearing courses in the quarter they plan to finish the incomplete. Enrollment in this course is limited to the two quarters following the quarter of the original incomplete (IN) grade. Enrollment in this course allows access to the library and other campus facilities. This course does not carry any enrollment status. Students enrolled in this course are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

Status as a Graduate Communication student is a prerequisite for this class.

Community Service Studies (CSS)

**CSS 101 | CATHOLIC SOCIAL TEACHING AND REFLECTION | 1-4 quarter hours
(Undergraduate)**

CSS 101 is a mandatory year-long course sequence for all students serving as tutors at San Miguel schools and Visitation Catholic Elementary through the Stean's Center Catholic Schools Initiative. Utilizing the pastoral cycle of "See, Judge, and Act" within the Catholic Social tradition, students will critically reflect on their tutoring experience as it relates to local economic, cultural and political issues surrounding the Englewood and Back of the Yards neighborhoods. In addition they will explore a variety of domestic and global justice issues through the lens of Catholic Social Teaching. Through this hermeneutic, they will gain a familiarity with terms and concepts to more thoroughly analyze and critique social systems. The students will also learn more about the Dominican and LaSallian charism towards marginalized populations and reflect on their own personal responsibility as members of a community bound to their religious mission. As a service-enhanced course, students will actively engage in critical reflection and dialogue on their tutoring experience through the use of readings, videos, guest speakers, group projects/presentations, and designated field trips to related organizations. Variable credit.

**CSS 201 | CRITICAL COMMUNITY ENGAGEMENT | 4 quarter hours
(Undergraduate)**

This course explores the relationship between social justice movements and non-profit organizations in the U.S. by providing a structure within which students can learn about issues and theory and the organizational settings in which they are serving.

**CSS 300 | INTRODUCTION TO NON-PROFIT MANAGEMENT | 4 quarter hours
(Undergraduate)**

This course provides students with an understanding of the functioning of the organizations that conduct the vital work of the non-profit sector. Students will complete the course with the knowledge base to be effective program managers and board members in these organizations.

**CSS 302 | ASSET-BASED COMMUNITY DEVELOPMENT AND COMMUNITY SERVICE | 4 quarter hours
(Undergraduate)**

This course examines the ABCD framework in greater depth.

**CSS 310 | RESTORATIVE JUSTICE: ENGAGEMENT WITH THE PRISON | 4 quarter hours
(Undergraduate)**

This course will provide an opportunity for students to 1) reflect deeply on the meaning of justice, 2) examine institutionalized forms of justice, and, above all, 3) explore alternative models of justice. Using a dialectic process, students will actively scrutinize theories of justice and investigate issues and movements of social justice. Additionally, they will be asked to consider how each of these areas informs the other, since theories often influence as well as emerge from issues and movements. Assumptions about crime and justice will be considered by comparing and contrasting retributive and restorative paradigms. The role of offender, victim and community will be analyzed in the context of crime and justice. Students will also look into programs in restorative justice to discern their outcome effectiveness.

**CSS 311 | MASCULINITY, JUSTICE AND LAW | 4 quarter hours
(Undergraduate)**

This course examines the social practices as well as the legal and institutional culture of masculinity. We will explore the sociocultural, historical and political debates surrounding masculinity and address why it is frequently thought to be "in crisis." Focusing on a number of different sociopolitical movements, we shall consider the construction of masculinity in relation to other social theories, including feminism and postcolonial theory. Furthermore, the effects of various types of violence, and strategies for intervention and prevention shall be addressed.

**CSS 312 | LAW AND POLITICS: PRISON POLICIES AND RESTORATIVE JUSTICE | 4 quarter hours
(Undergraduate)**

This course is about the intersections between law and politics. The learning outcomes for this course include helping students understand the U.S. Constitution, civil liberties and civil rights; the tensions between democracy and the rule of law. The course readings will address restorative justice, community service, redemption, and social justice. We will apply particular concepts from readings, lectures, etc. to an analysis of lived experiences in the American penal system. Collaborating with the Inside-out program, we will examine the ethics of drug sentencing, "three strikes and you are out" sentencing laws, mass incarceration, felon disenfranchisement, and prison-based gerrymandering. The main course assignment asks students to frame a constitutional amendment to rectify one of the issues covered in the course. Their amendments must reflect a thorough understanding of the legal, political, and ethical aspects of the issue they wish to address.

**CSS 320 | COMMUNITY FOOD SYSTEMS | 4 quarter hours
(Undergraduate)**

This course offers a critical analysis of the concept of community food systems as they have been employed as an alternative to the global agro-food system. Readings, lectures, films, guest speakers, site visits, and field projects will provide students with an overview of emerging community-driven efforts at producing, distributing and consuming food. Emphasis will be placed on (1) local, community-based food projects within urban contexts in North America; (2) whether or not these projects constitute more environmentally, socially, and economically sustainable approaches to provisioning households, neighborhoods, towns and cities; and (3) the degree to which such projects enhance the control over, accessibility to, and healthiness of food. Students will gain an understanding of the current global food system in relation to producing, processing, packaging, transporting, marketing, and eventually discarding food. Comparisons will be drawn with emerging local production, distribution and procurement processes driven by the interests of community groups and organizations concerned with health and nutrition, the environment and social justice. There will be a specific focus on the application of community food systems in urban sectors where access to fresh food is challenged, for example, as a result of historical patterns of racial segregation and social exclusion. Students will gain an understanding of such challenges through engaging in field projects in support of local food production and distribution within Chicago communities.

**CSS 330 | COMMUNITY PARTICIPATORY ACTION RESEARCH DESIGN | 4 quarter hours
(Undergraduate)**

This course traces the development of Participatory Action Research (PAR) through a number of different prisms including positivism, feminism, post-modernism and experiential learning pedagogies and examines the influence of discourses of power and inequality on this research methodology.

**CSS 340 | MINDFULNESS AND ACTIVISM | 4 quarter hours
(Undergraduate)**

This course will introduce students to the spiritual and secular uses of mindfulness to further their understanding of themselves and others and to consider its implications for social change. Mindfulness is "the intentional, accepting and non-judgmental focus of one's attention on the emotions, thoughts and sensations occurring in the present moment"; scientific research demonstrates that mindfulness is a powerful vehicle for advancing social relationships and individual health. Students will learn about the history of, contemporary practice, and scientific research on mindfulness in Buddhism, Christianity, and secular health venues through texts, reflection papers, research, and outreach and curriculum development to community partner sites in the Chicago community.

**CSS 350 | CRITICAL ISSUES IN PUBLIC EDUCATION: THE CHICAGO CONTEXT | 4 quarter hours
(Undergraduate)**

This course is a community-based service learning course that requires both "service" in and critical reflection of student experiences in public schools. Students in this course will engage critically with the challenges in public education. Issues explored in this course include: privatization of schooling, punitive accountability measures and sanctions, over-testing, tracking, and, zero tolerance disciplinary policies. Additionally, this class will address the systemic structures that lie at the foundation of these issues including the intersections of differences in race, class, gender, culture, sexual preference, religion, and nationality.

**CSS 378 | COMMUNITY-BASED TECHNOLOGY PROJECTS | 4 quarter hours
(Undergraduate)**

Using an Asset-based Community Development (ABCD) approach, students will work with a community partner to assess urban community web needs, then develop and implement a Web solution. This course provides a systematic and thorough introduction to project management theory, terms and concepts, while students learn the technical, cultural, and interpersonal skills necessary to successfully manage a web project through the project development life cycle. Concepts are reinforced via interactive in-class case study and reflection exercises; the course culminates in a web project for the community partner.

**CSS 390 | SPECIAL TOPICS IN COMMUNITY SERVICE STUDIES | 4 quarter hours
(Undergraduate)**

Special topics in Community Service Studies are designed to cover emerging or specialized issues in community service, development, nonprofit management, and/or social and global responsibility.

**CSS 395 | COMMUNITY INTERNSHIP | 4 quarter hours
(Undergraduate)**

Community Internship exposes students to career potentials in non-profit and government agencies through an intensive internship experience in a community organization.

**CSS 399 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

Independent study. Enrollment by instructor and/or with approval by program director. Variable credit.

Comparative Literature (CPL)

**CPL 210 | GREAT IDEAS, THE INDIVIDUAL AND SOCIETY I | 4 quarter hours
(Undergraduate)**

Classical Antiquity and the Middle Ages Representative works from the Bible, ancient Greek and Roman literature, and European literature of the Middle Ages. Emphasis on close reading of particular texts in different genres; all readings in English. Authors treated in this sequence may include: Homer, Sappho, Aeschylus, Sophocles, Euripides, Hippocrates, Aristophanes, Plato, Aristotle, Cicero, Lucretius, Ovid, Seneca, Plutarch, Augustine, Maimonides, Dante. Formerly ISP 210.

**CPL 211 | GREAT IDEAS, THE INDIVIDUAL AND SOCIETY II | 4 quarter hours
(Undergraduate)**

This course entails close reading and discussion of significant texts in Western culture from the Renaissance to the Enlightenment. Readings will reflect different genres and perspectives. Potential authors may include, for example, Machiavelli, Erasmus, Pisan, Luther, Teresa of Avila, Cervantes, Montaigne, Descartes, Locke, Voltaire, Wollstonecraft, Swift, Equiano, and Rousseau. Cross-listed with HST 234.

**CPL 212 | GREAT IDEAS, THE INDIVIDUAL AND SOCIETY III | 4 quarter hours
(Undergraduate)**

The Modern Era Representative works of European literature from the French Revolution to the modern period. Emphasis on close reading of particular texts in different genres; all readings in English. Authors treated in this sequence may include: Hegel, Kierkegaard, Marx, Melville, Flaubert, Nietzsche, Freud. Formerly ISP 212.

CPL 240 | VOICES OF WAR AND PEACE; ART, LITERATURE AND FILM | 4 quarter hours (Undergraduate)

This course is an overview of the ways in which the arts, including literature and film, portray warfare and the attempts to end violence and build reconciliation and peace. Cross-listed with PAX 240.

CPL 242 | PICTURES OF INJUSTICE: NARRATIVE ARTS IN SOCIAL JUSTICE MOVEMENTS | 4 quarter hours (Undergraduate)

This course will critically examine social justice themes in documentary and feature films in order to consider the role film and filmmaking can play in social justice movements. Together, we will carefully analyze a wide variety of films with the goal of critically examining their representations of race, gender, class and their depiction of agency of their subjects. We will also examine the storytelling and technical techniques used by filmmakers and how those techniques support the goals of filmmakers. Finally, we will examine case studies of activists who are using film and film-making as a part of movements for social justice. Students will leave this course with a better understanding of the ethics of filmmaking and the use of film in social movements. They will be more critical consumers of media and more familiar with a variety of social justice issues. Cross-listed with PAX 242.

CPL 301 | EPIC AND ROMANCE | 4 quarter hours (Undergraduate)

Study of examples of heroic literature from a variety of cultures, including Western and non-Western civilizations.

CPL 302 | COMEDY | 4 quarter hours (Undergraduate)

Study of important examples of dramatic comedy; selections may range from ancient times to the present day with some attention to the relevant theories of comedy (Aristotle, Freud, Bergson, Frye, etc.).

CPL 303 | TRAGEDY | 4 quarter hours (Undergraduate)

Study of important examples of dramatic tragedy; selections may range from ancient times to the present day with some attention to the relevant theories of tragedy.

CPL 304 | THE NOVEL | 4 quarter hours (Undergraduate)

Study of the novel, any period or subgenre (historical, picaresque, romantic, realist etc.) from any given area or country with some attention to the literary theory of the particular novels in question.

CPL 305 | AUTOBIOGRAPHICAL/CONFESSIONAL LITERATURE | 4 quarter hours (Undergraduate)

Study of autobiographical/confessional literature; selections may range from ancient times to the present day from any given area or country with some attention to the relevant theories of these genres.

CPL 306 | UTOPIAN LITERATURE | 4 quarter hours (Undergraduate)

Study of utopian literature; selections range from the Renaissance to the present day. Readings are discussed within the context of relevant political and social theory.

CPL 311 | REVOLUTIONARY LITERATURE | 4 quarter hours (Undergraduate)

Study of revolutionary literature in any of its manifestations and genres in specific areas and periods.

CPL 312 | THE LITERATURE OF IDENTITY | 4 quarter hours (Undergraduate)

Cross-cultural study of self-discovery and identity as manifested in the literatures of self-awareness and self-definition (African-American, Hispanic, gay/lesbian, etc.).

CPL 313 | FEMINIST LITERATURE | 4 quarter hours (Undergraduate)

Cross-cultural synchronic or diachronic study of feminist literature.

CPL 319 | TOPICS IN COMPARATIVE LITERATURE | 4 quarter hours (Undergraduate)

Selected topics on any theme from comparative literature.

CPL 355 | CONTEMPORARY CRITICISM | 4 quarter hours (Undergraduate)

An overview of contemporary criticism from Russian formalism to post-modernism.

Composition (COM)

COM 300 | ORCHESTRATION I | 4 quarter hours (Undergraduate)

Ranges, sonorities and characteristics of woodwind, brass, percussion and string instruments; orchestrational studies of representative works through the 19th century; arrangements for orchestral ensembles.

Status as an undergraduate composition major is a prerequisite for this class.

COM 301 | 16TH CENTURY COUNTERPOINT | 4 quarter hours (Undergraduate)

Species counterpoint in two and three parts; melodic, formal and "harmonic" practices in Renaissance polyphony; free composition in the style; analysis and in-class performances of Renaissance motets and mass settings as well as original student compositions.

Status as an undergraduate composition major is a prerequisite for this class.

COM 302 | 18TH CENTURY COUNTERPOINT | 4 quarter hours (Undergraduate)

Contrapuntal techniques of Bach and Handel; analysis, composition, and in-class performances of solo and ensemble works in the style. Assignments include composition of inventions and fugues.

Status as an undergraduate composition major is a prerequisite for this class.

COM 303 | 20TH CENTURY COUNTERPOINT | 4 quarter hours (Undergraduate)

Exploration of contrapuntal techniques using 20th century vocabularies; analysis of selected compositions from the 20th-century, including works of Ives, Schonberg, Webern, Bartok, Hindemith, Ligeti and others as well as music of very recent times.

Status as an undergraduate composition major is a prerequisite for this class.

COM 305 | ANALYTICAL STUDIES | 4 quarter hours (Undergraduate)

Use of various analytical techniques for detailed studies of selected compositions from the common-practice period through the present day.

Status as an undergraduate composition major is a prerequisite for this class.

**COM 313 | INTRODUCTION TO COMPOSITION | 2-4 quarter hours
(Undergraduate)**

Basic composition. Recommended as preparatory for intended composition majors. This course may be repeated for credit. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**COM 315 | COMPOSITION | 1-4 quarter hours
(Undergraduate)**

Exploration of 20th and 21st century techniques through creative projects and possible analytical assignments. Projects are designed to lead to the completion of compositions for a variety of performance media, culminating in the senior composition project.

Status as a Composition student is a prerequisite for this class.

**COM 316 | COMPUTER ASSISTED COMPOSITION | 4 quarter hours
(Undergraduate)**

The purpose of this course is to offer composition majors an introduction to the use of computers in the implementation of generative and formal strategies for music composition.

Status as an Undergraduate Music student is a prerequisite for this class.

**COM 320 | ORCHESTRATION II | 4 quarter hours
(Undergraduate)**

A survey of orchestrational practices and techniques from the last 100 years. Assignments include analysis, notation, and orchestration.

Status as an undergraduate composition major and COM 300 are prerequisites for this class.

**COM 326 | ELECTRO-ACOUSTIC MUSIC I | 4 quarter hours
(Undergraduate)**

Introduction to the history and literature of electro-acoustic music. Introduction to electronic tools and techniques, including MIDI sequencing, timbral manipulation, and digital sampling.

Status as an Undergraduate Music student is a prerequisite for this class.

**COM 327 | INTERMEDIA COMPOSITION | 4 quarter hours
(Undergraduate)**

Introduction to digital video and multimedia composition and delivery. Further study in the history, literature, and analysis of electro-acoustic music.

COM 326 is a prerequisite for this class.

**COM 360 | TOPICS IN COMPOSITION | 2-4 quarter hours
(Undergraduate)**

An in-depth investigation of a topic in composition. (2 quarter hours)

Status as an undergraduate composition major is a prerequisite for this class.

**COM 398 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

An in-depth study of a composition topic under the supervision of a faculty member. (Departmental permission required). (variable credit)

Status as an Undergraduate Music student is a prerequisite for this class.

**COM 399 | FINAL COMPOSITION PROJECT | 1 quarter hour
(Undergraduate)**

Completion of a final composition project for a large ensemble of six minutes or more. The specific ensemble is to be determined by the student and the composition department and work for this project will be a part of composition lessons throughout the student's senior year.

Status as an Undergraduate Music student is a prerequisite for this class.

**COM 405 | ANALYTICAL STUDIES | 4 quarter hours
(Graduate)**

The study and practice of specific analytical techniques as related to specific works from the common practice period through the present day.
Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**COM 415 | COMPOSITION | 1-4 quarter hours
(Graduate)**

The study of advanced compositional issues at the graduate level which will culminate in quarterly projects as well as a final composition project.
Status as a Graduate Composition student is a prerequisite for this class.

**COM 416 | COMPUTER ASSISTED COMPOSITION | 4 quarter hours
(Graduate)**

The purpose of this course is to offer composition majors an introduction to the use of computers in the implementation of generative and formal strategies for music composition.

Status as a Graduate Composition student is a prerequisite for this class.

**COM 420 | ORCHESTRATION II | 4 quarter hours
(Graduate)**

The study of significant notation, orchestration and instrumentation practices and techniques from the last 75 years. Course activities include consistent score analysis as well as demonstrations of extended instrumental techniques. Projects include orchestral transcriptions and the creation of short works for specific instrumental combinations.

Status as a Graduate Composition student is a prerequisite for this class.

**COM 421 | SEMINAR IN COMPOSITION | 2 quarter hours
(Graduate)**

(2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**COM 444 | NOTATIONAL SEMINAR: NOTATION, COMPOSITION, & SOUND
STRUCTURES | 4 quarter hours
(Graduate)**

A study of some of the most relevant notational issues that have emerged in western music since WWII.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**COM 445 | TWENTIETH CENTURY MUSIC TOPICS | 4 quarter hours
(Graduate)**

A review of significant 20th century literature and techniques as partial preparation for the comprehensive exam.

Status as a Graduate Composition student is a prerequisite for this class.

**COM 446 | NEW MUSIC COMPOSITION SEMINAR | 4 quarter hours
(Graduate)**

Analysis of compositional and notation techniques as found in significant new works from the last twenty-three years for chamber ensembles or orchestral ensembles. Students will develop weekly presentations on specific works that will eventually be presented at the department's weekly meeting sessions and will also develop a minimum 10 page paper on one-two works.

Status as a Graduate Composition student is a prerequisite for this class.

COM 447 | NON-WESTERN SOUND AND CONCEPT IN CONTEMPORARY MUSIC | 4 quarter hours**(Graduate)**

This class will consist of two major elements: one is a survey of the non-western influences in question and the second is the application of non-western influences to actual composition. The final goal of the class is to produce a small scale composition, which demonstrates the application of non-western music ideas.

Status as a Graduate Composition student is a prerequisite for this class.

COM 448 | KINETIC AND KINESTHETIC APPROACH TO COMPOSITION AND ANALYSIS | 4 quarter hours**(Graduate)**

This course centers around an approach to music from a kinetic point of view; listening for kinetic processes and sonic cause and effect, examining how each musical gesture, by way of attack, timing, timbre, even the very act of playing that gesture, holds the potential and the impetus for the sounds to come. We will examine how that kinetic potential can be harnessed in composition, improvisation, and to further our analytical tools.

COM 460 | TOPICS IN COMPOSITION | 2-4 quarter hours**(Graduate)**

An in-depth investigation of a topic in composition. (2 quarter hours)

Status as a Graduate Composition student is a prerequisite for this class.

COM 498 | INDEPENDENT STUDY | 2-4 quarter hours**(Graduate)**

An in-depth study of a composition topic under the supervision of a faculty member. (Departmental permission required). (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

Computer Graphics & Motion Technology (GPH)

GPH 205 | HISTORICAL FOUNDATIONS OF VISUAL TECHNOLOGY | 4 quarter hours**(Undergraduate)**

This course is a survey of the development, application and meaning of visual technologies in a wide range of world cultures from pre-history to the present. It traces the unique intersection of mathematics and physical culture that marks design science, as it has been realized in a variety of human societies. The course includes works of art that emphasize those mathematical and geometric elements that are antecedent to contemporary graphic technology.

GPH 211 | PERCEPTUAL PRINCIPLES FOR DIGITAL ENVIRONMENTS I | 4 quarter hours**(Undergraduate)**

An introduction to the visual, non-verbal principles incorporated in the effective presentation of on-screen environments. This course emphasizes the use of two-dimensional elements and their organization.

GPH 212 | PERCEPTUAL PRINCIPLES FOR DIGITAL ENVIRONMENTS II | 4 quarter hours**(Undergraduate)**

Further experience with the visual, non-verbal principles incorporated in effective presentation of on-screen environments. This course emphasizes the use of three-dimensional elements, spaces and their organization. PREREQUISITE(S): ART 105, GD 105, GPH 211 or HCI 402.

GPH 213 | PERCEPTUAL PRINCIPLES FOR DIGITAL ENVIRONMENTS III | 4 quarter hours**(Undergraduate)**

An introduction to the visual and communication principles for the structure and organization of time-based digital environments. Introduction to standard 2D animation software applications.

PREREQUISITE(S): GPH 211 or GD 105 or equivalent.

GPH 250 | DIGITAL MODELING I | 4 quarter hours**(Undergraduate)**

Introduction to 3D object modeling with an emphasis on visual applications and prototype design. Students will work with basic spatial operations in surface modeling and CAD interfaces and will produce an original object from pattern with computer-aided manufacture.

Prerequisite: GPH 212.

GPH 255 | HAND PROTOTYPING FOR GRAPHIC VISUALIZATION | 4 quarter hours**(Undergraduate)**

Paper prototyping techniques for pre-screen image design including form rendering, rapid visualization, descriptive geometry, and iconographic diagramming. Students will work from initial sketch versions through client presentation. PREREQUISITE(S): ART 106 and (GPH 211 or GD 105)

GPH 259 | DESIGN GEOMETRY | 4 quarter hours**(Undergraduate)**

An historical and practical introduction to the visual applications of geometry. This CAD-based survey covers constructive geometry, surface symmetry, projective geometry, polyhedrons and spheroids through the discussion of historical precedents and practicum exercises.

GPH 269 | GRAPHIC GEOMETRIES | 4 quarter hours**(Undergraduate)**

An historical and practical introduction to the visual applications of geometry. This CAD-based survey covers constructive geometry, surface symmetry, projective geometry, polyhedrons and spheroids through the discussion of historical precedents and practicum exercises.

Graduate standing is a prerequisite for this class.

GPH 279 | SCIENCE AND DESIGN OF SUNDIALS | 4 quarter hours**(Undergraduate)**

This course explores ancient and early modern understanding of the cosmos and how this was successfully modeled into the sundial. About half of the course lectures are historical, while others explain the astronomy, geography and geometry used to design the dial. During lab sessions students design and create their own sundials.

GPH 321 | COMPUTER GRAPHICS DEVELOPMENT I | 4 quarter hours**(Undergraduate)**

This course presents the fundamental mathematical foundations of graphics including an introduction to the basic geometric constructions of points, vectors, transformations, matrices and homogeneous coordinates. The course will explore applications of these mathematical techniques to rendering 3D scenes and lighting and shading surfaces in 3D. Advanced topics will include several key techniques from computational geometry such as the computation of object intersections and applications to rendering 3D scenes and object collisions. The focus of this course is on building the software from scratch rather than using a graphics application programming interface (API) so that students will gain a deeper understanding of the techniques they will be using in later courses through an API such as OpenGL or Direct3D. PREREQUISITE(S): CSC 300 or CSC 383 or CSC 393.

CSC 300 or CSC 383 or CSC 393 is a prerequisite for this class.

**GPH 325 | SURVEY OF COMPUTER GRAPHICS | 4 quarter hours
(Undergraduate)**

(Formerly GPH 371) A survey of basic 3D techniques, including interaction of light and color. The relationship between visual effect and geometry. Visual effects of rendering, texturing and lighting algorithms. Procedurally based modeling and an introduction to procedural animation techniques. PREREQUISITE(S): CSC 212 or ISM 330.

**GPH 329 | COMPUTER GRAPHICS DEVELOPMENT II | 4 quarter hours
(Undergraduate)**

Basic graphics architecture. Coordinate systems. Three-dimensional representations and transformations. Simple visible-surface algorithms. Introduction to illumination. Gouraud and Phong shading. Antialiasing. Texture mapping and elements of animation. Students create a graphics package using a high-level graphics API such as OpenGL. PREREQUISITE(S): CSC 361 and (GAM 325 or GPH 321)

CSC 361 and (GAM 325 or GPH 321) are prerequisites for this class.

**GPH 336 | SMOOTH SURFACE MODELING FOR GRAPHICS AND ANIMATION | 4 quarter hours
(Undergraduate)**

Parametric curves and surfaces. Continuity of curves and surfaces. Hermite, Bezier, B, and Catmull-Rom splines. Integer, adaptive and interactive generation of curves and surfaces. Surface subdivision. Quadric surfaces. Surface use in animations. PREREQUISITE(S): GPH 329 or GAM 370.

GPH 329 or GAM 370 is a prerequisite for this class.

**GPH 338 | SURVEY OF 3-D ANIMATION | 4 quarter hours
(Undergraduate)**

(Formerly titled Computer Animation Survey). Use of a commercially-based animation package for the purpose of communicating a narrative or visual information. Animation of transformations, deformations, cameras, and lights. Forward / inverse kinematics for character rigging. Prerequisites: ANI 201 and either GPH 325 or GPH 250.

**GPH 339 | ADVANCED RENDERING TECHNIQUES | 4 quarter hours
(Undergraduate)**

An introduction to shading techniques for highly realistic computer generated imagery. Texturing basics. Design, acquisition and application of layered textures to produce realistic dirt and aged surfaces. Turntables. Basic illumination and reflectance models. Elements of procedural texturing for organic surface materials such as wood and marble. The course includes an introduction to an industry standard shading language that is a powerful prototyping tool for both offline and real-time rendering environments. Students work in teams to produce convincingly organic environments. PREREQUISITE(S): GPH 325 or GPH 321 or (ANI 339 and GPH 355)

**GPH 340 | PROCEDURAL SHADING | 4 quarter hours
(Undergraduate)**

Procedural pattern generation, creating patterns such as marble and wood with noise, moving beyond the Phong Illumination model. Gaussian distributions and the Ward anisotropic model, BRDFs. Non-photorealistic rendering techniques such as "toon" shading and painterly techniques. PREREQUISITE(S): GPH 339.

**GPH 341 | ADVANCED LIGHTING TECHNIQUES | 4 quarter hours
(Undergraduate)**

Simple local models such as Phong, extensions to Phong (HDRI), ray-traced lighting and shadows, soft shadow generation using shadow maps, radiosity for producing ambient lighting and photon mapping for calculating realistic refracted light. Theory, lighting features supported, efficiency, and practical considerations for choosing the model in production. PREREQUISITE(S): GPH 339.

**GPH 345 | DIGITAL SURFACE MODELING | 4 quarter hours
(Undergraduate)**

This course is an upper level exploration of digital modeling in NURBS environments. Students will learn to creatively apply analytic methods of form production and scenic presentation suitable for application to design and engineering, medical and forensic visualization, and testing. In general this course will prepare students for 3-D graphic applications outside of the entertainment industry while rounding out their modeling skills for that industry, too. PREREQUISITE(S): GPH 212 or GPH 259 or ANI 230.

**GPH 346 | SMOOTH SURFACE MODELING FOR GRAPHICS AND ANIMATION | 4 quarter hours
(Undergraduate)**

(Formerly CSC 346; Cross-listed with CSC 536) Parametric curves and surfaces. Continuity of curves and surfaces. Hermite, Bezier, B, and Catmull-Rom splines. Integer, adaptive and interactive generation of curves and surfaces. Surface subdivision. Quadric surfaces. Surface use in animations. PREREQUISITE(S): GPH 329 or GAM 370.

GPH 329 or GAM 370 is a prerequisite for this class.

**GPH 348 | RIGGING FOR ANIMATION | 4 quarter hours
(Undergraduate)**

Readying 3D characters and other models for animation. Skeleton chains, joint orientations, and degrees of freedom. IK solvers, including single chains, rotation and splines. Methods for computing weights for skinning body and face, including semi-automated approaches. Considerations for mechanical objects, animals and low-polygon models. PREREQUISITE(S): GPH 338 or ANI 201.

**GPH 350 | DIGITAL MODELING II | 4 quarter hours
(Undergraduate)**

Advanced experience in object modeling and prototype design. Students will work with more sophisticated form relationships, reverse engineering and textures, and will produce an original object from slicing with computer-aided manufacture. PREREQUISITE(S): GPH 250.

**GPH 355 | 3D SCRIPTING FOR ANIMATORS | 4 quarter hours
(Undergraduate)**

This is an introductory course in scripting for a 3D production environment. Students will learn and apply basic programming concepts in order to improve the productivity of animators and modelers. Using script, we will automate repetitive tasks, customize the interface, and create new tools. Students will gain a fundamental understanding of how a 3D animation package functions behind the interface. Prerequisites: ANI 230 or GPH 338.

**GPH 358 | COMPUTER GRAPHICS AUTOMATION | 4 quarter hours
(Undergraduate)**

Covers the use of scripting and other automation techniques to generate computer graphics and animation. Emphasis on the benefits and differences of scripting languages compared to conventional graphics programming. Using commercially available scripting environments, students will generate rich, interesting graphics and animations that would not be possible with the conventional user interface. PREREQUISITE(S): ISM 330 or CSC 212 or GPH 355 or CSC 242.

**GPH 360 | MODELING SPACES | 4 quarter hours
(Undergraduate)**

The digital design and modeling of environmental spaces with attention to human use parameters. PREREQUISITE(S): GPH 250.

GPH 372 | PRINCIPLES OF COMPUTER ANIMATION | 4 quarter hours (Undergraduate)

(Formerly CSC 372) This course will cover a range of topics in introductory 3D Computer Animation. Topics covered will include key framing, interpolation, hierarchies, inverse kinematics, particle systems, and the basics of physically based simulation and modeling. PREREQUISITE(S): GPH329 or GAM 370.

GPH 329 or GAM 370 is a prerequisite for this class.

GPH 375 | ADVANCED GRAPHICS DEVELOPMENT | 4 quarter hours (Undergraduate)

(Formerly CSC 375) Survey of standards and current modular technology for 2D and 3D graphics software development. Use of software development toolkits to create "plug-ins" and other modularly organized functionality enhancements for selected commercially available graphics packages. PREREQUISITE(S): GPH 329 or permission of instructor.

GPH 380 | VISUALIZATION | 4 quarter hours (Undergraduate)

An in depth introduction to a wide range of visualization techniques focusing on medical and scientific applications. Introduction to programming using a visualization package, use of color for feature extraction and enhancement, false color mapping techniques, reconstruction techniques, iso surface generation, stream lines and ribbons, spatial set operations and projections of higher-dimensional data sets. Prerequisite(s): GPH 325.

GPH 387 | FORENSIC ANIMATION | 4 quarter hours (Undergraduate)

Techniques and issues in forensic animation. Application of modeling and rendering to the recreation of time-based events for legal purposes. Survey of research and interview techniques. Demonstrative recreation and physically-based recreation. Issues of accuracy, verification, certification and ethics. Students research and recreate an event with forensic value. Possible project areas include motor vehicle incidents, aviation events, product liability, medicine, and trademark infringement. Prerequisites: GPH 338 or ANI 231.

GPH 388 | PRODUCTION PIPELINE TECHNIQUES | 4 quarter hours (Undergraduate)

An essential aspect of CGI is the skill to effectively manage data for an entire show, and to know how to monitor renders and image processes with the end result of assembling the finished animation. Students taking this course will gain hands-on experience in render queue management, automated file/image processing and manipulation, disk resource management, data archiving, conversion of outside vendor media and scripting tools to automatic common tasks and improve workflow. Students will work in teams to complete large-scale asset management and rendering projects. Prerequisites: CSC 212 or CSC 262.

GPH 389 | REAL-TIME GRAPHICS TECHNIQUES | 4 quarter hours (Undergraduate)

This course will cover the basic algorithms and techniques used in today's real-time graphics systems. Topics will include the following: an introduction to computational geometry including computation with polygonal meshes. Alternate scene representations for efficient geometry culling, including BSP trees and oct-trees. Bounding volume hierarchies, box-trees and R-trees, and application to geometry culling. Programmable graphics hardware and its applications to geometric deformations and surface rendering. PREREQUISITE(S): GPH 329 or GAM 370.

GPH 329 or GAM 370 is a prerequisite for this class.

GPH 390 | TOPICS IN GRAPHICS | 4 quarter hours (Undergraduate)

Description: May be repeated for credit. PREREQUISITE(S): Permission of Instructor.

GPH 395 | COMPUTER GRAPHICS SENIOR PROJECT | 4 quarter hours (Undergraduate)

A group project involving analysis, design, creation, implementation and testing of a large project such as an animation, an interactive multimedia presentation or a video game. Portfolio creation and critique. Discussion of strategies for graduate school and the job market. PREREQUISITE(S): GPH 338 or GPH 372.

GPH 399 | INDEPENDENT STUDY | 1-8 quarter hours (Undergraduate)

Variable credit. PREREQUISITE(S): Consent of dean.

GPH 425 | SURVEY OF COMPUTER GRAPHICS | 4 quarter hours (Graduate)

Expression of visual intent through geometry and procedure. A survey of basic 3D techniques, including interaction of light and color. Visual effects of rendering, texturing, and lighting algorithms. Procedural modeling techniques and an introduction to procedurally-based texturing and animation. PREREQUISITE(S): CSC 212.

GPH 436 | FUNDAMENTALS OF COMPUTER GRAPHICS | 4 quarter hours (Graduate)

An accelerated introduction to the graphics development environments and to graphical programming. Provides an in depth discussion of the basic mathematical language of computer graphics: vectors, transformations, homogeneous coordinates and their associated data structures. Advanced topics will include sampling theory and interpolation. Also provides a basic introduction to industry standards in graphics development, including specifying transformations and viewing parameters. PREREQUISITE(S): CSC 393 and MAT 150.

CSC 393 and MAT 150 are prerequisites for this class.

GPH 438 | COMPUTER ANIMATION SURVEY | 4 quarter hours (Graduate)

Survey of methods used in computer animation. This course uses commercially available software packages to teach techniques for animation and digital video production. The techniques covered include storyboarding, key frame animation, audio and video editing. PREREQUISITE(S): GPH 425 or GPH 469.

GPH 425 (or GPH 469) is a prerequisite for this class.

GPH 448 | COMPUTER GRAPHICS SCRIPTING | 4 quarter hours (Graduate)

Covers the use of scripting to generate computer graphics and animation. Emphasis on the benefits and differences of scripting languages compared to conventional graphics programming. Using commercially available scripting environments, students will generate complex graphics and animations that would not be possible with the conventional user interface. PREREQUISITE(S): GPH 438.

GPH 450 | DIGITAL MODELING I | 4 quarter hours (Graduate)

Introduction to 3D object modeling with an emphasis on visual applications and prototype design. Students will work with basic spatial operations in surface modeling and CAD interfaces and will produce an original object from pattern with computer-aided manufacture. PREREQUISITE(S): HCI 470.

GPH 469 | COMPUTER GRAPHICS DEVELOPMENT | 4 quarter hours (Graduate)

Basic graphics architecture. Coordinate systems. Three-dimensional representations and transformations. Simple visible-surface algorithms. Introduction to illumination. Gouraud and Phong shading. Antialiasing. Texture mapping and elements of animation. Students create a graphics package using a high-level graphics API such as OpenGL. PREREQUISITE(S): CSC 461 and (GAM 425 or GPH 436)

CSC 461 and (GAM 425 or GPH 436) are prerequisites for this class.

GPH 487 | FORENSIC ANIMATION | 4 quarter hours (Graduate)

Techniques and issues in forensic animation. Application of modeling and rendering to the recreation of time-based events for legal purposes. Survey of research and interview techniques. Demonstrative recreation and physically-based recreation. Issues of accuracy, verification, certification and ethics. Students research and recreate an event with forensic value. Possible project areas include motor vehicle incidents, aviation events, product liability, medicine, and trademark infringement.

GPH 536 | SMOOTH SURFACE MODELING FOR GRAPHICS AND ANIMATION | 4 quarter hours (Graduate)

Parametric curves and surfaces. Continuity of curves and surfaces. Hermite, Bezier, B, and Catmull-Rom splines. Integer, adaptive and interactive generation of curves and surfaces. Surface subdivision. Quadric surfaces. Surface use in animations. PREREQUISITE(S): GPH 469 or GAM 470.

GPH 469 or GAM 470 is a prerequisite for this class.

GPH 538 | RIGGING FOR ANIMATION | 4 quarter hours (Graduate)

Readying 3D characters and other models for animation. Skeleton chains, joint orientations, and degrees of freedom. IK solvers, including single chains, rotation and splines. Methods for computing weights for skinning body and face, including semi-automated approaches. Considerations for mechanical objects, animals and low-polygon models. PREREQUISITE(S): GPH 438.

GPH 539 | ADVANCED RENDERING TECHNIQUES | 4 quarter hours (Graduate)

An in-depth examination of texturing techniques for highly realistic computer generated imagery. Design and implementation of layered textures to produce realistic dirt and aged surfaces. Cost analysis of advanced illumination and reflectance models, including environment and shadow mapping, and ambient occlusion. Procedural texturing including pattern generation and the application of noise to produce organic surfaces. Shader development using an industry standard. Prototyping for both offline and real-time rendering environments. Students work in teams to produce convincingly organic environments. PREREQUISITE(S): GPH 425 or GPH 436 or (ANI 439 and GPH 355)

GPH 540 | PROCEDURAL SHADING | 4 quarter hours (Graduate)

Procedural pattern generation, creating patterns such as marble and wood with noise, Moving beyond the Phong Illumination model: Gaussian distributions and the Ward anisotropic model, BRDFs. Non-photorealistic rendering techniques such as "toon" shading and painterly techniques. PREREQUISITE(S): GPH 539.

GPH 541 | ADVANCED LIGHTING TECHNIQUES | 4 quarter hours (Graduate)

Simple local models such as Phong, extensions to Phong (HDRI), ray-traced lighting and shadows, soft shadow generation using shadow maps, radiosity for producing ambient lighting and photon mapping for calculating realistic refracted light. Theory, lighting features supported, efficiency, and practical considerations for choosing the model in production. PREREQUISITE(S): GPH 539.

GPH 560 | MODELING SPACES | 4 quarter hours (Graduate)

The digital design and modeling of environmental spaces with attention to human use parameters. PREREQUISITE(S): any GPH 400-level course or consent of instructor.

GPH 565 | DESIGNING FOR VISUALIZATION | 4 quarter hours (Graduate)

Sources of graphical integrity and sophistication. Data-Ink maximization. Data density. The use of color to enhance features in data sets and the communication of information. Effective use of space and time. Use of 3D techniques to display multi-dimensional data. The use of isosurfaces and volumetric techniques to display features of data sets. Students will use a programmable system to produce their visualizations and will learn how to use procedural techniques to express graphical intent. (Only one of GPH 570 and GPH 565 may be taken for credit) Prerequisite(s): GPH 448 and HCI 470.

GPH 570 | VISUALIZATION | 4 quarter hours (Graduate)

(Formerly CSC 570) Reconstruction techniques. Voxel classification and isosurface generation. Spatial set operations. Projections of higher-dimensional data sets. Data feature enhancement. False color mapping. Survey of applications in science, engineering and medicine. PREREQUISITE(S): GPH 469 or GAM 470.

GPH 469 or GAM 470 is a prerequisite for this class.

GPH 572 | PRINCIPLES OF COMPUTER ANIMATION | 4 quarter hours (Graduate)

(Formerly CSC 572) This course will cover a range of topics in introductory 3D Computer Animation. Topics covered will include key framing, interpolation, hierarchies, inverse kinematics, particle systems, and the basics of physically based simulation and modeling. PREREQUISITE(S): GPH 469.

GPH 575 | ADVANCED GRAPHICS DEVELOPMENT | 4 quarter hours (Graduate)

Survey of standards and current modular technology for 2D and 3D graphics software development. Use of software development toolkits to create "plug-ins" and other modularly organized functionality enhancements for selected commercially available graphics packages. PREREQUISITE(S): GPH 448 and (GPH 469 or GAM 470)

GPH 448 and (GPH 469 or GAM 470) are prerequisites for this class.

GPH 580 | HARDWARE SHADING TECHNIQUES | 4 quarter hours (Graduate)

This class explores the current trends in programmable computer graphics hardware. Modern graphics processing units (GPU's) are becoming increasingly powerful and fully programmable parallel processing units. They make extremely sophisticated effects in computer graphics, such as shadows, displacement maps, skinning, motion blur, reflections and refractions, possible in real-time scenes. In addition these increasingly general programmable units are being used for far more general computing problems from traditional searching and sorting algorithms to computational problems in physics such as the diffusion equation and fluid flow. In this course we will explore the applications of hardware shading to computer graphics, including advanced lighting, shading and surface effects. As time allows, we will explore other applications such as physics and computer science. Prerequisites: GPH 469 or GAM 470.

GPH 469 or GAM 470 is a prerequisite for this class.

GPH 595 | TOPICS IN GRAPHICS | 4 quarter hours (Graduate)

May be repeated for credit. PREREQUISITE(S): Permission of instructor.

Computer Science (CSC)

CSC 200 | SURVEY OF COMPUTING | 4 quarter hours (Undergraduate)

This introductory course explores various careers in the field of information technology. A hands-on component will deal with state of the art personal computer operating systems, applications, database systems, Internet, email, and basic website construction. The structure of the course utilizes both classroom lectures and computer classroom labs. This course is geared toward the non-major and assumes no prior knowledge or experience in Computer Science.

CSC 208 | ETHICS IN TECHNOLOGY | 4 quarter hours (Undergraduate)

Information Technology and the rapid pace in which it has advanced have had a tremendous impact on our lives. Changes have been swift and the human capacity to deal with them is limited. It has been said that our technology has outpaced our humanity. This course will research the new responsibilities technology presents and our ability to deal with these changes in an ethical manner. Students will employ ethical frameworks, which integrate computer science and ethics, to develop the skills required to examine different sets of assumptions and question them. Case studies will provide a historical perspective for analysis.

CSC 211 | PROGRAMMING IN JAVA I | 4 quarter hours (Undergraduate)

Introduction to programming in Java and problem solving. Variables, data types, input/output, using objects and methods from the standard classes (such as String and Scanner), control structures, writing methods, arrays. Solving problems with algorithms and implementing algorithms in Java. (Not for CS majors)

CSC 212 | PROGRAMMING IN JAVA II | 4 quarter hours (Undergraduate)

Intermediate programming in Java and problem solving. Writing Java programs with multiple classes: constructors, visibility modifiers, static members, accessor and mutator methods, and arrays of objects. Inheritance, polymorphism, and interfaces. Sorting arrays of primitive data and arrays of objects. Exception handling. (Not for CS majors)

CSC 211 is a prerequisite for this class.

CSC 221 | FOUNDATIONS OF COMPUTER SCIENCE | 4 quarter hours (Undergraduate)

This course introduces students to the foundations of computer science. Students will learn how to use mathematical data types to model problems in computer science, apply mathematical and computational tools to analyze and solve the problems, and use formal reasoning techniques to verify and analyze the solutions. Topics covered in this course include numbers, strings, functions, sets, graphs, relations, propositional logic, and combinatorics.

MAT 130 or above or equivalent or Mathematics Diagnostic test placement into MAT 140 is the prerequisite for this class.

CSC 222 | FOUNDATIONS OF COMPUTER SCIENCE II | 4 quarter hours (Undergraduate)

This course is the second in a two-course sequence introducing students to the foundations of computer science. Students will learn how to use mathematical data types to model problems in computer science, apply mathematical and computational tools to analyze and solve the problems, and use formal reasoning techniques to verify and analyze the solutions. Topics covered include algebraic structures, graphs, state machines, linear algebra, formal reasoning principles, first-order logic, combinatorics, and probability.

CSC 221 and CSC 241 are prerequisites for this class.

CSC 223 | THE IMPACT OF COMPUTING TECHNOLOGY ON OUR LIVES | 4 quarter hours (Undergraduate)

This course will introduce students to an overview of social analysis techniques and the theories of social change. These tools will be used to explore social impact issues of computing technology. Counts for Liberal Studies SCBI credit.

CSC 233 | CODES AND CIPHERS | 4 quarter hours (Undergraduate)

This course is an introduction to the science and history of secret writing (cryptography) and how codes and ciphers can be broken (cryptanalysis). In historical settings we will encounter the main ideas and methods devised to secure communication channels. Possible topics include: substitution ciphers, transposition ciphers, the Vigenere cipher, statistical methods in cryptanalysis, public-key cryptography, and quantum cryptography.

MAT 120 (or MAT 130 or CSC 241 or CSC 243) is a prerequisite for this class.

CSC 235 | PROBLEM SOLVING | 4 quarter hours (Undergraduate)

How do you solve a problem? In this course we discuss different problem solving techniques and strategies such as modeling, establishing subgoals, and searching and pruning. The techniques will be presented as part of a theoretical framework, but there will be significant emphasis on solving problems in familiar domains such as games, newspaper articles, philosophy, and simple geometry and logic. At the end of the course, students will have built a repertoire of problem solving tools that will allow them to make an informed choice of approach towards new problems.

CSC 241 | INTRODUCTION TO COMPUTER SCIENCE I | 4 quarter hours (Undergraduate)

An introduction to problem solving, algorithms and structured programming using a higher-level programming language. The course will focus on skills for developing algorithms, and for writing and debugging programs. Students will learn how and when to use loops, conditionals, and functional abstractions in the context of problems motivated by real world applications.

MAT 130 or above or equivalent or Mathematics Diagnostic test placement into MAT 140 is the prerequisite for this class.

CSC 242 | INTRODUCTION TO COMPUTER SCIENCE II | 4 quarter hours (Undergraduate)

An intermediate course in problem solving, algorithms and programming. Programming skills are further strengthened through more complex and larger programming assignments. The assignments will also be used to introduce different Computer Science areas (e.g. a Client/Server application for the Distributed Systems area). Classes and object oriented programming are motivated and introduced.

CSC 241 is the prerequisite for this class.

CSC 243 | INTRODUCTION TO COMPUTER SCIENCE FOR PROGRAMMERS | 4 quarter hours (Undergraduate)

An accelerated course covering the essentials of programming, with a focus on problem-solving, structured programming, and algorithm design. The concepts covered include collection types, conditional and iterative structures, functions, file input/output, exceptions, namespaces, recursion, and Internet client programming. Students are expected to have successfully completed at least one high-level, object-oriented programming class prior to enrollment.

MAT 130 or above or equivalent or Mathematics Diagnostic test placement into MAT 140 is the prerequisite for this class.

CSC 250 | COMPUTERS AND HUMAN INTELLIGENCE | 4 quarter hours (Undergraduate)

Students taking this course will study human problem-solving and its simulation by computers. Artificial intelligence, pattern recognition and learning programs will be discussed. PREREQUISITE(S): Familiarity with basic computer productivity tools and the Web.

CSC 270 | FROM FIREFLIES TO FACEBOOK: THE SCIENCE OF NETWORKS | 4 quarter hours (Undergraduate)

This course explores complex systems both natural and man-made, characterized by the relationships between interacting entities. Network structures can be found in the Internet and its many applications, but also in social relationships, marketplaces, ecosystems, even cells. We will examine a wide range of networks including technological, social, and natural. Students will learn basic concepts from graph theory, algorithms and network analysis, apply tools for extracting, analyzing and visualizing network properties, using data sets drawn from a variety of areas.

MAT 120 is a prerequisite for this class.

CSC 281 | WORKSHOP: JAVA FOR PROGRAMMERS | 2-2.25 quarter hours (Undergraduate)

This course introduces students to the Java programming language and eclipse development environment.

CSC 241 or CSC 243 is a prerequisite for this class.

CSC 282 | WORKSHOP: LINUX FOR PROGRAMMERS | 2-2.25 quarter hours (Undergraduate)

This course provides an introduction to Linux, the command-line environment, C programming, and version control.

CSC 241 or CSC 243 is a prerequisite for this class.

CSC 298 | INTERNSHIP | 4 quarter hours (Undergraduate)

This course satisfies the junior year experiential learning requirement. In cooperation with local employers, this course offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. Admission to the program requires consent of internship course instructor. Current work experience plus classroom time is required. Supervisor evaluation will contribute to the final grade.

CSC 299 | SOPHOMORE LAB IN APPLIED COMPUTING | 4 quarter hours (Undergraduate)

In this course, students investigate a particular application of computing. Students learn tools, methodologies, and formalisms used in a particular computing area, and apply them to develop working systems. Courses stress student initiative in investigating the application context, learning new tools (including languages and APIs), studying algorithms and code examples, and working on projects. Topics will vary by the faculty member's interest and perspective.

CSC 242 or CSC 243 is the prerequisite for this class.

CSC 300 | DATA STRUCTURES I | 4 quarter hours (Undergraduate)

This is the first course in a two-course sequence on data structures using Java. The course introduces basic Java programming, reviews recursion, introduces asymptotic notations, and focuses mainly on linear data structures including arrays, linked lists and their variants, stacks and queues, and data structures supporting disjoint-set operations. The implementation of the basic operations on each data structure are discussed and analyzed in terms of their efficiency. The applications covered highlight and exploit the unique characteristics of the data structures, and emphasize problem solving and recursive thinking.

CSC 242 or CSC 243 is the prerequisite for this class.

CSC 301 | DATA STRUCTURES II | 4 quarter hours (Undergraduate)

This is the second course in a two-course sequence on data structures using Java. The course focuses mainly on the following data structures, their analysis, and their applications: trees (search trees, balanced search trees), heaps, associative arrays, hash tables, and data structures for representing graphs. The implementation of the basic operations on each data structure are discussed and analyzed in terms of their efficiency. The applications discussed highlight and exploit the unique characteristics of the different data structures, and emphasize problem solving and recursive thinking.

CSC 300 and MAT 140 are prerequisites for this class.

CSC 308 | FRAMEWORKS FOR WEB APPLICATION DEVELOPMENT | 4 quarter hours (Undergraduate)

This course introduces concepts, techniques, technologies and APIs for web application development. The main focus of the course is on the Model-View-Controller design pattern employed by modern full-stack web frameworks. Concepts and techniques covered include client/server programming, database abstraction APIs, and asynchronous JavaScript. Examples of full-stack MVC frameworks include Ruby-on-Rails (written in Ruby), Django and TurboGears (written in Python).

CSC 374 is a prerequisite for this class.

**CSC 309 | C++ FOR PROGRAMMERS | 4 quarter hours
(Undergraduate)**

This course covers the essentials of C and C++ programming, focusing primarily on the topics of memory management and object-oriented programming. Topics include pointers and dynamic allocation, operator overloading, copy constructors and destructors, inheritance and polymorphism.

(CSC 242 or CSC 243) or proficiency in another programming language is a prerequisite for this class.

**CSC 321 | DESIGN AND ANALYSIS OF ALGORITHMS | 4 quarter hours
(Undergraduate)**

Techniques for designing algorithms including: analyzing algorithms (big-O, recurrence relations) and divide-and-conquer (quicksort, mergesort). Additional topics chosen from: the greedy method, dynamic programming, backtracking, branch-and-bound and string matching.

CSC 301 and MAT140 are prerequisites for this class. MAT141 Recommended.

**CSC 325 | TIME SERIES ANALYSIS AND FORECASTING | 4 quarter hours
(Undergraduate)**

The course introduces students to statistical models for time series analysis and forecasting. The course topics include: autocorrelated data analysis, Box-Jenkins models (autoregressive, moving average, and autoregressive moving average models), analysis of seasonality, volatility models (GARCH-type, GARCH-M type, etc.), forecasting evaluation and diagnostics checking. The course will emphasize applications to financial data, volatility modeling and risk management. Real examples will be used throughout the course. PREREQUISITE(S): (CSC 212 or CSC 224 or CSC 262 or CSC 309) and (CSC324 or MAT356) or consent of instructor.

**CSC 327 | PROBLEM SOLVING FOR CONTESTS | 2-2.25 quarter hours
(Undergraduate)**

This course prepares students to compete in programming contests. More broadly, it covers problem solving techniques in an informal, fun, and hands-on setting. This course will improve your analytical and programming skills and is thus recommended for all students and not just the competitors among us. This course can be taken for credit twice.
CSC 301 is a prerequisite for this class.

**CSC 331 | SCIENTIFIC COMPUTING | 4 quarter hours
(Undergraduate)**

This course presents fundamental numerical algorithms for solving problems in scientific computing and computational finance. Areas covered include: error analysis, computer arithmetic, linear algebra, optimization problems, numerical integration (solvers), ordinary differential equations (ODE). The emphasis of the course is on the design of the algorithms, and their analysis. Algorithms will be implemented using mathematical software.

((CSC 242 or CSC 243) and MAT 152) or by permission of instructor

**CSC 333 | CRYPTOLOGY | 4 quarter hours
(Undergraduate)**

Introduction to the methods of cryptography and cryptanalysis. Topics include classical cryptography (codes, substitution ciphers, transposition ciphers), block and stream ciphers (Feistel networks, DES), and public key cryptography (RSA, Key agreement, signature schemes). Optional topics include zero-knowledge protocols, quantum cryptography, and history.

(CSC 300 or IT 313) and MAT 140 are prerequisites for this class.

**CSC 343 | INTRODUCTION TO OPERATING SYSTEMS | 4 quarter hours
(Undergraduate)**

An advanced course on operating system design and implementation. Process management and scheduling, memory management, file systems, device drivers, access control, and virtualization will be covered. The emphasis of the course will be on implementing components of a functional operating system.

CSC 301 and CSC 373 and CSC 374 are prerequisites for this class.

**CSC 344 | AUTOMATA THEORY AND FORMAL GRAMMARS | 4 quarter hours
(Undergraduate)**

An introduction to the most important abstract models of computation and their applications: finite state machines and pushdown automata.

Explores the relationship between regular expressions and formal grammars and automata. PREREQUISITE(S): CSC 301 and MAT 141.

CSC 301 and MAT 141 are prerequisites for this class.

**CSC 347 | CONCEPTS OF PROGRAMMING LANGUAGES | 4 quarter hours
(Undergraduate)**

This course examines concepts and programming paradigms that are found in multiple programming languages. Topics include but are not limited to functional programming, type systems, and runtime systems.

CSC 301 and CSC 373 are prerequisites for this class.

**CSC 348 | INTRODUCTION TO COMPILER DESIGN | 4 quarter hours
(Undergraduate)**

An overview of the design of a compiler for a general purpose programming language; tools for designing the components of the compiler; implementing the compiler; run time environments.

CSC 301 and CSC 373 and CSC 347 are prerequisites for this class.

**CSC 352 | DATABASE PROGRAMMING | 4 quarter hours
(Undergraduate)**

Programming in a large-scale relational database environment using procedural languages. Topics covered in the course include: procedural extension of query languages, runtime error handling, subprograms (procedures and functions), packages, database triggers, dynamic query language. Optional topics include transaction management, reliability, and security.

(IT 240 or CSC 355) and (CSC 212 or CSC 242 or CSC 243 or CSC 300 or CSC 309) are prerequisites for this class.

**CSC 353 | ADVANCED DATABASE CONCEPTS | 4 quarter hours
(Undergraduate)**

An introduction to advanced selected topics in databases. Possible topics include: object-oriented databases, distributed databases, intelligent and deductive databases, temporal databases, multimedia databases, spatial and geographic databases, fuzzy databases, mobile databases, data mining and data warehousing, as well as emerging issues and concepts in database design, implementation and management.

IT 240 is a prerequisite for this class.

**CSC 355 | DATABASE SYSTEMS | 4 quarter hours
(Undergraduate)**

An introduction to modern database systems; the course covers the traditional concepts and techniques of database systems including the relational model, SQL, indexes and normalization as well as a selection of advanced topics such as constraints and triggers, transactions, database programming, semi-structured data, and recursive SQL.

CSC 301 is a prerequisite for this class.

**CSC 357 | EXPERT SYSTEMS | 4 quarter hours
(Undergraduate)**

A study of the development of expert systems. Students will use commercial packages to develop standalone and embedded expert systems. Topics will include rule-based systems, decision trees, forward and backward chaining, inference, reasoning with uncertainty, and intelligent agents.

CSC 301 is a prerequisite for this class.

**CSC 358 | SYMBOLIC PROGRAMMING | 4 quarter hours
(Undergraduate)**

Concepts of symbolic programming as embodied in the language LISP. Basic data and control structures of LISP. Symbolic expressions, the interpreter, functions, recursion, iteration. Techniques for prototyping and building conceptually advanced systems in an environment that encourages procedural and data abstraction. Advanced topics may include Prolog, intelligent tutoring systems, intelligent agents, and natural language processing. Assignments will focus on basic AI techniques, but the class is intended for anyone who will need to rapidly develop large complex systems.

CSC 301 is a prerequisite for this class.

**CSC 360 | WEB APPLICATIONS | 4 quarter hours
(Undergraduate)**

This course covers the design and development of single-page web applications and their interaction with web services. Possible topics include: HTML; JavaScript/TypeScript; RxJS; Frameworks such as Angular and/or React; Node.js; programming and security models for browsers; client-side web applications with local storage; HTTP, proxies, and caching.

CSC 347 and CSC 376 are prerequisites for this course.

**CSC 361 | OPTIMIZED C++ | 4 quarter hours
(Undergraduate)**

Implementation techniques to improve the performance and resource usage of C++ programs. This class will provide low level understanding of C++'s internal behavior that can be exploited to create faster performing software. Identify existing SISD (single instruction single data) implementation and refactor into SIMD (single instruction multiple data) to improve math centric software segments. Understand a system's dynamic memory usage to design and implement a custom high performance memory system. Topics include: performance enhancements through extended SIMD instruction set, dynamic memory usage, caching, implicit behavior, C++ language extensions, algorithms, streaming and profiling.

CSC 301 and CSC 373 are prerequisites for this class.

**CSC 362 | OPTIMIZED C++ MULTITHREADING | 4 quarter hours
(Undergraduate)**

Applied C++ concurrency and multithreading fundamentals. Basic threading concepts: process model, threads, stacks, fibers, mutexes, semaphores, atomics, and events. Understanding synchronous/asynchronous interactions and behavior of threads. Using managed thread pools and queues in applications. Understanding advanced C++ language features relating to the memory model and the threading support.

CSC 361 and (SE 350 or GAM 372) are prerequisites for this class.

**CSC 363 | THEORY AND PRACTICE OF SAFE SYSTEMS PROGRAMMING | 4 quarter hours
(Undergraduate)**

Modern developments in programming languages, toolchains, and package management reduce the risk of security vulnerabilities from programming errors and supply chain attacks. This course covers the theory and practice of ownership type systems, their application in systems programming, and discussion of the vulnerabilities they mitigate. Approaches to software integrity and distributed code review are investigated in the context of package management and supply chain attacks. Coursework includes development of a large systems program in a language with ownership types such as Rust.

CSC 347 is a prerequisite for this class.

**CSC 364 | VIRTUALIZATION AND CLOUD COMPUTING | 4 quarter hours
(Undergraduate)**

This course will cover underlying technologies that enable major cloud computing providers to deliver computing resources to consumers on-demand over the Internet, focusing primarily on virtualization and containers. Topics to be covered will include many aspects of the design and implementation of hypervisors and containers, ranging from isolation, namespaces, cgroups stackable file systems, copy-on-write, and scheduling of containers. Coursework includes development of a container project applying concepts learned in class and involves systems programming.

CSC 376 or CSC 361 is a prerequisites for this course.

**CSC 371 | MOBILE APPLICATION DEVELOPMENT FOR IOS | 4 quarter hours
(Undergraduate)**

This course introduces the core issues associated with application development for mobile devices using the iOS platform. Students will learn the Swift language, the XCode IDE, UIKit and other frameworks, the elements and architecture of the user interfaces, and more. Students will be exposed to the iOS system architecture including memory management, MVC, delegates and threads. Topics will also include understanding and handling of multi-touch events, gestures, and motion events. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374.

CSC 301 and CSC 374 are prerequisites for this class.

**CSC 372 | MOBILE APPLICATION DEVELOPMENT FOR ANDROID | 4 quarter hours
(Undergraduate)**

This course introduces the core issues associated with application development for mobile devices using the Android platform. Students will learn the Eclipse IDE, frameworks, the elements and architecture of user interfaces, graphics, and more. Students will be exposed to the Android system architecture, including Views, Widgets, Resources, Adapters, Intents and Activities. Topics will also include understanding and handling of threads, multi-touch events, gestures, and motion events. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374.

CSC 301 is a prerequisite for this class.

**CSC 373 | COMPUTER SYSTEMS I | 4 quarter hours
(Undergraduate)**

A course on computer systems topics, focusing on machine-level programming and architecture and their relevance for application programming. Information representations, assembly language, C programming, and debuggers, processor architecture.

CSC 300 and MAT 140 are prerequisites for this class.

**CSC 374 | COMPUTER SYSTEMS II | 4 quarter hours
(Undergraduate)**

A course on computer systems topics, focusing on operating systems components and their relevance for application programming. Caching, memory hierarchy, performance optimization, linking, processes, virtual memory, dynamic memory allocation, system level I/O. PREREQUISITE: CSC 373.

CSC 373 is the prerequisite for this class.

**CSC 376 | DISTRIBUTED SYSTEMS | 4 quarter hours
(Undergraduate)**

An introduction to distributed systems. Topics may include: architecture of distributed systems; networking; datagram-oriented and stream-oriented protocols; network programming (for example, the sockets API); remote procedure call and remote method invocation; processes and threads; code migration; software agents; naming of non-mobile and mobile entities; cryptography and security. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374.

CSC 301 and CSC 374 are prerequisites for this class.

**CSC 379 | TECHNOLOGY PARTNERSHIPS IN URBAN SCHOOLS | 4 quarter hours
(Undergraduate)**

Students in this course will have the opportunity to assess urban community needs in the technology arena and develop skills in assisting and developing methods for "bridging the digital divide" that exists. As a result, the student will be able to make a substantial difference in an underprivileged academic community group. This course is a CDM-sponsored community-based service learning course. Any student enrolled in this course can also satisfy the junior year experiential learning requirement.

**CSC 380 | FOUNDATIONS OF ARTIFICIAL INTELLIGENCE | 4 quarter hours
(Undergraduate)**

An in-depth survey of important concepts, problems, and techniques in artificial intelligence, including search, knowledge representation, logical reasoning, and reasoning with uncertainty. A particular focus and a unifying theme of the course will be the concept of intelligent agents. No prior knowledge of AI is required. The course is particularly suitable for graduate and advanced undergraduate students who want to gain the technical background necessary to build intelligent systems, or who want to prepare for more advanced work in AI. The concepts and techniques learned in this course will be directly applicable to many other areas of computer science including software design, distributed systems, databases, and information management and retrieval. PREREQUISITE(S): CSC 301 or CSC 393.

CSC 301 is a prerequisite for this class.

**CSC 381 | INTRODUCTION TO DIGITAL IMAGE PROCESSING | 4 quarter hours
(Undergraduate)**

Components of an image processing system and its applications, elements of visual perception, sampling and quantization, image enhancement by histogram equalization, color spaces and transformations, introduction to segmentation (edge detection algorithms), and morphological image processing. PREREQUISITE(S): MAT 150 or MAT 262.

MAT 150 or MAT 262 are prerequisites for this class

**CSC 382 | APPLIED IMAGE ANALYSIS | 4 quarter hours
(Undergraduate)**

Image analysis from classical computational imaging techniques to deep learning techniques. Fundamentals of computational image analysis in terms of image information extraction and modeling of image patterns. Specific topics include, but are not limited to: image segmentation, multi-scale representation, shape analysis, texture analysis, Fourier analysis, wavelets, Gabor and fractal analysis, and template matching. Deep learning models to extract image representations automatically. Classical and deep learning imaging techniques applied and compared in the context of different image analysis tasks such as image representation, segmentation, classification, retrieval, and object recognition. Applications of these techniques for autonomous driving, biometrics, sports analytics, smart and connected communities, and biomedical and health informatics. PREREQUISITE(S) CSC 381.

CSC 381 is a prerequisite for this class.

**CSC 386 | REAL-TIME NETWORKING (FORMERLY GAM 390) | 4 quarter hours
(Undergraduate)**

Applied real-time networking fundamentals. Topics include low-level TCP/UDP socket programming, serialization of data for network transportation, deterministic data flow and queuing in applications, dynamic configuration and session communications. Students will explore issues related to performance-based networking in different topologies: client/server and peer to peer. Students will create and build real-time applications using different protocols (TCP, UDP, RUDP) with active network simulation of loss, delayed, corrupted and out of order data packets. PREREQUISITE(S): GAM 372 or (SE 350 and CSC 361)

GAM 372 or (SE 350 and CSC 361) are prerequisites for this class.

**CSC 388 | REAL-TIME MULTITHREADED ARCHITECTURE | 4 quarter hours
(Undergraduate)**

Real-time constrained multithreaded architecture. Topics include multithreaded handle development, inter-thread communication, creating systems for user-defined callbacks, asynchronous loading and streaming of resources, non-blocking threading synchronization, design patterns and data driven messaging with time delivery constraints Exploration of multithreaded interfaces to maintain uniqueness and control for contented resources. Wrapping and integrating a multithreaded solution into an application will be analyzed. Students will design, develop and implement a multithreaded real-time application (i.e. Audio engine) that integrates existing single and multithreaded middleware libraries. PREREQUISITE(S): GAM 372 or (CSC 361 and SE 350)

GAM 372 or (SE 350 and CSC 361) are prerequisites for this class.

**CSC 389 | THEORY OF COMPUTATION | 4 quarter hours
(Undergraduate)**

Advanced topics in the mathematical foundations of computation. Topics may include random access and Turing machines, recursive functions, algorithms, computability and computational complexity, intractable problems, NP-complete problems. PREREQUISITE(S): CS321 or CS344.

CSC 321 or CSC 344 is a prerequisite for this class.

**CSC 391 | MOBILE APPLICATION DEVELOPMENT FOR IOS II | 4 quarter hours
(Undergraduate)**

This course will cover advanced topics in mobile application development for iOS. The topics covered will be made explicitly by the course instructor when the course is offered. PREREQUISITE(S): CSC 371.

CSC 371 is a prerequisite for this class.

CSC 392 | MOBILE APPLICATION DEVELOPMENT FOR ANDROID II | 4 quarter hours
(Undergraduate)

This course will cover advanced topics in mobile application development for Android. The topics covered will be made explicit by the course instructor when the course is offered. PREREQUISITE(S): CSC 372.

CSC 372 is a prerequisite for this class.

CSC 393 | DATA STRUCTURES IN C++ | 4 quarter hours
(Undergraduate)

This course covers the design, implementation, application and analysis of algorithms on a variety of data structures, including lists, stacks, queues, trees, heaps, hash tables and graphs. Implementation is done in C++, in particular with the use of templates and the C++ standard template library (STL). PREREQUISITE(S): CSC 309.

CSC 309 is a prerequisite for this class.

CSC 394 | SOFTWARE PROJECTS | 4 quarter hours
(Undergraduate)

Students will be provided with experience in team design, implementation and testing of a large software project.

CSC 301 is a prerequisite for this class.

CSC 395 | RESEARCH COLLOQUIUM | 2 quarter hours
(Undergraduate)

The research colloquium series features informal talks by a variety of speakers including DePaul faculty, students, and guests from the academic and business communities. The lectures feature new creative and scholarly works that encompass the disciplines and areas of interest of the School of Computing. The talks are free and open to all who are interested, though only students who register can obtain academic credit. Every quarter, a different set of speakers will be invited. PREREQUISITE(S): WRD 204 and (CSC 321 or CSC 376 or CSC 355) (2 quarter hours)

WRD 204 and (CSC 321 or CSC 376 or CSC 355) are prerequisites for this class.

CSC 397 | TOPICS IN COMPUTER SCIENCE | 2-4 quarter hours
(Undergraduate)

Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit. PREREQUISITE(S): Consult the instructor (2 quarter hours)

CSC 398 | INTERNSHIP | 1-8 quarter hours
(Undergraduate)

This course does not carry Experiential Learning credit. In cooperation with local employers the computer science program offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. Academic credit is variable and admission to the program requires consent of internship advisor. Supervisor evaluation will contribute to the final grade. This course is repeatable for 8.00 credit hours.

CSC 399 | INDEPENDENT STUDY | 1-8 quarter hours
(Undergraduate)

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit. PREREQUISITE(S): None. (variable credit)

CSC 400 | DISCRETE STRUCTURES FOR COMPUTER SCIENCE | 4 quarter hours
(Graduate)

This course covers the basic mathematical tools essential for solving problems in computer science. The mathematical topics are presented with emphasis on their applications in computer science. The topics covered include: logic and set theory, relations, functions, graphs, and counting and probability.

CSC 401 | INTRODUCTION TO PROGRAMMING | 4 quarter hours
(Graduate)

An introduction to programming with a focus on problem solving, structured programming, and algorithm design. Concepts covered include data types, expressions, variables, assignments, conditional and iterative structures, functions, file input/output, exceptions, arrays and an introduction to user-defined classes.

CSC 402 | DATA STRUCTURES I | 4 quarter hours
(Graduate)

A first course on data structures in Java for graduate students. The course introduces Java programming from within the context of data structures. The course covers arrays, linked lists, stacks and queues, data structures supporting disjoint-set operations, and discusses recursion and performance analysis. The implementation of the basic operations on each data structure are discussed and analyzed in terms of their efficiency. PREREQUISITE(S): CSC 401.

CSC 401 is a prerequisite for this class.

CSC 403 | DATA STRUCTURES II | 4 quarter hours
(Graduate)

This is the second course on data structures in Java for graduate students. The course covers trees, heaps, associative arrays, hash tables, tries, and data structures for representing graphs. The implementation of the basic operations on each data structure are discussed and analyzed in terms of their efficiency. PREREQUISITE(S): CSC 402.

CSC 402 is a prerequisite for this class.

CSC 404 | ACCELERATED C++ | 4 quarter hours
(Graduate)

This introductory graduate course covers the essentials of C++ programming. Topics include encapsulation, inheritance, polymorphism, dynamic memory allocation, casting, pointer arithmetic, operator overloading, templates, and the Standard Template Libraries.

CSC 401 is a prerequisite for this class.

CSC 406 | SYSTEMS I | 4 quarter hours
(Graduate)

An introductory graduate course on computer systems topics, focusing on machine-level programming and architecture and their relevance for application programming. Information representations, assembly language and debuggers, processor architecture, program optimization, memory hierarchy and caching. Students are recommended to finish CSC 400 before enrolling in this course. PREREQUISITE(S): CSC 401.

CSC 401 is a prerequisite for this class.

CSC 407 | SYSTEMS II | 4 quarter hours
(Graduate)

An introductory graduate course on computer systems topics, focusing on operating systems components and their relevance for application programming. Linking, processes, virtual memory, dynamic memory allocation, system level I/O, networking and network programming, concurrent servers and web services. PREREQUISITE(S): CSC 406 and CSC 402.

CSC 406 and CSC 402 are prerequisites for this class.

CSC 412 | TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS | 4 quarter hours (Graduate)

Use of mathematical software to explore basic concepts in linear algebra and calculus. Scripting for symbolic and computational processing. Emphasis is on applications in computer science, finance, data mining, and computer vision. PREREQUISITE(S): None.

CSC 421 | APPLIED ALGORITHMS AND STRUCTURES | 4 quarter hours (Graduate)

This course covers techniques for designing and analyzing algorithms and structures in the context of computer application development. Examples will come from Internet, WWW, database, and computer system applications. Fundamental topics such as running-time analysis, searching and sorting within various structures, divide-and-conquer and dynamic programming will be covered. PREREQUISITE(S): CSC 400 and CSC 403.

CSC 400 and CSC 403 are prerequisites for this class.

CSC 426 | RESEARCH METHODS AND PRACTICE IN COMPUTING | 4 quarter hours (Graduate)

The course is intended to help students understand the process of and issues related to doing scientific research in computing or related areas. Topics covered include how to develop an effective research proposal, how to critically evaluate or review a scientific research paper, how to use appropriate research methods in scientific research, key elements of a publishable paper or a dissertation, ethics and professional responsibility in scientific research. The course is intended for PhD students in Computer and Information Sciences or for students who are interested in pursuing a research career. PREREQUISITE(S): PhD status or consent of instructor.

PhD status or consent of instructor is a prerequisite for this class

CSC 431 | SCIENTIFIC COMPUTING | 4 quarter hours (Graduate)

This course presents fundamental numerical algorithms for solving problems in scientific computing and computational finance. Areas covered include: error analysis, computer arithmetic, linear algebra, optimization problems, numerical integration (solvers), ordinary differential equations (ODE). The emphasis of the course is on the design of the algorithms, and their analysis. Algorithms will be implemented using mathematical software. PREREQUISITE(S): (CSC 401 and two quarters of calculus) or instructor permission.

CSC 401 and two quarters of calculus (or instructor permission) are prerequisites for this course.

CSC 435 | DISTRIBUTED SYSTEMS I | 4 quarter hours (Graduate)

An introduction to distributed systems. Topics may include: architecture of distributed systems; networking; datagram-oriented and stream-oriented protocols; network programming (for example, the sockets API); remote procedure call and remote method invocation; processes and threads; code migration; software agents; naming of non-mobile and mobile entities; cryptography and security. PREREQUISITE(S): CSC 403 and CSC 407.

CSC 403 and CSC 407 are prerequisites for this class.

CSC 436 | WEB APPLICATIONS | 4 quarter hours (Graduate)

This course covers the design and development of modern web applications and their interaction with web services. The primary focus is on client-side web applications using AJAX-techniques to access web services. Possible topics include: HTML5; JavaScript/TypeScript; MVC and single-page application programming models, e.g., AngularJS; programming and security models for browsers; client-side web applications with local storage; data synchronization; HTTP, proxies, and caching; Node.js; RESTful web services. PREREQUISITE(S): CSC 435 and CSC 447.

CSC 435 and CSC 447 are prerequisites for this class.

CSC 438 | FRAMEWORK FOR WEB APPLICATION DEVELOPMENT | 4 quarter hours (Graduate)

This course introduces concepts, techniques, technologies and APIs for web application development. The main focus of the course is on the Model-View-Controller design pattern employed by modern full-stack web frameworks. Concepts and techniques covered include client/server programming, database abstraction APIs, and asynchronous javascript. Examples of full-stack MVC frameworks include Ruby-on-Rails (written in Ruby), Django and TurboGears (written in Python). PREREQUISITE: CSC 407.

CSC 407 is a prerequisite for this class.

CSC 439 | COMPUTER SECURITY | 4 quarter hours (Graduate)

This course covers core principles of computer security. Topics include: user authentication; access control (discretionary, mandatory, role-based); security auditing; database security; software security, common vulnerabilities, and secure coding practices; malicious software; and operating system security. Prerequisite(s): CSC 407.

CSC 407 is a prerequisite for this class.

CSC 440 | CRYPTOLOGY | 4 quarter hours (Graduate)

Introduction to the methods of cryptography and cryptanalysis. Topics include classical cryptography (codes, monoalphabetic and polyalphabetic substitution ciphers, transposition ciphers), modern block ciphers (such as DES, AES), and public key cryptography (such as RSA). Optional topics include zero-knowledge protocols, information theory, coding theory, error-correcting codes, steganography, stream ciphers, hashing algorithms, quantum cryptography, elliptic curve cryptography, and history. PREREQUISITE(S): CSC 403.

CSC 403 is a prerequisite for this class.

CSC 443 | INTRODUCTION TO OPERATING SYSTEMS | 4 quarter hours (Graduate)

An advanced course on operating system design and implementation. Process management and scheduling, memory management, file systems, device drivers, access control, and virtualization will be covered. The emphasis of the course will be on implementing components of a functional operating system. PREREQUISITE: CSC 403 and CSC 407.

CSC 403 and CSC 407 are prerequisites for this class.

CSC 444 | AUTOMATA THEORY AND FORMAL GRAMMARS | 4 quarter hours (Graduate)

An introduction to the most important abstract models of computation and their applications: finite state machines and pushdown automata. Explores the relationship between regular expressions and formal expressions and automata. PREREQUISITE(S): CSC 400 and CSC 403.

CSC 400 and CSC 403 are prerequisites for this class.

CSC 447 | CONCEPTS OF PROGRAMMING LANGUAGES | 4 quarter hours (Graduate)

This course examines concepts and programming paradigms that are found in multiple programming languages. Topics include but are not limited to functional programming, type systems, and runtime systems. **CSC 403 and CSC 406 are prerequisites for this class.**

CSC 448 | COMPILER DESIGN | 4 quarter hours (Graduate)

Design and structure of high level languages. Lexical scan, top down and bottom up syntactic analysis. Syntax directed translation and LR(k) grammars. **PREREQUISITE(S): CSC 447.**

CSC 447 is a prerequisite for this class.

CSC 452 | DATABASE PROGRAMMING | 4 quarter hours (Graduate)

Programming in a large-scale relational database environment using procedural languages. Topics covered in the course include: procedural extension of query languages, runtime error handling, subprograms (procedures and functions), packages, database triggers, dynamic query language. Optional topics include transaction management, reliability, and security.

(CSC 453 or IS 451 or CSC 455 or DSC 450) and (CSC 401 or IT 411) are prerequisites for this class.

CSC 453 | PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS | 4 quarter hours (Graduate)

A core graduate course in database design and implementation. Topics include database implementation and queries in SQL, logical design or relational databases, storage and indexes, database programming, and emerging database models.

CSC 403 is a prerequisite for this class.

CSC 454 | DATABASE ADMINISTRATION AND MANAGEMENT | 4 quarter hours (Graduate)

This course is designed to give students a comprehensive foundation in database administration and management. The course provides a conceptual understanding of the database architecture and how its components work and interact with one another. Topics covered in this course include: database architecture, capacity planning, installation and maintenance, network configuration, security management, utilities and tools, industry standards and guidelines, database management techniques and practices. **PREREQUISITE(S): CSC 451 or CSC 453 or CSC 455.**

CSC 451 or CSC 453 or CSC 455 or DSC 450 is a prerequisite for this class.

CSC 457 | EXPERT SYSTEMS | 4 quarter hours (Graduate)

A study of the development of expert systems. Students will use commercial packages to develop standalone and embedded expert systems. Topics will include rule-based systems, decision trees, forward and backward chaining, inference, reasoning with uncertainty, and intelligent agents. **PREREQUISITE(S): CSC 403.**

CSC 403 is a prerequisite for this class.

CSC 458 | SYMBOLIC PROGRAMMING | 4 quarter hours (Graduate)

Concepts of symbolic programming as embodied in the language LISP. Basic data and control structures of LISP. symbolic expressions, the interpreter, functions, recursion, iteration. Techniques for prototyping and building conceptually advanced systems in an environment that encourages procedural and data abstraction. Advanced topics may include Prolog, intelligent tutoring systems, intelligent agents, and natural language processing. Assignments will focus on basic AI techniques, but the class is intended for anyone who will need to rapidly develop large complex systems. **PREREQUISITE(S): CSC 403.**

CSC 403 is a prerequisite for this class.

CSC 461 | OPTIMIZED C++ | 4 quarter hours (Graduate)

Analysis and implementation techniques to improve the performance and resource usage of C++ programs. This class will provide low level understanding of C++'s internal behavior that can be exploited to create faster performing software. Analysis of existing software to help identify and remedy execution performance issues related to data layout, processor caching, unintended compiler interactions, algorithmic considerations, data containers and supplied subsystems. Topics include: performance enhancements through SIMD instruction set, dynamic memory usage, caching, implicit behavior, C++ language extensions, algorithms, streaming and profiling. **PREREQUISITE(S): CSC 400 and CSC 403 and CSC 406.**

CSC 400 and CSC 403 and CSC 406 are prerequisites for this class.

CSC 463 | THEORY AND PRACTICE OF SAFE SYSTEMS PROGRAMMING | 4 quarter hours (Graduate)

Modern developments in programming languages, toolchains, and package management reduce the risk of security vulnerabilities from programming errors and supply chain attacks. This course covers the theory and practice of ownership type systems, their application in systems programming, and discussion of the vulnerabilities they mitigate. Approaches to software integrity and distributed code review are investigated in the context of package management and supply chain attacks. Coursework includes development of a large systems program in a language with ownership types such as Rust.

CSC 447 is a prerequisite for this class.

CSC 464 | VIRTUALIZATION AND CLOUD COMPUTING | 4 quarter hours (Graduate)

This course will cover underlying technologies that enable major cloud computing providers to deliver computing resources to consumers on-demand over the Internet, focusing primarily on virtualization and containers. Topics to be covered will include many aspects of the design and implementation of hypervisors and containers, ranging from isolation, namespaces, cgroups stackable file systems, copy-on-write, and scheduling of containers. Coursework includes development of a container project applying concepts learned in class and involves systems programming.

CSC 435 or CSC 461 is a prerequisite for this class.

CSC 468 | PROGRAMMING INTERACTIVE DATA VISUALIZATION FOR THE WEB | 4 quarter hours (Graduate)

This course covers the fundamentals of data visualization and how to build interactive visualizations from scratch. Topics include implementing common visualizations with JavaScript and D3 (e.g. scatter plots), techniques for more complex types of data (e.g. hierarchical, geospatial, network), and adapting existing implementations of advanced visualizations to new applications. The final project involves building a custom interactive visualization with a python back-end and a D3 front-end.

SE 450 OR SE 456 OR CSC 438 OR CSC 447 is a prerequisite for this class.

CSC 471 | MOBILE APPLICATION DEVELOPMENT FOR IOS | 4 quarter hours (Graduate)

This course introduces the core issues associated with application development for mobile devices using the iOS platform. Students will learn the Swift language, the XCode IDE, UIKit and other frameworks, the elements and architecture of the user interfaces, and more. Students will be exposed to the iOS system architecture including memory management, MVC, delegates and threads. Topics will also include understanding and handling of multi-touch events, gestures, and motion events. PREREQUISITE(S): CSC 403 and CSC 407.

CSC 403 and CSC 407 are prerequisites for this class.

CSC 472 | MOBILE APPLICATION DEVELOPMENT FOR ANDROID | 4 quarter hours (Graduate)

This course introduces the core issues associated with application development for mobile devices using the Android platform. Students will learn the Eclipse IDE, frameworks, the elements and architecture of user interfaces, graphics, and more. Students will be exposed to the Android system architecture, including Views, Widgets, Resources, Adapters, Intents and Activities. Topics will also include understanding and handling of threads, multi-touch events, gestures, and motion events. PREREQUISITE(S): CSC 403 and CSC 407.

CSC 403 and CSC 407 are prerequisites for this class.

CSC 480 | ARTIFICIAL INTELLIGENCE I | 4 quarter hours (Graduate)

The course provides an in-depth survey of important concepts, problems, and techniques in artificial intelligence, including heuristic and adversarial search, constraint satisfaction problems, logical reasoning, reasoning with uncertainty, and machine learning. A particular focus and a unifying theme of the course will be the notion of intelligent agents and their implementation.

CSC 403 is a prerequisite for this class.

CSC 481 | INTRODUCTION TO IMAGE PROCESSING | 4 quarter hours (Graduate)

The course is a prerequisite for more advanced Visual Computing (VC) courses and the students will be challenged to implement VC algorithms for real world applications. The topics covered in the course include: components of an image processing system and its applications, elements of visual perception, sampling and quantization, image enhancement by histogram equalization, color spaces and transformations, introduction to segmentation (Edge detection), and morphological image processing. PREREQUISITE(S): CSC 412 or consent of instructor.

CSC 412 or consent of instructor is a prerequisite for this class.

CSC 482 | APPLIED IMAGE ANALYSIS | 4 quarter hours (Graduate)

Image analysis from classical computational imaging techniques to deep learning techniques. Fundamentals of computational image analysis in terms of image information extraction and modeling of image patterns. Specific topics include, but are not limited to: image segmentation, multi-scale representation, shape analysis, texture analysis, Fourier analysis, wavelets, Gabor and fractal analysis, and template matching. Deep learning models to extract image representations automatically. Classical and deep learning imaging techniques applied and compared in the context of different image analysis tasks such as image representation, segmentation, classification, retrieval, and object recognition. Applications of these techniques for autonomous driving, biometrics, sports analytics, smart and connected communities, and biomedical and health informatics. PREREQUISITE(S) CSC 481.

CSC 481 is a prerequisite for this class.

CSC 484 | ETHICS IN ARTIFICIAL INTELLIGENCE | 4 quarter hours (Graduate)

The course examines a broad range of real ethical issues that we face in a future that includes artificially intelligent computational agents, widespread intelligent mining of big data and possibly even artificial sentience. In addition, students will discuss the ethical issues raised by the combined intelligence of brain-machine intelligent systems, and also the cognitive limits of the human mind from a computational perspective. This is a lecture / discussion survey class, with background readings.

CSC 485 | NUMERICAL ANALYSIS | 4 quarter hours (Graduate)

Use of a digital computer for numerical computation. Error analysis, Gaussian elimination and Gauss-Seidel method, solution of nonlinear equations, function evaluation, approximation of integrals and derivatives, Monte Carlo methods. PREREQUISITE(S): MAT 220 and a programming course.

CSC 486 | REAL-TIME NETWORKING (FORMERLY GAM 490) | 4 quarter hours (Graduate)

Applied real-time networking fundamentals. Topics include low-level TCP/UDP socket programming, serialization of data for network transportation, deterministic data flow and queuing in applications, dynamic configuration and session communications. Students will explore issues related to performance-based networking in different topologies: client/server and peer to peer. Students will create and build real-time applications using different protocols (TCP, UDP, RUDP) with active network simulation of loss, delayed, corrupted and out of order data packets. Architecture of different bandwidth compression and estimation techniques will be investigated. Research of wireless ad hoc networks such as Bluetooth and ZigBee will be explored. PREREQUISITE(S): CSC 461 and (SE 456 or SE 450)

CSC 461 and (SE 456 or SE 450) are prerequisites for this class.

CSC 489 | THEORY OF COMPUTATION | 4 quarter hours (Graduate)

Advanced topics in the mathematical foundations of computation. Topics may include random access and Turing machines, recursive functions, algorithms, computability and computational complexity, intractable problems, NP-complete problems. PREREQUISITE(S): CSC 444 or CSC 421.

CSC 444 or CSC 421 is a prerequisite for this class.

CSC 491 | MOBILE APPLICATION DEVELOPMENT FOR IOS II | 4 quarter hours**(Graduate)**

This course will cover advanced topics in mobile application development for iOS. The topics covered will be made explicit by the course instructor when the course is offered. PREREQUISITE(S): CSC 471.

CSC 471 is a prerequisite for this class.

CSC 492 | MOBILE APPLICATION DEVELOPMENT FOR ANDROID II | 4 quarter hours**(Graduate)**

This course will cover advanced topics in mobile application development for Android. The topics covered will be made explicit by the course instructor when the course is offered. PREREQUISITE(S): CSC 472.

CSC 472

CSC 500 | RESEARCH COLLOQUIUM | 2 quarter hours**(Graduate)**

The research colloquium consists of weekly talks by a variety of speakers including faculty, students, and guests from the academic and business communities. The lectures feature new creative and scholarly works that encompass the disciplines and areas of interest of the School of Computing. Student evaluation is based on attendance as well as an online journal with reflections on each of the presentations. The educational objectives are to expose students to creative and scholarly research at DePaul and elsewhere, and to engage students in the thought process of identifying and solving challenging research problems. PREREQUISITE(S): None (variable credit)

CSC 503 | PARALLEL ALGORITHMS | 4 quarter hours**(Graduate)**

Development, implementation, and applications of parallel algorithms. Models of parallel computation. Parallel sorting, searching and graph algorithms, as well as other parallel algorithms, will be studied and implemented on both simulated and actual parallel machines. PREREQUISITE(S): CSC 421.

CSC 421 is a prerequisite for this class.

CSC 521 | MONTE CARLO ALGORITHMS | 4 quarter hours**(Graduate)**

A course about the use of random numbers for numerical computation with particular emphasis on implementation issues and applications in science and finance. Covered topics include: pseudo random number generators, the inversion method, the accept-reject method, discrete event simulations, multi-dimensional integration, the Metropolis and the Bootstrap algorithms.

(CSC 402 or CSC 404 or DSC 430) and DSC 423 or consent of instructor are prerequisites for this class.

CSC 525 | COMBINATORIAL OPTIMIZATION | 4 quarter hours**(Graduate)**

This course defines and introduces the concepts and techniques needed to formulate and model optimization problems. A set of fundamental problems in combinatorial optimization will be covered together with their applications. The emphasis will be on the design and analysis of algorithms for such problems. The computational complexity of this set of problems (easy/hard to solve/approximate) will be discussed, and techniques for coping with intractable problems will be introduced. PREREQUISITE(S): CSC 421.

CSC 421 is a prerequisite for this class.

CSC 528 | COMPUTER VISION | 4 quarter hours**(Graduate)**

Introduction to computer vision, including fundamentals of image formation, camera imaging geometry, feature detection and matching, stereo, and motion analysis. Basic methods and modern deep learning models for applications that include camera calibration, depth recovery from video, motion estimation and tracking, image and video, image search, and new image generation. Focus on the mathematics of these methods and models. Development of modern techniques such as convolutional neural networks for optical flow estimation and object detection, and generative adversarial networks for artificial image generation. PREREQUISITE(S): CSC 481.

CSC 481 is a prerequisite for this class.

CSC 531 | INTRODUCTION TO BIOINFORMATICS | 4 quarter hours**(Graduate)**

An introduction to the field of Bioinformatics, which is computational modeling of biological and biochemical processes. Some programming in Java will be involved. Little biological knowledge will be assumed: any required will be taught in the course. Topics will include genomics, biological databases, sequence alignment (longest common subsequence), phylogenetic trees, and protein folding.

CSC 421 and (SE 450 or SE 456) are prerequisites for this class.

CSC 534 | SOFTWARE DEVELOPMENT FOR LIMITED AND EMBEDDED DEVICES | 4 quarter hours**(Graduate)**

This course will focus on the unique aspects, tools, and techniques of developing software applications for limited and embedded devices, such as set-top boxes and smart cards. Formerly CSC 542.

SE 450 or SE 456 are prerequisites for this class.

CSC 535 | FORMAL SEMANTICS OF PROGRAMMING LANGUAGES | 4 quarter hours**(Graduate)**

Methods of formal semantics. Lambda-calculus. Lattices and domains. Reflexive domains. Formal semantics of the lambda-calculus. Languages with state. Interpretation functions. Expressions and environments. Command and stores. Control structures and continuations. PREREQUISITE(S): CSC 447.

CSC 447 is a prerequisite for this class.

CSC 536 | DISTRIBUTED SYSTEMS II | 4 quarter hours**(Graduate)**

Advanced course that introduces the techniques required to build large-scale, highly available, fault tolerant distributed systems. Covers the distributed algorithms (e.g., vector clocks, consistent hashing, gossip protocols, Merkle trees, Paxos/Raft algorithms) that solve the fundamental problems (e.g., synchronization, replication and replica consistency, fault tolerance) in building such systems. Focus is on problems and solutions relevant to systems that store and process massive data sets and the design decisions behind current large-scale distributed database systems.

CSC 435 is a prerequisite for this class.

CSC 538 | VISION SYSTEMS | 4 quarter hours**(Graduate)**

Vision Systems will cover the geometry of computer vision as well as a survey of working vision systems to include 1) Content-based Image Retrieval Systems; 2) Object Detection and Tracking Systems; 3) Medical Visual Systems; 4) Robotic Navigation Systems. PREREQUISITE(S): CSC 528.

CSC 528 is a prerequisite for this class.

CSC 540 | MOBILE APPLICATION DEVELOPMENT II | 4 quarter hours (Graduate)

This course will cover advanced topics in mobile and wireless application development. The topics covered will be made explicit by the course instructor when the course is offered. PREREQUISITE(S): CSC 471.

CSC 471 is a prerequisite for this class.

CSC 543 | SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS | 4 quarter hours (Graduate)

This course considers how spatial databases work within a GIS, how data is structured, stored, indexed, retrieved, and displayed. Other topics may include fuzzy spatial databases, temporal spatial databases, and multiple criteria spatial decision making. The class will consist of hands-on work with commercial products, as well as investigating the state-of-the-art research in the field. Prerequisites: CSC 453 or CSC 455.

CSC 453 or CSC 455 or DSC 450 is a prerequisite for this class.

CSC 547 | ADVANCED TOPICS IN PROGRAM LANGUAGES | 4 quarter hours (Graduate)

A project-based course on advanced topics related to programming languages and programming environments. The course does not have any formal exams or homework assignments, but participants are expected to read papers on current research, actively participate in discussions, and complete a significant course project. PREREQUISITE(S): Instructor consent required.

CSC 548 | ADVANCED COMPILER DESIGN | 4 quarter hours (Graduate)

Emphasis on practical problems in implementing compilers, data flow analysis, code optimization, error analysis. Discussion of compiler generators. As a class project, students will write a compiler. PREREQUISITE(S): CSC 448.

CSC 448 is a prerequisite for this class.

CSC 549 | DATABASE SYSTEM IMPLEMENTATION | 4 quarter hours (Graduate)

This is an advanced database course that covers issues in DBMS implementation. Topics covered in this course include: physical data organizations, indexing and hashing, query processing and optimization, database recovery techniques, transaction management, concurrency control, and security. PREREQUISITE(S): CSC 453.

CSC 453 is a prerequisite for this class.

CSC 550 | OBJECT-ORIENTED DATABASES | 4 quarter hours (Graduate)

(No Longer Offered) Introduction to object-oriented concepts: abstract data typing, inheritance, object identity. Architecture, modeling and design for object-oriented databases. Query languages, integrity, long-duration transactions, concurrency, recovery and versioning in object-oriented databases. Brief survey of commercial and research prototypes of object-oriented database management systems. PREREQUISITE(S): CSC 453.

CSC 453 is a prerequisite for this class.

CSC 551 | DISTRIBUTED DATABASE SYSTEMS | 4 quarter hours (Graduate)

Distributed database architecture, distributed database design, distributed query processing, query decomposition and optimization of distributed queries, distributed transaction management and concurrency control, distributed DBMS reliability, distributed database operating systems. Distributed multidatabase systems. Client/Server database systems. PREREQUISITE(S): CSC 453 and (CSC 435 or TDC 405 or TDC 463)

CSC 453 and (CSC 435 or NET 405 or NET 463) are prerequisites for this class.

CSC 552 | CONCURRENT SOFTWARE DEVELOPMENT | 4 quarter hours (Graduate)

Fundamentals and techniques of developing concurrent object-oriented applications, using a patterns-based approach. Concepts covered include: threads, synchronization and object locking, thread blocking and deadlock, safety and liveness, state-dependent action and concurrency control. Formerly SE 552.

(SE 450 or SE 456) and CSC 407 are prerequisites for this class.

CSC 553 | ADVANCED DATABASE CONCEPTS | 4 quarter hours (Graduate)

An introduction to advanced selected topics in databases. The topics include: intelligent and deductive databases, temporal databases, multimedia databases, spatial and geographic databases, fuzzy databases, mobile databases, data mining and data warehousing, as well as emerging issues and concepts in database design, implementation and management. PREREQUISITE(S): CSC 453.

CSC 453 is a prerequisite for this class.

CSC 554 | ADVANCED DATABASE MANAGEMENT | 4 quarter hours (Graduate)

In this class, we will discuss concepts, technologies, guiding principles, processes and best practices in managing database environment to meet high availability, scalability, and compliance needs. Organizations with business critical applications must reduce their risk of downtime, manage database environment efficiently and ensure data meets compliance requirements effectively. IT now has additional responsibilities to secure and manage information in alignment with legal, records management and regulations. This class explores methods and techniques to achieve the availability needs and also focuses on how to protect the database against disasters by maintaining multiple copies of the databases in separate locations, synchronized in real-time. Students learn to design and manage key business resumption functions including disaster recovery plans and business continuity plans. Data governance challenges will be discussed along with solutions including data life cycle management, preservation, retention, and disposition. Prerequisite(s): CSC 453 or CSC 454.

CSC 453 or CSC 454 is a prerequisite for this class.

CSC 555 | MINING BIG DATA | 4 quarter hours (Graduate)

Introduction to fundamentals of distributed file systems and map-reduce technology (e.g., Hadoop); tuning map-reduce performance in a distributed network. Algorithms and tools for mining massive data sets and discussion of current challenges. Applications in clustering, similarity search, classification, data warehousing (e.g., Hive), machine learning (e.g., Mahout).

(CSC 453 or DSC 450) and (DSC 441 or CSC 480) or (MAT 491 and MAT 449) are prerequisites for this class.

CSC 557 | FOUNDATIONS OF COMPUTER SECURITY | 4 quarter hours (Graduate)

This course provides an overview of foundational techniques in the specification and verification of computer systems in the presence of malicious attackers. Topics may include: formal models of interaction, attacker models, robust safety properties such as confidentiality and authenticity, information flow properties such as noninterference, and tools such as model checkers, type checkers and theorem provers. Formerly 557. PREREQUISITE(S): CSC 439.

CSC 439 is a prerequisite for this class.

CSC 559 | SOFTWARE ENGINEERING FOR FINANCIAL MARKETS | 4 quarter hours (Graduate)

This course focuses on software engineering issues in creating a financial engine that drives automation and execution in a financial market. The course will cover different types of financial engines from back-office to front-office, exchange matching engines, data gathering engines, trading engines and straight through processing. The emphasis will be on the engines themselves rather than the financial models beneath them. Students will be required to work individually and/or in teams and create a financial engine. This is a project course and it will put students in the role of a domain architect who will need the skills required to communicate with financial traders and software engineers at the same time. PREREQUISITE(S): CSC 404 and (CSC 431 or CSC 521 or CSC 425)

CSC 404 and (CSC 431 or CSC 521 or CSC 425 or DSC 425) are prerequisites for this class.

CSC 562 | OPTIMIZED C++ MULTITHREADING | 4 quarter hours (Graduate)

Software architecture of applied C++ concurrency and multithreading fundamentals. Basic threading concepts: process model, threads, stacks, fibers, mutexes, semaphores, atomics and events. Leveraging advanced C++ language features relating to the memory model and the threading support in large multithreaded architectures. Architecting lock-based and lock-free concurrent data structures in applications. Designing a threaded management system to control the access and reuse of threads in applications. Designing multithreaded architecture for real-time performance.

(SE 450 or SE 456) and CSC 461 are prerequisites for this class.

CSC 575 | INTELLIGENT INFORMATION RETRIEVAL | 4 quarter hours (Graduate)

Examination of the design, implementation, and evaluation of information retrieval systems. The focus is on the underlying retrieval models, algorithms, and system implementations. Also examined is how an effective information search and retrieval is interrelated with the organization and description of information to be retrieved. Topics include: automatic indexing; thesaurus generation; Boolean, vector-space, and probabilistic models; clustering and classification; information filtering; distributed IR on the WWW; intelligent information agents; IR system evaluation; information visualization; and natural language processing in IR. Throughout the course, current literature from the viewpoints of both research and practical retrieval technologies both on and off the World Wide Web will be examined. PREREQUISITE(S): CSC 403.

CSC 403 (or Data Science MS students)

CSC 576 | COMPUTATIONAL ADVERTISING | 4 quarter hours (Graduate)

Computational advertising is the problem of finding the best advertisement for a given user in a given on-line context. It is a complex and emerging area at the intersection of quantitative marketing, web search, data mining, recommendation, optimization, and algorithmic game theory. Students will read current scientific papers and explore a range of models both mathematically and empirically. Students can choose from three types of final course projects: implementation projects, research papers, or data analysis projects. Prerequisite(s): IS 467 or CSC 478 or ECT 584.

IS 467 or DSC 441 or CSC 478 or ECT 584 or DSC 484 is a prerequisite for this class.

CSC 577 | RECOMMENDER SYSTEMS | 4 quarter hours (Graduate)

Recommender systems offer personalized access to online information in product catalogs, social media networks, and document collections, among other applications. This class will introduce students to a range of approaches for building recommender systems including collaborative, content-based, knowledge-based, and hybrid methods. Students will implement recommendation algorithms using an open-sourced toolkit and conduct experimental evaluations. PREREQUISITE(S): (CSC 412 and CSC 478) or (CSC 403 and IS 467)

(CSC 412 and (CSC 478 or DSC 478)) or (CSC 403 and (IS 467 or DSC 441)) are the prerequisites for this class..

CSC 578 | NEURAL NETWORKS AND DEEP LEARNING | 4 quarter hours (Graduate)

Course focuses on the algorithms, implement, and application of neural networks for learning about data. It will present how neural networks represent data and learn in supervised and unsupervised contexts with applications to language processing, classification, and regression problems. Topics include learning algorithms, and optimization methods, deep learning methods for deriving deep representations from surface features, recursive networks, Boltzmann machines and convolutional networks.

CSC 412 and (DSC 478 or CSC 480) are prerequisites for this class.

CSC 580 | ARTIFICIAL INTELLIGENCE II | 4 quarter hours (Graduate)

The course provides an in-depth coverage of advanced concepts and techniques in artificial intelligence. The topics include advanced concepts in optimization; Markov decision processes; reinforcement learning; and advanced machine learning techniques such as support vector machines, kernel regression, ensemble classification, spectral and density-based clustering, and multi-layer neural networks. These topics will be explored in the context of modern intelligent applications such as recommender systems, text and natural language processing, chat bots, and image recognition.

CSC 578 is a prerequisite for this class.

CSC 583 | NATURAL LANGUAGE PROCESSING | 4 quarter hours (Graduate)

This course introduces the fundamental concepts and theory of Natural Language Processing (NLP) and computational linguistics. NLP is a field in Artificial Intelligence devoted to creating computer systems which understand and produce human languages. Topics include language models, sentiment analysis, parsing, information extraction and neural language models. The course will explore the theoretical aspects of these topics and their practical implementations through case studies and projects.

CSC 578 is a prerequisite for this class.

**CSC 587 | COGNITIVE SCIENCE | 4 quarter hours
(Graduate)**

A study of the relationships between our knowledge of human and computer intelligence. Levels of analysis of intelligent system, examples of cognitive models, and exposure to current publications, with an emphasis on those related to human computer interaction. Students will participate in the design and testing of models of human intelligence, both experimentally and using computer models.

CSC 403 or HCI 460 is a prerequisite for this class.

**CSC 588 | REAL-TIME MULTITHREADED ARCHITECTURE | 4 quarter hours
(Graduate)**

Real-time constrained multithreaded architecture. Topics include multithreaded handle development, inter-thread communication, creating systems for user-defined callbacks, asynchronous loading and streaming of resources, non-blocking threading synchronization, design patterns and data driven messaging with time delivery constraints. Design and implementation of thread safe data management with atomic non-blocking synchronization. Exploration of real-time data driven messaging to allowing the run-time object data to control the behavior an application. Students will design, develop and implement a multithreaded real-time application (i.e. Audio engine) that integrates existing single and multithreaded middleware libraries. PREREQUISITE(S): CSC 461 and (SE 456 or SE 450)

CSC 461 and (SE 456 or SE 450) are prerequisites for this class.

**CSC 589 | TOPICS IN DATABASE | 2-4 quarter hours
(Graduate)**

Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit. PREREQUISITE(S): For specific prerequisites, see syllabus or consult with course instructor. (variable credit)

**CSC 590 | TOPICS IN USER INTERFACES | 2-4 quarter hours
(Graduate)**

Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit. PREREQUISITE(S): For specific prerequisites, see syllabus or consult with course instructor. (variable credit)

**CSC 591 | TOPICS IN ALGORITHMS | 2-4 quarter hours
(Graduate)**

Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit. PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor. (variable credit)

**CSC 592 | TOPICS IN COMPUTER VISION AND PATTERN RECOGNITION | 4 quarter hours
(Graduate)**

This is an independent study course. May be repeated for credit. PREREQUISITE(S): CSC 482 or CSC 528.

**CSC 594 | TOPICS IN ARTIFICIAL INTELLIGENCE | 2-4 quarter hours
(Graduate)**

Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit. PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor. (variable credit)

**CSC 595 | TOPICS IN COMPUTER SCIENCE | 2-4 quarter hours
(Graduate)**

Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit. PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor. (variable credit)

**CSC 598 | TOPICS IN DATA ANALYSIS | 2-4 quarter hours
(Graduate)**

Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit. PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor. (variable credit)

**CSC 599 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit. PREREQUISITE(S): None. (variable credit)

**CSC 601 | MASTER'S RESEARCH CONTINUATION | 0 quarter hours
(Graduate)**

Non-credit. This course is intended for master's degree students who have completed all course registration requirements and who are regularly using the facilities of the University for study and research, thesis or project completion. These students are required to be registered in this course each quarter of the academic year until all requirements have been completed. PREREQUISITE(S): Completion of required courses. Independent Study form required. (0 credit hours)

**CSC 675 | CAPSTONE IN ARTIFICIAL INTELLIGENCE | 4 quarter hours
(Graduate)**

The course provides an opportunity for students to apply the skills and knowledge learned in the classroom to real world challenges. Students work in teams to implement an AI empowered solution to a critical problem. Students will also read scientific papers in the field to review and compare related work. At the end of the course, students submit a report summarizing their approach and describing the intelligent information system they developed.

CSC 580 and CSC 578 and CSC 583 are prerequisites for this class.

**CSC 690 | RESEARCH SEMINAR | 1-4 quarter hours
(Graduate)**

Readings and discussion on current research topics. PREREQUISITE(S): Consent of the instructor. (variable credit)

**CSC 695 | MASTER'S RESEARCH | 1-4 quarter hours
(Graduate)**

Students interested in a more in-depth study of a particular area will register for this course and work with a faculty member (not necessarily their academic advisor) on a research project. The work involved may include system development, empirical studies, or theoretical work. 4 credit hours of CSC 695 replaces one 500level elective course in student's degree program. This course can be taken for 1-4 credit hours for up 8 credit-hours. PREREQUISITE(S): Consent of research advisor. Independent study form required. Students must successfully complete the foundation courses prior to their first enrollment in CSC 695. (variable credit)

**CSC 696 | MASTER'S RESEARCH | 0 quarter hours
(Graduate)**

A student who has made a significant contribution to a research project, through work done in 8 credit-hours CSC 695, may choose to complete the Master's Research option. During the second of the two quarters, the student must submit a technical report detailing the results of the research project. This report must be approved by the student's research supervisor and the faculty advisor, at which point it will be made available to the public as a CDM Departmental Master's Research Technical Report. The transcript will show the Research project title as the course topic.

**CSC 697 | GRADUATE INTERNSHIP | 1-4 quarter hours
(Graduate)**

In cooperation with local employers, the graduate program offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. This course is variable credit and may be taken for one to four credits. This course may be repeated for a maximum of four credits total. Admission to the internship program requires consent of the Instructor and a Student Services Advisor. International students may complete curricular practical training (CPT) through this class provided they first obtain CPT authorization from the Office for International Students and Scholars (OISS) before beginning the internship. (1 quarter hour)

**CSC 698 | MASTER'S THESIS | 0 quarter hours
(Graduate)**

A student who has made an original contribution to the area (typically through 8 credit-hours' worth of work done in CSC 695, but not necessarily) may choose to complete a Master's Thesis. The student and the student's research advisor form a Master's Thesis Committee. The student submits to the committee a thesis detailing the original results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for this course and the transcript will show the thesis title as the course topic. PREREQUISITE(S): Successful defense of a Master's Thesis. (variable credit)

**CSC 699 | RESEARCH | 1-12 quarter hours
(Graduate)**

PREREQUISITE(S): Research course supervised by an instructor. Independent Study Form required. Variable credit. Can be repeated for credit. (variable credit)

**CSC 701 | FULL-TIME CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

Non-credit. Students in the doctoral degree who have completed their course credit requirements are required to be registered each quarter of the academic year until the exams, dissertation and final examination have been completed. Registration through independent study form requires certification that the student is actively working on exams and/or thesis under the advisor's supervision. This course carries the equivalent of full-time enrollment status.

**CSC 702 | PART-TIME CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

Non-credit. Students in the doctoral degree who have completed their course credit requirements are required to be registered each quarter of the academic year until the exams, dissertation and final examination have been completed. Registration through independent study form requires certification that the student is actively working on exams and/or thesis under the advisor's supervision. This course carries the equivalent of part-time enrollment status.

Core Curriculum Arts and Ideas (CCA)**CCA 147 | ETHICS: HOW GOOD PEOPLE MAKE TOUGH CHOICES | 4
quarter hours
(Undergraduate)**

Through life's many lessons, we have learned how to make a decision between what is the right thing to do and what is simply wrong. We can differentiate between good and evil, truth and lies, etc. However, most of our dilemmas do not stem from deciding the correct path, when we are faced with right and wrong decisions. What most often puts us into a quandary is deciding between what is right and what is right. In other words when good people are faced with tough choices, on what basis do they make their decisions? In an era of perceived ethical incertitude and moral skepticism, students will examine how decisions are made based on one of many ethical systems. Students will learn about various ethical systems, and ethicists, such as utilitarianism, deontology, Kant, Aristotle, and Gillian, just to name a few. By the end of the course students should be able to apply their knowledge of moral, ethical and social issues, and have a better understanding of how the tough decisions they make could impact others. (4 quarter hours)

**CCA 152 | EXPLORING THE ART MUSEUM | 4 quarter hours
(Undergraduate)**

Museums have been a respected and trusted measurement of artistic accomplishment. In this course, the student will examine the museum's role as collector, conservator and educator. The student will investigate the traditional role of the art museum, its collection, practices and programs as well as its efforts to integrate new media into its collection. The course also investigates repatriation, which is the ownership of ancient and cultural heritage and other issues that affect the museum such as censorship and funding. Finally it will look at how we value art as a commercial commodity. (4 quarter hours)

**CCA 153 | THE ART OF SPEECHMAKING | 2 quarter hours
(Undergraduate)**

In this class, students will use tools based in the imagination, principles of design, and standard dramatic practice to create a unique, personal experience for an audience. Speech, whether we call it dramatic or declamatory, has the potential to move the masses. In this course, you will develop a personal approach and construct effective presentations that harness the power of their voice and body. (2 credit hours)

**CCA 154 | STRESS REDUCTION USING HUMOR AND SPIRITUALITY | 2
quarter hours
(Undergraduate)**

Stress affects the body in dramatic ways, and is a major contributing factor in chronic and degenerative diseases. We will understand/describe the physiology and biochemistry of stress and, more importantly, apply effective methods to reduce and manage it. Effective stress reduction and burnout prevention then become important health, wellness, productivity and disease prevention strategies for individuals, schools, businesses, the medical industry and the culture. The effective stress reduction techniques include breathing, biofeedback, humor, spiritual exploration, connection and inspiration. The holistic paradigm of body, mind and spirit supports our informed search for meaning, connection, calm productivity and enhanced health (2 quarter hours)

**CCA 167 | DIGITAL PHOTOGRAPHY | 4 quarter hours
(Undergraduate)**

Students learn in this course to take artistic digital photos. They will analyze photos they have taken prior to the course and discuss if they fulfill criteria to be seen as art. Several theories of artistic expression will be discussed. Rules of composition, light, exposure, colors, etc. will be reflected upon. In a second step the students will develop the competence to alter their digital photos with a program like "Photoshop Elements". They will be able to change the expression of their photos and combine different shots, creating their personal piece of art. As a final product, students will create a portfolio with about 5 photos including detailed descriptions of their work. (2-4 quarter hours)

**CCA 170 | CREATIVITY AND ENTREPRENEURSHIP | 2 quarter hours
(Undergraduate)**

IPads. Smart Phones. The automobile. These inventions, once unknown and now taken for granted, required years of imagining, experimentation and innovative thinking. While we value the end product, we are often unaware of the underlying creative/creating process. This class will explore the role of creativity in the development of entrepreneurial skills and the entrepreneurial personality. Creativity in this course will be seen both as a learned skill and as an exploration of our intuition. This course will explore contemporary approaches to the creative process based on the human capacity to imagine, to explore and, ultimately, to create. These are core skills for anyone pursuing a career as an entrepreneur or simply in search of ways to explore innovation. (2 credit hours)

**CCA 172 | MAKING POEMS: AN INTRODUCTION TO VERSE | 4 quarter hours
(Undergraduate)**

Making poems will be a creative writing offering that teaches metrics and verse forms, poetry the old-fashioned way. Topics will include metric feet, rhyme, lines, and verse forms. For example, students will learn about the iambic foot, write some iambic lines of various lengths, and finally use the iambic line to write a sonnet. Rap poetry with its structured rhythms and elaborate rhyming is another possibility. This "formalist" approach promotes a kind of creativity that is strongly infused with craft and discipline in contrast to the "spoken word" or confessional approaches to making poems. This class involves making audio recordings of your poems; students will be required to purchase a headset/microphone and download and install free software.

**CCA 176 | CREATIVE WRITING | 4 quarter hours
(Undergraduate)**

Designed to help you explore the art of writing stories, either stories that are "made-up" or stories based on lived experience. You will be required to complete six fiction-writing exercises, and either one short story, one autobiographical story, or one story based on an oral history collected by the you. In addition, you write a final essay in which you reflect on your learning and experience in the course. (4 quarter hours)

**CCA 185 | THE BEATLES AND THE CREATIVE PROCESS | 4 quarter hours
(Undergraduate)**

The Beatles are significant in many ways: they were an unprecedented show business phenomenon; they were leaders of Sixties cultural rebellion; and they stand, for many, as a signal instance of popular entertainment attaining the status of high art. This course will examine the musical craftsmanship of the Beatles, focusing on their work as songwriters and record makers. Recent audio and print releases documenting the group's performing and recording history provide a unique and detailed glimpse of the Beatles' creative process. We will utilize these materials to closely trace the development of the group's work while using other resources to place it in a larger historical and cultural context. The goal is to shed critical light on this recent chapter in cultural history. That discussion will, in turn, highlight questions about creativity in a modern context where commerce vies with art, technology redefines performance and an emerging global village culture transforms concepts of originality and tradition.

**CCA 202 | LONDON ALIVE: IN THEATERS, MARKETS AND MUSEUMS | 4 quarter hours
(Undergraduate)**

Join SNL in London for a course about performance and representation. Theater, live performance, museum collections and street markets are integral parts of English cultural history; they also represent Britain's international heritage. London theaters celebrate English history, culture and language, and carry the banner of the English artistic imagination into the future. London's museums make it one of the most visited cities in the world for the range of its collected artifacts and images. Outside the theater and museum doors, markets teem with life, creating a magical intersection of past with present and future, of art with life and politics, of cultural stasis with social change. (4 quarter hours)

**CCA 211 | ANALYZING AUSTEN'S PRIDE AND PREJUDICE | 4 quarter hours
(Undergraduate)**

Jane Austen must have known something about universal truths. Her novel, *Pride and Prejudice*, which begins with the sentence quoted above, was first published in 1813. Still in print today, it has also been made into at least eleven movies, four of which were released since 2000, including a Mormon and a Bollywood version. In this class, we will read the novel in the context of the gender and class norms at the time Austen wrote her book and then consider how Austen's exploration of universal truths is reinterpreted in more contemporary film versions of this novel. In exploring Austen's creation and the many reinterpretations of her work, we will use both analytic and creative writing assignments as well as class discussion to examine how context informs creativity and how creativity informs analysis. You most definitely do not need to be a creative writer to take this class. (4 quarter hours)

**CCA 213 | MINDFULNESS MEDITATION | 2 quarter hours
(Undergraduate)**

Research shows that mindfulness cultivates skills to manage stress and build attention, focus, and resilience. This experiential course is an introduction to mindfulness. Through it, students will learn the principles of mindfulness, develop their practice, and apply the skills to their daily life. Students will learn strategies to skillfully develop their capacity to enhance mind-body awareness of present-moment experience. These practices have many benefits, such as improving health and wellbeing, deepening relationships, and enhancing engagement in learning, work, leisure, and civic activities. The class is taught in a secular manner drawing on western modalities of neuroscience and psychology, as well as Zen Buddhism. Students will study theory and research in the field of mindfulness and the emerging science that shows the beneficial effects on physical and mental health and well-being. This two-credit online class will consist of five modules, three Zoom sessions, readings, journal keeping, mindfulness practice sessions, and a personal mindfulness project.

**CCA 215 | FILM NOIR | 2 quarter hours
(Undergraduate)**

In this course we will screen and discuss select noir films and develop skills of viewing and analyzing them closely. Highlighted topics will include the concept of genre in film; the relationship of genre codes to creativity; the dynamics of form and content; the tension between commerce and art; the auteur theory; psychologies of the divided self; representations of masculinity and femininity; and the question of what these films say about American society, post-World War II. (2 quarter hours)

**CCA 216 | HOLIDAY FILMS | 2 quarter hours
(Undergraduate)**

This course uses the holiday genre to introduce students to a range of perspectives from which to interpret and analyze films and other popular media. Using a selection of screenings and accompanying readings, students will identify the characteristics of the holiday genre, paying particular attention to the role of tradition and to the relationship between the individual and the community. They will also consider the broader cultural contexts of these films, analyzing them from historical, business, and ideological perspectives. By the end of this course, students will have gained confidence in employing critical approaches to media analysis, while interpreting and appreciating a diverse selection of holiday films and "very special" TV episodes. There will be no required textbook for this course, but students will be asked to rent films and/or view them on a subscription streaming service like Netflix.

**CCA 217 | MINDFULNESS MEDITATION | 4 quarter hours
(Undergraduate)**

Mindfulness meditation provides many different ways to broaden our awareness of the world around us, heighten our powers of concentration, deepen our understanding of our experience, and cultivate creative and transformative ways of being in the world. Many approaches to mindfulness meditation draw on ancient religious and spiritual traditions from around the world. So mindfulness meditation is compatible with and can enhance whatever religious or spiritual commitments you may have. But mindfulness meditation does not require religious or spiritual interpretations. It can be practiced as a very powerful path to becoming a creative, healthy and effective adult. In this course, you will learn what mindfulness meditation is and various ways in which it can be practiced. We will explore in particular how mindfulness meditation can enhance creativity, address the ethical challenges of contemporary life, and foster collaborative learning. Class sessions will involve extensive practice in mindfulness meditation, listening and dialogue. You will be expected to maintain and reflect on a daily mindfulness meditation practice for the duration of the course. (4 quarter hours)

**CCA 220 | YOGA: PHILOSOPHIES AND PRACTICES | 2-4 quarter hours
(Undergraduate)**

This course combines an introduction to yoga and meditation techniques with an examination of the scientific and philosophical knowledge of yoga to improve health. Course is appropriate for beginners; no previous experience needed. Mats and props provided.

**CCA 225 | LIVE SUMMER MUSIC IN CHICAGO: A CHICAGO EXCURSION
COURSE | 2 quarter hours
(Undergraduate)**

The course introduces people to three of the most exciting and rewarding institutions in Chicago music: the world-famous Chicago Symphony Orchestra at Symphony Center downtown; the fabulous training orchestra of the Chicago Symphony Orchestra, known as the Civic Orchestra, also downtown; and live top-name jazz at the Jazz Showcase. We learn the background of these institutions, the nature of the arts they perform, and the terms used to describe and appreciate those forms. Most importantly, we experience, in person, the great music that they play!

**CCA 227 | ART AND SELF | 2 quarter hours
(Undergraduate)**

Although we take dozens of selfies, there are internal aspects to the interior self that a photo will miss. A Journal/sketchbook can hold ideas and act as a reflection of internal meanderings. During 5 weeks, we will explore the contemplative drawing practices of mandala (Hindu/Buddhist from East Asia), mind maps (popularized by 20th Century psychology), and dream drawings (First Nations peoples of Australia and South America). Students will use these methods to reflect on their own lives, drawing and writing in their 'image journal'. These ideas will be mined to create a self-portrait. No prior experience in art is necessary to succeed in this course. Students will supply their own art materials and find a quiet practice space. (2 quarter hours)

**CCA 231 | VISIBLE & INVISIBLE CITIES | 4 quarter hours
(Undergraduate)**

This course looks at THE CITY through the lenses of four philosophical domains: ontology, epistemology, ethics and aesthetics. Through carefully curated short readings of the most important texts of classical, modern, and contemporary writers, students will be introduced to the big philosophical questions in these four domains as they apply to life in a great city.

CCA 242 | AMERICAN HORROR FILMS: A CULTURAL HISTORY | 2 quarter hours**(Undergraduate)**

Horror is one of the most beloved genres in American cinema. In this course, we will explore five of the most enduring horror subgenres: the slasher film, the haunted house film, the home invasion film, the monster film, and the cosmic horror film. Through analysis of the films themselves, as well as through exploration of the films' historical and cultural contexts, we will shine a light on the darkest corners of the American psyche, looking for all the fears—interpersonal, economic, existential? that we're too afraid to face and too ashamed to admit.

CCA 249 | SOCIAL MEDIA: CREATING CONTENT | 2 quarter hours**(Undergraduate)**

In this class students will learn about many of the various social media platforms (Facebook, Twitter, TikTok, Instagram, Reddit, etc) and how to create content that succeeds on each platform. Students will examine how brands and organizations use social media, learn how to create content for specific audiences, discuss how influencers and brand partnerships exist in the social media ecosystem, learn how to creatively repurpose content over a series of posts, and participate in content workshoping with their peers. The second half of this course puts the students in the shoes of a social media team where they will submit a final presentation that showcases their work.

CCA 250 | INTRODUCTION TO RECREATION AND SPORTS MANAGEMENT**| 4 quarter hours****(Undergraduate)**

This course will expose students to management theory, principles, administrative processes and functions with emphasis upon ethical practices and management procedures in recreation and sports.

The course includes the examination of the roles, interrelationships, and uses of diverse leisure delivery systems to promote community development and equitable business practices. Focus will also be placed on understanding career options in the Recreation and sport industry and preparing for employment.

CCA 251 | PROGRAMMING PRINCIPLES AND APPLICATIONS IN RECREATION AND SPORTS | 4 quarter hours**(Undergraduate)**

Foundation for designing, planning, delivering, and managing recreation and sport events. Recreation and sport programming is the overall management process in which leisure service professionals plan, promote, conduct, supervise, and evaluate program services within the context of a specific organization. This course is designed to provide students with an understanding of recreation and sport programming in a variety of settings and situations for diverse participants.

CCA 255 | SELF EXPLORATION: INSIDE OURSELVES, OUTSIDE WITH OTHERS | 4 quarter hours**(Undergraduate)**

Exploring the self can be a very personal and satisfying experience. It can provide clues as to how you interact with others, accomplish daily tasks and how to become a more happy, productive and respected individual. Students in the course engage in self reflection in a collaborative learning format where they learn about themselves and observe the trends and conclusions of the class. Topics to be explored include family origins, gender perspectives, personality traits and development, self awareness and identity, creativity, and professional and moral perspectives.

CCA 256 | WORKPLACE AND PROFESSIONAL ETHICS | 4 quarter hours**(Undergraduate)**

This hybrid-learning course is open to all DePaul undergraduates. It provides a thorough grounding in the theoretical and applied nature of work-based ethical decision-making. We engage the tenets and assumptions of four major ethical perspectives, using them to examine the meanings and implications of morality in professional life. Using the tools of reason, we investigate obstacles to ethical decision-making in one's and others' professional behavior, and apply our learning in the writing of a personal ethical code. (2-4 quarter hours)

CCA 281 | LIBERAL ARTS IN ACTION: BRAVE NEW WORLD AND NINETEEN EIGHTY-FOUR: DIVERGING DYSTOPIAS | 2-6 quarter hours**(Undergraduate)**

The Liberal Arts in Action course directs students to analyze an engaging topic - in this case, the two preeminent dystopian fictions of the last 100 years, Aldous Huxley's Brave New World and George Orwell's Nineteen Eighty-Four – from multiple perspectives in the liberal arts. Students strengthen their problem-solving skills by drawing upon the ideas and methods of three different liberal arts disciplines. The learning activities clarify how the liberal arts can be put into action to ponder and address problems. The course strengthens students' development of critical thinking and academic writing across the curriculum. Students also will learn about resources that will be useful for their academic success at DePaul.

CCA 285 | WORK, PLAY, REST: NAVIGATING COMPLEXITIES OF ADULT LIFE | 4 quarter hours**(Undergraduate)**

Adult life has become complex. With expectations from family, school, work, home, social pressures, technology and social media, it sometimes feels impossible to keep up. When the news bombards us or becomes frightening, and the world around us feels uncertain, how do we make sense of things and find our way forward? In this course, we will begin from the place that human beings are full of creativity, ingenuity, resourcefulness, generosity and hope. Our very lives and the world around us will be our subject matter - our need to work, our bodies' need for rest, and our enjoyment of leisure and recreation. Where does stress, expectation and anxiety come from, how are these held in the body, and what can we do about it? And, how has story, movement, music and sound, humor, popular entertainment and fun helped humans get through the day, navigate relationships, and find more ease? By engaging in simple creative practices in and out of class and considering what might be useful for individual and collective well being, the goal is for students to create a toolbox of approaches for navigating life's complexities to carry forward beyond the class.(4 quarter hours)

CCA 322 | PROBLEMS AND ISSUES IN CONTEMPORARY ETHICS | 4 quarter hours**(Undergraduate)**

An introduction to moral philosophy with emphasis on the conflict between "moral relativism" (or "subjective" ethics) on the one hand and "moral realism" (or "objective" ethics) on the other. During the course you will be introduced to classic theories and leading figures in the history of ethics, from Plato and Aristotle to Kant and Nietzsche. Course content will focus on issues (e.g., poverty, drug use, capital punishment, sexual behavior, euthanasia, biomedical research, animal rights, political violence) at the center of contemporary ethical debate in the United States and throughout the world. (4 quarter hours)

CCA 342 | LEARNING ART HISTORY THROUGH THE ART INSTITUTE OF CHICAGO | 4 quarter hours (Undergraduate)

The Art Institute of Chicago is one of the nation's premiere art museums, with a collection that offers wide opportunities for the study of art. This course will examine great paintings in the museum from the Middle Ages up to contemporary works. Students will deepen their knowledge of art history and how to study a painting, develop an overall knowledge of major periods and trends, as well as gain insights into the lives of the artists. Students will also gain a knowledge of the museum itself as a starting off point for further studies. Class will meet at the Art Institute, Michigan and Adams, at the front information desk. (4 quarter hours)

CCA 357 | CATHEDRALS OF ENGLAND: A PILGRIMAGE | 4 quarter hours (Undergraduate)

This study abroad program brings students to England - London, York, Canterbury, and other sites - to experience among the most impressive medieval cathedrals in the world. The travel segment is designed as a pilgrimage to the cathedrals because that is how people in the Middle Ages visited them, but also because that form of travel was, like the Silk Road, an early form of international commerce. As with globalization today, medieval pilgrimage involved people bringing not just goods but ideas across national borders, irrevocably impacting and being impacted by the cultures through which they traveled. As with pilgrimage, students in this program will share a collaborative journey of discovery and cultural exchange as they engage with England's medieval past and its post-Brexit present.

CCA 358 | CATHEDRALS OF ENGLAND II: A PILGRIMAGE | 4 quarter hours (Undergraduate)

This study abroad program brings students to England - London, York, Canterbury, and other sites - to experience among the most impressive medieval cathedrals in the world. The travel segment is designed as a pilgrimage to the cathedrals because that is how people in the Middle Ages visited them, but also because that form of travel was, like the Silk Road, an early form of international commerce. As with globalization today, medieval pilgrimage involved people bringing not just goods but ideas across national borders, irrevocably impacting and being impacted by the cultures through which they traveled. As with pilgrimage, students in this program will share a collaborative journey of discovery and cultural exchange as they engage with England's medieval past and its post-Brexit present.

CCA 365 | JAZZ AND CHICAGO | 2 quarter hours (Undergraduate)

This short course will introduce the student to the pleasures and enrichment of jazz. Students will learn what jazz is, learn about its fascinating history and some of its most influential players, and learn about the special role that Chicago has played-and still does play-in great jazz. In the classroom we'll hear records, view videos, engage the instructor in question-and-answer sessions, and hear stories about this unique musical art form and Chicago's ongoing role in it. The instructor, a jazz writer and longtime jazz drummer, will enliven the course with personal anecdotes covering a considerable part of Chicago jazz history. (2 credit hours)

CCA 367 | EXPRESSIVE ARTS THERAPY | 4 quarter hours (Undergraduate)

This course offers a multi-arts approach in which different art modalities are woven into the therapeutic process as appropriate to a client's situation. It is grounded not in any particular techniques or media but in the capacity of the arts to respond to human suffering. Various arts--poetry, movement, drawing, painting, journaling, improvisation, music, and sculpture--are used in a supportive setting to facilitate growth and healing. Expressive arts processes have been used successfully in almost all psychotherapeutic contexts, ranging from work with the severely ill to the facilitation of human growth and potential. There is a growing use of the arts in health education, hospice work, and in community art projects especially after catastrophic events. The class will be conducted in a workshop format in which theoretical content will be combined with experiential learning. Lecture, discussion, audio-visual presentation, experiential exercise, guest speakers, and field trips comprise the structure of the class.

CCA 396 | INTRODUCTION TO ART THERAPY | 4 quarter hours (Undergraduate)

This experiential class will introduce students to concepts of art therapy and other expressive arts. It will address the therapeutic use of art making by people who experience illness, trauma, or challenges in living, as well as by people who seek personal development and general well being. By participating in expressive arts activities and reflecting on the products and processes, students will learn how art therapy can help people increase awareness of self and others, cope with symptoms, stress, and traumatic experiences; enhance cognitive abilities; and enjoy the life-affirming pleasures of making art.

Core Curriculum Human Community (CCH)

CCH 110 | ESSENTIALS OF TRAINING AND DEVELOPMENT | 2 quarter hours (Undergraduate)

This is a 5-week, 1-competence course on Employee Training and Development. Students will learn the basic processes of employee training and development, including needs assessment, theories of learning and behavior change, training design to support appropriate selection or development of training, delivery of training, issues of transfer, and assessment of results. (2 quarter hours)

CCH 116 | PSYCHOLOGY OF MALE DEVELOPMENT | 4 quarter hours (Undergraduate)

This course focuses on the development of boys from infancy through adulthood within socio-cultural context. We therefore address in addition to gender, the impact of race, ethnicity, class and related issues of societal /governmental failures when it comes to non-voting children. We cover why boys have more trouble at school, more problems with anger, and more incarcerations than girls or boys of higher social class, but our focus will be on their capacities and how those in power can help them thrive rather than present obstacles in their path from birth onwards. In my work in Chicago schools from Englewood to Rogers Park, I found young boys and teens very capable of caring and empathy but not reinforced by adults to develop these skills. This course suggests ways to change that and help teachers, parents and society not stereotype boys or give up on them so early in life. We will focus on how boys can develop fully as men of character and care, who can succeed in relationships, as parents, at work and in their community. We will learn of advocacy work to convince society to improve the conditions in which boys live. We draw upon the work of the Search Institute, the book "The Men They Will Become" by Eli Newberger (free online) and other current research. We will view workshops including feminist Judith Jordan's "Raising Competent and Connected Boys" and learn of local and national efforts to support young boys development.

CCH 118 | MAKING SOCIAL CHANGE: THE LEGACY OF THE 1960'S | 2 quarter hours (Undergraduate)

In the first twenty years following World War II, Americans participated in the democratic process and in civil society in record numbers. They participated in public meetings, belonged to labor unions, joined churches, and formed professional societies. These civic structures and habits of involvement empowered citizens to believe they could make a difference in their communities and laid the groundwork for some of the major social movements of the second half of the 20th Century. Civil rights, second-wave feminism, gay rights, and Latino rights all have their roots in the 1960s and continued their work over the following decades. In this class, we will explore civic engagement through the lens of our recent history. We will look at how these movements developed and analyze how they achieved their goals. We will take lessons from our predecessors and apply them to our own efforts to make a contribution to the lives of people in our local, national or global communities. (2 quarter hours)

CCH 140 | WRITING WITH SOURCES: APA STYLE AND CITATIONS | 2 quarter hours (Undergraduate)

Writing Toolkit courses introduce, deepen and provide practical engagement with specific topics in writing and rhetoric. These online courses allow students to engage with their peers and instructors through asynchronous and synchronous elements. In Writing with Sources: APA Style and Citations, students will deepen their understanding of correct ways to use secondary sources in academic writing. Students will practice summarizing, paraphrasing, synthesizing, and citing source material, while gaining a deeper knowledge of the basic components and moves needed to write a paper using APA Style.

CCH 141 | CONFRONTING WRITER'S BLOCK | 2 quarter hours (Undergraduate)

Writing Toolkit courses introduce, deepen and provide practical engagement with specific topics in writing and rhetoric. These online courses allow students to engage with their peers and instructors through asynchronous and synchronous elements. In this course, students will explore the potential causes of writer's block and practice strategies for overcoming it.

CCH 142 | MECHANICS OF GOOD WRITING | 2 quarter hours (Undergraduate)

Writing Toolkit courses introduce, deepen, and provide practical engagement with specific topics in writing and rhetoric. These online courses allow students to engage with their peers and instructors through asynchronous and synchronous elements. In this course, students will learn how to improve the style, clarity, and correctness of their writing. The course will help students expand their knowledge and build confidence in their control of writing mechanics including, rules of grammar, sentence structure, word choice, parts of speech, and punctuation. Students will learn how to fix the most common mistakes that writers make. They will also learn when, why, and how to break the rules. Through weekly readings, discussions, and short, focused work using a current writing assignment of their own, students will identify and address areas for improvement in their writing.

CCH 155 | ANALYZING LEADERSHIP | 4 quarter hours (Undergraduate)

This course provides a framework from which to identify and analyze leadership. Leadership occurs in all aspects of life, including: business, politics, sports, society, religion, family, education, and culture. But what is leadership? The Merriam-Webster on-line dictionary defines leadership as "the act or an instance of leading," which provides us with little insight. On further investigation, however, the dictionary defines "lead" as [guide] on a way especially by going in advance. Where there is a leader, then, someone or something must follow. This course first explores the interrelationship between a leader and his or her followers and looks at the effect they have on each other. "Good" leadership traits (i.e., effective) and "bad" leadership traits (i.e., ineffective) are then studied from the perspectives of the leaders, the followers, and outsiders. Finally, this course takes a look at leadership from an international perspective. (4 quarter hours)

CCH 165 | CHINA: MONEY, POWER AND THE 21ST CENTURY | 4 quarter hours (Undergraduate)

The greatest migration of people in the history of the world is occurring right now, in China. Hundreds of millions of people, whose families have lived in rural China for thousands of years, are moving to rapidly urbanizing cities. This course analyzes, through the voices of the Chinese people, the dramatic impact of this social and economic revolution upon families and individuals. These changes are having a worldwide impact upon economics, trade and the new world order. Through lecture/discussions, videos, readings, on-line discussion boards and independent research, students will have the opportunity to form their own viewpoints as to the impact of globalization upon one of the oldest civilizations on earth. (4 quarter hours)

**CCH 192 | THE ART, SCIENCE AND PSYCHOLOGY OF FOOD | 4 quarter hours
(Undergraduate)**

We have many connections to food. Food sustains us but it has meaning that extends far beyond basic nutrition. Eating is an individual pleasure and comfort, a tool for creating and sustaining social bonds, and a way to express one's cultural identity. Food is tied to many aspects of life including culture, politics, agriculture and the environment. Americans have become disconnected from both the production of our food and from the joy of eating it and suffer from food related health problems such as diabetes, obesity and eating disorders. In this class we will explore the myriad of food-related habits and choices, that determine how what and why we eat. This experiential class moves beyond specific dietary guidelines by presenting concepts and skills that will help you reframe your connections with food. We will explore the multiple dimensions of food and eating from an individual, community and national level. We will explore the true meaning of nourishment. Topics include: identifying personal eating styles, mindful eating exercises, the slow food movement, locating Chicago food deserts, a field trip to a popular Chicago organic garden/restaurant, guest speaker from a Chicago restaurant mural artist, examining types of hunger and nourishment, and issues involving food and ritual, food and story, food and psychology, food and art. We will combine art, film clips, lectures, field trip, research, and mindful eating skills.

**CCH 203 | RESILIENCE FOR CIVIC ENGAGEMENT | 2 quarter hours
(Undergraduate)**

It can be meaningful and invigorating to contribute to change in your community and the world... and, it may also be exhausting! When the causes in the world we care about feel urgent and pressing, our ability to rest and recover often fall to the wayside, and we may not feel we have permission to take time out. In fact, in these times finding ways to be resilient is vital and enhances our ability to contribute. Beyond adaptability and bouncing back, resilience skills involve how we cope with adversity, practice mindfulness, and stay connected to others and our purpose. In this short course, our very lives and the world around us will be our subject matter. Students will tap into their unique creativity and imagination to identify what resilience practices serve their personal wellbeing and their ability to meaningfully contribute to a changing world.

**CCH 209 | CONSUMER BEHAVIOR INSIGHTS | 4 quarter hours
(Undergraduate)**

In the Consumer Behavior Insights course, students explore the processes that consumers use to make decisions. Understanding of consumer segments is developed and applied to create communication strategies using a decision-making framework. Through coursework, students demonstrate an understanding of various topics including how market intelligence is collected, market segmentation, the impact of various cultural influences on behavior, elements of persuasive communication and development of consumer-oriented strategies. Cultural norms influence receptivity to marketing communication messages. In-depth consumer knowledge of a sub-cultural segment is learned and applied as students conduct market research. Based on analysis, students develop communication objectives, positioning statements and strategies for consumer communication. The role of mass media is examined in two distinct areas. Mass media influence cultural values by reinforcing norms for consumer needs and wants. Mass media are also important means for communication of targeted advertising messages. (4 quarter hours)

**CCH 219 | THE FIGHT FOR HUMAN RIGHTS: ONE WOMAN'S CRUSADE | 4 quarter hours
(Undergraduate)**

Helen Prejean is a leading human rights activist in the United States. For the past 30 years, she has helped shape conversation about equal treatment for all within the criminal justice system, especially persons of color and the materially poor. *Dead Man Walking*, the eyewitness account of her experience accompanying condemned prisoners to execution, has had a major influence on discussion of violence, poverty, civil rights, criminal law, and social justice. In this course, we use her work and interact with her personally to study power inequities across race and class lines that perpetuate injustice and examine her strategies for reform.

**CCH 220 | FRAUD IN REAL WORLD ORGANIZATIONS | 2 quarter hours
(Undergraduate)**

In this 5-week course, students will learn about common fraud schemes in the workplace, how to recognize them, the proper actions to take in response, and the long-term effects of undiscovered fraudulent acts. Students will achieve objectives by using online interactive scenarios designed to sharpen detective skills, reading articles focused on prevalent fraud schemes, and completing activities to learn how to prevent fraud in their own organizations. The course is geared to those with little or no accounting experience.

**CCH 221 | PROFESSIONAL SPEAKING SKILLS FROM ZOOM TO ROOM | 2 quarter hours
(Undergraduate)**

Authentic, credible oral communication is paramount to attain professional and personal success. The purpose of this course is to hone each student's ability to orally communicate effectively and with ease. Regardless of the starting point - as a beginner or a seasoned speaker - we will identify personal strengths and improvement areas, then work upward from there. To accommodate today's high demand for online communication (Zoom, Google Meet, WebEx, et al), instruction will focus on both virtual and in-person delivery. With an emphasis on the professional environment, we will explore a variety of common scenarios. Students will gain practical techniques to boost performance and shine - ranging from formal presentations to meeting facilitations to impromptu speaking. Because we represent different industries, backgrounds, and experience levels, we will employ a mix of individual and collaborative activities. The latter will ensure that we are capitalizing on resources within our unique learning group. Students will be encouraged to select topics relevant to their respective careers or areas of study. As well, students have the option to work on their real-life speaking scenarios(s), provided it fits within the assignment parameters. (2 credit hours)

**CCH 222 | FACILITATIVE DIALOGUE | 4 quarter hours
(Undergraduate)**

This course aims to help students understand the psychology surrounding difficult, emotionally volatile interpersonal situations in order to facilitate appropriate dialogue to arrive at a solution. These situations can include: confronting an uncooperative coworker, assessing alleged wrongdoing by a student, addressing resistance in a patient, providing feedback to a friend, or meeting the needs of a disgruntled customer. In these situations, our own behavioral and verbal actions are important determinants in the direction, duration, and consequences of the interaction. Given the potential for us to be hostilely confronted, and for those whom we are talking to for them to act defensively, we often have to manage our own emotions while trying to quickly assess the situation to facilitate dialogue. Students will learn, develop, and practice a framework to more effectively manage these situations. This course is appropriate for those in professional settings such as human resources, patient- and service-oriented industries, counseling, education, leadership development, in addition to personal settings where facilitative dialogue is necessary.

**CCH 223 | GAMIFICATION FOR WORKPLACE AND CLASSROOM LEARNING | 2 quarter hours
(Undergraduate)**

This course will focus on introducing students to the various ways in which games are used to educate, train, and motivate people towards non-game goals. Students will learn the basic principles of how gamification works, analyze examples of gamification in practice, learn various tools for creating a gamified experience, and design a gamified training exercise for adult learners.

**CCH 224 | SOCIAL MEDIA ANALYTICS & MEASUREMENT | 2 quarter hours
(Undergraduate)**

How do you know if your social media posts are taking off? This course focuses on looking at data behind social media likes, retweets, and upvotes to analyze and determine what works. Students will learn how to collect and analyze data, differentiate the importance of various statistics, use different measurement tools, and learn advanced measurement tactics.

**CCH 230 | FRANCE AND THE SILVER SCREEN: MODERN HISTORY THROUGH FRENCH CINEMA | 4 quarter hours
(Undergraduate)**

This course will explore central issues in the history of modern France through the lens of cinematic representations analyzed in historical context. Students will deepen their knowledge of the events and figures in French history and examine change and continuity in such phenomena as the rise of the politically-conscious urban working-class. We will also consider how French society has confronted gender difference and religious pluralism. This course also includes a focus on representations of war and militarism in film, particularly considering the rise of anti-militarist film in the aftermath of the First World War, and the role of violence in colonialism struggles in Algeria and Vietnam. This course will interpret the ways in which films portray historical events and how films contribute to public understanding of history. No prior knowledge of French language is required; all films will be in French with English subtitles.

**CCH 232 | FRANCE IN THE TWENTIETH CENTURY | 4 quarter hours
(Undergraduate)**

This course will examine the major events and themes of twentieth-century French history, engaging with critical issues of war and society, empire, gender, citizenship, immigration, and the politics of memory. Topics will include the impact of the First World War on the French state and society; the political radicalization of the interwar period; the emergence of anxieties surrounding gender roles; the fall of France in 1940 and subsequent German occupation, with a particular focus on the politics of collaboration and resistance; the impact of colonialism and decolonization; the strikes and protest movements of 1968; and debates over immigration and multiculturalism in the 1980s and 1990s, including the rise in popularity of the extreme right-wing National Front and the activism of second-generation French citizens of North African descent.

**CCH 233 | LEGACIES OF SLAVERY AND ABOLITION IN ILLINOIS | 4 quarter hours
(Undergraduate)**

Understanding our history can empower us to contribute to the present, and even more so when it is the history in our own backyard. This course will unpack the complex history of the presence of slavery in Illinois, including pro-slavery forces in the nineteenth century and the anti-slavery activists who fought against slavery in Illinois and Illinois stops on the Underground Railroad. In the first half of the quarter we will learn about the little-known history of slavery practices, indentured servitude, sundown towns, Black Codes, and even lynching in Illinois history. In the second half of the quarter we will study the rise of abolitionism and anti-slavery voices, with a focus on key figures who led change, including instrumental figures who kept Illinois from becoming a slave state. A focus on how these inherited legacies impact Illinois residents and communities today will be threaded into discussions and assignments throughout the course.

**CCH 234 | COUPLES PSYCHOLOGY AND INTIMATE PARTNER CONFLICT | 4 quarter hours
(Undergraduate)**

The desire and pursuit of romantic love and partnership is a normal part of psychological development. This course will examine the psychology behind how couples become attracted to one another by focusing on the relationship between emotions, thoughts and behaviors and the dyadic environment in which they function. Students will learn about healthy partnerships as well as how conflict arises between couples including the context in which behaviors such as abuse and violence manifest. This course will also examine cultural factors that influence couples psychology.

CCH 236 | CULTURAL COMMUNICATIONS IN CUBA: WHO TALKS TO WHOM IN SCHOOLS AND CAFES | 4 quarter hours**(Undergraduate)**

This study abroad course will provide participants with a foundation in the theories of intercultural communications. They will observe how people from different cultures communicate in public spaces, cafes, schools and other institutions and evaluate how communications are affected by place. Through their stay in Havana and a day trip to Vinhales, participants will analyze how different socio-cultural factors interact to shape individuals and interaction patterns in these different settings, as well as in the United States. They will engage in global communication and evaluate the impact of communication differences that diverse political, religious, social, ethnic and educational backgrounds have on individuals communicating within an organization or individually. Prior to departure, participants will use interactive, online technology to engage in cross-cultural communication and to create criteria for evaluating and comparing communication patterns. In Cuba, participants will collaboratively use the criteria to analyze cross-cultural aspects of language and interactions in various settings from social and political perspectives. The trip duration is 7 days. The readings and activities ground students in recent theories of intercultural practice and provide a framework for students to become interculturally competent. Students will be staying in small groups in Casa Particulares, similar to Bed and Breakfasts, and hosted by Cuban families. The activities tentatively planned include touring Old Havana and the Plaza de la Revolucion, a visit to the Museo de la Revolucion, a visit to the Callejon de Hamel street fair, a day in rural Cuba to visit a tobacco farm and the Sierra del Rosario Biosphere Reserve, a visit to the Akokan community and the Casa de Africa, and a day at the beach. An important part of the curriculum are visits to local elementary schools, guest lectures with local university professors and an afternoon and evening with university students.

CCH 238 | ENGAGING RESILIENCE IN ADULT LIFE | 4 quarter hours**(Undergraduate)**

Building & Engaging Resilience (in Adult Life) (4 credit hours) (Fac: Matamonasa): An ancient proverb reads: "Fall down seven times. Stand up eight." But how? What's involved in such flexibility, adaptability, tenacity, hardiness and resilience? What understandings, values and skills help? How does one develop these and nurture them across an adult lifetime? Through this seminar, participants will explore various concepts, models and "best practices" for growing, rebounding and selfguarding one's resilience given the challenges and uncertainties of adult life. (Questions? Contact instructor at amatamo1@depaul.edu.)

CCH 239 | BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE | 4 quarter hours**(Undergraduate)**

Students will study the latest changes in the fields of intercultural communication and leadership development in today's global corporations, including reading interviews from some of the world's leaders in manufacturing, energy, telecommunications, and health care from numerous countries. This course combines hard science with cutting-edge organizational research-based case studies in today's trans-cultural global corporations. Students study key behaviors needed today to be successful in a global corporation, including cultural self-awareness, frame-shifting, inviting the unknown, third-way solutions, and others. Students will also study how "disruptive technologies", mobile internet, automation of knowledge work, cloud technology, next generation genomics, 3D printing, advanced materials, and renewable energy are changing and will continue to revolutionize global corporations. This course concludes with an analysis of the effects of social justice and corporate social responsibility on today's global corporations. (4 credit hours)

CCH 240 | VALUES-BASED LEADERSHIP | 2 quarter hours**(Undergraduate)**

Over the past few decades, we have observed a number of leaders and their responses to a variety of major changes and crises—civic unrest and pandemics, just to name a few. And at the helm of societies resolving these issues have been leaders who can be categorized as "values-based." This term has its foundation in leading by a set of values or principles, or at least the examination of those values or beliefs. When applied properly, values-based leadership is risk taking, conveys a shared vision, empowers constituents, gives and accepts openness and honesty in relationships, and assumes responsibility for results. In this course we will first develop a broad general understanding of leadership, then unpack our understanding of values-based leadership, and the role it plays in both good and difficult times. The course will examine the impact of select leaders—both current and past—who exemplify values-based leadership qualities. Finally, students will also examine their own values and personal approach to values-based leadership.

CCH 243 | POST-TRAUMATIC SLAVE SYNDROME AND ITS AFFECTS | 2 quarter hours**(Undergraduate)**

This FDIS seeks to inform students about the nature of trauma, and the impact of post-traumatic slave syndrome (PTSS) on African-American life and culture. In the context of this course, both of these phenomena are associated with 250 years of U.S. chattel slavery, followed by decades of de jure and de facto racial discrimination. It is a subject that has historical, psychological and sociological implications and thus is a must for students pursuing undergraduate and/or graduate work in these areas. With this primary goal in mind, students will be asked to review one of two texts on the subject, Joy DeGruy-Leary's Post Traumatic Slave Syndrome: America's Legacy of Enduring Inquiry and Healing or Thom Burrell's Brainwashed: Challenging the Myth of Black Inferiority, along with selected readings where appropriate.

CCH 249 | NEW YORK: AN HISTORICAL OVERVIEW | 2 quarter hours**(Undergraduate)**

This Faculty Designed Independent Study (FDIS) encourages students to study the history of one of our nation's oldest and most vibrant cities: New York City, including its five boroughs: Manhattan, the Bronx, Brooklyn, Staten Island, and Queens. The readings associated with the course provide a skeletal history of the city's nearly four hundred years. Students are then asked to read a series of articles that elaborate on key historical events and/or eras, i.e. the city's role in the American Revolution, the Great Depression, the impact of deindustrialization and suburbanization, and development of art and culture across different epochs, among other areas. Students are finally asked to supplement readings and a major homework assignment with a five-page paper that mirrors the spirit of their competence. The collection of readings and video presentations offer a fascinating, insightful, and fun look at one of the most interesting and intriguing American metropolises.

**CCH 253 | FAMILY LIFE: THE PAST, PRESENT AND FUTURE OF FAMILIES
| 4 quarter hours
(Undergraduate)**

In history, families have been defined as mother, father, and children. In our current experience, more families differ from that model than comply with it. Family structure is evolving. Missing fathers, Single parents, and Blended families are only a few of the changes to the family structure that have occurred with some significance beginning in the 1950s. (2-4 quarter hours) What influences family structure? Do economics and education make a difference? Are race and ethnicity important factors? What about gender, personality and religion? Is the two parent family necessary? What role do grandparents and great grandparents play in the changing family? Perhaps the most important question we can ask about the family is what comes next. What are the many ways in which families might be redesigned in the future? How do these changes impact individuals in society?

**CCH 254 | RESISTANCE DURING THE HOLOCAUST AND WORLD WAR II |
4 quarter hours
(Undergraduate)**

This course explores the history of the Holocaust in the context of the Second World War (1939-1945) with a central focus on examples of resistance to discrimination, fascism and oppression. We will explore varied forms of opposition including armed resistance, spiritual resistance, resistance through writing and identity preservation. We will read autobiographies, view documentary and dramatic films, and use museum resources to develop our understanding of resistance. Required activities include a visit to the Illinois Holocaust Museum and Education Center (Skokie, IL). We will also consider the implications of this history for making ethical choices in our world today.

**CCH 257 | PARTICIPATION AND DEMOCRACY IN AMERICA | 4 quarter
hours
(Undergraduate)**

Why don't more Americans vote? How do education, income, and age impact voting trends? Why are some Americans more interested in politics than others? How is inequality reflected in other forms of political participation, such as donating money? Do recent trends in voter ID laws help to safeguard the democratic process, or restrict it? In summary, how democratic or representative are American elections? The course begins with some famous arguments about why participation matters. Trends in voter turnout then become the primary object of study, but we also consider other forms of participation including writing members of Congress, attending political meetings and contributing money. We explore recent discoveries in behavioral psychology that are changing the strategies of modern campaigns. After taking this course, you will understand the fundamental role of participation in democracy.

**CCH 274 | THE BILL OF RIGHTS IN CONTEMPORARY LIFE AND WORK | 4
quarter hours
(Undergraduate)**

This course will be organized around a series of central questions: What is a law? Who has the authority to make one? What are the various sources of law? What is or should be the relationship between law, ethics and morality, between law and religion? What is the difference between legislative law and constitutional law? What are the legal, historical, philosophical and political sources of American constitutional law? What sort of society did the Framers of the Bill of Rights have in mind and are their ideas still applicable in 21st century America? How does the Bill of Rights fit into our constitutional framework and what rights does it guarantee? What is the relationship between the states and the federal government in guaranteeing those rights? What is the relationship between our legal system and our political system generally? What criteria do judges use to interpret laws? How does our own legal system differ from those of other countries and cultures? Are there any universal rights worth protecting? What role does (or should) science play in upholding our rights under the Bill of Rights? Possible areas to be covered are freedom of speech, religion, establishment of church and state, the right to privacy, the 4th, 5th and 6th Amendments' protections for criminal defendants and the death penalty.

**CCH 281 | LIBERAL ARTS IN ACTION: VOICE OF HER OWN: EQUALITY IN
ACTION | 2-6 quarter hours
(Undergraduate)**

On January 21, 2017, over two million women around the world marched. They marched in big cities, small towns, and on every continent. Why did they march? What was and will be the impact of their marching? What can we learn from this phenomenon? These are questions we will explore in this course using three different disciplinary perspectives: history, psychology, and rhetoric. (6 credit hours)

**CCH 282 | LEISURE FOR WELL-BEING | 2 quarter hours
(Undergraduate)**

The pursuit of happiness for most people is an important aim in life. A personal feeling of well-being includes "emotional happiness" and the rational satisfaction with one's own life. In this course you will attempt to define the term "well-being" and discover its relationship with other concepts such as mental health and life satisfaction. How does physical exercise influence well-being? How do positive and negative life events influence well-being? Do good social relationships guarantee happiness? Do the expectations one has in life with regard to income influence well-being? Is it important to set goals to achieve a high level of well-being? These and other questions will be addressed in this course. You will try to define some of things a person can do to increase his or her level of well-being. Others' ideas serve as common course content, as presented in the material assigned to this course. You will be asked to participate actively and critically, to work individually and in study groups, using your own experience as a field of analysis and reflection. Active group participation will foster a harmonic, interactive environment, which might increase positive relationships among students and foster a feeling of well-being throughout this course. (2 quarter hours)

CCH 283 | GLOBAL PERSPECTIVES OF WORK & FAMILY | 4 quarter hours (Undergraduate)

What role does the political, economic, and cultural structure of a nation play in its concepts of work and family? This course develops students' understanding of issues in the history of family and work through historical and contemporary accounts from Europe and the United States. We will take a close look at issues such as the gender division of labor, child labor, government policies on maternity, economic structure as well as social and political movements. Course materials include historical documents, lectures, films, and varied readings. Assignments will include essays, reflection journals, discussion, and a research project on work-life balance. (4 credit hours)

CCH 284 | JAZZ AGE PARIS: 1919-1939 | 4 quarter hours (Undergraduate)

This is a history of Parisian society and culture in the era between the two world wars. We will explore issues of race, class and gender in the interwar period in French society. We will also examine the role of American writers, artists, musicians and performers in the cultural world of Paris, the City of Light, and an outpost in the Harlem Renaissance. (4 credit hours)

CCH 286 | NEW ORLEANS IN SONG, STORY & STRUGGLE | 4 quarter hours (Undergraduate)

The tapestry of New Orleans culture is tremendously rich and varied. This course will concentrate on two strands in that tapestry - music from New Orleans and fiction about it. Students will learn about music forms which originated in the city or its environs and which have gone on to dazzle the world, including jazz, r&b, zydeco and funk. We will situate these art forms in social, historical and political context and examine the complex processes of invention and adaptation which have shaped them; in that regard, we will particularly highlight the development of early jazz in this unique metropolis which, though residing at the tip of North America, has been called "the capitol of the Caribbean." We will make use of Thomas Brothers' pioneering study Louis Armstrong's New Orleans as well as musical performances by the likes of Professor Longhair, the Neville Brothers, Wynton Marsalis and Dr. John. We will also learn about the carnivalesque culture of New Orleans, a pursuit that will take us into what might be called the secret history of Mardi Gras. In addition, we will read two striking literary works by artists who have a background in and fascination with the crescent city: Kate Chopin's groundbreaking novella *The Awakening* and Tennessee Williams' spine-tingling one-act play *Suddenly, Last Summer*. Moreover, we will consider the role played by New Orleans in American history and imagination as well as the role played by images and fantasies of New Orleans in struggles for social justice at the local and national level. (4 quarter hours)

CCH 299 | ASSESSING AND MANAGING CONFLICT | 4 quarter hours (Undergraduate)

Our usual method for presenting, analyzing, and resolving conflicts has centered around legalistic argument; the goal being to discover the "right" answer and suppress the "wrong" ones. However, the multiple worldviews operating in the world today make such an approach to conflict less viable. Reflecting this reality, ways of communicating about and resolving conflict have arisen that go beyond enforcement of rules or legal determinations of right and wrong. In this course, we will look at various methods for handling conflict and consider how we might apply them to personal, work, community and literary conflicts through lecture, small group work, role playing, reading, various written projects, and discussion.

CCH 300 | GLOBALIZATION AND PROFESSIONAL PRACTICE | 4 quarter hours (Undergraduate)

For decades scholars have observed a growing body of evidence and employers a growing body of experience of significant changes in the way that international business is conducted. These changes in the business world, brought on largely by globalization, present new challenges. These challenges require staff with specific skills related to global competence in order for the business to remain competitive. The goal of this course is to help students to cultivate and/or refine the skills and capabilities necessary to succeed in today's global work environment. Organized around four learning units and one major project, the class will provide each student with extensive content and resources; it will also provide a forum for assessing the competences necessary to attain success in a global workplace and a method for honing those skills each student needs to cultivate. (4 quarter hours)

CCH 306 | TRAVEL AND LEARN IN BOSTON: EXPLORING ITS ARTS AND HISTORY | 4 quarter hours (Undergraduate)

Boston is a city of many faces. It's a world class city from a cultural and educational perspective by any standard, but it competes with New York City and Philadelphia for the title of best place for American history and art. Boston has fame for the riches made by old money profits but also for its colorful mob history. With such internal paradoxes and external competitors, why choose a travel course to Boston? Here's why: In this domestic travel course, participants will walk the famous freedom train and other historic sites, visit Boston's famous art collections, and experience its diverse neighborhoods like Boston Common, Beacon Hill, and the North End. Issues such as Boston's immigrant populations, its fame as a seat of American higher education, its connection to events in American history, and its stake in the meaning of freedom and democracy will be discussed in the preparatory classes as well as in post travel learning as students work on individual projects.

CCH 315 | ECONOMICS FOR DECISION-MAKING | 4 quarter hours (Undergraduate)

The purpose of this course is to provide the modern consumer living in a global economy fueled by unabated technological progress, with basic notions to understand the path that has led to sustained prosperity. The focus is on endowing students, as householders, with conceptual tools to make optimal financial and consumer decisions throughout the life-cycle. That theoretical foundation is reinforced and exemplified with a wealth of practical applications offered through a student-friendly online interactive learning platform, which also provides a convenient means to complete weekly assignments. That online platform will help students relate what they learn to their everyday experience of active participants in the economic game. The course is divided into two modules, microeconomic and macroeconomic, and basic economic methodology is presented in both. Microeconomic topics include scarcity, opportunity costs, the law of diminishing returns, the trade principle of comparative advantage, the mechanism of the price system, the laws of demand and supply, the impact of market interventions by the government, etc. Macroeconomic topics include the forces undergirding the performance of the gross domestic product (GDP), the forces that influence inflation and unemployment, the role of fiscal and monetary policy, the workings of money and banking, the relevance of balancing the requirements of economic growth (efficiency in the use of inputs) with the necessity of attending to the needs of both society (need for equity) and the environment (need for sustainability), etc. (2-4 credit hours)

**CCH 317 | FACILITATING ADULT LEARNING | 4 quarter hours
(Undergraduate)**

In this course, students will develop and hone skills to facilitate adult learning in a variety of settings. Students will learn about concepts that inform learner-centered methods and techniques of facilitating learning. Throughout the course, they will apply various methods and techniques in various settings and reflect on how these methods influence learning. The repertoire of skills that students develop as facilitators of learning will have both immediate and future application.

**CCH 320 | LEADING FOR SOCIAL CHANGE | 4 quarter hours
(Undergraduate)**

As the call to take action for social change across spheres of professional and personal life becomes ever stronger, those who seek to engage in the work of social change are compelled to think and plan critically and creatively about what social change means, what leadership for change means, and how it can be enacted effectively. In this course we will examine theories and models for social change in relation to social action-oriented modes of leadership. Through case studies, we will explore past and present social change movements that have been enacted in community, educational, organizational, and business settings – and consider the strengths and weaknesses of those movements and how approaches to change have been implemented. Using Chicago as a field site, students will deepen their understanding of real-world applications of social change leadership theories by studying current social change processes and interviewing leaders. Students will also chronicle the development of their identities as social change leaders and design an action plan that responds to an issue relevant to their professional or personal practice.

**CCH 325 | CONNECTING THOUGHT AND BEHAVIOR | 4 quarter hours
(Undergraduate)**

This course introduces students to concepts of Cognitive Psychology. They will review the history and development of the field and explore how cognitive processes impact thought and behavior. Through an experiential learning process, students will explore the science behind such topics as perception, consciousness, memory, language, problem solving, reasoning and emotional experience and how these cognitive abilities impact their lives.

**CCH 330 | LAW IN THE BUSINESS ENVIRONMENT | 2 quarter hours
(Undergraduate)**

The influence of the law is far-reaching in the corporate world. Whether an entrepreneur, manager, administrative assistant, union employee, nonunion employee, sales representative, purchasing agent, etc., the law ultimately affects how we make decisions in the work arena. This course allows students to discover the wide range of laws affecting America's business environment. Students will learn how the law is established and developed, and be provided with tools to recognize potential legal issues that arise in daily business operations. The curriculum considers the impact of the law in the global workplace, and in commerce, business operations, employer/employee relationships, and in the regulatory environment.

**CCH 335 | HUMAN RESOURCE AND TALENT DEVELOPMENT
FUNDAMENTALS FOR MANAGERS | 4 quarter hours
(Undergraduate)**

This course is designed as an introduction to the practices of human resources (HR) in a corporate environment. It will target the practices that managers need to know such as recruiting, training, hiring, and terminating employees as well as the basics of HR law. Additional content that will be addressed includes headcount management, performance appraisals, learning & development, compensation basics, and grievance processes. This course will equip managers with the information they need to know without making them Human Resource experts but rather how to work effectively with their HR counterparts. (4 hours)

**CCH 345 | EMOTIONAL INTELLIGENCE AT WORK | 4 quarter hours
(Undergraduate)**

One's IQ (intelligence quotient) alone does not predict success in the workplace or in life. Emotional intelligence (EI) plays a vital role as well. This course provides an introduction to the field of emotional intelligence, evidence of its impact on individuals and organizations, and strategies for applying it in multiple settings. Participants will deepen their understanding of EI by exploring the research literature and completing an assessment of EI provided by 6 Seconds (<http://www.6seconds.org>). Strategies for applying EI to increase one's success and satisfaction at work and in other social contexts will also be explored. There are a several models of emotional intelligence, each with a measure used by individuals to create a profile of EI abilities, used as the basis for learning and development. Some focus more directly on the workplace or on therapeutic settings. The Six Seconds' model of EI is designed to have broad application and enable individuals to draw on EI across the various dimensions of their lives. (4 credit hours)

**CCH 359 | ETHICAL BUSINESS BEHAVIOR | 4 quarter hours
(Undergraduate)**

Ethical Business Behavior explores the ethical issues that business decision-makers face and examines the moral principles that are used to help resolve these issues. Ethical decisions in the workplace can have tremendous influence on the individuals and the corporations involved. The outcomes of unethical behavior can affect reputations, trust and career path. Results have been as severe as loss of employment, physical harm to individuals, corporate bankruptcy and even impacts to the economy. Students are placed in decision-making roles through exercises, case studies and role-playing. Reasoning skills are honed through identification of ethical issues and alternative means to analyze these issues. Ethical behavior is evaluated using analytical skills to apply ethical concepts to business situations. (4 quarter hours)

**CCH 363 | ACHIEVING YOUR WORK AND LIFE GOALS | 4 quarter hours
(Undergraduate)**

You will study the process of goal achievement from goal definition through development of a vision, review of resources and obstacles, strategic ordering of tasks and steps, effective communication and problem solving and development of an action plan. You will consider theories of goal setting, planning, communication, and negotiation, and engage in practical exercises that will require the application of theory. You will produce a completed action plan for a defined career or personal goal. (4 quarter hours)

**CCH 367 | LEISURE, RECREATION, AND HEALTH | 4 quarter hours
(Undergraduate)**

This course will stimulate your thinking about the meaning of leisure in your life. Leisure today and historically has been central to the human experience. It is an elemental experience, essential to the total well-being of every person; it is a reflection and expression of the cultural values of a society; it is an important vehicle for treatment. Leisure and recreation services are also essential for healthy communities in terms of social climate, environmental quality, and economic stability. Leisure services comprise one of the largest and fastest growing industries in the world, whether measured in dollars spent, persons served, hours of time devoted, or resources used. The study of leisure and recreation is a broad discipline, combining diverse fields of study and professional practice. This course will (1) illustrate the importance of leisure to you and your loved ones, (2) contribute to your ability to become an informed consumer of leisure, (3) question the binary relationship of work and leisure and, (4) teach you how to use leisure to increase emotional and physical health, resulting in a higher quality of life. The course will be interactive and participatory.

**CCH 387 | AFRICAN-AMERICAN STUDIES IN CRITICAL PERSPECTIVE | 4 quarter hours
(Undergraduate)**

This interdisciplinary 19th and 20th century African-American studies course examines the role of protest and resistance, the media, and cultural and artistic expression in African-American history. Vis-a-vis readings, documentaries, and discussion, the course intends to illustrate the multiple ways in which African-Americans have protested and resisted oppression while examining how such efforts have been framed in the media during varying historical eras. It defines 'media' broadly and analyzes its role, both via its traditional forms (print, television and radio) but also vis-a-vis other forms of entertainment/infotainment that were particularly unique to 19th century U.S. society (i.e. minstrelsy [1830-1920]). The course concludes with a discussion of the role of art and culture in refashioning thinking and transforming experience. The latter discussion promises to be rich and thought provoking and unearths some of the works of the raw and revolutionary artists of the 1960s while taking a careful look at novel cultural practices that emerged during this period.

Core Curriculum Scientific World (CCS)

**CCS 153 | SCIENCE FOR CITIZENS | 2 quarter hours
(Undergraduate)**

Students will learn basic knowledge of science as they engage in activities that are connected to their everyday life. They will explore their natural ecosystem and be able to describe various functions. They will engage in the scientific method through observations, hypotheses, data collection and basic data analysis. Students will apply their critical thinking based on the scientific method to local environmental or science related issues/events. (2 quarter hours)

**CCS 208 | ISSUES IN SCIENCE AND RELIGION | 4 quarter hours
(Undergraduate)**

This course develops students' understandings of the scientific and religious constructions of self in the modern world (natural and social). The institutions and bodies of knowledge comprising science, religion, and their overlap are critically analyzed. Key historic debates are examined, for example: the Vatican's trial of Galileo for his teachings of a heliocentric universe; the controversial reception of Darwin's theory of evolution; and the 2001 U.S. policy on embryonic stem cell research. Through such analyses, the course develops students' skills in making ethically-informed decisions and thus recognizing their roles in the public debates involving the intersection of science and religion.

**CCS 217 | UNDERSTANDING AND MEASURING INTELLIGENCE | 4 quarter hours
(Undergraduate)**

In this course, students examine intelligence testing and its uses in employee selection and placement. Students learn the principles of assessing human traits (reliability, validity, bias and other systematic errors), and apply them to intelligence testing. We will work to define "intelligence" and consider various approaches to intelligence, contrasting the theories of unitary vs. multiple intelligences. Students will examine the implications of the definitions and measurement approaches on different groups of people, both historically and currently, with attention to the unintended effects of the biases of test developers and the ethical implications of different approaches and uses of intelligence testing.

**CCS 219 | NEUROPLASTICITY AND THE AGING BRAIN | 4 quarter hours
(Undergraduate)**

In this course, we will examine the latest research on the aging process and, specifically, its relationship to the brain. We will cover a mix of material from psychological and, especially, neuroscientific fields. Students will also be introduced to the field of neuroplasticity, which is revolutionizing the way we understand the functioning power of the brain. Neuroplasticity, in simple terms, is the brain's ability to rearrange its connections and, therefore, its functions based on experiences. In other words, the brain has the capacity to literally change itself, based on experiences, to achieve positive results. The goals of this course are to understand how the brain works, examine its impact on our daily actions, study how aging impacts brain functioning, discover the learning and adjustment potential of the brain, and apply the principles of the 3 P's. We will use numerous examples to understand the brain, including health, work, relational, and personal settings. Students will ultimately answer the question of whether they will have an aging or reengaging brain.

**CCS 220 | FASHION AND THE ENVIRONMENT | 2 quarter hours
(Undergraduate)**

This 5-week course introduces students to the concept and science of sustainability, its relationship with the business of fashion, and strategies and work practices to shift the business to a sustainable operating mode. Coursework topics focus on defining sustainability, understanding human-induced climate change, and local and global effects that fashion has had on the Earth and its peoples. Learners will examine the impact of supply chains and apply sustainability practices to create an action plan for a fashion company. The course is self-paced and includes a pre-assessment test and modules of interactive instruction based on asynchronous lectures, videos, interactive exercises, case studies and knowledge assessments.

CCS 225 | CLIMATE CHANGE: TRANSFORMING ORGANIZATIONS FOR SUSTAINABILITY | 4 quarter hours**(Undergraduate)**

Climate change is the biggest challenge faced by society and organizations of all kinds can play a significant role in the transition to a sustainable society. In this course, students will gain knowledge concerning the latest scientific facts on climate change and the ecological crisis we face as well as how to make positive changes in their organizations. Students will learn about a range of tools to reframe cultural norms, both personally and professionally, and explore different perspectives concerning climate change. They will reflect on their personal leadership style, and gain a 'big picture' view inspired by case studies featuring pioneering people and organizations who are collaborating to take radical action. The course is designed as a fully online interactive course based on asynchronous lectures, videos, podcasts, interactive exercises, quizzes, case studies, an individual project, discussion boards and knowledge assessments.

CCS 250 | SOCIAL MEDIA MARKETING FUNDAMENTALS | 2 quarter hours
(Undergraduate)

This course will provide students with an overview of the history of the Internet and basic marketing strategies as they relate to the Internet and Web 2.0 technologies. Students will learn about how to keep abreast of new technology, how these technologies can be used to market services and products as well as how they can be used to create and maintain social networks for professional use.

CCS 256 | EVERYDAY ECOLOGY | 4 quarter hours
(Undergraduate)

Every week, we learn of typhoons and landslides, floods and hurricanes, droughts and other natural catastrophes. Scientists now agree that the major cause of climate shift is man-made, specifically our use and abuse of global energy resources. In Everyday Ecology we will analyze our energy use patterns and explore practical alternatives. The word "ecology" originates from the meshing of two Greek words meaning the "study of homes." Although the main focus of this course is the individual household, another "household" we must take into account is the economy. Ecological economics examines how both disciplines need to look toward the other to be viable long term. We will examine options to bring the earth household (ecology) and the human household (economy) together for the benefit of both. This course observes how 'man' is connected to the world around him. It allows us to see our options in response to growing concern over global climate change. Through readings, field trips, activities, discussions and an analysis of our personal use of energy, this course enables us to become increasingly aware of ecological issues. You will learn to evaluate the effect of personal choices on the earth and be introduced to alternative, 'greener' options.

CCS 259 | PREHISTORIC LIFE | 4 quarter hours
(Undergraduate)

This course promotes students' investigation of fossils to interpret the character of 3.5 billion years of biological evolution and ecological change on earth. By way of scientific reasoning, mathematical inference, and applicable technologies, emphasis is on the exploration of earliest evidence of life, development of multi-celled plants and animals, dinosaur evolution, mass extinction events, mammal diversification, human origins as well as appraisal of the societal reliance on fossil resources and the persistent debate over evolution versus creation. Learning is assessed through labs, a fieldtrip, an exam, video summaries, contributions to online discussions, and a research paper in a scientific format.

CCS 267 | NUTRITION FOR A LIFETIME | 4 quarter hours
(Undergraduate)

Today's consumers want and need to be educated about taking charge of their own health. With the current fast-paced world that has spilled over into our eating habits, food choices have become unlimited. Choosing a healthful approach to diet requires basic information about our bodies' nutritional needs. The greater our understanding of our basic bodily needs, the better we are able to make choices concerning our health. This course will offer an overview of the basic science of nutrition, with an emphasis on the relationship between disease and nutrition, and current research findings.

CCS 269 | ENERGY AND HEALTH | 4 quarter hours
(Undergraduate)

This course will provide a framework for understanding human energy systems, such as digestion and respiration, in relation to current healthcare practices to enhance their effectiveness (dietary approach, manipulation therapies, acupuncture, exercise, and meditation). We will consider connections between social and environmental variables such as constitution, stress, lifestyle, and vital physiological functions. Each class will build on the basic understanding of biological systems in relation to energy through lecture and discussion. We will review literature on various healthcare practices to discern sound approaches and practical applications. Students will cultivate an appreciation for daily health choices that cumulatively affect their health.

CCS 275 | BODY, MIND, SPIRIT: YOGA AND MEDITATION | 4 quarter hours
(Undergraduate)

Why are 20 million Americans practicing yoga? This course answers that question with an introduction to yoga and meditation techniques and the underlying scientific and philosophical principles of the system of yoga. The first half of each class will be experiential, conducted as a yoga and meditation class for beginners, providing tools to reduce stress, focus the mind, and cultivate inner peace. This first hour and a half will use yoga postures, breathing exercises, and meditation techniques. The second half of each class will use readings, reflection, and discussion to examine the scientific and philosophical knowledge of yoga as a way to ease stress, strengthen the bone and muscle structures, lower blood pressure, increase flexibility and strength, improve mind functioning, and provide spiritual sustenance. We will read *Yoga Mind Body and Spirit: A Return to Wholeness* by Donna Farhi, and *The Yoga Sutras of Patanjali*, research articles on the scientific studies of yoga's benefits from journals and websites, etc. Students will keep weekly reflection journal observations on the changes(s) they notice in themselves. This course will refresh, relax, rejuvenate. Yoga mats and other props will be provided. Bring/ wear comfortable clothes (no jeans, belts, dresses). This is a Gentle Yoga class for beginners. Yoga means to unite or yoke so course will explore the ways to unite body, mind, spirit. This course is designed to 1) help establish good health and well-being; 2) gain scientific knowledge and understanding of the various systems of the human body; and 3) explore the spiritual benefits of meditation.

CCS 281 | LIBERAL ARTS IN ACTION: RATS IN THE CITY | 2-6 quarter hours**(Undergraduate)**

This course directs students to analyze an engaging topic (here, urban rats) from multiple perspectives in the liberal arts. Students strengthen their problem-solving skills by drawing upon the ideas and methods of three different liberal arts disciplines. The learning activities clarify how the liberal arts can be put into action to solve problems. The course strengthens students' development of critical thinking and academic writing across the curriculum. Students also will learn about resources that will be useful for their academic success at DePaul. (2-6 credit hours)

CCS 285 | ENVIRONMENTAL ETHICS | 4 quarter hours**(Undergraduate)**

This course contains two distinct strands of learning: (1) the current condition of the natural world and the ways it is approached scientifically; and (2) the major premises of the most significant ethical frameworks in use today. Using this knowledge, students investigate several contemporary environmental problems, identifying their underlying causes, and analyzing various proposed solutions. This is complemented by the intensive study of major ethical perspectives, particularly those which have developed alongside, and as a consequence of, grave environmental concerns. The course project is a collaborative endeavor to integrate the knowledge and skills acquired through mastery of both learning strands.

CCS 292 | EXPLORING EARTH'S PHYSICAL FEATURES | 4 quarter hours**(Undergraduate)**

This course advances student exploration of earth's 4.5 billion year geologic record in order to evaluate the planet's evolution and the interrelationships between humans and landforms. Through the application of scientific reasoning, mathematical inference, and prevailing technologies used by geologists, emphasis is on plate tectonics, geologic time, the rock cycle, weathering, earthquakes, fluvial features, rock structures, volcanoes, mountains, plateaus, plains, glacial features, deserts, caves, and coasts. Students also assess human reliance on landforms, the economics of landforms, and cases of earth pseudoscience. Learning is assessed through labs, fieldtrips, a scientifically-formatted research paper, an exam, and contributions to online discussions.

CCS 300 | PROJECT MANAGEMENT | 4 quarter hours**(Undergraduate)**

Project Management is a business concept which has received a great deal of attention over the last few years. Business managers are discovering that the complexity of human and technological systems forces workers to organize, prepare, and monitor project development in a way which was not necessary in simpler times. In this course, students will discuss and discover methods of project organization and execution which will help them achieve efficacy and success in the workplace. This course will cover concepts in describing project goals, setting priorities, identifying needs, and designing realistic time lines. Students will learn how to execute successful projects from start to finish. (4 quarter hours)

CCS 320 | MAMMALOGY | 2-4 quarter hours**(Undergraduate)**

This course will introduce you to the origins, evolution, ecology, and biodiversity of the class Mammalia. Key topics will include mammalian anatomy, classification, genetics, reproduction, thermoregulation, locomotion, behavior, ecology, and conservation. Special emphasis will be on investigating the connections of mammalian evolutionary biology to human health issues including disease, nutrition, physical activity, injury, and overpopulation. Online learning will incorporate readings, discussions, a science 'kit' for hands-on labs, virtual labs using 3D mammals, and computer simulations. Student will also undertake collaborative experimentation and onsite inquiry of mammals at a zoological park, museum, and/or nature reserve. Prerequisite: None.

CCS 328 | GLOBAL INFECTIOUS DISEASES AND HEALTH | 4 quarter hours**(Undergraduate)**

In this course we will learn about the global burden of disease with an emphasis on understanding the critical intersection of policy, social expectations in determining how health systems function and adapt to address new challenges; and examine why some health systems are so fragile in the face of new disease challenges such as the Covid-19 pandemic. We will look at the role of globalization in introducing "western world" diseases to low and middle income countries, and we will learn about the science-based methods and tools we have to track the emergence of new disease threats, assess global disease burden, understand disease mitigation strategies, and compare our ability to measure improvements in health outcomes in well-resourced and resource-poor countries. Online learning will include readings, slide presentations, discussions, and open-source epidemiological tools to examine disease burden and trends.

CCS 329 | DATABASE DEVELOPMENT FOR MANAGING INFORMATION | 4 quarter hours**(Undergraduate)**

Using MS Office tools suite (in particular Access), this course takes students through the entire process for building a database system that will be used to capture, store and present information. In addition to database concepts like designs, reports and SQL queries, the students will discuss and analyze relationships between technology and society.

CCS 332 | BIODIVERSITY | 4 quarter hours**(Undergraduate)**

The science of Biodiversity is the study of life on earth, both past and present. It involves the exploration and measurement of the amount of genetic, species, and ecological variation on earth and is emerging as one humanity's most important and urgent endeavors. Scientific efforts to study earth's biodiversity have intensified because of our growing appreciation of the role human population growth and urbanization play in accelerating the extinction of plant and animal species. This course introduces students to the nature of science and the central issues concerning life on earth including: the current state of biodiversity, valuing life's variations, human dependence on biological diversity, the origin and extinction of species, mass extinction, critical habitats at risk, and policies and approaches to conserve biodiversity (4 hours)

Counseling (CSL)

CSL 95 | CLINICAL ORIENTATION | 0 quarter hours**(Graduate)**

Students will be oriented to the expectations and requirements of the practicum and internship experiences in Human Services and Counseling. (0 credit hours)

**CSL 96 | CLINICAL APPLICATION | 0 quarter hours
(Graduate)**

This milestone course ensures that all students have met the requirements for clinical placement. (0 credit hours)

**CSL 97 | CLINICAL PLACEMENT | 0 quarter hours
(Graduate)**

This milestone course ensures that students have secured a clinical placement that fulfills all requirements for Human Services and Counseling Program. (0 credit hours)

**CSL 200 | LEADERSHIP AND SOCIAL CHANGE | 4 quarter hours
(Undergraduate)**

This is an advanced course exploring how leadership theory interacts with organizational structures, advocacy, and social justice. The class is structured to expand from the individual to the group/organization/school level to the societal macro view of leadership. The topics of leadership development and leadership education in P-16 settings will be included. Contemporary topics in leadership will be addressed to coincide with social change and leadership. (Cross-listed with CSL 500).

**CSL 377 | SOCIAL EMOTIONAL LEARNING IN THE MIDDLE GRADES | 4 quarter hours
(Undergraduate)**

This course introduces social-emotional learning standards and their relevance and application to middle grades content area classrooms. Topics addressed include the relationship between social emotional learning and classroom management as well as bullying and cyberbullying in school communities. Co-requisites for this course are MGE 341, MGE 351 and MGE 361. In this course, students will: 1.

Senior status and Advanced Teacher Candidate Standing are prerequisites for this class.

**CSL 451 | LEGAL AND ETHICAL ISSUES IN COUNSELING | 4 quarter hours
(Graduate)**

Professional counseling involves interplay of ethics, personal values and legal implications of practice. A core component of the course is a focus on how personal values intersect with ethical decision-making. Ethical codes and ethical decision-making models related to the profession are studied so that the students will have the knowledge of professional ethical practice. An examination of local and federal laws in relation to the previously mentioned components will be examined. Students engage in case conceptualization, small group activities, role-playing with lectures, and video technology.

Admission to the Counseling Masters Program is a prerequisite for this course.

**CSL 452 | INTRODUCTION TO THE COUNSELING PROFESSION | 4 quarter hours
(Graduate)**

This introductory course provides students with a broad yet comprehensive overview of the Counseling profession. Through lectures, discussions, activities, and group work, students learn and apply core concepts and aspects of counseling including basic counseling skills, advocacy, multiculturalism, ethics, evaluation, and assessment. For most of the primary topics covered, students will take a full course on them later in the program.

Admission to the Counseling Masters Program is a prerequisite for this course.

**CSL 454 | CAREER COUNSELING | 4 quarter hours
(Graduate)**

This course introduces students to methods for assisting individuals in choosing, preparing for, and progressing in a career. Vocational testing and sources for occupational information are explored and technology tools designed for career exploration are demonstrated. The study of vocational behavior in relation to career patterns is also considered, with special attention to the analysis of empirical data and theories pertaining to vocational choice.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

**CSL 458 | GROUP COUNSELING | 4 quarter hours
(Graduate)**

This course includes the study and ethics of group process, theoretical application, leadership and membership styles and problems such as conflict resolution. Students will engage in a regular group experience as a part of the course. In addition, opportunities to observe and participate in group work in the community are also part of the course. In addition, CSL 501 Counseling Skills must be taken either before or concurrently with CSL 458 Group Counseling.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

**CSL 461 | TESTING AND APPRAISAL | 4 quarter hours
(Graduate)**

This course includes a detailed analysis of intelligence, aptitude, personality, and achievement tests used with groups and individuals. The course is intended to familiarize students with various appraisal procedures and their utilization. Attention is given to the development of the institutional testing program.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

**CSL 466 | ASSESSMENT AND TREATMENT OF CHEMICAL DEPENDENCY | 4 quarter hours
(Graduate)**

This course seeks to develop skills and understanding relevant to the assessment and treatment of chemical dependency. The major alternative assessment approaches and treatment interventions for chemical dependency are surveyed and analyzed.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

**CSL 467 | COUNSELING THEORIES | 4 quarter hours
(Graduate)**

This course reviews counseling a broad range of counseling theories. Counseling techniques and process derived from these various counseling theories will be used in classroom experiences and with follow-up assignments. Students will begin to develop their own theoretical orientation. Theoretical frameworks will be considered for a variety of counseling contexts.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and 452 are prerequisites for this course.

**CSL 475 | COLLEGE AND CAREER READINESS COUNSELING FOR SCHOOL COUNSELORS | 4 quarter hours
(Graduate)**

This course provides an introduction to college and career readiness counseling in the school context. Students are introduced to career theories and resources, as well as strategies to promote access and readiness for postsecondary education.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

**CSL 476 | COLLEGE AND POSTSECONDARY ACCESS COUNSELING | 4 quarter hours
(Graduate)**

This course will introduce students to the college and postsecondary education admissions process. Students will learn methods for counseling others through selecting, applying, and transitioning to postsecondary education. Topics include admission requirements for various types of higher education institutions, financial aid, college match and fit concepts, college search technology, college transition, and working with special populations.

**CSL 477 | SOCIAL EMOTIONAL LEARNING IN THE MIDDLE GRADES | 4 quarter hours
(Graduate)**

This course introduces social-emotional learning standards and their relevance and application to middle grades content area classrooms. Topics addressed include the relationship between social emotional learning and classroom management as well as bullying and cyberbullying in school communities. Co-requisites for this course are MGE 441, MGE 451 and MGE 461. In this course, students will: 1.

MGE 421 and Advanced Teacher Candidate Standing are prerequisites for this class.

**CSL 480 | SPECIAL TOPICS IN COUNSELING | 1 quarter hour
(Graduate)**

The content and format of this course are variable. This course includes an in-depth study of a specific topic in counseling. Subject matter will be indicated in the class schedule. (1 credit hour)

A grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

**CSL 481 | SPECIAL TOPICS IN SCHOOL COUNSELING: | 2 quarter hours
(Graduate)**

The content and format of this course are variable. This course includes an in-depth study of a specific topic in counseling. Subject matter will be indicated in the class schedule.

A grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

**CSL 482 | SPECIAL TOPICS IN COUNSELING: | 4 quarter hours
(Graduate)**

The content and format of this course are variable. This course includes an in-depth study of a specific topic in counseling. Subject matter will be indicated in the class schedule.

A grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

**CSL 483 | COUNSELING INTERVENTIONS AND TREATMENT PLANNING | 4 quarter hours
(Graduate)**

This course provides students with an introduction to empirically supported treatments for specific disorders occurring across the lifespan. Opportunities for hands-on practice with several treatments are required.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451, CSL 452 and CSL 489 are prerequisites for this course.

**CSL 484 | ISSUES IN CLINICAL MENTAL HEALTH COUNSELING | 4 quarter hours
(Graduate)**

This course provides students with a review of up-to-date information on the issues related to community and clinical mental health counseling including but not limited to outcome evaluation, prevention and wellness strategies, advocacy strategies, counselor roles, reimbursement, paperwork, and referral processes.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

**CSL 485 | SEXUALITY COUNSELING | 4 quarter hours
(Graduate)**

This course provides students with an overview of human sexual development and the assessment and treatment of various sexual issues and disorders. Topics covered include common development of human sexuality, sexual concerns, sexual behavior, sexual orientation, gender identity, diagnostic and assessment techniques, treatment planning, and therapeutic interventions for individuals and couples.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

**CSL 489 | PSYCHOPATHOLOGY | 4 quarter hours
(Graduate)**

This course provides students with an overview of normal and abnormal personality and behavior, and the DSM-5 and ICD classifications and descriptions of mental health disorders. Specific attention is given to diverse cultural perspectives in diagnosis and assessment.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

**CSL 490 | FOUNDATIONS OF STUDENT AFFAIRS | 4 quarter hours
(Graduate)**

The course examines historical and philosophical elements relative to the role of student affairs in higher education as well as the impact of changing demographics on current trends pertinent to the management of student affairs. The course also provides students with theoretical and practical knowledge about organization structure, services, and faculty/staff/administrative functions in student affairs.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

**CSL 491 | CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT | 4 quarter hours
(Graduate)**

This course examines the impact of institutional mission and state and national policies on access, retention and graduation rates. Organizational change, decision-making and conflict resolution strategies are explored within the context of strategic planning, organizational structure and leadership style and management. Personnel selection, management theories and performance evaluations are also studied. Various assessment practices are reviewed and analyzed. Within this framework, student demographics, campus culture and student development theory (traditional and contemporary) are examined.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 490 are prerequisites for this course.

CSL 492 | PROGRAM DEVELOPMENT IN STUDENT AFFAIRS | 4 quarter hours**(Graduate)**

This course explores models for designing, managing, and evaluating student affairs programs, including the use of technological applications. Students become familiar with models and methodologies of program development and implementation in higher education and understand how to use professional standards and other resources for program development.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 491 are prerequisites for this course.

CSL 500 | LEADERSHIP AND SOCIAL CHANGE | 4 quarter hours**(Graduate)**

This is an advanced course exploring how leadership theory interacts with organizational structures, advocacy, and social justice. The class is structured to expand from the individual to the group/organization/school level to the societal macro view of leadership. The topics of leadership development and leadership education in P-16 settings are included. Contemporary topics in leadership are addressed to coincide with social change and leadership. (Cross-listed with CSL 200).

CSL 501 | COUNSELING SKILLS | 4 quarter hours**(Graduate)**

This course is designed to provide students with a comprehensive application and integration of the basic counseling skills used in the helping profession. Skills emphasized in the course include: active listening, attending, rapport building, empathy, paraphrasing, confrontation, reflection, and goal setting. These skills enable students to establish a helping relationship with a client, facilitate the client's self-exploration and engagement in counseling, and encourage the client's active progression towards achieving specified counseling goals. Students practice basic counseling skills and participate in in-vivo role-play through laboratory exercises in the Education and Counseling Center (ECC). The instructor gives feedback on skill development to students during face-to-face consultation and through the viewing of videotaped sessions.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 510 | MULTICULTURAL COUNSELING | 4 quarter hours**(Graduate)**

This course is designed to provide students with a basic foundation in multicultural counseling with an emphasis on culturally proficient counseling practices. Students learn multicultural models and counseling interventions for working with culturally and linguistically diverse populations. Attention is given to issues such as worldview, acculturation, racial/ethnic identity, culture-centered interventions, and various dimensions of diversity. Role play is used throughout the course to provide students with a more in-depth application of culturally responsive services.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 511 | SUPERVISION | 1 quarter hour**(Graduate)**

This course is an introduction to the theory and practice of supervision in the Counseling profession. There is a focus on developing the basic skills necessary for the effective supervision of counselors. (1 credit hour)

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 512 | CRISIS INTERVENTION | 2 quarter hours**(Graduate)**

This course provides students with an understanding of the principles of crisis intervention and crisis management with a focus on the school setting. Focus is on the common characteristics and manifestations of crisis and addresses methods and techniques of crisis intervention. (2 credit hours)

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 513 | CONSULTATION FOR COUNSELORS | 1 quarter hour**(Graduate)**

This course focuses on the theory, techniques, practice and skill development needed to effectively provide consultation in communities and schools. Emphasis is on the application of consultation, collaboration and the role of the consultant. (1 credit hour).

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 514 | CRISIS INTERVENTION FOR SCHOOL COUNSELING | 4 quarter hours**(Graduate)**

This course provides students with an understanding of the principles of crisis intervention and crisis management with a focus on the school setting. Working with individuals and groups in crisis is significantly different than other counseling situations, both in the characteristics of the clients and in the types of intervention strategies employed. This course provides the skills and knowledge needed to employ crisis intervention strategies in school settings.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 515 | CRISIS INTERVENTION AND TRAUMA COUNSELING | 4 quarter hours**(Graduate)**

This course provides students with an understanding of the individual in crisis and the impact of trauma. Students develop the knowledge and skills needed to access and treat both the acute and long-term effects of trauma. Subjects such as disaster response, psychological first-aid, and evidence-based treatment models are examined and students explore perspectives on the causes and prevention of trauma as it applies to the individual, family, local, national, and international community. The role of power and oppression in the experience of trauma within family, socio-political, and ethno-cultural systems is also addressed.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 519 | FOUNDATIONS OF READING LITERACY& SPECIAL EDUCATION FOR SCHOOL COUNSELORS | 4 quarter hours**(Graduate)**

This course introduces students to special education law including relevant legislation, cases, and regulations. Students also learn about the development, monitoring, and implementation of IEPs as well as reading literacy. In addition, this course addresses the school counselor's potential role in the evaluation, referral, monitoring, and consultation of students with special needs.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 520 | COUNSELING CHILDREN AND ADOLESCENTS | 4 quarter hours (Graduate)

This course considers the theoretical foundations of working with children and adolescents. It addresses developmentally appropriate counseling perspectives and interventions. Emphasis is on the child/adolescent in various systemic contexts, multicultural factors, specific child/adolescent problems, and the role of the school counselor in helping to prevent and remediate them.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451, 452, 467 and 501 are prerequisites for this course.

CSL 521 | CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING | 4 quarter hours (Graduate)

This course addresses the role of the school counselor and provides an understanding of the coordination of counseling program components as they relate to the school and the wider community. Students explore the various roles of the school counselor as advocate, leader, consultant, collaborator and counselor. The developmental approach to school counseling programs and the Transformed School Counseling Initiative are introduced and integrated throughout the course. Students must take CSL 521 and CSL 522 consecutively.

CSL 451, CSL 452 (B- or better required) and Advanced Masters Education (Counseling) student or Counseling (Licensure) student are prerequisites for this course. Students must pass the TAP test prior to enrolling in CSL 521.

CSL 522 | DELIVERY OF COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS | 4 quarter hours (Graduate)

This course focuses on the comprehensive development, delivery, and evaluation of school counseling programs based on the Illinois state model and the American School Counselor Association national model. Students learn strategies to develop school counseling programs that align with school wide goals, to promote the value of counseling activities and programs, to plan for and present school counseling core curricula, and to use data to effect systemic change. Students must take CSL 521 and CSL 522 consecutively.

CSL 521 (B- or better required), and status as an Advanced Masters Education (Counseling) student or Counseling (Licensure) student are prerequisites for this course.

CSL 523 | LEARNING AND CLASSROOM MANAGEMENT FOR SCHOOL COUNSELORS | 4 quarter hours (Graduate)

This course explores current learning frameworks in education and education reform movements that impact learning and classroom management. The history of foundational learning approaches is also covered particularly those from the 19th and 20th centuries. Classroom management models and theories of inner discipline and consistency management are discussed so that the school counselor can assist educators and parents in home-school management of youth. Students develop original lesson plans, and observe and interview current educators as a part of this course.

Advanced Masters Education (Counseling) or Counseling (Licensure) student and a grade of B- or better in CSL 451, 452, 467, 501, and 510 are prerequisites for this course.

CSL 552 | PRACTICUM IN COUNSELING | 4 quarter hours (Graduate)

The practicum course is the initial professional practice experience for the CSL student. The student begins to see her- or himself as a counselor-in-training in an actual counseling setting and will develop and continue to work on mastery of counseling skills in a clinical setting.

Grade of B- or better in CSL 451, CSL 452, CSL 458, CSL 467, CSL 501, and CSL 510 or CSL 492 or CSL 511 or (CSL 475 and CSL 522) and status as an Advanced Masters Education (Counseling) student are prerequisites for this course.

CSL 553 | INTERNSHIP IN COUNSELING I | 4 quarter hours (Graduate)

After the completion of required courses and consultation with one's advisor, the student-intern is approved to be in a professional practice site such as a school, community agency, college or university. The student-intern functions under the joint supervision of a professionally qualified site supervisor and a university faculty supervisor. A structured contract requires specific experiences and expectations of the student, site, and University, and is signed by all parties. Ongoing reflective seminars are a part of the internship experience and are related to concentration specific topics and the skill and process development of students as well as a research component.

Admission to the Counseling Masters Program and a grade of B or better in CSL 552 are prerequisites for this course.

CSL 554 | INTERNSHIP IN COUNSELING II | 4 quarter hours (Graduate)

This course is a continuation of Internship I. The student-intern continue under supervision of the site supervisor and university faculty supervisor using a structured contract, with a research component. Note: School Counseling students must have also met the 235 testing requirement for this course.

Admission to the Counseling Masters Program and a grade of B or better in CSL 553 are prerequisites for this course. (School Counseling students must have also met the 181 testing requirement as a prerequisite for this course.)

CSL 555 | INTERNSHIP IN COUNSELING III | 4 quarter hours (Graduate)

This course is a continuation of Internship II. The student-intern continues under supervision of the setting supervisor and University faculty supervisor using a structured contract, with a research component.

Admission to the Counseling Masters Program and a grade of B or better in CSL 554 are prerequisites for this course.

CSL 556 | COUPLES AND FAMILY COUNSELING | 4 quarter hours (Graduate)

This course focuses on providing theoretical formulations and practical illustrations applicable to the practice of marriage and family counseling. Students engage in role-playing, case study, and observation of counseling techniques. Skills expected in this course include understanding the process of marriage and family counseling and the role of the counselor in the marriage and family setting. Students will learn to develop effective marriage and family strategies, and to conduct complete case analysis.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 558 | INDEPENDENT STUDY IN COUNSELING | 1-4 quarter hours (Graduate)

Admission to the Counseling Masters Program and the permission of instructor, department chair and associate dean are required for this course. (1 credit hour)

Admission to the Counseling Masters Program is a prerequisite for this course.

CSL 559 | THESIS RESEARCH IN COUNSELING | 0 quarter hours (Graduate)

A student writing a thesis registers for this non-credit course. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit. (0 credit hours)

SCG 410, thesis, advanced Mast

CSL 600 | REGISTERED STUDENT IN GOOD STANDING | 0 quarter hours (Graduate)

Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

CSL 625 | CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING) | 0 quarter hours (Graduate)

Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. This course provides access to university facilities. Permission of an advisor is required and registration is limited to three terms. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

Criminology (CRIM)

CRIM 101 | INTRODUCTION TO THE CRIMINAL LEGAL SYSTEM | 4 quarter hours

(Undergraduate)

The course examines the relationship between crime and the criminal legal system in American society. Specifically, the course will introduce students to the origins and purposes of the criminal law, explaining why rules are broken and who breaks them, and exposing students to the those agencies that comprise the criminal legal justice (police, courts, corrections).

CRIM 105 | CRIME AND THE MEDIA | 4 quarter hours (Undergraduate)

The objective of this course is to examine the influence of mass media on crime and society. Specifically, the course explores how mass media shapes the public's understanding of criminality, social responses to criminality, and the criminal justice system. Through an analysis of television, film, newspaper, and electronic/internet media channels, the course explores how the media represents, distorts, and/or filters crime and criminal justice issues. Students will be able to identify the common links between media representations and criminal justice actors, issues, and policies; in addition to becoming critical consumers of media related depictions of criminality.

CRIM 107 | CRIMINOLOGY GOES TO THE MOVIES | 4 quarter hours (Undergraduate)

This course explores popular representations of crime in films. Crime films communicate social concerns, moderate public debates, and serve as the primary point of access to criminal justice agencies and populations. This course will examine how crime films influence notions of criminality, victimization, and appropriate social responses. Students will discover the significance of crime films in shaping and distorting public perceptions of crime and punishment in society. The course will contextualize crime films within existing and emerging issues in Criminology, including policing, courts, penology, criminal injustice, wrongful convictions, organized crime, gangs, drugs, communities, forensic science and serial killers.

CRIM 201 | LAW ENFORCEMENT | 4 quarter hours (Undergraduate)

The course examines the social and historical origins of police systems in America. Specifically, the course will introduce students to the role of policing in society, explaining how police organizations operate and respond to occupational challenges.

CRIM 202 | CRIMINAL LAW AND PROCEDURE | 4 quarter hours (Undergraduate)

The course examines the historical and philosophical development of procedural law in America. The course will introduce students to the definition, constitutionality, and application of criminal law. The course will consider interrelationships between law, custom, morality, and social change.

CRIM 203 | CORRECTIONS | 4 quarter hours (Undergraduate)

The course examines the history, philosophy, and practice of corrections in America. The course will introduce students to the origins and purposes of corrections, explaining how U.S. culture defines punishment, incarceration, and social control. The course will expose students to the individual agencies and prison administrators that comprise the American system of corrections.

CRIM 205 | RACE, CLASS, GENDER AND THE CRIMINAL LEGAL SYSTEM | 4 quarter hours (Undergraduate)

The course examines the relationship between Race, Class, Gender, and the criminal legal system. Throughout the course, we will examine the multiple and intersecting ways these concepts shape the criminal process. Specifically, how do these socially constructed axioms influence a variety of institutional contexts such as law enforcement, courts, and corrections? The goal is to provide students with knowledge and understanding of the criminal legal system from the position of under-represented groups in America.

CRIM 206 | CRIMINAL INVESTIGATIONS | 4 quarter hours (Undergraduate)

The objective of this course is to examine the fundamental principles and procedures employed in criminal investigations. The course will introduce students to investigative theory, collection and preservation of evidence, interviews and interrogations, behavioral analysis and criminalistics. The course will consider procedural law and the constitutional limits to criminal investigations. Specific topics include drug laws, juvenile justice, victims, white-collar crime, ethical behavior, and criminal justice policies.

**CRIM 207 | LAW ENFORCEMENT MANAGEMENT | 4 quarter hours
(Undergraduate)**

The objective of this course is to examine the fundamental concepts of law enforcement administration and management that underlie decision-making, policy formulation, operational strategies, and procedural limitations. The course will introduce students to organizational patterns, administrative processes, and management theories in regards to law enforcement. The course will consider internal and external factors affecting the role of police administrators in relation to organizational communications and community relations. Special topics include leadership, political climate, unionization, recruitment and retention of qualified law enforcement personnel, training policies, and management issues.

**CRIM 208 | LATINOS AND THE CRIMINAL JUSTICE SYSTEM | 4 quarter hours
(Undergraduate)**

The objective of this course is to examine the relationship between Latinos/as and the criminal legal system. Throughout the course, we will ask (1) what distinguishes Latinos/as from other racial and ethnic groups (2) and what Criminological theories can help us understand the causes of these differences and inequalities. The course will examine key variables such as historical context, ethnic and race relations, and current criminal justice policy regarding Latinos/as in the United States. Cross-listed with LST 209.

**CRIM 209 | CRIME AND PUNISHMENT | 4 quarter hours
(Undergraduate)**

This course examines the nature of crime and the justification of punishment. Through historical and contemporary readings, basic issues such as what crime and punishment actually are, how punishment has been and continues to be justified, and the various forms that penal practices have taken will be explored. The course will also examine the question of social justice as it relates to punishment and the vexed problem of whether any forms of crime can ever be morally justified.

**CRIM 215 | GANGS IN SOCIETY | 4 quarter hours
(Undergraduate)**

The objective of this course is to provide a historical and organizational examination of gangs in society. The course will address the nature and definition of gangs, gang typologies and theoretical explanations of gang behavior. The course pays particular attention to social, cultural, political, and economic causes of gangs. In addition, students will analyze law enforcement responses, intervention and prevention strategies, and public policy issues. In short, students will develop a greater understanding of the social forces that contribute to the creation of gangs and assess societal responses to reduce deviant behavior.

**CRIM 218 | COMMUNITIES AND CRIME | 4 quarter hours
(Undergraduate)**

The objective of this course is to examine the connection between crime and various aspects of community context. Specifically, the course will explore how conditions and processes both within the community and in the broader society impact crime. The course will pay particular attention to factors that influence community-level crime rates and the effects on individual behavior. Students will assess Criminological explanations regarding the causes of crime, the consequences for neighborhoods, and how policing and imprisonment influence crime, violence, and the people who reside in such communities. Special topics of interest include social disorganization, collective efficacy, industrial and post-industrial urbanization, population instability, family structure, the concentration of poverty, economic processes, and social transformations.

**CRIM 225 | COMMUNITY NON-VIOLENCE | 4 quarter hours
(Undergraduate)**

The objective of this course is to examine non-violence efforts to reduce crime in violent communities. Specifically, the course will introduce students to the history, theory, and practice of non-violence with an emphasis on crime prevention and social change. The course will highlight factors that influence community-level violence, the effects that community characteristics have on individual violence, and attempts to resolve violence through non-violent means.

**CRIM 228 | CRIME PREVENTION | 4 quarter hours
(Undergraduate)**

This course provides an introduction to the science and practice of crime prevention. Specifically, the course examines the history, theories, and philosophies that inform crime prevention strategies. The course pays particular attention to the role of community capacity building in preventing crime and explores alternatives to incarceration. Students develop informed decision making skills by linking crime to individual and societal factors, collaborating with community and criminal justice agencies, and assessing the social costs associated with current criminal justice policies regarding punishment.

**CRIM 235 | JUVENILE JUSTICE | 4 quarter hours
(Undergraduate)**

This course provides a historical and philosophical examination of juvenile justice in American society. Specifically, the course explores the nature and extent, causes and correlates, and treatment and prevention of juvenile delinquency. The course reviews current policies and practices influencing juvenile justice as well as societal definitions and reactions to juvenile delinquency. Special topics include: the role of family and peer groups, substance abuse and mental health, school violence, status offenses, jurisdiction and function of juvenile agencies, disproportionate minority confinement and prevention and treatment programs.

**CRIM 240 | CRIMES OF THE STATE | 4 quarter hours
(Undergraduate)**

While the state has traditionally been the author, guardian and executor of criminal law within its own borders, there are numerous instances when the state violates its own standards of criminal law. This course explores major global cases of state-sponsored criminal activities including cases of torture, war crimes, terrorism, and genocide. Students study the ways that the state implicates itself in crimes concerning the obstruction of justice, disinformation, cover-ups, unaccountability and fraud. To this end, the course explores the measures used to determine whether a state's activity is criminal and compare them against behaviors and operating standards by which the state attempts to fulfill its own civic goals.

**CRIM 245 | HATE/BIAS CRIMES | 4 quarter hours
(Undergraduate)**

This course provides an introductory understanding of the definitions of hate/bias crime; examines the causes and consequences of hate/bias crimes, explores hate/bias crime as it relates to policy and legislation; and scrutinizes the reporting, investigation, and prosecution of hate/bias crimes in the United States.

CRIM 257 | SCHOOL VIOLENCE, DISCIPLINE AND JUSTICE | 4 quarter hours**(Undergraduate)**

The objective of this course is to examine crime and punishment in America's educational system. Specifically, the course will introduce students to the nature, extent and proposed remedies to school violence. The course will pay particular attention to the policy and practice of school discipline grounded in the philosophy of law and order and the criminalization of young people. Within the context of educational justice, students will explore equitable access to quality instruction, school resources and alternatives to punishment. Finally, a number of special topics such as bullying, sexual harassment, dating violence, school shootings, the school to prison pipeline, zero tolerance, school resource officers, corporal punishment, and restorative justice will all be addressed in relation to the larger macro concerns of the American ethos of education and the primary institution of upward mobility in American society.

CRIM 264 | FORENSIC SCIENCE | 4 quarter hours**(Undergraduate)**

This course introduces the field of forensic science and its application to the criminal legal system. Specifically, the course explores the theory and practice of forensic science used in the collection, examination, preservation, evaluation and interpretation of evidence. Students will understand the basic considerations, guidelines, and procedures that comply with both legal and scientific regulations regarding the use of physical evidence. Special topics include crime scene techniques, nature of evidence, physical and chemical analyses, toxicology, DNA, botany, entomology, courtroom activities and new trends in forensic science.

CRIM 265 | DOMESTIC AND INTERNATIONAL TERRORISM | 4 quarter hours**(Undergraduate)**

This course is designed to introduce students to the topic of terrorism, both domestically and internationally. The course will critically examine how terrorism is defined, what is known about the causes of terrorism, the strategies and tactics of terrorist groups, and the efficacy of current prevention and intervention efforts.

CRIM 275 | CYBERCRIME AND CYBERTERRORISM | 4 quarter hours**(Undergraduate)**

This course introduces students to cybercrime, cyberterrorism, and information warfare along with the law enforcement response to these issues. Topics addressed in this course include descriptions of the types of crimes and terrorist acts committed using computer technology; theories addressing digital criminals; and an overview of the laws which govern cybercrime investigation and prosecution. Students will examine current events and high profile cyberattacks ranging from facilitation of terrorist attacks, hackers, identify theft and fraud, cyber criminal organizations, sex crimes, digital hate, espionage, and nation-state attacks.

CRIM 280 | CRIMINAL BEHAVIOR | 4 quarter hours**(Undergraduate)**

This course explores criminal and delinquent behavior by learning about the motivations behind various types of crime. Through case studies, students will examine crimes such as arson, hate crimes, sex crimes, crimes of violence (serial murder), and crimes involving satanic and ritualistic behavior. The course includes exploration of how criminal behaviors is influenced by cognitive, developmental, and opportunistic factors.

CRIM 285 | COMMUNITY CORRECTIONS | 4 quarter hours**(Undergraduate)**

This course explores the history, purpose, and operations of probation and parole as well as other types of community-based supervision, such as pre-trial supervision, electronic monitoring, home detention and house arrest, day reporting centers, and other programs related to the supervision of individuals under court jurisdiction in the community. The course includes a specific examination of promising and evidence-based practices used in the field, including Risk-Need-Responsivity and evidence-based principles for effective intervention.

CRIM 290 | SPECIAL TOPICS | 4 quarter hours**(Undergraduate)**

In-depth examination of selected and timely social issues. Topics vary from quarter to quarter. Topics may be initiated by students.

CRIM 301 | RESEARCH METHODS IN CRIMINOLOGY | 4 quarter hours**(Undergraduate)**

The course examines the fundamental principles of social science research. Specifically, the course provides students with the necessary skills to design, conduct, interpret, and evaluate criminal justice data.

CRIM 101 is a prerequisite for this class.

CRIM 302 | STATISTICS IN CRIMINOLOGY | 4 quarter hours**(Undergraduate)**

The course introduces students to the basic principles and techniques of statistical analysis. Specifically, the course utilizes quantitative research methods to collect, analyze, and evaluate criminal offending patterns and criminal justice responses to crime.

(MAT 095 & MAT 100) or MAT 101 or placement and CRIM 101 are prerequisites for this class.

CRIM 303 | CRIMINOLOGICAL THEORY | 4 quarter hours**(Undergraduate)**

The course examines the theoretical perspectives related to the causes of crime and delinquency. Specifically, the course considers the impact and application of criminological theories of crime to the practice of criminal justice. Students will be required to analyze the assumptions of each theoretical perspective and demonstrate how these assumptions shape our knowledge of criminal behavior.

CRIM 101 is a prerequisite for this class.

CRIM 305 | VICTIMOLOGY | 4 quarter hours**(Undergraduate)**

The course will review victimology as an evolving discipline. It will examine the elements of this field, including the development of the discipline, theories of victimization, the use of victimization surveys, specific types of victimization, the economic and other costs of crime to victims, services and programs for victims, and the implications of the victim-offender system on the criminal justice process.

CRIM 101 is a prerequisite for this class.

CRIM 306 | FOUNDATIONS OF JUSTICE | 4 quarter hours**(Undergraduate)**

The course will provide students with an understanding of the ethical dilemmas faced by criminal justice practitioners across the criminal legal system. Specifically, the course will discuss the history and philosophy of justice, fundamentals and history of ethics, professional codes of conduct, as well as discuss ethical decision-making processes at both the individual and organizational levels.

CRIM 309 | FEDERAL LAW ENFORCEMENT AGENCIES | 4 quarter hours (Undergraduate)

This course will explore the role of federal law enforcement in regards to sharing responsibilities for intelligence collection, national security matters, and expansive criminal investigations. Specific topics will include the interaction between agencies, conflicts between local and federal law enforcement, international responsibilities, and the impact of public perceptions.

CRIM 312 | 21ST CENTURY POLICING | 4 quarter hours (Undergraduate)

The purpose of this courses is to examine police reform efforts in society. Specifically, the course explores how to law enforcement agencies can build legitimacy in the eyes of its constituents and balance considerations of procedural justice with due process. The course considers the ethical, moral, and accountability dilemmas that face law enforcement practitioners in preventing and controlling crime. Students will be exposed the audit and oversight functions in law enforcement. Special topics include: proactive policing, police use of force, racial profiling, police and community partnerships, restorative justice practices, the changing nature of police work, police discretion and misconduct and different types of policing strategies.

CRIM 320 | WRONGFUL CONVICTIONS | 4 quarter hours (Undergraduate)

Several elements make innocent people vulnerable to being wrongfully convicted, including faulty or junk science; eyewitness misidentification; false confessions; misconduct by government officials; use of snitches; and poor defense. Using a case study approach, this course explores how innocent people can wind up on death row, incarcerated, or convicted, with a particular emphasis on how race and poverty increase the risk of innocent people being convicted. The class will include accounts of exonerated persons, readings critical of criminal justice system, and videos that highlight key cases and issues.

CRIM 325 | US POLITICAL PRISONERS AND CRIMES OF CONSCIENCE | 4 quarter hours (Undergraduate)

Although the United States government claims not to hold political prisoners, there are hundreds of individuals in US detention charged with political crimes or crimes of conscience. This course identifies the various types of political prisoners, the history and philosophy of counterintelligence measures, and the accommodations made by the judicial system to enforce social, political and economic codes of behavior on dissenters. In this course, students question the traditional definitions of crime. Specifically, students explore the ways that people purposely break the law to address larger issue of injustice, for example through acts of civil disobedience, and the ways that political resistance is criminalized as in charges of seditious conspiracy.

CRIM 328 | MOBILITY & THE STATE | 4 quarter hours (Undergraduate)

In this course we explore the history, culture, and politics of migration along with an examination of the expanding borders of the United States. We analyze the varied mythology of the border as a danger zone, an intermediary zone, and a place of contact and conflict. We also look to the theorizations of the border as a site of cultural exchanges, resistance and critical negotiation; interchanges that impact the construction of race, ethnicity, sexuality and gender from both sides of the border. We examine issues relating to U.S. policies of immigration and labor movements as well as the economic and political consequences of globalization along the border region. Finally, we examine how the U.S. border has shifted and changed over time, critically challenging issues of political, cultural, and legal belonging.

CRIM 330 | REHABILITATION, REINTEGRATION AND REENTRY | 4 quarter hours (Undergraduate)

This course examines the challenges and barriers individuals face as they return from a period of incarceration in jail or prison and the practices and policies that increase successful reintegration and reentry to communities. Challenges and issues that may be examined include, housing, employment, education, criminal history, family reunification, substance use treatment, victimization and trauma, and mental and behavioral health treatment. The course also explores the appropriateness of recidivism as a common metric of success and the concept of desistance.

CRIM 337 | DRUGS AND SOCIETY | 4 quarter hours (Undergraduate)

This course provides a historical, social, and political examination of drugs in American society. Specifically, the courses explores the causes and consequences of drug use, the impact of the medicalization of human behavior, legislation and enforcement of drug policies and prevention and treatment efforts. The course will pay particular attention to the criminalization of certain substances and groups as a result of the War on Drugs. Students will study the intersection of research, policy and practice to developed evidence based approaches in health promotion and disease prevention relative to treatment and prevention of addiction. The course will conclude with an investigation of alternative drug policies in American society. Special topics of interest include: drug identification, subcultures, drugs and the media, systemic shame, cultural stigma, class and race conflict, drug violence, drug industries, decriminalization, legalization, harm reduction and drug courts.

CRIM 345 | WHITE COLLAR AND CORPORATE CRIME | 4 quarter hours (Undergraduate)

The objective of this course is to examine white collar crime in a transnational context. Specifically, the course exposes students to the economic, political and social consequences of white collar crime in a global age. Students investigate the cause and extent of white collar crime with particular attention to the differences and similarities to other criminal activity. The study of white collar crime challenges traditional assumptions of criminality. Therefore, the course explores alternative methodologies to research, investigate, prosecute, and sanction white collar crime in society. Special topics of interest include: embezzlement, mail and wire fraud, money laundering, computer crime, identity theft, tax crimes, securities fraud, conspiracy, RICO, antitrust and environmental laws, obstruction of justice and bribery and corruption.

CRIM 390 | SPECIAL TOPICS | 4 quarter hours (Undergraduate)

In-depth examination of selected and timely social issues. Topics vary from quarter to quarter. Topics may be initiated by students.

CRIM 395 | CAPSTONE IN CRIMINOLOGY | 4 quarter hours (Undergraduate)

Capstone in Criminology.

**CRIM 398 | INTERNSHIP | 4 quarter hours
(Undergraduate)**

The purpose of the internship is to complement a student's educational understanding with real world experience. Specifically, internships require students to apply Criminology related theories and paradigms to professional settings. Throughout the internship experience, students learn about the criminal legal system through techniques of observation and reflective analysis. An internship opportunity allows students to compare different career fields and develop a better understanding of their personal skills and interests. In addition, internships provide students with professional references and networking contacts. Finally, an internship develops skills, knowledge, and approaches that will distinguish them within a pool of applicants.

**CRIM 399 | INDEPENDENT STUDY | 4 quarter hours
(Undergraduate)**

With the approval and under the guidance of an assigned faculty member, students in this course conduct research on Criminology related topics.

**CRIM 409 | FEDERAL LAW ENFORCEMENT AGENCIES | 4 quarter hours
(Graduate)**

This course will explore the role of federal law enforcement in regards to sharing responsibilities for intelligence collection, national security matters, and expansive criminal investigations. Specific topics will include the interaction between agencies, conflicts between local and federal law enforcement, international responsibilities, and the impact of public perceptions.

**CRIM 425 | US POLITICAL PRISONERS AND CRIMES OF CONSCIENCE | 4 quarter hours
(Graduate)**

Although the United States government claims not to hold political prisoners, there are hundreds of individuals in US detention charged with political crimes or crimes of conscience. This course identifies the various types of political prisoners, the history and philosophy of counterintelligence measures, and the accommodations made by the judicial system to enforce social, political and economic codes of behavior on dissenters. In this course, students question the traditional definitions of crime. Specifically, students explore the ways that people purposely break the law to address larger issue of injustice, for example through acts of civil disobedience, and the ways that political resistance is criminalized as in charges of seditious conspiracy.

Critical Ethnic Studies (CES)

**CES 400 | CRITICAL SOCIAL THEORY | 4 quarter hours
(Graduate)**

Social movements are collective efforts that spring up from within communities that are not connected to organizations or power entities. At times a leader springs forth from the movement as it gather steam, but in other cases the movement continues to have a collective leadership, and in diverse regions. Examples in the US, the abolitionist movement, the women's suffrage movement, the civil rights movement, anti-war movements, the feminist and gay rights movements, the environmental movement, social justice and immigrant rights movements, the Tea Party movement, and the "occupy" and "we are the 99%" movement. Globally, such movements take on longstanding hegemonic systems, such as the "Arab spring" of 2011, and the movement by indigenous people in Bolivia that eventually brought Evo Morales to the presidency, for the first time since European arrival in the continent. In the US, movements tend to pursue social justice causes, rather than removing hegemonic power. Cross-listed with INT 401.

**CES 401 | CRITICAL ETHNIC STUDIES | 4 quarter hours
(Graduate)**

This core seminar will serve as an introduction to key issues and methods in the comparative study of ethnicity and race. The course highlights an interdisciplinary approach to the studies of systematic oppression in the United States, and the global implication of these structures. We will consider how critical ethnic studies presents a progressive intellectual challenge to global and local configurations of power in the name of global justice. Among our methods will be an intersectional theoretical analysis of the identities of race, gender, class, nation, sexuality, ability and religion. Readings will cover theories of intersectionality, decolonial indigenities, mestiza feminism and other critical mixed race theories, queer critical theory, settler racism and state violence, as well as creative and political movements of resistance and social change.

**CES 402 | MOBILITY AND THE STATE | 4 quarter hours
(Graduate)**

In this course we explore the history, culture, and politics of migration along with an examination of the expanding borders of the United States. We analyze the varied mythology of the border as a danger zone, an intermediary zone, and a place of contact and conflict. We also look to the theorizations of the border as a site of cultural exchanges, resistance and critical negotiation; interchanges that impact the construction of race, ethnicity, sexuality and gender from both sides of the border. We examine issues relating to U.S. policies of immigration and labor movements as well as the economic and political consequences of globalization along the border region. Finally, we examine how the U.S. border has shifted and changed over time, critically challenging issues of political, cultural, and legal belonging.

**CES 403 | CITIES AND RACIAL FORMATION | 4 quarter hours
(Graduate)**

The goal of this course is to critically examine urban redevelopment policies and policy strategies that have profoundly shaped Latinx and African-American populations in the United States. Topics to be discussed include: race and racial formation, class and ethnicity, urban neoliberal policies, gentrification, contestation, and public school policy. Class lectures, discussions, speakers, and assignments are geared toward helping students develop a critical understanding of the primary urban redevelopment issues related to the experiences of African-American, Central American, and Mexican American communities in Chicago or other city/cities.

**CES 404 | BORDERS AND MIGRATION | 4 quarter hours
(Graduate)**

This course examines the integral role that different processes of mobility play in shaping today's world: emigration, immigration, displacement, refugee and internally displaced persons flows. Students study the causes and effects of population movements including push-pull factors, demographic, economic, and political variables. Students also look at the role of state and non-state actors and organizations. Cross-listed with INT 404 "Migration and Forced Migration."

**CES 405 | RACE AND THE MEDIA | 4 quarter hours
(Graduate)**

Using an intersectional and interdisciplinary approach, this seminar course explores the landscape of popular media and visual culture in the U.S. along the axes of race, ethnicity, class, gender, and sexuality and cultural "difference." Cross-listed with CMNS 563.

CES 410 | SPECIAL TOPICS IN CRITICAL ETHNIC STUDIES | 4 quarter hours (Graduate)

Open elective for Critical Ethnic Studies. Topics vary. See schedule for current offerings.

CES 412 | FINAL PROJECT INDEPENDENT RESEARCH | 4-8 quarter hours (Graduate)

This course involves individual investigation and research (toward completion of the Master's thesis, project, internship, or portfolio) under the supervision of a faculty member. A minimum of 4 credit hours required. Course can be repeated for a total of 8 credit hours.

CES 413 | CANDIDACY CONTINUATION | 0 quarter hours (Graduate)

This 0-credit hour course is available to master's degree candidates who are actively working toward the completion of a thesis, project, or portfolio. Enrollment in this course is limited to three quarters and requires thesis/project advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries and requires the equivalent of half-time enrollment status. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

CES 414 | CANDIDACY MAINTENANCE | 0 quarter hours (Graduate)

This 0-credit hour course is available to graduate students who are not registered for a course in a given quarter but need to maintain active university status. Enrollment in this course is limited to three quarters and requires permission of the graduate director. Enrollment in this course allows access to the library and other campus facilities. This course does not carry an equivalent enrollment status and students in it are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

CES 495 | INTERNSHIP | 4 quarter hours (Graduate)

Internship by arrangement. Written permission of supervising faculty member and of the program director is necessary before registration. Variable service learning content. May include direct service, project-based service, community-based research, or advocacy.

Status as a Critical Ethnic Studies student is a prerequisite for this class.

CES 499 | INDEPENDENT STUDY | 4 quarter hours (Graduate)

Individually supervised learning experience, usually involving extensive research and writing.

Curriculum Studies (CS)

CS 447 | CURRICULUM DESIGN FOR THE MIDDLE GRADES | 4 quarter hours (Graduate)

This course is designed to provide students with a comprehensive understanding of the history of and rationale for middle level education as well as the curricular and pedagogical knowledge needed to meaningfully engage middle level students in learning within and across the content areas. Important considerations and strategies for disciplinary and interdisciplinary learning in the middle school classroom, as well as the importance of reading and writing across the curriculum with regard to these, will be addressed.

CS 460 | LEARNING IN A TECHNOLOGY-SUPPORTED CLASSROOM | 4 quarter hours (Graduate)

An examination of current theories about instructional technology and of recent literature in the field. Students will become familiar with particular technology appropriate for their areas of interest and will learn to evaluate this technology for a variety of instructional purposes. The course includes: frameworks for classifying educational uses of the technology; an analysis of selected research on educational technology; theories and practices of using technology in classrooms; and the advantages and disadvantages of distance learning. Emphasis throughout will be on why and how technology can be used to enhance the learning process.

CS 461 | LITERACY PROCESSES AND PRACTICES | 4 quarter hours (Graduate)

Foundational theoretical perspectives and practices for teaching and learning language and literacy in a diverse, changing, and political world. Background of knowledge in the area of learning and exposure to the controversies that surround the teaching of literacy will be used to develop an understanding of literacy learning in action. Students will be invited to participate in the current conversations around literacy learning and teaching in order to inform their everyday curricular decisions.

CS 463 | ASSESSMENT, DIAGNOSIS, DEVELOPMENTAL/REMEDIAL MATERIALS & RESOURCES: EMERGENT & DEVELOPING READING | 4 quarter hours (Graduate)

Assessment, diagnosis and instructional planning for early and emergent learners. Building on a knowledge base of emergent reading processes and literacy practices, teachers will explore the ways in which young learners construct meaning and use language purposefully in their unique social worlds, even before beginning school. Participants in this course will learn to use performance based assessments as well as more formal standardized measures of achievement to support emerging and struggling readers with appropriate materials and theoretically sound instructional practices.

CS 461 is a prerequisite for this class.

CS 464 | ASSESSMENT, DIAGNOSIS, DEVELOPMENTAL/REMEDIAL MATERIALS & RESOURCES: MIDDLE SCHOOL/ADOLESCENT READING | 4 quarter hours (Graduate)

Assessment, diagnosis and instructional planning for middle school students. Building on a knowledge base of reading processes and literacy practices, teachers will explore the ways in which students construct meaning and use language purposefully in their unique social worlds. Participants in this course will learn to use performance based assessments as well as more formal standardized measures of achievement to support middle school and adolescent readers with appropriate materials and theoretically sound instructional practices.

CS 461 is a prerequisite for this class.

CS 465 | TEACHING READING IN THE CONTENT AREAS | 4 quarter hours (Graduate)

This course focuses on teaching reading in various subject (content) areas and emphasizes non-fiction reading process, strategies, and theories for grades K-9. The course will examine what it means to be literate in the elementary content areas (e.g. science, math, social studies, arts). Emphasis will be placed on learning effective literacy strategies for different subject areas. There will also be a focus on how one uses reading and writing to think, act, speak, question, and apply the tools of each content/subject area in ways that are unique to that discipline. Additionally, as teachers it is important to remember that students will bring various literacies from their homes and communities. An important emphasis will be on creating learning environments that honor student diversity, and learning about multiple ways of knowing, acting, and communicating.

CS 461 is a prerequisite for this class.

CS 470 | TEACHERS AS LEADERS | 4 quarter hours (Graduate)

Assists teachers in becoming leaders for positive change in schools and districts. Provides overview of major theoretical models in research on teaching and teacher leadership, historical perspectives on the teaching profession, and overview of select best practice in teacher collaboration, mentoring and coaching. Specific topics addressed may include: developing leadership among existing teaching staff; fostering professional collaboration; improving instruction school-wide; organizing colleagues, administrators, parents and students to improve achievement; fostering sustainability in teaching/fighting teacher attrition; teaching standards; team teaching; and curriculum mapping.

CS 471 | DIVERSITY IN THE CLASSROOM | 4 quarter hours (Graduate)

Examines issues related to diversity that result when students from diverse socioeconomic, cultural, linguistic, and academic backgrounds are in the same classroom. Explores the impact of inclusion, ESL, bilingual, and bicultural programs on instruction. Emphasis on developing strategies to meet individual student needs within the regular classroom.

CS 472 | ETHICS, CURRICULUM AND SOCIAL CHANGE | 4 quarter hours (Graduate)

Explores some major issues impacting curriculum, including cultural and socioeconomic factors, legal issues, conflicting values, pressures for assessment, and the push to include technology. Examines the historical development and current state of education in the U.S. as compared to education in other cultures. Emphasis on ways that educators can work as change agents within the competing demands of these forces.

CS 473 | ASSESSMENT | 4 quarter hours (Graduate)

Explores current theory and practice regarding alternate forms of assessment, including formal, standardized, and informal tests and inventories; selection, evaluation, and interpretation of tests used in educational settings; portfolio assessment, video performances, and presentations; preparation and use of teacher-made tests; evaluating outcomes; and utilizing data to improve instruction. The critical examination of multiple perspectives of assessment theories, policies and practices center around the emphasis on developing strategies to evaluate student progress.

CS 481 | THE STUDY OF TEACHERS AND TEACHING | 4 quarter hours (Graduate)

A selective survey and analysis of research on teachers and teaching. Particular emphasis will be placed on the assumptions which are built into various forms of research and the effect these assumptions have on how results should be interpreted and used in supervision and curriculum development. Each student will be expected to become familiar with alternative ways of studying teachers and the teaching process in his/her area of expertise. While many school settings will be utilized because of the many studies done in this area, research in non-school settings will be given a good deal of emphasis.

CS 482 | THE HISTORY OF CURRICULUM PRACTICE | 4 quarter hours (Graduate)

A survey of trends and movements in curriculum practice. Particular emphasis will be placed on the recurrent nature of curriculum practices and the reasons for this. The class will consider underlying models of curriculum practice in their historical settings as possible methods for meeting contemporary social needs as well as the assets and liabilities of these models.

CS 484 | MULTIMEDIA MATERIALS PRODUCTION | 4 quarter hours (Graduate)

This course will analyze the role of multimedia materials in instruction. A variety of media will be explored (including software, internet, audio, video, and film). Students will be expected to manipulate a variety of images and produce sample materials for critique and analysis. The primary focus will be on enhancing learning in elementary and secondary schools.

CS 485 | CURRICULUM/PROGRAM EVALUATION | 4 quarter hours (Graduate)

Evaluation is essential for curriculum/program development and implementation. Hence, understanding evaluation methods, technologies, and quality criteria is particularly relevant to educational leaders, curriculum/program designers, and technology specialists. In this course, students will critically examine a variety of current evaluation models, instruments, and resources. Students will also conduct a comprehensive analysis of a significant evaluation study relevant to their specific professional interest. Registration is restricted to students in Advanced Master's programs.

Status as an Advanced Masters Education student is a prerequisite for this class.

CS 487 | INTRODUCTION TO CURRICULUM DELIBERATION | 4 quarter hours (Graduate)

An introduction to systematic and collaborative deliberation on curriculum problems. A pattern for deliberation (including situation analysis, problem discrimination and formulation, development of alternative courses of action, and anticipation of consequences) will be developed and exemplified. This pattern will be contrasted with other descriptions of curriculum planning. Each student will complete a project which describes his/her systematic formulation of a curriculum problem and a plan of action for resolving it.

Status as an Advanced Masters Education student is a prerequisite for this class.

CS 488 | CURRICULUM DESIGN | 4 quarter hours
(Graduate)

Provides a project-based opportunity to develop curriculum that promotes student understanding, student voice, and student involvement in school or community change. Encourages educators to think carefully about what does and should constitute the curriculum and why, who and what is served and who/what is marginalized by current curriculum arrangements, and how collaboration in curriculum design can assist in organizing classrooms, schools, and communities.

CS 489 | CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA | 4 quarter hours
(Graduate)

Introduces students to the educational philosophies of Russian thinkers Lev Vygotsky (1896 - 1934) and Mikhail Bakhtin (1895 - 1975) and Japanese thinkers Tsunesaburo Makiguchi (1871 - 1944) and Daisaku Ikeda (1928 -). Students will locate confluences in these thinkers' philosophies and apply them to current curriculum or curriculum theorizing in their chosen discipline(s) (e.g., mathematics, social studies, language education, etc.), context(s) (e.g., policy, gender, socioeconomics, identity, etc.) and K-12/adult level(s). Topics covered include, among others, cultural-historical theory, socially constructed meaning making, zone of proximal development, dialogism, carnival, value and value-creating pedagogy, humanitarian competition, and human revolution.

CS 492 | CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES | 4 quarter hours
(Graduate)

This course will provide the framework for the creation, development and sustainability of a professional learning community. Professional learning communities have at their core three guiding principles: 1) a focus on learning, 2) the creation of a collaborative culture and 3) a results-orientation. Within the professional learning community, members are committed to working collaboratively in an ongoing process of collective inquiry and action research in order to achieve better results for the students and community they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

CS 493 | CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS | 4 quarter hours
(Graduate)

This course prepares future school leaders with knowledge; understanding; and application of planning, assessment, and instructional leadership for roles in the K-12 school setting at the supervisory or administrative level. The emphasis of the course will be planning, implementation, and refinement of standards-based curriculum aligned with instruction, assessment, and instructional decisions as they affect the teaching and learning environment of the school with diverse cultural, ethnic, linguistic, and special needs populations.

CS 494 | CURRICULUM 2.0: CURRICULUM FOR LEARNING IN GLOBAL NETWORKS | 4 quarter hours
(Graduate)

This course will explore curriculum theories and practices for the age of global networks, including themes such as the shift from industrial to post-industrial educational paradigms, online learning, and more. New communications technologies make it possible for teaching and learning to take place anywhere and anytime, in many cases under conditions radically different from those of formal schooling. This course considers the implications of curriculum under such conditions.

CS 495 | DESIGN THINKING IN EDUCATION | 4 quarter hours
(Graduate)

Design Thinking is a problem solving methodology for collaborative innovation. This course introduces the methods of design thinking applied to curriculum design and education in general. Students will learn how to use design thinking for insight, ideation, and implementation of collaborative solutions to complex educational problems. In addition, students will understand design thinking within the context of the history of ideas and be able to critically analyze and evaluate implementations of design thinking in a variety of educational settings.

CS 551 | CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT | 4 quarter hours
(Graduate)

This course focuses on the relationships between schools and the communities they serve. Specifically, it focuses on how pk-12 schools as well as colleges/universities can and cannot promote human development (healthy growth, learning, and maturation) and community development (creating healthy, safe, connected, & politically-enfranchised communities). The course explores contemporary models of educational reform and community development, notably: project- and community-based learning, asset-based development, participatory action research (PAR), full-service community schools, and university-assisted community schools. Additional topics may include: Explicit and implicit goals of educational reforms and how these (re-)shape civic and democratic opportunities; how universities, schools, and communities can collaborate on individual and community development; and the benefits and liabilities of hybrid educational improvement/community development projects (e.g., Promise Neighborhoods/Promise Zones, the Harlem Children's Zone, etc.).

CS 564 | CURRICULUM AND IDEOLOGY | 4 quarter hours
(Graduate)

This course examines the ideological significance of "youth," youth development, and education in societies characterized by structural inequalities based on class, race, ethnicity, and sexual/gendered relations of domination and subordination. Texts from a range of academic disciplines - psychology, sociology, cultural studies, social work - are studied to show the influence these perspectives have had in shaping discourse about youth, youth development, and education as a vehicle for social reproduction and social change. Youth and education are looked at as the locus of arguments about social crises and social change and the impacts of framing social problems as educational and youth problems are explored.

CS 579 | RESEARCH IN TEACHING READING: DEVELOPMENTAL & REMEDIAL READING INSTRUCTION & SUPPORT: BEST PRACTICES | 4 quarter hours
(Graduate)

In this course, students will explore and analyze current literacy research through the critical lenses of educational practitioners. Students will: identify meaningful questions about literacy practices in their classrooms and schools; create a plan for addressing the identified research question(s); collect and analyze data relevant to the research question(s); and organize and present the research findings. This inquiry project, or an extension of it, may subsequently become the basis for the student's Master's paper or thesis.

CS 461 is a prerequisite for this class.

CS 580 | RESEARCH SEMINAR IN CURRICULUM STUDIES | 4 quarter hours**(Graduate)**

This course is designed to help graduate students in Curriculum Studies through the difficult process of planning, organizing, drafting, and revising their Master's papers. Students will be expected to complete a literature review and to develop a strong proposal for an integrative paper as a prelude to selecting an advisor for their Master's papers. For M.Ed. students only.

SCG 410, 6 additional graduate courses and status as an Advanced Masters student is a prerequisite for this class.

CS 582 | PRACTICUM IN CURRICULUM STUDIES: READING | 4 quarter hours**(Graduate)**

This course provides directed experiences in decision-making for curriculum, participation, and leadership in the planning and management of reading curricula. Students will: assess students' reading capabilities; make informed curricular choices to address students' needs; identify and implement short and long-term learning goals for students; manage instructional materials needed to guide students; develop curriculum based on assessments of the needs of students. It is designed to offer students an opportunity to put into practice, in a summer school classroom, previous learning about the teaching of reading, especially their beliefs and understandings regarding literacy as social practice. Provides students with multiple opportunities to share their thinking with each other in a supportive community of learners.

CS 461 is a prerequisite for this class.

CS 588 | INDEPENDENT STUDY IN CURRICULUM STUDIES | 4 quarter hours**(Graduate)**

Independent Study in Curriculum Studies.

CS 589 | THESIS RESEARCH IN CURRICULUM STUDIES | 4 quarter hours**(Graduate)**

A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

SCG 410 and CS 580 are prerequisites for this class.

CS 591 | CURRICULUM THEORIZING: MULTIPLE LENSES | 4 quarter hours**(Graduate)**

This course examines diverse curriculum discourses, historical as well as contemporary, within a broader context of issues related to education and schooling. It is designed to engage students critically in the study of curricular frameworks, their assumptions, values, and implications for education, schooling, teaching and learning. Major topics include frameworks for defining and conceptualizing curriculum and curricular visions; social, political, and historical contexts of curriculum construction; issues of gender, race, class, and the media; and the curriculum as socially constructed and historically contextualized discourse(s) about what is and what should be taught. Particular content areas will be used as examples.

CS 594 | SPECIAL TOPICS IN CURRICULUM | 4 quarter hours**(Graduate)**

In order to assure that the program remains flexible, responsive to the needs of students, and inclusive of the areas of interest of both faculty and students, this variable topics course will provide an opportunity for critical examination of compelling topical issues related to education. Topics could include: issues in educational reform; special education; controversies in curricular discourse; current issues such as the education of homeless children; or legal and constitutional issues in education and schooling. The course will be conducted in a seminar format.

CS 600 | REGISTERED STUDENT IN GOOD STANDING | 0 quarter hours**(Graduate)**

Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

CS 606 | REVIEW OF LITERATURE | 0 quarter hours**(Graduate)**

Review of Literature. This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. (See the student handbook for additional information about completing Master's papers.) (0 credit hours)

CS 607 | INTEGRATIVE PAPER | 0 quarter hours**(Graduate)**

Integrative Paper. Non-credit. Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. (See the student handbook for additional information about completing Master's papers.) (0 credit hours)

CS 608 | CAPSTONE IN CURRICULUM STUDIES | 4 quarter hours**(Graduate)**

Students who have completed the majority of the Curriculum Studies coursework will engage in a thorough analysis of a school or other educational institution (e.g., museum, community organization) and develop an action plan for: professional development; mentoring and inducting new teachers; teacher evaluation and training; instructional coaching; curriculum development, assessment, or alignment; using assessments or other data to improve student learning; or building collaboration with teachers and stakeholders. Students will gather and analyze demographic, financial and testing data, develop a narrative to tell the story of a school's (or educational institution's) history and recent past, capture the school by way of photographs and interviews, and collect documents or other pertinent artifacts to support their action plan.

**CS 625 | CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING) | 0 quarter hours
(Graduate)**

Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

**CS 694 | CURRICULUM 2.0: CURRICULUM FOR LEARNING IN GLOBAL NETWORKS | 4 quarter hours
(Graduate)**

This course will explore curriculum theories and practices for the age of global networks, including themes such as the shift from industrial to post-industrial educational paradigms, online learning, and more. New communications technologies make it possible for teaching and learning to take place anywhere and anytime, in many cases under conditions radically different from those of formal schooling. This course considers the implications of curriculum under such conditions.

Status as a Global Educational Leadership PhD student with a declared concentration is a prerequisite for this class.

**CS 700 | REGISTERED DOCTORAL STUDENT IN GOOD STANDING | 0 quarter hours
(Graduate)**

This registration is required of all doctoral students who are not enrolled in a doctoral course, but are completing course requirements and/or dissertation research. It provides access to University facilities. Academic advisor approval required. After the third enrollment, dissertation chair approval required. (0 credit hours)

Status as a EDD student with a declared concentration is a prerequisite for this class.

**CS 704 | CURRICULUM DISCOURSES/PERSPECTIVES OVER TIME | 4 quarter hours
(Graduate)**

This course focuses on the examination of the ways in which curriculum - both pK-12 and college/university curriculum - has developed over time. It looks at changes in how curriculum has been defined and conceptualized, theoretical and philosophical developments, evolving assumptions and values, and implications for teaching and learning across varied historical and social contexts. Readings include primary texts by major theorists as well as secondary material including commentary and critique. A primary goal of the course is to provide students with an overview of major movements in curriculum history as a foundation for further study. **Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..**

**CS 706 | CANDIDACY PAPER | 0 quarter hours
(Graduate)**

Registration in this course is required of all students who are not enrolled in a course but are completing a dissertation. It provides access to university facilities. Permission of advisor required. This registration indicates that a student has successfully completed the candidacy paper as specified in the Doctoral Student Handbook. (0 credit hours)

Status as a EDD student with a declared concentration is a prerequisite for this class.

**CS 751 | CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT | 4 quarter hours
(Graduate)**

This course focuses on the relationships between schools and the communities they serve. Specifically, it focuses on how pk-12 schools as well as colleges/universities can and cannot promote human development (healthy growth, learning, and maturation) and community development (creating healthy, safe, connected, & politically-enfranchised communities). The course explores contemporary models of educational reform and community development, notably: project- and community-based learning, asset-based development, participatory action research (PAR), full-service community schools, and university-assisted community schools. Additional topics may include: Explicit and implicit goals of educational reforms and how these (re-)shape civic and democratic opportunities; how universities, schools, and communities can collaborate on individual and community development; and the benefits and liabilities of hybrid educational improvement/community development projects (e.g., Promise Neighborhoods/Promise Zones, the Harlem Children's Zone, etc.)

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**CS 754 | CURRICULUM THEORIZING: MULTIPLE LENSES | 4 quarter hours
(Graduate)**

Curriculum Theorizing: Multiple Lenses. This course examines diverse curriculum discourses, historical as well as contemporary, within a broader context of issues related to education and schooling. It is designed to engage students critically in the study of curricular frameworks, their assumptions, values, and implications for education, schooling, teaching and learning. Major topics include: frameworks for defining and conceptualizing curriculum and curricular visions; social, political, and historical contexts of curriculum construction; issues of gender, race, class ableness, and the media; the curriculum as socially constructed, and historically contextualized discourse(s) about what is and what should be taught. Particular content areas will be used as examples.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**CS 761 | ASSESSING SCHOOL CURRICULUM | 4 quarter hours
(Graduate)**

This course develops a framework for assessing the content, characteristics, and outcomes of the curriculum in a school. The framework will include the collection, organization and analysis of both quantitative and qualitative measures of effective instruction. Particular attention will be given to local, state, and national standards for content, teaching and outcomes. Attention will also be given to the qualities of the lived experiences of students in school and thus to the unintended as well as intended outcomes of schooling. Each student will be expected to begin assessing the curriculum in his or her school and to outline a proposal for a more complete assessment of the school's curriculum.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**CS 764 | YOUTH DEVELOPMENT, IDEOLOGY, CULTURE, AND SOCIETY | 4 quarter hours
(Graduate)**

This course examines the ideological significance of "youth," youth development, and education in societies characterized by structural inequalities based on class, race, ethnicity, and sexual/gendered relations of domination and subordination. Texts from a range of academic disciplines – psychology, sociology, cultural studies, social work – are studied to show the influence these perspectives have had in shaping discourse about youth, youth development, and education as a vehicle for social reproduction and social change. Youth and education are looked at as the locus of arguments about social crises and social change and the impacts of framing social problems as educational and youth problems are explored.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**CS 774 | ENGAGING IN CURRICULUM DELIBERATION | 4 quarter hours
(Graduate)**

This course engages students in systematic and collaborative deliberation on curriculum problems. A pattern for deliberation – including situation analysis, problem discrimination and formulation, development of alternative courses of action, and anticipation of consequences – will be developed, exemplified, and contrasted with other descriptions of curriculum development. The importance and role of alternative conceptions of learners, of situation, and of knowledge structures within disciplines will be emphasized. After engaging in stimulated deliberations, each student will be asked to examine the intellectual commitments underlying this approach to curriculum change, to reconsider his or her role as a curriculum leader in a school or other educational setting, and to develop realistic plans for engaging a particular school community in collaborative curriculum deliberation.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**CS 784 | CURRICULUM AND PROGRAM DESIGN | 4 quarter hours
(Graduate)**

This course studies principles underlying the design of effective, coherent, and comprehensive instructional programs. Topics include: the design and organization of core courses of study and related curricular components; the associated staff development program; and alignment with local, state, and national mandates. Particular attention will be given to planning for diversity, including differences in learning styles, special needs, culture and language.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**CS 785 | CURRICULUM AND PROGRAM DESIGN IN INTERNATIONAL BACCALAUREATE | 4 quarter hours
(Graduate)**

This course studies principles underlying the design of effective, coherent, and comprehensive instructional programs within the International Baccalaureate PYP, MYP, DP, and CCP continuum. Topics include: the principles and practices of the International Baccalaureate, the integration of the IB learner profile, the design and organization of IB core courses of study and related curricular components; the associated staff development program to meet IB requirements for Category 1, 2, and 3 training; and alignment with local, state, and national mandates as well as IB mandates. Particular attention will be given to planning for global minded education, diversity, including differences in learning styles, special needs, culture and language.

Status as a Global Educational Leadership PhD student with a declared concentration is a prerequisite for this class.

**CS 786 | CURRICULUM AND PROGRAM DESIGN IN CATHOLIC SCHOOLS | 4 quarter hours
(Graduate)**

This course studies principles underlying the design of effective, coherent, and comprehensive instructional programs within the theoretical and philosophical foundation of Catholic education. Topics include: The National Catholic Benchmark standards, as well as the design and organization of curriculum using the Catholic lens, and related curricular components; the associated staff development program to integrate Catholic values and faith; and alignment with local, state, and national mandates as well as Catholic education standards. Particular attention will be given to planning for global minded Catholic education, diversity, including differences in learning styles, special needs, culture and language.

Status as a Global Educational Leadership PhD student with a declared concentration is a prerequisite for this class.

**CS 794 | SPECIAL TOPICS IN CURRICULUM | 4 quarter hours
(Graduate)**

In order to assure that the program remains flexible, responsive to the needs of students, and inclusive of the areas of interest of both faculty and students, this variable topics course will provide an opportunity for critical examination of compelling topical issues related to education. Topics could include: issues in educational reform; special education; controversies in curricular discourse; current issues such as the education of homeless children; or legal and constitutional issues in education and schooling. The course will be conducted in a seminar format.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**CS 838 | SUPERVISED APPLIED CAPSTONE (EDD) PROPOSAL DEVELOPMENT | 4 quarter hours
(Graduate)**

Students register for this course for the quarter in which they defend their capstone proposals. Permission of capstone chair required.

**CS 839 | INDEPENDENT APPLIED CAPSTONE (EDD): CURRICULUM STUDIES | 4 quarter hours
(Graduate)**

Students register for this course for the quarter in which they defend their capstone projects. Permission of capstone chair required.

**CS 849 | SUPERVISED DISSERTATION (PHD) PROPOSAL DEVELOPMENT | 4 quarter hours
(Graduate)**

Students register for this course for the quarter in which they defend their dissertation proposals. Permission of dissertation chair required.

**CS 859 | INDEPENDENT DISSERTATION RESEARCH (PHD): CURRICULUM STUDIES | 4 quarter hours
(Graduate)**

Students register for this course for the quarter in which they defend their dissertations. Permission of dissertation chair required.

Cyber-Physical Systems Engineering (CSE)

CSE 299 | HARDWARE PROJECTS | 4 quarter hours (Undergraduate)

A course that introduces student to building basic cyber-physical systems. The course will cover basic electronics, a hardware computing platform (e.g., Raspberry Pi), and the API for managing hardware devices including serial communication, interfacing with digital and analog inputs (sensors), controlling motors, and using displays.

CSC 242 or CSC 243 is the prerequisite for this class.

CSE 304 | RAPID PROTOTYPING TECHNOLOGIES | 4 quarter hours (Undergraduate)

An overview of computer-aided design for 3-D modeling and prototype fabrication using 3-D printing and other technologies. **PREREQUISITE(S):** MAT 262.

CSE 314 | NETWORKING FOR CYBER-PHYSICAL SYSTEMS | 4 quarter hours (Undergraduate)

Overview of computer network technologies used in cyber-physical systems. Topics covered wired and wireless network protocol stacks, serialization, real-time network programming, and utilizing cloud-based services.

CSE 316 | CYBER-PHYSICAL SYSTEM SECURITY | 4 quarter hours (Undergraduate)

Design for security for cyber-physical systems, security breaches and enforcement, standardization, best practices, security policies, security threat and protection-in-depth modeling, vulnerability and risk assessment for cyber-physical systems, CPS security incidents and trends.

CSC 374 is a prerequisite for this class.

CSE 331 | CYBER-PHYSICAL SYSTEM ENGINEERING I | 4 quarter hours (Undergraduate)

The first in a three-course sequence that provides a comprehensive overview of core CPS topics in an application-driven context and with an emphasis on fundamental engineering design principles of modularity and abstraction. This first course focuses on electromagnetics and circuit analysis with applications to displays, touchpads, cameras, memory, batteries, GPS, and wireless communications. Labs will be used to apply the concepts covered in class in the context of managing hardware devices and building cyber-physical system prototypes.

MAT 152 is a prerequisite for this class.

CSE 332 | CYBER-PHYSICAL SYSTEMS ENGINEERING II | 4 quarter hours (Undergraduate)

The second in a three-course sequence that provides a comprehensive overview of core CPS topics in an application-driven context and with an emphasis on fundamental engineering design principles of modularity and abstraction. This second course covers more advanced concept in electromagnetism and electronics (transistors, amplifiers and circuit interfaces and operational amplifiers) and abstractions such as state machines along with probabilistic inference and state space search. Labs will be used to apply the concepts covered in class in the context of managing hardware devices and building cyber-physical system prototypes.

CSE 331 is a prerequisite for this course.

CSE 333 | CYBER-PHYSICAL SYSTEMS ENGINEERING III | 4 quarter hours (Undergraduate)

The third in a three-course sequence that provides a comprehensive overview of core CPS topics in an application-driven context and with an emphasis on fundamental engineering design principles of modularity and abstraction. This third course introduces signals and analog and digital signal processing, sampling and quantization, and control. Labs will be used to apply the concepts covered in class in the context of managing hardware devices and building cyber-physical system prototypes.

CSE 332 is a prerequisite for this class.

CSE 341 | DIGITAL SYSTEMS | 4 quarter hours (Undergraduate)

Design and implementation of digital systems using transistor transistor logic (TTL), SystemVerilog, and field-programmable gate arrays (FPGAs). Topics include combinational and sequential logic, storage elements, input/output, timing analysis, design trade offs, synchronous and asynchronous design methods.

CSE 332 is a prerequisite for this class.

CSE 342 | COMPUTER SYSTEM ORGANIZATION AND DESIGN | 4 quarter hours (Undergraduate)

Overview of the design of hardware elements of computer systems. Topics include instruction set design, processor micro-architecture and pipelining, cache and virtual memory organizations, protection and sharing, I/O and interrupts, and multithreaded architectures, and embedded systems.

CSC 374 is a prerequisite for this class.

CSE 351 | EMBEDDED SYSTEMS I | 4 quarter hours (Undergraduate)

The first of a two course sequence on programming embedded architectures in devices such as smartphones, portable gaming devices, and robots. Topics covered include embedded architectures, interaction with devices (buses, memory architectures, memory management, device drivers) and concurrency (software and hardware interrupts, timers).

CSC 374 is a prerequisite for this class.

CSE 352 | EMBEDDED SYSTEMS II | 4 quarter hours (Undergraduate)

The second of a two course sequence on programming embedded architectures in devices such as smartphones, portable gaming devices, and robots. Topics may include real-time principles (multi-tasking, scheduling, synchronization), implementation trade-offs, profiling and code optimization (for performance and memory), and embedded software (exception handling, loading, mode-switching, programming embedded systems).

CSE 351 is a prerequisite for this class.

CSE 361 | LINEAR SYSTEMS | 4 quarter hours (Undergraduate)

A comprehensive overview of modeling and analysis of dynamic systems including mechanical, electrical, electro-mechanical, thermal, and fluid systems. Topics include modeling using state-variable equations, input-output differential equations, transfer functions, and block diagrams, analytical solutions using the Laplace transform, and applications to modeling and designing feedback control systems.

CSE 333 and MAT 304 are prerequisites for this class.

CSE 362 | FOUNDATIONS OF CYBER-PHYSICAL COMPUTING | 4 quarter hours**(Undergraduate)**

This course covers the modeling, design, and analysis of cyberphysical systems that integrate computation and physical processes. It introduces formal models that support abstractions to manage the complexity of a system design and verify the system implementation correctness. Topics include safety and liveness requirements, temporal logic, model checking, deductive verification, stability analysis of linear systems, and real-time scheduling algorithms.

CSE 352 is a prerequisite for this class.

CSE 375 | INTRODUCTION TO ROBOTICS | 4 quarter hours**(Undergraduate)**

An introduction to the field of Robotics. Topics include history of robotics, kinematics, control theory, and sensor theory. A large portion of class time will be lab based, building and programming robots using the Lego Mindstorms EV3 Robotics Kit. The programming will be using a C derivative and knowledge of C and general systems concepts is required.

CSC 373 and CSC 374 are prerequisites for this class.

CSE 377 | INTRO TO MECHATRONICS | 4 quarter hours**(Undergraduate)**

Design and development of a mechatronic system incorporating sensors, actuators, and artificial intelligence.

CSE 332 is a prerequisite for this class.

CSE 393 | CYBER-PHYSICAL SYSTEMS ENGINEERING PRACTICUM I | 4 quarter hours**(Undergraduate)**

The first course in a two-course sequence in which students work in small groups to implement a cyber-physical system.

CSE 333 and CSE 352 are prerequisites for this class.

CSE 394 | CYBER-PHYSICAL SYSTEMS ENGINEERING PRACTICUM II | 4 quarter hours**(Undergraduate)**

The second course in a two-course sequence in which students work in small groups to implement a cyber-physical system.

CSE 393 is a prerequisite for this class.

CSE 424 | NETWORKING FOR CYBER-PHYSICAL SYSTEMS | 4 quarter hours**(Graduate)**

Overview of computer network technologies used in cyber-physical systems. Topics covered wired and wireless network protocol stacks, serialization, real-time network programming, and utilizing cloud-based services.

CSC 407 is a prerequisite for this class.

CSE 426 | CYBER-PHYSICAL SYSTEM SECURITY | 4 quarter hours**(Graduate)**

Design for cyber-physical system (CPS) security, security breaches and enforcement, standardization, best practices, security policies, security threat and protection-in-depth modeling, vulnerability and risk assessment for cyber-physical systems, CPS security incidents and trends. Students will carry out a CPS security-related independent project.

CSC 407 is a prerequisite for this class.

CSE 431 | CYBER-PHYSICAL SYSTEMS ENGINEERING I | 4 quarter hours**(Graduate)**

The first in a three-course sequence that provides a comprehensive overview of core CPS topics in an application-driven context and with an emphasis on fundamental engineering design principles of modularity and abstraction. This first course focuses on electromagnetics and circuit analysis with applications to displays, touchpads, cameras, memory, batteries, GPS, and wireless communications. Labs will be used to apply the concepts covered in class in the context of managing hardware devices and building cyber-physical system prototypes. **PREREQUISITES:** linear algebra and a year of college physics and CSC 407.

CSE 432 | CYBER-PHYSICAL SYSTEMS ENGINEERING II | 4 quarter hours**(Graduate)**

The second in a three-course sequence that provides a comprehensive overview of core CPS topics in an application-driven context and with an emphasis on fundamental engineering design principles of modularity and abstraction. This second course covers more advanced concept in electromagnetism and electronics (transistors, amplifiers and circuit interfaces and operational amplifiers) and abstractions such as state machines along with probabilistic inference and state space search. Labs will be used to apply the concepts covered in class in the context of managing hardware devices and building cyber-physical system prototypes.

CSE 431 is a prerequisite for this class.

CSE 433 | CYBER-PHYSICAL SYSTEMS ENGINEERING III | 4 quarter hours**(Graduate)**

The third in a three-course sequence that provides a comprehensive overview of core CPS topics in an application-driven context and with an emphasis on fundamental engineering design principles of modularity and abstraction. This third course introduces signals and analog and digital signal processing, sampling and quantization, and control. Labs will be used to apply the concepts covered in class in the context of managing hardware devices and building cyber-physical system prototypes.

CSE 432 is a prerequisite for this class.

CSE 441 | DIGITAL SYSTEMS | 4 quarter hours**(Graduate)**

Design and implementation of digital systems using transistor-transistor logic (TTL), SystemVerilog, and field-programmable gate arrays (FPGAs). Topics include combinational and sequential logic, storage elements, input/output, timing analysis, design tradeoffs, synchronous and asynchronous design methods.

CSE 432 is a prerequisite for this class.

CSE 442 | COMPUTER SYSTEM ORGANIZATION AND DESIGN | 4 quarter hours**(Graduate)**

Overview of the design of hardware elements of computer systems. Topics include instruction set design, processor micro-architecture and pipelining, cache and virtual memory organizations, protection and sharing, I/O and interrupts, and multithreaded architectures, and embedded systems.

CSC 407 is a prerequisite for this class.

**CSE 451 | EMBEDDED SYSTEMS I | 4 quarter hours
(Graduate)**

The first of a two course sequence on programming embedded architectures in devices such as smartphones, portable gaming devices, and robots. Topics covered include embedded architectures, interaction with devices (buses, memory architectures, memory management, device drivers) and concurrency (software and hardware interrupts, timers).

CSC 407 is a prerequisite for this class.

**CSE 452 | EMBEDDED SYSTEMS II | 4 quarter hours
(Graduate)**

The second of a two course sequence on programming embedded architectures in devices such as smartphones, portable gaming devices, and robots. Topics may include real-time principles (multi-tasking, scheduling, synchronization), implementation trade-offs, profiling and code optimization (for performance and memory), and embedded software (exception handling, loading, mode-switching, programming embedded systems).

CSE 451 is a prerequisite for this class.

**CSE 462 | FOUNDATIONS OF CYBER-PHYSICAL COMPUTING | 4 quarter hours
(Graduate)**

This course covers the modeling, design, and analysis of cyber-physical systems that integrate computation and physical processes. It introduces formal models that support abstractions to manage the complexity of a system design and verify the system implementation correctness. Topics include safety and liveness requirements, temporal logic, model checking, deductive verification, stability analysis of linear systems, and real-time scheduling algorithms.

CSE 433 is a prerequisite for this class.

**CSE 464 | RAPID PROTOTYPING TECHNOLOGIES | 4 quarter hours
(Graduate)**

An overview of computer-aided design for 3-D modeling and prototype fabrication using 3-D printing and other technologies. **PREREQUISITES:** linear algebra.

**CSE 475 | INTRODUCTION TO ROBOTICS (FORMERLY CSC 475) | 4 quarter hours
(Graduate)**

An introduction to the field of Robotics. Topics include history of robotics, kinematics, control theory, and sensor theory. A large portion of class time will be lab based, building and programming robots using the Lego Mindstorms NXT Robotics Kit. The programming will be using a C derivative and knowledge of C and general systems concepts is required.

CSC 403 and CSC 421 are prerequisites for this class.

**CSE 476 | LINEAR SYSTEMS | 4 quarter hours
(Graduate)**

A comprehensive overview of modeling and analysis of dynamic systems including mechanical, electrical, electro-mechanical, thermal, and fluid systems. Topics include modeling using state-variable equations, input-output differential equations, transfer functions, and block diagrams, analytical solutions using the Laplace transform, and applications to modeling and designing feedback control systems.

CSE 433 is a prerequisite for this class.

**CSE 477 | INTRO TO MECHATRONICS | 4 quarter hours
(Graduate)**

Design and development of a mechatronic system incorporating sensors, actuators, and artificial intelligence.

CSE 432 is a prerequisite for this class.

**CSE 527 | CPSE MASTER'S PROJECT | 4 quarter hours
(Graduate)**

Students will work in small groups to implement a cyber-physical system.

CSE 433 and CSE 452 are prerequisites for this class.

Cybersecurity (CSEC)

**CSEC 228 | LEGAL, ETHICAL AND SOCIAL ISSUES IN INFORMATION SECURITY (FORMERLY CNS 228) | 4 quarter hours
(Undergraduate)**

This course is designed to acquaint students with electronic privacy, security and ethics. Students will gain an understanding of information ethics, existing and emerging cyber-laws, organizational liability issues, and explore several Codes of Ethics. Students will learn about real and potential security issues, steps that can be taken to create environments of trust, how to evaluate the strengths and weaknesses of a firm's information resource environment, and risk management and operation feasibility issues.

**CSEC 320 | COMPUTER FORENSIC AND INCIDENT RESPONSE (FORMERLY CNS 320) | 4 quarter hours
(Undergraduate)**

Introduction to the topics of computer forensic, computer crimes, response to security incidents, Cybercrime investigation and prosecution. Students will learn how an organization can setup a security response team, prepare for Security incidents and manage these incidents.

CSEC 378 or CSC 374 is a prerequisite for this class

**CSEC 328 | FUNDAMENTALS OF IT RISK | 4 quarter hours
(Undergraduate)**

This course describes the principles of IT risk management, responsibilities and accountability for IT risk, ways to develop risk awareness, and how to communicate risk scenarios, business impacts and key risk indicators. The course covers risk identification, evaluation, and response; students will have the opportunity to create a business-focused, process-oriented and measurement-driven risk response plan.

**CSEC 340 | FUNDAMENTALS OF INFORMATION ASSURANCE (FORMERLY CNS 340) | 4 quarter hours
(Undergraduate)**

This course is a survey of the fundamental elements of computer security and information assurance. Topics may include confidentiality, integrity, and availability; security policies; authentication; access control; risk management; threat and vulnerability assessment; common attack/defense methods; ethical issues.

**CSEC 342 | CYBERSECURITY OPERATIONS (FORMERLY CNS 342) | 4 quarter hours
(Undergraduate)**

The Cybersecurity Operations course presents the knowledge and skills needed for a Security Analyst in a typical Security Operations Center environment. The course covers the core security skills needed for monitoring, detecting, investigating, analyzing and responding to security events. Extensive laboratory exercises are included to apply knowledge learned in the lectures and allow the students to implement typical SOC tools. In addition to technologies, the course will also cover cybersecurity operations network principles, roles and responsibilities as well as the related technologies, tools, regulations and security frameworks.

CSEC 345 | HUMAN-CENTERED CYBERSECURITY (FORMERLY CNS 345) | 4 quarter hours (Undergraduate)

A survey of behavioral theories relevant in cybersecurity context. Topics include economic theories of decision making, heuristics, biases, and bounded rationality, signal detection theory, mental models, social engineering, game theory, information search, and cognitive engineering. Students work on term paper describing potential application(s) of a theory of their choice in cybersecurity context. PREREQUISITE(S): IT 263 or CSC 242.

CSEC 348 | ONLINE MISINFORMATION AND DISINFORMATION OPERATIONS | 4 quarter hours (Undergraduate)

A hands-on course in which students familiarize themselves with the concepts of information operations, dissemination of misinformation and disinformation online (e.g. social media platforms, Wikipedia, forums, chatrooms, etc.), fact checking, automated detection, evasion, and the lifecycle of alternative narratives. Antecedents, cognitive predispositions, and the history of misinformation and disinformation in human evolution as well as societies are also discussed. Students work on a misinformation labeling of social media posts for their final project.

CSEC 355 | PHYSICAL AND IT SECURITY CONVERGENCE (FORMERLY CNS 355) | 4 quarter hours (Undergraduate)

This course introduces students to the fundamental processes associated with the Physical Security discipline. This course will present the convergence of IT Security and Corporate Physical Security, focusing on where convergence takes place - at the technology, process and function level. Students will look at real-world illustrations of implementation and analyze perceived efficiencies and cost-savings. This course is designed for students who desire to understand physical and IT security in the framework of Enterprise Risk Management.

CSEC 356 | APPLIED SOCIAL ENGINEERING | 4 quarter hours (Undergraduate)

A hands-on course in which students investigate social engineering attacks in controlled lab environments and develop technical, policy, and risk management responses. Topics include: social engineering mechanics, principles of persuasion, preparation, traditional social engineering attacks and defenses, Ambient Tactical Deception (ATD), false information online, ethical aspects of social engineering, and automation/machine learning support for social engineering. Students work on an individual social engineering training scenario for their final project.

CSEC 366 | CRITICAL INFRASTRUCTURE AND CONTROL SYSTEMS CYBERSECURITY (FORMERLY CNS 366) | 4 quarter hours (Undergraduate)

This course is an introduction to the cybersecurity challenges for control systems present in industry, homes and traditional businesses such as manufacturing. Topics covered include the design and setup of Supervisory Control and Data Acquisition (SCADA) systems, Distributed Control Systems (DCS), and Programmable Logic Controller (PLC) systems. As these systems are typically designed without any intrinsic security mechanism, we will study the challenges of protecting them and how to employ a defense-in-depth methodology to secure them. This class will focus on the security risks of critical infrastructure systems (such as Electrical, Pipelines, Water/Wastewater and transportation) and methods to protect them. PREREQUISITE(S): CSEC 340 or NET 377 or IT 263.

CSEC 378 | HOST BASED SECURITY (FORMERLY CNS 378) | 4 quarter hours (Undergraduate)

Principles of host based security. Review of security methods used to ensure the confidentiality, integrity, and availability of the information stored on a host. The class will cover OS configuration, access control, anti-malware, public facing application security, host-based intrusion detection/prevention, host-based firewalls and audit & compliance. Course includes laboratory work with both the Linux and Windows operating systems.

NET 363 or CSC 374 is a prerequisite for this class.

CSEC 380 | ADVANCED CYBERSECURITY AUTOMATION (FORMERLY CNS 380) | 4 quarter hours (Undergraduate)

This hands-on course will introduce students to real world exercises and scenarios. Students will create tools to perform automation, monitoring, red and blue team operations. Techniques will be applied to topics such as operating systems, infrastructure hardening, virtualization, sandboxing, incident response, and web applications.

CSEC 388 | SECURITY TESTING AND ASSESSMENT (FORMERLY CNS 388) | 4 quarter hours (Undergraduate)

Vulnerability assessment and ethical security testing; review of ethical concerns and legal issues associated with security testing activities; study and analysis of the defensive mechanisms used to mitigate such threats. There will be extensive hands-on laboratory exercises.

CSEC 340 and CSEC 378 are prerequisites for this class.

CSEC 389 | CYBER DEFENSE EXERCISES AND ATTACK RESPONSES (FORMERLY CNS 389) | 4 quarter hours (Undergraduate)

This is a hands-on, lab based applied security course in which students will work in teams to defend against cyber-attacks and implement services in a hostile cyber environment. Most activities will be derived from Cyber Dense and Cyber League competitions and will prepare students to participate and excel in these competitions. This course is open to all students, including students inexperienced in Cyber Defense competitions. Repeat enrollment is encouraged.

CSEC 340 and CSEC 378 are prerequisites for this class.

CSEC 390 | VULNERABILITY ASSESSMENT FOR COMMUNITY-BASED ORGANIZATIONS (FORMERLY CNS 390) | 4 quarter hours (Undergraduate)

This service learning course prepares students with real-world experience by partnering with a non-profit, community-based organization to identify information security vulnerabilities and propose recommendations that improve the organization's security and privacy practices. Within the context of an assigned community-based organization, students will work in teams to conduct a vulnerability assessment; identify and propose cost-effective safeguards that may be administrative, technical, or physical; define a plan to test, monitor, and train system users on recommended security safeguards, and; document project deliverables for the organization's management. The course emphasizes hands-on exercises and student reflection on a community-based term project.

**CSEC 394 | INFORMATION SYSTEMS SECURITY ENGINEERING I
(FORMERLY CNS 394) | 4 quarter hours
(Undergraduate)**

This course requires students to apply Information System Security Engineering methods and processes to design, document and implement comprehensive security infrastructures in realistic scenarios. Students will work in teams through the entire life cycle of a Security infrastructure project from needs discovery, threat assessment, architecture design, implementation, effectiveness assessment and auditing. The course is designed to span two quarters. In this first quarter, students will learn the Information Systems Security Engineering process and perform asset identification, threat assessment and system requirement specification.

NET 377 and NET 379 and CSEC 388 are prerequisites for this course.

**CSEC 395 | INFORMATION SYSTEMS SECURITY ENGINEERING II
(FORMERLY CNS 395) | 4 quarter hours
(Undergraduate)**

This senior project capstone course requires students to apply Information System Security Engineering methods and processes to perform the design and implementation of Information Systems Security infrastructures. The human and sociological impacts of Information Security will be studied with a particular focus on privacy issues, ethical use of Security tools and cultural and legal difference that exist in a globally connected but diverse world.

CSEC 394 is a prerequisite for this class.

**CSEC 397 | TOPICS IN COMPUTER, INFORMATION AND NETWORK
SECURITY FORMERLY CNS 397) | 1-4 quarter hours
(Undergraduate)**

May be repeated for credit. (1 quarter hour)

**CSEC 399 | INDEPENDENT STUDY (FORMERLY CNS 399) | 1-8 quarter
hours
(Undergraduate)**

Variable credit. PREREQUISITE(S): Consent of dean. (variable credit)

**CSEC 418 | INTRODUCTION TO HOST SECURITY (FORMERLY CNS 418) |
4 quarter hours
(Graduate)**

Principles of host based security. Review of security methods used to ensure the confidentiality, integrity, and availability of the information stored on a host. The class will cover OS configuration, access control, anti-malware, public facing application security, host-based intrusion detection/prevention, host-based firewalls and audit & compliance. Course includes laboratory work with both the Linux and Windows operating systems.

NET 405 is a prerequisite for this class.

**CSEC 428 | IT RISK MANAGEMENT | 4 quarter hours
(Graduate)**

This course provides an in-depth view of IT-related business risk management and the methodology that includes risk identification, evaluation and response. The course describes the principles of IT risk management, responsibilities and accountability for IT risk, how to build risk awareness, and how to communicate risk scenarios, business impacts and key risk indicators. Students will have the opportunity to create a business-focused, process-oriented and measurement-driven risk response plan; the course will also prepare students for the IT Risk Fundamentals Certificate offered by ISACA.

**CSEC 440 | INFORMATION SECURITY MANAGEMENT (FORMERLY CNS
440) | 4 quarter hours
(Graduate)**

Survey of information security management as it applies to information systems analysis, design, and operations. Managing information assets and the security infrastructure. Emphasis on managing security-related risk, as well as the process of developing, implementing, and maintaining organizational policies, standards, procedures, and guidelines. Identifying and evaluating information assets, threats, and vulnerabilities. Quantitative and qualitative risk analysis, risk mitigation, residual risk, and risk treatment as they relate to information security. Topics include information security vulnerabilities, threats, and risk management; security policies and standards; security audits; access controls; network perimeter protection, data protection; physical security; security education training and awareness. Introduction to compliance, as well as the CISSP domains.

**CSEC 445 | HUMAN-CENTERED CYBERSECURITY (FORMERLY CNS 445)
| 4 quarter hours
(Graduate)**

Application of behavioral theories in cybersecurity context. Topics include economic theories of decision making, heuristics, biases, and bounded rationality, signal detection theory, mental models, social engineering, game theory, information search, and cognitive engineering. Students work on an individual project applying one of these theories to a practical cybersecurity scenario of their choice.

**CSEC 446 | SECURE DESIGN (FORMERLY CNS 446) | 4 quarter hours
(Graduate)**

Secure design is a cross-disciplinary approach to cybersecurity and user-centered design. The course includes hands-on, interactive activities focused on secure designs for Internet-of-Things (IoT) technologies. Topics include: principles of visual design, user-centered design, mental models, heuristics, bounded rationality, applied cybersecurity, prototyping, and usability testing. Students will work on a class long project that will employ the principles of secure design to develop a secure yet usable prototype of an IoT device.

**CSEC 448 | ONLINE MISINFORMATION AND DISINFORMATION
OPERATIONS | 4 quarter hours
(Graduate)**

A hands-on course in which students familiarize themselves with the concepts of information operations, dissemination of misinformation and disinformation online (e.g. social media platforms, Wikipedia, forums, chatrooms, etc.), fact checking, automated detection, evasion, and the lifecycle of alternative narratives. Antecedents, cognitive predispositions, and the history of misinformation and disinformation in human evolution as well as societies are also discussed. Students work on the design of an experimental social media platform for socially calibrated misinformation and disinformation containment for their final project.

**CSEC 450 | DIGITAL FORENSIC TECHNIQUES (FORMERLY CNS 450) | 4
quarter hours
(Graduate)**

This course focuses on the forensic acquisition, analysis and presentation of data from computer systems. This course covers: preservation and interpretation of evidence; forensic imaging; file systems and data recovery; Windows registry forensics; internet history and social media analysis; mobile device forensics; timeline analysis; incident response and writing expert reports and testimony.

CSC 407 or CSEC 418 is a prerequisite for this class.

CSEC 455 | PHYSICAL AND IT SECURITY CONVERGENCE (FORMERLY CNS 455) | 4 quarter hours (Graduate)

This course introduces students to the fundamental processes associated with the Physical Security discipline. This course will present the convergence of IT Security and Corporate Physical Security, focusing on where convergence takes place - at the technology, process and function level. Students will look at real-world illustrations of implementation and analyze perceived efficiencies and cost-savings. This course is designed for students who desire to understand physical and IT security in the framework of Enterprise Risk Management.

CSEC 456 | APPLIED SOCIAL ENGINEERING | 4 quarter hours (Graduate)

A hands-on course in which students investigate social engineering attacks in controlled lab environments and develop technical, policy, and risk management responses. Topics include: social engineering mechanics, principles of persuasion, preparation, traditional social engineering attacks and defenses, Ambient Tactical Deception (ATD), false information online, ethical aspects of social engineering, and automation/machine learning support for social engineering. Students work on an individual design, exploit, detection, prevention, and deterrence in a practical social engineering scenario of their choice for their final project. Students work on designing, implementing, and testing an automation/machine learning tool for detecting social engineering on Twitter for their final project.

CSEC 466 | CRITICAL INFRASTRUCTURE AND CONTROL SYSTEMS CYBERSECURITY (FORMERLY CNS 466) | 4 quarter hours (Graduate)

This course is an introduction to the cybersecurity challenges for control systems present in industry, homes and traditional businesses such as manufacturing. Topics covered include the design and setup of Supervisory Control and Data Acquisition (SCADA) systems, Distributed Control Systems (DCS), and Programmable Logic Controller (PLC) systems. As these systems are typically designed without any intrinsic security mechanism, we will study the challenges of protecting them and how to employ a defense-in-depth methodology to secure them. This class will focus on the security risks of critical infrastructure systems (such as Electrical, Pipelines, Water/Wastewater and transportation) and methods to protect them.

CSEC 440 or NET 477 is a prerequisite for this class.

CSEC 477 | GOVERNANCE POLICIES IN INFORMATION ASSURANCE (FORMERLY CNS 477) | 4 quarter hours (Graduate)

This course focuses on assessment of business risks arising from information security and privacy issues, as well as the creation and implementation of policies that ensure compliance with laws and industry standards. It is a complement to IS 482, which focuses on the legal standards to which people and organizations are held under laws and regulations that concern computing and information technology. Legal issues arising under information security and control frameworks, such as COBIT and ISO17799, are considered. Topics include privacy laws, payment card industry standards, information security measures mandated by select federal statutes (e.g., HIPAA, Gramm-Leach-Bliley and Sarbanes-Oxley), data breach notification, governance and policy development, e-discovery, contracts, intellectual property, and security risk assessments.

CSEC 440 is a prerequisite for this class

CSEC 480 | CYBERSECURITY AUTOMATION OPERATIONS | 4 quarter hours (Graduate)

This intermediate course will build upon basic programming and cybersecurity knowledge to enable students to combine programming with real-world cybersecurity skills. Students will create scripts to perform automation, monitoring, red and blue team operations. Scripting will be applied to topics such as operating systems, networking, incident response, and web applications. Students will also learn about revision control, automation deployment options, and containerization.

CSC 401 and (CSEC 418 or CSC 407) are prerequisites for this class.

CSEC 488 | SECURITY TESTING AND ASSESSMENT (FORMERLY CNS 488) | 4 quarter hours (Graduate)

Methodologies and tools for performing vulnerability testing; management of security testing initiatives and activities; review of the different types of assessments, legal issues, ethical concerns. Defensive mechanisms to mitigate the risks illustrated by the assessment using Defense-In-Depth architectures. Concepts illustrated using hands-on lab exercises.

CSEC 440 and CSEC 418 are prerequisites for this class.

CSEC 489 | ADVANCED CYBER ATTACK RESPONSES AND DEFENSES (FORMERLY CNS 489) | 4 quarter hours (Graduate)

This lab-based applied security course introduces students to advanced cyber defense and cyber-attack response. Students manage and organize teams to defend against cyber-attacks and implement services in a hostile cyber environment. Most activities will be derived from Cyber Defense and Cyber League competitions and will prepare students to participate and excel in these competitions. This course is open to all students, including students inexperienced in Cyber Defense competitions. Repeat enrollment is encouraged.

CSEC 440 and CSEC 418 are prerequisites for this class.

CSEC 490 | INFORMATION SECURITY RISK ASSESSMENT FOR NON-PROFIT ORGANIZATIONS (FORMERLY CNS 490) | 4 quarter hours (Graduate)

Students taking this course will gain real-world experience by partnering with a non-profit, community-based organization to assess information security needs and propose recommendations that improve the organization's security and privacy practices. Within the context of an assigned non-profit organization, students will work in teams to conduct a security risk assessment using industry standards as guidance; write a formal risk assessment report for the organization's management; identify and propose cost-effective security safeguards that may consist of security policies, technologies, or procedures; define a plan to test, monitor, and train system users on recommended security safeguards.

CSEC 440 is a prerequisite for this class

CSEC 533 | ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE (FORMERLY CNS 533) | 4 quarter hours (Graduate)

Design, implementation, support and management of control methods in enterprise environments. Focus is on how these controls can help organizations achieve regulatory compliance. Review of Sarbanes-Oxley and its impact on IT systems. Detailed study of how risk assessment methods, information security program management and ERP systems can be used to fulfill regulatory and legal requirements. Control Objectives for Information and related Technology (COBIT) guidelines and best practices for SOX compliance. Security management standards (ISO 17799, BS 7799 and ISO 27001) .

CSEC 440 is a prerequisite for this class

CSEC 587 | INFORMATION SECURITY GOVERNANCE (FORMERLY CNS 587) | 4 quarter hours
(Graduate)

In this course, students apply their knowledge of information security and regulatory compliance to analysis and evaluation of governance, risk management, and compliance problems. Students will learn the meaning of IT governance by examining the differences between governance and management; gaining hands-on application of industry governance frameworks; evaluating an information security program; defining incidence response policy; assessing risk; and defining regulatory compliance strategy. Students will discover how good information security governance adds value to an organization.

CNS 477 and (IS 444 or CNS 490 or CNS 533 or CSC 439 or NET 577) are prerequisites for this class.

CSEC 594 | COMPUTER INFORMATION AND NETWORK SECURITY CAPSTONE (FORMERLY CNS 594) | 4 quarter hours
(Graduate)

Design, setup and configuration of realistic enterprise computing and networking environments. Securing the infrastructure and integration of different services and technology in efficient, secured and redundant manners. Technologies will include: open-source and commercial products, firewalls, Virtual Private Networks (VPNs), authentication systems, Intrusion Detection Systems (IDS), advanced routing mechanisms (OSPF, BGP, IS-IS), highly redundant and robust networking.

NET 477 or CSEC 533 is a prerequisite for this class.

CSEC 597 | TOPICS IN COMPUTER INFORMATION AND NETWORK SECURITY (FORMERLY CNS 597) | 1-4 quarter hours
(Graduate)

Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit. PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor. (variable credit)

CSEC 599 | INDEPENDENT STUDY (FORMERLY CNS 599) | 1-4 quarter hours
(Graduate)

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit. PREREQUISITE(S): None. (variable credit)

Data Science (DSC)

DSC 323 | DATA ANALYSIS AND REGRESSION | 4 quarter hours
(Undergraduate)

Topics include multiple regression and correlation methods, model building and validation processes, analysis of variance, logistic regression and regularized regression techniques.

IT 223 or MAT 351 or MAT 137 is a prerequisite for this course.

DSC 324 | ADVANCED DATA ANALYSIS | 4 quarter hours
(Undergraduate)

The course will teach advanced statistical techniques to discover information from large sets of data. The course topics include visualization techniques to summarize and display high dimensional data, dimensional reduction techniques such as principal component analysis and factor analysis, clustering techniques for discovering patterns from large datasets, and classification techniques for decision making. The methods will be implemented using standard computer packages.

CSC 324 or DSC 323 or consent of instructor is a prerequisite for this class.

DSC 333 | INTRODUCTION TO BIG DATA PROCESSING | 4 quarter hours
(Undergraduate)

This course will explore different approaches and a framework for performing data analytics on a dynamic, heterogeneous cluster of computing nodes. The course will begin with studying principles behind MapReduce and implementation of custom distributed queries using Hadoop. It will then expand to cover higher-level languages and tools within Hadoop ecosystem (e.g., Pig, Hive) and cluster configuration techniques. Finally, the course will delve into a comparative evaluation of several NoSQL and NewSQL databases that make fundamentally different assumptions for data processing (e.g., OLAP vs OLTP, disk-bound vs in-memory or real-time streaming data). The primary focus of the course will be hands-on implementation and tuning performance for large-scale clusters and data sets.

CSC 355 is a prerequisite for this class.

DSC 341 | FOUNDATIONS OF DATA SCIENCE | 4 quarter hours
(Undergraduate)

The course is an introduction to the Data Mining (DM) stages and its methodologies. The course provides students with an overview of the relationship between data warehousing and DM, and also covers the differences between database query tools and DM. Possible DM methodologies to be covered in the course include: multiple linear regression, clustering, k-nearest neighbor, decision trees, and multidimensional scaling. These methodologies will be augmented with real world examples from different domains such as marketing, e-commerce, and information systems. If time permits, additional topics may include privacy and security issues in data mining. The emphasis of this course is on methodologies and applications, not on their mathematical foundations.

IT 223 (or MAT 137 or MAT 242 or MAT 341 or MAT 353) is a prerequisite for this class.

DSC 345 | MACHINE LEARNING | 4 quarter hours
(Undergraduate)

This course introduces students to machine learning techniques and builds upon the background and skills learned in the previous data science and statistics courses. The course topics include advanced methods and algorithms for supervised and unsupervised learning, and ensemble methods. Through research paper discussion and hands-on assignments, the course will also cover recent applications of machine learning, such as autonomous navigation, biomedical informatics, biometrics, and text and web mining.

(CSC 367 or DSC 341) and (CSC 334 or DSC 324) are prerequisites for this class.

DSC 365 | DATA VISUALIZATION | 4 quarter hours
(Undergraduate)

This course will be an introduction to data visualization techniques for exploration and analysis of data sets from a wide range of fields including commercial, financial, medical, scientific and engineering applications. Topics will include visual encoding of numeric data, effective visualization design, graphical integrity, visualizing distributions and correlation, false-color techniques for feature extraction and enhancement, basic network graph visualization, geospatial visualization and some additional topics.

(IT 223 or MAT 137) and CSC 241 and CSC 241 are prerequisites for this class.

DSC 390 | TOPICS IN DATA SCIENCE | 4 quarter hours
(Undergraduate)

Specific topics will be selected by the instructor and may vary each quarter. This course is repeatable.

**DSC 394 | DATA SCIENCE PROJECT | 4 quarter hours
(Undergraduate)**

This course provides students with the opportunity to apply and integrate the knowledge they have acquired during the degree program. Students may work in teams and will work on real world data analytics projects using their skills and knowledge. At the end of the course, they submit a complete report summarizing analyses and study outcomes, and present results to the class.

(CSC 367 or DSC 341) and CSC 301 are prerequisites for this class.

**DSC 423 | DATA ANALYSIS AND REGRESSION | 4 quarter hours
(Graduate)**

Multiple regression and correlation, residual analysis, analysis of variance, and robustness. These topics will be studied from a data analytic perspective, supported by an investigation of available statistical software.

IT 403 is a prerequisite for this class.

**DSC 424 | ADVANCED DATA ANALYSIS | 4 quarter hours
(Graduate)**

The course will teach advanced statistical techniques to discover information from large sets of data. The course topics include visualization techniques to summarize and display high dimensional data, dimensional reduction techniques such as principal component analysis and factor analysis, clustering techniques for discovering patterns from large datasets, and classification techniques for decision making. The methods will be implemented using standard computer packages.

CSC 423 or DSC 423 or consent of instructor is a prerequisite for this class.

**DSC 425 | TIME SERIES ANALYSIS AND FORECASTING | 4 quarter hours
(Graduate)**

The course introduces students to statistical models for time series analysis and forecasting. The course topics include: autocorrelated data analysis, Box-Jenkins models (autoregressive, moving average, and autoregressive moving average models), analysis of seasonality, volatility models (GARCH-type, GARCH-M type, etc.), forecasting evaluation and diagnostics checking. The course will emphasize applications to financial data, volatility modeling and risk management. Real examples will be used throughout the course.

CSC 423 or DSC 423 or MAT 456 or consent is a prerequisite for this class.

**DSC 430 | PYTHON PROGRAMMING | 4 quarter hours
(Graduate)**

This course builds the skills necessary to use Python to develop larger programs and libraries. Students will learn to design, implement and debug Python functions and programs, including stochastic and object-oriented techniques. The course will cover Python data structures, and Python facilities for working with files, strings, regular expressions, databases and URLs. The course will also include an introduction to the Pandas package for data management, the NumPy package for scientific computing, and the Matplotlib package for visualization.

CSC 401 or IS 411 is a prerequisite for this class.

**DSC 433 | SCRIPTING FOR DATA ANALYSIS | 4 quarter hours
(Graduate)**

Data access and transformation with modern statistical software such as SAS and R. Report writing, data graphing and visualization, writing macros and functions to automate tasks and statistical analyses.

IT 403 and (CSC 401 or IT 411) are prerequisites for this class.

**DSC 441 | FUNDAMENTALS OF DATA SCIENCE | 4 quarter hours
(Graduate)**

An introduction to the Knowledge Discovery Technologies covering all stages of a data mining process: domain understanding, data collection and selection, data cleaning and transformation, dimensionality reduction, pattern discovery, evaluation, and knowledge extraction. The course provides a comprehensive overview of data mining techniques used to realize these stages, including traditional statistical analysis and machine learning techniques. Students will analyze large datasets and develop modeling solutions to support decision making in various domains such as healthcare, finance, security, marketing, customer relationship management (CRM), and multimedia.

IT 403 or DSC 423 or ECO 520 is a prerequisite for this class.

**DSC 450 | DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS | 4 quarter hours
(Graduate)**

The course covers core concepts of database systems with focus on applications in large-scale analytics. Topics include relational databases, scheme normalization, SQL queries for data integration and data cleaning, database programming for ETL, and nontraditional database systems for unstructured data.

DSC 430 is a prerequisite for this class.

**DSC 465 | DATA VISUALIZATION | 4 quarter hours
(Graduate)**

An introduction to data visualization techniques to enhance the exploration and analysis of large data sets from a wide range of fields including commercial, financial, medical, scientific and engineering applications. Topics include visual encoding of numeric data, graphical integrity and effective visualization design, visualizing distributions and correlation, false-color techniques for feature extraction and enhancement, basic network visualization and graph layout, isosurface generation, geospatial visualization and volumetric rendering techniques. The course explores both existing visualization software packages and code interfaces for data visualization.

(IT 403 or MAT 453) and (CSC 401 or IT 411 or IS 411 or MAT 449) are prerequisites for this class.

**DSC 478 | PROGRAMMING MACHINE LEARNING APPLICATIONS | 4 quarter hours
(Graduate)**

The course will focus on the implementations of various data mining and machine learning techniques using a high-level programming language. Students will have hands on experience developing both supervised and unsupervised machine learning algorithms and will learn how to employ these techniques in the context of popular applications including automatic personalization, recommender systems, searching and ranking, text mining, group and community discovery, and social media analytics.

(DSC 441 and DSC 430) or CSC 480 are prerequisites for this class.

**DSC 480 | SOCIAL NETWORK ANALYSIS | 4 quarter hours
(Graduate)**

This course is an introduction to the concepts and methods of social network analysis. Students will learn to extract and manage data about network structure and dynamics, and to analyze, model and visualize such data. Students will use software tools to model and visualize network structure and dynamics. Specific network applications to be discussed include online social networks, collaboration networks, and communication networks.

(DSC 423 or SOC 412 or PSY 411) is a prerequisite for this class.

**DSC 484 | WEB DATA MINING | 4 quarter hours
(Graduate)**

An in-depth study of the knowledge discovery process and its applications in Web mining, Web analytics and business intelligence. The course provides coverage of various aspects of data collection and preprocessing, as well as basic data mining techniques for segmentation, classification, predictive modeling, association analysis, and sequential pattern discovery. The primary focus of the course is the application of these techniques to Web analytics, user behavior modeling, e-metrics for business intelligence, Web personalization and recommender systems. Also addressed are privacy and ethical issues related to Web data mining. Students can choose from three types of final course projects: implementation projects, research papers, or data analysis projects. Throughout the course, the students will learn and use a variety of data mining tools to analyze sample data sets as part of class assignments. **IT 403 and (CSC 451 or CSC 453 or CSC 455 or DSC 450) are prerequisites for this class.**

**DSC 510 | HEALTH DATA SCIENCE | 4 quarter hours
(Graduate)**

The course will focus on data science methods used in clinical studies and public health applications. Students will be introduced to a variety of health care data from electronic health records to payer data, geospatial and unstructured data, and will learn how to solve data science problems in the health sector. Topics include overview of healthcare analytics and typical research questions, epidemiology, data ethics, governance and security, applications of modeling techniques and machine learning methods to a variety of case studies in health care. **DSC 441 is a prerequisite for this class.**

**DSC 540 | ADVANCED MACHINE LEARNING | 4 quarter hours
(Graduate)**

The course is for students with prior background in data mining or machine learning techniques, and covers more advanced modeling techniques, including ensemble learning, extended linear models such as support vector machines, probabilistic graphical models, mixture and latent variable models, matrix factorization and link analysis. Application of the models will be presented in popular domains such as Web and social media analytics, text mining, crime analysis, community discovery, and health informatics.

CSC 412 and (DSC 441 or CSC 480) are prerequisites for this class.

**DSC 590 | TOPICS IN DATA SCIENCE | 4 quarter hours
(Graduate)**

Specific topics will be selected by the instructor and may vary each quarter. This course is repeatable.

**DSC 672 | DATA SCIENCE CAPSTONE | 4 quarter hours
(Graduate)**

The capstone course provides an opportunity for students to integrate and apply the analytics skills and knowledge learned in the classroom to real world data. Students work in teams on a large scale analytics project. At the end of the course, students submit a report summarizing their analyses and study outcomes, and present results to the class. **PREREQUISITE(S):** Instructor consent required.

Decision Analytics (DA)

**DA 150 | ANALYTICS IN ACTION SEMINARS | 2 quarter hours
(Undergraduate)**

In these seminars, students describe and assess how they have applied or are applying something that they have learned to their work in industry or community, and students learn from practicing decision analytics professionals about the specific opportunities and challenges these individuals encounter in their work with data. (2-4 quarter hours)

**DA 200 | DATA ANALYTICS | 4 quarter hours
(Undergraduate)**

This course is designed as an introduction to fundamental techniques of data analytics and the various fields, such as various business and decision sciences (accountancy, economics, finance, marketing, management, operations, and healthcare), which use data to gain insights and make informed decisions. In this course students will learn various analytical tools and demonstrate their ability to execute, understand, present, and discuss analytical results. Thus, building a strong foundation in supporting data-driven decision making in various fields of interest. Major topics include the applications of logical and financial functions; data visualization and manipulation, and what-if analysis. (4 credit hours)

**DA 220 | DATA MINING | 2-4 quarter hours
(Undergraduate)**

In this course, students will be introduced to data mining and will learn techniques including cluster, classification, association, and decision tree analysis to discover patterns in datasets. Students are expected to have a good understanding of databases and parametric statistics prior to the course. The course is highly applied and hands-on, using a problem-based approach to problem solving. Pre-Requisites: IT 223 Data Analysis and IT 240 Introduction to Databases. (2-4 quarter hours)

**DA 233 | APPLIED INFORMATION MANAGEMENT SYSTEMS | 4 quarter hours
(Undergraduate)**

This course introduces students to the key concepts in the field of Management Information Systems (MIS) and enhances understanding of the issues that business organizations face when developing and managing information systems. In this course, students will be presented with a broad overview of the field to first examine the increasing impact of information technology in business organizations, and second, in preparation for more advanced courses in data analytics and information systems. Specifically, the three major topics covered include (1) e-businesses and networks, (2) databases, as well as (3) enterprise resource planning (ERP) and process models. These topics are designed to prepare students for further inquiry on web analytics, data mining, project management, supply chain management, as well as business in general. By completing the course, students should be better equipped to apply IT skills to solve business problems, to participate in IT projects, and to communicate more knowledgeably with IT professionals. (4 quarter hours)

**DA 240 | TEXT ANALYTICS | 2 quarter hours
(Undergraduate)**

Although analytics can be thought of as inductive data analysis, involving huge data sets, the data organizations face are not always quantitative. From the comments on rating scales to consumer reports, some quantitative scales can be arbitrary. Using a market-leading analytics tool, students will explore a different form of analytics 'text analytics' to perform content analysis of unstructured textual documents, or textual data. The course takes a hands-on, scenario-based approach, thus enabling students to have multiple opportunities to apply their skills to different problems. Upon completion, students will not only learn about text analytics, but also have a strong grasp of a market-leading analytics tool. Pre-Requisite: Foundations of Analytics and IT 223 Data Analysis. (2-4 quarter hours)

**DA 340 | ACCELERATING ORGANIZATION INTELLIGENCE: WHAT'S THE STORY? | 2 quarter hours
(Undergraduate)**

This course focuses on developing the curiosity of students in decision analytics. Rather than verifying hypotheses, students will dig deeper to discover the right questions to ask and develop solutions. Having understood the emerging field of decision analytics and how analyzing Big Data can solve many current organization problems, this course adopts market-leading software to answer the preceding two questions. In this course, students will use this software to understand datasets, analyze datasets, visualize and share their findings. Through a series of problems, students will analyze a company's current position, identify problematic areas, develop insights for decision-making, develop compelling visuals and dashboards, build scenarios, and work collaboratively with companies (subject to availability). The hands-on approach enables students to build on existing knowledge on analytics to develop specific skills in using market-leading software. In addition, students will have the opportunity to use their own data for analysis in their focus areas. Pre-Requisite: Descriptive Analytics. (2-4 quarter hours)

**DA 350 | QUALITATIVE ANALYTICS | 2-4 quarter hours
(Undergraduate)**

While analytics often imply the use of predictive models, research problems do not always allow researchers to use quantitative methods. In this course, we look at problems that require a qualitative approach through an introduction to qualitative methods, hands on analysis of qualitative data, and discussion of ethics involved in empirical inquiry. (2-4 quarter hours)

Design (DES)

**DES 111 | DRAWING FOR DESIGNERS I | 2 quarter hours
(Undergraduate)**

The first in a 3 quarter sequence of general drawing courses. An introduction to composition, line, and rendering in black and white media. Students will develop technical skills of drawing to enable them to express their ideas visually. The course will cover techniques and materials used for documentation of designs, including perspective, spatial understanding, and figure drawing. Drawing exercises will be combined with critiques, discussions, and demonstrations.

Status as a Theatre Undergraduate or Graduate student (or concentration in Production Design in the School of Cinematic Arts) is a prerequisite for this course.

**DES 112 | DRAWING FOR DESIGNERS II | 2 quarter hours
(Undergraduate)**

The second in a 3 quarter sequence of general drawing courses. An introduction to composition, line, and rendering in black and white media. Students will develop technical skills of drawing to enable them to express their ideas visually. The course will cover techniques and materials used for documentation of designs, including perspective, spatial understanding, and figure drawing. Drawing exercises will be combined with critiques, discussions, and demonstrations.

(Status as a Wig & Makeup Design Major) or (DES 111 and status as an Undergraduate or Graduate Theatre student) or (DES 111 and a Production Design concentration in the School for Cinematic Arts) are prerequisites for this class.

**DES 113 | DRAWING FOR DESIGNERS III | 2 quarter hours
(Undergraduate)**

The third in a 3 quarter sequence of general drawing courses. An introduction to composition, line, and rendering in black and white media. Students will develop technical skills of drawing to enable them to express their ideas visually. The course will cover techniques and materials used for documentation of designs, including perspective, spatial understanding, and figure drawing. Drawing exercises will be combined with critiques, discussions, and demonstrations.

DES 112 and status as a Theatre School Undergraduate or Graduate student (or Production Design concentration in the School for Cinematic Arts) are prerequisites for this class.

**DES 141 | ELEMENTS OF DESIGN | 4 quarter hours
(Undergraduate)**

The course will develop and strengthen abilities to observe, visualize, and visually communicate conceptual ideas through design problem solving. Students will develop an understanding of how design principles create meaning in performance based art forms. Assignments will stimulate and refine intuitive design sensibilities and skills relative to the elements of design and composition. Project work will explore various 2-D and 3-D means of visual communication.

Status as a Theatre Undergraduate or Graduate student (or concentration in Production Design in the School of Cinematic Arts) is a prerequisite for this course.

**DES 142 | PRINCIPLES OF DESIGN | 4 quarter hours
(Undergraduate)**

The course will develop and strengthen abilities to observe, visualize, and visually communicate conceptual ideas through design problem solving. Students will develop an understanding of how design principles create meaning in performance based art forms. Assignments will stimulate and refine intuitive design sensibilities and skills relative to the elements of design and composition. Project work will explore various 2-D and 3-D means of visual communication.

DES 141 and status as an Undergraduate or Graduate Theatre student (or Production Design concentration in the School for Cinematic Arts) are prerequisites for this class.

**DES 143 | SCRIPT ANALYSIS | 4 quarter hours
(Undergraduate)**

A study of theatre text analysis. Using dramatic literature from naturalism to the avant garde, students will dissect how plays work structurally with an eye toward design and technology.

and status as an Undergraduate or Graduate Theatre student (or Production Design concentration in the School for Cinematic Arts) are prerequisites for this class.

**DES 208 | SOUND DESIGN I | 4 quarter hours
(Undergraduate)**

Fundamentals of Sound Design - This introductory course teaches the fundamentals of how to approach the artistry of sound design through the understanding of the physics of sound, and the tools by which you will manipulate it. It is recommended that you have some knowledge of computer sound software programs.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 209 | SOUND DESIGN I | 4 quarter hours
(Undergraduate)**

History of Music and Implementation of Sound to Visual - Students will learn the history of music from ancient formats to present day from an intercontinental perspective, and how the music was notated, recorded, produced, and distributed globally. Students will apply practical knowledge from the prior quarter to form and apply soundscapes to visual images emphasizing research.

DES 208 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 210 | SOUND DESIGN I | 4 quarter hours
(Undergraduate)**

Design Organization and Script Analysis - An in depth exploration with the process of creating a sound design for a specific script. The students will learn how to analyze the script for sound design, create the cues for the script, and learn the process of how to approach a concept and see it through to its final design.

DES 209 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 215 | WIG & MAKEUP DESIGN AND TECHNOLOGY 1 | 4 quarter hours
(Undergraduate)**

First in a three course sequence. Introduction to the study of facial anatomy, chiaroscuro, and color theory as it applies to makeup design and application for theatre and film. Corrective and age makeup, contour and expression, texturing techniques, and basic injury-makeup are explored. Testing makeup's ability to read under stage lights of varying intensity/color and discussions of how makeup reads onstage in a variety of venues. A whimsical or animal-based makeup design with training in using Aquacolor and cream makeup will be a final project.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 216 | WIG & MAKEUP DESIGN AND TECHNOLOGY 1 | 4 quarter hours
(Undergraduate)**

Second in a three-course sequence. An introduction to basic makeup prosthetics, adhesives, and three-dimensional makeup techniques such as wax, nose putty, and latex. Techniques used for eyebrow blocking and reshaping explored. Use of crepe hair to build brows and mustaches. Advanced study in injury makeup, in addition to the study of various stage blood and delivery systems. Beginning training in hair ventilation techniques. Special topics in cultural theatrical makeup practices. Final project will consist of a fantasy makeup design and application.

DES 215 and status as an undergraduate or graduate Theatre student is a prerequisite for this class.

**DES 217 | WIG & MAKEUP DESIGN AND TECHNOLOGY 1 | 4 quarter hours
(Undergraduate)**

Third course in a three-course sequence. Makeup and hair design in conjunction with script and character analysis explored. Stylized makeup will be studied. Introduction to high definition/film makeup techniques. Training in wig prep and application techniques, including pin curling and pin curl alternatives. Wig roller sets, pinning on a wig, and applying facial hair. Head wraps and tracings for ventilation patterning will be created. Students will create a mustache from scratch. Introduction to cultural and period makeup techniques.

DES 216 and status as an undergraduate or graduate Theatre student is a prerequisite for this class.

**DES 220 | INTRODUCTION TO COSTUME DESIGN | 4 quarter hours
(Undergraduate)**

An introduction to costume design for the stage. Students will explore costume silhouette and detail as it relates to the elements and principles of design. Students will learn the steps in a typical design process for costume design, including script analysis, research, and paperwork.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 230 | PROJECTION DESIGN I | 4 quarter hours
(Undergraduate)**

First course in three course sequence. An introduction to the methods of projection design, with exposure to both historical and contemporary practice. The development and communication of projection, video and media ideas. Script analysis, images, visual research, lighting concepts. The observation of light, and the development of oral, written and visual communication of lighting ideas.

DES 143 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

**DES 231 | PROJECTION DESIGN I | 4 quarter hours
(Undergraduate)**

Second course in three course sequence. An introduction to the methods of projection design, with exposure to both historical and contemporary practice. The development and communication of projection, video and media ideas. Script analysis, images, visual research, lighting concepts. The observation of light, and the development of oral, written and visual communication of lighting ideas.

DES 230 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

**DES 232 | PROJECTION DESIGN I | 4 quarter hours
(Undergraduate)**

Third course in three course sequence. An introduction to the methods of projection design, with exposure to both historical and contemporary practice. The development and communication of projection, video and media ideas. Script analysis, images, visual research, lighting concepts. The observation of light, and the development of oral, written and visual communication of lighting ideas.

DES 231 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

**DES 240 | LIGHTING TECHNOLOGY | 2 quarter hours
(Undergraduate)**

Technical and mechanical aspects of lighting. A detailed study of standard equipment, lamps, connectors, control systems, hanging positions, procedures and practices for the lighting designer. (2 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 241 | SCENE DESIGN I | 4 quarter hours
(Undergraduate)**

First of a 3-course sequence. An introduction to the methods of scenic design, with exposure to both historical and contemporary practice. Students become familiar with the mechanical aspects of scenery and stages, and assimilate the principles of design and the technical requirements of a script into a fully developed scene design.

DES 143 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

**DES 242 | SCENE DESIGN I | 4 quarter hours
(Undergraduate)**

Second of a 3-course sequence. An introduction to the methods of scenic design, with exposure to both historical and contemporary practice. Students become familiar with the mechanical aspects of scenery and stages, and assimilate the principles of design and the technical requirements of a script into a fully developed scene design.

DES 241 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 243 | SCENE DESIGN I | 4 quarter hours
(Undergraduate)**

Third of a 3-course sequence. An introduction to design research techniques and use of research in creating, and detailing, environments that reflect a particular period.

TEC 152 & DES 143 and status as a Theatre School undergraduate or graduate student (or concentration in Production Design in the School of Cinematic Arts) are prerequisites for this course.

**DES 244 | COSTUME DESIGN I | 4 quarter hours
(Undergraduate)**

First of a 3-course sequence. An introduction to costume design. Students will explore the design process, costume silhouette and detail, and script and character analysis.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 245 | COSTUME DESIGN I | 4 quarter hours
(Undergraduate)**

Second of a 3-course sequence. An introduction to costume design. Students will explore the design process, costume silhouette and detail, and script and character analysis within the context of historical theatrical costuming.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 246 | COSTUME DESIGN I | 4 quarter hours
(Undergraduate)**

Third of a 3-course sequence. An introduction to costume design. Students will explore the design process, costume silhouette and detail, and script and character analysis within the context of historical theatrical costuming.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 247 | LIGHTING DESIGN I | 4 quarter hours
(Undergraduate)**

First course in a 3 course sequence. The development and communication of lighting ideas. Script analysis, images, visual research, lighting concepts. The observation of light, and the development of oral, written and visual communication of lighting ideas.

DES 143 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

**DES 248 | LIGHTING DESIGN I | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. The development and communication of lighting ideas. Script analysis, images, visual research, lighting concepts. The observation of light, and the development of oral, written and visual communication of lighting ideas.

DES 247 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 249 | LIGHTING DESIGN I | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. The development and communication of lighting ideas. Script analysis, images, visual research, lighting concepts. The observation of light, and the development of oral, written and visual communication of lighting ideas.

DES 248 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 250 | MATERIALS AND PROCESSES | 4 quarter hours
(Undergraduate)**

Students will become familiar with both the general concept of theatrical production and the specifics at The Theatre School. Students will also be introduced to the most common scenic construction materials, their strengths, limitations, and the tools used to manipulate these materials. Students will understand and practice the safety procedures of TTS production spaces while demonstrating proficiency with shop tools and equipment sufficient to complete construction assignments.

Status as a Theatre Undergraduate or Graduate student (or concentration in Production Design in the School of Cinematic Arts) is a prerequisite for this course.

**DES 252 | SCENOGRAPHIC DRAFTING | 3 quarter hours
(Undergraduate)**

First course in a 2 course sequence. With an emphasis on practical work in substantial projects, students learn the organization of the technical documentation of scenery. Scenic drafting conventions are studied and applied to the comprehensive communication of a design.

TEC 153 and status as an Undergraduate or Graduate Theatre student (or Production Design concentration in the School for Cinematic Arts) are prerequisites for this class.

**DES 253 | SCENOGRAPHIC DRAFTING | 3 quarter hours
(Undergraduate)**

Second course in a 2 course sequence. With an emphasis on practical work in substantial projects, students learn the organization of the technical documentation of scenery. Scenic drafting conventions are studied and applied to the comprehensive communication of a design.

DES 252 and status as an Undergraduate or Graduate Theatre student (or Production Design concentration in the School for Cinematic Arts) are prerequisites for this class.

**DES 260 | GLOBAL HISTORY OF COSTUME, HAIR, AND MAKEUP | 4
quarter hours
(Undergraduate)**

3)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 261 | GLOBAL HISTORY OF COSTUME, HAIR, AND MAKEUP | 4
quarter hours
(Undergraduate)**

3)

DES 260 and status as an undergraduate or graduate Theatre student is a prerequisite for this class.

**DES 271 | DESIGN PRODUCTION PRACTICE I | 3 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Design students do practical work on planning, constructing, rigging, painting, crewing, and running of productions. Areas may include scenery, costumes, lighting, or sound. (3 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 272 | DESIGN PRODUCTION PRACTICE I | 3 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Design students do practical work on planning, constructing, rigging, painting, crewing, and running of productions. Areas may include scenery, costumes, lighting, or sound. (3 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 273 | DESIGN PRODUCTION PRACTICE I | 3 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Design students do practical work on planning, constructing, rigging, painting, crewing, and running of productions. Areas may include scenery, costumes, lighting, or sound. (3 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 284 | MODEL BUILDING | 3 quarter hours
(Undergraduate)**

The course focuses on creating professional quality scale models of stage scenery. Students will learn to work with a variety of materials (foamcore, board, paper, wood, and metal, and appropriate glues), will find sources for scale furnishings, and will learn a variety of techniques such as soldering and casting.

DES 143, TEC 152 and status as an Undergraduate or Graduate Theatre student (or Production Design concentration in the School for Cinematic Arts) are prerequisites for this class.

**DES 285 | MEDIA FOR DESIGNERS | 3 quarter hours
(Undergraduate)**

An advanced level class on rendering skills with different media: Charcoal Graphite. Pastels/Color pencils and Water Color/Acrylic/Acrylic markers. These will be practically explored in the classroom within a project context, and will be geared towards developing an advanced, refined and individual method of communicating design ideas and concepts.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 286 | FIGURE DRAWING FOR THEATRE | 4 quarter hours
(Undergraduate)**

By creating drawings from live models, students will learn about body structure and musculature, and will develop their skills in figure drawing, and 'drawing what you see'.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 290 | PORTRAITURE FOR THE WIG AND MAKEUP ARTIST | 4 quarter hours
(Undergraduate)**

In-depth study of the head, face, and hair through drawing from live models. Focus of study is on anatomy and multiple forms of artistic medium are explored. Theatrical lighting and its effect on facial features will be explored alongside the illusion created by makeup applied on the model.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 308 | SOUND DESIGN II | 4 quarter hours
(Undergraduate)**

Analysis and Psychoacoustics - Delving into the why and then the how of the choices we make in sound design students learn how to bring an audience on an emotional journey through psychoacoustics and analysis of a specific script. Guest directors are present to aid in the students' understanding of communication of their ideas.

DES 210 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 309 | SOUND DESIGN II | 4 quarter hours
(Undergraduate)**

Intro to Composition - Students will learn both simple and advanced methods of music composition using MIDI, hardware and software samplers and keyboards. Students will create several pieces of composed music including scores for theatre and film and integrate other learned skills to create sound designs for both published and new plays.

DES 308 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 310 | SOUND DESIGN II | 4 quarter hours
(Undergraduate)**

Advanced Design and Technology - An advanced look at sound design and how to implement it with greater understanding. Advanced paperwork and advanced analysis of plays from the canonical work to new plays. Guests are invited to give a range of implementation ideas that students can learn from.

DES 309 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 315 | WIG & MAKEUP DESIGN AND TECHNOLOGY 2 | 4 quarter hours
(Undergraduate)**

The first course in a three-course sequence. Wig and facial hair ventilation and styling techniques. Specialized training in the techniques used to create realistic facial hair. Study of the natural hair growth and patterns, along with study of hair of various ethno-profiles. Techniques for cutting, styling, and coloring. Advanced period makeup techniques will be explored in concert with historical hairstyles and facial hair grooming techniques. Script analysis, visual research, and design of wigs, hair, and makeup for theatrical text will be explored.

DES 217 and status as an undergraduate or graduate Theatre student is a prerequisite for this class.

DES 316 | WIG & MAKEUP DESIGN AND TECHNOLOGY 2 | 4 quarter hours (Undergraduate)

The second course in a three-course sequence. Wig and facial hair ventilation and styling techniques. Specialized training in the techniques used to create realistic facial hair. Study of the natural hair growth and patterns, along with study of hair of various ethno-profiles. Techniques for cutting, styling, and coloring. Advanced period makeup techniques will be explored in concert with historical hairstyles and facial hair grooming techniques. Script analysis, visual research, and design of wigs, hair, and makeup for theatrical text will be explored.

DES 315 and status as an undergraduate or graduate Theatre student is a prerequisite for this class.

DES 317 | WIG & MAKEUP DESIGN AND TECHNOLOGY 2 | 4 quarter hours (Undergraduate)

The third course in a three-course sequence. Wig and facial hair ventilation and styling techniques. Specialized training in the techniques used to create realistic facial hair. Study of the natural hair growth and patterns, along with study of hair of various ethno-profiles. Techniques for cutting, styling, and coloring. Advanced period makeup techniques will be explored in concert with historical hairstyles and facial hair grooming techniques. Script analysis, visual research, and design of wigs, hair, and makeup for theatrical text will be explored.

DES 316 and status as an undergraduate or graduate Theatre student is a prerequisite for this class.

DES 320 | ADVANCED MAKEUP | 3 quarter hours (Undergraduate)

In this course students will design a character makeup involving both facial prosthetics and ventilated hair. Three types of facial prosthetics are produced: silicone, foamed latex and slush molded latex. Face casting, clay sculpting and mold making are taught as steps to creating the final prosthetic. A ventilated hair piece is produced with attention to techniques of pattern making, hair processing, ventilating and hair dressing. Painting techniques are reviewed as final makeup is put together. Each year the class will choose one "extra" technique to pursue. Past pursuits have been: Kabuki Makeup with Kabuki master Shozo Sato, Tooth casting and stage teeth. (3 quarter hours)

PRF 214, 215 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 330 | PROJECTION DESIGN 2 | 4 quarter hours (Undergraduate)

First course in three course sequence. Basic techniques are incorporated into a comprehensive approach to projection design with the emphasis on aesthetics. The analysis of scripts in visual terms, visual research methods, style in the theater, and the development of a design concept, are studied through projects in contrasting styles of production designs. Students will demonstrate familiarity and skill in the use of equipment, cueing and playback, and the exploration of projection as character.

DES 232, TEC 232 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

DES 331 | PROJECTION DESIGN 2 | 4 quarter hours (Undergraduate)

Second course in three course sequence. Basic techniques are incorporated into a comprehensive approach to projection design with the emphasis on aesthetics. The analysis of scripts in visual terms, visual research methods, style in the theater, and the development of a design concept, are studied through projects in contrasting styles of production designs. Students will demonstrate familiarity and skill in the use of equipment, cueing and playback, and the exploration of projection as character.

DES 330 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

DES 332 | PROJECTION DESIGN 2 | 4 quarter hours (Undergraduate)

Third course in three course sequence. Basic techniques are incorporated into a comprehensive approach to projection design with the emphasis on aesthetics. The analysis of scripts in visual terms, visual research methods, style in the theater, and the development of a design concept, are studied through projects in contrasting styles of production designs. Students will demonstrate familiarity and skill in the use of equipment, cueing and playback, and the exploration of projection as character.

DES 331 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

DES 340 | TOPICS: ADVANCED LIGHTING TECHNOLOGY | 4 quarter hours (Undergraduate)

Rotating instruction in advanced lighting technology includes: types of intelligent lighting fixtures, LED fixtures, computer control consoles (types and programming), and visualizer programs as well as their integration into theatrical design. Additional topics covered are concert/live event lighting design including: professional practice and protocols, equipment, rigging, consoles and documentation of those designs.

DES 240 and status as an undergraduate or graduate Theatre student is a prerequisite for this class.

DES 341 | SCENE DESIGN II | 4 quarter hours (Undergraduate)

First course in a 3 course sequence. Basic techniques are incorporated into a comprehensive approach to scene design with the emphasis on aesthetics. The analysis of scripts in visual terms, visual research methods, style in the theater, and the development of a design concept, are studied through projects in contrasting styles of stage designs.

DES 243 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 342 | SCENE DESIGN II | 4 quarter hours (Undergraduate)

Second course in a 3 course sequence. Basic techniques are incorporated into a comprehensive approach to scene design with the emphasis on aesthetics. The analysis of scripts in visual terms, visual research methods, style in the theater, and the development of a design concept, are studied through projects in contrasting styles of stage designs.

DES 341 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 343 | SCENE DESIGN II | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Basic techniques are incorporated into a comprehensive approach to scene design with the emphasis on aesthetics. The analysis of scripts in visual terms, visual research methods, style in the theater, and the development of a design concept, are studied through projects in contrasting styles of stage designs.

DES 342 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 344 | COSTUME DESIGN II | 4 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Lectures and projects in costume design for the modern drama, specifically from realism through 21st century styles. Design projects include script interpretation, rendering techniques, budgets, and fabric selections.

DES 246 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 345 | COSTUME DESIGN II | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Lectures and projects in costume design for the modern drama. Design projects include team collaboration, script interpretation, rendering techniques, budgets, and fabric selections.

DES 344 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 346 | COSTUME DESIGN II | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Lectures and projects in costume design for the modern drama, specifically from realism through 21st century styles. Design projects include script interpretation, rendering techniques, budgets, and fabric selections.

DES 345 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 347 | LIGHTING DESIGN II | 4 quarter hours
(Undergraduate)**

First course in a 3 course sequence. The implementation of lighting ideas. Practice in the translation of lighting ideas into actual designs. Light pads, lighting paperwork, Vectorworks, the use of equipment and the exploration of realistic lighting styles.

DES 249 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 348 | LIGHTING DESIGN II | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. The implementation of lighting ideas. Practice in the translation of lighting ideas into actual designs. Light pads, lighting paperwork, Vectorworks, the use of equipment and the exploration of realistic lighting styles.

DES 347 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 349 | LIGHTING DESIGN II | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. The implementation of lighting ideas. Practice in the translation of lighting ideas into actual designs. Light pads, lighting paperwork, Vectorworks, the use of equipment and the exploration of realistic lighting styles.

DES 348 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 361 | THEATRICAL COLLABORATION | 3 quarter hours
(Undergraduate)**

An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects. (3 quarter hours)

Status as a 2nd, 3rd or 4th year BFA Lighting, Scenery, Costume Design and Dramaturgy students, or MFA students is a prerequisite for this class.

**DES 362 | THEATRICAL COLLABORATION | 3 quarter hours
(Undergraduate)**

An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects. (3 quarter hours)

Status as a 2nd, 3rd or 4th year BFA Lighting, Scenery, Costume Design and Dramaturgy students, or MFA students is a prerequisite for this class.

**DES 371 | DESIGN PRODUCTION PRACTICE II | 4 quarter hours
(Undergraduate)**

First course in a 3 course sequence. For all design students. Through demonstration, discussion, lecture, and projects, students explore thAssignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 372 | DESIGN PRODUCTION PRACTICE II | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. For all design students. Through demonstration, discussion, lecture, and projects, students explore thAssignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 373 | DESIGN PRODUCTION PRACTICE II | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. For all design students. Demonstration, discussion, lecture, and projects. Assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 384 | RENDERING FOR DESIGNERS I | 3 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Using color pencils, pastel and markers, the fundamentals of drawing will be explored with primary emphasis on working from observation. The course develops insights in the mechanisms of visual perception, how the individual components of the drawing relate to the whole and compositional organization. Each student works to represent accurately and proportionately objects, planes, and volumes in color by developing hand-to-eye coordination with line and tone and color.

DES 113 or DES 286 and status as an Undergraduate or Graduate Theatre student (or Production Design concentration in the School for Cinematic Arts) are prerequisites for this class.

**DES 385 | RENDERING FOR DESIGNERS II | 3 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Using color pencils, pastel and markers, the fundamentals of drawing will be explored with primary emphasis on working from observation. The course develops insights in the mechanisms of visual perception, how the individual components of the drawing relate to the whole and compositional organization. Each student works to represent accurately and proportionately objects, planes, and volumes in color by developing hand-to-eye coordination with line and tone and color.

DES 384 and status as an Undergraduate or Graduate Theatre student (or Production Design concentration in the School for Cinematic Arts) are prerequisites for this class.

**DES 386 | RENDERING FOR DESIGNERS III | 3 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Using color pencils, pastel and markers, the fundamentals of drawing will be explored with primary emphasis on working from observation. The course develops insights in the mechanisms of visual perception, how the individual components of the drawing relate to the whole and compositional organization. Each student works to represent accurately and proportionately objects, planes, and volumes in color by developing hand-to-eye coordination with line and tone and color.

DES 386 and status as an Undergraduate or Graduate Theatre student (or Production Design concentration in the School for Cinematic Arts) are prerequisites for this class.

**DES 387 | SCENE PAINTING | 2 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Discussion of the formulation and handling of scene paints and dyes, brushes and tools, and techniques. Practical laboratory work in problems of the realistic representation of a variety of textures and materials at scenic scale. (2 quarter hours)

Status as a Theatre Undergraduate or Graduate student (or concentration in Production Design in the School of Cinematic Arts) is a prerequisite for this course.

**DES 388 | SCENE PAINTING | 2 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Discussion of the formulation and handling of scene paints and dyes, brushes and tools, and techniques. Practical laboratory work in problems of the realistic representation of a variety of textures and materials at scenic scale leads to fully developed illusionistic and pictorial stage scenery. (2 quarter hours)

Status as a Theatre Undergraduate or Graduate student (or concentration in Production Design in the School of Cinematic Arts) is a prerequisite for this course.

**DES 389 | SCENE PAINTING | 2 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Discussion of the formulation and handling of scene paints and dyes, brushes and tools, and techniques. Practical laboratory work in problems of the realistic representation of a variety of textures and materials at scenic scale leads to fully developed illusionistic and pictorial stage scenery. (2 quarter hours)

DES 388 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 399 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

Independent Study (variable credit)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 400 | SPECIAL TOPICS IN DESIGN | 4 quarter hours
(Undergraduate)**

This course covers one topic in depth in a rotation. These are advanced topics not able to be covered in the other design classes. Using a rotation allows students the opportunity to take multiple topics.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 408 | SOUND DESIGN III | 4 quarter hours
(Undergraduate)**

Senior Capstone - Focusing on the individual student and their requested field of study. Students choose what they wish to learn to create a more specialized approach to the individual's specific skills. The student outlines their own curriculum in an area in which they wish further research or study.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 409 | SOUND DESIGN III | 4 quarter hours
(Undergraduate)**

Portfolio, Website, and the Business of Freelancing - Students prepare their own specific branding for their freelance career so they will have a complete packaging of their artwork. Students also learn about the language that is necessary for freelance contracts, union contracts, and how to approach filing taxes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 410 | SOUND DESIGN III | 4 quarter hours
(Undergraduate)**

Different Careers in Sound Design - Each week will be an introduction to different careers possible within the field of Sound Design. This course will contain guest lectures from professional designers who specialize in each field. Allowing students to narrow their focus to what they wish to achieve after they graduate.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 415 | WIG & MAKEUP DESIGN AND TECHNOLOGY 3 | 4 quarter hours
(Undergraduate)**

First course in a three-course sequence. Students will explore advanced ventilating techniques, including developing wig foundations and advanced hand tying/wefting. Exploration in non-traditional materials and fantasy design for both wigs and makeup. The analysis of scripts and development of a design concept are studied through projects in contrasting styles of production design, including design for film and other various entertainment media. The business side of wig and makeup design will be explored, including budgeting for materials and labor. As a corollary, portfolio and resume building is developed.

DES 317 and status as an undergraduate or graduate Theatre student is a prerequisite for this class.

**DES 416 | WIG & MAKEUP DESIGN AND TECHNOLOGY 3 | 4 quarter hours
(Undergraduate)**

Second course in a three-course sequence. Students will explore advanced ventilating techniques, including developing wig foundations and advanced hand tying/wefting. Exploration in non-traditional materials and fantasy design for both wigs and makeup. The analysis of scripts and development of a design concept are studied through projects in contrasting styles of production design, including design for film and other various entertainment media. The business side of wig and makeup design will be explored, including budgeting for materials and labor. As a corollary, portfolio and resume building is developed.

DES 415 and status as an undergraduate or graduate Theatre student is a prerequisite for this class.

DES 417 | WIG & MAKEUP DESIGN AND TECHNOLOGY 3 | 4 quarter hours (Undergraduate)

Third course in a three-course sequence. Students will explore advanced ventilating techniques, including developing wig foundations and advanced hand tying/wefting. Exploration in non-traditional materials and fantasy design for both wigs and makeup. The analysis of scripts and development of a design concept are studied through projects in contrasting styles of production design, including design for film and other various entertainment media. The business side of wig and makeup design will be explored, including budgeting for materials and labor. As a corollary, portfolio and resume building is developed.

DES 416 and status as an undergraduate or graduate Theatre student is a prerequisite for this class.

DES 430 | PROJECTION DESIGN 3 | 4 quarter hours (Undergraduate)

First course in three course sequence. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres; including designs for the classical and modern drama, opera, architecture, installation art and the ballet. As a corollary, portfolios of a professional caliber are developed. Students will show competency in synthesizing their design and technical skills in projects that expand beyond theatre. They will create and be practiced in sharing a portfolio of their design work.

DES 332 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

DES 431 | PROJECTION DESIGN 3 | 4 quarter hours (Undergraduate)

Second course in three course sequence. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres; including designs for the classical and modern drama, opera, architecture, installation art and the ballet. As a corollary, portfolios of a professional caliber are developed. Students will show competency in synthesizing their design and technical skills in projects that expand beyond theatre. They will create and be practiced in sharing a portfolio of their design work.

DES 430 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

DES 432 | PROJECTION DESIGN 3 | 4 quarter hours (Undergraduate)

Third course in three course sequence. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres; including designs for the classical and modern drama, opera, architecture, installation art and the ballet. As a corollary, portfolios of a professional caliber are developed. Students will show competency in synthesizing their design and technical skills in projects that expand beyond theatre. They will create and be practiced in sharing a portfolio of their design work.

DES 431 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

DES 441 | SCENE DESIGN III | 4 quarter hours (Undergraduate)

First course in a 3 course sequence. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres, including designs for the classical and modern drama, opera, and the ballet. As a corollary, portfolios of a professional caliber are developed.

DES 343 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 442 | SCENE DESIGN III | 4 quarter hours (Undergraduate)

Second course in a 3 course sequence. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres, including designs for the classical and modern drama, opera, and the ballet. As a corollary, portfolios of a professional caliber are developed.

DES 441 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 443 | SCENE DESIGN III | 4 quarter hours (Undergraduate)

Third course in a 3 course sequence. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres, including designs for the classical and modern drama, opera, and the ballet. As a corollary, portfolios of a professional caliber are developed.

DES 442 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 444 | COSTUME DESIGN III | 4 quarter hours (Undergraduate)

First course in a 3 course sequence. Costume design for the diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, developing a professional portfolio, discussions on career planning, and the exploration of design for a classical text.

DES 346 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 445 | COSTUME DESIGN III | 4 quarter hours (Undergraduate)

Second course in a 3 course sequence. Costume design for diverse styles of drama evolving through lecture and project work. Projects will include script interpretation, developing a professional portfolio, discussions on career planning, and the exploration of costume design within the areas of musical theater, opera, dance, film, television and commercials.

DES 444 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 446 | COSTUME DESIGN III | 4 quarter hours (Undergraduate)

Third course in a 3 course sequence. Costume design for diverse styles of drama evolving through lecture and project work. Projects will include script interpretation, developing a professional portfolio, discussions on career planning, and the exploration of costume design within the areas of musical theater, opera, dance, film, television and commercials.

DES 445 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 447 | LIGHTING DESIGN III | 4 quarter hours (Undergraduate)

First course in a 3 course sequence. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and backdrop design will also be covered.

DES 349 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 448 | LIGHTING DESIGN III | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and backdrop design will also be covered.

DES 447 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 449 | LIGHTING DESIGN III | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and backdrop design will also be covered.

DES 448 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 471 | DESIGN PRODUCTION PRACTICE III | 5 quarter hours
(Undergraduate)**

For all design students. Assignments will be commensurate with ability and experience. (5 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 472 | DESIGN PRODUCTION PRACTICE III | 5 quarter hours
(Undergraduate)**

For all design students. Assignments will be commensurate with ability and experience. (5 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 473 | DESIGN PRODUCTION PRACTICE III | 5 quarter hours
(Undergraduate)**

For all design students. Assignments will be commensurate with ability and experience. (5 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 484 | PHOTOSHOP FOR DESIGNERS | 3 quarter hours
(Undergraduate)**

Students will work through the process of creating professional renderings of stage scenery, costumes, and lighting, by using Photoshop to manipulate and transform their original sketches. Through this process, the students will master the tools available in Photoshop, and will create portfolio-ready rendering works.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 485 | PROJECTION DESIGN | 3 quarter hours
(Undergraduate)**

Students are provided with basic design concepts, techniques and skills in the use of projection design for theatre. The course focuses on conceiving motion and still images for projection, communicating those ideas to the design team through story boards, and realizing those ideas through the use of Isadora video control software.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 486 | PORTFOLIO PREPARATION | 3 quarter hours
(Undergraduate)**

Students will work on developing a professional portfolio that showcases their design work to best advantage. Students will develop a consistent presentation style and will rework projects as necessary to increase the quality of their portfolio.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 490 | DESIGN INTERNSHIP | 5 quarter hours
(Undergraduate)**

The internship provides the student with an opportunity to learn by working with experienced professionals in an area related to his/her area of study at The Theatre School. (5 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**DES 641 | THEATRICAL COLLABORATION | 3 quarter hours
(Graduate)**

An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects. (3 quarter hours)

Status as a 2nd, 3rd or 4th year BFA Lighting, Scenery, Costume Design and Dramaturgy students, or MFA students is a prerequisite for this class.

**DES 642 | THEATRICAL COLLABORATION | 3 quarter hours
(Graduate)**

An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects. (3 quarter hours)

Status as a 2nd, 3rd or 4th year BFA Lighting, Scenery, Costume Design and Dramaturgy students, or MFA students is a prerequisite for this class.

Digital Humanities (DHS)

**DHS 460 | DIGITAL HISTORY | 4 quarter hours
(Graduate)**

Introduction to digital tools and methods for historical research.

**DHS 500 | INTRODUCTION TO DIGITAL HUMANITIES | 4 quarter hours
(Graduate)**

An introduction to tools and methods in digital humanities.

Digital Media Arts (DMA)

DMA 402 | INTRO TO VISUAL COMMUNICATIONS PRINCIPLES | 4 quarter hours

(Graduate)

This course introduces visual communication principles including, but not limited to, typography, color, movement and composition for print and screen applications. Students will create multiple projects and participate in class critiques to help build industry specific vocabulary, critical assessment, and familiarity with presenting creative work. Relevant creative methodologies and software used to prepare media for print and digital applications will also be covered. PREREQUISITE(S): None.

DMA 405 | INTRO TO VISUAL COMMUNICATION TOOLS | 4 quarter hours

(Graduate)

This course introduces visual communication tools including, but not limited to, Adobe Illustrator, Photoshop, InDesign, and website building tools (CMS), like Wordpress or Squarespace. Throughout the course, students will use these tools to create a personal portfolio website.

DMA 410 | DESIGN WORKSHOP | 4 quarter hours

(Graduate)

This course is an intensive study of the world of visual design with a specific focus on contemporary graphic design theories and practices expressing ideas and messages to specific audiences. It expands on the design skills developed in the introductory class (GD 200) including communication, conceptualization, typography, color, form, and structure. Students will study both commercial and artistic approaches producing projects that integrate designed graphics, photographs, illustration and text, and their intersection with moving technologies. Students will have the opportunity to produce sophisticated printed matter on state-of-the-art printing equipment or digital presentation for the web, screen or mobile devices. PREREQUISITE(S): None.

DMA 415 | AUDIO WORKSHOP | 4 quarter hours

(Graduate)

This course is an introduction to the world of interactive audio communication for multimedia. Students will study various uses of sound and music on stand-alone applications, mobile devices, and the internet. Students will learn to create and edit podcasts, deliver multimedia presentations, upload audio in various standard formats and attach audio files to social media platforms. Emerging hardware and software technologies will also be introduced. The course will also cover current trends and legalities of digital media. PREREQUISITE(S): None.

DMA 420 | DIGITAL MEDIA ARTS SURVEY | 4 quarter hours

(Graduate)

Introduces the field of Digital Media through a weekly focus on various media arts themes (for example, UX, video production, design management, etc.). Panel discussions where faculty members and industry professionals will share their work and answer questions will occur weekly. This class encourages students to clarify their course of study and build connections with faculty, professionals, and students with similar interests. In addition to panel discussions, students will also complete a series of trend reports and presentations that align with the weekly themes. PREREQUISITE(S): None.

DMA 425 | STILL IMAGE WORKSHOP | 4 quarter hours

(Graduate)

This course develops and expands the digital imaging skills introduced in the introductory class (DC 225), with a specific focus on their application in contemporary photographic practice. Advanced color correction, retouching, and compositing techniques are covered and complemented by further development of digital capture (scanning and digital cameras) and printing techniques. Assignments incorporate the technical aspects of specific skills while emphasizing their conceptual application. Digital acquisition and output utilizes ever-changing technology providing an understanding of advanced digital workflow and new processes as they apply to individual artistic practice. Students gain a wealth of technical understanding on topics such as color calibration and device profiling, file types and file management, and advanced color correction terms and techniques (gamma, color space, raster image processing and profile printing). Output methodologies and materials, including dye-based and pigment-based color inkjet prints, carbon-based black and white inkjet prints, digital color coupler printing, and a variety of experimental materials are explored. Assignments facilitate students' research and exploration of new techniques in the conception and production of their own work. PREREQUISITE(S): None.

DMA 445 | 360 VIDEO PRODUCTION | 4 quarter hours

(Graduate)

This class will focus on the development, production and post-production of live-action 360 video. The medium of virtual reality will be analyzed within the context of the evolution of time-based and interactive media. Experimental projects will offer students the opportunity to tell stories in new ways while exploring the affordances and challenges of the evolving medium.

DMA 475 | MOVING IMAGE WORKSHOP | 4 quarter hours

(Graduate)

This course introduces students to more sophisticated forms of image/sound manipulation, editing, and theory. Pre-production planning (storyboards, scripting, budgeting), further refinement of digital editing techniques, and basic post-production/visual effects are covered, as well as studio production techniques, such as chroma-keying and work with advanced cameras. Students are expected to achieve a level of technical competence and confidence necessary to undertake more ambitious independent work. The class views and discusses key contemporary works and related critical writings. PREREQUISITE(S): None.

DMA 480 | WEB/MEDIA DELIVERY WORKSHOP | 4 quarter hours

(Graduate)

This course is an intensive exploration of the opportunities and constraints of social media platforms for the distribution and curation of digital media artifacts. We will explore both commercial and academic platforms to develop an understanding of how different designs support different models of curation and distribution. As a project, students will select 2 platforms and create original digital installations using media they have authored in order to examine how the design of a social media platform influences how audiences interact with their installations. PREREQUISITE(S): None.

DMA 490 | PORTFOLIO | 4 quarter hours

(Graduate)

This course assists students preparing to enter the job market and emphasizes assembling a professional quality portfolio through workshops on advanced modeling and rendering techniques, visual composition, portfolio layout, design communication and presentation skills. Portfolio reviews by invited professionals are an integral component of this course. PREREQUISITE(S): None.

DMA 495 | SPECIAL TOPICS IN DIGITAL MEDIA ARTS WORKSHOP | 1-4 quarter hours (Graduate)

Specific topics selected by the instructor. Topic varies with teach offering. Contact instructor for more information. Credit counts towards DMA Advanced Workshop requirement. Prerequisite(s): See syllabus.

DMA 521 | DESIGN MANAGEMENT WORKSHOP | 4 quarter hours (Graduate)

In this course students learn to infuse design thinking into the business strategies of organizations, develop creative leadership, and refine project management planning skills. Based on a topic selected for the class, the outcome of the design process is manifested in a concept that satisfies the needs of the customer, market, producer and organization. Through documentation and a formal project presentation, students demonstrate their understanding of the design process and resolution of conflicting issues related to innovation and delivering digital media. PREREQUISITE(S): None.

DMA 525 | FOUNDATION OF DIGITAL MEDIA | 4 quarter hours (Graduate)

This introductory course will provide students with a detailed practical introduction to the technological practices, skills, and tools of digital communication. Students will engage with digital technology with the goals of learning and practicing technical skills across a range of technologies, including video, audio, graphic design, and human-computer interaction. Students work with still images, moving images and sound using integrated digital media applications. The course focuses on the technical, social and cultural competencies required to traverse media in online convergence environments. This class provides students a hands-on approach to digital communication. This course will also prepare students to work with digital technology at future jobs.

DMA 527 | CREATIVE PROCESS AND STRATEGY | 4 quarter hours (Graduate)

This course focuses on developing a creative process rooted in iteration, exploration and user-centered methodologies. Students will develop project concepts following the steps of research, analysis, ideation and prototyping to help establish an understanding of strategic creative planning and management. Concept documentation and critical assessment will also be practiced through regular class presentations and critiques. Students will explore and experiment with their own creative processes throughout the course.

DMA 405 is a prerequisite for this class.

DMA 530 | DESIGN THINKING AND STORYTELLING | 4 quarter hours (Graduate)

The course is an exploration of design as a form of storytelling. Design thinking and the human-centered design process will be examined, practiced and employed over the course of the quarter, culminating in a significant project. Groups will develop their quarter-long projects by utilizing the tools and approaches of design thinking through the lens of interactive design. Students learn the basics of conceptualizing for interactive media as well as gain proficiencies in using various tools to create interactive experiences.

DMA 535 | STORYTELLING ACROSS MEDIA | 4 quarter hours (Graduate)

This course introduces students to the theory and practice of multi-modal storytelling, i.e. the strategic use of two or more communication modes to make meaning, such as image, gesture, music, spoken and written language. While the application areas of storytelling may remain the same - from artistic expression to advertising, PR, journalism, documentary, activism and other persuasive forms - our means of meaning making are changing dramatically due to technological innovation, availability of digital media production tools, and the potential of immediate and universal online publication. Changing technological affordances demand an increased media literacy that includes a deep understanding of the specific strengths and weaknesses of various communication modes and their manifestation in digital media formats, so we can leverage them intentionally to create impactful, cohesive and emotionally compelling multi-modal texts and trans-media stories.

DMA 525 is a prerequisite for this class.

DMA 555 | DIGITAL MEDIA STUDIO | 4 quarter hours (Graduate)

Students explore studio-based collaborative creation of media arts projects and work processes. The course will include different methods and approaches rather than a discipline-specific focus. Depending on student interest, the projects will include image production and design through animation, film, sound, design, interactivity and photography. The computer is used as a creative solution to producing innovative projects emphasizing the construction of a portfolio of work. PREREQUISITE(S): None.

DMA 599 | INDEPENDENT STUDY | 1-4 quarter hours (Graduate)

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit. Prerequisite(s): Instructor and dean approval.

DMA 695 | THESIS I | 4 quarter hours (Graduate)

The thesis courses provide an opportunity for students to apply the skills they have learned to a professionally developed project of their interest. The project will be accompanied by a written analysis of the concept and documentation of the process. Students have the choice to work individually or in small teams. In Thesis I, students will be guided through in depth precedent and user research, surveying the field to develop a unique concept that will challenge their skills and understanding of the medium, while also seeking to contribute to the advancement of the field. Students will create a project plan and a series of prototypes and/or rough drafts to help develop and refine their concepts. Regular presentations with peers will be held weekly to prepare for a final concept presentation to a professional panel.

DMA 525 and DMA 527 are prerequisites for this class.

**DMA 698 | THESIS II | 4 quarter hours
(Graduate)**

The thesis courses provide an opportunity for students to apply the skills they have learned to a professionally developed project of their interest. The project will be accompanied by a written analysis of the concept and documentation of the process. Students have the choice to work individually or in small teams. In Thesis II, students will work in a studio format to refine the concept developed in Thesis I. Concept development will consist of on-going analysis and critique of the concept through user/audience testing to result in creation of a professional quality digital media piece or high-fidelity prototype. Students will have regular presentations to prepare them to defend their final thesis project before a panel of faculty and industry professionals.

DMA 695 is a prerequisite for this class.

E-Commerce Technology (ECT)

**ECT 250 | INTERNET, COMMERCE, AND SOCIETY | 4 quarter hours
(Undergraduate)**

An introduction of Internet technology, its application for commerce, and its social impact. This course surveys Internet technology, collaboration and commerce activities, digital media distribution, online communities, and social networking in the Internet environment.

**ECT 310 | INTERNET APPLICATION DEVELOPMENT | 4 quarter hours
(Undergraduate)**

Development of Internet-based applications using client and server-side scripting. Students will design and build an Internet application that accesses a database.

CSC 211 (or IT 231 or CSC 241 or CSC 243) is a prerequisite for this class.

**ECT 330 | ADVANCED INTERNET APPLICATION DEVELOPMENT | 4 quarter hours
(Undergraduate)**

This is a programming course focusing on advanced Internet technologies such as tiered design of Internet applications, transactions, creating components, and Web services.

(IT 211 or IT 231 or CSC 241 or CSC 243) is a prerequisite for this class.

**ECT 355 | INTERNET SYSTEMS: COLLABORATION, COMMERCE, AND MEDIA | 4 quarter hours
(Undergraduate)**

This course examines the application of Internet technology to support collaboration, commerce, and digital media distribution activities. It will focus on the latest technologies, new development models and their social impact. Students will explore different models and develop applications to support collaborative commerce.

ECT 310 (or ECT 330 or IT 232) is a prerequisite for this class.

**ECT 360 | INTRODUCTION TO XML | 4 quarter hours
(Undergraduate)**

An introduction to Extensible Markup Language (XML) and XML transformations. XML syntax, processing and validation. Namespaces. Transformations using XSLT and XPath. XML applications such as XHTML, RDF, SVG, XSL.

CSC 211 (or CSC 241 or CSC 243) is a prerequisite for this class.

**ECT 410 | DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS | 4 quarter hours
(Graduate)**

Development of web-based business solutions using client-side and server-side technologies. Major topics include analysis and design of web projects for a business, web application design patterns, server-side programming, and access to databases.

CSC 401 or IT 411 is a prerequisite for this class.

**ECT 455 | E-COMMERCE WEB SITE ENGINEERING | 4 quarter hours
(Graduate)**

(Formerly ECT 555, cross-listed with HCI 513) An introduction to Web site engineering methods and processes to support e-commerce development. Web site engineering life cycle and user-centered design, including site goals, business models, value propositions, user analysis, information architecture, interface and navigation design, usability guidelines, database, testing, hosting strategies, usage metrics, and collaborative development. Technologies for e-commerce, shopping cart, digital payments, promotion strategies, and security issues. Students will build fully functional Web sites using database and client- and server-side technologies.

(CSC 401 or IT 411 or HCI 430) is a prerequisite for this class.

**ECT 480 | INTRANETS AND PORTALS | 4 quarter hours
(Graduate)**

Intranet development methodology. Data warehousing concept and On-Line analytic processing (OLAP) for information management. Enterprise information portals (EIP). Transforming information into knowledge. Major applications involve: decision support, customer applications and content personalization for intranet. Students will conduct case studies and projects.

ECT 424 is a prerequisite for this class.

**ECT 481 | INTERNET SUPPLY CHAIN MANAGEMENT | 4 quarter hours
(Graduate)**

This course examines system architectures, technologies, approaches, and infrastructure requirements in the context of supply chain systems. The focus is on the design, development and implementation of systems that facilitate the collaboration of an enterprise with its buyers and suppliers. Topics include development of messaging-based collaboration framework with web services. Students will design and implement a collaborative extranet system component in team projects.

CSC 401 or IT 411 is a prerequisite for this class.

**ECT 556 | ENTERPRISE ARCHITECTURE AND DESIGN | 4 quarter hours
(Graduate)**

This is an advanced course on the design and planning of enterprise architecture that enables intra-/multi-enterprise collaboration and interoperability. The emphasis is on the alignment between IT and organizational objectives through the integration of business architectures, data and information architecture, application architecture, technology architecture, interfaces and infrastructure. Topics include: frameworks, tools, and methodologies for enterprise architecture design; data and process modeling, application integration, implementation fundamentals, adaptability to changing organizational needs, and managing costs of implementation. Students will conduct case studies and develop architecture plans. Prerequisites: ECT 424 and SE 430.

ECT 424 and SE 430 are prerequisites for this class.

**ECT 565 | MOBILE ENTERPRISE | 4 quarter hours
(Graduate)**

Mobile enterprise information systems are becoming increasingly complex and consist of existing systems with enabling middleware to achieve end-to-end enterprise mobile solutions. Mobile infrastructure performs content adaptation, data synchronization, bridging corporate and mobile messaging systems and support mobile information portals. The course will discuss web services oriented component architecture and system integration with Adaptive Application Architecture (AAA) with Wireless application gateway (WAG) and Multi-channel Access Gateways (MAG) supporting mobile and wireless access for heterogeneous devices. Such concepts as content distribution, connectivity and security, scalability and load balancing, device management will be discussed. Additional topics include Location-aware applications supporting mobile knowledge workers, business process for value contribution, and investment decisions on mobile technologies. Students will become familiar with mobile enterprise tool suites, mobile messaging delivery platforms, wireless Web portals. Students will be implementing mobile enterprise solution components.

ECT 455 is a prerequisite for this class.

**ECT 582 | SECURE ELECTRONIC COMMERCE | 4 quarter hours
(Graduate)**

This course studies security requirements, threat modeling, and appropriate safeguards for e-commerce systems. Major topics include web application security, web service security, and web server security.

ECT 424 OR CSC 435 OR NET 463 is a prerequisite for this class.

**ECT 583 | ADVANCED SCRIPTING TECHNOLOGIES | 4 quarter hours
(Graduate)**

This course focuses on applying advanced scripting technologies in the design and development of large Web applications. Major topics include tiered application design, transacted Web applications, components, and Web services.

CSC 401 or IS 411 or IT 411 is a prerequisite for this class.

**ECT 587 | MOBILE COMMERCE TECHNOLOGY | 4 quarter hours
(Graduate)**

This course examines leading wireless and mobile technologies for consumer and enterprise mobile commerce. This course discusses how mobile technologies have changed the business community with an emphasis on major mobile platforms. Major topics include analysis and design of business applications in a mobile environment, and wireless user interface design. Students will develop mobile applications using a prominent mobile technology.

CSC 401 or IS 411 or IT 411 is a prerequisite for this class.

**ECT 589 | E-BUSINESS STRATEGIES | 4 quarter hours
(Graduate)**

Designed for ECT majors and IS majors in ECT concentration, this course focuses on the deployment of Internet and enterprise technologies to support organization's e-business initiatives and collaborative commerce. Conducted in the format of seminar, case analysis, and dialogue with industry practitioners, this course requires students to actively participate in the study of models and approaches for e-business technology implementation and transformation. Topics include: the impact of Internet on industry structure and organizational transformation, enterprise application architecture, planning and implementation of technology and process to support an increasingly collaborative and integrated environment for e-commerce. Students have to complete an organization case study of e-business technology implementation to fulfill the requirement of this capstone course. This course should be taken at the conclusion of the ECT program. PREREQUISITE(S): Completion of ten or more School of Computing MS level courses is required.

**ECT 596 | TOPICS IN E-COMMERCE TECHNOLOGY | 4 quarter hours
(Graduate)**

Independent study form required. PREREQUISITE(S): Consent of instructor.

**ECT 690 | RESEARCH SEMINAR | 1-4 quarter hours
(Graduate)**

Readings and discussion on current research topics. Students may register for this course no more than twice. PREREQUISITE(S): Consent of the instructor. (variable credit)

**ECT 696 | MASTER'S PROJECT | 4 quarter hours
(Graduate)**

Four credit hours. Students may register for this course only after their advisor has approved a written proposal for their project. Independent study form required. (PREREQUISITE(S): Consent of advisor).

**ECT 698 | MASTER'S THESIS | 2 quarter hours
(Graduate)**

(2 credit hours) Students may register for this course only after their advisor has approved a written proposal for their thesis. Students must continue to register for this course every quarter after their first registration in it until they complete their project or thesis to the satisfaction of their advisor. They earn two hours of credit for each such registration but only four hours of credit will apply for degree credit. Independent study form required. PREREQUISITE(S): Consent of advisor. (2 quarter hours)

Early Childhood Education (ECE)

**ECE 91 | CLINICAL EXPERIENCES WITH INFANTS AND TODDLERS | 1
quarter hour
(Undergraduate)**

Candidates will observe and interact with infants and toddlers (25 clock hours) and attend a weekly seminar in which they will be required to reflect on their experiences in relation to the development and learning processes of infants and toddlers. Appropriate early childhood lesson planning and assessment techniques and tools will be emphasized.

COREQUISITE: ECE 290. (1 credit hour)

**ECE 92 | CLINICAL EXPERIENCES WITH YOUNG CHILDREN AND FAMILIES | 1 quarter hour
(Undergraduate)**

Candidates will observe and interact with young children and their families in school and child care settings with family/parent education programs; family conferences and home visits will be included in the options. (25 clock hours). Candidates will meet once a week in a seminar to reflect and discuss topics around parental involvement, parental support, and building communities through connections between schools and homes. COREQUISITE: ECE 302. (1 credit hour)

**ECE 93 | CLINICAL EXPERIENCES WITH PRE-SCHOOLERS | 1 quarter hour
(Undergraduate)**

Candidates will observe and interact with preschool age children (25 clock hours) and attend a weekly seminar in which they will be required to reflect on their experiences in relation to the development and learning processes of preschool age children. Appropriate early childhood assessment and instructional methodologies will be emphasized. COREQUISITE: ECE 310. (1 credit hour)

An education major or minor is a prerequisite for this class.

**ECE 94 | CLINICAL EXPERIENCES IN PRIMARY GRADES | 1 quarter hour
(Undergraduate)**

Candidates will observe and interact with primary age children (25 clock hours) and attend a weekly seminar in which they are required to reflect on their experiences in relation to the development and learning processes in the primary years (K-3). Appropriate assessment and instructional methodologies for children in the primary grades will be emphasized. COREQUISITE: ECE 311. (1 credit hour)

An education major or minor is a prerequisite for this class.

**ECE 175 | EDUCATING THE TWENTY-FIRST CENTURY YOUNG CHILD | 4 quarter hours
(Undergraduate)**

Course is for students with interests in early childhood programs in the United States. Course explores issues influencing early childhood education, such as socio-historical factors, family policy, diversity, and federal/state regulations. Students examine programs using readings from the Vincentian Collection, child psychology, social theories and the current media. Students compare Vincentian Heritage, current and past federal policies, applying this study to their understanding of social justice to modern childcare practices. To guide students deeper into understanding the lives of young children, the course offers an option for service learning with Jumpstart, Chicago-area Head Start, and other early childhood education centers.

**ECE 280 | INTERNSHIP WITH INFANTS AND TODDLERS | 2 quarter hours
(Undergraduate)**

Candidates conduct 35 hours of supervised fieldwork in an infant/toddler center where they are observing and documenting behavior and interactions, planning activities, and assessing development in children ages birth to 3. Candidates will also participate in a twice a quarter, hour and a half, seminar to reflect and discuss aspects of infant/toddler development and care, making connections between theory and practice. Onsite meetings with groups of candidates will be held weekly for supervision and reflection on practice. Co-requisite ECE 290. (2 credit hours)

**ECE 286 | ART, MUSIC, AND MOVEMENT FOR THE YOUNG CHILD | 4 quarter hours
(Undergraduate)**

This course will focus on the theory, research, methods, and activities of art, music, and movement for young children birth through age 8. Emphasis will be on the integration of developmental domains, creative and critical thinking as developmental domains are integrated.

**ECE 290 | CHILD GROWTH AND DEVELOPMENT | 4 quarter hours
(Undergraduate)**

This course examines human growth and development of the child from pregnancy through age eight, including cognitive, language, physical, social, spiritual, creative, and emotional areas of development. Learning and development theories of young children, including those of Freud, Erikson, Bowlby, Piaget, Vygotsky, Bronfenbrenner, and other modern developmental theorists are explored. Pedagogical implications of these developmental theories are embedded in class discussions and course activities. COREQUISITE: ECE 280.

**ECE 298 | CHILD HEALTH SAFETY AND NUTRITION | 4 quarter hours
(Undergraduate)**

This course focuses on the interrelationships among child, family and the areas of health, safety and nutrition. Special emphasis will be placed upon the issues of health, safety and nutrition that affect young children from the ages of birth through age 8. Understanding cultural issues and special needs of individual children are addressed, as are aspects of health and safety. Central to this course is the acquisition of knowledge and application of practices that promote good nutrition, dental health, and the physical, social and emotional well being of young children. The course includes information on common diseases and health problems.

**ECE 302 | CHILD AND FAMILY IN THE URBAN COMMUNITY | 4 quarter hours
(Undergraduate)**

This course focuses on understanding the diversity of children and families in approaches to development, learning, and disability. Strategies in developing positive and supportive relationships with families of young children with special needs, including family-centered practices, will be explored. Particular attention is given to the challenges faced by teachers and other professionals in early intervention in assessing children's needs and providing services, which are reflective of the child's development within his/her diverse cultural and community context. In addition, the course examines ways to develop and maintain productive and collaborative relationships among professionals and families, communities, and other professionals across the range of support systems in the IFSP and IEP planning processes.

**ECE 303 | INTRODUCTION TO EARLY CHILDHOOD EDUCATION | 4 quarter hours
(Undergraduate)**

This course will introduce students to the professional ethics of early childhood education and the critical role of federal policy in the evolution of the field. Historical, sociological, philosophical, and psychological foundations of early childhood education are explored. Of special interest is a review of key theories and research that inform the development of early childhood education goals and practices, as well as administrative, pedagogical, and ethical professional standards for working with children from diverse communities. The course includes foci on Developmentally Appropriate Practice (DAP), inclusive pedagogical practice, appropriate use of technology with young children, and various curricular models: Montessori, Reggio Emilia, High Scope, and Creative Curriculum.

ECE 306 | FUNCTIONAL BEHAVIOR ASSESSMENT: INTERVENTION AND SUPPORT IN EARLY CHILDHOOD | 4 quarter hours (Undergraduate)

This course is designed to prepare early childhood pre-service teachers to work with children who present a variety of challenging behaviors in the classroom. Grounded in principles of Applied Behavior Analysis, the philosophy of the course is based on the premise that understanding the underlying causes of children's externalizing and internalizing behavior enables the teacher to utilize appropriate techniques in conducting behavior intervention and classroom management. Using Positive Behavioral Support and Functional Behavior Analysis (a competency required for all teachers under the provisions of IDEA), students will learn how to design and develop a Behavior Intervention Plan. Diverse methods for addressing a variety of behaviors are explored and practiced through field-based assignments that also include application of behavioral assessment and intervention tools, as well as techniques.

ECE 290 and edu major or minor

ECE 307 | LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (BIRTH TO 8) | 4 quarter hours (Undergraduate)

This course examines language acquisition and development in young children, including culturally and linguistically diverse learners and children with atypical language development. Attention will be given to dialectical issues as these apply to growth and development of linguistic competencies through the early childhood years. Explored in this course are the core topics of linguistic: morphology, syntax, semantics, pragmatics, phonetics, and phonology. Psycholinguistic and sociolinguistic theories anchor the discussion of language learning in childhood. Issues of language delay and processing of symbolic information to facilitate the development of articulation, fluency, voice, and functional language are included.

ECE 290 and edu major or minor

ECE 309 | YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS | 4 quarter hours (Undergraduate)

This course is a survey of the field of early childhood special education, including the Early Intervention System. Characteristics of infants, toddlers, and young children with special needs are examined in this course. Methods of working with different disabilities during children's early years will be explored. Strengths and needs of families of young children with disabilities and collaboration with family members will be emphasized. Understanding the impacts of current legislation, policy, and research on practice is fostered and developed.

ECE 290 and edu major or minor

ECE 310 | PREPRIMARY PROGRAMS: CURRICULUM AND STRATEGIES | 4 quarter hours (Undergraduate)

Candidates will plan, implement, and evaluate activities that promote the physical, emotional, social, spiritual, cognitive, and creative development of preschool children from diverse cultural and socioeconomic backgrounds. Emphasis will be placed on creating learning environments that facilitate children's learning through play. Developmentally appropriate practices, with a particular emphasis on social studies, use of technology, and learning centers will be thoroughly investigated. COREQUISITE: ECE 381.

ECE 290 and edu major or minor

ECE 311 | CURRICULUM AND INSTRUCTION IN PRIMARY GRADES | 4 quarter hours (Undergraduate)

This course provides an examination of the objectives, content methods and materials used in the primary grades of elementary schools (K-3). A variety of teaching methods and classroom management strategies will be discussed and illustrated, including teacher-led and student-centered instruction. Candidates will be encouraged to reflect upon their own emerging educational philosophies and teaching styles as they take part in laboratory and clinical experiences. Many opportunities for planning, using and evaluating a variety of teaching methods will be offered. Each student will develop at least one teaching unit on a primary social studies theme. COREQUISITE: ECE 382.

ECE 290, ECE 310 and an Education major or minor are prerequisites for this class.

ECE 312 | BILINGUAL THEORY IN EARLY CHILDHOOD DEVELOPMENT | 4 quarter hours (Undergraduate)

This course is designed to equip bilingual and second language teachers with the knowledge and philosophy to work effectively in the education of early childhood language minority students in the context of bilingual/ESL programs. The course will explore the historical, political and legal foundations of bilingual education programs in the United States. It will examine different models of bilingual programs and the psycholinguistic and sociolinguistic principles upon which they are based.

ECE 313 | CROSS CULTURAL STUDIES IN EARLY CHILDHOOD EDUCATION | 4 quarter hours (Undergraduate)

The course will discuss the historical, philosophical and cultural foundations of education of young children in a multicultural society, emphasizing the role of ethnicity and cultural variables in development of young children within the context of families, childcare centers, and educational systems. Topics include: history of immigration and predictions for the future; the effects of population shifts on the education of English Language Learners and their families; the impact of laws, litigation and executive orders on bilingual/English-as-a-Second-Language education; understanding cultural and linguistic differences regarding locating and using educational resources.

ECE 314 | METHODS AND MATERIALS FOR DUAL LANGUAGE AND MULTILINGUAL LEARNERS | 4 quarter hours (Undergraduate)

This course focuses on best practices in teaching dual language and multilingual learners (DLL/ML), helping them to learn English while maintaining their native language, in bilingual/ESL early childhood classrooms, from birth through age 8. Candidates will demonstrate competencies with different approaches and methodologies currently used to support the development of listening, speaking, reading, and writing in social and academic contexts in learners' first and additional languages. Curriculum-based assessment, cultural awareness, and self-reflective practice will also be addressed. 17 hours of Field Experience required.

ECE 325 | SECOND LANGUAGE ACQUISITION AND EARLY LITERACY DEVELOPMENT | 4 quarter hours**(Undergraduate)**

This course will examine the process of learning and using a second language. Research in second language acquisition (SLA) is multi-disciplinary in nature, reflecting the complexity of language learning and use. Linguistic, psychological and social processes that underlie language learning and use will be introduced and applied to the understanding of this learning in young children. Language acquisition theory concerning relationships between early literacy and oral language development in first and subsequent languages will be explored. Understanding developed through this exploration will then be applied to the classroom in the form of strategies and literacy development activities.

ECE 326 | PRINCIPLES AND STRATEGIES FOR FAMILY ADVOCACY AND ACTION IN EARLY CHILDHOOD | 4 quarter hours**(Undergraduate)**

This course develops knowledge and skills to assist families of young children who face the stress of living in poverty. The focus will be on developing empathetic relationships with families so that family service and education can be optimized. Candidates will be assisted in learning to identify community resources and ways to support families in accessing resources. A focal point will be on ways to empower families, recognizing family strengths and respect for cultural variables, as they apply.

ECE 302 and an Education major or minor are prerequisites for this class.

ECE 327 | IMPACT OF PUBLIC POLICY ON FAMILIES OF YOUNG CHILDREN | 4 quarter hours**(Undergraduate)**

This course is grounded in social justice practice and designed to promote an understanding of the ethical principles, legal issues, policies, and law influencing the well being of families, including those families of young children with disabilities and those who are English Language Learners. A particular focus will be on how federal childcare and education policy affects and shapes early childhood practice and service delivery to families. This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored.

ECE 328 | WORKING WITH FAMILIES OF CHILDREN WITH DISABILITIES AND CHRONIC ILLNESS | 4 quarter hours**(Undergraduate)**

This course will strengthen the knowledge and skills of early childhood educators and other professionals working with young children in cultural competency (at the individual and institutional level), family-centered care, family-professional partnerships, family-directed practices, and family empowerment. Candidates will develop best practices to assure the health and well being of children and their families and to honor the strengths, cultures, traditions and expertise that everyone brings to this relationship.

ECE 329 | YOUNG CHILDREN'S LITERATURE AND FAMILY LITERACY | 4 quarter hours**(Undergraduate)**

This class explores the joys of reading and provide strategies for candidates to awaken and encourage the joy of reading in the children and families with whom they work. It focuses on how early childhood educators are uniquely positioned to foster literacy in children and their families through thoughtful, theoretically based programming and activities.

ECE 331 | BEGINNING MATH AND SCIENCE INSTRUCTION | 4 quarter hours**(Undergraduate)**

This course applies child development principles to the planning of science and mathematics experiences for both typically and atypically developing young children. Emphasis is placed on understanding how children develop problem-solving skills, and on recognizing how teachers can facilitate inquiry-discovery experiences for young children with diverse learning styles and needs. Course assignments include participation in experiments and field-based experiences in mathematics and sciences. Teacher candidates are required to develop and provide developmentally and culturally appropriate activities in science and mathematics activities for young children.

ECE 290 and edu major or minor

ECE 332 | EARLY LITERACY AND ASSESSMENT FOR YOUNG CHILDREN WITH DISABILITIES | 4 quarter hours**(Undergraduate)**

This course focuses on the nature of the reading process, current literacy theory and practices, and research-based instructional strategies to develop literacy skills in emergent and developing readers and young children with reading/learning disabilities. Emphasis is placed on understanding the reading process, analyzing and applying research-based instructional practices, administering, analyzing, and interpreting formal and informal reading assessments, and making informed instructional decisions to meet the unique needs of individual readers. Differences in reading abilities will be examined in light of providing appropriate, effective, and meaningful literacy instruction for young children with disabilities.

ECE 333 | EARLY CHILDHOOD EDUCATION FOR LOW INCIDENCE DISABILITIES | 4 quarter hours**(Undergraduate)**

This course focuses on an examination of the developmental and learning characteristics of young children with low incidence disabilities. A specific focus is on educating early childhood students with Autism Spectrum Disorders and those with Intellectual Disabilities. A primary goal of this course is to understand the learning needs of these children, and to examine and evaluate various educational and therapeutic methods of working with them. A major part of this course is devoted specifically to the characteristics associated with and interventions for children with Autism Spectrum Disorders.

ECE 334 | SPECIAL EDUCATION CURRICULUM AND STRATEGIES FOR YOUNG CHILDREN | 4 quarter hours**(Undergraduate)**

Study of the theoretical and practical approaches to instruction for young children with high incidence disabilities. Emphasis is placed on the development of supportive learning environments, using special curricular and behavioral management strategies for all early childhood settings; application of collaborative practices with multiple service providers and families to meet the needs of diverse learners with high incidence disabilities. Strategies and materials for improving the social, emotional, and academic adjustment and functioning of young children with high incidence disabilities are examined. Includes teaching social and emotional curricula; implementing functional behavioral assessment; and monitoring growth and development in targeted areas. Strategies to increase the young child's self-awareness, self-management, self-control, self-reliance, and self-esteem are considered. Application of diagnostic information into teaching strategies and implementation of an instructional plan (IEP) is a central tenet of the course. It is recommended for students to take ECE 290 and ECE 309 and to have 25 clock hours of Level II Experience prior to taking this class.

ECE 375 | ASSESSMENT IN EARLY CHILDHOOD INCLUSIVE SETTINGS | 4 quarter hours (Undergraduate)

Candidates will study, use and evaluate early childhood assessment methods and tools that are appropriate for use with young children with diverse cultural and socioeconomic experiences. Focus of the course is on the teacher candidate's acquisition of knowledge and skills regarding an array of formal and informal assessment instruments and techniques used to gather information needed for making decisions about typical and atypical children served in individual and group learning situations. Focus is directed toward the development of curricular goals and instructional approaches that evolve from the development of curricular goals and instructional approaches that evolve from the assessment information. Such information is used to create learning plans, including Individual Family Service plans (IFSP) and Individualized Education Plan (IEP), serving child and family responsively.

ECE 290 and edu major or minor

ECE 377 | ASSESSMENT OF DUAL LANGUAGE AND MULTILINGUAL LEARNERS | 4 quarter hours (Undergraduate)

This course will focus on the discussion of basic principles and current approaches to assessment of dual language and multilingual learners (DLL/ML) in ESL and bilingual early childhood and early elementary educational settings. Candidates will learn about the different purposes of process and product assessment tools, authentic and curriculum-based forms of assessment, issues in the assessment of DLLs/MLs, and assessment in academic areas for early elementary MLs. Research on language and literacy acquisition in MLs vis a vis instruction and assessment will be discussed. Candidates will have opportunities to critically examine and learn how to administer assessment tools used in current practice. 17 hours Level 2 Field Experience required.

ECE 380 | EARLY CHILDHOOD SPECIAL EDUCATION PRACTICUM | 4 quarter hours (Undergraduate)

Supervised teaching in a cooperating school serving young children with disabilities for 150 clock hours; arranged in collaboration with supervising faculty member and the Field Experience Office. Candidates will reflect upon their teaching experiences with young children with disabilities and collaborate with colleagues and instructor to identify alternative strategies for problematic situations. Application and approval required prior to registration. Open only to DePaul students.

ECE 381 | INTERNSHIP IN PRESCHOOL SETTING | 2 quarter hours (Undergraduate)

Candidates conduct 35 hours of supervised field work in preschool during the winter quarter. The internship is designed to be taken by ECE teacher candidates before student teaching. Candidates enrolling in this internship have completed or are taking ECE 310: Preprimary Programs: Curriculum and Strategy concurrently. (2 credit hours)

ECE 290 and edu major or minor

ECE 382 | INTERNSHIP IN PRIMARY SETTING | 2 quarter hours (Undergraduate)

Candidates conduct 35 hours of supervised field work in a primary grade (K-3) during the spring quarter. The internship is designed for advanced ECE candidates to be taken before student teaching. Candidates taking this internship have taken ECE 311: Curriculum and Instruction in Primary Grades. (2 credit hours)

An education major or minor is a prerequisite for this class.

ECE 383 | INTERNSHIP IN EARLY CHILDHOOD ESL/BILINGUAL EDUCATION SETTINGS | 4 quarter hours (Undergraduate)

This course will focus on application of the theories of effective teaching practices and assessment procedures appropriate for young English Language learners. It will emphasize an application of knowledge gained from previous ESL/ELL courses and demonstration of skills necessary to work collaboratively and effectively with families of young English Language Learners. Professional behaviors that respect, value, and support all children's native language and culture will be reinforced. (100 clock hours)

ECE 313, ECE 314, ECE 325, ECE 377, and (BBE 305 and BBE 306) or (BBE 325 and BBE 366) are prerequisites for this class.

ECE 384 | EARLY CHILDHOOD EDUCATION CAPSTONE | 4 quarter hours (Undergraduate)

The senior capstone course is designed to help Candidates integrate the central emphases of their liberal learning studies curriculum with their professional behavior. It will provide prospective early childhood educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to early childhood education. Candidates will develop a professional portfolio that reflects the standards of the various guiding professional organizations. The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program. This course is taken before student teaching.

ECE 385 | EARLY CHILDHOOD STUDENT TEACHING | 12 quarter hours (Undergraduate)

This course requires students to participate in supervised teaching at a cooperating school, five full days per week, for an academic quarter. Part of the teaching will be in a preprimary setting and part will be in a primary setting. Feedback and discussion of issues encountered in student teaching as well as new materials and techniques of student teaching will be included. Application and approval are required. Open only to DePaul students. (12 credit hours)

ECE 387 | CAPSTONE SEMINAR IN EARLY CHILDHOOD EDUCATION | 2 quarter hours (Undergraduate)

This course is designed to help candidates integrate the central emphases of their Liberal Studies curriculum with their professional knowledge and behavior. It provides opportunities and activities to prospective educators that engage them in being analytic and reflective upon their major and related disciplines; guide them in further considering their value commitments and how they relate to their chosen profession; apply critical and creative thinking in addressing 'real-time' professional issues and needs; and examine extant practices from multicultural perspectives. Candidates develop a professional teaching portfolio that reflects the standards of the various guiding professional organizations and the Illinois State Board of Education (ISBE). The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator as well as the goals of the Liberal Studies program. The course is taken simultaneously with student teaching. COREQUISITE(S): ECE 385. (2 credit hours)

ECE 390 | DEVELOPMENTAL THERAPY STRATEGIES FOR INFANTS AND TODDLERS IN EARLY INTERVENTION | 4 quarter hours**(Undergraduate)**

This course will focus on the knowledge and skills needed to work effectively with young children from birth through age 3, who have disabilities and special learning needs. The course will use child-centered, play-based interventions and developmentally appropriate practice as the central approach. Furthermore, students will examine learning outcomes and related intervention (lessons), which will be used to effectively address these outcomes, as well as aligning ongoing assessment of the intervention strategies. Students will examine issues related to the impact that disability conditions have on young children's learning needs in all developmental domains. Additionally, students will explore issues related to intervention of young children within the context of families and caregivers - that is within natural and inclusive settings, such as the family's home, community settings, or center-based programs.

ECE 290, ECE 309 and an Education major or minor are prerequisites for this class.

ECE 391 | ASSESSMENT OF INFANT AND TODDLERS | 4 quarter hours (Undergraduate)

Built on a partnership with families, this course focuses attention on all aspects of development including social/emotional, cognitive, sensory/motor and communication. Beginning with observation and naturalistic assessment processes, teachers examine the principles of best practice for assessing babies and toddlers for service in infant/toddler care, Early Head Start and early intervention. Teacher candidates learn to administer screening tools, criterion referenced instruments and leading standardized instruments and procedures, including the transdisciplinary approach and the Hawaii Early Learning Profile.

ECE 290, ECE 309 and an Education major or minor are prerequisites for this class.

ECE 392 | WORKING WITH FAMILIES OF INFANTS AND TODDLERS: PARTNERSHIP AND COLLABORATION IN EARLY INTERVENTION | 4 quarter hours (Undergraduate)

This course will focus on the knowledge and skills needed to work effectively with families of young children from birth through age 3, who have disabilities and special learning needs. The course will examine philosophical foundations and collaboration strategies for teachers and other professionals working with families of young children with exceptionalities in Early Intervention programs and inclusive settings where the infants and toddlers may be served.

ECE 306 and an Education major or minor are prerequisites.

ECE 393 | INTERNSHIP EXPERIENCES WITH INFANTS, TODDLERS AND TWOS WITH SPECIAL NEEDS | 2 quarter hours (Undergraduate)

This course is a supervised internship, in which the candidates will practice early intervention strategies in a field experience of 40 clock hours with infants and toddlers with special needs. In this internship candidates will practice 1) assessment of infants and toddlers, 2) developmental therapy and play strategies with infants and toddlers, and 3) collaboration working in partnership with family members of children with special needs. Co-requisite: ECE 390; ECE 391; ECE 392. (2 credit hours)

ECE 395 | DESIGNING CURRICULUM FOR INFANTS AND TODDLERS | 4 quarter hours**(Undergraduate)**

Research in neuroscience indicates that the brain developmental foundation for all later learning is created in the first three years of life. The impact and impetus for the adults (families and caregivers) who nurture and teach children from birth to three will be explored in this course. The course will examine the developmental milestones, as well, as each child's developmental profile to create a developmentally appropriate curriculum to enhance the "foundation for all later learning". The course explores ways to provide a safe and challenging environment; to focus on play as a vehicle for learning for optimal developmental outcomes. Collaboration with families in addressing each child's development is featured in the course. Candidates will be expected to design curricula to meet the needs of linguistically and culturally diverse children, as well as young children with special needs.

ECE 398 | SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION | 4 quarter hours**(Undergraduate)**

This course offers intensive study of selected topics in the field of early childhood education and care. Course content and credits vary according to topic. Syllabus is tailored to the topic of special study. Example topics include: Implementing common core in kindergarten; Social-emotional learning programming in K-3; Using data to make curricular decisions in PK-3; Mentoring families who are teen-agers.

ECE 399 | INDEPENDENT STUDY IN EARLY CHILDHOOD EDUCATION | 4 quarter hours (Undergraduate)

(1-4 Credits) PREREQUISITE(S): Permission from instructor, program chair and associate dean.

ECE 490 | DEVELOPMENTAL THERAPY STRATEGIES FOR INFANTS AND TODDLERS IN EARLY INTERVENTION | 4 quarter hours (Graduate)

This course will focus on the knowledge and skills needed to work effectively with young children from birth through age 3, who have disabilities and special learning needs. The course will use child-centered, play-based interventions and developmentally appropriate practice as the central approach. Furthermore, students will examine learning outcomes and related intervention (lessons), which will be used to effectively address these outcomes, as well as aligning ongoing assessment of the intervention strategies. Students will examine issues related to the impact that disability conditions have on young children's learning needs in all developmental domains. Additionally, students will explore issues related to intervention of young children within the context of families and caregivers that is within natural and inclusive settings, such as the family's home, community settings, or center-based programs.

SCG 404 and T&L 427 (or equivalent) are prerequisites for this class.

ECE 491 | ASSESSMENT OF INFANT AND TODDLERS | 4 quarter hours (Graduate)

Built on a partnership with families, this course focuses attention on all aspects of development including social/emotional, cognitive, sensory/motor and communication. Beginning with observation and naturalistic assessment processes, teachers examine the principles of best practice for assessing babies and toddlers for service in infant/toddler care, Early Head Start and early intervention. Teacher candidates learn to administer screening tools, criterion referenced instruments and leading standardized instruments and procedures, including the transdisciplinary approach and the Hawaii Early Learning Profile.

SCG 404 and T&L 427 (or equivalent) are prerequisites for this class.

ECE 492 | WORKING WITH FAMILIES OF INFANTS AND TODDLERS: PARTNERSHIP AND COLLABORATION IN EARLY INTERVENTION | 4 quarter hours**(Graduate)**

This course will focus on the knowledge and skills needed to work effectively with families of young children from birth through age 3, who have disabilities and special learning needs. The course will examine philosophical foundations and collaboration strategies for teachers and other professionals working with families of young children with exceptionalities in Early Intervention programs and inclusive settings where the infants and toddlers may be served.

T&L 421 (or equivalent) is a prerequisite for this class.

ECE 493 | INTERNSHIP EXPERIENCES WITH INFANTS, TODDLERS AND TWOS WITH SPECIAL NEEDS | 2 quarter hours**(Graduate)**

This course is a supervised internship, in which the candidates will practice early intervention strategies in a field experience of 40 clock hours with infants and toddlers with special needs. In this internship candidates will practice 1) assessment of infants and toddlers, 2) developmental therapy and play strategies with infants and toddlers, and 3) collaboration working in partnership with family members of children with special needs. Co-requisite: ECE 490; ECE 491; ECE 492. (2 credit hours)

ECE 704 | SEMINAR IN RESEARCH IN CHILD DEVELOPMENT | 4 quarter hours**(Graduate)**

The focus of the seminar is to introduce the doctoral students to major research questions and issues in child development. The doctoral students will lead discussions on the most current and seminal research in the field of child development. In addition, the students will participate in analyses of existing US Policies in regards to child development. The seminar will have the following objectives: 1) Examination, analysis, and evaluation of the seminal and contemporary research and research methodologies in child development. 2) Examination and analysis of major theories of child development through a study of the original literature. 3) Examination and analysis of contemporary issues regarding maternal health and early development. 4) Examination, analysis, and evaluation of US policy approaches to maternal health and early child development and education.

Status as a EDD student with a declared concentration is a prerequisite for this class.

ECE 706 | CANDIDACY PAPER | 0 quarter hours**(Graduate)**

Registration in this course is required of all students who are not enrolled in a course but are completing a dissertation. It provides access to university facilities. Permission of advisor required. This registration indicates that a student has successfully completed the candidacy paper as specified in the Doctoral Student Handbook. (0 credit hours).

Status as a EDD student with a declared concentration is a prerequisite for this class.

ECE 714 | SEMINAR IN DEVELOPMENT, RISK, AND RESILIENCE | 4 quarter hours**(Graduate)**

This seminar will examine the concept of risk and its influence on child development within various frameworks such as environment, genetics and neurobiology, psychopathology, family, public policy and education. An issue of interest will be the development of children who are at-risk due to environmental factors. The U.S. policies in addressing this population will be examined. The seminar will have the following objectives: 1) In-depth analysis of the concepts of risk and resilience through examination of the original research literature. 2) Examination and analysis of various risk factors (e.g.: genetics, biology, poverty, family, socio political influences) with attention given to neurobiological risk factors, including disabilities. 3) Examination and analysis of factors of resilience (including implications for intervention and early childhood education). 4) Examination and analysis of U.S. Policies in relationship to promotion of resilience via early childhood intervention and education programs.

Status as a EDD student with a declared concentration is a prerequisite for this class.

ECE 724 | SEMINAR IN CURRICULAR APPROACHES IN EARLY CHILDHOOD EDUCATION | 4 quarter hours**(Graduate)**

This seminar will examine issues related to curriculum in early childhood education and intervention, including assessment and other contemporary schooling issues. An in-depth analysis of various theoretical approaches influencing curriculum design in early childhood and family intervention will be conducted, as well as a review of the most influential and current educational models guiding curriculum in current early childhood settings. Through participation in this seminar candidates will meet the following objectives: 1) Examination of theoretical approaches influencing early childhood curriculum design. 2) Examination and analysis of contemporary curricular and assessment issues in early childhood education. 3) Examination and analysis of current early childhood educational models guiding curriculum. 4) Observation and analysis of model early childhood programs. 5) Exploration of other relevant contemporary early childhood education issues.

Status as a EDD student with a declared concentration is a prerequisite for this class.

ECE 734 | SEMINAR IN EARLY CHILDHOOD PROGRAM DESIGN AND EVALUATION | 4 quarter hours**(Graduate)**

Doctoral students will examine the design and goals of various nationally funded early childhood programs from their philosophical and policy perspectives. Doctoral students will devote the major part of this seminar to conducting a research evaluation of one selected national early childhood program as a class team project. The research may require utilizing field research methodologies of one or more centers belonging to the selected program. When feasible the students will present their research findings in a local or national conference. The seminar will have the following objectives: 1) Understanding program design. 2) Developing program evaluation to match questions and address stakeholder needs. 3) Acquiring hands-on experience conducting a program evaluation on a selected early childhood program. 4) Written and oral dissemination of study.

Status as a EDD student with a declared concentration is a prerequisite for this class.

ECE 744 | SEMINAR IN CULTURE, LANGUAGE AND LEARNING | 4 quarter hours**(Graduate)**

This seminar will focus on examining the influences of culture and language in development and education of children. Current cross-cultural, cross-lingual educational research will be examined in detail. The seminar will have the following objectives: 1) In-depth examination and analysis of influences of race and culture on development based on current research. 2) Examination and analysis of multicultural issues, and implications for early education method and practices. 3) Examination and analysis of issues related to the education of interracial children. 4) Examination of bilingual issues and implications for early education methods and practices. 5) Examination and evaluation of current educational policies in relationship to bilingual and bicultural children in the US.

Status as a EDD student with a declared concentration is a prerequisite for this class.

ECE 759 | TEACHING INTERNSHIP IN EARLY CHILDHOOD EDUCATION | 4 quarter hours**(Graduate)**

This teaching internship is designed to respond to the growing need for preparing high quality teaching professionals in the field. Early Childhood Education Doctoral students acquire hands-on experience in college-level teaching in early childhood education or related fields. The doctoral student will teach one course under the supervision of an early childhood program faculty member. The course to be taught is recommended by the supervising faculty advisor based on the doctoral student's background and career goals. The major objectives of this internship are: 1) Demonstrating mastery of course content. 2) Demonstrating knowledge, skills, and dispositions for teaching college and university level students and pre-service early childhood professionals from diverse backgrounds.

Status as a EDD student with a declared concentration is a prerequisite for this class.

ECE 769 | RESEARCH INTERNSHIP IN EARLY CHILDHOOD EDUCATION | 4 quarter hours**(Graduate)**

This research internship is designed to provide an actual research experience in early childhood education. With the approval of the ECE program faculty, the candidates will work either with a faculty from the College of Education, from another college at DePaul University, or with a research associate or scientist at DePaul or in another institution to assist on a research project in one of the following areas: child development, early childhood education, child and family studies, developmental psychology or another closely related field. The student's progress will be followed up by an early childhood advising faculty. The internship has the following objectives: 1) Understanding DePaul's IRB protocol and application process to acquire certification for conducting research. 2) Acquiring first-hand experience while assisting research faculty in conducting various phases of research. 3) Collecting, analyzing, and interpreting data under supervision. 4) Understanding various research methodologies employed in the field of early childhood education.

Status as a EDD student with a declared concentration is a prerequisite for this class.

ECE 849 | SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT | 4 quarter hours**(Graduate)**

Students register for this course for the quarter in which they defend their dissertation proposals. Permission of dissertation chair required.

ECE 859 | INDEPENDENT DISSERTATION RESEARCH: EARLY CHILDHOOD EDUCATION | 4 quarter hours**(Graduate)**

Students register for this course for the quarter in which they defend their dissertations. Permission of dissertation chair required.

Economics (ECO)

ECO 101 | INTRODUCTION TO ECONOMIC ISSUES | 4 quarter hours (Undergraduate)

This course will introduce students to basic concepts from both micro- and macroeconomics. The goal is for students to gain an appreciation of how economics can be used to understand the world. Students will enhance their analytical skills by using basic economic concepts to examine current domestic and international issues. Students will improve their oral communication skills during class discussions and debates. This course is intended for non-Commerce students and cannot be counted toward a major or minor in economics.

LSP 121 (or HON 180) or MAT 101 (or equivalent) are prerequisites for this class.

ECO 105 | PRINCIPLES OF MICROECONOMICS | 4 quarter hours (Undergraduate)

Principles of Microeconomics. Basic theories of micro (or individual) economic units; the theory of consumer demand, the firm, and distribution; pricing and production in competitive, monopolistic and oligopolistic industries.

MAT 101 (or equivalent) is a prerequisite for this class.

ECO 106 | PRINCIPLES OF MACROECONOMICS | 4 quarter hours (Undergraduate)

Principles of Macroeconomics. Fundamental theories of macro (or aggregate) economics: supply and demand, national income accounting and analysis, and international trade. Analysis of unemployment, and inflation, and policies designed to combat these and other current problems.

MAT 101 (or equivalent) is a prerequisite for this class.

ECO 198 | CURRENT ECONOMIC ISSUES | 2 quarter hours (Undergraduate)

This is a 2-hour special topics course. Content and format of this course are variable. This course format will facilitate an in-depth examination of a specific economic issue. The specific topic covered will be indicated in the class schedule. The goal of the topics course is to introduce students to the discipline of economics through the study of a specific issue at the introductory level. This course will generally not carry any prerequisites and will not be applicable toward the requirements of the Economics major or minor. The course can be repeated for credit when a different topic is scheduled.

ECO 250 | CAREER PREPARATION FOR ECONOMICS MAJORS | 2 quarter hours**(Undergraduate)**

Students will explore possible career options for economics majors while addressing three competency areas: self-management skills, career building skills, and general business skills. The course will focus on further developing students' quantitative skills as they research career options and will include the development of a portfolio as a final assignment. (2 quarter hours)

ECO 105, ECO 106 and status as an ECO major in either the College of Business or the College of Liberals Arts & Social Sciences is a prerequisite of this class.

**ECO 304 | ANALYTICS FOR ECONOMICS | 4 quarter hours
(Undergraduate)**

Students will learn how to interpret and apply the ordinary least squares regression model to answer important questions related to economics and business. The course incorporates real world applications of the ways in which these empirical methods are influencing decisions in businesses and government. Students will also analyze real data and learn how to design their own empirical studies. Students may not receive credit for ECO 304 and ECO 375.

MAT 137 and (BUS 102 or a declared BA Economics major) are prerequisites for this class.

**ECO 305 | INTERMEDIATE MICROECONOMICS | 4 quarter hours
(Undergraduate)**

This course is an extension of the topics introduced in Economics 105. It uses models to explain economic decision-making by consumers and firms. Students will examine how markets allocate resources, how market structure affects choices and social welfare, and the ways in which government can improve or impair markets.

ECO 105 (minimum of C-) and MAT 130 (or equivalent) are prerequisites for this class.

**ECO 306 | INTERMEDIATE MACROECONOMICS | 4 quarter hours
(Undergraduate)**

The purpose of this course is to develop macroeconomic models that assist in understanding the myriad economic problems facing us today, both domestic and foreign, and in evaluating proposed solutions. These static and dynamic models are used to understand interactions in the macroeconomy, and will serve as a tool in predicting the level of GDP, inflation, unemployment and interest rates. Models included are: traditional short-run Keynesian analysis; the New Classical market-clearing approach; and the recent work in Neo-Keynesian thought.

ECO 105, ECO 106 & MAT 130 (or equivalent) are prerequisites for this class.

**ECO 307 | MANAGERIAL DECISION MAKING | 4 quarter hours
(Undergraduate)**

This course introduces the students to various decision-making frameworks in managerial and business contexts. Through studying and applying analytical frameworks to common situations, students will learn and practice skills to become better decision makers. Topics include structural analysis, environmental forces, behavioral biases and cognitive constraints, and the role of incentives and motives in decision-making. Students will engage in various activities that develop and build their confidence to approach potentially complex and often ambiguous situations using formal tools. The class emphasizes the use of social cues, behavioral science insights, historical references, and organizational knowledge to improve decision outcomes. This course is appropriate for both Economics and Non-Economics majors.

ECO 105 is a prerequisite for this class.

**ECO 308 | BUSINESS STRATEGY | 4 quarter hours
(Undergraduate)**

Strategy affects outcomes everywhere, from business to sports to politics, and everyday life. This class will help students develop their strategic thinking and problem-solving capabilities in the business world. We demystify the strategic thought process using models and techniques that increase the creation of value and enhance efficiency for firms and consumers. We use an applied and hands-on methodology that emphasizes student interactions and critical thinking. Topics include, market selection, resource allocation choices, competitive dynamics, and situational analysis. Becoming familiar with strategic frameworks and tools will lead students to improve their skill set and ability to identify market challenges and manage organizational issues commonly encountered in business analyst and consulting positions. This course is appropriate for both Economics and Non-Economics majors.

ECO 105 is a prerequisite for this class.

**ECO 310 | URBAN ECONOMICS | 4 quarter hours
(Undergraduate)**

This course discusses the economic rationale for the existence of cities and urban areas. Location decision-making by both firms and households is analyzed with attention given to the resulting land values, land rents, population density gradients, and urban land use patterns. We study models of the supply and demand for housing, the measurement and determination of house value, and the corresponding problems of segregation, housing abandonment, property taxation, and public housing. Other urban problems such as poverty, crime, and transportation are also discussed.

ECO 105 is a prerequisite for this class.

**ECO 312 | THE CHICAGO ECONOMY | 4 quarter hours
(Undergraduate)**

The first part of this course will focus on changes in the Chicago metropolitan economy over time. Topics to be covered will include the development of the Chicago economy in the 19th Century, modern economic development, land use, and suburbanization. The second part of the course will focus on selected policy issues including poverty, housing, pollution, crime, education, transportation, and taxes.

ECO 105 is a prerequisite for this class.

**ECO 313 | MARKET STRUCTURE AND REGULATION OF BUSINESS | 4 quarter hours
(Undergraduate)**

This course examines the behavior of firms, especially how firms pursue business strategies, in real-world markets. What factors determine price and output? Why do firms like Apple, Google and Microsoft dominate their markets? And what are the implications of this dominance? Why does government intervene in market transactions? What has government done about mergers, price fixing, and false advertising?

A grade of C- or better in ECO 305 is a prerequisite for this course.

**ECO 314 | ECONOMICS OF THE PUBLIC SECTOR | 4 quarter hours
(Undergraduate)**

This course discusses market failures and the economic role of government. Topics covered will include: government interventions that correct market failures, the efficiency of government policies, collective decision-making and voting, as well as the theory of optimal taxation and the incentive effects of taxes. Specific government programs such as Social Security and welfare programs are also analyzed. The emphasis is on the revenues, expenditures and policies of the federal government.

A grade of C- or better in ECO 305 is a prerequisite for this course.

ECO 315 | INTRODUCTION TO MONEY AND BANKING | 4 quarter hours (Undergraduate)

Introduction to Money and Banking. The structure of the American banking system; role of the Federal Reserve System; private financial markets and institutions; the effectiveness of monetary policy, and international finance.

ECO 105, ECO 106 and MAT 130 (or equivalent) are prerequisites for this class.

ECO 316 | EUROPEAN ECONOMIC HISTORY | 4 quarter hours (Undergraduate)

European Economic History. Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development is also discussed.

ECO 105 and ECO 106 are prerequisites for this course.

ECO 317 | AMERICAN ECONOMIC HISTORY | 4 quarter hours (Undergraduate)

This course addresses the major factors and institutions which have influenced the economic development of the United States, including differences in regional development, slavery, transportation improvements, western expansion, the rise of large scale business, and government policy responses.

ECO 105 and ECO 106 are prerequisites for this course.

ECO 318 | LABOR ECONOMICS AND ORGANIZATION | 4 quarter hours (Undergraduate)

Historical and theoretical analysis of labor groups and labor market problems (including wage determination, unemployment and discrimination), with particular reference to the dynamic economy of the United States.

ECO 105, ECO 106 and MAT 130 (or equivalent) are prerequisites for this class.

ECO 319 | ECONOMICS AND GENDER | 4 quarter hours (Undergraduate)

This course covers economic trends concerning women in the economy and examines economic analyses of gender issues, with special emphasis on gender issues in the work place. The increase in the number of women in the work place has been a major change in labor markets, affecting workers, employers and families. Different economic perspectives are examined to give students an understanding of the range of contributions by economists to this field. The course also examines feminist economics which raises concerns about economic analysis in general and as it is applied to this field.

ECO 105 and ECO 106 are prerequisites for this course.

ECO 320 | ECONOMICS OF RELIGION | 4 quarter hours (Undergraduate)

This course examines selected economic and sociological aspects of religion in society. Some of the topics that are covered include marriage and divorce, fertility and population growth, schooling, church contributions and work.

ECO 105 and ECO 106 are prerequisites for this course.

ECO 321 | LAW & ECONOMICS | 4 quarter hours (Undergraduate)

The overall goal of this course will be to demonstrate how businesses and government interact by surveying the economic and legal aspects of this relationship. This course is designed to prepare students to engage in methods of formal inquiry. The students will examine the American historical aspects of this relationship from the industrial revolution to the present. All topics are discussed with an emphasis on real-world applications and will include: a review of microeconomic theory pertaining to market structures with an emphasis on oligopolies; the history of antitrust; a review of the US legal and political framework; government regulation and key judicial decisions affecting businesses and industries concentrating on the legal and economic logic of those decisions. Class will begin with a discussion of current events once a week and it is expected that each student will attempt to participate and be knowledgeable of what is occurring locally, nationally and internationally.

ECO 105 is a prerequisite for this class.

ECO 322 | FINANCIAL MARKET REGULATION | 4 quarter hours (Undergraduate)

This class explores policy approaches to regulating the financial system and the economy. The list of topics (such as regulation of banking, insurance and other financial services) changes depending on faculty and student interest. Other topics could include the solvency of Social Security and Illinois pension systems, student loans, cryptocurrencies, and providing financial services to underserved areas and groups. Students study the nature of market capitalism itself and proposals to reform it. This course builds on the Money and Banking course (ECO315 or FIN320) to permit deeper understanding of these issues.

ECO 315 or FIN 320 is a prerequisite for this class.

ECO 325 | THE ECONOMICS OF POVERTY | 4 quarter hours (Undergraduate)

This class addresses society's view of poverty. It begins with an introduction to theories of economic justice for perspective. The introduction is followed by empirical issues related to the measurement of poverty and identification of its causes. An assessment of programs designed to ameliorate the effects of poverty also is covered.

ECO 105 and ECO 106 are prerequisites for this course.

ECO 326 | HEALTH ECONOMICS | 4 quarter hours (Undergraduate)

Taking a microeconomic perspective, this course provides a comprehensive overview of the field of health economics building on economic principles, recent research, and problem-based learning. Students will consider conceptual and empirical analyses of: supply of and demand for health and medical services; role of insurance; influence of physicians and hospitals on price, quantity, and quality of services; factors that distort the market; and the impact of technological change on health care cost. The recent changes in federal law regarding health insurance coverage are considered as well.

ECO 105 (minimum of C-) and MAT 130 (or equivalent) are prerequisites for this class.

ECO 330 | RADICAL RESPONSES TO CAPITALISM | 4 quarter hours (Undergraduate)

The collapse of communism in Central and Eastern Europe and the continuing movement of the Chinese economy away from central planning means there are few real world economies in the 21st century that fully embrace the classic socialist model. However, there continues to be an influence exerted by socialist theory on policy in contemporary economies as well as a heterodox theoretical tradition. This course will examine the current influence of socialist thinking on various economies in the world and how the character of radicalism has evolved in recent decades.

ECO 105 and ECO 106 are prerequisites for this course.

ECO 333 | TOPICS IN GLOBAL ECONOMIES | 4 quarter hours (Undergraduate)

This course provides an introduction to the major changes in the global economy in the twentieth century. It will devote particular attention to comparative analysis of national economic institutions and performance and business conditions, as well as prominent international institutions such as the International Monetary Fund, World Bank, and World Trade Organization. Knowledge of microeconomic and macroeconomic analysis (Economics 105 and 106) will be presumed and applied to global economic flows and national institutions. Selection of countries and case studies from advanced and developing countries will vary according to recent economic developments.

ECO 106 is a prerequisite for this class.

ECO 334 | UNDERSTANDING CHINA'S ECONOMY | 4 quarter hours (Undergraduate)

The expansion of relations between China and foreign enterprises continues to entwine China's economy with those of the world. This course will analyze China's continuing evolution into a global market economy. We will examine China's impact on the world economy and the problems that must be overcome for China to continue its dynamic growth. We will further discuss the characteristics of China's evolution and how they can be extrapolated to other nations undergoing similar transitions.

ECO 105 and ECO 106 are prerequisites for this course.

ECO 335 | SUSTAINABLE STRATEGIES FOR ENERGY AND THE ENVIRONMENT | 4 quarter hours (Undergraduate)

This class explores the relationship between energy, business, the economy, the environment and society. An interdisciplinary approach and real world case studies are used to understand the various dimensions of sustainable energy strategies (economic, scientific, political, environmental) and how they impact business and society. In the end, students will be able to (1) assess the costs and benefits of different energy and environmental strategies, and (2) contribute to discussions about building more sustainable economies for the future.

ECO 105 is a prerequisite for this class.

ECO 336 | EXPLORING ECONOMICS & STATISTICS THROUGH SPORTS | 4 quarter hours (Undergraduate)

The main objective of this course is to have students use and understand economics analysis. It covers many of the basic principles/theories in microeconomics, using the sports industry to illustrate these topics. Students use concepts from Business core courses (microeconomics and statistics) to analyze questions such as 'Do large-city professional sports franchises have a competitive advantage over their small-market counterparts?' or 'Why did Chicago and the State of Illinois use \$463 million of public money to refurbish Soldier Field?'.

(ECO 105 and MAT 137 or equivalent) are prerequisites for this course.

ECO 340 | DEVELOPMENT OF ECONOMIC THOUGHT | 4 quarter hours (Undergraduate)

A study of the most influential contributions to our understanding of political economy broadly understood. An historical examination of the development of economic theories with special emphasis placed upon their relevance to present economic and political issues.

ECO 105, ECO 106, MAT 130 and (ECO 306 with a minimum grade of C-) are prerequisites for this class.

ECO 341 | BEHAVIORAL ECONOMICS | 4 quarter hours (Undergraduate)

Behavioral Economics incorporates insights from psychology to expand the standard models of economic choice. This course will examine the findings from the psychology literature that inform the issue of decision making, explore how these findings have challenged standard economic models, and examine how the findings are being incorporated into economic thinking about choice. In addition to an introduction to the Behavioral Economics literature, students will have the opportunity to develop a project of their own using behavioral economics to examine a current economic issue.

A grade of C- or better in ECO 305 is a prerequisite for this course.

ECO 359 | DEVELOPMENT ECONOMICS | 4 quarter hours (Undergraduate)

By some estimates, approximately 1.4 billion people live on less than \$1.25 a day. When the world's per capita GDP is \$10,000, why do so many people live on so little? Life expectancy in many parts of sub-Saharan Africa is less than 50 years, and in Burundi the average adult has less than three years of schooling. Why does this happen, and what can be done to change this? Students will learn how to objectively measure levels of poverty and development. Students will come to understand and analyze which types of interventions lead to improvements in people's lives. Using Stata, students will also learn techniques that researchers use to identify causal relationships between interventions and outcomes.

A grade of C- or better in ECO 305 is a prerequisite for this course.

ECO 360 | ECONOMICS OF LOW-INCOME COUNTRIES | 4 quarter hours (Undergraduate)

This course analyzes economic development issues in low-income countries. Attention is given to several key issues including agricultural and rural development, population growth, human capital, international trade, foreign resource flows, the role of the public sector, and environmental quality.

(ECO 105 or ECO 106) is a prerequisite for this class.

ECO 361 | INTERNATIONAL TRADE | 4 quarter hours (Undergraduate)

This course deals primarily with the trade side of international economic relations. The main objective is the development of analytical tools required for an understanding of the gains from trade and barriers to trade. Particular emphasis is placed on currently pressing issues including the impact of trade on domestic employment and income, international trade tensions, and the rise of regional trade blocks.

ECO 105, ECO 106 and MAT 130 (or equivalent) are prerequisites for this class.

ECO 362 | INTERNATIONAL MONETARY ECONOMICS | 4 quarter hours (Undergraduate)

How does international trade and capital mobility affect a country's ability to use fiscal and monetary policy to promote economic growth and successful development? This question and others of international importance are examined in an environment where other countries' behavior matters. Topics to be explored include: the foreign exchange market under both fixed and floating exchange rate regimes, the balance of payments, economic policy in an "open" economy, and the role of international institutions such as the International Monetary Fund and World Bank.

ECO 106 and MAT 130 are prerequisites for this class.

ECO 363 | ECONOMICS OF THE EUROPEAN UNION | 4 quarter hours (Undergraduate)

The European Union, established in 1993 by the Treaty of Maastricht, has become the world's largest economy as a result of gradual incorporation of European countries. The euro represents approximately one fourth of the world's foreign currency reserves. In the economic and political-economic literature the euro has acquired relevance as a possible substitute of the U.S. dollar, especially during the period 2005 - 2010. However, as of 2008, along with the increase of trade among the EU countries, the single currency has been confronting issues with some of its weakest countries which are highly dependent on tourism [Greece, Ireland, Portugal, Italy and Spain]. The loss of independent monetary policy assigns a crucial role to fiscal policy as the only tool designed to stabilize the economy especially in times of recession. The budget deficit and the public debt levels of the weaker countries, during the world economic crisis of 2009, have also extended since then to the majority of the EU members. The political economy convenience of the single currency is now questioned in academic and business environments. The bail outs of Greece and Ireland by the European Central Bank and the International Monetary Fund, and the reduction of the Moody's credit ratings to several countries have considerably contributed to the panic of contagion.

ECO 105 and ECO 106 are prerequisites for this course.

ECO 376 | TIME SERIES ANALYSIS | 4 quarter hours (Undergraduate)

This course introduces time series regression models. Rather than focusing only on the technical and theoretical sides, primary attention is given to applications of time series regression models using economic and financial data. The data will be drawn from websites such as wsj.com and government website FRED (Federal Reserve Economic Data). The course will build upon the STATA programming skills learned in ECO375 [Introduction to Econometrics], particularly as they relate to extracting currently available data into the STATA program. Additionally, students will learn various methodologies to understand the time series processes in economics and finance.

ECO 304 or ECO 375 is a prerequisite for this class.

ECO 377 | ECONOMIC ANALYTICS USING SAS & R | 4 quarter hours (Undergraduate)

This course teaches advanced data analytical skills by identifying meaningful patterns of data and transforming patterns into statistical models to make more profitable decisions using big data. It covers descriptive, predictive, and prescriptive analytics. The class will introduce many practical methodologies through the use of SAS. The class covers the topics on advance levels of clustering analysis, discrete choice models, multivariate regression models, and neural network analysis to find the best suitable techniques to drive the best business decision. **ECO 304 or ECO 375, and a declared major in Economic Data Analytics (COB), Economics Honors (COB) or Economics Honors (LAS) are prerequisites for this class.**

ECO 379 | GAME THEORY | 4 quarter hours (Undergraduate)

Game Theory provides a series of frameworks and tools to analyze strategic interactions. This course introduces the game-theoretic approach and shows its usefulness in understanding situations arising in economics, business, and other areas where agents make interdependent decisions. The main goal is for students to develop the ability to think about strategic problems and make strategic decisions in a more disciplined way.

A grade of C- or better in ECO 305 is a prerequisite for this course.

ECO 380 | MATHEMATICAL ECONOMICS | 4 quarter hours (Undergraduate)

Review of various mathematical functions useful in formulating economic theories followed by elements of Matrix algebra and its application to concepts of micro and macro economic equilibria. Particular emphasis will be placed on differential calculus, including the use of partial derivatives. These mathematical tools will be applied to optimization problems in micro and macro economic theory.

ECO 105, MAT 135 (or equivalent) and MAT 136 (or equivalent) are prerequisites for this class.

ECO 393 | INTERNSHIP IN APPLIED ECONOMICS | 4 quarter hours (Undergraduate)

This course provides an opportunity to apply knowledge acquired in the classroom to a real world situation within a private or public enterprise. Registration is by permission of the instructor following internship approval. The course can be used to satisfy the Liberal Studies Experiential Learning requirement or as an open elective. The course is not applicable to the economics electives required for the major or minor in economics.

ECO 105 and ECO 106 are prerequisites for this course.

ECO 395 | CAPSTONE SEMINAR IN ECONOMICS | 4 quarter hours (Undergraduate)

A seminar in which students explore how the discipline of economics addresses issues from a different perspective than other disciplines within and beyond the social sciences. This course is the Liberal Studies Capstone Requirement for the LA&S Economics major and is restricted to LA&S economics majors with senior standing.

ECO 305, ECO 306 and status as an LAS Economics major with Senior standing is a prerequisite for this class.

ECO 398 | SPECIAL TOPICS | 4 quarter hours (Undergraduate)

Special Topics. Content and format of this course are variable. All topics will include an in-depth study of current issues in Economics. Subject matter will be indicated in class schedule. Prerequisites vary by topic.

**ECO 399 | INDEPENDENT STUDY | 4 quarter hours
(Undergraduate)**

An Independent Study may be available to students of demonstrated capability for intensive independent work in economics. Written permission of supervising faculty member, chair, and director of undergraduate programs is required prior to registration. (variable credit)

**ECO 435 | REAL ANALYSIS I | 4 quarter hours
(Graduate)**

This course covers real number system, completeness, supremum, and infimum, sequences and their limits, \liminf , \limsup , limits of functions, continuity.

(MAT 149 or MAT 152 or MAT 162 or MAT 172) and (MAT 141 or MAT 215) are a prerequisite for this class.

**ECO 436 | REAL ANALYSIS II | 4 quarter hours
(Graduate)**

This course follows ECO 435 and covers properties of continuous functions, uniform continuity, sequences of functions, differentiation, integration.

ECO 435 or MAT 335 or equivalents is a prerequisite for this class.

**ECO 500 | MONEY AND FINANCIAL SYSTEMS | 4 quarter hours
(Graduate)**

This course examines both the role of money in the economy from a functional and macroeconomic perspective as well as the structure and function of the most important financial institutions and financial markets. Topics covered include the role of the Federal Reserve as monetary policymaker, interest rate and exchange rate determination, the relationship between money and economic activity, and the organization and importance of money markets, capital markets, markets for derivative securities, commercial banks and other intermediaries in a well-functioning financial system.

MS in Taxation and MSAA students are restricted from registering for this class.

**ECO 501 | CONCEPTS OF MICRO AND MACRO ECONOMICS | 4 quarter hours
(Graduate)**

This course investigates the basic elements of the economic way of thinking. Students will begin with models of the consumer and the producer, looking specifically at demand and supply, elasticity, measures of efficiency, production and cost theory, and the determination of price and quantity under different market structures. The remainder of the course is devoted to analyzing the economy as a whole, focusing on the determination of Gross Domestic Product, the role of money and monetary policy, labor markets and unemployment, price stability, and short-run fluctuations in output.

Status as a graduate accountancy student is a prerequisite for this class.

**ECO 502 | ANALYSIS OF BUSINESS CONDITIONS | 2 quarter hours
(Graduate)**

This survey course in macroeconomics will cover the nature of macroeconomic activity including the component parts of aggregate expenditures and the nature of key indicators of the economy's performance. The roles of fiscal and monetary policy makers will be examined as well as the structure of the central bank.

MS in Taxation and MSAA students are restricted from registering for this class.

**ECO 503 | GLOBAL ECONOMY | 4 quarter hours
(Graduate)**

This course is designed to be an introduction to the economic environment in which businesses operate. With the increasing interdependence of national economies and the growing role of global enterprises, the understanding of international economic issues is vital to decision-makers. The material covered will include both socio-cultural aspects and economic and financial dimensions of global business. Students should obtain a grasp of the basic theory as well as a knowledge of the major current issues in the global economy.

**ECO 505 | ADVANCED MICROECONOMICS | 4 quarter hours
(Graduate)**

An advanced course in microeconomic theory. This course will present a systematic and rigorous analysis of price determination and the allocation of specific resources to particular uses.

Status as an Economics & Policy Analysis MS student (or instructor consent) is a prerequisite for this class.

**ECO 506 | ADVANCED MACROECONOMICS | 4 quarter hours
(Graduate)**

An advanced course in macroeconomic theory that examines the determination of income, employment, and prices, and their interrelations. Covers traditional Keynesian as well as alternative models of output, consumption, investment, money demand, inflation and unemployment. The dynamic character of income determination is emphasized, along with effects of government policy, economic institutions, and social goals.

ECO 502 or status as an Economics & Policy Analysis MS student is a prerequisite for this class.

**ECO 507 | DATA ANALYTICS I: REGRESSION ANALYSIS | 4 quarter hours
(Graduate)**

This course focuses on the tools and techniques used to statistically analyze economic data. We will focus on both theoretical understanding (why do we use such tools and how do they work) and applied understanding (the ability to carry on a research project using these tools). Students will learn Stata, which is the most widely used statistical analysis programming language in Economics. Students will learn the practical skills of how to choose the right tools for the analysis, how to prepare and inspect the data, and how to run an analysis that is robust, can be replicated, and can be understood and used by others - all extremely valuable qualities in real life work.

(GSB 420 or GSB 519 or equivalent) or status as an Economics and Policy Analysis MS student is a prerequisite for this class.

**ECO 508 | DATA ANALYTICS II: TIME SERIES AND PANEL DATA ANALYSIS | 4 quarter hours
(Graduate)**

This course focuses on advanced techniques used to statistically analyze economic data. We will focus on both theoretical understanding (why do we use such tools and how do they work) and applied understanding (the ability to carry on a research project using these tools). Topics to be covered include the analysis of time series and panel data, discrete choice models, simultaneous equations, forecasting and experimental methods. Students will learn statistical Stata commands that apply to the advanced topics covered.

ECO 507 is a prerequisite for this class.

**ECO 509 | BUSINESS CONDITIONS ANALYSIS | 4 quarter hours
(Graduate)**

This course teaches students how to use available economic data to assess business conditions. This is done by: (1) evaluating the sources and usefulness of data periodically released by government and private sources and (2) developing a macroeconomic framework that the student can use to analyze business conditions. Completion of this course will allow students to understand economic news and relate it to their business or job.

MS in Taxation and MSAA students are restricted from registering for this class.

**ECO 510 | DATA ANALYTICS III: CAUSAL INFERENCE | 4 quarter hours
(Graduate)**

This course is about the research designs and methods that researchers use to support causal inferences in the social sciences. Some specific topics include randomized experiments, instrumental variables, regression discontinuity designs, difference-in-differences models, regression analysis, and propensity score matching.

ECO 507 and ECO 508 are prerequisites for this class.

**ECO 511 | BUSINESS AND ECONOMIC FORECASTING | 4 quarter hours
(Graduate)**

This course surveys a number of quantitative techniques commonly used to forecast business and economic variables. Emphasis will be on techniques, their relative strengths and weaknesses and real-world economic applications. Topics include smoothing techniques, regression and econometric analysis and Box-Jenkins time series.

(GSB 420 or GSB 519 or equivalent) or status as an Economics and Policy Analysis MS student is a prerequisite for this class.

**ECO 513 | DEMYSTIFYING THE FEDERAL RESERVE BANK | 4 quarter hours
(Graduate)**

This is a course about monetary policy. The Federal Reserve has (and other central banks have) the capacity to directly control interest rates and the monetary base (money supply) with an impact on real output growth, unemployment, inflation and financial stability. The expected movement in these variables is important for business and consumer decisions. The Fed has been criticized as of late for policies that put us into the recent financial crisis and for policies that do not appear to be getting us quickly out of the current slowdown, but instead are setting the country up for higher inflation. This course will focus on the theory and evidence of what the Fed does (and other central banks do), why they do it and how what they do affects our well-being. It is meant to demystify their policies by providing a rationale behind their statements and actions. Unlike most courses that rely on textbooks, this course will have numerous topics and readings that do not yet appear in traditional texts. Consequently, it will include some of the latest (over the last couple of years or months) ideas on what central banking is and should be about.

ECO 502 or ECO 509 or ECO 506 is a prerequisite for this class.

**ECO 514 | INDUSTRIAL ORGANIZATION | 4 quarter hours
(Graduate)**

This course is concerned with how the market system directs production decisions under varying deviations from the competitive environment. The links between market structure, conduct and performance are examined. Topics include determinants of market structure, various theories of imperfect competition, price discrimination, predatory pricing, and antitrust policy.

ECO 555 or 505

**ECO 515 | MICROECONOMICS OF MARKET ORGANIZATION | 4 quarter hours
(Graduate)**

Imperfectly competitive markets are more common than perfectly competitive markets. This course is about the effects of imperfectly competitive market structure on the organization, pricing, product choice, and entry of firms. We will study the acquisition and use of market power, strategic competition across firms, private sector sources of market failure, and the role of government competition policy. Factor markets will also be discussed.

ECO 505 is a prerequisite for this class.

**ECO 516 | ECONOMICS OF THE PUBLIC SECTOR I | 4 quarter hours
(Graduate)**

Application of microeconomic analysis to the role of government in society. The theoretical foundation for the design of an efficient and equitable tax and expenditure program is presented and the impact of such a program on the economy is explored through general equilibrium analysis. Students must have a solid foundation in basic calculus.

ECO 505 or ECO 555 is a prerequisite for this class.

**ECO 517 | THE PUBLIC POLICY, BUSINESS, AND ETHICAL ENVIRONMENT OF GOVERNMENT | 4 quarter hours
(Graduate)**

Businesses are becoming more involved in deal making both in the public and private sector. Individuals now sit on the boards of public and private companies and are being asked to provide business analysis and networking skills. Moreover, many firms have established PACS and have set-up governmental practice sections. These firms are also becoming more dependent on the government for business opportunities and are more involved in fundraising on behalf of public officials in order to gain access and to influence the regulatory and legislative process. In fact many business people have raised money for both political parties with the hope of leveraging their contributions for future work or political appointments.

Status as a MSEP or MBA student required for this class.

**ECO 518 | LABOR ECONOMICS AND LABOR RELATIONS | 4 quarter hours
(Graduate)**

A study of the American labor force: measurement, characteristics and behavior under changing income, employment and technology. An examination of recent labor market developments provides the basis for a critical analysis and appraisal of contemporary wage theory. Topics include changes in the labor force, unemployment, wage determination, the minimum wage, internal labor markets, productivity, discrimination, unions and collective bargaining.

ECO 555 or 505

**ECO 520 | BUSINESS ANALYTICS TOOLS II | 4 quarter hours
(Graduate)**

This course teaches advanced data analytical skills by identifying meaningful patterns of data and transforming patterns into statistical models to make more profitable decisions using big data. It covers descriptive, predictive, and prescriptive analytics. The class will introduce many practical methodologies through the use of SAS. The class covers the topics on advance levels of clustering analysis, discrete choice models, multivariate regression models, and neural network analysis to find the best suitable techniques to drive the best business decision.

GSB 420 or GSB 519 is a prerequisite for this class.

**ECO 525 | GAME THEORY AND STRATEGY | 4 quarter hours
(Graduate)**

The goal of this course is to introduce students to game-theoretic way of thinking and show its usefulness in understanding various problems arising in business, economics, as well as many other disciplines and every day life. The tools used in game theory are analytical in nature, and hence the building blocks of the course will necessarily draw on analytics. The instructor's job will be to make these analytics accessible to students without using too much mathematics. Once students grasp these tools, a variety of applications will be presented, discussed, and illustrated using experiments. These applications will be mainly in the fields of business and economics, but will often span to other areas like law, politics, biology, and ethics. In this way, students will get a broad perspective of the multiple applications of game-theoretic reasoning.

ECO 555 or ECO 505 or instructor permission is a prerequisite for this class.

**ECO 526 | BUSINESS STRATEGY | 4 quarter hours
(Graduate)**

This class deals with firms' business plans and policies and how they change in response to various incentives and stimuli. We will discuss frameworks used to analyze and formulate business strategies. We will introduce tools and techniques for diagnosing a firm's competitive position, identifying managerial and organizational issues, evaluating plans of action, and anticipating the consequences of alternative decisions.

ECO 555 or ECO 505 or instructor permission is a prerequisite for this class.

**ECO 527 | BUSINESS REGULATION AND ANTITRUST | 4 quarter hours
(Graduate)**

This course examines the rationale for and efficiency of government regulation of business in the United States. Various forms of government regulation are evaluated to determine their effectiveness in promoting market efficiency. We will emphasize the importance of market structure and industrial performance, including the strategic interaction of firms. We will examine the behavior of individual markets in some detail, focusing on cost analysis, the determinants of market demand, investment behavior, market power, and the implications of government regulatory behavior.

ECO 555 or 505

**ECO 528 | STRATEGIES AND PROCESSES OF NEGOTIATIONS | 4 quarter hours
(Graduate)**

This course is geared towards developing negotiation skills that are important in both the business world as well as day to day life. We will consider both practical and theoretical aspects of negotiations. In the theoretical part, we will learn what factors affect negotiations success. For example, what is the alternative if an agreement is not reached? In the practical part, we will practice negotiations in class using relevant case studies.

ECO 555 is a prerequisite for this class.

**ECO 529 | STRATEGY AND ANTITRUST | 4 quarter hours
(Graduate)**

This class introduces major topics in the economics of imperfectly competitive industries, competition policy, and the economics of incentives and information. The main goals are to understand basic firm behaviors and interactions under various industry configurations, and to scrutinize these behaviors and interactions through the lenses of competition policies (antitrust laws and regulation). We will draw on microeconomic theory, game theory and competitive strategy, as well as empirical evidence and a variety of case studies.

ECO 555 or ECO 505 or instructor permission is a prerequisite for this class.

**ECO 530 | HISTORY OF ECONOMIC THOUGHT | 4 quarter hours
(Graduate)**

A study of the evolution of the science of economics. Emphasis is on the important contributions made to the field by the great thinkers, starting with the Physiocrats and extending to the work of contemporary institutional and post-Keynesian economists.

ECO 555 or 505

**ECO 531 | BUSINESS MODELS AND INNOVATION STRATEGY | 4 quarter hours
(Graduate)**

This course studies the intersection of three areas: (a) Business Models, (b) Innovation Strategy, and (c) Dynamic Competition. We will explore each of these areas through assessments of conceptual and empirical papers, case study assignments, student presentations, and an experiential consulting project with a local company. We will emphasize the tradeoffs in pursuing certain strategies given the constraints imposed by the competitive environment, the resources and capabilities of the firm, and the impact of technological innovation across various industries. Other topic areas include platform economics, networks and standards, intellectual property, and methods of pivoting business models in the presence of disruptive technologies.

ECO 555 or ECO 505 or instructor permission is a prerequisite for this class.

**ECO 535 | BEHAVIORAL ECONOMICS AND DECISION-MAKING | 4 quarter hours
(Graduate)**

Behavioral Economics studies the psychological processes and biases underlying decision-making in economics and other connected areas. The course focuses on optimality in decision-making by consumers and producers, and emphasizes where and how deviations from optimality affect the profitability of business strategies and the efficiency of economic policies. Students learn and discuss the most robust and relevant theoretical and empirical findings in Behavioral Economics through a variety of applications in economics, business, and managerial and policy-driven environments.

ECO 555 or ECO 505 or instructor permission is a prerequisite for this class.

**ECO 540 | THE BUSINESS OF HEALTH | 4 quarter hours
(Graduate)**

This course provides an overview of the healthcare sector, including the pharmaceutical and medical device industry, health insurance, healthcare providers, and public sector. The overarching perspective of the course will be through the critical lens of economics in that the underlying incentive mechanism (or lack thereof) will be probed and evaluated. Even students new to the healthcare sector will gain a wide-ranging understanding of the myriad ways in which the healthcare industry touches all of us.

Not available to MSEPA Students.

ECO 541 | HEALTHCARE DATA ANALYTICS | 4 quarter hours (Graduate)

This course will provide students with an overview of the complex data decision-makers in the healthcare industry must make sense of every day. These data include but are not limited to health insurance billing, electronic health records, patient satisfaction surveys, disease surveillance data, and others. A key overriding issue will be the development of skill to distinguish correlation from causation.

GSB 420 (or GSB 420 waiver) or GSB 519 (or GSB 519 waiver) or IT 403 (or IT403 milestone) is a prerequisite for this class.

ECO 542 | HEALTH ECONOMICS | 4 quarter hours (Graduate)

Health Economics is the study of the allocation of resources relating to health and the market for medical care. Taking a microeconomic perspective, this course provides a comprehensive overview of the field of health economics building on economic principles, recent research, and problem-based learning. Students will consider conceptual and empirical analyses of: supply of and demand for health and medical services; role of insurance; influence of physicians and hospitals on price, quantity, and quality of services; reimbursement mechanisms; factors that distort the market; and the impact of technological change on health care cost. Students will also learn how analytic tools such as cost-benefit and cost-effectiveness analyses can contribute to decision making for the provision and financing of health care.

ECO 505 or ECO 555 is a prerequisite for this class.

ECO 550 | REGIONAL AND URBAN ECONOMICS | 4 quarter hours (Graduate)

The course investigates the spatial character of an economic system. The first part of the course is concerned with theories in regional economics, including business and household location theory, urbanization, and regional development. The latter part of the course deals with urban economics, a specialized area concerned with the economic forces behind many urban problems. Topics include the economics of housing, transportation, poverty, crime and urban public finance.

ECO 555 or 505

ECO 555 | MANAGERIAL ECONOMICS | 4 quarter hours (Graduate)

This course focuses on the application of microeconomic principles to managerial decision making. These principles include the theories of consumer choice, production and cost as they relate to decisions made by firms and households under various industry configurations. Specific topics are consumer and market demand; elasticities; production theory; cost structure; profit maximization; market impacts of government interventions; externalities; and the effect of market structure on firm decisions on pricing, output and profit.

ECO 557 | INTERNATIONAL TRADE THEORY & POLICY | 4 quarter hours (Graduate)

Modern theories of international trade: classical theory of comparative advantage, factor proportions theory, factor price equalization, application of welfare economics to international trade, including regional economic integration, commercial policy and tariff problems. Cross-listed with IB 520.

ECO 555 or 505

ECO 558 | INTERNATIONAL MACROECONOMICS | 4 quarter hours (Graduate)

Analyzes traditional macroeconomic issues in a framework that allows for international trade and capital flows. Cross-listed as IB 521.

ECO 506 or ECO 509 is a prerequisite for this class.

ECO 560 | DEVELOPMENT OF THE AMERICAN ECONOMY | 4 quarter hours (Graduate)

This course describes the economic development of the United States by examining topics such as: colonial settlement patterns, the impact of the railroad, the development of the financial system and the Great Depression.

(ECO 505 or ECO 555) and (ECO 506 or ECO 509) are prerequisites for this class.

ECO 561 | ECONOMICS OF DEVELOPING COUNTRIES | 4 quarter hours (Graduate)

Introduction to the economist's analytical skills applied to problems of developing and newly industrialized countries. Studies economic theory of development, development policy, and decision-making in the developing world; several case studies are examined. Cross-listed with IB 525.

ECO 555 or 505

ECO 600 | THESIS RESEARCH | 4-8 quarter hours (Graduate)

Thesis Research.

ECO 798 | SPECIAL TOPICS | 4 quarter hours (Graduate)

Content and format of this course are variable. An in-depth study of current issues in economics. Subject matter will be indicated in class schedule.

ECO 799 | INDEPENDENT STUDY | 4 quarter hours (Graduate)

Available to graduate students of demonstrated capability for intensive independent work in economics.

Educating Adults (EA)

EA 505 | APPLIED INQUIRY PROJECT PROPOSAL I | 0.5 quarter hours (Graduate)

Each student will design his/her EA 528 Applied Inquiry Project, in consultation with the faculty mentor and a project advisor. Proposal I emphasizes selecting a project topic/focus, identifying the primary users, and conducting a literature review. Proposal II emphasizes shaping and designing the inquiry project, and outlining the final product(s). Upon completion of both phases, the proposal must be approved by the Academic Committee and Graduate Student Program Review Committee (GSPRC). (.5 quarter hour)

Status as an MAEA student or departmental permission is a prerequisite for this class.

EA 506 | APPLIED INQUIRY PROJECT PROPOSAL II | 0.5 quarter hours (Graduate)

Each student will design his/her EA 528 Applied Inquiry Project, in consultation with the faculty mentor and a project advisor. Proposal I emphasizes selecting a project topic/focus, identifying the primary users, and conducting a literature review. Proposal II emphasizes shaping and designing the inquiry project, and outlining the final product(s). Upon completion of both phases, the proposal must be approved by the Academic Committee and Graduate Student Program Review Committee (GSPRC). (.5 quarter hours)

Status as an MAEA student or departmental permission is a prerequisite for this class.

EA 507 | APPLIED INQUIRY PROJECT PROPOSAL I | 1 quarter hour (Graduate)

Each student will design his/her EA 528 Applied Inquiry Project, in consultation with the faculty mentor and a project advisor. Proposal I emphasizes selecting a project topic/focus, identifying the primary users, and conducting a literature review. Proposal II emphasizes shaping and designing the inquiry project, and outlining the final product(s). Upon completion of both phases, the proposal must be approved by the Academic Committee and Graduate Student Program Review Committee (GSPRC). (1 quarter hour)

Status as an MAEA student or departmental permission is a prerequisite for this class.

EA 508 | APPLIED INQUIRY PROJECT PROPOSAL II | 1 quarter hour (Graduate)

Each student will design his/her EA 528 Applied Inquiry Project, in consultation with the faculty mentor and a project advisor. Proposal I emphasizes selecting a project topic/focus, identifying the primary users, and conducting a literature review. Proposal II emphasizes shaping and designing the inquiry project, and outlining the final product(s). Upon completion of both phases, the proposal must be approved by the Academic Committee and Graduate Student Program Review Committee (GSPRC). (1 quarter hour)

Status as an MAEA student or departmental permission is a prerequisite for this class.

EA 515 | DEVELOPING PROFESSIONAL IDENTITY | 4 quarter hours (Graduate)

In this foundation course, students will situate their own area of practice in broader contexts of adult learning and adult education. Students will systematically reflect on their professional identity(ies), examine their practice in the context of philosophical traditions, and construct their "own philosophy" of education to guide their practice. They will expand their academic sources and professional networks. Students will begin work on their individual program portfolios, which will be constructed throughout their program.

Status as an MAEA student or departmental permission is a prerequisite for this class.

EA 516 | DESIGNING EDUCATIONAL OFFERINGS | 4 quarter hours (Graduate)

In this course, students will be introduced to major components involved in designing educational offerings for adult learners in various face-to-face settings. Students will develop (or revise) a design plan for an educational offering appropriate to their selected adult clientele. In particular, they will articulate learning outcomes around which to build their design plan (backward design). They will apply theories, concepts, and principles of adult learning while making design decisions. While the design principles addressed in this course are relevant to on-line environments, students who wish to delve further into on-line learning/teaching technology are encouraged to do so through the MAEA Electives option.

EA 517 | FACILITATING ADULT LEARNING | 4 quarter hours (Graduate)

In this course, students will develop and hone skills to facilitate adult learning in a variety of settings. Students will learn about concepts that inform learner-centered methods and techniques of facilitating learning. Throughout the course, they will apply various methods and techniques in various settings and reflect on how these methods influence learning. The repertoire of skills that students develop as facilitators of learning will have both immediate and future application. While the concepts, methods, and techniques covered in this course are relevant to on-line learning, students who wish to delve further into facilitating on-line learning are encouraged to do so through the MAEA Electives option.

EA 518 | ENHANCING PRACTICE WITH THEORY IN ADULT LEARNING | 4 quarter hours (Graduate)

In this capstone course, students' practices in helping adults learn will be grounded in relevant theories, models, and principles of adult learning and development. Students will examine various strands of research and theory that support, challenge, and enhance their practices in working with adult learners in their selected settings. Students will have many opportunities to explore and share new ideas and approaches through the various perspectives studied, thereby enhancing one another's theoretical foundations.

EA 525 | CONDUCTING PRACTICE-BASED INQUIRY | 4 quarter hours (Graduate)

In this course, students will be introduced to methods, strategies, and techniques appropriate for qualitative research designs. Students will select a topic of inquiry (research topic) relevant to their individual practice setting. The history and philosophy of qualitative research in the social sciences will be briefly explored to provide the framework for designing a research plan appropriate to their selected inquiry topic. Students will investigate various literature related to their topic of inquiry, research designs, data collection and analysis strategies, and research reporting formats. In this way, EA 525 becomes a springboard for independent learning projects, including the Applied Inquiry Project (AIP). Students who wish to augment qualitative research with quantitative approaches are encouraged to do so through the MAEA Electives option.

EA 526 | ASSESSING ADULT LEARNING | 4 quarter hours (Graduate)

In this course, students will learn about and apply various approaches for assessing learning outcomes of individuals in ways that also contribute to the learning process. The assessment of adult learning entails examining the actual outcomes of learning activities in relation to intended outcomes in order to make determinations about, and continually improve, both student learning and facilitator instructional practices. Students will address these components as they develop an assessment plan relevant to their practice setting and gain skill in designing assessment instruments.

EA 528 | APPLIED INQUIRY PROJECT | 4 quarter hours (Graduate)

In consultation with the faculty mentor and a project guide, each student will design and carry out a project that addresses a significant question/issue in the student's area of practice, with the aim of enhancing practice informed by relevant frameworks and ideas. The final product must be approved by GSPRC.

Status as an MAEA student or departmental permission is a prerequisite for this class.

EA 528C | APPLIED INQUIRY PROJECT CAPSTONE | 4 quarter hours (Graduate)

Within the structure of this course, students will complete their Applied Inquiry Projects (AIP), the culminating project of their Master of Arts in Educating Adults (MAEA) program. Key elements of the AIP are that it has a clear focus; draws on relevant literature; employs an appropriate inquiry design; and results in an applied product relevant to their area of practice in educating adults. Students will draw on learning from prior MAEA courses, in particular EA 525 [inquiry design] and EA 518 [adult learning theories]. Students may work on a project already in process (if they have already begun their AIP work independently), or select a project from among topics provided by the instructor. Structured guidance and assignments will support both pathways. A learning contract approach will be used for either option.

LLS 450B is a prerequisite for this class.

EA 535 | REFLECTIVE PRACTICE SEMINAR I | 0.5 quarter hours (Graduate)

This is a faculty mentor-guided session, which follows EA 515. Students revisit their selected area of practice, select purposes for their program portfolio, and plan for development of the Elements of Reflective Practice.

Status as an MAEA student or departmental permission is a prerequisite for this class.

EA 536 | REFLECTIVE PRACTICE SEMINAR II | 0.5 quarter hours (Graduate)

Students meet with their faculty mentor for group reflection and review of their progress in the program. This seminar assists students in planning their electives, reflecting on applications of their learning and assessing growth in the Elements of Reflective Practice, mapping theories and concepts to their practice settings, and sharing approaches to their program portfolios.

Status as an MAEA student or departmental permission is a prerequisite for this class.

EA 537 | REFLECTIVE PRACTICE SEMINAR III | 0.5 quarter hours (Graduate)

Meeting with their faculty mentor, this seminar offers students an opportunity to get feedback on plans for the Applied Inquiry Project, conduct an informal mid-program review, examine ways in which students are applying the three Elements of Reflective Practice, identify significant 'threads' across the curriculum, and present on aspects of their program portfolios.

Status as an MAEA student or departmental permission is a prerequisite for this class.

EA 538 | REFLECTIVE PRACTICE SEMINAR IV | 0.5 quarter hours (Graduate)

Near the end of the program, students join their faculty mentors in a summit to review their program, engage in discussion on their next steps, review their credo of educating adults, reflect again on the three Elements of Reflective Practice, and present their program portfolio.

Status as an MAEA student or departmental permission is a prerequisite for this class.

EA 540 | DESIGNING AND DELIVERING TECHNOLOGY-ENHANCED LEARNING OFFERINGS | 4 quarter hours (Graduate)

This course focuses on designing and delivering educational experiences using the web, digital video, animation, gaming and mobile delivery formats. Students explore instructional design theory and bridge its application into/through basic training in each of these technological applications, including consideration of relevant examples of best practices and instructions regarding when to employ each application. This course does not have prerequisites; however, students are expected to be familiar with basic learning design principles.

EA 541 | TEACHING WITH WRITING IN ANY COURSE | 2 quarter hours (Graduate)

This online course (six-modules) for teachers in any discipline focuses on making the most of writing as a tool for teaching and learning in undergraduate and graduate courses. In the course, teachers will explore practical ideas for in-class writing assignments that initiate discussions and provide quick input regarding student learning. Teachers will also learn strategies for developing assignments and providing feedback while maximizing efficiency and minimizing frustration. Opportunities to share ideas and receive coaching on current writing assignments and ways of giving feedback are included. This course does not have prerequisites; however, those taking it should have undergraduate or graduate courses that they wish to develop or revise and experience teaching at the college level that they can draw upon for discussions. (2 quarter hours)

EA 542 | DESIGNING OUTCOME BASED EVALUATION | 2-4 quarter hours (Graduate)

This course functions as a Graduate Faculty-Directed Independent Study/GFDIS. (See MAEA Guidebook for general GFDIS details.) Each student designs a plan for outcome-based program evaluation, along with evaluation tools, that are relevant to his/her practice setting. This evaluation approach is then considered in relation to other models and approaches to evaluation of education, training and professional development programs. Illustrations of current program evaluation practices are included (2 quarter hours)

EA 543 | INNOVATIVE FACILITATING GFDIS | 2 quarter hours (Graduate)

This course functions as a Graduate Faculty-Directed Independent Study/GFDIS. (See MAEA Guidebook for general GFDIS details.) Students participate in SNL's Adult Learning Innovation Institute (Module: Innovative Strategies for Facilitating Adult Learning), learn innovative strategies for engaging and motivating adult learners in various educational and training settings and subsequently apply their learning in specific ways within their practice settings. Students also receive feedback and coaching from instructors and institute peers. (Questions? For information regarding the Institute, contact caea@depaul.edu. For information regarding the GFDIS-course, contact its instructors.) (2 quarter hours)

EA 544 | BUILDING GAMES FOR LEARNING GFDIS | 4 quarter hours (Graduate)

This course functions as a Graduate Faculty-Directed Independent Study/GFDIS. (See MAEA Guidebook for general GFDIS details.) Technology advances make it possible to enhance social learning (interpersonal) in cost-efficient ways by creating simulations and other forms of virtual delivery. This course focuses on ways to apply game concepts and game techniques, supported by foundational theories, that can be applied in various settings, e.g., corporate, higher education, community-based. Using simulation software (Articulate Storyline provided by the instructor), students will produce interactive serious games for virtual delivery for their targeted audience. Students are expected to be proficient in use of Microsoft Word and Power Point and have a computer with Internet access.

EA 545 | PARTNERING FOR SOCIAL ACTION GFDIS | 4 quarter hours (Graduate)

This course functions as a Graduate-Faculty-Directed Independent Study/GFDIS. (See MAEA Guidebook for general GFDIS details.) This course provides opportunities for students to engage in community settings throughout Chicago. Students will learn how to: observe social agency in action; build relationships across class, race and other barriers to mutual understanding; and, actively participate in service opportunities with organizations addressing social justice concerns. In addition to hands-on engagement in the field, students will explore theories and principles related to community empowerment work in community settings. Students must contact the instructor prior to registering for this GFDIS to obtain information about available community settings/projects and time/schedule/location expectations. Onsite community project work and meeting schedule (max five) will be determined based on the selected project work.

EA 546 | EDUCATING FOR SOCIAL JUSTICE GFDIS | 4 quarter hours (Graduate)

This course functions as a Graduate-Faculty-Directed Independent Study/GFDIS. (See MAEA Guidebook for general GFDIS details.) Students critically examine and apply diverse ways of defining, analyzing and engaging in social justice education, as both educators and learners. Key dimensions of social justice approaches to education of adults (culture, ethics and politics; facilitation; curriculum development; and, educator as change-agent) will be addressed. In addition to critical reflection on assigned readings, students will observe social justice education in a community context (arranged by the instructor) and will apply social justice principles to an educational offering in their own practice sites.

EA 547 | DESIGNING ONLINE LEARNING | 4 quarter hours (Graduate)

This course functions as a Graduate Faculty-Directed Independent Study/GFDIS. (See MAEA Guidebook for general GFDIS details.) Course addresses the process of designing effective, learner-centered online offerings such as webinars, workshops, or modules for use in formal education or training settings. Using adult learning principles, best practices, and backward planning, learning outcomes, content, and assessments are developed and delivered in a virtual environment. Formal and informal learning communities are explored using social media for learner engagement and interaction. The instructor incorporates interactive lectures and group discussions. Assessment criteria and rubrics guide feedback for ongoing learning as well as for final evaluation of performance. Students will have an opportunity to design an offering specifically applicable to their needs and interests with regard to helping adults learn.

Education - General (EDU)

EDU 25 | BASIC TECHNOLOGY LITERACY | 0 quarter hours (Undergraduate)

This online course provides students with a knowledge about assembling, using, and troubleshooting basic technology hardware and software. In this course, students demonstrate understanding of basic computer setup and the use of peripheral devices such as printers, speakers, flash drives, scanners, digital cameras, videos, and computer software. (0 credit hours)

EDU 95 | CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH | 0 quarter hours (Undergraduate)

Required of all students. Observations and participatory experience with children and youth in a school or agency. This course is a prerequisite for student teaching and related professional courses. (0 credit hours)

EDU 100 | INTEGRATIVE KNOWLEDGE E-PORTFOLIO | 0 quarter hours (Undergraduate)

This course provides an introduction to the Digication e-portfolio platform and the development of integrative knowledge e-portfolios. Prerequisite: Permission of instructor. (0 credit hours)

EDU 115 | CRITICAL THINKING AND LEARNING STRATEGIES | 2 quarter hours (Undergraduate)

This 2 quarter hour course is designed to develop a learning community for transfer students and/or students who desire to advance academic skills and knowledge through professional writing, metacognitive study strategies, critical thinking and reading, and research and technology. (2 credit hours)

EDU 125 | THE SCIENCE OF HUMAN COGNITION | 4 quarter hours (Undergraduate)

In this course we will consider traditional and modern practices for measuring human cognition. We will read, think, and talk about these practices from a variety of social and cultural contexts. We will consider the application and value of cognitive neuroscience to the future of this field of study. We will also venture into how, over time, research into human cognition and how people learn has impacted schooling, teaching practices, and political agendas.

EDU 225 | DOING MATH WITH AGENCY: PERSONAL GROWTH AND SOCIAL CHANGE | 4 quarter hours (Undergraduate)

In this course, we explore ways of doing mathematics for personal growth and social change. We draw from our identities to make meaning from authentic problems that require basic skills with mathematics. We compare individual approaches to, and strategies for, doing mathematics based on our prior experiences and personal applications of mathematics. There are no timed tests or procedures to follow for doing our mathematics together. We explore the collaborative and engaging processes mathematics has to offer when we do it with agency, authority, and identity. Some years, this course will be taught as part of DePaul's Inside/Out Prison Exchange Program.

EDU 499 | LANGUAGE AND LITERACY PRACTICES ACROSS THE ACADEMY | 0 quarter hours (Graduate)

This course addresses issues related to the use of English in the Academy, particularly (1) in classrooms where English is not the native language of the instructor or students but is the language of instruction and/or (2) in scholarship written in English by non-native speakers of English. Topics include but are not limited to academic writing, curriculum development, classroom pedagogy, content pedagogical knowledge, globalization and international education, 21st century technologies, and English as a medium of instruction. Registration with permission of instructor only. (0 credit hours)

Elementary Education (EE)

EE 281 | INTRODUCTION TO EDUCATIONAL PRACTICE | 4 quarter hours (Undergraduate)

This is the first in a sequence of theory and practice courses that serves to familiarize teaching candidates with the world of elementary. Through observation and participation in schools, self-reflection, independently created assignments, cooperative learning assignments and classroom discussion, candidates will acquire familiarity with schools and classrooms including: social/cultural context, classroom climate, classroom management, curricular coherence, standards-based instruction, and teacher professional beliefs and practices. Written critical reflections and papers serve as initial foundation for the development of teaching philosophies. Required field experiences are integrated into this course.

EE 317 | PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL | 4 quarter hours (Undergraduate)

The course is designed to promote an understanding of the contribution that Physical Education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, and classroom management will be focused as students engage in 15-20 hours of supervised field experience teaching whole classes of children in local schools.

EE 281 and an Education major or minor are prerequisites for this class.

EE 324 | READING/LANGUAGE ARTS IN THE EARLY YEARS | 4 quarter hours (Undergraduate)

This course focuses on the curriculum content and sequence, instructional and assessment strategies as well as considerations integral to the creation of authentic, effective emergent literacy environments and engagements for kindergarten through third grade. Theory and practice principles are woven into course assignments and required field experiences designed to observe, teach, and reflect upon instructional decisions made for individual as well as groups of children. Prevailing curricular and instructional models (e.g., code-based, meaning-oriented, balanced) and their histories are compared and contrasted. The influences of development, home language(s) and dialect(s) (especially those of U.S. metropolitan areas), and educational settings are studied and applied to candidate instructional planning and teaching. Case studies and lesson planning facilitate the application of course content. **(EE 281 or ECE 290) and an Education major or minor are prerequisites for this class.**

EE 326 | READING/LANGUAGE ARTS IN THE INTERMEDIATE GRADES | 4 quarter hours (Undergraduate)

This course extends Emerging Reading and Language Arts to facilitate increased independence in students as strategic readers and competent writers. It focuses on the further development of reading comprehension and writing abilities in the intermediate grades. Emphasis is placed on the complex nature of literacy addressing issues such as content-area literacies, learning in and across languages, and critically consuming and producing a wide variety of texts (including online, multimedia and print based). Application of course material is facilitated through the design, teaching, and reflection on literacy lesson(s) for intermediate learners in required field experiences.

EE 281, EE 324, and an Education major or minor are prerequisites for this class.

EE 330 | URBAN EDUCATION RESIDENCY | 4 quarter hours (Undergraduate)

The Urban Education Residency is designed to enhance students' knowledge and experiences working in urban school settings. Working along professional urban educators, preservice elementary candidates will gain first-hand experience in best pedagogical practices that make teaching and learning culturally relevant in diverse urban elementary classrooms and support students' academic success. Students will build a repertoire of strategies that will enable them to become reflective and effective urban professional educators.

An education major or minor is a prerequisite for this class.

EE 333 | TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS | 4 quarter hours (Undergraduate)

This course is an introduction to materials, processes for developing, and strategies for mathematical literacy in grades 1-6. Particular attention will be given to the theoretical views about how children learn mathematics, the proper use of manipulative materials, the development of mathematical thinking, e.g., skills in estimation, pattern recognition, or spatial perception; the use of technology, and ways to assess student progress. Daytime clinical hours are required. Note: MAT 111 may be taken as a prerequisite OR it may be taken concurrently with EE 333.

MAT 110, EE 281, and an Education major or minor are prerequisites for this class.

EE 334 | ELEMENTARY SCIENCE INQUIRY TEACHING STRATEGIES | 4 quarter hours (Undergraduate)

This course is an introduction to instructional strategies for helping students in grades 1-6 become science literate: i.e., to understand the nature of science and its impact on the world. Particular attention will be given to theoretical views about how children learn science and develop scientific process skills, e.g., skills in observing, classifying, collecting and interpreting data and questioning strategies, and ways to assess student progress. Daytime clinical hours are required.

EE 281 and an Education major or minor are prerequisites for this class.

EE 344 | ART AND MUSIC IN THE ELEMENTARY SCHOOL | 4 quarter hours (Undergraduate)

This course focuses on the arts (visual art, music, drama and dance) as an integral component of teaching and learning in the elementary school curriculum. Students will explore a variety of art forms and disciplines to develop a critical aesthetic and artistic vocabulary. Students learn to help children utilize artistic media in the exploration and expression of thoughts and feelings. Emphasis is placed on design, construction, and implementation, and assessment of authentic conceptual classroom arts activities that integrate the arts with other classroom curricula. Daytime clinical hours (10) are required during this course.

EE 281 and an Education major or minor are prerequisites for this class.

EE 347 | CHILDREN'S LITERATURE | 4 quarter hours (Undergraduate)

This course familiarizes students with quality children's literature for infancy through young adulthood. Students will select, discuss, critique, and share books appropriate for this age span, focusing primarily on ages 1-6 years. The influences of child development, culture, technology, and education stakeholders (i.e., parents, students, teachers, administrators, and their community) on literature selection are emphasized. Students will develop skills in evaluating books, responding to books, and using literature across the curriculum.

EE 355 | METHODS: CONTEMPORARY TEACHING OF SOCIAL STUDIES | 4 quarter hours (Undergraduate)

This course is an introduction to an integrated view of social studies for engaged citizenship. Through the study of strategies such as concept formation, historical inquiry, and role-play, and materials, such as primary sources, teacher candidates will apply principles of curricular integration to create curriculum/units that engage elementary learners in the exploration of issues, ideas, and perspectives that impact our world. Daytime clinical hours are required.

EE 281 and an Education major or minor are prerequisites for this class.

EE 356 | ASSESSMENT IN THE ELEMENTARY CLASSROOMS | 4 quarter hours (Undergraduate)

This course focuses on study, use, and evaluation of assessment practices in diverse, elementary school contexts. Assessment is addressed as part of instructional systems, attending to issues including: the appropriate use of standardized measures, formal and informal classroom assessment, portfolio development, as well as reporting to all stakeholders. This course also emphasizes ways of involving students and parents in assessment processes, how to observe and assess children individually and in classroom settings, and the use of numerous technologies as components of a classroom assessment system.

EE 281, SCU 337, and (EE 324, EE 333, EE 334, or EE 355) and an Education major or minor are prerequisites for this class.

EE 384 | CAPSTONE IN ELEMENTARY EDUCATION | 4 quarter hours (Undergraduate)

The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective elementary educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to engage in critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to elementary education. The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies Program. COREQUISITE(S): EE 385.

EE 385 | ELEMENTARY STUDENT TEACHING | 10 quarter hours (Undergraduate)

Five school days a week supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. Application and approval required. Open only to DePaul students. (10 credit hours)

EE 387 | CAPSTONE SEMINAR IN ELEMENTARY EDUCATION | 2 quarter hours (Undergraduate)

The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective elementary educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to engage in critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to elementary education. The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies Program. COREQUISITE(S): EE 385.

EE 399 | INDEPENDENT STUDY IN ELEMENTARY EDUCATION | 1-4 quarter hours (Undergraduate)

Permission of program chair required. (1 credit hour)

English (ENG)

ENG 101 | INTRODUCTION TO LITERATURE | 4 quarter hours (Undergraduate)

This course introduces students to the art of literary analysis. Through reading novels, stories, plays, and poems, students will develop the skills needed to gain a deeper appreciation of literature. Students will learn about the choices authors make to convey meaning, and will practice reading closely and deeply in order to understand the nuances of literary language. Each section of this course will focus on a specific theme (e.g. "Heroes and Villains," "Passion and Betrayal," "Coming of Age," etc.), and different sections will focus on different literary genres; please see the schedule for current offerings. This course is not repeatable.

ENG 102 | INTRODUCTION TO POETRY | 4 quarter hours (Undergraduate)

This course provides an introduction to poetry through the study of meter, rhyme, figurative language, form, and genre. Students will learn how to understand and appreciate poetry from a wide variety of periods and traditions. Students will leave the course with a greater appreciation for the beauty of language and with the interpretive skills needed to make reading any poem a rewarding experience.

ENG 103 | INTRODUCTION TO DRAMA | 4 quarter hours (Undergraduate)

One of the most ancient art forms, drama combines the art of storytelling with the excitement of live performance. Students will learn about dramatic structure and technique as they explore major themes in a selection of dramatic works from antiquity to the present. In addition to studying plays within their various historical and cultural contexts, students will consider the performance possibilities inherent in dramatic texts. Authors may include Sophocles, Shakespeare, Moliere, Henrik Ibsen, Arthur Miller, Samuel Beckett, Lorraine Hansberry, August Wilson, Caryl Churchill.

ENG 110 | LITERARY CLASSICS | 4 quarter hours
(Undergraduate)

This course focuses on great works of literature that are widely considered to be classics. Works studied might range from Greek drama up through modern American novels, by authors such as Shakespeare, Dante, Austen, Tolstoy, Goethe, Bronte, Dostoevsky, Hemingway, Yeats, Virginia Woolf, or Toni Morrison. Variable emphasis on different authors, texts, themes, and historical periods. See schedule for current offerings. This course is not repeatable.

ENG 120 | READING LITERATURE | 4 quarter hours
(Undergraduate)

Study of the elements and construction of literary texts, of the vocabulary of literary criticism, and of various literary modes and genres.

ENG 130 | THEMES IN LITERATURE | 4 quarter hours
(Undergraduate)

Introduction to the study of literature through selected literary texts focused on a particular theme. Variable topics. May not be repeated.

ENG 197 | CLOSE ENCOUNTERS WITH LITERATURE | 2 quarter hours
(Undergraduate)

This course provides a focused, in-depth exploration of a single literary text, theme, author, or topic. For example, one section of the course might focus just on Jane Austen's *Pride and Prejudice* and its adaptations, while another section might explore Shakespeare's sonnets or stories by Jhumpa Lahiri. Please see the schedule for current offerings. This course can be repeated with different topics. Two quarter hours credit.

ENG 198 | CREATIVE WRITING CLOSE UP | 2 quarter hours
(Undergraduate)

This course is a focused creative writing workshop that concentrates on a specific skill, genre, or topic. For instance, one section of the course might focus on writing dialogue, while another section might teach students to write flash fiction. Please see the schedule for current offerings. This course can be repeated with different topics. Two quarter hours credit. Applicable to the English major only with department permission.

ENG 201 | INTRODUCTION TO CREATIVE WRITING | 4 quarter hours
(Undergraduate)

This course provides an introduction to the art of writing poetry, short stories, and creative nonfiction. Students will study the work of published authors in order to learn about craft elements, techniques, language usage, and literary forms before composing and revising original poems, stories, and essays of their own.

ENG 205 | LITERATURE TO 1700 | 4 quarter hours
(Undergraduate)

This course will provide a general overview of literature written primarily in English up to 1700, with a focus on medieval and Renaissance literature. The course will focus on major literary movements and developments, and will situate important literary texts in their historical contexts. Topics might include generic emulation and adaptation, literary nationalism, the relationship between oral and written culture and popular and elite literature, the emergence of popular theater, the development of English as a language suitable for literary composition, gender and sexuality, and the historical importance accorded to same sex friendship. Authors studied might include Virgil, Geoffrey Chaucer, Margery Kempe, Sir Thomas Malory, Christopher Marlowe, William Shakespeare, Sir Philip Sidney, John Donne, George Herbert, Margaret Cavendish, and John Milton, as well as anonymous epics and morality plays, such as *Beowulf* and *Everyman*.

ENG 206 | LITERATURE FROM 1700 TO 1900 | 4 quarter hours
(Undergraduate)

This course will provide a general overview of literature written primarily in English between 1700 and 1900. The course will focus on major literary movements and developments, and will situate important literary texts in their historical contexts. Topics might include the rise of the novel; 18th-century satire; Gothic literature; Romanticism; Transcendentalism; literary responses to the American Revolution, the American Civil War, the Industrial Revolution, and the expansion of the British empire; slavery and abolition; women, domesticity, and early feminism; the Victorian novel; and the *Fin de Siecle*. Authors studied might include Daniel Defoe, Jonathan Swift, Benjamin Franklin, Jane Austen, Mary Shelley, John Keats, Frederick Douglass, Ralph Waldo Emerson, Nathaniel Hawthorne, Emily Dickinson, Mark Twain, Walt Whitman, Charlotte and Emily Bronte, Charles Dickens, and Oscar Wilde.

ENG 207 | LITERATURE FROM 1900 TO THE PRESENT | 4 quarter hours
(Undergraduate)

This course will provide a general overview of literature written primarily in English between 1900 and the present. The course will focus on major literary movements and developments, and will situate important literary texts in their historical contexts. Topics might include modernism and postmodernism; divisions between mass and high culture; literary responses to the World Wars, the feminist and civil rights movements, and immigration; and post-colonial literatures. Authors studied might include W. B. Yeats, T. S. Eliot, James Joyce, Virginia Woolf, Ernest Hemingway, Ralph Ellison, William Faulkner, Jean Rhys, Samuel Beckett, Tennessee Williams, Toni Morrison, Salmon Rushdie, Derek Walcott, Wole Soyinka, and Zadie Smith.

ENG 209 | TOPICS IN WRITING | 4 quarter hours
(Undergraduate)

Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

ENG 211 | GRAMMAR AND STYLE | 4 quarter hours
(Undergraduate)

An introduction to elements of the linguistic structure of English as they are employed to create stylistic effects in writing. The course aims at clarifying ways that language can affect audiences' perceptions and responses to writing.

ENG 216 | CREATING CHARACTERS | 4 quarter hours
(Undergraduate)

This cross-genre course—open to students interested in fiction, journalism, screenwriting, playwriting, animation, and game design—will introduce students to the tools writers use for making fictional characters and real people come alive on the page. In addition to studying the ways in which detail, setting, point of view and dialogue affect character, students will learn the art of the interview and the craft of writing nonfiction profiles. Participants will also gain basic skills in reading and responding to other students' stories in a workshop setting. This course is not repeatable.

ENG 218 | READING AND WRITING FICTION | 4 quarter hours
(Undergraduate)

An introduction to the art of fiction through analysis and criticism of fiction by established writers and through writing and revising the student's own stories.

ENG 219 | READING AND WRITING POETRY | 4 quarter hours
(Undergraduate)

An introduction to the art of poetry through analysis and criticism of poems by established poets and through writing and revising the student's own poems.

**ENG 221 | READING PROSE | 4 quarter hours
(Undergraduate)**

An introduction to close analytical reading of the fundamental prose genres that students will encounter in the English major, including short stories, novels, literary nonfiction, and criticism.

**ENG 222 | INTRODUCTION TO LINGUISTICS | 4 quarter hours
(Undergraduate)**

The focus of this course is on linguistics as the study of how language works in the minds and brains of its speakers, taking an approach that focuses on the mental representation of language. We develop a theory of language knowledge that includes knowledge of sound systems, sentence structure, and meaning, and along the way we investigate data from diverse languages to illustrate how linguists think and reason. We also draw connections between linguistic knowledge and other types of cognition, as well as connections between linguistics and related fields, including philosophy, psychology, and neuroscience.

**ENG 225 | THE HISTORY OF BOOKS | 4 quarter hours
(Undergraduate)**

This course is an introduction to the study of the book as an object and as a technology. It investigates the production of texts from handwritten manuscripts to modern digital media, with a particular focus on the influence of the printing press between the late Middle Ages and the early nineteenth century. We will explore the development and rise of what is now known as print culture, as well as related histories of authorship, reading, and publishing. Classes incorporate hands-on work with rare books and primary sources in DePaul's Special Collections alongside a range of digital tools. The final project will include a public outreach component that shares the history you have recovered with the community.

**ENG 228 | INTRODUCING SHAKESPEARE | 4 quarter hours
(Undergraduate)**

Introduction to the basic structures and conventions of representative plays by William Shakespeare, emphasizing film and stage interpretations. May not be taken by students who have completed ENG 328.

**ENG 231 | GOTHIC MONSTERS AND VILLAINS | 4 quarter hours
(Undergraduate)**

This course provides an introduction to Gothic narratives. Students will learn about the different ways authors use monsters, villains, and spooky settings to comment on social anxieties related to gender, sexuality, race, politics, technology, etc. Texts might include classics such as *Frankenstein*, *The Strange Case of Dr. Jekyll and Mr. Hyde*, and *Dracula*, as well as lesser known works drawn from the eighteenth century to the present. Variable emphasis. (See schedule for current offerings.) This course is not repeatable.

**ENG 232 | THE ROMANCE | 4 quarter hours
(Undergraduate)**

Introduction to the genre of the romance. Emphasis on characteristics of the genre in particular historical moments. Variable emphasis on particular historical periods or topics. (See schedule for current offerings.) This course is not repeatable.

**ENG 235 | SCIENCE FICTION | 4 quarter hours
(Undergraduate)**

Introduction to science fiction as a literary genre. Variable topics, such as the history of the genre, multi-media adaptations, cyberpunk, and global variants. This course is not repeatable.

**ENG 236 | GRAPHIC NOVELS AND SOCIAL JUSTICE | 4 quarter hours
(Undergraduate)**

This course will consider graphic novels and comics as literary, visual, and social art. The course will focus on graphic novels and comics that engage issues of social justice such as the Holocaust, the Civil Rights Movement, and the U.S. prison system. Discussion topics might include how comics and graphic novels use unique storytelling tools to convey big issues in powerful ways; how comics and graphic novels get readers to think differently about the role of art in violence, suffering, social struggle, objectification, voice, and self-expression; and how graphic novels help readers to imagine and reimagine history, create social change, and envision new futures. Throughout the course, students will consider how graphic novels work effectively both as narratives and as visual art.

**ENG 237 | HARRY POTTER | 4 quarter hours
(Undergraduate)**

This course provides a scholarly introduction to the Harry Potter series. Students will analyze the series through the lens of Joseph Campbell's theory of the hero's journey, and will contextualize Rowling's work through comparisons to Arthurian legend and other British novels. The course will also consider the ways in which the series acts as a commentary on social, cultural, and political issues. Texts will include the entire Harry Potter series as well as essays from literary scholars, historians, and political scientists. This course is not repeatable.

**ENG 245 | THE BRITISH NOVEL | 4 quarter hours
(Undergraduate)**

Studies in the British novel. Variable emphasis on particular historical periods or topics from 1700 to present.

**ENG 250 | GREAT WRITERS | 4 quarter hours
(Undergraduate)**

Introduction to the works of one or more writers of classic or influential literary texts. Authors vary; please see schedule for current offerings. This course is not repeatable.

**ENG 265 | THE AMERICAN NOVEL | 4 quarter hours
(Undergraduate)**

Studies in the American novel. Variable emphasis on the historical development, regional expression, multicultural scope, ethical engagement, and/or recurring thematic concerns of the genre.

**ENG 268 | LITERATURE ACROSS CULTURES | 4 quarter hours
(Undergraduate)**

Readings in literature by writers from various ethnic backgrounds. Works may be by American minority authors or by authors writing in English from outside Britain and the U.S. This course takes a comparative approach to studying concepts of ethnicity and identity in literature drawn from several ethnic traditions. Variable emphasis on different groups, genres, themes, or historical periods. See schedule for current offerings. This course is not repeatable.

**ENG 271 | AFRICAN AMERICAN LITERATURE | 4 quarter hours
(Undergraduate)**

Introduction to works of poetry, fiction, nonfiction, and/or drama by African-American authors.

**ENG 272 | LITERATURE AND IDENTITY | 4 quarter hours
(Undergraduate)**

Studies in the literary expression and representation of identity. Variable emphasis on different groups, genres, themes, or historical periods. (See schedule for current offerings.) This course is not repeatable.

**ENG 273 | GLOBAL ASIAN LITERATURE | 4 quarter hours
(Undergraduate)**

Introduction to selected authors, genres, and topics in Asian American or Asian diasporic literature from the mid-nineteenth century to the present. Variable emphasis on different groups, genres, or historical periods.

**ENG 275 | LITERATURE AND FILM | 4 quarter hours
(Undergraduate)**

Introduction to the comparative study of literature and film. Emphasis on construction of narrative, development of character, point-of-view, and adaptation across genres and mediums. (See schedule for current offerings.) This course is not repeatable.

**ENG 276 | LATINX LITERATURE | 4 quarter hours
(Undergraduate)**

Introduction to works of poetry, fiction, nonfiction, and/or drama by Latinx authors.

**ENG 279 | STUDIES IN LITERATURE | 4 quarter hours
(Undergraduate)**

Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

**ENG 280 | THE EPIC | 4 quarter hours
(Undergraduate)**

Introduction to the appreciation and analysis of epic as a cultural form, with attention to the genre in both its oral and written forms. Special consideration will be given to issues of gender, sexuality, and politics. Texts discussed will span a range of cultures and historical periods. Readings will vary but may include translations of Homer and Virgil, as well as epics by Milton, Margaret Atwood and Derek Walcott. This course is not repeatable.

**ENG 283 | GENDER IN LITERATURE | 4 quarter hours
(Undergraduate)**

Studies in representations of gender in literature. Variable emphasis on different groups, genres, themes, or historical periods. See schedule for current offerings. This course is not repeatable.

**ENG 284 | THE BIBLE AS LITERATURE | 4 quarter hours
(Undergraduate)**

Introduction to the major stories, genres (e.g., poems, parables, prophecies) and intra-textual echoes of the Bible.

**ENG 285 | LGBTQ LITERATURE | 4 quarter hours
(Undergraduate)**

Studies in representations of queer identities, sexualities, and communities by LGBTQ authors. Variable emphasis on different groups, genres, themes, or historical periods. See schedule for current offerings. This course is not repeatable.

**ENG 286 | TOPICS IN POPULAR LITERATURE | 4 quarter hours
(Undergraduate)**

Studies in the forms and functions of popular fiction. Variable emphasis. (See schedule for current offerings.) This course is not repeatable.

**ENG 288 | AUTOBIOGRAPHY AND BIOGRAPHY | 4 quarter hours
(Undergraduate)**

Introduction to the forms, functions, problems and purposes of life-writing.

**ENG 290 | THE CRAFT OF CREATIVE NONFICTION WRITING | 4 quarter hours
(Undergraduate)**

Writing and analyzing creative nonfiction. May be taken twice. May not be taken pass/fail.

ENG 201 or instructor permission is a prerequisite for this class.

**ENG 291 | THE CRAFT OF FICTION WRITING | 4 quarter hours
(Undergraduate)**

Writing and analyzing short prose fiction. May be taken twice. May not be taken pass/fail.

ENG 201 is a prerequisite for this class.

**ENG 292 | THE CRAFT OF POETRY WRITING | 4 quarter hours
(Undergraduate)**

Writing and analyzing poems. May be taken twice. May not be taken pass/fail.

ENG 201 is a prerequisite for this class.

**ENG 299 | CAREERS FOR ENGLISH MAJORS | 2 quarter hours
(Undergraduate)**

An introduction to the many careers available to English majors. The course will use literary and contemporary work-related readings along with guest speakers to help students explore their options and develop a unique career path. Two credit hours. Applicable to the English major only with department permission.

**ENG 300 | COMPOSITION AND STYLE | 4 quarter hours
(Undergraduate)**

Advanced instruction in invention, arrangement, and style, toward developing clear and effective prose styles.

WRD 104 or HON 100 is a prerequisite for this course.

**ENG 302 | SCIENCE AND NATURE WRITING | 4 quarter hours
(Undergraduate)**

This writing workshop will provide an introduction to the exciting, fast-growing field of writing about nature and science. We will define science in its broadest sense, and no prior science background is necessary. Students will read essays about the natural world and learn how to write in different genres that might include press releases, articles, and memoirs.

ENG 201 is a prerequisite for this class.

**ENG 303 | MAGAZINE WRITING | 4 quarter hours
(Undergraduate)**

In this writing workshop, students will explore the many varied forms of magazine writing. Students will analyze past and contemporary classics, generate ideas, and learn how to research and write in different genres that may include press releases, features, and creative articles. The course may also feature visits from guest professionals and alumni in the field.

ENG 201 is a prerequisite for this class.

**ENG 304 | TRAVEL WRITING | 4 quarter hours
(Undergraduate)**

This writing workshop provides an introduction to the travel essay. Students will craft the raw materials of experience, memory, and research into literary nonfiction. The course will investigate concepts of truth, accuracy, and authority, as well as questions about the very nature of travel. What does it mean to travel? Why do we do it? What do we gain in the process of uprooting ourselves, and what do we lose? In addition to creating their own travel essays, students will also read examples of classic and contemporary travel writing. The course does not require students to have extensive or international travel experience.

ENG 201 is a prerequisite for this class.

**ENG 305 | LITERARY MAGAZINES | 4 quarter hours
(Undergraduate)**

This course examines the literary magazine—exploring the missions, personalities, processes, histories, and aesthetics of print and/or online journals and little magazines publishing work by poets and creative prose writers. Variable emphasis. (See schedule for current offerings.)

ENG 201 or instructor permission is a prerequisite for this class.

ENG 306 | ADVANCED CREATIVE NONFICTION WRITING | 4 quarter hours (Undergraduate)

Writing and analyzing creative nonfiction, for students with prior workshop experience. May be taken twice. May not be taken pass/fail.

ENG 201 is a prerequisite for this class.

ENG 307 | ADVANCED FICTION WRITING | 4 quarter hours (Undergraduate)

Writing and analyzing short prose fiction, for students with prior workshop experience. May be taken twice. May not be taken pass/fail.

ENG 201 is a prerequisite for this class.

ENG 308 | ADVANCED POETRY WRITING | 4 quarter hours (Undergraduate)

Writing and analyzing poems, for students with prior workshop experience. May be taken twice. May not be taken pass/fail.

ENG 201 is a prerequisite for this class.

ENG 309 | ADVANCED TOPICS IN WRITING | 4 quarter hours (Undergraduate)

Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

ENG 201 is a prerequisite for this class.

ENG 312 | HISTORICAL FICTION | 4 quarter hours (Undergraduate)

In this combination seminar and writing workshop, students will read and write fiction that highlights the intersection of history and fiction, memory and imagination, fact and invention. Authors studied might include Alice Munro, Toni Morrison, Edward P. Jones, A.S. Byatt, or Colson Whitehead. Students will consider how each author retrieves, recreates, and then reinvents a past that inevitably weaves itself into the present. Keeping in mind the demands of historical fiction in terms of setting and characterization, this course will explore the elements that define strong fiction writing across genres (point of view, plot, theme, and metaphor, to name a few), and students will learn how to incorporate these elements into their own writing as they create new, original historical-fiction stories.

ENG 201 is a prerequisite for this class.

ENG 313 | SPECULATIVE FICTION | 4 quarter hours (Undergraduate)

In this writing workshop, students will read and write works of speculative fiction that ask what the world would be or could be under different circumstances. Students will study the narrative design of successful works of speculative fiction (including sub-genres such as magic realism, alternative history, post-apocalyptic, horror, dystopia, science fiction, and heroic fantasy), dissecting these works in an attempt to understand what defines the genre. This course will explore the elements that define strong fiction writing across genres (point of view, plot, theme, and metaphor, to name a few), and students will learn how to incorporate these elements into their own writing as they create their own original speculative fiction stories.

ENG 201 is a prerequisite for this class.

ENG 314 | SETTING IN FICTION | 4 quarter hours (Undergraduate)

This writing workshop will focus on the role of place and time in fiction, examining the ways in which they give rise to character and interact with other story elements. The course will place a heavy emphasis on reading in addition to helping students develop their own works of fiction.

ENG 201 is a prerequisite for this class.

ENG 317 | THE ART OF DESCRIPTION | 4 quarter hours (Undergraduate)

In this writing workshop, students will learn to write vivid and striking poetry and short but effective prose/fiction. Students will learn the art of description by writing scenes and vignettes: brief narratives and sketches characterized by great precision, economy of language, and accuracy of composition. A vignette: a short impressionistic scene that focuses on one moment or a fleeting slice of life is composed like a photograph or painting to give a trenchant impression about a character, an idea, a setting, or an object. The writing of vignettes requires utmost attention to detail, and requires a presence of mind and powers of keen observation that are important in any kind of creative writing. This course's goal is to help students write with clarity, power, and directness.

ENG 201 is a prerequisite for this class.

ENG 321 | ENGLISH LITERATURE TO 1500 | 4 quarter hours (Undergraduate)

Survey of English literature from the beginnings to 1500.

(ENG 220 and ENG 221) or (ENG 205 and ENG 101 or HON 101) or (THE 204, THE 205 and THE 206) are prerequisites for this class.

ENG 322 | CHAUCER | 4 quarter hours (Undergraduate)

Study of selected poetry and prose by Geoffrey Chaucer.

ENG 220 or (ENG 205 and ENG 101 or HON 101) is a prerequisite for this class.

ENG 323 | TOPICS IN MEDIEVAL LITERATURE | 4 quarter hours (Undergraduate)

See schedule for current offerings. This course is repeatable with different topics.

(ENG 220 and ENG 221) or (ENG 205 and ENG 101 or HON 101) or (THE 204, THE 205 and THE 206) are prerequisites for this class.

ENG 325 | ENGLISH RENAISSANCE LITERATURE | 4 quarter hours (Undergraduate)

Survey of English literature from 1500 to 1660.

(ENG 220 and ENG 221) or (ENG 205 and ENG 101 or HON 101) or (THE 204, THE 205 and THE 206) are prerequisites for this class.

ENG 327 | MILTON | 4 quarter hours (Undergraduate)

Study of selected poetry and prose by John Milton.

ENG 220 or (ENG 101 or HON 101) is a prerequisite for this class.

ENG 328 | STUDIES IN SHAKESPEARE | 4 quarter hours (Undergraduate)

Study of selected plays and poetry of William Shakespeare in relation to early modern English culture. Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

ENG 220 or ENG 101 or HON 101 or (THE 204 and THE 205 and THE 206) is a prerequisite for this class.

ENG 329 | TOPICS IN RENAISSANCE LITERATURE | 4 quarter hours (Undergraduate)

See schedule for current offerings. This course is repeatable with different topics.

(ENG 220 and ENG 221) or (ENG 205 and ENG 101 or HON 101) or (THE 204, THE 205 and THE 206) are prerequisites for this class.

ENG 330 | RESTORATION AND 18TH-CENTURY LITERATURE | 4 quarter hours (Undergraduate)

Survey of British literature from 1660 to 1780.

(ENG 220 and ENG 221) or (ENG 206 and ENG 101 or HON 101) or (THE 204, THE 205 and THE 206) are prerequisites for this class.

**ENG 332 | MAJOR AUTHORS BEFORE 1800 | 4 quarter hours
(Undergraduate)**

Study of one or two major authors whose works were published before 1800. This course is repeatable with different authors. (See schedule for current offerings.)

**ENG 335 | TOPICS IN EARLY AMERICAN LITERATURE | 4 quarter hours
(Undergraduate)**

Selected authors, genres and topics in American literature written before 1800. This course is repeatable with different topics.
(ENG 220 and ENG 221) or (ENG 206 and ENG 101 or HON 101) are prerequisites for this class.

**ENG 339 | TOPICS IN RESTORATION AND 18TH CENTURY BRITISH LITERATURE | 4 quarter hours
(Undergraduate)**

Selected authors, genres and topics in British Literature, 1660-1780. This course is repeatable with different topics.
(ENG 220 and ENG 221) or (ENG 206 and ENG 101 or HON 101) or (THE 204, THE 205 and THE 206) are prerequisites for this class.

**ENG 340 | 19TH-CENTURY BRITISH LITERATURE | 4 quarter hours
(Undergraduate)**

Survey of British literature from 1780 to 1900.
(ENG 220 and ENG 221) or (ENG 206 and ENG 101 or HON 101) or (THE 204, THE 205 and THE 206) are prerequisites for this class.

**ENG 342 | MAJOR AUTHORS 1800-1900 | 4 quarter hours
(Undergraduate)**

Study of one or two major authors whose works were published between 1800 and 1900. This course is repeatable with different authors. (See schedule for current offerings.)

**ENG 343 | LITERATURE OF THE ROMANTIC ERA | 4 quarter hours
(Undergraduate)**

Study of literature written primarily between 1780 and 1840. Topics will vary and may include English Romantic Poetry, Literature of the French Revolution, Transatlantic Romanticism, American Romanticism, Regency Fiction, or author-oriented studies of works by writers such as Percy Bysshe Shelley, Lord Byron, John Keats, Jane Austen, and Mary Shelley. See schedule for current offerings. This course is repeatable with different topics.

ENG 101 (or HON 101) and ENG 206 are prerequisites for this class.

**ENG 344 | VICTORIAN LITERATURE | 4 quarter hours
(Undergraduate)**

Study of literature written in the British Empire between 1830 and 1900. Topics will vary and may include the Victorian Novel, Victorian Women Writers, Literature of the British Empire, or author-oriented studies of works by writers such as the Bronte sisters, Charles Dickens, and Oscar Wilde. See schedule for current offerings. This course is repeatable with different topics.

ENG 101 (or HON 101) and ENG 206 are prerequisites for this class.

**ENG 345 | TOPICS IN 19TH-CENTURY AMERICAN LITERATURE | 4 quarter hours
(Undergraduate)**

Selected authors, genres and topics in nineteenth-century American literature. This course is repeatable with different topics.
(ENG 220 and ENG 221) or (ENG 206 and ENG 101 or HON 101) are prerequisites for this class.

**ENG 346 | 19TH-CENTURY IRISH LITERATURE | 4 quarter hours
(Undergraduate)**

This course focuses on some of the important works of nineteenth-century Irish literature. It sees them as engaging with the often traumatic political and social changes of their time.

**ENG 348 | TOPICS IN 19TH-CENTURY LITERATURE | 4 quarter hours
(Undergraduate)**

Selected authors, genres, and topics in 19th-century literature. This course is repeatable with different topics.
ENG 101 (or HON 101) and ENG 206 are prerequisites for this class.

**ENG 349 | TOPICS IN 19TH-CENTURY BRITISH LITERATURE | 4 quarter hours
(Undergraduate)**

Selected authors, genres and topics in British literature, 1780 - 1900. This course is repeatable with different topics.
(ENG 220 and ENG 221) or (ENG 206 and ENG 101 or HON 101) or (THE 204, THE 205 and THE 206) are prerequisites for this class.

**ENG 350 | MODERN BRITISH LITERATURE | 4 quarter hours
(Undergraduate)**

Survey of British literature in the twentieth century.
(ENG 220 and ENG 221) or (ENG 207 and ENG 101 or HON 101) or (THE 204, THE 205 and THE 206) are prerequisites for this class.

**ENG 351 | POSTCOLONIAL LITERATURE | 4 quarter hours
(Undergraduate)**

This course explores the cultural legacy of colonialism and imperialism through literature. Variable emphasis on different authors and national traditions. See schedule for current offerings. This course is repeatable with different topics.

**ENG 352 | GLOBAL ENGLISH LITERATURE | 4 quarter hours
(Undergraduate)**

Study of literature written in English from outside Britain, Ireland, and the U.S. Variable emphasis on different authors, national traditions, ethnic backgrounds, or historical periods. (See schedule for current offerings.) This course is repeatable with different topics.

**ENG 353 | TOPICS IN GLOBAL ASIAN LITERATURE | 4 quarter hours
(Undergraduate)**

Selected authors, genres, and topics in Asian-American or Asian diasporic literature. See schedule for current offerings. This course is repeatable with different topics.

**ENG 354 | THE IRISH REVIVAL | 4 quarter hours
(Undergraduate)**

The course invites a study of the cultural ferment of the decades from the 1890's to the 1920's in Ireland. Particular attention will be given to an introduction to the work of canonical writers such as Yeats and Joyce who emerged from it.

**ENG 355 | MODERN IRISH LITERATURE | 4 quarter hours
(Undergraduate)**

This course provides an introduction to Irish literature, including some poems in the Irish language with English translations on facing pages, written from the Literary Revival to the late twentieth century. It emphasizes the transitions from a colonized to a postcolonial society and the slow validation of the voices of Irish women writers.

**ENG 357 | TOPICS IN IRISH STUDIES | 4 quarter hours
(Undergraduate)**

Selected authors, genres, and topics in Irish literature and culture. This course is repeatable with different topics.

ENG 358 | TOPICS IN 20TH-CENTURY LITERATURE | 4 quarter hours (Undergraduate)

Selected authors, genres, and topics in 20th-century literature. This course is repeatable with different topics.

ENG 101 (or HON 101) and ENG 207 are prerequisites for this class.

ENG 359 | TOPICS IN MODERN BRITISH LITERATURE | 4 quarter hours (Undergraduate)

Selected authors, genres, and topics in twentieth-century British literature. This course is repeatable with different topics.

(ENG 220 and ENG 221) or (ENG 207 and ENG 101 or HON 101) or (THE 204, THE 205 and THE 206) are prerequisites for this class.

ENG 360 | AMERICAN LITERATURE TO 1830 | 4 quarter hours (Undergraduate)

Survey of American literature from the beginnings to 1830.

ENG220&221 or ENG 101& ENG 206

ENG 361 | 19TH-CENTURY AMERICAN LITERATURE | 4 quarter hours (Undergraduate)

Survey of 19th-century American literature. Authors studied might include Washington Irving, Nathaniel Hawthorne, Herman Melville, Frederick Douglass, Walt Whitman, Emily Dickinson, Mark Twain, Harriet Jacobs, and Kate Chopin.

ENG220&221 or ENG 101& ENG 206

ENG 362 | AMERICAN LITERATURE FROM 1865 TO 1920 | 4 quarter hours (Undergraduate)

Survey of American literature from 1865 to 1920.

ENG220&221 or ENG 101& ENG 206

ENG 363 | AMERICAN LITERATURE AFTER 1900 | 4 quarter hours (Undergraduate)

This survey focuses on twentieth- and twenty-first-century American literary works, authors, and movements. Coverage will explore several genres, and expose students to the diversity of some major American literary movements such as modernism, the Harlem Renaissance, and postmodernism. Authors studied might include William Faulkner, F. Scott Fitzgerald, Willa Cather, Zora Neale Hurston, Ernest Hemingway, Toni Morrison, and Junot Diaz.

(ENG 220 and ENG 221) or (ENG 101/HON 101 and ENG 207) or AMS 200 or AMS 201 are prerequisites for this class.

ENG 364 | TOPICS IN GENRE STUDIES | 4 quarter hours (Undergraduate)

Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

ENG 365 | TOPICS IN 20TH-CENTURY FICTION | 4 quarter hours (Undergraduate)

Selected authors, genres, and topics in 20th-century American literature. This course is repeatable with different topics.

(ENG 220 and ENG 221) or (ENG 207 and ENG 101 or HON 101) are prerequisites for this class.

ENG 366 | STUDIES IN POETRY | 4 quarter hours (Undergraduate)

Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

ENG 220 or (ENG 101 or HON 101) is a prerequisite for this class.

ENG 367 | TOPICS IN AMERICAN STUDIES | 4 quarter hours (Undergraduate)

Selected authors, genres, and topics in American literature and culture. This course is repeatable with different topics.

ENG 368 | STUDIES IN LITERATURE ACROSS CULTURES | 4 quarter hours (Undergraduate)

Selected authors, genres, and topics in literature by writers from various ethnic backgrounds. Works may be by American minority authors or by authors writing in English from outside Britain and the U.S. This course takes a comparative approach to studying concepts of ethnicity and identity in literature drawn from several ethnic traditions. This course is repeatable with different topics.

ENG 369 | TOPICS IN AMERICAN LITERATURE | 4 quarter hours (Undergraduate)

See schedule for current offerings. This course is repeatable with different topics.

(ENG 220 & 221) or (ENG 101 or HON 101 or AMS 200 or AMS 201) is a prerequisite for this class.

ENG 370 | HISTORY OF THE ENGLISH LANGUAGE | 4 quarter hours (Undergraduate)

Examination of the development of vocabulary and structure of English from its beginnings to contemporary British and American English usage.

ENG 371 | TOPICS IN AFRICAN AMERICAN LITERATURE | 4 quarter hours (Undergraduate)

Selected authors, genres, and topics in African American literature. See schedule for current offerings.

ENG 373 | MULTIETHNIC LITERATURE OF THE U.S. | 4 quarter hours (Undergraduate)

Readings in recent literature, primarily fiction, by American writers of various ethnic backgrounds, exploring the evolving concept of ethnicity in literature.

ENG 374 | NATIVE LITERATURE | 4 quarter hours (Undergraduate)

This course provides an introduction to a wide range of Native and First Nations literature. Students will read a selection of work, including some early contact and expansion texts, but will focus on the prose and poetry of mid-to-late 20th century and contemporary writers. Students will examine, compare and contrast the ways in which Native literary writing approaches agendas and ideas such as personal and community identity; racial and cultural stereotypes; social and cultural obligations and duties; self-expression and humor as acts of survival; re-appropriation and redefinition; and encounters with a dominant culture.

ENG 375 | STUDIES IN SHORT FICTION | 4 quarter hours (Undergraduate)

The development of European, English, and American short fiction.

ENG 101 (or HON 101) is a prerequisite for this class.

ENG 376 | CREATIVE WRITING AND SOCIAL ENGAGEMENT | 4 quarter hours (Undergraduate)

Study and practice of creative writing in the contexts of community service. (See schedule for current offerings.) This course is repeatable with different topics.

ENG 377 | TOPICS IN EDITING AND PUBLISHING | 4 quarter hours (Undergraduate)

Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

ENG 378 | LITERATURE AND SOCIAL ENGAGEMENT | 4 quarter hours (Undergraduate)

Study of selected literary works in the contexts of community service. See schedule for current offerings. This course is repeatable with different topics.

**ENG 379 | TOPICS IN LITERATURE | 4 quarter hours
(Undergraduate)**

See schedule for current offerings. This course is repeatable with different topics.

(ENG 220 and ENG 221) or (ENG 101 or HON 101) are prerequisites for this class.

**ENG 380 | MASTERPIECES OF WORLD LITERATURE | 4 quarter hours
(Undergraduate)**

Selected works in translation from Classical Antiquity to the present. Variable emphasis. (See schedule for current offerings.)

(ENG 220 and ENG 221) or (ENG 101 or HON 101) are prerequisites for this class.

**ENG 381 | LITERARY THEORY | 4 quarter hours
(Undergraduate)**

Study of the major approaches to analyzing literature, including formalist, historicist, psychoanalytic, post-structuralist, and feminist readings.

(ENG 220 and ENG 221) or (ENG 101 or HON 101) or instructor permission are prerequisites for this class. ENG220/221 or 101/HON 101 perm

**ENG 382 | MAJOR AUTHORS | 4 quarter hours
(Undergraduate)**

Study of one or two major writers. This course is repeatable with different authors. (See schedule for current offerings.)

**ENG 383 | WOMEN AND LITERATURE | 4 quarter hours
(Undergraduate)**

Study of literature by women, with attention to the traditions of women's literature, historical and theoretical perspectives on women as writers and readers, and issues of feminist literary history and criticism.

**ENG 384 | TOPICS IN LATINX LITERATURE | 4 quarter hours
(Undergraduate)**

Selected authors, genres, and topics in Latinx literature. See schedule for current offerings.

**ENG 385 | TOPICS IN LGBTQ LITERATURE | 4 quarter hours
(Undergraduate)**

Selected authors, genres, and topics in LGBTQ literature. See schedule for current offerings. This course is repeatable with different topics.

**ENG 386 | POPULAR LITERATURE | 4 quarter hours
(Undergraduate)**

Studies in selected forms of popular literature. Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

**ENG 387 | TOPICS IN CONTEMPORARY LITERATURE | 4 quarter hours
(Undergraduate)**

Study of selected late twentieth- and twenty-first century literary works, authors, and movements. Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

(ENG 220 and ENG 221) or (ENG 101 or HON 101) are prerequisites for this class.

**ENG 388 | TOPICS IN TRANSATLANTIC LITERATURE | 4 quarter hours
(Undergraduate)**

Study of transatlantic or circum-atlantic literary production and consumption. Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

(ENG 220 and ENG 221) or (ENG 101 or HON 101) are prerequisites for this class.

**ENG 389 | TOPICS IN COMPARATIVE LITERATURE | 4 quarter hours
(Undergraduate)**

See schedule for current offerings. This course is repeatable with different topics.

**ENG 390 | SENIOR CAPSTONE SEMINAR | 4 quarter hours
(Undergraduate)**

Variable emphasis. See schedule for current offerings. This course is not repeatable.

Senior Status and (ENG 220 and ENG 221) or (ENG 101 or HON 101 and ENG 205 and ENG 206 and ENG 207) are prerequisites for this class.

**ENG 391 | TEACHING ENGLISH | 4 quarter hours
(Undergraduate)**

Strategies for teaching composition, literature, and language skills to secondary-school students.

(ENG 220 and ENG 221) or (ENG 101 or HON 101) are prerequisites for this class.

**ENG 392 | INTERNSHIP | 1-4 quarter hours
(Undergraduate)**

Internship in such fields as writing, editing, and publishing supplemented by readings and assignments.

Junior standing or above and permission of the internship coordinator are a prerequisite for this class.

**ENG 397 | NEWBERRY LIBRARY SEMINAR | 4 quarter hours
(Undergraduate)**

Newberry Library Seminar.

**ENG 398 | LITERARY AND CULTURAL HERITAGE | 1-8 quarter hours
(Undergraduate)**

Study tours - locations, topics, fees, and credit vary.

**ENG 399 | INDEPENDENT STUDY | 1-8 quarter hours
(Undergraduate)**

Written permission of supervising faculty member and of department chair required before registration.

**ENG 400 | STRUCTURE OF MODERN ENGLISH | 4 quarter hours
(Graduate)**

A systematic outline of modern English from both traditional and contemporary linguistic perspectives. Examines descriptive grammars, word and phrase structure, syntax and semantics, and formal issues of style and rhetoric. Formerly ENG 416.

**ENG 401 | HISTORY OF THE ENGLISH LANGUAGE | 4 quarter hours
(Graduate)**

A systematic study of the nature, history and usage of the English language. The course traces the language from its origin to its present status in England and America.

**ENG 402 | HISTORY OF ENGLISH PROSE STYLE | 4 quarter hours
(Graduate)**

A survey of alternative theoretical approaches to the study of style, followed by intensive study of changes in the conventions of English prose from the Renaissance to the present.

**ENG 407 | LANGUAGE AND STYLE FOR WRITERS | 4 quarter hours
(Graduate)**

A comprehensive examination of structural elements and stylistic devices that experienced writers use across a number of creative and professional genres. Topics include components of style, sentence rhythm and prosody, diction choices, rhetorical punctuation, and the development of one's personal writing voice.

ENG 408 | STYLISTICS | 4 quarter hours

(Graduate)

Theory and practice in examining features of prose style, including linguistic, rhetorical and literary perspectives on style.

ENG 411 | CHAUCER | 4 quarter hours

(Graduate)

Chaucer's works in context of his milieu.

ENG 412 | STUDIES IN ARTHURIAN LITERATURE | 4 quarter hours

(Graduate)

Geoffrey of Monmouth, Wace, Layamon and Malory.

ENG 413 | STUDIES IN MEDIEVAL LITERARY FORMS | 4 quarter hours

(Graduate)

Alternating emphasis on poetic, narrative and dramatic genres of the 14th and 15th centuries.

ENG 419 | TOPICS IN MEDIEVAL LITERATURE | 4 quarter hours

(Graduate)

See schedule for current offering.

ENG 421 | STUDIES IN ENGLISH RENAISSANCE PROSE | 4 quarter hours

(Graduate)

Major prose works, including More's Utopia, Sidney's Apology for Poetry, Bacon's Essays, and Milton's Areopagitica.

ENG 422 | STUDIES IN ENGLISH RENAISSANCE POETRY | 4 quarter hours

(Graduate)

Alternating emphasis on the English epic, the 16th-century lyric, and the 17th-century lyric.

ENG 423 | STUDIES IN ENGLISH RENAISSANCE DRAMA | 4 quarter hours

(Graduate)

Tudor-Stuart drama, including works by Kyd, Marlowe, Jonson, Webster and Ford.

ENG 426 | THE ESSAY: HISTORY, THEORY, PRACTICE | 4 quarter hours

(Graduate)

Explores the history of the essay as genre from the Renaissance to the present, compares and contrasts literary essays with those written in most school settings, and offers students the opportunity to write their own extended essays on personal and professional topics. Formerly ENG 488.

ENG 427 | MILTON | 4 quarter hours

(Graduate)

Major poems and selected prose.

ENG 428 | STUDIES IN SHAKESPEARE | 4 quarter hours

(Graduate)

Study of selected plays through various critical and scholarly perspectives.

ENG 429 | TOPICS IN RENAISSANCE LITERATURE | 4 quarter hours

(Graduate)

See schedule for current offering.

ENG 431 | STUDIES IN THE EIGHTEENTH CENTURY NOVEL | 4 quarter hours

(Graduate)

Representative English prose fiction, including Defoe, Richardson, Fielding, Sterne and the Gothic novel.

ENG 432 | STUDIES IN RESTORATION AND EIGHTEENTH-CENTURY DRAMA | 4 quarter hours

(Graduate)

Studies in the comedy of manners, sentimental comedy, heroic drama, and bourgeois tragedy.

ENG 434 | STUDIES IN RESTORATION AND EIGHTEENTH CENTURY AUTHORS | 4 quarter hours

(Graduate)

Alternating emphasis on Dryden, Pope, Swift, Johnson, or other major authors.

ENG 439 | TOPICS IN RESTORATION AND EIGHTEENTH-CENTURY LITERATURE | 4 quarter hours

(Graduate)

See schedule for current offerings.

ENG 441 | STUDIES IN ENGLISH ROMANTIC PROSE | 4 quarter hours

(Graduate)

Major Romantic nonfiction prose writers, including Burke, Coleridge, Hazlitt, DeQuincey and Lamb.

ENG 442 | STUDIES IN ENGLISH ROMANTIC POETRY | 4 quarter hours

(Graduate)

Alternating emphasis on major Romantic poets, including Blake, Wordsworth, Coleridge, Byron, Shelley and Keats.

ENG 443 | STUDIES IN VICTORIAN PROSE | 4 quarter hours

(Graduate)

Major Victorian nonfiction prose writers, including Carlyle, Newman, Ruskin, Mill, Arnold and Pater.

ENG 444 | STUDIES IN VICTORIAN POETRY | 4 quarter hours

(Graduate)

Major Victorian poets, including Tennyson, Browning and Arnold.

ENG 445 | STUDIES IN NINETEENTH-CENTURY BRITISH FICTION | 4 quarter hours

(Graduate)

Alternating emphasis on major novelists including Dickens, Thackeray, the Brontes, Eliot, Trollope and Hardy.

ENG 446 | NINETEENTH-CENTURY IRISH LITERATURE | 4 quarter hours

(Graduate)

This course surveys a broad range of literature from nineteenth-century Ireland. It reads literature within the social and historical context of its day; in terms of the formation of individual, social and national identities; and within today's debate about Ireland's status at the time.

ENG 449 | TOPICS IN NINETEENTH-CENTURY BRITISH LITERATURE | 4 quarter hours

(Graduate)

See schedule for current offering.

ENG 451 | STUDIES IN THE MODERN BRITISH NOVEL | 4 quarter hours

(Graduate)

Alternating areas of emphasis, including Woolf, Joyce, Forster and Conrad.

ENG 452 | STUDIES IN MODERN BRITISH POETRY | 4 quarter hours

(Graduate)

Alternating areas of emphasis, including Yeats, Auden, Lawrence, Dylan Thomas, Eliot and Larkin.

ENG 453 | STUDIES IN MODERN DRAMA | 4 quarter hours

(Graduate)

Study of selected modern plays from 1870 to present. Authors studied might include Henrik Ibsen, Anton Chekhov, George Bernard Shaw, Eugene O'Neill, J. M. Synge, Tennessee Williams, Samuel Beckett, Caryl Churchill, Maria Irene Fornes, and Wole Soyinka.

**ENG 455 | MODERN IRISH LITERATURE | 4 quarter hours
(Graduate)**

This course uses both historical and theoretical approaches to Irish literature written from the Literary Revival to the late twentieth century. It emphasizes the transition from a colonized to a postcolonial society and the slow validation of the voices of Irish women writers.

**ENG 456 | CONTEMPORARY IRISH LITERATURE | 4 quarter hours
(Graduate)**

This course relates contemporary Irish literature to recent Irish history and to social and cultural change. It charts the ways in which patterns of individual, social and national identity have been challenged and renegotiated.

**ENG 459 | TOPICS IN MODERN BRITISH LITERATURE | 4 quarter hours
(Graduate)**

See schedule for current offering.

**ENG 464 | STUDIES IN AMERICAN AUTHORS | 4 quarter hours
(Graduate)**

Alternating emphasis on major writers, including Hawthorne, Melville, Poe, Whitman, Dickinson, Twain, Chopin, Crane, James, Wharton and Cather.

**ENG 465 | STUDIES IN THE MODERN AMERICAN NOVEL | 4 quarter hours
(Graduate)**

Alternating emphasis on major 20th-century writers, including Fitzgerald, Hemingway, Stein, Faulkner, Steinbeck, Porter, Penn Warren, Bellow, O'Connor, Oates and Morrison.

**ENG 466 | STUDIES IN MODERN AMERICAN POETRY | 4 quarter hours
(Graduate)**

Introduction to a wide range of twentieth-century American poetries, with alternating emphasis on modernists such as Frost, Eliot, Pound, Stevens, Williams, Moore, HD., Hughes, and Rukeyser as well as more recent figures and trends..

**ENG 467 | STUDIES IN AMERICAN DRAMA | 4 quarter hours
(Graduate)**

American dramatists and dramatic movements.

**ENG 469 | TOPICS IN AMERICAN LITERATURE | 4 quarter hours
(Graduate)**

See schedule for current offering.

**ENG 471 | BOOK AND MEDIA HISTORY | 4 quarter hours
(Graduate)**

Selected topics in book and media history.

**ENG 472 | LITERARY THEORY | 4 quarter hours
(Graduate)**

Studies in literary theory and cultural criticism.

**ENG 473 | TEACHING CREATIVE WRITING | 4 quarter hours
(Graduate)**

Prepares English teachers to teach creative writing at the secondary and college undergraduate levels. Models the planning and directing of effective workshops in poetry, creative nonfiction, and fiction writing. Formerly ENG 485.

**ENG 474 | TEACHING LITERATURE | 4 quarter hours
(Graduate)**

Prepares English teachers to teach literature at the secondary and college undergraduate levels. The course develops methods of teaching all literary genres, addresses problems in literacy, and focuses on the transactional nature of reading and writing.

**ENG 475 | TOPICS IN LITERATURE | 4 quarter hours
(Graduate)**

See schedule for current offering.

**ENG 476 | TOPICS IN GENRE AND FORM | 4 quarter hours
(Graduate)**

See schedule for current offerings. Formerly ENG 479.

**ENG 477 | TOPICS IN PUBLISHING | 4 quarter hours
(Graduate)**

See schedule for current offerings.

**ENG 478 | TOPICS IN TEACHING | 4 quarter hours
(Graduate)**

See schedule for current offerings.

**ENG 480 | INTRODUCTION TO CREATIVE WRITING | 4 quarter hours
(Graduate)**

An introductory creative writing course open to all DePaul graduate students and non-degree-seeking students with a bachelor's degree in any field.

**ENG 484 | WRITING WORKSHOP TOPICS | 4 quarter hours
(Graduate)**

See schedule for current offerings.

Status as a MAWP, MALP or MFACRWPB student is a prerequisite for this class.

**ENG 487 | TRAVEL WRITING | 4 quarter hours
(Graduate)**

Writing travel essays: history and forms of the literary travel essay; writing about travel for the book and magazine market.

Status as a MAWP, MALP or MFACRWPB student is a prerequisite for this class.

**ENG 488 | WRITING THE PERSONAL ESSAY | 4 quarter hours
(Graduate)**

Focuses on studying and writing creative nonfiction essays, with particular attention paid to voice, style, form and structure, narration and exposition, scene, and narrative distance.

Status as a MAWP, MALP or MFACRWPB student is a prerequisite for this class.

**ENG 489 | SCREENWRITING | 4 quarter hours
(Graduate)**

An introduction to the craft of screenwriting. Covers principles of plot, dramatic conflict, characterization, dialogue, and screenplay form. Students develop short dramatic and documentary screenplays.

Status as a MAWP, MALP or MFACRWPB student is a prerequisite for this class.

**ENG 490 | WRITING FOR MAGAZINES | 4 quarter hours
(Graduate)**

Covers the range of skills necessary for magazine writing. Discussion of the elements of style, humor, research, concept and imagery that characterize the literature of fact. Students investigate, compose and edit finished magazine articles to be submitted for publication.

Status as a MAWP, MALP or MFACRWPB student is a prerequisite for this class.

**ENG 491 | SCIENCE WRITING | 4 quarter hours
(Graduate)**

An introduction to the creative career of science writing. Students research, write, and market articles on such subjects as astronomy, genetics, health, and technology for newspapers, magazines, e-zines, and innovative journals. No prior science background required.

Status as a MAWP, MALP or MFACRWPB student is a prerequisite for this class.

**ENG 492 | WRITING FICTION | 4 quarter hours
(Graduate)**

A course in writing short stories. Emphasis is placed on class discussion of student writing.

Status as a MAWP, MALP or MFACRWPB student is a prerequisite for this class.

**ENG 493 | WRITING POETRY | 4 quarter hours
(Graduate)**

A course in writing and reading poetry. Emphasis is placed on class discussion of student writing.

Status as a MAWP, MALP or MFACRWPB student is a prerequisite for this class.

**ENG 494 | NOVELS I | 4 quarter hours
(Graduate)**

In this course students will generate a rough draft of a novel, considering the particular challenges of the novel form in terms of plot and structure. Students should apply for permission to enroll with an elevator pitch and outline for a project they would like to draft. By the end of the term, writing 20 pages a week, students should have a complete first draft of approximately 200 pages or 60,000 words. Students will share scenes and outlines with an eye toward completion of a draft rather than revision. This course is the first of a two-course sequence. The second course, ENG 495: Novels II, will focus on editing and revising the novel.

Any student who has a completed manuscript of approximately 200 pages can apply to take the second course without taking the first.

**ENG 495 | NOVELS II | 4 quarter hours
(Graduate)**

This course will focus on editing and revising the novel form, using published novels to demonstrate how fictional elements work together to create an organic whole. Students will discover how accomplished writers shape their stories using point of view, form, tone, characterization, plot, narrative time, significant detail, theme, metaphor, and precise language. These craft elements we will use as guidelines, not limitations, in the revising of our own novels. We will discuss student manuscripts in a space that encourages honest criticism, always balanced by respect for the writer. In class and during individual conferences, we will explore strategies for revision of each student's work. Any student who has a completed manuscript of approximately 200 pages can apply to take Novels II without having first taken Novels I.

**ENG 496 | TOPICS IN EDITING | 4 quarter hours
(Graduate)**

An introduction to editing principles and practices in professional and technical fields. See Schedule for current offerings.

**ENG 497 | WRITING THE LITERATURE OF FACT | 4 quarter hours
(Graduate)**

An advanced course in reading and writing true-life stories in the nonfiction tradition exemplified by such writers as Dickens, Agee, McPhee, and Didion.

Status as a MAWP, MALP or MFACRWPB student is a prerequisite for this class.

**ENG 500 | INDEPENDENT STUDY | 4-8 quarter hours
(Graduate)**

Written permission of supervising faculty member and of the program director is necessary before registration. Variable credit.

**ENG 501 | THESIS RESEARCH | 4 quarter hours
(Graduate)**

Written permission of supervising faculty member and of the program director is necessary before registration. Limited to four credits.

**ENG 502 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to master's degree candidates who are actively working toward the completion of a thesis, project, or portfolio. Enrollment in this course is limited to three quarters and requires thesis/project advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries and requires the equivalent of half-time enrollment status. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

**ENG 503 | CANDIDACY MAINTENANCE | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to graduate students who are not registered for a course in a given quarter but need to maintain active university status. Enrollment in this course is limited to three quarters and requires permission of the graduate director. Enrollment in this course allows access to the library and other campus facilities. This course does not carry an equivalent enrollment status and students in it are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

**ENG 509 | INTERNSHIP | 4 quarter hours
(Graduate)**

Internship: Written permission of supervising faculty member and of the program director is necessary before registration. Limited to four credits.

English Language Academy (ELA)

**ELA A030 | ADVANCED WRITING AND WORD PROCESSING | 0 quarter hours
(CNET Systems)**

An advanced-level course in English-as-a-second-language writing. Students learn to write 3-to-5 page compositions including a research paper.

**ELA A031 | ADVANCED READING AND VOCABULARY DEVELOPMENT | 0 quarter hours
(CNET Systems)**

An advanced-level course in English-as-a-second-language reading. Students build on their reading skills by identifying intended audience, source and tone of a reading, acquire more literary terms, read longer newspaper articles, editorials, plays, and novels.

**ELA A032 | ADVANCED GRAMMAR | 0 quarter hours
(CNET Systems)**

An advanced-level course in English-as-a-second-language grammar. Students build on the work from previous levels with the future perfect and future perfect progressive tenses, negative and past forms of modals, passive voice, causative verbs, conditionals, and gerunds and infinitives.

**ELA A033 | ADVANCED SPOKEN ENGLISH AND LISTENING | 0 quarter hours
(CNET Systems)**

An advanced-level course in English-as-a-second-language spoken English. Among other skills, students learn to manage small group discussions, defend positions, speak persuasively, deliver a formal presentation, draw inferences from authentic speech, and takes notes from short lectures.

ELA B040 | UNIVERSITY BRIDGE WRITING: SERVICE, RESEARCH AND WRITING | 0 quarter hours
(CNEC Systems)

A university bridge-level course in English-as-a-second-language writing. Students learn to write first-person narrative and a research essay through participation in community service.

ELA B041 | UNIVERSITY BRIDGE READING AND VOCABULARY DEVELOPMENT | 0 quarter hours
(CNEC Systems)

A university bridge-level course in English-as-a-second-language reading. Students build on their reading skills by comparing points of view, paraphrasing and outlining ideas, acquiring higher-level literary terms, and read more complex articles, novels, plays, or several short stories.

ELA B042 | UNIVERSITY BRIDGE GRAMMAR | 0 quarter hours
(CNEC Systems)

A university bridge-level course in English-as-a-second-language grammar. Students build on the work from previous levels with more complex uses of such structures as auxiliary verbs, noun modifiers, adjective and adverb clauses, and unreal conditionals.

ELA B043 | UNIVERSITY BRIDGE SPOKEN ENGLISH AND LISTENING | 0 quarter hours
(CNEC Systems)

A university bridge-level course in English-as-a-second-language spoken English. Students master previous functions at the highest level, such as persuading, negotiating, and debating; deliver formal presentations; demonstrate skill at note taking and comprehending regional dialects.

ELA CP050 | UNIVERSITY EXPERIENCE RESEARCH AND WRITING | 0 quarter hours
(CNEC Systems)

University Experience Research and Writing provides non-native speaking students authentic experiences preparing and writing papers using American academic standards and styles. This course teaches students to select and effectively evaluate scholarly sources appropriate to their discipline, to organize their research and to present a thesis logically using American academic styles. Ideally, the course is taken in conjunction with CP052 University Experience Reading or other similar academic English reading course.

ELA CP051 | UNIVERSITY EXPERIENCE READING AND SURVEY OF TEXTS | 0 quarter hours
(CNEC Systems)

University Experience Reading & Survey of Texts provides university level reading instruction and prepares non-native speaking students to evaluate and categorize university level texts within their chosen discipline. The course focuses on using reading strategies that maximize reading efficiency and comprehension and is designed specifically for students who are preparing to enroll in university degree programs. The course is an ideal complement to CP050 University Experience Research and Writing.

ELA CP053 | UNIVERSITY EXPERIENCE ACADEMIC AND CLASSROOM CULTURE | 0 quarter hours
(CNEC Systems)

University Experience Academic and Classroom Culture prepares non-native speaking students for success in American university classrooms. The course focuses on becoming an effective oral communicator in university environments. Instruction helps students develop effective strategies for note taking, classroom participation, and successful interaction with other students and instructors in a variety of teaching modes that are common in American universities.

ELA CP054 | UNIVERSITY EXPERIENCE ADVANCED ENGLISH PRACTICE | 0 quarter hours
(CNEC Systems)

University Experience Advanced English Practice offers students a selection of options that allows them to address individual English language development needs from pronunciation to interviewing skills to advanced topics within their proposed discipline of study. The exact structure of this module is determined by individual student needs and each student works with an ELA advisor to select options that will provide maximum individual language growth. The individual student plan requires approval of the ELA director.

ELA EB1 | ENGLISH BASICS I | 0 quarter hours
(CNEC Systems)

This is an integrated, beginning-level ESL course.

ELA EB2 | ENGLISH BASICS II | 0 quarter hours
(CNEC Systems)

This is part two of an integrated, beginning-level ESL course.

ELA F000 | FOUNDATIONS WRITING AND WORD PROCESSING | 0 quarter hours
(CNEC Systems)

A beginning-level course in English-as-a-second-language writing. Students learn basic paragraph structure, topic sentences and how to support them. (Students should have an active vocabulary of 200-400 words in English.)

ELA F001 | FOUNDATIONS READING AND VOCABULARY DEVELOPMENT | 0 quarter hours
(CNEC Systems)

A beginning-level course in English-as-a-second-language reading. Students practice various reading skills, such as locating the main idea; study vocabulary acquisition; and read ESL specific readings and newspaper articles. (Students should have an active vocabulary of 200-400 words in English.)

ELA F002 | FOUNDATIONS GRAMMAR | 0 quarter hours
(CNEC Systems)

A beginning-level course in English-as-a-second-language grammar. Students work on basic grammar, such as simple tenses, modals, and articles, as well as nouns, pronouns, adjectives and adverbs. (Students should have an active vocabulary of 200-400 words in English.)

ELA F003 | FOUNDATIONS SPOKEN ENGLISH AND LISTENING | 0 quarter hours
(CNEC Systems)

A beginning-level course in English-as-a-second-language spoken English. Students learn many basic practical functions, such as asking for and giving opinions and leaving a simple message. (Students should have an active vocabulary of 200-400 words in English.)

ELA FA00 | FOUNDATIONS WRITING I | 0 quarter hours
(CNEC Systems)

A beginning-level course in English-as-a-second-language writing. Students learn basic paragraph structure, topic sentences and how to support them. (Students should have an active vocabulary of 100 or more words in English.)

ELA FA01 | FOUNDATIONS READING I | 0 quarter hours
(CNEC Systems)

A beginning-level course in English-as-a-second-language reading. Students practice various reading skills, such as locating the main idea; study vocabulary acquisition; and read ESL specific readings and newspaper articles. (Students should have an active vocabulary of 100 or more words in English.)

**ELA FA02 | FOUNDATIONS GRAMMAR I | 0 quarter hours
(CNEC Systems)**

A beginning-level course in English-as-a-second-language grammar. Students work on basic grammar, such as simple tenses, modals, and articles, as well as nouns, pronouns, adjectives and adverbs. (Students should have an active vocabulary of 100 or more words in English.)

**ELA FA03 | FOUNDATIONS SPOKEN ENGLISH I | 0 quarter hours
(CNEC Systems)**

A beginning-level course in English-as-a-second-language spoken English. Students learn many basic practical functions, such as asking for and giving opinions and leaving a simple message. (Students should have an active vocabulary of 100 or more words in English.)

**ELA FB00 | FOUNDATIONS WRITING II | 0 quarter hours
(CNEC Systems)**

A beginning-level course in English-as-a-second-language writing. Students learn basic paragraph structure, topic sentences and how to support them. (Students should have an active vocabulary of 200-400 words in English.)

**ELA FB01 | FOUNDATIONS READING II | 0 quarter hours
(CNEC Systems)**

A beginning-level course in English-as-a-second-language reading. Students practice various reading skills, such as locating the main idea; study vocabulary acquisition; and read ESL specific readings and newspaper articles. (Students should have an active vocabulary of 200-400 words in English.)

**ELA FB02 | FOUNDATIONS GRAMMAR II | 0 quarter hours
(CNEC Systems)**

A beginning-level course in English-as-a-second-language grammar. Students work on basic grammar, such as simple tenses, modals, and articles, as well as nouns, pronouns, adjectives and adverbs. (Students should have an active vocabulary of 200-400 words in English.)

**ELA FB03 | FOUNDATIONS SPOKEN ENGLISH II | 0 quarter hours
(CNEC Systems)**

A beginning-level course in English-as-a-second-language spoken English. Students learn many basic practical functions, such as asking for and giving opinions and leaving a simple message. (Students should have an active vocabulary of 200-400 words in English.)

**ELA H020 | HIGH INTERMEDIATE WRITING AND WORD PROCESSING | 0 quarter hours
(CNEC Systems)**

A high intermediate-level course in English-as-a-second-language writing. Students learn to write academic compositions using specific organizational patterns.

**ELA H021 | HIGH INTERMEDIATE READING AND VOCABULARY DEVELOPMENT | 0 quarter hours
(CNEC Systems)**

A high intermediate-level course in English-as-a-second-language reading. Students build on their reading skills by learning the difference between fact and opinion, understanding inferences, acquiring more literary terms, reading newspaper articles, short stories and novels.

**ELA H022 | HIGH INTERMEDIATE GRAMMAR | 0 quarter hours
(CNEC Systems)**

A high intermediate-level course in English-as-a-second-language grammar. Students build on the work from previous levels with perfect progressive tenses, adjective clauses, reflexive pronouns, and more advanced modals, adjectives and adverbs.

**ELA H023 | HIGH INTERMEDIATE SPOKEN ENGLISH AND LISTENING | 0 quarter hours
(CNEC Systems)**

A high intermediate-level course in English-as-a-second-language spoken English. Students practice such functions as supporting opinions, expressing empathy and compromise, reporting and summarizing; make a presentation; and listen effectively to authentic speech.

**ELA I010 | INTERMEDIATE WRITING AND WORD PROCESSING | 0 quarter hours
(CNEC Systems)**

An intermediate-level course in English-as-a-second-language writing. Students begin connecting paragraphs into longer essays.

**ELA I011 | INTERMEDIATE READING AND VOCABULARY DEVELOPMENT | 0 quarter hours
(CNEC Systems)**

An intermediate-level course in English-as-a-second-language reading. Students build on the work in the Foundations level and learn to restate the author's point of view, acquire literary terms, and read stories.

**ELA I012 | INTERMEDIATE GRAMMAR | 0 quarter hours
(CNEC Systems)**

An intermediate-level course in English-as-a-second-language grammar. Students build on the work in Foundations grammar and learn progressive and past tenses, question formation, noun clauses, and comparative and superlative forms of adjectives and adverbs.

**ELA I013 | INTERMEDIATE SPOKEN ENGLISH AND LISTENING | 0 quarter hours
(CNEC Systems)**

An intermediate-level course in English-as-a-second-language spoken English. Students practice such functions as giving advice, apologizing, complaining, asking for explanations and make a simple presentation.

**ELA T200 | GRAMMAR FOR TOEFL WRITING | 0 quarter hours
(CNEC Systems)**

An English-as-a-second-language course that reinforces and reviews the grammar skills necessary to excel on the Writing portion of the TOEFL (Test of English as a Foreign Language) iBT (Internet-Based Test) as well as in future academic pursuits.

**ELA T201 | TOEFL READING AND READING LAB | 0 quarter hours
(CNEC Systems)**

An English-as-a-second-language course that prepares students for the Reading portion of the TOEFL (Test of English as a Foreign Language) iBT (Internet Based Test) as well as for future academic study. Students learn and practice reading strategies and the variety of reading skills tested on the TOEFL iBT. In addition, students expand their academic vocabulary and knowledge of word roots. Moreover, students get valuable exposure to the testing lab environment by doing practice computerized tests in this skill area.

**ELA T202 | TOEFL WRITING AND INTEGRATED SKILLS | 0 quarter hours
(CNEC Systems)**

An English-as-a-second-language course that prepares students for the Writing and Integrated Skills portions of the TOEFL (Test of English as a Foreign Language) iBT (Internet Based Test) as well as for future academic study. Students learn and practice the writing skills necessary to produce the high-quality essays required during the writing portion of the test. They also practice and learn the skills necessary to synthesize and summarize information in a written format, as required in the Integrated Skills portion of the test. Moreover, students get valuable exposure to the testing lab environment by doing occasional practice writing and integrated skills computerized tests in this skill area.

ELA T203 | TOEFL SPEAKING AND INTEGRATED SKILLS | 0 quarter hours (CNEC Systems)

An English-as-a-second-language course that prepares students for the Speaking and Integrated Skills portions of the TOEFL (Test of English as a Foreign Language) iBT (Internet Based Test) as well as for future academic study. Students learn and practice the speaking skills and strategies which must be applied during the Integrated Skills portion of the test. Students also practice useful idioms that can be applied in both the listening and speaking portions of the test. Moreover, students get valuable exposure to the testing lab environment by doing occasional integrated skills computerized tests in this skill area.

ELA T204 | TOEFL PRACTICE TESTS | 0 quarter hours (CNEC Systems)

An English-as-a-second-language lab that allows students to apply the skills they have been learning and check their progress in a timed, self-testing environment.

ELA T205 | TOEFL LISTENING AND LISTENING LAB | 0 quarter hours (CNEC Systems)

An English-as-a-second-language course that prepares students for the listening portion of the TOEFL (Test of English as a Foreign Language) iBT (Internet-Based Test) as well as for future academic study. Students learn and practice the listening skills and strategies which must be applied during the listening portion of the test. Moreover, students get valuable exposure to the testing lab environment through computerized practice tests in this skill area.

ELA 100 | PRONUNCIATION WORKSHOP: A COURSE IN ACCENT REDUCTION | 0 quarter hours (CNEC Systems)

An English-as-a-second-language course designed to help students improve their pronunciation.

ELA 101 | TOEFL (TEST OF ENGLISH AS FOREIGN LANGUAGE) PREPARATION | 0 quarter hours (CNEC Systems)

An English-as-a-second-language course designed to help students prepare for the TOEFL (Test of English as a Foreign Language).

ELA 102 | GMAT/MBA (GRADUATE MANAGEMENT ADMISSION TEST/MASTERS IN BUSINESS ADMINISTRATION) PREPARATION | 0 quarter hours (CNEC Systems)

An English-as-a-second-language course designed to help students prepare for the GMAT (Graduate Management Admissions Test).

ELA 109 | VOCABULARY DEVELOPMENT FOR NON-NATIVE SPEAKERS OF ENGLISH | 0 quarter hours (CNEC Systems)

This class is designed to expand students' vocabulary by reinforcing ability to use vocabulary accurately, by use of new vocabulary-learning skills, and by acquisition of word decoding skills and strategies. Students will be introduced to approximately 25-40 new words per class. (Students in this class should have at least high intermediate proficiency in English.)

ELA 110 | TALKING BUSINESS | 0 quarter hours (CNEC Systems)

Talking Business is an intensive course for non-native English speakers preparing for business school or expanding their careers in the business world. The course will focus on improving students' vocabulary, knowledge of key concepts in business and economics, and listening and speaking skills related to those concepts. Each day, students will have the opportunity to read and listen to authentic materials as well as to engage in lively, informative discussion.

ELA 120 | ELA ORIENTATION AND NEW STUDENT REGISTRATION | 0 quarter hours (CNEC Systems)

New ELA students enroll in ELA 120 to reserve a place in a coming term. Only new students enroll in ELA 120.

ELA 130 | CONTINUING STUDENT REGISTRATION | 0 quarter hours (CNEC Systems)

Students wishing to continue enrollment at ELA select ELA 130. Only continuing students enroll in ELA 130.

ELA 300 | ELA TOPICS | 0 quarter hours (CNEC Systems)

Special courses and workshops offered by the English Language Academy.

ELA 301 | SIT TESOL PROGRAM | 0 quarter hours (CNEC Systems)

A 130-hour TESOL/TEFL certificate course during which students learn how to teach English-as-a-Second-Language, including 36 hours of practice teaching with ESL students. Taught by the School for International Training at DePaul's English Language Academy.

ELA 302 | DECEMBER INTERSESSION TOPICS | 0 quarter hours (CNEC Systems)

December Intersession Topics is an intensive course that seeks to develop the academic English skills of English-language students through exploration of current, controversial or topical matters that change from term to term.

ELA 305 | SUMMER LANGUAGE AND CULTURE | 0 quarter hours (CNEC Systems)

Summer Language and Culture a 4-week non-credit language and culture program that builds students' English language skills through in-class and experiential study of American culture and intercultural communication. The course also includes weekly excursions in the City of Chicago.

Environmental Science (ENV)

ENV 101 | INTRO TO ENVIRONMENTAL SCIENCE WITHOUT LAB | 4 quarter hours (Undergraduate)

ENV 101 provides an overview of how the natural world works, how we interact with it and how we can work to protect, restore and sustain it for the future. Topics include an overview of basic ecological principles, population, biodiversity, energy, natural resources and pollution. The course emphasis is on the science behind current environmental concerns. Social, ethical, economic, and political perspectives are considered in order to provide perspective and a fuller understanding of the issues and their solutions. Students cannot receive credit for both ENV 101 and ENV 102.

ENV 102 | INTRO TO ENVIRONMENTAL SCIENCE WITH LAB | 4 quarter hours**(Undergraduate)**

ENV 102 provides an overview of how the natural world works, how we interact with it and how we can work to protect, restore and sustain it for the future. Topics include an overview of basic ecological principles, population, biodiversity, energy, natural resources and pollution. The course emphasis is on the science behind current environmental concerns. Social, ethical, economic, and political perspectives are considered in order to provide perspective and a fuller understanding of the issues and their solutions. Lab investigations further develop scientific and environmental understandings. Students cannot receive credit for both ENV 101 and ENV 102.

MAT 120 or LSP 121 (or HON 180) or MAT 130 or above is a prerequisite for this class.

ENV 115 | ENVIRONMENTAL GEOLOGY | 4 quarter hours**(Undergraduate)**

An examination of the earth's materials and structures, and the processes responsible for their formation; how geologic processes and hazards influence human activities (and vice versa); and a discussion of geologic resources and the geological aspects of waste disposal and pollution. The course includes a three-hour lab. Students cannot receive credit for both ENV 115 and ENV 116.

MAT 120 or LSP 121 (or HON 180) or MAT 130 or above is a prerequisite for this class.

ENV 116 | GEOLOGY OF THE ENVIRONMENT | 4 quarter hours**(Undergraduate)**

This course examines the Earth's materials and structures, and the processes responsible for their formation, as well as how geologic processes and hazards influence human activities (and vice versa), including issues associated with climate change. Besides learning about the basic geologic facts and issues, this course places an emphasis in the history and thinking behind how each major geologic concept came about through scientific processes-i.e., integration of observations with inferences. Students cannot receive credit for both ENV 115 (Environmental Geology with Laboratory) and ENV 116 (this course).

ENV 117 | EARTH THROUGH TIME WITH LABORATORY | 4 quarter hours**(Undergraduate)**

A general introduction to the 4.6 billion-year geologic history of planet Earth. The course scientifically explores the history of the earth from its formation to present day, the origin and transformation of rocks, internal and external geologic processes and structures, evolution and extinction of organisms, and patterns of Earth's environmental conditions through time. The course includes a three-hour lab.

MAT 120 or LSP 121 (or HON 180) or MAT 130 or above is a prerequisite for this class.

ENV 118 | EARTH THROUGH TIME | 4 quarter hours**(Undergraduate)**

A general introduction to the 4.6 billion-year geologic history of planet Earth. The course scientifically explores the history of the earth from its formation to present day, the origin and transformation of rocks, internal and external geologic processes and structures, evolution and extinction of organisms, and patterns of Earth's environmental conditions through time.

MAT 120 or LSP 121 (or HON 180) or MAT 130 or above is a prerequisite for this course.

ENV 150 | FOUNDATIONS OF ENVIRONMENTAL STUDIES | 4 quarter hours**(Undergraduate)**

The purpose of this course is to introduce students to environmental studies. It presents students with an overview of the intersections between ecology, the social sciences, and the humanities that inform our vision of the rigor and power of interdisciplinary environmental studies. It draws upon the natural sciences, communication, geography, philosophy, religion, history, literature, art and design, and public policy to stress the interrelationships between human society and the natural world. Students will study the effects of the human use of the natural world and the interactions of culture, society, resources, and the environment. We will examine the social, political, and economic institutions that impact the environment. Particular attention will be paid to how the role of power and inequality contribute to environmental problems and how those problems in turn, impact certain groups more than others (e.g. citizens of undeveloped nations, people of color in urban areas).

ENV 151 | INTRODUCTION TO SUSTAINABILITY | 4 quarter hours**(Undergraduate)**

This course provides an interdisciplinary introduction to sustainability and examines the essential interdependence between environmental, human, and economic systems. The class focuses on the theories and practices that respect the Earth's ecological limits so that these systems remain viable now and into the future. Students will explore the interrelated environmental, social, and economic problems that we currently face at the local, national, and global scale and the solutions that individuals, governments, and institutions are implementing in an effort to ensure a sustainable future.

ENV 152 | ECOLOGICAL AND SOCIAL ECONOMICS | 4 quarter hours**(Undergraduate)**

In this course, students examine the role of the environment and natural resources in neoclassical, environmental and ecological economics. First, students study mechanisms for efficiently allocating scarce resources among specific alternative ends and take a brief foray into environmental economics and learn methods of resource/environmental valuation. We also discuss aspects of macroeconomics as it pertains to ecological economics. Students come away able to critically assess the benefits and drawbacks of these three ways that the economy incorporates the environment. It also encourages ethical reasoning as we discuss distribution of environmental benefits over generations and globally.

MAT 120 or LSP 121 (or HON 180) or MAT 130 or above is a prerequisite for this class.

ENV 160 | IDEAS OF NATURE | 4 quarter hours**(Undergraduate)**

This course is an introductory history of the ideas of nature that emerged over the last two and a half centuries in Europe and the United States. We examine how the conceptions, meanings, and values of nature today have been influenced by the Scientific and Industrial Revolutions, Romanticism, and evolutionary theory; notions of the sublime, the frontier, and wilderness; and the practices of conservation, preservation, and restoration. Also discussed are the ideological commitments of current environmentalisms, in particular sustainability.

**ENV 165 | NATIONAL PARKS HISTORY | 4 quarter hours
(Undergraduate)**

This course is designed, in part, as intensive introduction to the history of national parks, both in the United States and abroad, and will cover a broad swath of history, from the historical antecedents that influenced the founding of the America's earliest parks to twenty-first century issues throughout the world. By necessity, this will not be an exhaustive survey of the history of all fifty-nine national parks in the United States, let alone the roughly 7,000 national parks worldwide. Instead, we will use illustrative examples to highlight key moments in national park history, including nineteenth-century intellectual movements that inspired the creation of national parks, the debates over conservation and preservation, legislative acts such as the Antiquities Act and the National Park Service Organic Act, the democratization of tourism in America, the rise of the wilderness and environmental movements, the conservative revolution, the exportation of the national park ideal throughout the burgeoning world, and the future of American national parks. The historical knowledge gained through course readings and lectures will be essential for completion of both writing assignments and the two exams.

**ENV 170 | ENVIRONMENTAL ETHICS | 4 quarter hours
(Undergraduate)**

The environmental issues that confront us are both global and local; they involve political, economic and ethical decision-making by governments, corporations and citizens. Students will explore and evaluate diverse approaches to a range of such issues, as well as the ways different thinkers and different cultures have envisioned the relationship between human beings and the natural world-all with a view to understanding their own relationships to the natural world, their own environmental ethics.

**ENV 180 | ISSUES IN ENVIRONMENTAL DESIGN | 4 quarter hours
(Undergraduate)**

Issues in Environmental Design is an introductory course that will examine concepts, theories and practices across multiple scales of design, including architecture, landscape architecture and urban design. Students will discuss and evaluate the design decisions that compose our built environment with a focus on contemporary ideas of ecological sustainability. Examples of excellence will be explored through the examination of case studies. The underlying theme is the connection between culture and nature, and how we may reduce our negative impact on systems that support all life while building positive systems that support all life.

**ENV 181 | LANDSCAPE ARCHITECTURE | 4 quarter hours
(Undergraduate)**

This course will examine the process by which landscape architects contribute to the built environment. The course will culminate in the presentation of a student design proposal for an existing site in Chicago. In preparation, students will use literature and design examples to examine how political and aesthetic attitudes toward landscape architecture have evolved, from the pastoral focus of the 19th century to today's desire for adaptable and multifunctional spaces. Selection of readings and examples will be catered to key issues arising from the chosen design proposal site for that quarter. Students will become familiar with standard architectural representation methods (such as plan, section and model) and will learn how landscape architects engage with existing social and environmental conditions in the development of their aesthetic designs.

**ENV 200 | CITIES AND THE ENVIRONMENT | 4 quarter hours
(Undergraduate)**

This course focuses on the interactions between urban areas and the environment. It presents a discussion of the physical setting of cities; the water, energy, air and waste disposal needs of urban areas; and the effects of urban development on air, soil, and water quality, and the health of the community of non-human organisms. In particular, it presents this topic in the context of the emerging discipline of urban ecology, and introduces the notion of cities as social ecological systems where both people and nature interact.

**ENV 202 | RESOURCES, POPULATION, AND THE ENVIRONMENT | 4 quarter hours
(Undergraduate)**

A course on the relationship between the exploitation of the biological, mineral and energy resources of the earth to support an increasing population, and the environmental effects of this development. To provide an overview of the current debate on the relationship between the growing human population worldwide, the natural resources required to sustain this population, and the consequences of resource exploitation for managing environmental quality. We will integrate the ecological, economic, and policy factors involved in natural resource management.

**ENV 203 | CHEMISTRY FOR ENVIRONMENTAL STUDIES | 4 quarter hours
(Undergraduate)**

ENV 203 is a course for Environmental Studies majors that develops the fundamental concepts of chemistry with experimental exploration in the context of societal issues. Chemistry topics include atomic structure, chemical bonding, chemical reactions, thermodynamics, and acid-base behavior. These topics are discussed on a "need-to-know" basis, embedded in discussions of air pollution, ozone depletion, global climate change, energy, water pollution, and acid rain.

MAT 120 or LSP 121 (or HON 180) or MAT 130 or above is a prerequisite for this class.

**ENV 204 | ENERGY AND THE ENVIRONMENT | 4 quarter hours
(Undergraduate)**

This course is designed to provide students with the scientific tools necessary to understand and critically evaluate both personal and policy decisions regarding the variety of options (e.g. fossil fuel, solar, wind, etc.) for energy generation and use. The course also focuses on the environmental impacts of all forms of energy, from the extraction of fossil fuels and mineral resources from the earth, to the generation, distribution and consumption of energy, and ultimately emission of fossil fuel combustion products, notably carbon dioxide and other heat trapping gasses, to the atmosphere.

MAT 120 or LSP 121 (or HON 180) or MAT 130 or above is a prerequisite for this class.

**ENV 205 | BIOLOGY FOR ENVIRONMENTAL STUDIES | 4 quarter hours
(Undergraduate)**

This lecture-laboratory course for Environmental Studies majors introduces the fundamental concepts of biology that are critical for the understanding of a wide range of environmental issues, such as genetic engineering, overpopulation, conservation biology, and climate change. Under the framework of evolutionary biology, the content of this course includes basic cell biology, genetics, population biology, phylogeny, ontogeny, and biodiversity.

MAT 120 or LSP 121 (or HON 180) or (MAT 130 or above) is a prerequisite for this class.

**ENV 216 | EARTH SYSTEM SCIENCE | 4 quarter hours
(Undergraduate)**

An examination of the earth's materials and structures, and the processes responsible for their formation; how geologic processes and hazards influence human activities (and vice versa); and a discussion of geologic resources and the geological aspects of waste disposal and pollution. Students cannot receive credit for both ENV 115 and ENV 116.

MAT 120 or LSP 121 (or HON 180) or MAT 130 or above is a prerequisite for this class.

**ENV 217 | HUMAN IMPACTS ON THE ENVIRONMENT | 4 quarter hours
(Undergraduate)**

A science-based course that examines the interface between humans and the living and non-living environment, the consequences of these interactions, and options for mitigating environmental impacts.

**ENV 222 | TOPICS IN ENVIRONMENTAL STUDIES | 4 quarter hours
(Undergraduate)**

Variable topics in environmental studies.

**ENV 230 | GLOBAL CLIMATE CHANGE | 4 quarter hours
(Undergraduate)**

Climate change is a crucial issue facing society and involves intricate interactions between human pollution, processes in the Earth system and societal impacts. The course will cover the basic science of climate change and also consider its ethical dimensions. Solutions to climate change that incorporate sound science and social behavior will be explored through student-driven projects.

MAT 120 or LSP 121 (or HON 180) or MAT 130 or above is a prerequisite for this class.

**ENV 235 | ENVIRONMENTAL EDUCATION: THEORY AND PRACTICE | 4 quarter hours
(Undergraduate)**

This course, led by educators from the Chicago Academy of Sciences and its Peggy Notebaert Nature Museum (PNNM), examines theories and models of environmental education (EE) and the status of environmental literacy in the US. The goal is to equip you, as future environmental professionals, to effectively engage audiences in environmental topics and issues. In this experiential learning course, you will participate in and observe aspects of program implementation, development, and evaluation at PNNM. These experiences serve as an additional "text" for you to reflect on and connect with course content, and ultimately utilize in your future career paths. As a result of this course, you will be able to: 1. Articulate trends in environmental education theory and practice across a range of educational settings 2. Connect course content (readings, lectures, and discussion) to firsthand experiences with PNNM program development, implementation, and evaluation 3. Apply EE best practices in the development of an educational experience for audiences and topics aligned with PNNM.

**ENV 240 | INTRODUCTION TO HORTICULTURE | 4 quarter hours
(Undergraduate)**

This course introduces the principles and core practices involved in the culture of plants. Topics include the uses of plants and horticultural practices throughout history; the botanical and horticultural classification of plants; plant structure and function, growth and regulation; environmental requirements for plant growth; genetic modification of plants; plant reproduction and propagation; and plant pests and diseases. The course also considers environmental issues in horticulture including xeriscaping, biodiversity and the use of native plants, water management and rain gardens and hydroponics and container gardens.

**ENV 245 | URBAN AND COMMUNITY AGRICULTURE | 4 quarter hours
(Undergraduate)**

This course will acquaint students with the challenges, opportunities, practices, and transformative potential of urban agriculture. Taking an interdisciplinary, case-study approach, this course will explore issues such as food security, community gardening, farmers markets, the locavore food movement, entrepreneurial aspects of urban agriculture, methods of urban food production, and food consumption patterns. The course will meet in the classroom and on-site at the DePaul urban farm and greenhouses. In addition, students are expected to spend several hours each week outside of class time engaged in hands-on experience in urban farming at DePaul or at local sites arranged with the instructor.

**ENV 250 | APPLIED ECOLOGY | 4 quarter hours
(Undergraduate)**

This course provides a broad survey of ecological principles and methods of lab and field investigation. Topics include the distribution and abundance of organisms in nature including those factors that influence population size, growth, and regulation; species interactions; community organization and change; and ecosystem level processes that move matter and energy among the living and non-living parts of the environment. The lecture also integrates ecological theory with natural history and environmental issues. Lab goals are to help students 1) acquire experience in ecological methods and sampling techniques, 2) better understand ecological concepts, 3) develop skills in hypothesis testing, experimental design, and the analysis of ecological data and 4) gain an increased awareness of and appreciation for the complexity, diversity, and structure of the natural world.

MAT 120 or LSP 121 (or HON 180) or MAT 130 or above is a prerequisite for this class.

**ENV 260 | ENVIRONMENTAL DATA ANALYSIS | 4 quarter hours
(Undergraduate)**

This course will provide students with skills to implement the most common statistical methods used in the environmental sciences. It emphasizes statistical literacy and develops statistical thinking, examines real data to address authentic questions, and fosters active learning by experiencing statistics; student design studies, collect data, analyze data using graphs and numerical tools, interpret results, communicate statistical inferences with written and oral reports.

MAT 120 or LSP 121 (or HON 180) or MAT 130 or above is a prerequisite for this class.

**ENV 261 | MIXED METHODS IN ENVIRONMENTAL STUDIES | 4 quarter hours
(Undergraduate)**

Environmental studies as a discipline is increasingly interdisciplinary and requires knowledge and skills in not only the natural sciences, social sciences, and humanities, but also quantitative and qualitative analytical methods. In this class, students will learn how to effectively blend different theories and methodologies to examine interactions between humans and the environment. Skills gained will include survey design and implementation, qualitative interviewing and analysis, photo interpretation, case study, ethical considerations in environmentally-focused human subjects research, and more.

ENV 250 is either a prerequisite or co-requisite for this class.

**ENV 294 | SECOND YEAR SEMINAR | 2 quarter hours
(Undergraduate)**

The purpose of this course is to advance ecological literacy. The seminar presents the study of the environment to students in a philosophical, cultural, and historical context, and in addition makes them aware of some foundational ideas of the discipline through a selection of new and classic literature. (2 quarter hours)

ENV 300 | PLANT IDENTIFICATION | 4 quarter hours
(Undergraduate)

An in-depth overview of plant families and species in the Chicagoland area. Lectures will focus on morphology of plants, evolutionary relationships among plant families, and terminology of plant structures. Students will use botanical keys and manuals for the area to identify plants and will learn collection techniques. Plant species will be collected in their natural habitats during field trips.

ENV 250 or BIO 215 is a prerequisite for this class.

ENV 305 | ANIMAL DIVERSITY | 4 quarter hours
(Undergraduate)

This course investigates the diversity of animals, including invertebrates and vertebrates. Discussions include the origin and evolution of animals, species concepts, developmental biology, taxonomic classification, phylogenetic systematics, and conservation biology.

ENV 205 (or BIO 192) is a prerequisite for this class.

ENV 310 | ENVIRONMENTAL SOIL SCIENCE | 4 quarter hours
(Undergraduate)

An examination of the physical, chemical, biological and engineering properties of soils, their genesis and classification, how they function as sites of waste disposal, and their role in global agricultural production.

The course includes a three-hour lab and a mandatory Saturday field trip.
ENV 216 AND (ENV 203 OR (CHE 130 AND CHE 131) are prerequisites for this class.

ENV 315 | PLANT ECOLOGY | 4 quarter hours
(Undergraduate)

This course focuses on how plants are affected by abiotic factors in the environment and interactions with other organisms. Goals are to improve students' abilities to understand research papers, present overviews of current research, design experiments, and analyze data. The course includes weekly labs with greenhouse experiments or field trips followed by data analysis. Topics include germination ecology, pollination biology, competition between plants, and effects of herbivory.

ENV 250 or BIO 215 is a prerequisite for this class.

ENV 316 | CHEMISTRY OF EARTH SYSTEMS | 4 quarter hours
(Undergraduate)

This class focuses on the impact of pollution on the Earth's ability to provide clean air, water and food for human consumption. The industrialization of the economy during the last 150 years has greatly increased the amount of waste that is sent into the four Earth spheres: the atmosphere, hydrosphere, lithosphere and biosphere. These emissions directly harm organisms and also cycle back to pollute essential ecosystem services provided by the Earth. This class will consider the source, transport, transformation and ultimate fate of pollution emitted into the air, water and solid Earth. Examples will include relatively simple cases (agricultural pesticides harming birds) and range to more complex interactions (depletion of stratospheric ozone by CFCs and the increase in harmful ultraviolet radiation). The laboratory component will be project-based and some work can be completed outside of the assigned lab time.

ENV 216 and CHE 132 are a prerequisite for this class.

ENV 320 | CONSERVATION BIOLOGY | 4 quarter hours
(Undergraduate)

Conservation biology is an interdisciplinary field that has developed in response to the challenge of preserving species and ecosystems. With a specific focus on the Chicago area, students in this course will: assess key threats to biodiversity and the challenges associated with conservation of native communities, evaluate how different institutions implement conservation in the region, and engage with the primary literature related to the field of conservation biology.

BIO 215 or ENV 250 is a prerequisite for this class.

ENV 322 | ECOSYSTEM ECOLOGY | 4 quarter hours
(Undergraduate)

This course will introduce students to the conceptual and methodological tools of ecosystem ecology. The course will focus on understanding the fundamental structure and function of ecosystems but will also address very recent debates on the economic value of ecosystem services, the role of biological diversity in maintaining ecosystem processes, and the consequences of stressed and degraded ecosystems for human welfare. Finally, we assess the role of ecosystem ecology in designing sustainable restoration projects. The course includes a weekly lab.

BIO 215 or ENV 250 is a prerequisite for this class.

ENV 331 | URBAN ENVIRONMENTAL MONITORING | 4 quarter hours
(Undergraduate)

As the world's population shifts into cities, there is an increasing interest in measuring the quality of the urban environment. From air quality to soundscapes, urban dwellers want to live in an environment that is healthy and sustainable. However, deteriorated environmental conditions are widespread and often unfairly distributed with regards to race, ethnicity and class. Assuming that knowledge is power, person-centered environmental monitoring can identify hotspots, highlight injustices and lead to improvements. The class will focus on a new generation of wearable/deployable sensors that use cell phones and other technology advances to measure air, sound and visual quality. This project-driven class will have students personally investigating an urban environmental question using wearable sensors or easily deployable environmental monitors.

(MAT 120) or (LSP 121 or ON 180) or (MAT 130 or above) is a prerequisite for this class.

ENV 340 | URBAN ECOLOGY | 4 quarter hours
(Undergraduate)

Urban ecology has been described as an "upstart discipline." This is because it is relative new, and challenges the historical emphasis that scientific ecology has placed on pristine and wilderness locations. Thus, this novel discipline examines the way ecological ideas can increase our understanding of cities in ways that assist us in making cities more sustainable - cleaner, healthier and more biodiverse. We also examine how ecology as a discipline can be broadened by its encounter with disciplines that have historically paid more attention to the city: urban sociology, anthropology, geography, economics, demography, architecture and planning. In particular we develop the notion of the system as a "social ecological system. This course has a required lab; and some Saturday field trips.

BIO 215 or ENV 250 is a prerequisite for this class.

ENV 341 | URBAN FORESTS AS SOCIAL-ECOLOGICAL SYSTEMS | 4 quarter hours (Undergraduate)

Urban forests include all the trees, forests, and greenspaces in cities and towns. Urban forest management, or urban forestry, is the discipline/profession that seeks to plan and manage this green infrastructure in order to provide ecological, economic, and social benefits to all residents. Trees and vegetation have long been protected and planted in cities and towns for a variety of reasons. Recently, urban forestry has expanded to be a lead focus in the broader arena of urban ecology and urban ecosystem management, with a clear goal of creating sustainable ecosystems. This course will look at urban forests through the lens of social-ecological systems (SESSs) of linked human and natural components, with a focus on teaching students the hands-on skills of urban forest management. The course will utilize the talents of a number of guest speakers and field experience facilitators who are professionals in urban forestry to give students a practical, real world introduction to the subject. The DePaul University campus and the City of Chicago and surrounding region will serve as our field laboratory to view an actively managed urban forest. This course meets learning outcomes 1 and 4 for the Environmental Science and Studies majors, outcomes 5 through 8 for the Environmental Science major, outcome 6 in the Environmental Studies major, and outcome 9 for the sustainability concentration.

ENV 250 (or permission of instructor) is a prerequisite for this course.

ENV 344 | ENVIRONMENTAL JUSTICE AND ADVOCACY | 4 quarter hours (Undergraduate)

This course explores the roles of individuals and organizations in advocacy through the lens of environmental justice, particularly as power arrangements facilitate or impede consensus building. The course examines how legislation is written and how this process has impacted communities of color. Special attention is paid to advocacy techniques such as lobbying, movement-building, public education and litigation.

ENV 345 | URBAN AGRICULTURE | 4 quarter hours (Undergraduate)

This course will acquaint students with the challenges, opportunities, practices, and transformative potential of urban agriculture. Taking an interdisciplinary, integrative, case-study approach, this course will explore issues such as food access, food security, food deserts, community gardening, farmers markets, locavore food movement, entrepreneurial aspects of urban agriculture, method of food production, community nutrition, and food consumption patterns. The course will meet both in the classroom and on-site at an urban farm, where students will work in all aspects of the farm as well as learn to organize communities in an effort to help them create food security and access to healthy food systems.

ENV 350 | ENVIRONMENTAL SCIENCE AND STUDIES CAPSTONE | 4 quarter hours (Undergraduate)

This course examines basic core concepts of and current issues in environmental science drawing on perspectives of the liberal studies curriculum, including reflectiveness, value consciousness, critical and creative thinking, and a multicultural perspective.

Status as a senior Environmental Studies or Environmental Science major is a prerequisite for this class.

ENV 355 | INTRODUCTION TO ENVIRONMENTAL HEALTH | 4 quarter hours (Undergraduate)

Study of the environment factors that influence health. Topics include air and water pollution, global population and local community dynamics, toxicology, infectious and chemical agents, radiation, and management.

ENV 359 | ADVANCED ENVIRONMENTAL DATA ANALYSIS WITH R | 4 quarter hours (Undergraduate)

Advanced topics in design and analysis of environmental experiments using the free data science software, R. Students will apply univariate and multivariate statistics to publicly available environmental data, interpret results, make appropriate inferences from data, and communicate findings in written and oral format.

ENV 260 (or equivalent) is a prerequisite for this class.

ENV 360 | RESEARCH METHODS | 4 quarter hours (Undergraduate)

This course is intended for junior year Environmental Science majors who are preparing for their senior thesis research projects. Topics include the nature and philosophy of science, experimental design, scientific ethics, and scientific writing. Students will prepare a thesis research proposal on a topic to be determined in the first week of the course.

Status as an Environmental Science major with junior standing or above is a prerequisite for this class.

ENV 361 | RESEARCH IN ENVIRONMENTAL SCIENCE | 4 quarter hours (Undergraduate)

ENV 361 is for students who are currently working with an ENV faculty mentor on a research project. Restricted to students majoring in Environmental Science or Environmental Studies; permission of instructor required.

ENV 362 | SENIOR THESIS | 2 quarter hours (Undergraduate)

ENV 362 is designed for Environmental Science students working on their senior thesis. (2 quarter hours)

ENV 360 is a prerequisite for this class.

ENV 390 | SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE | 2-4.5 quarter hours (Undergraduate)

Variable topics.

ENV 398 | TRAVEL/STUDY | 4-8 quarter hours (Undergraduate)

Foreign and domestic study tours by special arrangement with sponsoring programs: Variable credit.

ENV 399 | INDEPENDENT STUDY | 1-4 quarter hours (Undergraduate)

Variable credit. Permission of instructor and chair required.

ENV 400 | PLANT IDENTIFICATION | 4 quarter hours (Graduate)

An in-depth overview of plant families and species in the Chicagoland area. Lectures will focus on morphology of plants, evolutionary relationships among plant families, and terminology of plant structures. Students will use botanical keys and manuals for the area to identify plants and will learn collection techniques. Plant species will be collected in their natural habitats during field trips. Recommended prerequisite is ENV 250 or BIO 215 or the equivalent.

ENV 401 | INTRODUCTION TO URBAN BIODIVERSITY MANAGEMENT | 4 quarter hours**(Graduate)**

A fundamental reorientation in biodiversity conservation practice in the past generation concerns the recognition that the contemporary urban environment affords some exceptional opportunities for biodiversity conservation. Though many species avoid human dominated environments, there is now an acknowledgment that many species can tolerate or even thrive in metropolitan areas. Coyotes, and several species of raptors, for example, provide an illustration of this emerging diversity. Furthermore, the open space often set aside in cities afford opportunities for the rehabilitation of habitat in close proximity to people. This course will introduce the perspectives emerging from conservation biology, conservation planning, ecosystem management, restoration ecology, and reconciliation ecology that contribute to the thriving practice of urban biodiversity management.

ENV 402 | URBAN ECOLOGY | 4 quarter hours**(Graduate)**

Urban ecology has been described as an "upstart discipline". This is because it is relatively new, and challenges the historical emphasis that scientific ecology has placed on pristine and wilderness locations. Thus, this novel discipline examines the way ecological ideas can increase our understanding of cities in ways that assist us in making cities more sustainable - cleaner, healthier and more biodiverse. We also examine how ecology as a discipline can be broadened by its encounter with disciplines that have historically paid more attention to the city: urban sociology, anthropology, geography, economics, demography, architecture and planning. In particular, we explore "social ecological system" analysis as a way of framing question concerning people and nature in metropolitan settings.

ENV 403 | ECOLOGICAL DATA ANALYSIS WITH R | 4 quarter hours**(Graduate)**

This course will provide students with the skills to implement the most common statistical methods used in the environmental sciences. It builds upon students' prior knowledge of statistical thinking, and addresses real data to address the sorts of questions students are likely to encounter in their professional lives. The course fosters active learning by experiencing statistics; student design studies, collect data, analyze data using appropriate software, and amplifies students' ability to interpret results, communicate statistical inferences with written and oral reports.

ENV 404 | APPLIED ECOLOGICAL MANAGEMENT PRACTICUM | 4 quarter hours**(Graduate)**

Successful environmental management requires a balanced approach to the theoretical framing of problems and the practical implementation of solutions. Scientists can fail to be informed by phenomena that emerge in the field of practice, and conversely practitioners at times do not draw upon the best available scientific evidence. This course focuses both on the productive tension between theory and practice in environmental management, as well as the integration of ecological and social science in the applied discipline. Collaborating with multiple organizations in the region, the class consists of field visits, professional seminars and guest lectures, case studies, hands-on workshops and practicum research. Central themes include restoration ecology, traditional ecological knowledge, environmental justice, climate science, urban biocultural diversity, and volunteer stewardship.

ENV 405 | INTERNSHIP | 4 quarter hours**(Graduate)**

A course of study is set out in agreement with a supervising professor that outlines an internship experience, including reflective assignments. Permission of instructor and chair required.

ENV 406 | INDEPENDENT PROJECT | 4 quarter hours**(Graduate)**

A course of study is set out in agreement with a supervising professor that will inculcate the student with a very specific set of knowledge, or skill set.

ENV 407 | RESEARCH FOR MASTER THESIS | 4 quarter hours**(Graduate)**

This course prepares students for thesis research. In agreement with research supervisory the topics may include accounts of the nature and philosophy of science, experimental design, scientific ethics, and scientific writing. Students will prepare a thesis research proposal on a topic to be determined in the first week of the course.

ENV 410 | ENVIRONMENTAL SOIL SCIENCE | 4 quarter hours**(Graduate)**

An examination of the physical, chemical, biological and engineering properties of soils, their genesis and classification, how they function as sites of waste disposal, and their role in global agricultural production. The course includes a three-hour lab and a mandatory Saturday field trip. Recommended prerequisites for this class are LSP 120 or LSP 121 or MAT 130 or the equivalent and CHE 103 or CHE 130 or ENV 203.

ENV 415 | PLANT ECOLOGY | 4 quarter hours**(Graduate)**

This course focuses on how plants are affected by abiotic factors in the environment and interactions with other organisms. Goals are to improve students' abilities to understand research papers, present overviews of current research, design experiments, and analyze data. The course includes weekly labs with greenhouse experiments or field trips followed by data analysis. Topics include germination ecology, pollination biology, competition between plants, and effects of herbivory. Recommended prerequisites are ENV 250 or BIO 215 or the equivalent.

ENV 420 | CONSERVATION BIOLOGY | 4 quarter hours**(Graduate)**

Conservation biology is an interdisciplinary field that has developed in response to the challenge of preserving species and ecosystems. With a specific focus on the Chicago area, students in this course will: assess key threats to biodiversity and the challenges associated with conservation of native communities, evaluate how different institutions implement conservation in the region, and engage with the primary literature related to the field of conservation biology. Recommended prerequisite is ENV 250 or BIO 215.

ENV 422 | ECOSYSTEM ECOLOGY | 4 quarter hours**(Graduate)**

This course will introduce students to the conceptual and methodological tools of ecosystem ecology. The course will focus on understanding the fundamental structure and function of ecosystems but will also address very recent debates on the economic value of ecosystem services, the role of biological diversity in maintaining ecosystem processes, and the consequences of stressed and degraded ecosystems for human welfare. Finally, we assess the role of ecosystem ecology in designing sustainable restoration projects. Recommended prerequisite is ENV 250 OR BIO 215.

**ENV 425 | ANIMAL DIVERSITY | 4 quarter hours
(Graduate)**

This course investigates the diversity of animals, including invertebrates and vertebrates. Discussions include the origin and evolution of animals, species concepts, developmental biology, taxonomic classification, phylogenetic systematics, and conservation biology.

ENV 205 (or BIO 192) is a prerequisite for this class.

**ENV 440 | URBAN ECOLOGY | 4 quarter hours
(Graduate)**

In this course we examine the way ecological ideas can increase our understanding of cities in ways that assist us in making cities more habitable - cleaner, healthier and more biodiverse. We will pay considerable attention to the ways in which ecology can be broadened by its encounter with disciplines that have historically paid more attention to the city: urban sociology, anthropology, economics, demography, architecture and planning. This course has a required lab; some Saturday field trips.

**ENV 441 | URBAN FORESTS AS SOCIAL-ECOLOGICAL SYSTEMS | 4 quarter hours
(Graduate)**

Urban forests include all the trees, forests, and greenspaces in cities and towns. Urban forest management, or urban forestry, is the discipline/profession that seeks to plan and manage this green infrastructure in order to provide ecological, economic, and social benefits to all residents. Trees and vegetation have long been protected and planted in cities and towns for a variety of reasons. Recently, urban forestry has expanded to be a lead focus in the broader arena of urban ecology and urban ecosystem management, with a clear goal of creating sustainable ecosystems. This course will look at urban forests through the lens of social-ecological systems (SESSs) of linked human and natural components, with a focus on teaching students the hands-on skills of urban forest management. The course will utilize the talents of a number of guest speakers and field experience facilitators who are professionals in urban forestry to give students a practical, real world introduction to the subject. The DePaul University campus and the City of Chicago and surrounding region will serve as our field laboratory to view an actively managed urban forest. Recommended prerequisite is ENV 250 OR BIO 215.

**ENV 450 | THESIS RESEARCH | 1-8 quarter hours
(Graduate)**

This course is designed for students undertaking research projects in conjunction with their thesis.

**ENV 490 | SPECIAL TOPICS | 2-4 quarter hours
(Graduate)**

Variable topics. Variable credit.

**ENV 499 | INDEPENDENT STUDY | 2-4 quarter hours
(Graduate)**

Permission of instructor and chair required. Variable credit.

**ENV 502 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

Students who have completed their coursework and are actively working on the requirements for the Master's thesis or final independent project must enroll in candidacy continuation each quarter of the academic year until the Master's requirement has been completed. This course carries the equivalent of half-time enrollment status. Course requires graduate program director approval and proof of work each quarter. Pass/No Pass grading. (0 credit hours)

**ENV 503 | CANDIDACY MAINTENANCE | 0 quarter hours
(Graduate)**

This course is meant for Master's students not actively working on their thesis or final independent project. It is only used to maintain active student status. It will not give the student full- or half-time enrollment status and will not permit deferment of student loans. Course requires graduate program director approval each quarter. (0 credit hours)

**ENV 506 | SUSTAINABILITY SCIENCE: ENVIRONMENTAL LIMITS, HUMAN NEEDS, & SYSTEMS THINKING | 4 quarter hours
(Graduate)**

This course aims to orient students to the problems of the 'Anthropocene': a new geologic epoch characterized by climate change, increasing human population, pollution of air, water and soil, overuse of natural resources, and underserving of human needs. This course will help students think about solutions to these challenges through the discipline of 'sustainability science' and build 'systems thinking' skills.

Graduate standing is a prerequisite for this class.

Experience Design (EXP)

**EXP 170 | MAKE IT AT DEPAUL | 2 quarter hours
(Undergraduate)**

This course combines the technical 'how to' skills of making, with more fundamental ideas underpinning the thought processes behind creative and design thinking that emerge through making. Throughout this course, students will be provided with contexts through which to learn, while being given the latitude to follow their intuition and to find their own problems. Students will tinker with digital fabrication, embedded systems, and hardware design through individual and group projects. No prior experience is required.

**EXP 210 | DESIGN AND FABRICATION FOR PHYSICAL SPACE WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

This workshop introduces students to design principles for public spaces and physical interaction. Students will explore space through wayfinding, installations, kiosks and other projects to understand the role technology plays in varying environments. A focus on 3D design principles and ergonomics will be a prominent theme throughout the course. Students will experiment with various materials, including cloth, clay, 3D printing and other 3D modeling materials.

**EXP 250 | HARDWARE DESIGN BASICS WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

This workshop applies problem solving and programming skills toward building physical systems using an array of fundamental skills. The course will cover basic electronics and hardware skills like soldering, circuit building, and basic programming for an electronic prototyping platform to interface with digital and analog inputs (sensors), control motors, and use displays. Throughout the workshop you will work in groups to build basic physical systems (e.g., controlling LEDs) to moderately sophisticated ones (e.g., developing remote controls).

GAM 240 or CSC 241 or IT 130 is a prerequisite for this class

**EXP 340 | DESIGNING FOR AUTONOMY | 4 quarter hours
(Undergraduate)**

Through the emergence of open source software, as well as widely-available and inexpensive hardware, creating autonomous robots has become easier than ever. This hands-on course will cover the evolution of robotics, including the concepts and philosophy behind autonomy that govern seemingly organic behavior. Student groups will use a framework to develop robots with a wide range of behaviors, including following, patrolling, avoiding, and exploring. Accompanying lectures will cover the theory and practical application behind designing for organic behavior.

EXP 250 and EXP 210 are prerequisites for this class.

**EXP 350 | DESIGNING FOR THE INTERNET OF THINGS | 4 quarter hours
(Undergraduate)**

From everyday household items like thermostats and locks to cities developing arrays of climate and traffic sensors, the world is increasingly becoming an interconnected system of aware and responsive devices. This course will cover the development and evolution of our connected world, and the possibilities for designing future products. Students will be introduced to ambient intelligence through exercises, collaborative projects, in-depth discussions, and instructor-led tutorials. The course will cover ambient sensing, communication, embedded systems, and designing experiences for the Internet of Things. Students will be familiar with the considerations involved in designing an interconnected system, and work in groups to prototype an "IoT" product.

UXD 210 and EXP 250 are the prerequisites for this class

**EXP 360 | PHYSICAL & INTERACTIVE EXHIBITS | 4 quarter hours
(Undergraduate)**

With the introduction of new, widely-available interactive technologies, physical computer-based exhibits are adapting to incorporate multi-touch interfaces, motion-sensing spaces, and interconnected systems. In this workshop, students will explore the development of interactive exhibits while utilizing skills in interaction design, physical technology, and desktop fabrication. Accompanying lectures will cover the affordances of physical space in design and the utilization of augmented reality, real-time sensing, eye tracking, and other technologies while rethinking how technology is used in museums and other public spaces.

EXP 250 and EXP 210 and UXD 210 are prerequisites for this class

**EXP 370 | GAMES AND PLAY IN PHYSICAL SPACE | 4 quarter hours
(Undergraduate)**

This course introduces hardware design and programming to designers and artists. Students will cover the knowledge needed to craft interactive experiences using microcontrollers, electronics, and programming. Students will experiment with circuitry, soldering, and designing for an electronic prototyping platform while developing small-sized physical games. No prior programming experience is required.

EXP 250 is a prerequisite for this class.

**EXP 390 | PHYSICAL TECHNOLOGY COLLABORATIVE STUDIO I | 4 quarter hours
(Undergraduate)**

This is the first course in a two-quarter sequence. The second quarter will be EXP 391. You will earn four quarter hours of credit for each quarter for a total of eight quarter hours of credit. You must complete both quarters to receive any credit. Students explore studio-based collaborative creation of physical technology projects and work processes. Students will work together in cross disciplinary teams to research and define design challenges that will be solved through the creation of physical technology projects. Students may work with community partners or other disciplines at DePaul to create applicable solutions with real-world context. Some examples of projects may include wearables, installations, toys, games, etc.

EXP 250 and EXP 210 and UXD 210 are prerequisites for this class

**EXP 391 | PHYSICAL TECHNOLOGY COLLABORATIVE STUDIO II | 4 quarter hours
(Undergraduate)**

This is the continuation of EXP 390. EXP 390 and EXP 391 must be taken as a sequence in two consecutive quarters.

EXP 390 is a prerequisite for this class.

**EXP 440 | DESIGNING PLAYFUL EXPERIENCES | 4 quarter hours
(Graduate)**

This course focuses on the pedagogy of play within the design dissemination and critique of designed experiences. The course will begin with an inquiry into the origins of the term, its role in human development, cultural ritual, and social interaction before moving on to a series of design investigations into the affordances of play as design principles for the creation of engaging experiences. Further, we will use the study of play mechanics as a way to broadly explore the larger concept of "playful systems." How might interesting play mechanics be used to structure interactive experiences in systems that aren't necessarily games? Students will explore systems such as museums, classrooms, and social media to apply these concepts.

HCD 450 OR HCI 440 OR GAM 424 OR DMA 530 is a prerequisite for this class.

**EXP 441 | DESIGNING LEARNING EXPERIENCES | 4 quarter hours
(Graduate)**

This course will focus on re-envisioning the future of learning, as a robust context for the application of experience design principles. Through a study of literature on human development, principles of learning and motivation, design processes, and the unique affordances of learning contexts, students will explore strategies for the design of innovative learning environments. From the design of mobile apps, to tools, to classroom spaces, to social interfaces, students will challenge their own thinking about what it means to learn and the role design can play in transforming the experiences of learners.

HCD 450 OR HCI 440 OR GAM 424 OR DMA 530 is a prerequisite for this class.

EXP 442 | DESIGNING INTERFACES FOR EMERGING TECHNOLOGIES | 4 quarter hours (Graduate)

This course focuses on the concept of "interface" as it relates to the design of human-centered experiences. From an inquiry into the design of digital interfaces for web and mobile platforms, to the exploration of non-digital social interfaces in day-to-day life, students will apply user research and design methods to prototype and test a range of interface solutions. The course is designed as a stepping stone to a student's own investigations and interests, as well as a space for exploration and experimentation with alternative design processes and methodologies. **HCD 450 OR HCI 440 OR GAM 424 OR DMA 530 is a prerequisite for this class.**

EXP 450 | PORTFOLIO WORKSHOP | 4 quarter hours (Graduate)

Students review previous course projects and prior work in order to prepare a final portfolio as well as their own design identity and a resume in preparation for job interviews. Visiting design professionals will present their work to the class and share their experiences in the field. Students will also learn presentational techniques and methods for career development.

HCD 421 is a prerequisite for this class.

EXP 480 | COLLABORATION STUDIO | 4 quarter hours (Graduate)

This is a unique type of studio course, pairing interdisciplinary teams of students with community-based organizations or groups to undertake real-world projects. Working in teams, students engage with a local group to study and identify an area of inquiry, to be formulated by students into one or more design problems to be solved. Applying user research methods, a rigorous design, design and production skills, and effective teamwork, the students propose and prototype solutions in partnership with members of the local community.

HCD 450 OR HCI 440 OR GAM 424 OR DMA 530 is a prerequisite for this class.

EXP 599 | INDEPENDENT STUDY | 4-8 quarter hours (Graduate)

This is an independent study course. This course may be repeated for credit. **PREREQUISITES:** Advisor and/or department consent.

Film & Television Documentary (DOC)

DOC 122 | ART OF DOCUMENTARY | 4 quarter hours (Undergraduate)

This course explores the variety of styles and concerns that shape documentaries. Students will learn the evolution of unique voices and influences in documentary. The course will examine the broad range of documentary practices from the earliest actualities to contemporary documentary media through weekly screenings. **PREREQUISITE(S):** NONE.

DOC 224 | DOCUMENTARY PRODUCTION I | 4 quarter hours (Undergraduate)

This introductory hands-on course introduces and explores a wide variety of documentary styles and techniques. Through screenings of classic and contemporary films, lecture, and discussion, students learn different styles of documentary storytelling and visualization and apply these to four exercises over the quarter. Every student will rotate through crew roles and produce, direct, shoot, and record sound.

FILM 101 or FILM 102 is a prerequisite for this class.

DOC 305 | DOCUMENTARY STORYTELLING | 4 quarter hours (Undergraduate)

The course is designed to further develop the skills needed for creating compelling and dramatic non-fictional storytelling. The class will investigate various approaches to documentary and analyze the basic narrative principles in various media. Regular viewing of documentary films will encourage discussion on topics of finding original stories, development of narratives, developing characters, story structure, the ethics of representation, and the question of "what is truth?" Students will create a proposal for a documentary film.

DOC 312 | EDITING THE DOCUMENTARY | 4 quarter hours (Undergraduate)

Editing the Documentary will expose students to the specialized post production workflow of documentary film. Utilizing a workshop atmosphere in combination with lectures and projects, students will gain an appreciation of the art and craft of documentary film editing. This course will cover an overview of current documentary trends and styles, explore various workflows to find the story in documentary footage, the ethical role of editor in shaping the stories of real people and events, how to apply the visual language of fiction to documentary film, use of archival media in a contemporary way, how to structure the story scene to scene and where to start and end the story.

POST 110 is a prerequisite for this class.

DOC 324 | DOCUMENTARY PRODUCTION II | 4 quarter hours (Undergraduate)

Through this course students experience all stages of making a documentary film, including developing an idea, writing a proposal, pre-production, production and post-production. Students work in teams to produce a short documentary. Students also analyze and discuss contemporary documentary films to inform their choices.

DOC 224 and POST 110 are prerequisites for this class.

DOC 326 | DOCUMENTARY PRODUCING | 4 quarter hours (Undergraduate)

The course will cover the key areas of producing for documentaries, which encompasses pre-production, production, marketing, fundraising, and community outreach and engagement. Students will gain knowledge of the ways in which producers engage with writers, directors, editors, grant making institutions, individual donors, festival marketplaces, exhibitors and broadcasters. This course will be project-based and include developing a fundraising and distribution plan, identifying audiences, grant writing and developing a proposal.

DOC 224 is a prerequisite for this class.

DOC 333 | DOCUMENTARY PRODUCTION SOUND WORKSHOP | 2 quarter hours (Undergraduate)

This course will give the student the confidence and technical skills to operate a documentary sound kit in dynamic shooting situations. This course will focus on applied sound recording techniques specific to the documentary format, including short and feature film projects. The students will record audio in controlled and uncontrolled situations while exercising the skills required in pre-production, production, and post-production of advanced documentary films. Students will evaluate their sound quality and troubleshoot various real life scenarios to connect to practical solutions.

DOC 339 | TOPICS IN DOCUMENTARY PRODUCTION | 2-2.25 quarter hours**(Undergraduate)**

This class will be a hands on workshop exploring a film production process or technique that has had a significant influence on the development of non-fiction storytelling and expression. Students will create short documentaries on topics of their choosing, utilizing and incorporating the method being taught. Specific topics will vary with each quarter. Classes will consist of lectures, screenings, in-class production, discussion and analyses, culminating in creative assignments. Students are encouraged to explore their individual creative voice and to use this knowledge to stimulate original work in their areas of interest.

DOC 224 is a prerequisite for this class.

DOC 352 | DOCUMENTARY CINEMATOGRAPHY | 4 quarter hours**(Undergraduate)**

This course focuses on the language, practice and art of visual storytelling in the documentary form. Students will examine the cinematographer's role in the ideation, shooting and editing of non-fiction film content. Through a series of screenings, lectures, experiential exercises, and class discussions, students will better understand the history and practice of cinematography as it pertains to story, character and structure - all through the prism of documentary. **PREREQUISITE(S):** None.

DOC 372 | DOCUMENTARY LAW AND ETHICS | 2-2.25 quarter hours**(Undergraduate)**

Students will explore the legal and ethical issues that can arise in the course of documentary and non-fiction media production. The course will discuss standards and practices; decision making and creative control; archival footage and its fair use; legal requirements and implications; the question of informed consent; and ethical issues ranging from paying subjects, staging and reenactments, to sale and resale footage. Case studies of selected documentary films will be presented and analyzed by the class. (2 credit quarter hours)

DOC 224 is a prerequisite for this class.

DOC 380 | FILMING WITH CHANGE AGENTS | 4 quarter hours**(Undergraduate)**

This practicum class works with community partners and collaborators to create films with a clear and strong call to action.

DOC 382 | THE PERSONAL DOCUMENTARY | 4 quarter hours**(Undergraduate)**

This class is designed to help students identify their personal voices through a variety of techniques, styles and tools of non-traditional documentary film making. Students explore their relationships to their subject matter and express themselves in creative and authentic ways through video. Although the class is process oriented, students are expected to finish a short personal documentary and to develop a proposal for future work.

DOC 224 is a prerequisite for this class.

DOC 384 | ADVANCED DOCUMENTARY PRODUCTION | 4 quarter hours**(Undergraduate)**

This advanced course in documentary production is designed for students who already have experience with making documentaries. In this course, each student will direct and produce a substantial short subject documentary or develop a long-form non-fiction project with worksample. Topics covered will include choice of subject matter, filmmaker's POV, dramatic structure, proposal writing, and a variety of technical, aesthetic, practical, and ethical concerns related to creating professional documentary projects.

DOC 224 and POST 110 are prerequisites for this class.

DOC 396 | ADVANCED TOPICS IN DOCUMENTARY | 4 quarter hours**(Undergraduate)**

This class will be an in-depth examination of a documentary filmmaker, film movement, production style or technique that has had a significant influence on the development of documentary storytelling and expression. Through lectures, screenings, readings, discussions, and creative assignments, students will analyze the distinctive traits of the selected topics within the broader context of cinema history and culture and apply them to their own projects. Specific topics will be selected by the instructor and will vary with each quarter.

DOC 399 | INDEPENDENT STUDY | 1-8 quarter hours**(Undergraduate)**

Variable credit. **PREREQUISITE(S):** Consent of dean.

DOC 405 | NON-FICTION STORYTELLING | 4 quarter hours**(Graduate)**

The course is designed to further develop the skills needed for creating compelling and dramatic non-fictional storytelling. The class will investigate various approaches to documentary and analyze the basic narrative principles in various media. Regular viewing of documentary films will encourage discussion on topics of finding original stories, research and development of narratives, developing characters, story structure, the ethics of representation, and the question of "what is truth?" Students will create a proposal for a documentary film.

DOC 412 | EDITING THE DOCUMENTARY | 4 quarter hours**(Graduate)**

Editing the Documentary will expose students to the specialized post production workflow of documentary film. Utilizing a workshop atmosphere in combination with lectures and projects, students will gain an appreciation of the art and craft of documentary film editing. This course will cover an overview of current documentary trends and styles, explore various workflows to find the story in documentary footage, the ethical role of editor in shaping the stories of real people and events, how to apply the visual language of fiction to documentary film, use of archival media in a contemporary way, how to structure story scene to scene and where to start and end the story.

POST 400 or POST 401 is a prerequisite for this class.

DOC 414 | INTRO TO DOCUMENTARY PRODUCTION | 4 quarter hours**(Graduate)**

This introductory hands-on course introduces and explores a wide variety of documentary styles and techniques. Through screenings, lecture, and discussion, students learn different styles of documentary storytelling and visualization and apply these to three exercises over the quarter. Every student will rotate through crew roles and produce/direct, shoot, and record sound.

DOC 424 | DOCUMENTARY PRODUCTION II | 4 quarter hours**(Graduate)**

Through this course students experience all stages of making a documentary film, including developing an idea, writing a proposal, pre-production, production and post-production. Students work in teams to produce a short documentary. Students also analyze and discuss contemporary documentary films to inform their choices.

DOC 414 and POST 400 are prerequisites for this class.

**DOC 426 | DOCUMENTARY PRODUCING | 4 quarter hours
(Graduate)**

The course will cover the key areas of producing for documentaries, which encompasses pre-production, production, marketing, fundraising, and community outreach and engagement. Students will demonstrate a knowledge of the ways in which producers engage with directors, editors, grant making institutions, individual donors, festival marketplaces, exhibitors and broadcasters. This course will be project-based and students will develop a proposal for a documentary, identify target audiences, identify relevant funding organizations and foundations, write grants, and develop a fundraising and distribution plan.

DOC 414 is a prerequisite for this class.

**DOC 433 | DOCUMENTARY SOUND WORKSHOP | 2 quarter hours
(Graduate)**

This course will give the student the confidence and technical skills to operate a documentary sound kit in dynamic shooting situations. This course will focus on applied sound recording techniques specific to the documentary format, including short and feature film projects. The students will record audio in controlled and uncontrolled situations while exercising the skills required in pre-production, production, and post-production of advanced documentary films. Students will evaluate their sound quality and troubleshoot various real life scenarios to connect to practical solutions.

**DOC 439 | TOPICS IN DOCUMENTARY PRODUCTION WORKSHOP | 2-2.25 quarter hours
(Graduate)**

This class will be a hands on workshop exploring a film production process or technique that has had a significant influence on the development of non-fiction storytelling and expression. Students will create short documentaries on topics of their choosing, utilizing and incorporating the method being taught. Specific topics will vary with each quarter. Classes will consist of lectures, screenings, in-class production, discussion and analyses, culminating in creative assignments. Students are encouraged to explore their individual creative voice and to use this knowledge to stimulate original work in their areas of interest.

DOC 414 or DOC 424 is a prerequisite for this course.

**DOC 452 | DOCUMENTARY CINEMATOGRAPHY | 4 quarter hours
(Graduate)**

This course focuses on the language, practice and art of visual storytelling in the documentary form. Students will examine the cinematographer's role in the ideation, shooting and editing of non-fiction film content. Through a series of screenings, lectures, experiential exercises and class discussions, students will better understand the history and practice of cinematography as it pertains to story, character and structure - all through the prism of documentary. **PREREQUISITE(S):** None.

**DOC 460 | INTERACTIVE DOCUMENTARY | 4 quarter hours
(Graduate)**

This course will introduce the evolving media form of interactive non-fiction storytelling. Students will examine the historical context of the genre, analyze the advantages and effectiveness of one media form over another, and explore current production styles and techniques of transmedia and interactive narratives. Students will create individual and group projects revolving around a contemporary theme utilizing different forms of media including film, audio, photography, animation, illustration, writing, and game design.

**DOC 472 | DOCUMENTARY LAW AND ETHICS | 2-2.25 quarter hours
(Graduate)**

Students will explore the legal and ethical issues that can arise in the course of documentary and non-fiction media production. The course will discuss standards and practices; decision making and creative control; archival footage and its fair use, legal requirements and implications; the question of informed consent; and ethical issues ranging from paying subjects, staging and reenactments, to sale and resale footage. Case studies of selected documentary films will be presented and analyzed by the class. (2 quarter hours)

DOC 414 is a prerequisite for this class.

**DOC 480 | FILMING WITH CHANGE AGENTS | 4 quarter hours
(Graduate)**

This practicum class works with community partners, non-profit organizations, and other collaborators to create films with a clear and strong call to action.

**DOC 482 | THE PERSONAL DOCUMENTARY | 4 quarter hours
(Graduate)**

This class is designed to help students identify their personal voices through a variety of techniques, styles and tools of non-traditional documentary filmmaking. Students explore their relationships to their subject matter and express themselves in creative and authentic ways through video. Although the class is process oriented, students are expected to finish a short personal documentary and to develop a proposal for future work.

DOC 414 is a prerequisite for this class.

**DOC 484 | ADVANCED DOCUMENTARY PRODUCTION | 4 quarter hours
(Graduate)**

This advanced course in documentary production is designed for students who already have experience with making documentaries. In this course, each student will direct and produce a substantial short subject documentary or develop a long-form non-fiction project with worksample. Topics covered will include choice of subject matter, filmmaker's POV, dramatic structure, proposal writing, and a variety of technical, aesthetic, practical, and ethical concerns related to creating professional documentary projects.

DOC 414 and POST 400 are prerequisites for this class.

**DOC 496 | ADVANCED TOPICS IN DOCUMENTARY | 4 quarter hours
(Graduate)**

This class will be an in-depth examination of a filmmaker, film genre, film movement, or film production technique that has had a significant influence on the development of non-fiction storytelling and expression. Through lectures, screenings, readings, discussions, critical writing assignments, and/or creative projects, students will analyze the distinctive traits of the selected topic within the broader context of documentary history and culture. Specific topics will be selected by the instructor and will vary with each quarter. Classes will consist of lectures, screenings, in-class discussions, analyses, as well as creative assignments. Students are encouraged to explore their individual creative "voice" and to use this knowledge to stimulate original work in their areas of interest.

**DOC 599 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

Independent study form required. **PREREQUISITE(S):** Consent of instructor. (variable credit)

**DOC 701 | THESIS CONTINUATION | 0 quarter hours
(Graduate)**

Non-credit. Students admitted to MFA program who have completed all the required coursework and who are regularly using the facilities of the University for thesis production and/or post-production are required to be registered each quarter of the academic year until the thesis and defense have been completed.

FILM 510 or ANI 640 is a prerequisite for this class.

Film & Television Production (FILM)

**FILM 100 | INTRODUCTION TO CINEMA: THE ART OF MAKING MOVIES | 4 quarter hours
(Undergraduate)**

This lecture-based course will introduce students to the art of cinema from the point of view of the filmmaker. Through screenings of contemporary and classic films, students will gain an appreciation of the various crafts involved in the making of movies, such as: acting, directing, producing, screenwriting, cinematography, production design, editing, sound, or visual effects.

**FILM 101 | FOUNDATIONS OF CINEMA FOR MAJORS | 4 quarter hours
(Undergraduate)**

This course deals with visualization and cinema literacy skills. Drawing heavily on a wide array of historical examples, the course will examine the many expressive strategies potentially usable in the creation of moving image art forms: image construction and manipulation, editing, composition, sound, narrative, and performance. An emphasis will be placed on story and storytelling. In addition to analyzing the works of others, students will also produce their own projects - putting theory into practice. Prerequisite(s): None.

**FILM 102 | FOUNDATIONS OF CINEMA FOR NON-MAJORS | 4 quarter hours
(Undergraduate)**

This course will examine the craft, technology, and aesthetic principles of media production. Drawing heavily on a wide array of historical examples, the course will examine the many expressive strategies potentially usable in the creation of moving image art forms: the importance of story and controlling ideas, storytelling with images, the basics of composition and editing, and an examination of narrative, documentary, and experimental approaches. In addition to analyzing the works of others, students will also produce their own projects thus, putting theory into practice.

**FILM 104 | VIDEO FOR SOCIAL MEDIA | 4 quarter hours
(Undergraduate)**

An introduction to video production for social media. Students learn how to produce videos with consumer-grade equipment (including cell phones). The course covers the basic principles of shooting, editing and uploading to social media sites. The course offers students an opportunity to create media specifically targeted for social websites such as: Facebook, MySpace, Twitter, etc. Students will learn the production process from idea execution to distribution. PREREQUISITE(S): None.

**FILM 105 | FOUNDATIONS OF TELEVISION | 4 quarter hours
(Undergraduate)**

This course provides an introduction and framework of the history of television production. Evolving story forms will be examined from television's beginnings to the present. Developments in story and production styles will be analyzed and discussed. Professionals from different sectors of the Chicago television industry will speak to the class in panels.

**FILM 110 | DIGITAL CINEMA PRODUCTION I | 4 quarter hours
(Undergraduate)**

This course is a beginning workshop in narrative film production. The course provides an introduction to the fundamentals of cinema, including camera and lens technology, composition, lighting, directing and sound recording. Utilizing digital technology, students will produce several films with an emphasis on visual storytelling and personal expression.

**FILM 111 | CINEMA PRODUCTION FOR NON-MAJORS | 4 quarter hours
(Undergraduate)**

The course provides an introduction to the fundamentals of cinema production, including cinematography, directing and sound. Students will produce at least one fiction project with an emphasis on visual storytelling. PREREQUISITE(S): None.

**FILM 115 | TELEVISION PRODUCTION I | 4 quarter hours
(Undergraduate)**

An introduction to the basic principles, procedures, and techniques of television production. Students are organized in teams and create various TV broadcasts. Students learn how to operate TV switchers, TV cameras, sound, and graphic equipment. The course covers the fundamentals of producing, scripting, directing, and editing for television.

FILM 110 is a prerequisite for this class.

**FILM 116 | INTRODUCTION TO TV PRODUCTION FOR NON-MAJORS | 4 quarter hours
(Undergraduate)**

An introduction to the basic principles, procedures, and techniques of television production. This course will explore how to create a single-cam and a multi-cam television program. It will also introduce live and pre-recorded processes, practicing the essential activities that crews need to perform in these different formats.

FILM 110 or FILM 111 is a prerequisite for this class

**FILM 130 | FUNDAMENTALS OF SHORT FILM | 4 quarter hours
(Undergraduate)**

Students will study approximately 100 well-crafted and landmark short films from throughout film history. Through screenings, analysis, analysis and discussion, students will explore these short films' story structure, cinematic design and historical importance. Additionally, students will examine how the short film format can be used as an illustration of a filmmaker's skills in order to navigate the film industry. Short films will include: narrative, experimental, documentary, and animation from different parts of the world. PREREQUISITE(S): None.

**FILM 131 | HISTORY OF CINEMA PRODUCTION | 4 quarter hours
(Undergraduate)**

This course studies the origins and rise of cinema production from the perspective of a filmmaker. The course examines critical historical events that impacted the industry and the craft of filmmaking; the emergence of the studio system, the coming of sound, audience shifts, emergence of other media and the rise of digital technology. PREREQUISITE(S): NONE.

**FILM 145 | DIGITAL MEDIA LITERACIES | 4 quarter hours
(Undergraduate)**

This course is designed to help students develop an informed, critical and practical understanding of new communication media, including ways to read, write and produce in a digital environment. We will explore implications of these technologies and their uses in schools, communities, and workplaces. The course also focuses on practices involving current and future technologies that hold promise for the creation and distribution of all media.

FILM 165 | DIGITAL STILL PHOTOGRAPHY FOR NON-MAJORS | 4 quarter hours (Undergraduate)

This course is an introduction to the history and aesthetics of still photography and to the concept of photography as a descriptive and interpretive artistic medium. Students studying photographs in this context will discover relationships between individual photographers' choices and their own understanding of meaning. Discussions of the photos' cultural contexts and meanings will deepen their understanding of the role of still photography as a conduit for cultural values. Students will learn the fundamental concepts necessary to shoot, edit, manipulate, and print digital still photographs. Also, students will acquire the knowledge needed to analyze and critique existing work. Students will be required to use their own digital still cameras for this course.

FILM 170 | THE ART OF PRODUCTION DESIGN | 4 quarter hours (Undergraduate)

This course explores production design and art direction as a narrative art form in cinema and examines the collaborative relationship between director, production designer and cinematographer. Using films, observational readings, screenplays, lectures, research, and discussion, students will study the fundamentals of a production designer's approach towards visualizing and conceptualizing story. Students will also gain a historical perspective of how the role of production design has evolved and how advances in technology have influenced the various crafts.

FILM 184 | STAND-UP COMEDY | 4 quarter hours (Undergraduate)

Students will analyze and practice stand-up comedy as an art form, both onstage and as a foundation for film and television work. Students will learn about the history of stand-up comedy, particularly about the comedians who parlayed success on the stage into success in television and films. The process of how comedians create material and hone it on stage will be analyzed. Additionally, students will mine their own lives for material, creating original stand-up comedy routines and workshoping them in class. Finally, these routines will be performed in public, at venues such as the Main Stage at the world-renowned Zanies Comedy Club.

FILM 210 | CINEMA PRODUCTION II | 4 quarter hours (Undergraduate)

This course expands on topics covered in FILM 110 Digital Cinema Production I. Students will refine their skills in the areas of line-producing, pre-production, cinematography, lighting, sound recording, post production work flow.

FILM 250 and POST 124 are prerequisites for this class.

FILM 215 | TELEVISION PRODUCTION II: LIVE MULTICAM STUDIO PRODUCTION | 4 quarter hours (Undergraduate)

Students in this course will review the basic principles, procedures, and techniques of Live Multicam Studio Production. Gathered in production teams students will practice the different jobs in the television control room and studio. They will learn the use of switchers, TV cameras, audio boards, and graphic equipment, as well as the creation of a rundown timing sheet and their use in a live television broadcast. In addition, the course will cover fundamentals of pre-production, production, scripting, directing, floor managing and packaging content for a Multicam Live Talk and Variety TV Shows.

FILM 216 | PRODUCTION III: SCRIPTED MULTICAM STUDIO PRODUCTION | 4 quarter hours (Undergraduate)

Students in this course will review the principles, procedures, and techniques of television production of a Scripted Multicam Studio Production. Gathered in production teams students will practice the different jobs in the television control room and studio while producing multiple episodes of a scripted show. They will practice writing, producing, and directing scripted multi-camera episodic series, as well as creating shot sheets and blocking actors and cameras for live-to-tape shootings of their episodes. Finally, they will practice the procedures to edit and finish their programs.

FILM 228 | ETHICS IN COMPUTER GAMES AND CINEMA | 4 quarter hours (Undergraduate)

Societies function based on normative ethics utilizing common sense to distinguish between ethical and unethical behavior. Most of us are not aware of the underlying theories when arriving at ethical judgments about right and wrong. However, the fast pace of progress in information technologies and digital entertainment creates an environment, in which ethical challenges are particularly complex. In the eyes of many, games and movies are violent, offensive and immoral. This course will concentrate on analyzing the impact of digital entertainment on an individual and society. Implications of certain values embedded in games and movies will be discussed. Elements of the ethical code of conduct for a game or movie creator will be formulated. The issue of balancing individual creativity vs. cultural impact particularly on children will be discussed.

FILM 232 | CREATIVE METHODOLOGIES FOR FILM AND TELEVISION | 4 quarter hours (Undergraduate)

This class focuses on creative methods and processes useful for a variety of roles in film and television, including: ideation, divergent thinking, the role of environment/community, and how to avoid creative blocks. The class encourages students to embrace self-directed learning, explore who they are as creative individuals, and unlock the themes and forms at the core of their artistic visions.

FILM 233 | CINEMA & ART | 4 quarter hours (Undergraduate)

This course will provide an overview of avant-garde film, video, animation and installation, and the relationship of these cinematic forms to Modern and Contemporary art. Students will be introduced to the major styles and themes of alternative and experimental moving image work from the past hundred years. Cinema & Art places emphasis on moving image work that is not usually included in a survey of mainstream cinema or film history. A major concern for the class is first-hand exposure to these original sources, and an examination of the relationship of these works to mainstream cinema and other types of popular culture. Topics covered in the class include the avant-garde and kitsch, Surrealism, experimental film, abstract animation, video art, camp, and video installation. In addition to lectures by visiting artists and viewing films, videos, and installation work, students will produce a short creative work in the style of their choice that responds to the work studied during the quarter.

FILM 235 | FILM AESTHETICS: TIME, SPACE, AND MEMORY | 4 quarter hours
(Undergraduate)

This course introduces students to practical applications of aesthetics in the production and appreciation of cinema. Analyzing a diverse selection of films throughout the course, students will identify and define the aesthetic systems of time, space, and memory in the process of filmmaking. In doing so, students will enhance identification of the application of aesthetics in their own personal work. The culmination of the course will find students producing a media project encompassing the conceptual framework of the course.

FILM 236 | FILM PHILOSOPHY FOR MAJORS | 4 quarter hours
(Undergraduate)

Using film as a lens through which philosophical ideas are examined, students will analyze narrative or documentary films (classic or contemporary) on enduring philosophical questions such as: what is truth; what is right; or what is the meaning of life. Particular attention will be paid to the possible influence of philosophy on aesthetic and storytelling choices made by filmmakers. PREREQUISITE(S): None.

FILM 237 | FILM PHILOSOPHY | 4 quarter hours
(Undergraduate)

An introduction to philosophy, using film as a lens through which philosophical ideas are examined. In discussion and writing, students analyze narrative or documentary films (classic or contemporary) on enduring philosophical questions such as: what is truth; what is right; or what is the meaning of life.

FILM 245 | MEDIA LITERACIES | 4 quarter hours
(Undergraduate)

This course is designed to help students develop an informed, critical and practical understanding of new communication media, including ways to read, write and produce in a digital environment. We will explore implications of these technologies and their uses in schools, communities, and workplaces. The course also focuses on practices involving current and future technologies that hold promise for the creation and distribution of all media. Prerequisites: None.

FILM 250 | CINEMATOGRAPHY I | 4 quarter hours
(Undergraduate)

This course is an overview of the technologies and aesthetic principles of cinematography. The concepts covered will include digital formats, measurement and control of exposure, basic lens properties, camera support and movement, rules of composition and the placement and control of light. Class sessions will consist of lectures, demonstrations, hands-on exercises and screenings of selected film clips which demonstrate specific cinematography techniques.

FILM 110 is a prerequisite for this class.

FILM 251 | CINEMATOGRAPHERS AT WORK | 4 quarter hours
(Undergraduate)

This course explores the aesthetic and technological developments of cinematography from early cinema to the digital age by examining the works of notable cinematographers. Students will examine the changing styles of cinematography as an art form.

FILM 250 is a prerequisite for this class.

FILM 254 | IMAGE, OPTICS AND CINEMATIC MOTION (FORMERLY DC 274) | 4 quarter hours
(Undergraduate)

Cinematography is the scientifically grounded discipline of making lighting and camera choices in order to record moving images. This course deals with the basic mathematics, physics, and photochemistry that underlie cinematography and that motivate camera design and construction. A student who masters the foundations of cinematography through a mixture of lectures, readings, exercises, and labs will be able to evaluate and understand how motion based recording choices affect perception of moving images they see every day.

FILM 265 | DIGITAL STILL PHOTOGRAPHY | 4 quarter hours
(Undergraduate)

This course is an introduction to the history and aesthetics of still photography and to the concept of photography as a descriptive and interpretive artistic medium. Students will learn the fundamental concepts necessary to shoot, edit, manipulate, and print digital still photographs. Students will learn to scan, capture, correct and enhance digital images and prepare files for output on black and white and color printing devices. Introduces students to theories, terminology, and applications of digital imaging technologies. Students will acquire the knowledge needed to analyze and critique existing work. In addition, students will involve themselves in hands-on exercises with digital still photography, manipulation and printing. Demonstrations will facilitate learning software techniques and systems of working. Use of Adobe Photoshop will be extensively covered in this course.

FILM 270 | PRODUCTION DESIGN | 4 quarter hours
(Undergraduate)

In this course students will analyze the collaborative relationship between production designer, director and cinematographer as it relates to the role of production design. By the end of the term students will be able to demonstrate a comprehensive understanding of a production designer's role, critique the synthesis of stagecraft, set decoration, prop, costume, and make-up choices as narrative tools, and evaluate existing works as well as their own work.

FILM 170 or GD 105 is a prerequisite for this class.

FILM 279 | VISUAL DESIGN | 4 quarter hours
(Undergraduate)

Definition, analysis, and structure of visual components that cinema employs to support and emphasize the story. Theory of visual design will be applied through student still photos, as well as an original, visually-oriented, narrative or documentary short film, animation or game design.

FILM 110 is a prerequisite for this class.

FILM 280 | INTRODUCTION TO DIRECTING | 4 quarter hours
(Undergraduate)

This course is an introduction to directing for the screen. Topics include casting, script analysis, working with actors, and pre-visualization. Each student will direct and produce a short scene study. This course is NOT intended for students majoring in the BFA Film and Television Directing Concentration.

**FILM 281 | THE ART OF SCREEN ACTING | 4 quarter hours
(Undergraduate)**

This course will examine the role of acting, actors, and actor-director collaboration in the development of narrative cinema. The screen demanded a new approach to acting which differed markedly from the theatrical traditions which preceded it. Seminal practitioners of actor training such as Constantin Stanislavski and his American interpreters Lee Strasberg, Sanford Meisner, and Stella Adler and their students (such as Brando, Pacino, DeNiro, Hoffman, and Duvall) have had an incalculable influence on how screen actors prepare for a role and work with directors. This course will survey the major acting techniques and approaches, examine major films as case studies, and explore contemporary approaches to screen acting and actor-director collaboration in the cinema.

**FILM 282 | ACTING FOR FILMMAKERS | 4 quarter hours
(Undergraduate)**

This course is designed to provide students who plan to work with actors in any aspect of film or television with a foundation in the actor's craft. This will be a hands-on, practical class in which all students will be required to participate fully in the exercises and scene work. Topics to be covered include: relaxation, concentration, trust, listening, sensory work, physical actions, improvisation, imagination, needs, circumstances, objectives, obstacles, scene analysis and scene work. The course will culminate in a staged scene to be presented in class.

**FILM 283 | DIRECTING I: SCRIPT ANALYSIS FOR DIRECTORS | 4 quarter hours
(Undergraduate)**

Script analysis informs a director's creative decision making. Through a series of practical exercises, students will learn the process of analyzing a script based on the film's narrative elements. In doing so they will uncover their unique vision for the story that will aid in collaboration with actors and crew.

**FILM 284 | DIRECTING II: CASTING AND REHEARSING | 4 quarter hours
(Undergraduate)**

Each film project requires a customized approach to casting and rehearsing. Students will learn to create individualized plans for any size cast (individuals, pairs, ensembles) and strategies that will take them from casting room to table read to set.

**FILM 285 | DIRECTING III: SCENE STUDY | 4 quarter hours
(Undergraduate)**

In this course students implement knowledge learned in casting and rehearsing to direct actors in micro-scenes increasing in complexity. Students will explore how staging changes from two- to three-person scenes and be introduced to ensemble work. The class culminates in exploring the relationship between camera and performance that will be deepened in subsequent courses.

FILM 284 is a prerequisite for this class.

**FILM 290 | TOPICS IN DIGITAL CINEMA | 4 quarter hours
(Undergraduate)**

Advanced study in cinema focusing on a specific genre each quarter such as: Science Fiction, Film Noir, Comedy, Action-Adventure, Nonfiction, etc. Please check the CDM website for description of specific quarter offering.

**FILM 298 | INTERNSHIP IN MEDIA PRODUCTION/POST-PRODUCTION | 4 quarter hours
(Undergraduate)**

This course offers students the opportunity to reflect on an internship while gaining professional experience, industry contact, and referrals while still in school. The class fulfills the Junior Year Experiential Learning credit and must be taken concurrently with an approved internship. Opportunities in post-production, motion picture production, advertising, television, animation, game design, graphic design, motion graphics and interactive media can qualify for the course. Classroom time is required. Admission to the program requires consent of internship course instructor after the verification of the student's internship. Prerequisites: Internship.

**FILM 299 | INTERNSHIPS IN MEDIA AND DESIGN (NON-EL) | 1-4 quarter hours
(Undergraduate)**

This course is an internship/independent study course for students who have already fulfilled their EL credit. This course offers students the opportunity to reflect on an internship while gaining professional experience, industry contact and referrals while still in school. Opportunities in post-production, motion picture production, advertising, television, animation, game design, graphic design, motion graphics and interactive media can all qualify for this course. Students will work independently on class assignments. Assignments will be determined by the instructor and based on the number of credits in which the student is enrolled. Admission to the program requires consent of the internship course instructor after verification of the student's internship. PREREQUISITE(S): Internship (variable credit)

**FILM 317 | ACTORS WORKING ON TELEVISION | 4 quarter hours
(Undergraduate)**

In this class, students will learn about and inhabit the role of the actor in auditions, networking, on set, and finally: reoccurring on multiple seasons of a show. They will understand and role play the professional expectations, hierarchies, and styles of communication necessary to confidently navigate the world of Television Production in the US and abroad. Students will get a sense of when it's appropriate for an actor to voice their perspective, and how actors navigate their status at every level of the process with an awareness of the system in which they are working. They will also analyze case studies regarding the power of the actor in character development once they have established themselves as a regular in multiple seasons of a series.

**FILM 318 | TV PRODUCTION WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

In this workshop students will produce projects for internal and external clients. Students will learn professional practices and work with clients to create projects such as promos, documentaries, commercials, short series and live events from concept inception to finished product. Through this process, students will examine different professional roles involved in the TV production process. PREREQUISITE(S): None (2 quarter hours)

**FILM 319 | LIVE EVENT/TALK TV WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

In this workshop students will produce events with guest artists presented in front of a live studio audience. Students will learn the professional practices and positions that constitute talk-show format television production. They will help prep each appearance and participate as crew members in the multi-camera production and telecasting of the events. Events are held on select Fridays and occasional Saturdays throughout the quarter, and attendance is required. May be repeated for credit. (2 quarter hours)

**FILM 321 | COMMERCIAL PRODUCTION | 4 quarter hours
(Undergraduate)**

This course will study the commercial production industry and the production techniques and processes of televised commercials and public service announcements. Industry standards for creating commercials for a client will be discussed. Additional topics include copywriting, style guides, casting, media, and client-relations.

FILM 110 is a prerequisite for this class.

**FILM 323 | MUSIC VIDEO PRODUCTION | 4 quarter hours
(Undergraduate)**

In this course, we will analyze ways in which artists combine visual imagery with music as with MTV-style music videos. The music business and how it relates/effects music videos. Each student will develop his or her own music video project from script to final edit with a local band of their choice, through their own scheduling process.

FILM 110 is a prerequisite for this class.

**FILM 325 | EXPERIMENTAL FILMMAKING I | 4 quarter hours
(Undergraduate)**

This production-based course explores breaking the boundaries of conventional cinema through experimental formal approaches, techniques and content. Students will create projects in the modes of key figures from the history of experimental and avant-garde film and video, such as Kenneth Anger, Stan Brakhage, Luis Bunuel, Maya Deren, Dana Hodgdon, David Lynch, Bill Viola, or Andy Warhol. Additionally, students will be encouraged to capture, edit and process material through non-traditional means, and to explore unconventional content. Screenings of experimental works may be tailored to the specific interests of students as projects develop. The influences of experimental cinema on conventional media such as Hollywood movies, commercials, and music video will also be analyzed.

POST 100 or POST 110 is a prerequisite for this class.

**FILM 326 | EXPERIMENTAL FILMMAKING II | 4 quarter hours
(Undergraduate)**

In this production-based course, students will build on skills gained in Experimental Filmmaking I with a focus on the professional execution of an experimental film project. From creating the abstract, to an intensive focus on pre-production, to non-traditional filming techniques, to critique through various stages of post-production, the student will be pushed to create a visionary work for the film festival circuit and beyond. Through this regimented process, the filmmaker will learn skills necessary to write grants, produce and package professional quality cinematic work targeted toward distribution success.

FILM 325 is a prerequisite for this class.

**FILM 345 | IMMERSIVE AND 360 VIDEO PRODUCTION | 4 quarter hours
(Undergraduate)**

This class will focus on the development, production and post-production of live-action 360 video. The medium of virtual reality will be analyzed within the context of the evolution of time-based and interactive media. Experimental projects will offer students the opportunity to tell stories in new ways while exploring the affordances and challenges of the evolving medium.

FILM 110 is a prerequisite for this class.

**FILM 348 | FILM FESTIVALS | 4 quarter hours
(Undergraduate)**

Film festivals and their role in independent cinema and the Hollywood studio system. The global proliferation of film festivals will be examined from the perspectives of both film studies scholars and film making professionals. Students will research the history of major festivals, develop festival strategies for students' own or other students' films, and attend film festival screenings, panels, and/or networking events.

PREREQUISITE(S): None (variable credit)

**FILM 350 | CINEMATOGRAPHY II | 4 quarter hours
(Undergraduate)**

This class explores the creation of visual imagery and meaning through cinematography. Students will study advanced cinematography techniques including visual language, composition and movement as well as advanced tools in lighting and camera.

FILM 250 and FILM 355 are prerequisites for this class.

**FILM 355 | LIGHTING I | 4 quarter hours
(Undergraduate)**

Introduction to safe and established practical operation of studio lighting and grip equipment. Students will learn a variety of basic lighting techniques, set electrical distribution, dolly set up, grip and lighting equipment.

**FILM 356 | LIGHTING II | 4 quarter hours
(Undergraduate)**

This course explores advanced lighting techniques with an emphasis on engaging the audience visually. Students will learn night exterior lighting techniques, practical location lighting approaches, Hollywood gag and moving lights applications. The proper, safe and efficient use of advanced lighting and grip equipment will be demonstrated - Hmi, LED, theatrical, large tungsten, fluorescent, overheads, rigging and dollies. Students will work together in groups to accomplish visual tasks each week.

FILM 355 is a prerequisite for this class.

**FILM 357 | CINEMATIC SPACE | 4 quarter hours
(Undergraduate)**

This seminar mixes theory and practice to expose students to an in-depth exploration of different techniques and possibilities concerning cinematic space. Beginning with an introduction to the fundamental differences between montage and mise-en-scene, the course will teach students the art and craft of designing, blocking and executing plan sequences, starting with static camera shots and ending in complex 3D camera moves.

FILM 350 is a prerequisite for this class.

**FILM 358 | ADVANCED CAMERA TECHNOLOGIES | 4 quarter hours
(Undergraduate)**

This course is an advanced camera workshop covering the specific jobs of 1st and 2nd Assistants, DIT and data manager in a narrative film environment. Students will learn how to build, maintain and utilize advanced camera equipment, follow set protocols, apply industry standard processes to safely record, download, protect and transcode media for editorial workflows.

FILM 250 is a prerequisite for this class.

**FILM 359 | VISUAL EFFECTS CINEMATOGRAPHY | 4 quarter hours
(Undergraduate)**

This course examines both traditional "in-camera" and contemporary digital visual effects techniques and the tools used to create them from a cinematographer's vantage point. Students will develop a sense of when to use each technique to achieve a specific visual task.

FILM 350 and FILM 355 are prerequisites for this class.

FILM 363 | CAMERA OPERATING WORKSHOP | 2-2.25 quarter hours (Undergraduate)

This course will refine a student's ability to operate a camera successfully in a variety of narrative film scenarios. Students will learn operating techniques to accomplish specific cinematic goals. This is a two-credit-hour course.

FILM 350 is a prerequisite for this class.

FILM 364 | CINEMATOGRAPHY III | 4 quarter hours (Undergraduate)

This seminar focuses on the art and craft of designing, blocking and executing planned sequences. It mixes theory and practice to expose students to an in-depth exploration of different techniques and possibilities concerning cinematic space. Emphasis will be on storytelling from the perspective of the cinematographer, specifically exploring how the camera is used to serve the narrative.

FILM 350 and FILM 356 (or permission from Instructor) are prerequisites for this class.

FILM 370 | ADVANCED PRODUCTION DESIGN | 4 quarter hours (Undergraduate)

In this course, students will construct a set from a prepared script. Beginning with the written page, students will synthesize through all the stages of construction including visualizing, drafting, constructing, painting and finishing.

FILM 270 is a prerequisite for this class.

FILM 375 | SCRIPT SUPERVISOR WORKSHOP | 2-2.25 quarter hours (Undergraduate)

This course explores the role of the script supervisor on a film or television project. The duties of this role that will be studied include: working with various departments during production, assisting in preserving screen direction, maintaining continuity through photographs and other tools, documenting script coverage with script notes and lining scripts, and assigning slate numbers. Professional script supervising software will be introduced and utilized. This is a two-credit-hour course.

FILM 376 | CASTING DIRECTOR WORKSHOP | 2-2.25 quarter hours (Undergraduate)

This course explores the role of the casting director/agency on a film or television project. The duties of this role that will be studied include: working with directors and producers, sourcing actors, posting calls, scheduling and running casting sessions, making offers and booking sheets, negotiating contracts, dealing with actor representation and implementing SAG guidelines. Professional casting software will be introduced and utilized. This is a two-credit-hour course.

FILM 377 | ASSISTANT DIRECTOR WORKSHOP | 2-2.25 quarter hours (Undergraduate)

This course explores the role of the assistant director on a film or television project. The duties of this role that will be studied include: working with directors, breaking down a script, scheduling using a one-liner and day out of days, managing cast and crew on set, directing extras, calling shots, keeping to a schedule, and creating call sheets and reports for each shoot day. Professional scheduling software will be utilized towards the pre-production of existing or future projects. This is a two-credit-hour course.

FILM 380 | PROJECT BLUELIGHT | 4 quarter hours (Undergraduate)

Production of a feature-length digital motion picture written by students or faculty within the Digital Cinema program. Students will work as crew under supervision of faculty members heading each of the various production areas. Goal is to produce a completed digital motion picture suitable for festivals or distribution.

FILM 381 | ACTING FOR FILMMAKERS II | 4 quarter hours (Undergraduate)

This course is designed to build upon a foundation of a filmmaker's knowledge of the actor's craft. This will be a hands-on, practical class in which all students will be required to participate fully in the exercises and scene work. Topics to be covered include: substitutions, relaxation, concentration, trust, listening, sensory work, physical actions, improvisation, imagination, needs, circumstances, objectives, obstacles, scene analysis and scene work.

FILM 282 is a prerequisite for this class.

FILM 384 | DIRECTING FOR TELEVISION | 4 quarter hours (Undergraduate)

In this class students will learn about the director's role in creating different genres of episodic television and web series. The class will explore how the TV director's role diverges from feature film direction in collaborating with the showrunner to incorporate the existing tone, tenor and style of the series into their creative decisions. Through a series of practical assignments, students will learn the intricacies of multiple-camera blocking, single-camera production, and the post-production processes of an episodic program.

FILM 115 is a prerequisite for this class.

FILM 385 | DIRECTING IV: BLOCKING FOR CAMERA | 4 quarter hours (Undergraduate)

This course builds on the skills developed in scene study and deepens the director's experience in staging actors and blocking for the camera. Through a series of visualization tools and practical exercises, students will explore the intersection between the camera, lighting, actors and movement in creating an onscreen performance.

FILM 285 is a prerequisite for this class.

FILM 386 | REHEARSAL WORKSHOP FOR DIRECTORS | 2-2.25 quarter hours (Undergraduate)

The rehearsal workshop deepens a director's understanding of effective rehearsal techniques. Students learn tools to work with any size cast (individuals, pairs and ensembles) at every stage of the process from table read to set.

FILM 285 is a prerequisite for this class.

FILM 387 | DIRECTING V: DIRECTING THE SHORT FILM | 4 quarter hours (Undergraduate)

Through managing the technical, theoretical and creative responsibilities of the director, students produce a narrative fiction short film. Students must enter with a finished, producible short film script with major principal pre-production elements in place. Advanced pre-production skills and topics to be covered include: script break down, schedule and budget, pre-visualization, creative collaboration and management, set procedures, and directing post-production and delivery.

FILM 385 is a prerequisite for this class.

FILM 390 | ADVANCED TOPICS IN CINEMA | 4 quarter hours (Undergraduate)

This class will be an in-depth examination of a filmmaker, film genre, or film movement that has had a significant influence on the development of cinematic storytelling and expression. Through lectures, screenings, readings, discussions, and critical writing assignments, students will analyze the distinctive traits of the selected topic within the broader context of cinema history and culture. Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): None.

**FILM 391 | TOPICS IN PRODUCTION | 4 quarter hours
(Undergraduate)**

This course allows advanced students to work in close conjunction with a faculty member to develop a digital media project. Topics focus on a specific genre or medium each quarter such as: traditional movie production (horror, comedy, action/adventure, documentary, experimental, etc.), animation (narrative, non-narrative, web-based, cinematic, etc.), and advanced digital game design (story, strategy, graphics, etc.). Students work to produce a five to ten minute project.

FILM 210 is a prerequisite for this class.

**FILM 392 | TOPICS IN TV PRODUCTION | 4 quarter hours
(Undergraduate)**

This course is a hands-on experience in television production of news and public affairs programs. Students learn through theory and practice the role TV Producers and their teams play in creating various TV programs. PREREQUISITE(S): None.

**FILM 393 | TOPICS IN STUDY ABROAD | 4 quarter hours
(Undergraduate)**

This practical course offers students an intensive experience studying cinema and/or television production abroad. Students will be introduced to the cultural context, practices, philosophies, styles and business of film and TV. Facility tours, screenings and cultural experiences may be used to supplement the classroom activities in order to deepen the understanding of the experience abroad. PREREQUISITE(S): None.

**FILM 396 | NON-CREDIT INDEPENDENT STUDY | 0 quarter hours
(Undergraduate)**

Registration through the online Independent Study application form, which requires a certification that the student is actively working on a project under a faculty member's supervision. Approval by the Dean is required. This course is for zero-credit hour.

**FILM 397 | CAPSTONE DEVELOPMENT | 4 quarter hours
(Undergraduate)**

In this course, students will create a proposal that outlines what they will do for their Senior Capstone Project. The project should be a culmination of all of the course work that the student did during their time in the School of the Cinematic Arts. Each project must adhere to the guidelines for their degree concentration. Students will begin to work on their projects in this class; the first version, cut, or draft of their project must be ready by the time the student begins FILM 398 Digital Cinema Capstone.

ANI 340 or SCWR 352 or SCWR 353 or FILM 210 is a prerequisite for this class.

**FILM 398 | DIGITAL CINEMA CAPSTONE | 4 quarter hours
(Undergraduate)**

This course provides a Digital Cinema-specific capstone experience for the student. Students must have completed at least one of the three Topics in Production courses before they enroll in this course. The capstone course will connect the students' Digital Cinema course work with the University courses s/he has taken through three components: student-generated production packages, class/instructor discussions, and the actual creation/production of the student's proposal. The production piece is the primary focus of this course.

**FILM 399 | INDEPENDENT STUDY | 1-8 quarter hours
(Undergraduate)**

Variable credit. PREREQUISITE(S): Consent of dean.

**FILM 401 | FUNDAMENTALS OF CINEMA PRODUCTION | 4 quarter hours
(Graduate)**

This course is a beginning workshop in narrative film production. The course provides an introduction to the fundamentals of cinema production, including camera and lens technology, composition, lighting, directing, sound recording, and basic editing. Students will produce several short films with an emphasis on visual storytelling and personal expression. PREREQUISITE(S): None.

**FILM 410 | PRODUCTION WORKSHOP | 4 quarter hours
(Graduate)**

Students work in teams to produce a completed project every two weeks. Each team will be assigned a specific genre or medium of cinema/media production. Students will be exposed to every aspect of media production from live action shooting to visual effects. Students will also learn how to work well in a team environment and be forced to adhere to deadlines, time constraints and medium limitations. PREREQUISITE(S) None.

**FILM 419 | LIVE EVENT/ TALK TV WORKSHOP | 2-2.25 quarter hours
(Graduate)**

In this workshop students will produce events with guest artists presented in front of a live studio audience. Students will learn the professional practices and positions that constitute talk-show format television production. They will help prep each appearance and participate as crew members in the multi-camera production and telecasting of the events. Events are held on select Fridays and occasional Saturdays throughout the quarter, and attendance is required. May be repeated for credit. (2 quarter hours)

**FILM 423 | MUSIC VIDEO PRODUCTION | 4 quarter hours
(Graduate)**

In this course, we will analyze ways in which artists combine visual imagery with music as with MTV-style music videos. The music business and how it relates/effects music videos. Each student will develop his or her own music video project from script to final edit with a local band of their choice, through their own scheduling process.

FILM 401 or FILM 410 is a prerequisite for this class.

**FILM 425 | EXPERIMENTAL FILMMAKING I | 4 quarter hours
(Graduate)**

This production-based course explores breaking the boundaries of conventional cinema through experimental formal approaches, techniques and content. Students will create projects in the modes of key figures from the history of experimental and avant-garde film and video, such as Kenneth Anger, Stan Brakhage, Luis Bunuel, Maya Deren, Dana Hodgdon, David Lynch, Bill Viola, or Andy Warhol. Additionally, students will be encouraged to capture, edit and process material through non-traditional means, and to explore unconventional content. Screenings of experimental works may be tailored to the specific interests of students as projects develop. The influences of experimental cinema on conventional media such as Hollywood movies, commercials, and music video will also be analyzed.

FILM 410 is a prerequisite for this class.

**FILM 426 | EXPERIMENTAL FILMMAKING II | 4 quarter hours
(Graduate)**

In this production-based course, students will build on skills gained in Experimental Filmmaking I with a focus on the professional execution of an experimental film project. From creating the abstract, to an intensive focus on pre-production, to non-traditional filmmaking techniques, to critique through various stages of post-production, the student will be pushed to create a visionary work for the film festival circuit and beyond. Through this regimented process, the filmmaker will learn skills necessary to write grants, produce and package professional quality cinematic work targeted toward having distribution success.

FILM 425 is a prerequisite for this class.

**FILM 430 | FUNDAMENTALS OF SHORT FILM | 4 quarter hours
(Graduate)**

Students will study approximately 100 well-crafted and landmark short films from throughout film history. Through these screenings, students will learn film vernacular, the roles these short films served their respective filmmakers and the concept of how "calling card" shorts can be used to illustrate a filmmaker's voice. Short film genres and styles that will be explored will include: narrative, experimental, documentary and animation, ranging from early silent films to contemporary films being screened at festivals today. PREREQUISITE(S): None.

**FILM 431 | FILM HISTORY FROM THE FILMMAKER'S PERSPECTIVE | 4 quarter hours
(Graduate)**

In film history, countless directors have established distinct directorial styles or voices through their unique use of film form and content. In this course, students will analyze the work of several of these directors through screenings, lectures and discussions of directorial choices in composition, movement, editing, production design, sound or story. Concepts will be applied to assignments that will help students develop their own directorial voices. PREREQUISITE(S): None.

**FILM 445 | IMMERSIVE AND 360 VIDEO PRODUCTION | 4 quarter hours
(Graduate)**

This class will focus on the development, production and post-production of live-action 360 video. The medium of virtual reality will be analyzed within the context of the evolution of time-based and interactive media. Experimental projects will offer students the opportunity to tell stories in new ways while exploring the affordances and challenges of the evolving medium.

FILM 410 is a prerequisite for this class.

**FILM 448 | FILM FESTIVALS (FORMERLY DC 493) | 4 quarter hours
(Graduate)**

Film festivals and their role in independent cinema and the Hollywood studio system. The global proliferation of film festivals will be examined from the perspectives of both film studies scholars and film making professionals. Students will research the history of major festivals, and attend film festival screenings, panels, and/or networking events. A festival strategy and budget will be developed for students' own films. PREREQUISITE(S): None (2 quarter hours)

**FILM 450 | CINEMATOGRAPHY | 4 quarter hours
(Graduate)**

In this course, students visually translate narrative scripts into meaningful and engaging imagery for cinema. Each week, students will visualize, block and shoot short sequences. Skills-building instruction will include the use of waveform monitors, light meters, cameras, optics, grip equipment, dollies, electricity, and lighting instruments. This class is a hands-on and experiential class with an emphasis on the cinematographer's practical and aesthetic visual choices.

FILM 401 or FILM 410 is a prerequisite for this class.

**FILM 455 | LIGHTING I | 4 quarter hours
(Graduate)**

Introduction to safe and established practical operation of studio lighting and grip equipment. Students will learn a variety of basic lighting techniques, set electrical distribution, dolly set up, grip and lighting equipment. PREREQUISITE(S): None or instructor permission.

**FILM 456 | LIGHTING FOR CINEMA II | 4 quarter hours
(Graduate)**

This continuation of FILM 455 Lighting for Cinema I is a hands-on and experiential class exploring advanced lighting techniques and skills. Students will learn the safe and efficient use of set electrical equipment, advanced lighting instruments and grip equipment, including HMI, LED and large Tungsten fixtures, dollies, overheads and specialty rigs.

FILM 455 is a prerequisite for this class.

**FILM 457 | CINEMATIC SPACE | 4 quarter hours
(Graduate)**

This seminar style course mixes theory and practice to explore ? cinematic space?. Students will learn both montage and mise-en-scene shooting techniques. Students will learn the art and craft of designing, blocking and executing planned sequences starting with a static camera and ending with complex camera movement.

FILM 450 is a prerequisite for this class.

**FILM 458 | ADVANCED CAMERA TECHNOLOGIES | 4 quarter hours
(Graduate)**

This course is an advanced camera workshop covering the specific jobs of 1st and 2nd Assistants, DIT and data manager in a narrative film environment. Students will learn how to build, maintain and utilize advanced camera equipment, follow set protocols, apply industry standard processes to safely record, download, protect and transcode media for editorial workflows.

FILM 450 is a prerequisite for this class.

**FILM 463 | CAMERA OPERATING WORKSHOP | 2-2.5 quarter hours
(Graduate)**

This course explores camera operating techniques to accomplish specific cinematic goals in a variety of filmmaking scenarios. This course is hands-on and experiential course designed to improve the student's ability to operate both static and moving cameras.

FILM 450 is a prerequisite for this class.

**FILM 464 | ADVANCED CINEMATOGRAPHY | 4 quarter hours
(Graduate)**

This seminar focuses on the art and craft of developing unique visual worlds for narrative scripts. Students will imagine, develop, experiment and refine visual choices to engage specific audiences. This course is a hands-on workshop style class where each week we will accomplish a variety of visual goals within a narrative filmmaking framework.

FILM 450 or FILM 455 is a prerequisite for this class.

**FILM 470 | PRODUCTION DESIGN | 4 quarter hours
(Graduate)**

Analysis of production design and art direction in motion pictures.

**FILM 479 | VISUAL DESIGN | 4 quarter hours
(Graduate)**

Definition, analysis, and structure of visual components that cinema employs to support and emphasize the story. Theory of visual design will be applied through student still photos, as well as an original, visually-oriented, narrative or documentary short film, animation or game design.

FILM 401 or FILM 410 or ANI 422 are prerequisites for this class.

**FILM 480 | PROJECT BLUELIGHT | 4 quarter hours
(Graduate)**

Production of a feature-length digital motion picture written by students or faculty within the Digital Cinema program. Students will work as crew under supervision of faculty members heading each of the various production areas. Goal is to produce a completed digital motion picture suitable for festivals or distribution. In addition to production work, graduate students are required to write a 7-10 page paper which analyzes the experience and how it relates to their MS/MFA course of study.

**FILM 481 | ACTING FOR FILMMAKERS | 4 quarter hours
(Graduate)**

This course is designed to provide students who plan to work with actors in any aspect of cinema or interactive media, with a foundation in the actor's craft. This will be a hands-on, practical class in which all students will be required to participate fully in the exercises and scene work. Topics to be covered include: relaxation, concentration, trust, listening, sensory work, physical actions, improvisation, imagination, needs, circumstances, objectives, obstacles, scene analysis and scene work. The course will culminate in a staged scene to be presented in class. PREREQUISITE(S): None.

**FILM 484 | DIRECTING ACTORS | 4 quarter hours
(Graduate)**

Emphasis on directing actors for film. Topics include script analysis, script interpretation, casting, rehearsals, director-actor relationship and director-actor communication. Projects will focus primarily on actor performance.

FILM 410 is a prerequisite for this class.

**FILM 485 | DIRECTING THE PRODUCTION | 4 quarter hours
(Graduate)**

Emphasis on directing the production. Topics covered include blocking actors, blocking camera, directing a crew, coverage and locations. Projects should include multiple setups and crews with, at the minimum, a producer, cinematographer and production designer.

FILM 484 is a prerequisite for this class.

**FILM 486 | REHEARSAL WORKSHOP FOR DIRECTORS | 2-2.25 quarter hours
(Graduate)**

The rehearsal workshop deepens a director's understanding of effective rehearsal techniques. Students learn tools to work with any size cast (individual, pairs and ensemble) at every stage of the process from table read to set.

FILM 484 is a prerequisite for this class.

**FILM 487 | DIRECTING THE SHORT MOTION PICTURE | 4 quarter hours
(Graduate)**

Through managing the technical, theoretical and creative responsibilities of the director, students produce a narrative fiction short film. Students must enter with a finished and previously workshopped, producible short film script with major principal pre-production elements in place. Advanced pre-production skills and topics to be covered include: script breakdown, schedule and budget, pre-visualization, creative collaboration and management, set procedures, and directing post-production and delivery.

FILM 485 and status as a Film & Television Directing MFA student is a prerequisite for this class.

**FILM 488 | DIRECTING ACTORS FOR THE CAMERA | 4 quarter hours
(Graduate)**

Directing students from SCA and acting students from TTS enroll in the same course and explore unique challenges and opportunities of collaboration between film directors and theater actors. Emphasis will be placed on the actor/director relationship, the relationship between the camera and performer, casting for film/TV, blocking for the camera and on-set technical considerations. Students will work toward the creation of a final, polished short film, using scripts written by screenwriting students. PREREQUISITE(S): None.

**FILM 489 | DIRECTING THE WEB SERIES | 4 quarter hours
(Graduate)**

This course is an introduction to directing narrative content for the Internet. Students will learn how to direct a production in an episodic or serialized environment where the primary goal is to maintain a tone and tenor consistent with the show-runner's vision. The course also covers the basic principles of budgeting, financing, casting, hiring talent, scheduling, securing locations, shooting and gathering social media artifacts for a series. Students will shepherd the project from idea execution through production, and finish the course with a five-episode web series.

FILM 487 is a prerequisite for this class.

**FILM 490 | ADVANCED TOPICS IN CINEMA | 4 quarter hours
(Graduate)**

This class will be an in-depth examination of a filmmaker, film genre, or film movement that has had a significant influence on the development of cinematic storytelling and expression. Through lectures, screenings, readings, discussions, and critical writing assignments, students will analyze the distinctive traits of the selected topic within the broader context of cinema history and culture. Specific topics will be selected by the instructor and will vary with each quarter.

**FILM 493 | TOPICS IN STUDY ABROAD | 4 quarter hours
(Graduate)**

This practical course offers students an intensive experience studying cinema and/or television production abroad. Students will be introduced to the cultural context, practices, philosophies, styles and business of film and TV. Facility tours, screenings and cultural experiences may be used to supplement the classroom activities in order to deepen the understanding of the experience abroad. PREREQUISITE(S): None.

**FILM 499 | INTERNSHIPS IN MEDIA AND DESIGN | 1-4 quarter hours
(Graduate)**

This is an internship/independent study course for graduate students, which offers the opportunity to reflect on an internship while gaining professional experience, industry contact and referrals while still in school. Opportunities in post-production, motion picture production, advertising, television, animation, game design, graphic design, motion graphics and interactive media can all qualify for the course. Students will work independently on class assignments. Assignments will be determined by the instructor and based on the number of credits in which the student is enrolled. Admission to the program requires consent of the internship course instructor after verification of the student's internship. PREREQUISITE(S): Internship. (variable credit)

**FILM 501 | ADVANCED PRE-PRODUCTION FOR THESIS | 4 quarter hours
(Graduate)**

Advanced concepts and techniques in pre-production for directors, such as: supervising fundraising, budgeting, and scheduling, crew assembly, casting and pre-visualization are taught in lecture and workshop. These concepts and techniques will be applied to the pre-production of MFA thesis films, laying the foundation necessary to begin principal photography. PREREQUISITE(S): None.

**FILM 510 | CINEMA THESIS I | 4 quarter hours
(Graduate)**

In this class, students work intensively on a thesis project proposal based on responses from the instructor, their classmates, and from graduate faculty thesis advisors. For narrative work, the goal is to finalize a shooting script for the thesis project. PREREQUISITE(S): Faculty permission.

**FILM 511 | CINEMA THESIS II (FORMERLY DC 566) | 4 quarter hours
(Graduate)**

In this class, students work intensively on a thesis project proposal based on responses from the instructor, their classmates, and from graduate faculty thesis advisors. For narrative work, the goal is to finalize pre-production for the thesis project.

FILM 510 and instructor consent are prerequisites for this class.

**FILM 560 | GRADUATE TEACHING SEMINAR | 4 quarter hours
(Graduate)**

This seminar exposes students to effective methods and professional practices of teaching undergraduate and graduate students. A variety of approaches to course materials and projects will be introduced and discussed in detail. In addition to work in class, students will work closely with a faculty member in order to gain first-hand knowledge, including class observation, of practical aspects of creative and academic instruction. PREREQUISITE(S): none. FORMERLY DC 560.

**FILM 599 | INDEPENDENT STUDY | 0 quarter hours
(Graduate)**

Independent study form required. PREREQUISITE(S): Consent of instructor. (variable credit)

**FILM 701 | THESIS CONTINUATION | 0 quarter hours
(Graduate)**

Non-credit. Students admitted to MFA program who have completed all the required coursework and who are regularly using the facilities of the University for thesis production and/or post-production are required to be registered each quarter of the academic year until the thesis and defense have been completed. (0 credit hours)

FILM 510 or ANI 640 is a prerequisite for this class.

Film & TV Creative Producing (CP)

**CP 310 | CREATIVE PRODUCING | 4 quarter hours
(Undergraduate)**

This course introduces students to how a production company operates. Students will learn how to build a film slate by identifying intellectual properties and developing them into viable projects. There will be an emphasis on story development with a focus on optioning material, talent packaging, and fund raising.

**CP 320 | INTRODUCTION TO FILM SCHEDULING AND BUDGETING | 4 quarter hours
(Undergraduate)**

This course will cover the fundamentals of film scheduling and budgeting. Students will learn how to break a script down and create a shooting schedule and working budget. Professional scheduling and budgeting software will be utilized in a lab setting.

**CP 323 | PRE-PRODUCTION WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

This two-credit course will provide valuable pre-production work on targeted productions, such as Project Bluelight (faculty or student-led), large-scale class projects, faculty creative projects, or independent and/or professional productions. Professional scheduling, budgeting and pre-visualization software may be utilized. PREREQUISITE(S): By instructor permission only.

**CP 340 | THE FUNDAMENTALS OF PRE PRODUCTION | 4 quarter hours
(Undergraduate)**

This course focuses on the key steps of pre-production for a feature film. Students will learn how to prep a film with a focus on cast and crew deals, location agreements, clearance, insurance, and working with the major unions.

**CP 343 | INDEPENDENT FILM PRODUCING | 4 quarter hours
(Undergraduate)**

This course introduces students to the principals and strategies of independent film producing with a focus on the following key areas: packaging material, fundraising, foreign sales, and festival and distribution strategies.

**CP 350 | PRODUCING FOR ANIMATION AND VFX | 4 quarter hours
(Undergraduate)**

This course introduces students to the key concepts behind producing for computer animation and the use of visual effects in live action filmmaking such as production planning, cost estimating production and post workflows.

**CP 360 | PRODUCING TELEVISION | 4 quarter hours
(Undergraduate)**

This is a course discussing the different roles of the television producer and show runners. Particular emphasis will be put on exploring and discussing the difference between line, segment, coordinating, field, executive (show-runner), and supervising producers. Students wear many television producer hats through the quarter, and will explore those roles in relation to different scripted and non-scripted formats. Examining and performing various tasks like budgets, staffing, and scheduling will give students a comprehensive view of the needs and responsibilities of different producers. Additional consideration will be given to the on-set roles and responsibilities of the showrunner in the television production environment. The class will culminate in the creation of short promo segments of various styles of television shows. PREREQUISITES: FILM 110, TV 306 OR TV 307.

**CP 364 | REALITY TELEVISION PRODUCTION | 4 quarter hours
(Undergraduate)**

Advanced production class develops a reality or factual show concept and treatment. Students will produce and cast a pilot based on their treatments. The class will focus on techniques and methods to build engagement and conflict within the reality or factual genre.

**CP 366 | THE BUSINESS OF TELEVISION | 4 quarter hours
(Undergraduate)**

Course provides historical background of the television business, beginning with the initial launch of the industry in the 1940s. Students examine the establishment of the regulatory system, including the Federal Communications Commission (FCC), the operational structure of stations and networks, the development of cable and satellite broadcasting, and the programming policies and strategies of the present broadcasting industry.

**CP 380 | CONTRACTS AND NEGOTIATIONS | 4 quarter hours
(Undergraduate)**

This course introduces students to the principals and strategies of entertainment law with a focus on the following key areas: chain of title, production legal, clearance, music licensing, and delivery requirements.

**CP 382 | DISTRIBUTION AND EXHIBITION | 4 quarter hours
(Undergraduate)**

This course explores the commercial and economic structure of the contemporary film industry. Topics to be covered include: the development of "Hollywood" as a distribution mechanism; the subsequent emergence of an independent commercial sector; the revenue stream from "box office" and ancillary markets, through distributors and to producers; the history and current state of theatrical exhibition; and emerging modes of content delivery.

**CP 390 | TOPICS IN CREATIVE PRODUCING | 4 quarter hours
(Undergraduate)**

Advanced study in producing focusing on a specific area each quarter. May be repeated for credit.

**CP 399 | INDEPENDENT STUDY | 1-8 quarter hours
(Undergraduate)**

Variable credit. PREREQUISITE(S): Consent of dean.

**CP 410 | CREATIVE PRODUCING | 4 quarter hours
(Graduate)**

This course introduces students to the role of the Creative Producer. Students will learn how to build a film and television slate by identifying intellectual properties and developing them into viable projects. There will be an emphasis on optioning material, talent packaging, and financing.

**CP 412 | FEATURE FILM DEVELOPMENT | 4 quarter hours
(Graduate)**

This course will focus on feature film development from a producer's perspective. Students will evaluate completed screenplays and the producer's role in developing them into films.

**CP 414 | TELEVISION DEVELOPMENT | 4 quarter hours
(Graduate)**

This course focuses on scripted television development from the producer's perspective. Emphasis will be placed on the industrial process and personnel of the networks, as well as the creative strategies needed to guide a project from concept ideation to hit series.

**CP 420 | SCHEDULING & BUDGETING | 4 quarter hours
(Graduate)**

This course will cover the fundamentals of film scheduling and budgeting. Students will learn how to break a script down and create a shooting schedule and working budget. Professional scheduling and budgeting software will be utilized in a lab setting.

**CP 423 | PRE-PRODUCTION WORKSHOP | 2-2.25 quarter hours
(Graduate)**

This two-credit course will provide valuable pre-production work on targeted productions, such as Project Bluelight (faculty or student-led), large-scale class projects, faculty creative projects, or independent and/or professional productions. Professional scheduling, budgeting and pre-visualization software may be utilized. PREREQUISITE(S): By instructor permission only. (2 quarter hours)

**CP 440 | PRE-PRODUCTION FOR PRODUCERS | 4 quarter hours
(Graduate)**

This course focuses on the fundamentals of pre-production for a feature film. Students will learn how to prep a film with a focus on cast and crew deals, location agreements, clearance, insurance, and working with the major unions.

**CP 442 | THE AGENCY | 2-2.25 quarter hours
(Graduate)**

This course will examine the essential role talent and literary agencies perform in the entertainment business. Students will learn how producers work with agencies to package films with talent and secure distribution for their projects. There will be a focus on the various departments at agencies including motion picture literary, story, talent, and packaging for television.

**CP 444 | THE TALENT MANAGER | 2-2.25 quarter hours
(Graduate)**

This course will examine the critical role the talent manager performs in today's entertainment industry. Students will learn how managers operate as producers and work with talent to develop and sell their projects to the studios.

**CP 446 | THE STUDIO EXECUTIVE | 2-2.25 quarter hours
(Graduate)**

This course provides an overview of the various departments at a major motion picture studio. Students will learn how studio executives develop projects and oversee production and distribution for the studio.

**CP 448 | THE NETWORK EXECUTIVE | 2-2.25 quarter hours
(Graduate)**

This course provides an overview of the television departments at a network. Students will learn how television executives develop shows for the network and manage productions.

**CP 450 | PRODUCING REALITY TELEVISION | 2-2.25 quarter hours
(Graduate)**

This course will examine the process for producing reality shows. Students will learn how to develop ideas for reality shows and create pitch decks. There will be an emphasis on producing techniques for signing and working with reality show talent.

**CP 452 | PRODUCING COMMERCIALS & MUSIC VIDEOS | 2-2.25 quarter hours
(Graduate)**

This course examines the process and production techniques for producing commercials and music videos. Industry standards for creating commercials and music videos for clients will be discussed. Additional topics include copywriting, style guides, casting, media, and client-relations.

**CP 460 | PRODUCING TELEVISION | 4 quarter hours
(Graduate)**

This course will examine the creative and business skills required for producing television. Students will review different genres and styles of television production while exploring the various roles in relation to specific scripted and non-scripted formats. Additional consideration will be given to the on-set roles and responsibilities of the showrunner on a television production.

**CP 480 | ENTERTAINMENT LAW FOR PRODUCERS | 4 quarter hours
(Graduate)**

This course introduces students to the principles and strategies of entertainment law with a focus on the following key areas: chain of title, production legal, clearance, music licensing, and delivery requirements. PREREQUISITE(S): None.

**CP 482 | DISTRIBUTION AND EXHIBITION | 4 quarter hours
(Graduate)**

Conventional and emerging modes of motion picture distribution with special emphasis on digital streaming and exhibition.

CP 484 | POST PRODUCTION FOR PRODUCERS | 4 quarter hours (Graduate)

This course will provide an overview of the post process for producers. Students will examine the key stages of post from edit to delivery, with an emphasis on producing visual effects for film and television.

CP 490 | TOPICS IN CREATIVE PRODUCING | 4 quarter hours (Graduate)

Advanced study in producing focusing on a specific area each quarter. May be repeated for credit.

CP 498 | PRE-PRODUCTION INTERNSHIP | 4 quarter hours (Graduate)

This is an internship course for graduate creative producing students, which offers the opportunity to reflect on an internship while gaining professional experience, industry contact and referrals while still in school. Students will intern at an entertainment company with a focus on the development and pre-production stages of film and television.

CP 499 | POST-PRODUCTION INTERNSHIP | 4 quarter hours (Graduate)

This is an internship course for graduate creative producing students, which offers the opportunity to reflect on an internship while gaining professional experience, industry contact and referrals while still in school. Students will intern at entertainment company with a focus on the production and distribution stages of film and television.

CP 511 | CREATIVE PRODUCING THESIS I | 4 quarter hours (Graduate)

Students will be required to complete a final thesis project that involves creating a professional deck for a movie or tv/streaming series. The thesis project will entail optioning and developing source material such as an original screenplay, and creating a deck detailing the potential talent attachments, financing plan, and distribution strategies. The purpose for the thesis projects is for the students to have a viable project upon graduation that they can set up at a production company or produce on their own independently.

CP 512 | CREATIVE PRODUCING THESIS II | 4 quarter hours (Graduate)

Students will revise their thesis projects based on the feedback from the instructor and thesis advisors. During this stage, students will be expected to be securing any story rights necessary for the completion of the project and finishing creating their professional decks.

CP 540 | PRODUCING FOR DIRECTORS: PITCHING, PACKAGING, AND DISTRIBUTION | 4 quarter hours (Graduate)

Current avenues for the development of the student director for a professional career will be explored, including film festivals, fundraising, self-distribution and pitching. Usable film festival strategies, self-distribution plans, and fundraising business plans will be created for the exploitation of existing or future projects.

FILM 487 is a prerequisite for this class.

CP 599 | INDEPENDENT STUDY | 1-8 quarter hours (Graduate)

Independent study form required. PREREQUISITE(S): Consent of instructor. Variable credit.

CP 701 | THESIS CONTINUATION | 0 quarter hours (Graduate)

Non-credit. Students admitted to MFA program who have completed all the required coursework and who are regularly using the facilities of the University for thesis production and/or post-production are required to be registered each quarter of the academic year until the thesis and defense have been completed.

FILM 510 or ANI 640 is a prerequisite for this class.

Film & TV Post-Production (POST)

POST 100 | VIDEO EDITING FOR NON-MAJORS | 4 quarter hours (Undergraduate)

Students analyze and assemble dramatic scenes under a variety of conditions and narrative strategies. Editing theories, techniques and procedures, issues of continuity, effects, movement and sound are examined as they relate to the fundamentals of cinematic montage and visual storytelling. This class presents a variety of topics and experiences that are designed to broaden the student's understanding of the art of cinematic storytelling and montage. Work on more advanced projects is integrated into the class as a means to an understanding of advanced editing tools and techniques. PREREQUISITE(S): NONE.

POST 110 | EDITING I | 4 quarter hours (Undergraduate)

Students analyze and assemble dramatic scenes under a variety of conditions and narrative strategies. Editing theories, techniques and procedures, issues of continuity, effects, movement and sound are examined as they relate to the fundamentals of cinematic montage and visual storytelling.

ANI 101 or ANI 201 or FILM 101 and major in the BA Animation, BFA Animation, BA Film & Television, BFA Film & Television, BS Information Technology Media Engineering concentration, or minor in Visual Effects are prerequisites for this class.

POST 120 | AUDIO FOR PODCASTS AND OTHER MEDIA | 4 quarter hours (Undergraduate)

This course is an introduction to the uses and practical applications of sound for multimedia. Students will study various uses of sound and music on the Internet from creative to professional websites. Using free or inexpensive hardware and software, students will learn to create and edit podcasts and attach audio files to programs and web pages such as Facebook, iTunes, Keynote, PowerPoint and other sites. The course will cover both Mac and PC applications so all students will be able to work on projects from their home computers. The course will also cover current legalities of digital media. PREREQUISITES: NONE.

POST 124 | SOUND DESIGN I | 4 quarter hours (Undergraduate)

This course is an introduction to sound editing and sound design. The course examines the place of sound in cinema, both artistic and technological. The course will cover the basics of sound, microphones, and analogue-to-digital conversion. Lectures, readings, and film clips will be used to illustrate the language of film sound, as practiced by film directors, sound designers, and editors. Students will learn to edit sound assignments with Pro Tools and current technologies. PREREQUISITE(S): None.

POST 125 | INTRODUCTORY PRO TOOLS WORKSHOP | 2-2.25 quarter hours (Undergraduate)

This workshop course offers introductory training on Pro Tools software. Topics include recording, editing, mixing, and processing functions. No experience necessary. PREREQUISITE(S): None (2 quarter hours)

**POST 128 | THE ART OF SOUND DESIGN AND FILM | 4 quarter hours
(Undergraduate)**

This lecture course is an introduction to the language of film sound and music as practiced by screenwriters, directors and producers. The course will cover the basics of sound, analyzing the use of sound and music in film and the roles of sound designers and composers in the filmmaking process. This course does not qualify as a prerequisite for upper-level sound courses and sound studio access.

**POST 200 | EDITING II | 4 quarter hours
(Undergraduate)**

This course expands on topics covered in DC 220. Emphasis is on developing the student's understanding of the art of cinematic storytelling and montage. Work on more advanced projects is integrated into the class as a means of mastering advanced editing tools and techniques.

POST 110 is a prerequisite for this class.

**POST 204 | HISTORY OF MOTION PICTURE EDITING | 4 quarter hours
(Undergraduate)**

This course studies the origins and rise of film editing as an art form, an industry, a set of technological practices ranging from analog film to digital video. The course examines critical historical events that impacted film editing: the emergence of the studio system, the coming of sound, narrative, experimental and documentary film, MTV, and audience shifts. For many, editing is the unique source of the art of filmmaking. This course addresses this question. **PREREQUISITE(S): NONE.**

**POST 224 | SOUND DESIGN II | 4 quarter hours
(Undergraduate)**

This course expands on topics covered in POST 124. Emphasis will be on mixing and editing techniques for music and sound effects. Coursework also includes the recording of natural sounds and special effects to reinforce images and the story. The course is intended for advanced students who wish to develop their skills and gain more experience in preparing and mixing soundtracks for traditional as well as interactive narratives.

GAM 250 or POST 124 is a prerequisite for this class.

**POST 280 | PRE - PRODUCTION FOR POST | 4 quarter hours
(Undergraduate)**

This course covers the technical aspects and decision-making processes of pre-production. It will cover various image capture and final output options, and will explain the concepts and methods of digital color, formats, codecs, compression and storage. Practical considerations about camera and codec selection will be explored through image capture and exhibition, including an introduction to digital intermediate concepts. Beginning-to-end workflows, including the creation and application of proxies, will be demonstrated and practiced.

FILM 110 is a prerequisite for this class.

**POST 303 | EDITING III | 4 quarter hours
(Undergraduate)**

This course provides an advanced workshop for students to edit their own narrative or documentary projects. Students will be expected to bring in their own footage, and will take their projects from logging, through rough cut, to picture lock. Post-production workflow, and basic sound design and color correction for picture editors will also be emphasized.

POST 200 is a prerequisite for this class.

**POST 304 | AVID MEDIA COMPOSER EDITING WORKSHOP | 2-2.5 quarter hours
(Undergraduate)**

This course provides an advanced workshop for students to learn how to use Avid Media Composer. Students will learn how to set up a project, import, organize, and edit media. Post-production workflow, basic sound design, and color correction for picture editors will also be emphasized.

**POST 305 | DAVINCI RESOLVE EDITING WORKSHOP | 2-2.5 quarter hours
(Undergraduate)**

This course provides an advanced workshop for students to learn how to edit using DaVinci Resolve. Students will learn how to set up a project, import, organize, and edit media. Post-production workflow, basic sound design, and color correction for picture editors will also be emphasized.

**POST 306 | EDITING STYLES AND TECHNIQUES | 4 quarter hours
(Undergraduate)**

This course is designed for editors looking for innovative ways to tell stories, by exploring how editing techniques have been pushed by artists working in the margins. Cutting edge editing techniques are a co-opting of historical and experimental styles, repackaged and used in a narrative context. A series of practical exercises and a freeform final project using found footage allow editors to explore the array of editing techniques adopted from experimental work while discovering their personal style as editors and storytellers. Editors will consider how form affects content and will reinvent techniques in ways to surprise modern audiences.

POST 110 is a prerequisite for this class.

**POST 309 | EDITING THE FEATURE FILM | 4 quarter hours
(Undergraduate)**

In this course, students will be introduced to the specialized post-production workflow of editing the feature film. Topics will include: understanding the script notes, organizing the project, editing scenes with a focus on performance and character arcs, working with sound effects and music, performing a temp mix, breaking the film into reels, and producing deliverables for the composer, sound editor, and color correction. **PREREQUISITE(S): POST 200.**

**POST 312 | EDITING THE DOCUMENTARY | 4 quarter hours
(Undergraduate)**

Editing the Documentary will expose students to the specialized post production workflow of documentary film. Utilizing a workshop atmosphere in combination with lectures and projects, students will gain an appreciation of the art and craft of documentary film editing. This course will cover an overview of current documentary trends and styles, explore various workflows to find the story in documentary footage, the ethical role of editor in shaping the stories of real people and events, how to apply the visual language of fiction to documentary film, use of archival media in a contemporary way, how to structure the story scene to scene and where to start and end the story.

POST 110 is a prerequisite for this class.

**POST 315 | EDITING FOR TELEVISION | 4 quarter hours
(Undergraduate)**

Class emphasizes editing and post production producing under tight deadlines. Students edit commercials, trailers, and PSA projects.

POST 110 and FILM 115 are prerequisites for this class.

**POST 318 | EDITING THE SHORT FORM | 4 quarter hours
(Undergraduate)**

Editing the Short Form will explore the world of TV commercials, music video, movie trailers and internet content for clients. Emphasis on the culture of commercial production environments, including the advertising agency, entertainment and music media business, as well as the broader online market for creation of motion content.

POST 110 is a prerequisite for this class.

**POST 319 | EDITING STUDIO | 4 quarter hours
(Undergraduate)**

This course provides practical experience in editing. Participants will apply learned editorial techniques into real-world experience, serving as editors for various projects that may include thesis, capstone and other student work. A key element of this course will be in-class discussions and critiques of students' work, to sharpen their editing and storytelling skills.

POST 200 is a prerequisite for this class.

**POST 321 | LOGIC PRO MIDI SEQUENCING WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

This course offers training on all aspects of MIDI sequencing in Logic Pro software. All aspects of MIDI will be covered including recording, programming, editing, mixing and processing functions.

PREREQUISITE(S): None (2 quarter hours)

**POST 322 | ABLETON LIVE WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

Ableton Live is a Digital Audio Workstation (DAW) software designed for recording, manipulating, and playing back audio and MIDI tracks both linearly and nonlinearly. Students will learn the basics of working within the Live interface to create musical arrangements, sound design, sequence MIDI instruments and samples, score Video, create DJ mixes, drum patterns, automate effects and mixing parameters. The course includes hands-on, guided demonstrations of the Live interface and tools for complex compositions, mixing, and live performances in any musical style. The course projects will emphasize exploration and experimentation.

**POST 323 | SOUND SYSTEM DESIGN | 4 quarter hours
(Undergraduate)**

This course deals with fundamental technologies and techniques associated with post-Production audio systems. The course incorporates theoretical creation, practical construction, utilization, and management of sound editing & mixing studios. Lectures, readings, and other examples will exhibit standard approaches and practices. Students will gain the technical expertise to construct and operate a working sound studio. Amongst other benefits, students will develop independence in the acquisitions and utilization of equipment and software used in the industry.

**POST 324 | SOUND MIXING I | 4 quarter hours
(Undergraduate)**

This workshop based course focuses on re-recording mixing for cinema using the stereo sound field. Subjects include mixing philosophies, techniques, advanced digital signal processing, and monitoring. A history of sound mixing will be covered. Several projects will be completed throughout the quarter.

POST 224 is a prerequisite for this class.

**POST 326 | SOUND MIXING II | 4 quarter hours
(Undergraduate)**

This workshop based course focuses on re-recording mixing for cinema using the surround sound field. Subjects included mixing philosophies, techniques, advanced digital signal processing, and monitoring. A history of surround sound mixing will be covered. Several projects will be completed throughout the quarter.

POST 324 is a prerequisite for this class.

**POST 328 | SCORING FOR FILM AND VIDEO | 4 quarter hours
(Undergraduate)**

Students are introduced to elements of music and ways in which these elements may be used to create a musical style that enhances the visual statement. Course emphasizes understanding the function of the score and how it relates to texture, color, and drama in music. Students explore their creativity using the tools available, work on projects of increasing complexity, and complete a score for their own film or video as a final project. Listening skills, music vocabulary, and business and legal aspects of the profession are also studied.

**POST 329 | SOUND DESIGN AND SCORING STUDIO | 4 quarter hours
(Undergraduate)**

This course is intended to provide practical experience in sound design and scoring for cinema, animation, and other media as well as to offer the opportunity to create quality materials to include in a demo reel or portfolio. Students will be serving as the sound and music crew for various projects that may include thesis, capstone and other student projects. A key element of this course will be in-class discussions and critiques of students' work, both to sharpen their sound designing, composing and critical listening skills.

**POST 330 | PRODUCTION SOUND I | 4 quarter hours
(Undergraduate)**

This workshop based course is an introduction to production recording/mixing and field recording. Subjects include microphone selection, basic acoustics, microphone techniques, single and dual system recording practices, and mixing. Several recording projects will be completed throughout the quarter. PREREQUISITE(S): None.

**POST 332 | PRODUCTION SOUND II | 4 quarter hours
(Undergraduate)**

This workshop based course expands on topics covered in Production Sound I. Students will advance their knowledge of pre-production, acoustics, and production recording/mixing techniques. Subjects include production management, microphone selection and techniques, advanced sound-for-camera workflows, professional dual system recording/ mixing practices, and post workflows. Several projects will be completed throughout the quarter.

POST 330 is a prerequisite for this class.

**POST 336 | ADVANCED SOUND RECORDING AND EDITING | 4 quarter hours
(Undergraduate)**

This workshop based course offers advanced sound recording and editing techniques. Subjects include voice processing, basic acoustics, room tone matching, sound effects recording, Foley recording, proximity processing, frequency analysis, and mixing. Several projects will be completed throughout the quarter.

POST 224 is a prerequisite for this class.

**POST 340 | COLOR CORRECTION | 4 quarter hours
(Undergraduate)**

Students acquire a working knowledge of the aesthetics and technical aspects of the post-production phase of color correction. Content addresses theory and application of color correction, image control, and manipulation techniques. Principles of color theory and the tools available to filmmakers engaged in the processes of electronic media and image manipulation are explored through lecture, interactive computer exercises, and hands-on experience with professional color correction software.

POST 110 is a prerequisite for this class.

**POST 344 | ADVANCED COLOR CORRECTION | 4 quarter hours
(Undergraduate)**

This class expands on topics covered in POST 340. Students will refine their skills in the areas of Primary, Secondary and Color FX room advanced grading techniques used by professional colorists. This class will explore more in detail colorist strategies, grading workflows, aesthetics and technical aspects of color correction for the digital cinema. Students will explore color correcting trends that are popular in feature films and national television commercials. Through a series of three short projects and a final project, students will practice using the techniques they study in class.

POST 340 is a prerequisite for this class.

**POST 348 | TITLE DESIGN | 4 quarter hours
(Undergraduate)**

This course explores the relationship between film and typography through an analysis of title design production in film, television, animation, and games. By studying examples from film and television history and the creative process behind those productions, students will develop an understanding of how to interpret and use typography to create narrative exposition on screen. Students will gain an appreciation and skill for working with text, image, and sound within time-based media that will add value, clarity, and sophistication to multimedia projects.

ANI 101 or ANI 201 or VFX 200 is a prerequisite for this class.

**POST 360 | SOUND & MUSIC SYNTHESIS FOR FILM | 4 quarter hours
(Undergraduate)**

This course focuses on the integration of perception, theory, and practice using digital electronic sound synthesis to create custom sound effects and music for visual media. Topics will cover the use and creation of digital electronic sound synthesizers, audio mixing, acoustics, and the history of electronic music in film. Students will learn how to use synthesizers to create customized sonic designs as well as how to apply them to film, video, and interactive experiences. Projects and labs will incorporate real-world examples, practical tutorials, and lectures that will include guests working in audiovisual media, sound design, and electronic music composition for film.

POST 124 or ANI 315 or GAM 250 is a prerequisite for this class.

**POST 364 | MAX CYCLING 74 WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

This course is a workshop style introduction to the object-oriented programming language Max, that is used by musicians, designers, filmmakers, and visual artists to create works of Interactive Media. The course will introduce the basics of programming in the Max environment and cover sound synthesis, sample playback, music instrument design, and audio-reactive animation.

**POST 380 | POST-PRODUCTION WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

This two-credit course will provide an opportunity for students to apply their post-production skills and work collaboratively on projects happening during the academic year. These projects can be Project Bluelight (faculty or student-led), large-scale class projects, faculty creative projects, or independent and/or professional productions. Students will work under faculty supervision and gain valuable experience collaborating as part of post-production team. Professional post-production applications, equipment, and facilities will be utilized. **PREREQUISITE(S):** By instructor permission only. (2 quarter hours)

**POST 384 | POST-PRODUCTION SEMINAR | 4 quarter hours
(Undergraduate)**

This course is an introduction and overview of Post Production, from the end of principle photography, through editing, to final delivery. Students will learn workflows, technical aspects, the online environment, and the best way to finish and deliver a film.

POST 110 is a prerequisite for this class.

**POST 388 | POST PRODUCTION WORKFLOWS | 4 quarter hours
(Undergraduate)**

This course explores the practices that underpin modern post production workflows. It considers a range of mediums and platforms, encompassing fiction and non-fiction story-telling. Students will learn how post is organized, across post departments, incorporating picture editing, music, sound design and audio post, titles, graphics and VFX. Topics include post production teams, individual responsibilities, scheduling, budgeting, collaboration and communication, mastering, delivery, archiving, and the impact of new and evolving technologies. Students will visit post-production companies to experience post professionals undertaking the varying roles.

**POST 390 | TOPICS IN POST-PRODUCTION SOUND | 4 quarter hours
(Undergraduate)**

Advanced study in post-production sound focusing on a specific area each quarter such as: A.D.R., Foley, Scoring, Sound Effects, Mixing, etc. May be repeated for credit. **PREREQUISITES:** NONE.

**POST 391 | ADVANCED TOPICS IN EDITING | 4 quarter hours
(Undergraduate)**

This class will be an in-depth examination of an editor, editing style, or editing theory that has had a significant influence on the development of cinematic storytelling and expression. Through lectures, screenings, readings, discussions, and editing assignments, students will analyze the distinctive traits of the selected topic within the broader context of cinema history and culture. Editing projects will be assigned through the quarter. Specific topics will be selected by the instructor and will vary with each quarter.

POST 110 is a prerequisite for this class.

**POST 394 | IT AND ENGINEERING FOR MEDIA CAPSTONE | 4 quarter hours
(Undergraduate)**

This course provides students with the opportunity to utilize and integrate acquired knowledge in information technology for media to an applied audio and video engineering project. Students will work in teams to design, create, and test a real world media technology solution. Completed projects will be presented and evaluated by the class.

CSC 382, NET 377 and POST 384 are prerequisites for this class.

POST 395 | ESTABLISHING A CREATIVE INDEPENDENT BUSINESS | 4 quarter hours (Undergraduate)

Students will learn the necessities and considerations when beginning and operating a freelance business in a creative discipline. Students will develop their creative portfolios and the best method(s) of displaying them, generate legal agreements for project work and begin the process of building and selling their brand and promoting its awareness. Students will also be introduced to accepted business practices in outreach and relationship management.

POST 399 | INDEPENDENT STUDY | 1-8 quarter hours (Undergraduate)

Variable credit. PREREQUISITE(S): Consent of dean.

POST 400 | EDITING | 4 quarter hours (Graduate)

Emphasis is on developing the student's understanding of the art of cinematic storytelling and montage. Work on more advanced projects is integrated into the class as a means of mastering advanced editing tools and techniques.

FILM 401 or FILM 410 is a prerequisite for this class.

POST 401 | EDITING INTENSIVE | 4 quarter hours (Graduate)

This course is an accelerated introduction to editing, from basic concepts to advanced methods and techniques. Emphasis is on developing the students' understanding of the art of cinematic storytelling and montage. Utilizing a workshop atmosphere students will work on advanced projects as a means of mastering advanced editing tools and techniques.

Status as a student in the MS Film and Television with concentration in Editing or Sound is a prerequisite for this class.

POST 403 | ADVANCED EDITING | 4 quarter hours (Graduate)

This course provides an advanced workshop for students to edit their own narrative or documentary projects. Students will be expected to bring in their own footage, and will take the projects from logging, through rough cut, to picture lock. Post-production workflow, and basic sound design and color correction for picture editors will also be emphasized.

POST 401 is a prerequisite for this class.

POST 404 | AVID MEDIA COMPOSER EDITING WORKSHOP | 2-2.5 quarter hours (Graduate)

This course provides an advanced workshop for students to learn how to use Avid Media Composer. Students will learn how to set up a project, import, organize, and edit media. Post-production workflow, basic sound design, and color correction for picture editors will also be emphasized.

POST 405 | DAVINCI RESOLVE EDITING WORKSHOP | 2-2.5 quarter hours (Graduate)

This course provides an advanced workshop for students to learn how to edit using DaVinci Resolve. Students will learn how to set up a project, import, organize, and edit media. Post-production workflow, basic sound design, and color correction for picture editors will also be emphasized.

POST 406 | EDITING STYLES AND TECHNIQUES | 4 quarter hours (Graduate)

This course is designed for editors looking for innovative ways to tell stories, by exploring how editing techniques have been pushed by artists working in the margins. Cutting edge editing techniques are a co-opting of historical and experimental styles, repackaged and used in a narrative context. A series of practical exercises and a freeform final project using found footage allow editors to explore the array of editing techniques adopted from experimental work while discovering their personal style as editors and storytellers. Editors will consider how form affects content and will reinvent techniques in ways to surprise modern audiences.

FILM 401 or FILM 410 is a prerequisite for this class.

POST 409 | EDITING THE FEATURE FILM | 4 quarter hours (Graduate)

In this course, students will be introduced to the specialized post-production workflow of editing the feature film. Topics will include: understanding the script notes, organizing the project, editing scenes with a focus on performance and character arcs, working with sound effects and music, performing a temp mix, breaking the film into reels, and producing deliverables for the composer, sound editor, and color correction. PREREQUISITE(S): POST 400.

POST 412 | EDITING THE DOCUMENTARY | 4 quarter hours (Graduate)

Editing the Documentary will expose students to the specialized post production workflow of documentary film. Utilizing a workshop atmosphere in combination with lectures and projects, students will gain an appreciation of the art and craft of documentary film editing. This course will cover an overview of current documentary trends and styles, explore various workflows to find the story in documentary footage, the ethical role of editor in shaping the stories of real people and events, how to apply the visual language of fiction to documentary film, use of archival media in a contemporary way, how to structure story scene to scene and where to start and end the story.

POST 400 or POST 401 is a prerequisite for this class.

POST 418 | EDITING THE SHORT FORM | 4 quarter hours (Graduate)

Editing the Short Form will explore the world of TV commercials, music video, movie trailers and internet content for clients. Emphasis on the culture of commercial production environments, including the advertising agency, entertainment and music media business, as well as the broader online market for creation of motion content.

POST 400 or POST 401 is a prerequisite for this class.

POST 419 | EDITING STUDIO | 4 quarter hours (Graduate)

This course provides practical experience in editing. Participants will apply learned editorial techniques into real-world experience, serving as editors for various projects that may include thesis, capstone and other student work. A key element of this course will be in-class discussions and critiques of students' work, to sharpen their editing and storytelling skills.

POST 401 is a prerequisite for this class.

**POST 420 | POST-PRODUCTION SOUND DESIGN | 4 quarter hours
(Graduate)**

This course expands on topics covered in POST 124. Emphasis will be on mixing and editing techniques for music and sound effects. Coursework also includes the recording of natural sounds and special effects to reinforce images and the story. The course is intended for advanced students who wish to develop their skills and gain more experience in preparing and mixing sound tracks for traditional as well as interactive narratives.

FILM 410 or ANI 422 is a prerequisite for this class.

**POST 421 | SOUND DESIGN INTENSIVE | 4 quarter hours
(Graduate)**

This accelerated course examines artistic and technological sound design in cinema. The course will cover the basics of sound, microphones, production and post-production sound processes. Lectures, readings, and film clips will be used to illustrate the language of film sound, as practiced by film directors, sound designers, and editors. Students will learn to edit sound assignments current Industry technologies. The second half of the course focuses on mixing and editing techniques for music and sound effects in film.

Status as a student in the MS Film and Television with concentration in Editing or Sound is a prerequisite for this class.

**POST 423 | SOUND SYSTEM DESIGN | 4 quarter hours
(Graduate)**

This course deals with fundamental technologies and techniques associated with post-Production audio systems. The course incorporates theoretical creation, practical construction, utilization, and management of sound editing & mixing studios. Lectures, readings, and other examples will exhibit standard approaches and practices. Students will gain the technical expertise to construct and operate a working sound studio. Amongst other benefits, students will develop independence in the acquisitions and utilization of equipment and software used in the industry.

**POST 424 | SOUND MIXING I | 4 quarter hours
(Graduate)**

This workshop based course focuses on re-recording mixing for cinema using the stereo sound field. Subjects include mixing philosophies, techniques, advanced digital signal processing, and monitoring. A history of sound mixing will be covered. Several projects will be completed throughout the quarter.

POST 421 is a prerequisite for this class.

**POST 426 | SOUND MIXING II | 4 quarter hours
(Graduate)**

This workshop based course focuses on re-recording mixing for cinema using the surround sound field. Subjects include mixing philosophies, techniques, advance digital signal processing, and monitoring. A history of surround sound mixing will be covered. Several projects will be completed throughout the quarter.

POST 424 is a prerequisite for this class.

**POST 428 | SCORING FOR FILM AND VIDEO | 4 quarter hours
(Graduate)**

Students are introduced to elements of music and ways in which these elements may be used to create a musical style that enhances the visual statement. Course emphasizes understanding the function of the score and how it relates to texture, color, and drama in music. Students explore their creativity using the tools available, work on projects of increasing complexity, and complete a score of their own film or video as a final project. Listening skills, music vocabulary, and business and legal aspects of the profession are also studied.

**POST 429 | SOUND DESIGN AND SCORING STUDIO | 4 quarter hours
(Graduate)**

This course is intended to provide practical experience in sound design and scoring for cinema, animation, and other media as well as to offer the opportunity to create quality materials to include in a demo reel or portfolio. Students will be serving as the sound and music crew for various projects that may include thesis, capstone and other student projects. A key element of this course will be in-class discussions and critiques of students' work, both to sharpen their sound designing, composing and critical listening skills.

**POST 430 | PRODUCTION SOUND I | 4 quarter hours
(Graduate)**

This workshop based course is an introduction to production recording/ mixing and field recording. Subjects include microphone selection, basic acoustics, microphone techniques, single and dual system recording practices, and mixing. Several recording projects will be completed throughout the quarter.

FILM 401 or FILM 410 is a prerequisite for this class.

**POST 432 | PRODUCTION SOUND II | 4 quarter hours
(Graduate)**

This workshop based course expands on topics covered in Production Sound I. Students will advance their knowledge of pre-production, acoustics, and production recording/mixing techniques. Subjects include production management, microphone selection and techniques, advanced sound-for-camera workflows, professional dual system recording/ mixing practices, and post workflows. Several projects will be completed throughout the quarter.

POST 430 is a prerequisite for this class.

**POST 436 | ADVANCED SOUND RECORDING AND EDITING | 4 quarter hours
(Graduate)**

This workshop based course offers advanced sound recording and editing techniques. Subjects include voice processing, basic acoustics, room tone matching, sound effects recording, Foley recording, proximity processing, frequency analysis, and mixing. Several projects will be completed throughout the quarter.

POST 421 is a prerequisite for this class.

**POST 440 | COLOR CORRECTION | 4 quarter hours
(Graduate)**

Students acquire a working knowledge of the aesthetics and technical aspects of the post-production phase of color correction. Content addresses theory and application of color correction, image control, and manipulation techniques. Principles of color theory and the tools available to filmmakers engaged in the processes of electronic media and image manipulation are explored through lecture, interactive computer exercises, and hands-on experience with professional color correction software.

POST 400 or POST 401 is a prerequisite for this class.

**POST 444 | ADVANCED COLOR CORRECTION | 4 quarter hours
(Graduate)**

This class expands on topics covered in POST 440. Students will refine their skills in the areas of Primary, Secondary and Color FX room advanced grading techniques used by professional colorists. This class will explore more in detail colorist strategies, grading workflows, aesthetics and technical aspects of color correction for the digital cinema. Students will explore color correcting trends that are popular in feature films and national television commercials. Through a series of three short projects and a final project, students will practice using the techniques they study in class.

POST 440 is a prerequisite for this class.

**POST 448 | TITLE DESIGN | 4 quarter hours
(Graduate)**

This course explores the relationship between film and typography through an analysis of title design production in film, television, animation, and games. By studying examples from film and television history and the creative process behind those productions, students will develop an understanding of how to interpret and use typography to create narrative exposition on screen. Students will gain an appreciation and skill for working with text, image, and sound within time-based media that will add value, clarity, and sophistication to multimedia projects.

**POST 460 | SOUND AND MUSIC SYNTHESIS FOR FILM | 4 quarter hours
(Graduate)**

This course focuses on the integration of perception, theory, and practice using digital electronic sound synthesis to create custom sound effects and music for visual media. Topics will cover the use and creation of digital electronic sound synthesizers, audio mixing, acoustics, and the history of electronic music in film. Students will learn how to use synthesizers to create customized sonic designs as well as how to apply them to film, video, and interactive experiences. Projects and labs will incorporate real-world examples, practical tutorials, and lectures that will include guests working in audiovisual media, sound design, and electronic music composition for film.

POST 420 is a prerequisite for this class.

**POST 480 | POST-PRODUCTION WORKSHOP | 2-2.25 quarter hours
(Graduate)**

This two-credit course will provide an opportunity for students to apply their post-production skills and work collaboratively on projects happening during the academic year. These projects can be Project Bluelight (faculty or student-led), large-scale class projects, faculty creative projects, or independent and/or professional productions. Students will work under faculty supervision and gain valuable experience collaborating as part of post-production team. Professional post-production applications, equipment, and facilities will be utilized. **PREREQUISITE(S):** By instructor permission only. (2 quarter hours)

**POST 484 | POST-PRODUCTION SEMINAR | 4 quarter hours
(Graduate)**

This course is an overview of Post Production, from the end of production, through editing, to final delivery. Topics covered will include workflows, technical aspects, and the online environment. The focus will be on the best way to finish and deliver a film.

POST 400 or POST 401 is a prerequisite for this class.

**POST 488 | POST PRODUCTION WORKFLOWS | 4 quarter hours
(Graduate)**

This course explores the practices that underpin modern post production workflows. It considers a range of mediums and platforms, encompassing fiction and non-fiction story-telling. Students will learn how post is organized, across post departments, incorporating picture editing, music, sound design and audio post, titles, graphics and VFX. Topics include post production teams, individual responsibilities, scheduling, budgeting, collaboration and communication, mastering, delivery, archiving, and the impact of new and evolving technologies. Students will visit post-production companies to experience post professionals undertaking the varying roles.

**POST 490 | TOPICS IN POST-PRODUCTION SOUND (FORMERLY DC 416) | 4 quarter hours
(Graduate)**

Advanced study in post-production sound focusing on a specific area each quarter such as: A.D.R., Foley, Scoring, Sound Effects, Mixing, etc. May be repeated for credit.

**POST 491 | ADVANCED TOPICS IN EDITING | 4 quarter hours
(Graduate)**

This class will be an in-depth examination of an editor, editing style, or editing theory that has had a significant influence on the development of cinematic storytelling and expression. Through lectures, screenings, readings, discussions, and editing assignments, students will analyze the distinctive traits of the selected topic within the broader context of cinema history and culture. Editing projects will be assigned through the quarter. Specific topics will be selected by the instructor and will vary with each quarter.

**POST 495 | ESTABLISHING A CREATIVE INDEPENDENT BUSINESS | 4 quarter hours
(Graduate)**

Students will learn the necessities and considerations when beginning and operating a freelance business in a creative discipline. Students will develop their creative portfolios and the best method(s) of displaying them, generate legal agreements for project work and begin the process of building and selling their brand and promoting it's awareness. Students will also be introduced to accepted business practices in outreach and relationship management.

**POST 499 | INTERNSHIPS IN MEDIA AND DESIGN | 1-4 quarter hours
(Graduate)**

This is an internship/independent study course for graduate students, which offers the opportunity to reflect on an internship while gaining professional experience, industry contact and referrals while still in school. Opportunities in post-production, motion picture production, advertising, television, animation, game design, graphic design, motion graphics and interactive media can all qualify for the course. Students will work independently on class assignments. Assignments will be determined by the instructor and based on the number of credits in which the student is enrolled. Admission to the program requires consent of the internship course instructor after verification of the student's internship. **PREREQUISITE(S):** Internship. (variable credit)

**POST 500 | ADVANCED EDITING FOR THESIS | 4 quarter hours
(Graduate)**

Advanced concepts and techniques in picture editing for directors, such as re-directing, re-writing, pace, tone and rhythm, are taught in lecture and workshop. These concepts and techniques will be applied to the editing phase of MFA Cinema thesis films, culminating in picture lock.

Status as a Film & Television Directing MFA student is a prerequisite for this class.

**POST 520 | ADVANCED SOUND WORKSHOP FOR THESIS | 2-2.25 quarter hours
(Graduate)**

Advanced concepts and techniques in sound design for directors, such as supervising sound editing, foley, ADR, music and mixing, are taught in lecture and workshop. These concepts and techniques will be applied to the editing phase of MFA Cinema thesis films, culminating in a final sound mix. **PREREQUISITE(S):** POST 500.

**POST 580 | ADVANCED FINISHING WORKSHOP FOR THESIS | 2-2.25 quarter hours
(Graduate)**

Advanced concepts and techniques in film finishing for directors, such as supervising color correction, titling, visual effects and deliverables, are taught in lecture and workshop. These concepts and techniques will be applied to the finishing phase of MFA Cinema thesis films, culminating in final film delivery. **PREREQUISITE(S):** POST 500.

**POST 599 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

Independent study form required. PREREQUISITE(S): Consent of instructor. (variable credit)

Film & TV Screenwriting (SCWR)

**SCWR 100 | INTRODUCTION TO SCREENWRITING | 4 quarter hours
(Undergraduate)**

This course is an introduction to and overview of the elements of theme, plot, character, and dialogue in dramatic writing for cinema. Emphasis is placed on telling a story in terms of action and the reality of characters. The difference between the literary and visual medium is explored through individual writing projects and group analysis. Films and scenes examined in this class will reflect creators and characters from a wide range of diverse backgrounds and intersectional identities. Development of a synopsis and treatment for a short theatrical screen play: theme, plot, character, mise-en-scene and utilization of cinematic elements.

**SCWR 101 | SCREENWRITING FOR MAJORS | 4 quarter hours
(Undergraduate)**

This course introduces digital cinema majors to dramatic writing for motion pictures. The topics covered include theme, plot, story structure, character, and dialogue. Emphasis is placed on telling a story in visual terms. Films and scenes examined in this class will highlight creators and characters from a wide range of diverse backgrounds and intersectional identities.

**SCWR 110 | INCLUSIVE REPRESENTATION IN FILM & TV | 4 quarter hours
(Undergraduate)**

This course will interrogate the representation of people and communities across a range of intersectional identities in film and television through the lens of creators. Through readings, screenings and discussions students will examine how marginalized groups have been represented on screen, identifying harmful and stereotypical depictions and erasures from the past to the present day. Students will learn creative tools and tactics to combat harmful representation and implement these tactics in their own creative work. Emphasis will be placed on the importance of research, lived experience, and authenticity to ensure inclusive and equitable representation across all media platforms.

**SCWR 120 | FILM STRUCTURE FOR MAJORS | 4 quarter hours
(Undergraduate)**

A critical analysis of three-act film structure as well as an introduction to alternative narrative structures including, but not limited to, dual protagonist, ensemble, and non-linear structures. Films of multiple genres and eras by creators with a diverse range of intersectional identities will be examined. Students will develop a cinematic language with which to discuss films as well as a toolbox of techniques to use when making films.

**SCWR 121 | CLASSIC HOLLYWOOD FILM STRUCTURE | 4 quarter hours
(Undergraduate)**

Critical analysis of successful Hollywood films and their narrative structures. Films of multiple genres and eras by creators with a diverse and intersectional range of identities will be examined. Students will learn how to recognize classical three-act structure in finished films and scripts. Students will develop a cinematic language with which to discuss films as well as a toolbox of techniques to use when making films. Key story concepts to be discussed include: protagonist, antagonist, want versus need, elements of the future, poetic justice, planting and payoff, catalyst, climax, and Aristotelian terminology.

**SCWR 122 | SCRIPT TO SCREEN | 4 quarter hours
(Undergraduate)**

This analytical course examines the screenplay's evolution to the screen from a writer's perspective. Students will read feature length scripts of varying genres and then perform a critical analysis and comparison of the text to the final produced versions of the films. Storytelling conventions such as structure, character development, theme, and the creation of tension will be used to uncover alterations and how these adjustments ultimately impacted the film's reception.

**SCWR 123 | ADAPTATION: THE CINEMATIC RECRAFTING OF MEANING | 4 quarter hours
(Undergraduate)**

This course explores contemporary cinematic adaptations of texts and how these recent re-workings in film allow for a critical analysis of the culture in which they are created, promoted and received. What issues have an impact upon the borrowing and reinterpreting of previous works? How, when, and where can we identify such borrowing and reinterpretations in multiple contemporary iterations of the same narratives?.

SCWR 100 or SCWR 101 is a prerequisite for this class.

**SCWR 150 | TELEVISION GENRES | 4 quarter hours
(Undergraduate)**

Students will analyze and discuss some of the most important and influential shows in television history. Students will learn all about the writer-centric form of scripted television, where it's been and where it's heading. Students study serials and procedurals, network and cable shows, principal leads, partnerships and ensembles, comedy and drama, prevalent themes, innovations in content and form, the impact of DVR, and the impact of the internet. Course Description: This analytical course examines the screenplay's evolution to the screen from a writer's perspective. Students will read scripts of varying genres and then perform a critical analysis and comparison of the text to the final produced versions of the series. Storytelling conventions such as structure, character development, theme, and tension will be used to uncover alterations and how these adjustments ultimately impacted the show's reception. In addition to series of various genres, students will examine shows by, for, and about a diverse range of intersectional characters and creators reflective of our communities.

**SCWR 151 | TELEVISION GENRES FOR MAJORS | 4 quarter hours
(Undergraduate)**

This analytical course examines the screenplay's evolution to the screen from a writer's perspective. Students will read scripts of varying genres and then perform a critical analysis and comparison of the text to the final produced versions of the series. Storytelling conventions such as structure, character development, theme, and tension will be used to uncover alterations and how these adjustments ultimately impacted the show's reception. In addition to series of various genres, students will examine shows by, for, and about a diverse range of intersectional characters and creators reflective of our communities.

**SCWR 210 | THE FUNDAMENTALS OF COMEDY | 4 quarter hours
(Undergraduate)**

This course explores how Chicago became the cultural hub for comedy in America and the vital role The Second City has played in the modern style of improvisation. Through lectures and screenings, students will explore the history of comedy theory and where the form is headed next.

**SCWR 240 | INTRODUCTION TO PITCHING | 4 quarter hours
(Undergraduate)**

This course focuses on creating an inventory of new material for future writing projects by developing and pitching stories for studio and independent films, as well as cable, streaming, and network television series. Students will analyze the vital role of pitching in the entertainment industry and build a foundation towards mastering professional pitching techniques.

SCWR 100 or SCWR 101 is a prerequisite for this class.

**SCWR 250 | INTRODUCTION TO TELEVISION WRITING | 4 quarter hours
(Undergraduate)**

This course focuses on writing the sitcom and one-hour drama television formats. Students will examine the conventions of serialized and procedural series and will learn how the collaborative dynamic of the writer's room impacts story. The lectures and workshop provide a foundation of what it takes to be a professional staff writer and culminate in crafting a spec episode of a current television series.

(SCWR 100 or SCWR 101) and (SCWR 150 or SCWR 151) are prerequisites for this class.

**SCWR 301 | STORY DEVELOPMENT | 4 quarter hours
(Undergraduate)**

This course is designed to help the emerging writer focus their creativity into a viable original project for a feature film. The lectures, workshops, and assignments are designed to enable the student to identify and develop material they have a strong personal connection to. Emphasis is placed on extensive research of the subject matter, creating memorable characters, and crafting a strong dramatic throughline.

(SCWR 100 or SCWR 101) and (SCWR 120 or SCWR 121) are prerequisites for this class.

**SCWR 302 | WRITING THE FEATURE SCREENPLAY | 4 quarter hours
(Undergraduate)**

This course focuses on completing the first draft of a feature length screenplay. Emphasis will be placed on a foundation of character, structure, plot, and theme to bring the writer's vetted concept to fruition. The lectures, in-class workshops, and aggressive page deadlines are designed to culminate in a spec screenplay that showcases voice and command of screenwriting conventions.

SCWR 301 is a prerequisite for this class.

**SCWR 303 | REWRITING THE FEATURE FILM SCRIPT | 4 quarter hours
(Undergraduate)**

This class focuses on practical ways to approach the rewriting process for feature film screenplays. Through group workshops and assignments, students isolate issues with plot, character development, dialogue and pacing in their script and work on addressing them in a full draft rewrite. Student must possess a complete feature length script in order to enroll in the course.

SCWR 302 is a prerequisite for this course.

**SCWR 305 | WRITING ON ASSIGNMENT | 4 quarter hours
(Undergraduate)**

Modeled after professional writing assignments, this advanced course challenges students to complete a feature length screenplay within specific parameters provided by the instructor in ten weeks. Lectures and strict weekly page submission deadlines provide a practical framework on how to write quickly without sacrificing quality. Constructive analysis will be used in discussing produced scripts, weekly assignments and group workshops to reveal the writer's unique voice and perspective.

SCWR 302 is a prerequisite for this course.

**SCWR 306 | SCENE WRITING | 4 quarter hours
(Undergraduate)**

This course focuses on analyzing and developing the fundamental building block of film and television writing: the scene. Students will gain a greater understanding of how to craft engaging scenes and refine their unique voice on the page through weekly lectures, writing exercises, and workshops.

SCWR 302 or SCWR 352 or SCWR 353 is a prerequisite for this course.

**SCWR 307 | ADAPTATION | 4 quarter hours
(Undergraduate)**

This course will explore the process of adapting existing material into a feature screenplay or teleplay. With the professor's guidance, students will choose material from the public domain to adapt, and then formulate a logline, short pitch, treatment, and first act of a feature screenplay (or two acts of a teleplay). Students will also be exposed to the process by which media rights to existing material can be obtained, should they wish to pursue intellectual property in the future.

SCWR 302 or SCWR 352 or SCWR 353 is a prerequisite for this course.

**SCWR 308 | WRITING THE SHORT FILM FOR PRODUCTION | 4 quarter hours
(Undergraduate)**

Students will study the essential elements and conventions for writing the short film including but not limited to character, structure, and tension. Students will write a polished short film (no longer than 25 pages) designed to be produced. Students will learn how to put together a professional proposal to apply for internal or external production funds and financing.

SCWR 100 or SCWR 101 is a prerequisite for this class.

**SCWR 309 | CHARACTER DEVELOPMENT | 4 quarter hours
(Undergraduate)**

This course will explore creative methodologies geared at getting deeply into the minds and points of view of dramatic characters. Throughout the course, students will concentrate on one set of characters to refine an existing web series, feature film, or television pilot.

SCWR 100 or SCWR 101 is a prerequisite for this class.

**SCWR 310 | ADVANCED SCREENWRITING LAB | 4 quarter hours
(Undergraduate)**

This advanced course is designed to take existing writing projects (including but not limited to features, pilots, television specs, web series, short scripts) at various stages of development and provide the practical means to move forward through constructive workshop sessions. Stories will be broken down to examine concept viability and the overall execution of the narrative. Instructor and peer critiques will challenge the writer to enhance their voice on the page with the goal of creating work that is unique, engaging, and commercial.

SCWR 100 or SCWR 101 is a prerequisite for this class.

**SCWR 341 | PITCHING SEMINAR | 4 quarter hours
(Undergraduate)**

This advanced course focuses on developing vetted story pitches for existing student projects and how to pitch a unique take on intellectual property. The lectures and in-class workshops will focus on preparing for pitch meetings with an emphasis on how to read the dynamics of a room and creating a unique brand that resonates with producers and executives.

SCWR 240 is a prerequisite for this class.

**SCWR 342 | FEATURE DEVELOPMENT | 4 quarter hours
(Undergraduate)**

This course offers a practical approach to the screenwriter's role in the development of a feature film. Emphasis will be placed on obtaining a greater understanding of narrative conventions, script analysis and the film market. From agents to studio executives, we will examine the varying points of view that comprise the development process. Constructive analysis will be used to break down feature length produced screenplays and student work. The assignments and class discussions are designed to expose the inner workings of Hollywood and provide a framework for what it takes to succeed in the entertainment industry.

SCWR 100 or SCWR 101 is a prerequisite for this class.

**SCWR 345 | HOLLYWOOD HISTORY | 4 quarter hours
(Undergraduate)**

Students will gain a deeper appreciation of the history of the Hollywood film industry through behind-the-scenes access to working studios and theme parks, historical readings, presentations and discussions.

**SCWR 346 | FILMMAKERS SEMINAR | 4 quarter hours
(Undergraduate)**

Each week, students will be given the rare opportunity to speak directly with some of the industry's biggest players. Hollywood directors, writers, cinematographers, editors, producers, agents, managers, entertainment lawyers, development executives and others will come to class, discuss their journeys, offer advice, and answer questions. The class will culminate with an industry mixer, where these professionals, along with dozens more, will join the students for a relaxed evening of networking. This is an invaluable opportunity for students to begin to form meaningful relationships that can help them as they transition from student to filmmaker. Note: Students must be participating in the DePaul LA program to be eligible to enroll.

**SCWR 349 | STORYTELLING FOR VIDEO GAMES | 4 quarter hours
(Undergraduate)**

This course examines the writer's role in the game development process and how storytelling conventions like character, conflict, and plot are utilized to enhance gameplay. Emphasis will be placed on building an understanding of game narratives, interactivity, and working with design teams. Students will develop a design document highlighting characters, locations, dialogue scripting, and overall gameplay for an original video game idea.

SCWR 100 or SCWR 101 is a prerequisite for this class.

**SCWR 352 | WRITING THE HALF-HOUR SERIES | 4 quarter hours
(Undergraduate)**

This course focuses on writing the half-hour television series. Students will explore unique characters, structure multiple storylines, and develop the overall series while creating an original pitch deck and half-hour pilot. **SCWR 250 is a prerequisite for this class.**

**SCWR 353 | WRITING THE HOUR-LONG TELEVISION SERIES | 4 quarter hours
(Undergraduate)**

This course focuses on writing the hour-long television series. Students will explore unique characters, structure multiple storylines, and develop the overall series while creating an original pitch deck and hour-long pilot. **SCWR 250 is a prerequisite for this class.**

**SCWR 354 | REWRITING THE ORIGINAL TELEVISION PILOT | 4 quarter hours
(Undergraduate)**

This class focuses on practical ways to approaching the process of rewriting a script; specifically this class will focus on students' original television pilots. Through group workshops, lectures, readings, and assignments, students identify and improve problems in various areas of their teleplay including, but not limited to: plot, character development, dialogue and pacing. By the end of the quarter, students will have completed a full rewrite of their complete pilot script; therefore, students must possess a complete television pilot in order to enroll in the course. This course is repeatable.

SCWR 352 or SCWR 353 is a prerequisite for this class.

**SCWR 355 | THE WRITER'S ROOM | 4 quarter hours
(Undergraduate)**

This course enables students to develop a television series in an advanced workshop setting modeled after a professional writer's room. Emphasis will be placed on pitching ideas, breaking story, and examining the various roles that make the writer's room a creative and dynamic environment.

SCWR 352 or SCWR 353 is a prerequisite for this class.

**SCWR 360 | WRITING THE INDEPENDENT TELEVISION SERIES | 4 quarter hours
(Undergraduate)**

Students will study the conventions for writing and producing the independent television series, including concept and character development, narrative structure, story-world, budget constraints, and audience. Series of various styles and genres by creators with a diverse range of intersectional identities will be examined. Students will write an original, short-form, five-episode series.

SCWR 100 or SCWR 101 is a prerequisite for this class.

**SCWR 361 | PRODUCING THE INDEPENDENT TELEVISION SERIES | 4 quarter hours
(Undergraduate)**

This course is an immersive introduction to video production for the independent television series. Students learn how to produce a short-form, five-episode, independent series. The course covers the basic principles of directing, budgeting, financing, casting, hiring talent, scheduling, securing locations, shooting, creating safe, diverse, and inclusive sets, controlling continuity, and gathering social media artifacts for a series. Students learn the production process from idea execution through production.

SCWR 360 is a prerequisite for this class.

**SCWR 362 | MARKETING AND DISTRIBUTING THE INDEPENDENT TELEVISION SERIES | 4 quarter hours
(Undergraduate)**

Students study online marketing and distribution models for independent television in order to develop and prepare to launch their own independent series or pilot. Topics covered include: platform options, social media outreach, participatory culture, the unique qualities of online communities, press kits, the role of film festivals, and shifts in digital exhibition and distribution.

SCWR 361 or FILM 115 or CP 360

**SCWR 365 | SHOWRUNNING I | 4 quarter hours
(Undergraduate)**

This course provides an overview of the evolution of the Showrunner in network television, cable, and streaming media. Students will analyze how the success of a series is dependent on an astute Showrunner who knows how to handle the creative, financial, and managerial aspects of putting on a show. Emphasis will be placed on the vital role these executive producers play in the three stages of production to ensure the actualization and continuity of their artistic vision.

SCWR 250 is a prerequisite for this class.

**SCWR 366 | SHOWRUNNING II | 4 quarter hours
(Undergraduate)**

This advanced course enables students to take on the role of the Showrunner for the packaging and preproduction of an original television or web series. Through hands-on exercises, students will use their creative sensibilities and business acumen to develop a viable show bible, style guide, budget and schedule for a self-produced production or as part of a network pitch package.

SCWR 365 is a prerequisite for this class.

**SCWR 370 | CREATING FROM ABUNDANCE | 4 quarter hours
(Undergraduate)**

This course lays the foundation for successful improvisation in the current Chicago style, starting with the formation of the ensemble and exploring various elements of the creative process. Students experience what it means to be a part of a larger whole, create freely without self-judgement, and develop tools of play that will make them better communicators and filmmakers.

**SCWR 371 | CREATING COMEDIC CHARACTERS | 4 quarter hours
(Undergraduate)**

The essence of a good improvised scene is provided by strong character work. This course gives students a wealth of tools to create a variety of cinematic characters, each one driven by a unique perspective. They will continue to build on the fundamental skills of collaboration, play, and active listening while bringing more of themselves into their filmmaking.

SCWR 370 is a prerequisite for this class.

**SCWR 372 | IMPROVISATIONAL SCENE CONSTRUCTION | 4 quarter hours
(Undergraduate)**

This advanced course focuses on the mechanics of the various forms that an improvised scene can take. Students learn to build off character and premise to develop a fully fleshed out scene with a strong comedic arc. Emphasis will be placed on breaking down the aesthetic devices that comprise a cinematic scene.

SCWR 371 is a prerequisite for this class.

**SCWR 373 | TOPICS IN COMEDY | 4 quarter hours
(Undergraduate)**

This course features an in-depth study of comedy focusing on an aesthetic, history, or filmmaking method. Students will analyze the distinctive traits of the selected topic within the broader context of comedy film and television. Specific topics will be selected by the instructor and will vary with each quarter.

**SCWR 374 | EVOLUTION OF COMEDY | 4 quarter hours
(Undergraduate)**

This course examines the language, physicality, and structure of some of the most revered comedic films and television shows of all time. Students will analyze and discuss the conventions utilized in these works, how they influenced the era in which they were made, and what relevance they have to comedy filmmaking today.

SCWR 210 is a prerequisite for this class.

**SCWR 375 | COMEDIC STORYTELLING | 4 quarter hours
(Undergraduate)**

This course focuses on the most influential comedy writers from antiquity to today. Emphasis will be placed on the context for when these works were created, how they were received at the time, and how these pieces remain relevant. Students will immerse themselves in comedic structure and storytelling to build a frame of reference and to craft a distinct voice as a filmmaker.

SCWR 374 is a prerequisite for this class.

**SCWR 376 | THE BUSINESS OF COMEDY | 4 quarter hours
(Undergraduate)**

In this course, students explore the process of preparing to enter the professional marketplace as comedy writers. Emphasis will be placed on strategically evaluating the unique voice of existing projects for commercial viability, and curating a portfolio suitable for market demands and distribution trends.

SCWR 374 is a prerequisite for this class.

**SCWR 377 | STAND-UP COMEDY | 4 quarter hours
(Undergraduate)**

In this course, students will study and analyze stand-up comedy as a route to success in Film and Television. Students will learn about the history of stand up comedy and the comedians who parlayed success on the stage into success in television and films. Students will study the process of how comedians first created their material and honed/perfected it on stages around the world. Finally, students will mine their own lives for funny stories, creating original stand-up comedy routines (5 minutes), work-shopping them in class and eventually performing these routines on the Main Stage at Zanies Comedy Club.

**SCWR 378 | ADVANCED STAND UP COMEDY | 4 quarter hours
(Undergraduate)**

Students will focus on developing an original comedy set 5-10 minutes of original material connected conceptually and/or tonally then taking it from stage-to-screen. Students will create and develop their material in class, perform in front of peers, perform out at comedy clubs all in the service of crafting an original pitch for a longer project for the screen (web series, a TV show or movie).

FILM 184 or SCWR 377 is a prerequisite for this class.

**SCWR 379 | COMEDY, JOKE, AND SKETCH WRITING | 4 quarter hours
(Undergraduate)**

Students will learn techniques and formulas for joke writing, writing sketch comedy packages, and writing for news driven comedy shows. Students will apply these skills to their existing scripts as well as to developing new material.

SCWR 100 or SCWR 101 is a prerequisite for this class.

**SCWR 380 | COMEDY PRODUCTION | 4 quarter hours
(Undergraduate)**

This course introduces students to the collaborative nature of comedy film production. Emphasis is placed on discovering stories and characters with the creation of a short comedic non-fiction film. Building on that, students ideate, pitch, and produce short narrative film concepts to become proficient with current comedic filmmaking techniques.

SCWR 370 is a prerequisite for this class.

**SCWR 381 | COMEDY PRODUCTION II | 4 quarter hours
(Undergraduate)**

This course focuses on developing comedy filmmaking skills by refining the creative voice and technical proficiency. Students ideate, craft, and revise a short comedic script for production. This project then moves to the pre-production phase where emphasis is placed on casting, scouting, budgeting, and crew collaboration to ensure continuity of the comedic vision. Principal photography, editing, and final delivery of this project will be completed in SCWR 382 Comedy Production III.

SCWR 380 is a prerequisite for this class.

**SCWR 382 | COMEDY PRODUCTION III | 4 quarter hours
(Undergraduate)**

This advanced comedy filmmaking course focuses on the principal photography, editing, and final delivery of the project that originated in SCWR 381 Comedy Production II. Students will continue to hone their skills as directors, value the holistic fashion in which films are made by serving in different crew positions, and ensure the continuity of their comedic vision through the post-production workflow process.

SCWR 381 is a prerequisite for this class.

**SCWR 385 | DIRECTING COMEDY FOR FILM | 4 quarter hours
(Undergraduate)**

This course focuses on effective techniques for directing actors in comedy. Students will delve into text analysis, explore possibilities that reside within written works and craft comedic performances in scenes for film and television projects. Emphasis is put on effective casting, the importance of collaboration, and honing a unique point of view.

DC 210 and SCWR 376 are prerequisites for this class.

**SCWR 386 | DIRECTING COMEDY FOR FILM II | 4 quarter hours
(Undergraduate)**

This course is an on-camera workshop with a focus on crew collaboration and directing screen performances with actors. Students will prep, cast, rehearse and direct select scene exercises, which will be edited to understand the holistic approach to comedy filmmaking.

SCWR 385 is a prerequisite for this class.

**SCWR 390 | TOPICS IN SCREENWRITING | 4 quarter hours
(Undergraduate)**

Advanced study in screenwriting focusing on a specific genre each quarter such as: Science Fiction, Film Noir, Comedy, Action-Adventure, Nonfiction, etc. May be repeated for credit.

SCWR 100 or SCWR 101 is a prerequisite for this class.

**SCWR 392 | TOPICS IN LA | 2-6 quarter hours
(Undergraduate)**

This course features an in-depth study of an aesthetic, history, business or filmmaking method. Students will analyze the distinctive traits and application of the selected topic within the broader context of the film and television industry in Los Angeles. Specific topics will be selected by the instructor and will vary with each quarter.

**SCWR 397 | SCREENWRITING CAPSTONE I | 4 quarter hours
(Undergraduate)**

This course is the first half of a two-course sequence that provides students with a screenwriting capstone experience centered on the creation of an original feature-length screenplay, original television series pilot, or a full web series script. Students will develop an outline and treatment or series bible in preparation for writing the first draft of their capstone project. The development process will include assignments designed to aid students in enhancing workflow, honing the writer's unique voice, and preparing documents for the next steps in their careers, by drawing on concepts from their major and Liberal Studies coursework.

SCWR 302 or SCWR 352 or SCWR 353 is a prerequisite for this course.

**SCWR 398 | SCREENWRITING CAPSTONE II | 4 quarter hours
(Undergraduate)**

This course is the second half of a two-course sequence that provides students with a screenwriting capstone experience centered on the creation of an original feature length screenplay, original television series pilot or a full web series script. Students will write the first draft of their capstone project. The writing process will include assignments designed to aid students in enhancing workflow, honing the writer's unique voice, and preparing documents for the next steps in their careers, by drawing on concepts from their major and Liberal Studies coursework. The course sequence is designed to be taken in two consecutive quarters.

SCWR 397 is a prerequisite for this class.

**SCWR 399 | INDEPENDENT STUDY | 4 quarter hours
(Undergraduate)**

Variable credit. PREREQUISITE(S): Consent of dean.

**SCWR 400 | FOUNDATIONS OF SCREENWRITING | 4 quarter hours
(Graduate)**

Students begin their screenwriting journey with a strong foundation in the basic building blocks of solid, engaging storytelling. Students will mine their own lives in order to create memorable stories, characters, and settings. Films and other creative works analyzed in this class will reflect creators and stories from underrepresented groups, highlighting a wide range of diverse backgrounds and intersectional identities. Additionally, students will learn basic screenwriting skills such as character development, constructing atmosphere, and the fundamental components of a scene.

**SCWR 401 | WRITING THE FEATURE I | 4 quarter hours
(Graduate)**

This course focuses on creating a vetted concept and step outline for a feature length screenplay. Emphasis is put on idea origination and world building, forming engaging characters, and structuring an affecting plot with cause and effect storytelling. Through script readings, weekly assignments, and in-class workshops, students will hone their unique voice to craft the dramatic template for a cinematically viable story.

SCWR 400 and (SCWR 425 or SCWR 474) are prerequisites for this class.

**SCWR 402 | WRITING THE FEATURE II | 4 quarter hours
(Graduate)**

This course focuses on completing the first draft of a feature length screenplay. Students will bring their vetted concepts to life on the page by focusing on a foundation of character, theme, structure, and plot. The lectures, in-class workshops, and weekly page deadlines are designed to culminate in a spec script that showcases the writer's voice and command of screenwriting conventions .

SCWR 401 or SCWR 490 is a prerequisite for this class.

**SCWR 403 | REWRITING THE FEATURE | 4 quarter hours
(Graduate)**

This class focuses on rewriting the feature film screenplay. Through workshops and course discussions, students will learn how to identify missteps in their writing and develop a practical means to efficiently address these issues moving forward. Students must possess a complete feature length script to rewrite in order to enroll in the course.

SCWR 402 is a prerequisite for this class.

**SCWR 404 | INCLUSIVE SCREENWRITING | 4 quarter hours
(Graduate)**

This advanced course offers a critical exploration of how the storytelling practices central to creating film and television shape and reflect social constructions of race, gender, sexuality, class, ability, and more. Through readings, lectures, screenings, and screenplay analysis students examine how traditional Hollywood paradigms perpetuate harmful representation in order to reimagine their creative practices towards writing stories that reflect and honor a wide range of communities, perspectives, and intersectional identities.

**SCWR 405 | ADVANCED WRITING ON ASSIGNMENT | 4 quarter hours
(Graduate)**

This course provides a framework for students to complete a feature length screenplay within specific parameters provided by the instructor in ten weeks plus an additional treatment that would compliment their existing portfolio. Modeled after the techniques and deadlines of professional writing assignments, students learn how to meet the expectations of studio executives and producers without sacrificing their unique voice. PREREQUISITE(S): None.

**SCWR 406 | THE ART OF SCENE WRITING | 4 quarter hours
(Graduate)**

This advanced course asks students to move beyond convention in an effort to deconstruct the core elements of a scene: location, subject, conflict, and exposition. Through weekly lectures, writing exercises, and workshops we will examine a number of innovative screenwriting techniques to refine the writer's unique voice and enhance the commercial viability of their work.

SCWR 400 is a prerequisite for this class.

**SCWR 407 | SCREEN ADAPTATION | 4 quarter hours
(Graduate)**

This advanced course focuses on identifying and developing source material for the screen. Emphasis is placed on learning to negotiate the public domain when searching for material to adapt., as well as practical ways to acquire copyrighted material. Students will choose material from the public domain to adapt, and then formulate a logline, short pitch, treatment, and first act of a feature screenplay (or two acts of a teleplay).

**SCWR 408 | WRITING THE SHORT MOTION PICTURE | 4 quarter hours
(Graduate)**

In this screenwriting course students will study the essential elements and conventions of writing the short film, including character, structure, and conflict. They will examine the fundamental differences between feature and short films. Story development emphasis will be placed on compelling character-driven stories that can be produced on a modest budget. Students will be required to complete two short screenplays. PREREQUISITE(S): None.

**SCWR 409 | CHARACTER DEVELOPMENT | 4 quarter hours
(Graduate)**

This advanced course will explore creative methodologies geared at getting deeply into the minds and points of view of dramatic characters. Throughout the course, students will concentrate on one set of characters to refine an existing web series, feature film, or television pilot.

**SCWR 410 | SCREENWRITING LAB | 4 quarter hours
(Graduate)**

This course focuses on instructor led workshop sessions to help writers take existing projects (including but not limited to features, pilots, television specs, web series, short scripts) at various stages of development and provide a means to move forward. Story will be deconstructed, from concept to individual scene work, in an effort to craft a viable narrative for the screen. PREREQUISITE(S): None.

**SCWR 420 | STORY STRUCTURES | 4 quarter hours
(Graduate)**

Advanced critical analysis of multiple film structures beginning with a solid understanding of classically structured linear narratives told in three acts and ultimately exploring non-traditional feature film structures including but not limited to: ensemble, multiple protagonist, non-linear and episodic. Films will range from classic Hollywood films to contemporary independent films. Students will learn various theorists' approaches to terminology (which may include Snyder, Field, Campbell, and Howard) in order to develop a language with which to discuss scripts and finished films, both other people's work as well as in developing their own. PREREQUISITE(S): None.

**SCWR 425 | GENRE STORYTELLING | 4 quarter hours
(Graduate)**

This advanced course examines the dramatic conventions of genre storytelling in film and television. Through extensive script readings and discussions, students will deconstruct the common features of genre in an effort to discern audience expectations and develop a methodology for narrative innovation in their own work. In addition to evaluating films and series of varying genres, students will examine work by, for, and about a diverse range of intersectional characters and creators reflective of our communities.

**SCWR 440 | DEVELOPING THE PITCH | 4 quarter hours
(Graduate)**

In this course, students will create an inventory of new material for future writing projects by developing and pitching stories for independent and studio films, as well as cable, streaming, and network television series. Through lectures, guest speakers, and workshop exercises, we will analyze the vital role of pitching in the entertainment industry, and build a foundation to help students master professional pitching techniques. Students will seek to mine their own lives, using their diverse backgrounds, experiences, and identities to highlight their unique perspectives in the projects they pitch.

**SCWR 441 | INDUSTRY AND PITCHING SEMINAR | 4 quarter hours
(Graduate)**

Students will learn the art and craft of pitching including the differences between pitching new or existing ideas, shaping pitches based on your audience, and pitching a take on existing source material. Students will also learn not only how to pitch projects, but to pitch themselves, focusing on what makes them unique as a writer/director/producer, the themes that connect their work, and how to present themselves as a brand. Industry professionals will visit class (live or via Skype) when appropriate. Students will also learn how to create pitches for existing material that is either in the common domain or material that the students have acquired the rights to work on.

**SCWR 442 | STUDIO DEVELOPMENT | 4 quarter hours
(Graduate)**

This advanced course examines the development process that enables the screenplay's journey from draft to screen. By crafting professional coverage and development notes, the class will deconstruct feature length scripts and student work in an effort to forge them into cinematically viable properties. The assignments and class discussions are designed to expose the inner workings of Hollywood and provide a framework for what it takes to succeed in the entertainment industry. Enrollment is only open to MFA students. PREREQUISITE(S): None.

**SCWR 445 | HOLLYWOOD HISTORY | 4 quarter hours
(Graduate)**

Students will gain a deeper appreciation of the history of the Hollywood film industry through behind-the-scenes access to working studios and theme parks, historical readings, presentations and discussions.

**SCWR 446 | FILMMAKERS SEMINAR | 4 quarter hours
(Graduate)**

Each week, students will be given the rare opportunity to speak directly with some of the industry's biggest players. Hollywood directors, writers, cinematographers, editors, producers, agents, managers, entertainment lawyers, development executives and others will come to class, discuss their journeys, offer advice, and answer questions. The class will culminate with an industry mixer, where these professionals, along with dozens more, will join the students for a relaxed evening of networking. This is an invaluable opportunity for students to begin to form meaningful relationships that can help them as they transition from student to filmmaker. Note: Students must be participating in the DePaul LA program to be eligible to enroll.

**SCWR 449 | STORYTELLING FOR VIDEO GAMES | 4 quarter hours
(Graduate)**

This course examines the writer's role in the game development process and how storytelling conventions like character, conflict, and plot are utilized to enhance gameplay. Emphasis will be placed on building an understanding of game narratives, interactivity, and working with design teams. Students will develop a design document highlighting characters, locations, dialogue scripting, and overall gameplay for an original video game idea.

**SCWR 450 | TELEVISION GENRES AND ANALYSIS | 4 quarter hours
(Graduate)**

The purpose of this class is to enable you to study scripted television from the professional's point of view. The course involves critical analysis of successful scripted television shows, their narrative structures and themes. Programs of various genres and eras will be examined. Students will learn how to recognize basic structural elements in finished episodes. Students will develop a language with which to discuss television as well as a toolbox of techniques to use when creating television. Key concepts to be discussed include: basic structure, types of shows, character tropes, means of creating and sustaining tension, themes and advancements in form.

**SCWR 451 | WRITING THE TELEVISION SPEC SCRIPT | 4 quarter hours
(Graduate)**

In this class, students will learn the basic teleplay structures for both half-hour and hour-long television shows. Students will choose an existing show and write a spec episode, practicing the skills of matching character voice, structure, and tone.

**SCWR 452 | WRITING THE HALF-HOUR SERIES | 4 quarter hours
(Graduate)**

This course focuses on writing the half-hour television series. Students will explore unique characters, structure multiple storylines, and develop the overall series while creating an original pitch deck and half-hour pilot. **SCWR 451 is a prerequisite for this class.**

**SCWR 453 | WRITING THE HOUR-LONG SERIES | 4 quarter hours
(Graduate)**

This course focuses on writing the hour-long television series. Students will explore unique characters, structure multiple storylines, and develop the overall series while creating an original pitch deck and hour-long pilot. **SCWR 451 is a prerequisite for this class.**

**SCWR 454 | REWRITING THE ORIGINAL TELEVISION PILOT | 4 quarter hours
(Graduate)**

This class focuses on practical ways to approaching the rewriting of a script; specifically this class will focus on students' original television pilots. Through group workshops, lectures, and readings, students will identify and improve problems in various areas of their teleplay including, but not limited to: plot, character development, dialogue, and pacing. By the end of the quarter, students will have completed a full rewrite of their complete pilot script; therefore, students must possess a complete television pilot in order to enroll in the course. This course is repeatable. **SCWR 452 or SCWR 453 is a prerequisite for this class.**

**SCWR 455 | ADVANCED WRITERS' ROOM | 4 quarter hours
(Graduate)**

This advanced course provides students the opportunity to develop a television series in a workshop setting modeled after a professional writers' room. From Writer's Assistant to Showrunner, we will examine the various roles that make the writers' room a creative and dynamic environment. Students will pitch ideas, break story, and ultimately uncover strategies to running the room for a full season. **SCWR 452 or SCWR 453 is a prerequisite for this class.**

**SCWR 460 | WRITING THE INDEPENDENT TELEVISION SERIES | 4 quarter hours
(Graduate)**

Students will study the conventions for writing and producing the independent television series, including concept and character development, narrative structure, story-world, budget constraints, and audience. Series of various styles and genres by creators with a diverse range of intersectional identities will be examined. Students will write an original, short-form, five-episode series.

SCWR 400 is a prerequisite for this class.

**SCWR 461 | WEB SERIES PRODUCTION | 4 quarter hours
(Graduate)**

This course is an immersive introduction to video production for the web. Students learn how to produce a five-episode web series. The course covers the basic principles of directing, budgeting, financing, casting, hiring talent, scheduling, securing locations, shooting, controlling continuity, and gathering social media artifacts for a series. Students learn the production process from idea execution through production and will work in teams producing two web series.

SCWR 460 is a prerequisite for this class.

**SCWR 462 | MARKETING AND DISTRIBUTING THE WEB SERIES | 4 quarter hours
(Graduate)**

Students study online marketing and distribution models for web television in order to develop and implement the launch of their own series. Topics covered include: platform options, social media outreach, participatory culture, press kits, and the role of film festivals.

SCWR 461 is a prerequisite for this class.

**SCWR 465 | SHOWRUNNING I | 4 quarter hours
(Graduate)**

This course provides an overview of the evolution of the Showrunner in network television, cable, and streaming media. Students will analyze how the success of a series is dependent on an astute Showrunner who knows how to handle the creative, financial, and managerial aspects of putting on a show. Emphasis will be placed on the vital role these executive producers play in the three stages of production to ensure the actualization and continuity of their artistic vision.

SCWR 451 is a prerequisite for this class.

**SCWR 466 | SHOWRUNNING II | 4 quarter hours
(Graduate)**

This advanced course enables students to take on the role of the Showrunner for the packaging and pre-production of an original television or web series. Through hands-on exercises, students will use their creative sensibilities and business acumen to develop a viable show bible, style guide, budget and schedule for a self-produced production or as part of a network pitch package.

SCWR 465 is a prerequisite for this class.

**SCWR 470 | CREATING FROM ABUNDANCE | 4 quarter hours
(Graduate)**

This course focuses on building a foundation for comedy improvisation as it pertains to creating cinematic stories. Students will develop the skills to work in a collaborative environment steeped in the tradition of Chicago-style techniques and philosophies. Fundamental improvisational concepts such as give-and-take, surrender, support, mirror, explore-and-heighten, environment, object work, scenic structure, character and choices, will be explored in-depth and applied in scenes.

**SCWR 471 | CREATING COMEDIC CHARACTERS | 4 quarter hours
(Graduate)**

Students delve into intermediate improvisation work with a focus on collaboration to identify premise, intention, point of view, and a character's usable subtext in a scene. Emphasis is placed on adapting improvised creations into a foundation for film and television material.

SCWR 470 is a prerequisite for this class.

**SCWR 472 | IMPROVISATIONAL SCENE CONSTRUCTION | 4 quarter hours
(Graduate)**

This advanced course explores the intersection between improvisation and the screenwriting process. Emphasis will be placed on the structures that comedic moments can take, from joke construction through longer narrative forms. Students will develop basic concepts into polished written scenes and will revise using targeted improvisations.

SCWR 471 is a prerequisite for this class.

**SCWR 474 | EVOLUTION OF COMEDY | 4 quarter hours
(Graduate)**

This course examines the language, physicality, and structure of some of the most revered comedic films and television shows of all time. Students will analyze and discuss the conventions utilized in these works, how they influenced the era in which they were made, and what relevance they have to comedy filmmaking today.

**SCWR 475 | ADVANCED COMEDIC STORYTELLING | 4 quarter hours
(Graduate)**

This course immerses students in the great tradition of comedic literature and gives them a strong foundation in all its forms. Students will read works from the classic comedic authors canon: Shakespeare, Plutarch, Parker, Gay, Toole among others. Students will learn how these seminal works were created, how they were received by the public, and how they have influenced contemporary cinematic storytelling.

DC 501 is a prerequisite for this class.

**SCWR 476 | THE BUSINESS OF COMEDY | 4 quarter hours
(Graduate)**

In this course, students explore the process of preparing to enter the professional marketplace as comedy writers. Emphasis will be placed on strategically evaluating the unique voice of existing projects for commercial viability, and curating a portfolio suitable for market demands and distribution trends.

SCWR 474 is a prerequisite for this class.

**SCWR 477 | STAND-UP COMEDY | 4 quarter hours
(Graduate)**

In this course, students will study and analyze stand-up comedy as a route to success in Film and Television. Students will learn about the history of stand up comedy and the comedians who parlayed success on the stage into success in television and films. Students will study the process of how comedians first created their material and honed/perfected it on stages around the world. Finally, students will mine their own lives for funny stories, creating original stand-up comedy routines (5 minutes), work-shopping them in class and eventually performing these routines on the Main Stage at Zanies Comedy Club.

**SCWR 478 | ADVANCED STAND-UP COMEDY | 4 quarter hours
(Graduate)**

Students will focus on developing an original comedy set 5-10 minutes of original material connected conceptually and/or tonally then taking it from stage-to-screen. Students will create and develop their material in class, perform in front of peers, perform out at comedy clubs all in the service of crafting an original pitch for a longer project for the screen (web series, a TV show or movie).

SCWR 477 is a prerequisite for this class.

**SCWR 479 | COMEDY, JOKE, AND SKETCH WRITING | 4 quarter hours
(Graduate)**

Students will learn techniques and formulas for joke writing, writing sketch comedy packets, and writing for news driven comedy shows. Students will apply these skills to their existing scripts as well as to developing new material.

**SCWR 480 | COMEDY FILMMAKING | 4 quarter hours
(Graduate)**

This introduction to film production focuses on collaboration, comedy and visual storytelling. Drawing on individual interests and observations, students produce a non-fiction short and then transition to developing a series of comedic narrative filmmaking exercises.

SCWR 476 is a prerequisite for this class.

**SCWR 481 | COMEDY FILMMAKING II | 4 quarter hours
(Graduate)**

In this course, students refine their filmmaking skills by meticulously climbing through the stages of pre-production for their original short comedy film. Students ideate, craft, and revise their screenplay, then prepare for production by casting, scouting, budgeting, and rehearsing. Principal photography, editing, and final delivery of this project should be completed in SCWR 482 Comedy Filmmaking III.

SCWR 480 is a prerequisite for this class.

**SCWR 482 | COMEDY FILMMAKING III | 4 quarter hours
(Graduate)**

In this advanced comedy filmmaking course, students will focus on the principal photography, editing, and final delivery of their original projects developed in SCWR 481 Comedy Filmmaking II. Reinforcing the importance of collaboration, students will work in different capacities on the projects of their classmates. Emphasis is placed on refining filmmaking skills and ensuring the continuity of the director's comedic vision through the post-production workflow process.

SCWR 481 is a prerequisite for this class.

**SCWR 490 | TOPICS IN SCREENWRITING | 4 quarter hours
(Graduate)**

Advanced study in screenwriting focusing on a specific genre each quarter such as: Science Fiction, Film Noir, Comedy, Action-Adventure, Nonfiction, etc. May be repeated for credit.

**SCWR 492 | TOPICS IN LA | 2-6 quarter hours
(Graduate)**

This course features an in-depth study of an aesthetic, history, business or filmmaking method. Students will analyze the distinctive traits and application of the selected topic within the broader context of the film and television industry in Los Angeles. Specific topics will be selected by the instructor and will vary with each quarter.

**SCWR 499 | INTERNSHIPS IN MEDIA AND DESIGN | 1-4 quarter hours
(Graduate)**

This is an internship/independent study course for graduate students, which offers the opportunity to reflect on an internship while gaining professional experience, industry contact and referrals while still in school. Opportunities in post-production, motion picture production, advertising, television, animation, game design, graphic design, motion graphics and interactive media can all qualify for the course. Students will work independently on class assignments. Assignments will be determined by the instructor and based on the number of credits in which the student is enrolled. Admission to the program requires consent of the internship course instructor after verification of the student's internship. **PREREQUISITE(S):** Internship. (variable credit)

**SCWR 500 | WRITING FOR FILM THESIS DEVELOPMENT | 4 quarter hours
(Graduate)**

Students will develop a feature-length thesis project in preparation for writing the first draft of their thesis screenplay. The development process will include assignments designed to aid students in choosing their thesis project, fostering a strong personal connection to that project, creating compelling three-dimensional characters, and designing a clear, effective narrative structure for the screenplay. This course will culminate with a completed outline or treatment, and a pitch session with each student's thesis committee.

SCWR 400 and (SCWR 451 or SCWR 401) are prerequisites for this class.

**SCWR 501 | WRITING FOR FILM THESIS I | 4 quarter hours
(Graduate)**

Students will complete an outline and first draft of their feature length screenplay. In a workshop environment, students will get extensive feedback from their instructor and peers.

SCWR 500 or SCWR 550 is a prerequisite for this class.

**SCWR 502 | WRITING FOR FILM THESIS II | 4 quarter hours
(Graduate)**

Students will revise their thesis feature script. In a workshop environment, students will receive notes to help revise their project. Students will also be expected to meet with their thesis committee to receive additional notes to be applied to the rewrite.

SCWR 501 is a prerequisite for this class.

**SCWR 550 | WRITING FOR TV THESIS DEVELOPMENT | 4 quarter hours
(Graduate)**

Students will select and then develop a television thesis project in preparation for writing the first draft of their thesis pilot. The development process will include assignments designed to aid students in choosing their thesis project, fostering a strong personal connection to that project, and creating compelling three-dimensional characters in a world or situation that will provide sustainable long-term conflict. The course will culminate with a completed show bible, an outline for the pilot, and a pitch session with each student's thesis committee.

SCWR 400 and (SCWR 401 or SCWR 402) are prerequisites for this class.

**SCWR 551 | WRITING FOR TV THESIS I | 4 quarter hours
(Graduate)**

Students will complete a show bible, pilot, and future episode of an original television concept. In a workshop environment, students will get extensive feedback from their instructor and peers.

SCWR 500 or SCWR 550 is a prerequisite for this class.

**SCWR 552 | WRITING FOR TV THESIS II | 4 quarter hours
(Graduate)**

Students will revise their television thesis scripts. In a workshop environment, students will receive notes to help revise their project. Students will also be expected to meet with their thesis committee to receive additional notes to be applied to the rewrite.

SCWR 551 is a prerequisite for this class.

**SCWR 599 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

Independent study form required. **PREREQUISITE(S):** Consent of instructor. (variable credit)

**SCWR 701 | THESIS CONTINUATION | 0 quarter hours
(Graduate)**

Non-credit. Students admitted to MFA program who have completed all the required coursework and who are regularly using the facilities of the University for thesis production and/or post-production are required to be registered each quarter of the academic year until the thesis and defense have been completed. (0 credit hours)

FILM 510 or ANI 640 is a prerequisite for this class.

Finance (FIN)

**FIN 202 | QUANTITATIVE REASONING | 2 quarter hours
(Undergraduate)**

This course is designed to provide students with an overview of basic statistical tools of financial analysis. Students will become familiar with the design and application of spreadsheet models for the analysis of financial data and tests of hypotheses. (2 quarter hours)

FIN 310 is a prerequisite for this class.

**FIN 205 | LEARNING AND TEACHING FINANCIAL LITERACY | 4 quarter hours
(Undergraduate)**

Learn the fundamentals of financial literacy and teach these concepts to leaders of Chicago community groups that focus on helping limited-resource individuals.

**FIN 250 | CAREER EXPLORATION & PROFESSIONAL DEVELOPMENT | 2 quarter hours
(Undergraduate)**

This course is designed to help students articulate specific goals and implement strategies to successfully pursue career opportunities and help to develop a professional persona. Students will fine-tune their professional resume, begin to establish a personal brand, practice a variety of professional communications, and hone their interviewing skills. Students will participate in a variety of activities including lectures, assignments, and group collaboration.

Students must be intended or declared Finance majors to take this course.

FIN 251 | CAREER MANAGEMENT IN ACTUARIAL SCIENCE | 0 quarter hours**(Undergraduate)**

This course is designed to help you articulate your specific goals and implement strategies to successfully pursue opportunities as an Actuarial Science graduate and 21st century professional. You will fine-tune your professional resume, begin to establish your personal brand, practice a variety of professional communications, and hone your professional interviewing skills. Students will participate in a variety of activities including lectures, assignments, and group collaboration.

Status as a BSB Actuarial Science major or BS Actuarial Science major or BA/BS Math major with a concentration in Actuarial Science is a prerequisite for this class.

FIN 290 | FINANCE FOR NON-BUSINESS MAJORS | 4 quarter hours**(Undergraduate)**

This course will provide to non-business majors a foundation in the concepts and basic tools used in finance and financial management of the business firm, including time value of money, risk and return, interest rates and how companies raise money and reward their investors. Students will be able to understand at a basic level the financial statements, ratios and performance measures and financial markets and institutions they are likely to encounter in a general business environment. Students will also learn how to analyze and make more effective the operations of the firm from a financial perspective.

FIN 310 | INTRODUCTION TO FINANCE | 4 quarter hours**(Undergraduate)**

This course introduces students to the logic, principles, institutions, and terminology of finance. The goal of the course is to provide students with a basic understanding of the role of finance and its functions. It is designed to familiarize the students with tools necessary for making sound financial decisions, both at a personal level and at an enterprise level.

ACC 101, ECO 105, MAT 137 are prerequisites for this class. For Actuarial Science majors, ACC 101, ECO 105 and MAT 150 are prerequisites for this class.

FIN 311 | CORPORATE FINANCE | 4 quarter hours**(Undergraduate)**

The goal of the course is to provide students with the basic tools and theoretical background necessary to understand the corporate financial decision making process. Emphasis is on valuation principles with application to bonds, stocks, and capital budgeting as well as issues involving the capital structure, working capital, and dividend policy.

A grade of C- or higher in FIN 310 is a prerequisite for this class.

FIN 313 | INVESTMENT BANKING | 4 quarter hours**(Undergraduate)**

This course is designed to provide students with an overview of investment banking, focusing on valuation, mergers & acquisitions, leveraged buyouts, and debt capital markets. The course is intentionally taught from a practitioner's point of view, exposing students to various analytical tools and to a full appreciation of what is all required to complete an investment banking transaction. The course will foster collaboration skills through group case studies and presentations. A real world learning component designed to give students a true sense of working in an investment banking environment is integrated into the course.

A grade of C- or higher in FIN 310 is a prerequisite for this class.

FIN 315 | DATA ANALYTICS IN FINANCE | 4 quarter hours**(Undergraduate)**

Data analytics is transforming the field of finance. Firms can analyze internal data to optimize financial decision-making and investors can use sophisticated analytical tools to improve investment decisions. In the course, students will learn about this growing trend and how to use common software tools for analyzing data. The course provides experience in applying statistical models to financial data from a range of real-world cases. These skills will prepare students for the rapid evolution of data analytics in finance.

BUS 102 and FIN 310 are prerequisites for this class.

FIN 320 | MONEY AND BANKING | 4 quarter hours**(Undergraduate)**

The study of money and banking as a means to understanding how operations of our financial institutions affect functioning of our economic system and evaluation of monetary policies and goals.

ECO 106 and (a grade of C- or better in FIN 310 or a grade of A- or better in FIN 300) are prerequisites for this class.

FIN 323 | COMMERCIAL BANKING | 4 quarter hours**(Undergraduate)**

This course will analyze the role of commercial banks in the financial system and will focus on understanding what banks actually do, how they make money and how this has been changing over time, what risks they are exposed to and how they manage those risks. Students will learn how to analyze and evaluate banks' financial statements, develop an appreciation for the complexity of risk in banking and the role and responsibility of regulators. The course will introduce students to banking case studies designed to take concepts learned and how to apply them to real world situations. This real world learning experience will revolve around a corporate credit risk analysis.

A grade of C- or higher in FIN 310 is a prerequisite for this class.

FIN 324 | BANKING & CREDIT ANALYSIS | 4 quarter hours**(Undergraduate)**

This course is designed to give students practical insight into the role commercial banks play in the global financial system through corporate credit intermediation. Specifically, the course is oriented to understanding the credit analysis and loan origination process a bank goes through in the extension of corporate credit as well as the resulting implications on risk mitigation, loan structuring and pricing. Students will gain industry analysis and technical finance knowledge, while significantly improving their financial analysis capacity and excel modeling. A real-world learning component designed to give students a true sense of working in a commercial banking environment is integrated into the course.

FIN 310 & (FIN 333 or ACC 304 or ACC 307) are prerequisites for this course.

FIN 330 | INVESTMENTS: THEORY & PRACTICE | 4 quarter hours**(Undergraduate)**

This course focuses on Investment principles and problems. It seeks to develop the student's perception of risks and opportunities in investment instruments and markets. It will inform their description of the markets and the operational effects of current financial events upon the various markets.

A grade of C- or higher in FIN 310 is a prerequisite for this class.

FIN 333 | FINANCIAL STATEMENTS ANALYSIS | 4 quarter hours**(Undergraduate)**

Corporate performance and its effects on outstanding securities. Evaluation and interpretation of financial soundness of an enterprise. Economic, management and corporate financial factors as they affect specific security issues.

A grade of C- or higher in FIN 310 is a prerequisite for this class.

**FIN 335 | PORTFOLIO MANAGEMENT | 4 quarter hours
(Undergraduate)**

Theories and techniques to achieve superior selection and management of securities portfolios. Review and evaluation of significant literature. Problems of timing and strategies in response to changing economic and financial conditions.

FIN 330 is a prerequisite for this class.

**FIN 336 | EQUITY RESEARCH | 4 quarter hours
(Undergraduate)**

This course focuses on developing the knowledge and skills critical for analyzing equities (stocks) including using Bloomberg, Excel, and Thomson ONE to conduct industry analysis, company analysis, basic financial modeling, and valuation to communicate a successful stock pitch.

FIN 330 is a prerequisite for this class.

**FIN 340 | INTERNATIONAL FINANCE | 4 quarter hours
(Undergraduate)**

The objectives of this course include: understanding the effect of political and economic factors on the financial decision-making of the firm, determining the major factors influencing currency value; analyzing and managing the spectrum of risks arising from a firm's international operations; and acquiring knowledge of the international financial system and the major players in that system.

FIN 320 is a prerequisite for this class.

**FIN 350 | REAL ESTATE ANALYSIS | 4 quarter hours
(Undergraduate)**

This course introduces essential institutional, legal, regulatory, and financial aspects of real estate in the U.S. economy and financial system. The course incorporates demographic data for real estate market analysis and includes an exercise in land use planning. PREREQUISITE(S): Junior standing.

**FIN 355 | GLOBAL IPOs & VENTURE CAPITAL | 4 quarter hours
(Undergraduate)**

This course explores equity financing alternatives for young, innovative start-up companies, including their final funding step as a private company: their initial public offering (IPO), when they go public. These early-stage financial markets have been influenced by various economic systems and cultures around the world, and in turn there have been major cross-country differences in the motivation of and funding for innovation. This course has quantitative elements, but our focus will typically be on the analytics: on contract design, optimal regulation, balancing various risks and objectives, and structuring a deal to minimize conflicts of interest while optimizing incentives. A major focus of this course will be on why and how the venture capital industry developed, and how it funds and encourages innovation. This requires examining various economic and governmental systems and the incentives they provide for technological innovation and progress. Similarly, for IPOs, we will compare IPO markets and regulations in various countries, and explore how cultural and governmental systems have affected those markets. The IPO case studies will illustrate the three main IPO methods used around the globe.

FIN 310 or FIN 300 is a prerequisite for this class.

**FIN 362 | ENTERPRISE RISK MANAGEMENT | 4 quarter hours
(Undergraduate)**

Theories and techniques of risk management that employ statistical techniques which enhance risk decision-making. This course develops a framework of analysis that can be applied by corporate or investment risk managers.

FIN 311 and FIN 330 are a prerequisite for this class.

**FIN 363 | DERIVATIVES: PRICING & APPLICATIONS | 4 quarter hours
(Undergraduate)**

This is an advanced course that focuses on the pricing models for the four derivative instruments: forwards, futures, options and swaps. The first part of the course is devoted to the two general classes of derivative pricing models: discrete time and continuous time, with each model's properties discussed in detail. These models are then applied to a range of realistic pricing situations which include swaps, exotic options and fixed income derivatives. The course concludes with a detailed examination of value at risk.

FIN 330 is a prerequisite for this class.

**FIN 365 | PRINCIPLES OF RISK & INSURANCE | 4 quarter hours
(Undergraduate)**

This course surveys fundamental principles of risk, the risk management process, and insurance as a systematic approach to transfer and finance risk. It examines how insurance offers protection against major risks that firms and individuals face, how the insurance market is structured, and how and why the industry is regulated. This course also delves into theories and philosophies that provide insights into how the risk management industry functions in the larger society. Emphasis will be placed on understanding that insurance is just one of the techniques to be relied upon in planning a comprehensive risk management program.

A grade of C- or higher in FIN 310 is a prerequisite for this class.

**FIN 366 | FINANCIAL MODELING | 4 quarter hours
(Undergraduate)**

This course will focus on the use of EXCEL in implementing financial theory to solve practical, real world problems in finance.

FIN 311 and FIN 330 are a prerequisite for this class.

**FIN 367 | PROPERTY & LIABILITY INSURANCE | 4 quarter hours
(Undergraduate)**

This course identifies property and liability loss exposures that corporations commonly face and examines how they manage these exposures. The theories and principles governing insurance contracts addressing these risks are then discussed in detail. The course also offers cases and data for an analysis of the commercial property liability Insurance and Reinsurance industry and recent market performance.

FIN 365 is a prerequisite for this class.

**FIN 380 | CASES IN FINANCIAL DECISION MAKING | 4 quarter hours
(Undergraduate)**

This is the capstone course for students majoring in Finance. The course applies the case study methodology to hone the student's analytical skills with applied finance issues, as well as to further develop verbal and written communication skills, the ability to work effectively within teams, and to engage in reasoned debate. This course will provide students the opportunity to apply and integrate the knowledge acquired in their previous finance courses.

FIN 311 and FIN 330 are prerequisites for this class.

**FIN 381 | BEHAVIORAL FINANCE | 4 quarter hours
(Undergraduate)**

The primary objective of this course is to better understand investor behavior, return predictability in asset markets, and corporate decisions by considering behavioral aspects of decision making. We will discuss market efficiency, psychology of decision making, anomalies, investor behavior, limits of arbitrage, and behavioral corporate finance.

FIN 310 is a prerequisite for this class.

**FIN 393 | FINANCE INTERNSHIP | 4 quarter hours
(Undergraduate)**

An academically supervised working experience in a major financial institution. Registration in this program requires approval of the department internship director.

A grade of C- or higher in FIN 310 is a prerequisite for this class.

**FIN 395 | INVESTMENT SEMINAR | 4 quarter hours
(Undergraduate)**

Experience a rich learning and application opportunity focusing on financial investing. Learn methods to find the intrinsic value of a company's stock and explore catalysts that will increase the stock price. Make buy and sell recommendations for a 'live' portfolio.

FIN 330 is a prerequisite for this class.

**FIN 396 | HONORS SEMINAR | 2 quarter hours
(Undergraduate)**

This is a required course for all Honors Students in Finance. It is conducted on a year-long basis (Fall, Winter & Spring) for the benefit of the students in the program. Participants are required to attend all events sponsored by the class conductor. These include, but are not limited to, distinguished speakers series, networking luncheons, current topics forums, communications and protocol workshops, field trips and community service programs. All students are required to complete an empirical analysis paper, utilizing databases available to the department, as assigned by the seminar's conductor. (2 quarter hours)

Status as an Honors Finance student is a prerequisite for this class.

**FIN 397 | HONORS SEMINAR CONTINUATION | 0 quarter hours
(Undergraduate)**

This is a continuation of FIN 396 Honors Seminar. Students register for FIN 397 during autumn and winter quarters. Participants are required to attend all events sponsored by the seminar's coordinator. These include, but are not limited to, distinguished speakers series, networking luncheons, current topics forums, communications and protocol workshops, field trips and community service programs. All students are required to complete an empirical analysis paper, utilizing databases available to the department, as assigned by the coordinator.

Status as an Honors Finance student is a prerequisite for this class.

**FIN 398 | SPECIAL TOPICS | 4 quarter hours
(Undergraduate)**

Content and format of this course are variable. An in-depth study of current issues in finance. Subject matter will be indicated in class schedule.

FIN 310 is a prerequisite for this class.

**FIN 399 | INDEPENDENT STUDY | 4 quarter hours
(Undergraduate)**

Available to students of demonstrated capability for intensive independent work in finance. (variable credit)

Junior standing with at least 88 cumulative units is a prerequisite for this class.

**FIN 400 | FOUNDATIONS OF QUANTITATIVE ANALYSIS | 0 quarter hours
(Graduate)**

This course provides basic instruction in mathematical and statistical methods as a foundation for GSB 420 Applied Quantitative Analysis. This course will focus on strengthening students' algebra and calculus skills and provide basic instruction in statistical methods. (0 quarter hours)

**FIN 455 | PRINCIPLES OF FINANCIAL MANAGEMENT | 2 quarter hours
(Graduate)**

This course provides an introduction to finance. The goal of the course is to provide students with the basic tools and the background necessary to understand and analyze the corporate financial decision-making process. The course is designed to familiarize accounting students with tools necessary for making sound financial decisions at the enterprise level. Topics covered include concepts in time value of money and their application to stock and bond valuation, capital budgeting, portfolio management, firm's capital structure, dividend policy, and derivative instruments. (2 quarter hours)

Status as a graduate accountancy student is a prerequisite for this class.

**FIN 512 | COMMERCIAL BANKING | 4 quarter hours
(Graduate)**

The objective of this course is to analyze the role of commercial banks in the financial system in order to understand the problems and issues confronting bankers now and in the future. The student will learn to measure and evaluate bank performance; understand how banking firms make their money and how this has been changing over time; understand the management of assets and liabilities, the valuation of bank mergers and acquisitions, and how government policy influences the behavior of commercial banking firms. The course applies traditional finance and strategic management concepts to the management of financial institutions. The emphasis will be on developing a toolkit to solve problems not only in commercial banks but also in other financial services firms. The student will develop proficiency in relevant financial concepts, analytical frameworks, data analysis, and techniques in the field of financial economics. The course consists of a blend of lectures, discussions, and case studies.

FIN 555 is a prerequisite for this class

**FIN 513 | MONEY AND CAPITAL MARKETS | 4 quarter hours
(Graduate)**

This course analyzes interest rates, foreign exchange rates, federal funds futures market, the operation and regulation of financial institutions, and the impact of Central Bank actions on securities markets and the economy. The educational objective of the course is to provide graduate business students with the opportunity to acquire a thorough understanding of the theoretical and applied concepts that determine the operations of the money and capital markets. When you finish this course you will be able to demonstrate how the release of economic news about the real sector and the conduct of monetary policy influence the pricing of assets (interest rates and foreign exchange rates); measure and evaluate the impact of central bank actions on securities markets and the economy; understand the importance of having an independent central bank for macroeconomic performance; measure and evaluate the price volatility of interest-bearing securities; and understand how central bank monetary and regulatory actions can affect the stability and soundness of financial institutions. This course is designed to achieve maximum student involvement in order to add the greatest amount of value to their graduate educational experience. The emphasis will be on developing a toolkit to solve problems that financial analysts and other researchers encounter in security markets and financial institutions. We desire to become proficient in certain financial market concepts, analytical frameworks, data analysis, and various techniques in the field of financial economics. Accordingly, the course is structured to include extensive reading, several written statistical assignments, and class discussions that are based on the readings. These written assignments have three objectives: to make sure that the reading material has been absorbed in full measure; to serve as the foundation for class discussions; and, to provide students with the opportunity to demonstrate their understanding of the substantive class material and the ability to apply this material in "real world" situations.

FIN 555 is a prerequisite for this class

**FIN 523 | INVESTMENT ANALYSIS | 4 quarter hours
(Graduate)**

This course provides an introduction to capital markets and financial instruments with an emphasis on security valuation. It is not a course on personal investing. The course builds on FIN 555 and covers relevant aspects of fixed-income markets, asset pricing, portfolio management, equity markets, and derivatives markets. The course provides background material for both FIN 662 (Derivatives Valuation) and FIN 675 (Cases in Investments and Financial Engineering).

FIN 555 is a prerequisite for this class

**FIN 524 | FINANCIAL STATEMENT ANALYSIS | 4 quarter hours
(Graduate)**

This course provides an introduction to financial statement analysis from a global perspective by focusing on the International Financial Reporting Standards (IFRS). The emphasis is on the use of company financial reports to evaluate the historical, present, and prospective performance and financial soundness of a company for the purpose of financial decision-making.

FIN 555 is a prerequisite for this class

**FIN 525 | PORTFOLIO MANAGEMENT | 4 quarter hours
(Graduate)**

This course covers topics and techniques appropriate for institutional portfolio management. The course does not examine personal investment or personal portfolio management. The topics and readings are designed to be at the level of the portfolio management coverage in all the three levels of the CFA program.

FIN 523 is a prerequisite for this class.

**FIN 526 | ADVANCED TOPICS IN INVESTMENTS | 4 quarter hours
(Graduate)**

This course provides an understanding of several topics that are important to successful completion of the CFA examination. The course will focus on equity valuation including valuation of closely held companies, real estate valuation, venture capital, behavioral finance, hedge funds, distressed debt, commodity futures, and benchmarks. The course will proceed from simple valuation models to those used to value assets wherein daily mark-to-market accounting is not available (e.g., real estate, venture capital, etc.).

FIN 523 is a prerequisite for this class.

**FIN 528 | ALTERNATIVE INVESTMENTS | 4 quarter hours
(Graduate)**

Alternative investments are the fastest growing sector of the financial industry, and probably the least understood, including by many market professionals. Although the range of sophistication in people associated with alternative investments varies, it is more and more common to use them in investment strategies, either as direct investments, through funds of funds or structured products. The purpose of this course is to give students a good understanding and workable knowledge of the techniques that should be part of the toolkit of anyone investing in, analyzing and/or advising private and institutional clients on the inclusion of alternative investments in their portfolios. Because this course is geared for students wishing to pursue careers in Wealth Management or related fields, it will largely be taught from a practitioner's point of view. Throughout the course we will pay special attention to capital market trends as they relate to the various investment vehicles we discuss. We will also turn our attention to corporate governance issues as they pertain to alternative investment strategies.

FIN 523 is a prerequisite for this class.

**FIN 530 | REAL ESTATE INVESTMENT AND FINANCE | 4 quarter hours
(Graduate)**

Analysis of real estate investment opportunities and the characteristics that distinguish them from other assets. Emphasis is upon forecasting cash flows and estimating risk. Case analysis is an integral part of the course technique.

RE 527 or Completion or concurrent enrollment in FIN 555 is required

**FIN 540 | CORPORATE GOVERNANCE | 4 quarter hours
(Graduate)**

This course is designed to intersect three areas of interest: (a.) Entrepreneurial Finance and Private Equity; (b.) Family and Closely Held Firms, and; (c.) International Finance with special emphasis on cross-border valuation and access to finance. The course is, by nature, a finance course that deals with ventures, family, and closely held firms in an international context. The core question behind GEF is: "How do entrepreneurial managers, family firms, closely held firms and those who finance them design and execute ventures that effectively match opportunities and resources in an international context?" An overreaching insight of the GEF course is that the notions of risk and reward are as important in privately held as in publicly held firms. In privately held firms, however, entrepreneurs and financiers are often forced to make assumptions based on incomplete data. The course will provide you with the tools necessary to value these ventures domiciled in countries around the world.

FIN 551 | PROBLEMS IN CORPORATE FINANCIAL POLICY | 4 quarter hours**(Graduate)**

This course enables the student to apply the basic principles of corporate finance learned in FIN 555 and in FIN 553 to problems in corporate finance with the complexities encountered in practice. Through cases and discussion of topical issues, the course provides the student with an opportunity to analyze practical financial situations and problems. The course requires the student to be familiar with fundamental concepts such as valuation methods (WACC, Free Cash Flow and Capital Cash Flow, APV, Trading and Transaction Multiples), portfolio selection, CAPM, and analysis of capital structure. The course emphasis is sufficiently general so as to be of interest to a wide cross-section of students. At its most fundamental level, the course attempts to improve problem-solving skills that relate to problem definition, gathering and organizing the relevant information, developing feasible alternative courses of action, evaluating alternative choices, and recommending and defending the best course of action. In addition to analyzing specific problems or issues, the course will consider how these issues relate to the strategic objectives of the firm and examine the "big picture" assumptions that are used in the numerical calculations. FIN 553 is strongly recommended.

FIN 555 is a prerequisite for this class

FIN 552 | HEDGE FUND MANAGEMENT | 4 quarter hours**(Graduate)**

This is an experiential course focusing on investment analysis in the context of the hedge fund industry. The goal of this class is to give students working knowledge of the hedge fund industry by drawing upon the experience of simulated investment presentations to portfolio managers (in the classroom setting). It is designed to give students rigorous exposure to long/short equity strategies as a gateway to explore other fund strategies. Topics will include securities analysis, research strategies, short selling and portfolio management. The course will help students generate superior investment ideas by conducting creative, value-added research. Students will act as hedge fund analysts by working through the investment process: idea generation, analysis, and presentation, and should walk away with a working knowledge of the hedge fund industry.

FIN 523 is a prerequisite for this class.

FIN 553 | ADVANCED CORPORATE FINANCE | 4 quarter hours**(Graduate)**

This course builds on FIN 555 and focuses on fundamental themes in corporate finance. Topics covered include the analysis of capital investments, valuation methods, cost of capital, real options, agency costs, corporate governance, payout policy, equity issues, hybrid forms of financing, and mergers and acquisitions. The main theme of the course is on valuation and the overall focus is on enhancing enterprise value. The course also uses several case studies to illustrate the application of finance theory to practical problems.

FIN 555 is a prerequisite for this class

FIN 555 | FINANCIAL MANAGEMENT | 4 quarter hours**(Graduate)**

This course provides an introduction to concepts and techniques required to analyze and implement optimal financial decisions by firms and serves as the core course in the graduate finance curriculum. The course focuses on the effect of time and uncertainty on investment and financing decisions. It develops a framework for corporate financial decision-making. Topics covered include basic discounting techniques, stock and bond valuation, capital budgeting, portfolio theory, asset pricing, and capital structure. The course uses several case studies to illustrate the application of finance theory to practical problems.

(ACC 500 or ACC 502 or equivalent) and (GSB 420 or GSB 519 or equivalent) are prerequisites for this class.

FIN 557 | INTERNATIONAL FINANCE | 4 quarter hours**(Graduate)**

This course examines the effect of political and economic factors on the financial decision-making of the firm. The objective of the course is to enable the student to i) utilize the knowledge of the determinants of currency values, and the mechanism through which they work, to forecast changes in currency values ii) to analyze and manage the spectrum of risks arising from a firm's international operations and iii) to be familiar with how the international financial system works and with the major players in the system.

FIN 555 is a prerequisite for this class

FIN 558 | MERGERS AND ACQUISITIONS | 4 quarter hours**(Graduate)**

The course provides an overview of common corporate restructuring strategies and the economic motives for undertaking them. Topics covered include mergers, acquisitions, friendly and hostile takeovers, financial re-capitalization, leveraged buyouts, management buyouts, going private, convertible securities, tracking-stock, spin-offs, split-ups, carve-outs and reorganization under bankruptcy, liquidation, and out-of-court restructuring. The course integrates corporate governance and agency dimensions, financial and strategic management aspects, and legal and accounting considerations into a unified framework. This framework is then used to investigate issues such as pre-merger planning, fact-finding, accounting and tax implications, anti-trust problems, post-merger integration, and the short-term and long-term shareholder wealth consequences of financial and organizational restructuring transactions. The course examines transactions that significantly affect a corporation's assets, liabilities, and/or equity claims. Transactions will be examined from the perspectives of both the corporation (e.g. CFO and CEO) and the capital markets (e.g. investors). Common "arbitrage" trading strategies involving corporate transactions will also be discussed. A basic understanding of financial options and pricing is recommended.

FIN 555 and (FIN 551 or FIN 553) are prerequisites for this class.

FIN 559 | SUSTAINABLE VALUE CREATION | 4 quarter hours**(Graduate)**

This course examines how firms create and sustain value over time. The course explores environmental/social sustainability issues as real business risks through analysis and discussion of current events and case studies. The course begins with an introduction to financial statements and the data they contain to inform investors about a firm's financial position and value to investors. We then examine how common environmental/social sustainability issues and solutions impact firm value. Finally, we look beyond firms to the impact on public and private resources as firms seek to create sustainable value.

**FIN 562 | RISK MANAGEMENT | 4 quarter hours
(Graduate)**

This course examines risk management from a broad enterprise perspective by focusing on the various risks faced by a firm. The course covers various methods that can be used to minimize risk and its effect on firm value.

FIN 555 is a prerequisite for this class

**FIN 565 | PRINCIPLES OF RISK AND INSURANCE | 4 quarter hours
(Graduate)**

This course will provide students with an over view of the insurance industry and a foundation in the areas of property, casualty, and life insurance. Students will have a firm grasp of how insurance firms are able to meet their obligations while creating value for their stakeholders.

FIN 555 is a prerequisite for this class

**FIN 566 | RISK MANAGEMENT MODELING | 4 quarter hours
(Graduate)**

This course will use mathematical techniques via EXCEL to identify various risks and exposures affecting enterprises. Then, students will apply solutions that mitigate and control the risks and exposures as identified.

FIN 555 is a prerequisite for this class

**FIN 571 | FINANCING NEW VENTURES | 4 quarter hours
(Graduate)**

This course will focus on identifying, examining and evaluating various sources of original and growth capital. Emphasis will be on legal, financial and tax issues related to capital formation as well as specific problems experienced by the small-to-medium-sized firm undergoing rapid growth. Topics discussed will include financing startups, financial planning and strategy, going public, selling out and bankruptcy. A formal proposal for capital acquisition developed through field research will be required of each student. Cross-listed with MGT 571.

FIN 555 is a prerequisite for this class

**FIN 581 | BEHAVIORAL FINANCE | 4 quarter hours
(Graduate)**

After the development in the last four decades, Behavioral Finance has become an integral part of the toolkit that is essential for a successful career in any finance-related field: asset management, investment banking, corporate finance, finance-related policy work, among others. The traditional framework for thinking about financial markets assumes that all market participants are fully rational. The past four decades, however, have witnessed the emergence of an important new paradigm, behavioral finance, which argues that many financial phenomena are the result of less than fully rational thinking. In this course, we will cover the building blocks of behavioral finance: limits to arbitrage and psychology. Then, we will move on to applications to individual investor behavior, financial markets, corporate finance and policy. (Prerequisite: FIN 555)

FIN 555 is a prerequisite for this class

**FIN 595 | INVESTMENT SEMINAR I | 4 quarter hours
(Graduate)**

The Investment Seminar is intended to provide a rich learning and application opportunity focusing on financial investing. The learning module comes about through the fusion of academic knowledge gained from advanced courses in investments and corporate finance with the actual practice of analyzing securities and making and defending buy and sell recommendations for a "live" portfolio. Students taking the course are paired with executives from top financial firms and will present stock recommendations at company headquarters. The course is unique to collegiate business education and provides a definite competitive education and provides a definite competitive edge in the job market.

FIN 555 is a prerequisite for this class

**FIN 595-2 | INVESTMENT SEMINAR II | 0 quarter hours
(Graduate)**

This course is a continuation of FIN 595. The Investment Seminar is intended to provide a rich learning and application opportunity focusing on financial investing. The learning module comes about through the fusion of academic knowledge gained from advanced courses in investments and corporate finance with the actual practice of analyzing securities and making and defending buy and sell recommendations for a "live" portfolio. Students taking the course are paired with executives from top financial firms and will present stock recommendations at company headquarters. The course is unique to collegiate business education and provides a definite competitive education and provides a definite competitive edge in the job market.

FIN 595 is a prerequisite for this class.

**FIN 617 | TOOLS OF FINANCIAL ANALYTICS | 4 quarter hours
(Graduate)**

This course provides the student with a comprehensive introduction to the mathematics of finance. The course will focus on applying mathematical concepts, quantitative tools, and modeling techniques to practical problems encountered in finance.

**FIN 660 | IPOs AND VENTURE CAPITAL | 4 quarter hours
(Graduate)**

In IPOs and Venture Capital, we will explore equity financing alternatives for private companies, including their final funding step as a private company: their initial public offering or IPO, when they go public. Unlike many finance classes, this is not primarily a quantitative course. While there are some quantitative elements, the focus will typically be on the analytics: on contract design, optimal regulation, balancing various risks and objectives, and structuring a deal to minimize conflicts of interest and optimize incentives. Our focus will be largely on the U.S., but we will also cover fund-raising methods and options in other countries. We will work in part from Harvard Business School Case Studies. This course should be useful for those interested in investment banking, venture capital, private equity, or securities law, or those who hope to have a start-up of their own someday.

**FIN 662 | DERIVATIVES VALUATION | 4 quarter hours
(Graduate)**

This course focuses on the theory and practice of the valuation of derivative securities such as forward contracts, futures contracts, swaps, and options. The course also examines the underlying properties of each of these instruments and their use in managing the various risks faced by market participants.

FIN 523 and FIN 555 are prerequisites for this class.

**FIN 719 | EQUITY RESEARCH | 4 quarter hours
(Graduate)**

This course focuses on developing the knowledge and skills critical for analyzing equities (stocks) including using Bloomberg, Excel, and Thomson ONE to conduct industry analysis, company analysis, basic financial modeling, and valuation to communicate a successful stock pitch.

FIN 555 is a prerequisite for this class

**FIN 793 | INTERNSHIP | 4 quarter hours
(Graduate)**

Knowledge acquired in the classroom is applied in an actual business environment through varied theoretical and basic assignments under supervision in industry, government or public finance.

FIN 798 | SPECIAL TOPICS | 4 quarter hours**(Graduate)**

Content and format of this course are variable. In-depth study of current issues in finance. Subject matter will be indicated in class schedule. Offered variably.

FIN 799 | INDEPENDENT STUDY | 4 quarter hours**(Graduate)**

Available to graduate students of demonstrated capability for intensive independent work in finance.

Focus Area (FA)

FA 110 | ESSENTIALS OF TRAINING AND DEVELOPMENT | 2 quarter hours**(Undergraduate)**

This is a 5-week, 1-competence course on Employee Training and Development. Students will learn the basic processes of employee training and development, including needs assessment, theories of learning and behavior change, training design to support appropriate selection or development of training, delivery of training, issues of transfer, and assessment of results. (2 quarter hours)

FA 120 | ESSENTIALS OF COACHING | 2 quarter hours**(Undergraduate)**

Effective coaching has long been recognized as a key element of success in the world of sports. More recently, a new breed of coaches has emerged to help people transform their personal and professional lives. In this course, we will explore the theories, concepts, and techniques of personal life and business coaching. Students will learn about the history of coaching, its uses in personal and professional development and practical applications. Working individually, in pairs, and in small groups, students will practice coaching skills and keep a detailed learning journal. This course will be highly experiential and collaborative in nature. Students will learn concepts of coaching for personal development and professional effectiveness. In addition, students will learn models of collaborative learning and will apply one recognized model in the exploration of their coaching practice in the course. (2 credit hours)

FA 199 | CAREER ASSESSMENT AND PLANNING | 2 quarter hours**(Undergraduate)**

In this course, students use structured analysis and reflection, research and planning to create a professional development portfolio. Students learn strategies for reflecting, assessing strengths and growth opportunities, identifying support systems and agents, practicing smart goal setting, and attaining goals. Opportunities to return to this portfolio will be built into the major courses for purposes of ongoing assessment, reflection and planning.

FA 208 | SALES AND MARKETING MANAGEMENT FOR BUSINESS TODAY | 2 quarter hours**(Undergraduate)**

Sales Management is one of the most important jobs in business today. It is the focal point for managing customer relations, and is critical for sustaining profitability and growth. It draws on a broad spectrum of skills and offers many desirable career paths for both entry level as well as experienced workers. Sales Management techniques are applicable in a wide variety of business settings, and the basic framework and details apply in all of them. The purpose of this course is to present a practical, contemporary framework for Sales Management. It starts with basic sales analysis techniques for determining company position in the market. From there it explores modern sales techniques for facilitating the customer's buying decision. It then covers the major Sales Management job functions, such as Territory Management and Sales Training. The course concludes with a discussion of leadership and psychological skills that make for Sales Management excellence. Students will learn Sales Management via course lectures, textbook reading, Internet searches and independent research on the company they work for. (2-4 quarter hours)

FA 209 | CONSUMER BEHAVIOR INSIGHTS | 2 quarter hours**(Undergraduate)**

In the Consumer Behavior Insights course, students explore the processes that consumers use to make decisions. Understanding of consumer segments is developed and applied to create communication strategies using a decision-making framework. Through coursework, students demonstrate an understanding of various topics including how market intelligence is collected, market segmentation, the impact of various cultural influences on behavior, elements of persuasive communication and development of consumer-oriented strategies. Cultural norms influence receptivity to marketing communication messages. In-depth consumer knowledge of a sub-cultural segment is learned and applied as students conduct market research. Based on analysis, students develop communication objectives, positioning statements and strategies for consumer communication. The role of mass media is examined in two distinct areas. Mass media influence cultural values by reinforcing norms for consumer needs and wants. Mass media are also important means for communication of targeted advertising messages. (2-4 quarter hours)

**FA 214 | ENTREPRENEURIAL ACCOUNTING | 2 quarter hours
(Undergraduate)**

Entrepreneurial Accounting is a thorough coverage of financial and management accounting topics in an economically challenging business environment. Clear principles and procedures are used to demonstrate the complete accounting cycle in any type of organization: For-Profit or Non-Profit. General purpose financial statements are prepared and examined from a fundamental understanding of how for-profit and non-profit businesses operate in a dynamic and changing business marketplace. Specifically, the reach of this course will be on a global environment that is characterized by a high degree of uncertainty. We will examine a variety of accounting challenges faced by business from an international perspective. This will have important implications on the way a company becomes more competitive and thus profitable. As such each of you will be assigned a company on day one of class to manage through a series of accounting dilemmas often both inside and outside our borders. As you acquire the requisite skills (throughout the term) to meet those challenges you'll execute decisions that will change the management course of the company. It is through this individual decision making that you'll learn what works and what doesn't and why. This is not a static accounting course. Your decisions will have an impact on the direction of the company. We will also cover a series of topics that will enhance your understanding of financing techniques and options through detailed ratio-analysis. This will advance your ability to understand and seek creative financing for any ideas you might have in the future. This is essential if you have that entrepreneurial spark that just needs some financial backing and support to get started. As this is an accounting course we would expect some proficiency in basic quantitative /mathematical ability. You should also be able to use a calculator reasonably well. (2-4 quarter hours)

**FA 223 | ACCOUNTING AND FINANCE PRINCIPLES | 2 quarter hours
(Undergraduate)**

In this course, we will examine the role of accounting and financial management in the preparation, reporting and analysis of financial information. This topic is particularly important in today's economically challenging business world. Accounting and Finance concepts and principles serve as the bookends for our exploration. Clear principles and procedures are used to capture financial data, which can then be used to make economic and financial decisions. Specifically, the objective of this course is to present the fundamentals of accounting and finance to assist the non-accountant in understanding the financial statements of an organization and how financial information can be used in the management planning, control, and decision-making processes of both profit and non-profit seeking enterprises. Accounting is often called the language of business and as such, it is appropriate that as participants in the economic activities of our society we should have enough knowledge of this language to make informed decisions and judgments about our role in these economic activities. We will also cover a series of topics that will enhance your understanding of financial information, financing techniques and options through financial and ratio-analysis. This will advance your ability to understand and make relevant financing and investment decisions or develop viable future business strategies. (2-4 credit hours)

**FA 231 | PERSONAL FINANCIAL PLANNING | 2-4 quarter hours
(Undergraduate)**

This course will help students organize their financial lives by learning and implementing selected principles of accounting, finance, and management. The course will address value and risk determination by dealing specifically with the analysis of one's financial status, goal setting and planning, and decision making. Risk analysis, savings and investment principles, taxes, debt management, retirement, and estate considerations are areas which guide the financial management of individuals and businesses alike. (2-4 quarter hours)

**FA 238 | ENGAGING RESILIENCE IN ADULT LIFE | 2 quarter hours
(Undergraduate)**

Building & Engaging Resilience (in Adult Life) (4 credit hours) (Fac: Matamonasa): An ancient proverb reads: "Fall down seven times. Stand up eight." But how? What's involved in such flexibility, adaptability, tenacity, hardiness and resilience? What understandings, values and skills help? How does one develop these and nurture them across an adult lifetime? Through this seminar, participants will explore various concepts, models and "best practices" for growing, rebounding and selfguarding one's resilience given the challenges and uncertainties of adult life. (Questions? Contact instructor at amatamo1@depaul.edu.)

**FA 269 | ENTREPRENEURSHIP: HOW TO FIND AND FUND YOUR DREAM | 2 quarter hours
(Undergraduate)**

Did you know that 90% of new restaurants are doomed to fail? Have you always wanted to be your own boss? Are you presently conducting a small business from your garage that you'd like to make bigger and more profitable? Who makes a great entrepreneur? Are businesses easier to manage in the age of technology? In this course, Students will learn how to identify an appropriate small business for their talents and time restrictions. Learners will also consider methods of financing their dream work lives, and review the pit falls awaiting new businesses in today's economic climate. Students need not have a business in mind, but must be willing to consider how they might go about putting together a plan for a successful venture. Ideas about the definition of business in modern society, of entrepreneurship, about the psychological make up of the successful small business owner, and about the long term view for small businesses will also be covered. (2-4 quarter hours)

**FA 270 | STARTING UP AND RUNNING YOUR OWN BUSINESS | 2 quarter hours
(Undergraduate)**

This course will help students learn how to start and operate an independent business enterprise. We will address entrepreneurship, defining your markets, accounting basics, business plans, financing, establishing the business, hiring employees, business equipment, software, and marketing. Through readings, discussion, and home assignments, students will learn how to increase the probability of reaching their business goals while minimizing risks and costs. By applying management, financial, and software concepts and practices, students will have the knowledge to start and run a new business. (2-4 quarter hours)

**FA 288 | MARKETING FOR THE SOCIAL GOOD | 2 quarter hours
(Undergraduate)**

This is a ten week course on the nonprofit and public organizational issue of social marketing. Generally social marketing techniques are used to influence individuals, or groups to change their behavior in order to improve a social good such as: individual health, the environment, and the community. Students will develop an appreciation for the principles of social marketing and will be taught the techniques for conducting social marketing programs. Students will also learn how to develop social marketing plans and meaningful promotions, including utilizing imagery/art to understand and create advertisements. (2-4 quarter hours)

**FA 300 | PROJECT MANAGEMENT | 2-4 quarter hours
(Undergraduate)**

Project Management is a business concept which has received a great deal of attention over the last few years. Business managers are discovering that the complexity of human and technological systems forces workers to organize, prepare, and monitor project development in a way which was not necessary in simpler times. In this course, students will discuss and discover methods of project organization and execution which will help them achieve efficacy and success in the workplace. This course will cover concepts in describing project goals, setting priorities, identifying needs, and designing realistic time lines. Students will learn how to execute successful projects from start to finish. (2-4 quarter hours)

**FA 301 | EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT | 2 quarter hours
(Undergraduate)**

In this leadership course, students will use readings, behavior/trait surveys, and case studies to understand leadership theories and models. Participants will learn to create, establish, and reinforce cultural rules of engagement designed to increase communication effectiveness and get the most out of the current human dynamic in their respective environments. Understanding these various leadership models allows students to reflect on their own style in today's culturally changing environments. (online) (2 credit hours)

**FA 302 | PROJECT MANAGEMENT: DESIGN AND ASSESSMENT | 2 quarter hours
(Undergraduate)**

Project Management is an important discipline that can benefit students in their careers as well as personal life. This course will explore project management methodologies, their common steps and tools. The course translates Project Management theory into a practical and effective methodology, starting with working definitions of Project and Project Management, the course examines project initiation, evaluation and organization using analytic techniques such as discounted cash flow and PERT/CPM. In addition, the course examines project execution and control, along with the documentation and communications skills needed to keep a project on track. The course concludes with an overview of project management applied to computer information systems development. (2 quarter hours)

**FA 304 | ADVANCED PROJECT COURSE | 4 quarter hours
(Undergraduate)**

The main purpose of this course is to guide you through the various steps involved in designing and carrying out an Advanced Project (AP) on a subject that is related to your particular focus Area (FA). Whether you want to address a practical problem or a theoretical question, in this course you will be guided through the process of investigating a problem or issue in depth, and establishing clear links between the definition of the problem or issue, discussion of conceptual issues, methods of investigations, analysis of findings, and practical applications. Successful completion of the Advanced Project will satisfy the F-11 and F-12 competences. This course satisfies a residency requirement.

LL 300 is a prerequisite for this class. This class is not open to BAC students.

**FA 310 | GENDER IN BUSINESS AND LEADERSHIP | 2 quarter hours
(Undergraduate)**

Women's work is never done. Not only are women mothers and wives, but these days the expectation is that women will take on leadership roles outside the home as well. What makes a woman a leader? How did the workplace differ when women were not corporate leaders? Who are today's prominent female leaders and how are they shaping our future? In this course, learners will study the lives and contributions of various important women from business, politics, and social action. Students will assess equality in management and leadership, the psychological make up of the woman leader, and the ways in which women's contributions to leadership differ from men's. Furthermore, the class will endeavor to define leadership, its consequences, and its personal ramifications. Students should expect to read extensively about the lives and characteristics of contemporary women who have surfaced in leadership roles. Learners will also identify women leaders in their own workplaces and communities and assess their involvement in the corporation and/or general public. (2-4 quarter hours)

**FA 313 | CHANGE MANAGEMENT: THEORY & PRACTICE | 2 quarter hours
(Undergraduate)**

Change management is a common term for all the processes, skills and practices used to prepare individuals, managers, and leaders to implement organizational changes. Simply put managing change, although difficult, is about the people side of change. Over this 5-weeks course theories, practices, and people management skills that are the foundation of sustainable change will be studied. The course emphasis is on deepening SCPS students' understanding of the challenges and opportunities associated with being an effective change advocate and creating successful change outcomes. (2 credit hours)

**FA 318 | UNDERSTANDING FINANCIAL STATEMENTS | 2 quarter hours
(Undergraduate)**

Business managers as well as investors must have a basic understanding of financial statements as not only a management tool but also as a way of communicating the financial and operational well-being of a company. This course teaches students the essential elements of financial statements, their interpretation and their impact on investors and society. This is a particularly important topic and skill in light of the recent corporate financial reporting scandals plaguing Wall Street and the nation. (2-4 quarter hour)

**FA 325 | CONNECTING THOUGHT AND BEHAVIOR | 2 quarter hours
(Undergraduate)**

This course introduces students to concepts of Cognitive Psychology. They will review the history and development of the field and explore how cognitive processes impact thought and behavior. Through an experiential learning process, students will explore the science behind such topics as perception, consciousness, memory, language, problem solving, reasoning and emotional experience and how these cognitive abilities impact their lives. (2-4 quarter hours)

**FA 330 | PROFESSIONAL COMMUNICATION IN THE WORKPLACE | 2 quarter hours
(Undergraduate)**

This course provides an overview of the fundamentals of professional writing. Through engaging in and reflecting upon a variety of professional writing tasks, you will learn the rhetorical theory and practice necessary for effective written communication in professional contexts. (online) (2 credit hours)

**FA 334 | HUMAN RESOURCE AND TALENT DEVELOPMENT FUNDAMENTALS FOR MANAGERS | 2 quarter hours
(Undergraduate)**

This course is designed as an introduction to the practices of human resources (HR) in a corporate environment. It will target the practices that managers need to know such as recruiting, training, hiring, and terminating employees as well as the basics of HR law. Additional content that will be addressed includes headcount management, performance appraisals, learning & development, compensation basics, and grievance processes. This course will equip managers with the information they need to know without making them Human Resource experts but rather how to work effectively with their HR counterparts. (2-4 hours)

**FA 335 | RISK MANAGEMENT IN THE WORKPLACE | 2 quarter hours
(Undergraduate)**

This overview course in risk management will introduce managers to the various types of risk that needs to be managed in the workplace. Numerous areas such as operational risk, market risk, global risk, and customer risk will be investigated. While this course is not to create students who will be experts in risk management this course will allow them to identify and analyze areas of potential risk to the assets of their organization. Students will use case studies to ensure that proper communication happens for key risks within the organization. (2-4 hours)

**FA 340 | IMPLEMENTING CORPORATE TRAINING PROGRAMS | 2 quarter hours
(Undergraduate)**

In this course, students will learn about the strategic process of effectively and efficiently implementing a corporate training program based on business drivers from design stages through measurement of results. This process includes defining requirements and success criteria, designing the process, implementing and powerfully communicating the program to the learners, and then understanding how to measure the success of the program. It is imperative to measure and report on the trends of the program and to understand why it is important. Using methodology and models that have been successful in numerous global and domestic companies, students in this course will create their own plan for implementation, communication, and measurement to ensure success in their future training program implementations. (2-4 quarter hours)

**FA 359 | ETHICAL BUSINESS BEHAVIOR | 2 quarter hours
(Undergraduate)**

Ethical Business Behavior explores the ethical issues that business decision-makers face and examines the moral principles that are used to help resolve these issues. Ethical decisions in the workplace can have tremendous influence on the individuals and the corporations involved. The outcomes of unethical behavior can affect reputations, trust and career path. Results have been as severe as loss of employment, physical harm to individuals, corporate bankruptcy and even impacts to the economy. Students are placed in decision-making roles through exercises, case studies and role-playing. Reasoning skills are honed through identification of ethical issues and alternative means to analyze these issues. Ethical behavior is evaluated using analytical skills to apply ethical concepts to business situations. (2-4 quarter hours)

**FA 387 | AFRICAN-AMERICAN STUDIES IN CRITICAL PERSPECTIVE | 2 quarter hours
(Undergraduate)**

This interdisciplinary 19th and 20th century African-American studies course examines the role of protest and resistance, the media, and cultural and artistic expression in African-American history. Vis-a-vis readings, documentaries, and discussion, the course intends to illustrate the multiple ways in which African-Americans have protested and resisted oppression while examining how such efforts have been framed in the media during varying historical eras. It defines 'media' broadly and analyzes its role, both via its traditional forms (print, television and radio) but also vis-a-vis other forms of entertainment/infotainment that were particularly unique to 19th century U.S. society (i.e. minstrelsy [1830-1920]). The course concludes with a discussion of the role of art and culture in refashioning thinking and transforming experience. The latter discussion promises to be rich and thought provoking and unearths some of the works of the raw and revolutionary artists of the 1960s while taking a careful look at novel cultural practices that emerged during this period.

French (FCH)

**FCH 101 | BASIC FRENCH I | 4 quarter hours
(Undergraduate)**

First quarter of beginning French. Listening, speaking, reading and writing French in a cultural context for the beginning student. This course is an introduction to the study of the French language and the culture of Francophone countries. Its methodology is based on two assumptions. The first assumption is that language and culture are inseparable. As students learn the French language, they will also gain insights about the French and Francophone people and their culture. The second assumption is that language is for communication. Studying a foreign language does not mean memorizing grammar rules, but internalizing these rules so that learners can use them as guidelines when they attempt to express themselves in spoken and written French. The course also centers on the explanation of cultural aspects of French life, especially as they differ from American life. In-class work is devoted to intensive communication practice, so that students are able to put the rules they study to use in talking about themselves and their personal interests in French.

**FCH 101S | BASIC FRENCH I FOR SUMMER | 6 quarter hours
(Undergraduate)**

(Covers the equivalent of FCH 101 and the first half of FCH 102.) The first half of beginning French. Listening to, speaking, reading, and writing French in a cultural context for the beginning student.

**FCH 102 | BASIC FRENCH II | 4 quarter hours
(Undergraduate)**

Second quarter of beginning French. Continued emphasis on the four skills in culturally-authentic situations. This course is a continued introduction to the study of the French language and the culture of Francophone countries. Its methodology is based on two assumptions. The first assumption is that language and culture are inseparable. As students learn the French language, they will also gain insights about the French and Francophone people and their culture. The second assumption is that language is for communication. Studying a foreign language does not mean memorizing grammar rules, but internalizing these rules so that learners can use them as guidelines when they attempt to express themselves in spoken and written French. The course also centers on the explanation of cultural aspects of French life, especially as they differ from American life. In-class work is devoted to intensive communication practice, so that students are able to put the rules they study to use in talking about themselves and their personal interests in French.

**FCH 103 | BASIC FRENCH III | 4 quarter hours
(Undergraduate)**

Third quarter of beginning French. Completion of the basic elements of the French language, spoken as well as written, with due regard to the cultural context of French expression. This course completes the introduction to the study of the French language and the culture of Francophone countries. Its methodology is based on two assumptions. The first assumption is that language and culture are inseparable. As students learn the French language, they will also gain insights about the French and Francophone people and their culture. The second assumption is that language is for communication. Studying a foreign language does not mean memorizing grammar rules, but internalizing these rules so that learners can use them as guidelines when they attempt to express themselves in spoken and written French. The course also centers on the explanation of cultural aspects of French life, especially as they differ from American life. In-class work is devoted to intensive communication practice, so that students are able to put the rules they study to use in talking about themselves and their personal interests in French.

**FCH 103S | BASIC FRENCH III FOR SUMMER | 6 quarter hours
(Undergraduate)**

(Covers the equivalent of the second half of FCH 102 and all of FCH 103.) The second half of beginning French. Further work on the basic elements of the French language, spoken as well as written, with due regard to the cultural context of French expression.

**FCH 104 | INTERMEDIATE FRENCH I | 4 quarter hours
(Undergraduate)**

First quarter of intermediate French. Intensive practice in the use of French through listening, speaking, reading, and writing, and continued enhancement of the cultural awareness intrinsic to those skills. This course emphasizes language as communication. It stresses the further development of listening, reading, speaking, and writing skills. It is designed to reinforce the students' knowledge of French grammar and vocabulary in realistic contexts. The course also incorporates information on many aspects of contemporary French/Francophone society since cultural awareness is essential for true communicative competence. All the material presented has a functional purpose so that it can be easily used in real-life language situations. Class activities are structured to give students the practice they will need in order to perform authentic communicative functions in real life. FCH 103 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 104S | INTERMEDIATE FRENCH I FOR SUMMER | 6 quarter hours
(Undergraduate)**

This intensive course covers the equivalent of FCH 104 and the first half of FCH 105. Focuses on listening, speaking, reading, and writing French in a cultural context for the intermediate-level student.

**FCH 105 | INTERMEDIATE FRENCH II | 4 quarter hours
(Undergraduate)**

Second quarter of intermediate French. More concentration on the four language skills in an authentic cultural context. This course emphasizes language as communication. It stresses the further development of listening, reading, speaking, and writing skills. It is designed to reinforce the students' knowledge of French grammar and vocabulary in realistic contexts. The course also incorporates information on many aspects of contemporary French/Francophone society since cultural awareness is essential for true communicative competence. All the material presented has a functional purpose so that it can be easily used in real-life language situations. Class activities are structured to give students the practice they will need in order to perform authentic communicative functions in real life. FCH 104 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 106 | INTERMEDIATE FRENCH III | 4 quarter hours
(Undergraduate)**

Third quarter of intermediate French. Developing more fluency in speaking, understanding, reading and writing French with a concomitant heightened awareness of the cultural dimensions of the French language. This course emphasizes language as communication. It stresses the further development of listening, reading, speaking, and writing skills. It is designed to reinforce the students' knowledge of French grammar and vocabulary in realistic contexts. The course also incorporates information on many aspects of contemporary French/Francophone society since cultural awareness is essential for true communicative competence. All the material presented has a functional purpose so that it can be easily used in real-life language situations. Class activities are structured to give students the practice they will need in order to perform authentic communicative functions in real life. FCH 105 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 106S | INTERMEDIATE FRENCH III FOR SUMMER | 6 quarter hours
(Undergraduate)**

This intensive course covers the equivalent of the second half of FCH 105 and all of FCH 106. Focuses on listening, speaking, reading, and writing French in a cultural context for the intermediate-level student.

**FCH 130 | MOLILSAP STUDY ABROAD | 2 quarter hours
(Undergraduate)**

This course is specially designed to complement the Modern Language Introductory Languages Study Abroad programs, linked to the third quarter of the first year language program. The course will be taught abroad.

**FCH 197 | SPECIAL TOPICS IN FRENCH | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**FCH 198 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**FCH 199 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)**

Variable credit.

**FCH 201 | ADVANCED COMMUNICATION I | 4 quarter hours
(Undergraduate)**

First quarter of advanced French. Developing culturally appropriate speech and writing through the study of speech acts and written documents within the context of a systematic study and review of grammar and an introduction to translation. Students will read and prepare orally all texts and questions assigned for each session. In class, time will be spent on oral communication activities. These activities will allow students to express their views and impressions with precise terminology and help students acquire greater fluency and accuracy. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 202 | ADVANCED COMMUNICATION II | 4 quarter hours
(Undergraduate)**

Second quarter of advanced French. Focus on the differences between speech and writing with an emphasis on the latter as expressed in compositions, editing, translation, and other writing activities. This course is designed to help students develop culturally appropriate speech, writing, and translation through the study of speech acts and written documents within the context of a systematic study and review of grammar. The course introduces sophisticated syntactical patterns of the language and increases students' vocabulary, thus enabling them to write more elaborate compositions and improve their oral communication skills in a culturally appropriate manner. All students become editors of DePaul's literary French magazine, Mille-Feuille, and participate in all stages of its publication. The overarching theme of the course is the geography of France. Students will gain an in-depth understanding of France's geography, and be introduced to some of the regional characteristics of its literature and culture, economy, cuisine, music, and handicraft. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 203 | ADVANCED COMMUNICATION III | 4 quarter hours
(Undergraduate)**

Third quarter of advanced French. Developing a sophisticated spoken and written fluency using authentic texts as models for elaborated discourse. Written texts and writing exercises reinforce oral expression through extensive (journal) writing and intensive writing (individual and team compositions). The course includes advanced grammar work, occasional translation, and vocabulary enrichment. It utilizes Internet resources to create a simulation. Students write collaborative chapters based on their work. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 204 | ADVANCED COMMUNICATION IV | 4 quarter hours
(Undergraduate)**

Continued refinement of advanced speaking skills by focusing on oral texts discussed in their sociocultural context. Backup support provided through written texts and exercises. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 261E | TERROIRS DU SUD: LAND, FOOD, AND LIFE IN THE SOUTH OF FRANCE | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. The term *terroir*, defined by Angela Murrills as "a marvelous French word that encompasses soil, sun, and rain and how they all affect what grows there" (66), is typically associated with the geography of wine. The notion of *terroir*, however, extends beyond the fruits of the vine to impact the lives and behavior of people. This partner course explores the concept of *terroir* in French culture, cuisine, history, politics, and literature. Through readings, discussion, film, and presentations, students in FCH 261E will discover the symbiotic relationship between the land of the South of France and its inhabitants. The readings will consist of firsthand narratives from Anglophone expatriates who have chosen to live in the regions of Languedoc and Provence, as well as translated fictional stories from Southern French authors. These primary texts will be supplemented by lectures, student presentations, and film. The objective of FCH 261E is for students to gain a holistic cultural understanding of land, food, and life in the South of France.

GEO 350 is a co-requisite for this class.

**FCH 270E | A FRENCH VILLAGE | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. In this class, students will watch "A French Village" (2009-2017), a French television series created under the guidance of historian Jean-Pierre Azema. Inspired by the events that took place in France during World War II, this seven-season series follows the lives of inhabitants of the fictional town of Villeneuve from the Nazi occupation of France early in the war to the immediate aftermath of the war, including trials for war crimes and genocide and struggles to survive in a devastated society. The class will focus on learning about the causes of the war, the major events that occurred in the occupied territories, and the behavior of characters that mirror actual circumstances.

**FCH 297 | SPECIAL TOPICS IN FRENCH | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**FCH 298 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**FCH 299 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)**

Variable credit.

**FCH 301 | THE MIDDLE AGES | 4 quarter hours
(Undergraduate)**

This course is an overview of medieval literature such as the *Chanson de Roland* and the poetry of Francois Villon. It looks at the diverse literary genres that characterize medieval literature and create its diversity. Some genres, such as the "roman courtois," are given special attention because of their singular importance. Readings are placed within the cultural context of their times in order to understand the values they convey. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 302 | SURVEY OF 17TH AND 18TH CENTURY FRENCH LITERATURE | 4 quarter hours (Undergraduate)

This course follows themes developed across two centuries of French literature from 1600 to the end of the ancien regime. It looks at notions such as religion and disbelief as they move from philosophers like Descartes and the French moralistes to the philosophes; it presents conceptions of theater, the novel, and the essay as they evolve from the "grand siecle" to the "siecle des lumieres." It looks at the unfolding of classical French literature in a historical context that moves from royal absolutism to the demands of political and intellectual freedom that arise during the Enlightenment. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 303 | ROMANTICS, REALISTS, AND REBELS | 4 quarter hours (Undergraduate)

This course is an introduction to the writings of the French Realists and to nineteenth-century reactions against Romanticism. Readings might include works by Balzac, Baudelaire, Rimbaud and Flaubert. The course objectives are to familiarize students with Realist writers in the tradition of French literature and to examine ways in which Realism helped define French literary thought in the nineteenth century. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 304 | FRENCH CIVILIZATION I | 4 quarter hours (Undergraduate)

A survey of French civilization from its Gallic origins to the end of the ancient regime, this course focuses primarily on the history and culture of France, although it accords special attention to broader international developments such as the crusades. Beyond the tensions and exchanges between Islam and Christianity, some of the other key subjects this course addresses are feudalism, the Renaissance, the wars of religion, the centralized monarchy, and the Enlightenment. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 305 | RENAISSANCE | 4 quarter hours (Undergraduate)

This course provides an overview of the literature of the French Renaissance with strong emphasis on its most distinguished writers. These may include Rabelais (novel), Ronsard and Du Bellay (poetry), and Montaigne (essays). The course also may treat some lesser literary figures such as D'Aubigne, Marot (poetry) and Garnier (theater). The course conveys a sense of the unfolding Renaissance aesthetic and objectives, ranging from the early exuberance of Rabelais to the later skepticism and caution of Montaigne. It chronicles the self-conscious attempt of French authors to create a literature that rivaled that of Greco-Roman antiquity. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 306 | SEVENTEENTH-CENTURY FRANCE | 4 quarter hours (Undergraduate)

This course is an overview of French literature of the classical period, i.e., the literature largely written during the reign of Louis XIV. The course approaches materials by genre covering theater (Corneille, Racine, Moliere), poetry (La Fontaine, Malherbe, Regnier, Tristan l'Hermite), the novel (Mme de LaFayette, Sorel, Furetiere), literary theory (Boileau), and the moralistes (Pascal, La Rochefoucauld, La Bruyere). FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 307 | THE AGE OF ENLIGHTENMENT | 4 quarter hours (Undergraduate)

This course presents the French Enlightenment as a period of multiple liberations: the promotion of political liberty (the revolt against the absolutist monarchy), the condemnation of human slavery (most particularly in the colonies where it was rampant), the rejection of religious authority and dogma in the secular sphere (critique of the Roman Catholic Church and the advocacy of deism and atheism in place of Christianity), the exaltation of sensuality and the passions (libertine literature and the contestation of monogamy). The course examines the new cultural ideal, the philosophe, who fills the salons of the period. The course ends with several texts from the French Revolution. Most of the readings come from key writers of the period such as Diderot, Montesquieu, Rousseau and Voltaire, though they also include other writers of lesser magnitude. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 308 | THE ROMANTIC MOVEMENT | 4 quarter hours (Undergraduate)

This course is a study of the works of Lamartine, Hugo, Vigny, and Musset, all major representatives of the Romantic movement in France. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 309 | THE FRENCH NOVEL | 4 quarter hours (Undergraduate)

Topics may include: 17th- and 18th-century novel; world of Balzac; Flaubert and Stendhal; Realism and Naturalism; contemporary novelists; survey of the novel. This course examines the structures and situations that often typify the novel and asks why the genre has enjoyed such a continuous popularity among readers over so many centuries. It treats topics such as the transformation of the hero/heroine, the relationship of the greater society to the protagonist, the trials of the protagonist, the cultural ideals embodied by the hero/heroine, and the implications of the fate of the main characters. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 310 | FRENCH DRAMA | 4 quarter hours (Undergraduate)

Topics include: classical drama; romantic drama; contemporary drama. This course examines theatre practices in France across several centuries looking at the various art forms that populated its stages: tragedy, comedy, existentialist theatre, theatre of the absurd and contemporary creations. In addition to reading plays spanning from the 17th to the 21st centuries and putting these in their social context, students may view filmed productions of theatre performances and attend plays if possible. Authors might include Racine, Corneille, Moliere, Beaumarchais, Musset, Ionesco, Beckett and Reza. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 311 | FRENCH POETRY | 4 quarter hours (Undergraduate)

Topics include: form and substance; Baudelaire, Rimbaud, Verlaine, Mallarme; contemporary poets. This course is an exploration of French poetry. It provides a history of French poetry while outlining the socio-historical and intellectual context for poetic creation. The course is also an introduction to the techniques of literary analysis as characterized by "explication de texte," a close reading that looks at the various components of texts: the imagery, the style, rhyme scheme, structure, characterization, tone, etc. leading to an understanding of the overall structure and meaning of the piece. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 312 | TWENTIETH CENTURY WRITERS | 4 quarter hours
(Undergraduate)**

This course introduces students to some of the most prestigious literary figures of the earlier period of the past century, such as Proust, Gide, Malraux, Camus, Sartre, and De Beauvoir. It explores their work in the novel and, when appropriate, in other genres. The course situates the texts and authors within an historical and stylistic framework that indicates major twentieth-century concerns. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 313 | THE SURREALIST REVOLUTION | 4 quarter hours
(Undergraduate)**

Nerval, Lautreamont, Breton, Aragon; films of Man Ray and Bunel. This course takes an interdisciplinary approach to the surrealist movement because the European avant-garde of the early twentieth century used all modes of expression to convey their artistic theories. The course explores surrealist writings and art of all kinds to assess the totality of surrealist modes of expression. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 314 | CONTEMPORARY FRENCH WRITERS | 4 quarter hours
(Undergraduate)**

This course is an exploration of texts written by French authors since the 1940's. Students are taught to analyze a series of novels and short stories as well as the themes they develop and the narrative strategies they adopt. This course will also study the theories that have shaped the period: existentialism, the New Novel, feminism, the literature of transgression, the question of being and language, and Neo-Realism. Authors might include: Bataille, Perec, Blanchot, Yourcenar, Duras, Tournier, LeClezio, Guibert, Cixous, Ernaux, Tremblay, Conde, Ben Jelloun. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 315 | CONTEMPORARY FRENCH CRITICISM | 4 quarter hours
(Undergraduate)**

Topics include: structuralist critics; feminist critics; post-modernist critics. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 316 | FRANCOPHONE LITERATURE OF AFRICA AND THE CARIBBEAN | 4 quarter hours
(Undergraduate)**

Classic and emerging writers of these regions. This course might include the contemporary Haitian writer Dany Laferriere in a multi-faceted course examining the historical, cultural, and political background of the Haitian question. Other iterations of this course might include writings of authors from Francophone Africa or the Caribbean studied within the context of their nations and of the Francophone world. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 317 | THE LITERATURE OF FRENCH CANADA | 4 quarter hours
(Undergraduate)**

Classic and contemporary French-Canadian writers. This course is an introduction to established authors of French Canada whose works are considered classics. Authors to be read might include Louis Hemon, Gabrielle Roy, Yves Theriault, Antonine Maillet, Anne Hebert, and Michel Tremblay. While acquainting students with several forms of Canadian literature, this course intends also to familiarize them with many aspects of French Canadian culture in all its diversity. Topics covered might include the way of life in the wilderness of the Eastern Canadian forest; the disenfranchised in Montreal; Eskimo life and the Inuit culture; "le grand derangement" the removal of the Acadians from their land, now known as Nova Scotia, to Louisiana. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 319 | FRENCH/FRANCOPHONE WOMEN WRITERS | 4 quarter hours
(Undergraduate)**

This course is an exploration of recent texts written in French by a variety of women across the globe. It gives students a chance to discuss not only the place of these women within their own society but also the specificity of their relationship to French culture and language. From France, to Senegal, Benin, Congo, Algeria, Quebec, Egypt, Vietnam and Guadeloupe, the course will allow students to travel across socio-geopolitical borders and to explore the narrative strategies specific to these women. A few films might further contextualize the material. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 320 | FRENCH FOR BUSINESS | 4 quarter hours
(Undergraduate)**

Advanced preparation for the use of French in the business world. This course focuses on acquiring business vocabulary, skills for dealing with French business partners, and the ability to comprehend specialized business journals and reports. It prepares students for using their knowledge of French in a business context. Extensive discussions of the role France plays in the European Union will also be included. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 321 | TRANSLATION | 4 quarter hours
(Undergraduate)**

Fundamental principles of translation. The main objective of this course is to introduce students to the fundamental principles of translation and to help them acquire the techniques for translating a range of texts from French into English, and to a lesser extent, from English into French, thus equipping them with proficiency in translating at an advanced level. Through a variety of translation assignments, students will be able to review French grammar, work within different registers and learn appropriate vocabulary, expand their reading and writing abilities in French and develop a sense of responsibility for the text translated. This course presents a survey of the latest technologies such as web-based dictionaries, and provides an introduction to translating technical documents in medicine, law, sports, travel, and business. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 322 | FRENCH GRAMMAR AND USAGE | 4 quarter hours
(Undergraduate)**

This course is an examination of French grammar as a linguistic system and of notions of "standard" in written and spoken French. Recommended for future teachers and students interested in grammatical analysis. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 323 | TRANSLATION II | 4 quarter hours
(Undergraduate)**

Continued introduction to fundamental principles of translation. The main objective of this course is to introduce students to the fundamental principles of translation and to help them acquire the techniques for translating a range of texts from French into English, and to a lesser extent, from English into French, thus equipping them with proficiency in translating at an advanced level. Through a variety of translation assignments, students will be able to review French grammar, work within different registers and learn appropriate vocabulary, expand their reading and writing abilities in French and develop a sense of responsibility for the text translated. This course presents a survey of translation theory and provides an introduction to translating documents in theory, journalism, hotel management, psychoanalysis, literature, advertising, cooking and cinema. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 324 | TRANSLATION III | 4 quarter hours
(Undergraduate)**

Intensive practice of French-English and English-French translation. The course includes a major portfolio project requiring collaborative work. It aims to equip students with proficiency in translating at an advanced level, to train them to locate and make appropriate use of reference material from a variety of sources, to write introductions and footnotes as needed, to help them understand the importance of familiarity with a subject matter and distinguish between various lexical fields, to teach them to comprehend and effectively manage the linguistic and cultural aspects of language transfer. Furthermore, the course provides students with an understanding of professional expectations in the field of translation. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 326 | FRENCH STYLISTICS | 4 quarter hours
(Undergraduate)**

An intensive writing course, providing rhetorical, linguistic, and literary analysis of varied styles of writing. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 329 | FRENCH CINEMA | 4 quarter hours
(Undergraduate)**

Topics in French film from its origins to the present day. A course on iconic French filmmakers of the last fifty years and their contributions to a creative reorientation of cinema in the context of the history of French cinema and film criticism. Topics might include: the New Wave and after, growing up in France and its colonies, love and eroticism, the representation of women in cinema, women directors and the deconstruction of female stereotypes, living on the margins, cinema of the suburbs, social renegades, the construction of the city. Through readings, class discussions, and film viewings, students gain an understanding of French films in light of their cultural and historical contexts. Directors studied might include: Francois Truffaut, Jean-Luc Godard, Diane Kurys, Claire Denis, Patrice Leconte, Andre Techine, Agnes Varda, Bertrand Blier, Matthieu Kassowitz and Sylvain Chomet. Students learn the basic concepts of film aesthetics necessary to an appreciation of cinema, along with a critical vocabulary in French for analyzing and discussing films. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 332 | FRENCH CIVILIZATION II | 4 quarter hours
(Undergraduate)**

Intellectual, political and social background from the rise of Napoleon to the current time. This course describes the various political mutations of France from the Empire of the early nineteenth century to the Fifth Republic. The course presents critical social, literary, and artistic developments throughout the two centuries under consideration. A sample of cultural topics includes impressionism and cubism in art, and romanticism, realism and existentialism in literature. The course devotes significant attention to the creation of late-nineteenth century and early twentieth-century Paris (a time of French cultural pre-eminence in the West) when the city, initially under Haussmann's urban renovation projects, began to take on the physical form that so many people associate with Paris today. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 333 | PASTEUR, MICROBES AND 19TH CENTURY FRANCE | 4 quarter hours
(Undergraduate)**

Louis Pasteur, one of the world's most important scientists, lived during a time of turmoil and explosive growth in France. A chemist and microbiologist, he is famous for his discoveries of the principles of vaccination, fermentation and pasteurization. In this course, students will read his scientific writings, as well as historical documents explaining the turbulent times in which Pasteur lived and worked. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 340 | CONTEMPORARY FRANCE | 4 quarter hours
(Undergraduate)**

This course is an introduction to contemporary France through articles, books, films, web sites, and, when possible, direct interaction with French people via social networks. Although the course emphasizes France as it is today, it also seeks to point out underlying cultural/historical factors that govern French responses to particular situations. The course covers numerous topics from both high and popular culture. When timely, it makes comparisons between diverging French and American cultural perspectives. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

**FCH 341 | INTRODUCTION TO FRENCH LITERATURE I | 4 quarter hours
(Undergraduate)**

(Required of all majors.) Taught in Autumn quarter every two years on a rotating basis with FCH 342. This course is a survey of French Literature from the Middle Ages through the seventeenth century (le grand siecle). It treats some of the major authors/texts of the medieval, renaissance and classical periods of French literature and offers readings from a variety of genres: poetry (epic, lay, ballad, sonnet), theater (religious, profane, farce, high drama), and prose (philosophical musings, aphorisms, essays, novel). The course provides an overview of approximately six hundred years of French literature. FCH 106 or equivalent, including placement test or permission of instructor, is recommended. Offered autumn quarter of even numbered years.

FCH 342 | INTRODUCTION TO FRENCH LITERATURE II | 4 quarter hours (Undergraduate)

(Required of all majors). Survey of French literature of the 18th and 19th centuries. Taught in Autumn quarter every two years on a rotating basis with FCH 341. By analyzing works and excerpts from major writings of the French canon, the course treats the progression from the Age of Enlightenment, putting an emphasis on the themes of love and virtue, to pre-Romanticism, and the libertine culture. The course then provides an overview of Romanticism and later nineteenth-century developments such as Symbolism in poetry and modernity. Authors to be read may include Rousseau, Sade, Laclos, Nerval, Hugo, Lamartine, Vigny, Balzac, Sand, Colet, Mme. d'Agouet, Mme. de Stael, and Flaubert. FCH 106 or equivalent, including placement test or permission of instructor, is recommended. Offered autumn quarter of odd numbered years.

FCH 345 | THE AFRICAN PRESENCE IN FRANCE | 4 quarter hours (Undergraduate)

This course offers a cultural studies perspective on the immigrant populations in France since the end of the colonial empire in Africa. It is designed to increase students' understanding of immigration in France as experienced by a variety of African communities. Through sociological documentaries, literature, manifestoes, legal documents, music, films and cooking, students will learn about the experiences and reshaped identities of first and second generation immigrants from both Western and Northern Africa. A brief introduction to the history of immigration in France and to the French colonization and subsequent decolonization of Africa will be provided. Countries discussed include Algeria, Morocco, Tunisia, Senegal, Cameroun, and Mali. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 350 | FRENCH PHONOLOGY AND PHONETICS | 4 quarter hours (Undergraduate)

(Required of all majors). An in-depth study of the language's sound system and intensive pronunciation practice. This course is designed to introduce advanced students to the structure of the sound system of the French language and—on a practical level—to help them improve their pronunciation. Lectures, discussions, practice sessions and group work are based on a main manual and various handouts as well as recordings of French speakers. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 395 | FOREIGN LANGUAGES ACROSS THE CURRICULUM | 2 quarter hours (Undergraduate)

The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in French. Students must have the equivalent of 106 or higher ability in French to take this two credit component. Please contact the Department of Modern Languages if you have questions about these courses or about language placement.

FCH 397 | SPECIAL TOPICS IN FRENCH | 4 quarter hours (Undergraduate)

See schedule for offerings.

FCH 398 | STUDY ABROAD | 1-8 quarter hours (Undergraduate)

Variable credit. Students participating in the Institute of European Studies will be allowed to count a total of three courses (semester program) or five courses (year program) towards their major or minor requirements.

FCH 399 | INDEPENDENT STUDY | 1-4 quarter hours (Undergraduate)

Variable credit.

FCH 401 | THE MIDDLE AGES | 4 quarter hours (Graduate)

This course is an overview of medieval literature such as the Chanson de Roland and the poetry of Francois Villon. It looks at the diverse literary genres that characterize medieval literature and create its diversity. Some genres, such as the "roman courtois," are given special attention because of their singular importance. Readings are placed within the cultural context of their times in order to understand the values they convey.

FCH 402 | SURVEY OF 17TH AND 18TH CENTURY FRENCH LITERATURE | 4 quarter hours (Graduate)

This course follows themes developed across two centuries of French literature from 1600 to the end of the ancien regime. It looks at notions such as religion and disbelief as they move from philosophers like Descartes and the French moralistes to the philosophes; it presents conceptions of theater, the novel, and the essay as they evolve from the "grand siecle" to the "siecle des lumieres." It looks at the unfolding of classical French literature in a historical context that moves from royal absolutism to the demands of political and intellectual freedom that arise during the Enlightenment.

FCH 403 | ROMANTICS, REALISTS AND REBELS | 4 quarter hours (Graduate)

This course is an introduction to the writings of the French Realists and to nineteenth-century reactions against Romanticism. Readings might include works by Balzac, Baudelaire, Rimbaud and Flaubert. The course objectives are to familiarize students with Realist writers in the tradition of French literature and to examine ways in which Realism helped define French literary thought in the nineteenth century.

FCH 404 | FRENCH CIVILIZATION I | 4 quarter hours (Graduate)

A survey of French civilization from its Gallic origins to the end of the ancien regime, this course focuses primarily on the history and culture of France, although it accords special attention to broader international developments such as the crusades. Beyond the tensions and exchanges between Islam and Christianity, some of the other key subjects this course addresses are feudalism, the Renaissance, the wars of religion, the centralized monarchy, and the Enlightenment.

FCH 405 | RENAISSANCE | 4 quarter hours (Graduate)

This course provides an overview of the literature of the French Renaissance with strong emphasis on its most distinguished writers. These may include Rabelais (novel), Ronsard and Du Bellay (poetry), and Montaigne (essays). The course also may treat some lesser literary figures such as D'Aubigne, Marot (poetry) and Garnier (theater). The course conveys a sense of the unfolding Renaissance aesthetic and objectives, ranging from the early exuberance of Rabelais to the later skepticism and caution of Montaigne. It chronicles the self-conscious attempt of French authors to create a literature that rivaled that of Greco-Roman antiquity.

FCH 406 | SEVENTEENTH-CENTURY FRANCE | 4 quarter hours (Graduate)

This course is an overview of French literature of the classical period, i.e., the literature largely written during the reign of Louis XIV. The course approaches materials by genre covering theater (Corneille, Racine, Moliere), poetry (La Fontaine, Malherbe, Regnier, Tristan l'Hermite), the novel (Mme de LaFayette, Sorel, Furetiere), literary theory (Boileau), and the moralistes (Pascal, La Rochefoucauld, La Bruyere).

**FCH 407 | AGE OF ENLIGHTENMENT | 4 quarter hours
(Graduate)**

This course presents the French Enlightenment as a period of multiple liberations: the promotion of political liberty (the revolt against the absolutist monarchy), the condemnation of human slavery (most particularly in the colonies where it was rampant), the rejection of religious authority and dogma in the secular sphere (critique of the Roman Catholic Church and the advocacy of deism and atheism in place of Christianity), the exaltation of sensuality and the passions (libertine literature and the contestation of monogamy). The course examines the new cultural ideal, the philosophe, who fills the salons of the period. The course ends with several texts from the French Revolution. Most of the readings come from key writers of the period such as Diderot, Montesquieu, Rousseau and Voltaire, though they also include other writers of lesser magnitude.

**FCH 408 | THE ROMANTIC MOVEMENT | 4 quarter hours
(Graduate)**

This course is a study of the works of Lamartine, Hugo, Vigny, and Musset, all major representatives of the Romantic movement in France.

**FCH 409 | THE FRENCH NOVEL | 4 quarter hours
(Graduate)**

Topics may include: 17th- and 18th-century novel; world of Balzac; Flaubert and Stendhal; Realism and Naturalism; contemporary novelists; survey of the novel. This course examines the structures and situations that often typify the novel and asks why the genre has enjoyed such a continuous popularity among readers over so many centuries. It treats topics such as the transformation of the hero/heroine, the relationship of the greater society to the protagonist, the trials of the protagonist, the cultural ideals embodied by the hero/heroine, and the implications of the fate of the main characters.

**FCH 410 | FRENCH DRAMA | 4 quarter hours
(Graduate)**

Topics include: classical drama; romantic drama; contemporary drama. This course examines theatre practices in France across several centuries looking at the various art forms that populated its stages: tragedy, comedy, existentialist theatre, theatre of the absurd and contemporary creations. In addition to reading plays spanning from the 17th to the 21st centuries and putting these in their social context students may view filmed productions of theatre performances and attend plays if possible. Authors might include Racine, Corneille, Moliere, Beaumarchais, Musset, Ionesco, Beckett and Reza.

**FCH 411 | FRENCH POETRY | 4 quarter hours
(Graduate)**

Topics include: form and substance; Baudelaire, Rimbaud, Verlaine, Mallarme; contemporary poets. This course is an exploration of French poetry. It provides a history of French poetry while outlining the socio-historical and intellectual context for poetic creation. The course is also an introduction to the techniques of literary analysis as characterized by "explication de texte," a close reading that looks at the various components of texts: the imagery, the style, rhyme scheme, structure, characterization, tone, etc. leading to an understanding of the overall structure and meaning of the piece.

**FCH 412 | TWENTIETH CENTURY WRITERS | 4 quarter hours
(Graduate)**

This course introduces students to some of the most prestigious literary figures of the earlier period of the past century, such as Proust, Gide, Malraux, Camus, Sartre, and De Beauvoir. It explores their work in the novel and, when appropriate, in other genres. The course situates the texts and authors within an historical and stylistic framework that indicates major twentieth-century concerns.

**FCH 413 | THE SURREALIST REVOLUTION | 4 quarter hours
(Graduate)**

Nerval, Lautreamont, Breton, Aragon; films of Man Ray and Bunel. This course takes an interdisciplinary approach to the surrealist movement because the European avant-garde of the early twentieth century used all modes of expression to convey their artistic theories. The course explores surrealist writings and art of all kinds to assess the totality of surrealist modes of expression.

**FCH 414 | CONTEMPORARY FRENCH WRITERS | 4 quarter hours
(Graduate)**

This course is an exploration of texts written by French authors since the 1940's. Students are taught to analyze a series of novels and short stories as well as the themes they develop and the narrative strategies they adopt. This course will also study the theories that have shaped the period: existentialism, the New Novel, feminism, the literature of transgression, the question of being and language, and Neo-Realism. Authors might include: Bataille, Perec, Blanchot, Yourcenar, Duras, Tournier, LeClezio, Guibert, Cixous, Ernaux, Tremblay, Conde, Ben Jelloun.

**FCH 415 | CONTEMPORARY FRENCH CRITICISM | 4 quarter hours
(Graduate)**

Topics include: structuralist critics; feminist critics; post-modernist critics.

**FCH 416 | FRANCOPHONE LITERATURE OF AFRICA AND THE CARIBBEAN | 4 quarter hours
(Graduate)**

Classic and emerging writers of these regions. This course might include the contemporary Haitian writer Dany Laferriere in a multi-faceted course examining the historical, cultural, and political background of the Haitian question. Other iterations of this course might include writings of authors from Francophone Africa or the Caribbean studied within the context of their nations and of the francophone world.

**FCH 417 | THE LITERATURE OF FRENCH CANADA | 4 quarter hours
(Graduate)**

Classic and contemporary French-Canadian writers. This course is an introduction to established authors of French Canada whose works are considered classics. Authors to be read might include Louis Hemon, Gabrielle Roy, Yves Theriault, Antonine Maillet, Anne Hebert, and Michel Tremblay. While acquainting students with several forms of Canadian literature, this course intends also to familiarize them with many aspects of French Canadian culture in all its diversity. Topics covered might include the way of life in the wilderness of the Eastern Canadian forest; the disenfranchised in Montreal; Eskimo life and the Inuit culture; "le grand derangement" the removal of the Acadians from their land, now known as Nova Scotia, to Louisiana.

**FCH 419 | FRENCH WOMEN WRITERS | 4 quarter hours
(Graduate)**

This course is an exploration of recent texts written in French by a variety of women across the globe. It gives students a chance to discuss not only the place of these women within their own society but also the specificity of their relationship to French culture and language. From France, to Senegal, Benin, Congo, Algeria, Quebec, Egypt, Vietnam and Guadeloupe, the course will allow students to travel across socio-geopolitical borders and to explore the narrative strategies specific to these women. A few films might further contextualize the material.

FCH 420 | FRENCH FOR BUSINESS | 4 quarter hours
(Graduate)

Advanced preparation for the use of French in the business world. This course focuses on acquiring business vocabulary, skills for dealing with French business partners, and the ability to comprehend specialized business journals and reports. It prepares students for using their knowledge of French in a business context. Extensive discussions of the role France plays in the European Union will also be included.

FCH 421 | TRANSLATION | 4 quarter hours
(Graduate)

Fundamental principles of translation. The main objective of this course is to introduce students to the fundamental principles of translation and to help them acquire the techniques for translating a range of texts from French into English, and to a lesser extent, from English into French, thus equipping them with proficiency in translating at an advanced level. Through a variety of translation assignments, students will be able to review French grammar, work within different registers and learn appropriate vocabulary, expand their reading and writing abilities in French and develop a sense of responsibility for the text translated.

This course presents a survey of the latest technologies such as web-based dictionaries, and provides an introduction to translating technical documents in medicine, law, sports, travel, and business.

FCH 422 | FRENCH GRAMMAR AND USAGE | 4 quarter hours
(Graduate)

This course is an examination of French grammar as a linguistic system and of notions of "standard" in written and spoken French. Recommended for future teachers and students interested in grammatical analysis.

FCH 423 | TRANSLATION II | 4 quarter hours
(Graduate)

Continued introduction to fundamental principles of translation. The main objective of this course is to introduce students to the fundamental principles of translation and to help them acquire the techniques for translating a range of texts from French into English, and to a lesser extent, from English into French, thus equipping them with proficiency in translating at an advanced level. Through a variety of translation assignments, students will be able to review French grammar, work within different registers and learn appropriate vocabulary, expand their reading and writing abilities in French and develop a sense of responsibility for the text translated. This course presents a survey of translation theory and provides an introduction to translating documents in theory, journalism, hotel management, psychoanalysis, literature, advertising, cooking and cinema.

FCH 424 | TRANSLATION III | 4 quarter hours
(Graduate)

Intensive practice of French-English and English-French translation. The course includes a major portfolio project requiring collaborative work. It aims to equip students with proficiency in translating at an advanced level, to train them to locate and make appropriate use of reference material from a variety of sources, to write introductions and footnotes as needed, to help them understand the importance of familiarity with a subject matter and distinguish between various lexical fields, to teach them to comprehend and effectively manage the linguistic and cultural aspects of language transfer. Furthermore, the course provides students with an understanding of professional expectations in the field of translation.

FCH 426 | FRENCH STYLISTICS | 4 quarter hours
(Graduate)

An intensive writing course, providing rhetorical, linguistic, and literary analysis of varied styles of writing. Cross-listed with FCH 326.

FCH 429 | FRENCH CINEMA | 4 quarter hours
(Graduate)

Topics in French film from its origins to the present day. A course on iconic French filmmakers of the last fifty years and their contributions to a creative reorientation of cinema in the context of the history of French cinema and film criticism. Topics include: the New Wave and after, growing up in France and its colonies, love and eroticism, the representation of women in cinema, women directors and the deconstruction of female stereotypes, living on the margins, cinema of the suburbs, social renegades, the construction of the city. Through readings, class discussions, and film viewings, students gain an understanding of French films in light of their cultural and historical contexts. Directors studied might include: Francois Truffaut, Jean-Luc Godard, Diane Kurys, Claire Denis, Patrice Leconte, Andre Techine, Agnes Varda, Bertrand Blier, Matthieu Kassowitz and Sylvain Chomet. Students learn the basic concepts of film aesthetics necessary to an appreciation of cinema, along with a critical vocabulary in French for analyzing and discussing films.

FCH 432 | FRENCH CIVILIZATION II | 4 quarter hours
(Graduate)

Intellectual, political and social background from the rise of Napoleon to the current time. This course describes the various political mutations of France from the Empire of the early nineteenth century to the Fifth Republic. The course presents critical social, literary, and artistic developments throughout the two centuries under consideration. A sample of cultural topics includes impressionism and cubism in art, and romanticism, realism and existentialism in literature. The course devotes significant attention to the creation of late-nineteenth century and early twentieth-century Paris (a time of French cultural pre-eminence in the West) when the city, initially under Haussmann's urban renovation projects, began to take on the physical form that so many people associate with Paris today.

FCH 433 | PASTEUR, MICROBES AND 19TH CENTURY FRANCE | 4 quarter hours
(Graduate)

Louis Pasteur, one of the world's most important scientists, lived during a time of turmoil and explosive growth in France. A chemist and microbiologist, he is famous for his discoveries of the principles of vaccination, fermentation and pasteurization. In this course, students will read his scientific writings, as well as historical documents explaining the turbulent times in which Pasteur lived and worked.

FCH 440 | CONTEMPORARY FRANCE | 4 quarter hours
(Graduate)

This course is an introduction to contemporary France through articles, books, films, web sites, and, when possible, direct interaction with French people via social networks. Although the course emphasizes France as it is today, it also seeks to point out underlying cultural/historical factors that govern French responses to particular situations. The course covers numerous topics from both high and popular culture. When timely, it makes comparisons between diverging French and American cultural perspectives.

FCH 441 | INTRODUCTION TO FRENCH LITERATURE I | 4 quarter hours (Graduate)

Taught in Autumn quarter every two years on a rotating basis with FCH 442. This course is a survey of French Literature from the Middle Ages through the seventeenth century (le grand siècle). It treats some of the major authors/texts of the medieval, renaissance and classical periods of French literature and offers readings from a variety of genres: poetry (epic, lay, ballad, sonnet), theater (religious, profane, farce, high drama), and prose (philosophical musings, aphorisms, essays, novel). The course provides an overview of approximately six hundred years of French literature.

FCH 442 | INTRODUCTION TO FRENCH LITERATURE II | 4 quarter hours (Graduate)

Survey of French literature of the 18th and 19th centuries. Taught in Autumn quarter every two years on a rotating basis with FCH 441. By analyzing works and excerpts from major writings of the French canon, the course treats the progression from the Age of Enlightenment, putting an emphasis on the themes of love and virtue, to pre-Romanticism, and the libertine culture. The course then provides an overview of Romanticism and later nineteenth-century developments such as Symbolism in poetry and modernity. Authors to be read may include Rousseau, Sade, Laclos, Nerval, Hugo, Lamartine, Vigny, Balzac, Sand, Colet, Mme. d'Agouet, Mme. de Stael, and Flaubert.

FCH 445 | THE AFRICAN PRESENCE IN FRANCE | 4 quarter hours (Graduate)

This course offers a cultural studies perspective on the immigrant populations in France since the end of the colonial empire in Africa. It is designed to increase students' understanding of immigration in France as experienced by a variety of African communities. Through sociological documentaries, literature, manifestoes, legal documents, music, films and cooking, students will learn about the experiences and reshaped identities of first and second generation immigrants from both Western and Northern Africa. A brief introduction to the history of immigration in France and to the French colonization and subsequent decolonization of Africa will be provided. Countries discussed include Algeria, Morocco, Tunisia, Senegal, Cameroun, and Mali.

FCH 450 | FRENCH PHONOLOGY AND PHONETICS | 4 quarter hours (Graduate)

An in-depth study of the language's sound system and intensive pronunciation practice, this course is designed to introduce students to the structure of the sound system of the French language and—on a practical level—to help them improve their pronunciation. Lectures, discussions, practice sessions and group work are based on a main manual and various handouts as well as recordings of French speakers.

FCH 491 | FRENCH FOR READING | 4 quarter hours (Graduate)

Intensive review of basics of French grammar, vocabulary and sentence structure, for reading knowledge of scholarly articles in French.

FCH 496 | PRACTICUM IN FRENCH INSTRUCTION | 4 quarter hours (Graduate)

Supervised practice in language instruction, paired with a mentor instructor in a beginning or intermediate language course. Students observe a class, teach a lesson or lessons, assist in assessment and lesson planning, and complete individualized assignments to develop their skills as classroom language instructors. Repeatable.

FCH 497 | SPECIAL TOPICS IN FRENCH | 4 quarter hours (Graduate)

See schedule for current offerings.

FCH 498 | STUDY ABROAD | 1-8 quarter hours (Graduate)

Variable credit.

FCH 499 | INDEPENDENT STUDY | 1-8 quarter hours (Graduate)

Variable credit.

Game Development (GAM)

GAM 102 | MECHANICS OF GAME DESIGN | 4 quarter hours (Undergraduate)

This course introduces students to the design and implementation of core mechanics and game loops for real-time digital games. In order to hone an eye for detail and a deeper understanding of how design decisions ripple out across different systems, this class focusses on a single game genre, such as 2D platforming games, walking simulators, or stealth games. Students will play several games from that genre, analyze their affordances, and develop prototypes of specific subsystems. Topics to be covered include genre history, game feel, interaction design, procedural rhetoric, systems design, common scripting patterns. **GAM 240 is a prerequisite for this class.**

GAM 180 | UNREAL ENGINE WORKSHOP | 2-2.25 quarter hours (Undergraduate)

This course focuses on teaching students the fundamentals to Unreal Engine. By the end of the course the students will build a small game from scratch in the Unreal Engine. No programming knowledge is required to take this course. Students will learn basic concepts of the Unreal Engine, from learning the interface of UE4 to scripting basic behaviors with blueprints. Students will also learn the basics of several different modules in UE4.

GAM 181 | UNITY WORKSHOP | 2-2.25 quarter hours (Undergraduate)

This course focuses on teaching students the fundamentals of Unity. By the end of the course the students will build a small game from scratch in the Unity. No programming knowledge is required to take this course. Students will learn basic concepts of the Unity Game Engine from learning the interface of Unity to scripting basic behaviors in C#. Students will also learn the basics of several different modules in Unity Engine.

GAM 200 | PLAY | 4 quarter hours (Undergraduate)

Exploring the concept of "play" from a variety of disciplinary perspectives including sociology, anthropology, psychology, literary and theater studies and the arts, this course discusses "play" as a central force in cultural, social, artistic and personal development. It intends to raise awareness for the ways in which "play" can promote creativity, mental and emotional health, problem solving as well as personal and social change. It analyzes the role of "play" as an element of negotiation and reconciliation between disparate forces within the individual and with others.

GAM 201 | HISTORY OF VIDEOGAMES | 4 quarter hours (Undergraduate)

This course provides an overview of the history of modern interactive entertainment starting with the early developments of the late 1940s up until the present day. The course covers five longitudinal perspectives, or themes. For each theme students will become familiar with notable game titles, events, people, technologies, game mechanics and genres.

**GAM 205 | GAMES LITERACY | 4 quarter hours
(Undergraduate)**

This lecture course introduces students to the evolving forms, uses, and design of games. Topics covered include the relationship between game design and play, the role of games in fueling the technological imagination, the changing contexts in which games are designed and played (art, social impact, health, education), and the rise of the independent games sector. Students will produce weekly written responses to course material, lead a seminar discussion in small teams, and produce a final written or multimedia paper. PREREQUISITE(S): None.

**GAM 206 | HISTORY OF GAMES | 4 quarter hours
(Undergraduate)**

From "The Royal Game of Ur" (2500+ BCE) to "World of Warcraft" (2004), games have been a constant in human history. The forms of games, their experiential qualities, and their cultural significance have varied enormously from era to era and place to place. This class will examine particular games and game genres in their historical context using a case study format. We will focus on "indoor" games, those of chance and skill, as opposed to physical games and sports. The examples will be chosen (i) to have global scope and historic diversity, (ii) to relate to games that students will find familiar, and (iii) to raise particular issues in historical interpretation, the use of primary sources and changing concepts of leisure activity.

**GAM 208 | VIRTUAL WORLDS AND ONLINE COMMUNITIES | 4 quarter hours
(Undergraduate)**

Environments such as social networking sites, multiplayer online games and other online communities are becoming an increasingly large part of how we work, play, and learn. This course introduces the fundamentals for the interdisciplinary study of cyberculture and online social behavior. By examining core scholarship in this area, together with analyzing an existing virtual world, game, or online community, students will learn to research and understand new technologically-enabled social forms as they are emerging.

WRD 104 is a prerequisite for this class.

**GAM 224 | GAME DESIGN FOR NON-MAJORS | 4 quarter hours
(Undergraduate)**

This course approaches the study of computer games from three angles: first, as examples of media that can be analyzed and critiqued for their thematic elements, formal structure, plot and interactive appreciation; second, as complex software artifacts subject to technological constraints and the product of a labor-intensive design and implementation process; and three as a cultural artifact with behaviors and associations comparable in import to other popular art forms. Students will study the principles of game design and use them both to analyze existing games and to develop their own original game ideas. Students will also learn about the process of game development, starting from the game's narrative concept and moving to consideration of a game's components: the representation of the player, of artifacts, the virtual world that contains them and the interaction between them and the player.

**GAM 226 | FUNDAMENTALS OF GAME DESIGN | 4 quarter hours
(Undergraduate)**

This course provides students a practical foundation in game design with a focus on concept development, design decomposition, and prototyping. Using game design theory, analysis, physical prototyping, playtesting, and iteration students learn how to translate game ideas, themes, and metaphors into gameplay, game pitches, and design documents. Students will analyze and recognize play that exists in important games, stories, and other media.

**GAM 228 | ETHICS IN COMPUTER GAMES AND CINEMA | 4 quarter hours
(Undergraduate)**

Societies function based on normative ethics utilizing common sense to distinguish between ethical and unethical behavior. Most of us are not aware of the underlying theories when arriving at ethical judgments about right and wrong. However, the fast pace of progress in information technologies and digital entertainment creates an environment in which ethical challenges are particularly complex. In the eyes of many, games and movies are violent, offensive and immoral. This course will concentrate on analyzing the impact of digital entertainment on an individual and society. Implications of certain values embedded in games and movies will be discussed. Elements of the ethical code of conduct for a game or movie creator will be formulated. The issue of balancing individual creativity vs. cultural impact, particularly on children, will be discussed.

**GAM 229 | PRESENTATION AND COMMUNICATION | 4 quarter hours
(Undergraduate)**

GAM 229 focuses on effective written and oral communication for designers in the professional world and beyond. While covering the basics of writing various design documents from high concepts to production guidelines, and teaching various presentation formats and techniques, GAM 229 aims to raise students' awareness for the "human" aspects of becoming an effective communicator and offers experimental, creative solutions to communication problems, such as team or client issues. Based on psychology research, this course offers insights on what it takes to "hear others" and "be heard" and to create constructive, productive relationships. PREREQUISITE(S): None.

**GAM 230 | INTRO TO GAME PRODUCTION | 4 quarter hours
(Undergraduate)**

Game development is a big business, and production teams can now exceed one hundred people. This course is an introduction to the production methods used in the game industry, and to the demanding role of the Producer on the game development team. Students will work to develop skills in team building, project presentation, organization, and dealing with people. Subjects covered include scheduling tools, collaborative software, project management, vendor relations, inter-departmental relations, and quality assurance.

GAM 245 is a prerequisite for this class.

**GAM 231 | HISTORY AND DESIGN OF ROLE-PLAYING GAMES | 4 quarter hours
(Undergraduate)**

Students learn the history of role-playing games and the process of world-building to collaboratively design and develop their own games that advance the genre. Topics include the psychological and social opportunities unique to the genre, as well as its history from table-top, to live-action and massively multi-player. Class time consists of lectures, workdays, workshops, playtests, and critiques.

GAM 224 or GAM 226 is a prerequisite for this class

**GAM 240 | PLAYGRAMMING | 4 quarter hours
(Undergraduate)**

This workshop introduces computer programming to artists and game designers. Programming is an art, but before students can create masterpieces they first need to explore, play, and sketch with code. Students learn basic concepts and techniques of computation and apply these to craft gameplay experiences, improvisational experiments, and software toys. Students will author code from scratch and remix code to complete their weekly projects. No prior programming experience or knowledge is required. PREREQUISITE(S): None.

**GAM 244 | GAME DEVELOPMENT I | 4 quarter hours
(Undergraduate)**

This course provides students additional theory and practice with an emphasis on game design and storytelling for games. Students continue learning about game development processes and techniques and how to apply advanced game design principles to create components of a 2D game.

**GAM 245 | GAME DEVELOPMENT II | 4 quarter hours
(Undergraduate)**

In this course students will develop skills in game design and development through the creation of a 2D digital game designed from a set of client based restrictions. Emphasis will be placed on teamwork and development pipelines for the design and creation of assets and systems. Students will use a combination of prototyping, storyboarding, user stories, character breakdowns, system breakdowns and flowcharts in the design portion of the game. The goals of all design done in this course will focus around designing for the needs of a client; solving problems identified by the client; and providing transparency via reports and milestone deliverables.

GAM 226 and (GAM 244 or CSC 241 or CSC 243) are prerequisites for this class

**GAM 250 | GAME SOUND DESIGN I | 4 quarter hours
(Undergraduate)**

This course is an introduction to the principles of digital audio and the methods employed to create, edit, and deliver sound for video games. The course examines the place of sound in video games, both artistic and technological. The course will cover the basics of sound in the physical and digital realm, sound effects editing, and sound effects delivery. Lectures, discussions, and videos will be used to examine the art and the process of adding sound to video games. Students will learn to edit sound assignments with Pro Tools and other current technologies.

**GAM 312 | PLAYTESTING | 4 quarter hours
(Undergraduate)**

In this course, students will learn how to identify design goals, form hypothesis about their designs, develop good research and interview questions, plan and conduct playtests, as well as how to evaluate playtest data so it can inform design iterations and help to make better games.

GAM 226 is a prerequisite for this class.

**GAM 315 | GAME SOUND DESIGN 2 | 4 quarter hours
(Undergraduate)**

This course expands on topics covered in GAM 250. Students will further their knowledge of recording techniques for voiceover, sound effects, and music; editing voiceover and music; and mixing. The course will also introduce audio implementation using Unity. Coursework will utilize the recording studio extensively for in-class and out-of-class work. The course is intended for advanced students who wish to develop their skills and gain more experience in preparing and mixing sound design for video games.

GAM 250 or POST 124 is a prerequisite for this class.

**GAM 316 | SCORING FOR GAMES | 4 quarter hours
(Undergraduate)**

Students are introduced to elements of music and ways in which these elements may be used to create a musical style that enhances video games. The course emphasizes understanding the function of the score and how it relates to texture, color, and drama in music. Students explore their creativity using the tools available, work on projects of increasing complexity, and complete a score for their own video game as a final project. Listening skills, music vocabulary, and business and legal aspects of the profession are also studied.

GAM 250 or POST 124 is a prerequisite for this class.

**GAM 317 | GAME SOUND DESIGN AND SCORING STUDIO | 4 quarter hours
(Undergraduate)**

This course is intended to provide practical experience in audio production for video games, as well as to offer the opportunity to create quality materials to include in a demo reel or portfolio. It will build on the background and skills acquired in Game Sound Design 1 and Game Sound Design 2. Students will study the sound designs of different genres of video games, and then complete five projects in which they will be creating the sound designs for games of those genres. A key element of this course will be in-class discussions and critiques of students' work, both to sharpen their sound designing and critical listening skills.

**GAM 325 | APPLIED 3D GEOMETRY | 4 quarter hours
(Undergraduate)**

Review of mathematical foundation and techniques needed for the development of 3D graphics and game systems. This class will provide the foundation in linear algebra and 3D geometry required for implementing common tasks in 3D graphics and game systems. Topics include: vectors, matrices, transforms, coordinate changes, projections, intersection.

CSC 301 is a prerequisite for this class.

**GAM 326 | GAMES WITH A PURPOSE PRE-PRODUCTION | 4 quarter hours
(Undergraduate)**

This course introduces students to the growing field of Games With A Purpose (GWAP) and its manifold application areas such as health, education, social and personal change, activism, journalism, politics and advertising. After laying the theoretical foundation of games as expressive and persuasive media with transformational power, and establishing a framework for the design and assessment of GWAPs, the course focuses on the conceptualization, prototyping, playtesting and evaluation of concrete, client-based projects for purposes beyond entertainment. Instructor Permission Required.

GAM 392 or GAM 362 is a prerequisite for this class

**GAM 329 | PHYSICAL PROTOTYPING FOR GAMES | 4 quarter hours
(Undergraduate)**

This course will approach the study of Game Design with a focus on breaking designs into manageable elements and prototyping those elements in order to refine play. Students will learn how to develop game ideas and game systems with a focus on play procedures, rules, and designing for various types of possible players. Prototyping will involve various real world media in addition to paper write-ups and layouts. Students will engage in brainstorming exercises, develop game ideas and systems, and review and repurpose existing game mechanics. This course will help students find the balance between hard (planned logical) design and soft (more organic/emergent) design in order to develop compelling gameplay.

GAM 226 or GAM 224 is a prerequisite for this course

**GAM 330 | ADVANCED GAME PRODUCTION | 4 quarter hours
(Undergraduate)**

This course builds on the fundamentals covered in earlier courses (GAM230 or IS372/ECT372) by providing a practical, hands-on context in which students can learn the tools and techniques game producers use to manage and organize assets, workflows, tasks, bugs, resources, and personnel. In this course, students combine classroom lectures and lab time to learn production theory, tools, and techniques fundamental to successful game development. Through this experience, students learn the skills and knowledge needed to have an immediate, positive impact on game development. Topics include: the process to refine ideas for game concepts, gameplay, and narrative; quality assurance of subjective elements including gameplay and art; design and art outsourcing pipelines; and feedback strategies and community management.

GAM 230 or IS 372 or ECT 372 is a prerequisite for this class

**GAM 333 | THE BUSINESS OF GAMES | 4 quarter hours
(Undergraduate)**

This course gives an introduction to the business aspects of the game development industry, including development, publishing, distribution and marketing. Subjects covered include game development contracts, milestone-based development, management techniques, marketing, customer and community support, personnel, budgeting, outsourcing, pipelines, and external partnerships.

GAM 229 is a prerequisite for this class.

**GAM 334 | THE BUSINESS OF INDIE GAMES | 4 quarter hours
(Undergraduate)**

This class will explore how to successfully run an indie game company using an arsenal of best practices. Topics include how to write a game design document for marketability and a business plan for an indie studio, as well as how to build and maintain relationships with the media. Students will also gain an understanding of how indie games fit into the game industry as a whole.

GAM 229 is a prerequisite for this class.

**GAM 340 | PRACTICAL SCRIPTING FOR GAMES | 4 quarter hours
(Undergraduate)**

This workshop introduces game scripting to artists and game designers. A game script is a short list of commands that control something in a game, such as how a character moves, or an enemy's behavior. Students will learn to read, modify, and author scripts that generate and affect a variety of game elements over the course of weekly projects.

GAM 245 or CSC 241 or CSC 242 or CSC 243 is a prerequisite for this class.

**GAM 341 | INTRODUCTION TO LEVEL DESIGN | 4 quarter hours
(Undergraduate)**

Level design is the art of creating believable environments, stages and missions for video games. This course explores topics including architecture, flow, pacing and puzzles. Using a 3D level editor, students will investigate technical design issues including the construction, texturing, lighting and scripting of modern game levels. The roles, duties and challenges of the level designer will also be discussed.

GAM 245 is a prerequisite for this class.

**GAM 342 | ADVANCED LEVEL DESIGN | 4 quarter hours
(Undergraduate)**

This class builds on topics covered in earlier courses, with a focus on creating believable worlds for videogames. This course emphasizes designing large exterior environments, advanced mission scripting, and integrated storytelling. Using a 3D level editor and formal level design process, students create fun, polished, memorable virtual worlds.

GAM 341 or GAM 392 is a prerequisite for this class

**GAM 350 | PHYSICS FOR GAME DEVELOPERS | 4 quarter hours
(Undergraduate)**

The course concentrates on Newton's Laws of Motion, kinematics and kinetics. This theory will be applied to problems that a game programmer must understand e.g. collisions between objects, projectiles and their trajectories, real-time simulation of motion. Special objects such as cars, aircraft and ships will be discussed. Students will apply and implement laws of physics.

GAM 372 or (SE 350 and CSC 361) are prerequisites for this class.

**GAM 351 | EXPRESSIVE AUDIO SCRIPTING IN GAMES | 4 quarter hours
(Undergraduate)**

This workshop is for game designers, sound designers and programmers to learn how to creatively use audio in game engines. Students develop skills to effectively shape and manipulate game audio to achieve intended dramatic experiences. Topics include key terms and techniques, industry trends in game audio implementation, and how to advance the medium of games through audio. Students listen and critique each other's work, learning to assess game audio in terms of narrative, aesthetics and quality.

**GAM 353 | TOOL PROGRAMMING FOR GAME DEVELOPMENT | 4 quarter hours
(Undergraduate)**

This course focuses on the parsing and conditioning of game related assets for real-time game engines. Topics include the content pipeline, processing or standard file formats using modern API, integration of external tools, run-time file format design, command line and graphical user interfaces.

GAM 372 or (SE 350 and CSC 361) are prerequisites for this class.

**GAM 355 | SOLO GAME DEVELOPMENT PROJECT | 4 quarter hours
(Undergraduate)**

Students independently create a complete short video game serving as its designer, programmer, and artist. The project is structured around a compressed development cycle that supports an appropriately scoped, polished game. From brainstorming an innovative concept to rapidly prototyping and iterating on gameplay, the course focuses on core gameplay loops and game feel. A survey of noteworthy games developed by single authors in short timeframes provides students with references to draw from.

GAM 340 and GAM 341 are prerequisites for this class

**GAM 362 | MAKING DEEP GAMES | 4 quarter hours
(Undergraduate)**

This workshop investigates the process of designing games about the human condition. It specifically focuses on the potential of games to tackle profound and abstract ideas (e.g. loyalty, dignity, courage and trust) by way of metaphor and analogy. Assignments will explore metaphorical games, games for persuasion and games for self-expression. Special emphasis is placed on the analysis of personal experiences and how they can be translated systematically into game designs that generate non-typical gameplay content.

GAM 226 or GAM 224 is a prerequisite for this course

**GAM 365 | ADVANCED GAME DESIGN | 4 quarter hours
(Undergraduate)**

This is a studio course in which students work in teams to design and develop slices of polished small-scale gameplay experiences. The focus is on developing team-based creative and technical processes to produce innovative, engaging, and playable games. Teams will iteratively design and develop two distinct gameplay experiences or "vertical slices." Each slice will demonstrate an understanding of the role of game mechanics, game art, audio, and technology platform in creating a cohesive and compelling gameplay.

(GAM 340 and GAM 341) or GAM 355 is a prerequisite for this class.

**GAM 368 | AUGMENTED REALITY GAME DESIGN AND DEVELOPMENT | 4 quarter hours
(Undergraduate)**

In this workshop students cultivate the skills to design, program and develop augmented reality (AR) games. Students learn about the unique affordances and design opportunities inherent to the platform. Based on the studio model, each student adopts a role on the development team, such as programmer, designer, and artist, and each is responsible for contributing professional work consistently each week. Because the platform of AR games presents unique challenges to developers (players often feel disoriented or over-tasked) teams first create a dozen AR toys, and build up the most promising experiences into games. Class time consists of lectures, workshops, workdays, playtests, critiques, and class discussions.

GAM 245 is a prerequisite for this class.

**GAM 369 | VIRTUAL REALITY GAME DEVELOPMENT | 4 quarter hours
(Undergraduate)**

In this workshop students cultivate the skills to design, program, and develop VR (virtual reality) games. Students learn about the unique affordances and design opportunities inherent to the platform. Topics include the history of VR, VR art, as well as toy design and development. Students collaboratively develop cutting-edge VR toys and games using the studio model in which each student adopts a professional role on the team such as programmer, designer, and artist. Class time consists of lectures, workshops, workdays, playtests, critiques, and class discussions.

GAM 245 is a prerequisite for this class.

**GAM 370 | RENDERING AND GRAPHICS PROGRAMMING | 4 quarter hours
(Undergraduate)**

This programming class will present the rendering pipeline and basic shader creation. Students will create their own graphics package using a high-level graphics API such as Direct X. Topics covered include illumination techniques, Gouraud and Phong shading, antialiasing techniques, texture mapping, blending and environment mapping.

GAM 325 and CSC 361

**GAM 372 | OBJECT-ORIENTED GAME DEVELOPMENT | 4 quarter hours
(Undergraduate)**

Students will learn principles and techniques needed to build robust and efficient large scale game software systems. Principles of object-oriented modeling, design, implementation, and testing of large-scale game systems will be emphasized. Topics include design patterns, application frameworks, architectural design, and the applications in the software development process to improve the extensibility, maintainability, and reliability of software systems.

CSC 361 is a prerequisite for this class

**GAM 374 | GAME ENGINE PROGRAMMING I | 4 quarter hours
(Undergraduate)**

Students will develop a basic 3D game engine. The focus will be on the implementation challenges and interdependencies between systems such as asset management, rendering, simple collisions, input/output, alarms, etc. Emphasis will be placed on developing the skills needed for robust, efficient, and portable implementation.

GAM 372 and GAM 325 are prerequisites for this class

**GAM 376 | ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES | 4 quarter hours
(Undergraduate)**

Artificial Intelligence (AI) is one of the essential components of a computer game. The course introduces basic concepts of AI. Emphasis will be placed on applications of AI in various genres of computer games. In the implementation component of this course students will be exposed to the existing AI game engines (middleware), which contain implemented AI algorithms that are ready to be applied into game code. These algorithms include: decision trees, pathfinding, neural networks, and script-driven game object behaviors.

GAM 372 or (SE 350 and CSC 361) are prerequisites for this class.

**GAM 377 | GAME ENGINE PROGRAMMING II | 4 quarter hours
(Undergraduate)**

This class is a continuation of GAM 374. Students develop more complex systems for their 3D game engines: improved collision systems, terrain generation, and particle systems. Other advanced engine services are discussed and students are expected to research and implement one such system: sounds management, lighting system, tiered/broad phase collision system, advanced camera manipulation, etc.

GAM 374 is a prerequisite for this class.

**GAM 378 | STRATEGY GAMES PROGRAMMING | 4 quarter hours
(Undergraduate)**

Turn-based and real-time strategy games. Abstract strategy games such as chess, backgammon, and bridge. Game themes and presentation of fantasy, historical and futuristic gaming scenarios. Ethically responsible content and social impact of different cultures, ethnicities, genders on the game play and game audience will be addressed. Game-player resource management. Implementation of strategy engines, 2D presentation and isometric projection.

GAM 376 is a prerequisite for this class.

**GAM 380 | CONSOLE GAME DEVELOPMENT ENVIRONMENTS | 4 quarter hours
(Undergraduate)**

Specialized computers for games with high-end graphics and sound capabilities and other specialized input and output devices form one of the largest game markets. In this advanced programming course students will gain hands-on experience writing and porting code for game consoles.

CSC 393 and CSC 374 are prerequisites for this class.

**GAM 382 | SERIOUS GAMES | 4 quarter hours
(Undergraduate)**

Explores the role of computer games and simulations for education and training. Topics include: overview of the science of learning, analysis of games for different purposes and types of content, assessment of learning, and learning through game creation. Students will design, implement, and evaluate a serious game. Development of socially responsible and ethical behaviors will be a primary objective.

GAM 245 is a prerequisite for this class.

**GAM 383 | GAME STUDIO DEVELOPMENT | 4 quarter hours
(Undergraduate)**

This course focuses on the development cycle in a large game studio with a focus on pushing out a game targeted towards a commercial platform. The game in question is an ongoing development taking place over a number of years. Students participate quarterly and a public build will be made available at the end of the school year. This class can be taken multiple times but requires permission from the instructor each time. Each student will have a particular role in the studio where they will focus on developing mastery to help build the game over the course of the quarter. Available design roles include: Level Design, Gameplay design, UI Design, Graphic Design, Character Animation, Blueprint Specialist, Balancing, Narrative and Dialog, Writing, Cinemas and cutscenes, Production. Getting into the class requires the student to show a portfolio or display some level of mastery in one of the available areas to participate. This is an experiential learning credit class.

**GAM 386 | GAME PROGRAMMING FOR MOBILE DEVICES | 4 quarter hours
(Undergraduate)**

In this course we introduce major mobile hardware platforms and their operating systems. Issues related to game design for handheld devices will be presented. The strong technical component of this course includes game programming for a handheld device with a wireless internet connection enabling multiplayer game architecture. Such concepts as: building a custom game library, multiplayer game programming, infrared, wireless and socket communication between devices will be discussed.

CSC 371 is a prerequisite for this class.

**GAM 391 | GAME PERFORMANCE OPTIMIZATION | 4 quarter hours
(Undergraduate)**

This game programming class will focus on developing software to efficiently use the fixed CPU power and resources that are found in today's console and mobile devices. This course will use real-world game examples that demonstrate performance and optimization issues that software architects face in game development. These problems include: performance enhancements through extended matrix instruction set, dynamic memory usages, performance related to increasing run-time systems to very large scale, C++ language enhancements and extensions, algorithms, streaming and profiling. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374.

**GAM 392 | GAME MODIFICATION WORKSHOP | 4 quarter hours
(Undergraduate)**

In this course, students will develop skills in game design and development through the construction of a "mod" of an existing game. Emphasis will be placed on the game development life cycle from concept through release, on productivity in a team environment, and on effective project management practices.

GAM 365 or GAM 372 or (ANI 344 and GAM 341) are prerequisites for this class

**GAM 394 | GAME DEVELOPMENT PROJECT I | 4 quarter hours
(Undergraduate)**

Students work in teams to design and develop a videogame that demonstrates their mastery of game design and development. Additionally, students will reflect on ethical decision making and professional ethics in the game industry. This course and its continuation, GAM 395, must be taken consecutively.

GAM 377 or GAM 392 is a prerequisite for this class.

**GAM 395 | GAME DEVELOPMENT PROJECT II | 4 quarter hours
(Undergraduate)**

Continuation of GAM 394.

GAM 394 is a prerequisite for this class.

**GAM 397 | TOPICS IN GAME DESIGN | 4 quarter hours
(Undergraduate)**

Specific topics selected by the instructor. Topic varies with each offering. Contact instructor for more information. Prerequisite(s): See syllabus.

**GAM 398 | TOPICS IN GAME PROGRAMMING | 1-4 quarter hours
(Undergraduate)**

Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): See syllabus (variable credit)

**GAM 399 | INDEPENDENT STUDY | 1-8 quarter hours
(Undergraduate)**

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable credit. PREREQUISITE(S): None (variable credit)

**GAM 420 | CREATIVE COMPUTATION | 4 quarter hours
(Graduate)**

Students are introduced to the affordances of computers and digital technology as a medium using foundational texts from the discipline of digital media while being introduced to programming. The course teaches students to discover how to effectively and creatively communicate their ideas using accessible coding environments and engines and challenges them to build playful, interactive applications.

**GAM 424 | GAME DESIGN WORKSHOP | 4 quarter hours
(Graduate)**

This course is an introduction to both the theory and practice of game design. Students will explore fundamental elements of game design and put these concepts to work in designing, prototyping, playtesting, and developing both physical and computer games. The course will cover formal elements of games, game dynamics, game narratives, and the dramatic components of games. Students will study the game design process including brainstorming, conceptualization, creation of design documentation, and play-testing. PREREQUISITE(S): none.

**GAM 425 | APPLIED 3D GEOMETRY | 4 quarter hours
(Graduate)**

Review of mathematical foundation and techniques needed for the development of 3D graphics and game systems. This class will provide the foundation in linear algebra and 3D geometry required for implementing common tasks in 3D graphics and game systems. Topics include: vectors, matrices, transforms, coordinate changes, projections, intersection, interpolation and random number generator.

CSC 403 is a prerequisite for this class.

**GAM 426 | GAME SOUND DESIGN 2 | 4 quarter hours
(Graduate)**

Students will further their knowledge of recording techniques for voiceover, sound effects, and music; editing voiceover and music; and mixing. The course will also introduce audio implementation using Unity. Coursework will utilize the recording studio extensively for in-class and out-of-class work. The course is intended for advanced students who wish to develop their skills and gain more experience in preparing and mixing sound designs for video games.

**GAM 427 | SCORING FOR GAMES | 4 quarter hours
(Graduate)**

Students are introduced to elements of music and ways in which these elements may be used to create a musical style that enhances video games. The course emphasizes understanding the function of the score and how it relates to texture, color, and drama in music. Students explore their creativity using the tools available, work on projects of increasing complexity, and complete a score for their own video game as a final project. Listening skills, music vocabulary, and business and legal aspects of the profession are also studied.

GAM 426 is a prerequisite for this course.

**GAM 428 | GAME SOUND DESIGN AND SCORING STUDIO | 4 quarter hours
(Graduate)**

This course is intended to provide practical experience in audio production for video games, as well as to offer the opportunity to create quality materials to include in a demo reel or portfolio. It will build on the background and skills acquired in Game Sound Design 2. Students will study the sound designs of different genres of video games, and then complete five projects in which they will be creating the sound designs for games of those genres. A key element of this course will be in-class discussions and critiques of students' work, both to sharpen their sound designing and critical listening skills.

**GAM 430 | ART GAMES BOOTCAMP | 4 quarter hours
(Graduate)**

Students learn to appreciate and advance games as an artistic medium in this bootcamp by making work that is avant-garde in its formal aesthetics or sociopolitical force. Every two weeks students rapidly develop and complete an art game that challenges the conventional wisdom of what games are, how and why we play them, and the role they perform in popular culture.

**GAM 440 | GAMES WITH A PURPOSE BOOTCAMP | 4 quarter hours
(Graduate)**

This game design bootcamp focuses on the rapid yet deliberate creation of short games with a purpose beyond entertainment. Every two weeks, students are expected to deliver a completed game project that addresses a real-life issue, has a clear statement of intent and uses the specific properties of games as a medium to achieve its declared purpose.

**GAM 450 | PHYSICS FOR GAME DEVELOPERS | 4 quarter hours
(Graduate)**

The course concentrates on Newton's Laws of Motion, kinematics and kinetics. This theory will be applied to problems that a game programmer must understand e.g. collisions between objects, projectiles and their trajectories, real-time simulation of motion. Special objects such as cars, aircraft and ships will be discussed. Students will apply and implement laws of physics.

CSC 461 and (SE 456 or SE 450) are prerequisites for this class.

**GAM 451 | EXPRESSIVE AUDIO SCRIPTING FOR GAMES | 4 quarter hours
(Graduate)**

This workshop is for game designers, sound designers and programmers to learn how to creatively use audio in game engines. Students develop skills to effectively shape and manipulate game audio to achieve intended dramatic experiences. Topics include key terms and techniques, industry trends in game audio implementation, and how to advance the medium of games through audio. Students listen and critique each other's work, learning to assess game audio in terms of narrative, aesthetics and quality. PREREQUISITE(S): None.

**GAM 453 | TOOL PROGRAMMING FOR GAME DEVELOPMENT | 4 quarter hours
(Graduate)**

This course focuses on the parsing and conditioning of game related assets for real-time game engines. Topics include the content pipeline, processing or standard file formats using modern API, integration of external tools, run-time file format design, command line and graphical user interfaces. Adaptive real-time modification of data structures in game using managed languages (such as C#) reflection will be explored. **CSC 461 and (SE 456 or SE 450) are prerequisites for this class.**

**GAM 462 | RITUAL, MYTH AND GAMES | 4 quarter hours
(Graduate)**

This class focuses on the intersection of ritual, myth, and games, and how they can facilitate personal transformation through contemplation of the "existential givens": birth, death, freedom, isolation, identity and the "meaning of life". We will draw on philosophy, anthropology, sociology, spiritual practices, psychotherapy as well as game design, theatre / performance study and fabrication ("making") to develop an interdisciplinary, creative framework for the design of playful, myth-based, transformational experiences. Our focus is on non-digital and hybrid playspaces to take full advantage of the power of embodiment and physio-psychological immersion in ritual performance and the enactment of myth. PREREQUISITE(S): None.

**GAM 470 | RENDERING AND GRAPHICS PROGRAMMING | 4 quarter hours
(Graduate)**

This programming class will present the rendering pipeline and basic shader creation. Students will create their own graphics package using a high-level graphics API such as Direct X. Performance issues will be considered as part of the API design. Topics covered include illumination techniques, Gouraud and Phong shading, antialiasing techniques, texture mapping, blending and environment mapping, reflection and hardware instancing.

GAM 425 and CSC 461 are prerequisites for this class.

**GAM 475 | REAL - TIME SOFTWARE DEVELOPMENT | 4 quarter hours
(Graduate)**

Real-time software development. Topics include runtime library construction, abstracting low-level systems, custom data containers, memory tracking, framework development, real-time design patterns, low-level drivers, and graphics engine development. Design and implementation of multi-heap memory management system with aligned allocations with cross heap tracking. Exploration of run-time control of behavior through real-time data driven messaging. Interface development to create a responsive optimized access to abstract data types. Students will design, develop and implement a real-time application (i.e. Graphics engine) that integrates multiple user-developed libraries with real-time constraints.

CSC 461 and (SE 456 or SE 450) are prerequisites for this class.

**GAM 476 | ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES | 4 quarter hours
(Graduate)**

Artificial Intelligence (AI) is one of the essential components of a computer game. The course introduces basic concepts of AI. Emphasis will be placed on applications of AI in various genres of computer games. In the implementation component of this course students will be exposed to the existing AI game engines (middleware), which contain implemented AI algorithms that are ready to be applied into game code. These algorithms include: decision trees, pathfinding, neural networks, and script-driven game object behaviors.

CSC 461 and (SE 456 or SE 450) are prerequisites for this class.

GAM 486 | GAME PROGRAMMING FOR MOBILE DEVICES | 4 quarter hours**(Graduate)**

In this course we introduce major mobile hardware platforms and their operating systems. Issues related to game design for handheld devices will be presented. The strong technical component of this course includes game programming for a handheld device with a wireless internet connection enabling multiplayer game architecture. Such concepts as: building a custom game library, multiplayer game programming, infrared, wireless and socket communication between devices will be discussed.

CSC 471 is a prerequisite for this class.

GAM 491 | GAME PERFORMANCE OPTIMIZATION | 4 quarter hours**(Graduate)**

This game programming class will focus on developing software to efficiently use the fixed CPU power and resources that are found in today's console and mobile devices. This course will use real-world game examples that demonstrate performance and optimization issues that software architects face in game development. These problems include: performance enhancements through extended matrix instruction set, dynamic memory usages, performance related to increasing run-time systems to very large scale, C++ language enhancements and extensions, algorithms, streaming and profiling. **PREREQUISITE(S):** CSC 400 and CSC 403 and CSC 407.

GAM 499 | TOPICS IN COMPUTER GAME DESIGN AND DEVELOPMENT | 1-4 quarter hours**(Graduate)**

Variable topics course in computer game design and development. May be repeated for credit. **PREREQUISITE(S):** Permission of instructor (variable credit)

GAM 520 | GAME DESIGN PROSEMINAR | 4 quarter hours**(Graduate)**

In this foundational seminar course, students are exposed to significant written works that examine the medium of games in historical, cultural, and social contexts. Students analyze and interpret games in classroom discussions and written explorations that reveal the meaning and values of games as cultural artifacts. In doing so, they learn to situate their own critical practice within the history of the medium. **PREREQUISITE(S):** GAM 420.

GAM 530 | GAMES STUDIES PROSEMINAR | 4 quarter hours**(Graduate)**

This seminar class introduces students to a broad range of historical and current topics in game studies. It aims to support creative practice by expanding the theoretical foundation established in Game Design Proseminar with additional, deep insight into disciplines that relate to games, play, players, learning, activism, and art. **PREREQUISITE(S):** GAM 520.

GAM 540 | GAME DEVELOPMENT PRACTICUM | 4 quarter hours**(Graduate)**

This course introduces the creation of a term-long project in teams. In contrast to studio classes where students can work alone or with others and decide what games they want to create, the practicum requires students to make games about a specific topic or theme proposed by faculty. This can include a requirement of working with a client, involving subject matter experts in the design process, developing a site-specific art game installation, or working with a novel platform such as a wearable device.

GAM 550 | INCUBATION STUDIO | 4 quarter hours**(Graduate)**

Students situate their creative practice within historical, aesthetic, and social contexts. This includes an introspective analysis of why they want to design games. Students identify potential research areas or creative catalysts for their thesis projects, conducting research, critiquing and analyzing relevant work, technologies, and reference materials. The final course assignment is a thesis proposal outlining their project plans for Thesis Studio, which each student must get approved by their advisor before entering Thesis Studio. **PREREQUISITE(S):** GAM 530 and GAM 540.

GAM 575 | REAL-TIME SOFTWARE DEVELOPMENT II | 4 quarter hours**(Graduate)**

Real-time software development with asset conversion. Topics include offline data conversion, asset packing, data driven application behavior, hierarchy base scene management, profiling and debugging large opaque data, runtime formats for low-level drivers, and advanced visualization techniques. Design and implementation of hierarchy based data systems with dynamic real-time modifications. Exploration of run-time control of behavior through real-time data driven messaging. Implementation of the complete application process: tool creation, asset condition, responsive loading and data driven runtime behavior. Students will design, develop and implement a real-time application (i.e. Animation engine) that integrates large real-time converted data assets with real-time constraints.

GAM 475 is a prerequisite for this class.

GAM 576 | GPU ARCHITECTURE | 4 quarter hours**(Graduate)**

Real-time application GPU development. Topics include GPU pipeline, data parallelization, hierarchy data flow on GPU, asset compression, non-graphics data processing, graphics rendering and data conversion. Design and implementation of parallel GPU applications across multiple GPU cores. Exploration of different parallelization techniques for large (non-graphical) computationally heavy systems. Developing and debugging blind data flow on GPU hardware. Students will design, develop and implement a real-time GPU application (i.e. Skinned Animation rendering engine) that integrates large converted data assets using 100s of parallel GPU cores.

GAM 575 is a prerequisite for this class.

GAM 594 | GAMING AND ENTERTAINMENT TECHNOLOGY CAPSTONE | 4 quarter hours**(Graduate)**

This course gives students an opportunity to utilize knowledge obtained in this degree program in developing a computer game, from conceptualization, design, to implementation. Issues in project management and configuration management will also be addressed. This work will constitute a major part of the project portfolio that students have developed during their study. **PREREQUISITE(S):** Completion Of Foundation Courses.

GAM 597 | TOPICS IN GAME DESIGN | 4 quarter hours**(Graduate)**

Specific topics selected by the instructor. Topic varies with each offering. Contact instructor for more information. **PREREQUISITE(S):** See syllabus.

GAM 598 | TOPICS IN GAME PROGRAMMING | 1-4 quarter hours**(Graduate)**

Specific topics will be selected by the instructor and will vary with each quarter. **PREREQUISITE(S):** For specific prerequisites, see syllabus or consult course instructor. (variable credit)

**GAM 599 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable credit. PREREQUISITE(S): None (variable credit)

**GAM 600 | THESIS STUDIO | 4 quarter hours
(Graduate)**

Students demonstrate their abilities as professional contributing artists in the field of games through the completion of a thesis project that advances the medium of games historically, aesthetically, or socially. Students will be required to publically show their thesis work as well as defend it before an appointed committee of faculty knowledgeable in the field. PREREQUISITE(S): GAM 550.

**GAM 690 | GAME DEVELOPMENT STUDIO I | 4 quarter hours
(Graduate)**

In this course and its continuation GAM 691, students will work in small teams to design and implement a computer game. The courses must be taken consecutively.

GAM 475 is a prerequisite for this class.

**GAM 691 | GAME DEVELOPMENT STUDIO II | 2-4 quarter hours
(Graduate)**

Continuation of GAM 690. (variable credit)

GAM 474 or SE 456 are a prerequisite for this class

**GAM 695 | MASTER'S GAME RESEARCH STUDY | 4 quarter hours
(Graduate)**

Students interested in a more in-depth study of a particular game area will register for this course and work with a faculty member (not necessarily their academic advisor) on a research project. The work involved may include system development, empirical studies, or theoretical work. Can be taken for up to 8 credit-hours. PREREQUISITE(S): GAM 575 and consent of research advisor.

Geography (GEO)

**GEO 101 | ENVIRONMENTAL GEOGRAPHY | 4 quarter hours
(Undergraduate)**

An introduction to the history, scope, and breadth of environmental inquiry within Geography. The course will be divided between Physical Geography -- that is, the spatial aspects of the Geosystem including the Atmosphere, Hydrosphere, Lithosphere, and Biosphere, and geographical perspectives of and approaches to the Human-Environment, to include Hazards Geography, Resource Geography, Cultural and Political Ecology.

**GEO 103 | URBANIZATION | 4 quarter hours
(Undergraduate)**

The course explores the evolution of urban forms and structures in the United States from the perspective of geography. In addition to studying the historic emergence of the American urban system, the course covers processes and phenomena associated with the spatial organization of housing, transportation, commercial and industrial land-use planning, as well as urban poverty, local governance, and issues of race, gender and sexuality.

**GEO 133 | URBAN GEOGRAPHY - EXPERIENTIAL LEARNING | 4 quarter hours
(Undergraduate)**

The course provides an in depth analysis of a Chicago neighborhood, connecting this to wider U.S. trends in urbanization and urban development. Students conduct a research project, through archival study and field work.

GEO 140 | MAPPING WORKSHOP FOR ONLINE STORYTELLING | 2 quarter hours

(Undergraduate)

This 2-credit workshop introduces students from any major to software that provides narrative driven online maps that combine cartography with text and images. Software packages such as ESRI StoryMap, Carto, GoogleMaps, QGIS Cloud and Leaflet will be introduced, with a special focus on accessible and well designed visualizations that can communicate effectively to a wide audience.

GEO 172 | CULTURAL GEOGRAPHY: THE NATURE-CULTURE INTERFACE | 4 quarter hours

(Undergraduate)

How do artists depict the natural world and how does culture contribute to those depictions? For example, how do lyrics and music portray nature, and how is this related to a sense of place and even identity? How do landscapes represented in visual media construct, reinforce, or challenge ideas about a place? What does the design of parks and green space say about cultural values? And how do writers use the natural world in literature to contribute to plot development and create a mood? In this course we will analyze how nature is represented in forms of culture? visual arts, music, design, and literature. Students will learn to critically evaluate how places are understood through these cultural forms, and consider not only the ways that culture shapes these representations, but also the ways that these representations shape or reinforce ideas about the natural world and humans? place in it. We will draw on research in the discipline of geography for our case studies and topics. Since the 1970s, research in geography has analyzed how places and landscapes are represented and understood through the arts, and also how arts and culture manifest themselves in places and landscapes. For example, studies of landscape design and public parks, such as Chicago's own Lincoln Park, reveal not only cultural values and aesthetic tastes, but also the role played by political power and class hierarchies in the development of such spaces. Utilizing cultural geography resources, students will develop the theoretical skills to examine the nature-culture interface.

**GEO 200 | SUSTAINABLE URBAN DEVELOPMENT | 4 quarter hours
(Undergraduate)**

This course focuses on the application and meaning of 'sustainability' to our discussion and understanding of cities, urban communities, and the urbanization process. The course conceptualizes sustainability as residing at the intersection of political, economic, social, and ecological thinking and examines its utility and flexibility towards urban form and function. The course pursues the topic of urban sustainability through the lenses of scale (e.g., local vs. global), justice (e.g., social vs. ecological), and diversity (e.g., cultural vs. biotic).

**GEO 201 | GEOPOLITICS | 4 quarter hours
(Undergraduate)**

A survey of theories of geopolitics and international relations, the course explores issues of international security and organization, regional integration, and nationalism, state formation and conflict. Historic geopolitical cases from Europe (Northern Ireland, EU, Balkans), the Middle East and North Africa, and the Russian realm, provide opportunities to assess theoretical approaches and profile the security and foreign policy concerns of the U.S. in the new millennium.

**GEO 204 | RELIGIOUS GEOGRAPHY | 4 quarter hours
(Undergraduate)**

Religion and geography are fundamentally intertwined. From the establishment of theocratic states that control territory, to the sprawl of US suburbia that has led to megachurches, the role of religion in shaping the earth's cultural landscape is undeniable. Religious beliefs shape geographies - there are places that, through faith, become sacred; elsewhere religious individuals and groups struggle to claim places in the name of their beliefs. This course will examine case studies from around the world to explore the intersection of geography and religion.

**GEO 205 | RACE, JUSTICE, AND THE URBAN ENVIRONMENT | 4 quarter hours
(Undergraduate)**

A theoretical and applied investigation of the social, political, and economic processes influencing the spatial distribution of environmental amenities and harms across the U.S. urban landscape, with particular focus on urban structure and the role of environmental justice struggles in shaping urban policy and the urban landscape.

**GEO 206 | BOUNDARIES AND IDENTITIES | 4 quarter hours
(Undergraduate)**

A critical survey of the manner in which social, political, ethnic, gender and racial identities are being constructed by modernity and post-modernity. Cross-listed as INT 206 and PAX 206. Recommended for GEO majors when taught by Professor Nast.

**GEO 210 | INTERNATIONAL ENVIRONMENTAL CONSERVATION | 4 quarter hours
(Undergraduate)**

The purpose of this course is to explore the relationship between our physical environment and society by focusing on natural resources. While the course introduces key concepts in environmental thought (conservation, preservation, sustainable development, etc.), another aim is to introduce students to some of the practical aspects of working in resource and environmental management. Lectures and readings examine contemporary environmental issues internationally. The textbook focuses on mainstream models of nature-society relations such as rational planning in resource management and sustainable development, while the additional readings and videos will introduce students to critiques of the mainstream approaches and suggest alternatives to them. The issues covered in this course include climate change, atmospheric pollution, freshwater resources and water quality, forestry and biodiversity loss, food production and distribution and sustainable lifestyles.

**GEO 211 | BIOGEOGRAPHY | 4 quarter hours
(Undergraduate)**

Biogeography is the study of the distribution of plants and animals on the earth's surface, and the historical and ecological factors and human activities responsible. It asks questions such as: Why were placental mammals absent from (pre-European) Australia, while marsupials were abundant? How are current plant species' distributions different from those of the past, and what implications does this have for their ability to respond to global changes? Why have islands sustained so many extinctions compared to mainlands? Why are there so many insect species in the tropics and so few at high latitudes? How are humans changing the distribution and abundances of plant and animals? This course explores these and other such questions. The goal is to understand biodiversity patterns and processes across earth, and how this knowledge can help maintain biological communities in human-dominated, 21st century landscapes.

**GEO 215 | INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY | 4 quarter hours
(Undergraduate)**

This course charts the economic transformation in the Third World / Global South. The first third of the course examines theories of development and underdevelopment before moving on to a critique of the concept of development as a modernist paradigm using a postcolonial framework. The rest of the course examines the restructuring of the agricultural, manufacturing and service sectors, including the financial sector, in non-Western countries.

**GEO 219 | WOMEN AND SCIENCE | 4 quarter hours
(Undergraduate)**

In this course, we will examine the evolving relationship between women and science. There are growing opportunities for and representation of women in scientific fields in many parts of the world, but there are historical contexts that should be considered and remaining challenges that are being addressed. We will begin the course with a review of the scientific method- what is this process and what about it has enabled it to attain legitimacy as a way of knowing the world? We will also learn about female scientists in the fields of environmental geography and ecology who have broken gender norms and boundaries and made notable scientific contributions. Students will learn through several case studies of both well-known scientists as well as those who are less widely recognized. Finally, we will examine aspects of science and culture that have impacted women's participation and achievements.

**GEO 220 | OCEANOGRAPHY | 4 quarter hours
(Undergraduate)**

Develops the concepts of physical oceanography. Topics include the chemical and physical properties of seawater, the dynamics of ocean currents and circulations, the physics of water waves and tides, the interaction of the ocean with the atmosphere, the formation of coastlines, and the effects of pollution on the ocean. Cross-listed with PHY 220.

MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

**GEO 225 | EARTH'S CHANGING CLIMATE | 4 quarter hours
(Undergraduate)**

The dynamic atmospheric processes which control day-to-day weather and the longer term processes which determine prevailing climatic conditions are the two principal foci of this course. Special topics include weather systems, climate change, global warming, and human impacts on climate. Cross-listed with PHY 225.

MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

**GEO 231 | HISTORICAL GEOGRAPHY OF CHICAGO | 4 quarter hours
(Undergraduate)**

An exploration of Chicago's urban geography, focusing in detail on topics such as historical geography, industrial development, community development, built environment (i.e., housing/architecture), transportation and neighborhood change. Cross-listed with HST 240 and AMS 240.

**GEO 233 | COMPARATIVE URBANISM | 4 quarter hours
(Undergraduate)**

An exploration of non-U.S. urban and planning traditions, through the urban morphological and comparative study of the foundation, and social-political forces that shaped cities such as Paris, St. Petersburg, Istanbul, Bombay-Mumbai, Hong Kong, and Mexico City.

**GEO 240 | HISTORY OF CARTOGRAPHY | 4 quarter hours
(Undergraduate)**

The course explores the history of mapmaking as a dimension and expression of the intellectual, scientific, technological, and political transformation of society. Focusing primarily on Europe and North America, the course covers the prevailing schools of thought and practitioners, and the structures and forces that shaped them. The course includes hands-on study of archival quality maps in DePaul's Special Collections and other regional institutions. Short field trip to the Newberry Library required.

**GEO 241 | GEOGRAPHIC INFORMATION SYSTEMS I: DIGITAL MAPPING | 4 quarter hours
(Undergraduate)**

Geographic Information Systems (GIS) are widely used in fields such as urban planning, environmental monitoring, marketing, law enforcement, public health, disaster management, and data journalism, among many others. Students will learn to make digital maps, manipulate and query tabular data, use coordinate systems, and conduct spatial analysis and write code for digital mapping through lectures and hands-on exercises using ArcGIS. The course is the first in a five-course undergraduate GIS certificate. Cross-listed with PSC 201.

(MAT120 or HON 180) or (MAT 130 or above) or instructor permission is a prerequisite for this course.

**GEO 242 | GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS | 4 quarter hours
(Undergraduate)**

An intermediate-level course focusing on applications of GIS for community development. Students conduct real-world GIS projects for community organizations in Chicagoland. Students will learn to design and create geographic information products that meet community partners' needs through the process of proposing, defining, and implementing GIS projects in collaboration with community partners. The course teaches an intermediate-level GIS skills, including address geocoding, spatial join, proximity analysis, and density mapping. Instruction is accomplished through lectures and hands-on exercises using ArcGIS.

GEO 241 or PSC 201 is a prerequisite for this class.

**GEO 243 | EARTH OBSERVATION | 4 quarter hours
(Undergraduate)**

Earth observation is the gathering of information about the planet via remote sensing technologies. This introductory level course covers how images of Earth are acquired via satellite and airborne sensors as well as how to process and interpret them to better understand our planet. The fundamentals of geospatial technology and introductory satellite-based remote sensing algorithms will be taught via lectures and hands-on labs.

GEO 241 is a prerequisite for this class.

**GEO 260 | GLOBALIZATION AND RESOURCES | 4 quarter hours
(Undergraduate)**

An exploration of globalization and the politics and flow of natural resources between the developed and developing world, especially since World War II. Using case studies from around the world, the course introduces students to competing paradigms of environmental and resource destruction and to the complexities and contingencies of social and environmental change in the "new" global economy.

**GEO 266 | WORLD ECONOMY: STATES, MARKETS AND LABOR | 4 quarter hours
(Undergraduate)**

This course introduces students to competing economic and political frameworks that analyze the interaction of states, markets and societies. The overall theme of the course is the spread of capitalism and the tandem disembedding of economic relations from social relations beginning with the Industrial Revolution in the 18th century through to the early 21st century.

**GEO 269 | CULTURAL AND POLITICAL ECOLOGY | 4 quarter hours
(Undergraduate)**

The course introduces students to the theoretical foundations and evolution of critical Political Ecology and its assessment of environmental change and social vulnerability in the developing world. The course traces the history of the discipline to its early roots in geography, anthropology, and ecology and tracks its emergence as a theoretically sophisticated critique of the global spread of economic development and environmental policy.

**GEO 299 | KNOWLEDGE, PLACE AND POWER | 4 quarter hours
(Undergraduate)**

An exploration of the social construction of knowledge through the historic evolution of geographic thought. This class interrogates geography's role in how space and place have been created to support existing hierarchies, and how geographic thought has evolved to contest these hierarchies. Students will engage with a variety of intellectual frameworks such as positivism, Marxism, feminism, postcolonial theory, and poststructuralism, among others.

**GEO 300 | GEOGRAPHICAL INQUIRY | 4 quarter hours
(Undergraduate)**

An in depth exploration of modern debates within geography. Students prepare their own geographic research project and participate at a regional conference.

**GEO 301 | ECONOMIC INEQUALITY AND POLITICAL TRAUMA | 4 quarter hours
(Undergraduate)**

The term trauma has been deployed in many parts of the world in the context of the rise of populist movements as voting blocs, without constructing a coherent conceptual framework for understanding how the concept of trauma explains political phenomena such as electoral outcomes. This course provides a framework for understanding how historical legacies, economic inequality and contemporary political contexts are linked.

**GEO 310 | GREEN INFRASTRUCTURE | 4 quarter hours
(Undergraduate)**

Green Infrastructure (GI) goes beyond the conventional conservation efforts of creating and maintaining national and state parks and wildlife refuges. Instead, GI promotes conservation that takes place at different spatial scales to create a network of open spaces out of existing open spaces and green corridors as well as offering strategies for constructing green spaces out of abandoned urban spaces.

**GEO 315 | THE STATE AND ECONOMIC GROWTH | 4 quarter hours
(Undergraduate)**

This course focuses on the role of the state in economic growth. The first half of the course studies the historical background, theory and criticism of the role of the state in economic growth, including the transitional economies of post-Communist countries. The second half examines case studies from different Asian and Eastern and Central European countries in the key moments of the incorporation of those states and their societies into the globalized economy. Some topics covered include corruption, transitioning informal economies and industrial policy.

**GEO 316 | THE EUROPEAN UNION | 4 quarter hours
(Undergraduate)**

An integration of political geographic and international relations perspectives on European integration: Special emphases on political philosophies and theories of integration, the geopolitics of block formation and enlargement, institutional structure, the evolution of policies, and the future directions of the European Union. Cross-listed with PSC 340 and IRE 106.

**GEO 330 | SUSTAINABLE URBAN TRANSPORTATION | 4 quarter hours
(Undergraduate)**

The course introduces transportation geography and explores the characteristics of sustainable transportation systems. From electric vehicles to new services like car and bike sharing, the course examines the role that transportation plays in environmental, social, and economic sustainability. Students will learn about current issues in urban transportation (both passenger and freight), and receive an introduction to tools and techniques used by transportation planners, e.g., Geographic Information Systems (GIS). Formerly GEO 230.

**GEO 333 | URBAN PLANNING | 4 quarter hours
(Undergraduate)**

A seminar on the intellectual history and theories of urban planning and design, and their application in urban settings in the U.S. and abroad. Systematic study of case studies leads to the investigation of current urban planning issues in Chicago.

**GEO 334 | URBAN/CITY DESIGN | 4 quarter hours
(Undergraduate)**

The course introduces the study of "city/urban design": one of the building professions, which include architecture, landscape architecture, sculpture, and land design from a distinctly geographic perspective. It addresses the evolution of concepts, ideas, and practices of the urban design profession through case studies, and discusses designs' impacts on the quality of urban life, and the city's 'legibility', access, and equity. This, primarily, studio/skills-based course introduces students to key techniques shared by the building professions: 'figure-ground' and perspective drawing, urban sketching, georeferencing, 'rephotography', site analysis, 3D object design and printing, and physical model-building.

**GEO 335 | GEODESIGN | 4 quarter hours
(Undergraduate)**

The course builds on Geography's considerable geotechnology curriculum (GIS and remote sensing) to deliver a survey of emerging theories of, and evolving practices in Geodesign. Described as a platform for organizing project conceptualization and decision-making, site analysis, design requirements, stakeholder participation and collaboration, design modeling, simulation, realization, and evaluation, Geodesign is a new, strategic, interdisciplinary field of professional practice with critical applications for engineering-intensive urban and regional planning projects. Project planning and decision-making require the consideration of a broad range of information, concepts, and tools that entangle earth and human system inputs. Geodesign integrates data analytical needs of building professions (architecture, landscape architecture, urban design, and land design), regulatory fields (urban and environmental planning), environmental sciences, and engineering into a decision-making and plan realization platform that is built with special consideration to a project's geospatial structure.

**GEO 339 | TOPICS IN ARCHITECTURE AND URBANISM | 4 quarter hours
(Undergraduate)**

Cities are changing dramatically as a result of the accelerated circulation of finance capital worldwide, the emergence of new information and data visualization technologies, the expansion of credit, the ceaseless retrenchment of population groups inside and around cities, and the emergence of new architectural and planning paradigms. The course explores and researches aspects of these transformative processes and their impacts on race, class, economic prosperity, and the contingencies of quality of urban life. A significant research and writing project is required in this specialist high-level course.

**GEO 340 | PLACES, HUMANITIES AND GEOGRAPHIC INFORMATION SYSTEMS | 4 quarter hours
(Undergraduate)**

The course examines applications of GIS to digital humanities. The course focuses on techniques for processing geospatial data and making maps from sources related to humanities subject using a popular open source GIS software, QGIS. The course examines digital humanities projects that use GIS, and ways to deal with challenges to work with humanities data in addition to fundamentals of GIS. Students will learn techniques for map design, image georeferencing, mapping texts, mapping changes, and mapping qualitative data. The class is largely conducted through lectures and hands-on activities in a GIS laboratory.

**GEO 343 | EARTH OBSERVATION II | 4 quarter hours
(Undergraduate)**

This course incorporates imagery from satellite and airborne sensors to teach intermediate-level remote sensing techniques for earth observation. There will be an emphasis on conducting computationally intensive remote sensing tasks (such as machine learning) and using programming languages to efficiently process images. The course culminates in a self-directed remote sensing research project. Prereq. GEO 243.

GEO 243 is a prerequisite for this course.

**GEO 344 | GEOGRAPHIC INFORMATION SYSTEMS III: SPATIAL ANALYSIS FOR SUSTAINABILITY | 4 quarter hours
(Undergraduate)**

An advanced-level course. Students conduct spatial analysis into sustainability issues of their interest. Students will learn techniques for suitability analysis, point pattern analysis, network analysis, and spatial interpolation with GIS. Instruction is accomplished through lectures and hands-on computer lab exercises using ArcGIS.

GEO 242 is a prerequisite for this class.

**GEO 345 | PROGRAMMING IN PYTHON FOR GIS | 4 quarter hours
(Undergraduate)**

Knowledge of a scripting language is a valuable skill for GIS analysts. Students will learn the basics of Python (a programming language), including script writing and implementation. By completing this course, students should be able to manipulate GIS data, automate GIS work flows, and develop customized GIS tools by writing script in Python in ArcGIS. The class is largely conducted through hands-on activities in a GIS laboratory.

GEO 241 or PSC 201 is a prerequisite for this class.

**GEO 346 | GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH | 4 quarter hours
(Undergraduate)**

Spatial data visualization and GIS applications are increasingly at the forefront of health data analysis. This course will examine health data using GIS and topics will be drawn from GIS applications that explore epidemiology, local and global health inequalities, and the role of GIS in public health, using data visualization, network and site analysis, and applied GIS research techniques. Cross-listed with GEO 446.

GEO 241 or PSC 201 is a prerequisite for this class.

**GEO 347 | WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB | 4 quarter hours
(Undergraduate)**

This project-oriented course will enable students to independently develop Web-based This project-oriented course will give students exposure to a wide variety of customizable web applications that allow for visualization of 2D and 3D geospatial data. The course introduces current developments in Web GIS technologies, their applications, and topics relevant to the creation, manipulation, and hosting of spatial datasets online. Students will learn how to use Web GIS mapping tools and how to configure and publish web-enabled interactive maps using commercial internet map servers. Using data collected using drone photography and other sources, students will additionally be introduced to how to create and host on the web 3D geospatial scenes. In addition to ArcGIS Online, open-source web mapping libraries such as Folium and Leaflet will be introduced, as well as physical 3D printing of GIS maps. Cross-listed with GEO 447.

GEO 241 or PSC 201 is a prerequisite for this class.

**GEO 348 | SPATIAL DATA SCIENCE | 4 quarter hours
(Undergraduate)**

Data that carry location markers have become prevalent. Examples include demographic data from census, crime incidents through open government, location traces from smartphones, imagery from satellite, and pollution data from sensors. There will be more needs for spatially integrating and analyzing data to make better sense of and make connection among data. The course examines fundamental concepts and methods for spatial data science through a series of activities for creating, exploring, wrangling, and analyzing spatial data. Topics include web scraping, geocoding, exploratory spatial data analysis, spatial data quality, regionalization, and hot spot detection. The course focuses on creating reproducible workflow for spatial data science projects using relevant Python libraries with a Jupyter Notebook that enables interactive computing on the web. GEO 345 or CSC 241 or the permission of instructor is the prerequisite of GEO 348.

GEO 345 or GEO 445 or CSC 241 or CSC 242 or CSC 401 or with instructor permission is a prerequisite for this course.

**GEO 350 | WORLD OF WINE | 4 quarter hours
(Undergraduate)**

An analysis of the geographical factors that influence the global production and distribution of wine. Students must be 21 years of age or older.

**GEO 351 | GEOGRAPHY, FOOD AND JUSTICE | 4 quarter hours
(Undergraduate)**

While the need for food is universal, geographies of food production, distribution and consumption are anything but even. This leads to multiple issues of food injustice at a variety of scales. This course critically examines the contemporary global food system with the goal of providing students with skills and knowledge to engage in food justice activism. Students study the development of food systems and how inequalities have emerged in production, distribution and consumption. The course then explores food justice movements including the emergence of alternative food networks in the U.S and internationally. Assignments may engage students in local food projects and or/advocacy campaigns.

**GEO 369 | RISKS, HAZARDS AND NATURAL DISASTERS | 4 quarter hours
(Undergraduate)**

This course is about the interaction of humans with extreme natural and anthropogenic events like storms, earthquakes and climate change. We will examine how people become vulnerable to such events, how they are affected by them, how they contribute to causing them, how they cope - or fail to cope - and what they do when existing adjustments are unsuccessful. You will learn how disasters are the product of multiple and interacting forces; biophysical processes are only part of the equation. We will explore how livelihoods, places and institutions come together to create hazardous situations and disastrous outcomes. We will look at trends in hazards and losses, and the distribution of vulnerability and hazard impacts within and across populations and places. For a variety of global environmental and social reasons, losses from hazards and disasters are projected to increase at increasing rates into the foreseeable future. Hazards and the disasters they generate, thus, are inherently engaging subjects. They also depend on a multidisciplinary approach for their investigation and mitigation, bringing in the insights of natural scientists, social scientists, engineers, planners, emergency managers, first responders, and others. Geography is a very active discipline in the investigation of hazards, with its physical science, social science, and mapping traditions, as well as its ability to integrate these very different conceptual approaches with practical applications at all stages of the disaster cycle.

**GEO 391 | STATISTICAL DATA ANALYSIS FOR GIS | 4 quarter hours
(Undergraduate)**

This course examines statistical concepts and techniques that are applied to geographic problems. Topics include descriptive statistics and inferential statistics geared toward working with geographic data in GIS. Students will learn techniques for summarizing variables, testing difference of means, spatial autocorrelation, hot spot analysis, and correlation analysis through lectures and hands-on exercises using statistics and GIS software.

GEO 241 or PSC 201 is a prerequisite for this class.

**GEO 395 | SEMINAR IN SELECTED TOPICS | 4-8 quarter hours
(Undergraduate)**

Upper-division seminar exploring selected geographical issues.

**GEO 398 | INTERNSHIP | 1-6 quarter hours
(Undergraduate)**

The course combines academic study with practical experience obtained through work in an extramural internship setting. The internship course requires academic output in the form of a research journal, paper, or other project.

**GEO 399 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

Intensive study of a topic of special interest. Private conferences with instructor or supervised reading and research. Variable credit.

Junior or Senior standing and department consent are a prerequisite for this class.

**GEO 430 | SUSTAINABLE URBAN TRANSPORTATION | 4 quarter hours
(Graduate)**

The course introduces transportation geography and explores the characteristics of sustainable transportation systems. From electric vehicles to new services like car and bike sharing, the course examines the role that transportation plays in environmental, social, and economic sustainability. Students will learn about current issues in urban transportation (both passenger and freight), and receive an introduction to tools and techniques used by transportation planners, e.g., Geographic Information Systems (GIS).

**GEO 433 | URBAN PLANNING | 4 quarter hours
(Graduate)**

A seminar on the intellectual history and theories of urban planning and design, and their application in urban settings in the U.S. and abroad. Systematic study of case studies leads to the investigation of current urban planning issues in Chicago.

**GEO 440 | PLACES, HUMANITIES AND GEOGRAPHIC INFORMATION SYSTEMS | 4 quarter hours
(Graduate)**

This course explores the issues raised by digital humanities in art history through a specific focus on the digital mapping of art historical questions. Students will focus on advanced discussions of digital mapping but also apply these theoretical and methodological concerns to art historical problems. Students will learn techniques of map design, mapping texts, mapping changes, and mapping qualitative humanities data as they develop their own historical project.

**GEO 441 | GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT | 4 quarter hours
(Graduate)**

This course will focus on applications of Geographic Information Systems (GIS) to community studies and community development. As an amalgam of information technologies (e.g. database management, Web 2.0) and earth measurement technologies (e.g. global positioning systems, remote sensing), GIS is rapidly entering the realm of community development. The course will explain how GIS works; enable students to learn techniques including mapping, spatial analysis, and data management; and provide students with the opportunity to apply GIS to community development. Cross-listed with MPS 552.

**GEO 442 | GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT | 4 quarter hours
(Graduate)**

An intermediate-level GIS course focusing on the application of GIS skills to real-world problems. Students as a group will conduct GIS projects that are proposed by community-based organizations (CBOs) that work towards promoting sustainability in Chicagoland. Topics include remote sensing, GPS, geocoding, hot spot detection, spatial interpolation, and network analysis. The course also explores case studies on using GIS for sustainable urban development. PREREQUISITE(S): GEO 441 or MPS 552 (GIS for Community Development).

GEO 441 or MPS 552 or instructor permission is a prerequisite for this course.

**GEO 443 | EARTH OBSERVATION II | 4 quarter hours
(Graduate)**

This course incorporates imagery from satellite and airborne sensors to teach intermediate-level remote sensing techniques for earth observation. There will be an emphasis on conducting computationally intensive remote sensing tasks (such as machine learning) and using programming languages to efficiently process images. The course culminates in a self-directed remote sensing research project.

GEO 441 or equivalent is a prerequisite for this course.

**GEO 445 | PROGRAMMING IN PYTHON FOR GIS | 4 quarter hours
(Graduate)**

Knowledge of a scripting language is a valuable skill for GIS analysts. Students will learn the basics of Python (a programming language), including script writing and implementation. By completing this course, students should be able to manipulate GIS data, automate GIS work flows, and develop customized GIS tools by writing script in Python in ArcGIS. The class is largely conducted through hands-on activities in a GIS laboratory. Cross-listed with GEO 345.

GEO 441 or MPS 552 or instructor permission is a prerequisite for this course.

**GEO 446 | GIS ANALYSIS OF ENVIRONMENTAL AND PUBLIC HEALTH | 4 quarter hours
(Graduate)**

Spatial data visualization and GIS applications are increasingly at the forefront of health data analysis. This course will examine health data using GIS and topics will be drawn from GIS applications that explore epidemiology, local and global health inequalities, and the role of GIS in public health, using data visualization, network and site analysis, and applied GIS research techniques.

GEO 441 or MPS 552 or instructor permission is a prerequisite for this course.

GEO 447 | WEB GIS AND SPATIAL DATA VISUALIZATION ON THE WEB | 4 quarter hours (Graduate)

This project-oriented course will enable students to independently develop Web-based This project-oriented course will give students exposure to a wide variety of customizable web applications that allow for visualization of 2D and 3D geospatial data. The course introduces current developments in Web GIS technologies, their applications, and topics relevant to the creation, manipulation, and hosting of spatial datasets online. Students will learn how to use Web GIS mapping tools and how to configure and publish web-enabled interactive maps using commercial internet map servers. Using data collected using drone photography and other sources, students will additionally be introduced to how to create and host on the web 3D geospatial scenes. In addition to ArcGIS Online, open-source web mapping libraries such as Folium and Leaflet will be introduced, as well as physical 3D printing of GIS maps. Cross-listed with GEO 347.

GEO 441 or MPS 552 or instructor permission is a prerequisite for this course.

GEO 448 | SPATIAL DATA SCIENCE | 4 quarter hours (Graduate)

Data that carry location markers have become prevalent. Examples include demographic data from census, crime incidents through open government, location traces from smartphones, imagery from satellite, and pollution data from sensors. There will be more needs for spatially integrating and analyzing data to make better sense of and make connection among data. The course examines fundamental concepts and methods for spatial data science through a series of activities for creating, exploring, wrangling, and analyzing spatial data. Topics include web scraping, geocoding, exploratory spatial data analysis, spatial data quality, regionalization, and hot spot detection. The course focuses on creating reproducible workflow for spatial data science projects using relevant Python libraries with a Jupyter Notebook that enables interactive computing on the web. GEO 445 or CSC 402 or the permission of instructor is the prerequisite of GEO 448.

GEO 445 or CSC 401 or with instructor permission is a prerequisite of this class.

GEO 469 | RISKS, HAZARDS AND NATURAL DISASTERS | 4 quarter hours (Graduate)

This course is about the interaction of humans with extreme natural and anthropogenic events like storms, earthquakes and climate change. We will examine how people become vulnerable to such events, how they are affected by them, how they contribute to causing them, how they cope - or fail to cope - and what they do when existing adjustments are unsuccessful. You will learn how disasters are the product of multiple and interacting forces; biophysical processes are only part of the equation. We will explore how livelihoods, places and institutions come together to create hazardous situations and disastrous outcomes. We will look at trends in hazards and losses, and the distribution of vulnerability and hazard impacts within and across populations and places. For a variety of global environmental and social reasons, losses from hazards and disasters are projected to increase at increasing rates into the foreseeable future. Hazards and the disasters they generate, thus, are inherently engaging subjects. They also depend on a multidisciplinary approach for their investigation and mitigation, bringing in the insights of natural scientists, social scientists, engineers, planners, emergency managers, first responders, and others. Geography is a very active discipline in the investigation of hazards, with its physical science, social science, and mapping traditions, as well as its ability to integrate these very different conceptual approaches with practical applications at all stages of the disaster cycle.

GEO 491 | STATISTICAL DATA ANALYSIS FOR GIS | 4 quarter hours (Graduate)

This course examines statistical concepts and techniques that are applied to geographic problems. Topics include descriptive statistics and inferential statistics geared toward working with geographic data in GIS. Students will learn techniques for summarizing variables, testing difference of means, spatial autocorrelation, hot spot analysis, and correlation analysis through lectures and hands-on exercises using statistics and GIS software.

GEO 441 or MPS 552 or instructor permission is a prerequisite for this course.

GEO 499 | INDEPENDENT STUDY [GRADUATE] | 2-4 quarter hours (Graduate)

Intensive study of a topic of special interest. Private conferences with instructor of supervised reading and research. Variable credit. Instructor consent required.

German (GER)

GER 101 | BASIC GERMAN I | 4 quarter hours (Undergraduate)

GER 101 is the first quarter of the first-year college German sequence. It introduces the students to the study of language and culture of German speaking countries. The course focuses on the development of all four critical language skills—listening, reading, writing and speaking—while also introducing aspects of German-speaking societies that differ from American society. In-class work will be devoted primarily to communication activities, so that students will be able to utilize the structures and vocabulary you learn to express themselves meaningfully and to function in a German-speaking setting. To maximize each student's engagement with the language, students will be talking and listening to each other as much as to the instructor. At the end of the three-course sequence, students will be in command of the basic elements of German language and culture, and should be able to function with relative ease in German-speaking countries. Students will be able to comprehend and engage in basic conversations, write clearly and effectively in German, and read simple but genuine texts.

GER 101S | BASIC GERMAN I FOR SUMMER | 6 quarter hours (Undergraduate)

(Covers the equivalent of the GER 101 and the first half of GER 102.) The first half of beginning German. The basic elements of the German language, spoken as well as written, with due regard to the cultural context of German expression.

GER 102 | BASIC GERMAN II | 4 quarter hours
(Undergraduate)

GER 102 is the second quarter of the first-year college German sequence. It continues to introduce the students to the study of language and culture of German speaking countries. The course focuses on the development of all four critical language skills—listening, reading, writing and speaking—while also introducing aspects of German-speaking societies that differ from American society. In-class work will be devoted primarily to communication activities, so that students will be able to utilize the structures and vocabulary to express themselves meaningfully and to function in a German-speaking setting. To maximize each student's engagement with the language, students will be talking and listening to each other as much as to the instructor. At the end of the three-course sequence, students will be in command of the basic elements of German language and culture, and should be able to function with relative ease in German-speaking countries. Students will be able to comprehend and engage in basic conversations, write clearly and effectively in German, and read simple but genuine texts.

GER 103 | BASIC GERMAN III | 4 quarter hours
(Undergraduate)

GER 103 is the third quarter of the first-year college German sequence. It continues to introduce the students to the study of language and culture of German speaking countries. The course focuses on the development of all four critical language skills—listening, reading, writing and speaking—while also introducing aspects of German-speaking societies that differ from American society. In-class work will be devoted primarily to communication activities, so that students will be able to utilize the structures and vocabulary to express themselves meaningfully and to function in a German-speaking setting. To maximize each student's engagement with the language, students will be talking and listening to each other as much as to the instructor. At the end of the three-course sequence, students will be in command of the basic elements of German language and culture, and should be able to function with relative ease in German-speaking countries. Students will be able to comprehend and engage in basic conversations, write clearly and effectively in German, and read simple but genuine texts.

GER 103S | BASIC GERMAN II FOR SUMMER | 6 quarter hours
(Undergraduate)

(Covers the equivalent of the second half of GER 102 and all of GER 103.) The second half of beginning German. Further work on the basic elements of the German language, spoken as well as written, with due regard to the cultural context of German expression.

GER 104 | INTERMEDIATE GERMAN I | 4 quarter hours
(Undergraduate)

This course is the first quarter of second-year college German, and emphasizes language as communication in real-life situations and as a means to immerse ourselves in the cultures of German-speaking countries. Though students will review and perfect their knowledge of German grammar throughout the year, they will focus on the perfection of the four language skills reading, writing, listening and speaking. Students will have ample opportunities to express themselves in German, acquire basic discussion strategies, and gain insight into many aspects of the contemporary cultures and societies of German-speaking countries. GER 103 or equivalent, including placement test or permission of instructor, is recommended.

GER 105 | INTERMEDIATE GERMAN II | 4 quarter hours
(Undergraduate)

This course is the second quarter of second-year college German, and emphasizes language as communication in real-life situations and as a means to immerse ourselves in the cultures of German-speaking countries. Though students will review and perfect their knowledge of German grammar throughout the year, they will focus on the perfection of the four language skills reading, writing, listening and speaking. Students will have ample opportunities to express themselves in German, acquire basic discussion strategies, and gain insight into many aspects of the contemporary cultures and societies of German-speaking countries. GER 104 or equivalent, including placement test or permission of instructor, is recommended.

GER 106 | INTERMEDIATE GERMAN III | 4 quarter hours
(Undergraduate)

This video-based course is designed to develop and expand skills in German and explore ideas, cultural topics and themes from the German-speaking world. Course activities will include: learning from authentic video clips and films; visiting (in textbook and video) various cities and regions in the German-speaking world, exploring the variety and the similarities; practicing skills in German by discussing cultural issues and authentic readings; interpreting graphics and charts on topics of German culture; structured listening and writing practice; reading literary and nonliterary texts of increasing difficulty; summarizing verbally and in writing what is read, heard, and learned; writing compositions and short texts of various types; researching a topic; preparing and presenting results to the class (oral and written). GER 105 or equivalent, including placement test or permission of instructor, is recommended.

GER 130 | MOLILSAP STUDY ABROAD | 2 quarter hours
(Undergraduate)

This course is specially designed to complement the Modern Language Introductory Languages Study Abroad programs, linked to the third quarter of the first year language program. The course will be taught abroad.

GER 197 | SPECIAL TOPICS IN GERMAN | 4 quarter hours
(Undergraduate)

See schedule for current offerings.

GER 198 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)

Variable credit.

GER 199 | INDEPENDENT STUDY | 0.5-4 quarter hours
(Undergraduate)

Variable credit.

GER 201 | ADVANCED GERMAN I: COMING TO TERMS WITH THE PAST | 4 quarter hours
(Undergraduate)

The third year of German focuses on four primary linguistic skills: comprehension, reading, writing and speaking. Development in each of these areas is achieved through the introduction, consideration, and analysis of longer German stories, increasingly complex discussions of said texts, and the review, and hopefully ultimate mastery, of various vocabularies and advanced-level grammar. Ample time will be devoted to speaking and developing oral proficiency in class as well. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 202 | ADVANCED GERMAN II: READING THE FOREIGN/FOREIGN READING | 4 quarter hours
(Undergraduate)

The third year of German continues strengthening four primary linguistic skills: comprehension, reading, writing and speaking. The main goal is to achieve oral proficiency. Ample time will be devoted to speaking and developing oral proficiency in class as well. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 203 | ADVANCED GERMAN III: THE UNCANNY AND THE SELF | 4 quarter hours
(Undergraduate)

The third year of German continues strengthening four primary linguistic skills: comprehension, reading, writing and speaking. The main goal is oral proficiency. Ample time will be devoted to speaking and developing oral proficiency in class as well. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 272E | WORKING THROUGH THE PAST: MEMORY AND MEMORIAL IN GERMANY AND THE U.S. | 4 quarter hours
(Undergraduate)

TAUGHT IN ENGLISH. How does a shattered nation come to terms with its past? Recent events in the U.S. have revealed the depth of our societal divides, especially in the debate over memory and memorials. But these are not uniquely American questions: other places have navigated a reckoning with their own traumatic pasts. Philosopher Susan Neiman, author of "Learning from the Germans: Race and the Memory of Evil," calls Germany's relationship to its history "grown up." The German project of "coming to terms with the past": that is, the decades-long process of confronting its record of Nazism and working through the trauma of the Holocaust reflects this "grown up" relationship to history, one that integrates the question of guilt and responsibility into the national story. This process, while always unfinished, has helped Germany reshape its identity to become what it is today: a harbor for refugees, a global leader in green energy, and a model social welfare and educational system. In this course, we'll learn about Germany's process of coming to terms with the past: what it consists of, how it was initiated, and how it informs Germans' self-understanding today and ask, how can a country acknowledge its guilt while also building its future? How do individual Germans incorporate the idea of collective guilt into their understanding of themselves? What kinds of people and events has Germany chosen to remember in monuments and memorials? And what kind of work remains to be done in Germany in relation to its history? In short: what can we learn from the Germans about coming to terms with the American past? Note to German students: this course is taught in English and does not replicate the content of GER 201.

GER 274E | REVOLUTION ON THE STAGE: BERLIN, EPIC THEATER, AND THE 20TH CENTURY | 4 quarter hours
(Undergraduate)

TAUGHT IN ENGLISH. One of the most influential thinkers of the twentieth century, the revolutionary Marxist playwright Bertolt Brecht was witness to the crises that defined his age: the First and Second World Wars, the postwar division of Germany into East and West, and more personally, his own exile in the U.S. during the Nazi regime. Brecht criticized the changing face of Europe and the world in his writing, and his ideas about war and pacifism, capitalism, religion, fascism, inequality, and exile feel remarkably relevant today. In this course, we'll think about those ideas as we learn about Brecht's radical transformation of the stage, manifested in the theory of Epic Theater and the "Alienation/ Estrangement Effect:" two concepts that promoted critical distance and political awareness in the theater instead of the traditional focus on identification and catharsis. Berlin was highly progressive and experimental in the "Golden Twenties," and we'll also discuss the artistic, political, and social milieu there that informed Brecht's activist art: his work is characterized by collaborations with artists and musicians, and many of his plays feature musical pieces informed by jazz and the cabaret. We'll consider Brecht in exile, too, and think about the ways that his experiences as a displaced person shaped his writing and relate to current discussions about borders and belonging. Finally, we'll explore the question of Brecht's continued relevance and why his ideas still resonate with contemporary audiences. To that end, this course will include viewings and excursions, including visits to theaters and concert venues for live performances when possible.

GER 275 | EXORCISM, MESMERISM, PSYCHOANALYSIS: THE GERMAN UNCONSCIOUS MIND | 4 quarter hours
(Undergraduate)

This course is taught in English. Using the wrong word while speaking or writing, jokes, free association, dreams, listening to regressed patients 'on the couch,' all of which are deeply rooted in specific cultural times and places: these are the traditional means for exposing and learning about the workings of the unconscious mind, considered by Freudian psychoanalysis to be the repository of instinctually driven thoughts, fantasies, and inclinations that put individual people in conflict with societal expectations. This course examines closely those means and the conclusions drawn from them by Sigmund Freud and his followers. The course also gives consideration to the work of two important early but unwitting experimentations with the unconscious: demonic exorcism as practiced by German priest Johann Joseph Gassner and 'magnetic sleep' (now seen as a precursor to hypnosis) as practiced by Austrian physician Franz Anton Mesmer. This appraisal will allow us to debate the thesis of whether an engagement with the unconscious mind results in new or re-conceptualizations of the individual by societal institutions such as the church and mainstream medicine, so that the formerly chronically ill are by turns seen to be possessed, in need of redistribution of 'magnetic fluid,' neurotic, hysteric, or simply understood to be children within adults. We conclude by reviewing the psychoanalytic tool and human faculty of Einfühlung, or empathy, which, rather than just meaning feeling sorry for another person, is used clinically to perceive through feeling and sensation what another person feels without necessarily having had even remotely similar experiences. Freud borrowed this idea from Romantic-era theories and methods for translating literature.

**GER 276E | GREEN GERMANY: NATURE AND THE GERMAN MIND | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. For decades, Germany has been considered an environmental trailblazer: it's a leader in developing sustainable and renewable energies; politically, its Green Party is ascendant, with real representation in the German parliament; and as of 2019, half of Germany's energy came from renewable sources. In many ways, green technologies are affordable options for individual consumers around the world because of the investments made by Germany in the 1990s and early 2000s. How has Germany managed to create an energy policy that other countries, including the U.S., have failed to attain? This course attempts to answer this question by first considering the German relationship to nature and how it changed over time: from the earliest Germanic tribes and their ancient nature worship; to the German Romantics and their conception of nature as something overpowering and sublime; to Nazi Germany, where nature became associated with ideas of race and belonging; and finally, to today's German brand of environmentalism, which perceives nature as an endangered thing to be conserved and protected. We'll look at these phases through the perspective of thinkers and scientists who influenced the place of science in the world, including Alexander von Humboldt, Johann Wolfgang von Goethe, and Albert Einstein. This will give us an idea of the cultural context from which Germany approaches nature and the environment today, so that we can understand why it has been compelled to move toward a more sustainable future. Finally, we'll connect these ideas to real-life experiences: we'll speak and meet with representatives from "green" German companies here in Chicago in order to better understand the science and technology behind "Green Germany" now.

**GER 277E | COFFEEHOUSES AND CULTURE IN TURN OF THE CENTURY VIENNA | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. Vienna around 1900 was the setting for major innovations in the arts, literature, sciences, and philosophy, and the developments that emerged from this time and place shaped 20th century thought and culture. Central to the rich intellectual life in turn of the century Vienna was the Viennese coffeehouse, a place that encouraged the exchange of ideas and served as a spatial extension of the private sphere. Using the coffeehouse as a kind of experiential environment, this course will look at the ideas that emerged from the cafe interiors of Vienna 1900: Freud's theories of the unconscious, dreams, and (female) hysteria; the artworks of Gustav Klimt and the Viennese Secessionists; the "Young Vienna" literary circle; the new musical language of Arnold Schoenberg; and the radicalism of modernist architecture. Further, we'll discuss spatial and sociological theories of coffeehouse culture and consider the function that coffeehouses serve today in Vienna and in Chicago, too. This course includes several excursions which may vary from quarter to quarter depending on public health measures (to the Metropolis coffeehouse for a coffee tasting and roasterie tour, the Art Institute, and the Chicago Symphony Orchestra/ Lyric Opera).

**GER 278E | MAKING GRIMMS' FAIRY TALES | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. Fairy tales spark our imaginations and inspire great artists in a variety of mediums from around the world, whether in commercial format like Disney or in illustrations that speak to sides of human nature that can make us uncomfortable. Of these tales, Grimms' Children's and Household Tales (known to us today as "Grimms' Fairy Tales") are some of the most powerful for how they use predictable narrative outcomes to give space to conflicts of power, gender, generational difference, and class. This course takes on all these issues while reading in English translation all 156 tales in the original edition of the fairytale collection. People who think they know these stories are in for a wild ride (for starters, they were originally never intended for children) as we peel back the layers of meaning in the tales and consider how and why the Grimm Brothers turned the stories they collected into now-familiar fairy tales: a process which may have originated in dedication to German nature and nation, but has been seen by some as a harbinger of Nazi fascism.

**GER 279E | KAFKA AND THE KAFKAESQUE | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. In this course, we'll start by considering Franz Kafka's identity as an outsider many times over - starting with his Jewish, German-speaking background in turn of the century Prague - and how this fundamental "otherness" intruded upon his life and writing alike. We'll also discuss Kafka's influences both small and large: his relentless, tortured relationship with his father; his inability to commit to a romantic partner; illness and his conception of his body; and finally, his work as a lawyer at the Worker's Accident Insurance Institute of the Kingdom of Bohemia, a 14-year position that shaped his understanding of opaque bureaucratic systems and the impotence of the individual to penetrate them. Further, we'll consider what's meant by the word "Kafkaesque," a concept that describes both the hopelessness of existence in the modern world of bureaucracy, but also calls to mind the absurd, the dreamlike, and the hilariously funny. We won't just focus on writings by Kafka, either: we'll also look at how his alien condition influenced writers and filmmakers from all parts of the world, such as the German writer Daniel Kehlmann and the filmmakers David Lynch and Martin Scorsese, among others.

**GER 297 | SPECIAL TOPICS IN GERMAN | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**GER 298 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**GER 299 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)**

Variable credit.

GER 301 | ORIGINS OF THE GERMAN LANGUAGE TO 1600 | 4 quarter hours**(Undergraduate)**

The modern understanding of the German nation has its origins in a number of tribes that emerged from southern Scandinavia and northern Germany before the Common Era. This course will trace the development of "Germany" (a term that was not commonly used until the 1500s) in the Medieval period and into the 16th century, when Martin Luther and his 95 Theses initiated the movement that would later be known as the Protestant Reformation. In the exploration of this history, and of the evolution of the German language, students will read representative works of literature which will question the category of literature altogether. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 302 | PLAY, PERSONALITY, AND POLITICS IN SCHILLER'S LETTERS ON ART | 4 quarter hours**(Undergraduate)**

Dramatist, playwright, and critic Friedrich Schiller used publicly published letters to experiment with and articulate his understanding of the value and function of art in the ordinary lives of human beings. His minute examination led him to grand claims that range widely beyond art in the narrow sense. This course traces three of them while reading the entirety of the letters and considering the impact of the medium he used in his thinking—letters ostensibly written to one person but made available to a wider public. In so doing we'll investigate the claim that play, personality, and politics result in and extend from a type of coherence that has its origin in early life. Schiller writes that human beings only play when being human "in the fullest sense of the word," a statement which points us toward the role of art as a process of amplification, or something that "makes full." GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 304 | WORD-SCRIPT-STAGE-WORLD: DAS THEATER | 4 quarter hours**(Undergraduate)**

This course is designed to familiarize students with some of the outstanding dramas written in German speaking countries during the last half century. Students will explore dramas that ignited hot public debates on account of their weighty topics, science and ethics, or science as power, more precisely, political power: "What do scientific discoverers do when they feel responsibility towards the world?" Towards the end of the 20th century, and with the rise of critical feminist thought, the fierce satirical drama of the Nobel Prize winning Austrian playwright Elfriede Jelinek on science, and the power games of gender garners attention. Her work and those of other artists will be explored. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 305 | COMPOSING REALITY: WRITING IN GERMAN | 4 quarter hours**(Undergraduate)**

Topics include: prose from 1600 to Goethe; from the Romantic to the Realistic periods; prose of the 20th century. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 306 | THE NOVELLE | 4 quarter hours**(Undergraduate)**

From Goethe to Grass. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 307 | FROM SOUND TO STRUCTURE: GERMAN POETRY | 4 quarter hours**(Undergraduate)**

Instead of treating poems as potentially boring puzzles that can only be solved with some piece of arcane knowledge not available to average people, this course approaches the history of poems written in German by focusing on the various tools available to poets. What if sound (the sound of individual words but also the cumulative sound, including tone, which words make when put in a certain order) were more important than meaning or expression? What if lines, rather than sentences, made for a more reliable unit of composition? What if metaphor and simile actually created relationships between different things rather than those relationships existing prior to the poem? Students will be expected to experiment with these techniques themselves, and we will use our focus on those techniques as a constant that takes us through the periods comprising literary history in German-speaking countries. The variety of these periods, taken together, should serve to keep the subject matter lively. Even if the materials sacrifice depth for breadth, the course will reserve time for such luminaries as the Minnesingers, Holderlin, Goethe & Schiller, Trakl, Rilke, Brecht, Bachmann, and others, while touching on occasional oddballs like Heinz Herbeck and contemporaries such as Monika Rinck and Nora Gomringer. The aims of this course are to be better able to experience poems rather than decode them, and to situate them in their literary classification.

GER 308 | GOETHE AND HIS ERA | 4 quarter hours**(Undergraduate)**

This course explores one of the great, canonical works of German literature, Goethe's peculiar and provocative interpretation of the legendary figure of Dr. Faustus. By spending an entire quarter with this one text, students have time to gain a thorough appreciation for its depth, complexity, and poetic excellence. Classroom discussions will focus in part on a close reading of the text in its various dimensions: characterization, motivation, plot-structure and plot-development, poetic form (meter and rhyme), and poetic imagery (metaphors, similes, etc.). Students will also examine the philosophical questions raised by Faust and Mephisto's rich and probing dialogues and also consider the larger cultural and historical significance of Goethe's Faust. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 311 | BREAKING NEWS IN THE GERMAN-SPEAKING WORLD | 4 quarter hours**(Undergraduate)**

This course examines the many facets of contemporary Germany and Austria via five focused two week units: Politics; Business and the Environment; Film and Culture; Literature; and Communication/Social Media. We'll engage with several German-language media (internet, television, film, print) to understand the happenings of the German-speaking world in the present day. Moreover, the course includes several outings and/or events that will expose us to German-related happenings in Chicago. These will generate further, comparative discussions about representations of contemporary Germany and Austria in the U.S. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

**GER 312 | GERMAN INTELLECTUAL HISTORY | 4 quarter hours
(Undergraduate)**

This course is designed to introduce the student to some of the most powerful and influential German thinkers in Western civilization of the 19th and 20th century, whose names are synonymous with revolutionary thinking, and whose philosophies have deeply shaped the Weltanschauung of 20th century man. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

**GER 313 | TURN OF THE CENTURY VIENNA | 4 quarter hours
(Undergraduate)**

A world center of modern art and thought: Freud, Wittgenstein, Klimt, Kokoschka, Kafka, Schoenberg. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

**GER 314 | BERLIN AND THE GOLDEN TWENTIES | 4 quarter hours
(Undergraduate)**

Berlin in the 1920s was a dynamic, modern city marked by contrasts: the trauma of soldiers returning from the First World War and the decadence of the future-forward metropolis; an ever-growing tension between liberalism and an increasingly radical political right; and the emergence of the progressive Weimar Republic, which was characterized by (often violent) political turmoil and dramatic economic instability. These "Golden Twenties" also gave rise to innovations in the arts, film, theater, literature, music, philosophy, architecture, social sciences, and technology throughout Germany and Europe...and Berlin was at the center of it all. In this course, we'll learn about some of the major social movements, filmmakers, writers, artists, and musicians in this great metropolis of the early twentieth century as we consider the conflicts that plagued Germany's young democracy. We'll also discuss what led to the end of these "Golden Twenties" and the collapse of the Weimar Republic: a fragmented political left unable to overcome a conservative coalition that ultimately rallied around Adolf Hitler, thanks to the tragic miscalculation that, once in power, he could be controlled. Throughout the course, we'll also think about the meaning of 1920s Berlin for us today, as we reflect on the parallels between current events and this turbulent period of German history.

**GER 315 | LITERATURE AFTER 1945 (EAST AND WEST) | 4 quarter hours
(Undergraduate)**

Reconstruction of German literature and coming to terms with the past: "Gruppe 47", Grass, Böll, Enzensberger. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

**GER 317 | WOMEN WRITERS OF GERMAN EXPRESSION | 4 quarter hours
(Undergraduate)**

Studies in literature and social issues from all periods of German, Austrian and Swiss history. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

**GER 318 | THE CONTEMPORARY GERMAN FILM | 4 quarter hours
(Undergraduate)**

In this course, we'll take a look at ten German-language films released since 2010, which are diverse in both genre and theme: German comedies; indie and art house films; popular movies; period films; and dramatic films that speak to Germany's multicultural identity and the current European refugee crisis. We'll also discuss some of the most influential filmmakers working in German-language cinema today, which run the gamut from relative newcomers to established auteurs: Margarethe von Trotta, Florian Henckel von Donnersmarck, Christian Petzold, Fatih Akin, Markus Schleinzer, and Maren Ade, among others. Above all else, we'll consider the ways these works speak to German and Austrian identities, and how they reflect contemporary discussions and debates in the German-speaking world. Completion of GER 106 or equivalent is recommended.

**GER 319 | MULTICULTURAL GERMANY: LITERATURE, FILM, FOOD, CULTURE | 4 quarter hours
(Undergraduate)**

This course asks students to consider how a variety of cultural products: film, literature, theater, food, etc., communicate and interpret experiences relevant to migrants in Germany, particularly in Berlin. We'll consider the migrant and refugee experience in Germany over the past several centuries, focusing on postwar-era "guest workers" and, most immediately, the influx of refugees to Germany from Syria, Afghanistan, and Iraq that spiked in 2015/16. By engaging with texts, films, and other cultural products created by members of these groups, students will be encouraged to think critically about representations of refugees and immigrants in media and discourse, to consider, for example, how even the contemporary labeling of refugees in Europe as a "crisis" generates a certain kind of response. The course will end with a look toward the future of multiculturalism in Germany and consider the possibility of a pan-European multicultural literature and film.

**GER 320 | ADVANCED COMMERCIAL GERMAN | 4 quarter hours
(Undergraduate)**

This course will approach the concept of Geschäftsdeutsch on two levels: first with an examination of Germany, Austria, the European Union, and the German industry and economy, and second, with an exploration of the German professional world (i.e. the processes involved in searching, applying, and interviewing for an internship or employment in a German speaking country). Students will practice in class through role playing, skits, writing example letters, resumes, and CVs, etc. A number of guest speakers from the German business community in Chicago are possible. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

**GER 321 | TRANSLATION | 4 quarter hours
(Undergraduate)**

The primary objective of this course is to immerse the student in the process of translation from German into English (and to a lesser extent from English into German) to successfully complete a variety of translation projects for professional, academic, artistic, or personal purposes, thus equipping the students with proficiency in translating at an advanced level. Through various translation assignments, students will be able to review German grammar, work within different registers and learn appropriate vocabulary, expand their reading and writing in German while developing a sense of responsibility for the text translated. This course will present a survey of translation theory, particularly as it relates to Germany, and probe the usefulness of technology. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 324 | ELFRIEDE JELINEK: WRITING ANGER, WRITING RESISTANCE | 4 quarter hours (Undergraduate)

Elfriede Jelinek, winner of the 2004 Nobel Prize in Literature, has been labeled by critics as a "Nestbeschmutzerin" in her native Austria: one who befouls their own nest. Jelinek's works deal with themes as varied as feminism, capitalism, violence, the patriarchy, the environment, Austrian and American politics, the media, and above all else, power. Though Jelinek has gradually retreated into a kind of "innere Emigration" over the past three decades due to several social phobias and her targeting by Austria's political right wing in the 1990s, she remains a dominant voice on the world stage thanks to her outspokenness, the often brutal violence and vulgarity of her works, and her remarkable use of language. In his celebration of Jelinek's Nobel Prize, Dr. Sture Packalen describes her writing as a kind of action: "To employ language is for [Jelinek] a form of resistance to life and society." In this course, we'll consider several works from various points in Jelinek's career, starting in the 1970s with her feminist text "Women as Lovers," and ending with her 2017 Muppet-inspired play "On the Royal Road: the Burgher King," which satirized American politics and the election of Donald Trump. We'll also consider some of Jelinek's Austrian literary predecessors and learn about the political backdrop against which these texts were created. Throughout the quarter, we'll think about the ways that Jelinek both channels and expresses anger in her writing, and how her body of work can be seen as a form of resistance in Austria.

GER 325 | KAFKA AND THE KAFKAESQUE | 4 quarter hours (Undergraduate)

In this course, we'll start by considering Franz Kafka's identity as an outsider many times over from a Jewish, German-speaking family in turn of the century Prague and how Kafka's fundamental otherness intruded upon his life and writing alike. We'll take a look at Kafka's influences both small and large: the domestic world of the family home and the oversized role that his father occupied in it, and the larger sociocultural milieu of Prague and the Austro-Hungarian Empire, where Kafka lived, wrote, and carried on several long-term relationships. We'll also consider what's meant by the word *kafkaesque*, a concept that describes both the hopelessness of existence in the modern world of bureaucracy, but also calls to mind the absurd, the dreamlike, and the hilariously funny. Our readings will include a number of stories by Kafka, some written correspondence between Kafka and his friends, family, and romantic partners, and finally, his unfinished novel "Amerika" (also known as "The Man who Disappeared" or "The Missing Person"). But this course will not only focus on writings by Kafka we'll also look at how his alien condition influenced writers and filmmakers from all parts of the world, such as the German-language writers Jan Peter Bremer and Daniel Kehlmann, English-language writers like Philip Roth, and the filmmakers David Lynch and Woody Allen, among others. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 328 | GERMAN FILM SINCE 2010 | 4 quarter hours (Undergraduate)

In this course, we'll take a look at ten German-language films released since 2010, which are diverse in both genre and theme: German comedies; indie and art house films; popular movies; period films; and dramatic films that speak to Germany's multicultural identity and the current European refugee crisis. We'll also discuss some of the most influential filmmakers working in German-language cinema today, which run the gamut from relative newcomers to established auteurs: Margarethe von Trotta, Florian Henckel von Donnersmarck, Christian Petzold, Fatih Akin, Markus Schleinzer, and Maren Ade, among others. Above all else, we'll consider the ways these works speak to German and Austrian identities, and how they reflect contemporary discussions and debates in the German-speaking world. Each class meeting will include a weekly film screening and associated discussion. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 329 | MEISTERWERKE OF GERMAN CINEMA | 4 quarter hours (Undergraduate)

The "German National Cinema" has changed nearly as much as the face of the German nation itself over the course of the twentieth century. Films made in the various "Germanies" in the past hundred years are a reflection of, and reaction to, the political, social, and artistic climates confronting German-speaking filmmakers. Students will investigate the motivations surrounding the production of certain historically significant films, as well as the messages that were conveyed to the contemporary audience through the cinema of the period. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 330 | COMING TO TERMS WITH THE PAST | 4 quarter hours (Undergraduate)

The theme of this course, and the subject we will engage with through our readings, discussions, films, and assignments, is one central to Germany and German-speaking countries: *Vergangenheitsbewältigung*, or confronting the past or coming to terms with it (the German word implies "having overcome" the past). Our work will focus on the various ways that human beings can come to terms with the past and the potential consequences of doing and not doing so. The vocabulary that students will be expected to learn represents vocabulary used in seminars - that is, the words students will need to convert their understanding of what they have read outside of class into things they can say in a university-level classroom. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 331 | READING THE FOREIGN/FOREIGN READING | 4 quarter hours (Undergraduate)

This course furthers the linguistic independence of the student by thematizing the foreign or foreignness through an encounter with specific texts, all originally written in German but whose existence is in some way indebted to something conventionally outside the German language or German culture; thus, what unites the majority of our German texts is that they have in some way been influenced by something un-German. Moreover, the student shall be charged with consciously considering, or experiencing more fully, her or his position to the language. The arena of this experiencing will primarily, but not exclusively, be the human activity of reading. Thus, students will be asked not only to consider abstractly concepts of the foreign, but also document and better understand their experience of being a foreign reader, whatever that may come to mean from one person to another. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

**GER 332 | THE UNCANNY AND THE SELF | 4 quarter hours
(Undergraduate)**

This course will explore the themes of das Unheimliche ("The Uncanny") and how it relates to ideas of the Self. Described as "the opposite of what is familiar," das Unheimliche existed in literature long before the twentieth century, but was famously examined at length in Sigmund Freud's 1919 essay, "Das Unheimliche," and has been popularized in the modern moment via the notion of the "Uncanny Valley." Our course will consider iterations and examples of das Unheimliche in seminal Germanic literary and filmic works ranging from the late 18th to the 21st centuries and will also reflect on how such uncanny distortions of reality affect ideas and experiences of the Self. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

**GER 351 | GERMAN PHONOLOGY AND PHONETICS | 4 quarter hours
(Undergraduate)**

An in-depth study of the language's sound system and intensive pronunciation practice. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

**GER 395 | FOREIGN LANGUAGES ACROSS THE CURRICULUM | 2 quarter hours
(Undergraduate)**

The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in German. Students must have the equivalent of 106 or higher ability in German to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

**GER 397 | SPECIAL TOPICS IN GERMAN | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**GER 398 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**GER 399 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)**

Variable credit.

**GER 401 | INTRODUCTION TO GERMAN LITERATURE I: FROM ORIGINS TO 1600 | 4 quarter hours
(Graduate)**

The modern understanding of the German nation has its origins in a number of tribes that emerged from southern Scandinavia and northern Germany before the Common Era. It was not until the reign of Charlemagne in the eighth and early ninth centuries that the process of uniting most of the Germanic provinces was completed under the Carolingian Empire, which was later to be absorbed into the Holy Roman Empire. The course will trace these developments, as well as that of "Germany" (indeed a term that was not commonly used until the 1500s) in the Medieval period and into the 16th century, when Martin Luther and his 95 Theses initiated the movement that would later be known as the Protestant Reformation. Students will read representative works of literature that explore the traditions, attitudes, and mindsets of Germanic peoples in their respective eras.

**GER 402 | PLAY, PERSONALITY, AND POLITICS IN SCHILLER'S LETTERS ON ART | 4 quarter hours
(Graduate)**

Dramatist, playwright, and critic Friedrich Schiller used publicly published letters to experiment with and articulate his understanding of the value and function of art in the ordinary lives of human beings. His minute examination led him to grand claims that range widely beyond art in the narrow sense. This course traces three of them while reading the entirety of the letters and considering the impact of the medium he used in his thinking—letters ostensibly written to one person but made available to a wider public. In so doing we'll investigate the claim that play, personality, and politics result in and extend from a type of coherence that has its origin in early life. Schiller writes that human beings only play when being human "in the fullest sense of the word," a statement which points us toward the role of art as a process of amplification, or something that "makes full."

**GER 404 | WORD-SCRIPT-STAGE-WORLD: DAS THEATER | 4 quarter hours
(Graduate)**

This course is designed to familiarize students with some of the outstanding dramas written in German speaking countries during the last half century. Students will explore dramas that ignited hot public debates on account of their weighty topics, science and ethics, or science as power, more precisely, political power: "What do scientific discoverers do when they feel responsibility towards the world?" Towards the end of the 20th century, and with the rise of critical feminist thought, the fierce satirical drama of the Nobel Prize winning Austrian playwright Elfriede Jelinek on science, and the power games of gender garners attention. Her works and those of other artists will be explored.

**GER 405 | COMPOSING REALITY: WRITING IN GERMAN | 4 quarter hours
(Graduate)**

Topics include: prose from 1600 to Goethe; from the Romantic to the Realistic periods; prose of the 20th century.

**GER 406 | THE NOVELLE | 4 quarter hours
(Graduate)**

From Goethe to Grass.

**GER 407 | FROM SOUND TO STRUCTURE: GERMAN POETRY | 4 quarter hours
(Graduate)**

Topics include: from the Baroque to Holderlin; from Romanticism to the present.

**GER 408 | GOETHE AND HIS ERA | 4 quarter hours
(Graduate)**

This course explores one of the great, canonical works of German literature, Goethe's peculiar and provocative interpretation of the legendary figure of Dr. Faustus. By spending an entire quarter with this one text, students have time to gain a thorough appreciation for its depth, complexity, and poetic excellence. Classroom discussions will focus in part on a close reading of the text in its various dimensions: characterization, motivation, plot-structure and plot-development, poetic form (meter and rhyme), and poetic imagery (metaphors, similes, etc.). Students will also examine the philosophical questions raised by Faust and Mephisto's rich and probing dialogues and also consider the larger cultural and historical significance of Goethe's Faust.

**GER 410 | GERMAN CIVILIZATION II | 4 quarter hours
(Graduate)**

Social, intellectual and artistic developments in Germany from unification in 1871 to reunification in 1990.

GER 411 | BREAKING NEWS IN THE GERMAN-SPEAKING WORLD | 4 quarter hours (Graduate)

This course examines the many facets of contemporary Germany and Austria via five focused two week units: Politics; Business and the Environment; Film and Culture; Literature; and Communication/Social Media. We'll engage with several German-language media (internet, television, film, print) to understand the happenings of the German-speaking world in the present day. Moreover, the course includes several outings and/or events that will expose us to German-related happenings in Chicago. These will generate further, comparative discussions about representations of contemporary Germany and Austria in the U.S.

GER 412 | GERMAN INTELLECTUAL HISTORY | 4 quarter hours (Graduate)

This course is designed to introduce the student to some of the most powerful and influential German thinkers in Western civilization of the 19th and 20th century, whose names are synonymous with revolutionary thinking, and whose philosophies have deeply shaped the Weltanschauung of 20th century man.

GER 413 | TURN OF THE CENTURY VIENNA | 4 quarter hours (Graduate)

A world center of modern art and thought: Freud, Wittgenstein, Klimt, Kokoschka, Kafka, Schoenberg.

GER 414 | BERLIN AND THE GOLDEN TWENTIES | 4 quarter hours (Graduate)

Berlin in the 1920s was a dynamic, modern city marked by contrasts: the trauma of soldiers returning from the First World War and the decadence of the future-forward metropolis; an ever-growing tension between liberalism and an increasingly radical political right; and the emergence of the progressive Weimar Republic, which was characterized by (often violent) political turmoil and dramatic economic instability. These "Golden Twenties" also gave rise to innovations in the arts, film, theater, literature, music, philosophy, architecture, social sciences, and technology throughout Germany and Europe...and Berlin was at the center of it all. In this course, we'll learn about some of the major social movements, filmmakers, writers, artists, and musicians in this great metropolis of the early twentieth century as we consider the conflicts that plagued Germany's young democracy. We'll also discuss what led to the end of these "Golden Twenties" and the collapse of the Weimar Republic: a fragmented political left unable to overcome a conservative coalition that ultimately rallied around Adolf Hitler, thanks to the tragic miscalculation that, once in power, he could be controlled. Throughout the course, we'll also think about the meaning of 1920s Berlin for us today, as we reflect on the parallels between current events and this turbulent period of German history.

GER 415 | LITERATURE AFTER 1945 (EAST AND WEST) | 4 quarter hours (Graduate)

Reconstruction of German literature and coming to terms with the past: "Gruppe 47", Grass, Böll, Enzensberger.

GER 416 | LITERATURE OF THE WEIMAR YEARS | 4 quarter hours (Graduate)

Mann, Hesse, Kafka, Brecht.

GER 417 | WOMEN WRITERS OF GERMAN EXPRESSION | 4 quarter hours (Graduate)

Studies in literature and social issues from all periods of German, Austrian and Swiss history.

GER 419 | MULTICULTURAL GERMANY: LITERATURE, FILM AND ART | 4 quarter hours (Graduate)

This course asks students to consider various literary/artistic media as ways of communicating and interpreting experiences relevant to migrants in Germany. The groups we'll explore include the Turkish and Italian guest workers ("Gastarbeiter") of the the 1950s and '60s that made West German (re-)construction possible; Afro-Germans, a long-understudied population that emerged largely from two main sources: descendants of Africans who migrated to Germany in relation to its African colonies, and to a much larger extent, the offspring born to German mothers and U.S. military fathers in centers of American occupation; and the most recent wave of refugees from Syria, Afghanistan, and Iraq. By engaging with writings, artwork, films, and music created by members of these populations, students will be encouraged to think critically about representations of refugees and immigrants in media and discourse –to consider, for example, how even the labeling of refugees in Europe as a "crisis" generates a certain kind of response. The course will end with a look toward the future of multiculturalism in Germany and consider the possibility of a pan-European multicultural literature and film.

GER 420 | ADVANCED COMMERCIAL GERMAN | 4 quarter hours (Graduate)

This course will approach the concept of Geschäftsdeutsch on two levels: first with an examination of Germany, Austria, the European Union, and the German industry and economy, and second, with an exploration of the German professional world (i.e. the processes involved in searching, applying, and interviewing for an internship or employment in a German speaking country). Students will practice through role playing, skits, writing example letters, resumes, and CVs, etc. A number of guest speakers from the German business community in Chicago are possible.

GER 421 | TRANSLATION | 4 quarter hours (Graduate)

The primary objective of this course is to immerse the student in the process of translation from German into English (and to a lesser extent from English into German) to successfully complete a variety of translation projects for professional, academic, artistic, or personal purposes, thus equipping the students with proficiency in translating at an advanced level. Through various translation assignments, students will be able to review German grammar, work within different registers and learn appropriate vocabulary, expand their reading and writing in German while developing a sense of responsibility for the text translated. This course will present a survey of translation theory, particularly as it relates to Germany, and probe the usefulness of technology.

GER 424 | ELFRIEDE JELINEK: WRITING ANGER, WRITING RESISTANCE | 4 quarter hours (Graduate)

Elfriede Jelinek, winner of the 2004 Nobel Prize in Literature, has been labeled by critics as a "Nestbeschmutzerin" in her native Austria: one who befouls their own nest. Jelinek's works deal with themes as varied as feminism, capitalism, violence, the patriarchy, the environment, Austrian and American politics, the media, and above all else, power. Though Jelinek has gradually retreated into a kind of "innere Emigration" over the past three decades due to several social phobias and her targeting by Austria's political right wing in the 1990s, she remains a dominant voice on the world stage thanks to her outspokenness, the often brutal violence and vulgarity of her works, and her remarkable use of language. In his celebration of Jelinek's Nobel Prize, Dr. Sture Packalen describes her writing as a kind of action: "To employ language is for [Jelinek] a form of resistance to life and society." In this course, we'll consider several works from various points in Jelinek's career, starting in the 1970s with her feminist text "Women as Lovers," and ending with her 2017 Muppet-inspired play "On the Royal Road: the Burgher King," which satirized American politics and the election of Donald Trump. We'll also consider some of Jelinek's Austrian literary predecessors and learn about the political backdrop against which these texts were created. Throughout the quarter, we'll think about the ways that Jelinek both channels and expresses anger in her writing, and how her body of work can be seen as a form of resistance in Austria.

GER 425 | KAFKA AND THE KAFKAESQUE | 4 quarter hours (Graduate)

In this course, we'll start by considering Franz Kafka's identity as an outsider many times over from a Jewish, German-speaking background in turn of the century Prague and how Kafka's fundamental "otherness" intruded upon his life and writing alike. We'll also take a look at Kafka's influences both small and large: the domestic world of the family home and the oversized role that his father occupied in it, and the larger sociocultural milieu of Prague and the Austro-Hungarian Empire, where Kafka lived, wrote, and carried on several long-term relationships with women, none of whom he could ever bring himself to marry. We'll also consider what's meant by the word "kafkaesque," a concept that describes both the hopelessness of existence in the modern world of bureaucracy, but also calls to mind the absurd, the dreamlike, and the hilariously funny. We won't just focus on writings by Kafka, either - we'll also look at how his alien condition influenced writers and filmmakers from all parts of the world, such as the German-language writer Daniel Kehlmann, English-language writers like Philip Roth, and the filmmakers David Lynch and Woody Allen, among others. This course is taught in German.

GER 429 | MEISTERWERKE OF GERMAN CINEMA | 4 quarter hours (Graduate)

The "German National Cinema" has changed nearly as much as the face of the German nation itself over the course of the twentieth century. Films made in the various "Germanies" in the past hundred years are a reflection of, and reaction to, the political, social, and artistic climates confronting German-speaking filmmakers. Students will investigate the motivations surrounding the production of certain historically significant films, as well as the messages that were conveyed to the contemporary audience through the cinema of the period.

GER 451 | GERMAN PHONOLOGY AND PHONETICS | 4 quarter hours (Graduate)

An in-depth study of the language's sound system and intensive pronunciation practice. Cross listed with GER 351.

GER 496 | PRACTICUM IN GERMAN INSTRUCTION | 4 quarter hours (Graduate)

Supervised practice in language instruction, paired with a mentor instructor in a beginning or intermediate language course. Students observe a class, teach a lesson or lessons, assist in assessment and lesson planning, and complete individualized assignments to develop their skills as classroom language instructors. Repeatable.

GER 497 | SPECIAL TOPICS IN GERMAN | 4 quarter hours (Graduate)

See schedule for current offerings.

GER 498 | STUDY ABROAD | 1-8 quarter hours (Graduate)

Variable credit.

GER 499 | INDEPENDENT STUDY | 1-8 quarter hours (Graduate)

Variable credit.

Graduate School of Business (GSB)

GSB 400 | FOUNDATIONS OF QUANTITATIVE ANALYSIS | 4 quarter hours (Graduate)

This course provides basic instruction in mathematical and statistical methods as a foundation for GSB420 Applied Quantitative Analysis. This course will focus on strengthening algebra and calculus skills and provide a basic introduction to statistical methods.

GSB 420 | BUSINESS ANALYTICS TOOLS | 4 quarter hours (Graduate)

This course provides foundational quantitative analytical skills to address typical problems that arise in business. The course emphasizes a problem-oriented approach utilizing software applications such as Excel for data analyses. The topics covered in the course include relevant mathematical concepts such as algebra and probability theory/application as well as a strong focus on fundamental statistical tools such as hypothesis testing, regression analysis and forecasting.

GSB 500 | U.S. BUSINESS CULTURE & PRACTICE | 4 quarter hours (Graduate)

The objective of this course is to develop an understanding of how to be successful in the U.S., both academically and professionally. The course covers the concepts, methods and tools necessary to face the challenges of studying and working in the U.S. Students will improve their skills in oral communication, practical business writing, and delivering presentations. Students will also gain knowledge of the career search process.

GSB 519 | BUSINESS ANALYTICS TOOLS (FORMERLY GSB420) | 4 quarter hours (Graduate)

This course provides foundational quantitative analytical skills required to understand and solve organizational problems. The course emphasizes a problem-oriented approach utilizing software applications primarily in Excel for data analyses. The topics covered in the course include relevant mathematical concepts such as algebra and probability theory/application as well as a strong focus on fundamental statistical tools such as hypothesis testing, regression analysis and forecasting.

GSB 525 | BUSINESS INNOVATION & DESIGN (FORMERLY MGT 573) | 4 quarter hours (Graduate)

This course explores the role of innovation in organizations and markets. An analysis of the forces behind creativity and innovation provides the foundation for understanding what determines successful innovation outcomes. Within organizations, the discussion focuses on people, including individual creativity, and process, such as Design Thinking, Inventive Problem Solving and others. The course also explores the role of creativity in the economy and the empirical measurement of innovation in order to provide a useful and pragmatic view. The class approach is largely applied and experiential, and includes group and individual projects and exercises that allow students to be immersed in the creativity and innovation process.

GSB 595 | DEVELOPING SUSTAINABLE STRATEGIES: PRACTICUM | 4 quarter hours (Graduate)

This course is designed to integrate the concept of strategy development into the larger ecological economic context of serving market/society needs in a finite world. The goal of strategy in organizations has traditionally been defined as one of value maximization, from the shareholder perspective exclusively. But the role of strategy is to guide organizations in competitively defining and meeting market/society's needs. Sustainable strategies take into account multiple perspectives by engaging in practices - principally systems thinking - to pursue opportunities in meeting market/society's needs that are economically viable, socially just, and operate responsibly within the constraints of a finite ecology. Students will demonstrate the literacies required to develop sustainable strategies that take into account all facets of the business venture (marketing, finance, management, design, production and distribution/life cycle analysis.) One key question will shape the trajectory of the course: 'How does one develop a competitive sustainable strategy to serve some market/society need?' Therefore, the focus of this course is for the student to select a need, determine the sustainable economic system to develop and deliver the product/service, and write and present the 'business case.' The student will also articulate the values and vision - personally and organizationally - driving the strategy.

GSB 599 | STRATEGIC MANAGEMENT CAPSTONE | 4 quarter hours (Graduate)

This capstone course challenges students to apply their general knowledge of business toward creating global competitive business strategies. The course content emphasizes identifying strategic alternatives, developing corporate and business strategies, and understanding the role of functional activities and organizational processes from a strategic viewpoint. Experiential learning is the primary mode of learning as students acquire the skills to make strategic decisions as part of a management team.

MGT 504 or MGT 502, FIN 555, ECO 555 and (ACC 500 or ACC 502) are prerequisites for this class.

GSB 600 | CANDIDACY CONTINUATION | 0 quarter hours (Graduate)

A non-credit registration that allows students to continue to use DePaul facilities such as the library, Career Development Center and the computer lab while not registered for credit-earning courses. (0 quarter hours)

GSB 631 | STRATEGIC FINANCIAL ANALYSIS | 4 quarter hours (Graduate)

This course is designed for all MBA students seeking to develop skills in strategic financial analysis. The course provides a deep, unabashed evaluation of corporate performance with a focus on traditional and cash-based measures, and strategic applications. Understanding the strengths and weaknesses of various types of financial analyses is a requirement for designing and developing business strategy, business execution systems, and understanding the performance of the company. Key managerial questions will be investigated in the course: When should a business grow? When is growth meaningless to investors? Why does an increase in net income, even over decades, still result in stock price drops? Why do companies report Return On Equity amidst abysmal stock returns? Why and when is stock price BAD for measuring managerial performance? Corporate managers today are plagued by these questions, leaving them to believe in market irrationality, or simply "the market doesn't understand my company". The course will be driven by actual review and evaluation of company financial statements, using several types of practical financial analysis methods and tools. The course provides deep insights into the world of investment analysis, corporate performance measurement, and strategic planning. This course will be useful for MBA candidates destined for higher levels of corporate management, management consulting, investment banking, equity research, or money management.

GSB 640 | PROBLEMS IN ETHICS: ISSUES IN BUSINESS | 4 quarter hours (Graduate)

A seminar in business ethics that centers on theoretical, practical and pedagogical issues. Cross-listed with PHL 640. Offered variably.

GSB 650 | RELIGIOUS ETHICS AND ECONOMICS | 4 quarter hours (Graduate)

This course will examine the thinking of social scientists, philosophers and theologians on the impact of religious values and institutions, on the origin and development of American capitalism and its relevance to contemporary business ethics. Cross-listed with PHL 650 and MLS 442. Offered variably.

GSB 793 | INTERNSHIP | 4 quarter hours (Graduate)

This is a unique opportunity in which knowledge gained in the classroom can be applied to an actual business environment. The intern will be immersed in a stimulating environment with a pool of established resources in industry or government.

GSB 798 | SPECIAL TOPICS | 4 quarter hours (Graduate)

Content and format of this course is variable. An in-depth study of current issues. Subject matter will be indicated in class schedule.

GSB 799 | INDEPENDENT STUDY | 4 quarter hours (Graduate)

Available for graduate students of demonstrated capability for intensive independent work in accountancy.

GSB 800 | INTRODUCTION TO RESEARCH METHODS | 2 quarter hours (Graduate)

This course is designed to introduce incoming executive doctoral students to the fundamentals of research methods. The course will begin with an overview of why we do research, the scientific method and causal inference. Students will then learn about the different types of validity and threats to validity. Finally, students will get an overview of different empirical research methods, including surveys, experiments, and analysis of archival data and will discuss the validity trade-offs of these different research methods. (2 quarter hours)

**GSB 801 | EMPIRICAL RESEARCH STUDIES | 6 quarter hours
(Graduate)**

This course is designed to teach doctoral students how to design and conduct empirical research studies. The first part of the course will focus on practical aspects of research, such as how to identify a problem, develop a good research question, develop a theory and perform a comprehensive literature review. The second part of the course will build on topics discussed in the Introduction to Research Methods course and further explore the different empirical research methods available to answer business research questions. Specifically, students will learn how to design research studies using process simulations, case/field studies, interviews, focus groups and surveys, experiments, and time-series and cross-sectional archival data. Construct measurement will be emphasized throughout the course. Students will discuss research ethics, with a special emphasis on IRB training and how to ethically perform research using human participants. (6 quarter hours)

**GSB 802 | STATISTICS IN BUSINESS RESEARCH | 4 quarter hours
(Graduate)**

This course presents the basics of using statistics in solving business problems and applications. Students will study several statistical methodologies, such as t-tests, ANOVA, correlation and simple regression analysis. A strong emphasis will be placed on understanding differences between different types of variables, when to use them, how to read them and interpret them. The course focuses on the selection, application, and interpretation of statistical techniques and requires SPSS statistical software to analyze data. Special importance will be given to topics of ethics in empirical research, data analysis and presentation. (4 quarter hours)

**GSB 803 | APPLIED MULTIVARIATE STATISTICS | 5 quarter hours
(Graduate)**

This course equips students with the skills needed to analyze data for advanced research using selected statistical techniques such as factor analysis, discriminant analysis, cluster analysis, and structural equation modeling. It enables students to apply these statistical techniques to a variety of business areas and problems so students can gain an applications-guided understanding of the statistical theories presented. The class includes topics of model specification, significance determination, nonlinear transformations, residual analysis, normality assessment, and outlier analysis, plus more advanced topics including autocorrelation, multicollinearity, heteroscedasticity and extrapolation. Students will do individual and group projects both in labs and in take-home assignments. The course emphasizes the selection, application, and interpretation of statistical techniques and requires SPSS statistical software to analyze data. (5 quarter hours)

**GSB 804 | FORECASTING AND PREDICTION | 4 quarter hours
(Graduate)**

In this course, students will study a variety of advanced statistical techniques, such as time series analysis, conjoint analysis, choice models and market diffusion models. The course topics include: autocorrelated data analysis, Box-Jenkins models (autoregressive, moving average, and autoregressive moving average models), analysis of seasonality, forecasting evaluation and diagnostics checking. Students will learn how to set up a conjoint experiment and apply it to setting prices and predicting sales. This course will also discuss approaches to modeling consumer choice behavior, such as logit and nested logit models, and study the relation between consumer choices and price, promotion, advertising, and product innovations and characteristics. All these techniques will be used as tools to predict product diffusion, market shares, and likelihood to purchase. Several datasets will be generated to help with analyzing real life prediction simulations. Students will also review and analyze significant academic publications presenting forecasting and predictive research projects. Learning these statistical methods will be assessed in individual and group exercises, simulation and predictive experiments. (3 quarter hours)

**GSB 805 | DATA SCIENCE AND VISUALIZATION | 2 quarter hours
(Graduate)**

This course is designed to familiarize students with data science and data visualization. It explores the boundaries of data science as well as the pipeline for the data science process. Specific topics include but are not limited to data cleaning, broad classes of algorithms in data science, data exploration and communicating of results using data visualization techniques. (2 quarter hours)

**GSB 806 | INSTITUTIONAL AND ACADEMIC RESEARCH DISSEMINATION | 2 quarter hours
(Graduate)**

With every project, analysis, business inquiry or research question, new knowledge is generated. In this course, students will discuss ways to create and disseminate this new knowledge both inside a business organization and outside, in the academic and trade media. Students will study how to develop a program of research to gather and create knowledge within various domains of theory and practice. Further, a special focus will be placed on how to position the results of empirical analyses and on how to write for a variety of publishing avenues, such as white papers, academic research journals, or trade publications. Students will be exposed to research on effective writing and will investigate the processes of disseminating the new knowledge for corporate approval and for research funding. (2 quarter hours)

**GSB 820 | LEADING ORGANIZATIONS THROUGH PEOPLE | 2-3 quarter hours
(Graduate)**

This seminar is design to develop foundational knowledge of leadership and related but broader organizational behavior research. Students will draw heavily on primary social and organizational psychology theories including, but not limited to: implicit person, attribution, social comparison, social exchange, attention, pro-social motivation, expectancy, goal-setting, job characteristics, and role theories. Students will examine how these fundamental theories shape the context of people, groups and organizations through primary organizational behavior domains including individual differences, motivation, performance, commitment, organizational citizenship, organizational climate, culture and context, power and influence, organizational justice, leader effectiveness, top management team effectiveness, leadership assessment and development.

GSB 821 | CONTEMPORARY TOPICS IN FINANCIAL RESEARCH | 3 quarter hours

(Graduate)

This course is designed to expose students to the prevailing research methods and topics in current financial research. Students will examine various topics throughout this seminar including but not limited to financial governance, corporate finance, behavioral finance, banking, and market efficiencies.

GSB 822 | MARKETING AND BUSINESS STRATEGY | 3 quarter hours

(Graduate)

This course surveys major topics in the evolving field of marketing and explores marketing's role in business strategy across a range of markets and industries. The focus of this doctoral seminar is to provide a critical review of selected scholarly and practitioner literature with an emphasis on their practical applications to organizations today. The course is designed to help doctoral students become conversant in prominent classical and contemporary marketing literature as well as to promote active discussions around major streams of marketing thought applied to current business challenges and opportunities. It also serves as a foundation course to prepare the student for further research and applied work in the areas of marketing and strategy.

GSB 823 | LEADING ORGANIZATIONAL DEVELOPMENT AND CHANGE | 4 quarter hours

(Graduate)

This seminar examines the conceptual underpinnings of organization development and provides exposure to contemporary literature on OD and change. Attention is given to OD practice and evidence-based interventions for managing planned change. Key topics explored include organization theory, foundations of planned organizational change, frames and models in organizational diagnosis, applying open-systems frames to diagnosis, designing major organizational interventions (including group, techno-structural, human process and strategic interventions). Practical attention paid to managing change and institutionalization through consultation/contracting and organizational learning.

GSB 824 | BEHAVIORAL DECISION THEORY | 3 quarter hours

(Graduate)

The goal of this course is to introduce doctoral students to prior research studies in behavioral decision theory. The course will cover seminal papers in the judgment and decision making literature, including those on heuristics and biases, context effects, prospect theory, mental accounting, regression to the mean, pattern seeking, sunk costs, and escalation of commitment. As part of the heuristics and biases topic, students will learn about biases in forecasting and prediction, such as the planning fallacy. Students will be introduced to normative models of belief updating and descriptive evidence on departures from the normative models, such as base rate neglect, belief perseverance, and primacy/recency effects. Finally, the course will cover several topics in psychology that are particularly relevant to business doctoral students: attribution theory, common problems in group decision making (groupthink, social conformity, and social influence), and the development of expertise. (3 quarter hours)

GSB 825 | BUSINESS ETHICS AND SOCIAL RESPONSIBILITY | 2 quarter hours

(Graduate)

This course is designed to examine contemporary research on leader and organizational ethics as well as corporate social responsibility. Key topics include corporate social responsibility and stakeholder management, role of business in society, environmental sustainability, corporate governance, accounting and finance, technology and privacy, employer responsibilities and employee rights. (2 quarter hours)

GSB 826 | CONTEMPORARY TOPICS IN ACCOUNTING RESEARCH | 3 quarter hours

(Graduate)

This course is designed to expose students to the current research methods and topics in accounting research. Students will examine various topics throughout this seminar including but not limited to forensic accounting, internal audit, information systems, data analytics, capital markets and managerial accounting.

GSB 827 | SEMINARS ON CURRENT TOPICS IN BUSINESS | 2 quarter hours

(Graduate)

This annually repeating seminar series is designed to examine contemporary issues in business from a variety of disciplinary perspectives. Through these seminars, students will develop the ability to critically evaluate published business-related research, study current business problems, identify the theoretical models needed to research these problems and perform the necessary empirical analyses to offer solutions to the research problem and managerial insights for industry applications. Early in the program, the seminars serve the important function of highlighting open research questions and introducing students to research active faculty who might be selected as their dissertation chair. In the final half of the program, the seminar series serves the equally important function of keeping the students engaged in issues relevant to their own interests. Each seminar will vary in length, depending upon the duration required to cover the topic. In order to keep the seminar series topical, seminars will be rotated based upon their relevance to the current business environment and cohort interest. (1-5 quarter hours)

GSB 828 | QUALITATIVE RESEARCH | 2 quarter hours

(Graduate)

This seminar provides exposure to leading edge qualitative research methods as they emerge in practice and research.

GSB 829 | DEVELOPMENTS IN ACCOUNTING RESEARCH | 3 quarter hours

(Graduate)

This seminar provides exposure to leading edge research topics in accounting.

GSB 840 | GROUP RESEARCH LAB I | 2 quarter hours

(Graduate)

This course is designed to help students engage with the entire research process, taking a research idea from conception to completion. Students are assigned to small groups and work with a faculty advisor to promote mastery in research method design and execution. The project culminates in a written manuscript and presentation to colleagues and faculty. (2 quarter hours)

**GSB 841 | GROUP RESEARCH LAB II | 2 quarter hours
(Graduate)**

This course is designed to help students engage with the entire research process, taking a research idea from conception to completion. Students are assigned to small groups and work with a faculty advisor to promote mastery in research method design and execution. The project culminates in a written manuscript and presentation to colleagues and faculty. (2 quarter hours)

**GSB 842 | DISSERTATION PROPOSAL LAB | 5 quarter hours
(Graduate)**

This research lab is designed to provide regular meetings with students' dissertation chair in preparation of the dissertation proposal.

**GSB 843 | DISSERTATION LAB II | 3 quarter hours
(Graduate)**

Dissertation lab designed to help students pursue their dissertation area of study. This class is part two of a two-part class. (8 quarter hours)

**GSB 850 | QUALITATIVE RESEARCH METHODS | 3 quarter hours
(Graduate)**

This course is designed to equip doctoral students with major methods in qualitative research design with a focus on the practical execution of qualitative research. Major qualitative methods are examined including conducting interviews, observations, ethnography, netnography, focus groups, and mixed methods. In addition, the course reviews methods for analyzing and presenting qualitative data.

**GSB 898 | SPECIAL TOPICS IN RESEARCH | 3-4 quarter hours
(Graduate)**

This special topics seminar provides exposure to leading edge research methods and statistics as they emerge in practice and research. (3-4 quarter hours)

**GSB 899 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

Students admitted to candidacy for the doctoral degree who have completed all course requirements are required to be registered each quarter of the academic year until the dissertation has been completed. (0 credit hours)

Graphic Design (GD)

**GD 101 | CREATIVE STUDIO METHODS | 4 quarter hours
(Undergraduate)**

Creative Studio Methods is a required interdisciplinary foundation design course. It immerses new design students in a range of studio experiences as a means to introduce methods for approaching creative work. Short lectures or screenings present models, contexts, and inspiration for creative and critical design practices and provide students with, "courage by example." In-class exercises emphasize inquiry, experimentation, unknowns, playful risk, invention, flexibility, and agility. Visual and conceptual artifacts and outcomes are generated through process and analyzed/considered through group discussion. PREREQUISITE(S): None.

**GD 104 | DESIGN DRAWING PROCESS | 4 quarter hours
(Undergraduate)**

This course introduces students to drawing for the design process in print and media from initial concept development to sketches, presentation drawings and visualizations for graphic and interactive media. Topics include general arrangement as well as detailed and dimensional drawings providing essential preparation for classes in design and digital illustration software. PREREQUISITE(S): None.

**GD 105 | INTRO TO VISUAL DESIGN | 4 quarter hours
(Undergraduate)**

Students study the principles of composition and color theory, and how these are affected by movement, duration and display. Vector and bitmap manipulation tools are explored.

**GD 109 | WEB DESIGN TOOLS WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

This course introduces students to the basic languages used to build the front-end components of the web. Students will learn the basic syntax of HTML and CSS; a simple vocabulary of HTML elements and attributes, and CSS properties and values; best practices for preparing content for the web; and basic code patterns useful in web design. PREREQUISITE(S): None (2 quarter hours)

**GD 110 | WEB DESIGN | 4 quarter hours
(Undergraduate)**

An introduction to design process and strategy for the web. Students will be introduced to layout and composition, typography, color, and navigation concerns specific to web design. Projects will be created using both visual design applications and hand-coding with HTML and CSS. The class will also introduce basic components of hypertext transfer protocol, and web site deployment.

UXD 210 OR GD 200 is a prerequisite for this class.

**GD 150 | ILLUSTRATOR WORKSHOP | 2 quarter hours
(Undergraduate)**

This class will introduce students to the syntax, tools and methods of vector-based drawing using Adobe Illustrator. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. (2 quarter hours)

**GD 151 | PHOTOSHOP WORKSHOP | 2 quarter hours
(Undergraduate)**

This class will introduce students to the syntax, tools and methods of raster-based graphics and image editing/manipulation by using Adobe Photoshop. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. (2 quarter hours)

**GD 152 | INDESIGN WORKSHOP | 2 quarter hours
(Undergraduate)**

This class will cover fundamental typographic design and layout skills by using page layout software Adobe InDesign. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. (2 quarter hours)

**GD 153 | LETTERING WORKSHOP | 2 quarter hours
(Undergraduate)**

This course is an exploration of lettering techniques, both analog and digital. Students will experiment with historical and conceptual approaches to hand lettering. Both the formal and communicative uses of lettering will be studied. (2 quarter hours)

**GD 154 | ADVANCED CSS WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

A hands-on exploration of properties in the CSS3 specification. Students will explore advanced techniques such as pseudo-elements, complex shapes, pointer controls, keyframes and animation, and improved typographic controls. This class will also introduce techniques for device dependent styling. Previous experience with CSS and HTML is highly recommended. PREREQUISITE(S): None (2 quarter hours)

**GD 155 | HTML5 WORKSHOP | 2 quarter hours
(Undergraduate)**

This is a hands-on course in developing web pages and content using HTML5. In this course students will learn to create and edit web pages, applications, and/or games with HTML5 using text editors. The course will include weekly mixtures of lessons and exercises. (2 quarter hours)

**GD 156 | MEME WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

This course will provide an introduction to Memes: including history, theory, and evolution. Students will research how the democratization of digital tools allowed for memes to become a means of cultural communication and documentation of design, culture, and society on a global scale from self-help to humor, to politics and beyond. Additionally, students will study the importance of the re-purposed, re-appropriated, and re-used digital image as both a revolutionary and evolutionary design, as well as a piece of collected data for where it has traveled. This workshop includes lectures, discussions, critiques, presentations, hands-on activities, and lab (computer work) time and weekly assignments. Students will experiment with various tools for making memes: everything from open-source, free platforms to more traditional design software.

**GD 200 | GRAPHIC DESIGN: FORM | 4 quarter hours
(Undergraduate)**

This course introduces the principles and theories of graphic design. Processes and methodologies related to visual problem solving will be explored and techniques of visual design will be taught and incorporated into class projects. Projects will combine words, images and graphic elements to address design problems in meaningful ways that give your audience new understanding and experiences. Theories and visual movements will be examined through lectures and put into practice during class projects.

GD 105 or ART 105 or ANI 105 or GPH 211 is a prerequisite for this class

**GD 201 | INTRODUCTION TO VISUAL DESIGN RESEARCH | 4 quarter hours
(Undergraduate)**

This course introduces students to research methods used in design creative and professional practice. Theories, strategies and practical frameworks are studied in the preparation and creation of design artifacts.

**GD 205 | GRAPHIC DESIGN: CONCEPT | 4 quarter hours
(Undergraduate)**

This course introduces the process of ideation and conceptual problem solving in graphic design. Methodologies of research and iteration will be examined, with an emphasis on the role of analysis, conceptual thinking and visual production as the primary tasks of the graphic designer. Social and cultural considerations will be investigated through projects, exercises and lectures. Students will be introduced to strategies and tactics utilized to create design artifacts.

GD 105 or ART 105 or ANI 105 or GPH 211 is a prerequisite for this class

**GD 210 | DIGITAL ILLUSTRATION I | 4 quarter hours
(Undergraduate)**

Introduction to illustration development in image, line and photography, combining computer applications and hand-rendered approaches.

GD 105 or ART 105 or ANI 105 or GPH 211 is a prerequisite for this class

**GD 211 | INTERMEDIATE DIGITAL ILLUSTRATION | 4 quarter hours
(Undergraduate)**

Intermediate practice for illustration development in image, line and photography. Combining computer applications and hand-rendered approaches will be studied.

GD 105 or ANI 105 or ART 106 is a prerequisite for this class

**GD 215 | WEB DESIGN FOR COMMERCIAL PROJECTS | 4 quarter hours
(Undergraduate)**

This is a design-focused web class on intermediate concepts and techniques in the visual design, development and implementation of websites for commercial purposes. Students will use industry standard applications and design processes.

UXD 270 OR GD 110 is prerequisite for this class.

**GD 216 | WEB DESIGN FOR ARTISTS | 4 quarter hours
(Undergraduate)**

A design-focused web class that focuses on intermediate concepts and techniques in the visual design, development and implementation of websites for personal expression and artistic experimentation. Students will use industry standard design applications and some hand coding in HTML and CSS.

GD 110 or IT 130 or HCI 201 or ART 385 is a prerequisite for this class

**GD 217 | WEB INTERACTION WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

A hands-on introduction to integrating user activity into the visual language of web design. Students will learn fundamental skills necessary for basic interaction design, and will explore widely-adopted frameworks allowing them to capture events in the web browser, programmatically traverse a web page, and alter the design and content of a page based on the actions of the user. (2 quarter hours)

**GD 220 | HISTORIES OF DESIGN | 4 quarter hours
(Undergraduate)**

The history of design is an evolution in aesthetics, technology, style and visual communication. The class will encompass a survey of major movements in the field of design, notable designers and design materials. The nature of changing methods, materials, technologies and values are examined in the context of the social and political realities that shape communication. This course interrogates the diverse cultural definitions and functions of design across time and place. This introduction to broad movements in style and approach in global and diverse movements range from Western European and North American to essential intersections with Black, Latinx, and Asian movements acknowledging the historical exclusion of globally diverse artifacts, practices, practitioners and users.

**GD 221 | TRENDS IN CONTEMPORARY GRAPHIC DESIGN | 4 quarter hours
(Undergraduate)**

World movements in design and contemporary practice in print, web and experiential design.

GD 220 is a prerequisite for this class.

**GD 230 | TYPOGRAPHY: FORM | 4 quarter hours
(Undergraduate)**

This course introduces the principles and theories of graphic design. Processes and methodologies related to visual problem solving will be explored and techniques of visual design will be taught and incorporated into class projects. Projects will combine words, images and graphic elements to address design problems in meaningful ways that give your audience new understanding and experiences. Theories and visual movements will be examined through lectures and put into practice during class projects.

GD 105 or ART 105 or ANI 105 or GPH 211 is a prerequisite for this class

**GD 231 | TYPOGRAPHY IN MOTION | 4 quarter hours
(Undergraduate)**

Students explore different ways of transforming static form to moving, dynamic and dimensional form. Using both storytelling and abstraction, students will create typography sequences with intention, humor, and emotion. Students will work with appropriate software to create innovative and informative typographic design.

GD 230 OR GD 232 is a prerequisite for this class.

**GD 232 | TYPOGRAPHY: SYSTEMS | 4 quarter hours
(Undergraduate)**

This course is the study of the underlying formal principles that guide the use of typography in design. The study of the grid: how it is created and utilized as a means of organization and clarity will be examined through class projects and exercises. The use of micro- and macro-typographic principles will be put into practice and students will be introduced to multiple methodologies for organizing and utilizing typographic elements to create syntax.

GD 105 or ART 105 or ANI 105 or GPH 211 is a prerequisite for this class

**GD 250 | DESIGN STUDIO FIELD TRIP | 2 quarter hours
(Undergraduate)**

This 2-credit workshop offers field trips to design studios, allied fields workplace visits and relevant museums and gallery exhibitions. Students will research and study design studios in the Chicago area and attend networking events. Appropriate for Graphic Design, Interactive Media, Communication, and all other students interested in design and allied fields. Students will write a reflective paper after each trip. Be aware that there will be travel time before and after the class. (2 quarter hours)

**GD 260 | MOTION GRAPHICS | 4 quarter hours
(Undergraduate)**

This course will introduce the student to effective communication using motion graphics, including its application in the areas of film titles, broadcast and commercial design, interactive media, and gaming. The combination of music, visuals and typography will be explored following the basic theories of kinetic composition and aesthetics. Students will study the history of the field, including the work of pioneers such as Norman McLaren, Saul Bass and Len Lye.

Sophomore Standing and one of the following: ANI 105, ANI 101, GD 105, ART 105, GPH 211, DC 205 is a prerequisite for this class.

**GD 270 | SEMIOTICS AND VISUAL DESIGN | 4 quarter hours
(Undergraduate)**

Design and designed products can be interpreted as signs that are the result of human needs and desires. This course examines theoretical issues in how design of a message or product influences the user's decision to read it, use it or buy it. Semiotics theory examines these concepts as well as design value and criteria for evaluation in contemporary culture.

GD 200 OR GD 205 is a prerequisite for this class.

**GD 300 | GRAPHIC DESIGN: PROJECTS | 4 quarter hours
(Undergraduate)**

This course explores design problems in visual communication through word and image. Project content is largely based on the student's own research and writing. Analysis of meaning, structure, and communication to specific audiences is studied. Readings, design and writing projects in commercial graphic design and fine arts comprise the content of the course. Projects are graphic and expressionist in nature, structured to emphasize the relationship between form and content.

GD 200 and GD 230 are prerequisites for this class.

**GD 305 | INVESTIGATING THE MATERIAL GLITCH | 4 quarter hours
(Undergraduate)**

This course will investigate binary ideas fundamental to most design practice (good/bad, positive/negative, digital/analog) through the creation of images which are neither one nor the other—but fall into the space between, the space of a glitch. This course will use graphic printing-making methods as a tool to examine these ideas—including stencils, wood blocks, xerox transfers, and cyanotypes. Students will learn the technical aspects of each process. This course will be taught through discussion, critique, and studio work utilizing analog and digital drawing methods. There will also be instruction on the use of both the laser cutter and the CNC router in the DePaul makerspace.

GD 200 OR GD 205 is a prerequisite for this class.

**GD 315 | WEB DESIGN: ADVANCED PROJECTS | 4 quarter hours
(Undergraduate)**

This course will emphasize interactivity and professional presentation for advanced multimedia web sites for artistic and commercial projects. Advanced concepts and techniques in the visual design and implementation of web pages. Students will use industry standard web design applications and some hand coding in HTML and CSS.

GD 215 or GD 216 is a prerequisite for this class

**GD 330 | TYPOGRAPHY:PROJECTS | 4 quarter hours
(Undergraduate)**

This course is an advanced investigation into typography and text for verbal and visual expression. Analysis of meaning and structure, design composition, and communication to specific audiences is studied. Projects are both pragmatic (for example, textbook design), and expressionistic (found and constructed typographic compositions that are poetic and conceptual). Emphasis is placed on the study and creation of meaning in relation to audience, culture, and history. Some content is provided in certain projects and in others is largely based on the student's own research and writing.

GD 230 is a prerequisite for this class.

**GD 331 | HISTORY AND PRACTICE: FILM TITLE DESIGN | 4 quarter hours
(Undergraduate)**

This course combines the history of film title design examining the likes of the notorious title sequences of such graphic designers as Saul Bass in creating the Hitchcock movies through Stephen Frankfurt, Maurice Binder and Kyle Cooper's "Se7en." The study leads to the advanced practice of combining typography, graphics, and moving images to build professional projects for advertising design, web design, film design, game design and commercial ventures.

GD 230 and (ANI 260 or GD 231) are prerequisites for this class

**GD 332 | DESIGN FUTURES | 4 quarter hours
(Undergraduate)**

This course will provide an introduction to Design Futures (also called Design Fiction, Speculative Design and Critical Design): including history, theory and methods for speculation, design fiction, business strategy and appropriate elements of visual narrative and storytelling to showcase ideas, strategy, and foresight. How are futures imagined, prototyped and created over time? Where, how and for whom are futures being considered? Who is included and excluded? Where are opportunities to create alternative futures, and how might a designer engage and contribute? How can a designer consider and engage in future ethics in various phases of the design creation and product lifecycle? This course includes lectures, discussions, critiques/presentations, hands on activities, and lab (computer work) time and weekly assignments. Students will be expected to research, write, design and document their work. Hands-on making (studio work) will engage a range of approaches from business, art, tech, and design as a means to bring possible futures narratives to life, while the weekly readings and discussions will provide background for analysis of the studio work. Students will engage with emerging technology and future ethics including AR, digital fabrication, sensory design, and AI, among others through the lens of Graphic Design.

GD 200 AND GD 230 are prerequisites for this class.

**GD 338 | DIGITAL TYPEFACE DESIGN | 4 quarter hours
(Undergraduate)**

The course is an introduction to the formal, technical, and historical foundations of typeface design. Students will use a combination of analog and digital methods to explore the design of letterforms, numerals, and supporting material such as punctuation and diacritics in the production of usable digital fonts.

GD 230 AND GD 150 are prerequisites for this class.

**GD 340 | PUBLICATION DESIGN | 4 quarter hours
(Undergraduate)**

Design of multiple page documents: magazines, catalogs, and annual reports. Emphasis placed on research methodology, conceptual approach and audience. Knowledge of computer applications and typography are assumed.

GD 200 and GD 230 are prerequisites for this class.

**GD 341 | BOOK MAKING AND BINDING WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

This is an introductory course covering the basic principles of hand bookbinding including theories of book structure, review of paper information and bookbinding materials. The class will be a mixture of demonstrations and practical exercises, and each student will produce a variety of books and structures. (2 quarter hours)

GD 105 is a prerequisite for this class.

**GD 350 | PORTFOLIO WORKSHOP | 2-2.25 quarter hours
(Undergraduate)**

Students review previous course projects and prepare a final portfolio as well as their own design identity and a resume in preparation for job interviews and/or graduate school. Visiting design professionals will present their work to the class and share their experiences in the field. Students will also learn presentational techniques and methods for career development. (2 quarter hours)

GD 200, GD 210 and GD 230 are prerequisites for this class.

**GD 355 | PACKAGING DESIGN | 4 quarter hours
(Undergraduate)**

This course defines the role of packaging in product identification, presentation, and production. Projects will introduce the process of designing the graphic and physical forms of packaging design. Students will create 3-dimensional, physical packages including 2-dimensional branding, graphic and photographic image development. The materials of production, and consideration of user and market inherent in all commercial projects are covered, including the client's needs and desires in the market place.

GD 200 and GD 230 are prerequisites for this class.

**GD 356 | LOGO, BRANDING, AND VISUAL IDENTITY | 4 quarter hours
(Undergraduate)**

The course provides students with an understanding of methodologies and strategies used for logo development, branding, and visual identity. In this course, students will work on, in extended projects, exploring identity systems with various forms such as logo, stationary, packaging, signage, print and web design.

GD 200 and GD 230 are prerequisites for this class.

**GD 360 | ADVERTISING DESIGN | 4 quarter hours
(Undergraduate)**

Explores the function and practice of design in advertising in both social and art historical contexts. This course engages practical real life projects as well as projects that explore cultural and artistic practices.

GD 200 and GD 230 are prerequisites for this class.

**GD 365 | ADVANCED MOTION GRAPHICS | 4 quarter hours
(Undergraduate)**

This course builds on motion graphics fundamentals covered in ANI260 Motion Graphics. In Advanced Motion Graphics, students will work to develop a better understanding of how to develop a distinct visual style in both personal work and in work for clients. The course also focuses on gaining familiarity with contemporary styles and trends in professional motion graphics, and an awareness of Chicago-based motion graphics production.

ANI 260 is a prerequisite for this class.

**GD 380 | STRATEGY AND DESIGN WITH COMMUNITY CLIENT | 4 quarter hours
(Undergraduate)**

This course enables students to work from start to finish on client-based graphic design and projects. Students establish working relationships as individuals and in teams that utilize their skills to effectively evaluate the communication needs of an organization or business, develop design solutions that fulfill those needs, and negotiate the process between designers and clients. Objectives of the course include: improving student's developing design skills to an advanced level, creating awareness of current design trends, supporting student's development of independent working habits, utilizing integration of both hand-skills and the computer as design tools, and completing professional projects after staged client feedback and revisions.

GD 300 OR GD 330 is a prerequisite for this class.

GD 381 | GRAPHIC DESIGN PORTFOLIO DEVELOPMENT | 4 quarter hours (Undergraduate)

This course provides the student with an opportunity to prepare themselves for the workplace. During the course, students will refine a body of design work and publish their portfolio in both print and web formats. Students will design and develop their own visual identity, resume, cover letter, and business cards in preparation for job interviews and/or graduate school. They will also spend the quarter researching potential employers and learn about each company, agency, and/or studio so that they can strategically tailor their application process.

GD 110, GD 210 and GD 300 are prerequisites for this class.

GD 390 | SPECIAL TOPICS IN GRAPHIC DESIGN | 1-4.5 quarter hours (Undergraduate)

Specific topics selected by the instructor. Topic varies with each offering. Contact instructor for more information. Prerequisite(s): See syllabus.

GD 394 | CAPSTONE PROJECT I | 4 quarter hours (Undergraduate)

This two course sequence provides a Graphic Design-specific capstone experience for the student. The capstone course will connect the students' Graphic Design course work with the University courses s/he has taken through three components: student-generated design proposals, class/instructor discussions, and the actual creation/production of the student's proposal. The production piece is the primary focus of this course that takes place over two quarters.

(GD 300 OR GD 330) AND Senior Standing are prerequisites for this class.

GD 395 | CAPSTONE PROJECT II | 4 quarter hours (Undergraduate)

This two course sequence provides a Graphic Design-specific capstone experience for the student. The capstone course will connect the student's Graphic Design course work with the University courses s/he has taken through three components: student-generated design proposals, class/instructor discussions, and the actual creation/production of the student's proposal. The production piece is the primary focus of this course that takes place over two quarters.

GD 394 is a prerequisite for this class.

GD 399 | INDEPENDENT STUDY | 1-8 quarter hours (Undergraduate)

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable credit. Prerequisite(s): Instructor and dean approval.

GD 400 | GRAPHIC DESIGN STUDIO | 6 quarter hours (Graduate)

Working closely with a faculty advisor, and guided by feedback from both faculty and peers, students will engage in a series of self-directed and wide-ranging design projects enhancing the breadth and depth of the skill set that they bring to the program. Students will also broaden their design practice and the cultural, political, social, and environmental impact of their work as designers. This series provides students the means to craft a strategy for their design thesis which will be the focus of year two.

GD 410 | DESIGN: RESEARCH, WRITING, MAKING DESIGN | 4 quarter hours (Graduate)

This course examines graphic design as a nexus among research methodology, writing and creative practice. Theories, strategies and practical frameworks will be explored as they relate to the culture and practice of contemporary design. This course is intended as a launch pad for students to engage in a process of critical inquiry into contemporary and historical design culture and to engender in them a fundamental value for intellectual activity as a defining component of their practice.

GD 420 | TYPOGRAPHIC COMMUNICATION | 4 quarter hours (Graduate)

The use of typography as a primary form of communication. This course will study the advanced theories of letterforms, type design, usability, legibility and complex grid structures. The course will also emphasize the study of human behavior, perception, biases, and preferences as it relates to the use and application of typography. Cultural implications within typographic practice will be explored. Elements of professional and academic theory will be applied to student projects.

GD 501 | GRAPHIC DESIGN THESIS PREP | 6 quarter hours (Graduate)

In collaboration with faculty advisors and peers, students begin an intensive development on their thesis proposal, working to define an area of study, articulate personal and professional goals, and generate a formal body of work and a written component into an edited and synthesized whole. A thesis project is an original body of work that reflects an increasing focus and considered view on a particular theme or topic accompanied by a written component that encapsulates and articulates the central ideas of the thesis and traces the progression and development of the thesis project. Critical theory, history, and reflection upon acquired knowledge are integrated as a part of this reflective process with an emphasis on specific objectives and clarity of outcomes in writing and physical output.

GD 502 | GRAPHIC DESIGN THESIS STUDIO | 6 quarter hours (Graduate)

Working closely with a faculty advisor, and guided by feedback from both faculty and peers, students will engage in a self-directed, design project and written thesis. Through further developing a design practice that values making, collaboration, writing, critique, and research-based inquiry, and driven by a thesis question developed during Design thesis prep, students are expected to investigate the designer's role in the creation of meaning. Both a complete written thesis and final design documents will be required for completion.

GD 510 | DESIGN LEADERSHIP | 4 quarter hours (Graduate)

Design Leadership is defined as relationship to a team, building and nurturing a creative space marked by psychological safety so the most innovative ideas may grow into solutions for whatever questions and tasks face the team. The team includes different kinds of designers, photographers, researchers, artists, strategists, and members of collaborating client teams in their various roles. Managing these dynamics with support and an environment of innovation and creative collaboration is essential. This course studies and practices all aspects of this world through theory, methodologies and practice in team building in the classroom among students and faculty, and with clients or community partners where possible and appropriate. The course will be run as a topics course to bring in different and timely perspectives.

GD 520 | TOPICS SEMINAR | 4 quarter hours (Graduate)

Specific topics selected by the instructor. Topic varies with each offering. Contact instructor for more information.

Greek (GRK)

GRK 101 | BASIC CLASSICAL GREEK I | 4 quarter hours (Undergraduate)

Basic Classical Greek 101 is the first ancient Greek reading course. It introduces students to the basics of the language of the ancient Athenians, Attic Greek, which includes the Greek alphabet, pronunciation and the beginnings of Greek grammar. Students will begin to develop reading and writing skills as they encounter small passages of ancient Greek text, the standard method for learning this ancient tongue being partly memorization and partly language immersion. Students will be expected to read through small passages of ancient Greek, but not without assistance. This course focuses primarily on syntax, grammar and memorization of paradigms, yet students also translate ancient Greek as they proceed, learning rudiments of the language as well as cultural aspects of the ancient Greeks at varying epochs.

GRK 102 | BASIC CLASSICAL GREEK II | 4 quarter hours (Undergraduate)

Basic Classical Greek 102 is the second ancient Greek reading course. It introduces students to the basics of the language of the ancient Athenians, Attic Greek, which includes the Greek alphabet, pronunciation and the beginnings of Greek grammar. Students will begin to develop reading and writing skills as they encounter small passages of ancient Greek text, the standard method for learning this ancient tongue being partly memorization and partly language immersion. Students will be expected to read through small passages of ancient Greek, but not without assistance. This course focuses primarily on syntax, grammar and memorization of paradigms, yet students also translate ancient Greek as they proceed, learning rudiments of the language as well as cultural aspects of the ancient Greeks at varying epochs.

GRK 103 | BASIC CLASSICAL GREEK III | 4 quarter hours (Undergraduate)

Basic Classical Greek 103 is the third ancient Greek reading course. It introduces students to the basics of the language of the ancient Athenians, Attic Greek, which includes the Greek alphabet, pronunciation and the beginnings of Greek grammar. Students will begin to develop reading and writing skills as they encounter small passages of ancient Greek text, the standard method for learning this ancient tongue being partly memorization and partly language immersion. Students will be expected to read through small passages of ancient Greek, but not without assistance. This course focuses primarily on syntax, grammar and memorization of paradigms, yet students also translate ancient Greek as they proceed, learning rudiments of the language as well as cultural aspects of the ancient Greeks at varying epochs.

GRK 104 | INTERMEDIATE CLASSICAL GREEK I | 4 quarter hours (Undergraduate)

Intermediate Ancient Greek is an introduction to ancient Greek poetry. This course will give students a review of grammar and forms along with reading exercises. Students concentrate on reading large sections of text in an effort to derive meaning and historical significance from the meter and the meaning of the ancient language. Continued drill on forms and reading for comprehension are the tools used by students. Students will be expected to read through passages of ancient Greek with relative dexterity, and they will begin to parse through the texts in class in order to inculcate the skills of navigating entire texts. Students begin to develop affinity for specific authors from the poetic tradition of the ancient Greeks. They shall have the opportunity to choose a specific work or poet in order to gain at least an introductory exposure to what may become their unique interest in the ancient world. This course emphasizes the completion of poems in order that the student becomes more comfortable with the ancient language. This course is a must for students of history, especially that of the western tradition, and it is imperative for the student interested in remaining capable of translating even the simplest ancient Greek passages. Greek 103 or equivalent, including placement test or permission of instructor, is recommended.

GRK 105 | INTERMEDIATE CLASSICAL GREEK II | 4 quarter hours (Undergraduate)

Intermediate Ancient Greek is an introduction to ancient Greek poetry. This course will give students a review of grammar and forms along with reading exercises. Students concentrate on reading large sections of text in an effort to derive meaning and historical significance from the meter and the meaning of the ancient language. Continued drill on forms and reading for comprehension are the tools used by students. Students will be expected to read through passages of ancient Greek with relative dexterity, and they will begin to parse through the texts in class in order to inculcate the skills of navigating entire texts. Students begin to develop affinity for specific authors from the poetic tradition of the ancient Greeks. They shall have the opportunity to choose a specific work or poet in order to gain at least an introductory exposure to what may become their unique interest in the ancient world. This course emphasizes the completion of poems in order that the student becomes more comfortable with the ancient language. This course is a must for students of history, especially that of the western tradition, and it is imperative for the student interested in remaining capable of translating even the simplest ancient Greek passages. Greek 104 or equivalent, including placement test or permission of instructor, is recommended.

**GRK 106 | INTERMEDIATE CLASSICAL GREEK III | 4 quarter hours
(Undergraduate)**

Intermediate Ancient Greek is an introduction to ancient Greek poetry. This course will give students a review of grammar and forms along with reading exercises. Students concentrate on reading large sections of text in an effort to derive meaning and historical significance from the meter and the meaning of the ancient language. Continued drill on forms and reading for comprehension are the tools used by students. Students will be expected to read through passages of ancient Greek with relative dexterity, and they will begin to parse through the texts in class in order to inculcate the skills of navigating entire texts. Students begin to develop affinity for specific authors from the poetic tradition of the ancient Greeks. They shall have the opportunity to choose a specific work or poet in order to gain at least an introductory exposure to what may become their unique interest in the ancient world. This course emphasizes the completion of poems in order that the student becomes more comfortable with the ancient language. This course is a must for students of history, especially that of the western tradition, and it is imperative for the student interested in remaining capable of translating even the simplest ancient Greek passages. Greek 105 or equivalent, including placement test or permission of instructor, is recommended.

**GRK 197 | SPECIAL TOPICS IN GREEK | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**GRK 198 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**GRK 199 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)**

Variable credit.

**GRK 297 | SPECIAL TOPICS IN GREEK | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**GRK 298 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**GRK 299 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)**

Variable credit.

**GRK 395 | FOREIGN LANGUAGES ACROSS THE CURRICULUM | 2 quarter hours
(Undergraduate)**

The two credit FLAC course allows students to enrich their experience in the co-required course primarily through added reading and writing activities in Ancient Greek. Students must have the equivalent of 106 or higher ability in Ancient Greek to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

**GRK 397 | SPECIAL TOPICS IN GREEK | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**GRK 398 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**GRK 399 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)**

Variable credit.

**GRK 497 | SPECIAL TOPICS IN GREEK | 4 quarter hours
(Graduate)**

See schedule for current offerings.

**GRK 498 | STUDY ABROAD | 1-8 quarter hours
(Graduate)**

Variable credit.

**GRK 499 | INDEPENDENT STUDY | 4-8 quarter hours
(Graduate)**

Variable credit.

Health Communication (HTHC)

**HTHC 515 | INTRO TO HEALTH COMMUNICATION | 4 quarter hours
(Graduate)**

Because of the increasing degree of health consciousness in our society, individuals not only interact more frequently with health care providers, but health care organizations play more active roles in their surrounding communities. In addition, health care cultures are changing. Health care organizations play active social and political roles when responding to national health issues or crises. Hence, it is important that we, as consumers of health care, understand the communication challenges that are inherent within health care organizations, and how those can impact the effectiveness of our communication as a participant in health care contexts.

Status as a College of Communication Graduate Student or Health Informatics Student or department consent is a prerequisite for this class

**HTHC 516 | RESEARCH METHODS FOR HEALTH CARE PRACTITIONERS | 4 quarter hours
(Graduate)**

This course focuses on health care methodologies relevant to health care administration, including a cross-section of both qualitative and quantitative methodologies; designing questionnaires and surveys; the analysis and presentation of survey data; interviewing strategies; and the analysis and presentation of qualitative data. Students will also be provided with skilled technical writing assignments geared toward providing an understanding of how to most effectively present data within the contexts of reports, visuals for meeting or memoranda.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**HTHC 517 | COMMUNICATION, HEALTH DISPARITIES, AND CULTURE | 4 quarter hours
(Graduate)**

The U.S. Department of Health and Human Services recognizes the role of communication in addressing health disparities. Health literacy (the process of obtaining, processing and understanding basic health information), for example, differs widely across cultural and other demographic identity markers. This course examines the role of communication in health literacy, health disparities, and cultural differences in approaches to health. (Previously HTHC 517 Health Care Literacy).

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

HTHC 519 | ASSESSMENT AND INTERVENTION FOR HEALTH CARE ADMINISTRATORS | 4 quarter hours**(Graduate)**

Health care practitioners must acquire management consulting skills necessary to identify areas in need of change within health care organizations. Problem identification, data collection, intervention and implementation phases of assessment and intervention are taught from the perspective of the health care organization. The course probes common management problems in health care, internal working relationship challenges as well as organizational structure issues that arise.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

HTHC 520 | HEALTH CARE CAMPAIGNS AND COMMUNITY ACTION | 4 quarter hours**(Graduate)**

This course will focus on the use of communication strategies to inform and influence individual and community decisions regarding health in the following contexts: the multidimensional nature of health communication; understanding empirical research in health communication; behavioral theories in health communication; rhetorical theories in health communication; legal and ethical concerns in health communication; the communication of risk and uncertainty; and the design of health campaigns.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

HTHC 521 | HEALTH AND FAMILY COMMUNICATION | 4 quarter hours**(Graduate)**

The course, Family and Health Communication, addresses health-related issues that families may experience, while situating them within a theoretical context. Using theories such as Family Systems Theory and Communication Privacy Management Theory, this course will take a Lifespan Approach to better understand family health issues. Some of the topics that will be covered in this course may include care giving responsibilities, long-term disease, disability, addiction, psychological disruption, sexual health, and end of life issues as affects the family system. Cultural and social norms, in addition to public and health policies are also addressed, as they provide insight into the larger scope of understanding family and health communication, as ultimately, the health of family members impact the functioning of the family system.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

HTHC 523 | TOPICS IN HEALTH COMMUNICATION | 4 quarter hours**(Graduate)**

Topics will include: Gay, Lesbian and Transgender Health Care Issues, Patient Advocacy, Communication and Constraint, Multicultural Communication in Health Care Contexts and Advance Care Planning. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

HTHC 524 | HEALTH CARE TEAMS & LEADERSHIP | 4 quarter hours**(Graduate)**

Modern organizations are increasingly interested in shifting their organizational structures towards the goal of creating self-managed work teams. Much of the health care delivery system is already structured formally or informally around the team concept, whether these be surgery teams, consulting office staff, or other health and wellness delivery personnel. Therefore, those pursuing a career in health care greatly benefits from knowledge and experience with two interdependent aspects of group dynamics: decision-making under conditions of uncertainty, and the philosophy and practice of developing groups into self-managed teams. This course will combine a lecture/discussion with a teamwork intensive action learning component towards the goal of making the student competent to either create or optimize the results of self-managed work teams in their own organization (if called upon to do so), or to understand and thrive in this work mode without stress.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

HTHC 525 | NARRATIVES IN HEALTH CARE | 4 quarter hours**(Graduate)**

Focusing on the performance and narrative paradigms of communication studies, the course will survey uses of performance and narrative methods to consider health communication relationships. Narrative and narrative performance are sites of health communication issues for marginalized populations, difficult conversations, and alternate means of reporting. For example, narrative and narrative performance are increasingly being used as part of medical curriculum, as a means to train health care professionals to understand the experiences of their patients, encourage deep listening, and foster different professional-patient relations. For cancer, HIV/AIDS, and other patients, performance becomes a means of speaking into mainstream and dominant discourses of health and to actively shape discourses from their own subjectivities. This increases the visibility of health care experiences in their gendered, sexualized, and racialized dimensions. Finally, narrative and narrative performance offers an additional means of visibility in catalyzing change in public, legislative, scholarly and relational arenas.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

HTHC 526 | SOCIAL CONSTRUCTION OF HEALTH AND ILLNESS | 4 quarter hours**(Graduate)**

Beginning with foundational theories and principles of social construction, the course examines cases illustrating socially-constructed features of healthcare. We discuss (a) medicine as a gendered and hierarchical institution, (2) specialized languages used to describe/construct specific illnesses (e.g. anorexia and obesity, addiction, depression, HIV/AIDS), and (3) how constructed realities become internalized through primary and secondary socialization within the family, through media, and through encounters with the health care system.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**HTHC 592 | INDEPENDENT STUDY | 4 quarter hours
(Graduate)**

Students will be guided in the development of a special project that furthers their collaboration with an instructor and produces a report that demonstrates their mastery of critical content and competencies. The independent study option is intended for students who have demonstrated a mastery of course content, who would benefit from a sustained, focused collaboration with a relevant faculty member.

Status as a Graduate Health Communication student and Director consent is a prerequisite for this class.

**HTHC 599 | RESEARCH THESIS | 4 quarter hours
(Graduate)**

Enroll in 599 during the term you plan to defend your thesis or complete your final project. This is a graded, 4-credit hour course. Tuition is charged. You must have a scheduled defense/completion date to be approved for this class. Your thesis/project advisor needs to communicate this date to the Graduate Studies Director for your program, before you are allowed to enroll. Loan deferment is allowed to those registered for this class.

Status as a Graduate Health Communication student and Director consent is a prerequisite for this class.

**HTHC 601 | ACTIVE DEGREE COMPLETION | 0 quarter hours
(Graduate)**

This is a 0-credit hour course that is available to students who are working actively toward the completion of a thesis or project. Enrollment in this course is limited to the two quarters prior to the defense of the thesis/project and requires thesis/project advisor and graduate director approval and proof of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries half-time enrollment status and eligibility for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

Graduate HTHCM students

**HTHC 602 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in this course if they are finishing a course in which they received an incomplete (IN) and are not registered for any other regular credit-bearing courses in the quarter they plan to finish the incomplete. Enrollment in this course is limited to the two quarters following the quarter of the original incomplete (IN) grade. Enrollment in this course allows access to the library and other campus facilities. This course does not carry any enrollment status. Students enrolled in this course are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

Graduate HTHCM students

Health Information Technology (HIT)

**HIT 421 | HEALTH INFORMATICS | 4 quarter hours
(Graduate)**

This course provides an overview of fundamental concepts of information management including the information that healthcare organizations generate and use, the importance of data quality, and external factors that impact healthcare data management. The curriculum will also examine information systems (i.e., the arrangement and interaction of information, processes, people, and technology) as well as system standards and security issues. Finally, special consideration will be given to management, responsibilities and challenges in aligning information technology (IT) planning with an organization's strategic planning as a means to create competitive advantage.

**HIT 422 | SYSTEM DESIGN FOR HEALTH CARE | 4 quarter hours
(Graduate)**

Course focus is on systems design for health care that enhances quality of patient care and satisfaction, staff efficiency, and improving patient outcomes. Specific topics include: database design; interface and dialogue design in the context of workflow; usability and human factors; report design; system implementation; and system maintenance. PREREQUISITE(S): None.

**HIT 430 | ELECTRONIC HEALTH RECORDS | 4 quarter hours
(Graduate)**

Comprehensive overview of principles and practices of Electronic Health Records (EHR) management, including data standards and integration, interoperability and information exchange models, data security, and privacy.

**HIT 440 | HEALTH INFORMATION EXCHANGE AND NETWORKING | 4 quarter hours
(Graduate)**

Course discusses electronic health information systems and their design, implementation and application including information security, privacy and integrity, data exchange standards, basic principles of telecommunications and infrastructure security, and discussion of challenges of adopting HIE systems.

**HIT 451 | ACCOUNTING AND FINANCIAL MANAGEMENT IN HEALTHCARE | 4 quarter hours
(Graduate)**

This course is intended to prepare the student to effectively interact with accounting and financial management staff and participate in various aspects of financial control and planning. The curriculum provides an historical perspective of financial management in healthcare, identifying trends in the industry and the forces that influence the financing of healthcare organizations. Financial statements, the interpretation and analysis of financial reports, and topics such as cost-benefit analysis, budgeting, and capital management will also be addressed. Consideration will be given to the cost effectiveness and financial future of healthcare organizations.

HIT 421 or HIT 422 is a prerequisites for this class.

**HIT 511 | HEALTHCARE MANAGEMENT IN NON-HOSPITAL SETTINGS | 4 quarter hours
(Graduate)**

While the hospital is the centerpiece of the healthcare system, so much healthcare is delivered outside this setting. Students will be introduced to many healthcare services outside the traditional setting of the hospital and gain knowledge of the operations of such healthcare settings. The course will be divided into four parts: Traditional care, Diagnosing, Acute-Care Treatment, and Chronic Care and within each area students will explore the basic settings such as outpatient clinics and surgical centers, pharmacies, outpatient laboratories, chiropractic centers, and adult day care, and hospice care. Prerequisite(s): Status as a Health Informatics student is a prerequisite for this class.

**HIT 515 | HEALTHCARE LAW | 4 quarter hours
(Graduate)**

This course reviews the American legal system as the context within which to consider contemporary medico-legal issues. The courses intent is to provide a legal framework where healthcare management issues can be explored in collaboration with legal counsel. The curriculum addresses such topics as: professional liability, corporate entity risk considerations, and relevant legislative activities reshaping the healthcare industry and tort reform initiatives. Case studies will augment the legal theories presented in the course. Prerequisite(s): Status as a Health Informatics student is a prerequisite for this class.

HIT 590 | TOPICS IN HEALTH INFORMATICS | 4 quarter hours (Graduate)

Advanced study focusing on a specific area of health informatics each quarter. May be repeated for credit. **PREREQUISITES:** Instructor consent required.

Health Science (HLTH)

HLTH 120 | EXPLORING THE HEALTH SCIENCES | 2-4 quarter hours (Undergraduate)

This course explores the growing and complicated landscape of the health professions. Students will explore a board range of careers available to people interested in the health of communities and individuals, helping them to identify their own skills, interests, and values. Designed for students in all majors who are interested in exploring a professional interest in health sciences, this course will include aspects of self-assessment and career exploration, health industry research, and connecting with individuals in the field. (2 quarter hours)

HLTH 133 | PREPARING FOR APPLICATION TO HEALTH PROFESSIONS | 2 quarter hours (Undergraduate)

The course is designed for DePaul students who are planning to apply in the current year to a graduate-level health professional program including dental, medicine, optometry, veterinary medicine, physician assistant, physical therapy, and podiatry. This course is especially helpful for students planning to participate in the Pre-Health Advising Committee during the current academic year. The goal for this course is to provide students with information about what applying to professional school will entail along with providing students an opportunity to prepare documents for their application. Class-time will include discovering student's interest in a clinical profession, learning how to articulate personal fit with their health profession of interest, creating a personal statement, mock interviews, and learning how to identify criteria for choosing target schools. To enroll, students must meet Pre-health Advising Committee eligibility.

HLTH 140 | MEDICAL TERMINOLOGY | 2 quarter hours (Undergraduate)

This course introduces the student to the specialized vocabulary of the Health Care environment. Terminology used in medical professions will be learned with an emphasis on understanding word roots and building vocabulary. Through studying each system of the body, terminology will be associated with specific anatomy, physiology, functions and minimal pathology of the human body. (2 quarter hours)

HLTH 150 | DISCOVERING DISEASE: SMALL POX, HIV, AND ZIKA | 4 quarter hours (Undergraduate)

This course will introduce students to science as a way of knowing through the examination of three viral diseases: Small Pox, HIV/ AIDS and the Zika virus. In each case we will start by examining early understandings of the illness and then build towards a general biological theory of disease. Specifically, we will study the key observations that were made, and the evidence that was gathered in order to construct a theory of these three diseases that could then be translated into medical treatments. Special attention will be paid to the significant missteps that occurred as scientists struggled to understand the nature of these diseases. A key assumption of this course is that the dead ends and wrong turns encountered during the scientific process are a crucial component of scientific discovery. Each section will conclude with an overview of the most current scientific knowledge of the disease, including current treatments and prevalence levels around the world.

HLTH 194 | HUMAN PATHOGENS AND DEFENSE | 4 quarter hours (Undergraduate)

This course will introduce students to the diverse microorganisms that cause significant disease within the human population. The biological basis of infectious disease will be explored with a focus on the mechanisms of viral and bacterial infection and spread. The principles behind tools used combat infection will be examined, including antiseptics, antibiotics/antivirals, and vaccination. The course also will profile how the human microbiome promotes health. The course is not appropriate for students who have taken BIO 210. Students practice standard microbial techniques in the laboratory, including bacterial culture, microscopy, antimicrobial testing, and species identification.

A grade of C- or higher in BIO 191 is a prerequisite for this class.

HLTH 195 | HUMAN FORM AND FUNCTION | 4 quarter hours (Undergraduate)

This course provides a foundation for studying biological functioning of the human organism. Students will explore the basic principles of chemistry, cellular and molecular biology, and human genetics. In addition, we will examine the integral relationship between form and function that has evolved into the human body, with particular attention paid to the investigation of tissue organization, the biology of movement, and critical organ systems (nervous, endocrine, cardiovascular, and urinary). Related topics in human health and disease will also be discussed. Students practice standard microbial techniques in the laboratory, including bacterial culture, microscopy, antimicrobial testing, and species identification.

A grade of C- or higher in BIO 191 is a prerequisite for this class.

HLTH 200 | FOUNDATIONS OF HEALTH SCIENCES | 4 quarter hours (Undergraduate)

This course introduces students to the B.S. in Health Sciences undergraduate program. Students will become familiar with the foundations of Health Sciences from biomedical, public health, historical, and political perspectives, and how each contributes to our understanding of human health and illness. Students will learn research methodologies applied to Health Sciences, as well as develop the skills to critically assess the results and implications of health research to critically consider the evidence base of health, medicine, and science. Upon completion of the course students will have developed skills and understanding that will serve as a foundation for the remainder of their coursework.

HLTH 201 | INTRODUCTION TO HEALTH SCIENCE | 4 quarter hours (Undergraduate)

This course introduces students to the B.S. in Health Sciences undergraduate program. The course aims to introduce students to the range of disciplines (biological, sociological, psychological, and political) found within the health sciences, and how each contributes to our understandings of human health and illness. This will allow the students to better understand the nature of health care delivery and the methods that will best improve the health status of both individuals and the population.

HLTH 202 | HEALTH RESEARCH LITERACY | 4 quarter hours (Undergraduate)

The purpose of this course is to provide students the methodology and skills required for literacy in health, and to comprehend the results of health sciences research. In this course students seeking careers in the health sciences will go beyond the health literacy level suggested for the general public in preparation for professional practice in clinical, policy, administrative, and basic science fields.

HLTH 201 is a prerequisite for this class.

HLTH 210 | INTRODUCTION TO PUBLIC HEALTH | 4 quarter hours (Undergraduate)

This course is designed to lay out the concepts, principles, and case outcomes of public health practice. It considers community health data source, classical intervention approaches, and the planning and evaluation of community health interventions.

HLTH 200 or 202 is a prerequisite for this class.

HLTH 218 | PUBLIC HEALTH SCHOLARS BOWL TEAM | 2-4 quarter hours (Undergraduate)

Students will research, prepare presentations about, and discuss public health topics such as the scourge of health disparities, the nuances of health education and promotion, and how to solve epidemiological mysteries. Students will also hone their quiz bowl skills through internal class practice rounds and complete out-of-class practice through online quizzes. The quarter culminates with student case study presentations based on the previous competition year's case study topic such as sleep disorders among college students and global health issues that can be tackled by student-led initiatives.

HLTH 220 | INTRO TO OCCUPATIONAL THERAPY | 4 quarter hours (Undergraduate)

Broad over view of the profession of occupational therapy (OT). Students will learn about the wide variety of places occupational therapists (OTs) work and the diverse populations OTs work with. Particular focus will be spent on the occupational therapy practice areas: children & youth, health & wellness/adults, productive aging, rehab & disability, work & industry, intellectual disabilities, mental health, and assistive technology. This course will provide students an on-line shadowing experience and specific information for applying to OT graduate programs.

HLTH 229 | ETHICS FOR HEALTH SCIENCES | 4 quarter hours (Undergraduate)

This course provides an introduction to the ethical and moral theories that frame our response to fundamental issues in the health sciences. Moral philosophers, such as Aristotle, Thomas Aquinas and Immanuel Kant, all pose questions about the nature of right and wrong, and what is meant by a good life. The first part of the course examines the work of these philosophers and then uses them in order to think through specific topics, including: confidentiality, informed consent and end of life decision-making; health care disparities and health care reform; and global health ethics. Students who have taken REL 229 Medicine, Ethics, and Society, or PHL 229 Biomedical Ethics should not enroll in this course.

HLTH 230 | FUNDAMENTALS OF HEALTH EDUCATION | 4 quarter hours (Undergraduate)

This course provides health education majors with a foundational understanding of the professional health education field. Students will examine health education's role in planning, implementing, and evaluating the behavioral health challenges that affect the wellbeing of individuals and communities. Students will learn and then practice designing and delivering a wide range of health education activities, grounded in behavioral change theories, in a variety of settings and to diverse audiences. Finally, students will critically examine these issues through a variety of academic experiences, including academic service in a community setting, in order to identify and apply health education practices and principles that contribute to health promotion and disease prevention.

HLTH 236 | GAY MEN'S HEALTH MATTERS | 4 quarter hours (Undergraduate)

The purpose of this course is to introduce students to health issues relevant to gay men. We will explore the effects of minority status, heterosexism, and homophobia on gay men's health, including but not limited to STD/HIV/AIDS, substance use and mental health. Students will review epidemiological data, theoretical frameworks, and community-based health promotion approaches in order to gain a broad perspective on risk and resilience factors, health indicators, and strategies for self-care applicable to gay men's health.

HLTH 240 | HEALTH STATISTICS | 4 quarter hours (Undergraduate)

This course will introduce the basic principles and procedures of statistics as commonly used in health sciences. The course will cover statistical methods for single variable or multivariate, quantitative, and categorical data sources. The main goal is to prepare students to interpret health data, analyze data using the correct analytical methods, and present the findings in a way that is accessible to the public. In addition, this class will focus on literature review and critical evaluation through article critiques. Finally, students will be introduced to the computer based analytical software SPSS for beginner level data analysis and interpretation.

MAT 100, MAT 101 or equivalent or higher is a prerequisite for this class.

HLTH 250 | HEALTH CARE POLICY IN THE UNITED STATES | 4 quarter hours (Undergraduate)

This course provides students with an overview of health policy creation and describes the history of healthcare policy in the United States. Students will explore the delivery and finance of health care as well as analyze health care law and regulation. Students will gain an understanding of how political and economic policy is used to mitigate disease and illness in varied environments and how policy affects the delivery of health care and public health services.

HLTH 210 is a prerequisite for this class.

HLTH 280 | HEALTH TOPICS | 2-4.5 quarter hours (Undergraduate)

Special topics in health sciences course designed for non-majors, or it may be used as an open elective for health sciences majors.

HLTH 301 | INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A | 4 quarter hours (Undergraduate)

This course explores the fundamental principles of human anatomy and physiology that specifically relate to the sensation and perception of environmental stimuli, as well as the response to such challenges. In this context, broad consideration will be given to the body's various modes of cellular and tissue communication, with special emphasis on the interplay between the integumentary, skeletomuscular, nervous, and endocrine systems. In addition, the integrated approach will provide a strong foundation for the serial investigation of relevant topics relating to human health and disease, and clinical intervention. The required weekly laboratory component allows students to integrate and apply theory based lecture knowledge to hands-on anatomic and physiologic exercises, as well as provide critical analysis of course learning outcomes.

BIO 193 and (CHE 134 or CHE 138) are a prerequisite for this class.

HLTH 302 | INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B | 4 quarter hours (Undergraduate)

This course explores the fundamental principles of human anatomy and physiology that specifically relate to the dynamic integration of critical organ systems. With the cardiovascular system as a starting point, students will investigate the complex orchestration of homeostatic mechanisms regulated by the respiratory, digestive, urinary, and reproductive systems. As with HLTH 301, the integrated approach will provide a strong foundation for the serial investigation of relevant topics relating to human health and disease, and clinical intervention.

HLTH 301 is a prerequisite for this class.

HLTH 310 | FUNDAMENTALS OF EPIDEMIOLOGY | 4 quarter hours (Undergraduate)

Epidemiology is generally considered to be the basic science of disease prevention. It encompasses the study of the distribution and determinants of health-related conditions in specified populations, and the application of this study to control health problems. This course will introduce students to methods employed by epidemiologists to collect data about the health of populations, to use epidemiologic data to generate and test hypotheses about the relationships between exposure and disease or other health conditions, and to use epidemiologic data that informs interventions and public policy that will address health problems and prevent their recurrence.

LSP 121 or a statistics course

HLTH 312 | QUALITATIVE HEALTH RESEARCH METHODS | 4 quarter hours (Undergraduate)

Introduction to qualitative theory and methods and their practical application in public health. Selected techniques including focus groups, surveys and in-depth interviews will be explored and students will have the opportunity to practice techniques for data collection, management and analysis.

HLTH 315 | MATERNAL AND CHILD HEALTH | 4 quarter hours (Undergraduate)

This course provides an overview of maternal and child health issues and trends that impact the health needs of women, children, and families. The course will involve a historical and current examination of the principles, programs, policies, and practices related to maternal and child health populations.

HLTH 210 is a prerequisite for this class.

HLTH 318 | HEALTH OF AGING POPULATIONS | 4 quarter hours (Undergraduate)

This course will address social science and basic science research, practice, and policy on the health of older populations. The rapidly increasing number and diversity of older Americans has broad implications for our health care and public health systems, as there will be an unprecedented demand on health care delivery and aging-related services. This course will introduce Health Sciences students to topics like the sociocultural and economic status of aging populations, theories of aging, aging policies, and aging health services. One objective of this course is to provide a foundation of aging health knowledge that can be utilized by Health Sciences students in future academic or professional careers.

HLTH 210 is a prerequisite for this class.

HLTH 320 | MOLECULAR VIROLOGY | 4 quarter hours (Undergraduate)

This lecture/seminar course is designed for students interested in the molecular details of virus replication and the interactions between viruses and host cells. Virus families that cause human disease are highlighted, however this course does not focus on the clinical aspects of virus infection and treatment. Students will review primary research articles and participate in group analyses of these works. Successful completion of BIO 250 Cell Biology is recommended prior to enrollment.

BIO 210 or BIO 250 is a prerequisite for this class.

HLTH 325 | PHYSIOLOGY OF POVERTY | 4 quarter hours (Undergraduate)

Low socioeconomic status is associated with psychological stress, nutritional challenges, and toxin exposure, in addition to low access to high-quality healthcare and education often discussed. In the US, it is also inseparable from racism, on a personal and structural level. This course will consider the effects of these stressors in driving cardiovascular, metabolic, immunological, and neurological diseases that contribute to striking disparities in quality of life and lifespan. With the support of lecture introductions, students will interpret data from basic research, biomedical studies, and epidemiology, and integrate them with public health and sociological perspectives. Documentaries and popular texts will contextualize these data and foster reflection and discussion in class meetings. By the end of the course, students will be able to apply what they have learned from the breadth of their scientific and liberal arts coursework to understand the critical challenges in addressing the impacts of socioeconomic inequality on human health.

BIO 193 or (HLTH 194 and HLTH 195) is a prerequisite for this class.

HLTH 327 | PHYSIOLOGY AND SOCIAL IMPACT OF DRUG USE | 4 quarter hours (Undergraduate)

This course aims to explore the biological, psychological and social effects of drug (ab)use by examining the known physiology and brain's role in addictive behavior and dependency. The course specifically explores the physiology-based pharmacology of: 1) Stimulants such as cocaine and amphetamines, 2) Nicotine, 3) Alcohol, 4) Opioids and 5) Cannabis. Furthermore, the course will touch on the social implications of addiction and review current treatment and prevention methods assessing efficacy and exploring novel or alternative treatments.

HLTH 329 | HEALTH HUMANITIES | 4 quarter hours (Undergraduate)

The humanities and arts provide a unique insight into the human condition, suffering, personhood, and our relationship to medical and health technology. Through these practices, one can develop skills of observation, analysis, empathy and self-reflection, all of which are necessary for the provision of humane health care. In this course, students will explore health and medicine through the lenses of the humanities (literature, philosophy, ethics, history) and the arts (literature, theater, film, and visual arts).

Status as a junior and WRD 103 and 104 (or HON 100 and HON 101) are prerequisites for this class.

**HLTH 330 | HEALTH LEADERSHIP | 4 quarter hours
(Undergraduate)**

Health Leadership will prepare students for health leadership in diverse health care settings such as hospitals, public health departments, and community-based agencies. Students will identify and examine their own leadership skills, learn ways to build upon those skills for application in current and future career leadership roles, and gain new knowledge about health leadership trends and practice. The course will integrate lectures, multi-media, case studies, discussions, and reinforcing activities to develop and strengthen health leadership skills.

HLTH 210 is a prerequisite for this class.

**HLTH 335 | COMMUNITY HEALTH ASSESSMENT | 4 quarter hours
(Undergraduate)**

This course covers a range of community assessment processes focusing on health indicators within communities in Chicago. Students will be introduced to multiple data sources and methods. Implications of assessments will be framed within community health assessment requirements under the Affordable Care Act (ACA), as well as broader community needs and resources.

HLTH 210 is a prerequisite for this class.

**HLTH 336 | PROGRAM EVALUATION | 4 quarter hours
(Undergraduate)**

This course will introduce students to methods in program evaluation, including process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. Students will gain practical experience in the design of conceptual frameworks, development of indicators, development of an evaluation plan to measure impact. Students will learn how this information can be used to improve program management and effectiveness. The course will cover experimental, quasi-experimental, and non-experimental study designs, and consider the strengths and limitations of each.

HLTH 335 is a prerequisite for this class.

**HLTH 339 | BIOETHICS IN SOCIETY CAPSTONE SEMINAR | 4 quarter hours
(Undergraduate)**

This seminar is an interdisciplinary study of the function of bioethics in society. As a discipline and as a profession, bioethics stands as a distinctive barometer of our evolving and shifting conceptions not only of health and well-being, but of the world, society, and even ourselves. The seminar explores the history of bioethics, bioethics as a clinical practice, and the various questions that arise at this crossroad from health science, medical humanities, religious studies, sociological, and philosophical perspectives.

PHL 229 or HLTH 229 or REL 229 is a prerequisite for this class.

**HLTH 341 | DEATH AND DYING | 4 quarter hours
(Undergraduate)**

As the only species that is aware of its own mortality, this course examines the human experience of death and dying as a biological, medical, legal, social, and cultural process throughout time. Students will learn about the biological breakdown of the body, hospice & palliative care, advance care planning, funerary and mourning practices, disposal of the human body, and beliefs of what happens after death.

Junior Standing or above is a prerequisite for this class.

**HLTH 343 | CANNABIS STUDIES AND SOCIAL JUSTICE | 4 quarter hours
(Undergraduate)**

Cannabis has been recognized throughout history as a pharmacological agent to treat a variety of conditions. This history was interrupted by a series of prohibitions and criminalization policies that were driven by racism in the U.S. and elsewhere. This course examines systems of power that have perpetuated the criminalization of cannabis, the suppression of research into its viability as a pharmacological agent, as well as contemporary efforts to promote harm reduction, social justice and racial equity in the wake of the War on Drugs. Students will investigate the underlying structures that have created injustice among persons who use cannabis in the U.S., and they will study the ways in which racism has perpetuated inequality and oppression. Students will develop research skills by examining specific issues at the intersection of cannabis use or policy and social justice in depth, and evaluating approaches to redressing systemic injustice and creating a more equitable society. Readings will be supplemented by guest speakers from cannabis policy, research, and social justice spheres.

**HLTH 345 | FUNDAMENTALS OF ENVIRONMENTAL HEALTH | 4 quarter hours
(Undergraduate)**

This course provides an introduction to and overview of the key concepts and methodological approaches in the field of environmental health. Students will understand the reciprocal nature of our interactions with the environment: how the environment affects human well being as well as how we impact the health of the environment. An emphasis in this course is on application through laboratory-based exercises, analysis of real data sets, and participating in the practice of environmental health.

HLTH 210 is a prerequisite for this class.

**HLTH 346 | ENVIRONMENTAL OUTREACH THROUGH EXPERIENTIAL LEARNING | 4 quarter hours
(Undergraduate)**

In this course students will participate directly in environmental health by partnering with high school students in application-based service. Students will engage critically on concepts such as what it means to be a citizen, how to be an ally and provide access, and the guiding principles of working for peace and justice. The class will cover research methods, social and environmental justice work, asset and community-based approaches, culturally sustaining pedagogy, and science communication.

**HLTH 350 | HEALTH SCIENCES CAPSTONE | 4 quarter hours
(Undergraduate)**

The Senior Capstone will bring students from both concentrations in the Health Sciences major together in an opportunity to share biomedical and psycho-social perspectives in an examination of current health issues.

HLTH 250 and status as a senior Health Sciences major are prerequisites for this class.

HLTH 360 | INTRODUCTION TO GLOBAL HEALTH | 4 quarter hours (Undergraduate)

This course introduces students to the factors that explain the unequal distribution of health and disease in the world through a series of global health case studies. Particular attention is paid to the ways in which long standing global interdependencies that do not appear immediately related to health: the ties of global trade, of global finance, and of global governance, nevertheless play a role in explaining unequal experiences of sickness and health. The course will trace how health policy takes different forms in changing political-economic environments including discussions of primary health care systems (e.g. inadequate investment, health workforce migration management); disease specific policies (e.g., child survival, AIDS treatment); and economic policies (e.g. World Bank & IMF Structural Adjustment Programs, pharmaceutical patent protections).

HLTH 369 | INTRODUCTION TO STEM PEER MENTORING | 4 quarter hours (Undergraduate)

This course is designed for undergraduates who will be mentoring students in the College of Science and Health. The purpose of the course is to prepare mentors to welcome STEM students into the culture of the scientific community at DePaul. Mentors will encourage their peers to use tools and resources designed to help them build a sense of belonging and achieve academic success. The course will include readings, presentations, and activities, which will support the student's development as a peer mentor. Students will reflect on their experiences to inform their efforts in creating a supportive learning environment for their peers.

HLTH 370 | MOLECULAR MECHANISMS OF HUMAN DISEASE | 4 quarter hours (Undergraduate)

This course surveys current literature as a basis for discussing fundamental concepts in physiology, especially relating to the cellular and molecular determinants of human disease. In addition, connections will be drawn between the research literature and current clinical practices, including the development of therapeutic interventions. Topics will be selected with student input so as to meet individual needs and interests, and will include neurologic, cardiovascular, pulmonary, immunologic, and metabolic diseases. Students will read, review, and discuss primary research literature and group-present key findings in journal club format.

BIO 250 and HLTH 301 (or instructor permission) is a prerequisite for this course.

HLTH 375 | INTRODUCTION TO PHARMACOLOGY | 4 quarter hours (Undergraduate)

This course presents the basic principles of pharmacology, including, but not limited to pharmacokinetics, drug distribution, routes of administration, drug metabolism; pharmacodynamics, receptor theory, drug classification, drug action, and recent advances in pharmacotherapy. **One of the following is a prerequisite for this class: HLTH 301, HLTH 302, BIO 307, BIO 308 or NEU 201**

HLTH 376 | Molecular Mechanisms of Human Disease | 4 quarter hours (Undergraduate)

This course surveys current literature as a basis for discussing fundamental concepts in physiology, especially relating to the cellular and molecular determinants of human disease. In addition, connections will be drawn between the research literature and current clinical practices, including the development of therapeutic interventions. Topics will be selected with student input so as to meet individual needs and interests, and will include neurologic, cardiovascular, pulmonary, immunologic, and metabolic diseases. Students will read, review, and discuss primary research literature and group-present key findings in journal club format.

BIO 250 and HLTH 301 are prerequisites for this class.

HLTH 379 | PEER ADVISING IN HEALTH SCIENCES | 1 quarter hour (Undergraduate)

Peer Advising in Health Sciences is a course designed to connect our successful senior students with the broader population of Health Sciences majors, while providing Peer Advisors with an introduction to advising skills including active listening, providing open-minded guidance and support, interpreting university policies and guidelines, managing confidential information, and effective time management. (2 quarter hours)

HLTH 380 | TOPICS IN HEALTH SCIENCES | 2-4 quarter hours (Undergraduate)

Upper level course focused on a specific topic in Health Sciences that involves reading of primary literature and discussion.

HLTH 397 | MENTORED RESEARCH EXPERIENCE IN HEALTH SCIENCES | 2-4 quarter hours (Undergraduate)

The student and faculty research mentor will work together to formulate a research question based on current knowledge of the health sciences literature. They will develop a data analysis plan. The results and conclusions will be reported in a final project which may be a poster or oral presentation, or research manuscript. In addition, the student will reflect on how the project activities and experiences have contributed to their personal growth as a scientist and their future career plans. Relevant safety and ethical training will be based on the specific proposed research.

HLTH 399 | INDEPENDENT STUDY | 1-4 quarter hours (Undergraduate)

INDEPENDENT STUDY (1 quarter hour)

A Health Science major is a prerequisite for this class.

History (HST)

HST 111 | THE WORLD TO C.1500 | 4 quarter hours (Undergraduate)

This course will examine the phenomenon of civilization as experienced by West Asian, South Asian, East Asian, African, European, and Pre-Columbian American societies to 1500 A.D. Formerly HST 218.

**HST 112 | THE WORLD, C.1500-1914 | 4 quarter hours
(Undergraduate)**

For most of human history, people lived in groups whose cultures, faiths, economies and politics scarcely affected, or were even known to, other peoples. Then, beginning in the 13th Century C.E., this began to change. Slowly at first, and then ever-faster, all of the world's peoples became part of a single world civilization, whether they liked it or not. By about 1914, there was only one world civilization, with local variants. How and why did this happen? Who benefitted, and who did not, from this momentous change? This course seeks to answer these questions as we look at the world's civilizations and at the forces and events that drove them together.

**HST 113 | THE WORLD, 1900-PRESENT | 4 quarter hours
(Undergraduate)**

More change – political, economic, social, technological – occurred in the 20th Century than in all the previous years of human history combined. The world at end of the century, in 2001, was nothing like the world that our great-great-grandparents were born into just 100 years before. And, unlike previous eras, what happened on one place impacted everyone everywhere on earth. Why and how did such vast changes occur, and why did they happen so quickly? These are some of the themes that History 113 will address.

**HST 121 | LATIN AMERICA TO 1765: LIFE BEFORE AND AFTER COLUMBUS | 4 quarter hours
(Undergraduate)**

A survey of Latin American history that offers a continental approach to the colonial period. Special attention is given to Native American societies before 1492, to the Spanish conquest of Mexico and Peru, to the trade in African slaves (Spanish and Portuguese colonies), and to issues of race, class, and gender during the colonial period.

**HST 122 | LATIN AMERICA, 1765-1914 | 4 quarter hours
(Undergraduate)**

One of the main goals of this course is for students to determine whether the long 19th century was an era of revolution and social change or a continuation of colonial institutions and policies. To address this broad question, the course focuses on the Bourbon Reforms, the Wars of Independence, the problems associated with nation building, and the neo-colonial order. Through the analysis of some individual countries (for example Mexico, Argentina, and Brazil) students will study key issues like slavery, the "India question," race relations, class formation, social inequalities, authoritarianism, Church-State relations, liberalism, subaltern resistance, and North-South relations.

**HST 123 | LATIN AMERICA, 1914-2010 | 4 quarter hours
(Undergraduate)**

This is an introductory course designed to provide students with a basic and general knowledge of Latin American history from the 1910s to the present. The course highlights the challenges and failures the new republics faced. Due to the diverse historical experiences, cultures, and economic and political systems, the course will focus on the main social, political, and economic issues that shaped Latin America during the 20th century (democracy, social revolution, social justice, political violence, and repression).

**HST 131 | AFRICA TO 1800 | 4 quarter hours
(Undergraduate)**

A study of African history from earliest times, concentrating on the political, social and religious aspects of major African states and empires. Formerly HST 227.

**HST 132 | AFRICA, 1750-1900 | 4 quarter hours
(Undergraduate)**

The Age of Conquest. The origins of Afro-European relations and the political, economic and military causes of the European partition and occupation of the continent. Formerly HST 228.

**HST 133 | AFRICA, 1900-PRESENT | 4 quarter hours
(Undergraduate)**

The workings of the colonial system, the rise and course of independence movements, and the history of individual African states since independence. Formerly HST 229.

**HST 141 | THE MUSLIM WORLD, C. 600 CE TO 1100 | 4 quarter hours
(Undergraduate)**

Foundation of First Global Civilization (600-1100). A study of the emergence of Islam and the growth of the Islamic community from the time of the Prophet Muhammad until the end of the eleventh century. Formerly HST 223.

**HST 142 | THE MUSLIM WORLD, 1000-1500 | 4 quarter hours
(Undergraduate)**

Sultans, Khans and Shaykhs: Medieval Islamic History (1000-1500). A survey of Muslim history from the decline of the Arab caliphate to the rise of the great gunpowder empires, addressing themes of political expansion, military slavery, devastation brought about by the twin plagues of the Mongols and the Black Death, and the growth of Islamic mysticism. Formerly HST 224.

**HST 143 | THE MUSLIM WORLD, 1400-1920 | 4 quarter hours
(Undergraduate)**

Great Empires (1400-1920). Examines the social, cultural and economic histories of the Ottoman-Turkish, Safavid Iranian and Mughal-Indian empires which dominated the Muslim world in the crucial centuries between the end of the Mongol empire and the advent of European dominance. Formerly HST 225.

**HST 151 | INDIA TO 900 - FROM THE STONE AGE TO THE GOLDEN AGE | 4 quarter hours
(Undergraduate)**

The course follows the development of the history of the region from the earliest phases of human settlement, the first civilization in the Indus valley, and the formation of the Mauryan and Gupta empires. It will analyze the growth of different state structures from tribal/lineage based state to these great empires. It incorporates the rise of regional states and the growing importance of trade to linking South Asia with the West. It will also examine the development of different religious traditions from Vedic Brahmanism to Buddhism to Jainism and the very early days of Islam in the region. The central question of this course will be how to contextualize the relationship between structures like family, law, caste, community, state and the tumultuous changes in the subcontinent over this long period. Formerly HST 256.

HST 152 | INDIA FROM 900-1750 - SULTANS, MUGHALS, AND ISLAMIC EMPIRES | 4 quarter hours
(Undergraduate)

The course begins with the transformation of society from the 'ancient' to the 'medieval', and compares this to developments in Europe in the feudal age. It then incorporates specific political, social, and cultural developments in South Asia that came about with the establishment of powerful Islamic states in a region where Muslims were a minority. These issues will inform the analysis of the Ghaznavid and Ghurid invasions, the Delhi Sultanate, the Vijayanagara empire and the Mughal empire. The course will end with the Marathas and the decline of the Mughal empire, and the rising influence of the British. The central themes concern how the state, economy, culture, and society developed in the period when Islam became firmly embedded in South Asia.

HST 153 | INDIA FROM 1700-1950 - RISE AND FALL OF THE BRITISH RAJ | 4 quarter hours
(Undergraduate)

The course begins with the decline of the Mughal Empire, and then moves to examine the British empire, the nationalist movement and finally to independence and partition in 1947. The central questions of this course continue to be relevant in the post-colonial period: how we understand the distinctive form of modernity that has developed in South Asia. Taking a comparative approach as often as possible, the course examines the fundamental ways that Britain was transformed by the development of its empire as was colonial India. The course constantly deconstructs easy binaries of self and others/ East and West by examining the differences within Indian and British society. Formerly HST 257.

HST 161 | EAST ASIA TO C. 1200 | 4 quarter hours
(Undergraduate)

Outlines the history of the region (China, Korea and Japan) during the period of antiquity. Follows the development and the formation of dynastic rule in China and Korea and the imperial institution in Japan. Assesses the extent of the role of ancient Chinese philosophy, language, and statecraft in establishing a coherent region we now call "East Asia."

HST 162 | EAST ASIA c. 1200 TO 1800 | 4 quarter hours
(Undergraduate)

Begins with the transition of East Asia (China, Korea and Japan) from ancient to medieval society and compares it to developments in Europe during the feudal age. Explores the political, economic and cultural relations between the various states in the region as a whole as well as the specific local developments of state and society during this period. Examines the arrival of the first Europeans, traders and then Jesuit and Catholic missionaries, and the resulting radical social realignment within each society stemming from this encounter with the 'outside.'

HST 163 | EAST ASIA, c. 1800-PRESENT | 4 quarter hours
(Undergraduate)

Begins with the reshaping of East Asian relations from the late 18th century following the realignment of the region after the expulsion of European Catholic missionaries. Follows the radical shift in the relations between these countries as they all sought to respond to the imperial challenges that the West imposed. Explores the central role of Japan and its effort to build an empire in and beyond East Asia from the late 19th century through its defeat in World War II and the lasting historical legacy of that history in the region.

HST 171 | EUROPE, 400-1400 | 4 quarter hours
(Undergraduate)

The important components of European society during the Middle Ages, including rulers, knights, and peasants, churchmen and nuns, urban merchants, intellectuals, and artisans. Who were these Medieval people, what differentiated them, how did they interact with each other, and how and why did these interactions change over time? Formerly HST 210.

HST 172 | EUROPE, 1348-1789 | 4 quarter hours
(Undergraduate)

The development of new European ideologies in a time of heightened political and social conflict, from the rebirth of ancient culture in Renaissance Italy, to the religious debates of the Protestant Reformation; from the theories of absolute monarchy to the early revolutionary ideologies of the Enlightenment. Formerly HST 211.

HST 173 | EUROPE, 1789-PRESENT | 4 quarter hours
(Undergraduate)

This broad survey explores the development of modern Europe from the French Revolution to the fall of the Soviet Union, from the formation of the nation state to the emergence of a united Europe. Topics include industrialization, urbanization, the rise of mass politics, imperialism, and the world wars. Students will be introduced to ideologies like nationalism, liberalism, socialism, communism, and fascism as well as key developments in the arts and sciences. These topics have had global ramifications and are critical in understanding not only European history but also how today's world came to be.

HST 181 | UNITED STATES TO 1800 | 4 quarter hours
(Undergraduate)

A survey of the major social, political, economic and cultural themes in U.S. history from the earliest European settlements to the aftermath of the Revolution. Formerly HST 280.

HST 182 | UNITED STATES, 1800-1900 | 4 quarter hours
(Undergraduate)

A survey of the major social, political, economic and cultural themes in U.S. history from the aftermath of the Revolution to the Spanish-American War. Formerly HST 281.

HST 183 | UNITED STATES, 1900-PRESENT | 4 quarter hours
(Undergraduate)

A survey of the major social, political, economic and cultural themes in U.S. history from the Progressive era to the present. Formerly HST 282.

HST 185 | AMERICAN SOCIAL HISTORY AND CULTURE | 4 quarter hours
(Undergraduate)

This course will provide an overview of American History designed to provide a one-quarter overview of American history and culture. It will provide an overview of the central themes of American History from the colonial period to the present with a focus on social, popular, and cultural history. Cross-listed with AMS 200.

HST 200 | MEXICO AFTER INDEPENDENCE | 4 quarter hours
(Undergraduate)

This survey covers the history of Mexico from 1821 to the present. It will examine the difficulties of nation-building during the 19th Century, the Mexican Revolution (1910-1940), and the success and failure of the "Mexican Miracle."

HST 201 | MEXICAN AMERICAN (CHICAN@) HISTORY | 4 quarter hours
(Undergraduate)

This course examines four hundred years of Mexican American (Chican@) history (1598-present) with special attention given to the American Southwest. It will emphasize such themes as the construction of race, class, gender, citizenship, and nationality.

HST 202 | JEWISH EXPERIENCES IN THE AMERICAS | 4 quarter hours (Undergraduate)

This course is about Jewish History in the Americas from 1492 until the late 1800s. It combines colonial/national periods and covers different regions, including North America, Central America, South America, and the Caribbean.

HST 204 | FILM AND LATIN AMERICAN HISTORY | 4 quarter hours (Undergraduate)

An inquiry into the way film portrays historical events in Latin America.

HST 206 | MEXICO: FROM THE OLMECS TO INDEPENDENCE | 4 quarter hours (Undergraduate)

This course surveys the history of Mexico from the rise of the Olmec Civilization to Mexican Independence in 1821. It will examine the rise, fall, and continuities of Mesoamerican civilizations, the Spanish conquest, and the creation of the colonial order.

HST 208 | IMPERIAL RUSSIA | 4 quarter hours (Undergraduate)

This course examines political, economic, social, and cultural developments in Russia from the time of Peter the Great in the early 18th century to the collapse of tsarism in 1917. Topics include Westernization and resistance during the reigns of Peter the Great and Catherine the Great; reform and reaction under Alexander I and Nicholas I; Alexander II and the great reforms of the 1860's; industrialization and the transformation of Russian society in the second half of the nineteenth century; the rise of radicalism and emergence of revolutionary movements; and the revolutions of 1905 and February 1917.

HST 209 | THE RISE AND FALL OF THE SOVIET UNION | 4 quarter hours (Undergraduate)

This course examines major political, social, economic, and cultural developments in twentieth-century Russia from the collapse of tsarist rule through the fall of communism. Topics include the rise of Bolshevism and the October Revolution; the Civil War and allied intervention; the period of NEP and "revolutionary dreaming"; Stalin and Stalinism; the Great Patriotic War; Khrushchev and the "thaw"; Brezhnev and "developed socialism"; and the rise and fall of Mikhail Gorbachev.

HST 210 | PSYCHOTROPIC DRUGS IN MODERN AMERICAN HISTORY | 4 quarter hours (Undergraduate)

This course will engage you in historical inquiry about the intertwined social, political, and medical histories of psychotropic drugs, with an emphasis on the nineteenth and twentieth-century United States. A core thematic thread that runs throughout the course is how ideologies of race, class, and gender, as well as their institutional manifestations, have influenced the socioeconomic, political, legal, and medical statuses of drugs in US society. Broader contexts of international 'wars' on drugs, foreign trade, immigration, race relations, and medical pathologizations will be engaged as explanatory frameworks for understanding the so-called 'reefer madness' and similar discourses leading to the criminalization of marijuana and other psychotropics in the United States, in tandem with their prohibition through legislation and controlled-substance 'scheduling'. The more recent movements to legalize and decriminalize cannabis in its different forms, for both medical and recreational uses, offers a case-in-point for how psychotropic drugs in society are entangled with matters of racial justice. By engaging with this subject through an historical lens, you will develop core competencies in historical inquiry, civic engagement, and justice-based decision-making.

HST 211 | THE ART OF CRUSADING | 4 quarter hours (Undergraduate)

This course focuses on the Crusades. More specifically, it focuses on the world within which the Crusades were born and the Levantine kingdom built as a result of their initial success. Our study will depend on primary artistic, literary, and archaeological materials, as well as the secondary scholarship that has identified and interpreted these materials. Our understanding of this historical moment will be nuanced by the questions we ask of both. The payoff will be an appreciation for the religious, social, political, and artistic forces that defined the twelfth and thirteen centuries in Europe and in the Mediterranean basin, leading as they did to such fascinating phenomena as pilgrimage, the cult of relics, chivalry, holy war, the rise of military orders, and the establishment of the Latin Kingdom of Jerusalem itself. Cross-listed with HAA 233.

HST 212 | MEDIEVAL AND RENAISSANCE WOMEN | 4 quarter hours (Undergraduate)

Gender roles and ideologies in pre-modern and early modern Europe, from ancient Mediterranean and Germanic women to high Medieval ladies, nuns, serfs, and city women, from early feminism to the restrictions and opportunities brought by the Renaissance and Reformation. Emphasis on primary sources, especially women's writings.

HST 213 | MEDIEVAL MYSTICS IN EUROPE: 1000-1600 AD | 4 quarter hours (Undergraduate)

The evolution over time of theories and experiences of human union with God, and of varied Christian spiritual paths and practices, as described in mystical literature, saints' lives, religious art, and music. Emphasis on the monastic, urban, and courtly institutional contexts of the documents. Cross-listed as CTH 228.

HST 214 | EASTERN EUROPE TO 1699 | 4 quarter hours (Undergraduate)

A survey of the area's settlements by Slavic and non-Slavic peoples, the establishment of medieval states, the East European Renaissance and Reformation, the struggle of Cross and Crescent, and the growth of Habsburg and Ottoman power.

HST 215 | EASTERN EUROPE: 1699 TO 1914 | 4 quarter hours (Undergraduate)

A survey of the East European Enlightenment and absolutism, the Polish Partitions, and the effects of revolutionary ideas on multinational empires.

HST 216 | EASTERN EUROPE: 1914-PRESENT | 4 quarter hours (Undergraduate)

A survey of World War I and its effects in Eastern Europe; the rise of nation-states; the destruction of traditional agrarian societies; the impact of World War II; and the establishment and decline of Communist regimes.

HST 217 | THE VIKINGS: MEDIEVAL AMBASSADORS OF TERROR, TRADE AND MULTICULTURALISM | 4 quarter hours (Undergraduate)

An introduction to the history of the Vikings, from early Viking society in Scandinavia to the 'Norseman' Invasion of England in 1066. This course pays particular attention to what the Vikings had to say about themselves as well as to their interaction with other peoples, from North America to the Holy Roman and Byzantine Empires to the Muslim world.

HST 218 | EARLY CATHOLIC HISTORY: ORIGINS AND EXPANSION | 4 quarter hours
(Undergraduate)

This course is an introduction to the history of the Catholic Church and the evolution of Christian thought and practices, from the early Church to the thirteenth century. The course will include not only institutional history but also ecclesiastical, cultural, and social history of Catholicism in relation to foundational theological and spiritual texts written in this period. Main topics: The Early Church; Councils and Heresies; Missions in Northern Europe; Charlemagne, Carolingians and a new Roman Empire; Monasticism; Eastern Orthodoxy; Christianity and Islam (the Age of the Crusades); the Mystical Tradition; the Investiture Controversy. Cross-listed with CTH 220.

HST 219 | CATHOLIC HISTORY FROM MEDIEVAL TO MODERN: REFORM AND REVOLUTION | 4 quarter hours
(Undergraduate)

This course provides an overview of the history of Catholicism and its interactions with institutional, political, and social history from 1200 to the French Revolution. The main topics of the class are the origin of the Universities and Scholasticism; Mendicant Orders and their impact on the Medieval Society; the Challenges to Papal Monarchy; Humanism and Erasmus; the impact of the Age of the Reformation; the Council of Trent; the geographic discoveries and the New Worlds; the Enlightenment and the Scientific Revolution; the Catholic Church and the French Revolution. Cross-listed with CTH 221.

HST 220 | CATHOLICISM IN THE MODERN AGE: SECULAR AND SACRED | 4 quarter hours
(Undergraduate)

This course will offer a survey of the political, cultural and intellectual history of the Catholic Church from 1789 through the early twenty-first century. It will include discussions of the Catholic Church in relation to the French Revolution; the Catholic Church and the formation of modern nation-states (including, inter alia, the unification of Italy and the German Kulturkampf); the relation between the Church and Liberalism; intellectual movements like theological Modernism and ressourcement theology; the First Vatican Council; the Church, Fascism and Communism; the Second Vatican Council; the Emergence of a Global Church, Latin American Liberation Theology, and more. Cross-listed with CTH 222.

HST 221 | EARLY RUSSIA | 4 quarter hours
(Undergraduate)

This course examines political, economic, social, and cultural developments in Russia from the emergence of the Kievan state in the ninth century to the reign of Peter the Great in the early eighteenth century. Topics include the rise and fall of Kiev; the Mongol invasion and rule by the "Golden Horde;" the rise of Moscow and unification of Great Russia; the consolidation of tsarist authority and the reign of Ivan the Terrible; the Time of Troubles; and the early Romanov dynasty.

HST 222 | MODERN GERMANY, 1870-PRESENT | 4 quarter hours
(Undergraduate)

Following the path from Germany's unification in the late 19th century via two world wars, the country's division in the course of the Cold War, and ultimately the country's reunification at the close of the 20th century, one of the goals of this course is to introduce students to the major cornerstones of modern German history. Another objective, however, aims at using these events in the exploration of shifting ideas about what it has meant to be German, exploring what factors determined inclusion in or exclusion from the German community.

HST 226 | ISLAM AND THE WEST: A SURVEY OF ORIENTALISM | 4 quarter hours
(Undergraduate)

From "heresy" to "the Green Threat," this course studies the changing perceptions of Islam and the Islamic world held by those in "Western" societies from the time of the Crusades down to the contemporary era.

HST 228 | FOOD, HISTORY, IDENTITY IN THE BALKANS: THE UNBEARABLE SIMILARITY OF OTHER | 4 quarter hours
(Undergraduate)

This course explores how food, politics and identity intertwine in the Southeastern corner of the European continent, known as the Balkans. The region has always been considered as a "gastronomic hub" and a geographical and cultural bridge between Europe and Asia, East and West. This area includes today, entirely or partially, some 13 countries, with a total population of around 60 million, and has been since ancient times a crossroads of history, religions and culinary traditions. In spite of its strategically vital geopolitical location, the Balkans is still less known for many, it's often labeled as the "Other Europe." Further, in the imagination of Western Europe, the Balkans has come to be associated with stigmatizing stereotypes of instability, nationalistic wars, and backwardness. In this course, we'll analyze the interplay between food and identity, nationalism and gastronomy, and culture and history in one of the most gastronomically rich and tasty regions of Europe.

HST 232 | CULTURE AND POLITICS IN IMPERIAL CHINA | 4 quarter hours
(Undergraduate)

Examines the history of Chinese civilization from the early Shang kingship through the development of the Chinese Empire (221 B.C. - A.D. 1911). We will focus on systematic changes in political, economic, and social structures in China and the intellectual and cultural forms that each configuration produced. Topics include the growth of the Chinese empire, Chinese forms of Buddhism, and the development of Chinese philosophy, scholarship and literature.

HST 233 | THE RISE OF MODERN CHINA | 4 quarter hours
(Undergraduate)

Examines the history of Chinese civilization from the 18th century to the present. We will survey the height of the authority of the Qing Imperial government, its dissolution in the 19th century, and the creation of a revolutionary China in the 20th century. Topics include the Opium War and China's foreign relations, the introduction of Westernized technology and education, and the rise of Communism under the leadership of Mao Zedong. Also considers the ways in which our contemporary understanding of China is formed by recent developments in the media - Chinese news and film.

HST 234 | AUTHORS, IDEAS, AND EXPRESSION FROM THE RENAISSANCE TO THE ENLIGHTENMENT | 4 quarter hours
(Undergraduate)

This course entails close reading and discussion of significant texts in Western culture from the Renaissance to the Enlightenment. Readings will reflect different genres and perspectives. Potential authors may include, for example, Machiavelli, Erasmus, Pisan, Luther, Teresa of Avila, Cervantes, Montaigne, Descartes, Locke, Voltaire, Wollstonecraft, Swift, Equiano, and Rousseau. Cross-listed with CPL 211.

HST 235 | EUROPEAN EXPANSION: AGE OF DISCOVERY | 4 quarter hours
(Undergraduate)

A survey of the political, intellectual and scientific roots of the expansion of Europe and of the main voyages of discovery between 1400 and 1825.

**HST 236 | A WORLD OF EMPIRES: 1400-2000 | 4 quarter hours
(Undergraduate)**

Most people equate 'empire' with Europe, and see the European empires of the 18th-20th centuries as both unique and inevitable. In fact, empires dominated much of the world for the past 600 years and not all of them were European. This course looks at these empires, European and non-European and asks: how and why were empires created? How did they help shape the world we live in today? Why do empires, which seem to be so powerful and immortal, fall, and why do they often do so with stunning speed? Our study will include such things as history, technology, culture, war, economics, and most especially the people who created, sustained and finally overthrew empires. Through this, we will understand how the world of today, a legacy of empires, came to be.

**HST 237 | HISTORY OF THE CITY OF ROME | 4-8 quarter hours
(Undergraduate)**

Topics in the history of urban Rome from antiquity through the modern age.

**HST 238 | WITCHCRAFT IN THE WESTERN WORLD: GENDER, CULTURE, AND THE LAW | 4 quarter hours
(Undergraduate)**

This course explores witchcraft in Western history, emphasizing the intense witch-hunting during the sixteenth and seventeenth centuries in Europe and European colonies. Connections between witchcraft and other contemporary developments—including the Renaissance, Reformation, the scientific revolution, and imperialism—are examined alongside pertinent issues in the history of gender and sexuality.

**HST 239 | WOMEN IN MODERN EUROPE, 1800-PRESENT | 4 quarter hours
(Undergraduate)**

This course will explore the diversity of women's and girls' experiences across Europe as they negotiate between public and private spheres, daily life and great events, Europe and the world. Themes may include industrialization, suffrage, imperialism, "new women," fascism, and communism.

**HST 240 | HISTORY OF CHICAGO | 4 quarter hours
(Undergraduate)**

A history of the founding and development of Chicago from a frontier village to a major industrial, commercial and cultural center. This course will focus on the changing lives of ordinary Chicagoans. Cross-listed with AMS 240 and GEO 231.

**HST 241 | WORLD REFUGEE CRISIS | 4 quarter hours
(Undergraduate)**

This is a survey of global refugee crisis and internal displacement between 1945 and the present. The course will focus on the following issues and challenges: human rights, definitions and causes of crisis, internal/external displacements, 'environmental' refugees, protection and integration, refugee children, and conflict resolutions in post-war societies.

**HST 242 | HISTORY OF HUMAN RIGHTS IN EUROPE | 4 quarter hours
(Undergraduate)**

This course will explore the evolution and implications of the idea that all human beings possess the same "inalienable rights." Topics will include human rights advocates, their strategies and arguments, and how human rights claims have evolved and intersected with political, institutional, and legal structures since the eighteenth century.

**HST 243 | HISTORY OF THE CATHOLIC CHURCH IN THE U.S. | 4 quarter hours
(Undergraduate)**

This course traces the development of the Catholic Church from a missionary enterprise to the position of a major social, political, and economic institution. The course will examine the manner in which the hierarchical institution of the Catholic Church has related to the liberal ideal of American democracy.

**HST 244 | COMMUNITY ENGAGEMENT AND CHICAGO HISTORIES: BACK OF THE YARDS | 4 quarter hours
(Undergraduate)**

This course offers an introduction to the Chicago neighborhood of Back of the Yards through the lens of multiple, intersecting histories, including histories of Chicago and the US in the twentieth and twenty-first centuries, as well as the broader, transnational dynamics of industrialization, deindustrialization, immigration, ethnicity, and neoliberalism. Course will include Service Learning component with neighborhood organization.

**HST 246 | AFRICAN-AMERICAN HISTORY TO 1800 | 4 quarter hours
(Undergraduate)**

This course primarily focuses on the colonial era with an emphasis on topics such as the construction of race and gender, the Black Atlantic, the emergence of African diasporic cultures in the Americas, slavery, black political thought, resistance, and the Revolutionary War. Cross Listed with ABD 256.

**HST 247 | AFRICAN-AMERICAN HISTORY, 1800-1900 | 4 quarter hours
(Undergraduate)**

The African experience in America is expansive, beginning in the colonial era and lasting through the present day. This course will focus on a portion of that history—that spanning the 19th century. The course is organized thematically, with an emphasis on topics such as resistance, the construction of race, slavery and the law, gender and slavery, the nature of antebellum free black life, abolition, the Civil War, and Reconstruction. Cross Listed with ABD 257.

**HST 248 | AFRICAN-AMERICAN HISTORY, 1900 TO PRESENT | 4 quarter hours
(Undergraduate)**

The African experience in America is expansive, beginning in the colonial era and lasting through the present day. This course will focus on only a portion of that history—1900 to the present. This course is organized thematically with an emphasis on topics such as migration, urbanization, segregation, 20th century constructions of blackness, arts & culture, African Americans and the World Wars, black political thought, freedom movements, and criminalization. Cross Listed with ABD 258.

**HST 249 | ORIGINS OF THE FIRST WORLD WAR, 1871-1917 | 4 quarter hours
(Undergraduate)**

Examines the development of the European (and Great Power imperial) state system after the unification of Germany; the formation (and global implications) of the pre-war alliance structure; the political and social movements of nationalism, imperialism, and militarism; the naval race; and the July Crisis of 1914.

HST 250 | ORIGINS OF THE SECOND WORLD WAR, 1914 - 1941 | 4 quarter hours (Undergraduate)

Examines the European (and world) state system in the aftermath of the First World War and the Russian Revolution; the attempts to forge a new international equilibrium at the Paris Peace Conference and after; the rise of Hitler and Nazism; appeasement; the immediate origins of the Second World War in Europe; and the rise of militarism and advent of war in East Asia.

HST 251 | ORIGINS OF THE COLD WAR, 1917 - 1953 | 4 quarter hours (Undergraduate)

Examines the rise of the United States as a world power; the diplomatic significance of the Russian Revolution; the wartime alliance between Great Britain, the United States and the Soviet Union; the collapse of the international order in the aftermath of the Second World War; and the advent of the Cold War.

HST 252 | THE AGE OF THE COLD WAR: 1945-1991 | 4 quarter hours (Undergraduate)

The origins, nature and progress of the Cold War from the end of World War II until the collapse of the Soviet Union.

HST 253 | HISTORY OF THE MODERN OLYMPICS | 4 quarter hours (Undergraduate)

This course will examine the Modern Olympics: the oldest and most inclusive institutionalized effort to engender international exchange and perpetuate peacefulness through athletic excellence. Relying on a mix of primary and secondary sources, the course will touch on an array of important issues, including globalization, race relations, gender issues, the rise of popular culture, and terrorism.

HST 254 | AMERICAN URBAN HISTORY | 4 quarter hours (Undergraduate)

An overview, examining American urban life from the early days of the colonial seaport, through the rise of the smoky industrial center, to today's troubled "dual city" of the rich and the poor. Throughout the course, we will focus on how urbanization affected the lives of the diverse peoples who experienced it. We will also explore the ways in which city life contributed to changes in American culture, and to a greater acceptance of social and cultural diversity.

HST 255 | THE HISTORY OF THE FIRST WORLD WAR | 4 quarter hours (Undergraduate)

The Great War created the modern world. This course will discuss the major theatres of the war, the range of combatants, the effect of the war on homefronts and civil societies, changes to military technologies, and consequences of the war. This course will provide an introduction to the Great War and its ramifications for students unfamiliar with it.

HST 256 | AXIS AND ALLIES: THE SECOND WORLD WAR | 4 quarter hours (Undergraduate)

The second world war was the most destructive conflict in world history. Its scope was global and its impact was felt by millions people throughout the world. This course will examine the nature of the wartime experience for the combatants and civilians, how the war was waged by different societies and their governments, and the impact of the conflict on the post-war world.

HST 258 | WOMEN IN HISTORY | 4 quarter hours (Undergraduate)

A comparative study of women's social, cultural, political, economic roles over time in three parts of the world.

HST 259 | HISTORY OF WESTERN SCIENCE | 4 quarter hours (Undergraduate)

A survey of scientific thought and discovery from the ancient Greeks to the early 20th century.

HST 260 | LGBTQ+ AMERICAN HISTORY, WW2 TO THE PRESENT | 4 quarter hours (Undergraduate)

This course surveys LGBTQ+ (lesbian, gay, bisexual, transgender, and queer+) history in America from World War 2 to the present. Through primary and secondary source readings and class discussion we will examine how understandings of LGBTQ+ sex and sexuality have been constructed in the past, leading us up to our present. Special attention is paid to readings that draw revealing connections between LGBTQ+ sexuality and race, class, and gender.

HST 261 | CATHOLICISM IN WORLD HISTORY I: JESUS TO 1500 | 4 quarter hours (Undergraduate)

A study of the development of the Catholic Church from the time of Jesus to the Renaissance. Religious movements, piety and art as well as theology and ecclesiastical history will be examined. Cross-listed as REL 213 and CTH 205.

HST 262 | CATHOLICISM IN WORLD HISTORY II: 1500 - PRESENT | 4 quarter hours (Undergraduate)

A study of the development of Catholicism since 1500 exploring the Catholic Reformation, Catholicism's encounter with the Enlightenment, the missionary movement and the Catholic Church in the United States. Cross-listed as REL 214 and CTH 206.

HST 263 | JAPAN TO C. 1200 | 4 quarter hours (Undergraduate)

Follows the formation of a unified state in central Japan during the 5th and 6th centuries. Considers the influence of Korean immigrants and Chinese philosophy and statecraft on the unification of Japan in early antiquity. Explores rise of Japan's aristocratic court culture in Nara and Kyoto as well as powerful Buddhist institutions and the emergence of the warrior class in Eastern Japan. Formerly HST 230.

HST 264 | JAPAN c.1200 - 1800 | 4 quarter hours (Undergraduate)

Follows the emergence of the warrior class and the system of dual political authority until the 14th century, with the imperial court in Kyoto and the samurai elite in Kamakura. Continues with an examination of the early modern processes of urbanization and the growth of a monetary economy, changes in social organization, major cultural innovations, and religious/intellectual movements.

HST 265 | JAPAN, c. 1800-PRESENT | 4 quarter hours (Undergraduate)

Follows the radical transformation of Japanese politics, society, and economy with the commercialization of the countryside, the weakening of samurai rule, and increased, often hostile, contact with Western imperialist nations. Explores expansion of Japan as an imperialist nation from the middle of the 19th century and the lasting legacy of that expansion in the region. Explores WWII and postwar political, economic, social changes in contemporary Japan.

HST 266 | IRELAND, 1450 - 1800, CONQUEST, COLONIZATION & REBELLION | 4 quarter hours
(Undergraduate)

This course offers a survey of Irish history from the end of the middle ages to the union of Ireland and Great Britain in 1800. It traces the ways in which Ireland was brought under great English (later British) control through processes of agreement, conquest and colonization; and the ways in which various groups within Ireland sought to resist such developments.

HST 267 | MENTAL ILLNESS IN U.S. HISTORY AND CULTURE | 4 quarter hours
(Undergraduate)

This course examines dominant and shifting conceptions of mental illness in the United States during the 20th and 21st centuries. We will historically contextualize the course by examining major historical changes in medical thinking about mental illness, including degenerative (eugenic), psychoanalytic, and pharmaceutical (biomedical) approaches. We will also explore the evolving medical, social and institutional management of suffering people over time, including the employment of various physical and pharmacological therapies and the roles of asylums, hospitals, prisons, community centers and public "homeless" spaces as holding areas. Drawing from a wide range of scholarly sources, including history, anthropology, sociology, medicine, and interdisciplinary cultural studies areas such as Disability Studies, Madness Studies, Gender/ Sexuality Studies and Feminist Studies, and Critical Race and Ethnic Studies, we will explore how normative standards of social behavior have been used to understand and define "illness" and "health," and the various ways impacted persons have responded to and at times resisted those definitions. This class will also take an intersectional approach, underlining how integrated systems of racism, classism, homophobia, sexism, ableism and colonialism have resulted in specific kinds of trauma that have made some social groups more vulnerable to medical coercion and abuse. Finally, we will analyze the historical and present strategies that mental health and disability justice advocates have employed to enact civil rights legislation, critique the medical/ pharmacological establishment, and promote alternative forms of therapy and care. Our examination will incorporate a variety of primary source materials, including popular histories and documentary films, mass media and creative works, medical archives, social media activity, legal documents, and oral histories.

HST 268 | IRELAND, 1800-PRESENT | 4 quarter hours
(Undergraduate)

Survey of Irish history from 1800 to 2000. Examines the course of Irish history from the Act of Union (creating the United Kingdom), through the struggles and reforms of the 19th century (Catholic Emancipation, the Famine and Irish diaspora, Fenianism, Land Reform and Home Rule), to the creation of the modern nation-state of the 20th century (the Easter Rising, partition and civil war, the role of Eamon deValera, the Republic, and the Troubles). Topics include the contributions of Irish culture and its influence in Europe and the world.

HST 269 | MUSEUMS, MATERIAL CULTURE AND MEMORY: INTRODUCTION TO PUBLIC HISTORY | 4 quarter hours
(Undergraduate)

How is the past remembered in public venues like museums? How do history museums shape how we understand past? How do historians use material culture (objects like coins or folk art) to interpret the past for the public? Public history refers to history that you find in public spaces--outside of the pages of academic journals, and beyond university walls. We encounter examples of public history through exhibits, performances, walking tours, visits to historic sites, the world wide web, etc. This course familiarizes you with examples of public history, and trains you to critically analyze and thoughtfully engage with public historical interpretations.

HST 270 | U.S. HISTORICAL LANDSCAPE | 4 quarter hours
(Undergraduate)

The course considers how the American landscape has been shaped by native occupants, and later, by agricultural settlement and industrial development. A key theme is how culture has shaped the physical world we inhabit, from 1500 to circa 1950.

HST 271 | OLD REGIME AND REVOLUTIONARY FRANCE | 4 quarter hours
(Undergraduate)

This course provides students with a firm foundation in the history of early modern France, ca. 1500-1800, including major developments of the period and an understanding of the relationship between the French revolution and the period that preceded it. Topics will include (among others) the rise of absolutist monarchy, the Enlightenment, French colonialism, pre-revolutionary social and economic conditions, and the French Revolution.

HST 272 | FASCISM AND COUNTER REVOLUTION | 4 quarter hours
(Undergraduate)

What is Fascism? How and why did this early 20th century political movement and ideology that openly preached racial hatred, genocide, and the necessity of war attract so many millions of followers all over the world? What exactly did Fascists believe? These are some of the issues that this course addresses. We will explore the development of fascism during the 1920s and 1930s both as a philosophy and as a form of political action. The course examines Fascism's opponents – socialism and democracy – and looks at how supporters of these ideologies responded to the Fascist challenge. And we will consider what the possible responses to Fascism are, and whether or not Fascism still exists, even in the United States.

HST 273 | HISTORY OF SEXUALITY IN EUROPE | 4 quarter hours
(Undergraduate)

This course will explore key ideas, practices and patterns across multiple European societies from the French Revolution until the present. Key topics may include demographics, identities, sexology, and sexual consumerism.

HST 274 | INTELLIGENCE IN 20TH CENTURY | 4 quarter hours
(Undergraduate)

A study of intelligence gathering and analysis in the twentieth century (and beyond). This course will address the role intelligence played in the politics, diplomacy, and strategy of the leading world powers. Special consideration will be given to the eras of the two world wars, the cold war, and the emerging nations in the post-war period. The course is comparative in nature and will examine the intelligence communities of the United States, the European powers, the Soviet Union, Japan, China, and Israel.

HST 275 | SEX IN AMERICA, PURITANS TO VICTORIANS | 4 quarter hours (Undergraduate)

This course surveys the history of three centuries of American ideas about sex and sexuality. By focusing on sexual variation from the era of colonial settlement through the end of the nineteenth century, this course will challenge conventional interpretations of sex in early America.

HST 276 | SEX IN AMERICA, LATE VICTORIANS TO PRESENT | 4 quarter hours (Undergraduate)

This course will provide an overview of the history of American sexuality from the late 19th century through the present. The course will draw from social and cultural history, the history of medicine and psychology, legal and political history, literature, mass media, and gender studies in order to understand the creation of modern sexual identities.

HST 277 | WAR AND PEACE IN THE MODERN AGE | 4 quarter hours (Undergraduate)

A survey of military history from 1648 to the present with emphasis on the relationship between armed forces and the societies that create them, the impact of technology on warfare, and efforts to limit deadly conflict.

HST 278 | HISTORY OF AMERICAN RELIGION | 4 quarter hours (Undergraduate)

A survey of major religious traditions, movements, and themes in American history from the colonial period to the present, including the relationship between religious values and beliefs and other aspects of American culture.

HST 279 | WESTWARD EXPANSION IN U.S. | 4 quarter hours (Undergraduate)

This course examines the competition among Native American nations, European empires, and the emerging governments of the United States and Mexico to control the North American region from roughly the Appalachian Mountains to the Pacific Ocean from approximately 1775 to 1890. The class will examine environmental changes, military campaigns, trade links, settlement patterns, and government policies.

HST 280 | HISTORY OF US NATIONAL PARKS | 4 quarter hours (Undergraduate)

At its core, this course examines the intersection of American history and the natural world, following a classic definition of environmental history as the interaction between humans and the environment in the past. Specifically, this course examines the historical development of America's national parks, analyzing how a truly American idea of national parks as idealized nature: what Wallace Stegner once called "America's best idea" led to preservation efforts all over the country and throughout time. In addition to studying the historical development of national parks, this course will also use national parks as lens for studying important themes in American history. Like microhistory, national park history allows historians to "ask large questions in small places." This course asks large questions in green places. This course examines some important themes in American history, including: assessing the idea of American exceptionalism (including nationalism and imperialism, but also American anxiety), changing definitions of economic progress, the rise of federal political power, the development of identity (including American identity, gender, ethnic, race, etc), and American conceptions of the environmental world. Cross-listed with ENV 165.

HST 281 | IDEAS OF NATURE IN US HISTORY | 4 quarter hours (Undergraduate)

This course scrutinizes different conceptions of nature throughout a broad span of Western history, and includes an examination of diverse ideas that include pre-contact Native American conceptions of their environments, colonial-era attitudes toward the dwindling resources of Europe and the vast potential of the North American continent, 19th century movements such as Romanticism, Transcendentalism, acclimatization, conservation, and preservation, and 20th century ideas concerning wilderness preservation, Deep Ecology, and restoration. At heart, this course is designed as an intellectual history of nature. This class concentrates on the ideas of seminal thinkers concerned with the natural world, and examine how these men and women impacted history through their beliefs and philosophies, through their written works, through art, and through modern media such as film and television. Cross-listed with ENV 160.

HST 282 | AMERICAN INDIAN HISTORY, 18TH CENTURY TO THE PRESENT | 4 quarter hours (Undergraduate)

Through primary source readings, lectures, and scholarly essays, we will grapple with how American Indian people have been affected by U.S. settler colonialism, and how they have both adapted to and resisted social, political, economic, or cultural changes, broadly tracing changes over time from the 18th century to the present. Themes covered will include but not be limited to battles over sovereignty, civil rights, and self-determination.

HST 283 | ASIAN-AMERICAN IMMIGRATION AND HISTORY, 1840-1965 | 4 quarter hours (Undergraduate)

This course surveys Asian American history from the early nineteenth century to 1965. It explores the changing experiences of Asian immigrants and their citizen descendants in the United States within the larger context of immigration and race relations in American history. The course deals with the following broad themes: causes and processes of migration, responses from American society, and experience of immigration.

HST 284 | HISTORY OF EDUCATION IN THE UNITED STATES | 4 quarter hours (Undergraduate)

Thematic study of the educational developments in U.S. History.

HST 285 | ANCIENT ROME: AUGUSTUS TO CONSTANTINE | 4 quarter hours (Undergraduate)

This course examines the history of the Roman Empire from its beginnings under Augustus (27 BCE-14 CE) to its reorganization under Diocletian (284-305 CE) and Constantine (306-337 CE). Both textual and archaeological sources will be used to understand political, economic, and social developments.

HST 288 | WOMEN IN UNITED STATES HISTORY | 4 quarter hours (Undergraduate)

The history of women's work, family, and political lives in America.

HST 290 | ANCIENT EGYPT | 4 quarter hours (Undergraduate)

This course traces the developments of Egyptian civilization from its earliest beginnings to the Arab/Muslim conquest. Emphasis will be on assessing material culture with students being introduced to techniques of Egyptian archaeology and papyrology.

HST 291 | ANCIENT WORLD HISTORY: MESOPOTAMIA AND THE FERTILE CRESCENT | 4 quarter hours
(Undergraduate)

Analyzes the early civilizations in the Fertile Crescent through an examination of material culture. Attention will also be given to the archaeology and archaeological methods of the Near East including Jericho and Catalhoyuk.

HST 292 | KINGS, CASTLES AND CATHEDRALS: THE WORLD OF MEDIEVAL ENGLAND | 4 quarter hours
(Undergraduate)

A survey of cultural, social, economic, and constitutional developments in England from the Norman Conquest to the Glorious Revolution.

HST 293 | ISLAND AND EMPIRE: MODERN BRITAIN SINCE 1688 | 4 quarter hours
(Undergraduate)

A social, economic, cultural, and political survey of modern Britain and the British Empire. Topics covered will include the industrial revolution, the class system, the constitution, colonial expansion, and English literature. The course will situate the history of modern Britain within the context of European and world civilizations.

HST 294 | ANCIENT GREECE | 4 quarter hours
(Undergraduate)

Traces the development of Greek civilization through an examination of material culture. Emphasis will be on the major monuments and artifacts of the Greek world from prehistory to the Classical Age. Students will also be introduced to techniques and methods of classical archaeology.

HST 295 | AMERICAN HISTORY AND FILM/TV | 4 quarter hours
(Undergraduate)

This course examines American History and popular media. Depending on the instructor, it may focus on how American History has been depicted in popular media or it may emphasize the history and development of popular media. Contact instructor for syllabus.

HST 296 | ANCIENT ROME: ORIGINS TO THE END OF THE REPUBLIC | 4 quarter hours
(Undergraduate)

This course traces the development of Rome from a small settlement on the banks of the Tiber in the eighth century BCE to a Mediterranean power in the first century BCE. Both textual and archaeological sources will be used to understand political, economic, and social institutions of the Archaic and Republican periods.

HST 297 | IMPERIAL SPAIN, 1469-1808 | 4 quarter hours
(Undergraduate)

Analysis of Spain and Spanish empire between 1468-1808. During this period, Spain united and became a leading global power with enormous consequences for Western and world history. Emphasis on the political, economic, socio-cultural history of Iberian society.

HST 298 | INTRODUCTION TO HISTORICAL SOURCES AND METHODS | 4 quarter hours
(Undergraduate)

This is the first of two introductory core courses required of all history majors, history minors, and education majors with a concentration in history. In this course, students will learn the varied ways in which scholars interpret the past, focusing particularly on the evidence and arguments used by historians in their work. To that end, students will learn about the varieties of primary sources (textual, material, oral) as well as the varied methods historians use to analyze such evidence. In addition, students will practice analyzing primary source evidence in oral and written presentations, learn how to use the library for historical research, and how to discern scholarly arguments in secondary sources. **(WRD 103 and WRD 104) or HON 100 or HON 101 is a prerequisite for this course.**

HST 299 | CRAFT OF HISTORY | 4 quarter hours
(Undergraduate)

This course is the second of two introductory core courses required of all history majors, history minors, and education majors with a concentration in history. In this class, students will bring to bear the skills in historical sources and methods learned in HST 298 to complete a substantial independent research project. To that end, students will learn how to identify a historical question or problem about which to conduct research; how to find, obtain, and evaluate primary source evidence to research; how to build a secondary source bibliography using reference works, monographs, and scholarly journal articles; and develop and execute a coherent plan for writing and revising a substantial research paper (of at least 10 pages in length) based on an integrated use of both primary and secondary sources.

A grade of C- or above in HST 298 is a prerequisite for this course.

HST 300 | NEWBERRY LIBRARY SEMINAR | 4.5 quarter hours
(Undergraduate)

Along with undergraduate students from other universities, students participate in a research seminar at the Newberry Library, an internationally renowned institution for humanities and social science research. With guidance from an interdisciplinary team of instructors and professionals at the Newberry, each student carries out an original research project based on materials in the Newberry Library's collections. Seminar topics change annually. Admission is competitive, by application. Instructor permission is required to enroll.

HST 301 | U.S. LABOR HISTORY | 4 quarter hours
(Undergraduate)

This course will explore the history of American labor from 1877 to the present. We will particularly focus upon the work of recent American labor historians who examine such themes as the relationship between ethnicity, race, gender, and class; how and why work has changed; the role of unions, families, churches and other working-class institutions in workers' lives; the relationship between working-class cultures and mass cultures; and how capitalism, the state, and workers themselves have shaped class relations.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 302 | MAPS IN HISTORY AND CULTURE | 4 quarter hours
(Undergraduate)

Examines maps in multiple cultures and the relationship of these to local geographies and perception of place.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 303 | TOPICS IN LATIN AMERICAN HISTORY | 4 quarter hours
(Undergraduate)**

Topics in Latin American History.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 306 | COLONIAL LATIN AMERICA: POWER & DEVELOPMENT OF A MULTI-RACIAL SOCIETY | 4 quarter hours
(Undergraduate)**

The multicultural origins of colonial rule in the Americas from the 15th to the early 19th century.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 308 | EUROPE FROM CONFLICT TO CONSENSUS | 4 quarter hours
(Undergraduate)**

The course will examine the emergence of a European identity during the second half of the twentieth century. Special attention will be given to the evolution of the European Union and NATO as representative institutions.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 310 | INTER-AMERICAN AFFAIRS | 4 quarter hours
(Undergraduate)**

A mostly twentieth-century survey of political relationships between the United States and Latin American nations, emphasizing dependency and interdependence theories.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 311 | THE HISTORY OF THE CARIBBEAN: FROM COLUMBUS TO CASTRO | 4 quarter hours
(Undergraduate)**

The history of the Caribbean from colonial times to the present, with special emphasis on the factors that give each nation its particular character.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 312 | LATINOS IN THE UNITED STATES | 4 quarter hours
(Undergraduate)**

A survey of the history, politics, and culture of the major Latino groups in the United States: Mexicans, Puerto Ricans, Cubans, Dominicans, and Central Americans. Traces the history of these groups from the 19th century to the present by analyzing their impact on the United States.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 313 | THE OLD SOUTH | 4 quarter hours
(Undergraduate)**

Considers the history of the southern states before the Civil War, focusing especially on the growth of southern slavery, the development of African-American culture, the socio-economic features of a slave society, as well as the distinctive political and ideological contours of the region.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 314 | THE CUBAN REVOLUTION | 4 quarter hours
(Undergraduate)**

General analysis of the impact of the Cuban Revolution on Cuban society and the international political arena. The historical background of the revolution as well as its accomplishments and shortcomings will be emphasized.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 316 | GOD, SELF, AND SOCIETY IN MEDIEVAL CULTURE | 4 quarter hours
(Undergraduate)**

The roots of Western thought in medieval education, literature, philosophy, and science. The interactions between high theology, mysticism, and popular culture. History and autobiography.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 317 | INDIVIDUAL AND SOCIETY IN RENAISSANCE ITALY | 4 quarter hours
(Undergraduate)**

The flowering of culture, humanism and the arts in fourteenth- and fifteenth-century Italy. Renaissance politics, patronage and diplomacy. Religion and the Papacy.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 318 | THE AGE OF REFORMATIONS | 4 quarter hours
(Undergraduate)**

Late medieval religion and society; the Reformations of Luther and Calvin, and the Catholic reform movements. Nationalism and the state in sixteenth-century Europe. The expanding world.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 319 | IMMIGRANT AMERICA | 4 quarter hours
(Undergraduate)**

An overview of the ethnic experience in American society, how ethnic diversity has shaped America as America has re-shaped the lives of immigrants.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 320 | TOPICS IN WORLD HISTORY | 4 quarter hours
(Undergraduate)**

Variable topics. Consult course schedule for current listings.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 321 | TOPICS IN AFRICAN HISTORY | 4 quarter hours
(Undergraduate)**

Variable topics. Consult course schedule for current listings.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 322 | TOPICS IN ASIAN HISTORY | 4 quarter hours
(Undergraduate)**

Variable topics. Consult course schedule for current listings.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

**HST 323 | THE CULTURES OF EARLY CHRISTIANITY | 4 quarter hours
(Undergraduate)**

Late antique and early medieval intellectual history in social context.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 324 | COLONIAL LATIN AMERICA: AGE OF CONQUEST, 15TH - 17TH CENTURIES | 4 quarter hours**(Undergraduate)**

This course examines the complexities of the Age of Conquest and focuses on the historical experience of Indigenous societies during the early colonial period. Special attention is given to the social and economic structures of Indigenous societies before 1492, the Spanish exploration and conquest, the presence of Indigenous allies and their role in the dynamics of conquest/colonization, the demographic catastrophe that followed the conquest, and the social, cultural, and economic characteristics of early colonial societies.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 328 | ENGLISH CONSTITUTIONAL HISTORY | 4 quarter hours**(Undergraduate)**

A study of Anglo-Saxon institutions; feudalism after the Norman conquest; growth of the common law; foundations of Parliament and the development of central administrative systems.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 329 | SPECIAL TOPICS IN HISTORY | 4 quarter hours**(Undergraduate)**

Variable topics. Consult course schedule for current listings.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 330 | TOPICS IN EUROPEAN HISTORY | 4 quarter hours**(Undergraduate)**

Variable topics. Consult course schedule for current listings.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 331 | THE NATION AND NATIONALISM IN EUROPE | 4 quarter hours**(Undergraduate)**

Examines the emergence of nations and nationalism in modern Europe as well as nationalists' use and abuse of history.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 332 | FRENCH REVOLUTION AND NAPOLEON | 4 quarter hours**(Undergraduate)**

Analyzes the demise of the Old Regime, rise and fall of revolutionary idealism, and the emergence of Napoleon.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 333 | VICTORIAN ENGLAND | 4 quarter hours**(Undergraduate)**

A detailed study of selected political, social, economic and cultural themes in 19th century England.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 334 | BRITAIN IN THE TWENTIETH CENTURY | 4 quarter hours**(Undergraduate)**

An in-depth look at selected themes in recent British history including the economic and imperial decline of Great Britain.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 335 | THE AGE OF ENLIGHTENMENT IN EUROPE | 4 quarter hours**(Undergraduate)**

Analyzes European society and culture in the late 17th and 18th centuries and the intellectual movements that grew out of this historical context, which is frequently considered the cradle of modern Western history and thought.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 337 | REVOLUTION AND NATIONALISM IN IRELAND, 1798 - 1923 | 4 quarter hours**(Undergraduate)**

This course traces the evolution of Irish nationalism from the United Irishmen Revolt (1798) through the creation of the Irish Free State (1921) and the end of the Civil War (1923). It explores agrarian violence, parliamentary politics and armed revolt, focusing on how these combined to produce Irish independence.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 338 | THE GREAT WAR, 1914 - 1918 | 4 quarter hours**(Undergraduate)**

By using a variety of perspectives—social, cultural, intellectual, political—this course will examine and re-examine the ways that the First World War shaped and affected the modern world. After examining the broader causes of the war, the course will work outward from the battlefields to the home fronts, to the empires, and throughout the post-war world. Although this course focuses on European history, instructors may also examine its global context.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 339 | HISTORY FROM PICTURES: VISUAL CULTURE IN EAST ASIAN HISTORY | 4 quarter hours**(Undergraduate)**

How do historians use paintings, woodblock prints, lithographs, photographs, postcards, and other visual artifacts in understanding the past? How do visual objects differ from conventional documents as sources of historical evidence? In this course, we will investigate the methodological approaches to writing history using visual artifacts as primary source material. In particular, we will consider the impact of these issues on the writing of East Asian history.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 340 | CULTURE AND GENDER IN JAPAN | 4 quarter hours**(Undergraduate)**

Examines gender and society in early modern and modern Japanese history [c.1600-present].

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 341 | PEASANTS IN MODERN EUROPEAN HISTORY | 4 quarter hours**(Undergraduate)**

An analysis of the significance and ultimate disappearance of the peasantry, formerly the numerically dominant group in European society, emphasizing both its social history and the methods needed to study the non-literate.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 342 | TOPICS IN AFRICAN-AMERICAN HISTORY | 4 quarter hours (Undergraduate)

Variable topics. Consult course schedule for current listings.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 343 | CRIME AND PUNISHMENT | 4 quarter hours (Undergraduate)

What kinds of crimes were committed in the past? And how did societies punish the criminal? We will examine the changes in crimes and punishments from the eighteenth through the twentieth centuries in Europe, particularly the United Kingdom and her colonies. We will explore the ways that the developing state conceptualized and treated criminality and the consequences of state discipline on criminality.

A grade of C- or above in HST 298 is a prerequisite for this course.

HST 346 | AFRICAN-AMERICAN INTELLECTUAL HISTORY | 4 quarter hours (Undergraduate)

African-American contributions in the areas of philosophy, theology, politics, literature, and art from 1619 to the present.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 349 | THE HOLOCAUST | 4 quarter hours (Undergraduate)

This course places the Shoah, the Holocaust of European Jewry, at the center of a broader discussion of anti-Semitism, the rise of Nazism, the conduct of World War II, and the persecution and murder of other groups designated as outsiders or as enemies of the Nazi regime. Close attention is given to interpreting the behavior and experiences of perpetrators, victims, bystanders, and resisters, to the role of the churches, and to the politics of post-Holocaust legal proceedings and the complex work of memory and representation.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 352 | MEDIEVAL INDIA | 4 quarter hours (Undergraduate)

Examines the social, cultural and political histories of South Asia from prehistoric times to the waning of the Mughal Empire.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 353 | MODERN INDIA AND PAKISTAN | 4 quarter hours (Undergraduate)

Examines the modern history of India, giving special attention to India as a prototype of economic and political change in the Third World.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 354 | U.S. WOMEN'S HISTORY | 4 quarter hours (Undergraduate)

The purpose of this course is to introduce students to the history of women's work, family, and political lives in America. This intensive reading and discussion course is also designed to provide a detailed overview of recent historical literature and historiographic interpretations in American Women's history.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 355 | GANDHI AND THE WORLD | 4 quarter hours (Undergraduate)

This course is a political and intellectual history of the individual, his times, and his legacy. The course is designed around a thorough analysis of Gandhi's own writing, significant critiques, and his world legacy.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 359 | SOCIETY AND CULTURE IN THE LATE SOVIET ERA | 4 quarter hours (Undergraduate)

This seminar focuses on the society and culture of the USSR in the late Soviet period (i.e., from Stalin's death in 1953 to Gorbachev's resignation in 1991). It emphasizes themes such as: evolving notions of the individual in a collective society; tensions between emerging national (ethnic) and supranational (Soviet) identities; attitudes toward science and technology; city and countryside; consumption and consumerism; popular culture and celebrity, work and leisure, religion and orthodoxy; memory and commemoration; sexuality, gender roles, youth culture, and more.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 360 | DOING DIGITAL HISTORY | 4 quarter hours (Undergraduate)

This course introduces students to the rapidly expanding world of digital history. Students taking the course will enhance their understanding of the conceptual, theoretical, and ethical issues involved in doing digital history, and learn to use digital tools while working individually and collaboratively on digital history projects.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 361 | TOPICS IN ISLAMIC HISTORY | 4 quarter hours (Undergraduate)

Variable topics. Consult course schedule for current listings.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 362 | ATLANTIC HISTORY, 1492-1825 | 4 quarter hours (Undergraduate)

An examination of intercontinental exchanges and cross-cultural links across the Atlantic ocean that both separated and united the Western Hemisphere, Europe, and Africa in the pre-industrial era.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 363 | MODERN BALKANS (EUROPE) | 4 quarter hours (Undergraduate)

The establishment of national states, the social transformation from peasant to industrial societies, and the effects of war and revolution in southeastern Europe since the late 18th century.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 364 | PALESTINE UNDER THE BRITISH MANDATE | 4 quarter hours (Undergraduate)

This course examines the foundation and evolution of the British Mandate of Palestine from 1914 to 1948 in its British imperial, Middle Eastern, and world historical contexts. Students will engage primary and secondary sources associated with controverted issues, including Zionism, creation of the Mandate, immigration, and inter-communal conflict.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 365 | THE CRUSADES | 4 quarter hours**(Undergraduate)**

Addresses the European Crusades to the Holy Land from a World Historical Perspective.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 366 | THE MODERN MIDDLE EAST AND NORTH AFRICA | 4 quarter hours**(Undergraduate)**

The history of the region since 1800. Topics covered include the end of Ottoman Empire, the impact of European Imperialism and the renewal of Islam.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 367 | US-MEXICAN BORDERLANDS | 4 quarter hours**(Undergraduate)**

This course examines the history of the U.S.-Mexican borderlands from its creation in 1848 to the present. What makes the U.S.-Mexican borderlands so unique and volatile is that it is one of the few regions in the world where two nations that so distinct in economic formations, political systems, and cultural values come into permanent contact. The course will focus on key issues that have historically shaped the borderlands such as violence, contraband, migrations, race and income inequality.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 368 | SOCIAL MOVEMENTS IN LATIN AMERICA | 4 quarter hours**(Undergraduate)**

This course examines how Native Americans, slaves, peasants, and other subaltern people actively resisted their subservient status in Latin America. It will cover a variety of protest movements, from "pre-modern" (such as millenarian movements, slave rebellions, urban riots, and "race" wars) to "modern" (such as social revolutions).

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 369 | REVOLUTIONS IN LATIN AMERICA | 4 quarter hours**(Undergraduate)**

This course surveys, analyzes, and compares a series of revolutionary movements, conflicts, and regimes in 20th Century Latin America.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 370 | AMERICAN COLONIAL HISTORY | 4 quarter hours**(Undergraduate)**

The European's first contact, exploration, and settlement of the Eastern seaboard, with discussion of significant political, economic, and social consequences.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 371 | THE AMERICAN REVOLUTION | 4 quarter hours**(Undergraduate)**

The establishment of American independence, adoption of the Constitution; the first years of the republic considered in analytical detail.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 372 | ANTEBELLUM AMERICA | 4 quarter hours**(Undergraduate)**

This course treats the significant social, political, economic, and cultural developments shaping America and Americans during the first fifty years of the nineteenth century.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 373 | THE CIVIL WAR ERA | 4 quarter hours**(Undergraduate)**

This course examines the primary causes, events, and outcomes of the American Civil War, 1861-1865. Topics and themes include the sectional differences and similarities between the North and the South from 1820 until secession, including the role of slavery in fostering those sectional differences; the political crises that led to secession; aspects of military strategy and major military events of the war, including guerrilla warfare; the leading political figures of the period; the nature of life on the homefront; the impact of the war on slavery and the contributions of slaves and free blacks to the war; the role of gender and race in shaping the experience of the war; and dissent and disloyalty in both the Confederacy and the Union.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 374 | EMERGENCE OF MODERN AMERICA, 1877-1914 | 4 quarter hours**(Undergraduate)**

New cultural patterns, political party battles, growth of big business and organized labor, women's suffrage movement, Populism and the Progressive Era.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 375 | THE GREAT DEPRESSION AND THE NEW DEAL ERA | 4 quarter hours**(Undergraduate)**

A consideration of World War I, the Twenties, the Great Depression, and the New Deal.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 376 | THE UNITED STATES SINCE 1940 | 4 quarter hours**(Undergraduate)**

Significant developments in American life during the period after World War II.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 377 | HISTORY OF POVERTY IN THE UNITED STATES | 4 quarter hours**(Undergraduate)**

The class will examine changes in the underclass, in perceptions of the poor, and in the remedies used to address poverty in the United States from the late eighteenth to the early twenty-first centuries.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 378 | THE AMERICAN WEST IN THE 20TH CENTURY | 4 quarter hours**(Undergraduate)**

This course explores cultural, social, and political interaction in the American West during the 20th century. Themes include popular culture, state-federal relationships, environmental changes, urbanization, political and social movements, immigration, and cultural formation.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 379 | RECONSTRUCTION AND THE RISE OF JIM CROW | 4 quarter hours (Undergraduate)

This course covers the history and culture of the post-Civil War United States, particularly the political epoch called Reconstruction and the establishment of the subsequent system of racial apartheid in the South commonly referred to as Jim Crow (approximately 1863-1930). Topics and themes include the major political, legal, and economic changes that occurred during the Reconstruction period; African American political and social leadership during Reconstruction; the role of Civil War veterans in the United States; the role of gender and race in establishing new legal and cultural norms under Jim Crow; the central role played by violence, particularly lynching and extralegal terrorism, in creating and maintaining segregation; and the establishment of debt peonage and convict leasing as white-controlled systems of labor control.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 380 | GENDER, TECHNOLOGY AND CULTURE IN 20TH CENTURY AMERICA | 4 quarter hours (Undergraduate)

Why are cars and computers "masculine," but telephones and typewriters "feminine"? How did technological artifacts and systems constitute, mediate, and reproduce gender identities and relations? The course raises questions about the relationship between gender and technology, examining how everyday technologies defined and redefined the workplace, home, and personal identity.

HST 299 or instructor consent is a prerequisite for this course.

HST 381 | AMERICAN POPULAR CULTURE 1890s-1930s | 4 quarter hours (Undergraduate)

Students in this course will chart the rise of several industries, engage in close textual analysis of cultural products such as films and vaudeville performances, and study the reception and social impact of key figures, products, and events in the United States from the 1890s through the 1930s. Cross-listed with AMS 340.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 382 | CHICAGO HISTORY MUSEUM EXPERIENCE | 4 quarter hours (Undergraduate)

Experience history in Chicago. The course is taught by a Chicago History Museum (CHM) curator/archivist and takes place at the CHM. Expect group work and field trips. Students develop skills and knowledge relevant to public history careers, and will gain a firm conceptual understanding of public history historiography, and of how the Chicago History Museum does public history. Students apply this knowledge to class discussions, assignments, and actual museum projects.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 383 | BORDERLANDS AND FRONTIERS IN AMERICA | 4 quarter hours (Undergraduate)

Consideration of the changing conceptions of frontiers in American history with attention to the development of historical borderlands communities.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 384 | TOPICS IN AMERICAN HISTORY | 4 quarter hours (Undergraduate)

Variable topics. Consult course schedule for current listings.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 385 | UNITED STATES CONSTITUTIONAL HISTORY TO 1865 | 4 quarter hours (Undergraduate)

Examines the English colonial charters, the constitutional aspects of the American Revolution and the federal Constitution; explores ratification issues, judicial power, the concepts of the Federal system, separation of powers, Foreign Affairs and national security as defined in the U.S. Constitution with reference to major Supreme Court decisions in these areas.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 386 | UNITED STATES CONSTITUTIONAL HISTORY SINCE 1865 | 4 quarter hours (Undergraduate)

Problems of civil liberties, rights of accused, privacy and constitutional issues and controversies arising during and after World War II, including the major decisions of the Warren court, Burger court and Rehnquist court..

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 387 | TOPICS IN RUSSIAN HISTORY | 4 quarter hours (Undergraduate)

Each time this course is taught, it will examine in depth a specific problem, issue, theme, or moment in Russian history as described in the course subtitle. Possible offerings include: "Mass Culture in the Soviet Union and Post-Soviet Russia," "Stalin and Stalinism," "Crime and Criminality in Russia," "The Russian Revolution," "Gender and Sexuality in Russia," and "The Rise and Fall of the New Soviet Man."

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 388 | THE COURT AND THE U.S. BILL OF RIGHTS | 4 quarter hours (Undergraduate)

An examination of historical, philosophical, and legal developments related to the Bill of Rights in the U.S. Constitution. The course will also examine how the Bill of Rights has been affected by Supreme Court appointments, court decisions, and constitutional amendments.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 389 | TOPICS IN PUBLIC HISTORY | 4 quarter hours (Undergraduate)

Public history is a field of history that requires its practitioners to use the skills and methods of academic history with an eye towards connecting the public with that history. This seminar focuses on the skills, methods, sources and themes that are relevant to historians whose work takes them outside of the classroom. Theme of the seminar will vary with instructors. Some off-campus fieldtrips may be required.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 390 | CAPSTONE IN HISTORICAL RESEARCH AND WRITING | 4 quarter hours (Undergraduate)

The History Capstone in Historical research and Writing allows students to engage in deep and sustained historical research and writing, with multiple opportunities for instructor feedback and student revision. It is also an excellent way for students to experience firsthand the linkages between broad reading in a given field and subsequent primary-source based research in that field. Every autumn and winter quarter, certain 300-level course offerings will be designated as Capstone-linked classes. Students ready to take this course can choose among the offerings as suits their interests.

A grade C- or above in HST 299 is a prerequisite for this class.

HST 391 | DOING LOCAL AND COMMUNITY HISTORY | 4 quarter hours (Undergraduate)

Collaborative learning groups work with community partners to produce tangible end-of-quarter public history projects. This course carries experiential learning credit.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 392 | PUBLIC HISTORY INTERNSHIP | 4 quarter hours (Undergraduate)

Students have interned with the National Parks Service, the Field Museum, the DuSable, the Chicago History Museum, the Floating Museum, the Evanston History Center, the Frances Willard House Museum and Memorial Archives, the National Public Housing Museum, the Peggy Notebaert Nature Museum, Lake County Historical Museum, and a host of other archives, museums, and historical organizations. In addition to evaluations from a site supervisor, a faculty member assigns readings and evaluates students' reflective writing. The Public History Concentration Director can discuss internship search strategies with students (at least a quarter in advance), and can help students match interests with public history venues. Note: internship placement is incumbent upon the student.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 394 | AFRICAN-AMERICAN URBAN HISTORY | 4 quarter hours (Undergraduate)

Examination of the African American experience in American cities: from slave era, to the migration, to the present.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 395 | ISSUES IN NON-U.S. LEGAL HISTORY | 4 quarter hours (Undergraduate)

Designed to develop in the prelaw student analytical and adversarial skills useful in the practice of law, and to confront controversial issues dealing with values of the lawyer and the citizen.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 396 | ORAL HISTORY: MEMORY, METHOD AND PRACTICE | 4 quarter hours (Undergraduate)

An introduction to the techniques of oral history with particular emphasis on public history.

A C- or better in HST 298 (or instructor consent) is a prerequisite for this course.

HST 398 | STUDY TOUR | 1-8 quarter hours (Undergraduate)

An in-depth, on-site overview of the historical, political, social and economic reality of a foreign country. Credit variable.

HST 399 | INDEPENDENT STUDY | 1-4.5 quarter hours (Undergraduate)

Majors only. Credit variable.

Junior standing or above is a prerequisite for this class.

HST 421 | THE HISTORICAL DISCIPLINE | 4 quarter hours (Graduate)

This course introduces students to the fundamental concerns and skills necessary for the study of history at the graduate level. It does this by providing a "history of history," giving students an overview of the growth and development of the academic discipline of history, by addressing issues of methodology, historiography and historical philosophy, and by providing students with an awareness of current concerns, controversies, and debates in the discipline. Restricted to students in the MA in History program.

Status as an MA in History student is a prerequisite for this class.

HST 422 | SEMINAR IN PRIMARY SOURCE ANALYSIS | 4 quarter hours (Graduate)

This course builds upon HST 421. It focuses on issues raised by the analysis of historical evidence, and exposes students to the many practical and theoretical tools by which historians construct historical knowledge out of this "raw" material. The course will include study of primary sources, methods of analysis and authentication, and ways in which different kinds of sources are integrated into coherent historical narratives.

HST 431 | COLLOQUIUM IN AMERICAN HISTORY | 4 quarter hours (Graduate)

Variable topics. Consult course schedule for current listings.

HST 432 | COLLOQUIUM IN LATIN AMERICAN HISTORY | 4 quarter hours (Graduate)

Variable topics. Consult course schedule for current listings.

HST 433 | COLLOQUIUM IN AFRICAN HISTORY | 4 quarter hours (Graduate)

Variable topics. Consult course schedule for current listings.

HST 434 | COLLOQUIUM IN ASIAN HISTORY | 4 quarter hours (Graduate)

Variable topics. Consult course schedule for current listings.

HST 435 | COLLOQUIUM IN EUROPEAN HISTORY | 4 quarter hours (Graduate)

Variable topics. Consult course schedule for current listings.

HST 436 | COLLOQUIUM IN ISLAMIC HISTORY | 4 quarter hours (Graduate)

Variable topics. Consult course schedule for current listings.

HST 437 | COLLOQUIUM IN WORLD HISTORY | 4 quarter hours (Graduate)

Variable topics. Consult course schedule for current listings.

HST 438 | COLLOQUIUM: SPECIAL TOPICS IN HISTORY | 4 quarter hours (Graduate)

Variable topics. Consult course schedule for current listings.

**HST 489 | GRADUATE CAPSTONE | 4 quarter hours
(Graduate)**

This is an intensive seminar in which students are asked to analyze a number of important works of scholarship drawn from the breadth and complexity of the historical discipline. The course allows students to synthesize the many skills they have learned in their earlier classes, notably the ability to read and assess historical monographs. They will thereby demonstrate their competence in analyzing historical arguments, their knowledge of both historiography and historical content, and their proficiency in understanding the variety of primary sources and methods of interpreting them.

**HST 492 | GRADUATE INTERNSHIP | 4 quarter hours
(Graduate)**

Internship.

**HST 497 | INDEPENDENT STUDY | 4-8 quarter hours
(Graduate)**

Independent Study.

**HST 499 | THESIS RESEARCH | 4-8 quarter hours
(Graduate)**

Between four and eight hours credit to be determined by the department.

**HST 500 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to master's degree candidates who are actively working toward the completion of a thesis, project, or portfolio. Enrollment in this course is limited to three quarters and requires thesis/project advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries and requires the equivalent of half-time enrollment status. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

**HST 501 | CANDIDACY MAINTENANCE | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to graduate students who are not registered for a course in a given quarter but need to maintain active university status. Enrollment in this course is limited to three quarters and requires permission of the graduate director. Enrollment in this course allows access to the library and other campus facilities. This course does not carry an equivalent enrollment status and students in it are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

Honors (HON)

**HON 100 | RHETORIC AND CRITICAL INQUIRY | 4 quarter hours
(Undergraduate)**

This course covers the fundamentals of research and leads students through a sequence of writing assignments which require them to take positions and persuade audiences about issues of public concern. Students will create effective academic discourse, develop critical thinking skills, explore issues of form and style, and examine arguments. HON 100 is required for all Honors students. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.

**HON 101 | WORLD LITERATURE | 4 quarter hours
(Undergraduate)**

Honors 101 focuses on the way writers use language to construct their worlds. Reading, writing, and informed discussion are at the heart of this course, which uses texts from a range of cultures and historical periods to explore how literary works represent issues of human importance.

Membership in the University Honors Program is a prerequisite for this class.

**HON 102 | HISTORY IN GLOBAL CONTEXTS | 4 quarter hours
(Undergraduate)**

With the goal of enhancing historical literacy and critical thinking, this course invites students to explore how the interdisciplinary tools of historical inquiry aid them in their encounter with the multicultural past through study of a particular society or societies. Students discover how historians extract meaning from primary and secondary sources while exploring the problems and issues involved in analyzing and using a variety of sources. Topics of this course vary and are set by the faculty. Each section of HON 102 will be subtitled to indicate its topic; please see the schedule for current offerings.

Membership in the University Honors Program is a prerequisite for this class.

**HON 104 | RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES | 4 quarter hours
(Undergraduate)**

This course helps students understand religious worldviews by allowing them to examine individual religious traditions. The course situates several religious traditions within a comparative framework; students gain knowledge of the nature and function of religion in a broad spectrum of human experience, encounter a variety of religious experiences and expressions, find in them common patterns, structures, and concerns, and become aware of the different ways of being religious. Each section will, in some way, address a variety of religious expressions and actions such as ritual, myth, ethics, cosmology, space, and time.

Membership in the University Honors Program is a prerequisite for this class.

**HON 105 | PHILOSOPHICAL INQUIRY | 4 quarter hours
(Undergraduate)**

Providing an introduction to philosophy as a mode of inquiry, this course explores, from a variety of perspectives, the questions central to the human condition, placing philosophical positions within the context of human values. Students will address the themes of knowledge, action, and human identity, considering how one thinks critically about such questions and what it means to inquire about the human condition in a rational manner. Readings will be drawn from both primary philosophical texts and relevant material from other disciplines.

Membership in the University Honors Program is a prerequisite for this class.

**HON 110 | HONORS DISCOVER CHICAGO | 4 quarter hours
(Undergraduate)**

Honors Discover Chicago courses acquaint first-year honors students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations and issues. Students will also learn about university life and resources and will become acquainted with the honors scholarly community. The course begins with Immersion Week, one week prior to the official start of the autumn quarter, then continues through the first eight weeks of the quarter. Learning in HON 110 is accomplished through a variety of means including first-hand observation, reflection, discussion, writing, site visits, and encounters with Chicagoans both in the classroom and on excursions. Students will select a particular Honors Discover course from available offerings. Students with credit for HON 110 cannot receive credit for HON 111.

Membership in the University Honors Program is a prerequisite for this class.

**HON 111 | HONORS EXPLORE CHICAGO | 4 quarter hours
(Undergraduate)**

Honors Explore Chicago courses acquaint first-year honors students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations and issues. Students will also learn about university life and resources and will become acquainted with the honors scholarly community. Learning in HON 111 is accomplished through a variety of means including first-hand observation, reflection, discussion, writing, site visits, and encounters with Chicagoans both in the classroom and on excursions. Students will select a particular Honors Explore course from the available offerings. Students with credit for HON 111 cannot receive credit for HON 110.

Membership in the University Honors Program is a prerequisite for this class.

**HON 180 | DATA ANALYSIS AND STATISTICS | 4 quarter hours
(Undergraduate)**

Using real-world data and open-ended investigations from a variety of disciplines, students apply quantitative and statistical reasoning skills to focus on outcomes of analysis. Students will explore the nature and description of data, probability theory, sampling, variability, estimation, analysis of correlation, hypothesis testing, and experiment design to become critical users of quantitative information. Open only to students in the University Honors Program.

Membership in the University Honors Program and (MAT 095 and MAT 100) or MAT 101 or placement by test are prerequisites for this class.

**HON 201 | STATES, MARKETS, AND SOCIETIES | 4 quarter hours
(Undergraduate)**

This course focuses on the organization of economic, political and social relationships within the global system, including analysis of how these relationships affect the distribution of power, resources, well-being and cultural capital in different societies. It covers such topics as phases in the growth of global trade and investment; the role of economic incentives; the historical and conceptual relationship between markets; social stratification, culture, and forms of popular participation; and the development challenges posed by international inequality and social marginality.

Membership in the University Honors Program, Sophomore standing or above, and HON 100 are prerequisites for this class.

**HON 203 | SEMINAR IN MULTICULTURALISM | 4 quarter hours
(Undergraduate)**

Students will choose from a variety of seminar offerings, each focusing on a specific complex issue related to issues of identity. The seminar will develop students' understanding of various dimensions of identity, such as race, nationality, ethnicity, class, gender, language, religion, sexual orientation, and disability.

Membership in the University Honors Program, Sophomore standing or above, and HON 100 are prerequisites for this class.

**HON 205 | INTERDISCIPLINARY ARTS | 4 quarter hours
(Undergraduate)**

This course offers interdisciplinary study of two or more art forms in a particular historical period, looking at relations among the arts and between art and its cultural contexts. Students will develop a critical vocabulary for the analysis of works in the visual arts, theater, music, literature, or other art forms. Work in the course will be interdisciplinary and will include readings, classroom exercises, visits to relevant performances or exhibits, and papers. Variable topics; please see the schedule for current offerings.

Membership in the University Honors Program, Sophomore standing or above, and HON 100 are prerequisites for this class.

**HON 207 | TOPICS IN COGNITIVE STUDIES | 4 quarter hours
(Undergraduate)**

Working under the assumption that processes of human thinking can be understood in formal and symbolic ways, this course is designed to introduce students to the interdisciplinary field of cognitive science by constructing and evaluating theories of how we perceive, speak, reason, and learn. Only open to students in the University Honors Program.

Membership in the University Honors Program, Sophomore standing or above, and HON 100 or WRD 104 are prerequisites for this class.

**HON 208 | TOPICS IN SOCIO-CULTURAL INQUIRY | 4 quarter hours
(Undergraduate)**

Focusing on the mutual impact of society, culture, and individuals, students will study and apply theories emphasizing human relationships as influenced by social and cultural forces.

Membership in the University Honors Program, Sophomore standing or above, and HON 100 or WRD 104 are prerequisites for this class.

**HON 225 | HONORS LAB SCIENCE TOPICS | 4 quarter hours
(Undergraduate)**

Students in Honors 225 will investigate a particular scientific topic or issue using readings, discussions, papers, and laboratory work. In the process of investigation they will learn about the nature and processes of science and will be able to describe and explain their work in writing; some projects may be done in teams. All sections of Honors 225 include a laboratory component. Please see the Schedule of Classes for current offerings.

HON 180 (or one of the following: MAT 135, MAT 137, MAT 140, MAT 150, MAT 242, PSY 240, IT 223, LSP 120) and membership in the University Honors Program are prerequisites for this class.

**HON 300 | HONORS RESEARCH SEMINAR | 2-5 quarter hours
(Undergraduate)**

This course, offered occasionally, invites students to enhance their skills in conducting research on issues of interest. Please see the schedule for current offerings. Open only to students in the University Honors Program.

HON 301 | HONORS JUNIOR SEMINAR IN MULTICULTURALISM | 4 quarter hours (Undergraduate)

This seminar asks students to conduct research on complex issues related to multiculturalism. Topics may cover various dimensions of identity including issues of race and ethnicity, class, gender, language, religion, sexual orientation, disability and nationality. Students are encouraged to develop a critical perspective about the meaning of multiculturalism and to understand the historical and/or contemporary manifestations of inequality. All students prepare research projects and participate in seminar discussions. Variable topics; please see the schedule for current offerings. This course meets the university's requirement in multiculturalism and the Honors Program Junior Seminar requirement.

Membership in the University Honors Program, Junior standing or above, and HON 100 or WRD 104 are prerequisites for this class.

HON 302 | SEMINAR IN SOCIAL JUSTICE | 4 quarter hours (Undergraduate)

Students will choose from a variety of seminar offerings, each focusing on systems of power, oppression, and privilege through a social justice lens. Students will investigate the underlying structures that create injustice in contemporary society, and they will study the ways in which racism and the legacy of colonialism perpetuate inequality and oppression. They will develop their research skills by researching at least one complex issue in depth and evaluating approaches to redressing systemic injustice and creating a more equal society.

Membership in the University Honors Program, Junior standing or above, and HON 100 or WRD 104 are prerequisites for this class.

HON 350 | HONORS SENIOR SEMINAR | 4 quarter hours (Undergraduate)

This course, which meets the capstone requirement for the University Honors Program, is designed to engage students in a discussion of meaning and values, and to foster skills in interdisciplinary research and writing. In a seminar setting, students explore a designated topic, develop related projects, and pursue work in an area defined by the Honors faculty member who designed the particular course. Seminars will be offered in broad interdisciplinary areas, allowing seniors to choose from diverse topics. Please see the schedule for current offerings. Only open to students in the University Honors Program.

Status as a senior in the University Honors program is a prerequisite for this class.

HON 351 | HONORS SENIOR SEMINAR IN SERVICE LEARNING | 4 quarter hours (Undergraduate)

This course, which meets the capstone requirement for the University Honors Program, is designed to foster skills in interdisciplinary research and writing. The course also brings students into the community to explore theories of service and the relationship between altruism and activism. Outside of class, students will devote a minimum of three hours each week to service work at one of the sites offered through the course, prompting them to consider the role that service will play in their lives after DePaul. This course also meets the university's Experiential Learning requirement for students who have not yet fulfilled this requirement. Only open to students in the University Honors Program.

Status as a senior in the University Honors program is a prerequisite for this class.

HON 395 | HONORS SENIOR THESIS | 4 quarter hours (Undergraduate)

Honors students are encouraged to undertake a senior thesis, an independent interdisciplinary research project proposed by the student and carried out under the supervision of a faculty advisor. Students electing to complete a senior thesis must submit an application signed by a faculty director and a two-page project description to the Honors Program Director by the eighth week of the quarter prior to that in which the project will be done. Completion of the thesis project meets the capstone requirement for the Honors Program. Open only to students in the University Honors Program.

Membership in the University Honors Program, Junior standing or above, and HON 100 or WRD 104 are prerequisites for this class.

HON 397 | HONORS STUDY TOUR I | 4-8 quarter hours (Undergraduate)

Study tours with faculty leaders. Research, reflection, and writing on site-specific topics and issues. Variable topics. See the Schedule for current offerings. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.

HON 398 | HONORS STUDY TOUR II | 4-8 quarter hours (Undergraduate)

A continuation of Honors 397. See the Schedule for current offerings.

Membership in the University Honors Program is a prerequisite for this class.

HON 399 | HONORS INDEPENDENT STUDY | 2-4 quarter hours (Undergraduate)

Independent Study.

Membership in the University Honors Program is a prerequisite for this class.

Hospitality Leadership (HSP)

HSP 100 | INTRODUCTION TO HOSPITALITY | 4 quarter hours (Undergraduate)

This course takes a survey perspective in introducing students to the global hospitality industry, its associations, organizations and businesses. This course provides an overview of the historical evolution and development of modern, lodging, food & beverage, private club, meetings & events, and other hospitality related industries. Current and future career opportunities are explored.

HSP 101 | INTRODUCTION TO GLOBAL TOURISM | 4 quarter hours (Undergraduate)

This course takes a cross-disciplinary approach to examine the many facets of tourism. Specific analysis of world travel destinations, customs and traditions, visitor attractions, political, religious and other cultural differences as these relate to the tourism industry will be introduced.

This course evaluates tourism globally while identifying economic, socio-cultural, and environmental impacts on host destinations from the perspectives of the local communities as well as the traveler. The basic dimensions of sustainability, civic engagement, ethics, service and the historical perspective that are integral to the tourism industry will be covered from a social science perspective, in order to provide students with the kind of practical knowledge that can be applied in many fields of study.

HSP 200 | HOSPITALITY SERVICES AND EXPERIENCE MANAGEMENT | 4 quarter hours

(Undergraduate)

The concepts of service, service delivery and service recovery in different cultural and geographic contexts are explored. These include the full range from limited service through deluxe, the intentional decisions of management about what and how much service to offer, the quality of service, delivering service for rather than to someone, and how to transform a service event into a repeatable, memorable experience.

HSP 203 | HOSPITALITY LEADERSHIP & SELF DEVELOPMENT | 2 quarter hours

(Undergraduate)

The primary goal of the course is to move students towards the development and understanding of the foundations of leadership, differentiating leadership from management, and emphasizing the core traits and other personal qualities required of successful hospitality leaders. The course further focuses on the importance of a leader's character, values and professionalism as the basis for ethical decision-making in an organizational context. (2 quarter hours)

HSP 204 | HOSPITALITY LEADERSHIP & TEAMS | 2 quarter hours

(Undergraduate)

The successful delivery of hospitality products and services is often a result of interdisciplinary teams working together. In this course, students will explore the composition and functionality of hospitality teams, how guest and operational problems are identified and solved through group interaction and dynamics, and how team performance is assessed through guest satisfaction. (2 quarter hours)

HSP 207 | HOSPITALITY LAW, ETHICS & RISK | 2 quarter hours

(Undergraduate)

Legal and ethical concepts in the hospitality industry are explored. Laws specific to the hospitality industry are introduced. Ethical perspectives are identified and applied to hospitality operations. Administrative law and government regulation of hospitality is also discussed.

HSP 208 | MANAGING PEOPLE & THE CHICAGO UNION ENVIRONMENT | 2 quarter hours

(Undergraduate)

The unique qualities of human resources management relative to all segments of the hospitality industry are explored in this class. The five major areas of focus Include: (a) recruitment and selection (b) training and career development (c) turnover and retention (d) recognition and performance management and (e) labor relations within the hospitality industry. Specific attention is paid to approaches used by unions to organize as well as methods used by management to combat labor organization.

HSP 100 is a prerequisite for this class.

HSP 250 | MANAGING YOUR HOSPITALITY CAREER | 2 quarter hours

(Undergraduate)

This course is designed to explore and manage the professional expectations, career realities, and opportunities of your hospitality major. Students will participate in hands-on resume building activities, practice interviews, and apply research and evaluation skills to execute job search and career management strategies. Students will learn about Career Center resources and internship opportunities as ways to prepare for successful job searches and to maximize their potential for long-term professional growth. (2 quarter hours)

HSP 301 | LEADERSHIP SPEAKER SERIES I | 1 quarter hour

(Undergraduate)

Industry professionals will address service leadership and current issues in hospitality and tourism. Speakers will address the role of leadership in the creation and delivery of service. This course should be completed during a student's junior year. (1 quarter hour)

HSP 302 | LEADERSHIP SPEAKER SERIES II | 1 quarter hour

(Undergraduate)

Industry professionals will address service leadership and current issues in hospitality and tourism. Speakers will address the role of leadership in the creation and delivery of service. This course should be completed during a student's senior year. (1 quarter hour)

HSP 303 | HOSPITALITY INTERNSHIP I | 2 quarter hours

(Undergraduate)

This course is a supervised and structured industry learning experience. It is designed for students to concurrently obtain practical experience and course credit through a formal internship in a functional department within hospitality operations. Site is to be chosen in collaboration with faculty. Students must win acceptance through an interview with a hospitality professional who will supervise the practicum. Potential sites could include one of Chicago's many hotels, private clubs, convention centers, tourism offices, airports, airlines, spas or restaurants. Students are required to work a minimum of 50 hours needed for completion over a 10-week quarter. (2 quarter hours)

HSP 304 | HOSPITALITY INTERNSHIP II | 2 quarter hours

(Undergraduate)

This course is a supervised and structured industry experience. It is designed for students to concurrently obtain practical experience and course credit through a formal internship in a functional department within hospitality operations. This course reflects the importance of providing additional real-world job experience within a unique sector other than that experienced from the student's completion of their first internship. This course is designed to advance and contrast students experiences within both practica.. Site is to be chosen in collaboration with faculty. Students must win acceptance through an interview with a hospitality professional who will supervise the practicum. Potential sites could include one of Chicago's many hotels, clubs, convention centers, tourism offices, airports, airlines, spas and restaurants. Students are required to work a minimum of 50 hours needed for completion over a 10-week quarter. (2 quarter hours)

HSP 303 is a corequisite for this class.

HSP 309 | ADVANCED HOSPITALITY METRICS AND ANALYTICS | 4

quarter hours

(Undergraduate)

This course develops the ability to define and solve complex real-world problems within the hospitality industry. Unique hospitality performance metrics, such as lodging metrics (RevPAR), foodservice metrics (food & beverage cost), and event metrics (ROI, session analytics), will be identified and evaluated. Aspects of the analytical process will be addressed including: problem definition, data collection, quantitative concepts & methodologies, data analysis and storytelling. The unique qualities of financial management and managerial accounting relative to the hospitality industry are also explored in this course. Real-world data and reporting from hospitality management applications will be developed to support decision-making. Students will utilize Excel and hospitality specific data visualization software to report findings.

BUS 102, MAT 137 and ACC 102 are prerequisites for this course.

**HSP 320 | PRIVATE CLUB MANAGEMENT | 4 quarter hours
(Undergraduate)**

This course explores the management of, and leadership roles within, private city, country, and athletic clubs. Topics include: the general manager function; organizational structure of clubs; the role of the board of directors; membership requirements; equity and non-equity clubs; tax-exempt clubs and nontax-exempt clubs; duties and leadership responsibilities of department heads in private clubs; governmental regulations; the future of clubs; and the relationship of private clubs to the hospitality industry.

**HSP 321 | FOOD PRODUCTION MANAGEMENT | 2 quarter hours
(Undergraduate)**

This laboratory-based course is an introduction to the basic principles of food production. Topics include culinary terminology, theory and application of food preparation techniques, food product identification and fabrication. (2 quarter hours)

A declared Club Management Concentration is a prerequisite for this class.

**HSP 322 | QUANTITY FOODSERVICE MANAGEMENT | 2 quarter hours
(Undergraduate)**

Analysis of factors affecting quantity food production and service in the foodservice industry, emphasizing adherence to food quality and service, ethical evaluation of food products and commercial equipment, planning and coordinating food production activities for large groups, and the impact of operations upon environmental sustainability. (2 quarter hours)

HSP 321 and a declared Club Management concentration are prerequisites for this class.

**HSP 323 | ADVANCED PRIVATE CLUB MANAGEMENT | 4 quarter hours
(Undergraduate)**

An in-depth, international, comprehensive study and analysis of the senior club manager's role in operating a successful private club. Focused on advanced methods and issues including: career planning, club bylaws and rules, legal and ethical concerns, facility design and management, special enterprises within the club, break even and financial analysis, club feasibility and marketing, research interests, membership services, CCM certification and promotion/public relations. Case studies and a comparison of international approaches to managing clubs will be used to augment lectures and discussions.

HSP 320 is a prerequisite for this class.

**HSP 330 | RESTAURANT OPERATIONS | 4 quarter hours
(Undergraduate)**

This course is designed to introduce the major components of food and beverage service management and to differentiate those components from management in other hospitality segments. The course focuses on management procedures, service styles and safety in food service operations. The course examines the basics of several types of restaurants, including independents and chains. Catering operations will also be addressed.

**HSP 331 | FOODSERVICE PURCHASING | 4 quarter hours
(Undergraduate)**

Details the standards of quality as applied to food, supplies and related products used in the foods industry. Provides methods and criteria for recognizing quality, evaluating, specifying, purchasing and inspecting these products. The use of technology in the purchasing component of the foodservice industry is detailed.

**HSP 332 | BEVERAGE MANAGEMENT | 4 quarter hours
(Undergraduate)**

This course is an overview of the commercial beverage industry. Emphasis is on management's role and responsibility in operating a facility serving alcoholic beverages. Principles and practices regarding the production, selection, purchasing, storage and service of beverage alcohol in the hospitality industry are detailed.

**HSP 333 | INTERNATIONAL WINE EDUCATION & MANAGEMENT | 4
quarter hours
(Undergraduate)**

The purpose of this course is to introduce students to wine management best practices in the hospitality industry. The course introduces students to the regional grape varieties and wine making styles around the globe along with the science that underlies practical wine production issues. The course focuses on multiple aspects of the wine service process, including understanding wine styles and products, judging quality, service techniques, creating food and wine pairings, developing sales and marketing promotions, and determining cost and pricing decision-making. Students must be legal drinking age by start of course.

**HSP 335 | CRAFT BEER EDUCATION AND MANAGEMENT | 4 quarter
hours
(Undergraduate)**

The course aims to introduce students to the business of craft beer. It emphasizes the process and ingredients of beer production and underlying science that impacts it, the history of traditional beer producing countries and regions, as well as the implications of style, quality and cost decisions that take place throughout the manufacturing of beer. The course will explore trends in the craft beer industry and how they impact the greater hospitality industry. The course will illustrate key impacts of business decisions in the development of brewery concepts, covering operations, legal requirements, equipment, and supplies. Additionally, sensory analysis, product knowledge, and service techniques will be taught.

**HSP 340 | LODGING PROPERTY MANAGEMENT | 4 quarter hours
(Undergraduate)**

Practices and systems utilized in the operational management of the hotel, including front office, reservations, uniform service, and housekeeping areas. Coordination with F&B, catering, sales & marketing, and other departments are explored. Computer systems used as property management systems are introduced and discussed.

**HSP 341 | RESORT & SPA MANAGEMENT | 4 quarter hours
(Undergraduate)**

The range of resort and spa operations are explored and analyzed. Key topics unique to these geographic and programmatic settings are discussed, including issues in guest relations, the design of programs and amenities, the role of golf courses, tennis facilities, swimming pools and water sports, spas, the impact of operations upon environmental sustainability, and the importance of conference/meeting events in the resort industry.

**HSP 342 | TIME SHARE MANAGEMENT | 4 quarter hours
(Undergraduate)**

The course focus is upon the concepts of timeshare management. Topics include historical background, development process, market analysis, exchange systems, ownership and calendar issues, ethical obligations, budgeting, and customer relations.

**HSP 343 | CASINO MANAGEMENT | 4 quarter hours
(Undergraduate)**

Explore the history and development of gaming, casino operations including slots, table games, sports and Internet betting, credit and casino accounting, casino hotels and casino foodservice, and the marketing of the core gaming products. A central focus will be on current trends as well as the primary management and financial elements unique to operating a casino.

**HSP 350 | EVENT PLANNING | 4 quarter hours
(Undergraduate)**

This course focuses on the fundamentals and core issues of event and meeting management. Development of time-lines, checklists and request for proposals are covered. The course emphasizes planning, budgeting, marketing, public relations, food and beverage and contract and lease negotiations.

**HSP 351 | EVENT TOURISM | 4 quarter hours
(Undergraduate)**

Provides a comprehensive coverage of worldwide tourism destinations, examining the basic principles of underlying the development of tourist demand, supply and transportation, together with a broad survey of world tourism by generating regions and by destination regions. The convention and visitors bureau (CVB) or local governmental tourism agency is discussed as an integral part of destination marketing and addresses its place and importance in the local hospitality industry and larger, general business community. Issues explored include organizational structure, financing, ethical decision-making, numerous audiences, impact upon environmental sustainability, and its sales and service missions.

**HSP 352 | EVENT PRODUCTION | 4 quarter hours
(Undergraduate)**

This course examines the production and execution of special events. It is designed to help hospitality leadership students learn the theories of event management with exposure to actual events and event planners. The student will learn how to formulate event strategies for destinations. The course will focus on planning, developing, managing, and implementing all types of events, such as entertainment events, corporate events, cultural events, sporting events and festivals.

HSP 350 is a prerequisite for this class.

**HSP 353 | EVENT SALES, SERVICE & PROMOTION | 4 quarter hours
(Undergraduate)**

The course focuses on the modes and methods of sales and promotion used in booking conventions and trade shows, including identifying sponsors marketing to attendees, exhibitors and other participants. The course also looks at the division of administrative responsibility in operations. Students will explore organizing, arranging and operating conventions, trade shows and expositions.

**HSP 355 | ADVANCED EVENT MANAGEMENT | 4 quarter hours
(Undergraduate)**

This course introduces advanced management and decision making specific to the events industry. Analysis of current issues and future trends in meeting, exhibition and event management and their impact on other sectors within the hospitality industry will be explored.

HSP 350 is a prerequisite for this class.

**HSP 362 | REVENUE, PRICING & DISTRIBUTION | 4 quarter hours
(Undergraduate)**

The principles and practices involved in hotel revenue maximization, pricing strategies, and distribution channels are the focus of this course. Topics will include definitions, roles and strategies as they relate to revenue, pricing and distribution. Additional discussion of inventory control and performance analysis will also be part of the class.

HSP 206 is a prerequisite for this class.

**HSP 372 | BRANDING & CUSTOMER LOYALTY | 4 quarter hours
(Undergraduate)**

Learn to identify branding strategies and the role branding plays in customer loyalty. As a focus, customer relationship management is explored. Topics include current trends and changes in the perceptions of branding and loyalty, as well as understanding customer demands, expectations and needs.

**HSP 386 | HOSPITALITY ACCOUNTING I: REVENUES & EXPENSES | 4 quarter hours
(Undergraduate)**

The application of accounting principles as utilized in the hospitality industry is explored. The purpose of this class is to advance the hospitality student's knowledge of accounting concepts related to the income statement using the hospitality industry version of the Uniform System of Accounts. The class increases the student's understanding of the importance of revenue recognition, expense classification, and matching of revenue and expenses for operational analysis purposes. Students will study payroll accounting, withholding and tax reporting requirements and regulations specific to the hospitality industry along with labor variances and their relevance to understanding operations and performance versus budgets.

A grade of C- or better in ACC 102 is a prerequisite for this class.

**HSP 396 | HOSPITALITY STRATEGY | 4 quarter hours
(Undergraduate)**

Hospitality strategy is a capstone course designed to expose students to a strategic perspective on issues that concern the firm as a whole. This viewpoint is integrative in that it draws on concepts from the functional disciplines (i.e. Marketing, Finance, Accounting, Operations) in the diagnosis, analysis and resolution of complex business situations. Students will read, discuss and apply a body of theory and techniques from the field of strategic management. The course emphasizes the development of practical problem solving skills. Corporate strategy is examined from the perspective of: strategic choice, the link between strategy and organization, and the management of strategic change. Examples will be drawn from various hospitality operations around the world. The course emphasizes the use of group decision-making, self-directed work teams, and formal group reports and presentations. **(FIN 300 or FIN 310), MGT 300, MKT 301 and Senior standing are prerequisites for this class.**

**HSP 398 | SPECIAL TOPICS IN HOSPITALITY | 4 quarter hours
(Undergraduate)**

Special Topics. Content and format of this course are variable. An in-depth study of current issues in hospitality. Subject matter and prerequisites will be indicated in class schedule.

**HSP 399 | INDEPENDENT STUDY | 4 quarter hours
(Undergraduate)**

Available to students of demonstrated capability for intensive independent work in Hospitality Leadership. (variable credit)

HSP 502 | MANAGING THE GUEST/EMPLOYEE EXPERIENCE | 4 quarter hours**(Graduate)**

This course is designed to examine highly developed principles of the guest experience, the guest/employee interface, and the role employee development and service delivery plays within the hospitality industry. Leadership of various hospitality service operations will be studied in the context of realms of experience and guest quality assurance. Experience realms will be grounded in the constructs of unique hospitality experiences that engage guests in an inherently personal way. Topics will include: customer care and loyalty programs, creativity and innovation, employee skill development, service operation strategies, product design, capturing guest identity, and customer co-creation.

HSP 503 | ADVANCED HOSPITALITY LEADERSHIP AND PERFORMANCE | 4 quarter hours**(Graduate)**

The goal of this course is to examine advanced hospitality leadership practices within the various industry segments. Leadership principles and hospitality management approaches will be examined through the lens of financial and human capital performance. Topics include: critical decision-making, hospitality team dynamics and service performance, financial feasibility in operational delivery, brand and marketplace competency, ethics and values.

HSP 505 | SERVICE & INNOVATION IN TOURISM DEVELOPMENT | 4 quarter hours**(Graduate)**

This course examines the interaction and interdependency of tourism technology and service systems in the context of tourism development, service leadership, innovation, and social media. Students will apply contemporary tourism development theory surrounding technology and service systems including: market development, human capital productivity, network-based service systems, efficiency and effectiveness in information processing, user generated content issues, and other opportunities.

HSP 506 | HOSPITALITY STRATEGY & OPERATIONAL PERFORMANCE | 4 quarter hours**(Graduate)**

The goal of this course is to evaluate and construct innovative hospitality strategies and then implement models of strategy within hospitality organizations. The course will enable students to analyze hospitality service systems through the lens of competitive strategy and service-oriented product positioning. Topics include: hospitality strategy, competitive analysis, systems thinking, service product life-cycle evolution, hospitality organizational structure and service systems, integrated hospitality operational diagnostics, and operational performance metrics.

HSP 550 | NON-PROFIT EVENTS MANAGEMENT | 4 quarter hours**(Graduate)**

Non-Profit event management is evolving into a complex and dynamic discipline within the hospitality industry. This course examines the nature and structural components of event management within the non-profit sector. The course design will incorporate event conceptualization and evaluation techniques unique to the non-profit hospitality product delivery. Topics will include: market segmentation, strategic analysis for event planning, financial literacy, managerial and operational logistics, governmental and non-governmental advocacy, sponsorship development and fundraising, contract execution and administration.

MGT 500 is a prerequisite for this class.

HSP 551 | NON-PROFIT FOODSERVICE MANAGEMENT | 4 quarter hours**(Graduate)**

Non-profit hospitality foodservice encompasses a broad array of institutions, associations and organizations on a local, regional and national level. This advanced course in non-profit foodservice management examines the leadership requirements associated with National philanthropic and local grass-roots community organizations including soup kitchens, meals on wheels programs, emergency shelters, community alliances, and food pantries. Topics include: menu development and nutritional elements of non-profit foodservice operations, licensing and inspection requirements, food handling and OSHA work safety guidelines, food sourcing and distribution, national and local initiatives programming, and developing marketing networks/partners.

MGT 500 and (MGT 502 or MGT 504) are prerequisites for this class.

HSP 561 | MANAGING REVENUE TO MAXIMIZE FINANCIAL PERFORMANCE | 4 quarter hours**(Graduate)**

This course explores revenue management within the hospitality industry from a comprehensive perspective as it pertains to the importance of generating business revenues and contributions to the overall service-firm financial performance. Revenue management principles and practices within the hospitality sector have advanced in both sophistication and complexity, increasing the need for enhanced development of human capital, investments in data analytics, and systems integrated approaches to successful revenue generation. Topics include: Inventory and price management, consumer behavior, e-commerce, and demand based forecasting.

HSP 562 | HOSPITALITY DISRUPTORS, CURRENT TRENDS, AND THEIR IMPLICATIONS FOR LEADERS | 4 quarter hours**(Graduate)**

This course examines current hospitality trends associated with industry disruptors and their impact on service distribution channels. Students apply critical thinking and decision-making skills to the complex relationships of revenue generation, expense management, current technologies, and operational benchmarks to achieve organizational profitability objectives. Topics include disruptions to global distribution networks, technology applications, branding perspectives, digital communications, customer segmentation, product marketing, competitive positioning, human capital resources, and service processes.

HSP 563 | HOSPITALITY RESEARCH ANALYSIS & FINANCIAL METRICS | 4 quarter hours**(Graduate)**

This course provides a comprehensive perspective of various hospitality financial performance constructs and key industry operating performance benchmarks, including how to design studies to collect the data to analyze. Students will learn the fundamentals of research methodology and then be indoctrinated to hospitality industry metrics and the critical nature of linking analysis with decision-making in order to achieve organizational profitability objectives. Topics include; research methodology, interpretation of financial statements, data collection, using research findings, and operations flow-through.

HSP 793 | PRACTICUM IN APPLIED HOSPITALITY LEADERSHIP | 4 quarter hours (Graduate)

Experiential learning plays an important role in applying academic knowledge to real-world business challenges and opportunities. This practicum in applied hospitality leadership engages students in a practical, experiential, multidisciplinary approach to learning, which fosters development of personal and professional skills. Under the direction of the course faculty, students assume the role of researchers/advisors to key Chicago hospitality organizations that seek guidance on business strategy or challenging operational issues. Projects might include; leadership assessments service-process improvements, service innovation, event planning, club management and others. Students work closely with sponsoring organizations and supervising faculty to identify the scope of the projects, collect information and conduct analysis, and then report findings and/or recommendations. Major outcomes include an oral presentation to faculty and a written report for management.

HSP 798 | SPECIAL TOPICS | 4 quarter hours (Graduate)

Content and format of this course are variable. An in-depth study of current issues in hospitality. Subject matter will be indicated in class schedule. Offered variably.

HSP 799 | INDEPENDENT STUDY | 4 quarter hours (Graduate)

Available to graduate students of demonstrated capability for intensive independent work in hospitality.

Human Centered Design (HCD)

HCD 421 | DESIGN AND HUMAN EXPERIENCE | 4 quarter hours (Graduate)

This foundational course focuses on understanding the design process and how users, communities, and society are impacted by technology. This course will cover a breadth of technologies such as educational technologies, health systems, social tools, games, etc. An interdisciplinary course that draws from the fields of computer science, psychology, sociology, and economics, students will reflect on the social, political, and economic context and impact of technology use locally and globally. PREREQUISITE(S): None.

HCD 450 | THEORIES AND METHODS IN HUMAN-CENTERED DESIGN | 4 quarter hours (Graduate)

This is a foundational course that introduces human-centered design methods and creative problem solving using a systems approach. Theories and methods that consider people as part of complex societies and the challenges of designing for impact are explored, with particular attention to approaches that involve technology and collaborations across organizations. In addition to core design methods such as interviews and contextual inquiry, students will learn and apply methods such as design workshops, diary studies, cultural probes, design charrettes, and experience prototyping. PREREQUISITE(S): NONE.

HCD 510 | RESEARCH METHODS AND PRACTICE OF SCHOLARSHIP | 4 quarter hours (Graduate)

This course provides students with in-depth knowledge of how to conduct a qualitative research study. Specifically, students will learn various approaches to conducting research including: ethnography, grounded theory, actor-network theory, and discourse analysis. Furthermore, students will learn how to propose a research study as well as how to effectively communicate research scholarship. PREREQUISITE(S): None.

HCD 525 | MEDIA THEORY PROSEMINAR | 4 quarter hours (Graduate)

This course explores the key traditions of disciplinary and theoretical inquiry that contribute to the study of Digital Media, including media theory, literary-critical theory, visual culture and the cultural studies of media, communications theory, and performance studies. Students will examine key texts in each of these areas and explore their application to representative digital artifacts. PREREQUISITE(S): None.

HCD 590 | ADVANCED TOPICS IN HUMAN CENTERED DESIGN | 4 quarter hours (Graduate)

HCD topic varies with offering. Contact instructor for more information. PREREQUISITE(S): Completion of the HCD core courses or consent of the instructor. May be repeated for credit.

HCD 599 | INDEPENDENT STUDY | 8.00 quarter hours (Graduate)

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit. PREREQUISITE(S): None (variable credit)

HCD 601 | HISTORY OF TECHNOLOGY AND SOCIETY SEMINAR | 4 quarter hours (Graduate)

This course will provide a foundational understanding of the historical relationship between technologies and humans with particular focus on how technological innovations have impacted shifts in how humans work, communicate, and learn. PREREQUISITE(S): None.

HCD 699 | RESEARCH | 8.00 quarter hours (Graduate)

Research course supervised by an instructor. Independent Study Form required. Variable credit. Can be repeated for credit. (variable credit)

HCD 701 | CANDIDACY DISSERTATION RESEARCH | 0 quarter hours (Graduate)

Non-credit. Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements and who are regularly using the facilities of the University for study and research are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. PREREQUISITE(S): Admission to Candidacy. Independent Study form required. (variable credit)

Human Community (HC)

HC 116 | PSYCHOLOGY OF MALE DEVELOPMENT | 2 quarter hours (Undergraduate)

This course focuses on the development of boys from infancy through adulthood within socio-cultural context. We therefore address in addition to gender, the impact of race, ethnicity, class and related issues of societal /governmental failures when it comes to non-voting children. We cover why boys have more trouble at school, more problems with anger, and more incarcerations than girls or boys of higher social class, but our focus will be on their capacities and how those in power can help them thrive rather than present obstacles in their path from birth onwards. In my work in Chicago schools from Englewood to Rogers Park, I found young boys and teens very capable of caring and empathy but not reinforced by adults to develop these skills. This course suggests ways to change that and help teachers, parents and society not stereotype boys or give up on them so early in life. We will focus on how boys can develop fully as men of character and care, who can succeed in relationships, as parents, at work and in their community. We will learn of advocacy work to convince society to improve the conditions in which boys live. We draw upon the work of the Search Institute, the book "The Men They Will Become" by Eli Newberger (free online) and other current research. We will view workshops including feminist Judith Jordan's "Raising Competent and Connected Boys" and learn of local and national efforts to support young boys development. (2-4 quarter hours)

HC 118 | MAKING SOCIAL CHANGE: THE LEGACY OF THE 1960'S | 2 quarter hours (Undergraduate)

In the first twenty years following World War II, Americans participated in the democratic process and in civil society in record numbers. They participated in public meetings, belonged to labor unions, joined churches, and formed professional societies. These civic structures and habits of involvement empowered citizens to believe they could make a difference in their communities and laid the groundwork for some of the major social movements of the second half of the 20th Century. Civil rights, second-wave feminism, gay rights, and Latino rights all have their roots in the 1960s and continued their work over the following decades. In this class, we will explore civic engagement through the lens of our recent history. We will look at how these movements developed and analyze how they achieved their goals. We will take lessons from our predecessors and apply them to our own efforts to make a contribution to the lives of people in our local, national or global communities. (2-4 quarter hours)

HC 165 | CHINA: MONEY, POWER AND THE 21ST CENTURY | 2 quarter hours (Undergraduate)

The greatest migration of people in the history of the world is occurring right now, in China. Hundreds of millions of people, whose families have lived in rural China for thousands of years, are moving to rapidly urbanizing cities. This course analyzes, through the voices of the Chinese people, the dramatic impact of this social and economic revolution upon families and individuals. These changes are having a worldwide impact upon economics, trade and the new world order. Through lecture/discussions, videos, readings, on-line discussion boards and independent research, students will have the opportunity to form their own viewpoints as to the impact of globalization upon one of the oldest civilizations on earth. (2-4 quarter hours)

HC 192 | THE ART, SCIENCE AND PSYCHOLOGY OF FOOD | 2 quarter hours (Undergraduate)

We have many connections to food. Food sustains us but it has meaning that extends far beyond basic nutrition. Eating is an individual pleasure and comfort, a tool for creating and sustaining social bonds, and a way to express one's cultural identity. Food is tied to many aspects of life including culture, politics, agriculture and the environment. Americans have become disconnected from both the production of our food and from the joy of eating it and suffer from food related health problems such as diabetes, obesity and eating disorders. In this class we will explore the myriad of food-related habits and choices, that determine how what and why we eat. This experiential class moves beyond specific dietary guidelines by presenting concepts and skills that will help you reframe your connections with food. We will explore the multiple dimensions of food and eating from an individual, community and national level. We will explore the true meaning of nourishment. Topics include: identifying personal eating styles, mindful eating exercises, the slow food movement, locating Chicago food deserts, a field trip to a popular Chicago organic garden/restaurant, guest speaker from a Chicago restaurant mural artist, examining types of hunger and nourishment, and issues involving food and ritual, food and story, food and psychology, food and art. We will combine art, film clips, lectures, field trip, research, and mindful eating skills. (2-4 quarter hours)

HC 208 | THE HEART OF THE ENTREPRENEUR | 2 quarter hours (Undergraduate)

Entrepreneurs are an integral part of a thriving economy yet the aspects of successful entrepreneurship remain a mystery. This course takes a detailed look at the characteristics of successful and unsuccessful entrepreneurs, enabling the students to acquire a personal understanding of what it takes to start a new business venture. This course is especially targeted for those interested in starting their own business or aspiring to be an employee within an innovative business. (2 credit hours)

HC 215 | EMOTIONAL INTELLIGENCE IN THE WORKPLACE | 2 quarter hours (Undergraduate)

How do individual emotional traits support, or detract from, leadership behaviors in today's ever-changing organizations? We learn to identify and strengthen core traits of emotional intelligence at work, and to collaborate intelligently and effectively with others to meet the high standards of organizational improvement. Special focus on theories of active leadership and their relevance to an emotionally-positive workplace culture. (2-6 hours)

HC 219 | THE FIGHT FOR HUMAN RIGHTS: ONE WOMAN'S CRUSADE | 2 quarter hours (Undergraduate)

Helen Prejean is a leading human rights activist in the United States. For the past 30 years, she has helped shape conversation about equal treatment for all within the criminal justice system, especially persons of color and the materially poor. Dead Man Walking, the eyewitness account of her experience accompanying condemned prisoners to execution, has had a major influence on discussion of violence, poverty, civil rights, criminal law, and social justice. In this course, we use her work and interact with her personally to study power inequities across race and class lines that perpetuate injustice and examine her strategies for reform. (2-4 quarter hours)

HC 221 | PROFESSIONAL SPEAKING SKILLS FROM ZOOM TO ROOM | 2 quarter hours**(Undergraduate)**

Authentic, credible oral communication is paramount to attain professional and personal success. The purpose of this course is to hone each student's ability to orally communicate effectively and with ease. Regardless of the starting point - as a beginner or a seasoned speaker - we will identify personal strengths and improvement areas, then work upward from there. To accommodate today's high demand for online communication (Zoom, Google Meet, WebEx, et al), instruction will focus on both virtual and in-person delivery. With an emphasis on the professional environment, we will explore a variety of common scenarios. Students will gain practical techniques to boost performance and shine - ranging from formal presentations to meeting facilitations to impromptu speaking. Because we represent different industries, backgrounds, and experience levels, we will employ a mix of individual and collaborative activities. The latter will ensure that we are capitalizing on resources within our unique learning group. Students will be encouraged to select topics relevant to their respective careers or areas of study. As well, students have the option to work on their real-life speaking scenarios(s), provided it fits within the assignment parameters. (2 credit hours)

HC 222 | FACILITATIVE DIALOGUE | 2 quarter hours**(Undergraduate)**

This course aims to help students understand the psychology surrounding difficult, emotionally volatile interpersonal situations in order to facilitate appropriate dialogue to arrive at a solution. These situations can include: confronting an uncooperative coworker, assessing alleged wrongdoing by a student, addressing resistance in a patient, providing feedback to a friend, or meeting the needs of a disgruntled customer. In these situations, our own behavioral and verbal actions are important determinants in the direction, duration, and consequences of the interaction. Given the potential for us to be hostilely confronted, and for those whom we are talking to for them to act defensively, we often have to manage our own emotions while trying to quickly assess the situation to facilitate dialogue. Students will learn, develop, and practice a framework to more effectively manage these situations. This course is appropriate for those in professional settings such as human resources, patient- and service-oriented industries, counseling, education, leadership development, in addition to personal settings where facilitative dialogue is necessary.

HC 223 | ECONOMY, SOCIETY, AND SUSTAINABILITY IN THE 21ST CENTURY | 2 quarter hours**(Undergraduate)**

This course targets undergraduate and postgraduate students who want to familiarize with economic principles, but do not intend to major in economics. No prior economic coursework is required. Students learn to develop an understanding of the use of analytical and data-handling tools. At the same time, they benefit from an accessible yet complete primer of economic principles and concepts that are essential to understand economic policymaking and the role of politics, as well as a host of issues facing our societies, such as: economic prosperity and inequality; economic efficiency and fairness in policymaking; institutions, power, and inequality; the labor market and unemployment; production and the market mechanism, etc... The course operates on the premise that the Economy shouldn't constitute the sole focus of public and private decisionmakers, and that equal attention should be devoted to two other essential dimensions of the human condition, Society and the Environment. (4 quarter hours)

HC 238 | CULTURAL COMMUNICATIONS IN CUBA: WHO TALKS TO WHOM IN SCHOOLS AND CAFES | 2-4 quarter hours**(Undergraduate)**

This study abroad course will provide participants with a foundation in the theories of intercultural communications. They will observe how people from different cultures communicate in public spaces, cafes, schools and other institutions and evaluate how communications are affected by place. Through their stay in Havana and a day trip to Vinhales, participants will analyze how different socio- cultural factors interact to shape individuals and interaction patterns in these different settings, as well as in the United States. They will engage in global communication and evaluate the impact of communication differences that diverse political, religious, social, ethnic and educational backgrounds have on individuals communicating within an organization or individually. Prior to departure, participants will use interactive, online technology to engage in cross-cultural communication and to create criteria for evaluating and comparing communication patterns. In Cuba, participants will collaboratively use the criteria to analyze cross-cultural aspects of language and interactions in various settings from social and political perspectives. The trip duration is 7 days. The readings and activities ground students in recent theories of intercultural practice and provide a framework for students to become interculturally competent. Students will be staying in small groups in Casa Particulares, similar to Bed and Breakfasts, and hosted by Cuban families. The activities tentatively planned include touring Old Havana and the Plaza de la Revolucion, a visit to the Museo de la Revolucion, a visit to the Callejon de Hamel street fair, a day in rural Cuba to visit a tobacco farm and the Sierra del Rosario Biosphere Reserve, a visit to the Akokan community and the Casa de Africa, and a day at the beach. An important part of the curriculum are visits to local elementary schools, guest lectures with local university professors and an afternoon and evening with university students.

HC 239 | BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE | 2 quarter hours**(Undergraduate)**

Students will study the latest changes in the fields of intercultural communication and leadership development in today's global corporations, including reading interviews from some of the world's leaders in manufacturing, energy, telecommunications, and health care from numerous countries. This course combines hard science with cutting-edge organizational research-based case studies in today's trans-cultural global corporations. Students study key behaviors needed today to be successful in a global corporation, including cultural self-awareness, frame-shifting, inviting the unknown, third-way solutions, and others. Students will also study how "disruptive technologies", mobile internet, automation of knowledge work, cloud technology, next generation genomics, 3D printing, advanced materials, and renewable energy are changing and will continue to revolutionize global corporations. This course concludes with an analysis of the effects of social justice and corporate social responsibility on today's global corporations. (2-4 credit hours)

**HC 247 | APPLYING ECONOMICS: A PRACTICAL APPROACH | 2 quarter hours
(Undergraduate)**

This applied economic course is tailored to introduce students to economic issues, without employing complex graphical and mathematical models. The material to be covered caters to students who are concerned citizens and active participants in the economy, and want to achieve a better grasp of problems facing society today. Students will learn how to use fun tools from game theory to analyze some of society's most puzzling problems, such as pollution, health care, the depletion of natural resources, how the pursuit of individual goals can lead to poor collective outcomes, and also the challenges of monetary and fiscal policy, economic growth, inflation, unemployment, income inequality, etc. Students will learn by doing, through hands-on experiments and practical exercises. (2-4 credit hours)

**HC 253 | FAMILY LIFE: THE PAST, PRESENT AND FUTURE OF FAMILIES | 2-4 quarter hours
(Undergraduate)**

In history, families have been defined as mother, father, and children. In our current experience, more families differ from that model than comply with it. Family structure is evolving. Missing fathers, Single parents, and Blended families are only a few of the changes to the family structure that have occurred with some significance beginning in the 1950s. (2-4 quarter hours) What influences family structure? Do economics and education make a difference? Are race and ethnicity important factors? What about gender, personality and religion? Is the two parent family necessary? What role do grandparents and great grandparents play in the changing family? Perhaps the most important question we can ask about the family is what comes next. What are the many ways in which families might be redesigned in the future? How do these changes impact individuals in society? Competences: H4, H3X, A3A, FX.

**HC 257 | PARTICIPATION AND DEMOCRACY IN AMERICA | 2 quarter hours
(Undergraduate)**

Why don't more Americans vote? How do education, income, and age impact voting trends? Why are some Americans more interested in politics than others? How is inequality reflected in other forms of political participation, such as donating money? Do recent trends in voter ID laws help to safeguard the democratic process, or restrict it? In summary, how democratic or representative are American elections? The course begins with some famous arguments about why participation matters. Trends in voter turnout then become the primary object of study, but we also consider other forms of participation including writing members of Congress, attending political meetings and contributing money. We explore recent discoveries in behavioral psychology that are changing the strategies of modern campaigns. After taking this course, you will understand the fundamental role of participation in democracy. (2-4 quarter hours)

**HC 274 | THE BILL OF RIGHTS IN CONTEMPORARY LIFE AND WORK | 2 quarter hours
(Undergraduate)**

This course will be organized around a series of central questions: What is a law? Who has the authority to make one? What are the various sources of law? What is or should be the relationship between law, ethics and morality, between law and religion? What is the difference between legislative law and constitutional law? What are the legal, historical, philosophical and political sources of American constitutional law? What sort of society did the Framers of the Bill of Rights have in mind and are their ideas still applicable in 21st century America? How does the Bill of Rights fit into our constitutional framework and what rights does it guarantee? What is the relationship between the states and the federal government in guaranteeing those rights? What is the relationship between our legal system and our political system generally? What criteria do judges use to interpret laws? How does our own legal system differ from those of other countries and cultures? Are there any universal rights worth protecting? What role does (or should) science play in upholding our rights under the Bill of Rights? Possible areas to be covered are freedom of speech, religion, establishment of church and state, the right to privacy, the 4th, 5th and 6th Amendments? protections for criminal defendants and the death penalty. (2-4 quarter hours)

**HC 282 | JAZZ AGE PARIS: 1919-1939 | 2 quarter hours
(Undergraduate)**

This is a history of Parisian society and culture in the era between the two world wars. We will explore issues of race, class and gender in the interwar period in French society. We will also examine the role of American writers, artists, musicians and performers in the cultural world of Paris, the City of Light, and an outpost in the Harlem Renaissance. (2-4 credit hours)

**HC 283 | GLOBAL PERSPECTIVES OF WORK & FAMILY | 2 quarter hours
(Undergraduate)**

What role does the political, economic, and cultural structure of a nation play in its concepts of work and family? This course develops students' understanding of issues in the history of family and work through historical and contemporary accounts from Europe and the United States. We will take a close look at issues such as the gender division of labor, child labor, government policies on maternity, economic structure as well as social and political movements. Course materials include historical documents, lectures, films, and varied readings. Assignments will include essays, reflection journals, discussion, and a research project on work-life balance. (2 - 4 credit hours)

**HC 299 | ASSESSING AND MANAGING CONFLICT | 2-4 quarter hours
(Undergraduate)**

Our usual method for presenting, analyzing, and resolving conflicts has centered around legalistic argument; the goal being to discover the "right" answer and suppress the "wrong" ones. However, the multiple worldviews operating in the world today make such an approach to conflict less viable. Reflecting this reality, ways of communicating about and resolving conflict have arisen that go beyond enforcement of rules or legal determinations of right and wrong. In this course, we will look at various methods for handling conflict and consider how we might apply them to personal, work, community and literary conflicts through lecture, small group work, role playing, reading, various written projects, and discussion. (2-4 quarter hours)

HC 300 | GLOBALIZATION AND PROFESSIONAL PRACTICE | 2 quarter hours**(Undergraduate)**

For decades scholars have observed a growing body of evidence and employers a growing body of experience of significant changes in the way that international business is conducted. These changes in the business world, brought on largely by globalization, present new challenges. These challenges require staff with specific skills related to global competence in order for the business to remain competitive. The goal of this course is to help students to cultivate and/or refine the skills and capabilities necessary to succeed in today's global work environment. Organized around four learning units and one major project, the class will provide each student with extensive content and resources; it will also provide a forum for assessing the competences necessary to attain success in a global workplace and a method for honing those skills each student needs to cultivate. (2-4 quarter hours)

HC 302 | ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD | 2 quarter hours**(Undergraduate)**

Americans are known for active participation in organizations that strengthen our communities. We coach our kid's sports teams, take meals to members of our congregations, work for candidates that we believe in and join marches to support or oppose government action. With all these activities, we engage with other members of our community and workplace to make it better for ourselves and our families and to promote social justice. In this class, we will develop the knowledge and practice skills that enhance civic engagement and explore the role of citizens' voices in a democracy in the face of powerful political and economic interests. (2-4 quarter hours)

HC 306 | TRAVEL AND LEARN IN BOSTON: EXPLORING ITS ARTS AND HISTORY | 2-4 quarter hours**(Undergraduate)**

Boston is a city of many faces. It's a world class city from a cultural and educational perspective by any standard, but it competes with New York City and Philadelphia for the title of best place for American history and art. Boston has fame for the riches made by old money profits but also for its colorful mob history. With such internal paradoxes and external competitors, why choose a travel course to Boston? Here's why: In this domestic travel course, participants will walk the famous freedom train and other historic sites, visit Boston's famous art collections, and experience its diverse neighborhoods like Boston Common, Beacon Hill, and the North End. Issues such as Boston's immigrant populations, its fame as a seat of American higher education, its connection to events in American history, and its stake in the meaning of freedom and democracy will be discussed in the preparatory classes as well as in post travel learning as students work on individual projects.

HC 315 | ECONOMICS FOR DECISION-MAKING | 2 quarter hours (Undergraduate)

The purpose of this course is to provide the modern consumer living in a global economy fueled by unabated technological progress, with basic notions to understand the path that has led to sustained prosperity in the past many decades. The focus is on endowing students, as householders, with conceptual tools to make optimal financial and consumer decisions throughout the lifecycle. That theoretical foundation is reinforced and exemplified with a wealth of practical applications offered through a student-friendly online interactive learning platform, which also provides a convenient means to complete weekly assignments. That online platform will help students relate what they learn to their everyday experience as economic agents. The course is divided into two modules, microeconomic and macroeconomic. The microeconomic module studies the market mechanism. Topics covered include scarcity, opportunity costs, the law of diminishing returns, the trade principle of comparative advantage, the mechanism of the price system, the laws of demand and supply, the impact of market interventions by the government, etc. In the macroeconomic module, topics covered include the workings of the gross domestic product (GDP), of inflation and unemployment, of money and banking, the role of fiscal and monetary policy, etc. The course will visit the relevance of balancing the requirements of economic growth (efficiency in the use of inputs) with the necessity of attending to the needs of both society (need for equity) and the environment (need for sustainability). Students will also discussed at length the economic implications of topics of heightened public interest, such as the Great Recession of 2008-2009 and the coronavirus pandemic that unleashed itself on the world around the onset of the year 2020. Throughout the course, we will refer to the idea that knowledge of economics leads to practical, informed decisions that can help us minimize cost and maximize return and satisfaction as voters and taxpayers participating actively in the economy. (2-4 credit hours)

HC 326 | CONTEMPORARY NATIVE AMERICAN/AMERICAN INDIAN ISSUES | 2 quarter hours**(Undergraduate)**

Native Americans are part of our history and heritage, yet many Americans have little knowledge beyond stereotypes. While invisible to the mainstream, Native American cultures are surviving, striving, and in some cases, thriving as we enter the new millennium. This course will explore the complex issues facing Native Americans today through discussion, film, readings, and Native American news media to enable students to gain a cross-cultural perspective. Students will choose an area of focus on this subject and conduct independent research to present to their classmates. (2-4 quarter hours)

HC 329 | MALE IDENTITY IN TRANSITION | 2 quarter hours (Undergraduate)

This course, open to men and women, examines issues of gender with a focus on male identity. You will examine your own perspectives, attitudes, and experiences in light of psychosocial development theory, media influences, power struggles among social groups, and relationship issues in an effort to gain a greater understanding of factors that influence male identity in today's society. The course is offered in a hybrid format, meeting every other week and interacting in an online course discussion between meetings. Projects to demonstrate competence will relate gender issues in power relations in the US, the impact of media, adult development and the workplace. (2-4 quarter hours)

**HC 330 | LAW/ BUSINESS ENVIRONMENT | 2 quarter hours
(Undergraduate)**

The influence of the law is far-reaching in the corporate world. Whether an entrepreneur, manager, administrative assistant, union employee, nonunion employee, sales representative, purchasing agent, etc., the law ultimately affects how we make decisions in the work arena. This course allows students to discover the wide range of laws affecting America's business environment. Students will learn how the law is established and developed, and be provided with tools to recognize potential legal issues that arise in daily business operations. The curriculum considers the impact of the law in the global workplace, and in commerce, business operations, employer/employee relationships, and in the regulatory environment.

**HC 365 | JAZZ AND CHICAGO | 2 quarter hours
(Undergraduate)**

This short course will introduce the student to the pleasures and enrichment of jazz. Students will learn what jazz is, learn about its fascinating history and some of its most influential players, and learn about the special role that Chicago has played-and still does play-in great jazz. In the classroom we'll hear records, view videos, engage the instructor in question-and-answer sessions, and hear stories about this unique musical art form and Chicago's ongoing role in it. The instructor, a jazz writer and longtime jazz drummer, will enliven the course with personal anecdotes covering a considerable part of Chicago jazz history. (2-4 quarter hours)

Human-Computer Interaction (HCI)

**HCI WV412 | HCI 412 WAIVER | 0 quarter hours
(Graduate)****HCI 201 | MULTIMEDIA AND THE WORLD WIDE WEB | 4 quarter hours
(Undergraduate)**

An introduction to the World Wide Web and web development for non-technical majors. Students will create web pages using a WYSIWYG editor. Students will evaluate web sites using a variety of analytical and empirical methods. Students will conduct technology-related experiments following the principles of the scientific method and use technology to analyze their results. Topics include web-based technology, creating content for distribution on the web, and design principles for web sites. Students will develop an appreciation for the connections among science, mathematics, and technology in modern society, as well as for the principles guiding advances in science and technology. PREREQUISITE(S): NONE.

**HCI 302 | FOUNDATIONS OF DIGITAL DESIGN | 4 quarter hours
(Undergraduate)**

Shape, line on two-dimensional surfaces. Color. Composition rules as they apply to digitally created documents. Digital manipulation of two-dimensional images. Use of commercially available draw and paint tools to create two-dimensional designs. PREREQUISITE(S): None.

Graduate standing is a prerequisite for this class.

**HCI 402 | FOUNDATIONS OF DIGITAL DESIGN | 4 quarter hours
(Graduate)**

Shape, line on two-dimensional surfaces. Color. Composition rules as they apply to digitally created documents. Digital manipulation of two-dimensional images. Use of commercially available draw and paint tools to create two-dimensional designs. PREREQUISITE(S): None.

**HCI 406 | WEB SITE DESIGN FOR HCI | 4 quarter hours
(Graduate)**

Web design introduced in a user-centered context. Application of visual design principles and common design patterns for web sites and mobile interfaces. Page markup using HTML and CSS addressing responsive web design, accessibility, and search engine optimization. PREREQUISITE(S): None.

**HCI 412 | HCI DESIGN FUNDAMENTALS I | 4 quarter hours
(Graduate)**

Focus on visual design basics. Evaluate, critique and create two-dimensional artifacts (using digital and non-digital tools). Introduction to design elements that include gestalts, color, line, value, shape, patterns and perspective.

**HCI 421 | DESIGNING FOR CONTENT MANAGEMENT SYSTEMS | 4 quarter hours
(Graduate)**

Design and development of Web sites using common database-driven content management systems (CMSs) and publishing tools such as those used to manage blogs, community portals, and other content-heavy websites. Discussions of how familiarity with CMS tools assists the role of the user experience designer. Visual design and theme customization using prior knowledge of CSS. Taxonomy systems, installation of add-on modules, and user management using today's widely used systems.

HCI 406 is a prerequisite for this class

**HCI 422 | MULTIMEDIA | 4 quarter hours
(Graduate)**

Multimedia interface design. Underlying technological issues including synchronization and coordination of multiple media, file formats for images, animations, sound and text. Hypertext. Information organization. Survey of multimedia authoring software. Topics in long distance multimedia (World Wide Web). Students will critique existing applications and create several multimedia applications.

HCI 440 or consent of the instructor

**HCI 430 | PROTOTYPING AND IMPLEMENTATION | 4 quarter hours
(Graduate)**

Overview of prototyping methods ranging from low-fidelity to interactive script-based prototypes. Analysis of prototyping tools and their relative advantages. Projects include prototype development over multiple iterations using a variety of strategies.

HCI 440 is a prerequisite for this class.

**HCI 440 | INTRODUCTION TO USER-CENTERED DESIGN | 4 quarter hours
(Graduate)**

The user-interface development process. Introduction to methods for practicing user-centered design including user and task analysis, user interface design principles and testing using low-fidelity prototypes. Students may not receive credit for this course and HCI 441. PREREQUISITE(S): None.

**HCI 441 | INTRODUCTION TO USER-CENTERED DEVELOPMENT | 4 quarter hours
(Graduate)**

Overview of the user-centered design (UCD) process with an additional emphasis on user interface development. Coverage of UCD process includes effective, low-cost methods for user research, interaction design and evaluation. User interface development involves application of front-end development languages (HTML and JavaScript) and frameworks (jQuery). This course is offered to students with programming experience as an alternative to IT 411 and HCI 440. Students may not receive credit for this course and HCI 440.

CSC 403 is a prerequisite for this class.

**HCI 445 | USER RESEARCH METHODS | 4 quarter hours
(Graduate)**

This course provides students with skills necessary to conduct, analyze and communicate user research. Topics include: (a) common methods for collecting user data; (b) analysis techniques to examine user research data; and (c) ways to document and communicate user research findings. **HCI 440 AND IT 403 are prerequisites for this class.**

**HCI 450 | FOUNDATIONS OF HUMAN-COMPUTER INTERACTION | 4 quarter hours
(Graduate)**

Application of engineering and psychological theory to the design of computer systems. Overview of applicable research methods and research on perception, cognition, errors, and screen design. Attention will be given to creating and applying guidelines derived from research. **IT 403 is a prerequisite for this class.**

**HCI 454 | INTERACTION DESIGN AND INFORMATION ARCHITECTURE | 4 quarter hours
(Graduate)**

Information architecture and interactive page design. Perception and use of menus, labels and user controls. Structuring information for navigation and presentation. Selecting and placing user controls for optimizing task flow on pages and across pages. Creating wire frames and using content managers.

HCI 440 is a prerequisite for this class.

**HCI 457 | INFORMATION ARCHITECTURE AND CONTENT STRATEGY | 4 quarter hours
(Graduate)**

Organization and design of applications and web sites for effective information navigation. Survey and practice of methods for content strategy (CS) and information architecture (IA), including content inventories and card sorting. Processes include mapping content to structure and creating controlled vocabularies for specific audiences. Students apply CS and IA methods in the design of diverse applications.

**HCI 460 | USABILITY EVALUATION METHODS | 4 quarter hours
(Graduate)**

Survey of evaluation methods that can be applied to user interfaces. Methods include expert inspections, walkthroughs, usability testing and analytical approaches. Students evaluate existing systems by applying some of these methods.

HCI 440 is a prerequisite for this class.

**HCI 470 | DIGITAL DESIGN | 4 quarter hours
(Graduate)**

Focus on the visual aspects of interfaces for information and communication technologies (ICTs). Evaluate, critique and create ICT interfaces using design principles. Learn to choose color, type, layout and imagery to create aesthetic and usable ICT interfaces. Introduction to information visualization. Applying course concepts, students create and develop their own web-based portfolio.

HCI 402 and HCI 406 are prerequisites for this class.

**HCI 472 | HCI DESIGN FUNDAMENTALS II | 4 quarter hours
(Graduate)**

Focus on the visual design in digital artifacts. Evaluate, critique and create digital artifacts organized by design principles. Choose color, type, layout and imagery towards the creation of aesthetic and usable, responsive and accessible digital artifacts. Introduction to accessibility, information visualization and animation.

HCI 412 AND HCI 406 AND IT 411 are prerequisites for this course.

**HCI 511 | ACCESSIBILITY CONSIDERATIONS IN HCI | 4 quarter hours
(Graduate)**

Methods and principles for designing interactive technologies for diverse users, including children, elderly, and people with disabilities and alternative skills. Analysis of how current technologies address diverse user needs and considerations about how technologies might be improved to better meet diverse user needs. Class projects include a web accessibility evaluation based on current w3 standards and an in-depth research project in which students ideate a new technology or evaluate an existing technology in which they work directly with people who have disabilities.

HCI 445 is a prerequisite for this class. HCI 460 is recommended.

**HCI 512 | INFORMATION VISUALIZATION AND INFOGRAPHICS | 4 quarter hours
(Graduate)**

Communicating information through visualizations. Students learn how to choose effective means to visualize data for (a) their intended audience(s) and (b) for the message they intend to communicate. Students practice creating and evaluating visualizations using a variety of tools and methods.

IT 403 and (HCI 470 or HCI 472) are prerequisites for this class.

**HCI 513 | DESIGN/STRATEGIES FOR INTERNET COMMERCE | 4 quarter hours
(Graduate)**

(Cross-listed with ECT 555) An integrated study of design, technical, and strategic issues for Internet commerce. Web analysis, design and publishing. Visual, textual and content organization, response time, usability testing. Authorizing tools and administering web server. Internet database servicing. Internet service providers and pricing. Digital cash and encryption. Impact on the value chain, intermediation, and market structure. Strategies for mass customization, interactive marketing, and support for collaborative work.

IS 422 or HCI 430 is a prerequisite for this class

**HCI 514 | GLOBAL USER RESEARCH | 4 quarter hours
(Graduate)**

Theories and approaches for conducting HCI research and creating digital media for international audiences. Varied topics include (a) cultural models and global differences that influence design of digital artifacts (b) approaches to conducting usability and other types of user research and (c) information communication and technologies for development (ICT4D).

HCI 445 and HCI 460 are prerequisites for this class.

**HCI 515 | DESIGN ETHNOGRAPHY | 4 quarter hours
(Graduate)**

This discussion course focuses on topics related to ethnographic methods such as activity theory, value sensitive design, online ethnography and reflexivity. Students will conduct participatory observations, interviews, and diary studies (all methods designed to engage with users "in the wild") and translate the results from those studies into design implications. In this service learning course, students will work with community partners to conduct ethnographic studies and design a tool for the organization based on the results from the formative study.

HCI 454 or HCI 457 are prerequisites for this class.

**HCI 516 | BEHAVIORAL SCIENCE & UX | 4 quarter hours
(Graduate)**

Behavioral Science & UX will examine addressing complex behavior change through a deeper understanding of behavioral science. This course begins with the foundational elements of behavioral science including context, mental models, emotions and social dynamics and will progress into implementation methods. By having a foundational understanding of how we as humans make decisions, we are able to design more impactful solutions and persuasive technologies.

HCI 445 and HCI 450 are prerequisites for this class.

**HCI 520 | LEARNER-CENTERED DESIGN | 4 quarter hours
(Graduate)**

Design and evaluation of technology-based learning systems. Theories and models of human perception and cognition as they apply to learning, instruction and training. Application of established principles for analyzing and designing learning systems. Projects include evaluating existing learning systems and the creation of a learning system.

HCI 440 is a prerequisite for this class.

**HCI 522 | UX STRATEGY AND WEB ANALYTICS | 4 quarter hours
(Graduate)**

In this course, students examine how to align user experience (UX) approaches with business strategy. Topics include: (a) examining how business and UX strategies are aligned; (b) translation of business goals into measurable metrics; and (c) assessing metrics using services such as Google Analytics. Prerequisite(s): HCI 460.

HCI 460 is the prerequisite for this class

**HCI 530 | MOBILE DESIGN | 4 quarter hours
(Graduate)**

Theoretical and practical issues for designing mobile devices. Design strategy, patterns and research within a mobile context. Students will learn to create useful, usable and enjoyable experiences that consider the unique capabilities and constraints of mobile platforms. Project deliverables includes wireframes for diverse platforms such as responsive mobile web, iOS, and Android native apps.

HCI 454 or HCI 457 are prerequisites for this class.

**HCI 541 | SURVEY DESIGN AND ANALYSIS | 4 quarter hours
(Graduate)**

Design and analysis of surveys with an emphasis on user experience research. Benefits and costs of using surveys compared to other UX methods; factors for when survey use is appropriate. Sampling and threats to validity. Survey question design, pilot testing, implementation, and analysis. Application of statistical methods for analysis of survey data. Use of survey software such as Qualtrics.

HCI 445 or DSC 441 are prerequisites for this class.

**HCI 545 | EMBODIED INTERACTION | 4 quarter hours
(Graduate)**

This course covers the history, theory and philosophy behind embodied interaction (including cognitive, physiological, and social aspects), and discusses some of the best current examples of embodied interaction in digital interfaces. The course leverages students knowledge of User-Centered Interaction Design (UCID) from HCI 440 and their exposure to the psychological and physiological theories and experimental findings from HCI 450 and extends these into embodied interaction in three dimensions. It does this by exposing students to post-WIMP (windows, icons, menus, pointer) and blended/ubiquitous computing interfaces. Coursework includes a series of individual assignments that results in an embodied interaction prototype suitable for evaluation by real users; critical review and discussion of current research and development in embodied interaction; and critical review of other students' work. The sequence of assignments require students to identify an opportunity or need for application of embodied interaction; perform user research; create appropriate models as precursors to design; perform conceptual design; and design and create an embodied interaction prototype in a medium of their choice. They must then evaluate their prototype in tests with real users. Students are expected to share their application proposal, elements of other assignments, and reading summaries with the rest of the class.

HCI 440 and HCI 450 are prerequisites for this class.

**HCI 553 | SOCIAL INTERACTION DESIGN | 4 quarter hours
(Graduate)**

UX principles and strategies for designing social apps and web sites. Analysis and use of interaction patterns for organizing, sharing, and discussing content. Application of theories relating to social networks, privacy and social capital. Students apply user-centered processes to the design of a social app.

HCI 454 or HCI 457 are prerequisites for this class.

**HCI 558 | INTERACTION DESIGN AND ANALYSIS | 4 quarter hours
(Graduate)**

Design and analysis of interactive technologies with emphasis on complex interactions and repeated use. Analysis and selection of appropriate interaction styles including command entry, form completion, menu selection, direct manipulation, code-based automation, and intelligent speech-based interaction. Specifying interaction using flowcharts, wireframes and prototypes. Taxonomy of errors and common approaches for avoiding them. Practices for minimizing effects of multi-tasking and cognitive load. Analysis methods, such as application of the GOMS keystroke-level model, for informing design. Student projects include the design and analysis of interactive user interfaces for diverse contexts and uses.

**HCI 580 | USER EXPERIENCE DESIGN PRACTICUM | 4 quarter hours
(Graduate)**

Working with clients, students choose and practice appropriate methods learned in the HCI foundational courses to address business goals and user needs. Course coverage includes best practices for consulting, effective communication with clients and coworkers, understanding business and organizational needs, and setting realistic goals and expectations.

HCI 454 or HCI 457 are prerequisites for this class.

HCI 590 | TOPICS IN HUMAN-COMPUTER INTERACTION | 1-4 quarter hours**(Graduate)**

Specific topics selected by the instructor. Topic varies with each offering. Contact instructor for more information. Prerequisite(s): See syllabus or consent of the instructor.

HCI 445 and HCI 460 are prerequisites for this class.

HCI 594 | HUMAN-COMPUTER INTERACTION CAPSTONE | 4 quarter hours**(Graduate)**

HCI 594 provides an opportunity for students to apply all of the skills they have learned on one comprehensive project. Multidisciplinary teams design, evaluate, and implement a user interface intensive project. Students prepare written documents describing their activities and present the final results to the class. PREREQUISITE(S): Completion of the HCI core courses or consent of the instructor.

HCI 445 and HCI 430 and HCI 450 and HCI 460 and (HCI 454 or HCI 457) are prerequisites for this class.

HCI 596 | HCI RESEARCH CAPSTONE | 4 quarter hours**(Graduate)**

This course provides students with the experience of reading and synthesizing the literature on a particular HCI topic, with particular attention to judging the quality of the sources. The course also teaches the student to develop an annotated bibliography on a particular topic, and develop a research plan for writing a research survey paper or develop a research plan to answer a specific question by designing an experiment/questionnaire. After presenting their paper, the student will review other student's papers, and provide appropriate criticism. All students will be required to sign up for the CDM/COMM participant pool. We will invite researchers at CDM to discuss their current research.

HCI 450 or HCI 460 is a prerequisite for this class.

HCI 599 | INDEPENDENT STUDY | 1-4 quarter hours**(Graduate)**

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Prerequisite(s): Consent of the instructor.

HCI 690 | RESEARCH SEMINAR | 1-4 quarter hours**(Graduate)**

PREREQUISITE(S): Instructor consent required. (variable credit)

IIT Chemical Engineering (ICE)

ICE 100 | INTRODUCTION TO THE PROFESSION I | 4.5 quarter hours**(Undergraduate)**

Introduction to chemical engineering and engineering productivity software. Communication skills development, technical reporting and presentation, engineering ethics, and a variety of topics are discussed.

ICE 104 | INTRODUCTION TO COMPUTER PROGRAMMING FOR ENGINEERS | 3 quarter hours**(Undergraduate)**

Introduces the use of high-level programming language as a problem-solving tool in engineering including basic data structures and algorithms, structured programming techniques, and software documentation. Designed for students who have had little or no prior experience with computer programming. (Taught at IIT as CS 104)

ICE 202 | MATERIAL AND ENERGY BALANCES | 4.5 quarter hours**(Undergraduate)**

Material and energy balances for engineering systems subjected to chemical and physical transformations. Calculations on industrial processes. CSC 224/225 or equivalent; MAT 149/152/162 and CHE 113 or CHE 131 recommended. (Taught at IIT as CHE 202)

ICE 239 | MATHEMATICAL AND COMPUTATIONAL METHODS | 4.5 quarter hours**(Undergraduate)**

Utilization of numeric and analytic methods to find solutions to a variety of chemical engineering problems. Emphasis placed on development of computer code, and interpretation of results. Topics covered include systems of algebraic equations, initial value differential equations, and boundary value differential equations. Taught at the Illinois Institute of Technology as CHE 239.

ICE 296 | INTRODUCTION TO IPRO | 1.5 quarter hours**(Undergraduate)**

Introduction to process design. Principles and techniques in effective team work. Performance of selected design tasks in project groups integrated with ICE 496. Practice with process design software. First part of the ICE 296 - ICE 496 project package. Only chemical engineering students should register for this course. ICE 101, ICE 202, or consent recommended. [Taught at IIT as IPRO 296].

ICE 301 | FLUID MECHANICS AND HEAT-TRANSFER OPERATIONS | 4.5 quarter hours**(Undergraduate)**

Flow of fluids and heat transfer. Fundamentals of fluid flow and heat transfer design equations as applied to selected unit operations. ICE 202 and ICE 252 recommended. COREQUISITE(S): ICE 343, MAT 260. Taught at IIT as CHE 301.

ICE 302 | MASS-TRANSFER OPERATIONS | 4.5 quarter hours**(Undergraduate)**

Mass transfer in stagewise and continuous contacting equipment. Mass transfer design equations as applied to selected unit operations. Unsteady state operations in mass transfer equipment. (Taught at Illinois Institute of Technology as CHE 302) ICE 301 recommended.

ICE 311 | FOUNDATIONS OF BIOLOGICAL SCIENCE FOR ENGINEERING | 4.5 quarter hours**(Undergraduate)**

This introductory course will introduce engineering students to basic principles of Biological Sciences, which will enable them to understand more advanced courses on the topic and provide a solid base for further study in all life sciences-related topics required in their individual programs. (Taught at Illinois Institute of Technology as CHE 311)

ICE 317 | CHEMICAL ENGINEERING LABORATORY I | 3 quarter hours**(Undergraduate)**

Laboratory work in the unit operations of chemical engineering, fluid flow, heat transfer, and other selected topics. (Taught at Illinois Institute of Technology as CHE 317) ICE 301 recommended.

ICE 320 | TRANSPORTATION PHENOMENA | 4.5 quarter hours**(Undergraduate)**

The equations of change in different coordinate systems (mass, momentum, and energy transport). Velocity distribution in laminar and turbulent flow. Formulation and analytical solutions to the problems of viscous flow, molecular diffusion, heat conduction and convection. (Taught at Illinois Institute of Technology as CHE 406) ICE 301, ICE 302 & ICE 252 recommended.

ICE 322 | CHEMICAL ENGINEERING LABORATORY II | 3 quarter hours (Undergraduate)

Laboratory work in distillation, humidification, drying, gas absorption, filtration, and other areas. (Taught at Illinois Institute of Technology as CHE 418)

ICE 324 | CHEMICAL REACTION ENGINEERING | 4.5 quarter hours (Undergraduate)

Introduction to the fundamentals of chemical kinetics. The design, comparison, and economic evaluation of chemical reactors. Emphasis on homogeneous systems. Taught at Illinois Institute of Technology as CHE 423. ICE 302, ICE 351 and ICE 326 recommended.

ICE 326 | PROCESS MODELING AND SYSTEM THEORY | 4.5 quarter hours (Undergraduate)

Principles of process modeling. Modeling of non-reactive and reactive dynamic processes. Transfer functions. Modeling of multistage and non-linear processes. Discrete-event processes, Markov processes, and automata theory. (Taught at Illinois Institute of Technology as CHE 433) COREQUISITE(S): ICE 302, ICE 351. ICE 301 recommended.

ICE 328 | PROCESS CONTROL | 4.5 quarter hours (Undergraduate)

Dynamic process models, stability assessment, feedback and feedforward control strategies, design and tuning of closed-loop controllers, time domain and frequency domain design and performance assessment methods. Multivariable systems, interaction, multi-loop control. Software for process simulation and controller design. (Taught at Illinois Institute of Technology as CHE 435) ICE 302 and ICE 326 recommended.

ICE 330 | NUMERICAL AND DATA ANALYSIS | 4.5 quarter hours (Undergraduate)

Utilization of numerical methods to find solutions to a variety of chemical engineering problems. Emphasis placed on problem formulation, development of computer code, and interpretation of results. Techniques covered include: systems of algebraic equations, linear regression, and statistics. Numerical differentiation and integration, solution of ordinary and partial differential equations. (Taught at Illinois Institute of Technology as CHE 439)

ICE 332 | CHEMICAL PROCESS THERMODYNAMICS | 3 quarter hours (Undergraduate)

Second law analysis of cooling, separation, combustion, and other chemical processes. Chemical reaction equilibrium and processing applications. ICE 351 recommended.

ICE 334 | CHEMICAL PROCESS DESIGN | 4.5 quarter hours (Undergraduate)

Introduction to design techniques and economic aspects of chemical processes. The technical and economic aspects of equipment selection and design, alternative methods of operation. (Taught at Illinois Institute of Technology as CHE 494) ICE 302, ICE 351 and ICE 326 recommended.

ICE 336 | STATISTICAL TOOLS FOR ENGINEERS | 4.5 quarter hours (Undergraduate)

Descriptive statistics and graphs, probability distributions, random sampling, independence, significance tests, design of experiments, regression, time series analysis, statistical process control, and introduction to multivariate analysis (Taught at IIT as CHE 426).

ICE 338 | PROCESS DESIGN II | 4.5 quarter hours (Undergraduate)

Group project in process design. Integration of technical, safety, environmental, economic, and societal issues in process development and design. Final part of the IPRO project package. Project teams consist of chemical engineering students and students from other disciplines and professions. Students from other academic units should register for designated section of IPRO 497 (three credits) and their contribution to the project tasks will be defined accordingly. (Taught at the Illinois Institute of Technology as CHE 496.) ICE 324, ICE 328 and ICE 334 are required prerequisites.

ICE 351 | CHEMICAL ENGINEERING THERMODYNAMICS | 4.5 quarter hours (Undergraduate)

Laws of thermodynamics and their application to chemical engineering operations. (Taught at IIT as CHE 351) ICE 343 recommended.

ICE 352 | THERMODYNAMICS II | 4.5 quarter hours (Undergraduate)

Second law analysis of cooling, separation, combustion, and other chemical processes. Chemical reaction equilibrium and processing applications (Taught at IIT as CHE 451).

ICE 383 | ELECTRIC AND ELECTRONIC CIRCUITS | 4.5 quarter hours (Undergraduate)

Circuit concepts, Ohm's Law, Kirchoff's Laws, network theorems. Circuit elements, DC and AC network analysis. Diodes, transistors, and electronic amplifiers. Digital electronics circuits and instrumentation. (Taught at IIT as ECE 383) PHY 172 recommended.

ICE 397 | INTERPROFESSIONAL PROJECT | 4.5 quarter hours (Undergraduate)

Interprofessional projects allow students to learn teamwork, leadership and project management skills, while working in multidisciplinary teams on projects involving technical, ethical, environmental, economic, public policy and legal issues. IPRO project teams are typically comprised of 6-10 students from sophomore through graduate level from all disciplines that can broadly contribute to a project effort. While every effort will be made to accommodate students' first choices, it may be necessary to balance students across all projects that will be scheduled for the semester or to consolidate students into fewer projects to meet minimum team requirements. Specific rules about selection of IPRO projects may apply in certain degree programs. Some projects may carry Humanities or Social Sciences credit. Students must consult the lead faculty member for the project and their faculty advisor before registering for a project. (Taught at Illinois Institute of Technology as IPRO 397)

Illinois Institute of Technology (IIT)

IIT 105 | INTRODUCTION TO COMPUTER PROGRAMMING I | 3-4.5 quarter hours (Undergraduate)

Introduces the use of high-level programming language (C/C++) as a problem-solving tool including basic data structures and algorithms, structured programming techniques, and software documentation. Designed for students who have had little or no prior experience with computer programming. (Taught at Illinois Institute of Technology as CS 105.) (3 quarter hours)

IIT 115 | ENGINEERING GRAPHICS AND DESIGN | 3 quarter hours (Undergraduate)

Basic traditional and computer-based techniques and applications, multiview sketching, orthographic projection, isometric and oblique pictorials, sectioning, auxiliary views, principles of descriptive geometry, dimensioning, detail drawings, introduction to design and computer-aided drafting and design (CAD). (Taught at Illinois Institute of Technology as EG 105.) (3 quarter hours)

IIT 200 | INTRODUCTION TO C++ PROGRAMMING | 4.5 quarter hours (Undergraduate)

Problem-solving and program design using C++. Introduces a variety of programming techniques, algorithms, and basic data structures including an introduction to object-oriented programming. (Taught at Illinois Institute of Technology as CS 200). (4.5 quarter hours)

IIT 201 | MECHANICS OF SOLIDS I | 4.5 quarter hours (Undergraduate)

Free body diagrams. Equilibrium of a particle, a system of particles, and a rigid body. Distributed forces, centroids, centers of gravity, and moments of inertia. Analysis of structures. Friction. Internal loads in bars, shafts and beams. Stress and strain in axially loaded members. (Taught at Illinois Institute of Technology as MMAE 201.) (4.5 quarter hours)

IIT 202 | MECHANICS OF SOLIDS II | 4.5 quarter hours (Undergraduate)

Stress and strain relations, mechanical properties. Axially loaded members. Torsion of circular shafts. Plane stress and strain, Mohr's circle, stress transformation. Elementary bending theory, normal and shear stresses in beams, beam deflection. Combined loading. (Taught at Illinois Institute of Technology as MMAE 202.) (4.5 quarter hours)

IIT 203 | INTRODUCTION TO MECHANICS | 4.5 quarter hours (Undergraduate)

Equilibrium concepts. Statics of a particle. Statics of a system of particles and rigid bodies. Distributed forces, centroids and center of gravity. Friction. Kinetics of particles: Newton's Laws of motion, energy and momentum. Kinematics of particles. Dynamics of rotating bodies (Taught at IIT as MMAE 200). (4.5 quarter hours)

IIT 210 | CIRCUIT ANALYSIS I | 4.5-6 quarter hours (Undergraduate)

Ohm's Law, Kirchoff's Laws, and network element voltage-current relations. Application of mesh and nodal analysis to circuits. Dependent sources, operational amplifier circuits, superposition, Thevenin's and Norton's Theorems, maximum power transfer theorem. Transient circuit analysis for RC, RL, and RLC circuits. Introduction to Laplace Transforms. Concurrent registration in ECE 212 and ECE 218 is strongly encouraged. (Taught at Illinois Institute of Technology as ECE 211. Updated Dec 2015 to reflect change to 3.0 semester hr at IIT) (4.5 quarter hours)

IIT 211 | MATERIALS SCIENCE | 4.5 quarter hours (Undergraduate)

The scientific principles determining the structure of metallic, polymeric, ceramic semiconductor and composite materials; electronic structure, atomic bonding, atomic structure, microstructure and macrostructure. The basic principles of structure-property relationships in the context of chemical, mechanical, and physical properties of materials. (Taught at Illinois Institute of Technology as MS 201.) (4.5 quarter hours)

IIT 212 | ANALOG AND DIGITAL LABORATORY | 1.5 quarter hours (Undergraduate)

Basic experiments with analog and digital circuits; familiarization with test and measurement equipment; combinational digital circuits; familiarization with latches, flip-flops, and shift registers; operational amplifiers; and transient effects in first-order and second-order analog circuits; PSpice software applications. (Taught at Illinois Institute of Technology as ECE 212) (1.5 quarter hours)

IIT 213 | CIRCUIT ANALYSIS II | 6 quarter hours (Undergraduate)

Circuit Analysis II Sinusoidal excitation and phasors. AC steady-state circuit analysis using phasors. Complex frequency, network functions, pole-zero analysis, frequency response, and resonance. Two-port networks, transformers, mutual inductance, AC steady-state power, RMS values, introduction to three-phase systems and Fourier series. Concurrent registration in ECE 214 is strongly encouraged. (Taught at Illinois Institute of Technology as ECE 213) (6 quarter hours)

IIT 214 | ANALOG & DIGITAL LAB II | 1.5 quarter hours (Undergraduate)

Design-oriented experiments including counters, finite state machines, sequential logic design, impedances in AC steady-state, resonant circuits, two-port networks, and filters. A final project incorporating concepts from analog and digital circuit design will be required. (Taught at Illinois Institute of Technology as ECE 214) (1.5 quarter hours)

IIT 218 | DIGITAL SYSTEMS | 6 quarter hours (Undergraduate)

Number systems and conversions, binary codes, and Boolean algebra. Switching devices, discrete and integrated digital circuits, analysis and design of combinational logic circuits. Karnaugh maps and minimization techniques. Counters and registers. Analysis and design of synchronous sequential circuits. (Taught at IIT as ECE 218) Was previously 4.5 hr, changed to 6.0 hr in August 2015 to reflect change in IIT. (6 quarter hours)

IIT 232 | DESIGN FOR INNOVATION | 4.5 quarter hours (Undergraduate)

Product design and development including engineering design, good versus bad design, human-centered design, sketch models and prototyping, material selection, sustainable product development, product tear down, and product architecture. Global topics encompassing intellectual property, innovative thinking, global competitiveness, business economics, and managing product development (Taught at IIT as MMAE 232). (4.5 quarter hours)

IIT 242 | DIGITAL COMPUTERS & COMPUTING | 4.5 quarter hours (Undergraduate)

Basic concepts in computer architecture, organization, and programming, including: integer and floating point number representations, memory organization, computer processor operation (the fetch/execute cycle), and computer instruction sets. Programming in machine language and assembly language with an emphasis on practical problems. Brief survey of different computer architectures. (Taught at Illinois Institute of Technology as ECE 242) (4.5 quarter hours)

IIT 252 | INTRODUCTION TO DIFFERENTIAL EQUATIONS | 6 quarter hours (Undergraduate)

Linear differential equations of order one. Linear differential equations of higher order. Series solutions of linear DE. Laplace transforms and their use in solving linear DE. Introduction to matrices. Systems of linear differential equations. (Taught at Illinois Institute of Technology as MATH 252) (6 quarter hours)

IIT 271 | ENGINEERING MATERIALS AND DESIGN | 4.5 quarter hours (Undergraduate)

Mechanical behavior of metals, polymers, ceramics and composites, laboratory testing methods including tension, torsion, hardness, impact, toughness, fatigue and creep. Evaluation of structural performance in terms of material processing, service conditions and design. (Taught at Illinois Institute of Technology as MMAE 271.) (4.5 quarter hours)

IIT 300 | INSTRUMENTATION LAB | 4.5 quarter hours (Undergraduate)

Basic electronic skills for scientific research. Electrical measurements, basic circuit analysis, diode and transistor circuits. Transistor and integrated amplifiers, filters, and power circuits. Basics of digital circuits, including Boolean algebra and design of logic circuits. (Taught at Illinois Institute of Technology as PHYS 300) (4.5 quarter hours)

IIT 301 | COMMUNICATION ELECTRONICS | 4.5 quarter hours (Undergraduate)

Radio frequency AM, FM, and PM transmitter and receiver principles. Design of mixers, oscillators, impedance matching networks, filters, phase-locked loops, tuned amplifiers, power amplifiers, and crystal circuits. Nonlinear effects, intermodulation distortion, and noise. Transmitter and receiver design specification. Credit will be given for either ECE 401 or ECE 409, but not for both. (Taught at IIT as ECE 401) (4.5 quarter hours)

IIT 302 | ADVANCED MECHANICS OF SOLIDS | 4.5 quarter hours (Undergraduate)

Analysis of stress and strain. Torsional and bending structural elements. Energy methods and Castigliano's theorems. Curved beams and springs. Thick-walled cylinders and spinning disks. Pressure vessels. Contact stresses. Stability of columns. Stress concentration and stress intensity factors. Theories of failure, yield, and fracture. Fatigue. (Taught at Illinois Institute of Technology as MMAE 302.) (4.5 quarter hours)

IIT 303 | MECHANICS OF SOLIDS III | 4.5 quarter hours (Undergraduate)

Analysis of stress and strain. Design of torsional and bending structural elements. Energy methods. Curved beams. Thick-walled cylinders, spinning disks. Stability of columns. Stress concentration, stress intensity factors, fractures toughness. Fatigue. Theories of failure and yield. Design applications. (Taught at Illinois Institute of Technology as MMAE 303.) (4.5 quarter hours)

IIT 304 | MECHANICS OF AEROSTRUCTURES | 4.5 quarter hours (Undergraduate)

Loads on aircraft, and flight envelope. Stress, strain and constitutive relations. Torsion of open, closed and multi-cell tubes. Energy methods. Castigliano's theorems. Structural instability. (Taught at Illinois Institute of Technology as MMAE 304) (4.5 quarter hours)

IIT 305 | DYNAMICS | 4.5 quarter hours (Undergraduate)

Kinematics of particles. Kinetics of particles: Newton's laws of motion, energy; momentum. Systems of particles. Kinematics of rigid bodies. Plane motion of rigid bodies: forces and accelerations, energy, momentum. (Taught at Illinois Institute of Technology as MMAE 305.) (4.5 quarter hours)

IIT 306 | MECHANICS OF SOLIDS AND DESIGN | 4.5 quarter hours (Undergraduate)

Analysis of stress and strain. Torsional and bending structural elements. Energy methods and Castigliano's theorems. Curved beams and springs. Thick-walled cylinders and spinning disks. Pressure vessels, contact stresses, stability of columns, stress concentration and stress intensity factors. Theories of failure, yield and fracture. Fatigue. Design of shafts, beams and springs. Design of gears and bearings. (Taught at Illinois Institute of Technology as MMAE 306) (4.5 quarter hours)

IIT 307 | ELECTRODYNAMICS | 6 quarter hours (Undergraduate)

Analysis of circuits using distributed network elements. Response of transmission lines to transient signals. AC steady-state analysis of lossless and lossy lines. The Smith Chart as an analysis and design tool. Impedance matching methods. Vector analysis applied to static and time-varying electric and magnetic fields. Coulomb's Law, electric field intensity, flux density and Gauss's Law. Energy and potential. Biot-Savart and Ampere's Law. Maxwell's equations with applications including uniform-plane wave propagation. (Taught at IIT as ECE 307)

IIT 308 | SIGNALS AND SYSTEMS | 4.5 quarter hours (Undergraduate)

Time and frequency domain representation of continuous and discrete time signals. Introduction to sampling and sampling theorem. Time and frequency domain analysis of continuous and discrete linear systems. Fourier series convolution, transfer functions. Fourier transforms, Laplace transforms, and Z-transforms. (Taught at Illinois Institute of Technology as ECE 308) (4.5 quarter hours)

IIT 310 | FLUID MECHANICS WITH LABORATORY | 6 quarter hours (Undergraduate)

Basic properties of fluids in motion. Lagrangian and Eulerian viewpoints, material derivative, streamlines, etc. Continuity, energy and linear and angular momentum equations in integral and differential forms. Integration of equations for one-dimensional flows and application to problems. Incompressible viscous flow; Navier-Stokes equations, parallel flow, pipe flow, and the Moody diagram. Introduction to laminar and turbulent boundary layers and free surface flows. Lab Component: Introduction to measurements of fluid properties and basic features of fluid flows; flow through pipes and channels, flow-induced forces on bodies; First Law of Thermodynamics; six laboratory experiments in small groups supplemented by demonstrations and films. (Taught at Illinois Institute of Technology as MMAE 310.) (4.5 quarter hours)

IIT 311 | COMPRESSIBLE FLOW | 4.5 quarter hours (Undergraduate)

Regimes of compressible perfect-gas flow. Steady, quasi one-dimensional flow in passages. Effects of heat addition and friction in ducts. Design of nozzles, diffusers and wind tunnels. Simple waves and shocks in unsteady duct flow. Steady two-dimensional supersonic flow including oblique shocks and Prandtl-Meyer expansions. (Taught at Illinois Institute of Technology as MMAE 311) (4.5 quarter hours)

IIT 312 | AERODYNAMICS OF AEROSPACE VEHICLES | 4.5 quarter hours (Undergraduate)

Analysis of aerodynamic lift and drag forces on bodies. Potential flow calculation of lift on two-dimensional bodies: numerical solutions; source and vortex panels. Boundary layers and drag calculations. Aerodynamic characteristics of airfoils; the finite wing. (Taught at Illinois Institute of Technology as MMAE 312) (4.5 quarter hours)

**IIT 313 | ENGINEERING ELECTRONICS | 6 quarter hours
(Undergraduate)**

Physics of semiconductor devices. Diode operation and circuit applications. Regulated power supplies. Bipolar and field-effect transistor operating principles. Biasing techniques and stabilization. Linear equivalent circuit analysis of bipolar and field-effect transistor amplifiers. Laboratory experiments reinforce concepts. (Taught at Illinois Institute of Technology as ECE 311) (6 quarter hours)

**IIT 314 | ELECTRONIC CIRCUITS | 6 quarter hours
(Undergraduate)**

Analysis and design of amplifier circuits. Frequency response of transistor amplifiers. Feedback amplifiers. Operational amplifiers: internal structure, characteristics and applications. Stability and compensation. Laboratory experiments reinforce concepts. (Taught at Illinois Institute of Technology as ECE 312) (6 quarter hours)

**IIT 315 | FLUID MECHANICS | 4.5 quarter hours
(Undergraduate)**

Basic properties of fluids in motion. Lagrangian and Eulerian viewpoints, materials derivative, streamlines, etc. Continuity, energy, and linear and angular momentum equations in integral and differential forms. Integration of equations for one-dimensional forms and application to problems. Incompressible viscous flow; Navier-Stokes equations, parallel flow, pipe flow, and the Moody diagram. Introduction to laminar and turbulent boundary layers and free surface flows (Taught at IIT as MMAE 313). (4.5 quarter hours)

**IIT 316 | ELECTRIC MOTOR DRIVES | 6 quarter hours
(Undergraduate)**

Fundamentals of electric motor drives are studied. Applications of semiconductor switching circuits to adjustable speed drives, robotic, and traction are explored. Selection of motor drives, calculating the ratings, speed control, position control, starting, and braking are also covered. Simulation mini-projects and lab experiments are based on the lectures given. (Taught at Illinois Institute of Technology as ECE 412.) (6 quarter hours)

**IIT 317 | INTRODUCTION TO COMPUTER NETWORKS WITH LABORATORY | 6 quarter hours
(Undergraduate)**

Emphasis on the physical, data link, and medium access layers of the OSI architecture. Different general techniques for networking tasks, such as error control, flow control, multiplexing, switching, routing, signaling, congestion control, traffic control, scheduling will be covered along with their experimentation and implementation in a laboratory. (Taught at Illinois Institute of Technology as ECE 407) (6 quarter hours)

**IIT 318 | INTRODUCTION TO COMPUTER NETWORKS | 4.5 quarter hours
(Undergraduate)**

Emphasis on the physical, data link and medium access layers of the OSI architecture. Different general techniques for networking tasks, such as error control, flow control, multiplexing, switching, routing, signaling, congestion control, traffic control, scheduling will be covered. (Taught at Illinois Institute of Technology as ECE 408.) (4.5 quarter hours)

**IIT 319 | FUNDAMENTALS OF POWER ENGINEERING [CORRESPONDS TO ECE 319] | 6 quarter hours
(Undergraduate)**

Principles of electromechanical energy conversion. Fundamentals of the operation of transformers, synchronous machines, induction machines, and fractional horsepower machines. Introduction to power network models and per-unit calculations. Gauss-Siedel load flow. Lossless economic dispatch. Symmetrical three-phase faults. Laboratory considers operation, analysis and performance of motors and generators. The laboratory experiments also involve use of PC-based interactive graphical software for load flow, economic dispatch, and fault analysis. (Taught at Illinois Institute of Technology as ECE 319) (6 quarter hours)

**IIT 320 | THERMODYNAMICS | 4.5 quarter hours
(Undergraduate)**

Introduction to thermodynamics including properties of matter: First Law of Thermodynamics; and its use in analyzing open and closed systems; limitations of the Second Law of thermodynamics; entropy. (Taught at Illinois Institute of Technology as MMAE 320.) (4.5 quarter hours)

**IIT 321 | APPLIED THERMODYNAMICS | 4.5 quarter hours
(Undergraduate)**

Second-law analysis of engineering systems. Chemical Equilibrium. Thermodynamics of non-reacting systems. Water-air mixtures. Phase diagrams. Thermodynamics of reacting systems. Combustion. Fuel cells. Analysis and design of refrigeration and power generation systems. (Taught at Illinois Institute of Technology as MMAE 321.) (4.5 quarter hours)

**IIT 322 | HEAT AND TRANSFER | 6 quarter hours
(Undergraduate)**

Basic laws of transport phenomena. Similarity relations and analogies. Steady-state heat conduction; heat generation and extended surfaces. Multi-dimensional and transient heat conduction. Numerical and graphical analysis. Fundamentals and empirical relations of forced and natural convection. Radiation concepts, networks, solar energy. Combined effects. Lab component: Introduction to thermal science measurements; combustion, thermodynamics cycles, conduction, convection and radiation heat transfer. Six laboratory experiments in small groups. (Taught at Illinois Institute of Technology as MMAE 322.) (6 quarter hours)

**IIT 323 | MICROWAVE CIRCUITS AND SYSTEMS WITH LABORATORY | 6 quarter hours
(Undergraduate)**

Maxwell's equations, waves in free space, metallic and dielectric waveguides, microstrips, microwave cavity resonators and components, ultra-high frequency generation and amplification. Analysis and design of microwave circuits and systems. (Taught at IIT as ECE 423) (6 quarter hours)

**IIT 324 | HEAT AND MASS TRANSFER | 4.5 quarter hours
(Undergraduate)**

Basic laws of transport phenomena, including: steady-state heat conduction; multi-dimensional and transient conduction; forced internal and external convection; natural convection; heat exchanger design and analysis; fundamental concepts of radiation; shape factors and network analysis; diffusive and convective mass transfer; phase change, condensation and boiling. (Taught at Illinois Institute of Technology as MMAE 323.) (4.5 quarter hours)

IIT 325 | ANALYSIS AND DESIGN OF INTEGRATED CIRCUITS | 4.5 quarter hours**(Undergraduate)**

Contemporary analog and digital integrated circuit analysis and design techniques. Bipolar, CMOS and BICMOS IC fabrication technologies, IC Devices and Modeling, Analog ICs including multiple-transistor amplifiers, biasing circuits, active loads, reference circuits, output buffers; their frequency response, stability and feedback consideration. Digital ICs covering inverters, combinational logic gates, high-performance logic gates, sequential logics, memory and array structures. Team design projects. (Taught at IIT as ECE 425) (4.5 quarter hours)

IIT 329 | INTRODUCTION TO VLSI DESIGN | 6 quarter hours**(Undergraduate)**

Processing, fabrication, and design of Very Large Scale Integration (VLSI) circuits. MOS transistor theory, VLSI processing, circuit layout, layout design rules, layout analysis, and performance estimation. The use of computer-aided design (CAD) tools for layout design, system design in VLSI, and application-specific integrated circuits (ASICs). In the laboratory, students create, analyze, and simulate a number of circuit layouts as design projects, culminating in a term design project. (Taught at IIT as ECE 429) (6 quarter hours)

IIT 330 | ENGINEERING MEASUREMENTS | 6 quarter hours**(Undergraduate)**

Introduction to applications of measurement instrumentation and design of engineering experiments. Generalized characteristics of sensors and measurements systems. Signal conditioning and computer-based data acquisition and analysis. Measurement of motion, force, strain, torque, shaft power, pressure, sound, flow, temperature and heat flux. Design of experiments proposals. Team-based projects addressing application of engineering measurements to a variety of engineering problems. Effective communication of experimental results. (Taught at Illinois Institute of Technology as MMAE 430.) (6 quarter hours)

IIT 331 | POWER ELECTRONICS | 6 quarter hours**(Undergraduate)**

Power electronic circuits and switching devices such as power transistors, MOSFET's, SCR's, GTO's, IGBT's and UJT's are studied. Their applications in AC/DC DC/DC, DC/AC and AC/AC converters as well as switching power supplies are explained. Simulation mini-projects and lab experiments emphasize power electronic circuit analysis, design and control. (Taught at Illinois Institute of Technology as ECE 411.) (6 quarter hours)

IIT 332 | DESIGN OF MECHANICAL SYSTEMS | 4.5 quarter hours**(Undergraduate)**

Small-group design projects drawn from industry. (Taught at Illinois Institute of Technology as MMAE 432) (4.5 quarter hours)

IIT 333 | DESIGN OF THERMAL SYSTEM | 4.5 quarter hours**(Undergraduate)**

Application of principles of fluid mechanics, heat transfer, and thermodynamics to design of components of engineering systems. Examples are drawn from power generation, environmental control, air and ground transportation, and industrial processes, as well as other industries. Groups of students work on projects for integration of these components and design of thermal systems. (Taught at Illinois Institute of Technology as MMAE 433) (4.5 quarter hours)

IIT 334 | MATRIX ALGEBRA AND COMPLEX VARIABLES | 4.5 quarter hours**(Undergraduate)**

Vectors and matrices; matrix operations, transpose, rank, inverse; determinants; solution of linear systems; eigenvalues and eigenvectors. The complex plane; analytic functions; contour integrals; Laurent series expansions; singularities and residues. (Taught at Illinois Institute of Technology as MATH 333) (4.5 quarter hours)

IIT 335 | DESIGN OF MACHINE ELEMENTS | 4.5 quarter hours**(Undergraduate)**

Students will gain an understanding of the basic elements used in machine design. These include the characteristics of gears, bearings, shafts, keys, couplings, fasteners, springs, electric motors, brakes and clutches, and flexible elements. Students will also learn mechanism types, linkage analysis, and kinematic synthesis. (Taught at Illinois Institute of Technology as MMAE 332.) (4.5 quarter hours)

IIT 336 | DESIGN OF AEROSPACE VEHICLES I | 4.5 quarter hours**(Undergraduate)**

The focus of this course is on applications ranging from commercial to military and from manpowered to high-speed to long-duration aircraft. Students will examine aircraft design including aerodynamic, structural and powerplant characteristics to achieve performance goals. The quarter project is a collaborative effort in which small design groups complete the preliminary design cycle of an aircraft to achieve specific design requirements. (Taught at Illinois Institute of Technology as MMAE 436) (4.5 quarter hours)

IIT 337 | DIGITAL SIGNAL PROCESSING I | 4.5-6 quarter hours**(Undergraduate)**

Discrete-time system analysis, discrete convolution and correlation, Ztransforms. Realization and frequency response of discrete-time systems, properties of analog filters, IIR filter design, FIR filter design. Discrete Fourier Transforms. Applications of digital signal processing. (Taught at IIT as ECE 436-with lab, or ECE 437-without lab.) (4.5 quarter hours)

IIT 338 | CONTROL SYSTEMS | 4.5 quarter hours**(Undergraduate)**

Signal-flow graphs and block diagrams. Types of feedback control. Steady-state tracking error. Stability and Routh Hurwitz criterion. Transient response and time domain design via root locus methods. Frequency domain analysis and design using Bode and Nyquist methods. Introduction to state-variable descriptions. Credit will be given for either ECE 438 or ECE 434, but not for both. (Taught at IIT as ECE 438) (4.5 quarter hours)

IIT 339 | DESIGN OF AEROSPACE VEHICLES II | 4.5 quarter hours**(Undergraduate)**

Spacecraft systems design including mission analysis and astrodynamics, launch vehicle requirements, attitude determination and control, propulsion, structural design, power systems thermal management, and telecommunications. Semester-long project is focused on the integration of multiple systems into a coherent spacecraft design to achieve specific mission requirements. (Taught at IIT as MMAE 437). (4.5 quarter hours)

IIT 340 | FUNDAMENTALS OF SEMICONDUCTOR DEVICES | 4.5 quarter hours**(Undergraduate)**

The goals of this course are to give the student an understanding of the physical and operational principles behind important electronic devices such as transistors and solar cells. Semiconductor electron and hole concentrations, carrier transport, and carrier generation and recombination are discussed. P-N junction operation and its application to diodes, solar cells, and LEDs are developed. The field-effect transistor (FET) and bipolar junction transistor (BJT) are then discussed and their terminal operation developed. Application of transistors to bipolar and CMOS analog and digital circuits is introduced. (Taught at Illinois Institute of Technology as ECE 430.) (4.5 quarter hours)

IIT 341 | SPACECRAFT AND AIRCRAFT DYNAMICS | 4.5 quarter hours**(Undergraduate)**

Kinematics and dynamics of particles, systems of particles, and rigid bodies; translating and rotating reference frames; Euler angles. Aircraft longitudinal and lateral static stability; aircraft equations of motion. Spacecraft orbital dynamics; two-body problem classical orbital elements; orbital maneuvers. (Taught at Illinois Institute of Technology as MMAE 441) (4.5 quarter hours)

IIT 342 | SPACECRAFT DYNAMICS | 4.5 quarter hours**(Undergraduate)**

Orbital mechanics: two-body problem, Kepler's equation, classical orbital elements, and introduction to orbit perturbations. Spacecraft mission analysis: orbital maneuvers and station keeping, earth orbiting, lunar, and interplanetary missions, introduction to orbit determination. Spacecraft attitude dynamics: three-dimensional kinematics and dynamics of spacecraft, rotating reference frames and orientation angles, and spacecraft equations of motion. Spacecraft attitude stability and control: dual-spin platforms, momentum wheels, control-moment gyros, gravity gradient stabilization, introduction to spacecraft attitude determination and control. (Taught at Illinois Institute of Technology as MMAE 411) (4.5 quarter hours)

IIT 343 | SYSTEMS ANALYSIS AND CONTROL | 4.5 quarter hours**(Undergraduate)**

Mathematical modeling of dynamic systems: linearization. Laplace transform; transfer functions; transient and steady-state response. Feedback control of single-input, single-output systems. Routh stability criterion. Root-locus method for control system design. Frequency-response methods; Bode plots; Nyquist stability criterion. (Taught at Illinois Institute of Technology as MMAE 443) (4.5 quarter hours)

IIT 344 | MICROCOMPUTERS | 6 quarter hours**(Undergraduate)**

Microprocessors and stored program controllers. Memories. Standard and special interfaces. Hardware design. Software development. Interrupt systems. Hardware and software design tools. System design and troubleshooting. Emphasis on examples (Taught at IIT as ECE 441). (6 quarter hours)

IIT 345 | COMPUTER-AIDED DESIGN | 4.5 quarter hours**(Undergraduate)**

Principles of geometric modeling, finite element analysis and design optimization. Curve, surface, and solid modeling. Mesh generation, Galerkin method, and Isoparametric elements. Optimum design concepts. Numerical methods for constrained and unconstrained optimization. Applications of CAD/CAE software for mechanical design problems. (Taught at Illinois Institute of Technology as MMAE 445.) (4.5 quarter hours)

IIT 346 | ADVANCED LOGIC DESIGN | 6 quarter hours**(Undergraduate)**

Design and implementation of complex digital systems under practical design constraints. Timing and electrical considerations in combinational and sequential logic design. Digital system design using Algorithmic State Machine (ASM) diagrams. Design with modern logic families and programmable logic. Design-oriented laboratory stressing the use of programmable logic devices (Taught at IIT as ECE 446). (6 quarter hours)

IIT 349 | MECHANICAL LABORATORY I | 6 quarter hours**(Undergraduate)**

Basic skills for engineering research are taught, which include: analog electronic circuit analysis; fundamentals of digital data acquisition; measurements of pressure, temperature, flow rate, heat transfer, and static forces and moments; and statistical data analysis. (Taught at Illinois Institute of Technology as MMAE 319.) (6 quarter hours)

IIT 350 | COMPUTATIONAL MECHANICS | 4.5 quarter hours**(Undergraduate)**

Explores the use of numerical methods to solve engineering problems in solid mechanics, fluid mechanics and heat transfer. Topics include matrix algebra, nonlinear equations of one variable, systems of linear algebraic equations, nonlinear equations of several variables, classification of partial differential equations in engineering, the finite difference method, and the finite element method. (Taught at IIT as MMAE 350).

IIT 351 | SYSTEMS PROGRAMMING | 4.5 quarter hours**(Undergraduate)**

Examines the components of sophisticated multilayer software systems, including device drivers, systems software, applications interfaces, and user interfaces. Explores the design and development of interrupt-driven and event-driven software. (Taught at Illinois Institute of Technology as CS 351.)

IIT 352 | AEROSPACE PROPULSION | 4.5 quarter hours**(Undergraduate)**

Analysis and performance of various jet and rocket propulsive devices. Foundations of propulsion theory. Design and analysis of inlets, compressors, combustion chambers, and other elements of propulsive devices. Emphasis is placed on mobile power plants for aerospace applications. (Taught at Illinois Institute of Technology as MMAE 452) (4.5 quarter hours)

IIT 354 | AIRCRAFT DESIGN I | 4.5 quarter hours**(Undergraduate)**

Aircraft design including aerodynamic, structural, and power plant characteristics to achieve performance goals. Focus on applications ranging from commercial to military and from manpowered to high-speed to long-duration aircraft. Semester project is a collaborative effort in which small design groups complete the preliminary design cycle of an aircraft to achieve specific design requirements. (Taught at IIT as MMAE 414).

IIT 355 | CARDIOVASCULAR FLUID MECHANICS | 4.5 quarter hours**(Undergraduate)**

Anatomy of the cardiovascular system. Scaling principles. Lumped parameter, one-dimensional linear and nonlinear wave propagation, and three-dimensional modeling techniques applied to simulate blood flow in the cardiovascular system. Steady and pulsatile flow in rigid and elastic tubes. Form and function of blood, blood vessels, and the heart from an engineering perspective. Sensing, feedback, and control of the circulation. Possible project using custom software to run blood flow simulations (Taught at IIT as MMAE 455). (4.5 quarter hours)

IIT 356 | DIGITAL SIGNAL PROCESSING I WITH LABORATORY | 6 quarter hours**(Undergraduate)**

Discrete-time system analysis, discrete convolution and correlation, Z-transforms. Realization and frequency response of discrete-time systems, properties of analog filters, IIR filter design, FIR filter design. Discrete Fourier Transforms. Applications of digital signal processing. (Taught at Illinois Institute of Technology as ECE 436.) (6 quarter hours)

IIT 359 | OBJECT-ORIENTED PROGRAMMING AND COMPUTER SIMULATION | 4.5 quarter hours**(Undergraduate)**

The use of object-oriented programming to develop computer simulations of engineering problems. Programming with the C++ language in a UNIX environment. OOP concepts including classes, inheritance, and polymorphism. Programming with classes, inheritance, and polymorphism. Programming with class libraries. Event-driven simulation techniques in an object-oriented environment. Programming projects will include the development of a simulator for an engineering application. (Taught at Illinois Institute of Technology as ECE 449.) (4.5 quarter hours)

IIT 362 | SPACECRAFT DESIGN I | 4.5 quarter hours**(Undergraduate)**

Launch vehicle design including a system engineering, pay-load mission definition, propulsion and staging, structural design, trajectory analysis and guidance, launch window considerations, navigation and attitude determination, booster re-entry, range safety, and reliability. Semester-long project is focused on the integration of multiple systems into a coherent launch vehicle design to achieve specific mission requirements. (Taught at Illinois Institute of Technology as MMAE 412.) (4.5 quarter hours)

IIT 363 | SPACECRAFT DESIGN II | 4.5 quarter hours**(Undergraduate)**

Spacecraft systems design including real world mission analysis and orbit design, launch vehicle requirements, attitude determination and control, propulsion, structural design, power systems thermal management, and telecommunications. Semester-long project is focused on the integration of multiple systems into a coherent spacecraft design to achieve specific mission requirements. (Taught at Illinois Institute of Technology as MMAE 413.) (4.5 quarter hours)

IIT 364 | PROBABILITY AND STATISTICS FOR ELECTRICAL AND COMPUTER ENGINEERS | 4.5 quarter hours**(Undergraduate)**

This course focuses on the introductory treatment of probability theory including: axioms of probability, discrete and continuous random variables, random vectors, marginal, joint, conditional and cumulative probability distributions, moment generating functions, expectations, and correlations. Also covered are sums of random variables, central limit theorem, sample means, and parameter estimation. Furthermore, random processes and random signals are covered. Examples and applications are drawn from problems of importance to electrical and computer engineers. (Taught at Illinois Institute of Technology as MATH 374.) (4.5 quarter hours)

IIT 365 | AEROSPACE LABORATORY I | 6 quarter hours**(Undergraduate)**

Basic skills for engineering research are taught, which include: analog electronic circuit analysis, fundamentals of digital data acquisition, measurements of pressure, temperature, flow rate, heat transfer, and static forces and moments; statistical data analysis. (Taught at Illinois Institute of Technology as MMAE 315.) (6 quarter hours)

IIT 366 | AEROSPACE LABORATORY II | 6 quarter hours**(Undergraduate)**

Advanced skills for engineering research are taught, which include experiments with digital electronic circuit analysis, dynamic data acquisition techniques, fundamentals of fluid power system design, GPS and inertial guidance systems, air-breathing propulsion, and fly-by-wire control. (Taught at Illinois Institute of Technology as MMAE 415.) (6 quarter hours)

IIT 369 | MECHANICAL LABORATORY II | 6 quarter hours**(Undergraduate)**

Laboratory testing methods including solid mechanics: tension, torsion, hardness, impact, toughness, fatigue and creep; heat and mass transfer: conduction, fins, convection, radiation, diffusion; vibrations and control. Design of experiments. (Taught at Illinois Institute of Technology as MMAE 419.) (6 quarter hours)

IIT 371 | ENGINEERING MATERIALS AND DESIGN | 4.5 quarter hours**(Undergraduate)**

Mechanical behavior of metals, polymers, ceramics and composites, laboratory testing methods including tension, torsion, hardness, impact, toughness, fatigue and creep. Evaluation of structural performance in terms of material processing, service conditions and design. (Taught at Illinois Institute of Technology as MMAE 371) (4.5 quarter hours)

IIT 372 | HEALTH PHYSICS | 4.5 quarter hours**(Undergraduate)**

This course covers topics in Radiation Physics, including general aspects of radioactivity, radioactive series decay, alpha particle energies, beta decays, electron capture, gamma ray emission, interaction of radiation with matter, two-particle collisions, elastic scattering, interaction of heavy charged particles with matter, Coulomb force interactions, radiative stopping power, collision stopping power for heavy charged particles, interaction of light charged particles with matter, and bremsstrahlung radiation (Taught at IIT as PHYS 571) (4.5 quarter hours)

IIT 373 | HEALTH PHYSICS II | 4.5 quarter hours**(Undergraduate)**

Continuation of the basic health physics sequence, including neutron production and interaction with matter; methods of radiation detection; radiation dosimetry; chemical and biological effects of radiation; radiation protection standards; shielding; dosimetric models; accelerator, reactor and medical health physics. (Taught at IIT as PHYS 572) (4.5 quarter hours)

IIT 374 | PROBABILITY AND STATISTICS | 4.5 quarter hours**(Undergraduate)**

Elementary probability theory including discrete and continuous distributions, sampling, estimation, confidence intervals, hypothesis testing, and linear regression. Credit not granted for both MATH 474 and MATH 475. (Taught at Illinois Institute of Technology as MATH 474) (4.5 quarter hours)

IIT 375 | AEROSPACE MATERIALS LAB | 4.5 quarter hours**(Undergraduate)**

Taught at IIT as MMAE 372. (4.5 quarter hours)

IIT 376 | DIGITAL & DATA COMMUNICATION SYSTEMS | 4.5-6 quarter hours**(Undergraduate)**

Introduction to Amplitude, Phase, and Frequency modulation systems. Multiplexing and Multi-Access Schemes; Spectral design considerations. Sampling theorem. Channel capacity, entropy; Quantization, wave shaping, and Inter-Symbol Interference (ISI), Matched filters, Digital source encoding, Pulse Modulation systems. Design for spectral efficiency and interference control. Probability of error analysis, Analysis and design of digital modulators and detectors. (Taught at Illinois Institute of Technology as ECE 403, without lab, or ECE 405, with laboratory.)

IIT 378 | POWER SYSTEMS ANALYSIS | 4.5 quarter hours**(Undergraduate)**

Transmission systems analysis and design. Large scale network analysis using Newton-Raphson load flow. Unsymmetrical short-circuit studies. Detailed consideration of the swing equation and the equal-area criterion for power system stability studies. (Taught at Illinois Institute of Technology as ECE 418.) (4.5 quarter hours)

IIT 379 | POWER SYSTEMS ANALYSIS WITH LABORATORY | 6 quarter hours**(Undergraduate)**

Transmission systems analysis and design. Large scale network analysis using Newton-Raphson load flow. Unsymmetrical short-circuit studies. Detailed consideration of the swing equation and the equal-area criterion for power system stability studies. Use of commercial power system analysis tool to enhance understanding in the laboratory. (Taught at Illinois Institute of Technology as ECE 419.) (6 quarter hours)

IIT 380 | ANALYTICAL METHODS IN POWER SYSTEMS | 4.5 quarter hours**(Undergraduate)**

Fundamentals of power systems operation and planning. Economic operation of power systems with consideration of transmission losses. Design of reliable power systems, power systems security analysis, optimal scheduling of power generation, estimation of power system state. (Taught at Illinois Institute of Technology as ECE 420.) (4.5 quarter hours)

IIT 385 | MANUFACTURING PROCESSES | 4.5 quarter hours**(Undergraduate)**

Principles of material forming and removal processes and equipment. Force and power requirements, surface integrity, final properties and dimensional accuracy as influenced by material properties and process variables. Design for manufacturing. Factors influencing choice of manufacturing process. (Taught at Illinois Institute of Technology as MMAE 485.) (4.5 quarter hours)

IIT 386 | COMPUTER ORGANIZATION AND DESIGN | 4.5 quarter hours**(Undergraduate)**

This course covers basic concepts and state-of-the-art developments in computer architecture: computer technology, performance measures, instruction set design, computer arithmetic, controller and datapath design, memory systems, pipelining, array processing, parallel processing, multiprocessing, abstract analysis models, input-output systems, relationship between computer design and application requirements, and cost/performance trade-offs. Students will complete a project implementing a version of multiple-cycle processor. Credit will be given for either ECE 485 or CS 470, but not both (Taught at IIT as ECE 485). (4.5 quarter hours)

IIT 387 | IIT ELECTIVE | 4.5-6 quarter hours**(Undergraduate)**

Elective courses taken at IIT with permission of advisor. (variable credit)

IIT 391 | IIT CO-OP | 4-18 quarter hours**(Undergraduate)**

The student will participate in on-site or off-site activity (including, but not limited to, production or research activity). The student will be responsible for, e.g., designing, testing and deploying hardware or software, and may be involved in production level issues. Typically, this position will be a coop at some institution designated by IIT. (variable credit)

IIT 397 | INTER-PROFESSIONAL PROJECT | 4.5 quarter hours**(Undergraduate)**

Interprofessional projects allow students to learn teamwork, leadership and project management skills while working in multidisciplinary teams on projects involving technical, ethical, environmental, economic, public policy and legal issues. IPRO project teams are typically comprised of six to ten students from sophomore through graduate level and from all disciplines, who can broadly contribute to a project effort. While every effort will be made to accommodate students' first choices, it may be necessary to balance students across all projects scheduled for the semester or to consolidate students into fewer projects to meet minimum team requirements. Specific rules about selection of IPRP projects may apply in certain degree programs. Some projects may carry humanities or social sciences credit. Students must consult the lead faculty member for the project and their faculty adviser before registering for a project. (Taught at Illinois Institute of Technology as IPRO 497; formerly IPRO 397) (4.5 quarter hours)

IIT 398 | INTER-PROFESSIONAL PROJECT | 4.5 quarter hours**(Undergraduate)**

Interprofessional projects allow students to learn teamwork, leadership and project management skills while working in multidisciplinary teams on projects involving technical, ethical, environmental, economic, public policy and legal issues. IPRO project teams are typically comprised of six to ten students from sophomore through graduate level and from all disciplines, who can broadly contribute to a project effort. While every effort will be made to accommodate students' first choices, it may be necessary to balance students across all projects scheduled for the semester or to consolidate students into fewer projects to meet minimum team requirements. Specific rules about selection of IPRP projects may apply in certain degree programs. Some projects may carry humanities or social sciences credit. Students must consult the lead faculty member for the project and their faculty adviser before registering for a project. (Taught at Illinois Institute of Technology as IPRO 497) (4.5 quarter hours)

Illustration (ILL)

ILL 200 | ILLUSTRATION FOUNDATIONS | 4 quarter hours**(Undergraduate)**

This course will focus on improving the basic skills needed for creating concept art and storyboards for animation and games. Areas of focus include practical perspective, technical rendering, observational drawing and color theory. These skills will be applied in basic prototyping projects. **GD 105 or ART 105 or ANI 105 or DES 141 is a prerequisite for this class.**

**ILL 206 | HISTORY OF COMICS | 4 quarter hours
(Undergraduate)**

This course will cover the history of the art form collectively known as "comics" –mechanically reproduced graphic storytelling–which includes comic strips, comic books, graphic novels, Japanese manga and online comics. Students will be introduced to the evolution of the art form from 18th century precursors, to late 19th century newspaper pages, to the 20th century comic book, through today's sophisticated graphic novels. The course will devote considerable time to comics of other cultures, with special emphasis on Japan and Europe. It will also examine the relationship of comics to culture at large, and the struggle of underground and alternative comic artists to explore adult subjects such as politics and gender.

**ILL 210 | DIGITAL ILLUSTRATION I | 4 quarter hours
(Undergraduate)**

Introduction to illustration development in image, line and photography, combining computer applications and hand-rendered approaches.
GD 105 or ART 105 or ANI 105 or DES 141 is a prerequisite for this class.

**ILL 211 | INTERMEDIATE DIGITAL ILLUSTRATION | 4 quarter hours
(Undergraduate)**

Intermediate practice for illustration development in image, line and photography, combining computer applications and hand-rendered approaches, will be studied.

GD 105 or ART 105 or ANI 105 or DES 141 is a prerequisite for this class.

**ILL 220 | MAKING COMICS | 4 quarter hours
(Undergraduate)**

This course introduces students to the components of graphic narrative, including superhero and alternative comics, comic strips, manga, and graphic novels. Students will learn fundamental materials and techniques, including penciling and inking, digital painting and coloring, and publishing, and create their own graphic narratives. The course will also provide an overview of the history of comics and graphic storytelling, and their relation and importance to the art of animation.

ART 106, ILL 200, or DES 111 is a prerequisite for this course.

**ILL 321 | MAKING COMICS II | 4 quarter hours
(Undergraduate)**

A continuation of Making Comics, this course explores advanced aspects of writing and drawing one's own narratives in long-form sequential art. The focus is on honing individual approaches to storytelling, media, color, lettering and layout. Students will expand their knowledge of the comics canon by reading and discussing contemporary works. Students will synthesize initial exercises and assignments into a final long-form project. Self publishing and production techniques will also be introduced.

ILL 220 is a prerequisite for this class.

**ILL 330 | CHILDREN'S BOOK ILLUSTRATION | 4 quarter hours
(Undergraduate)**

This course is an introduction to the art and business of illustrating children's books. It will cover the business of illustration for the child and young adult book markets, and the roles of the agent, publisher, author, and artist. Students will experience the complete production process, from analyzing the manuscript, to choosing what to illustrate from the text, thumbnails, character and setting design, layout, comps, to finished artwork. Students will experiment with the art materials of their choice, and work towards developing an individual artistic style.

ART 106 or ILL 200 or GD 210 is a prerequisite for this class.

**ILL 340 | POSTER ILLUSTRATION | 4 quarter hours
(Undergraduate)**

This course is an introduction to the art of creating effective illustrated posters. Students will begin with the conceptual process, including identifying the poster's purpose, using visual metaphor to represent ideas, and choosing creative imagery to attract attention. They will then explore the production process from thumbnails, layout, choosing a color scheme, incorporating text, comps, to finished artwork, and color separation. Students will experiment with the art materials of their choice, and work towards developing an individual artistic style.

ART 106 or ILL 200 or GD 210 is a prerequisite for this class.

**ILL 420 | MAKING COMICS | 4 quarter hours
(Graduate)**

This course introduces students to the components of graphic narrative, including superhero and alternative comics, comic strips, manga, and graphic novels. Students will learn fundamental materials and techniques, including penciling and inking, digital painting and coloring, and publishing, and create their own graphic narratives. The course will also provide an overview of the history of comics and graphic storytelling, and their relation and importance to the art of animation.

ANI 446, ANI 425, ANI 105, GD 105, DES 141, or ART 105 (or equivalent 2D design experience) is a prerequisite for this class.

**ILL 421 | MAKING COMICS II | 4 quarter hours
(Graduate)**

A continuation of Making Comics, this course explores advanced aspects of writing and drawing one's own narratives in long-form sequential art. The focus is on honing individual approaches to storytelling, media, color, lettering and layout. Students will expand their knowledge of the comics canon by reading and discussing contemporary works. Students will synthesize initial exercises and assignments into a final long-form project. Self publishing and production techniques will also be introduced.

ILL 420 is a prerequisite for this class.

Information Systems (IS)

**IS 201 | INTRODUCTION TO INFORMATION SYSTEMS | 4 quarter hours
(Undergraduate)**

This course demonstrates how information is used by organizations to conduct business and solve problems. This course presents information systems principles and demonstrates how they form an integral part of modern organizations. Topics include systems concepts; organizational processes; technological aspects of information systems; the Internet; IT security and ethical issues; database management; and systems development life cycle. In addition, students familiarize themselves with the DePaul computing environment and demonstrate competency at navigating that environment. **PREREQUISITE(S):** none.

**IS 208 | INFORMATION TECHNOLOGY, ECONOMY AND SOCIETY | 4 quarter hours
(Undergraduate)**

Introduction to emerging information technologies and their impact on modern society. This course discusses the latest technologies used in the evolving IT environment and how these technologies are changing the modern world. Emphasis is placed on investigating issues using a variety of sources, case studies, and writing. **PREREQUISITE(S):** None.

**IS 215 | ANALYSIS AND DESIGN TECHNIQUES | 4 quarter hours
(Undergraduate)**

This course presents a structured approach to analysis and design of an information system for a business. The systems development life cycle will be defined and described. Process descriptions, user and task analysis for interface development, prototyping, data flow and entity relationship diagramming will be presented. Case studies that promote critical-thinking skills provide the context for these techniques. Formerly IT 215. PREREQUISITE(S): none.

**IS 250 | COMPUTING IN DIGITAL COMMERCE | 4 quarter hours
(Undergraduate)**

An introduction to digital commerce and computing technologies behind it. Digital innovations, development methodology, business strategies, and impact of computing are discussed. This course focuses on how computational thinking is applied in digital commerce contexts.

**IS 280 | COMMUNICATION FOR THE GLOBAL IT PROFESSIONAL | 4 quarter hours
(Undergraduate)**

Development of professional communication and collaboration skills for the global IT workplace. Students cultivate proficiency with traditional in-person and electronic communications, modeling the conflict resolution, personal initiative, and personal presentation behaviors necessary for career advancement. Students become comfortable users of virtual communication and collaboration toolsets such as VoIP, collaborative editors, web presentation software, virtual team portals, and virtual scheduling tools. PREREQUISITE(S): WRD 104. For students required to take LSP 120, it is also a prerequisite.

**IS 324 | ENTERPRISE ARCHITECTURE | 4 quarter hours
(Undergraduate)**

This course explores the characteristics, selection, implementation and management of enterprise architecture frameworks, focusing primarily on the evaluation and planning of information systems from a top-down perspective. Major topics include enterprise architecture, Web 2.0, Enterprise 2.0, social media and networking, software as a service, content management systems, cloud computing, and portals; each is studied in terms of its characteristics and potential applications within an organization.

IS 215 is the prerequisite for this class

**IS 331 | FUNDAMENTALS OF DIGITAL PRODUCT MANAGEMENT | 4 quarter hours
(Undergraduate)**

This course focuses on the creation and management of intangible technology products and services throughout the entire product management lifecycle. The benefits of the product management process along with the role of the Product Manager throughout the digital product lifecycle, main tasks, key reports and relationships, and the relationship between product management and product marketing will be examined. PREREQUISITE(S): None.

**IS 335 | INTRODUCTION TO ORGANIZATIONAL MODELING FOR DIGITAL TRANSFORMATION | 4 quarter hours
(Undergraduate)**

An introduction to analysis and modeling of organizational goals, workflows, users and data for digital transformation enabled by information systems. The emphasis is placed on how an organization should respond to its business challenges with a strategy and transformational organizational workflows. Students will learn how to design workflows and metrics using Business Process Model and Notation (BPMN) for different organizational and contextual factors. Process simulation software is used to evaluate workflow designs.

IS 215 is a prerequisite for this class.

**IS 344 | IT AUDITING | 4 quarter hours
(Undergraduate)**

Management and boards continue to recognize the importance of effectively managing information technology (IT) assets - to meet business objectives and to thoughtfully manage IT related business risks. This course examines the key principles related to auditing information technology processes and related controls and is designed to meet the ever increasing needs of IT audit and IT governance professionals. In addition, this course aids in the preparation for the Certified Information Systems Auditor (CISA) exam. PREREQUISITE(S): None.

**IS 352 | INTRODUCTION TO BUSINESS INTELLIGENCE AND ANALYTICS SYSTEMS | 4 quarter hours
(Undergraduate)**

Introduction to systems for business intelligence and analytics applications. The emphasis is placed on understanding end-user needs, technology life cycles, platforms, tools, vendors, and services in the market. Survey of data lake, data warehouse, data discovery, and visualization tools. Methodologies for analysis, design, and implementation of business intelligence and analytics systems. Discussions on data management and alignment between corporate and local-unit needs. Case studies and lab activities to understand the characteristics of tools and their business impact.

**IS 356 | SYSTEMS THINKING FOR BUSINESS DYNAMICS | 4 quarter hours
(Undergraduate)**

This course introduces students to system thinking and system dynamics modeling for the analysis of organizational strategy and decision making. It will teach how to use systems thinking and modeling to visualize and analyze an organization in terms of the structures and policies that create dynamics and regulate performance. This is a conceptual as well as a hands-on course that will draw on system dynamics modeling and simulation concept and tools as well as real-world case studies to explain management of organizational dynamics. Learnings from this course can be applied for analyzing organizations in different industries.

IS 215 is the prerequisite for this class

**IS 360 | SYSTEMS FOR CLOUD COMPUTING AND BIG DATA | 4 quarter hours
(Undergraduate)**

This course surveys the basic system characteristics of cloud-based business applications and large-scale, non-traditional data management technologies such as Hadoop and NoSQL. Key concepts, benefits and challenges, domains of managerial applications are discussed. Students understand firsthand the features of cloud and big data technologies through lab sessions. Students will work within a project team following the principles of project management to analyze the needs of a firm, to propose the functionality of a cloud-based data management application, and to present a detailed implementation plan for the system with its cost-benefit analysis.

IT 240 is a prerequisite for this class.

**IS 370 | IT APPLICATIONS IN BUSINESS | 4 quarter hours
(Undergraduate)**

An exploration of applications of Information Technology within business and non-profit organizations, with emphasis upon the following topics: ways managers, work groups, and organizations acquire and use information; typical business applications and their deployment in organizations; and information flows within common business systems. Additional topics include the role and structure of supply chains, IT support for Web-enabled enterprises, and global considerations for information system design. Coverage also includes standards for software acquisition, including evaluation of commercial software products. An introduction to the major principles of decision support and expert systems, business intelligence, and knowledge management, as well as risk, security, and disaster recovery within an organizational setting are also covered. PREREQUISITE(S): IS 215 or IS 201.

**IS 371 | INTRODUCTION TO IT SYSTEM MANAGEMENT | 4 quarter hours
(Undergraduate)**

This course focuses on implementation and post-implementation support for information systems. Topics include testing, deployment, user training, help desk, software upgrades, and staffing for support teams. Case studies and team projects.

IS 215 is the prerequisite for this class

**IS 372 | SOFTWARE PROJECT MANAGEMENT | 4 quarter hours
(Undergraduate)**

An introduction to the concept and techniques of project management (PM) for a broad range of systems, including those in the web/mobile application development environment. Topics include PM processes, methodologies, communications, resource management, organizational factors, stakeholder management, project manager responsibilities, team building, and risk management. An emphasis is placed on the agile approach and its comparison with the waterfall approach. Tools and techniques for project estimating and scheduling will be presented. Case study and group projects.

IS 215 is the prerequisite for this class

**IS 373 | INTRODUCTION TO ENTERPRISE SYSTEMS | 4 quarter hours
(Undergraduate)**

A course on technical and management aspects of enterprise systems. It incorporates hands-on experience on enterprise resource planning (ERP) systems. Topics include: characteristics and selection of ERP systems, ERP implementation, customer relationship management (CRM), supply chain management (SCM), ERP systems administration, cloud computing and ERP, and enterprise integration with ERP.

IS 335

**IS 375 | OBJECT-ORIENTED ANALYSIS AND DESIGN | 4 quarter hours
(Undergraduate)**

This course focuses on object-oriented modeling techniques for analysis and design. Emphasis will be on the creation of well-designed, robust and maintainable software systems. UML (Unified Modeling Language) will be examined for modeling the system. Case studies will promote critical-thinking skills as well as provide the foundation for a student project that incorporates the skills attained throughout the quarter.

IS 215 is the prerequisite for this class

**IS 376 | INFORMATION SYSTEMS PROJECT | 4 quarter hours
(Undergraduate)**

This senior project course requires students to apply prior learning in project management and systems development lifecycle by developing a complete system from business case, analysis, and design, through implementation strategies. Team project, documentation, presentation, the use of development as well as project management tools will be emphasized.

IS 372 is the prerequisite for this class

**IS 379 | VIRTUAL SOFTWARE TEAMS | 4 quarter hours
(Undergraduate)**

Fundamentals of software development in a virtual environment (if possible with students from different countries). Using an open source development environment; working across time, language, and culture; effective use of collaborative tools. PREREQUISITE(S): IS 215 or program development experience.

**IS 380 | ESSENTIALS OF TECHNOLOGY ENTREPRENEURSHIP | 4 quarter hours
(Undergraduate)**

Introduction to the entrepreneurial process within technology intensive ventures. Roles of entrepreneurs and their start-up teams. Suitable business models and strategies. Legal issues and intellectual property. Financial issues and venture resources. Role of the customer and entrepreneurial marketing. Course will include group case studies of technology entrepreneurial ventures. Students will work in teams to develop a marketing plan and a business plan for a technology-intensive entrepreneurial venture of their choice. Course requires a prior foundational understanding of IT as is typically developed by the start of junior year.

**IS 381 | INTEGRATION OF BUSINESS PROCESSES USING ERP | 4 quarter hours
(Undergraduate)**

This workshop describes business process integration using the SAP S/4HANA. It introduces students to financial and management accounting, enterprise asset management, procurement, manufacturing, sales and distribution, warehouse management, human resources, and project management components of SAP S/4HANA and how they are integrated.

IS 335 and IS 373 are prerequisites for this course.

**IS 382 | INTRODUCTION TO LEGAL ISSUES IN INFORMATION TECHNOLOGY | 4 quarter hours
(Undergraduate)**

Introduction to the legal standards to which people and organizations are held under laws and regulations that concern computing and information technology. Topics include government and laws, business regulations, healthcare regulations, education regulations, data breach reporting and notification, privacy laws, laws of search and seizure, freedom of speech and association, defamation, cyber crimes, contracts, and intellectual property. PREREQUISITE(S): None.

**IS 386 | INTRODUCTION TO CYBERSECURITY LAW | 4 quarter hours
(Undergraduate)**

This course introduces a range of topics related to the intersection of law and cybersecurity. Topics include federal and state compliance, contracts, legal duties, theories of civil liability, administrative and criminal prosecutions, evidence, and adequacy of legal remedies.

**IS 387 | INTRO TO DATA PRIVACY LAW:US & EU | 4 quarter hours
(Undergraduate)**

This course introduces both U.S. data privacy law and EU data privacy law. It covers technology concepts/privacy principles relevant to the law. The U.S. portion primarily focuses on a variety of U.S. statutes (e.g., FTC Act, GLBA, HIPAA, FCRA, FERPA, BSA, COPPA, CAN-SPAM, etc.) and some state law. The EU portion particularly focuses on the EU GDPR (General Data Protection Regulation). The course serves as helpful background for CIPP/US and CIPP/E (Certified Information Privacy Professional US and Europe).

**IS 396 | TOPICS IN INFORMATION SYSTEMS | 4 quarter hours
(Undergraduate)**

Specific topics will be selected by the instructor and will vary with each quarter. See syllabus.

**IS 398 | INTRODUCTION TO IS MANAGEMENT SEMINAR | 1 quarter hour
(Undergraduate)**

This one-credit seminar examines the concepts of information and technology management and career options in this field. Students will assess their own interests and skill requirements for various careers. They will also analyze the impacts of IS trends and emerging technologies on their career choices. All new IS master's students are required to take this seminar as the first course. PREREQUISITE(S): None (1 quarter hour)

Status as a Graduate student in the Information Systems Prerequisite Phase is a prerequisite for this class.

**IS 399 | INDEPENDENT STUDY | 1-8 quarter hours
(Undergraduate)**

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable credit. Prerequisite(s): None.

**IS 400 | INTRODUCTION TO IS MANAGEMENT SEMINAR | 1 quarter hour
(Graduate)**

This one-credit seminar examines the concepts of information and technology management and career options in this field. Students will assess their own interests and skill requirements for various careers. They will also analyze the impacts of IS trends and emerging technologies on their career choices. All new IS master's students are required to take this seminar as the first course. PREREQUISITE(S): None (1 quarter hour)

**IS 411 | INTRODUCTION TO PROGRAMMING FOR BUSINESS APPLICATIONS | 4 quarter hours
(Graduate)**

An introduction to the features and characteristics of programming languages for business application systems. Students will learn the basic concepts of programming such as variables, conditions, loops, functions, classes, and libraries by using a few common programming languages. The emphasis is placed on the business contexts and examples of those programming concepts. Tools for different integrated development environment are examined.

**IS 421 | SYSTEMS ANALYSIS AND DESIGN | 4 quarter hours
(Graduate)**

The course focuses on traditional and contemporary systems analysis and design methodologies, emphasizing developing competency in a wide range of modeling techniques. Specific topics include: overview of the software development environment and project management; determining requirements; process modeling, including data flow diagrams and use cases; logic modeling including decision tables, UML diagrams; introduction to database designs; and low-code application development.

**IS 422 | SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE | 4 quarter hours
(Graduate)**

Course focus is on both traditional and object oriented systems design. Specific topics include: database design, including logical and physical design; Entity-Relationship diagrams, class diagrams, form and report design; interface and dialogue design; design specifications, including structure charts and prototypes; designing for LANs and distributed systems, as well as the Internet; system implementation, including parallel and phased implementation, testing, documentation, and user training; system maintenance, including types of maintenance, controlling and coordinating maintenance requests, and configuration management. Course ends with a multi-week case study applying the principles from both this course and IS 421, Systems Analysis.

IS 421 and CSC 451 are prerequisites for this class.

**IS 424 | ENTERPRISE INFRASTRUCTURE (FORMERLY ECT 424) | 4 quarter hours
(Graduate)**

Introduction to modern infrastructure and the evolving technology environment. Major topics include: computer networks, Internet infrastructure, Web 2.0, Enterprise 2.0, social media and networking, software as a service, content management systems, cloud computing, and portal.

**IS 430 | FUNDAMENTALS OF IT PROJECT MANAGEMENT | 4 quarter hours
(Graduate)**

This course concentrates on monitoring, managing and controlling assets and resources on a single IT project. Topics covered are project methodologies; risk management; procurement and contract management; time and cost estimating; controlling and tracking techniques; quality assurance; testing and audit. Students will use common project management software for resource allocation and balancing. PREREQUISITE(S): None.

**IS 431 | DIGITAL PRODUCT DEVELOPMENT AND MANAGEMENT | 4 quarter hours
(Graduate)**

This course focuses on the central role of the Product Manager in creating and sustaining compelling products and services throughout the product lifecycle. Special emphasis is placed on the creation and management of intangible technology products and services throughout the entire product management lifecycle. Product managers act as the focal point for value creation within their organizations leading cross functional product activities from the conception of an idea to the ultimate product retirement. PREREQUISITE(S): None.

**IS 433 | INFORMATION SECURITY MANAGEMENT | 4 quarter hours
(Graduate)**

Managing information assets and the security function. Emphasis on managing security-related risk, as well as the process of developing, implementing, and maintaining organizational policies, standards, procedures, and guidelines as they relate to security. Role of the CISO. Identifying and evaluating information assets, threats, and vulnerabilities. Quantitative and qualitative risk analysis, risk mitigation, residual risk, and risk resolution, as they relate to information security. Incident response. Consideration of the role and implementation of security controls during the process of analysis, design, and development. The application of policy development principles to security risk management. Introduction to compliance, as well as the CISSP domains. PREREQUISITE(S): None.

IS 435 | ORGANIZATION MODELING FOR DIGITAL TRANSFORMATION | 4 quarter hours (Graduate)

The course explores contemporary approaches to analyzing and modeling organizational problems, processes, workflow, users and data for digital transformation. The emphasis is on the initial stages of analysis where the root causes of problems are identified, formulated and modeled. Students will acquire an array of modeling skills and be able to prescribe the proper modeling approach based on a variety of organizational and contextual factors. Business process modeling, management and metrics will be covered. Object-oriented and user-centered approaches will be introduced.

IS 421 or SE 430 is a prerequisite for this class

IS 436 | SOCIAL MARKETING AND SOCIAL NETWORKING APPLICATIONS (FORMERLY ECT 436) | 4 quarter hours (Graduate)

Online social media and culture, online social marketing concepts, online social networking applications and their design/development. Students develop dynamic web sites and applications on social networking platforms using server-side programming technology to meet strategic marketing goals.

IS 440 | COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS | 4 quarter hours (Graduate)

Study of the process of virtual teaming with emphasis on facilitation of different time project activities and facilitation of same time meetings. Students will learn how small group psychology and group communication theories inform specific behaviors in the design and leadership of meetings. Several meeting types including information briefing, focus group, document writing, decision making, requirements gathering, and teaching/training will be explored. In addition, the course surveys current collaboration technologies and discusses how to select among those technologies usability and fit to purpose of a meeting agenda. DL students may be required to schedule same time sessions with the instructor and other DL students; see current quarter syllabus for more information on this point. PREREQUISITE(S): None.

IS 444 | IT AUDITING | 4 quarter hours (Graduate)

Management and boards continue to recognize the importance of effectively managing information technology (IT) assets - to meet business objectives and to thoughtfully manage IT related business risks. This course examines the key principles related to auditing information technology processes and related controls and is designed to meet the ever increasing needs of IT audit and IT governance professionals. In addition, this course aids in the preparation for the Certified Information Systems Auditor (CISA) exam. PREREQUISITE(S): None.

IS 451 | DATABASE DESIGN FOR INFORMATION SYSTEMS (FORMERLY CSC 451) | 4 quarter hours (Graduate)

Requirement analysis, conceptual design, logical design and implementation of relational databases. Emphasis will be on E-R modeling and E-R mapping, along with basic normalization and SQL for database implementation. PREREQUISITE(S): None.

IS 452 | BIG DATA & THE INTERNET OF THINGS (IoT) | 4 quarter hours (Graduate)

This course surveys system design concepts, techniques, and algorithms in Machine to Machine (M2M), Internet of Things (IoT), and Internet of Everything (IoE). Topics covered include system architecture for big data, sensors and embedded technologies, IoT architecture, consumer vs. industrial IoT, wearable and mobile systems, tracking systems, IoT and big data analytics, market dynamics and entrepreneurial opportunities. Special emphasis is placed on identifying best practices in using big data and IoT through case studies and hands-on exercises. PREREQUISITE(S): None.

IS 455 | ELECTRONIC BUSINESS | 4 quarter hours (Graduate)

An introduction to electronic business. The topics include business models, technologies, business and social impact of e-business. It explores the tools, skills, business and social implications of emerging electronic business. In addition to acquiring basic skills for identifying electronic business opportunities and creating a presence in the online marketplace, the student reexamines fundamental processes of business as they are performed in cyberspace in contrast to the marketplace. This helps them understand changes as the cyberspace grows increasingly important in the global economy. PREREQUISITE(S): None. For Kellstadt students or students pursuing the MS in Business Information Technology only.

Status as a MS-Business Information Technology student or Kellstadt student is a prerequisite for this class.

IS 456 | SYSTEMS THINKING PERSPECTIVE FOR UNDERSTANDING BUSINESS DYNAMICS | 4 quarter hours (Graduate)

This course introduces students to systems thinking and system dynamics modeling for the analysis of business strategy and decision making. Students will learn how to use systems thinking and modeling to visualize and analyze organizations and institutions in terms of the structures and policies that create dynamics and regulate performance. The course will draw on system dynamics modeling and simulation concepts and tools as well as real-world case studies to explain the management of business dynamics.

IS 421 is a prerequisite for this class.

IS 460 | ENTERPRISE CLOUD COMPUTING (FORMERLY IS 536) | 4 quarter hours (Graduate)

Cloud concepts, architecture, and service management, with particular emphasis upon identifying and analyzing potential business applications of cloud computing. Students will conduct feasibility studies, detailing the advantages and disadvantages of implementing a cloud computing platform for specific applications, with particular emphasis upon financial considerations, business benefits, and security risks. Students will develop the ability to evaluate alternatives and effectively argue in favor of their choices within the cloud computing knowledge domain. They will be able to define, apply, and defend the need for standards and best practices. Students will work within a project team following the principles of project management to design, build, and implement cloud applications.

IS 468 | ENTERPRISE SYSTEMS (FORMERLY IS 560) | 4 quarter hours (Graduate)

An introduction to enterprise systems for data and process integration, including ERP systems. Topics include the requirements of enterprise systems, application architecture, tools, and functionality of leading enterprise systems, life cycle and methodologies for systems integration, selection, and implementation strategies. Also addressed are emerging trends for enterprise systems and relationship among component systems.

IS 478 | INFORMATION TECHNOLOGY CONSULTING | 4 quarter hours (Graduate)

This course focuses on how IT consulting works in the industry. The emphasis is on examining the models, techniques, and skill development for providing effective IT consulting services. The course examines the structure of IT consulting markets; leading IT consulting practices; models and approaches for providing internal IT consulting services; sourcing strategies, evaluation of RFPs and response process contract formulation, client relations and project management; knowledge management and collaboration and IT strategies. PREREQUISITE(S): None.

IS 482 | LEGAL RESPONSIBILITIES IN INFORMATION TECHNOLOGY | 4 quarter hours (Graduate)

This course examines the legal standards to which people and organizations are held under laws and regulations that concern computing and information technology. This course is a complement to CNS 477, which focuses on governance policies and business costs. Topics include government and laws, business regulations, healthcare regulations, education regulations, data breach reporting and notification, privacy laws, laws of search and seizure, freedom of speech and association, defamation, cyber crimes, contracts, and intellectual property. PREREQUISITE(S): None.

IS 483 | INFORMATION SERVICES AND OPERATIONS | 4 quarter hours (Graduate)

This course focuses on the operational aspects of information systems in organizations by examining the concepts, tools and techniques available to IS professionals responsible for the delivery of IT services. Topics include the organization of the IT services; the procurement of hardware, software and vendor services; operation of data centers, help desks and user training, the development and use of RFPs (Request for Proposals) and SLAs (Service Level Agreements), the integration of services and operations with application development project needs, and the role of capital and operating budgets. PREREQUISITE(S): Completion of five or more SoC MS level courses is required.

Completion of five or more School of Computing MS level courses is required.

IS 485 | REQUIREMENTS ELICITATION, ANALYSIS, AND SPECIFICATION | 4 quarter hours (Graduate)

This course focuses on the concepts and skills needed to elicit, analyze, specify, and manage requirements for a software or systems level project. Students will learn to identify and work with stakeholders through conducting a variety of requirements gathering techniques including interviewing, surveying, ethnography, and Joint Application Design (JAD) sessions, to identify and analyze requirements conflicts and negotiate solutions, to model requirements and specify them in unambiguous ways, and to manage requirements throughout the software lifecycle using change controls, traceability, and impact analysis techniques. The requirements process will be examined in both traditional and agile environments. Current topics such as requirements for product lines or distributed development teams will also be explored as time permits. A student may not take both SE 482 and IS 485 for credit toward a degree. **IS 422 or IS 430 or PM 430 are prerequisites for this class**

IS 486 | CYBERSECURITY LAW | 4 quarter hours (Graduate)

This course discusses a range of topics related to the intersection of law and cybersecurity. Topics include federal and state compliance, contracts, legal duties, theories of civil liability, administrative and criminal prosecutions, evidence, and adequacy of legal remedies. PREREQUISITE(S): None.

IS 487 | DATA PRIVACY LAW: US & EU | 4 quarter hours (Graduate)

This course surveys both U.S. data privacy law and EU data privacy law. It covers technology concepts/privacy principles relevant to the law. The U.S. portion primarily focuses on a variety of U.S. statutes (e.g., FTC Act, GLBA, HIPAA, FCRA, FERPA, BSA, COPPA, CAN-SPAM, etc.) and some state law. The EU portion particularly focuses on the EU GDPR (General Data Protection Regulation). The course serves as helpful background for CIPP/US and CIPP/E (Certified Information Privacy Professional US and Europe).

IS 500 | INFORMATION TECHNOLOGY LEADERSHIP | 4 quarter hours (Graduate)

Managing people ethically and effectively by applying a broad range of creative approaches to individual and team leadership within an Information Technology context. Leadership methods studied include trait-based, skills-based, situational, contingency theory, path-goal theory, leader-member exchange theory, transformational, psychodynamic, and authentic leadership, as well as team leadership and the international, cultural, and ethical dimensions of leadership. Students assess their leadership styles and design individualized development plans to strengthen existing skills and expand IT leadership capabilities by incorporating additional leadership dimensions.

IS 430 or PM 430 or SE 477 is a prerequisite for this class

IS 505 | BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES | 4 quarter hours (Graduate)

This course focuses on the knowledge necessary for an organization to prepare for a variety of major disruptions (floods, earthquakes, terrorist attacks, etc.). The goal is survival of the organization and its daily workflow despite major disruption. Students learn to analyze and prioritize risks and determine criticality ratings that are used to determine survival strategies. Students also learn how to organize employees to respond to a major disruption and how to document recovery plans. Course content includes coverage of current industry trends, as well as planning for the survival of Information Technology functions within an organization.

IS 506 | BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS | 4 quarter hours**(Graduate)**

The course prepares students to lead an organization's business continuity and disaster recovery plans. Students learn the methodology needed to organize this function within an organization, evaluate an organization's business continuity and disaster recovery program according to established industry standards, and conduct a variety of quick-recovery drills. Students also focus upon industry-related human resources issues, crisis communications, and policies and procedures for setting up a command center. Course content includes coverage of current industry trends, as well as managing the survival of Information Technology functions within an organization.

IS 505 is the prerequisite for this class**IS 511 | SOCIAL ISSUES OF COMPUTING | 4 quarter hours****(Graduate)**

This course aims to provide a broad survey of the individual, organizational, and cultural impacts of computers and to stimulate reflection upon the social and ethical issues provoked by current and projected uses of computers. Some topics include an in-depth look at computers as they relate to workplaces, communities, public policy, legal issues, education, privacy, and moral values. PREREQUISITE(S): NONE.

IS 531 | DIGITAL INNOVATION STRATEGIES, PROCESSES AND TOOLS | 4 quarter hours**(Graduate)**

This course provides students with the core and fundamental concepts of digital innovation strategies, processes, and tools. The course will cover how companies create and execute a digital innovation strategy. Topics include innovation key concepts and how to apply them, innovation strategies and models, analysis of current innovation state and design of future innovation state, key elements of an innovation initiative and programs, the role of design thinking, and product road map.

IS 430**IS 535 | INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS | 4 quarter hours****(Graduate)**

This course focuses on the application of financial analysis and decision-making approaches to aid information technology investment decisions at the operational, project, tactical and strategic levels. Students will learn how to apply a variety of financial methods -- breakeven analysis, present value analysis, profitability index, and return on investment to various IT investment decisions. The course will also address cost benefit analysis, outsourcing, balanced scorecard, and multi-factor scoring, benchmarking, and IT investment portfolio methods. These techniques will prepare students to manage capital budgets, acquisition of system and application software, hardware, personnel, and professional services at project and system levels as well as enterprise investment portfolio.

SE 477 or IS 565 or ACC 500 or IS 430 or PM 430 or ECT 455 is a prerequisite for this class.**IS 540 | GLOBAL INFORMATION TECHNOLOGY | 4 quarter hours (Graduate)**

A study of the hardware, software, and techniques for using virtual information technologies to support teams working in a distributed, virtual, or global environments. Topics include software survey and evaluation, software deployment within organizational and trans-organizational contexts, trans-national vendor relationships, trans-border data flow, geographically dispersed software development, and integration of diverse technologies. PREREQUISITE(S): Completion of five or more SoC MS level courses is required.

Completion of five or more School of Computing MS level courses is required.**IS 549 | DATA WAREHOUSING | 4 quarter hours****(Graduate)**

Introduction to data warehousing and the foundations of understanding the issues involved in building a successful data warehouse. Data warehouse development methodology and issues surrounding the planning of the data warehouse. Data quality and metadata in the data warehouse. Analysis, transformation and loading of data into a data warehouse. Development of the data architecture and physical design. Implementation and administration of the data warehouse. PREREQUISITE(S): CSC 451 or CSC 453 or CSC 455.

CSC 451 or CSC 453 or CSC 455 or DSC 450 is a prerequisite for this class.**IS 550 | ENTERPRISE DATA MANAGEMENT | 4 quarter hours****(Graduate)**

This course focuses on the technical concepts and managerial knowledge needed to define, integrate and govern centralized and distributed data for a wide range of application systems used at large, multinational corporations. Topics include data repository, data life cycle, DAMA-DMBOK, data stewardship, data asset valuation, enterprise data architecture, data modeling with meta-data, data security standards, master data, and data quality management.

CSC 451 or CSC 453 or CSC 455 or DSC 450 is a prerequisite for this class.**IS 556 | AGILE ENTERPRISE PROJECT MANAGEMENT | 4 quarter hours****(Graduate)**

This course covers how an enterprise coordinates and effectively manages all its IT projects and programs through the IT program management office (PMO) in meeting the enterprise business goals. Students will learn the role of the IT PMO in establishing and maintaining the project and program infrastructure and in assisting project managers, program managers, and the executive steering committee. Students will analyze the role of enterprise business goals in coordinating the delivery of expected program and project benefits, in managing stakeholder expectations, and in establishing the agile PMO governance.

IS 430 or PM 430 is a prerequisite for this class**IS 565 | SOURCING FOR IT AND INNOVATION | 4 quarter hours****(Graduate)**

This course covers how organizations can use sourcing for IT services and innovation to achieve cost reduction and leverage external IT talent and expertise to deliver efficient, effective and innovative IT solutions. Topics covered include different types of outsourcing and innovation strategies, innovative sourcing techniques, and innovation and sourcing risk management.

(IS 430 or SE 477) is a prerequisite for this class.

**IS 568 | IT GOVERNANCE | 4 quarter hours
(Graduate)**

This course discusses enterprise governance of IT resources (IT Governance). It focuses on the concepts, structures, processes, and models underlying IT governance toward creating value from IT-enabled business investments. Students will also learn IT governance best practices and how to apply them to real-world cases. This course discusses Control Objectives for Information and related Technology (COBIT), Business/IT alignment, IT-enabled values, and organizational functions and processes in support of IT governance.

**IS 570 | MANAGING CHANGE FOR DIGITAL TRANSFORMATION | 4 quarter hours
(Graduate)**

This course is targeted towards information systems professionals who are involved in the planning and implementation of large scale, cross-functional enterprise systems for digital transformation. Students will examine the characteristics of technology efforts that change and transform the way people perform their tasks and how the new technology structures the flows of information and decision-making using workflow modeling methods. Through case studies and exercises students gain insights into the elements of successful implementations leading to the preparation of a change management plan. Emphasis is placed on developing mechanisms for communicating and training all affected agents.

IS 430 or PM 430 or completion of five or more other SoC MS level courses is a prerequisite for this class; contact instructor or advisor

**IS 574 | BUSINESS INTELLIGENCE AND ANALYTICS SYSTEMS | 4 quarter hours
(Graduate)**

Introduction to the systems concept of business intelligence and analytics as components of a portfolio of information systems. How business problems can be solved strategically by implementing a portfolio of business intelligence and analytics systems including data lake, data warehouse, data discovery and visualization tools to gain new insights into organizational operations. Detailed discussions of the analysis, design, and implementation of business intelligence and analytics systems, including infrastructure for data management, portfolio management of technology life cycle, and alignment between corporate and local-unit needs. Case studies of application software, cloud resources, change management, as well as technical and social issues.

IT 403

**IS 577 | INFORMATION SYSTEMS POLICIES AND STRATEGIES | 4 quarter hours
(Graduate)**

This capstone course emphasizes the planning and management of information technologies and related resources at the corporate level. Topics covered include assessment of information technologies, tracking emerging technologies and trends, managing portfolio resources and matching them to business needs, technology transfer, end-user computing, outsourcing, theoretical models, strategic applications and strategic IT planning. Students are encouraged to take this course toward the end of their study. PREREQUISITE(S): Completion of ten or more SoC MS level courses is required.

**IS 579 | VIRTUAL SOFTWARE TEAMS MANAGEMENT | 4 quarter hours
(Graduate)**

Application of project management principles, tools, and techniques to a virtual software development project; management of virtual software teams; planning, executing the plan, monitoring and controlling the development process. Work with project office (PMO) to set templates for reporting and common processes and standards; set milestones and their deliverables; establish communication medium for the virtual team.
IS 430 or PM 430 is a prerequisite for this class

**IS 580 | TECHNOLOGY ENTREPRENEURSHIP | 4 quarter hours
(Graduate)**

In-depth examination of the entrepreneurial process within technology intensive ventures. Roles of entrepreneurs and their start-up teams. Suitable business models and strategies. Legal issues and intellectual property. Financial issues and venture resources. Role of the customer and entrepreneurial marketing. Students will analyze and present case studies of technology entrepreneurial ventures. Students will develop a marketing plan and a business plan for a technology-intensive entrepreneurial venture of their choice. PREREQUISITE(S): Completion of the foundation phase.

**IS 581 | INTEGRATION OF BUSINESS PROCESSES USING ERP | 4 quarter hours
(Graduate)**

This course provides students with the opportunity to utilize and integrate acquired knowledge in information technology for media to an applied audio and video engineering project. Students will work in teams to design, create, and test a real world media technology solution. Completed projects will be presented and evaluated by the class.

IS 435 and IS 560 are prerequisites for this class.

**IS 586 | CUSTOMER RELATIONSHIP MANAGEMENT TECHNOLOGIES
(FORMERLY ECT 586) | 4 quarter hours
(Graduate)**

An introduction to customer relationship management (CRM) systems. This course focuses on managing customer lifecycle across online and offline channels through CRM systems. Topics include application architecture and functionality of leading CRM systems, customer identification, data integration, social integration, personalization, call centers, field service and logistics, customer self-service and customer knowledge management.

CSC 401 or IS 411 or IT 411 is a prerequisite for this class.

**IS 590 | INFORMATION SYSTEMS RESEARCH METHODS | 4 quarter hours
(Graduate)**

Introduction of information systems (IS) research methods and theories. The course is taught as a seminar course. Both quantitative and qualitative methods are discussed.

CSC 424 or DSC 424 is a prerequisite for this class.

**IS 596 | TOPICS IN INFORMATION SYSTEMS | 4 quarter hours
(Graduate)**

Specific topics will be selected by the instructor and will vary with each quarter. See syllabus.

**IS 599 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable credit. Prerequisite(s): None.

**IS 690 | RESEARCH SEMINAR | 1-4 quarter hours
(Graduate)**

Readings and discussion on current research topics. Students may register for this course no more than twice. (PREREQUISITE(S): Consent of advisor). (variable credit)

**IS 696 | MASTER'S PROJECT | 4 quarter hours
(Graduate)**

Four credit hours. Students may register for this course only after their advisor has approved a written proposal for their project. Independent study form required. (PREREQUISITE(S): Consent of advisor).

**IS 698 | MASTER'S THESIS | 2-4 quarter hours
(Graduate)**

Two credit hours. Students may register for this course only after their advisor has approved a written proposal for their thesis. Students must continue to register for this course every quarter after their first registration in it until they complete their project or thesis to the satisfaction of their advisor. They earn two hours of credit for each such registration but only four hours of credit will apply for degree credit. Independent study form required. (PREREQUISITE(S): Consent of advisor). (2 quarter hours)

Information Technology (IT)

**IT 123 | INTRODUCTION TO COMPUTATIONAL REASONING | 4 quarter hours
(Undergraduate)**

This course enables students to develop computational reasoning skills vital for success across multiple disciplines. Students will apply those skills to analyze and design solutions to problems or to express creative concepts. Students will also use computational tools to manipulate, analyze and visualize data. Topics include the representation of data, the design and understanding of algorithms, programming, and the use of abstraction in designing and analyzing computational solutions.

**IT 130 | INTRODUCTORY COMPUTING FOR THE WEB | 4 quarter hours
(Undergraduate)**

An introduction to the Internet, the World Wide Web, and web development for students with a strong interest in technology. Students will create interactive web pages by writing HTML and CSS and by programming in JavaScript. Topics include the origins of the web, the roles and operations of web browsers and web servers, interacting with web applications through forms, and using style sheets to separate document structure and document formatting. PREREQUISITE(S): NONE.

**IT 200 | PUTTING YOUR MAJOR TO WORK | 2 quarter hours
(Undergraduate)**

This two credit course is designed to complement the student's major field of study. Students will explore connections between their academic course of study and internship and career opportunities. Students will refine their skills in networking, interviewing, developing a personal brand and utilization of social media tools. (2 quarter hours)

**IT 202 | CODING FOR AUDIO AND VIDEO | 4 quarter hours
(Undergraduate)**

This course serves as an introduction to programming for students interested in studying audio and sound design for the visual image. Students will learn the importance of coding in audio and video applications, how to create and edit scripts, and how to integrate computer programmers into the workflow.

POST 110 and POST 124 are prerequisites for this class.

**IT 211 | INTRODUCTION TO APPLIED PROGRAMMING | 4 quarter hours
(Undergraduate)**

Introduction to application development and problem solving. Basic programming constructs including control structures, I/O functions and object-based programming. Projects include small-scale applications using web-services, file processing, databases and application software. PREREQUISITE(S): IT 130 or IT 202.

IT 130 or IT 202 is a prerequisite for this class.

**IT 212 | APPLIED OO PROGRAMMING | 4 quarter hours
(Undergraduate)**

Introduction to Object-Oriented Programming. Students will use object-oriented programming to integrate systems and applications on multiple platforms, developing and understanding basic distributed applications and how they communicate. PREREQUISITE(S): IT 211.

IT 211 is the prerequisite for this class.

**IT 223 | DATA ANALYSIS | 4 quarter hours
(Undergraduate)**

(FORMERLY CSC 323) Application of statistical concepts and techniques to a variety of problems in IT areas and other disciplines, using a statistical package for simple data analysis. Course topics include descriptive statistics, elementary probability rules, sampling, distributions, confidence intervals, correlation, regression and hypothesis testing.

MAT 120 or MAT 120 or (MAT 130 or above or equivalent or Mathematics Diagnostic test placement into MAT 140

**IT 228 | ETHICS IN COMPUTER GAMES AND CINEMA | 4 quarter hours
(Undergraduate)**

Societies function based on normative ethics utilizing common sense to distinguish between ethical and unethical behavior. Most of us are not aware of the underlying theories when arriving at ethical judgments about right and wrong. However, the fast pace of progress in information technologies and digital entertainment creates an environment in which ethical challenges are particularly complex. In the eyes of many, games and movies are violent, offensive and immoral. This course will concentrate on analyzing the impact of digital entertainment on an individual and society. Implications of certain values embedded in games and movies will be discussed. Elements of the ethical code of conduct for a game or movie creator will be formulated. The issue of balancing individual creativity vs. cultural impact particularly on children will be discussed.

**IT 231 | WEB DEVELOPMENT I | 4 quarter hours
(Undergraduate)**

Introduction to framework-based web development. Students create interactive, dynamic web sites using a common web architecture and object-based database access. Programming for web development includes control structures, objects, functions, and use of composite data types. Prerequisite: IT 130.

IT 130 is a prerequisite for this class

**IT 232 | WEB DEVELOPMENT II | 4 quarter hours
(Undergraduate)**

Intermediate framework-based web development. Students design and develop web applications supporting social-networking, content-sharing and functionality for business and organizational needs. Web concepts include AJAX, server-side caching, security threats. Application of object-oriented concepts. PREREQUISITE(S): IT 231 and IT 211.

IT 231 and IT 211 are prerequisites for this class.

**IT 238 | INTERACTIVE WEB SCRIPTING | 4 quarter hours
(Undergraduate)**

Advanced scripting with javascript and the Document-Object Model (DOM) for creating web pages. Object-oriented principles applied to user interfaces and event handling. Application of Ajax. Use of libraries such as jQuery. PREREQUISITE(S): IT 130.

IT 130 is a prerequisite for this class

**IT 240 | INTRODUCTION TO DATABASES | 4 quarter hours
(Undergraduate)**

This course will introduce students to the design, implementation and use of desktop databases. Major topics include: modeling using ER diagrams, creating and maintaining a database using a PC-based application, composing and using queries in Structured Query Language, creating and customizing forms and reports, and integrating databases with other sources of data and applications. PREREQUISITE(S): NONE.

**IT 251 | INTRODUCTION TO MOBILE APPS | 4 quarter hours
(Undergraduate)**

This class will introduce students to the world of mobile application design using an open source cross-platform programming language. HTML5-based web application frameworks, API, functional UI, CSS3, cloud services. PREREQUISITE(S): IT 130.

IT 130 is a prerequisite for this class

**IT 263 | APPLIED NETWORKS AND SECURITY | 4 quarter hours
(Undergraduate)**

This course introduces the networking and security technologies required to build and maintain a home or small-office network. Networking topics will include client/server application software configuration, network connectivity (cabling, switch and router configuration), basic IP addressing, network address translation and options for public Internet access services. Security topics will include typical threats and responses, firewalls, host hardening, password management and virtual private network (VPNs). The course has a lab component where students apply wired and wireless technologies to design and administer a small network with various applications. PREREQUISITE(S): none.

**IT 278 | COMMUNITY-BASED TECHNOLOGY PROJECTS | 4 quarter hours
(Undergraduate)**

Project development in cooperation with a community service organization. Students will assess urban community Web needs, develop and implement a Web solution. PREREQUISITE(S): ISM 220 or IS 215 or IT 320.

UXD 220 or IS 215 or IT 320 is a prerequisite for this class.

**IT 280 | TEAM PROJECT DEVELOPMENT WITH AGILE | 4 quarter hours
(Undergraduate)**

Developing a software solution requires more than just knowing how to program. Software development includes analysis, design, documentation, testing, debugging, deployment and maintenance. These parts of the development process are integrated by following a methodology. Additionally, software development is a highly collaborative activity, where soft skills like effective communication, teamwork, and the ability to give and receive feedback, are keys to a successful software project. This class will cover the fundamentals of team development and the agile methodology for software project in lectures and hands-on labs. Students will work in teams on project and team-building simulations during the quarter.

**IT 281 | IMAGE SCIENCE | 4 quarter hours
(Undergraduate)**

The image science course will explore basic operations on images, to include image formation, intensity transformations, filtering, color maps, compression and file representation, and special considerations for video processing. The major goal of the course is to enable non-image experts to understand images in sufficient detail to enable an understanding of and facility with the ways that images are used in all areas of technology, with a focus on media technology. Optional topics may include advanced image transformations, generative image technologies, noise mitigation and in-filling after object removal.

**IT 300 | RESEARCH EXPERIENCE | 1-8 quarter hours
(Undergraduate)**

This course involves the exploration of a research topic under the supervision of a research advisor. PREREQUISITE(S): Consent of dean. (variable credit)

**IT 313 | ADVANCED APPLICATION DEVELOPMENT | 4 quarter hours
(Undergraduate)**

Development of complex applications through the use of APIs. Appropriate selection of common data structures (hash tables, trees, stacks, queues, networks) and design patterns for use in API development. PREREQUISITE(S): IT 212.

IT 212 is a prerequisite for this class

**IT 320 | CONTENT MANAGEMENT SYSTEMS | 4 quarter hours
(Undergraduate)**

Design and use of Content Management Systems (CMSs) to manage unstructured digital media throughout the enterprise, simplify the publication of Web content, and locate and link content at any level of an organization. Discussion will focus on key users, their roles and responsibilities, collaborative workflow, and versioning. Students will become familiar with available CMSs, design a database-driven Website focusing on separation of the content's semantic layer from its layout, and implement a system using a variety of open-source software. Prerequisite(s): CSC 241 or IT 211 or IT 231 or IT 238 or CSC 243.

CSC 241 or IT 211 or IT 231 or IT 238 or CSC 243 is a prerequisite for this class.

**IT 330 | USER INTERFACE DEVELOPMENT FOR INTERACTIVE SYSTEMS | 4 quarter hours
(Undergraduate)**

Graphical user interface development for web and desktop applications. Event-driven user controls. Development involves use of a visual integrated development environment (IDE).

(IT 231 or IT 238) and (IT 313 or CSC 300) are prerequisites for this class.

**IT 338 | WEB DEVELOPMENT FRAMEWORKS | 4 quarter hours
(Undergraduate)**

Comparison of advanced web application development frameworks emphasizing MVC architectures and the front-end frameworks that support responsive web interfaces. Development of web applications using current frameworks and code libraries. Research into multiple frameworks with the analysis of framework advantages, disadvantages and implementation issues. PREREQUISITE(S): (IT 212 or CSC 242 or CSC 243) and IT 238.

(IT 212 or CSC 242 or CSC 243) and IT 238 are prerequisites for this class.

**IT 339 | SERVER-SIDE WEB DEVELOPMENT FRAMEWORKS | 4 quarter hours
(Undergraduate)**

Advanced server-side web application servers and services to support MVC architectures and data and resources required in front-end frameworks. Development of server-side application services and APIs using current code libraries and frameworks. Research into application server frameworks and the comparative analysis of strengths, weaknesses, opportunities, and problems. PREREQUISITE(S): (IT 212 or CSC 242 or CSC 243) and IT 238.

(IT 212 or CSC 242 or CSC 243) and IT 238 are prerequisites for this class.

IT 372 | INTRODUCTION TO ANDROID DEVELOPMENT | 4 quarter hours (Undergraduate)

Introduction to the Android platform and life cycle, including Activities, Intents, layouts, resource files, and event handlers. Designing, implementing, and testing GUI applications that use widgets displayed in a layout, using images and audio files, displaying information from and storing information to a local database.

(IT 313 or CSC 300) and (IT 240 or CSC 355) are prerequisites for this class.

IT 373 | SYSTEM CONCEPTS | 4 quarter hours (Undergraduate)

Overview of concurrency, memory management and file system concepts for operating systems, and web servers. Application of concepts to system administration. Case studies of common operating systems. Web server operations. Virtualization. PREREQUISITE(S): IT 313 or CSC 300.

IT 313 or CSC 300 is a prerequisite for this class.

IT 390 | TOPICS IN INFORMATION TECHNOLOGY | 4 quarter hours (Undergraduate)

Advanced study focusing on a specific area of information technology each quarter. May be repeated for credit. PREREQUISITE(S): None.

IT 394 | SOFTWARE PROJECTS FOR COMMUNITY CLIENTS I | 4 quarter hours (Undergraduate)

This is the first course in a two-quarter sequence (winter/spring) for CDM students that satisfies both the Senior Year Capstone requirement and the Junior Year Experiential Learning requirement. The second quarter will be IT 395. You will earn four quarter hours of credit for each quarter for a total of eight quarter hours of credit. You must complete both quarters to receive any credit. We work with a community service organization, chosen with help of the Steans Center for Community-based Service Learning. As a community-based service learning course, students will have the opportunity to assess urban community needs in technology, and use problem-solving methods and strategies to make a substantial difference in an inner-city community group, usually by developing an application or a web site.

IT 280 and IT 320 are prerequisites for this class.

IT 395 | SOFTWARE PROJECTS FOR COMMUNITY CLIENTS II | 4 quarter hours (Undergraduate)

This is the continuation of IT 394. IT 394 and IT 395 must be taken as a sequence in two consecutive quarters. PREREQUISITE(S): IT 394.

IT 394 is a prerequisite for this class.

IT 398 | TOPICS IN GLOBAL INFORMATION TECHNOLOGY | 2-32 quarter hours (Undergraduate)

This course focuses on current topics in the information and communications technologies that together support the "networked world." Sample topics are global software development and deployment, global data and information management, and cross-cultural project management for information systems. The course may be offered for variable credit hours (2, 4, 8, 16, and 32). (variable credit)

IT 403 | STATISTICS AND DATA ANALYSIS | 4 quarter hours (Graduate)

Introduction to univariate data analysis methods. Descriptive statistics and data visualization methods. Overview of sampling techniques for data collection, and introduction to statistical inference methods for decision making including simple linear regression, estimation procedures using confidence intervals and hypothesis testing. PREREQUISITE(S): None.

IT 411 | SCRIPTING FOR INTERACTIVE SYSTEMS | 4 quarter hours (Graduate)

Introductory scripting for developing interactive web pages. Overview of HTML and CSS. Elementary programming concepts using JavaScript for learning control structures, functions, arrays, and object use. User interface development concepts include event handling and use of JavaScript libraries such as jQuery. Review of web clients, servers and architecture. PREREQUISITE(S): None.

IT 432 | WEB ARCHITECTURE | 4 quarter hours (Graduate)

Overview of Web application development for non-programmers. Hands-on exposure to the Model, View, Controller (MVC) framework using a common web framework. Topics include HTML/CSS, data modeling, authentication, AJAX and security issues. Students create and modify dynamic web sites. PREREQUISITE(S): IT 411.

IT 411 or IS 411 is a prerequisite for this class.

IT 590 | TOPICS IN INFORMATION TECHNOLOGY | 4 quarter hours (Graduate)

Advanced study focusing on a specific area of information technology each quarter. May be repeated for credit. PREREQUISITE(S): Instructor consent required.

IT 599 | TOPICS IN GLOBAL INFORMATION TECHNOLOGY | 4 quarter hours (Graduate)

Course Description: This course focuses on current topics in the information and communications technologies that together support the "networked world". Samples topics are global software development and deployment, global data and information management, and cross-cultural project management for information systems. The course may be offered for variable (1 to 4) credit hours. PREREQUISITE(S): None.

IT 698 | MASTER'S THESIS | 2-4 quarter hours (Graduate)

(2 credit hours) Students may register for this course only after their advisor has approved a written proposal for their thesis. Students must continue to register for this course every quarter after their first registration in it until they complete their project or thesis to the satisfaction of their advisor. They earn two hours of credit for each such registration but only four hours of credit will apply for degree credit. PREREQUISITE(S): Consent of advisor. (2 quarter hours)

Institute for Professional Development (IPD)

IPD 231 | IOS DEVELOPER PROGRAM | 0 quarter hours (Undergraduate)

A 10-week certificate program covering iOS development for IT professionals and software developers. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 232 | FUNDAMENTALS OF R PROGRAM | 0 quarter hours (Undergraduate)

A 6-week certificate program covering R language basics, packages and development environments. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 234 | CYBERSECURITY RISK MANAGEMENT PROGRAM | 0 quarter hours**(Undergraduate)**

In this 10-week certificate program, participants devise an operational cybersecurity risk management strategy using the NIST Cybersecurity Framework for a cyber-physical system or a technology of their choice. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 235 | INCIDENT RESPONSE AND DIGITAL FORENSICS PROGRAM | 0 quarter hours**(Undergraduate)**

An 8-week program covering the incident response life cycle, analysis methodology, and the handling of digital forensic evidence for cybersecurity personnel.

IPD 240 | ADVANCED PYTHON PROGRAM | 0 quarter hours**(Undergraduate)**

A four-week certificate program covering principles of object-oriented design, design patterns, and meta-programming in the Python programming language. The program is designed for intermediate-level Python programmers. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on enrollment.

IPD 241 | ARTIFICIAL INTELLIGENCE FOR ENTERPRISE PROGRAM | 0 quarter hours**(Undergraduate)**

An 11-week certificate program designed for IT professionals and business decision-makers who want to learn the fundamentals of artificial intelligence and be able to apply them to their business. The program covers an introduction to artificial intelligence, cognitive analytics, natural language processing, knowledge engineering, digital voice assistant, image/video recognition, robotics process automation, and augmented reality. The program will also cover different APIs that are used in industry relating to cloud and mobile technologies. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on enrollment.

IPD 242 | MACHINE LEARNING AND DEEP LEARNING PROGRAM | 0 quarter hours**(Undergraduate)**

An 11-week certificate program focusing on machine learning, transfer learning, automated machine learning, and deep learning for data scientists, business analytics and other IT professionals. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on enrollment.

IPD 243 | DATA ANALYTICS WITH EXCEL AND TABLEAU PROGRAM | 0 quarter hours**(Undergraduate)**

An 11-week certificate program covering Tableau and Microsoft Excel for statistical modeling and data analytics. This course will teach you to prepare for data for analysis, use various data analysis techniques, and present data in a visually-compelling way. It is geared towards business professionals who have basic skills in Excel. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on enrollment.

IPD 244 | ROBOTIC PROCESS AUTOMATION PROGRAM | 0 quarter hours**(Undergraduate)**

An 11-week certificate program designed to help business and IT professionals understand how to accelerate efforts at transforming their businesses digitally using Robotic Process Automation (RPA). This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on enrollment.

IPD 245 | DATA VISUALIZATION WITH TABLEAU PROGRAM | 0 quarter hours**(Undergraduate)**

A 5-week certificate program geared towards business and data professionals who wish to get an in-depth working knowledge of Tableau. Students will learn Tableau fundamentals and gain competency in working with data in Tableau. The program will also cover core visualizations, dashboard design, and best practices for visualizations. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on enrollment.

IPD 246 | WEB SERIES DEVELOPMENT PROGRAM | 0 quarter hours**(Undergraduate)**

This 5-week certificate program explores the process of development and screenwriting of an independent short-form television series, otherwise known as web series. It is taught, in Spanish, in a workshop format based on the operation of a professional writers' room. The focus is pitching ideas, script development, and the revision of the different roles that make the writers' room a creative and dynamic environment. The program is open to college students with a firm grasp of the Spanish language, interested in the world of television. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on enrollment.

IPD 337 | ADVANCED DATA SCIENCE WITH PYTHON PROGRAM | 0 quarter hours**(Undergraduate)**

An 11-week certificate program covering g advanced data science techniques using Python and how to apply them in different domains. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on enrollment.

IPD 338 | FUNDAMENTALS OF STATISTICS AND MACHINE LEARNING USING R PROGRAM | 0 quarter hours**(Undergraduate)**

A 10-week certificate program covering how to use R to apply fundamentals of statistical analysis and machine learning. The program is ideally suited for business professionals with basic statistical and computer literacy. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on enrollment.

IPD 339 | AUTOMATED SOFTWARE TESTING PROGRAM | 0 quarter hours**(Undergraduate)**

A 10-week certificate program covering software testing strategies and tools and techniques for software test automation. The program is ideally suited for technical professionals with some programming experience. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on enrollment.

**IPD 341 | BIG DATA USING SPARK PROGRAM | 4 quarter hours
(Undergraduate)**

An 11-week program covering Apache Spark and how it fits with Big Data. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

**IPD 342 | MODERN .NET WEB DEVELOPMENT PROGRAM | 4 quarter hours
(Undergraduate)**

A 10-week program for professional developers who wish to learn Web applications development using the latest Microsoft .NET technologies. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

**IPD 343 | INTRODUCTION TO SQL PROGRAM | 1.5 quarter hours
(Undergraduate)**

A 2-week program on the fundamentals of Structured Query Language. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

**IPD 345 | TECHNOLOGY AND INNOVATION | 4 quarter hours
(Undergraduate)**

A 10-week program designed to be a comprehensive study of the disciplines involved in the practical management of technology and innovation.

**IPD 346 | DATA SCIENCE FOR BUSINESS PROGRAM | 4 quarter hours
(Undergraduate)**

A ten-week certificate program covering data science and Big Data principles and techniques to support business decision-making. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

**IPD 350 | IOS DEVELOPER PROGRAM | 10.00 quarter hours
(Undergraduate)**

In this course, we introduce the core issues associated with development for iOS mobile devices. Students learn a platform's IDE, frameworks, view, menu, controllers, graphics audio and more. Understanding the device's taps, touch, multi-touch, gestures, and accelerometers are just a few of the interactions the class will cover. User data interactions, internet conductivity, persistent storage and iCloud retrieval will be introduced. The course is designed to introduce the basics for business mobile applications..

**IPD 351 | BIG DATA AND NOSQL PROGRAM | 4 quarter hours
(Undergraduate)**

An 11-week certificate program covering popular NoSQL databases and how they fit with Big Data. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

**IPD 355 | CLOUD COMPUTING TECHNOLOGIES PROGRAM | 4 quarter hours
(Undergraduate)**

An 11-week certificate program in the principles, methods, and technologies of Cloud Computing. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

**IPD 356 | WEB DEVELOPMENT WITH JAVASCRIPT AND HTML5 PROGRAM | 4 quarter hours
(Undergraduate)**

An eight-week in-depth certificate program focused on user-centered Web development. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

**IPD 360 | SQL SERVER BUSINESS INTELLIGENCE PROGRAM | 4 quarter hours
(Undergraduate)**

An 11-week in-depth certificate program covering database administration using Microsoft SQL Server. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

**IPD 363 | SQL SERVER DATABASE ADMINISTRATION PROGRAM | 6 quarter hours
(Undergraduate)**

An 11-week in-depth certificate program covering database administration using Microsoft SQL Server. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll. (6 quarter hours)

**IPD 370 | ADVANCED SQL PROGRAM | 1.5 quarter hours
(Undergraduate)**

A two-week certificate program covering advanced SQL. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll. (1.5 quarter hours)

**IPD 440 | CAREER CHANGE PROGRAM | 0 quarter hours
(Graduate)**

A 26-week certificate program for career changers in technology. The program requires a separate application for admission and \$40 application fee. Enrollment is restricted. Please visit IPD.CDM.DEPAUL.EDU for admission information.

**IPD 441 | BIG DATA USING SPARK PROGRAM | 4 quarter hours
(Graduate)**

An 11-week program covering Apache Spark and how it fits with Big Data. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

**IPD 451 | BIG DATA AND NOSQL PROGRAM | 4 quarter hours
(Graduate)**

A 11-week certificate program covering popular NoSQL databases and how they fit with Big Data. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

**IPD 460 | SQL SERVER BUSINESS INTELLIGENCE PROGRAM | 4 quarter hours
(Graduate)**

An 11-week in-depth certificate program covering Microsoft SQL Server analysis services, integration services, and reporting services. This program requires a separate application for admission and \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 463 | SQL SERVER DATABASE ADMINISTRATION PROGRAM | 4 quarter hours (Graduate)

An 11-week certificate program covering database administration using Microsoft SQL Server. This program requires a separate application for admission and a \$40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 500 | TASTE OF COMPUTING PROFESSIONAL DEVELOPMENT | 4.5 quarter hours (Graduate)

The goals of this course are to: work collaboratively with peers to implement an inquiry-based curriculum in computer science; prepare to teach culturally-relevant foundational computing knowledge with concrete instructional strategies; and, develop a community of practice in the classroom with an interdisciplinary approach to problem-solving. (variable credit)

Integrative Learning (IN)

IN 117 | ART IN CHICAGO | 2 quarter hours (Undergraduate)

This course centers on two distinctive but very different resources for art studies in Chicago: the Terra Museum of American Art and the Museum of Contemporary Art (MCA). The Terra Museum focuses mainly on 19th and 20th century American art, especially the luminous landscapes of American Impressionists. The MCA concentrates on the last 50 years in art, from surrealism through pop art, earth art, video art, and new developments reaching all the way up to today. Both museums are expanding, presenting students with opportunities to take part in museum tours, talks, publications, and lecture series. (2 quarter hours)

IN 243 | POST-TRAUMATIC SLAVE SYNDROME AND ITS AFFECTS | 2 quarter hours (Undergraduate)

This FDIS seeks to inform students about the nature of trauma, and the impact of post-traumatic slave syndrome (PTSS) on African-American life and culture. In the context of this course, both of these phenomena are associated with 250 years of U.S. chattel slavery, followed by decades of de jure and de facto racial discrimination. It is a subject that has historical, psychological and sociological implications and thus is a must for students pursuing undergraduate and/or graduate work in these areas. With this primary goal in mind, students will be asked to review one of two texts on the subject, Joy DeGruy-Leary's Post Traumatic Slave Syndrome: America's Legacy of Enduring Inquiry and Healing or Thom Burrell's Brainwashed: Challenging the Myth of Black Inferiority, along with selected readings where appropriate.

IN 249 | NEW YORK: AN HISTORICAL OVERVIEW | 2 quarter hours (Undergraduate)

This Faculty Designed Independent Study (FDIS) encourages students to study the history of one of our nation's oldest and most vibrant cities: New York City, including its five boroughs: Manhattan, the Bronx, Brooklyn, Staten Island, and Queens. The readings associated with the course provide a skeletal history of the city's nearly four hundred years. Students are then asked to read a series of articles that elaborate on key historical events and/or eras, i.e. the city's role in the American Revolution, the Great Depression, the impact of deindustrialization and suburbanization, and development of art and culture across different epochs, among other areas. Students are finally asked to supplement readings and a major homework assignment with a five-page paper that mirrors the spirit of their competence. The collection of readings and video presentations offer a fascinating, insightful, and fun look at one of the most interesting and intriguing American metropolises.

IN 307 | INTEGRATIVE LEARNING | 2 quarter hours (Undergraduate)

In this course, students explore the value and practice of being an integrating thinker in today's increasingly complex world. Students are guided to draw connections among the categories and disciplines of liberal learning. Students will develop and demonstrate this ability by considering one phenomenon, problem or event through the lenses of at least two different approaches to creating and expressing knowledge. They will ask questions such as, what is knowledge? How is knowledge created? What are its sources? How can it be expressed? How is knowledge accorded value or privilege in a particular culture or society? To meet upper-division expectations, students synthesize complex ideas, assess significant research in the field, and articulate original perspectives. Prerequisite: Research Methods.

LL 300 or LL 301 is a prerequisite for this class.

IN 362 | SOCIAL JUSTICE AND PROFESSIONAL PRACTICE | 4 quarter hours (Undergraduate)

Consistent with DePaul University's Vincentian mission, this course seeks to explore social justice in the context of policing, personal growth and professional practice and, to do so, in a multidisciplinary format. Guided by the life of Saint Vincent de Paul, the ultimate goal of this class is to highlight the virtues of social justice and thereby understand in greater depth how to, via the service of policing, improve the lives of the most marginalized and vulnerable in our society. The course will do so by generating discussion and reflective thought around the elements of social justice, experimenting with the application of said elements and sharing and thus learning from one another. Course deliverables, which include short essays and group and individual presentations, will be supplemented by the drafting of a personal philosophy regarding social justice. (4 credit hours)

LL 300 is a prerequisite for this class.

Interactive Media (IM)

IM 208 | VIRTUAL WORLDS AND ONLINE COMMUNITIES | 4 quarter hours (Undergraduate)

Environments such as social networking sites, multiplayer online games and other online communities are becoming an increasingly large part of how we work, play, and learn. This course introduces the fundamentals for the interdisciplinary study of cyberculture and online social behavior. By examining core scholarship in this area, together with analyzing an existing virtual world, game, or online community, students will learn to research and understand new technologically-enabled social forms as they are emerging. PREREQUISITE(S) WRD 104.

IM 210 | INTRODUCTION TO HUMAN-COMPUTER INTERACTION | 4 quarter hours (Undergraduate)

This course familiarizes students with the user interface development process, including user and task analysis, interaction design, prototyping and evaluation. Students study human perception, cognition and motor abilities as they relate to the design of interactive systems. In a series of projects, students design and revise prototypes as they apply a user-centered design process. Emphasized topics include user profiles, information architecture and usability testing. Students provide written analysis of their research and process. PREREQUISITE(S): None.

IM 220 | INTERACTIVE MEDIA I | 4 quarter hours (Undergraduate)

This course applies interactive media principles for a variety of contexts with a goal of exploring relative merits among common interaction paradigms. Based on assessed needs and intended functionality, students create working prototypes that demonstrate a range of design patterns, particularly those with a high level of interactivity such as rich internet applications, games, and visual simulations. Emphasis is given to visual design principles and aesthetics for creating interesting and engaging interactive experiences. PREREQUISITE(S): ANI 105.

IM 222 | INFORMATION VISUALIZATION | 4 quarter hours (Undergraduate)

This course discusses the basic problems and techniques of visualizing quantitative and qualitative data. Topics include: perception, types of information, representation of univariate and multivariate data and relational information, analysis of representations, presentation, and dynamic and interactive visualizations. Students will create visualizations using graphical software PREREQUISITES: LSP 120.

IM 230 | SCRIPTING FOR INTERACTIVE MEDIA | 4 quarter hours (Undergraduate)

This course is an introduction to Object-Oriented programming using Flash ActionScript. Subjects covered include variables, loops, conditionals, event handling, and classes, and how they are used to create real-world interactive web applications and animations. PREREQUISITE(S): None.

IM 315 | THEORY AND PERCEPTION OF COLOR | 4 quarter hours (Undergraduate)

(Formerly HCI 315) A problem-based course introducing additive and subtractive colors systems and their technology. It explores the perceptual phenomena of color relationships and their applications in digital environments. PREREQUISITE(S): IM 210 and (GPH 211 or GD 105)

IM 320 | INTERACTIVE MEDIA II | 4 quarter hours (Undergraduate)

This course will use complex interactive web projects to challenge students to solve real-world problems. Students will build upon the organizational and analytical strategies learned in IM I while expanding their knowledge of Flash subjects such as site integration, utilizing remote data and manipulating video. PREREQUISITE(S): IM 220 Interactive Media I.

IM 330 | ADVANCED SCRIPTING FOR INTERACTIVE MEDIA | 4 quarter hours (Undergraduate)

This course builds on the Flash ActionScript programming skill learned in Scripting for Interactive Media. Students will focus on designing, coding and debugging complex applications. PREREQUISITE(S): IM 230 Scripting for Interactive Media.

IM 332 | USER-CENTERED WEB DEVELOPMENT | 4 quarter hours (Undergraduate)

(Formerly HCI 332) Analysis, design, and development of interactive web sites. Advanced application of HTML and style sheets for user-centered design. Survey of client-side technologies for interactive Web use. PREREQUISITES: IT 130.

IM 360 | USER-CENTERED EVALUATION | 4 quarter hours (Undergraduate)

(Formerly HCI 360) Overview of user research and usability evaluation methods. User research includes interviews, profiles and scenarios. Usability evaluation methods include expert inspections and usability testing. PREREQUISITE(S): IM 210.

IM 394 | HUMAN-COMPUTER INTERACTION CAPSTONE COURSE | 4 quarter hours (Undergraduate)

(Formerly HCI 394) Provides an opportunity for students to apply all of the skills they have learned on one comprehensive project. Multi-disciplinary teams design, evaluate, and implement a user interface intensive project. Students prepare written documents describing their activities and present the final results to the class. (PREREQUISITE(S): Senior standing).

Interdisciplinary Commerce Studies (ICS)

ICS 200 | INTRODUCTION TO BUSINESS | 4 quarter hours (Undergraduate)

This course is designed for non-Commerce majors who want a minor in business. The course will help the student develop an understanding of the role of the major functional areas of business, as well as ethical considerations, the globalization of business and the role of entrepreneurship. Considerations will be given to the possible career opportunities in each of the functional areas studied.

Undergraduate Business students (COMM, UNCOM, GPCOM) are restricted from registering for this class.

ICS 201 | PERSONAL FINANCIAL DECISION MAKING | 4 quarter hours (Undergraduate)

Students will be exposed to a wide variety of money-related topics, with an aim to familiarize the participants with everyday financial issues.

ICS 398 | SPECIAL TOPICS | 4 quarter hours (Undergraduate)

Special Topics. Content and format of this course is variable. Subject matter will be listed in the university class schedule. These courses will be used for a variety of course content and delivery methods including the Foreign Study Seminar Series.

ICS 399 | INDEPENDENT STUDY | 4 quarter hours (Undergraduate)

Available to students of demonstrated capability for intensive work in interdisciplinary studies. (variable credit)

Junior standing with at least 88 cumulative units is a prerequisite for this class.

Interdisciplinary Studies (IDS)

IDS 497 | INDEPENDENT STUDY (NON-CAPSTONE) | 1-4 quarter hours (Graduate)

Independent study in an area that does not lead directly into the thesis or capstone. Students may also register for this course on a topic indirectly related to their thesis or capstone if they will subsequently take IDS 498, in which the student directly prepares to write the Integrating Project/Thesis. The MALS and IDS Program requires that students taking independent studies follow a specified format of meeting frequency, activities, and scholarly production. This format is available on the program web site or from the MALS and IDS office. Registration is by permission of the Director of the MALS and IDS Program and the instructor of the independent study.

IDS 498 | INDEPENDENT STUDY [CAPSTONE] | 1-4 quarter hours (Graduate)

Independent study undertaken as preparation for thesis or practicum capstone options. This course is optional preparation for IDS 499, Capstone. The MALS and IDS Program requires that students taking this course follow a specified format of meeting frequency, that they produce a review of literature related to their thesis or practicum, an annotated bibliography, and the required Formal Proposal for the thesis or practicum. Registration is by permission of the Director of the MALS and IDS Program and the permission of the instructor who serves as the thesis or practicum director.

IDS 499 | CAPSTONE | 4 quarter hours (Graduate)

Capstone for students doing a thesis, practicum or enhanced portfolio essay. Students may register for this course after the Formal Proposal for the thesis or practicum, or the Enhanced Portfolio Essay Proposal, has been approved. Students are normally expected to complete their capstone projects within the quarter in which they take this course. This course carries four hours of credit. Registration is by permission of the Director of the MALS and IDS Program and the permission of the instructor who serves as the student's capstone director.

IDS 501 | CANDIDACY MAINTENANCE | 0 quarter hours (Graduate)

This 0-credit hour course is available to graduate students who are not registered for a course in a given quarter but need to maintain active university status. Enrollment in this course is limited to three quarters and requires permission of the graduate director. Enrollment in this course allows access to the library and other campus facilities. This course does not carry an equivalent enrollment status and students in it are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

IDS 502 | CANDIDACY CONTINUATION | 0 quarter hours (Graduate)

This 0-credit hour course is available to master's degree candidates who are actively working toward the completion of a thesis, project, or portfolio. Enrollment in this course is limited to three quarters and requires thesis/project advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries and requires the equivalent of half-time enrollment status. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

Interdisciplinary Studies Program (ISP)

ISP 100 | THE NATURE OF SCIENCE | 4 quarter hours (Undergraduate)

The Nature Of Science (Cross-listed As PHY 100)

ISP 199 | TRANSFORMATIVE HUMANITIES | 2 quarter hours (Undergraduate)

This course will introduce students to pressing issues and questions related to the histories and cultures of people of color. The course is designed to show how humanities methods can contribute to social transformation and healing for communities historically shaped by, and continuously facing, racism, violence, and dispossession. The course will build community among participants and introduce students to resources that will help ensure their success as undergraduates.

ISP 220 | INTERACTIONS OF SCIENCE & TECHNOLOGY | 4 quarter hours (Undergraduate)

INTERACTIONS OF SCIENCE & TECHNOLOGY.

ISP 245 | LIFE IN THE UNIVERSE | 4 quarter hours (Undergraduate)

Life In The Universe.

ISP 300 | SELECTED SEMINAR TOPICS | 4 quarter hours (Undergraduate)

Offered each quarter, the topics of the junior seminar vary. Each offering, however, builds upon concepts introduced in a previous core course and involves a research project. Cross-listed as HON 300. Variable credit.

ISP 330 | PEER EDUCATION SERVICE LEADERS I | 2 quarter hours (Undergraduate)

This course is designed to prepare service immersion trip leaders and to promote their development as socially responsible leaders. The focus is on foundational theory and developing transferable life skills related to reflective theory and practice, Vincentian concepts of service, and peer education. Students must speak with their advisor to learn how this course may be applied to help satisfy their JYEL requirement.

ISP 331 | PEER EDUCATION SERVICE LEADERS II | 2 quarter hours (Undergraduate)

Students will apply the theories and practices learned in ISP 330 to their service immersion groups. Through experiential, interactive, academic and reflective activities students will continue reflection on Vincentian service and their leadership roles. Students must speak with their advisor to learn how this course may be applied to help satisfy their JYEL requirement.

ISP 390 | SPECIAL TOPICS | 2-4.5 quarter hours (Undergraduate)

Variable credit.

ISP 392 | INTERNSHIP | 1-12 quarter hours (Undergraduate)

Internship.

ISP 398 | INTERDISCIPLINARY HUMANITIES RESEARCH | 4 quarter hours (Undergraduate)

This course will introduce Social Transformation Research Collaborative Undergraduate Student Fellows to interdisciplinary humanities research methods and provide them with mentored guidance in pursuing an independent research project related to the historical trajectories, legacies and/or cultures of people of color. Fellows will learn to distinguish between secondary and primary sources; learn about key methodological and theoretical approaches in the humanities; build a bibliography; develop a plan of work; write an abstract; and draft a 3-5 page prospectus for a 10-12 page research paper. The course will also introduce Fellows to area humanities and cultural institutions and libraries. The course is followed by mentored research support in which Fellows draft and revise their papers and create a poster presentation for the STRC fall symposium. Final papers will be submitted in December.

ISP 399 | INDEPENDENT STUDY | 1-4 quarter hours**(Undergraduate)**

Variable credit.

International Business (IB)

IB 350 | INTERNATIONAL BUSINESS SEMINAR | 4 quarter hours (Undergraduate)

This foreign study course is meant to introduce the student to the world of international life and business as it is today. The course provides students the opportunity to visit and study foreign commercial enterprises on-site. Additional emphasis is placed on understanding overseas cultures, self-reference criteria, and the fact that people around the world can maintain/develop hopes and dreams within their own lifestyle even though it may differ from others'. Most courses in this group will count for liberal studies credit as an experiential learning course. See the Director of the Driehaus Center for International Business or the College of Commerce undergraduate office for additional information. Registration with the Driehaus Center is required. International Business Seminars may not be taken Pass/Fail.

IB 500 | GLOBAL ECONOMY | 4 quarter hours (Graduate)

This course is designed to be an introduction to the economic environment in which businesses operate. With the increasing interdependence of national economies and the growing role of global enterprises, the understanding of international economic issues is vital to decision-makers. The material covered will include both socio-cultural aspects and economic and financial dimensions of global business. Students should obtain a grasp of the basic theory as well as a knowledge of the major current issues in the global economy. (FORMERLY ECO 556)

IB 505 | GEOPOLITICAL AND CULTURAL ISSUES IN INTERNATIONAL BUSINESS | 4 quarter hours (Graduate)

Analysis of major geographical and cultural conditions in those countries most involved in U.S. foreign trade. Guest lectures, comprehensive maps and pertinent media presentations supplement weekly class discussion.

IB 520 | INTERNATIONAL TRADE THEORY AND POLICY | 4 quarter hours (Graduate)

Modern theories of international trade: classical theory of comparative advantage, factor proportions theory, factor price equalization, application of welfare economics to international trade, including regional economic integration, commercial policy and tariff problems.

FIN 555 is a prerequisite for this class**IB 521 | INTERNATIONAL MACROECONOMICS | 4 quarter hours (Graduate)**

This course analyzes traditional macroeconomic issues in a framework that explicitly allows for international trade and capital flows. Topics covered include exchange rate and balance of payments determination, the impact of international trade and capital mobility on domestic monetary and fiscal policy, fixed vs. floating exchange rate systems, exchange rate overshooting and other topics. Cross-listed as ECO 558. **ECO 509 is a prerequisite for this class.**

IB 525 | ECONOMICS OF DEVELOPING COUNTRIES | 4 quarter hours (Graduate)

This course reviews models of economics development and some of the key issues in economic development including agricultural and rural development, population, economic growth, the role of government, health, education, income distribution, trade regime and policy, international capital flows and the environment, international trade and foreign resource flows. The course integrates country studies of selected developing economies and regions, cross-country statistical studies and theoretical tools drawn from the fields of microeconomics, macroeconomics, and international trade.

FIN 555 is a prerequisite for this class**IB 526 | COMPARATIVE ECONOMIC SYSTEMS | 4 quarter hours (Graduate)**

A study of the contrasting theories of socialism and capitalism.

FIN 555 is a prerequisite for this class**IB 530 | INTERNATIONAL FINANCE | 4 quarter hours (Graduate)**

International Finance integrates the financial activities, institutions, and multinationals of the global finance arena. In addition to extending the tools of financial analysis to an international setting, the course studies the strategies available to a multinational because of operations in multiple countries. Topics include foreign currency and political risk, capital budgeting in a multinational setting, and cash flow management between countries.

FIN 555 is a prerequisite for this class**IB 540 | INTERNATIONAL MANAGEMENT | 4 quarter hours (Graduate)**

The objective of this course is to develop clear awareness of the international business operations, practices and environment. It provides the concepts, methods and tools necessary to face the global challenges in international management. The objective is met through lectures, classroom discussions, library assignments and research work. Students will learn the effective use of the international business references. By the end of the course, they are expected to have developed a high level of competency in acquiring, understanding, analyzing and synthesizing international management information from international business directories, databases and CD-ROMs.

IB 545 | AREA STUDIES IN INTERNATIONAL MANAGEMENT | 4 quarter hours (Graduate)

In-depth analysis of the economic and cultural aspects of doing business in a particular region, e.g. Western Europe, Middle East, Japan, etc. The course focuses on the region's business relations with the United States, its trade and management practices and the successful conduct of business negotiations. The area under consideration will vary from quarter to quarter in order to cover regions of particular interest to our students and the business community of Chicago.

**IB 550 | INTERNATIONAL MARKETING | 4 quarter hours
(Graduate)**

The differences between markets and distribution systems in various countries are explored. By emphasizing the social and economic factors causing these differences a sound understanding of and empathy with different international marketing problems are developed. Analyses are made of the organization of trade channels in various cultures, of typical government policies towards international trade in countries at different stages of development, and of international marketing research, advertising, and exporting. Offered Variably.

MKT 555 is a prerequisite for this class.

**IB 560 | GLOBAL STRATEGIC FINANCIAL ANALYSIS | 4 quarter hours
(Graduate)**

This course concentrates on each student's own career goals by focusing on cases of well-known financial successes and failures in the global business world. It enables students to become intelligent users (readers) of financial reporting in a global environment. Students will learn to identify key relationships in the statements to strategy of high performance companies and to make critical judgments underlying the elements and valuations in the financial statements. Students will study integrated reporting, corporate governance, and sustainability accounting. The course is a useful elective for MSA, MACC and MBA programs.

ACC 500 or ACC 502 or equivalent, is a prerequisite for this course.

**IB 750 | INTERNATIONAL BUSINESS SEMINAR I | 4 quarter hours
(Graduate)**

Off-campus seminar, usually one to three weeks, providing exposure to international business cultures. IB 755 is a co-requisite for this class.

**IB 755 | INTERNATIONAL BUSINESS SEMINAR II | 4 quarter hours
(Graduate)**

Some of the International Business Seminars are offered for eight rather than four credits. Students are ordinarily required to complete an in-depth research paper in an international business area approved by the director of the seminar. Information gathered during the seminars with business and governmental organizations must be incorporated into the research paper. IB 750 is a co-requisite for this class.

**IB 798 | SPECIAL TOPICS | 4 quarter hours
(Graduate)**

Content and format of the course are variable. An in-depth study of current issues. Subject mater will be indicated in class schedule. Offered Variably.

**IB 799 | INDEPENDENT STUDY | 4 quarter hours
(Graduate)**

Available to graduate students of demonstrated capability for intensive independent work in international business.

International Studies (INT)

**INT 100 | INTRODUCTION TO INTERNATIONAL STUDIES | 4 quarter hours
(Undergraduate)**

This course introduces students to contemporary international politics and the social theory that international studies scholars use to make sense of those politics. As an interdisciplinary field, students learn about international studies approaches that connect with history, geography, anthropology, economics and political science. Students critically engage with a set of global issues -- environmentalism, violence, migration, law, etc. -- that are selected by the course instructor. The course aims to present students with a general understanding of problems, approaches, and solutions to contemporary global issues.

**INT 150 | GLOBAL PERSPECTIVES ON SOCIAL JUSTICE | 4 quarter hours
(Undergraduate)**

This course is intended for non-majors who are looking to add an international perspectives course to their study. It looks at conceptions of and forms of social justice actions in different locations across the globe.

**INT 200 | INTRODUCTION TO POLITICAL ECONOMY | 4 quarter hours
(Undergraduate)**

INT 200 serves as a bridge between economics and political economy. The course acquaints students with the standard theories of international trade and international monetary systems and introduces them to the interdisciplinary approaches that distinguish political economy from economics.

**INT 201 | NATION STATES, NATIONALISM, EMPIRE | 4 quarter hours
(Undergraduate)**

The international system of nation states structures political and social life for people everywhere. When and how did this system come about, and why? In this course, students learn the story behind nations and nation states and how nationalism became such a powerful ideology in the modern world of mass warfare, colonialism, and empire. Students learn about nation building processes, from democratic and liberating to exclusionary and oppressive. In gaining a practical understanding of how context and personality interact in the making of national history, students in the course complete two simulation projects in the role of a historical figure participating in an important event of national formation. **Sophomore standing or above and status as an International Studies or Applied Diplomacy major or minor is a prerequisite for this class.**

**INT 202 | THEORIES OF INTERNATIONAL RELATIONS | 4 quarter hours
(Undergraduate)**

This course analyzes the nature of power in the international arena, conflicts that emerge among nations, and processes through which conflict may be resolved. It includes a critical perspective on theories of international relations.

**INT 203 | INTERNATIONAL MOVEMENTS AND SOCIAL CHANGE | 4 quarter hours
(Undergraduate)**

The international system of nation states structures political and social life for people everywhere. When and how did this system come about, and why? In this course, students learn the story behind nations and nation states and how nationalism became such a powerful ideology in the modern world of mass warfare, colonialism, and empire. Students learn about nation building processes, from democratic and liberating to exclusionary and oppressive. In gaining a practical understanding of how context and personality interact in the making of national history, students in the course complete two simulation projects in the role of a historical figure participating in an important event of national formation.

**INT 204 | CULTURAL ANALYSIS | 4 quarter hours
(Undergraduate)**

This course introduces the student to the models and logic of cultural analysis. It offers students the opportunity to explore ethnographic accounts of lived experiences. Students will assess the meaning of such experiences by addressing a range of socio-cultural issues, including colonial and post-colonial accounts from a micro-cultural perspective.

**INT 205 | INTERNATIONAL POLITICAL ECONOMY | 4 quarter hours
(Undergraduate)**

This course examines the relations between economics and politics at international and national levels. The emphasis is on capitalism, the dominant form of organizing political and economic life on a global scale in the post-Cold War era. We will focus on the material histories and key political and economic theories that have shaped the contemporary era (neoclassical, Keynesian, neoliberal, institutionalist, Marxist, anarcho-communist). Topics include the causes and consequences of global inequality, regional and spatial disparities, labor and class relations, privatization, financialization and deregulation of economies, public health, and environmental crises.

INT 200 is a prerequisite for this class.

**INT 206 | IDENTITIES AND BOUNDARIES | 4 quarter hours
(Undergraduate)**

Boundaries - from legal borders to conceptual lines - structure modern life and help to mold human identities. Boundaries have intensified under late globalization, with nationalist identity politics and wall-building proliferating even as the world works to become more interconnected. Students study boundary-making and line-drawing as sources of power and knowledge used by states, economic and cultural actors, and institutions. Final projects in the course allow students to explore the techniques of boundary drawing and identity formation in a case of their choosing, while imagining alternative and beneficial ways of repurposing boundaries and lines in the coming decades.

**INT 301 | SENIOR SEMINAR | 4 quarter hours
(Undergraduate)**

This course combines formal class work and independent research. Students conduct and present competent original academic research on a relevant and novel question of their choosing. Seminar topics vary, but projects typically require comparative research conducted in the student's target language.

Senior standing and declared International Studies major or minor are prerequisites for this course.

**INT 302 | CRITICAL SOCIAL THEORY | 4 quarter hours
(Undergraduate)**

All systems of knowledge are constituted through and in turn help constitute relations of power. This course introduces students to social theory as a reflexive practice that is aware of the power-infused conditions of its own production. Students who take this course should be able to examine the society around them with critical awareness, interrogate the naturalization of social knowledge, and become aware of the conditions through which knowledge, expertise, and transformative social practices are reflexively produced. Cross-listed with INT 401.

**INT 304 | MIGRATION AND FORCED MIGRATION | 4 quarter hours
(Undergraduate)**

This course examines the integral role that different processes of mobility play in shaping today's world: emigration, immigration, displacement, refugee and internally displaced persons flows. Students study the causes and effects of population movements including push-pull factors, demographic, economic, and political variables. Students also look at the role of state and non-state actors and organizations. Cross-listed with INT 404.

**INT 305 | CULTURE AND INEQUALITY | 4 quarter hours
(Undergraduate)**

This course interrogates the concept of culture by showing the dynamic ways in which inequalities define and shape it. Students examine theories of culture and different approaches to studying culture to understand the relationship between the construction of cultural difference and social inequalities. Cross-listed with INT 405.

**INT 306 | GLOBAL EMPIRES | 4 quarter hours
(Undergraduate)**

In this course, students gain an acquaintance with theories of imperialism and post-colonial theory through historically situated studies. 'Power' serves as the generative concept for this course, to be understood as emergent at multi-scalar levels. Cross-listed with INT 406.

**INT 307 | RACE, SEX, DIFFERENCE | 4 quarter hours
(Undergraduate)**

Power circulates through systems of social hierarchies. Such hierarchies are the material basis through which difference is defined. This course examines theories of class, race, and sex to show how difference operates.

**INT 308 | NATURE, SOCIETY AND POWER | 4 quarter hours
(Undergraduate)**

This course is an interdisciplinary exploration of environmental issues pertinent to international studies. The reproduction of human societies occurs in a symbiotic relationship with the natural world, yet in the modern era nature has come to be increasingly conceptualized as a resource. This course explores the repercussions of this instrumental separation of nature from culture and society. Our conceptions of nature range from the physical environment to the human body; and the course explores a range of related political, economic, ecological, and socio-cultural issues from theoretical, comparative, and practical perspectives. Issues explored include those of environmental justice and social and political equity, and questions such as who defines what constitutes environmental issues, who is included or excluded from environmental concerns, and who benefits or is harmed by environmental changes occurring as a result of social interventions. Cross-listed with INT 408.

**INT 309 | CRITICAL DEVELOPMENT THEORY | 4 quarter hours
(Undergraduate)**

The uneven integration of the world economy has been shaped by a succession of policies and theories of development, modernization, and globalization. This course investigates how these theories and policies have contributed to centrally organizing concepts such as poverty, inequality, growth, and progress, which have been instrumental in ordering contemporary societies. Cross-listed with INT 409.

**INT 315 | READING GRAMSCI: STUDYING CULTURE, POWER, AND
HEGEMONY | 4 quarter hours
(Undergraduate)**

This class will read Gramsci's Prison Notebooks and more contemporary research that has deployed Gramscian thought to examine culture, power, and hegemony.

**INT 316 | THE SOCIAL AND POLITICAL LIFE OF OIL | 4 quarter hours
(Undergraduate)**

Since the industrial revolution hydrocarbons have reshaped every aspect of human, social, and planetary life. This course is a critical and interdisciplinary examination of the wide-ranging impact of petroleum and its derivatives on the contemporary social relations of power, as well as on nature-society/human-environment interactions.

**INT 317 | READING MARX'S CAPITAL | 4 quarter hours
(Undergraduate)**

This course is a close reading of volume 1 of Karl Marx's major work, *Capital*, a key text in contemporary social and political economic thought. *Capital* is a highly challenging, but ultimately rewarding text. Students are required to engage the text rigorously, and to work individually and in groups. The class format is a combination of lectures, seminar discussions, and oral presentations by students.

INT 321 | INTERNATIONAL ENVIRONMENTAL POLITICS | 4 quarter hours (Undergraduate)

This course examines the international processes by which scientific knowledge concerning environmental change and degradation is translated into action on the parts of individuals, groups, states, and global institutions. We look at the political, legal, economic and cultural structures that reproduce the global propensity to disrupt or degrade the environment and that likewise prevent amelioration.

INT 322 | INTERNATIONAL ENVIRONMENTAL JUSTICE AND LAW | 4 quarter hours (Undergraduate)

International Environmental Law (IEL) governs a wide range of vital problems, from addressing climate change to preventing contamination of air, water, land and forests by border-crossing toxins. IEL shapes our relationship to nature and for life with dignity on the planet. The course introduces students to IEL, its history, doctrines and institutions, while foregrounding questions of justice and fairness. It examines how the law allocates the costs and risks of ecological degradation and remediation. The course is designed to be of use to any student interested in environmentalism and how law can serve justice-based approaches to protecting Earth's ecosystems. No prior course work in law is required.

INT 323 | HUMAN RIGHTS AND INTERNATIONAL LAW | 4 quarter hours (Undergraduate)

International Human Rights Law and the system of International Law from which it arises express the hopes of many for moving toward a more peaceful and just world. Are such hopes well placed? Students in the course explore the history, doctrines and institutions of Human Rights Law, learning about both triumphs and unrealized promises, from the promotion of civil and political rights and the founding of the International Criminal Court (in which DePaul played a role) to the problems associated with achieving a more egalitarian and secure material existence for vulnerable populations, such as refugees and those subjected to state violence. For their final project, students research a pressing global injustice or problem of their choosing and map the prospects of a human rights based solution. No prior coursework in law is required.

INT 324 | INTERNATIONAL ECONOMIC LAW FROM COLONIALISM TO GLOBALIZATION | 4 quarter hours (Undergraduate)

International Economic Law structures material life everywhere on the planet, and this course provides students the opportunity to study legal frameworks behind international finance, investment, trade, and money. The course examines colonial roots of international economic law and the ongoing efforts by once colonized nations of the Global South to create a new international economic order. Students learn about the legal regimes protecting investors and intellectual property, as well as the unique enforcement powers of World Trade Organization, International Monetary Fund and World Bank. In the final project students research international law in an area of economic interest, while considering prospects for working through law to build a more climate- or human-friendly economy of the future. No previous coursework in law is required.

INT 325 | LAW OF INTERNATIONAL ORGANIZATIONS, NGOS AND GLOBAL GOVERNANCE | 4 quarter hours (Undergraduate)

This course is an introduction to the law of inter-governmental and non-governmental organizations (NGOs), institutions which play a leading role in the formation of the rules-based order of global governance. The course allows students to learn about global governance as a system in which authority flows through organizations that operate both above and below the level of states, from the United Nations to Doctors Without Borders. Cases of organization-led global governance studied include rule of law and democracy promotion projects, humanitarian action, including as undertaken by intergovernmental refugee aid organizations or civil groups such as the White Helmets, pandemic responses by the World Health Organization and philanthropic organizations such as the Gates Foundation, or human rights accountability through the institutions of international criminal law. No previous coursework in law is required.

INT 327 | THE LONG LIFE OF EMPIRE | 4 quarter hours (Undergraduate)

This course introduces students to studies of colonialism and postcolonialism that exist within International Relations (IR). The course materials will take a critical approach to concepts often taken for granted in studying international politics. This course introduces students to the main threads of this scholarly challenge and its attendant concepts – Other, alterity, subalternity, subjectivity, knowledge, discourse, and power.

INT 328 | ORIENTALISM: COLONIALISM, MODERNITY, AND HISTORY | 4 quarter hours (Undergraduate)

The course begins with Edward Said's *Orientalism*, a landmark text in the sense that it started a critique of the West's gaze on the East and spawned a vigorously contested and highly complex debate to this day. The course incorporates material that engages with Said's text and that builds upon it or that we can read alongside *Orientalism*. The assigned readings approach the topic of knowledge practices from different angles thereby incorporating concepts like gender, identity, art, primitive, colonization, modernity, and history.

INT 329 | BEYOND IMPERIALISM | 4 quarter hours (Undergraduate)

This political theory course explores what it might mean to 'unlearn' our social and political education. Starting with Ariella Azoulay's insight that imperial power dynamics are both socially embedded and learned, the course works through a set of questions about what we might want or need to unlearn to in order to learn (or relearn) other modes of being. What do the stories that we tell indicate about how our world is configured? How else might we narrate our societal orientations? How can a focus on potentialities transform what is possible? The questions, coursework, and writing aim to orient us to think about how 'unlearning' might return us to a recognizable social self.

INT 330 | TOPICS IN EAST ASIAN STUDIES | 4 quarter hours (Undergraduate)

Topics in the social, political, and economic institutions, and the cultural history of selected regions within East Asia. (See schedule for current offerings).

INT 331 | POLITICS OF IMMIGRATION AND INTEGRATION IN FRANCE | 4 quarter hours
(Undergraduate)

This study abroad will focus on critical perspectives on immigration, refugees, and the politics of integration in France. The curriculum will analyze the history of immigration in France, the politics of identity and inclusion, and the contemporary refugee crisis in France. Sub-topics include security studies and anti-terrorism efforts, social welfare assistance, and gender politics.

INT 332 | AMERICA AS EMPIRE | 4 quarter hours
(Undergraduate)

This class explores the history, politics, and economics of the US Empire, with a particular focus on the seizure of the North American continent, incursions in Latin America, the extension into the Pacific in the later 19th century, and the contemporary hidden empire of military bases scattered around the world.

INT 333 | THE PSYCHE AND GEOPOLITICAL ECONOMY | 4 quarter hours
(Undergraduate)

This course adds another layer of analytical complexity to our understanding of the world, namely, the "psychical unconscious" or psyche—the terrain of subjective irrationality. Using analytical tools that plumb the psyche, this course examines how identity formations of gender, sexuality, race, and person, are tied to unconscious anxieties which are also mediated by external demands and conditions. In so doing, we complicate international studies, allowing us to see how our own identity formation is tied to the vicissitudes of the world and how we are called into it.

INT 341 | SEX, GENDER, REPRODUCTION | 4 quarter hours
(Undergraduate)

This course explores how the global economy, the machine, and 'sex' are linked and how, today, many are seeking means for changing the processes of reproduction through technologies that are biological, surgical, surrogacy-related, and machinic in nature. These interventions are re-fashioning the 'body' in ways that are cyborgic or transhuman, opening up the meaning and reproductive purposes of sexual dimorphism to significant change. The technologies are nevertheless expensive, dividing the world up economically into differently sexed and reproductive parts.

INT 346 | GENDER AND COLONIALISM | 4 quarter hours
(Undergraduate)

This course is a conceptual analysis of gender and an historical examination of imperial gendered power dynamics that emerged in the context of (mostly British) colonialism. This course focuses on a weaving together of a political economic examination of women and capitalism and a critical analysis of imperialism and gendered power dynamics. The course will use these two analytical frameworks to make sense of black and afro-feminist interventions on questions of how to understand what is at stake and how to challenge the imperial legacy of colonial dynamics.

INT 347 | AFRO-FEMINIST POLITICS | 4 quarter hours
(Undergraduate)

This course focuses on Black and Afro-Feminist interventions in questions of how to understand what is at stake in and how to challenge the imperial legacies of colonial dynamics of power. The course will engage the conceptual complexity of the notions of gender and the political relations they frame. Bringing together authors like Joy James, Sylvia Tamales, Yolande Bouka, bell hooks, and others in the context of a single course will allow seminar participants to broadly investigate feminist inquiry while remaining grounded in the lived experiences that bell hooks describes in *Belonging: A culture of place*.

INT 348 | BLACK GEOGRAPHIES | 4 quarter hours
(Undergraduate)

Black Geographies explores how space and power are racially linked. This linkage is easily seen in the contexts of apartheid, segregation, Jim Crow, red lining, the prison industrial complex, and environmental racism. Racialized space-power connections likewise reside in spatial tropes, like marginalization, fringe elements, sidelining, and outsider. All of these constitute spatial tactics meant to exclude, control, contain, and injure. The death-driven nature and exceptional violence of these tactics makes the extraordinary spatial generativity of Black life even more exceptional, to wit, the Maroon settlements of slavery, the Underground Railroad of Harriet Tubman, the early ballroom culture of Harlem, the Clowning and Krumping circuits of South Central LA, and the virtual spatial innovations of Black Instagram and Twitter. This generativity points to a fundamental contradiction: that those who presume they are the most free (those with the greatest capacity to own) are in fact the most un-free. Tied to a system where 'value' manifests only in possession, the freedom to love becomes impossible, a fact with extraordinary planetary-political implications.

INT 350 | SOCIETY, POLITICS AND CULTURE IN THE MIDDLE EAST | 4 quarter hours
(Undergraduate)

This course will examine the formations of the historical and contemporary social relations of power in the Middle East by questioning the prevalent stereotypes of the region. The main focus will be on the critical investigation of relations of gender, the complexities of state formations, and the dynamics of the contemporary social counter-movements. The latter range from cosmopolitan popular uprisings (Green Movement in Iran, the Arab Spring), to ideological Islamist formations (ISIS, Muslim Brotherhood, etc.).

INT 351 | AFRICA, CULTURE, POLITICS: THE FANON CANON | 4 quarter hours
(Undergraduate)

This course investigates the relationship between culture and inequality using 'Africa' as a nodal point. As Ferguson notes, 'the question of cultural difference itself is...tightly bound up with questions of inequality, aspiration, and rank in an imagined "world"' (2006, 19). Using Fanonian texts on culture and politics alongside two classic texts in the area of African Studies, students will examine how the notion of culture gives form to the way we understand world politics.

INT 352 | INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY | 4 quarter hours
(Undergraduate)

This course charts the economic transformation in the Third World / Global South. The first third of the course examines theories of development and underdevelopment before moving on to a critique of the concept of development as a modernist paradigm using a postcolonial framework. The rest of the course examines the restructuring of the agricultural, manufacturing and service sectors, including the financial sector, in non-Western countries. Students are recommended but not required to take INT 349 before this course. Cross-listed with GEO 215.

INT 355 | POLITICAL ECONOMY FROM THE MARGINS | 4 quarter hours
(Undergraduate)

This class explores examples of political-economic thought generated from the margins. We read Walter Rodney's *How Europe Under Developed Africa* along with other challenges to the liberal, Anglo-European political-economic vision of world politics.

**INT 360 | TOPICS IN DEVELOPMENT STUDIES | 4 quarter hours
(Undergraduate)**

Topics in the problem of endemic poverty in the Third World and the various forms of public action designed to alleviate poverty. (See schedule for current offerings).

**INT 362 | LANGUAGE AND THE POLITICS OF TERROR | 4 quarter hours
(Undergraduate)**

Politics is, among other things, the arena in which human bodies are broken. This course will concern itself with the breaking of human bodies through torture, genocide, war and poverty. Throughout, a focus will be maintained on the interface between bodies and language, on how bodies placed under extremes of pain and degradation lose their capacity for speech, and how language reaches its intrinsic limits in trying to represent bodies in pain.

**INT 366 | TOPICS IN INTERNATIONAL LAW | 4-8 quarter hours
(Undergraduate)**

Topics in international law, human rights, and other legal topics. (See schedule for current offerings).

**INT 382 | INTERNSHIP RESIDENCY | 2-8 quarter hours
(Undergraduate)**

Used to register credit hours for both Chicago-based and off-campus residencies to complete internship agreements and approved independent research proposals. 2-8 credit hours.

**INT 383 | TOPICS IN AFRICAN STUDIES | 4 quarter hours
(Undergraduate)**

Topics in the social, political, and economic institutions, and the cultural history of selected regions within Africa.

**INT 384 | TOPICS IN MIDDLE EASTERN STUDIES | 4 quarter hours
(Undergraduate)**

Topics in the social, political, and economic institutions, and the cultural history of selected regions within the Middle East. (See schedule for current offerings).

**INT 385 | TOPICS IN ASIAN STUDIES (SOUTH, EAST, SOUTHEAST, CENTRAL) | 4 quarter hours
(Undergraduate)**

Topics in the social, political, and economic institutions, and the cultural history of selected regions within South Asia. (See schedule for current offerings).

**INT 386 | TOPICS IN LATIN AMERICAN AND CARIBBEAN STUDIES | 4-6 quarter hours
(Undergraduate)**

Topics in the social, political, and economic institutions, and the cultural history of selected regions within Latin America and the Caribbean. (See schedule for current offerings).

**INT 387 | TOPICS IN EUROPEAN STUDIES | 4-8 quarter hours
(Undergraduate)**

Topics in the social, political, and economic institutions, and the cultural history of selected regions within Europe. (See schedule for current offerings).

**INT 388 | SPECIAL TOPICS IN INTERNATIONAL STUDIES | 4 quarter hours
(Undergraduate)**

Courses on topics in international studies not otherwise classifiable. (See schedule for current offerings).

**INT 389 | INTERNATIONAL SOCIAL ENGAGEMENT | 4 quarter hours
(Undergraduate)**

The course provides 20-25 hours of service learning opportunities for students in organizations that are pursuing local activities based on international missions or globally-informed policies. The course meetings focus on student experiences and a discussion of state, sub-state, and non-state organizational structures in the international context.

**INT 390 | TOPICS IN FOOD JUSTICE | 4 quarter hours
(Undergraduate)**

While the need for food is universal, geographies of food production, distribution and consumption are anything but even. This leads to multiple issues of food injustice at a variety of scales. This course critically examines the contemporary global food system with the goal of providing students with skills and knowledge to engage in food justice activism. Students study the development of food systems and how inequalities have emerged in production, distribution and consumption. The course then explores food justice movements including the emergence of alternative food networks in the U.S and internationally. Assignments may engage students in local food projects and or/advocacy campaigns.

**INT 392 | TOPICS IN GLOBAL URBANISM | 4 quarter hours
(Undergraduate)**

Topics in cities and urban life in global, international, or comparative perspectives. (See schedule for current offerings).

**INT 393 | TOPICS IN INTERNATIONAL POLITICAL ECONOMY | 4 quarter hours
(Undergraduate)**

Topics in international trade, international finance, and international macroeconomics with attention to political context. (See schedule for current offerings).

**INT 394 | TOPICS IN SURVEILLANCE STUDIES | 4 quarter hours
(Undergraduate)**

Surveillance is a longstanding feature of political life. Historically and today, surveillance is one of the central means of governing. After all, institutionalized political authority "the state" cannot govern without systematized, orderly knowledge. The census, taxation, licenses, passports, and the endless forms and reporting requirements of state bureaucracies are all forms of administrative surveillance. They stand alongside the work operations of military, police, and intelligence agencies as integral legibility practices that make governing possible. In this class, we try to understanding the role of surveillance in political life. We ask the following questions: What is surveillance? Can we trace the cultural and historical roots of surveillance which today underlies the foundation of the modern state? What form does surveillance take in different situations and contexts? How does the emerging imperative of security shape the use of surveillance? How is the practice of surveillance related to scientific and technological developments? How is it changing our social life, our notions of private and public, our conceptions of public spaces, and our very understanding of the self? How can social theory inform our understanding of these developments?.

**INT 395 | TOPICS IN GENDER, SEXUALITY, AND REPRODUCTION | 4 quarter hours
(Undergraduate)**

Topics in gender, sexuality, and reproduction taken in its broadest sense. (See schedule for current offerings).

INT 396 | TOPICS IN INTERNATIONAL ORGANIZATIONS | 4 quarter hours (Undergraduate)

Topics in organizations such as the United Nations, the Organization of American States, the World Trade Organization, the European Union, and similar organizations or trading blocs and their associated policy issues. (See schedule for current offerings).

INT 398 | TOPICS IN WAR AND PEACE | 4 quarter hours (Undergraduate)

Topics in war, internal and ethnic conflict, terrorism, peace, and the construction of security. (See schedule for current offerings).

INT 399 | INDEPENDENT STUDY | 1-8 quarter hours (Undergraduate)

Student-designed course incorporating reading and research conducted under faculty supervision. Variable credit hours.

INT 401 | CRITICAL SOCIAL THEORY | 4 quarter hours (Graduate)

All systems of knowledge are constituted through and in turn help constitute relations of power. This course introduces students to social theory as a reflexive practice that is aware of the power-infused conditions of its own production. Students who take this course should be able to examine the society around them with critical awareness, interrogate the naturalization of social knowledge, and become aware of the conditions through which knowledge, expertise, and transformative social practices are reflexively produced.

Status as a Graduate International Studies student is a prerequisite for this course.

INT 402 | INTERNATIONAL POLITICAL ECONOMY | 4 quarter hours (Graduate)

This course examines the historical development of the contemporary international political economy. The principle channels of interaction between states, economies, and international organizations are examined: trade and investment, diffusion of technology, institutional borrowing and adaptation, the workings of the international financial system, articulations of notions of equality and mobility. In the process, students also become familiar with a range of theoretical perspectives of IPE.

INT 404 | MIGRATION AND FORCED MIGRATION | 4 quarter hours (Graduate)

This course examines the integral role that different processes of mobility play in shaping today's world: emigration, immigration, displacement, refugee and internally displaced persons flows. Students study the causes and effects of population movements including push-pull factors, demographic, economic, and political variables. Students also look at the role of state and non-state actors and organizations.

INT 405 | CULTURE AND INEQUALITY | 4 quarter hours (Graduate)

This course interrogates the concept of culture by showing the dynamic ways in which inequalities define and shape it. Students examine theories of culture and different approaches to studying culture to understand the relationship between the construction of cultural difference and social inequalities.

INT 401 is a prerequisite for this course.

INT 406 | GLOBAL EMPIRES | 4 quarter hours (Graduate)

In this course, students gain an acquaintance with theories of imperialism and post-colonial theory through historically situated studies. 'Power' serves as the generative concept for this course, to be understood as emergent at multi-scalar levels.

INT 401 is a prerequisite for this course.

INT 407 | RACE, SEX, DIFFERENCE | 4 quarter hours (Graduate)

Power circulates through systems of social hierarchies. Such hierarchies are the material basis through which difference is defined. This course examines theories of class, race, and sex to show how difference operates.

INT 408 | NATURE, SOCIETY, AND POWER | 4 quarter hours (Graduate)

This course is an interdisciplinary exploration of environmental issues pertinent to international studies. The reproduction of human societies occurs in a symbiotic relationship with the natural world, yet in the modern era nature has come to be increasingly conceptualized as a resource. This course explores the repercussions of this instrumental separation of nature from culture and society. Our conceptions of nature range from the physical environment to the human body; and the course explores a range of related political, economic, ecological, and socio-cultural issues from theoretical, comparative, and practical perspectives. Issues explored include those of environmental justice and social and political equity, and questions such as who defines what constitutes environmental issues, who is included or excluded from environmental concerns, and who benefits or is harmed by environmental changes occurring as a result of social interventions.

INT 409 | CRITICAL DEVELOPMENT THEORY | 4 quarter hours (Graduate)

The uneven integration of the world economy has been shaped by a succession of policies and theories of development, modernization, and globalization. This course investigates how these theories and policies have contributed to centrally organizing concepts such as poverty, inequality, growth, and progress, which have been instrumental in ordering contemporary societies.

INT 410 | INTERNATIONAL LAW | 4 quarter hours (Graduate)

This course offers students the opportunity to engage in an examination of recent developments in international treaties, legal process and international organization. Topics may include refugees, trade law, criminal law and the establishment of the international criminal court, international labor law, environmental law, theories of international law, human rights and the relationship between international law and local economic development.

INT 416 | READING GRAMSCI: CULTURE POWER AND HEGEMONY | 4 quarter hours (Graduate)

This class will read Gramsci's Prison Notebooks and more contemporary research that has deployed Gramscian thought to examine culture, power, and hegemony.

INT 417 | READING MARX'S CAPITAL | 4 quarter hours (Graduate)

This course is a close reading of volume 1 of Karl Marx's major work, *Capital*, a key text in contemporary social and political economic thought. *Capital* is a highly challenging, but ultimately rewarding text. Students are required to engage the text rigorously, and to work individually and in groups. The class format is a combination of lectures, seminar discussions, and oral presentations by students.

INT 418 | THE SOCIAL AND POLITICAL LIFE OF OIL | 4 quarter hours (Graduate)

Since the industrial revolution hydrocarbons have reshaped every aspect of human, social, and planetary life. This course is a critical and interdisciplinary examination of the wide-ranging impact of petroleum and its derivatives on the contemporary social relations of power, as well as on nature-society/human-environment interactions.

INT 421 | INTERNATIONAL ENVIRONMENTAL POLITICS | 4 quarter hours (Graduate)

This course examines the international processes by which scientific knowledge concerning environmental change and degradation is translated into action on the parts of individuals, groups, states, and global institutions. We look at the political, legal, economic and cultural structures that reproduce the global propensity to disrupt or degrade the environment and that likewise prevent amelioration.

INT 422 | INTERNATIONAL ENVIRONMENTAL LAW | 4 quarter hours (Graduate)

This course offers students the opportunity to engage in an examination of recent developments in international environmental law. Sub-topics may include refugees, trade law, criminal law and the establishment of the international criminal court, international labor law, theories of international law, human rights and the connection between these and international economic law.

INT 423 | INTERNATIONAL LAW AND HUMAN RIGHTS | 4 quarter hours (Graduate)

This course is an introduction to public international law, with an emphasis on the law of conflict and human rights. Students learn about the sources and functions of public international law—the law between and among nation states—and how this kind horizontal system of legal regulation deals with enforcement. The course presents the idea of transnational legal processes and authority that operate across levels, scales and institutions to constrain or shape state action and identity.

INT 424 | INTERNATIONAL ECONOMIC LAW FROM COLONIALISM TO GLOBALIZATION | 4 quarter hours (Graduate)

This course is an introduction to international economic law. Students study the international legal framework regulating states, international financial institutions and firms in their market, development, investment, trade and public sector economic interactions and functions. This course pays particular attention to the roots of global economic structuring in colonialism and how that history shapes the ways in which formerly colonized countries engage with international economic law.

INT 425 | LAW OF INTERNATIONAL ORGANIZATIONS, NGOS AND GLOBAL GOVERNANCE | 4 quarter hours (Graduate)

This course is an introduction to the law and function of intergovernmental and non-governmental organizations. We seek to understand global governance as a system by which power and authority may flow through international organizations that exist either above (intergovernmental) or below (nongovernmental) the level of states. Students will study the law and function of international courts and tribunals, including both global and regional bodies, as well as the ways civil society organizations shape global justice outcomes.

INT 427 | THE LONG LIFE OF EMPIRE | 4 quarter hours (Graduate)

This course introduces students to studies of colonialism and postcolonialism that exist within International Relations (IR). The course materials will take a critical approach to concepts often taken for granted in studying international politics. This course introduces students to the main threads of this scholarly challenge and its attendant concepts – Other, alterity, subalternity, subjectivity, knowledge, discourse, and power.

INT 428 | ORIENTALISM: COLONIZATION, MODERNITY, HISTORY | 4 quarter hours (Graduate)

The course begins with Edward Said's *Orientalism*, a landmark text in the sense that it started a critique of the West's gaze on the East and spawned a vigorously contested and highly complex debate to this day. The course incorporates material that engages with Said's text and that builds upon it or that we can read alongside *Orientalism*. The assigned readings approach the topic of knowledge practices from different angles thereby incorporating concepts like gender, identity, art, primitive, colonization, modernity, and history.

INT 429 | BEYOND IMPERIALISM | 4 quarter hours (Graduate)

This political theory course explores what it might mean to 'unlearn' our social and political education. Starting with Ariella Azoulay's insight that imperial power dynamics are both socially embedded and learned, the course works through a set of questions about what we might want or need to unlearn to in order to learn (or relearn) other modes of being. What do the stories that we tell indicate about how our world is configured? How else might we narrate our societal orientations? How can a focus on potentialities transform what is possible? The questions, coursework, and writing aim to orient us to think about how 'unlearning' might return us to a recognizable social self.

INT 431 | POLITICS OF IMMIGRATION AND INTEGRATION IN FRANCE | 4 quarter hours (Graduate)

This study abroad course will focus on critical perspectives on immigration, refugees, and the politics of integration in France. The curriculum will analyze the history of immigration in France, the politics of identity and inclusion, and the contemporary refugee crisis in France. Sub-topics include security studies and anti-terrorism efforts, social welfare assistance, and gender politics.

INT 432 | AMERICA AS EMPIRE | 4 quarter hours (Graduate)

This class explores the history, politics, and economics of the US Empire, with a particular focus on the seizure of the North American continent, incursions in Latin America, the extension into the Pacific in the later 19th century, and the contemporary hidden empire of military bases scattered around the world.

INT 440 | GEOPOLITICAL ECONOMY AND THE 'UNCONSCIOUS' | 4 quarter hours (Graduate)

This course adds another layer of analytical complexity to our understanding of the world, namely, the "psychical unconscious" or psyche—the terrain of subjective irrationality. Using analytical tools that plumb the psyche, this course examines how identity formations of gender, sexuality, race, and person, are tied to unconscious anxieties which are also mediated by external demands and conditions. In so doing, we complicate international studies, allowing us to see how our own identity formation is tied to the vicissitudes of the world and how we are called into it. Cross-listed with INT 333.

**INT 441 | SEX, GENDER, REPRODUCTION | 4 quarter hours
(Graduate)**

This course explores how the global economy, the machine, and 'sex' are linked and how, today, many are seeking means for changing the processes of reproduction through technologies that are biological, surgical, surrogacy-related, and machinic in nature. These interventions are re-fashioning the 'body' in ways that are cyborgic or transhuman, opening up the meaning and reproductive purposes of sexual dimorphism to significant change. The technologies are nevertheless expensive, dividing the world up economically into differently sexed and reproductive parts.

**INT 446 | GENDER AND COLONIALISM | 4 quarter hours
(Graduate)**

This course traces shifts in a feminist imaginary from its second wave to its contemporary complex iteration that encompasses ideas that students bring to class with them. Students will develop a literacy in the critique and evaluation of older sets of feminist questions and in a highly current engagement with similar questions.

**INT 447 | AFRO-FEMINIST POLITICS | 4 quarter hours
(Graduate)**

This course focuses on Black and Afro-Feminist interventions in questions of how to understand what is at stake in and how to challenge the imperial legacies of colonial dynamics of power. The course will engage the conceptual complexity of the notions of gender and the political relations they frame. Bringing together authors like Joy James, Sylvia Tamales, Yolande Bouka, bell hooks, and others in the context of a single course will allow seminar participants to broadly investigate feminist inquiry while remaining grounded in the lived experiences that bell hooks describes in *Belonging: A culture of place*.

**INT 448 | BLACK GEOGRAPHIES | 4 quarter hours
(Graduate)**

Black Geographies explores how space and power are racially linked. This linkage is easily seen in the contexts of apartheid, segregation, Jim Crow, red lining, the prison industrial complex, and environmental racism. Racialized space-power connections likewise reside in spatial tropes, like marginalization, fringe elements, sidelining, and outsider. All of these constitute spatial tactics meant to exclude, control, contain, and injure. The death-driven nature and exceptional violence of these tactics makes the extraordinary spatial generativity of Black life even more exceptional, to wit, the Maroon settlements of slavery, the Underground Railroad of Harriet Tubman, the early ballroom culture of Harlem, the Clowning and Krumping circuits of South Central LA, and the virtual spatial innovations of Black Instagram and Twitter. This generativity points to a fundamental contradiction: that those who presume they are the most free (those with the greatest capacity to own) are in fact the most un-free. Tied to a system where 'value' manifests only in possession, the freedom to love becomes impossible, a fact with extraordinary planetary-political implications.

**INT 450 | SOCIETY, POLITICS AND CULTURE IN THE MIDDLE EAST | 4 quarter hours
(Graduate)**

This course will examine the formations of the historical and contemporary social relations of power in the Middle East. The main focus will be on the critical investigation of relations of gender, the complexities of state formations, and the dynamics of the contemporary social counter-movements.

**INT 451 | AFRICA, CULTURE, POLITICS: THE FANON CANON | 4 quarter hours
(Graduate)**

This course investigates the relationship between culture and inequality using 'Africa' as a nodal point. As Ferguson notes, 'the question of cultural difference itself is...tightly bound up with questions of inequality, aspiration, and rank in an imagined "world"' (2006, 19). Using Fanonian texts on culture and politics alongside two classic texts in the area of African Studies, students will examine how the notion of culture gives form to the way we understand world politics.

**INT 455 | POLITICAL ECONOMY FROM THE MARGINS | 4 quarter hours
(Graduate)**

This class explores examples of political-economic thought generated from the margins. We read Walter Rodney's *How Europe Under Developed Africa* along with other challenges to the liberal, Anglo-European political-economic vision of world politics.

**INT 482 | INTERNSHIP RESIDENCY | 2-8 quarter hours
(Graduate)**

Used to register credit hours for both Chicago-based and off-campus residencies to complete internship agreements and approved independent research proposals. 2-8 credit hours.

**INT 483 | TOPICS IN AFRICAN STUDIES | 4 quarter hours
(Graduate)**

Topics in the social, political, and economic institutions, and the cultural history of selected regions within Africa.

**INT 488 | SPECIAL TOPICS IN INTERNATIONAL STUDIES | 4 quarter hours
(Graduate)**

Special courses will be offered as students and faculty identify selected topics of common interest. This number is also used for students taking 300-level courses in the undergraduate International Studies program. In this case, students must have the approval of their thesis advisor and the director of the International Studies program before registering for the course.

**INT 489 | INTERNATIONAL SOCIAL ENGAGEMENT | 4 quarter hours
(Graduate)**

The course provides 20-25 hours of service learning opportunities for students in organizations that are pursuing local activities based on international missions or globally-informed policies. The course meetings focus on student experiences and a discussion of state, sub-state, and non-state organizational structures in the international context.

**INT 493 | TOPICS IN INTERNATIONAL POLITICAL ECONOMY | 4 quarter hours
(Graduate)**

Provides students writing theses in the area of international political economy with opportunities to read contemporary works in the field, including growth theories, capital and labor flows, and transformation of regimes. Students develop analytical skills that can be applied to their projects. The seminar is offered in the Spring of the first year; the course focuses on different topics under different instructors.

INT 402 is a prerequisite for this course.

**INT 494 | TOPICS IN SURVEILLANCE STUDIES | 4 quarter hours
(Graduate)**

This course examines the role of surveillance in social and political life. Historically and today, surveillance is one of the central means of governing. Students will examine the cultural and historical roots of surveillance, the relationship between surveillance and security, and how different forms of surveillance are practiced in specific political and cultural contexts.

**INT 495 | TOPICS IN INTERNATIONAL LAW | 4 quarter hours
(Graduate)**

Course offers students the opportunity to engage in an examination of recent developments in international treaties, legal process and international organization. Topics have included refugees, trade law, criminal law and the establishment of the international criminal court, international labor law, environmental law, theories of international law, human rights and the relationship between international law and local economic development. Students work on the international law and institutional aspects of their theses.

**INT 529 | GEOGRAPHY, FOOD AND JUSTICE | 4 quarter hours
(Graduate)**

While the need for food is universal, geographies of food production, distribution and consumption are anything but even. This leads to multiple issues of food injustice at a variety of scales. This course critically examines the contemporary global food system with the goal of providing students with skills and knowledge to engage in food justice activism. Students study the development of food systems and how inequalities have emerged in production, distribution and consumption. The course then explores food justice movements including the emergence of alternative food networks in the U.S and internationally. Assignments may engage students in local food projects and or/advocacy campaigns.

**INT 570 | FIELD RESEARCH IN INTERNATIONAL STUDIES | 4-8 quarter hours
(Graduate)**

Supervised independent research aimed at acquiring primary data for the thesis.

**INT 590 | DIRECTED RESEARCH SEMINAR | 4 quarter hours
(Graduate)**

Students will take this course with an already approved proposal in hand. Students will be directed to further examine the approach they plan to use in order to undertake their projects and to complete a preliminary draft of their project.

INT 401 is a prerequisite for this course.

**INT 591 | MASTERS RESEARCH I | 4 quarter hours
(Graduate)**

Students will take this course as an independent study with their advisor, during which they will work on their project in line with their approved proposal.

INT 590 is a prerequisite for this class.

**INT 592 | MASTERS RESEARCH II | 4 quarter hours
(Graduate)**

Students will take this course as an independent study with their advisor during which they will complete their project.

INT 591 is a prerequisite for this class.

**INT 599 | INDEPENDENT STUDY | 4-8 quarter hours
(Graduate)**

Student-designed course incorporating reading and research conducted under faculty supervision. Variable credit hours.

**INT 601 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to master's degree candidates who are actively working toward the completion of a thesis, project, or portfolio. Enrollment in this course is limited to three quarters and requires thesis/project advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries and requires the equivalent of half-time enrollment status. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

**INT 699 | CANDIDACY MAINTENANCE | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to graduate students who are not registered for a course in a given quarter but need to maintain active university status. Enrollment in this course is limited to three quarters and requires permission of the graduate director. Enrollment in this course allows access to the library and other campus facilities. This course does not carry an equivalent enrollment status and students in it are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

Irish Studies (IRE)

**IRE 100 | IRELAND AND THE IRISH EXPERIENCE | 4 quarter hours
(Undergraduate)**

This course explores a diverse range of topics related to Ireland and the global Irish community, including the history, geography, culture and politics of Ireland and Northern Ireland; the role of religion, historically and in the present day; Irish mythology; Irish literature; the Irish Diaspora; and contemporary Ireland's role in the global political economy. The range of topics covers also serves as an introduction to the interdisciplinary field of Irish Studies and helps prepare students for further study and/or participation in Study Abroad programs in Ireland.

**IRE 101 | IRELAND, 1450 - 1800, CONQUEST, COLONIZATION & REBELLION | 4 quarter hours
(Undergraduate)**

This course offers a survey of Irish history from the end of the middle ages to the union of Ireland and Great Britain in 1800. It traces the ways in which Ireland was brought under great English (later British) control through processes of agreement, conquest and colonization; and the ways in which various groups within Ireland sought to resist such developments. Cross-listed as HST 266 & CTH 288.

**IRE 102 | HISTORY OF IRELAND FROM 1800 TO THE PRESENT | 4 quarter hours
(Undergraduate)**

Survey of Irish history from 1800 to 2000. Examines the course of Irish history from the Act of Union (creating the United Kingdom), through the struggles and reforms of the 19th century (Catholic Emancipation, the Famine and Irish diaspora, Fenianism, Land Reform and Home Rule), to the creation of the modern nation-state of the 20th century (the Easter Rising, partition and civil war, the role of Eamon deValera, the Republic, and the Troubles). Topics include the contributions of Irish culture and its influence in Europe and the world. Cross-listed as HST 268 and CTH 289.

IRE 103 | IRELAND: RELIGION AND THE CONTEMPORARY "TROUBLES" | 4 quarter hours (Undergraduate)

An examination of the role of two Christian denominations (Protestant and Roman Catholic) in the more recent "Troubles" in the north of Ireland. Attempts to discover the contributions of religious differences in fueling and resolving the animosities between the Unionist and Nationalist sides; studies the social-historical dimension of the troubles and the Protestant and Catholic religious activities and official responses to them. Cross-listed as CTH 274.

IRE 104 | THE EARTH'S CULTURAL LANDSCAPE | 4 quarter hours (Undergraduate)

A survey of the global patterns and processes which create our world's cultures. Several cultural realms such as language, religion, folk and popular culture, ethnicity, and the built environment serve as foci for a deepened understanding of the world and its people. Cross-listed as GEO 170.

IRE 105 | GEOPOLITICS | 4 quarter hours (Undergraduate)

A survey of theories of geopolitics and international relations, the course explores issues of international security and organization, regional integration, and nationalism, state formation and conflict. Historic geopolitical cases from Europe (Northern Ireland, EU, Balkans), the Middle East and North Africa, and the Russian realm, provide opportunities to assess theoretical approaches and profile the security and foreign policy concerns of the U.S. in the new millennium.

IRE 106 | THE EUROPEAN UNION | 4 quarter hours (Undergraduate)

An interdisciplinary study of European integration following WWII, with special emphases on the political philosophy, the geopolitical basis for the block's formation, the institutional structure, the evolution of policies, and the future development of the European Union. The course nurtures research and presentation skills through simulations of the European Commission and Council. Cross-listed as GEO 316 and PSC 340.

IRE 107 | RELIGIOUS GEOGRAPHY | 4 quarter hours (Undergraduate)

Religion and geography are fundamentally intertwined. From the establishment of theocratic states that control territory, to the sprawl of US suburbia that has led to megachurches, the role of religion in shaping the earth's cultural landscape is undeniable. Religious beliefs shape geographies - there are places that, through faith, become sacred; elsewhere religious individuals and groups struggle to claim places in the name of their beliefs. This course will examine case studies from around the world to explore the intersection of geography and religion. Cross-listed as GEO 204.

IRE 201 | TOPICS IN IRISH STUDIES | 4 quarter hours (Undergraduate)

See schedule for current offerings Cross-listed as ENG 357.

IRE 202 | MODERN IRISH LITERATURE | 4 quarter hours (Undergraduate)

This course provides an introduction to Irish literature, including some poems in the Irish language with English translations on facing pages, written from the Literary Revival to the late twentieth century. It emphasizes the transitions from a colonized to a postcolonial society and the slow validation of the voices of Irish women writers. Cross-listed as ENG 355.

IRE 203 | CONTEMPORARY IRISH LITERATURE | 4 quarter hours (Undergraduate)

This course is an introduction to the vibrancy of contemporary Irish literature. It explores the ways in which literature addresses issues such as new patterns of living, communal tension, and women's experience.

IRE 204 | IRISH LITERATURE AND FILM | 4 quarter hours (Undergraduate)

In this course, students seek to examine the thematic structure of recent works of the Irish cinema in light of a selection of writings from major authors. Our study will begin with the writings of the Irish Revival and move on to contemporary fiction so as to establish an artistic base from which to investigate recent interpretations and adaptations of these materials. Then, after addressing the fundamental question "what is an Irish Film (The Quiet Man);" we will go on to a topical analysis of works dealing with central issues in the Irish cinema: politics (Michael Collins, The Wind That Shakes The Barley, The Crying Game, In the Name of the Father); urban life (The Commitments, Intermession); dystopia (Adam & Paul, The Butcher Boy), alienation, and other topics as appropriate.

IRE 249 | GENDER AND POLITICS IN IRELAND | 4 quarter hours (Undergraduate)

This course examines the often paradoxical impact of political change and social relations on women in Ireland. Political change has at times afforded women leadership opportunities; social relations have been, especially during periods of colonial rule and the ascendancy of the Church, intensely patriarchal. The course pays particular attention to the way in which, historically and today, categories of gender have been constructed and intersect with or otherwise affect politics and social relations in the Republic of Ireland or the six counties that remain part of the United Kingdom. Cross-listed with WGS 249.

IRE 301 | NINETEENTH CENTURY IRISH LITERATURE | 4 quarter hours (Undergraduate)

This course focuses on some of the important works of nineteenth-century Irish literature. It sees them as engaging with the often traumatic political and social changes of their time. Cross-listed as ENG 346.

A literature course is a prerequisite for this course.

IRE 302 | THE IRISH REVIVAL | 4 quarter hours (Undergraduate)

The course invites a study of the cultural ferment of the decades from the 1890's to the 1920's in Ireland. Particular attention will be given to an introduction to the work of canonical writers such as Yeats and Joyce who emerged from it. Cross-listed as ENG 354.

IRE 303 | REVOLUTION AND NATIONALISM IN IRELAND | 4 quarter hours (Undergraduate)

From the eighteenth to the twenty-first century Irish history has been defined by the emergence of national consciousness. This emerging consciousness has been expressed through violent rebellion against British rule and participation in British politics. This course traces the course of revolution and nationalism in Ireland from 1798 to 1923. This course traces the evolution of Irish nationalism and examines the historical literature of this subject. Key themes include: agrarian unrest, parliamentary politics, ideological revolution and the interaction of these forces to achieve independence.

**IRE 379 | INDEPENDENT STUDY | 1-6 quarter hours
(Undergraduate)**

Intensive study of a topic of special interest which is relevant to Irish Studies, normally in one of the curricular areas in which Irish Studies is taught in the minor, and usually with a faculty member who teaches in the Irish Studies program. An independent study typically involves private conferences with an instructor and supervised reading, research and writing. Written permission of the supervising faculty member and of the program director is necessary before registration.

**IRE 398 | INTERNSHIP | 1-6 quarter hours
(Undergraduate)**

The course combines academic study with practical experience obtained through work in an extramural internship setting or on campus that relates to Ireland or Irish-America. The internship course requires academic output in the form of a research journal, paper, or other project.

Islamic World Studies (IWS)

**IWS 116 | INTRODUCTION TO ISLAM | 4 quarter hours
(Undergraduate)**

This course will introduce students to the religion of Islam through its sources, practices, and presence in the contemporary world. In this introduction we will briefly explore the Qur'an, the Prophet Muhammad, hadith, law, ritual and practices, and sectarian movements as well as some of the modern reform movements. This course will take primarily an historical approach to the study of Islam.

**IWS 141 | THE MUSLIM WORLD, 600 - 1100 | 4 quarter hours
(Undergraduate)**

Foundation of First Global Civilization (600-1100). A study of the emergence of Islam and the growth of the Islamic community from the time of the Prophet Muhammad until the end of the eleventh century. Cross-listed with HST 141.

**IWS 142 | THE MUSLIM WORLD, 1000-1500 | 4 quarter hours
(Undergraduate)**

Sultans, Khans and Shaykhs: Medieval Islamic History (1000-1500). A survey of Muslim history from the decline of the Arab caliphate to the rise of the great gunpowder empires, addressing themes of political expansion, military slavery, devastation brought about by the twin plagues of the Mongols and the Black Death, and the growth of Islamic mysticism.

**IWS 143 | THE MUSLIM WORLD, 1400-1920 | 4 quarter hours
(Undergraduate)**

Great Empires (1400-1920). Examines the social, cultural and economic histories of the Ottoman-Turkish, Safavid Iranian and Mughal-Indian empires which dominated the Muslim world in the crucial centuries between the end of the Mongol empire and the advent of European dominance.

**IWS 171 | INTRODUCTION TO THE QUR'AN | 4 quarter hours
(Undergraduate)**

A study of the origin, transmission, and interpretation of the Qur'an.

**IWS 190 | SACRED TEXTS | 4 quarter hours
(Undergraduate)**

A survey of the formation, use and interpretation of sacred texts by religious and secular communities.

**IWS 192 | ISLAMIC WORLD STUDIES | 4 quarter hours
(Undergraduate)**

This course introduces students to the Islamic world, a world impacted by the religion of Islam, but not solely defined by it. The study of fundamental religious texts such as the Qur'an and the Hadith provide an understanding of the basic parameters that characterize this world. The course then explores how these basic parameters impact the history, geography, politics, philosophy, culture, and social life of Muslim majority and minority communities, while simultaneously underlining their diverse and pluralistic character.

**IWS 201 | GEOPOLITICS | 4 quarter hours
(Undergraduate)**

A survey of theories of geopolitics and international relations, the course explores issues of international security and organization, regional integration, and nationalism, state formation and conflict. Historic geopolitical cases from Europe (Northern Ireland, EU, Balkans), the Middle East and North Africa, and the Russian realm, provide opportunities to assess theoretical approaches and profile the security and foreign policy concerns of the U.S. in the new millennium.

**IWS 203 | RELIGIOUS GEOGRAPHY | 4 quarter hours
(Undergraduate)**

Religion and geography are fundamentally intertwined. From the establishment of theocratic states that control territory, to the sprawl of US suburbia that has led to megachurches, the role of religion in shaping the earth's cultural landscape is undeniable. Religious beliefs shape geographies - there are places that, through faith, become sacred; elsewhere religious individuals and groups struggle to claim places in the name of their beliefs. This course will examine case studies from around the world to explore the intersection of geography and religion.

**IWS 204 | CULTURAL ANALYSIS | 4 quarter hours
(Undergraduate)**

This course asks students to examine economic and cultural practices together so as to see the complicated ways in which such practices intersect and/or give rise to one another. Drawing on a variety of materialist perspectives, students study the economic and cultural instrumentality that different family structures and constructions of sexuality, gender, and race have held across time and place and how and why such structures have changed. Students also analyze the cultural logic of disposability in capitalism, both in terms of garbage-generation and the generation of surplus populations.

**IWS 215 | MUSLIMS IN AMERICAN FICTION AND FILM | 4 quarter hours
(Undergraduate)**

This course will analyze the portrayal of Islam and Muslims by American fiction writers, documentary and screenwriters. Students will use normal analytical categories as they read popular mystery thrillers, romance novels, watch documentaries and review major movies.

**IWS 217 | ISLAMIC CULTURES AND SOCIETIES | 4 quarter hours
(Undergraduate)**

A study of Islam's developments in various global contexts, including Arabian beginnings, the Middle East, Central, Eastern and Western Europe, China, the former Soviet States and South Africa, with a focus on the impacts that these cultures and Islam have had on each other.

**IWS 230 | ISLAMIC FINANCE | 4 quarter hours
(Undergraduate)**

This course is a comprehensive introduction to Islamic finance, from its religious and legal origins and principles to its most advanced forms. This course focuses on the underlying principles of Islamic finance through a study of its scriptural and jurisprudential origins and reviews most of its products such as Mud'raba, Mush'raka, Mur'baha, Project finance, Suk'k, Tak'ful, Ij'ra and equity mutual funds etc. The course also examines today's Islamic finance industry with a closer look at the structure and governance of contemporary Islamic financial institutions and international regulatory bodies.

**IWS 231 | INDIA FROM 900-1750 - SULTANS, MUGHALS, AND ISLAMIC EMPIRES | 4 quarter hours
(Undergraduate)**

The course begins with the transformation of society from the 'ancient' to the 'medieval', and compares this to developments in Europe in the feudal age. It then incorporates specific political, social, and cultural developments in South Asia that came about with the establishment of powerful Islamic states in a region where Muslims were a minority. These issues will inform the analysis of the Ghaznavid and Ghurid invasions, the Delhi Sultanate, the Vijayanagara empire and the Mughal empire. The course will end with the Marathas and the decline of the Mughal empire, and the rising influence of the British. The central themes concern how the state, economy, culture, and society developed in the period when Islam became firmly embedded in South Asia.

**IWS 232 | INDIA FROM 1700-1950 - RISE AND FALL OF THE BRITISH RAJ | 4 quarter hours
(Undergraduate)**

The course begins with the decline of the Mughal Empire, and then moves to examine the British empire, the nationalist movement and finally to independence and partition in 1947. The central questions of this course continue to be relevant in the post-colonial period: how we understand the distinctive form of modernity that has developed in South Asia. Taking a comparative approach as often as possible, the course examines the fundamental ways that Britain was as transformed by the development of its empire as was colonial India. The course constantly deconstructs easy binaries of self and others/ East and West by examining the differences within Indian and British society.

**IWS 233 | THE ART OF CRUSADING | 4 quarter hours
(Undergraduate)**

This course focuses on the Crusades. More specifically, it focuses on the world within which the Crusades were born and the Levantine kingdom built as a result of their initial success. Our study will depend on primary artistic, literary, and archaeological materials, as well as the secondary scholarship that has identified and interpreted these materials. Our understanding of this historical moment will be nuanced by the questions we ask of both. The payoff will be an appreciation for the religious, social, political, and artistic forces that defined the twelfth and thirteen centuries in Europe and in the Mediterranean basin, leading as they did to such fascinating phenomena as pilgrimage, the cult of relics, chivalry, holy war, the rise of military orders, and the establishment of the Latin Kingdom of Jerusalem itself.

**IWS 234 | COMPARATIVE URBANISM | 4 quarter hours
(Undergraduate)**

An exploration of non-U.S. urban and planning traditions, through the urban morphological and comparative study of the foundation, and social-political forces that shaped cities such as Paris, St. Petersburg, Istanbul, Bombay-Mumbai, Hong Kong, and Mexico City.

**IWS 240 | SPECIAL TOPICS IN ISLAMIC WORLD STUDIES | 4 quarter hours
(Undergraduate)**

Topics vary each term. (May be taken more than once).

**IWS 242 | AMERICAN FOREIGN POLICY | 4 quarter hours
(Undergraduate)**

An examination of the forces that shape the broad outlines of United States foreign policy, including historical background, and the effects of social forces and governmental structures. The challenges, opportunities and constraints presented by the international environment are also considered.

**IWS 251 | ISLAMIC ART | 4 quarter hours
(Undergraduate)**

An examination of the origins of Islamic culture in Arabia and the spread of Islamic art and religion across the Middle East, North Africa, Spain, Sicily, Iran, India, and Central Asia; emphasizes the meaning of religious imagery.

**IWS 255 | MIDDLE EAST POLITICS | 4 quarter hours
(Undergraduate)**

This course explores contemporary political issues in the Middle East. It includes country profiles, a review of the Arab-Israeli conflict, analysis of opposing viewpoints about the revival of Islam and about Islamic fundamentalism, and the region's position in the emerging new world order.

**IWS 261 | RELIGION AND CONFLICT IN SOUTH ASIA | 4 quarter hours
(Undergraduate)**

Religion has become central to conflict in contemporary South Asia. This course examines the relationship between religion and conflict both within and between nations in South Asia. It will examine how religion fuels conflict as well as how religion is used to find a nonviolent resolution to conflict. It will also analyze how religion is used to challenge and resist victimization, marginalization, silencing, and indeed violence during conflict. Finally, the course will examine how the cultural politics of class, gender, ethnicity, and sexuality constitute and are constituted by religion.

**IWS 263 | RELIGION AND POLITICS IN THE MIDDLE EAST | 4 quarter hours
(Undergraduate)**

An exploration of Judaism, Christianity and Islam as they develop and interact in the Middle East, historically and in terms of contemporary religious and political issues. Includes a study of personal narratives of people from Jewish, Christian and Muslim communities.

**IWS 265 | ISLAMIST POLITICAL MOVEMENTS | 4 quarter hours
(Undergraduate)**

This course will introduce the student to Islamic political movements around the globe. The course will look at their history as well as their intellectual and theological underpinnings.

IWS 266 | ISLAM IN THE UNITED STATES | 4 quarter hours
(Undergraduate)

This course will explore Muslim cultures in Canada and the U. S. While the course may also investigate histories, ethnicities and religious ideologies, the organizing focus will be on struggle, contestation, maturity and change. Although Canadian provinces and U.S. states claim that religion should present no bar to full participation in the public square and religious discrimination is illegal, Muslims, in fact, are challenged as citizens. Living in religious Diasporas as minorities, communities north and south of the Canadian border, Muslims have found themselves contesting notions of integration, pluralism and acculturation. Often labeled "as the enemies within," Muslims have laid their claims as productive citizens, determined to contribute to the security, welfare and advancement of their home.

IWS 272 | GENDER AND SEXUALITY IN MUSLIM CULTURES | 4 quarter hours

(Undergraduate)

Explores historical and contemporary trends in writing on Muslim women along modern and contemporary narratives on gender and sexuality in Muslim majority and minority cultures.

IWS 278 | HADITH: TRADITIONS OF THE PROPHET MUHAMMAD | 4 quarter hours

(Undergraduate)

This course will introduce students to the hadith (the tradition of the Prophet Muhammad). The course will look at the historical development of the collection, study, and criticism of the hadith. Students will learn the utilization of the hadith in the establishment of Muslim religious practices, law, political and cultural norms. Students will become familiar with the technical terms that are utilized by the scholars of hadith. Students will also come to understand the modern debates about hadith study and hadith utility (or lack thereof) in the modern world.

IWS 294 | MEDIEVAL PHILOSOPHY | 4 quarter hours
(Undergraduate)

A study of selected thinkers and issues from the Medieval period.
(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

IWS 295 | SHI'ITE ISLAM | 4 quarter hours
(Undergraduate)

This course will look at the history and the various divisions of Shi'i Islam.

IWS 301 | ARAB BROADCAST MEDIA | 4 quarter hours
(Undergraduate)

This course improves students' competence in listening, reading comprehension, writing, and presentation skills in the content of Arab media. The main language of instruction will be Modern Standard Arabic (MSA), the language of Arab news. Both instructor and students will be using MSA as the main language for communication. Classroom instruction will assist students in acquiring and using Arabic vocabulary needed for understanding and analyzing authentic Arabic media material. The course will focus on five main topics: (1) Meetings and Conferences, (2) Demonstrations, (3) Elections, (4) Courts and Trials, and (5) Finance and Business. In addition to topics and vocabulary covered in the required textbooks, students will listen to and discuss authentic news items. They will also be exposed to Egyptian dialect. ARB 106 or equivalent, including placement test or permission of instructor, is recommended.

IWS 302 | AFRICAN ISLAM: ISLAMIC ART & ARCHITECTURE IN SUB-SAHARAN AFRICA | 4 quarter hours

(Undergraduate)

Focused study of the impact of Islam on the artistic traditions of sub-Saharan Africa. Rather than necessarily replacing previous art forms, this course investigates in what circumstances preexisting visual culture might be integrated with the requirements and needs of Islam. This approach necessitates an understanding that neither Islam nor African art are monolithic entities, but rather their interactions represent a wide variety of negotiations across the continent. Likewise, this course will consider specific historical circumstances to which Islamic art in sub-Saharan Africa has responded in terms of form and content.

IWS 303 | ARABIC PRINT MEDIA | 4 quarter hours
(Undergraduate)

This course consists of intensive exposure to vocabulary and expressions characteristic of language used in Arab media. The course will rely on newspaper articles and authentic material in addition to the Media Arabic textbook. The focus of the course will be on enforcing vocabulary learned in ARB 301 that will assist students in understanding the content of Arab print Media and translating texts into English. Presentations and discussions will be used to enforce meaning and increase vocabulary retention and proper use. ARB 106 or equivalent, including placement test or permission of instructor, is recommended.

IWS 306 | GLOBAL EMPIRES | 4 quarter hours
(Undergraduate)

In this course, students gain an acquaintance with theories of imperialism and post-colonial theory through historically situated studies. 'Power' serves as the generative concept for this course, to be understood as emergent at multi-scalar levels.

IWS 307 | WOMEN IN THE MIDDLE EAST: BEYOND THE VEIL | 4 quarter hours
(Undergraduate)

This course explores how Middle Eastern Women have been represented in the media outside of the Middle East, by Arab women scholars, and "Third World" feminists and challenges these representations by focusing on issues such as veiling, the everyday lives of Middle Eastern Women, political activism, literary works, economics and social class, and media representations.

IWS 308 | NATURE AS RESOURCE: MINING & EXTRACTION'S IMPACT ON ENVIRONMENT & SOCIETY | 4 quarter hours
(Undergraduate)

Environmental crises such as climate change, pollution, loss of habitats and species etc. are directly linked to human activity and the treatment of the natural world as a mere resource. This course investigates the impact and consequences of mining and extractive industries on societies and the environment. The extraction and consumption of minerals and fossil fuels have increased so dramatically since the end of the Cold War and the advent of neoliberal globalization that a consensus has emerged that we now live in a 'mineral age' defined by this new extractivism. We will analyze the dynamics behind this new extractivism and its environmental and social consequences. Various critical theories of the relationship between nature and society will be studied. Case studies will explore mining and fossil fuel extractions in Asia, Africa, Middle East, Latin and North Americas. We will investigate the role of multinational corporations, lobbyists, technical and scientific experts, and state actors in extractive industries, and how they affect local populations, labor relations, and social and natural habitats.

**IWS 311 | ARABIC SHORT STORIES | 4 quarter hours
(Undergraduate)**

A survey of the history and development of short stories in Arabic literature from various Arab countries with focus on language, content analysis, forms, and cultural content relevant to major elements of Arab culture. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.

**IWS 313 | ARABIC FILM | 4 quarter hours
(Undergraduate)**

Survey of the development of Arabic films in the Arab world with examination of sample works from various periods that allow reflection on Arab culture and the social, political, and religious issues that define that culture. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.

**IWS 316 | RELIGION, NATIONALISM AND POLITICS | 4 quarter hours
(Undergraduate)**

This course looks at the role of religion, nationalism and ethnicity in contemporary political life. Attention is given to the various theories for explaining modern religious politics. The course also examines the phenomenon in practice. Case studies are drawn from a variety of regions and traditions.

**IWS 318 | SOCIETY, POLITICS AND CULTURE IN THE MIDDLE EAST | 4 quarter hours
(Undergraduate)**

This course will examine the formations of the historical and contemporary social relations of power in the Middle East by questioning the prevalent stereotypes of the region. The main focus will be on the critical investigation of relations of gender, the complexities of state formations, and the dynamics of the contemporary social counter-movements. The latter range from cosmopolitan popular uprisings (Green Movement in Iran, the Arab Spring), to ideological Islamist formations (ISIS, Muslim Brotherhood, etc.).

**IWS 340 | SPECIAL TOPICS IN ISLAMIC WORLD STUDIES | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**IWS 341 | POLITICAL ISLAM AND AMERICAN FOREIGN POLICY | 4 quarter hours
(Undergraduate)**

This course examines the historical development of the international Islamist movement and the U.S. government's response to it. The course will include a review of Islamist ideology and the debates over how to deal with the militant challenge. The course also examines U.S. policies in the post 9/11 period.

**IWS 350 | ARABIC LITERATURE | 4 quarter hours
(Undergraduate)**

This course introduces the students to Modern Arabic Literature in form, language, and content. It will focus on various genres, including poetry, drama, the novel, and short stories. Works by major Arab writers and poets representing various regions and content will be examined and analyzed to develop an appreciation for Arab literature and a deeper understanding of their portrayal of Arab culture. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.

**IWS 372 | CAIRO: MOTHER OF THE WORLD (WORLD CITIES) | 4 quarter hours
(Undergraduate)**

This course will examine the urban development and architectural heritage of Greater Cairo, Egypt since the reconstruction of the fortress of Babylon in the Roman period, through the establishment of Cairo itself in 969, and until the present. Cairo has always been a crossroads of cultures, set between Africa, Europe, and the Middle East. It has been home to significant Jewish, Christian and Muslim populations who have been impacted by the various ruling dynasties who have held sway there, including the Byzantines, early Islamic rulers, Tulunids, Shi'i Fatimids, and later Sunni Ayyubids, Mamluks, and Ottomans. In the 20th century, rapid expansion has produced extreme pressures on transportation networks and housing. The solution to such problems of intense urbanization has been to build satellite cities including a projected new capital to the east that will connect the Nile to the Red Sea shipping industry, following in the footsteps of the past.

**IWS 390 | THEORIES AND METHODS IN ISLAMIC STUDIES | 4 quarter hours
(Undergraduate)**

This course examines the methodologies and theories that have shaped the field of Islamic Studies from its foundation in Europe through the present day. Students will become familiar with the different theories with regards to Islamic origins and the methodological approaches that are at the foundation of these theories. Students will also learn about the interplay between power and scholarship and its effects on the production of knowledge. Doing the above students will learn the mechanics of research in the field.

IWS 191 and IWS 192 are prerequisites for this course**IWS 395 | SENIOR CAPSTONE SEMINAR | 4 quarter hours
(Undergraduate)**

This is a seminar for Islamic World Studies majors. It is both an opportunity to reflect on what has been gained from studies and experiences in Islamic studies and an opportunity to strengthen that learning and expand those experiences with direct contact with Muslim communities in Chicago and overseas through the Soliya Program. Students will meet with leaders and members of Chicago's Muslim communities and through Soliya meet with their peers in universities here and abroad. Soliya, through a partnership with the United Nations Alliance of civilizations aims to reduce tensions across cultural divides. This aspect of the course will be integrated throughout with the assistance of Jennifer Von Diehle, Assistant director for International Collaborations at DePaul.

**IWS 399 | INDEPENDENT STUDY | 4 quarter hours
(Undergraduate)**

Independent study designed for majors.

Italian (ITA)

ITA 101 | BASIC ITALIAN I | 4 quarter hours (Undergraduate)

This course is an introduction to the language and culture of Italy, the first in the three-quarter beginning Italian sequence. Focus is on the development of reading, writing, speaking, and listening skills and the study of Italian culture through language. Class activity will consist mainly of interactive oral exercises based on material in the textbook, online, and from other sources. The course aims to provide students with basic functional skills in Italian. Italian 101 focuses on introducing and talking about oneself (interests, occupation, leisure activities, likes, dislikes), ordering in a cafe and restaurant, addressing others formally or informally, and everyday life. By the end of the beginning Italian sequence, students should be able to engage in basic conversation on a variety of topics, write simple paragraphs, and read passages in contemporary Italian.

ITA 101S | BASIC ITALIAN I FOR SUMMER | 6 quarter hours (Undergraduate)

(Covers the equivalent of the ITL 101 and the first half of ITL 102.) The first half of beginning Italian. Further work on the basic elements of the Italian language, spoken as well as written, with due regard to the cultural context of Italian expression.

ITA 102 | BASIC ITALIAN II | 4 quarter hours (Undergraduate)

This course is an introduction to the language and culture of Italy, the second in the three-quarter beginning Italian sequence. Focus is on the development of reading, writing, speaking, and listening skills and the study of Italian culture through language. Class activity will consist mainly of interactive oral exercises based on material in the textbook, online, and from other sources. The course aims to provide students with basic functional skills in Italian. Italian 102 focuses on talking about social network (e.g. family, friends, colleagues), food and dishes, lifestyle and daily routine, planning and managing a trip, communicating past events or activities. By the end of the beginning Italian sequence, students should be able to engage in basic conversation on a variety of topics, write simple paragraphs, and read passages in contemporary Italian.

ITA 103 | BASIC ITALIAN III | 4 quarter hours (Undergraduate)

This course is an introduction to the language and culture of Italy, the third in the three-quarter beginning Italian sequence. Focus is on the development of reading, writing, speaking, and listening skills and the study of Italian culture through language. Class activity will consist mainly of interactive oral exercises based on material in the textbook, online, and from other sources. The course aims to provide students with basic functional skills in Italian. Italian 103 focuses on describing one's personality and appearance (for example one's physical traits and fashion style), carrying out a survey and talking and asking about future events, renting an apartment, talking about animals, understanding Italian social habits, traditions, diversity. By the end of the beginning Italian sequence, students should be able to engage in basic conversation on a variety of topics, write simple paragraphs, and read passages in contemporary Italian.

ITA 103S | BASIC ITALIAN II FOR SUMMER | 6 quarter hours (Undergraduate)

(Covers the equivalent of the second half of ITL 102 and all of ITL 103.) The second half of beginning Italian. Further work on the basic elements of the Italian language, spoken as well as written, with due regard to the cultural context of Italian expression.

ITA 104 | INTERMEDIATE ITALIAN I | 4 quarter hours (Undergraduate)

This course is the first quarter of the second-year sequence in Italian language and culture. It gives students the opportunity to expand and improve the four basic language skills (speaking, understanding, reading, writing) while exploring Italian culture through study of the language. Class activity will consist mainly of interactive oral exercises based on material in the textbook, online, and other sources. By the end of the intermediate Italian sequence, students should be able to engage in conversation with native speakers on a variety of everyday topics, communicate in writing through social media, formal correspondence, and short compositions and understand a variety of authentic Italian texts. ITA 103 or equivalent, including placement test or permission of instructor, is recommended.

ITA 105 | INTERMEDIATE ITALIAN II | 4 quarter hours (Undergraduate)

This second is the first quarter of the second-year sequence in Italian language and culture. It gives students the opportunity to expand and improve the four basic language skills (speaking, understanding, reading, writing) while exploring Italian culture through study of the language. Class activity will consist mainly of interactive oral exercises based on material in the textbook, online, and other sources. By the end of the intermediate Italian sequence, students should be able to engage in conversation with native speakers on a variety of everyday topics, communicate in writing through social media, formal correspondence, and short compositions and understand a variety of authentic Italian texts. ITA 104 or equivalent, including placement test or permission of instructor, is recommended.

ITA 106 | INTERMEDIATE ITALIAN III | 4 quarter hours (Undergraduate)

This course is the third quarter of the second-year sequence in Italian language and culture. It gives students the opportunity to expand and improve the four basic language skills (speaking, understanding, reading, writing) while exploring Italian culture through study of the language. Class activity will consist mainly of interactive oral exercises based on material in the textbook, online, and other sources. By the end of the intermediate Italian sequence, students should be able to engage in conversation with native speakers on a variety of everyday topics, communicate in writing through social media, formal correspondence, and short compositions and understand a variety of authentic Italian texts. ITA 105 or equivalent, including placement test or permission of instructor, is recommended.

ITA 130 | MOLILSAP STUDY ABROAD | 2 quarter hours (Undergraduate)

This course is specially designed to complement the Modern Language Introductory Languages Study Abroad programs, linked to the third quarter of the first year language program. The course will be taught abroad.

ITA 197 | SPECIAL TOPICS IN ITALIAN | 4 quarter hours (Undergraduate)

See schedule for current offerings.

ITA 198 | STUDY ABROAD | 1-8 quarter hours (Undergraduate)

Variable credit.

ITA 199 | INDEPENDENT STUDY | 0.5-8 quarter hours (Undergraduate)

Variable credit.

**ITA 201 | ADVANCED COMMUNICATION I | 4 quarter hours
(Undergraduate)**

This course is designed for students of Italian language and culture at the advanced level who wish to secure their knowledge of Italian structure, expand their vocabulary and cultural literacy, and work on their writing skills. The 200-level sequence creates opportunities for students who already have significant background in Italian to make progress in all four areas of language acquisition (reading, understanding, writing and speaking). This quarter will focus on Italian geography and regional culture. Students will gain a familiarity with the physical and political map of Italy, as well as selected topics in cultural geography, Italian history and current events. Students will also review Italian grammar as students work on their language skills through class discussion and targeted assignments. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

**ITA 202 | ADVANCED COMMUNICATION II | 4 quarter hours
(Undergraduate)**

This course is designed for students of Italian language and culture at the advanced level who wish to secure their knowledge of Italian structure, expand their vocabulary and cultural literacy, and work on their writing skills. The 200-level sequence creates opportunities for students who already have significant background in Italian to make progress in all four areas of language acquisition (reading, understanding, writing and speaking). This quarter will focus on Italian culture and society through history. Students will also review Italian grammar as students work on their language skills through class discussion and targeted assignments. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

**ITA 203 | ADVANCED COMMUNICATION III | 4 quarter hours
(Undergraduate)**

This course is designed for students of Italian language and culture at the advanced level who wish to secure their knowledge of Italian structure, expand their vocabulary and cultural literacy, and work on their oral and writing skills. The 200-level sequence creates opportunities for students who already have significant background in Italian to make progress in all four areas of language acquisition (reading, understanding, writing and speaking). This quarter students will focus on topics in Italian history, literature, and culture from Fascism to the present. Students will also review Italian grammar as they work on their language skills through class discussion and targeted assignments. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

**ITA 260E | EAT ITALY: THE HISTORY, CULTURE AND POLITICS OF ITALIAN FOOD | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. In this course students will look at the modern and contemporary history of Italian food in Italy and the United States to explore and reflect on the material, symbolic, personal, and political implications of this global commodity. Through a variety of primary sources both textual and visual and multidisciplinary critical sources, students will discuss the symbolic and material forces that shaped food choices; the production, marketing, preparation, and consumption of meals; and the access to food from Italy's Unification to the present. Weekly topics will span from cinema's most memorable Italian meals to ethnographic studies of everyday meals in twenty-first century Italian families; from the success of Pellegrino Artusi's cookbook to the star system of Italian-American celebrity chefs to Italian-American culinary literature. The course will conclude with a small-group practicum in which students will document and reflect upon their own process in preparing and eating an Italian meal.

**ITA 262E | STYLE MATTERS: ITALIAN FASHION THROUGH LITERATURE | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. This course is an introduction to Italian fashion from the early-modern period to the present, with an emphasis on understanding fashion through literature in which dress is centrally featured. The word 'style' is derived from the Latin 'stilus' or writing tool, an etymology that invites us to investigate the shared language of the discourse on the arts. We will thus learn to appreciate the formal qualities of dress (the lines, shapes, proportions, fabrics, colors, patterns and decorations) that identify the style of a period or designer, and the linguistic choices, tropes and figures of writers of the period who incorporated fashion in their writing. Costume books and literary sources, from Baldassarre Castiglione's *Book of the Courtier* to Elena Ferrante's *Troubling Love*, will be complemented by reproductions of paintings, prints, sketches, drawings, photographs, and film. Critical texts will help us unveil the complex aesthetic, political, and social functions that dressmakers, writers, and society as a whole attributed to fashion as they pursued beauty or another aesthetic experience, but also exerted power, challenged definitions of gender, expressed sexuality, or displayed wealth. Some of the questions we will ask are: what is a style? Is fashion art or a language? How does the literary representation of fashion change through the centuries? When and how does satire operate? What can we learn about a period's aesthetics through descriptions of gendered clothing in literature? How does a color or fabric function as a tool for identity building or disguise, as a symbol of emancipation and revolution or conformism? Do ethics have a role in the production and consumption of fashion as a commodity?.

**ITA 297 | SPECIAL TOPICS IN ITALIAN | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**ITA 298 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**ITA 299 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)**

Variable credit.

**ITA 301 | ORIGINS OF ITALIAN LITERATURE: THE MIDDLE AGES | 4 quarter hours
(Undergraduate)**

This course will introduce students to the major developments in Italian literature from its origins to Dante's *Vita nuova*. Topics will include: the origins of Italian poetry in the courtly tradition; medieval popular song and verse; the Sicilian school and the court of Frederick II; northern Italian didactic and spiritual literature; Tuscan lyric and the "dolce stil novo." As students familiarize themselves with the historical, philosophical and religious context of medieval writers, they will also learn about poetic verse forms and techniques of close literary analysis. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 302 | MASTERPIECES OF THE ITALIAN RENAISSANCE | 4 quarter hours**(Undergraduate)**

During the Renaissance the questions raised by human experience in the world came to the forefront of intellectual and artistic inquiry. Starting in the fifteenth and more prominently in the sixteenth centuries, Italian writers and artists developed new concepts of subjectivity and agency and looked at human identity as something made rather than found. This course explores how sixteenth century Italian intellectuals and artists experimented and reflected on fashioning their selves through speaking, writing, self-portraiture, clothing and other practices. Readings include selections of comedies, love and epic poems, letters, autobiographies, how-to manuals, political treatises and memoirs by Niccolò Machiavelli, Baldassarre Castiglione, Gaspara Stampa, Moderata Fonte, Lodovico Ariosto, Torquato Tasso, and others. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 303 | LITERATURE AND SCIENCE IN ITALY: 1600-1800 | 4 quarter hours**(Undergraduate)**

Should literature primarily educate or entertain? Should it follow the model of ancient masters or explore experimentation and novelty? Should scientific prose be simple or adorned? What is the role of human reason, imagination, and divine Providence in shaping history? Does each language have a specific genius? Should an autobiography be simply accurate or imaginative? These are just a few of the compelling questions raised by Italian poets, writers, historians, politicians, philosophers, and scientists of the seventeenth and eighteenth centuries. Readings from this course will include works from these disciplines, and selections from literary masterpieces such as Emanuele Tesauro's treatise *Il cannocchiale aristotelico*, Galileo Galilei's *Dialogo sopra i due massimi sistemi del mondo*, Giovan Battista Marino's poem *Adone*, Giambattista Vico's *Principi di scienza nuova*, Carlo Goldoni's comedy *La locandiera*, Giuseppe Parini's poem *Il giorno* and Vittorio Alfieri's autobiographical *Vita*. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 304 | ITALIAN CIVILIZATION I: THE MIDDLE AGES AND RENAISSANCE | 4 quarter hours**(Undergraduate)**

This course introduces students to medieval and Renaissance Italy, from about the year 1000 through 1600. Students will discover the social and political history and the art and literature of this critical period of Western civilization. They will follow the emergence of the vernacular; the development of the medieval court and city, the era of Dante and Giotto, the rise of Humanism and the Renaissance with towering figures such as Machiavelli, Leonardo, and Michelangelo, and study the figures of the courtier, historian, politician, artist, and letterato in the High Renaissance. By reading medieval and Renaissance texts in the original, students will expand their understanding of language as a process in constant change. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 305 | TOWARDS UNIFICATION: ROMANTICS, REVOLUTIONARIES, AND REALISTS | 4 quarter hours**(Undergraduate)**

This course presents an overview of Nineteenth Century Italian prose and poetry. In Italian 305, students will explore themes and cultural realities in the literary works we read. Students will also hone our skills at interpreting works of literature and read some of the great masterpieces of Italian literature. In class, in-depth analysis of texts will be emphasized. By the end of the quarter, students should have a firm understanding of the different natures of poetry and prose as forms of expressions, know the major writers of the nineteenth century, and be able to explain the texts read in class not only as works of literature but as cultural "artifacts" of a particular period of Italian history. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 306 | FUTURISM AND BEYOND: TWENTIETH CENTURY WRITERS AND CULTURE | 4 quarter hours**(Undergraduate)**

This course presents an overview of Twentieth Century Italian prose and theater. In Italian 306, students will explore themes and cultural realities in the literary works read. Students will also hone skills at interpreting works of literature. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 307E | DANTE'S INFERNO: THE WORLD OF THE CONDEMNED | 4 quarter hours**(Undergraduate)**

TAUGHT IN ENGLISH. The primary goal of Italian 307E is to provide students with an understanding of and appreciation for Dante's *Inferno*. Students will learn techniques of close literary analysis. They will learn about classical and medieval history, philosophy, theology and poetry. They will become acquainted with the extraordinary cultural and political reality of fourteenth-century Florence and Dante's life. Above all, they will have ample time and space to consider Dante's amazing poem. Advanced Italian students will have the option to develop their written and spoken Italian while learning to read Dante's beautiful verses in the original.

ITA 308E | DANTE'S PURGATORY AND PARADISE: THE REALM OF SALVATION | 4 quarter hours**(Undergraduate)**

TAUGHT IN ENGLISH. This course is a continuation of Italian 307E. Italian 308E provides students with an understanding of and appreciation for Dante's *Purgatorio* and *Paradiso*. Students will learn techniques of close literary analysis. They will learn about classical and medieval history, philosophy, theology and poetry. They will become acquainted with the extraordinary cultural and political reality of fourteenth-century Florence and Dante's life. Above all, they will have ample time and space to consider Dante's amazing poem. Advanced Italian students will have the option to develop their written and spoken Italian while learning to read Dante's beautiful verses in the original.

**ITA 309 | THE ITALIAN NOVEL | 4 quarter hours
(Undergraduate)**

This course approaches the tradition of the Italian novel. Topics may range from the long prose fiction of the late Middle Ages to the contemporary novel through a multidisciplinary perspective. The course may also analyze specific genres such as the historical novel, the coming-of-age novel, the detective story, the noir. The close reading and discussion of primary sources, a basic overview of the history of the Italian novel, several reading comprehension and creative writing assignments, will guide understanding and appreciation of the work of classics such as Boccaccio, Sacchetti, Bandello, Basile, Cellini, Alfieri, Foscolo, Casanova, Manzoni, Nievo, Verga, Serao, Svevo, and Salgari as well as more recent masters such as Moravia, Deledda, Calvino, Gadda, Primo Levi, Ginzburg, Morante, and Eco, and the new voices of the late twentieth and twenty-first centuries. The course also address the linguistic, stylistic, social, and ideological issues raised by the writers. Ultimately this class will provide a deep understanding of Italian culture through the novel and offer ample time to use, expand, and refine Italian language skills. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

**ITA 310 | PETRARCA AND BOCCACCIO | 4 quarter hours
(Undergraduate)**

This course will introduce students to the life and works of two towering figures of fourteenth-century Italian literature, Francesco Petrarca and Giovanni Boccaccio. The class will focus on select close reading of these authors' major works, the Canzoniere and the Decameron. Students will place these works within the broader context of fourteenth-century social and economic history. Students will also learn techniques of poetic and narrative analysis. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

**ITA 311 | ITALIAN POETRY | 4 quarter hours
(Undergraduate)**

This course approaches the tradition of Italian poetry. Topics vary from the Middle Ages to the present through a multidisciplinary perspective. The close reading and discussion of primary sources, a basic overview of the history of Italian poetry, several reading comprehension and creative writing assignments, and a poetry reading will guide students' understanding and appreciation of the work of classics such as Dante, Petrarch, Sannazaro, Bembo, Stampa, Leopardi, D'Annunzio, Pascoli, as well as more recent masters such as Pasolini, Montale, Saba, Valduga, Zanzotto, and new voices of the late twentieth and twenty-first centuries. The course will also address the linguistic, stylistic, social, and ideological issues raised by the poets. Ultimately this class will provide a deep understanding of Italian culture through poetry and give a unique chance to use, expand, and refine Italian language skills. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

**ITA 312 | ITALIAN DRAMA | 4 quarter hours
(Undergraduate)**

This course approaches the tradition of Italian drama. Topics may range from the Middle Ages to the present through a multidisciplinary perspective. The close reading and discussion of primary sources, a basic overview of the history of Italian drama, several reading comprehension and creative writing assignments, and a staged reading will guide understanding and appreciation of masterpieces such as Goldoni's *La locandiera* and Pirandello's *Sei personaggi in cerca d'autore* as well as less widely known but equally fascinating and powerful pieces such as Jacopone da Todi's medieval lauda *Donna de Paradiso*, cardinal Bibbiena's Renaissance comedy *La calandria*, and Raffaella Battaglini's postmodern play *Conversazione per passare la notte*. The course will also address the linguistic, stylistic, social, and ideological issues raised by the playwrights. Ultimately this class will provide a deep understanding of Italian culture through drama and give a unique chance to use, expand, and refine Italian language skills. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

**ITA 316 | ITALIAN CULTURE AND THE ENVIRONMENT | 4 quarter hours
(Undergraduate)**

This course covers the diverse traditions of Italian writing, art, and film in which the environment takes center stage. Topics may range from the Middle Ages to the present through a multidisciplinary perspective and include: the pastoral; the country and the city; nature and culture; human and nonhuman animality; issues of nature and race, sex, and gender; religion and the environment; humanism, post-humanism, and contemporary ecocritical perspectives. The close analysis and discussion of primary sources in light of critical theory, a geographical and political survey of the changing Italian territory and its landscapes, and several writing assignments will inform students' understanding and appreciation of the centrality of the environment in Italian culture.

**ITA 317 | ITALIAN WOMEN WRITERS | 4 quarter hours
(Undergraduate)**

This course will explore the rich history of women writers in Italian from the Middle Ages to the present. As students follow the changing social, political, and ideological obstacles that women overcame in writing, they will discover the rich history of Italian women letter writers, poets, journalists, essayists, novelists, philosophers, scholars, translators, and literary critics. The course will introduce their diverse biographies and linguistic and stylistic talent in voicing their beliefs, concerns, and values through writing in a variety of genres and disciplines. Major figures include Caterina da Siena, Vittoria Colonna, Gaspara Stampa, Moderata Fonte, Sibilla Aleramo, Anna Banti, Liala, Alba De Cespedes, Antonia Pozzi, Amelia Rosselli, Natalia Ginzburg, Liliana Cavani, Adriana Cavarero, Dacia Maraini, and Elena Ferrante. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 318 | CONTEMPORARY MULTICULTURAL WRITERS IN ITALIAN | 4 quarter hours (Undergraduate)

In this course students will explore the rich landscape of multicultural writers in Italian after 1990. The course will begin with a survey of the recent history of migration in Italy from a variety of countries in Africa, Asia, Eastern Europe, South America and the Middle East and place it in the context of global migration. Students will then delve into a linguistic, stylistic, and thematic analysis of the works of writers such as Pap Khouma, Tahar Lamri, Igiaba Scego, Laila Wadia, Gabriella Kuruvilla, Cristina Ali-Farah, Amara Lakhous, Ron Kubati, Anilda Ibrahimi, and Gabriella Ghermandi. Their novels and short stories will provide an opportunity to reflect on the construction of identity and otherness in a multicultural society, and experiences of exile, displacement, and racism. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 319 | CILS EXAMINATION PREPARATION COURSE | 4 quarter hours (Undergraduate)

The CILS Preparation is a rigorous and intensive preparatory course for the B2 Certification of Italian as a Foreign Language (CILS). The B2 level officially attests non-native speakers' high intermediate competency in Italian. Therefore, students should already be at the intermediate/advanced level when they enroll in the course. The CILS is awarded by the Università per Stranieri in Siena and is recognized by the Italian Government. The course will be conducted as a workshop. Students will review all the grammar elements required for this level, perform listening and reading comprehension activities, and refine writing and oral skills. The CILS Exams are scheduled twice a year, at the beginning of June and December. The exam lasts about four hours and requires a separate registration and fee. DePaul University is an official testing site for the exam, and one of the few sites outside of Italy to offer CILS preparatory courses. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 320 | ITALIAN FOR BUSINESS | 4 quarter hours (Undergraduate)

Italian for business presupposes good knowledge of Italian grammatical structures upon which to build. The course focuses on acquiring business vocabulary, skills for dealing with Italian business partners, and comprehending specialized business journals and reports. An overview of Italy's role of the European Union and the Eurozone are integral to the course. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 321 | TRANSLATION | 4 quarter hours (Undergraduate)

The main objective of this course is to introduce students to some fundamental principles of translation and to allow them to acquire techniques for translating a variety of texts from Italian to English and, to a more limited extent, from English to Italian. Through intensive work in the two languages, students will improve their overall Italian language skills, learn about the challenges and rewards involved in translation, and begin to prepare themselves for advanced or professional translation work. Students will learn to take responsibility for their final work product on both individual and group projects. Students will also review Italian verb forms, study the history and theory of translation, and work with online and computer translation tools. There will be a wide variety of texts at different levels of difficulty and diverse content: academic and philosophical prose, journalism, advertising, commercial Italian, recipes and cooking shows, literary and poetic texts, opera libretti and pop music. This course will also provide students ample opportunity to practice their spoken Italian and conversation skills. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 329 | ITALIAN CINEMA | 4 quarter hours (Undergraduate)

This course presents an overview of Italian film, highlighting the most important directors and films. We shall not only examine the works as films, that is particular semiotic systems, but also as particular cultural products. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 332 | ITALIAN CIVILIZATION II: EARLY MODERN ITALY | 4 quarter hours (Undergraduate)

This course presents an overview of Baroque, Enlightenment and Pre-Risorgimento civilization and culture. Students will explore literature, but also art, architecture, science, politics and other areas of civilization as they relate to the artistic world. Primary sources may include Tommaso Campanella's utopia *The City of the Sun*; the scientific treatises of Galilei, Torricelli, and Redi; the sculptures of Bernini and Canova; Metastasio's libretti; Cesare Beccaria's treatise *On Crimes and Punishments*, Goldoni and Alfieri's autobiographies. By the end of the quarter, students will have a firm understanding of this period, know the major figures of these centuries, and will be able to discuss the texts and images in class as cultural "artifacts" of a particular period of Italian history. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 340 | ITALIAN CIVILIZATION III: MODERN AND CONTEMPORARY ITALY | 4 quarter hours (Undergraduate)

This course presents an overview of the artistic, social, economic and political developments of Modern Italy from industrialization and unification through the fascist era to contemporary society. Students should gain an understanding of Italian culture during this exciting period. They will also improve their Italian language skills, particularly reading academic texts and writing shorter papers. This course will introduce students to Italy in the twentieth century. By the end of the quarter, students should understand how Italy developed as a nation in the late nineteenth and twentieth centuries, how it became an industrial power, how and why fascism became a force, and how Italy developed as a modern nation after World War II. Students shall study these developments in art, in society, in the business world, and through media. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

**ITA 351 | HISTORY OF THE ITALIAN LANGUAGE | 4 quarter hours
(Undergraduate)**

When was the origin of Italian language? Why did Dante, Machiavelli, and Galileo turn to the emergent vernacular when most writers, historians and philosophers still used Latin? Why did Goldoni and Alfieri write in French in the 18th century? How did the language of Italian cuisine, opera, sport, and fashion contribute to shape an Italian identity? Why are written and spoken Italian so different? Is there anything such as an Italian language or should one rather talk about Italian languages (italiani regionali, italiano popolare, italiano standard, dialetti)? In this course students will respond to these and other compelling questions on Italian language. After a general overview of the history of Italian language from the ninth to the twenty-first century, students will focus on its changes in some crucial areas of Italian culture and society. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

**ITA 352 | ITALIAN LANGUAGE IN THE SOCIETY OF COMMUNICATION | 4 quarter hours
(Undergraduate)**

This course addresses the changes in Italian language usage since the 1980s in a variety of contexts. Students will discuss the impact of the internet, mobile phones, videogames, and social media on Italian language and style in a variety of communicative contexts and become familiar with the linguistic usage in recent politics, commercials, comics, fiction, and TV shows. A variety of critical and theoretical readings will help students reflect on the relation between language, culture, and technology. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

**ITA 353 | ITALIAN PHONOLOGY AND PHONETICS | 4 quarter hours
(Undergraduate)**

This course is an introduction to Italian phonetics and phonology. After studying the basic principles of general linguistics students will learn the terminology of articulatory phonetics through a systematic analysis of Italian vowels and consonants. They will learn how Italian sounds are produced, described, and transcribed using the characters of the International Phonetic Alphabet (IPA). They will also develop an understanding of the distinction between phonemes and allophones as applied to contemporary spoken Italian, and learn about some regional variants of spoken Italian and the evolution of Italian from Latin. Along with the theoretical component of the course, students will also have ample opportunity in class and working online to practice their spoken Italian and improve their pronunciation by reducing or eliminating their accent. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

**ITA 395 | FOREIGN LANGUAGES ACROSS THE CURRICULUM | 2 quarter hours
(Undergraduate)**

The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Italian. Students must have the equivalent of 106 or higher ability in Italian to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

**ITA 397 | SPECIAL TOPICS IN ITALIAN | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**ITA 398 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**ITA 399 | INDEPENDENT STUDY | 0.5-8 quarter hours
(Undergraduate)**

Variable credit.

**ITA 401 | ORIGINS OF ITALIAN LITERATURE | 4 quarter hours
(Graduate)**

This course will introduce students to the major developments in Italian literature from its origins to Dante's Vita nuova. Topics will include: the origins of Italian poetry in the courtly tradition; medieval popular song and verse; the Sicilian school and the court of Frederick II; northern Italian didactic and spiritual literature; Tuscan lyric and the "dolce stil novo." As students familiarize themselves with the historical, philosophical and religious context of medieval writers, they will also learn about poetic verse forms and techniques of close literary analysis.

**ITA 402 | WRITING THE SELF IN THE ITALIAN RENAISSANCE | 4 quarter hours
(Graduate)**

During the Renaissance the questions raised by human experience in the world came to the forefront of intellectual and artistic inquiry. Starting in the fifteenth and more prominently in the sixteenth centuries, Italian writers and artists developed new concepts of subjectivity and agency and looked at human identity as something made rather than found. This course explores how sixteenth century Italian intellectuals and artists experimented and reflected on fashioning their selves through speaking, writing, self-portraiture, clothing and other practices. Readings include selections of comedies, love and epic poems, letters, autobiographies, how-to manuals, political treatises and memoirs by Niccolò Machiavelli, Baldassarre Castiglione, Gaspara Stampa, Moderata Fonte, Lodovico Ariosto, Torquato Tasso, and others.

**ITA 403 | LITERATURE OF THE SEICENTO & SETTECENTO | 4 quarter hours
(Graduate)**

Should literature primarily educate or entertain? Should it follow the model of ancient masters or explore experimentation and novelty? Should scientific prose be simple or adorned? What is the role of human reason, imagination, and divine Providence in shaping history? Does each language have a specific genius? Should an autobiography be simply accurate or imaginative? These are just a few of the compelling questions raised by Italian poets, writers, historians, politicians, philosophers, and scientists of the seventeenth and eighteenth centuries. Readings from this course will include works from these disciplines, and selections from literary masterpieces such as Emanuele Tesauro's treatise *Il cannocchiale aristotelico*, Galileo Galilei's *Dialogo sopra i due massimi sistemi del mondo*, Giovan Battista Marino's poem *Adone*, Giambattista Vico's *Principi di scienza nuova*, Carlo Goldoni's comedy *La locandiera*, Giuseppe Parini's poem *Il giorno* and Vittorio Alfieri's autobiographical *Vita*.

**ITA 404 | ITALIAN CIVILIZATION I | 4 quarter hours
(Graduate)**

This course introduces students to medieval and Renaissance Italy, from about the year 1000 through 1600. Students will discover the social and political history and the art and literature of this critical period of Western civilization. They will follow the emergence of the vernacular; the development of the medieval court and city, the era of Dante and Giotto, the rise of Humanism and the Renaissance with towering figures such as Machiavelli, Leonardo, and Michelangelo, and study the figures of the courtier, historian, politician, artist, and letterato in the High Renaissance. By reading medieval and Renaissance texts in the original, students will expand their understanding of language as a process in constant change.

ITA 405 | TOWARDS UNIFICATION: ROMANTICS, REVOLUTIONARIES AND REALISTS | 4 quarter hours**(Graduate)**

This course presents an overview of Nineteenth Century Italian prose and poetry. In Italian 405, students will explore themes and cultural realities in the literary works we read. Students will also hone our skills at interpreting works of literature and read some of the great masterpieces of Italian literature. In class, in-depth analisi testuali will be emphasized. By the end of the quarter, students should have a firm understanding of the different natures of poetry and prose as forms of expressions, know the major writers of the nineteenth century, and be able to explain the texts read in class not only as works of literature but as cultural "artifacts" of a particular period of Italian history.

ITA 406 | FUTURISM AND BEYOND: LITERATURE OF THE NOVECENTO | 4 quarter hours**(Graduate)**

This course presents an overview of Twentieth Century Italian prose and theater. In Italian 406, students will explore themes and cultural realities in the literary works read. Students will also hone skills at interpreting works of literature.

ITA 407 | DANTE'S INFERNO: THE WORLD OF THE CONDEMNED | 4 quarter hours**(Graduate)**

The primary goal of Italian 407 is to provide students with an understanding of and appreciation for Dante's Inferno. Students will learn techniques of close literary analysis. They will learn about classical and medieval history, philosophy, theology and poetry. They will become acquainted with the extraordinary cultural and political reality of fourteenth-century Florence and Dante's life. Above all, they will have ample time and space to consider Dante's amazing poem. Advanced Italian students will have the opportunity to develop their written and spoken Italian while learning to read Dante's beautiful verses in the original.

ITA 408 | DANTE'S PURGATORY AND PARADISE: THE REALM OF SALVATION | 4 quarter hours**(Graduate)**

This course is a continuation of Italian 407. Italian 408 provides students with an understanding of and appreciation for Dante's Purgatorio and Paradiso. Students will learn techniques of close literary analysis. They will learn about classical and medieval history, philosophy, theology and poetry. They will become acquainted with the extraordinary cultural and political reality of fourteenth-century Florence and Dante's life. Above all, they will have ample time and space to consider Dante's amazing poem. Advanced Italian students will have the opportunity to develop their written and spoken Italian while learning to read Dante's beautiful verses in the original.

ITA 409 | THE ITALIAN NOVEL | 4 quarter hours**(Graduate)**

This course approaches the tradition of the Italian novel. Topics may range from the long prose fiction of the late Middle Ages to the contemporary novel through a multidisciplinary perspective. The course may also analyze specific genres such as the historical novel, the coming-of-age novel, the detective story, the noir. The close reading and discussion of primary sources, a basic overview of the history of the Italian novel, several reading comprehension and creative writing assignments, will guide understanding and appreciation of the work of classics such as Boccaccio, Sacchetti, Bandello, Basile, Cellini, Alfieri, Foscolo, Casanova, Manzoni, Nievo, Verga, Serao, Svevo, and Salgari as well as more recent masters such as Moravia, Deledda, Calvino, Gadda, Primo Levi, Ginzburg, Morante, and Eco, and the new voices of the late twentieth and twenty-first centuries. The course also address the linguistic, stylistic, social, and ideological issues raised by the writers. Ultimately this class will provide a deep understanding of Italian culture through the novel and offer ample time to use, expand, and refine Italian language skills.

ITA 410 | PETRARCA AND BOCCACCIO | 4 quarter hours**(Graduate)**

This course will introduce students to the life and works of two towering figures of fourteenth-century Italian literature, Francesco Petrarca and Giovanni Boccaccio. The class will focus on select close reading of these authors' major works, the Canzoniere and the Decameron. Students will place these works within the broader context of fourteenth-century social and economic history. Students will also learn techniques of poetic and narrative analysis.

ITA 411 | ITALIAN POETRY | 4 quarter hours**(Graduate)**

This course approaches the tradition of Italian poetry. Topics vary from the Middle Ages to the present through a multidisciplinary perspective. The close reading and discussion of primary sources, a basic overview of the history of Italian poetry, several reading comprehension and creative writing assignments, and a poetry reading will guide students' understanding and appreciation of the work of classics such as Dante, Petrarch, Sannazaro, Bembo, Stampa, Leopardi, D'Annunzio, Pascoli, as well as more recent masters such as Pasolini, Montale, Saba, Valduga, Zanzotto, and new voices of the late twentieth and twenty-first centuries. The course will also address the linguistic, stylistic, social, and ideological issues raised by the poets. Ultimately this class will provide a deep understanding of Italian culture through poetry and give a unique chance to use, expand, and refine Italian language skills.

ITA 412 | ITALIAN DRAMA | 4 quarter hours**(Graduate)**

This course approaches the tradition of Italian drama. Topics may range from the Middle Ages to the present through a multidisciplinary perspective. The close reading and discussion of primary sources, a basic overview of the history of Italian drama, several reading comprehension and creative writing assignments, and a staged reading will guide understanding and appreciation of masterpieces such as Goldoni's La locandiera and Pirandello's Sei personaggi in cerca d'autore as well as less widely known but equally fascinating and powerful pieces such as Jacopone da Todi's medieval lauda Donna de Paradiso, cardinal Bibbiena's Renaissance comedy La calandria, and Raffaella Battaglini's postmodern play Conversazione per passare la notte. The course will also address the linguistic, stylistic, social, and ideological issues raised by the playwrights. Ultimately this class will provide a deep understanding of Italian culture through drama and give a unique chance to use, expand, and refine Italian language skills.

ITA 416 | ITALIAN CULTURE AND THE ENVIRONMENT | 4 quarter hours (Graduate)

This course covers the diverse traditions of Italian writing, art, and film in which the environment takes center stage. Topics may range from the Middle Ages to the present through a multidisciplinary perspective and include: the pastoral; the country and the city; nature and culture; human and nonhuman animality; issues of nature and race, sex, and gender; religion and the environment; humanism, post-humanism, and contemporary ecocritical perspectives. The close analysis and discussion of primary sources in light of critical theory, a geographical and political survey of the changing Italian territory and its landscapes, and several writing assignments will inform students' understanding and appreciation of the centrality of the environment in Italian culture.

ITA 417 | ITALIAN WOMEN WRITERS | 4 quarter hours (Graduate)

This course will explore the rich history of women writers in Italian from the Middle Ages to the present. As students follow the changing social, political, and ideological obstacles that women overcame in writing, they will discover the rich history of Italian women letter writers, poets, journalists, essayists, novelists, philosophers, scholars, translators, and literary critics. The course will introduce their diverse biographies and linguistic and stylistic talent in voicing their beliefs, concerns, and values through writing in a variety of genres and disciplines. Major figures include Caterina da Siena, Vittoria Colonna, Gaspara Stampa, Moderata Fonte, Sibilla Aleramo, Anna Banti, Liala, Alba De Cespedes, Antonia Pozzi, Amelia Rosselli, Natalia Ginzburg, Liliana Cavani, Adriana Cavarero, Dacia Maraini, and Elena Ferrante.

ITA 418 | CONTEMPORARY MULTICULTURAL WRITERS IN ITALIAN | 4 quarter hours (Graduate)

In this course students will explore the rich landscape of multicultural writers in Italian after 1990. The course will begin with a survey of the recent history of migration in Italy from a variety of countries in Africa, Asia, Eastern Europe, South America and the Middle East and place it in the context of global migration. Students will then delve into a linguistic, stylistic, and thematic analysis of the works of writers such as Pap Khouma, Tahar Lamri, Igiaba Scego, Laila Wadia, Gabriella Kuruvilla, Cristina Ali-Farah, Amara Lakhous, Ron Kubati, Anilda Ibrahimi, and Gabriella Ghermandi. Their novels and short stories will provide an opportunity to reflect on the construction of identity and otherness in a multicultural society, and experiences of exile, displacement, and racism.

ITA 419 | CILS EXAMINATION PREPARATION COURSE | 4 quarter hours (Graduate)

The CILS Preparation is a rigorous and intensive preparatory course for the B2 Certification of Italian as a Foreign Language (CILS). The B2 level officially attests non-native speakers' high intermediate competency in Italian. Therefore, students should already be at the intermediate/advanced level when they enroll in the course. The CILS is awarded by the Università per Stranieri in Siena and is recognized by the Italian Government. The course will be conducted as a workshop. Students will review all the grammar elements required for this level, perform listening and reading comprehension activities, and refine writing and oral skills. The CILS Exams are scheduled twice a year, at the beginning of June and December. The exam lasts about four hours and requires a separate registration and fee. DePaul University is an official testing site for the exam, and one of the few sites outside of Italy to offer CILS preparatory courses.

ITA 420 | ITALIAN FOR BUSINESS | 4 quarter hours (Graduate)

Italian for business presupposes good knowledge of Italian grammatical structures upon which to build. The course focuses on acquiring business vocabulary, skills for dealing with Italian business partners, and comprehending specialized business journals and reports. An overview of Italy's role of the European Union and the Eurozone are integral to the course.

ITA 421 | TRANSLATION | 4 quarter hours (Graduate)

The main objective of this course is to introduce students to some fundamental principles of translation and to allow them to acquire techniques for translating a variety of texts from Italian to English and, to a more limited extent, from English to Italian. Through intensive work in the two languages, students will improve their overall Italian language skills, learn about the challenges and rewards involved in translation, and begin to prepare themselves for advanced or professional translation work. Students will learn to take responsibility for their final work product on both individual and group projects. Students will also review Italian verb forms, study the history and theory of translation, and work with online and computer translation tools. There will be a wide variety of texts at different levels of difficulty and diverse content: academic and philosophical prose, journalism, advertising, commercial Italian, recipes and cooking shows, literary and poetic texts, opera libretti and pop music. This course will also provide students ample opportunity to practice their spoken Italian and conversation skills.

ITA 429 | ITALIAN FILM | 4 quarter hours (Graduate)

This course presents an overview of Italian film, highlighting the most important directors and films. Students shall not only examine the works as films, that is particular semiotic systems, but also as particular cultural products.

ITA 432 | ITALIAN CIVILIZATION II | 4 quarter hours (Graduate)

This course presents an overview of Baroque, Enlightenment and Pre-Risorgimento civilization and culture. Students will explore literature, but also art, architecture, science, politics and other areas of civilization as they relate to the artistic world. Primary sources may include Tommaso Campanella's utopia *The City of the Sun*; the scientific treatises of Galilei, Torricelli, and Redi; the sculptures of Bernini and Canova; Metastasio's libretti; Cesare Beccaria's treatise *On Crimes and Punishments*, Goldoni and Alfieri's autobiographies. By the end of the quarter, students will have a firm understanding of this period, know the major figures of these centuries, and will be able to discuss the texts and images in class as cultural "artifacts" of a particular period of Italian history.

ITA 440 | ITALIAN CIVILIZATION III | 4 quarter hours (Graduate)

This course presents an overview of the artistic, social, economic and political developments of Modern Italy from industrialization and unification through the fascist era to contemporary society. Students should gain an understanding of Italian culture during this exciting period. They will also improve their Italian language skills, particularly reading academic texts and writing shorter papers. This course will introduce students to Italy in the twentieth century. By the end of the quarter, students should understand how Italy developed as a nation in the late nineteenth and twentieth centuries, how it became an industrial power, how and why fascism became a force, and how Italy developed as a modern nation after World War II. Students shall study these developments in art, in society, in the business world, and through media.

**ITA 451 | HISTORY OF THE ITALIAN LANGUAGE | 4 quarter hours
(Graduate)**

When was the origin of Italian language? Why did Dante, Machiavelli, and Galileo turn to the emergent vernacular when most writers, historians and philosophers still used Latin? Why did Goldoni and Alfieri write in French in the 18th century? How did the language of Italian cuisine, opera, sport, and fashion contribute to shape an Italian identity? Why are written and spoken Italian so different? Is there anything such as an Italian language or should one rather talk about Italian languages (italiani regionali, italiano popolare, italiano standard, dialetti)? In this course students will respond to these and other compelling questions on Italian language. After a general overview of the history of Italian language from the ninth to the twenty-first century, students will focus on its changes in some crucial areas of Italian culture and society.

**ITA 452 | ITALIAN LANGUAGE IN THE SOCIETY OF COMMUNICATION | 4 quarter hours
(Graduate)**

This course addresses the changes in Italian language usage since the 1980s in a variety of contexts. Students will discuss the impact of the internet, mobile phones, videogames, and social media on Italian language and style in a variety of communicative contexts and become familiar with the linguistic usage in recent politics, commercials, comics, fiction, and TV shows. A variety of critical and theoretical readings will help students reflect on the relation between language, culture, and technology.

**ITA 453 | ITALIAN PHONOLOGY AND PHONETICS | 4 quarter hours
(Graduate)**

This course is an introduction to Italian phonetics and phonology. After studying the basic principles of general linguistics students will learn the terminology of articulatory phonetics through a systematic analysis of Italian vowels and consonants. They will learn how Italian sounds are produced, described, and transcribed using the characters of the International Phonetic Alphabet (IPA). They will also develop an understanding of the distinction between phonemes and allophones as applied to contemporary spoken Italian, and learn about some regional variants of spoken Italian and the evolution of Italian from Latin. Along with the theoretical component of the course, students will also have ample opportunity in class and working online to practice their spoken Italian and improve their pronunciation by reducing or eliminating their accent.

**ITA 495 | FOREIGN LANGUAGES ACROSS THE CURRICULUM | 2 quarter hours
(Graduate)**

The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Italian. Students must have the equivalent of 106 or higher ability in Italian to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

ITA 106 is a prerequisite for this class.

**ITA 496 | PRACTICUM IN ITALIAN INSTRUCTION | 4 quarter hours
(Graduate)**

Supervised practice in language instruction, paired with a mentor instructor in a beginning or intermediate language course. Students observe a class, teach a lesson or lessons, assist in assessment and lesson planning, and complete individualized assignments to develop their skills as classroom language instructors. Repeatable.

**ITA 497 | SPECIAL TOPICS IN ITALIAN | 4 quarter hours
(Graduate)**

See schedule for current offerings.

**ITA 498 | STUDY ABROAD | 4-8 quarter hours
(Graduate)**

Variable credit.

**ITA 499 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

Variable credit.

Japanese (JPN)

**JPN 101 | BASIC JAPANESE I | 4 quarter hours
(Undergraduate)**

Listening to, speaking, reading and writing Japanese in a cultural context for the beginning student.

**JPN 101S | BASIC JAPANESE I FOR SUMMER | 6 quarter hours
(Undergraduate)**

(Covers the equivalent of JPN 101 and the first half of JPN 102.) The first half of beginning Japanese. Listening to, speaking, reading, and writing Japanese in a cultural context for the beginning student.

**JPN 102 | BASIC JAPANESE II | 4 quarter hours
(Undergraduate)**

Continued emphasis on the four skills in culturally-authentic situations.

**JPN 103 | BASIC JAPANESE III | 4 quarter hours
(Undergraduate)**

Further work on the basic elements of the Japanese language, spoken as well as written, with due regard to the cultural context of Japanese expression.

**JPN 103S | BASIC JAPANESE III FOR SUMMER | 6 quarter hours
(Undergraduate)**

(Covers the equivalent of the second half of JPN 102 and all of JPN 103.) The second half of beginning Japanese. Further work on the basic elements of the Japanese language, spoken as well as written, with due regard to the cultural context of Japanese expression.

**JPN 104 | INTERMEDIATE JAPANESE I | 4 quarter hours
(Undergraduate)**

Intensive practice in the use of Japanese through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. JPN 103 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 105 | INTERMEDIATE JAPANESE II | 4 quarter hours
(Undergraduate)**

Continuing practice in spoken and written Japanese and further development of reading and listening abilities in an authentic cultural context. JPN 104 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 106 | INTERMEDIATE JAPANESE III | 4 quarter hours
(Undergraduate)**

Developing more fluency in speaking, understanding, reading, and writing Japanese with a concomitant heightened awareness of the cultural dimensions of the Japanese language. JPN 105 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 110 | INTENSIVE BASIC JAPANESE I | 6 quarter hours
(Undergraduate)**

An intensive introduction to reading, writing, and speaking Japanese in a cultural context for the beginning student. For participants in the DAAAO Program.

**JPN 111 | INTENSIVE BASIC JAPANESE II | 6 quarter hours
(Undergraduate)**

An intensive introduction to reading, writing, and speaking Japanese in a cultural context for the beginning student; continues JPN 110. For participants in the DAAAO Program.

**JPN 130 | MOLILSAP STUDY ABROAD | 2 quarter hours
(Undergraduate)**

This course is specially designed to complement the Modern Language Introductory Languages Study Abroad programs, linked to the third quarter of the first year language program. The course will be taught abroad.

**JPN 197 | SPECIAL TOPICS IN JAPANESE | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**JPN 198 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**JPN 199 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

Variable credit.

**JPN 201 | ADVANCED JAPANESE I | 4 quarter hours
(Undergraduate)**

The first course of third-year level to develop advanced skills in speaking, writing, listening and reading.

**JPN 202 | ADVANCED JAPANESE II | 4 quarter hours
(Undergraduate)**

The second course of third-year level to develop advanced skills in speaking, writing, listening and reading. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 203 | ADVANCED JAPANESE III | 4 quarter hours
(Undergraduate)**

The third course of third-year level to develop advanced skills in speaking, writing, listening and reading. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 240E | MODERN JAPANESE LITERATURE | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH (i.e. NOT counted as an Advanced Japanese Language course.) This course is an introduction to the major authors and works of Japan's modern period, from the 18th century through the 21st century. We will examine writers, works, and literary institutions in historical context to explore how Japanese writers engaged the modern era. This was the period when modern literature, more specifically the novel (shosetsu), was emerging internationally as a new technology of state-building. Modern Japan was highly literate with a flourishing popular culture that included diverse literary forms (high and low) that would be refashioned, contested and sometimes abandoned as the institution of literature was established by the turn of the 20th century, although not without ongoing contestation. Themes may include: the West, Orientalism and Counter-Orientalism; protest literature by women, workers and ethnic minorities; and modernism and modernity. Authors may include: Higuchi Ichiyo, Natsume Soseki, Yosano Akiko, Akutagawa Ryunosuke, Kobayashi Takiji, Murakami Haruki, and others.

**JPN 241E | JAPANESE WOMEN'S LITERARY MASTERPIECES | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH (i.e. NOT counted as an Advanced Japanese Language course.) The course begins over 1000 years ago with masterpieces of world literature including The Tale of Genii and classical poetry, traverses through the modern period of New Women Bluestocking and arrive in the 21st century to reflect on the richness of Japanese women's writings across time and space. * No prior knowledge of Japanese language, history or culture necessary.

**JPN 242E | JAPANESE POP CULTURE | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH (i.e. NOT counted as an Advanced Japanese Language course.) Globally celebrated for its creativity, world-building, and complexity, Japanese pop culture - including anime, manga, J-pop, drama, collectible figurines, cosplay, TV drama, film, and video games - continues to push the boundaries of what it means to be human in the 21st century. Students will strengthen skills to analyze screen arts and other cultural products with specialized attention to how the content is conveyed in historical context. Themes include cyber-physical blending, gender-bending and performance, historical memory, national identity, and what it means for individuals to grow up in an era of recession and to be connected in an increasingly digitized world.

**JPN 243E | CONTEMPORARY JAPANESE LITERATURE: FROM POSTWAR TO TODAY | 4 quarter hours
(Undergraduate)**

This course is an introduction to major and emerging literature of Japan's contemporary period from the postwar period through today. The past eight decades include Japan's rebuilding and reckoning with total defeat, ascent to economic world power followed by nagging recession, and a diversification of literary voices and themes. Writers include postwar canonical writers such as Dazai Osamu, Mishima Yukio, and Oe Kenzaburo; Okinawan writers Yamanokuchi Baku and Shima Tsuyoshi; Korean-Japanese writers Yi Yang-ji and Noguchi Kakuchu; German-Japanese Tawada Yoko; Murakami Haruki; and a diverse, exciting array of recent Akutagawa-prize winning writers such Ogawa Yoko, Murata Sayaka, Li Kotomi, and Oyamada Hiroko. Students will learn strategies to analyze literature as a narrative, as well as learn how to ask questions about the importance of extra-textual material including historical context and the author's biography. There are no prerequisites for this course and all the readings will be in English translation.

**JPN 297 | SPECIAL TOPICS IN JAPANESE | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**JPN 298 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**JPN 299 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

Variable credit.

**JPN 301 | ADVANCED JAPANESE IV | 4 quarter hours
(Undergraduate)**

The focus of this course is the development of advanced skills in reading, writing, speaking and listening, especially "critical reading/thinking skills" in Japanese by questioning the views given in the textbook and discussing issues from different perspectives. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 302 | ADVANCED JAPANESE V | 4 quarter hours
(Undergraduate)**

The focus of this course is the development of advanced skills in reading, writing, speaking and listening, especially "critical reading/thinking skills" in Japanese by questioning the views given in the textbook and discussing issues from different perspectives. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 303 | ADVANCED JAPANESE VI | 4 quarter hours
(Undergraduate)**

The focus of this course is the development of advanced skills in reading, writing, speaking and listening, especially "critical reading/thinking skills" in Japanese by questioning the views given in the textbook and discussing issues from different perspectives. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 304 | CONTEMPORARY JAPANESE LITERATURE | 4 quarter hours
(Undergraduate)**

Readings from Tanizaki, Kawabata, Mishima, or other contemporary authors from the Showa era to the present. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 310 | JAPANESE CULTURE | 4 quarter hours
(Undergraduate)**

Discussion of selected cultural topics from different periods with appropriate collateral readings. Formerly Japanese 302. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 311 | ADVANCED DISCUSSION AND READING I | 4 quarter hours
(Undergraduate)**

Expanding the knowledge of vocabulary and kanji characters through discussions of current issues in the news and in newspapers and academic writing exercises. Formerly Japanese 300. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 312 | ADVANCED DISCUSSION AND READING II | 4 quarter hours
(Undergraduate)**

Developing the formal and academic oral fluency and writing skills through authentic aural and written materials through debates and discussions of current cultural and political issues. Formerly Japanese 301. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 313 | ADVANCED DISCUSSION AND READING III | 4 quarter hours
(Undergraduate)**

Focus on the formal expressions and interactions in business and academic settings and extensive reading of authentic materials on modern Japan with an emphasis on essay-writing activities. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 320 | ADVANCED COMMERCIAL JAPANESE | 4 quarter hours
(Undergraduate)**

Advanced preparation for the use of Japanese in the business world. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 330 | INTRODUCTION TO JAPANESE LINGUISTICS | 4 quarter hours
(Undergraduate)**

Study of a wide range of topics including Japanese language analysis, dialectal variations, and the history of the Japanese language. Data collection on oral and written texts with related class discussions. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 342 | ADVANCED HIGH JAPANESE I | 4 quarter hours
(Undergraduate)**

JPN 342 is one of the Advanced High Japanese courses designed for advanced high Japanese learners. The course focuses on a special topic of Japan, and the Japanese language is used as a communication and thinking tool for reading, discussion and other activities. Students are expected to think about topics and issues "critically" and "creatively," i.e., beyond comprehension of given information. Class discussion is conducted exclusively in Japanese, and resources (i.e., books, articles, newspapers, films, etc.) are mainly in Japanese although English translations or publications may be used as learning aids or supplementary materials if necessary. All assignments and term papers are written and submitted in Japanese (exception may apply for a native speaker of Japanese). JPN 300 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 343 | ADVANCED HIGH JAPANESE II | 4 quarter hours
(Undergraduate)**

The goal of this course is to understand the history of Japanese Americans during pre- and post-war periods, and relevant social issues in today's Japanese and American societies (e.g., immigration, discrimination, etc.), in order to understand our role in today's global society and to make proposals for peace and human justice. JPN 300 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 344 | ADVANCED HIGH JAPANESE III | 4 quarter hours
(Undergraduate)**

Translation Practicum serves as the final installment for both the advanced and the advanced high courses in Japanese. The main goal is to produce a translation of a Japanese text into English by the end of the quarter. In order to achieve this goal, each student will select a Japanese text, translate it into English, and revise it in consultation with her/his peers. Students may also choose to translate from English to Japanese. JPN 300 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 395 | FOREIGN LANGUAGES ACROSS THE CURRICULUM | 2 quarter hours
(Undergraduate)**

The two credit Japanese FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Japanese. Students must have the equivalent of 301/311 or higher ability in Japanese to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

**JPN 397 | SPECIAL TOPICS IN JAPANESE | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**JPN 398 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**JPN 399 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

Variable credit.

**JPN 401 | ADVANCED JAPANESE IV | 4 quarter hours
(Graduate)**

The focus of this course is the development of advanced skills in reading, writing, speaking and listening, especially "critical reading/thinking skills" in Japanese by questioning the views given in the textbook and discussing issues from different perspectives.

**JPN 402 | ADVANCED JAPANESE V | 4 quarter hours
(Graduate)**

The focus of this course is the development of advanced skills in reading, writing, speaking and listening, especially "critical reading/thinking skills" in Japanese by questioning the views given in the textbook and discussing issues from different perspectives.

**JPN 403 | ADVANCED JAPANESE VI | 4 quarter hours
(Graduate)**

The focus of this course is the development of advanced skills in reading, writing, speaking and listening, especially "critical reading/thinking skills" in Japanese by questioning the views given in the textbook and discussing issues from different perspectives.

**JPN 404 | CONTEMPORARY JAPANESE LITERATURE | 4 quarter hours
(Graduate)**

Readings from Tanizaki, Kawabata, Mishima, or other contemporary authors from the Showa era to the present.

**JPN 410 | JAPANESE CULTURE | 4 quarter hours
(Graduate)**

Discussion of selected cultural topics from different periods with appropriate collateral readings.

**JPN 411 | ADVANCED DISCUSSION AND READING I | 4 quarter hours
(Graduate)**

Expanding the knowledge of vocabulary and kanji characters through discussions of current issues in the news and in newspapers and academic writing exercises. Cross-listed with JPN 311.

**JPN 412 | ADVANCED DISCUSSION AND READING II | 4 quarter hours
(Graduate)**

Developing the formal and academic oral fluency and writing skills through authentic aural and written materials through debates and discussions of current cultural and political issues.

**JPN 413 | ADVANCED DISCUSSION AND READING III | 4 quarter hours
(Graduate)**

Focus on the formal expressions and interactions in business and academic settings and extensive reading of authentic materials on modern Japan with an emphasis on essay-writing activities.

**JPN 420 | ADVANCED COMMERCIAL JAPANESE | 4 quarter hours
(Graduate)**

Advanced preparation for the use of Japanese in the business world.

**JPN 430 | INTRODUCTION TO JAPANESE LINGUISTICS | 4 quarter hours
(Graduate)**

Study of a wide range of topics including Japanese language analysis, dialectal variations, and the history of the Japanese language. Data collection on oral and written texts with related class discussions.

**JPN 442 | ADVANCED HIGH JAPANESE I | 4 quarter hours
(Graduate)**

JPN 442 is one of the Advanced High Japanese courses designed for advanced high Japanese learners who have completed Advanced Japanese courses (JPN 401-403) or have equivalent or higher proficiency in Japanese. The course focuses on a special topic of Japan, and the Japanese language is used as a communication and thinking tool for reading, discussion and other activities. Students are expected to think about topics and issues "critically" and "creatively" i.e., beyond comprehension of given information. Class discussion is conducted exclusively in Japanese, and resources (i.e., books, articles, newspapers, films, etc.) are mainly in Japanese although English translations or publications may be used as learning aids or supplementary materials if necessary. All assignments and term papers are written and submitted in Japanese (exception may apply for a native speaker of Japanese).

**JPN 443 | ADVANCED HIGH JAPANESE II | 4 quarter hours
(Graduate)**

The goal of this course is to understand the history of Japanese Americans during pre- and post-war periods, and relevant social issues in today's Japanese and American societies (e.g., immigration, discrimination, etc.), in order to understand our role in today's global society and to make proposals for peace and human justice.

**JPN 444 | ADVANCED HIGH JAPANESE III | 4 quarter hours
(Graduate)**

Translation Practicum serves as the final installment for both the advanced and the advanced high courses in Japanese this year. The main goal is to produce a translation of a Japanese text into English by the end of the quarter. In order to achieve this goal, each student will select a Japanese text, translate it into English, and revise it in consultation with her/his peers. Students may also choose to translate from English to Japanese.

**JPN 495 | JAPANESE FOREIGN LANGUAGES ACROSS THE CURRICULUM | 2 quarter hours
(Graduate)**

The two credit Japanese FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Japanese. Students must have the equivalent of 301/311/401/411 or higher ability in Japanese to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement. The course is designed for a graduate student with additional work to JPN395: FLAC Japanese.

**JPN 496 | PRACTICUM IN JAPANESE INSTRUCTION | 4 quarter hours
(Graduate)**

Supervised practice in language instruction, paired with a mentor instructor in a beginning or intermediate language course. Students observe a class, teach a lesson or lessons, assist in assessment and lesson planning, and complete individualized assignments to develop their skills as classroom language instructors. Repeatable.

**JPN 497 | SPECIAL TOPICS IN JAPANESE | 4 quarter hours
(Graduate)**

See schedule for current offerings.

**JPN 498 | STUDY ABROAD | 1-8 quarter hours
(Graduate)**

Variable credit.

**JPN 499 | INDEPENDENT STUDY | 4-8 quarter hours
(Graduate)**

Variable credit.

Jazz Studies (JZZ)

**JZZ 1 | JAZZ ENSEMBLE | 0 quarter hours
(Undergraduate)**

Study, rehearsal, and performance of jazz literature with focus on music for large jazz ensembles; emphasis on current performance styles, and new arrangements and compositions. Placement audition required. (0 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 2 | JAZZ CHAMBER ENSEMBLE | 0 quarter hours
(Undergraduate)**

Study, rehearsal, and performance of literature for jazz chamber groups. (0 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 200 | JAZZ ENSEMBLE | 1 quarter hour
(Undergraduate)**

Study, rehearsal, and performance of jazz literature with focus on music for large jazz ensembles; emphasis on current performance styles, and new arrangements and compositions. Placement audition required. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 201 | JAZZ CHAMBER ENSEMBLE | 1 quarter hour
(Undergraduate)**

Study, rehearsal, and performance of literature for jazz chamber groups. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 202 | GROUP JAZZ PIANO I | 1 quarter hour
(Undergraduate)**

Group Jazz Piano is a three-course sequence that builds upon the coursework found in Group Piano I, II, and II (MUS 113, 123, and 133), but with a specific focus on the materials associated with jazz piano performance. In this course sequence, students will be introduced to and develop voicing techniques, sight reading of jazz piano literature through the ages, basic comping techniques, fundamental piano improvisational techniques, harmonic progressions, and advanced jazz voicings. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 203 | GROUP JAZZ PIANO II | 1 quarter hour
(Undergraduate)**

Group Jazz Piano is a three-course sequence that builds upon the coursework found in Group Piano I, II, and II (MUS 113, 123, and 133), but with a specific focus on the materials associated with jazz piano performance. In this course sequence, students will be introduced to and develop voicing techniques, sight reading of jazz piano literature through the ages, basic comping techniques, fundamental piano improvisational techniques, harmonic progressions, and advanced jazz voicings. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 204 | GROUP JAZZ PIANO III | 1 quarter hour
(Undergraduate)**

Group Jazz Piano is a three-course sequence that builds upon the coursework found in Group Piano I, II, and II (MUS 113, 123, and 133), but with a specific focus on the materials associated with jazz piano performance. In this course sequence, students will be introduced to and develop voicing techniques, sight reading of jazz piano literature through the ages, basic comping techniques, fundamental piano improvisational techniques, harmonic progressions, and advanced jazz voicings. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 205 | JAZZ EAR TRAINING I | 1 quarter hour
(Undergraduate)**

Jazz Ear Training is a three-course sequence that builds upon the coursework found in Aural Training I, II, and II (MUS 111, 121, and 131), but with a specific focus on the materials associated with jazz ear training. In this course sequence, students will develop the ability to hear and sing intervals, triads, seventh chords, inversions, dominant cadences, blues progressions, tritone substitutions, and major scales in all 12 keys, with particular focus on common harmonic movements that occur in jazz repertoire. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 206 | JAZZ EAR TRAINING II | 1 quarter hour
(Undergraduate)**

Jazz Ear Training is a three-course sequence that builds upon the coursework found in Aural Training I, II, and II (MUS 111, 121, and 131), but with a specific focus on the materials associated with jazz ear training. In this course sequence, students will develop the ability to hear and sing intervals, triads, seventh chords, inversions, dominant cadences, blues progressions, tritone substitutions, and major scales in all 12 keys, with particular focus on common harmonic movements that occur in jazz repertoire. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 207 | JAZZ EAR TRAINING III | 1 quarter hour
(Undergraduate)**

Jazz Ear Training is a three-course sequence that builds upon the coursework found in Aural Training I, II, and II (MUS 111, 121, and 131), but with a specific focus on the materials associated with jazz ear training. In this course sequence, students will develop the ability to hear and sing intervals, triads, seventh chords, inversions, dominant cadences, blues progressions, tritone substitutions, and major scales in all 12 keys, with particular focus on common harmonic movements that occur in jazz repertoire. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 215 | JAZZ JUNIOR RECITAL | 2.00 quarter hours
(Undergraduate)**

A full 45 minute, public recital performance of solo and/or chamber repertoire to be completed in the Junior year. Students must be registered for applied lessons during the quarter the recital is presented. (2 quarter hours)

JZZ 317, JZZ 318, JZZ 319, JZZ 320, JZZ 321, JZZ 322, JZZ 323, or JZZ 324 is a co-requisite for this class.

**JZZ 300 | ESSENTIALS OF JAZZ I | 2 quarter hours
(Undergraduate)**

Basic and advanced chord constructions in written and keyboard applications. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 301 | ESSENTIALS OF JAZZ II | 2 quarter hours
(Undergraduate)**

Harmonizing melodies by the use of advanced harmonies and techniques of modern chord substitutions. Developing the ability to "play by ear." (2 quarter hours)

JZZ 300 is a prerequisite for this class.

**JZZ 302 | ESSENTIALS OF JAZZ III | 2 quarter hours
(Undergraduate)**

Improvisation with particular emphasis on the blues arranging and accompanying techniques; a survey of recent trends in popular music. (2 quarter hours)

JZZ 301 is a prerequisite for this class.

**JZZ 303 | JAZZ HISTORY AND STYLE | 2 quarter hours
(Undergraduate)**

An intensive study of the periods of jazz, major performers and composers, trends, influences, stylistic features and related materials. (2 quarter hours)

Status as an undergraduate Jazz Studies or Music Education student is a prerequisite for this class.

**JZZ 304 | JAZZ ARRANGING AND COMPOSITION I | 2 quarter hours
(Undergraduate)**

Arranging and orchestration techniques for the small jazz ensemble (1-4 horns plus rhythm section). (2 quarter hours)

JZZ 302 is a prerequisite for this class.

JZZ 305 | JAZZ ARRANGING AND COMPOSITION II | 2 quarter hours (Undergraduate)

Arranging and orchestration techniques for the large jazz ensemble (5 or more horns plus rhythm section, up to and including the traditional 12-piece big band). (2 quarter hours)

JZZ 304 is a prerequisite for this class.

JZZ 306 | JAZZ ARRANGING AND COMPOSITION III | 2 quarter hours (Undergraduate)

Jazz composition techniques with a special emphasis on the leadsheet (melody and chord symbols). (2 quarter hours)

JZZ 305 is a prerequisite for this class.

JZZ 308 | JAZZ IMPROVISATION I | 2 quarter hours (Undergraduate)

Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development.

JZZ 302 is a prerequisite for this class.

JZZ 309 | JAZZ IMPROVISATION II | 2 quarter hours (Undergraduate)

Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development. (2 quarter hours)

JZZ 308 is a prerequisite for this class.

JZZ 310 | JAZZ IMPROVISATION III | 2 quarter hours (Undergraduate)

Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development. (2 quarter hours)

JZZ 309 is a prerequisite for this class.

JZZ 314 | JAZZ PEDAGOGY | 2 quarter hours (Undergraduate)

A study of the methods of teaching jazz improvisation arranging, composition, conducting and rhythm section techniques. Can serve as an elective for music education majors. (2 quarter hours)

Status as an undergraduate Jazz Studies or Music Education student is a prerequisite for this class.

JZZ 315 | JAZZ SENIOR RECITAL | 2.00 quarter hours (Undergraduate)

A full 60 minute, public recital performance of solo and/or chamber repertoire to be completed in the Senior year. Students must be registered for applied lessons during the quarter the recital is presented. (2 quarter hours)

JZZ 317, JZZ 318, JZZ 319, JZZ 320, JZZ 321, JZZ 322, JZZ 323, or JZZ 324 is a co-requisite for this class.

JZZ 316 | APPLIED JAZZ COMPOSITION | 1-4 quarter hours (Undergraduate)

Private instruction exploring advanced techniques and methods of jazz composition and arranging.

JZZ 306 is a prerequisite for this class.

JZZ 317 | APPLIED JAZZ IMPROVISATION | 1-4 quarter hours (Undergraduate)

Applied instruction in jazz style and improvisation.

Status as an undergraduate Jazz Studies or Music Education student is a prerequisite for this class.

JZZ 318 | JAZZ GUITAR | 1-4 quarter hours (Undergraduate)

Advanced individual instruction in jazz guitar at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an undergraduate Jazz Studies or Music Education student is a prerequisite for this class.

JZZ 319 | JAZZ PERCUSSION | 1-4 quarter hours (Undergraduate)

Advanced individual instruction in jazz percussion at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an undergraduate Jazz Studies or Music Education student is a prerequisite for this class.

JZZ 320 | JAZZ PIANO | 1-4 quarter hours (Undergraduate)

Advanced individual instruction in jazz piano at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an undergraduate Jazz Studies or Music Education student is a prerequisite for this class.

JZZ 321 | JAZZ SAXOPHONE | 1-4 quarter hours (Undergraduate)

Advanced individual instruction in jazz saxophone at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an undergraduate Jazz Studies or Music Education student is a prerequisite for this class.

JZZ 322 | JAZZ STRING BASS | 1-4 quarter hours (Undergraduate)

Advanced individual instruction in jazz string bass at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an undergraduate Jazz Studies or Music Education student is a prerequisite for this class.

JZZ 323 | JAZZ TROMBONE | 1-4 quarter hours (Undergraduate)

Advanced individual instruction in jazz trombone at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an undergraduate Jazz Studies or Music Education student is a prerequisite for this class.

JZZ 324 | JAZZ TRUMPET | 1-4 quarter hours (Undergraduate)

Advanced individual instruction in jazz trumpet at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an undergraduate Jazz Studies or Music Education student is a prerequisite for this class.

**JZZ 325 | JAZZ RHYTHM SECTION TECHNIQUES | 2 quarter hours
(Undergraduate)**

This course will provide students with information and performance techniques associated with instruments typically orchestrated to form a jazz rhythm section in jazz chamber or large ensemble settings. Specific topics will include individual instrument roles, performance styles and tempos, and classic rhythm section analysis. (2 quarter hours)

**JZZ 326 | JAZZ VOICE | 1-4 quarter hours
(Undergraduate)**

Advanced individual instruction in jazz voice at the undergraduate level. Undergraduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 36 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 330 | ADVANCED JAZZ IMPROVISATION I | 2 quarter hours
(Undergraduate)**

Development of proficiency in advanced jazz improvisational concepts, including substitute harmony, atypical harmonic schemes, contemporary chord and scale types, advanced rhythmic structures, and post-bop improvisational techniques. (2 quarter hours)

Status as an undergraduate Jazz Studies or Music Education student is a prerequisite for this class.

**JZZ 331 | ADVANCED JAZZ IMPROVISATION II | 2 quarter hours
(Undergraduate)**

This course is a continuation of the development of proficiency in advanced jazz improvisational concepts, including substitute harmony, atypical harmonic schemes, contemporary chord and scale types, advanced rhythmic structures, and post-bop improvisational techniques. (2 quarter hours)

Status as an undergraduate Jazz Studies or Music Education student is a prerequisite for this class.

**JZZ 335 | JAZZ HISTORY I | 2 quarter hours
(Undergraduate)**

This course, the first course in a two quarter sequence, is concerned with the historical investigation of jazz. In this course, students will study many of the musical styles, musicians, and innovators found making music under the rubric of jazz from before the turn of the 20th century through roughly 1945. At the end of this course, students will be able to identify the characteristic elements associated with the studied musical styles of jazz, including general practices, chief stylists and performers, and each style's position in the imagined timeline of jazz history. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 336 | JAZZ HISTORY II | 2 quarter hours
(Undergraduate)**

This course, the second course in a two quarter sequence, is concerned with the historical investigation of jazz. While this course is a continuation of Jazz History I, students will be looking both forward and backward to explore jazz music's unfolding in the twentieth century. This course, beginning roughly in 1940 and covering topics up to the present, will present jazz music and its creators using music, film, transcription, theory, and various other analytical and media techniques. At the end of this course, students will be able to identify the characteristic elements associated with the studied musical styles of jazz, including general practices, chief stylists and performers, and each style's position in the imagined timeline of jazz history. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 360 | TOPICS IN JAZZ STUDIES | 1-4 quarter hours
(Undergraduate)**

In depth investigation of a topic in jazz studies. (2 quarter hours)

Status as an undergraduate Jazz Studies or Music Education student is a prerequisite for this class.

**JZZ 398 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

An in-depth study of a musicianship topic under the supervision of a faculty member. (Departmental permission required). (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**JZZ 400 | JAZZ ENSEMBLE | 1 quarter hour
(Graduate)**

Study, rehearsal, and performance of jazz literature with focus on music for large jazz ensembles; emphasis on current performance styles, and new arrangements and compositions. Placement audition required. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**JZZ 401 | JAZZ CHAMBER ENSEMBLE | 1 quarter hour
(Graduate)**

Study, rehearsal and performance of literature for jazz chamber groups. Placement audition required. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**JZZ 402 | ADVANCED JAZZ COMPOSITION I | 2 quarter hours
(Graduate)**

Composition of works for jazz chamber groups and big bands, but with special emphasis on the leadsheet (melody and chords).

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**JZZ 403 | ADVANCED JAZZ ARRANGING AND ORCHESTRATION | 4 quarter hours
(Graduate)**

Discovery, analysis, and implementation of advanced arranging, orchestrational, and compositional techniques for the large jazz ensemble (big band).

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**JZZ 404 | ADVANCED JAZZ COMPOSITION II | 2 quarter hours
(Graduate)**

Advanced topics in jazz composition. Composing for jazz chamber groups and big bands, but with special emphasis on the leadsheet (melody and chords).

JZZ 402 is a prerequisite for this class.

**JZZ 405 | JAZZ HISTORY | 4 quarter hours
(Graduate)**

Graduate level study of jazz history and the styles which contributed to the evolution of jazz. Topics include bebop period, swing era, the cool school, and hard bop periods. Significant recordings, musicians, and musical styles will be examined.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**JZZ 406 | JAZZ STYLE AND ANALYSIS | 4 quarter hours
(Graduate)**

Students will demonstrate a theoretical and aural understanding of the process of jazz improvisation, including song forms and structures, chord/scale relationships, and chord notation and phrasing. Select recordings of solo jazz improvisations will be analyzed, transcribed, and performed, supplemented by historical biographies of the recording artists.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**JZZ 407 | JAZZ GRADUATE RECITAL | 0 quarter hours
(Graduate)**

A full 60 minute, public recital performance of solo and/or chamber repertoire to be completed during the graduate residence. Students must be registered for applied lessons during the quarter the recital is presented. (0 quarter hours)

Completion of one of the following courses is a prerequisite for this class: JZZ 412, 413, 414, 415, 416, 417, 418, or 419.

**JZZ 408 | JAZZ ENSEMBLE | 0 quarter hours
(Graduate)**

Study, rehearsal, and performance of jazz literature with focus on music for large jazz ensembles; emphasis on current performance styles, and new arrangements and compositions. Placement audition required. (0 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**JZZ 409 | APPLIED JAZZ COMPOSITION | 2-4 quarter hours
(Graduate)**

Private instruction exploring advanced techniques and methods of jazz composition and arranging. (2 quarter hours)

Status as a graduate Jazz Studies student is a prerequisite for this class.

**JZZ 410 | JAZZ COMPOSITION FINAL PROJECT | 0 quarter hours
(Graduate)**

Completion of a 7-10 minute original composition for standard jazz ensemble instrumentation. (0 quarter hours)

JZZ 404 is a prerequisite for this class.

**JZZ 411 | JAZZ PEDAGOGY | 2 quarter hours
(Graduate)**

A study of the methods of teaching jazz improvisation arranging, composition, conducting and rhythm section techniques. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**JZZ 412 | APPLIED JAZZ IMPROVISATION | 1-4 quarter hours
(Graduate)**

Applied instruction in jazz style and improvisation.

Status as a graduate Jazz Studies student is a prerequisite for this class.

**JZZ 413 | JAZZ GUITAR | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in jazz guitar at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a graduate Jazz Studies student is a prerequisite for this class.

**JZZ 414 | JAZZ PERCUSSION | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in jazz percussion at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a graduate Jazz Studies student is a prerequisite for this class.

**JZZ 415 | JAZZ PIANO | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in jazz piano at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a graduate Jazz Studies student is a prerequisite for this class.

**JZZ 416 | JAZZ SAXOPHONE | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in jazz saxophone at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a graduate Jazz Studies student is a prerequisite for this class.

**JZZ 417 | JAZZ STRING BASS | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in jazz string bass at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a graduate Jazz Studies student is a prerequisite for this class.

**JZZ 418 | JAZZ TROMBONE | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in jazz trombone at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a graduate Jazz Studies student is a prerequisite for this class.

**JZZ 419 | JAZZ TRUMPET | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in jazz trumpet at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a graduate Jazz Studies student is a prerequisite for this class.

**JZZ 420 | JAZZ VOICE | 1-4 quarter hours
(Graduate)**

Advanced individual instruction in jazz voice at the graduate level. Graduate music students are limited to 3 credits of applied lessons in any given quarter, and may not exceed a total of 18 credits of applied lessons over their entire course of study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**JZZ 425 | JAZZ RHYTHM SECTION TECHNIQUES | 2 quarter hours
(Graduate)**

This course will provide students with information and performance techniques associated with instruments typically orchestrated to form a jazz rhythm section in jazz chamber or large ensemble settings. Specific topics will include individual instrument roles, performance styles and tempos, and classic rhythm section analysis. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**JZZ 430 | ADVANCED JAZZ IMPROVISATION I | 2 quarter hours
(Graduate)**

Development of proficiency in advanced jazz improvisational concepts, including substitute harmony, atypical harmonic schemes, contemporary chord and scale types, advanced rhythmic structures, and post-bop improvisational techniques. (2 quarter hours)

Status as a graduate Jazz Studies student is a prerequisite for this class.

**JZZ 431 | ADVANCED JAZZ IMPROVISATION II | 2 quarter hours
(Graduate)**

This course is a continuation of the development of proficiency in advanced jazz improvisational concepts, including substitute harmony, atypical harmonic schemes, contemporary chord and scale types, advanced rhythmic structures, and post-bop improvisational techniques. (2 quarter hours)

Status as a graduate Jazz Studies student is a prerequisite for this class.

**JZZ 450 | JAZZ CHAMBER ENSEMBLE | 0 quarter hours
(Graduate)**

Study, rehearsal, and performance of literature for jazz chamber groups. (0 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**JZZ 460 | TOPICS IN JAZZ STUDIES | 1-4 quarter hours
(Graduate)**

In depth investigation of a topic in jazz studies. (2 quarter hours)

Status as a graduate Jazz Studies student is a prerequisite for this class.

**JZZ 498 | INDEPENDENT STUDY | 1-4 quarter hours
(Graduate)**

An in-depth study of a musicianship topic under the supervision of a faculty member. (Departmental permission required). (variable credit)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

Journalism (JOUR)

**JOUR 245 | NEWS EDITING | 4 quarter hours
(Undergraduate)**

This course introduces students to editing and publishing procedures, including proofreading, copyediting and layout for different types of publications, including newsletters, brochures, periodicals and books. Skills in grammar, punctuation, style, organization, design and headline writing are emphasized along with the editor's role in the ethics of the profession, including questions of libel. Students will understand the editor's central role in the newsroom and the flow of a story from a reporter to the public.

JOUR 275 and JOUR 278 are prerequisites for this course.

**JOUR 275 | INTRODUCTION TO JOURNALISM | 4 quarter hours
(Undergraduate)**

An introduction to the field of journalism. Instruction and practice in writing and reporting news stories. Students will learn the skills needed to become better communicators and to understand the news in the world around them.

**JOUR 276 | PHOTOJOURNALISM | 4 quarter hours
(Undergraduate)**

Introduction to the theoretical and technical foundations of photography with exploration of the medium's aesthetic, documentary and narrative purposes. Cross-listed as ART 377.

**JOUR 278 | NEWS REPORTING | 4 quarter hours
(Undergraduate)**

This course is designed to go beyond the inverted pyramid of basic news writing and focus on some of the sophisticated newsgathering techniques used by journalists. Story generation techniques will be examined along with interviewing techniques. The course will also explore how databases and documents can enhance a story, including the use of surveys, field experiments and participant observation.

JOUR 275 is a prerequisite for this class.

**JOUR 279 | FEATURE WRITING | 4 quarter hours
(Undergraduate)**

This practicum develops the observational and narrative skills essential to writing feature stories in a variety of journalistic contexts. Students will learn the story telling techniques that emphasize human interest, description and the details of a subject. Instruction will include illustrated lectures, class discussions, writing exercises and critiques.

JOUR 275 and 278 are prerequisites for this course.

**JOUR 280 | INTRODUCTION TO ONLINE REPORTING AND PRODUCTION | 4 quarter hours
(Undergraduate)**

This course introduces students to the principles and practices of online journalism. Students learn both conceptual and technical skills in multimedia reporting. Although the course provides groundwork in using digital tools to produce online content, the focus is on journalism. As much as possible, assignments will allow students to grasp online journalism concepts and apply them to real-world scenarios. This class uses Chicago as a testing ground for innovative reporting ideas.

JOUR 275 and 278 are prerequisites for this course.

**JOUR 281 | NEWS DOCUMENTARY | 4 quarter hours
(Undergraduate)**

Students learn how to conceive, research, report, and tell news documentary video and film stories in this hands-on course that requires no formal documentary experience.

**JOUR 282 | TOPICS IN VISUAL COMMUNICATION | 4 quarter hours
(Undergraduate)**

This class focuses on selected topics of visual communication with an emphasis on applicability to journalism. Students are introduced to the theoretical best practices and technical skills of visual communication with attention to aspects such as lighting, framing, aperture, lens choices, and visual reporting ethics used by professional journalists. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

**JOUR 290 | JOURNALISM WORKSHOP (VARIABLE TOPICS) | 2 quarter hours
(Undergraduate)**

This course allows students to sample variable topics that build skills in digital media and software and/or provide extra emphasis on particular topics of interest such as photography, video, social media, audience engagement, freelancing, issues affecting journalists from minority populations, and reporting on topics such as religion and environment.

**JOUR 301 | REPORTING FOR 14 EAST MAGAZINE | 4 quarter hours
(Undergraduate)**

Students gain hands-on experience reporting, writing and producing multimedia stories and other storytelling elements for the College of Communication's 14 East Magazine. (<http://fourteeneastmag.com>) Students may take the course twice for credit.

JOUR 275 and JOUR 278 are prerequisites for this course.

**JOUR 302 | BUSINESS WRITING AND REPORTING | 4 quarter hours
(Undergraduate)**

Students develop skills for responsibly researching, reporting, writing, and editing business and financial news. Topics including reporting with data; ethical responsibilities of business journalists; and the unique opportunities available to the digital reporters of business and financial news.

JOUR 275 and 278 are prerequisites for this course.

**JOUR 303 | ENTREPRENEURIAL JOURNALISM | 4 quarter hours
(Undergraduate)**

This course focuses on entrepreneurship and innovation in digital journalism and related digital media endeavors. The impact of digital technologies on the news industry is examined with special attention to changes in business and distribution models and the ways people consume and produce news. Students learn the basics of the business of digital journalism, including the financing digital start-ups and strategies for bringing digital media products or services to market.

JOUR 275 is a prerequisite for this course.

**JOUR 304 | INTRO TO DATA JOURNALISM | 4 quarter hours
(Undergraduate)**

This course introduces techniques for more effective use of statistics and data in journalism and related mass communications professions. Students learn how to acquire, interpret and present data in multimedia formats, including skills in spreadsheet and data analysis for issues such as business, economics, entertainment, health care, science, politics, government and sports. Other emphases include public opinion polling, surveys, data visualization, and discussion of the legal and ethical issues that arise from reporting with data and numbers.

JOUR 275 is a prerequisite for this course.

**JOUR 309 | SPORTS TALK & MULTIMEDIA | 4 quarter hours
(Undergraduate)**

Students learn best practices for careers related to sports talk through hands-on experience with audio, social media and related multimedia news content.

**JOUR 311 | CLIMATE CHANGE COMMUNICATION | 4 quarter hours
(Undergraduate)**

Individuals make up their minds on climate change, energy development, and other science of pressing public policy importance through a complex set of factors: values, demographics, political ideology, and so on. Journalists, strategic communicators, scientists, and policy analysts need to be able to communicate effectively with diverse public audiences on climate and energy topics. This course is oriented from a science communication perspective and draws on social scientific research on communicating on climate change and energy issues. We will take a human perspective on climate issues and focuses on the social, political and cultural aspects of climate change. The course covers best practices for promoting and facilitating public dialogue on climate change policy and global energy systems. Topics covered include: climate change public opinion and knowledge, media portrayals of climate change and its societal effects, climate skepticism and denial, psychological factors that contribute to values and beliefs on climate science, journalism and covering climate issues, framing and developing narratives on climate impacts, and climate change in popular culture. Students will conduct original research to analyze and evaluate climate change communication. For the final project, students have the option of completing a major journalistic reporting project, designing an advocacy or marketing campaign, or conducting a research project.

**JOUR 316 | SOUND AND VISION | 4 quarter hours
(Undergraduate)**

This course introduces students to the unique ways that photography and audio documentary can blend together. The course will combine documentary and experimental production to help students learn to create audio documentary and visual projects and to work in mixed-media contexts.

**JOUR 317 | EXPERIENTIAL LEARNING | 4 quarter hours
(Undergraduate)**

Students learn advanced reporting techniques while developing projects under the direction of a faculty supervisor. This course is designed to take learning out of the classroom and enables students to develop portfolio pieces while gaining critical real world experiences in reporting.

**JOUR 325 | POLITICS & GOVERNMENT REPORTING | 4 quarter hours
(Undergraduate)**

This course teaches skills, resources and institutional context for covering politics, government, elections and other aspects of public affairs in Chicago and elsewhere. Students learn journalistic techniques and immerse in the political culture of Chicago. Topics include how are campaigns organized, financed and operated; how elections are covered; how to read polls and campaign finance reports; how and write stories based on records, data and other public affairs information.

JOUR 275 is a prerequisite for this course.

**JOUR 330 | WRITING FOR BROADCAST | 4 quarter hours
(Undergraduate)**

This course introduces students to the writing and formatting requirements of broadcast journalists. Part of this instruction is to give students an understanding of how writing for broadcast differs from writing for print and the awareness it takes to write copy that supports and strengthens the visuals that viewers will be watching. Strong writing is the backbone of broadcast journalism, and this course gives students a firm foundation in the writing skills that produce broadcast stories worth watching.

JOUR 275 and 278 are prerequisites for this course.

**JOUR 342 | SOCIAL MEDIA & THE NEWS | 4 quarter hours
(Undergraduate)**

Journalists use mobile devices and social media in news-gathering, distributing content and engagement with active audiences. This course blends the theory and practice of social media to provide a hands-on introduction to, and practice on, a digital-first approach to journalism. We will analyze and apply a range of social and mobile media tools. This course has a dual purpose. On a skills level, you will be able to hone your professional social media practice and to build your technical skills with social media apps and platforms. By the end of the quarter you should have developed a "voice" on social platforms for your professional self. Secondly, we will put a critical lens to social journalism and the application of journalistic ethics to mobile and social media. The course covers emerging theory on social media, including: social listening, audience engagement and analytics, citizen journalism, visual storytelling, best practices for content curation and covering breaking news events with social tools, as well as verification of social content and ethics. You will develop and implement a professional social media strategy, practice with a variety of mobile journalism and social media tools and curate an online professional brand.

JOUR 275 is a prerequisite for this course.

JOUR 343 | JOURNALISM AND THE AMERICAN EXPERIENCE | 4 quarter hours**(Undergraduate)**

This seminar analyzes the current condition of American print, broadcast and online journalism in light of their historic past. Journalism's social responsibilities and its functioning as a business are examined across major periods of American history-the colonial and revolutionary press, the early Republican and penny press, the Civil War press and the press of industrializing America, the rise of the tabloid press, and the role of the press in reporting the development of the United States as a world power during World War II and in its aftermath-will be captured.

JOUR 349 | TOPICS IN MEDIA LAW | 4 quarter hours**(Undergraduate)**

This class focuses on selected topics of First Amendment rights, media law, and press freedom. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

JOUR 350 | RADIO NEWS | 4 quarter hours**(Undergraduate)**

Nowhere has the rise of new technologies had a greater impact than in radio reporting. This course gives students opportunities to stream their stories through field and studio productions that connect listeners within communities and around the world. Students will be trained in writing for the ear, and the unique local and international possibilities of radio reporting.

JOUR 275 and JOUR 278 are prerequisites for this course.

JOUR 351 | SOCIAL JUSTICE REPORTING 1 | 4 quarter hours**(Undergraduate)**

Too often conventional journalism covers communities of color and other marginalized groups with bias, infrequency, and little connection with those communities. New directions in journalism recognize the importance of connecting and engaging with diverse communities to listen, build trust and develop stories that include their voices and perspectives. These initiatives reach into communities to better address social, racial, cultural and environmental issues impacting them with stories that are more authentic and less extractive. This course provides hands-on experience working with community-based organizations (CBOs) and communities of color to develop and produce media addressing grassroots actions for social change, equity, and community empowerment. Students will be assigned or select a CBO representative to collaborate with as a primary source to gain deeper understanding of the issue(s), context and perspectives of those engaged in and impacted by the actions undertaken. Previous CBO collaborators have included Asian Americans Advancing Justice Chicago, Brighton Park Neighborhood Council, Chi Fresh Kitchen, Grow Greater Englewood, North Lawndale Parent & Community Coalition, and Restaurant Opportunities Center Chicago. Course requirements include attending site visits, community events and other opportunities to become familiar with the community and its residents or service constituents. Final stories will be submitted for distribution in Chicago-area independent print and digital media. Publications have included the podcast series Change Agents, Southside Weekly, Gazette Chicago, Windy City Times, Sixty Inches from Center, and 14 East magazine. Stories are also shared in community engagement events with the community partners. Instructor strongly recommends that students enroll in both courses sequentially. Instructor permission required, email jmccray1@depaul.edu.

JOUR 352 | SOCIAL JUSTICE REPORTING II | 4 quarter hours
(Undergraduate)

Too often conventional journalism covers communities of color and other marginalized groups with bias, infrequency, and little connection with those communities. New directions in journalism recognize the importance of connecting and engaging with diverse communities to listen, build trust and develop stories that include their voices and perspectives. These initiatives reach into communities to better address social, racial, cultural and environmental issues impacting them with stories that are more authentic and less extractive. This course provides hands-on experience working with community-based organizations (CBOs) and communities of color to develop and produce media addressing grassroots actions for social change, equity, and community empowerment. Students will be assigned or select a CBO representative to collaborate with as a primary source to gain deeper understanding of the issue(s), context and perspectives of those engaged in and impacted by the actions undertaken. Previous CBO collaborators have included Asian Americans Advancing Justice Chicago, Brighton Park Neighborhood Council, Chi Fresh Kitchen, Grow Greater Englewood, North Lawndale Parent & Community Coalition, and Restaurant Opportunities Center Chicago. Course requirements include attending site visits, community events and other opportunities to become familiar with the community and its residents or service constituents. Final stories will be submitted for distribution in Chicago-area independent print and digital media. Publications have included the podcast series Change Agents, Southside Weekly, Gazette Chicago, Windy City Times, Sixty Inches from Center, and 14 East magazine. Stories are also shared in community engagement events with the community partners. Instructor strongly recommends that students enroll in both courses sequentially. Instructor permission required, email jmccray1@depaul.edu. Pre-requisite: JOUR 351.

JOUR 355 | NEWSCAST PRODUCING | 4 quarter hours**(Undergraduate)**

This class teaches the basics of television newscast production. This includes creating newscast rundowns, pacing the program, incorporating headlines and teases, slotting in weather and sports, and creating a logical and interesting order of stories. Newscast producers are in heavy demand in television news. This course provides the basics needed for working in that capacity.

JOUR 330 is a prerequisite for this class.

JOUR 357 | PHOTOJOURNALISM FOR STUDENT MEDIA | 4 quarter hours
(Undergraduate)

Students will build photography portfolios by covering regular assignments for student media, including The DePaulia, La DePaulia and 14 East Magazine. Students will learn to work on deadline as part of an editorial team including reporters, editors, photo editors, and other photographers. Professional cameras will be provided. Students must already be familiar with DSLR cameras and basic techniques of lighting and composition.

JOUR 276 or JOUR 280 is a prerequisite for this class.

**JOUR 360 | POLITICAL COMMUNICATION | 4 quarter hours
(Undergraduate)**

This course examines the political communication process, including the press, public opinion, civic life, elections, public policy, civic institutions, and other elements of democratic decision-making. Students study how journalists, politicians, citizens, and political strategists construct, transmit, and understand political messages at all levels of government, including how news, advertising, and entertainment media contribute to the shaping of political perceptions, emotions, and behaviors in a variety of circumstances domestically and internationally. Topics covered include how the political communication is affected by different forms of government and press systems; ownership and regulation economics of journalism; the sociological processes of the news industry; the psychological and sociological effects of news; and technological forces and shifting news consumption patterns.

**JOUR 361 | JOURNALISM LAW AND ETHICS | 4 quarter hours
(Undergraduate)**

This course examines legal and ethical issues in journalism with a focus on the First Amendment and the rights and responsibilities of the news media. Students will learn the constitutional rights of all citizens regarding censorship, defamation, privacy, intellectual property, and commercial speech, and will study how technological developments are challenging the courts with how to apply the law to digital media. Those legal aspects are considered in relation to case studies that chronicle journalists' ethical responsibilities, including protecting sources, balancing professional duties and personal values, sharing and using social media content, and avoiding deceptive reporting practices.

**JOUR 362 | THE PRESS AND THE PRESIDENCY | 4 quarter hours
(Undergraduate)**

This seminar describes the current and historic relationship between the mass media and the American presidency, focusing on the connections between press coverage to agenda-setting and public opinion in presidential campaigns. Students will analyze conditions in which press-presidential relations are cooperative or adversarial, including the market forces that have shaped that relationship and the news values that have reinforced it.

**JOUR 364 | INVESTIGATIVE REPORTING | 4 quarter hours
(Undergraduate)**

The course will include discussions and reporting projects that will analyze how investigative story ideas are developed; how decisions are made in the selection and development of investigative stories; how public records and other sources of information are obtained and used in investigative reporting; ethical dilemmas; and the impact of investigative journalism on public opinion and policy, with a particular focus on issues of race, diversity, and urban affairs.

JOUR 275 and 278 are prerequisites for this course.

**JOUR 365 | TELEVISION NEWS I | 4 quarter hours
(Undergraduate)**

This is a course in electronic newsgathering. Student teams will shoot and edit stand up news packages. To do this, students will learn the basic elements in developing a broadcast news story—from originating the story idea, researching it, illustrating it, doing interviews, and then packaging the story for air.

JOUR 275 and JOUR 330 are a prerequisite for this class.

**JOUR 366 | MAGAZINE REPORTING | 4 quarter hours
(Undergraduate)**

The digital world of reporting and editing has created unparalleled opportunities to reach specific readers with targeted stories. This course introduces students to the opportunities of magazine writing and the strategies used by magazine writers. Writing assignments will strengthen a student's grasp of the resources available to modern magazine writers and the techniques of research and interviewing that are the basis of skilled storytelling.

JOUR 275 and JOUR 278 are a prerequisite for this class.

**JOUR 367 | INTERNATIONAL REPORTING | 4 quarter hours
(Undergraduate)**

This course is designed as a workshop to introduce students to the practice of international reporting. It provides students with the background, knowledge and techniques needed to cover world affairs. Discussion topics include reporting strategies, challenges and opportunities for foreign correspondence in the light of globalization and technological change. Students are expected to develop cross-cultural sensitivity and critical thinking about international news. As much as possible, the course links global issues to the local community.

JOUR 275 and JOUR 278 are prerequisites for this course.

**JOUR 368 | SPORTS REPORTING | 4 quarter hours
(Undergraduate)**

Sports reporting is a go-to destination for online, print, and broadcast consumers of sports information. This course gives students an understanding of the social and cultural significance of sports. It trains them to look for themes and details that go beyond the simple score of a contest to the symbolic importance of athletics in the post-modern experience. Students will complete the course with a new appreciation for what makes for strong sports reporting and what accounts for its unique hold on the popular imagination.

**JOUR 370 | MULTIMEDIA NEWS PRODUCTION | 4 quarter hours
(Undergraduate)**

This advanced course builds on what students learned in Introduction to Online Reporting and Production. The emphasis is on developing a story package that utilizes interactivity and multimedia features to engage the online audience. The class is designed to simulate the workflow in digital newsrooms. Students are expected to develop and manage content for a class project, thereby gaining hands-on learning of the process of multimedia news production.

JOUR 280 is a prerequisite for this class.

**JOUR 371 | ADVANCED REPORTING I | 4 quarter hours
(Undergraduate)**

Advanced Reporting I combines classroom instruction with hands-on field experience producing professional-quality broadcast reporting. Students select a single topic for the class and participate in the initial research, production, scripting and editing. Some stories may take longer than one quarter to complete, therefore a two-quarter commitment is required. In addition students must have a working knowledge of government at the local, state and federal level. Students will be required to file Freedom of Information Act requests and track campaign contributions. The class is open to a limited number of underclass and graduate students who will need to make application for the class at the Center for Journalism, Integrity and Excellence.

JOUR 275 and JOUR 278 and instructor permission are prerequisites for this class.

**JOUR 372 | ADVANCED REPORTING II | 4 quarter hours
(Undergraduate)**

Advanced Reporting II is a continuation of the project work started in JOUR 371 and combines classroom instruction with hands-on field experience broadcast reporting. Students continue reporting work on their topics including research, production, scripting and editing. Projects reach completion in the second of the two-course sequence. As in JOUR 371, students must have a working knowledge of government at the local, state and federal level. Students will be required to file Freedom of Information Act requests and track campaign contributions. The class is open to a limited number of underclass and graduate students who will need to make application for the class at the Center for Journalism, Integrity and Excellence.

JOUR 275, JOUR 278, JOUR 371 and instructor consent are prerequisites for this class.

**JOUR 374 | COMMUNITY JOURNALISM | 4 quarter hours
(Undergraduate)**

This course guides students to examine and develop reporting practices that respond to community interests and create journalism that is "for" rather than "about" Chicago residents. Students will analyze issues of framing, language and subject matter to help reduce bias in their coverage. The course will emphasize conversations with professional journalists who are committed to accurate and inclusive reporting for all residents.

JOUR 275 and JOUR 278 are prerequisites for this course.

**JOUR 375 | LONG FORM JOURNALISM | 4 quarter hours
(Undergraduate)**

This is a project-based television reporting class that emphasizes longer form magazine and documentary journalism. Students will examine and apply story telling methods used in television news magazine programs and documentaries. The course will cover story arcs, character development, timelines, and other form techniques. Students will be in the field producing TV news magazine and mini-documentary reports.

JOUR 365 or instructor permission is a prerequisite for this class.

**JOUR 376 | TOPICS IN JOURNALISM | 4 quarter hours
(Undergraduate)**

Focuses on a specific topic related to the field of journalism. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

**JOUR 377 | SPECIAL TOPICS IN JOURNALISM | 4 quarter hours
(Undergraduate)**

Focuses on a specific topic related to the field of journalism. Included might be such topics as sports reporting, Chicago journalism, tabloid journalism, and Front Page news. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

JOUR 275 and 278 are prerequisites for this course.

**JOUR 380 | REPORTING FOR GOOD DAY DEPAUL | 4 quarter hours
(Undergraduate)**

This course will give students extensive experience doing on-air reporting for the DePaul student television news program, "Good Day DePaul." Reporters will cover breaking news stories, features, and serious enterprise stories. Students must have experience shooting in the field and editing in Final Cut Pro, either through previous television news courses at DePaul, or from other work. Students will be permitted to take this course in two different quarters.

JOUR 365 and 278 are prerequisites for this class.

**JOUR 382 | ADVANCED PHOTOJOURNALISM | 4 quarter hours
(Undergraduate)**

This course builds on the introductory lessons of Photojournalism training by helping students gain experience with professional photo equipment and building skills in publishing images professionally. Students will learn about shooting, editing and sharing their work via digital media platforms while developing an understanding of the ethical obligations of photographers in news organizations.

JOUR 276 (or instructor permission) is a prerequisite for this course.

**JOUR 385 | TELEVISION NEWS II | 4 quarter hours
(Undergraduate)**

Television News II builds on the knowledge students have gained in our introductory Television News class in producing news packages for broadcast. Students will develop longer format feature pieces that combine skills in writing, reporting, shooting, narration, editing, and producing. The best of this work should serve as portfolio pieces for students considering careers in broadcasting and related industries. TV News I and Writing for Broadcast are prerequisites for taking this course.

JOUR 365 or instructor permission is a prerequisite for this class.

**JOUR 389 | LIFESTYLE REPORTING | 4 quarter hours
(Undergraduate)**

This course gives students the tools to write Lifestyle stories and to think creatively. Assignments will include human-interest stories, health, fitness, design, fashion, food, leisure and social issues. The class concentrates on the tools reporters need to create this kind of work, from good quotes to relevant sourcing.

JOUR 275 and 278 are prerequisites for this course.

**JOUR 390 | WRITING FOR THE DEPAULIA | 4 quarter hours
(Undergraduate)**

This course is designed for the serious journalism student who wants on-deadline experience writing for The DePaulia newspaper and web site. Students will cover beats of interest to the DePaul community throughout the quarter and also will receive assignments from DePaulia editors.

Stories and beats can be as varied as campus news, sports, the arts or news in the Lincoln Park and South Loop communities. Students may repeat the course once for credit. Not available for DePaulia editors.

JOUR 275 and JOUR 278 are prerequisites for this course.

**JOUR 396 | JOURNALISM CAPSTONE | 4 quarter hours
(Undergraduate)**

Students connect their journalism skills and knowledge with their learning in liberal studies to contemplate journalism's societal responsibilities and construct a multimedia reporting project that informs the public about an important issue. Students report for 10 weeks on a subject of societal significance and assemble a digital portfolio of their work from classes, internships, and student media. They analyze, synthesize, and reflect on material that draws interdisciplinary connections to deepen their understanding of journalism's democratic function, probe professional ethical issues, and improve their ability to articulate complex ideas when reporting the news.

Senior standing and status as either a Journalism, Communication and Media major or Sports Journalism Concentration are prerequisites for this course.

JOUR 398 | JOURNALISM STUDY AWAY/ABROAD | 4 quarter hours (Undergraduate)

This course exposes students to experiential learning and immersive educational experiences in newsrooms and professional journalism worksites at locations around the nation and world. Sites may vary based on topic but include key locations in the journalism world such as New York City. Students apply concepts from their journalism course work to their experience during the study away/abroad, articulate the impact of the experience on their understanding of how professional news operates, and reflect on how the experience helps them add depth to their understanding of professional journalism ethics and its application to their career goals.

JOUR 275 and JOUR 278 are prerequisites for this course.

JOUR 501 | THE SOCIAL RESPONSIBILITY OF JOURNALISM | 4 quarter hours (Graduate)

This course introduces students to social responsibility theory in the context of the legal and ethical obligations, rights, and responsibilities of a free press in the context of a commercial media system. Topics covered include the philosophy behind First Amendment press protections; how economics affect digital journalism; diversity, equity, and inclusion in newsrooms and reporting; civic engagement; and other ethical dilemmas facing individual reporters, newsrooms, and journalism as an industry. Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

JOUR 502 | NEWS NOW: JOURNALISM IN THE INFORMATION AGE | 4 quarter hours (Graduate)

This course offers students a culmination of their journalism graduate experience through reflection and reinforcement of key concepts and skills in writing, cross-platform reporting, media history, ethics, and new frontiers in journalism. Students work with the instructor to customize a reporting or research project on a topic of their interest that reflects their professional development. Through experimentation on a project-based learning experience, students demonstrate their understanding of the process of handling, presenting and evaluating the news of the day as well as the social responsibility of journalists.

Status as a graduate Journalism student with at least 24 credits is a prerequisite for this class.

JOUR 503 | REPORTING FOR CONVERGED NEWSROOMS | 4 quarter hours (Graduate)

This course is designed to equip journalists with the techniques needed in assembling and producing stories that can be published and distributed across integrated media platforms. Students will learn to write and edit reports for online media in ways that add value to stories and encourage readers to drill down into these news narratives for information worth knowing. Students will develop an understanding of how newsgathering practices are evolving through digital media and the role of teamwork in disseminating these stories to an informed citizenry. **Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.**

JOUR 504 | MULTIMEDIA NEWS PRODUCTION | 4 quarter hours (Graduate)

This advanced course builds on what students learned in basic online journalism classes. The emphasis is on producing a story package that utilizes interactivity and multimedia features to engage the online audience. The class is designed to simulate the workflow in digital newsrooms. Students are expected to develop and manage content for a class project, thereby gaining hands-on learning of the process of multimedia news production. (Formerly Backpack Reporting)

JOUR 503 and status as a College of Communication Graduate Student (or department consent) are prerequisites for this course.

JOUR 505 | TELEVISION NEWS REPORTING | 4 quarter hours (Graduate)

This course will teach students how to be responsible broadcast news reporters, anchors, producers, and editors, who bring added value to stories in today's converged newsroom environment. Students will learn all aspects of the news gathering and distribution process from story conception to the research, interviewing, reporting, writing, shooting, editing, and producing that goes into a successful, must-see story.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

JOUR 506 | NEWSCAST PRODUCING | 4 quarter hours (Graduate)

This course will teach the skills necessary to become a television newscast producer, one of the most important jobs in a news department. Students will learn which stories should go into a newscast, how much time to give those stories, and what order the stories should run in during the program. They will also learn about some of the key elements of a newscast: headlines, teasers, transitions into sports and weather, and end pieces. Finally, the course will cover many of the ethical and philosophical issues a producer will face on a daily basis.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

JOUR 507 | VISUAL COMMUNICATION | 4 quarter hours (Graduate)

This course gives students a theoretical and practical grounding in the digital world of photo-journalism. Students will be introduced to the wide array of tools available to reporters in illustrating content from their stories on the web. This includes the hardware and software packages now available in digital story-telling and how citizens use the information in interpreting the news of the day.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

JOUR 509 | JOURNALISM LAW AND ETHICS | 4 quarter hours (Graduate)

This course examines the philosophical roots of the First Amendment and how free speech jurisprudence impacts the journalism profession. Students will learn how legal and moral issues arise when newsgathering and free speech conflict with other constitutional and common law rights, and how developments in technology and economics are creating new challenges for journalists and the courts.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 510 | SPORTS REPORTING | 4 quarter hours
(Graduate)**

This course gives students an historic understanding of the role of the sports writer and sports section and the impact the online universe is having on sports writing and reporting. Students will learn the values of modern sports editors and the techniques used by modern sports writers. Students will learn the perspective and context that makes good sports writing truly exceptional.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 511 | ARTS & ENTERTAINMENT REPORTING | 4 quarter hours
(Graduate)**

Arts and Entertainment reporting is among the most widely read, but often is the most poorly executed aspect of a publication or broadcast. Students taking this course will develop a critical appreciation for the role of arts and entertainment reporting in the history of the press and its current role in creating a culture that appreciates and understands the arts and their profound contribution to human understanding.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 512 | BUSINESS WRITING AND REPORTING | 4 quarter hours
(Graduate)**

This course will help students better understand the critical role that business and finance reporting plays in the United States and the world economy. Students will develop the techniques that are necessary in responsibly researching, reporting, writing, and editing business and financial news. Segments of the course will be devoted to the history of the discipline, the ethical responsibilities of the business press, and the unique opportunities now available to the digital reporter of business and financial news.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 513 | POLITICAL REPORTING | 4 quarter hours
(Graduate)**

This course analyzes what is distinctive about Chicago reporting. Students will be introduced to the rich tradition and history of reporting in this city, and the central role this work has played in the development of urban reporting nationwide. To do this, students will take a close look at the institutions, people, neighborhoods, decision-makers and events that impact Chicago residents in their everyday lives. The emphasis will be on localizing our approach to stories through a beat system that will allow students to regularly report on important areas of municipal life.

Completion of at least 8 JOUR graduate credits or instructor consent is a prerequisite for this class.

**JOUR 514 | OPINION AND COLUMN WRITING | 4 quarter hours
(Graduate)**

Students will learn what makes for extraordinary opinion and column writing with an emphasis on strong reporting that enables writers to assemble arguments based on the firm foundation of fact. Also examined will be the new ways in which digital delivery systems both empower and threaten the free flow of ideas within and across interest communities.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 515 | SPECIAL TOPICS IN JOURNALISM | 4 quarter hours
(Graduate)**

Topics have included Advanced Reporting; The Chicago Olympics; The Press and The Presidency; Reporting Campaign 2008; and From Franklin to the Internet: A History of American Journalism. Students pursuing the Sports Journalism concentration can use the following courses: Reporting the Olympics, Sports Blogging, and Sports Universe as special topics courses to count towards the concentration. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 517 | EXPERIENTIAL LEARNING IN JOURNALISM | 4 quarter hours
(Graduate)**

Students learn advanced reporting techniques while developing projects under the direction of a faculty supervisor. This course is designed to take learning out of the classroom and enables students to develop portfolio pieces while gaining critical real world experiences in reporting. Instructor Permission Required.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 518 | WRITING AND REPORTING | 4 quarter hours
(Graduate)**

This course teaches foundational journalistic skills in writing and reporting for those students coming into the program without significant previous course work or professional experience in journalism.

Status as a Graduate Journalism student and department consent are prerequisites for this course.

**JOUR 519 | INTERNATIONAL REPORTING | 4 quarter hours
(Graduate)**

This course is designed as a workshop to introduce students to the practice of international reporting. It provides students with the background, knowledge and techniques needed to cover world affairs. Discussion topics include reporting strategies, challenges and opportunities for foreign correspondence in the light of globalization and technological change. Students are expected to develop cross-cultural sensitivity and critical thinking about international news. As much as possible, the course links global issues to the local community.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 520 | DATA JOURNALISM | 4 quarter hours
(Graduate)**

Data Journalism explores methods and practices in news reporting with the tools of social science. Students will learn how to collect, verify, manage, analyze, interpret and present data, including skills used in database management, data analysis software and data visualization. This class focuses on finding newsworthy stories hidden behind numbers and writing data-driven reports. Students will learn best practices and pitfalls involved in data-based reporting.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 521 | SPORTS PRODUCING | 4 quarter hours
(Graduate)**

This course will focus on producing sports content for broadcast with an emphasis in television production. Students will learn to write and produce compelling stories through the lens of sports, including coverage of DePaul athletics. The best of this work will be featured on DePaul's broadcast and online outlets as well as the university's athletics website. Instructor permission required for this course. Students must have a working knowledge of television production equipment.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 522 | MULTI-PLATFORM NEWS EDITING | 4 quarter hours
(Graduate)**

This course introduces students to editing and publishing procedures, including proofreading, copy editing and headline writing for various publications, including newspapers and online media. Skills are emphasized in AP style, grammar, usage, punctuation, story organization, brevity, basic layout, photo editing, outline writing, news judgment, ethics and print/online headline writing. In addition to editing basics, students learn industry-standard InDesign software to lay out print news pages.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 523 | ONLINE SPORTS REPORTING | 4 quarter hours
(Graduate)**

Students will report, write, edit and produce online stories about sports issues, features and other topics. Skills are emphasized in game coverage, sports blogging, building a sports community on Twitter, shooting and editing video, recording and editing audio, and building basic web pages in HTML. The course also will explore ethical and legal issues pertaining to video and audio usage rights, athlete branding and other topics in the multimedia sports journalism culture.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 524 | WRITING FOR THE DEPAULIA | 4 quarter hours
(Graduate)**

This course is designed for the serious Journalism student who wants on-deadline experience writing for The DePaulia newspaper and website. Students will cover stories from each section of the paper (news, features, entertainment, opinion and sports) throughout the quarter. Some assignments will come from DePaulia editors, but students are expected to come up with their own ideas. Stories can be as varied as campus news or news in the Lincoln Park and South Loop communities. Supplementing stories with photos and video is expected.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 525 | URBAN AFFAIRS REPORTING | 4 quarter hours
(Graduate)**

There are stories hidden in plain sight throughout the city, and this course will cover how to find and cover those stories from the ground up. Urban Affairs Reporting will focus on the stories that happen beyond City Hall, in neighborhoods and communities, among individuals and groups - stories that influence and are influenced by government, business, and other powerful institutions. The course will help students improve their ability to develop sources, find story ideas, and thereby cover critical urban issues with greater depth, originality, and excitement. Students will learn how to report these often fascinating stories across a variety of print and online platforms.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 526 | POLITICAL COMMUNICATION | 4 quarter hours
(Graduate)**

This course examines how political communication and related media affect public opinion, civic life, elections, and public policy, and the impact of these communication dynamics on civic institutions and democratic decision-making. Students will study how journalists, elected officials, citizens, and political strategists construct, use, and understand political messages, including how news, advertising, and entertainment media contribute to the shaping of political perceptions, emotions, and behaviors in a variety of circumstances domestically and internationally.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 527 | LIFESTYLE REPORTING | 4 quarter hours
(Graduate)**

This course will give students the tools to write Lifestyle stories and to think creatively. Assignments will include human-interest stories, health, fitness, design, fashion, food, leisure and social issues. The class will concentrate on the tools reporters need to create this kind of work, from good quotes to relevant sourcing.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 528 | REPORTING FOR GOOD DAY DEPAUL | 4 quarter hours
(Graduate)**

This course will give students extensive experience doing on-air reporting for the DePaul student television news program, "Good Day DePaul." Reporters will cover breaking news stories, features, and serious enterprise stories. Students must have experience shooting in the field and editing in Final Cut Pro, either through previous television news courses at DePaul, or from other work.

JOUR 505 and status as a Graduate Journalism student are prerequisites for this class.

**JOUR 529 | ONLINE NEWS BUREAU | 4 quarter hours
(Graduate)**

This course offers first-hand experience on a digital newsroom. Students should already have a grasp of basic online journalism skills through earlier classes or practical experience. The emphasis of the course is on producing high-quality stories both in terms of content and in terms of presentation. Throughout the quarter, students will work as multimedia producers, editors and reporters to create content for thewiredloop.info, a platform for news experimentation.

JOUR 503 and status as a Graduate Journalism student are prerequisites for this course.

**JOUR 530 | RADIO NEWS | 4 quarter hours
(Graduate)**

The radio news business has been radically altered through the rise of new media. This course analyzes that transformation. The move of radio news to the web has greatly increased opportunities for local and community-based reporting. Radio News helps students acquire the skill sets they'll need to do socially responsible work in this new and challenging environment. This course prepares students for careers in radio news and documentary by training them in the audio platforms and news narratives that have made radio one of the strongest of personalized, niche media in the digital landscape.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 531 | JOURNALISM BY NUMBERS | 4 quarter hours
(Graduate)**

Journalism by Numbers introduces students to techniques for using numbers, data, statistics, and quantitative reasoning to improve their reporting. Students learn how to interpret data for reporting on issues such as business, economics, health care, science, politics, and sports. Other topics include public opinion polling, statistical analysis software, and discussion of the legal and ethical issues that arise from data analysis and data reporting.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 532 | THE PRESS AND THE PRESIDENCY | 4 quarter hours
(Graduate)**

This course analyzes the historic competition between candidates, the media, and presidential campaigns. It examines how public understanding of political issues, public policy, and the candidates is created. We'll drill down into conditions that lead to a cooperative or adversarial press in campaign reporting and how the public perceives the political process and the role of the press in forming public opinion in presidential campaigns and during presidencies.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 533 | JOURNALISM & FREEDOM OF INFORMATION | 4 quarter hours
(Graduate)**

This course focuses on developing skills in obtaining, interpreting and reporting using public records available from the government. Students will complete hands-on assignments on how to acquire public records, including law enforcement and court documents; how to file FOIA requests and appeals, and other legal remedies for obtaining publicly available information; and how to decipher government records and spreadsheets for use in documents-driven reporting. By sharpening skills on access and use of public records for journalism, the course better equips students to fulfill the watchdog role of the press. (Formerly PUBLIC RECORDS REPORTING)

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 534 | TOPICS IN PHOTOJOURNALISM | 4 quarter hours
(Graduate)**

This course is a practicum designed to prepare visual journalists for the skills they'll need in a rapidly changing profession. Students will learn about the strategic use of photographs in digital storytelling, including the role of photographs in multimedia production. Students will also understand the ethical obligations faced by today's photojournalist. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 535 | RADIO DEPAUL | 4 quarter hours
(Graduate)**

The course enables students in journalism to learn on air and production skills in news, public affairs, and sports programming. This experiential learning class enables students to work at our award-winning student radio operation, where participants host shows, cover DePaul sports, and develop long format news, interviews, and public affairs programming.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 536 | SPORTS BLOGGING | 4 quarter hours
(Graduate)**

Blogging has become an essential component of all sports coverage, and this course will provide the skills to excel in this growing area of journalism. Students will learn about news tracking, news aggregation, the fundamentals of blog posts, social media and multimedia in blogging, live blogging, and being part of an online community. By building blogs they'll have an opportunity to brand themselves as sports journalists and learn how to become an authoritative voice in a particular area of sports.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 537 | FROM FRANKLIN TO THE INTERNET: A HISTORY OF AMERICAN JOURNALISM | 4 quarter hours
(Graduate)**

This course analyzes the impact journalism has had and is having on the country and the impact technologies have had on journalism. We examine the stories journalism tells, how it tells them, and the difference it makes in American society, culture, and politics.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 538 | MASS COMMUNICATION IN THE DIGITAL AGE | 4 quarter hours
(Graduate)**

This course examines the rise of the information age through the development of new media platforms and the changing impact media are having in creating community and shaping citizenship and American life as journalism, radio, television, film, advertising, and public relations transition from analog to digital eras.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 539 | CURRENT ISSUES IN THE JOURNALISM INDUSTRY | 4 quarter hours
(Graduate)**

This course probes all aspects of the journalism industry and media business, including issues of funding models, revenue, editorial, marketing, advertising, and distribution. (formerly THE FUTURE OF AD-SUPPORTED MEDIA)

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 540 | THE INTERNET, TECHNOLOGY, AND POLITICS | 4 quarter hours
(Graduate)**

This course explores the evolving relationships that reside at the intersection of the internet and politics. Some of the themes covered in the course include the ways in which politicians and organizations use the internet and new media and how this is changing the relationship between governments and citizens. (Cross-listed with PSC 315 Internet, Technology and Politics)

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 541 | MASS MEDIA & AMERICAN POLITICS | 4 quarter hours
(Graduate)**

This course explores the role of the media in American politics and the impact it has on government, policymaking, campaigning, and most importantly, the general public. The course has three major sections: an analysis of the news media as a political and economic institution; an examination of the ways in which political actors try to shape the messages transmitted through the media; and an investigation of the effects media have on citizens. (Cross-listed with PSC 321 Mass Media and American Politics)

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 542 | SOCIAL MEDIA AND THE NEWS | 4 quarter hours
(Graduate)**

Journalists use mobile devices and social media in newsgathering, distributing content and engagement with active audiences. This course blends the theory and practice of social media to provide you with a hands-on introduction to, and practice on, a digital-first approach to journalism. We will analyze and apply a range of social and mobile media tools. This course has a dual purpose: on a skills level, you'll be able to hone your professional social media practice and to build your technical skills with social media apps and platforms. By the end of the quarter you'll have an online professional portfolio and should have developed a "voice" on social platforms for your professional self. We will put a critical lens to social journalism and the application of journalistic ethics to mobile and social media. The course covers emerging concepts on social media, including: networked gatekeeping, social listening as applied to journalism, audience engagement and analytics, citizen journalism, visual storytelling, best practices for content curation and covering breaking news events with social tools, as well as verification of social content and ethics. You will develop and implement a professional social media strategy, practice with a variety of mobile journalism and social media tools.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 543 | LONG FORM REPORTING | 4 quarter hours
(Graduate)**

This is a project-based television reporting class that emphasizes longer form magazine and documentary journalism. Students will examine and apply story telling methods used in television news magazine programs and documentaries. The course will cover story arcs, character development, timelines, and other form techniques. Students will be in the field producing TV news magazine and mini-documentary reports.

JOUR 505 and status as a Graduate Journalism student are prerequisites for this class.

**JOUR 544 | ENTREPRENEURIAL JOURNALISM | 4 quarter hours
(Graduate)**

This course focuses on entrepreneurship and innovation in digital media. The impact of digital technologies on the news industry is examined with attention to changes in business and distribution models. Students gain a better understanding how to turn ideas into sustainable plans for new socially responsible start-up businesses, including the basics of digital news finances and strategies for bringing products or services to market. Students get hands-on experience with social media monitoring software, web analytics, and other tools for engaging audiences.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 545 | NEWS DOCUMENTARY | 4 quarter hours
(Graduate)**

Students learn how to conceive, research, report, and tell news documentary video and film stories in this hands-on course that requires no formal documentary experience. Use state-of-the-art video and audio editing tools to create news video projects.

Status as a graduate student in Journalism or Digital Communication and Media Arts is a prerequisite for this class.

**JOUR 546 | PHOTOJOURNALISM FOR STUDENT MEDIA | 4 quarter hours
(Graduate)**

Students will build photography portfolios by covering regular assignments for student media, including The DePaulia, La DePaulia and 14 East Magazine. Students will learn to work on deadline as part of an editorial team including reporters, editors, photo editors, and other photographers. Professional cameras will be provided. Students must already be familiar with DSLR cameras and basic techniques of lighting and composition.

**JOUR 548 | ADVANCED GRADUATE REPORTING FOR GOOD DAY DePAUL
| 4 quarter hours
(Graduate)**

This course will allow graduate students to take a second quarter of Reporting for Good Day DePaul. It will provide enhanced work in reporting, writing and video production. It will also provide additional instruction in interview lighting, graphics, and high-end sound techniques. On the research side, it will include a paper on issues in television journalism.

JOUR 528 and status as a Graduate Journalism student are prerequisites for this class.

**JOUR 551 | ADVANCED REPORTING I | 4 quarter hours
(Graduate)**

Advanced Reporting I combines classroom instruction with hands-on field experience producing professional-quality broadcast reporting. Students select a single topic for the class and participate in the initial research, production, scripting and editing. Some stories may take longer than one quarter to complete, therefore a two-quarter commitment is required. Graduate students will function as senior producers and editors helping oversee the initial research, production, scripting and editing of a story selected by the class. In addition students must have a working knowledge of government at the local, state and federal level. Students will be required to file Freedom of Information Act requests and track campaign contributions. The class is open to a limited number of underclass and graduate students who will need to make application for the class at the Center for Journalism, Integrity and Excellence.

Status as a JOUR graduate student and instructor permission are prerequisites for this class.

**JOUR 552 | ADVANCED REPORTING II | 4 quarter hours
(Graduate)**

Advanced Reporting II is a continuation of the project work started in JOUR 551 and combines classroom instruction with hands-on field experience producing broadcast reporting. Graduate students function as senior producers and editors helping oversee the initial research, production, scripting and editing of a story selected by the class. Students continue reporting work on their topics including research, production, scripting and editing. Projects reach completion in the second of the two-course sequence. As in JOUR 551, students must have a working knowledge of government at the local, state and federal level. Students will be required to file Freedom of Information Act requests and track campaign contributions. The class is open to a limited number of underclass and graduate students who will need to make application for the class at the Center for Journalism, Integrity and Excellence.

JOUR 551 and status as a Graduate Journalism student are prerequisites for this class.

**JOUR 553 | SOCIAL JUSTICE REPORTING I | 4 quarter hours
(Graduate)**

Too often conventional journalism covers communities of color and other marginalized groups with bias, infrequency, and little connection with those communities. New directions in journalism recognize the importance of connecting and engaging with diverse communities to listen, build trust and develop stories that include their voices and perspectives. These initiatives reach into communities to better address social, racial, cultural and environmental issues impacting them with stories that are more authentic and less extractive. This course provides hands-on experience working with community-based organizations (CBOs) and communities of color to develop and produce media addressing grassroots actions for social change, equity, and community empowerment. Students will be assigned or select a CBO representative to collaborate with as a primary source to gain deeper understanding of the issue(s), context and perspectives of those engaged in and impacted by the actions undertaken. Previous CBO collaborators have included Asian Americans Advancing Justice Chicago, Brighton Park Neighborhood Council, Chi Fresh Kitchen, Grow Greater Englewood, North Lawndale Parent & Community Coalition, and Restaurant Opportunities Center Chicago. Course requirements include attending site visits, community events and other opportunities to become familiar with the community and its residents or service constituents. Final stories will be submitted for distribution in Chicago-area independent print and digital media. Publications have included the podcast series Change Agents, Southside Weekly, Gazette Chicago, Windy City Times, Sixty Inches from Center, and 14 East magazine. Stories are also shared in community engagement events with the community partners. Instructor strongly recommends that students enroll in both courses sequentially. Instructor permission required, email jmccray1@depaul.edu.

**JOUR 554 | SOCIAL JUSTICE REPORTING II | 4 quarter hours
(Graduate)**

Too often conventional journalism covers communities of color and other marginalized groups with bias, infrequency, and little connection with those communities. New directions in journalism recognize the importance of connecting and engaging with diverse communities to listen, build trust and develop stories that include their voices and perspectives. These initiatives reach into communities to better address social, racial, cultural and environmental issues impacting them with stories that are more authentic and less extractive. This course provides hands-on experience working with community-based organizations (CBOs) and communities of color to develop and produce media addressing grassroots actions for social change, equity, and community empowerment. Students will be assigned or select a CBO representative to collaborate with as a primary source to gain deeper understanding of the issue(s), context and perspectives of those engaged in and impacted by the actions undertaken. Previous CBO collaborators have included Asian Americans Advancing Justice Chicago, Brighton Park Neighborhood Council, Chi Fresh Kitchen, Grow Greater Englewood, North Lawndale Parent & Community Coalition, and Restaurant Opportunities Center Chicago. Course requirements include attending site visits, community events and other opportunities to become familiar with the community and its residents or service constituents. Final stories will be submitted for distribution in Chicago-area independent print and digital media. Publications have included the podcast series Change Agents, Southside Weekly, Gazette Chicago, Windy City Times, Sixty Inches from Center, and 14 East magazine. Stories are also shared in community engagement events with the community partners. Instructor strongly recommends that students enroll in both courses sequentially. Instructor permission required, email jmccray1@depaul.edu. Pre-requisite JOUR 553.

**JOUR 587 | SOUND AND VISION | 4 quarter hours
(Graduate)**

This course introduces students to the unique ways that photography and audio documentary can blend together. The course will combine documentary and experimental production to help students learn to create audio documentary and visual projects and to work in mixed-media contexts.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 588 | REPORTING FOR 14 EAST MAGAZINE | 4 quarter hours
(Graduate)**

Students gain hands-on experience reporting, writing and producing multimedia stories and other storytelling elements for the College of Communication's 14 East Magazine (<http://fourteeneastmag.com>)

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**JOUR 590 | JOURNALISM WORKSHOP | 2 quarter hours
(Graduate)**

This course allows students to sample variable topics that build skills in digital media and software and/or provide extra emphasis on particular topics of interest such as photography, video, social media, audience engagement, freelancing, issues affecting journalists from minority populations, and reporting on topics such as religion and environment.

Status as a Graduate Communication student is a prerequisite for this class

JOUR 598 | JOURNALISM STUDY AWAY/ABROAD | 4 quarter hours (Graduate)

Students expand their learning opportunities in domestic study away or study abroad contexts that introduce them to different professional journalism contexts and prepare them to be successful, innovative leaders and community members in a diverse global society.

JOUR 602 | CANDIDACY CONTINUATION | 0 quarter hours (Graduate)

This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in this course if they are finishing a course in which they received an incomplete (IN) and are not registered for any other regular credit-bearing courses in the quarter they plan to finish the incomplete. Enrollment in this course is limited to the two quarters following the quarter of the original incomplete (IN) grade. Enrollment in this course allows access to the library and other campus facilities. This course does not carry any enrollment status. Students enrolled in this course are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

Status as a Graduate Journalism student is a prerequisite for this class.

Kinesiology

KNES 121 | SWIMMING | 2 quarter hours (Undergraduate)

This course is designed to provide the student with skill instruction and analysis of the most widely used swimming strokes and basic dives. Principles of hydrodynamics and basic water safety will also be emphasized. Various individual skill levels will be considered to provide a safe and inclusive experience. Additionally, this course introduces the student to the concepts and procedures for teaching basic swimming in a school setting. (2 credit hours)

KNES 122 | LIFESAVING | 2 quarter hours (Undergraduate)

Provides entry-level participants the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide care for breathing and cardiac emergencies, injuries and sudden illnesses until EMS personnel take over. Prerequisites: PE 121 or the ability to swim 300 yards continuously; Tread water for 2 minutes using only the legs; Participants who successfully complete the Lifeguarding course receive an American Red Cross certificate for Lifeguarding.

PE 121 is a prerequisite for this class.

KNES 160 | AEROBIC CONDITIONING | 2 quarter hours (Undergraduate)

This course provides instruction and requires participation in the dynamics of exercises that train the cardiorespiratory system. These exercises include but are not limited to low-impact aerobics, high impact aerobics, step-aerobics, use of cardio equipment, spin, slide, and circuit training. (2 credit hours)

KNES 166 | BEGINNING WEIGHT TRAINING | 2 quarter hours (Undergraduate)

This course introduces students to strength training principles and activities: free weights, resistance machines, and functional exercises. Emphasis is placed on the development of strength and flexibility of the major muscle groups. Health-related fitness guidelines are presented to assist the student in developing overall fitness. (2 credit hours)

KNES 171 | FITNESS AND CONDITIONING | 2 quarter hours (Undergraduate)

(2 credits) The main components of health-related fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition are integrated into the fitness sessions, topic presentations, and health/fitness assessments. Emphasis is placed on improving overall wellness through exercise and healthy lifestyle choices. (2 credit hours)

KNES 172 | YOGA | 2 quarter hours (Undergraduate)

This course will introduce the philosophy, techniques, and benefits of Hatha Yoga to the beginning students and allow the experienced students to expand upon their knowledge. Participants will develop skills to deepen conscious awareness and focus through asana practice (physical practice of yoga), body alignment, breathing techniques, and relaxation. The emphasis of the class will be on how to properly practice yoga, how to incorporate it into daily life, and how to safely teach asana. Course modules will include physical practice, handouts, support materials, and a quiz. Students will be required to attend and participate in class. The development of an independent home practice of yoga outside of DePaul will be necessary for success in the course. (2 credit hours)

KNES 174 | MINDFULNESS AND MEDITATION TO REDUCE STRESS | 2 quarter hours (Undergraduate)

Mindfulness and Meditation to Reduce Stress (MMRS) 30-hour class will introduce the students to dealing with stress and anxiety in their daily lives. By participating in the meditations and classroom activities, students will develop increased focus, find empowerment and stillness, and learn strategies for stress reduction. (2 credit hours)

KNES 176 | ADVANCED WEIGHT TRAINING | 2 quarter hours (Undergraduate)

Advanced instruction and participation in the use of free weights and various machines for body building and weight training. (2 credit hours)

PE 066 or PE 166 is a prerequisite for this class.

KNES 180 | RAPE AGGRESSION DEFENSE SYSTEMS | 2 quarter hours (Undergraduate)

This 30-hour self-defense course is open to all female students and teaches awareness, prevention, risk reduction and avoidance techniques. In addition, students will learn the importance of physical fitness and perform exercises designed to improve their speed, physical strength and flexibility to aid them in self-defense. At the end of the course, students will be given the opportunity to test their knowledge and skills in various attack scenarios, under the supervision of at least one certified R.A.D. Basic Physical Defense instructor, in a safe and supportive environment. (2 credit hours)

KNES 182 | VOLLEYBALL | 2 quarter hours (Undergraduate)

Fundamental skills, drills, strategy, team play, rules interpretation, and officiating will be covered. Physical education majors will focus on teaching, officiating and assessment. (2 credit hours)

KNES 183 | SOCCER | 2 quarter hours (Undergraduate)

Development of basic skills and progressive teaching stages: fundamental stage, game-related stage, game-condition stage, and functional training to include experience in soccer and other lead-up activities.

KNES 185 | SOFTBALL | 2 quarter hours
(Undergraduate)

Fundamental skills, group skills, and styles of offensive and defensive team strategy will be covered. Physical education majors will focus on teaching, officiating, and assessment. (2 credit hours)

KNES 186 | TRACK AND FIELD | 2 quarter hours
(Undergraduate)

Track and field skills, rules, warm-up drills, and management of track and field meets will be covered. Physical education majors will focus on teaching, officiating and assessment. (2 credit hours)

KNES 187 | BASKETBALL | 2 quarter hours
(Undergraduate)

This class introduces and reviews the fundamentals of basketball. It covers basic skills and knowledge of game play, court positions, rules, and drills carried out in practice situations. Physical education majors will focus on teaching, officiating and assessment. (2 credit hours)

KNES 211 | BALLET-MODERN DANCE | 2 quarter hours
(Undergraduate)

This course is designed to introduce the student to basic ballet steps, techniques, and dances for any level of training with work at the barre', center floor, and across the floor combinations. It will benefit performance students with grace and presentation and athletes with strength and flexibility.

KNES 213 | FOLK & SOCIAL DANCE | 2 quarter hours
(Undergraduate)

Fundamentals, techniques, terms and teaching principles of line dance, square dance, ballroom, and swing dance will be covered. Students are introduced to basic style and basic choreography. (2 credit hours)

KNES 233 | WATER SAFETY INSTRUCTOR | 2 quarter hours
(Undergraduate)

This course is an aquatic program, specific to swim instructing, regulated, and certified primarily through the American Red Cross. Water Safety Instructor certification focuses on preparing candidates to teach the Red Cross Swim programs, it teaches candidates to introduce and develop fitness activities, skills and water safety and swimming skills in several Red Cross programs.

PE 121 and PE 122 are prerequisites for this class.

KNES 406 | HEALTH, FITNESS, AND NUTRITION | 4 quarter hours
(Graduate)

This course is designed to assist students in gaining insight into their health/wellness attitudes, behaviors, and choices. Health/wellness experiences and topics examine the total wellness concept, as a self-designed, dynamic style of living which focuses on optimal functioning and quality of life. Emphasis is placed on the physical, emotional, intellectual, social, occupational, and spiritual dimensions of health/wellness.

KNES 413 | FOLK & SOCIAL DANCE | 2 quarter hours
(Graduate)

Fundamentals, techniques, terms and teaching principles of line dance, square dance, ballroom, and swing dance will be covered. Students are introduced to basic style and basic choreography.

KNES 421 | SWIMMING | 2 quarter hours
(Graduate)

This course is designed to provide the student with skill instruction and analysis of the most widely used swimming strokes and basic dives. Principles of hydrodynamics and basic water safety will also be emphasized. Various individual skill levels will be considered to provide a safe and inclusive experience. Additionally, this course introduces the student to the concepts and procedures for teaching basic swimming in a school setting.

KNES 511 | MOTOR DEVELOPMENT THROUGH THE LIFESPAN | 4 quarter hours
(Graduate)

Through lecture, film analysis, direct observation and instruction of children, and class discussion, students will gain a greater understanding of the maturational and environmental factors that affect human growth and motor development. Theories for motor development will be the focus. Since this development is a process that continues throughout our life span, prenatal through adult characteristics will be examined. Graduate students will be required to post authentic videos of examples of motor development theories seen in their classrooms with detailed explanations.

KNES 517 | CLASSROOM MANAGEMENT AND INSTRUCTION FOR ELEMENTARY PHYSICAL EDUCATION | 4 quarter hours
(Graduate)

The course is designed to promote an understanding of the contribution that physical education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, assessment of learning and classroom management will be focused as students engage in 15-20 hours of field experience teaching whole classes of children in schools. Reflective teaching will allow teacher candidates to develop skills and dispositions needed to be effective teachers in the physical education classroom.

KNES 525 | LANGUAGE AND LITERACY IN THE PHYSICAL EDUCATION | 4 quarter hours
(Graduate)

This course explores the roles of language and literacy in the physical education setting and the teacher's responsibility for fostering them in all students. Through guided examination of prevailing theories of language acquisition and development that currently influence classroom practices across the K-12 continuum, this course enables future teachers of physical education to grow in their understanding of the varied literacy-learning contexts that students bring to their physical education experiences. Issues that emerge in planning and conducting literacy instruction in programs with diverse student demographics are discussed and deliberated through University classroom sessions as well as required field experiences. This course is designed to assist future physical education teachers in supporting literacy development in all students. Graduate students will be required to present as unit plan of instruction and how literacy was integrated throughout.

KNES 541 | INTRODUCTION TO PHYSICAL EDUCATION | 4 quarter hours (Graduate)

This is the first in a sequence of theory and practice courses that serves to familiarize teacher candidates with the world of schools and specifically physical education in schools. Through observation and participation in schools, self-reflection, independently created assignments, cooperative learning assignments and classroom discussion, candidates will acquire familiarity with the physical education classroom including social/cultural context, classroom climate, classroom management, curricular coherence, standards-based instruction, and teacher professional beliefs and practices. Written critical reflections serve as an initial foundation for the development of a teaching philosophy. Graduate students will be required to monitor weekly group discussions in D2L, complete an additional school culture assignment, and present a case study to the class.

KNES 566 | EDUCATIONAL PSYCHOLOGY AND MEASUREMENT OF LEARNING IN PHYSICAL EDUCATION | 4 quarter hours (Graduate)

This course presents those principles of educational psychology specifically related to the psychomotor learning domain. Selection of tests to measure learning of physical skills for all populations, administration of tests, data collection, and the statistical analysis needed to evaluate the learning process will be included. Specifically, measures of central tendency, variability, and correlation statistics; and standard tests of health and skill related components of fitness, motor performance, anthropometry, and specific sport analysis will be presented and practiced in this course. Graduate students will be required to present to the class the assessment plan for two of their classes and discuss the anticipated challenges.

KNES 572 | CURRICULUM AND INSTRUCTION FOR SECONDARY PHYSICAL EDUCATION | 4 quarter hours (Graduate)

This course is designed to provide an understanding of physical education curriculum planning, teaching methods, classroom management, unit and lesson plans used in a secondary school physical education setting. Specifically, how the uniqueness of the high school student, their development, culture, diversity, and social issues affect instruction and assessment. Students will engage in field work to observe and participate in whole class instruction, to integrate theoretical classroom content with on-site experiences. Graduate students will be required to present the written curriculum, lesson planning requirements, and integration of technology within physical education in their school.

KNES 574 | ADAPTIVE PHYSICAL EDUCATION | 4 quarter hours (Graduate)

This course introduces students to teaching exceptional students with mild, moderate, and severe disabilities by presenting a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students who may not be able to participate in the general physical education program. This will include state learning standards, curriculum, assessment, planning, and instruction in physical education. Accommodations, grouping, and technology for diverse students with disabilities in physical activity settings will also be introduced to students. Candidates will develop the knowledge and confidence to plan and implement differentiated instruction in teaching physical education to student with disabilities K-12. Graduate students will be required to present three case studies of special needs students they have worked with and the accommodations that were developed, used, and their effectiveness.

KNES 577 | ELEMENTARY & SECONDARY STUDENT TEACHING | 6 quarter hours (Graduate)

Five school days a week of supervised teaching in a cooperating elementary & secondary school for the academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. Requires application and approval as well as passing score on content test.

KNES 587 | STUDENT TEACHING SEMINAR | 2 quarter hours (Graduate)

This course is taken concurrently with KNES 577, Student Teaching. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and careers as teachers.

Labor Education (LE)

LE 101 | INTRODUCTION TO LABOR LEADERSHIP I | 0 quarter hours (Undergraduate)

Offers the following courses: Union Writing (6 weeks); Grievance Education (5 weeks) (0 quarter hours)

LE 102 | INTRODUCTION TO LABOR LEADERSHIP II | 0 quarter hours (Undergraduate)

Topics Covered: Fundamentals of speech; making a speech; labor law research paper; labor law: private sector; union administration; labor law: public sector; parliamentary procedure; how to run a union meeting; class presentation/role play. (0 quarter hours)

LE 201 | ADVANCED LABOR LEADERSHIP | 0 quarter hours (Undergraduate)

Offers the following courses: Public Speaking, Labor Law and Parliamentary Procedure (11 weeks); Skills for Organizing (6 weeks); Economics for Unions (5 weeks); Labor History (6 weeks); Collective Bargaining and Labor Management Cooperation Theories/Interest-Based Bargaining (15 weeks); Arbitration (6 weeks) (0 quarter hours)

LE 202 | ADVANCED LABOR LEADERSHIP II | 0 quarter hours (Undergraduate)

Topics covered: Labor in Colonial America; legal issues for unions; the developing labor law; who will organize the unorganized? African Americans: slavery and post-slavery; the Knights of Labor and the American Federation of Labor; the Haymarket incident; the Pullman Strike; Eugene V. Debs and the American Railway Union; warfare in the mine fields; the Textile Strikes of 1909 and 1910; the Triangle Shirtwaist fire; the Homestead Steel Strike; the Progressive Era; the I.W.W.; the Roaring 20's; A. Philip Randolph and the Sleeping Car Porters; agitation and unionization in the 1930's; the Great Depression; NIRA section 7 and the Wagner Act; the CIO; African Americans, women and minorities in the post-war labor movement; labor unions and the Civil Rights Movement. Additional topics covered: Legal rights of Workers under OSHA; the right to refuse dangerous work; what is an MSDS Sheet and how to read it; OSHA 200 logs; labels and placards; health and safety through Collective Bargaining; what is a chemical exposure? Health and safety resources for workers; setting up an internal organizing structure around health and safety issues; monitoring health and safety through union committees; what role has labor played in politics- national, state, and local? The changing role of labor in politics; local politicians/state politicians voting records; how to build a targeted campaign; the role of the AFL-CIO in politics. (0 quarter hours)

LE 203 | UNIONS AT WORK I | 0 quarter hours
(Undergraduate)

Course Components: History, overview and introduction to collective bargaining within the context of power relationships between labor and management (employers), and of power as a tool to negotiate between different or opposing social and economic interests. Specifics include researching the employer; costing out the contract; developing a mobilization structure; preparing for a contract campaign; preparing demands and contract language; dynamics of bargaining and power; collective bargaining simulation; analysis and alternatives to strike; how to get the contract ratified; overview of labor management cooperation; participation and collective bargaining; how to use interest-based bargaining. (0 quarter hours)

LE 204 | INTRODUCTION TO LABOR LEADERSHIP IN SPANISH FOR SPANISH SPEAKERS | 0 quarter hours
(Undergraduate)

This is a course in workers' rights; on the job site, in the union, legal, health and safety, and organizing. (0 quarter hours)

LE 205 | HUMAN RESOURCES ESSENTIALS I: HEALTH AND WELFARE PLAN BASICS | 0 quarter hours
(Undergraduate)

Four class sessions, class objectives: 1. To gain an understanding of the basic principles of plan design, costing and administration 2. To apply this understanding to evaluate proposals for alternative plan designs or revisions to existing plans by comparing design features costs and administrative implications. (0 quarter hours)

LE 206 | PUBLIC SECTOR LABOR LAW | 0 quarter hours
(Undergraduate)

The course will examine the two public sector labor laws in Illinois- the Educational Labor Relations Act and the Illinois Labor Relations Act. Class 1- The history of collective bargaining in the public sector in Illinois; Class 2- Comparing the two labor acts; Class 3- Organizing under the labor acts; Class 4 and 5 Filing Unfair Labor Practice Charges under the labor acts; Class 6- Student papers analyzing important decisions under the labor acts. (0 quarter hours)

LE 207 | ADVANCED COLLECTIVE BARGAINING | 0 quarter hours
(Undergraduate)

This class will teach students how to use excel spread sheets to cost out collective bargaining contracts, make economic presentations in negotiations. Students will also engage in mock negotiations. Prerequisite- Basic Collective Bargaining Class or negotiations experience. All students must have a lap top computer for the class. (0 quarter hours)

LE 208 | LABOR LAWS FOR LABOR LEADERS | 0 quarter hours
(Undergraduate)

This five week class will teach students the basics of several labor laws including Family Medical Leave Act, Occupational Health and Safety Act, Title VII of the 1964 Civil Rights Act, and the American Disability Act. Two classes will be taught on the 1964 Civil Rights Act, one on Sexual Harassment in the work place and one on racial, ethnic and age discrimination. (0 quarter hours)

LE 209 | HEALTH CARE STRATEGIES | 0 quarter hours
(Undergraduate)

Topics to be covered are the health care reform and how the new law impacts health care plans, public employee health care changes, how to use your plan most efficiently, educating employees on health care and the use of in-house clinics. (0 quarter hours)

LE 210 | PREPARING FOR NEGOTIATIONS | 0 quarter hours
(Undergraduate)

This five week course will emphasize drafting contract language: how to use cross-out and underlining and fall-back language. There will specific exercises on writing contract language on subcontracting, definition of grievance, zipper clause, management rights and wrongs. (0 quarter hours)

LE 211 | TOUR OF HAYMARKET | 0 quarter hours
(Undergraduate)

The tour includes the Haymarket sculpture, the court house, the Altgeld statue and the cemetery where the martyrs are buried. (0 quarter hours)

Latin (LAT)

LAT 101 | BASIC LATIN I | 4 quarter hours
(Undergraduate)

Basic Latin is the first Latin reading course. It introduces students to the basics of the language of the Romans, which includes the Latin alphabet, pronunciation and the beginnings of Latin grammar. Students will begin to develop reading and writing skills as they encounter small passages of Latin text, the standard method for learning this ancient tongue being partly memorization and partly language immersion. Students will be expected to read through small passages of Latin, but not without assistance. This course focuses primarily on syntax, grammar and memorization of paradigms, yet students also translate Latin as they proceed, learning rudiments of the language as well as cultural aspects of the Romans at varying epochs.

LAT 102 | BASIC LATIN II | 4 quarter hours
(Undergraduate)

Basic Latin is the first Latin reading course. It introduces students to the basics of the language of the Romans, which includes the Latin alphabet, pronunciation and the beginnings of Latin grammar. Students will begin to develop reading and writing skills as they encounter small passages of Latin text, the standard method for learning this ancient tongue being partly memorization and partly language immersion. Students will be expected to read through small passages of Latin, but not without assistance. This course focuses primarily on syntax, grammar and memorization of paradigms, yet students also translate Latin as they proceed, learning rudiments of the language as well as cultural aspects of the Romans at varying epochs.

LAT 103 | BASIC LATIN III | 4 quarter hours
(Undergraduate)

Basic Latin is the first Latin reading course. It introduces students to the basics of the language of the Romans, which includes the Latin alphabet, pronunciation and the beginnings of Latin grammar. Students will begin to develop reading and writing skills as they encounter small passages of Latin text, the standard method for learning this ancient tongue being partly memorization and partly language immersion. Students will be expected to read through small passages of Latin, but not without assistance. This course focuses primarily on syntax, grammar and memorization of paradigms, yet students also translate Latin as they proceed, learning rudiments of the language as well as cultural aspects of the Romans at varying epochs.

LAT 113 | LATIN FOR READING IV: INTRODUCTION TO LATIN POETRY | 4 quarter hours (Undergraduate)

Latin 113 is an introduction to Latin poetry. This course will give students a review of grammar and forms along with reading exercises. Students concentrate on reading large sections of text in an effort to derive meaning and historical significance from the meter and the meaning of Golden age Latin. Continued drill on forms and reading for comprehension are the tools used by students. Students will be expected to read through passages of Latin with relative dexterity, and they will begin to parse through the texts in class in order to inculcate the skills of navigating entire narratives. Students begin to develop an affinity for specific authors from the poetic tradition of the Romans. LAT 113 emphasizes the completion of poems, or the completion of a larger work in order that the student becomes more comfortable with the ancient language. This course is a must for students of history, especially that of the western tradition, and it is imperative for the student interested in remaining capable of translating even the simplest Latin passages. Latin 103 or equivalent, including placement test or permission of instructor, is recommended.

LAT 114 | LATIN FOR READING V: INTRODUCTION TO LATIN PROSE | 4 quarter hours (Undergraduate)

Latin 114 is an introduction to Latin prose. This course will give students a review of grammar and forms along with reading exercises. Students concentrate on reading large sections of text in an effort to derive meaning and historical significance. Continued drill on forms and reading for comprehension are the tools used by students. Students will be expected to read through passages of Latin with relative dexterity, and they will begin to parse through the texts in class in order to inculcate the skills of navigating entire narratives. Students begin to develop an affinity for specific authors from the poetic tradition of the Romans. LAT 114 emphasizes the completion of prose texts in order that the student become more comfortable with the ancient language. Latin 103 or equivalent, including placement test or permission of instructor, is recommended.

LAT 115 | LATIN FOR READING VI: LATIN PROSE COMPOSITION | 4 quarter hours (Undergraduate)

Latin 115 is the continuation of Latin prose with some Latin composition. Students concentrate on reading large sections of text in an effort to derive meaning and historical significance. Continued drill on forms and reading for comprehension are the tools used by students. Students will be expected to read through passages of Latin with relative dexterity, and they will begin to parse through the texts in class in order to inculcate the skills of navigating entire narratives. Students begin to develop an affinity for specific authors from the poetic tradition of the Romans. The active skill of composition doubly reinforces translating abilities. Latin 103 or equivalent, including placement test or permission of instructor, is recommended.

LAT 197 | SPECIAL TOPICS IN LATIN | 4 quarter hours (Undergraduate)

See schedule for offerings.

LAT 198 | STUDY ABROAD | 1-8 quarter hours (Undergraduate)
Variable credit.

LAT 199 | INDEPENDENT STUDY | 1-4 quarter hours (Undergraduate)
Variable credit.

LAT 204 | THE ARTISTRY OF LATIN LITERATURE: OVID | 4 quarter hours (Undergraduate)

Latin 116/204 adds to the skills students gained in 113-115 by incorporating methodologies of close reading and literary analysis rather than simple translation of texts. The textbook, Ovid: A Legamus Reader will give the student a review of grammar and forms along with reading exercises. In addition to refining our knowledge of Latin poetry through translation, we will seek to understand the text within its historical, cultural and literary/artistic context. Our methodology will be close reading of authentic Roman texts supplemented by readings in English to provide context and background. Students will be expected to demonstrate their understanding of the text by synthesizing the primary text and supplemental readings in papers written in English and by completing analyses of Ovid's use of meter and literary devices in a given passage in addition to participation in class discussion and translation.

LAT 297 | SPECIAL TOPICS IN LATIN | 4 quarter hours (Undergraduate)

See schedule for current offerings.

LAT 298 | STUDY ABROAD | 1-8 quarter hours (Undergraduate)
Variable credit.

LAT 299 | INDEPENDENT STUDY | 1-4 quarter hours (Undergraduate)
Variable credit.

LAT 395 | FOREIGN LANGUAGES ACROSS THE CURRICULUM | 2 quarter hours (Undergraduate)

The two credit FLAC course allows students to enrich their experience in the co-required course through added reading and writing activities in Latin. Students must have the equivalent of 106 or higher ability in Latin to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

LAT 397 | SPECIAL TOPICS IN LATIN | 4 quarter hours (Undergraduate)

See schedule for current offerings.

LAT 398 | STUDY ABROAD | 1-8 quarter hours (Undergraduate)
Variable credit.

LAT 399 | INDEPENDENT STUDY | 1-4 quarter hours (Undergraduate)
Variable credit.

LAT 497 | SPECIAL TOPICS IN LATIN | 4 quarter hours (Graduate)

See schedule for current offerings.

LAT 498 | STUDY ABROAD | 1-8 quarter hours (Graduate)
Variable credit.

LAT 499 | INDEPENDENT STUDY | 4 quarter hours (Graduate)
Variable credit.

Latin American & Latino Studies (LST)

LST 113 | LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES | 4 quarter hours (Undergraduate)

An examination of the diverse nature of Latino religion, from its indigenous roots to its institutional forms, within the social and political context of American culture. Cross-listed with REL 113. Formerly LST 290.

LST 121 | LATIN AMERICA TO 1765: LIFE BEFORE AND AFTER COLUMBUS | 4 quarter hours (Undergraduate)

A survey of Latin American history that offers a continental approach to the colonial period. Special attention is given to Native American societies before 1492, to the Spanish conquest of Mexico and Peru, to the trade in African slaves (Spanish and Portuguese colonies), and to issues of race, class, and gender during the colonial period. Cross-listed with HST 121.

LST 122 | LATIN AMERICA, 1765-1914: THE LONG 19TH CENTURY | 4 quarter hours (Undergraduate)

One of the main goals of this course is for students to determine whether the long 19th century was an era of revolution and social change or a continuation of colonial institutions and policies. To address this broad question, the course focuses on the Bourbon Reforms, the Wars of Independence, the problems associated with nation building, and the neo-colonial order. Through the analysis of some individual countries (for example Mexico, Argentina, and Brazil) students will study key issues like slavery, the "India question," race relations, class formation, social inequalities, authoritarianism, Church-State relations, liberalism, subaltern resistance, and North-South relations. Cross-listed with HST 122.

LST 123 | LATIN AMERICA, 1914-2010 | 4 quarter hours (Undergraduate)

This is an introductory course designed to provide students with a basic and general knowledge of Latin American history from the 1910s to the present. The course highlights the challenges and failures the new republics faced. Due to the diverse historical experiences, cultures, and economic and political systems, the course will focus on the main social, political, and economic issues that shaped Latin America during the 20th century (democracy, social revolution, social justice, political violence, and repression). Cross-listed with HST 123.

LST 145 | ARTS OF THE AMERICAS | 4 quarter hours (Undergraduate)

This is an introduction to major developments in art from the ancient indigenous cultures of the Americas (especially those of Meso- and South America), through the period of European colonialism (especially Spanish and English), to the modern art movements across the newly sovereign nations, including the United States and Canada. The broad chronology and geography necessitates a sampling of artistic forms across times, with issue-oriented lectures and occasional discussion. Cross-listed as HAA 145.

LST 200 | FOUNDING MYTHS AND CULTURAL CONQUEST IN LATIN AMERICA | 4 quarter hours (Undergraduate)

This course challenges students to connect the cataclysmic formation of the Latin Americas from the cultures of Europe, Africa, and the Native (indigenous) peoples with the processes that inform our modern world. Colonialism, social stratification and forms of conflict and rebellion all played pivotal roles in the formation of Latin America from origins to the 18th century. The history and culture of the region is presented from many perspectives and across many disciplines.

LST 201 | STRUGGLE AND RESISTANCE IN LATIN AMERICA | 4 quarter hours (Undergraduate)

Latin America is more than a geographical reality. This interdisciplinary course asks how Latin America has been forged through local and global struggles for economic sovereignty, political self-determination, social and cultural identities in the 19th, 20th, and 21st centuries. Students will be introduced to the histories of economic dependence after the dawn of political independence, the intertwined dynamics of U.S. interventionism and Latin American resistance, the making of indigenous movements, as well as the interrelated issues of gender, race, and sexuality.

LST 202 | CONSTRUCTING LATINO COMMUNITIES | 4 quarter hours (Undergraduate)

This course is an interdisciplinary introduction to Latino Studies. It explores the socio-historical background of the major Latino groups in the United States, and the economic, political, and cultural factors that converge to shape Latino group identity. This course examines contemporary issues affecting Latinos including the evolution of Latino ethnicity, immigration, transnationalism and the formation of Latino communities, activism, and media representations of Latinos.

LST 203 | MEDIA AND CULTURAL STUDIES ACROSS THE AMERICAS | 4 quarter hours (Undergraduate)

LST 203 is an introduction to media and cultural studies with a specific focus on cultural transactions in the American hemisphere, particularly as they reflect the relationship of the U.S. to Latin America, Central America, Mexico, and the Caribbean. This course studies the history of national and cultural identities and social struggle, especially with regard to a north/south relationship, imperialism, revolution and social change, tourism, globalization, postcolonialism and the construction of gender, sexuality, race, and ethnicity. Students examine how relationships across the Americas have been depicted in popular culture and the social and political meanings of these representations.

LST 204 | FILM AND LATIN AMERICAN HISTORY | 4 quarter hours (Undergraduate)

An inquiry into the way film portrays historical events in Latin America. Cross-listed with HST 204.

LST 205 | MEXICO AFTER INDEPENDENCE | 4 quarter hours (Undergraduate)

This survey covers the history of Mexico from 1821 to the present. It will examine the difficulties of nation-building during the 19th Century, the Mexican Revolution (1910-1940), and the success and failure of the "Mexican Miracle." Cross-listed with HST 200.

LST 206 | MEXICO: FROM THE OLMECS TO INDEPENDENCE | 4 quarter hours**(Undergraduate)**

This course surveys the history of Mexico from the rise of the Olmec Civilization to Mexican Independence in 1821. It will examine the rise, fall, and continuities of Mesoamerican civilizations, the Spanish conquest, and the creation of the colonial order. Cross-listed with HST 206.

LST 207 | AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS | 4 quarter hours**(Undergraduate)**

This course introduces students to the study of peoples of African descent in the Caribbean and Latin America through lenses of history, politics, and culture. Students will learn how racial identities are constructed and interpreted in the Americas and the ways these identities have shaped Latin American and Caribbean cultures, politics, and societies. This course will explore broad patterns, changes, and continuities in the history of the African Diaspora in the hemisphere through an analysis of various topics such as conquest, colonization, slavery, independence struggles, nation-building, imperialism, neo-colonialism, revolution, violence, social movements, and inter-American relations. Cross-listed with ABD 206.

LST 208 | JEWISH EXPERIENCES IN THE AMERICAS | 4 quarter hours**(Undergraduate)**

This course is about Jewish History in the Americas since 1492 until the late 1800s. It combines colonial/national periods and covers different regions, including North America, Central America, South America, and the Caribbean. Cross-listed with HST 202.

LST 209 | LATINOS/AS AND THE CRIMINAL LEGAL SYSTEM | 4 quarter hours**(Undergraduate)**

The objective of this course is to examine the relationship between Latinos/as and the criminal legal system. Throughout the course, we will ask (1) what distinguishes Latinos/as from other racial and ethnic groups in the criminal legal system (2) and what Sociological/Criminological theories can help us understand the causes of these differences and inequalities. The course will examine key variables such as historical context, ethnic and race relations, and current criminal justice policy regarding Latinos/as in the United States. Cross-listed with CRIM 208.

LST 211 | CONTEMPORARY LATINA LITERATURE OF THE U.S. | 4 quarter hours**(Undergraduate)**

This course will look at the ways in which racism, xenophobia, gender inequality, and generational trauma have permeated the American psyche, and it will consider the social implications of groundbreaking works that are challenging the traditional literary canon. Texts include *The Lost Children Archive* by Valeria Luiselli, *Her Body and Other Parties* by Carmen Maria Machado, *Ordinary Girls* by Jaquira Diaz and Sabrina and *Corina* by Kali-Fajardo-Anstine.

LST 217 | WORK IN A GLOBALIZED WORLD | 4 quarter hours**(Undergraduate)**

The purpose of this course is to make a direct connection between the needs and strategies of individuals, companies, industries, and nations regarding work, and how they interact to create specific work environments and work outcomes for individuals in a globalized world. The course emphasizes how globalization, by creating an international labor market and an environment of competition between nations to attract jobs, has deeply transformed the work experience of individuals and the quantity and quality of jobs available in the United States, Latin America, Asia, and the rest of the world. Cross-listed with SOC 217.

LST 218 | SPAIN AND PORTUGAL | 4 quarter hours**(Undergraduate)**

A geographical exploration of Spain and Portugal's history, culture, politics and society. This course focuses on critical periods, events, and socio-political forces that substantially influenced these countries and demonstrate their role as one of Europe's key links to Latin America and Africa. Cross listed with GEO 218.

LST 243 | MAYA ART AND ARCHITECTURE | 4 quarter hours**(Undergraduate)**

The "Classic Period" Maya (circa 0-900CE) are the source of modern interest for their graceful naturalism in a wide range of art forms and for their impressive architecture whose ruins today are found scattered across Southern Mexico, the Yucatan Peninsula, Guatemala, Belize, and Honduras. This class will explore the political, social, economic and religious imperatives behind the soaring temples, intriguing ballcourts, stately public sculptures, delicately painted vases, complex manuscripts and much more. We will situate the art of the Maya relative to other Mesoamerican cultures, particularly those of the Olmec, Teotihuacan and Aztec, and with respect to the Spanish colonial invasion. Other themes include aesthetics, materiality, gender, interpretive methodologies, and the impact of hieroglyphics and calendrics on the study of Maya art. Cross listed with HAA 243.

LST 244 | ART OF MESOAMERICA | 4 quarter hours**(Undergraduate)**

This survey of art of the ancient Mesoamerica (circa 1000BC-1520AD) focuses on the most artistically significant civilizations of Middle America and some of the difficulties encountered in studying them. Lectures explore visual traditions as diverse as the people they reflect; cultures to be covered include the Olmec, Maya, Teotihuacan, and Aztec. We consider the relationship between form and content, and the relationship between art and its social context, as much as we can understand it; however, especially because of the scarcity of primary source texts for the material, the class will also regularly raise questions of methodology in what is often identified as "pre-Columbian" scholarship. Cross-listed with HAA 244.

LST 245 | ART OF THE ANDES | 4 quarter hours**(Undergraduate)**

This survey of art of the ancient Andes (circa 1000BC-1530AD) focuses on the most artistically significant civilizations of South America and some of the difficulties encountered in studying them. Lectures explore visual traditions as diverse as the people they reflect; cultures to be covered include the Nazca, Moche, Tiahuanaco, Wari and Inca of Peru. We consider the relationship between form and content, and the relationship between art and its social context, as we much as we can understand it; however, especially because of the scarcity of primary source texts for the material, the class will also regularly raise questions of methodology in what is often identified as "pre-Columbian" scholarship. Cross-listed with HAA 245.

LST 246 | ART IN THE SPANISH AMERICAN EMPIRE | 4 quarter hours**(Undergraduate)**

This course offers a critical survey of the art of colonial Latin America (circa 1520s-1820s), from the Caribbean to Mexico, Central America, and South America. Framed by the Spanish Conquest of the 16th century and Independence in the early 19th century, lectures will survey state-sanctioned arts of the Iberian colonizers, including the foundations of the Catholic Church across the "New World" landscape. Race will be a frequent issue of discussion as we consider both indigenous American and African participation in social realities and artistic practice in this colonial context.. Cross-listed with HAA 246 and CTH 250. Formerly LST 248.

**LST 247 | ART OF THE ANCIENT AMERICAS | 4 quarter hours
(Undergraduate)**

This class surveys the art of the ancient Americas (circa 1000 BCE-1520 AD), with a focus on the most artistically significant civilizations of Mesoamerica and South America, and some of the difficulties encountered in studying them. Lectures will explore visual traditions as diverse as the people they reflect; cultures to be covered include the Olmec, Maya and Aztec of Mesoamerica, and the Moche and Inca of Peru. Since most of these cultures did not use the written word, the class will also regularly raise questions of methodology in pre-Columbian scholarship.

**LST 249 | MODERN LATIN AMERICAN ART | 4 quarter hours
(Undergraduate)**

This lecture class is a survey of Latin American art created since the Wars of Independence which helped to create the modern nations in the 19th century (i.e. 1820s through the present). Lectures consider the struggle of artists to articulate newly sovereign identities through visual production, even as complicated relationships with Europe and increasingly, the United States, continue. Topics covered include Latin American modernism, surrealism, radical arts, and social realism, with a special consideration of post-revolutionary Mexican mural painting. Cross-listed with HAA 247.

**LST 252 | LATIN AMERICAN POLITICS | 4 quarter hours
(Undergraduate)**

An examination of the history of Latin America and the major institutions, social sectors, and actors that shape the political life of the region. The course focuses on the development of revolutionary regimes and movements as well as military regimes and their demise during the transition to democracy. Cross-listed with PSC 252.

**LST 268 | MEXICAN ART | 4 quarter hours
(Undergraduate)**

This survey situates the art of Greater Mexico in its rich historical context, from the territory on the eve of the Spanish Conquest to the early decades of the 21st century. From Aztec imperial art to colonial works, to efforts at nation-building through visual forms, the story of Mexican art is characterized by political and social change. Readings, lectures and discussion will touch on critical issues of race, class and gender, and take up themes such as miscegenation, indigenism, nationalism, and Mexico's place in the global art world. We will study famous works, such as the Aztec Calendar Stone, the Catholic image of the Virgin of Guadalupe, the post-revolutionary murals of Diego Rivera and the more intimate paintings of Frida Kahlo, but we will also consider less familiar art that has been equally important in the construction of Mexico and its identities. Cross-listed with HAA 248.

**LST 285 | AFRO-HISPANIC LITERATURE IN TRANSLATION | 4 quarter hours
(Undergraduate)**

In this 200-level course in literature (for credit in the Arts and Literature learning domain of the Liberal Studies Program), we will seek to determine what distinguishes the Afro-Hispanic novel, short story, drama or poetry from other works in these genres. We will read works that have been translated into English from their original Spanish versions and analyze how the use of language, imagery and narrative voice reflect the experience of people of African descent in the Spanish-speaking world as seen (or heard) in the text and context of these works. In addition, we will explore how race, class, politics and culture interact and find expression in Afro-Hispanic literature. Cross-listed with ABD 285.

**LST 290 | LATINO/A LIBERATION TRADITIONS | 4 quarter hours
(Undergraduate)**

What does liberation mean in the context of the Americas today? How have people of Latin American descent – both in Latin America and the United States – connected conceptions of liberation to related ideas of liberty and freedom, as well as to notions of political revolution, cultural identity, and prophetic forms of religious faith? This course examines how these questions have been theorized across the Latino/a Americas, especially as they relate to questions of religion. Topics include liberation philosophy, critical pedagogy, prophetic religion, cultural praxis, Latina feminism, and decolonial thought. Cross-listed with REL 290.

**LST 291 | LOOKING FOR GOD IN LATIN AMERICA | 4 quarter hours
(Undergraduate)**

An examination of religious traditions such as Catholicism, indigenous religions, and Protestantism in Latin America, with special focus on how these traditions have been transplanted and reshaped upon entry into varied Latino communities in the United States. Historical analyses of the Latin American roots of these traditions will provide contextualization for the ongoing examination of transnational religious cultures in the U.S. Cross-listed with REL 291.

**LST 297 | IMPERIAL SPAIN, 1469-1808 | 4 quarter hours
(Undergraduate)**

Analysis of Spain and Spanish empire between 1468-1808. During this period, Spain united and became a leading global power with enormous consequences for Western and world history. Emphasis on the political, economic, socio-cultural history of Iberian society. Cross-listed with HST 297.

**LST 300 | SPECIAL TOPICS IN LATIN AMERICAN STUDIES | 4 quarter hours
(Undergraduate)**
SPECIAL TOPICS IN LATIN AMERICAN STUDIES.**LST 303 | THE U.S.-MEXICO BORDER. PEOPLE, RESOURCES, ENVIRONMENTAL WASTE, TECHNOLOGY | 4 quarter hours
(Undergraduate)**

This course focuses on the Mexican American border and how its unique location in the world has created a culture, language, politics, religion, and economy that reflect the interdependence between these two neighboring countries. The course explores how people, resources (oil, workers), consumer products (household appliances, food, music, and art), environmental waste (toxic waste, water, and air pollution), and technology (outsourcing) cross borders as globalization impacts people across the border.

**LST 305 | LATINO COMMUNITIES AND SOCIAL ENGAGEMENT | 4 quarter hours
(Undergraduate)**

In-depth, critical examination of different Latino communities. Topics include: Mexican-American Community, Puerto Rican Community and Cuban-American Communities.

**LST 306 | LATINO COMMUNITIES IN CHICAGO | 4 quarter hours
(Undergraduate)**

This course studies Latino Communities, focusing on their cultural and historical constructions from a community based learning experience.

**LST 307 | GROWING UP LATINO/LATINA IN THE U.S. | 4 quarter hours
(Undergraduate)**

A critical as well as a community based examination of the experiences of growing up as a Latino/Latina person in the United States.

LST 308 | MOTHERHOOD IN LATINO COMMUNITIES | 4 quarter hours (Undergraduate)

This is an intellectual, as well as a community based exploration of motherhood in Latino communities and the theories of motherhood in feminist criticism throughout Latin America. Other topics: fatherhood, the extended family and the community as family.

LST 309 | SOCIAL ENGAGEMENT AND LATINO FAMILIES | 4 quarter hours (Undergraduate)

Social Engagement And Latino Families.

LST 310 | SPECIAL TOPICS: LATINOS IN THE U.S. | 4 quarter hours (Undergraduate)

SPECIAL TOPICS: LATINOS IN THE U.S.

LST 311 | CONTEMPORARY ISSUES AND SOCIAL ENGAGEMENT | 4 quarter hours (Undergraduate)

Contemporary Issues And Social Engagement.

LST 312 | LATINA/O SEXUALITIES | 4 quarter hours (Undergraduate)

In this course the construction of sexuality as experienced by Latina/ as will be examined through the analysis of recent interdisciplinary scholarship, literary selections and other popular cultural forms. We consider how gender and sexuality are constructed, enacted, represented, and communicated in a range of Latino/a communities and subcultures. Our analysis of readings/films/music will allow us to understand the changing and contested meanings of gender and sexuality within Latino/ a culture.

LST 321 | GLOBALIZATION IN THE AMERICAS | 4 quarter hours (Undergraduate)

In this course, we examine the processes of globalization in the Americas. The world seems to be a smaller place--accessible through the internet and global markets--and national borders seem to be more porous than ever before. Various agents--corporations, people, political organizers and organizations--are able to work on a global scale. Many critics argue that globalization has created a larger division between the wealthy and the poor. How has globalization affected the way we live our lives? In this course, we discuss the many debates around globalization and the political situation in Latin America, North America, and the Caribbean as well as the global justice movements that address inequity and injustice. You will become familiar with these debates and their histories, particularly with the growing anti-globalization position taken by many political leaders in Latin America. In this course, you will take a position regarding this contemporary political arena and become well-acquainted with various trends, policies, and activist movements around globalization. You will analyze your place in this political arena and determine how you will negotiate your position. We discuss the impact of various international organizations and trade agreements, from IMF, the World Trade Organization, the UN, the Organization of American States, NAFTA, and the Free Trade Area of the Americas. We will analyze the protest movements in Cancun and Seattle. We look at the increasing tourist apartheid in different parts of the Americas, particularly in the Caribbean. We discuss the impact and organization of international activism from anti-globalization movements to global justice movements. We will discuss and debate strategies for resistance. We access many of these issues through cultural productions (film, tv, advertisements, etc) that address the difficult dilemmas of neo-liberalism (rule of the market).

LST 322 | MEXICAN CINEMA | 4 quarter hours (Undergraduate)

In this course we analyze the history and practice of a national cinema in relation to government film policy, filmmaking practices and programs, intellectual and cultural context, and national and popular concerns. We study various facets of Mexican cinema from conceptions of race/ gender/sexuality, major figures of cinema, and the current conditions of Mexican Cinema. We will explore Mexican Cinema in relation to other film industries of the Americas, especially in relation to the United States and Hollywood and to the oppositional political practices of the New Latin American cinema of the sixties and seventies.

LST 323 | URBAN LATIN AMERICA: LABOR, HOUSING, ENVIRONMENT AND GENDER | 4 quarter hours (Undergraduate)

This course examines global, national, and local economic, political, and social structures and processes impacting urban individuals in Latin American societies. For example, it examines economic globalization and the opening of borders to foreign goods and its impact on industries and employment of individuals. It also examines the influence of global and local real estate market on the ability of urban individuals to obtain affordable housing. The resulting segregation leads to an unequal urban society with certain neighborhoods gaining access to adequate public services. This course will not however only look at urban problems and their structural causes but also on how individuals and groups of individuals are working to solve these problems caused by both local and global political and economic institutions. The solutions sought may differ from country to country due to different cultural understandings, local structures, historical legacies, and actors involved. This course will explore case studies of urban communities in a variety of Latin American countries including, but not limited to, Brazil, Argentina, Mexico, and Ecuador.

LST 330 | LATINOS IN EDUCATION | 4 quarter hours (Undergraduate)

This course examines historical and current issues related to the education of Latinos in the US that range from PK-12 to higher education. The course explores the sociolinguistic, historical, sociocultural, legal and political contexts that shape the educational experiences of Latinos in the US, paying particular attention to policy and the current state of affairs in the education of Latinos. The Latino Diaspora will also be explored.

LST 336 | EXPERIENCING MEXICAN ART | 4 quarter hours (Undergraduate)

The history of Mexican art in the Modern era. Some sections of this course will engage students in studio problems that address specific issues in the history of Mexican culture.

LST 338 | COLONIAL LATIN AMERICAN ART | 4 quarter hours (Undergraduate)

This course will survey painting, sculpture, architecture, and the decorative arts in the Americas from contact with Europe up through independence movements of the 19th century. Special attention will be given to the intersection of artistic production with broad social, economic and political trends.

**LST 348 | INDIGENOUS POLITICAL STRUGGLES | 4 quarter hours
(Undergraduate)**

This course explores the struggles for social justice and the right to have rights by indigenous peoples. It emphasizes contemporary cases and the cultural contexts in which indigenous political strategies have developed and transformed. It uses historical data to understand the issues faced by indigenous peoples. Students conduct research on indigenous struggles and their connections to other social movements at the local, national, and international levels.

**LST 358 | REVOLUTIONS AND PEASANT REBELLIONS | 4 quarter hours
(Undergraduate)**

Analyzes the most important revolutions and peasant rebellions of the twentieth century as well as the most relevant cases from previous periods, such as the French Revolution. Cross-listed with SOC 358 and INT 319.

**LST 375 | MEXICO CITY (WORLD CITIES) | 4 quarter hours
(Undergraduate)**

From its origins as Tenochtitlan, the preordained capital of the Aztec Empire, through its identification as a "new Rome" dominated by the Spanish Crown in the Viceregal period, to its status as the largest metropolitan area in the Western Hemisphere (and the second largest in the world), Mexico City was born to impress the imagination. This class explores the development of the great city of Mexico in light of major historical events and cultural expressions. Discussions will focus especially on urban planning, key architecture, outdoor sculpture, and public spectacles over the centuries. Cross-listed with HAA 375.

**LST 389 | LATIN AMERICAN PHILOSOPHY | 4 quarter hours
(Undergraduate)**

What does it mean to speak of Latin American philosophy? What is the difference between merely doing philosophy in Latin America and doing Latin American philosophy? These are issues that some thinkers in Latin America grapple with. This course will explore the history and nature of Latin American philosophy. Moreover, we shall examine some of the reasons why, in sharp contrast to the European and Anglo-American philosophical traditions, questions of the very existence of an autochthonous Latin American philosophical tradition are heatedly debated both in Latin America and beyond. Cross-listed with PHL 389.

**LST 390 | SENIOR SEMINAR | 4 quarter hours
(Undergraduate)**

A capstone course that integrates the student's prior course work and experiences by allowing the student to define a final culminating project. The seminar functions as a coordinated independent study course with extensive participation of Latin American and Latino Studies Program faculty.

**LST 392 | INTERNSHIP | 1-4 quarter hours
(Undergraduate)**
INTERNSHIP.**LST 394 | THESIS | 1-4 quarter hours
(Undergraduate)**
THESIS.**LST 395 | TRAVEL/STUDY | 1-4 quarter hours
(Undergraduate)**
TRAVEL/STUDY.**LST 399 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**
INDEPENDENT STUDY.

Law (LAW)

**LAW MJLAW | PLA MJLAW | 6 semester hours
(Professional Service)**

Masters of Jurisprudence Prior Learning Credit.

**LAW 101 | APPLIED LEGAL SKILLS | 1 semester hour
(Professional Service)**

This course supplements a fall 1L course. The course will provide students with an opportunity to further develop broadly applicable analytical and study skills, and the problems and exercises completed in the course will relate to the substantive material covered in the companion fall 1L course.

**LAW 102 | BUSINESS ORGANIZATIONS | 3-4 semester hours
(Professional Service)**

Provides a basic introduction to the modern American business corporation. Major subject areas covered include the steps required for organizing a corporation, the nature of the corporate entity concept, control and management of the corporation, fiduciary duties of directors and controlling shareholders and an introduction to federal securities law and partnership and agency law. (variable credit)

**LAW 105 | CONTRACTS | 4 semester hours
(Professional Service)**

Required for JD. Covers offer and acceptance, consideration, remedies, third party beneficiaries, conditions, anticipatory breach, impossibility and frustration, the Statute of Frauds, discharge and illegality. Common law principles and applicable portions of the Uniform Commercial Code are studied. (4 semester hours)

**LAW 112 | LEGAL ANALYSIS RESEARCH AND COMMUNICATION I | 2 semester hours
(Professional Service)**

Required for JD. Designed to develop the first-year student's professional writing skills by involving students in a structured analysis of effective and ineffective legal writing, as well as applying the principles and methods of legal analysis to specific writing tasks. Lectures on research tools and their uses are also provided. Students learn and practice legal citation form. (2 semester hours)

**LAW 114 | LEGAL ANALYSIS RESEARCH AND COMMUNICATIONS
TEACHING ASSISTANTS | 1-2 semester hours
(Professional Service)**

LARC TAs work with LARC instructors to ensure a productive learning environment for students. TAs will work with one instructor for the two-semester LARC course. TAs attend LARC class, hold office hours and conferences with students, conduct research, mark ungraded assignments and perform other related tasks. TAs meet as a group, from time to time, with the LARC Director to ensure consistent delivery of information and advice to students. Permission required. (variable credit)

**LAW 115 | LEGAL ANALYSIS RESEARCH AND COMMUNICATION III | 3 semester hours
(Professional Service)**

Required for JD. Builds on the analysis, research, and communication skills established in LAW 112 and 119. Focuses on appellate brief writing and oral advocacy skills. (3 semester hours)

LAW 112 and LAW 119 are prerequisites for this class.

LAW 119 | LEGAL ANALYSIS RESEARCH AND COMMUNICATIONS II | 3 semester hours**(Professional Service)**

Required for JD. Builds on the analysis, research, and communication skills acquired in LAW 112. Lectures on legal research techniques and strategies are also provided. (3 semester hours)

LAW 112 is a prerequisite for this class.

LAW 120 | CIVIL PROCEDURE | 4 semester hours**(Professional Service)**

Required for JD. A basic survey of the fundamental principles which control the allocation and use of judicial power in the American legal system. The principle areas of inquiry include subject matter jurisdiction, personal jurisdiction, phases of a law suit, problems of diversity jurisdiction and former adjudication. (4 semester hours)

LAW 121 | ADVANCED BRIEF WRITING | 3 semester hours**(Professional Service)**

This course expands on the skills introduced during LARC III: Moot Court Team. The course is skill-based and students will work in tandem, preparing for their upcoming moot court competition. Students enroll in this course while preparing for their first interscholastic competition. Students who successfully complete this course earn three experiential learning credits. (3 semester hours)

LAW 130 | PREPARING TO PRACTICE I | 0 semester hours**(Professional Service)**

Required of all first-year students in the first semester. In this non-credit, pass/fail course, students gain basic insight into the variety of legal practice areas and master the basic job search skills including resume and cover letter drafting, interviewing, and networking. With a career advisor, students develop an individualized career plan. Students practice these skills in interactive sessions. (0 semester hours)

LAW 131 | PREPARING TO PRACTICE II | 0 semester hours**(Professional Service)**

Required of all first-year JD students in the second semester. Building on the knowledge gained in Preparing to Practice I, students gain a more in-depth understanding of the legal market, particularly the business of law practice, the ethics of law practice, and professional communication with senior attorneys. Students learn time management skills and the professional approach to social media. Students have further opportunities to interact with attorneys at networking events. (0 semester hours)

LAW 140 | CONSTITUTIONAL LAW | 4 semester hours**(Professional Service)**

Required for JD. This course analyzes the judicial process in constitutional law cases, focusing primarily upon the decisions of the United States Supreme Court. Emphasis is given to the nature of judicial review, the distribution of governmental power in our federal system, and the Fourteenth Amendment. Topics include the separation of powers, the federal and state commerce authority, implied fundamental rights, and equal protection of law. (4 semester hours)

LAW 160 | PROPERTY | 4 semester hours**(Professional Service)**

Required for JD. Basic concepts of the law of property are covered through a survey of the holding of wealth and transactions in the family and commercial context, with the attendant public policy limitations on owner control. Specific topics include: concepts of ownership and possession; the divisibility of title; present and future interests; bailments; the landlord-tenant relation; interests in the land of another; recording; gifts; contracts of sale; land financing; public and private control of land use. (4 semester hours)

LAW 170 | TORT LAW | 4 semester hours**(Professional Service)**

Required for JD. Provides an introduction to the basic theories underlying the American common law system of compensation for injuries to person and property. The major topics covered are intentional torts, negligence, strict liability and damages. (4 semester hours)

LAW 200 | NON-PROFIT ORGANIZATIONS | 3 semester hours**(Professional Service)**

Focuses on the unique characteristics of non-profit organizations and their similarities to and differences from for-profit corporations with particular attention to the role and purposes on non-profit organizations. (3 semester hours)

LAW 202 | EMPLOYMENT DISCRIMINATION | 3 semester hours**(Professional Service)**

This course covers the most important Federal laws dealing with discrimination in employment and emphasizes Title VII of the Civil Rights Act of 1964. The course is designed to develop an understanding and recognition of racism and sexism in the context of employment. (3 semester hours)

LAW 140 is a prerequisite for this class.

LAW 204 | LAW REVIEW | 1-3 semester hours**(Professional Service)**

Law review candidates and members of the editorial board must enroll for credit. Students perform editorial tasks assigned by the editor-in-chief. Evaluation is pass/fail. Can be taken for a maximum of 3 semesters. Permission required. (Variable credits)

Status as a JD student is a prerequisite for this class.

LAW 206 | SEX, GENDER, AND THE LAW | 3 semester hours**(Professional Service)**

An examination of the legal issues raised by sexual orientation. Beginning with prosecution of sodomy and legal discrimination, including exclusion from military service, and anti-civil rights initiatives. The struggle for gay and lesbian rights will be examined in the context of employment, schools, and domestic relations. (3 semester hours)

LAW 210 | FEDERAL INCOME TAXATION | 3-4 semester hours**(Professional Service)**

Required for Certificate in Taxation unless student takes LAW 212. Students may not take both LAW 212 and LAW 210. Provides a study of tax law as it relates to the individual. Emphasis is placed on statutory materials, regulations, rulings and judicial decisions. Special consideration is given to the concept of gross income, adjusted gross income, deductions and gains. (3 semester hours)

LAW 213 | DOMESTIC VIOLENCE PRACTICUM | 3 semester hours**(Professional Service)**

This course will examine the criminal system response to domestic violence, focusing on the transformation of laws and institutions to address a problem historically conceptualized as "private." Topics will include: barriers to victim cooperation and law enforcement; law and policies governing mandatory arrest and prosecution; marital rape; battering during pregnancy; battered women who kill; expert testimony on battered woman syndrome; child protection concerns; evidentiary issues arising in domestic violence trials; anti-stalking legislation; civil/criminal protective order practice; and recent US Supreme Court decisions impacting domestic violence. Course includes regularly scheduled participation in the Domestic Violence Courthouse Project. (3 semester hours)

**LAW 217 | JOURNAL FOR SOCIAL JUSTICE | 1-2 semester hours
(Professional Service)**

The Journal for Social Justice will address areas of public interest. Members of the editorial board must enroll in this course for credit. Students enrolled are expected to perform editorial tasks. Evaluation of student work is pass/fail. Permission required. (Variable credits)

**LAW 218 | TAXATION OF STRUCTURED REAL ESTATE TRANSACTIONS | 2 semester hours
(Professional Service)**

This course will provide an introductory overview of the primary tax considerations involved in structured real estate transactions, including: an analysis of the effect of income taxes on real estate transactions; a comparison of the various structures used for the ownership and development of real estate; a review of section 1031 like-kind exchange driven real estate syndications; alternative financing techniques such as sale-leaseback transactions; REIT; and inbound and outbound real estate investments. (2 semester hours)

LAW 210 or LAW 212 is a prerequisite for this class.

**LAW 220 | ADVANCED CIVIL PROCEDURE | 3 semester hours
(Professional Service)**

This course will explore topics beyond the introductory civil procedure course including class actions, mass torts, multi-party litigation and other problems associated with complex litigation. (3 semester hours)

**LAW 221 | INTERNATIONAL LAW OF WEAPONS CONTROL | 3 semester hours
(Professional Service)**

This course focuses on the development and implementation of international law governing the use of weapons. It provides a broad overview of the role of weapons controls in international humanitarian law and the law of armed conflict. Topics include nuclear weapons proliferation; the use and threat of chemical weapons; bioterrorism; and international weapons trafficking. Students will gain an appreciation of how the challenge of controlling weapons fits within and has helped design broad currents of international law. The course's objective is to enrich students' perspective on the operation of international law generally. (3 semester hours)

**LAW 222 | DERIVATIVES FOR ATTORNEYS | 1 semester hour
(Professional Service)**

Derivatives are one of the fastest growing yet least understood vehicles in the financial industry. This two-day, one-credit seminar is a comprehensive introduction to derivative products and the application of derivative tools and skills needed to value and understand equities, equity options, futures and options on futures. Upon completing the course each student will have the ability to analyze and interpret options strategies; complete transactions involving various underlying commodities, equity, agricultural, interest rate and ETFs; understand why individuals and business use derivatives as a means of reducing risk; and understand the role regulators play in the derivatives industry. This course will provide an understanding of complex financial instruments and bring this knowledge to a practical level. (1 semester hour)

**LAW 224 | ASP TA | 1-2 semester hours
(Professional Service)**

ASP Teaching Assistants work with the Director of Academic Support to provide academic assistance to first-year law students. ASP teaching assistants: (1) conduct weekly, scheduled office hours in the ASP office; (2) assist in at least four of 23 ASP workshops throughout the semester (offering supplemental comments, answering student questions, and occasionally giving mini-presentations); (3) meet with and assist the Director in presenting workshops; (4) are available to answer student questions via email or in individual conferences outside their regular office hours. To obtain two credits, in addition to the foregoing duties, the TA prepares and schedules one to two 90-minute open Q&A sessions for 1Ls on subjects in which the TA excelled. Permission required. (variable credit)

**LAW 225 | ADVANCED ISSUES IN REAL ESTATE TRANSACTIONS | 3 semester hours
(Professional Service)**

This course will cover advanced residential and commercial real estate theory and practice. Special emphasis will be placed on legal and business issues affecting building design and construction; condominium development and conversion; property management; distressed sales, loans, and workouts; negotiation of sales and leases in a difficult market; green leases and construction; and advanced tax saving devices, such as preservation through conservation easements and section 1031 Exchanges of real estate property. (3 semester hours)

LAW 160 and LAW 420 are a prerequisite for this class.

**LAW 227 | CHILDREN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW | 3 semester hours
(Professional Service)**

This course investigates children's rights as they exist under the current international human rights law regime. The course is centered around the United Nations Convention on the Rights of the Child (CRC) and the rights enshrined within the treaty. Specific human rights violations to be addressed include: the use of child soldiers, children in the detention system and trafficking of children. (3 semester hours)

**LAW 228 | CHOICE OF BUSINESS ENTITY | 1 semester hour
(Professional Service)**

When embarking on a business venture, business owners can select a given type of state law entity from various available business organizational forms. The business owners can also decide how to classify the entity for U.S. federal income taxation purposes. "Choice of Entity" refers to the process of evaluating and selecting from different available business organizational forms and tax classifications. This course will address how various factors influence "choice of entity" decisions. The course will cover pros and cons of various available classifications, describe which options are available in various circumstances and explain the steps that a business owner must take to implement the selection that he or she makes. Students will apply the materials to various fact patterns that simulate choice of entity decisions on which new business owners seek legal advice. (1 semester hour)

LAW 230 | UNITED STATES FOREIGN RELATIONS LAW | 3 semester hours (Professional Service)

This course will provide an overview of the extensive body of law that regulates the authority of the federal government in the areas of foreign affairs and the making of foreign policy. This body of law includes the US Constitution, congressional statutes, key executive orders, federal court decisions, and applicable rules deriving from treaties and customary international law. The course examines in detail the interaction of the Constitution with the foreign policy powers of the Congress and the President, and the ways in which doctrines of the separation of powers have shaped the allotment of legal authority among the three branches of government in US foreign relations. (3 semester hours)

LAW 232 | CATHOLIC SOCIAL JUSTICE & THE LAW | 3 semester hours (Professional Service)

This course introduces students to the foundation and structure of Catholic Social Teachings and asks: how (if at all) is this relevant to American legal theory, practice and public discourse? Topics considered will include, among others: economic justice, natural law, religious freedom, death penalty, war, abortion and gay marriage. At the conclusion, students will have a greater knowledge and understanding of the Catholic social ethical system and increased abilities to communicate, apply and critique other theories and institutions of social justice. (3 semester hours)

LAW 233 | SOCIAL JUSTICE AND JEWISH LEGAL TRADITION | 1 semester hour (Professional Service)

This course addresses how current issues associated with social justice are approached within the comparative Jewish legal tradition. The first few classes are designed to familiarize students with the elements and operation of the Jewish legal system. Afterward, specific applications involving employment, divorce, housing, health care, the environment and punishment will be addressed, and discussion will center on ways in which Jewish tradition can help inform American law.

LAW 236 | JOURNAL OF SPORTS LAW AND CONTEMPORARY PROBLEMS | 1 semester hour (Professional Service)

The Journal of Sports Law and Contemporary Problems will address issues regarding athletes, student-athletes and the overall climate in professional and amateur sports. The Journal will delve into matters of sports and culture, sports and society, sports and academics and sports and the law. Members of the editorial board are expected to enroll for credit. Students are expected to perform editorial tasks. Evaluation of work is pass/fail. (1 semester hour)

LAW 243 | BUSINESS FUNDAMENTALS FOR LAWYERS | 2 semester hours (Professional Service)

This course is designed to provide students with an overview of business concepts. Topics will include analyzing corporate financial statements; corporate valuation; debt and equity instruments; capital markets; basics of real estate finance and development; start-ups; and managing business deals. The goal is to help students communicate effectively with business clients, understand the business model, and function effectively in a business environment. The course is designed for students with little or no business background. Students who have taken more than one accounting course are ineligible to enroll in the course. (2 semester hours)

LAW 246 | PATENT & TRADEMARK SEARCHING | 1 semester hour (Professional Service)

This course covers the technical aspects of in-depth searching on open Web sources for sufficient background information in anticipation of filing for patent and trademark protection. (1 semester hour)

LAW 250 | SENIOR RESEARCH SEMINAR | 3 semester hours (Professional Service)

Senior Research Seminars are discussion-based, writing-intensive courses offered on a variety of different specialized subjects each semester. Students are expected to engage in original writing and research on a topic relating to the course and to produce a major written product or products. Students will receive individualized feedback from the instructor. Enrollment is limited to 20 students. Seminars fulfill the upper-level writing requirement. (3 semester hours)

LAW 252 | BAR PASSAGE: 2L STRATEGIES | 2 semester hours (Professional Service)

This course will address techniques for answering questions on bar examinations and law school finals. Students will practice writing answers for each bar exam component (essay, multiple choice and performance) and receive feedback in writing and in individual conferences. Permission required. (2 semester hours)

LAW 253 | BAR PASSAGE PERFORMANCE TEST STRATEGIES | 2 semester hours (Professional Service)

MPT Strategies focuses on developing skills needed for The Multistate Performance Test, the document-drafting component of the bar exam. Students will learn to develop a systematic strategy for tackling the MPT and perfect it through practice. Skills include processing the task memo, Library, and File and drafting the document responsive to the task, efficiently and under time pressure. (2 semester hours)

LAW 112 and LAW 119 are prerequisites for this class.

LAW 254 | BAR PASSAGE: CAPSTONE | 3 semester hours (Professional Service)

This course will provide students with in-depth training in legal analysis and exam-taking strategies for the bar exam. Students will receive lectures that review core concepts of subjects tested on the bar exam, extensive guidance on exam-taking strategies, and frequent individual feedback on bar exam essays and multiple choice questions. Students will also learn how to organize and execute their personal study plan for the bar exam and be ready to begin work in their commercial bar review course upon graduation. (3 semester hours)

LAW 258 | WOMEN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW | 3 semester hours (Professional Service)

This course investigates women's rights as they exist within the current international human rights law regime. The course is centered around the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) and the rights enshrined within the treaty. Specific human rights violations to be addressed include violence against women, human trafficking, forced marriage, and female genital mutilation. (3 semester hours)

LAW 260 | INTERNATIONAL LAW THESIS | 6 semester hours (Professional Service)

The Thesis is an independent research project on a topic of international law and/or policy under the supervision of a full-time faculty member. The student must produce an in-depth paper of publishable quality, 55-90 pages in length. Permission required. (6 semester hours)

LAW 270 | ADVANCED TORT LAW | 3 semester hours
(Professional Service)

(3 hrs) An advanced inquiry into selected topics of tort law which constitute specialized areas or applications of the topics covered in basic tort law. Topics in this course include but are not limited to vicarious liability, tort liabilities of owners and occupiers of land, nuisance, products liability, tort immunity, statutory torts, defamation, invasion of privacy, and misrepresentation.

LAW 271 | TRADEMARK & UNFAIR COMPETITION LAW | 3 semester hours
(Professional Service)

This course will be a substantive and procedural discussion of the creation and enforcement of trademark rights and the rights conferred by statutory and common law under the general rubric of unfair competition law. Topics may include trademark law (including dilution), misappropriation of trade values and trade secrets, regulation of false and deceptive advertising, interference with contracts and trade relations and the right of publicity. (3 semester hours)

LAW 277 | GUN VIOLENCE-LEGAL ISSUES | 3 semester hours
(Professional Service)

This course explores how law attempts to curtail gun violence. The purpose is to train students to practice in domains that are relevant to gun violence, including criminal law and public health. The course will span topics from gun control and the Second Amendment, to civil and criminal liability of gun sellers, to stanching the illicit trafficking of weapons both domestically and internationally, and finally to consideration of United Nations diplomatic efforts to stanch the flow of weapons. What connects all these issues is a focus on how to take guns out of violence and thereby render violence considerably less lethal. (3 semester hours)

LAW 286 | INTERNATIONAL HUMAN RIGHTS LAW PRACTICUM | 2-3 semester hours
(Professional Service)

This course is a full year course which provides students with an opportunity to experience the complex and varied approaches to human rights legal advocacy in an international setting. Students will be placed on a project focused on an ongoing human rights violation. Students will work closely with grassroots human rights organizations, international NGOs and U.N. human rights experts and relevant treaty bodies. Students will be expected to devote approximately 10 hours per week to the International Human Rights Law Practicum in addition to time spent in the classroom. (2 semester hours Fall; 3 semester hours Spring)

LAW 287 | ADVANCED INTERNATIONAL HUMAN RIGHTS LAW PRACTICUM | 2 semester hours
(Professional Service)

This course provides students an opportunity to experience the complex and varied approaches to human rights legal advocacy in an international setting. Students will be placed on a project focused on an ongoing human rights violation. Students will work closely with grassroots human rights organizations, international NGOs and United Nations human rights experts and relevant treaty bodies. This course is only open to students who have completed the International Human Rights Law Practicum. Permission required. (2 semester hours)

LAW 286 is a prerequisite for this class.

LAW 288 | INTERNATIONAL HUMAN RIGHTS LAW FIELD WORK | 2 semester hours
(Professional Service)

This course will provide students the opportunity to conduct field work in international human rights law. The course requires international travel for one week during the spring semester. During travel, students will work in partnership with on-the-ground experts and local grassroots human rights organizations to conduct human rights work. Student work may include client counseling; documentation; litigation at a regional human rights court or UN agency; and/or lobbying local governmental officials. Students enrolled in this course must be currently enrolled in the International Human Rights Law Practicum. (2 semester hours)

LAW 290 | ANATOMY OF A DEAL: FROM INCEPTION TO CLOSING | 2 semester hours
(Professional Service)

This course will provide law students with skills they will need as entry-level transactional lawyers. The focus will be on how to perform due diligence and how to draft resolutions, corporate documents, various closing documents and third-party opinion letters. Students will also study sample agreements that appear in many different types of deals, including commitment papers, indemnities, guaranties, escrows, pledge agreements, and security agreements. (2 semester hours)

LAW 102 and LAW 105 are a prerequisite for this class.

LAW 293 | MUSIC TRANSACTIONS: REPRESENTING TALENT | 3 semester hours
(Professional Service)

Students will study the following talent-side transactions: recording and music publishing deals, managing contracts, tour riders, new media licenses, sponsorships and endorsements, independent investments and intra-band agreements. This class will provide students the proper toolkit for understanding modern practices in music law within their greater context, through both hands-on experience with contemporary industry agreements and cross-disciplinary analysis of historical trends. (3 semester hours)

LAW 298 | GENERAL TEACHING ASSISTANT | 1-2 semester hours
(Professional Service)

A teaching assistant works with a course instructor to provide academic assistance to law students. Teaching assistants may be asked to conduct office hours, meet with and assist the instructor in various tasks, including conducting supplemental research and preparing handouts and other materials for the course, answer student questions via email or in individual conferences, and assist with review sessions or other activities as needed. The number of credit hours allotted will depend on the number of hours of work per week anticipated, as follows: 1 credit hour will be allotted for teaching assistants who will work at least 3 to 4 hours per week; 2 credit hours will be allotted for teaching assistants who will work at least 6 hours per week. Permission required. (variable credit)

LAW 300 | CORPORATE FINANCE | 3 semester hours
(Professional Service)

Provides a basic analysis of corporate capital structures, dividends and retained earnings, federal policies promoting disclosure and prohibiting fraud, mergers, and acquisitions. (3 semester hours)

LAW 102 is a prerequisite for this class.

LAW 301 | SPECIAL TOPICS IN LAW | 1-3 semester hours
(Professional Service)

This course is a "mini-course" which is taught either one hour a day for two weeks each year or once a week for 5 weeks. The topic changes. (variable credit)

LAW 303 | BUSINESS AND COMMERCIAL LAW JOURNAL | 1-2 semester hours**(Professional Service)**

Members of the editorial board must enroll in this course for credit. Students enrolled are expected to perform editorial tasks assigned by the editor-in-chief. Evaluation of student work is pass/fail. (variable credit)

LAW 304 | SALES | 3 semester hours**(Professional Service)**

A survey of the law of sales (principally Article Two of the Uniform Commercial Code) and related Uniform Commercial Code provisions. Emphasis is placed on core concepts, including warranty, buyer and seller remedies and risk of loss. (3 semester hours)

LAW 305 | SECURED TRANSACTIONS | 3 semester hours**(Professional Service)**

Covers the law of personal property security (principally Articles Nine and Seven of the Uniform Commercial Code) and consumer financing arrangements. Emphasis is given to transactional planning of consumer, equipment, inventory, accounts and warehouse financing arrangements, and the priorities of conflicting legal interests. Provisions of the Federal Consumer Credit Code, usury laws and the Fair Credit Reporting Act are discussed. (3 semester hours)

LAW 308 | WILLS AND TRUSTS | 3 semester hours**(Professional Service)**

A study of trusts, wills and fiduciary administration, including laws of succession, will revocation, trust powers and problems of testamentary and inter vivos gratuitous transfers. (3 semester hours)

LAW 312 | TRIAL ADVOCACY II | 3 semester hours**(Professional Service)**

Covers advanced exercises in the mechanics of trial and trial preparation. Students develop case plans and proof analyses consistent with the theory of the case. During the trial of several simulated cases including a jury trial, students address such complex trial problems as: evidence retrieval in complex litigation, examination of medical and forensic expert witnesses, argument of motions during trial impeachment and instructions conferences. Students conduct detailed witness preparation exercises and voir dire. There is review of litigation technology and use of videotaping of student performances. (3 semester hours)

LAW 410 and LAW 450 are a prerequisite for this class.

LAW 313 | JUVENILE JUSTICE | 3 semester hours**(Professional Service)**

This course will cover the legal processes for dealing with juvenile crimes and status offenses. (3 semester hours)

LAW 319 | PROSECUTING & DEFENDING CRIMINAL CASES | 3 semester hours**(Professional Service)**

Offers comprehensive treatment of the key problems encountered in the pretrial stages of the criminal case, including fact investigation, motions to suppress evidence, plea negotiations, preliminary hearings, arraignment, and pretrial conferences. Students conduct simulated pretrial motions, client interviews, fact investigations, counseling, negotiating and settlement sessions. Simulated depositions and motions are argued, as well as simulated pretrial conferences conducted during class. (3 semester hours)

LAW 410 and LAW 518 are a prerequisite for this class.

LAW 321 | ADOPTION LAW | 3 semester hours**(Professional Service)**

This course will explore issues related to adoption law. The course content will include the historical background of the American law of adoption, adoption procedure, parental consent to adoption, voluntary and involuntary termination of parental rights, choosing adoptive families, the Indian Child Welfare Act, race and sexual orientation issues in adoption, international and interstate adoption, and wrongful adoptions. (3 semester hours)

LAW 322 | INTRODUCTION TO AMERICAN LAW AND LEGAL SYSTEMS | 3 semester hours**(Professional Service)**

This course introduces students to the foundations of American law and legal practice. Students will study the structures and composition of American government institutions, the methods of legal reasoning and argument in a common law system, and the culture of legal practice. Students will also receive introductions to various areas of American legal practice, including business and commercial law, civil and criminal procedure, and administrative law. Enrollment is limited to students in the LLM and MJ programs.

Status as a Master of Laws (LLM) or Master of Legal Studies (MLS) student is a prerequisite for this class.

LAW 333 | MUSIC LAW | 3 semester hours**(Professional Service)**

This course deals with issues relating to the organization and operation of the music industry. The course covers the principal statutes governing the industry and considers issues relating to the interests of both artists and recording companies. (3 semester hours)

LAW 335 | PRIVACY LAW | 3 semester hours**(Professional Service)**

This course introduces and surveys the legal framework pertaining to privacy in the United States, including constitutional, statutory and common law, as it applies to various sectors of society. Topics include privacy and the media, health privacy, privacy of electronic communications, privacy and national security, and privacy in relationships and decision making. (3 semester hours)

LAW 336 | JOURNAL OF ART TECHNOLOGY & INTELLECTUAL PROPERTY EDITORIAL BOARD | 1-2 semester hours**(Professional Service)**

Members of the editorial board must enroll in this course for credit. Students enrolled are expected to perform editorial tasks assigned by the editor-in-chief and are expected to supervise the student writing staff. Pass/fail only. Permission required. (variable credit)

LAW 338 | INTELLECTUAL PROPERTY FOR CORPORATE TRANSACTIONAL LAWYERS | 3 semester hours**(Professional Service)**

For students interested primarily in a corporate practice. Focuses on issues a corporate practitioner should be aware of regarding transactions involving the transfer of intellectual property assets or technology, such as the sale and licensing of intellectual property generally, licensing software, Internet law, advertising clearance and litigation. (3 semester hours)

LAW 105 is a prerequisite for this class.

LAW 341 | INTERNET LAW | 3 semester hours
(Professional Service)

This course provides a survey of selected topics in the rapidly evolving area of law applied to cyberspace and the internet. The course touches upon numerous areas of substantive law such as intellectual property, torts, jurisdiction, and privacy and the First Amendment, explores how courts have applied the law to the internet, and raises the important policy questions underlying the application of law to this new medium. (3 semester hours)

LAW 343 | UNINCORPORATED BUSINESS ENTITIES | 3 semester hours
(Professional Service)

(3 hrs) Examines the law that applies to businesses that have elected to conduct their operations without incorporating under state law. Traditionally, the analysis of this area has examined proprietorships, partnerships and limited partnerships. Begins with a brief introduction to agency law, and the balance of the course is devoted to an examination of partnership and related law as applied to unincorporated, limited and unlimited liability business entities.

LAW 344 | COPYRIGHT LAW | 3 semester hours
(Professional Service)

This course will provide an in-depth study of the theory and application of copyright law. Subjects include copyright history and theory, the Digital Millennium Copyright Act, renewal and reversion, ownership issues, and a study of the interface between the economic aspects of copyright and the personal interests of authors. (3 semester hours)

LAW 348 | MERGERS AND ACQUISITIONS | 3 semester hours
(Professional Service)

Aspects of business entities involved in a merger, consolidation, acquisition and other forms of combination. Examines business, financial, personal and real property, employment relations, labor, taxation, and environmental issues. Also analyzes the tax consequences of the particular form of combination. (3 semester hours)

LAW 102 is a prerequisite for this class.

LAW 357 | ENTERTAINMENT LAW | 3 semester hours
(Professional Service)

Focuses on various aspects of entertainment law practice including performance contracts, managers and agents, recording and publishing agreements and music licensing. (3 semester hours)

LAW 358 | EMPLOYEE BENEFITS | 3 semester hours
(Professional Service)

The law of employee benefits affect almost every employer and employee in the country and is at the heart of an ongoing national debate about how best to structure and deliver retirement and healthcare benefits. This course provides a broad survey of the legal framework and public policies underlying retirement, health and welfare, and executive compensation benefit plans, specifically incorporating the Employee Retirement Income Security Act of 1974 (ERISA), the Internal Revenue Code, and the Patient Protection and Affordable Care Act. The course will be helpful not only for students interested in pursuing a career in employee benefits law, but also for students interested in general corporate law, ERISA and employment law litigation, tax law, investment fund management, and public policy issues more generally. (3 semester hours)

LAW 359 | EMPLOYMENT LAW | 3 semester hours
(Professional Service)

Examines issues in workplaces that are not governed by collective bargaining, such as hiring, wrongful termination, workplace privacy and defamation, protection against harassment, employees' legal obligations to employers. (3 semester hours)

LAW 363 | RESTORATIVE JUSTICE | 3 semester hours
(Professional Service)

A skills-based course designed to introduce students to restorative justice theory and practice. During the course, the students will gain exposure to, and experience with, the circle process, a form of dialogue that brings people together to discuss difficult or complicated issues in a respectful and meaningful manner. Through simulations and hands on practice, the students will also experience facilitating (keeping) a circle. (3 semester hours)

LAW 367 | ANIMAL LAW | 3 semester hours
(Professional Service)

This course will offer a comprehensive examination of the rights afforded to animals as well as a look at the application and enforcement of those rights. Topics will include a history of animal rights, legislation, case law, ethics, lobbying and a discussion of issues confronting major lobbying and activist organizations. Constitutional, land use planning, international and environmental law issues will also be presented. The course will be taught through lecture and extensive class discussion including case and regulation analysis. (3 semester hours)

LAW 369 | LITIGATION LAB | 3 semester hours
(Professional Service)

The course is a practicum in which students will work with practitioners on actual cases, under the supervision of the instructor. The Lab is designed to expose and involve students in the planning and development of various aspects of litigation practice in sophisticated cases. (3 semester hours)

LAW 371 | LAW & CLIMATE CHANGE | 3 semester hours
(Professional Service)

This course will address domestic and international responses to the effects of climate change. It will focus on domestic efforts to regulate climate change-inducing technologies and on international approaches to funding, developing, transferring and disseminating mitigation and adaption technologies. (3 semester hours)

LAW 372 | ELECTION LAW | 3 semester hours
(Professional Service)

This course will explore the intersection of law and the political process. Topics covered may include campaign finance law, redistricting, racial and partisan gerrymandering, ballot access laws, the Voting Rights Act of 1965, modern barriers to voting, and the regulation of political parties. (3 semester hours)

LAW 376 | POLICING SPECIAL POPULATIONS | 3 semester hours
(Professional Service)

This course reviews the law and policy considerations relating to policing certain special segments of the population. Specifically, the course introduces the unique legal issues relating to policing juveniles, individuals with mental health issues or disabilities, and parties in domestic violence cases. The course will provide greater understanding of best practices for investigating, interviewing, and processing these populations and will draw on case studies relating to policing these groups. Open only to MJ students enrolled at FOP. (3 semester hours)
Status as a Master of Legal Studies student is a prerequisite for this class.

LAW 377 | POLICING IN THE 21ST CENTURY: LAW, COMPLIANCE AND TECHNOLOGY | 3 semester hours**(Professional Service)**

This course reviews current developments in law, compliance, and technology and their impact on modern-day policing. Students will examine constitutional requirements, relevant federal and state statutes and procedures, and best practices that seek to regulate police conduct. This will include a discussion of the rise of investigative and compliance-oriented technologies and the use of specific Department of Justice procedures and related federal civil litigation actions. Students will also explore the potential impact of psychology of policing studies and community-based initiatives. Open only to MJ students enrolled at FOP. (3 semester hours)

Status as a Master of Legal Studies student is a prerequisite for this class.

LAW 378 | ANTISEMITISM, THE HOLOCAUST, AND THE LAW | 3 semester hours**(Professional Service)**

This course introduces students to the principal historical conceptualizations of antisemitism and the tropes used to promote them. Surveying history, the course explores both the ways in which laws and legal systems have been abused to advance antisemitic agendas as well as efforts to marshal legal tools and institutions to combat antisemitism. It also examines how such efforts have served as a major impetus to the development of international human rights law. (3 semester hours)

LAW 379 | TAX RESEARCH AND WRITING | 3 semester hours**(Professional Service)**

This course will introduce the students to tax research techniques, tax memo writing, and writing client letters. Students will learn about the weight given to various sources of law unique to tax law, and they will become familiar with resources that are very helpful when conducting tax research. Students will also learn about special terminology used in tax opinions to indicate different levels of confidence in the conclusions reached. During the semester, students will draft emails, memos and client letters that require them to research and address various tax questions. In addition, during the semester students will complete various exercises in groups requiring them to develop short presentations and memos explaining complex tax provisions. This class satisfies the upper-level research and writing requirement. (3 semester hours)

LAW 381 | FINANCIAL ASPECTS OF DIVORCE | 3 semester hours**(Professional Service)**

This course provides students with an in-depth understanding of the most important financial considerations encountered in the divorce process. The course will cover substantive family law topics as well as issues in corporate and partnership law, federal taxation, and bankruptcy. Students will learn to recognize and address issues in both negotiation and litigation settings, with a focus on practical application of knowledge. (3 semester hours)

LAW 509 is a prerequisite for this course.

LAW 382 | CORPORATE COMPLIANCE | 3 semester hours**(Professional Service)**

Corporate compliance refers to the processes adopted by companies to police their own actions so that they conform to applicable legal requirements. This course will cover the elements necessary to implement a basic compliance program in a company. Students will become familiar with what constitutes an effective compliance program and the reasons for adopting an effective compliance program. The material covered in the course will help to prepare students for practice in the field of corporate compliance. (3 semester hours)

LAW 384 | LAW OF FINANCIAL INSTITUTIONS | 3 semester hours**(Professional Service)**

The course will cover key legal regulations imposed upon financial institutions. Students will become familiar with applicable statutory and regulatory requirements. (3 semester hours)

LAW 390 | POST-CONFLICT JUSTICE | 2 semester hours**(Professional Service)**

This class will investigate international law mechanisms for assisting post-conflict communities in restoring justice, renewing peace and transitioning to a stable democratic state in the wake of war or armed conflict. Topics covered include the law's treatment of war crimes, genocide and crimes against humanity; the operations of the International Criminal Court and other international and national adjudicatory bodies; and the development of international humanitarian law. (variable credit)

LAW 400 | BUSINESS TRANSACTIONS AND DOCUMENTATION | 3 semester hours**(Professional Service)**

Examines a variety of common commercial or business transactions and the documents necessary for their implementation. The emphasis is on contract drafting, with an integration of relevant concepts from the Uniform Commercial code, the Internal Revenue Code, partnership, corporate, and real property law. Students draft implementing documents and research and report on the current status of legal issues that affect a given transaction. Documents to be drafted include real estate contracts, partnership agreements, employment contracts, guarantees and stock redemption agreements. PREREQUISITE(S): Business Organizations (LAW 102). (3 semester hours)

LAW 102 is a prerequisite for this class.

LAW 402 | ANTITRUST | 3 semester hours**(Professional Service)**

Studies the basic federal antitrust statutes which proscribe monopolization, conspiracies to restrain trade, and mergers that unduly tend to concentrate markets. This course also entails a working knowledge of American economic history, familiarity with simple rules of applied microeconomics, and a grasp of strategic commercial behavior. (3 semester hours)

LAW 407 | CONFLICT OF LAWS | 3 semester hours**(Professional Service)**

Studies the major methodologies and frameworks for the resolution of choice of law problems and jurisdictional conflicts within the federal system. (3 semester hours)

LAW 409 | ESTATE PLANNING | 3 semester hours**(Professional Service)**

Concerned with planning for the transfer of property to younger generations and to charities. Focuses on the techniques for reducing income, estate and gift taxation. (3 semester hours)

LAW 210 or LAW 212 is a prerequisite for this class.

LAW 410 | EVIDENCE | 3 semester hours**(Professional Service)**

A survey of the rules governing the presentation, admission and exclusion of facts in civil and criminal judicial proceedings, including rules of competency, relevancy, privilege and hearsay. (3 semester hours)

LAW 411 | GUIDED RESEARCH | 1-2 semester hours**(Professional Service)**

Students who have earned at least a 2.0 GPA after the completion of at least 31 credit hours may engage in assigned research under the direction and supervision of a full-time faculty member. Graded pass/fail. (variable credit)

LAW 412 | FEDERAL COURTS | 3 semester hours
(Professional Service)

Studies the problems, conflicts and accommodations in jurisdiction, procedure and review peculiar to the dual system of federal and state courts. (3 semester hours)

LAW 140 is a prerequisite for this class.

LAW 415 | BANKRUPTCY | 3 semester hours
(Professional Service)

A survey of the Federal Bankruptcy Code, including the trustee's power of avoidance, Chapter 13, debtor's right to discharge, federal tax liens and priorities. (3 semester hours)

LAW 417 | LABOR LAW | 3 semester hours
(Professional Service)

This course addresses the common law and federal statutes applicable to private sector labor-management relations with an emphasis on organizational matters and negotiations. The course contains the following aspects: statutory interpretation, policy concerns, appropriate practical strategies for both labor and management, social issues and values, ethical issues, advocacy skills, administrative law, critical analysis of decisions, remedies and the relationship of federal labor law to other laws. (3 semester hours)

LAW 419 | LITIGATION STRATEGY: PRE-TRIAL, CIVIL | 2-3 semester hours
(Professional Service)

Offers a comprehensive treatment of the key problems encountered in the pretrial stages of civil litigation, including drafting of the complaint, case planning, interrogatories and other written discovery and pretrial orders. Students conduct simulated pretrial motions, client interviews, fact investigations, counseling, negotiating, and settlement sessions. Simulated depositions and motions argument, as well as simulated pretrial conferences, are conducted during class session. (variable credit)

LAW 410 is a prerequisite for this class.

LAW 420 | REAL ESTATE TRANSACTIONS | 3 semester hours
(Professional Service)

Explores the basic concepts and documents involved in the inter vivos transfer, financing, development and use of real property. Topics covered include brokers' agreements, condominiums, title assurance, land trusts and closings. (3 semester hours)

LAW 160 is a prerequisite for this class.

LAW 422 | INTERNATIONAL LAW | 3 semester hours
(Professional Service)

Covers the general principles of international relations, including such topics as what is a state, the elements of state responsibility, jurisdiction and nationality, the Law of War, the United Nations and certain international organizations. (3 semester hours)

LAW 423 | REMEDIES | 3 semester hours
(Professional Service)

Studies the interplay and choice of remedies (legal and equitable) available in the principal types of contract and tort actions. Damages, the object of an award in contract and in tort, limitations on recovery, the elements of damages, specific performance of contracts, specific relief in tort, injunctions and the specific limitations on their availability, restitution, constructive trusts and equitable liens are included. (3 semester hours)

LAW 427 | APPELLATE TECHNIQUE | 3 semester hours
(Professional Service)

Teaches both substantive law relating to appellate practice as well as skills training in appellate advocacy, focusing on: the ability to effectively analyze legal problems, efficiently perform legal research, collect and sort facts, write effectively and orally communicate effectively and persuasively. Fulfills the upper-level writing requirement for JD students. (3 semester hours)

LAW 428 | INDEPENDENT STUDY | 3 semester hours
(Professional Service)

Students who have earned at least a 3.0 GPA after completion of at least 40 credits may undertake independent study under the supervision of a full-time faculty member. The student must produce an in depth research paper of publishable quality on a topic not substantially covered by a currently offered course. Fulfills the upper-level writing requirement for JD students. Instructor's permission required. (3 semester hours)

LAW 429 | LEGAL CLINIC I | 3-6 semester hours
(Professional Service)

Students work in one of the clinic modules under the supervision of a clinical attorney concentrating on real life problems with real clients and organizations. Instructor's permission required. (variable credit)

Status as a JD student is a prerequisite for this class.

LAW 432 | SECURITIES REGULATION | 3 semester hours
(Professional Service)

Deals with federal and state regulation of the distribution and transaction of investment securities. Problems related to the nature and extent of investor protection under securities legislation are studied. (3 semester hours)

LAW 102 is a prerequisite for this class.

LAW 434 | PUBLIC HEALTH LAW | 3 semester hours
(Professional Service)

An examination of past and present aspects of the law concerning the health of the public by identifying the various government entities involved and reviewing specific areas of public health policy law, common law and regulation. Examines the federal basis for public health regulation, the state and local government basis for regulation, the constitutional and statutory limitations, and current problems which require legal responses. 3 credit hours.

LAW 436 | JOURNAL OF HEALTH CARE LAW EDITORIAL BOARD | 1-2 semester hours
(Professional Service)

Members of the editorial board are expected to enroll for credit. Students are expected to perform editorial tasks. A student is expected to work for four semesters on the publication, but may enroll for credit in any three of the four semesters in which he or she works on the Journal. Pass/fail only. (variable credit)

LAW 438 | MEDIATION | 3 semester hours
(Professional Service)

Designed for students who seek to understand the application of the zealous representation standard within the mediation process. The course provides students with a basis to evaluate critically when and how to represent clients in mediation. They experience the mediation process through classroom simulations as mediators, attorneys and clients. Through simulated teaching methodology, students focus on effective advocacy in mediation. (3 semester hours)

**LAW 441 | SPORTS LAW | 3 semester hours
(Professional Service)**

A study of the application of various legal doctrines to a broad range of sports-related activities. The course focuses upon many of the legal issues arising in professional sports, including the impact of the antitrust and labor laws and representation of the professional athlete. (3 semester hours)

**LAW 444 | ENVIRONMENTAL LAW | 3 semester hours
(Professional Service)**

A survey of federal and state remedies for the protection of the environment. (3 semester hours)

**LAW 445 | STATE AND LOCAL GOVERNMENT LAW | 3 semester hours
(Professional Service)**

Analyzes the legal principles which determine the role that the local government unit plays in the American system of government. Powers of local government to regulate the activities of the individual are discussed in detail. (3 semester hours)

LAW 140 is a prerequisite for this class.

**LAW 447 | PATENT LAW | 3 semester hours
(Professional Service)**

This course is designed for two types of students: (1) those who intend to practice in the area of patent law specifically; and (2) those who plan to enter into a generalized intellectual property practice. Students explore concepts and selected problems in patent law and examine the impact of policy considerations on patent statutes and jurisdictions. The course covers all substantive aspects of patent law, including patentable subject matter; patent disclosure requirements; patentability requirements; infringement - both literal and under the doctrine of equivalents; defenses; and remedies. (3 semester hours)

**LAW 448 | INTERNATIONAL BUSINESS TRANSACTIONS | 3 semester hours
(Professional Service)**

Examines the foreign law aspects of establishing American business abroad, including international investment and finance relations, and problems posed by treaty, convention and trade practice between the United States and foreign countries. (3 semester hours)

LAW 102 is a prerequisite for this class.

**LAW 449 | PREDATORY LENDING | 3 semester hours
(Professional Service)**

This course will examine the origins and dimensions of predatory lending, defined as mortgage loan origination fraud and foreclosure rescue fraud. Emphasis will be given to the development of the sub-prime mortgage market, facets of predatory lending and various methods to curb it. This course will include background lectures and discussion, case study and analysis, and written and oral advocacy exercises related to actual cases. (3 semester hours)

**LAW 450 | TRIAL ADVOCACY I | 3 semester hours
(Professional Service)**

Examines fundamental trial techniques. Students are expected to perform simulated courtroom exercises in voir dire, opening statements, direct and cross-examination, introduction of exhibits, closing arguments, objections and trial motions. Students are also required to prepare trial books and exhibits and to participate in a simulated bench trial. (3 semester hours)

LAW 410 is a prerequisite for this class.

**LAW 453 | COMMERCIAL ARBITRATION | 3 semester hours
(Professional Service)**

This course is designed to teach students the necessary skills to become effective advocates in the commercial arbitration process. Students develop arbitration skills through role-play exercises, including actual advocacy in simulated arbitrations. Additionally, the course teaches the juris prudence of commercial arbitration, the evolution of the case law in the field and where arbitration fits within the spectrum of dispute resolution processes. The course also teaches students to critically evaluate the ethical and professional issues in the field of arbitration. (3 semester hours)

**LAW 454 | INTERNATIONAL INTELLECTUAL PROPERTY | 3 semester hours
(Professional Service)**

Examines the growing importance of intellectual property in the international context. Covers the scope of protection granted trademarks, copyrights and patents in foreign jurisdictions so that effective comparisons can be made between foreign and domestic law. Explores the scope and substance of international treaties. Strategies for obtaining cost effective intellectual property protection in the global economy will be examined. (3 semester hours)

**LAW 455 | LEGAL DRAFTING | 3 semester hours
(Professional Service)**

Legal drafting courses on various topics give students an opportunity to hone their research and writing skills on an advanced legal. Students may take one course per semester. All courses are limited enrollment. Fulfills upper-level writing requirements. (3 semester hours)

**LAW 460 | BUSINESS PLANNING | 3 semester hours
(Professional Service)**

Combines advanced work in business organizations, securities law and federal taxation in the context of business planning and counseling. (3 semester hours)

LAW 210 or LAW 212 is a prerequisite for this class.

**LAW 462 | INSURANCE LAW | 3 semester hours
(Professional Service)**

Cross listed course for Public Services program. Provides a comprehensive overview of the basic principles of insurance law, including: a review of how the business of insurance has developed to meet contemporary business and consumer needs; the significance of insurance in modern business; and the importance of insurance and insurance law in the practice of law. Reviews the ways in which legislators, regulators and the courts have intervened in the operations of the insurance marketplace; the purposes of such interventions, and whether such purposes have been served. (3 semester hours)

**LAW 469 | LITIGATION STRATEGY: INTELLECTUAL PROPERTY | 3 semester hours
(Professional Service)**

Explores trial advocacy strategies with a focus on intellectual property. Students will develop basis trial advocacy skills in the context of problems exploring the different intellectual property regimes. (3 semester hours)

**LAW 475 | NEGOTIATIONS | 3 semester hours
(Professional Service)**

Analyzes and uses problem solving to explore the use of negotiation techniques in the legal setting. (3 semester hours)

LAW 477 | FIRST AMENDMENT: FREEDOM OF SPEECH AND RELIGION | 3 semester hours**(Professional Service)**

This is an advanced constitutional course focusing upon First Amendment Freedom of Speech and Freedom of Religion. . (3 semester hours)

LAW 481 | LEGAL PROFESSION | 3 semester hours**(Professional Service)**

Required for all JD students. Explores the role of the legal profession in American society. Legal education, admission to the bar, organization of the practicing bar, discipline, unauthorized practice, group legal services and other current problems are discussed. (3 semester hours)

LAW 482 | INTERNATIONAL PROTECTION OF HUMAN RIGHTS I | 3 semester hours**(Professional Service)**

Surveys and analyzes the legal aspects of protecting human rights through international action. Relevant treaties, conventions and international practices are discussed. (3 semester hours)

LAW 487 | HOUSING LAW | 3 semester hours**(Professional Service)**

An examination of local and federal laws and policies aimed at creating and preserving housing, low-income and affordable housing, both rental and owner-occupied. Includes consideration of housing-related litigation and issues related to subsidized housing, landlord-tenant court, fair housing, and predatory mortgage lending. (3 semester hours)

LAW 489 | INTELLECTUAL PROPERTY SURVEY | 2 semester hours**(Professional Service)**

Surveys the legal interests recognized by American law in intellectual and artistic creations. Legal problems involved in the economic exploitation of intellectual and artistic property rights are also discussed. No credit if completed Intellectual Property: Copyrights and Trademarks (LAW 339). (3 semester hours)

LAW 497 | CONSUMER PROTECTION | 3 semester hours**(Professional Service)**

Surveys the common law and state and federal statutes which protect consumers in various aspects of sales and credit transactions. The course begins with inducements (advertising and marketing techniques), explores financing the deal (credit regulation), substantive contract terms (unconscionability, warranties, and interest rates) and post-transaction problems (debt collection). (3 semester hours)

LAW 498 | EDUCATION LAW & POLICY | 3 semester hours**(Professional Service)**

Designed to explore some of the principal legal problems arising out of the American educational system. The right to an education, the rights and duties of teachers, and the responsibilities of students and academic freedom are some of the issues discussed. (3 semester hours)

LAW 499 | STATE AND LOCAL TAXATION | 3 semester hours**(Professional Service)**

Studies the legal problems arising from the imposition of a variety of state and local taxes: real and personal property taxes; franchise; excise; individual and corporate income; sales; use. (3 semester hours)

LAW 501 | RACE, RACISM AND UNITED STATES LAW | 3 semester hours**(Professional Service)**

Examines the judiciary's approach to racial discrimination from the Colonial period through the Brown v. Board of Education case in 1954. Includes an analysis of the post-Brown status of racial subordination in the legal system and considers recent scholarly critiques of the law's limitations in affecting racial justice. Employs an interdisciplinary approach and covers the experiences of American Indians, African Americans, Asian Americans, and Chicanos. Through an integrated analysis of the groups' legal histories, the class will foster a comprehensive understanding of race and racism as foundational elements in United States law. (3 semester hours)

LAW 502 | HATE CRIME LAW | 3 semester hours**(Professional Service)**

This course will provide students with an overview of hate crime law. The course will explore the emergence of modern hate crime laws in the United States and the legal controversies surrounding them. Students will examine current legal frameworks, as well as social movements and constructs that challenge contemporary hate crime paradigms. The course will also examine the challenges of data collection and the impact of data on policy analysis. The course will review law enforcement and hate crime prosecution. The course will also consider the limits of the legal system to effectively address hate crime through conventional methods and discuss alternative options. Grading will be based on class participation, three quizzes and a research presentation. (3 semester hours)

LAW 503 | CIVIL RIGHTS | 3 semester hours**(Professional Service)**

Analyzes selected topics in the civil rights field, with emphasis on the reconstruction amendments to the Constitution and equal protection. Statutory issues will be discussed. Different topics will be chosen for in-depth treatment, such as voting rights, housing, criminal justice administration and education. (3 semester hours)

LAW 505 | PRODUCTS LIABILITY | 3 semester hours**(Professional Service)**

Analyzes the various legal doctrines which impose liability upon the manufacturer or seller of a defective product. The problems involved in prosecuting an action based on product liability are discussed. (3 semester hours)

LAW 506 | CRIMINAL LAW | 3 semester hours**(Professional Service)**

Required for J.D. students. Provides a survey of the substantive law of crimes and defenses. This course includes a study of specific crimes, elements of criminal liability, and the purposes of punishment. (3 semester hours)

LAW 507 | FEDERAL CRIMINAL LAW | 3 semester hours**(Professional Service)**

Examines criminal enforcement resources, the Racketeer Influenced and Corrupt Organizations (RICO) statute, mail fraud, drug enforcement, criminal tax issues, criminal civil rights, obstruction of justice, fugitive felons and other aspects of federal criminal system. (3 semester hours)
LAW 506 and LAW 518 are a prerequisite for this class.

LAW 508 | ADMINISTRATIVE LAW | 3 semester hours**(Professional Service)**

Reviews the powers and procedures of federal, state and local administrative bodies as they affect private parties, including administrative jurisdiction, adjudication, rulemaking, methods of decision, rules of evidence and judicial review. (3 semester hours)

LAW 140 is a prerequisite for this class.

**LAW 509 | FAMILY LAW | 3 semester hours
(Professional Service)**

Provides an introduction to the creation and governance of family relationships, including such topics as marriage, divorce, adoption, neglect, conciliation, parentage proceedings, child custody problems, domestic violence, duty to support and property rights vis-a-vis members of the family unit. (3 semester hours)

**LAW 513 | INTERNATIONAL CRIMINAL LAW | 3 semester hours
(Professional Service)**

Covers problems of public control of criminal activity that cross international boundaries, such as extradition, air piracy, and control of drug traffic. (3 semester hours)

**LAW 514 | LEGAL CLINIC II | 3-6 semester hours
(Professional Service)**

Students work in one of the clinic modules under the supervision of a clinical attorney concentrating on real life problems with real clients and organizations. Instructor's permission required. (variable credit)

**LAW 516 | IMMIGRATION LAW AND POLICY | 3 semester hours
(Professional Service)**

This course gives students an understanding of the complexities of U.S. immigration law and policy. Topics of discussion include: sources of immigration power; role of the federal courts; methods of admission, including family and employment immigration; grounds of removal; and the acquisition of citizenship. (3 semester hours)

**LAW 517 | ASYLUM AND REFUGEE LAW AND POLICY | 3 semester hours
(Professional Service)**

Examines the substantive asylum law based on the Refugee Act of 1980 and the United States response to refugees within the context of the United Nations Convention and the Protocol Relating to the Status of Refugees. (3 semester hours)

**LAW 518 | CRIMINAL PROCEDURE I: INVESTIGATION | 3 semester hours
(Professional Service)**

This course provides an overview of the constitutional requirements that affect law enforcement investigative practices and procedures. The course typically includes discussion of searches and seizures, arrests, interrogations and confessions, and the right to counsel. (3 semester hours)

**LAW 521 | LEGISLATION AND STATUTORY INTERPRETATION | 3 semester hours
(Professional Service)**

Surveys the legislative process to lay the groundwork for careful study of the theory and practice of statutory interpretation by courts. Interpretive doctrines, theories and cases will be analyzed in light of their relationship to the intent of the legislature which passed the statute. The course aims to teach students to read statutes closely and to make persuasive arguments for particular statutory interpretations. (3 semester hours)

**LAW 522 | U.S. CUSTOMS LAW AND INTERNATIONAL TRADE | 2 semester hours
(Professional Service)**

(3 hrs) Analyzes the legal and structural framework customs law and the treatment of international trade questions in the U.S.

**LAW 523 | MISSION-BASED LAWYERING: LEGAL PRACTICE IN THE NON-PROFIT SECTOR | 3 semester hours
(Professional Service)**

This is a course focused on preparing law students for eventual work in the non-profit sector as 1) practicing lawyers 2) lawyer-managers and 3) lawyer-board members. The course will provide an initial overview of the law of non-profit organizations, after which the course will take a multi-disciplinary approach to analyzing the legal aspects of working for, or with, non-profit public interest law organizations. (3 semester hours)

**LAW 524 | EXTERNSHIP PROGRAM | 2-3 semester hours
(Professional Service)**

This program (formerly Field Placement) is designed to give upper level students practical experience in an externship with a public agency, non-profit organization, member of the judiciary, or for-profit organization, such as a private law firm or in-house counsel for a corporation. Upper level students who have at least 28 credit hours and a GPA of 2.0 may apply to participate. Participants are accepted on a case by case basis. No student can receive more than 3 credit hours per semester and no more than 9 credit hours toward their JD degree if 3 of those credits are earned during a summer placement. Otherwise, students are limited to 6 credit hours total. A placement for 3 credit hours is expected to complete 180 hours of work whereas 120 hours of work is expected for a 2 credit hour placement. Students must also enroll in LAW 564. (variable credit)

**LAW 529 | CHILDREN & THE LAW | 2-3 semester hours
(Professional Service)**

This course explores the relationship between parents, children and the state beyond child protection and juvenile justice. (2 or 3 semester hours)

**LAW 535 | ART AND THE LAW | 3 semester hours
(Professional Service)**

Focuses on situations concerning legal issues and the arts. Includes the international regimes for copyright protection, comparison of different national copyright systems, and definition and treatment of artists' (moral) rights in their works. Ethical and legal aspects of international trade in art objects and antiquities, national and international attempts to control such trade, and issues involved in protection of cultural property and cultural resource management, as well as conflicts of law in the recovery of stolen art works. (3 semester hours)

**LAW 536 | NATIONAL MOOT COURT COMPETITION | 1-2 semester hours
(Professional Service)**

Students who are selected for one of the National Moot Court Teams must register for the course. The competitions are an advanced problem-oriented study of appellate brief writing and oral advocacy. Graded pass/fail. This is a permission required course. (variable credit)

**LAW 537 | INTERNATIONAL MOOT COURT COMPETITION | 3 semester hours
(Professional Service)**

Students who are selected for the International Moot Court Team must register for the course. The competitions are an advanced problem-oriented study of appellate brief writing and oral advocacy. (3 semester hours)

**LAW 538 | NATIONAL TRIAL TEAM | 3 semester hours
(Professional Service)**

Students who are selected for the College of Law Trial Team must register for this course. Members of the team are selected in a competitive process based upon their skills in oral advocacy and communication. The team is coached by practicing attorneys who work with the team members throughout the year in preparation for regional and national competitions. Students are expected to develop and demonstrate a thorough understanding of the Federal Rules of Evidence, applicable Federal Rules of Criminal and Civil Procedure, and courtroom decorum. At competition, team members present an entire trial, including an opening statement, direct and cross examinations, and a closing argument. (3 semester hours)

LAW 410 is a prerequisite or a co-requisite for this course.

**LAW 539 | INTERSCHOLASTIC COMPETITION | 1-3 semester hours
(Professional Service)**

Interscholastic Competition.

**LAW 546 | POVERTY LAW | 3 semester hours
(Professional Service)**

Provides an overview of poverty law and the legal problems encountered by the poor in our society. The course considers legislative and administrative representation as methods of poverty advocacy, as well as the current trend away from constitutional litigation and toward state responsibility. It considers the legal developments in poverty law including housing, education, family and public benefits. (3 semester hours)

**LAW 551 | FOREIGN EXCHANGE: VIENNA, AUSTRIA | 2-3 semester hours
(Professional Service)**

Students enrolled in the DePaul University/Vienna University of Economics and Business (WU) program enroll in Vienna University of Economics and Business law courses under this number for one semester. The exact content depends upon the course in which the student is enrolled. Maximum of 13 credits per semester.

**LAW 555 | ADVANCED LEGAL RESEARCH | 3 semester hours
(Professional Service)**

This course is intended to strengthen student research and legal analysis skills. The course will build upon students' knowledge of source materials, introducing new sources and techniques of research and how best to apply this knowledge to specific legal problems. Also, the cost effectiveness and relative advantages of manual versus electronic research will be explored. All students must have working Lexis and Westlaw passwords and active e-mail accounts. (3 semester hours)

**LAW 556 | INTRODUCTION TO LEGAL WRITING AND RESEARCH | 3 semester hours
(Professional Service)**

This course introduces non-JD students to sources of law, the nature of precedent, legal research, common law and statutory analysis, and the basics of legal writing. Enrollment is limited to students in the LLM and MJ programs. (3 semester hours)

Status as a Master of Laws (LLM) or Master of Legal Studies (MLS) student is a prerequisite for this class.

**LAW 557 | CRIMINAL PROCEDURE II: ADJUDICATION | 3 semester hours
(Professional Service)**

This course provides an overview of the constitutional constraints on the criminal justice adjudicative process. The course typically includes discussion of the right to counsel and to assistance of counsel, rights relating to pretrial procedures, plea-bargaining, jury trial and jury selection, rights relating to trial, double jeopardy, sentencing, appeals, and habeas corpus. Because distinct and separate issues are covered, Criminal Procedure I: Investigation is not a prerequisite to taking this course though taking them in sequence is encouraged. LAW 518: Criminal Procedure I is not a prerequisite to this course. (3 semester hours)

**LAW 558 | FAMILY LAW WRITING MODULE | 1 semester hour
(Professional Service)**

This course is a one-credit module that may be added to a student's enrollment in Family Law. The course is designed to facilitate critical legal thinking and writing in the context of Family Law. Students must be enrolled concurrently in LAW 509 (Family Law). This course does NOT fulfill the upper-level writing requirement. (1 semester hour)

**LAW 559 | FOREIGN EXCHANGE: MADRID, SPAIN | 1-4 semester hours
(Professional Service)**

Students enrolled in the DePaul University/Universidad Pontificia Comillas International and European Business Law (MIEBL) program enroll in Universidad Pontificia Comillas law courses under this number. The exact content depends upon the course in which the student is enrolled. Maximum of 15 credits per semester. (variable credit)

**LAW 561 | COMMUNITY ECONOMIC DEVELOPMENT | 3 semester hours
(Professional Service)**

This public interest law course will focus on strategies for developing low-income communities and engage these strategies and organizational forms to change lives. (3 semester hours)

**LAW 562 | CRIMINAL PROCEDURE FOR POLICE PROFESSIONS | 3 semester hours
(Professional Service)**

This course provides an overview of the constitutional requirements that affect law enforcement investigative practices and procedures and the constitutional constraints on the criminal justice adjudicative process. The course is intended to increase the law enforcement professional's knowledge and critical analysis of constitutional due process, equal protection and the criminal justice process. It is organized around the question of how to strike the proper balance between the protection of individual rights and liberties and the interest in the detection, prevention and punishment of crime. Open only to MJ students enrolled at FOP. (3 semester hours)

**LAW 564 | EXTERNSHIP SEMINAR | 1 semester hour
(Professional Service)**

This course creates opportunities for students to reflect on their field placement experiences through classroom learning as required by ABA Standard 304. Students must be enrolled in LAW 524. (1 semester hour)

**LAW 565 | BUSINESS LAW LEGAL CLINIC | 4 semester hours
(Professional Service)**

The Business Law Legal Clinic will be a transactional legal clinic providing law students, under direct faculty supervision, the opportunity to offer legal counsel to corporate or organizational entities on transactional matters. These entities may include start-ups, existing mid-sized businesses and entrepreneurs from the Coleman Entrepreneurship Center in the University's College of Business. Students will be able to participate in, and lead, negotiations, draft and negotiate contracts and corporate documents, draft client memoranda, counsel clients on legal issues, and be the primary legal counsel for clients.

**LAW 566 | FIELD CLINIC SEMINAR | 1-2 semester hours
(Professional Service)**

A field clinic will be comprised of 2 co-requisite course components: one out-of-classroom field-work component will enable students to work offsite with law firms, non-profits, in-house or governmental agencies in a specialized area of law under the supervision of an experienced practitioner; and a second in-classroom component will be a focused seminar where students will learn the doctrine and skills of the clinic's specialty area of law taught by one of the site supervisors. Students must register for both LAW 566 and LAW 567. (3-4 semester hours)

Status as a JD student is a prerequisite for this class.

**LAW 567 | FIELD CLINIC PRACTICE | 2-3 semester hours
(Professional Service)**

A field clinic will be comprised of 2 co-requisite course components: one out-of-classroom field-work component will enable students to work offsite with law firms, non-profits, in-house or governmental agencies in a specialized area of law under the supervision of an experienced practitioner; and a second in-classroom component will be a focused seminar where students will learn the doctrine and skills of the clinic's specialty area of law taught by one of the site supervisors. Students must register for both LAW 566 and LAW 567. (3-4 semester hours)

Status as a JD student is a prerequisite for this class.

**LAW 570 | ELECTRONIC DISCOVERY | 2 semester hours
(Professional Service)**

This course will provide an in-depth treatment of both the legal and technical aspects of electronic discovery and provide the student with a detailed grounding in the law and application of electronic discovery principles to civil and criminal litigation. The class meets for nine weeks. (2 semester hours)

**LAW 583 | STUDY ABROAD: MADRID, SPAIN | 1-6 semester hours
(Professional Service)**

This program focuses on European human rights law and European business and commercial law. Director permission required. (variable credit)

**LAW 585 | STUDY ABROAD: HEREDIA, COSTA RICA | 1-6 semester hours
(Professional Service)**

The program links basic principles of international law with an overview of the Inter-American Human Rights System and with special focus on how human rights ideas, advocacy, and activist strategies have transformed Latin American society and politics. The program facilitates student engagement with important regional human rights advocates and includes visits to key institutions such as the Inter-American Court of Human Rights. (variable credit)

**LAW 587 | GLOBAL GOVERNANCE DURING TIMES OF CRISIS | 2 semester hours
(Professional Service)**

This 1-week accelerated course will simulate a traditional study abroad program to Geneva, Switzerland. With Geneva as a backdrop, students will spend the week studying the deepening interdependence of states which has led to the creation and increasing reliance, on a system of global governance and specifically, how this system has responded to the Covid-19 pandemic and the resulting human rights violations. Students will have the opportunity to virtually tour key international institutions and hear from professionals working in those intuitions. In addition to the substantive aspects of the course, there will be optional cultural experiences to better acquaint students with the city of Geneva and Swiss culture. Permission required.

**LAW 588 | STUDY ABROAD: BUENOS AIRES, ARGENTINA | 3 semester hours
(Professional Service)**

Legal Dimensions of Doing Business in Latin America introduces students to the basic framework of Latin American law and legal systems, as well as to the key principles of international business law necessary for advising clients doing business in the region. Director permission required. (3 semester hours)

**LAW 593 | STUDY ABROAD: HAVANA, CUBA | 2 semester hours
(Professional Service)**

The course will provide an introduction to Cuba, the evolving Cuban legal system, and the Cuban legal and economic framework regulating foreign investment, trade, and international business transactions. Students will have the opportunity to visit various sites, including law firms, commercial entities, and government offices, to increase their understanding of law and business in Cuba. (2 semester hours)

**LAW 600 | CORPORATE TAXATION | 3 semester hours
(Professional Service)**

Required for Certificate in Taxation. Addresses basic tax considerations in the formation, operation and liquidation of corporations. Among the areas covered are the organization of corporations, Subchapter S corporations, property and stock dividends, 306 stock, stock redemptions, liquidations, collapsible corporations, corporate divisions and corporate reorganizations. (3 semester hours)

LAW 210 or LAW 212 is a prerequisite for this class.

**LAW 603 | LAW PRACTICE MANAGEMENT | 2 semester hours
(Professional Service)**

This course will address topics bearing on the business aspects of the practice of law including the economics of practice, establishing an office, client development, hiring support staff, and affiliating with other lawyers.

**LAW 608 | INTERNATIONAL TAXATION | 3 semester hours
(Professional Service)**

An introduction to the taxation of income of U.S. citizens, residents and corporations from foreign sources and the income of foreign residents and non-residents from U.S. sources. Topics may include sources of income rules, foreign tax treaties and a survey of the tax treatment of U.S. investments made offshore. (3 semester hours)

LAW 210 or LAW 212 is a prerequisite for this class.

LAW 620 | PARTNERSHIP TAXATION | 3 semester hours
(Professional Service)

Required for LLM in Taxation students. Covers the tax consequences of the formation, operation and liquidation of partnerships, including tax shelters, passive loss rules and newly emerging uses of partnerships. (3 semester hours)

LAW 210 or LAW 212 is a prerequisite for this class.

LAW 631 | REGULATORY COMPLIANCE | 3 semester hours
(Professional Service)

This course provides an introduction to foundational concepts in compliance and regulation. Students will gain an understanding of key statutes and regulations that impact both for-profit and non-profit entities and will learn about best practices in effective compliance programs. The course gives students the chance to practice the skills required of compliance officers in various industries. (3 semester hours)

LAW 632 | COMMUNICATION AND NEGOTIATION | 3 semester hours
(Professional Service)

A key aspect of managing issues related to the law is the ability to advocate effectively for one's position. This course introduces students to the skills of compliance communication, negotiation and advocacy, with an emphasis on both written and oral communication. Students will learn about key theories and practices and have the opportunity to practice what they have learned during simulated exercises. (3 semester hours)

LAW 633 | ORGANIZATIONAL MANAGEMENT AND THE LAW | 3 semester hours
(Professional Service)

Effective management of organizations includes a knowledge of workplace rules as well as attention to good leadership strategies. This course introduces students to the laws that govern the structure of corporations and non-profit organizations, with an emphasis on labor and employment law and their impact on workplace relationships. (3 semester hours)

LAW 634 | DRAFTING FOR COMPLIANCE PROFESSIONALS | 3 semester hours
(Professional Service)

In this course, students will practice drafting the types of documents produced by compliance professionals and executives in businesses and organizations that are subject to regulatory oversight. Students will learn how to research local, state, and federal administrative rules, and regulations. Students will practice analyzing those rules and regulations and draft policies and procedures documents implementing those rules and regulations. (3 semester hours)

LAW 641 | PRACTICAL LEGAL RESEARCH | 1 semester hour
(Professional Service)

Students will learn advanced research techniques with a focus on a narrow area of law such as cultural heritage law, intellectual property, or legal practice technology. Students in this course will be required to have access to their Westlaw, Lexis, Bloomberg, and CALI passwords, and an active email account. (1 semester hour)

LAW 642 | LAW PRACTICE TECHNOLOGY | 1 semester hour
(Professional Service)

In this course, students will simulate the experience of attorneys by using the types of software they can expect to find in the legal work environment. Not only will students learn how to use unfamiliar programs, they will also learn new tricks that will unlock the potential of familiar ones. While students develop these hands-on skills, they will also learn about hot topics in legal technology and the ethical dimensions of using this software.

LAW 702 | ELDER LAW | 3 semester hours
(Professional Service)

Cross-listed course for Public Services program. Deals with the new specialty of elder law. Considering today's demographics, many attorneys will require a knowledge of the unique problems of the aging population. Through statutes, cases and research, students will understand the lawyer's role in counseling the elderly, assess the legal needs of an elderly client and provide counsel as to the available options. (3 semester hours)

LAW 706 | HEALTH POLICY AND THE LAW | 3 semester hours
(Professional Service)

This course is designed to introduce students to a broad variety of policy issues affecting health care and briefly touch on economics, sociology, antitrust, tort law, administrative law and important questions of national health policy. (3 semester hours)

LAW 707 | RISK MANAGEMENT AND PATIENT SAFETY | 2 semester hours
(Professional Service)

This course offers an overview of basic concepts and principles in risk management and patient safety. Students are introduced to the theories, strategies and tactics of risk management and the roles and responsibilities of professionals working in these disciplines. Topics covered include claims management and disclosure, risk financing, medical and criminal liability in health care management, informed consent, and advances in patient safety. (2 semester hours)

LAW 709 | HEALTH EQUITY AND THE LAW | 3 semester hours
(Professional Service)

This course is designed to provide students an overview of the history, policy, and legal decisions that have led to modern-day health disparities, as well as current practices that allow these disparities to continue. The topics covered include: social and political determinants of health; health-harming legal doctrines; structural racism and implicit bias in health care; poverty and environmental justice as social determinants of health; and reproductive healthcare. The methods of instruction are class discussion of assigned readings, hands-on exercises designed to explore and utilize health equity data, and guest lecturers who will share practical applications of legal tools for advancing health equity. (3 semester hours)

LAW 712 | THE PRACTICE OF HEALTH CARE LAW | 3 semester hours
(Professional Service)

This simulation course provides students with substantial experience representing and advising hypothetical clients in various health care settings. Students will gain a concrete understanding of the different types of modern health care entities and providers, the legal issues that they face on a frequent basis, and the relevant governing laws. Students will practice providing advice to hypothetical health care clients and will develop skills in conflict resolution. Students will learn how to draft relevant legal documents, policies, and other deliverables that are common in the health law field. (3 semester hours)

LAW 713 | HEALTH PRIVACY, CYBERSECURITY, AND IT LAW | 3 semester hours
(Professional Service)

This course will cover the health care privacy laws as they exist and the Federal Government will be implementing and enforcing HIPAA regulations beginning in October 2002. This area of the law is cutting-edge and affects every aspect of the health care industry and of legal practice in health law and other areas.

**LAW 714 | BIOETHICS & THE LAW | 3 semester hours
(Professional Service)**

This course is a survey class, examining issues ranging from drug regulation, clinical trials, assisted reproductive technology, telemedicine, and stem cell development/regulation to the commercialization of the human body. (3 semester hours)

**LAW 715 | MASTERS ESSAY | 3-6 semester hours
(Professional Service)**

This is a research paper of publishable quality dealing with current subject matter. Students are expected to refine their subject into a topic which can be managed under the supervision of a faculty member. This course is open to LL.M. students only. (variable credit)

**LAW 716 | DISABILITY LAW | 3 semester hours
(Professional Service)**

This course surveys American law as it relates to people with disabilities. Primary focus is on discrimination in employment, government services, public accommodations run by private entities, and housing. The course will also cover topics such as the law of guardianship and income support programs. International perspectives will be included. (3 semester hours)

**LAW 718 | HEALTH CARE DELIVERY SYSTEMS | 3 semester hours
(Professional Service)**

Discusses managed care and other health insurance mechanisms as a means for payment or financing of health care services. An effort will be made to determine the extent to which the developments in this area are an adequate response to the demand for health care reform. Particular attention will be given to legislative responses to managed care in the areas of protection of insureds, limits on treatment or payment, and restrictions on physicians. (3 semester hours)

**LAW 719 | HEALTH CARE: FRAUD AND ABUSE | 3 semester hours
(Professional Service)**

This course will afford the opportunity to study the now-fundamental compliance issues in health care law: anti-kickback/fraud and abuse statutes and regulations. The focus will address certain regulations of substantive law as the Federal Government continues to promulgate regulation for the health care industry and as those regulations become more complex, and many regulations stem from similar sources. (3 semester hours)

**LAW 724 | MEDICAL MALPRACTICE SURVEY | 3 semester hours
(Professional Service)**

Cross-listed course for Public Service program. A survey of medical malpractice law and medical negligence, with emphasis on medical malpractice in Illinois. Topics discussed include evolution of medical malpractice, theories and causes of action, including but not limited to parties, negligence, battery, informed consent, respondeat superior, apparent agency, res ipsa loquitur, hospital corporate negligence, negligent infliction of emotional distress, proximate cause and statute of limitations. (3 semester hours)

**LAW 727 | HEALTH CARE COMPLIANCE AND REGULATIONS | 3 semester hours
(Professional Service)**

This course provides an overview of the common law, statutory and regulatory law impacting the health care industry and will be taught with a focus on compliance. Among subjects covered are: corporate organizations, tax exemption, Medicare, antitrust, fraud and abuse, physician recruitment, integrated delivery systems, corporate compliance, and HIPAA. (3 semester hours)

**LAW 728 | FOOD AND DRUG LAW | 3 semester hours
(Professional Service)**

Cross-listed course for Public Services program. Deals with the development of regulations of food, drug, biologics and blood products, medical devices and cosmetics. Emphasis will be placed on Federal Drug Administration (FDA) enforcement, with some attention to state statutes. FDA practices and procedures are examined in detail. Special attention is given to regulations of human drugs and medical devices. (3 semester hours)

**LAW 751 | HEALTH LAW MOOT COURT | 2 semester hours
(Professional Service)**

This course introduces students to the approaches and advocacy demands of transactional health law and regulatory compliance, through participation in one or more health law related transactional competitions. Students are required to attend periodic class sessions and participate in the selected competitions by drafting memoranda and presenting and defending their findings. Instructor permission required. (2 semester hours)

LAW 719 (or LAW 727 or LAW 706) is a prerequisite for this course.

**LAW 760 | TOPICS IN THE LAW AT UIC LAW SCHOOL | 2-3 semester hours
(Professional Service)**

These are courses being offered on the campus of UIC Law School through the DePaul-UIC Exchange Consortium. Please refer to the UIC webpage for course descriptions. (variable credit)

**LAW 850 | TOPICS IN THE LAW AT LOYOLA | 1-4 semester hours
(Professional Service)**

These are courses being offered on the campus of Loyola University School of Law through the DePaul-Kent-Loyola Exchange Consortium. Please refer to the Loyola webpage for course descriptions. (variable credit)

**LAW 920 | INFORMATION SECURITY MANAGEMENT | 2 semester hours
(Professional Service)**

This is a cross-listed course with CDM (CNS440). Course will be governed by course policies for CDM classes. This course is a survey of information security considerations as they apply to information systems analysis, design, and operations. Topics include information security vulnerabilities, threats, and risk management; security policies and standards; security audits; access controls; network perimeter protection, data protection; physical security; legal requirements and considerations; privacy. (2 semester hours)

**LAW 921 | DISASTER RECOVERY THEORY STRATEGIES | 2 semester hours
(Professional Service)**

This is a cross-listed course with CDM (IS505). Students will be subject to course policies of CDM. This course will give you a broad understanding of how a company should prepare for all types of disruptions (floods, tornadoes, chemical spills, equipment malfunctions, earthquakes, terrorist attacks, etc.) so it will survive. You will be given a basic methodology for how to analyze and prioritize critical functions within an organization to determine when these functions need to be restored. This information, along with how the organization will be impacted both financially and non-financially, will enable you to determine strategies for survival. Using case studies, you will be provided "real world" situations where you will learn how to apply one of the best practice methodologies in use today and yet adheres to the principles endorsed by the Disaster Recovery Institute International (DRI). (2 semester hours)

**LAW 922 | INTRODUCTION TO PROGRAMMING | 2 semester hours
(Professional Service)**

This is a CDM course. Students must follow the registration guidelines and policies for CDM. An introduction to programming with a focus on problem solving, structured programming, and algorithm design with a gentle introduction to efficiency. Concepts covered include data types, expressions, variables, assignments, conditional and iterative structures, functions, file input/output, exceptions, namespaces, and recursion. Permission required. (2 semester hours)

**LAW 923 | LEGAL RESPONSIBILITIES IN INFORMATION TECHNOLOGY | 2 semester hours
(Professional Service)**

This is a cross-listed course with CDM (IS482). Students will be subject to course policies of CDM. This course examines the legal standards to which people and organizations are held under laws and regulations that concern computing and information technology. This course is a complement to CNS 477, which focuses on governance policies and business costs. Topics include government and laws, business regulations, healthcare regulations, education regulations, data breach reporting and notification, privacy laws, laws of search and seizure, freedom of speech and association, defamation, cyber crimes, contracts, and intellectual property. (2 semester hours)

**LAW 924 | DATA PRIVACY LAW: US & EU | 2-3 semester hours
(Professional Service)**

This course surveys both U.S. data privacy law and EU data privacy law. It covers technology concepts/privacy principles relevant to the law. The U.S. portion primarily focuses on a variety of U.S. statutes (e.g., FTC Act, GLBA, HIPAA, FCRA, FERPA, BSA, COPPA, CAN-SPAM, etc.) and some state law. The EU portion particularly focuses on the EU GDPR (General Data Protection Regulation). The course serves as helpful background for CIPP/US and CIPP/E (Certified Information Privacy Professional US and Europe). Course may be entirely online. (2-3 semester hours)

**LAW 925 | CYBERSECURITY LAW: LITIGATION AND NEGOTIATION | 2-3 semester hours
(Professional Service)**

This course examines cybersecurity risk through a review of administrative enforcement, civil, and criminal actions. Topics include civil actions for data breaches; administrative agencies, actions, and rules (including administrative law fundamentals); cyberattacks and forensic investigations; discovery and introduction of digital forensic evidence; risk mitigation and transfer, including cybersecurity insurance and insurance law fundamentals; criminal actions, including working with law enforcement; and theories of recovery, adequacy of legal remedies, and stifling of innovation. Students will learn not only the law, but also the relevant technology concepts with some level of depth. The course is a companion course to Data Privacy Law: US & EU, but neither of these courses is a prerequisite for the other. (2 semester hours)

**LAW 926 | APPLIED CYBERSECURITY MANAGEMENT | 3 semester hours
(Professional Service)**

This capstone course emphasizes skills in diagnosing problems and devising creative solutions in the cybersecurity and data privacy fields. Students will learn effective techniques for communicating with law and technology personnel to manage, prevent, and deter cybersecurity risks in the workplace. Students will have the opportunity to put what they have learned about technology and law into practice through table-top exercises and the completion of a privacy and security impact assessment. Prerequisites: completion of LAW 924 and LAW 925. (3 semester hours)

**LAW 927 | IT AUDITING | 2 semester hours
(Professional Service)**

Management and boards continue to recognize the importance of effectively managing information technology (IT) assets, to meet business objectives and to thoughtfully manage IT related business risks. This course examines the key principles related to auditing information technology processes and related controls and is designed to meet the ever increasing needs of IT audit and IT governance professionals. In addition, this course aids in the preparation for the Certified Information Systems Auditor (CISA) exam. 2 semester hours.

**LAW 928 | HUMAN-CENTERED CYBERSECURITY | 2 semester hours
(Professional Service)**

Application of behavioral theories in cybersecurity context. Topics include economic theories of decision making, heuristics, biases, and bounded rationality, signal detection theory, mental models, social engineering, game theory, information search, and cognitive engineering. Students work on an individual project applying one of these theories to a practical cybersecurity scenario of their choice. OPEN ONLY TO MLS STUDENTS. 2 semester hours.

**LAW 929 | GOVERNANCE POLICIES IN INFORMATION ASSURANCE | 2 semester hours
(Professional Service)**

This course focuses on assessment of business risks arising from information security and privacy issues, as well as the creation and implementation of policies that ensure compliance with laws and industry standards. It is a complement to IS 482, which focuses on the legal standards to which people and organizations are held under laws and regulations that concern computing and information technology. Legal issues arising under information security and control frameworks, such as COBIT and ISO17799, are considered. Topics include privacy laws, payment card industry standards, information security measures mandated by select federal statutes (e.g., HIPAA, Gramm-Leach-Bliley and Sarbanes-Oxley), data breach notification, governance and policy development, e-discovery, contracts, intellectual property, and security risk assessments. OPEN ONLY TO MLS STUDENTS. 2 semester hours.

**LAW 930 | NETWORK FUNDAMENTALS | 2 semester hours
(Professional Service)**

This course provides an introduction to data networking technologies, including Ethernet and Internet data technologies, network security, business applications and network management. OPEN TO MLS STUDENTS ONLY. 2 semester hours.

**LAW 950 | TOPICS IN THE LAW AT KENT | 2-4 semester hours
(Professional Service)**

These are courses offered on the campus of Chicago-Kent College of Law through the DePaul-Kent-Loyola Exchange Consortium. (variable credit)

**LAW 960 | 3YP SEMINAR | 2 semester hours
(Professional Service)**

The 3YP (Third Year in Practice) seminar is a complement to the 3YP participants' intensive externship. In the seminar students will reflect on, discuss, and further develop the knowledge and skills obtained at their respective externships; learn about different law practices; and develop strategies for maintaining and expanding their legal knowledge and skills after law school. (2 semester hours)

LAW 961 is a corequisite for this class.

**LAW 961 | INTENSIVE FIELD PLACEMENT | 5-9 semester hours
(Professional Service)**

This course is designed to give upper level students intensive practical experience in an externship with a public agency, non-profit organization, member of the judiciary, or for-profit organization, such as a private law firm or in-house counsel for a corporation. This course is only open to students admitted to the Third Year in Practice (3YP) program. Externships are unpaid. Placements in the Intensive Field Placement program range from a minimum of five credits to a maximum of nine credits. For each credit hour, students are expected to complete 60 hours of work per semester. This course must be taken concurrently with the 3YP Seminar [LAW 960]. (variable credit)

LAW 960 is a corequisite for this class.

**LAW 962 | ADVANCED INTENSIVE FIELD PLACEMENT | 5-9 semester hours
(Professional Service)**

This course is designed to give upper level students intensive practical experience in an externship with a public agency, non-profit organization, member of the judiciary, or for-profit organization, such as a private law firm or in-house counsel for a corporation. This course is only open to students admitted to the Third Year in Practice (3YP) program who have completed one Intensive Field Placement. Externships are unpaid. Placements in the Advanced Intensive Field Placement program range from a minimum of five credits to a maximum of nine credits. For each credit hour, students are expected to complete 60 hours of work per semester. This course must be taken concurrently with the Advanced Intensive Field Placement Tutorial Course [LAW 963]. (variable credit)

LAW 963 is a corequisite for this class.

**LAW 963 | ADVANCED INTENSIVE FIELD PLACEMENT TUTORIAL | 1 semester hour
(Professional Service)**

This course provides students in advanced intensive field placements with the opportunity for reflection on their field placement experiences, through regular meetings with a faculty supervisor. The course is only open to students admitted to the Third Year in Practice (3YP) program who are enrolled in the Advanced Intensive Field Placement [LAW 962]. (1 semester hour)

LAW 962 is a corequisite for this class.

Lesbian, Gay, Bisexual, Transgender, Queer Studies (LGQ)

**LGQ 150 | INTRODUCTION TO LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER STUDIES [SSMW] | 4 quarter hours
(Undergraduate)**

This course will focus on defining this emerging field while giving students some perspective on the history and diversity of LGBTQ communities. It will also help prepare students for study in the various fields covered by the electives required for the minor. The course will be taught by faculty from a variety of disciplines and thus undoubtedly shift emphases somewhat with every offering. Topics will include: introduction to and definition of LGBTQ Studies as a field; historical roots of LGBTQ communities in the US and elsewhere; theoretical models of sexuality and gender; contemporary issues in LGBTQ politics and culture.

**LGQ 213 | INTRODUCTION TO LGBT PSYCHOLOGY | 4 quarter hours
(Undergraduate)**

The purpose of this course is to introduce you to psychological and social issues relevant to lesbian, gay, bisexual, and transgender (LGBT) individuals and communities. You will be exposed to a variety of key psychological concepts including: heterosexism/homophobia, identity development, "coming out," relationships, families, youth, religion/spirituality, reparative/conversion therapy, diversity, and advocacy. Learning goals for this course include increasing one's understanding of the LGBT community and some of the unique experiences and issues that are experienced by many, but not all, members of the LGBT community. Identify and analyze pertinent psychological concepts relevant to LGBT communities. In addition, this course will provide you with learning experiences that you can use to evaluate your own limitations and strengths in terms of cultural sensitivity in regards to working with LGBT communities, thus improving your competence in working effectively with the LGBT community if you choose to at a later point in life. Cross-listed with PSY 213.

**LGQ 236 | GAY MEN'S HEALTH MATTERS | 4 quarter hours
(Undergraduate)**

The purpose of this course is to introduce students to health issues relevant to gay men. We will explore effects of minority status, heterosexism and homophobia on gay men's health, including but not limited to STD/HIV/AIDS, substance use and mental health. Students will review epidemiological data, theoretical frameworks, and community-based health promotion approaches in order to gain a broad perspective on risk and resilience factors, health indicators, and strategies for self-care applicable to gay men's health.

**LGQ 250 | LGQ FRENCH HISTORY: OLD REGIME TO THE PRESENT | 4 quarter hours
(Undergraduate)**

This course studies male and female same-sex affection in France roughly from the Enlightenment through the early twenty-first century. It examines the representations of homosexuality over more than two centuries taking into account a variety of often contradictory images that have been current in French society, representations that range, among males, from the diabolical criminal of the nineteenth century Romantics to today's trend-setting (and all too domesticated) gay male, and, among females, from elegant salon figures to contemporary feminist militants. Special attention is focused on the history of homosexuality since WWII because the French gay and lesbian community's progress since that time is impressive and particularly rich in its implications for the American civil rights struggle. Additional readings from French writers on homosexual themes compliment most of the readings from the textbooks.

**LGQ 262 | INTRODUCTION TO TRANSGENDER STUDIES | 4 quarter hours
(Undergraduate)**

This course is an introduction to the growing body of scholarship in transgender studies, a field built from three decades of thinking gleaned from the disciplines of gender studies, queer theory, sociology, law, feminist science studies, literary studies, history, trans art, trans activism, and LGBTQ studies. We will investigate the historical, political, social, and cultural contexts that have enabled the category transgender, explore readings in transgender history, queer theory, and the history of sexuality, analyze the ways transgender subjects have narrated their own lives and experience, and link these themes to trans lives today. Students will be introduced to discussions and debates key to the development of gender studies, queer studies, and transgender studies, will center intersectional approaches to field, and will read a short contemporary memoir-manifesto that speaks to course themes.

LGQ 277 | LGBTQ+ HISTORY IN THE UNITED STATES, WORLD WAR II TO THE PRESENT | 4 quarter hours**(Undergraduate)**

This course is a historical survey of LGBTQ+ -identified people's lives in the United States from World War II (1941) to the Present. We will focus in particular on the way in which LGBTQ+ identities have developed within cultural, social, and political contexts, such as World War II, the civil rights movements of the 1950s-1970s (including the Stonewall Uprising), consumer culture and mass media, the AIDS crisis, the rise of the Religious Right, the advent of gay academic scholarship and queer/transgender identities, the political diversification of the LGBTQ+ community, gay/lesbian marriage, and the growth of LGBTQ+ internet/social media communities and practices. We will examine both the larger national narrative of LGBTQ+ history and focus on the experience of particular groups, such as gay/lesbian activists in 1970s Chicago and transgender/gay ballroom performers. The term 'LGBTQ+' in the title of the course acknowledges how the words 'gay' and 'lesbian' themselves are historically specific, and that LGBTQ+ lives are multiple, complex, and ever-shifting. Although our emphasis here is on sexual and gendered aspects of identity, we will always view subjects as intersectional and multiply-identified according to, for example, class, race, ethnicity, religion, nationality, citizenship, indigenous status, and ability. In tracing the struggle for LGBTQ+ rights and expression and the social impact of LGBTQ+ people on American political institutions, culture and citizenry, we will draw on key historical documents, oral testimonies, academic criticism and theory, journalism, advertising, and popular culture.

LGQ 280 | LGBTQ LITERATURE FROM THE ANCIENT WORLD TO THE RENAISSANCE | 4 quarter hours**(Undergraduate)**

This course looks at constructions of queer desire in texts of the Western tradition from ancient Judea, Greece, and Rome through the European Middle Ages and into the English Renaissance. We will also learn to perform "queer readings" on texts that may not at first glance seem all that queer. The course will range across many linguistic and cultural traditions. We will read non-English texts in translation, but we may consult the originals in class and certainly knowledge of an ancient tongue or modern Romance language will be useful (but not required—don't worry!). As the title implies, the course will proceed historically, but we will be returning throughout to some basic questions: In what sorts of contexts do we find queer resistance to heteronormative assumptions? Do some literary genres seem more hospitable than others to representations of queer desire? How do representations of sexuality relate to larger notions of gender and social class? How do the constructions of queer desire we find here differ from modern lesbian and gay identities? This is a great opportunity to think about queer identity while reading and discussing some amazing texts.

LGQ 282 | INTRODUCTION TO LGBTQ LITERATURE | 4 quarter hours (Undergraduate)

This course is an introduction to LGBTQ literature. It can count as an elective for the LGBTQ Studies minor at DePaul and is approved in the Arts and Literature domain of the Liberal Studies Program. We will use the word "queer" as it has been deployed in recent academic and activist discourse to talk about people whose sexual and/or gender identity does not conform to mainstream definitions. Most of the texts we will read this quarter are interested in various forms of same-sex desire, female-female and male-male, but at the same time we will consider the ways in which sexual identity always implicates gender identity. We will be interested in a number of closely inter-related questions: How can we define "queer literature" and is there a tradition, or history, of queer letters? What are its main characteristics and shared themes? Does a writer who identifies as queer automatically produce a queer text? Can a straight woman or man write a queer book? How do our primary concerns (sexual/gender identity) intersect with other modes of personal identity such as race and social class?.

LGQ 297 | SPECIAL TOPICS IN LGBTQ STUDIES | 4 quarter hours (Undergraduate)

See course schedule for current offerings.

LGQ 319 | QUEER PIONEERS: CULTURE, GENDER, AND POLITICAL ACTIVISM | 4 quarter hours (Undergraduate)

This course examines some of the historical roots and contemporary realities of lesbian and gay politics in the United States through the biographies of pioneering individuals whose lives and work shaped an ongoing struggle for civil rights and social justice. Conventional wisdom holds that the modern lesbian and gay movement was born in 1969 with the Stonewall riots in New York City, although recent scholarship traces the movement's roots to the mid-nineteenth and early twentieth centuries. More than thirty years after what began at Stonewall as an angry and disorganized appeal for basic human dignity, lesbians and gays have today begun to enter the mainstream of U.S. politics. Within this context, the biographies of individuals who, as activists and artists, rose to challenge the conventions of culture, gender, and political exclusion will be studied in-depth to both illuminate the politics of social movement and suggest how these diverse individuals and experiences may influence present and future efforts for cultural and political change. This course fulfills an elective in the WMS, AMS, or PSC majors, an elective in the LGQ minor.

LGQ 332 | LGBTQ POLITICS | 4 quarter hours (Undergraduate)

This course will explore the historical roots and contemporary realities of gay, lesbian, bisexual, transgender and queer (LGBTQ) politics, nationally and internationally. Such issues as hate crimes, marriage, AIDS, and ballot initiatives over non-discrimination law and policy have entered the political mainstream since the 1970s. This course examines the LGBTQ movement, its political and social strategies, conflicts and issues, and the political roles played by its members as participants in political culture.

LGQ 338 | SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW | 4 quarter hours**(Undergraduate)**

This course examines the historical and contemporary relationships between lesbians, gays, and the law in the U.S., focusing on the intersections of power, sexuality, and identity with issues of sexuality-based discrimination. It focuses on case law, along with social science and legal literature, seeking out a diversity of voices and experiences. Primary emphasis will be on cases that have come before the U.S. Supreme Court since the mid-1950's, with particular attention paid to how groups and individuals have reached out to the court system for redress of injustice and how these groups and individuals have exercised or failed to exercise power within the legal process. The U.S. legal system has reflected a complex set of social and institutional arrangements with regard to sexuality. This course explores the evolution and current construction of these arrangements, how power is allocated and adjudicated, and how law may be used to resist and dismantle pervasive discrimination. Cross-listed with WGS 338.

LGQ 362 | ADVANCED TRANSGENDER STUDIES | 4 quarter hours**(Undergraduate)**

This course is an advanced study of the growing body of scholarship in transgender studies, a field built from three decades of thinking gleaned from the disciplines of gender studies, queer theory, sociology, law, feminist science studies, literary studies, history, trans art, trans activism, and LGBTQ studies. We will deepen our investigation into the historical, political, social, and cultural contexts that have enabled the category transgender, analyze readings in transgender history, queer theory, and the history of sexuality, expand our understanding of the ways transgender subjects have narrated their own lives and experience, and link these themes to trans lives today. Students will delve into discussions and debates key to the development of gender studies, queer studies, and transgender studies, and will center intersectional approaches to the field.

LGQ 388 | QUEER THEORY: AN INTRODUCTION | 4 quarter hours**(Undergraduate)**

This course will look at some of the central texts of queer theory, tracing its ambivalent relationship to the "normal" ideals of mainstream culture. We will begin by discussing current issues of normativity as it relates to gay and lesbian assimilation. We will then look at theories of embodiment, sexual identity, and power, consider the relationship of gender to sexuality, and finally, look at surgical sex reassignment and debates around the politics of intersex and transgender identity. Requirements: class presentation, several short response papers, longer final paper. The authors we will be reading include Michel Foucault, Judith Butler, Eve Sedgwick, Audre Lorde, Sigmund Freud, Anne Fausto-Sterling, and Michael Warner. Topics will include historicizing queerness, butch/femme, the politics of camp, and the transgender and intersex movements. Cross-listed with WGS 388.

LGQ 397 | SPECIAL TOPICS IN LGBTQ STUDIES | 4 quarter hours**(Undergraduate)**

See course schedule for current offerings.

LGQ 399 | INDEPENDENT STUDY | 1-8 quarter hours**(Undergraduate)**

Variable credit.

Liberal Learning Seminars (LLS)

LLS 410C | VOICES AND IDENTITY IN WRITING | 4 quarter hours**(Graduate)**

The course will examine the power of the written word and the ways in which modern writers from various outlets (including mass-media) from diverse communities and fields represent their cultures, styles and passions for writing through their works. Students will explore these modern writers and examine some of their favorites as well as lesser-known authors while being challenged to understand and apply their own voice, identity and writing in multiple styles - with conventions and boundaries of academic style and without those boundaries. Students will analyze and identify and apply various styles, processes and motivation which keeps a writer going. This course will challenge students to use the learning and framework to build their own diverse writing portfolio.

LLS 410D | WRITING FOR GRADUATE STUDENTS | 4 quarter hours**(Graduate)**

This course provides students with the strategies they need to successfully meet the expectations of graduate-level academic writing. With a focus on genre, conventions, style, and mechanics, students will advance beyond undergraduate-level research writing to deepen their understanding of scholarly writing and strengthen the critical reading, research, writing, and revision skills necessary to meet the rigors of graduate level writing. Students will learn how to effectively contribute to the conversation in their discipline. To demonstrate their learning, students will design a research plan for a topic of their choice and write a scholarly article complete with literature review and abstract.

LLS 410G | ADVANCED LEADERSHIP THEORY & PRACTICE | 4 quarter hours**(Graduate)**

In this course students will be strengthen their knowledge and skills in leadership theories and examine successful applications in public, private, and non-governmental organizations. Students will examine classic and current scholarship to bridge between theory and practice. Emphasis is placed on understanding the efficacy of the theories in the context of implementation in a global business environment.

LLS 410H | EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT | 4 quarter hours**(Graduate)**

In this leadership course, students will use readings, behavior/trait surveys, and case studies to understand leadership theories and models. Participants will learn to create, establish, and reinforce cultural rules of engagement designed to increase communication effectiveness and get the most out of the current human dynamic in their respective environments. Understanding these various leadership models allows students to reflect on their own style in today's culturally changing environments. (4 credit hours)

LLS 420D | APPLYING ETHICS IN THE PROFESSIONS | 4 quarter hours**(Graduate)**

Moving from theory to applied practice, students will be invited to turn their new knowledge towards the field of engagement which is close to their own industry. Classic and contemporary case studies in business leadership, community organizing, nonprofit management, organizational development, education, healthcare, technology, and sports will all be made available.

LLS 420E | LEADERSHIP, CHANGE AND POSITIVE ORGANIZATIONS | 4 quarter hours
(Graduate)

This course examines leadership and change theories, with a particular emphasis on strength-based leadership and positive psychology. Students will examine a variety of leadership theories and discover how to craft meaningful change in our organizations. They will use appreciative inquiry, job crafting, storytelling and strength based leadership to enhance themselves and others. Students will learn about the theories and concepts and apply them to self and others in practical, real-world assignments that include development plans, training programs and papers. Students will share these projects with each other virtually. Students and the instructor will also meet synchronously online for 2-3 short sessions.

LLS 420F | LEADERSHIP MODELS FOR STRONG ORGANIZATIONS | 4 quarter hours
(Graduate)

This course is designed to explore the research, practices, purposes and scope of leadership as a tool to develop leadership skills that will influence and inspire others. Both individual and organizational aspects will be presented and will include such areas as behaviors, ethics, communications, cultures and current practices. Emphasis will be on application of leadership theories and skill building through self-assessment exercises and cases. (4 quarter hours)

LLS 420G | EMOTIONAL INTELLIGENCE AT WORK | 4 quarter hours
(Graduate)

One's IQ (intelligence quotient) alone does not predict success in the workplace or in life. Emotional intelligence (EI) plays a vital role as well. This course provides an introduction to the field of emotional intelligence, evidence of its impact on individuals and organizations, and strategies for applying it in multiple settings. Participants will deepen their understanding of EI by exploring the research literature and completing an assessment of EI provided by 6 Seconds (<http://www.6seconds.org>). Strategies for applying EI to increase one's success and satisfaction at work and in other social contexts will also be explored. There are several models of emotional intelligence, each with a measure used by individuals to create a profile of EI abilities, used as the basis for learning and development. Some focus more directly on the workplace or on therapeutic settings. The Six Seconds' model of EI is designed to have broad application and enable individuals to draw on EI across the various dimensions of their lives. (4 credit hours)

LLS 420H | LEADING FOR SOCIAL CHANGE | 4 quarter hours
(Graduate)

As the call to take action for social change across spheres of professional and personal life becomes ever stronger, those who seek to engage in the work of social change are compelled to think and plan critically and creatively about what social change means, what leadership for change means, and how it can be enacted effectively. In this course we will examine theories and models for social change in relation to social action-oriented modes of leadership. Through case studies, we will explore past and present social change movements that have been enacted in community, educational, organizational, and business settings, and consider the strengths and weaknesses of those movements and how approaches to change have been implemented. Using Chicago as a field site, students will deepen their understanding of real-world applications of social change leadership theories by studying current social change processes and interviewing leaders. Students will also chronicle the development of their identities as social change leaders and design an action plan that responds to an issue relevant to their professional or personal practice.

LLS 420I | PROJECT MANAGEMENT: DESIGN AND ASSESSMENT | 4 quarter hours
(Graduate)

Project Management is an important discipline that can benefit students in their careers as well as personal life. This course will explore project management methodologies, their common steps and tools. The course translates Project Management theory into a practical and effective methodology, starting with working definitions of Project and Project Management, the course examines project initiation, evaluation and organization using analytic techniques such as discounted cash flow and PERT/CPM. In addition, the course examines project execution and control, along with the documentation and communications skills needed to keep a project on track. The course concludes with an overview of project management applied to computer information systems development.

LLS 440A | UNDERSTANDING AND FLEXING MINDSETS | 4 quarter hours
(Graduate)

A mindset is a set of mind - a mental aggregate - that fixes thinking into a narrowed range of perceiving and behaving. Our expectations then conform and we indulge behaviors that align with those expectations. The mindset then sets the mind. Through this seminar we will explore both how mindsets (e.g. a fixed mindset vs a growth mindset) form and their benefits and liabilities. We will also consider dynamics and strategies involved in shifting/managing mindsets in order to develop/engage new approaches to learning, decision making, problem-solving and optimizing positive influence in various spheres of impact (personal, interpersonal, organizational and societal).

LLS 450A | FINDING & ASSESSING INFORMATION | 2-4 quarter hours
(Graduate)

This domain includes methods and processes of systematic inquiry regardless of domain. Adults must be able to engage in self-directed inquiry in order to understand and act effectively in their personal, professional, social, and civic lives. In this domain, students learn methods for systematically and strategically exploring questions, problems, ideas, and experiences. Central questions include: How do I formulate viable questions? What information do I need to understand a problem and what is the best way to obtain it? What are different ways to analyze an idea? How can I make sense of what I have experienced? Seminar sections in this domain might address topics such as strategies and methods for generating and utilizing primary research, gathering and managing information, analyzing and presenting data, pursuing targeted methods of inquiry, etc. (2 quarter hours)

LLS 450B | APPLYING SYSTEMATIC INQUIRY (IN PROFESSIONAL PRACTICE) | 4 quarter hours
(Graduate)

The two required sections in this domain, LLS-450a & LLS-450b, aim to explore various dimensions/dynamics associated with investigating sources of information and conducting primary research. Central questions include: How do I formulate incisive questions? How do I find and gather relevant and credible information? How do I assess/analyze information and its sources, including my own experience as a source? How do I make sense of confirming and disconfirming information? How do I differentiate knowledge from opinion from reasoned judgment? Embedded in these questions are core concepts regarding the authority of systematic observation/inquiry and evaluated experience.

Liberal Studies in Education (LSE)

LSE 201 | DIVERSE VALUES AND VOICES IN EDUCATION | 4 quarter hours (Undergraduate)

This course explores the interaction of societies and their education efforts/designs within a multicultural context. Case studies are used to examine various cultural groups within their own environment, the interactions of people from different cultures, and various cultural phenomena. Educational experiences leading persons from a monocultural perspective to a more multicultural perspective are explored. Students are asked to consider culture as learned behavior/perspective. They will explore their own cultural experiences/development and those of others. The goal is a realization of culture as a respected framework within the context of education. This course satisfies the self, society, & modern world requirement.

LSE 210 | MULTICULTURALISM AND EDUCATION | 4 quarter hours (Undergraduate)

This course will engage students in an examination of issues of diversity and multiculturalism within educational contexts in the United States. It includes an investigation of the historical and experiential perspectives of different cultural groups as well as an analysis of issues of access, inequality, power, and the distribution of resources. Students should gain an understanding of individual, group, inter-group, and intra-group perspectives, behaviors, and socialization practices regarding identity, relationships, values, ways of knowing, and world views. The central objective of the course is the development of a critical perspective regarding the meaning of multiculturalism and the significance of its role in educational settings.

LSE 300 | EDUCATION AND LITERATURE | 4 quarter hours (Undergraduate)

This course is designed to engage students in critical reflection, commentary, and evaluation of literature, informed by theoretical as well as aesthetic considerations. Literary works will be interpreted and analyzed regarding interactions between form and content, as well as effects of authors' treatment of material upon the construction of meaning. Primary goals are the enhancement of understanding, appreciation and enjoyment of literature. Social and cultural dimensions of literature will also be addressed within the context of examining educational issues such as: what it means to become educated in culturally diverse contexts; construction of identity; the development of values and world views; the individual in relationship to community and/or society; and relationships among artistic works, human experiences and education. This course satisfies the arts and literature requirement.

LSE 310 | CONTEMPORARY ISSUES IN EDUCATION | 4 quarter hours (Undergraduate)

This is a variable topics course which examines the way current, significant issues affect, and are affected by education. Each quarter the course will focus on a contemporary problem or question with broad social, political, or cultural implications and will examine it from a multicultural perspective. Examples of topics are: homelessness, immigration and public education, privatization and corporate involvement in schools, youth culture and education, or the use and misuse of measures of achievement and ability. The course will explore the topic from multiple perspectives and draw on multiple disciplines. This course satisfies the Social, Cultural, and Behavioral Inquiry requirement.

LSE 353 | THE POLITICS OF EDUCATION | 4 quarter hours (Undergraduate)

This course examines school and other educational sites as political institutions. It explores the ways in which the goals, the content taught, and the organization of educational institutions are shaped by relations of power and by political trends in society. It also explores schools and classrooms as political terrains in their own right in which issues of power are contested along lines of race, class, ethnicity, gender, language, sexual orientation, and other forms of difference. The course considers ways in which schools may reproduce or contest the existing social order. The dynamic interplay of political context and the internal politics of schools will be studied theoretically and through specific issues such as language and immigration policy, affirmative action, educational vouchers, textbook selection, and educational reform movements. This course satisfies the self, society, & modern world requirement.

LSE 354 | CULTURE, CONTEXT AND LEARNING | 4 quarter hours (Undergraduate)

This course is based on the premise that learning is situated in the context of dynamic interpersonal relationships through which critical thinking may be fostered and ideas challenged. Students will examine the intellectual, emotional, and intrapsychic processes by which knowledge is constructed and shaped by cultural meanings which validate particular forms of thought and structures of knowledge. Various theories of learning will be discussed as they inform educational practices and their underlying assumptions will be examined. In addition, this course will engage the cultural nature of all human activity, cognitive processes, and bodies of knowledge. Attention will be given to their historical role of race and class as they determine what bodies of knowledge and processes of learning are validated within the dominant culture. Students will engage in self-reflective experiences, theoretical analyses, and community based activities to examine the various meanings constructed as people learn within social and cultural contexts. This course satisfies the self, society, & modern world requirement.

LSE 355 | INTERNATIONAL STUDIES IN EDUCATION | 4 quarter hours (Undergraduate)

This course focuses on a variety of key educational issues in countries or regions outside of the United States. Through a comparative approach, possible issues that will be examined include: aims and purposes of education and schooling; economic, political, social and cultural contexts of educational policies and practices; similarities and differences in organization and structure of educational systems; equity and social justice; relationships between home, community and educational institutions; education, development, and issues of social change; and dynamics at the global level that affect education in local environments. This course satisfies the self, society, & modern world requirement.

LSE 358 | EDUCATION AND SOCIAL JUSTICE | 4 quarter hours (Undergraduate)

This course is designed to examine education within a philosophical framework which focuses upon the relatively great potential of education as an agent for social justice and change. Through the examination of current issues and concerns, students are expected to engage in critical analysis, reflect upon theoretical frameworks, examine public policies and values, and consider ways in which schools and educators can promote the development of social justice. The course will focus on one or several of the following topics: gender, ethnicity, language and culture, and social class and economic opportunity. Attention will be given to the issues of institutional responses to differences, equity, access and outcomes. This course satisfies the Self, Society, & Modern World requirement.

**LSE 362 | IDENTITY AND EDUCATION | 4 quarter hours
(Undergraduate)**

This variable topics course will focus on how individuals and groups take on identities and how education and schooling affect the process. It will use multiple perspectives and a variety of contexts (such as family, community, nation, and international communities) to analyze how notions of self are developed, forged, and named and how these notions change over time. It will also examine how identities are constructed in relationship to issues such as ethnicity, class, gender, sexual orientation, language, religion, culture, age, and ability and their interconnections in the lived experience of individuals and groups. This course satisfies the self, society, & modern world requirement.

**LSE 380 | PHILOSOPHICAL STUDIES IN PEDAGOGY, CULTURE AND GLOBALIZATION | 4 quarter hours
(Undergraduate)**

This course is a philosophical inquiry into the relationship of pedagogy to culture and globalization. In this course students explore this relationship from different philosophical perspectives about globalization that emerge from the Global North and the Global South. Specifically, the course examines how and why these perspectives have resulted in different conceptions of teaching, learning, culture, language, human development and worldmaking. Students will consider how these varied conceptions and practices enable alternative forms of knowledge and habits of knowing and worldmaking pedagogies that correspond to other ways of living and existing in the world. The course also examines how and why these conceptions of teaching, learning, culture, language, human development and worldmaking suggest different philosophies and theories of emancipation and possibilities for global and local futures. The course readings include philosophical literature from critical, post-critical, decolonial and indigenous traditions.

**LSE 404 | CHILD REARING ACROSS CULTURES | 4 quarter hours
(Graduate)**

Study of child-rearing practices, the effects of culture on cognitive development and the implications for teaching strategies for the child whose first language is not English.

**LSE 420 | COMPARATIVE EDUCATION | 4 quarter hours
(Graduate)**

This course is devoted to the study of historical and contemporary issues related to comparative education-with an emphasis upon early childhood, elementary, and secondary levels. Through a comparative study of educational public policy, we will examine assumptions about the aims and purposes of education and schooling in terms of economic, political and social dimensions. Major topics and issues addressed will include the following: examining what it means to be educated; examining similarities and differences in the ways developed and developing countries educate children and youth; the organization and structure of educational institutions; disconcerting implicit and explicit values in different approaches to teaching and learning; relationships between schools and communities; education and the issues of change and social justice.

**LSE 430 | EDUCATION AND SOCIAL JUSTICE | 4 quarter hours
(Graduate)**

A variable-topics course designed to examine education within a philosophical framework which focuses upon the relatively great potential of education as an agent for social justice and change. Through the examination of current issues and concerns, students are expected to engage in critical analysis, reflect upon theoretical frameworks, examine public policies and values, and consider ways in which schools and educators can promote the development of social justice. Each time the course is offered it will focus on one of the following topics: gender; ethnicity; language and culture; or social class and economic opportunity. For each topic, attention will be given to the issues of institutional responses to differences, equity, access and outcomes. (CROSS-LISTED with LSE 258)

**LSE 438 | GENDER AND EDUCATION | 4 quarter hours
(Graduate)**

A variable-topics course designed to actively engage students in examination of the literature and issues related to gender and education. Curriculum, teaching and learning, achievement, and the organization structure and culture of schools are among the key concerns. Gender will be addressed as it intersects with other forms of inequality and difference: race, ethnicity, class, etc. Each time the course is offered it will focus on a particular topic, but for each topic attention will be given to issues about institutional responses to inequality and differences.

**LSE 450 | DYNAMICS OF AFRICAN-AMERICAN CULTURE | 4 quarter hours
(Graduate)**

This course is intended for those interested in cultural and human relations in order that they may examine the contributions of the black person to American Culture; gain a functional understanding of the social, economic and political development of the black person on America itself. (Cross-listed with SOC 490).

**LSE 460 | INTERNATIONAL STUDIES IN EDUCATION | 4 quarter hours
(Graduate)**

This variable-topics course will focus upon educational issues in a particular country or region outside of the United States. Through comparative study, a number of issues will be addressed: aims and purposes of education and schooling; economic, political, social and cultural contexts of educational policies; similarities and differences in organization and structure of educational systems; relationships between home, community and educational institutions; education, development and issues of social change.

**LSE 461 | INTERNATIONAL STUDIES IN TEACHING AND LEARNING | 4 quarter hours
(Graduate)**

This variable-topics course will focus upon aspects of curriculum, teaching and learning in a particular country or region outside of the United States. It requires work in the chosen country or region under the guidance of teachers familiar with its educational practices. The course will examine how curriculum is organized, developed and implemented in classrooms and schools with concentration on particular subjects or levels. From a comparative perspective, particular attention will be paid to the values and assumptions underlying curriculum and teaching.

**LSE 462 | INTERNATIONAL FIELD EXPERIENCES IN EDUCATION | 2-8
quarter hours
(Graduate)**

Through clinical experience outside of the United States, students will observe, participate in and reflect upon teaching and learning in cultural settings that differ from their own. This field experience abroad provides an opportunity to develop an understanding of what it means to be educated in the context of another society or culture. The intent of this experience is to add more global perspective to one's own professional knowledge and practice. (2 credit hours)

Liberal Studies Program (LSP)

**LSP 110 | DISCOVER CHICAGO | 4 quarter hours
(Undergraduate)**

Discover Chicago courses acquaint first-year students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations, and issues. Students also learn about university life, resources, and strategies for academic success. Learning is accomplished through a variety of means including first-hand observation, active participation, personal discovery, reflection, discussion, and encounters with Chicagoans both in the classroom and on excursions. The course begins with Immersion Week one week prior to the official start of the Autumn Quarter, then continues through the first eight weeks of the quarter. Students select from a variety of Chicago-related topics. First-year students must register to take either LSP 110 (Discover Chicago) or LSP 111 (Explore Chicago) during their first quarter at DePaul. Students will receive credit for only one section of Chicago Quarter (Discover or Explore). Courses are offered during the Autumn Quarter and are available to first-year students only. Formerly ISP 103. (Honors students take HON 110.)

**LSP 111 | EXPLORE CHICAGO | 4 quarter hours
(Undergraduate)**

Explore Chicago courses acquaint first-year students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations, and issues. Students also learn about university life, resources, and strategies for academic success. Learning is accomplished through a variety of means including first-hand observation, active participation, personal discovery, reflection, discussion, and encounters with Chicagoans both in the classroom and on excursions. Students select from a variety of Chicago-related topics. First-year students must register to take either LSP 110 (Discover Chicago) or LSP 111 (Explore Chicago) during their first quarter at DePaul. Students will receive credit for only one section of Chicago Quarter (Discover or Explore). Courses are offered during the Autumn Quarter and are available to first-year students only; limited additional sections are offered later in the year. Formerly ISP 102. (Honors students take HON 111.)

**LSP 112 | FOCAL POINT SEMINAR | 4 quarter hours
(Undergraduate)**

Focal Point Seminars provide first-year students with the opportunity to learn how to closely examine a single topic, such as a significant person, place, event, text, idea, or issue. Students discover the complexity of a subject by studying it from the perspectives of multiple disciplines and different fields of inquiry, and by reading and writing extensively about it. Because the class is a seminar, students also debate the topic through lively class discussions. Students select from a variety of topics. Students will receive credit for only one section of LSP 112. Courses are offered during the Winter and Spring Quarters and are intended for first-year students.

WRD 103 or HON 100 is a prerequisite for this class.

**LSP 121 | QUANTITATIVE REASONING AND TECHNOLOGICAL LITERACY II | 4 quarter hours
(Undergraduate)**

This course provides more advanced mathematical and computational methods in the analysis and interpretation of quantitative information. Topics include databases, descriptive statistics, measures of association and their interpretation, elementary probability theory, and an introduction to algorithms and computer programming. The course is taught in a hands-on laboratory environment where students are introduced to advanced computer tools for data analysis, including databases and a professional statistical software package. PREREQUISITE(S): LSP 120 or a passing score on the LSP 120 Proficiency Exam. As an alternative to taking LSP 121, this requirement can be met by passing a separate LSP 121 Proficiency Exam (see qrc.depaul.edu). A student whose major requires calculus is exempt from this requirement. Formerly ISP 121.

LSP 120 or (MAT 147 or above) is a prerequisite for this class.

**LSP 130 | TRANSFER SUCCESS SEMINAR | 2 quarter hours
(Undergraduate)**

This course provides new transfer students an introduction to DePaul's mission and resources and provides guidance for reflection on their academic paths, purpose exploration, and career preparation. Students will reflect on past experiences at other institutions and consider how to apply what they have learned moving forward. This course is open to all new transfer students but is especially directed towards those who have between 30 and 88 credits.

**LSP 199 | INDEPENDENT STUDY | 4 quarter hours
(Undergraduate)**

Permission of instructor and of First-Year Program Director required before registration.

**LSP 200 | SEMINAR ON RACE, POWER, AND RESISTANCE | 4 quarter hours
(Undergraduate)**

This course provides students with an opportunity to learn about various topics in the construction and experience of race, racism, and anti-racism. LSP 200 courses investigate the intertwined historical roots and/or current legacies of racial inequalities related to differences such as class, ethnicity, gender, age, language, religion, ability, and sexual orientation. Students will engage with and examine experiences and perspectives of historically racialized groups and develop critical perspectives on racism. Topics of seminars vary and students select a course that interests them. Students can complete only one course numbered LSP 200.

At least Sophomore Standing is a prerequisite for this course.

**LSP 201 | TRANSFER CAREER SEMINAR | 1 quarter hour
(Undergraduate)**

This course, exclusively for transfer students, considers career preparation in the context of the college of Liberal Arts and Social Sciences. Students will be made aware of LAS's academic, institutional and co-curricular resources as they pertain to future career success. Discussion and reading will center on values and skills learned in liberal arts education and their applicability in the wider world. This course also provides a space for students to share their experience as transfer students. As such, a transfer student mentor contributes to this class.

**LSP 250 | TRAVEL/STUDY | 2-4.5 quarter hours
(Undergraduate)**

Short-term study abroad experiences by special arrangement with sponsoring programs. May be taken for multiple credit when courses are not duplicated.

LSP 275 | LIVED CIVICS, THE SOCIAL CONTRACT & PUBLIC LIFE | 4 quarter hours (Undergraduate)

Civics is the exploration of the rights and duties of people living in a political society. This interdisciplinary course aims to provide the groundwork for embracing, challenging, and grappling with the important and contentious issues that lie at the heart of American contemporary civic culture and democratic life. We will discuss and interrogate the social contract in the United States, examining the implicit agreement among members of a society to follow certain rules in exchange for the benefits of living together. The course will center the lives of students through the "lived civics" approach, which embraces the experiences of each student in their various communities as examples of "lived civics." These experiences will be used to explore key tensions within American political and civic life, along with historical context and founding documents. Students will explore questions such as how to balance individualism with the needs of a community, or what rights and responsibilities are needed in American political and social society today. While all sections of the course share foundational elements, instructors will tailor the application of this course material to their areas of expertise. Students will gain knowledge and skills to help them engage in thoughtful dialogue around meaningful and often controversial topics and empower them to be more active members of their communities.

LSP 301 | HUMANITIESX: TOPICS IN THE EXPERIENTIAL HUMANITIES | 4 quarter hours (Undergraduate)

HumanitiesX (HX) courses engage students with a pressing social challenge through a combination of scholarly inquiry in the humanities and learning outside the classroom. All HX courses partner with a Chicago-area nonprofit organization, with whom students collaborate to create a substantive and public-facing humanities deliverable, exhibit, or event. HX courses grant Experiential Learning credit and may be taught by a single professor or be co-taught. This course is repeatable with different topics.

LSP 320 | PEER EDUCATION THEORY AND PRACTICE | 2 quarter hours (Undergraduate)

This course is designed to introduce students to the principles and practices of how to mentor first-year students into the academic, intellectual and social life of the University. The course also prepares students to serve, if selected, as peer educators for incoming students in the upcoming autumn quarter. Formerly ISP 320.

LSP 321 | PEER EDUCATION THEORY AND PRACTICE II | 2 quarter hours (Undergraduate)

This course is designed to support students chosen to serve as peer educators with the principles and practices of how to mentor first-year students into the academic, intellectual and social life of the University. Formerly ISP 321.

Lifelong Learning (LL)

LL 201 | REFLECTIVE LEARNING | 2 quarter hours (Undergraduate)

In this class, you will use a variety of strategies to surface and articulate knowledge you have gained outside of the formal college environment. Reflecting on past learning, you will use several methods for uncovering "tacit" knowledge and making it "explicit" to demonstrate and transfer skills to others in the workplace or other learning environments. 2 credit hours.

LL 205 | QUANTITATIVE REASONING | 4 quarter hours (Undergraduate)

This course provides an introduction to various topics in quantitative reasoning that most adults will be exposed to throughout their university coursework, their careers, and their daily lives. You will be introduced to different approaches to problem solving, how numbers are used in the real world, how to manage your personal finances, basic concepts in statistics and how they are applied in everyday settings and, finally, how money and populations grow and decay. Using mathematical models to understand real-world phenomena and to make predictions is an important component of the course. 4 credit hours.

LL 206 | ADVANCED MATH FOR PROFESSIONAL STUDIES | 4 quarter hours (Undergraduate)

This class covers college algebra concepts that professionals can apply in the workplace to solve problems and interpret data. Core topics include: exponential and logarithmic functions, inverse functions, and polynomial and rational functions. Students will use graphing software extensively to investigate how these functions represent patterns of and relationships between variables. The class will also allow students to review the prerequisite algebra needed to manipulate and solve more advanced equations.

LL 261 | ESSAY WRITING | 4 quarter hours (Undergraduate)

In this course, students develop their ability to use writing to explore ideas as well as to communicate what they have learned in a variety of contexts. The principles and skills students learn are widely applicable and will improve their communication in business and personal settings as well as at school. This course focuses particular attention on writing to thrive in a writing-intensive curriculum. Students learn strategies for combining experience with analysis and reflection in essay writing, managing the writing process, and writing persuasively. Particular emphasis is given to the process of revision. 4 credit hours.

LL 270 | CRITICAL THINKING | 4 quarter hours (Undergraduate)

In this course, students are introduced to the basic concepts behind the skills of effective listening, dynamic thinking, and persuasive argumentation and have an opportunity to practice these skills within an active and experiential context. Through peer and small group activities, problem-based exercises, and self-evaluation skills, students will develop effective habits of thinking that can be employed in subsequent learning experiences.

LL 280 | LIBERAL ARTS IN ACTION | 2-6 quarter hours (Undergraduate)

This course directs students to analyze an engaging topic from multiple perspectives in the liberal arts. Students strengthen their problem-solving skills by drawing upon the ideas and methods of at least three different liberal arts disciplines. The learning activities clarify how the liberal arts can be put into action to solve problems. The course strengthens students development of critical thinking and academic writing across the curriculum. 2-6 credit hours.

**LL 290 | RESEARCH WRITING | 4 quarter hours
(Undergraduate)**

Research writing allows writers to present credible and persuasive evidence and ideas to a variety of audiences. Research writing includes finding sources, evaluating their credibility, and smoothly integrating them into academic and non-academic texts. This process can lead writers to strengthen, expand, challenge, and/or change their beliefs based on their findings. Students will produce both academic and non-academic texts. Academic texts will include an annotated bibliography and a literature review using APA or MLA style. Non-academic texts might include a multi-modal blog or a series of persuasive memos. Completion of Research Writing is a prerequisite for LL300 Research Methods. 4 credit hours.

(LL 260 or LL 261 or LL 153 or LL 264 or LL 157 or LL 104 or PLA L4 or PLA LL 261 or WRD 103 or WRD 104) and (LL 270 or DCM 310 or LL 105 or PLA L5 or PLA LL 270) are prerequisites for this class.

**LL 300 | RESEARCH SEMINAR | 6 quarter hours
(Undergraduate)**

Research Seminar is a required course in research design. The course advances the development and application of critical thinking skills while exploring methods of formal inquiry as preparation for academic and lifelong research. Research Seminar is taught under a general theme selected by the instructor or alternatively as an open topic format. A research proposal is the primary document produced and assessed in Research Seminar. This course satisfies a residency requirement. (6 credit hours)

(LL 260 or LL 261 or LL 153 or LL 264 or LL 157 or LL 104 or PLA L4) and (LL 270 or DCM 310 or LL 105 or PLA L5) and LL 250 are prerequisites for this class.

**LL 301 | RESEARCH METHODS | 6 quarter hours
(Undergraduate)**

This course introduces you to research methods and their application across liberal and professional studies as preparation for lifelong inquiry. Emphasis is on qualitative and quantitative research approaches, experimental design, sampling, measurement, analysis, ethics in research, and research communication. A comprehensive research proposal in your professional area is the primary document produced and assessed in Research Methods. The proposal is the implementation plan for your Capstone Project. Note: Completion of a college-level quantitative reasoning course is recommended before taking this course. **LL 290 is a prerequisite for this class.**

**LL 302 | EXPERIENTIAL LEARNING PRACTICUM | 4 quarter hours
(Undergraduate)**

In this course, you will demonstrate your ability to undertake lifelong self-directed learning by designing and executing an experiential learning project. Your learning endeavor involves identifying a topic of interest, establishing measurable outcomes, employing multiple learning strategies and reflecting on the learning methods used. A final product and class presentation comprise the chief deliverables. (formerly Externship)

(LL 260 or LL 261 or LL 153 or LL 264 or LL 157 or LL 104 or PLA L4 or PLA LL 261 or WRD 103 or WRD 104) and (LL 270 or DCM 310 or LL 105 or PLA LL 270 or PLA L5) are prerequisites for this class.

**LL 303 | CAPSTONE PROJECT | 6 quarter hours
(Undergraduate)**

This course provides the structure and guidance to complete a culminating applied project in your professional area. You will create an applied artifact expressing the core and advanced skills and knowledge developed in your major, and justify its form and content by analysis of relevant scholarship. Project implementation, data analysis, developing an artifact, assessment of project effectiveness, and a formal presentation of the artifact to an audience comprise the key course activities. (6 credit hours) (formerly, DCM 322)

LL 300 or LL 301 or DCM 309 is a prerequisite for this class.

**LL 305 | ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD | 4 quarter hours
(Undergraduate)**

Americans are known for active participation in organizations that strengthen our communities. We coach our kid's sports teams, take meals to members of our congregations, work for candidates that we believe in and join marches to support or oppose government action. With all these activities, we engage with other members of our community and workplace to make it better for ourselves and our families and to promote social justice. In this class, we will develop the knowledge and practice skills that enhance civic engagement. (4 quarter hours)

**LL 390 | SUMMIT SEMINAR | 2 quarter hours
(Undergraduate)**

This required course is the final requirement completed by SNL students to earn their degree. Primary purposes are to 1) bring appropriate and reflective closure on the SNL experience; 2) enable students to celebrate and share their work with others who have accomplished goals and projects; and, 3) reflect upon the overall SNL experience, its developmental effect, its contribution to lifelong learning, and the transferable skills, attitudes, etc. that were developed as a result of the SNL experience. This course satisfies a residency requirement.

(FA 303 or FA 304) and LL 302 are corequisites for this class.

Management (MGT)

**MGT 228 | BUSINESS, ETHICS, AND SOCIETY | 4 quarter hours
(Undergraduate)**

This course will examine the nature and purpose of economic life and contemporary commerce as understood from the perspective of religious and secular communities, as well as the ethical implications that flow from the various worldviews. Sections of the course critically examine the thought of different religious traditions on specific business-related issues, placing a variety of religious discourses into direct conversation with secular voices regarding ethical business conduct. Cross-listed as REL 228.

WRD 103 or HON 100 or HON 101 is a prerequisite for this class.

**MGT 248 | BUSINESS ETHICS | 4 quarter hours
(Undergraduate)**

An examination of various ethical and moral issues arising in contemporary business and its activities which affect our society and the world. Cross-listed with PHL 248.

**MGT 250 | CAREER MANAGEMENT SKILLS | 2 quarter hours
(Undergraduate)**

This course helps students develop their careers. Students review their skills and interests as they relate to relevant occupations. They acquire career-enhancing skills in job search, career research, goal setting, and action planning. Students create resumes and cover letters, and they enhance their interviewing and networking skills. Through guided exercises and activities, students assess their current career activities and explore appropriate adjustments. This course is designed for students who have declared (or intend to declare) majors in Management or Business Administration. (2 quarter hours)

**MGT 270 | INTRODUCTION TO ENTREPRENEURSHIP | 4 quarter hours
(Undergraduate)**

This course introduces students to the basics of entrepreneurship. It focuses on developing an entrepreneurial mindset and thinking innovatively and creatively. Topics covered include the process of developing an idea, building a new venture, developing a business plan, understanding a chosen industry and market, developing strategies, creating revenue and business models, and writing and presenting a pitch to potential investors.

**MGT 300 | PRINCIPLES OF MANAGEMENT | 4 quarter hours
(Undergraduate)**

Effective application of managerial techniques and concepts to continually improve an organization's competitive position in the marketplace. Topics include management processes, values and attitudes, ethics and diversity, the global environment of management, strategic planning, organizational structures, motivation, leadership, teams, human resources, organizational control, organizational communications, and career management.

**MGT 301 | PRINCIPLES OF OPERATIONS MANAGEMENT | 4 quarter hours
(Undergraduate)**

Operations management focuses on the effective application of managerial techniques and concepts related to the delivery of services, manufacturing, and supply chain processes. Topics may include operations strategy, forecasting, project management, quality management, supply chain management, facility location and layout, productivity, inventory management, and scheduling.
(ECO 105 and MAT 137 or equivalent) are prerequisites for this course.

**MGT 302 | ORGANIZATIONAL BEHAVIOR | 4 quarter hours
(Undergraduate)**

This course focuses on the nature and consequences of human behavior in organizations. The prediction, explanation and management of individual and group behavior in the organization is dependent upon an understanding of the concepts of organizational behavior. Classroom experiences will focus on both understanding and practicing these concepts. Topics cover both the individual level - e.g., perception, attitudes, motivation - and the group level - e.g., leadership, group dynamics, communication, power and politics, and decision making.

MGT 300 is a prerequisite for this class.

**MGT 303 | MANAGING PROJECTS AND TEAMS | 4 quarter hours
(Undergraduate)**

This course covers management techniques that are applicable to a wide variety of projects, including business start-ups, change management, construction, facility relocations, marketing campaigns, new product development, research programs, and special events. Topics include project selection, scheduling, budgeting, control, delivery, the impact of organizational structure, qualifications and roles of the project manager, shared project leadership, team building & collaboration, and managing conflict & stress in projects.

MGT 300 is a prerequisite for this class.

**MGT 307 | HUMAN RESOURCES MANAGEMENT | 4 quarter hours
(Undergraduate)**

Concepts, theories, principles and techniques of personnel administration. Job analysis, employment law, recruitment, selection, training and development, employee motivation and performance appraisal, compensation, employee benefit programs, grievances, and labor relations.

Junior standing with at least 88 cumulative units is a prerequisite for this class.

**MGT 311 | TRANSPORTATION & LOGISTICS | 4 quarter hours
(Undergraduate)**

This course covers the role of transportation in supply chain management and builds on the principles and practices addressing major issues and trade offs in domestic and international transportation. Coverage includes capacity development, multi-modal transport, freight consolidation, network alignment, and synchronization.

**MGT 314 | BUSINESS ANALYTICS FOUNDATION TOOLS | 4 quarter hours
(Undergraduate)**

This course develops the ability to analyze data using various analytical techniques and seek solutions to business problems. The course revolves around students experiencing all aspects of the 4 step Business Analytics Process: planning to get data, collecting and preparing data, analyzing data, and communicating results to drive business strategy. Students will use real-world data and address relevant business problems to support data-driven decision-making. Students will regularly use and gain an enhanced knowledge of Excel and statistical software tools beyond Excel.

MAT 137 and (BUS 102 or MIS 140 or CSC 241) are prerequisites for this class.

**MGT 320 | TRAINING AND CAREER DEVELOPMENT | 4 quarter hours
(Undergraduate)**

A study of the training and management development practices of organizations. Emphasis is placed on the identification of training needs, program design, choice of training methods, and the evaluation of results. The practices and legislation affecting promotion of employees are also discussed.

MGT 307 or (declared HSP Leadership specialization and HSP 382) is a prerequisite for this class.

**MGT 323 | SUPPLY CHAIN MANAGEMENT | 4 quarter hours
(Undergraduate)**

Analysis of the purchasing function, including sourcing, buying methods, vendor analysis, and contract execution. Organization and management of the supply chain with emphasis on intra- and inter-company relationships, especially with logistics and general management.

MGT 301 is a prerequisite for this class.

**MGT 325 | SUSTAINABLE MANAGEMENT | 4 quarter hours
(Undergraduate)**

This course discusses and analyzes the concept of sustainability within a business and management setting. It will analyze the complex relationship between business and the environment and it will explore the nature of business in today's global context where addressing environmental and social issues is becoming increasingly important. Furthermore, it aims to discuss how the talents of business might be used to solve the world's environmental and social problems. Rather than focusing on a 'doom and gloom' approach, the course aims to emphasize the solutions towards a sustainable economy.

**MGT 330 | RECRUITMENT AND SELECTION | 4 quarter hours
(Undergraduate)**

An examination of the recruiting and selection process used by organizations in the public and private sectors. A select group of tests will be discussed and used by the student for familiarization. EEO, Affirmative Action, and other legislation affecting recruiting and selection of employees will be discussed.

MGT 307 or (declared HSP Leadership specialization and HSP 382) is a prerequisite for this class.

**MGT 335 | COMPENSATION & BENEFITS | 4 quarter hours
(Undergraduate)**

The course has two major goals. The first is to learn how to design a pay system that is efficient, legally compliant, and fair/ethical. This is done through such topics as pay strategy, job descriptions, job evaluation, pay surveys, pay structures, pay increases, and legal compliance. The second goal is to learn how to design a benefits plan that supports company objectives and values. This is done through such topics as legal compliance, retirement plans, health insurance plans, social security, workers' compensation, and work-life benefits.

MGT 307 or (declared HSP Leadership specialization and HSP 382) is a prerequisite for this class.

**MGT 340 | LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE
WORKPLACE | 4 quarter hours
(Undergraduate)**

A framework of leadership and coaching is utilized to critically examine the effectiveness of several sports' coaches and their leadership/coaching styles, as they motivate players to achieve their maximum level of performance. Lessons from leading sports' coaches are then applied to the workplace, where managers motivate employees to perform to their potential. The course also highlights the importance of unique situations in both the sports and workplace arenas. Major topics to be covered include roles of coaches and players, skills of coaching, coaching teams, and "flow" in sports and organizations.

**MGT 341 | BEHIND THE SCENES WITH CHICAGO SPORTS
ORGANIZATIONS | 4 quarter hours
(Undergraduate)**

This unique course gives students an insider's perspective on the business side of Chicago's professional sports teams, college athletic programs, sports agencies and companies. Students will participate in "behind the scenes" tours of sports organizations and venues to gain first hand insights into the sports business landscape of Chicago. A wide range of sports management disciplines will be explored including sales, marketing, sponsorship, event management, hospitality, philanthropy, and business operations.

Junior standing with at least 88 cumulative units is a prerequisite for this class.

**MGT 344 | THE BUSINESS OF ESPORTS | 4 quarter hours
(Undergraduate)**

As Esports expands as a sports and entertainment entity, it is equally growing as a business enterprise. Students in this course will learn how their transferable business skills can relate to the business of Esports. Students will become educated on the numerous aspects of the Esports Ecosystem including revenue streams, role of publishers and game developers, key stakeholders game genres, tournaments and events, media, marketing and sponsorship, and inclusion and diversity. Further, this class will explore how Esports athletes and teams are marketed differently from traditional sports. The course will look at the different focuses for professional and recreational gamers, why innovative media platforms have redefined sports viewing and how that has impacted the interaction between the athlete and the fan, and how ethics and inclusion impact the industry at every level. A detailed knowledge of Esports or traditional sports is not required. Elements of this course can be leveraged for a career in a variety of disciplines.

**MGT 345 | SERVICE SECTOR MANAGEMENT | 4 quarter hours
(Undergraduate)**

The intangible nature of services creates special challenges for the management of service organizations. These challenges are considered through examples drawn from various service industries - e.g., banking, transportation, hotel/restaurant, and retail - and from internal service functions such as personnel, information processing and production planning. Discussion, exercises, and assignments focus on the nature of service operations, decisions faced in the management of services and tools available to facilitate effective and efficient service delivery. Topics covered include the service economy, service concept, design of service delivery systems, staffing delivery systems, capacity management, quality control, and service strategy.

MGT 301 is a prerequisite for this class.

**MGT 347 | HEALTH CARE MANAGEMENT | 4 quarter hours
(Undergraduate)**

This course will focus on the complexities of health service delivery to diverse populations using performance improvement, quality management, innovation, and entrepreneurship frameworks. This course presents an overview of the business of health. Students will develop skills in competitive analysis and the ability to apply those skills in the specialized analysis of opportunities in producer (e.g., biopharmaceutical, medical device, health information technology), purchaser (e.g. insurance, government), and provider (e.g. hospitals, nursing homes, physician) organizations. The course is organized around a number of readings, cases, presentations, and a required project.

**MGT 354 | GLOBAL HUMAN RESOURCE MANAGEMENT | 4 quarter hours
(Undergraduate)**

Concepts, theories, principles and techniques for effectively managing a workforce globally. The focus is on effective strategies relating to human resource strategy, staffing, development, performance management, remuneration management, legal/regulatory compliance, and employee/labor relations in geographically dispersed and culturally diverse organizations. The purpose of the course is to help students understand the issues related to effectively managing a workforce in a global organization and how human resource strategies and programs can enable the workforce to contribute to organizational success.

MGT 300 is a prerequisite for this class.

MGT 355 | NEGOTIATIONS | 4 quarter hours
(Undergraduate)

This course relies upon experiential learning to enhance students' ability to get what they want through the negotiation process. It is a 'skill building' course designed to help each student become more persuasive — both personally and professionally. The course makes use of lecture, class discussion, various 'street negotiation' assignments, and a major bargaining exercise. It enables students to compete effectively in future negotiations.

MGT 300 is a prerequisite for this class.

MGT 356 | INTRODUCTION TO SPORTS MANAGEMENT | 4 quarter hours
(Undergraduate)

Students will examine the major issues facing sport managers in a variety of sport organization settings. Through the lens of organizational theory and behavior, areas explored include professional, Olympic, collegiate, and youth sport. Other areas of focus will include sponsorship, technology, legal issues, and emerging issues through course projects and case studies. Students will be exposed to various disciplines/careers through guest lecturers in the sports industry and/or on-site experiences.

MGT 357 | INTERNATIONAL BUSINESS | 4 quarter hours
(Undergraduate)

This course is designed to develop students' knowledge and the skills needed to face the challenges of globalization. It provides participants with the global perspective required to expand their intercultural communication competencies and conduct business internationally. The subjects scheduled are diverse in nature and scope. They cover many fields of knowledge such as the multi-national company's environment, culture, strategy, and organization, as well as the role of managers in today's global business. The course topics and assignments are intended to enrich participants' professional and personal lives.

MGT 360 | LEADERSHIP | 4 quarter hours
(Undergraduate)

Leadership is a social influence process, the success of which is dependent upon certain skills (e.g. communication, conflict resolution) and situational factors (e.g. task characteristics, organizational structure). This course applies traditional and contemporary leadership theory to the development of individual leadership skills. Classroom experiences focus on understanding and practicing skills associated with effective leadership.

MGT 300 is a prerequisite for this class.

MGT 361 | ORGANIZATIONAL CHANGE AND CONSULTING | 4 quarter hours
(Undergraduate)

Students will examine the techniques of organizational design and development with emphasis on the methods of planned change to ensure improved effectiveness of organizations in a changing external environment. This course fosters the development of the skills necessary during all phases of the OD change process - from diagnosis, to interventions, through evaluating change. Current topics covered include models of change, diagnosing the need for change, analyzing data, resistance and readiness for change, and interventions. Values and ethics of organizational development are also emphasized. Course targets all change agents for organizations, including leaders and managers, aspiring leaders and managers, team leaders and project managers, and internal and external consultants. Learning methods include case analyses, experiential exercises, assessments, and teamwork on a change project.

MGT 300 is a prerequisite for this class.

MGT 370 | BUSINESS PLAN DEVELOPMENT | 4 quarter hours
(Undergraduate)

A business plan is an important strategic tool required to help establish the direction of an enterprise and attract capital required to run the business. It incorporates and integrates the functional areas of business and puts into practice many of the concepts and theories acquired in other classes. It describes the overall business venture, the product or service, the customers, the competition, the marketing, the legal structure, the operations, the human resources plan, the break-even analysis, the financing and all those things that are required to run a business. It helps to identify many unanticipated factors and reality-tests critical assumptions, thereby creating a roadmap for a successful enterprise. Students are encouraged to identify a business opportunity and develop their own business plan.

MGT 373 | CREATIVITY & ENTREPRENEURSHIP | 4 quarter hours
(Undergraduate)

This course provides an overview of creativity and innovation, and the individual, team, organizational and environmental influences on the creative process. Students are introduced to the design-thinking framework and learn creative problem solving tools for idea generation to discover new opportunities and innovations for businesses. The course is highly practical and includes methods to enhance individual and team creativity, reduce the obstacles to innovation and build the environment to support creativity and innovation in entrepreneurial organizations.

MGT 374 | ENTREPRENEURSHIP LAW | 4 quarter hours
(Undergraduate)

This course is designed to explore legal issues which an entrepreneur will face when starting up his or her business. For example, should a person set up her start-up venture as a sole proprietorship, partnership, corporation, or limited liability company? This course follows the development of a successful start-up all the way to the IPO.

BLW 201 is a prerequisite for this class.

MGT 375 | ENTREPRENEURSHIP PRACTICUM | 4 quarter hours
(Undergraduate)

This practicum is designed for students who desire to launch a business while still in college. In the practicum, students develop an understanding of their target customers and refine their business idea. This includes: vision & validation, customer development, product mockup & prototyping, revenue plans, naming and branding, developing a pitch, legal issues, market launch, digital marketing, common hiring and onboarding issues, challenges to growth, securing capital and funding, and leadership in the start-up environment. The resulting business plan will be reviewed by a seasoned mentor.

MGT 270 is a prerequisite for this course.

MGT 385 | WOMEN ENTREPRENEURS | 4 quarter hours
(Undergraduate)

This course examines the unique challenges and critical needs of female entrepreneurs. Historically, female-owned businesses have been disproportionately characterized by low capital requirements, low barriers to entry, and concentrated in the service sector. This course examines gender-specific issues related to access to financial capital, technical expertise, discrimination and harassment, policy and legal issues, and the social and cultural norms which have underpinned disparate outcomes in entrepreneurial ventures. Legal, policy and behavioral strategies to address these gender-specific issues are presented.

**MGT 388 | ENTREPRENEURSHIP STRATEGY | 4 quarter hours
(Undergraduate)**

This course is an overview of strategic management applied to entrepreneurial enterprises. General business management problems integrating marketing, accounting, finance and management functions are analyzed from the perspective of the CEO or entrepreneur concerned with start-up and planning of a new venture. The case method is used in this course and real "live" cases may be analyzed. The entrepreneurial process is investigated, including entrepreneurial characteristics, trends in the small business sector of the global economy, start-up and growth strategies and nurturing creativity in organizations. Focus is placed on either a consulting project with a small business or community organization, which may require time outside of class for the project, or on case studies.

(FIN 290 or FIN 300 or FIN 310), MGT 300, and MKT 301 are prerequisites for this class.

**MGT 389 | MANAGEMENT STRATEGY | 4 quarter hours
(Undergraduate)**

Management strategy is a course which synthesizes the functional business activities into a general management perspective of the business enterprise. This course presents a conceptual framework for understanding the operation of the firm within the global business environment. Corporate strategy is examined from the perspective of: strategic choice, the link between strategy and organization, and the management of strategic change. Examples will be drawn from service, manufacturing, and not-for-profit organizations. The course emphasizes the use of group decision-making, self-directed work teams, and formal group reports and presentations.

MGT 300, MKT 301, (FIN 310 or FIN 300) and senior standing are prerequisites for this class.

**MGT 390 | INNOVATION & TECHNOLOGY | 4 quarter hours
(Undergraduate)**

The ability to manage technological innovation has become an increasingly essential requirement. This course explores ways to create environments that are conducive to technological innovation. Throughout the course, students examine practices, models, and approaches that new and established organizations employ to promote innovative practice, technological change, and new technologies.

**MGT 393 | MANAGEMENT INTERNSHIP | 4 quarter hours
(Undergraduate)**

This class allows students from any major to earn Experiential Learning credit for real world practice in management. Through an internship, students obtain valuable professional experience and enhance their networking skills with business professionals and within organizations. The internship position must focus on one of the many broad areas of management responsibilities including, but not limited to supervision, human resources and operations. Students must have an internship/job while taking the course and are required to complete at least 10 hours per week/100 hours throughout the term. The course focuses on professional development through analysis of real life work experiences, exploration of industry-specific career knowledge and includes topics such as leadership and networking.

**MGT 395 | SOCIAL ENTREPRENEURSHIP | 4 quarter hours
(Undergraduate)**

Social entrepreneurship is concerned with how to engage the talents and energy of entrepreneurs to address critical social needs both within and beyond the market. Organizations involved in social entrepreneurship may be for profit or non-profit, but all organizations, regardless of their legal structure, are seen to have a social purpose. This course focuses on the ideas, processes, steps, and strategies required for creating new social ventures. Students will learn about the critical success factors behind sustainable social enterprises, as well as the mindset that leads social entrepreneurs to action. Social entrepreneurship plays a pivotal role in developing present and future leaders who ensure that business innovation is a viable force for systemic change and a long term force for good.

**MGT 398 | SPECIAL TOPICS | 4 quarter hours
(Undergraduate)**

Content and format of this course are variable. An in-depth study of current issues in management. Subject matter and prerequisites will be indicated in class schedule.

Junior standing with at least 88 cumulative units is a prerequisite for this class.

**MGT 399 | INDEPENDENT STUDY | 4 quarter hours
(Undergraduate)**

Available to students with demonstrated capability for intensive independent work in management. (Variable credit)

Junior standing with at least 88 cumulative units is a prerequisite for this class.

**MGT 500 | LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS | 4
quarter hours
(Graduate)**

This course examines how leaders engage individuals, teams and organizations in ways that are both ethical and effective. Students utilize feedback from a developmental, behaviorally-based simulation that assess their managerial and interpersonal skills. Individual development plans are created and relevant skills developed throughout the course. Skill development domains include perception, attribution, motivation, learning leadership, communication, team development, organizational culture, decision-making, power and politics all through the lens of business ethics.

Reserved for Kellstadt students or CDM students in select programs.

**MGT 501 | STRATEGIC SUPPLY CHAIN MANAGEMENT | 4 quarter hours
(Graduate)**

This course examines how operations-related strategic decisions can lead to improved market and competitive performance. We view the supply chain (of products or services) from a strategic point of view. The design of an expedient logistics system is critically linked to the key decisions and objectives of a responsive and efficient supply chain (forecasting, aggregate planning, inventory management, matching supply with demand, transportation, location, and information). We cover those topics with cases, spreadsheets and simulations to illustrate and help understand how logistical decisions impact the performance of the firm as well as the entire supply chain.

**MGT 502 | OPERATIONS MANAGEMENT | 4 quarter hours
(Graduate)**

At its core, business is about providing a superior product or service. This course analyzes the processes used to deliver products in the marketplace. World class firms have demonstrated that effective operations management can be a potent competitive weapon. This course addresses the key operations and logistical issues in service and manufacturing operations, which have strategic as well as tactical implications. Both quantitative and qualitative techniques and principles used by leading organizations are examined.

(GSB 420 or GSB 519 or equivalent) or MS-Business Information Tech CDM or MS Accounting. Flexible MBA students may not take this course.

**MGT 504 | FUNDAMENTALS OF OPERATIONS MANAGEMENT | 2 quarter hours
(Graduate)**

Fundamental Operations Management provides an introduction to the basic and pragmatic issues faced by operations managers. Major practices in operations management, such as operations strategy selection, process improvement, inventory management, project management, and quality issues are covered to help students understand the role of operations management in an organization and between organizations (supply chain). More specifically, the course educates students in strategic thinking (operations strategy selection, supply chain management), doing (inventory management, project management, quality management), and feeling (ethical issues in cross-border supply chains, lean production, continuous improvement). (2 quarter hours)

**MGT 506 | DECISION MAKING FOR MANAGERS | 4 quarter hours
(Graduate)**

In this course students will learn to use advanced analytic techniques to support better decision-making. Students will develop a valuable combination of mathematical modelling, spreadsheet and communication skills. Students will learn the skills needed to build their own spreadsheet models, critically evaluate the impact of model assumptions and choose appropriate techniques.

**MGT 507 | GLOBAL SOURCING AND PROCUREMENT | 4 quarter hours
(Graduate)**

This course introduces the issues and processes in sourcing raw materials and parts, such as supplier selection, supplier management, and other strategic issues. It explores the central concepts of organizational procurement, global sourcing, and interfaces of these to the other areas of an organization. The course takes a strategic approach to explaining sourcing and procurement for sustainable long term success of the organization.

MGT 501 or MGT 502 or MGT 504 is a prerequisite for this class.

**MGT 509 | PRODUCTION AND INVENTORY MANAGEMENT | 4 quarter hours
(Graduate)**

This course aims to develop a better understanding of production, operations, inventory, and supply-chain management problems, and provide foundations for deterministic and stochastic models/methods needed to solve these problems. Students in this course will learn production and inventory control models such as lot-sizing, dispatching, scheduling, releasing, and material requirements planning.

MGT 501 or MGT 502 or MGT 504 is a prerequisite for this class.

**MGT 510 | TECHNOLOGY, QUALITY & HEALTH INFORMATICS | 4 quarter hours
(Graduate)**

This course is designed to provide an overview of health technology, informatics and quality. There will be an emphasis on the real world interaction between medicine and technology and the role of informatics and quality. The course will provide practical and up-to-date examples of emerging technologies. Throughout the course, students will discuss such topics as patient informatics, evidence-based medicine, clinical practice guidelines, disease management, quality management, pay for performance, patient safety, applicable regulatory guidelines, and the implications of both the public and private sector involvement in health insurance and healthcare informatics.

**MGT 511 | TRANSPORTATION AND LOGISTICS | 4 quarter hours
(Graduate)**

This course is focused on understanding capacity development, multi-modal transport, freight consolidation, network alignment, and synchronization. It develops the principles, practices, and tools required to address major issues and tradeoffs in domestic and international transportation including key financial and performance indicators for transportation and design of supply chains to minimize transportation and distribution costs.

MGT 501 or MGT 502 or MGT 504 is a prerequisite for this class.

**MGT 512 | DEVELOPING SUSTAINABLE STRATEGIES (FORMERLY GSB 595) | 4 quarter hours
(Graduate)**

This course is designed to integrate the concept of strategy development into the larger ecological economic context of serving market/society needs in a finite world. The goal of strategy in organizations has traditionally been defined as one of value maximization, from the shareholder perspective exclusively. But the role of strategy is to guide organizations in competitively defining and meeting market/society's needs. Sustainable strategies take into account multiple perspectives by engaging in practices - principally systems thinking - to pursue opportunities in meeting market/society's needs that are economically viable, socially just, and operate responsibly within the constraints of a finite ecology. Students will demonstrate the literacies required to develop sustainable strategies that take into account all facets of the business venture (marketing, finance, management, design, production and distribution/life cycle analysis.) One key question will shape the trajectory of the course: 'How does one develop a competitive sustainable strategy to serve some market/society need?' Therefore, the focus of this course is for the student to select a need, determine the sustainable economic system to develop and deliver the product/service, and write and present the 'business case.' The student will also articulate the values and vision - personally and organizationally - driving the strategy.

MGT 514 | BEHIND THE SCENES WITH CHICAGO SPORTS ORGANIZATIONS | 4 quarter hours
(Graduate)

This unique course gives students an insider's perspective on the business side of Chicago's professional sports teams, college athletic programs, sports agencies and companies. Students will participate in behind the scenes tours of sports organizations and venues to gain first hand insights into the sports business landscape of Chicago. Students will meet with senior team executives and DePaul graduates at these organizations to explore different management styles and business strategies, hear case histories, and learn about different career paths and opportunities. A wide range of sports management disciplines will be explored including sales, marketing, sponsorship, event management, hospitality, philanthropy, and business operations.

MGT 515 | SUSTAINABILITY MANAGEMENT | 4 quarter hours
(Graduate)

Starting with a current analysis of the environment, sustainability strategies are presented to prepare corporations to gain, maintain, and extend a competitive advantage while enhancing the environment and society to achieve a positive triple bottom line. A review of global sustainability goals and objectives along with reporting mechanisms allow organizations to communicate their success effectively allowing for better marketing, brand management and risk reduction. Voluntary standards adopted by companies, the role of certifications, plus supply chain management are also covered.

MGT 518 | EMERGING ETHICAL ISSUES & TECHNOLOGY IN SUPPLY CHAIN MANAGEMENT | 4 quarter hours
(Graduate)

This seminar is designed to familiarize students with the current issues and technology developments in supply chain management. Students will learn about changing legal, regulatory, and compliance- related issues, such as conflict minerals, ethical sourcing, and counterfeit products. This seminar also introduces students to the latest business technology to support logistics and supply chain systems. Topics of discussion are updated quarterly to follow industry-related developments.

MGT 501 or MGT 502 or MGT 504 is a prerequisite for this class.

MGT 519 | SPORTS MANAGEMENT | 4 quarter hours
(Graduate)

Students will examine the major issues facing sport managers in a variety of sport organization settings through course projects and case studies. Through the lens of organizational theory and behavior, areas explored include professional, Olympic, collegiate, and youth sport. Other areas of focus will include community and fitness centers, sponsorship, technology, legal issues, and emerging issues. Students will be exposed to various disciplines/careers through guest lecturers in the sports industry and learn current management issues from industry experts..

MGT 520 | HUMANITARIAN SUPPLY CHAIN | 4 quarter hours
(Graduate)

Natural disasters, disease outbreaks, and other humanitarian crises are inherently unpredictable and often occur far removed from the roads, ports, and infrastructure needed to mount an effective response. This course explores the difference between commercial and humanitarian supply chains, the design characteristics required to support a rapid response, and the other challenges of effectively delivering humanitarian relief.

MGT 523 | RECRUITMENT AND SELECTION | 4 quarter hours
(Graduate)

An advanced study of current recruitment and selection practices of organizations both public and private. Emphasis is placed on common tests that are used and an examination of these tests for applicability in specific situations. Legislation related to EEO and Affirmative Action programs are discussed.

MGT 554 or MGT 555 is a prerequisite for this class.

MGT 524 | LEADERSHIP COACHING IN SPORTS AND ORGANIZATIONS | 4 quarter hours
(Graduate)

The effectiveness of several sports coaches and their leadership styles are examined as they work with players to raise the performance of their teams. Lessons from prominent sports coaches are translated to the traditional workplace arena, where managers coach employees to perform to their full potential and coordinate with their coworkers. Major topics covered include the roles of coaches and players, the skills and development of coaching, coaching teams, coaching styles, coaching conversations, and flow in sports and organizations. Learning methods include case analyses, experiential exercises, teamwork, and field trips.

MGT 525 | TRAINING AND CAREER DEVELOPMENT | 4 quarter hours
(Graduate)

An intensive study of personnel training and development in contemporary organizations. Emphasis is placed upon the identification of training needs, program design, choice of training methods, and evaluation of results. Classroom activities focus on application with students designing and presenting training seminars.

MGT 554 or MGT 555 is a prerequisite for this class.

MGT 526 | COMPENSATION AND BENEFITS | 4 quarter hours
(Graduate)

The course addresses the total rewards available in an organization. The first goal is to learn how to design a pay system that is efficient, legally compliant, and fair/ethical. This is done through such topics as pay strategy, internal pay alignment, external competitiveness, pay for performance, and legal compliance. The second goal is to learn how to design a benefits plan that supports company objectives. This is done through such topics as retirement plans, health insurance plans, and legally required benefits. The third goal is to learn about work-life programs.

MGT 554 or MGT 555 is a prerequisite for this class.

MGT 529 | LIFE AND CAREER COACHING | 4 quarter hours
(Graduate)

This course is designed to develop your life and career skills to meet the challenges associated with changing careers and changing jobs. Topics include: enhancing your self-esteem, balancing life and career, tapping interests, aptitudes and values, self-marketing, resumes and interviews, and strategic career planning to achieve life and career goals.

MGT 530 | LEADERSHIP IN ORGANIZATIONS | 4 quarter hours
(Graduate)

Theoretical frameworks, and models of leadership, provide a foundation for the understanding of effective leadership at all levels in organizations. A major focus of the course is the development of each participant's leadership capabilities. Examples of organizational leaders are critically examined and depicted as powerful role models. Current leadership topics covered include values and ethics, power and empowerment, management style, shared team leadership, organizational culture, and communication for change, thus providing analysis on individual, group, and organizational levels. Learning methods include case analyses, assessment and reflection opportunities, experiential exercises, coaching, and teamwork to further the development of effective leadership.

MGT 535 | CHANGE MANAGEMENT AND CONSULTING | 4 quarter hours (Graduate)

Techniques of change management and consulting with emphasis on the methods of planned change to ensure improved effectiveness of organizations in a changing external environment. Course targets all change agents for organizations, including leaders, managers, team leaders, and internal and external consultants. Fosters the development of competencies necessary during all phases of the change process - from diagnosis, to interventions, through evaluation of change. Learning methods employed, including case studies, experiential exercises, assessments, and teamwork, develop an understanding of interactive change processes on organizational, group, and individual levels. Major topics covered include types and models of change, diagnosing the need for change, analyzing data, resistance and readiness for change, and other activities necessary to lead and manage effective change efforts.

MGT 545 | MANAGING SERVICE OPERATIONS | 4 quarter hours (Graduate)

This course provides an examination of operating activities in service industries. Emphasis is on the principles of design, operation, and control of service delivery systems. Lectures, cases, and assignments focus on such topics as delivery system design, client interfaces, operations control, capacity management, and quality control.

MGT 550 | CRITICAL THINKING AND APPLIED ANALYTICS | 4 quarter hours (Graduate)

The primary goal of the course is to develop knowledge and skills for understanding and critiquing evidence-based claims derived from research analytics. That is, how to think critically about the data and models that constitute what we call "evidence" in business-related research and science. Central to this aim is a focus on identifying fact from fiction: debunking statistical results, graphics, and other forms of presentation intended to persuade by impressing or overwhelming you, with a blatant disregard for truth and logical coherence. Learning objectives include: Describe foundational concepts that characterize empirical data, including reliability, validity, generalizability, and utility; differentiate the variety of data and designs commonly employed in research; identify the strengths and weaknesses of different research methods; critique the efficacy of a particular research design; identify the limits of the conclusions drawn from research; provide a technical explanation for the legitimacy of particular evidence-based claims; and communicate a persuasive and accessible explanation of research to practitioner audiences.

MGT 551 | GLOBAL WORKFORCE MANAGEMENT | 4 quarter hours (Graduate)

Concepts, theories, principles, and techniques for effectively managing a workforce in a global organization. Focus on HR strategy, staffing, development, performance management, remuneration management, legal/regulatory compliance, and employee labor relations.

MGT 554 or MGT 555 is a prerequisite for this class.

MGT 552 | MANAGING DIVERSITY AND INCLUSION | 4 quarter hours (Graduate)

This course is designed to guide and coach participants on how to work and communicate effectively with people from diverse backgrounds and cultures. The course provides a hands-on approach for developing self-awareness around bias and discrimination in the workplace, competencies related to domestic and cross-cultural diversity, and the importance of creating an inclusive organizational culture.

MGT 554 | MANAGING HUMAN CAPITAL | 2 quarter hours (Graduate)

Managing Human Capital addresses the role of human capital in business strategy and competitive advantage, high performance work practices, and metrics of HR effectiveness. Topics covered include: Legal Context of Human Capital Management; Recruitment and Selection (- recruitment sources and tactics); Employee Development and Performance Management; Total Rewards (pay and benefit systems); and Employee Relations. Issues of ethics and employee rights are integrated across the above six topics. (2 quarter hours)

MGT 500 is a prerequisite for this class.

MGT 555 | HUMAN CAPITAL STRATEGY AND SCIENCE | 4 quarter hours (Graduate)

Taught from the perspective of the managerial role, this course emphasizes the links between business strategy rigorous high performance work practices, and competitive advantage. Analytics of human capital effectiveness are explored throughout all core topics including talent acquisition, talent management, talent development, total rewards, employee and career development.

MGT 556 | ETHICS AND LEADERSHIP | 4 quarter hours (Graduate)

This course encompasses meetings with executives and senior leaders in the Chicago community. These meetings allow students the exciting and rare opportunity to engage in personalized, in-depth conversations with leaders in government, CEOs and senior executives from for-profit corporations, and directors of nonprofit organizations. Students learn first-hand from the experiences of these extraordinary success stories so that they can glean the critical elements necessary for successful and ethical leadership. Sessions will involve briefings on key issues facing the leaders, analysis of risk assessment and management, and critical review of leadership decision-making. The course is designed to serve both those students who are interested in leading their own entrepreneurial ventures, as well as those who seek leadership roles in larger corporations or other organizations.

MGT 557 | INTERNATIONAL MANAGEMENT | 4 quarter hours (Graduate)

The object of this course is to develop clear awareness of the international business operations, practices and environment. It provides the concepts, methods, and tools necessary to face the global challenges in international management. The objective is met through lectures, classroom discussions, library assignments, and research work. Students will learn the effective use of the international business references. By the end of the course, they are expected to have developed a high level of competency in acquiring, understanding, analyzing, and synthesizing international management information from international business directories, databases, and other sources.

MGT 559 | HEALTH SECTOR MANAGEMENT | 4 quarter hours (Graduate)

This graduate level, hands-on course will discuss the evolution and current trends in the delivery and financing of health goods and services in the biotechnology, pharmaceutical, medical device, and health services delivery industries within the health sector. This course will equip students with the ability to use managerial epidemiology as a decision-making tool in marketing and operations in the health sector. Ultimately, this course will enable students to apply Michael Porter's Five Forces Model to analyze and manage the various industries within the health sector. This course will use lectures, role plays, simulations, and the case method.

MGT 562 | RESOLVING CONFLICT IN ORGANIZATIONS | 4 quarter hours (Graduate)

Comprehensive study and skill building exercises devoted to the development of skills necessary for managers to resolve and manage conflict within their organizations. For illustrative purposes, discussions and exercises will be in the context of employment disputes, discrimination disputes, and/or labor-management disputes. However, the skills attained in the course may be successfully used to resolve any type of conflict. Included will be a discussion of various dispute resolution methodologies including the mediation, arbitration, and investigation of asserted conflicts, real or perceived, as well as the design of dispute resolution processes and related issues of organizational fairness, justice, and ethics.

MGT 563 | NEGOTIATION SKILLS | 4 quarter hours (Graduate)

This nontraditional course relies predominantly upon experiential learning to enhance students' ability to get what they want through negotiation. It is a skill-building course designed to help each individual student become persuasive, both personally and professionally. The course makes use of lecture, class discussion, various stress negotiation assignments, and a major bargaining exercise. It builds upon failures as well as successes, enabling students to identify their own individual negotiations style. Students completing the course will have developed the ability to compete successfully in future negotiation situations at all levels and to refine the tools and techniques they learned during the quarter.

MGT 564 | STREETS OF CHICAGO: HEALTHCARE MANAGEMENT | 4 quarter hours (Graduate)

This graduate level course will equip management, marketing, finance, and accounting students with the knowledge necessary to apply their specific expertise into one of the fastest growing sectors of the global economy. Upon completing this course, students will be exposed to not only the latest theories, techniques, and best practices but also some of the key players in Chicago's health insurance, biotechnology, pharmaceutical, hospital, and group practice industries.

MGT 565 | EMPLOYMENT LAW | 4 quarter hours (Graduate)

The purpose of the course is to identify how a supervisor or firm owner is legally regulated in connection with the management of her or his workforce, as well as the management implications of the regulation. In this way, the student will learn of the legal ramifications of human resource management decisions. Topics which will be addressed include discrimination on the basis of age, gender, race, religion, disability and national origin, sexual harassment, drug and other forms of testing, regulation of hiring and firing decisions, privacy rights and regulation of off-work conduct. Class activities may also focus on understanding bias and prejudice in managerial decision-making.

MGT 554 or MGT 555 is a prerequisite for this class.

MGT 566 | HEALTH INSURANCE & BENEFITS | 4 quarter hours (Graduate)

This course is a primer on healthcare insurance and benefits programs in the United States. Emphasis will be placed on employer group plans through which most American gain access to the healthcare delivery system and receive assistance with the cost of their medical expenses. We will survey the demand for healthcare, the regulatory environment, and the predominant public and private sector health insurance programs. The challenges and perspectives of providers, insurers, and employers will be discussed, as will important ethical considerations. The course will also review benefit programs typically provided through employers with an emphasis on group medical plans, including plan types, design, effectiveness, and the development of premium rates. It will conclude with discussions of the latest healthcare reform developments and trends defining the future of the healthcare system.

MGT 569 | LEGAL ASPECTS OF ENTREPRENEURSHIP | 4 quarter hours (Graduate)

This course explores the basic legal issues an entrepreneur encounters when starting a business. Typical topics include the legal ramifications of decisions related to incorporation, capital financing, human resource management (e.g., recruitment, compensation, and termination), contracts, and product defects. The primary objective of the course is to raise awareness of potential legal pitfalls and prepare new entrepreneurs to better manage their exposure to risk through insurance, carefully-worded contracts, and a better understanding of when to seek professional legal advice.

MGT 570 | ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT | 4 quarter hours (Graduate)

The focus of the course is on new venture initiation and the preparation of a business plan that can be used to generate financing and to begin operations in a new business enterprise. It examines the critical factors involved in the conception, initiation, and development of new business ventures. Topics covered include the identification of characteristics of prospective entrepreneurs, identifying innovations, market potential analysis for new products or services, acquiring seed capital, obtaining venture capital for growth or purchase of an existing business and organization and operation of the new business. Each student is required to develop a business plan which will be presented to the class. Students wishing to start, develop, acquire, sell, or merge a business are encouraged to do so.

MGT 571 | FINANCING NEW VENTURES | 4 quarter hours (Graduate)

This course will focus on identifying, examining and evaluating various sources of original and growth capital. Emphasis will be on legal, financial and tax issues related to capital formation as well as specific problems experienced by the small-to-medium-sized firms undergoing rapid growth. Topics discussed will include financing startups, financial planning and strategy, going public, selling out and bankruptcy. A formal proposal for capital acquisition developed through field research will be required of each student. Cross-listed with FIN 571.

MGT 572 | CORPORATE VENTURES AND MANAGEMENT | 4 quarter hours (Graduate)

The focus of this course is on how corporations develop new ventures. It critically examines the circumstances that make it possible for employees to contribute their venture ideas to the corporate objectives and describes techniques that stimulate such ideas. Although the primary focus will be on the employee and how the individual can be entrepreneurial within a corporate structure, the course also examines how the corporation can systematically encourage innovation. Case studies of corporate ventures projects will be reviewed.

MGT 500 and (ACC 500 or ACC 502 or equivalent) are prerequisites for this class.

MGT 575 | WOMEN ENTREPRENEURS | 4 quarter hours (Graduate)

This course is an introduction to the challenges and opportunities facing women entrepreneurs. Learning objectives: Understanding the major theories and principles that underlie women's entrepreneurship; understanding and appropriately using the vocabulary of gender and entrepreneurship; thinking critically about the problems facing women entrepreneurs and learning to be comfortable with the ambiguous nature of entrepreneurship; articulating the value that women entrepreneurs add to business and society, and applying course concepts to real entrepreneurship cases and problems.

MGT 584 | CONSULTING SKILLS | 4 quarter hours (Graduate)

This course focuses on developing knowledge and skills required to effectively engage in human capital consultation. Students will be introduced to the full range of consultation activities including, but not limited to: client contracting and proposal writing, problem diagnosis, data collection and analysis, client feedback, intervention design, and evaluation. Further attention is given to issues related to consultation models, client readiness, boundaries of expertise and ethics. The course places a strong emphasis on practice and will require student teams to engage in consultation to a non-profit organization during the quarter. This course is relevant to those who are interested in external management consulting careers or whose future job interest includes internal consulting to staff or management such as human resources or organization development professionals. Students are advised to complete at least 16 -hours of Kellstadt coursework before registering for this course.

MGT 585 | FUNDAMENTALS OF BUSINESS ANALYTICS | 4 quarter hours (Graduate)

This course explores how business analytics combines business domain knowledge, statistics, and technology to make data-driven business decisions for solving problems. Students are introduced to a 4-step Data Analytics process involving: getting data, cleaning data. Analyzing data and communicating results to drive business strategy and ethical practices. Real business problems are used to introduce various technologies and tools used throughout the program while exploring the various elective focus paths.

MGT 586 | DATA VISUALIZATION | 4 quarter hours (Graduate)

This course teaches students how to use visualization techniques to help tell effective stories with data. Topics include graphical integrity in data visualization and common ways it can be comprised; mapping data to visual representations, visual perception and the design of effective visualization; using Tableau to create visualizations about time and space hierarchy, etc.

MGT 587 | BUSINESS PERFORMANCE ANALYSIS | 4 quarter hours (Graduate)

The purpose of the course is to enable students to use financial statements and analysis of financial statements to develop a clear picture of a business' performance. The goal is for students to be able to acquire the tools to put together good business performance dashboards and scoreboards of a business which include financial as well as non-financial performance metrics. Financial statement analysis aligned with and valuation frameworks that integrates strategy, strategy execution, financial analysis and valuation. Assessing a firm's value-creating proposition and identifying key value drivers and risks of a business.

MGT 585 is a prerequisite for this class.

MGT 588 | DATABASE MANAGEMENT SYSTEMS | 4 quarter hours (Graduate)

MGT 588 covers the fundamental principles of database management systems (DBMS) with a focus on extracting, transforming, and loading (ETL) data into the desired format for data modeling. Students will learn how to create, read, and transform data from databases. In addition, a large component of the course will focus on SQL for applying ETL on real databases. The course focuses on the relational systems necessary to conduct database creation and implementation. Throughout the course, we will adopt a problem-based learning approach to see how different types of database manipulations can be made.

MGT 589 | EXECUTIVE COACHING: LEADERSHIP IN A VOLATILE, UNCERTAIN, CHAOTIC AND AMBIGUOUS BUSINESS ENVIRONMENT | 4 quarter hours (Graduate)

Developing executive coaching competencies for "managers as coach" is the keynote of this course. Grounded in positive psychology and the science of human flourishing, participants will identify and apply strengths-based interventions to promote organizational effectiveness, career success, and life fulfillment. Students will learn and deploy the GROW model of coaching, motivational interviewing, solution-focused coaching, mindfulness, and goal-focused approaches to help people achieve change. Participants will also enhance their own ability to create presence, build trust, manage self-awareness, listen, ask powerful questions, design actions, and manage accountability. Working from a place of purpose and intention, course participants will harness competitive advantage, explore finding flow, managing stress, maintaining optimism, and creating balance in work, health, and family.

MGT 590 | MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE | 4 quarter hours (Graduate)

The ability to manage technological innovation has become an increasingly essential requirement for business people regardless of functional specialty. The objective of this course is to explore ways to create environments that are conducive to technological innovation. Throughout the course students examine practices, models, and approaches that established, as well as new, organizations employ to promote innovative practice, technological change, and new technologies. The following topics will be covered: the innovation process, managing technical people, the impact of organizational design on innovation, knowledge management, cross-functional teams, and exploiting new technologies. Students will research new technologies and discuss potential business applications and issues associated with those technologies.

MGT 591 | FUNDAMENTALS OF PEOPLE ANALYTICS | 4 quarter hours (Graduate)

This course introduces students to fundamental knowledge and skills required for people analytics data projects in organizational settings. This course provides information and introductory skills related to data project management, data ethics, data wrangling, data visualization, regression modeling, clustering algorithms, descriptive and predictive statistical modeling, and data work communication. Students complete assignments related to people analytics data projects in various areas of human resource management (e.g., selection, training, recruitment, compensation) to deepen their knowledge of major human resources content areas and learn how to make evidence-based recommendations. Toward the end of the course, students complete a project to apply their knowledge and skills to a comprehensive people analytics data project. **MGT 554 or MGT 555 is a prerequisite for this class.**

MGT 592 | ADVANCED PEOPLE ANALYTICS | 4 quarter hours (Graduate)

This course covers advanced topics on people analytics data projects in organizational settings building upon MGT591: Fundamentals of People Analytics. Specifically, this course covers writing R markdown notebooks, data science programming, web scraping and interacting with Application Programming Interfaces, text processing, social network analysis, supervised and unsupervised machine learning, and creating web applications and dashboards. Students complete assignments related to people analytics data projects in various areas of human resource management (e.g., selection, training, recruitment, compensation) to deepen their knowledge of major human resources content areas and learn how to make evidence-based recommendations. Toward the end of the course, students complete a project to apply their knowledge and skills to a comprehensive people analytics data project. **GSB 519 or MGT 585 or MGT 591 or PSY 411 is a prerequisite for this class.**

MGT 595 | SOCIAL ENTERPRISE | 4 quarter hours (Graduate)

This course explores principles and applications of value generation in social entrepreneurial settings. Participants will learn how entrepreneurial ventures go beyond traditional non-profit and for-profit realms to generate different kinds of value with a distinct social enterprise approach that transcends both frontiers. The course surveys concepts from traditional entrepreneurship in the context of social sector environments and emphasizes topics such as fee-based revenue, multiple denominations of value, and social impact. Joint contributions from graduate students in the College of Business and the School for Public Service deepen the exploration of the full social enterprise realm. The course experience revolves around student-led team consulting projects with several mission-driven ventures in Chicago.

MGT 598 | PROJECT MANAGEMENT | 4 quarter hours (Graduate)

This course covers management techniques that are applicable to a wide variety of project types including new product development, business start-ups, marketing campaigns, facility relocations, construction, research programs, and special events. Emphasis is on scheduling, budgeting, and control including the selection and application of project management software. Other topics include project organization, qualifications and roles of the project manager, project leadership, team building, and the management of conflict and stress in projects.

MGT 599 | ANALYSIS OF BUSINESS STRATEGY & CAPSTONE | 4 quarter hours (Graduate)

This course enables students to integrate all of the curriculum coursework to analyze and assess a real-world issue in a final project. The course content emphasizes identifying strategic alternatives, developing corporate and business strategies using business analytics techniques, and understanding the role of functional activities and organizational processes from a strategic viewpoint. Throughout the course, students will undergo a step-by-step guided process of applying knowledge gained in the program to make data-driven decisions. The course will end in a final capstone presentation, where students will showcase their strategy-formulation, storytelling and analytical skills. **MGT 585, (GSB 420 or GSB 519 or equivalent), ECO 520, MGT 586 and MGT 587 are prerequisites for this class.**

MGT 605 | ENTREPRENEURSHIP EXPERIENCE RESIDENCY 1 | 2 quarter hours (Graduate)

This residency welcomes and orients students to the program. Students will be introduced to the topic of entrepreneurship and participate in an assessment related to their leadership capabilities and entrepreneurial goals. Learning outcomes are understanding the nature and role of entrepreneurship in society, including different types of entrepreneurs, assessing one's own entrepreneurial skills, interests, and capabilities, describing the concept of the entrepreneurial mindset, understanding the process of entrepreneurship with particular attention to the pre-startup and early stages of business creation, and developing business ideas into business models that create value.

MGT 606 | ENTREPRENEURSHIP EXPERIENCE RESIDENCY 2 | 2 quarter hours (Graduate)

The various career paths that entrepreneurial individuals can take is highlighted. Students will prepare a pitch presentation of a business idea. Learning outcomes include: understanding the different career paths where entrepreneurial skills can be applied; reassessing one's own entrepreneurial skills, interests, and capabilities; recognizing, defining, testing and exploiting business opportunities; determining the feasibility of the business concept through industry, market, economic, breakeven, and risk analyses; and preparing an effective oral and written presentation explaining the viability of a business concept.

MGT 793 | MANAGEMENT INTERNSHIP | 4.00 quarter hours (Graduate)

This is a unique opportunity in which interns gain and develop managerial skills, providing a link to mastering the dynamics of running a business. This hands-on experience allows the intern to apply his or her skill/wisdom to the work place and provides invaluable knowledge that is crucial for future advancement. While building an impressive resume for further job opportunities, the intern will be immersed in a stimulating environment with a pool of established resources. In addition, networking opportunities avail themselves to build future relationships. (Variable credit)

MGT 798 | SPECIAL TOPICS | 4 quarter hours (Graduate)

Content and format of this course are variable. An in-depth study of current issues in management.

MGT 799 | INDEPENDENT STUDY | 4 quarter hours (Graduate)

Available to graduate students with demonstrated capability for intensive independent work in management. Requires Chair's permission.

Management Information Systems (MIS)

MIS 140 | INTRODUCTION TO BUSINESS TECHNOLOGY AND DECISION MAKING | 4 quarter hours (Undergraduate)

Focused on information systems within organizations, this course addresses how information technology (IT) supports business operations and management. Topics include strategic uses of IT, databases, data warehouses, decision support, artificial intelligence, e-commerce, systems development, IT infrastructure, security, emerging trends, and the inherent social, ethical and legal considerations. Excel spreadsheet design and data analysis for decision making are key components of this course.

MIS 250 | CAREER MANAGEMENT PREPAREDNESS | 2 quarter hours (Undergraduate)

This course will direct students in the exploration of the field of management information systems. It will assist them in the preparation for and management of a career in the field. Students will connect with MIS professionals, identify possible career paths and create resumes, cover letters, and LinkedIn profiles. Students will identify their strengths, understand how to market their skills and conduct themselves in interviews. Discussions will focus on Career Center offerings, internship opportunities, and best practices in utilizing these and other career development resources.

MIS 300 | DATA MINING AND ANALYTICS | 4 quarter hours (Undergraduate)

This course is an introduction to inferential statistics in analytics using data mining techniques. The course is applied and hands on, with applications in several domains. Techniques covered include factor analysis, cluster analysis, linear and multiple regression and decision trees. Emphases are placed on understanding data mining and analytics concepts, applying them using SPSS Modeler, preparing data for analysis, interpreting results, and using the results to make management recommendations.

BUS 102 and MAT 137 are prerequisites for this course.

MIS 350 | BUSINESS SYSTEMS ANALYSIS | 4 quarter hours (Undergraduate)

This course focuses on the planning, analysis, and requirements specification phases of systems development life cycle. It covers business modeling, process management, requirements gathering and other topics used by business analysts and consultants. Topics include planning and analysis techniques, the system development life cycle (SDLC), data flow diagrams, data gathering, network diagrams, Gantt charts, business process reengineering, joint application design, use case diagrams, flow charts, decision trees, decision tables, and structured English.

MIS 140 or MIS 340 is a prerequisite for this class.

MIS 360 | SYSTEMS ANALYSIS AND DESIGN | 4 quarter hours (Undergraduate)

This course prepares students to pursue careers in systems analysis and design. It emphasizes object-oriented systems analysis and design techniques using UML. Students learn about activity, use-case, class, sequence, state chart, and other UML diagrams used by systems analysts. The course covers all phases of the SDLC. Students work in project groups to solve a real-world problems.

IT 130 and an intended or declared MIS, IT, or IS major are prerequisites for this class.

MIS 362 | INFORMATION SYSTEMS PROJECT MANAGEMENT | 4 quarter hours (Undergraduate)

The course prepares students to become project managers. It covers IS project management concepts, techniques, tools, project issues, roles and responsibilities of project leaders. Topics include, but not limited to, resource allocation, scheduling, budgeting, monitoring, controlling, use of Gantt charts, precedence analysis, PERT, and CPM. Students use Microsoft Project.

(An MIS major and MIS 360) or (an MIS minor and MIS 350) are prerequisites for this class.

MIS 370 | DATABASE MANAGEMENT SYSTEMS DESIGN AND DEVELOPMENT | 4 quarter hours (Undergraduate)

This course is designed to prepare students to pursue careers in database management. It covers topics such as entity relationship modeling, normalization, SQL, database design principles, data warehousing, transaction management, and database administration. Students will complete assignments and a group term project using Microsoft SQL Server.

MIS 140 is a prerequisite for this class.

MIS 398 | SPECIAL TOPICS | 4 quarter hours (Undergraduate)

Special Topics.

MIS 399 | INDEPENDENT STUDY | 4 quarter hours (Undergraduate)

Independent Study is available to students of demonstrated capability for intensive independent work in management information systems. (variable credit)

MIS 555 | MANAGEMENT OF INFORMATION TECHNOLOGY | 4 quarter hours (Graduate)

This course focuses on the management and use of information technology (IT). As the use of IT in society grows, particularly in business, our graduates are likely to become responsible for managing some technology resources and to participate in IT planning and development projects as founders, sponsors, team members, managers of development or end-user developers. Students should become effective users and evaluators of information, IT, and information services. The course explores a number of IT-related topics such as the strategic role of IT, IT planning and architecture, building the telecommunication highway system, management issues in systems development, the expanding universe of computing, group support systems, intelligent systems, electronic document management, and managing the human side of systems.

MIS 673 | DATA MANAGEMENT | 4 quarter hours (Graduate)

Data has been recognized as a vital corporate resource and database systems used have evolved into a central component of business information systems. Topics include: semantic data modeling using entity-relationship models (ERDs); data structuring with normalization and functional dependencies; relational database design employing multiple perspectives (end-users, business and product owners, front-end and middle-tier developers, data engineers, database administrators, and data analysts); hands-on implementation of student's data model into actual data environment, including manipulation and analysis using SQL (Structured Query Language); and discussion on evolving technologies including NoSQL, Big Data, Data Warehousing, and On-line Analytical Processing.

**MIS 674 | SYSTEMS ANALYSIS AND DESIGN | 4 quarter hours
(Graduate)**

The focus of this course is on the early phases of information systems development starting with requirements analysis and specification. Alternative systems development methodologies including conventional structured approaches are reviewed but the emphasis is on distributed processing together with object-oriented analysis and design, rapid application development and prototyping, the use of CASE (computer aided software engineering) tools and GUI (graphical user interface) design with event-driven computing.

**MIS 683 | INFORMATION TECHNOLOGY STRATEGY AND ARCHITECTURE
| 4 quarter hours
(Graduate)**

This course focuses on key aspects of formulating a business-driven information technology (IT) strategic plan and an enabling technology architecture to optimize enterprise value-chain functions, and improve shareholder value. Students will explore opportunities on how to leverage IT, of their own firm, for competitive advantage and growth. The course will include lectures, case study, project presentation, and discussion of current developments in IT industry. Class discussion will be centered around the importance of the alignment of business and technology, and the critical role IT has on optimizing mission-critical business processes. Key course topics include: Business Strategy Alignment, Strategic Analysis, IT Strategic Planning Framework, IT Strategy Tools & Methods, Baseline Assessment (applications, data, infrastructure, TCO, organization), IT Effectiveness Review, Applications Portfolio Strategy, Data Management Strategy, Technology Infrastructure Strategy (hosted, cloud/SaaS, and on-premise), Spend/TCO, Investment Plan, and Organization Strategy.

**MIS 798 | SPECIAL TOPICS | 4 quarter hours
(Graduate)**

Content and format of this course are variable. It involves an in-depth study of current issues in information systems and technology. Subject matter constantly changes and will be indicated in class schedule.

**MIS 799 | INDEPENDENT STUDY | 4 quarter hours
(Graduate)**

Available for graduate students of demonstrated capability for intensive independent work in information systems.

Marketing (MKT)

**MKT 250 | NAVIGATING MARKETING CAREERS | 2 quarter hours
(Undergraduate)**

The course is designed to provide an understanding of the various marketing career options available for early-career marketing professionals. Based on a deep understanding of individual strengths and weaknesses, this course will help students to find the marketing role that leverages their strengths. Additionally, this course prepares students to create and manage a successful marketing job-search campaign. Elements of the campaign include resume development for marketing roles, cover letters, developing and using networking skills, interview preparation, managing interview anxiety, salary negotiation, etc. (2 quarter hours)

MKT 301 is a prerequisite for this class.

**MKT 276 | EFFECTIVE BUSINESS COMMUNICATION | 4 quarter hours
(Undergraduate)**

This engaging class teaches participants the communication skills that lead to leadership success. The course's workshop-style design encourages learners to practice techniques grounded in business, psychology, and neurobiology. Skills taught include: In-person and video presentations, email and brief writing, business and social networking, and PowerPoint. Students explore message packaging and delivery, persuasion, managing conflict with authority, controlling anxiety, and managing shyness and intimidation. Vincentian values of Diversity, Equity & Inclusion (DE&I), servant leadership, and credibility are the course foundations. Activities take place in the classroom and via distance learning.

**MKT 301 | PRINCIPLES OF MARKETING | 4 quarter hours
(Undergraduate)**

Marketing 301 introduces basic marketing terminology and the relationships between and among these terms relevant to the creation and implementation of basic marketing strategy. The course content also focuses upon the controllable and uncontrollable variables which have bearing on the success or failure of marketing programs. The course also provides students with opportunities to demonstrate their ability to connect concepts discussed in the text and those same concepts appearing in academic and practitioner publications and popular business periodicals.

**MKT 305 | INTRODUCTION TO MARKETING RESEARCH | 4 quarter hours
(Undergraduate)**

This course focuses on how to match research design (exploration, surveys, observation and experiments) with an organization's marketing problems. You will learn how to: design questionnaires, collect and analyze survey data, prepare and conduct focus groups and design experiments. Some knowledge of statistics required.

MKT 301 is a prerequisite for this class.

**MKT 310 | CONSUMER BEHAVIOR | 4 quarter hours
(Undergraduate)**

An analysis of the environmental, social and psychological factors that influence an individual's consumer decisions. Specific areas studies will be consumer motivation, attitudes, learning and decision processes, as well as lifestyles, reference groups, communication and cultural influences.

MKT 301 is a prerequisite for this class.

**MKT 315 | STRATEGIC TOOLS FOR MARKETERS | 4 quarter hours
(Undergraduate)**

This course provides depth of knowledge to understand and apply important and relevant concepts in marketing such as market demand forecast, product positioning, pricing, marketing performance assessment, and product design. The course covers several hands-on tools that are frequently used by marketers and business-people to generate deep customer insight to aid decision-making in the above-mentioned areas.

MKT 301 and MKT 310 are a prerequisite for this class.

**MKT 320 | PRINCIPLES OF ADVERTISING | 4 quarter hours
(Undergraduate)**

Development of an understanding of the principles, processes, and methods employed in advertising and sales promotion of products and services directed toward consumers and business. Discussion will involve understanding the behavior of the target audience, developing advertising, budgeting for advertising, creating the message and media strategy, and measuring the effectiveness of the advertising program.

**MKT 321 | SOCIAL MEDIA MARKETING | 4 quarter hours
(Undergraduate)**

In this course students gain a better understanding of what social media is and how businesses and individuals are using it to build awareness, increase visibility, and engage in conversations with their customers. Students also gain an understanding of the various benefits of social media, and insight into the relatively low cost and high scalability.

MKT 301 is a prerequisite for this class.

**MKT 322 | SEARCH ENGINE MARKETING & ANALYTICS | 4 quarter hours
(Undergraduate)**

This course will review the fundamentals of search engine marketing and web analytics. Students will review the verticals, platforms, and best practices that encompass the landscape of paid search in digital marketing. The course will also focus on learning both AdWords and Google Analytics, preparing students to take the respective Google certification exams at the end of the course. Most sessions will have hands-on components including reviewing real world scenarios, building campaigns and reports. This course will help students learn how to properly manage and build out an effective Google AdWords campaign, as well as create an accurate Google Analytics account and analyze the data within.

MKT 301 is a prerequisite for this class.

**MKT 323 | CONTENT MARKETING | 4 quarter hours
(Undergraduate)**

Content Marketing is the art of engaging new or existing consumers with information and entertainment to build a relationship and ultimately turn them into loyal buyers. Content Marketing gives consumers information they desire and seek out that's consistent with the brand and product/service. It is executed across marketing tools, with a heavy emphasis on social media and digital. This course is intended for the student who is looking to dive deeper into different Marketing approaches. Ultimately, the student will learn to identify what an audience wants to hear and package that information into valuable content to drive engagement and ultimately sales.

MKT 301 is a prerequisite for this class.

**MKT 333 | MARKETING FOR THE SOCIAL GOOD | 4 quarter hours
(Undergraduate)**

Social marketing is an approach used to develop activities aimed at changing or maintaining people's behavior for the benefit of individuals and society as a whole. Effective social good marketing is not about jumping on the bandwagon by following the news and saying your company supports popular causes. Instead, there must be an authentic, tangible connection between brand values, messaging and action. Social marketing offers a revolutionary approach to solving a range of social problems in the areas of health, safety, environmental protection, financial well-being, and community involvement. This course seeks to expose students to the application of traditional marketing principles and techniques to the challenges and rewards of influencing and impacting positive public behavior.

**MKT 340 | MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS | 4 quarter hours
(Undergraduate)**

The course is designed to challenge students to think critically about culture and international marketing, with an emphasis and perspective on multicultural markets. The course is structured to examine cross-cultural and intercultural approaches that intertwine with the international business environment and the impact that both have on the marketing of goods and services.

MKT 301 is a prerequisite for this class.

**MKT 342 | SPORTS SPONSORSHIP MARKETING | 4 quarter hours
(Undergraduate)**

This course explores the impact of sports sponsorship marketing on professional teams, college sports, grass roots and international events including the World Cup and the Olympics. Students will learn how sponsorship interacts with key elements of the marketing mix including sales, advertising, public relations, promotion and cause marketing. Guest lecturers from major Chicago sports franchises and corporations play a defining role in the course. Students visit a leading marketing agency to gain an expert's perspective on Super Bowl advertising and marketing. Students will learn how effective sponsorship marketing creates an enduring emotional connection between brands, properties and consumers.

MKT 301 (or MGT 356) is a prerequisite for this class.

**MKT 352 | NEW PRODUCT DEVELOPMENT | 4 quarter hours
(Undergraduate)**

An introduction to the various types of new products and services, and to the new product management process used by many firms to increase the likelihood of success while minimizing financial risk. Students will learn about new product conceptualization, development, and launch stages of the process, and be introduced to some of the tools and techniques employed in each.

MKT 301 is a prerequisite for this class.

**MKT 356 | MARKETING ANALYSIS AND PLANNING | 8 quarter hours
(Undergraduate)**

The first course of the IME sequence addresses marketing information gathering, analysis and planning. Students will learn how to conduct secondary research at the company and industry level for analysis of a firm's competitive situation. This analysis will be drawn from real-time cases from sponsoring Chicago-area companies. Emphasis is placed on teamwork and effective communication in oral and written presentation. Students will learn to analyze a firm's industry and competition as well as how to identify a target market and position a product. Milestones will include the preparation and presentation of the situation analysis elements of a marketing plan, as well as a presentation to the client company. Offered every Autumn. (8 quarter hours)

Acceptance into the IME program is a prerequisite for this class.

**MKT 357 | MANAGEMENT OF MARKETING | 8 quarter hours
(Undergraduate)**

The second course in the IME sequence acquaints the student with the knowledge and skills necessary for the management of marketing activities including marketing plan preparation and tactical decision-making in changing situations. (1) Students will build upon the situation analysis and presentation skills acquired in the IME Level I, by developing skills necessary to prepare and present a marketing plan. (2) Tactical managerial decisions to be addressed include product/service management, competitive pricing decisions, distribution, and promotion decisions as faced by the manager of marketing activities in the day-to-day life of the firm. Students will learn to develop sales forecasts and budgets and apply control and analysis techniques to evaluate marketing operations. Course milestones will include market plan development and presentation to internal as well as external groups, and the presentation of analysis and recommendations to address the day-to-day management of marketing operations. Students will work in teams to address a marketing problem provided by a sponsoring Chicago-based company. This problem will require students to use available secondary data to analyze the current market situation and analyze and interpret primary data necessary to make decisions. Offered every Winter. (8 quarter hours)

Acceptance into the IME program is a prerequisite for this class.

MKT 358 | MARKETING IN A GLOBAL ENVIRONMENT | 4 quarter hours (Undergraduate)

This final course in the IME sequence provides a strategic perspective for marketing management in a global environment. The course will address company organization, industry structure, firm's competitiveness, marketing activities, and market-entry strategies. Course milestones will address the issues and decisions normally associated with international market expansion. The course is a hands-on learning experience for the student/team through the introduction and interaction with a Chicago-based company currently involved in international business. Offered every Spring.

Acceptance into the IME program is a prerequisite for this class.

MKT 359 | ADVANCED MARKETING MANAGEMENT | 4 quarter hours (Undergraduate)

This course will familiarize students with the role of the marketing manager in charting the direction of a business, and formulating strategies to create or sustain competitive advantage. It provides knowledge and skills to help students identify, analyze, and address marketing problems and opportunities, and enable them to make effective business decisions.

MKT 301 is a prerequisite for this class.

MKT 360 | INTERNATIONAL MARKETING | 4 quarter hours (Undergraduate)

The course is designed to provide students with an understanding of international marketing within a global framework. The course focuses on marketing concepts, theories, and principles applicable to international marketing management. The course is structured to examine the environmental factors (political, economic, cultural, and demographics) that drive host-country governments' goals and objectives that affect firms and industries operating in developed and emerging markets of the world. Emphasis is placed on marketing strategies to emerging economies in different regions of the world and to how to start, develop and become a truly global marketing force today.

MKT 301 is a prerequisite for this class.

MKT 377 | SALES FUNDAMENTALS | 4 quarter hours (Undergraduate)

In the current business environment, companies are focusing their efforts on recruiting well-trained and refined sales professionals to generate substantial revenue. This course is designed to expose students to the energy, decorum, techniques and methods of superior selling sought after by companies. Coursework examines networking techniques and ways to identify high-potential opportunities. Students are given the opportunity to implement learned techniques through real world selling.

MKT 378 | SALES STRATEGY & TECHNOLOGY | 4 quarter hours (Undergraduate)

The key to the development of superior customer sales strategy is detailed intelligence. This course investigates sources of customer data, the state of data management technology and the contribution that current and accurate customer information can make in establishing sales strategy. Upon completion of this course, students have acquired significant skill in using a number of technologies to support the development of sales strategy.

MKT 380 | SCIENCE OF RETAILING | 4 quarter hours (Undergraduate)

This course teaches students about the collaborative process that is category management. Its focus is on the partnership formed by retailers and manufacturers in order to optimize the performance of retail categories. Topics covered in the course include: retail strategy, aisle and store management, supply chain, the evolution of retailing, category management process, assortment management, shelf management and merchandising. Students work with business partners to create a category review that demonstrates how manufacturers create value for their retail partners.

MKT 383 | ANALYTICAL SALES | 4 quarter hours (Undergraduate)

The Analytical Sales course is a strategic sales course which emphasizes the psychology of selling in complex selling situations, identifying the decision maker among multiple contacts, quantifying the value proposition to the customer, and presenting a compelling sales proposal. Business activities are focused on identifying customer needs and values (tangible, intangible, behavioral) and delivering products and services to increase customer profit margins, cash flow, or the efficiency of the customer's business. Goals are achieved by use of mathematical analytical techniques, understanding of emotional drivers, and utilization of behavioral influence techniques in a research based selling model.

MKT 384 | CASES IN CATEGORY MANAGEMENT | 4 quarter hours (Undergraduate)

This course provides students with the ability to improve their category management skills while solving a relevant business problem confronting corporate partners. This "Cases Class" affords students an opportunity to demonstrate what they have learned in their classwork and internships. The development of these case solutions provides students the opportunity to interact with category management professionals and students will gain a unique perspective about careers in category management.

MKT 385 | SPORTS SALES | 4 quarter hours (Undergraduate)

This course in professional selling introduces students to the dynamics of inside sales through the lens of professional and collegiate sports. The essentials of effective selling are reinforced through experiential learning projects (varies by quarter) with leading Chicago sports and business organizations, providing students up to four weeks of practical, hands-on selling experiences. Past sales projects have been with the Chicago Blackhawks, White Sox, and Wolves. Course topics include understanding the sales process, handling objections, finding solutions, building customer relationships, utilizing improv/adaptive selling approaches, leveraging sales technology, and understanding the context of different sales in the sports as well as business environments. Space is limited each quarter, instructor permission required.

MKT 386 | SOCIAL IMPACT SALES | 4 quarter hours (Undergraduate)

The ability to understand and conduct business in a socially responsible manner in today's economy is not only desirable, but mandatory in an increasingly competitive environment. Further, some non-profits seek to solve a social problem by using traditional business methods, including the selling of goods or services. This course engages a non-profit to provide them with a long term sales strategy. Students develop a sales and marketing plan that ultimately benefits a social good. This plan is evaluated by for and non-profit executives, as well as, DePaul Faculty.

**MKT 387 | SHOPPER INSIGHTS IN MARKETING | 4 quarter hours
(Undergraduate)**

Successful retailers look to their suppliers to act as partners to help them grow their business. Relationships are established between buyer and seller when manufacturers demonstrate an appreciation for the retailer's business objectives and leverage business understanding to convert shoppers into buyers. Shopper marketing is the fastest evolving segment of consumer marketing. The evolving landscape of the retail environment has driven an increased focus on the shopper at the time of purchase. It centers around insights gleaned about the shopper for specific categories in specific channels. In this course we will learn the Shopper Insights and Marketing fundamentals. We will: Work with a major retailer and manufacturer within the consumer-packaged goods industry to develop a shopper marketing plan; Partner with a leading agency to learn and leverage digital, social, promotional platforms to develop and bring to life a retailer-specific program; Learn and use a variety of data driven technologies from industry partners to understand, and best reach the target shopper; Students will complete a final Shopper Marketing "Panel presentation".

**MKT 390 | SERVICE MARKETING | 4 quarter hours
(Undergraduate)**

Services comprise two thirds of U.S. Gross Domestic Product. This course will explore the identifying characteristics of service marketing as compared and contrasted with product marketing. The conceptual differences in marketing of intangibles vs. tangible offerings to the market will be emphasized. The course will consist of lecture, discussion, readings and cases.

**MKT 393 | MARKETING INTERNSHIP | 4 quarter hours
(Undergraduate)**

Marketing internships provide students an opportunity to view a work situation through the eyes of a professional marketer and to study an organization's marketing operations first-hand. The course is an excellent way to examine a career path, build a portfolio, and enhance one's network. Course meetings are limited with most of the assignments completed online. The internship experience must be a minimum of ten hours per week for the full ten weeks of the quarter. The Marketing Internship Office will work with students to help them find a placement or students may secure an internship on their own and apply to enroll in the course during the quarter in which they are interning. The position must be approved by the Internship Coordinator and enrolling in MKT 393 requires the approval of the faculty member. IME and Digital Marketing majors are required to complete one quarter of internship credit or the equivalent. International students may use MKT 393 for CPT credit. The work MUST be done during the time that the student is receiving credit. MKT 393 may fulfill the Experiential Learning requirement or marketing elective in the major.

**MKT 395 | DIGITAL MARKETING ANALYTICS AND PLANNING | 4 quarter hours
(Undergraduate)**

The course provides an introduction to Interactive/Internet marketing methods and high-level insight into the technology challenges of interactive marketing. Business to Consumer examples and strategies will be explored in a variety of vertical markets (e.g. financial services, technology, retail, catalog, manufacturing, health care, hospitality and entertainment). Integration with other marketing channels will be discussed. Global, privacy (including legislation challenges) and ethical issues will be introduced. Format will include lecture, guest speakers from the industry, Web browsing, quizzes, analysis and strong emphasis on discussion. A web integrated marketing strategy paper will be developed incorporating all concepts and experiences.

MKT 301 is a prerequisite for this class.

**MKT 396 | MOBILE MARKETING | 4 quarter hours
(Undergraduate)**

This course examines the fundamentals of mobile marketing including apps, Internet of Things (IOT), augmented reality, gamification, geofencing, beacons, messaging, website/mobile coordination, mobile security, mobile wallets, wearables, social, data collection/customization and mobile advertising. Experts in the field from Fortune 500, mid-sized and start-up companies will discuss the major force that mobile marketing has become in the Business 2 Consumer (B2C) and Business to Business (B2B) marketplace.

**MKT 398 | SPECIAL TOPICS | 4 quarter hours
(Undergraduate)**

Content and format of these courses are variable. An in-depth study of current issues in marketing. Subject matter will be indicated in class schedule. The Marketing department offers special topics in a variety of areas. Students may take more than one special topics course as an elective.

**MKT 399 | INDEPENDENT STUDY | 4 quarter hours
(Undergraduate)**

Available to students of demonstrated capability for intensive independent work in marketing. (variable credit)

MKT 301, MKT 310 and permission of the instructor is a prerequisite for this class.

**MKT 420 | CANNABIS BUSINESS-THE SOCIAL & ECONOMIC IMPACT & PRACTICE | 4 quarter hours
(Undergraduate)**

This course will address many of the issues cannabis organizations face as well as how the businesses in the industry will cope with balancing the desire for ethical business operation, social equity and the economics of operating in the cannabis industry. This course will also examine the calls for greater corporate social responsibility, their implications for corporate behavior, and the feasibility of firms increasing their socially responsible decision-making without external government regulation.

**MKT 520 | CANNABIS BUSINESS-THE SOCIAL & ECONOMIC IMPACT & PRACTICE | 4 quarter hours
(Graduate)**

This course will address many of the issues cannabis organizations face as well as how the businesses in the industry will cope in balancing the desire for ethical business operation, social equity and the economics of operating in the cannabis industry. Additionally, this course will examine the calls for greater corporate social responsibility, their implications for corporate behavior, and the feasibility of firms increasing their socially responsible decision-making without external government regulation.

**MKT 521 | SOCIAL MEDIA MARKETING | 4 quarter hours
(Graduate)**

Social media is changing how business is done around the world in almost every industry. The marketing and business worlds are undergoing fundamental changes in how consumers interact with brands and each other. Social media has helped give consumers a voice and connect them with their friends and other like-minded consumers, and it has also opened up numerous new communication channels available for marketers and brands to connect with current and potential customers. The objective of this course is to change your perspective from a consumer of social media to a smart marketer using social media to grow your brand and business. We will do that through broadly understanding consumers' social interactions, learning how to build social marketing strategies, examining the various social media channels available to marketers, and practicing how to track their effectiveness. This is a hands on course where you will learn practical application of all concepts as well learn about jobs in this field. Learning will occur through video lectures, brand examples, Sprout Social, use of a simulator and guest speakers.

MKT 555 is a prerequisite for this class.

**MKT 522 | SEARCH ENGINE MARKETING & ANALYTICS | 4 quarter hours
(Graduate)**

This course will follow the Google Search Ads and Google Analytics training in preparation to take and pass the individual Google certification exams for both disciplines. These certifications are valuable industry credentials that can demonstrate to prospective employers that the student has the precursory knowledge in these two areas. As well, because Paid Search advertising is the largest channel in digital advertising and Google Analytics is the most popular (in terms of usage) web analytics platform in the world, having an intermediate-level understanding in these areas is somewhat of a requisite for today's marketers.

MKT 555 is a prerequisite for this class.

**MKT 525 | MARKET RESEARCH | 4 quarter hours
(Graduate)**

This course provides an overview of the nature of marketing research and its role in decision-making with the organization. Specifically the students will concentrate their efforts on understanding the process of research design and implementation. Offered every quarter.

(GSB 420 or GSB 519 or equivalent) and MKT 555 are prerequisites for this class.

**MKT 526 | ADVANCED MARKET RESEARCH | 4 quarter hours
(Graduate)**

Those students interested in more extensive marketing research experience should enroll in this course. The student will begin with a data set and work closely with the instructor in performing multivariate data analysis and developing a format for presentation of results.

MKT 525 is a prerequisite for this class.

**MKT 528 | QUALITATIVE RESEARCH | 4 quarter hours
(Graduate)**

Qualitative Research Methods will explore non-survey and non-experimental techniques useful in researching issues with marketing implications. Lectures and reading assignments will be punctuated with experimental exercises, videotapes, and student presentations. Topics will include question design, content analysis, and unstructured or simple observation. Projective techniques and other indirect methods, in-depth/ in-person interviews, and focus group sessions. Offered variably.

MKT 525 and MKT 545 are prerequisites for this class.

**MKT 529 | PRECISION MARKETING | 4 quarter hours
(Graduate)**

The ever increasing amount of data about consumers and transactions allows marketers to better understand who their customers are and what they are buying. This course explores a wide variety of data sources and how they are used in marketing, with a special emphasis on segmentation, targeting and positioning. Offered winter quarter.

MKT 555 is a prerequisite for this class.

**MKT 530 | CUSTOMER RELATIONSHIP MANAGEMENT | 4 quarter hours
(Graduate)**

Students are introduced to a new strategic methodology, Customer Relationship Management, which is currently being adopted by many organizations in efforts to enhance their competitive advantage. Focus is placed on understanding how enhanced customer relationships will differentiate an organization in a highly competitive marketplace. Both business and consumer markets are examined and discussed during this highly interactive class. Relevant guest speakers will share their experiences and current best practices. Case analysis and group projects supplement the class discussions.

MKT 555 is a prerequisite for this class.

**MKT 533 | MARKETING FOR THE SOCIAL GOOD | 4 quarter hours
(Graduate)**

Social marketing is an approach used to develop activities aimed at changing or maintaining people's behavior for the benefit of individuals and society as a whole. Effective social good marketing is not about jumping on the bandwagon by following the news and saying your company supports popular causes. Instead, there must be an authentic, tangible connection between brand values, messaging and action. Social marketing offers a revolutionary approach to solving a range of social problems in the areas of health, safety, environmental protection, financial well-being, and community involvement. This course seeks to expose students to the application of traditional marketing principles and techniques to the challenges and rewards of influencing and impacting positive public behavior.

**MKT 534 | ANALYTICAL TOOLS FOR MARKETERS | 4 quarter hours
(Graduate)**

This course seeks to provide an in-depth understanding of both qualitative and quantitative analytical tools that are of critical importance to marketers. These tools will help marketers avoid head-to-head competition, understand customer perceptions, understand customer preferences, develop accurate sales forecasts, and financially value marketing strategies. The course is designed to be "hands-on" in that students will develop understanding mainly through conducting application projects and presenting results. The course is also designed to be immediately applicable to marketers' current and future jobs.

MKT 555 is a prerequisite for this class.

**MKT 535 | MARKETING STRATEGIES AND PLANNING | 4 quarter hours
(Graduate)**

The basic elements of planning including the identification of the company's basic purpose and mission and their translation into specific objectives. Strategies to accomplish objectives are fused from marketing, financial, and manufacturing elements but emphasizing marketing elements. This course focuses on the contribution of marketing to the establishment of company policies, objectives, and marketing planning.

MKT 555 is a prerequisite for this class.

MKT 536 | PRICING STRATEGY | 4 quarter hours
(Graduate)

Managing pricing effectively affects a company's growth and profitability more directly and quickly than any other strategic decision. This course explores methods of analyzing pricing decisions, influencing customers' price perceptions, managing sales promotions and negotiations, and forecasting industry price trends. Pricing decisions for both new product introductions and mature product profit management are addressed. Students will discover best practices in pricing decision making at the industry, market, and transactional level.

MKT 555 is a prerequisite for this class.

MKT 537 | NEW PRODUCT MANAGEMENT | 4 quarter hours
(Graduate)

The course has four objectives: first, to familiarize participants with how firms manage the conceptualization, development and launch of new products and services; second, to develop a systematic process for new product development that matches the existing business context; third, to give participants knowledge of some useful and immediately applicable tools that will enable them to participate and lead a team that effectively translates a firm's strategy and customer needs into successful products and services; and finally, help participants understand the impact of company dynamics in affecting the new product development process.

MKT 525 is a prerequisite for this class.

MKT 540 | STRATEGIC PLANNING: DEVELOPING SUSTAINABLE BUSINESS MODELS | 4 quarter hours
(Graduate)

In today's hyper-competitive business environment, firms find it increasingly difficult to generate sustainable revenue growth. This course uses an organic-growth, marketing-based, customer-driven approach for developing sustainable year-on-year revenue growth. Linkages are created between existing benefits-based customer segmentation strategies, changing customer needs, the choice of a firm's or a business unit's product/service-line positioning strategy, its chosen business model, and finally its performance. Topics covered include: - Outcomes-based segmentation - Price-performance curves - Market-leader positioning approaches - Business model visualization and representation - Dynamic positioning, product-line and business unit adaptation - Value migration and threats to sustainability By the end of the course, students will know how to detect signals of change in customer needs and adapt their business models resulting in sustainability. This is a case-based course with a project deliverable due at the end of the course.

MKT 555 is a prerequisite for this class.

MKT 541 | BRAND MANAGEMENT | 4 quarter hours
(Graduate)

Brand management is an important component of both consumer and business marketing. The course addresses important branding decisions faced by an organization, particularly the role of brands in strategy. Learning objectives are (1) to increase understanding of the important issues in planning and evaluating brand strategies; (2) to provide the appropriate theories, models, and other tools to make better branding decisions; (3) to understand how marketing mix variables can affect brand equity over time; (4) to understand how to build and maintain brand equity; (5) to understand how to adapt brand strategies and tactics to optimize marketplace success.

MKT 555 is a prerequisite for this class.

MKT 542 | BRAND CULTURE | 4 quarter hours
(Graduate)

Brands are complex socio-cultural entities. They occupy a unique position in modern culture and consumers are increasingly playing a more prominent role in the legacies of brands. Despite these realities, the complex relationship between brands, consumers and culture has typically been ignored. This seminar class will explore the culture of brands, focusing on what consumers do with and to brands instead of what brands do to consumers. Readings will come from a variety of perspectives, including both practitioner and academic sources. Topics covered will include: Sociological aspects of consumers and their brands, brands and status systems, brand and consumption communities, and consumer created marketing content. This class is designed to give you an advantage in being the best brand manager. It will stress critical thinking, creativity, synthesis and application of the newest insights concerning brands. Students will emerge with a better understanding of how to engage in the practice of cultural branding.

MKT 555 is a prerequisite for this class.

MKT 545 | CONSUMER BEHAVIOR | 4 quarter hours
(Graduate)

Required for Marketing concentration. A review of the various theories, models, and techniques that attempt to explain consumer behavior. The course consists of lecture-discussions of behavioral theories, the empirical findings of contemporary research, and case studies designed to illustrate the salient issues involved in developing consumer-oriented marketing strategies.

MKT 555 is a prerequisite for this class.

MKT 550 | BUSINESS TO BUSINESS MARKETING | 4 quarter hours
(Graduate)

The marketing of business goods and services to other businesses (B:B) is more significant in our economy than consumer marketing and is the key to the continued success and productivity of the U.S. economy. In this course, the principles and practices of inter-industry marketing will be explored by case analysis. The factors which must be considered before establishing marketing programs manufacturers, service industries and exporters will be examined. Examples will be drawn from varied industries, including equipment, electronics, computer systems, health care and others. New product introduction, distribution, and other marketing strategies will be emphasized.

MKT 555 is a prerequisite for this class.

MKT 555 | MARKETING MANAGEMENT | 4 quarter hours
(Graduate)

Students are provided with an overview of the marketing process for consumer-oriented firms. Focus is placed on decision-making that aligns a firm's market offerings with the wants and needs of targeted segments of customers within a continuously changing environment. Written cases/projects are part of the course assignment.

MKT 557 | INTERNATIONAL MARKETING | 4 quarter hours
(Graduate)

The differences between markets and distribution systems in various countries are explored. By emphasizing the social and economic factors causing these differences a sound understanding of and empathy with different international marketing problems are developed. Analyses are made of the organization of trade channels in various cultures, of typical government policies towards international trade in countries at different stages of development, and of international marketing research, advertising, and exporting. Offered Variably.

MKT 555 is a prerequisite for this class.

MKT 558 | MARKETING ACROSS CULTURES: A GLOBAL PERSPECTIVE | 4 quarter hours (Graduate)

The course is structured to examine culture from two dimensions: a cross-cultural view, which compares local culture customs across various national marketing environments; and an intercultural approach where the focus is to exam the interaction between foreign firms and a host-country culture. Learning objectives: - Students will gain an understanding of cultural variables from a global perspective. - Students will gain the ability to compare and analyze national cultural similarities and differences across national, regional and global environments. - Students will gain the ability to recognize and analyze the interaction in marketing approaches between people and business groups who have different national/cultural backgrounds.

MKT 555 is a prerequisite for this class.

MKT 559 | EMERGING MARKETS | 4 quarter hours (Graduate)

Emerging markets are quite different from the developed economies of the world. Today, firms from the West look for new market opportunities outside of the advanced economies of the world. They realize that their traditional markets are oversaturated, overly competitive and rapidly aging. They recognize that future opportunities for long-term sustainable growth will be found in emerging markets.

MKT 555 is a prerequisite for this class.

MKT 574 | SPORTS SPONSORSHIP MARKETING | 4 quarter hours (Graduate)

This course explores the impact of sports sponsorship marketing on professional teams, college sports, grass roots and international events including the World Cup and the Olympics. Students will learn how sponsorship interacts with key elements of the marketing mix including sales, advertising, public relations, promotion and cause marketing. Guest lecturers from major Chicago sports franchises and corporations play a defining role in the course. Students visit a leading marketing agency to gain an expert's perspective on Super Bowl advertising and marketing. Students will learn how effective sponsorship marketing creates an enduring emotional connection between brands, properties and consumers.

MKT 575 | ADVERTISING AND SALES PROMOTION | 4 quarter hours (Graduate)

A study of the theories and techniques applicable to the development of the promotional mix. Class consists of analysis and development of objectives, budgets, message design and media selection, and measuring the effectiveness of these for mass design and direct promotional vehicles.

MKT 545 and MKT 555 are prerequisites for this class.

MKT 576 | EFFECTIVE BUSINESS COMMUNICATION | 4 quarter hours (Graduate)

This course is designed to expand the participant's communication skills through application of the principles of communication science and the psychology of persuasion in a contemporary business setting. Personal ethics and credibility are explored as important components of effective communication, both as individuals and as team members. Students are shown how to develop successful communication and message packaging strategies useful in a variety of communication venues including memos, meetings, briefings, interviews and individual and team presentations. Oral presentations and written communication techniques are explored including use of visuals, computer graphics, and layout techniques. The mechanisms of Speech Apprehension (stage fright) are presented as well as techniques for management and reduction of this common, debilitating phenomenon. Personal ethics and credibility are explored as important components of effective communication.

MKT 577 | LEADING BUSINESS DEVELOPMENT | 4 quarter hours (Graduate)

This is a course designed for managers or future team leaders seeking to maximize their resources to achieve sound business results for their organizations and customers. Utilizing current practices, processes, and proven in-market techniques, students will learn to create and maintain a customer team that achieves results with the internal as well as external customer. Emphasis will be placed on: Team Leadership Skills, Profiling and Segmenting Customers, Managing Team Performance, Developing Business Plans and Relationships, internally and externally.

MKT 578 | SALES STRATEGY & TECHNOLOGY | 4 quarter hours (Graduate)

Students taking this course will be provided with a comprehensive understanding of sales strategy and an appreciation of sales technology used today to optimally organize and deploy sales resources. At the heart of this course is an introduction to the principles of customer relationship marketing and customer acquisition programming. Students will learn via lecture, text, guest lectures, exposure to the latest technological tools and current case study. This course will benefit participants by providing a true perspective as to what role sales plays today and will play in the future of customer-centric organizations.

MKT 555 is a prerequisite for this class.

MKT 582 | CATEGORY MANAGEMENT | 4 quarter hours (Graduate)

Category management is the practice of managing a group of products as one entity, or category to maximize the return for a particular retailer, as it relates to shelf inventory, shelf position, consumer shopping patterns and promotion. The course provides the analytical framework necessary to conduct a category review and make strategic recommendations to both manufacturers and retailers. The Department of Marketing partners with a number of major consumer packaged goods (CPG) manufacturers and retailers who provide data for analysis. In addition to working on real data, students learn how to use advanced software such as Nielsen's Category Business Planner, Homescan, Infinet and Spaceman.

MKT 555 is a prerequisite for this class.

**MKT 590 | SERVICES MARKETING | 4 quarter hours
(Graduate)**

This course examines service organizations' distinctive approach to marketing strategy development and execution. Differences and similarities between the marketing of services and that of manufactured goods will be discussed. Other topics include measurement of quality and customer satisfaction, customer behavior and expectations, roles of service providers and customers, service competitive advantages, relationship management, overlap of service marketing with other organizational disciplines (e.g. H.R., operations, finance), organization design and value-chain impacts, outsourcing challenges and opportunities, global issues, macro environmental impacts, Business to Business and Business to Consumer examples and strategies in multiple vertical markets (e.g. financial services, technology, retail catalog, manufacturing, health care, hospitality and entertainment, automotive, government). Student groups will maintain service encounter journals which will be used as input to the group's analysis paper assignment. Two abbreviated exams will measure the student's grasp of service marketing concepts. Group case analysis work will reinforce the course concepts.

MKT 555 is a prerequisite for this class.

**MKT 595 | DIGITAL MARKETING ANALYTICS & PLANNING | 4 quarter hours
(Graduate)**

Explores the emerging business models, rules, tactics, and strategies associated with this medium. Integration with other channels and marketing operations is stressed. Classes are discussion-based, drawing on current applied readings and cases from a variety of industries in both the business-to-business and business-consumer markets.

MKT 555 is a prerequisite for this class.

**MKT 596 | MOBILE MARKETING | 4 quarter hours
(Graduate)**

Our course will examine fundamentals of mobile marketing strategy and tactical execution. We will utilize a mixture of recorded lecture, LinkedIn Learning, online discussion, and individual projects to guide our learning. Curriculum has been designed to bring relevant and current industry thought leadership to the classroom. Specific themes, modules and learning objectives for each week are included in the course schedule aligned to the following hierarchical model used to classify educational learning objectives into levels of complexity and mastery.

MKT 555 is a prerequisite for this class.

**MKT 793 | MARKETING INTERNSHIP | 1-4 quarter hours
(Graduate)**

Internships provide an opportunity to obtain valuable professional experience and contacts in many areas of marketing e.g. advertising agencies, manufacturing, services, public relations agencies, and communications. The Department's internship coordinator will work with each student to obtain placement, if needed. Student will work for and study the marketing operations of the organization. Marketing internship may be taken, with approval of the coordinator, any quarter.

**MKT 798 | SPECIAL TOPICS | 4 quarter hours
(Graduate)**

Content and format of this course is variable. An in-depth study of current issues in marketing.

**MKT 799 | INDEPENDENT STUDY | 4 quarter hours
(Graduate)**

Available to graduate students of demonstrated capability for intensive independent work in marketing.

Master of Public Health (MPH)

**MPH 101 | THE SCIENCE OF PROTECTING THE PUBLIC'S HEALTH | 4 quarter hours
(Undergraduate)**

This course examines the philosophy and process of conducting health research for the purposes of protecting the health of the public. Public health research is responsible for many of the laws, policies, and best practices that guide how we prevent disease. Public health research moves beyond conjecture and opinion to provide sound evidence about the risks of ill health and disease. The course employs a series of case studies to evaluate evidence, make sense of correlations, and understand the risks of disease.

**MPH 395 | SPECIAL TOPICS IN PUBLIC HEALTH | 4 quarter hours
(Undergraduate)**

This course provides an in-depth examination of various public health issues and can be taken multiple times for each topic offered.

**MPH 501 | INTRODUCTION TO PUBLIC HEALTH | 4 quarter hours
(Graduate)**

This course introduces students to the basic tenets of public health, its focus on the prevention of disease and illness, and the promotion of the health and well-being of all people. The course provides a brief history of public health, an introduction to the five core disciplines of public health (epidemiology, biostatistics, environmental health, social and behavioral health, and health policy and management), and an overview of the field's core functions such as assessment, policy development, and assurance.

**MPH 502 | INTRODUCTION TO EPIDEMIOLOGY | 4 quarter hours
(Graduate)**

This course will focus on the theories and methods used in the field of epidemiology to study the occurrence, distribution and determinants of infectious and non-infectious diseases, other forms of illness (particularly those impacted by social and environmental forces), and injury in human populations. The focus will be on determining the impact, magnitude, and patterns of disease/illness/injury frequency so that causal agents can be identified and effective prevention, treatment and control measures can be designed and implemented. The course will explore variations of disease/illness/injury in relation to such factors as age, sex, race/ethnicity, occupational and social characteristics, place of residence, social inequality, susceptibility, exposure to specific agents, and other pertinent characteristics. Also of concern will be the temporal distribution of disease, examination of trends, cyclical patterns, and intervals between exposure to causative factors and onset of disease.

**MPH 503 | INTRODUCTION TO ENVIRONMENTAL HEALTH | 4 quarter hours
(Graduate)**

This course provides an introduction of key aspects of environmental health. Students will understand the reciprocal nature of our interactions with the environment: how the environment affects human health and well-being and how we impact the health of the environment. An emphasis in this course is on understanding environmental media and contaminant exposure routes and pathways; the impacts of contaminated sites on health; environmental health education, and community engagement; basics of environmental regulation; types of contaminated sites; and how environmental factors and contaminants can be involved in the transmission of disease and in adverse health outcomes.

**MPH 511 | HEALTH AND BEHAVIOR THEORY | 4 quarter hours
(Graduate)**

This course will examine various theories and models that have been developed to identify the range of psychosocial factors that impact participation in both health-threatening and health-enhancing behaviors, and provide guidance for the modification of such behaviors. The theories and models will be explored from multidisciplinary perspectives and will be applied to an array of health issues. Practical applications of these theories to the development and implementations of theory-based public health interventions that can be applied with multiple populations (e.g., women, adolescents, elderly, people of color) within multiple settings (e.g., communities, schools, health care settings) at various levels of change (e.g., individual, community, social, policy) will also be explored. Cross-listed with PSY 511.

MPH 501 is a prerequisite for this course.

**MPH 512 | RESEARCH METHODS | 4 quarter hours
(Graduate)**

This course will provide a critical examination of the relative strengths and limitations of various research designs, data collection methods, and types of existing data. Students will develop an understanding of (a) the relative contributions of a mixed-methods approach to public health research, (b) basic issues related to the measurement of public health concepts, and (c) the relative strengths and limitations of various analytic approaches to studying public health problems. Students will familiarize themselves with peer-reviewed journals, how to search for material on specific topics, how to develop a critical reader's eye, and how to summarize and draw evidence-based conclusions from multiple studies.

**MPH 513 | PUBLIC HEALTH ADMINISTRATION | 4 quarter hours
(Graduate)**

This course considers the conceptual and theoretical foundation underlying managerial decision-making. The course introduces students to such basic managerial tools as basic accounting, cost-benefit analysis, budgeting, and marketing. Principles of strategic planning and forecasting are examined. The course goes on to examine the legal framework that governs public health practice, organizations, human resources, research activities, and community as well as individual patient intervention efforts.

**MPH 515 | PUBLIC HEALTH ETHICS AND POLICY | 4 quarter hours
(Graduate)**

This course is designed to analyze the ethical basis in which public health practice is grounded. It reviews concepts and ideas developed by a number of disciplines including philosophy, law, political science, and economics.

**MPH 522 | PROGRAM DEVELOPMENT AND GRANT WRITING | 4 quarter hours
(Graduate)**

This course is designed to provide students with the background and skills to develop and evaluate community public health programs in a variety of settings. Students will work individually and as members of teams to design measurable goals, objectives, action plans, timelines, and evaluation indicators of community-based public health programs. Application of methods to logic modeling, proposal writing, budget planning, project management, and data management will be examined throughout the course.

**MPH 525 | PROGRAM EVALUATION | 4 quarter hours
(Graduate)**

This course will provide students with a comprehensive theoretical, methodological and ethical foundation for conducting public health program evaluation. Students will experience the practice aspects of evaluation including communicating and negotiating with stakeholders, conducting an evaluability assessment, developing logic models and evaluation questions, identifying appropriate data collection methods, gathering reliable and valid evaluation data that are appropriate to the selected design and analysis methods, analyzing data, reporting evaluation results, and ensuring evaluation use. The instructor will facilitate a learning and skill-building environment, drawing on personal experiences and the expertise of others in the field.

**MPH 530 | SOCIAL EPIDEMIOLOGY | 4 quarter hours
(Graduate)**

This course examines conceptual approaches and empirical findings related to the social and structural determinants of health. Students are introduced to the history and development of social epidemiology as a field of study, with emphasis on the tension between problem-focused and solution-focused research. Topics include the health effects of income inequality, racism/discrimination, and neighborhood effects, including social capital.

**MPH 531 | DATA ANALYSIS | 4 quarter hours
(Graduate)**

This course explores how statistical methods are used in the contemporary literature, focusing for the most part on social epidemiology. The course builds from an understanding of univariate and bivariate statistics and examines a range of multivariate strategies: ordinary least squares (OLS) regression, logistic, ordinal, and multinomial models, and hierarchical (multilevel) regression. The course revolves around a close reading of the research literature and hands-on application of statistical analysis; as such, the emphasis is on critically evaluating published work and setting up/interpreting analyses.

MPH 541 and MPH 502 (or instructor consent) are prerequisites for this class.

**MPH 532 | DATA ANALYSIS II | 4 quarter hours
(Graduate)**

This course focuses primarily on regression models, with an emphasis on understanding the effects of compositional and contextual variables. Students develop statistical analysis to test theories and aid in the development of interventions to improve community health and reduce health inequities.

MPH 531 is a prerequisite for this course.

**MPH 535 | PROGRAM DESIGN AND EVALUATION | 4 quarter hours
(Graduate)**

This course will provide a theoretical, conceptual, methodological, and ethical foundation for designing health-based programs and evaluating these programs using qualitative methods. The course will be practically-focused, and you will learn to carry out a qualitative evaluation of a health program in small steps, including: selecting a qualitative approach, developing instruments, sampling, collecting and managing qualitative data, developing codebooks and establishing inter-observer reliability, ensuring credibility and trustworthiness of data, using qualitative software, and reporting findings.

**MPH 541 | BIOSTATISTICS | 4 quarter hours
(Graduate)**

This course emphasizes the application of statistical methods to problems of human health and disease. It covers parametric and nonparametric statistical inferential methods for univariate and bivariate situations using SPSS. Specific topics include but are not limited to the following: Interpretation of graphic and descriptive statistics for both quantitative and categorical data, confidence interval estimation and hypothesis testing methods, linear and multiple regression logistic regression, analysis of categorical data and ANOVA. Course emphasizes the statistical interpretation of the literature and analytic projects based on large data sets from published studies, the internet, or the student's workplace.

**MPH 551 | GLOBAL HEALTH INEQUITIES | 4 quarter hours
(Graduate)**

This course examines theories and data surrounding global health. Topics include epidemiologic transition, the burden of chronic non-communicable diseases in the global south, neglected tropical diseases, and access to medicines. Sociological and anthropological perspectives are explored to understand the structural causes of health inequalities around the world.

**MPH 552 | MATERNAL AND CHILD HEALTH | 4 quarter hours
(Graduate)**

This course will utilize a life course perspective to examine contemporary health issues affecting women and children. Students will examine health disparities and social determinants of health, and engage in discourse on a variety of health topics from a social justice framework. Course exercises and assignments will focus on building skills in community assessment, program planning, evaluation, advocacy and policy development, as they apply to maternal and child health.

**MPH 553 | PUBLIC HEALTH AND FORCED MIGRATION | 4 quarter hours
(Graduate)**

This course is an overview of key public health issues for populations undergoing forced migration. The course emphasizes the contextual factors relevant to the physical and psychosocial challenges faced by displaced populations. Using a community public health approach the course will address: the challenges of health promotion, health care access and delivery; the everyday contexts that affect health; strategies for conducting public health research; and interventions for addressing health outcomes.

**MPH 554 | GLOBAL PUBLIC HEALTH PRACTICE | 4 quarter hours
(Graduate)**

This course introduces students to the concepts, principles, tools, and frameworks fundamental to further study in the field of global public health. The course is global in scope but emphasis will be on low and middle income countries. It explores health systems issues and their impact on the health of populations. It outlines theories and models used in interventions to change health behavior and provides an overview of key actors and organizations working to advance health around the globe.

**MPH 555 | EPIDEMIOLOGY IN A GLOBAL CONTEXT | 4 quarter hours
(Graduate)**

This course will focus on the theories and methods used in the field of epidemiology to study the occurrence, distribution and determinants of infectious and non-infectious diseases, other forms of illness (particularly those impacted by social and environmental forces), and injury in human populations. The class examine epidemiology in various global contexts. The focus will be on 95 determining the impact, magnitude, and patterns of disease/illness/injury frequency so that causal agents can be identified and effective prevention, treatment and control measures can be designed and implemented. The course will explore variations of disease/illness/injury in relation to such factors as age, sex, race/ethnicity, occupational and social characteristics, place of residence, social inequality, susceptibility, exposure to specific agents, and other pertinent 100 characteristics. Also of concern will be the temporal distribution of disease, examination of trends, cyclical patterns, and intervals between exposure to causative factors and onset of disease.

**MPH 556 | WOMEN'S HEALTH | 4 quarter hours
(Graduate)**

An examination of women's health throughout the life cycle, with special emphasis placed on women's structural and societal roles within systems of health and in communities at large, which emphasizes on-going and emerging issues in women's health, such as sexual and reproductive health, contraception, gender-based violence, and chronic diseases, in order to address health disparities and redress health inequalities.

**MPH 557 | ENVIRONMENTAL EPIDEMIOLOGY | 4 quarter hours
(Graduate)**

Environmental epidemiology is the science of identifying the role the environment has on the distribution of chronic and infectious disease. In this course, students will learn the practical techniques to identify health disparities and the associated environmental factors including the physical, chemical, biological, and socio-cultural determinants of health. Specific topics will include risk assessment, exposure estimation, and epidemiological study design demonstrated through case study analysis, critical review of the literature, data collection, and interpretation.

**MPH 558 | QUALITATIVE METHODS IN PUBLIC HEALTH | 4 quarter hours
(Graduate)**

This course introduces students to the theory and application of qualitative inquiry. The course covers a variety of qualitative approaches including depth interviewing, focus groups, and photovoice. It also guides students through the process of designing a qualitative study, including: developing data collection instruments, managing data collection, analyzing qualitative data, and disseminating findings.

**MPH 559 | VIOLENCE AND PUBLIC HEALTH | 4 quarter hours
(Graduate)**

This course explores violence from a public health perspective. It will examine various forms of violence, including: Interpersonal violence (e.g., community, family/partner violence), self-inflicted violence (e.g., suicide and self-harm) and collective violence (e.g., social violence and structural violence). It will also examine theories to explain violence and public health policies, programs, and community-based practices to address and prevent violence.

**MPH 595 | SPECIAL TOPICS IN PUBLIC HEALTH | 4 quarter hours
(Graduate)**

Special courses will be offered as students and faculty affiliated with the MPH program identify selected topics of common interest.

MPH 599 | INDEPENDENT STUDY IN PUBLIC HEALTH | 1-4 quarter hours (Graduate)

This course can be taken in consultation with a supervising faculty member.

MPH 600 | PREPARATION FOR PUBLIC HEALTH PRACTICE | 1 quarter hour (Graduate)

This year-long course includes a series of skills-based workshops designed to introduce students to the specialized skills and competencies needed in the public health workplace. These workshops are designed to complement the core MPH curriculum and are selected based on regular feedback from faculty, public health practitioners, and students.

MPH 602 | COMMUNITY HEALTH ASSESSMENT | 4 quarter hours (Graduate)

This course is the first of a three-course sequence. Students are expected to use multiple methods to obtain and synthesize data pertaining to their practicum organization and the communities served. They will apply these skills to community health practice in their practicum agency, and to the development of preliminary chapters in the academic capstone.

MPH 603 | COMMUNITY HEALTH PROJECT DESIGN | 4 quarter hours (Graduate)

This is the second course of the three-course sequence. Students are expected to assess and incorporate findings from their community health profile and organizational assessment to design a public health project plan that meets the needs of the community served by their practicum agency, and to further develop the academic capstone.

MPH 602 is a prerequisite for this course.

MPH 604 | CAPSTONE SEMINAR IN COMMUNITY PUBLIC HEALTH | 4 quarter hours (Graduate)

This is the third course of the three-course sequence. Students are expected to describe and distill outcomes from their practicum project, and synthesize the meaning of these outcomes within a broader public health context. They will produce the final chapters of the academic capstone, submit the finalized capstone for review, and create a professional poster presentation.

MPH 602 and MPH 603 are prerequisites for this class.

MPH 605 | SOCIAL EPIDEMIOLOGY PROJECT DESIGN | 4 quarter hours (Graduate)

This course is the first part of a three-course capstone sequence. This course focuses on the first two parts of the capstone and is designed to provide the student with the practical experience needed to apply skills learning in Social Epidemiology to the practice of Community Health Assessment and Organizational Assessment.

MPH 600 is a prerequisite for this course.

MPH 606 | SOCIAL EPIDEMIOLOGY PROJECT IMPLEMENTATION | 4 quarter hours (Graduate)

This class examines the practical application of social sciences theories to the creation of effective epidemiological analysis and the presentation of findings. Using your practicum as a framework, we examine the scientific literature to assess current best practices and benchmarks for your proposed capstone product through a systematic review of the literature. We apply this scholarly knowledge, in concord with your work for MPH 605, to craft and conduct an appropriate epidemiological analysis for your capstone. We will review the analytical tools needed in the capstone and we will identify techniques to disseminate the findings of the project in a comprehensive, concise, and appropriate results section.

MPH 605 is a prerequisite for this course.

MPH 607 | CAPSTONE SEMINAR IN SOCIAL EPIDEMIOLOGY | 4 quarter hours (Graduate)

This is the third course of the three-course capstone sequence. This course focuses on the final production of the capstone and poster presentation at the MPH Graduate Public Health Forum. The capstone demonstrates students' ability to integrate knowledge and skills obtained throughout their MPH training and practicum placement to a social epidemiology issue and setting – and to express this integration in two structured, academic formats: capstone and poster.

MPH 606 is a prerequisite for this course.

MPH 698 | CAPSTONE THESIS COMPLETION | 0 quarter hours (Graduate)

Students may register for this class if they are engaged in work on their capstone thesis. Registration requires certification by the chair that the student is engaged in writing. The course does not apply to completion of an IN in a class. This is a zero-credit course.

MPH 699 | PUBLIC HEALTH PRACTICUM | 1 quarter hour (Graduate)

Students placed in practicum are required to enroll in MPH 699, Pass/Fail course. MPH 699 is a year-long course with no in-person class time. However, the course D2L site serves as the centralized location for practicum paperwork, portfolio submissions, hour counts, and the coordination of practicum-related administrative matters. Students are required to successfully complete MPH 699 to be eligible for degree conferral.

MPH 600 is a prerequisite for this course.

Masters in Social Work (MSW)

MSW 321 | INTRODUCTION TO SOCIAL WORK RESEARCH | 4 quarter hours

(Undergraduate)

This course presents the conceptual foundations and methods of research needed in order to assist students with integrating research knowledge and professional social work practice. It presents social justice as an overarching paradigm in the study of social work research. MSW 321 presents the conceptual foundations and methods of research in order to assist students with integrating research knowledge with professional social work practice and ethics. The course focuses on the quantitative and qualitative methods. The course covers the research process from problem identification through the conceptualization of research questions, sampling, design, measurement, data collection, analysis, and dissemination of findings. Additionally the course pays specific attention to ethics in research and issues of race, class, gender and sexual orientation. As an alternative to the quantitative research method, the course touches briefly on qualitative methods. The course makes use of examples and readings that focus on conducting research with individuals, families, and communities in urban environments. Students engage in a critical analysis of the quantitative research method and consider alternative methods of developing knowledge as it pertains to social work. Additionally, the course provides a basic coverage of data analysis using both the quantitative and qualitative research methods with the goal of developing student's conceptual understanding and ability to critically interpret research findings.

MSW 350 | SPECIAL TOPICS COURSE FOR UNDERGRADUATES | 4 quarter hours

(Undergraduate)

In-depth examination of selected and timely social issues from a social work perspective. Topics vary from quarter to quarter.

MSW 401 | PROFESSIONAL WRITING AND DEVELOPMENT | 4 quarter hours

(Graduate)

The practice of professional social work requires accurate and persuasive communication in multiple formats. This required, foundation-level course is designed to introduce students to the major possibilities and constraints of professional writing and other forms of communication as well as survey the career paths available to professional social workers. There is an emphasis on writing for professional settings including case studies, mandated reports, summaries, and professional publication.

Status as a MSW degree seeking student is a prerequisite for this class.

MSW 411 | HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I | 4 quarter hours

(Graduate)

This is the first course of a two-part sequence designed to develop an understanding about human behavior and the social environment; the course offers an ecosystems framework and method for understanding human behavior within the context of personal, family, group and community systems. Using a bio-psycho-social theoretical framework, fundamental concepts and theories are introduced with the life cycle serving as the organizational focus. The course covers the first half of the life span: conception, infancy, childhood, adolescence and young adulthood.

MSW 412 | HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II | 4 quarter hours

(Graduate)

This is the second course of a two-part sequence designed to develop an understanding about human behavior and the social environment; the course offers an ecosystems framework and method for understanding human behavior within the context of personal, family, group and community systems, organizations, and institutions. Using a bio-psycho-social theoretical framework, fundamental concepts and theories are introduced with the life cycle serving as the organizational focus. The course covers the second half of the life span: young adulthood, middle adulthood, later adulthood and end of life.

MSW 411 and status as a MSW degree-seeking student or instructor consent are a prerequisite for this class.

MSW 421 | INTRODUCTION TO SOCIAL WORK RESEARCH | 4 quarter hours

(Graduate)

This course presents the conceptual foundations and methods of research needed in order to assist students with integrating research knowledge and professional social work practice. It presents social justice as an overarching paradigm in the study of social work research. MSW 421 presents the conceptual foundations and methods of research in order to assist students with integrating research knowledge with professional social work practice and ethics. The course focuses on the quantitative and qualitative methods. The course covers the research process from problem identification through the conceptualization of research questions, sampling, design, measurement, data collection, analysis, and dissemination of findings. Additionally the course pays specific attention to ethics in research and issues of race, class, gender and sexual orientation. As an alternative to the quantitative research method, the course touches briefly on qualitative methods. The course makes use of examples and readings that focus on conducting research with individuals, families, and communities in urban environments. Students engage in a critical analysis of the quantitative research method and consider alternative methods of developing knowledge as it pertains to social work. Additionally, the course provides a basic coverage of data analysis using both the quantitative and qualitative research methods with the goal of developing student's conceptual understanding and ability to critically interpret research findings.

Status as a MSW degree seeking student is a prerequisite for this class.

MSW 431 | SOCIAL WELFARE POLICY I | 4 quarter hours

(Graduate)

This foundation-level course is designed to provide students with the entry-level knowledge of social work ethics and values, policy formation and analysis, and practice skills necessary to impact and interpret the rules and regulations surrounding social welfare. Emphasis is placed on understanding political processes at the agency, local, regional and federal level and attention is given to economic considerations as well as the unique role of social welfare policy in regulating the lives of clients, particularly those from historically oppressed groups. This course is the first of two required social welfare policy courses for MSW degree candidates.

Status as a MSW degree seeking student is a prerequisite for this class.

MSW 432 | ADVANCED SOCIAL WELFARE POLICY II | 4 quarter hours (Graduate)

This is the second of two required Social Welfare Policy Courses in the MSW curriculum. This concentration course focuses on policy practice (including advocacy) skills in agencies and organizations. While including a review of analytical techniques, there is emphasis in this course on the human interactions which shape policy review and implementation. Only students who have successfully completed MSW 431 and the Foundation Practice and Field Education Sequence (MSW 481 thru 483 and MSW 491 thru 493) can be enrolled in this course.

MSW 431 or advanced standing is a prerequisite for this class.

MSW 450 | SPECIAL TOPICS IN SOCIAL WORK | 4 quarter hours (Graduate)

See schedule for current offerings. Graduate standing required.

MSW 481 | FOUNDATION PRACTICE I | 4 quarter hours (Graduate)

This course is the first in a series of three required foundational courses (MSW 481, MSW 482 and MSW 483) designed to equip students with the basic theoretical knowledge, analytical skills, practice skills, and values needed to practice generalist social work with diverse individuals and families in an urban context. The course is grounded in an empowerment model with an emphasis on social justice and the Vincentian values of respect, advocacy, service, and inventiveness. The course will explore the implementation of the ecosystems perspective as it applies to a generalist practice. The course will also cover the relationship between professional and personal values, social work ethics, assessment, relationship building, implementing change strategies, and practice evaluation. This course is to be taken concurrently with MSW 491 (Foundation Field Education I) and is required of all students enrolled in the first year field sequence.

Status as a MSW degree seeking student is a prerequisite for this class.

MSW 482 | FOUNDATION PRACTICE II | 4 quarter hours (Graduate)

This course is the second in a series of three required foundational courses (MSW 481, MSW 482 and MSW 483) designed to equip students with the basic theoretical knowledge, analytical skills, practice skills, and values needed to practice generalist social work with groups in an urban context. The course will emphasize the development, implementation, and evaluation of various forms of therapeutic groups along with some content on organizational task groups. Task groups will be covered more thoroughly in MSW 483. The course is grounded in an empowerment model with an emphasis on social justice and the Vincentian values of respect, advocacy, service, and inventiveness. This course is to be taken concurrently with MSW 492 (Foundation Field Education II) and is required of all students enrolled in the first year field sequence.

MSW 481 and status as a MSW degree-seeking student are prerequisites for this course.

MSW 483 | FOUNDATION PRACTICE III | 4 quarter hours (Graduate)

This course is the third in a series of three required foundational courses (MSW 481, MSW 482 and MSW 483) designed to equip students with the basic theoretical knowledge, analytical skills, practice skills, and values needed to practice generalist social work within communities and organizations. Specifically, this course introduces skills associated with task groups which serve to meet client needs in communities and organizations. The course is grounded in the empowerment model with an emphasis on social justice and the Vincentian values of respect, advocacy, service, and inventiveness. This course is to be taken concurrently with MSW 493 (Foundation Field Education III) and is required of all students enrolled in the first year field sequence.

MSW 482 and status as a MSW degree-seeking student are prerequisites for this course.

MSW 491 | FOUNDATION FIELD EDUCATION I | 4 quarter hours (Graduate)

This course is the first course in a three-part field education sequence. This course requires simultaneous enrollment in MSW 481 as well as enrollment in an approved foundation field work placement. Students will be provided with the opportunity to apply the beginning skills and knowledge needed to professionally aid individuals and families using the bio-psycho-social model and the empowerment approach, and introduce key components of field work and working with community organizations and social service agencies.

Declared MSW student and department permission are prerequisites for this course.

MSW 492 | FOUNDATION FIELD EDUCATION II | 4 quarter hours (Graduate)

This course is the second course in a three-part field education sequence. This course requires simultaneous enrollment in MSW 482 as well as enrollment in an approved foundation field work placement. Students will be provided with the opportunity to apply the beginning skills and knowledge needed to professionally aid individuals and families using the bio-psycho-social model and the empowerment approach, and introduce key components of field work and working with community organizations and social service agencies.

MSW 491 is a prerequisite for this class.

MSW 493 | FOUNDATION FIELD EDUCATION III | 4 quarter hours (Graduate)

This course is the third course in a three-part field education sequence. This course requires simultaneous enrollment in MSW 483 as well as enrollment in an approved foundation field work placement. Students will be provided with the opportunity to apply the beginning skills and knowledge needed to professionally aid individuals, families, and groups using the bio-psycho-social model and the empowerment approach, and introduce key components of field work and working with community organizations and social service agencies.

MSW 492 and department permission are prerequisites for this course.

MSW 499 | INDEPENDENT STUDY | 1-4 quarter hours (Graduate)

Individually-supervised learning experience, usually involving extensive research and written analysis.

**MSW 501 | PROGRAM EVALUATION | 4 quarter hours
(Graduate)**

This course offers a comprehensive overview of how program evaluation fits in today's social service environment. It presents social justice as an overarching paradigm in the study of program evaluation. The course will cover three methods of program evaluation: needs assessments, outcome evaluations, and process evaluations. The course will also cover the history of evaluation and ethical considerations related to race, ethnicity and sexual orientation and emphasize the role of program evaluation with community-based organizations that exist in an urban context. Practical issues related to organizational mission, staff resistance, resource demands and evaluation ethics will be covered in order to offer a reality-based perspective on conducting program evaluation.

MSW 421, (MSW 483 or MSW 484), and (MSW 493 or MSW 494) are prerequisites for this class.

**MSW 521 | FUND DEVELOPMENT AND MANAGEMENT | 4 quarter hours
(Graduate)**

This course introduces students to creating, implementing and adjusting budgets within agencies and programs which serve people, as well as program marketing and fundraising (including grant writing). This course is taken either concurrently with MSW 582 (Community Practice II) or before advanced field education. MSW 521 emphasizes budget preparation, fund acquisition and fund distribution. Successful completion of MSW 501 (Program Evaluation) is required for this course, as is the successful completion of the MSW research course (MSW 421). This course builds upon the constructs introduced in the advanced practice sequence. This course introduces students to budgetary operations and the ethical, value-based planning and decision making processes by which social workers must implement fiscal and administrative decisions.

MSW 421, (MSW 483 or MSW 484), and (MSW 493 or MSW 494) are prerequisites for this class.

**MSW 561 | FORENSIC SOCIAL WORK PRACTICE I | 4 quarter hours
(Graduate)**

Using select theoretical approaches, this course equips students with the advanced skills and knowledge needed to practice at the intersections of human services organizations and legal systems. This course prepares students to work directly with adults and juveniles who are involved in the justice system as well as victims of crime and their families across a range of community-based and institutional settings. The course emphasizes the intersections of race, poverty, gender, and other factors to prepare students to work effectively in a range of settings to promote humane treatment and social justice. After an initial emphasis on clinical and risk assessment, this course begins to introduce students to major evidence-based treatment models for treating individuals involved in the justice system and victims of crime. Students explore ethical issues unique to forensic social work. It is required that this course be taken concurrently with MSW 571 (Forensic Field I).

MSW 483 and MSW 493 are prerequisites for this class. MSW 571 is a co-requisite for this class.

**MSW 562 | FORENSIC SOCIAL WORK PRACTICE II | 4 quarter hours
(Graduate)**

Using select theoretical approaches, this course equips students with the advanced skills and knowledge needed to practice at the intersections of human services organizations and legal systems. The course emphasizes the intersections of race, poverty, gender, and other factors to prepare students to work effectively in a range of settings to promote humane treatment and social justice. This course expands the focus on learning and applying major evidence-based treatment models for treating individuals involved in the justice system and victims of crime. Students will also develop skills in evaluating programs and practices, along with examining relevant ethical considerations.

MSW 561 and MSW 571 are prerequisites for this class.

**MSW 563 | FORENSIC SOCIAL WORK PRACTICE III | 4 quarter hours
(Graduate)**

Using select theoretical approaches, this course equips students with the advanced skills and knowledge needed to practice at the intersections of human services organizations and legal systems. The course emphasizes the intersections of race, poverty, gender, and other factors to prepare students to work effectively in a range of settings to promote humane treatment and social justice. In this course students utilize knowledge gained in the pre-requisites and in their internships to develop a project scenario in which they feature a client (e.g., someone accused, an offender, a victim's family, etc.) and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Students also consider and discuss professional identity and goals.

MSW 562 and MSW 572 are prerequisites for this class.

**MSW 571 | FORENSIC FIELD I | 4 quarter hours
(Graduate)**

This course is the first course in a three-part field education sequence. This course requires simultaneous enrollment in MSW 561 as well as enrollment in an approved field agency placement specializing in Forensic Practice. The course is designed to assist students processing the theoretical, analytical, and practical skills needed to practice Forensic Social Work. Attention is also paid to the unique considerations of women and representatives of other historically- marginalized groups through required learning objectives and tasks.

Status as an MSW degree-seeking student is a prerequisite for this class and MSW 561 is a co-requisite for this class.

**MSW 572 | FORENSIC FIELD II | 4 quarter hours
(Graduate)**

This course is the second course in a three-part field education sequence. This course requires simultaneous enrollment in MSW 562, as well as enrollment in an approved field agency placement specializing in Forensic Practice. The course is designed to assist students processing the theoretical, analytical, and practical skills needed to practice Forensic Social Work. Attention is also paid to the unique considerations of women and representatives of other historically- marginalized groups through required learning objectives and tasks.

MSW 561 and MSW 571 are prerequisites for this class. MSW 562 is a co-requisite for this class.

**MSW 573 | FORENSIC FIELD III | 4 quarter hours
(Graduate)**

This course is the third course in a three-part field education sequence. This course requires simultaneous enrollment in MSW 563, as well as enrollment in an approved field agency placement specializing in Forensic Practice. The course is designed to assist students processing the theoretical, analytical, and practical skills needed to practice Forensic Social Work. Attention is also paid to the unique considerations of women and representatives of other historically- marginalized groups through required learning objectives and tasks.

MSW 562 and MSW 572 are prerequisites for this class. MSW 563 is a co-requisite for this class.

**MSW 581 | COMMUNITY PRACTICE I | 4 quarter hours
(Graduate)**

Using select theoretical approaches, including empowerment practice, this course equips students with the advanced skills and knowledge needed to practice in community-serving agencies and organizations. The emphasis in this course, which represents the first of three consecutive, required (advanced) practice courses, is on leadership and management of human service organizations. This course introduces students to the knowledge, skills and professional values essential to leadership of community-based or community-serving programs and organizations. This course covers leadership theories, styles, and techniques; supervision and facilitation; and the critical role(s) leadership play(s) in agency and program administration. Special attention is paid to the unique considerations of people with diverse backgrounds (and representatives of other marginalized groups) in leadership positions as well as working towards the promotion of social and economic justice. It is required that this course be taken concurrently with MSW 591 (Advanced Field Education I).

(MSW 483 or MSW 484) and (MSW 493 or MSW 494) are prerequisites for this course.

**MSW 582 | COMMUNITY PRACTICE II | 4 quarter hours
(Graduate)**

Using select theoretical approaches, this course equips students with the advanced skills and knowledge needed to practice in community-serving agencies and organizations. The emphasis in this course, which represents the second of three consecutive, required (advanced) practice courses, is on program planning. This course introduces students to the skills and knowledge needed to plan and design programs in community-based, people-serving organizations, starting with problem analysis and needs assessment. Related topics such as understanding the multiple dimensions of social problems, operationalizing concerns, and the importance of collaboration and addressing diverse groups' needs within a community practice framework are also addressed. Measures for accountability and effectiveness, especially for professional social workers, are also addressed. Attention is also given to the needs of historically-marginalized groups and planning for full social and economic justice. It is required that this course be taken concurrently with MSW 592 (Advanced Field Education II).

MSW 581 is a prerequisite for this class

**MSW 583 | COMMUNITY PRACTICE III | 4 quarter hours
(Graduate)**

Using select theoretical approaches, this course equips students with the advanced skills and knowledge needed to practice in community-serving agencies and organizations. The emphasis in this course, which represents the final of three consecutive, required (advanced) practice courses is on resource development and marketing. This course continues facilitation in planning and designing programs in community-based or community-serving organizations while also providing students with opportunities to integrate fund development, program evaluation, and effective stewardship of resources to leverage lasting social change, especially on behalf of historically-oppressed communities. Additional related topics include analysis of organizational change, partnerships, strategic planning, and quality assurance. It is required that this course be taken concurrently with MSW 593 (Advanced Field Education III).

MSW 582 is a prerequisite for this course.

**MSW 591 | COMMUNITY FIELD EDUCATION I | 4 quarter hours
(Graduate)**

This course is the first course in a three-part field education sequence. This course requires simultaneous enrollment in MSW 581 as well as enrollment in an approved field agency placement specializing in Community Practice. The course is designed to assist students processing the theoretical, analytical, and practical skills needed in Community Practice. Attention is also paid to the unique considerations of women and representatives of other historically- marginalized groups in organizational leadership roles through required learning objectives and tasks.

Status as an MSW degree-seeking student is a prerequisite for this class and MSW 581 is a corequisite for this class.

**MSW 592 | COMMUNITY FIELD EDUCATION II | 4 quarter hours
(Graduate)**

This course is the second course in a three-part field education sequence. This course requires simultaneous enrollment in MSW 582 as well as enrollment in an approved field agency placement specializing in Community Practice. The course is designed to assist students processing the theoretical, analytical, and practical skills needed in Community Practice. Attention is also paid to the unique considerations of women and representatives of other historically-marginalized groups in organizational leadership roles through required learning objectives and tasks.

MSW 581 and MSW 591 are a prerequisite and MSW 582 is a co-requisite for this class.

**MSW 593 | COMMUNITY FIELD EDUCATION III | 4 quarter hours
(Graduate)**

This course is the third course in a three-part field education sequence. This course requires simultaneous enrollment in MSW 583 as well as enrollment in an approved field agency placement specializing in Community Practice. The course is designed to assist students processing the theoretical, analytical, and practical skills needed in Community Practice. Attention is also paid to the unique considerations of women and representatives of other historically- marginalized groups in organizational leadership roles through required learning objectives and tasks.

MSW 582 and MSW 592 are a prerequisite and MSW 583 is a corequisite for this class.

**MSW 599 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

This class is intended for students who experience disruption in their MSW course of study. Students may register for this class if they are engaged in work associated with their academic or field-placement-based work. Registration requires certification by the chair that the student is engaged in academic or placement-based work. The course does not apply to completion of an IN in a class. This course may be taken at most 3 times. It carries the equivalent of half-time enrollment status, for financial aid purposes. Zero-credit.

Masters of Liberal Studies (MLS)

**MLS 401 | VISIONS OF THE SELF | 4 quarter hours
(Graduate)**

A study of the differing visions of the self as presented in significant documents from the history of ideas. Materials selected from classic texts of literature, philosophy, theology, psychology and social science.

**MLS 402 | PERCEPTIONS OF REALITY | 4 quarter hours
(Graduate)**

A survey, beginning with ancient Greece and ending with the modern world, of models of universal order as developed by natural scientists and literary and visual artists.

**MLS 403 | THE AMERICAN EXPERIENCE | 4 quarter hours
(Graduate)**

A chronological and thematic study of the location of self within American culture. Readings chosen to reflect both dominant and dissenting ideas at specific points of American history.

**MLS 404 | THE CITY | 4 quarter hours
(Graduate)**

A topical examination of the urban experience using the methods and sources of both historians and social scientists. Topics include surveys of various images of the city, utopian and dystopian visions, and the uniqueness of the modern city.

**MLS 405 | REPRESENTATIONS OF THE BODY | 4 quarter hours
(Graduate)**

This course will examine how the human body, which seems to be a natural, universal fact, is also a deeply cultural symbolic construction whose analysis yields insights into structures of power and consciousness.

**MLS 406 | EXPLORING OTHER CULTURES | 4 quarter hours
(Graduate)**

Examination of the history, traditions, values and institutions that have shaped the lives of people in another culture. Analysis of the "terms of encounter," that is, the perspectives that students assume as they seek to encounter the "other." Variable topics.

**MLS 407 | SELF, CULTURE AND SOCIETY IN CONTEMPORARY JAPAN | 4 quarter hours
(Graduate)**

Interdisciplinary examination of the political, economic and social order of contemporary Japan. Relationship of individuals and groups to the social order, as they create the reality of diversity and possibilities for change.

**MLS 409 | ENVIRONMENT AND SOCIETY | 4 quarter hours
(Graduate)**

Environment and Society" is a 400-level interdisciplinary core course on the environment. The course might include such topics as cultural diversity in time and place with regard to the human view of the natural world, various approaches to environmental ethics, philosophical and religious influence in conceptions of the earth as environment, the relationship between scientific measurement and the social constructions of the natural world, the science and politics of climate change, race and gender considerations in environmental politics, and environmental consciousness in literature and the arts. The instructor's own disciplinary interests will play a prominent role in the course construction, but the course will draw from the sciences, the social sciences and the humanities. As in all MLS courses, the instructor will use the course assignments to work with students on enhancing graduate-level intellectual skills through reflexive pedagogy.

**MLS 419 | CHICAGO: THE 21ST CENTURY | 2 quarter hours
(Graduate)**

Chicago: Towards The 21st Century.

**MLS 427 | TOPICS IN COMMUNICATION AND CULTURE | 4 quarter hours
(Graduate)**

Variable topics relating to cross-cultural communication, culture and media, cultural difference in communication, and communication issues in multiculturalism. Consult current course schedule for topic.

**MLS 428 | TOPICS IN ORGANIZATIONAL COMMUNICATION | 4 quarter hours
(Graduate)**

Variable topics relating to communication issues in organizational settings, including power, institutional culture and change, training, and multicultural factors. Consult current course schedule for topic.

**MLS 440 | FEMINIST THEORIES | 4 quarter hours
(Graduate)**

A discussion and assessment of the various theories concerning the place of women in society, including theories that have advocated a more positive role for and valuation of women than those of the dominant society. The course will take both an historical and a topical approach. Cross-listed as WGS 300 and WGS 400.

**MLS 441 | WOMEN ACROSS CULTURES | 4 quarter hours
(Graduate)**

A critical analysis of the roles of women in societies around the world, with special emphasis on economics, politics, and culture. Focus is on African, Asian and Latin American cultures and non-dominant groups within Western Societies. Topics vary each quarter.

**MLS 442 | ETHICS AND THE ECONOMY | 4 quarter hours
(Graduate)**

This course will present the thinking of social scientists, philosophers and theologians on the impact of religious values on the origin and development of American capitalism, and their possible relevance to contemporary discussions of business ethics. Cross-listed as GSB 650.

**MLS 443 | WORK, LEISURE AND THE QUALITY OF LIFE | 4 quarter hours
(Graduate)**

The course examines the nature and meaning of work and leisure in Western culture, and the relationship of work and leisure to contemporary issues associated with the concept "Quality of Life". Cross-listed as SOC 475.

**MLS 445 | GENDER AND COMMUNICATION | 4 quarter hours
(Graduate)**

A review of the differences in communication patterns between women and men. Topics covered include language and language usage differences, interaction patterns, and perceptions of the sexes generated through language and communication.

**MLS 447 | GENDER AND SOCIETY | 4 quarter hours
(Graduate)**

Attention to the growing literature and empirical research on changing patterns in economic, psychological and social outcomes for women and men. Consideration of various theories of gender differentiation and inequality.

**MLS 448 | WORK AND LEISURE IN THE FUTURE | 4 quarter hours
(Graduate)**

The latter half of the 20th century has seen great change in the meaning, form and value assigned to work and leisure in society. Many of these changes have come to be characterized as inevitable consequences of life in post-industrial society. This course: 1) seeks to identify the factors that are shaping the future of work and leisure and 2) will explore futuristic scenarios that challenge the position of "work as a central-life meaning.

**MLS 449 | TOPICS IN NON-FICTION WRITING | 4 quarter hours
(Graduate)**

Topics addressed in different versions of the course may include writing for magazines, science writing, travel writing, writing in humanities and social science research, etc. Consult current course schedule for topics.

**MLS 450 | CHICAGO: ARCHITECTURE & URBAN DEVELOPMENT | 4 quarter hours
(Graduate)**

A study of urban architecture in Chicago from 1833 to 1984, including the role of planning, the purpose of open space, the place of tradition, the impact of modern design theories and evaluation of contemporary developments.

**MLS 451 | TOPICS IN AMERICAN POLITICS | 4 quarter hours
(Graduate)**

Topics In American Politics.

**MLS 452 | BUSINESS, SOCIETY AND SUSTAINABLE DEVELOPMENT | 4 quarter hours
(Graduate)**

A study of the basic ideas, aspirations and values which shape personal, social, cultural, economic and environmental systems. We will identify and critique the organizational systems serving society's needs today; specifically how they contribute to—or detract from—the goals of Sustainable Development, and to identify points of intervention for systemic change.

**MLS 453 | POLITICS, MEDIA AND EVERYDAY LIFE | 4 quarter hours
(Graduate)**

An examination of various ways in which the mass media influence our perceptions of reality. Political, social and cultural implications of media processes are assessed. Cross-listed as PSC 321.

**MLS 455 | COMMUNITY AND THE CITY | 4 quarter hours
(Graduate)**

The course explores the possibilities for community life within urban settings. It emphasizes the development of network relations and cross-cutting ties.

**MLS 456 | THE USES OF AUTOBIOGRAPHY | 4 quarter hours
(Graduate)**

Study of selected autobiographical writings to serve as models for self-expression.

**MLS 458 | ISLAM AND THE WEST IN THE MODERN WORLD | 4 quarter hours
(Graduate)**

An examination of the economic, cultural and political interactions of Europe and the Islamic World.

**MLS 459 | WRITING IN THE PROFESSIONS | 4 quarter hours
(Graduate)**

Improves writing skills useful in semi- and non-technical professions; emphasis on style, tone, awareness of purpose and audience; effective memo, proposal and report design.

**MLS 460 | THE DILEMMA OF THE MODERN AGE | 4 quarter hours
(Graduate)**

The crisis of the individual's place in society is exposed through social sciences, philosophy, literature, art and music. The distinctive features of and responses to modern culture-individualism, alienation and depersonalization—are illuminated through multiple perspectives.

**MLS 461 | MODERN POETRY | 4 quarter hours
(Graduate)**

Studies in 20th-century English and American poetry. Cross-listed as ENG 466.

**MLS 462 | TOPICS IN BUSINESS ETHICS | 4 quarter hours
(Graduate)**

Seminar In Business Ethics. Cross-listed as PHL 640 and GSB 640..

**MLS 463 | NATIONALISM AND INTERNATIONAL CONFLICT | 4 quarter hours
(Graduate)**

This course will explore the social origins and development of national identities. How these identities have been manipulated to serve specific competitive interests in the past two hundred years will also be discussed. Cross-listed as PSC 342 & INT 365.

**MLS 464 | THE CULTURE OF AMERICAN CATHOLICS | 4 quarter hours
(Graduate)**

How has the unique experience of immigration shaped the American Catholic Church from the colonial period to the 21st century? How did the idea of "the Church" as an authoritative hierarchy come about in the mid-20th century, and how has that notion been challenged by immigrant communities, as well as artists and intellectuals? Drawing on the disciplines of history, sociology, anthropology, cultural theory, literature and the arts, this course looks at those who built the Church and those who challenged and changed it. Cross-listed as REL 384 and CTH 384.

**MLS 467 | SELECTED TOPICS ON WOMEN IN LITERATURE | 4 quarter hours
(Graduate)**

Topics vary; see schedule for current offering.

**MLS 468 | SELECTED TOPICS: WOMEN, SELF AND SOCIETY | 4 quarter hours
(Graduate)**

Topics vary; see schedule for current offerings.

**MLS 473 | TOPICS IN LITERATURE | 4 quarter hours
(Graduate)**

Topics addressed in different versions of the course may include various themes, movements and genres in British, American and World Literature. Consult current course schedule for topic.

**MLS 474 | WOMEN AND ART | 4 quarter hours
(Graduate)**

Examines the work of the most significant women artists from the Renaissance to the present. It will also investigate how women have been represented in Western art by both male and female artists. Cross-listed as HAA 366.

**MLS 475 | TOPICS IN CONTEMPORARY FILM | 4 quarter hours
(Graduate)**

An examination of recent films and their relation to broader tendencies in contemporary culture. Topics vary, see schedule for current offerings.

**MLS 476 | CHICAGO IN FICTION AND FILM | 4 quarter hours
(Graduate)**

This course examines novels and short stories written by Chicagoans during the 20th century. It also includes a few film adaptations of these works.

**MLS 477 | FEMINIST ETHICS | 4 quarter hours
(Graduate)**

Critiques of mainstream empirical and philosophical works and of Carol Gilligan's work on ethics will include discussions on the women's voice in morality, the nature of theories by women vs. men, the formation of plural positions concerning care versus justice, and alternative ethical stances. Cross-listed as WGS 310/410 and REL 322.

**MLS 478 | THE PSYCHOLOGY OF WOMEN | 4 quarter hours
(Graduate)**

A review of research and theory on women including sexist biases and methodology, feminist therapy, violence against women, and gender differences in the development of power and sexuality. Cross-listed as PSY 561 and WGS 470.

**MLS 479 | WRITING POETRY | 4 quarter hours
(Graduate)**

Writing Poetry. Cross-listed as ENG 493.

**MLS 480 | MAJOR AUTHORS | 4 quarter hours
(Graduate)**

An examination of major writers in the English and American literary traditions. Topics vary; see schedule for current offerings.

**MLS 481 | SPECIAL TOPICS IN ART HISTORY | 4 quarter hours
(Graduate)**

Explorations in the history of art from ancient Egyptians to contemporary art. Topics vary.

**MLS 482 | ECOLOGY, SPIRITUALITY AND ETHICS | 4 quarter hours
(Graduate)**

This course explores the ecological crisis from a religious/ethical perspective, examining the dangers posed for humanity and the planet. It considers the new cosmology developing from science, especially physics, and its dialogue with philosophy, myth and religion. Cross-listed as REL 320.

**MLS 483 | CULTURAL PERSPECTIVES ON HEALTH AND DISEASE | 4 quarter hours
(Graduate)**

A multidisciplinary examination of the cultural factor that help form notions of the well and sick states of the human body. Included will be such topics as the social/religious history of epidemics, healing in Western and non-Western medicine, etc. Sources will be drawn from the history of medicine, anthropological and sociological works, philosophy and literature. Cross-listed as REL 320.

**MLS 484 | ZEN MIND | 4 quarter hours
(Graduate)**

This course examines the philosophy, art, literature and religious practice of Zen Buddhism. It explores Zen's influence in both Japan and America. Cross-listed as REL 342.

**MLS 485 | INEQUALITY IN AMERICA | 4 quarter hours
(Graduate)**

This course examines the nature and extent of inequality in American society and explores various psychological, political, social and economic theories which attempt to explain the existence of this phenomenon. Cross-listed as PSC 324.

**MLS 486 | TOPICS IN POPULAR CULTURE | 4 quarter hours
(Graduate)**

Examines a specific dimension of popular culture using interdisciplinary theories and methods. Possible topics include Food in Film, The Ideology of Romance, or perhaps the popular culture of a decade like the 1950s or 1960s. Topics vary.

**MLS 487 | SPECIAL TOPICS IN HISTORY | 4 quarter hours
(Graduate)**

Topics vary.

**MLS 488 | TOPICS IN WORLD RELIGIONS | 4 quarter hours
(Graduate)**

Topics in World Religions.

**MLS 489 | TOPICS IN SOCIOLOGY | 4 quarter hours
(Graduate)**

Various topics in the field of sociology.

**MLS 490 | SPECIAL TOPICS AND CONTROVERSIES | 4 quarter hours
(Graduate)**

Occasional offerings of particular contemporary relevance by visiting professors. Topics vary.

**MLS 497 | INDEPENDENT STUDY [NON-CAPSTONE] | 1-4 quarter hours
(Graduate)**

Independent study in an area that does not lead directly into the thesis or capstone. Students may also register for this course on a topic indirectly related to their thesis or capstone if they will subsequently take MLS 498, in which the student directly prepares to write the Integrating Project/Thesis. The MALS and IDS Program requires that students taking independent studies follow a specified format of meeting frequency, activities, and scholarly production. This format is available on the program web site or from the MALS and IDS office. Registration is by permission of the Director of the MALS and IDS Program and the instructor of the independent study.

**MLS 498 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

Independent study undertaken as preparation for thesis or practicum capstone options. This course is optional preparation for MLS 499, Capstone. The MALS and IDS Program requires that students taking this course follow a specified format of meeting frequency, that they produce a review of literature related to their thesis or practicum, an annotated bibliography, and the required Formal Proposal for the thesis or practicum. Registration is by permission of the Director of the MALS and IDS Program and the permission of the instructor who serves as the thesis or practicum director.

**MLS 499 | CAPSTONE | 4 quarter hours
(Graduate)**

Capstone for students doing a thesis, practicum or enhanced portfolio essay. Students may register for this course after the Formal Proposal for the thesis or practicum, or the Enhanced Portfolio Essay Proposal, has been approved. Students are normally expected to complete their capstone projects within the quarter in which they take this course. This course carries four hours of credit. Registration is by permission of the Director of the MALS and IDS Program and the permission of the instructor who serves as the student's capstone director.

**MLS 500 | CAPSTONE | 4 quarter hours
(Graduate)**

A seminar offered occasionally to guide groups of students working on their capstone projects.

**MLS 501 | CANDIDACY MAINTENANCE | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to graduate students who are not registered for a course in a given quarter but need to maintain active university status. Enrollment in this course is limited to three quarters and requires permission of the graduate director. Enrollment in this course allows access to the library and other campus facilities. This course does not carry an equivalent enrollment status and students in it are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

**MLS 502 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to master's degree candidates who are actively working toward the completion of a thesis, project, or portfolio. Enrollment in this course is limited to three quarters and requires thesis/project advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries and requires the equivalent of half-time enrollment status. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

Mathematical Sciences (MAT)

**MAT 94 | BASIC ALGEBRA | 4 quarter hours
(Undergraduate)**

The objective of this course is to increase the students' competence in working with ordinary arithmetic, using a large variety of practical problems and situations from basic sciences as motivation. Formerly WRC 104.

**MAT 95 | INTRODUCTORY ALGEBRA | 4 quarter hours
(Undergraduate)**

An introduction to functions, linear equations, linear inequalities, absolute values, systems of linear equations, exponents, and polynomials. Formerly WRC 204.

MAT 094or placement is a prerequisite for this course.

MAT 100 | INTRODUCTION TO QUANTITATIVE REASONING | 4 quarter hours**(Undergraduate)**

An introduction to the algebra needed for quantitative reasoning with a focus on functions and modeling. This course emphasizes the applications of elementary algebra and the use of functions to model and analyze real-world situations. Topics include functions from graphical, tabular, and symbolic points of view and models using linear, quadratic, power, exponential, and logarithmic functions. Graphing technology is used extensively. This course is prerequisite to LSP 120 and is intended for students continuing on to LSP 120. This course is not recommended for students whose plan of study includes calculus.

MAT 094or placement is a prerequisite for this course.

**MAT 101 | INTERMEDIATE ALGEBRA | 4 quarter hours
(Undergraduate)**

Functions, factoring, rational expressions, roots, radicals, quadratic equations, quadratic inequalities. Course meets for an additional 1 hour lab session each week for enrichment and problem solving.

MAT 095 is a prerequisite for this class.

**MAT 110 | FOUNDATIONS OF MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS I | 4 quarter hours
(Undergraduate)**

This course gives students a deeper understanding of the foundations of elementary mathematics. Topics include problem solving, number systems, the decimal system, the number line, rounding, fractions, percentages, addition and subtraction.

MAT 101 or LSP 120 or equivalents or placement by test is a prerequisite for this class.

**MAT 111 | FOUNDATIONS OF MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS II | 4 quarter hours
(Undergraduate)**

This course gives students a deeper understanding of the foundations of elementary mathematics. Topics include problem solving, fractions, percentages, addition, subtraction, multiplication, and division.

MAT 110 is a prerequisite for this class.

MAT 112 | GAMBLING AND GAMES, PROBABILITY AND STATISTICS | 4 quarter hours**(Undergraduate)**

Students with very little mathematical background and little or no computing background will be given a brief introduction to the use of Microsoft Excel for mathematical purposes. This will be followed by a brief discussion of chance, gambling, and probability. Several popular games (such as lotteries, roulette, craps, and poker) will be considered both from a theoretical point of view and by means of very simple computer simulation. At the end, we will discuss briefly topics from game theory such as zero-sum games and game with cooperation.

MAT 094or placement is a prerequisite for this course.

**MAT 115 | MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS III | 4 quarter hours
(Undergraduate)**

Continuation of Math 110-111.

MAT 111 is a prerequisite for this class.

**MAT 120 | QUANTITATIVE REASONING | 4 quarter hours
(Undergraduate)**

This course provides a mathematical foundation for students to become confident and critical users of quantitative information of all kinds: numerical, graphical, and verbal. Students analyze data from a wide variety of fields, making and critiquing quantitative arguments. Mathematical topics include proportional reasoning and rates, the making and interpretation of graphs, linear and exponential models, logarithms, and finance. The course is taught in a hands-on laboratory environment where students are introduced to computer tools for data analysis and presentation.

MAT 100 OR MAT 101 OR Placement Exam

**MAT 130 | FUNCTIONS AND MATHEMATICAL MODELS | 4 quarter hours
(Undergraduate)**

Functions and their graphs, modeling with linear and quadratic functions, polynomial and rational functions, inverse functions, exponential and logarithmic functions, logarithmic scale, exponential growth and decay models, logistic growth.

MAT 101 or placement by test is a prerequisite for this class.

**MAT 131 | PRECALCULUS AND TRIGONOMETRY | 4 quarter hours
(Undergraduate)**

Functions and their graphs, inverse functions, exponential and logarithmic functions, polynomial and rational functions, trigonometric functions, inverse trigonometric functions, trigonometric identities, polar coordinates.

MAT 130 or equivalents or placement by test is a prerequisite for this class.

**MAT 135 | BUSINESS CALCULUS I | 4 quarter hours
(Undergraduate)**

Differential calculus of one or more variables with business applications.
A grade of C- or better in MAT 130 (or equivalent) is a prerequisite for this class.

**MAT 136 | BUSINESS CALCULUS II | 4 quarter hours
(Undergraduate)**

Integral calculus, matrix algebra, and probability theory with business applications.

A grade of C- or better in MAT 135 (or equivalent) is a prerequisite for this class.

**MAT 137 | BUSINESS STATISTICS | 4 quarter hours
(Undergraduate)**

Basic concepts of statistics and applications; data analysis with the use of Excel; theoretical distributions; sampling distributions; problems of estimation; hypothesis testing; problems of sampling; linear regression and correlation.

A grade of C- or better in MAT 130 (or equivalent) is a prerequisite for this class.

**MAT 140 | DISCRETE MATHEMATICS I | 4 quarter hours
(Undergraduate)**

Introduction to combinatorics, basic probability, graph theory, propositional logic, singly-quantified statements, operational knowledge of set theory, functions, number systems.

MAT 130 or above or equivalents or placement by test is a prerequisite for this class.

**MAT 141 | DISCRETE MATHEMATICS II | 4 quarter hours
(Undergraduate)**

Introduction to properties of integers and real numbers, sequences, recursion, mathematical induction, relations, digraphs, graph theory, multiply-quantified statements, complexity.

MAT 140 is a prerequisite for this class.

**MAT 147 | CALCULUS WITH INTEGRATED PRECALCULUS I | 6 quarter hours
(Undergraduate)**

Limits, continuity, the derivative, rules of differentiation, derivatives of trigonometric and logarithmic functions and their inverses, and applications, with precalculus review included for each topic. The full MAT 147-8-9 sequence covers all the material of MAT 150-1-2 plus additional precalculus material. (6 quarter hours)

MAT 130 or equivalents or placement by test is a prerequisite for this course.

**MAT 148 | CALCULUS WITH INTEGRATED PRECALCULUS II | 6 quarter hours
(Undergraduate)**

Extrema, curve sketching, related rates, definite and indefinite integrals, applications of the integral, with precalculus review included for each topic. (6 quarter hours)

MAT 147 (or MAT 150 or MAT 155 or MAT 160 or MAT 170) is a prerequisite for this class.

**MAT 149 | CALCULUS WITH INTEGRATED PRECALCULUS III | 6 quarter hours
(Undergraduate)**

Techniques of integration, L'Hopital's rule, improper integrals, Taylor polynomials, series and sequences, first-order differential equations, with precalculus review included for each topic. (6 quarter hours)

MAT 148 (or MAT 151 or MAT 161 or MAT 171) is a prerequisite for this class.

**MAT 150 | CALCULUS I | 4 quarter hours
(Undergraduate)**

Limits, continuity, the derivative, rules of differentiation, derivatives of trigonometric and logarithmic functions and their inverses, applications of the derivative, extrema, curve sketching, and optimization. This course meets for an additional 1-hour lab session each week for enrichment and problem solving.

MAT 131 or placement by test is a prerequisite for this course.

**MAT 151 | CALCULUS II | 4 quarter hours
(Undergraduate)**

Definite and indefinite integrals, the Fundamental Theorem of Calculus, applications of the integral, techniques of integration. This course meets for an additional 1-hour lab session each week for enrichment and problem solving.

MAT 150 or MAT 155 or MAT 160 or MAT 170 is a prerequisite for this class.

**MAT 152 | CALCULUS III | 4 quarter hours
(Undergraduate)**

L'Hopital's rule, improper integrals, sequences and series, Taylor polynomials. This course meets for an additional 1-hour lab session each week for enrichment and problem solving.

MAT 151 or MAT 161 or MAT 171 is a prerequisite for this class.

**MAT 155 | SUMMER CALCULUS I | 6 quarter hours
(Undergraduate)**

Limits, continuity, the derivative, rules of differentiation, derivatives of trigonometric and logarithmic functions and their inverses, applications of the derivative, extrema, curve sketching, and optimization. Definite and indefinite integrals, the Fundamental Theorem of Calculus, applications of the integral. (6 quarter hours)

MAT 131 or placement by Mathematics Diagnostic Test is a prerequisite for this class.

**MAT 156 | SUMMER CALCULUS II | 6 quarter hours
(Undergraduate)**

Further applications of the integral, techniques of integration. L'Hopital's rule, improper integrals, sequences and series, Taylor polynomials. (6 quarter hours)

MAT 148 or MAT 151 or MAT 155 or MAT 161 or MAT 171 is a prerequisite for this class.

**MAT 160 | CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I | 5 quarter hours
(Undergraduate)**

Limits, continuity, the derivative, rules of differentiation, derivatives of trigonometric and logarithmic functions and their inverses, applications of the derivative, extrema, curve sketching, and optimization. This course meets for an additional 1.5-hour lab session each week for enrichment and problem solving. (5 quarter hours)

MAT 131 or placement by test is a prerequisite for this class.

**MAT 161 | CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II | 5 quarter hours
(Undergraduate)**

Definite and indefinite integrals, the Fundamental Theorem of Calculus, applications of the integral, techniques of integration. This course meets for an additional 1.5-hour lab session each week for enrichment and problem solving. (5 quarter hours)

MAT 150 or MAT 155 or MAT 160 or MAT 170 is a prerequisite for this class.

**MAT 162 | CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III | 5 quarter hours
(Undergraduate)**

L'Hopital's rule, improper integrals, sequences and series, Taylor polynomials. This course meets for an additional 1.5-hour lab session each week for enrichment and problem solving. (5 quarter hours)

MAT 151 or MAT 161 or MAT 171 is a prerequisite for this class.

**MAT 170 | CALCULUS FOR LIFE SCIENCES I | 5 quarter hours
(Undergraduate)**

The course covers the following topics using examples from the sciences: Functions as models, logarithmic scale graphing, exponential growth and decay, difference equations and limits of sequences, geometric series, functions and limits, trigonometric functions and their limits, continuity, limits at infinity, the derivative, differentiation rules, derivatives of trigonometric and exponential functions, related rates, derivatives of inverse and logarithm functions. Course meets for an additional lab session each week during which time students will work on applied mathematics projects based on the topics covered in the course. Students majoring in the sciences should consult with their major department to decide between the 160 and 170 sequences. (5 quarter hours)

MAT 131 or placement by test is a prerequisite for this class.

**MAT 171 | CALCULUS FOR LIFE SCIENCES II | 5 quarter hours
(Undergraduate)**

The course covers the following topics using examples from the sciences: Applications of the derivative including approximation and local linearity, differentials, extrema and the Mean Value Theorem, monotonicity and concavity, extrema, inflection points, graphing, L'Hospital's Rule, optimization, and the Newton-Raphson method, antiderivatives, the definite integral, Riemann sums, the Fundamental Theorem of Calculus, area, cumulative change, average value of a function, and techniques of integration: substitution rule and integration by parts. Course meets for an additional lab session each week during which time students will work on applied mathematics projects based on the topics covered in the course. Course meets for an additional lab session each week during which time students will work on applied mathematics projects based on the topics covered in the course. (5 quarter hours)

MAT 150 or MAT 155 or MAT 160 or MAT 170 is a prerequisite for this class.

**MAT 172 | CALCULUS III WITH DIFFERENTIAL EQUATIONS | 5 quarter hours
(Undergraduate)**

This course is designed for students in the life sciences and covers some topics from MAT 152, differential equations and an introduction to the Calculus of functions of several variables. Specific topics are as follows. Numerical integration, partial fraction expansions, Taylor approximations of a function, differential equations, separation of variables, slope fields, Euler's existence theorem, polygonal approximations to solutions of differential equations, the logistic equation and allometric growth models, equilibria of differential equations and their stability, applications of stability theory, functions of several variables, partial derivatives, directional derivative and the gradient. Course meets for an additional lab session each week during which time students will work on applied mathematics projects based on the topics covered in the course. (5 quarter hours)

MAT 151 or MAT 161 or MAT 171 is a prerequisite for this class.

**MAT 207 | HISTORY OF PROBABILITY AND STATISTICS | 4 quarter hours
(Undergraduate)**

History Of Probability And Statistics.

**MAT 215 | INTRODUCTION TO MATHEMATICAL REASONING | 4 quarter hours
(Undergraduate)**

An introduction to basic concepts and techniques used in higher mathematics courses: set theory, equivalence relations, functions, cardinality, techniques of proof in mathematics. The emphasis is on problem solving and proof construction by students.

MAT 156 OR MAT 149 OR MAT 152 OR MAT 162 OR MAT 172 is a prerequisite for this class.

**MAT 216 | FOUNDATIONS OF ADVANCED MATHEMATICS | 4 quarter hours
(Undergraduate)**

Introduction to abstract mathematics: congruences, modular arithmetic, the Euclidean algorithm, proofs involving manipulation of inequalities and estimation, sequences and their limits.

MAT 215 (or MAT 141) is a prerequisite for this class.

**MAT 220 | APPLIED LINEAR ALGEBRA | 4 quarter hours
(Undergraduate)**

Systems of linear equations, matrices and matrix algebra, determinants, diagonalization and matrix factorization with MATLAB/Maple, with applications to linear programming and graph theory.

MAT 141 or MAT 148 or MAT 151 or MAT 155 or MAT 161 or MAT 171 is a prerequisite for this class.

**MAT 242 | ELEMENTS OF STATISTICS | 4 quarter hours
(Undergraduate)**

Descriptive statistics, elements of probability, the binomial and normal probability models; large and small sample hypothesis testing, correlation and regression analysis. Use of computer packages. This course does not count toward mathematics major credit. Cross-listed with SOC 279.

(MAT 095 and MAT 100) or MAT 101 or placement are prerequisites for this class.

**MAT 260 | MULTIVARIABLE CALCULUS I | 4 quarter hours
(Undergraduate)**

Vectors, dot and cross products, parameterizations of lines and planes in space, functions of several independent variables, partial derivatives, tangent planes and linear approximations, the chain rule, directional derivatives and the gradient vector, extreme values, Lagrange multipliers, double integrals and their applications.

MAT 156 OR MAT 149 OR MAT 152 OR MAT 162 OR MAT 172 is a prerequisite for this class.

**MAT 261 | MULTIVARIABLE CALCULUS II | 4 quarter hours
(Undergraduate)**

Surface areas, triple integrals, vector functions and space curves, derivatives of vector functions, arc length and curvature, vector fields, line integrals, Green's Theorem, parametric surfaces, surface integrals, curl and divergence, Stokes's Theorem, the Divergence Theorem.

MAT 260 is a prerequisite for this class.

**MAT 262 | LINEAR ALGEBRA | 4 quarter hours
(Undergraduate)**

Systems of linear equations and matrices; vectors in n-space; vector spaces: linear combinations, linear independence, basis; linear transformations, change of basis, eigenvalues and eigenvectors.

MAT 260 or Instructor permission are prerequisites for this class.

**MAT 301 | HISTORY OF MATHEMATICS | 4 quarter hours
(Undergraduate)**

History of mathematics with problem solving.

A grade of C-minus or better in MAT 215 or MAT 141, or instructor permission is a prerequisite for this class.

**MAT 302 | COMBINATORICS | 4 quarter hours
(Undergraduate)**

Methods of counting and enumeration of mathematical structures. Topics include generating functions, recurrence relations, inclusion relations, and graphical methods.

A grade of C-minus or better in MAT 215 or MAT 141, or instructor permission is a prerequisite for this class.

**MAT 303 | THEORY OF NUMBERS | 4 quarter hours
(Undergraduate)**

A study of properties of integers: divisibility; Euclid's Algorithm; congruences and modular arithmetic; Euler's Theorem; Diophantine equations; distribution of primes; RSA cryptography.

A grade of C- or above in MAT 216 (or instructor permission) is a prerequisite for this class.

**MAT 304 | DIFFERENTIAL EQUATIONS | 4 quarter hours
(Undergraduate)**

Linear equations, systems with constant coefficients, series solutions, Laplace transforms, and applications. Formerly MAT 338.

MAT 260 is a prerequisite for this class.

**MAT 305 | GRAPH THEORY | 4 quarter hours
(Undergraduate)**

This course studies graph theory and its applications. Topics include trees, Eulerian circuits, Hamiltonian cycles, matchings, graph coloring problems, random graphs, and random walks on graphs. Appropriate background would be a course in introductory linear algebra.

MAT 141 OR MAT 215 OR MAT 220 OR MAT 262 (or instructor approval).

**MAT 309 | TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS | 4 quarter hours
(Undergraduate)**

Theories, methods, and materials for teaching and learning mathematics in secondary schools. Cross-listed with SEC 309.

SE 364 is a prerequisite for this class.

**MAT 310 | ABSTRACT ALGEBRA I | 4 quarter hours
(Undergraduate)**

The first quarter of a 3-quarter sequence. Topics in the sequence include the integers; abstract groups, rings, and fields; polynomial rings; isomorphism theorems; extension fields; and an introduction to Galois theory.

MAT 262 and (a C-minus or better in MAT 216), or instructor permission, are prerequisites for this class.

**MAT 311 | ABSTRACT ALGEBRA II | 4 quarter hours
(Undergraduate)**

A continuation of topics from MAT 310: Groups, rings, fields, polynomial rings, isomorphism theorems, extension fields, and an introduction to Galois theory.

A grade of C-minus or better in MAT 310 or instructor permission is a prerequisite for this class.

**MAT 312 | ABSTRACT ALGEBRA III | 4 quarter hours
(Undergraduate)**

A continuation of topics from MAT 311: Groups, rings, fields, polynomial rings, isomorphism theorems, extension fields, and an introduction to Galois theory.

A grade of C-minus or better in MAT 311 or instructor permission is a prerequisite for this class.

**MAT 320 | GEOMETRY I | 4 quarter hours
(Undergraduate)**

Incidence and separation properties of planes; congruences; the parallel postulate; area theory; ruler and compass construction.

A grade of C-minus or better in MAT 215 or MAT 141, or instructor permission is a prerequisite for this class.

**MAT 321 | GEOMETRY II | 4 quarter hours
(Undergraduate)**

Introduction to solid geometry and noneuclidean geometry (hyperbolic and spherical models); other special topics.

A grade of C- or better in MAT 320 is a prerequisite for this course.

**MAT 323 | DATA ANALYSIS AND STATISTICAL SOFTWARE I | 4 quarter hours
(Undergraduate)**

Computing with a statistical package. Introduction to data analysis, elementary statistical inference, regression and correlation. This course does not count toward mathematics major credit.

MAT 130 or placement by test is a prerequisite for this class.

MAT 324 | DATA ANALYSIS & STATISTICAL SOFTWARE II | 4 quarter hours**(Undergraduate)**

Advanced features and applications of the statistical package used in MAT 323.

C- or better in MAT 323

MAT 326 | SAMPLE SURVEY METHODS | 4 quarter hours**(Undergraduate)**

Simple random, stratified, systematic and cluster sampling. Multistage and area sampling. Random-response and capture-release models.

MAT 349 or MAT 353 is a prerequisite for this class.

MAT 328 | DESIGN OF EXPERIMENTS | 4 quarter hours**(Undergraduate)**

Linear models and quadratic forms. Single, two and several-factor experiments, incomplete designs, confounding and fractional factorial experiments. Response surfaces and partially balanced incomplete block designs.

MAT 349 or MAT 353 is a prerequisite for this class.

MAT 330 | METHODS OF COMPUTATION AND THEORETICAL PHYSICS I | 4 quarter hours**(Undergraduate)**

Computational and theoretical methods in ordinary differential equations, complex numbers, systems of equations, phase plane analysis, and bifurcations. Applications to damped, driven oscillators, and to electronics.

MAT 331 | METHODS OF COMPUTATION AND THEORETICAL PHYSICS II | 4 quarter hours**(Undergraduate)**

Computational and theoretical methods in ordinary differential equations, complex numbers, systems of equations, phase plane analysis, and bifurcations. Applications to damped, driven oscillators, and to electronics.

MAT 261 is a prerequisite for this class.

MAT 335 | REAL ANALYSIS I | 4 quarter hours**(Undergraduate)**

Real number system, completeness, supremum, and infimum, sequences and their limits, \liminf , \limsup , limits of functions, continuity.

(MAT 149 or MAT 152 or MAT 156 or MAT 162) and (a grade of C-minus or better in MAT 216) are prerequisites for this class.

MAT 336 | REAL ANALYSIS II | 4 quarter hours**(Undergraduate)**

Properties of continuous functions, uniform continuity, sequences of functions, differentiation, integration. To follow 335 in the Winter Quarter.

A grade of C- or better in MAT 335 is a prerequisite for this class.

MAT 337 | COMPLEX ANALYSIS | 4 quarter hours**(Undergraduate)**

Complex functions; complex differentiation and integration; series and sequences of complex functions.

MAT 215, MAT 261 and MAT 335 (or instructor permission) are prerequisites for this class.

MAT 340 | TOPOLOGY | 4 quarter hours**(Undergraduate)**

An introduction to point-set topology: metric spaces, topological spaces, continuity, connectedness, and compactness.

Grade of C- or above in MAT 335 or instructor permission are prerequisites for this class.

MAT 341 | STATISTICAL METHODS USING SAS | 4 quarter hours
(Undergraduate)

The SAS programming language. Data exploration, description and presentation, with emphasis on writing statistical reports. Inference based on continuous and categorical data. Analysis of variance models and regression procedures including logistic regression. Cross-listed with MAT 448.

Successful completion of the programming course required as part of the Math Core Curriculum or instructor permission is a prerequisite for this class.

MAT 342 | ELEMENTS OF STATISTICS II | 4 quarter hours**(Undergraduate)**

Multiple regression, correlation, analysis of variance, time series, and sampling. Course content and emphases will vary with students' needs and backgrounds.

MAT 137 (or MAT 323 or MAT 348) is a prerequisite for this class.

MAT 343 | BUSINESS STATISTICS II | 4 quarter hours**(Undergraduate)**

Multiple regression, correlation, analysis of variance, time series and sampling. Statistical theory applied to business. Use of statistical computing packages. Course content will vary with the needs and desires of individual students. (FORMERLY BMS 342)

A grade of C-minus or better in MAT 137 or instructor permission is a prerequisite for this class.

MAT 348 | APPLIED STATISTICAL METHODS | 4 quarter hours**(Undergraduate)**

Introduction to statistical software (which will be used throughout the course). Descriptive statistics; elementary probability theory; discrete and continuous probability models; principles of statistical inference; Simple linear regression and correlation analysis.

MAT 130 or equivalent is the prerequisite for this class.

MAT 349 | APPLIED PROBABILITY | 4 quarter hours**(Undergraduate)**

Probability theory, probability distributions, mathematical expectation, functions of random variables, sampling distributions, estimation, tests of hypotheses, simulation. Focus on applications.

A grade of C-minus or better in MAT 341 or MAT 348 or CSC 324 or DSC 323 is a prerequisite for this class.

MAT 350 | BAYESIAN STATISTICS | 4 quarter hours**(Undergraduate)**

Comparison of Bayesian and frequentist methods, conditional probability, Bayes theorem, conjugate distributions, computational methods, hands-on Bayesian data analysis using appropriate software, interpretation and presentation of analysis results. Students will learn to use software packages including OpenBUGS. The free software program R will be utilized for data analysis.

MAT 349 (or MAT 351) is a prerequisite for this class.

MAT 351 | PROBABILITY AND STATISTICS I | 4 quarter hours**(Undergraduate)**

Probability spaces, combinatorial probability methods, discrete and continuous random variables and distributions, moment generating functions, development and applications of the classical discrete and continuous distributions.

MAT 260 is a prerequisite for this class.

**MAT 352 | PROBABILITY AND STATISTICS II | 4 quarter hours
(Undergraduate)**

Joint probability distributions and correlation; law of large numbers and the central limit theorem; sampling distributions and theory of estimation.

A grade of C-minus or better in MAT 351 or instructor permission is a prerequisite for this class.

**MAT 353 | PROBABILITY AND STATISTICS III | 4 quarter hours
(Undergraduate)**

Principles of hypothesis testing; most powerful tests and likelihood ratio tests; linear regression; one-way analysis of variance; categorical data analysis, nonparametric statistics.

A grade of C-minus or better in MAT 352 or instructor permission is a prerequisite for this class.

**MAT 354 | MULTIVARIATE STATISTICS | 4 quarter hours
(Undergraduate)**

The multivariate normal distribution. Hypothesis tests on means and variances including the multivariate linear model. Classification using the linear discriminant function. Principal components and factor analysis. PREREQUISITE(S): MAT 353 and 262, or consent of instructor. (CROSS-LISTED WITH MAT 454)

MAT 262 and MAT 353 are a prerequisite for this class.

**MAT 355 | STOCHASTIC PROCESSES | 4 quarter hours
(Undergraduate)**

Discrete Markov chains and random walks, birth and death processes, Poisson processes, queuing systems, and renewal processes. Cross-listed with MAT 455.

MAT 353 and (MAT 220 or MAT 262), or instructor permission are prerequisites for this class.

**MAT 356 | APPLIED REGRESSION ANALYSIS | 4 quarter hours
(Undergraduate)**

Simple linear, multiple, polynomial and general regression models. Selection of best regression equation and examination of residuals for homoscedasticity and other diagnostics. Use of statistical software. Cross-listed with MAT 456.

MAT 262 and MAT 353 are a prerequisite for this class.

**MAT 357 | NONPARAMETRIC STATISTICS | 4 quarter hours
(Undergraduate)**

Inference concerning location and scale parameters, goodness of fit tests, association analysis and tests of randomness using distribution free procedures. Bootstrap techniques. Smoothing methodologies. Cross-listed with MAT 457.

PREREQUISITE: MAT 349 or 353

**MAT 358 | APPLIED TIME SERIES AND FORECASTING | 4 quarter hours
(Undergraduate)**

Development of the Box-Jenkins methodology for the identification, estimation, and fitting of ARIMA, and transfer-function stochastic models for the purpose of analyzing and forecasting stationary, non-stationary, and seasonal time series data. The course emphasizes practical time-series data analysis using computer packages and includes applications to economic, business, and industrial forecasting. Cross-listed with MAT 512.

(MAT 341 and MAT 353) or (MAT 356) are prerequisites for this class.

**MAT 359 | SIMULATION MODELS AND MONTE CARLO METHOD | 4 quarter hours
(Undergraduate)**

Techniques of computer simulation of the classical univariate and multivariate probability distribution models, and such random processes as random walk, Markov chains, and queues. Cross-listed with MAT 459.

MAT 341 and MAT 353 are a prerequisite for this class.

**MAT 360 | GENERALIZED LINEAR MODELS | 4 quarter hours
(Undergraduate)**

Applications of generalized linear models. Topics include generalized linear models for non-normal continuous response, models for binary and multinomial response data, models for count data, and analysis of variance and covariance. The class of generalized linear models contains the models most commonly used in statistical practice.

(CSC 324 or DSC 323 or MAT 341) and (MAT 349 or MAT 351) are prerequisites for this class.

**MAT 361 | THEORY OF INTEREST | 4 quarter hours
(Undergraduate)**

Theory and applications of compound interest to annuities, amortization schedules, sinking funds, bonds, and yield rates.

MAT 149 (or MAT 152 or MAT 156 or MAT 162) is a prerequisite for this class.

**MAT 362 | LIFE CONTINGENCIES I | 4 quarter hours
(Undergraduate)**

Basic Contingencies: The theory and applications of contingency mathematics in life and health insurance, annuities, and pensions from both a probabilistic and a deterministic viewpoint. Topics include survival distribution and life tables, life insurance, and life annuities.

A grade of C-minus or better in MAT 361 or instructor permission is a prerequisite and MAT 352 is a corequisite for this class.

**MAT 363 | LIFE CONTINGENCIES II | 4 quarter hours
(Undergraduate)**

Advanced Contingencies: A continuation of Mathematics 362. Topics include net premiums, net premiums reserves, multiple life functions, multiple decrement models, and valuation theory for pension plans.

A grade of C- or above in MAT 352 and MAT 362 or instructor permission is a prerequisite for this class.

**MAT 364 | LOSS MODELS I | 4 quarter hours
(Undergraduate)**

Severity and frequency models, aggregate models, coverage modifications, risk measures, construction and selection of parametric models. Cross-listed with MAT 464.

MAT 353 is a prerequisite for this class.

**MAT 365 | LOSS MODELS II | 4 quarter hours
(Undergraduate)**

Bayesian credibility, Buhlmann credibility, insurance and reinsurance coverages, pricing and reserving. Cross-listed with MAT 465.

MAT 364 is a prerequisite for this course.

**MAT 366 | MATHEMATICAL DEMOGRAPHY | 4 quarter hours
(Undergraduate)**

Introduction to demography; mortality table construction and methods of population and demographic analysis.

MAT 353 is a prerequisite for this class.

**MAT 367 | CREDIBILITY THEORY | 4 quarter hours
(Undergraduate)**

Credibility theory and loss distributions with applications to casualty insurance classification and finance. Cross-Listed as MAT 467.

MAT 352 is a prerequisite for this class.

**MAT 368 | MATHEMATICS FOR FINANCE | 4 quarter hours
(Undergraduate)**

The course covers the mathematics of financial derivatives, investment strategies, arbitrage, put-call parity, binomial models for European options and interest rates, Black-Scholes formula, hedging, lognormal models for asset prices, exotic options, valuation using Monte-Carlo, and embedded options in annuity products.

MAT 260 and (MAT 220 or MAT 262) and (MAT 349 or MAT 353) are prerequisites for this class.

**MAT 369 | ACTUARIAL SCIENCE SEMINAR | 4 quarter hours
(Undergraduate)**

This course is a problem solving seminar that covers relevant topics in probability and statistics in the first actuarial exam: Exam P/1. The course also discusses exam preparation strategies.

**MAT 370 | ADVANCED LINEAR ALGEBRA | 4 quarter hours
(Undergraduate)**

Vector spaces, basis and dimension; matrix representation of linear transformations and change of basis; diagonalization of linear operators; inner product spaces; diagonalization of symmetric linear operators, principal-axis theorem, and applications. Cross-listed MAT 470.

MAT 262 and (a grade of C-minus or better in MAT 215 or MAT 141) or instructor permission is a prerequisite for this class.

**MAT 372 | LOGIC AND SET THEORY | 4 quarter hours
(Undergraduate)**

Topics in axiomatic set theory, formal logic, and computability theory. **A grade of C-minus or better in MAT 215 or MAT 141, or instructor permission is a prerequisite for this class.**

**MAT 381 | FOURIER ANALYSIS AND SPECIAL FUNCTIONS | 4 quarter hours
(Undergraduate)**

The course covers the basic principles of discrete and continuous Fourier analysis and some of its applications currently used in scientific modeling. Students will use the computer to implement the computational algorithms developed in the course. Some of the topics covered will include Fourier transforms and their application to signal and image processing, discrete Fourier series, the fast Fourier transform algorithm and applications to digital filtering, and the Radon transforms and its applications to tomography.

MAT 262 is a prerequisite for this class.

**MAT 384 | MATHEMATICAL MODELING | 4 quarter hours
(Undergraduate)**

Modeling of real world problems using mathematical methods. Includes a theory of modeling and a study of specific models, selected from deterministic, stochastic, continuous, and discrete models. Cross-listed with MAT 484.

MAT 262 (or MAT 220) is a prerequisite for this class.

**MAT 385 | NUMERICAL ANALYSIS I | 4 quarter hours
(Undergraduate)**

Use of a digital computer for numerical computation. Error analysis, Gaussian elimination and Gauss-Seidel method, solution of non-linear equations, function evaluation, cubic splines, approximation of integrals and derivatives, Monte Carlo methods. Cross-listed with MAT 485.

MAT 262 and a programming course required as part of the Math Core Curriculum or consent of the instructor are prerequisites for this class.

**MAT 386 | NUMERICAL ANALYSIS II | 4 quarter hours
(Undergraduate)**

Theory and algorithms for efficient computation, including the Fast Fourier transform, numerical solution of non-linear systems of equations. Minimization of functions of several variables. Sparse systems of equations and corresponding eigenvalue problems. (CROSS-LISTED WITH MAT 486 & CSC 386/486)

A grade of C-minus or better in MAT 385 or instructor permission is a prerequisite for this class.

**MAT 387 | OPERATIONS RESEARCH: LINEAR PROGRAMMING | 4 quarter hours
(Undergraduate)**

Linear programming, integer programming and LP relaxation, the duality theorem, simplex algorithm, interior point methods, applications to industrial engineering. Students should take an introductory computer programming course before taking this course. (CROSS-LISTED AS MAT 487)

MAT 260 and MAT 262 are prerequisites for this class.

**MAT 388 | OPERATIONS RESEARCH: OPTIMIZATION THEORY | 4 quarter hours
(Undergraduate)**

Convex optimization, quadratic optimization problems, Lagrange multipliers and generalization to inequality constraints, alternating direction method of multipliers (ADMM), unconstrained minimization, applications to industrial engineering including machine learning. Students should take an introductory computer programming course before taking this course. (CROSS-LISTED AS MAT 488)

MAT 260 and MAT 262 are prerequisites for this class.

**MAT 389 | TOPICS IN OPERATIONS RESEARCH | 4 quarter hours
(Undergraduate)**

Advanced topics in operations research and optimization theory.

A grade of C-minus or better in MAT 388 or instructor permission is a prerequisite for this class.

**MAT 390 | MATHEMATICS READING AND RESEARCH | 4 quarter hours
(Undergraduate)**

The course provides students with a hands-on experience about research in mathematical sciences. Students attend seminars and research colloquia, and actively participate at discussions about the topics presented. Students reflect on the connections between various areas of modern mathematics, the challenges of structuring and solving problems, and the personal experience of doing mathematics. As a final project, each student prepares and presents a mathematical expository paper describing a current area of research, emphasizing its relevance to mathematics in general and its connections to real world problems. This course may be used to satisfy the junior-year experiential learning (JYEL) requirement.

**MAT 391 | STUDIES IN DEMOGRAPHY | 4 quarter hours
(Undergraduate)**

The course introduces students to the study by statistical methods of human populations in terms of type of data sources, population composition, growth, fertility, mortality, morbidity, health, migration, and urbanization. In addition, the course has a major component that emphasizes the study of current characteristics of the populations of developing countries in comparison with some developed countries including the United States of America. Students are required to present and submit a research project with comparative analysis of demographic statistics obtained on several developing and developed countries.

**MAT 395 | TOPICS IN MATHEMATICS | 4 quarter hours
(Undergraduate)**

Consult course schedule for current offerings. Course may be repeated for credit when title and content change. Variable credit allowed.

**MAT 396 | SENIOR THESIS RESEARCH | 2-4 quarter hours
(Undergraduate)**

A thesis option is available to mathematics majors who wish to pursue an extended independent project related to a theoretical or applied focus of the program. Students would work under the guidance of a faculty mentor. A total of 4 credits must be completed over the one or two quarters prior to the thesis submission. Interested students are strongly encouraged to enroll in MAT 390 during their junior year. (2 quarter hours)

**MAT 397 | MATHEMATICAL PEDAGOGY: THEORY & PRACTICE | 4 quarter hours
(Undergraduate)**

Introduction to current theories and practices in college mathematics instruction; helps undergraduate mathematics majors develop a deeper understanding of fundamental mathematical concepts and an awareness of how people learn mathematical ideas, and prepares them to work as consultants in mathematics instruction. Mathematical tutoring practicum is required. Four credit hour course offered over a two quarter span during the autumn and winter quarters only. See instructor for further information. This course maybe used to satisfy the junior experiential learning requirement, but it does not count toward mathematics major or minor credit. Cross-listed with MAT 697.

**MAT 398 | SENIOR CAPSTONE SEMINAR | 4 quarter hours
(Undergraduate)**

Topics vary from year to year. This course does not count toward the mathematical major or minor credit.

MAT 215 (or MAT 140 and 141) and MAT 262, or instructor permission are prerequisites for this class.

**MAT 399 | INDEPENDENT STUDY | 1-8 quarter hours
(Undergraduate)
(variable credit)****MAT 400 | APPLIED ABSTRACT ALGEBRA I | 4 quarter hours
(Graduate)**

Applied Abstract Algebra I.

**MAT 401 | APPLIED ABSTRACT ALGEBRA II | 4 quarter hours
(Graduate)**

Applied Abstract Algebra II.

MAT 400 is a prerequisite for this class.

**MAT 421 | BASIC BIOSTATISTICS | 4 quarter hours
(Graduate)**

This course includes both data analysis and experimental design, up to and including survival analysis such as used in the analysis of clinical trials. The course will be supplemented by standard topics with application areas relevant to drug development, including pharmacokinetics, clinical trials, bioequivalence, and pharmacoepidemiology.

MAT 453 or instructor consent is a prerequisite for this class.

**MAT 424 | ADVANCED BIOSTATISTICS | 4 quarter hours
(Graduate)**

The overall objective is the development of statistical literacy and skills in the analysis of biological and medical data including: generalized linear models, analysis of repeated measures, log-linear models, clinical trials and computer applications.

MAT 421 is a prerequisite for this class.

**MAT 425 | SURVIVAL ANALYSIS | 4 quarter hours
(Graduate)**

Basic quantities and models in survival analysis, types of censoring and truncation data, estimation for various survival models, nonparametric estimation of hazard and survival functions, comparing survival times between different groups, the proportional hazard and accelerated lifetime models for regression analysis with failure-time data and model checking methods. Appropriate background is one semester of applied statistics or equivalent.

**MAT 426 | GENERALIZED LINEAR MODELS | 4 quarter hours
(Graduate)**

Applications of generalized linear models. Topics include generalized linear models for non-normal continuous response, models for binary and multinomial response data, models for count data, and analysis of variance and covariance. The class of generalized linear models contains the models most commonly used in statistical practice.

(DSC 324 or DSC 323 or MAT 448) and (MAT 349 or MAT 451) are prerequisites for this class.

**MAT 427 | BAYESIAN STATISTICS | 4 quarter hours
(Graduate)**

Comparison of Bayesian and frequentist methods, conditional probability, Bayes theorem, conjugate distributions, computational methods, hands-on Bayesian data analysis using appropriate software, interpretation and presentation of analysis results. Students will learn to use software packages including OpenBUGS. The free software program R will be utilized for data analysis.

MAT 349 or MAT 351 or MAT 451 is a prerequisite for this class.

**MAT 434 | TOPOLOGY | 4 quarter hours
(Graduate)**

An introduction to point-set topology: metric spaces, topological spaces, continuity, connectedness, and compactness.

Grade of C-minus or better in (MAT 335 or ECO 435 or MAT 680 or a transfer equivalent) or instructor permission is a prerequisite for this class.

**MAT 435 | MEASURE THEORY | 4 quarter hours
(Graduate)**

This is a course in Lebesgue integration; the study of measure spaces and measurable functions; the basic theorems of Lebesgue integration; Egoroff's theorem, the monotone limit theorem, the Lebesgue dominated convergence theorem; an introduction to L_p spaces, Holder's inequality, Minkowski's inequality; Fubini's theorem.

MAT 336 or MAT 434 is a prerequisite for this course.

**MAT 436 | FUNCTIONAL ANALYSIS | 4 quarter hours
(Graduate)**

This course is an introduction to the basic theory of functional analysis. Students will study normed, Banach, and Hilbert Spaces and the theory of bounded linear functionals and operators acting on them. The contraction mapping and the fixed point theorem are also studied with applications to sequence and function spaces.

MAT 434 and (MAT 370 or MAT 470) is a prerequisite for this class.

**MAT 437 | COMPLEX ANALYSIS | 4 quarter hours
(Graduate)**

Course topics: Complex functions; complex differentiation and integration; series and sequences of complex functions. Cross-listed with MAT 337.

(MAT 335 or MAT 434 or MAT 680) is a prerequisite for this class.

**MAT 441 | APPLIED STATISTICS I | 4 quarter hours
(Graduate)**

Parametric and non-parametric statistical inferential methods for the univariate and bivariate situations using SAS and R. Specific topics include classical and exploratory graphical & numerical methods of data descriptions; inference about means, medians, and associations including analysis of variance and linear regression. Data analytic projects are an integral part of the course.

**MAT 442 | APPLIED STATISTICS II | 4 quarter hours
(Graduate)**

A continuation of MAT 441. Repeated measures design, association, analysis of covariance, and multivariate relationships. Diagnostics and model building. Methods of categorical data analysis. Logistical regression and log-linear models. Data analytical projects using SAS and R are an integral part of the course.

MAT 441 or MAT 448 is a prerequisite for this class.

**MAT 443 | APPLIED STATISTICS III | 4 quarter hours
(Graduate)**

A continuation of MAT 442. The course material generalizes univariate methods of inference to multivariate situations using SAS and R. Specific topics include canonical correlation, discriminate analysis, principal component analysis, factor analysis, and multivariate analysis of variance. Emphasis in the course is on data analytic projects.

MAT 442 is a prerequisite for this class.

**MAT 448 | STATISTICAL METHODS USING SAS | 4 quarter hours
(Graduate)**

The SAS programming language. Data exploration, description and presentation. Inference methods for continuous and categorical data. Analysis of variance models and regression procedures.

**MAT 449 | STATISTICAL DATA MANAGEMENT | 4 quarter hours
(Graduate)**

Students learn data organization and structures, design of statistical databases, statistical software analysis, basic structure of relational databases, SAS Macros, Python and R functions, complex SQL statements, and advanced data manipulation techniques.

MAT 441 (or MAT 448) is a prerequisite for this class.

**MAT 450 | ADVANCED STATISTICAL COMPUTING | 4 quarter hours
(Graduate)**

Advanced statistical computing methods used in modern scientific investigation. Topics include data management, random number generation, resampling methods, numerical optimization, Markov Chain Monte Carlo, smoothing methods, data mining: clustering and classification.

MAT 441 and MAT 451 are prerequisites for this class.

**MAT 451 | PROBABILITY AND STATISTICS I | 4 quarter hours
(Graduate)**

The course covers elements of probability theory, distributions of random variables and linear functions of random variables, moment generating functions, and discrete and continuous probability models. Appropriate background would be a course in multivariable calculus.

**MAT 452 | PROBABILITY AND STATISTICS II | 4 quarter hours
(Graduate)**

A continuation of MAT 451. More continuous probability model. Laws of large numbers and the central limit theorem. Sampling distributions of certain statistics. An introduction to the theory of estimation and principals of hypothesis testing.

MAT 451 is a prerequisite for this class.

**MAT 453 | PROBABILITY AND STATISTICS III | 4 quarter hours
(Graduate)**

A continuation of MAT 452. More on hypothesis testing, most powerful, uniformly most powerful, and likelihood ratio tests. Introduction to the analysis of variance; linear regression; categorical data analysis, and nonparametric methods of inference.

MAT 452 is a prerequisite for this class.

**MAT 454 | MULTIVARIATE STATISTICS | 4 quarter hours
(Graduate)**

The multivariate normal distribution. The general linear model. Multivariate regression and analysis of variance; discriminant analysis; principal component and factor analysis; applications and use of statistical software. Cross-listed with MAT 354.

MAT 453 is a prerequisite for this class.

**MAT 455 | STOCHASTIC PROCESSES | 4 quarter hours
(Graduate)**

Discrete Markov chains and random walks, birth and death processes, Poisson process, queuing systems, and renewal processes. Cross-listed as MAT 355.

MAT 452 is a prerequisite or a co-requisite for this class.

**MAT 456 | APPLIED REGRESSION ANALYSIS | 4 quarter hours
(Graduate)**

Simple linear, multiple, polynomial and general linear regression models. Model diagnostics; Model selection and Validation. Cross-listed with MAT 356.

MAT 453 is a prerequisite for this class.

**MAT 457 | NONPARAMETRIC STATISTICS | 4 quarter hours
(Graduate)**

Inference concerning location and scale parameters, goodness of fit tests, association analysis and tests of randomness using distribution free procedures. Bootstrap techniques. Smoothing methodologies. Cross-listed with MAT 357.

MAT 453 is a prerequisite for this class.

**MAT 458 | STATISTICAL QUALITY CONTROL | 4 quarter hours
(Graduate)**

History; Deming guide to quality; graphical techniques of process control; Schewhart's control charts for means, ranges, standard deviations, individual measurements, and attributes; process capabilities and statistical tolerance; cumulative-sum charts. product liability; acceptance sampling; product and process design; applications and case studies.

**MAT 459 | SIMULATION MODELS AND MONTE CARLO METHOD | 4 quarter hours
(Graduate)**

Techniques of computer simulation of the classical univariate and multivariate probability models, and such random processes as random walks, Markov chains, and queues. Cross-listed with MAT 359.

MAT 453 is a prerequisite or a co-requisite for this class.

**MAT 460 | TOPICS IN STATISTICS | 4 quarter hours
(Graduate)**

One of the following topics: Clinical trials; Reliability and life testing; Categorical data analysis; Bootstrapping; Data Mining; Response Surface Methodology; Meta analysis; Survival Models.

MAT 453 or instructor consent is a prerequisite for this class.

MAT 461 | ACTUARIAL SCIENCE I: THEORY OF INTEREST | 4 quarter hours**(Graduate)**

Theory of Interest: Theory and application of compound interest to annuities, amortization schedules, sinking funds, bonds, and yield rates. Cross-listed as MAT 361.

MAT 462 | ACTUARIAL SCIENCE II: BASIC CONTINGENCIES | 4 quarter hours**(Graduate)**

Basic Contingencies: The theory and applications of contingency mathematics in life and health insurance annuities and pensions, from both a probabilistic and a deterministic viewpoint. Topics include survival distribution and life tables, life insurance and life annuities. Cross-listed as MAT 362.

MAT 461 is a prerequisite for this class and MAT 452 is a corequisite for this class.

MAT 463 | ACTUARIAL SCIENCE III: ADVANCED CONTINGENCIES | 4 quarter hours**(Graduate)**

Advanced Contingencies: A continuation of MAT 462. Topics include net premiums, net premium reserves, multiple life functions, multiple decrement models, and valuation theory for pension plans. Cross-listed with MAT 363.

MAT 462 is a prerequisite for this class.

MAT 464 | LOSS MODELS I | 4 quarter hours**(Graduate)**

Severity and frequency models, aggregate models, coverage modifications, risk measures, construction and selection of parametric models. Cross-listed with MAT 364.

MAT 453 is a prerequisite for this class.

MAT 465 | LOSS MODELS II | 4 quarter hours**(Graduate)**

Bayesian credibility, Buhlmann credibility, insurance and reinsurance coverages, pricing and reserving. Cross-listed with MAT 365.

MAT 464 is a prerequisite for this class.

MAT 466 | MATHEMATICAL DEMOGRAPHY | 4 quarter hours**(Graduate)**

Introduction to demography, mortality table construction and methods of population and demographic analysis.

MAT 453 is a prerequisite for this class.

MAT 467 | CREDIBILITY THEORY | 4 quarter hours**(Graduate)**

Credibility theory and loss distributions with applications to casualty insurance classification and ratemaking.

MAT 462 is a prerequisite for this class.

MAT 468 | MATHEMATICS FOR FINANCE | 4 quarter hours**(Graduate)**

The course covers the mathematics of financial derivatives, investment strategies, arbitrage, put-call parity, binomial models for European options and interest rates, Black-Scholes formula, hedging, lognormal models for asset prices, exotic options, valuation using Monte-Carlo, and embedded options in annuity products. Cross-listed with MAT 368. MAT 451 is a co-requisite for this course.

MAT 451 is a co-requisite for this course.

MAT 469 | STOCHASTIC CALCULUS | 4 quarter hours**(Graduate)**

The course introduces students to the mathematical tools and techniques used in modern Financial Theory. Topics include Brownian motion and Ito's lemma, stochastic integrals, stochastic differential equations, jump processes, applications to option pricing and interest rate models.

MAT 455 and MAT 468 are prerequisites for this course.

MAT 470 | ADVANCED LINEAR ALGEBRA | 4 quarter hours**(Graduate)**

Vector spaces and subspaces, basis and dimension; matrix representation of linear transformations and change of basis; null spaces and ranges; dual spaces; eigenvalues, eigenvectors, and diagonalization; Cayley-Hamilton Theorem; inner product spaces and Gram-Schmidt orthogonalization; Jordan canonical form and applications. Cross-listed with MAT 370.

(Grade of C-minus or better in MAT 262 or MAT 672) and (Grade of C-minus or better in MAT 141 or MAT 215 or MAT 660) or instructor permission is a prerequisite for this course.

MAT 471 | GROUP THEORY | 4 quarter hours**(Graduate)**

Course topics: Classes of groups; actions of groups on sets; Sylow theorems; decomposition of groups; structure of finite abelian groups.

.Grade of C-minus or better in MAT 310 or instructor permission is a prerequisite for this class

MAT 472 | FIELDS AND GALOIS THEORY | 4 quarter hours**(Graduate)**

Course topics: Commutative rings and fields; irreducible polynomials and field extensions, adjunction of roots, algebraic extensions, splitting and normal fields, cyclic extensions, the Galois group, and the Fundamental theorem of Galois theory. Cross-listed with MAT 312.

(MAT 311 or MAT 473) and MAT 471 are prerequisites for this course.

MAT 473 | RINGS AND MODULES | 4 quarter hours**(Graduate)**

Course topics: Rings and Algebras; classes of unique factorization domains; modules and principal isomorphism theorems, classes of modules, decomposition of finitely generated modules; Jordan and rational canonical form of a matrix.

MAT 311 or MAT 471

MAT 481 | FOURIER ANALYSIS AND SPECIAL FUNCTIONS | 4 quarter hours**(Graduate)**

The course covers the basic principles of discrete and continuous Fourier analysis and its applications. Some of the topics covered are Fourier series, discrete Fourier transforms, fast Fourier transforms, and Fourier transforms. Appropriate background would be calculus and a course in introductory linear algebra.

MAT 482 | PARTIAL DIFFERENTIAL EQUATIONS | 4 quarter hours**(Graduate)**

Introduction to partial differential equations and their applications. Topics include separation of variables; the heat, wave and Laplace equations; boundary-value problems; Fourier series. Some time will be spent on physical applications and non-homogeneous or time-dependent boundary conditions.

MAT 304 or MAT 335 or MAT 437 or MAT 644 is a prerequisite for this class.

**MAT 484 | MATHEMATICAL MODELING | 4 quarter hours
(Graduate)**

Modeling of real world problems using mathematical methods. Includes a theory of modeling and a study of specific models, selected from deterministic, stochastic, continuous, and discrete models. Appropriate background would be a course in introductory linear algebra. (CROSS-LISTED WITH MAT 384.)

**MAT 485 | NUMERICAL ANALYSIS I | 4 quarter hours
(Graduate)**

Use of a digital computer for numerical computation. Error analysis, Gaussian elimination and Gauss-Seidel method, solutions of linear and nonlinear equations, function evaluation, cubic splines, approximation of integrals and derivatives, Monte Carlo methods. Appropriate background would be calculus, introductory linear algebra, and a programming course. (CROSS-LISTED WITH MAT 385.)

**MAT 486 | NUMERICAL ANALYSIS II | 4 quarter hours
(Graduate)**

Theory and algorithms for efficient computation including the Fast Fourier Transform. Numerical solution of nonlinear systems of equations. Minimization of functions of several variables. Sparse systems of equations and eigenvalue problems. Cross-listed with CSC 386/486, MAT 386.

MAT 485 is a prerequisite for this class.

**MAT 487 | OPERATIONS RESEARCH: LINEAR PROGRAMMING | 4 quarter hours
(Graduate)**

Linear programming, integer programming and LP relaxation, the duality theorem, simplex algorithm, interior point methods, applications to industrial engineering. Appropriate background would be introductory linear algebra and computer programming. (CROSS-LISTED AS MAT 387)

**MAT 488 | OPERATIONS RESEARCH: OPTIMIZATION THEORY | 4 quarter hours
(Graduate)**

Convex optimization, quadratic optimization problems, Lagrange multipliers and generalization to inequality constraints, alternating direction method of multipliers (ADMM), unconstrained minimization, applications to industrial engineering including machine learning. Appropriate background would be introductory linear algebra and computer programming. (CROSS-LISTED AS MAT 388)

**MAT 489 | QUEUING THEORY WITH APPLICATIONS | 4 quarter hours
(Graduate)**

Discrete and continuous-time Markov chain models, Queuing systems, and topics from renewal and reliability theory.

MAT 453 is a prerequisite for this class.

**MAT 491 | DATA MINING | 4 quarter hours
(Graduate)**

This course will provide students with methodologies of mining varied data and discovering knowledge from data. Students will learn classification, regularized regression, smooth spline, neural network, decision tree, SVM, PCA and clustering. The lectures will be complemented with hands-on experience with data mining software R to allow students develop some practical skills.

MAT 452 and MAT 456 are prerequisites for this class.

**MAT 494 | GRAPH THEORY | 4 quarter hours
(Graduate)**

This course studies graph theory and its applications. Topics include trees, Eulerian circuits, Hamiltonian cycles, matchings, graph coloring problems, random graphs, and random walks on graphs. Appropriate background would be a course in introductory linear algebra.

**MAT 495 | DYNAMIC PROGRAMMING | 4 quarter hours
(Graduate)**

Optimization of sequential decision processes. Markov decision models. Contraction mapping methods. Applications drawn from inventory theory and production control.

**MAT 496 | GAME THEORY | 4 quarter hours
(Graduate)**

The minimax theorem for two-person, zero-sum games. Two-person general-sum games and noncooperative person games; Nash equilibrium.

**MAT 498 | PROBLEM SOLVING IN MATHEMATICS | 2-4 quarter hours
(Graduate)**

Course topics: problem solving in various topics from GRE Subject examination in Mathematics. Consult course schedule for current offerings. Course may be repeated for credit when title and content change. (2 quarter hours)

**MAT 512 | APPLIED TIME SERIES AND FORECASTING | 4 quarter hours
(Graduate)**

Development of the Box-Jenkins methodology for the identification, estimation and fitting of ARIMA, and transfer-function stochastic models for the purpose of analyzing and forecasting stationary, non-stationary, and seasonal time series data. The course emphasizes practical time series data analysis, using computer packages and includes applications to economic, business and industrial forecasting.

MAT 441 or MAT 448 or MAT 453 is a prerequisite for this class.

**MAT 515 | FINANCIAL MODELING | 4 quarter hours
(Graduate)**

The course expounds on probabilistic methods used in risk-based capital allocation and risk management. Topics include Gaussian and Non-Gaussian modeling, including modeling of volatility and correlations, copulas, Extreme Value Theory, VaR, TVaR and applications to portfolio allocation and stress testing.

MAT 456 and MAT 512 are prerequisites for this course.

**MAT 526 | SAMPLING THEORY AND METHODS | 4 quarter hours
(Graduate)**

Simple random, stratified, systematic and cluster sampling. Multistage and area sampling. Random-response and capture-release models. Cross-listed as MAT 326.

MAT 453 is a prerequisite for this class.

**MAT 528 | DESIGN AND ANALYSIS OF EXPERIMENTS | 4 quarter hours
(Graduate)**

Single-factor fixed, random and mixed designs with and without restrictions on randomizations, including randomized block designs, Latin & Graeco-Latin squares. Factorial and fractional factorial experiments. Nested and split-plot designs. Confounding and response surface methodology.

MAT 453 is a prerequisite for this class.

**MAT 595 | GRADUATE THESIS RESEARCH | 2-4 quarter hours
(Graduate)**

A thesis option is available to graduate students who wish to pursue an extended independent project. Students would work under the guidance of a faculty mentor. Course may be repeated for credit. (2 quarter hours)

**MAT 596 | ADVANCED TOPICS IN ALGEBRA | 4 quarter hours
(Graduate)**

Consult course schedule for current offerings. Course may be repeated for credit when title and content change.

MAT 597 | ADVANCED TOPICS IN ANALYSIS | 4 quarter hours
(Graduate)

Consult course schedule for current offerings. Course may be repeated for credit when title and content change.

MAT 598 | ADVANCED PROBLEM SOLVING IN ALGEBRA AND ANALYSIS | 2-4 quarter hours
(Graduate)

Course topics: problem solving in various topics in Algebra and Analysis. Consult course schedule for current offerings. Course may be repeated for credit when title and content change. (2 quarter hours)

MAT 599 | INDEPENDENT STUDY | 1-4 quarter hours
(Graduate)

Offered by arrangement. Approval by department chair required. (variable credit)

MAT 600 | EXPERIMENTATION, CONJECTURE, AND REASONING WITH NUMBERS | 4 quarter hours
(Graduate)

This course will focus on furthering the participants' number sense together with providing them with opportunities to: 1) Use and discuss the roles of experimentation, conjecture, and logical reasoning in developing mathematical understanding; 2) Appreciate the value of algebraic notation in problem solving by comparing solutions done both with and without algebra; 3) Engage in mathematical speaking and writing with discussion of (a) how to evaluate accurate vs. inaccurate statements, (b) what level of detail is appropriate in an answer given the point of the problem, (c) what ways of presenting solutions are suitable for various audiences; 4) Discuss the distinction between "how" a mathematical strategy works and "why" it works, and articulate the pedagogical value of knowing the "why."

MAT 605 | GEOMETRY FOR MIDDLE SCHOOL TEACHERS | 4 quarter hours
(Graduate)

An introduction to geometry designed to engage students in the construction, description, and analysis of geometric objects, including three-dimensional objects. These activities will be used to generate questions and hypotheses that will lead to more abstract concepts and general arguments. Emphasis throughout will be on informal reasoning, experimental methods, inductive as well as deductive arguments, local organization, and the development of mathematical thinking. Appropriate technology will be used to explore hypotheses and support mathematical reasoning. Topics will include: polyhedra, and their nets, cross sections, and projections; triangles, quadrilaterals, and polygons; congruence and similarity; the Pythagorean theorem; perimeter, area, and volume; circles and spheres, symmetry and transformations; and tessellations. The course will also include discussion and reflection on learning mathematics.

MAT 608 | INVESTIGATING HIGH SCHOOL MATHEMATICS | 4 quarter hours
(Graduate)

Drawing on high school mathematics content, students will identify and explore the mathematical themes that might form the content of a 12th grade capstone course. In the process, they will reflect on and discuss the major issues encountered when learning the mathematical concepts that form the basis of high school mathematics, identify ways to collaborate in order to improve mathematics learning, and identify ways in which they can take leadership roles in mathematics teaching and learning.

MAT 609 | TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS | 4 quarter hours
(Graduate)

Theories, methods, materials and techniques for teaching and learning mathematics in secondary and upper elementary schools. This course is required for students seeking secondary math certification.

MAT 610 | CALCULUS I | 4 quarter hours
(Graduate)

A review of topics from precalculus using algebraic, numerical, and graphical perspectives including linear functions, exponential functions, logarithms, polynomials, and trigonometric functions. An introduction to limits, continuity, the derivative, and basic properties of real numbers.

MAT 611 | CALCULUS II | 4 quarter hours
(Graduate)

A continuation of Math 610. The derivative and its applications, including optimization and related rates. Introduction to integration and numerical algorithms using graphing calculators. Offered every Winter.

MAT 610 is a prerequisite for this class.

MAT 612 | CALCULUS III | 4 quarter hours
(Graduate)

A continuation of Math 611. Techniques of symbolic and numerical integration with geometric applications. Sequences, series, and power series. Offered every Spring.

MAT 611 is a prerequisite for this class.

MAT 618 | TOPICS IN CALCULUS AND DIFFERENTIAL EQUATIONS | 4 quarter hours
(Graduate)

Taylor series and Taylor's theorem, parametric equations, separable differential equations, slope fields, Euler's method. Offered every Summer.

MAT 612 is a prerequisite for this class.

MAT 620 | GEOMETRY | 4 quarter hours
(Graduate)

Axiom systems, types of reasoning used in proofs, Euclidean geometry results with concentration on triangles and circles, introduction to non-Euclidean geometry, and introduction to geometry classroom software. Offered every other winter.

MAT 660 is a prerequisite for this course.

MAT 621 | TRANSITION TO ALGEBRA FOR MIDDLE SCHOOL TEACHERS | 4 quarter hours
(Graduate)

In this course, teachers will begin the study of algebra as a generalization of number and operation, building on their new understanding of those topics from previous courses. Careful attention to reasoning about the use of variables and understanding the logic behind solving equations and inequalities will aid in the transition to a full treatment of high school algebra. Teachers will be introduced to high quality resources that will help them create effective algebraic learning environments for their students.

MAT 600, MMT 401 and MAT 605 are a prerequisite for this class.

MAT 622 | ALGEBRA FOR MIDDLE SCHOOL TEACHERS I | 4 quarter hours (Graduate)

This course is the first of a 3-quarter sequence designed in part to prepare elementary and middle grade teachers to teach an algebra class to qualified 8th grade students in their schools. It is based on a vision of mathematics instruction throughout the grades that continuously builds students' algebraic skills and thinking. This first course in the sequence emphasizes problem-solving as an entry point into algebra for mathematics learners. Students see algebra as an active process for solving problems and as arising naturally as a way to generalize the laws of arithmetic, analyze patterns, and describe relationships in tables, graphs, and equations. In addition, students review and examine foundational concepts in algebra (variables, equations, relations, graphs, slopes of lines, and equations of lines) and are introduced to research on the development of algebraic thinking in middle grade students.

MAT 623 | ALGEBRA FOR MIDDLE SCHOOL TEACHERS II | 4 quarter hours (Graduate)

The second course in the algebra sequence builds on the first and maintains emphases on problem-solving, deeper understanding of the central concepts of beginning algebra, and awareness of difficulties students have when encountering the subject for the first time. Topics include systems of linear equations, solving linear inequalities and systems of inequalities, absolute values equations and inequalities, and quadratic functions.

MAT 624 | FUNCTIONS AND MODELING | 4 quarter hours (Graduate)

Advanced concepts in beginning algebra provide a basis for a deeper treatment of the relationship between functions and data, and lay the groundwork for the development of polynomial, exponential, and logarithmic models. The course will integrate the use of technology such as graphing calculators and spreadsheets.

MAT 631 | HISTORY OF MATHEMATICS THROUGH PROBLEM SOLVING | 4 quarter hours (Graduate)

Topics include the development of calculus, probability theory, number theory, non-Euclidean geometry, and set theory. Offered every Winter.

MAT 620 and MAT 670 are co-requisites for this class.

MAT 632 | HISTORY AND CULTURAL FOUNDATIONS OF MATHEMATICS | 4 quarter hours (Graduate)

This course is a cross-cultural survey of the history of mathematics, with emphasis placed on the development of concepts encountered by students in elementary and middle school. The course will also serve as a capstone for the program in that it will include references to content from all the earlier courses and will explicitly ask teachers to make connections across the middle school mathematics curriculum. The students will complete a small group research project in which they choose a mathematical concept from the program and use it as a focal point to study the development of mathematical ideas across time and across cultures.

MAT 640 | MULTIVARIABLE CALCULUS I | 4 quarter hours (Graduate)

Functions of several variables, vectors, dot products and cross products, partial differentiation, directional derivatives, optimization, Lagrange multipliers, polar and spherical coordinates. Use of software packages to illustrate three dimensional objects. Offered Fall 2017 and every Summer as of 2018.

MAT 618 is a co-requisite for this class.

MAT 641 | MULTIVARIABLE CALCULUS WITH LINEAR ALGEBRA FOR MATHEMATICS TEACHERS | 4 quarter hours (Graduate)

Multiple integration, line and surface integrals, change of variable in multiple integration, Green's and Stokes' theorems. An introduction to matrices, determinants, linear transformations, and eigenvalues.

MAT 640 and MAT 671

MAT 642 | MULTIVARIABLE CALCULUS II | 4 quarter hours (Graduate)

Double and iterated integrals, area by double integrals, triple integrals, triple integrals in cylindrical and spherical coordinates, change of variable in multiple integration, line and surface integrals, theorems of Green, Stokes, and Gauss. Offered Winter 2018 and every Fall as of 2018.

MAT 640 is a prerequisite for this class.

MAT 643 | IDEAS OF CALCULUS IN THE MIDDLE SCHOOL CURRICULUM | 4 quarter hours (Graduate)

The course will introduce students to the "big ideas" of Calculus including limits, derivatives, and integrals. The course will emphasize how the mathematics in the middle school curriculum can lay a foundation for the study of continuous mathematics and to the role that Calculus plays in the sciences. In particular, direct connections to the topics of this course and the middle school curriculum will be made by studying activities from curriculum materials currently used in CPS that are relevant to the topics of Calculus. Trigonometry from the perspective of the middle school classroom will be used as the launching point for introducing the major ideas of the course. The course will also give the students the opportunity to understand the interplay between the concepts and tools they learned in the MMT 415-417 sequence and Calculus.

MAT 644 | DIFFERENTIAL EQUATIONS | 4 quarter hours (Graduate)

This course will continue the study of differential equations (DEs) begun in MAT 618. Topics include solutions and applications of linear DEs, second order DEs with constant coefficients; linear systems: eigenvalues and eigenvectors of matrices, phase portraits and explicit solutions; nonlinear planar systems: linearization and stability analysis. Offered every other Spring as of 2018.

MAT 618 is a prerequisite for this class.

MAT 649 | DATA ANALYSIS AND PROBABILITY | 4 quarter hours (Graduate)

This course covers the fundamental concepts of probability that are part of the middle school curriculum and recent research findings on student learning of probability and classroom implications of this research. In addition, it covers the principles of graphically displaying, collecting and analyzing data with and without the use of technology. Topics will include measures of central tendency and dispersion, graphical representations of data (histograms, boxplots, bar charts, pie charts, and line graphs), and the design of experiments and simulations.

MAT 650 | PROBABILITY & STATISTICS FOR MATHEMATICS TEACHERS I | 4 quarter hours (Graduate)

Combinatorics, sets, probability, random variables, distribution and density functions, multiple integration, standard probability laws, jointly distributed random variables. Use of graphing calculators, applets, and software packages to illustrate concepts. Offered every Winter.

MAT 640 and MAT 660 are prerequisites for this course.

MAT 651 | PROBABILITY & STATISTICS FOR MATHEMATICS TEACHERS II | 4 quarter hours

(Graduate)

Central limit theorem, point and interval estimation of parameters, hypothesis testing, least squares and regression. Offered every Spring.

MAT 650 is a prerequisite for this class.

MAT 660 | DISCRETE MATHEMATICS | 4 quarter hours

(Graduate)

Logic and techniques of proof, mathematical induction, sets and functions, relations, introduction to number theory and combinatorics. Offered every Fall.

MAT 665 | DISCRETE STRUCTURES WITH A TRANSITION TO HIGHER MATHEMATICS | 4 quarter hours

(Graduate)

A transition to advanced courses having a greater emphasis on proof and abstraction. Techniques of proof, logic, sets and functions, number theory, recursive sequences, mathematical induction, and an introduction to combinatorics.

MAT 670 | ABSTRACT ALGEBRA I | 4 quarter hours

(Graduate)

Examines the integers, prime numbers, the Euclidean algorithm, the uniqueness of prime factorization, equivalence relations, rational numbers, real numbers, and complex numbers. Provides examples of groups, rings, and fields and also covers the Fundamental Theorem of Algebra and roots of polynomials of small degree. Offered every other Winter as of 2018.

MAT 660 is a prerequisite for this course.

MAT 671 | ABSTRACT ALGEBRA II | 4 quarter hours

(Graduate)

Examines modular arithmetic, the irreducibility of polynomials over different fields, criteria for solvability by radicals, rational values of trigonometric functions, difference functions, partial fraction decomposition, and geometric constructions with ruler and compass. Along with Math 670, this course provides the theoretical foundation for many topics covered in high school mathematics courses. Offered every other Spring as of 2018.

MAT 670 is a prerequisite for this class.

MAT 672 | LINEAR ALGEBRA | 4 quarter hours

(Graduate)

Vector spaces, linear combinations, spanning sets, linear independence, basis, dimension, systems of linear equations, matrices, linear transformation, eigenvalues and eigenvectors.

MAT 660 is a prerequisite for this course.

MAT 680 | REAL ANALYSIS | 4 quarter hours

(Graduate)

Construction and properties of the real numbers. Proofs of essential results from calculus such as the intermediate value theorem, extreme value theorem, mean value theorem, existence of the Riemann integral, and Taylor's theorem. Offered every Fall.

MAT 618 and MAT 660 are a prerequisite for this class.

MAT 699 | TOPICS IN MATHEMATICS FOR TEACHERS | 4 quarter hours

(Graduate)

Diverse topics in mathematical modeling or mathematical appreciation germane to the secondary school classroom.

Mathematics for Middle School Teaching (MMT)

MMT 401 | FOUNDATIONS OF MATHEMATICAL THINKING AND LEARNING IN THE MIDDLE SCHOOL | 4 quarter hours

(Graduate)

This course is designed to help participants construct meaningful connections between being a learner of mathematics (i.e., a person who can solve problems, reason mathematically, communicate findings and thinking, and make connections) and being a teacher of mathematics (i.e., a person who can help others understand, use, and apply mathematical ideas). The course will begin the process (which will be continued throughout the remainder of the Master of Arts in Middle School mathematics Education program) of having students explore the interplay between narratives describing their own classroom experiences as well as literature and research about others' experiences in order to analyze the impact of developmental and interpersonal experiences on the learning and teaching of mathematics.

MMT 410 | THE DEVELOPMENT OF MIDDLE SCHOOL MATHEMATICS LEARNERS | 4 quarter hours

(Graduate)

Critical to the success of middle school mathematics learners, is their teachers' understanding of the multiple perspectives that research has taught us, as educators, about how people learn. In this course, participants will engage with the history and evolution of how the fields of educational psychology, cognitive science, applied developmental psychology, and mathematics education have contributed to a modern understanding of what constitutes effective practice for middle school mathematics teaching. Major theoretical positions and their seminal architects will be highlighted, examined and discussed. A particular emphasis will be put on each position's impact on curriculum development and classroom pedagogy for middle school mathematics.

MMT 420 | TEACHING, LEARNING, AND ASSESSMENT OF MIDDLE SCHOOL MATHEMATICS | 4 quarter hours

(Graduate)

This course will examine, in the context of classroom practice, the following themes: 1) How students can learn mathematics with conceptual understanding; 2) How to teach mathematics so that students learn with understanding; 3) How to assess students' mathematical knowledge to inform instruction and determine their growth; 4) The nature and content of innovative curriculum projects designed to teach mathematics for conceptual understanding.

MMT 430 | APPLIED PROJECT IN MATHEMATICS EDUCATION | 4 quarter hours

(Graduate)

This course will span the three quarters of the second academic year of the program and will be partnered with the three content-focused courses offered during the second year. Participants will be introduced to the field of educational inquiry through a study of various designs and methods of doing educational research. In addition, this course will help participants consider current issues in mathematics education in relationship to their own teaching and learning of mathematics and what it means to transfer the mathematics learned in other courses into one's practice as a math teacher. They will identify concrete changes they want to implement in their teaching during the years following their completion of the program based on the new content and ideas to which they have been exposed. As part of the course, the teachers will design an action research project during the first quarter, implement the project during the second quarter, and analyze the data during the third quarter.

Media Studies (MCS)

MCS 207 | HISTORY OF CINEMA I, 1890-1945 | 4 quarter hours (Undergraduate)

This course examines the history of cinema as one of the most influential cultural forms of the 20th Century. We will study the aesthetic and technological developments of cinema during its first 50 years, as well as examine the social and economic factors shaping its history. Initially influenced by other art forms (theater, literature, painting) filmmaking quickly acquired its own formal system, language, and traditions. We will trace the changing styles, techniques, content, and methods of filmmaking as an art form, as popular culture, and as an industry. We will consider how cinema is bound to its social context via audience relations, economics, technology, and ideology. The limited scope of this course will cover primarily feature-length, narrative films as the dominant mode of filmmaking, although we will also look at the development of documentary and experimental filmmaking. The class will consist of lectures, screenings, and discussions.

MCS 208 | HISTORY OF CINEMA II, 1945-1975 | 4 quarter hours (Undergraduate)

This course covers the continued rise and development of cinema from 1945 to 1975. The course will have a dual focus, looking simultaneously at both the American studio system and international cinemas. The lectures, screenings, and discussions place equal emphasis on charting the development of cinematic techniques as well as examining the growth of specific national cinemas. In addition, the course surveys international stylistic trends in narrative, documentary, and avant-garde film. Students will acquire a broad understanding of the institutional, social, technological, and aesthetic forces that have shaped the development of cinema during the mid-twentieth century.

MCS 209 | HISTORY OF CINEMA III, 1975-PRESENT | 4 quarter hours (Undergraduate)

This final course in the film history sequence is designed to introduce students to a sense of modern film history and the multiple permutations of cinema around the globe. It presents film history from a global perspective, concentrating primarily on the development of new national and transnational cinemas. The course continues to chart the development of the American studios since the mid-1970s while examining the effects of media consolidation and convergence. Moreover, the course seeks to examine how global cinemas have reacted to and dealt with the formal influence and economic domination of Hollywood filmmaking on international audiences. Class lectures, screenings, and discussions will consider how cinema has changed from a primarily national phenomenon to a transnational form of communication in the 21st century.

MCS 231 | INTRODUCTION TO DOCUMENTARY STUDIES | 4 quarter hours (Undergraduate)

This course examines the rise and growth of documentary forms, including audio, film, television, photography, literary journalism and ethnography. Students will study representative works from each documentary approach and learn to analyze the techniques of observation and representation at use in these pieces. Students will become familiar with major theoretical constructions of documentary and be able to use these analytical tools to critique documentary forms. Lab for film viewing required.

MCS 242 | TELEVISION STYLE AND NARRATIVE STRUCTURE | 4 quarter hours

(Undergraduate)

The art of television certainly has undergone many changes over the decades. Genres have come, gone, and resurfaced; in-vogue visual and narrative services have waxed and waned. Cable and streaming services have impacted how stories are told, sold, and viewed. Through the analysis of the style, structure, and storytelling strategies of television, students apply the concepts and terminology essential to an understanding and appreciation of television as an art form and an element of mass culture.

MCS 251 | SPACES OF CINEMA IN ROME | 4 quarter hours (Undergraduate)

This course examines the history and heritage of Italian cinema through an analysis of critically acclaimed films produced in Rome. Topics of focus include the comparison of Italian and Hollywood constructions of historical settings, and the cinematic organization of visual space. The course features visits to the Roman sites where films examined in the course were produced. The course's goal is the development of an understanding of filmmakers' artistic choices and the expectations that they set up for their audiences through setting. Offered in conjunction with the Rome Film Studies Program.

MCS 252 | CONTEMPORARY ITALIAN CULTURE THROUGH FILM | 4 quarter hours

(Undergraduate)

This course provides an exploration of contemporary Italian culture through the medium of cinema. The course examines how cinema addresses complex social and political concerns in Italy. Topics and themes include health care; the transformation of the structure of the family; immigration and emigration; the perennial problem of organized crime; and the difficulties faced by the younger generations in their attempt to integrate into society. Italian film industry professionals and cultural historians will provide context and perspective on contemporary social issues facing Italy. Offered in conjunction with the Rome Film Studies Program.

MCS 254 | IMAGINING ITALY: CINEMA AS A COLLECTIVE NARRATIVE OF THE ITALIAN PEOPLE | 4 quarter hours

(Undergraduate)

This course is designed as an introduction to Modern Italian Society and Culture through Cinema, with a specific focus on how movies both represented and influenced fundamental facets of Italian mentality, culture, and social structures. More specifically we will focus on some crucial events and phenomena in Italian History and in current days, including the following: Fascism and Anti-Fascism; the postwar period, the Reconstruction, and the Republican Constitution; the economic boom and the Italian socio-cultural transformation in the 1960s; the North-South Divide in Italy; emigration and immigration; worker and student protests between 1968 and 1977; the origins and developments of organized crime in Italy including the Mafia.

MCS 257 | MEXICAN CINEMA | 4 quarter hours (Undergraduate)

Mexican cinema has historically been one of the most important in the Spanish-speaking world. While Hollywood created the musical, Mexican audiences were watching comedias rancheras. This course is a historical and critical survey of Mexican cinema, from the internationally acclaimed films of the Golden Age, to the global success of filmmakers like Guillermo del Toro and Alejandro G. Inarritu. We will study the industrial and aesthetic connections between Hollywood and the Mexican film industry, as much as how this national cinema has fared within the Latin American region.

MCS 260 | TRANSMEDIA STORYTELLING: BUILDING A NARRATIVE WORLD | 4 quarter hours
(Undergraduate)

Transmedia storytelling, or the distribution of narrative content across multiple technologies and media, is rapidly becoming a common trend in contemporary media making. Whether it's television series sharing content with video games, films' narratives continued (or begun) in graphic novels, or media systems in which no one medium takes precedence in telling the story, transmediation can take many forms. This class will introduce the concept of transmedia from a media studies viewpoint, will examine transmedia's history, contemporary usage, and creation, and will have students work together to construct a transmediated narrative.

MCS 265 | FAITH, REDEMPTION, & TRANSCENDENCE IN INTERNATIONAL CINEMA | 4 quarter hours
(Undergraduate)

Which methods has cinema developed to convey the spiritual phenomena of faith, redemption and transcendence? The course investigates this question through the comparative study of international cinema. While it focuses primarily upon Christianity, it also provides students with the tools to make meaningful connections with other religions and the cinematic traditions that inform them. Among the films and filmmakers to be examined are Paul Schrader *FIRST REFORMED* (Paul Schrader, USA, 2018), *SILENCE* (Martin Scorsese, USA, 2017), *WINTER LIGHT* (Ingmar Bergman, Sweden, 1961), *DIARY OF A COUNTRY PRIEST* (Robert Bresson, France, 1951), *EUROPA '51* (Roberto Rossellini, Italy, 1952), *IDA* (Pawel Pawlikowski, Poland, 2013), and *THE PASSION OF JOAN OF ARC* (Carl Theodor Dreyer, Denmark, 1929).

MCS 271 | MEDIA AND CULTURAL STUDIES | 4 quarter hours
(Undergraduate)

This course provides students with a theoretical and methodological background in the interdisciplinary field of cultural studies, which considers media and culture as sites for the construction and contestation of race, class, gender, ethnicity, sexuality and nation. The course provides a foundation in critical cultural studies, ideology critique, critical race and gender studies, transnational media studies and active audience studies. Formerly Introduction to Radio, Television and Film.

MCS 273 | STORYTELLING & STYLE IN CINEMA | 4 quarter hours
(Undergraduate)

Course covers basic concepts and terminology of film and video as forms of art and mass culture. This course covers the aesthetic elements that constitute film and video texts: plot structures, sets, costumes and makeup, acting, lighting, cinematography, editing, and sound. By performing extensive textual analyses, students learn how the interaction of these elements produces meaning. Students also gain basics of how these concepts are practiced in film production. After mastering the aesthetic concepts, students also examine their use in three different modes of film: fiction, documentary, and the avant-garde. (Formerly Film/Video Analysis)

MCS 274 | DIVERSITY AND INCLUSION IN CINEMA AND TELEVISION | 4 quarter hours
(Undergraduate)

This course will analyze the representations of aspects of identity including race, ethnicity, gender, sexuality, religion, social class, age, and ability in cinema and long-form television narrative. Rather than thinking of these aspects of identity as natural and fixed, this course will explore how identities are constructed and crafted through the cinema. In the context of theories of human identity and difference, students will view, read about, analyze and discuss movies and television series to understand the intersections and interactions of social and political identities and translate them into their media content production. The central question of the course is as follows: if one is dissatisfied by the current range of representational practices of identity offered by a dominant media industry, how can one challenge or disrupt the limitations of these practices through creative and responsible media production?

MCS 275 | COMICS STUDIES | 4 quarter hours
(Undergraduate)

Comics are a rich, vibrant medium whose history predates that of movies, television and radio. While many cultural critics have viewed comics as simplistic and childish over the years, the combination of text and images that comics offers literary and artistic possibilities not found in any other medium. This course examines the medium of comics by exploring its history and theory, along with issues of representation, form, aesthetics, genre, biography and autobiography. Along the way, we will engage with such themes as heroism, trauma, identity and youth, among others. Students will read scholarly work on the medium of comics, as well as a wide range of comic books, comic strips, graphic novels and webcomics.

MCS 280 | BAH HUMBAG! CHRISTMAS MOVIES/TV AND MEDIA METHODS | 4 quarter hours
(Undergraduate)

This course will use Christmas movies and television programs as a way to teach introductory methods in the field of media studies. Films and shows about Christmas are typically re-watched many times over a person's lifetime, and even become an annual tradition in some cases. Films like *It's a Wonderful Life* and programs like *A Charlie Brown Christmas* are commonly among the most re-watched media texts for most people. We watch them more often over the course of a lifetime than most other movies and shows. In turn, it would seem natural that we should critically analyze these media texts that we regularly return to in the same ways that we seek to find the cultural, aesthetic and/or political meanings inherent in popular Hollywood blockbusters and prime-time television series. But should Christmas media texts only be consumed emotionally rather than intellectually? Does studying these beloved films and shows somehow rob them of their joy, or does this process have just as many intellectual rewards as when we analyze more traditional media texts? These are some of the questions that we will seek to answer through applying various methodological approaches from the field of media studies to a wide range of Christmas shows and movies.

MCS 286 | RADIO PRACTICUM | 1-4 quarter hours
(Undergraduate)

Students who already actively participate at DePaul's radio station have the opportunity, depending on the station's needs, to produce on-air announcements, specialized broadcasts (weather, sports, University-based topics), newscasts, and assist station managers with their day-to-day responsibilities for MCS credit. In addition to working at the radio station, students must successfully complete a short research project on an approved topic. (1 quarter hour)

MCS 290 | MEDIA & CINEMA STUDIES WORKSHOP (VARIABLE TOPICS) | 2 quarter hours (Undergraduate)

This course allows students to sample a range of hands on, practical offerings in media and cinema studies that can enhance their knowledge and expertise. Two types of workshop classes are offered: research and production. Examples of Research Workshop topics can include film criticism, Survey Design, and Academic Writing Bootcamp. Examples of Production Workshop topics include non-linear editing with Final Cut Pro, Multimedia Design, and Video Camera Basics. Students may take a maximum of 4 credit hours of MCS 290 in the major, and a total of 8 credit hours. (2 quarter hours)

MCS 316 | SOUND AND VISION | 4 quarter hours (Undergraduate)

This course introduces students to the unique ways that photography and audio documentary can blend together. The course will combine documentary and experimental production to help students learn to create audio documentary and visual projects and to work in mixed-media contexts.

MCS 331 | TOPICS IN DOCUMENTARY STUDIES | 4 quarter hours (Undergraduate)

A rotating topics course that could focus on specific historical era or specific group of texts or documentarians from across film, television, audio, writing, and photography. Courses like Feminism & Documentary, and Political Documentary fit under this heading. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

MCS 339 | RADIO BROADCASTING | 4 quarter hours (Undergraduate)

The overall objectives of this course are to familiarize students with the history and practices of commercial and college radio broadcasting and to afford students hands-on broadcasting opportunities at our state-of-the-art radio station. Numerous topics and challenges facing modern radio stations will be discussed, including deregulation, copyright law, and decency standards. It is expected that upon successful completion of this course that students will be prepared for advanced broadcasting and production courses and radio and television internships.

MCS 341 | TOPICS IN RADIO STUDIES | 4 quarter hours (Undergraduate)

Subjects rotate among several historical and conceptual topics, such as Rock Radio, Talk Radio, Gender and Radio, Radio and American Culture, etc. Students will have the opportunity to build upon the foundations of radio that are explored in other radio courses. Radio topics courses are considered advanced study in the subject area; therefore, students are encouraged to complete MCS 339 or MCS 342 prior to taking a radio topics course. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

MCS 342 | HISTORY OF TELEVISION & RADIO | 4 quarter hours (Undergraduate)

A history of radio, television, and cable that engages with elements such as programming, economics, industrial structures, audiences, government and industry policies, and social effects. The course includes viewing, analysis, and criticism of a wide variety of American programming.

MCS 343 | MEDIA ETHICS | 4 quarter hours (Undergraduate)

Entertainment and social media dominate popular culture today in a way that begins to completely define American culture. In what ways do entertainment media impact society? As creators of media, what special responsibilities do we have? And as creators of entertainment media how can we use these ethical theories in our daily practice? This course will examine the underlying ethical theories used when we try to arrive at ethical judgments about right and wrong. This course will concentrate on analyzing the impact of digital entertainment on an individual and society. The issue of balancing individual creativity vs. cultural impact, particularly on children, will be addressed. The course will culminate with the formulation of elements of an ethical code of conduct for every electronic (social) media, television professional and movie creator.

MCS 344 | THE SEXUAL REVOLUTION: HOLLYWOOD IN THE 1960s | 4 quarter hours (Undergraduate)

The late 1960s are often described as a time of "Sexual Revolution" in America, with loosening standards and attitudes about sex and sexual practices. But was this period as "liberated" as it has appeared to be? Who was liberated by these new attitudes, and from what? How do attitudes about sexuality in the 1960s compare to our attitudes now? This course uses the study of American cultural history to examine perspectives of sexuality in the 1960s, and it focuses upon the films that Hollywood produced to represent this "new" sexuality. In the process, the course examines shifting definitions of gender and sexuality with which American culture was contending during this revolutionary time.

MCS 348 | TOPICS IN FILM GENRE | 4 quarter hours (Undergraduate)

This course offers an historical examination of film genres, with a varying focus on one particular genre: film noir, musicals, melodrama, detective/gangster film, science fiction film, comedy, Western, animation, youth films. The course explores the relationship of genres to general social histories. Lab for film viewing required. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

MCS 349 | TOPICS IN FILM STUDIES | 4 quarter hours (Undergraduate)

Examination of a particular era of film history or national cinema, film movements, or moments in social history and their relationship to film production. Topics currently in rotation include Film Sound Studies, American Films of the 1970s, War and Film, feminist film, Psychoanalysis and Cinema, etc. Lab for film viewing required. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

MCS 350 | TOPICS IN GLOBAL CINEMA | 4 quarter hours (Undergraduate)

This course is designed as a critical study of global filmmakers and the issues surrounding cinema and its transnational circulation. The class will examine specific aspects of the growth and evolution of cinema and look at points of contact between different cultural discourses, national cinematic styles, genres, and reception. Artistic, social, political, and industrial issues will be examined to provide different models of cinematic creation and consumption. Recent topics have included Latin American Cinemas, Asian Cinemas, Transnational Cinema, New German Cinema, History of French Film, Contemporary Global Directors, etc. Lab for film viewing required.

**MCS 351 | TOPICS IN TELEVISION STUDIES | 4 quarter hours
(Undergraduate)**

This course offers advanced study of television as a unique audio-visual culture with its own history and styles. This course presumes basic knowledge of television terms and methods of media analysis. Studies of a selected aspect of television history, television criticism, or national television are offered regularly. Recent topics have included Global Television, Reality TV, American TV of the 1950s, Television News, etc. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

**MCS 352 | TOPICS IN NEW MEDIA | 4 quarter hours
(Undergraduate)**

This course examines the effects of new and/or digital media on interpersonal communication, media industries, and/ or media culture. Depending on the specific focus of this variable elective course, it might focus on economic, social, political, or aesthetic implications of new media, including the Internet, interactive games, and other new media technologies and applications. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

**MCS 353 | TOPICS IN MEDIA STUDIES | 4 quarter hours
(Undergraduate)**

This is a rotating topics class for subjects that encompass a number of different media, including radio, television, film. Possible topics may include: Media and Politics, Contemporary News Media, Reception Studies, Popular Culture Studies, etc. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

**MCS 354 | TOPICS IN MEDIA AND MATERIAL CULTURE | 4 quarter hours
(Undergraduate)**

This course offers a critical study of popular media's interface with cultural objects and environments. Depending upon the topic, the course might focus upon amusement parks, museum exhibitions, clothing and fashion culture, or wearable technologies. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

**MCS 355 | SEX IN THE BOX: U.S. TELEVISION, SEX, AND SEXUALITY | 4 quarter hours
(Undergraduate)**

This course will examine the continued negotiation of sex and sexuality on American television. Whether through their structuring absence, head-on attendance, or mere subtle implication, sex and sexuality have been omnipresent within the medium since its proliferation in the late 1940s. Through lenses of TV, social history, and gender/sexuality criticism, this course will examine various ways in which sexual issues such as the marriage bed, female sexual agency, GLBT visibility, teen sex, and rape have made their ways onto and been pushed off of the small screen. It will also interrogate how these broad categories interact with TV's assumed social role, contemporary and historical notions of American values, and TV regulation.

**MCS 358 | TOPICS IN COMICS STUDIES | 4 quarter hours
(Undergraduate)**

This is a rotating topics class for subjects pertaining to the study of the comics in media including comic books, graphic novels, webcomics, and other forms of sequential art and graphic narrative. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

**MCS 359 | TOPICS IN CULT STUDIES | 4 quarter hours
(Undergraduate)**

This course offers rotating topics focused on "cult" media and subcultural audiences, that is, aspects of culture that are separate from, or differentiate themselves from, the mainstream, or that present new ways of examining consumers and the emotional resonance of various media products on contemporary audiences. Topics will focus on such aspects as genre films and television, audience analysis, affect, and cult products. The purpose of this course is to understand how audiences and media producers design media texts to confront and challenge contemporary ideologies, to offer alternatives to the mainstream, and to engineer deliberate affective reactions in audiences. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

**MCS 360 | B-MOVIES | 4 quarter hours
(Undergraduate)**

This course will explore the role of the B-movie in film history: from its origins in the 1930s, through its evolution in the 1950s and all the way up to the modern critical application of the 'B' label to a variety of different film genres, styles and budgets. Students will examine the place of the B's within the overall contexts of both mainstream Hollywood cinema and low-budget filmmaking in general. Specific focus will be placed on issues of economic mode of production and how this impacts a film's aesthetics, as well as theories of cultural distinction regarding the notion of 'film trash' such as camp theory and cultism. A variety of films will be screened in class. Please take into consideration when choosing this course that we will screen films that may at times contain highly lurid, violent and/or sexual imagery.

**MCS 361 | FANDOM & PARTICIPATORY CULTURE | 4 quarter hours
(Undergraduate)**

This course introduces students to the world of media fandom. Fans are people who hold an emotional attachment to media texts. By investigating the types of media texts people connect to, as well as the work fans do in their community, students encounter new ways of participating with media. Students not only examine fans as cultural "producers," who make media just as much as they consume it, but also examine media from the point of view of a fan. This course also looks at how participating in fandom can aid the development of diversity and positive social change.

**MCS 362 | BLACKNESS IN AMERICAN TV | 4 quarter hours
(Undergraduate)**

Throughout the history of US television African American performers have been part of America's small screen entertainment. From the earliest days of Amos and Andy to 1970s Black sitcoms such as Good Times and That's My Mama and the 80s runaway hit The Cosby Show to contemporary network hits, black lives, stories, and performances have helped to paint an often skewed picture of America. This class will explore the position of Blackness and African American performers, creators, and executives throughout the history of American television.

**MCS 363 | TOPICS IN FAN STUDIES | 4 quarter hours
(Undergraduate)**

This course offers a rotating series of topics all focused on a particular type of fandom, fan object, or fan practice. Fans are viewers who hold an emotional attachment to what they experience; fans often act on that emotional attachment. This course explores different facets of the fan experience in detail. Studies of selected topics could include: specific media fandoms (Trekkers, Potterheads,GLEeks, etc.), sports fandom, celebrity culture, fans in social media, specific fan practices (social activism, material work, fan vidding), or the influence of fandom in the contemporary media environment, etc. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

**MCS 364 | MONSTERS IN POPULAR CULTURE | 4 quarter hours
(Undergraduate)**

In this course, students will examine monsters, spooks, scares, and—above all—fear. Through informed viewing of television, film, radio, literature, and graphic novels, we will explore the evolution of some of the most well-known monsters, including vampires, zombies, and aliens, as well as less-known varieties, like the Golem, the cyborg, and even the human being. Screenings will be paired with discussion and class activities. The concept of the monster itself will be interrogated, and we will explore how the monster reflects humanity's fears as well as its desires. This is the one class that proves college is scary as hell.

**MCS 365 | HORROR FILMS | 4 quarter hours
(Undergraduate)**

Why do we willingly subject ourselves to films that seek to scare, shock and disgust us? What compels us to watch films with ghastly imagery, gory special effects and gruesome murders? Are horror film fans merely uncultured sadists who revel in watching others suffer on screen? Are there cathartic pleasures to be had in horror films that are actually beneficial to society? This course examines the horror film genre from a variety of perspectives - from the cultural implications of why certain images frighten us, to the technological factors involved in special effects advancements, to the moral panics arising from both 1930s monster movies and modern "torture-porn" cinema. We will trace the horror genre back to its roots in the silent film adaptations of such gothic novels as *Frankenstein* and *Dr. Jekyll & Mr. Hyde*, through the classical era of the 1930s/1940s and the Universal monster movies, into the new era of the 1970s (from big-budget and Oscar winning films like *The Exorcist* and *The Omen*, to the low-budget auteurist horror efforts like *The Texas Chainsaw Massacre* and *Last House on the Left*), and into the modern era of slashers, stalkers, remakes and reboots. [NOTE: This course will regularly examine films with extremely gory imagery that may be offensive and unpleasant to some students (...and if that's you, then you're definitely taking the wrong course!). To quote the beginning of *Frankenstein* (1931): "We think it will thrill you. It may shock you. It might even horrify you. So, if any of you do not care to subject your nerves to such a strain, now's your chance to...well, we warned you!"].

**MCS 366 | COMMUNICATION, TECHNOLOGY AND SOCIETY | 4 quarter hours
(Undergraduate)**

Survey of a variety of contemporary and historical issues related to the introduction and diffusion of communication technologies in society. Especially examines how new technologies, particularly the Internet, are transforming the communication landscape. Emphasis on issues of intellectual property, surveillance, privacy, regulation, message construction, and access will be central to this course.

**MCS 367 | SPORTS FANDOM | 4 quarter hours
(Undergraduate)**

This course introduces students to the study of fandom and participatory culture in relation to sports. It begins by asking "who are sports fans and why study them?" before moving on to consider questions of fan identity and belonging, consumerism and advertising, fan-team-industry relations, rivalries and anti-fandom, the intersections of sports and media fandoms, and the relationship between sports, politics, and participatory culture. Throughout the class, we'll take an intersectional approach that considers the impact of gender, race, sexuality, class, nationality, and ability on the topics under discussion. Students will engage with the material through readings, screenings, and discussion but also through participant observation in sports fan subcultures both familiar and new to the student.

**MCS 368 | MUSIC INDUSTRIES AND CULTURE | 4 quarter hours
(Undergraduate)**

This course critically examines music as a form of cultural communication and as a media industry. Students learn about historical changes in the music business, contemporary issues that industry insiders negotiate, do-it-yourself alternatives to mainstream industry practices, and how music functions as a unique source for collective fandom.

**MCS 369 | TIME TRAVEL ON TELEVISION | 4 quarter hours
(Undergraduate)**

This class examines the common narrative device of "time travel" as it has been shown on television. We will look at the history of time travel on television, how time travel becomes a narrative device, and at the generic components of time travel narratives. Through careful readings of television episodes, we will study the influence of technology, politics, identity, the body and mediation on representations of time travel. Further, we shall examine these texts not just as glimpses of possible futures, but also as cultural critiques of issues in the present. Through screenings, daily written responses, and a final project, students will have the opportunity to explore the intricate nature of narratives about time travel.

**MCS 370 | ADAPTATION: MOVIES/TV/NOVELS/COMICS/TOYS/VIDEO GAMES | 4 quarter hours
(Undergraduate)**

This course looks at adaptation as a cross-media phenomenon, which we will trace back to the origins of the film medium in the late nineteenth century. The desire to experience familiar stories and characters in different media forms transcends generations. Film critic Margaret Farrand Thorp wrote in 1939 of the "widespread human eagerness to experience the same story in as many media as possible." This impulse has only grown in recent years with the increasingly vital role of franchises in an era of media convergence, whereby narratives become replayed, extended and/or intertwined across films, television programs, video games, comic books and other forms. The course will begin with the traditional adaptive process of turning novels into film, the theoretical concerns surrounding fidelity and medium-specificity, and the critical debates to do with adaptation and authenticity. We will look at the classical era of Hollywood in the 1930s through 1950s, followed by comparisons of graphic novels to their film versions. The more problematic process of adapting such properties as board games, toy lines and video games is explored in later weeks, as are the implications for the adaptive process created by the prolific nature of digital special effects. We will go beyond narrative and aesthetic analysis in many weeks to consider the industrial implications of adaptations, as well as what media theory can offer us in studying how and why texts are adapted from one medium to another.

**MCS 371 | WRITING TELEVISION CRITICISM | 4 quarter hours
(Undergraduate)**

This course offers an introduction to the aesthetic, rhetorical, and cultural criticism of English-language television via analyses of a contemporary, rotating television series. In this course, students will be exposed to different types of television criticism. Through close readings of television criticism as well as writing about television criticism, students will be encouraged to develop a critical voice of their own. Students will engage with different styles of criticism through readings, analysis, peer-reviews, and writing their own criticisms. Class includes a screening time. Projects include written work, digital profiles, and engagement with contemporary theories of television and media.

**MCS 372 | DIGITAL CULTURE AND NEW MEDIA | 4 quarter hours
(Undergraduate)**

This course considers the cultural ramifications of new media in shaping life experiences and meaning. As interactive digital media technologies expand opportunities for social networking, text and instant messaging, file sharing, collaborative authoring, microblogging, podcasting and mobile communication, this course asks how these new technologies impact identity formation, creative participation and concepts of public culture. This course will focus on some of the major themes that have engaged new media scholarship and thinking: convergence and participatory culture, identity and humanity, technology and literacy. The course will include hands-on approaches to media criticism and culture.

**MCS 373 | AUDIO DOCUMENTARY | 4 quarter hours
(Undergraduate)**

This course uses hands-on projects so that students can explore the steps in the process of creating an audio documentary. Through practical application students consider questions that surround the interpretation of cultural experience. Additionally, students analyze a variety of approaches to audio documentary in an effort to understand better this significant form of storytelling.

**MCS 375 | LATINO/A TELEVISION AND MEDIA | 4 quarter hours
(Undergraduate)**

Drawing from Latin American and U.S. television studies, this course explores the political, industrial and cultural dynamics that shape televisual representations in Latin American television and/or Spanish language Television in the US. More specifically, Spanish-language television and media will be examined from interdisciplinary frameworks, which include the cultural analysis of televisual modes, national and international regulations of media production and distribution, histories of production, and ethnographies of viewing.

**MCS 376 | LATIN AMERICAN CINEMA | 4 quarter hours
(Undergraduate)**

This course examines the production, distribution and impact of cinema in the Latin American context. Transnational relations with other industries, such as Hollywood and the European film context will be considered. We will investigate how social, economic and political forces have shaped or are presently influencing and transforming national cinemas. Questions of identity and cultural difference, particularly in relation to immigration, diasporas, transnationalism, youth culture, class, gender, sexuality, race and ethnicity are central to the discussions. We will consider the diversity of styles and topics that are now redefining the cinema of the region.

**MCS 380 | BOARD GAMES AS MEDIA | 4 quarter hours
(Undergraduate)**

This course examines the rising popularity of hobby board games as a way of understanding cultural changes in the digital age. We will discuss games and play as concepts, analyze new types of games, and examine the "gamification" of the world. Students will design a board game and learn how different game genres lead to different interpretations of meaning. This course will open up the study of board games in the media studies classroom. At first blush, board games do not seem like the typical "media" studied in the MCS program, which tends to focus more on television, film, and video games. And just like those forms of media throughout cultural history, board games have been viewed as not important enough to study. Like these once-ignored, now-valued media forms, however, board games not only have a lot to communicate about our culture, but also are undervalued as meaning-making creations. This class is about the board game as a meaning-making unit of information, as well as a system made up of units of information. In this class, we will develop frameworks and methodologies, and present case studies, for how scholars, students, and teachers might study the board game in our digital age.

**MCS 383 | TALKING ABOUT FILM: THEORY & CRITICISM | 4 quarter hours
(Undergraduate)**

This course is to familiarize students with a wide range of disciplines (film, art history, philosophy, psychology, etc.) and how these ideas both inflected the development of classical film theories as well as the evolution of cinema. Moreover, the scope of the course seeks to examine the overall process whereby theoretical discourse develops historically.

**MCS 385 | SEMIOTICS, STORYTELLING, & FILM FORM | 4 quarter hours
(Undergraduate)**

This course will provide an in-depth exploration of how filmmakers create various types of meaning through film form and style. Methods of analysis will include semiotics (the analysis of signs and symbols that produce meaning), genre studies, and celebrity studies. We will pay specific attention to how meaning emerges from in-vogue or director-specific stylistic choices (for example, Spike Lee's dolly shot, bullet time post-Matrix, and the popularity of still photography in film of the late 1960s) and new technologies that emerge at various times (for example, special effects that allow for the production of different images, and advances in control over layered sound that change aural impact).

**MCS 386 | AUDIO PRODUCTION FOR RADIO AND THE WEB | 4 quarter hours
(Undergraduate)**

Students in this course will record, edit, and produce various dynamic audio pieces including podcasts, documentaries, commercials, and more. Though most pre-production work will be done at the studios of Radio DePaul, it may be possible for some students to complete their productions in a DePaul lab or at home. While experience is not required, an affinity for sound-only entertainment and information content will benefit students.

**MCS 389 | TOPICS IN MEDIA PRODUCTION | 4 quarter hours
(Undergraduate)**

This course is a rotating topic course in areas of media production and may include classes such as Podcasting, Advanced Radio Production, Advanced Audio Documentary, Radio News, Multimedia Production, etc. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

MCS 393 | TOPICS IN ADVANCED MEDIA ETHICS | 4 quarter hours (Undergraduate)

Each section of this rotating topics course comprises an in-depth investigation of a different issue of media ethics. Among the topics offered: democracy and the media; stereotyping and prejudice; deception and the media; privacy; the ethics of media awards; and the ethics of authenticity. Prerequisite: MCS 343 or any prior coursework in ethics. May be repeated for credit as topics change.

MCS 501 | FILM AND MEDIA THEORY | 4 quarter hours (Graduate)

This course will serve as a foundation for students in theories of film, television, and new media. An engagement with areas such as formal analysis, television and film spectatorship, authorship, television flow, and media specificity will provide both a brief historical framework for these disciplines, as well as a survey of major texts. Readings will include scholars/theorists such as Sergei Eisenstein, David Bordwell, Laura Mulvey, Horace Newcomb, Raymond Williams, Nick Browne, and Henry Jenkins. Formerly MCS 501 Introduction to Media Studies.

Status as a College of Communication graduate student or Experience Design student or department consent is a prerequisite for this class.

MCS 502 | MEDIA AND CULTURAL STUDIES | 4 quarter hours (Graduate)

This course provides students with a theoretical and methodological background in the interdisciplinary field of cultural studies, which considers media and culture as sites for the construction and contestation of race, class, gender, ethnicity, sexuality and nation. The course provides a foundation in critical cultural studies, ideology critique, critical race and gender studies, transnational media studies and active audience studies. **Status as a College of Communication Graduate Student or MFA Cinema student or Experience Design student or department consent is a prerequisite to this class.**

MCS 503 | CRITICAL ANALYSIS | 4 quarter hours (Graduate)

This course will provide students with an advanced background in a wide range of methods used in media studies. The methods taught in this course may be applied to the study of film, television, print media, new media, social media, and their related paratexts and audiences. Some of the critical approaches to be covered include: Discourse analysis; Historiography; Political Economy; Sociological Analysis. Students will also learn how to produce media criticism in a range of formats, from traditional essays to short articles to video essays and more.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

MCS 504 | HISTORIOGRAPHY AND RESEARCH | 4 quarter hours (Graduate)

This course will offer critical perspectives and methods to film and media history and research. Areas of exploration will include how popular history and academic historiography interact, the way certain subjects and facts are emphasized over others, the different forms used to represent historical knowledge, and questions of history and memory. In addition to the assumptions, methods, and purposes of film/media histories, the course will also ask crucial questions regarding the nature of inquiry and the status of data and evidence. Students will learn how to address a specific research question through a variety of methodologies in a cogent and comprehensive manner. Students will also develop competency in writing a research proposal and using research tools such as Endnote and online journal databases.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

MCS 505 | DIVERSITY AND INCLUSION IN MEDIA | 4 quarter hours (Graduate)

This course will address questions of diversity and inclusion at different stages in the circuit of production and distribution of media. How do media corporations and legislation affect the diversity within the mass media industries? How are cultural identities depicted and how do such representations converge or interrelate with current social discourses? In the context of theories of human identity and difference, students will view, read about, analyze and discuss films, television series, and digital and social media to understand the intersections and interactions of social and political identities that they draw upon and depict. Finally, we will consider strategies to challenge or disrupt limiting media practices through creative and responsible discussion, while students explore their power and responsibility as creators.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

MCS 506 | MEDIA LITERACY | 4 quarter hours (Graduate)

Media literacy is the process of understanding a set of competencies that help us become better creators, consumers, and activists of media and technology. As media - whether cinematic, online, televised, or a convergence thereof - become even more omnipresent in the 21st Century, we must focus on how we as media scholars/educators/activists can both develop skills in media literacy as well as help the current and future generations negotiate the media environment. This course will examine the concept of media literacy and how it is and can be practiced in our homes, communities, and schools. We will examine possible inroads and roadblocks to media literacy. What lessons does media literacy teach us? What elements of media are most important to examine? We will examine media literacy scholarship and existing programs as we develop our own possible plans for implementation of media literacy projects and programs.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

MCS 520 | TOPICS IN MEDIA STUDIES | 4 quarter hours (Graduate)

This is a seminar that focuses on a particular area of media studies including, but not limited to, topics such as the contemporary media industries, kids media culture, television studies, music cultures, digital divide, race and media, celebrity culture, radio studies, war and media, gender and media, global television, new media studies and sexuality and media. Students may take this seminar repeatedly in different topic areas. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

Status as a College of Communication graduate student or Experience Design student or department consent is a prerequisite for this class.

MCS 521 | TOPICS IN CINEMA STUDIES | 4 quarter hours (Graduate)

This is a seminar-level course that provides in-depth examinations of Cinema Studies topics. Topics vary from quarter to quarter and may include studies of film genres, film authorship, national cinemas, global cinema, gender in cinema, animation, film theory, early cinema, film aesthetics, race and representation, film sound studies, or other rotating topics. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

MCS 522 | TOPICS IN CINEMA/MEDIA HISTORY | 4 quarter hours (Graduate)

Examination of a particular era of film history or national cinema, film movements, or moments in social history and their relationship to film production. Topics currently in rotation include American Films of the 1970s, Latin American Cinema, War and Film, New German Cinema, feminist film, etc. Examination of a particular eras or forms of television/media from a historical perspective. Topics could include but are not limited to: History of American Broadcasting, International Broadcasting Structures, Television Outside the Box, Public and Community Broadcasting, genre-specific histories, etc. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

MCS 523 | TOPICS IN GLOBAL FILM & MEDIA | 4 quarter hours (Graduate)

This course surveys a number of frameworks for understanding the global dynamics that constitute particular media cultures around the world. We will examine historical perspectives and debates concerning the processes of globalization and the media's constitutive role in impacting our conceptions of space and time across local, national and transnational terrains. Students will interrogate how the actions of nation states, civil society and transnational corporations impact media industries and ask how media representations are contested across registers of nation, region, citizenship, class, religion, labor, gender, Diaspora, race, migration and ethnicity. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

MCS 530 | NEW MEDIA AND CULTURE | 4 quarter hours (Graduate)

This seminar considers the cultural ramifications of new media in shaping life experience and opportunity. As interactive digital media technologies expand opportunities for social networking, text and instant messaging, file sharing, collaborative authoring, blogging, podcasting and mobile communication, this seminar asks how these new technologies impact identity formation, creative participation and concepts of public culture. Issues of concern include race, gender, class, sexuality, cultural citizenship, fandom, subcultures and democratic participation.

Status as a College of Communication graduate student or Experience Design student or department consent is a prerequisite for this class.

MCS 533 | LATIN AMERICAN CINEMA/MEDIA | 4 quarter hours (Graduate)

This seminar examines the production, distribution and impact of cinema and media in the Latin American context. We will view a range of works from major and minor industries and investigate how social, economic and political forces have shaped or are presently influencing and transforming national cinemas and their industries. Questions of identity and cultural difference, particularly in relation to immigration, diasporas, transnationalism, youth culture, class, gender, sexuality, race and ethnicity are central to the discussions. We will consider the diversity of styles and topics as much as the discursive and theoretical frameworks that in the past defined, or those that are now redefining, the cinema and media of the region.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

MCS 541 | AUDIO DOCUMENTARY | 4 quarter hours (Graduate)

This course uses hands-on projects so that students can explore the steps in the process of creating an audio documentary. Through practical application students consider questions that surround the interpretation of cultural experience. Additionally, students analyze a variety of approaches to audio documentary in an effort to understand better this significant form of storytelling.

Status as a College of Communication graduate student or Experience Design student or department consent is a prerequisite for this class.

MCS 542 | TOPICS IN PRODUCTION | 4 quarter hours (Graduate)

This is a seminar that focuses on a particular area of media production including, but not limited to, topics such as comedy writing, documentary production, and screenwriting. Students may take this seminar repeatedly in different topic areas. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

Status as a College of Communication graduate student or Experience Design student or department consent is a prerequisite for this class.

MCS 544 | TOPICS IN DOCUMENTARY STUDIES | 4 quarter hours (Graduate)

A rotating topics course that could focus upon a specific historical era-specific group of texts or documentarians across film, television, audio, writing, and photography. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

Status as a Communication and Media (MA) or Documentary (MFA) student is a prerequisite for this class.

MCS 550 | FANDOM AND ACTIVE AUDIENCES | 4 quarter hours (Graduate)

Fans, people who hold an emotional attachment to a particular object, have been the object of academic study for twenty years; yet, the study of audiences and reader/viewer-ship has a much longer and more detailed history that goes back hundreds of years. Why this fascination with the way people interpret and react to media? What is it about fans, audiences, or readers that holds such interest for academics? This course will explore the relationship between fans, academics, and cultural studies. Through an examination of the way fans and active audiences are studied, we can better understand our media, our texts, and our selves.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

MCS 575 | DIGITAL MEDIA ETHICS | 4 quarter hours (Graduate)

This course provides students with the necessary background to investigate legal and ethical issues in digital technology and culture. Additionally, students practice digital literacy as an application of these ethical issues. This class offers topics including, but not limited to copyright, authorship, attribution, civics, vernacular creativity, Free Speech, filesharing, piracy, libel, access, participation, modes of control, net neutrality, etc., in order for students will come away with a sense of the ethical issues within today's culture.

Status as a student in Digital Communication and Media Arts (CDM or College of Communication) or the Digital Communication Certificate or department consent is a prerequisite for this class.

**MCS 587 | SOUND AND VISION | 4 quarter hours
(Graduate)**

This course introduces students to the unique ways that photography and audio documentary can blend together. The course will combine documentary and experimental production to help students learn to create audio documentary and visual projects and to work in mixed-media contexts.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**MCS 590 | MEDIA & CINEMA STUDIES WORKSHOP (VARIABLE TOPICS) | 2 quarter hours
(Graduate)**

This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups. (2 quarter hours)

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

**MCS 592 | INDEPENDENT STUDY | 4 quarter hours
(Graduate)**

This is a 4-credit hour course reserved for independent coursework and specialization under the supervision of a faculty member. Students can propose to take this class after completing six 4-hour courses in the MCS program. Enrollment in this course requires the proposal of a student-designed syllabus that is approved by both the supervising professor and College of Communication administration. See website for Independent Study proposal form. PREREQUISITE(S): Status as a Graduate Media and Cinema Studies student is a prerequisite for this class. The student must have completed six 4-hour graduate courses prior to taking this course. Approval required.

Status as a Graduate Media and Cinema Studies student and Director consent is a prerequisite for this class.

**MCS 599 | RESEARCH THESIS | 4 quarter hours
(Graduate)**

Enroll in 599 during the term you plan to defend your thesis or complete your final project. This is a graded, 4-credit hour course. Tuition is charged and loan deferment is available. You must have a scheduled defense/completion date to be approved for this class. Your thesis/project advisor needs to communicate this date to the Graduate Studies Director for your program, before you are allowed to enroll.

Status as a Graduate Media and Cinema Studies student and Director consent is a prerequisite for this class.

**MCS 601 | ACTIVE DEGREE COMPLETION | 0 quarter hours
(Graduate)**

This is a 0-credit hour course that is available to students who are working actively toward the completion of a thesis or project. Enrollment in this course is limited to the two quarters prior to the defense of the thesis/project and requires thesis/project advisor and graduate director approval and proof of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries half-time enrollment status and eligibility for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

Status as a Graduate Media and Cinema Studies student is a prerequisite for this class.

**MCS 602 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in this course if they are finishing a course in which they received an incomplete (IN) and are not registered for any other regular credit-bearing courses in the quarter they plan to finish the incomplete. Enrollment in this course is limited to the two quarters following the quarter of the original incomplete (IN) grade. Enrollment in this course allows access to the library and other campus facilities. This course does not carry any enrollment status. Students enrolled in this course are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

Status as a Graduate Media and Cinema Studies student is a prerequisite for this class.

Middle Grades Education (MGE)

**MGE 300 | INTRODUCTION TO MIDDLE GRADES EDUCATION | 4 quarter hours
(Undergraduate)**

This course is an introduction to critical, creative, and reflective middle grades teaching practice. Students in this course examine goals and theories of middle grades education and inquire into the meaning and practice of fostering equitable, intellectually rich, socially just, and compassionate learning environments for diverse middle grades youth. Students are introduced to learning about young adolescents in the context of instruction in the four main subject areas. ***The course meets in the afternoon and integrates community and/or after school field experience with young adolescents into coursework. Co-requisite for this course is SCU 335. In this course, students will: 1.

Junior standing is a prerequisite for this class.

**MGE 301 | LITERACY IN THE MIDDLE GRADES CONTENT AREAS I | 4 quarter hours
(Undergraduate)**

This course introduces students to theories of literacy and multiple literacies in the context of teaching language arts, mathematics, science, and social studies. Students will be introduced to content area literacy practices for middle grades learners, including writing instruction strategies and processes, reading comprehension strategy instruction, including vocabulary and textbook comprehension strategies, role of talk in instruction, integration of group and whole class discussion of text, issues of motivation and engagement in literacy learning, and differentiated instruction for English Language learners, students experiencing difficulty or those in need of additional challenge. ***This course counts toward Reading Teacher endorsement. Co-requisites for this course are BBE 350 and MGE 311. In this course students will: 1.

MGE 300 and Junior standing are prerequisites for this class.

**MGE 311 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour
(Undergraduate)**

This course is a supervised, 25 hour, Level 1 field experience that provides students opportunities to apply the course content of MGE 301 and BBE 350. Co-requisites for this course are MGE 301 and BBE 350. (1 credit hour) In this course, students will: 1.

MGE 300 and Junior standing are prerequisites for this class.

MGE 321 | THE WHOLE CHILD: CONCEPTIONS OF HEALTHY YOUNG ADOLESCENCE | 4 quarter hours

(Undergraduate)

This course introduces varying conceptions of healthy young adolescence, taking into account physical health and development, social and emotional health, mental health, and the contextual factors that shape healthy adolescence. Co-requisites for this course are LSI 387 and MGE 331. In this course, students will: 1.

MGE 300, MGE 301 and Junior standing are prerequisites for this class.

MGE 331 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour

(Undergraduate)

This course is a supervised, 25 hour, Level 1 field experience that provides students opportunities to apply the course content of MGE 321 and LSI 387. Co-requisites for this course are MGE 321 and LSI 387. (1 credit hour) In this course, students will: 1.

MGE 300, MGE 301 and Junior standing are prerequisites for this class.

MGE 341 | CURRICULAR LITERACY IN THE MIDDLE GRADES CONTENT AREAS II | 4 quarter hours

(Undergraduate)

This course provides teacher candidates with theories and practical strategies for becoming critical consumers and evaluators of middle grades curriculum in the context of each of the four main content areas (mathematics, language arts, science, and social studies) as well as helping their students become critical consumers of the texts in their lives. The course includes discussion of technological literacy and critical media literacy for both teachers and their students. ***This course counts toward Reading Teacher endorsement. Co-requisites for this course are CSL 377, MGE 351 and MGE 361. In this course, students will: 1.

Senior status and an Education major or minor are prerequisites for this class.

MGE 351 | ASSESSMENT PRACTICES IN THE MIDDLE GRADES | 4 quarter hours

(Undergraduate)

In keeping with middle grades philosophy, this course emphasizes authentic assessment of learning, which involves learner reflection guided by teachers to promote self-empowered learning. Also featured in this course are the principles for using standardized test data and data based teaching, best grading protocols, formal and informal assessment, portfolio development, and principles for reporting to all stakeholders' students, families, school administrators and the community. This course will also emphasize ways of involving students and parents in assessment processes, how to observe and assess students individually and in classroom settings, and the use of numerous technologies as components of a classroom assessment system. Co-requisites for this course are MGE 341, CSL 377 and MGE 361. In this course students will: 1.

Senior status and an Education major or minor are prerequisites for this class.

MGE 361 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour

(Undergraduate)

This course is a supervised, 25 hour, Level 2 field experience that provides students opportunities to apply the course content of MGE 341 and CSL 387. ***Ideally, this field experience will take place in the same classroom and/or school as the student teaching placement, to facilitate continuity for students and schools. Co-requisites for this course are MGE 341, CSL 377 and MGE 351. In this course, students will: 1.

Senior status and an Education major or minor are prerequisites for this class.

MGE 371 | THE TEACHING OF MATHEMATICS IN THE MIDDLE GRADES | 4 quarter hours

(Undergraduate)

Addresses theoretical principles and practices for teaching mathematics at the middle grades. The course focuses on inquiry oriented, innovative mathematics teaching with young adolescents and includes application of the Common Core standards in Mathematics. Co-requisite for this course is MGE 381. In this course students will: 1.

MGE 341, MGE 351, and an Education major or minor are prerequisites for this class.

MGE 372 | THE TEACHING OF LANGUAGE ARTS IN THE MIDDLE GRADES | 4 quarter hours

(Undergraduate)

This course is designed to prepare candidates to teach in middle grades reading, language arts, and English classrooms. This course addresses theoretical principles and practices for teaching language arts/literacy at the middle level, including the teaching of reading, writing, speaking, and listening. The course focuses on inquiry oriented, innovative language arts/literacy teaching and includes application of the Common Core standards in Language Arts. Students will have opportunities to develop, implement, and reflect on activities and lessons that demonstrate an understanding of differentiated instructional practices in the language arts and an awareness of sociocultural theories of learning and content pedagogical knowledge. Emphasis is placed on the complex nature of literacy addressing issues such as learning in and across languages, and critically consuming and producing a wide variety of texts (including online, multimedia and print based). Co-requisite for this course is MGE 381. In this course the students will: 1.

MGE 341, MGE 351, and an Education major or minor are prerequisites for this class.

MGE 373 | THE TEACHING OF SOCIAL STUDIES IN THE MIDDLE GRADES | 4 quarter hours

(Undergraduate)

In this course, candidates examine the nature and purpose of social studies curriculum and teaching practices in the middle grades. The course focuses on developing thoughtful, informed responses to central questions about the purposes of social studies teaching, the social studies content that is meaningful for young adolescents, and instructional strategies that both align with the core purposes and support and engage all students in learning social studies. All of these central questions are considered in relation to content and practices that are relevant and engaging to diverse middle grades learners and that focus on a vision of equitable, intellectually challenging social studies teaching - a conception of teaching that promotes all students' engagement and intellectual development. Co-requisite for this course is MGE 381. In this course the students will: 1.

MGE 341, MGE 351, and an Education major or minor are prerequisites for this class.

MGE 374 | THE TEACHING OF SCIENCE IN THE MIDDLE GRADES | 4 quarter hours (Undergraduate)

This course offers a comprehensive view of the theoretical principles and practices used in the teaching and learning of science at the middle level. Integrating coursework and fieldwork is designed to offer pre-service teachers experience in the implementation of meaningful science-learning experiences through the use of inquiry processes applicable to diverse populations of students and classroom environments. The course focuses on the development of meaningful habits of inquiry and encourages collaborative effort and reflective praxis in teaching to the unique developmental stage of middle school students. Co-requisite for this course is MGE 381. In this course the students will: 1.

MGE 341, MGE 351, and an Education major or minor are prerequisites for this class.

MGE 381 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour (Undergraduate)

This course is a supervised, 25 hour, Level 2 field experience that provides students opportunities to apply the course content of MGE 371-4.

***Ideally, this field experience will take place in the same classroom and/or school as the student teaching placement, to facilitate continuity for students and schools. Co-requisite for this course is MGE 371, or MGE 372, or MGE 373, or MGE 374. (1 credit hour) In this course, students will: 1.

MGE 341, MGE 351, and an Education major or minor are prerequisites for this class.

MGE 390 | STUDENT TEACHING | 10 quarter hours (Undergraduate)

A ten-week Level 3 field experience in a middle grades classroom in one or both of the teacher candidate's content areas. Teacher-candidates are responsible for developing, implementing, and evaluating a program of study, as well as all for other aspects of teaching, for at least three distinct classrooms (in one or both of their content areas). Co-requisite for this course is MGE 391. Student teaching application and approval required. (10 credit hours) In this course, students will: 1.

MGE 391 | STUDENT TEACHING SEMINAR | 2 quarter hours (Undergraduate)

Provides teacher candidates a context for reflecting on their student-teaching experience in relation to their previous coursework. Co-requisite for this course is MGE 390. (2 credit hours) In this course, students will: 1.

MGE 400 | INTRODUCTION TO MIDDLE GRADES EDUCATION | 4 quarter hours (Graduate)

This course is an introduction to critical, creative, and reflective middle grades teaching practice. Students in this course examine goals and theories of middle grades education and inquire into the meaning and practice of fostering equitable, intellectually rich, socially just, and compassionate learning environments for diverse middle grades youth. Students are introduced to learning about young adolescents in the context of instruction in the four main subject areas. ***The course meets in the afternoon and integrates community and/or after school field experience with young adolescents into coursework. Co-requisite for this course is SCG 435. In this course, students will: 1.

MGE 401 | LITERACY IN THE MIDDLE GRADES CONTENT AREAS I | 4 quarter hours (Graduate)

This course introduces students to theories of literacy and multiple literacies in the context of teaching language arts, mathematics, science, and social studies. Students will be introduced to content area literacy practices for middle grades learners, including writing instruction strategies and processes, reading comprehension strategy instruction, including vocabulary and textbook comprehension strategies, role of talk in instruction, integration of group and whole class discussion of text, issues of motivation and engagement in literacy learning, and differentiated instruction for English Language learners, students experiencing difficulty or those in need of additional challenge. ***This course counts toward Reading Teacher endorsement. Co-requisites for this course are BBE 450 and MGE 411. In this course students will: 1.

MGE 400 is a prerequisite for this class.

MGE 411 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour (Graduate)

This course is a supervised, 25 hour, Level 1 field experience that provides students opportunities to apply the course content of MGE 401 and BBE 450. Co-requisites for this course are BBE 450 and MGE 401. (1 credit hour) In this course, students will: 1.

MGE 400 is a prerequisite for this class.

MGE 421 | THE WHOLE CHILD: CONCEPTIONS OF HEALTHY YOUNG ADOLESCENCE | 4 quarter hours (Graduate)

This course introduces varying conceptions of healthy young adolescence, taking into account physical health and development, social and emotional health, mental health, and the contextual factors that shape healthy adolescence. Co-requisites for this course are LSI 487 and MGE 431. In this course, students will: 1.

MGE 401 is a prerequisite for this class.

MGE 431 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour (Graduate)

This course is a supervised, 25 hour, Level 1 field experience that provides students opportunities to apply the course content of MGE 421 and LSI 487. Co-requisites for this course are MGE 421 and LSI 487. (1 credit hour) In this course, students will: 1.

MGE 401 is a prerequisite for this class.

MGE 441 | CURRICULAR LITERACY IN THE MIDDLE GRADES CONTENT AREAS II | 4 quarter hours (Graduate)

This course provides teacher candidates with theories and practical strategies for becoming critical consumers and evaluators of middle grades curriculum in the context of each of the four main content areas (mathematics, language arts, science, and social studies) as well as helping their students become critical consumers of the texts in their lives. The course includes discussion of technological literacy and critical media literacy for both teachers and their students. ***This course counts toward Reading Teacher endorsement. Co-requisites for this course are CSL 477, MGE 451 and MGE 461. In this course, students will: 1.

MGE 421 is a prerequisite for this class.

MGE 451 | ASSESSMENT PRACTICES IN THE MIDDLE GRADES | 4 quarter hours**(Graduate)**

In keeping with middle grades philosophy, this course emphasizes authentic assessment of learning, which involves learner reflection guided by teachers to promote self empowered learning. Also featured in this course are the principles for using standardized test data and data based teaching, best grading protocols, formal and informal assessment, portfolio development, and principles for reporting to all stakeholders' students, families, school administrators and the community. This course will also emphasize ways of involving students and parents in assessment processes, how to observe and assess students individually and in classroom settings, and the use of numerous technologies as components of a classroom assessment system. Co-requisites for this course are MGE 441, CSL 477 and MGE 461. In this course students will:

1.

MGE 421 is a prerequisite for this class.

MGE 461 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour**(Graduate)**

This course is a supervised, 25 hour, Level 2 field experience that provides students opportunities to apply the course content of MGE 441, MGE 451, and CSL 477. ***Ideally, this field experience will take place in the same classroom and/or school as the student teaching placement, to facilitate continuity for students and schools. Co-requisites for this course are MGE 441, CSL 477 and MGE 451. (1 credit hour) In this course, students will:

MGE 421 is a prerequisite for this class.

MGE 471 | THE TEACHING OF MATHEMATICS IN THE MIDDLE GRADES | 4 quarter hours**(Graduate)**

Addresses theoretical principles and practices for teaching mathematics at the middle level. The course focuses on inquiry oriented, innovative mathematics teaching with young adolescents and includes application of the Common Core standards in Mathematics. Co-requisite for this course is MGE 481. In this course students will:

MGE 441 and MGE 451 are prerequisites for this class.

MGE 472 | THE TEACHING OF LANGUAGE ARTS IN THE MIDDLE GRADES | 4 quarter hours**(Graduate)**

This course is designed to prepare candidates to teach in middle grades reading, language arts, and English classrooms. This course addresses theoretical principles and practices for teaching language arts/literacy at the middle level, including the teaching of reading, writing, speaking, and listening. The course focuses on inquiry oriented, innovative language arts/literacy teaching and includes application of the Common Core standards in Language Arts. Students will have opportunities to develop, implement, and reflect on activities and lessons that demonstrate an understanding of differentiated instructional practices in the language arts and an awareness of sociocultural theories of learning and content pedagogical knowledge. Emphasis is placed on the complex nature of literacy addressing issues such as learning in and across languages, and critically consuming and producing a wide variety of texts (including online, multimedia and print based). Co-requisite for this course is MGE 481. In this course the students will:

MGE 441 and MGE 451 are prerequisites for this class.

MGE 473 | THE TEACHING OF SOCIAL STUDIES IN THE MIDDLE GRADES | 4 quarter hours**(Graduate)**

In this course, candidates examine the nature and purpose of social studies curriculum and teaching practices in the middle grades. The course focuses on developing thoughtful, informed responses to central questions about the purposes of social studies teaching, the social studies content that is meaningful for young adolescents, and instructional strategies that both align with the core purposes and support and engage all students in learning social studies. All of these central questions are considered in relation to content and practices that are relevant and engaging to diverse middle grades learners and that focus on a vision of equitable, intellectually challenging social studies teaching - a conception of teaching that promotes all students' engagement and intellectual development. Co-requisite for this course is MGE 481. In this course the students will:

MGE 441 and MGE 451 are prerequisites for this class.

MGE 474 | THE TEACHING OF SCIENCE IN THE MIDDLE GRADES | 4 quarter hours**(Graduate)**

This course offers a comprehensive view of the theoretical principles and practices used in the teaching and learning of science at the middle level. Integrating coursework and fieldwork is designed to offer pre-service teachers experience in the implementation of meaningful science-learning experiences through the use of inquiry processes applicable to diverse populations of students and classroom environments. The course focuses on the development of meaningful habits of inquiry and encourages collaborative effort and reflective praxis in teaching to the unique developmental stage of middle school students. Co-requisite for this course is MGE 481. In this course the students will:

MGE 441 and MGE 451 are prerequisites for this class.

MGE 481 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour**(Graduate)**

This course is a supervised, 25 hour, Level 2 field experience that provides students opportunities to apply the course content of MGE 471-4.

***Ideally, this field experience will take place in the same classroom and/or school as the student teaching placement, to facilitate continuity for students and schools. Co-requisite for this course is MGE 471, or MGE 472, or MGE 473, or MGE 474. (1 credit hour) In this course, students will:

MGE 441 and MGE 451 are prerequisites for this class.

MGE 590 | STUDENT TEACHING | 6 quarter hours**(Graduate)**

A ten-week Level 3 field experience in a middle grades classroom in one or both of the teacher candidate's content areas. Teacher-candidates are responsible for developing, implementing, and evaluating a program of study, as well as all for other aspects of teaching, for at least three distinct classrooms (in one or both of their content areas). Co-requisite for this course is MGE 591. Student teaching application and approval required. (6 credit hours) In this course, students will:

MGE 591 | STUDENT TEACHING SEMINAR | 2 quarter hours**(Graduate)**

Provides teacher candidates a context for reflecting on their student-teaching experience in relation to their previous coursework. Co-requisite for this course is MGE 590. (2 credit hours) In this course, students will:

Military Science (MSC)

MSC 111 | OFFICERSHIP IN THE UNITED STATES ARMY | 1 quarter hour (Undergraduate)

The purpose of this class is to introduce cadets/students to the fundamental components of service as an officer in the United States Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. Additionally the class addresses "life skills" including fitness, communications theory and practice (written and oral), and interpersonal relationships.

MSC 112 | PROBLEM SOLVING AND DECISION MAKING | 1 quarter hour (Undergraduate)

This course is an introduction to the "life skills" of problem solving, decision-making and leadership. The course is designed to help students in the near-term as leaders on campus. The class will help students be more effective leaders and managers in the long-term, whether they serve in the military or the civilian sector. Topics addressed include critical thinking, problem solving methods, leadership theory, followership, group cohesion, goal setting, and feedback mechanisms. Lessons are taught in a seminar format, emphasizing student discussions and practical exercises.

MSC 113 | FUNDAMENTALS OF LEADERSHIP | 1 quarter hour (Undergraduate)

This course provides cadets/students an introduction to the critical topic of leadership. The course seeks to convince cadets/students that they can learn to be better leaders than they are now (i.e. leaders aren't born they are developed), and to provide them with a model for understanding their development as leaders.

MSC 151 | PHYSICAL READINESS I | 1 quarter hour (Undergraduate)

Introduction to the principles of fitness: a fast-paced military-style interval training class that incorporates calisthenics and an emphasis on a healthy life style. Students will undergo an evaluation of their physical fitness level and it's progression over the course of the quarter.

MSC 201 | FUNDAMENTALS OF LEADERSHIP/ORGANIZATION AND PLANNING | 3.00 quarter hours (Undergraduate)

Fund Leadership/Organization and Plan. Introduction to leadership techniques in conducting military briefings, writing in the Army style, issuing oral orders, and reporting information. Review "Code of Conduct," and leader obligations. A practical laboratory which introduces the student to drill and ceremony, marksmanship, rappelling, communications, and first aid is required for Army ROTC cadets.

MSC 202 | LEADERSHIP DYNAMICS | 3.00 quarter hours (Undergraduate)

Fundamentals of decision-making, planning, supervising and technology management skills necessary to coordinate and control the efforts of subordinates in the accomplishment of a task. A practical laboratory which introduces the student to drill and ceremony, marksmanship, rappelling, communications, and first aid is required for Army ROTC cadets.

MSC 211 | LEADERSHIP AND PROBLEM SOLVING | 2 quarter hours (Undergraduate)

The purpose of this class is to introduce cadets/students to principal leadership instruction of the Basic Course. Building upon the fundamentals introduced in the MSC 100 level classes, this instruction delves into several aspects of communication and leadership theory.

MSC 212 | MILITARY PRINCIPLES OF TACTICS | 2 quarter hours (Undergraduate)

This quarter focuses principally on officership, providing an extensive examination of the unique purpose, roles, and obligations of commissioned officers. It includes a detailed look at the origin of our institutional values and their practical application in decision-making and leadership. The lesson traces the Army's successes and failure as it evolved from the Vietnam War to the present.

MSC 213 | OFFICERSHIP CASE STUDY | 2 quarter hours (Undergraduate)

This course builds on the MS I year's introduction to officership and provides an extensive examination of the unique purpose, roles, and obligations of commissioned officers. The aim is to convey a clear and complete understanding of what it means to be a commissioned officer. Special emphasis is given to the officer's role in shaping and guiding the growth and evolution of the Army through decisions, policies, and personal example.

MSC 252 | PHYSICAL READINESS II | 1 quarter hour (Undergraduate)

Introduction to the principles of fitness: a fast-paced military-style interval training class that incorporates calisthenics and an emphasis on a healthy life style. Students will undergo an evaluation of their physical fitness level and it's progression over the course of the quarter.

MSC 277 | WAR & PEACE IN THE MODERN AGE | 4 quarter hours (Undergraduate)

A survey of military history from 1648 to the present with emphasis on the relationship between armed forces and the societies that create them, the impact of technology on warfare, and efforts to limit deadly conflict.

MSC 321 | FUNDAMENTALS OF MILITARY LEADERSHIP AND TRAINING | 2 quarter hours (Undergraduate)

Instruction and case studies, which build leadership competencies and military skills in preparation for further responsibilities as Army Officers. Specific instruction in the principles of war, decision-making processes, planning models, and risk assessment. Advanced leadership instruction focuses on motivational theory, the role and actions of leaders, and organizational communications. Must be a contracted ARMY ROTC cadet.

MSC 322 | ORGANIZATIONAL LEADERS | 2 quarter hours (Undergraduate)

Specific instruction is given in individual leader development, planning and execution of small unit operations, individual and team development, and the Army as a career choice. Must be a contracted ARMY ROTC cadet.

MSC 321 is a prerequisite for this class.

MSC 323 | ADVANCED LEADERSHIP | 2 quarter hours (Undergraduate)

This course builds upon the previous lessons while introducing advanced leadership theories on motivation, leader modeling, and the role of a leader in an organization. Must be a contracted ARMY ROTC cadet.

MSC 322 is a prerequisite for this class.

**MSC 341 | COORDINATE ACTIVITIES WITH STAFFS | 2 quarter hours
(Undergraduate)**

This module consists of four lessons designed to give the cadet an understanding and appreciation of the critical importance that staff organization, planning, and coordination play in the success or failure of military operations. The module uses historical case studies initially to illustrate these points then transitions to provide an overview of staff fundamentals and principles contained in field manual FM 101-5. Must be a contracted ARMY ROTC cadet.

MSC 322 or MSC 323 is a prerequisite for this class.

**MSC 342 | ETHICAL IMPERATIVES FOR THE JUNIOR OFFICER | 2 quarter hours
(Undergraduate)**

This six-lesson module on ethics builds upon previous instruction presented in the Basic Course and the MS III year. These lessons further strengthen character and values within the cadets, increase their understanding of the Army's consideration of others' expectations, and improve their capacity to make correct decisions when presented with an ethical or moral dilemma. Must be a contracted ARMY ROTC cadet.

MSC 322 or MSC 323 is a prerequisite for this class.

**MSC 343 | ADVANCED MILITARY TOPICS | 2 quarter hours
(Undergraduate)**

This course builds upon the previous MS IV lessons while introducing advanced leadership theories on motivation, leader modeling, and the role of a leader in an organization. It will also address the responsibility and process of a leader on how to assess and apply risk assessment within the organization. Must be a contracted ARMY ROTC cadet.

**MSC 353 | PHYSICAL READINESS III | 1 quarter hour
(Undergraduate)**

Introduction to the principles of fitness: a fast-paced military-style interval training class that incorporates calisthenics and an emphasis on a healthy life style. Students will undergo an evaluation of their physical fitness level and it's progression over the course of the quarter.

**MSC 399 | MILITARY THEORY | 1.50 quarter hours
(Undergraduate)**

(Independent Study) Intensive research and study of one or more selected topics. The topics and research methodology are determined in consultation with the instructor. May be repeated for maximum of six credit hours.

Modern Languages (MOL)

**MOL 197 | SPECIAL TOPICS IN MODERN LANGUAGES | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**MOL 198 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**MOL 199 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

Variable credit.

**MOL 210 | CLASSICAL MYTHOLOGY | 4 quarter hours
(Undergraduate)**

This course is an interdisciplinary blend of the classical traditions of myth, literature and philosophy, concentrating on myth. It endeavors to place Classical literature into its historical, social and cultural contexts. Students will learn significant myths and the names and functions of the most important characters in them. They will investigate how the ancients used traditional narratives and images to explore, explain and experiment with ideas about themselves and their surroundings in those contexts. Learning about how myth is variously interpreted (as for example by means of theories of myth-interpretation) as well as basic methods of literary criticism (e.g., analysis of language, content, structure, etc.), students will employ ways to identify, understand and interpret the different types of communication present in myth-literature. As they move chronologically through the ancient world students will observe how myths change to reflect differing individual and collective concerns, as well as the specific interests (and so the significant aspects of discourse) of authors and audiences as conditions change. Students will also learn about literary genres, including poetry, tragedy and prose, their properties and distinctions and discover how genres also reflect audiences and times. Students will read and evaluate modern views of myth in order to understand how myth is open to multiple interpretations and upon what sounder bases myth is to be interpreted. While analyzing myths' diversity in various forms of literature, students will come to comprehend what mythology meant to the ancients, as well as those facets and ingredients of myth that are universal, enduring, and meaningful today.

**MOL 211 | ANCIENT GREEK AND ROMAN EPIC | 4 quarter hours
(Undergraduate)**

This course centers upon the Homeric Iliad and Odyssey and Vergil's Aeneid and endeavors to place these epic poems into their historical, social, and cultural contexts. Students will learn the definition of epic as a literary genre and discover how this genre evolved to reflect audiences and times. They will learn the components of epic language, in particular, literary devices and structural features (e.g., formulas, nested stories, epic similes). They will be able to describe the plots of the three epics and know the main- and mid-level human characters, gods, and goddesses. They will be able to define and better understand the meanings of "hero" and "heroism." Students will be able to express mature appreciation for the epics as whole works. Learning how the epics are variously interpreted as well as basic methods of literary criticism (e.g., analysis of language, content, structure, etc.), students will employ these as ways to understand and interpret the poems. As they read, learn and evaluate modern views of the epics, students will also acquire better means to distinguish critically between views and interpretations. A strong emphasis in this class will be upon the vital connections between past and present, and how students can become more aware of and understand important lasting concepts such as heroism, leadership, self-definition, etc. Finally, students will relate these stories to modern story-telling in order to understand how the heroes of the ancient Greeks live with us today. In short, they will interpret what epic poetry offered ancient listeners and what it has to teach modern readers. The classical tradition is rich with meaning and significance, even to modern 21st century adults and this class will not only be an exploration of the culture and instruction of the ancient world through epic, but an investigation of what classic motifs remain with us today.

MOL 212 | ANCIENT GREEK AND ROMAN TRAGEDY | 4 quarter hours (Undergraduate)

Classical Tragedy introduces students to the authors, social contexts and performances of ancient Greek drama. Students will learn how to interpret the "myths" presented on the ancient Greek stage and how to apply what they have learned to detect and to interpret the moral, social and political issues raised in them. They will learn the names, works and careers of the principal tragedians: Aeschylus, Sophocles, and Euripides. Students will learn to assess the formal and aesthetic properties of the works of different tragedians. Emphasis will be given to specifics of performance and to seeing a play in the "theater of the mind" as well as gaining command of relevant terminology, e.g., parodos, peripeteia, mimesis, catharsis, etc. Students will learn to outline the plot, argument and key themes of each work clearly and will gain an understanding of the historical context and social conditions motivating each work. The main themes of Greek tragedy (e.g., power, gender, justice, violence etc.) invite comparison to themes of contemporary theater and film. Students will acquire an awareness of ancient Greek tragedy in its connection with our own theatrical and literary culture, and they will reflect upon the influence of Greek drama on modern stage and literature. They will be able to employ several concepts in the analysis of Classical Tragedy.

MOL 213 | ANCIENT GREEK AND ROMAN COMEDY | 4 quarter hours (Undergraduate)

In this course students encounter selected landmarks of Greek and Roman satirical literature; they learn important theories of interpretation, theories of humor as well as secondary interpretative opinions about the works assigned. They will be engaged in the course material primarily through readings, lectures and discussions. Students also view or read whole or selected excerpts of modern visual or written literature that will supplement their primary and secondary readings. The roots of comedy extend deep into antiquity. This course, however, endeavors to train intelligent critics of modern satire. Students study authors ancient and modern in order to sharpen their critical abilities and to gain insight into Athens, Rome as well as the contemporary cultural milieu. Students are challenged to regard satire as a critical force. Students encounter comic dramatists with special interest in how the most serious material—war, death, injustice, suffering—is criticized in a way that they can enjoy. With the help of comic theorists students will explore the boundaries of the comic, the social and political function of comedy in different cultural contexts, and the varieties of humor: mad, cathartic, aggressive, destructive, defensive, celebratory etc. Students will confront a host of related issues such as the nature of tragic pleasure, the language and metaphors of humor, and the legal limits of satirical discourse.

MOL 214 | GENDER AND SEXUALITY IN ANCIENT GREECE AND ROME | 4 quarter hours (Undergraduate)

This course attempts to recover the experiences of women in ancient Greece and Rome by examining literary texts and archaeological remains that concern them. Students will investigate women's roles in public and private life and gauge the changes in their situation and representation over time. We'll also discuss the similarities and differences between ancient and contemporary attitudes toward sex and gender. The task is challenged by the paucity of sources that were produced by the women of antiquity themselves; often our view is said to be "filtered through a male lens".

MOL 215 | ANCIENT SCIENCE AND ITS LANGUAGE | 4 quarter hours (Undergraduate)

Students will study ancient science, its proponents and its epochs, later concentrating on the language of science. Students will learn successive highlights of inquiry within scientific culture, beginning in prehistory and ancient Egypt. As they proceed from Egypt through the ancient Greek enlightenment and onto Roman science and its decline, students will learn the basics of how representative thinkers evaluated and altered "contemporary" understanding. Students will witness firsthand the ever-changing perspective of scientific knowledge and compare it with modern empirical methodology. They will acquire an ability to interpret varying viewpoints of "science" through an overview of changes of perception combined with selected readings from the works of ancient philosophers, physicists and physicians. Students will also learn the composition of scientific terminology; they will learn how to analyze, dissect and compose scientific terms based upon the Classical languages of ancient Greece and Rome.

MOL 220 | HOW LANGUAGE WORKS | 4 quarter hours (Undergraduate)

The focus of this course is on linguistics as the study of how language works in the minds and brains of its speakers, taking an approach that focuses on the mental representation of language. We develop a theory of language knowledge that includes knowledge of sound systems, sentence structure, and meaning, and along the way we investigate data from diverse languages to illustrate how linguists think and reason. We also draw connections between linguistic knowledge and other types of cognition, as well as connections between linguistics and related fields, including philosophy, psychology, and neuroscience.

MOL 244 | CLASSICAL CHINESE I | 4 quarter hours (Undergraduate)

Classical Chinese is predominantly a literary language, which has played a linguistically and culturally unifying role among the many vernacular languages of China. Permission of instructor, some Mandarin Chinese preferred.

MOL 245 | CLASSICAL CHINESE II | 4 quarter hours (Undergraduate)

Classical Chinese is predominantly a literary language, which has played a linguistically and culturally unifying role among the many vernacular languages of China. MOL 244 or equivalent recommended.

MOL 246 | CLASSICAL CHINESE III | 4 quarter hours (Undergraduate)

Classical Chinese is predominantly a literary language, which has played a linguistically and culturally unifying role among the many vernacular languages of China. MOL 245 or equivalent recommended.

MOL 247 | CHINA AND SOCIAL MEDIA | 4 quarter hours (Undergraduate)

This course is designed to discuss various China-related social issues reported on Chinese and American social media. Students are required to read select materials about China from both American social media and the translated version of Chinese social media and participate in active class discussions on the readings. The materials aim to help students understand how and why salient social issues in China are reported divergently on state-run as compared to unofficial social media in China as well as on social media based in China as compared to those based in the U.S. Students will learn to use the knowledge of Chinese philosophy, history, contemporary political and economic contexts, censorship and journalism to understand what shapes Chinese media reports.

MOL 282 | MODERN AFRICAN LITERATURE | 4 quarter hours
(Undergraduate)

Themes and theories of postcolonial studies in relation to African culture, politics and literature. Evaluation of novels, criticism, and movies to provide an introduction to the complex, highly heterogeneous experience of modern African literature.

MOL 293 | RUSSIAN MASS MEDIA, POLITICS, AND CULTURE | 4 quarter hours
(Undergraduate)

This course examines how Russian and international news outlets alike present the realities of Russian society, culture and politics. Students will be asked to reflect on how mass media, rhetoric, imagery, and presentational styles influence the global public's understanding of current events. Through analysis of news segments and news articles, students will become more attuned to how contemporary depictions of this most important partner and adversary on the world stage are presented to a U.S. audience through both Russian state-sponsored news outlets in English (The Moscow Times, Russian Times [RT] TV) and through international outlets (news from France 24 English, Deutsch Welle English, Telemundo English, CNN, Bloomberg News, Fox News, etc). The course also explores how geopolitical relationships can be helped and hindered by their portrayal in the media, and students will gain an understanding of the material, symbolic, political, and cultural implications of the way media shapes, informs, and at times distorts, perspectives.

MOL 297 | SPECIAL TOPICS IN MODERN LANGUAGES | 4 quarter hours
(Undergraduate)

See schedule for current offerings.

MOL 298 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)

Variable credit.

MOL 299 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)

Variable credit.

MOL 300 | PROFESSIONAL PRACTICUM | 1-4 quarter hours
(Undergraduate)

Supervised experience in teaching, tutoring, interpreting, editing, writing or other professional exercises of language skills.

MOL 306 | WARRIORS, WITCHES, FIREBIRDS AND VAMPIRES: INTRODUCTION TO RUSSIAN FOLKLORE | 4 quarter hours
(Undergraduate)

This course will introduce students to the rich and dynamic body of Russian folk texts and belief. Course readings will include epic poems, skazki (fairy tales), ballads, legends, incantations, and elements of popular culture. Students will learn and apply contemporary theories of folklore and traditional folk belief. The course will touch on the role of Russian folklore themes in literature and film. Emphasis on primary source materials with supplemental theory and history. Discussions in English. Readings in English. Cross-listed with RUS 306.

MOL 309 | THE NOVELIST'S WORLD | 4 quarter hours
(Undergraduate)

Variable topics.

MOL 310 | JAPANESE CULTURE | 4 quarter hours
(Undergraduate)

Japanese Culture is a cross-cultural and interdisciplinary exploration of Japanese culture, especially as regards cultural figures such as "geisha," "samurai," and "Hello Kitty." These figures intersect with various critical discourses on gender, sexuality, nationalism, exoticism, orientalism, modernity, tradition, art, and aesthetics. They have also generated both praise and criticism. These questions are not only specific to the cultural figures as listed above but also run deep in society. The course will also examine other historical and ideological constructions in Japan and the West, especially in the United States.

MOL 311 | TOPICS IN FRENCH LITERATURE | 4 quarter hours
(Undergraduate)

Masterpieces, themes and genres of French literature from its origins to the present day.

MOL 313 | TOPICS IN ITALIAN LITERATURE | 4 quarter hours
(Undergraduate)

Masterpieces, themes and genres of Italian literature from its origins to the present day.

MOL 314 | TOPICS IN RUSSIAN LITERATURE | 4 quarter hours
(Undergraduate)

Masterpieces, themes and genres of Russian literature from its origins to the present day.

MOL 315 | TOPICS IN HISPANIC LITERATURE | 4 quarter hours
(Undergraduate)

Masterpieces, themes and genres of Hispanic literature from its origins to the present day.

MOL 316 | TOPICS IN THE RUSSIAN NOVEL | 4 quarter hours
(Undergraduate)

The course will allow students to read and analyze novels from important Russian authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, as well as others. Students will write essays and participate in individual and group projects in the format of Round-Table discussion. Cross-listed with RUS 316, CPL 319, and ENG 389. Formerly MOL 368.

MOL 317 | TOPICS IN THE RUSSIAN SHORT STORY | 4 quarter hours
(Undergraduate)

The study of a representative selection of Russian short fiction concentrating on the great 19th-century masters such as Pushkin, Gogol, Turgenev, Tolstoy, Chekhov, Gorky, and Korolenko.

MOL 318 | MASTERPIECES OF RUSSIAN LITERATURE | 4 quarter hours
(Undergraduate)

This course will explore masterpieces of Russian literature from a variety of genres: plays, novels, short stories and poetry. Works by authors such as Tolstoy, Chekhov, Dostoyevsky, Gogol, Nabokov, Pushkin, Turgenev, Akhmatova, Mayakovsky, Pasternak and Yevtushenko will be read within their historical context to provide a basis for literary appreciation and analysis.

MOL 319 | WORLD OF THE CINEMA | 4 quarter hours
(Undergraduate)

Critical analysis of cinematic development.

MOL 322 | CULTURAL HISTORY OF PARIS | 4-8 quarter hours
(Undergraduate)

A study of Paris from its origins in Roman times to the present day, this study abroad course is composed of readings (primary and secondary), lectures, and on-site visits that reveal the unfolding history of Paris.

**MOL 333 | HISPANIC WOMEN WRITERS | 4 quarter hours
(Undergraduate)**

Same topics as Spanish 322, but taught in English; not counted as part of a Spanish major or minor.

**MOL 334 | EXPLORING MULTICULTURALISM THROUGH LITERATURE | 4 quarter hours
(Undergraduate)**

Various topics.

**MOL 335 | EXPLORING SOCIAL DIVERSITY IN LATIN AMERICA | 4 quarter hours
(Undergraduate)**

Readings and instruction in English; not counted as part of a Spanish major or minor. Cross-listed as LST 201.

**MOL 337 | CONTEMPORARY LATIN AMERICA THROUGH ITS LITERATURE | 4 quarter hours
(Undergraduate)**

The study of English translations of a variety of Latin American literary works that highlight key historical, political, social, and artistic trends in the region.

**MOL 340 | ARAB CULTURE | 4 quarter hours
(Undergraduate)**

This is the first in a series of three hybrid courses in the Arabic Studies Program that examine Arab culture. The purpose of this course is to provide students with an overview of Arab culture and a clear understanding of its elements and historical events that shaped it. Emphasis will be placed on cultural aspects shared by all Arabs. The course will examine the general concept of culture, and study the elements that form Arab culture. It will also explore the impact of critical factors and events in Arab history from pre-Islamic to modern time on the evolution of Arab culture as we know it today. Students will gain insight into the way Arabs think by examining Arabs' cultural practices, products, and perspectives. In addition to learning about Arabs and Arab culture, students will practice using technology to research, blog, discuss, and contribute to open-sources on topics related to Arab culture. Students will also have the opportunity to meet and interact with Arabs and the Chicago Arab heritage community.

**MOL 341 | MEDIA IN THE ARAB WORLD | 4 quarter hours
(Undergraduate)**

This course is one of a series of three culture/media/and literature courses strongly recommended for a major in Arabic Studies. It is also an elective course that can be taken by students at large. The purpose of the course is to introduce students to the Arab media—including newspapers, television, and the Internet—as a product of Arab culture. Students will examine Arab media to gain better understanding of its nature, role, content, and influence within emphasis on the context of Arab societies and the factors influencing their people such as politics, religion, technology, and Western influence. In addition to the assigned readings from the textbook and a variety of sources that represent various perspectives, a sample of products of Arab media including newspapers, TV programs, news, cartoons, and blogs will be examined to better understand Arab media. Furthermore, elements and factors that impact Arab media will be analyzed and discussed. The impact of the West on Arab media, and the future of Arab media will also be discussed.

**MOL 342 | MODERN ARABIC LITERATURE IN TRANSLATION | 4 quarter hours
(Undergraduate)**

This course is one of a series of three courses offered by the Arabic Studies program as part of the major and minor in Arabic Studies. It provides a survey of modern Arabic literature and focuses on various genres, including poetry, plays, short stories, and novels. Works by major Arab writers and poets representing various regions and content related to Arab culture are examined and analyzed to develop an appreciation for Arabic literature and a deeper understanding of Arab culture. This is a hybrid course. Students meet onsite one day a week for 2 hours and conduct work online to satisfy the course requirements. Specific assignments are provided each week through D2L and Ning social network for the online portion of the course.

**MOL 349 | TEACHING MODERN LANGUAGES | 4 quarter hours
(Undergraduate)**

The Teaching Modern Language course is specially designed for the teacher who is about to begin his/her career teaching foreign languages at the K-12 levels. This course is also designed for accomplished and experienced teachers who wish to receive new information on current theory and practice. The course has as an overall objective to provide learners with the theoretical and practical tools that will enable them to become critical and reflective foreign language practitioners.

**MOL 350 | METHODS OF TEACHING MODERN LANGUAGES IN THE ELEMENTARY SCHOOL | 4 quarter hours
(Undergraduate)**

Provides training in the theory and methods of teaching foreign languages in the elementary school (FLES). Designed for both pre-service and in-service teachers. Pre-service teachers include foreign language majors interested in elementary school teaching and elementary majors who are proficient in a foreign language and interested in teaching FLES. In-service teachers include elementary teachers proficient in a foreign language who are teaching or who are interested in teaching FLES and secondary trained teachers who are teaching or who are interested in teaching FLES. In order to meet the objectives of this course and subsequent methods courses, it is expected that all participants be able to demonstrate proficiency in English and a second language before enrolling.

**MOL 354 | THEORETICAL FOUNDATIONS/CURRENT RESEARCH SECOND/FOREIGN LANGUAGE ACQUISITION | 4 quarter hours
(Undergraduate)**

This course serves both as undergraduate and graduate-level introduction to the field of second language acquisition (SLA) research. As such, it will introduce students to the research methods, findings, and some of the theoretical discussions that have encompassed the last three decades of SLA research. The focus is on basic questions regarding the process of language learning, rather than on explicitly pedagogical issues. The most important goal of SLA research is to uncover and describe the processes that are potentially affected by instructional efforts. Thus, one of the goals of the course is to have students reflect and, if necessary, modify how they view the role of an instructor and a learner of a second language. The material can be used to inform learning a second language as much as it is instrumental in teaching a second language. The material in this course should encourage students to question assumptions and begin to formulate individual ideas about what goes on in classrooms, how students learn, and how this learning could inform teaching of a second language. A final goal is to introduce students to critical reading of research articles in the field, as a preparation for possible further study of SLA.

**MOL 355 | CONTEMPORARY CRITICISM | 4 quarter hours
(Undergraduate)**

An overview of contemporary criticism from Russian formalism to post-modernism. Cross-listed as CPL 355.

**MOL 356 | PSYCHOLINGUISTICS | 4 quarter hours
(Undergraduate)**

An overview of basic issues in experimental psycholinguistics by introducing various topics, such as speech perception/production, word recognition/memory, sentence processing, first- and second-language acquisition and the brain and languages. Cross-listed as PSY 393.

**MOL 357 | TEACHING CULTURE IN THE FOREIGN LANGUAGE
CLASSROOM | 4 quarter hours
(Undergraduate)**

Pedagogical theory and practice in the integration of culture into the language classroom.

**MOL 360 | REALISM IN RUSSIAN DRAMA | 4 quarter hours
(Undergraduate)**

The course presents some of the greatest Russian plays of the 18th and 19th century. In the course, students will read original works in English translation by Von Vizin, Griboedov, Pushkin, Gogol, Lermontov, and Ostrovsky. Some critical works will be included. Students will read, analyze, and interpret the plays, comedies and dramas, both with respect to form and meaning.

**MOL 364 | MODERN RUSSIAN AUTHORS | 4 quarter hours
(Undergraduate)**

This course explores works of the most influential Russian authors of the Modern period. Authors might include Anton Chekhov, Vladimir Nabokov, Mikhail Bulgakov, Evgeny Zamyatin, and more. Students will explore several genres, including poetry, novel, short, story, and plays. These authors and works will be studied in the context of their times.

**MOL 369 | RUSSIAN LITERATURE AND FILM | 4 quarter hours
(Undergraduate)**

Greatest Russian short stories, plays, and novels of the 19-20th century, as presented in film. Readings in English translation may include works by Tolstoy, Dostoevsky, Ostrovsky, Chekhov, and Pasternak.

**MOL 370 | PROFESSIONAL TRANSLATION AND INTERPRETING | 4
quarter hours
(Undergraduate)**

This course introduces students to the professions of translation and interpreting and covers several associated topics: the skills and knowledge each profession requires above and beyond language proficiency, professional conduct and ethical practice, and the translation and interpreting theory that informs professional translation and interpreting.

**MOL 371 | TRANSLATION AS AN ART & SCIENCE | 4 quarter hours
(Undergraduate)**

This is a skill-building translation course that introduces students to the approaches, methods, and techniques they should be ready to deploy in order to engage in translation as an art and as a science. This course requires a minimum of intermediate proficiency in a language other than English. If you have questions about your language proficiency, please contact the Director of the Translator and Interpreter Corps for guidance.

**MOL 372 | TRANSLATION LANGUAGE-PAIR PRACTICE | 4 quarter hours
(Undergraduate)**

This is a skill-building translation course in which students receive translation training in their language pair. This course requires a minimum of intermediate proficiency in a language other than English. If you have questions about your language proficiency, please contact the Director of the Translator and Interpreter Corps for guidance.

**MOL 373 | CONSECUTIVE INTERPRETING | 4 quarter hours
(Undergraduate)**

This course trains students in the practice of consecutive interpreting, including memory training and note-taking skills. Students practice interpreting in the consecutive mode from and into English using a variety of speech types, and receive feedback from the instructor and/or external assessors as necessary. This course requires a minimum of intermediate proficiency in a language other than English. If you have questions about your language proficiency, please contact the Director of the Translator and Interpreter Corps for guidance.

**MOL 374 | SIMULTANEOUS INTERPRETING | 4 quarter hours
(Undergraduate)**

This course trains students in the practice of simultaneous interpreting. Students practice interpreting in the simultaneous mode from and into English using a variety of speech types, and receive feedback from the instructor and/or external assessors as necessary. This course requires a minimum of intermediate proficiency in a language other than English. If you have questions about your language proficiency, please contact the Director of the Translator and Interpreter Corps for guidance.

**MOL 379 | TRANSLATION/INTERPRETING PRACTICUM | 2 quarter hours
(Undergraduate)**

This course, which is designed for students pursuing a certificate in Translation and Interpreting Studies (TIS), provides students with an opportunity to gain practical experience in translation and/or interpreting, under the guidance of the instructor. In consultation with the instructor, students will identify an appropriate translation and/or interpreting project and work on it throughout the quarter with the goal of completing it by the end of the quarter. Students pursuing a TIS certificate are advised to take this course after completing all other certificate courses or concurrently with the last one, if possible. If scheduling or other considerations make this infeasible, this course can be taken at any time by any student who has the necessary skills needed to undertake the project. Students who are not pursuing a TIS certificate and are interested in this course should contact the instructor to discuss whether the class is a good fit for them.

**MOL 380 | COMMUNITY BASED SERVICE LEARNING | 4 quarter hours
(Undergraduate)**

Variable topics in theory and practice of service learning.

**MOL 389 | TOPICS IN COMPARATIVE LITERATURE | 4 quarter hours
(Undergraduate)**

Variable topics. Consult course schedule for current offering. Cross-listed as ENG 389.

**MOL 392 | INTERNSHIPS | 1-4 quarter hours
(Undergraduate)**

Variable credit.

**MOL 395 | FLAC FOR ALBANIAN STUDIES | 2 quarter hours
(Undergraduate)**

This two credit hour course will be taught in the Albanian language and paired with an existing four-credit course on a topic in the field.

MOL 396 | CAPSTONE: LANGUAGE, LITERATURE, AND CULTURE | 4 quarter hours (Undergraduate)

This course addresses broad issues of human language that touch upon the concerns of all language majors. Topics include subjects such as: Languages as endangered species; The physiological/psychological benefits of bilingualism; and Oral language cultures. Topics are approached from a very broad perspective, namely linguistic, anthropological, literary and historical.

MOL 397 | SPECIAL TOPICS IN MODERN LANGUAGES | 4 quarter hours (Undergraduate)

See schedule for current offerings.

MOL 398 | STUDY ABROAD | 1-8 quarter hours (Undergraduate)

Variable credit.

MOL 399 | INDEPENDENT STUDY | 1-4 quarter hours (Undergraduate)

Variable credit.

MOL 400 | PROFESSIONAL PRACTICUM | 1-4 quarter hours (Graduate)

Supervised experience in teaching, tutoring, interpreting, editing writing or other professional exercise of language skills.

MOL 401 | PROFESSIONAL FOUNDATIONS | 4 quarter hours (Graduate)

In this course students will prepare a series of surveys/summaries of research literature and learning resources. They will identify one or more professional organizations such as MLA, CLA, ACTFL, CTFL, AATX, and others. Using their by-laws, publications, and recent conference programs, students will write a literature summary that identifies the major issues of concern to these organizations, and analyze their resources and professional standards related to research and practice in the students' field of interest. Required for Modern Language MA students.

MOL 402 | LANGUAGE, SELF AND SOCIETY | 4 quarter hours (Graduate)

This course offers students a theoretical and methodological introduction to the theory and methods of the study of language variation and change and its relationship to various social and individual factors (e.g. race, class, sex, ethnicity, identity, etc.). It introduces students to the concepts, theories, and methods used to analyze language and its role in the definition and construction of individual and group identity. Students will look specifically at how social and individual factors may influence linguistic structure and vice versa. The course will explore various theories of sociolinguistics, including the interaction between language and speakers' membership in various groups, linguistic variation across groups, intergroup theory, dialectology, and discourse analysis, among others. Through the course readings students will consider and critically analyze the notions of the speech community and the individual, the existence (or not) of dialects, synchronic variation and diachronic change, the relationship between social factors and language, language policy and planning, language standardization, linguistic ethnography, and theories related to education and society. Bilingual phenomena such as code switching, language contact, and the creation of pidgins and creoles will also be examined. Topics may vary by quarter. This course is required for language MA students.

MOL 440 | ARAB CULTURE | 4 quarter hours (Graduate)

This is the first in a series of three hybrid courses in the Arabic Studies Program that examine Arab culture. The purpose of this course is to provide students with an overview of Arab culture and a clear understanding of its elements and historical events that shaped it. Emphasis will be placed on cultural aspects shared by all Arabs. The course will examine the general concept of culture, and study the elements that form Arab culture. It will also explore the impact of critical factors and events in Arab history from pre-Islamic to modern time on the evolution of Arab culture as we know it today. Students will gain insight into the way Arabs think by examining Arabs' cultural practices, products, and perspectives. In addition to learning about Arabs and Arab culture, students will practice using technology to research, blog, discuss, and contribute to open-sources on topics related to Arab culture. Students will also have the opportunity to meet and interact with Arabs and the Chicago Arab heritage community.

MOL 441 | MEDIA IN THE ARAB WORLD | 4 quarter hours (Graduate)

This course is one of a series of three culture/media/and literature courses strongly recommended for a major in Arabic Studies. It is also an elective course that can be taken by students at large. The purpose of the course is to introduce students to the Arab media—including newspapers, television, and the Internet—as a product of Arab culture. Students will examine Arab media to gain better understanding of its nature, role, content, and influence within emphasis on the context of Arab societies and the factors influencing their people such as politics, religion, technology, and Western influence. In addition to the assigned readings from the textbook and a variety of sources that represent various perspectives, a sample of products of Arab media including newspapers, TV programs, news, cartoons, and blogs will be examined to better understand Arab media. Furthermore, elements and factors that impact Arab media will be analyzed and discussed. The impact of the West on Arab media, and the future of Arab media will also be discussed.

MOL 442 | MODERN ARABIC LITERATURE IN TRANSLATION | 4 quarter hours (Graduate)

This course is one of a series of three courses offered by the Arabic Studies program as part of the major and minor in Arabic Studies. It provides a survey of modern Arabic literature and focuses on various genre including poetry, plays, short stories, and novels. Work by major Arab writers and poets representing various regions and content related to Arab culture are examined and analyzed to develop an appreciation for Arabic literature and deeper understanding of Arab culture as portrayed in the major works of modern Arab poets and authors. This is a hybrid course. Students meet onsite one day a week for 2 hours and conduct work online to satisfy the course requirements. Specific assignments are provided each week through D2L and Ning social network for the online portion of the course.

MOL 449 | TEACHING MODERN LANGUAGES | 4 quarter hours (Graduate)

The Teaching Modern Language course is specially designed for the teacher who is about to begin his/her career teaching foreign languages at the K-12 levels. This course is also designed for accomplished and experienced teachers who wish to receive new information on current theory and practice. The course has as an overall objective to provide learners with the theoretical and practical tools that will enable them to become critical and reflective foreign language practitioners.

MOL 450 | METHODS OF TEACHING FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL | 4 quarter hours**(Graduate)**

Provides training in the theory and methods of teaching foreign languages in the elementary school (FLES). Designed for both pre-service and in-service teachers. Pre-service teachers include foreign language majors interested in elementary school teaching and elementary majors who are proficient in a foreign language and interested in teaching FLES. In-service teachers include elementary teachers proficient in a foreign language who are teaching or who are interested in teaching FLES and secondary trained teachers who are teaching or who are interested in teaching FLES. In order to meet the objectives of this course and subsequent methods courses, it is expected that all participants be able to demonstrate proficiency in English and a second language before enrolling.

MOL 454 | THEORETICAL FOUNDATIONS/CURRENT RESEARCH SECOND/FOREIGN LANGUAGE ACQUISITION | 4 quarter hours**(Graduate)**

This course serves both as undergraduate and graduate-level introduction to the field of second language acquisition (SLA) research. As such, it will introduce students to the research methods, findings, and some of the theoretical discussions that have encompassed the last three decades of SLA research. The focus is on basic questions regarding the process of language learning, rather than on explicitly pedagogical issues. The most important goal of SLA research is to uncover and describe the processes that are potentially affected by instructional efforts. Thus, one of the goals of the course is to have students reflect and, if necessary, modify how they view the role of an instructor and a learner of a second language. The material can be used to inform learning a second language as much as it is instrumental in teaching a second language. The material in this course should encourage students to question assumptions and begin to formulate individual ideas about what goes on in classrooms, how we learn, and how this learning could inform our teaching of second language. A final goal is to introduce students to critical reading of research articles in the field, as a preparation for possible further study of SLA.

MOL 457 | TEACHING CULTURE IN THE MODERN LANGUAGE CLASSROOM | 4 quarter hours**(Graduate)**

Pedagogical theory and practice in the integration of culture into the language classroom.

MOL 460 | RUSSIAN DRAMA IN ENGLISH TRANSLATION I | 4 quarter hours**(Graduate)**

The course presents some of the greatest Russian plays of the 18th and 19th century. In the course, students will read original works in English translation by Von Vizin, Griboedov, Pushkin, Gogol, Lermontov, and Ostrovsky. Some critical works will be included. Students will read, analyze, and interpret the plays, comedies and dramas, both with respect to form and meaning.

MOL 461 | RUSSIAN DRAMA IN TRANSLATION II: SOVIET ERA | 4 quarter hours**(Graduate)**

Russian theater of the 20th century appeared in parallel to realistic novels and contributed to the movement of realism in Russian literature. Russian theater of the 20th century, presented by such authors as Chekhov, Gorky, Bulgakov and Tefi, demonstrates tendencies from realism to avant-garde. Some critical works will be included. The student will read, analyze and interpret the plays, comedies and dramas, both with respect to form and meaning. In the process they will develop greater insight into the social and multicultural issues of the time.

MOL 464 | RUSSIAN SHORT STORY IN ENGLISH TRANSLATION II: SOVIET ERA | 4 quarter hours**(Graduate)**

This course presents some of the greatest Russian short stories (1880 - 1930) in English translation. Students will read short stories in English translation by major Russian writers such as Chekhov, Kuprin, Bunin and Bulgakov. Students will analyze and interpret short stories of the 1880-1930 period, both with respect to form and meaning, and discuss some critical works.

MOL 468 | RUSSIAN NOVEL IN ENGLISH TRANSLATION III: CONTEMPORARY | 4 quarter hours**(Graduate)**

Major Russian prose works of the late 20th century, read in English translation. Authors include Bulgakov, Platonov, Pristavkin, and Bitov.

MOL 470 | PROFESSIONAL TRANSLATION AND INTERPRETING | 4 quarter hours**(Graduate)**

This course introduces students to the professions of translation and interpreting and covers several associated topics: the skills and knowledge each profession requires above and beyond language proficiency, professional conduct and ethical practice, and the translation and interpreting theory that informs professional translation and interpreting. The course also provides students with the opportunity to practice translation and interpreting at a basic level, with feedback from the instructor and/or external assessors as necessary. This course requires a minimum of intermediate proficiency in a language other than English. If you have questions about your language proficiency, please contact the Director of the Translator and Interpreter Corps for guidance.

MOL 471 | TRANSLATION AS AN ART & SCIENCE | 4 quarter hours**(Graduate)**

This is a skill-building translation course that introduces students to the approaches, methods, and techniques they should be ready to deploy in order to engage in translation as an art and as a science. This course requires a minimum of intermediate proficiency in a language other than English. If you have questions about your language proficiency, please contact the Director of the Translator and Interpreter Corps for guidance.

MOL 472 | TRANSLATION LANGUAGE-PAIR PRACTICE | 4 quarter hours**(Graduate)**

This is a skill-building translation course in which students receive translation training in their language pair. This course requires a minimum of intermediate proficiency in a language other than English. If you have questions about your language proficiency, please contact the Director of the Translator and Interpreter Corps for guidance.

**MOL 473 | CONSECUTIVE INTERPRETING | 4 quarter hours
(Graduate)**

This course trains students in the practice of consecutive interpreting, including memory training and note-taking skills. Students practice interpreting in the consecutive mode from and into English using a variety of speech types, and receive feedback from the instructor and/or external assessors as necessary. This course requires a minimum of intermediate proficiency in a language other than English. If you have questions about your language proficiency, please contact the Director of the Translator and Interpreter Corps for guidance.

**MOL 474 | SIMULTANEOUS INTERPRETING | 4 quarter hours
(Graduate)**

This course trains students in the practice of simultaneous interpreting. Students practice interpreting in the simultaneous mode from and into English using a variety of speech types, and receive feedback from the instructor and/or external assessors as necessary. This course requires a minimum of intermediate proficiency in a language other than English. If you have questions about your language proficiency, please contact the Director of the Translator and Interpreter Corps for guidance.

**MOL 479 | TRANSLATION/INTERPRETING PRACTICUM | 2 quarter hours
(Graduate)**

This course, which is designed for students pursuing a certificate in Translation and Interpreting Studies (TIS), provides students with an opportunity to gain practical experience in translation and/or interpreting, under the guidance of the instructor. In consultation with the instructor, students will identify an appropriate translation and/or interpreting project and work on it throughout the quarter with the goal of completing it by the end of the quarter. Students pursuing a TIS certificate are advised to take this course after completing all other certificate courses or concurrently with the last one, if possible. If scheduling or other considerations make this infeasible, this course can be taken at any time by any student who has the necessary skills needed to undertake the project. Students who are not pursuing a TIS certificate and are interested in this course should contact the instructor to discuss whether the class is a good fit for them.

**MOL 496 | MAMOL CAPSTONE | 4 quarter hours
(Graduate)**

As the required capstone course for the M.A. program in Modern Languages, MOL 496 requires students to reflect on their coursework and the materials that they have produced for their portfolios in order to articulate a coherent vision of their experience in the program. It encourages them to learn from each other's professional interests, builds community among them, and facilitates interactive learning. The course employs a seminar design that is intentionally flexible, and varies depending upon the participating students' goals and objectives. Class sessions will focus on the common issues and concerns that all students face as "language professionals." In addition, each student must select a representative work (the portfolio project), create an overview and commentary text on this work, and present the work to the class. Each student's portfolio and project (whether a thesis, internship, or creative work) will reflect his or her own intellectual interests and professional goals.

**MOL 497 | SPECIAL TOPICS IN MODERN LANGUAGES | 4 quarter hours
(Graduate)**

See schedule for current offerings.

**MOL 498 | STUDY ABROAD | 1-8 quarter hours
(Graduate)**

Variable credit.

**MOL 499 | INDEPENDENT STUDY | 4-8 quarter hours
(Graduate)**

Variable credit.

**MOL 510 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to master's degree candidates who are actively working toward the completion of a thesis, project, or portfolio. Enrollment in this course is limited to three quarters and requires thesis/project advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries and requires the equivalent of half-time enrollment status. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

**MOL 511 | CANDIDACY MAINTENANCE | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to graduate students who are not registered for a course in a given quarter but need to maintain active university status. Enrollment in this course is limited to three quarters and requires permission of the graduate director. Enrollment in this course allows access to the library and other campus facilities. This course does not carry an equivalent enrollment status and students in it are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

Music Education (MED)

**MED 95 | CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH | 2 quarter hours
(Undergraduate)**

Required of all music education students. Observations and participation experience with children and youth in a school or agency. This course is a prerequisite for student teaching and related professional courses. This course serves as a pre-requisite for MED 392. (0 quarter hours)

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

**MED 101 | BRASS I | 1 quarter hour
(Undergraduate)**

Trumpet and french horn. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**MED 102 | BRASS II | 1 quarter hour
(Undergraduate)**

Trombone, euphonium and tuba. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**MED 103 | WOODWINDS I | 1 quarter hour
(Undergraduate)**

Clarinet and saxophone. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

MED 104 | WOODWINDS II | 1 quarter hour
(Undergraduate)

Oboe and bassoon. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

MED 105 | STRINGS I | 1 quarter hour
(Undergraduate)

Violin and viola. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

MED 106 | STRINGS II | 1 quarter hour
(Undergraduate)

Cello and string bass. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

MED 107 | PERCUSSION I | 1 quarter hour
(Undergraduate)

This course focuses on the fundamentals of instrumental percussion performance, pedagogy, and other related information. Open only to School of Music students. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

MED 108 | PERCUSSION II | 1 quarter hour
(Undergraduate)

This course focuses on the continued study of instrumental percussion performance, pedagogy, and other related information. Open only to School of Music students. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

MED 109 | WOODWINDS III | 1 quarter hour
(Undergraduate)

Flute. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

MED 121 | CLASS GUITAR | 1 quarter hour
(Undergraduate)

This course focuses on the fundamentals of guitar performance and pedagogy. Students learn how to teach group guitar classes and accompany classroom teaching. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

MED 196 | CLASS VOICE | 1 quarter hour
(Undergraduate)

A developmental approach to singing that emphasizes a healthy approach to the child's singing voice, as well as the development of the participants' vocal skills. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

MED 200 | MUSIC EDUCATION LAB ENSEMBLE | 1 quarter hour
(Undergraduate)

This course is designed to provide music education majors with experience singing and playing secondary and tertiary instruments in a student led lab ensemble. The participants will also explore literature appropriate for 6-12 grade choral, wind, and string ensembles. Music education majors who have completed the conducting courses or are currently taking Conducting for the Music Educator will serve as conductors for the Lab Ensemble; music education majors who are currently in the methods mix may take this class as a music education elective and will serve as instrumentalists and singers in the ensemble.

MED 201 | CLASSROOM INSTRUMENTS | 2 quarter hours
(Undergraduate)

The purpose of this course is to provide students with the opportunities to develop basic skills using instruments and sound sources appropriate for use in general music (K-8) classroom settings. This course will focus on: at least one voice of recorder, body percussion, barred Orff instruments, unpitched percussion, and drums. The skills and knowledge students attain from the course experience will better prepare them to play and teach these instruments to children in school settings and beyond. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

MED 202 | COMPOSITION IN THE K-12 CLASSROOM | 2 quarter hours
(Undergraduate)

Composition is one of the nine National Standards for Music Education and has become an important topic in public school music curricula. The purpose of this course is to introduce music education students to the use of composition in the music classroom from Kindergarten through 12th grade. We will explore composition as a process and a product, examine the historical roots of composition in schools, and work on building the necessary tools and techniques to be successful music educators who lead students through the process of composition. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

MED 203 | FOUNDATIONS OF MUSIC TEACHING AND LEARNING I | 2 quarter hours
(Undergraduate)

This course will focus on the development of culturally response practice in music classrooms and rehearsals. Culture will be studied from the perspective of language, race, ethnicity, religion, and sexual identity and related to the k-12 music context. This course is designed to address recent curricular requirements established by the Illinois State Board of Education. (2 quarter hours)

MED 306 is a prerequisite for this class.

MED 204 | FOUNDATIONS OF MUSIC TEACHING AND LEARNING II | 2 quarter hours
(Undergraduate)

This course will introduce music education students to the use of data driven measures in the k-12 music classroom. Students will learn how to read research, apply research findings to instructional design, assess students, write rubrics, and revise curricula based on formative and summative assessments. This course is in response to the Illinois State Board of Education requirements for new teacher licensure. (2 quarter hours)

MED 306 is a prerequisite for this class.

MED 300 | ELEMENTARY & MIDDLE SCHOOL INSTRUMENTAL METHODS & LAB | 4 quarter hours
(Undergraduate)

This course will serve to introduce students to the practical and philosophical aspects of teaching instrumental music at the elementary and middle school levels. Topics included will be: philosophies of teaching; comprehensive musicianship through performance (CMP); organization and administration of the instrumental music program; planning and curriculum; assessment; evaluation and measurement of teaching and learning; instructional and source materials; methods and techniques of instruction; observation of teaching situations. Students will review method books and literature, develop lesson and rehearsal plans, create assessments, and conduct visiting ensembles. (2 quarter hours)

MED 306 is a prerequisite for this class.

MED 301 | SECONDARY INSTRUMENTAL METHODS AND LAB | 4 quarter hours**(Undergraduate)**

The purpose of this course is to prepare students for secondary levels of instrumental music instruction. Primary goals include administrative responsibilities, teaching techniques, use of appropriate classroom materials (including repertoire selection), and appropriate means of student evaluation. (2 quarter hours)

MED 300 is a prerequisite for this class.

MED 303 | ELEMENTARY VOCAL-GENERAL METHODS & LAB | 4 quarter hours**(Undergraduate)**

This course is designed to introduce music education students to the world of the elementary general music classroom. Students will develop the skills and fundamental knowledge to function effectively in this environment. Course content includes readings, practical experiences in the field, peer teaching, self-evaluation, and work using a digital portfolio platform. (2 quarter hours)

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

MED 304 | MIDDLE SCHOOL VOCAL METHODS AND LAB | 2 quarter hours**(Undergraduate)**

The course is designed to prepare music education majors to teach music in a middle school/junior high school setting. Students will learn how to design a vocal music program, including both general music and chorus. More specifically, the course will address 1) the adolescent personality, middle school philosophy, and emerging musical knowledge and skills, 2) choral music repertoire, the changing voice, and rehearsal techniques, and 3) general music curriculum and assessment, classroom management, and the use of technology for middle schools. As part of the course, students will be required to observe and interact with middle school general music classrooms and choruses. This course is required for all vocal music education majors. (2 quarter hours)

MED 306 is a prerequisite for this class.

MED 305 | SECONDARY VOCAL METHODS AND LAB | 4 quarter hours**(Undergraduate)**

This course is designed to introduce music students to music education in k-12 settings. Students will learn about the different contexts where music is taught, learning modalities and applications in music classrooms, classroom management, and state and national standards for the arts. Course content will include readings, observations, and peer teaching. (2 quarter hours)

MED 304 is a prerequisite for this class.

MED 306 | INTRODUCTION TO MUSIC EDUCATION | 2 quarter hours**(Undergraduate)**

This course is designed to introduce music students to music education in k-12 settings. Students will learn about the different contexts where music is taught, learning modalities and applications in music classrooms, classroom management, and state and national standards for the arts. Course content will include readings, observations, and peer teaching. (2 quarter hours)

Status as a Music student is a prerequisite for this class.

MED 307 | ORCHESTRAL LITERATURE | 2 quarter hours**(Undergraduate)**

This course will provide students with a practical introduction to the various types of string and full orchestra literature available at the elementary, middle, and high school levels. Topics will include music source information, comprehensive musicianship in practice, score listening, score study and evaluation, source materials, grading of educational literature and copyright law. (2 quarter hours)

MED 306 is a prerequisite for this class.

MED 308 | ACCOMPANYING FOR THE MUSIC EDUCATOR | 2 quarter hours**(Undergraduate)**

The objectives of this course are to help students further develop practical keyboard facility and keyboard musicianship skills, reinforce musical and theoretical concepts presented in Musicianship classes, improve facility of reading piano music, establish keys of pieces by preparing scales, arpeggios, and chord progressions, and combine all of the above in teaching more effectively and confidently with good piano accompaniment for classroom/choral teaching. (2 quarter hours)

MED 306 is a prerequisite for this class.

MED 309 | AFRICAN DRUMMING FOR THE MUSIC EDUCATOR | 2 quarter hours**(Undergraduate)**

This course is designed to introduce music education students to the basics of African Drumming and how to incorporate this genre into the k-12 music classroom. Students will learn to drum, sing, and dance within this genre. They will also write lesson/unit plans that demonstrate their understanding of how to incorporate African Drumming in the music classroom. (2 quarter hours)

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

MED 310 | MUSIC EDUCATION FOR THE EXCEPTIONAL CHILD | 4 quarter hours**(Undergraduate)**

A survey course highlighting special education mandates that affect music educators, including profiles of giftedness and various areas of disability. Alternative teaching strategies and classroom management techniques are also addressed. Teaching observations are a required component of this course.

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

MED 311 | MARCHING BAND TECHNIQUES | 2 quarter hours**(Undergraduate)**

Basic marching techniques and movements, selection and use of music, design and charting of shows using digital medium. (2 quarter hours)

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

MED 313 | CHORAL LITERATURE | 2 quarter hours**(Undergraduate)**

This course will provide students with a practical introduction to the various types of choral literature available for elementary, middle school and high school vocal ensembles. Topics will include music source information, listening, octavo study and evaluation, and the development of the students' personal musicianship through ear training. (2 quarter hours)

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

MED 316 | LITERATURE FOR WIND ORGANIZATIONS | 2 quarter hours (Undergraduate)

A general survey of literature will be undertaken as well as specific projects related to school groups, wind chamber and ensemble organizations, and concert bands. (2 quarter hours)

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

MED 325 | TECHNOLOGY FOR MUSIC EDUCATORS | 2 quarter hours (Undergraduate)

This course will acquaint the music education major with a variety of music technology hardware and software applications, which may be used effectively for instruction in the music classroom and studio. Developing lesson plans and projects are required components of this course. (2 quarter hours)

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

MED 326 | CREATIVITY IN MUSIC EDUCATION | 2 quarter hours (Undergraduate)

The purpose of this course is to explore philosophies, principles, and practices connected to creative musicianship in a variety of music education settings. Students will examine and critique various theories and models, as well as explore practical ways to incorporate create musicianship in their classrooms. (2 quarter hours)

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

MED 340 | CONDUCTING FOR THE MUSIC EDUCATOR | 2 quarter hours (Undergraduate)

This course will equip the music educator with the preliminary abilities to teach from the podium (i.e. in a performance ensemble setting). It will provide a sequential and methodical approach to the knowledge, skills, and attitudes that are necessary for effective and efficient teaching in the performing ensemble classroom. (2 quarter hours)

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

MED 360 | TOPICS IN MUSIC EDUCATION | 4.00 quarter hours (Undergraduate)

Concentrated study of a selected area of music education. (2 quarter hours)

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

MED 365 | INTRODUCTION TO KODALY | 2 quarter hours (Undergraduate)

This course will cover the philosophy and basic teaching tools promoted by Zoltan Kodaly. Participants will finish with an abundance of new songs, games, activities and techniques that will energize, organize, and perhaps transform their teaching. Daily schedule will include pedagogy, musicianship, folk music materials, and special topics such as instruments in the classroom and classical music connections for elementary students. (2 quarter hours)

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

MED 380 | KODALY: LEVEL I | 3.00 quarter hours (Undergraduate)

Using high quality traditional folk music as the initial core musical material, Kodaly-inspired musician educators engage their students in joyful, sequential, developmentally-appropriate, child-centered, interactive, sound-based instruction. During an intensive two-week summer workshop, the Level I Kodaly Certification program introduces the Kodaly approach in a three-part program: musicianship, Kodaly pedagogy, and folk music and materials. (3 quarter hours)

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

MED 381 | KODALY: LEVEL II | 3.00 quarter hours (Undergraduate)

Continued intensive study of materials, techniques, and pedagogy for sequential skill and curriculum development in beginning level concepts and elements for developing dictation and sight-reading skills; repertoire for singing, moving, and listening. Folk music materials and analysis; continuation of personal retrieval system. Modes, diatony, simple functional harmony; Conducting. Chorus. (3 quarter hours)

Status as a Music Education student and MED 380 or completion of Kodaly Level I at another accredited program is a prerequisite for this class.

MED 382 | KODALY: LEVEL III | 3.00 quarter hours (Undergraduate)

Continued intensive study of materials, techniques, and pedagogy for sequential skill and curriculum development in intermediate level concepts and elements for developing dictation and sight-reading skills; repertoire for singing, moving, and listening. Folk music materials and analysis; continuation of personal retrieval system. Modes, diatony, simple functional harmony; Musicianship, Kodaly Pedagogy, Folk Music and materials, and Chorus. (3 quarter hours)

Status as a Music Education student and MED 381 or Kodaly Level II at another accredited institution is a prerequisite for this class.

MED 383 | DALCROZE: LEVEL I | 2.00 quarter hours (Undergraduate)

Eurythmics, solfege, improvisation, pedagogy, composition, and body technique.

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

MED 386 | ORFF: LEVEL I | 3.00 quarter hours (Undergraduate)

Introduction to Orff-Schulwerk through the process of integrating rhythm and movement, speech and song, rhythm instruments, Orff instruments, and soprano recorder for creative music-making with children in pre-school, elementary grades, and those with special needs; emphasis on materials in major and minor pentatonic scales. (3 quarter hours)

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

MED 390 | ORFF: LEVEL II | 3.00 quarter hours (Undergraduate)

Continuation of all aspects of the Schulwerk process; emphasis on a variety of materials, vocal, instrumental, and improvisational techniques for children in the middle and upper elementary grades; introduction of alto recorder; experience with dorian, aeolian, phrygian modes, major and minor tonalities. (3 quarter hours)

Status as a Music Education student and MED 386 or completion of Orff Level I at another accredited institution is a prerequisite for this class.

**MED 391 | ORFF: LEVEL III | 3.00 quarter hours
(Undergraduate)**

Advanced course leading to certificate in Orff-Schulwerk; additional exploration of Schulwerk materials found in volumes 35 and techniques of contemporary music; further development of skills in arranging rhythmic, speech, movement, and melodic materials for a variety of educational settings; recorder ensemble, lesson planning, and teaching opportunities. (3 quarter hours)

Status as a Music Education student and MED 390 or completion of Orff Level II at another accredited institution is a prerequisite for this class.

**MED 392 | STUDENT TEACHING | 6 quarter hours
(Undergraduate)**

A variety of supervised and directed experiences in the teaching of music in elementary and secondary schools. The teaching in schools is supplemented with conferences, evaluations, and seminars. COREQUISITE(S): MED 393. (6 quarter hours)

MED 300, MED 303, MED 306, MED 310, MED 095 and status as a Music Education major is a prerequisite for this class.

**MED 393 | STUDENT TEACHING SEMINAR | 1.00 quarter hours
(Undergraduate)**

A seminar meeting will be held every week for the purpose of sharing experiences and discussing challenges. In addition, important certification and graduation requirements will be covered. School of Music faculty will host these meetings. (1 quarter hour)

MED 300, MED 303, MED 306, MED 310, MED 095 and status as a Music Education major is a prerequisite for this class.

**MED 398 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

An in-depth study of a music education topic under the supervision of a faculty member. (Departmental permission required). (1 quarter hour)

Status as a Music Education student or BM-Jazz Studies or DM-Jazz Studies is a prerequisite for this class.

**MED 400 | CULTURALLY RESPONSIVE MUSIC EDUCATION: EXPLORING CONCEPTS, THEORIES, AND PRACTICE IN K-12 CLASSROOMS | 4 quarter hours
(Graduate)**

The American classroom has been changing radically over the past two decades. Currently, one in nine children is the child of an immigrant, with most immigrants coming from Latin America and Asian countries. The changing demographic of American schools is in stark contrast to the face of the teaching profession, which is predominantly white and female. The purpose of this course is to introduce music educators to the concepts and theories that ground culturally responsive pedagogy, and to provide a framework for adaptation of this pedagogy into the music classroom.

Status as a Graduate Music Education student is a prerequisite for this class.

**MED 401 | SEMINAR IN MUSIC EDUCATION I: PHILOSOPHY OF MUSIC EDUCATION | 4 quarter hours
(Graduate)**

The courses are designed 1) to develop a philosophical and historical perspective of music education; 2) to study the psychology of music; 3) to study topics in curriculum design; 4) to encourage study and research in areas of student interest and need; and 5) to study contemporary issues in music education that can have significant impact on classroom teaching.

Status as a Graduate Music Education student is a prerequisite for this class.

**MED 402 | SEMINAR IN MUSIC EDUCATION II: PSYCHOLOGY OF MUSIC TEACHING & LEARNING | 4 quarter hours
(Graduate)**

The courses are designed 1) to develop a philosophical and historical perspective of music education; 2) to study the psychology of music; 3) to study topics in curriculum design; 4) to encourage study and research in areas of student interest and need; and 5) to study contemporary issues in music education that can have significant impact on classroom teaching.

Status as a Graduate Music Education student is a prerequisite for this class.

**MED 403 | SEMINAR IN MUSIC EDUCATION III: CURRICULUM DEVELOPMENT IN MUSIC EDUCATION | 4 quarter hours
(Graduate)**

The courses are designed 1) to develop a philosophical and historical perspective of music education; 2) to study the psychology of music; 3) to study topics in curriculum design; 4) to encourage study and research in areas of student interest and need; and 5) to study contemporary issues in music education that can have significant impact on classroom teaching.

MED 402 is a prerequisite for this class.

**MED 404 | HISTORY OF MUSIC EDUCATION IN THE UNITED STATES | 2 quarter hours
(Graduate)**

This class will provide graduate music education majors with the opportunity to develop historical frameworks for their understanding of the teaching profession. Students will gain a perspective of music education history, in order to better understand the present and future. Students will be expected to question the nature and value of music, in order to gain a sense of purpose in your teaching. Throughout the quarter, historical issues will be addressed in relation to the practice of teaching. (2 quarter hours)

Status as a Graduate Music Education student is a prerequisite for this class.

**MED 405 | ACCOMPANYING FOR THE MUSIC EDUCATOR | 2 quarter hours
(Graduate)**

The objectives of this course are to help students further develop practical keyboard facility and keyboard musicianship skills, reinforce musical and theoretical concepts presented in Musicianship classes, improve facility of reading piano music, establish keys of pieces by preparing scales, arpeggios, and chord progressions, and combine all of the above in teaching more effectively and confidently with good piano accompaniment for classroom/choral teaching. (2 quarter hours)

Status as a Graduate Music Education student is a prerequisite for this class.

**MED 406 | ORCHESTRAL LITERATURE | 2 quarter hours
(Graduate)**

This course will provide students with a practical introduction to the various types of string and full orchestra literature available at the elementary, middle, and high school levels. Topics will include music source information, comprehensive musicianship in practice, score listening, score study and evaluation, source materials, grading of educational literature and copyright law. (2 quarter hours)

Status as a Graduate Music Education student is a prerequisite for this class.

MED 409 | AFRICAN DRUMMING FOR THE MUSIC EDUCATOR | 2 quarter hours**(Graduate)**

This course is designed to introduce music education students to the basics of African Drumming and how to incorporate this genre into the k-12 music classroom. Students will learn to drum, sing, and dance within this genre. They will also write lesson/unit plans that demonstrate their understanding of how to incorporate African Drumming in the music classroom. (2 quarter hours)

Status as a Graduate Music Education student is a prerequisite for this class.

MED 410 | MUSIC EDUCATION FOR THE EXCEPTIONAL CHILD | 4 quarter hours**(Graduate)**

A survey course highlighting special education mandates that affect music educators, including profiles of giftedness and various areas of disability. Alternative teaching strategies and classroom management techniques are also addressed.

Status as a Graduate Music Education student is a prerequisite for this class.

MED 411 | MARCHING BAND TECHNIQUES | 2 quarter hours**(Graduate)**

Basic marching techniques and movements, selection and use of music, design and charting of shows using digital medium. (2 quarter hours)

Status as a Graduate Music Education student is a prerequisite for this class.

MED 413 | CHORAL LITERATURE | 2 quarter hours**(Graduate)**

This course will provide students with a practical introduction to the various types of choral literature available for elementary, middle school and high school vocal ensembles. Topics will include music source information, listening, octavo study and evaluation, and the development of the students' personal musicianship through ear training. (2 quarter hours)

Status as a Graduate Music Education student is a prerequisite for this class.

MED 425 | TECHNOLOGY FOR MUSIC EDUCATORS | 2 quarter hours**(Graduate)**

This course will acquaint the music education major with a variety of music technology hardware and software applications, which may be used effectively for instruction in the music classroom and studio. Developing lesson plans and projects are required components of this course. (2 quarter hours)

Status as a Graduate Music Education student is a prerequisite for this class.

MED 426 | CREATIVITY IN MUSIC EDUCATION | 4 quarter hours**(Graduate)**

The purpose of this course is to explore philosophies, principles, and practices connected to creative musicianship in a variety of music education settings. Students will examine and critique various theories and models, as well as explore practical ways to incorporate create musicianship in their classrooms.

Status as a Graduate Music Education student is a prerequisite for this class.

MED 460 | TOPICS IN MUSIC EDUCATION | 4.00 quarter hours**(Graduate)**

Concentrated study of a selected area of music education. (2 quarter hours)

Status as a Graduate Music Education student is a prerequisite for this class.

MED 480 | KODALY: LEVEL I | 3.00 quarter hours**(Graduate)**

Using high quality traditional folk music as the initial core musical material, Kodaly-inspired musician educators engage their students in joyful, sequential, developmentally-appropriate, child-centered, interactive, sound-based instruction. During an intensive two-week summer workshop, the Level I Kodaly Certification program introduces the Kodaly approach in a three-part program: musicianship, Kodaly pedagogy, and folk music and materials. (3 quarter hours)

Status as a graduate Music Education student or non-degree graduate music student is a prerequisite for this class.

MED 481 | KODALY: LEVEL II | 3.00 quarter hours**(Graduate)**

Continued intensive study of materials, techniques, and pedagogy for sequential skill and curriculum development in beginning level concepts and elements for developing dictation and sight-reading skills; repertoire for singing, moving, and listening. Folk music materials and analysis; continuation of personal retrieval system. Modes, diatony, simple functional harmony; Conducting. Chorus. (3 quarter hours)

Status as a graduate Music Education student or non-degree graduate music student is a prerequisite for this class.

MED 482 | DALCROZE: LEVEL I | 2.00 quarter hours**(Graduate)**

Eurhythmics, solfège, improvisation, pedagogy, composition, and body technique.

Status as a graduate Music Education student or as a non-degree graduate music student is a prerequisite for this class.

MED 483 | KODALY: LEVEL III | 3.00 quarter hours**(Graduate)**

Continued intensive study of materials, techniques, and pedagogy for sequential skill and curriculum development in intermediate level concepts and elements for developing dictation and sight-reading skills; repertoire for singing, moving, and listening. Folk music materials and analysis; continuation of personal retrieval system. Modes, diatony, simple functional harmony; Musicianship, Kodaly Pedagogy, Folk Music and materials, and Chorus. (3 quarter hours)

Status as a graduate Music Education student or non-degree graduate music student is a prerequisite for this class.

MED 484 | ORFF CURRICULUM | 2.00 quarter hours**(Graduate)**

This course provides participants with an opportunity to help Orff inspired teachers analyze and write a music curriculum that includes all elements of the Schulwerk and that attends to State and National standards. (2 quarter hours)

Status as a graduate Music Education student or non-degree graduate music student is a prerequisite for this class.

**MED 486 | ORFF: LEVEL I | 3.00 quarter hours
(Graduate)**

Introduction to Orff-Schulwerk through the process of integrating rhythm and movement, speech and song, rhythm instruments, Orff instruments, and soprano recorder for creative music-making with children in pre-school, elementary grades, and those with special needs; emphasis on materials in major and minor pentatonic scales. (3 quarter hours)

Status as a graduate Music Education student or non-degree graduate music student is a prerequisite for this class.

**MED 490 | ORFF: LEVEL II | 3.00 quarter hours
(Graduate)**

Continuation of all aspects of the Schulwerk process; emphasis on a variety of materials, vocal, instrumental, and improvisational techniques for children in the middle and upper elementary grades; introduction of alto recorder; experience with dorian, aeolian, phrygian modes, major and minor tonalities. (3 quarter hours)

Status as a graduate Music Education student or non-degree graduate music student is a prerequisite for this class.

**MED 491 | ORFF: LEVEL III | 3.00 quarter hours
(Graduate)**

Advanced course leading to certificate in Orff-Schulwerk; additional exploration of Schulwerk materials found in volumes 35 and techniques of contemporary music; further development of skills in arranging rhythmic, speech, movement, and melodic materials for a variety of educational settings; recorder ensemble, lesson planning, and teaching opportunities. (3 quarter hours)

Status as a graduate Music Education student or non-degree graduate music student is a prerequisite for this class.

**MED 492 | TECHNIQUES OF RESEARCH IN MUSIC EDUCATION | 4 quarter hours
(Graduate)**

This course will examine the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading, and the use of educational research as a means for informing educational theory, practice and policy.

Status as a Graduate Music Education student is a prerequisite for this class.

**MED 498 | MASTERS CANDIDATE RESEARCH | 2 quarter hours
(Graduate)**

(2 quarter hours)

Status as a Graduate Music Education student is a prerequisite for this class.

**MED 499 | INDEPENDENT STUDY | 2-4 quarter hours
(Graduate)**

An in-depth study of a music education topic under the supervision of a faculty member. (Departmental permission required). (2 quarter hours)

Status as a Graduate Music Education student is a prerequisite for this class.

Music Ensemble (MEN)

**MEN 1 | WIND SYMPHONY | 0 quarter hours
(Undergraduate)**

The Wind Symphony is an ensemble designed to prepare wind and percussion students for careers as performers, teachers, and other careers in music. The goal is to achieve a high level of musicianship through repertoire selected by the instructor and rehearsal/performance preparation demonstrated by the individual members of the ensemble. While setting a high performance expectation, a productive and meaningful music-making environment will also be fostered. All MEN courses are repeatable courses. Placement audition required. (0 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 2 | ENSEMBLE 20+ | 0 quarter hours
(Undergraduate)**

Study, interpretation, rehearsal and performance of living composers' music and 20th century masterpieces, with focus on music for mixed ensembles of 8-25 players; acquisition of interpretive skills and instrumental techniques necessary for playing contemporary music. (0 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 5 | GUITAR ENSEMBLE | 0 quarter hours
(Undergraduate)**

Study, rehearsal and performance of guitar literature. (0 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 23 | CONCERT CHOIR | 0 quarter hours
(Undergraduate)**

Rehearsal and performance of choral works from a variety of styles and historical periods. An audition is required before the first rehearsal of the quarter. (0 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 30 | CONCERT ORCHESTRA | 0 quarter hours
(Undergraduate)**

Study, rehearsal, and performance of masterpieces of the smaller orchestra repertoire, both traditional and contemporary; acquisition of a high level of musicianship as well as professional skills needed for orchestra playing, with emphasis on interpretative, listening, and blending abilities. Placement audition required. (0 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 31 | SYMPHONY ORCHESTRA | 0 quarter hours
(Undergraduate)**

Study, rehearsal, and performance of masterpieces of the orchestral repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra. Placement Audition Required. (0 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 37 | WIND ENSEMBLE | 0 quarter hours
(Undergraduate)**

Study, rehearsal, and performance of masterpieces of wind literature, both traditional and contemporary, with focus on music for ensembles of 8-30 players; acquisition of necessary musical and professional skills for playing in such an ensemble. All MEN courses are repeatable courses. Placement audition required. (0 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 41 | CHAMBER MUSIC | 0 quarter hours
(Undergraduate)**

A practical application of chamber music performance techniques for advanced instrumentalists and vocalists. Activities include coaching sessions, class participation, and public performances. (0 quarter hours)
Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 47 | CHAMBER CHOIR | 0 quarter hours
(Undergraduate)**

An advanced choral ensemble of selected voices. Audition required. All MEN courses are repeatable courses. (0 quarter hours)
Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 61 | PERCUSSION ENSEMBLE | 0 quarter hours
(Undergraduate)**

Study, rehearsal and performance of percussion literature. (0 quarter hour)
Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 101 | WIND SYMPHONY | 1 quarter hour
(Undergraduate)**

The Wind Symphony is an ensemble designed to prepare wind and percussion students for careers as performers, teachers, and other careers in music. The goal is to achieve a high level of musicianship through repertoire selected by the instructor and rehearsal/performance preparation demonstrated by the individual members of the ensemble. While setting a high performance expectation, a productive and meaningful music-making environment will also be fostered. All of the MEN courses are repeatable courses. Placement audition required. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 123 | CONCERT CHOIR | 1 quarter hour
(Undergraduate)**

Rehearsal and performance of choral works from a variety of styles and historical periods. Open to all DePaul undergraduates by audition. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 130 | CONCERT ORCHESTRA | 1 quarter hour
(Undergraduate)**

Study, rehearsal, and performance of masterpieces of the smaller orchestra repertoire, both traditional and contemporary; acquisition of a high level of musicianship as well as professional skills needed for orchestra playing, with emphasis on interpretative, listening, and blending abilities. Placement audition required. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 131 | SYMPHONY ORCHESTRA | 1 quarter hour
(Undergraduate)**

Study, rehearsal, and performance of masterpieces of the orchestral repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra. All of the MEN courses are repeatable courses. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 141 | INTRODUCTION TO CHAMBER MUSIC | 1 quarter hour
(Undergraduate)**

An introduction to chamber music performance techniques and performance practice for first-year woodwind, brass, string, and piano performance students. Activities include coaching sessions, class participation, and public performances. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 205 | GUITAR ENSEMBLE | 1 quarter hour
(Undergraduate)**

Study, rehearsal and performance of guitar literature. (1 quarter hour)
Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 221 | WIND ENSEMBLE | 1 quarter hour
(Undergraduate)**

Study, rehearsal, and performance of masterpieces of wind literature, both traditional and contemporary, with focus on music for ensembles of 8-30 players; acquisition of necessary musical and professional skills for playing in such an ensemble. All of the MEN courses are repeatable courses. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 231 | CHAMBER CHOIR | 1 quarter hour
(Undergraduate)**

An advanced choral ensemble of selected voices. All of the MEN courses are repeatable courses. Open to all DePaul undergraduates by audition. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 240 | POP/VERNACULAR SMALL ENSEMBLE | 1 quarter hour
(Undergraduate)**

Students who play instruments that are traditionally found in popular, folk, and vernacular ensembles will be placed into small ensembles and guided through the process of selecting, preparing, and performing music for the purpose of a short public performance of covers and/or original songs.

**MEN 241 | CHAMBER MUSIC | 1 quarter hour
(Undergraduate)**

A practical application of chamber music performance techniques for advanced instrumentalists and vocalists. Activities include coaching sessions, class participation, and public performances. (1 quarter hour)
Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 261 | PERCUSSION ENSEMBLE | 1 quarter hour
(Undergraduate)**

Study, rehearsal and performance of percussion literature. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 300 | AFRICAN MUSIC ENSEMBLE | 1 quarter hour
(Undergraduate)**

Students will learn musical techniques and repertory from cultures of Africa and the African diaspora. Course activities may include instrumental techniques, singing, and dancing. No prior experience with African music necessary. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**MEN 301 | ENSEMBLE 20+ | 1 quarter hour
(Undergraduate)**

Study, interpretation, rehearsal and performance of living composers' music and 20th century masterpieces, with focus on music for mixed ensembles of 8-25 players; acquisition of interpretive skills and instrumental techniques necessary for playing contemporary music. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 400 | ENSEMBLE 20+ | 0 quarter hours**(Graduate)**

Study, interpretation, rehearsal and performance of living composers' music and 20th century masterpieces, with focus on music for mixed ensembles of 8-25 players; acquisition of interpretive skills and instrumental techniques necessary for playing contemporary music. (0 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MEN 401 | WIND SYMPHONY | 1 quarter hour**(Graduate)**

The Wind Symphony is an ensemble designed to prepare wind and percussion students for careers as performers, teachers, and other careers in music. The goal is to achieve a high level of musicianship through repertoire selected by the instructor and rehearsal/performance preparation demonstrated by the individual members of the ensemble. While setting a high performance expectation, a productive and meaningful music-making environment will also be fostered. All MEN courses are repeatable courses. Placement audition required. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MEN 402 | WIND SYMPHONY | 0 quarter hours**(Graduate)**

The Wind Symphony is an ensemble designed to prepare wind and percussion students for careers as performers, teachers, and other careers in music. The goal is to achieve a high level of musicianship through repertoire selected by the instructor and rehearsal/performance preparation demonstrated by the individual members of the ensemble. While setting a high performance expectation, a productive and meaningful music-making environment will also be fostered. All MEN courses are repeatable courses. Placement audition required. (0 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MEN 405 | GUITAR ENSEMBLE | 1.00 quarter hours**(Graduate)**

Study, rehearsal and performance of guitar literature. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MEN 406 | CONCERT CHOIR | 0 quarter hours**(Graduate)**

Rehearsal and performance of choral works from a variety of styles and historical periods. All MEN courses are repeatable courses. Open to graduate students only. Audition required. (0 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MEN 407 | SYMPHONY ORCHESTRA | 0 quarter hours**(Graduate)**

Study, rehearsal, and performance of masterpieces of the orchestral repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra. Placement Audition Required. (0 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MEN 408 | WIND ENSEMBLE | 0 quarter hours**(Graduate)**

Study, rehearsal, and performance of masterpieces of wind literature, both traditional and contemporary, with focus on music for ensembles of 8-30 players; acquisition of necessary musical and professional skills for playing in such an ensemble. All MEN courses are repeatable courses. (0 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MEN 409 | CHAMBER CHOIR | 0 quarter hours**(Graduate)**

An advanced choral ensemble of selected voices. Placement audition required. All MEN courses are repeatable courses. Open to graduate students only. Audition required. (0 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MEN 410 | CHAMBER MUSIC | 0 quarter hours**(Graduate)**

A practical application of chamber music performance techniques for advanced instrumentalists and vocalists. Activities include coaching sessions, class participation, and public performances. (0 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MEN 411 | ENSEMBLE 20+ | 1 quarter hour**(Graduate)**

Study, interpretation, rehearsal and performance of living composers' music and 20th century masterpieces, with focus on music for mixed ensembles of 8-25 players; acquisition of interpretive skills and instrumental techniques necessary for playing contemporary music. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MEN 412 | CONCERT ORCHESTRA | 0 quarter hours**(Graduate)**

Study, rehearsal, and performance of masterpieces of the smaller orchestra repertoire, both traditional and contemporary; acquisition of a high level of musicianship as well as professional skills needed for orchestra playing, with emphasis on interpretative, listening, and blending abilities. Placement audition required. (0 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MEN 414 | AFRICAN MUSIC ENSEMBLE | 1.00 quarter hours**(Graduate)**

Students will learn musical techniques and repertory from cultures of Africa and the African diaspora. Course activities may include instrumental techniques, singing, and dancing. No prior experience with African music necessary. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MEN 423 | CONCERT CHOIR | 1 quarter hour**(Graduate)**

Rehearsal and performance of choral works from a variety of styles and historical periods. An audition is required before the first rehearsal of the quarter. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**MEN 430 | CONCERT ORCHESTRA | 1 quarter hour
(Graduate)**

Study, rehearsal, and performance of masterpieces of the smaller orchestra repertoire, both traditional and contemporary; acquisition of a high level of musicianship as well as professional skills needed for orchestra playing, with emphasis on interpretative, listening, and blending abilities. Placement audition required. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**MEN 431 | SYMPHONY ORCHESTRA | 1 quarter hour
(Graduate)**

Study, rehearsal, and performance of masterpieces of the orchestral repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra. All MEN courses are repeatable courses. Placement audition required. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**MEN 437 | WIND ENSEMBLE | 1 quarter hour
(Graduate)**

Study, rehearsal, and performance of masterpieces of wind literature, both traditional and contemporary, with focus on music for ensembles of 8-30 players; acquisition of necessary musical and professional skills for playing in such an ensemble. All MEN courses are repeatable courses. Placement audition required. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**MEN 441 | CHAMBER MUSIC | 1 quarter hour
(Graduate)**

A practical application of chamber music performance techniques for advanced instrumentalists and vocalists. Activities include coaching sessions, class participation, and public performances. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**MEN 447 | CHAMBER CHOIR | 1 quarter hour
(Graduate)**

An advanced choral ensemble of selected voices. All MEN courses are repeatable courses. Placement audition required. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**MEN 461 | PERCUSSION ENSEMBLE | 1.00 quarter hours
(Graduate)**

Study, rehearsal and performance of percussion literature. (1 quarter hour)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

**MEN 498 | INDEPENDENT STUDY | 1-4 quarter hours
(Graduate)**

An in-depth study of a music ensemble topic under the supervision of a faculty member. (Departmental permission required). (variable credit)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

Musicianship (MUS)

**MUS 100 | UNDERSTANDING MUSIC | 4 quarter hours
(Undergraduate)**

Developing an understanding of musical elements and forms, and how composers use them to create music throughout the history of western music. This course also includes a look at the musics of the world and jazz. This course is not available to students in the School of Music. Arts and Literature.

**MUS 102 | COMPOSITION AND SOUND ART FOR NON-MUSIC MAJORS | 4 quarter hours
(Undergraduate)**

Through performing, recording, and studying a variety of compositional styles, students develop creative music projects. Instrumental, vocal, and/or computer music skills will be fostered throughout the course. No previous experience necessary. This course is not available to students in the School of Music. Arts and Literature.

**MUS 105 | ROCK MUSIC-THE BEATLES: MUSIC, AESTHETICS AND CULTURE | 4 quarter hours
(Undergraduate)**

This course is a survey of the music and movies of the Beatles. Topics covered in this class include the basic elements of music to allow students to analyze and compose simple songs. No previous knowledge of music is necessary. This course is not available to students in the School of Music. Arts and Literature.

**MUS 107 | GUIDE TO MUSIC THEORY | 4 quarter hours
(Undergraduate)**

The fundamentals of notation and elemental theory for non-music majors. Online drills and short composition studies will be included as course activities. Arts and Literature.

**MUS 108 | ROCK MUSICS OF THE WORLD | 4 quarter hours
(Undergraduate)**

A historical survey of the world's main styles of rock music, extending from Chuck Berry to Puff Daddy to Coldplay, from Bob Marley to Black Sabbath. Arts and Literature.

**MUS 109 | FROM WAGNER TO YOUTUBE: THE WEDDING OF MUSIC AND DRAMA | 4 quarter hours
(Undergraduate)**

Examines the use of music to reinforce drama and visual image in opera, film, and rock video. This course is not available to students in the School of Music. Arts and Literature.

**MUS 110A | MUSIC THEORY I | 2 quarter hours
(Undergraduate)**

Theory fundamentals - from keys, scales, and intervals, through seventh chords and four-part writing.

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 110B | MUSIC HISTORY I | 2 quarter hours
(Undergraduate)**

Music of the Medieval and Renaissance periods.

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 111 | AURAL TRAINING I | 1 quarter hour
(Undergraduate)**

A six-quarter sequence of sight-singing and dictation, organized in coordination with the musicianship curriculum. Each quarter is a prerequisite for the following level. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 112 | ROCK COMPOSITION | 4 quarter hours
(Undergraduate)**

This course aims to provide students with the tools and historical perspective to compose Rock music. Students will transcribe and practice the techniques of songs in various classic Rock styles, learning the specifics of those styles in class and in reviewing live performances in the Chicago area. Students will also be educated in more general musical disciplines such as song-form, rhythm, harmony, melody, and text-setting. Arts and Literature.

**MUS 113 | GROUP PIANO I | 1 quarter hour
(Undergraduate)**

The first six courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters. (1 quarter hour)

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 120A | MUSIC THEORY II | 2 quarter hours
(Undergraduate)**

Study of theory including four-part writing of seventh chords; secondary chords; common-chord modulation; 18th century counterpoint: analysis and composition.

MUS 110A is a prerequisite for this class.

**MUS 120B | MUSIC HISTORY II | 2 quarter hours
(Undergraduate)**

Music of the Baroque period.

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 121 | AURAL TRAINING II | 1 quarter hour
(Undergraduate)**

A six-quarter sequence of sight-singing and dictation, organized in coordination with the musicianship curriculum. Each quarter is a prerequisite for the following level. (1 quarter hour)

MUS 111 is a prerequisite for this class.

**MUS 123 | GROUP PIANO II | 1 quarter hour
(Undergraduate)**

The second of six courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters. (1 quarter hour)

MUS 113 is a prerequisite for this class.

**MUS 130A | MUSIC THEORY III | 2 quarter hours
(Undergraduate)**

The study of theory including mode mixture, Neapolitan and augmented sixth chords; chromatic modulation; binary, ternary, rondo and sonata forms. Analysis of keyboard sonatas and symphonic movements.

MUS 120A is a prerequisite for this class.

**MUS 130B | MUSIC HISTORY III | 2 quarter hours
(Undergraduate)**

Music of the Classic and early Romantic period through 1820.

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 131 | AURAL TRAINING III | 1 quarter hour
(Undergraduate)**

A six-quarter sequence of sight-singing and dictation, organized in coordination with the musicianship curriculum. Each quarter is a prerequisite for the following level. (1 quarter hour)

MUS 121 is a prerequisite for this class.

**MUS 133 | GROUP PIANO III | 1 quarter hour
(Undergraduate)**

The third of three courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters. (1 quarter hour)

MUS 123 is a prerequisite for this class.

**MUS 140 | MUSIC OF THE WORLD'S PEOPLE | 4 quarter hours
(Undergraduate)**

A survey of music roles and practices in a variety of countries and continents. This course is not available to students in the School of Music. Arts and Literature.

**MUS 200 | MUSIC OF THE UNITED STATES TO 1900 | 4 quarter hours
(Undergraduate)**

This course discusses two types of subject matter: the traditions of art music or "classical" American music from the Colonial era through the latter Nineteenth Century; and the important vernacular or popular tradition of music which emerged between 1830-40 and continued up through about 1900. Arts and Literature.

**MUS 201 | MUSIC OF THE UNITED STATES SINCE 1900 | 4 quarter hours
(Undergraduate)**

This course discusses two types of subject matter: the traditions of art music or "classical" American music in the twentieth and twenty-first Centuries. Additionally, important vernacular or popular traditions since 1900 will be studied. This includes idioms such as: jazz blues, Broadway musicals, the standard popular song, motion picture music, commercial music, rock and roll, and various other types of popular music. Arts and Literature.

**MUS 202 | WOMEN AND MUSIC | 4 quarter hours
(Undergraduate)**

A survey exploring the roles of women musicians in their societies. Arts and Literature.

**MUS 203 | CONTEMPORARY MUSICAL IMPROVISATION: SCRATCH ORCHESTRA | 4 quarter hours
(Undergraduate)**

This course will focus on improvisational practices with a focus on experimental composers between 1959 - 1980. Students will form a large ensemble. Class activity will focus on hands-on music making with a combination of laptops and acoustic instruments. Arts and Literature.

**MUS 204 | HISTORY OF THE BLUES | 4 quarter hours
(Undergraduate)**

This course follows the blues from its rural southern roots to its current status as Chicago's preeminent popular music genre, with an emphasis on listening to and discussing a rich legacy of classic blues recordings. Arts and Literature.

MUS 205 | THAT HIGH LONESOME SOUND: THE HISTORY OF BLUEGRASS MUSIC | 4 quarter hours

(Undergraduate)

This course traces the history of bluegrass, the influential acoustic genre that preserved country music's folk roots through the late 20th century, and that today underpins America's burgeoning roots music revival. Arts and Literature.

MUS 206 | ITALIAN POPULAR SONGS IN CONTEXT: THEN AND NOW | 4 quarter hours

(Undergraduate)

Students will study Italian popular songs throughout the last eight centuries, emphasizing their use to mirror, reflect, and influence socio-cultural norms of the time and place of their creation. Arts and Literature.

MUS 207 | INTRODUCTION TO SONGWRITING | 4 quarter hours

(Undergraduate)

This course introduces students with no prior musical training to the methods of influential songwriters, and provides students with the basic musical literacy that will help them realize their own songs. Students will apply basic music theory concepts to the work of prominent popular songwriters from the late 1940s through the 1980s, a period of stylistic unity that shaped contemporary popular music. Orally, and through transcriptions and written analysis, students will discover musical characteristics that define historical styles, and pay particular attention to distinctive traits of individual artists. A typical class will consist of discussing recordings, transcriptions, and artist interviews as a class or in groups. Arts and Literature.

MUS 208 | COMMUNITY AUDIO ART PRODUCTION | 4 quarter hours

(Undergraduate)

This Experiential Learning course involves collaborative art production, electro-acoustic and computer music, experimental sound techniques, radio art, political music, socially engaged audio documentary, soundscape design, field recordings, sound installation, conceptual art, public service announcements, and interdisciplinary art. In addition to a historical survey of works in this genre, students will complete one group project and one solo project. This course may only be used as a free elective for students in the School of Music. Junior Year Experiential Learning.

MUS 210 | MUSICIANSHIP IV | 4 quarter hours

(Undergraduate)

(Autumn) An integrated study of theory/history pertaining to music of the 19th and early 20th century. Activities include readings, listenings, analysis, and theory exercises.

MUS 211 | AURAL TRAINING IV | 1 quarter hour

(Undergraduate)

A six-quarter sequence of sight-singing and dictation, organized in coordination with the musicianship curriculum. Each quarter is a prerequisite for the following level. (1 quarter hour)

MUS 131 is a prerequisite for this class.

MUS 212A | MUSIC THEORY IV | 2 quarter hours

(Undergraduate)

The study of theory including consistent chromaticism and modulation. Analysis of 19th century music in all genres.

MUS 130A is a prerequisite for this class.

MUS 212B | MUSIC HISTORY IV | 1 quarter hour

(Undergraduate)

Music of the Romantic period from 1820 to 1880.

Status as an Undergraduate Music student is a prerequisite for this class.

MUS 213 | GROUP PIANO IV | 1 quarter hour

(Undergraduate)

The fourth of six courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters. (1 quarter hour)

MUS 133 is a prerequisite for this course.

MUS 220 | MUSICIANSHIP V | 4 quarter hours

(Undergraduate)

An integrated study of theory/history pertaining to music of the 20th and 21st centuries. Activities include readings, listening, analysis, and theory exercises.

MUS 221 | AURAL TRAINING V | 1 quarter hour

(Undergraduate)

A six-quarter sequence of sight-singing and dictation, organized in coordination with the musicianship curriculum. Each quarter is a prerequisite for the following level. (1 quarter hour)

MUS 211 is a prerequisite for this course.

MUS 222-A | MUSIC THEORY V - A | 2 quarter hours

(Undergraduate)

Music Theory V focuses on the music and materials of 20th century concert music. The course will provide an introduction to key theoretical concepts associated with a range of musical aesthetic trends from throughout the past century, connecting them to a larger musical context that includes jazz, popular music and global music cultures. Activities and assignments will focus on analytical and theoretical exercises, composition projects, and, of course, listening. All of these are intended to increase and strengthen your evolving abilities to analyze, think about, and write about music.

MUS 222-B | MUSIC THEORY V - B | 2 quarter hours

(Undergraduate)

Music Theory V focuses on the music and materials of 20th century concert music. The course will provide an introduction to key theoretical concepts associated with a range of musical aesthetic trends from throughout the past century, connecting them to a larger musical context that includes jazz, popular music and global music cultures. Activities and assignments will focus on analytical and theoretical exercises, composition projects, and, of course, listening. All of these are intended to increase and strengthen your evolving abilities to analyze, think about, and write about music.

MUS 222-C | MUSIC THEORY V - C | 2 quarter hours

(Undergraduate)

Music Theory V addresses diverse musical genres in the 20th century, focusing mainly American music, from ragtime to symphonic, blues, jazz and rock. Students will study the building blocks of these musical languages by reading, listening, analyzing, transcribing, composing, and playing or singing. All of these are intended to increase and strengthen students' evolving abilities to analyze, think about, and write about music.

MUS 222A | MUSIC THEORY V | 2 quarter hours

(Undergraduate)

The study of theory including post-tonal theory as applied to music from 1900 to 1950.

MUS 212A is a prerequisite for this class.

**MUS 222B | MUSIC HISTORY V | 1 quarter hour
(Undergraduate)**

Music from 1880 to 1950.

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 223 | GROUP PIANO V | 1 quarter hour
(Undergraduate)**

The fifth of six courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters. (1 quarter hour)

MUS 213 is a prerequisite for this course.

**MUS 224 | MUSIC, HISTORY, AND CULTURE I | 4 quarter hours
(Undergraduate)**

This course introduces students to Musicology in ways that enhance their understanding of musical works as artifacts of a given period, society, and culture. Students will be exposed to the tools and techniques that illuminate the creation and reception of musical compositions in the period, through the study of selected exemplars. This course primarily covers composers, concepts, and works from early music through the Baroque period.

**MUS 225 | MUSIC, HISTORY, AND CULTURE II | 4 quarter hours
(Undergraduate)**

This course introduces students to Musicology in ways that enhance their understanding of musical works as artifacts of a given period, society, and culture. Students will be exposed to the tools and techniques that illuminate the creation and reception of musical compositions in the period, through the study of selected exemplars. This course primarily covers composers, concepts, and works from the Classical, Romantic, Modernism, and the contemporary period.

**MUS 226 | GLOBAL MUSIC CULTURES | 4 quarter hours
(Undergraduate)**

Global Music Cultures introduces students to a variety of musical traditions from classical, folk, and popular idioms from around the world. Students will develop analytic and listening skills and learn the cultural and historical contexts for these traditions, but also reflect more generally on musical practices from a global perspective. This course satisfies a Culture and History Through Music requirement for undergraduate music majors in the DePaul University School of Music. To satisfy the musicianship requirement, you must earn a C- or better.

**MUS 230 | MUSICIANSHIP VI | 4 quarter hours
(Undergraduate)**

History of music of the Middle Ages and the Renaissance; readings of texts and articles; study of specific works.

**MUS 231 | AURAL TRAINING VI | 1 quarter hour
(Undergraduate)**

A six-quarter sequence of sight-singing and dictation, organized in coordination with the musicianship curriculum. Each quarter is a prerequisite for the following level. (1 quarter hour)

MUS 221 is a prerequisite for this course.

**MUS 232 | MUSIC THEORY VI | 2 quarter hours
(Undergraduate)**

The study of theory including topics in new music from 1950 to the present.

MUS 222A is a prerequisite for this class.

**MUS 232A | MUSIC THEORY VI-A: CONCEPTS AND MATERIALS IN CONTEMPORARY MUSIC | 2 quarter hours
(Undergraduate)**

Theory VI (MUS 232A) focuses on the materials and methods of 20th and 21st century concert music. With that in mind, the course will discuss innovative compositional techniques, prominent theoretical concepts, and influential stylistic and aesthetic trends from throughout the past century, focusing mostly on developments since World War II. Activities and assignments will include assigned readings and listening. All of these are intended to increase and strengthen your understanding of contemporary music.

**MUS 232B | MUSIC THEORY VI-B: ANALYSIS OF MUSICAL FORM | 2 quarter hours
(Undergraduate)**

Using Classical formal templates as a frame, Analysis of Musical Form focuses on understanding the elements of form in concert music and how they work together within a composition. Students will apply concepts and skills acquired during Music Theory I-V in an analytical context with the goal of being able to gain insight into a composition on multiple structural and musical levels.

**MUS 232C | ANALYSIS OF GLOBAL MUSIC TRADITIONS | 2 quarter hours
(Undergraduate)**

MUS 232C focuses on building student's analytic, critical thinking, listening, and familiarity with diverse performance practices and applying these them to understanding global musical traditions. This course focuses specific musical traditions that may from court, folk, popular, religious, and/or vernacular music from around the globe.

**MUS 233 | GROUP PIANO VI | 1 quarter hour
(Undergraduate)**

The last of six courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters. (1 quarter hour)

MUS 223 is a prerequisite for this class.

**MUS 265 | MUSICAL TRADITIONS OF AMERICA AND THE WORLD | 2 quarter hours
(Undergraduate)**

An introduction to the musical styles of world cultures and jazz. Required of all music majors. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 270 | MUSIC FOR DANCE | 4 quarter hours
(Undergraduate)**

This course explores music / dance collaboration. It traces popular and social dancing through their journey back to their indigenous, ritual, and cultural origins. Students will gain a deeper understanding of two art forms: music and dance, and the common elements between the two. It also provides a framework for understanding and exploring interdisciplinary and experiential collaborations between musicians/composers and dancers/choreographers. In exploring the relationship between music and dance, students will learn vocabulary appropriate to identify and describe common inherent qualities of both music and dance through listening, watching, and doing informed by practical exploration, and historical context. Core instruction will comprise lectures alongside listening activities, group discussion, and practical demonstrations. Students will develop critical listening skills and key musical vocabulary to enable them to analyze, interpret, and respond to historically significant works from a diverse body of relevant genres. Assessment will be based on student participation in online and offline discussions, and their demonstration of the use and understanding of appropriate vocabulary.

**MUS 272 | MUSIC AND VISUAL ART | 4 quarter hours
(Undergraduate)**

Appreciative approach to the styles of selected 20th-century artists and composers. Arts and Literature.

**MUS 274 | THE GOSPEL MUSIC TRADITION IN AMERICA | 4 quarter hours
(Undergraduate)**

The origins, people, context, and spirit of gospel music. Arts and Literature.

**MUS 277 | GUIDE TO MUSIC THEORY II | 4 quarter hours
(Undergraduate)**

The advanced study of notation and elemental theory for non-music majors. Online drills and short composition studies will be included as course activities.

**MUS 278 | JAZZ | 4 quarter hours
(Undergraduate)**

A comprehensive study of the origins and developments of jazz, specifically concentrated on important jazz styles and performers since 1917. Arts and Literature.

**MUS 280 | POPULAR MUSIC OF AFRICA | 4 quarter hours
(Undergraduate)**

This course surveys a wide variety of popular music genres, songs, and performers from the continent of Africa. Students will learn about the cultural context and history of various pop music genres as well as how to recognize key stylistic features.

**MUS 281 | OPERA | 4 quarter hours
(Undergraduate)**

This class surveys the history and styles of opera from its beginning through the present, with a focus on examples from the 18th through the 20th centuries. While students will learn to identify major operatic styles, a major focus of the course will be the contribution music makes to drama in the context of opera. We will work on developing a vocabulary for discussing the music of opera and its interaction with the stories opera tells.

**MUS 282 | LOVE SONGS | 4 quarter hours
(Undergraduate)**

This course will investigate case studies of love songs in the Western tradition, considering contemporary conventions, the response of composers and poets to expectations, and the relation between first-person song and autobiography. In this interdisciplinary class, students will explore the historically contingent nature of musical and poetic convention, changing ideas of love and gender relationships, and the importance of biography in the reception of love songs. While the course will have a broad historical scope, an emphasis on modern popular music will allow students to apply critical reading and listening skills to the music they already appreciate.

**MUS 283 | INTRODUCTION TO LYRIC WRITING | 4 quarter hours
(Undergraduate)**

**MUS 284 | CINEMATIC SOUNDS: THE ROLE OF MUSIC IN FILM | 4 quarter hours
(Undergraduate)**

This course surveys the history of film music in the 20th century. Students will learn to identify the formal elements of both cinema and film music, and the various ways these elements can be combined to create a sense of narrative, genre, or spectacle.

**MUS 303 | BASIC CONDUCTING PRACTICUM | 0 quarter hours
(Undergraduate)**

An introduction to ensemble conducting. Students will learn to prepare a score and to execute a rehearsal with a live ensemble. Topics include score study, rehearsal skills, critical listening skills, and physical conducting skills. This course must be taken concurrently with Basic Conducting (MUS 304). (0 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 304 | BASIC CONDUCTING | 4 quarter hours
(Undergraduate)**

An introduction to ensemble conducting. Students will learn to prepare a score and to execute a rehearsal with a live ensemble. Topics include score study, rehearsal skills, critical listening skills, and physical conducting skills. COREQUISITE: Basic Conducting Practicum (MUS 303).

MUS 130A is a prerequisite for this class.

**MUS 305 | MUSICAL ENCOUNTERS OF THE PORTUGUESE EMPIRE | 4 quarter hours
(Undergraduate)**

This course explores the role that music played in encounters between Europeans traveling on behalf of the Portuguese Empire and the cultures colonized by the Portuguese beginning in fifteenth century and continuing today in post-colonial contexts. This course will also examine the musical genres that developed as a result of cross-cultural contact. Musical case studies are selected from different historical periods and diverse cultures and geographical areas encompassed by the Portuguese Empire: Portugal, Asia, Africa, and South America. This class will include listening and reading assignments, and students will have the opportunity to further explore an area of interest in a research project on a topic of their choice. Arts and Literature.

**MUS 306 | PUNK ROCK THROUGH THE YEARS: ISSUES & AESTHETICS | 4 quarter hours
(Undergraduate)**

This course explores the aesthetic, political, and social issues that have shaped the development of punk rock and its various sub-genres in the United States and the United Kingdom since the early 1970's.

**MUS 308 | ANALYTICAL TECHNIQUES | 4 quarter hours
(Undergraduate)**

Investigation of various analytical approaches to music syntax, structure, style and texture (including timbral and vocal or instrumental configurations) as exhibited in representative compositions from late Baroque to the 20th century. Intended for Bachelor of Arts majors.

**MUS 310 | INTRODUCTION TO ETHNOMUSICOLOGY | 4 quarter hours
(Undergraduate)**

This course introduces students to the discipline of ethnomusicology, the study of why and how people around the world experience music. Students explore key themes and research methodology of ethnomusicology through selected readings, sound recordings, documentary film, live performances, site visits, and class discussions. Students complete an independent fieldwork project.

**MUS 319 | DALCROZE EURHYTHMICS | 2 quarter hours
(Undergraduate)**

This course will provide students with a physical approach to understanding musical concepts and aesthetics through the philosophy of Emile Jaques-Dalcroze, which offers an experiential way of knowing music through the body.

**MUS 320 | INTRODUCTION TO WORLD MUSIC | 2 quarter hours
(Undergraduate)**

An introduction to the study of the music and styles of non-western cultures.

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 321 | INTRODUCTION TO JAZZ HISTORY | 2 quarter hours
(Undergraduate)**

An introduction to the major styles, performers and composers of jazz.

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 322 | ADVANCED MUSICIANSHIP | 2 quarter hours
(Undergraduate)**

Specific topics in music (e.g., Sonata Form in the Early Classic Period, Symphonic Poems in the Late 19th Century) that require the student to combine analytic and musicological approaches to the material. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 323 | MUSICOLOGY SEMINAR | 2 quarter hours
(Undergraduate)**

The seminar in musicology engages students in an in-depth study of a specific topic and advances their understanding of subject matter, analysis, and communication about music. Although seminar topics vary by quarter, each seminar in musicology shares learning outcomes and writing expectations that emphasize developing tools for engaging with musical topics in an in-depth way.

**MUS 360 | TOPICS IN MUSICIANSHIP | 2-4 quarter hours
(Undergraduate)**

An in-depth investigation of a topic in musicianship studies. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 379 | BAROQUE MUSIC | 2 quarter hours
(Undergraduate)**

(2 hours) This course is concerned with the history and development of musical styles and procedures during the Baroque period, with reference to significant compositions, musical examples, and recordings. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 381 | HISTORY OF OPERA | 2 quarter hours
(Undergraduate)**

A history of opera from the 17th century to the present. Emphasis on the development of musical style with particular reference to significant operas, musical examples, and recordings. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 386 | MUSIC SINCE WORLD WAR II | 2 quarter hours
(Undergraduate)**

This course is concerned with the history and development of musical styles and procedures during post World War II period, with reference to significant compositions, musical examples, and recordings. (2 quarter hours)

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 387 | EARLY 20TH CENTURY MUSIC | 4 quarter hours
(Undergraduate)**

This course is concerned with the history and development of musical styles and procedures during the early 20th Century, with reference to significant compositions, musical examples, and recordings.

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 389 | TUNING SYSTEMS | 4 quarter hours
(Undergraduate)**

This course will provide advanced music students with an introduction to both the development of theoretical tuning systems and their practical application. Supplemented by relevant readings from both historical treatises and recent scholarship, students will learn several influential theoretical tuning systems (Pythagorean, Meantone, Equal-temperament, Just Intonation) via works that explore them. Analytical application of these systems in vocal, instrumental and electronic music will increase the student's musical repertoire while tracing the historical development and practical application of tuning systems. A final project will provide the student an important opportunity to apply these concepts to a work of their choosing.

**MUS 395 | SENIOR CAPSTONE SEMINAR | 4 quarter hours
(Undergraduate)**

This course is designed to fulfill the senior capstone experience for School of Music Bachelors of Arts students only. Students will develop a final project, culminating their musical studies in relationship to their liberal arts studies. The individual projects should reflect an advanced level of musical understanding, scholarship, and writing. The School of Music faculty member will meet with the students in a biweekly seminar throughout the quarter, and on an individual basis as needed.

Status as a Bachelor of Arts in Music student is a prerequisite for this class.

**MUS 398 | INDEPENDENT STUDY | 1-8 quarter hours
(Undergraduate)**

An in-depth study of a musicianship topic under the supervision of a faculty member. (Departmental permission required). (variable credit)

Status as an Undergraduate Music student is a prerequisite for this class.

**MUS 400 | MUSIC RESEARCH | 4 quarter hours
(Graduate)**

Introduction to music research types and techniques; bibliography and bibliographical sources; the development of writing skills; analysis of research examples.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 408 | ANALYTICAL TECHNIQUES | 4 quarter hours
(Graduate)

Investigation of various analytical approaches to music syntax, structure, style and texture (including timbral and vocal or instrumental configurations) as exhibited in representative compositions from many historical periods. Intended as an overview of theory/analysis for graduate students.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 420 | HISTORY OF THE ORATORIO | 4 quarter hours
(Graduate)

An analytical and historical study of oratorio literature from 1600 to the present.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 421 | MUSIC AND POLITICS OF BRAZIL | 4 quarter hours
(Graduate)

This course examines Brazilian popular music, the music of religious practices, regional folk traditions, and 19th-century European dance music and the political, cultural, and economic contexts of these musics.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 435 | 18th & 19th WIND HISTORY AND LITERATURE | 4 quarter hours
(Graduate)

A historical connection exists between wind music of the ancient and medieval periods, and the music of today. This course will trace that historical line, focusing on the 18th & 19th Centuries. The development of repertoire as well as the functions and uses of wind music will be explored. It is the intention of this class to address the needs of people who will perform, conduct, or teach "classical" wind music as part of a career. Emphasis will be placed on original music suitable for professional concert performance.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 436 | 20th CENTURY WIND HISTORY AND LITERATURE | 4 quarter hours
(Graduate)

The role of this course is to inform students of the development of wind music through the exploration of ensemble size and instrumentation, civic or artistic purpose, influential composers and conductors, and specific repertoire.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 460 | TOPICS IN MUSICIANSHIP | 2-4 quarter hours
(Graduate)

An in-depth investigation of a topic in musicianship studies. (2 quarter hours)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 475 | MEDIEVAL MUSIC | 4 quarter hours
(Graduate)

Historical survey of music from the Middle Ages: sacred and secular music as artistic, theoretical, and intellectual expression of the Middle Ages; history of musical styles to 1420; performance practice issues.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 478 | RENAISSANCE MUSIC | 4 quarter hours
(Graduate)

Historical survey of music from the Renaissance. Musical style, compositional procedures, and performance practice are studied, within the social, political and economic environment in which the composers worked.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 479 | BAROQUE MUSIC | 4 quarter hours
(Graduate)

Historical survey of Baroque music and performance practice.

Representative examples of both vocal and instrumental music are studied, mostly using the analytical techniques of the period, with the aim of becoming familiar with the most significant manners of composition of Baroque composers.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 481 | HISTORY OF OPERA | 4 quarter hours
(Graduate)

The course surveys the history of opera in western culture from its beginnings in the 17th century through the 20th century. The class materials cover stylistic trends and genres as demonstrated through seminal works. Each class period will contain a relevant analytical study.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 482 | WORLD MUSIC CULTURES | 4 quarter hours
(Graduate)

This graduate course will provide a global musical perspective and widen the lens through which students experience music. Through lectures, listening, guest performances, and engaging discussion students will gain rich insights into new worlds of music.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 484 | CLASSICAL MUSIC | 4 quarter hours
(Graduate)

Traces the development of musical style during the Classical Era through the analytical study of examples in the principal musical forms such as sonata form. Reception and performance practice then and now will be addressed.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 485 | ROMANTIC MUSIC | 4 quarter hours
(Graduate)

Survey of nineteenth century music through a close analysis of representative Romantic works. The course will cover the expansion of both harmonic language and form leading to their eventual breakdown and reinterpretation.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 486 | MUSIC SINCE WORLD WAR II | 4 quarter hours
(Graduate)

This course surveys Western art music and related theoretical and technical issues from near the end of World War II to the present focusing on the development of new musical languages, new instruments and new methods of analysis.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 487 | 20TH CENTURY MUSIC BEFORE WWII | 4 quarter hours (Graduate)

This course surveys Western art music and related theoretical and technical issues from near the end of the 19th century to World War II, focusing on the new musical languages and aesthetics developed from 1890 until 1940.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

MUS 498 | INDEPENDENT STUDY | 1-4 quarter hours (Graduate)

An in-depth study of a musicianship topic under the supervision of a faculty member. (Departmental permission required). (variable credit)

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.

Network Technologies (NET)

NET 261 | BASIC COMMUNICATION SYSTEMS (FORMERLY TDC 261) | 4 quarter hours (Undergraduate)

(Formerly TDC 361) Introduction to voice, data, and multi-media network communications fundamentals. Wired, Wireless, and Optical applications in Local, Metropolitan, Wide Area Networks are explored. The overview explains how technical, regulatory, competitive, standardization and cultural factors impact modern network applications. Approved for Scientific Inquiry credit. PREREQUISITE(S): NONE.

NET 311 | COMPUTERS IN TELECOMMUNICATIONS SYSTEMS (FORMERLY TDC 311) | 4 quarter hours (Undergraduate)

This course is an introduction to computer architecture and operating systems with an emphasis on network systems. Topics covered include computer components and functions, logic circuits, process management, memory management, file management, interrupts and I/O peripheral devices, as well as computer networks, distributed systems, and network administration. Students will have several hands-on labs utilizing a Linux environment and will use Shell script for basic systems and network administration as well.

IT 263 and (IT 211 or CSC 241 or CSC 243) are prerequisites for this class.

NET 351 | NETWORKING FOR THE INTERNET OF THINGS | 4 quarter hours (Undergraduate)

This course will cover networking for low-power devices, focusing on the Internet of Things (IoT). Our emphasis will be on energy-efficient network design and implementation, and topics will cover design challenges in scalability, interoperability, and performance evaluation. This course will establish foundations for leveraging Cloud Computing variants (Fog, Cloudlets and Cloud) for improving network operation and IoT data management. Students will learn how to formally model and design protocols for IoT systems, and gain practical experience in developing IoT prototypes in a course-long team-based project. The course will also cover recent developments in Cellular IoT infrastructures, and will address security vulnerabilities and challenges in CPS systems. The broader scope of Cyber Physical Systems (CPS) will be addressed both in design and integration with IoT systems.

IT 263 is a prerequisite for this class.

NET 362 | PRINCIPLES OF DATA COMMUNICATIONS (FORMERLY TDC 362) | 4 quarter hours (Undergraduate)

Theory and components of data communication systems, modes, codes, and error detection techniques for data transmission, network protocols and line control procedures, communication carrier facilities and system planning.

(NET 311 or CSC 373) and (IT 263 or NET 261) are prerequisites for this class.

NET 363 | INTRODUCTION TO LOCAL AREA NETWORKS (FORMERLY TDC 363) | 4 quarter hours (Undergraduate)

This course covers the principles of local area network (LAN) technologies including protocols, hardware, LAN software and design concepts. The course will focus on the lower layers of the OSI model and explore Ethernet, bridging/switching, VLANs, securing the network and Spanning-tree and Rapid-Spanning-tree protocols. Basic inter-VLAN routing will also be investigated. The course will involve several extensive lab exercises and troubleshooting activities to help reinforce the concepts.

NET 261 or IT 263 is the prerequisite for this class.

NET 364 | VOICE COMMUNICATIONS TECHNOLOGIES (FORMERLY TDC 364) | 4 quarter hours (Undergraduate)

A detailed study of transmission, signaling and switching systems for facilities-based public and private voice networks. Voice digitization and transmission over circuit-switched and packet-switched infrastructures. Computer telephony integration techniques. Quality of service issues in integrated voice-over-data systems. Course may include laboratory work with PBX lab.

IT 263 is a prerequisite for this class.

NET 365 | NETWORK INTERCONNECTION TECHNOLOGIES (FORMERLY TDC 365) | 4 quarter hours (Undergraduate)

A comprehensive study of network interconnection technologies including layer 2 bridges and switches, layer 3 routers and higher-layer gateways. The TCP and IP protocols will be studied in detail, including IP address management and router operations and management along with associated Internet protocols. RIP and OSPF protocols will be considered. Course includes laboratory work with protocol analyzers and router administration.

NET 363 is a prerequisite for this class.

NET 368 | NETWORK PROGRAMMING (FORMERLY TDC 368) | 4 quarter hours (Undergraduate)

Programming distributed client/server applications; the sockets interface and multitasking issues; client/server models; remote procedure call; examples of applications such as electronic mail and file transfer.

CSC 309 is a prerequisite for this class.

NET 369 | NETWORK PERFORMANCE ANALYSIS AND DESIGN (FORMERLY TDC 369) | 4 quarter hours (Undergraduate)

Quantitative foundations of network performance analysis. Probability theory and queueing theory will be developed and applied to problems in LAN performance, traffic engineering, and the analysis of throughput and response time measures for data communications networks. Performance tradeoffs in network design.

**NET 371 | WIRELESS COMMUNICATIONS NETWORKS (FORMERLY TDC 371) | 4 quarter hours
(Undergraduate)**

A survey of modern wireless technologies with an emphasis on cellular and personal connection technologies. Topics include wireless system operations, management, signaling, security, planning and maintenance. Realization of real-time and non-real-time traffic, VoIP, Voice over LTE (VoLTE), and Quality-of-Service (QoS). Some assignments may use the 5G De-Mobile Lab facilities.

NET 261 or IT 263 is the prerequisite for this class.

**NET 372 | WAN SERVICES (FORMERLY TDC 372) | 4 quarter hours
(Undergraduate)**

A survey of Wide Area Network services used to securely access and interconnect business network services. Topics will include T-carrier and SONET transport, Digital Subscriber Line (DSL), and wireless data access methods, as well as Multi-Protocol Label Switching, Virtual Private Networks and Software Defined Networks.

NET 365 is a prerequisite for this class.

**NET 375 | NETWORK PROTOCOLS (FORMERLY TDC 375) | 4 quarter hours
(Undergraduate)**

Advanced routing technologies, BGP protocols, multi-area routing protocols, network management protocols, Secure protocols, IP multicasting protocols.

NET 365 is a prerequisite for this class.

**NET 376 | NETWORK PROJECT (FORMERLY TDC 376) | 4 quarter hours
(Undergraduate)**

Case study in developing a large network project. Students will work in groups to analyze and design a major network system.

NET 377

**NET 377 | FUNDAMENTALS OF NETWORK SECURITY (FORMERLY TDC 377) | 4 quarter hours
(Undergraduate)**

Fundamentals of Network security design and implementation. Review of components used in an enterprise security infrastructure including routers, firewalls, security auditing and assessment tools, Virtual Private Networks (VPN) and Intrusion Detection Systems (IDS). The integration of the different components will be studied in detail, including IP addressing, Network Address Translation (NAT), design of firewall rule sets and performance considerations. Course includes laboratory work with routers, firewalls, Virtual Private Networks and security assessment tools.

NET 365 is a prerequisite for this class.

**NET 378 | INFORMATION STORAGE AND MANAGEMENT (FORMERLY TDC 378) | 4 quarter hours
(Undergraduate)**

This course provides a comprehensive overview of network-based storage technology and information storage infrastructure. Major topics include the storage architectures, service features, and benefits of Intelligent Storage Systems. Networked storage technologies include fiber channel (FC), based Storage Area Network (SAN), Network Attached Storage (NAS), and IP-SAN. Advanced storage technologies on Content Addressed Storage (CAS), information security, and storage virtualization are also discussed.

**NET 379 | TELECOMMUNICATION AND NETWORK SECURITY PRACTICUM (FORMERLY TDC 379) | 4 quarter hours
(Undergraduate)**

Design and implementation of telecommunication and network security infrastructure. This laboratory-based class includes the setup of realistic network infrastructure environment using bridges, routers, layer 2/3 switches and servers. Advanced routing infrastructure implementation using OSPF, RIPv2, EIGRP, BGP, multi-homed BGP setups and IGP/EGP redistribution. Network infrastructure hardening using routers and switches.

NET 365 or Instructor consent is a prerequisite for this class. Good knowledge of TCP/IP is required.

**NET 384 | SCRIPTING FOR NETWORK MANAGEMENT (FORMERLY TDC 384) | 4 quarter hours
(Undergraduate)**

This is a hands-on course on using script languages to develop practical applications for Network Management. Students will first learn the fundamentals of Linux system and script language(s) for task automation, and use scripts to develop dynamic web sites. After that, the course will cover Simple Network Management Protocol (SNMP), and use Application Programming Interface (API) to automate networks tasks of Fault Management, Configuration Management, Accounting Management, Performance Management, and Security Management (FCAPS). The final project of the course is to develop a dynamic web site with the above five functional areas to manage Linux servers, Ethernet switches and IP routers.

NET 311 or CSEC 378 is a prerequisite for this class.

**NET 390 | TOPICS IN NETWORK TECHNOLOGY (FORMERLY TDC 390) | 1-4 quarter hours
(Undergraduate)**

Specific topics will be selected by the instructor and will vary with each quarter. Prerequisite(s): See syllabus.

**NET 399 | INDEPENDENT STUDY (FORMERLY TDC 399) | 1-4 quarter hours
(Undergraduate)**

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable credit.

**NET 405 | NETWORK FUNDAMENTALS (FORMERLY TDC 405) | 4 quarter hours
(Graduate)**

This course provides an introduction to data networking technologies, including Ethernet and Internet data technologies, network security, business applications and network management.

**NET 411 | INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS (FORMERLY TDC 411) | 4 quarter hours
(Graduate)**

This course is an introduction to computer architecture and operating systems with an emphasis on network systems. Topics covered include computer components and functions, logic circuits, process management, memory management, file management, interrupts and I/O peripheral devices, as well as computer networks, distributed systems, and network administration. Students will have several hands-on labs utilizing a Linux and Cisco IOS environment and will use Shell script for basic systems and network administration as well. PREREQUISITE(S): None.

NET 413 | INTRODUCTION TO LAN TECHNOLOGIES (FORMERLY TDC 413)
| 4 quarter hours
(Graduate)

This course covers the principles of local area network (LAN) technologies including structured cabling, protocols, network devices, and network operating systems. Students will learn the theories and practices of designing, provisioning, and deploying LAN technologies in an enterprise environment.

NET 405 is a prerequisite for this class.

NET 431 | EMERGING WIRELESS AND MOBILITY NETWORKS (FORMERLY TDC 431) | 4 quarter hours
(Graduate)

A study of evolving 2.5, 3rd & 4th Generation Wireless Networks, and disruptive technologies like WiFi(802.11), WiMax, Bluetooth, RFID, Ultra-Wideband and the security implications mobility networks. This course provides a balanced view of the Wireless Industry in transition, through evolving technology, regulation, competition and standards. Students will be better prepared to deal with the rapid changes and seize the opportunities as data mobility impacts traditional telecommunications and private networks. In addition students will have access to extensive Global Wireless Education Consortium materials to support their individual advanced interests.

NET 413 is a prerequisite for this class.

NET 451 | NETWORKING FOR THE INTERNET OF THINGS | 4 quarter hours
(Graduate)

This course will delve into the design and modelling of Internet of Things (IoT) devices. The course will focus on the inherent challenges in designing low-power communication systems, and cover a number of leading architectures, standards and interfaces for IoT networks. The emphasis will be on energy-efficient network design and implementation, and topics will cover design challenges in scalability, interoperability, and performance evaluation. The topics will include formal design and modelling in IoT systems, including the use of Resource Description Framework (RDF). The topics covering IoT operation will build on prominent supporting technologies, such as Cloud/Edge computing and Information Centric Networks. Students will gain practical experience in developing IoT prototypes in a course-long team-based project. The course will also cover recent developments in Cellular IoT infrastructures, and will address security vulnerabilities and challenges in IoT systems.

NET 413 is a prerequisite for this class.

NET 460 | FOUNDATIONS OF NETWORK TECHNOLOGIES (FORMERLY TDC 460) | 4 quarter hours
(Graduate)

An introductory course on network technologies for local and wide area networks. The course examines in detail the core concepts for network architectures, Ethernet systems including wired, wireless, and Metro, virtual local area networks, storage area networks, optical networking, and the more traditional network services such as T-1, frame relay, Asynchronous Transfer Mode (ATM), and SONET.

NET 405 and NET 413 are prerequisites for this class.

NET 463 | COMPUTER NETWORKS AND DATA SYSTEMS (FORMERLY TDC 463) | 4 quarter hours
(Graduate)

A detailed discussion of the upper layers of network architectures. Network protocol organization will be discussed using TCP/IP as an example. IP addresses, subnetting, supernetting, and CIDR. Routing algorithms. Transport layer protocols. Application layer protocols. Introduction to IPv6.

NET 405 and NET 413 are prerequisites for this class.

NET 464 | CONVERGED MULTIMEDIA NETWORKS (FORMERLY TDC 464) | 4 quarter hours
(Graduate)

Exploration of multimedia networks including voice, data, and video services offered by network carriers and Internet Service Providers (ISP) to both enterprise and residential customers. The course starts with an overview of current voice and data networks and presents the driving forces leading to a converged multimedia network. The focus is on Voice over IP (VoIP), including signaling, protocols, equipment, network architecture/design, traffic engineering, and service deployment strategy.

NET 413 is a prerequisite for this class.

NET 468 | NETWORK PROGRAMMING (FORMERLY TDC 468) | 4 quarter hours
(Graduate)

The course covers the basic and advanced issues of TCP/IP networking programming such as multiple processes, I/O multiplexing, multi-threaded processes, multicasting and secure network programming USING C/C++. Application examples such as Internet browsing, instant messaging, proxy filtering and file transfer protocols are discussed.

(NET 463 OR CSC 435) and CSC 404 are prerequisites for this class.

NET 477 | NETWORK SECURITY (FORMERLY TDC 477) | 4 quarter hours
(Graduate)

Network infrastructure security issues, including perimeter security defense, firewalls, Virtual Private Networks, Intrusion Detection Systems, wireless security, network security auditing tools and ethical considerations. Strategies for the deployment of "Defense-In-Depth" mechanisms in an enterprise computing environment.

NET 463 or CSC 435 is a prerequisite for this class.

NET 478 | INFORMATION STORAGE AND MANAGEMENT (FORMERLY TDC 478) | 4 quarter hours
(Graduate)

This course provides a comprehensive overview of network-based storage technology and information storage infrastructure. Major topics include the storage architectures, service features, and benefits of Intelligent Storage Systems. Networked storage technologies include fiber channel (FC), based Storage Area Network (SAN), Network Attached Storage (NAS), and IP-SAN. Advanced storage technologies on Content Addressed Storage (CAS), information security, and storage virtualization are also discussed.

NET 484 | SCRIPTING FOR NETWORK MANAGEMENT (FORMERLY TDC 484) | 4 quarter hours
(Graduate)

This is a hands-on course on using script languages to develop practical applications for Network Management. Students will first learn the fundamentals of Linux system and script language(s) for task automation, and use scripts to develop dynamic web sites. After that, the course will cover Simple Network Management Protocol (SNMP), and use Application Programming Interface (API) to automate networks tasks of Fault Management, Configuration Management, Accounting Management, Performance Management, and Security Management (FCAPS). The final project of the course is to develop a dynamic web site with the above five functional areas to manage Linux servers, Ethernet switches and IP routers.

NET 411 and NET 413 are prerequisites for this class.

NET 511 | TELECOMMUNICATIONS PRACTICUM (FORMERLY TDC 511) | 4 quarter hours (Graduate)

Introduction to the design and management of data networks for the enterprise environment. Network design includes physical design, logical design, LAN, WAN, and experimental design. Network managements includes switch, router, and firewall configuration, SNMP configuration, performance measurement, and network trouble shooting. Students will have many hands-on lab exercises to strengthen their learning of network concepts.

NET 463 is a prerequisite for this class.

NET 512 | CELLULAR AND WIRELESS TELECOMMUNICATIONS (FORMERLY TDC 512) | 4 quarter hours (Graduate)

An introductory course in cellular and wireless communications with an emphasis in 4G Long Term Evolution (LTE) and LTE-Advanced cellular networks. Topics include principles of digital wireless communications, cellular architecture, radio access deployment, core network deployment, subscriber management, mobility and session management, security, roaming, interconnection, Self-Optimizing Networks (SON), Voice over LTE (VoLTE), and LTE-Advanced upgrades. Student lab assignments may use LTE network equipment deployed in the School of Computing De-Mobile Lab.

NET 464 is a prerequisite for this class.

NET 514 | COMPUTER TELEPHONY (FORMERLY TDC 514) | 4 quarter hours (Graduate)

A study of enabling technologies allowing the integration of voice communications services with personal computers, LANs and mainframes. Telephony programming interfaces, call management software, intelligent fax/data retrieval and interactive voice response systems will be considered.

NET 463 and NET 464 are prerequisites for this class.

NET 532 | WIRELESS SYSTEM ENGINEERING AND DEPLOYMENT (FORMERLY TDC 532) | 4 quarter hours (Graduate)

An advanced course in cellular communications with an emphasis on LTE-Advanced and 3GPP technologies. Topics include Cellular IoT (CloT), Network Slicing, LTE support for V2x services, advanced carrier aggregation, and enhanced Licensed Assisted Access (eLAA). Students will work on applied assignments using the LTE equipment in the 5G De-Mobile Lab.

NET 512 is a prerequisite for this class.

NET 542 | PROTOCOLS FOR ADVANCED WIRELESS NETWORKS (FORMERLY TDC 542) | 4 quarter hours (Graduate)

This course provides students with an in-depth study of the advanced wireless communication protocols and technologies. It starts with an overview of the wireless evolution from the first generation network to the modern and future wireless technologies. It will then go on to explore major aspects of each advanced wireless technology: air interface, smart antennas, network infrastructure, network elements and their functions, QoS, security, mobility, and performance. Wireless protocols, including both User-to-Network Interface (UNI) and Network-to-Network Interface (NNI), are also studied in detail. Students will also learn new service opportunities provided by these advanced wireless technologies.

NET 512 is a prerequisite for this class.

NET 560 | ADVANCED NETWORK TECHNOLOGIES AND DESIGN (FORMERLY TDC 560) | 4 quarter hours (Graduate)

This course introduces advanced network technologies and design, including Multi-Protocol Label Switching (MPLS), MPLS Virtual Private Networks, IP storage networks, content distribution, capacity planning and traffic engineering.

NET 460 and NET 463 are prerequisites for this class.

NET 562 | COMPUTER-COMMUNICATION NETWORK DESIGN & ANALYSIS (FORMERLY TDC 562) | 4 quarter hours (Graduate)

This course provides an in-depth study of Internet protocols from the perspective of network planning, simulation and troubleshooting. The course includes in-depth study of Internet traffic, traffic measurement techniques, network planning and simulation using simulation tools, and packet management techniques.

NET 411 and NET 460 and NET 463 are prerequisites for this class.

NET 563 | PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS (FORMERLY TDC 563) | 4 quarter hours (Graduate)

Advanced topics in TCP/IP including in-depth study of IPv6, TCP traffic control, and routing protocols; multicast routing protocols; upper layer protocols supporting Quality of Service (QoS); Software Defined Network (SDN); data compression techniques; and other advances in networking technologies.

NET 411 and NET 460 and NET 463 are prerequisites for this class.

NET 567 | TELECOMMUNICATION SYSTEMS DESIGN AND MANAGEMENT (FORMERLY TDC 567) | 4 quarter hours (Graduate)

The theory and practice of Telecommunication system design. Ongoing systems management. Telecommunication management including selection of vendors/systems, structuring an RFP systems proposal analysis, computer aided telecommunications management. Telecommunication management strategies from a business perspective.

NET 411 and NET 460 and NET 463 are prerequisites for this class.

NET 568 | NETWORK MANAGEMENT (FORMERLY TDC 568) | 4 quarter hours (Graduate)

The five major areas of network management—fault management, performance management, security, accounting and configuration management—are discussed. Advanced topics such as fault diagnosis and isolation, event correlation, MIB design, SNMP programming, performance monitoring, service level agreements and network security architectures are also discussed.

NET 411 and NET 460 and NET 463 are prerequisites for this class.

NET 577 | NETWORK SECURITY II (FORMERLY TDC 577) | 4 quarter hours (Graduate)

This course is an advanced class in network security. Topics include: Intrusion Detection and Prevention Systems; Security Engineering processes; Advanced firewall considerations; Honeypots; Incident response; Forensics; Enterprise security policy development and complex enterprise security infrastructure design and integration.

NET 477 is a prerequisite for this class.

NET 593 | TOPICS IN NETWORK ENGINEERING AND SECURITY (FORMERLY TDC 593) | 4 quarter hours (Graduate)

Specific topics will be selected by the instructor and will vary with each quarter. Prerequisite(s): See syllabus.

NET 594 | NETWORK CAPSTONE (FORMERLY TDC 594) | 4 quarter hours (Graduate)

In this class students will synthesize knowledge from previous courses to design, build, test, and demonstrate a comprehensive network project as members of a project team. Topics introduced or reviewed, and used in completing the project, will include network requirement analysis, network architecture design, vendor evaluation, planning, experimental design, physical design, logical design, security design, testing strategy, documentation, change management, and network management strategy. Other topics include reasoning about uncertain user requirements, negotiation, online meeting techniques, and group dynamics. PREREQUISITE(S): TDC 477 and TDC 511.

NET 477 and NET 511 are prerequisites for this class.

Neuroscience (NEU)

NEU 120 | THE BRAIN THROUGH SCIENCE FICTION | 4 quarter hours (Undergraduate)

This is a "Science as a Way of Knowing" (SWK) course that examines applications of neuroscience, the study of the brain and the nervous system, through describing some well-known works of science fiction, from the early 1800s (Frankenstein) to modern times (Inception, Westworld).

NEU 201 | INTRODUCTION TO NEUROSCIENCE | 4 quarter hours (Undergraduate)

This class will introduce the structure and function of the nervous system as well as approaches to study and model it. Anatomical, cellular, and molecular foundations will be covered and these will be related to behavior and cognition. Computational approaches will also be presented. A historical review will place neuroscience within its contemporary context and current approaches will be presented, discussed, and critiqued.

A grade of C- or better in BIO 191 or instructor consent is a prerequisite for this course.

NEU 202 | ADVANCED NEUROSCIENCE FUNDAMENTALS | 4 quarter hours (Undergraduate)

This advanced fundamentals course is designed for students who have a strong foundation in the basic principles of neuroscience and are interested in deepening their understanding of the field. The course will cover advanced topics such as neural development, aging, and diseases of the nervous system, homeostasis, and brain/body connections. Students will engage in literature research, experimental design, and novel analysis of data sets as well as exploration of careers in science.

NEU 201 or permission of the instructor are prerequisites for this class.

NEU 228 | NEUROETHICS | 4 quarter hours (Undergraduate)

This course examines moral standards and issues as these arise in the practice of neuroscience. Advances in this field have developed unprecedented ways of understanding, predicting, and even, influencing and controlling the human mind and, through this, human behavior. Neuroethics considers the ethical dilemmas that emerge in such research and the technologies that it fosters as well as the challenges these advances pose to some of the fundamental underlying concepts of moral theory: human nature, personal identity, and moral responsibility itself. Cross listed as PHL 228.

NEU 256 | INTRODUCTION TO COMPUTATIONAL NEUROSCIENCE | 4 quarter hours (Undergraduate)

Provides an introduction to basic computational methods for understanding what nervous systems do and how they function. The course covers the structure of the brain, from neurons to circuits to regions, and also the computational and theoretical approaches to model the brain. The course will introduce students to the physiology of individual neurons, how they communicate through synapses and firing, and how they work together to create systems that control, learn and memorize. The course will include the application of mathematical and computational models to neural systems.

CSC 241 and NEU 201 (or consent of instructor) are prerequisites for this class.

NEU 280 | RESEARCH METHODS IN NEUROSCIENCE | 4 quarter hours (Undergraduate)

This course is designed to provide students an understanding of how questions are answered in neuroscience by exploring experimental designs used in neuroscience research and individual techniques used by neuroscientists. In addition to reading about these methods, students will have hands on opportunities to conduct some of the methods discussed, as well as conduct research experiments. Lastly, students will formulate their own research question and develop a proposal to answer their question.

NEU 201 or PSY 377 or BIO 339 or NEU 339 or BIO 340 or instructor consent is a prerequisite for this class.

NEU 310 | SEMINAR IN NEUROPSYCHOPHARMACOLOGY | 4 quarter hours (Undergraduate)

In this discussion-based course we cover how substances from the outside world affect the brain and behavior by reviewing primary research literature. Drugs such as levodopa can be greatly beneficial in the clinic, while other substances like cocaine can lead to addiction and drug abuse. The course will focus on drug action at a molecular and cellular level, as well as drug effects on a behavioral and psychological scale.

NEU 201 and (CHE 120 or CHE 130) are prerequisites for this class.

NEU 339 | CELLULAR NEUROBIOLOGY | 4 quarter hours (Undergraduate)

This course examines the cellular and molecular mechanisms of neuronal function and the changes that occur in processes such as learning and memory. Emphasis on electrophysiology, synaptic communication, and cellular signaling. Cross-listed as BIO339/439.

BIO 250 (or NEU 201 or PSY 377 or HLTH 301) is a prerequisite for this class.

NEU 350 | SENSORY NEUROSCIENCE | 4 quarter hours (Undergraduate)

This Lecture/lab course explores how the nervous system is involved in the processing of our five senses and our responses to them. The course will explore the gross anatomical organization of the neural pathways involved in sensation and perception as well as how the energy in our environment is detected by the nervous system and turned into neural signals within these sensory pathways. The emphasis is on understanding how individual sensory behaviors are produced by different neural systems and how these individual behaviors integrate into the activities of whole organisms. Cannot receive credit for both NEU 350 and BIO 340.

NEU 201 or PSY 377 or BIO 339 or NEU 339 or instructor consent is a prerequisite for this class. Cannot receive credit for both NEU 350 and BIO 340.

**NEU 351 | NEUROSCIENCE OF MOVEMENT | 4 quarter hours
(Undergraduate)**

This Lecture/lab course explores how the nervous system is involved in the creation of movement. The course will explore the gross anatomical organization of the neural pathways involved in movement, how the different categories and components of movement from reflexes to skilled movements are produced by different neural systems, and how movement is integrated into the activities of whole organisms.

NEU 201 or PSY 377 or BIO 339 or NEU 339 or instructor consent is a prerequisite for this class. Cannot receive credit for both NEU 350 and BIO 340.

**NEU 360 | CONVERSATIONS WITH NEUROSCIENTISTS | 4 quarter hours
(Undergraduate)**

Conversations with Neuroscientists is a seminar style course where students have an opportunity to read scientific articles covering a variety of topics in neuroscience and discuss them with the author themselves. The course also examines career trajectories of the Neuroscientists who participate in the class to provide students an understanding of career options in the field.

NEU 201 or PSY 377 or BIO 339 or NEU 339 or BIO 340 or instructor consent is a prerequisite for this class.

**NEU 380 | SPECIAL TOPIC IN NEUROSCIENCE | 4 quarter hours
(Undergraduate)**

A lecture and discussion based course focused on a particular topic in neuroscience. Topics may vary depending on the expertise of the instructor.

NEU 201 OR PSY 377 and Junior Standing are prerequisites for this class.

**NEU 390 | NEUROSCIENCE CAPSTONE | 4 quarter hours
(Undergraduate)**

This is a liberal studies course for seniors concluding their neuroscience major. The course will examine one topic in neuroscience from multiple viewpoints in the field of neuroscience as well as relate it to fields outside of science such as history, philosophy, religion, sociology, etc.

Senior standing and major in Neuroscience (or consent of instructor) are prerequisites for this class.

**NEU 397 | RESEARCH EXPERIENCE IN NEUROSCIENCE | 4 quarter hours
(Undergraduate)**

In this course, a student works with a faculty mentor on a research project. Under faculty supervision, the student will perform research, analyze data, and review scientific literature while working to answer a scientific question. Writing requirements include a reflection on how the research experience informed their ideas of post-graduate goals as well as a summary write up of results and conclusions. Faculty consent and a research contract is required to register for this course.

**NEU 399 | INDEPENDENT STUDY IN NEUROSCIENCE | 2-4.5 quarter hours
(Undergraduate)**

Experimental and/or library independent study of a topic in neuroscience. Can be repeated if the content of the independent study changes.

Status as a neuroscience major is a prerequisite for this course.

New Media Studies (NMS)

**NMS 501 | PROSEMINAR IN NEW MEDIA STUDIES | 4 quarter hours
(Graduate)**

The Proseminar in New Media Studies is an introduction to the field in both its academic and professional dimensions. The course addresses the humanistic and rhetorical approaches to new media that characterize the NMS program at DePaul, and helps students understand how these perspectives inform their work with new media.

**NMS 502 | NEW MEDIA, OLD MEDIA | 4 quarter hours
(Graduate)**

This course situates current media within a history of media technologies. Students examine the historical, cultural, and social contexts in which new media emerge, as well as how and why new media come to integrate with or supplant existing media.

**NMS 504 | TEXT AND IMAGE | 4 quarter hours
(Graduate)**

In this course we will explore the increasingly important dynamic between textual information and visual information. In this course we will read about how hypertext has changed the environment and nature of the written word, and we will examine how the Web has "remediated" previous media into a new dynamic. We will use this knowledge to perform analyses of visual and textual artifacts; students may also create their own artifacts.

**NMS 505 | WORKSHOP/PORTFOLIO SEMINAR | 4 quarter hours
(Graduate)**

Students will have a choice between a collaborative workshop or a more individually-centered portfolio development seminar. Each group prepares a digital media project for an existing community group, such as a social service organization. Those students preferring to work independently will, under the guidance of the advising professor, develop and defend a complete portfolio of their work within the NMS program. May be repeated for elective credit.

**NMS 506 | INTERNSHIP | 4 quarter hours
(Graduate)**

In consultation with the director of NMS, students design a field experience under the direction of a project director in the field. The field experience may be derived from issues raised in courses, from thesis research, or from personal research interests.

**NMS 507 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

In consultation with the director, advanced students may devise, with the approval of an NMS faculty member, an independent course of study that is related to the field yet does not duplicate a core or elective course already available.

**NMS 508 | DESIGN RHETORICS | 4 quarter hours
(Graduate)**

This course provides students with a theoretical foundation and practical skills in the design of rhetorically sophisticated new media objects. We will learn basic principles of visual composition, both by examining existing compositions and building our own. We will also seek to understand the way visual literacies and culture shape the rhetorical choices we make as designers and managers of new media projects.

**NMS 509 | SPECIAL TOPICS IN NEW MEDIA STUDIES | 4 quarter hours
(Graduate)**

See schedule for current offerings. May be repeated for credit as topics vary.

**NMS 510 | WRITING DIGITAL CONTENT | 4 quarter hours
(Graduate)**

This course teaches students how to author written and multimodal digital content. Students also learn how to strategically deploy digital content for professional and civic purposes through such practices as content strategy, content management, and measurement analytics.

**NMS 520 | WEB DESIGN I | 4 quarter hours
(Graduate)**

An introduction to the process of making functional sites for display on the Internet. Students will learn HTML-based development software, and work with imaging software to apply fundamental theories of new media design to the production of working computer-screen applications.

**NMS 521 | WEB DESIGN II | 4 quarter hours
(Graduate)**

An introduction to digital authoring software, such as Macromedia Flash, that allows for the combination of animation, sound, and complex user interaction. Students will design and produce working animations while exploring the balance between purpose, usability, and aesthetic appeal.

**NMS 530 | HTML/CSS | 4 quarter hours
(Graduate)**

An introduction to fundamental web development and design languages. Students will learn HTML syntax, naming practices, and techniques for developing and structuring web pages and sites. Students will also learn how to style HTML pages with Cascading Style Sheets (CSS). While most instruction will proceed through XHTML, students will also have an opportunity to explore HTML5 and CSS3.

**NMS 531 | JAVASCRIPT | 4 quarter hours
(Graduate)**

An introduction to JavaScript and JavaScript libraries, focused on the rhetorical possibilities JavaScript makes available for web development. Students will learn the basics of JavaScript as a language, how it interacts with HTML and CSS, how to use it to produce dynamic and interactive structures in sites, and how to leverage existing JavaScript libraries.

**NMS 540 | DIGITAL ARCHIVES | 4 quarter hours
(Graduate)**

This course provides students with an overview of issues related to digital archives, and hands-on experience with contemporary archiving practices. Students in NMS 540 will explore digital archiving through theoretical readings and case studies, and create or maintain digital archives for local organizations.

**NMS 541 | DIGITAL STORYTELLING | 4 quarter hours
(Graduate)**

Digital storytelling is a community-based media arts practice for creating first-person video narratives. This course introduces digital storytelling and its allied values of personal storytelling, participatory process, and accessible production methods. Students learn the digital storytelling methodology, create their own digital story, and explore how personal storytelling is used in organizations and communities. Some sections may include a service-learning component.

**NMS 551 | USABILITY THEORY AND PRACTICE | 4 quarter hours
(Graduate)**

Students in the class will learn the theory and history of usability, exploring how the practice developed in technical writing, web design, and new media contexts. We will explore arguments for greater user inclusion in design and development processes as well as critiques of these practices in industry. Students will develop practical experience by composing usability protocols (how to design user testing), running various kinds of usability tests with real technologies and users, interpreting results of those tests for a variety of audiences, and writing usability test reports. The course will explore the usability of technologies generally, but focus particularly on web usability.

**NMS 597 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to master's degree candidates who are actively working toward the completion of a thesis, project, or portfolio. Enrollment in this course is limited to three quarters and requires thesis/project advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries and requires the equivalent of half-time enrollment status. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

Nursing (NSG)

**NSG 200 | HEALTH AND NUTRITION | 4 quarter hours
(Undergraduate)**

This course provides an introduction to the complex interactions between nutrition, exercise, genetics, cultural factors, physiological and psychological stressors and health. Each class provides an overview on the various nutritional factors which influence the health of individuals. A population based approach is used to address the issue of world hunger and undernutrition. Multiple perspectives relating to nutrition are included such as cultural, religious, family and alternative nutritional lifestyles.

**NSG 210 | PARENTING IN MULTICULTURAL FAMILY SYSTEMS | 4 quarter hours
(Undergraduate)**

Families exist in complex systems of home, community and environment. Each family depends on their cultural history, previous experiences and social supports to assist with parenting. Today over 70% of families with children have two working parents. In the case of single parenting or blended families stressors are great. This course will examine the effect of culture and family traditions on parenting practices in the United States. Multiple family theories will be introduced and discussed. The primary focus is identification of child and family risk factors and strengths. Identifying positive parenting behaviors will enhance the well being, self esteem and health of the family.

**NSG 230 | WOMEN'S HEALTH: THE PHYSICAL SELF | 4 quarter hours
(Undergraduate)**

This course explores the biological dimensions of women's health. The theoretical bases for evaluating medical research, assessing personal health, and decision-making consumerism from a feminist perspective are emphasized. An advanced-level scientific research paper due at the end of the quarter.

WRD 103 or HON 101 or HON 100 or ENG 120 is a prerequisite for this class.

**NSG 232 | MEN'S HEALTH: THE PHYSICAL SELF | 4 quarter hours
(Undergraduate)**

This introductory course explores the unitary nature of men's health patterns focusing on anatomy and physiology of the major body systems emphasizing the difference in males. Health issues pertinent to these system differences in males will be presented based upon health risks, assessment, screening, diagnosis, management and treatment. Developing an understanding of male anatomy and physiology utilizing correct medical terminology to describe various parts and conditions. Elements of scientific research are explored in the context of lecture and laboratory sessions. Students select a research-based topic supported by clinical research studies to articulate their knowledge and understanding through a written paper and oral power point presentation.

**NSG 260 | STATISTICS FOR THE HEALTH SCIENCES | 4 quarter hours
(Undergraduate)**

This course introduces the health science student to theory and application of probability, risk, descriptive and inferential statistics. Computer laboratory experience focuses on using data sets in clinical trials, epidemiology, and critical pathway development.

**NSG 261 | INTRODUCTION TO FINANCE/ACCOUNTING IN HEALTH CARE | 4 quarter hours
(Undergraduate)**

This course introduces students to basic principles, concepts, and techniques in cost accounting, reimbursement, budgeting, and financial management in health care for the practicing health professional.

**NSG 290 | FUNDAMENTALS OF NURSING PRACTICE | 5 quarter hours
(Undergraduate)**

This course introduces the art and science of nursing by examining basic nursing skills and principles of critical thinking, problem solving, and therapeutic communication. Students integrate theoretical concepts of human growth and development, aging, stress, health promotion, education, and teaching throughout the course. Professional roles of the nurse, ethical issues, and critical thinking are explored to foster growth in knowledge and basic nursing skills and competencies. Through clinical experience students apply knowledge and provide safe, quality care to older adults in the clinical setting.?

**NSG 291 | HEALTH ASSESSMENT ACROSS THE LIFESPAN | 4 quarter hours
(Undergraduate)**

This course integrates concepts and skills of health and physical assessment of children, adults, and elders. Emphasis is placed on the nursing process with focus on patient-centered care across the lifespan. Data collection, decision making, diagnostic reasoning, and critical inquiry in nursing practice are explored and practiced in the laboratory setting for the safe provision of quality care.

**NSG 292 | PATHOPHYSIOLOGY FOR ALTERATION IN HEALTH | 4 quarter hours
(Undergraduate)**

This course addresses physiological and pathophysiological principles relevant to clinical practice. Building on the basic sciences, focus is on interrelationships of systems regulation and dysregulation of cellular, organ, and system function. Physiological and pathophysiological function at the cellular level is discussed for the following: metabolism and temperature regulation, acid-base balance, as well as cardiac, pulmonary, renal, hematology, immune, nervous, gastrointestinal, genitourinary, endocrinology, and reproductive systems.

**NSG 293 | PHARMACOLOGY FOR ALTERATIONS IN HEALTH | 4 quarter hours
(Undergraduate)**

This course introduces principles of pharmacodynamics with emphasis on nursing implications in the management of pharmacological therapy. Focus is on drug classifications, mechanism of action, and pharmacologic effects with emphasis on accurate dosage calculations, proper administration, and documentation. The nurse's role in the application of specific drugs in the management and treatment of disease is examined for safe and accountable medication administration across the lifespan.??

**NSG 294 | NURSING THEORY FOR PROFESSIONAL PRACTICE | 4 quarter hours
(Undergraduate)**

This course explores the philosophies, theories, and history of the science of nursing while examining the relationships between nursing practice and nursing science. Students will analyze and discuss theories that provide structure for nursing research and evaluate their usefulness and applicability to professional nursing practice. The role of clinician, educator, and researcher are investigated with emphasis on the contributions of nursing theorists both historical and modern who clarify and explain complex nursing concepts.??

**NSG 301 | INTRODUCTION TO THE ART AND SCIENCE OF NURSING I | 5 quarter hours
(Undergraduate)**

The foundations of the art and science of nursing are developed through the study and practice of basic nursing skills, therapeutic communication and critical thinking in classroom, laboratory and clinical settings. Foundations are strengthened through exposure to theories of human development, aging, stress, health teaching and health promotion. Knowledge is applied to the care of older adults in the clinical setting, facilitating student understanding of individual expressions of wellness, health and illness, and the development of a professional value system. Course includes 24 lab hours and 24 clinical hours.

NSG 322 and NSG 332 are prerequisites for this class.

**NSG 302 | INTRODUCTION TO THE ART & SCIENCE OF NURSING II | 8 quarter hours
(Undergraduate)**

The art and science of nursing and select theories are examined to provide the basis for critical thinking, compassionate communication, and therapeutic interventions in the provision of medical/surgical nursing care with adult/geriatric populations. The role of the nurse as a health facilitator and provider of care are emphasized in working with common medical/surgical issues. Classroom, clinical, and laboratory experiences relate to individuals and families experiencing acute and commonly occurring patterns of illness. Course includes 80 clinical hours and 3 lab hours.

NSG 301, NSG 322 and NSG 332 are a prerequisite for this class.

**NSG 303 | INTRODUCTION TO THE ART & SCIENCE OF NURSING III | 8 quarter hours
(Undergraduate)**

The art and science of nursing and select theories are examined further as the basis for critical thinking, compassionate communication, and therapeutic interventions in holistic nursing practice with adult/geriatric populations. The role of the nurse as a health facilitator and provider of care are emphasized in working with complex medical/surgical issues. Classroom, clinical and laboratory experiences relate to health promotion and healing of individuals and families experiencing acute and commonly occurring patterns of illness. Course includes 80 clinical hours.

NSG 302, NSG 322 and NSG 332 are a prerequisite for this class.

NSG 307 | ART AND SCIENCE OF NURSING IV: PSYCHIATRIC MENTAL HEALTH | 6 quarter hours
(Undergraduate)

This course examines the etiology, symptomatology, and clinical management of selected mental illnesses across the lifespan. A mental health recovery approach is utilized, focusing on the multi-factorial and individualized nature of illness presentations and the need for person-centered care and multi-modal treatment. Critical thinking, compassionate communication, and therapeutic nursing interventions are applied to practicum experiences. Various psychiatric nursing roles will be explored in the contexts of health promotion, disease management and rehabilitation. Course includes 60 clinical hours.

NSG 303 is a prerequisite for this class.

NSG 310 | PATIENT CENTERED NURSING I: MED/SURG I | 8 quarter hours
(Undergraduate)

This course examines the art and science of nursing theories and medical/surgical care of adults and older adults experiencing acute and chronic conditions. The application and integration of theoretical concepts and evidence-based practice are emphasized in the promotion of critical thinking, clinical reasoning, and clinical judgement in the provision of medical/surgical care of adult/geriatric populations. Classroom, laboratory, and clinical experiences focus on individuals and families in acute care settings requiring multi-dimensional, safe, and quality care.?

NSG 312 | PATIENT CENTERED NURSING II: MED/SURG II | 8 quarter hours
(Undergraduate)

The art and science of nursing theories and medical/surgical care of adults and older adults experiencing acute and chronic conditions are examined further in this course. The application and integration of theoretical concepts and evidence-based practice are emphasized in the promotion of critical thinking, clinical reasoning, and clinical judgement in the provision of medical/surgical care of adult/geriatric populations. Classroom, laboratory, and clinical experiences focus on individuals and families in acute care settings requiring multi-dimensional, safe, and quality care.?

NSG 314 | PATIENT CENTERED NURSING III: MENTAL HEALTH | 6 quarter hours
(Undergraduate)

This course focuses on psychiatric-mental health nursing concepts, theoretical approaches to mental health/illness, and the care of persons of various age groups with psychiatric mental health disorders. The application of theories and implementation of evidence-based care of individuals with psychiatric/mental health issues is examined with emphasis on cultural, ethical, and legal concepts, psychosocial needs, and the wellness of individuals and their families. Clinical experience facilitates student synthesis of classroom material and content in the application of psychiatric/mental health concepts, critical thinking, and therapeutic relationships in mental health.

NSG 316 | PATIENT CENTERED CARE IV: PEDIATRICS | 6 quarter hours
(Undergraduate)

This course applies professional nursing concepts in caring for children and their families. Focus is on the physiological, pathophysiological, developmental, and psychosocial needs of children from infancy through adolescence. Clinical experience integrates nursing care of children and families, health promotion, and acute and chronic illness management.

NSG 318 | PATIENT CENTERED NURSING: OB/MATERNITY | 6 quarter hours
(Undergraduate)

This course applies professional nursing concepts in the care of newborns and childbearing women experiencing actual or potential illness manifestations or injury patterns. Focus is on the physiological, pathophysiological, sociocultural, educational, and psychosocial needs of newborns, childbearing women and their families. Clinical experience integrates maternity nursing care of the neonate, childbearing woman, and their families in inpatient and outpatient settings.

NSG 320 | CRITICAL CARE CENTERED NURSING | 8 quarter hours
(Undergraduate)

This course focuses on nursing roles and responsibilities in caring for high acuity adult patients and families. Critical care concepts are examined as students synthesize knowledge and apply advanced skills in the care of adults with multi-system or emergent health problems. Advanced clinical reasoning and multidisciplinary collaboration is emphasized in the care of adults with complex fluid and hemodynamic imbalances, cardiac, neurological, respiratory, and renal conditions. Clinical experience integrates critical thinking, clinical decision making, and advanced skills in the care of high acuity patients in intensive care settings.

NSG 322 | BASIC PATHOPHYSIOLOGY AND PHARMACOLOGY | 4 quarter hours
(Undergraduate)

The principles of pathophysiology and pharmacology are introduced and applied in the management of pharmacological therapy. Emphasis includes the fundamental principles of drug mechanism of action, application of specific drugs in the treatment of disease, and related nursing care. To ensure patient safety, attention is given to drug administration and calculations. Developmental changes related to pathogenesis are addressed.

NSG 323 | COMMUNITY AND POPULATION HEALTH | 5 quarter hours
(Undergraduate)

This course focuses on community, population-focused, and public health nursing concepts as a theoretical basis to prevent, promote, maintain, and restore health to families, groups, communities, and populations. Community assessment, epidemiology, and environmental health frameworks provide an evidence-based guide for promoting and protecting the health of the public. This course integrates community service learning experiences.

NSG 325 | CONTEMPORARY HEALTH CARE ISSUES | 4 quarter hours
(Undergraduate)

This course explores current issues and trends in health care systems. Emphasis is on coordination and effective use of best practices for allocating scarce resources for diverse communities from a cultural, ethical, and policy perspective. Students are expected to think critically using ethical frameworks focused on what society considers fair and just care as they explore factors that influence the health and wellness-illness continuum of human experiences. Topics include health literacy, telehealth, crises affecting health care systems, just culture, interdisciplinary global health workforce, and political environment for nursing practice.

NSG 326 | NURSING INFORMATICS AND TECHNOLOGY | 4 quarter hours (Undergraduate)

This course focuses on introductory concepts, frameworks, and methods of information science. Students examine health information systems, computerized health-related databases, and outcomes data from the National Database of Nursing Quality Indicators (NDNQI). This course introduces integrated patient care technologies such as patient monitoring and medication administration systems. Ethical standards related to data security, regulatory requirements, confidentiality, and clients right to privacy are examined.

NSG 327 | NURSING RESEARCH | 4 quarter hours (Undergraduate)

This course introduces students to basic research concepts, quantitative and qualitative research processes, and nursing research applications to practice. Students will develop an understanding of research and its implications for clinical practice and decision-making.

NSG 328 | QUALITY AND SAFETY FOR TRANSFORMATIONAL NURSING | 4 quarter hours (Undergraduate)

The course focuses on quality and safety improvement science and implications for practice in health care work environments to promote health and minimize risk of harm. Principles of teamwork and collaboration, quality improvement, patient centered care, informatics, and evidence-based practice are analyzed at the system and individual levels.

NSG 329 | LEADERSHIP AND MANAGEMENT FOR SAFE NURSING CARE | 4 quarter hours (Undergraduate)

This course introduces leadership and management through the application of theory and evidence-based concepts in professional nursing. Power, change strategies, and nursing practice legal, regulatory, and professional standards are examined. The course focuses on advocacy skills and QSEN competencies to promote a culture of safety.

NSG 330 | FOUNDATIONS OF PROFESSIONAL NURSING PRACTICE | 2 quarter hours (Undergraduate)

This course introduces the registered nurse student to the philosophy and mission of the De Paul University School of Nursing RN to MS Program. The central focus will be on the associate degree nurse transition to baccalaureate level education. Major areas of emphasis will include the evolution of nursing as a scientific professional discipline, the role of the professional nurse as a client advocate, change agent, the role of power and politics as sources of empowerment for practice, and legal, and ethical parameters in the scope of nursing practice.

NSG 331 | TRANSITION TO PROFESSIONAL NURSING | 8 quarter hours (Undergraduate)

This course provides a capstone immersion experience requiring students to demonstrate competency and proficiency applying knowledge and skills from liberal arts, sciences, and nursing. This course entails 130 clock hours of direct patient care experiences. Students will utilize the art and science of professional nursing practice in a clinical setting, acknowledging cultural, spiritual, psychosocial, and community-based influences on health. Applying a multidisciplinary view of baccalaureate level nursing practice, students will develop an evidence-based nursing project that identifies a quality and safety concern within their field of interest.

NSG 332 | HEALTH ASSESSMENT | 4 quarter hours (Undergraduate)

This course is designed to prepare the student to perform comprehensive physical assessments and mental status exams of the individual in the context of their family and community. Course includes 30 lab hours.

NSG 335 | LESBIAN HEALTH MATTERS | 4 quarter hours (Undergraduate)

This course explores the unitary processes and experiences of health and quality of life for lesbians in diverse communities and with a range of identification and orientation. The idea that homophobia exists and serves as a significant barrier to access and to maintenance of health for lesbians underpins the course. The course uses multiple forms of scientific literature, general literature, film, and art to study the personal, ecological, and socially constructed determinants of health and quality of life. Various feminist, nursing, queer, and post-colonial perspectives on contemporary scientific and social discourse will emphasize linking health and illness with economic, social/cultural, and political dimensions of society. Concepts of personal health patterning, risk reduction, and health promotion will be stressed.

NSG 376 | COMMUNITY HEALTH NURSING FOR THE PROFESSIONAL NURSE | 4 quarter hours (Undergraduate)

The emphasis of this course is on the delivery of comprehensive, culturally appropriate services to meet the continuing health needs of families, aggregates, and communities. Students will design population-focused nursing interventions to reduce assessed risk, incidence, and prevalence of community health problems. The role of the community health nurse in health promotion, disease, and injury prevention and management across the lifespan is examined, specifically across the continuum of care and coordination of services at the individual and population levels. Emphasis is placed on current trends and professional, legal/ethical, economic, cultural, and environmental issues as they apply to community health nursing.

NSG 377 | PRACTICUM: THE PROFESSIONAL NURSE AND COMMUNITY HEALTH | 4 quarter hours (Undergraduate)

This course provides opportunities for developing the professional nurse role in community health care. Experiential learning activities focus on community assessment, health program planning and evaluation, and management of innovation at the community level. Health education and leadership development are emphasized in both public health and community-based settings involved in health care delivery for individuals, families, and communities.

NSG 376 is a prerequisite for this class.

NSG 380 | UNDERGRADUATE NURSING SYNTHESIS | 4 quarter hours (Undergraduate)

This course provides a capstone experience of the art and science of professional nursing practice in contemporary society with integration of the liberal studies program. Applying a multidisciplinary view of baccalaureate level nursing practice, students will identify a practice concern in their nursing field of interest and develop a quality improvement plan or policy revision recommendation from assessment to an evaluation plan.

NSG 393 | FOUNDATIONS FOR SUCCESS IN NURSING | 3 quarter hours (Undergraduate)

This course is designed to enhance the transition of the 3+2 Masters Entry to Nursing Practice student from undergraduate to graduate level work and from general academics to professional preparation. Students will learn the fundamentals of graduate level writing within a profession, develop critical thinking skills to enhance mastery and application of nursing content and obtain foundational knowledge of current issues in nursing and health care. The class will be taught as a hybrid and incorporate online tutorials, self-assessments and asynchronous discussion as well as face-to-face lecture, discussion and small group work.

NSG 399 | INDEPENDENT STUDY | 1-4 quarter hours (Undergraduate)

INDEPENDENT STUDY (variable credit)

NSG 400 | THEORETICAL COMPONENTS OF NURSING | 4 quarter hours (Graduate)

This course is designed to examine the nature, function, and development of concepts, models, and theories for their relevance to advanced nursing practice and nursing research. The structure of theory is analyzed by examining the relationship between theoretical components. A variety of types of theoretical statements utilized to conceptualize nursing practice and research are presented and evaluated. A process for developing a conceptual framework for inquiry and data-based nursing practice is presented. Course includes 12 CbSL hours (MENP req. only).

NSG 431 (or status as an RN to MS or DNP student) is a prerequisite for this class.

NSG 401 | NURSING RESEARCH I | 4 quarter hours (Graduate)

This is a seminar course emphasizing the components of the research process. Using discussions and analysis of published studies, students will examine current research problems and their associated methodological and ethical issues. Students will prepare problem statements, formulate research questions, review nursing research literature, and utilize appropriate methodologies to prepare a synthesis paper.

NSG 400 is a prerequisite for this class.

NSG 422 | APPLIED PATHOPHYSIOLOGY | 4 quarter hours (Graduate)

A synthesis of organic & inorganic chemistry, molecular biology, and cellular physiology that serves as a foundation for advanced understanding of pathophysiology and pharmacology.

Status as an NP student or (status as an MENP student and NSG 332) is a prerequisite for this class.

NSG 424 | PATHOPHYSIOLOGY FOR ADVANCED PRACTICE | 4 quarter hours (Graduate)

Survey of current advances on human physiology with emphasis on the cellular and microcellular basis of health and disease. Students will engage in intensive study of human anatomy and physiology and complex pathophysiologic processes. Current research findings are reviewed for implications for health promotion, health maintenance and health restoration.

NSG 425 | FISCAL MANAGEMENT IN HEALTH CARE | 4 quarter hours (Graduate)

Fiscal management and budgetary practices in health care institutions are explored. Budget preparation, cost-benefit, analysis, product costing, reimbursement, and analysis of financial status in organizations is emphasized.

NSG 426 | PHARMACOLOGY II | 4 quarter hours (Graduate)

Emphasis is placed on the proper use of medication in self-care and dependent-care relative to health-related requisites, nursing role in administration of drugs, and proper patient education. The course focuses on the principles of nursing management in drug therapy along with the basics of core drug knowledge and patient-related variables. The major classifications of drugs are being examined along with issues arising from the use of drug therapy in contemporary society, and the related nursing implications are discussed. The pharmacological aspects of nursing care are integrated using the nursing process. In addition, there is emphasis on assessing and evaluating patient responses that change in accord with health, age, lifestyle, gender and other factors.

NSG 322 is a prerequisite for this class.

NSG 428 | PATHOPHYSIOLOGY FOR ADVANCED PRACTICE | 4 quarter hours (Graduate)

Using a case study approach, pathophysiologic and physiologic alterations will be analyzed in selected systems-related disease processes. Appropriate clinical and lab analysis will be included in preparation for advance practice. Using a variety of learning modalities, students will explore current theories and research related to pathology, pathophysiology and abnormal physiologic function including implications for health promotion, maintenance and restoration.

NSG 429 | PATHOPHYSIOLOGY & APPLIED PHARMACOLOGY | 4 quarter hours (Graduate)

This course builds on the background of the registered nurse in exploring advanced concepts of pathophysiology and pharmacology. Emphasis is placed on concepts of pathophysiology in relationship to pharmacologic therapies and clinical management. The application of pharmacologic therapies in health promotion and patient management is explored from perspective of the masters prepared nurse.

NSG 430 | POLITICAL AND LEGAL ISSUES IN HEALTH CARE | 2 quarter hours (Graduate)

Seminars will discuss social, economic, legislative and regulatory mechanisms that influence professional practice and health policy in the United States. Emphasis is on the legal definition of professional practice as well as major issues involved in designing, implementing and evaluating policy decisions including scope, dynamics, and conceptual and practical dilemmas. (2 quarter hours)

NSG 431 | HEALTH PROMOTION FOR FAMILIES AND COMMUNITIES | 4 quarter hours (Graduate)

Examines issues, frameworks, theories and techniques relevant to health promotion for individuals, families and communities. Physical and social determinants of health are examined as are methods for assessing and facilitating cultural competence. The nurse's role as advocate for health promotion and wellness in public policy is discussed. Course includes 12 CbSL hours (MENP req. only).

NSG 433 | NURSING AND BIOMEDICAL ETHICS IN HEALTH CARE | 2-4 quarter hours (Graduate)

Seminars and case studies are used to explore issues and frameworks for ethical practice and research in the health professions. (2 quarter hours)

NSG 434 | COMMUNITY ENGAGEMENT SEMINAR I | 1 quarter hour (Graduate)

This course is designed to provide a deeper understanding and integration of academic service learning in the community. It will provide students in the Masters Entry Nursing program with an opportunity to utilize the knowledge and skills gained throughout the program and begin an analytical paper and presentation critically addressing a community health problem. The nursing process will be used to delve deeply into the community engagement experience, Health policy implications and integration of a theoretical framework will be included. Course includes 12 CbSL hours.

NSG 435 | COMMUNITY ENGAGEMENT SEMINAR II | 1 quarter hour (Graduate)

This course is designed to build on Community Engagement Seminar I. It will provide students in the Masters Entry Nursing program an opportunity to delve deeper into their community engagement experience with a focus on health intervention evaluation, dissemination and sustainability while finalizing their analytical paper and presentation. Course includes 12 CbSL hours.

NSG 440 | MATERNAL HEALTH NURSING | 6 quarter hours (Graduate)

The art of childbearing nursing: a didactic and clinical course as presented and discussed in class and implemented in the clinical setting. Focus is on the role of the nurse in caring for healthy newborns, and childbearing women who may be experiencing actual or potential educational needs, illness manifestations, or injury patterns. A variety of clinical settings, both inpatient and outpatient for maternity care will be utilized.

NSG 441 is a corequisite for this class.

NSG 441 | INFANT, CHILD AND ADOLESCENT NURSING | 6 quarter hours (Graduate)

The art of pediatric nursing: a didactic and clinical course as presented and discussed in class and implemented in the clinical setting. Focus is on the role of the nurse in caring for children ranging from newborns through adolescents. Levels of prevention, health promotion, health maintenance, and health restoration will be discussed. Emphasis is placed on the physical, psychosocial, and developmental needs of infants, children and adolescents within the family as well as the alterations that occur during hospitalization. Major causes of morbidity and mortality will also be covered. The influence of health policy, cultural, economic, and ethical issues on the child and family are also addressed. Course includes 60 clinical hours.

NSG 440 is a corequisite for this class.

NSG 442 | COMMUNITY HEALTH NURSING | 4 quarter hours (Graduate)

The emphasis of this course is to provide a theoretical basis for nursing and public health sciences in the field of population health. Emphasis is placed on application of the principles of primary health care, strategies of health promotion, disease prevention and management across the life-span in home and community settings, and nursing practice of community-based families and population. Current trends and professional, legal/ethical, economic, cultural, and environmental issues are examined as they apply to community health nursing.

NSG 440 and NSG 441 are a prerequisite for this class.

NSG 443 | CLINICAL IMMERSION AND INTERNSHIP | 6 quarter hours (Graduate)

This is the capstone clinical course in which students, preceptors, and faculty collaborate in application and synthesis of the core concepts of caring, collaboration, communication, cultural sensitivity, community and environment as they relate to the nursing care of clients with complex health care problems throughout the life span. The students will also demonstrate competency in clinical skills, critical thinking, problem solving, and time management. The purpose of the synthesis course is to facilitate the integration of current and prior curricular content so that the student can become an active and productive member of the health care team.

NSG 442 and NSG 472 are a prerequisite for this class.

NSG 445 | NURSING PROFESSIONALISM, ADVOCACY, AND LEADERSHIP | 4 quarter hours (Graduate)

This is the capstone clinical course in which students, preceptors, and faculty collaborate in application and synthesis of the core concepts of caring, collaboration, communication, cultural sensitivity, community and environment as they relate to the nursing care of clients with complex health care problems throughout the life span. The students will also demonstrate competency in clinical skills, critical thinking, problem solving, and time management. The purpose of the synthesis course is to facilitate the integration of current and prior curricular content so that the student can become an active and productive member of the health care team. Course includes 12 CbSL hours.

NSG 446 | ETHICAL AND POLITICAL ENGAGEMENT IN NURSING | 4 quarter hours (Graduate)

This course is designed to explore the leadership and advocacy skills required of advanced nursing practice in a complex health care system. The course will focus on health law, ethics and policy in the context of social justice issues common in a diverse society. Students will integrate leadership and advocacy concepts and processes to all levels of healthcare with specific focus on health ethics and policy.

NSG 447 | COMMUNITY & POPULATION HEALTH NURSING | 6 quarter hours (Graduate)

This course is to provide a theoretical basis and practical experiences for community nursing and public health sciences in the field of population health. Emphasis is placed on application of the principles of community based health care, evidence-based strategies of health promotion, disease prevention and management of the care of individuals and populations across the life-span, with an emphasis on vulnerable populations. Current trends and professional, legal/ethical, economic, cultural, and environmental issues are examined as they apply to community and population health nursing.

NSG 448 | INDEPENDENT STUDY | 1-6 quarter hours (Graduate)

This course is reserved for individuals who wish to do focused study at the graduate level. (variable credit)

NSG 450 | SELECTED TOPICS IN NURSING | 2-4 quarter hours (Graduate)

This course is reserved for special seminars organized from time to time to accommodate the needs of groups interested in specific topics. (2 quarter hours)

NSG 451 | INTRODUCTION TO NURSING ADMINISTRATION AND LEADERSHIP | 4 quarter hours**(Graduate)**

This course is an introduction to the nursing leadership concentration as well as an overview of current issues and theory of nursing administration for all advanced practice nurses. As an introduction to the nursing leadership concentration, this course places emphasis on developing master's level skills of critical reading, scholarly writing, analytical discussion, and shared leadership. May also be taken as a health sciences management elective. The expected outcome of the course is a nursing research question and literature review that will form the basis of the students work in their concentration and the final research project.

NSG 452 | ORGANIZATIONAL AND FINANCIAL MANAGEMENT IN HEALTH CARE | 2-4.5 quarter hours**(Graduate)**

This course provides insight and reflection on the executive role in advanced practice and organizational administration. Concepts, models, and techniques used to manage systems in a variety of health care organizations or practices are analyzed. Organizational assessment, resource development, and product costing are emphasized. This course provides insight and reflection on the executive role in advanced practice and organizational administration. Concepts, models, and techniques used to manage systems in a variety of health care organizations or practices are analyzed. Organizational assessment, resource development, and product costing are emphasized. (2 quarter hours)

NSG 453 | CASE MANAGEMENT AND THE MANAGED CARE ENVIRONMENT | 4 quarter hours**(Graduate)**

In this course, students engage in analysis of concepts central to an in-depth understanding of the managed care environment and case management as a clinical care system. Emphasis is upon development of skill in organizational and population-based assessment and data analysis, clinical pathway development, and interdisciplinary collaboration. Students develop a database for a clinical project focusing on a client population from their work environment.

NSG 454 | INNOVATIONS IN HEALTH CARE DELIVERY | 4 quarter hours**(Graduate)**

This course provides the instruction and clinical experience for the development of the advanced practice nurse role as case manager and administrator. Learning activities focus on implementing contemporary data-based nursing practice models in a variety of health care settings, and the diffusion of innovation at the individual, family and organizational levels.

NSG 455 | CURRICULUM DEVELOPMENT FOR HEALTH CARE SYSTEMS | 4 quarter hours**(Graduate)**

Theories, principles and approaches to curriculum development are explored. Basic elements of curricular design are examined in relation to traditional and evolving paradigms, reflecting development in social and professional dimensions of health care.

NSG 456 | PRACTICUM IN NURSING ADMINISTRATION I | 6 quarter hours**(Graduate)**

Practicum In Nursing Administration I (6 quarter hours)

NSG 451 and NSG 452 are a prerequisite for this class.**NSG 457 | PRACTICUM IN NURSING ADMINISTRATION II | 6 quarter hours****(Graduate)**

Practicum In Nursing Administration II (6 quarter hours)

NSG 456 is a prerequisite for this class.**NSG 458 | TEACHING IN HEALTH CARE SYSTEMS | 4 quarter hours****(Graduate)**

This course prepares the registered nurse to apply theories, principles and strategies in education. Emphasis is on education as a vehicle for enhancing the health of populations and systems from an ecological perspective.

NSG 459 | PRACTICUM IN TEACHING IN HEALTH CARE SYSTEMS | 6-8 quarter hours**(Graduate)**

Practicum In Teaching In Health Care Systems (6 quarter hours)

NSG 455 and NSG 458 are a prerequisite for this class.**NSG 460 | HEALTH ASSESSMENT II | 4 quarter hours****(Graduate)**

This course emphasizes the knowledge and skills necessary for advanced health assessment of individuals and families across the lifespan. This knowledge will be incorporated with related pathophysiological processes in common health abnormalities, with integration of laboratory findings and physical exam findings. The course will focus on physical, psychosocial, sociocultural, environmental, and developmental elements of advanced assessment necessary for developing clinical data-gathering skills, diagnostic reasoning and clinical problem-solving. It will allow students to explore fully the human individual, holistically, without recourse to invasive technologies. Interviewing techniques and head-to-toe physical assessment will be reviewed. The course will concentrate on the focused systems assessment necessary for providing care to clients across the lifespan and assist the students in differentiating between normal, deviations from normal, and abnormal physical assessment findings. At the end of the course, students will be expected to perform an advanced physical exam upon a designated client and effectively communicate the findings. Course includes 25 lab hours.

NSG 302 (or status as an RN to MS student) is a prerequisite for this class.**NSG 462 | ADVANCED WOMEN'S HEALTH ASSESSMENT | 2 quarter hours****(Graduate)**

Lectures focus on the synthesis of scientific knowledge in performing integrated, comprehensive assessments of women from late adolescence through maturity. Emphasis is placed on the woman in the context of the family and community in health and illness. Laboratory practice includes taking the health history and performing the physical examination to evaluate primary and reproductive health care needs. (2 quarter hours)

NSG 422, NSG 424 and NSG 464 are a prerequisite for this class.

NSG 464 | HEALTH ASSESSMENT FOR ADVANCED PRACTICE | 6 quarter hours**(Graduate)**

This course builds on the skills acquired in health assessment and will introduce the skills and knowledge needed to perform a history and physical examination on patients of all ages. Lecture will focus on the synthesis of scientific knowledge in performing integrated, comprehensive assessments of individuals from infancy through maturity. Emphasis is placed on the child in the context of the family and community. Laboratory practice includes taking the health history and performing the physical examination to evaluate primary health care needs. Adult Nurse Practitioner students will not participate in the assessment of the infant and child, but instead will participate in more in-depth assessment of the older adult. Course includes 30 lab hours. (6 quarter hours)

NSG 472 | CRITICAL CARE NURSING | 8 quarter hours**(Graduate)**

This is a theory and clinical course with a focus on the roles and responsibilities of nurses caring for adults who are experiencing acute illness that may result in complex multiple system disorders. This course will emphasize the critical care concepts of oxygenation, perfusion, ischemia, pain, metabolism, and quality of life. In this course, students will synthesize knowledge and apply advanced skills to manage high acuity and critical care clients. An emphasis is placed on providing a strong theoretical foundation for the student to be able to apply critical thinking skills to clinical decision-making. In the clinical area utilizing the critical thinking techniques of the nursing process, students will assess, collect data, plan, implement, and evaluate the care of clients hospitalized in high acuity and critical care units.

NSG 440 and NSG 441 are a prerequisite for this class.

NSG 473 | PRIMARY CARE OF THE INFANT, CHILD, AND THE ADOLESCENT | 4 quarter hours**(Graduate)**

This course is designed to explore health promotion, health protection, and disease prevention dimensions in pediatric primary care. The focus is on common issues related to clinical, developmental and behavioral needs of children and adolescents and their families. The dynamics of the pediatric client and nurse practitioner relationship will be analyzed, focusing on life transitions and the impact of health and illness on infants, children, adolescents and their families. Clinical practice guidelines will be evaluated through epidemiological and research evidence of selected developmental and behavioral disorders, as well as acute and chronic health problems. Selected theory-based models relevant to primary care of children will be critiqued.

NSG 428, NSG 464, and NSG 484 are prerequisites for this class.

NSG 474 | PRIMARY CARE OF THE ADULT AND OLDER ADULT | 4 quarter hours**(Graduate)**

Lectures focus on synthesis and application of scientific knowledge for family advanced practice nursing in primary care. The emphasis of course content is on building advanced knowledge of chronic and complex health problems in the primary care management of adults. This course examines primary health care needs of adults across the life span, with a focus on health promotion and disease prevention. The integrated role of the advanced practice nurse in providing holistic care and collaborative practice is emphasized.

NSG 428, NSG 464, and NSG 484 are prerequisites for this class.

NSG 475 | WOMEN'S REPRODUCTIVE HEALTH AND GYNECOLOGY | 4 quarter hours**(Graduate)**

This advanced practice course provides a comprehensive review of reproductive health and gynecology practice issues during a woman's childbearing years. Course content consists of contraceptive options, sexually transmitted illnesses, low risk obstetrical prenatal & postpartum and well woman gynecology. Clinical practice guidelines for the advanced practice nurse in a women's health specialty practice or in a practice devoted to the care of women in the family.

NSG 428, NSG 464, and NSG 484 are prerequisites for this class.

NSG 476 | WOMEN'S HEALTH, MATERNAL CHILD AND ADOLESCENTS | 6 quarter hours**(Graduate)**

This course is designed to explore health promotion, health protection, and disease prevention dimensions in Women's reproductive health and pediatric populations. The Women's Health and Maternal Child portion contains comprehensive review of gynecology practice issues during a woman's childbearing years. The dynamics of the pediatric client and nurse practitioner relationship will be analyzed, focusing on life transitions and the impact of health and illness on infants, children, adolescents and their families. Clinical practice guidelines will be evaluated through epidemiological and research evidence of selected pediatric developmental, growth and behavioral disorders; contraceptive options, sexually transmitted illnesses, low risk obstetrical prenatal and postpartum and well woman gynecology for women's health.

NSG 477 | CLINICAL MANAGEMENT OF WOMEN'S HEALTH AND ILLNESS | 3 quarter hours**(Graduate)**

Lectures focus on synthesis and application of scientific knowledge for gynecologic advanced practice nursing. The integrated role of the advanced practice nurse in providing holistic care and collaborative practice is emphasized. (3 quarter hours)

NSG 478 | CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE | 4 quarter hours**(Graduate)**

Lectures focus on synthesis and application of scientific knowledge for adult advanced practice nursing. The integrated role of the advanced practice nurse in providing holistic care and collaborative practice is emphasized. The dynamics of the adult client and nurse practitioner relationship will be analyzed, focusing on life transitions and the impact of health and illness on adults, families, and communities. Clinical practice guidelines will be evaluated through epidemiological and research evidenced of selected acute, emergent and chronic health problems.

NSG 428, NSG 464, and NSG 484 are prerequisites for this class.

NSG 479 | ADVANCED GERONTOLOGICAL NURSING | 4 quarter hours**(Graduate)**

This course examines the biological changes of aging using a system approach and reviews selected clinical issues and health problems of older adults, particularly the common health conditions associated with geriatric syndrome. This course provides a foundation in advanced gerontological nursing theory and practice. Comprehensive geriatric assessment, changes in normal aging, geriatric syndromes and functional status of older adults will be explored. Students are expected to learn and apply evidence-based practice to promote wellness, maximize function, and enhance self-care of older adults.

NSG 428, NSG 464, and NSG 484 are prerequisites for this class.

NSG 481 | BIOSTATISTICS AND EPIDEMIOLOGY | 4 quarter hours (Graduate)

The application of biostatistics/epidemiology to clinical practice and research is the intent of this seminar. Initial discussions will focus on understanding biostatistics and epidemiological statistics as applied to health and disease in diverse populations. From considering the relationship between measurement and biostatistics to understanding the importance of insuring data integrity throughout the research process, students will examine existing data sets (federal, voluntary agencies, professional/specialty organizations). Then the focus will be on understanding epidemiological statistics (rates, proportions, relative and absolute risk), descriptive statistics, measures of differences, measures of relationships/prediction, and multivariate statistical models as applied to health and disease.

NSG 482 | INTRODUCTION TO EPIDEMIOLOGY | 2-4 quarter hours (Graduate)

An investigative problem-solving process is used to study the personal and ecological determinants of health and disease frequencies in diverse populations. Data are manipulated to plan, implement and evaluate health promotion and disease control programs for a variety of health care settings. Infectious and chronic disease prevention are emphasized. Students electing to take the course for four credit hours will complete a project using the epidemiologic method. (2 quarter hours)

NSG 483 | PRACTICUM IN POPULATION-BASED NURSING PRACTICE I | 4 quarter hours (Graduate)

This is the first practicum in a sequence of supervised clinical experiences for nurse practitioner students. The focus is on application of health assessment and examination skills in the clinical setting, identification of health risks, and learning how to manage common illnesses. Analysis and application of current research is used as the basis for decision-making in performing the health history and physical assessment, contributing to interdisciplinary treatment planning, and teaching for health promotion and illness prevention. Course includes 160 preceptor clinical hours.

NSG 484 | PHARMACOLOGY FOR ADVANCED PRACTICE | 4 quarter hours (Graduate)

Provides the advanced-practice nurse with the knowledge base necessary to manage pharmacological therapy for acute and chronically ill clients collaboratively with other members of the health care team. Direct and indirect responsibility for clinical decision-making regarding the administration, management and evaluation of drugs are emphasized.

NSG 428 and NSG 464 are prerequisites for this class.

NSG 487 | PRACTICUM IN POPULATION-BASED NURSING PRACTICE II | 4 quarter hours (Graduate)

This is the second practicum in a sequence of supervised clinical experiences for nurse practitioner students in which students demonstrate increasing comprehensive practice of primary care in the context of specialty practice for selected populations. Nurse practitioner student readings, assignments, and clinical experiences in primary care: family, adult, pediatric, or women's health with an emphasis on health promotion and disease prevention. Course includes 160 preceptor clinical hours.

NSG 483 is a prerequisite for this class.

NSG 488 | PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING | 4 quarter hours (Graduate)

This course introduces the graduate nursing students to a variety of advanced practice nursing roles and the competencies needed for successful practice in those roles. The students explore the conceptual, theoretical, and empirical bases of population based advanced practice nursing. Critical thinking skills are developed through the student's debate of current local, state, and national laws and analysis of coding case studies. Communication skills are fostered through the use of class discussions and development of various assignments. Scholarly written and verbal presentations enhance the student's understanding of historical, economical, political, legal, and ethical perspectives of advanced practice nursing.

NSG 490 | PRACTICUM IN POPULATION-BASED NURSING PRACTICE III | 4 quarter hours (Graduate)

This is the third clinical practicum in a sequence of supervised clinical experiences for nurse practitioner students in which students demonstrate increasing comprehensive practice of primary care in the context of specialty practice for selected populations. This course provides the opportunity to integrate the multiple professional roles of the advanced practice nurse while refining their skills in the comprehensive practice of primary care and/or specialty practice for selected populations. Emphasis is on health promotion and disease prevention with unitary human beings in mutual process with their environment in the management of health and illness, teaching and health counseling and organizational and role competencies. Students select sites and preceptors in family, adult, pediatric or women's health promotion according to their area of concentration and self-assessed strengths and weaknesses. Course includes 180 preceptor clinical hours.

NSG 487 is a prerequisite for this class.

NSG 493 | ADVANCED GERONTOLOGICAL NURSING & PHARMACOTHERAPEUTIC IMPLICATIONS | 5 quarter hours (Graduate)

This course provides a foundation in advanced Gerontological nursing theory, practice and Pharmacotherapeutic implications of the older adult. Comprehensive geriatric assessment, changes in normal aging, geriatric syndromes, functional status and the various factors that impact the pharmacokinetics and pharmacodynamics of drugs used in the care of the older adult will be explored. Students are expected to learn and apply evidence-based practice to promote wellness, maximize function, and enhance self-care of older adults along with the economic and policy issues regarding pharmacotherapy of the older adult population.

NSG 500 | CHEMISTRY AND PHYSICS OF ANESTHESIA | 6 quarter hours (Graduate)

Review of principles of physics with emphasis on their application in the clinical practice of anesthesia. Nurse anesthesia residents (NAR) will engage in a comprehensive analysis of cell physiology and biochemistry with emphasis upon metabolism, enzyme function, and protein synthesis. Current research findings and their anesthetic implications will be discussed. (6 quarter hours)

**NSG 501 | ANATOMY AND PHYSIOLOGY I | 6 quarter hours
(Graduate)**

An intensive 6 quarter hour course designed to provide the nurse anesthesia resident (NAR) with current knowledge of advanced anatomy and physiology of the gastrointestinal, nervous and endocrine systems. The course is divided into three sections with emphasis placed on the structural and functional role of each system in maintaining homeostasis. Clinical implications of current research findings will be stressed. (6 quarter hours)

**NSG 502 | ANATOMY AND PHYSIOLOGY II | 6 quarter hours
(Graduate)**

An intensive 6 quarter hour course designed to provide the nurse anesthesia resident (NAR) with current knowledge of advanced anatomy and physiology of the cardiovascular, respiratory and renal systems. The course is divided into sections with emphasis placed on the structural and functional role of each system in maintaining homeostasis. Clinical implications of current research findings will be stressed. (6 quarter hours)

**NSG 503 | PATHOPHYSIOLOGY | 6 quarter hours
(Graduate)**

An intensive 6 quarter hour course designed to provide the nurse anesthesia resident (NAR) with current knowledge of diseases and disorders of the nervous, endocrine, cardiovascular, respiratory, renal, GI/hepatic, and musculoskeletal systems. Implications for the design and implementation of an appropriate anesthesia care plan for individuals with specific system disease/disorders will be discussed in detail. Emphasis will be placed on system-specific diagnostic and therapeutic procedures that require anesthesia services. (6 quarter hours)

**NSG 504 | PRINCIPLES OF ANESTHESIA PRACTICE I | 4 quarter hours
(Graduate)**

Designed to introduce the nurse anesthesia resident (NAR) to the advanced practice of nurse anesthesia. Emphasis is placed upon pre-operative patient assessment, anesthesia equipment and technology, airway management, intra-operative management, and postoperative care of patients undergoing general and regional anesthesia. Course includes orientation to clinical practice. Course includes 40 clinical hours and 30 lab hours.

**NSG 505 | PRINCIPLES OF ANESTHESIA PRACTICE II | 4 quarter hours
(Graduate)**

An intensive 4 quarter hour course designed to provide the nurse anesthesia resident (NAR) with current knowledge of special populations, including pediatric, obstetric, geriatric and trauma patients, as well as patients requiring pain management. Emphasis will be placed on the anatomical and physiological differences that characterize each population with a focus on the pathological disorders unique to each group. The preparation, implementation and evaluation of an appropriate nurse anesthesia care plan for these populations will be stressed.

**NSG 506 | PRINCIPLES OF ANESTHESIA PRACTICE III | 4 quarter hours
(Graduate)**

An in-depth course that places emphasis on perioperative anesthetic management of patients presenting for specialty surgical procedures or requiring management for chronic pain. Implications for the development, implementation, and evaluation of anesthesia care plans will be stressed. The ethical, legal and professional issues that influence the advanced practice of nurse anesthesia will be discussed. Course includes preparation for the Certification Examination for Certified Registered Nurse Anesthetists.

**NSG 507 | ANESTHETIC PHARMACOLOGY | 6 quarter hours
(Graduate)**

This course is an in depth introduction to anesthetic pharmacology. It covers the pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of drugs used in the administration of general, local, and regional anesthesia and provides the scientific basis for the advanced practice of nurse anesthesia. (6 quarter hours)

**NSG 508 | ADJUNCTIVE ANESTHETIC | 4 quarter hours
(Graduate)**

This 4 quarter hour hybrid course (in class and on-line sections) includes the pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of drugs used in the treatment of a variety of disease states. Implications of current therapy with these agents and use of selected agents as adjunctive therapy in the advanced practice of nurse anesthesia will be stressed.

**NSG 509 | ADVANCED PHYSICAL ASSESSMENT FOR NURSE ANESTHETISTS | 2 quarter hours
(Graduate)**

This course will provide strategies that promote effective history-taking along with cognitive and psychomotor skills needed for the advanced physical assessment of the neurological, musculoskeletal, respiratory, cardiac, circulatory, and gastrointestinal systems across the lifespan. The assessment of body systems includes an overview of anatomy and physiology, techniques necessary to perform inspection, palpation, percussion and auscultation; and interpretation of physical findings and laboratory testing relevant to the advanced practice of nurse anesthesia. (2 quarter hours)

**NSG 521 | INNOVATIONS IN HEALTH CARE DELIVERY | 4 quarter hours
(Graduate)**

This course provides the laboratory and clinical experiences for the development of the professional nurse role as case manager and administrator. Learning activities focus on implementing contemporary data-based nursing practice models in a variety of health care settings, and the diffusion of innovation at the individual, family and organizational levels.

**NSG 522 | FINANCE AND COSTING IN HEALTH CARE | 4 quarter hours
(Graduate)**

This course provides learning experiences that focus on fiscal management and budgetary practices in health care institutions. Budget preparation, cost-benefit analysis, product costing, reimbursement, and analysis of financial status in organizations are emphasized. Health care finance is covered involving the major sources and uses of funds. Health care accounting is included which addresses financial reporting and cost measurement. An understanding of finance, accounting, policy and administration enables the advanced practice nurse to enhance the delivery of health care in a dynamic health care environment.

NSG 540 | CULTURE, ETHICS, AND POLICY ANALYSIS | 4 quarter hours (Graduate)

This seminar is designed to explore cultural and ethical perspectives and their relationships to health policy. Health disparities based on social and cultural difference are linked to major diseases such as heart disease, cancer, diabetes, hypertension and stroke, as well as access to and outcomes of health services. Class discussions will focus on the past, current and future health policy needs of multicultural and multifaceted societies. The phenomena of cultural, ethnic, gender, class, and sexual variation in complex societies; notions of diversity and social justice; understandings of cultural conflicts and how cultural differences are managed in healthcare settings will be considered. Students will integrate concepts of all levels of prevention in health care, examine research in health ethics and health policy and discuss legislative processes for their potential to improve the health of the public. Course includes 12 CbSL hours.

NSG 550 | HEALTHCARE ECONOMICS | 4 quarter hours (Graduate)

This course focuses on application of supply and demand theory to the healthcare industry as well as analysis of financing and healthcare delivery in the United States and other countries. The principles and tools of microeconomics and macroeconomics will be applied to the healthcare market. Applications particularly pertinent in economic climates include the supply and demand of healthcare, practice incentives, managed care, malpractice and pharmaceutical economics.

NSG 551 | LEADERSHIP AND ORGANIZATIONAL BEHAVIOR | 4 quarter hours (Graduate)

The course focuses on critical leadership characteristics that are necessary for transforming organizational behavior in healthcare organizations. Students will analyze leadership theories/styles and the interrelationship between leadership and management. Strategies for directing and managing successful change based upon an organization's vision and mission will be explored. Students will have an opportunity to assess their personal leadership style and to develop effective strategic leadership skills.

NSG 552 | PROGRAM EVALUATION | 4 quarter hours (Graduate)

This course will familiarize the student in different types of program evaluation, including objectives oriented evaluation, management oriented evaluation, consumer oriented evaluation, expertise oriented evaluation adversary oriented evaluation, participant oriented evaluation and alternative evaluation approaches. Students gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, analysis of computerized service statistics, and development of an evaluation plan to measure impact.

NSG 553 | POPULATION HEALTH QUALITY AND SAFETY | 4 quarter hours (Graduate)

This course enables the advance practice nursing student an opportunity to build a foundation of insight and knowledge about key issues and concepts related to population health and support high quality care and outcomes. Emphasis is on transforming healthcare leadership to improve patient care quality and safety, decrease costs and improve population health.

NSG 554 | INFORMATICS AND TECHNOLOGY APPLICATIONS | 4 quarter hours (Graduate)

This course focuses on information systems technology and its application for the improvement and transformation of patient-centered health care. Implications of informatics for advanced nursing practice and health care in general are explored. Impact on consumer-provider relationships, ethical and legal issues, global/future informatics issues and electronic health record issues are being examined. The course prepares the student to become proficient at selecting and using technology for organizing, analyzing, managing, and evaluating information in nursing administration, education, and clinical practice settings. The use of technology as an adjunct to inquiry and how it supports clinical and professional decision-making is explained and demonstrated.

NSG 555 | PHARMACOTHERAPEUTIC IMPLICATIONS FOR THE OLDER ADULT | 2 quarter hours (Graduate)

This course examines various factors that impact the pharmacokinetics and pharmacodynamics of drugs used in the care of the older adult. The primary focus will be on drug therapy in the older person, ensuring the appropriate use of frequently prescribed medications. Economic and policy issues regarding pharmacotherapy of the older adult will be explored. Students are expected to develop nursing assessments skills and plan nursing interventions that can promote the appropriate use of medications in this complex older adult patient population. (2 quarter hours)

NSG 428, NSG 464, and NSG 484 are prerequisites for this class.

NSG 561 | EVIDENCE BASED MANAGEMENT | 3 quarter hours (Graduate)

This course provides an introduction to the utilization of best evidence in managing healthcare issues. The curriculum is intended to prepare the student to identify management problems and develop a related path of focused inquiry, evaluate reliable databases and searching strategies to find evidence, and base management decisions on the best evidence available. This course is offered through a consortium agreement with Rosalind Franklin University and follows the Rosalind Franklin calendar. (3 quarter hours)

NSG 564 | ORGANIZATIONAL BEHAVIOR AND HUMAN RESOURCES | 3 quarter hours (Graduate)

This course in Organizational Behavior (OB), and Human Resources (HR), is designed to introduce organizational behavior theory; organizational communication, and human resource management principles to effectively lead and manage an organization. The OB Students will apply management and leadership techniques garnered from successful healthcare organizations to understand and practice management functions, including: understanding employee behavior and motivation, assessing performance, employing groups and teams, operationalize communication, evaluating conflict, and making appropriate business decisions. The HR functions of planning, recruiting, selecting, training, and appraising will be emphasized. Realistic case studies, collaborative discussions, practical research and peer reviews will be used to develop students' skills in organizational behavior and human resource management. This course is offered through a consortium agreement with Rosalind Franklin University and follows the Rosalind Franklin calendar. (3 quarter hours)

NSG 565 | STRATEGIC PLANNING AND LEADERSHIP IN HEALTHCARE | 3 quarter hours**(Graduate)**

This course is intended to introduce the student to leadership skills and strategic planning in healthcare organizations. Creative, collaborative problem solving within the context of current strategic issues in healthcare will be explored. The course content provides an overview of the strategic planning process including the elements required to successfully develop and implement short and long-term plans. The course focuses on leadership skills and qualities necessary to succeed and thrive in the healthcare industry as well as assist the students in applying theories of leadership, motivation, communication and conflict management. Students will learn the construction of a strategic plan and analyze the state of strategic planning in the healthcare industry. Additionally, students will have the opportunity to analyze their own leadership skills and create an action plan for leadership development. This course is offered through a consortium agreement with Rosalind Franklin University and follows the Rosalind Franklin calendar. (3 quarter hours)

NSG 566 | CURRENT TOPICS IN HEALTHCARE ADMINISTRATION AND MANAGEMENT | 3 quarter hours**(Graduate)**

Healthcare administrators and managers must be knowledgeable about current topics that face their profession. Using critical inquiry and research skills, students will explore current topics and controversies in the field of healthcare administration and management. The ability to analyze, research and apply the findings to contemporary issues will be stressed.

NSG 567 | HEALTHCARE POLICY AND DELIVERY SYSTEMS | 3 quarter hours**(Graduate)**

The historical evolution of health services provides a backdrop for the core focus of this course: the study of the healthcare system. The curriculum includes an analysis of the current changes in the healthcare environment and the problems affecting the delivery of healthcare in the United States that create a demand for government action. A study of the process of policy formation underscores the complexity and difficulty of government action. Economic and political approaches to health policy analysis will be introduced with a particular focus on contrasting competitive and regulatory approaches to the resolution of health policy problems.

NSG 569 | TOPICS IN HEALTHCARE ADMINISTRATION | 3 quarter hours**(Graduate)**

This course is offered through a consortium agreement with Rosalind Franklin University and follows the Rosalind Franklin calendar. (3 quarter hours)

NSG 570 | LEARNING THEORIES | 3 quarter hours**(Graduate)**

Students will examine domains of learning and adult learning theories and how they apply to health professions students. Topics include best practices for motivation, adapting to various learning styles, teaching models/strategies, instructional paradigms, and interprofessional learning environments. The concept of lifelong learning is introduced and students will explore the role that higher education and corporate education/training play in instilling a desire for lifelong learning. In addition, students will develop statements of Teaching Philosophy and Philosophy on Interprofessional Education. This course is offered through a consortium agreement with Rosalind Franklin University and follows the Rosalind Franklin calendar. (3 quarter hours)

NSG 574 | CLASSROOM ASSESSMENT | 4 quarter hours**(Graduate)**

Students will examine various tools to assess student learning in the classroom setting. Topics include annotated portfolios, concept maps, memory matrix, process analysis, rubrics development, and the use of reflective statements. Students will also discuss how to adapt assessment tools to include interprofessional students. This course is offered through a consortium agreement with Rosalind Franklin University and follows the Rosalind Franklin calendar. (3 quarter hours)

NSG 575 | COURSE DEVELOPMENT | 4 quarter hours**(Graduate)**

Students will apply curriculum design techniques to develop a course in a health-related area of their own choosing. Activities will include writing learning objectives, planning and organizing content, selecting instructional methods and materials, and designing assessment tools. Students will also discuss how to adapt courses to include interprofessional students. This course is offered through a consortium agreement with Rosalind Franklin University and follows the Rosalind Franklin calendar. (3 quarter hours)

NSG 576 | INSTRUCTIONAL PRESENTATION SKILLS | 3 quarter hours**(Graduate)**

Students will acquire classroom presentation skills as they explore effective teaching and learning strategies. Topics include effective speaking, use of technology in the classroom, creation of PowerPoint presentations, effective communication through posters, creating dynamic learning environments, and adapting presentations to interprofessional groups of students.

NSG 577 | ROLE TRANSITION FOR THE NURSE EDUCATOR | 4 quarter hours**(Graduate)**

Students will engage in direct care clinical practice experiences integrating new knowledge gained from theory courses as they transition from baccalaureate prepared nurse to graduate level nurse educator. This pass/fail course requires a total of 120 direct care clinical practice experiences through mentorship from a graduate prepared nurse in an area of interest of the student's choosing. Emphasis is on immersion into advanced direct care clinical practice to integrate new learning and expand clinical expertise.

NSG 579 | EVALUATING CLINICAL COMPETENCE | 3 quarter hours**(Graduate)**

Student will develop appropriate tools to evaluate student performance in a clinical setting. In addition, students will develop a clinical rotation manual in their area of interest. This course is offered through a consortium agreement with Rosalind Franklin University and follows the Rosalind Franklin calendar. (3 quarter hours)

NSG 580 | BIostatistics & RESEARCH METHODS FOR ADVANCED PRACTICE | 4 quarter hours**(Graduate)**

This course provides an overview of the logical and appropriate use of epidemiological statistics (rates, proportions, relative and absolute risk), descriptive statistics, and most parametric and nonparametric procedures, including correlational and repeated measures analyses in the health profession as applied to health and disease in diverse populations. The course will develop the student's ability to apply and understand statistical and epidemiological concepts to guide evidence-based practice in a dynamic health care environment.

**NSG 585 | PORTFOLIO PRESENTATION | 1 quarter hour
(Graduate)**

Students will assemble and present their teaching portfolio. The portfolio documents student mastery of each core objective: facilitation of learning, curriculum design, student assessment and program evaluation, and educational leadership. Students will present an analysis of each item included in their portfolios along with reflections for each item. In addition, students will perform a self-evaluation regarding their teaching preparedness, including cultural competence and establishment of interprofessional relationships.

**NSG 590 | INDEPENDENT STUDY IN NURSING | 2-6 quarter hours
(Graduate)**

The student will work with a faculty mentor to develop an individualized plan of work involving in depth study in an area related to nursing and healthcare. This can include, but is not limited to, reviewing literature for evidence of best practices, developing a research project, collecting data on an ongoing project, coding or analyzing data, developing a research presentation, or working in the community on research or evidence-based intervention projects. (variable quarter hours)

**NSG 596 | CAPSTONE IN NURSING ADMINISTRATION | 4 quarter hours
(Graduate)**

This course provides a reflective synthesis of the coursework for Health Administration with an emphasis on the American Organization of Nursing Leaders competencies. This final Practicum will include a formal synthesis paper and oral presentation that documents achievement of the MS degree outcomes and the competencies in the selected area of specialization. The paper will provide evidence of students' achievement of the program outcomes and the competencies required to become a nurse administrator and to sit for the certification exam in Executive Nursing Practice. Critical concepts covered will include communication, relationship-building, healthcare environment, leadership, professionalism, and business skills. Requires 105 hours of practicum plus online lecture/seminar.

**NSG 597 | CAPSTONE IN NURSING EDUCATION | 4 quarter hours
(Graduate)**

This course provides a reflective synthesis of the coursework for Nursing Education. This final Practicum will include a formal synthesis paper and oral presentation that documents achievement of the MS degree outcomes and the competencies in the selected area of specialization. The paper will provide evidence of students' achievement of the program outcomes and the competencies required to sit for the Certified Nurse Education Examination (CNE) and become a nursing educator. Critical concepts covered will include effective teaching strategies, evaluation, measurement, and educational processes, and psychometric testing for academic outcomes. Current pedagogical, ethical, social and legal aspects of nursing education will be included. Requires 105 hours of practicum plus online lecture/seminar.

**NSG 598 | GRADUATE RESEARCH SYNTHESIS | 4 quarter hours
(Graduate)**

This course focuses on a capstone experience synthesizing the science of professional nursing practice impacting quality and safety care of vulnerable populations. Leadership and advocacy skills occur through the translation of the critical examination of literature into quality improvement initiatives and policy recommendations for clinical practice.

NSG 401 and NSG 481 are a prerequisite for this class.

**NSG 599 | THESIS RESEARCH | 4 quarter hours
(Graduate)**

Students conduct supervised original research terminating in a completed and bound thesis. The study must be approved by the faculty advisor and the thesis committee approved by the School of Nursing prior to registration and must be completed during the term.

NSG 401 and NSG 481 are a prerequisite for this class.

**NSG 600 | EVIDENCE-BASED PRACTICE RESEARCH | 4 quarter hours
(Graduate)**

This course will focus on the evidence based practice process, theories, concepts, and methods. This will include the synthesis and application of scientific evidence to nursing and healthcare practice within a systems framework. Students will develop a proposal for an evidence-based, scholarly leadership proposal, which will translate science into practice. In order to accomplish this, the student will focus on a specific aggregate population, and develop the program to make a positive impact on healthcare delivery. This proposal will be presented to a faculty committee consisting of three faculty members for their approval.

NSG 580 is a prerequisite for this class.

**NSG 601 | EVIDENCE-BASED PRACTICE RESEARCH II | 4 quarter hours
(Graduate)**

Students will submit individual objectives to the faculty advisor and committee who will guide the student through project implementation. Students will implement their evidence based Scholarly Leadership Project during this course.

NSG 600 is a prerequisite for this class.

**NSG 602 | DNP PROJECT PRACTICUM | 4 quarter hours
(Graduate)**

Students will implement and evaluate their evidenced-based DNP Project during this 100 hour practicum. Upon completion of this project the results will be presented to their DNP Committee with a publishable quality manuscript and oral presentation for their approval. Course includes 100 project hours.

NSG 601 is a prerequisite for this class.

**NSG 603 | DNP PROJECT CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

Students who have completed their coursework but who are actively working on the requirements for implementation and evaluation of their evidenced-based DNP project. Students must enroll in candidacy continuation each quarter of the academic year until the DNP project requirements have been completed. The course carries the equivalent of less than half-time enrollment status. Course requires graduate program director approval and proof of work each quarter. Pass/No Pass grading. (0 credit hours)

**NSG 610 | ANESTHESIA PRACTICUM I | 4 quarter hours
(Graduate)**

An introduction to the clinical practice of nurse anesthesia with an emphasis on the principles introduced in ANES 500-504, 507, and 508. Includes administration of anesthesia for select patient populations under direct instruction and supervision of a certified registered nurse anesthetist (CRNA) or anesthesiologist. The course content focuses on specific general surgical procedures, including intra-abdominal, gynecological, urologic, ear, nose and throat, orthopedic, and endoscopic procedure. Content knowledge will be assessed through objective examinations. The preparation, implementation and evaluation of an appropriate nurse anesthesia care plan for these populations will be assessed through clinical performance evaluations and written care plans Course includes Human Patient Simulation (HPS) assignments. Course includes 40 clinical hours/week and 20 lab hours/quarter.

NSG 504 and NSG 507 are a prerequisite for this class.

**NSG 611 | ANESTHESIA PRACTICUM II | 4 quarter hours
(Graduate)**

Includes administration of general and regional anesthesia for patients undergoing a variety of elective and emergency surgical procedures and diagnostic procedures. Management of special populations, including pediatric, obstetric, and geriatric patients is emphasized with a focus on the anatomical and physiological differences and pathological disorders that characterize each population. Content knowledge will be assessed through objective examinations. The preparation, implementation and evaluation of an appropriate nurse anesthesia care plan for these populations will be assessed through clinical performance evaluations and written care plans. Course includes Human Patient Simulation (HPS) assignments. Course includes 40 clinical hours/week and 12 lab hour/quarter.

NSG 610 is a prerequisite for this class.

**NSG 612 | ANESTHESIA PRACTICUM III | 4 quarter hours
(Graduate)**

Includes administration of general and regional anesthesia for patients undergoing a variety of elective and emergency surgical procedures and diagnostic procedures. In addition to anesthetic management of the trauma patient, the course includes acute and chronic pain management, and advanced regional anesthetic techniques. Content knowledge will be assessed through objective examinations. The preparation, implementation and evaluation of an appropriate nurse anesthesia care plan for these populations will be assessed through clinical performance evaluations and critically assessed topics (CAT assignments). Course includes Human Patient Simulation (HPS) assignments. Course includes 40 clinical hours/week and 12 lab hour/quarter.

NSG 611 is a prerequisite for this class.

**NSG 613 | ADVANCED ANESTHESIA PRACTICUM I | 4 quarter hours
(Graduate)**

The first in a series of advanced practicums that provides the third year DNP student with the opportunity to develop, implement, and evaluate an anesthesia care plan for all patient populations with an emphasis on specialty surgical procedures, insertion of invasive monitoring and advanced airway management. Emphasis is placed on application, integration, and synthesis of knowledge, skills, and attitudes that are representative of the advanced practice of nurse anesthesia. This advanced practicum provides the opportunity to explore the professional aspects of nurse anesthesia practice, link policy making with clinical systems, and translate research into practice. Includes seminar presentations on selected topics relative to the advanced practice of nurse anesthesia and self assessment assignments. Course includes 45 clinical hours/week and 4 lab hours/quarter.

NSG 612 is a prerequisite for this class.

**NSG 614 | ADVANCED ANESTHESIA PRACTICUM II | 4 quarter hours
(Graduate)**

Description: The second in a series of advanced practicums that provides the third year DNP student with the opportunity to develop, implement, and evaluate comprehensive anesthesia care plan for all patient populations undergoing a wide variety of diagnostic, surgical and therapeutic procedures. This advanced practicum provides the opportunity to explore the professional aspects of nurse anesthesia practice, link policy making with clinical systems, and translate research into practice. Includes critically appraised topics, case narratives and seminar presentations on selected topics relative to the advanced practice of nurse anesthesia. Course also includes Crisis Resource Management in the Human Patient Simulator (HPS). Course includes 45 clinical hours/week and 4 lab hours/quarter.

NSG 613 is a prerequisite for this class.

**NSG 615 | ADVANCED ANESTHESIA PRACTICUM III | 4 quarter hours
(Graduate)**

The third advanced practicum for DNP students provides an opportunity to develop, implement, and evaluate an anesthesia care plan for all patient populations undergoing a wide variety of surgical and therapeutic procedures. This advanced practicum provides the opportunity to opportunity to explore the professional aspects and link policy making with clinical systems, translate research into practice and serve as change agents for health care. Includes critically appraised topics, case narratives, seminar presentations on selected topics relative to the advanced practice of nurse anesthesia, and Crisis Resource Management in the Human Patient Simulator (HPS). Course includes 45 clinical hours/week and 4 lab hours/quarter.

NSG 614 is a prerequisite for this class.

**NSG 616 | ADVANCED ANESTHESIA PRACTICUM IV | 4 quarter hours
(Graduate)**

The final advanced practicum in which the third year nurse DNP student demonstrates the advanced knowledge and skills that comprise a foundation for nurse anesthesia practice, the ability to work independently or as a contributing member of the anesthesia care team, adherence to professional standards as well as ethical and moral principles while providing care to a multicultural patient population, analysis and synthesis of current research that support evidence based anesthesia practice, an awareness of limited healthcare resources and cost containment strategies, the ability to perform a comprehensive self evaluation; and display of a professional attitude toward lifelong learning. The practicum includes completion of a final comprehensive exam, the Self Evaluation Exam (SEE) and professional portfolio, and presentation and dissemination of the Scholarly Leadership Project. Course includes 45 clinical hours/week.

NSG 615 is a prerequisite for this class.

**NSG 700 | ADVANCED PRACTICUM FOR NURSE PRACTITIONERS I | 4 quarter hours
(Graduate)**

First of a series of two clinical courses that focus on developing proficiency in advanced nursing assessment and management for health promotion and disease prevention, management of complex health conditions, and working with interdisciplinary teams to provide care and services for persons across the lifespan. Students will ground their studies in the science of nursing interventions, moral/ethical issues, and nursing research. Practicum experiences are arranged to meet the individual needs of students while also meeting accreditation and certification requirements. This practicum provides an in-depth clinical experience for students in assessing an aggregate population within the context of a clinical setting, and developing programs to creatively and cost effectively affect changes in health care delivery. The clinical residency experience is facilitated by an advanced practice expert clinician, and forms the setting and basis for the Scholarly Leadership Project. There is no lecture/discussion component to this course. The student will meet with his/her course instructor on a regular basis for individual discussion and guidance in this Practicum course. Course includes 150 residency clinical hours.

NSG 701 | ADVANCED PRACTICUM FOR NURSE PRACTITIONERS II | 4 quarter hours (Graduate)

Second of a series of two clinical courses that emphasizes incorporating current research and demonstrating increasing autonomy and proficiency in decision making and case management. This advanced practicum provides the student with the opportunity to link policy making with clinical systems, translate research into practice, and serve as change agents for health care. In addition, this course provides the student with an opportunity to demonstrate expert knowledge, and expert clinical assessment and diagnostic skills when working with various patient populations. This practicum provides an in-depth clinical experience for students in assessing an aggregate population within the context of a clinical setting, and developing programs to creatively and cost effectively affect changes in health care delivery, and to evaluate those programs. The clinical residency experience is facilitated by an advanced practice expert clinician, and forms the setting and basis for the Scholarly Leadership Project. There is no lecture/discussion component to this course. The student will meet with his/her course instructor on a regular basis for individual discussion and guidance in this Practicum course. Course includes 150 residency clinical hours.

NSG 700 is a prerequisite for this class.

Occupational Therapy (OT)

OT 200 | INTRO TO OCCUPATIONAL THERAPY | 4 quarter hours (Undergraduate)

Broad over view of the profession of occupational therapy (OT). Students will learn about the wide variety of places occupational therapists (OTs) work and the diverse populations OTs work with. Particular focus will be spent on the occupational therapy practice areas: children & youth, health & wellness/adults, productive aging, rehab & disability, work & industry, intellectual disabilities, mental health, and assistive technology. This course will provide students an on-line shadowing experience and specific information for applying to OT graduate programs.

OT 411 | THEORETICAL FOUNDATIONS OF OCCUPATIONAL THERAPY | 4 quarter hours (Graduate)

This course will introduce students to core concepts within the profession of occupational therapy. Students will learn the history and philosophical base for the occupational therapy profession. Students will learn the theories, models of practice and frames of reference that guide intervention for persons, individuals, and groups. In addition, students will learn foundational skills for the practice of occupational therapy such as safety regulations, assessing and monitoring vital signs, activity analysis, and an introduction to the Occupational Therapy Practice Framework.

Graduate standing in the occupational therapy program is a prerequisite for this class.

OT 412 | DISABILITY STUDIES | 2 quarter hours (Graduate)

The course will introduce biological, social, cultural, political, and economic factors that have contributed to the social construct of disability. Students will learn how the disability rights movement came to be and helped to shape the American Disabilities Act. Students will learn how people with disabilities experience occupations in education, healthcare and community settings. Students will learn about diverse experiences of disability throughout the world.

Graduate standing in the occupational therapy program is a prerequisite for this class.

OT 413 | MENTAL HEALTH AND WELL-BEING I | 3 quarter hours (Graduate)

In this first course in a two course sequence, students will analyze the client factors, conditions, and contexts of individuals, groups, and populations that impact mental and behavioral health and well-being. In addition, students will learn the various service delivery models, inter-professional team roles & responsibilities, funding regulations and policies, and relevant legislation that impact mental health occupational therapy services in a range of practice settings.

Graduate standing in the occupational therapy program is a prerequisite for this class.

OT 414 | MENTAL HEALTH AND WELL-BEING II | 4 quarter hours (Graduate)

Students will build on the knowledge and skills learned in Mental Health and Well-Being I as they develop theory-driven, evidence and occupation-based evaluations and interventions that address mental and behavioral health to promote the health and well-being of individuals, groups, and populations. Therapeutic use of self, group process skills, and addressing health disparities among individuals with mental health challenges will be applied through case-based learning.

Graduate standing in the occupational therapy program is a prerequisite for this class.

OT 415 | EVIDENCE BASED PRACTICE I | 4 quarter hours (Graduate)

In the first course of a 3 quarter course evidence-based practice sequence, students will develop necessary skills, attitudes and habits for implementing evidence-based practice informed by research, clinical expertise, and client values. Students will learn to develop researchable questions, locate and search databases, select articles relevant to answering a question, and analyze quantitative and qualitative research.

Graduate standing in the occupational therapy program is a prerequisite for this class.

OT 416 | LEVEL I FIELDWORK A: MENTAL HEALTH AND WELL-BEING | 1 quarter hour (Graduate)

In this fieldwork experience, students will be placed in clinical and/or community sites to gain an appreciation of how psychological and social factors impact occupational performance. By the end of the experience, students will be required to complete an occupational profile, discussion posts, and a critical reflection paper.

Graduate standing in the occupational therapy program is a prerequisite for this class.

OT 417 | LEVEL II FIELDWORK A | 8 quarter hours (Graduate)

This is the first of two 12 week full time experiences in which students will be placed in a setting aligned with DePaul's curriculum design under the supervision of an academic fieldwork educator for an in-depth learning experience to prepare for entry level practice. During these 12 weeks, students will focus on gaining clinical skills inclusive of intervention planning, implementation, and review. In addition, students will be required to complete weekly discussion posts.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 421 | INTER-PROFESSIONAL COMMUNICATION AND TEAMS | 2 quarter hours
(Graduate)**

Inter-professional education is defined as occasions when two or more professions learn with, from and about each other to improve collaboration and quality of patient care. This course focuses on developing the core competencies that define the skills and inter-professional behaviors that health professionals across the continuum need in order to participate effectively in collaborative practice and team-based care. This course will afford students the opportunity to work with other health care students as well with simulation activities.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 422 | OCCUPATIONAL JUSTICE | 2 quarter hours
(Graduate)**

In this course students will be introduced to social, cultural, ethical, professional systems that impact occupational participation. Students will learn about health disparities through an occupational justice lens. Students will study experiences of occupational marginalization, deprivation, and isolation. Students will explore various delivery models of occupational therapy to address societal needs.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 423 | OT PROCESS WITH CHILDREN AND ADOLESCENTS I | 3 quarter hours
(Graduate)**

In this first course of a two-course sequence, students will analyze the client factors, conditions, and contexts of youth who could benefit from or are receiving occupational therapy services. In addition, students will learn the various service delivery models, inter-professional team roles & responsibilities, funding regulations and policies and relevant legislation that impact occupational therapy services for children and adolescents in a range of practice settings.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 424 | OT PROCESS WITH CHILDREN AND ADOLESCENTS II | 4 quarter hours
(Graduate)**

Students will build on the knowledge and skills learned in Children and Adolescents I as they develop theory-driven, evidence and occupation-based evaluations and interventions to promote the health and well-being of children and adolescents. Interprofessional teamwork, use of technology, and addressing health disparities within the child/youth population across settings will be applied through case-based learning.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 425 | EVIDENCE BASED PRACTICE II | 4 quarter hours
(Graduate)**

In the second course of a 3-quarter course evidence-based practice sequence, students will learn to analyze intervention related research and meta-analysis to identify and assess evidence-based interventions for individuals, groups, and communities. Students will ask researchable questions and use qualitative and quantitative evidence to develop Critically Appraised Topics. Students will learn to communicate relevant evidence to colleagues and clients.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 426 | LEVEL I FIELDWORK B: CHILDREN AND ADOLESCENTS | 1 quarter hour
(Graduate)**

In this fieldwork experience, students will be placed in clinical and/or community sites to gain an appreciation for how environmental, social, and physical supports and barriers shape occupational performance among children, adolescents, and families. By the end of the experience, students will be required to complete an occupational profile, discussion posts, and a critical reflection paper.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 427 | LEVEL II FIELDWORK B | 8 quarter hours
(Graduate)**

This is the second of two 12 week full time experiences in which students will be placed in a setting aligned with DePaul's curriculum design under the supervision of an academic fieldwork educator for an in-depth learning experience to prepare for entry level practice. During these 12 weeks, students will focus on gaining clinical skills inclusive of intervention planning, implementation, and review. In addition, students will be required to complete weekly discussion posts.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 431 | NEURO PROCESSING FOR OCCUPATIONAL PERFORMANCE | 4 quarter hours
(Graduate)**

In this course students will learn about the various systems that link to motor function, sensory function, behavioral-emotional function and perceptual- cognitive function. Students will be introduced to applied fundamentals and current advances in neuroscience that apply to occupational performance across the lifespan. Students will gain an appreciation of how neurological process impact the experience of health and well-being.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 432 | ETHICS AND ADVOCACY | 4 quarter hours
(Graduate)**

Building on a strong sense of theory, students will demonstrate an ability to advocate for the profession as well as clients and the rights of persons with disabilities. Students will identify barriers and supports to occupational participation and develop strategies to advocate for increased satisfaction in occupational participation.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 433 | OT PROCESS WITH ADULTS I | 4 quarter hours
(Graduate)**

In this first course of a two-course sequence, students will analyze the client factors, conditions, and contexts of adults who could benefit from or are receiving occupational therapy services across settings. In addition, students will learn the various service delivery models, inter-professional team roles & responsibilities, funding mechanisms, and relevant legislation that impact occupational therapy services for adults.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 434 | OT PROCESS WITH ADULTS II | 3 quarter hours
(Graduate)**

Students will build on the knowledge and skills learned in Adults I as they develop theory driven, evidence and occupation-based evaluations and interventions to promote the health and well-being of adults. Previous learning in orthotic selection and fabrication, neuroanatomy, ergonomics, and health disparities will be applied through case-based learning.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 435 | SCHOLARLY INQUIRY | 4 quarter hours
(Graduate)**

In this course, the third course in the evidence-based practice sequence, students will apply their skills in asking relevant questions and searching and locating relevant literature. Based upon the student's experiences in community sites and Level I fieldwork, and in conjunction with a community partner or Level I fieldwork educator (as possible), students will develop questions for inquiry and develop a proposal for searching the literature to answer one of the questions in preparation for the EBP Project Ready course.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 436 | LEVEL I FIELDWORK C: ADULTS & AGING | 1 quarter hour
(Graduate)**

In this fieldwork experience, students will be placed in clinical and/or community sites to gain an appreciation for how environmental, social, and physical supports and barriers shape occupational performance among adults. By the end of the experience, students will be required to complete an occupational profile, discussion posts, and a critical reflection paper.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 441 | MOVEMENT AND FUNCTION FOR OCCUPATIONAL PERFORMANCE | 4 quarter hours
(Graduate)**

This course examines how gross and fine movement support or act as a barrier to occupational performance. Students will apply biomechanical, ecological, and dynamic systems theories to support functional movement for participation in occupation. Students will learn related concepts relevant for occupational therapy practice such as force principles, ergonomics, posture, transfers, range of motion, and manual muscle testing. Students will be introduced to occupational therapy interventions for various muscle, tendon, bone, nerve, and joint conditions.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 442 | THINKING IN SYSTEMS | 2 quarter hours
(Graduate)**

This course will focus on the contextual factors that impact occupational therapy practice such as government, private, and public structures, agencies, and policies. Students will explore various occupational therapy roles such as consultant, care coordinator, case manager within community, clinical, and primary care settings. This course will address reimbursement systems and funding mechanisms from a systems level perspective.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 445 | EVIDENCE BASED PRACTICE PROJECT READY | 4 quarter hours
(Graduate)**

This course requires students to integrate and apply the EPB reasoning processes and skills developed in the prior three EPB courses. In this course, students will analyze and critique evidence-based literature to support and inform the implementation of an occupation-based project in a clinic or community setting. Students will learn how to examine, select, and generate group level outcomes (program evaluation). Students will then develop a plan for implementation and evaluation of the project.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 451 | POSITIONING AND TECHNOLOGY TO ENABLE OCCUPATIONAL PERFORMANCE | 4 quarter hours
(Graduate)**

This course provides students with the theoretical basis and practical applications for use of orthotics, prosthetics, assistive technology, and positioning systems. Students will also learn to use technology to support telehealth practice and documentation.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 452 | COMMUNITY PRACTICE WITH GROUPS AND POPULATIONS | 4 quarter hours
(Graduate)**

This course is the culmination of the Community, Advocacy, and Justice thread within the curriculum. Students will demonstrate the skills, knowledge, and attitudes necessary for effective occupational therapy practice with groups and populations in the community. Students will learn to design programs to promote health and wellness through participation in occupations in community settings.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 453 | OLDER ADULTS & AGING | 4 quarter hours
(Graduate)**

This course focuses on occupational therapy practice with older adults in community and clinical settings. This course will explore various conditions, practice settings, service delivery models, and opportunities for inter-professional teamwork with older adults. Students will utilize theories, assessment tools and evidence-based intervention strategies to support the well-being of older adults at home and in community. Students will apply strategies for addressing health disparities that exist among different groups of older adults.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 455 | EVIDENCE BASED PRACTICE PROJECT | 4 quarter hours
(Graduate)**

In this course, students will implement a short occupation and evidence-based project in a clinical or community setting and evaluate the effectiveness of the project. The culmination of the project will be a scholarly presentation to the OT department at the end of the quarter. Students will learn how to examine and apply methods for presentation and dissemination of outcomes to diverse audiences.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 461 | MANAGEMENT AND LEADERSHIP ACROSS SETTINGS | 4 quarter hours
(Graduate)**

In this course students will learn the theories and skills that support management and leadership roles. Students will understand political, regulatory, economic, and social dynamics that influence occupational therapy service delivery. Students will learn personnel management, leadership models, negotiation skills, conflict resolution, program development, entrepreneurship, fiscal management, advocacy, and marketing. Students will learn to manage people and resources effectively and responsibly.

Graduate standing in the occupational therapy program is a prerequisite for this class.

**OT 471 | PRACTICE READY FOR FIELDWORK AND BEYOND | 2 quarter hours
(Graduate)**

This course will focus on student readiness for fieldwork level II. Students will participate in clinical and community scenarios involving ambiguous situations, ethical issues, clinical reasoning, safety precautions, receiving and giving professional constructive feedback, and addressing what to do in uncertain situations.

Graduate standing in the occupational therapy program is a prerequisite for this class.

Peace, Justice and Conflict Studies (PAX)

**PAX 101 | EVERYDAY CONFLICT: ANALYSIS, EVALUATION, AND PRACTICES FOR MOVING FORWARD | 4 quarter hours
(Undergraduate)**

This course investigates the types of conflict that we encounter throughout our everyday life—with friends, families, or co-workers. It begins with the thesis that not all conflict is immediately harmful, since some can become fruitful. The course takes an interdisciplinary approach to study the various sources of conflict value differences, personality styles, identity needs, etc. and viable strategies for approaching and even resolving them in a nonviolent way.

**PAX 102 | CHICAGO AND STRATEGIC NONVIOLENCE | 4 quarter hours
(Undergraduate)**

This introductory course explores active nonviolence as a multifaceted approach for challenging and overcoming violence without using violence in any of its manifestations, but particularly the forms of psychological, cultural, and structural violence that often undergird direct physical violence. The course investigates the many ways in which nonviolent approaches have been used strategically in Chicago by antiviolence organizations, religious institutions, and community development groups. The course will introduce some history and theory of active nonviolence and study two to three specific issues in Chicago.

**PAX 112 | CHICAGO JUSTICE AND THE WORK FOR SOCIAL CHANGE | 4 quarter hours
(Undergraduate)**

Using a multidisciplinary approach, this course investigates the variety of ways in which Chicago social and cultural changes result in a more just Chicago. The city has many agents working through multiple approaches using the ideas and tools from many institutions, such as religious, artistic, and educational ones, as well as community development and advocacy groups, which work to reduce the impact of historical oppression on, e.g., education, housing, and health care access. The course will introduce some history and theory of social justice and study two to three specific issues in Chicago.

**PAX 200 | COMMUNITIES WORKING FOR SUSTAINABLE JUSTICE AND PEACE: SERVICE IN CHICAGO AND THE U.S. | 4 quarter hours
(Undergraduate)**

The course introduces central concepts and strategies that can help U.S. society move toward sustainable justice and peace. A selection of issues relevant to students' service sites may include: a study of different forms of violence, such as structural and direct violence, an examination of nonviolent interventions for action and social change, and a recognition of the links with other parallel concerns (poverty, women's issues, social inequity). Students work 25 hours at community service organizations to provide a key learning resource.

**PAX 201 | FRAMEWORKS FOR PEACE: PRACTICAL MODELS FOR SOCIAL CHANGE | 4 quarter hours
(Undergraduate)**

An introductory course to positive models for building a peace culture, addressing structural conflicts and injustice, and discovering viable resolutions.

**PAX 202 | ACTIVE NONVIOLENCE: PRACTICAL AND CREATIVE APPROACHES | 4 quarter hours
(Undergraduate)**

An introduction to the practice of active nonviolence that investigates citizen diplomacy in the face of ongoing political conflict, the roles that individuals can take for intervening effectively in (especially) potentially harmful and violent situations, and the path to providing organizational support for all levels to learn strategies of active nonviolence, such as "Campaign Nonviolence."

**PAX 206 | BOUNDARIES AND IDENTITIES | 4 quarter hours
(Undergraduate)**

This course explores how identity formation is shaped by cultural, historical, and political construction of barriers, borders, and boundaries, and how such formations are intertwined with ethnicity, race, nationality, gender and class. Cross-listed with INT 206 and GEO 206.

**PAX 210 | INTERNATIONAL CONFLICT AND PEACEBUILDING | 4 quarter hours
(Undergraduate)**

This interdisciplinary course examines the basic questions of peace studies in different and "diverse" contexts, from personal relationships to societies and states, and addresses the consequences of conflict and conflict resolution in the contemporary world.

**PAX 212 | SOCIAL JUSTICE AND SOCIAL CHANGE | 4 quarter hours
(Undergraduate)**

An exploration of the mutual interdependence of social justice and non-violence, understanding it as a strategy for social change and a vision for social concord. Formerly PAX 230.

**PAX 214 | CONFLICT: STORYTELLING, INTERVENTION, NEGOTIATION | 4 quarter hours
(Undergraduate)**

An exploration of theories of conflict and the intervention methods for dealing with conflicts at the interpersonal and group levels.

**PAX 218 | HUMAN RIGHTS: PROMISE AND PROBLEMATICS | 4 quarter hours
(Undergraduate)**

This course will explore the historical origins, foundational principles, and socio-political efficacy of human rights discourse in contemporary international relations, domestic politics, and ethical thought. It considers issues such as the religious and/or secular foundation of human rights; their universality in relation to particular cultural customs and norms; the relative priority of individual and collective rights; and the legitimacy of international humanitarian intervention in sovereign nations.

PAX 220 | SOCIAL ENGAGEMENT FOR PEACE AND JUSTICE | 4 quarter hours**(Undergraduate)**

This course will look at the various ways in which people across the globe become engaged in social issues of importance, particularly those dealing with achieving justice and peace. Examples are human rights, environmental protection, labor issues, sustainable development alternatives, political representation, and gender issues.

PAX 225 | TRANSNATIONAL GRASSROOTS SOCIAL MOVEMENTS | 4 quarter hours**(Undergraduate)**

This course is an introductory course on that ways in which ordinary communities of people have promoted peace through nonviolent resistance and transnational connections. Each section of the course may take one specific situation of such collaborative efforts as the main case study or arena of action. Such situations will involve developing understandings of a history of the involvement of the United States with another country, whether through foreign aid or military interventions, and the efforts of citizens of both countries in working for a sustainable peace. The value of transnational solidarity and the complexities of power dynamics in both countries and between citizens will be studied. Formerly PAX 245.

PAX 228 | IDENTITY, PRIVILEGE, AND SOCIAL CHANGE | 4 quarter hours**(Undergraduate)**

The course investigates the social impact stemming from disparities in social privilege and advantage. It asks which type of these help to achieve a true democracy and the equity of opportunity for that. It investigates those socially constructed disparities grounded in or producing failures in justice, yet existing as part of an institutional or structural background. Strategies for analyzing these in relation to social justice lead to discussions of the need for social change.

PAX 231 | ANALYZING POVERTY, ITS CAUSES AND CONSEQUENCES | 4 quarter hours**(Undergraduate)**

This course investigates a variety of viewpoints on the causes and effects of poverty. Poverty is a complex and multidimensional condition often difficult to measure, comprehend and change. It includes lack of or limited access to material needs (food, water, shelter, health care, etc.), social relations (participation, inclusion, rights, etc.), income and wealth (unemployment, resources, etc.) and moral, psychological, or spiritual well-being. This course reviews the current poverty debates from the economic, policy, social, political, cultural and moral perspectives that influence the implementation of poverty reduction programs.

PAX 235 | THE ETHICS OF POVERTY | 4 quarter hours**(Undergraduate)**

This course reviews the current poverty debates from the economic, policy, social, political, and cultural perspectives that influence the implementation of poverty reduction programs, in order to bring an ethical analysis to bear on the degree of moral responsibility that can be argued for when seeking appropriate solutions to global poverty. Several ethical frameworks will be consider, allowing students to learn the critical application of arguments and evidence to a seemingly intransigent phenomenon.

PAX 238 | TOPICS ON HOMELESSNESS AND POVERTY | 4 quarter hours**(Undergraduate)**

This course will investigate one topic touching on the intersections of those living in poverty and those living without a home, whether temporarily or chronically. It will locate its discussion by drawing on several disciplines, both in the humanities and the social sciences, that can contribute toward the chosen topic. It will evaluate both historical and recent interventions to address the unhoused and those living in poverty (such as housing first programs), in particular attending critically to the value issues that can underlie such interventions.

PAX 240 | VOICES OF WAR AND PEACE: ART, LITERATURE AND FILM | 4 quarter hours**(Undergraduate)**

This course is an overview of the ways in which the arts, including literature and film, portray warfare and the attempts to end violence and build reconciliation and peace.

PAX 241 | HUMAN RIGHTS UNDER THE LENSES OF FILM AND OTHER ARTS | 4 quarter hours**(Undergraduate)**

This course is an overview of the ways in which the arts, including literature and film, portray situations in the United States and globally that limit human rights. Analyses of both the theoretical literature on human rights and the cinematic and other artistic attempts to capture both violations of human rights and the restoration and protection of these will be central to the course.

PAX 242 | PICTURES OF INJUSTICE: NARRATIVE ARTS IN SOCIAL JUSTICE MOVEMENTS | 4 quarter hours**(Undergraduate)**

This course will critically examine social justice themes in documentary and feature films in order to consider the role film and filmmaking can play in social justice movements. Together, we will carefully analyze a wide variety of films with the goal of critically examining their representations of race, gender, class and their depiction of agency of their subjects. We will also examine the storytelling and technical techniques used by filmmakers and how those techniques support the goals of filmmakers. Finally, we will examine case studies of activists who are using film and film-making as a part of movements for social justice. Students will leave this course with a better understanding of the ethics of filmmaking and the use of film in social movements. They will be more critical consumers of media and more familiar with a variety of social justice issues. Cross-listed with CPL 242.

PAX 243 | VISUALIZING POVERTY THROUGH FILM AND NARRATIVES | 4 quarter hours**(Undergraduate)**

Poverty is a complex and multidimensional condition often difficult to measure, comprehend and change. The use of film, literature and other arts allow for those who do not directly experience poverty to develop an understanding through their empathic responses to persons living in poverty. The course will use the lenses of film and literary analysis to measure the success of those uses, in light of a critical analysis of the need to alleviate poverty and its effects.

PAX 244 | ARCHEOLOGY OF POWER: TESTIMONIES FROM FILM, LITERATURE, AND NARRATIVES | 4 quarter hours**(Undergraduate)**

This course is an overview of the ways in which the arts, including literature and film, portray power and its effects, particularly where these are unjust and oppressive. Different theories of power are investigated, so that students can begin a critical analysis of both the benefits and the limitations of the use of power and its effects on those using it well and abusing it. The ability of the arts to aid our understanding of power will be central to the course.

PAX 250 | TOPICS: TOOLS FOR SOCIAL CHANGE | 2 quarter hours**(Undergraduate)**

A workshop covering practical instruction in mediation, conflict resolution, peace circles, the arts, meditative practices, critical pedagogy, and other strategies and practices for promoting social change with active nonviolence.

PAX 251 | TOPICS: TOOLS TO SUPPORT JUSTICE, HUMAN RIGHTS, AND PEACEBUILDING | 4 quarter hours**(Undergraduate)**

A course giving practical training, along with theoretical and historical background, for practices that enhance work on nonviolent strategies for social change.

PAX 252 | FORGIVENESS AND RECONCILIATION | 4 quarter hours**(Undergraduate)**

This course combines the perspectives of religious studies and peace, justice, and conflict studies to examine forgiveness and reconciliation and their role in conflict resolution and the creation of just and peaceful societies. The course explores: 1) religious and psychological understandings of forgiveness and reconciliation; 2) religious methods and approaches to the pursuit of reconciliation between individuals and groups; 3) the role of forgiveness and reconciliation in conflict transformation and peacebuilding; and 4) applications of these concepts, methods, and approaches to case studies from around the world involving both personal and group dynamics. Cross-listed with REL 252.

PAX 253 | DESPAIR AND HOPE | 4 quarter hours**(Undergraduate)**

This course draws upon a variety of disciplines to examine despair and hope from theoretical and applied perspectives. The course explores religious and psychological understandings of despair and hope using a number of case studies, with particular attention to how despair and hope function in global crises, the Bible and theology, and nonviolent struggle. Cross-listed with REL 253.

PAX 255 | LOVE, HATE AND RECONCILIATION | 4 quarter hours**(Undergraduate)**

Reconciliation between people when there is disagreement or other forms of conflict or violence is a crucial process to alleviate the negative side of conflict. Love and hate are two of the strongest emotions and consequently can generate conflict. A philosophical analysis of these aspects of human existence can uncover resources for creative approaches to the forms of peace-building that include reconciliation processes, as well as provide ethical arguments for their value.

PAX 256 | INNER PEACE: EXPERIENCE AND PHILOSOPHICAL APPROACHES | 4 quarter hours**(Undergraduate)**

The idea of inner peace is a theme throughout the histories of many civilizations since recorded history. It provides a twin to the more obvious idea of outer peace, or peace in the environments surrounding us, whether the neighborhood, our tribes and social groups, our nation with other nations. This course will study theories of peace and how these correlate with the theme of "inner" peace. It will ask what practices have been used to promote or foster inner peace. It will bring a philosophical and critical lens to these theories and practices, whether they are found in religious texts, political understandings, personal narratives or fictional accounts, psychology, or phenomenological and other philosophical approaches to peace.

PAX 268 | DISABILITY JUSTICE STUDIES: AN INTRODUCTION | 4 quarter hours**(Undergraduate)**

This course explores disability from an interdisciplinary perspective: first-person accounts, disability rights "theory," history, and institutional and legal frameworks. The course considers a number of related topics: What is disability? Is disability socially constructed? What history led to the disability rights movement? We will then turn to readings about power and control, oppression and freedom in relation to disabilities, as well as the challenges of identity, inclusion, and self-determination, and the wide variety of disabilities.

PAX 270 | PEACE MOVEMENTS THROUGHOUT HISTORY | 4 quarter hours**(Undergraduate)**

An exploration using the tools of both peace studies and historical studies to understand the different attempts to bring about a peaceful solution to a conflictual situation, whether this involves citizen refusal to accept a governmental stance (e.g., for military dictatorship, laws such as those for immigration) or actual aggressive events (international war, civil strife, oppressions through structural situations). The course will be comparative and interdisciplinary, but may focus on a single movement.

PAX 271 | GLOBAL REFUGEE CRISIS | 4 quarter hours**(Undergraduate)**

This is a survey of global refugee crisis and internal displacement between 1945 and the present. The course will focus on the following issues and challenges: human rights, definitions and causes of crisis, internal/external displacements, 'environmental' refugees, protection and integration, refugee children, and conflict resolutions in post-war societies. Cross-listed with HST 241.

PAX 275 | MOVEMENTS FOR GENDER AND TRANS JUSTICE | 4 quarter hours**(Undergraduate)**

An exploration using the tools of both justice studies and historical studies to understand the different aspects to bring about changes in the lives of those affected by unjust social structures and persons acting to limit their freedom due to gender or transgender factors. The course will be comparative and interdisciplinary, but may focus on a single movement.

PAX 278 | DISABILITY JUSTICE, RIGHTS, AND POLICY | 4 quarter hours**(Undergraduate)**

An exploration using the tools of both justice studies and historical studies to understand the different aspects to bring about changes in the lives of those affected by disabilities and the ways in which a culture and its laws and persons limit the freedom and basic rights of those living with disability. The course will be comparative and interdisciplinary, but may focus one or several aspects of the disabilities movement.

**PAX 290 | TOPICS ON JUSTICE AND PEACE | 4 quarter hours
(Undergraduate)**

A topics course geared to introductory level discussions of the core elements of justice and peace-building as they occur in specific venues, such as religion.

**PAX 299 | INDEPENDENT STUDY | 4 quarter hours
(Undergraduate)**

The student and faculty member will design a syllabus with readings and assignments appropriate for a lower division course in PJC.

Sophomore or above standing and at least one PAX course is a prerequisite for this class.

**PAX 300 | TOPICS SEMINAR | 4 quarter hours
(Undergraduate)**

A seminar on a key theoretical topic in the interdisciplinary fields covered by the Peace, Justice, and Conflict Studies Program, using a variety of theoretical positions.

(Two from PAX 200, 210, 212, 214, 220) or permission of the Program Director is a prerequisite for this course.

**PAX 301 | THE THEORY AND PRACTICE OF NONVIOLENT ACTION | 4 quarter hours
(Undergraduate)**

This course will cover the basic theoretical groundwork on the practice of nonviolent action. As such, it will deal in depth with the subject matter of peace and justice making in the context of domestic and international conflict, specifically through a close reading and critical analysis of Gene Sharp's seminal *The Politics of Nonviolent Action* and other selected texts. Through this text, we will critically examine the philosophy and methods of nonviolent action, asking about their effectiveness and desirability in the context of real-world conflict situations, and analyzing their tactics as resources for thinking creatively about the practice of nonviolent action in the context of struggles for social change in the contemporary world.

One 200-level PAX course or instructor permission is a prerequisite for this course.

**PAX 303 | BORDER MATTERS: LITERATURE & CULTURE IN THE LATINO/A BORDERLANDS | 4 quarter hours
(Undergraduate)**

In this course, we will study the values and dynamic that is promoted in different Latino communities in the United States. In order to give context to the present situation of Latinos in the U.S. we will study some of the social issues in the countries of origin which have resulted in immigration and their encounter with borderlands. The notion of a Latina and Latino cultural "borderlands" has proven a ubiquitous and powerful conceptual paradigm in recent years, organizing distinct ethnic groups (Cuban American, Mexican American, Central American, Puerto Rican, etc.) according to the rubrics of pan-ethnic identity labels (Hispanic, Latina/Latino, etc.) and transnational geographies (Latin America, the Americas, etc.). This course will examine a wide range of Latino/a literary expressions produced in the Latina/Latino borderlands, particularly in areas of cultural contact and conflict. While the most obvious focus will be the Texas-Mexico border region, including ongoing efforts to establish the public meaning of the Alamo, additional borderlands, literal and figurative, will be considered. The Latina and Latino borderlands have also inspired critics and theorists to imagine postmodern, post-national subject formations, in which questions of ethnicity, gender, and sexuality are shifted from the margins to the center of critical discourse. We will therefore investigate the use and limits of recent "border theory". Cross-listed with LST 303.

**PAX 304 | TOPICS IN MIGRATION AND FORCED MIGRATION | 4 quarter hours
(Undergraduate)**

This course examines the integral role that different processes of mobility play in shaping today's world: emigration, immigration, displacement, refugee and internally displaced persons flows. Students study the causes and effects of population movements including push-pull factors, demographic, economic, and political variables. Students also look at the role of state and non-state actors and organizations.

**PAX 306 | GLOBAL EMPIRES | 4 quarter hours
(Undergraduate)**

In this course, students gain an acquaintance with theories of imperialism and post-colonial theory through historically situated studies. 'Power' serves as the generative concept for this course, to be understood as emergent at multi-scalar levels. Cross-listed with INT 306.

**PAX 308 | NATURE, SOCIETY AND POWER | 4 quarter hours
(Undergraduate)**

This course is an interdisciplinary exploration of environmental issues pertinent to international studies. The reproduction of human societies occurs in a symbiotic relationship with the natural world, yet in the modern era nature has come to be increasingly conceptualized as a resource. This course explores the repercussions of this instrumental separation of nature from culture and society. Cross-listed with INT 308.

**PAX 309 | CRITICAL DEVELOPMENT THEORY | 4 quarter hours
(Undergraduate)**

The uneven integration of the world economy has been shaped by a succession of policies and theories of development, modernization, and globalization. This course investigates how these theories and policies have contributed to centrally organizing concepts such as poverty, inequality, growth, and progress, which have been instrumental in ordering contemporary societies. Cross-listed with INT 309.

**PAX 312 | TRANSCENDING COEXISTENCE: TRUTH, JUSTICE, AND RECONCILIATION | 4 quarter hours
(Undergraduate)**

This course looks at a number of post-conflict situations and draws on a multi-perspectival series of reports concerning the processes and outcomes of them. It considers several of these questions: What happens after a ceasefire? What signifies peace: the signing of a peace agreement, or a free and fair democratic election, or a long-awaited atmosphere of calm? How do complex processes of reconciliation involve tending to the individual and societal needs associated with the transition from chaos and conflict to a new, shared, post-conflict future. How might a society's search for the "truth," its public grappling with justice and forgiveness, and the possibilities of accountability, (re-)building trust, and restoring relationships fortify a post-conflict area against the recurrence of conflict as well as empower all concerned (oppressed and oppressors) to pursue a collaborative, just, and peaceful coexistence? Examining multiple case studies through the lenses of theory, best practices, and primary source transcripts and footage of Truth and Reconciliation Commission proceedings, the course explores the possibilities and challenges of reconciliation.

PAX 210 or instructor permission is a prerequisite for this course.

PAX 313 | BEYOND CONFLICT RESOLUTION: THE EVOLUTION OF GRASSROOTS PEACEBUILDING | 4 quarter hours**(Undergraduate)**

This course is an interdisciplinary inquiry that draws on learning from different disciplines as well as our experiences in service, activism, and other forms of civic engagement. Through readings, discussions, and research, students will deepen their capacity for critical inquiry and integrative analysis concerning the causes, sustaining factors, and possible resolutions of conflict, violence, and injustice. We will ask challenging questions about conflict resolution, investigate contemporary developments in grassroots peacebuilding, and assess the comparative advantages and distinct applications of various conflict resolution modalities.

PAX 210 or instructor permission is a prerequisite for this course.

PAX 316 | TOPICS IN CRITICAL THEORY, PHILOSOPHY, POLICY | 4 quarter hours**(Undergraduate)**

This course investigates how critical political and social theories, philosophy, and policies have contributed to centrally organizing concepts such as poverty, inequality, growth, and progress, which have been instrumental in ordering contemporary societies.

PAX 320 | TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE | 4 quarter hours**(Undergraduate)**

This course introduces students to transformative justice responses to violence that do not rely on state institutions. These include collective processes for support and healing, intervention, accountability, and prevention. The pedagogical praxis of learning will be through communal peacemaking circles and collective strategy sessions to create community responses to violence. Cross-listed with WGS 320.

PAX 321 | PRINCIPLES AND PRACTICES OF RESTORATIVE JUSTICE | 4 quarter hours**(Undergraduate)**

Together we will examine the principles of restorative justice in relation to a number of systems and sites of justice in contemporary society. The topics of our inquiries include: justice/injustice, peace, violence/non-violence, reconciliation, harm/accountability, traditional values and practices, rights, conflict, diversity, structural (social) inequality, and local-state-global initiatives. Importantly, we will practice peace circles throughout the semester as our mode of engagement in class.

PAX 330 | THE UNIVERSAL DECLARATION OF HUMAN RIGHTS: ORIGINS AND CONTROVERSIES | 4 quarter hours**(Undergraduate)**

This seminar will examine the intellectual origins and historical traditions of "human rights" that led to the formal development of the UN Declaration of Universal Human Rights in 1948. While we will address 18th and 19th century influences on human rights thinking and practices, we will concentrate on 20th century contexts of two world wars, revolution, and genocide as they created the imperative for an agreed-upon international statement on human rights. The seminar will also examine the debates and negotiations among the authors of the Universal Declaration, the significance of the declaration during the cold war, and contemporary controversies about human rights in the post-9/11 world.

PAX 218 or permission of the instructor is a prerequisite for this course.

PAX 331 | LIBERATION THEOLOGY | 4 quarter hours (Undergraduate)

Liberation Theology focuses upon a radical movement for the transformation of Christianity that originated in the "Christian Base Communities" of Latin America and spread from there to North America and the Third World. Tested in the fires of civil wars in Central American and political repression in Brazil and other parts of Latin America in the 1970s and 80s, Liberation Theology today seeks to respond to the forces of globalization. Liberation theology and Christian base communities will be studied in comparison to other religious movements in Latin America such as Pentecostalism. This course is offered in conjunction with the Peace, Justice and Conflict Studies program, the Master of Arts in Liberal Studies program and the Catholic Studies Program. We will give special attention to the impact of the new global economic order on the poorest segments of Latin American societies and to the issue of global migration. Cross-listed with REL 351 and CTH 341.

PAX 340 | HUMAN RIGHTS IN THE GLOBAL CONTEXT: CHALLENGES AND INTERVENTIONS | 4 quarter hours**(Undergraduate)**

The course investigates the ways in which the differing relations among nation-states, global nongovernmental organizations, and other groups of human rights supporters function to deal effectively with human rights protections and violations that are increasingly transnational in strategies and outcomes.

PAX 218 or permission of the instructor is a prerequisite for this course.

PAX 344 | TOPICS IN ENVIRONMENTAL JUSTICE | 4 quarter hours (Undergraduate)

This course explores a specific topic in environmental justice, such as advocacy. For example, the roles of individuals and organizations in advocacy are discussed, particularly how power arrangements facilitate or impede consensus building, how legislation is written, and how this process impacts communities of color. Special attention is paid to advocacy techniques such as lobbying, movement-building, public education and litigation.

PAX 345 | WOMEN, WAR, AND RESISTANCE | 4 quarter hours (Undergraduate)

This course aims to make feminist sense of contemporary wars and conflicts. It analyzes the intersections between gender, race, class, and ethnicity in national conflicts. The class traces the gendered processes of defining citizenship, national identity and security, and examines the role of institutions like the military in the construction of femininity and masculinity. The course focuses on the gendered impact of war and conflict through examining torture, mass rape, genocide, and refugee displacement. It analyzes the strategies used by women's and feminist movements to oppose war and conflict, and the gendered impact of war prevention, peacekeeping, and post-war reconstruction. The class draws on cases from Africa, the Americas, Asia, Europe, and the Middle East and North Africa. The class is interdisciplinary and gives equal weight to theory and practice while drawing on writings by local and global activists and theorists. Cross-listed with WGS 345.

PAX 348 | INDIGENOUS POLITICAL STRUGGLES | 4 quarter hours (Undergraduate)

This course explores the struggles for social justice and the right to have rights by indigenous peoples. It emphasizes contemporary cases and the cultural contexts in which indigenous political strategies have developed and transformed. It uses historical data to understand the issues faced by indigenous peoples. Students conduct research on indigenous struggles and their connections to other social movements at the local, national, and international levels. Cross-listed with LST 348.

PAX 350 | CAPSTONE IN PEACE, JUSTICE & CONFLICT STUDIES | 4 quarter hours (Undergraduate)

An integrative seminar drawing together students' theoretical work and hands-on expertise.

Three 200-level PAX courses or instructor permission is a prerequisite for this course.

PAX 351 | GEOGRAPHY, FOOD AND JUSTICE | 4 quarter hours (Undergraduate)

While the need for food is universal, geographies of food production, distribution and consumption are anything but even. This leads to multiple issues of food injustice at a variety of scales. This course critically examines the contemporary global food system with the goal of providing students with skills and knowledge to engage in food justice activism. Students study the development of food systems and how inequalities have emerged in production, distribution and consumption. The course then explores food justice movements including the emergence of alternative food networks in the U.S and internationally. Assignments may engage students in local food projects and or/advocacy campaigns. Cross-listed with GEO 351 and INT 329.

PAX 360 | TOPICS IN DEVELOPMENT STUDIES | 4 quarter hours (Undergraduate)

A survey of the problem of endemic poverty in the Third World, together with a consideration of the various forms of public action designed to alleviate poverty. Considerable attention will be paid to the problems of rural poverty and the pitfalls and possibilities of industrialization.

PAX 362 | LANGUAGE AND THE POLITICS OF TERROR | 4 quarter hours (Undergraduate)

Politics is, among other things, the arena in which human bodies are broken. This course will concern itself with the breaking of human bodies through torture, genocide, war and poverty. Throughout, a focus will be maintained on the interface between bodies and language, on how bodies placed under extremes of pain and degradation lose their capacity for speech, and how language reaches its intrinsic limits in trying to represent bodies in pain. Cross-listed with INT 362.

PAX 364 | POLITICAL AUTOBIOGRAPHY: TRANSNATIONAL FEMINIST TALES OF HEALING AND RESISTANCE | 4 quarter hours (Undergraduate)

This class explores the interplay of political, social, economic and aesthetic factors in feminist autobiography from a transnational perspective. We examine the ways that women's autobiography is being used to write themselves into history. Story is integral in the process of healing and building solidarity and coalitions for gender based organizing. Further, autobiography creates a space for the "alter-history" to be told: the absence of testimony and experience is created for others to gain hope, strength, and deeper understanding of others and themselves. Various forms and critiques of feminist autobiographies are explored, and how each impacts the political possibilities for readers. Cross-listed with WGS 364.

PAX 365 | TOPICS IN WAR AND PEACE | 4 quarter hours (Undergraduate)

This course will deal with one of many ways to discuss the large-scale conflict that is war and the different methods to prevent, delay, and conclude such conflicts, in order to have peace. Cross-listed with INT 365.

PAX 372 | TRAUMA, ART & RESILIENCE | 4 quarter hours (Undergraduate)

The goal of recovery from trauma response engages the natural resilience of individuals through a multimodal healing process that often engages in arts activities, both individually or through community efforts. This course will study recent theories on the biological, psychological, and social-cultural components of how human respond to extreme difficulties, whether natural disaster or accidents, or an ongoing environment of oppression, marginalization, and poverty. It will then enlist students in some of the modalities for resilience training that have been proven highly effective in multiple settings.

PAX 373 | LITERATURE OF WAR IN THE 20TH CENTURY | 4 quarter hours (Undergraduate)

For as long as there has been recorded history, there have been war...and literature of wars. Though a good deal of this literature has lauded the exploits and heroicism of individual warriors, much has also described the deprivations and destructiveness of war itself. The 20th century was one of the most violent epochs in world history and generated a rich literature of war, both starkly realistic and imaginatively symbolic. This course will examine the literature of war in the 20th century, beginning with the First World War, then touching on the Second World and Cold wars, as well as wars of repression and national liberation. We will explore memoirs, novels, short stories, poetry, and films of these conflicts to gain a deeper understanding of "the pity of war."

PAX 380 | TOPICS IN NONVIOLENCE | 4 quarter hours (Undergraduate)

This advanced seminar will review historical, philosophical, and practical approaches to the use of nonviolence for addressing injustice and conflicts, including violent ones, as well as for enhancing life.

One 200-level PAX course is a prerequisite for this course.

PAX 381 | TOPICS IN PEACE BUILDING | 4 quarter hours (Undergraduate)

An advanced course looking at the history, theory and implementation of a specific tool for peace building, from diplomacy (state or citizen), legislative & juridical interventions, inner peace practices, and the like.

One 200-level PAX course is a prerequisite for this course.

PAX 382 | TOPICS IN SOCIAL JUSTICE AND SOCIAL CHANGE | 4 quarter hours (Undergraduate)

An advanced course that investigates one specific arena of social justice, such as environmental racism, gender injustice, religious bigotry, and the like, from a variety of disciplinary perspectives.

One 200-level PAX course is a prerequisite for this course.

PAX 383 | TOPICS IN CONFLICT INTERVENTION | 4 quarter hours (Undergraduate)

An advanced course that studies one or more types of nonviolent interventions in conflict, including violent conflict and warfare; examples include community organizing, political interventions, educational campaigns, etc.

One 200-level PAX course is a prerequisite for this course.

PAX 384 | TOPICS IN ACTIVISM AND ADVOCACY | 4 quarter hours (Undergraduate)

An advanced course that looks at the history, merits, values, and organizational possibilities for specific models of activism.

One 200-level PAX course is a prerequisite for this course.

**PAX 385 | TOPICS IN HUMAN RIGHTS | 4 quarter hours
(Undergraduate)**

Advanced topics on human rights, the competencies approach, institutionalized protection of rights, and the like.

One 200-level PAX course is a prerequisite for this course.

**PAX 386 | TOPICS IN GLOBAL JUSTICE | 4 quarter hours
(Undergraduate)**

The course will investigate the ways in which global agents, whether governments, NGOs, or corporations act and interact in order to address systemic global inequities and injustice.

**PAX 387 | TOPICS IN PEACE, JUSTICE AND RELIGION | 4 quarter hours
(Undergraduate)**

This course will investigate the interfaces between one or more religious traditions and the ways in which the questions of peace-building and social justice are handled and responded to with concrete action.

**PAX 388 | TOPICS IN LAW, JUSTICE, AND HUMAN RIGHTS | 4 quarter hours
(Undergraduate)**

This course will deal with international perspectives on the law in relation to justice issues, including human rights, and the political systems.

**PAX 389 | TOPICS IN COMMUNITY DEVELOPMENT, ADVOCACY, & ACTIVISM | 4 quarter hours
(Undergraduate)**

This course will use specific issues, groups, and actions to study how working for the just needs of communities occurs in a variety of ways and settings.

Two 200-level PAX courses are prerequisites for this course.

**PAX 391 | SPECIAL TOPICS IN POLITICS AND ENGAGEMENT | 4 quarter hours
(Undergraduate)**

Courses offered under this number will investigate topics dealing with how politics and political institutions, whether local, national, or global, interact with individuals and groups to engage in political action, social change, and organizing for the public good.

**PAX 392 | INTERNSHIP IN PEACE, JUSTICE, AND CONFLICT STUDIES | 4 quarter hours
(Undergraduate)**

The Internship in Peace, Justice and Conflict Studies exposes students to practical learning experiences in non-profit and government agencies through an intensive internship. Students work 100 hours with an organization arranged through Steans Center.

Two 200-level PAX courses are prerequisites for this course.

**PAX 398 | SENIOR THESIS | 4 quarter hours
(Undergraduate)**

Students have the option of completing a senior thesis on a topic relevant to their major under supervision of a PJC faculty member.

One 300-level PAX course is a prerequisite for this class.

**PAX 399 | INDEPENDENT STUDY | 4 quarter hours
(Undergraduate)**

The content and evaluation methods for this course are negotiated by the student with an individual faculty member.

Performance (PRF)

**PRF 111 | ACTING I | 3 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Intensive work with Spolin-based improvisation in which the issues of creating theatrical reality are addressed through the medium of theater games. The work culminates in the spring with an ensemble performance open to core faculty and class peers.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 112 | ACTING I | 3 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Intensive work on the relationship of imagination with the "given circumstances" and other Stanislavski principles. The work culminates in the spring with an ensemble performance open to core faculty and class peers.

PRF 111 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 113 | ACTING I | 3 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Intensive work on textual analysis, the actor's dramaturgy, and application of these to scripted acting. The work culminates with an ensemble performance open to core faculty and class peers.

PRF 112 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 121 | MOVEMENT I | 3 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Two quarters of movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use, and over-all self awareness. One quarter will continue with the elements explored in yoga but will be more focused on freeing the self through the use of music, movement improvisation, and a variety of coordination skills.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 122 | MOVEMENT I | 3 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Two quarters of movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use, and over-all self awareness. One quarter will continue with the elements explored in yoga but will be more focused on freeing the self through the use of music, movement improvisation, and a variety of coordination skills.

PRF 121 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 123 | MOVEMENT I | 3 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Two quarters of movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use, and over-all self awareness. One quarter will continue with the elements explored in yoga but will be more focused on freeing the self through the use of music, movement improvisation, and a variety of coordination skills.

PRF 122 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 131 | VOICE AND SPEECH I | 3 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Introduction to an approach to freeing the individual actor's voice in an ensemble class that includes exercises in alignment, breath, ease in phonation, centering, imagination, resonance, and articulation. Work on poetry and texts that support individual growth. Consideration of the actor's identity and the ways identity influences the voice.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 132 | VOICE AND SPEECH I | 3 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Introduction to an approach to freeing the individual actor's voice in an ensemble class that includes exercises in alignment, breath, ease in phonation, centering, imagination, resonance, and articulation. Work on poetry and texts that support individual growth. Consideration of the actor's identity and the ways identity influences the voice.

PRF 131 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 133 | VOICE AND SPEECH I | 3 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Introduction to an approach to freeing the individual actor's voice in an ensemble class that includes exercises in alignment, breath, ease in phonation, centering, imagination, resonance, and articulation. Work on poetry and texts that support individual growth. Consideration of the actor's identity and the ways identity influences the voice.

PRF 132 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 211 | ACTING II | 3 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Scene study work begins. Students explore the relationship of the self to the role through the use of givens, intention, relationship, environment, and text. Scripts are drawn from contemporary theatre.

PRF 113 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 212 | ACTING II | 3 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Scene study work continues. Students continue to explore the relationship of the self to the role through the use of givens, intention, relationship, environment, and text. Scripts are drawn from contemporary theatre.

PRF 211 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 213 | ACTING II | 3 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Scene study work continues. Students explore the relationship of the self to the role through the use of givens, intention, relationship, environment, and text, with a larger application of Spolin to this work. Scripts are drawn from contemporary theatre, including those that are of more heightened language.

PRF 212 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 214 | MAKE-UP | 4 quarter hours
(Undergraduate)**

Practical demonstration and application course on stage make-up, hair, and wigs for the actor. The basics of make-up for screen are also included in this course.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 215 | MAKE-UP | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Basic skills of two-dimensional painting as well as basic prosthetic and skin-texturing work are analyzed in this course designed to acquaint the actor with theatrical make-up. (2 quarter hours)

PRF 214 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 216 | MAKE-UP | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Basic skills of two-dimensional painting as well as basic prosthetic and skin-texturing work are analyzed in this course designed to acquaint the actor with theatrical make-up. (2 quarter hours)

PRF 215 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 221 | MOVEMENT II | 3 quarter hours
(Undergraduate)**

Focus will be on full body awareness through Feldenkrais' (and other) movement lessons and through the study of anatomy. Emphasis will be placed on recognizing limiting patterns of response in the self (including inappropriate tensions) and moving beyond those to increase the physical choices and alternatives available to the student. Work is begun on the dynamics of movement and on embodying a role. (3 quarter hours)

PRF 123 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 222 | MOVEMENT II | 3 quarter hours
(Undergraduate)**

Focus will be on full body awareness through Feldenkrais' (and other) movement lessons and through the study of anatomy. Emphasis will be placed on recognizing limiting patterns of response in the self (including inappropriate tensions) and moving beyond those to increase the physical choices and alternatives available to the student. Work is begun on the dynamics of movement and on embodying a role. (3 quarter hours)

PRF 221 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 223 | MOVEMENT II | 3 quarter hours
(Undergraduate)**

Actors will continue to develop material from previous movement classes, now placing specific focus on combining imaginative work with skill work to explore the realization of dynamics, rhythm, space and flow of energy. Techniques will be used to aid the actor physicalize inner needs, wants and intentions demanded by various roles. (3 quarter hours)

PRF 222 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 231 | VOICE AND SPEECH II | 3 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Continuation of the freeing process, deepening of the actor's sensitivity and awareness, with attention to the felt sounds of speech, kinesthetic awareness of vowels and consonants. Introduction to a process of using the voice in the development of character, with attention to dialects.

PRF 133 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 232 | VOICE AND SPEECH II | 3 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Continuation of the freeing process, deepening of the actor's sensitivity and awareness, with attention to the felt sounds of speech, kinesthetic awareness of vowels and consonants. Introduction to a process of using the voice in the development of character, with attention to dialects.

PRF 231 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 233 | VOICE AND SPEECH II | 3 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Continuation of the freeing process, deepening of the actor's sensitivity and awareness, with attention to the felt sounds of speech, kinesthetic awareness of vowels and consonants. Introduction to a process of using the voice in the development of character, with attention to dialects.

PRF 232 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 261 | INTRODUCTION TO PERFORMANCE | 3 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Under the guidance of a director, all second-year acting majors rehearse and perform a play for faculty viewing and evaluation. Students are encouraged to integrate skills acquired in other classes. (3 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 262 | INTRODUCTION TO PERFORMANCE | 3 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Under the guidance of a director, all second-year acting majors rehearse and perform a play for faculty viewing and evaluation. Students are encouraged to integrate skills acquired in other classes. (3 quarter hours)

PRF 261 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 263 | INTRODUCTION TO PERFORMANCE | 3 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Under the guidance of a director, all second-year acting majors rehearse and perform a play for faculty viewing and evaluation. Students are encouraged to integrate skills acquired in other classes. (3 quarter hours)

PRF 262 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 281 | STAGE COMBAT | 1 quarter hour
(Undergraduate)**

Students learn the fundamentals of hand-to-hand combat and weaponry with a focus on developing skills safely and effectively for the stage. (1 quarter hour)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 311 | ACTING III | 4 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Heightened language/classical work begins with Shakespeare. Specific emphasis is given to the rhythms of language, rhetoric, and text as a key element of action. This study is coordinated with both the movement and the voice and speech classes.

PRF 213 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 312 | ACTING III | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Heightened Language/classical work continues with Shakespeare. Specific emphasis is given to the rhythms of language, rhetoric, and text as a key element of action. This study is coordinated with both the movement and the voice and speech classes.

PRF 311 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 313 | ACTING III | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Heightened Language continues with contemporary sources. Specific focus is given to adaptations of "classical" texts, and to texts by women and persons of color. This study is coordinated with both the movement and the voice and speech classes.

PRF 312 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 314 | ACTING LABORATORY | 1 quarter hour
(Undergraduate)**

Course taken with MFA Directors in which both populations work on practical techniques of collaboration and creation.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 315 | ACTING LABORATORY | 0 quarter hours
(Undergraduate)**

Course taken with MFA Directors in which both populations work on practical techniques of collaboration and creation.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 316 | ACTING LABORATORY | 1 quarter hour
(Undergraduate)**

Course taken with MFA Directors in which both populations work on practical techniques of collaboration and creation.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 317 | TOPICS IN SCENE STUDY | 4 quarter hours
(Undergraduate)**

Working with MFA II Directing students, this course will focus on scene study from plays by a particular seminal dramatist. Actors will benefit from in-depth analysis and rehearsal of scenes, exploring the playwright's style and dramatic influence. Course restricted to upper-level Theatre Performance Students only.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 318 | TECHNIQUE | 1 quarter hour
(Undergraduate)**

Beginning Meisner Technique - Students work with the more improvisational exercises designed by Sanford Meisner.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 319 | TECHNIQUE | 1 quarter hour
(Undergraduate)**

Beginning Auditioning for the Stage Technique. Students work on basic skills of auditioning for the stage. Class includes mock auditions for Chicago professionals.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 321 | MOVEMENT III | 4 quarter hours
(Undergraduate)**

Actors will continue to build their vocabulary of effort/shape techniques, thereby helping them expand range of choice in physical shape and action for role work. Period dances, manners and clothing will be explored to help the students physically connect to the period and/or style work explored in acting and voice class. (2 quarter hours)

PRF 223 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 322 | MOVEMENT III | 4 quarter hours
(Undergraduate)**

Actors will continue to build their vocabulary of effort/shape techniques, thereby helping them expand range of choice in physical shape and action for role work. Period dances, manners and clothing will be explored to help the students physically connect to the period and/or style work explored in acting and voice class. (2 quarter hours)

PRF 321 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 323 | MOVEMENT III | 4 quarter hours
(Undergraduate)**

Actors will continue to further the work in period dances and manners with an emphasis on the student taking greater control of this research and its implementation into acting. Imaginative use of self is channeled through character mask work which is then applied to Shakespearean scenes. Full body awareness through movement lessons is continued. (2 quarter hours)

PRF 322 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 327 | ACTING FOR THE CAMERA 2: TV & FILM; ETIQUETTE | 2 quarter hours
(Undergraduate)**

An advanced acting class where-in the actor learns what to do AFTER they have a television or film job. The focus in these five weeks is on: understanding the etiquette; the who and what is involved in shooting a TV or film project; the actor's job in these complex systems; and how to do the personal prep required of an actor before they show up on the set.

PRF 420 and status as a Theatre School student are prerequisites.

**PRF 328 | ACTING FOR THE CAMERA 3: TV & FILM; SKILLS | 2 quarter hours
(Undergraduate)**

An advanced acting class where-in the actor goes deeper into their personal preparation for an on-camera role and learns more about the skill of acting once in front of the camera. The actor is coached in translating acting from stage to screen. Whenever possible, the actors will visit an actual television set at Cinespace, Chicago Film Studios.

PRF 327 and status as a Theatre School student are prerequisites.

**PRF 331 | VOICE AND SPEECH III | 4 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Further building of the actor's voice with regard to range, imagination, application of the actor's voice to a variety of texts that challenge the actor to explore flexibility and technique. Extension of the actor's voice to explore the many contexts that the actor will use in voice and speech.

PRF 233 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 332 | VOICE AND SPEECH III | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Further building of the actor's voice with regard to range, imagination, application of the actor's voice to a variety of texts that challenge the actor to explore flexibility and technique. Extension of the actor's voice to explore the many contexts that the actor will use in voice and speech.

PRF 331 and status as an Undergraduate Theatre student is a prerequisite for this class.

**PRF 333 | VOICE AND SPEECH III | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Further building of the actor's voice with regard to range, imagination, application of the actor's voice to a variety of texts that challenge the actor to explore flexibility and technique. Extension of the actor's voice to explore the many contexts that the actor will use in voice and speech.

PRF 332 and status as an Undergraduate Theatre student is a prerequisite for this class.

**PRF 341 | MOSCOW ART THEATRE IMMERSIVE: PLAYS, CULTURE, AND TRAINING | 6 quarter hours
(Undergraduate)**

Students will travel to Moscow for two weeks to train with the master teachers of the Moscow Art Theatre School (MXAT) from June 17-30. Students will study acting, acrobatics, stage combat, and Russian theatre history. Students will also see plays, visit the museum/homes of Stanislavsky and Meyerhold as well as the Kremlin and city center. Before going to Moscow they will meet for five class periods to go over Russian Theatre history, culture, basics of language, and current theatrical landscape.

**PRF 350 | PRACTICUM IN PRODUCTION | 3 quarter hours
(Undergraduate)**

Rehearsal or performance of plays in Showcase, Playworks, or Studio productions.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 361 | REHEARSAL AND PERFORMANCE I | 4 quarter hours
(Undergraduate)**

Advanced acting and directing students are continually involved in rehearsal and/or performance of plays in showcase, playworks, or studio productions. These students constitute the acting company for the school.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 362 | REHEARSAL AND PERFORMANCE I | 4 quarter hours
(Undergraduate)**

Advanced acting and directing students are continually involved in rehearsal and/or performance of plays in showcase, playworks, or studio productions. These students constitute the acting company for the school.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 363 | REHEARSAL AND PERFORMANCE I | 4 quarter hours
(Undergraduate)**

Advanced acting and directing students are continually involved in rehearsal and/or performance of plays in showcase, playworks, or studio productions. These students constitute the acting company for the school.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 374 | DIRECTING | 4 quarter hours
(Undergraduate)**

First course in a 3 course sequence. An introductory class in which the student is exposed to a wide range of topics related to the craft of the director. These range from pre-production preparation, to the theatre space and composition/picturization considerations, to the actor/director relationship. Teaching methods include lecture, discussion, and in-class projects.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 375 | DIRECTING | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. An introductory class in which the student is exposed to a wide range of topics related to the craft of the director. These range from pre-production preparation, to the theatre space and composition/picturization considerations, to the actor/director relationship. Teaching methods include lecture, discussion, and in-class projects.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 376 | DIRECTING | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. An introductory class in which the student is exposed to a wide range of topics related to the craft of the director. These range from pre-production preparation, to the theatre space and composition/picturization considerations, to the actor/director relationship. Teaching methods include lecture, discussion, and in-class projects.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 377 | DIRECTING COMEDY | 4 quarter hours
(Undergraduate)**

Students will work with actors to stage and present scenes from classic and contemporary comedies. The work will explore applying the general concepts of stage directing to comedy. Students will learn to analyze text and develop and execute a plan for staging the text, while communicating orally and in writing an interpretation of a text. They will also identify and communicate social, political, and historical issues raised in texts.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 381 | ADVANCED STAGE COMBAT | 1 quarter hour
(Undergraduate)**

In this course students will continue their study of unarmed and rapier-&-dagger techniques, as well as adding a third weapon discipline as taught by The Society of American Fight Directors (past options have included knife, broadsword, quarterstaff, small sword) for use in stage and film performance. The students will perform choreography in all three disciplines, in scenes which they themselves select but which are choreographed by the instructor. The students are then given the opportunity to take the SAFD's Skills Proficiency Test for all three weapons, with an outside adjudicator, in the hope of reaching "Actor Combatant" status within the SAFD. (1 quarter hour)

PRF 281 and status as an Undergraduate Theatre student is a prerequisite for this class.

**PRF 390 | IMPROVISATION | 4 quarter hours
(Undergraduate)**

Students work on the skills and forms of long-form improvisation as developed in Chicago, the "second city".

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 399 | INDEPENDENT STUDY: PERFORMANCE | 2-4 quarter hours
(Undergraduate)**

Independent Study (variable credit)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 411 | ACTING IV | 4 quarter hours
(Undergraduate)**

An advanced look at creating theatre beyond the scope of basic scene study and auditioning for theatre. Students develop a more actor-driven approach to making theatre and theatrical media.

PRF 313 and status as an Undergraduate Theatre student is a prerequisite for this class.

**PRF 412 | ACTING IV | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Utilizing an ensemble approach, this class helps prepare the student for the rigors of the professional world by integrating the skills learned in previous years training through the use of exercises, improvisations, reading and discussions, and a variety of performance projects including scenes and monologues.

PRF 411 and status as an Undergraduate Theatre student is a prerequisite for this class.

**PRF 413 | ACTING IV | 2 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Utilizing an ensemble approach, this class helps prepare the student for the rigors of the professional world by integrating the skills learned in previous years training through the use of exercises, improvisations, reading and discussions, and a variety of performance projects including scenes and monologues. (2 quarter hours)

PRF 412 and status as an Undergraduate Theatre student is a prerequisite for this class.

**PRF 414 | AUDITION-PORTFOLIO | 2 quarter hours
(Undergraduate)**

Students experience handling the range of possible audition situations. Topics include selecting and preparing audition materials, building a repertoire or portfolio of pieces, and cold readings. Guest professionals lecture on practical survival techniques from job hunting to union membership, as well as being brought in for mock auditions and giving feedback on the work. Classwork culminates in The Graduate Showcase, when students audition for an audience of invited agents, casting directors, and directors.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 415 | AUDITION | 2 quarter hours
(Undergraduate)**

Students experience handling the range of possible audition situations. Topics include selecting and preparing materials, building a repertoire, and sight reading. Guest professionals lecture on practical survival techniques from job hunting to union membership. The work of the class culminates in The Graduate Showcase, when students audition for an audience of invited agents, casting directors, and directors. (2 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 416 | GRADUATE SHOWCASE | 4 quarter hours
(Undergraduate)**

Through a rehearsal process, undergraduate acting majors (in conjunction with graduate acting majors) prepare scenes and reels, culminating in a showcase for an invited audience of casting directors, agents, and directors in NYC, LA, and Chicago.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 417 | NEW PLAY WORKSHOP | 4 quarter hours
(Undergraduate)**

A specialized workshop which brings together MFA 1 actors, MFA 3 Directors, and BFA 3 & 4 playwrights to explore the collaborative process of developing and staging new plays.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 418 | NEW PLAY WORKSHOP | 4 quarter hours
(Undergraduate)**

A specialized workshop which brings together MFA 1 actors, MFA 3 Directors, and BFA 3 & 4 playwrights to explore the collaborative process of developing and staging new plays.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 419 | NEW PLAY WORKSHOP | 4 quarter hours
(Undergraduate)**

A specialized workshop which brings together MFA 1 actors, MFA 3 Directors, and BFA 3 & 4 playwrights to explore the collaborative process of developing and staging new plays.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 420 | ACTING FOR THE CAMERA | 3 quarter hours
(Undergraduate)**

Film acting" prepares the student for the professional world in front of the camera(s). The student learns the different techniques between stage and film, between commercials, TV genres, and features.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 421 | MOVEMENT IV | 4 quarter hours
(Undergraduate)**

The technique of movement to music will be used to: Stimulate the actor's imagination, experiment with the identification, translation, and articulation of creative impulses, intensify ensemble work, expand the range of expression, and strengthen and condition the body. (2 quarter hours)

PRF 323 and status as a Theatre student is a prerequisite for this class.

**PRF 422 | MOVEMENT IV | 2 quarter hours
(Undergraduate)**

The technique of Movement to Music will be used to: Stimulate the actor's imagination, experiment with the identification, translation, and articulation of creative impulses, intensify ensemble work, expand the range of expression, and strengthen and condition the body. (2 quarter hours)

PRF 421 and status as an Undergraduate Theatre student is a prerequisite for this class.

**PRF 423 | MOVEMENT IV | 4 quarter hours
(Undergraduate)**

This quarter the student will explore African dance, including West African dance styles, songs and rhythms, different ethnic groups from which the dances and songs originated, and the relationship between various West Africa tribal rhythms and movements.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 427 | ACTION FOR THE SCREEN-COMBAT | 2 quarter hours
(Undergraduate)**

An advanced movement class focused on staged combat techniques for the actor on-camera. Camera angles, framing and falling out of frame, realistic slaps, punches, knife-fighting, and pistol/gun choreography will be addressed. Actors who prefer not to work with the prop guns will not be required to do so. This class will address small or short stunt-falls. Cameras will be recording your work during class so it is possible that some of that footage can be mined as a B-roll for the actor's reel.

PRF 323 and status as a Theatre student is a prerequisite for this class.

**PRF 428 | ACTION FOR THE SCREEN - MOTION CAPTURE | 2 quarter hours
(Undergraduate)**

An advanced movement class focused on Motion Capture (MoCap) for the actor. Techniques such as Range of Motion (ROM), drills, and synching to previously recorded voice-over artists will be addressed. The proper carrying of prop guns for MoCap work will be addressed. Whenever possible, the last few weeks of class will be in concert with the Animation Majors from DePaul's School of Cinematic Arts and will result in B-roll for the actor's reel. A few actors may be chosen to create the Motion Capture for an animation student-project and this may result in a short, fully-animated film of the actor which they may then add to their reel.

PRF 427 and status as a Theatre School student are prerequisites.

**PRF 431 | VOICE AND SPEECH IV | 3 quarter hours
(Undergraduate)**

First course in a 2 course sequence. Deepening of the actor's confident free use of voice and speech in their acting in production, extending into specific approaches to singing.

PRF 333 and status as an Undergraduate Theatre student is a prerequisite for this class.

**PRF 432 | VOICE AND SPEECH IV | 3 quarter hours
(Undergraduate)**

Second course in a 2 course sequence. Deepening of the actor's confident free use of voice and speech in their acting in production, extending into specific approaches to singing.

PRF 431 and as an Undergraduate Theatre student is a prerequisite for this class.

**PRF 433 | VOICE AND SPEECH IV | 2 quarter hours
(Undergraduate)**

Deepening of the actor's confident free use of voice and speech in their acting in production, extending into specific approaches to voiceover.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 434 | ADVANCED SCENE STUDY | 4 quarter hours
(Undergraduate)**

An advanced course in acting with emphasis on acting for film.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 435 | ADVANCED SCENE STUDY | 4 quarter hours
(Undergraduate)**

A scene study and monologue class taught by a resident or visiting professional actor or director. Scenes and monologues are drawn from a variety of performance styles. The class is intended to help the student navigate the gap between training and the professional acting world.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 436 | ADVANCED SCENE STUDY | 4 quarter hours
(Undergraduate)**

A scene study and monologue class taught by a resident or visiting professional actor or director. Scenes and monologues are drawn from a variety of performance styles. The class is intended to help the student navigate the gap between training and the professional acting world. (2 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 461 | REHEARSAL AND PERFORMANCE II | 4 quarter hours
(Undergraduate)**

Advanced acting and directing students are continually involved in rehearsal or performance of plays in Showcase, Playworks, or Studio productions. These students constitute the acting company for the school.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 462 | REHEARSAL AND PERFORMANCE II | 4 quarter hours
(Undergraduate)**

Advanced acting and directing students are continually involved in rehearsal or performance of plays in Showcase, Playworks, or Studio productions. These students constitute the acting company for the school.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 463 | REHEARSAL AND PERFORMANCE II | 4 quarter hours
(Undergraduate)**

Advanced acting and directing students are continually involved in rehearsal or performance of plays in Showcase, Playworks, or Studio productions. These students constitute the acting company for the school.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 471 | SEMINAR: SPECIAL TOPICS IN DIRECTING | 4 quarter hours
(Undergraduate)**

According to the expertise of faculty and the needs and interests of advanced students, this course deals variously with selected topics in stage directing, including the history and development of stage directing as an independent art form, directing theory, and directing methodology.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 500 | PRACTICUM: TOPICS IN DESIGN COLLABORATION | 4 quarter hours
(Graduate)**

MFA Directors will work with designers on the conception of hypothetical projects, exploring methods of interaction and communication in a laboratory setting.

DES 641 and status as a graduate Theatre student are prerequisites for this class.

**PRF 501 | INTRO TO INTIMACY COORDINATION / INTIMACY DIRECTION | 2 quarter hours
(Graduate)**

In this course students are introduced to the ins and outs of working as an Intimacy Coordinator including: definitions and principles of Intimacy Coordination - hierarchy, set and union definitions - power dynamics on set - SAG-AFTRA protocols, etc.

**PRF 502 | ADVANCED INTIMACY COORDINATION SKILLS | 3 quarter hours
(Graduate)**

In this course students will progress to working with more sensitive aspects of the job such as choreographing simulated sex, working with barriers and modesty garments, and working through scenarios from start to finish. At the end of this course students will be ready to take the lead in their own practicum project with the support of a mentor.

**PRF 503 | COMMUNICATION SKILLS FOR IC | 2 quarter hours
(Graduate)**

communicating.

**PRF 504 | CHOREOGRAPHY SKILLS FOR IC/ID | 3 quarter hours
(Graduate)**

In this course students begin learning and practicing choreography and movement coaching skills for the camera. They will need to support physical story telling of intimate scenes on set.

**PRF 505 | MOVEMENT FOUNDATIONS | 4 quarter hours
(Graduate)**

In this course students will learn various styles of movement to help expand their knowledge around choreographic styles. They will focus primarily on Laban/Bartenieff, Stage Combat, and Viewpoints.

**PRF 511 | GRADUATE ACTING I: TRUTH IN ACTION | 4 quarter hours
(Graduate)**

Through a series of studies, exercises and improvisations from life study, personalization and imagination, the class explores truth in action and advanced fundamental components of the acting process. Scene work from contemporary plays are rehearsed at the end.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 512 | GRADUATE ACTING I: SCENE STUDY | 4 quarter hours (Graduate)

Actors train in clarity and precision of action, deep personalization, high-level listening, drives, tactics, beyonds, and managing advanced scenic features and interpretations. Contemporary scene work forms the backbone of this class.

PRF 511 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 513 | GRADUATE ACTING I: ENSEMBLE | 4 quarter hours (Graduate)

The actors journey continues into the advanced acting process emphasizing needs, events, integration of voice and movement work, and group scenes from challenging and diverse contemporary writers.

PRF 512 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 520 | MFA I SPEECH | 2 quarter hours (Graduate)

Exploration of consonants and vowels as expressive tools of communication.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 521 | GRADUATE MOVEMENT I: YOGA FOR ACTORS | 1 quarter hour (Graduate)

Students discover and build better body mechanics, physical alignment, self-use, and self-awareness through yoga developed for the actor.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 522 | GRADUATE MOVEMENT I: ACRO-YOGA | 1 quarter hour (Graduate)

Students discover and build better body mechanics, physical alignment, self-use, and self-awareness through acro-yoga or partner-yoga developed for the actor.

PRF 521 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 523 | GRADUATE MOVEMENT I: LABAN & MPA | 2 quarter hours (Graduate)

Greater outer-expressivity is the focus of this class. Students learn the time, space, weight, and flow components of movement and how to use those to create greater meaning onstage. Students write their personal movement profiles and begin to do the same for the person they are embodying in a role.

PRF 522 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 524 | GRADUATE MOVEMENT I: PATTERNS & CONTACT | 2 quarter hours (Graduate)

Actors will begin to explore their existing movement patterns and how to re-pattern their body-mind for greater inner-connectivity. Through pattern-analysis, re-patterning, and Contact Improv, students will begin to understand that all movement has meaning.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 525 | GRAD MOVEMENT I: AWARENESS & RADIANCE | 2 quarter hours (Graduate)

Physical re-patterning is furthered in this course by focusing on sensation, inner spaciousness, and expansion or radiance. Awareness Through Movement lessons help the student bypass habitual tensions and patterns while the practice of Radiance helps the student expand into the space around them. Both approaches lead to greater inner-connectivity and outer-expressivity.

PRF 524 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 530 | MFA I ADVANCED SPEECH | 2 quarter hours (Graduate)

Introduction to phonetics and listening for the features of accents and dialects.

PRF 520 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 531 | GRADUATE VOICE AND SPEECH I | 2 quarter hours (Graduate)

Introduction to phonetics and listening for the features of accents and dialects.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 532 | GRADUATE VOICE AND SPEECH I | 2 quarter hours (Graduate)

Second course in a 3 course sequence. Introduction to an approach to freeing the individual actor's voice in an ensemble class that includes exercises in alignment, breath, ease in phonation, centering, imagination, resonance, and articulation. Work on poetry and texts that support individual growth. Consideration of the actor's identity and the ways identity influences the voice.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 533 | GRADUATE VOICE AND SPEECH I | 2 quarter hours (Graduate)

Third course in a 3 course sequence. Introduction to an approach to freeing the individual actor's voice in an ensemble class that includes exercises in alignment, breath, ease in phonation, centering, imagination, resonance, and articulation. Work on poetry and texts that support individual growth. Consideration of the actor's identity and the ways identity influences the voice.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 540 | GRADUATE SPEECH I: ADVANCED NOTATION | 2 quarter hours (Graduate)

Development of a process of accent/dialect acquisition.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 541 | MOSCOW ART THEATRE IMMERSIVE: PLAYS, CULTURE, AND TRAINING | 6 quarter hours (Graduate)

Students will travel to Moscow for two weeks to train with the master teachers of the Moscow Art Theatre School (MXAT) from June 17-30. Students will study acting, acrobatics, stage combat, and Russian theatre history. Students will also see plays, visit the museum/homes of Stanislavsky and Meyerhold as well as the Kremlin and city center. Before going to Moscow they will meet for five class periods to go over Russian Theatre history, culture, basics of language, and current theatrical landscape.

**PRF 550 | PRACTICUM IN PRODUCTION | 3 quarter hours
(Graduate)**

Rehearsal or performance of plays in Showcase, Playworks, or Studio productions.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 551 | MFA IMPROVISATION I | 2 quarter hours
(Graduate)**

Intensive work in Spolin-based improvisation in which the issues of creating theatrical reality are addressed through the medium of theatre games.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 552 | MFA IMPROVISATION II | 2 quarter hours
(Graduate)**

Further and deeper intensive work in Spolin-based improvisation in which the issues of creating theatrical reality are addressed through the medium of theatre games.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 553 | MFA I MEISNER | 2 quarter hours
(Graduate)**

Building on the work of the winter quarter, students will use their enhanced partner attention skills in order to focus on the second half of Meisner's definition of acting: "living truthfully under imaginary circumstances." Each exercise in the progression is designed to expand the actor's ability to imagine and personalize circumstances that are meaningful to them. We will also explore what the student needs to do to be ready for the first moment of a scene or play: Emotional Preparation. Finally, actors will learn how to carry over what they have learned into a scripted scene. (2 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 561 | REHEARSAL AND PERFORMANCE I | 5 quarter hours
(Graduate)**

Graduate acting and direction students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks series and workshop productions. Acting students constitute the casting pool for the school. (5 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 562 | REHEARSAL AND PERFORMANCE I: MFA ACTORS PROJECT | 5 quarter hours
(Graduate)**

A rehearsed and performed Studio project developed specifically for the actors of the MFA 1 ensemble.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 563 | REHEARSAL AND PERFORMANCE I: CASTING POOL | 5 quarter hours
(Graduate)**

Graduate acting students are cast, rehearse, and perform in productions for the Watts, Healy, or Studio series. MFA and upper-level BFA Acting students constitute the casting pool for the school.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 571 | MFA WORKSHOP I: EQUILIBRIUM & POETRY | 1 quarter hour
(Graduate)**

MFA Workshop I is a course divided into two five-week sessions: the first focusing on anti-racism, sex and gender, performing intimacy, self-care, ensemble communication, and developing group agreements; the second on writing and performing poetry.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 572 | MFA WORKSHOP I: MAKEUP & MONOLOGUES | 1 quarter hour
(Graduate)**

This course is divided into two parts: the first focused on the application of makeup for stage and screen, and the second focused on the writing and performance of monologues.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 573 | MFA WORKSHOP I: COMMUNITY & DIALOGUE | 1 quarter hour
(Graduate)**

This course is divided into two parts: the first on the theater in response to and celebration of community, and the second on writing and exploring dialogue for stage and screen.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 580 | GRADUATE MOVEMENT II: UNARMED COMBAT | 1 quarter hour
(Graduate)**

Students will learn various forms of unarmed combat, for both stage and screen, with an emphasis on safety, technique, and story-telling.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 581 | DIRECTING I | 3 quarter hours
(Graduate)**

This course covers the basics of the directing process with an emphasis on textual analysis. Lecture discussion and performance projects are utilized to develop a common understanding and vocabulary useable in the wide variety of theatrical situations the contemporary director is likely to confront. The final project of the class is the direction of a short play. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 582 | DIRECTING I | 3 quarter hours
(Graduate)**

This course covers the basics of the directing process with an emphasis on textual analysis. Lecture discussion and performance projects are utilized to develop a common understanding and vocabulary useable in the wide variety of theatrical situations the contemporary director is likely to confront. The final project of the class is the direction of a short play. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 583 | DIRECTING I | 3 quarter hours
(Graduate)**

This course covers the basics of the directing process with an emphasis on textual analysis. Lecture discussion and performance projects are utilized to develop a common understanding and vocabulary useable in the wide variety of theatrical situations the contemporary director is likely to confront. The final project of the class is the direction of a short play. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 588 | GRADUATE ON CAMERA I: FILM | 3 quarter hours
(Graduate)**

This course introduces fundamentals of collaboration and study of an actor's role on a film production through experience in filmmaking.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 590 | IMPROVISATION | 4 quarter hours
(Graduate)**

This workshop for graduating and performance students is designed to renew the student's relationship with the foundation of the training program: Spolin-based improvisational work. There is a particular emphasis on the use of games as a stimulus for spontaneity, strong playing relationships and trouble shooting within the rehearsal process.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 591 | DIRECTING THEORIES | 3 quarter hours
(Graduate)**

This course is designed to introduce students to the history of stage directing as an independent art form and to the key directorial thinkers of Western theatre. Through both lecture and practice, student learn the theories and techniques of such innovators as Stanislavski, Meyerhold, Craig Artaud, Brecht, Clurman, Grotowski, Brook, LeCompte, and Bogart. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 592 | DIRECTING THEORIES | 3 quarter hours
(Graduate)**

This course is designed to introduce students to the history of stage directing as an independent art form and to the key directorial thinkers of Western theatre. Through both lecture and practice, student learn the theories and techniques of such innovators as Stanislavski, Meyerhold, Craig Artaud, Brecht, Clurman, Grotowski, Brook, LeCompte, and Bogart. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 594 | MFA MAKEUP | 2 quarter hours
(Graduate)**

MFA Makeup is a quarter-long course designed to give the graduate actor facility in conceiving and creating the makeup for a given character he or she might have to portray on stage. The goal of the course is to demystify the art of makeup by doing ten weeks of character development, visual research and hands on painting that will produce a basic level of comfort with makeup techniques. Basic light and shade sculpting will be reviewed. Aging the face, making the face look younger, white face techniques, trauma, animal techniques, and non-realistic makeups will be explored and applied to the various theatre sizes we encounter here at DePaul as well as in stages all over Chicago. (2 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 595 | SOLO PERFORMANCE WORKSHOP | 4 quarter hours
(Graduate)**

Designed for advanced BFA and MFA acting students, Solo Performance Workshop offers students the opportunity to conceive, create and develop original solo works through writing exercises, structured improvisation, character creation and formal experiments. At the end of the quarter, students share their works-in-progress with the TTS community.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 596 | ADVANCED STAGE COMBAT | 1 quarter hour
(Graduate)**

An advanced movement class which, as an elective, builds new skills and furthers proficiency gained in the required Stage Combat class. Realistically portraying violence while remaining safe, good partnering, balance, and coordination are some of the movement skills that are honed through this course. Work continues on perfecting techniques and performance in Rapier-and-Dagger and Unarmed combat. Students may take this course more than once as a different third weapon (either knife, smallsword, quarterstaff, or broadsword) is added to the course-work each quarter. The students have the option to have their final scene-work adjudicated by a Fight Master from The Society of American Fight Directors, which, if successful, offers the opportunity to become a recognized "Actor-Combatant" with that institution. Entrance into class is competitive and is partially decided in accordance with discipline shown in the earlier course. (1 quarter hour)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 597 | ADVANCED STAGE COMBAT II | 1 quarter hour
(Graduate)**

An advanced movement class which, as an elective, builds new skills and furthers proficiency gained in the required Stage Combat class. Realistically portraying violence while remaining safe, good partnering, balance, and coordination are some of the movement skills that are honed through this course. Work continues on perfecting techniques and performance in Rapier-and-Dagger and Unarmed combat. Students may take this course more than once as a different third weapon (either knife, smallsword, quarterstaff, or broadsword) is added to the course-work each quarter. The students have the option to have their final scene-work adjudicated by a Fight Master from The Society of American Fight Directors, which, if successful, offers the opportunity to become a recognized "Actor-Combatant" with that institution. Entrance into class is competitive and is partially decided in accordance with discipline shown in the earlier course. (1 quarter hour)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 599 | INDEPENDENT STUDY | 1-4 quarter hours
(Graduate)**

Independent Study (variable credit)

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 601 | APPLICATION OF CONSENT AND INTIMACY: PART TWO | 2 quarter hours
(Graduate)**

This course equips students with the advanced skills they need to apply what they learned in the online classes to scene work and moments of intimacy while being a liaison between the actor and creative team.

**PRF 602 | THEORIES OF POWER AND IDENTITY IN ENTERTAINMENT - PART TWO | 2 quarter hours
(Graduate)**

In this course students will take a deeper look into the theoretical underpinnings of Anti Racism- EDI Training / Allyship and Advocacy / Gender Identity and Sexual Orientation / Anti-Harassment or Anti-Sexual Harassment / Mediation or Conflict resolution / Bystander Intervention / Mental Health First Aid or Trauma Stewardship and how they intersection with the intimacy work.

**PRF 603 | INTIMACY DIRECTION APPLICATION | 3 quarter hours
(Graduate)**

In this course students will take the lead on a TTS project in which there is intimacy. They will have 10 hours of mentorship along with the necessary hours to complete production.

**PRF 611 | GRADUATE ACTING II: SHAKESPEARE | 4 quarter hours
(Graduate)**

A Heightened Text/Classical Acting course inviting students to join the emotional, physical and imaginative life of a role with the technical skills needed: rigorous textual foundation work, making strong choices that are grounded in that text, connection to givens and scene partners, and integrating with voice, speech and movement classes.

PRF 513 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 612 | GRADUATE ACTING II: ACTIVISM & COMMUNITY | 4 quarter hours**(Graduate)**

This course looks at the actor and ensemble in direct relationship to contemporary society and its institutions through identity, direct action, and theatrical collaboration within a spectrum of communities to inspire disruption and change.

PRF 611 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 613 | GRADUATE ACTING II: CLASSICAL | 5 quarter hours**(Graduate)**

The spring quarter will focus on comedies by Shakespeare, Moliere, Sheridan, Wilde and Coward. Students will call upon all of the truth-seeking, risk-taking and relish-making that comedy and heightened language requires. Only farce and commedia are larger. The resulting agility with text provides a firm foundation for confident performance of all classical and modern roles. Exploration of Shakespeare's comedies will include collaboration with M.F.A. Directors with scenes to be presented as an invited-audience showing. (5 quarter hours)

PRF 612 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 614 | THE DIRECTOR AND THE ACTING PROCESS | 3 quarter hours**(Graduate)**

This year-long class focuses on how the director helps the actor. Through both participation and observation in this undergraduate scene study class taught by a senior member of the acting faculty, the directing student acquires the skills and strategies necessary in helping the actor personalize and embody the text. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 615 | THE DIRECTOR AND THE ACTING PROCESS | 3 quarter hours**(Graduate)**

This year-long class focuses on how the director helps the actor. Through both participation and observation in this undergraduate scene study class taught by a senior member of the acting faculty, the directing student acquires the skills and strategies necessary in helping the actor personalize and embody the text. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 616 | THE DIRECTOR AND THE ACTING PROCESS | 3 quarter hours**(Graduate)**

This year-long class focuses on how the director helps the actor. Through both participation and observation in this undergraduate scene study class taught by a senior member of the acting faculty, the directing student acquires the skills and strategies necessary in helping the actor personalize and embody the text. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 617 | DIRECTING: SCENE STUDY | 3 quarter hours**(Graduate)**

This is a two-quarter classic play scene study class. MFA directors will learn a variety of techniques in staging, text analysis, and working with actors. Directors will work with a variety of modern writers including Chekov, Ibsen, Miller, and O'Neill. They will also investigate working with heightened text including Moliere, Shakespeare, and the Greeks. (3 quarter hours)

PRF 583 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 618 | DIRECTING: SCENE STUDY | 3 quarter hours**(Graduate)**

This is a two-quarter classic play scene study class. MFA directors will learn a variety of techniques in staging, text analysis, and working with actors. Directors will work with a variety of modern writers including Chekov, Ibsen, Miller, and O'Neill. They will also investigate working with heightened text including Moliere, Shakespeare, and the Greeks. (3 quarter hours)

PRF 583 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 619 | THE DIRECTOR AND THE NEW PLAY DEVELOPMENT PROCESS | 3 quarter hours**(Graduate)**

This course is offered every other year and explores the director's role in the development of new plays. MFA Directors work with professional playwrights on new work. Directors are introduced to the many ways they may be charged with presenting new work, including table readings, staged readings, workshops, designed workshops and world premieres. Over the course of the quarter, directors rehearse and present one sit-down reading and one staged reading. Additionally, students rehearse and present a staged reading in a professional situation. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 620 | GRAD MOVEMENT I: NEUTRAL MASK & CORPOREAL**EXPRESSION | 2 quarter hours****(Graduate)**

At the same time students are studying the components of outer-expressivity, they explore how their slightest movement produces meaning. This is done through the study of neutrality or neutral mask and corporeal or full-bodied story-telling without text.

PRF 522 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 621 | GRADUATE MOVEMENT II: STORYTELLING & THE WORLD OF PLAY | 2 quarter hours**(Graduate)**

Actors further their ability to tell the story of a specific person in a specific world by focusing on how that world is evidenced in movement behaviors and how that person abides by or breaks the movement rules. Students cultivate their physical imagination in order to dynamically inhabit the world of the play.

PRF 523 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 622 | GRADUATE MOVEMENT II: MASK/WHOLE BODY | 3 quarter hours**(Graduate)**

While wearing a mask to conceal facial expression, students learn to involve their whole body in telling the story. This furthers outer-expressivity, physical dynamics, and encourages play and creativity.

PRF 621 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 623 | GRADUATE MOVEMENT II: RED NOSE/FLYING | 2 quarter hours**(Graduate)**

This subject of this advanced class will be chosen each year. It may focus on the fundamentals of clowning (truth, sincerity and failure through physical expression), advanced partner weight-sharing, or the daring of aerial work.

PRF 622 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 624 | GRADUATE MOVEMENT II: WEAPONS & MOTION CAPTURE | 2 quarter hours
(Graduate)

Actors will learn various forms of armed combat with an emphasis on activation of prop, safety, and dynamic story-telling. Students will also learn basic techniques in performance for Motion Capture or MoCap.

PRF 580 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 630 | GRADUATE SPEECH II: TEXT & RHETORIC | 2 quarter hours
(Graduate)

Advanced study of text and rhetoric.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 631 | GRADUATE VOICE AND SPEECH II | 2 quarter hours
(Graduate)

First course in a 3 course sequence. Continuation of the freeing process, deepening of the actor's sensitivity and awareness, with attention to the felt sounds of speech, kinesthetic awareness of vowels and consonants.

Texts are chosen that place greater demands on the actor's growing emotional and vocal capabilities.

PRF 533 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 632 | GRADUATE VOICE AND SPEECH II | 2 quarter hours
(Graduate)

Second course in a 3 course sequence. Continuation of the freeing process, deepening of the actor's sensitivity and awareness, with attention to the felt sounds of speech, kinesthetic awareness of vowels and consonants. Texts are chosen that place greater demands on the actor's growing emotional and vocal capabilities.

PRF 631 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 633 | GRADUATE VOICE AND SPEECH II | 2 quarter hours
(Graduate)

Third course in a 3 course sequence. Continuation of the freeing process, deepening of the actor's sensitivity and awareness, with attention to the felt sounds of speech, kinesthetic awareness of vowels and consonants. Texts are chosen that place greater demands on the actor's growing emotional and vocal capabilities.

PRF 632 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 641 | GRADUATE ACTING II: MYTH, FABLE, & FOLKLORE IN DRAMA | 2 quarter hours
(Graduate)

This course explores the world of archetype, performance and magic in drama across boundaries of time and tradition. Inspired by folktales, myths, oral poetry and rituals from many traditions, the students develop original and play-based theatrical work both solo and ensemble. Resources include the traditional stories of African, Asian, South American, European and American literature, as well as plays from modernity that explore a mythic or folkloric basis. (2 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 642 | GRADUATE ACTING II: TRAGIC FOCUS FROM 1700 TO 1950 | 2 quarter hours
(Graduate)

This course explores a broad swath of tragic-focused dramatic material from Restoration through 1950. The students select scenes from plays that follow tragic shape and perform them in scene study form. (2 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 643 | GRADUATE ACTING II: COMIC FOCUS FROM 1700 TO 1950 | 2 quarter hours
(Graduate)

This course explores a broad swath of comic-focused dramatic material from Restoration through 1950. The students select scenes from plays that follow comic shape and perform them in scene study form. (2 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 650 | INTIMACY COORDINATOR/DIRECTOR EXTERNSHIP | 3 quarter hours
(Graduate)

In this course students will take the lead on an external professional project outside of DePaul in which there is intimacy. They will have 10 hours of mentorship along with the necessary hours to complete production.

PRF 661 | REHEARSAL AND PERFORMANCE II: CASTING POOL | 5 quarter hours
(Graduate)

Graduate acting students are cast, rehearse, and perform in productions for the Watts, Healy, or Studio series. MFA and upper-level BFA Acting students constitute the casting pool for the school.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 662 | REHEARSAL AND PERFORMANCE II: CASTING POOL | 5 quarter hours
(Graduate)

Graduate acting students are cast, rehearse, and perform in productions for the Watts, Healy, or Studio series. MFA and upper-level BFA Acting students constitute the casting pool for the school.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 663 | REHEARSAL AND PERFORMANCE II: CASTING POOL | 5 quarter hours
(Graduate)

Graduate acting students are cast, rehearse, and perform in productions for the Watts, Healy, or Studio series. MFA and upper-level BFA Acting students constitute the casting pool for the school.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 671 | MFA WORKSHOP II: MARKETING & SELF TAPING | 1 quarter hour
(Graduate)

This two part class encompasses aspects of the business of acting: developing materials, online presence, self-marketing, agency and union relations, then hands-on work self-taping for submission to jobs.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 672 | MFA WORKSHOP II: ACTOR AS ENTREPRENEUR | 2 quarter hours
(Graduate)

MFA Workshop is a flexible laboratory time period designed to accommodate a number of possibilities of workshops, lectures, and demonstrations with guest artists mainly from the Chicago theatre community and beyond. MFA Workshop also accommodates a number of projects generated by the MFA Acting students themselves. As MFA Workshop is a process class, projects and workshops may or may not result in a showing. (Some activities in the class will combine MFA I and MFA II students and some will be specific to each class.) (2 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 673 | MFA WORKSHOP II: BUSINESS OF ACTING & COMPANY CREATION | 1 quarter hour**(Graduate)**

This two part course encompasses the individual actor as business owner in a career path, and the requirements for the initial creation, organization, financing and management of theater and production companies.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 680 | ADVANCED STAGE COMBAT | 1 quarter hour**(Graduate)**

In this course students will continue their study of unarmed and rapier-&-dagger techniques, as well as adding a third weapon discipline as taught by The Society of American Fight Directors (past options have included knife, broadsword, quarterstaff, small sword) for use in stage and film performance. The students will perform choreography in all three disciplines, in scenes which they themselves select but which are choreographed by the instructor. The students are then given the opportunity to take the SAFD's Skills Proficiency Test for all three weapons, with an outside adjudicator, in the hope of reaching 'Actor Combatant' status within the SAFD. (1 quarter hour)

PRF 580 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 681 | DIRECTING II | 3 quarter hours**(Graduate)**

A laboratory class in which student directed scenes are rehearsed and presented for discussion and criticism. Several cuttings are directed during the year. (3 quarter hours)

PRF 583 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 682 | DIRECTING II | 3 quarter hours**(Graduate)**

A laboratory class in which student directed scenes are rehearsed and presented for discussion and criticism. Several cuttings are directed during the year. (3 quarter hours)

PRF 681 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 683 | DIRECTING II | 3 quarter hours**(Graduate)**

A laboratory class in which student directed scenes are rehearsed and presented for discussion and criticism. Several cuttings are directed during the year. (3 quarter hours)

PRF 682 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 688 | GRADUATE ON CAMERA III: ACTING ON SCREEN | 3 quarter hours**(Graduate)**

Advanced techniques for on-screen performance highlighting the similarities and differences between stage and screen with an emphasis on personal preparation and presence on screen.

PRF 588 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 690 | INTERNSHIP | 2-12 quarter hours**(Graduate)**

The internship provides the student with an opportunity to learn by working with experienced professionals in an area related to his or her area of study at The Theatre School. (variable credit)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 691 | DIRECTING SEMINAR | 3 quarter hours**(Graduate)**

This course provides the opportunity for all three years of MFA directors and directing faculty to share, discuss and investigate particular and immediate aspects of directing. The course provides a forum for directors to discuss current rehearsal processes and trouble-shoot with their colleagues and instructor. Additionally, directing students reflect on, discuss and receive feedback from their colleagues and instructor on production work. The second half of the course focuses on honing a specific directorial skill or exploring new directorial territory. This component changes quarterly at the discretion of the instructor. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 692 | DIRECTING SEMINAR | 3 quarter hours**(Graduate)**

This course provides the opportunity for all three years of MFA directors and directing faculty to share, discuss and investigate particular and immediate aspects of directing. The course provides a forum for directors to discuss current rehearsal processes and trouble-shoot with their colleagues and instructor. Additionally, directing students reflect on, discuss and receive feedback from their colleagues and instructor on production work. The second half of the course focuses on honing a specific directorial skill or exploring new directorial territory. This component changes quarterly at the discretion of the instructor. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 693 | DIRECTING SEMINAR | 3 quarter hours**(Graduate)**

This course provides the opportunity for all three years of MFA directors and directing faculty to share, discuss and investigate particular and immediate aspects of directing. The course provides a forum for directors to discuss current rehearsal processes and trouble-shoot with their colleagues and instructor. Additionally, directing students reflect on, discuss and receive feedback from their colleagues and instructor on production work. The second half of the course focuses on honing a specific directorial skill or exploring new directorial territory. This component changes quarterly at the discretion of the instructor. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 711 | GRADUATE ACTING III: COMPANY CREATION | 4 quarter hours**(Graduate)**

This course is a journey with toolbox through creating and producing ensemble-based theater. Students follow two pathways: creating theater and producing theater. The path of creating follows on the self-generated work of MFA I and II Workshops, empowering the class to imagine and rehearse an original piece of theater through an invented process. Weekly rehearsal meetings build the piece into a "producer's rehearsal" at the end of the quarter. The path of producing introduces the class to tools necessary for mounting theater in Chicago or elsewhere. Using the piece under construction as their example, the students delegate and coordinate work on mission statement, company structure/contracts, by-laws, board formation, not-for-profit/tax-exempt status, grant writing, fundraising, space rental, rehearsal process, press relations, advertising, audience development, festivals, transfers, documentation, and touring.

PRF 613 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 712 | GRADUATE ACTING III: PROFESSIONAL PREPARATION | 4 quarter hours (Graduate)

This course follows on the Audition class from fall quarter bringing the students into simulated auditions for weekly guests including professional casting directors, casting agents, talent managers, artistic directors, and filmmakers from Chicago and beyond. Feedback will focus on empowering the actors to strengthen their approach, courage, effectiveness and flexibility in the casting process as felt in the "real world."

PRF 711 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 713 | GRADUATE ACTING III: ADVANCED IMPROVISATION | 2 quarter hours (Graduate)

This intensive course capstones the impulse work and Spolin-based work from MFA I Improvisation by updating the class to improvisational forms that extend beyond scenic and sketch. Mining the rich and still-unfolding history of Chicago improvisation, students flex their creative muscles by exploring long-form improvisational models and unique multi-scenic structures. (2 quarter hours)

PRF 712 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 714 | AUDITION | 3 quarter hours (Graduate)

This studio-based class introduces the student to multiple forms of audition practiced in professional theater as well as those forms practiced in film, television, and commercials. Students train rigorously with monologues, cold readings, callback scenes, copy reading, and reader-style auditions in weekly class simulations. The course will cover methods for researching and attending auditions, finding and preparing suitable material, as well as handling the audition process professionally and successfully. Discussions of "type," "color-blind casting," manager/agent relationships, and ethical concerns of auditions will be included. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 715 | MFA INDEPENDENT PROJECT | 5 quarter hours (Graduate)

The actor is inspired to create, collaborate or study in an area of interest within acting or theatre for twenty or more contact/practice hours in consultation with a Faculty Advisor resulting in a 15-page paper.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 716 | GRADUATE SHOWCASE | 3 quarter hours (Graduate)

Through the rehearsal process, graduate acting majors prepare monologues and scenes, culminating ultimately in a showcase for an invited audience of casting directors, agents, and directors. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 720 | GRADUATE ON-CAMERA II: AUDITIONING FOR THE CAMERA | 3 quarter hours (Graduate)

Teaches, in studio practice, the primary and advanced techniques for preparation and performance of on-screen auditions for streaming, television, film and other media.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 721 | GRADUATE MOVEMENT III | 2 quarter hours (Graduate)

The technique of movement to music will be used to: stimulate the actor's imagination, experiment with the identification, translation, and articulation of creative impulses, intensify ensemble work, expand the range of expression and strengthen and condition the body. (2 quarter hours)

PRF 623 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 722 | GRADUATE MOVEMENT III | 2 quarter hours (Graduate)

An independent study of movement for the actor. (2 quarter hours)

PRF 721 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 723 | GRADUATE MOVEMENT III: AFRICAN DANCE | 2 quarter hours (Graduate)

This cross-listed course is designed to engage students across majors and expose them to a different culture. African Dance is an advanced movement class that teaches and demands spatial, gestural, and percussive coordination. It allows you to shine as an individual and work as a community of movers/ensemble. (2 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 724 | GRADUATE MOVEMENT III: PILATES | 2 quarter hours (Graduate)

This is a finishing level movement class that is taught by certified instructors at a nearby studio. Working on Pilates equipment ("reformers", etc.), this class offers the student a chance to further learn about efficient patterns of motion while creating an evenly conditioned body. Pilates helps the student develop strong core muscles and build strength without "bulking up". This class will draw upon the student's previous movement classes by challenging their awareness, levels of inquiry and physical decisions in a non-theatrical movement class. (2 quarter hours)

PRF 722 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 730 | GRADUATE SPEECH II: VOICING ANIMATION | 2 quarter hours (Graduate)

This advanced voice and speech class will explore how the cumulative voice, speech, and text work of the Graduate Acting program can be successfully applied to the fields of animation and video games.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 731 | GRADUATE VOICE AND SPEECH III | 2 quarter hours (Graduate)

First course in a 2 course sequence. Deepening of the actor's confident free use of voice and speech in their acting in production, extending into specific approaches to singing.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 732 | GRADUATE VOICE AND SPEECH III | 2 quarter hours (Graduate)

Second course in a 2 course sequence. Deepening of the actor's confident free use of voice and speech in their acting in production, extending into specific approaches to singing.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 733 | VOICEOVER | 2 quarter hours (Graduate)

Deepening of the actor's confident free use of voice and speech in their acting in production, extending into specific approaches to voiceover.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 761 | REHEARSAL AND PERFORMANCE III | 5 quarter hours
(Graduate)**

Graduate acting and directing students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school. (5 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 762 | REHEARSAL AND PERFORMANCE III | 5 quarter hours
(Graduate)**

Graduate acting and directing students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school. (5 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 763 | REHEARSAL AND PERFORMANCE III | 5 quarter hours
(Graduate)**

Graduate acting and directing students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school. (5 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 771 | SEMINAR: SPECIAL TOPICS IN DIRECTING | 4 quarter hours
(Graduate)**

According to the expertise of faculty and the needs and interests of advanced students, this course deals variously with selected topics in stage directing, including the history and development of stage directing as an independent art form, directing theory, and directing methodology.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 781 | THESIS PROJECT IN DIRECTING | 9 quarter hours
(Graduate)**

A year long research and performance project that culminates in a fully supported production and written thesis. The production is part of The New Directors Series presented for the general public. (9 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 782 | THESIS PROJECT IN DIRECTING | 9 quarter hours
(Graduate)**

A year long research and performance project that culminates in a fully supported production and written thesis. The production is part of The New Directors Series presented for the general public. (9 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 783 | THESIS PROJECT IN DIRECTING | 9 quarter hours
(Graduate)**

A year long research and performance project that culminates in a fully supported production and written thesis. The production is part of The New Directors Series presented for the general public. (9 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

Performing Arts Management (PAM)

**PAM 200 | INTRODUCTION TO MUSIC BUSINESS | 2 quarter hours
(Undergraduate)**

Through lecture and discussion, this course examines the changing music industry. As an overview of music business, this course studies the relationships between artists, managers, agents, and attorneys; recording companies; major and independent labels; music publishing and performing rights organizations; touring and merchandising; copyright and music licensing; careers in the music industry; and topical issues facing the industry today. (2 quarter hours)

**PAM 201 | SMALL GROUP PERFORMANCE LAB | 1 quarter hour
(Undergraduate)**

This course offers students the opportunity to lead and participate in music-making and learning experiences utilizing informal learning practices, popular and world music styles, and technology.

**PAM 301 | PERFORMING ARTS MANAGEMENT I: INTRODUCTION TO MANAGEMENT CONCEPTS IN THE PERFORMING ARTS | 4 quarter hours
(Undergraduate)**

Through lecture, discussion, readings, videos, research and projects, the student learns about styles of arts leadership, contemporary issues and best practices in the field of arts management, the history of non-profit arts administration in the US including leaders in the field and opportunities for careers in the arts. Emphasis is placed on how non-profit organizations balance their commitment to the Art, the Artist and the Audience. Specific areas addressed include the role of the arts manager; the primacy of the mission; planning, change and adaptation; leadership and group dynamics; and human resources. (Cross-listed with THE 201)

PAM 200 and status as a Performing Arts Management student is a prerequisite for this class.

**PAM 302 | PERFORMING ARTS MANAGEMENT II: ORGANIZATIONAL STRUCTURE AND FINANCIAL MANAGEMENT | 4 quarter hours
(Undergraduate)**

Through lecture, discussion and projects, the student learns about non-profit arts organizational structures, short-and long-term planning, intersection of mission/vision/values and programming with growth and sustainability, producing vs. presenting organizations, financial management, management information systems and budgeting. (Cross-listed with THE 202)

PAM 301 and status as a Performing Arts Management student is a prerequisite for this class.

**PAM 303 | PERFORMING ARTS MANAGEMENT III: MARKETING FOR THE ARTS | 4 quarter hours
(Undergraduate)**

Through lecture, discussion and projects, the student learns about strategies and objectives in marketing and promoting the performing arts. Specific focus is given to integrated marketing and communication strategies; market research and evaluation techniques; organizational image and branding; patron support services; and audience development. Students will create marketing and public relations plans and materials, both independently and on teams, which incorporate targeting audiences; promotions, publicity, and advertising; and working with various forms of media, including social networking and technology-based platforms.

PAM 302 and status as a Performing Arts Management student is a prerequisite for this class.

**PAM 304 | PERFORMING ARTS MANAGEMENT IV: INSTITUTIONAL ADVANCEMENT & COMMUNITY ENGAGEMENT | 4 quarter hours
(Undergraduate)**

Through lecture, discussion and special projects, the student learns about institutional advancement and development as well as collaborations with internal and external constituencies. Topics include forming partnerships, community outreach, board development and engagement, fundraising and grant writing, donor cultivation, and the philanthropic community. This course is the final course in the four-course sequence on Performing Arts Management, and integrates the topics, vocabulary, themes, and subjects introduced in the previous three courses. (Cross-listed with THE 207)

PAM 303 and status as a Performing Arts Management student is a prerequisite for this class.

PAM 305 | ARTIST MANAGEMENT IN COMMERCIAL MUSIC | 2 quarter hours**(Undergraduate)**

Through lecture, discussion, reading and projects, this course provides an in-depth examination of the commercial/for-profit music business with a focus on artist management, record labels (present and future), marketing and touring. Specific attention is given to artist-manager relationship; artist-label relationship; marketing strategies; and the current changes and evolution of the industry, at large. (2 quarter hours)

PAM 200 is a prerequisite for this class.

PAM 306 | TECHNOLOGICAL TRENDS & DEVELOPMENTS IN THE MUSIC INDUSTRY | 2 quarter hours**(Undergraduate)**

This course will examine the changes within the music industry; past, present, and future; and the technological advancements which provide the catalyst for those changes. Students will develop a basic understanding of the technological breakthrough, recognize its significance and examine how the music industry exploits these new developments into business opportunities never before possible. (2 quarter hours)

Status as an Undergraduate Music student or as a Music Minor student is a prerequisite for this class.

PAM 307 | LEGAL ISSUES IN THE MUSIC INDUSTRY | 2 quarter hours**(Undergraduate)**

This course is a study of legal concepts and issues related to the music industry - types of contracts; contracts mechanics and formats; relationships between artists and key personnel; recording contracts and record labels; copyright issues related to artists, performers, and composers, copyright infringement issues; digital music issues; labor relations; landmark legal cases related to the music industry; and topical legal issues facing the industry today. (2 quarter hours)

PAM 200 is a prerequisite for this class.

PAM 308 | MUSIC PUBLISHING | 2 quarter hours**(Undergraduate)**

This course is a study of the past, present, and future of music publishing. The course is designed to examine the principles and procedures involved in music publishing, nationally and internationally. Topics include music ownership and copyright registration; copyright searches and infringement; primary functions of a music publisher; sources of publishing income and licenses; current practices, trends, and future issues. (2 quarter hours)

PAM 200 is a prerequisite for this class.

PAM 309 | MUSIC ENTREPRENEURSHIP | 2 quarter hours**(Undergraduate)**

Through opportunity creation, case study, discussion and peer evaluation, this course analyzes and simulates the professional performing arts marketplace, providing collaborative hands-on experience for performers and arts managers-in-training. In this course, performers will hone their musical point-of-view and create an original, self-produced performance opportunity in the DePaul community, with marketing materials and a business structure to support their project. Arts Management students will collaborate with performers on these projects, providing support to their colleagues in a way that models their future professional activities. Each student will also be responsible for analyzing a current successful model, identifying keys to success. This course is intended to bridge the transition from college to career, providing the artistic, career development and entrepreneurship training that have become essential in today's professional environment. (Cross-listed with APM 309) (2 quarter hours)

Status as an Undergraduate Music student or as a Music Minor student is a prerequisite for this class.

PAM 310 | MUSIC FESTIVAL MANAGEMENT | 2 quarter hours**(Undergraduate)**

This course will provide an introduction to the successful fundamentals of managing a music festival. Topics include the various purposes of a festival, effects on community, music education, outreach, tourism, fundraising, public relations, programming, marketing, ticketing, risk management, and production. Students will acquire an understanding of the evolving trends in creating, sustaining, and assessing a festival. (2 quarter hours)

Status as an Undergraduate Music student or as a Music Minor student is a prerequisite for this class.

PAM 360 | TOPICS IN PERFORMING ARTS MANAGEMENT | 2-4 quarter hours**(Undergraduate)**

An in-depth study of special topics related to the fields of Performing Arts Management and/or Music Business. (2 quarter hours)

Status as an Undergraduate Music, Undergraduate Theater, Undergraduate Business student, or permission from the instructor is a prerequisite for this class.

PAM 397 | PERFORMING ARTS MANAGEMENT PRACTICUM | 2 quarter hours**(Undergraduate)**

The practicum provides the student with a forum for experiential learning in performing arts management. (2 quarter hours)

Status as a Performing Arts Management student is a prerequisite for this class.

PAM 398 | PERFORMING ARTS MANAGEMENT INTERNSHIP | 1-4 quarter hours**(Undergraduate)**

The internship provides the student with an experiential opportunity to learn by working with professionals in the Performing Arts Management and/or Music Business industries. (2 quarter hours)

Status as a Performing Arts Management student is a prerequisite for this class.

PAM 399 | INDEPENDENT STUDY | 1-4 quarter hours**(Undergraduate)**

(2 quarter hours)

Status as an Undergraduate Music student and department consent are prerequisites for this class.

Philosophy (PHL)

PHL 100 | INTRODUCTION TO PHILOSOPHY | 4 quarter hours (Undergraduate)

This course provides an introduction to basic philosophical concepts, methods, and problems, through the readings of major texts and authors in the history of philosophy. Subjects treated may include knowledge, community, beauty, love, freedom, and justice. Questions concerning the nature of the body and soul, the meaning of life and death, or the relationship between the human and non-human may also be considered, alongside other central inquiries taken up by philosophical thinkers.

PHL 200 | ETHICAL THEORIES | 4 quarter hours (Undergraduate)

This course engages selected readings to acquaint students with different approaches to ethics. Those typically covered include virtue ethics, Stoic ethics, Kantian ethics, utilitarianism, existentialism, nihilism, and rights ethics. Organizing questions are: How are we to live? What kind of people should we become? How do we distinguish right from wrong? What is most just? What characterizes a good life? The course will equip students with useful tools and frameworks for making moral judgments and identifying the motivations and principles that shape ethical decision-making.

PHL 202 | PHILOSOPHY OF GOD | 4 quarter hours (Undergraduate)

This course examines theoretical approaches to determining the existence and nature of God. Readings are selected from seminal figures in the history of philosophy describing God as, for example, all-knowing, creator and the ultimate source of moral goodness. Issues of concern for both philosophy and religion are possible topics-free will, the reality of evil, the afterlife. Atheism, the denial of God's existence, may also be critically reviewed.

PHL 204 | EXISTENTIAL THEMES | 4 quarter hours (Undergraduate)

In this course we study the principal ideas regarding the human condition, such as birth, death, responsibility, absurdity, alienation, freedom, God, and authenticity. Offering a careful examination of the "big questions" of philosophical inquiry, the course equips students with tools to critically reflect on themselves and their place in the world.

PHL 206 | TOPICS AND CONTROVERSIES | 4 quarter hours (Undergraduate)

This class is an exploration of questions that have awakened interesting and controversial discussions in the history of philosophy, and/or of topics that have been particularly challenging for philosophical inquiry. Students will broach such controversies from multiple perspectives and are encouraged to develop their own views after careful reflection and examination of differing standpoints. Comparative and critical analysis are central to this course.

PHL 208 | WHAT IS A PERSON? | 4 quarter hours (Undergraduate)

This course examines how our selfhood and identity are shaped by ethical, political, and aesthetic values. Possible topics include: human existence and the personhood of animals; singularity and community; the standpoint and situatedness that shape our knowledge as persons and of persons; relationality and vulnerability; the human conditions of birth and death; consciousness and self-consciousness; the relationship between the body and the soul; the role that colonial, sexist, and racist assumptions have played in determining personhood; and reflections on selfhood in the context of modern technology, artificial intelligence, or discourses about the post-human.

PHL 209 | CRIME AND PUNISHMENT | 4 quarter hours (Undergraduate)

This course examines the nature of crime and the justification of punishment. Through historical and contemporary readings, basic issues such as what crime and punishment actually are, how punishment has been and continues to be justified, and the various forms that penal practices have taken will be explored. The course will also examine the question of social justice as it relates to punishment and the vexed problem of whether any forms of crime can ever be morally justified.

PHL 228 | NEUROETHICS | 4 quarter hours (Undergraduate)

This course examines moral standards and issues as these arise in the practice of neuroscience. Advances in this field have developed unprecedented ways of understanding, predicting, and even, influencing and controlling the human mind and, through this, human behavior. Neuroethics considers the ethical dilemmas that emerge in such research and the technologies that it fosters as well as the challenges these advances pose to some of the fundamental underlying concepts of moral theory: human nature, personal identity, and moral responsibility itself. Cross-listed with NEU 228.

PHL 229 | BIOMEDICAL ETHICS | 4 quarter hours (Undergraduate)

This course examines moral standards as they apply to the various dimensions of medical institutions and practices. It reviews the major ethical theories, and discusses the ways in which the moral principles of nonmaleficence, autonomy, beneficence, and justice ought to govern the delivery of health services, as well as how they are to serve as the ethical framework for the various kinds of social structures in which these services are provided.

PHL 230 | CONTEMPORARY TOPICS IN ETHICS | 4 quarter hours (Undergraduate)

This course examines a range of ethical issues of contemporary concern, such as abortion, euthanasia, and capital punishment. Students develop the tools to make moral judgments about complex and pressing issues with reference to moral theories and key figures engaging these issues. Comparative and critical analysis are central to this course.

PHL 231 | PHILOSOPHY AND RACE | 4 quarter hours (Undergraduate)

This course explores a set of topics and issues having to do with the construction of race, racial identity, and racial difference, in the United States and beyond. Philosophical analysis and inquiry into issues such as racism, anti-Semitism, and genocide are also central to the course objectives. Students might reflect on the intersection between racial dynamics and other identity categories, such as gender, class, and sexuality.

PHL 232 | WHAT IS FREEDOM? | 4 quarter hours (Undergraduate)

This course investigates various conceptions of freedom and what it means to ask such questions as "What is freedom?" in different historical times and cultural settings. Topics that might be covered include: free will vs. determinism; hard vs. soft determinism; the role of science in our conception of freedom; political notions of freedom; existential conceptualizations of freedom; and the difference between freedom and "doing or saying whatever you wish'.

**PHL 233 | ISSUES IN SEX AND GENDER | 4 quarter hours
(Undergraduate)**

This course examines the relationship between, and the making of, sex and gender. It tackles the question of how we are and become sexuated, and critically explores the fluid boundary between the biological and the social. Topics that might be covered include: the social construction of masculinity and femininity; the nature of sexism and how it can be challenged and resisted; the ways in which intersex and trans experiences have shaped current discourse about sex and gender; binary vs. non-binary models of sex and gender; the materiality of bodies; and the policing of non-conforming bodies and identities. Students might reflect on the intersection between sex, gender, and other identity categories, such as race, class, and sexuality.

**PHL 234 | PHILOSOPHY AND MODERN SOCIETY | 4 quarter hours
(Undergraduate)**

This course will consider such issues as the relation between society and the state, the connections between work, leisure and poverty, and the social effects of prejudice and resentment.

**PHL 235 | ENVIRONMENTAL PHILOSOPHY | 4 quarter hours
(Undergraduate)**

This course offers an introduction to environmental philosophy and the philosophical significance of environmental questions. Topics that might be covered include: philosophical conceptions of nature and the precarious boundary between nature and culture; the legacy of ancient cosmology; the development of a scientific view of nature; environmental crises such as global warming, the extinction of species, or toxic waste; environmental justice; eco-feminism and indigenous conceptions of nature; the role of technology in our relating to nature; and ethical considerations around sustainability, our treatment of animals, or deforestation.

**PHL 236 | PHILOSOPHY AND THE CITY | 4 quarter hours
(Undergraduate)**

This course examines the meaning of the city for philosophy and the meaning of urbanization for the formation of values. At its inception, philosophy concerned itself with questions having to do with community and the political organization of city-states (the Greek polis). These early concerns reverberate into our own times as philosophers across the world reflect on issues such as the modernization of cities; the dynamics of city life; urbanization in relation to globalization; the public sphere and our access to public spaces; the aesthetics of urban environments; and political concerns such as gentrification, racial justice, and zoning. Students might reflect on their own situatedness in the city of Chicago as it pertains to assigned readings and to the philosophical analysis of urban spaces.

**PHL 237 | PHILOSOPHY, CONFLICT AND PEACE | 4 quarter hours
(Undergraduate)**

This course engages in philosophical reflection upon the causes of war and the possibilities for peace. Emphasis will be placed on both revealing the lived realities of conflict and in situating that lived reality in terms of both local and global structures of power and oppression. Topics and perspectives that may be considered include: epistemic perspectivism; structural violence; hierarchical and lateral power relations; colonialism, neocolonialism and decolonial approaches; revolution; positive and negative peace; and strategies of humanitarian engagement.

**PHL 238 | FEMINIST PHILOSOPHIES | 4 quarter hours
(Undergraduate)**

This course offers an examination of diverse feminist philosophies and their development throughout the 20th and 21st centuries. Feminist approaches that may be considered are: existential feminism; egalitarian feminism; feminisms of sexual difference; radical lesbian feminism; queer and trans feminisms; feminisms of color; and intersectional and transnational feminisms. Possible topics include: feminist readings and critiques of canonical philosophical texts and ideas; debates around biological determinism and social constructivism; feminist ethics, aesthetics, or philosophies of science; questions having to do with the relationship between sex, gender, and sexuality; the "woman" problem and the place and role of women in feminist thought; the coloniality of gender; women of color critiques of white feminisms; and debates around materiality and embodiment.

**PHL 240 | LOVE, HATRED, AND RESENTMENT | 4 quarter hours
(Undergraduate)**

This course examines love, hatred, and resentment through various philosophical texts and methods. Questions addressed may include: What are emotions or affects? How do they arise? Are emotions such as love, hatred, and resentment legitimate and/or rational responses to particular situations? How do social conditions influence our emotions and how do emotions influence social conditions and/or actions? Do emotions play a role in forming knowledge? How have love, hatred, and resentment influenced culture, politics, aesthetics, and literature? How has philosophy treated these emotions historically and within contemporary work?

**PHL 241 | ETHICS AND PUBLIC POLICY | 4 quarter hours
(Undergraduate)**

A study of the ways in which ethics can assist us in thinking about matters of public policy.

**PHL 242 | PHILOSOPHY AND TECHNOLOGY | 4 quarter hours
(Undergraduate)**

This course raises classic philosophical questions within today's world of technological objects, systems, and thinking. Ethics, epistemology, aesthetics, and other philosophical frameworks are used to help understand the co-existence of humanity, nonhumans, and technologies. Specific topics of discussion may include: robots; social media; digital life; algorithms; weaponry; the "singularity"; genetic engineering; and geoengineering. Traditional and contemporary works of philosophy are supplemented by critical commentaries on techno-culture and an exploration of a variety of relevant creative work.

**PHL 243 | PHILOSOPHY AND FILM | 4 quarter hours
(Undergraduate)**

This course examines philosophical themes that arise in films, and/or the philosophical significance of film. The course seeks to achieve a fluency not only in philosophy (its history, objects of concern, and critical practices), but also in the language of film interpretation (based primarily in an understanding of the practical and symbolic function of the medium).

**PHL 244 | PHILOSOPHY OF RELIGION | 4 quarter hours
(Undergraduate)**

This course broaches the significance of religion and religious phenomena for philosophy. Central issues of inquiry may include: religious skepticism; pluralism in religion; arguments for the existence of God; the impact of science on religious beliefs; the place of ritual and symbolism in human life; and religious language.

**PHL 245 | REASON AND SOCIETY | 4 quarter hours
(Undergraduate)**

A study not aimed at the production of particular skills but at understanding of the proper role of reason in social institutions and the formation of public opinion.

**PHL 246 | BLACK AESTHETIC THOUGHT | 4 quarter hours
(Undergraduate)**

In this course we examine the contributions to aesthetics made by black intellectuals in the United States and globally. The philosophical importance of black aesthetics in the areas of music, literature, and visual art will be considered as we address the historical circumstances of oppression and injustice that shaped the lives and work of the thinkers we shall study. Cross-listed with ABD 234.

**PHL 247 | PHILOSOPHY AND THE VALUE OF MUSIC | 4 quarter hours
(Undergraduate)**

In this course, we will explore the role of music in philosophy, in particular, the value of music as a tool of social critique. Topics of investigation might include: an examination of the value of music as presented by various philosophers, the role of music in our cognitive development, and the culturally transformative power of music.

**PHL 248 | BUSINESS ETHICS | 4 quarter hours
(Undergraduate)**

An examination of various ethical and moral issues arising in contemporary business and its activities, which affect our society and the world. Topics may include choice distortion of various sorts at the individual level: ethically better and worse corporate cultures; ethical business leadership; larger macro-economic and social trends, including developments within global capitalism; and capitalism as an ideology.

**PHL 250 | PHILOSOPHY AND SOCIAL CHANGE | 4 quarter hours
(Undergraduate)**

This course is based upon the premise that students can learn more by actively forming their own understanding. In this community engagement course students will assume a leadership role in the investigation of theories and concepts and in the interpretation of real-world experiences with the assistance of the instructor as a guide. Besides class assignments and class discussions, students will attend an array of community meetings, informational on-site sessions, and perform productively in a community setting. Course content and community engagement activities are geared to be comprehensive and thus will call on students to bring their intellect and prior experience to the forefront while working on specific tasks and providing tangible benefits for their community partner. Students will be encouraged to synthesize academic knowledge, community engagement experience, and their particular individual abilities with the aim of promoting the goals of their service site community as well as their classroom community. This course fulfils the Junior Year Experiential Learning requirement of the Liberal Studies Program.

**PHL 263 | GENDER, RACE, AND CLASS: PHILOSOPHICAL PERSPECTIVES | 4 quarter hours
(Undergraduate)**

This class takes intersectional analysis as a fundamental premise for examining a range of philosophical perspectives on issues surrounding gender, race, and class, and the relationship between them. Drawing from diverse bodies of work, the course focuses most extensively on Black, Latinx, and decolonial feminisms, and their impact on contemporary philosophical discourse on these issues.

**PHL 264 | PHILOSOPHICAL CRITIQUES OF COLONIALISM | 4 quarter hours
(Undergraduate)**

This course examines the philosophical roots and significance of colonialism, as well as the logics of coloniality that still pervade our world today, both in the United States and globally. Possible topics include: the coloniality of time and space; epistemic violence and erasure; indigenous knowledge; Eurocentrism; the coloniality of gender and race, and the structures of oppression that result from it; liberation movements; non-violent and violent resistance; and globalization.

**PHL 280 | CRITICAL THINKING | 4 quarter hours
(Undergraduate)**

This course has as its main purpose the exploration of ways of argumentation and critical skills that can be applied in everyday life experiences, professional settings, and media and advertising, among others. What makes one argument acceptable and another unacceptable? What makes one inference reasonable and another unreasonable? Philosophers employ a variety of methods to address such questions, and this course introduces students to some of those methods. Students will come away with a better understanding of the nature of argumentation and our capacity for reason, along with strong skills in critical thinking that can be applied to personal, political, and intellectual pursuits.

**PHL 281 | BASIC LOGIC | 4 quarter hours
(Undergraduate)**

This course is an introduction to logic for students of philosophy and related fields, such as mathematics, computer science, political science, social and cognitive sciences, and the health sciences. It is intended for beginners and covers fundamental logical concepts and techniques, methods of argument, and ways of detecting formal fallacies. The key outcomes are a clear understanding of rule-based reasoning, a tool that can be effective in a wide number of disciplines, and a practice of deductive reasoning, especially as used in legal professions, policy development, and exams such as the LSAT.

**PHL 282 | SYMBOLIC LOGIC I | 4 quarter hours
(Undergraduate)**
Symbolic Logic.**PHL 283 | SYMBOLIC LOGIC II | 4 quarter hours
(Undergraduate)**

A study of the methods and techniques of formulating and evaluating arguments with the help of symbolic notation.

PHL 282 is a prerequisite for this course.

**PHL 287 | INTRODUCTION TO ASIAN PHILOSOPHIES | 4 quarter hours
(Undergraduate)**

An introduction to Asian Philosophy, examining some of the central philosophical issues and movements in Asian thought, such as Hinduism, Buddhism, Confucianism, and Daoism.

**PHL 293 | ANCIENT PHILOSOPHY | 4 quarter hours
(Undergraduate)**

This course explores the origin and development of ancient philosophy from the pre-Socratics through Socrates, Plato, and Aristotle, and their Hellenistic successors. Students engage in careful study of fragments from early Greek thinkers, Platonic dialogues, Aristotelian treatises, and/or later Epicurean and Stoic writings. Topics may include the discovery of nature; being and becoming; human knowledge; the place and role of art; the movement of the cosmos; and issues having to do with ethics and politics. Cross-listed with CTH 238.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 294 | MEDIEVAL PHILOSOPHY | 4 quarter hours
(Undergraduate)**

A study of selected thinkers and issues from the Medieval period. Cross-listed with CTH 239.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 295 | EARLY MODERN PHILOSOPHY | 4 quarter hours
(Undergraduate)**

This course traces the birth of modern philosophy and involves a study of some of the main philosophers and philosophical movements from the 17th and 18th centuries. Typical questions pertain to the method proper to philosophy: the origins, nature, and limits of human knowledge; modern subjectivity and selfhood: the relationship between philosophy and science, as well as that between philosophy and theology; social contract theories; and the nature of moral thinking and acting. Cross-listed with CTH 338.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 296 | KANT & 19TH CENTURY PHILOSOPHY | 4 quarter hours
(Undergraduate)**

This course focuses on a study of Kant and some of the most influential thinkers of the 19th century, such as Hegel, Marx, Kierkegaard, and Nietzsche. Typical questions pertain to the role of history in shaping our self-understanding in science, religion, and politics; the emergence of radical critiques of modern culture; the origins, nature, and limits of human knowledge; and the power dynamics that shape our identities and intersubjective relations.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 297 | 20TH CENTURY PHILOSOPHY | 4 quarter hours
(Undergraduate)**

This course examines selected thinkers and issues arising in the 20th century. Works by continental philosophers are typically prominently featured, and students are introduced to major philosophical movements such as phenomenology, hermeneutics, structuralism, deconstruction, feminism, and psychoanalysis. Typical questions pertain to problems of consciousness, language, perception, time, embodiment, identity and difference, revolution, power, and otherness.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 314 | SURVEY OF ETHICS | 4 quarter hours
(Undergraduate)**

An intensive study of the broad range of the history of and approaches to ethics.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 315 | SURVEY OF POLITICAL PHILOSOPHY | 4 quarter hours
(Undergraduate)**

An intensive study of the broad range of the history of and approaches to political philosophy.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 320 | METAPHYSICS | 4 quarter hours
(Undergraduate)**

Reality is everywhere and this course introduces students to abstract or "metaphysical" treatments of various segments or aspects of reality. Readings will be drawn from important figures in the western philosophical tradition. Possible topics include: the meaning and scope of general terms, causality, change, identity, negation, sameness and difference, space and time, the constitution of things routinely experienced in daily life. Students of science or religion will also recognize the importance and value of sustained metaphysical reflection on the elements of reality selected for examination.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 321 | EPISTEMOLOGY | 4 quarter hours
(Undergraduate)**

Epistemology is the study of knowledge, and involves questions having to do with justification and rational belief. Topics covered in this class may include: skepticism; truth, certainty, and opinion; theories of knowledge and justification; the structure of knowledge and justification; sources of epistemic normativity; the value of knowledge; epistemic responsibility; testimony, memory, and perception; and rationalism, empiricism, and pragmatism.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 322 | PHILOSOPHY OF LANGUAGE | 4 quarter hours
(Undergraduate)**

This course offers an investigation into the nature of language and its significance for philosophical inquiry. Topics to be discussed may include: truth and meaning; speech acts; metaphor and interpretation; hate speech and linguistic violence; rhetoric; the relationship between language and reality and that between language and power; translation; and discursive practices.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 325 | BASIC CONCEPTS OF PHENOMENOLOGY | 4 quarter hours
(Undergraduate)**

This course emphasizes the principal themes of such thinkers as Husserl, Merleau-Ponty and Heidegger.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 327 | TOPICS IN ETHICS | 4 quarter hours
(Undergraduate)**

A focused discussion of specific issues in moral and ethical philosophy. Topics may include the morality of artificial intelligence or ethical issues connected with climate change, abortion, euthanasia, affirmative action, college athletics, guaranteed family income schemes; minimum wage laws; policing; and/or gene editing.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 328 | TOPICS IN ECONOMIC, SOCIAL AND POLITICAL PHILOSOPHY | 4 quarter hours
(Undergraduate)**

A focused discussion of specific issues in economic, social and political philosophy.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 330 | JUNIOR HONORS OPTION | 4 quarter hours
(Undergraduate)**

Junior Honors Option.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 339 | BIOETHICS IN SOCIETY CAPSTONE SEMINAR | 4 quarter hours
(Undergraduate)**

This seminar is an interdisciplinary study of the function of bioethics in society. As a discipline and as a profession, bioethics stands as a distinctive barometer of our evolving and shifting conceptions not only of health and well-being, but of the world, society, and even ourselves. The seminar explores the history of bioethics, bioethics as a clinical practice, and the various questions that arise at this crossroad from health science, medical humanities, religious studies, sociological, and philosophical perspectives. Cross-listed with REL 339 and SOC 339.

PHL 229 or HLTH 229 or REL 229 is a prerequisite for this class.

**PHL 341 | AESTHETICS | 4 quarter hours
(Undergraduate)**

This course engages in a study of philosophical aesthetics as well as of the philosophy of art, as taken up by modern thinkers such as Kant, Schiller, and Hegel. Questions to be explored might include: the meaning of concepts such as beauty and the sublime; the role of art in our way of approaching and understanding the world, and its relationship to philosophy; the role of beauty and art in education; and the philosophical analysis of aesthetic judgments. Contemporary conceptions of art and beauty from perspectives such as feminism, decoloniality, black and Latino aesthetics may be included too.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 342 | PHILOSOPHY OF LAW | 4 quarter hours
(Undergraduate)**

One of the most important contemporary legal theorists, H.L.A. Hart, begins *The Concept of Law* by pointing out that "few questions concerning human society have been asked with such persistence and answered by serious thinkers in so many diverse, strange, and paradoxical ways as the question 'What is law?'" This course focuses on this question by considering various issues in the conception and practice of law such as the purpose and limits of law, the nature of judicial reasoning, property law, international law, and the relationship of law to morality and politics. The course examines different theories of law, including legal positivism, legal realism, critical race legal theory and critical feminist legal theory, asking how these different theories offer different conceptions of human rights, legal duties, liability and legal responsibility.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 350 | PHILOSOPHY AND THE NATURAL SCIENCES | 4 quarter hours
(Undergraduate)**

Philosophy And The Natural Sciences.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 354 | PHILOSOPHY AND PSYCHOANALYSIS | 4 quarter hours
(Undergraduate)**

A philosophical inquiry into the nature and history of psychology, psychoanalysis, and psychotherapy.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 355 | THEORIES OF INTERPRETATION | 4 quarter hours
(Undergraduate)**

A study of philosophical hermeneutics in authors like Schleiermacher, Dilthey, Heidegger, Gadamer, Ricoeur. Questions related to biblical interpretation may also be included. Focus will vary according to instructor. Cross-listed with CTH 336.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 356 | TOPICS IN POSTMODERNISM | 4 quarter hours
(Undergraduate)**

This course examines some of the central tenets of postmodernism as found in the works of theorists such as Jean-Francois Lyotard, Jean Baudrillard, and Frederic Jameson. The course begins by considering postmodernism's relationship to modernism and its reaction to it so as then to look at the way postmodern conceptions of time, space, nature, identity, and so on, have come to influence not only twentieth and twenty-first century philosophy but also art, architecture, and literature.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 357 | TOPICS IN PSYCHOANALYSIS | 4 quarter hours
(Undergraduate)**

Selected philosophical issues in psychoanalysis, for example, from early writers like Janet through contemporary theorists such as Irigaray.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 360 | GREEK PHILOSOPHY | 4 quarter hours
(Undergraduate)**

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 361 | PLATO | 4 quarter hours
(Undergraduate)**

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 362 | ARISTOTLE | 4 quarter hours
(Undergraduate)**

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 363 | MEDIEVAL AND RENAISSANCE PHILOSOPHY | 4 quarter hours
(Undergraduate)**

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 364 | 17TH AND 18TH CENTURY RATIONALISM | 4 quarter hours
(Undergraduate)**

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 365 | 17TH AND 18TH CENTURY EMPIRICISM | 4 quarter hours
(Undergraduate)**

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 366 | DESCARTES | 4 quarter hours
(Undergraduate)**

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 367 | THE ENLIGHTENMENT | 4 quarter hours
(Undergraduate)**

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

PHL 368 | GERMAN IDEALISM | 4 quarter hours

(Undergraduate)

German Idealism.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

PHL 369 | KANT | 4 quarter hours

(Undergraduate)

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

PHL 370 | HEGEL | 4 quarter hours

(Undergraduate)

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

PHL 371 | 19TH CENTURY PHILOSOPHY | 4 quarter hours

(Undergraduate)

19th Century Philosophy.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

PHL 372 | MARX | 4 quarter hours

(Undergraduate)

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

PHL 373 | NIETZSCHE | 4 quarter hours

(Undergraduate)

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

PHL 374 | HEIDEGGER | 4 quarter hours

(Undergraduate)

This course provides an introduction to the thought of Martin Heidegger through the study of one or more of his key works.

PHL 100 or HON 105 is a prerequisite for this class.

PHL 375 | PHENOMENOLOGY AND EXISTENTIALISM | 4 quarter hours

(Undergraduate)

An examination of central themes and figures in phenomenology and existentialist philosophy. Special emphasis will be put on concepts and philosophers who are making connections between both currents (e.g., Sartre).

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

PHL 376 | AMERICAN PHILOSOPHY | 4 quarter hours

(Undergraduate)

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

PHL 377 | PHILOSOPHY AND DECONSTRUCTION | 4 quarter hours

(Undergraduate)

This course is intended to be an introduction to the issues and methods of deconstruction. It begins with a look at the origins of deconstruction in thinkers such as Nietzsche, Kierkegaard, Heidegger, and Benjamin, before turning to the work of Jacques Derrida, the thinker most closely associated with the philosophical notion of "deconstruction." Through readings of Derrida and those who came to be identified with him (e.g., Blanchot, De Man, Kofman, Lacoue-Labarthe, Nancy, etc.), the course considers how deconstruction challenges such traditional philosophical notions as time as a series of linear presents, subjectivity as self-presence, representation as mimesis, and so on.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

PHL 378 | ANALYTIC PHILOSOPHY | 4 quarter hours

(Undergraduate)

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

PHL 380 | SELECTED FIGURES AND TEXTS | 4 quarter hours

(Undergraduate)

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

PHL 381 | DRAMATIC THEORY: TRAGEDY | 4 quarter hours

(Undergraduate)

A study of some of the main philosophical theories of tragedy together with readings of some of the most important ancient and modern tragedies. Cross-listed with THE 224.

(PHL 100 or HON 105 or any 200-level PHL course or THE 206) is a prerequisite for this class.

PHL 382 | DRAMATIC THEORY: COMEDY | 4 quarter hours

(Undergraduate)

A study of some of the main philosophical theories of comedy together with readings of some of the most important ancient and modern comedies. Cross-listed with THE 225.

(PHL 100 or HON 105 or any 200-level PHL course or THE 206) is a prerequisite for this class.

PHL 383 | PHILOSOPHICAL THEMES IN LITERATURE | 4 quarter hours

(Undergraduate)

This course examines the philosophical themes raised by great works of literature. It does so by means of both close readings of these works and analyses of them through the lens of philosophy. Whether it be the Greek tragedies of Aeschylus and Sophocles being read alongside Aristotle and Nietzsche, or Proust being read with Bergson and Deleuze, the intention is to read literary and philosophical works side by side so as to see both how literary works develop or demonstrate certain philosophical concepts and how philosophical works can help illuminate literature.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

PHL 388 | TOPICS IN COMPARATIVE PHILOSOPHY | 4 quarter hours

(Undergraduate)

Draws on philosophies from different cultures to explore philosophical issues from a comparative perspective. Topics and areas will vary according to instructor.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

PHL 389 | LATIN AMERICAN PHILOSOPHY | 4 quarter hours

(Undergraduate)

What does it mean to speak of Latin American philosophy? What is the difference between merely doing philosophy in Latin America and doing Latin American philosophy? These are issues that some thinkers in Latin America grapple with. This course explores the history and nature of Latin American philosophy. Moreover, it examines some of the reasons why, in sharp contrast to the European and Anglo-American philosophical traditions, questions of the very existence of an autochthonous Latin American philosophical tradition are heatedly debated both in Latin America and beyond. Subjects may also include decolonial approaches to philosophy from a Latin American perspective, and connections between art, literature and philosophy in Latin America.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 390 | SELECTED TOPICS AND CONTROVERSIES | 4 quarter hours
(Undergraduate)**

Selected topics and controversies.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 391 | SENIOR CAPSTONE SEMINAR | 4 quarter hours
(Undergraduate)**

A capstone seminar on selected topics in philosophy, that integrates the goals of the liberal studies program.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 392 | TOPICS IN FEMINIST PHILOSOPHY | 4 quarter hours
(Undergraduate)**

This course broaches selected issues, approaches, or figures within feminist work, such as debates about embodiment, trans issues, or reproductive rights; feminist metaphysics, epistemology, or eco-feminism; or particular feminist figures who have been influential in such debates or schools of thought. (Topics will vary according to instructor.)

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 395 | SENIOR THESIS | 4 quarter hours
(Undergraduate)**

An opportunity for intensive independent work, open to philosophy majors of outstanding achievement. By petition only. Contact the department office for further information. Philosophy 395 is not applicable to major field requirements, though it may be used as an open elective. Permission required.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 398 | TRAVEL/STUDY | 1-8 quarter hours
(Undergraduate)**

By arrangement with sponsoring faculty, foreign and domestic travel or residence programs may be combined with lectures, readings, and research assignments. Variable credit.

**PHL 399 | INDEPENDENT STUDY | 1-6 quarter hours
(Undergraduate)**

Independent studies are granted only by petition and only in very exceptional cases. Special justification will be required. Junior standing or above is a prerequisite for requesting an Independent Study.

(PHL 100 or HON 105 or any 200-level PHL course) is a prerequisite for this class.

**PHL 400 | SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS | 4 quarter hours
(Graduate)**

Special Topics In Traditional Philosophers.

**PHL 410 | PLATO I | 4 quarter hours
(Graduate)**

A study of Plato's life and early dialogues.

**PHL 411 | PLATO II | 4 quarter hours
(Graduate)**

A study of the middle and later dialogues.

**PHL 415 | ARISTOTLE I | 4 quarter hours
(Graduate)**

A study of Aristotle's life and selected topics of his theoretical philosophy: organon, physics, psychology, and metaphysics.

**PHL 416 | ARISTOTLE II | 4 quarter hours
(Graduate)**

A study of aspects of Aristotle's practical and productive philosophy: ethics, politics, rhetoric, and poetics.

**PHL 420 | AUGUSTINE | 4 quarter hours
(Graduate)**

A study of Augustine's philosophy through an examination of some of his major writings.

**PHL 425 | AQUINAS | 4 quarter hours
(Graduate)**

A study of his philosophy, especially its relations to theology, through an examination of selected major works.

**PHL 434 | HOBBS | 4 quarter hours
(Graduate)**

An examination of Hobbes' role as the father of modern political philosophy: a study of the Leviathan and the Elements of Law.

**PHL 435 | DESCARTES | 4 quarter hours
(Graduate)**

An examination of Descartes' role as the father of modern philosophy; issues of the Regulae, the Discours, and the Meditations.

**PHL 437 | LOCKE | 4 quarter hours
(Graduate)**

A study of the major theoretical works.

**PHL 438 | LEIBNIZ | 4 quarter hours
(Graduate)**

A study of the major philosophical works.

**PHL 440 | SPINOZA | 4 quarter hours
(Graduate)**

A study of the Ethics and/or the Theologico-Political Treatise.

**PHL 441 | ROUSSEAU | 4 quarter hours
(Graduate)**

A study of the major theoretical works.

**PHL 443 | MEDICAL LEGAL ETHICS | 4 quarter hours
(Graduate)**

An examination of contemporary problems in the area of medical legal ethics.

**PHL 445 | HUME | 4 quarter hours
(Graduate)**

An examination of Hume's place in classical British empiricism; a study of A Treatise of Human Nature.

**PHL 470 | PHILOSOPHY OF WITTGENSTEIN | 4 quarter hours
(Graduate)****PHL 500 | SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY | 4 quarter hours
(Graduate)**

None.

**PHL 510 | KANT I | 4 quarter hours
(Graduate)**

An introduction to the critical philosophy of Kant by concentrating on the Critique of Pure Reason.

**PHL 511 | KANT II | 4 quarter hours
(Graduate)**

A study of the Critique of Practical Reason or the Critique of Judgment.

**PHL 512 | KANT III | 4 quarter hours
(Graduate)**

Kant III: Kant's Political Writings.

PHL 515 | HEGEL I | 4 quarter hours

(Graduate)

An Introduction to Hegel: The Phenomenology of Spirit.

PHL 516 | HEGEL II | 4 quarter hours

(Graduate)

Readings in the Science of Logic or the Philosophy of Right.

PHL 517 | HOLDERLIN | 4 quarter hours

(Graduate)

An examination of the major theoretical writings, ca. 1797-1804.

PHL 518 | SCHELLING | 4 quarter hours

(Graduate)

An examination of the treatise on human freedom (1809).

PHL 520 | MARX I | 4 quarter hours

(Graduate)

An introduction to Marx through a study of selected topics and works.

PHL 521 | MARX II | 4 quarter hours

(Graduate)

A study of selected topics and works from both Marx/Engels and their disciples.

PHL 522 | SOCIAL AND POLITICAL PHILOSOPHY | 4 quarter hours

(Graduate)

None.

PHL 525 | NIETZSCHE | 4 quarter hours

(Graduate)

An introduction to the philosophy of Nietzsche through Beyond Good and Evil, Thus Spake Zarathustra and selected topics and works.

PHL 527 | PHILOSOPHY, ETHICS, AND ECONOMICS | 4 quarter hours

(Graduate)

An examination of classical and contemporary theories from Smith and Marx to Friedman, Held and others.

PHL 529 | THE PHILOSOPHICAL FOUNDATIONS OF BIOETHICS | 4 quarter hours

(Graduate)

This course examines and critically assesses the conceptual foundations of various theoretical approaches to bioethics. It is divided into three parts. Part I reviews the main Western ethical traditions 'Utilitarianism, Kantianism, and Virtue Ethics' and discusses how they lay the foundation for as well as challenge the canonical principles of bioethics, biomedical ethics, and medical ethics: autonomy, beneficence, justice, and non-maleficence. Part II examines the core concepts that define, in many ways, the field of bioethical inquiry: health, death, and dying as well as the concepts that frame the practice of healthcare itself and thereby shape and mold the ethical issues arising from it: race, class, gender, disability, and culture. Part III seeks to contextualize critically the conventional account of the discipline of bioethics by exploring a number of theoretical approaches derived from the European philosophical tradition and beyond. Specifically, it investigates the use and significance of such methods as phenomenology, deconstruction, feminism, and biopolitical analyses for rethinking the clinical encounter, the meaning of new medical technologies, and the relationship between scientific knowledge and social and political power.

PHL 535 | HUSSERL I | 4 quarter hours

(Graduate)

An introduction to Husserl through a study of selected topics and works.

PHL 536 | HUSSERL II | 4 quarter hours

(Graduate)

Selected topics and works.

PHL 550 | HEIDEGGER I | 4 quarter hours

(Graduate)

An introduction to Heidegger through study of a major work and one of the Marburg lectures.

PHL 551 | HEIDEGGER II | 4 quarter hours

(Graduate)

Selected topics and questions.

PHL 552 | HEIDEGGER III | 4 quarter hours

(Graduate)

Heidegger III.

PHL 557 | TOPICS IN CONTINENTAL PHILOSOPHY | 4 quarter hours

(Graduate)

None.

PHL 559 | FOUCAULT | 4 quarter hours

(Graduate)

An introduction to Foucault through a study of selected topics and works.

PHL 560 | THE PHILOSOPHY OF GABRIEL MARCEL | 4 quarter hours

(Graduate)

The Philosophy Of Gabriel Marcel.

PHL 561 | LYOTARD | 4 quarter hours

(Graduate)

An introduction to Lyotard through a study of selected topics and works.

PHL 565 | MERLEAU-PONTY I | 4 quarter hours

(Graduate)

A study of The Phenomenology of Perception with consideration given to Merleau-Ponty's place in contemporary philosophy.

PHL 566 | MERLEAU-PONTY II | 4 quarter hours

(Graduate)

A study of the themes of his social philosophy and final ontology.

PHL 570 | SARTRE I | 4 quarter hours

(Graduate)

A study of Being and Nothingness with attention given to Sartre's early phenomenological studies as background and to some of his literary works and criticism, such as Nausea and Saint-Genet.

PHL 571 | SARTRE II | 4 quarter hours

(Graduate)

The social thought of Jean-Paul Sartre. A study of A Critique of Dialectic Reason along with appropriate literary works and more recent political writings.

PHL 577 | DERRIDA I | 4 quarter hours

(Graduate)

An introduction to Derrida through a study of selected topics and works.

PHL 578 | DERRIDA II | 4 quarter hours

(Graduate)

Selected topics and questions.

PHL 585 | RICOEUR | 4 quarter hours

(Graduate)

A study of Ricoeur's philosophy and phenomenology of the will with stress on its background and its place in contemporary French phenomenology.

PHL 586 | METAPHOR AND POETIC LANGUAGE | 4 quarter hours

(Graduate)

An examination of Ricoeur's work in poetics.

PHL 587 | READING LEVINAS I | 4 quarter hours

(Graduate)

Reading Levinas I.

PHL 588 | READING LEVINAS II | 4 quarter hours
(Graduate)

Reading Levinas II.

PHL 589 | PHILOSOPHY, LITERATURE, COMMUNITY | 4 quarter hours
(Graduate)

Discussion of such thinkers as Bataille, Derrida, Jabes, and Nancy.

PHL 590 | TRENDS IN CONTEMPORARY FRENCH PHILOSOPHY | 4 quarter hours
(Graduate)

A look at the increasing importance of structuralism, deconstruction, philosophy of language, and hermeneutics in contemporary French thought.

PHL 591 | CRITICAL RACE THEORY | 4 quarter hours
(Graduate)

Critical Race Theory.

PHL 600 | SEMINAR ON AMERICAN THOUGHT | 4 quarter hours
(Graduate)

SEMINAR ON AMERICAN THOUGHT.

PHL 601 | SEMINAR ON AESTHETICS | 4 quarter hours
(Graduate)

SEMINAR ON AESTHETICS.

PHL 629 | SEMINAR ON CONTEMPORARY PROBLEMS | 4 quarter hours
(Graduate)

SEMINAR ON CONTEMPORARY PROBLEMS.

PHL 640 | PROBLEMS IN ETHICS | 4 quarter hours
(Graduate)

A seminar in business ethics that centers on theoretical, practical, and pedagogical issues.

PHL 641 | SEMINAR ON THE CONTINENTAL TRADITION IN ETHICS | 4 quarter hours
(Graduate)

A comparative discussion of the ethical theories of Scheler, Hartmann, Brentano, Levinas, etc.

PHL 651 | TOPICS IN BUSINESS ETHICS | 4 quarter hours
(Graduate)

A seminar in business ethics that centers on theoretical, practical, and pedagogical issues.

PHL 656 | SEMINAR ON SOCIAL AND POLITICAL THOUGHT | 4 quarter hours
(Graduate)

A study of selected writings of key social and political thinkers.

PHL 657 | TOPICS IN SOCIAL AND POLITICAL THOUGHT | 4 quarter hours
(Graduate)

Topics In Social And Political Thought.

PHL 660 | SEMINAR IN FEMINIST ETHICS | 4 quarter hours
(Graduate)

Examination of the care perspective as compared to the justice perspective on moral development. Cross-listed as MLS 477 and WMS 410.

PHL 661 | TOPICS IN FEMINIST THEORY | 4 quarter hours
(Graduate)

Includes such themes as feminist ontologies, theories of discourse and writing, science and technology, etc.

PHL 697 | GRADUATE TEACHING PRACTICUM | 4 quarter hours
(Graduate)

Examination of teaching method concepts.

PHL 698 | MASTER'S THESIS RESEARCH | 8.00 quarter hours
(Graduate)

Independent investigation of a philosophical problem for the thesis/dissertation.

PHL 699 | DISSERTATION RESEARCH | 1-12 quarter hours
(Graduate)

Independent investigation of a philosophical problem for the thesis/dissertation. Variable credit.

PHL 700 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)

INDEPENDENT STUDY.

PHL 701 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)

This 0-credit hour course is available to PhD candidates who have completed all course requirements and are actively working on a dissertation. Enrollment in this course is limited to three quarters and requires dissertation advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

PHL 799 | CANDIDACY MAINTENANCE | 0 quarter hours
(Graduate)

This 0-credit hour course is available to PhD candidates who are not registered for a course in a given quarter but need to maintain active university status. Enrollment in this course is limited to three quarters and requires permission of the graduate director. Enrollment in this course allows access to the library and other campus facilities. This course does not carry an equivalent enrollment status and students in it are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

Physical Education (PE)

PE 170 | ADVANCED AEROBIC CONDITIONING | 2 quarter hours
(Undergraduate)

Advanced instruction in appropriate conditioning techniques and daily participation in monitored strenuous levels of aerobic exercise. (2 credit hours)

PE 060 or PE 160 is a prerequisite for this class.

PE 181 | FLAG FOOTBALL | 2 quarter hours
(Undergraduate)

Fundamental skills, group drills, strategy, and styles of offensive and defensive team play will be covered. Physical education majors will focus on teaching, officiating and assessment. (2 credit hours)

PE 206 | PERSONAL AND COMMUNITY HEALTH | 4 quarter hours
(Undergraduate)

This course is designed to assist students in gaining insight into their health/wellness attitudes, behaviors, and choices. Health/wellness experiences and topics examine the total wellness concept, as a self-designed, dynamic style of living which focuses on optimal functioning and quality of life. Emphasis is placed on the physical, emotional, intellectual, social, occupational and spiritual dimensions of health/wellness.

**PE 273 | HEALTH AND NUTRITION | 4 quarter hours
(Undergraduate)**

This course will provide students with an introductory background in nutrition throughout the life span. The study of foods and their effects upon health, development and performance of the individual will be emphasized. Software analysis of dietary intakes will facilitate an individual reflective approach to an application of the content.

**PE 276 | TENNIS | 2 quarter hours
(Undergraduate)**

Instruction and practice on basic patterns of movement of tennis skills. Knowledge of rules, etiquette, playing instructions and teaching methods for application of skills stressed. (2 credit hours)

**PE 277 | GOLF | 2 quarter hours
(Undergraduate)**

Basic patterns of movement for a controlled golf swing with woods and irons; chipping, pitching and putting skills. Golf course rules and playing instructions. Teaching methods for application of skills stressed. (2 credit hours)

**PE 278 | GOLF: FULL-SWING CLINIC | 2 quarter hours
(Undergraduate)**

This course will provide the student with advanced knowledge and practice of the full swing motion in golf. As a hybrid, it will allow the student to meet the professor and design the individual learning steps that will best meet the needs of each student. Course modules will include videotapes, handouts, support materials, and a quiz. Students will work through the modules independently to complete the course. Independent practice of the full swing outside of DePaul will be necessary for success in the course. Students must attend 4 1.5-hour classes per quarter. The first day and last day of class, as well as two additional 1.5-hour sessions arranged with the professor. (2 credit hours)

**PE 302 | FIRST AID: RESPONDING TO EMERGENCIES | 2 quarter hours
(Undergraduate)**

This course is designed to provide instruction, demonstration, and practice in application of basic emergency first aid skills. Students will learn to recognize the signs and symptoms of specific life threatening injuries and how to properly care for these injuries as citizen responders. Students will also have the opportunity to achieve Heartsaver CPR, AED, and First Aid Certification by the American Heart Association (2 credit hours)

**PE 303 | ATHLETIC INJURIES | 4 quarter hours
(Undergraduate)**

Principles and techniques of prevention, recognition, treatment, care including adhesive strapping and wrapping and rehabilitation of common athletic injuries. Attention given to role of coach-trainer for emergency field procedures.

**PE 304 | THE SCHOOL HEALTH PROGRAM | 4 quarter hours
(Undergraduate)**

This course is designed to cover the scope of health services that could be provided through a comprehensive school health program. The school environment, community involvement, and legal/ethical considerations will be emphasized.

**PE 311 | MOTOR DEVELOPMENT THROUGHOUT THE LIFE SPAN | 4 quarter hours
(Undergraduate)**

Through lecture, film analysis, direct observation and instruction of children, and class discussion, students will gain a greater understanding of the maturational and environmental factors that affect human growth and motor development. Since this development is a process that continues throughout our life span, prenatal through adult characteristics will be examined.

**PE 317 | PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL | 4 quarter hours
(Undergraduate)**

The course is designed to promote an understanding of the contribution that physical education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, assessment of learning and classroom management will be focused as students engage in 15-20 hours of supervised field experience teaching whole classes of children in local schools. This course is for Physical Education majors only; however, EE majors will be considered if the course is needed for student teaching in the subsequent quarter. **A Physical Education major in Advanced Standing is a prerequisite for this class.**

**PE 325 | LANGUAGE AND LITERACY IN THE PHYSICAL EDUCATION SETTING | 4 quarter hours
(Undergraduate)**

This survey course explores the roles of language and literacy in the physical education setting and the teacher's responsibility for fostering them in all students. Through guided examination of prevailing theories of language acquisition and development that currently influence classroom practices across the K-12 continuum as well as across disciplinary and content areas, this course enables future teachers of physical education to grow in their understanding of the varied literacy-learning contexts that students bring to their physical education experiences. Issues that emerge in planning and conducting literacy instruction in programs with diverse student demographics are discussed and deliberated through University classroom sessions as well as required field experiences (10 hours, minimum; Level I). Course participants enjoy multiple opportunities to apply and analyze theories; to observe, critique, and practice planning as well as instructional strategies; to make informed curricular and instructional decisions; and to use assessment in conjunction with knowledge of child development to inform their planning. This course is designed to assist future teachers in producing students who are strategic readers, skilled speakers and writers, effective communicators, active listeners, independent and critical thinkers/learners, and problem solvers. Such teachers will exhibit awareness of their own metacognitive processes, respect for diversity, necessary social skills, and an ability to develop, set, and strive for professional goals. Candidates enrolled in this course will be encouraged to become education advocates, positive role models for their students, effective colleagues and collaborators, and lifelong learners.

PE 341 | HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF PHYSICAL EDUCATION | 4 quarter hours**(Undergraduate)**

This course will review the history of sport, fitness, and physical education; the impact that events have had on their development; and how physical education, fitness and the use of sport is influenced by society. Emphasis will be placed on philosophical perspectives and ethical values of this profession, both for the educator and the exercise science professional. Content is devoted to the study and understanding of sport and physical activity within numerous cultures throughout history to support diversity and help students consider the multiple perspectives expressed through the incorporation of sport and physical activity.

PE 346 | ORGANIZATION/ADMINISTRATION OF PHYSICAL EDUCATION, SPORTS & FITNESS PROGRAMS | 4 quarter hours**(Undergraduate)**

Organization and Administration of Physical Education, Sports, and Fitness Programs. Emphasis is placed on understanding the management process: functions, application to various settings, program development, budget, facilities, marketing/promotion, and risk management.

Advanced Teacher Candidate Standing or status as an Exercise Science student is a prerequisite for this class.

PE 351 | KINESIOLOGY | 4 quarter hours**(Undergraduate)**

Biomechanical analysis of the human body and how the human body moves. Scientific principals and their application to human movement are included. Application is made to fundamental and specialized motor skills. Development and maintenance of the human structure through intelligent selection of activities and efficient use. Lecture is supplemented with in class laboratory activities.

BIO 201 and BIO 202, Advanced Teacher Candidate Standing or students in BS-EXR-SCI plan, are prerequisites for this class.

PE 352 | PHYSIOLOGY OF EXERCISE | 4 quarter hours**(Undergraduate)**

Effects of muscular activity on the systems of the body. Nature of neuro-muscular activity, circulatory and respiratory adjustments during exercise, metabolic and environmental aspects of exercise, fatigue and training fitness. Lecture is supplemented with in class laboratory activities.

BIO 201 and BIO 202, Advanced Teacher Candidate Standing or students in BS-EXR-SCI plan, are prerequisites for this class.

PE 360 | EDUCATIONAL PSYCHOLOGY AND MEASUREMENT OF LEARNING | 4 quarter hours**(Undergraduate)**

This course presents those principles of educational psychology specifically related to the psychomotor learning domain, the selection of tests to measure learning of physical skills for all populations, administration of tests, data collection, and the statistical analysis needed to evaluate the learning process. Specifically, measures of central tendency, variability and correlation statistics; and standard tests of health and skill related components of fitness, motor performance, anthropometry, and specific sport analysis will be included in this course.

Advanced Teacher Candidate Standing or status as an Exercise Science student is a prerequisite for this class.

PE 362 | FITNESS TESTING, ASSESSMENT AND PRESCRIPTION | 4 quarter hours**(Undergraduate)**

This course is designed to provide theoretical knowledge of and select practical skills in fitness assessment, exercise program design, and client instruction in preparation for a national certification exam in personal training. Topics include guidelines for instructing safe, effective, and purposeful exercise, essentials of the client-trainer relationship, conducting health and fitness assessments, and designing and implementing appropriate exercise programming.

PE 372 | METHODS AND MATERIALS FOR PHYSICAL EDUC CURRICULUM/INSTRUCTION-SECONDARY SCHL | 4 quarter hours
(Undergraduate)

This course is designed to provide an understanding of physical education curriculum planning, teaching methods, classroom management, unit and lesson plans in a secondary school setting. Students will engage in 20-24 hours of field work to observe and participate in whole class instruction, in an attempt to integrate theoretical classroom content with on-site experiences.

Advanced Teacher Candidate Standing is a prerequisite for this class.

PE 374 | ADAPTED PHYSICAL EDUCATION | 4 quarter hours**(Undergraduate)**

Diversified program of development activities, games, sports and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not be able to participate in the general physical education program.

BIO 201 and BIO 202, Advanced Teacher Candidate Standing or students in BS-EXR-SCI plan, are prerequisites for this class.

PE 378 | PHYSICAL EDUCATION STUDENT TEACHING IN ELEMENTARY EDUCATION | 6 quarter hours**(Undergraduate)**

Five school days a week of supervised teaching in a cooperating elementary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. Application and approval required. Open to only DePaul students. (6 credit hours)

PE 379 | PHYSICAL EDUCATION STUDENT TEACHING IN SECONDARY EDUCATION | 6 quarter hours**(Undergraduate)**

Five school days a week of supervised teaching in a cooperating secondary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. Application and approval required. Open only to DePaul students. (6 hours)

PE 380 | INTERNSHIP IN EXERCISE SCIENCE | 10 quarter hours
(Undergraduate)

Four hundred hours of supervised training in a health, fitness, sport, or exercise setting will be completed through this course. Students will receive practical experience in fitness testing, individual and group training, class instruction, program planning, and other facets of exercise science programming. Students will complete a project that will relate their educational background to the practical setting they have chosen to work in, and present their work to the internship site. Special interests of students will be addressed based on the internship site. Open only to students who have applied and been accepted by the exercise science program advisor and must have completed all coursework and clinical hours for the exercise science degree). (10 credit hours)

**PE 384 | PHYSICAL EDUCATION CAPSTONE | 4 quarter hours
(Undergraduate)**

The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective physical education teachers with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to early childhood education. The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program.

**PE 387 | CAPSTONE SEMINAR IN PHYSICAL EDUCATION & EXERCISE SCIENCE | 2 quarter hours
(Undergraduate)**

This course is designed to help candidates integrate the central emphases of their Liberal Studies curriculum with their professional knowledge and behavior. It provides opportunities and activities to prospective professionals that engage them in being analytic and reflective upon their major and related disciplines; guide them in further considering their value commitments and how they relate to their chosen profession; apply critical and creative thinking in addressing 'real-time' professional issues and needs; and examine extant practices from multicultural perspectives. Candidates develop a professional portfolio that reflects the standards of the various guiding professional organizations and/or the Illinois State Board of Education (ISBE). The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator as well as the goals of the Liberal Studies program. The course is taken simultaneously with student teaching or internship. COREQUISITE(S): PE 378 and PE 379, or PE 380. (2 credit hours)

**PE 390 | PSYCHO-SOCIAL ASPECTS OF EXERCISE AND SPORT | 4 quarter hours
(Undergraduate)**

Psycho-Social Aspects of Exercise and Sport. Principles of human behavior, psychology, sociology, and motivational theory are covered as they relate to exercise fitness and sport. Students are introduced to personality factors, leadership skills, psychological skills training, and group dynamics which play important roles in the psychological development of individuals involved in exercise and sport programs. **Advanced Teacher Candidate Standing or status as an Exercise Science student is a prerequisite for this class.**

**PE 391 | THEORY AND TECHNIQUES OF COACHING | 4 quarter hours
(Undergraduate)**

This course is designed to introduce areas from which basic coaching theories and techniques of various sports can be developed, to expose students to situations which place the coach in a decision making position and encourage students to examine practical problems which will influence the quality of an athletic program.

**PE 392 | ADVANCED ATHLETIC TRAINING TECHNIQUES | 4 quarter hours
(Undergraduate)**

This is an advanced course dealing with the principles and techniques of prevention, recognition, and treatment of athletic injuries.

PE 303 is a prerequisite for this class.

**PE 393 | THERAPEUTIC EXERCISE | 4 quarter hours
(Undergraduate)**

This course introduces students to the application and theory of specific exercise guidelines and program design for individuals with chronic illnesses, orthopedic conditions, and major athletic injuries. Special populations will also be addressed such as children, pregnant women, the elderly, blind, and deaf individuals. Emphasis is placed on planning and teaching techniques based on the basic FITT principle, and modifying programs to meet the needs of the specific individual. Students will learn specific modifications for all domains of exercise: cardiorespiratory, muscular strength and endurance, flexibility, and balance, with the focus on rehabilitation and health promotion.

Advanced Teacher Candidate Standing or status as an Exercise Science student is a prerequisite for this class.

**PE 394 | SPORT AND EXERCISE NUTRITION | 4 quarter hours
(Undergraduate)**

This course will provide the student with advanced knowledge of all areas of nutrition as they relate to the different types of exercise and sports. Prior basic nutritional knowledge is required for successful completion of this course. Topics will include but not limited to substrate utilization during different types of metabolic processes, hyper-hydration and nutrient loading prior to activity, nutrient maintenance during various types of exercise, recovery nutrition, nutrition planning for weight management, sport specific nutrition and consumer issues related to sport supplementation.

PE 273 is a prerequisite for this class.

**PE 399 | INDEPENDENT STUDY IN PHYSICAL EDUCATION | 1-4 quarter hours
(Undergraduate)**

Permission of Department Chair and Associate Dean are required. (1 credit hour)

**PE 400 | INTRODUCTION TO THE SPORT, FITNESS AND RECREATION LEADERSHIP PROGRAM | 4 quarter hours
(Graduate)**

This course will provide an overall introduction to the Sport, Fitness and Recreation Leadership online graduate program (MSFRL). Coursework, pillars of knowledge, expectations, potential employment, and management concepts in sport, fitness, and recreational will be covered. Acceptance into the MSFRL program is a prerequisite for this course.

**PE 410 | ORGANIZATIONAL LEADERSHIP AND MANAGEMENT IN SPORT, FITNESS AND RECREATION | 4 quarter hours
(Graduate)**

This course will examine concepts in administration and communication specific to supervisory relationships. Students will understand the function and application of administrative theory within the fields of sport and fitness.

**PE 420 | FACILITY AND RISK MANAGEMENT IN SPORT, FITNESS AND RECREATION | 4 quarter hours
(Graduate)**

Students will be introduced to the planning, designing and management of sport, recreation, and fitness facilities. Students will identify strengths and weaknesses of major facilities and will design their own facility upon completion of this course.

PE 430 | ADVANCED HEALTH AND SCIENCE CONCEPTS IN SPORT, FITNESS AND RECREATION | 4 quarter hours**(Graduate)**

This course will present advanced concepts in health for the individual interested in Health Education or the Allied Health Professions. The content will include health principles related to individual athletes throughout the life span, wellness concepts, and strategies for coping with potentially dangerous behaviors. The students will reflect on how to incorporate knowledge of health into their physical education and health classes in schools or community settings.

PE 435 | ADVANCED CARE OF THE ATHLETE | 4 quarter hours**(Graduate)**

This course is designed to expand the student's knowledge of athletic injuries, incorporating hands-on experience. Topics will include current issues in anatomy and physiology; athletic first aid and emergency situations; standard procedure for diagnosis and treatment; conditioning, pre-habilitation and rehabilitation; heat stress injuries; nutrition and eating disorders; taping, wrapping and bracing; and other related topics in sports medicine.

PE 440 | STRATEGIC COMMUNICATION AND MARKETING IN SPORT, FITNESS AND RECREATION | 4 quarter hours**(Graduate)**

Students will examine communications tools such as advertising, sales, and publicity, social media, media relations and public relations to examine how they are vital to an organization's marketing plan. Students will create a marketing plan specific to a chosen area of study. This course also will focus on leadership and communication skills vital in building professional relationships. Relationships between sport and fitness organizations and consumers will be examined.

PE 442 | ON-CAMPUS SEMINAR | 2 quarter hours**(Graduate)**

This course will provide 1st year students with the opportunity to network with their peers and professionals in the field. They will also attend presentations by local professionals in sport, fitness, and recreational fields, as well as presentations of 2nd year students' research projects. (2 credit hours)

PE 445 | PROGRAM AND SPECIAL EVENTS MANAGEMENT IN SPORT, FITNESS AND RECREATION LEADERSHIP | 4 quarter hours**(Graduate)**

This course also will introduce students to planning, operating, funding, and evaluating events within their chosen area of sport or fitness. Principles of hospitality and public relations also will be studied. Students will plan a hypothetical event upon the completion of this course.

PE 450 | PSYCHOLOGY OF SPORT BEHAVIOR AND ATHLETIC PERFORMANCE | 4 quarter hours**(Graduate)**

A study of the philosophical and psychological concepts pertaining to sports, in general, and competitive athletic programs specifically. Students will analyze the various coaching and administrative techniques in sports programs. Emphasis will be given to intercollegiate sports. Elementary, secondary and professional sports programs will be examined and discussed. Motivation to exercise socially, recreationally, and in sport will be examined.

PE 452 | EXERCISE SCIENCE AND SPORT | 4 quarter hours**(Graduate)**

A study of the advanced concepts and theory pertaining to analysis of human movement. Application will be made for the teaching of fundamental motor skills as well as the specialized analysis made by the coach. Discussion of the various techniques, sophisticated equipment, and empirical evidence will support the conclusions determined in the seminar. The course will be designed for professional physical educators and individuals involved in the coaching profession.

PE 455 | LITERATURE REVIEW FOR CAPSTONE PROJECT | 0 quarter hours**(Graduate)**

This course is included in the MS in Sport, Fitness, and Recreation curriculum as a pre-requisite for PE 555: Research in Sport, Fitness, and Recreation. Prior to beginning the research for capstone projects, students must complete a review of the literature related to their topic. This review must be approved by their faculty capstone advisor and the program director. The course can be taken at any time and a grade of PASS must be received prior to registering for PE 555 during spring of their second year.

PE 457 | ADVANCED COACHING THEORIES & TECHNIQUES | 4 quarter hours**(Graduate)**

This course is designed to cover a review of basic coaching theories and techniques of various sports and then cover advanced theories and application of these theories. The goal of the course is to expose students to situations that will place the coach in a decision making position and encourage students to examine practical problems that will influence the quality of an athletic program. (Cross-listed with PE 391)

PE 460 | ETHICS AND DIVERSITY IN SPORT, FITNESS AND RECREATION | 4 quarter hours**(Graduate)**

This course will examine current issues and challenges related to the sport, fitness and recreation environments. The examination will focus on ethical behavior and decision making and ultimately to improve risk management in these area. Major consideration will be given to issues relating to development of goals and objectives, preparation of program budgets, financial considerations, media input, and legal ramifications of the various programs.

PE 470 | LEGAL ISSUES IN SPORT, FITNESS AND RECREATION | 4 quarter hours**(Graduate)**

This course will develop a student's ability to apply legal principles to sport and fitness management situations. Students will examine legal liability of coaches, administrators and fitness professionals, negligence, constitutional and administrative law, product liability, and risk management. There also will be an analysis and study of the governing structure, rules, and legislative processes within the NCAA.

PE 480 | FINANCE AND REVENUE GENERATION IN SPORT AND FITNESS | 4 quarter hours**(Graduate)**

Students will understand basic concepts of financial management and managerial economics relevant to recreation and sport settings, emphasizing financial analysis, short- and long-term financing, fundraising, sponsorship, financial troubleshooting, capital structuring and budgeting, fundraising, revenue and cost-control.

**PE 490 | ON-CAMPUS SEMINAR | 2 quarter hours
(Graduate)**

This course will provide 2nd year students with the opportunity to network with their peers and professionals in the field of sport, fitness, and recreation. They will also attend presentations by local professionals, as well as present their final research projects. (2 credit hours)

**PE 500 | CAPSTONE IN SPORT, FITNESS AND RECREATION LEADERSHIP | 2 quarter hours
(Graduate)**

The capstone experience will support the student during their last quarter in the program while completing program research and preparation for seminar presentation. (2 credit hours)

**PE 541 | INTRODUCTION TO PHYSICAL EDUCATION | 4 quarter hours
(Graduate)**

This course will review the history of sport, fitness, and physical education; the impact that events and cultures have had on their development; and how physical education, fitness and the use of sport is influenced by society. Emphasis will be placed on philosophical perspectives and ethical values of this profession, both for the educator and the exercise science professional. Content is devoted to the study and understanding of sport and physical activity within numerous cultures throughout history to support diversity and help students consider the multiple perspectives expressed through the incorporation of sport and physical activity. Diversity, equity, and inclusion issues and theories from general education will be applied to kinesiology settings and practices within this course.

**PE 555 | RESEARCH IN SPORT, FITNESS AND RECREATION | 4 quarter hours
(Graduate)**

Under the guidance of an advisor, students will complete a culminating research project for completion of the degree.

PE 455 is a prerequisite for this class.

Physics and Astrophysics (PHY)

**PHY 104 | THE SUN & ITS PLANETS | 4 quarter hours
(Undergraduate)**

This course focuses on the development of our knowledge about the Solar System with an emphasis on the origin, structure and motion of the planets and the Sun. Topics include both historical astronomy and our current understanding based on information from spacecraft sent to other planets. Cannot receive credit for both PHY 104 and PHY 114.

MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

**PHY 110 | BASIC ELECTRONICS: PRINCIPLES & TECHNIQUES | 4 quarter hours
(Undergraduate)**

Introduction to analog electronics that develops the basic principles needed to understand consumer electronics. Emphasis is given to audio applications, but the same basic principles are the foundation of modern computer technology.

MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

**PHY 114 | EXPLORING OTHER WORLDS | 4 quarter hours
(Undergraduate)**

Activity-based course that compares the local environment of Earth in the Solar System to worlds and environments elsewhere in the Universe. Cannot receive credit for both PHY 104 and PHY 114.

MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

**PHY 120 | HOW THINGS WORK | 4 quarter hours
(Undergraduate)**

This course will develop an understanding of the physics of everyday objects, such as electric motors, solar cells (photovoltaics), or heat engines (e.g. car engines or refrigerators). Each course will focus on three different objects, demonstrating principles from different sub-fields of physics. In addition to conceptual understanding, students will learn how scientific discoveries were necessary to make these devices, and how continued scientific exploration is related to their further development.

MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

**PHY 150 | GENERAL PHYSICS I | 4 quarter hours
(Undergraduate)**

This course provides a comprehensive, non-calculus introduction to physics. Vectors, forces, Newtonian mechanics of translational and rotational motion. This course is intended for life science and health science majors.

MAT 131 or above is a prerequisite for this class.

**PHY 151 | GENERAL PHYSICS II | 4 quarter hours
(Undergraduate)**

Continuation of PHY 150. Topics include heat, thermodynamics, sound and light.

PHY 150 or PHY 170 is a prerequisite for this class

**PHY 152 | GENERAL PHYSICS III | 4 quarter hours
(Undergraduate)**

Continuation of PHY 151. Topics include electricity, magnetism and modern physics.

PHY 151 is a prerequisite for this course.

**PHY 155 | GENERAL PHYSICS | 6 quarter hours
(Undergraduate)**

A combination of Physics 150 plus half of 151. Summer only. (6 quarter hours)

MAT 131 or above is a prerequisite for this class.

**PHY 156 | GENERAL PHYSICS | 6 quarter hours
(Undergraduate)**

A combination of the last half of Physics 151 plus 152. Summer only. (6 quarter hours)

PHY 155, PHY 151, or PHY 171 is a prerequisite for this course.

**PHY 170 | UNIVERSITY PHYSICS I | 4 quarter hours
(Undergraduate)**

This course provides a comprehensive, calculus-based introduction to Newtonian mechanics. Topics include vectors, Newton's laws, linear and rotational motion. Course intended for majors in a physical science, required for the physics major. Offered in autumn quarter.

MAT 147 or MAT 150 or MAT 160 is a co-requisite for this class.

**PHY 171 | UNIVERSITY PHYSICS II | 4 quarter hours
(Undergraduate)**

A continuation of PHY 170. Topics include heat, sound and light. Offered in winter quarter.

MAT 148 or MAT 151 or MAT 161 is a co-requisite for this class.

**PHY 172 | UNIVERSITY PHYSICS III | 4 quarter hours
(Undergraduate)**

A continuation of PHY 171. Topics include electricity and magnetism. Offered spring quarter.

MAT 149 or MAT 152 or MAT 162 is a co-requisite for this class.

PHY 190 | MATLAB PROGRAMMING FOR SCIENTISTS AND MATHEMATICIANS | 2 quarter hours**(Undergraduate)**

Introduction to the Matlab Programming environment with an emphasis on applications of interest to science and mathematics students. Topics include basic operations, functions and scripts, arguments and scope, and graphics. Applications include curve fitting, visualization of data, root finding, and solving systems of equations. (2 quarter hours)

PHY 200 | LIGHT AND ATOMS | 4 quarter hours**(Undergraduate)**

A conceptual treatment of light and matter, which emphasizes the counter-intuitive behavior of atoms, electrons and photons. Topics covered include the electrical nature of matter, wave-particle duality, the uncertainty principle, and philosophical implications. Some applications to technology will also be discussed such as lasers, fiber optic communication, superconductivity, and magnetic storage of data. **MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.**

PHY 204 | FRONTIERS OF THE UNIVERSE | 4 quarter hours**(Undergraduate)**

Focuses on the tremendous increase in our understanding of the universe beyond the Solar System that has occurred in recent years. Topics include stellar evolution, the properties of stars, supernova explosions, black holes, galaxies, and the origin of the universe. **MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.**

PHY 205 | EINSTEIN'S PECULIAR IDEAS | 4 quarter hours**(Undergraduate)**

A conceptual treatment of Einstein's groundbreaking ideas about space, time, and the nature of reality. Topics covered include special relativity, Einstein's contributions to quantum physics, including his criticisms of its orthodox interpretation, and some aspects of his theory of gravity. Aspects of Einstein's thoughts on social issues will also be briefly discussed. **MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.**

PHY 206 | SOUND AND ACOUSTICS | 4 quarter hours**(Undergraduate)**

Sound waves, their production, transmission and detection; applications to music, acoustics and noise pollution. **MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.**

PHY 220 | OCEANOGRAPHY | 4 quarter hours**(Undergraduate)**

Develops the concepts of physical oceanography. Topics include the chemical and physical properties of seawater, the dynamics of ocean currents and circulations, the physics of water waves and tides, the interaction of the ocean with the atmosphere, the formation of coastlines, and the effects of pollution on the ocean. Cross-listed with GEO 220. **MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.**

PHY 223 | LIGHT, COLOR, AND PHOTOGRAPHY | 4 quarter hours**(Undergraduate)**

Principles of image formation with lenses and mirrors. Discussion of color, interference, polarization, and diffraction. Introduction to cameras and film, lasers and holography. Cross-listed with ART 223. **MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.**

PHY 225 | EARTH'S CHANGING CLIMATE | 4 quarter hours**(Undergraduate)**

Develops the physical concepts needed to understand the atmosphere, the oceans, and their interactions with the aim of building a conceptual model of weather and climate. Long-term climate variability and climate related environmental issues are also discussed. Cross-listed with GEO 225.

MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

PHY 231 | LINEAR ELECTRIC CIRCUITS | 4 quarter hours**(Undergraduate)**

Frequency response and feedback, operational amplifiers as linear amplifiers, active filters, oscillators, communication circuits and data conversion circuits.

PHY 110 is a prerequisite for this course.

PHY 232 | INTRODUCTION TO DIGITAL ELECTRONICS | 4 quarter hours**(Undergraduate)**

Principles of combinational logic circuits. Boolean algebra and Boolean function simplification. State diagrams and sequential logic circuits, and MSI devices. Digital circuit prototyping using SSI components.

MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

PHY 236 | THE SCIENCE OF DIGITAL AUDIO | 4 quarter hours**(Undergraduate)**

Introduction to the physics and mathematics of digital audio, including the conversion of sound energy into electrical signals, the digitization of the signal, conversion of the signal to a standard format, storage of the signal on a hard disk or a CD, and manipulation of the digitized signal. Also includes a discussion of the ethics and legality of downloading digitized audio, in the context of intellectual property rights. This course assumes familiarity with trigonometric mathematical functions.

MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

PHY 270 | UNIVERSITY PHYSICS IV | 4 quarter hours**(Undergraduate)**

An introduction to 20th-century physics. Topics include special relativity, quantum mechanics, and statistical analysis of data.

PHY 172 is a prerequisite for this course.

PHY 300 | METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS I | 4 quarter hours**(Undergraduate)**

Computational and theoretical methods in ordinary differential equations, complex numbers, systems of equations, phase plane analysis, bifurcations. Applications to damped, driven oscillators, electronics. **COREQUISITE(S):MAT 261.**

PHY 301 | METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS II | 4 quarter hours**(Undergraduate)**

Fourier series, Fourier transforms, partial differential equations, Legendre polynomials, special functions. Applications to wave motion, electricity and magnetism, modern physics, optics. Spring.

PHY 300 is a prerequisite for this course.

PHY 310 | MECHANICS I | 4 quarter hours**(Undergraduate)**

Newtonian motion in a one-, two-, and three-dimensional motion, conservative systems, variational principles, Lagrangian and Hamiltonian mechanics, central-force problems.

PHY 300 is a prerequisite for this course.

**PHY 311 | MECHANICS II | 4 quarter hours
(Undergraduate)**

Continuation of PHY 310. Topics include systems of particles, collisions and scattering, motion in rotating frames, rigid body motion.

PHY 310 is a prerequisite for this course.

**PHY 315 | CHAOS IN PHYSICAL SYSTEMS | 4 quarter hours
(Undergraduate)**

Motion in phase space, characteristics of chaotic systems, Lyapunov exponents, stability of equilibrium solutions, strange attractors, bifurcations, discrete dynamics, and applications to lasers, fluids, and other physical systems.

PHY 300 is a prerequisite for this course.

**PHY 320 | ELECTRICITY AND MAGNETISM I | 4 quarter hours
(Undergraduate)**

Solutions to electrostatic, magnetostatics, and boundary-value problems. Introduction to Coulumb's law, Gauss's law, Biot-Savart law, and electric and magnetic potentials.

PHY 301 is a prerequisite for this course.

**PHY 321 | ELECTRICITY AND MAGNETISM II | 4 quarter hours
(Undergraduate)**

A continuation of PHY 320. Topics include Maxwell's equations, time varying fields, electromagnetic waves, and radiation.

PHY 320 is a prerequisite for this course.

**PHY 325 | LASER PHYSICS | 4 quarter hours
(Undergraduate)**

Interaction of radiation and matter, pumping mechanisms for lasers, optical resonators, cw and transient laser behavior, laser types, current topics in optical physics. Cross-listed as PHY 425.

PHY 300 is a prerequisite for this course.

**PHY 330 | SENIOR CAPSTONE PHYSICAL SCIENCE | 4 quarter hours
(Undergraduate)**

Senior Capstone in the Physical Sciences. Topics in the physical sciences and their social, political, environmental and economic impact.

Student standing of at least junior level is a prerequisite for this course.

**PHY 335 | NON-EQUILIBRIUM PHYSICS AND SELF-ORGANIZATION | 4 quarter hours
(Undergraduate)**

The spontaneous formation of structure is one of the most interesting phenomenon in nature and arises in fields as diverse as physics, chemistry, biology, management, economics, and sociology. Many self-organizing systems show similarities in the way the structure arises, indicating that there are underlying general principles that govern these systems. This course will investigate these principles. PHY 340 or consent recommended.

PHY 301 is a prerequisite for this course.

**PHY 340 | THERMAL PHYSICS | 4 quarter hours
(Undergraduate)**

Statistical interpretation of the fundamental concepts of thermodynamics and its physical applications.

PHY 301 is a prerequisite for this course.

**PHY 342 | COMPUTATIONAL PHYSICS | 4 quarter hours
(Undergraduate)**

Computational solution and simulation of physical systems; applications chosen from nonlinear dynamics, optics, central-force motion, fluids, condensed matter.

PHY 301 is a prerequisite for this course.

**PHY 350 | OPTICS | 4 quarter hours
(Undergraduate)**

Matrix methods for image formation, diffraction, interferometry, coherence, scattering, polarization, holography, Fourier transform spectroscopy. PHY 320 recommended.

PHY 301 is a prerequisite for this course.

**PHY 356 | FIBER OPTICS | 4 quarter hours
(Undergraduate)**

Solution of Maxwell's equations for dielectric waveguides, optical communications, nonlinear effects in dielectric waveguides, and current research. PHY 321 recommended. Cross-listed with PHY 456.

PHY 301 is a prerequisite for this course.

**PHY 360 | QUANTUM MECHANICS I | 4 quarter hours
(Undergraduate)**

Introduction to quantum mechanics, including the solution of the Schrodinger equation in one and three dimensions for a variety of potentials. Applications to atomic systems and solids.

PHY 301 is a prerequisite for this course.

**PHY 361 | QUANTUM MECHANICS II | 4 quarter hours
(Undergraduate)**

Continuation of PHY 360. Applications of quantum mechanics, including time-independent and time-dependent perturbation theory, the variational principle, and an introduction to scattering theory.

PHY 360 is a prerequisite for this course.

**PHY 365 | NUCLEAR PHYSICS | 4 quarter hours
(Undergraduate)**

Theoretical and phenomenological approaches to nuclear structure and strong, electromagnetic, and weak interactions of nuclei. Topics of study include the theory of scattering and decay of nuclei, resonances, nuclear models.

PHY 360 is a prerequisite for this course.

**PHY 366 | RADIATION PHYSICS | 4 quarter hours
(Undergraduate)**

Radioactive decay processes, interactions of radiation with matter, general properties of radiation detectors, and applications to basic nuclear spectroscopy, health physics and medical physics. Cross-listed w/ PHY 466.

PHY 270 is a prerequisite for this course.

**PHY 370 | ELECTRONICS | 4 quarter hours
(Undergraduate)**

A laboratory course covering analysis and construction of analog and digital circuits used in experimental research.

PHY 301 is a prerequisite for this course.

**PHY 373 | STAR FORMATION | 4 quarter hours
(Undergraduate)**

This course will cover various topics related to Star Formation and the Interstellar Medium. Topics include: Molecular Line Radiation, Molecular Cloud Observations, Radiative Transfer, The Interstellar Medium, Physical Processes in Molecular Clouds, the Star Formation Rate: Galactic and Extragalactic, Magnetic Fields: Theory and Observations, Stages in Low Mass and High Mass Star Formation, Disks and Outflows.

PHY 301 is a prerequisite for this course.

**PHY 374 | STELLAR ASTROPHYSICS | 4 quarter hours
(Undergraduate)**

This course will cover the foundational concepts of the astrophysics of stars and stellar remnants. Topics include: Interaction of Radiation and Matter, Astronomical Instruments and Detectors, Solar Atmosphere and Magnetic Activity, Properties of Stars, Stellar Atmospheres, Stellar Interiors, Stellar Evolution and Stellar Remnants.

PHY 301 is a prerequisite for this course.

**PHY 375 | INTRODUCTION TO COSMOLOGY | 4 quarter hours
(Undergraduate)**

Provides a foundation to the core concepts of cosmology, with an emphasis on developing physical insight. Discusses recent major developments in cosmology, such as the cosmological constant and accelerating universe, and key future developments, including details of the cosmic microwave background and gravitational wave detection. PHY 310 recommended.

PHY 301 is a prerequisite for this course.

**PHY 376 | ASTRONOMICAL DATA ANALYSIS | 4 quarter hours
(Undergraduate)**

This course will cover various topics related to data analysis in astrophysics across a multitude of wavelengths. Topics include: Ground-based and space-based optical observations, infrared, and X-ray observations, single-dish and interferometric radio observations, multi-wavelength data processing.

PHY 301 is a prerequisite for this course.

**PHY 378 | TOPICS IN PHYSICS | 4 quarter hours
(Undergraduate)**

Current topics in applied physics, as determined by the interests of the instructor and students.

PHY 301 is a prerequisite for this course.

**PHY 380 | EXPERIMENTAL PHYSICS I | 4 quarter hours
(Undergraduate)**

Experimental techniques in optics, atomic and nuclear physics. Approved for Experiential Learning Credit.

PHY 270 and PHY 301 are a prerequisite for this course.

**PHY 381 | EXPERIMENTAL PHYSICS II | 4 quarter hours
(Undergraduate)**

Experimental techniques in solid-state and high-vacuum physics. Laboratory.

PHY 380 is a prerequisite for this course.

**PHY 382 | EXPERIMENTAL PHYSICS III | 4 quarter hours
(Undergraduate)**

Experimental Physics III (laboratory)

PHY 381 is a prerequisite for this course.

**PHY 384 | ADVANCED LABORATORY | 4 quarter hours
(Undergraduate)**

Variable credit Laboratory experience in techniques selected in consultation with instructor.

**PHY 385 | INTRODUCTION TO PHYSICS EDUCATION RESEARCH | 4 quarter hours
(Undergraduate)**

This course covers effective teaching methods for physics, findings from physics education research, and the use of technology in physics classrooms. Course is required to serve as a Teaching Assistant within the department. Cross listed with PHY 485.

PHY 301 is a prerequisite for this course.

**PHY 390 | APPLIED COMPUTATIONAL PHYSICS LABORATORY | 4 quarter hours
(Undergraduate)**

Project-based computational laboratory of problems in modern applied physics. Numerical modeling of experiments, computer interfacing of experiments, computational techniques in data analysis.

PHY 301 is a prerequisite for this course.

**PHY 391 | ELECTRONIC PROPERTIES OF MATERIALS | 4 quarter hours
(Undergraduate)**

The free-electron gas model, energy band theory, theory of metals and alloys, transport phenomena, dia- and para-magnetism, ferromagnetism, and antiferromagnetism, superconductivity.

PHY 360 is a prerequisite for this course.

**PHY 392 | STRUCTURAL PROPERTIES OF MATERIALS | 4 quarter hours
(Undergraduate)**

Periodicity, symmetry and classification of crystal structure, X-ray diffraction, reciprocal lattice, crystal binding, Debye theory of heat capacity, anharmonic interactions, point defects, surfaces.

PHY 360 is a prerequisite for this course.

**PHY 395 | METHODS OF THEORETICAL PHYSICS | 4 quarter hours
(Undergraduate)**

Special functions, complex integration, calculus of variations, coordinate transformations.

PHY 301 is a prerequisite for this course.

**PHY 398 | READING AND RESEARCH | 1-8 quarter hours
(Undergraduate)**

Undergraduate research participation. (variable credit)

Student standing of at least junior level is a prerequisite for this course.

**PHY 399 | INDEPENDENT STUDY | 1-4.5 quarter hours
(Undergraduate)**

Independent Study. (variable credit)

**PHY 400 | CLASSICAL MECHANICS FOR TEACHERS | 4 quarter hours
(Graduate)**

Concepts and materials for teaching mechanics as part of high school physics. Only offered by arrangement.

**PHY 401 | ELECTRICITY AND MAGNETISM FOR TEACHERS | 4 quarter hours
(Graduate)**

The principles of electricity and magnetism, including electric circuits. This level is appropriate for regular and AP high school Physics teachers. Only offered by arrangement.

**PHY 402 | ATOMIC AND NUCLEAR PHYSICS FOR TEACHERS | 4 quarter hours
(Graduate)**

This course provides a broad perspective for teachers. It includes atomic, nuclear and some particle physics. Only offered by arrangement.

**PHY 403 | TOPICS IN PHYSICS TEACHING | 4 quarter hours
(Graduate)**

Selected topics for high school teachers. May be taken more than once. Only offered by arrangement.

**PHY 404 | OPTICS FOR TEACHERS | 4 quarter hours
(Graduate)**

Geometrical and physical optics from the perspective of high school teaching. Applications to photography and holography. Only offered by arrangement.

PHY 406 | VIBRATIONS, WAVES AND SOUND FOR TEACHERS | 4 quarter hours**(Graduate)**

Techniques for teaching high school science including musical acoustics and sound reproduction. Only offered by arrangement.

PHY 410 | CHAOS IN PHYSICAL SYSTEMS | 4 quarter hours**(Graduate)**

Motion in phase space, characteristics of chaotic systems, Lyapunov exponents, stability of equilibria, strange attractors, bifurcations, discrete dynamics, applications to lasers, fluids, and other physical systems.

PHY 411 | ELECTRODYNAMICS I | 4 quarter hours**(Graduate)**

Electrostatics and magnetostatics in vacuum and in media; electromagnetic induction; Maxwell's equations; the Poynting vector; electromagnetic wave propagation.

PHY 412 | QUANTUM MECHANICS I | 4 quarter hours**(Graduate)**

Schrodinger equation, operators, eigenvalues; series of eigenfunctions; physical interpretation; one- and three-dimensional applications.

PHY 420 | ELECTRODYNAMICS II | 4 quarter hours**(Graduate)**

Further studies of electromagnetic wave propagation; scattering; dispersion; bounded structures and guided waves; electromagnetic radiation, including multipole radiations and radiation from systems of radiators.

PHY 411 is a prerequisite for this course.

PHY 425 | LASER PHYSICS | 4 quarter hours**(Graduate)**

Interaction of radiation and matter, pumping mechanisms for lasers, optical resonators, cw and transient laser behavior, laser types, current topics in optical physics. Cross-listed with PHY 325.

PHY 435 | NON-EQUILIBRIUM PHYSICS AND SELF-ORGANIZATION | 4 quarter hours**(Graduate)**

The spontaneous formation of structure is one of the most interesting phenomenon in nature and arises in fields as diverse as physics, chemistry, biology, management, economics, and sociology. Many self-organizing systems show similarities in the way the structure arises, indicating that there are underlying general principles that govern these systems. This course will investigate these principles. PHY 340 or consent recommended.

PHY 440 | CLASSICAL MECHANICS | 4 quarter hours**(Graduate)**

Variational principles; Lagrangian and Hamiltonian mechanics; small oscillations; canonical transformations; Hamilton-Jacobi theory.

PHY 442 | COMPUTATIONAL PHYSICS | 4 quarter hours**(Graduate)**

Contemporary Topics in physics are examined via numerical solutions. Calculations using an interactive approach and graphical representation are used extensively.

PHY 445 | STATISTICAL MECHANICS | 4 quarter hours**(Graduate)**

Principles of statistical mechanics; applications to weakly interacting systems such as the classical plasma and Fermi gas; strongly interacting systems; transport theory; fluctuations and irreversible processes, phase transitions.

PHY 450 | PHASE TRANSITIONS & CRITICAL PHENOMENON | 4 quarter hours**(Graduate)**

Applications of equilibrium statistical mechanics to the study of phase transitions and critical phenomena. Topics include the Ising model of magnetism, critical phenomena in fluids, mean field theory, Landau-Ginzburg theory, and the renormalization group.

PHY 340 and PHY 445 are prerequisites for this course.

PHY 454 | FOURIER OPTICS | 4 quarter hours**(Graduate)**

Fourier Optics and optical processing of information. Topics include diffraction theory, optical transfer functions and holography. The Fourier Transform and Fast Fourier Transform are used extensively.

PHY 456 | FIBER OPTICS | 4 quarter hours**(Graduate)**

(Cross-listed as PHY 356) Solution of Maxwell's equations for dielectric wave guides, optical communications, nonlinear effect in dielectric wave guides, and current research.

PHY 460 | QUANTUM MECHANICS II | 4 quarter hours**(Graduate)**

Review of basic quantum theory; vector spaces; linear operators; observables; commutators; projection operations; representations; angular momentum theory; systems of identical particles; invariance.

PHY 412 is a prerequisite for this course.

PHY 465 | NUCLEAR PHYSICS | 4 quarter hours**(Graduate)**

Theoretical and phenomenological approaches to nuclear structure and strong, electromagnetic, and weak interactions of nuclei. Topics of study include the theory of scattering and decay of nuclei, resonances, nuclear models.

PHY 360 is a prerequisite for this course.

PHY 466 | RADIATION PHYSICS | 4 quarter hours**(Graduate)**

Interactions of X-rays, nuclear radiations, etc. with matter; radiation detectors; dosimetry; shielding; applications to medical physics. Cross-listed with PHY 366.

PHY 470 | ADVANCED GRADUATE LABORATORY TECHNIQUES | 4 quarter hours**(Graduate)**

Advanced laboratory techniques and measuring devices are used to study optics, atomic and nuclear, and condensed matter physics. Advanced data analysis techniques are also introduced. Emphasis is on individual research projects. Physics Graduate standing is a prerequisite.

PHY 473 | STAR FORMATION | 4 quarter hours**(Graduate)**

This course will cover various topics related to Star Formation and the Interstellar Medium. Topics include: Molecular Line Radiation, Molecular Cloud Observations, Radiative Transfer, The Interstellar Medium, Physical Processes in Molecular Clouds, the Star Formation Rate: Galactic and Extragalactic, Magnetic Fields: Theory and Observations, Stages in Low Mass and High Mass Star Formation, Disks and Outflows. (Cross-listed with PHY 373.)

PHY 474 | STELLAR ASTROPHYSICS | 4 quarter hours
(Graduate)

This course will cover the foundational concepts of the astrophysics of stars and stellar remnants. Topics include: Interaction of Radiation and Matter, Astronomical Instruments and Detectors, Solar Atmosphere and Magnetic Activity, Properties of Stars, Stellar Atmospheres, Stellar Interiors, Stellar Evolution and Stellar Remnants. (Cross-listed with PHY 374.)

PHY 475 | INTRODUCTION TO COSMOLOGY | 4 quarter hours
(Graduate)

Provides a foundation to the core concepts of cosmology, with an emphasis on developing physical insight. Discusses recent major developments in cosmology, such as the cosmological constant and accelerating universe, and key future developments, including details of the cosmic microwave background and gravitational wave detection.

PHY 476 | ASTRONOMICAL DATA ANALYSIS | 4 quarter hours
(Graduate)

This course will cover various topics related to data analysis in astrophysics across a multitude of wavelengths. Topics include: Ground-based and space-based optical observations, infrared, and X-ray observations, single-dish and interferometric radio observations, multi-wavelength data processing.

PHY 478 | TOPICS IN PHYSICS | 4 quarter hours
(Graduate)

This course number is reserved for Individual study at the graduate level. Special seminars organized from time to time to accommodate the needs of groups of students in specialized subjects of topical interest.

PHY 480 | THESIS RESEARCH | 1-8 quarter hours
(Graduate)

This course number designates research performed to gather thesis material. Up to two registrations are allowed. No less than four quarter hours; no more than eight quarter hours total credit.

PHY 485 | INTRODUCTION TO PHYSICS EDUCATION RESEARCH | 4 quarter hours
(Graduate)

This course covers effective teaching methods for physics, findings from physics education research, and the use of technology in physics classrooms. Course is required to serve as a Teaching Assistant within the department. Cross listed with PHY 385.

PHY 490 | STRUCTURAL PROPERTIES OF MATERIALS | 4 quarter hours
(Graduate)

Periodicity, symmetry and classification of crystal structure; X-ray diffraction; reciprocal lattice; crystal binding. Debye theory of heat capacity; anharmonic interactions; point defects; surfaces.

PHY 360 is a prerequisite for this course.

PHY 491 | ELECTRONIC PROPERTIES OF MATERIALS | 4 quarter hours
(Graduate)

The free-electron gas model; energy band theory; theory of metals and alloys; transport phenomena; dia- and para-magnetism, ferromagnetism, and antiferromagnetism; superconductivity.

PHY 360 is a prerequisite for this course.

PHY 495 | METHODS OF THEORETICAL PHYSICS | 4 quarter hours
(Graduate)

Special functions, complex integration, calculus of variations, coordinate transformations. Cross-listed with PHY 395.

PHY 701 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)

Students who have completed their coursework and are actively working on the requirements for the Master's thesis must enroll in candidacy continuation each quarter of the academic year until the Master's requirement has been completed. This course carries the equivalent of half-time student enrollment status. Course requires graduate program director approval and proof of work each quarter. Pass/No Pass grading. (0 credit hours)

PHY 702 | CANDIDACY MAINTENANCE | 0 quarter hours
(Graduate)

This course is meant for Master's students not actively working on their thesis. It is only used to maintain active student status. It will not give the student full- or half-time enrollment status and will not permit deferment of student loans. Course requires graduate program director approval each quarter. (0 credit hours)

Polish (POL)

POL 101 | BASIC POLISH I | 4 quarter hours
(Undergraduate)

Listening to, speaking, reading and writing Polish in a cultural context for the beginning student. (Offered on a demand basis only.)

POL 102 | BASIC POLISH II | 4 quarter hours
(Undergraduate)

Continued emphasis on the four skills in culturally authentic situations. (Offered on a demand basis only.)

POL 103 | BASIC POLISH III | 4 quarter hours
(Undergraduate)

Further work on the basic elements of the Polish language, spoken as well as written, with due regard to the cultural context of Polish expression. (Offered on a demand basis only.)

POL 104 | INTERMEDIATE POLISH I | 4 quarter hours
(Undergraduate)

Intensive practice in the use of Polish through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. (Offered on a demand basis only.)

POL 105 | INTERMEDIATE POLISH II | 4 quarter hours
(Undergraduate)

Continuing practice in spoken and written Polish and further development of reading and listening abilities in an authentic cultural context. (Offered on a demand basis only.)

POL 106 | INTERMEDIATE POLISH III | 4 quarter hours
(Undergraduate)

Developing more fluency in speaking, understanding, reading and writing Polish with a concomitant heightened awareness of the cultural dimensions of the Polish language. (Offered on a demand basis only.)

POL 110 | INTERMEDIATE POLISH FOR HERITAGE SPEAKERS I | 4 quarter hours
(Undergraduate)

Introduction to grammar and written composition for heritage speakers of Polish with little or no formal language training. For students who already speak Polish in their families or communities. (Offered on a demand basis only.)

POL 111 | INTERMEDIATE POLISH FOR HERITAGE SPEAKERS II | 4 quarter hours
(Undergraduate)

Introduction to grammar and written composition for heritage speakers of Polish with little or no formal language training. For students who already speak Polish in their families or communities. (Offered on a demand basis only.)

POL 112 | INTERMEDIATE POLISH FOR HERITAGE SPEAKERS III | 4 quarter hours
(Undergraduate)

Introduction to grammar and written composition for heritage speakers of Polish with little or no formal language training. For students who already speak Polish in their families or communities. (Offered on a demand basis only.)

POL 197 | SPECIAL TOPICS IN POLISH | 4 quarter hours
(Undergraduate)

See schedule for current offerings. (Offered on a demand basis only.)

POL 198 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)

Variable credit.

POL 199 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)

Variable credit.

POL 205 | POLISH FOR THE NATIVE SPEAKER I | 4 quarter hours
(Undergraduate)

Introduction to grammar and written composition for native speakers of Polish with little or no formal language training. (Offered on a demand basis only.)

POL 206 | POLISH FOR THE NATIVE SPEAKER II | 4 quarter hours
(Undergraduate)

Continued emphasis on improved grammar and writing for native speakers of Polish with limited formal Polish language training. (Offered on a demand basis only.)

POL 207 | POLISH FOR THE NATIVE SPEAKER III | 4 quarter hours
(Undergraduate)

Advanced conversation practice emphasizing standard Polish speech for those with limited formal training in spoken Polish. (Offered on a demand basis only.)

POL 297 | SPECIAL TOPICS IN POLISH | 4 quarter hours
(Undergraduate)

See schedule for current offerings.

POL 298 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)

Variable credit.

POL 299 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)

Variable credit.

POL 397 | SPECIAL TOPICS IN POLISH | 4 quarter hours
(Undergraduate)

See schedule for current offerings.

POL 398 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)

Variable credit.

POL 399 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)

Variable credit.

POL 497 | SPECIAL TOPICS IN POLISH | 4 quarter hours
(Graduate)

See schedule for current offerings.

POL 498 | STUDY ABROAD | 1-8 quarter hours
(Graduate)

Variable credit.

POL 499 | INDEPENDENT STUDY | 4-8 quarter hours
(Graduate)

Variable credit.

Political Science (PSC)

PSC 120 | THE AMERICAN POLITICAL SYSTEM | 4 quarter hours
(Undergraduate)

This course provides an overview of the American political system and its major institutions: Congress, the Presidency, the Bureaucracy, and the Supreme Court. The class will examine the historical and theoretical foundations of the American system as well as the current state of American politics. The course will also focus on other aspects of political life in the country, including political parties, interest groups, elections and the media.

PSC 130 | INTRODUCTION TO POLITICAL THEORY | 4 quarter hours
(Undergraduate)

This course introduces students to basic ideas and concepts in political theory through a combination of classic and contemporary texts. These concepts include justice, democracy, freedom, and equality, among other topics. The course will review these ideas in a historical context and also examine their relevance to contemporary social and political debates.

PSC 140 | INTRODUCTION TO INTERNATIONAL RELATIONS | 4 quarter hours
(Undergraduate)

This course provides an introduction to the study of international relations. The course will examine the evolution of the international state system and such issues as the causes of war, globalization, and the global competition for resources. The course also examines the dominant theoretical frameworks - Realism, Liberalism, Marxism and Constructivism - that seek to explain the nature and dynamics of international relations.

PSC 150 | INTRODUCTION TO COMPARATIVE POLITICS | 4 quarter hours
(Undergraduate)

This course provides an introduction to the field of comparative politics. The class focuses on the politics and governments of countries around the world. Special attention is given to the institutions of different political systems, the distinction between nations and states, and such topics as democracy, authoritarianism, economic development, and political change.

PSC 200 | POLITICAL INQUIRY | 4 quarter hours
(Undergraduate)

Political Inquiry is an introduction to the logic and conceptual foundations of behavioral research, the methods used by political scientists, and writing in the discipline. This course is intended to improve students' ability to evaluate the information and methods used by political scientists to support their arguments.

**PSC 201 | GEOGRAPHIC INFORMATION SYSTEMS | 4 quarter hours
(Undergraduate)**

Geographic Information Systems (GIS) are now used in fields such as environmental monitoring, marketing, law enforcement, public health, disaster management, and data journalism. Students will learn to make maps, manipulate and query tabular data, work with GPS data, use coordinate systems, and conduct spatial analysis through lectures and hands-on exercises using ArcGIS. The course is the first in a five-course undergraduate GIS certificate. Cross-listed with GEO 141.

MAT 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

**PSC 205 | STATISTICS FOR THE SOCIAL SCIENCES | 4 quarter hours
(Undergraduate)**

This course provides an introduction to the use of quantitative methods in political science and in the social sciences more broadly. Students will learn to apply the logic of statistical analysis to measure and explain social phenomena. Students will also learn core concepts like Analysis of Variance (ANOVA), probability, regression analysis and computer coding with the statistics software R.

MAT 100 or higher or placement by test is a prerequisite for this class.

**PSC 211 | POLITICAL PSYCHOLOGY | 4 quarter hours
(Undergraduate)**

This course examines the impact of individual and social psychology on political behavior and applies it to the study of political attitudes and identities, prejudice and group behavior, and political violence.

**PSC 212 | LATINO POLITICS | 4 quarter hours
(Undergraduate)**

This course is an introduction to the political experience of Latino/Latinx/Hispanic populations in the United States. It approaches Latino Politics by tracing the development of Mexican, Puerto Rican, Cuban, Dominican, and Central American groups in this country from historical to contemporary times. What does it mean to be Latino? How are Latinos socialized to the U.S.? Are Latinos a distinct group in American politics? This course explores how U.S. intervention abroad and discrimination at home form a basis for shared political identity.

**PSC 213 | POLITICAL SOCIALIZATION | 4 quarter hours
(Undergraduate)**

This course considers the social institutions important for the political development of individuals. The political significance of institutions such as the family, the school and the work place will be examined. (Please note that the catalog number for this course was changed from PSC 219 to PSC 213 effective Autumn, 2001)

**PSC 215 | LIVED CIVICS, SOCIAL CONTRACT & PUBLIC LIFE | 4 quarter hours
(Undergraduate)**

Civics is the exploration of the rights and duties of people living in a political society. This interdisciplinary course aims to provide the groundwork for embracing, challenging, and grappling with the important and contentious issues that lie at the heart of American contemporary civic culture and democratic life. We will discuss and interrogate the social contract in the United States, examining the implicit agreement among members of a society to follow certain rules in exchange for the benefits of living together. The course will center the lives of students through the "lived civics" approach, which embraces the experiences of each student in their various communities as examples of "lived civics." These experiences will be used to explore key tensions within American political and civic life, along with historical context and founding documents. Students will explore questions such as how to balance individualism with the needs of a community, or what rights and responsibilities are needed in American political and social society today. While all sections of the course share foundational elements, instructors will tailor the application of this course material to their areas of expertise. Students will gain knowledge and skills to help them engage in thoughtful dialogue around meaningful and often controversial topics and empower them to be more active members of their communities.

**PSC 216 | AMERICAN POLITICAL CULTURE | 4 quarter hours
(Undergraduate)**

An examination of the shared symbol systems that provide meaning and structure for political life. Key historic cultural concepts, such as individualism, materialism and mobility will be considered, and their connections to contemporary popular culture explored.

**PSC 217 | WOMEN AND POLITICS | 4 quarter hours
(Undergraduate)**

This course explores the ways in which women interpret, gain access to, and use political power. It focuses on sex- and gender-based differences in the political socialization process, and their implications for the participation and organization of women. Gender-related legislation and "women's" political issues are also evaluated. Particular attention is given to women and politics in the United States.

**PSC 218 | AFRICAN-AMERICAN POLITICS | 4 quarter hours
(Undergraduate)**

This course discusses the nature and scope of African-American politics. Major topics include the radical, liberal, moderate and conservative wings of African-American political discourse, the civil rights movement and its aftermath, the rise of African-American mayors, and presidential politics. An historical survey of African-American politics, and the factors that have shaped them, may also be included.

**PSC 219 | TOPICS IN POLITICAL CULTURE | 4 quarter hours
(Undergraduate)**

The course focuses on specific themes or concerns in politics and culture. Variable topics.

**PSC 220 | THE AMERICAN PRESIDENCY | 4 quarter hours
(Undergraduate)**

An examination of the structure of the presidency, its relationship to other political and social institutions, and the way in which that office is shaped by individual presidents.

PSC 221 | CONGRESS AND THE LEGISLATIVE PROCESS | 4 quarter hours (Undergraduate)

This course provides an analysis of congressional elections, the structure and operation of the United States Congress, the behavior of its members, and the relationship of the Congress to interest groups, the public, the President and the bureaucracy.

PSC 222 | POLITICAL PARTIES AND ELECTIONS | 4 quarter hours (Undergraduate)

The course explores the changing nature and function of political parties in the United States, factors that affect individual and aggregate vote choice, and the electoral process.

PSC 223 | URBAN POLITICS | 4 quarter hours (Undergraduate)

Communities running the gamut from small towns through urban neighborhoods to big cities are examined with reference to their structures of government, systems of political influence, and public policy issues.

PSC 225 | STATE POLITICS | 4 quarter hours (Undergraduate)

The formal structures of government and political behavior found among the fifty states and their local subdivisions are surveyed.

PSC 226 | LATINO POLITICAL BEHAVIOR | 4 quarter hours (Undergraduate)

This course explores the empirical aspects of Latino Politics. The class takes what we know about American political behavior (public opinion, political attitudes, voting behavior, and the like) and applies it to this country's largest minority group, Latinos. Do Latinos affirm or redefine what we know about democracy and American politics? The course also examines how Latinos relate to the political system, to other Latinos, and to their Black and White American counterparts. You will also learn data coding to conduct your own statistical analysis of the 2006 Latino National Survey.

PSC 229 | TOPICS IN AMERICAN POLITICS | 4 quarter hours (Undergraduate)

This course discusses selected topics in American politics.

PSC 230 | CLASSICAL POLITICAL THOUGHT | 4 quarter hours (Undergraduate)

This course examines early political thought, including the Ancient Greek, Roman, and medieval periods (roughly 400 BCE-1500 CE). Readings can include some combination of Thucydides, Aristophanes, Sophocles, Plato, Aristotle, Cicero, Saint Augustine, Saint Thomas Aquinas, and Machiavelli, among others, and topics could include considerations of power, justice, equality, liberty, virtue, civil disobedience, human nature, fraternity, and social harmony, among other themes. Focus will vary according to instructor.

PSC 231 | MODERN POLITICAL THOUGHT | 4 quarter hours (Undergraduate)

Modern political thought covers the development of political thought from the Renaissance into the 19th century, as it might engage questions of liberty, equality, sovereignty, legitimacy, justice, human nature, the relationship of religion and politics, among other formative concepts. Readings may include some combination of works by Machiavelli, Luther, Calvin, Machiavelli, Hobbes, Locke, Rousseau, Burke, Wollstonecraft, Constant, Tocqueville, Hegel, Marx, Mill, and Nietzsche, among others. Focus will vary according to instructor.

PSC 232 | LIBERALISM, CONSERVATISM, AND DEMOCRACY | 4 quarter hours (Undergraduate)

This is an introductory political theory course exploring the philosophical foundations of prominent contemporary political ideologies through an examination of historical texts. These texts may include a combination of Thucydides, Ibsen, Tocqueville, Mandeville, Marx, Oakeshott, Bentham, Mill, and Rawls, among others. Focus will vary according to instructor.

PSC 233 | POLITICAL IDEAS AND IDEOLOGIES | 4 quarter hours (Undergraduate)

An introduction to the enduring political issues confronted by major theorists and political traditions.

PSC 234 | FREEDOM AND EMPOWERMENT | 4 quarter hours (Undergraduate)

Considers different models for the distribution of power including forms of classic and modern elitism and representative and democratic theories. Explores issues of citizenship, community, participation, representation and constitutionalism. The dynamic of inclusion and exclusion within society are addressed as well as theories that point to political, economic, and cultural liberation.

PSC 235 | EQUALITY AND SOCIAL JUSTICE | 4 quarter hours (Undergraduate)

Considers how societies distribute social goods of power, status, wealth, and informal resources and models of just distribution utilized in classic and modern political theory. Shifts in the meaning of social justice over the course of history and the critical contests over this issue are addressed, as well as the emergence of new models focusing on regional and global concerns. The major concepts including capitalism, socialism and meritocracy are considered.

PSC 236 | LEGITIMACY AND CRISIS | 4 quarter hours (Undergraduate)

Considers how states achieve validation with their members and maintain that validation through such mechanisms as socialization, education, information flow, civil religion, and war. Theories of social crisis that challenge regime legitimacy are considered as well as issues of revolution, counterrevolution, and regime stabilization.

PSC 239 | TOPICS IN POLITICAL THOUGHT | 4 quarter hours (Undergraduate)

Variable topics.

PSC 242 | AMERICAN FOREIGN POLICY | 4 quarter hours (Undergraduate)

This course provides an overview of U.S. foreign policy. It includes a review of the dominant theoretical perspectives that inform American foreign policy debates, and an analysis of key historical events that have shaped America's role in the world. The course also examines the foreign policy making process, the approaches pursued by different Administrations, and the contemporary challenges facing American decision makers in the international arena today.

PSC 243 | RUSSIAN-AMERICAN RELATIONS | 4 quarter hours (Undergraduate)

This course will probe the institutions, objectives and techniques which are reflected in contemporary Russian external policy. Economic, military and cultural dimensions will augment the primarily political focus of the course. The principle focus of the course will be Russian-American relations.

PSC 244 | LATIN AMERICAN-UNITED STATES RELATIONS | 4 quarter hours**(Undergraduate)**

This course explores competing theories about the relationship between the United States and Latin America. It focuses on contemporary conflicts over trade, immigration, and illegal drugs flows, and it explores the possibilities for increased regional collaboration and cooperation.

PSC 246 | ASIAN FOREIGN POLICY | 4 quarter hours**(Undergraduate)**

This course surveys the international relations of selected Asian countries. For each country, the course presents the basic historical background shaping foreign relations, introduces the external and domestic influences on foreign policy, and identifies emerging international challenges. It examines both the economic and military-security dimensions of Asian foreign relations.

PSC 247 | U.S. - AFRICA RELATIONS | 4 quarter hours**(Undergraduate)**

This course examines the foreign policy of the United States toward Africa. The course focuses on the historical, civilizational, political, economic, ideological and strategic forces that shape U.S.-Africa relations over time.

PSC 248 | WAR, PEACE, AND CONFLICT RESOLUTION | 4 quarter hours**(Undergraduate)**

This course examines basic questions of peace and conflict in different and diverse contexts. It is consciously inter-disciplinary, and draws from the theoretical and critical literature of a variety of fields. The course examines conflicts both within and between societies. It also addresses questions regarding the meaning and theories of peace, as well as the character, origins, and consequences of conflict and conflict resolution in the contemporary world. In addition to theoretical interpretation, specific case studies will be examined.

PSC 249 | TOPICS IN INTERNATIONAL RELATIONS | 4 quarter hours**(Undergraduate)**

This course discusses selected topics in the area of international relations.

PSC 250 | EUROPEAN POLITICS | 4 quarter hours**(Undergraduate)**

An overview of European political and economic systems, including an examination of their historical origins, the implications for political and social outcomes, and the contemporary challenges facing Europe.

PSC 251 | RUSSIAN POLITICS | 4 quarter hours**(Undergraduate)**

This course offers an overview of the fundamental premises, structures and political developments in Russia. Special attention is given to issues of transition from Communism to the new reality, and the emphasis is on contemporary politics. Key issues include the place of the military, economic and business patterns, health, education, and gender.

PSC 252 | LATIN AMERICAN POLITICS | 4 quarter hours**(Undergraduate)**

This course explores power structures, political institutions, and grassroots actors that shape political conflict in Latin America. It focuses on the persistent challenges raised by deep inequality and populist legacies, and the continuing struggle to invent new forms of inclusive and participatory democracy.

PSC 253 | ASIAN POLITICS | 4 quarter hours**(Undergraduate)**

An introduction to contemporary government and politics in Asia, focusing on China, India, and Japan, with comparative reference to other Asian and non-Asian political systems. Special attention will be made to the historical legacies and emerging political and economic role of the Pacific Rim.

PSC 254 | AFRICAN POLITICS | 4 quarter hours**(Undergraduate)**

An introduction to African politics. The course will focus on the basic concepts, issues, and theoretical models used in studies of the dynamics of government and politics in Africa from the precolonial era to the contemporary period.

PSC 255 | MIDDLE EAST POLITICS | 4 quarter hours**(Undergraduate)**

This course provides an introduction to the political dynamics of the modern Middle East. The topics covered in the course include the colonial legacy, the Arab-Israeli conflict, the regional wars, and the 2011 Arab uprisings. The course also examines the political economy of the region, and the inter-state rivalries and great power politics that continue to shape the contemporary context.

PSC 257 | CYBER WARFARE AND CYBER POLITICS | 4 quarter hours**(Undergraduate)**

This course focuses on the the relationship between technology, politics, and conflict. The class will look at the way in which cyber warfare and cyber politics impact democratic governance, participation, communication, and legitimacy. The crucial element is how or if cyber politics, the use of electronic devices and cybernetics by governments and competitors, can change the balance between stability/order and change. The class will emphasize the vulnerability of political systems when government lags behind adversaries or hostile parties in developing cyber capabilities. Government is the principle actor but not the only actor in this field. Cyber war (and cyber politics) also involve criminal organizations, dissident groups, malicious thieves, and intellectual experimenters, making twenty-first century warfare and competition qualitatively different from the conflicts of the past.

PSC 258 | GENDER, RESISTANCE & LABOR: COMPARATIVE POLITICAL DEVELOPMENT | 4 quarter hours**(Undergraduate)**

This course will analyze and critique different theories of economic and political development, with a primary emphasis on China, India, Mexico, and the Philippines. A key focus will be on the neo-liberal economic paradigm associated with contemporary globalization (the "Washington Consensus") and resistance to it. The course will also examine the impact of these policies on the gendered division of labor, on the exploitation of people and resources, and on environmental degradation. The course will also examine positive changes associated with economic development, such as greater autonomy for women; greater attention to child labor; some awareness of environmental harm; and greater communication between countries.

PSC 259 | TOPICS IN COMPARATIVE POLITICS | 4 quarter hours**(Undergraduate)**

This is a "topics" course that provides an in-depth analysis of one area within the broader sub-field of comparative politics.

**PSC 260 | LAW AND THE POLITICAL SYSTEM | 4 quarter hours
(Undergraduate)**

An examination of the American judicial system with special attention to the role of the Supreme Court in American politics, the personnel of the American legal system, the problem of crime and the nature of the criminal justice system, and selected issues in constitutional law, including discrimination, privacy, family life, and freedom of speech, press, assembly and religion.

**PSC 261 | FIRST AMENDMENT RIGHTS | 4 quarter hours
(Undergraduate)**

A discussion and analysis of Supreme Court decisions interpreting the meaning of the First Amendment guarantees of freedom of speech, press, assembly and religion.

**PSC 262 | RIGHTS OF DEFENDANTS | 4 quarter hours
(Undergraduate)**

A discussion and analysis of Supreme Court decisions interpreting the meaning of the phrase "due process of law" and the various specific provisions protecting the rights of criminal defendants.

**PSC 263 | EQUAL PROTECTION OF THE LAWS | 4 quarter hours
(Undergraduate)**

A discussion and analysis of Supreme Court decisions interpreting the meaning of the Equal Protection Clause of the 14th Amendment and resolving issues of race and sex discrimination, school segregation, and the status of indigents in American law.

**PSC 264 | CONSTITUTIONAL LAW: SEPARATION OF POWERS | 4 quarter hours
(Undergraduate)**

This course examines the Constitutional powers and constraints which shape our governing institutions. The course will be taught using the case study approach that is commonly utilized in law school. We will learn the case law surrounding issues like the separation of powers, federalism, interstate commerce, and the power to tax. The course will also examine crucial, but often overlooked, aspects of the Constitution such as Article I, Article II, Article III, and the 10th Amendment. The course will also examine the social context in which key decisions about the scope of governing authority were made and how such decisions impact the government's ability to address important controversies of our day.

**PSC 265 | LAW AND POPULAR CULTURE | 4 quarter hours
(Undergraduate)**

This course explores popular portrayals of a variety of legal topics in order to better appreciate how everyday understandings of the law are transmitted through movies, TV, and popular wisdom. Students will be asked to examine how legal meaning is socially constructed and to critically examine the normative implications of these constructions.

**PSC 266 | LAW, POLITICS AND MASS INCARCERATION | 4 quarter hours
(Undergraduate)**

This course is about the intersections of law, politics, and the American criminal legal system. The overarching contexts of this course will be: 1) the relationship of trauma, identity, and involvement with the criminal legal system, and 2) restorative, asset-based approaches to crime and justice. The course will cover topics such as our constitutional rights when accused of a crime, the political and ideological dynamics that have affected our rights, the impact of mass incarceration on voting and representation, and student-led, creative approaches to solving problems in these areas.

**PSC 267 | LAW, POLITICS AND SOCIETY | 4 quarter hours
(Undergraduate)**

This course studies the interaction between law and the society we live in. This course asks students to engage with a number of critical concepts designed to enrich your understanding of how law impacts our everyday lives. Students will be encouraged to expand their view of law beyond the walls of the courtroom, to understand how law both shapes, and is shaped by societal norms.

**PSC 268 | THE POLITICS OF LAW AND SEXUALITY | 4 quarter hours
(Undergraduate)**

This class examines issues of public law as they relate to the regulation of sexuality. The course will focus on court cases that address issues of privacy, speech, equal protection and the tension between religious freedom and LGBT equality.

**PSC 269 | TOPICS IN PUBLIC LAW | 4 quarter hours
(Undergraduate)**

This course discusses selected topics in the area of public law.

**PSC 281 | MODEL UN | 4 quarter hours
(Undergraduate)**

Students will prepare for and participate in a Model United Nations conference. Students will learn about parliamentary procedure, the history and institutions of the United Nations, and international statecraft and diplomacy. Students will research country and committee assignments and prepare position papers in advance of the conference.

**PSC 282 | POLITICAL ACTION AND SOCIAL JUSTICE | 4 quarter hours
(Undergraduate)**

This course combines community-based service learning with readings, lectures and classroom discussions to investigate the nature of social justice and the extent to which individual and community political action can promote it.

**PSC 284 | MOCK TRIAL: CIVIL LAW | 4 quarter hours
(Undergraduate)**

Mock Trial is a co-curricular activity involving intercollegiate competitive simulation of court cases. This course is taught by attorneys and gives students a chance to learn first hand about the work of trial attorneys, understand the judicial system, examine the anatomy of the litigation process, develop critical thinking skills, enhance their communication skills, and participate in simulated trial experiences. Students will learn and practice the basic elements of trial advocacy, including opening statements, direct and cross-examination of witnesses, objections, and closing arguments. PSC 284 focuses on civil law, cases, and procedures.

**PSC 285 | MOCK TRIAL: CRIMINAL LAW | 4 quarter hours
(Undergraduate)**

Mock Trial is a co-curricular activity involving intercollegiate competitive simulation of court cases. This course is taught by attorneys and gives students a chance to learn first hand about the work of trial attorneys, understand the judicial system, examine the anatomy of the litigation process, develop critical thinking skills, enhance their communication skills, and participate in simulated trial experiences. Students will learn and practice the basic elements of trial advocacy, including opening statements, direct and cross-examination of witnesses, objections, and closing arguments. PSC 285 focuses on criminal law, cases, and procedures.

PSC 286 | CAMPAIGNS AND SOCIAL ENGAGEMENT | 4 quarter hours (Undergraduate)

This course examines political campaigns and participation in the United States, the role of civic engagement in a representative and democratic political system, and the ethics of political campaigns. Students engage in an experiential project including participation in a political organization.

PSC 299 | SPECIAL TOPICS | 2-4.5 quarter hours (Undergraduate)
SPECIAL TOPICS.**PSC 300 | POLITICAL ANALYSIS AND RESEARCH | 4 quarter hours (Undergraduate)**

An introduction to the scientific method as applied in political science research. Among the topics covered are distinctions between normative and empirical statements, techniques for gathering data, basic data analysis, and interpretation of statistical results. This course is strongly recommended for students considering graduate study.

PSC 305 | WRITING IN POLITICAL SCIENCE | 4 quarter hours (Undergraduate)

Good writers intensively revise their work. This class will improve students' writing through instruction and revision. The course is intended for students intending to go to law or graduate school or who struggle with writing papers in political science.

PSC 310 | POLITICAL CULTURE AND DEVELOPMENT | 4 quarter hours (Undergraduate)

Examines the theoretical and empirical linkages between development and culture. Development remains a hotly contested concept, as its relationship with "culture," or the norms, customs, practices and institutions that govern social relations in a particular society. The relationship between culture and development poses significant challenges to students of international and comparative political economy, especially in an era of unprecedented globalization.

PSC 312 | LGBTQ POLITICS | 4 quarter hours (Undergraduate)

This course will explore the historical roots and contemporary realities of gay, lesbian, bisexual, transgender and queer (LGBTQ) politics, nationally and internationally. Such issues as hate crimes, marriage, AIDS, and ballot initiatives over non-discrimination law and policy have entered the political mainstream since the 1970's. This course examines the LGBTQ movement, its political and social strategies, conflicts and issues, and the political roles played by its members as participants in political culture.

PSC 315 | INTERNET, TECHNOLOGY, AND POLITICS | 4 quarter hours (Undergraduate)

This course explores the evolving relationships that reside at the intersection of the Internet and politics. Themes covered in this course include the ways in which politicians and organizations use the Internet and how the Internet is changing the relationship between governments and citizens.

PSC 316 | RELIGION, NATIONALISM AND POLITICS | 4 quarter hours (Undergraduate)

This course looks at the role of religion, nationalism and ethnicity in contemporary political life. Attention is given to the various theories for explaining modern religious politics. The course also examines the phenomenon in practice. Case studies are drawn from a variety of regions and traditions.

PSC 319 | ADVANCED TOPICS IN POLITICAL CULTURE | 4 quarter hours (Undergraduate)

Various topics in political cultures.

PSC 321 | MASS MEDIA AND AMERICAN POLITICS | 4 quarter hours (Undergraduate)

The rise, fall and manipulation of public opinion and voting behavior, with special attention given to the mass media.

PSC 322 | URBAN POLICYMAKING | 4 quarter hours (Undergraduate)

U.S. urban policy is examined from the standpoints of program objectives, the mechanics of their evaluation, and the barriers to their effective implementation.

PSC 323 | CHICAGO GOVERNMENT AND POLITICS | 4 quarter hours (Undergraduate)

The particular socioeconomic characteristics of Chicago are linked with its formal government structure, informal political style, and prominent public issues. To enhance this analysis, comparisons with other U.S. cities are employed.

PSC 324 | INEQUALITY IN AMERICAN SOCIETY | 4 quarter hours (Undergraduate)

This course examines the nature and extent of inequality in American society and explores various psychological, political, social, and economic theories which attempt to explain the existence of this phenomenon.

PSC 326 | IDEOLOGY, ECONOMICS AND POLICY | 4 quarter hours (Undergraduate)

This course examines the economic theories and political ideologies behind the policies advocated by the major political parties in America. The course also examines the social and economic consequences of policies advocated by Democratic and Republican Administrations.

PSC 327 | PUBLIC OPINION | 4 quarter hours (Undergraduate)

An in-depth look into how individuals form opinions, how researchers attempt to measure attitudes, what the public thinks about a variety of social and public policy issues, and the role that public opinion plays in American society, politics and our notions of democracy.

PSC 328 | ADVANCED TOPICS IN AMERICAN POLITICS | 4 quarter hours (Undergraduate)

Advanced topics In American politics.

PSC 329 | ADVANCED TOPICS IN PUBLIC POLICY | 4 quarter hours (Undergraduate)

Advanced Topics In Public Policy.

PSC 330 | AMERICAN POLITICAL THOUGHT | 4 quarter hours (Undergraduate)

An examination of the enduring problems of American political thought from colonial time to the present, including puritanism, constitutionalism, Calhoun, populism, socialism, Social Darwinism, and pragmatism.

PSC 331 | CONTEMPORARY POLITICAL THOUGHT | 4 quarter hours (Undergraduate)

This is a rigorous seminar course that covers the development of social and political ideas from roughly the 19th to 21st centuries. Themes can include critical theory/Marxism, democratic theory, human nature, the trajectory of history, the forces of social change, the nature of power, the relationship of religion and politics, egalitarianism, liberalism and republicanism, existentialism, post-modernism, and post-structuralism. Authors may include a combination of Marx, Nietzsche, Weber, Freud, Schmitt, Marcuse, Arendt, Habermas, Foucault, Rawls, Nozick, and others. Focus will vary according to instructor.

**PSC 333 | MARXISM | 4 quarter hours
(Undergraduate)**

An analysis of Marxist political and economic thought as represented by the writings of Marx, Lenin, Trotsky, Lukacs, Sartre. Primary texts will be examined, and their application to the contemporary setting considered.

**PSC 335 | THEORIES OF THE CHURCH | 4 quarter hours
(Undergraduate)**

This course deals with the theological, social, and political implications of ecclesiology, or "theories of the church". Students will explore ideas about the origins and purposes of the Church, notions of authority and membership, matters of church and state, and more. The impact of Marxist, feminist, and conservative ideologies on understandings of the church may also be explored. The course will integrate theological, sociological, and political methods of analysis. Cross-listed as CTH 209.

**PSC 336 | AFRICAN-AMERICAN POLITICAL THOUGHT | 4 quarter hours
(Undergraduate)**

Considers black political thought through a variety of ideological, political, legal and historical perspectives. First explores early efforts by blacks to challenge the racialized limitations of America's core principles of liberty, equality and democracy in the contexts of abolitionism, the women's suffrage movements, Manifest Destiny, and American industrialism. Then concentrates on the evolution of contemporary black political thought, with an emphasis on both conceptual diversity and continuity over time.

**PSC 337 | CHRISTIAN POLITICAL THOUGHT | 4 quarter hours
(Undergraduate)**

An exploration of key themes, thinkers and movements in the Christian tradition's engagement with power, governance, authority, and allegiance. Students explore scriptural and early church sources, important pre-modern theologians like Augustine and Aquinas, Reformation figures including Luther and Calvin, and contemporary philosophers, theologians and topics.

**PSC 339 | ADVANCED TOPICS IN POLITICAL THOUGHT | 4 quarter hours
(Undergraduate)**

Advanced topics in political thought.

**PSC 340 | THE EUROPEAN UNION | 4 quarter hours
(Undergraduate)**

This course examines the history, institutional structures and processes, and policies of the EU. It will look at how the EU is unique, sharing characteristics of states and of international organizations.

**PSC 341 | POLITICAL ISLAM AND AMERICAN FOREIGN POLICY | 4 quarter hours
(Undergraduate)**

This course examines the historical development of the international Islamist movement and the U.S. government's response to it. The course will include a review of Islamist ideology and the debates over how to deal with the militant challenge. The course also examines U.S. policies in the post 9/11 period.

**PSC 342 | ARMS, SECURITY, AND WAR | 4 quarter hours
(Undergraduate)**

Focus is on the military dimensions of international politics, such as nuclear and conventional deterrence, arms races, arms control, alliances, and American defense policy, and how those affect war and peace.

**PSC 343 | INTERNATIONAL POLITICAL ECONOMY OF THE PACIFIC RIM | 4 quarter hours
(Undergraduate)**

This course offers an overview of the geopolitics, culture, and history behind economies in the "ring of fire". Provides students with the tools to analyze the core theories, actors, and current and historical events in the study of the international relations, business, politics, and economy of Asia and North and South America.

**PSC 344 | INTERNATIONAL POLITICAL ECONOMY | 4 quarter hours
(Undergraduate)**

This course is an overview of politics and economic opportunities and challenges facing developed and developing economies of the global north and south. It explores innovation and entrepreneurship trends in emerging economies and political activism affecting international trade and investment institutions and policies in global context.

**PSC 345 | THE CATHOLIC CHURCH IN WORLD POLITICS | 4 quarter hours
(Undergraduate)**

This course seeks to familiarize students with major theories, research traditions, and issues regarding the role of Catholicism in the contemporary world. It will assess the role of various levels and actors with the Church—the Vatican, priests and nuns, lay groups and movements, activists, and others—in working as forces of social change/stability in matters of world politics, economics, and culture. The course will also consider the impact of globalization and other transnational processes on the activities and options of Catholic institutions and actors.

**PSC 346 | THE UNITED NATIONS AND WORLD PROBLEMS | 4 quarter hours
(Undergraduate)**

This course will examine the historical and theoretical foundations of the United Nations, particularly in light of the changing problems and issues that confront the global community, such as international peace and security, global economic inequality, and environmental and human rights norms.

**PSC 347 | ETHICS IN WORLD POLITICS | 4 quarter hours
(Undergraduate)**

Drawing on general theories of international relations and historical cases, this course examines both the forces that inhibit the development and effectiveness of ethical norms at the international level and the conditions under which such norms develop and affect the behavior of states and other actors.

**PSC 348 | GLOBAL ENVIRONMENTAL POLITICS | 4 quarter hours
(Undergraduate)**

Global Environmental Politics looks at the key political issues and challenges in global environmental protection. The course focuses on the main approaches and theoretical concepts used to understand global environmental issues, and examines specific problems with a particular focus on climate change. It also explores such basic questions as whether or not free markets and economic growth can solve environmental problems, or whether free-market capitalism is the very source of the planet's environmental challenges.

**PSC 349 | ADVANCED TOPICS IN INTERNATIONAL RELATIONS | 4 quarter hours
(Undergraduate)**

Advanced topics in international relations.

PSC 350 | JAPANESE POLITICS | 4 quarter hours
(Undergraduate)

This course examines the meeting of the ancient and the modern in the context of 21st century politics in Japan. Exploring political, economic, and cultural practices and institutions, this class provides an in-depth understanding of Japan's political system from its origins in Samurai traditions to current challenges facing Japan's democracy and economy.

PSC 351 | REVOLUTION AND TERRORISM | 4 quarter hours
(Undergraduate)

Aspects of revolution, emphasizing contemporary cases, including units on ideology, leaders, followers, organization, techniques, weapons, causes and theories of revolution.

PSC 352 | CHINESE POLITICS | 4 quarter hours
(Undergraduate)

This course examines the political system of China and the major domestic issues in contemporary Chinese politics. The course explores the rise and early governance of the Chinese Communist Party, the economic and political developments since the start of the reform (post 1978) era, and the main political challenges facing Chinese society today.

PSC 353 | COMPARATIVE DEMOCRACY AND DICTATORSHIP | 4 quarter hours
(Undergraduate)

This course compares democracies and dictatorships in order to ascertain how they differ and what are the requisite conditions for each type of political system. Among the concepts to be examined are elections, participation, distribution of resources, corruption, and transparency.

PSC 358 | GLOBAL GENDER POLITICS | 4 quarter hours
(Undergraduate)

This course examines how inequalities between women and men are connected to the global politics of power, security, the political economy, and ecology. It focuses on the theoretical and practical linkages between "women's issues" and political matters such as wars of secession, arms proliferation, global economic recessions, and environmental degradation. Questions of the nature of power, abuses of human rights, the human costs of global inequality, and the meaning of a just world order are explored.

PSC 359 | ADVANCED TOPICS IN COMPARATIVE POLITICS | 4 quarter hours
(Undergraduate)

Advanced topics in comparative politics.

PSC 361 | INTERNATIONAL LAW | 4 quarter hours
(Undergraduate)

The nature, sources, and applications of international law in the international community, including issues of recognition, territory, jurisdiction, settlement of international disputes, diplomatic agents, intervention and the use of force.

PSC 362 | THE CRIMINAL JUSTICE SYSTEM | 4 quarter hours
(Undergraduate)

An overview of the important features of the American criminal justice system, including the role of police, courts and corrections. The course analyzes conventional and alternative definitions of crime and explanations for criminal behavior. An examination of race and class issues as they relate to criminal justice, and their implications for public policy, is also included.

PSC 363 | WOMEN AND THE LAW | 4 quarter hours
(Undergraduate)

This course investigates the variety of ways in which women come into relation with the law, focusing on laws and judicial decisions dealing with equal opportunity. Cross-listed as WGS 326.

PSC 365 | VOTING, REPRESENTATION, AND THE LAW | 4 quarter hours
(Undergraduate)

This course explores key laws and policies governing voting rights, including the U.S. Constitution, the Voting Rights Act, voter ID laws, and the implications of mass incarceration on representation. The course is intended to familiarize students with various legal theories which courts use to evaluate our voting system. Course readings may include Supreme Court opinions, law review articles, and political analyses of voting rights and other electoral processes.

PSC 366 | NATIONAL SECURITY AND THE U.S. CONSTITUTION | 4 quarter hours
(Undergraduate)

Explores the relationship between the U.S. Constitution and the government's responsibility for the protection of national security. The course examines the constitutional doctrine of separation of powers and the respective roles of Congress, the President, and the courts in the conduct of foreign policy and the use of military force. It also examines the relationship between national security and protection of various rights, including freedom of speech, freedom of the press, privacy, and personal liberty.

PSC 367 | IMMIGRATION LAW | 4 quarter hours
(Undergraduate)

In this course students will learn about immigration policy through studying case law, including the history of immigration decisions from the 1880's, and specific policies leading up to the present. Students will learn about policies affecting immigrants at the border and policies affecting resident foreigners (which Daniel Kanstroom calls "post-entry social control"). This history will allow us to understand how policies and case law from 1996 on have increasingly made naturalization difficult and have generated a narrow understanding of resident foreigners without documents. At the end of this course, students will learn about refugee law and its relationship to people we currently view as undocumented.

PSC 368 | RIGHTS-BASED SOCIAL MOVEMENTS | 4 quarter hours
(Undergraduate)

This course offers an in-depth look at the relationship between rights, identity, and social movements. It will examine how activists pursue policy goals through the use of rights-based legal strategies. Course material will cover a diverse set of groups, which may include: African Americans, disabled persons, Native Americans, immigrants, gun owners, women, anti-abortion activists, opponents of affirmative action, and LGBTQ individuals.

PSC 369 | ADVANCED TOPICS IN PUBLIC LAW | 4 quarter hours
(Undergraduate)

Advanced topics in public law.

PSC 390 | CAPSTONE SEMINAR | 4 quarter hours
(Undergraduate)

Senior capstone seminar.

Senior standing is a prerequisite for this class.

PSC 392 | INTERNSHIP | 4-8 quarter hours
(Undergraduate)

By arrangement.

PSC 393 | HONORS SEMINAR | 4 quarter hours**(Undergraduate)**

Variable credit.

PSC 394 | SENIOR THESIS | 4 quarter hours**(Undergraduate)**

Variable credit.

PSC 395 | TRAVEL/STUDY | 1-8 quarter hours**(Undergraduate)**

By arrangement with sponsoring faculty, foreign and domestic tours or residence programs may be combined with lectures, readings, and research assignments. Variable credit.

PSC 399 | INDEPENDENT STUDY | 1-10 quarter hours**(Undergraduate)**

Variable credit.

PSC 400 | INTERNATIONAL RELATIONS THEORY | 4 quarter hours**(Graduate)**

This course will examine and critique the dominant approaches to the study of international relations. This will include an analysis of the theories of realism and liberalism, their more modern variants (neo-realism and neo-liberalism), as well as such alternative perspectives as Marxism, constructivism, post-colonial and critical theory. The goal of the class will be to gain a thorough understanding of the issues that define international politics, and the diverse ways in which each school of thought approaches or explains the operations of the inter-state system.

Portuguese (POR)

POR 101 | BASIC PORTUGUESE I | 4 quarter hours**(Undergraduate)**

Listening to, speaking, reading and writing Portuguese in a cultural context for the beginning student. (Offered on a demand basis only.)

POR 102 | BASIC PORTUGUESE II | 4 quarter hours**(Undergraduate)**

Continued emphasis on the four skills in culturally authentic situations. (Offered on a demand basis only.)

POR 103 | BASIC PORTUGUESE III | 4 quarter hours**(Undergraduate)**

Completion of the basic elements of the Portuguese language, spoken as well as written, with due regard to the cultural context of Portuguese expression. (Offered on a demand basis only.)

POR 104 | INTERMEDIATE PORTUGUESE I | 4 quarter hours**(Undergraduate)**

Intensive practice in the use of Portuguese through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. (Offered on a demand basis only.)

POR 105 | INTERMEDIATE PORTUGUESE II | 4 quarter hours**(Undergraduate)**

Continuing practice in spoken and written Portuguese and further development of reading and listening abilities in an authentic cultural context. (Offered on a demand basis only.)

POR 106 | INTERMEDIATE PORTUGUESE III | 4 quarter hours**(Undergraduate)**

Developing more fluency in speaking, understanding, reading and writing Portuguese with a concomitant heightened awareness of the cultural dimensions of the Portuguese language. (Offered on a demand basis only.)

POR 398 | STUDY ABROAD | 1-8 quarter hours**(Undergraduate)**

Variable credit.

POR 399 | INDEPENDENT STUDY | 2-8 quarter hours**(Undergraduate)**

Variable credit.

Pre-Law (PRELAW)

PRELAW 150 | THE PRACTICE OF LAW | 2 quarter hours**(Undergraduate)**

What do lawyers do? Why and how do they do it? What does it mean to be an ethical lawyer? This exploration of the legal profession will engage students in a broad-ranging discussion of lawyers and their work, in both historical and contemporary perspectives. Students will examine the portrayal of the legal profession in popular culture, including in film and literature, and will explore the concept of ethics in the legal profession. The course will also include field trips to key sites where lawyers work throughout the city of Chicago.

Status as a 3+3 BA/JD student is a prerequisite for this class.

PRELAW 151 | RECENT CONTROVERSIES IN THE LAW | 2 quarter hours**(Undergraduate)**

This course for students enrolled in the 3+3 program addresses a timely topic of significant legal interest, such as gay marriage, affirmative action, campaign finance, etc. The topic varies according to current events and instructor interest. Students will use current topics to explore the broader theme of the relationship between law and society, particularly law's relationship to social change. Readings each term will include multi-disciplinary perspectives, such as law, political science, philosophy, economics, history, etc. The course is designed to further develop students' critical thinking skills.

Status as a 3+3 BA/JD Student and PRELAW 150 are prerequisites for this class.

PRELAW 152 | THINKING ABOUT THE LAW | 2 quarter hours**(Undergraduate)**

This course will explore the concept of jurisprudence, helping students to understand traditions of legal thought in the American legal system. What are the major theories of law and how are they reflected in today's courts and congressional chambers? Students will explore the law from different vantage points, including those of judges, lawmakers, lawyers, philosophers, and clients. Major themes of the course will vary each year, but will typically include reflections on justice, punishment, rule of law, and other key foundational topics. Students will engage in significant writing assignments in the course that will help them develop the advanced writing skills necessary for success in law school.

Status as a 3+3 BA/JD Student and PRELAW 151 are prerequisites for this class.

Professional Communication (PROCMN)

PROCMN 500 | PROFESSIONAL COMMUNICATION ORIENTATION AND RESIDENCY I | 2 quarter hours (Graduate)

This multiple day immersive residency is held in late summer before the start of fall quarter classes. This residency orients the new incoming cohort of students to university, college and program resources, faculty, and staff, including the Vincentian mission and the professional communication program vision, goals, and curriculum. During the residency, students will engage in peer-to-peer cohort-building activities, including engaging with and learning from the prior cohort about succeeding in grad school. Incoming students will also learn from and network with a diverse range of professional communication leaders from Chicago-area organizations and beyond, faculty and staff, as well as with alumni. Students will be introduced to the program final project expectations and will complete a paper on "how to succeed in grad school" based on a reciprocal mentoring relationship (aka co-mentoring) established across cohorts.

Status as a Professional Communication student or department consent is a prerequisite for this class.

PROCMN 501 | THE FUTURE OF PROFESSIONAL COMMUNICATION | 4 quarter hours (Graduate)

This course provides an introduction to the field of professional communication, examining communication roles, organizational environments, and changing workforce dynamics driven by business and societal trends, issues, and events. The instructor and students will peer together into the "crystal ball" and look at where professional communication is today and where it may be going in the future, based on major business and societal trends, issues, and events. Students will engage with senior communication leaders from diverse backgrounds and lived experiences; the class will critically reflect upon these conversations on the future of professional communication. Students will also share and discuss as a shared learning community their own "trendspotting resources" for succeeding as professional communicators.

Status as a Professional Communication student or department consent is a prerequisite for this class.

PROCMN 510 | DIGITAL MEDIA SKILLS FOR PROFESSIONAL COMMUNICATION | 4 quarter hours (Graduate)

This course will introduce techniques and tools for communication professionals to effectively communicate creative ideas, organize and facilitate online meetings, create digital and multimedia products, and devise strategies suitable for social media engagement and event planning. The course topics include but are not limited to presentation design, virtual meeting management, podcast and short video interview creation, social media strategy, and event coverage.

Status as a Professional Communication student or department consent is a prerequisite for this class.

PROCMN 520 | WRITING FOR PROFESSIONAL COMMUNICATION CAREERS | 4 quarter hours (Graduate)

A key goal of good writing is to inform and persuade the target audience in any format. This course aligns with the demands on communications professionals to produce clear, clean, concise copy quickly and efficiently. Students will acquire an appreciation of the art and practice of good writing by diagnosing their own writing challenges, recognizing and analyzing what makes writing "good," and acquiring the necessary tools to become a better writer and a sharper editor. We emphasize both process and product. Students will read relevant material on writing best practices, and work through a series of exercises to troubleshoot their own work. They will learn to deconstruct their writing process and rebuild it with a renewed focus on credibility and professionalism in all their written work.

Status as a Professional Communication student or department consent is a prerequisite for this class.

PROCMN 530 | PROFESSIONAL COMMUNICATION LAW, POLICY AND ETHICS | 2 quarter hours (Graduate)

This course will provide an overview of key areas of law and policy relevant to Professional Communication, including analysis of the ethical issues that permeate those legal issues.

Status as a Professional Communication student or department consent is a prerequisite for this class.

PROCMN 540 | RESEARCH METHODS AND INSIGHTS FOR PROFESSIONAL COMMUNICATION | 4 quarter hours (Graduate)

Communication professionals rely on internal and external research to guide communication strategy. This course will overview applied quantitative and qualitative research methods, including (but not limited to) secondary data acquisition and analysis, in-depth interviews, focus groups, and surveys. Students will practice techniques in measurement and sampling, statistical analysis, thematic analysis, data visualization, and effective research reporting in a professional context.

Status as a Professional Communication student or department consent is a prerequisite for this class.

PROCMN 550 | EFFECTIVE COMMUNICATION IN TEAMS | 4 quarter hours (Graduate)

Effective Communication in Teams will offer communication practitioners the skills they need to build, manage, and evaluate team projects within an organizational context. The course draws on insights from research, best practices, and real-world scenarios. Students will utilize a communicative lens to explore diversity, define roles, build culture, manage conflict, and improve performance in a team context. Coursework includes individual and group projects.

Status as a Professional Communication student or department consent is a prerequisite for this class.

PROCMN 560 | TOPICS IN PROFESSIONAL COMMUNICATION | 4 quarter hours (Graduate)

This course examines a broad range of topics related to professional communication. The course may address such topics as digital communication, corporate social responsibility, strategic communication for advocacy, the use of Virtual Reality, Augmented Reality, and metaverse in professional communication, global communication, social media, influencer marketing, brand communities, artificial intelligence and communication, or fashion public relations and advertising.

Status as a Professional Communication student or department consent is a prerequisite for this class.

**PROC MN 570 | EFFECTIVE COMMUNICATION WITH EMPLOYEES | 4 quarter hours
(Graduate)**

This course will offer communication practitioners critical insights and skills for effective communication with employees. More specifically, the course reviews best communication practice for effectively recruiting, selecting, onboarding, and integrating new employees; examines current research and practical advice on effective supervision, feedback and performance appraisal activity; explores communication strategies for diffusing common workplace relationship dysfunctions and conflicts; and reviews effective communication practices for building community and inclusive cultures at work.

Status as a Professional Communication student or department consent is a prerequisite for this class.

**PROC MN 580 | DIVERSITY, EQUITY AND INCLUSION IN PROFESSIONAL COMMUNICATION | 4 quarter hours
(Graduate)**

This course is designed to equip professionals with a comprehensive foundation and applied skill set for fostering diversity, equity and inclusion in the contemporary workplace. The course focuses on the role of concrete communication practices, the centrality of words and actions, in competent and inclusive performance and leadership. Furthermore, the course offers best practices and specific tools for proactive change in—the recruitment, retention, and promotion of—diverse talent in the workplace.

Status as a Professional Communication student or department consent is a prerequisite for this class.

**PROC MN 590 | CHIEF COMMUNICATIONS OFFICER: ADVISING AND COUNSELING LEADERSHIP | 4 quarter hours
(Graduate)**

This course examines the roles, responsibilities and competencies of the Chief Communications Officer (CCO) and other senior communications professionals, with a focus on serving as a trusted advisor and counselor to organizational leadership (i.e., C-suite leaders and boards of directors) and bringing stakeholder perspectives to the table. Students will develop their business acumen as communication managers through learning the key language, thinking and issues of the organizational leaders that CCOs and their communications teams help advise in the creation of business and social value. As part of the final class project, students will learn directly from and network with senior communicators of leading organizations.

Status as a Professional Communication student or department consent is a prerequisite for this class.

**PROC MN 599 | PROFESSIONAL COMMUNICATION FINAL PROJECT AND RESIDENCY II | 6 quarter hours
(Graduate)**

In this capstone course, students will exhibit their learnings through producing a professionally oriented final project plan that addresses a professional communication challenge or opportunity in the workplace. Various types of final projects will be offered as options. Students will complete a final project where they develop actionable recommendations in response to an approved partner organization's real-world communication challenge or opportunity. Through collaboration in this course and the Pro Comm Final Project Showcase event, students will come together as a learner community to discuss their work and network through a culminating residency activity, in which they share their projects (e.g., via small group discussions) with faculty/staff, communication professionals and the incoming cohort.

Status as a Professional Communication student or department consent is a prerequisite for this class.

Project Management (PM)

**PM 430 | FUNDAMENTALS OF IT PROJECT MANAGEMENT | 4 quarter hours
(Graduate)**

This course concentrates on monitoring, managing and controlling assets and resources on a single IT project. Topics covered are project methodologies; risk management; procurement and contract management; time and cost estimating; controlling and tracking techniques; quality assurance; testing and audit. Students will use common project management software for resource allocation and balancing. PREREQUISITE(S): None.

**PM 440 | COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS | 4 quarter hours
(Graduate)**

Study of the process of virtual teaming with emphasis on facilitation of different time project activities and facilitation of same time meetings. Students will learn how small group psychology and group communication theories inform specific behaviors in the design and leadership of meetings. Several meeting types including information briefing, focus group, document writing, decision making, requirements gathering, and teaching/training will be explored. In addition, the course surveys current collaboration technologies and discusses how to select among those technologies usability and fit to purpose of a meeting agenda. DL students may be required to schedule same time sessions with the instructor and other DL students; see current quarter syllabus for more information on this point. PREREQUISITE(S): None.

**PM 535 | INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS | 4 quarter hours
(Graduate)**

This course focuses on the application of financial analysis and decision-making approaches to aid information technology investment decisions at the operational, project, tactical and strategic levels. Students will learn how to apply a variety of financial methods – breakeven analysis, present value analysis, profitability index, and return on investment to various IT investment decisions. The course will also address cost benefit analysis, outsourcing, balanced scorecard, and multi-factor scoring, benchmarking, and IT investment portfolio methods. These techniques will prepare students to manage capital budgets, acquisition of system and application software, hardware, personnel, and professional services at project and system levels as well as enterprise investment portfolio. PREREQUISITE(S): SE 477 or IS 565 or ACCT 500 or IS 430 or PM 430 or ECT 455.

SE 477 or IS 565 or ACC 500 or IS 430 or PM 430 or ECT 455 is a prerequisite for this class.

**PM 556 | ENTERPRISE PROJECT MANAGEMENT | 4 quarter hours
(Graduate)**

This course covers how an enterprise coordinates and effectively manages all its IT projects and programs through program management and the IT program management office. Students will learn the role of the IT program management office in establishing and maintaining the project and program infrastructure and in assisting project managers, program managers, and the executive steering committee. Students will analyze the role of program management in coordinating the delivery of expected program benefits, in managing stakeholder expectations, and in establishing program governance. PREREQUISITE(S): IS 430 or PM 430.

IS 430 or PM 430 is a prerequisite for this class

**PM 570 | ENTERPRISE SYSTEM IMPLEMENTATION | 4 quarter hours
(Graduate)**

This course is targeted towards information systems professionals who are involved in the planning and implementation of large scale, cross-functional enterprise systems. Students will examine the characteristics of technology efforts that change and transform the way people perform their tasks and how the new technology structures the flows of information and decision making using workflow modeling methods. Through case studies and exercises students gain insights into the elements of successful implementations leading to the preparation of a change management plan. Emphasis is placed on developing mechanisms for communicating and training all affected agents. PREREQUISITE(S): IS 430 or PM 430 or five or more other SoC MS level courses should contact the course instructor or an advisor.

IS 430 or PM 430 or completion of five or more other SoC MS level courses is a prerequisite for this class; contact instructor or advisor

**PM 577 | IT PORTFOLIO MANAGEMENT AND STRATEGIES | 4 quarter hours
(Graduate)**

This capstone course integrates the skills and techniques learned in previous IT Project Management courses. Through in depth analysis of case studies and readings, along with presentations by outside speakers experienced in IT Portfolio Management and IT strategy, students use their skills from previous IT project management courses to solve IT strategic and IT portfolio problems. The course starts with formulating the IT strategy from the corporate strategy. Then the IT Portfolio of initiatives, projects and assets is build and fine tuned. PREREQUISITE(S) IS 556 or PM 556.

Psychology (PSY)

**PSY 105 | INTRODUCTORY PSYCHOLOGY I | 4 quarter hours
(Undergraduate)**

Introduction to the history and science of psychology; human development through the life span; learning, memory, thinking, language, and intelligence; personality; social psychology. PSY 105 and PSY 106 will include a research participation requirement of no more than six hours. PSY 105 and PSY 106 may be taken in either order; one is not a prerequisite for the other.

**PSY 106 | INTRODUCTORY PSYCHOLOGY II | 4 quarter hours
(Undergraduate)**

Introduction to the history and science of psychology; neuroscience and behavior; sensation and perception; states of consciousness; motivation and work; emotion; stress and health; psychological disorders; therapy. PSY 105 and PSY 106 will include a research participation requirement of no more than six hours. PSY 105 and PSY 106 may be taken in either order; one is not a prerequisite for the other.

**PSY 210 | PSYCHOLOGY OF BUSINESS AND INDUSTRY | 4 quarter hours
(Undergraduate)**

Applications of theories and methods of psychology to the study of human behavior in business, industry and other work environments. Cannot be used as psychology major course.

**PSY 213 | LESBIAN, GAY, BISEXUAL AND TRANSGENDER PSYCHOLOGY | 4 quarter hours
(Undergraduate)**

Overview of psychological and social issues relevant to lesbian, gay, bisexual, and transgender (LGBT) individuals and communities. The course will examine key concepts, LGBT psychological research, and efforts to promote liberation and well being. Cannot be used as psychology major course.

**PSY 215 | HUMAN SEXUALITY | 4 quarter hours
(Undergraduate)**

Historical, cultural, psychological and physiological aspects of human sexuality. Cannot be used as psychology major course.

**PSY 218 | PSYCHOLOGICAL PROBLEMS OF CONTEMPORARY FAMILY | 4 quarter hours
(Undergraduate)**

An overview of the major psychological issues facing the contemporary family. Cannot be used as psychology major course.

**PSY 220 | LATINX PSYCHOLOGY | 4 quarter hours
(Undergraduate)**

The purpose of this course is to examine the psychological research literature on the mental health and well being of Latinx populations in the United States. A number of relevant topics will be examined, including the current state of Latinx in psychology, cultural characteristics and values, immigration, acculturation, ethnic identity, stereotypes and discrimination, health, and education. The goal of this course is for students to be better equipped in understanding the factors that influence the psychology of the Latinx population. Cannot be used as psychology major course.

**PSY 240 | STATISTICS I | 4 quarter hours
(Undergraduate)**

Descriptive and inferential statistics in the behavioral sciences.

MAT 100, MAT 101 or equivalent or higher is a prerequisite for this class.

**PSY 241 | RESEARCH METHODS I | 4 quarter hours
(Undergraduate)**

Introduction to methods of psychological research to enable students to become more sophisticated consumers of research information. Students will learn and apply basic methodological concepts and skills. Students will conduct a non-experimental research project, analyze the data, and write a paper based on the project. PSY 241 and PSY 242 may be taken in either order; one is not a prerequisite for the other.

A grade of C- or better in PSY 240 (or BIO 206 or ENV 260 or MAT 137 or MAT 242 or SOC 279) is a prerequisite for this course.

**PSY 242 | RESEARCH METHODS II | 4 quarter hours
(Undergraduate)**

Design, execution, analysis and interpretation of psychology research, with an emphasis on experimental design. Students will conduct an experimental research project, analyze the data, and write a paper based on the project. PSY 241 and PSY 242 may be taken in either order; one is not a prerequisite for the other.

A grade of C- or better in PSY 240 (or BIO 206 or ENV 260 or MAT 137 or MAT 242 or SOC 279) is a prerequisite for this course.

**PSY 280 | CONTEMPORARY ISSUES | 4 quarter hours
(Undergraduate)**

Psychological aspects of topics of current interest and relevance.

**PSY 302 | PERSONAL ADJUSTMENT AND MENTAL HEALTH | 4 quarter hours
(Undergraduate)**

Psychological principles involved in personality and interpersonal adjustments. Cannot be used as psychology major course.

**PSY 303 | HUMAN DEVELOPMENT | 4 quarter hours
(Undergraduate)**

Principles of development from conception through maturity. Cannot be used as a psychology major course.

**PSY 305 | PSYCHOLOGY AND SOCIAL JUSTICE | 4 quarter hours
(Undergraduate)**

This course is designed to provide students with both in-class and applied experience within the field of psychology, including an overview of psychology as an academic discipline. Offered every quarter.

**PSY 306 | SERVICE LEARNING | 4 quarter hours
(Undergraduate)**

This course is designed to provide students with both in-class and applied experience in a specific area of psychology. Course focuses on one particular topic per term, such as Mental Health Problems in Contemporary Society, Chronic Fatigue Syndrome, etc. Check course schedule for current offerings.

**PSY 310 | CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER I | 2-4 quarter hours
(Undergraduate)**

This course is the first in a three-quarter service learning sequence designed to teach students the latest research on stressors affecting low-income urban communities and effective strategies for making a difference in those communities. Students will put their learning into practice by connecting as mentors and advocates with low-income urban adolescents.

**PSY 311 | CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER 2 | 2-4 quarter hours
(Undergraduate)**

This course is the second in a three-quarter service learning sequence designed to teach students the latest research on stressors affecting low-income urban communities and effective strategies for making a difference in those communities. Students will put their learning into practice by connecting as mentors and advocates with low-income urban adolescents. (variable credit)

**PSY 312 | CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER 3 | 2-4 quarter hours
(Undergraduate)**

This course is the third in a three-quarter service learning sequence designed to teach students the latest research on stressors affecting low-income urban communities and effective strategies for making a difference in those communities. Students will put their learning into practice by connecting as mentors and advocates with low-income urban adolescents. (variable credit)

**PSY 317 | PSYCHOLOGY OF INTERPERSONAL RELATIONSHIP | 4 quarter hours
(Undergraduate)**

A review of psychological issues, theory, and research related to close relationships, e.g., attraction, love, attachment, friendship, sexuality, jealousy, conflict and power.

PSY 105 or PSY 106 is a prerequisite for this class.

**PSY 325 | PSYCHOLOGY OF WOMEN | 4 quarter hours
(Undergraduate)**

A review of research and theory on women, including sexist bias in methodology, violence and discrimination against women, gender differences in power and nonverbal behavior in relationships.

PSY 105 or 106 is a prerequisite for this class.

**PSY 326 | PSYCHOLOGY OF MEN | 4 quarter hours
(Undergraduate)**

This course evaluates and investigates research and theory of the psychology of males in present society.

PSY 105 or 106 is a prerequisite for this class.

**PSY 333 | CHILD PSYCHOLOGY | 4 quarter hours
(Undergraduate)**

Infancy and childhood. Description and evaluation of principles and theories of development from conception through childhood.

PSY 105, PSY 106 or the equivalent of Introduction to Psychology is a prerequisite for this class.

**PSY 334 | ADOLESCENT PSYCHOLOGY | 4 quarter hours
(Undergraduate)**

Biological, cognitive, emotional and social development. Covers theories and research on normal and abnormal development during adolescence.

PSY 105 or PSY 106 is a prerequisite for this class.

**PSY 340 | STATISTICS II | 4 quarter hours
(Undergraduate)**

Introduction to advanced statistical techniques such as analysis of variance and regression models.

A grade of C- or better in PSY 240 (or BIO 206 or ENV 260 or MAT 137 or MAT 242 or SOC 279) is a prerequisite for this course.

**PSY 342 | RESEARCH METHODS III | 4 quarter hours
(Undergraduate)**

Advanced research methods; topics will vary by instructor. In addition to the prerequisites, completion of PSY 340 is highly recommended.

A grade of C- or better in PSY 240 (or BIO 206 or ENV 260 or MAT 137 or MAT 242 or SOC 279) and PSY 242 Research II are prerequisites for this course.

**PSY 343 | INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT | 4 quarter hours
(Undergraduate)**

Measurement in psychology; emphasis on standardization, reliability, validity; test and scale development.

A grade of C- or better in PSY 240 (or BIO 206 or ENV 260 or MAT 137 or MAT 242 or SOC 279) is a prerequisite for this course.

**PSY 345 | CULTURAL ISSUES IN PSYCHOLOGY | 4 quarter hours
(Undergraduate)**

Culture, race and ethnic relations in the U.S. and across the globe are a dynamic ever-changing pattern of relationships. This course is designed to assist students in understanding the diversity, heterogeneity and complexity of culture in America and globally from a psychological perspective.

PSY 105 or 106 is a prerequisite for this class.

**PSY 346 | PSYCHOLOGY OF THE AFRICAN-AMERICAN CHILD | 4 quarter hours
(Undergraduate)**

Development and socialization of the African-American child from infancy to adolescence. Emphasis on psychological and cultural factors which influence these processes. Understanding the child, family and the child, language and IQ, education and learning styles, and cultural identity are all emphasized. Cross-listed with PSY 521.

PSY 105 or 106 is a prerequisite for this class.

**PSY 347 | SOCIAL PSYCHOLOGY | 4 quarter hours
(Undergraduate)**

Survey of social psychological theory and research on how individual behavior, thoughts, and feelings are influenced by the social context in which they occur.

PSY 105, PSY 106 or the equivalent of Introduction to Psychology is a prerequisite for this class.

**PSY 348 | SOCIAL COGNITION | 4 quarter hours
(Undergraduate)**

Theory and research addressing major aspects of social cognition, including how people subjectively understand and mentally represent themselves and others (e.g., in terms of unique attributes versus applicable stereotypes), and how these representations influence self-regulation, person and group perception, and social behavior. Recommended prerequisite: PSY 347.

PSY 242 or NEU 301 is a prerequisite for this course.

**PSY 351 | THEORIES OF PERSONALITY | 4 quarter hours
(Undergraduate)**

Survey of major personality theories with separate emphasis on clinically-derived and research-derived theories. Freudian psychoanalysis is especially emphasized in the clinical area. Personality research philosophy is presented separately and as part of the research-derived theories.

PSY 105 or 106 is a prerequisite for this class.

**PSY 353 | INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL SCIENCE | 4 quarter hours
(Undergraduate)**

Description of the nature, symptoms, treatment applications, and cause of psychological disorders.

PSY 105, PSY 106 or the equivalent of Introduction to Psychology is a prerequisite for this class.

**PSY 354 | COMMUNITY PSYCHOLOGY | 4 quarter hours
(Undergraduate)**

Focus on systemic and ecological theories of human behavior, diversity, social support, community intervention and evaluation, empowerment, social change, and working with underserved populations. Cross level with PSY 654.

PSY 105, PSY 106 or the equivalent of Introduction to Psychology is a prerequisite for this class.

**PSY 355 | GROUPS AND ORGANIZATIONS | 4 quarter hours
(Undergraduate)**

Issues related to how groups, small and large, function. Includes group formation, relationships, decision-making, performance, and conflict. Also, discussion of organizations as examples of large groups. Students in the I-O concentration are strongly advised to take PSY 380 before taking this course.

PSY 105 (or PSY 106) is a prerequisite for this class.

**PSY 356 | PRINCIPLES OF FIELD RESEARCH AND ACTION | 4 quarter hours
(Undergraduate)**

Basic knowledge of program development, program evaluation, consultation, human diversity, ethics, group dynamics, and interpersonal skills.

PSY 105 or 106 and PSY 354 are prerequisites for this class, and admission into the community psychology concentration.

**PSY 357 | APPLIED PSYCHOLOGY I | 4 quarter hours
(Undergraduate)**

Overview of behavioral principles, strategies, and system approaches to individual, organizational, and community change. Generally taken in junior year.

**PSY 358 | APPLIED PSYCHOLOGY II | 4 quarter hours
(Undergraduate)**

Approaches to counseling, psychotherapy and helping relationships. Generally taken in junior year.

PSY 357 is a prerequisite for this class.

**PSY 359 | FIELD WORK IN COMMUNITY RESEARCH AND ACTION | 4 quarter hours
(Undergraduate)**

Field work in community research and action.

PSY 356 and senior standing are a prerequisite for this class.

**PSY 360 | THEORIES OF LEARNING AND COGNITION | 4 quarter hours
(Undergraduate)**

Explores classical and modern theories and research in the science of learning and cognition.

PSY 105 or 106 is a prerequisite for this class.

**PSY 361 | HISTORY AND SYSTEMS OF PSYCHOLOGY | 4 quarter hours
(Undergraduate)**

Historical development of psychology and its fields.

(PSY 105 or 106), (PSY 240 or equivalents), PSY 241 and PSY 242 are a prerequisite for this class.

**PSY 363 | SUBSTANCE USE DISORDERS AND RECOVERY | 4 quarter hours
(Undergraduate)**

Survey of major research findings in the area of alcoholism and drug addiction. Description of treatment programs for recovery and explorations of drug free ways to alter consciousness.

PSY 105, PSY 106 or the equivalent of Introduction to Psychology is a prerequisite for this class.

**PSY 364 | HEALTH PSYCHOLOGY | 4 quarter hours
(Undergraduate)**

This course provides an overview of such topics as psychosocial factors in disease etiology, health behaviors and behavior change, stress and coping, adjustment to illness, social relationships and health, mind-body interactions and intervention, and patient-provider interaction.

PSY 105 or 106 is a prerequisite for this class.

**PSY 366 | BEHAVIOR PROBLEMS OF CHILDREN | 4 quarter hours
(Undergraduate)**

Factors associated with deviance in children and adolescents.

Examination of personal and social consequences. Review treatment programs for children.

PSY 105 or 106 is a prerequisite for this class.

**PSY 367 | PSYCHOLOGY OF EXCEPTIONAL CHILDREN | 4 quarter hours
(Undergraduate)**

Comprehensive introduction to the study of special children—those children who do not reach their fullest potential because of physical, social, cognitive, or behavioral factors.

PSY 105 or 106 is a prerequisite for this class.

**PSY 369 | ADVANCED LIFESPAN DEVELOPMENT | 4 quarter hours
(Undergraduate)**

Overview of cognitive, emotional, and social development across the lifespan. This course will take a topical approach to the study of development.

PSY 105 or 106 (or the equivalent) is a prerequisite for this course.

**PSY 370 | SOCIAL AND EMOTIONAL DEVELOPMENT | 4 quarter hours
(Undergraduate)**

This course focuses on the development of emotions, social relationships and social interactions. Both theoretical perspectives and research findings are present and analyzed. Topics to be covered may include primary emotions and their development, nonverbal communication of emotion, socialization within the family, friendship and peer relations, aggression, moral development, sex role development and attachment.

PSY 105 or 106 and PSY 333 are prerequisites for this class.

**PSY 371 | PSYCHOLOGY OF TRAUMA | 4 quarter hours
(Undergraduate)**

This course is designed for psychology majors as well as students from a variety of fields interested in careers working with children and adults who have experienced trauma. Students will learn about the psychological sequelae of different traumatic experiences, with emphasis on violence and victimization, as well as assessment methods and interventions aimed at reducing violence and addressing post-traumatic stress symptoms. Students will review a combination of book chapters, scientific reviews, and primary empirical sources. Lecture and class discussion will be used to advance students' understanding of the central psychological theories of trauma and issues that need to be addressed to advance this field. A variety of evaluation activities will be used to assess student learning and application of key concepts to real life issues.

PSY 105 or 106 (or the equivalent) is a prerequisite for this course.

**PSY 372 | PSYCHOLOGY OF DISASTER AND CRISIS INTERVENTION | 4 quarter hours
(Undergraduate)**

This course is designed for psychology majors as well as students from a variety of fields interested in careers related to crisis intervention. Students will learn about the psychological sequelae of natural and man-made disasters, terror, and war, as well as different models for crisis interventions. Students will review a combination of book chapters, scientific reviews, and primary empirical sources, and class discussion will be used to advance students' understanding of the state of this field and the central issues that practitioners face when working with vulnerable disaster survivors. Multiple assessment methods will be used to evaluate student learning and application of course material.

PSY 105 (or PSY 106 or instructor consent) is a prerequisite for this class.

**PSY 373 | HAPPINESS, JUDGMENT AND DECISION MAKING | 4 quarter hours
(Undergraduate)**

An introduction to research in judgment and choice behaviors. Judgment refers to how people evaluate information and make predictions. Choice concerns how people select a course of action among alternatives.

PSY 105 or PSY 106 is a prerequisite for this class.

**PSY 374 | DEVELOPMENTAL TRAUMA | 4 quarter hours
(Undergraduate)**

This course is designed for psychology undergraduate students in addition to students from a variety of fields interested in understanding the sequelae of trauma across the lifespan. In addition to learning about various trauma-related concerns across various developmental stages, the course will also review research on multi-generational trauma topics. Students will review a combination of book chapters, scientific reviews, and primary empirical sources. Lecture and class discussion will be used to advance students' understanding of historical and current developmental theories of trauma. A variety of evaluation activities will be used to assess student learning and application of key concepts to real life issues. Cross level with PSY 474.

**PSY 376 | SOCIAL PSYCHOLOGY OF TRAUMA | 4 quarter hours
(Undergraduate)**

This course is designed for psychology undergraduate students in addition to students from a variety of fields interested in understanding the social effects of trauma. Students will consider the ways in which social identities and meaning narratives can be impacted by trauma but also be sources of resilience. The course will consider trauma at intrapersonal and interpersonal levels as well as the effects of collective and systemic traumas. Students will review a combination of book chapters, scientific reviews, and primary empirical sources. Lecture and class discussion will be used to advance students' understanding of historical and current social psychological theories of trauma. A variety of evaluation activities will be used to assess student learning and application of key concepts to real life issues. Cross level with PSY 476.

**PSY 377 | PHYSIOLOGICAL PSYCHOLOGY | 4 quarter hours
(Undergraduate)**

Nervous system and endocrine functions as related to behavior.

A grade of C- or better in PSY 240 (or BIO 206 or ENV 260 or MAT 137 or MAT 242 or SOC 279) is a prerequisite for this course.

**PSY 379 | COGNITIVE NEUROSCIENCE | 4 quarter hours
(Undergraduate)**

This course explores the neuroscience of human behaviors such as emotions, attention, executive function, language, learning, memory, and social interaction by exploring both the underlying biological mechanisms and the psychological theories behind these behaviors. Cognitive Neuroscience is an emerging field of study that attempts to help one gain an understanding of the interdisciplinary nature of the human mind.

A grade of C- or better in PSY 240 (or BIO 206 or ENV 260 or MAT 137 or MAT 242 or SOC 279) and NEU 201 (or BIO/NEU 339 or BIO 340 or PSY 377) is a prerequisite for this course.

**PSY 380 | INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY | 4 quarter hours
(Undergraduate)**

Application of theories and methods of psychology to the study of human behavior in business, industry, and other organizations. Cross-listed with PSY 680.

PSY 105 or 106 is a prerequisite for this class.

**PSY 381 | PERSONNEL PSYCHOLOGY | 4 quarter hours
(Undergraduate)**

Application of concepts from differential psychology and measurement to employee selection, performance appraisal, placement and training in business and other organizations.

PSY 380 or consent is a prerequisite for this class.

**PSY 382 | ORGANIZATIONAL BEHAVIOR | 4 quarter hours
(Undergraduate)**

Theories in learning, personality, work motivation, job attitudes, and organizational culture, and application to employee behavior.

PSY 380 or consent is a prerequisite for this class.

**PSY 385 | TRAINING AND DEVELOPMENT IN ORGANIZATIONS | 4 quarter hours
(Undergraduate)**

Issues related to training in industry and other organizations. Such topics as needs assessment, training program design, and program evaluation will be covered, along with relevant ethical, social and economic issues.

PSY 380 or consent is a prerequisite for this class.

PSY 388 | TOPICAL SEMINAR IN INDUSTRIAL - ORGANIZATIONAL PSYCHOLOGY | 4 quarter hours
(Undergraduate)

Current topics and issues in I-O Psychology beyond the introductory course with particular emphasis on recent developments and research. Topics vary.

PSY 380 or consent is a prerequisite for this class.

PSY 389 | PSYCHOLOGY SENIOR SEMINAR | 4 quarter hours
(Undergraduate)

The Senior Year Capstone course provides an opportunity for students to actively reflect and consider the relationships between their specialized experiences within their major, the more general learning experiences they have received, and the impact that their career choices may have on the broader society.

Junior or Senior standing is a prerequisite for this class.

PSY 390 | INDEPENDENT RESEARCH IN PSYCHOLOGY | 2-4 quarter hours
(Undergraduate)

Independent Research in Psychology. Student will work with a faculty mentor to develop an individualized plan of work involving some aspect of research. This can include, but is not limited to, reviewing literature, developing a research project, collecting data on an ongoing project, coding or analyzing data, developing a research presentation, or working in the community on research or intervention projects. Students taking the course for 4 or more units must produce a graded project at the end of the quarter. (variable credit)

PSY 391 | DEPARTMENT HONORS THESIS | 4.00 quarter hours
(Undergraduate)

Original investigation of a specific research problem. Successful application to department honors program required. Four credits required. (variable credit)

Junior or Senior standing is a prerequisite for this class.

PSY 394 | ADVANCED TOPICS IN PSYCHOLOGY | 4 quarter hours
(Undergraduate)

Senior standing is a prerequisite for this class.

PSY 395 | FIELD WORK/INTERNSHIP | 4 quarter hours
(Undergraduate)

Supervised experience in selected off-campus settings and associated readings. Generally taken in senior year.

PSY 357 and PSY 358 are a prerequisite for this class.

PSY 396 | HONORS IN PSYCHOLOGY | 4.00 quarter hours
(Undergraduate)

Required monthly Honors Seminar to accompany Honors thesis completed during the student's senior year. 4 credit hours required. (variable credit) Successful application to department honors program required.

Senior standing is a prerequisite for this class.

PSY 397 | EXPERIENTIAL LEARNING/PSYCHOLOGY RESEARCH | 2-4 quarter hours
(Undergraduate)

Experiential Learning/Psychology Research. (variable credit)

PSY 398 | TUTORING AND MENTORING IN PSYCHOLOGY | 2-4 quarter hours
(Undergraduate)

Tutoring and mentoring in psychology. (variable credit)

PSY 399 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)

Independent study. (variable credit)

PSY 402 | PERCEPTUAL PROCESSES | 4 quarter hours
(Graduate)

Analysis of the variables involved in the determination of perception with particular attention to the problems of space, motion, distance, size, form, aftereffects and constancies.

PSY 404 | PERCEPTION AND COGNITION | 4 quarter hours
(Graduate)

Survey of classical and instrumental conditioning, biological constraints, attention, memory, cognition, and practical applications. Major theoretical approaches include stimulus-response, early cognitive theories and information processing theory.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 406 | PHYSIOLOGICAL PROCESSES | 4 quarter hours
(Graduate)

The functional role of neural systems important for the processes of motivation, emotion, sleep, memory, and cognition.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 409 | STATISTICS FOR THE BEHAVIORAL SCIENCES | 4 quarter hours
(Graduate)

Applied inferential statistics.

PSY 240 is a prerequisite for this class.

PSY 410 | ADVANCED STATISTICS I | 4 quarter hours
(Graduate)

Brief review of introductory statistics, followed by a focus on Analysis of Variance and related techniques for data analysis. One way, factorial, repeated measures and ANCOVA with a priori and post hoc tests. Nonparametric alternatives to mean-comparison tests.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 411 | ADVANCED STATISTICS II | 4 quarter hours
(Graduate)

Overview of commonly applied regression techniques in psychological research. Discussions include simple linear regression, multiple linear regression, moderated linear regression with continuous and categorical predictors, mediation via linear regression, and logistic regression.

PSY 410 is a prerequisite for this class.

PSY 412 | ADVANCED STATISTICS III | 4 quarter hours
(Graduate)

Advanced Statistics III.

PSY 411 is a prerequisite for this class.

PSY 413 | ANALYSIS OF LONGITUDINAL DATA | 4 quarter hours
(Graduate)

Analysis of changes and time - dependent data.

PSY 411 is a prerequisite for this class.

PSY 414 | CATEGORICAL DATA ANALYSIS | 4 quarter hours
(Graduate)

Analysis of contingency tables and count data logit, probit and loglinear models.

PSY 411 is a prerequisite for this class.

**PSY 416 | METHODS IN QUALITATIVE RESEARCH | 4 quarter hours
(Graduate)**

History and paradigms of qualitative research, the strategies and data collection methods used, and how to make sense of qualitative data once it is collected.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 418 | MULTIVARIATE STATISTICAL ANALYSIS | 4 quarter hours
(Graduate)**

Multivariate regression, principal component, cluster analysis and multidimensional scaling. Canonical correlation, multivariate analysis of variance, linear discriminant function analysis.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 419 | FACTOR ANALYSIS AND STRUCTURAL EQUATION MODELING | 4 quarter hours
(Graduate)**

Theoretical foundations, methods of analysis, and comparison of various factor analytic models. Structural equation and measurement models using the Mplus program.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 420 | QUANTITATIVE RESEARCH DESIGN | 4 quarter hours
(Graduate)**

Design and analysis of basic and applied psychological research with an emphasis on experimental and quasi-experimental design, and basic issues of measurement.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 421 | APPLIED RESEARCH DESIGN | 4 quarter hours
(Graduate)**

Graduate research design and methods in psychology and behavioral sciences from topic identification through data collection, with a focus on application. The course includes qualitative and quantitative research design methodologies, ethical considerations in research, needs assessment, and program evaluation.

PSY 410 is a prerequisite for this class.

**PSY 422 | COMPUTING FOR THE BEHAVIORAL SCIENTIST | 4 quarter hours
(Graduate)**

An introduction to computer programming, web development, and other computer-intensive techniques as applied to behavioral science research.

**PSY 425 | COGNITIVE PROCESSES | 4 quarter hours
(Graduate)**

Cognitive Processes.

**PSY 426 | LANGUAGE AND COGNITION | 4 quarter hours
(Graduate)**

An overview of research in the psychology of language, including such topics as speech perception, sentence processing, discourse comprehension, and pragmatics. Classic and contemporary models and research paradigms are examined.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 427 | SENSORY PROCESSES | 4 quarter hours
(Graduate)**

Sensory Processes.

**PSY 430 | SOCIAL PSYCHOLOGY OF THE SELF | 4 quarter hours
(Graduate)**

Theory and research addressing the social psychology of the self. The self is a central theme in psychological theory and research in many domains and on different levels of analysis. This class will explore the self as a basis for organizing and integrating information, as well as for guiding behavior in social contexts.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 432 | ATTITUDE ANALYSIS | 4 quarter hours
(Graduate)**

Theory and research in attitude formation and organization, communication and persuasion, resistance to persuasion, and measurement techniques.

**PSY 433 | SOCIAL JUDGMENT | 4 quarter hours
(Graduate)**

Theory and research in judgment of social stimuli, perceiving and evaluating persons, and social comparison processes.

**PSY 434 | SMALL GROUP BEHAVIOR | 4 quarter hours
(Graduate)**

Theory and research in goal formation, conformity, power and communication structures, cohesion, and task performance. The emphasis is on the behavior of persons within groups.

**PSY 435 | SPECIAL SEMINAR IN PSYCHOLOGICAL SCIENCE | 4 quarter hours
(Graduate)**

This class will focus on theory and research pertaining to a selected topic in psychological science to be determined by the instructor.

**PSY 437 | ADVANCED PERSONALITY | 4 quarter hours
(Graduate)**

Critical analysis of research in personality with emphasis on the development and testability of major constructs in contemporary research.

**PSY 439 | COGNITIVE DEVELOPMENT | 4 quarter hours
(Graduate)**

This is a graduate course in advanced developmental psychology, with a focus on cognitive and social-cognitive development in infancy through childhood. Example topics include children's early thinking about number, morality, and social relationships, as well as how early environments inform children's cognitive and social-cognitive development. Where appropriate, this class will make links to both philosophical inquiries into the nature of the human mind and to practical inquiries concerning education and public policy.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 440 | PSYCHOLOGY OF WORK AND MOTIVATION | 4 quarter hours
(Graduate)**

Current research and theories in organizational psychology relating to motivation, job satisfaction, work attitudes, employee withdrawal, and counterproductivity.

PSY 448 is a prerequisite for this class.

**PSY 441 | PSYCHOLOGY OF LEADERSHIP | 4 quarter hours
(Graduate)**

Current research and theories in organizational psychology relating to leadership, supervision, job performance, and managerial training. Emphasis is on theoretical development and empirical evaluation of constructs in contemporary research.

PSY 448 is a prerequisite for this class.

**PSY 442 | PERSONNEL PSYCHOLOGY | 4 quarter hours
(Graduate)**

Major issues in the Human Resource area. Topics include personnel selection methods, focusing on recruitment, biodata, references, testing, interviews. Discussion of psychometrics, validity generalization, utility. **Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.**

**PSY 443 | PSYCHOLOGY OF DESIGN | 4 quarter hours
(Graduate)**

This course helps students understand how theoretical principles of psychology can be applied to the design of human-centered organizations, environments and technologies. Prior familiarity with psychology and experimental design is strongly recommended. Cross-level with PSY 383.

PSY 448 is a prerequisite for this class.

**PSY 444 | PERFORMANCE APPRAISAL AND PERFORMANCE MANAGEMENT | 4 quarter hours
(Graduate)**

Theory of criterion development, the evaluation process, and measurement in performance appraisal. Emphasis on design and development.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 445 | ADVANCED TRAINING AND DEVELOPMENT IN ORGANIZATIONS | 4 quarter hours
(Graduate)**

In-depth exposure to issues related to training in industry and other organizations. Such topics as needs assessment, training program design, program evaluation, and relevant social and economic issues will be covered.

PSY 448 is a prerequisite for this class.

**PSY 446 | PSYCHOLOGICAL THEORIES OF ORGANIZATIONS | 4 quarter hours
(Graduate)**

Theory and research in the psychology of organizations relating to organizational design, analysis, systems, processes and change.

PSY 448 is a prerequisite for this class.

**PSY 447 | ORGANIZATIONAL CONSULTATION | 4 quarter hours
(Graduate)**

Applies behavioral science and managerial theories and methodologies to organizational consultation and change processes.

PSY 446 and PSY 448 are prerequisites for this class.

**PSY 448 | CONCEPTS, METHODS, AND ETHICS FOR INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY | 4 quarter hours
(Graduate)**

Major concepts and techniques relevant to I-O Psychology. Topics include job analysis, job evaluation, basics of regression, legal issues, affirmative action, and ethics.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 449 | ADVANCED SEMINAR IN WORK TEAMS AND COLLABORATION | 4 quarter hours
(Graduate)**

Work is often collaborative and organized in teams. This reading-intensive seminar increases students' understanding of team and group phenomena in organizations, including unique methodological and statistical considerations when researching these phenomena. The course primarily focuses on intrateam phenomena. Students must be second or third years in the industrial-organizational psychology doctoral program, or obtain special permission from the instructor. Topics are covered assuming students have in-depth knowledge of pertinent statistical, methodological, and psychometric issues; and foundational psychological theories taught in previous courses of the doctoral course sequence.

PSY 448 is a prerequisite for this class.

**PSY 450 | PSYCHOLOGICAL MEASUREMENT | 4 quarter hours
(Graduate)**

Logical and mathematical principles underlying test construction with emphasis on evaluating the reliability and validity of scores.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 451 | APPLIED STATISTICAL PREDICTION | 4 quarter hours
(Graduate)**

Applications of statistics and psychological measurement to the problems of predicting human performance. Several computer programs will be used to analyze data.

**PSY 454 | BEHAVIOR MODIFICATION | 4 quarter hours
(Graduate)**

Analysis of principles, practices and research related to learning theory and the modification of human behavior.

**PSY 461 | ETHICS & HISTORY OF PSYCHOLOGY SEMINAR | 4 quarter hours
(Graduate)**

A review of the history of modern psychology, including various theoretical systems and American Psychological Association ethical principles for psychologists. Topics covered will include contributions of important leaders in the field, specific trends throughout the history of psychology, and the major philosophical questions underlying psychological science. Students will learn the historical context from which ethical codes have emerged and how to apply them in a competent manner.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 469 | EMOTIONS AND EMOTIONAL DEVELOPMENT | 4 quarter hours
(Graduate)**

Emotions And Emotional Development.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 471 | PSYCHOLOGY OF TRAUMA | 4 quarter hours
(Graduate)**

This course is designed for students from a variety of fields interested in careers working with children and adults who have experienced trauma. Students will learn about the psychological sequelae of different traumatic experiences, with emphasis on violence and victimization, as well as assessment methods and interventions aimed at reducing violence and addressing post-traumatic stress symptoms. Students will review a combination of book chapters, scientific reviews, and primary empirical sources. Lecture and class discussion will be used to advance students' understanding of the central psychological theories of trauma and issues that need to be addressed to advance this field. A variety of evaluation activities will be used to assess student learning and application of key concepts to real life issues.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 472 | PSYCHOLOGY OF DISASTER AND CRISIS INTERVENTION | 4 quarter hours
(Graduate)**

This course is designed for students from a variety of fields interested in careers related to crisis intervention. Students will learn about the psychological sequelae of natural and man-made disasters, terror, and war, as well as different models for crisis interventions. Students will review a combination of book chapters, scientific reviews, and primary empirical sources, and class discussion will be used to advance students' understanding of the state of this field and the central issues that practitioners face when working with vulnerable disaster survivors. Multiple assessment methods will be used to evaluate student learning and application of course material. Cross-listed with PSY 372.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 473 | THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING | 4 quarter hours
(Graduate)**

An introduction to research in judgment and choice behaviors. Judgment refers to how people evaluate information and make predictions. Choice concerns how people select a course of action among alternatives.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 474 | DEVELOPMENTAL TRAUMA | 4 quarter hours
(Graduate)**

This course is designed for students from a variety of fields interested in understanding the sequelae of trauma across the lifespan. In addition to learning about various trauma-related concerns across various developmental stages, the course will also review research on multigenerational trauma topics. Students will review a combination of book chapters, scientific reviews, and primary empirical sources. Lecture and class discussion will be used to advance students' understanding of the developmental theories of trauma and issues that need to be addressed to advance this field. A variety of evaluation activities will be used to assess student learning and application of key concepts to real life issues. Cross level with PSY 374.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 476 | SOCIAL PSYCHOLOGY OF TRAUMA | 4 quarter hours
(Graduate)**

This course is designed for students from a variety of fields interested in understanding the social effects of trauma at intrapersonal and interpersonal levels. The course will also review research on the effects of collective and systemic traumas. Students will review a combination of book chapters, scientific reviews, and primary empirical sources. Lecture and class discussion will be used to advance students' understanding of the social psychological theories of trauma and issues that need to be addressed to advance this field. A variety of evaluation activities will be used to assess student learning and application of key concepts to real life issues. Cross-level with PSY 376.

**PSY 481 | CHILD ASSESSMENT | 4 quarter hours
(Graduate)**

Introduction to the clinical assessment of children and adolescents using formal and informal tests of cognitive, social, and emotional functioning.

Status as a Clinical Psychology graduate student is a prerequisite for this course.

**PSY 482 | ADULT ASSESSMENT | 4 quarter hours
(Graduate)**

Introduction to the clinical assessment of adults using formal and informal tests of cognitive, personality, and emotional functioning.

PSY 481 and status as a Clinical Psychology graduate student are prerequisites for this course.

**PSY 483 | ADVANCED ASSESSMENT | 4 quarter hours
(Graduate)**

Advanced study of neuropsychological, developmental, forensic, and other assessment methods, with emphasis on analysis, interpretation and integration of all pertinent clinical data, and report writing.

PSY 481 and PSY 482 are prerequisites for this class.

**PSY 484 | BEHAVIORAL ASSESSMENT | 4 quarter hours
(Graduate)**

Behavioral observation and recording. Self-report measures.

Physiological measurement. Evaluation of behavioral measures and areas of research.

**PSY 485 | NEUROPSYCHOLOGICAL TESTING | 4 quarter hours
(Graduate)**

Introduction to theory and assessment techniques related to adult and child neurological functioning.

**PSY 486 | ADVANCED PSYCHOPATHOLOGY | 4 quarter hours
(Graduate)**

Review of the major diagnostic categories as outlined by the current Diagnostic and Statistical Manual. Current issues in psychopathology and related research are reviewed.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 487 | PSYCHOPATHOLOGY OF THE CHILD | 4 quarter hours
(Graduate)**

Introduction to the many categories of psychopathology affecting children and adolescents. Emphasis on the developmental and environmental contexts.

**PSY 488 | PRINCIPLES OF PSYCHOTHERAPY AND BEHAVIOR CHANGE | 4 quarter hours
(Graduate)**

Analysis of theoretical approaches to psychotherapy.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 489 | ADVANCED TOPICS IN PSYCHOTHERAPY | 4 quarter hours (Graduate)

This course rotates between advanced topics in psychotherapy including group therapy, adult therapy methods, cognitive behavioral therapy, and third-wave behavior therapy techniques.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 491 | TREATMENT METHODS WITH CHILDREN | 4 quarter hours (Graduate)

Consideration of a variety of treatment approaches used to help alleviate the psychological problems of children.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 492 | PRINCIPLES OF CONSULTATION | 4 quarter hours (Graduate)

Principles and dynamics in consulting with communities. Emphasis on collaborative and participatory approaches to consulting with communities in social change efforts, research/evaluation, organizational development, and systems issues. Gaining entree, assessing community context, and maintaining relationships with diverse community stakeholders.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 493 | ADVANCED COMMUNITY PSYCHOLOGY | 4 quarter hours (Graduate)

An advanced introduction to community psychology with an emphasis on major historical and contemporary themes such as prevention of psychological problems and promotion of wellness, empowerment and social justice, community research methods, diversity in gender, ethnicity, sexual orientation and disability status, community processes, and collaboration and intervention to address social problems.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 495 | GRANT WRITING IN PSYCHOLOGY | 4 quarter hours (Graduate)

This course will facilitate students' ability to transpose psychology principles and theory into practice by preparing them to be psychology entrepreneurs via the grant writing process. Class members will become familiar with public and private funding sources, searching for appropriate funding sources, and reviewing a proposal. Class members will create a grant proposal that can be submitted to a funding organization.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 499 | INTRODUCTION TO CLINICAL SKILLS, CONSULTATION, AND SUPERVISION | 0 quarter hours (Graduate)

The course is designed to provide students with an introduction to micro-level clinical skills to prepare them for their clinical work. This course will also focus on consultation and supervision skills. Pass/No Pass grading. Students may take the course up to three times. (0 credit hours)

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 501 | STATISTICAL APPLICATIONS SEMINAR | 4 quarter hours (Graduate)

Introduction to advanced applications of statistical packages for data analysis, data management, and simulation.

PSY 510 | BEHAVIORAL MEDICINE | 4 quarter hours (Graduate)

Behavioral medicine approaches are introduced.

PSY 511 | HEALTH PSYCHOLOGY | 4 quarter hours (Graduate)

A survey of the psychological factors involved in health and illness. Also explores the psychological issues in prevention of illness, and psychological considerations in treatment. Cross-listed as MPH 511.

PSY 520 | PRINCIPLES OF HUMAN DIVERSITY | 4 quarter hours (Graduate)

Considerations related to minority status and issues specific to diagnostics and interventions with minority populations.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 521 | PSYCHOLOGY OF THE AFRICAN-AMERICAN CHILD | 4 quarter hours (Graduate)

Development and socialization of African-American child from infancy to adolescence. Emphasis on psychological and cultural factors which influence these processes. Understanding the child, family, language and IQ, education and learning styles, and cultural identity are all emphasized. Cross-level with PSY 346.

PSY 550 | SEMINAR IN TEACHING PSYCHOLOGY | 0 quarter hours (Graduate)

This course exposes students to major pedagogical and classroom management considerations in higher education and familiarizes students with instructional support services across the university. This year-long, cohort-based course is required for graduate students prior to becoming instructors in the department. It begins each Winter Quarter and ends Autumn Quarter. Pass/No Pass grading. (0 credit hours)

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 554 | EMOTIONAL DEVELOPMENT | 4 quarter hours (Graduate)

Theory and research addressing major aspects of emotional development across the entire life span. Topics may include the development of stereotyping and attitudes, socio-emotional development from infancy into old age, age differences in positive and negative emotions, emotion regulation, cultural factors, decision making, caregiving, attachment, and sexuality.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 555 | SOCIAL DEVELOPMENT | 4 quarter hours (Graduate)

Theoretical foundations, methodology, and current research on social development from childhood through adolescence. Developmental issues in the contexts of peers, families, neighborhoods, culture, and media. Implications for prevention/ intervention programs and social policy will also be discussed.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 556 | PREJUDICE AND INTERGROUP RELATIONS | 4 quarter hours (Graduate)

Theory and research addressing major aspects of intergroup relations and perception, with an emphasis on the psychological and group-based underpinnings of identity, status and hierarchy, intergroup perception (stereotyping and prejudice), discrimination, conflict and cooperation. This class will draw from a variety of perspectives in social psychology including evolutionary, social cognitive, and minority perspectives.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 558 | SEMINAR IN ADVANCED STATISTICS | 4 quarter hours (Graduate)

PSY 411 and PSY 420 are a prerequisite for this class.

PSY 559 | SEMINAR IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY | 4 quarter hours (Graduate)

Four quarter hours.

PSY 448 or instructor consent is a prerequisite for this class.

PSY 560 | SOCIAL COGNITION | 4 quarter hours (Graduate)

Theory and research addressing major aspects of social cognition, including how people subjectively understand and mentally represent themselves and others (e.g., in terms of unique versus applicable stereotypes), and how these representations influence self-regulation, person and group perception, and social behavior.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 561 | ADVANCED PSYCHOLOGY OF WOMEN AND GENDER | 4 quarter hours (Graduate)

A review of research and theory on women, including sexist biases in traditional research, feminist methodology, pedagogy and therapy, violence against women, gender differences in development, relationships, sexuality, and the interplay of gender, race and sexual orientation. Cross-listed with MLS 478 and WGS 470.

PSY 562 | SEMINAR IN FAMILY THERAPY | 4 quarter hours (Graduate)

A review of systems theory and the assessment and treatment of families.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 563 | MENTAL IMAGERY | 4 quarter hours (Graduate)

Theory, research and practical applications of mental imagery are considered in lecture/discussion/student-report format. Variety of imagery techniques will be reviewed which have been found useful in research and practice. Special attention devoted to the differences between subjective approaches (consciousness and vividness ratings) versus objective approaches (memory measures) of studying imagery. Cross-listed with PSY 362.

PSY 565 | PROFESSIONAL DEVELOPMENT SEMINAR | 0 quarter hours (Graduate)

An interactive seminar that provides guidance regarding master's thesis research, comprehensive examination or literature review, and/or dissertation plans. Attention to pathways for success in doctoral education, practica, internship, scientific research and careers. Selected topics vary with student needs and interests. Pass/No Pass grading. (0 credit hours)

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 567 | SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY | 4 quarter hours (Graduate)

Explores topics of current interest in the area of Community Psychology and related fields for advanced graduate students, with emphases on theory, research and intervention.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 568 | SEMINAR IN PREVENTION AND INTERVENTION | 4 quarter hours (Graduate)

Analysis of theories of community and human behaviors from the standpoint of general systems principles.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 569 | SEMINAR IN PROGRAM EVALUATION | 4 quarter hours (Graduate)

Evaluation of social programs and policies (including needs assessment, logic models, process evaluation and outcome evaluation). Theories, methods, and practice of program evaluation.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 570 | SEMINAR IN PSYCHOTHERAPY RESEARCH | 4 quarter hours (Graduate)

This course provides an overview of key methods, concepts, findings, and controversies in the field of psychotherapy research. Areas of particular emphasis include evidence-based treatments (EBTs), treatment outcome research, and new directions including the study of mechanisms.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 572 | PSYCHOBIOLOGY OF SOCIAL COGNITION | 4 quarter hours (Graduate)

Explores social cognition in the frame of evolutionary, neurophysiological, and developmental biology. Comparison of human with other animal social-cognitive characteristics will be examined. Neuropsychological data and developmental psychobiology will be studied.

PSY 574 | PRACTICUM IN SPECIAL AREAS IN PSYCHOLOGY | 0 quarter hours (Graduate)

Supervised experience for doctoral students in specialized clinical practice in a clinic, hospital, or community agency setting. Students may take the course up to three times. Pass/No Pass grading. (0 credit hours)

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 577 | PRACTICUM IN CLINICAL ASSESSMENT | 0 quarter hours (Graduate)

Supervised experience for doctoral students in intake interviewing, psychological evaluation, and case conference presentation in a clinic, hospital or community agency setting. Pass/No Pass grading. (0 credit hours)

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 578 | PRACTICUM IN CLINICAL PSYCHOLOGY | 0 quarter hours (Graduate)

Supervised experience for doctoral students in diagnostic assessment, intervention planning, psychotherapy and report writing through varied assignments to campus or community agencies. Pass/No Pass grading. (0 credit hours)

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 579 | PRACTICUM IN CHILD CLINICAL PROCEDURES | 0 quarter hours (Graduate)

Supervised practice for doctoral students in the diagnosis and treatment process of the problems of children and adolescents. Pass/No Pass grading. (0 credit hours)

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 582 | ADVANCED PRACTICUM-CLINICAL PSYCHOLOGY | 0 quarter hours (Graduate)

Supervised experience for doctoral students in advanced clinical practice in a clinic, hospital, or community agency setting. Pass/No Pass grading. (0 credit hours)

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 583 | PRACTICUM IN COMMUNITY MENTAL HEALTH | 0 quarter hours (Graduate)

Supervised experience for doctoral students in advanced clinical practice in a clinic, hospital, or community agency setting. Pass/No Pass grading. (0 credit hours)

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 584 | ADVANCED PRACTICUM IN EVIDENCE-BASED PRACTICE IN PSYCHOLOGY | 0 quarter hours (Graduate)

Supervised experience for doctoral students in advanced clinical practice in a clinic, hospital, or community agency setting. Pass/No Pass grading. (0 credit hours)

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 585 | FIELDWORK IN COMMUNITY SETTINGS | 0 quarter hours (Graduate)

An applied experience for doctoral students which integrates skills of consultation, program development, advocacy, and program evaluation. Course requires graduate program director approval and proof of work each quarter. (0 credit hours)

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 586 | PRACTICUM IN APPLIED INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY | 4 quarter hours (Graduate)

Supervised experience in the application of I-O Psychology and technical report writing.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 587 | PRACTICUM IN ADVANCED RESEARCH IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY | 4 quarter hours (Graduate)

Supervised experience in I-O research and the preparation of research results for publication.

PSY 588 | TOPICS IN PSYCHOLOGICAL SCIENCE | 2-4 quarter hours (Graduate)

A course that includes topics of current interest to the faculty and graduate students. Includes readings and discussion of important current research, discussions of professional development and presentations by invited speakers. Course carries variable credit hours.

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 590 | THESIS RESEARCH SEMINAR | 0 quarter hours (Graduate)

Seminar for Master's students working on their thesis. Students will develop their proposals or write their results and discussion sections, depending on status of their thesis research. Students will also review and critique work of other students. This course carries the equivalent of half-time enrollment status. Course requires graduate program director approval and proof of work each quarter. Students may complete at most three sections of the course. Pass/No Pass grading. (0 credit hours)

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

PSY 591 | COLLOQUIUM IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY | 0 quarter hours (Graduate)

Intended for I-O students in a graduate program. Register in Fall term; continues throughout the year. Presentations on research and other topics by students, faculty, and invited speakers. Pass/No Pass grading. (0 credit hours)

PSY 592 | DIRECTED RESEARCH | 1-4 quarter hours (Graduate)

A-Experimental. B-Learning. C-Social. D-Physiological. E-Personality. F-Psychopathology. G-Community Mental Health. H-Perception. I-Psychotherapy. J-Developmental. K-Industrial/Organizational. The course involves individual projects (non-thesis research) under the supervision of a faculty member. (Arranged by consultation with the chair). (variable credit)

PSY 593 | PRE-DOCTORAL RESEARCH | 0 quarter hours (Graduate)

Graduate students in specific doctoral programs are required to register for this course for at least three quarters prior to registering for PSY 598 (Dissertation Seminar) or PSY 599 (Dissertation Research). This course requires full-time (at least 8-12 hours per week) work on research under the supervision of a faculty mentor. Pass/No Pass grading. (0 credit hours)

PSY 594 | DIRECTED READINGS IN PSYCHOLOGY | 1-4 quarter hours (Graduate)

A course involving intensive readings in contemporary psychological literature. (Arranged by prior consultation with the chair). (variable credit)

**PSY 595 | GRADUATE RESEARCH | 0 quarter hours
(Graduate)**

As needed for MS, MA, and PhD students. This course requires full-time (at least 8-12 hours per week) work on either thesis or dissertation research under the supervision of a faculty mentor. This course carries the equivalent of full-time enrollment status. Course requires graduate program director approval and proof of work each quarter. Pass/No Pass grading. (0 credit hours)

**PSY 596 | INTERNSHIP IN CLINICAL PSYCHOLOGY | 0 quarter hours
(Graduate)**

Internship course for doctoral students arranged with consent of director of clinical training. This course carries the equivalent of half-time enrollment status. Course requires graduate program director approval and proof of work each quarter. Students may complete at most five sections of the course. Pass/No Pass grading. (0 credit hours)

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 597 | MASTER'S THESIS RESEARCH | 4 quarter hours
(Graduate)**

Original investigation of a specific research problem. Four hours required.

**PSY 598 | DISSERTATION RESEARCH SEMINAR | 0 quarter hours
(Graduate)**

Seminar for doctoral candidates working on their dissertation. Students will develop their proposals or write their results and discussion sections, depending on status of their dissertation research. Students will also review and critique work of other students. This course carries the equivalent of half-time enrollment status. Course requires graduate program director approval and proof of work each quarter. Pass/No Pass grading. (0 credit hours)

Status as a Psychology graduate student (or permission of instructor) is a prerequisite for this course.

**PSY 599 | DOCTORAL DISSERTATION RESEARCH | 4 quarter hours
(Graduate)**

Original investigation of a specific research problem. Four hours required.

**PSY 634 | ADOLESCENT DEVELOPMENT | 4 quarter hours
(Graduate)**

Focus on normal processes in adolescent development as well as risk factors for maladaptive development.

**PSY 639 | ADVANCED DEVELOPMENTAL PSYCHOLOGY | 4 quarter hours
(Graduate)**

Focus on major theories and research in child development.

**PSY 653 | ABNORMAL PSYCHOLOGY | 4 quarter hours
(Graduate)**

Focus on the primary psychological diagnoses common today.

**PSY 654 | COMMUNITY PSYCHOLOGY | 4 quarter hours
(Graduate)**

Course for doctoral students that focuses on systemic and ecological theories of human behavior, diversity, social support, community intervention and evaluation, empowerment, social change, and working with underserved populations. Community service project required. Cross-listed level with PSY 354. (0 credit hours)

**PSY 663 | ALCOHOLISM, DRUG ADDICTION, AND RECOVERY | 4 quarter hours
(Graduate)**

Research and theory on alcoholism, drug addiction, and recovery are the focus of this course. Cross-level with PSY 363.

**PSY 678 | CHILD ABUSE AND NEGLECT | 4 quarter hours
(Graduate)**

This course surveys the causes, consequences, and contextual factors associated with child maltreatment (abuse and neglect) and interventions for children and families. The course considers maltreatment within an ecological context and works to build sensitivity to diverse families and cultural patterns. It is designed for graduate students with some prior coursework or experience in child psychology, mental health, or child welfare. Cross-level with PSY 368.

Graduate standing is a prerequisite for this class.

**PSY 680 | INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY | 4 quarter hours
(Graduate)**

Application of theories and methods of psychology to the study of human behavior in business, industry, and other organizations. Cross-level with PSY 380.

**PSY 701 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements and are actively working on their dissertation are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. This course carries the equivalent of half time enrollment status. Course requires graduate program director approval and proof of work each quarter. Pass/No Pass grading.(0 credit hours)

**PSY 702 | NON-RESIDENT CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

Non-resident students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements and are actively working on their dissertation are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. This course carries the equivalent of half time enrollment status. Course requires graduate program director approval and proof of work each quarter. Pass/No Pass grading. (0 credit hours)

Public Policy Studies (PPS)

**PPS 101 | INTRODUCTION TO PUBLIC POLICY | 4 quarter hours
(Undergraduate)**

This core course is designed to provide the student with an introduction to the field of public policy. The historical origins of policy analysis, definitions of what constitutes "public policy", various theoretical approaches developed to address policy problems, and contemporary policy debates on various substantive issues. By the end of the course each student has a solid background for further study of public policy and the social sciences. This course should be taken as one of the first courses in the major.

**PPS 201 | PUBLIC POLICY AND URBAN ISSUES | 4 quarter hours
(Undergraduate)**

This core course is designed to introduce students to the study of urban areas, to some of the more exciting and difficult issues faced by cities, and finally, to some of the policies designed to address these issues. Readings assist students in exploring what makes cities function, how they have changed over time and what it was like to live through those changes, can show us how modern ways of seeing and modern ways of making sense came into being. If student is a PPS major, then students are encouraged to take PPS 101 prior to PPS 201.

PPS 205 | PUBLIC POLICY RESEARCH DESIGN AND METHODS | 4 quarter hours**(Undergraduate)**

This core course provides students a foundation of and some experience with the research methods used in public policy for collecting and conducting public policy analysis. This will include an overview of research designs and the variety of methods for conducting public policy analysis. Concepts of reliability and validity as well as the use of social scientific policy studies are used. The social science approach to conducting research on public policy is the focus.

PPS 208 | INTRODUCTION TO NONPROFIT ORGANIZATIONS | 4 quarter hours**(Undergraduate)**

This course provides an introduction to and overview of the most important skills needed in managing a nonprofit organization, and gives students a chance to practice those skills using contemporary and historical case studies. Topics covered include the history, scope, and significance of the nonprofit sector, theories of the nonprofit sector, law and governance, resource development and volunteer management, social entrepreneurship, marketing, external relations, the nonprofit life cycle, competition and collaboration, and relationships with business and government.

PPS 231 | ENVIRONMENTAL JUSTICE | 4 quarter hours**(Undergraduate)**

The purpose of this course is to provide students with a historical background on environmental justice (EJ) in the US and an understanding of the current EJ movement. Policy debates surrounding EJ are highlighted from recent studies on determining 'disproportionate impact' to local EJ communities. Students will explore the social, political, and economic processes influencing the spatial distribution of environmental amenities and harms across the U.S. urban landscape, with particular focus on the role of environmental justice struggles in shaping urban policy and the urban landscape. Cross-listed with GEO 205.

PPS 250 | ISSUES IN NEIGHBORHOOD DEVELOPMENT | 4 quarter hours**(Undergraduate)**

A major focus of urban policy and grassroots action is the condition of city neighborhoods. This course examines trends in urban policy as they have affected neighborhoods, neighborhood-grounded grassroots action, and local neighborhood development initiatives.

PPS 251 | URBAN POVERTY | 4 quarter hours**(Undergraduate)**

This course examines the demographics of poverty and its concentration in central cities. In addition, definitions of poverty and public policies aimed at alleviating poverty are explored with the aim of understanding why poverty remains prevalent in the United States.

PPS 255 | CITIES, GLOBALIZATION AND PUBLIC POLICY | 4 quarter hours**(Undergraduate)**

The course will examine the process of globalization on cities and its policy implication. In particular, the course will explore how the impact of globalization on cities may be evaluated; what benefits or problems they produce and for whom. It will conclude by looking at how public policy professionals can influence these results.

PPS 260 | CLIMATE CHANGE POLICY | 4 quarter hours**(Undergraduate)**

This course looks at the public policy responses to climate change in a variety of contexts. Beginning with a discussion of the unique, global nature of the problem, the course looks at how international, national, and subnational governments have developed policies to mitigate greenhouse gas emissions as well as ways to build resilience in the face of changing climatic conditions. Special attention will be placed on the role of uncertainty and risk management in the policy making process with regard to climate adaptation. There is no prerequisite for this course.

PPS 278 | DISABILITY RIGHTS AND POLICY | 4 quarter hours**(Undergraduate)**

Students use the tools of both justice studies and public policy studies to understand the different aspects that bring about changes in the lives of those affected by disabilities and the ways in which laws and policies can limit the freedom and basic rights of those living with disability. Students will explore a wide range of activism, policies and laws, including employment and public accommodations under the ADA, special education rights under the IDEA, guardianship, and substitute decision making, deinstitutionalization and conditions of confinement and treatment, housing and homelessness, and international disability rights and policy. Students will consider how disability is defined, which rights exist for people with disabilities, and review how the ADA has influenced the United Nations' disability rights laws. Cross-listed with PAX 278.

PPS 300 | APPLIED URBAN AND ENVIRONMENTAL ECONOMICS | 4 quarter hours**(Undergraduate)**

The purpose of this core course is to provide students with a foundation in microeconomic analytical tools through which to analyze urban and environmental policy issues. This course is intended to be participatory and applied. A variety of public policy issues are examined in terms of microeconomic theory and application.

PPS 301 | PUBLIC POLICY AND POLITICS | 4 quarter hours**(Undergraduate)**

This course examines the theories and models of public policy-making. It highlights how public policy is made and who participates in the process. It explores the important role of politics in public policy-making. American institutions and groups are highlighted as well as the unique role the media plays in the process. Students will also have a chance to analyze a public policy based on the diversity of public policy models.

PPS 302 | ENVIRONMENTAL MANAGEMENT AND POLICY | 4 quarter hours**(Undergraduate)**

Students will explore the different environmental programs and policies. A portion of the course will examine the management of environmental programs and the role of regulations, adjudication, and policy tools available for making policy and managing the implementation of environmental programs. Students will analyze a specific environmental program in the government and evaluate its management. This course prepares students with a background for working in the environmental management field.

PPS 318 | PROGRAM DEVELOPMENT AND EVALUATION NONPROFIT ORGANIZATIONS | 4 quarter hours (Undergraduate)

Every nonprofit organization (NPO) should measure its progress in fulfilling its mission, its success in mobilizing its resources, and its staff's effectiveness on the job. What about a program implemented by an NPO works? How does it make a difference? Who benefits most? And in what context? Program Development and Evaluation is a course that will introduce students to practical program planning, implementation and evaluation skills applicable to nonprofit organizations engaged in a variety of policy areas including emergency relief, service delivery, and policy & rights advocacy. The topics include identifying the problem, planning, implementing and evaluating a program. The course will examine both formative and summative evaluation, and why these components are so critical to measure the real success of an NPO in achieving its mission.

PPS 308 or CSS 300 is a prerequisite for this class.

PPS 319 | FUNDRAISING FOR NONPROFIT ORGANIZATIONS | 4 quarter hours (Undergraduate)

This course teaches students the theories and techniques of resource development and fundraising for nonprofit organizations. We discuss the fundraising tradition in the U.S., principal donor types, theories of donor behavior, and the organizational, legal and ethical contexts of fundraising. Students learn basic fundraising tools, including planning, grant writing, special events, major gifts, planned giving, and capital campaigns. Students work as volunteer consultants with nonprofit partners to analyze their current fundraising strategies and materials and help them develop new ones.

PPS 322 | FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT | 4 quarter hours (Undergraduate)

This course explores human resource issues facing employees with supervisory responsibilities in public service organizations, including those working in the volunteer, non-profit, religious, government, and education sectors. The course considers human resource planning, employee recruiting and selection, and the motivation and evaluation of staff personnel and managers both individually and in teams. Topics include recruiting and selecting employees and managers, fostering team development, managing employee stress, preventing workplace violence, and handling issues pertaining to termination, training, and development. The course also explores progressive discipline and, improving performance management of employees and volunteers.

PPS 329 | STRATEGIC MANAGEMENT AND PLANNING | 4 quarter hours (Undergraduate)

Students learn how to apply strategic management and planning concepts and tools to public and nonprofit organizations to achieve goals and objectives in meeting service delivery missions, both domestically and internationally. The course focuses on analyzing the interaction of trends, market forces, stakeholders, and core competencies in developing visions and strategies for alternative scenarios.

PPS 330 | SUSTAINABLE DEVELOPMENT | 4 quarter hours (Undergraduate)

Sustainable development has become a crucial concept in international initiatives worldwide. It attempts to foster policies that balance the need for economic development with practices that promote healthy communities and ecosystems. This course is based on the instructor's theoretical and practical experience gathered in developed and developing countries under market and command economies conditions. Special emphasis is placed on the role of institutions, both governmental and non-government, in shaping economic policies that are compatible with environmental health. The course pursues the objective of preparing students to understand main environmental problems and to generate solutions for these problems from a multidisciplinary perspective.

PPS 332 | NATIONAL PARKS POLICY AND GOVERNANCE | 4 quarter hours (Undergraduate)

This course focuses on the interrelationship between public policy, human values, and nature as displayed through environmental policy governing our national parks. Special attention is given to the cultural dynamics (including political and legal) that are demonstrated in how public policies have been created and implemented over time in regards to our national parks. The course reviews the policy literature and theories associated with the management of the national parks as it reflects our societal values of the time period. These policies have dramatically changed over time, so it is an ideal venue that demonstrates a significant change in how we view nature. The role of tourism, economic development pressures and property owners (takings) concerns will be included. Also, critical thinking about national parks policy will be required. This is taught as a hybrid course.

PPS 333 | GREEN CITIES | 4 quarter hours (Undergraduate)

This course looks at public policies pertaining to urban sustainability. Low-carbon transportation, green building policies, locally produced renewable energy, and storm water management policies are among the topics discussed.

PPS 334 | SUSTAINABLE LAND REVITALIZATION AND BROWNFIELDS DEVELOPMENT POLICY | 4 quarter hours (Undergraduate)

This course is focused on environmental public policy issues associated with Brownfields, Superfund sites, and an assortment of state and local land revitalization programs. Substantive emphasis includes examination of social problems and public policy impediments associated with the revitalization of neighborhoods. This course includes current public policy regulations and implementation guidelines to prepare students for working in this field.

PPS 336 | QUANTITATIVE PUBLIC POLICY ANALYSIS | 4 quarter hours (Undergraduate)

This course focuses on writing of research questions and hypotheses, selection of appropriate quantitative statistical analyses for research questions, interpretation of statistical results, and communication of those results. A significant portion of the course work will involve doing statistical analyses of existing data using Statistical Package for the Social Sciences (SPSS). Students will prepare a substantial paper using the techniques for public policy analysis. Students majoring in PPS are encouraged to have completed PPS 205 before taking this course. This core course for PPS majors and minors should be taken before the senior year.

**PPS 346 | ADVOCACY AND LOBBYING | 4 quarter hours
(Undergraduate)**

Explores the roles of individuals and organizations in the public policy process, particularly as power arrangements facilitate or impede consensus building. Examines how legislation is written and how administrative rules are formed in government agencies. Special attention is paid to advocacy techniques such as lobbying, public education, and litigation.

**PPS 350 | ISSUES IN URBAN REDEVELOPMENT | 4 quarter hours
(Undergraduate)**

The course examines the central issues in contemporary urban development: how urban restructuring, demographic shifts, new patterns of production and consumption, as well as technologically-grounded globalization processes, shape urban development. The course emphasizes the changing context of urban development policy and explores various critical approaches to interpreting urban development policy.

**PPS 351 | THE POLICY AND POLITICS OF URBAN HOUSING | 4 quarter hours
(Undergraduate)**

The course looks at housing as a social symbol and material commodity, with particular emphasis placed on the role of government in the direct provision of housing and the indirect support of home ownership, as well as housing policies indirect impact on neighborhood development, race relations, and metropolitan suburbanization.

**PPS 352 | ISSUES IN URBAN EDUCATIONAL POLICY | 4 quarter hours
(Undergraduate)**

This course examines the politics, history, and social context of urban education. Special attention is devoted to emerging policy alternatives such as the use of school vouchers and the formation of charter schools.

**PPS 353 | INEQUALITY AND PUBLIC POLICY | 4 quarter hours
(Undergraduate)**

Many recent studies have detailed the significant growth in economic inequality in the United States, showing a level not seen since the 1920s. Others have focused on the consequences on significant inequality for a society and its politics. Often this inequality is seen as a necessary (and even desirable) consequence of a free market. This course focuses, however, on policy aspects of our current inequality: the public policies that have contributed to current levels of inequality, reasons for reducing inequality, and public policies that may reduce inequality. U.S. inequality and public policies will also be contrasted with those of similar nations, such as Germany and Nordic countries.

**PPS 358 | SPECIAL TOPICS IN NONPROFIT STUDIES | 4 quarter hours
(Undergraduate)**

This course provides an in-depth examination of various issues in nonprofit management. It may be taken multiple times, each on a different topic.

**PPS 359 | SPECIAL TOPICS IN PUBLIC POLICY STUDIES | 4 quarter hours
(Undergraduate)**

This course provides an in-depth examination of various public policy issues and be taken multiple times for each topic offered.

**PPS 360 | GREAT LAKES GOVERNANCE POLICY AND MANAGEMENT | 4 quarter hours
(Undergraduate)**

The Great Lakes of the United States are a significant natural resource. This course will give an overview of the discovery, history, and policy development associated with the management and governance of the lakes. Students will research the different organizations involved with public policy of the lakes, as well as learn the legal framework in how they interact. This course takes an interdisciplinary approach to understanding the lakes.

**PPS 361 | PUBLIC SPACES AND SOCIAL CONTROL | 4 quarter hours
(Undergraduate)**

Several contemporary trends have led city governments to emphasize policies to attract middle class residents, tourists, and conventions back to the city. These policies often include means of increasing social control over public spaces so that these users feel safe. Also, given fiscal constraints, many local governments see privatization of some public spaces, including neighborhoods, as a means of stretching limited dollars while providing needed services. Many commentators and scholars, however, are greatly concerned about the resulting changes in public spaces of urban areas. They write about Disneyfication of urban areas, commodification of culture, the city as spectacle or theme park, the city as fortress or panopticon, the restrictions of certain behaviors and publics in urban areas—in other words, the loss of public space. These issues and policies raise questions about the differences between public and private spaces, the role of public spaces in democratic governance, the definition/identification of "the public" and citizens, the use of private governments for social control, police strategies for social control, and the equity of social control efforts in and current use patterns of public spaces. Those issues are the focus of the course.

**PPS 368 | ENVIRONMENTALISM AND DISABILITY | 4 quarter hours
(Undergraduate)**

This advanced course looks at the emerging research on how broadly the environmental movement (from transcendentalism through conservation and sustainability) has framed humans' interaction with nature and protection from pollution from an ableist lens. Case studies will be used on the wilderness lands policy, use of national parks, the environmental justice movement on public health, the current climate change and energy justice efforts to demonstrate the importance of framing that has generated exclusionary policies and built structures dislocating the disabled person. Concepts of eco-crip theory, and the notion of the "ecology of other" from the scholarship are explored as well as under the UN Sustainability Goals (SDG4) on disability.

**PPS 370 | THE ENERGY SECTOR AND MANAGEMENT | 4 quarter hours
(Undergraduate)**

This course gives an overview of energy policy and the dynamic and changing nature of the energy sector both in the US and internationally. Energy management topics are included such as mining, disposal, and challenges to the climate and ecosystems. Energy efficiency and current emergent technology is included. Whenever possible, the course includes a Global Learning Experience (GLE) for DePaul students to engage with students about the energy sector and management on other continents. Issues of energy justice and the global South and North American tribal nations are included.

PPS 374 | RENEWABLE AND SUSTAINABLE ENERGY POLICY | 4 quarter hours**(Undergraduate)**

This course takes a case study approach to look at policy innovation that supports efforts to decrease the carbon intensity in the energy sector. Focusing primarily on local, state, and subnational government actions, this course surveys key policy tools such as renewable portfolio standards, community choice aggregation, property assessed clean energy, distributed energy generation, and transportation decarbonization efforts.

PPS 376 | ENERGY POLICY AND THE ENVIRONMENT | 4 quarter hours**(Undergraduate)**

Fluctuating energy prices and climate change concerns have kept the public's interest in energy and environmental issues over the years. Legislators have occasionally passed laws to encourage renewable and other green energy technologies, enhance future energy security, and reduce harmful pollutants that result from energy use. This course will provide a historical and broad perspective on energy policy, energy resources and use, environmental protection, energy regulation, renewable resource economics, CO2 emission reduction strategies, and other issues. The course is divided into three main sections that cover: 1) energy supply, including from oil, natural gas, coal, nuclear, and renewable resources, 2) energy demand, including energy use by sector and conservation efforts to use energy resources more efficiently, and 3) environmental impacts from energy use.

PPS 378 | URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY | 4 quarter hours**(Undergraduate)**

With more than half the global population living in cities and climate models projecting significant global warming over the next decades, local officials will be at the forefront of adapting to new climatic realities. This course looks specifically at municipal policies adopted to address climate adaptation and responses to other environmental and health stressors such as global pandemics. The course takes a global view, exploring policies from both the Global North and Global South as well as international networks of policy diffusion that facilitate cooperation between urban policymakers around the world.

PPS 393 | CAPSTONE: GENTRIFICATION | 4 quarter hours**(Undergraduate)**

This course is designed to bring together much of the knowledge attained by Public Policy students during their four years at DePaul by focusing on the often contentious issues of urban gentrification and re-gentrification. Gentrification involves economic issues, political issues, environmental issues, educational issues, race and ethnicity, and equity issues as well. The course shall examine the variables associated with the process of gentrification, the advantages and disadvantages of that process, the winners and the losers in the process, and the political and economic implications of all of this.

Status as a Public Policy Studies major with Senior standing is a prerequisite for this class.

PPS 394 | CAPSTONE: GREEN INFRASTRUCTURE | 4 quarter hours**(Undergraduate)**

This course is designed to integrate the two concentrations of the Public Policy major to address sustainable management of essential urban infrastructure systems, including stormwater management, energy production and efficiency, and urban forests. The course shall examine how municipal green infrastructure investment reflects larger social values and encourages students to examine the social forces that impact the efficacy of green infrastructure.

Status as a Public Policy Studies major with Senior standing is a prerequisite for this class.

PPS 397 | TRAVEL/STUDY | 0.5-6 quarter hours**(Undergraduate)**

Travel/Study.

PPS 398 | INTERNSHIP | 4 quarter hours**(Undergraduate)**

The course combines academic study with practical experience obtained through work in an off-campus internship setting. The internship course requires academic output in the form of a research journal, paper, or other project.

PPS 399 | INDEPENDENT STUDY | 0.5-6 quarter hours**(Undergraduate)**

Intensive study of a topic of special interest. Instructor-guided supervised reading and research. Variable credit.

Public Relations and Advertising (PRAD)

PRAD 244 | PRINCIPLES OF ADVERTISING | 4 quarter hours**(Undergraduate)**

This course is designed to be a comprehensive introduction to the principles and practices of advertising. The course will cover topics such as ad agency structure, roles in an agency, types of advertising from TV to mobile, advertising's role in marketing, brand strategy, market research, creative development and copywriting, media planning and buying.

PRAD 255 | PUBLIC RELATIONS | 4 quarter hours**(Undergraduate)**

The foundational course in the public relations/advertising track traces the development of the public relations industry and practices. Students are introduced to theories and principles in public relations along with the roles and responsibilities of professionals working in the public relations discipline. Students examine industry regulations, societal implications, and strategic planning processes associated with public relations campaign and programs.

PRAD 256 | WRITING FOR PUBLIC RELATIONS AND ADVERTISING | 4 quarter hours**(Undergraduate)**

This class provides students the opportunity to apply Public Relations/Advertising theories and principles to the development of media materials. The course familiarizes students with various forms of persuasive writing and requires them to develop a writing portfolio that demonstrates their ability to write for diverse audiences. Assignments include campaign plans, news media kits, speeches, video scripts and more.

PRAD 244 or PRAD 255 is a prerequisite for this class.

**PRAD 290 | PUBLIC RELATIONS AND ADVERTISING WORKSHOP
(VARIABLE TOPICS) | 2 quarter hours
(Undergraduate)**

This course allows students to sample a range of hands on, practical offerings in public relations and advertising that can enhance their knowledge and expertise. Workshop topics can include SEO/SEM, media sales and buying, focus group moderating, and Adobe Creative Suite (InDesign, Photoshop, Illustrator), among others. Students may take a maximum of 4 courses of PRAD 290 in the major, and a total of 8 credit hours. (2 quarter hours)

**PRAD 291 | RESEARCH, DATA AND INSIGHTS | 4 quarter hours
(Undergraduate)**

Research is critical to any advertising or public relations campaign. This course introduces students to the uses and applications of research in the fields of public relations and advertising. The goal is to provide future practitioners with information needed to commission and apply research to their work problems in the industry. Students will learn to recognize valid and reliable research and to utilize this data in decision making for their agencies or clients. Students will learn to form appropriate questions, select and develop appropriate methods (qualitative and quantitative), and analyze the data for unique consumer insights. Students learn to develop research that ensures messages are able to meet the strategic needs of their clients and agencies. Students cannot earn credit for both CMNS291 and PRAD291.

PRAD 244 or PRAD 255 is a prerequisite for this class.

**PRAD 292 | DESIGN APPLICATIONS FOR PRAD PROFESSIONALS | 4 quarter hours
(Undergraduate)**

This course will focus on developing a primary skill-set and a basic technical proficiency using the industry-standard creative design software applications for Advertising and Public Relations. The course will provide an instructional overview of the capabilities and functionality of Adobe Photoshop, Illustrator and InDesign, combined with hands-on labs that will parlay those ideas into practical application. Topics will demonstrate how the Adobe Creative Suite software can be used for creating logos, advertisements, brochures, and other digital imaging media used in Advertising and Public Relations.

PRAD 244 or PRAD 255 is a prerequisite for this class.

**PRAD 320 | EVENT PLANNING | 4 quarter hours
(Undergraduate)**

This course aims to provide students with the occupational, technical and interpersonal skills necessary to "survive and thrive" in the special event industry. In addition to specific content knowledge, students will develop cross-cultural awareness, global understanding and communication skills as they relate to the event industry as a whole. The course will prepare students for a variety of options: pursuit of employment in the special events industry, professional development for those already employed in the field and general knowledge for those interested in the special events field. The purpose of this course is to acquire an in-depth knowledge about the specialized field of event planning, and to become familiar with management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events.

PRAD 244 or PRAD 255 is a prerequisite for this class.

**PRAD 321 | ADVANCED EVENT PLANNING | 4 quarter hours
(Undergraduate)**

The mission of the advanced Special Events Planning course is to provide students with further knowledge of the occupational, technical and interpersonal skills necessary to "survive and thrive" in the special events industry. In addition to the specific content knowledge, students will delve deeper into concepts that separate special event coordinators from special event leaders. Furthermore, this advanced level course places emphasis on higher level theoretical concepts that explain why event planning has become such a critical tool in the marketing and public relations industries. The purpose of this course is to acquire a complete understanding of successful event execution. While the first class (PRAD 320: Event Planning) focuses on successful planning, promotion, implementation and evaluation of special events, this advanced course is designed to provide a higher level skill set that covers topics that only become clear when a common understanding of event coordination are in place.

PRAD 320 is a prerequisite for this class.

**PRAD 333 | HUMOR AND ADVERTISING | 4 quarter hours
(Undergraduate)**

Roughly 60% of all ads are classified as "humorous". This course aims to answer the question of why humor and what makes an effective humorous ad. By examining ads and current campaigns, we will look at the role of humor in advertising, what types of humor are more effective, the right humor for specific brands and situations, and the creative way to use humor. Additionally, students will be challenged to create marketing communication that uses humor to meet specific communication goals.

PRAD 244 or PRAD 255 is a prerequisite for this class.

**PRAD 334 | ADVERTISING AND PUBLIC RELATIONS ETHICS | 4 quarter hours
(Undergraduate)**

This class explores issues of Public Relations/Advertising from both theoretical and practical perspectives. A focus is on the professional and social responsibilities of Public Relations/Advertising professionals and prevailing norms in public relations, advertising and related disciplines. Students also address issues related to institutional ethical practices. Ethical standards and practices associated with the use of persuasive communication are also addressed.

PRAD 244 or PRAD 255 is a prerequisite for this class.

**PRAD 335 | DIVERSITY & CURRENT ISSUES IN ADVERTISING AND PUBLIC RELATIONS | 4 quarter hours
(Undergraduate)**

This course challenges students to think critically about the societal effect of public relations and advertising with regard to their roles in the production and maintenance of consumer culture and the formation of public opinion. Students read widely from a body of social criticism that may diminish democracy and endanger our collective public life. This course asks future practitioners to confront the uses and abuses of public relations and advertising, and to understand the negative social consequences that can result.

PRAD 244 or PRAD 255 is a prerequisite for this class.

**PRAD 336 | ADVERTISING CAMPAIGNS | 4 quarter hours
(Undergraduate)**

This course is designed to help students develop a thorough understanding of the entire advertising campaign planning process. Working in teams, students will approach a communication problem for a real-world client just as an advertising agency would when working on new business. Students will bring together knowledge from past courses as they gather and analyze primary and secondary data to assess the client's situation then develop a comprehensive campaign plan. This includes the development of a creative message strategy and advertising campaign as well as a strategic media plan.

Junior standing and (PRAD 244 or 255) , PRAD 256, PRAD 291 and PRAD 292 are prerequisites for this class.

**PRAD 337 | PUBLIC RELATIONS CAMPAIGNS | 4 quarter hours
(Undergraduate)**

This class is designed to expose students to the use of public relations and advertising strategies and techniques in a variety of functions, including community relations, employee relations, government relations, and media relations. Through case studies, students examine contemporary examples of successful public relations programs and campaigns and discover how practitioners function as intermediaries between organizations and their publics.

Junior standing and (PRAD 244 or 255) , PRAD 256, PRAD 291 and PRAD 292 are prerequisites for this class.

**PRAD 338 | HEALTH AND PUBLIC RELATIONS | 4 quarter hours
(Undergraduate)**

Anchored at the intersection of health, healthcare, and public relations, this course will help students understand the organizational impact of health policy and the role of health communication in the United States. By extension, the course will aid students' preparation to assume communication and healthcare management positions. Specifically, the course explores health policy and communication issues, such as rising cost of health care, the problem of the uninsured, the impact of the Affordable Care Act (ACA), and competing health communication messages and narratives.

PRAD 255 or a Health Sciences major is a prerequisite for this class.

**PRAD 339 | INTEGRATED COMMUNICATION CAMPAIGNS | 4 quarter hours
(Undergraduate)**

This class is designed to expose students to the use and development of public integrated marketing communication strategies and techniques in a variety of product and service categories. Through case studies students examine contemporary examples of successful integrated marketing communication programs and campaigns and through implementation projects discover how integrated marketing communication practitioners function within marketing communication organizations.

Junior standing and (PRAD 244 or 255) , PRAD 256, PRAD 291 and PRAD 292 are prerequisites for this class.

**PRAD 340 | BRAND ACTIVATION AND CONSUMER PROMOTION | 4 quarter hours
(Undergraduate)**

What makes a brand active? How does a brand get people involved with their brand and ultimately purchase it? In this course, we'll look at the various ways brands become active, from basic tools like games and contests to more intricate efforts such as sports and cause marketing, as well as the world of experiences and events. This course covers the world of marketing communication now practiced by most public relations and advertising agencies.

PRAD 244 or PRAD 255 is a prerequisite for this class.

**PRAD 351 | COPYWRITING | 4 quarter hours
(Undergraduate)**

This course examines the various ways and styles of writing effective and persuasive advertising copy. Through in class and outside work, students will have the opportunity to develop a variety of advertising/communication pieces, from television and radio scripts, to print and alternative/new media. Emphasis is placed on defining an overriding strategy, and then translating that strategy into effective pieces of communication.

PRAD 244 and PRAD 256 is a prerequisite for this class.

**PRAD 352 | DIGITAL ADVERTISING | 4 quarter hours
(Undergraduate)**

This course aims to offer students an overview of the dynamic field of digital and social media advertising. With the advent of new media technologies, communication and consumer engagement strategies have undergone a dramatic transformation. This course provides conceptual foundation of digital and social media advertising, setting it apart from traditional advertising. Through a practical and theoretical framework, students will gain insights into the evolving digital advertising industry and explore a diverse range of digital advertising topics, including social media strategy, programmatic media buying, Google Ads certificates, mobile advertising, among others.

PRAD 244 is a prerequisite for this class.

**PRAD 353 | PSYCHOLOGY OF ADVERTISING | 4 quarter hours
(Undergraduate)**

This course delves into the close relationship between psychology and advertising by elucidating the psychological determinants that underlie consumer behaviors and decision-making. Students will gain a comprehensive understanding of key psychological factors, such as motivation, perception, learning, and social influence, and how they could impact the development and outcome of advertising campaigns.

**PRAD 354 | PERSONAL BRANDING | 4 quarter hours
(Undergraduate)**

In this class you will create your personal brand in the same way you would create a brand for a company, product or service. The only difference is that the brand is YOU. During the first month of class we will explore the key characteristics of the world's most successful brands and compare brands within the same categories, such as Southwest Airlines and America Airlines. This work and learning will lead to creating your own personal brand using classic brand marketing thinking. This includes a brand framework with a purpose statement (your impact), values (who you are), actions (what you do), personality (what you are like) and brand design elements. You will make a final presentation of your brand to the class including ways you will execute your brand via a website, blog, LinkedIn profile or other communication platforms. This is not a class on how to get a job, but it will help you to position yourself for whatever you want to do and who you want to be in life.

(PRAD 244 or PRAD 255), PRAD 256, PRAD 291, PRAD 292 and Junior Standing are all prerequisites for this class.

PRAD 356 | ADVANCED WRITING FOR PUBLIC RELATIONS | 4 quarter hours**(Undergraduate)**

This class is designed to give students an in-depth understanding and overview of the various writing techniques and formats used within public relations practice. Through dissection of examples of public relations writing, text readings and classroom discussion and labs, students will acquire the necessary writing and editing skills for PR. This course relies heavily on student writing assignments, editing, revising and critiquing these assignments, by the instructor and by peers. Classes will include lectures, student presentations, and writing lab time each week, plus guest speakers and a field trip.

PRAD 255 and PRAD 256 are prerequisites for this class.

PRAD 357 | ADVERTISING PORTFOLIO | 4 quarter hours**(Undergraduate)**

This advanced-level course is designed to provide students with hands-on knowledge of what it takes to succeed as a copywriter or art director in today's advertising industry. This course really focuses on the process of generating great ideas that translate into strategic and memorable advertising campaigns. Students learn about the importance of a strong selling proposition, about theories of the creative process, and about idea generation techniques. The course places particular emphasis on the finished campaign execution, as students gain practical knowledge in creative advertising. It all culminates in portfolio critique, where industry creatives come in to evaluate students' work.

PRAD 244 is a prerequisite for this class.

PRAD 362 | ENGAGING LATINX COMMUNITIES | 4 quarter hours**(Undergraduate)**

This course focuses on how to effectively engage Latino populations in ways that move beyond stereotypic and simplistic understandings of this group. Students will analyze the similarities and differences of Latino communities in the U.S., to gauge the effectiveness of using various promotional tools to affect their behavior as consumers and key publics. Students will learn about different formative research methodologies (with special emphasis placed on the qualitative and ethnographic techniques) that inform culturally relevant integrated communication campaigns. Students will also learn creative strategies for dialoguing with Latino consumers, customers, stakeholders, and influencers to develop public relations and advertising messaging in both the commercial and non-profit sector.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 363 | THE MEETING OF SPORTS AND ADVERTISING | 4 quarter hours**(Undergraduate)**

We know Sports is a multi billion dollar industry - and reaches into all aspects of society. But how does it influence the ad and communication business? How does sports change how we plan and execute campaigns and communication efforts? In this class, we'll look at how sports changes the way we select celebrities for endorsements, how we select sports over other properties, how we buy sports media differently than traditional media, and how sports is changing the media landscape in terms of broadcasting and streaming.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 373 | PUBLIC RELATIONS & ADVERTISING ENTREPRENEURS | 4 quarter hours**(Undergraduate)**

Entrepreneurship is at the core of the public relations and advertising (PRAD) profession. This course provides students with a grounding in the process of planning, funding, launching, growing and managing a successful new PRAD or media-related business; working on PRAD for an entrepreneurial venture; or freelancing. Through assignments, class discussions, site visits to entrepreneurial businesses and interaction with guest speakers, students will learn the risk, control and reward that comes with self-employment and working with startups in the PRAD profession and other fields. The course culminates with the development of a final project that involves business people so that students gain hands-on experience and feedback.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 374 | MEDIA RELATIONS | 4 quarter hours**(Undergraduate)**

Developed in collaboration with media relations experts at leading public relations firms, this course will explore how media relations is evolving in the changing landscape of traditional and social media. Topics include understanding the kinds of stories that interest media, building long-term media relationships, identifying the most strategic media targets, developing a variety of story angles, writing attention-getting pitches, preparing spokespeople for effective interviews, and merchandising media results. Considers classic public relations situations through the lens of today's media environment and real-life case studies including new product launches, brand repositioning, issues management, and consumer engagement.

PRAD 255 is a prerequisite for this class.

PRAD 375 | COMMUNICATION LAW | 4 quarter hours**(Undergraduate)**

This course is designed to provide students with an introduction to the portions of U.S. Law that define the scope of First Amendment protection for communication activities. The goal of the course is to help students understand legal issues important to professionals in the media-related fields of advertising, journalism, public relations and other communication specialties. The course helps students understand both their rights to communicate in political and commercial environments and the restrictions permitted on certain communication activities.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 376 | CRISIS COMMUNICATION MANAGEMENT | 4 quarter hours**(Undergraduate)**

This course focuses on crisis communication and management, emphasizing practical application of theories, strategies, and tactics from a public relations perspective. Additionally, there is a focus on issues relevant to planning, development and execution of crisis communications programs for businesses and organizations and strategic public relations techniques for communication with stakeholders during a crisis.

PRAD 255 is a prerequisite for this class.

PRAD 378 | CREATIVITY IN ADVERTISING | 4 quarter hours**(Undergraduate)**

This course focuses on creative processes critical to advertising planning, program implementation and organizational leadership. Overall, the course is designed to help students think more creatively, no matter what their specific goals may be. Readings include case studies and guides to creative processes in advertising, as well as more personal essays by people working in other creative venues. Class assignments direct students in different ways to strengthen their creative abilities.

PRAD 244 is a prerequisite for this class.

**PRAD 379 | ADVERTISING MEDIA PLANNING | 4 quarter hours
(Undergraduate)**

This course examines the diverse capabilities of various media available to advertisers and the process by which advertising media plans are constructed to help meet marketing communication objectives for a product or service. The course provides fundamentals on the language, tools, research methods and concepts employed in the media planning process and helps students build media plans using appropriate objectives, strategies and tactics. The course will help students develop a heightened appreciation for the roles of logic, analysis, and insight in the media planning and buying process.

PRAD 244 is a prerequisite for this class.

**PRAD 381 | ADVERTISING AND CHILDREN | 4 quarter hours
(Undergraduate)**

This course examines the social and behavioral effects of advertising directed to children, and addresses such topics as what children know and think about advertising, how children respond emotionally to advertising, how advertising can affect behavioral patterns, the changing regulatory environment and related social and psychological issues including materialism and self-esteem. Students will have the opportunity to assess the existing environment and to design creative interventions.

**PRAD 382 | NON-PROFIT PUBLIC RELATIONS | 4 quarter hours
(Undergraduate)**

This course examines the philosophical and theoretical foundations of public relations and volunteerism. Strategic communication strategies relating to both internal and external publics will be explored including the unique legal and ethical issues that impact non-profit organizations. Students will gain hands-on experience, using a variety of theoretical foundations to guide development of strategic communication materials for local non-profit organizations.

PRAD 255 is a prerequisite for this class.

**PRAD 383 | BRANDED CONTENT | 4 quarter hours
(Undergraduate)**

In today's new media world, brands have taken an old tactic of creating content and information to directly connect with their consumers and generate interest and participation. This course provides the approaches that brands take from a strategic point of view, the creation of relevant topics and content, be it entertainment or information, and the most appropriate use of available communication channels to best reach potential and current customers.

PRAD 244 or PRAD 255 is a prerequisite for this class.

**PRAD 384 | INTERNATIONAL PUBLIC RELATIONS | 4 quarter hours
(Undergraduate)**

International public relations is an upper-level undergraduate course designed to introduce students to the global perspective of public relations. A primary goal of the course is to help students become knowledgeable of the ever-increasing development of the field across the world and the opportunities it offers to them, especially in government, transnational businesses, non-governmental organizations, and global agencies. Using a combination of real-world cases, interaction with industry professionals, on-site visit(s), and engagement with the multicultural aspects of the city of Chicago, students will put the class content in perspective and acquire competencies to be effective communicators and global public relations managers.

PRAD 255 is a prerequisite for this class.

**PRAD 385 | INTERNATIONAL ADVERTISING | 4 quarter hours
(Undergraduate)**

Along with the thriving of multinational corporations and the emergence of cross-cultural communities, globalization has brought both threats and opportunities to marketers. Given the advance in technologies and the growth of global media, marketers need to become familiar with factors influencing global advertising communications. Thus it is imperative for advertising students to understand how the dynamic global environment influences advertising decisions about strategy, creative, media, and execution. The goal of this course therefore is to introduce and discuss issues that affect advertising in an international and global context. Through theoretical and practical examination of international advertising, students will become aware of how the environmental factors affect international advertising decisions and develop an understanding of how these factors affect responses to advertising.

PRAD 244 is a prerequisite for this class.

**PRAD 386 | BATEMAN PUBLIC RELATIONS STRATEGY | 4 quarter hours
(Undergraduate)**

Public relations Bateman strategy introduces students to the strategic planning process involved in putting together and coordinating organizational public relations efforts for a real-world business problem/situation. In this course, students will learn what is involved in developing, implementing, and evaluating public relations programs for a client. The course will teach how to conduct formative research to examine an organization's internal and external environment; as well as identify and address public relations situations that emerge in these environments. Students will learn how to develop measurable objectives, and design strategies and select tactics that can better serve the organization's goals.

PRAD 255 and instructor permission are prerequisites for this class.

**PRAD 387 | BATEMAN PUBLIC RELATIONS CAMPAIGNS | 4 quarter hours
(Undergraduate)**

Public relations Bateman campaigns is designed to prepare students for developing and implementing public relations campaigns, as well as to improve their problem-solving abilities. In this course, students apply the tools learned throughout their public relations studies including research, writing, and strategic planning. Working in teams, students will help a real-world client, assigned by the national Public Relations Student Society of America (PRSSA), address a real-world problem. Following the public relations process, students will design and implement a public relations campaign, and draft a case study on the experience to enter the annual PRSSA Bateman Competition.

PRAD 386 & instructor consent are prerequisites for this course.

**PRAD 388 | AAF STRATEGY | 4 quarter hours
(Undergraduate)**

The National Student Advertising Competition is the premier college advertising competition that provides more than 2,000 college students the real-world experience of creating a strategic advertising/marketing/media campaign for a corporate client. Students enrolled in PRAD 388 and 389 will compete in this national competition and have a unique opportunity to create like a real pro with a real client. This class is the strategy section of the American Advertising Federation's (AAF) National Student Advertising Competition (NSAC). We will work together to solve a real marketing problem with a real client. The client will brief us just as they would their agencies in the real world. In this class, students will work together as one team. We will create an inspiring creative brief starting with understanding the client business challenge. We will then set campaign goals, define the consumer mindset, and determine a messaging and communications strategy that will inspire the integrated creative campaign. (Developed in Winter Quarter class.) We will use quantitative and qualitative research and data to make the case for our strategic direction. Lectures, in-class discussions, readings and speakers will help facilitate this process. Your ability to work together as a team (both inside and outside of class) will be critical in developing a successful strategy/creative brief. Your final project will be a first-class pitch presentation delivered to a group of faculty members and industry professionals. This presentation will also be foundation of presentation submitted to the competition.

**PRAD 389 | AAF CAMPAIGNS | 4 quarter hours
(Undergraduate)**

The National Student Advertising Competition is the premier college advertising competition that provides more than 2,000 college students the real-world experience of creating a strategic advertising/marketing/media campaign for a corporate client. Students enrolled in PRAD 388 and 389 will compete in this national competition and have a unique opportunity to create like a real pro with a real client. PRAD 389 is when your insight and strategy from PRAD 388 inspire the Big Idea and its creative campaign. Now, armed with that insight and strategy you will develop the Big Idea, then the creative execution and final presentation. So, simply put, in the Winter quarter of this two-quarter class you will develop 1. the creative idea 2. create the "advertising" that will tell the brand story and engage the target consumers across the platforms determined by the communication plan developed in PRAD 388. From print and TV to social media to streaming video, experiential marketing to promotions, from influencers to events, you will actually execute the campaign for presentation to the client for the competition. Your ability to work together as a team (both inside and outside of class) will be critical to the success of this part. Your final work will consist of the strategy and research presentation developed in Autumn Term, plus a separate creative presentation delivered live to the judges. At that point, we will find out if we pass the first regional round and go on to the semifinals.

**PRAD 393 | SPECIAL TOPICS IN PUBLIC RELATIONS AND ADVERTISING | 4 quarter hours
(Undergraduate)**

This course examines a broad range of topics related to public relations and advertising processes. The course may address such topics as social media, artificial intelligence, corporate social responsibility, podcasting, strategic planning for sports public relations and advertising, and leadership development. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

PRAD 244 or PRAD 255 is a prerequisite for this class.

**PRAD 396 | CAPSTONE IN PUBLIC RELATIONS AND ADVERTISING | 4 quarter hours
(Undergraduate)**

This culminating experience for PRAD majors integrates the knowledge learned during their undergraduate years with a forward-thinking professional curriculum designed to prepare students for the competitive 21st century workplace. The course will cover such essential career-building topics as social media management; creating and leveraging a professional network; understanding effective teamwork strategies; time management and work-life balance skills; and creating a plan and fine-tuning the skills needed to secure a full-time position in the public relations and advertising industries. Only PRAD majors who have 144 hours or above are eligible to register for capstone. PRAD majors may not earn credit for CMN 396.

Senior status and permission of the department chair are prerequisites for this course.

**PRAD 397 | FOX SPORTS UNIVERSITY | 4 quarter hours
(Undergraduate)**

Each year, we receive a specific real world assignment from Fox Sports involving one of their broadcast shows or major sports sponsorships. 20 students work in four groups of five over the quarter and compete to be selected by Fox Sports representatives as the winning marketing campaign. Students develop marketing, PR and sometimes advertising recommendations for the specific assignment. Students fully research the assignment, develop key insights, big ideas, complete tactical executions and evaluation.

PRAD 244 or PRAD 255 is a prerequisite for this class.

**PRAD 401 | EYE TRACKING RESEARCH FOR THE PRAD PROFESSIONALS | 2 quarter hours
(Undergraduate)**

In this course, the student will become familiarized with research methods used in communication by collaborating with the faculty in a research project investigating the role of visual attention in predicting purchase intentions for healthy and unhealthy food products. This project is part of the Media Engagement Research Lab. ** 2 credit hours per quarter for a total of 4 credit hours.

**PRAD 505 | CRITICAL PERSPECTIVES ON PUBLIC RELATIONS AND ADVERTISING | 4 quarter hours
(Graduate)**

This course examines the ever-increasing influence of public relations and advertising in our society, highlighting issues of power and social responsibility. Students are asked to think critically about the societal effects of public relations and advertising and their roles in the production and maintenance of public opinion. Future practitioners consider the potentially adversarial relationship that exists between public relations and advertising and the media in societies based on a free press.

PRAD 553 or PRAD 555 and status as a Graduate Public Relations and Advertising student are a prerequisite for this class.

**PRAD 511 | CONSUMER INSIGHTS | 4 quarter hours
(Graduate)**

This course focuses on the insight generation process used to gather a deeper understanding of consumer buying and information processing behavior among a diverse group of publics. This process is commonly used in advertising and marketing, but is gaining popularity in public relations and integrated communication campaigns. Each quarter the class will focus on one consumer segment (such as Latinx, Millennials, Gen Y). By focusing on these specific publics, students will be better able to develop their own instincts about this consumer segment, as well as learn consumer psychology and methodologies to better understand people's needs and wants. Students will find and analyze secondary research data and then utilize qualitative research techniques, such as focus groups, ethnographic research and in-depth interviewing to develop key insights into a target group.

PRAD 553 or PRAD 555 and status as a Graduate Public Relations and Advertising student or instructor permission are prerequisites for this class.

**PRAD 512 | ENGAGING LATINX COMMUNITIES | 4 quarter hours
(Graduate)**

Increasingly, organizations and businesses are actively pursuing Latinx communities to consume their products, vote for their candidates, and support their causes. Yet few public relations and advertising professionals are capable of effectively communicating with this growing segment of the population. This course covers the process of understanding Latinx stakeholders and developing culturally-relevant integrated communication campaigns to reach them. Students will gain expertise and experience in creating comprehensive strategies targeting various Latinx segments, as well as exploring the effectiveness of different approaches to engaging US Latinxs.

PRAD 553 or PRAD 555 and status as a Graduate Public Relations and Advertising student or instructor permission are prerequisites for this class.

PRAD 514 | CONTEMPORARY ISSUES IN PUBLIC RELATIONS AND ADVERTISING | 4 quarter hours

(Graduate)

A seminar devoted to the reading and discussion of contemporary academic and popular works dealing with emerging issues in the fields of public relations and advertising. Students gain advanced knowledge of new industry trends and explore issues central to current professional debates.

PRAD 553 or PRAD 555 and status as a Graduate Public Relations and Advertising student are a prerequisite for this class.

**PRAD 515 | WRITING FOR A COMMUNICATION CAREER | 4 quarter hours
(Graduate)**

Today's communicators need to understand how to write for the paid, earned, shared, owned and experiential spaces. The goal of this course is to help students develop the professional writing skills essential for a successful communications career. Students analyze the process of strategic planning and writing, and explore the communication techniques used to establish positive relationships with organizational constituents, customers, and media outlets. They apply what they have learned by developing and presenting a variety of written materials, such as a news release, fact sheet, pitch letter, and content for various social media platforms, as well as gaining an appreciation for best practices in business writing. The course also includes an overview of the AP Style Guide. Upon the successful completion of this course, students will have a professional ePortfolio of writing samples.

Status as a Graduate Public Relations and Advertising student and PRAD 553 or 555 or (Status as a graduate Health Communication student and CMNS 500 or HTHC 515 or HTHC 517) or (instructor permission) are prerequisites for this course.

**PRAD 521 | PUBLIC RELATIONS MEASUREMENT AND DATA ANALYTICS | 4 quarter hours
(Graduate)**

PR measurement and data analytics is an applied course designed to introduce students to the measurement and evaluation principles, tools, and methods that they will use as strategic communication practitioners. Driven by practical focus, students will learn to monitor and assess communication efforts through real-world projects, assignments, and discussions. Using actual cases of research and analytics, the course will prepare students to work on future research projects or collaborate with research professionals.

Status as a Graduate Public Relations and Advertising student and PRAD 555 or instructor permission is a prerequisite for this course.

**PRAD 530 | PR/AD AGENCY ROLES & RESPONSIBILITIES | 4 quarter hours
(Graduate)**

Students will gain deeper career knowledge and insight as they study roles and responsibilities of all key functions in advertising and public relations firms (from intern to CEO) and how they individually interact with clients. Students will meet agency professionals and clients from major corporations, associations and nonprofits. Final assignment involves research and interviews with agency teams.

PRAD 553 and PRAD 555 and status as a Graduate Public Relations and Advertising student are prerequisites for this class.

**PRAD 535 | PUBLIC RELATIONS IN HEALTH CARE | 4 quarter hours
(Graduate)**

This course will help students understand the organizational impact of health policy in America and prepare them to assume roles in communication management positions in the United States health care industry. Students will explore current issues in health policy such as the problem of the uninsured, the rising cost of health care, the politics of health, the impact of the Affordable Care Act (ACA), and the role of health communication in addressing these issues.

Status as a Graduate Public Relations and Advertising or Health Communication student is a prerequisite for this class.

PRAD 536 | ADVERTISING AND HEALTH CAMPAIGNS | 4 quarter hours (Graduate)

The purpose of this course is to provide a review of theories and models in developing health campaigns for different settings, using varied strategies as informed by the principles of advertising and health communication. The course will focus on how to develop and implement health interventions and how these might vary across behaviors, settings, strategies, and target groups. The course will also emphasize the careful exploration of content creation while developing basic knowledge in the application of graphic design software such as adobe photoshop, in-design, and premiere pro. Emphasis will be placed on understanding resources and other practical considerations necessary to produce, deliver, and monitor health promotions, with demonstrated effectiveness.

Status as a Graduate Public Relations and Advertising student and PRAD 553 or 555 or (Status as a graduate Health Communication student and CMNS 500 or HTHC 515 or HTHC 517) or (instructor permission) are prerequisites for this course.

PRAD 540 | CRISIS COMMUNICATION MANAGEMENT | 4 quarter hours (Graduate)

This course examines institutional crisis communication from a management perspective. Emphasis is on crisis response strategies and organizational approaches for preventing and managing crisis events. Students develop case studies of contemporary crises and participate in simulations designed to develop professional expertise and practical skills in crisis communication management.

Status as a Graduate Public Relations and Advertising student and PRAD 553 or 555 or (Status as a graduate Health Communication student and CMNS 500 or HTHC 515 or HTHC 517) or (instructor permission) are prerequisites for this course.

PRAD 550 | INTEGRATED COMMUNICATION CAMPAIGNS | 4 quarter hours (Graduate)

The course presents a formal model for the implementation of integrated marketing communication plans across a number of communication functional areas. The course stresses the importance of campaign consistency, expression of unique audience insights, creative leverage, and the establishment of zero-based execution parameters. Case studies are examined as models for understanding elements of successful programs and for the development of team projects.

PRAD 553 or PRAD 555 and status as a Graduate Public Relations and Advertising student or instructor permission are prerequisites for this class.

PRAD 551 | ADVERTISING AND COPYWRITING | 4 quarter hours (Graduate)

This course will introduce students to the world of the ad copywriter. It will encompass everything from the development of a strategy, to the execution of that strategy in all forms of ad related communication. Students will learn the techniques of good ad writing and create work for Print, TV, Radio, IMC elements, new media, among other forms.

PREREQUISITE(S): PRAD 553.

PRAD 553 and status as a Graduate Public Relations and Advertising student are prerequisites for this class.

PRAD 553 | ADVERTISING FOUNDATIONS | 4 quarter hours (Graduate)

The course examines the history, theories, principles, applications, and the business of modern advertising - from the perspectives of the practitioner, the client and the consumer. Students will learn the the entire process of advertising creation and placement, from the development of measurable objectives to consumer research, from strategy development to creative execution, and from the best use of media to how we measure success in today's world. By the end of the course, students will touch each aspect of campaign creation and their role within the practice.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

PRAD 554 | CREATIVE PROCESSES | 4 quarter hours (Graduate)

This course will to introduce you to, make you aware of, and immerse you in the creative process. We will examine existing theories of creativity through multiple lenses, including advertising professionals, creative researchers, writers, painters, musicians and doctors. Your goal is to identify commonalities, as well as discipline-specific differences, by evaluating how the person, the discipline and the social context, combine to direct each creative process, and affect its end product. Students will also develop, chart and refine their own creative process skills through in-class assignments and outside projects as they create effective solutions for a variety of creative problems.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

PRAD 555 | PUBLIC RELATIONS FOUNDATIONS | 4 quarter hours (Graduate)

This foundational course involves the study of the theory, history, practice and future of public relations in a comprehensive way. It is a course designed to allow students to understand the breadth of the field and to investigate specific areas of public relations (i.e., political, medical, financial, government, corporate, education, etc.). It will also cover the operations and the objectives of public relations practice from both the corporate and non-profit sectors.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

PRAD 556 | STRATEGIC PLANNING IN PUBLIC RELATIONS | 4 quarter hours (Graduate)

Students will learn how to analyze an organization's initial situation, prior to public relations programs; how to formulate strategies and objectives for proper pre-planning; and how to develop a rich and measurable PR plan. Budgets, tactics and timelines will also be discussed and required as an aspect of the final PR plan project.

PRAD 555 and status as a Graduate Public Relations and Advertising student are prerequisites for this class.

PRAD 557 | ADVERTISING COMMUNICATION STRATEGY | 4 quarter hours (Graduate)

The course examines the development of advertising communication strategy within the context of an organization's overall marketing objectives. The course emphasizes harmonization of strategies for internal and external audiences and for support of organizational vision. Case studies define the relationship of marketing communication to product and service innovation, pricing and distribution. Particular attention is given to strategies which are imaginative and cost-effective.

PRAD 553 and status as a Graduate Public Relations and Advertising student or instructor permission is a prerequisite for this course.

**PRAD 558 | CONSUMER PROMOTION | 4 quarter hours
(Graduate)**

This course explores the various ways marketers engage consumers with a specific goal of generating a purchase or an action such as lead generation. This course will cover the basics of promotion, as well as the ways brands activate more image based marketing tactics, such as sports and arts sponsorships, cause marketing, and entertainment marketing. Additionally, students will understand what marketers need to do at retail - the last mile on the purchase process - and the new world of shopper marketing. Students will learn how these tools can meet the dual objectives of driving purchase while maintaining a brand's image.

PRAD 553 or PRAD 555 and status as a Graduate Public Relations and Advertising student or instructor permission are prerequisites for this class.

**PRAD 562 | MEDIA RELATIONS | 4 quarter hours
(Graduate)**

The goal of this course is to provide students with a detailed understanding of the theory and practice of media relations, an essential function of the public relations and strategic communication professions. Through a mix of readings and discussions, assignments, guest speakers from industry and a final project, students develop a strong foundation in the fundamentals of media relations and working effectively with influencers, whether journalists, bloggers or other opinion leaders. Through a series of interrelated assignments that culminate with a final project and presentation, students gain practical experience working with a class client, which has included local Fortune 500 companies or other well-known Chicago organizations. Students also gain experience using media monitoring tools and databases.

PRAD 555 and status as a Graduate Public Relations and Advertising student are prerequisites for this class.

**PRAD 563 | MEDIA PLANNING | 4 quarter hours
(Graduate)**

This course is designed to introduce students to the concepts and skills essential for pursuing a career in advertising media. Students will learn the planning, selection, and evaluation of advertising media for possible use in advertising campaigns and discuss trends and challenges in current media environment. Fundamental media planning concepts such as reach, frequency, ratings, share, gross rating points, and other cost and audience measurement factors will be discussed in the context of traditional print, broadcast, out-of-home media as well as digital and alternative media options. Students will also become familiar with using syndicated data for developing a media plan.

PRAD 553 and status as a Graduate Public Relations and Advertising student is a prerequisite for this class.

**PRAD 564 | BUSINESS SKILLS FOR STRATEGIC COMMUNICATORS | 4
quarter hours
(Graduate)**

A global business center, Chicago boasts one of the country's largest concentrations of FORTUNE 1000 corporations, start-up businesses and associated agencies. This course helps communication professionals gain greater fluency in the language and issues of business and C-suite leaders so they may serve as more trusted advisors and counselors. Course concepts are applied through class discussions, activities, assignments, visits from industry professionals and a final project. For the final project, students work on a case study entry for submission to the prestigious annual Page/Institute for Public Relations case study competition. This case project bolsters the student's professional portfolio and boosts their business acumen (formerly CORPORATE COMMUNICATION).

PRAD 553 or PRAD 555 and status as a Graduate Public Relations and Advertising student or instructor permission are prerequisites for this class.

**PRAD 565 | INTERNATIONAL PUBLIC RELATIONS | 4 quarter hours
(Graduate)**

This graduate seminar is designed to help students gain an understanding of the theoretical and practical foundation of public relations in international, global, transnational, and multinational contexts. Using a combination of real-world cases, interaction with industry professionals, on-site visit(s), and engagement with the multicultural aspects of the city of Chicago, students will gain the knowledge necessary to prepare an international/global public relations program. Likewise, the academic and trade readings and lectures will introduce theories and best practices related to international public relations and how these inform scholarly work. The course will also help students become knowledgeable of the ever-increasing development of the field across the world and the opportunities it offers to them, especially in government, transnational businesses, non-governmental organizations, and global agencies.

PRAD 553 or PRAD 555 and status as a Graduate Public Relations and Advertising student or instructor permission are prerequisites for this class.

**PRAD 575 | COMMUNICATION ETHICS AND LAW | 4 quarter hours
(Graduate)**

This course covers the ethical and legal responsibilities that advertising and public relations professionals encounter in their practice. Students will review legal topics including the First Amendment, libel, privacy and copyright. Additionally, they will analyze and apply the code of ethics that inform public relations and advertising in the U.S. They will learn the ethical values and principles that guide the practice, while discussing issues such as responsible advocacy, public communication campaigns and corporate social responsibility.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

PRAD 585 | RESEARCH, DATA AND INSIGHTS | 4 quarter hours (Graduate)

Formative and evaluative research is at the core of effective public relations and advertising campaigns and programs. This course provides students with a foundation in research methods from the perspective of the public relations and advertising professional. Topics include sampling, data analysis, secondary and primary research, and a review of the major quantitative and qualitative research techniques, as well as the appropriate uses of such techniques. Through practical application of course concepts, students will learn how to use research to uncover stakeholder insights, and evaluate and improve the performance of campaigns and programs. (formerly RESEARCH METHODS FOR THE COMMUNICATION PROFESSIONAL)

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

PRAD 586 | ACCOUNT PLANNING | 4 quarter hours (Graduate)

As media forms converge, and content delivery and commerce blend, the importance of understanding the emotional connections between consumers and brands has assumed a larger role than ever in the marketing process. The account planner represents the voice, and feelings, of the consumer in this process. This course will examine the history of account planning and its relationship within advertising agencies to creative development and brand development. Special emphasis will be placed on the qualitative and ethnographic research techniques used by planners, and the role that curiosity and empathy play in understanding different consumer audiences.

PRAD 553 and status as a Graduate Public Relations and Advertising student are a prerequisite for this class.

PRAD 590 | PUBLIC RELATION & ADVERTISING WORKSHOP | 2 quarter hours (Graduate)

This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include focus groups, idea generation, and social media insights. (2 quarter hours)

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

PRAD 592 | INDEPENDENT STUDY | 4 quarter hours (Graduate)

Students will be guided in the development of a special research project that furthers their collaboration with an instructor and produces a report that demonstrates their mastery of critical content and competencies. The independent study option is intended for students who have demonstrated a mastery of course content, who would benefit from a sustained, focused collaboration with a relevant faculty member. PREREQUISITE(S): Approval from instructor and department chair.

Status as a Graduate Public Relations and Advertising student is a prerequisite for this class.

PRAD 594 | COMMUNICATION CAMPAIGNS FOR SOCIAL CHANGE | 4 quarter hours (Graduate)

This course examines the strategic use of communication to achieve social change at a community and/or national level. Focusing on participatory approaches and the use of traditional and emerging technology by not-for-profit and private sector organizations, students explore how public relations and advertising strategies are employed to collaboratively address community issues and needs. The course has an emphasis on communication efforts led by or for identity-based and/or marginalized communities, with the aims of collective action, framing issues and behavioral change. Through a case study approach, students learn the planning, (from formative research, to designing strategies and tactics) implementation and evaluation process of a communication for social change campaign.

Status as a College of Communication Graduate Student or department consent is a prerequisite for this class.

PRAD 595 | SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING | 4 quarter hours (Graduate)

This course examines a broad range of topics related to public relations and advertising processes. The course may address such topics as issues management, consumer behavior, relationship management, strategic planning and program development, or leadership development. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

PRAD 553 or PRAD 555 and status as a Graduate Public Relations and Advertising student or instructor permission are prerequisites for this class.

PRAD 596 | PERSONAL BRANDING AND CAREER STRATEGIES | 4 quarter hours (Graduate)

In this capstone course, students will develop their personal brand through the same process used for creating an organization's brand. Students learn what makes a successful brand and prepare their own brand framework with a purpose statement, values, actions, personality and design elements. Students will execute their brand through their professional ePortfolio (a M.A. in PRAD graduation requirement), social media, and other communication platforms. This class provides an opportunity for students to position themselves as strategic communicators, reflect on their learning during the graduate program and contemplate on who they want to be in their professional life. The course is to be taken in the student's last (or second to last) quarter before graduation. Only PRAD majors who have completed 32 credit hours or above are eligible to register for this course.

Status as a graduate PRAD student and 32 credit hours completed are prerequisites for this class.

PRAD 599 | RESEARCH THESIS | 4 quarter hours (Graduate)

Enroll in 599 during the term you plan to defend your thesis or complete your final project. This is a graded, 4-credit hour course. Tuition is charged. You must have a scheduled defense/completion date to be approved for this class. Your thesis/project advisor needs to communicate this date to the Graduate Studies Director for your program, before you are allowed to enroll. Loan deferment is allowed to those registered for this class.

Status as a Graduate Public Relations and Advertising student or instructor permission is a prerequisite for this class.

**PRAD 601 | ACTIVE DEGREE COMPLETION | 0 quarter hours
(Graduate)**

This is a 0-credit hour course that is available to students who are working actively toward the completion of a thesis or project. Enrollment in this course is limited to the two quarters prior to the defense of the thesis/project and requires thesis/project advisor and graduate director approval and proof of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries half-time enrollment status and eligibility for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

Status as a Graduate Public Relations and Advertising student or instructor permission is a prerequisite for this class.

**PRAD 602 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in 602 if they are finishing a course in which they received an incomplete (IN). If the student does not register for any regular courses in the quarter they plan to finish the incomplete, they can enroll in 602 and access the library and other campus facilities. No tuition is charged, only student fees (approx. \$50). This course is graded as pass/fail. Not eligible for loan deferment or student loans.

Status as a Graduate Public Relations and Advertising student or instructor permission is a prerequisite for this class.

Real Estate (RE)

**RE 250 | CAREER MANAGEMENT FOR REAL ESTATE PROFESSIONALS | 2 quarter hours
(Undergraduate)**

This course is designed to introduce students to various career opportunities in the Real Estate industry and to develop skills to enhance their ability to secure a position and pursue a successful career. (2 quarter hours)

Status as a Real Estate major is a prerequisite for this class.

**RE 300 | REAL ESTATE LAW | 4 quarter hours
(Undergraduate)**

This course provides an overview of legal principles including: ownership structures, transactions and title issues, land use regulation, environmental constraints, and income tax and property tax.

**RE 320 | URBAN PLANNING AND PUBLIC POLICY | 4 quarter hours
(Undergraduate)**

This course provides a systematic introduction to urban planning issues for students who have little background in this area. The course will explore both historical and contemporary urban planning concepts and will cover a wide variety of topics including land use regulation, economic development, sustainability in the built environment, growth management and urban development issues, all generally from a real estate and built environment perspective.

**RE 325 | PROJECT MANAGEMENT: DESIGN & CONSTRUCTION | 4 quarter hours
(Undergraduate)**

This course provides a systematic introduction to building design and construction for students who have little background in this area. This course is an introduction to this topic and is not for those students who have significant experience in building design or construction. The course will explore both the conceptual and practical aspects of designing and constructing commercial buildings and will cover a wide variety of topics including: site development and zoning issues, building design and layout, building materials, systems and construction methods and practices, construction budgets, project scheduling and overall proforma feasibility.

Junior Standing or above is a prerequisite for this class.

**RE 350 | REAL ESTATE ANALYSIS | 4 quarter hours
(Undergraduate)**

This course introduces essential institutional, legal, regulatory, and financial aspects of real estate in the U.S. economy and financial system. It is designed to facilitate personal decisions on home ownership and investment and it incorporates demographic data for real estate market analysis, exercises in land use planning and investment decisions.

Junior standing with at least 88 cumulative units is a prerequisite for this class.

**RE 352 | REAL ESTATE FINANCE | 4 quarter hours
(Undergraduate)**

Patterns of financing real estate property, including a general overview of the importance of real estate capital markets. Institutional analysis, including critique of alternative mortgage instruments, an analysis of installment financing, construction financing, convertible mortgages, and leases and sale-leaseback financing. Secondary mortgage markets and mortgage-related securities, risk and return analysis.

(FIN 290 or FIN 300 or FIN 310) is a prerequisite and (FIN 350 or RE 350) is a co-requisite for this class.

**RE 353 | REAL ESTATE INVESTMENT | 4 quarter hours
(Undergraduate)**

The course explores real estate investment risk and opportunity. Topics include commercial lease transactions and value; impact of taxation on the investment decision, asset development and acquisition analysis, and alternative investment vehicles.

(FIN 290 or FIN 300 or FIN 310) and (RE 350 or FIN 350) are prerequisites for this class.

**RE 354 | REAL ESTATE VALUATION | 4 quarter hours
(Undergraduate)**

Real Estate Valuation. Introduction to market analysis and the appraisal process. Basic approaches to valuation analysis including both residential and income properties. This course includes the income capitalization methods and complex valuation assignments.

RE 350 is a corequisite for this class.

**RE 398 | SPECIAL TOPICS | 4 quarter hours
(Undergraduate)**

Special Topics in Real Estate offers an in-depth study of current industry-related issues. Content, format, and prerequisites vary by section. Subject matter will be indicated in the class schedule.

**RE 399 | INDEPENDENT STUDY | 4 quarter hours
(Undergraduate)**

Available to students of demonstrated capability for intensive independent work in real estate. (variable credit)

RE 520 | URBAN PLANNING AND PUBLIC POLICY | 4 quarter hours (Graduate)

This course provides a systematic introduction to urban planning issues for students who have little background in this area. The course will explore both historical and contemporary urban planning concepts and will cover a wide variety of topics including land use regulation, economic development, sustainability in the built environment, growth management and urban development issues, all generally from a real estate and built environment perspective.

RE 521 | LEGAL ISSUES IN REAL ESTATE | 4 quarter hours (Graduate)

This is a survey course of real estate law and will be approached on both practical and theoretical levels, with an emphasis on the historical underpinnings of land law. Topics include contracts, landlord/tenant law, title, transactions, taxation, and land use.

RE 525 | PROJECT MANAGEMENT: DESIGN AND CONSTRUCTION | 4 quarter hours (Graduate)

This course provides a systematic introduction to building design and construction for students who have little background in this area. The course explores both the conceptual and practical aspects of designing and constructing commercial buildings and covers a wide variety of topics including: site development - building design - building materials, systems and construction methods and practices - budgets - scheduling - overall proforma feasibility - LEED Certification, Sustainability and Green Building issues. The course concludes with a major project that will allow each student to develop a conceptual building design, a construction budget, a construction schedule and a pro forma feasibility analysis.

RE 527 | QUANTITATIVE METHODS AND ANALYSIS | 4 quarter hours (Graduate)

This course is specifically designed for MSRE students. Students who have not previously had an advanced course in statistics, or have not ever studied time value of money, valuation, and capital budgeting will find this course excellent preparation for advanced real estate investment and finance courses. Students are expected to master the course material through readings, problem solving exercises and a midterm and a final exam covering the required material. In addition, the course content is presented within an Excel spreadsheet format in order to prepare students for discounted cash flow investment analysis. The course contains four sections: 1. Descriptive Statistics, Excel Modeling for Real Estate 2. Time Value of Money, Discounted Cash Flow Valuation 3. Valuing Stocks & Bonds, Capital Budgeting 4. Risk and Return, Portfolio Diversification, Cost of Capital.

RE 530 | REAL ESTATE INVESTMENT AND FINANCE | 4 quarter hours (Graduate)

This course is designed to develop the vocabulary, concepts, and skills for rational real estate investment decisions. It will consider both the debt and equity side of private market real estate decision making. Topics include risk analysis, regional and sub-market economics, and property specific analysis. Case analysis is an integral part of the course.

RE 527 or Completion or concurrent enrollment in FIN 555 is required

RE 531 | REAL ESTATE CAPITAL MARKETS AND FINANCE | 4 quarter hours (Graduate)

Analysis of private and public institutions involved in real estate finance. A critical study of institutional arrangements facilitating real estate investment and development, and analysis of yields and risk in mortgages and mortgage backed securities.

RE 530 is a co-requisite for this class.

RE 533 | REAL ESTATE MARKET ANALYSIS AND VALUATION | 4 quarter hours (Graduate)

Market analysis techniques and critical analysis of the appraisal process in the valuation of income producing properties. Exploration of both basic and innovative approaches to value employing computer databases and information technology.

RE 530 is a co-requisite for this class.

RE 535 | INSTITUTIONAL REAL ESTATE INVESTMENT | 4 quarter hours (Graduate)

Analysis of complex ownership structures and the changing world of real estate capital markets. Case course with a focus on institutional investment portfolios including private equity, pension fund and REIT acquisition & disposition decisions.

RE 530 is a co-requisite for this class.

RE 570 | ADVANCED REAL ESTATE ANALYSIS WITH ARGUS | 4 quarter hours (Graduate)

This course is designed to develop the vocabulary, concepts, and analytical skills necessary to make informed commercial real estate investment decisions at a very detailed level using the Argus software platform, as well as other software and database tools for research and analysis. RE530 is a prerequisite or may be taken concurrently with the permission of the instructor.

RE 530 is a prerequisite for this class.

RE 572 | STRUCTURING REAL ESTATE TRANSACTIONS | 4 quarter hours (Graduate)

This course focuses on developing an understanding of the significant federal tax issues that arise in connection with the ownership of and investment in real estate and examine how these tax issues drive some of the various tax-favored structures used in real estate transactions. Topics to be discussed include: choice of entity issues; practical planning issues for the use of the tax-preferred cash flow distributions, pros and cons of joint-ventures and investor risks. This course also reviews the various joint venture and various ownership structures. The course will be presented in lecture format with significant reliance on the case analysis and discussion. Student evaluation will be based on case study performance and exams.

RE 574 | MULTIFAMILY HOUSING POLICY AND FINANCE | 4 quarter hours (Graduate)

This class will explore multifamily housing as a real estate asset type and the trends that are driving this product in today's market. As part of this discussion, we will explore the public policy options that have been used to make multifamily housing affordable to a broad range of the population, and both the public and private financing mechanisms that are used to reach that affordability goal. We will explore how this product type is designed, who are the people this product type is to serve, what information is important in developing the product design, and what are the available sources of funding and sources of profitability for multifamily development.

**RE 576 | REAL ESTATE DEVELOPMENT | 4 quarter hours
(Graduate)**

This course is organized around the several states of real estate development: Project Feasibility, Design and Site Planning, Financing, Construction, Marketing, Operations and Disposition. At the end of the course, students will have developed an understanding of the complexity of the development process and its interdisciplinary nature. The course will utilize a major development case study project to demonstrate the key elements of the real estate development process and the challenges of bringing all these elements together into one coherent and feasible development proposal.

RE 530 is a prerequisite for this class.

**RE 596 | REAL ESTATE SEMINAR | 4 quarter hours
(Graduate)**

The objectives of this course are to identify current, researchable topics pertaining to real estate and for students to perform independent research on selected topics approved by the seminar professor. Meetings will be held on both a class and on an individual basis. Students will present both their proposals and the results of their preliminary investigations in class. A seminar research paper is required of each student.

**RE 793 | INTERNSHIP | 1 quarter hour
(Graduate)**

This is a unique opportunity in which interns gain experience and apply their skills in the workplace. While building an impressive resume for further job opportunities, the intern will be immersed in a stimulating environment with a pool of established resources. The course may be taken multiple times for a total of 4 credit hours. (1 quarter hour)

**RE 798 | SPECIAL TOPICS | 4 quarter hours
(Graduate)**

Content and format of this course are variable. In-depth study of current issues in Real Estate. Subject matter will be indicated in class schedule. Offered variably and may be taken multiple times provided the content is not duplicated.

**RE 799 | INDEPENDENT STUDY | 4 quarter hours
(Graduate)**

Available to graduate students of demonstrated capability for intensive independent work in finance.

Refugee and Forced Migration Studies (FMS)

**FMS 401 | ASYLUM AND REFUGEE LAW AND POLICY | 4.5 quarter hours
(Graduate)**

Examines the substantive asylum law based on the Refugee Act of 1980 and the United States response to refugees within the context of the United Nations Convention and the Protocol Relating to the Status of Refugees. Cross-listed with LAW 517.

**FMS 402 | PRO-SEMINAR IN FORCED MIGRATION | 4 quarter hours
(Graduate)**

This introductory course covers the history of forced migration from the two world wars to the present. The course will also cover the evolution of global legal instruments that address different forms of displacement and critical issues within forced migration. The course ends with a look at protracted displacement and internal displacement.

**FMS 403 | INTERNATIONAL HUMAN RIGHTS AND POLICY | 4 quarter hours
(Graduate)**

This course specifically examines the legal instruments in place to help displaced people that arise not out of national or international multilateral law, but out of the principle of human rights; the principle that by virtue of being human, we deserve basic protection. The course will look at the historical evolution of this principle to legal principle, its challenges, and the ways in which it is being deployed to help displaced persons, internally and internationally.

**FMS 404 | INTERNATIONAL CONFLICT MANAGEMENT | 4 quarter hours
(Graduate)**

The course focuses on theoretical foundations and practical implications of diplomacy, negotiations, mediation and peace building to solve and prevent conflicts. It offers reflective practices and concrete directions for creating constructive solutions to interpersonal, and inter-group, and international conflict.

**FMS 405 | PUBLIC HEALTH AND FORCED MIGRATION | 4 quarter hours
(Graduate)**

This course is an overview of key public health issues for populations undergoing forced migration. The course emphasizes contextual factors relevant to the physical and psychosocial challenges faced by displaced populations. Using a community public health approach, the course will address: the challenges of health promotion; health care access and delivery; the everyday contexts that affect health; strategies for conducting public health research; and interventions for addressing health outcomes. Cross-listed with MPH 553.

**FMS 410 | INDEPENDENT STUDY | 4 quarter hours
(Graduate)**

Students can register multiple times for this course number for independent studies with different subject headings.

**FMS 411 | INTERNATIONAL DIMENSIONS OF PUBLIC SERVICE | 4 quarter hours
(Graduate)**

This course explores the institutional roles and responsibility of international public service organizations in relation to international affairs, peace and security, international development, humanitarian and human rights laws. Through real world case studies students learn about the complex legal, advocacy and capacity development work connected to political, economic, social, cultural and other human rights in international public service. Cross-listed with MPS 510.

**FMS 413 | MANAGEMENT OF INTERNATIONAL NGOS | 4 quarter hours
(Graduate)**

This course examines management skills and trends of international nongovernmental organizations. Through specific case studies in the fields of international public service, developments and emergency, students learn current techniques to effectively manage projects, relations and operations of international non-governmental programs and development projects. Cross-listed with MPS 611.

**FMS 414 | OPEN ELECTIVE | 4 quarter hours
(Graduate)**

This course is a chosen elective in an area allied to forced migration studies. The course will be chosen in consultation with the director of the program or with an advisor. It can be taken multiple times.

**FMS 418 | REFUGEE MENTAL HEALTH AND TRAUMA | 4 quarter hours
(Graduate)**

This course addresses issues in mental health for refugees including but not limited to trauma, post-traumatic stress, and acculturation.

FMS 419 | HUMANITARIAN LOGISTICS | 4 quarter hours
(Graduate)

Natural disasters, disease outbreaks, and other humanitarian crises are inherently unpredictable and often occur far removed from the roads, ports, and infrastructure needed to mount an effective response. This course explores the difference between commercial and humanitarian supply chains, the design characteristics required to support a rapid response, and the other challenges of effectively delivering humanitarian relief. Crosslisted with MGT 520.

FMS 430 | CITIZEN DIPLOMACY IN THE 21ST CENTURY | 4 quarter hours
(Graduate)

This course examines the practice of diplomacy at the grassroots level by diplomatic actors working in multiple vocations, including businesspeople, scientists, artists, religious leaders, community organizers and activists. Students will engage the phenomena of polyilateral and omnilateral diplomacy, and their implications for promoting collaboration among governmental and non-state actor diplomats.

FMS 450 | INTERNSHIP I | 4 quarter hours
(Graduate)

Students will spend at least 150 hours a) doing an internship at a local refugee-related organization, b) working at the Asylum clinic at DePaul University's Law School or c) participating in DePaul University's Law School's Berlin study abroad program. . These experiences will encourage them to ground their theoretical knowledge in the practice of working with refugee organizations and refugee populations.

Status as an FMS student is a prerequisite for this course.

FMS 470 | MS THESIS IN FORCED MIGRATION | 4 quarter hours
(Graduate)

In special circumstances, a student in good standing in the program can substitute one of the second year Spring Quarter internships for a 35-40 page thesis. Preferably this thesis will be researched and written based on direct interaction with refugees. The thesis will be due at the end of the Spring Quarter of the second year on the first day of finals. The student will work with a committee of two people, including the director of the program, and independently. This thesis will be based on new research but also apply knowledge, insight, and skills acquired during the program.

FMS 485 | RFMS EXPERIENTIAL LEARNING | 4 quarter hours
(Graduate)

In this course, RFMS and other graduate students participate in three internship activities with guidance from the RFMS director. This course will fulfill one of the two required internship requirements for RFMS graduate students in their second year and will be open to all other interested graduate students. Students have 3 different activities to choose from; timing is flexible for graduate students who also work full-time; meetings are on-line. The 3 activities that compose this one internship are: peer mentorship for refugee students in partnership with RefugeeOne; working with refugee high school students on work and college applications in partnership with Sullivan High School; and working in a country conditions team to provide expert witness material and affidavits in partnership with the Resurrection Project.

FMS 490 | INTERNSHIP II | 4 quarter hours
(Graduate)

Students will work a further 150 hours at an organization in a more hands-on capacity. They can also consult with their adviser if, in exceptional circumstances, they would like to change their organization. In either case, they will consult with the Director or with their adviser.

FMS 500 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)

This 0-credit hour course is available to master's degree candidates who are actively working toward the completion of a thesis, project, or portfolio. Enrollment in this course is limited to three quarters and requires thesis/project advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries and requires the equivalent of half-time enrollment status. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

FMS 501 | CANDIDACY MAINTENANCE | 0 quarter hours
(Graduate)

This 0-credit hour course is available to graduate students who are not registered for a course in a given quarter but need to maintain active university status. Enrollment in this course is limited to three quarters and requires permission of the graduate director. Enrollment in this course allows access to the library and other campus facilities. This course does not carry an equivalent enrollment status and students in it are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

Religious Studies (REL)

REL 103 | RELIGIOUS WORLDS IN COMPARATIVE PERSPECTIVE | 4 quarter hours
(Undergraduate)

This course introduces the academic study of religion by studying religious communities in a comparative framework. Using methods such as historical, sociological, ethnographic, phenomenological and theological to contextualize religious myths, rituals, moral values, and institutions, this course examines the relation of culture, ethics and religion in the production of religious worlds and religious subjectivities that shape human interactions and experiences.

REL 107 | JUDAISM IN HISTORY: FROM THE BIBLE TO 1492 | 4 quarter hours
(Undergraduate)

The purpose of this course is to provide a basic understanding of Judaism as the historic and evolving religious expression of the Jewish people. It seeks to provide students an entree into the world of Jewish religious and historical experience and to help them develop a conceptual understanding of the thought and practice that underlies the Jewish worldview. It also seeks to examine certain continuities and discontinuities in the conception of Judaism as reflected in selected texts which express the full range of Jewish religious and national creativity. Among the topics to be discussed are the complex relations of Jewish thinkers to the surrounding non-Jewish cultures, and how these interactions affected the Jews' understanding of Judaism. The approach to this material will be intellectual-historical. The course is designed as the first part of a two-course sequence on the history of Judaism from the Bible to the present. It focuses on the history of Jewish tradition from the earliest references to Ancient Israel circa 1200 BCE to the expulsion of Jews from Spain in 1492.

REL 108 | JUDAISM IN HISTORY: FROM 1492 TO PRESENT | 4 quarter hours**(Undergraduate)**

The purpose of this course is to provide a basic understanding of Judaism as the historic and evolving religious expression of the Jewish people. It seeks to provide students an entree into the world of Jewish religious and historical experience and to help them develop a conceptual understanding of the thought and practice that underlies the Jewish worldview. It also seeks to examine certain continuities and discontinuities in the conception of Judaism as reflected in selected texts which express the full range of Jewish religious and national creativity. Among the topics to be discussed are the complex relations of Jewish thinkers to the surrounding non-Jewish cultures, and how these interactions affected the Jews understanding of Judaism. The approach to this material will be intellectual-historical. The course is designed as the second part of a two-course sequence on the history of Judaism from the Bible to the present. It focuses on the history of Jewish tradition from the expulsion of Jews from Spain in 1492 to the present.

REL 109 | JEWISH RELIGIOUS WORLDS | 4 quarter hours**(Undergraduate)**

An introductory course offering a basic understanding of Judaism as the historic and evolving religious expression of the Jewish people, surveying the basic aspects of traditional Jewish life and thought as well as the people's many-sided experience of the modern world.

REL 110 | CHRISTIAN RELIGIOUS WORLDS | 4 quarter hours**(Undergraduate)**

An introductory course surveying the range of traditions that have emerged within the Christian movement, and offering an historical perspective on the life and thought of Christian communities, and their prospects for the future. Cross-listed with CTH 110.

REL 113 | THE LATINX RELIGIOUS EXPERIENCE IN THE UNITED STATES | 4 quarter hours**(Undergraduate)**

An examination of the diverse nature of Latinx religion, from its indigenous roots to its institutional forms, within the social and political context of American culture. Cross-listed with CTH 182 and LST 113.

REL 115 | THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE | 4 quarter hours**(Undergraduate)**

An examination of the religious experience of African Americans and its African precursors through historical and literary resources, reflecting this people's distinctive past and its interactions with other elements of American culture. Cross-listed with ABD 215. Formerly REL 215.

REL 116 | INTRODUCTION TO ISLAM | 4 quarter hours**(Undergraduate)**

This course will introduce students to the religion of Islam through its sources, practices, and presence in the contemporary world. In this introduction we will briefly explore the Qur'an, the Prophet Muhammad, hadith, law, ritual and practices, and sectarian movements as well as some of the modern reform movements. This course will take primarily an historical approach to the study of Islam. Cross-listed with IWS 116.

REL 142 | HINDU RELIGIOUS WORLDS | 4 quarter hours**(Undergraduate)**

A survey of the varieties of Hindu practice and thought. Hinduism in India and throughout the world will be examined.

REL 143 | BUDDHIST RELIGIOUS WORLDS | 4 quarter hours**(Undergraduate)**

A survey of the varieties of Buddhist practice and thought. Different forms of Buddhism throughout the world will be examined.

REL 161 | NATIVE AMERICAN RELIGIONS | 4 quarter hours**(Undergraduate)**

An introductory exploration of the close ties particular religious traditions of Native North America have with their own distinctive historical realities, geographic-celestial topographies, and political and social structures. Considers variety of oral, written, ritual, visual and archaeological texts.

REL 171 | INTRODUCTION TO THE QUR'AN | 4 quarter hours**(Undergraduate)**

A study of the origin, transmission, and interpretation of the Qur'an. Cross-listed with IWS 171.

REL 180 | INTRODUCTION TO CATHOLICISM | 4 quarter hours**(Undergraduate)**

An examination of the breadth of the Catholic experience from a 1st-century Jewish religious movement to a 21st-century global religion. Cross-listed with CTH 180.

REL 183 | THEMES IN CATHOLIC SOCIAL THOUGHT | 4 quarter hours**(Undergraduate)**

An introductory and systematic examination of major themes in modern Catholic social thought. Cross-listed with CTH 183.

REL 190 | SACRED TEXTS | 4 quarter hours**(Undergraduate)**

A survey of the formation, use and interpretation of sacred texts by religious and secular communities.

REL 200 | DEBATES ABOUT GOD | 4 quarter hours**(Undergraduate)**

A study of classical and contemporary arguments regarding the existence and meaning of "God," as developed in a variety of theistic traditions. Cross-listed with CTH 244.

REL 201 | CHRISTIAN ETHICS | 4 quarter hours**(Undergraduate)**

Analytic and normative approaches to ethics in Western philosophical and Christian traditions. Cross-listed with CTH 246.

REL 202 | ATOM BOMB DISCOURSE | 4 quarter hours**(Undergraduate)**

An exploration of religion and ethics from a comparative and international perspective. Ethical dimensions of diverse world traditions (in this case the development and use of atomic weaponry) will be investigated within their own particular historical and cultural contexts, and students will be asked to consider and evaluate their own ethical orientations in the light of these studies.

REL 205 | COMPARATIVE ETHICS | 4 quarter hours**(Undergraduate)**

An exploration of religion and ethics from a comparative and international perspective. Ethical dimensions of diverse world religious traditions will be investigated within their own particular historical and cultural contexts, and students will be asked to consider and evaluate their own ethical orientations in the light of these studies.

**REL 206 | EARLY CATHOLIC HISTORY: ORIGINS AND EXPANSION | 4 quarter hours
(Undergraduate)**

This course is an introduction to the history of the Catholic Church and the evolution of Christian thought and practices, from the early Church to the thirteenth century. The course will include not only institutional history but also ecclesiastical, cultural, and social history of Catholicism in relation to foundational theological and spiritual texts written in this period. Main topics: The Early Church; Councils and Heresies; Missions in Northern Europe; Charlemagne, Carolingians and a new Roman Empire; Monasticism; Eastern Orthodoxy; Christianity and Islam (the Age of the Crusades); the Mystical Tradition; the Investiture Controversy. Cross-listed with CTH 220 and HST 218.

**REL 207 | CATHOLIC HISTORY FROM MEDIEVAL TO MODERN: REFORM AND REVOLUTION | 4 quarter hours
(Undergraduate)**

This course provides an overview of the history of Catholicism and its interactions with institutional, political, and social history from 1200 to the French Revolution. The main topics of the class are the origin of the Universities and Scholasticism; Mendicant Orders and their impact on the Medieval Society; the Challenges to Papal Monarchy; Humanism and Erasmus; the impact of the Age of the Reformation; the Council of Trent; the geographic discoveries and the New Worlds; the Enlightenment and the Scientific Revolution; the Catholic Church and the French Revolution. Cross-listed with CTH 221 and HST 219.

**REL 208 | CATHOLICISM IN THE MODERN AGE: SECULAR AND SACRED | 4 quarter hours
(Undergraduate)**

This course will offer a survey of the political, cultural and intellectual history of the Catholic Church from 1789 through the early twenty-first century. It will include discussions of the Catholic Church in relation to the French Revolution; the Catholic Church and the formation of modern nation-states (including, inter alia, the unification of Italy and the German Kulturkampf); the relation between the Church and Liberalism; intellectual movements like theological Modernism and ressourcement theology; the First Vatican Council; the Church, Fascism and Communism; the Second Vatican Council; the Emergence of a Global Church, Latin American Liberation Theology, and more. Cross-listed with CTH 222 and HST 220.

**REL 212 | RELIGION AND POPULAR CULTURE | 4 quarter hours
(Undergraduate)**

An exploration of various forms of popular culture and their intersection with diverse religious traditions and ethical concerns. The course also examines the marketing in mass media of religious themes in popular culture.

**REL 215 | NEW RELIGIOUS MOVEMENTS | 4 quarter hours
(Undergraduate)**

A study of new religious movements in the United States, applying analytical and interpretive methodologies from sociology, cultural anthropology, cultural studies, gender and sexuality studies, psychology, and historical/comparative history of religions. Special attention will be given to the operations of race, gender, and sexuality in specific NRMs, and to NRMs as social critique. Theories and issues explored will include revitalization theory, conversion theory, relative deprivation theory, and media representation of NRMs as "brainwashing" and "cults."

**REL 217 | ISLAMIC CULTURES AND SOCIETIES | 4 quarter hours
(Undergraduate)**

A study of Islam's developments in various global contexts, including Arabian beginnings, the Middle East, Central, Eastern and Western Europe, China, the former Soviet States and South Africa, with a focus on the impacts that these cultures and Islam have had on each other. Cross-listed with IWS 217.

**REL 218 | BLACK INTELLECTUAL TRADITIONS | 4 quarter hours
(Undergraduate)**

An introduction to Black intellectual traditions which emerge from and inform Black religious traditions and which have religious and/or liberation content. Thinkers and content vary. Cross-listed with ABD 233.

**REL 219 | SLAVERY, RACE AND RELIGION | 4 quarter hours
(Undergraduate)**

This class examines religious arguments, from the 1500's through the 1700's, for and against slavery. Students will investigate different historical and theoretical definitions of slavery. Students will also gain an introduction to the relationship between slavery, evangelicalism, capitalism, and Enlightenment moral philosophy.

**REL 220 | PSYCHOLOGY AND RELIGION | 4 quarter hours
(Undergraduate)**

Psychologically, religion exists because it meets the needs of believers. This course explores those dynamics and strives to deepen our appreciation of human psychological experience in general and religious experience in particular. Topics include: religion and health, emotion processing and management, emotional intelligence, cognitive dissonance theory and motivated reasoning, attachment, identity and belonging, activating authoritarian tendencies, psychology of rituals, etc. Students from a wide variety of viewpoint and religious backgrounds are encouraged to take this course as it adds to the richness of our exploration.

**REL 221 | RELIGION IN SOCIETY IN SOUTH ASIA | 4 quarter hours
(Undergraduate)**

Focusing on South Asia, this course will explore how religion is both embedded in, and dynamically interacts with, the wider socio-cultural contexts of which it is a part. We will examine how religious ideas constitute and are constituted by social forces such as race, caste, class, gender, and sexuality both in South Asia as well as within the wider diaspora. We will analyze how religious ideas are re-shaped as people negotiate the changing social, economic and political circumstances of everyday life and construct self and identity in our increasingly transnational world.

**REL 223 | LITERATURE AND THE SACRED | 4 quarter hours
(Undergraduate)**

Variable topics. How human beings across cultures express their intimations of ultimate meaning in a variety of genres ranging from aphorisms and autobiographies to mythic and fictional narratives. Cross-listed with CTH 265.

**REL 224 | RELIGION AND POLITICS IN THE UNITED STATES | 4 quarter hours
(Undergraduate)**

Variable topics. Explores the interplay of religion, politics and culture in the United States, focusing on citizenship and religious identity in the USA's multicultural, multiethnic, multireligious society. Various sections will focus on different particular religious communities and themes, such as the Religious Right and the Religious Left, the political activities of particular communities, and the challenges of interreligious dialogue.

**REL 225 | RELIGION AND THE ARTS | 4 quarter hours
(Undergraduate)**

Variable topics. How human beings across cultures express their comprehension and experience of ultimate meaning in a variety of artistic forms.

**REL 226 | TECHNOLOGY, ETHICS AND SOCIETY | 4 quarter hours
(Undergraduate)**

An examination of the impact of modern technologies on society with particular attention paid to ethical issues.

**REL 227 | RELIGIOUS ETHICS AND PROFESSIONAL LIFE | 4 quarter hours
(Undergraduate)**

A study of the ethical dimensions of contemporary professional life from the standpoint of religious traditions and values, focusing primarily on medicine, law and business.

**REL 228 | BUSINESS, ETHICS AND SOCIETY | 4 quarter hours
(Undergraduate)**

This course will examine the nature and purpose of economic life and contemporary commerce as understood from the perspective of religious and secular communities, as well as the ethical implications that flow from the various worldviews. Sections of the course critically examine the thought of different religious traditions on specific business-related issues, placing a variety of religious discourses into direct conversation with secular voices regarding ethical business conduct. Cross-listed with MGT 228.

WRD 103 or HON 100 or HON 101 is a prerequisite for this class.

**REL 229 | MEDICINE, ETHICS AND SOCIETY | 4 quarter hours
(Undergraduate)**

A study of moral/ethical issues arising in health care in light of contemporary biomedical advances and social changes (cultural, religious, economic, etc.). The viewpoints of various religious traditions and their rationales will be examined and critiqued.

**REL 232 | ANCIENT ISRAEL: HISTORY, LITERATURE, AND RELIGION | 4 quarter hours
(Undergraduate)**

The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions. Cross-listed with CTH 212.

**REL 233 | THE NEW TESTAMENT | 4 quarter hours
(Undergraduate)**

An introduction to the historical-critical investigation of the New Testament. Topics include the earliest Christian writings (letters of Paul), the production of "gospels" about Jesus, and the development of early churches in the context of ancient history and society. Cross-listed with CTH 213.

**REL 236 | VARIETIES OF JUDAISM IN THE GREEK AND ROMAN WORLD | 4 quarter hours
(Undergraduate)**

An examination of Judaism from the Jews' return from Babylonian exile in 538 BCE to the promulgation of the Mishnah in 200 CE, with a focus on the Roman period. The Dead Sea Scrolls, as well as concepts of the Messiah, the resurrection of the dead, the final judgment and the idea of the "Bible" will be studied.

**REL 237 | GODS IN THE ROMAN EMPIRE | 4 quarter hours
(Undergraduate)**

This course examines the role of gods in the social, political, and economic world of the first four centuries of the Roman Empire. Topics will include: the role of gods in civic life; the imperial cult; the use of the categories religion, superstition, and magic to mark social status; gods, family, and social values; religious innovation and the emergence of new gods; and the rise of Christianity and the worship of Jesus as a god. This course will pay special attention to the social interactions that create and sustain the plausibility of the existence of unseen deities governing the affairs of humans.

**REL 238 | THE HISTORICAL JESUS | 4 quarter hours
(Undergraduate)**

An investigation of the early Christian Gospels and other sources for reconstructing the life of Jesus of Nazareth. The relation of historical reconstruction and religious interpretation, and the significance of conflicting interpretations of Jesus, will also be considered. Cross-listed with CTH 214.

**REL 239 | RELIGION AND FILM | 4 quarter hours
(Undergraduate)**

This course examines the idea of religion as a human cultural construct. Even though religions seem to be diminishing, human beings continue to attempt to answer their existential questions of meaning. Using films as frameworks, we will review the basic constructs of the Abrahamic essentials as enculturated in Western Euro-American culture and we will attempt to answer the question, "Has popular culture and film replaced institutional or organized western religions?" In other words, are movies answering the human existential questions once answered by organized religious traditions in Western cultures?

**REL 241 | RELIGION IN CHINESE HISTORY, SOCIETY AND CULTURE | 4 quarter hours
(Undergraduate)**

An exploration of the Chinese religious landscape, focusing on social and practical dimensions of Chinese religion, such as state rituals and private cults, liturgies and individual practices of Taoist priests and adepts, politico-religious ideas that inspired popular messianic movements throughout Chinese history, and interrelations of Buddhist and Taoist clerics and institutions in the state. Cross-listed with AAS 241.

**REL 242 | HINDU THOUGHT AND CULTURE | 4 quarter hours
(Undergraduate)**

Hinduism is one of the world's oldest religions, but it is also the world's most diverse religion. Despite its variety, certain themes have remained throughout the ages—karma and ethical responsibility, liberation from the bonds of worldly existence through yoga and devotion, communication with the divine through ritual, and the many forms, male and female, that God can take. This course traces the development of Hinduism from 5000 years ago to the present, with emphasis on change and continuity in those themes. Cross-listed with AAS 224.

**REL 243 | BUDDHIST THOUGHT IN CULTURAL CONTEXT | 4 quarter hours
(Undergraduate)**

An exploration of the Buddhist tradition, using original sources, from its beginnings in ancient India to a world religion with strong roots in the US. Students will discover how Buddhism interacts with cultures from Sri Lanka and Thailand to China, Japan and Tibet. Although this course is online, students in the region will have the opportunity to practice meditation at a Chicago zendo and tour the Buddhist art at the Chicago Art Institute. Cross-listed with AAS 243.

REL 244 | RELIGION AND ETHICS IN JAPANESE FOODSCAPES | 4 quarter hours**(Undergraduate)**

What would be your last meal?" We may all have to reflect on this question once or twice in our lives. The potential diversity of our responses to this question suggests that our relation to food can be quite personal and intimate, as well as cultural and social. In this regard, investigating food is a powerful analytical tool for understanding ourselves and our relations with our surroundings. In particular, in Japan, many TV programs on food, including quiz shows, dramas, and documentaries, have been produced and have garnered attention. Thus, the course equips students with a grasp of the Japanese culture from the vantage point of food, and the benefit of a personal self-reflection and understanding. Studying food in Japan, with particular attention to the underpinnings of religious doctrines, spiritual sensibilities, and ethical implications will inform students not only of the cultural ethos of Japan, but also of its social and political orders. Students will explore the relations between religion and food by examining the ways in which food is used in religious rituals, in which religious beliefs dictate dietary habits and thereby fortify the adherents' identity and reinforce their membership. But the function of food is not to bring people together, but also to divide them. The course also investigates how religious proscriptions on foods render them either sacred or taboo, thereby fostering a corresponding social hierarchy in which status is closely linked to what one consumes and produces; certain foods (e.g. salt, rice, sake) are consecrated and used for rituals, while other foods (e.g. meat) are forbidden.

REL 245 | RELIGION IN JAPANESE HISTORY, SOCIETY, AND CULTURE | 4 quarter hours**(Undergraduate)**

Explores the specific interplay between religion and culture in Japan. Taking historical and cultural factors into account, it considers prehistoric Japanese religion, ancient imperial myths, the assimilation of Buddhism, Confucianism, and continental (Chinese/Korean) culture, the religious and aesthetic worlds of the court nobility and the warrior class, popular mountain cults, the revival and systematization of Shinto, the impact of western culture, Japanese ultranationalism, and the religious situation in the post-war period. Cross-listed with AAS 245.

REL 246 | TRADITIONS OF CHINESE POPULAR CULTURE | 4 quarter hours**(Undergraduate)**

Most of the Chinese, throughout history, did not subscribe to one exclusive belief system or belong to a single institutional religion. They, instead, participated in a web of popular religious practices, held multitudinous popular beliefs, and shared with each other imaginaires of heroes, monsters, ghosts, and gods. This course focuses on what has been popular and provides an understanding of Chinese religions from the perspective of the common people. Students are expected to learn aspects and elements of religion-related Chinese culture, such as mythology, ancestor veneration, divination, demonology, hero cults, festivals, local deities, and drama while paying attention to the internal logic of religious practices and imagination.

REL 247 | LITERATURE AND RELIGION IN JAPAN | 4 quarter hours**(Undergraduate)**

Focuses on the pervasive influence of religious thought and sentiment on Japanese literature from ancient to modern times and explores the intricate relationship between religion, aesthetics, and the arts in Japanese culture. Considers original works including ancient Japanese mythology and poetry, the memoirs of court ladies and Buddhist hermits, romance, epics, folktales and social satire, with attention to their historical, social, religious and social dimensions, as well as to the individual experience expressed in them. Cross-listed with AAS 247.

REL 248 | LITERATURE AND RELIGION IN CHINA | 4 quarter hours**(Undergraduate)**

This course focuses on the interpretation of renowned Chinese literary works, with attention paid to the intersections between literature and religion. Students are expected to acquire skills of literary appreciation and basic religious literacy by engaging with both texts and their contexts. This course explores major literary genres, such as revealed texts, rhapsody, lyrics, regulated verse, popular tales, plays, and novels, and discusses related thematic topics, such as the religious themes, mythological contexts, literariness, aesthetics, and individual experiences.

REL 249 | RELIGION IN MANGA AND ANIME | 4 quarter hours**(Undergraduate)**

Because of manga and anime's global popularity, growing market size, and artistic qualities, they become a window on Japanese history, culture, and society. The religious dimensions of manga and anime have deep roots in the history of Asian religion, visual arts, and literature, and they are key to a nuanced understanding of many important works. This course will address and discuss topics of religious significance in connection to manga and anime, such as death, afterlife, spiritual purity, personal cultivation, nature, among others. This course intends to help students understand various aspects of Japanese religions through manga and anime, where religious elements abound.

REL 250 | MYSTICISM IN RELIGIOUS TRADITIONS | 4 quarter hours**(Undergraduate)**

This course will look at the phenomena of mysticism, its doctrines and practices, in various religious traditions. It will also look at how various forms of mysticism have influenced the religious traditions with which they associated, (e.g. how Sufism has impacted Islamic religion, civilization and society.) The course will then look at the present situation of mysticisms in regard to religious traditions and to broader societies.

REL 251 | THE IDEA OF "EVIL" | 4 quarter hours**(Undergraduate)**

This course will try and answer the question what is evil? In religious traditions is evil a relative term? Or is it a universal absolute? Does evil exist independently, or is it a result of the absence of good? How do religious traditions deal with the notion of evil? After we look at the religious, philosophical, historical, conceptualization of evil and how different religious traditions deal with it, the class will look at evil in popular culture (anthropological understanding of evil). How does the popular imagination understand evil? How do they depict and imagine evil (in film, and in literature)? Are these universalities or are they cultural relativism? How has popular culture dealt with evil? Finally the course tries to see if there is any connection with the popular imagination and religious traditions when it comes to evil.

REL 252 | FORGIVENESS AND RECONCILIATION | 4 quarter hours**(Undergraduate)**

A study of various understandings of "forgiveness" and "reconciliation" in several religions and cultures. The nature and dynamics of forgiveness and reconciliation will be examined both theoretically and in relationship to specific conflicts. Cross-listed with PAX 252.

REL 253 | DESPAIR AND HOPE | 4 quarter hours**(Undergraduate)**

This course addresses the important religio-ethical concepts of despair and hope from both theoretical and applied perspectives. The course explores: a) various religious, ethical, and psychological understandings of these concepts and b) applications of these concepts, along with various methods and approaches, to a number of case studies involving personal and/or societal challenges. Cross-listed with PAX 253.

REL 257 | DEATH AND ITS BEYOND: EXPERIENCE, MYTH AND RITUALS | 4 quarter hours (Undergraduate)

Religious attitudes and practices responding to the phenomena of death and dying, studied cross-culturally, conceptually and ethically.

REL 259 | RELIGION AND SOCIAL ENGAGEMENT | 4 quarter hours (Undergraduate)

An investigation of the ways in which various religious traditions engage the social order. Traditions, persons and movements that form the focus of the course will vary from section to section. The course will integrate theory and practice in studying forms of religious engagement. All students will perform some service to a community or within a community organization or agency.

Sophomore standing or above is a prerequisite for this class.

REL 260 | RELIGION AND POLITICAL CONFLICT | 4 quarter hours (Undergraduate)

An examination of the role of religions and religious movements in political conflicts. Particular sections will examine the relationship of religions to violence and peacemaking in different areas of the world.

REL 261 | RELIGION AND CONFLICT IN SOUTH ASIA | 4 quarter hours (Undergraduate)

Religion has become central to conflict in contemporary South Asia. This course examines the relationship between religion and conflict both within and between nations in South Asia. It will examine how religion fuels conflict as well as how religion is used to find a nonviolent resolution to conflict. It will also analyze how religion is used to challenge and resist victimization, marginalization, silencing, and indeed violence during conflict. Finally, the course will examine how the cultural politics of class, gender, ethnicity, and sexuality constitute and are constituted by religion.

REL 262 | RELIGION AND GLOBALIZATION | 4 quarter hours (Undergraduate)

An examination of the moral, religious, and social dimensions of the phenomenon of globalization. Through a critical assessment of both the positive and the negative dimensions of globalization, students will seek to understand more fully the ethical implications of globalization for economics, culture, and society.

REL 263 | RELIGION AND POLITICS IN THE MIDDLE EAST | 4 quarter hours (Undergraduate)

An exploration of Judaism, Christianity and Islam as they develop and interact in the Middle East, historically and in terms of contemporary religious and political issues. Includes a study of personal narratives of people from Jewish, Christian and Muslim communities. Cross-listed with IWS 263.

REL 264 | COLONIZATION, RELIGION AND RESISTANCE | 4 quarter hours (Undergraduate)

This course will explore the religious traditions and cultural identities of some of the peoples native to the Americas, Africa, Asia and Oceania; problems they have with the "civilized" world and their potential solutions to them.

REL 265 | ISLAMIST POLITICAL MOVEMENTS | 4 quarter hours (Undergraduate)

This course will introduce the student to Islamic political movements around the globe. The course will look at their history as well as their intellectual and theological underpinnings. Cross-listed with IWS 265.

REL 266 | ISLAM IN THE UNITED STATES | 4 quarter hours (Undergraduate)

This course will explore Muslim cultures in Canada and the U. S. While the course may also investigate histories, ethnicities and religious ideologies, the organizing focus will be on struggle, contestation, maturity and change. Although Canadian provinces and U.S. states claim that religion should present no bar to full participation in the public square and religious discrimination is illegal, Muslims, in fact, are challenged as citizens. Living in religious Diasporas as minorities, communities north and south of the Canadian border, Muslims have found themselves contesting notions of integration, pluralism and acculturation. Often labeled "as the enemies within," Muslims have laid their claims as productive citizens, determined to contribute to the security, welfare and advancement of their home. Cross-listed with IWS 266.

REL 268 | MODERN JUDAISM | 4 quarter hours (Undergraduate)

An examination of central features of the modern Jewish experience including the transition from traditional to modern religious life and practice, American Judaism, the Holocaust, and the establishment of the State of Israel.

REL 270 | WOMEN IN THE BIBLE | 4 quarter hours (Undergraduate)

An examination of the historical role of women in the Bible and the contemporary concerns of feminist theology, women's spirituality and ethical issues arising from the contemporary application of these biblical texts to women's experiences.

REL 272 | GENDER AND SEXUALITY IN MUSLIM CULTURES | 4 quarter hours (Undergraduate)

Explores historical and contemporary trends in writing on Muslim women along modern and contemporary narratives on gender and sexuality in Muslim majority and minority cultures. Cross-listed with IWS 272.

REL 273 | JESUS ACROSS CULTURES | 4 quarter hours (Undergraduate)

A study of the multiple and diverse (primarily theological, but also literary, artistic and philosophical) historical and contemporary images of Jesus, as a way of understanding the diversity of this tradition and of its impacts on society, and of understanding the issue of plurality or diversity itself in religious traditions. Cross-listed with CTH 270.

REL 274 | IRELAND: RELIGION AND THE CONTEMPORARY "TROUBLES" | 4 quarter hours (Undergraduate)

This course is an examination of the role of religions and religious movements in political conflicts. We will be working on understanding the modern conflict in Northern Ireland, a region in which history, memory, culture, religion, and politics have frequently collided to produce resentment and suspicion at best and brutal violence at worst. The period known as the "Troubles," roughly the late 1960s to the late 1990s, was notable for its frequent spasms of viciousness between and among people who divide themselves according to which of the Christian traditions, Catholic or Protestant, they claim as their own. Cross-listed with CTH 274 and IRE 103.

REL 275 | COMMUNITY AND AUTHORITY IN MEDIEVAL JUDAISM | 4 quarter hours (Undergraduate)

An introduction to the history, religion and culture of the Jewish people under Christendom and Islam from the fourth through the end of the fifteenth centuries.

REL 278 | GENDER IDENTITIES, SEXUALITY AND RELIGION | 4 quarter hours**(Undergraduate)**

A study of the historical and contemporary complexities of gender identities and sexuality within major religious traditions.

REL 280 | ROMAN CATHOLIC THEOLOGICAL THINKING | 4 quarter hours
(Undergraduate)

A study of the Roman Catholic tradition of "faith seeking understanding" examining the content and the process of emergence of Catholic beliefs about such matters as God, sin, Jesus Christ, revelation, the church and eschatology. Cross-listed with CTH 243.

REL 281 | ROMAN CATHOLIC LITURGY | 4 quarter hours
(Undergraduate)

A study of the emergence, meaning and dynamics of ritual in the Roman Catholic tradition. Cross-listed with CTH 231.

REL 283 | ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT | 4 quarter hours
(Undergraduate)

A study of Roman Catholicism's understanding of its relation to the social world, including such matters as the relation between Church and State, the moral authority of the Church, and of its teaching on such issues as social ethics, politics and economics. Cross-listed with CTH 247.

REL 284 | CATHOLICISM AS A SPIRITUAL PATH | 4 quarter hours
(Undergraduate)

An experience-centered study of the relationship between contemplation and action, prayer and service, liturgy and social justice, personal religious experience and the wider experience of Catholics. Both historical and contemporary spiritualities will be explored. Cross-listed with CTH 229.

REL 287 | ROMAN CATHOLIC MORAL THOUGHT | 4 quarter hours
(Undergraduate)

This course examines various moral topics within a Roman Catholic framework. Papal pronouncements, Magisterial statements, Episcopal texts, the works of influential theologians, and critical voices both within and beyond the Church will be critically examined. Special attention will be paid to the method of moral argumentation.

REL 290 | LATINX LIBERATION TRADITIONS | 4 quarter hours
(Undergraduate)

What does liberation mean in the context of the Americas today? How have people of Latin American descent – both in Latin America and the United States – connected conceptions of liberation to related ideas of liberty and freedom, as well as to notions of political revolution, cultural identity, and prophetic forms of religious faith? This course examines how these questions have been theorized across the Latino/a Americas, especially as they relate to questions of religion. Topics include liberation philosophy, critical pedagogy, prophetic religion, cultural praxis, Latina feminism, and decolonial thought. Cross-listed with LST 290.

REL 291 | LIBERATION THEOLOGIES | 4 quarter hours
(Undergraduate)

An examination of religious traditions such as Catholicism, indigenous religions, and Protestantism in Latin America, with special focus on how these traditions have been transplanted and reshaped upon entry into varied Latino communities in the United States. Historical analyses of the Latin American roots of these traditions will provide contextualization for the ongoing examination of transnational religious cultures in the U.S. Cross-listed with LST 291.

REL 295 | SHI'ITE ISLAM | 4 quarter hours
(Undergraduate)

This course will look at the history and the various divisions of Shi'i Islam. Cross-listed with IWS 295.

REL 298 | THEORY AND METHOD IN THE STUDY OF RELIGION | 4 quarter hours
(Undergraduate)

This course introduces students to the history of the discipline of religious studies with special attention to its emergence in the contexts of colonialism and the Enlightenment. The first goal of this course is for students to acquire a beginning understanding of how the field was constructed as a discipline of study and to explore the connections of its foundational methods of inquiry to the particular historical contexts in which those methods were developed. The second goal of this class is to expose students to important contemporary conversations within the discipline through the exploration of selected areas of inquiry and methods of analysis.

Any 100-level REL course is a prerequisite for this class.

REL 299 | RELIGIOUS STUDIES, OFF-CAMPUS | 4-8 quarter hours
(Undergraduate)

Religious Studies credits earned off-campus. Topics vary.

REL 300 | THEORIES OF CULTURE AND RELIGION | 4 quarter hours
(Undergraduate)

This seminar explores contemporary approaches used to study religion as a cultural phenomenon. Drawing on scholarship from a variety of disciplines that has shaped the academic study of religion, we will explore the relationship among religion, culture, and power in the contemporary world. We will examine some of the key issues that confront scholars in the field as they grapple with the politics of knowledge production and representation in the contemporary world.

REL 301 | THEORIES OF RELIGION AND SPIRITUALITY | 4 quarter hours
(Undergraduate)

An interdisciplinary investigation into the nature of religious experience drawing on the fields of anthropology, psychology, sociology, and theology.

REL 302 | THEORIES OF RELIGION AND ETHICS | 4 quarter hours
(Undergraduate)

This seminar explores the intersection between religion and ethics, centering on the question of how the study of religion contributes to contemporary academic discourse on ethics and, in turn, how the discipline of ethics helps to deepen understanding of the roles of religion in society. To this end, the course prepares students not only to grapple with religious and ethical theories, but also to analyze modern economic, political, social and environmental structures with critical attention to the religious worldviews and ethical frameworks that emerge out of, and at once underwrite, those structures. The course is therefore designed to enable students to bring familiar norms, traditions, and cultural behaviors under critical scrutiny. Consequently, the nature of this seminar is comparative, proceeding through comparisons both within and among diverse religious traditions.

REL 305 | TOPICS IN RELIGION AND CULTURE | 4 quarter hours
(Undergraduate)

Examines particular issues in the relationship between religion and culture. Specific topics for current offering are noted in the current class schedule.

**REL 322 | FEMINIST ETHICS | 4 quarter hours
(Undergraduate)**

An investigation of theoretical issues regarding women's moral experiences and of feminist ethical arguments combatting various forms of oppression.

**REL 340 | INQUIRIES IN WORLD RELIGIONS | 4 quarter hours
(Undergraduate)**

Various topics within the comparative study of religions. Specific topics for current offering are noted in the current schedule.

**REL 342 | ZEN MIND | 4 quarter hours
(Undergraduate)**

Mind, due to its purported ability to achieve enlightenment, is at the center of Zen theories and practices. This course explores several aspects of Zen in relation to the discourse of mind in East Asia and features three main components: Buddhist meditation (dhy/na/chan) in India and China, how Chan developed into Zen in Japan, and the possible dialogue between Zen and contemporary philosophy. The topics include, but are not limited to the nature of mind, meditative experiences, intuition, koans, and Zen aesthetics.

**REL 344 | YOGA AND TANTRA | 4 quarter hours
(Undergraduate)**

An examination of the history, philosophy and cultural meaning of body-oriented liberative techniques as they developed on the Indian subcontinent and Himalayan region in Hinduism and Buddhism. Students registering for this course are expected to have studied one or both of these traditions in courses such as REL 142, 143, 242, or 243, or in other courses. Background in theory is also useful. Cross-listed with AAS 344.

**REL 351 | LIBERATION THEOLOGY | 4 quarter hours
(Undergraduate)**

Focuses upon the ideas and practices of a radical movement for the transformation of Christianity and for social justice that originated in the "Basic Christian Communities" of Latin America and spread from there to North America and the Third World. Entails either an Applied Research or Service Learning component. Cross-listed with CTH 341 and PAX 331.

**REL 362 | JEWS AND THEIR MESSIAHS | 4 quarter hours
(Undergraduate)**

This course will introduce students to the history of messianic beliefs in Judaism from biblical times to the present. It is often assumed that "messianism," i.e. the belief in a savior figure destined to come in the future to usher in a new age of redemption and moral goodness, has always been central to Judaism. The course will examine whether our modern concept of "messianism" can be used as a valid tool to describe Jewish religious experience. The course will also analyze the extent to which Jewish messianic beliefs varied over time by examining major messianic texts and movements in their historical, literary, and cultural contexts.

Sophomore standing or above is a prerequisite for this class.

**REL 370 | FEMINIST THEOLOGIES | 4 quarter hours
(Undergraduate)**

An exploration of women's experience as a primary resource and norm for theology, focusing on themes of inclusion, exclusion, representation and liberation in particular social, political and historical contexts.

**REL 382 | RELIGION IN THE CONTEMPORARY UNITED STATES | 4 quarter hours
(Undergraduate)**

An advanced examination of traditional communities and contemporary movements in the United States.

**REL 390 | INTEGRATING SEMINAR | 4 quarter hours
(Undergraduate)**

This seminar is intended for Religious Studies majors and is designed around existing research projects in which students demonstrate their ability to analyze specific examples of religion in cultural context and to situate their analytical perspectives within particular approaches in the academic study of religion. Class readings and discussions will help students reflect critically on the relation of religious studies as a discipline to other disciplines, to their previous coursework, and to their intellectual development. Students will be expected to present their research projects at a meeting of the Religious Studies department, and encouraged to present their work in other venues.

Junior Standing or above is a prerequisite for this class.

**REL 392 | FOREIGN STUDY IN RELIGION | 4-8 quarter hours
(Undergraduate)**

Under this number, students taking courses in religion or theology as part of a DePaul-sponsored program of study abroad may receive Religious Studies credit when approved in advance by the director of the Foreign Studies Program and the chair of the Religious Studies Department.

**REL 393 | INTERNSHIP IN RELIGIOUS STUDIES | 4 quarter hours
(Undergraduate)**

Open only to students working on Religious Studies major or minor concentrations. For more information contact the department chair.

Junior Standing or above is a prerequisite for this class.

**REL 397 | SENIOR THESIS | 4 quarter hours
(Undergraduate)**

Religious Studies majors who wish to undertake a special project of independent study are encouraged to apply. Student works towards completion of a special project under the direction of a project coordinator and faculty committee of three. Student must have a cumulative GPA of at least 3.000 overall, 3.100 in Religious Studies courses, and permission of the department chair.

**REL 399 | INDEPENDENT STUDY | 3-5 quarter hours
(Undergraduate)**

Independent Study course done under the supervision of a faculty member with the permission of the Department Chair.

Junior Standing or above is a prerequisite for this class.

Russian (RUS)

**RUS 101 | BASIC RUSSIAN I | 4 quarter hours
(Undergraduate)**

Rus 101 is the first course in the yearlong Basic Russian sequence. It assumes no prior knowledge of Russian. In this course students will develop Russian reading, writing, listening and speaking skills. They will learn to read and write both print and cursive script. This course will teach grammatical structures and vocabulary for both professional and informal conversations. Students will also learn to identify (in Russian) major cities and facts about the Russian Federation. The Basic Russian course sequence emphasizes communication skills and uses a free online curriculum. It may incorporate additional materials from Russian literature, art, film, and contemporary media. By the end of the first year sequence (101-102-103) students should be able to read everyday texts and communicate using simple structures in a variety of settings. They will be able to ask and answer basic questions about family and everyday life. This course may be appropriate for some heritage speakers who do not read Russian. Students with prior knowledge of Russian should take the Russian placement exam and consult with their academic advisor and course instructors for proper placement in Russian.

RUS 102 | BASIC RUSSIAN II | 4 quarter hours
(Undergraduate)

This is the second course in the Basic Russian sequence. In this course, students will continue to develop their communication skills in Russian, participating in longer conversations and learning more complex grammatical structures. Students will expand their skills in reading and deciphering Russian texts. Building on skills learned in RUS 101, students will learn to describe everyday life and other persons. They will use adjectives and verbs appropriately in longer sentences and manage longer conversations. Students will also learn about Russian culture and life. Topics incorporated into language practice may include: geography, ethnic groups and religions of the Russian Federation, literature, traditions, and pop culture. The Basic Russian course sequence emphasizes communication skills and uses a free online curriculum. It may also incorporate materials from Russian literature, art, film, and contemporary media. By the end of the first year sequence (101-102-103), students should be able to read everyday texts and communicate using simple structures in a variety of settings. RUS 102 generally assumes knowledge of the Russian alphabet. This course may be appropriate for some heritage speakers who do not read Russian. Otherwise, students enrolling in RUS 102 should have placed into this course per the Russian placement exam or taken RUS 101.

RUS 103 | BASIC RUSSIAN III | 4 quarter hours
(Undergraduate)

This is the third course in the introductory sequence Basic Russian. Students will develop their communication skills and by the end of the yearlong sequence, students will be able to participate in conversations about family life, home and student activities. They will be able to read Russian and write messages and texts. Through structured conversation practice they will also continue to learn about Russian culture and life. Topics incorporated into language practice may include: Russian geography, diverse ethnicities and religions of the Russian Federation, literature, traditions, and popular culture. The Basic Russian course sequence emphasizes communication skills and uses a free online curriculum. It may also incorporate materials from Russian literature, art, film, and contemporary media. By the end of the first year sequence (101-102-103), students should be able to read everyday texts and communicate using simple structures in a variety of settings. RUS 103 assumes much basic vocabulary, knowledge of the Russian Cyrillic alphabet, familiarity with noun/adjective agreement, and present tense verb forms. Students enrolling in RUS 103 should have placed into this course per the Russian placement exam or taken RUS 101 and 102.

RUS 104 | INTERMEDIATE RUSSIAN I | 4 quarter hours
(Undergraduate)

Intensive practice in the use of Russian through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. Russian 103 or equivalent, including placement test or permission of instructor, is recommended.

RUS 105 | INTERMEDIATE RUSSIAN II | 4 quarter hours
(Undergraduate)

Intensive practice in the use of Russian through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. Russian 104 or equivalent, including placement test or permission of instructor, is recommended.

RUS 106 | INTERMEDIATE RUSSIAN III | 4 quarter hours
(Undergraduate)

Developing more fluency in speaking, understanding, reading and writing Russian with a concomitant heightened awareness of the cultural dimensions of the Russian language. Russian 105 or equivalent, including placement test or permission of instructor, is recommended.

RUS 130 | MOLILSAP STUDY ABROAD | 2 quarter hours
(Undergraduate)

This course is specially designed to complement the Modern Language Introductory Languages Study Abroad programs, linked to the third quarter of the first year language program. The course will be taught abroad.

RUS 197 | SPECIAL TOPICS IN RUSSIAN | 4 quarter hours
(Undergraduate)

See schedule for current offerings.

RUS 198 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)

Variable credit.

RUS 199 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)

Variable credit.

RUS 201 | ADVANCED RUSSIAN LANGUAGE I | 4 quarter hours
(Undergraduate)

Third-year course covering oral and written communication, reading and writing, and grammar and syntax. Students will explore media, pop culture, literature and politics as they improve their language skills. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

RUS 202 | ADVANCED RUSSIAN LANGUAGE II | 4 quarter hours
(Undergraduate)

Third-year course covering oral and written communication, reading and writing, and grammar and syntax. Students will explore media, pop culture, literature and politics as they improve their language skills. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

RUS 203 | ADVANCED RUSSIAN LANGUAGE III | 4 quarter hours
(Undergraduate)

Third-year course covering oral and written communication, reading and writing, and grammar and syntax. Students will explore media, pop culture, literature and politics as they improve their language skills. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

RUS 205 | ADVANCED RUSSIAN: LITERATURE AND CULTURE I | 4 quarter hours
(Undergraduate)

Grammar, written composition and cultural readings for advanced students and speakers of Russian.

RUS 206 | ADVANCED RUSSIAN: LITERATURE AND CULTURE II | 4 quarter hours
(Undergraduate)

Continued emphasis on improved grammar and writing for advanced students and speakers of Russian with collateral cultural readings.

RUS 207 | ADVANCED RUSSIAN: LITERATURE AND CULTURE III | 4 quarter hours
(Undergraduate)

Advanced composition and writing course emphasizing standard and literary language with appropriate literary and cultural readings for advanced students and speakers of Russian.

**RUS 210E | WARRIORS, WITCHES, FIREBIRDS AND VAMPIRES:
INTRODUCTION TO RUSSIAN FOLKLORE | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. This course will introduce students to the rich and dynamic body of Russian folk texts and belief. Course readings will include epic poems, skazki (fairy tales), ballads, legends, incantations, and elements of popular culture. Students will learn and apply contemporary theories of folklore and traditional folk belief. The course will touch on the role of Russian folklore themes in literature and film. Emphasis on primary source materials (in English translation) with supplemental theory and history.

**RUS 212E | PROJECTION, REVOLUTION, DREAMS AND NIGHTMARES:
INTRODUCTION TO RUSSIAN AND SOVIET CINEMA | 4 quarter hours
(Undergraduate)**

THIS COURSE IS TAUGHT IN ENGLISH. This course is a survey of Russian and Soviet film, beginning with the origins of film itself and how it was received in Russia. From there, we will explore the first films of the late Russian Empire, the early avant-garde works of revolutionary cinematographers who sought to create the "New Soviet Man (and Woman)" by means of altering their perception through montage, editing, and documentary footage, the Socialist Realist films of high Stalinism, newly personalized themes found in films of the "Thaw" era, the works of Andrei Tarkovsky and Sergei Parazhanov (legendary Soviet film auteurs) against the backdrop of the subsequent "Stagnation," the cultural revolt of the "Perestroika" era, the gritty films of Alexei Balabanov shot during the "wild nineties," and the dreamlike and nightmarish offerings of the new Russian millennium. We will interpret these films through the lens of contemporaneous cultural developments in Russia and the Soviet Union. As part of the course, students will be challenged not only to recognize how Russian and Soviet culture has informed the development of the cinema but, likewise, how, since the turn of the twentieth century, cinema has been a profound engine of cultural innovation and evolution throughout Russian and Soviet history.

**RUS 213E | TEMPLARS OF THE PROLETARIAT": ESOTERIC TRADITIONS
IN RUSSIA AND THE SOVIET UNION | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. This course explores the primary traditions of the 'esoteric' or the 'occult' in the Russian imperial and Soviet eras. Topics range from occultism in the Soviet secret police to apocryphal and heretical interpretations of religion(s). As we examine each tradition, our task will be to understand the importance of the 'esoteric' as a category of societal meaning and cultural production.

**RUS 215E | THE BODY AND SEXUALITY IN MODERN RUSSIAN DRAMA | 4
quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. Modern theater includes such genres as Naturalism, Realism, Modernism, Postmodernism, and Russian modern theater represents a high point of Russian cultural and literary production. In this course students will explore Russian plays by a selection of the most important authors, with a focus on the body and sexuality in their works. Readings may include texts by Anton Chekhov, Maksim Gorky, and Mikhail Bulgakov, among others, and critical works on twentieth century theater will be included as well. The student will read, analyze and interpret the plays, comedies and dramas, both with respect to form and meaning. In the process they will develop greater insight into the social and multicultural issues of the time period in which the plays were written.

**RUS 297 | SPECIAL TOPICS IN RUSSIAN | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**RUS 298 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**RUS 299 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

Variable credit.

**RUS 316 | TOPICS IN THE RUSSIAN NOVEL | 4 quarter hours
(Undergraduate)**

The course will allow students to read and analyze novels from important Russian authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, as well as other. Students will write essays and participate in individual and group projects in the format of Round-Table discussion. Cross-listed with MOL 316. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

**RUS 317 | TOPICS IN THE RUSSIAN SHORT STORY | 4 quarter hours
(Undergraduate)**

The course will allow students to read and analyze short stories from important Russian authors such as Pushkin, Gogol, Turgenev, Tolstoy, Chekhov, Gorky and Korolenko. Students will write papers and present short stories on these authors as well as others. Cross-listed with MOL 317. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

**RUS 318 | MASTERPIECES OF RUSSIAN LITERATURE | 4 quarter hours
(Undergraduate)**

This course will explore masterpieces of Russian literature from a variety of genres: plays, novels, short stories and poetry. Works by authors such as Tolstoy, Chekhov, Dostoevsky, Gogol, Nabokov, Pushkin, Turgenev, Akhmatova, Mayakovsky, Pasternak and Yevtushenko will be read within their historical context to provide a basis for literary appreciation and analysis. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

**RUS 360 | REALISM IN RUSSIAN DRAMA | 4 quarter hours
(Undergraduate)**

Russian Theater of the 18-19th century appeared in parallel to the development of realism in Russian literature. The movement dominated from approximately 1845 to 1905. The course presents some of the greatest Russian plays of the 19th century by Alexander Pushkin, Nikolai Gogol, Alexander Griboedov, Alexander Ostrovsky, and Anton Chekhov. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

**RUS 361 | MODERN RUSSIAN DRAMA | 4 quarter hours
(Undergraduate)**

Russian plays by a selection of the most important authors. Readings may include Chekhov, Gorky, Bulgakov, Teffi and others. Some critical works will be included. The student will read, analyze and interpret the plays, comedies and dramas, both with respect to form and meaning. In the process they will develop greater insight into the social and multicultural issues of the time period in which the plays were written. Cross-list with MOL 361. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

**RUS 364 | MODERN RUSSIAN AUTHORS | 4 quarter hours
(Undergraduate)**

This course explores works of the most influential Russian authors of the Modern period. Authors might include Anton Chekhov, Vladimir Nabokov, Mikhail Bulgakov, Evgeny Zamyatin, and more. Students will explore several genres, including poetry, novel, short, story, and plays. These authors and works will be studied in the context of their times. Cross-listed with MOL 364. Russian 106 or equivalent, including placement test or permission of instructor, recommended.

**RUS 369 | RUSSIAN LITERATURE AND FILM | 4 quarter hours
(Undergraduate)**

Greatest Russian short stories, plays, and novels of the 19-20th century, as presented in films by Soviet and Post-Soviet film-makers. Readings in the original of Tolstoy, Dostoevsky, Ostrovsky, Chekhov, Bulgakov, and Pasternak. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

**RUS 393 | RUSSIAN FOR MASS MEDIA, POLITICS, AND CULTURE | 4 quarter hours
(Undergraduate)**

Introduction to the structures and vocabulary of Russian news media with emphasis on politics and current events. Weekly readings and writing assignments from television, print media, and Internet news sources. Emphasis on building vocabulary and understanding of current political news and events. Individualized research/writing project. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

**RUS 395 | FOREIGN LANGUAGES ACROSS THE CURRICULUM | 2 quarter hours
(Undergraduate)**

The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Russian. Students must have the equivalent of 106 or higher ability in Russian to take this two credit component. Please contact the Department of Modern Languages if you have questions about this courses or about language placement.

**RUS 397 | SPECIAL TOPICS IN RUSSIAN | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**RUS 398 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**RUS 399 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

Variable credit.

**RUS 497 | SPECIAL TOPICS IN RUSSIAN | 4 quarter hours
(Graduate)**

See schedule for current offerings.

**RUS 498 | STUDY ABROAD | 4-8 quarter hours
(Graduate)**

Variable credit.

**RUS 499 | INDEPENDENT STUDY | 4-8 quarter hours
(Graduate)**

Variable credit.

School of Public Service (MPS)

**MPS 500 | INTRODUCTION TO PUBLIC SERVICE MANAGEMENT | 4 quarter hours
(Graduate)**

Introduces students to organizational theories and practices useful to public service managers. Teaches students how to use structural, human resource, political and symbolic perspectives to rethink public service organizations. Provides an introduction to managerial issues including workforce diversity, decision making and leadership; stresses critical thinking and writing skills.

School of Public Service student or department consent is a prerequisite for this course.

**MPS 501 | CROSS-SECTOR ANALYSIS | 4 quarter hours
(Graduate)**

This course examines the size, scope, capacity, and limitations of the nonprofit, government, and business sectors, in the domestic and international context. Students will be introduced to research and become familiar with print and electronic resources and databases. They will learn to develop meaningful research questions, write literature reviews, and analyze the interrelationships among the three sectors.

**MPS 508 | INTRODUCTION TO NONPROFIT MANAGEMENT | 4 quarter hours
(Graduate)**

This course provides and introduction to and overview of the most important skills needed in managing a nonprofit organization, and gives students a chance to practice those skills using contemporary and historical case studies. Topics covered include the history, scope, and significance of the nonprofit sector, theories of the nonprofit sector, law and governance, resource development and volunteer management, social entrepreneurship, marketing, external relations, the nonprofit life cycle, competition and collaboration, and relationships with business and government.

**MPS 510 | INTERNATIONAL DIMENSIONS OF PUBLIC SERVICE | 4 quarter hours
(Graduate)**

This course explores the institutional roles and responsibility of international public service organizations in relation to international affairs, peace and security, international development, humanitarian and human rights laws. Through real world case studies students learn about the complex legal, advocacy and capacity development work connected to political, economic, social, cultural and other human rights in international public service.

**MPS 511 | SUSTAINABLE INTERNATIONAL DEVELOPMENT | 4 quarter hours
(Graduate)**

This course provides an overview of theories and approaches to sustainable social and economic development and examines the roles of Non-Governmental Organizations (NGOs) as well as methods of evaluating their effect. The course covers the role of NGOs in building and strengthening sustainable communities and societies in developing countries.

**MPS 513 | VOLUNTEERISM IN GLOBAL CIVIL SOCIETY | 4 quarter hours
(Graduate)**

This course examines the concept of volunteerism within global civil society, especially nonprofit organizations and government associations. This includes an analysis of the role of volunteers in US and global civil society, the motivation to volunteer and how to effectively recruit, train, supervise and evaluate volunteers. Students develop an understanding of the role of volunteers in the management of any social program.

**MPS 514 | GOVERNMENT FINANCIAL ADMINISTRATION | 4 quarter hours
(Graduate)**

The basic principles, logic and processes of public budgeting are explored to understand the allocation of scarce resources. The concepts of efficiency and equity in taxation are applied to identify the advantages and disadvantages of specific taxes such as income, sales and property. Specific skill sets include present value techniques, interpreting the basic financial reports generated by governments, and evaluating financial performance of a government based upon its financial reports.

MPS 515 | NONPROFIT FINANCIAL ADMINISTRATION | 4 quarter hours (Graduate)

This course explores key issues in operations budgeting and capital budgeting. Specific skill sets include cash flow analysis, variance analysis, present value techniques, interpreting financial statements, and evaluating financial performance.

MPS 518 | PROGRAM DEVELOPMENT AND EVALUATION FOR NONPROFIT ORGANIZATIONS | 4 quarter hours (Graduate)

Every nonprofit organization (NPO) should measure its progress in fulfilling its mission, its success in mobilizing its resources, and its staff's effectiveness on the job. What about a program implemented by an NPO works? How does it make a difference? Who benefits most? And in what context? Program Development and Evaluation is a course that will introduce students to practical program planning, implementation and evaluation skills applicable to nonprofit organizations engaged in a variety of policy areas including emergency relief, service delivery, and policy & rights advocacy. The topics include identifying the problem, planning, implementing and evaluating a program. The course will examine both formative and summative evaluation, and why these components are so critical to measure the real success of an NPO in achieving its mission.

MPS 508 is a prerequisite for this class.

MPS 519 | RESOURCE DEVELOPMENT | 4 quarter hours (Graduate)

This course teaches students the theories and techniques of resource development. We discuss the fundraising tradition in the U.S., principal donor types, theories of donor behavior, and the organizational, legal and ethical contexts of fundraising. Students learn basic fundraising tools, including planning, grant writing, special events, major gifts, planned giving, and capital campaigns. Students work as volunteer consultants with nonprofit partners to analyze their current fundraising strategies and materials and help them develop new ones.

MPS 520 | VALUES-CENTERED LEADERSHIP | 4 quarter hours (Graduate)

This interdisciplinary course explores service leadership through the lenses of Robert K. Greenleaf, The DePaul Leadership Project, Margaret J. Wheatley and other theorists and practitioners within the leadership field. The course expands our thinking on leadership to include modules dedicated to four topics: Service Leadership, Leadership and Diversity, International Leadership and Ethical Leadership. Students will assess their own leadership practices, develop a leadership action plan and participate in coaching, as coach and client. Student grading will be based on participation in self-reflection, course participation, project teams and a final project.

MPS 521 | LEADERSHIP IN PUBLIC SERVICE | 4 quarter hours (Graduate)

This course focuses on key theories of leadership such with attention to leader focused, follower focused, and contextual focused concepts and their intersections with attention to their application to the public sector workplace. Recent research in leadership with analysis of psychological systems, interpersonal relations, and the relationship of rewards to performance are addressed through case studies, practical application, and readings throughout the course. The course contains special attention to leadership theories and practices that students use to assess and develop their own most effective leadership styles including value-based leadership models such as servant-leadership, "The Leadership Challenge" of Kouzes and Posner, and emerging theories within the field of leadership studies.

MPS 522 | FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT | 4 quarter hours (Graduate)

This course explores human resource issues facing employees with supervisory responsibilities in public service organizations, including those working in the volunteer, non-profit, religious, government, and education sectors. The course considers human resource planning, employee recruiting and selection, and the motivation and evaluation of staff personnel and managers both individually and in teams. Topics include recruiting and selecting employees and managers, fostering team development, managing employee stress, preventing workplace violence, and handling issues pertaining to termination, training, and development. The course also explores progressive discipline and, improving performance management of employees and volunteers.

MPS 523 | GROUP DYNAMICS FOR LEADERS | 4 quarter hours (Graduate)

This interactive course will explore the relevant theories and methods for understanding the structures and processes of groups. The course will also consider how leaders and managers function effectively within groups. An emphasis is placed on role and function, status, power, leadership, communication, decision-making, problem solving, conflict management, negotiation, and coalition.

MPS 524 | MARKETING FOR SERVICE ORGANIZATIONS | 4 quarter hours (Graduate)

This course provides a broad understanding of marketing nonprofit, governmental, and advocacy organizations. Students learn how to analyze and develop a wide range of marketing plans and campaigns. Content includes the key theories, principles, and techniques of marketing and the differences between for-profit and non-profit efforts. The associated aspects of marketing—public relations, communications, advertising, and fundraising—are explained and compared. Students learn all aspects of the marketing process from identifying and defining the preferred target segments, crafting the key messages, and developing, executing, and measuring effective marketing campaigns.

MPS 525 | WORKING WITH NONPROFIT BOARDS | 4 quarter hours (Graduate)

This course examines the legal and philosophical reasons that nonprofit organizations are governed by an external board of directors. Membership, structure and process for this body are examined, as well as the relationship of employees to the individual board members and the policies established by this group.

MPS 526 | LOCAL GOVERNMENT ADMINISTRATION | 4 quarter hours (Graduate)

This course analyzes decision-making processes used in local government from the perspective of the chief executive officer such as city manager, township supervisor, special district administrator, or park superintendent. It includes operational aspects of municipal administration including the effect of intergovernmental relations on local government, the role of the local government administrator in policy implementation, chief executive and elected official interactions, and regional governance of the delivery of services that cross political boundaries.

MPS 527 | BEHAVIORAL STRATEGIES FOR PUBLIC SERVICE | 4 quarter hours**(Graduate)**

Using insights from psychology, economics, sociology, and consumer behavior can help policymakers, program administrators, and fundraisers to predict and influence how individuals will behave in response to public and nonprofit initiatives. Individuals often respond in ways that are not expected by policymakers, influencing the efficiency and effectiveness of government and nonprofit programs. Insights about actual individual behavior can influence how policies and administrative requirements are designed in education, health, taxation, bureaucratic administration, and nonprofit fundraising. In this course, students will review the principles of behavioral public administration, the successful use of "nudges" by government agencies and nonprofit organizations, and the ethical and practical considerations when designing behavioral interventions to support policy.

MPS 528 | FOUNDATION MANAGEMENT | 4 quarter hours**(Graduate)**

This course examines the concepts, functions and practices of organized philanthropy, with a primary emphasis on corporate, private and community foundations.

MPS 529 | STRATEGIC MANAGEMENT AND PLANNING | 4 quarter hours**(Graduate)**

Students learn how to apply strategic management and planning concepts and tools to public and nonprofit organizations to achieve goals and objectives in meeting service delivery missions, both domestically and internationally. The course focuses on analyzing the interaction of trends, market forces, stakeholders, and core competencies in developing visions and strategies for alternative scenarios.

MPS 530 | ANALYSIS OF NONPROFIT ORGANIZATIONS | 4 quarter hours**(Graduate)**

This course explores the art and science of nonprofit management. Students analyze nonprofits holistically, combining perspectives from law, governance, resource development, and finance. Students learn through hands-on analysis of existing nonprofit organizations and the analysis of historical case studies.

MPS 515 is a prerequisite for this class.

MPS 531 | HEALTH CARE ADMINISTRATION | 4 quarter hours**(Graduate)**

This course focuses on practical examples of financial management of health care institutions. It examines the financial system supporting health care institutions and the financial tools providers and insurers use to administer their programs and keep medical costs in check. Students learn financial management, third party payment methodologies, Medicare and Medicaid, cost accounting, rate setting, budgeting and financial analysis. The impact of the Patient Protection and Affordable Care Act will be evaluated.

MPS 532 | GRANTS AND CONTRACTS IN PUBLIC MANAGEMENT | 4 quarter hours**(Graduate)**

This class will cover the grant and contracting components of emergency preparedness. Students will learn about government and non-government grants, including how to search for Federal grants. In addition, the class will learn about the role contracts plays in emergency preparedness.

MPS 533 | APPLIED STATISTICS FOR PUBLIC SERVICE (USING EXCEL) | 4 quarter hours**(Graduate)**

Using Microsoft Excel software, this course introduces students to the use of quantitative data in policy, public management, and nonprofit decision-making. Topics include: causal inference, descriptive statistics, data visualization, probability, statistical inference, and regression analysis. Students gain hands-on experience managing and analyzing large datasets and critically reviewing quantitative research conducted by others. Special attention is given to best practices for presenting quantitative findings to diverse stakeholders.

MPS 500 (or SUD 401) is a prerequisite for this course.

MPS 534 | MEDICAL SOCIOLOGY | 4 quarter hours**(Graduate)**

Overview of social systems of health care in the United States, including the health-seeking behavior of patients, relationships among health care providers and organizational settings in which services are delivered. Cross-listed with SOC 431.

MPS 535 | HEALTH CARE POLICY | 4 quarter hours**(Graduate)**

This seminar focuses on the analysis of contemporary issues in health care policy. Topics covered include public health initiatives, dimensions of health service delivery systems (cost, quality and access), and health policy reforms with a special emphasis on the opportunities to reduce disparities in health care. Students conduct a research project on a health care policy topic of their choosing. Classes include discussions on the challenges of developing and implementing policy changes in public health and health care administration.

MPS 536 | APPLIED STATISTICS FOR PUBLIC SERVICE (USING SPSS) | 4 quarter hours**(Graduate)**

Using SPSS software, this course introduces students to the use of quantitative data in policy, public management, and nonprofit decision-making. Topics include: causal inference, descriptive statistics, data visualization, probability, statistical inference, and regression analysis. Students gain hands-on experience managing and analyzing large datasets and critically reviewing quantitative research conducted by others. Special attention is given to best practices for presenting quantitative findings to diverse stakeholders.

MPS 500 (or SUD 401) is a prerequisite for this course.

MPS 537 | COMPARATIVE HEALTHCARE SYSTEMS | 4 quarter hours**(Graduate)**

This course offers a comparative analysis of the U.S., selected Organization for Economic Cooperation and Development (OECD) states, and developing country health care systems, including their relationships to social, cultural, political, economic, environmental factors and policies.

MPS 541 | ECONOMIC FOUNDATIONS OF PUBLIC SERVICE | 4 quarter hours**(Graduate)**

This course introduces students to the branches of economics known as microeconomics, public finance, and welfare economics. Students learn to apply standard economic tools to identify policy issues and to analyze them. Specific skill set includes present value techniques.

**MPS 542 | POLICY DESIGN AND ANALYSIS | 4 quarter hours
(Graduate)**

Focuses on the processes and techniques of analyzing and designing public policies. Students are introduced to analytical ways of thinking that include: defining and modeling policy problems; designing policy alternatives; evaluating policy alternatives using ethical, legal, economic, organizational, and political criteria; and anticipating problems of policy implementation.

MPS 514 or MPS 515 or MPS 541 is a prerequisite for this course.

**MPS 543 | POLICY IMPLEMENTATION | 4 quarter hours
(Graduate)**

This course explores the policy making process, from agenda-setting and policy formulation to enactment, implementation, and policy revision. It explores the role of various units of government (local, state, national, international) in policy-making and the involvement of the non-governmental organizations that interact with government. The course also considers the structure and role of the bureaucracy in the formulation and implementation of public policies. Particular emphasis will be placed on the structure and function of administrative organizations within the larger governmental system, critiques of bureaucracy, and administrative reform. Throughout the term, participants explore the systemic factors that mold public policies.

MPS 542 is a prerequisite for this class.

**MPS 546 | ADVOCACY AND LOBBYING | 4 quarter hours
(Graduate)**

Explores the roles of individuals and organizations in the public policy process, particularly as power arrangements facilitate or impede consensus building. Examines how legislation is written and how administrative rules are formed in government agencies. Special attention is paid to advocacy techniques such as lobbying, public education, and litigation.

**MPS 552 | GIS FOR COMMUNITY DEVELOPMENT | 4 quarter hours
(Graduate)**

This course will focus on applications of Geographic Information Systems (GIS) to community studies and community development. As an amalgam of information technologies (e.g. database management, Web 2.0) and earth measurement technologies (e.g. global positioning systems, remote sensing), GIS is rapidly entering the realm of community development. The course will explain how GIS works; enable students to learn techniques including mapping, spatial analysis, and data management; and provide students with the opportunity to apply GIS to community development. Cross-listed with GEO 441.

**MPS 554 | PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING | 4 quarter hours
(Graduate)**

Examines the theory and practice of strategic and operational planning for emergency management planning and response. Surveys government, nonprofit, and private sector activities in emergency and crisis management and policy. Reviews the principles associated with evaluation of risk and the formulation of prevention programs. Identifies the issues and policy responses necessary to achieve coordination of agencies and collaboration with appropriate private resources. The course will be organized around case study examination and table top scenario activities in order to apply concepts in practice.

**MPS 559 | ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT | 4 quarter hours
(Graduate)**

Entrepreneurship and New Venture Management. Cross-listed with MGT 570.

**MPS 560 | ADMINISTRATIVE LAW | 4 quarter hours
(Graduate)**

This course focuses on an understanding of government powers by federal, state and local agencies in the US such as oversights, rule making, adjudication and judicial review of local and federal actions, and enforcement of regulatory decision making. It examines how public administration decisions are affected by existing constitutional and legal constraints on the administrative process; it includes the Administrative Procedure Act, Open Meetings Act of Illinois, and the Freedom of Information Act.

**MPS 561 | LAW AND NONPROFIT ORGANIZATIONS | 4 quarter hours
(Graduate)**

Introduces laws and regulations governing nonprofit organizations, including procedures for incorporation, maintenance of tax-exempt status, and compliance with relevant labor laws. No legal background is assumed.

**MPS 562 | INTRODUCTION TO HEALTH LAW | 4 quarter hours
(Graduate)**

Introduces students from nonlegal backgrounds to the legal system. Examines legal materials, including statutes, judicial opinion, and administrative regulations. Basic legal research and writing skills are taught.

**MPS 563 | LAW AND PUBLIC POLICY | 4 quarter hours
(Graduate)**

Provides an overview of the legal process, developing a basic understanding of legal principles, terms, and court systems. Applies legal analysis to policy issues in the three sectors. Examines the sources of law and explores methods of legal research within the context of public policy analysis.

MPS 542 is a prerequisite for this class.

**MPS 564 | PUBLIC SAFETY ADMINISTRATION AND PLANNING | 4 quarter hours
(Graduate)**

This course covers management strategies and selected analytic tools for the administration of public safety agencies. Management, planning and coordination issues will be addressed across different governmental structures (federal, state, county, local and sub-local); as well as different functional areas across public safety operations, such as staffing/ personnel management; special event planning/operations; interagency coordination; effective community partnership planning; and public communications.

**MPS 568 | ENVIRONMENTALISM AND DISABILITY | 4 quarter hours
(Graduate)**

This advanced course looks at the emerging research on how broadly the environmental movement (from transcendentalism through conservation and sustainability) has framed humans' interaction with nature and protection from pollution from an ableist lens. Case studies will be used on the wilderness lands policy, use of national parks, the environmental justice movement on public health, the current climate change and energy justice efforts to demonstrate the importance of framing that has generated exclusionary policies and built structures dislocating the disabled person. Concepts of eco-crip theory, and the notion of the "ecology of other" from the scholarship are explored as well as under the UN Sustainability Goals (SDG4) on disability.

MPS 570 | THE ENERGY SECTOR AND MANAGEMENT | 4 quarter hours (Graduate)

This course gives an overview of energy policy and the dynamic and changing nature of the energy sector both in the US and internationally. Energy management topics are included such as mining, disposal, and challenges to the climate and ecosystems. Energy efficiency and current emergent technology is included. Whenever possible, the course includes a Global Learning Experience (GLE) for DePaul students to engage with students about the energy sector and management on other continents. Issues of energy justice and the global South and North American tribal nations are included.

MPS 571 | METROPOLITAN PLANNING | 4 quarter hours (Graduate)

The purpose of this course is to provide an introduction to the professional practice of urban planning and the basic theoretical concepts on which the discipline is based. Students will analyze urban issues, decision-making processes, and resources that affect planning across a metropolitan area, including urban-suburban relations, and the complexities of zoning, economic and community development.

MPS 572 | POVERTY, INEQUALITY AND PUBLIC POLICY | 4 quarter hours (Graduate)

This course explores the causes and extent of poverty and inequality in the US. It will also examine historical and contemporary public programs and policy approaches to the reduction of poverty and inequality, with a special focus on these issues in US central cities and metropolitan areas.

MPS 573 | HOUSING AND COMMUNITY DEVELOPMENT | 4 quarter hours (Graduate)

This course is focused on the theory and practice of community development with a special emphasis on affordable housing policies. Specific topics include: the history and context of housing and community development in the US; methods of identifying and analyzing community needs and assets; and planning and implementing a community-based development program.

MPS 574 | RENEWABLE AND SUSTAINABLE ENERGY POLICY | 4 quarter hours (Graduate)

This course takes a case study approach to look at policy innovation that supports efforts to decrease the carbon intensity in the energy sector. Focusing primarily on local, state, and subnational government actions, this course surveys key policy tools such as renewable portfolio standards, community choice aggregation, property assessed clean energy, distributed energy generation, and transportation decarbonization efforts.

MPS 575 | STUDY ABROAD SEMINAR | 4 quarter hours (Graduate)

A Study Abroad course that assesses politics, political institutions, public administration and policy implementation in an international location. It focuses on the international public sector including relationships with nongovernmental organizations and the nonprofit sector. Students expand experiential and intellectual understanding of these global actors and how they compare to the US.

MPS 576 | ENERGY POLICY AND THE ENVIRONMENT | 4 quarter hours (Graduate)

Fluctuating energy prices and climate change concerns have kept the public's interest in energy and environmental issues over the years. Legislators have occasionally passed laws to encourage renewable and other "green" energy technologies, enhance future energy security, and reduce harmful pollutants that result from energy use. This course will provide a historical and broad perspective on energy policy, energy resources and use, environmental protection, energy regulation, renewable resource economics, CO2 emission reduction strategies, and other issues. The course is divided into three main sections that cover: 1) energy supply, including from oil, natural gas, coal, nuclear, and renewable resources, 2) energy demand, including energy use by sector and conservation efforts to use energy resources more efficiently, and 3) environmental impacts from energy use.

MPS 577 | ENVIRONMENTAL CONFLICTS AND MEDIATED SOLUTIONS | 4 quarter hours (Graduate)

This course evaluates a variety of common environmental problems that communities experience. Environmental problems often escalate into polarized conflicts that can stall or prevent necessary projects. Environmental problems can result in what has been described as the siting of locally unwanted landuses (LULUs), or not in my back-yard syndrome (NIMBY) projects. Specifically, mediated approaches to solutions are explored from the literature as well as real-world cases regarding a variety of environmental conflicts. The factors that contribute to the challenges in solving environmental policy conflicts are analyzed such as risk adversity, public participation, the role of science and technology, and the socioeconomic disparity among the community and the policy makers. This course involves a series of simulated role-playing games where students get to portray different interests in an environmental conflict to better understand how solutions can be reached. Concepts such as the best alternative to a negotiated agreement and other consensus-building techniques are built into the simulations for students to practice the implementation of the mediated solutions for environmental conflicts. This course includes both domestic environmental projects as well as international treaty and agreement negotiations. This course may include a Global Learning Experience where students from other countries will participate in the simulated games.

MPS 578 | URBAN RESILIENCE AND CLIMATE ADAPTATION POLICY | 4 quarter hours (Graduate)

With more than half the global population living in cities and climate models projecting significant global warming over the next decades, local officials will be at the forefront of adapting to new climatic realities. This course looks specifically at municipal policies adopted to address climate adaptation and responses to other environmental and health stressors such as global pandemics. The course takes a global view, exploring policies from both the Global North and Global South as well as international networks of policy diffusion that facilitate cooperation between urban policymakers around the world.

MPS 579 | SUSTAINABLE DEVELOPMENT POLICY AND INTERNATIONAL INSTITUTIONS | 4 quarter hours**(Graduate)**

In 2015 the member states of the United Nations adopted 17 Sustainable Development Goals to guide the nations of the world in an effort to end poverty, protect the planet from environmental hazards, and enhance the social condition for the Earth's inhabitants. This course looks at the role of international institutions in helping national governments attempt to achieve these goals. A particular focus is placed on the policy efficacy of important international agreements such as the United Nations Framework Convention on Climate Change.

MPS 583 | RESEARCH METHODS FOR PUBLIC SERVICE | 4 quarter hours
(Graduate)

This course introduces students to the principles underlying scientific research and how these principles apply to policy design and evaluation. Students learn about research ethics, causality, sampling (both random and purposive), and collecting data through surveys, interviews, focus groups, and observation. Students learn applied research, including needs assessment, program theory and logic models, and process, outcomes, and impact evaluations. Students also develop the research proposal that they will carry out for their capstone project in MPS 593. MPS 533 or MPS 536 is a pre-requisite for this course.

(MPS 533 or MPS 536) is a prerequisite for this course.

MPS 593 | INTEGRATIVE SEMINAR | 4 quarter hours
(Graduate)

In this capstone course students complete an action research project integrating applied research, theoretical frameworks, and professional practice.

MPS 583 is a prerequisite for this class.

MPS 594 | ETHICAL LEADERSHIP IN PUBLIC SERVICE | 4 quarter hours
(Graduate)

This course provides students with the framework for personal and professional ethical decision making applied in the context of diverse workplaces and international organizations. Through lectures on ethical theories, case studies in applied ethics, and specific assignments, students clarify their personal-professional values, assess their moral intelligence, and develop their ethical leadership integrity. Students will also study the ethics of organizations, including the formation of social norms, how they influence individual decisions, and how entire organizations can become more ethical.

(MPS 533 or MPS 536) is a prerequisite for this course.

MPS 597 | PUBLIC SERVICE FELLOWS SEMINAR | 4 quarter hours
(Graduate)

Elective available to students with MPS CGPA of 3.75 or greater. For MPS Fellows taking MPS 593, Integrated Seminar, or MPS 610, Internship Capstone, during the academic year, meets roughly every other week during winter and spring terms. Seminar includes distinguished academic and professional guest lectures and presentations of research by Fellows.

MPS 600 | INDEPENDENT STUDY | 4.00 quarter hours
(Graduate)

Individually supervised learning experience, usually involving extensive library research and writing. Variable credit.

MPS 601 | PROFESSIONAL DEVELOPMENT AND INTERNSHIP | 4 quarter hours**(Graduate)**

Professional work experience under the guidance of an organizational site supervisor during one or more school terms. The Professional Internship usually involves application of skills in a non-profit, governmental or other public service organizational setting new to the student.

MPS 602 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)

This 0-credit hour course is available to master's degree candidates who are actively working toward the completion of a thesis, project, or portfolio. Enrollment in this course is limited to three quarters and requires thesis/project advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries and requires the equivalent of half-time enrollment status. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

MPS 603 | CANDIDACY MAINTENANCE | 0 quarter hours
(Graduate)

This 0-credit hour course is available to graduate students who are not registered for a course in a given quarter but need to maintain active university status. Enrollment in this course is limited to three quarters and requires permission of the graduate director. Enrollment in this course allows access to the library and other campus facilities. This course does not carry an equivalent enrollment status and students in it are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

MPS 604 | SPECIAL TOPICS | 4 quarter hours
(Graduate)

Topics vary each term. (May be taken more than once).

MPS 610 | INTERNSHIP - CAPSTONE | 4 quarter hours
(Graduate)

This is a graduate seminar internship-capstone course that consists of a professional work experience supervised by a site supervisor in a U.S. or international public, private or civil society sector organization. Students must complete an action research project integrating applied research, theoretical frameworks, and professional practice.

MPS 583 is a prerequisite for this class.

MPS 611 | MANAGEMENT OF INTERNATIONAL NGOS | 4 quarter hours
(Graduate)

This course examines management skills and trends of international nongovernmental organizations. Through specific case studies in the fields of international public service, development and emergency, students learn current techniques to effectively manage projects, relations and operations of international non-governmental programs and development projects.

MPS 612 | INTERNATIONAL POLITICAL ECONOMY | 4 quarter hours
(Graduate)

This course provides an overview of major theories and practice in international political economy. It includes critical analysis of international political economy such as growth theories, capital and labor flows, and transformation of regimes. Students develop analytical skills for professional interests and research purposes. Cross-listed with INT 402.

**MPS 613 | COMPARATIVE PUBLIC POLICY | 4 quarter hours
(Graduate)**

Through comparative methods, this course examines cross-national social policy research and practices. Through case study analysis students learn about comparative welfare state research and reflect on major theoretical and methodological aspects of social policy. North American public policy approaches are compared and contrasted with European, Asian, African and Latin American policies on education, health care, housing, social security, labor market and other policy fields.

**MPS 614 | INTERNATIONAL ORGANIZATIONS SEMINAR | 4 quarter hours
(Graduate)**

This seminar introduces students to the contemporary international affairs of the United Nations and connected agencies, programs and organizations. Through conferences with high level UN representatives, students gain an inside view of this complex inter-governmental organization in its operations for peace and security, poverty reduction and development, human rights and humanitarian affairs and international relations and international law.

**MPS 615 | MANAGEMENT OF INTERCULTURAL DIVERSITY | 4 quarter hours
(Graduate)**

This course provides the necessary conceptual foundation and practical skills for leading, managing and communicating in a cross-cultural and diverse working environment. Students learn intercultural competency through applications and examples on international relations and human resource management.

**MPS 616 | INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT | 4 quarter hours
(Graduate)**

The course focuses on theoretical foundations and practical implications of diplomacy, negotiation, mediation and peace-building to solve and prevent conflicts. It offers reflective practices and concrete directions for creating constructive solutions to interpersonal, inter-group, and international conflict. Cross-listed with FMS 404.

**MPS 617 | ECONOMICS OF THE EUROPEAN UNION | 4 quarter hours
(Graduate)**

This advanced course builds on INT 402 or MPS 612 by applying contemporary theories of political economy to topics that reflect current concerns..

INT 402 or MPS 612 is a prerequisite for this class.

**MPS 618 | MIGRATION AND FORCED MIGRATION | 4 quarter hours
(Graduate)**

This course examines the integral role that different processes of mobility play in shaping today's world: emigration, immigration, displacement, refugee and internally displaced persons flows. Students study the causes and effects of population movements including push-pull factors, demographic, economic, and political variables. Students also look at the role of state and non-state actors and organizations. Cross-listed with INT 404.

**MPS 619 | INTERNATIONAL LAW | 4 quarter hours
(Graduate)**

This course offers students the opportunity to engage in an examination of recent developments in international treaties, legal process and international organization. Topics may include refugees, trade law, criminal law and the establishment of the international criminal court, international labor law, environmental law, theories of international law, human rights and the relationship between international law and local economic development. Cross-listed with INT 410.

Science, Technology, Engineering and Math (STEM)

**STEM 230 | INTRODUCTION TO EARTH AND SPACE SCIENCE | 4 quarter hours
(Undergraduate)**

This course provides an overview of the dynamic geological nature of Earth, its place in the solar system and universe, and the fundamental Earth-sky-human relationship. The format of the course is lecture, discussion, laboratory activities, and student group presentations. The course content is aligned with the Illinois Earth and Space Science Content Area Standards for educators and thus also meets the needs of secondary education majors wishing to pass the Illinois state exam for certification in earth and space science. LSP 120 or HON 180 is recommended. Formerly SDV 230.

**STEM 231 | INTRODUCTION TO EARTH AND SPACE SCIENCE (WITHOUT LAB) | 4 quarter hours
(Undergraduate)**

This course provides an overview of the dynamic geological nature of Earth, its place in the solar system and universe, and the fundamental Earth-sky-human relationship. Students will develop an understanding of 1) the processes that shape Earth's surface and interior over geologic time, 2) the formation, evolution, and physical properties of the sun and its planets, asteroids, and comets, 3) the physical basis for phenomena such as eclipses, phases, and seasons, 4) the formation, evolution, and properties of stars, galaxies, and the universe, 5) the historical progression of human understanding of Earth's geologic history and its place in space and time, and 6) the associated technologies that have enabled this progression. Students will encounter several historical examples that illustrate the provisional nature of science and the interaction of experiment, observation, and theory. The format of the course is lectures, discussions, laboratory activities, and student group presentations. Formerly SDV 231.

**STEM 240 | SCIENCE AT THE EDGE OF SPACE | 4 quarter hours
(Undergraduate)**

Earth's atmosphere and near-space environment play an increasingly important role in our lives in areas such as global warming, ozone depletion, and telecommunications. The upper atmosphere is also a starting point for human exploration of space beyond Earth. In addition to learning about Earth's upper atmosphere and beyond, students will build simple scientific experiments and launch them on a weather balloon to an altitude of 100,000 feet. Formerly SDV 240.

**STEM 310 | SCIENTIFIC MODELING | 4 quarter hours
(Undergraduate)**

Introduction to mathematical models used in scientific work: discrete dynamical systems, continuous models, stochastic models, Markov chains, and compartment models. Course is example-driven, with models being implemented on the computer. MAT 151 recommended. Formerly SDV 310.

MAT 150 or MAT 120 and 121 are a prerequisite for this class.

**STEM 360 | SCIENTIFIC DATA ANALYSIS I | 4 quarter hours
(Undergraduate)**

Descriptive methods of data analysis, probability models, statistical inferential procedures including regression and analysis of variance, especially as it relates to scientific data arising from observations and experiments. Includes the use of one or more computer statistical analysis packages. MAT 150 recommended. Formerly SDV 360.

**STEM 361 | SCIENTIFIC DATA ANALYSIS II | 4 quarter hours
(Undergraduate)**

Advanced statistical and data-mining methods with science-related case studies. Topics include multiple regression, logistic regression, decision trees, and naive Bayesian classification. STEM 360 recommended. Formerly SDV 361.

**STEM 390 | SENIOR CAPSTONE I | 4 quarter hours
(Undergraduate)**

Students will examine a scientific issue with historical or public policy significance from multiple points of view, ethical, social, as well as scientific. The topic will necessarily be one in which the interpretation and visualization of data plays a significant role in framing debate. Students will work individually or in small groups to create projects featuring the interplay of quantitative and non-quantitative approaches. STEM 361 recommended. Formerly SDV 390.

**STEM 391 | SENIOR CAPSTONE II | 4 quarter hours
(Undergraduate)**

Students work on a quarter-length project whose end product is either a detailed mathematical analysis or a visualization of several large scientific data sets. The project will integrate a few of the science topics done in SDV 390 with data analysis and visualization. Collaborations with researchers and organizations such as educational institutions and museums are especially encouraged.

**STEM 399 | INDEPENDENT STUDY | 1-6 quarter hours
(Undergraduate)**

Formerly SDV 399. (variable credit)

**STEM 405 | ECOLOGY FOR TEACHERS | 4 quarter hours
(Graduate)**

This course provides a broad survey of ecological principles through laboratory and field investigations appropriate in an urban setting. The course focus is on the use of local environments to promote awareness of and appreciation for the complexity, diversity and structure of the natural world while developing skills in hypothesis testing, experimental design and data analysis. Formerly SDV 405.

**STEM 409 | MATHEMATICAL METHODS FOR MIDDLE SCHOOL SCIENCE TEACHERS | 4 quarter hours
(Graduate)**

This course develops the mathematical methods that support the teaching of science at the middle school level: proportional reasoning, rates, exponents and scientific notation, graphing, and elementary modeling. The course incorporates the use of technology such as calculators and spreadsheets for scientific analysis.

**STEM 410 | TOPICS FOR TEACHERS | 4 quarter hours
(Graduate)**

Selected topics in science and science education. Formerly SDV 410. (variable credit)

**STEM 411 | FOUNDATIONS OF PHYSICAL SCIENCE I | 4 quarter hours
(Graduate)**

This course explores the nature of scientific inquiry, using a historical case study of the development of classical physics in the work of Copernicus, Brahe, Kepler, Galileo, and Newton. It explores the roles of observation, classification, experiments, theory, and mathematical models in science as well as the character of scientific change. Formerly SDV 411.

**STEM 412 | FOUNDATIONS OF PHYSICAL SCIENCE II | 4 quarter hours
(Graduate)**

Fundamental concepts of physics examined quantitatively: velocity, acceleration, surface area, volume, density. Elementary modeling for data analysis, including spreadsheets and data acquisition software. Scaling of physical quantities. Formerly SDV 412.

**STEM 413 | LIGHT AND WAVES | 4 quarter hours
(Graduate)**

Fundamentals of wave motion with application to light, water, and sound. Teachers are introduced to a variety of physical science topics in the curriculum as well as an example of the extraordinary unifying power of physics concepts such as waves. Formerly SDV 413.

**STEM 420 | CHEMISTRY FOR TEACHERS | 4 quarter hours
(Graduate)**

The structure and composition of matter. Physical and chemical change, examined from conceptual viewpoints which include atomic theory, stoichiometry, periodicity, bonding, equilibrium, thermodynamics and kinetics. Formerly SDV 420.

**STEM 421 | CELL BIOLOGY FOR TEACHERS | 4 quarter hours
(Graduate)**

This course focuses on the chemical and cellular nature of living organisms, cell structure and function, and heredity. Enzymes, the movement of materials across membranes, photosynthesis, respiration, cell division, and basic genetics. Formerly SDV 421.

**STEM 422 | EVOLUTION AND DIVERSITY FOR TEACHERS | 4 quarter hours
(Graduate)**

This course explores the subjects of biological evolution and species diversity. Topics covered include the history of our understandings of the origin and nature of species, mechanisms that produce evolutionary change, geographic variation and speciation, current theories and evidence of life's origin and the history of life on earth. Controversies in biological evolution, both scientific and cultural will be discussed. Formerly SDV 422.

**STEM 423 | PLANT AND ANIMAL BIOLOGY FOR TEACHERS | 4 quarter hours
(Graduate)**

This course focuses on the structure and function of living organisms. Students will investigate how different organisms solve common problems of food acquisition, digestion and the distribution of nutrients, waste removal, gas exchange, maintenance of homeostasis and reproduction. While this course examines the diversity of living forms, there is a special emphasis on the structure and function of the human body. Formerly SDV 423.

**STEM 425 | TOPICS IN LIFE SCIENCES FOR TEACHERS | 4 quarter hours
(Graduate)**

Diverse topics in Life Sciences appropriate for middle school and high school students.

**STEM 430 | ASTROBIOLOGY FOR TEACHERS | 4 quarter hours
(Graduate)**

Astrobiology focuses on basic questions such as: How does life of any kind begin and develop? Does life exist elsewhere in the universe? What are the environmental limits for life? What is the future of life on the earth and beyond? The course reviews the origin and evolution of life on Earth and goes on to examine the prospects of habitats capable of supporting life in our solar system, and the potential for planets and life to exist orbiting other stars. Students will work with NASA remote sensing data of the earth, the other planets, and their moons. Formerly SDV 430.

**STEM 431 | ASTRONOMY FOR TEACHERS | 4 quarter hours
(Graduate)**

This course emphasizes astronomy particularly relevant to the middle school science curriculum. The structure of the solar system, motion of the sun, phases of the moon, familiarity with the night sky, stellar structure and evolution, galaxies, and introduction to cosmology. Students will be familiarized with student reading materials particularly appropriate for the combined teaching of science and reading. Students will make observations and use sky simulation software. Formerly SDV 431.

**STEM 432 | GEOLOGY AND PLANETARY SCIENCE FOR TEACHERS | 4 quarter hours
(Graduate)**

Planetary formation and evolution. Plate tectonics and the rock cycle, including volcanism, planetary interiors, weathering, sedimentation, and metamorphism. Formerly SDV 432.

**STEM 440 | HEAT AND ENERGY FOR TEACHERS | 4 quarter hours
(Graduate)**

Concept of energy, its nature, forms, and transfer with applications to physical science and earth science. Definition of energy in terms of work, potential and kinetic energy, conservation of energy, thermal energy, solar energy, energy in earth systems. Formerly SDV 440.

**STEM 441 | WEATHER AND CLIMATE FOR TEACHERS | 4 quarter hours
(Graduate)**

Basic physical and chemical processes that shape weather and climate. Solar radiation and the seasons, composition and structure of the atmosphere, atmospheric processes, human effects, historical and contemporary climate change. This course emphasizes quantitative methods. Formerly SDV 441.

**STEM 442 | ENVIRONMENTAL SCIENCE FOR TEACHERS | 4 quarter hours
(Graduate)**

A general introduction to the scientific background of some of the most important environmental problems facing urban areas, the nation and the world. Population dynamics, water and energy resources, ecosystem degradation, extinction and the loss of biodiversity, and climate change. The course will include a field observation and experiment.

**STEM 461 | NUMBERS AND OPERATIONS FOR ELEMENTARY MATHEMATICS TEACHERS I | 4 quarter hours
(Graduate)**

This course is the first of a three course sequence that develops teachers' conceptual understanding of whole numbers, integers, rational numbers, and real numbers in order for the teachers to take on the role of being a math teaching specialist in their school. The courses emphasize problem solving, cognitive demand, equitable access, and the development of student agency. Topics of the first quarter include whole numbers, the laws of arithmetic, place value, models for multiplication, models for division (inverse multiplication model, measurement model, and partitive model).

**STEM 462 | NUMBERS AND OPERATIONS FOR ELEMENTARY MATHEMATICS TEACHERS II | 4 quarter hours
(Graduate)**

This course is the second of a three course sequence that develops teachers' conceptual understanding of whole numbers, integers, rational numbers, and real numbers in order for the teachers to take on the role of being a math teaching specialist in their school. The courses emphasize problem solving, cognitive demand, equitable access, and the development of student agency. Topics include rational numbers, different models for fractions including part-to-part, part-to-whole, and area, operations with fractions.

STEM 461 (or instructor permission) is a prerequisite for this class.

**STEM 463 | NUMBERS AND OPERATIONS FOR ELEMENTARY MATHEMATICS TEACHERS III | 4 quarter hours
(Graduate)**

This course is the third of a three course sequence that develops teachers' conceptual understanding of whole numbers, integers, rational numbers, and real numbers in order for the teachers to take on the role of being a math teaching specialist in their school. The courses emphasize problem solving, cognitive demand, equitable access, and the development of student agency. Topics include factors and multiples of whole numbers, greatest common divisor and least common multiple of whole numbers, prime factorization, decimal representations of fractions, use of ratios and proportions to represent and analyze quantitative relationships, percentages and scaling.

STEM 462 (or instructor permission) is a prerequisite for this class.

**STEM 464 | GEOMETRY FOR ELEMENTARY MATHEMATICS TEACHERS I | 4 quarter hours
(Graduate)**

This course launches a two course sequence that develops teachers' conceptual understanding of geometry in order for the teachers to take on the role of being a math teaching specialist in their school. Teachers will gain fluency with geometric terms and concepts and think strategically about geometric problem solving. Topics include the foundations of geometry, and its system of definitions, axioms, and basic theorems; the classification of shapes; transformations of the plane, including reflections, rotations, and translations.

**STEM 465 | GEOMETRY FOR ELEMENTARY MATHEMATICS TEACHERS II | 4 quarter hours
(Graduate)**

This course is the second of a two course sequence that develops teachers' conceptual understanding of geometry in order for the teachers to take on the role of being a math teaching specialist in their school. Teachers will gain fluency with geometric terms and concepts and think strategically about geometric problem solving. Topics include geometric measurement and its applications, including length, perimeter, and area; transformations of the plane including dilations and similitudes; the Pythagorean Theorem.

STEM 464 (or instructor permission) is a prerequisite for this class.

**STEM 466 | INTEGRATING NUMBER AND OPERATIONS AND ALGEBRA FOR ELEMENTARY MATHEMATICS TEACHERS | 4 quarter hours
(Graduate)**

This course draws on the context and examples from previous courses in number and operations and geometry to develop teachers' understanding of algebraic reasoning. Topics include generalizing and analyzing patterns, creating and interpreting expressions and equations using variables, and solving real world problems that model continuous situations.

STEM 463 and STEM 464, or instructor permission, are prerequisites for this class.

STEM 467 | LEADERSHIP IN ELEMENTARY MATHEMATICS EDUCATION | 4 quarter hours (Graduate)

This course develops the aptitudes and leadership skills required for elementary school mathematics teachers to act as math teaching specialists in their school. The course emphasizes advocating for high-quality mathematics instruction, enhancing collaboration in mathematics within and across grade levels, and supporting professional learning in high-quality mathematics instruction.

At least three courses from the following list are prerequisites for this class: STEM 461, STEM 462, STEM 463, STEM 464, STEM 465, STEM 466.

STEM 481 | ALGEBRA FOR MIDDLE SCHOOL MATH TEACHERS I | 4 quarter hours (Graduate)

This course is the first of a three course sequence that provides teachers with a deep, conceptual understanding of the first year of secondary level Algebra to prepare them to teach secondary level Algebra to middle school students. These courses heavily emphasize problem solving and integrate pedagogical content knowledge and research on student preconceptions and growth. The first quarter's topics include: variables, expressions, identities, the Distributive Law and its consequences, the nature of solving equations, equivalent equations, solving of linear equations and inequalities, slope and rate of change, equations of lines, parallel and perpendicular lines.

STEM 482 | ALGEBRA FOR MIDDLE SCHOOL MATH TEACHERS II | 4 quarter hours (Graduate)

This course is the second of a three course sequence that provides teachers with a deep, conceptual understanding of the first year of secondary level Algebra to prepare them to teach secondary level Algebra to middle school students. These courses heavily emphasize problem solving and integrate pedagogical content knowledge and research on student preconceptions and growth. The second quarter's topics include: definition of a mathematical function, domains of functions, graphs of functions, piecewise defined functions, systems of linear equations, exponential functions, function transformations, absolute value inequalities, and systems of inequalities in the plane.

STEM 481 (or instructor permission) is a prerequisite for this class.

STEM 483 | ALGEBRA FOR MIDDLE SCHOOL MATH TEACHERS III | 4 quarter hours (Graduate)

This course is the first of a three course sequence that provides teachers with a deep, conceptual understanding of the first year of secondary level Algebra to prepare them to teach secondary level Algebra to middle school students. These courses heavily emphasize problem solving and integrate pedagogical content knowledge and research on student preconceptions and growth. The third quarter's topics include: polynomial functions, the graphs of polynomial functions including their end behavior, quadratic functions, vertex form for quadratic functions, quadratic equations, arithmetic and geometric sequences.

STEM 482 (or instructor permission) is a prerequisite for this class.

STEM 490 | SCIENCE TEACHING CAPSTONE | 4 quarter hours (Graduate)

Teachers will further examine current research on how students at the middle school level learn science concepts and conduct an action research project involving science teaching. STEM 405, STEM 412, STEM 413 and six content courses recommended. Formerly SDV 490.

STEM 698 | TOPICS FOR MATHEMATICS AND SCIENCE TEACHERS | 1-4 quarter hours (Graduate)

Diverse topics in teaching and learning of mathematics and science. These courses are designed for current and future teachers. (variable credit)

STEM 699 | INDEPENDENT STUDY | 4 quarter hours (Graduate)

Formerly SDV 699. (variable credit)

Scientific World (SW)

SW 152 | STRESS REDUCTION USING HUMOR AND SPIRITUALITY | 2 quarter hours (Undergraduate)

Stress affects the body in dramatic ways, and is a major contributing factor in chronic and degenerative diseases. We will understand/describe the physiology and biochemistry of stress and, more importantly, apply effective methods to reduce and manage it. Effective stress reduction and burnout prevention then become important health, wellness, productivity and disease prevention strategies for individuals, schools, businesses, the medical industry and the culture. The effective stress reduction techniques include breathing, biofeedback, humor, spiritual exploration, connection and inspiration. The holistic paradigm of body, mind and spirit supports our informed search for meaning, connection, calm productivity and enhanced health. (2-4 quarter hours)

SW 153 | SCIENCE FOR CITIZENS | 2 quarter hours (Undergraduate)

Students will learn basic knowledge of science as they engage in activities that are connected to their everyday life. They will explore their natural ecosystem and be able to describe various functions. They will engage in the scientific method through observations, hypotheses, data collection and basic data analysis. Students will apply their critical thinking based on the scientific method to local environmental or science related issues/events. (2-4 quarter hours)

SW 193 | SEXUAL ORIENTATION & SCIENCE | 2-4 quarter hours (Undergraduate)

This course will engage you in scientific inquiry on the nature of sexual orientation. You will be challenged to master the scientific content of leading programs of research on twins, brain and other anatomical structures, hormones, genetic linkages, birth-order, and animal behavior through assigned readings, lectures, and multimedia resources. Moreover, you will also engage in the scientific process through a collaborative research project concerning an aspect of sexual orientation that leads you through the steps of stating a question, designing a study, collecting and analyzing data, and interpreting the results. You will also develop skills in identifying the limits to particular forms of scientific inquiry by recognizing the constraints of methods, sources of bias, reliability of results, and certainty of conclusions. This course will encourage you to place the modern research within ethical and social contexts in which to make judgments about the potential relevance and impacts of scientific knowledge about sexual orientation.

**SW 201 | DATA ANALYTICS | 2 quarter hours
(Undergraduate)**

This course is designed as an introduction to fundamental techniques of data analytics and the various fields, such as various business and decision sciences (accountancy, economics, finance, marketing, management, operations, and healthcare), which use data to gain insights and make informed decisions. In this course students will learn various analytical tools and demonstrate their ability to execute, understand, present, and discuss analytical results. Thus, building a strong foundation in supporting data-driven decision making in various fields of interest. Major topics include the applications of logical and financial functions; data visualization and manipulation, and what-if analysis. (2-4 credit hours)

Management Information Systems majors and minors are restricted from registering for this section.

**SW 208 | ISSUES IN SCIENCE AND RELIGION | 2 quarter hours
(Undergraduate)**

This course develops students' understandings of the scientific and religious constructions of self in the modern world (natural and social). The institutions and bodies of knowledge comprising science, religion, and their overlap are critically analyzed. Key historic debates are examined, for example: the Vatican's trial of Galileo for his teachings of a heliocentric universe; the controversial reception of Darwin's theory of evolution; and the 2001 U.S. policy on embryonic stem cell research. Through such analyses, the course develops students' skills in making ethically-informed decisions and thus recognizing their roles in the public debates involving the intersection of science and religion.

**SW 217 | UNDERSTANDING AND MEASURING INTELLIGENCE | 2-4
quarter hours
(Undergraduate)**

In this course, students examine intelligence testing and its uses in employee selection and placement. Students learn the principles of assessing human traits (reliability, validity, bias and other systematic errors), and apply them to intelligence testing. We will work to define "intelligence" and consider various approaches to intelligence, contrasting the theories of unitary vs. multiple intelligences. Students will examine the implications of the definitions and measurement approaches on different groups of people, both historically and currently, with attention to the unintended effects of the biases of test developers and the ethical implications of different approaches and uses of intelligence testing.

**SW 219 | NEUROPLASTICITY AND THE AGING BRAIN | 2 quarter hours
(Undergraduate)**

In this course, we will examine the latest research on the aging process and, specifically, its relationship to the brain. We will cover a mix of material from psychological and, especially, neuroscientific fields. Students will also be introduced to the field of neuroplasticity, which is revolutionizing the way we understand the functioning power of the brain. Neuroplasticity, in simple terms, is the brain's ability to rearrange its connections and, therefore, its functions based on experiences. In other words, the brain has the capacity to literally change itself, based on experiences, to achieve positive results. The goals of this course are to understand how the brain works, examine its impact on our daily actions, study how aging impacts brain functioning, discover the learning and adjustment potential of the brain, and apply the principles of the 3 P's. We will use numerous examples to understand the brain, including health, work, relational, and personal settings. Students will ultimately answer the question of whether they will have an aging or reengaging brain.

**SW 232 | APPLIED INFORMATION MANAGEMENT SYSTEMS | 2 quarter
hours
(Undergraduate)**

This course introduces students to the key concepts in the field of Management Information Systems (MIS) and enhances understanding of the issues that business organizations face when developing and managing information systems. In this course, students will be presented with a broad overview of the field to first examine the increasing impact of information technology in business organizations, and second, in preparation for more advanced courses in data analytics and information systems. Specifically, the three major topics covered include (1) e-businesses and networks, (2) databases, as well as (3) enterprise resource planning (ERP) and process models. These topics are designed to prepare students for further inquiry on web analytics, data mining, project management, supply chain management, as well as business in general. By completing the course, students should be better equipped to apply IT skills to solve business problems, to participate in IT projects, and to communicate more knowledgeably with IT professionals. (2 quarter hours)

**SW 244 | STATISTICAL REASONING: UNDERSTANDING AND USING
STATISTICS | 2-4 quarter hours
(Undergraduate)**

This course will teach students the basic concepts of statistics. Students will investigate topics including descriptive statistics, correlation, normal distributions, probability, sampling distributions and hypothesis testing. By the end of this course, students will be able to complete a statistical analysis of datasets using Microsoft Excel as the primary tool. Considerable time will also be devoted to discussing how statistics are used and abused.

**SW 250 | SOCIAL MEDIA MARKETING FUNDAMENTALS | 2 quarter hours
(Undergraduate)**

This course will provide students with an overview of the history of the Internet and basic marketing strategies as they relate to the Internet and Web 2.0 technologies. Students will learn about how to keep abreast of new technology, how these technologies can be used to market services and products as well as how they can be used to create and maintain social networks for professional use.

**SW 256 | EVERYDAY ECOLOGY | 2 quarter hours
(Undergraduate)**

Every week, we learn of typhoons and landslides, floods and hurricanes, droughts and other natural catastrophes. Scientists now agree that the major cause of climate shift is man-made, specifically our use and abuse of global energy resources. In Everyday Ecology we will analyze our energy use patterns and explore practical alternatives. The word "ecology" originates from the meshing of two Greek words meaning the "study of homes." Although the main focus of this course is the individual household, another "household" we must take into account is the economy. Ecological economics examines how both disciplines need to look toward the other to be viable long term. We will examine options to bring the earth household (ecology) and the human household (economy) together for the benefit of both. This course observes how "man" is connected to the world around him. It allows us to see our options in response to growing concern over global climate change. Through readings, field trips, activities, discussions and an analysis of our personal use of energy, this course enables us to become increasingly aware of ecological issues. You will learn to evaluate the effect of personal choices on the earth and be introduced to alternative, "greener" options.

**SW 259 | PREHISTORIC LIFE | 2 quarter hours
(Undergraduate)**

This course promotes students' investigation of fossils to interpret the character of 3.5 billion years of biological evolution and ecological change on earth. By way of scientific reasoning, mathematical inference, and applicable technologies, emphasis is on the exploration of earliest evidence of life, development of multi-celled plants and animals, dinosaur evolution, mass extinction events, mammal diversification, human origins as well as appraisal of the societal reliance on fossil resources and the persistent debate over evolution versus creation. Learning is assessed through labs, a fieldtrip, an exam, video summaries, contributions to online discussions, and a research paper in a scientific format.

**SW 267 | NUTRITION FOR A LIFETIME | 2-4 quarter hours
(Undergraduate)**

Today's consumers want and need to be educated about taking charge of their own health. With the current fast-paced world that has spilled over into our eating habits, food choices have become unlimited. Choosing a healthful approach to diet requires basic information about our bodies' nutritional needs. The greater our understanding of our basic bodily needs, the better we are able to make choices concerning our health. This course will offer an overview of the basic science of nutrition, with an emphasis on the relationship between disease and nutrition, and current research findings.

**SW 269 | ENERGY AND HEALTH | 2-4 quarter hours
(Undergraduate)**

This course will provide a framework for understanding human energy systems, such as digestion and respiration, in relation to current healthcare practices to enhance their effectiveness (dietary approach, manipulation therapies, acupuncture, exercise, and meditation). We will consider connections between social and environmental variables such as constitution, stress, lifestyle, and vital physiological functions. Each class will build on the basic understanding of biological systems in relation to energy through lecture and discussion. We will review literature on various healthcare practices to discern sound approaches and practical applications. Students will cultivate an appreciation for daily health choices that cumulatively affect their health.

**SW 275 | BODY, MIND, SPIRIT: YOGA AND MEDITATION | 2 quarter hours
(Undergraduate)**

Why are 20 million Americans practicing yoga? This course answers that question with an introduction to yoga and meditation techniques and the underlying scientific and philosophical principles of the system of yoga. The first half of each class will be experiential, conducted as a yoga and meditation class for beginners, providing tools to reduce stress, focus the mind, and cultivate inner peace. This first hour and a half will use yoga postures, breathing exercises, and meditation techniques. The second half of each class will use readings, reflection, and discussion to examine the scientific and philosophical knowledge of yoga as a way to ease stress, strengthen the bone and muscle structures, lower blood pressure, increase flexibility and strength, improve mind functioning, and provide spiritual sustenance. We will read *Yoga Mind Body and Spirit: A Return to Wholeness* by Donna Farhi, and *The Yoga Sutras of Patanjali*, research articles on the scientific studies of yoga's benefits from journals and websites, etc. Students will keep weekly reflection journal observations on the changes(s) they notice in themselves. This course will refresh, relax, rejuvenate. Yoga mats and other props will be provided. Bring/ wear comfortable clothes (no jeans, belts, dresses). This is a Gentle Yoga class for beginners. Yoga means to unite or yoke so course will explore the ways to unite body, mind, spirit. This course is designed to 1) help establish good health and well-being; 2) gain scientific knowledge and understanding of the various systems of the human body; and 3) explore the spiritual benefits of meditation.

**SW 285 | ENVIRONMENTAL ETHICS | 2-4 quarter hours
(Undergraduate)**

This course contains two distinct strands of learning: (1) the current condition of the natural world and the ways it is approached scientifically; and (2) the major premises of the most significant ethical frameworks in use today. Using this knowledge, students investigate several contemporary environmental problems, identifying their underlying causes, and analyzing various proposed solutions. This is complemented by the intensive study of major ethical perspectives, particularly those which have developed alongside, and as a consequence of, grave environmental concerns. The course project is a collaborative endeavor to integrate the knowledge and skills acquired through mastery of both learning strands.

**SW 292 | EXPLORING EARTH'S PHYSICAL FEATURES | 2 quarter hours
(Undergraduate)**

This course advances student exploration of earth's 4.5 billion year geologic record in order to evaluate the planet's evolution and the interrelationships between humans and landforms. Through the application of scientific reasoning, mathematical inference, and prevailing technologies used by geologists, emphasis is on plate tectonics, geologic time, the rock cycle, weathering, earthquakes, fluvial features, rock structures, volcanoes, mountains, plateaus, plains, glacial features, deserts, caves, and coasts. Students also assess human reliance on landforms, the economics of landforms, and cases of earth pseudoscience. Learning is assessed through labs, fieldtrips, a scientifically-formatted research paper, an exam, and contributions to online discussions.

**SW 320 | TECHNOLOGY, CRIME, AND CIVIC ENGAGEMENT | 4 quarter hours
(Undergraduate)**

The focus of this course is the well-functioning civic community, and its reliance on the productive engagement of its members (group and individual). We examine crime in the age of the internet, and use models of civic engagement to posit novel solutions to these "hidden" and ubiquitous activities.

SW 328 | GLOBAL INFECTIOUS DISEASES AND HEALTH | 2 quarter hours (Undergraduate)

In this course we will learn about the global burden of disease with an emphasis on understanding the critical intersection of policy, social expectations in determining how health systems function and adapt to address new challenges; and examine why some health systems are so fragile in the face of new disease challenges such as the Covid-19 pandemic. We will look at the role of globalization in introducing "western world" diseases to low and middle income countries, and we will learn about the science-based methods and tools we have to track the emergence of new disease threats, assess global disease burden, understand disease mitigation strategies, and compare our ability to measure improvements in health outcomes in well-resourced and resource-poor countries. Online learning will include readings, slide presentations, discussions, and open-source epidemiological tools to examine disease burden and trends.

SW 329 | DATABASE DEVELOPMENT FOR MANAGING INFORMATION | 2-4 quarter hours (Undergraduate)

Using MS Office tools suite (in particular Access), this course takes students through the entire process for building a database system that will be used to capture, store and present information. In addition to database concepts like designs, reports and SQL queries, the students will discuss and analyze relationships between technology and society.

SW 332 | BIODIVERSITY | 2 quarter hours (Undergraduate)

The science of Biodiversity is the study of life on earth, both past and present. It involves the exploration and measurement of the amount of genetic, species, and ecological variation on earth and is emerging as one humanity's most important and urgent endeavors. Scientific efforts to study earth's biodiversity have intensified because of our growing appreciation of the role human population growth and urbanization play in accelerating the extinction of plant and animal species. This course introduces students to the nature of science and the central issues concerning life on earth including: the current state of biodiversity, valuing life's variations, human dependence on biological diversity, the origin and extinction of species, mass extinction, critical habitats at risk, and policies and approaches to conserve biodiversity (2-4 hours)

SW 354 | DATA DRIVEN DECISIONS | 2-6 quarter hours (Undergraduate)

This course provides different topics including approaches to problem solving, an introduction to data analysis and its role in business decisions, how to manage the future value of money, basic concepts in statistics and probability and how they are applied in everyday settings. Students will have great opportunity to explore and use Excel application as a tool for solving business problems. As a group, we will investigate topics in descriptive statistics, correlation, normal distributions, probability, sampling distributions and hypothesis testing. Students will learn various advanced graphing and charting techniques available in Excel and use them for data analysis and interpretation.

SW 356 | DATABASE DESIGN AND IMPLEMENTATION FOR SMALL BUSINESS APPLICATIONS | 2-4 quarter hours (Undergraduate)

This course will teach non-computer literate persons to be able to translate a business problem into a conceptual database design, and further to convert the design into a database application using Microsoft Access. By the end of the course, the student should be able to apply knowledge to the following: (1) describing basic database concepts and using common database terminologies; (2) designing databases using appropriate designing notations; (3) translating a schema into a database application in Access; (4) conducting simple user-interface design; and (5) designing small business-based applications.

SW 366 | EXPRESSIVE ARTS THERAPY | 2 quarter hours (Undergraduate)

This course offers a multi-arts approach in which different art modalities are woven into the therapeutic process as appropriate to a client's situation. It is grounded not in any particular techniques or media but in the capacity of the arts to respond to human suffering. Various arts--poetry, movement, drawing, painting, journaling, improvisation, music, and sculpture--are used in a supportive setting to facilitate growth and healing. Expressive arts processes have been used successfully in almost all psychotherapeutic contexts, ranging from work with the severely ill to the facilitation of human growth and potential. There is a growing use of the arts in health education, hospice work, and in community art projects especially after catastrophic events. The class will be conducted in a workshop format in which theoretical content will be combined with experiential learning. Lecture, discussion, audio-visual presentation, experiential exercise, guest speakers, and field trips comprise the structure of the class.

SW 367 | LEISURE, RECREATION, AND HEALTH | 2 quarter hours (Undergraduate)

This course will stimulate your thinking about the meaning of leisure in your life. Leisure today and historically has been central to the human experience. It is an elemental experience, essential to the total well-being of every person; it is a reflection and expression of the cultural values of a society; it is an important vehicle for treatment. Leisure and recreation services are also essential for healthy communities in terms of social climate, environmental quality, and economic stability. Leisure services comprise one of the largest and fastest growing industries in the world, whether measured in dollars spent, persons served, hours of time devoted, or resources used. The study of leisure and recreation is a broad discipline, combining diverse fields of study and professional practice. This course will (1) illustrate the importance of leisure to you and your loved ones, (2) contribute to your ability to become an informed consumer of leisure, (3) question the binary relationship of work and leisure and, (4) teach you how to use leisure to increase emotional and physical health, resulting in a higher quality of life. The course will be interactive and participatory.

**SW 371 | DINOSAURS | 2 quarter hours
(Undergraduate)**

Dinosaurs are one of the most diverse and successful groups of vertebrates in earth's history. Originating over 220 million years ago, they dominated earth's land biomes for over 150 million years and diversified to include the largest land animals in earth's history, a wide range of aquatic groups, and even a diverse clade capable of flight (the birds). Consequently, mammals remained in the background as small nocturnal creatures during the dinosaurs' long reign. Only after a cataclysmic extinction event 65 million years ago involving most dinosaur groups did the mammals diversify into modern groups including our own primate lineage. This course will introduce students to the remarkable dinosaurs, tracking their origin, surveying their success, and evaluating their decline. Learning will emphasize investigation of the forms, function, and variation within the major dinosaur groups as well as the connections of dinosaur evolution to diverse factors such as climate change, ecology, biological competition, and mass extinction. The course learning activities will encompass discussions, readings, lectures, labs, internet resources, museum resources and original inquiry.

SCPS Degree Completion Major (DCM)

**DCM 301 | EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT | 4 quarter hours
(Undergraduate)**

In this leadership course, students will use readings, behavior/trait surveys, and case studies to understand leadership theories and models. Participants will learn to create, establish, and reinforce cultural rules of engagement designed to increase communication effectiveness and get the most out of the current human dynamic in their respective environments. Understanding these various leadership models allows students to reflect on their own style in today's culturally changing environments. (online) (4 credit hours)

**DCM 302 | PROJECT MANAGEMENT: DESIGN AND ASSESSMENT | 4 quarter hours
(Undergraduate)**

Project Management is an important discipline that can benefit students in their careers as well as personal life. This course will explore project management methodologies, their common steps and tools. The course translates Project Management theory into a practical and effective methodology, starting with working definitions of Project and Project Management, the course examines project initiation, evaluation and organization using analytic techniques such as discounted cash flow and PERT/CPM. In addition, the course examines project execution and control, along with the documentation and communications skills needed to keep a project on track. The course concludes with an overview of project management applied to computer information systems development. (4 quarter hours)

**DCM 303 | LEADERSHIP MODELS FOR STRONG ORGANIZATIONS | 2-4 quarter hours
(Undergraduate)**

This course is designed to explore the research, practices, purposes and scope of leadership as a tool to develop leadership skills that will influence and inspire others. Both individual and organizational aspects will be presented and will include such areas as behaviors, ethics, communications, cultures and current practices. Emphasis will be on application of leadership theories and skill building through self-assessment exercises and cases. (2-4 quarter hours)

**DCM 304 | EVOLVING PROFESSIONAL ETHICS | 2-4 quarter hours
(Undergraduate)**

Evolving Professional Ethics analyzes and weighs ethical issues in the professions in relationship to pressing values of social responsibility and quality of life seen through lenses of moral philosophers and incisive thinkers. It places business ethics and moral philosophy in juxtaposition. In a time of tumultuous choices, the pursuit of self interest is questioned in the light of changing, evolving awareness of values in humanity, community, environment, including race and gender, as they influence business context and holistic awareness of professional ethics. (2-4 quarter hours)

**DCM 307 | ANALYZING HUMAN BEHAVIOR | 2-4 quarter hours
(Undergraduate)**

This course explores links between the physical environment and social behavior. Students will observe a public social environment and gather data for analysis. The ethics of social research and the observer's interaction with the environment are key points of inquiry. Connections will be made between skills developed in the field and various managerial and strategic outcomes of contemporary workplaces, focusing on the interplay between expectations and actual behavior. Identification of implications for employee motivation, productivity and job satisfaction are examined. Students develop the ability to analyze social groups and their physical surroundings.

**DCM 308 | INTRODUCTION TO STATISTICS | 2-4 quarter hours
(Undergraduate)**

This course will teach students the basic concepts of statistics. As a group, we will investigate topics in descriptive statistics, correlation, normal distributions, probability, sampling distributions and hypothesis testing. By the end of this course, students will be able to complete a statistical analysis of datasets using Microsoft Excel as the primary tool. We will also devote considerable time to discussing how statistics are used and abused. (2-4 quarter hours)

**DCM 312 | ADVANCED LEADERSHIP THEORY & PRACTICE | 4 quarter hours
(Undergraduate)**

In this course students will be strengthen their knowledge and skills in leadership theories and examine successful applications in public, private, and non-governmental organizations. Students will examine classic and current scholarship to bridge between theory and practice. Emphasis is placed on understanding the efficacy of the theories in the context of implementation in a global business environment.

**DCM 314 | LEARNING AND TRANSFORMATION | 2 quarter hours
(Undergraduate)**

Building on last quarter's seminar, students will look closely at the notion of transformative learning. Additionally, using learning style inventories, they will reflect on ways to exercise various learning styles in their work, and capitalize on their strengths. (2-4 quarter hours)

**DCM 315 | EXPLORING THE FIELD | 2 quarter hours
(Undergraduate)**

Students will work on professional goal setting and action plans by conducting research on their chosen field, exploring trends, ethical issues, controversies, best preparation strategies, and other salient matters. In addition, the concept of "good work" and what that means for one's own career will be debated and discussed. (2-4 quarter hours)

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

**DCM 316 | WORK IN A GLOBAL ENVIRONMENT | 2 quarter hours
(Undergraduate)**

Globalization of the world's economy has dramatically changed the interactions of people from different cultures. As a result, the importance of understanding cultural difference has increased significantly. This seminar will introduce students to the challenges and opportunities associated with living, working and learning in a global environment. This will be done through discussion, reading, case studies, films and exercises to increase cultural self awareness as well as cross-cultural sensitivity. (2-4 quarter hours)

**DCM 317 | ETHICS IN THE PROFESSIONS | 2 quarter hours
(Undergraduate)**

Students will explore various approaches to determining right, morally acceptable, behavior. Epistemology and several ethical frameworks will be examined. Students will write, discuss, and debate case studies from their workplaces or field. (2-4 quarter hours)

**DCM 318 | SOCIAL JUSTICE IN THE PROFESSIONS | 2 quarter hours
(Undergraduate)**

Students will look at the nature of social justice, creating a working definition of the widely used term. Readings will guide examination of issues of social justice in students' fields or disciplines. (2 quarter hours)

**DCM 319 | CREATIVITY AND INNOVATIVE THINKING | 2 quarter hours
(Undergraduate)**

Connections among such varied disciplines as physics, politics, and poetry will be examined and investigated within students' own discipline/profession. Using a variety of approaches to integrative and innovative thinking, students will explore interconnectedness, expanding possibilities, creativity, and decision-making. (2 quarter hours)

**DCM 323 | THE PSYCHOLOGY OF AGING AND THE AGED | 4 quarter hours
(Undergraduate)**

This course provides an overview of the current theories, themes and issues of adult development and aging. In addition to understanding these theories and issues, students will explore questions such as: Does wisdom come with increasing age? Do people really change over time? What are the keys to positive aging? (2-4 quarter hours)

**DCM 324 | EFFECTIVE GROUP AND PERSONAL DYNAMICS | 2-4 quarter hours
(Undergraduate)**

This course design unifies two levels of human behavior and motivation: group and personal. Processes leading to decision-making and other actions rest in articulable patterns on both corporate and individual dimensions. We seek, in this educational arena, to activate and analyze this set of motives and to apprehend, and perhaps predict, this bi-lateral source of human motivation. In so doing, the group-level patterns leading to appreciable action and those emanating from each individual will more easily be understood, and their root patterns put to beneficial use. (2-4 quarter hours)

**DCM 325 | WORK & SOCIETY | 2-4 quarter hours
(Undergraduate)**

We will consider work from the perspective of our needs and values, but also from the perspective of the needs of society. We will also consider the value that society assigns to different types of work (and the impact of that valuation on us as individuals and as members of various social groups). Other topics will include how work affects our family and social lives, the impact of modern values on how we view our work, and the role of technology in how we do our work and in how we view our work. (2-4 quarter hours)

**DCM 327 | IN SEARCH OF LEADERSHIP LESSONS | 2 quarter hours
(Undergraduate)**

This Structured Independent Study provides an opportunity for personal reflection of lessons found in ancient literature. Examining leaders and leadership situations from these early writings, students will compare and contrast contemporary leadership approaches. Through reading, reflection, and written exercises students will uncover relationships and insights to their current leadership practices and situations. A variety of knowledge and ideas focused on acting ethically, thinking independently, listening closely, taking responsibility, and finding balance are among the tools that students will develop in this course. Close reading of Sophocles and Aeschylus will allow students to bring the works of these early thinkers to their current leadership situations. (2 quarter hours)

**DCM 330 | PROFESSIONAL COMMUNICATION IN THE WORKPLACE | 4 quarter hours
(Undergraduate)**

This course provides an overview of the fundamentals of professional writing. Through engaging in and reflecting upon a variety of professional writing tasks, you will learn the rhetorical theory and practice necessary for effective written communication in professional contexts. (online) (4 credit hours)

**DCM 390 | LEADERSHIP MODELS FOR STRONG ORGANIZATIONS | 4 quarter hours
(Undergraduate)**

This course is designed to explore the research, practices, purposes and scope of leadership as a tool to develop leadership skills that will influence and inspire others. Both individual and organizational aspects will be presented and will include such areas as behaviors, ethics, communications, cultures and current practices. Emphasis will be on application of leadership theories and skill building through self-assessment exercises and cases.

SCPS Liberal Studies (SNC)

**SNC 185 | THE BEATLES AND THE CREATIVE PROCESS | 4 quarter hours
(Undergraduate)**

The Beatles are significant in many ways: they were an unprecedented show business phenomenon; they were leaders of Sixties cultural rebellion; and they stand, for many, as a signal instance of popular entertainment attaining the status of high art. This course will examine the musical craftsmanship of the Beatles, focusing on their work as songwriters and record makers. Recent audio and print releases documenting the group's performing and recording history provide a unique and detailed glimpse of the Beatles' creative process. We will utilize these materials to closely trace the development of the group's work while using other resources to place it in a larger historical and cultural context. The goal is to shed critical light on this recent chapter in cultural history. That discussion will, in turn, highlight questions about creativity in a modern context where commerce vies with art, technology redefines performance and an emerging global village culture transforms concepts of originality and tradition. Arts and Literature.

SCPS students cannot register for this class.

**SNC 186 | SPIRITUALITY AND HOMELESSNESS | 4 quarter hours
(Undergraduate)**

This course will examine the broad issue of homelessness by providing students the opportunity to reflect upon a service learning experience at a community-based organization that serves the homeless population in Chicago. Students will explore what can be learned about themselves as reflective practitioners, service learners, and spiritual human beings when reflecting upon this experiential learning process. Through the class discussions, assigned readings, invited speakers, and journal assignments, students will reflect on their own beliefs and perceptions of homelessness and analyze the history, causes, and policy associated with this societal problem. Junior Year Experiential Learning.

SCPS students cannot register for this class.

**SNC 188 | PROBLEMS AND ISSUES IN CONTEMPORARY ETHICS | 4 quarter hours
(Undergraduate)**

An introduction to moral philosophy with emphasis on the conflict between "moral relativism" (or "subjective" ethics) on the one hand and "moral realism" (or "objective" ethics) on the other. During the course you will be introduced to classic theories and leading figures in the history of ethics, from Plato and Aristotle to Kant and Nietzsche. Course content will focus on issues (e.g., poverty, drug use, capital punishment, sexual behavior, euthanasia, biomedical research, animal rights, political violence) at the center of contemporary ethical debate in the United States and throughout the world. Philosophical Inquiry.

SCPS students cannot register for this class.

**SNC 190 | AFRICAN-AMERICAN STUDIES IN CRITICAL PERSPECTIVE | 4 quarter hours
(Undergraduate)**

This interdisciplinary 19th and 20th century African-American studies course examines the role of protest and resistance, the media, and cultural and artistic expression in African-American history. Vis-a-vis readings, documentaries, and discussion, the course intends to illustrate the multiple ways in which African-Americans have protested and resisted oppression while examining how such efforts have been framed in the media during varying historical eras. It defines 'media' broadly and analyzes its role, both via its traditional forms (print, television and radio) but also vis-a-vis other forms of entertainment/infotainment that were particularly unique to 19th century U.S. society (i.e. minstrelsy [1830-1920]). The course concludes with a discussion of the role of art and culture in refashioning thinking and transforming experience. The latter discussion promises to be rich and thought provoking and unearths some of the works of the raw and revolutionary artists of the 1960s while taking a careful look at novel cultural practices that emerged during this period.

SCPS students cannot register for this class.

**SNC 191 | ISSUES IN SCIENCE AND RELIGION | 4 quarter hours
(Undergraduate)**

This course develops students' understandings of the scientific and religious constructions of self in the modern world (natural and social). The institutions and bodies of knowledge comprising science, religion, and their overlap are critically analyzed. Key historic debates are examined, for example: the Vatican's trial of Galileo for his teachings of a heliocentric universe; the controversial reception of Darwin's theory of evolution; and the 2001 U.S. policy on embryonic stem cell research. Through such analyses, the course develops students' skills in making ethically-informed decisions and thus recognizing their roles in the public debates involving the intersection of science and religion. Self, Society and the Modern World.

SCPS students cannot register for this class.

**SNC 192 | NEW ORLEANS IN SONG, STORY & STRUGGLE | 4 quarter hours
(Undergraduate)**

The tapestry of New Orleans culture is tremendously rich and varied. This course will concentrate on two strands in that tapestry - music from New Orleans and fiction about it. Students will learn about music forms which originated in the city or its environs and which have gone on to dazzle the world, including jazz, r&b, zydeco and funk. We will situate these art forms in social, historical and political context and examine the complex processes of invention and adaptation which have shaped them; in that regard, we will particularly highlight the development of early jazz in this unique metropolis which, though residing at the tip of North America, has been called "the capitol of the Caribbean." We will make use of Thomas Brothers' pioneering study Louis Armstrong's New Orleans as well as musical performances by the likes of Professor Longhair, the Neville Brothers, Wynton Marsalis and Dr. John. We will also learn about the carnivalesque culture of New Orleans, a pursuit that will take us into what might be called the secret history of Mardi Gras. In addition, we will read two striking literary works by artists who have a background in and fascination with the crescent city: Kate Chopin's groundbreaking novella *The Awakening* and Tennessee Williams' spine-tingling one-act play *Suddenly, Last Summer*. Moreover, we will consider the role played by New Orleans in American history and imagination as well as the role played by images and fantasies of New Orleans in struggles for social justice at the local and national level. Arts and Literature.

SCPS students cannot register for this class.

**SNC 193 | SEXUAL ORIENTATION & SCIENCE | 4 quarter hours
(Undergraduate)**

This course will engage you in scientific inquiry on the nature of sexual orientation. You will be challenged to master the scientific content of leading programs of research on twins, brain and other anatomical structures, hormones, genetic linkages, birth-order, and animal behavior through assigned readings, lectures, and multimedia resources. Moreover, you will also engage in the scientific process through a collaborative research project concerning an aspect of sexual orientation that leads you through the steps of stating a question, designing a study, collecting and analyzing data, and interpreting the results. You will also develop skills in identifying the limits to particular forms of scientific inquiry by recognizing the constraints of methods, sources of bias, reliability of results, and certainty of conclusions. This course will encourage you to place the modern research within ethical and social contexts in which to make judgments about the potential relevance and impacts of scientific knowledge about sexual orientation. Scientific Inquiry [SI].

MAT 120 is a prerequisite for this class.

**SNC 197 | ANALYZING AUSTEN'S PRIDE AND PREJUDICE | 4 quarter hours
(Undergraduate)**

Jane Austen must have known something about universal truths. Her novel, *Pride and Prejudice*, which begins with the sentence quoted above, was first published in 1813. Still in print today, it has also been made into at least eleven movies, four of which were released since 2000, including a Mormon and a Bollywood version. In this class, we will read the novel in the context of the gender and class norms at the time Austen wrote her book and then consider how Austen's exploration of universal truths is reinterpreted in more contemporary film versions of this novel. In exploring Austen's creation and the many reinterpretations of her work, we will use both analytic and creative writing assignments as well as class discussion to examine how context informs creativity and how creativity informs analysis. You most definitely do not need to be a creative writer to take this class.

SCPS students cannot register for this class.

SNC 205 | RESISTANCE DURING THE HOLOCAUST AND WORLD WAR II | 4 quarter hours

(Undergraduate)

This course explores the history of the Holocaust in the context of the Second World War (1939-1945) with a central focus on examples of resistance to discrimination, fascism and oppression. We will explore varied forms of opposition including armed resistance, spiritual resistance, resistance through writing and identity preservation. We will read autobiographies, view documentary and dramatic films, and use museum resources to develop our understanding of resistance. Required activities include a visit to the Illinois Holocaust Museum and Education Center (Skokie, IL). We will also consider the implications of this history for making ethical choices in our world today.

SCPS students cannot register for this class.

SNC 206 | THE FIGHT FOR HUMAN RIGHTS: ONE WOMAN'S CRUSADE | 4 quarter hours

(Undergraduate)

Helen Prejean is a leading human rights activist in the United States. For the past 30 years, she has helped shape conversation about equal treatment for all within the criminal justice system, especially persons of color and the materially poor. *Dead Man Walking*, the eyewitness account of her experience accompanying condemned prisoners to execution, has had a major influence on discussion of violence, poverty, civil rights, criminal law, and social justice. In this course, we use her work and interact with her personally to study power inequities across race and class lines that perpetuate injustice and examine her strategies for reform.

SNC 209 | EXPLORING EARTH'S PHYSICAL FEATURES | 4 quarter hours

(Undergraduate)

This course advances student exploration of earth's 4.5 billion year geologic record in order to evaluate the planet's evolution and the interrelationships between humans and landforms. Through the application of scientific reasoning, mathematical inference, and prevailing technologies used by geologists, emphasis is on plate tectonics, geologic time, the rock cycle, weathering, earthquakes, fluvial features, rock structures, volcanoes, mountains, plateaus, plains, glacial features, deserts, caves, and coasts. Students also assess human reliance on landforms, the economics of landforms, and cases of earth pseudoscience. Learning is assessed through labs, fieldtrips, a scientifically-formatted research paper, an exam, and contributions to online discussions.

SCPS students cannot register for this class.

SNC 210 | PREHISTORIC LIFE | 4 quarter hours

(Undergraduate)

This course promotes students' investigation of fossils to interpret the character of 3.5 billion years of biological evolution and ecological change on earth. By way of scientific reasoning, mathematical inference, and applicable technologies, emphasis is on the exploration of the earliest evidence of life, development of multi-celled plants and animals, dinosaur evolution, mass extinction events, mammal diversification, human origins as well as appraisal of the societal reliance on fossil resources and the persistent debate over evolution versus creation. Learning is assessed through labs, a fieldtrip, an exam, video summaries, contributions to online discussions, and a research paper in a scientific format.

SCPS students cannot register for this class.

SNC 216 | LEISURE, RECREATION AND HEALTH | 4 quarter hours

(Undergraduate)

This course will stimulate your thinking about the meaning of leisure in your life. Leisure today and historically has been central to the human experience. It is an elemental experience, essential to the total well-being of every person; it is a reflection and expression of the cultural values of a society; it is an important vehicle for medical treatment. Leisure and recreation services are also essential for healthy communities in terms of social climate, environmental quality, and economic stability. Leisure services comprise one of the largest and fastest growing industries in the world, whether measured in dollars spent, persons served, hours of time devoted, or resources used. The study of leisure and recreation is a broad discipline, combining diverse fields of study and professional practice. This course will (1) illustrate the importance of leisure to you and your loved ones, (2) contribute to your ability to become an informed consumer of leisure, (3) question the binary relationship of work and leisure, (4) teach you how to use leisure to increase emotional and physical health, resulting in a higher quality of life and, (5) demonstrate social injustice related to leisure behavior and administration. The course will be interactive and.

SCPS students cannot register for this class.

SNC 221 | EVERYDAY EVIDENCE: HOW SCIENCE SHAPES DECISIONS IN EVERYDAY LIFE | 4 quarter hours

(Undergraduate)

This is a science course designed for those majoring in non-science disciplines. In this class we will explore the nature of scientific debate by using selected debates that are taking place in our society right now, from ideas about nature and nurture, scientific progress and genetically modified foods, to the more personal issues of our diet, exercise habits, COVID-19 risk assessment and medical care for our kids. The question facing us is how, in the great flood of information available to us, do we decide what is right for us? To answer this, we will examine the natural science behind each of these issues. What constitutes good evidence? How do scientists know what they know? Why does science seem to always be changing, and why is it so hard to get a scientist to just state the facts? Each weekly topic will be used as an example of how science shapes what we know, and how to distinguish good science from sketchy. We will also explore the role media play in shaping the public understanding of science. In addition to the weekly discussions, students will pick a topic of their own choosing to research and will write a short literature review of that topic as their final paper.

SNC 223 | ACTIVE CITIZENS: MAKING A DIFFERENCE IN THE COMMUNITY, WORKPLACE WORLD | 4 quarter hours

(Undergraduate)

Americans are known for active participation in organizations that strengthen our communities. We coach our kid's sports teams, take meals to members of our congregations, work for candidates that we believe in and join marches to support or oppose government action. With all these activities, we engage with other members of our community and workplace to make it better for ourselves and our families and to promote social justice. In this class, we will develop the knowledge and practice skills that enhance civic engagement and explore the role of citizens' voices in a democracy in the face of powerful political and economic interests. (For EL credit, students complete 25 hours of service in a Chicago community. Those unable to complete placement arranged by the Steans Center must submit partnership agreement with another organization by the end of the first week). (2-4 quarter hours)

SCPS students cannot register for this class.

**SNC 225 | BIODIVERSITY | 4 quarter hours
(Undergraduate)**

The science of Biodiversity is the study of life on earth, both past and present. It involves the exploration and measurement of the amount of genetic, species, and ecological variation on earth and is emerging as one humanity's most important and urgent endeavors. Scientific efforts to study earth's biodiversity have intensified because of our growing appreciation of the role human population growth and urbanization play in accelerating the extinction of plant and animal species. This course introduces students to the nature of science and the central issues concerning life on earth including: the current state of biodiversity, valuing life's variations, human dependence on biological diversity, the origin and extinction of species, mass extinction, critical habitats at risk, and policies and approaches to conserve biodiversity.

SCPS students cannot register for this class.

**SNC 227 | BRAVE NEW WORLD AND 1984: DIVERGING DYSTOPIAS | 4 quarter hours
(Undergraduate)**

On January 25, 2017, the New York Times published an article, "George Orwell's '1984' Is Suddenly a Bestseller," which reported that Orwell's classic novel had suddenly seen an enormous spike in sales, as had other dystopian novels, including *Brave New World*. Indeed, the adjective "Orwellian," a reference to the way language can be twisted into pretzel logic by the powers that be, has become a commonplace of contemporary discourse and, as anyone familiar with *The Hunger Games* can tell you, dystopian fiction has been big in young adult literature for a number of years. But *Nineteen Eighty-Four* and *Brave New World* stand, by a strong consensus, as the definitive dystopian novels of the last hundred-some years. This is at least in part due to the fact that both novels are so well written - such riveting pieces of literary art; but it is also due to the perceived prophetic power the novels seem to share, although each posits a different kind of grim future for humankind. This course will engage closely with these two masterworks (and related texts and subtopics) from the perspectives of artistic genre; fiction and social commentary; politico-historical context; and intertextuality.

SCPS students cannot register for this class.

**SNC 230 | FRANCE AND THE SILVER SCREEN: MODERN HISTORY THROUGH FRENCH CINEMA | 4 quarter hours
(Undergraduate)**

This course will explore central issues in the history of modern France through the lens of cinematic representations analyzed in historical context. Students will deepen their knowledge of the events and figures in French history and examine change and continuity in such phenomena as the rise of the politically-conscious urban working-class. We will also consider how French society has confronted gender difference and religious pluralism. This course also includes a focus on representations of war and militarism in film, particularly considering the rise of anti-militarist film in the aftermath of the First World War, and the role of violence in colonialism struggles in Algeria and Vietnam. This course will interpret the ways in which films portray historical events and how films contribute to public understanding of history. No prior knowledge of French language is required; all films will be in French with English subtitles.

**SNC 231 | VISIBLE & INVISIBLE CITIES | 4 quarter hours
(Undergraduate)**

This course looks at THE CITY through the lenses of four philosophical domains: ontology, epistemology, ethics and aesthetics. Through carefully curated short readings of the most important texts of classical, modern, and contemporary writers, students will be introduced to the big philosophical questions in these four domains as they apply to life in a great city.

**SNC 233 | SLAVERY AND ABOLITION IN ILLINOIS | 4 quarter hours
(Undergraduate)**

This course will unpack the complex history of the presence of African-American chattel slavery in Illinois in the early nation, including slavery in the Illinois Territory, proslavery forces in the nineteenth century, antislavery activists who fought against slavery in Illinois, Illinois stops on the Underground Railroad, and some of the first free Black communities in the nation. Established in 1818, the free state of Illinois was even at one point on the brink of changing its constitution to become a slave state. Through an examination of published historical interpretations as well as public and private first-person narrative accounts, we will learn about the little-known history of slavery practices, indentured servitude, Black Codes, and kidnapping of free Blacks in Illinois history. We will also hear the voices of proslavery and antislavery proponents in this time, in their own words, and learn about key figures who led change.

**SNC 235 | FRANCE IN THE TWENTIETH CENTURY | 4 quarter hours
(Undergraduate)**

This course will examine the major events and themes of twentieth-century French history, engaging with critical issues of war and society, empire, gender, citizenship, immigration, and the politics of memory. Topics will include the impact of the First World War on the French state and society; the political radicalization of the interwar period; the emergence of anxieties surrounding gender roles; the fall of France in 1940 and subsequent German occupation, with a particular focus on the politics of collaboration and resistance; the impact of colonialism and decolonization; the strikes and protest movements of 1968; and debates over immigration and multiculturalism in the 1980s and 1990s, including the rise in popularity of the extreme right-wing National Front and the activism of second-generation French citizens of North African descent.

SCPS students cannot register for this class.

**SNC 306 | TRAVEL AND LEARN IN BOSTON: EXPLORING ITS ARTS AND HISTORY | 4 quarter hours
(Undergraduate)**

Boston is a city of many faces. It's a world class city from a cultural and educational perspective by any standard, but it competes with New York City and Philadelphia for the title of best place for American history and art. Boston has fame for the riches made by old money profits but also for its colorful mob history. With such internal paradoxes and external competitors, why choose a travel course to Boston? Here's why: In this domestic travel course, participants will walk the famous freedom train and other historic sites, visit Boston's famous art collections, and experience its diverse neighborhoods like Boston Common, Beacon Hill, and the North End. Issues such as Boston's immigrant populations, its fame as a seat of American higher education, its connection to events in American history, and its stake in the meaning of freedom and democracy will be discussed in the preparatory classes as well as in post travel learning as students work on individual projects. (4 quarter hours)

SNC 320 | MAMMALOLOGY | 4 quarter hours (Undergraduate)

This course will introduce you to the origins, evolution, ecology, and biodiversity of the class Mammalia. Key topics will include mammalian paleobiology, anatomy, classification, genetics, reproduction, thermoregulation, locomotion, behavior, ecology, and conservation. Special emphasis will be on investigating the connections of mammalian evolutionary biology to human health issues including disease, nutrition, physical activity, injury, and overpopulation. Online learning will incorporate readings, discussions, a science kit for hands-on labs, virtual labs using 3D mammals, and computer simulations. Student will also undertake collaborative experimentation and onsite inquiry of mammals at a zoological park, museum, and/or nature reserve. Prerequisite: None.

Secondary Education (SEC)

SEC 309 | TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS | 4 quarter hours (Undergraduate)

Prepares teacher-candidates for teaching mathematics at the middle school and secondary school levels. Examines contemporary issues in teaching mathematics, methods of teaching secondary mathematics, and recent history in mathematics curriculum development. Emphasis on the development of alternative teaching strategies and the implementation of the NCTM Standards. Lesson and unit development, evaluation, and classroom management also will be discussed. 30 Level 2 Field Experience hours.

SEC 364 and Education major or minor are prerequisites for this class.

SEC 310 | TEACHING, HISTORY, AND SOCIAL SCIENCES IN SECONDARY SCHOOLS | 4 quarter hours (Undergraduate)

Prepares teacher-candidates for teaching history and social sciences at the middle and secondary school levels. Examines the nature and purpose of history and social sciences curriculum within secondary schools, the current status of social studies materials and practices, and issues confronting today's secondary social studies teachers. Emphasis on alternative teaching strategies, resources for teaching and learning, teachers' responsibilities in curriculum development and decision making, and methods and materials for addressing cultural diversity. Lesson and unit development, evaluation, and classroom management also will be discussed. 30 Level 2 Field Experience hours.

SEC 364 and Education major or minor are prerequisites for this class.

SEC 311 | THE NATURE OF ENGLISH | 4 quarter hours (Undergraduate)

This course is designed to help students to see that the field of English Studies is bigger than the component they probably identify as English (its Literature, Writing, and Linguistics/Grammar). Students will explore the formation of the discipline up to the current day, focusing on the shifting understanding of ways of reading, writing and thinking about language. They will strive to answer the questions: What does it mean to be a student of language and literature? and, What are the ways of knowing writing, literature, and language? In doing so, students will relate their disciplinary content to their daily lives and interests and to the larger framework of human endeavor and understanding, including identifying its importance to the personal lives of high school students.

(SEC 364 or TCH 302), Junior status, and an Education major or minor are prerequisites for this class.

SEC 312 | THE NATURE OF HISTORY AND THE SOCIAL SCIENCES | 4 quarter hours (Undergraduate)

This course builds on the content course work students have done in the seven disciplines grouped under the heading "social sciences" (history, political science, geography, sociology, anthropology, economics, and psychology). In this class students will get further exposure to the basic concepts of the social science disciplines and consider the connections as well as differences between them. The course emphasizes how different disciplinary backgrounds lead students to bring different perspectives to their study of social phenomena and helps them see these phenomena from multiple vantage points. The course will employ a case study approach framed around social issues of interest to all seven disciplines (e.g. social control, threats, development, natural disasters). By the end of the course, students will have applied the knowledge and skills of multiple social science disciplines to evaluate social phenomena, considered the relationship and differences between those disciplines, and be prepared to enter SEC 322 where they will apply their content knowledge to inquiry and teaching in the field.

(SEC 364 or TCH 302), Junior status, and an Education major or minor are prerequisites for this class.

SEC 313 | THE NATURE OF MATHEMATICS | 4 quarter hours (Undergraduate)

This course builds on students' mathematics understanding by emphasizing the universality of mathematics as a cultural endeavor. In it, students will explore the historical trends in mathematic and how those trends have been taught. Students will understand that, mathematics, at its core, is deductive; however, it also requires intuition. Thus, the course examines the interaction among intuition, experimentation, conjecture, abstraction, and deductive reasoning not only in the classroom but also in the everyday use of mathematics. It also examines the interplay between concrete problem-solving and generalization.

(SEC 364 or TCH 302), Junior status, and an Education major or minor are prerequisites for this class.

SEC 314 | THE NATURE OF SCIENCE | 4 quarter hours (Undergraduate)

This course is about the nature of science and the interactions between science and society. It will build on the foundation of understandings that students already have about the processes and conventions of science developed through their years as science students to create opportunities for deeper understandings of the beliefs and assumptions inherent to the creation of scientific knowledge. These opportunities will be developed through direct interactions with professional scientists as well as through case studies and readings that illustrate the strengths, limits and pitfalls of the scientific endeavor as well as provide opportunities for students to relate science to their daily lives and interests and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values). Cases will be drawn from different scientific disciplines as well as from modern and historic times. In this way, science students will have a better understanding of what it means to be a scientist and how science interfaces with society. The course is a prerequisite for SEC 324.

(SEC 364 or TCH 302), Junior status, and an Education major or minor are prerequisites for this class.

SEC 321 | INQUIRY & APPLICATION IN DEVELOPING SECONDARY ENGLISH PEDAGOGY | 4 quarter hours
(Undergraduate)

This course builds on SEC 311 by preparing teacher candidates to distinguish between what needs to be taught (content) and how it is taught (pedagogy), with an emphasis on understanding the historical shifts in the teaching of content and how these shifts inform teaching and learning in today's English language arts classrooms. The course also introduces students to methods of inquiry and reflection on content pedagogical knowledge. Student will examine their own educational experience through the lens of the historical trends, focusing on how they learned and what they understood their teachers to be doing. This initial case study will serve as an introduction into case study methods. Students will also develop expertise in one of the three historical trend areas -reading, writing, and language - and examine how the trend has informed teaching and learning and shaped curriculum, pedagogy, and assessment. Students will develop a case study of a practicing teacher using the lens of the historical trend in which they are developing expertise. 25 Level 1 Field Experience hours.

(SEC 364 and SEC 311), or (TCH 302 and TCH 311) and Junior status, and an Education major or minor are prerequisites for this class.

SEC 322 | INQUIRY & APPLICATION IN DEVELOPING SECONDARY HISTORY AND SOCIAL SCIENCES PEDAGOGY | 4 quarter hours
(Undergraduate)

This course builds on the content knowledge students developed and reinforced in SEC 312. More, it asks them to make the shift from considering how a person prepared in the social sciences analyzes social phenomena to how such a person teaches the social sciences. Students will do this by developing two units of inquiry-based case studies that they could use in their own classrooms. The topics of these case studies will vary from section to section, depending on the needs of the students and expertise of the instructor. Possible topics include the Constitution, the Cold War, slavery, and the Iraq War. As students work on these projects, they will continue to reflect on the course work they have done in the content areas as well as the instruction they see teachers delivering in their field experiences. They will contemplate such questions as: "What are the connections between the social science disciplines? How can they be taught together, creating interdisciplinary courses at the high school level? What are the differences between the social science disciplines and what does this mean for secondary pedagogy? How can teachers use inquiry with their students, making sure they have enough guidance to learn about social events but also the freedom to pursue their interests and make sense of the world on their own terms?" By the end of this course, students through readings and their projects will have advanced their learning about the nature of inquiry, its implementation in the classroom, and the connections and differences between the social science disciplines. 25 Level 1 Field Experience hours.

(SEC 364 and SEC 312) or (TCH 302 and TCH 312), and Junior status, and an Education major or minor are prerequisites for this class.

SEC 323 | INQUIRY & APPLICATION IN DEVELOPING SECONDARY MATHEMATICS PEDAGOGY | 4 quarter hours
(Undergraduate)

This course builds on SEC 313 by introducing students to inquiry methods to understand the teaching and learning of mathematics. Students will explore how mathematics has been and is taught by examining major paradigm shifts in mathematics education and the impact those paradigms and shifts have on pedagogical content knowledge, or knowledge of how to teach disciplinary content. Students will use case study methods to look at instructional practices and begin to articulate their own mathematics teaching pedagogy. With the completion of this course, students will have a deeper understanding of mathematical literacy and the barriers to understanding and teaching mathematics, as well as being able to identify what makes an exceptional math teacher who is able to address the needs of all students. 25 Level 1 Field Experience hours.

(SEC 364 and SEC 313) or (TCH 302 and TCH 313), and Junior status, and an Education major or minor are prerequisites for this class.

SEC 324 | INQUIRY & APPLICATION IN DEVELOPING SECONDARY SCIENCE PEDAGOGY | 4 quarter hours
(Undergraduate)

Following SEC 314, this course transitions from asking "what does a scientist do?" to a consideration of why science literacy in the general public has been so difficult to achieve. The focusing questions for SEC 324 are: "How do we teach science? What is science literacy? Why is an understanding of science important to the general public? and What are the major obstacles and strategies to achieving science literacy?" The course begins by participants self-reflecting on their own educational experiences that led to their paths in science education: what have been their successful learning strategies, how have teachers influenced their education and what have been successful (and less than successful) classroom instructional strategies? From this, students will begin science classroom observation, discussing their observations with their peers, and speaking with educators about their experiences teaching high school science and about the goals and short-comings of science education. Throughout this process, students will read seminal literature on science literacy and explore cases challenging their notions of the teacher-learner relationship and the relationship between science and society. As a result of this course, students will gain a deeper understanding of scientific literacy and the barriers to understanding and teaching science as well as identify what makes an exceptional science teacher able to prepare both future scientists and a knowledgeable public. 25 Level 1 Field Experience hours.

(SEC 364 and SEC 314) or (TCH 302 and TCH 314), Junior status, and an Education major or minor are prerequisites for this class.

**SEC 325 | LITERACY IN THE CONTENT AREAS | 4 quarter hours
(Undergraduate)**

The course explores the interrelationships between reading, writing, and other forms of communication (e.g., classroom talk, technology, visual arts) that are available to content area middle-level and high-school teachers. There will be an emphasis on the interrelationship of all aspects of language, oral and written, that result in literacy as a meaning-making tool in the construction of content-area knowledge. The course will discuss specific aspects of literacy processes from a multicultural, multilingual perspective as they apply to a variety of school settings in general and urban schools in particular. Students will become acquainted with theoretical issues as well as a wide range of literacy-teaching strategies including reading, writing, research, and study skills to be tailored to the needs of different students and to be applied across a variety of learning situations and text types. 30 Level 2 Field Experience hours.

Senior status and (SEC 371 or TCH 371) or (SEC 372 or TCH 372) or (SEC 373 or TCH 373) or (SEC 374 or TCH 374) or status as a music education student is a prerequisite for this class. Exercise Science (BS) students are restricted from taking this class.

**SEC 326 | TEACHING WRITING | 4 quarter hours
(Undergraduate)**

This course prepares teacher candidates for teaching writing and composition at the middle and secondary school levels. The course focuses upon methods of teaching composition, examination of literature and research about the composing process, the development of language and reading skills, and the assessment and evaluation of writing. The development of writing curriculums will also be explored. 30 Level 2 Field Experience hours.

SEC 364 and Education major or minor are prerequisites for this class.

**SEC 328 | TEACHING LITERATURE | 4 quarter hours
(Undergraduate)**

This course prepares teacher candidates for teaching literature at the middle and secondary school levels. Examines contemporary issues in the teaching of literature, explores methods of teaching major literary genres, addresses problems of literacy and focuses on the transactional nature of reading and writing. Emphasis on developing a repertoire of ways of teaching literature and a variety of literature curriculums.

SEC 364 and Education major or minor are prerequisites for this class.

**SEC 329 | TEACHING YOUNG ADULTS LITURATURE | 4 quarter hours
(Undergraduate)**

This course is devoted to the study of Young Adult Literature: an exciting, emerging genre of literature. Issues and ideas to be examined include the following: current debates regarding issues in curriculum and teaching; selecting, reading, evaluating, and teaching young adult literature; cultivation of life-long reading habits and literacy development. Students will become familiar with major writers of young adult literature, read diverse texts, explore major genres, review award winning novels, consider the role of the media, and develop creative projects. 20 Level 2 Field Experience hours.

SEC 364 and Education major or minor are prerequisites for this class.

**SEC 339 | TEACHING SCIENCE IN THE SECONDARY SCHOOL | 4 quarter hours
(Undergraduate)**

This course prepares teacher-candidates for teaching science in the middle school and high school. This involves reviewing the processes of science, theories of learning, and instructional strategies appropriate to laboratory science. This course also provides an update on the current trends and issues in science education as well as an analysis of successful science curricula programs. 30 Level 2 Field Experience hours.

SEC 364 and Education major or minor are prerequisites for this class.

**SEC 363 | ORIENTATION TO SECONDARY TEACHING AS A PROFESSION | 6 quarter hours
(Undergraduate)**

(6 credits) In this process-oriented course, students engage in critical reflection on the roles and expectations of secondary educators from both institutional and community perspectives. Questions considered will include: what is an educator, what is a professional, what are the attributes of effective teachers, what do effective teachers do? Students will examine their own values and begin to develop their own philosophies about education and teaching. 30 Level 1 Field Experience hours at arranged sites. (6 credit hours)

**SEC 364 | METHODS: CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS | 4 quarter hours
(Undergraduate)**

(4 credits) This course will examine materials, methods, and techniques appropriate for teaching in secondary schools. Topics include: educational goals; the development of a rationale and underlying assumptions; instructional goals and objectives; learning objectives; both cognitive and affective; classroom environment; classroom management principles and techniques; multicultural materials in various content areas; the development of appropriate methods and materials; current curriculum issues and controversies. 30 Level 1 Field Experience hours at arranged sites.

Junior standing is a prerequisite for this class.

**SEC 365 | ART AND PEDAGOGY | 4 quarter hours
(Undergraduate)**

This course alongside SEC 366 is intended as a two course sequence each complimenting the other. As SEC 366 explores the source materials and major concepts of visual art's content, SEC 365 focuses on teaching visual art. Building from the content requirements from their program or experience, students will understand how the art studio (content) experiences where ideas are developed translate to the preparation of teaching. Students will do this through multiple curriculum based projects intended to use in their own classrooms, including a 6th - 12th grade general course reader to assist in introducing an art historical overview that influences and connects to general middle and high school studio practices. As students work on these projects, they will continue to reflect on the coursework they have done in the content area as well as watching and learning from classroom teachers and teaching artists in the field. They will contemplate such questions as: "What are the connections among the arts disciplines? How can they be taught together, creating interdisciplinary courses at the middle and high school levels? What are the differences among the arts disciplines and what does this mean for secondary pedagogy? How can teachers use inquiry with their students, making sure they have enough guidance to learn about artists, artistic periods and the nature of how artworks are produced. 30 Level 2 Field Experience hours.

SEC 364 and Education major or minor are prerequisites for this class.

SEC 371 | TEACHING ENGLISH IN THE HIGH SCHOOL 1 | 4 quarter hours (Undergraduate)

This course introduces students to the theoretical and practical issues of teaching the English language arts in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of reading, writing, speaking, and listening skills and sensibilities. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required.

SEC 364, SEC 311, SEC 321, Junior status, and an Education major or minor are prerequisites for this class.

SEC 372 | TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 1 | 4 quarter hours (Undergraduate)

This course introduces students to the theoretical and practical issues of teaching history and the social sciences in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of the basic concepts of the seven social science disciplines. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required.

SEC 364, SEC 311, SEC 322, Junior status, and an Education major or minor are prerequisites for this class.

SEC 373 | TEACHING MATHEMATICS IN THE HIGH SCHOOL 1 | 4 quarter hours (Undergraduate)

This course introduces students to the theoretical and practical issues of teaching mathematics in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of mathematics in all its representations. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required.

SEC 364, SEC 311, SEC 323, Junior status, and an Education major or minor are prerequisites for this class.

SEC 374 | TEACHING THE SCIENCES IN THE HIGH SCHOOL 1 | 4 quarter hours (Undergraduate)

This course introduces students to the theoretical and practical issues of teaching the sciences in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of the different sciences, including biology, chemistry, environmental science, and physics. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required.

SEC 364, SEC 311, SEC 324, Junior status, and an Education major or minor are prerequisites for this class.

SEC 381 | TEACHING ENGLISH IN THE HIGH SCHOOL 2 | 4 quarter hours (Undergraduate)

This course continues students' immersion into the pedagogical content knowledge development and practices that began in SEC 321 and SEC 371. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of reading, writing, speaking, and listening skills and sensibilities, with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in SEC 371, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken in conjunction with SCU 351.

(SEC 371 or TCH 371) is a prerequisite for this course. This class is taken concurrently with TCH 380.

SEC 382 | TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 2 | 4 quarter hours**(Undergraduate)**

This course continues students' immersion into the pedagogical content knowledge development and practices that began in SEC 322 and SEC 372. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of the basic concepts of the seven social science disciplines with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in SEC 372, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken in conjunction with SCU 351.

SEC 372 is a prerequisite for this course. This class is taken concurrently with SCU 351.

SEC 383 | TEACHING MATHEMATICS IN THE HIGH SCHOOL 2 | 4 quarter hours**(Undergraduate)**

This course continues students' immersion into the pedagogical content knowledge development and practices that began in SEC 323 and SEC 373. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of mathematics in all its representations with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in SEC 373, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken in conjunction with SCU 351.

SEC 373 is a prerequisite for this course. This class is taken concurrently with SCU 351.

SEC 384 | CAPSTONE IN SECONDARY EDUCATION | 4 quarter hours**(Undergraduate)**

The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective secondary educators with opportunities to engage in activities requiring them to reflect, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific early to secondary education. The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program. COREQUISITE(S): SEC 390.

SEC 385 | TEACHING THE SCIENCES IN THE HIGH SCHOOL 2 | 4 quarter hours**(Undergraduate)**

This course continues students' immersion into the pedagogical content knowledge development and practices that began in SEC 324 and SEC 374. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of the different sciences, including biology, chemistry, environmental science, and physics with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in SEC 374, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken in conjunction with SCU 351.

SEC 374 is a prerequisite for this course. This class is taken concurrently with SCU 351.

SEC 387 | CAPSTONE SEMINAR IN SECONDARY EDUCATION | 2 quarter hours**(Undergraduate)**

This course is designed to help candidates integrate the central emphases of their Liberal Studies curriculum with their professional knowledge and behavior. It provides opportunities and activities to prospective educators that engage them in being analytic and reflective upon their major and related disciplines; guide them in further considering their value commitments and how they relate to their chosen profession; apply critical and creative thinking in addressing 'real-time' professional issues and needs; and examine extant practices from multicultural perspectives. Candidates develop a professional teaching portfolio that reflects the standards of the various guiding professional organizations and the Illinois State Board of Education (ISBE). The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator as well as the goals of the Liberal Studies program. The course is taken simultaneously with student teaching. COREQUISITE(S): SEC 390. (2 credit hours)

SEC 390 | SECONDARY STUDENT TEACHING | 10 quarter hours (Undergraduate)

(10 credits) Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. Application and approval required. Open only to DePaul students. (10 hours)

SEC 395 | ASSESSMENT ISSUES IN SECONDARY EDUCATION | 4 quarter hours (Undergraduate)

This course introduces candidates to theoretical and philosophical issues related to educational assessment. It addresses the range of assessments teachers will encounter in school settings, including individual cognitive and social and emotional assessments; course material, curricula, and disciplinary program assessments; and large scale high-stakes testing. The course provides candidates opportunities to explore student, program, and curricular assessment issues, including assessment methods and tools; standardized, quantitative, and qualitative assessments; formal and informal assessments; formative and summative assessments; integrated, self-, and peer assessments; cultural, social, economic, and language influences on assessments; and issues of reliability and validity in assessment. COREQUISITE(S): Taken in conjunction with SEC 371/SEC 372/SEC 373/ SEC 374 OR SEC 381/ SEC 382/SEC 383/SEC 384.

Exercise Science (BS) students are restricted from taking this class.

This class is taken concurrently with (SEC 371 or SEC 372 or SEC 373 or SEC 374) or (SEC 381 or SEC 382 or SEC 383 or SEC 384).

SEC 399 | INDEPENDENT STUDY IN SECONDARY EDUCATION | 1-4 quarter hours (Undergraduate)

Permission of instructor, program chair and Associate Dean are required. (1 credit hour)

Social & Cultural Studies Ed Human Dev Grad (SCG)

SCG 25 | BASIC TECHNOLOGY LITERACY | 0 quarter hours (Graduate)

This online course provides students with a knowledge about assembling, using, and troubleshooting basic technology hardware and software. In this course, students demonstrate understanding of basic computer setup and the use of peripheral devices such as printers, speakers, flash drives, scanners, digital cameras, videos, and computer software. (0 credit hours)

SCG 401 | ADVANCED LIFESPAN DEVELOPMENT | 4 quarter hours (Graduate)

Current research and theories in human development relating to motivation, personality, learning and socialization. Case studies and an analysis of various developmental problems.

SCG 402 | PSYCHOLOGY OF LEARNING | 4 quarter hours (Graduate)

Study of the learning-teaching process with specific emphasis on the person as a learner, human capacity and potential, learning theories and materials, motivation, concept formation, and behavior.

SCG 403 | HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY | 4 quarter hours (Graduate)

This course will focus on the developmental processes of school-age children, kindergarten through middle school, by beginning with the study of the young child's social, emotional, cognitive, and physical growth and change. The theoretical and observational study of child development will be framed by an examination of culture, gender, and socio-economic factors as they inform assumptions about normative processes. The relationship between development and learning in a social context will be examined with particular attention to children's developing concepts in math, science, and language arts. Attention will also be given to the role of teachers and schools and other institutions in fostering the healthy development and learning of young people.

SCG 404 | CHILD GROWTH AND DEVELOPMENT | 4 quarter hours (Graduate)

This course examines the growth and development of the young child in sociocultural context, from conception through age eight, including cognitive, language, physical, psychosocial, spiritual, creative, and emotional areas of development. Learning and development theories of young children, including those of Freud, Erikson, Garcia-Coll, Ainsworth, Bowlby, Piaget, Rogoff, Spencer, Vygotsky, Bronfenbrenner, and other modern developmental theorists, are explored. This course examines normative assumptions about children's processes of growth and change, and considers how learning and development occur through relationships in social contexts. The pedagogical implications of theories of development and of differences amongst children will be addressed throughout class discussions, child observations, and other course activities. This course requires 35 hours of field experience, working with infants and toddlers in a group care setting. Co-registration in T&L 480: Internship with Infants and Toddlers is recommended and encouraged.

SCG 406 | HUMAN DEVELOPMENT AND LEARNING:SECONDARY | 4 quarter hours (Graduate)

This course focuses on the multiple factors that contribute to the period of adolescence, bridging childhood and adulthood. Particular attention is given to the intrapsychic, interpersonal, biological, and socio-cultural processes that are mediated by the meanings that youth give to their identity vis a vis race, class, and gender formations within the broader society. Students will engage in interdisciplinary study of theories to examine the implications for teaching and learning processes and the role of educational institutions in fostering the healthy development of youth in society. Forms of inquiry will include students' examination of their own lives and assumptions, critique of theory, and observations of young people in a variety of contexts.

SCG 408 | EDUCATION AND SOCIETY | 4 quarter hours (Graduate)

A study of social forces that impinge upon the educational enterprise and analysis of the relationship to major social problems in urban education with emphasis on their social, economic, political, historical and philosophical dimensions.

**SCG 409 | SOCIOLOGY OF EDUCATION | 4 quarter hours
(Graduate)**

This course focuses on the relationship between school structures and culture, social relations of race, ethnicity, class, and gender, and ideologies organizing education in the United States. Students will explore a range of theories in the sociology of education and explore linkages between school structures and processes and broader social forces. Readings may examine the political economy of schooling, inequalities in educational practices, and student and teacher identities shaped by schools and the larger society.

**SCG 410 | INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES | 4 quarter hours
(Graduate)**

(formerly CUG 400) This course will examine the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading and the use of educational research as a means for informing educational theory, practice and policy. Students will be exposed to the multiple frameworks which inform education research, the various methodologies employed in collecting and analyzing data and will examine the advantages, limitations and values implicit in conducting and evaluating research.

**SCG 411 | PHILOSOPHY OF EDUCATION | 4 quarter hours
(Graduate)**

This course examines the relationship of education to the moral and ethical dilemmas or predicaments of the human condition. It will entail issues related to the nature of education's responsiveness, or lack thereof, to the concerns of the human condition: for example, human alienation, suffering, success and failure, caring, freedom, responsibility, liberation and agency. Special attention will be given to how these concerns influences or have social, cultural and political implications for how teachers address them within the teaching and learning process.

**SCG 435 | YOUNG ADOLESCENT DEVELOPMENT IN CONTEXT | 4 quarter hours
(Graduate)**

This course considers how race/ethnicity, gender, social class, and sexuality inform teachers' perceptions of early adolescent development. It also examines middle grades teaching practices and has students analyze how those practices shape the growth and educational/learning experiences of early adolescents. It promotes a broad understanding of social, cultural, and historical conceptions of adolescence, and critically examines the complexities of the physical, social, intellectual, and emotional processes of growth and change of young adolescents. It explores the range of social contexts, interpersonal relationships, and societal views, which influence and give meaning to the development and learning of middle grade youth. This course uses observational experiences, reflective inquiry and interdisciplinary theories to prepare middle grades teacher candidates to design classroom experiences that reflect and are sensitive to the socio-cultural contexts and realities of diverse middle grades learners. ***The course meets in the afternoon and integrates community and/or after school field experience with young adolescents into coursework. Co-requisite for this course is MGE 400. In this course, students will: 1.

**SCG 439 | PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION | 4 quarter hours
(Graduate)**

This course examines foundational and contemporary theories of youth and adolescent development. It considers how these theoretical ideas relate to contemporary questions of youth and middle level education. The course explores the historical invention of adolescence, changing ideas about the meaning of childhood, as well as some of the broader social, economic, political, and cultural implications of these changing ideas. This course seeks to develop in prospective educators a broader capacity to theorize about youth and schooling, and, hence, to act critically and reflectively in multiple contexts in which youth learn. 10 - 15 field experience hours are required as part of this course.

**SCG 451 | DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION | 4 quarter hours
(Graduate)**

This course introduces students to different approaches to education research and research methods with a focus on critical practitioner research. Students will become discerning readers of educational research and be able to design and conduct research related to teaching and learning in a variety of disciplinary areas (English, history/social sciences, mathematics, or science) at the secondary level. They will develop skills to critically examine and reflect on practice in the classroom through discipline-specific research projects. Taken concurrently with TCH 481, TCH 482, TCH 483, TCH 484.

T&L 425 and status as an Education graduate student are prerequisites for this class. SCG 451 has a co-requisite of TCH 481, or TCH 482, or TCH 483, or TCH 484.

**SCG 527 | GLOBAL STUDIES IN EDUCATION SEMINAR | 4 quarter hours
(Graduate)**

This course is an inquiry into the relationship of education and pedagogy to culture and globalization. In this course, students study this relationship from different perspectives about globalization. The course examines how and why these perspectives have resulted in different conceptions of, for example, teaching, learning, culture, language, human development and worldmaking in the global north and global south.

**SCG 582 | PRACTICUM IN EDUCATIONAL TECHNOLOGY AND NEW MEDIA | 4 quarter hours
(Graduate)**

This course provides directed experiences in decision-making for curriculum planning, instructional design and delivery, scholarship and leadership in instructional technology-supported learning contexts. Students will engage in co-teaching activities in technology-rich classrooms; develop an instructional technology plan; make field evaluation and use of educational hardware and software; review and discuss research and professional literature in instructional technology; evaluate and use instructional products; develop and present a multimedia-based project; learn and apply theories and principles of instructional and information message design; engage in collaborative, micro-teaching activities online; develop a technology-enhanced instructional program for the K-12 environment; create a staff development plan with focus on technology applications for administrative purposes; conduct an evaluation study on-site; observe and experiment face-to-face and virtually with a range of instructional technology applications; produce comparative reviews on the use of instructional technology in various school settings. The practicum will also provide students with multiple opportunities to reflect and share their thinking with each other in a supportive community of learners and researchers. (Prerequisites: SCG 402 & CS 460).

SCG 588 | INDEPENDENT STUDY IN SOCIAL AND CULTURAL FOUNDATIONS IN EDUCATION | 1-4.5 quarter hours**(Graduate)**

Independent Study in Social and Cultural Foundations in Education.
PREREQUISITE: Permission of instructor, program chair and associate dean. (Variable credit)

SCG 600 | REGISTERED STUDENT IN GOOD STANDING | 0 quarter hours**(Graduate)**

Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

SCG 603 | CULTURE AND EDUCATION SEMINAR | 4 quarter hours**(Graduate)**

At its core, this course is an exploration of various ways in which culture has been conceptualized. This exploration will focus on the relationship between education, pedagogy, and theories of culture, all framed by a concern for social justice. Topics may include the pedagogical and political dimensions of popular culture, the interpretation of cultural products and expressions, and the relationship between knowledge and power in the political economy of culture production.

SCG 604 | IDENTITY: CONSTRUCTIONS AND NEGOTIATIONS SEMINAR | 4 quarter hours**(Graduate)**

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

SCG 608 | IDEOLOGY, POWER AND POLITICS SEMINAR | 4 quarter hours**(Graduate)**

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

SCG 610 | INTRODUCTION TO RESEARCH METHODS | 4 quarter hours**(Graduate)**

This course examines the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading and the use of educational research as a means for informing educational theory, practice and policy. Students will be exposed to the multiple frameworks that inform educational research and the various methodologies employed in collecting and analyzing data, and will examine the advantages, limitations and ethical issues relating to conducting and evaluating research.

SCG 611 | PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR | 4 quarter hours**(Graduate)**

This course examines philosophical questions regarding the moral and ethical meaning and purpose of education. Some of the questions explored are the nature of freedom, liberation, individuality, human difference, community, knowledge, reality, emotion, democracy, politics, aesthetics, self and other. In considering these questions in the context of education, particular attention is given to the philosophy of culture.

SCG 614 | CRITICAL MEDIA LITERACY | 4 quarter hours**(Graduate)**

This course focuses on theories of media interpretation, cultural pedagogy, and cultural studies. Literature from critical media literacy, cultural studies, critical pedagogy, communication studies, sociology, and philosophy will inform student understanding of how media educates, how interpretations of media are struggled over, and how such practices relate to broader structures of power, identity formation, political economy of media, theories of communication and representation, and pedagogy.

SCG 615 | SPECIAL TOPICS IN EDUCATION, CULTURE, AND SOCIETY | 4 quarter hours**(Graduate)**

This course explores philosophical and sociological theories of education, technology and society. Topics include the social, political, and pedagogical implications of educational technology and new media. The aim of the course is to introduce students to the history of critical theoretical perspectives on educative technologies through foundational texts in the humanities and social sciences as well as contemporary studies in the multiple educative aspects of technology. Course readings will draw on scholarship in philosophy, sociology, new media, educational foundations, and political theory.

SCG 617 | SPECIAL TOPICS IN SOCIAL AND CULTURAL FOUNDATIONS IN EDUCATION: | 4 quarter hours**(Graduate)**

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

SCG 625 | CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING) | 0 quarter hours**(Graduate)**

Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of thesis/capstone advisor required each term. Registration limited to three terms. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

SCG 627 | GLOBAL ISSUES IN EDUCATION SEMINAR | 4 quarter hours**(Graduate)**

Studies of school systems outside the United States, their methods, curriculum and achievements.
Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class.

**SCG 635 | ADVANCED QUALITATIVE RESEARCH METHODOLOGIES | 4 quarter hours
(Graduate)**

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

SCG 610 is a prerequisite for this class.

**SCG 636 | THESIS RESEARCH | 4 quarter hours
(Graduate)**

A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit. Completion of this course is required to receive the MA Degree in Social and Cultural Foundations in Education.

**SCG 637 | CAPSTONE: SOCIAL AND CULTURAL FOUNDATIONS IN EDUCATION | 4 quarter hours
(Graduate)**

The SCFE Capstone allows students to explore substantive areas of scholarship within their areas of interest and to create a final project or paper of their own design under the mentorship of a faculty member in the program. The Capstone is an opportunity to engage in a synthesis of what has been learned through coursework, and to integrate and compare knowledge gained from students' own research with that which was learned in the program. The capstone course will involve preparation of a substantive piece of work. Upon completion of all coursework, students enrolled in this course will select and work with a Capstone Advisor (a faculty member in the SCFE program) to discuss possible paper topics. The paper will generally consist of library-based research and will typically be 20-25 pages in length. Completion of this course is required to receive the MEd Degree in Social and Cultural Foundations in Education.

**SCG 701 | SEMINAR: PHILOSOPHY OF EDUCATION | 4 quarter hours
(Graduate)**

This course broadens and deepens student understanding of the processes and aims of education through inquiry into the fields of aesthetics, ethics and moral philosophy, social and political philosophy, ontology and epistemology, and the philosophy of culture. A variety of history and conceptual frameworks are studied to enable students to advance theoretical perspectives on education and analyze and critique arguments in contemporary educational discourses.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**SCG 711 | CULTURE, POWER AND EDUCATION | 4 quarter hours
(Graduate)**

This course provides a critical understanding of the larger concept of culture within the notion of multiculturalism. This begins by recognizing that k-12 schools and universities are cultural institutions engaged in the making of culture. While the focus of multiculturalism is about theorizing difference in relation to the particular cultural processes that go on in schools and universities, its focus does not address how educational institutions are shaped by broader cultural dynamics outside of the immediate context of educational institutions. It is in this context that students will examine how cultural processes are intimately connected with social relations of class, race, ethnicity, gender and sexuality. They will also explore how culture involves power, which serves to produce inequalities in the abilities of individuals and social groups to define and realize their needs. In addition, culture will be analyzed as a site of social difference and struggle.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**SCG 721 | HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS | 4 quarter hours
(Graduate)**

This course will examine the process of human development and learning through the ages by critically examining cross-cultural research and developmental theories designed to describe and interpret the physical, social, emotional, intellectual, and psychological processes involved. Emphasis will be placed on the range of individual, familial, environmental, and cultural factors that may enhance or inhibit human growth and development, and on the critical role that human relationships play in the lifelong interactive processes of learning and growth. Considerable attention will be paid to the historical role of power, culture, class, gender and capability in defining and interpreting certain behaviors as indicators of normative development. These normative indicators will be critiqued with regard to underlying cultural assumptions and values, their function in fostering and maintaining current social, educational and political relations, and their contribution to the current crises in urban education and the development of children and youth. Class participants will examine their perspective on human development and learning and explore the socio-cultural and historical bases which contribute to their underlying values and assumptions. Through multifaceted inquiry utilizing self-reflection, case studies, theoretical analyses, and child assessment and observation, participants will consider the implications for their work as educational leaders in approaching current challenges with students, parents, community, and teachers and in creating schools that will foster societal change to support the healthy development of children and youth.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**SCG 735 | QUANTITATIVE RESEARCH METHODS I | 4 quarter hours
(Graduate)**

This course is designed to provide doctoral level students with theoretical and practical preparation in quantitative research design including: instrumentation; data collection; statistical analysis; ethics and politics of the conduct of research; and development of analytical skills for critiquing quantitative research. Students will have the opportunity to work with real databases to conduct both univariate and multivariate analyses, including correlations, ANOVAS, and multiple regressions. Prerequisite: SCG 785.

(SCG 785 and status as an EDD student) or (SCG 785 and status as a PhD student) or (SCG 775 and status as an EdS student).

SCG 745 | QUALITATIVE RESEARCH METHODS I | 4 quarter hours (Graduate)

This course is designed to provide doctoral level students with theoretical and practical preparation in qualitative methods including: data collection and analysis; ethics and the politics of the conduct of research; and critical analytical skills for review and critique of qualitative research. Students will be introduced to a range of approaches to qualitative inquiry that may include: narrative inquiry; ethnography; case study; phenomenology; grounded theory; and participatory action research from a variety of theoretical perspectives. Prerequisite: SCG 785.

(SCG 785 and status as an EDD student) or (SCG 785 and status as a PhD student) or (SCG 775 and status as an EdS student).

SCG 755 | QUANTITATIVE RESEARCH METHODS II | 4 quarter hours (Graduate)

A continuation of SCG 735. Students will prepare a methodology section of a research project and will learn how to write up quantitative results of their analyses. By the end of the course students should be able to: understand quantitative methodological approaches; select appropriate data collection strategies; and conduct the appropriate analysis for the research question(s) proposed and the nature of the data.

SCG 735 and status as an EDD, PhD or EdS student are prerequisites for this class.

SCG 765 | QUALITATIVE RESEARCH METHODS II | 4 quarter hours (Graduate)

A continuation of SCG 745. Students will conduct a pilot study on an issue of interest using a qualitative research design. By the end of the course students should be able to: understand qualitative methodological approaches; select appropriate data collection strategies; and conduct the appropriate analysis for the research question(s) proposed and the nature of the data.

SCG 745 and status as an EDD, PhD or EdS student is a prerequisite for this class.

SCG 775 | FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH | 4 quarter hours (Graduate)

This course offers a general introduction to theory and practice in educational research. First, it is designed to help students develop an understanding of the assumptions that underlie multiple approaches to knowledge construction and the conduct of inquiry in education. Second, the course will introduce students to the structural organization of a research manuscript. By the end of the course, students should be able to understand key theoretical assumptions and paradigms that underlie educational inquiry; engage in the critical analysis of a research study; recognize the components of a research manuscript; and identify a topical area of interest for future independent research.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

SCG 785 | FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH | 4 quarter hours (Graduate)

Drawing upon the knowledge and skills developed in Foundations of Inquiry and Educational Research, this course is designed to enhance students' ability to critically analyze with existing research as a crucial element in completing their own doctoral research. By the end of the course, students should be able to evaluate existing scholarly literature, explain the key elements of a literature review, understand different approaches to writing the literature review, and compose a literature review that demonstrates the ability to interpret, analyze and synthesize literature on a topic of their choice.

SCG 775 and status as an EDD or PhD student is a prerequisite for this class.

Social Work Undergraduate (SWU)

SWU 311 | HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT | 4 quarter hours (Undergraduate)

This is the first course of a two-part sequence designed to develop an understanding about human behavior and the social environment; the course offers an ecosystems framework and method for understanding human behavior within the context of personal, family, group and community systems. Using a bio-psycho-social theoretical framework, fundamental concepts and theories are introduced with the life cycle serving as the organizational focus. The course covers the first half of the life span: conception, infancy, childhood, adolescence and young adulthood.

SWU 312 | HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II | 4 quarter hours (Undergraduate)

This is the second course of a two-part sequence designed to develop an understanding about human behavior and the social environment; the course offers an ecosystems framework and method for understanding human behavior within the context of personal, family, group and community systems, organizations, and institutions. Using a bio-psycho-social theoretical framework, fundamental concepts and theories are introduced with the life cycle serving as the organizational focus. The course covers the second half of the life span: young adulthood, middle adulthood, later adulthood and end of life.

MSW 311 and department consent are prerequisites for this course.

SWU 331 | SOCIAL WELFARE POLICY | 4 quarter hours (Undergraduate)

This foundation-level course is designed to provide students with the entry-level knowledge of social work ethics and values, policy formation and analysis, and practice skills necessary to impact and interpret the rules and regulations surrounding social welfare. Emphasis is placed on understanding political processes at the agency, local, regional and federal level and attention is given to economic considerations as well as the unique role of social welfare policy in regulating the lives of clients, particularly those from historically oppressed groups.

Social/Cultural Studies Education/ Human Dev Ugrd (SCU)

SCU 207 | SOCIAL AND HISTORICAL ISSUES IN EDUCATION | 4 quarter hours (Undergraduate)

This course examines through an interdisciplinary framework sociological and historical issues and concerns associated with the relationship between education and public life. The course analyzes education as a form of cultural power, addressing its political and ideological effects. Emphasis will be placed upon the social and historical meanings and purposes assigned to education, especially as it pertains to questions of race, gender, sexuality, and the political economy of class.

SCU 335 | YOUNG ADOLESCENT DEVELOPMENT IN CONTEXT | 4 quarter hours (Undergraduate)

This course considers how race/ethnicity, gender, social class, and sexuality inform teachers' perceptions of early adolescent development. It also examines middle grades teaching practices and has students analyze how those practices shape the growth and educational/learning experiences of early adolescents. It promotes a broad understanding of social, cultural, and historical conceptions of adolescence, and critically examines the complexities of the physical, social, intellectual, and emotional processes of growth and change of young adolescents. It explores the range of social contexts, interpersonal relationships, and societal views, which influence and give meaning to the development and learning of middle grade youth. This course uses observational experiences, reflective inquiry and interdisciplinary theories to prepare middle grades teacher candidates to design classroom experiences that reflect and are sensitive to the socio-cultural contexts and realities of diverse middle grades learners. ***The course meets in the afternoon and integrates community and/or after school field experience with young adolescents into coursework. Co-requisite for this course is MGE 300. In this course, students will: 1.

Junior standing is a prerequisite for this class.

SCU 336 | ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT | 4 quarter hours (Undergraduate)

Theories of development throughout adolescence including current issues of problems and growth crises in attaining maturation. The course also includes adult and aging life span considerations. Emphasis is placed on the role of the early childhood professional in interaction with adults in the lives of young children (i.e., parents, grandparents).

SCU 337 | HUMAN GROWTH AND DEVELOPMENT | 4 quarter hours (Undergraduate)

This course is an introduction to the study of the process of human development from conception to old age. Through a range of theories, the periods of childhood, adolescence, and adulthood are examined with particular attention to the role of culture, gender, and class as they inform the contextualized process of growth and change across the life span.

SCU 338 | THE PROCESS AND EVALUATION OF LEARNING | 4 quarter hours (Undergraduate)

The process involved in human learning is examined from alternative theoretical and research paradigms and perspectives. The roles of emotions, cultural differences, social realities, cognitive uniqueness, character and achievement tendencies are examined with respect to learner functioning. Alternative methods and techniques for evaluating learner development and academic achievement are surveyed and discussed. Emphasis is placed upon identifying the characteristics of individually and culturally responsive and responsible testing and assessment protocols in the school setting.

An education major or minor is a prerequisite for this class.

SCU 339 | PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION | 4 quarter hours (Undergraduate)

This course introduces foundational and contemporary theories of youth and adolescent development. It provides an investigation of how these theoretical ideas relate to contemporary questions of youth and middle level education. The course explores the historical invention of adolescence, changing ideas about the meaning of childhood, as well as some of the broader social, economic, political, and cultural implications of these changing ideas. This course seeks to develop in prospective educators a broader capacity to theorize about youth and schooling and, hence, to act critically and reflectively in multiple contexts in which youth learn. 10 - 15 field experience hours are required as part of this course.

An education major or minor is a prerequisite for this class.

SCU 351 | DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION | 4 quarter hours (Undergraduate)

This course introduces students to different approaches to education research and research methods with a focus on critical practitioner research. Students will become discerning readers of educational research and be able to design and conduct research related to teaching and learning in a variety of disciplinary areas (English, history/ social sciences, mathematics, or science) at the secondary level. They will develop skills to critically examine and reflect on practice in the classroom through discipline-specific research projects. Taken concurrently with SEC 381, SEC 382, SEC 383, SEC 385.

SEC 364 is a prerequisite for this class. SCU 351 has a co-requisite of SEC 381, or SEC 382, or SEC 383, or SEC 385.

SCU 399 | INDEPENDENT STUDY | 1-8 quarter hours (Undergraduate)

Education core unit. Permission of Department Chair and Associate Dean is required. (Variable credit)

Sociology (SOC)

SOC 101 | INTRODUCTION TO SOCIOLOGY | 4 quarter hours (Undergraduate)

Introduction to the language, theories, methods, and research findings of the sociologist at work.

SOC 105 | SOCIAL PROBLEMS | 4 quarter hours (Undergraduate)

Examination of important societal problems and issues with attention to their causes, their impact, and the possibility of resolution. The course considers the role of social movements, government and the private sector.

SOC 115 | ORIENTATION TO CAREERS IN SOCIOLOGY | 2 quarter hours (Undergraduate)

This course explores an introduction to the field of sociology as both an academic discipline and a community of practice dedicated to the common good and larger goal of social inclusion. Students will explore career opportunities in various subfields of sociology with an emphasis on connections between individual achievement, personal meaning and social purpose. Starting the process of developing a vocation, students will reflect on how their personal interests, values, preferences and skills relate to specific careers in sociology.

SOC 200 | SOCIAL WORK AND SOCIAL WELFARE | 4 quarter hours (Undergraduate)

The nature of social work with a focus on the delivery of a variety of human services like health care and welfare; emphasis on professional-client relationships; examination of government agencies and voluntary associations.

SOC 201 | INTRODUCTION TO SOCIAL WORK PRACTICE | 4 quarter hours (Undergraduate)

Social work is a discipline that touches on virtually every dynamic worldwide that affects people and their surroundings." (Martin, 2016) This course will introduce you to the field of social work, through a lens of social work practice. The class will introduce you to the social work role and develop your understanding of some of the knowledge and theories associated with social work practice. We will discuss key ideas, values, the social work process, and skills needed for social work practice. Social work is deeply intertwined with sociological concepts. This class helps students to understand some of those concepts through a practice focus, for example, issues of power, privilege, and oppression. Social workers interact with individuals, families, and communities within a wide range of contexts. We wear many hats, must be aware of a vast amount of knowledge, and possess the skills to work in a multitude of settings.

SOC 202 | PHILOSOPHY AND SOCIAL THOUGHT | 4 quarter hours (Undergraduate)

The course examines the philosophical roots of social thought and social theory; it compares and contrasts philosophy and social thought as ways of knowing and as ways of reflecting on culture and societies.

SOC 207 | YOUTH AND SOCIETY | 4 quarter hours (Undergraduate)

Using an historical and cross-cultural perspective, this course examines the social position of youth in today's society; youth subcultures; key institutions within which youth are socialized and controlled.

SOC 209 | SOCIOLOGY OF GENDER | 4 quarter hours (Undergraduate)

This course critically examines the socially constructed meanings of gender. Analysis of the interconnections between gender and social institutions/structures, including the family, education, work, media, religion, violence, the economy is examined. In addition, the role of feminism and the me-too movement is investigated as major influences in changing understandings and meanings of gender.

SOC 212 | COMMUNITY AND SOCIETY | 4 quarter hours (Undergraduate)

An analysis of neighborhoods, cities, suburbs and utopian communities; the examination of major trends in urbanization and the evaluation of urban and community policies.

SOC 214 | POLICING THE MARGINS | 4 quarter hours (Undergraduate)

This course explores the extent to which policing produces public safety, creates or magnifies harms, and/or functions to maintain a permanent underclass in the contemporary U.S. The course will pay particular attention to the ways that policing is raced, gendered, classed, and ability-based. Finally, the course examines community resistance and alternatives to policing throughout.

SOC 215 | WORKPLACE ENVIRONMENTS AND CAREER DEVELOPMENT IN SOCIOLOGY | 2 quarter hours (Undergraduate)

This course concentrates on the knowledge and steps needed to create a career in a chosen area within sociology, combining sociological knowledge in areas of labor markets, networks and organizations with personal reflection on how we create careers that are both personally satisfying and can contribute to the social good. This course will include training in the following practical skills: industry and job/internship research, resume and cover letter writing and LinkedIn profile design, among others.

SOC 115 is a prerequisite for this class.

SOC 217 | WORK IN A GLOBALIZED WORLD | 4 quarter hours (Undergraduate)

The purpose of this course is to make a direct connection between the needs and strategies of individuals, companies, industries, and nations regarding work, and how they interact to create specific work environments and work outcomes for individuals in a globalized world. The course emphasizes how globalization, by creating an international labor market and an environment of competition between nations to attract jobs, has deeply transformed the work experience of individuals and the quantity and quality of jobs available in the United States, Latin America, Asia, and the rest of the world.

SOC 219 | THE SCHOOL-TO-PRISON PIPELINE | 4 quarter hours (Undergraduate)

This course examines the punitive approaches of the modern criminal justice system whose power has overwhelmingly shaped our institutions, policies, and practices, colloquially called the "School-to-Prison Pipeline." Using the city of Chicago as a touchstone for inquiry and analysis, this course analyzes how historical inequities such as, segregated cities, separated school districts, the intensification of poverty zones, and racial inequities of law enforcement, all converge into creating the conduit by which youth are directed from the institution of education to penalty. This course also investigates local, state, and federal student disciplinary programs, including juvenile courts and juvenile detention centers. Finally, a number of specific processes, such as the criminalization of normal adolescent behavior, the zero-tolerance school suspension disciplinary practice, and the ongoing dysfunctional social relations between students and School Resource Officers (SROs), will all be addressed in relation to the larger macro concerns of the American ethos of education and the primary institution of upward mobility in American society.

SOC 220 | THEORIES OF CRIME AND DELINQUENCY | 4 quarter hours (Undergraduate)

Analysis of theories of causes of crime, including juvenile delinquency. Among the theories considered are theories based on social structure and strain, social process and learning, modern biosocial perspectives, the Chicago School and subcultural theories of crime, feminist theories of crime, rational choice, and social control. In addition, some of the topics included for analysis are police violence, sex work/prostitution, and pornography.

SOC 221 | INTRODUCTION TO THE U.S HEALTH CARE SYSTEM | 4 quarter hours**(Undergraduate)**

Examination of occupations and organizations in the U.S. health care system. Topics include: quality, access, and cost of health services; occupations and organizations involved in delivering health care; financing of care through health insurance and government programs. Recommended gateway course for all students in Health and Health Services concentration.

SOC 231 | RACE AND ETHNICITY IN THE CITY | 4 quarter hours**(Undergraduate)**

The social and cultural importance of urban ethnic communities and their interrelationships are investigated through a study of neighborhood development and change. Special emphasis on the major ethnic communities of Chicago.

SOC 232 | GLOBAL CITIES | 4 quarter hours**(Undergraduate)**

An examination of the interaction between the process of globalization and urban areas throughout the world. Develops an understanding of the city as a critical location within a world that is growing ever more economically and politically interconnected. Focuses on the way cities function within the global context to better understand why local leaders make the policy decisions that they do.

SOC 233 | SOCIOLOGY OF SPORT | 4 quarter hours**(Undergraduate)**

This course examines sports as a societal microcosm and as an idealized world for both individuals and institutions. Sport is also viewed as a major element in the making of American mythology.

SOC 243 | THE SUBURBS | 4 quarter hours**(Undergraduate)**

Explores the suburb as a vitally important area of inquiry, rather than merely a place that is anti-city or sub-urban. Examines the diversity of U.S. suburbs and the many forms they have taken, such as streetcar, postwar, working class, edge city, sprawled, and retrofitted suburbs. Considers what just suburban development would look like.

SOC 245 | URBAN SOCIOLOGY | 4 quarter hours**(Undergraduate)**

An exploration of the economic, political, social, and cultural workings of cities and their larger metropolitan regions. Analyzes issues that affect neighborhoods as social spaces, such as housing, real estate development, changes in jobs and employment, suburbanization, and gentrification. Emphasizes the comparison of various places, diverse policy decisions and-ultimately-differing outcomes for communities. (Formerly taught as SOC 345)

SOC 246 | HOMELESS IN THE CITY | 4 quarter hours**(Undergraduate)**

This course explores homelessness on a global/urban scale in relation to poverty, discrimination, health and mental illness, war, refugee status, and natural and man-made disasters (e.g. earthquake, nuclear event, hurricane, etc.) and examines governmental and community/organizational solutions.

SOC 248 | RESISTING WHITE SUPREMACY | 4 quarter hours**(Undergraduate)**

In this course, we will read, listen, and watch texts about both white supremacy and resistance to white supremacy. The course pays equal attention to how people's beliefs and actions produce and maintain racial stratification in the post-civil rights United States and the work Black and Brown people and their allies do to resist this violence. Each week focused on white supremacy and racism will include a reflective writing assignment while each week focused on resisting white supremacy and anti-racism will include a small action in which students engage. No matter what topic we are exploring, we will pay careful attention to how assemblages of race, gender, sexuality, nationality, citizenship status, and other markers of difference work together to create different embodied experiences of marginalization, vulnerability, and resistance.

SOC 254 | ANCIENT GREECE AND ROME | 4 quarter hours**(Undergraduate)**

The course explores the society and culture of ancient Greece and Rome, including mythology, art, and social institutions. The impact of these cultures on contemporary popular culture and social thought is considered. Emphasis on primary materials.

SOC 256 | SOCIAL CHANGE | 4 quarter hours**(Undergraduate)**

Examines changes in societies since 1800, including change in technology, culture, and social and political institutions. Topics include modernization, revolution and media. The course emphasizes comparative, global perspectives and use of primary sources.

SOC 275 | LIVED POLITICS: INDIVIDUALISM AND COMMUNITY | 4 quarter hours**(Undergraduate)**

This class is an exploration of the conflicting forces of social order and emancipation in modern liberal democracies. Based on Rousseau's version of the social contract and using the extreme case of cults, the course will explore the balance between surrendering intellectual and physical freedoms and maintaining a capacity for political agency. The course will compare and contrast the lives of students to those experienced in other contemporary societies with less individualistic approaches to the social contract. Students will gain knowledge and skills to help them engage in thoughtful and informed dialogue around meaningful and often controversial topics and empower them to be more active members of their communities while also more open to reasonable compromise for the good of society.

SOC 279 | INTRO STATS FOR THE SOCIAL SCIENCES | 4 quarter hours**(Undergraduate)**

Data description and interpretation; table construction; correlation, regression and ANOVA; introduction to multivariate analysis; statistical inference and hypothesis testing. Cross-listed with MAT 242. It is strongly advised that this course is taken Junior year.

(MAT 095 and MAT 100) or MAT 101 or placement are prerequisites for this class.

SOC 280 | MASS MEDIA AND CULTURE | 4 quarter hours**(Undergraduate)**

Analysis of the relations between modern society and the mass media such as TV, film, radio and the print media.

SOC 281 | SOCIOLOGY OF ROCK MUSIC | 4 quarter hours**(Undergraduate)**

Rock music is studied as an object of culture, both as art and as mass culture. Attention is given to its creation, dissemination and appreciation.

**SOC 282 | SOCIOLOGY OF HIP HOP | 4 quarter hours
(Undergraduate)**

This course critically examines the history, role, players, and influence of Hip Hop on social reality through the application of sociological perspectives and theories such as critical race theory, social conflict theory, feminism, and Marxism. It evaluates both the reciprocal relationship of Hip Hop in American culture and broader society, as well as the manipulation of Hip Hop within social institutions. Finally, this course builds a framework of understanding for socio-political and cultural conditions in exploring Hip Hop as a vehicle of social change and justice. Topics include commodification, agency, and authenticity; the dynamics of race, class, gender, and sexuality in Hip Hop; the cultural appropriation of Hip Hop; and the intersection of Hip Hop culture and social movements such as Black Lives Matter.

**SOC 283 | ART & SOCIETY | 4 quarter hours
(Undergraduate)**

This course is based on the sociological proposition that art, no matter its form or era, is a product of extensive social networks. This course examines the dialectic between art and society, focusing on the social, political, and economic relationships among and between artists, critics, aestheticians, patrons, and institutions. By using sociological theory, concepts, and methods to analyze the social institutions and systems that comprise the "art world," combined with strategic field-based learning and art-making activities, students will develop a critical understanding of art as a socially constructed phenomenon.

**SOC 290 | SPECIAL TOPICS IN SOCIOLOGY | 4 quarter hours
(Undergraduate)**

In-depth examination of selected and timely social issues. Topics vary from quarter to quarter. Topics may be initiated by students.

SOC 101 or SOC 105 is a prerequisite for this class.

**SOC 291 | SPECIAL TOPICS IN SOCIOLOGY | 2 quarter hours
(Undergraduate)**

Two-credit-hour courses on special topics in Sociology.

**SOC 292 | COLLECTIVE ACTION | 4 quarter hours
(Undergraduate)**

This course explores the origins, dynamics, and consequences of collective action from a sociological perspective. We will examine a wide range of topics including: the emergence of movements; recruitment and leadership; interactions between organizers and media outlets, political authorities, the police, and the broader public; strategies and tactics (e.g., nonviolent direct action, litigation, armed resistance); framing and collective identity; and the factors contributing to the success and failure of organizing efforts. Students will apply these concepts to case studies of collective action: historic and modern, conservative and progressive, in the United States and around the world. Our examination of collective action will speak to the big questions about society, including the nature of power, conflict, authority, and legitimacy, and the relation between human agency and historical changes.

**SOC 305 | POWER, DEVIANCE AND SOCIAL CONTROL | 4 quarter hours
(Undergraduate)**

This course employs a variety of theoretical paradigms to examine social constructions of deviance and conformity. It pays close attention to the relationship of such behaviors to conventional values, institutions, power, and mechanisms of social control.

**SOC 306 | SOCIOLOGY OF FAMILIES | 4 quarter hours
(Undergraduate)**

What's the meaning of family? How have families changed over time? How do families engage in care? What role do outside institutions have on family? This course addresses these questions by exploring historical and contemporary changes in family life; the relationship between family life and social arrangements outside of family in the work place, economy, and government; the division of labor related to gender, race, ethnic, and class inequality; and the role of economic, political, and social policies.

SOC 101 or SOC 105 is a prerequisite for this class.

**SOC 307 | SOCIOLOGY OF DRUGS | 4 quarter hours
(Undergraduate)**

Sociological perspectives on substance use and abuse, related high-risk behavior, drug traffic, community impact, and prevention and public policy.

**SOC 310 | CRIMINALIZATION, PUNISHMENT, & RESISTANCE | 4 quarter hours
(Undergraduate)**

In this course, students will explore the history and social meaning of crime and punishment in the United States. Readings, reflections, and discussions will push students to examine criminalizing and punishing systems as a system of social control and will alert students to the raced and classed character of these systems.

**SOC 313 | SOCIOLOGY OF EDUCATION | 4 quarter hours
(Undergraduate)**

Examines the structure of schooling in the United States and other societies. Topics include: Schools as organizations; teaching as a profession; peer cultures in schools; racial/ethnic, class, and gender inequalities in education.

**SOC 315 | LAW, POWER AND RESISTANCE | 4 quarter hours
(Undergraduate)**

In this course, students examine the law in its social context. Readings, reflections, and discussions will push students to explore the role of law both in the production and maintenance of inequality and in marginalized people's struggles for justice.

**SOC 316 | STREET GANGS | 4 quarter hours
(Undergraduate)**

Examines the problems associated with street gangs and "troublesome youth groups" in the United States and Europe. Classical and contemporary theories of gang formation and proliferation are reviewed. Both quantitative and qualitative gang research efforts are studied. Street gang reduction policies and programs (national and local) are scrutinized. Emphasis is placed on the street gang's relationship with other organizations and social actors in the same "habitat."

SOC 220 is a prerequisite for this class.

**SOC 317 | GENDER, CRIME AND JUSTICE | 4 quarter hours
(Undergraduate)**

This course explores the ways in which gender intersects with crime and justice in the U.S. and increasingly, globally. Using feminist and critical perspectives, this course interrogates the gendered and racial nature of the criminal justice system, examines the ways in which gender intersects with patterns of offending, victimization, survival, and resistance, and looks at the ways that criminal justice institutions and gender interact. It also asks students to think critically about alternatives to incarceration and other ways of establishing "justice."

SOC 321 | HEALTH AND HUMAN SERVICE ORGANIZATIONS | 4 quarter hours**(Undergraduate)**

The work of health and human service organizations is examined; the origins of these organizations, their goals and the problems inherent in attaining the goals, are considered.

SOC 322 | HOW SCHOOLS ARE FAILING AND CRIMINALIZING YOUTH | 4 quarter hours**(Undergraduate)**

A review of the U.S. public school system structure and practices and how they fail and criminalize youth, as well as practices and programs designed to creatively disrupt the school-to-prison pipeline.

SOC 323 | THE SOCIAL WELFARE INSTITUTION | 4 quarter hours**(Undergraduate)**

The evolution of social welfare as an urban institution and the creation of the welfare state are examined. An analysis of social welfare in the United States within the context of economic, political, social and philosophical developments.

SOC 331 | SOCIOLOGICAL THEORY | 4 quarter hours**(Undergraduate)**

Exploration of the nature of theory and an analysis of selected social theorists. It is strongly advised that this course is taken Junior year.

SOC 101 or SOC 105 is a prerequisite for this class.

SOC 340 | SOCIAL INEQUALITY | 4 quarter hours**(Undergraduate)**

Examination of inequalities in wealth and power and their consequences for everyday life and institutions such as education, work, law, health care, housing, and politics. Intersections of class, race/ethnicity, and gender are considered. The course includes discussion of social movements and public policies that seek to address inequality.

SOC 344 | POLITICAL SOCIOLOGY | 4 quarter hours**(Undergraduate)**

This course will explore how social relations shape political processes, institutions, organizations and events. For example, we will examine the ways class, gender, and race relations influence state-building or movement-building. In doing so, we will explore how cultural traditions, or collective definitions of identity, shape and are shaped by political mobilizations or everyday practices of citizenship. Theoretically and empirically informed discussions will highlight historical and contemporary examples that influence political systems.

SOC 345 | POWER, POLITICS, AND CLIMATE CHANGE | 4 quarter hours**(Undergraduate)**

This course addresses the climate crisis as a relationship between biopower, infrastructure, and the environment. For Foucault, in the critical juncture of the 18th century, the rise of biopower was about political concerns for a new object of analysis: the optimization of the population through an emphasis on health, security, prosperity, and the protection of territory.

SOC 346 | URBAN ETHNOGRAPHY | 4 quarter hours**(Undergraduate)**

This course will explore key issues in the method, practice, politics, and ethics of ethnography in relation to one's embeddedness and participation within the research setting under analysis. Various styles of ethnography, field techniques, strategies, and analytical frameworks will be examined. We will also explore the predicaments, virtues, and contributions of ethnographic works in contribution to the "craft of sociology." We will discuss the relation of theory to method and data and how ethnography connects to larger social forces of race, local knowledge's, power and poverty, practice and culture.

SOC 347 | CLASS, POWER AND DECISION MAKING IN THE CITY | 4 quarter hours**(Undergraduate)**

Analysis of decision-making in urban settings. Considers the role of class disparities, power, citizen protest and community participation in urban outcomes.

SOC 348 | THE CITY IN THE FUTURE | 4 quarter hours**(Undergraduate)**

Alternative views of urban structures and social life in the post-industrial age. Considerations of the implications of energy, different technologies, future shock and social trends.

SOC 349 | CULTURE AND POLITICS | 4 quarter hours**(Undergraduate)**

Culture encompasses shared beliefs, values, practices, behaviors, symbols, and artifacts. Politics is the process through which groups or individuals make decisions that allocate resources and power. Culture and politics impact one another in ways that shape and define societies. Through a range of theoretical and empirical readings, this course aims to deepen students' understanding of the interplay between culture and politics and its impact on society.

SOC 351 | HEALTH DISPARITIES | 4 quarter hours**(Undergraduate)**

Examination of persistent health disparities in the U.S. and the influence of social settings on morbidity and mortality, as well as the impact of social class, gender, and race/ethnicity on disease and illness patterns and access to health care.

SOC 353 | SOCIOLOGY OF MENTAL ILLNESS | 4 quarter hours**(Undergraduate)**

Examines the social history of, and societal reaction to, the mentally ill. Review of contemporary social perspectives on mental illness and social research on mental hospital institutionalization; the dynamics of the therapist-patient relationship.

SOC 358 | REVOLUTIONS AND PEASANT REBELLIONS | 4 quarter hours**(Undergraduate)**

This course focuses on theories on the international, national, regional, and local factors contributing to the weakening of states that result in revolutions, civil wars, and peasant rebellions. Case studies include revolutions in France, Russia, China, Mexico, Cuba, Nicaragua, and Iran. Contemporary social movements and insurrections are analyzed based on the theories of the course. Cross-listed with LST 358 and INT 319.

SOC 360 | SOCIAL SERVICES IN CONTEMPORARY SOCIETY | 4 quarter hours**(Undergraduate)**

Social services and welfare programs as developed in contemporary industrial societies. Comparison between European social services and the American social services provides a basis for considering the implications of social policy. Cross-listed with SOC 432.

**SOC 366 | CAPITALISM AND GLOBALIZATION | 4 quarter hours
(Undergraduate)**

This course covers the foundational concepts of capitalism, the function and consequences of markets, the social inequality associated with capitalism, and the relationship between capitalism and the state in the neoliberal and post-neoliberal eras. Special emphasis is paid to the internal and systemic contradictions inherent in the process of capital accumulation within market economies and the consequences of those contradictions for the stability of capitalism for the lives of people. The second part of the course covers recent transformations in the structure and function of capitalists. The effect of capitalism on social structures is examined. Course topics include exploration of global (neoliberal) capitalism, financial capitalism, informational capitalism, and "caring" capitalism. Special attention will be paid to caring capitalism, characterized by the use of capitalist tools and concepts to create social good.

**SOC 370 | SOCIOLOGY OF FOOD | 4 quarter hours
(Undergraduate)**

Food has more meaning than mere sustenance. The course is designed to explore how food can both nourish us culturally and socially, but also how it reflects the gendered, race, ethnic, class, and economic distinctions within society. In doing so, we will examine social structures that make up the beliefs and practices related to food with emphasis on inequalities in the food system, and the levers of social change, including social movements, public policy, and equitably organized food and nutrition economies.

**SOC 373 | PUBLIC HEALTH AND HIGH RISK BEHAVIOR | 4 quarter hours
(Undergraduate)**

This course involves the use of sociological theory, concepts, and methods to develop a critical understanding of high risk behavior, defined as any human activity that increases the risk of disease, injury, or death. The course content is international and historical and focuses mainly on drug use, sex, and violence. These behaviors are examined as interpersonal, organizational, contextual, and institutional phenomena.

**SOC 380 | RESEARCH METHODS IN SOCIOLOGY I | 4 quarter hours
(Undergraduate)**

The logic of social science research: Formulation of research questions; research designs; data collection and analysis; research report writing. Overview of methods for quantitative social research.

SOC 279 or PSY 240 or MAT 242 or MAT 137 is a prerequisite for this class.

**SOC 381 | RESEARCH METHODS IN SOCIOLOGY II | 4 quarter hours
(Undergraduate)**

Overview of qualitative designs and methods such as ethnography, focus groups, content analysis, and visual methods. Research ethics and human participant protection are covered.

SOC 380 is a prerequisite for this class.

**SOC 383 | VISUAL SOCIOLOGY | 4 quarter hours
(Undergraduate)**

This course contributes to developing a critical comprehension of the social world through the identification and analysis of visual stimuli, including photographs, films, videos, paintings, drawings, sculptures, artifacts, diagrams, signage, and other material and symbolic representations. The driving question is deceptively simple: What is the role of imagery in the construction, organization, and experience of social life?

**SOC 384 | ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION | 4
quarter hours
(Undergraduate)**

This course imparts the art, craft, and discipline behind the making of sociological ethnographic documentary films. Throughout the course students learn ethnographic concepts and methods, develop film criticism faculties, and build a film production skill set.

**SOC 386 | POPULAR CULTURE AND THE ARTS | 4 quarter hours
(Undergraduate)**

Multiple perspectives, from modern to post modern, are applied to a range of forms of popular culture, both in historical context and in their current forms. Topics to be covered include examining the concept of popular culture, the analytic tools to understand it, and analyzing some of its manifestations (e.g. sports, mass media, gambling, holiday presentations, shopping, theme parks, theme restaurants, etc. Cross-listed with SOC 480.

**SOC 387 | SOCIOLOGY OF CELEBRITY | 4 quarter hours
(Undergraduate)**

Celebrities are known for being well-known." The course explores the role of media and fans in the making of celebrity and considers celebrity as a key feature of contemporary society.

**SOC 388 | SOCIOLOGY OF CONSUMPTION | 4 quarter hours
(Undergraduate)**

Sociological perspectives on shopping, consumer culture, and social-psychology of consumer behavior.

**SOC 390 | SEMINAR IN SOCIOLOGY | 4 quarter hours
(Undergraduate)**

Selected topics form the basis of an in-depth consideration. Topics vary and may be initiated by students.

SOC 101 (or SOC 102 or SOC 105) and Junior standing (or above) are prerequisites for this class.

**SOC 391 | SEMINAR IN SOCIOLOGY | 2 quarter hours
(Undergraduate)**

Two-credit-hour course on special topics in Sociology.

**SOC 394 | COMMUNITY BASED SOCIOLOGY | 4 quarter hours
(Undergraduate)**

Combines basic understanding of sociological principles with field experience.

**SOC 395 | CAPSTONE IN SOCIOLOGY | 4 quarter hours
(Undergraduate)**

A senior seminar course that enables students to conduct original research and integrate theory and methods.

SOC 381 is a prerequisite for this class.

**SOC 397 | TRAVEL/STUDY | 1-8 quarter hours
(Undergraduate)**

Foreign and domestic study tours with lectures and research by special arrangement with sponsoring programs.

**SOC 398 | INTERNSHIP | 1-4 quarter hours
(Undergraduate)**

Placement of students in work-study situations relevant to careers in health and human services, social work, juvenile justice, law and society, urban and community services. Clinical and Experiential (can fulfill jr. yr. requirement). (1 to 4 credit hours).

**SOC 399 | INDEPENDENT STUDY | 1-6 quarter hours
(Undergraduate)**

Independent Study.

Senior status and permission of the department chair are prerequisites for this course.

SOC 402 | STATISTICS FOR THE SOCIAL SCIENCES | 4 quarter hours (Graduate)

Introduction to quantitative and statistical reasoning in the social sciences, quantitative data analysis, and computer software.

SOC 403 | SOCIAL POLICY AND SOCIAL CHANGE | 4 quarter hours (Graduate)

Examines the process of policy-making and the effects of policies on individuals, organizations, and communities.

SOC 404 | CLASSICAL AND MODERN THEORY | 4 quarter hours (Graduate)

Covers classical social theory (Marx, Durkheim, and Weber) and social theory through the 1960s.

SOC 405 | CONTEMPORARY THEORY | 4 quarter hours (Graduate)

Examines sociological theories, methods and concepts through a study of the work of contemporary sociologists.

SOC 411 | SOCIAL RESEARCH | 4 quarter hours (Graduate)

This course presents the logic of social science inquiry and familiarizes students with a wide range of quantitative and qualitative research designs and methods such as ethnography, survey research, case studies, analysis of existing data sets, focus groups, content and discourse analysis, interviews, social autopsies, and comparative-historical research. Policy research and program evaluation may also be included among the topics. Emphasis is placed on formulating research questions and linking designs and methods to the questions. Students read examples of research and develop their own proposals. Research ethics and human-participant protection are key concerns of the course.

Status as a SOC Graduate student is a prerequisite for this class.

SOC 412 | DATA ANALYSIS | 4 quarter hours (Graduate)

The implementation of a research project. Analytic techniques, data processing and the preparation of a written research report.

SOC 411 is a prerequisite for this class.

SOC 413 | QUALITATIVE METHODS | 4 quarter hours (Graduate)

An examination of qualitative methods in sociology: data collection and content analysis, field research, life histories, and unobtrusive measures.

Status as a SOC Graduate student is a prerequisite for this class.

SOC 414 | SOCIOLOGICAL WRITING | 4 quarter hours (Graduate)

This course is designed to develop research and writing of sociological papers including both literature reviews and writing projects focused on original research. Students develop their final writing project requirement for the master's degree through engaging in facilitated discussion and a peer review process where students evaluate each other's work and give feedback. The successful completion of the final paper for the course is intended to help fulfill the final writing project leading to the master's degree.

SOC 417 | ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION | 4 quarter hours (Graduate)

This course imparts the art, craft, and discipline behind the making of sociological ethnographic documentary films. Throughout the course students learn ethnographic concepts and methods, develop film criticism faculties, and build a film production skill set.

SOC 420 | URBAN SOCIOLOGY | 4 quarter hours (Graduate)

Introduction to advanced level studies in applied urban sociology: contemporary urban theory, research, and policy issues.

SOC 423 | URBAN ETHNOGRAPHY | 4 quarter hours (Graduate)

Ethnological approach to urban life stressing the qualitative analysis and evaluation of different types of urban communities, community organizations, and urban life styles.

SOC 426 | URBAN DEVELOPMENT POLICIES | 4 quarter hours (Graduate)

Community agencies viewed as problem-solving organizations. Concentration on the impact of state and local government on community organizations and how community organizations influence social policy.

SOC 431 | SOCIOLOGY OF HEALTH, ILLNESS AND MEDICINE | 4 quarter hours (Graduate)

Analysis of the social system of health care: practitioners, organizations, patients, and their multiple interrelationships. An evaluation of problems in health care delivery systems. Cross-listed with MPS 534.

SOC 432 | SOCIAL SERVICES IN CONTEMPORARY SOCIETIES | 4 quarter hours (Graduate)

Analysis of the concept of welfare, evaluation of the social organization of welfare and the problems of welfare service systems. The interrelationships between welfare and the family, employment, health and crime are explored. Cross-listed with SOC 323.

SOC 433 | THE SOCIOLOGY OF EDUCATION | 4 quarter hours (Graduate)

Analysis of educational organizations and their effects-including characteristics of institutional structures, teaching as an occupation, and the relationship between educational attainment and social mobility.

SOC 434 | YOUTH SERVICES: HEALTH AND WELFARE | 4 quarter hours (Graduate)

Review of research on various youth problems (eg., substance abuse, pregnancy, runaways) and consideration of efforts at amelioration and control.

SOC 438 | SOCIOLOGY OF SUBSTANCE USE & ABUSE | 4 quarter hours (Graduate)

Sociological perspectives on substance use and abuse, related high-risk behavior, drug traffic, community impact, and prevention and public policy.

SOC 440 | SOCIOLOGY OF LAW | 4 quarter hours (Graduate)

Analysis of the American legal system as an instrument of social control, social change, and social reform. The impact of social science research on public policy decisions.

SOC 441 | PUBLIC HEALTH AND HIGH RISK BEHAVIOR | 4 quarter hours (Graduate)

This course brings sociological theory, concepts, and methods to bear on HIV/AIDS, hepatitis B and C (HBV, HCV), and other adverse health outcomes prevalent among injection drug users (IDUs), men who have sex with men (MSM), and "high risk heterosexuals" (HRHs).

SOC 442 | CRIMINALIZATION AND PUNISHMENT | 4 quarter hours (Graduate)

This course critically analyzes both practices of and discourses around criminalization, punishment, and banishment in the United States and social movements to resist these practices.

SOC 443 | ANTI-DISCRIMINATION LAW AND INEQUALITY | 4 quarter hours (Graduate)

This seminar explores how civil law—and especially anti-discrimination law—works as an instrument of social control, social change, and social reform in the context of intersectional inequality. The course critically examines how key tenets of liberalism, for example individualism and meritocracy, limit anti-discrimination law's ability to produce meaningful change—at least as these laws are currently interpreted by the courts.

SOC 445 | POWER, POLITICS, AND CLIMATE CHANGE | 4 quarter hours (Graduate)

This course addresses the climate crisis as a relationship between biopower, infrastructure, and the environment. For Foucault, in the critical juncture of the 18th century, the rise of biopower was about political concerns for a new object of analysis: the optimization of the population through an emphasis on health, security, prosperity, and the protection of territory.

SOC 447 | SOCIAL CONTROL AND SOCIAL DEVIANCE | 4 quarter hours (Graduate)

Examines theories and research on the social organization of institutions that label and process deviants.

SOC 450 | ADVANCED STATISTICS I | 4 quarter hours (Graduate)

Advanced Statistics I (cross-Listed as PSY 410)

SOC 455 | CHILDHOOD, FAMILY, PUBLIC POLICY | 4 quarter hours (Graduate)

Examines contemporary public policy issues and relevant research concerning parenting, marriage, household structure, and family formation, with a focus on the U.S.

SOC 460 | SOCIOLOGY OF THE FAMILY | 4 quarter hours (Graduate)

Examines demographic trends in this century, recent literature on women and men, wives and husbands, children and parents. Some comparative material is included.

SOC 461 | SOCIOLOGY OF YOUTH | 4 quarter hours (Graduate)

Critical analysis of literature on nondelinquent youth; focus on the social contexts within which the transition to adulthood occurs.

SOC 463 | SOCIAL PSYCHOLOGY | 4 quarter hours (Graduate)

The influence of group life on personality development, social interaction, and social behavior.

SOC 464 | SOCIAL INEQUALITY AND STRATIFICATION | 4 quarter hours (Graduate)

An analysis of inequalities in power, wealth and prestige with an emphasis on the concept of social class, trends in social mobility, and relationships to current social topics such as housing, welfare and political participation.

SOC 465 | RACE AND ETHNIC RELATIONS | 4 quarter hours (Graduate)

Theoretical perspectives on racial, ethnic, gender, sexual orientation and differentially abled groups emphasizing processes of group formation, patterns of prejudice and discrimination, and an evaluation of methods to reduce prejudice and discrimination.

SOC 466 | SOCIAL MOVEMENTS | 4 quarter hours (Graduate)

Study of social trends, social movements, communications, and crowd behavior. Emphasis on processes of social change, includes examination of historical and cross-cultural case material.

SOC 467 | ORGANIZATIONS | 4 quarter hours (Graduate)

The functioning, premises, and consequences of formal organizations will be considered using a variety of perspectives.

SOC 468 | SOCIAL DEVIATION | 4 quarter hours (Graduate)

Research and theory in the sociology of deviant behavior, emphasis upon such topics as the labeling of deviants, the analysis of deviant careers, patterns of deviant socialization, and the roles of agents or agencies of social control. Cross-listed with SOC 304.

SOC 470 | GENDER AND SOCIETY | 4 quarter hours (Graduate)

Theory and research on roles of men and women, sexual behavior and patterns of gender inequality. Cross-listed with MLS 447 and WGS 460.

SOC 471 | SOCIOLOGY OF KNOWLEDGE | 4 quarter hours (Graduate)

An analysis of the social forms of knowledge and the social processes by which individuals acquire this knowledge. The institutional organization and social distribution of knowledge.

SOC 475 | SOCIOLOGY OF WORK | 4 quarter hours (Graduate)

Examination of the nature, meaning and history of work and leisure in Western culture; and the relationship of work and leisure to issues associated with the contemporary concept of "quality of life". Cross-listed with MLS 443.

SOC 477 | SEX, SEXUALITY AND POLITICS | 4 quarter hours (Graduate)

Focus on sexuality as one of the central organizing ideologies shaping the fabric of our social life. Topics covered include the medicalization of sex, sex and race, pornography, sex and globalization, and gay liberation movement, etc.

SOC 478 | CAPITALISM AND GLOBALIZATION | 4 quarter hours (Graduate)

This course covers the foundational concepts of capitalism, the function and consequences of markets, the social inequality associated with capitalism, and the relationship between capitalism and the state in the neoliberal and post-neoliberal eras. Special emphasis is paid to the internal and systemic contradictions inherent in the process of capital accumulation within market economies and the consequences of those contradictions for the stability of capitalism for the lives of people. The second part of the course covers recent transformations in the structure and function of capitalists. The effect of capitalism on social structures is examined. Course topics include exploration of global (neoliberal) capitalism, financial capitalism, informational capitalism, and "caring" capitalism. Special attention will be paid to caring capitalism, characterized by the use of capitalist tools and concepts to create social good.

**SOC 479 | MEN, MASCULINITY AND POWER | 4 quarter hours
(Graduate)**

This course reviews the development of men's studies and its connection with the development of women's studies. It examines the construction of masculinity and the issue concerning gender inequality.

**SOC 480 | POPULAR CULTURE AND THE ARTS | 4 quarter hours
(Graduate)**

(Cross-listed as SOC 386) The course explores topics in popular culture and the arts from a sociological perspective. The focus includes specific arts (film, music, photography, etc), subcultures of artists and performers and the impact of the market on the arts and popular culture.

**SOC 487 | SOCIOLOGY OF CELEBRITY | 4 quarter hours
(Graduate)**

Celebrities are known for being well-known." The course explores the role of media and fans in the making of celebrity and considers celebrity as a key feature of contemporary society.

**SOC 493 | VISUAL SOCIOLOGY | 4 quarter hours
(Graduate)**

A sociological view of documents that record social reality. These documents primarily include photographs but can also include paintings and sculpture.

**SOC 494 | RACISM AND RESISTANCE | 4 quarter hours
(Graduate)**

In this course, although we will be particularly interested in the way White Supremacy is created and maintained in the post-civil rights era, we will ground our examination in the histories that created our present. We will end the course with a frank discussion of what can be done to resist racism and racial oppression in our own lives.

**SOC 495 | SPECIAL TOPICS IN SOCIOLOGY | 4 quarter hours
(Graduate)**

Special courses will be offered as students and faculty identify selected topics of common interest.

**SOC 498 | INTERNSHIP | 8.00 quarter hours
(Graduate)**

Students may be placed with agencies where they will have the opportunity to participate in activities such as research and counseling. Credit may vary but is subject to the limit of eight quarter hours.

**SOC 499 | INDEPENDENT STUDY | 1-4 quarter hours
(Graduate)**

Independent Study.

**SOC 500 | THESIS RESEARCH | 4 quarter hours
(Graduate)**

The thesis research should culminate in the acceptance of a thesis. Four quarter hours, one registration.

**SOC 510 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to master's degree candidates who are actively working toward the completion of a thesis, project, or portfolio. Enrollment in this course is limited to three quarters and requires thesis/project advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries and requires the equivalent of half-time enrollment status. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

**SOC 601 | CANDIDACY MAINTENANCE | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to graduate students who are not registered for a course in a given quarter but need to maintain active university status. Enrollment in this course is limited to three quarters and requires permission of the graduate director. Enrollment in this course allows access to the library and other campus facilities. This course does not carry an equivalent enrollment status and students in it are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

Software Engineering (SE)

**SE 325 | INTRODUCTION TO SOFTWARE ENGINEERING | 4 quarter hours
(Undergraduate)**

This course introduces students to the activities performed at each stage of the development process so that they can understand the full lifecycle context of specific tasks such as coding and testing. Topics will include software development processes, domain modeling, requirements elicitation and specification, architectural design and analysis, product and process level metrics, configuration management, quality assurance activities including user acceptance testing and unit testing, project management skills such as risk analysis, effort estimation, project release planning, and software engineering ethics.

CSC 301 or CSC 393 is a prerequisite for this class.

**SE 330 | OBJECT ORIENTED MODELING | 4 quarter hours
(Undergraduate)**

Object-oriented modeling techniques for analysis and design. Provides the tools and techniques needed to solve complex, real-world software engineering problems in an object-oriented manner, using the most effective elements of the Unified Process. The course covers the essential concepts and notation of the Unified Modeling Language (UML), the standard notation for object-oriented analysis and design. Team project.

CSC 212 or CSC 262 or CSC 300 is a prerequisite for this class.

**SE 333 | SOFTWARE TESTING | 4 quarter hours
(Undergraduate)**

This course is designed for the software engineering professional to gain a greater understanding of the key ingredients in creating and/or managing a successful testing program to meet project needs.

Topics covered include test lifecycle planning, test design & coverage analysis, complexity, levels of testing such as unit, integration, system, performance and stress testing. Best practice strategies in software testing such as verification & validation, early lifecycle testing, risk based testing and automation will also be examined including exposure to test automation methods and tools.

CSC 383 or SE 330 or CSC 301 is a prerequisite for this class.

**SE 341 | CONTINUOUS DELIVERY AND DEVOPS | 4 quarter hours
(Undergraduate)**

A study of the tools, techniques, and processes used in Continuous Delivery and DevOps. Students will learn about the software methods that underpin continuous delivery and deployment. Topics will include: the economics of devops and continuous delivery; the role of virtualization; cloud technologies and topologies; containerization; automating builds and testing; continuous integration; value stream maps; the essentials of configuration management; and effective use of source code control branches and feature flags to manage multiple lines of concurrent development.

CSC 301 is a prerequisite for this class.

SE 350 | OBJECT-ORIENTED SOFTWARE DEVELOPMENT | 4 quarter hours (Undergraduate)

Principles, techniques and tools of object-oriented modeling, design, implementation, and testing of large-scale software systems. Topics include design patterns, application frameworks, architectural design, and the applications in the software development process to improve the extensibility, maintainability, and reliability of software systems.

CSC 301 is a prerequisite for this class.

SE 352 | OBJECT-ORIENTED ENTERPRISE APPLICATION DEVELOPMENT | 4 quarter hours (Undergraduate)

This course focuses on applying object-oriented techniques in the design and development of software systems for enterprise applications. Topics include component architecture, such as Java Beans and Enterprise Java Beans, GUI components, such as Swing, database connectivity and object repositories, server application integration using technologies such as servlets, Java Server Pages, JDBC and RMI, security and internationalization. PREREQUISITE(S): CSC 301.

CSC 301 is a prerequisite for this class.

SE 356 | SOFTWARE DEVELOPMENT FOR MOBILE AND WIRELESS SYSTEMS | 4 quarter hours (Undergraduate)

This course will focus on the unique aspects of developing software applications for mobile and wireless systems, such as personal digital assistant (PDA) devices and mobile phones. Topics will include user interface design for small screens with restricted input modalities, data synchronization for mobile databases as well as wireless programming and the use of web services. PREREQUISITE(S): SE 350.

SE 350 is a prerequisite for this class.

SE 357 | CONCURRENT SYSTEM DEVELOPMENT | 4 quarter hours (Undergraduate)

Fundamentals and techniques of developing concurrent object-oriented applications, using a patterns-based approach. Concepts covered include threads, synchronization and object locking, thread blocking and deadlock, safety and liveness, state-dependent action and concurrency control. PREREQUISITE(S): SE 350.

SE 350 is a prerequisite for this class.

SE 358 | SOFTWARE DEVELOPMENT FOR LIMITED AND EMBEDDED DEVICES | 4 quarter hours (Undergraduate)

This course will focus on the unique aspects, tools, and techniques for developing software applications for limited and embedded devices, such as set-top boxes, micro-controllers and smart cards. Topics will include memory management for low-memory devices and efficient programming techniques for limited processors. Students will gain hands-on experiences in customizing and configuring embedded OS, handling various types of sensors and actuators such as barcode readers, RFID sensors, etc, and building software applications that meet the functional and non-functional requirements. PREREQUISITE(S): SE 350.

SE 350 is a prerequisite for this class.

SE 359 | AGILE SOFTWARE DEVELOPMENT | 4 quarter hours (Undergraduate)

This course focuses on the fundamentals, principles, tools, and techniques in agile software development. Students will gain hands-on experiences in agile software development through projects dealing with various aspects of agile development, including planning, construction, testing, and integration. Students will be able to effectively participate in and manage agile software development as a result of their successfully completing this course. PREREQUISITE(S): SE 350.

SE 350 is a prerequisite for this class.

SE 368 | SOFTWARE MEASUREMENT AND PROJECT ESTIMATION | 4 quarter hours (Undergraduate)

This course will discuss various software metrics and defect models. Productivity and effort estimation models as well as software cost estimation will also be discussed. PREREQUISITE(S): IT 223 and SE 330.

IT 223 and SE 330 are prerequisites for this class.

SE 371 | PRACTICES OF GLOBAL SOFTWARE DEVELOPMENT | 4 quarter hours (Undergraduate)

This course studies the challenges and solutions for developing software in a global environment. Topics covered include strategic issues related to allocation of tasks; communication issues that arise due to distance, time zone differences, infrastructure support, geographical dispersion, and lack of information communication; coordination complexity; cultural issues, technical issues related to information and artifact sharing, and architectural design, and finally knowledge management issues. Some sections of this course will include a hand-on global development project in conjunction with teams of students at other universities, while other sections will focus on a more in-depth theoretical discussion of these issues and concepts. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393.

CSC 301 or CSC 393 is a prerequisite for this class.

SE 380 | DESIGN OF OBJECT-ORIENTED LANGUAGES | 4 quarter hours (Undergraduate)

This course covers issues in the design and specification of object-oriented programming languages. Sample topics include the use of patterns in program representation, static and dynamic semantics, subject reduction, sub-typing, inheritance, polymorphism, genericity and concurrency. PREREQUISITE(S): SE 350..

SE 350 is a prerequisite for this class.

SE 391 | SOFTWARE ENGINEERING STUDIO I | 4 quarter hours (Undergraduate)

Students will work in small teams to develop realistic software systems in a master-apprentice environment. The instructor will serve as a master/mentor/project leader. Students will apply the knowledge and skills they have learned in previous course in solving real world problems. PREREQUISITE(S): SE 350.

SE 350 is a prerequisite for this class.

SE 392 | SOFTWARE ENGINEERING STUDIO II | 4 quarter hours (Undergraduate)

This course is a continuation of SE 391. SE 391 and SE 392 must be taken as a sequence in consecutive quarters. PREREQUISITE(S): SE 391.

SE 391 is a prerequisite for this class.

SE 399 | INDEPENDENT STUDY | 1-8 quarter hours (Undergraduate)

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit. Prerequisite(s): Instructor consent required (variable credit)

**SE 430 | OBJECT ORIENTED MODELING | 4 quarter hours
(Graduate)**

Object-oriented modeling techniques for analysis and design. Provides the tools and techniques needed to solve complex, real-world software engineering problems in an object-oriented manner, using the most effective elements of the Unified Process. The course covers the essential concepts and notation of the Unified Modeling Language (UML), the standard notation for object-oriented analysis and design. Team project. PREREQUISITE(S): CSC 403.

CSC 403 is a prerequisite for this class.

**SE 433 | SOFTWARE TESTING AND QUALITY ASSURANCE | 4 quarter hours
(Graduate)**

This course is designed for the software engineering professional to gain a greater understanding of the key ingredients in creating and/or managing a successful testing program to meet project needs. Topics covered include test lifecycle planning, test design & coverage analysis, complexity, levels of testing such as unit, integration, system, performance and stress testing. Best practice strategies in software testing such as verification & validation, early lifecycle testing, risk based testing and automation will also be examined including exposure to test automation methods and tools. PREREQUISITE(S): CSC 403.

CSC 403 is a prerequisite for this class.

**SE 441 | CONTINUOUS DELIVERY AND DevOps | 4 quarter hours
(Graduate)**

A study of the tools, techniques, and processes used in continuous delivery and DevOps. Students will learn to transform an organization that uses traditional software release methods into one that embraces continuous delivery and deployment. Topics will include: the economics of DevOps and continuous delivery; the role of virtualization, cloud technologies, and containers; automated builds and testing; value stream maps; the essentials of configuration management; effective use of source code control branches and feature flags to manage multiple lines of development; organizational factors affecting the success of continuous delivery and DevOps adoption including: culture, team organization, collaboration, and software development practices. PREREQUISITE(S): CSC 403.

CSC 403 is a prerequisite for this class.

**SE 450 | OBJECT-ORIENTED SOFTWARE DEVELOPMENT | 4 quarter hours
(Graduate)**

Principle, techniques and tools of object-oriented modeling, design, implementation, and testing of large-scale software systems. Topics include design patterns, application frameworks, architectural design, and the applications in the software development process to improve the extensibility, maintainability, and reliability of software systems. PREREQUISITE(S): CSC 403.

CSC 403 is a prerequisite for this class.

**SE 452 | OBJECT-ORIENTED ENTERPRISE COMPUTING | 4 quarter hours
(Graduate)**

This course focuses on applying object-oriented techniques in the design, development, and integration of server-side enterprise applications using technologies such as servlets, Java Server Pages, and JDBC. Topics include web applications, multi-tier architecture, model-view-controller architecture, database connectivity, and security. PREREQUISITE(S): CSC 403.

CSC 403 is a prerequisite for this class.

**SE 453 | ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS | 4 quarter hours
(Graduate)**

This course will focus on software architectures, frameworks, and techniques for developing web-based thin client applications as well as rich desktop client applications. Topics will include discussion on design and architectural patterns, such as model-view-controller pattern; survey of widely used development frameworks for building client applications, such as Struts, Java Server Face (JSF), Swing, and SWT, etc.; discussion of widely used techniques such as AJAX; evaluation of the strengths and weaknesses of these technologies for making technology decisions. Students will gain hands-on experiences in developing applications that utilizes these frameworks and techniques. Prerequisite: SE 452.

SE 452 is a prerequisite for this class.

**SE 456 | ARCHITECTURE OF REAL-TIME SYSTEMS | 4 quarter hours
(Graduate)**

This course discusses the principles, styles, and patterns of real-time software architecture. Trade-offs and ramifications of software architecture with respect to performance, maintainability, and reusability, will be explored. The course will also investigate the design and implementation of real-time behavior and constraints for Common Design Patterns such as Observer, Visitor, and Strategy. Finally, the course will demonstrate how creation of real-time Data Driven environment allows the run-time object data to control the behavior and flow of an application. These topics will be discussed in the context of best practices in software engineering such as iterative development, testing, and continuous integration. PREREQUISITE(S): CSC 403.

CSC 403 is a prerequisite for this class.

**SE 457 | SERVICE-ORIENTED ARCHITECTURE | 4 quarter hours
(Graduate)**

An in-depth study of service oriented architecture (SOA) from the business, architectural, and technology perspectives. The business perspective will explain the imperatives behind SOA and discuss the significance of SOA in industry. The architectural perspective will discuss the different architectural models of software development and contrast these with SOA. The technology perspective will provide students with the opportunity to gain the required hands-on experience to analyze, design, implement and deploy SOA solutions that will meet both functional and non-functional requirements. Major topics include software architectures in practice, SOA development lifecycle, Enterprise Service Bus, SOA analysis and design methods, Web Services, and governance.

(SE450 or SE456) or CSC 435 are prerequisites for this class.

**SE 459 | AGILE SOFTWARE DEVELOPMENT | 4 quarter hours
(Graduate)**

This course focuses on the fundamentals, principles, tools, and techniques in agile software development. Students will gain hands-on experiences in agile software development through projects dealing with various aspects of agile development, including planning, construction, testing, and integration. Students will be able to effectively participate in and manage agile software development as a result of their successfully completing this course. PREREQUISITE(S): SE 450.

SE 450 is a prerequisite for this class.

**SE 468 | SOFTWARE MEASUREMENT/PROJECT ESTIMATION | 4 quarter hours
(Graduate)**

Software metrics. Productivity, effort and defect models. Software cost estimation.

IT 403 and (SE 430 or SE 450 or SE 456) are requirements for this class.

SE 475 | MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT | 4 quarter hours**(Graduate)**

Managing Globally Distributed Software Development (GDSD) for IT projects. Issues associated with time zone differences, infrastructure support, geographical dispersion, and lack of centralized communication. The course will focus on the management, implementation and deployment of software within the context of outsourced, distributed development, and insourced projects. Additional topics include strategic management issues such as justification, vetting, consulting services and partnerships. Course will include several hands-on distributed development projects. **PREREQUISITE(S):** CSC 403.

CSC 403 is a prerequisite for this class.

SE 477 | SOFTWARE AND SYSTEMS PROJECT MANAGEMENT | 4 quarter hours**(Graduate)**

Project Management is presented from a practitioner's view. The four basic building blocks of software project management: people, process, tools, and measurements are covered. Special emphasis is placed on professional standards such as the Project Management Book of Knowledge and IEEE Software Engineering Standards. Specific topics include Managing People, Selecting Project Tools, Leadership & Motivation, Software Development Processes, Estimation, Risk Analysis, Scheduling and Tracking, Leveraging Measurements, and Project Completion. Consideration is given to rapid development and project cultural issues. **PREREQUISITE(S):** Knowledge of the Software development life cycle model, for example through courses such as SE430, ECT455, IS425, MIS555 or through appropriate work experience.

SE 480 | SOFTWARE ARCHITECTURE I | 4 quarter hours**(Graduate)**

The Software Architecture process is concerned with describing, evaluating, and designing systems at the architectural level. This course will discuss the role of architecture and the architect in the software development cycle. It will introduce architectural patterns and tactics, architecture assessment techniques, architecture driven design, and techniques for documenting architectures. The course will involve design, development, and assessment activities.

SE 450 or SE 456 are prerequisites for this class.

SE 482 | REQUIREMENTS ENGINEERING | 4 quarter hours**(Graduate)**

Requirements Engineering (RE) plays a critical role in the software development process. This course will introduce related vocabulary, concepts, and techniques, and will examine the role of RE in software and systems engineering. The course will cover topics related to eliciting, validating, negotiating, analyzing, specifying, and managing requirements. Popular RE tools will also be introduced.

SE430 or SE450 or SE456 are prerequisites for this class.

SE 485 | REAL-TIME SOFTWARE DEVELOPMENT I | 4 quarter hours (Graduate)

Real-time software development. Topics include runtime library construction, abstracting low-level systems, custom data containers, memory tracking, framework development, real-time design patterns, low-level drivers, and graphics engine development. Design and implementation of multi-heap memory management system with aligned allocations with cross heap tracking. Exploration of run-time control of behavior through real-time data driven messaging. Interface development to create a responsive optimized access to abstract data types. Students will design, develop and implement a real-time application (i.e. Graphics engine) that integrates multiple user-developed libraries with real-time constraints.

CSC 461 and (SE 456 or SE 450) are prerequisites for this class.

SE 488 | AI-DRIVEN SOFTWARE DEVELOPMENT | 4 quarter hours (Graduate)

The course will cover the integration of AI systems in the software development life cycle, including the use of AI in requirements gathering and analysis, software design and architecture, testing, and maintenance and evolution. The students will gain hands-on experience through tools/projects. By the end of the course, students will have a comprehensive understanding of AI in software engineering and will be able to apply their knowledge to real-world software development projects.

SE 450 or SE 456 are prerequisites for this class.

SE 489 | MACHINE LEARNING ENGINEERING FOR PRODUCTION (MLOPS) | 4 quarter hours**(Graduate)**

The course "Machine Learning Engineering for Production (MLOps)" is designed for software engineers who are looking to gain hands-on experience with Machine Learning Model Development, Deployment, and Maintenance. The course will cover the latest tools and technologies used in industry for MLOps, and will also explore emerging trends and technologies in this field. Throughout the course, students will be working on hands-on projects that will help them gain practical experience in developing, deploying, and maintaining machine learning models. The course will cover topics such as: Machine Learning Workflow: covers different stages of the machine learning workflow including data preparation, model development, and deployment and different types of machine learning models and when to use them. Cloud Native ML: covers the latest trends and technologies in cloud native machine learning, including autoML and serverless computing and using cloud services such as AWS, GCP, and Azure for machine learning. MLOps: covers best practices for MLOps including version control, testing, and monitoring and using tools such as Git, Jenkins, and Kubernetes to manage the machine learning pipeline. Model Deployment: covers deploying machine learning models to production, setting up automated processes for model deployments and logging and monitoring techniques for keeping track of model performance and data drift. MLOps Tools: covers using various MLOps tools such as MLFlow, Kubeflow, and Databricks for more efficient model development and deployment and using AWS Sagemaker for automated machine learning. Automated ML: covers automated machine learning (AutoML) and how to use it to optimize model performance, setting up pipelines and automating model training, evaluation, and deployment. Model Maintenance: covers maintaining machine learning models in production, updating models with new data, retraining models, deploying models to different environments and using A/B testing for model performance optimization. Model Governance: covers best practices for model governance including version control and security and techniques for tracking model performance and data drift, monitoring model performance in production. Case Studies: students will work on real-world case studies throughout the course to apply concepts learned.

**SE 491 | SOFTWARE ENGINEERING STUDIO | 4 quarter hours
(Graduate)**

Students will work in small teams to develop realistic software systems in a master-apprentice environment. The instructor will serve as a master/mentor/project leader. Students will apply knowledge and skills they have learned in previous course in solving real world problems.

PREREQUISITE(S): SE 450 or SE 456.

(SE 450 or SE 456) is a prerequisite for this class.

**SE 511 | PRACTICES OF GLOBAL SOFTWARE DEVELOPMENT | 4 quarter hours
(Graduate)**

This course studies the challenges and solutions for developing software in a global environment. Topics covered include strategic issues related to allocation of tasks; communication issues that arise due to distance, time zone differences, infrastructure support, geographical dispersion, and lack of information communication; coordination complexity; cultural issues, technical issues related to information and artifact sharing, and architectural design, and finally knowledge management issues. Some sections of this course will include a hands-on global development project in conjunction with teams of students at other universities, while other sections will focus on a more in-depth theoretical discussion of these issues and concepts. Prerequisite(s): SE 450 or SE 430 or IS 430 or PM 430. A student may not take both IS 540 and SE 511 for credit toward a degree.

SE 450 or SE 430 or IS 430 or PM 430 is a prerequisite for this class.

**SE 525 | SOFTWARE SECURITY ARCHITECTURE | 4 quarter hours
(Graduate)**

Students in this course will learn architectural patterns for integrating security into software such as web applications. Topics include: an overview of software security; integration of authentication, access control, and auditing into software; programming with symmetric-key and asymmetric-key cryptography, including key distribution and key management, use of certificates, and SSL/TLS; security mechanisms in modern runtime environments, e.g., code signing, code verification, access control, and security policies. Students will get hands-on experience designing and implementing secure software.

CSC 435 and (SE 450 or SE 456) are prerequisites for this class.

**SE 526 | SOFTWARE SECURITY ASSESSMENT | 4 quarter hours
(Graduate)**

Students in this course will learn how to conduct software security assessment to identify software vulnerabilities in software such as web applications and operating system services. Topics include: common software vulnerabilities and attack vectors; malicious payloads, including shellcode structure; and application review techniques, including fuzzing and code auditing. Students will get hands-on experience identifying vulnerabilities in software. Prerequisite(s): CSC 435.

CSC 435 is a prerequisite for this class.

**SE 529 | SOFTWARE RISK MANAGEMENT | 4 quarter hours
(Graduate)**

Identification, estimation, evaluation, planning, controlling, and monitoring of risk involved in the development, maintenance, operation and evolution of systems. PREREQUISITE(S): IT 403 and SE 430 or consent.

IT 403 and SE 430 or Consent of Instructor are prerequisites for this class

**SE 533 | SOFTWARE VALIDATION AND VERIFICATION | 4 quarter hours
(Graduate)**

Techniques, methods and tools for software inspection and testing. Theory and applications of formal verification of programs. Techniques and tools for automated analysis of programs.

SE 450 or SE 456 are prerequisites for this class.

**SE 546 | SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS | 4 quarter hours
(Graduate)**

This course will introduce students to architecture, design and implementation issues for developing GUI-based desktop application. The goal is to understand the engineering aspect of user interface development – that is the basic software architectures and designs that govern the development of graphical user applications including patterns like the Model-View-Controller and its derivatives, event-driven design, as well as addressing concurrency, performance, caching, and software packaging and distribution issues. The course will also provide an in depth exposure to the toolkits available in Java. Examples include JFC/ Swing, JMF, JAF.

SE 450 or SE 456 are prerequisites for this class.

**SE 549 | MODEL-DRIVEN SOFTWARE DEVELOPMENT | 4 quarter hours
(Graduate)**

Advanced methods and techniques in software specification, modeling, and model-driven development. Topics include approaches to software specification and modeling, formal specification languages, techniques for structural and behavioral modeling of software systems, and tools for analysis and transformation of software systems.

SE430 or SE450 or SE456 are prerequisites for this class.

**SE 554 | ENTERPRISE COMPONENT ARCHITECTURE | 4 quarter hours
(Graduate)**

This course will focus on object-oriented component architectures for enterprise applications. Topics include: Enterprise Java Beans (EJB), Java Naming and Directory Interfaces (JNDI), Java Mail and Messaging Services.

SE 450 or SE 452 or SE 456 are prerequisites for this class.

**SE 556 | ADVANCED ARCHITECTURE OF COMPUTER GAMES | 4 quarter hours
(Graduate)**

This course discusses the advanced issues in software architecture and the engineering of computer games. The topics include engineering and programming issues in graphics, scene management, kinematics, simulation, collision detection. Software design patterns and frameworks for computer games. Project management, configuration management, and quality assurance of computer game development projects.

PREREQUISITE(S): SE 456 and CSC 407.

SE 456 and CSC 407 are prerequisites for this class.

**SE 560 | STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING | 4 quarter hours
(Graduate)**

Document and data interchange among different applications is an extremely important aspect of software application development. This course will focus on emerging technologies associated with the Extensible Markup Language (XML), such as the Document Object Model (DOM), the Simple API for XML (SAX), the XML Stylesheet Language (XSL) and Transformation Language (XSLT), and XML Schema. Applications of these technologies will be discussed in conjunction with tools and techniques for parsing, transforming, and manipulating documents.

(SE 450 or SE 456) OR (CSC 301 and SE 430) are prerequisites for this class.

**SE 576 | GPU Architecture | 4 quarter hours
(Graduate)**

Real-time application GPU development. Topics include GPU pipeline, data parallelization, hierarchy data flow on GPU, asset compression, non-graphics data processing, graphics rendering and data conversion. Design and implementation of parallel GPU applications across multiple GPU cores. Exploration of different parallelization techniques for large (non-graphical) computationally heavy systems. Developing and debugging blind data flow on GPU hardware. Students will design, develop and implement a real-time GPU application (i.e. Skinned Animation rendering engine) that integrates large converted data assets using 100s of parallel GPU cores.

SE 585 is a prerequisite for this class.

**SE 579 | ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING | 4 quarter hours
(Graduate)**

This course discusses the application of selected statistical analysis, data mining, and machine learning techniques to the area of Software Engineering. These techniques are used for purposes as varied as stakeholder analysis, mining software repositories, trace retrieval, bug prediction, recommender systems in Software Engineering domains, and software process improvement techniques. The course demonstrates how these techniques can be used to enhance project management and other software engineering activities in software intensive systems and provides students with hands-on experience using them on real project data. (No prior knowledge of data mining and knowledge management is assumed.)

SE 450 or SE 456 are prerequisites for this class.

**SE 581 | SOFTWARE ARCHITECTURE II | 4 quarter hours
(Graduate)**

In this second Software Architecture course, students will be exposed to case studies of real-world software architectures for which reliability, performance, availability, scalability and other such concerns drive the architectural design. Students will gain hands-on practice in reverse engineering, designing, and assessing existing systems including performance testing. Student will build on their prior knowledge to design complex systems in principled and systematic ways. The course will involve designing and implementing a simulated high scalability, high reliability system. PREREQUISITE(S): SE 480.

**SE 582 | SOFTWARE-INTENSIVE SYSTEMS ENGINEERING AND MANAGEMENT | 4 quarter hours
(Graduate)**

This course will introduce students to fundamental principles of systems engineering for large and complex software intensive systems. The course will include a study of systems engineering failures, and will cover topics related to problem frames; systems level modeling of hardware and software components, concept definition, design tradeoffs, risk assessment, interface definition and related systems engineering activities. Additional topics such as product line development, ultra-large scale systems, and engineering of safety critical systems will also be covered. PREREQUISITE(S): (SE 477 or PM 430 or IS 430) and (SE 430 or SE 482 or IS 485)

(SE 477 or PM 430 or IS 430) and (SE 430 or SE 482 or IS 485) are prerequisites for this class.

**SE 585 | REAL-TIME SOFTWARE DEVELOPMENT II | 4 quarter hours
(Graduate)**

Real-time software development with asset conversion. Topics include offline data conversion, asset packing, data driven application behavior, hierarchy base scene management, profiling and debugging large opaque data, runtime formats for low-level drivers, and advanced visualization techniques. Design and implementation of hierarchy based data systems with dynamic real-time modifications. Exploration of run-time control of behavior through real-time data driven messaging. Implementation of the complete application process: tool creation, asset condition, responsive loading and data driven runtime behavior. Students will design, develop and implement a real-time application (i.e. Animation engine) that integrates large real-time converted data assets with real-time constraints.

SE 485 is a prerequisite for this class.

**SE 591 | SOFTWARE ENGINEERING STUDIO II | 4 quarter hours
(Graduate)**

This is the continuation of SE 491. SE 491 and 591 must be taken as a sequence in two consecutive quarters. PREREQUISITE(S): SE 491.

SE 491 is a prerequisite for this class.

**SE 598 | TOPICS IN SOFTWARE ENGINEERING | 1-4 quarter hours
(Graduate)**

Specific topics will be selected by the instructor and may vary with each quarter. PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor. (variable credit)

**SE 599 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit. PREREQUISITE(S): None. (variable credit)

**SE 690 | RESEARCH SEMINAR | 4 quarter hours
(Graduate)**

Readings and discussion on current research topics. Students may register for this course no more than three times. PREREQUISITE(S): Consent of the instructor.

**SE 691 | RESEARCH SEMINAR CONTINUATION | 0 quarter hours
(Graduate)**

This course is intended for students not registering in either SE 696 or SE 698. After registering for SE 690, students register for this course in each subsequent quarter until they complete the research. Students who fail to do so will be required to re-enroll in SE 690 to meet the requirement for completing that course. Prerequisite: SE 690 (0 credit hours)

SE 690**SE 695 | MASTER'S RESEARCH | 1-4 quarter hours
(Graduate)**

Students interested in a more in-depth study of a particular area will register for this course and work with a faculty member (not necessarily their academic advisor) on a research project. The work involved may include system development, empirical studies, or theoretical work. 4 credit hours of CSC 695 replaces one 500level elective course in student's degree program. This course can be taken for 1-4 credit hours for up to 8 credit-hours. PREREQUISITE(S): Consent of research advisor. Independent study form required. Students must successfully complete the foundation courses prior to their first enrollment in CSC 695. (variable credit)

**SE 696 | MASTER'S PROJECT | 4 quarter hours
(Graduate)**

(4 credit hours) Students may register for this course only after their advisor has approved a written proposal for their project. Independent study form required. PREREQUISITE(S): Consent of advisor.

**SE 698 | MASTER'S THESIS | 0 quarter hours
(Graduate)**

A student who has made an original contribution to the area (typically through 8 credit-hours' worth of work done in CSC 695, but not necessarily) may choose to complete a Master's Thesis. The student and the student's research advisor form a Master's Thesis Committee. The student submits to the committee a thesis detailing the original results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for this course and the transcript will show the thesis title as the course topic. PREREQUISITE(S): Successful defense of a Master's Thesis. (0 credit hours)

**SE 699 | SOFTWARE ENGINEERING RESEARCH CONTINUATION | 1 quarter hour
(Graduate)**

Students register for continuation credit after registering for SE 698 in each subsequent quarter until they complete their thesis. Students who fail to do so will have to reregister for SE 698 to meet the requirement for completing that course. PREREQUISITE(S): SE 698. (0 credit hours)

Sound Recording Technology (REC)

**REC 200 | INTRODUCTION TO SOUND RECORDING TECHNOLOGY | 2 quarter hours
(Undergraduate)**

Introductory course to acquaint students with concepts and techniques of sound recording technology. Open to all music students and required for SRT majors. (2 quarter hours)

Status as an Undergraduate Music student or as a Music Recording Minor student is a prerequisite for this class.

**REC 201 | RECORDING TECHNOLOGY I | 4 quarter hours
(Undergraduate)**

Basics of audio engineering and studio signal flow with an emphasis on analog and digital consoles. This is part of a two-year sequence of courses for sound recording technology majors. Status as a Sound Recording Technology major is a prerequisite for this class.

Status as a Sound Recording Technology student is a prerequisite for this class.

**REC 202 | RECORDING TECHNOLOGY II | 4 quarter hours
(Undergraduate)**

Advanced studies in audio engineering with an emphasis on the principles of digital recording and editing. This is part of a two-year sequence of courses for sound recording technology majors. REC201 and status as a Sound Recording Technology major is a prerequisite for this class.

REC 201 and status as a Sound Recording Technology student is a prerequisite for this class.

**REC 203 | RECORDING TECHNOLOGY III | 4 quarter hours
(Undergraduate)**

Advanced studies in audio engineering with an emphasis on acoustics, microphones, and microphone techniques. This is part of a two-year sequence of courses for sound recording technology majors.

REC 202 and status as a Sound Recording Technology student is a prerequisite for this class.

**REC 204 | BASICS OF LIVE SOUND | 2 quarter hours
(Undergraduate)**

This course is designed to provide an overview of the technology and applications of the tools used in the field of live sound reinforcement. Topics will include: basic electronics, troubleshooting and equipment repair, audio and network cables and protocols, wireless audio, small and large venue sound integration and installation, monitor and sound system tuning, as well as analog and digital consoles. This course is built on prior material such as REC 200, which covers the basics of microphones, signal flow, and sound generation. (2 quarter hours)

Status as an Undergraduate Music student or Music Studies minor is a prerequisite for this class.

**REC 205 | GAME AUDIO FOR MUSICIANS | 4 quarter hours
(Undergraduate)**

Game Audio For Musicians is intended for sound recording majors and music students who are interested in advanced studies in audio for video games. Students will create music and sound design in the context of a video game and learn out to implement that audio in a game engine such as WWise.

COM 326 is a prerequisite for this class.COM 326

**REC 209 | ELECTRONICS FOR MUSICIANS | 4 quarter hours
(Undergraduate)**

This course is designed to teach practical skills in analog electronics. Some basic theory will be outlined using as little mathematics as possible. Hands-on skills to be covered include soldering, testing, and modifying solid state circuitry.

Status as an Undergraduate Music student or as a Music Recording Minor student is a prerequisite for this class.

**REC 216 | PRO TOOLS AND THE DEVELOPMENT OF THE RECORDING STUDIO | 4 quarter hours
(Undergraduate)**

The goal of this course is to transform students from casual listeners of recorded music into educated critical analysts. Students will study the history and development of recording technology and recording studios. Lab exercises will teach the basics of recording and signal processing using Digidesign Pro Tools software. Arts and Literature.

**REC 217 | EDM AND THE ART OF ELECTRONIC MUSIC | 4 quarter hours
(Undergraduate)**

The course will trace the genesis of contemporary electronic dance music and explore the interrelationships between popular electronic music styles and the electroacoustic music of the twentieth and twenty-first centuries. Students will develop listening skills and key musical vocabulary to enable them to analyze, interpret and respond to historically significant works from a diverse body of relevant genres.

**REC 300 | CONTEMPORARY FILM SCORING | 4 quarter hours
(Undergraduate)**

Undergraduate level course designed for Music, CDM, Communication, and Theater majors who want an understanding of film music and the mechanics of scoring to picture. It will cover the basics of spotting films, writing with a click track, and utilizing synthesizers and samplers to realize film music.

Status as Undergraduate Music student, Undergraduate Theatre student, Undergraduate Communication student or Undergraduate CDM student is a prerequisite for this class.

**REC 301 | RECORDING TECHNOLOGY IV | 4 quarter hours
(Undergraduate)**

Advanced studies in audio engineering with an emphasis on signal processing and audio for film post-production. This is part of a two-year sequence of courses for sound recording technology majors. COREQUISITE(S): REC 304.

REC 203 and status as a Sound Recording Technology student is a prerequisite for this class.

**REC 302 | RECORDING TECHNOLOGY V | 4 quarter hours
(Undergraduate)**

Advanced studies in audio engineering with an emphasis on tracking and mixing different genres of music. SRT5 includes the capstone audio/video sound design project. This is part of a two-year sequence of courses for sound recording technology majors. COREQUISITE(S): REC305.

REC 301 and status as a Sound Recording Technology student is a prerequisite for this class.

**REC 303 | RECORDING TECHNOLOGY VI | 4 quarter hours
(Undergraduate)**

Advanced studies in audio engineering with an emphasis on surround sound mixing. SRT6 includes the electronic portfolio project. This is part of a two-year sequence of courses for sound recording technology majors. COREQUISITE(S): REC306.

REC 302 and status as a Sound Recording Technology student is a prerequisite for this class.

**REC 304 | SOUND PRACTICUM I | 2 quarter hours
(Undergraduate)**

Practical experience with technological applications in the recording studio. CO-REQUISITE(S): REC 301. (2 quarter hours)

REC 203 and status as a Sound Recording Technology student is a prerequisite for this class.

**REC 305 | SOUND PRACTICUM II | 2 quarter hours
(Undergraduate)**

Practical experience with technological applications in the recording studio. COREQUISITE(S): REC 302. (2 quarter hours)

REC 304 and status as a Sound Recording Technology student is a prerequisite and REC 302 is a corequisite for this class.

**REC 306 | SOUND PRACTICUM III | 2 quarter hours
(Undergraduate)**

Practical experience with technological applications in the recording studio. COREQUISITE(S): REC 303. (2 quarter hours)

REC 305 and status as a Sound Recording Technology student is a prerequisite and REC 303 is a corequisite for this class.

**REC 307 | COMMERCIAL MUSIC PRODUCTION | 4 quarter hours
(Undergraduate)**

For students with a music theory background who want to learn how to realize music using digital sequencing and sampling. This course will focus on creating tracks in pop genres for film, soundtracks, video games, and commercials.

Status as an Undergraduate Music student or as a Music Recording Minor student is a prerequisite for this class.

**REC 308 | AUDIO FOR BROADCAST | 4 quarter hours
(Undergraduate)**

This course is an introduction to sound for broadcast, covering both production and post-production sound. We will be discussing roles and opportunities in both fields. Additionally, there will be hands-on experience with tools of the trade including an introduction to field mixer/recorders, lavalier/boom mic techniques and the basics of wireless technology. Lastly, there will be an introduction to the Izotope RX software package and its uses in repairing poor audio. Prerequisite: REC200 Intro to SRT.

Status as an Undergraduate Music student or as a Music Recording Minor student is a prerequisite for this class.

**REC 360 | TOPICS IN SOUND RECORDING TECHNOLOGY | 2-4 quarter hours
(Undergraduate)**

In-depth investigation of a topic in sound recording technology.

Status as an Undergraduate Music student or as a Music Recording Minor student is a prerequisite for this class.

**REC 398 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

Independent Study (2 quarter hours)

Status as a Sound Recording Technology student is a prerequisite for this class.

Spanish (SPN)

**SPN 101 | BASIC SPANISH I | 4 quarter hours
(Undergraduate)**

This is the first course in a three-course introductory sequence that as a whole constitutes "first year college Spanish" (SPN 101, SPN 102, and SPN 103). The course has three main goals: to develop some basic knowledge of Spanish as a foreign language, to develop some communicative skills in that language, and to attain some basic knowledge of the cultures of the Spanish-speaking world and learn some cultural differences between the U.S. and these cultures. This course is intended for students who have never taken a Spanish class before or who score 1-30 on the Spanish placement exam. This course is NOT appropriate for students who have non-classroom exposure to Spanish, such as from family or in the community; these students should enroll in a heritage Spanish course (SPN 114, 115, 200, or 205-207).

**SPN 101S | BASIC SPANISH I FOR SUMMER | 6 quarter hours
(Undergraduate)**

(Covers the equivalent of SPN 101 and the first half of SPN 102.) The first half of beginning Spanish. Listening to, speaking, reading, and writing Spanish in a cultural context for the beginning student.

**SPN 102 | BASIC SPANISH II | 4 quarter hours
(Undergraduate)**

This is the second course in a three-course introductory sequence that as a whole constitutes "first year college Spanish" (SPN 101, SPN 102, and SPN 103). The course has various goals. The first one is to develop some basic communicative skills in Spanish as a second language. These include but are not limited to the following sample abilities: talking about pastimes and leisure activities, talking about activities in the past, describing typical household chores, using expressions associated with technology, and giving instructions. This course is intended for students who have taken SPN 101 at DePaul (or equivalent) or who score 31-45 on the Spanish placement exam. This course is NOT appropriate for students who have non-classroom exposure to Spanish, such as from family or in the community; these students should enroll in a heritage Spanish course (SPN 114, 115, 200, or 205-207).

SPN 103 | BASIC SPANISH III | 4 quarter hours
(Undergraduate)

This is the third course in a three-course introductory sequence that as a whole constitutes "first year college Spanish" (SPN 101, SPN 102, and SPN 103). The course has several goals. The first one is to develop some basic communicative skills in Spanish as a second language. These include but are not limited to the following sample abilities: taking about feelings and mood changes, talking about what people do to and for each other, expressing wishes and desires, narrating present and past actions, describing current events, using vocabulary related to professions and daily life. This course is intended for students who have taken SPN 102 at DePaul (or equivalent) or who score 46-55 on the Spanish placement exam. This course is NOT appropriate for students who have non-classroom exposure to Spanish, such as from family or in the community; these students should enroll in a heritage Spanish course (SPN 114, 115, 200, or 205-207).

SPN 103S | BASIC SPANISH III FOR SUMMER | 6 quarter hours
(Undergraduate)

(Covers the equivalent of the second half of SPN 102 and all of SPN 103.)

The second half of beginning Spanish. Further work on the basic elements of the Spanish language, spoken as well as written, with due regard to the cultural context of Spanish expression.

SPN 104 | INTERMEDIATE SPANISH I | 4 quarter hours
(Undergraduate)

This is the first course of the sequence of Intermediate Spanish (SPN 104, SPN 105, and SPN 106). The course follows a content-based approach where students learn about Hispanic culture through interaction and communication. The fundamental language learning goal of this course is to help students express, interpret, and negotiate meaning in context. This course is intended for students who have taken SPN 103 at DePaul (or equivalent), or who score 56-65 on the Spanish placement exam. This course is NOT appropriate for students who have non-classroom exposure to Spanish, such as from family or in the community; these students should enroll in a heritage Spanish course (SPN 114, 115, 200, or 205-207). SPN 104, 114, and 124 are equivalent courses. Students who place into SPN 104 but are interested in service learning should consider registering for SPN 124, which is the same level but with a service-learning component.

SPN 105 | INTERMEDIATE SPANISH II | 4 quarter hours
(Undergraduate)

This is the second course of the sequence of Intermediate Spanish (SPN 104, SPN 105, and SPN 106). The course follows a content-based approach where students learn about Hispanic culture through interaction and communication. The fundamental language learning goal of this course is to help students express, interpret, and negotiate meaning in context. This course is intended for students who have taken SPN 104 at DePaul (or equivalent), or who score 66-74 on the Spanish placement exam. This course is NOT appropriate for students who have non-classroom exposure to Spanish, such as from family or in the community; these students should enroll in a heritage Spanish course (SPN 114, 115, 200, or 205-207). SPN 105, 115, and 125 are equivalent courses. Students who place into SPN 105 but are interested in service learning should consider registering for SPN 125, which is the same level but with a service-learning component.

SPN 106 | INTERMEDIATE SPANISH III | 4 quarter hours
(Undergraduate)

This is the third course in the sequence of Intermediate Spanish (SPN 104, SPN 105, and SPN 106). The course follows a content-based approach where students learn about Hispanic culture through interaction and communication. The fundamental language learning goal of this course is to help students express, interpret, and negotiate meaning in context. This course is intended for students who have taken SPN 105 at DePaul (or equivalent), or who score 75-95 on the Spanish placement exam. This course is NOT appropriate for students who have non-classroom exposure to Spanish, such as from family or in the community; these students should enroll in a heritage Spanish course (SPN 114, 115, 200, or 205-207). SPN 106 and 126 are equivalent courses. Students who place into SPN 106 but are interested in service learning should consider registering for SPN 126, which is the same level but with a service-learning component.

SPN 114 | INTERMEDIATE SPANISH FOR HERITAGE LEARNERS I | 4 quarter hours
(Undergraduate)

This is the first course of Intermediate Spanish for Heritage Learners (SPN 114, 115, and 200) a combined basic and intermediate sequence for home-background speakers of Spanish who have had little or no previous formal study of the language. The course will help students further develop their communication skills as they explore and foster an appreciation of Latino culture and heritage.

SPN 115 | INTERMEDIATE SPANISH FOR HERITAGE LEARNERS II | 4 quarter hours
(Undergraduate)

This is the second course of Intermediate Spanish for Heritage Learners (SPN 114, 115, and 200) a combined basic and intermediate sequence for home-background speakers of Spanish who have had little or no previous formal study of the language. The course will help students further develop their communication skills as they explore and foster an appreciation of Latino culture and heritage.

SPN 124 | INTERMEDIATE SPANISH I: SERVICE LEARNING | 4 quarter hours
(Undergraduate)

This course is the service-learning version of SPN 104, the first course of the sequence of Intermediate Spanish. It covers all the same material but offers students the unique opportunity to enhance knowledge of the Spanish-speaking world both INSIDE and OUTSIDE the classroom. Students will spend 25 hours per quarter (3 hours/per week) working with one of several organizations in Chicago's Latino communities. These sites mostly serve new immigrants from Mexico and Central America who are in the process of integrating into new cultural environments. By participating in a language exchange on a weekly basis, the student will be an active learner and teacher. This course is intended for students who have taken SPN 103 at DePaul (or equivalent), or who score 56-65 on the Spanish placement exam. This course is NOT appropriate for students who have non-classroom exposure to Spanish, such as from family or in the community; these students should enroll in a heritage Spanish course (SPN 114, 115, 200, or 205-207). SPN 104, 114, and 124 are equivalent courses.

SPN 125 | INTERMEDIATE SPANISH II: SERVICE LEARNING | 4 quarter hours**(Undergraduate)**

This course is the service-learning version of SPN 105, the second course of the sequence of Intermediate Spanish. It covers all the same material but offers students the unique opportunity to enhance knowledge of the Spanish-speaking world both INSIDE and OUTSIDE the classroom. Students will spend 25 hours per quarter (3 hours/per week) working with one of several organizations in Chicago's Latino communities. These sites mostly serve new immigrants from Mexico and Central America who are in the process of integrating into new cultural environments. By participating in a language exchange on a weekly basis, the student will be an active learner and teacher. This course is intended for students who have taken SPN 104 at DePaul (or equivalent), or who score 66-74 on the Spanish placement exam. This course is NOT appropriate for students who have non-classroom exposure to Spanish, such as from family or in the community; these students should enroll in a heritage Spanish course (SPN 114, 115, 200, or 205-207). SPN 105, 115, and 125 are equivalent courses.

SPN 126 | INTERMEDIATE SPANISH III: SERVICE LEARNING | 4 quarter hours**(Undergraduate)**

This course is the service-learning version of SPN 106, the third course of the sequence of Intermediate Spanish. It covers all the same material but offers students the unique opportunity to enhance knowledge of the Spanish-speaking world both INSIDE and OUTSIDE the classroom. Students will spend 25 hours per quarter (3 hours/per week) working with one of several organizations in Chicago's Latino communities. These sites mostly serve new immigrants from Mexico and Central America who are in the process of integrating into new cultural environments. By participating in a language exchange on a weekly basis, the student will be an active learner and teacher. This course is intended for students who have taken SPN 105 at DePaul (or equivalent), or who score 75-95 on the Spanish placement exam. This course is NOT appropriate for students who have non-classroom exposure to Spanish, such as from family or in the community; these students should enroll in a heritage Spanish course (SPN 114, 115, 200, or 205-207). SPN 106 and 126 are equivalent courses.

SPN 130 | MOLILSAP STUDY ABROAD | 2 quarter hours**(Undergraduate)**

This course is specially designed to complement the Modern Language Introductory Languages Study Abroad programs, linked to the third quarter of the first year language program. The course will be taught abroad.

SPN 197 | SPECIAL TOPICS IN SPANISH | 4 quarter hours**(Undergraduate)**

See schedule for current offerings.

SPN 198 | STUDY ABROAD | 1-8 quarter hours**(Undergraduate)**

Variable credit.

SPN 199 | INDEPENDENT STUDY | 1-4 quarter hours**(Undergraduate)**

Variable credit.

SPN 200 | TRANSITIONAL SPANISH FOR HERITAGE LEARNERS | 4 quarter hours**(Undergraduate)**

This course provides transitional Spanish for intermediate Heritage Learners whose primary goal is to communicate more effectively in the language and expand their understanding of Hispanic culture. Listening, speaking, reading and writing skills continue to be developed, with an emphasis on conversation, facilitated by the study of vocabulary and structure, exciting readings and films.

SPN 201 | ADVANCED GRAMMAR AND COMMUNICATION | 4 quarter hours**(Undergraduate)**

In this class students will work toward improving their speaking, listening, reading, and writing skills in Spanish at the advanced level as they explore various topics related to the history and cultures of the Spanish-speaking world. Students will also focus on four major grammar points that typically present a challenge for students of Spanish as a foreign language: the distinction between *ser* and *estar*, verb tense, verb aspect (preterite/imperfect), and verb mood (indicative/subjunctive). SPN 106 (or equivalent, including placement test or permission of instructor) is recommended. Heritage learners of Spanish at this level should take SPN 205 instead of SPN 201.

SPN 202 | ADVANCED COMPOSITION AND COMMUNICATION | 4 quarter hours**(Undergraduate)**

Students will work on improving their speaking, listening, reading, and writing skills in Spanish at the advanced level as they explore various topics related to the history and cultures of the Spanish-speaking world. Students will focus a little more, however, on written expression. Readings for the class will serve as models for various types of writing (primarily exposition and argumentation), and students will analyze the structure of these models as well as discuss their content. The course will also emphasize spelling, punctuation, and the effective use of the dictionary. SPN 106 (or equivalent, including placement test or permission of instructor) is recommended. Heritage learners of Spanish at this level should take SPN 206 instead of SPN 202.

SPN 203 | ADVANCED CONVERSATION | 4 quarter hours**(Undergraduate)**

This course will focus on improving the student's oral skills in Spanish through intensive practice. Students will discuss a wide range of topics, and they will practice conversational strategies for a variety of situations. Upon completing this course, students should be able to do the following: 1) talk about the past in a coherent and fairly detailed manner; 2) deal effectively with unanticipated complications (e.g., a lost ticket); 3) adapt to formal and informal situations; 4) speak broadly on topics of personal interest; and 5) make themselves easily understood by Spanish speakers who are unaccustomed to dealing with non-native speakers. Class preparation will include readings (from various genres) and films. SPN 106 (or equivalent, including placement test or permission of instructor) is recommended. Heritage learners of Spanish at this level should take SPN 207 instead of SPN 203.

SPN 205 | ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE LEARNERS I | 4 quarter hours**(Undergraduate)**

This course is the first of three courses (SPN 205-206-207) that as a whole constitute a comprehensive, structural review of the Spanish language at the advanced level. It follows pedagogical principles for students of Spanish, Latin American, Hispanic, or Latino Heritage and is intended to increase their level of bilingual linguistic competency and literacy while simultaneously exploring and fostering an appreciation of Latino culture and heritage. SPN 200 or equivalent, including placement test or permission of instructor, is recommended.

SPN 206 | ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE LEARNERS II | 4 quarter hours**(Undergraduate)**

This course is the second of three courses (SPN 205-206-207) that as a whole constitute a comprehensive, structural review of the Spanish language at the advanced level. It is a course that follows pedagogical principles for students of Spanish, Latin American, Hispanic, or Latino Heritage and is intended to increase their level of bilingual linguistic competency and literacy while simultaneously exploring and fostering an appreciation of Latino culture and heritage. SPN 206 is a comprehensive study of Spanish targeted to bilingual college students with a focus on writing. SPN 200 or equivalent, including placement test or permission of instructor, is recommended.

SPN 207 | ADVANCED CONVERSATION FOR THE HERITAGE LEARNER | 4 quarter hours**(Undergraduate)**

Spanish 207 is the continuation of 205 and 206 and is the third course in a comprehensive, structural review of the Spanish language for heritage learners. It follows pedagogical principles for students of Spanish, Latin American, Hispanic or Latino Heritage and is intended to increase their level of bilingual linguistic competency and literacy while simultaneously exploring and fostering an appreciation of Latino culture and heritage. The student's oral skills will be enhanced through guided readings which will lead to open class discussions. Students will be required to watch films and listen to podcasts from the Spanish-speaking world as well as do a significant amount of reading and writing in order to prepare for class discussions and oral presentations. SPN 200 or equivalent, including placement test or permission of instructor, is recommended.

SPN 220 | INTRODUCTION TO LITERARY ANALYSIS IN SPANISH | 4 quarter hours**(Undergraduate)**

The main purpose of this course is to provide students with the critical tools and vocabulary that they need in order to analyze various types of literary texts written in Spanish. Students will read and discuss a variety of poems, short stories, and plays, focusing on their various levels of meaning and also on the various ways by which they (or their authors or their readers) create meaning. Other aims of the course include helping students improve their oral and written communication in Spanish, introducing them to research methods in literary studies, and familiarizing them with the MLA style for documenting sources. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 221 | INTRODUCTION TO PENINSULAR CIVILIZATION | 4 quarter hours**(Undergraduate)**

This course introduces students to the cultures of Spain and provides them with a panoramic view of peninsular civilization from ancient times to the present. Students will explore selected topics related to geography, language, politics, religion, literature, art, architecture, music, dance, and film. This course is a good preparation for those who plan to study in Spain. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 231 | HEALTH SPANISH I | 4 quarter hours**(Undergraduate)**

This course is designed to improve the communication skills of students who are interested in using their Spanish in the various fields of healthcare, especially in encounters with U.S. Hispanic/Latinx patients. Vocabulary and grammar are embedded in real and practical contexts that follow the framework of the clinical interview, where students can adapt learning to their own areas of interest. Emphasis is on cultural awareness and active listening to foster the level of trust that is necessary for eliciting accurate communication throughout the various stages of the healthcare interview. SPN 106 (or equivalent, including placement test or permission of instructor) is recommended. Successful completion of the three-course Health Spanish sequence (SPN 231 Health Spanish I, SPN 232 Health Spanish II, and SPN 233 Health Spanish III) will satisfy the requirements of the Certificate in Spanish for Healthcare. Students who are not majoring in Spanish may also use the sequence for the Modern Language Option.

SPN 232 | HEALTH SPANISH II | 4 quarter hours**(Undergraduate)**

This course is designed to continue improving the communication skills of students who are interested in using their Spanish in the various fields of healthcare, especially in encounters with U.S. Hispanic/Latinx patients. Along with procedures and informed consent, we will explore mental health, preventive health, nutrition, and pediatrics. Students can adapt learning to their own areas of interest. Emphasis is on cultural awareness and active listening to foster the level of trust that is necessary for eliciting accurate communication throughout the various stages of the healthcare interview. SPN 106 (or equivalent, including placement test or permission of instructor) is recommended. Successful completion of the three-course Health Spanish sequence (SPN 231 Health Spanish I, SPN 232 Health Spanish II, and SPN 233 Health Spanish III) will satisfy the requirements of the Certificate in Spanish for Healthcare. Students who are not majoring in Spanish may also use the sequence for the Modern Language Option.

**SPN 233 | HEALTH SPANISH III | 4 quarter hours
(Undergraduate)**

This course is designed to continue improving the communication skills of students who are interested in using their Spanish in the various fields of healthcare, especially in encounters with U.S. Hispanic/Latinx patients. Through clinical case studies, fiction, memoirs, and oral history, this course offers an in-depth exploration of culturally sensitive issues that frequently pose barriers to disclosure among the Latinx population. Understanding these barriers will lead to a more culturally competent model for our Latinx patients, improving their healthcare outcomes. SPN 106 (or equivalent, including placement test or permission of instructor) is recommended. Successful completion of the three-course Health Spanish sequence (SPN 231 Health Spanish I, SPN 232 Health Spanish II, and SPN 233 Health Spanish III) will satisfy the requirements of the Certificate in Spanish for Healthcare. Students who are not majoring in Spanish may also use the sequence for the Modern Language Option.

**SPN 242 | INTRODUCTION TO SPANISH LINGUISTICS | 4 quarter hours
(Undergraduate)**

This course is an introduction to the structure of the Spanish language and its use in the Spanish speaking world. It is offered to those students who have already studied Spanish for at least two years. The objectives of this course are the following: (1) introduce basic linguistic terminology and the fundamentals of this science, (2) help the student to analyze the grammatical structures and sounds of the Spanish language, (3) familiarize the student with different varieties of Spanish, (4) introduce the student to the study of linguistics as a cognitive science. This course counts toward the major and minor in Spanish and prepares students for later linguistics courses. Strongly recommended for students planning to take any 300-level linguistics course. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 243 | SPANISH TRANSLATION I: INTRODUCTION TO TRANSLATION
| 4 quarter hours
(Undergraduate)**

The main objective of this course is to introduce students to the history, theory, and fundamental principles of translation practice, as well as the latest technologies available to the translator. This introductory course will train students to recognize, comprehend and translate idioms and fixed expressions into Spanish and/or English equivalencies. Students will learn to use monolingual dictionaries and glossaries, computer-based tools and the internet for translating. Students will gain the necessary skills to proof and edit professional documents in order to provide polished and professional translations. Different types of texts will be used to practice. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 244 | COMPUTER-ASSISTED TRANSLATION TOOLS | 4 quarter hours
(Undergraduate)**

This course provides an overview of computer-assisted translation (CAT) tools used in the field of translation. It will guide students to understand the difference between computer-assisted translation and machine translation. It will also analyze several Internet-based resources available to translators so that decisions to use these tools will be based on quality control and faithfulness to translation rather than on mere productivity and profit. This way, prospective translators will be able to choose best business practices and abide by professional ethics. This course has a significant hands-on component through which students will practice basic features of CAT tools, required of a translator in today's language service provider (LSP) environment. Students will learn new Spanish terminology related to business, technology, and other fields, as well as improve their grammar in the process. Class sessions will be in Spanish. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 252 | INTRODUCTION TO SPANISH FOR BUSINESS | 4 quarter hours
(Undergraduate)**

An introduction to Commercial Spanish designed to provide the business-oriented student with sufficient Spanish language skills to be able to conduct basic business activities in Spanish-speaking countries. Students will be exposed to a wide variety of vocabulary to help them explore various topics related to the cultures of the Spanish-speaking world. There will also be ample oral and written practice related to the business world. The ability to communicate and perform business-related tasks is the focus of each lesson. Classroom sessions will include oral presentations, discussions of the assigned readings and related topics. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 254 | SPANISH FOR LAW PROFESSIONALS | 4 quarter hours
(Undergraduate)**

The objective of this course is to provide vocabulary, idiomatic expressions, and cultural information for the specific needs of the professionals in the legal field. This class is intended for those who want to learn about the general content of law and legal vocabulary which are applicable in the Spanish world. In every class the participants will analyze texts, review grammar as necessary and practice in context. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 260E | CERVANTES AND SOR JUANA: TRANSATLANTIC
CONNECTIONS | 4 quarter hours
(Undergraduate)**

TAUGHT IN ENGLISH. This course explores the writings and cultural contexts of Miguel de Cervantes (1547-1616) and Sor Juana Ines de la Cruz (1648-1695), two figures whose influence remains strong in Latin America, Spain, and beyond. We will read Part I of Cervantes's *Don Quixote*, often considered to be the first modern novel, as well as selected prose, poetry, and theater by Sor Juana, who challenged patriarchal norms to become the leading intellectual figure of colonial Mexico. We will pay particular attention to how both writers explore and critique gender roles, early modern imperialism, and theories of representation.

**SPN 297 | SPECIAL TOPICS IN SPANISH | 4 quarter hours
(Undergraduate)**

See schedule for current offerings.

**SPN 298 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)**

Variable credit.

**SPN 299 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

Variable credit.

**SPN 301 | SPANISH LITERATURE I : MIDDLE AGES THROUGH THE
GOLDEN AGE | 4 quarter hours
(Undergraduate)**

This course introduces students to the literature of medieval and Golden Age Spain, and to the basic philological and interpretative skills necessary to understand this literature. Students will read and analyze representative examples of the literary genres written in Castilian from 1100 CE to 1700 CE, tracing the development of various styles and their contribution to a national literary culture. The course gives special attention to recognizing and evaluating the cultural forces (such as aesthetic movements or linguistic norms), social structures (such as race, class, or gender), and economic or political circumstances engaged in particular texts. (Literature category #1: Spanish literature before 1700). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 302 | SPANISH LITERATURE II: THE ENLIGHTENMENT TO THE
PRESENT | 4 quarter hours
(Undergraduate)**

A critical survey of Spanish peninsular literature from 1700 to the present: this course provides an overview of the historical, intellectual, artistic, and socio-political factors that have shaped Spanish life from the Enlightenment to our times as viewed through selected literary texts. (Literature category #2: Spanish literature from 1700 to present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 303 | LATIN AMERICAN LITERATURE & CULTURE I | 4 quarter hours
(Undergraduate)**

A critical survey of Spanish American literature from its origins to modernism. The course is an overview of the physical, intellectual, artistic, and socio-political currents of Spanish American literature that have helped to shape its thought and culture. Classroom sessions will include lectures and discussions of the assigned readings and related topics. Students in the course will read a number of representative works written by a diverse variety of the period's principal writers. Genres included are poetry, prose fiction, theater, and the essay. (Literature category #3: Latin American literature from origins through Romanticism). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 304 | LATIN AMERICAN LITERATURE AND CULTURE II | 4 quarter
hours
(Undergraduate)**

This course is a critical survey of Spanish American literature from 1880 to the present. It is an overview of the physical, intellectual, artistic, and socio-political currents of Spanish American literature that have helped to shape its thought and culture. Classroom sessions will include lectures and discussions of the assigned readings and related topics. Students in the course will read a number of representative works written by a diverse variety of the period's principal writers. The readings will provide a wide sample of different types of writing; genres included are poetry, prose fiction, theater, and the essay. (Literature category #4: Latin American literature from Modernism to present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 305 | LATIN AMERICAN NOVEL | 4 quarter hours
(Undergraduate)**

This course is a survey of contemporary Latin American novels and will include works by a variety of Latin American authors. Throughout the course students will explore the development of the novel in Latin America; the revision and reinterpretation of history, gender, and the concept and construction of the novel and characters from the perspective of twentieth and twenty first century authors. (Literature category #4: Latin American literature from Modernism to present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 306 | PUERTO RICAN LITERATURE | 4 quarter hours
(Undergraduate)**

This course is a panoramic study of the principal works and authors of Puerto Rican Literature from the Spanish colonial period to the present. The literary production of representative authors, such as Eugenio Maria de Hostos, Luisa Capetillo, Luis Rafael Sanchez, Ana Lydia Vega and Pedro Pietri among others, is studied and analyzed. We will take a thematic approach to the textual analysis of works by selected novelists, poets, musical artists, dramatists, essayists, and fiction writers and examine the rise of national society in Puerto Rico and the literary forms in which it finds articulated expression. Furthermore, we will evidence the evolution of nationality and the national through the various historical contexts including Spanish colonialism, United States occupation, and mass migration. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 307 | PENINSULAR CIVILIZATION | 4 quarter hours
(Undergraduate)**

This course is an integrated survey of civilization and culture of the Iberian Peninsula from prehistoric times to the present. The survey course concentrates on Spanish arts and intellectual achievements. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 308 | MEDIEVAL SPANISH LITERATURE | 4 quarter hours
(Undergraduate)**

This course introduces students to the literature of medieval Spain, and to the basic philological and interpretative skills necessary to understand this literature. Students will read and analyze representative examples of the poetry, prose, and drama written in Castilian from 1100 to 1500, tracing the gradual unification of a national language and literary culture. The course gives special attention to recognizing and evaluating the cultural forces (such as aesthetic movements or linguistic norms), social structures (such as race, class, or gender), and economic or political circumstances engaged in particular texts. (Literature category #1: Spanish literature before 1700). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 309 | SPANISH BALLAD | 4 quarter hours
(Undergraduate)**

This course will explore social diversity and the Spanish visions of Identity and Peninsular culture through the Spanish Ballad. (Literature category #1: Spanish literature before 1700). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 310 | GOLDEN AGE POETRY | 4 quarter hours
(Undergraduate)**

This course will introduce students to the Spanish poetry of the sixteenth and seventeenth centuries, from Boscan and Garcilaso to Calderon and Sor Juana. The course will emphasize the major poetic movements, such as Petrarchism, mysticism, conceptismo and culteranismo. (Literature category #1: Spanish literature before 1700). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 311 | CERVANTES | 4 quarter hours
(Undergraduate)**

This advanced course focuses on Miguel de Cervantes's *Don Quijote*. This course will consider how this "first modern novel" responds critically to developments in Renaissance literature, religious and political thinking, and theories of fictional and non-fictional representation. In addition to the *Quijote*, students will also read short selections of background material and criticism in order to situate this work in its historical context and to understand why it is considered to be among the most influential works of world literature. (Literature category #1: Spanish literature before 1700). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 312 | THE SPANISH NOVEL | 4 quarter hours
(Undergraduate)**

This advanced course is a survey of modern and contemporary Spanish novels and will include works by a variety of authors. Throughout the course students will explore the development of the novel in Spain; the revision and reinterpretation of history, gender, and the concept and construction of the novel and characters from the perspective of modern and contemporary authors. Group work, class discussions and individual projects will help the student gain a comprehensive view of the significant currents of the Spanish peninsular novel. This course will stress and encourage the examination of the roles of women, class, culture, and religion. (Literature category #2: Spanish literature from the Enlightenment to the present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 313 | THE GENERATION OF 1898 | 4 quarter hours
(Undergraduate)**

This advanced course will focus on the key group of Spanish writers known as the Generation of 1898. These writers felt that Spain at the end of the 19th century did not measure up to European standards of modernity and progress, and that its cultural and social life was at an inferior level when compared to the leading European countries. Spain was diagnosed as having a national malaise known as "abulia"; it was a kind of national sluggishness that prevented the country from profiting from and adjusting to the rapidly changing currents of modern world civilization. The task facing the Generation of 1898 was to bring Spain up to the level of the times. Students in the course will read a number of representative works written by some of the Generation's principal members. (Literature category #2: Spanish literature from the Enlightenment to the present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 314 | CONTEMPORARY HISPANIC LITERATURE | 4 quarter hours
(Undergraduate)**

This course is a panoramic study of principal works and authors of literature of the Spanish-speaking world. Topics vary. The literary production of representative authors is studied and analyzed. Students will take a thematic approach to the textual analysis of works by selected poets, musical artists, dramatists, essayists and fiction writers. (Literature category #2: Spanish Literature from the Enlightenment to the present, or Literature category #4: Latin American literature from Modernism to present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 315 | MEXICAN LITERATURE | 4 quarter hours
(Undergraduate)**

This course is an overview of Mexican literature from the colonial period to the present. Through writings, films, arts, and music, the course explores the intellectual, political, social, and historical events that have shaped the life and experience of Mexican people. Particular emphasis will be placed on the Mexican Revolution and the post Revolution, as well as the U.S. presence in Mexico and Mexicans in the United States. (Literature category #3: Latin American literature from origins through Romanticism or Literature category #4 Latin American literature from Modernism to present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 316 | THE HISPANIC ESSAY | 4 quarter hours
(Undergraduate)**

This advanced course will explore the works and rhetorical strategies of modern essayists from Spain and Latin America. Students will study how political, religious, social, economic, and/or gender issues have affected this genre. Topics and approaches will vary. (Literature category #2: Spanish literature from Enlightenment to present, or Literature category #4: Latin American literature from Modernism to present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 317 | THE HISPANIC SHORT STORY | 4 quarter hours
(Undergraduate)**

This course explores the Hispanic short story from a variety of perspectives and may have different topics each quarter. Variable topics may include: Peninsular, Latin American or Latino short story. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 318 | THE HISPANIC THEATER | 4 quarter hours
(Undergraduate)**

This course explores Hispanic theater from a variety of perspectives and may have different topics each quarter. Through the discussion and analysis of theatrical texts, students will improve their knowledge of Hispanic culture, socio-political vision, and tools of literary expression. Variable topics may include: Peninsular, Latin American or Latino theater. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 319 | CONTEMPORARY POETRY | 4 quarter hours
(Undergraduate)**

This advanced course in modern Latin American and Spanish literature focuses on poetical representations of identity; poetical representations of gender and the cultural readings of "machismo"; the role of poetry and other forms of artistic expression in shaping societies; theory and critical analysis of poems as a way to understand culture, the politics of marginality and forms of political mobilization among other issues. (Literature category #4: Latin American literature from Modernism to present or Literature category #2: Spanish literature from the Enlightenment to the present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 320 | ADVANCED SPANISH FOR BUSINESS | 4 quarter hours
(Undergraduate)**

This is a course designed to provide the business-oriented student with sufficient Spanish language skills to be able to function credibly in a business environment where a knowledge of Spanish is necessary. Students will be exposed to a wide variety of commercial terminology and will have ample oral and written practice related to the business world. Principal topics include: 1) readings on business topics, translation, writing; 2) study and practice of business vocabulary; 3) study and discussion of business topics; 4) readings on Spanish-speaking countries and their people and economies to provide the students with an increased awareness of the diversity and complexity of the cultures and business practices in the many different countries in Latin America and other Spanish-speaking areas. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 321 | U.S. LATINO/A WRITERS | 4 quarter hours
(Undergraduate)**

This advanced course is a critical survey of Latino literature. This course will provide the student with an overview (cultural, social, and political) of the contributions of Latinos to the development of society in the United States. The course will call attention to topics that are and have been important to Latino culture and identity. Particular emphasis will be given to topics such as: oppression, isolation, cultural identity (within the U.S.), education and anti-immigrant issues. The objective of this course is to provide the student with a better understanding of the Latino communities in the United States, as seen by themselves. Through the works read in class, films and music the student will also acquire a better understanding of the social and political situation of Latinos in the United States. Literature category #4 (Latin American literature from Modernism to present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 322 | HISPANIC WOMEN WRITERS | 4 quarter hours
(Undergraduate)**

This advanced course explores Hispanic women writers from a variety of perspectives and may have different topics each quarter. Variable topics may include: Peninsular, Latin American or Latina writers of the United States. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 323 | REVOLUTION IN LATIN AMERICAN LITERATURE | 4 quarter hours
(Undergraduate)**

This advanced course explores Revolution in Latin American literature from a variety of perspectives and may have different topics each quarter. Variable topics may include: The Mexican Revolution, the Cuban Revolution, Revolutions in Central America, or a Survey of Revolutionary Movements. (Literature category #4: Latin American literature from Modernism to present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 324 | THE BIRTH OF THE NOVEL IN SPAIN | 4 quarter hours
(Undergraduate)**

In this advanced course students will read and discuss examples of the major sixteenth-century narrative genres (chivalric romance, prose drama, picaresque, pastoral, la novela morisca, and historiography) that paved the way for Cervantes's synthesis. Texts include, *Amadis de Gaula* (selections), *La Celestina*, *El Abencerraje*, *La vida de Lazarillo de Tormes*, and two of Cervantes's novellas. Topics to be treated include questions of social class and caste, gender roles, notions of love and honor, the rise of the modern nation-state, imperialism, mysticism, verisimilitude, literal and figurative language, and the problems associated with interpreting texts that are culturally distant from modern readers. Class will consist primarily of discussion of the assigned readings. (Literature category #1: Spanish literature before 1700). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 325 | SPANISH TRANSLATION II: THEORY AND PRACTICE | 4 quarter hours
(Undergraduate)**

This course will focus on the translation of journalistic, legal, literary, pedagogical, and commercial texts. The course will also improve the student's knowledge of translation and interpretation theory and provide, through a variety of translation assignments, the opportunity to review their writing skills and knowledge of the culture in order to be able to work within different registers and learn appropriate vocabulary. Guest lectures may provide the students with first-hand experience in the field and the opportunity to explore possible future use of their experience in translation. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 326 | SPANISH STYLISTICS | 4 quarter hours
(Undergraduate)**

This advanced expression class builds on the skills developed in Spanish 201 & 202 (or 205 & 206) with a clear emphasis on writing. Students will write numerous texts of different length and purpose. The focus will be on developing a more effective and sophisticated prose style. In-class time will be spent on writing activities which will give students practice in performing specific writing tasks following a variety of writing styles. In-class time will also be spent on oral and written exercises designed to reinforce the correct use of grammatical structures. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 327 | AREA STUDIES IN LATIN AMERICAN LITERATURE | 4 quarter hours**(Undergraduate)**

This course explores Area Studies in Latin American literature from a variety of perspectives and may have different topics each quarter. Variable topics may include: Central American, Andean, or Southern Cone literature. (Literature category #3: Latin American literature from origins through Romanticism or Literature category #4: Latin American literature from Modernism to present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 328 | MODERN LATIN AMERICAN THEATRE | 4 quarter hours**(Undergraduate)**

This course explores Modern Latin American theatre from a variety of perspectives and may have different topics each quarter. Variable topics may include: a survey of representative dramas from the "revolutionary" period in modern Latin American theater, 1960s-1970s or other specialized topics. (Literature category #4: Latin American literature from Modernism to present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 329 | LATINO GAY AND LESBIAN LITERATURE | 4 quarter hours**(Undergraduate)**

This course explores Latino gay and lesbian literature from a variety of perspectives and may have different topics each quarter. Variable topics may include: a survey of representative texts of Latino and Hispanic gay and lesbian authors or other specialized topics. (Literature category #4: Latin American literature from Modernism to present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 or equivalent or permission of instructor).

SPN 330 | LATIN AMERICAN, LATINO AND SPANISH CINEMA | 4 quarter hours**(Undergraduate)**

This course explores Latin American, Latino and/or Peninsular cinema from a variety of perspectives and may have different topics each quarter. Variable topics may include: Peninsular, Latin American or Latino film directors and their works in Spain, Latin America or the United States. Students will also learn vocabulary and techniques for analyzing the formal aspects of film as well as film narrative. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 331 | FILM AS A SUBVERSIVE ART | 4 quarter hours**(Undergraduate)**

This course explores contested images of resistance in Latin American, Latino and/or Peninsular films from a variety of perspectives and may have different topics each quarter. The course questions the construction of individual and collective identities in film, focusing on the intersections of cultural factors such as gender, race and ethnicity, social class, and language, among others. It also examines the ideological underpinnings involved in the shaping and conforming of those identities by cultural institutions and social systems. Variable topics may include: Decoding literature through Peninsular, Latin American or Latino films based on literary works by Peninsular, Latin American or Latino authors, or other specialized topics. Students will also learn vocabulary and techniques for analyzing the formal aspects of film as well as film narrative. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 332 | NINETEENTH-CENTURY SPANISH NOVEL | 4 quarter hours**(Undergraduate)**

This advanced course is based on the reading, discussion and critique of major representative works in nineteenth-century Peninsular novel. The course will focus on the conflicting interest of nineteenth-century society paying special attention to the theme of marriage and relationship between sexes. This course will stress and encourage the examination of the roles of women, class, culture, and religion. (Literature category #2: Spanish literature from the Enlightenment to the present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 333 | GOLDEN AGE THEATER | 4 quarter hours**(Undergraduate)**

This advanced course will introduce students to the Spanish theater of the seventeenth century, with a focus on the comedia, a new popular art form that appealed to audiences across social classes. Students will explore the development of this genre, from the innovations of Lope de Vega, who gave the comedia its versatility and mass appeal, to the late baroque drama of Sor Juana Ines de la Cruz, who adapted the form for a colonial context. Other readings include plays by Cervantes, Calderon de la Barca, and Tirso de Molina (whose Burlador de Sevilla is the first dramatization of the Don Juan legend). Students will situate these works in their cultural contexts and consider their current relevance. They will also discuss film adaptations of some of the plays. Topics include questions of class and caste, gender roles, different notions of honor, freedom, and free will, and the theatrical elements of everyday life. Class will consist primarily of discussion of the assigned readings. (Literature category #1: Spanish literature before 1700). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 334 | SPANISH TRANSLATION III: ADVANCED TRANSLATION AND PRACTICE | 4 quarter hours**(Undergraduate)**

This is an advanced course that includes practical experience designed to bring translation knowledge and skills together to produce accurate and clear translations from English into Spanish and vice versa. Students will review fundamental translation theories and applications of written texts in various disciplines. They will acquire the skills and knowledge needed to ensure contextually-accurate terminology in the preparation of translated documents. Additionally, they will maintain the standards of the ethical code formulated by the American Translators Association (ATA). Computer assisted translation (CAT) tools supplement classroom learning with user-friendly online exercises of technical vocabulary designed to reinforce translation skills. Students can enroll in a section that includes Community-Based Service Learning (CbSL) for 25 hours per quarter, where they help to produce "translations in progress" for local business and non-profit organizations that require translation services. As a final project, students will create a translation portfolio, which is composed of a reflection paper, translation projects, curriculum vitae, and a cover letter. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 335 | U.S. LATINA WRITERS | 4 quarter hours**(Undergraduate)**

This course is a survey of literature by modern Latina women writers from the United States, focusing on the social, cultural and political development of Latinas and their affirmation and reaffirmation of identity through their literature in today's society. (Literature category #4: Latin American literature from Modernism to present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 339 | THE GENERATION OF 1927 | 4 quarter hours
(Undergraduate)

This advanced course examines the peninsular Spanish "Generation of 1927" in considerable depth with emphasis on the best known literary figure in the group, Federico Garcia Lorca. (Literature category #2: Spanish literature from the Enlightenment to the present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 340 | SPANISH CREATIVE WRITING WORKSHOP | 4 quarter hours
(Undergraduate)

This advanced course seeks to reinforce and further develop the student's expression in Spanish by exploring different techniques in writing poetry and fiction. After approaching some basic concepts involved in the creative writing process, and with the constant practice of writing, students will be able to create texts in the style of preference. They will also gain more confidence with linguistics abilities. This class will be conducted in a workshop format, consisting of in-class writing exercises, workshop-like peer-sharing of texts, and discussions about the creative process. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 351 | SPANISH IN THE U.S. | 4 quarter hours
(Undergraduate)

Spanish is the second most widely spoken language in the United States; it has been spoken in this country longer than English has. This course is an introduction to the varieties of Spanish spoken in the US. Students will examine the evolution of the phonological, grammatical, and lexical linguistic system of the Spanish of US Latino/a communities. Students will also explore how sociolinguistic concepts such as bilingualism, diglossia, code-switching, linguistic variation, linguistic change, standard vs. non-prestigious varieties, and language attitudes manifest in the US Spanish context. This course is intended to familiarize the students with issues of language use in social context. Students will discuss results of research on the relationship between language and society in US Spanish-speaking communities. They will become familiar with sociolinguistic concepts. Students also acquire experience in carrying out sociolinguistic research. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 352 | SPANISH PHONOLOGY AND PHONETICS | 4 quarter hours
(Undergraduate)

This is an introductory course on the nature and structure of the sound system of the Spanish language. This course is offered to students who, having studied the language for at least two years, need a solid grounding of Spanish phonology and—in the case of non-native speakers of Spanish—a systematic practice of correct pronunciation patterns. It is also a requirement for Spanish majors. After a thorough study of the Spanish sound system, students will explore some related topics such as Spanish orthography, the history of the Spanish language, its place among Romance, Iberian, and American languages, and its rich dialectal variation. Lectures and discussions will be based on the required textbook and on additional materials (both written and audio). This class will be conducted in Spanish. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 353 | THE STRUCTURE OF SPANISH | 4 quarter hours
(Undergraduate)

This course is an introduction to the scientific study of the structure of language, with a special emphasis on Spanish. It examines the structure of sentences (syntax), the formation of words (morphology), and the construction of meaning (semantics/pragmatics) in Spanish, and in contrast to English and other languages. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 354 | SPANISH SOCIOLINGUISTICS | 4 quarter hours
(Undergraduate)

This course is an introduction to the study of the relationship between language and society through the Spanish varieties in the Spanish-speaking world. Students will examine and revise ideologies, attitudes and beliefs about the Spanish language to understand this relationship. To lead students to examine their own beliefs and attitudes about language, they will be equipped with methods of linguistic analyses and strategies to find the social in the linguistic and the linguistic in the social from a critical perspective. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 355 | THE HISTORY OF THE SPANISH LANGUAGE | 4 quarter hours
(Undergraduate)

This course is a journey through the history of the Spanish language from Latin to the present day. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 356 | BILINGUALISM IN THE SPANISH-SPEAKING WORLD | 4 quarter hours
(Undergraduate)

This course examines bilingualism in the Spanish-speaking world in society and in individuals. At the societal level, it discusses the distribution of languages in contact with Spanish throughout the world and the social and political factors that affect language use, acquisition and maintenance, including language policy and bilingual education. At the individual level, it discusses first and second language acquisition and bilingual language processing and use, including code-switching and other linguistic features resulting from language contact. This class will be conducted in Spanish. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 370 | LATIN AMERICAN CIVILIZATION | 4 quarter hours
(Undergraduate)

The course will explore the politics, social structures, traditions, artistic movements and historical periods of Latin America. The scope of the course covers the main pre-Columbian civilizations, the time of the Spanish discovery and colonization, the rise of new nationalities and their development, especially in relation to the United States and the emerging globalized world. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 371 | CULTURAL DIVERSITY AND LEGACIES THROUGH FILM | 4 quarter hours
(Undergraduate)**

This course explores Latin American, Latino and/or Peninsular cultures which grapple with various historical, socio-economic and political issues through film. Throughout the course, students will question the construction of individual and collective identities in film, focusing on the intersections of cultural factors such as gender, race and ethnicity, social class, and language, among others. Students will also focus on the ideological substructures involved in the shaping and conforming of those identities by cultural institutions and social systems. Students will also learn vocabulary and techniques for analyzing the formal aspects of film as well as film narrative. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 372 | LITERATURE OF THE DOMINICAN REPUBLIC | 4 quarter hours
(Undergraduate)**

This advanced course will explore cultural diversity and the Dominican Republic political, gender and ethnic visions through poetry. Through poetic class experience students will decode culture and society in the Caribbean and U.S. Dominican Latino communities. Students will focus on the following issues: political representations of identity; representations of gender and the cultural readings of "machismo"; the role of art and other forms of cultural expression in shaping identity; cultural criticism of poems as a way to understand culture and the politics of marginality and forms of political mobilization. Literature category #4 (Latin American literature from Modernism to present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 373 | AFRO-HISPANIC LITERATURE | 4 quarter hours
(Undergraduate)**

This course in contemporary literature will seek to determine what distinguishes the Afro-Hispanic novel, short story, drama or poetry from other works in these genres written in Spanish. Students will read original works in order to analyze how the use of language, imagery and narrative voice reflect the experience of people of African descent in the Spanish-speaking world as seen (or heard) in the text and context of these works. In addition, students will explore how race, class, politics and culture interact and find expression in Afro-Hispanic literature. (Literature category #2: Spanish literature from the Enlightenment to the present or Literature category #4: Latin America from Modernism to the present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 374 | LITERATURE OF THE CONQUEST | 4 quarter hours
(Undergraduate)**

This advanced course in Latin American literature explores the early encounters between Europe and the Americas. Students will analyze letters, reports, histories, and political tracts from European, Amerindian, and Mestizo sources. Students will also consider some visual documents, such as images from the Lienzo de Tlaxcala and early maps. Typical areas of focus include the initial contact (Columbus), Mexico (Cortes, Diaz del Castillo, the Florentine Codex), Peru (Xerez, "El Inca" Garcilaso, Guaman Poma de Ayala), and the sixteenth-century debates over the wars of conquest (Las Casas, Sepulveda). Topics include the role of these texts as instruments of empire, strategies of representation, strategies of resistance to imperialism, the role of women in the conquest, debates over what constitutes a "just" war, and the relevance of these texts for modern Latin American identities. (Literature category #3: Latin American literature from origins through Romanticism). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 375 | LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO MODERNISM | 4 quarter hours
(Undergraduate)**

This advanced course in Spanish literature will introduce students to the most important literary movements in Hispanic American countries, beginning with the wars of independence from Spain until the last part of 19th century. Special attention will be given to authors such as Jose Marti, Jorge Ibsen, Andres Bello and Ruben Dario, among others. (Literature category #3: Latin American literature from origins through Romanticism). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

**SPN 376 | SOR JUANA INES DE LA CRUZ | 4 quarter hours
(Undergraduate)**

This advanced course in literature will explore the main works of the most influential Mexican poet of the Colonial period, Sor Juana Ines de la Cruz (1648-1695). One of the major themes in Sor Juana's work is the right of women to education. Sor Juana wrote poetry, plays, and essays in seventeenth-century Mexico, a society in which women's intellectual inquiry and access to knowledge was an unsafe endeavor and controlled by patriarchal hierarchies. Students will examine the relationship between politics, gender and writing in the context of the historical period, and analyze the spaces and borders occupied and visited by Sor Juana's lyric, ludic, astronomical, polemical, theatrical, theological, cosmological, culinary, colonial, and criollo writings. (Literature category #3: Latin American literature from origins through Romanticism). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 377 | PERUVIAN REALITIES IN A MULTICULTURAL SOCIETY: HISTORY, CULTURE, POLITICS, VIOLENCE & SOCIAL JUSTICE | 4 quarter hours
(Undergraduate)

This interdisciplinary course will introduce students to the history, culture, politics, and general life of the peoples of Peru. Through an exploration of a vast array of interdisciplinary readings, visual arts and films, students will gain a deep understanding of Peru's history from its extraordinary pre-Columbian civilizations to its citizens' twenty-first century post civil war struggles to achieve dignity and justice in a multicultural, multilingual and multiethnic nation where Andean, Amazonian, African, Asian and European traditions meet. As a consequence of immense economic and social inequalities, Peru has a long history of violence that resulted in an internal war that ended recently. Particular attention will be given to contemporary developments in terms of the interaction between culture and politics. (Literature category #3: Latin American literature from origins through Romanticism or Literature category #4 (Latin American literature from Modernism to present)). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 378 | FOUNDATIONAL FICTIONS | 4 quarter hours
(Undergraduate)

This advanced course in Latin American literature explores the relationship of national consolidation and romantic novels. This course is based on the reading, discussion and critique of major representative "Foundational Fictions" in 19th-century Latin American literature. Students will examine how the construction of gender and race in these novels portrays the quest to forge new national identities. At the same time, students will analyze how the novels use their characters' romantic relationships to suggest their nation's political relationships, and thus contribute to the discourse on building the new societies that would replace Spain's colonial empire and serve as a prototype for the modern Latin American state. (Literature category #3: Latin American literature from origins through Romanticism). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 391 | SOCIOLINGUISTICS OF HERITAGE LANGUAGE LITERACY | 4 quarter hours
(Undergraduate)

A heritage language learner has been described as "a student who is raised in a home where a non-English language is spoken, who speaks or merely understands the heritage language, and who is to some degree bilingual in English and the heritage language" (Valdes 2000:1). It is well-documented that for such students, literacy in the heritage language is often lost within just one or two generations. In this third course of DePaul's series on Latino Literacy, students will identify the prominent sociolinguistic issues that intersect with heritage language literacy. Through the reading of selected bibliography and guided reflections on both personal and service learning experiences, each student will arrive at a personalized assessment of the key topics affecting heritage language literacy. Possible topics include language socialization, language ideology and identities, and issues related to language contact with English such as code-switching and language shift/loss. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 392 | TRANSNATIONALISM AND SOCIAL JUSTICE | 4 quarter hours
(Undergraduate)

This course explores the overarching theme of violence across different Latin American social realities. This course uses an interdisciplinary approach to explore the experience of revolution and repression in contemporary Latin America. Focusing on twentieth-century literature, films and culture, students will explore the making and unmaking of revolutionary political projects and human rights issues, the construction of distinct forms of cultural resistance and the different expressions of violence. (Literature category #4: Latin America from Modernism to the present). One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 393 | LATINO MEDIA AND DIGITAL CULTURE LITERACY | 4 quarter hours
(Undergraduate)

This course will explore the role and impact of the media in the Latino community, and how, in this context, Latinos view themselves and how others view them. Students will explore Latino communities' participation as creators and consumers of popular and media culture. Students will examine media organizations and their participants in their role in shaping popular culture. Finally, students will study the various ways that Latino communities exercise cultural citizenship as a form of resistance and in their struggle for just representation in an increasingly global society. This is an upper-level undergraduate/graduate inter-disciplinary seminar that draws on readings in cultural economy, political economy, cultural studies, history and sociology. Students who choose to take the class for JYEL credit are required to do a minimum of 25 hours of service. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 394 | LATINO CULTURAL LITERACY AND COMMUNITY ENGAGEMENT | 4 quarter hours
(Undergraduate)

This course explores local Chicago histories and institutions and their engagement in politics and advocacy for Latinos. This is a Junior Year Experiential Learning (JRYR) course, and as such requires 25 hours of service. One of the following courses recommended: SPN 201, SPN 202, SPN 205 or SPN 206 (or equivalent or permission of instructor).

SPN 395 | FOREIGN LANGUAGES ACROSS THE CURRICULUM | 2 quarter hours
(Undergraduate)

The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Spanish. Students must have the equivalent of 106 or higher ability in Spanish to take this two credit component. Please contact the Department of Modern Languages if you have questions about this courses or about language placement.

SPN 397 | SPECIAL TOPICS IN SPANISH | 4 quarter hours
(Undergraduate)

See schedule for current offerings.

SPN 398 | STUDY ABROAD | 1-8 quarter hours
(Undergraduate)

Variable credit.

SPN 399 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)

Variable credit.

SPN 401 | SPANISH LITERATURE I : MIDDLE AGES THROUGH THE GOLDEN AGE | 4 quarter hours**(Graduate)**

This course introduces students to the literature of medieval and Golden Age Spain, and to the basic philological and interpretative skills necessary to understand this literature. Students will read and analyze representative examples of the literary genres written in Castilian from 1100 CE to 1700 CE, tracing the development of various styles and their contribution to a national literary culture. The course gives special attention to recognizing and evaluating the cultural forces (such as aesthetic movements or linguistic norms), social structures (such as race, class, or gender), and economic or political circumstances engaged in particular texts. (Literature category #1: Spanish literature before 1700).

SPN 402 | SPANISH LITERATURE II: THE ENLIGHTENMENT TO THE PRESENT | 4 quarter hours**(Graduate)**

This course is a critical survey of Spanish peninsular literature from 1700 to the present and provides an overview of the historical, intellectual, artistic, and socio-political factors that have shaped Spanish life from the Enlightenment to our times as viewed through selected literary texts. (Literature category #2: Spanish literature before 1700).

SPN 403 | LATIN AMERICAN LITERATURE & CULTURE I | 4 quarter hours**(Graduate)**

This course is a critical survey of Spanish American literature from its origins to modernism. It is an overview of the physical, intellectual, artistic, and socio-political currents of Spanish American literature that have helped to shape its thought and culture. Classroom sessions will include lectures and discussions of the assigned readings and related topics. Students in the course will read a number of representative works written by a diverse variety of the period's principal writers. The readings will provide a wide sample of different types of writing; genres included are poetry, prose fiction, theater, and the essay. (Literature category #3: Latin American literature from origins through Romanticism).

SPN 404 | LATIN AMERICAN LITERATURE AND CULTURE II | 4 quarter hours**(Graduate)**

This course is a critical survey of Spanish American literature from 1880 to the present. It is an overview of the physical, intellectual, artistic, and socio-political currents of Spanish American literature that have helped to shape its thought and culture. Classroom sessions will include lectures and discussions of the assigned readings and related topics. Students in the course will read a number of representative works written by a diverse variety of the period's principal writers. The readings will provide a wide sample of different types of writing; genres included are poetry, prose fiction, theater, and the essay.

SPN 405 | LATIN AMERICAN NOVEL | 4 quarter hours**(Graduate)**

This course is a survey of contemporary Latin American novels and will include works by a variety of Latin American authors. Throughout the course students will explore the development of the novel in Latin America; the revision and reinterpretation of history, gender, and the concept and construction of the novel; and characters from the perspective of twentieth and twenty first century authors.

SPN 406 | HISPANIC LITERATURE OF THE CARIBBEAN | 4 quarter hours**(Graduate)**

This course covers Hispanic literature of the Caribbean from a variety of perspectives and may have different topics each quarter. Variable topics may include: Cuban, Puerto Rican, Dominican or Afro-Caribbean Literature.

SPN 407 | PENINSULAR CIVILIZATION | 4 quarter hours**(Graduate)**

This course is an integrated survey of civilization and culture of the Iberian Peninsula from prehistoric times to the present. The survey course concentrates on Spanish arts and intellectual achievements.

SPN 408 | MEDIEVAL SPANISH LITERATURE | 4 quarter hours**(Graduate)**

This course introduces students to the literature of medieval Spain, and to the basic philological and interpretative skills necessary to understand this literature. Students will read and analyze representative examples of the poetry, prose, and drama written in Castilian from 1100 to 1500, tracing the gradual unification of a national language and literary culture. The course gives special attention to recognizing and evaluating the cultural forces (such as aesthetic movements or linguistic norms), social structures (such as race, class, or gender), and economic or political circumstances engaged in particular texts.

SPN 409 | SPANISH BALLAD | 4 quarter hours**(Graduate)**

This course will explore social diversity and the Spanish visions of Identity and Peninsular culture through the Spanish Ballad.

SPN 410 | GOLDEN AGE POETRY | 4 quarter hours**(Graduate)**

This course introduces students to the poetry of Golden Age Spain (1500-1700), and to the basic philological and interpretative skills necessary to understand this literature. Students will read and analyze representative examples of the poetry written in Castilian from 1500 to 1700, tracing the development of major styles and their contribution to a national literary culture. The course gives special attention to recognizing and evaluating the cultural forces (such as aesthetic movements or linguistic norms), social structures (such as race, class, or gender), and economic or political circumstances engaged in particular texts.

SPN 411 | CERVANTES | 4 quarter hours**(Graduate)**

This advanced course focuses on Miguel de Cervantes's *Don Quijote*. This course will consider how this "first modern novel" responds critically to developments in Renaissance literature, religious and political thinking, and theories of fictional and non-fictional representation. In addition to the *Quijote*, students will also read short selections of background material and criticism in order to situate this work in its historical context and to understand why it is considered to be among the most influential works of world literature.

SPN 412 | THE SPANISH NOVEL | 4 quarter hours**(Graduate)**

This advanced course is a survey of modern and contemporary Spanish novels and will include works by a variety of authors. Throughout the course students will explore the development of the novel in Spain; the revision and reinterpretation of history, gender, and the concept and construction of the novel and characters from the perspective of modern and contemporary authors. Group work, class discussions and individual projects will help the student to gain a comprehensive view of the significant currents of the Spanish peninsular novel. This course will stress and encourage the examination of the roles of women, class, culture, and religion.

SPN 413 | THE GENERATION OF 1898 | 4 quarter hours
(Graduate)

This advanced course will focus on the key group of Spanish writers known as the Generation of 1898. These writers felt that Spain at the end of the 19th century did not measure up to European standards of modernity and progress, and that its cultural and social life was at an inferior level when compared to the leading European countries. Spain was diagnosed as having a national malaise known as "abulia"; it was a kind of national sluggishness that prevented the country from profiting from and adjusting to the rapidly changing currents of modern world civilization. The task facing the Generation of 1898 was to bring Spain up to the level of the times. Students in the course will read a number of representative works written by some of the Generation's principal members.

SPN 414 | CONTEMPORARY HISPANIC LITERATURE | 4 quarter hours
(Graduate)

This course is a panoramic study of the principal works and authors of literature from Spanish-speaking countries. The literary production of representative authors is studied and analyzed. Students will take a thematic approach to the textual analysis of works by selected poets, musical artists, dramatists, essayists and fiction writers.

SPN 415 | MEXICAN LITERATURE | 4 quarter hours
(Graduate)

This course is an overview of Mexican literature from the colonial period to the present. Through writings, films, arts, and music, the course explores the intellectual, political, social, and historical events that have shaped the life and experience of Mexican people. Particular emphasis will be placed on the Mexican Revolution and the post Revolution, as well as the U.S. presence in Mexico and Mexicans in the United States.

SPN 416 | THE HISPANIC ESSAY | 4 quarter hours
(Graduate)

This advanced course will explore the history of ideas, cultural diversity and Latin American visions of identity through the Latin American essays. In this class students will decode and analyzed problems of theory, criticism and study of this genre. Through the works of a selection of authors, such as Eduardo Galeano, Octavio Paz, Jose Marti, Manuel Gonzalez Prada and others, this class will study how political, social, economical, rhetorical and gender issues have affected this genre. Students will examine issues such as the construction of power, the treatment of sex, gender and cultural difference in literature; how the Latin American experience is reflected in these readings; and how they contribute to Hispanic literature as a whole.

SPN 417 | THE HISPANIC SHORT STORY | 4 quarter hours
(Graduate)

This course explores the Hispanic short story from a variety of perspectives and may have different topics each quarter. Variable topics may include: Peninsular, Latin American or Latino short story.

SPN 418 | THE HISPANIC THEATER | 4 quarter hours
(Graduate)

This course explores Hispanic theater from a variety of perspectives and may have different topics each quarter. Through the discussion and analysis of theatrical texts, students will improve their knowledge of Hispanic culture, socio-political vision, and tools of literary expression. Variable topics may include: Peninsular, Latin American or Latino theater.

SPN 419 | CONTEMPORARY POETRY | 4 quarter hours
(Graduate)

This advanced course in modern Latin American and Spanish literature focuses on the following issues: poetical representations of identity; poetical representations of gender and the cultural readings of "machismo"; the role of poetry and other forms of artistic expression in shaping societies; theory and critical analysis of poems as a way to understand culture, the politics of marginality and forms of political mobilization among other issues.

SPN 420 | COMMERCIAL SPANISH II | 4 quarter hours
(Graduate)

Advanced Commercial Spanish is designed to provide the business-oriented student with sufficient Spanish language skills to be able to function credibly in a business environment where a knowledge of Spanish is necessary. Students will be exposed to a wide variety of commercial terminology and will have ample oral and written practice related to the business world.

SPN 421 | U.S. LATINO/A WRITERS | 4 quarter hours
(Graduate)

This advanced course is a critical survey of Latino literature. This course will provide the student with an overview (cultural, social, and political) of the contributions of Latinos to the development of society in the United States. The course will call attention to topics that are and have been important to Latino culture and identity. Particular emphasis will be given to topics such as: oppression, isolation, cultural identity (within the U.S.), education and anti-immigrant issues. The objective of this course is to provide the student with a better understanding of the Latino communities in the United States, as seen by themselves. Through the works read in class, films and music the student will also acquire a better understanding of the social and political situation of Latinos in the United States.

SPN 422 | HISPANIC WOMEN WRITERS | 4 quarter hours
(Graduate)

This advanced course explores Hispanic women writers from a variety of perspectives and may have different topics each quarter. Variable topics may include: Peninsular, Latin American or Latina writers of the United States.

SPN 423 | REVOLUTION IN LATIN AMERICAN LITERATURE | 4 quarter hours
(Graduate)

This advanced course explores Revolution in Latin American literature from a variety of perspectives and may have different topics each quarter. Variable topics may include: The Mexican Revolution, the Cuban Revolution, Revolutions in Central America, or a Survey of Revolutionary Movements.

SPN 424 | THE BIRTH OF THE NOVEL IN SPAIN | 4 quarter hours
(Graduate)

The Birth of the Novel in Spain" is an advanced course in Spanish literature (category #1: Spanish literature before 1700). Students will read and discuss examples of the major sixteenth-century narrative genres (chivalric romance, prose drama, picaresque, pastoral, la novela morisca, and historiography) that paved the way for Cervantes's synthesis. Texts include, Amadis de Gaula (selections), La Celestina, El Abencerraje, La vida de Lazarillo de Tormes, and two of Cervantes's novelas ejemplares. Topics to be treated include questions of social class and caste, gender roles, notions of love and honor, the rise of the modern nation-state, imperialism, mysticism, verisimilitude, literal and figurative language, and the problems associated with interpreting texts that are culturally distant from modern readers. Class will consist primarily of discussion of the assigned readings.

**SPN 425 | ADVANCED SPANISH TRANSLATION | 4 quarter hours
(Graduate)**

This course will focus on the translation of journalistic, legal, literary, pedagogical and commercial texts. The course will also improve the student's knowledge of translation and interpretation theory and provide, through a variety of translation assignments, the opportunity to review their writing skills and knowledge of the culture in order to be able to work within different registers and learn appropriate vocabulary. Guest lectures may provide the students with first-hand experience in the field and the opportunity to explore possible future use of their experience in translation.

**SPN 426 | SPANISH STYLISTICS | 4 quarter hours
(Graduate)**

This advanced expression class has a clear emphasis on writing numerous texts of different length and purpose. The focus will be on developing a more effective and sophisticated prose style. In-class time will be spent on writing activities which will give students practice in performing specific writing tasks following a variety of writing styles. In-class time will also be spent on oral and written exercises designed to reinforce the correct use of grammatical structures.

**SPN 427 | AREA STUDIES IN LATIN AMERICAN LITERATURE | 4 quarter hours
(Graduate)**

This course explores Area Studies in Latin American literature from a variety of perspectives and may have different topics each quarter. Variable topics may include: Central American, Andean, or Southern Cone literature.

**SPN 428 | MODERN LATIN AMERICAN THEATRE | 4 quarter hours
(Graduate)**

This course explores Modern Latin American theatre from a variety of perspectives and may have different topics each quarter. Variable topics may include: a survey of representative dramas from the "revolutionary" period in modern Latin American theater, 1960s-1970s or other specialized topics.

**SPN 429 | LATINO GAY AND LESBIAN LITERATURE | 4 quarter hours
(Graduate)**

This course explores Latino gay and lesbian literature from a variety of perspectives and may have different topics each quarter. Variable topics may include: a survey of representative texts of Latino and Hispanic gay and lesbian authors or other specialized topics.

**SPN 430 | LATIN AMERICAN, LATINO AND SPANISH CINEMA | 4 quarter hours
(Graduate)**

This course explores Latin American, Latino and/or Peninsular cinema from a variety of perspectives and may have different topics each quarter. Variable topics may include: Peninsular, Latin American or Latino film directors and their works in Spain, Latin America or the United States. Students will also learn vocabulary and techniques for analyzing the formal aspects of film as well as film narrative.

**SPN 431 | FILM AS A SUBVERSIVE ART | 4 quarter hours
(Graduate)**

This course explores contested images of resistance in Latin American, Latino and/or Peninsular films from a variety of perspectives and may have different topics each quarter. The course questions the construction of individual and collective identities in film, focusing on the intersections of cultural factors such as gender, race and ethnicity, social class, and language, among others. It also examines the ideological underpinnings involved in the shaping and conforming of those identities by cultural institutions and social systems. Variable topics may include: Decoding literature through Peninsular, Latin American or Latino films based on literary works by Peninsular, Latin American or Latino authors, or other specialized topics. Students will also learn vocabulary and techniques for analyzing the formal aspects of film as well as film narrative.

**SPN 432 | NINETEENTH-CENTURY SPANISH NOVEL | 4 quarter hours
(Graduate)**

This advanced course is based on the reading, discussion and critique of major representative works in nineteenth-century Peninsular novel. The course will focus on the conflicting interest of nineteenth-century society paying special attention to the theme of marriage and relationship between sexes. This course will stress and encourage the examination of the roles of women, class, culture, and religion.

**SPN 433 | GOLDEN AGE THEATER | 4 quarter hours
(Graduate)**

This advanced course will introduce students to the Spanish theater of the seventeenth century, with a focus on the comedia, a new popular art form that appealed to audiences across social classes. Students will explore the development of this genre, from the innovations of Lope de Vega, who gave the comedia its versatility and mass appeal, to the late baroque drama of Sor Juana Ines de la Cruz, who adapted the form for a colonial context. Other readings include plays by Cervantes, Calderon de la Barca, and Tirso de Molina (whose *Burlador de Sevilla* is the first dramatization of the Don Juan legend). Students will situate these works in their cultural contexts and consider their current relevance. They will also discuss film adaptations of some of the plays. Topics include questions of class and caste, gender roles, different notions of honor, freedom, and free will, and the theatrical elements of everyday life. Class will consist primarily of discussion of the assigned readings.

SPN 434 | ADVANCED TRANSLATION IN THE PROFESSIONAL WORLD: COMMUNITY-BASED SERVICE LEARNING | 4 quarter hours

(Graduate)

This is an advanced course with practical experience designed to bring translation knowledge and skills together to produce accurate and clear translations from English into Spanish and vice versa. Students will review fundamental translation theories and applications of written texts in various disciplines. They will acquire the skills and knowledge needed to ensure contextually-accurate terminology in the preparation of translated documents. Additionally, they will maintain the standards of the ethical code formulated by the American Translators Association, (ATA) Students will be exposed to the most modern online translation technology available, computer assisted translation (CAT) tools that supplement classroom learning with user-friendly online exercises of technical vocabulary designed to reinforce translation skills. Students will participate in a Community-Based Service Learning (CBL) for 25 hours per quarter, where they will help to produce "translations in progress" for local business and non-profit organizations that require translation services. As a final project, students will create a translation portfolio, which is composed of a reflection paper of the CBL experience, translation projects, curriculum vitae, and a cover letter. SPN 106 or equivalent, including placement test or permission of instructor, is recommended. Cross-listed with SPN 334.

SPN 435 | U.S. LATINA WRITERS | 4 quarter hours

(Graduate)

This course is a survey of literature by modern Latina women writers from the United States, focusing on the social, cultural and political development of Latinas and their affirmation and reaffirmation of identity through their literature in today's society.

SPN 439 | THE GENERATION OF 1927 | 4 quarter hours

(Graduate)

This advanced course examines the peninsular Spanish "Generation of 1927" in considerable depth with emphasis on the best known literary figure in the group, Federico Garcia Lorca.

SPN 440 | SPANISH CREATIVE WRITING WORKSHOP | 4 quarter hours

(Graduate)

This advanced course seeks to reinforce and further develop the student's expression in Spanish by exploring different techniques in writing poetry and fiction. After approaching some basic concepts involved in the creative writing process, and with the constant practice of writing, students will be able to create texts in the style of preference. They will also gain more confidence with linguistics abilities. This class will be conducted in a workshop format, consisting of in-class writing exercises, workshop-like peer-sharing of texts, and discussions about the creative process.

SPN 451 | SPANISH IN THE U.S. | 4 quarter hours

(Graduate)

Spanish is the second most widely spoken language in the United States; it has been spoken in this country longer than English has. This course is an introduction to the varieties of Spanish spoken in the US. Students will examine the evolution of the phonological, grammatical, and lexical linguistic system of the Spanish of US Latino/a communities. Students will also explore how sociolinguistic concepts such as bilingualism, diglossia, code-switching, linguistic variation, linguistic change, standard vs. non- prestigious varieties, language attitudes, manifest in the US Spanish context. This course is intended to familiarize the students with issues of language use in social context. Students will discuss results of research on the relationship between language and society in US Spanish-speaking communities. They will become familiar with sociolinguistic concepts. Students also acquire experience in carrying out sociolinguistic research. SPN 242 strongly recommended.

SPN 452 | SPANISH PHONOLOGY AND PHONETICS | 4 quarter hours

(Graduate)

This is an introductory course on the nature and structure of the sound system of the Spanish language. This course is offered to students who, having studied the language for at least two years, need a solid grounding of Spanish phonology and—in the case of non-native speakers of Spanish—a systematic practice of correct pronunciation patterns. It is also a requirement for Spanish majors. After a thorough study of the Spanish sound system, students will explore some related topics such as Spanish orthography, the history of the Spanish language, its place among Romance, Iberian, and American languages, and its rich dialectal variation. Lectures and discussions will be based on the required textbook and on additional materials (both written and audio). This class will be conducted in Spanish.

SPN 453 | THE STRUCTURE OF SPANISH | 4 quarter hours

(Graduate)

This course is an introduction to the scientific study of the structure of language, with a special emphasis on Spanish. It examines the structure of sentences (syntax), the formation of words (morphology), and the construction of meaning (semantics/pragmatics) in Spanish, and in contrast to English and other languages.

SPN 454 | SPANISH SOCIOLINGUISTICS | 4 quarter hours

(Graduate)

This course is an introduction to the study of the relationship between language and society through the Spanish varieties in the Spanish-speaking world. Students will examine and revise ideologies, attitudes and beliefs about the Spanish language to understand this relationship. To lead students to examine their own beliefs and attitudes about language, they will be equipped with methods of linguistic analyses and strategies to find the social in the linguistic and the linguistic in the social from a critical perspective.

SPN 455 | THE HISTORY OF THE SPANISH LANGUAGE | 4 quarter hours

(Graduate)

This course is a journey through the history of the Spanish language from Latin to the present day.

SPN 456 | BILINGUALISM IN THE SPANISH-SPEAKING WORLD | 4 quarter hours**(Graduate)**

This course examines bilingualism in the Spanish-speaking world in society and in individuals. At the societal level, it discusses the distribution of languages in contact with Spanish throughout the world and the social and political factors that affect language use, acquisition and maintenance, including language policy and bilingual education. At the individual level, it discusses first and second language acquisition and bilingual language processing and use, including code-switching and other linguistic features resulting from language contact. This class will be conducted in Spanish. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 470 | LATIN AMERICAN CIVILIZATION | 4 quarter hours**(Graduate)**

The course will explore the politics, social structures, traditions, artistic movements and historical periods of Latin America. The scope of the course covers the main pre-Columbian civilizations, the time of the Spanish discovery and colonization, the rise of new nationalities and their development, especially in relation to the United States and the emerging globalized world.

SPN 471 | CULTURAL DIVERSITY AND LEGACIES THROUGH FILM | 4 quarter hours**(Graduate)**

This course explores Latin American, Latino and/or Peninsular cultures which grapple with various historical, socio-economic and political issues through film. Throughout the course, students will question the construction of individual and collective identities in film, focusing on the intersections of cultural factors such as gender, race and ethnicity, social class, and language, among others. Students will also focus on the ideological substructures involved in the shaping and conforming of those identities by cultural institutions and social systems. Students will also learn vocabulary and techniques for analyzing the formal aspects of film as well as film narrative.

SPN 472 | LITERATURE OF THE DOMINICAN REPUBLIC | 4 quarter hours**(Graduate)**

This advanced course will explore cultural diversity and the Dominican Republic political, gender and ethnic visions through poetry. Through poetic class experience students will decode culture and society in the Caribbean and U.S. Dominican Latino communities. Students will focus on the following issues: political representations of identity; representations of gender and the cultural readings of "machismo"; the role of art and other forms of cultural expression in shaping identity; cultural criticism of poems as a way to understand culture and the politics of marginality and forms of political mobilization.

SPN 473 | AFRO-HISPANIC LITERATURE | 4 quarter hours**(Graduate)**

This course in contemporary literature will seek to determine what distinguishes the Afro-Hispanic novel, short story, drama or poetry from other works in these genres written in Spanish. Students will read original works in order to analyze how the use of language, imagery and narrative voice reflect the experience of people of African descent in the Spanish-speaking world as seen (or heard) in the text and context of these works. In addition, students will explore how race, class, politics and culture interact and find expression in Afro-Hispanic literature.

SPN 474 | LITERATURE OF THE CONQUEST | 4 quarter hours**(Graduate)**

This advanced course in Latin American literature explores the early encounters between Europe and the Americas. Students will analyze letters, reports, histories, and political tracts from European, Amerindian, and Mestizo sources. Students will also consider some visual documents, such as images from the Lienzo de Tlaxcala and early maps. Typical areas of focus include the initial contact (Columbus), Mexico (Cortes, Diaz del Castillo, the Florentine Codex), Peru (Xerez, "El Inca" Garcilaso, Guaman Poma de Ayala), and the sixteenth-century debates over the wars of conquest (Las Casas, Sepulveda). Topics include the role of these texts as instruments of empire, strategies of representation, strategies of resistance to imperialism, the role of women in the conquest, debates over what constitutes a "just" war, and the relevance of these texts for modern Latin American identities.

SPN 475 | LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO MODERNISM | 4 quarter hours**(Graduate)**

This advanced course in Spanish literature will introduce students to the most important literary movements in Hispanic American countries, beginning with the wars of independence from Spain until the last part of 19th century. Special attention will be given to authors such as Jose Marti, Jorge Ibsacs, Andres Bello and Ruben Dario, among others.

SPN 476 | SOR JUANA INES DE LA CRUZ | 4 quarter hours**(Graduate)**

This advanced course in literature will explore the main works of the most influential Mexican poet of the Colonial period, Sor Juana Ines de la Cruz (1648-1695). One of the major themes in Sor Juana's work is the right of women to education. Sor Juana wrote poetry, plays, and essays in seventeenth-century Mexico, a society in which women's intellectual inquiry and access to knowledge was an unsafe endeavor and controlled by patriarchal hierarchies. Students will examine the relationship between politics, gender and writing in the context of the historical period, and analyze the spaces and borders occupied and visited by Sor Juana's lyric, ludic, astronomical, polemical, theatrical, theological, cosmological, culinary, colonial, and criollo writings.

SPN 477 | PERUVIAN REALITIES IN A MULTICULTURAL SOCIETY: HISTORY, CULTURE, POLITICS, VIOLENCE & SOCIAL JUSTICE | 4 quarter hours**(Graduate)**

This interdisciplinary course will introduce students to the history, culture, politics, and general life of the peoples of Peru. Through an exploration of a vast array of interdisciplinary readings, visual arts and films, students will gain a deep understanding of Peru's history from its extraordinarily pre-Columbian civilizations to its citizens' twenty-first century post civil war struggles to achieve dignity and justice in a multicultural, multilingual and multiethnic nation where Andean, Amazonian, African, Asian and European traditions meet. As a consequence of immense economic and social inequalities, Peru has a long history of violence. This resulted in an internal war that ended ten years ago. Particular attention will be given to contemporary developments in terms of the interaction between culture and politics. (Literature category #3: Latin American literature from origins through Romanticism/Literature category #4 (Latin American literature from Modernism to present)).

**SPN 478 | FOUNDATIONAL FICTIONS | 4 quarter hours
(Graduate)**

This advanced course in Latin American literature explores the relationship of national consolidation and romantic novels. This course is based on the reading, discussion and critique of major representative "Foundational Fictions" in 19th century Latin American literature. Students will examine how the construction of gender and race in these novels portrays the quest to forge new national identity/ies. At the same time, students will analyze how the novels use their characters' romantic relationships to suggest their nation's political relationships, and thus contribute to the discourse on building the new society/ies that would replace Spain's colonial empire and serve as a prototype for the modern Latin American state. (Literature category #3: Latin American literature from origins through Romanticism).

**SPN 491 | THE SOCIOLINGUISTICS OF HERITAGE LANGUAGE LITERACY | 4 quarter hours
(Graduate)**

A heritage language learner has been described as "a student who is raised in a home where a non-English language is spoken, who speaks or merely understands the heritage language, and who is to some degree bilingual in English and the heritage language" (Valdes 2000:1). It is well-documented that for such students, literacy in the heritage language is often lost within just one or two generations. In this third course of DePaul's series on Latino Literacy, students will identify the prominent sociolinguistic issues that intersect with heritage language literacy. Through the reading of selected bibliography and guided reflections on both personal and service learning experiences, each student will arrive at a personalized assessment of the key topics affecting heritage language literacy. Possible topics include language socialization, language ideology and identities, and issues related to language contact with English such as code-switching and language shift/loss.

**SPN 492 | TRANSNATIONALISM AND SOCIAL JUSTICE | 4 quarter hours
(Graduate)**

This course explores the overarching theme of violence across different Latin American social realities. This course uses an interdisciplinary approach to explore the experience of revolution and repression in contemporary Latin America. Focusing on twentieth-century literature, films and culture, students will explore the making and unmaking of revolutionary political projects and human rights issues, the construction of distinct forms of cultural resistance and the different expressions of violence.

**SPN 496 | PRACTICUM IN SPANISH INSTRUCTION | 4 quarter hours
(Graduate)**

Supervised practice in language instruction, paired with a mentor instructor in a beginning or intermediate language course. Students observe a class, teach a lesson or lessons, assist in assessment and lesson planning, and complete individualized assignments to develop their skills as classroom language instructors. Repeatable.

**SPN 497 | SPECIAL TOPICS IN SPANISH | 4 quarter hours
(Graduate)**

See schedule for current offerings.

**SPN 498 | STUDY ABROAD | 4-8 quarter hours
(Graduate)**

Variable credit.

**SPN 499 | INDEPENDENT STUDY | 4-8 quarter hours
(Graduate)**

Variable credit.

Special Education and Reading (SER)

**SER 96 | FIELD EXPERIENCE FOR DUAL CERTIFICATION | 0 quarter hours
(Graduate)**

Required of all Dual Certification students. Observations and participatory experience with children and youth in a school or agency. The observation hours are a prerequisite for student teaching and related professional courses. A total of 200 hours are required. (0 credit hours)

**SER 300 | INTRO TO SPECIAL EDUCATION I: EXCEPTIONALITY & LEARNING | 4 quarter hours
(Undergraduate)**

This course explores exceptionality, its theories, research, and foundations as well as processes of learning as they are rooted in the domain of special education. Focus will be on typical and atypical growth from pregnancy through age 21 including cognitive, physical, emotional, linguistic, social, and sensory areas and the impact of disability on learning. An introduction to the field of special education and an overview of the categories of disability will also be provided. The course addresses the psychology of the exceptional child including the learning disabled.

**SER 301 | INTRO TO SPECIAL EDUCATION II - FOUNDATIONS AND CHARACTERISTICS | 4 quarter hours
(Undergraduate)**

This course introduces the theoretical, historical, and legal foundations of special education as well as models for assessment, placement, and instruction. The course also focuses on the psychology, characteristics and learning needs of the various types of behavioral, emotional, physical and cognitive and learning disabilities. The course addresses the identification of the exceptional child including without limitation the learning disabled.

SER 300 is a prerequisite for this course.

**SER 302 | INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION | 4 quarter hours
(Undergraduate)**

This course introduces teaching exceptional students with mild, moderate and severe disabilities and includes state learning standards, curriculum, assessment, planning, instruction in the content areas, and accommodations for diverse students with disabilities in a variety of settings. Candidates learn to use research and assessment data to guide planning and differentiate instruction in the content areas. Applied activities will focus on teaching science and social studies to students with disabilities K-12. The course addresses the methods of instruction for the exceptional child including without limitation the learning disabled.

SER 301 or SER 346 is a prerequisite or a corequisite for this class.

SER 303 | CLASSROOM AND BEHAVIOR MANAGEMENT | 4 quarter hours (Undergraduate)

This course covers theoretical approaches to and associated strategies for classroom and behavior management, the development of supportive learning environments to maximize motivation, attention, and engagement for exceptional learners in a variety of educational settings. Candidates learn to use assessment data to understand behavior and guide selection and application of principles of social-emotional learning and classroom/behavior in culturally and linguistically diverse classrooms. Attention will be given to the Illinois Social/Emotional Learning Standards. Candidates are introduced to functional behavioral assessment (FBA) and behavior intervention plans (BIP), as well as how to monitor growth and development in targeted areas. Strategies to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem and decrease self-injurious behaviors are considered.

SER 301 or SER 346 is a prerequisite or a corequisite for this class.

SER 310 | TEACHING MATHEMATICS TO EXCEPTIONAL STUDENTS | 4 quarter hours (Undergraduate)

This course provides the theoretical, content, and pedagogical foundations for teaching mathematics to diverse exceptional learners across all grade levels. Candidates review and deepen their own knowledge of basic math content with emphasis on number, number systems, operations, fractions, decimals, percent and measurement. They learn how to develop exceptional students' abilities to think and reason as well as build computation and problem-solving skills. Attention is given to Illinois Common Core standards and how to support exceptional students when introducing new concepts and correct misconceptions. The course covers informal assessment/progress monitoring, using assessment data to plan instruction and match instruction to exceptional student needs, and organizing instruction for exceptional learners in whole-class, small-group, and individual settings.

SER 301 or SER 346 is a prerequisite or a corequisite for this class.

SER 311 | TEACHING MATHEMATICS FIELD EXPERIENCE LAB | 2 quarter hours (Undergraduate)

In this lab course, candidates provide math instruction to diverse, at-risk and exceptional students and use informal assessments and progress monitoring to guide instructional practices and differentiation for exceptional students. Supervision, coaching, and mentoring in implementing effective instructional strategies is provided by program faculty. The lab introduces the concept of documenting impact on student learning. This experience is offered in an on-campus facility that serves diverse at-risk learners and students with disabilities. (2 credit hours)

SER 310 is a prerequisite for this class.

SER 312 | TEACHING MATHEMATICS TO EXCEPTIONAL STUDENTS II: INSTRUCTION | 4 quarter hours (Undergraduate)

In this course candidates continue to learn/review mathematics content along with pedagogical content skills for exceptional learners across all grade levels with an emphasis on algebra and geometry. The course emphasizes identifying individual exceptional needs, strategies, curriculum, and connecting classroom assessment to instruction for exceptional, diverse, and at-risk math learners. Attention is given to Illinois Common Core standards. Candidates practice connecting math knowledge to other disciplines and incorporating reading and writing into math instruction. The course provides a comprehensive model for effective instruction for exceptional learners that includes informal assessment to determine student needs, flexible grouping, skilled content delivery, progress-monitoring, and technology to support learning.

SER 313 | TEACHING MATHEMATICS LAB II | 1 quarter hour (Undergraduate)

In this Lab, taken with LSI 312, candidates provide math instruction to diverse, at-risk and exceptional students in the lower grades, and use informal assessments and progress monitoring to guide instructional practices and differentiation for exceptional students. Supervision, coaching, and mentoring in implementing effective instructional strategies is provided by program faculty. The Lab introduces the concept of documenting impact on student learning. This experience is offered in an on-campus facility that serves diverse at-risk learners and students with mild-moderate disabilities. (1 credit hour)

SER 314 | TEACHING LITERACY TO EXCEPTIONAL STUDENTS | 4 quarter hours (Undergraduate)

This course covers the theoretical and historical foundations of literacy instruction for diverse, at-risk, and exceptional learners from PK-21. Topics include the theoretical and historical foundations of literacy instruction, oral language development as it relates to literacy, and foundational constructs of reading (i.e., phonological awareness, phonics, fluency, vocabulary, and comprehension). Strategies and methods for addressing the needs of middle and high school students with literacy deficits will also be addressed. Emphasis will be placed on understanding literacy development PK-12, utilizing the Common Core standards, analyzing and applying research-based instructional practices, and using assessment to guide instruction to meet the need of diverse literacy learners (at-risk and with disabilities). The course also examines informal assessments to determine student progress in reading and, spelling.

SER 301 or SER 346 is a prerequisite or a corequisite for this class.

SER 315 | TEACHING LITERACY FIELD EXPERIENCE LAB | 2 quarter hours (Undergraduate)

In this lab, candidates provide reading instruction to exceptional students and use informal assessments and progress monitoring to guide instructional practices and differentiation. Supervision, coaching, and mentoring in implementing effective instructional strategies for struggling readers are provided by program faculty. The course develops the concept of documenting impact on student learning. This experience is offered in an on-campus facility that serves at-risk literacy learners and students with disabilities. (2 credit hours)

SER 314 is a prerequisite for this class.

SER 316 | TEACHING LITERACY TO EXCEPTIONAL STUDENTS II: INSTRUCTION | 4 quarter hours
(Undergraduate)

This course focuses on literacy development for diverse, at-risk, and exceptional, learners in third grade and higher, including those with mild-moderate disabilities. Differences in reading abilities will be examined in light of providing appropriate, effective, and meaningful literacy instruction. Philosophical approaches, theoretical models, assessment measures, and practical implications for working with exceptional readers will be analyzed. Attention will be given to the literacy learning process, Common Core standards, the interaction of reading and learning in the content areas, and the connections between reading and writing in the upper grades. The course continues the examination of informal assessment to determine monitor exceptional student progress in reading, spelling, and writing. Uses of technology in literacy learning will also be examined.

SER 317 | TEACHING LITERACY LAB II | 1 quarter hour
(Undergraduate)

In this Lab, taken with LSI 316, candidates provide reading and writing instruction to exceptional students in the upper grades and use informal assessments and progress monitoring to guide instructional practices and differentiation. Supervision, coaching, and mentoring in implementing effective instructional strategies for exceptional students are provided by program faculty. The course develops the concept of documenting impact on student learning. This experience is offered in an on-campus facility that serves at-risk literacy learners and students with mild-moderate disabilities. (1 credit hour)

SER 320 | COLLABORATION IN SCHOOLS | 4 quarter hours
(Undergraduate)

This course covers theoretical models as well as ethical and practical strategies for collaborating with professionals and paraprofessionals in schools and communities as well as students with disabilities and their families. Candidates consider models of co-teaching and Response - to - Intervention and learn strategies for effective collaboration with general education teachers and training of paraprofessionals. Candidates also consider the dynamics of families and of schools and how to plan for and initiate family involvement to maximize the learning experience of the student with disabilities. Attention is given to interpersonal communication strategies and how to use communication strategies to foster collaboration. This course requires 10 hours of field experience. **(SER 301 or SER 346) and (SER 303, SER 321, SER 322 or SER 323) are prerequisites for this class.**

SER 321 | FORMAL ASSESSMENT IN SPECIAL EDUCATION | 4 quarter hours
(Undergraduate)

This course considers the theoretical, legal, ethical, and technical aspects of formal assessment in special education as well as models of nondiscriminatory assessment in the context of the requirements of special education law. Candidates gain knowledge of a variety of formal assessments including their purposes, characteristics, and limitations. They learn how to select, adapt, administer, score, interpret, and communicate the results of class-wide and individual assessments. Attention is given to collaborative assessment and educational planning based on assessment results, particularly the development IEP goals, objectives, and recommendation for instruction.

SER 301 or SER 346 is a prerequisite or a corequisite for this class.

SER 322 | TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES I: ACADEMICS, LIFE SKILLS, & TRANSITION | 4 quarter hours
(Undergraduate)

This course provides the theoretical and practical basis for teaching academic and life skills to students with more significant disabilities as well as the theoretical and practical aspects of educational transitions for students with disabilities. Candidates will learn the principle of partial participation and how to align curriculum with state learning goals as well as strategies for teaching academic skills to the greatest possible extent while keeping goals high but attainable so that learners can succeed. Candidates will also learn how to balance teaching of academics with independent living skills, participation in community activities, personal safety, health, and relationship skills, self-management, and decision-making. Candidates learn outcomes-based special education planning for early transitions, transitions between educational levels, and transition to work or higher education.

SER 301 or SER 346 is a prerequisite or a corequisite for this class.

SER 323 | TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES II: COMMUNICATION & SOCIAL SKILLS | 4 quarter hours
(Undergraduate)

This course offers strategies for assessing and teaching oral language and communication skills to students with more significant disabilities, including ways to increase communication and generalize across settings. Candidates learn how to employ technology to aid communication, including selection and use of augmentive and alternative communication (AAC) devices. Equal attention is given to the theoretical and developmental aspects of behavior and social skills as well as curriculum and strategies for teaching social skills. Training and support of paraprofessionals related to communication and social skills are also covered. This course includes 10 hours of field experience.

SER 301 or SER 346 is a prerequisite or a corequisite for this class.

SER 324 | PRACTICUM: INCLUSION SETTING | 2 quarter hours
(Undergraduate)

Two school morning per week for eight weeks of supervised practicum (40 hours total). In this course, candidates are introduced to teaching in a general education inclusion classroom. Candidates will interact with students and will plan and conduct small-group and large-group instruction in collaboration with the cooperating teacher. Taken in conjunction with SER 325 Topics in Special Education. Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate practicum placements. (2 credit hours). COREQUISITE: SER 325.

SER 302 is a prerequisite for this class.

SER 325 | TOPICS IN SPECIAL EDUCATION | 2 quarter hours
(Undergraduate)

This course will cover professional and ethical standards in special education and other variable topics such as inclusion, technology, managing a resource room, Common Core Standards, and lesson planning for students with disabilities. In addition, the course functions as a seminar for SER 324 Practicum: Inclusion Setting and provides support as candidates participate in practicum experiences. The course continues to develop skills for documenting impact on student learning, improving practice, and using data to drive instruction. COREQUISITE: SER 324. (2 credit hours)

SER 328 is a prerequisite for this class.

SER 326 | TRANSITIONAL AND VOCATIONAL PLANNING | 4 quarter hours (Undergraduate)

This course examines the theoretical and practical aspects of educational transitions for students with disabilities. Processes of human change will be considered as well as the importance of networking and collaboration among families, educators, other service providers to facilitate transitions. The course focuses on outcomes-based special education planning for early transitions, transitions between educational levels, and transition to work or higher education. The course includes prioritizing social, vocational and community living goals, IEP transition requirements, and writing transition plans. Attention will be given to vocational assessment, planning, and curricula.

SER 327 | PRACTICUM: SELF-CONTAINED SETTING | 2 quarter hours (Undergraduate)

One school morning per week for eight weeks of supervised practicum (30 hours total). In this course, candidates are introduced to teaching in a self-contained, special education classroom. Candidates will interact with students and plan and conduct 1:1, small-group, and/or large-group instruction in collaboration with the cooperating teacher. Taken in conjunction with SER 328 Contemporary Issues in Special Education. Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate practicum placements. (2 credit hours)

SER 322 or SER 323 is a prerequisites for this class.

SER 328 | CONTEMPORARY ISSUES IN SPECIAL EDUCATION | 2 quarter hours (Undergraduate)

This course will review professional and ethical standards in special education and address timely or controversial issues in special education instruction. In addition, this course functions as a seminar for SER 327 Practicum Experience: Self-Contained Setting and provides support as candidates move into practicum experience. The course continues to develop skills for documenting impact on student learning, improving practice, and using data to drive instruction. COREQUISITE: SER 327. (2 credit hours)

SER 322 or SER 323 is a prerequisites for this class.

SER 329 | TEACHING LITERACY IN THE CONTENT AREAS | 4 quarter hours (Undergraduate)

This course addresses the integration of reading, writing, and oral language into the content areas. Candidates learn to assess the reading needs of students in content area courses and to design, select, modify, and evaluate a wide range of materials for the content areas. The course goes beyond teaching a set of isolated generic reading comprehension skills and provides strategies that can be applied across content areas to prepare diverse, at-risk, and exceptional students to read, write, talk, and think critically about complex texts, and to develop positive literacy identities. Attention is given to incorporating Common Core standards into instruction.

SER 314 is a prerequisite for this class.

SER 346 | STRATEGIES FOR MAINSTREAMING AND INCLUSION | 4 quarter hours (Undergraduate)

Focus will be on the practical problems related to the integration of exceptional children and youth into regular classrooms. Identification, characteristics, programs, curricular variations, and techniques for securing maximum development of students with a variety of special needs with emphasis on learning disabilities. The course also covers historical background, as well as current legal and service provision issues, including mainstreaming and inclusion.

An education major or minor or TCH 302 is a prerequisite for this class.

SER 383 | STUDENT TEACHING SEMINAR | 4 quarter hours (Undergraduate)

This seminar course provides support for candidates as they begin their student teaching experience. In addition to and in conjunction with student teaching, candidates will complete a project designed to document their ability to impact student learning based on teaching. This course includes 30 hours of field experience prior to student teaching.

SER 324 and SER 325 are prerequisites for this class.

SER 384 | CAPSTONE IN SPECIAL EDUCATION | 4 quarter hours (Undergraduate)

Designed primarily as a culminating and integrating experience, this course uses a seminar approach to support candidates during student teaching and to help them clarify and reflect upon the relationship of concepts of their major with those in the liberal studies program. Candidates will make connections between their own theoretical and professional orientations, their liberal studies education, and the Urban Professional Multicultural Model.

SER 386 is a corequisite for this class.

SER 385 | STUDENT TEACHING IN SPECIAL EDUCATION: ELEMENTARY | 8 quarter hours (Undergraduate)

Five school days per week in supervised teaching experience for 8 weeks. Candidates will also attend a student teaching seminar (SER 383 or SER 384). Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate student teaching placements. (8 credit hours)

SER 383 is a corequisite for this class.

SER 386 | STUDENT TEACHING IN SPECIAL EDUCATION: SECONDARY | 12 quarter hours (Undergraduate)

Five school days per week in supervised teaching experience for 8 weeks. Candidates will also attend a student teaching capstone seminar (SER 383 or SER 384). Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate student teaching placements. (12 credit hours)

SER 384 is a corequisite for this class.

SER 387 | FOUNDATIONS OF LITERACY AND SPECIAL EDUCATION FOR THE MIDDLE GRADES | 4 quarter hours (Undergraduate)

Introduction to disabilities and the historical and legal foundations of special education. This course will prepare candidates to address the emotional, social, psychological, and cognitive needs of students with disabilities, with a particular emphasis on addressing the needs of students with reading and learning disabilities at the middle school level, including developmental and remedial instruction and support. ***This course counts toward Reading Teacher endorsement. Co-requisites for this course are MGE 321 and MGE 331. In this course, students will: 1.

MGE 300, MGE 301 and Junior standing are prerequisites for this class.

SER 402 | INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION | 4 quarter hours

(Graduate)

This course provides an introduction to teaching exceptional students with mild, moderate and severe disabilities and includes state learning standards, curriculum, assessment, planning, instruction in the content areas, accommodations, grouping, and technology for diverse students with disabilities in a variety of settings. Candidates learn to use research and assessment data to guide planning and differentiate instruction in the content areas. Applied activities will focus on teaching science and social studies to student with disabilities K-12.

Status as a Graduate Education student is a prerequisite for this class.

SER 403 | CLASSROOM AND BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION | 4 quarter hours

(Graduate)

This course covers theoretical approaches to and associated strategies for classroom and behavior management, the development of supportive learning environments to maximize motivation, attention, and engagement for exceptional learners in a variety of educational settings. Candidates learn to use assessment data to understand behavior and guide selection and application of principles of social-emotional learning and classroom/behavior in culturally and linguistically diverse classrooms. Candidates are introduced to social/emotional learning standards, functional behavioral assessment (FBA) and behavior intervention plans (BIP), as well as how to monitor growth and development in targeted areas. Strategies to increase the individual's self-awareness, management, control, reliance, and esteem and decrease self-injurious behaviors are considered.

Status as a Graduate Education student is a prerequisite for this class.

SER 405 | TEACHING LITERACY TO EXCEPTIONAL LEARNERS | 4 quarter hours

(Graduate)

This course focuses on understanding literacy development in general, and for diverse, at-risk, and exceptional learners with mild-moderate disabilities, specifically. Differences in reading abilities will be examined in light of providing appropriate, effective, and meaningful literacy instruction. Philosophical approaches, theoretical models, assessment measures, and strategies and techniques for working with exceptional learners will be analyzed. Attention will be given to the literacy learning process, including the interaction between language, reading, and writing abilities. An overview of informal assessments that can be used to monitor exceptional student progress in reading, spelling, and writing will be provided and the uses of technology in literacy learning examined.

Status as a Graduate Education student is a prerequisite for this class.

SER 409 | TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES | 4 quarter hours

(Graduate)

This course offers strategies for assessing and teaching academic, life, communication, and social skills to students with more significant disabilities, including transition and vocational planning. Candidates will learn how to align curriculum with state learning standards and how to balance the teaching of academics with independent living skills, participation in community activities, and personal safety and health. Candidates will learn to manage physical and health concerns as well as learn how to employ technology to aid communication, including selection and use of augmentive and alternative communication (AAC) devices. In addition, candidates will train support staff in each of these areas.

Status as a Graduate Education student is a prerequisite for this class.

SER 410 | TEACHING MATHEMATICS TO EXCEPTIONAL LEARNERS | 4 quarter hours

(Graduate)

This course provides the theoretical, content, and pedagogical knowledge and skills for teaching mathematics through problem solving across all grade levels to diverse exceptional learners. Candidates review and deepen their own knowledge of basic math content with emphasis on number, number systems, operations, fractions, decimals, percent and measurement, algebra and geometry. They learn how to develop exceptional students' abilities to think and reason as well as build computation and problem-solving skills. Attention is given to Illinois Common Core standards and how to support exceptional students when introducing new concepts and correcting misconceptions. The course provides a comprehensive model for effective instruction for exceptional learners that include using assessment data to plan instruction and match instruction to exceptional student needs, flexible grouping, skilled content delivery, progress monitoring, and technology to support learning.

Status as a Graduate Education student is a prerequisite for this class.

SER 416 | LITERACY PRACTICUM IN SPECIAL EDUCATION I | 2 quarter hours

(Graduate)

In this course, candidates provide literacy (i.e., language, reading, spelling, writing) instruction to exceptional students and use informal assessments and progress monitoring to guide instructional practices and differentiation. Supervision, coaching, and mentoring in implementing effective instructional strategies for exceptional students is provided by program faculty. The course develops the concept of documenting impact on student learning. Faculty advisors and the Director of Field Experience and Student teaching, working in conjunction with individual students, will determine appropriate placements. (2 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

SER 417 | PRACTICUM IN SPECIAL EDUCATION II | 2 quarter hours

(Graduate)

In this field-based course, candidates are introduced to teaching in a general education inclusion classroom. Candidates will interact with students and will plan and conduct small-group and large-group instruction in collaboration with the cooperating teacher. Faculty advisors and the Director of Field Experience and Student Teaching, working in conjunction with individual students, will determine appropriate practicum placements. (2 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

SER 418 | PRACTICUM IN SPECIAL EDUCATION III | 2 quarter hours

(Graduate)

In this field-based course, candidates are introduced to teaching in a self-contained, special education classroom. Candidates will interact with students and will plan and conduct small-group and large-group instruction in collaboration with the cooperating teacher. Faculty advisors and the Director of Field Experience and Student Teaching, working in conjunction with individual students, will determine appropriate practicum placements. (2 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

**SER 419 | TEACHING LITERACY LAB | 4 quarter hours
(Graduate)**

In this course, candidates provide literacy (i.e., language, reading, spelling, writing) instruction to exceptional students and use informal assessments and progress monitoring to guide instructional practices and differentiation. Supervision, coaching, and mentoring in implementing effective instructional strategies for exceptional students is provided by program faculty. The course develops the concept of documenting impact on student learning. This experience is offered in an on-campus facility that serves at-risk literacy learners and students with mild-moderate disabilities. (4 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

**SER 421 | FORMAL ASSESSMENT IN SPECIAL EDUCATION | 4 quarter hours
(Graduate)**

This course considers the theoretical, legal, ethical, and technical aspects of formal assessment in special education as well as models of nondiscriminatory assessment in the context of the requirements of special education law. Candidates gain knowledge of a variety of formal assessments including their purposes, characteristics, and limitations. They learn how to select, adapt, administer, score, interpret, and communicate the results of class-wide and individual assessments. Attention is given to collaborative assessment and educational planning based on assessment results, particularly the development Individual Education Program (IEP) goals, objectives, and recommendation for instruction.

Status as a Graduate Education student is a prerequisite for this class.

**SER 430 | INTRODUCTION TO READING ASSESSMENT | 4 quarter hours
(Graduate)**

This course introduces students to the foundational concepts of reading assessment, with an emphasis on the multiple roles of assessment in today's schools: to evaluate, to classify, and to guide instruction. Students will be introduced to formal and informal measures of reading achievement and development, and will have scaffolded opportunities to administer, interpret, and use results for instructional planning. Additional topics to be covered include characteristics of informal and formal assessment (e.g., test construction, reliability and validity, and non-discriminatory testing), and the roles of assessment in the diagnosis and identification of reading disabilities. Students will be introduced to case report writing to deepen their understanding of reading difficulties as well as to clearly communicate assessment findings to a variety of individuals, including parents.

SER 405 is a prerequisite for this class.

**SER 431 | FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I | 4 quarter hours
(Graduate)**

This course focuses on understanding the foundations of literacy across the grade span, with a particular emphasis on the development of reading abilities among emergent and developing learners (preschool through 3rd grade). The history of theoretical models is explored in relation to current educational policies and practices. Topics include understanding the developmental process, utilizing a variety of informal assessments, and selecting research-based instructional practices. A strong emphasis is placed on designing standards-based lesson plans and the integration of narrative and expository texts to meet the unique needs of individual children, including those with identified disabilities and/or who exhibit learning challenges.

Status as a Graduate Education student is a prerequisite for this class.

**SER 432 | DEVELOPING LITERACY: ASSESSMENT AND INSTRUCTION | 4 quarter hours
(Graduate)**

This course focuses on the development of literacy across the grade span, with a particular emphasis on the development of written language abilities among students at the intermediate and secondary levels (4th-12th grade). Topics include understanding the developmental process, utilizing a variety of formal and informal assessments, and selecting research-based instructional practices. A strong emphasis is placed on designing standards-based lesson plans to meet the unique needs of individual students. Strategies for providing differentiated instruction and interventions for students who require remediation of foundational skills, including those with identified disabilities and/or who exhibit learning challenges, are also explored.

SER 405 is a prerequisite for this class.

**SER 433 | ASSESSMENT AND DIAGNOSTIC TEACHING OF READING | 4 quarter hours
(Graduate)**

This course is designed to give the student an understanding of the characteristics of children with reading difficulties, the process of diagnostic evaluation, test interpretation and report writing, and strategies for intervention. It is also designed to give practical experience with selected tests used to identify specific reading needs. Emphasis will be given to the use of case study material to analyze and interpret assessment data, write assessment results, and develop instructional recommendations.

SER 430 and status as a Graduate Education student are prerequisites for this class.

**SER 434 | LITERATURE FOR SUCCESSFUL AND STRUGGLING READERS | 4 quarter hours
(Graduate)**

This course will familiarize students with different genres of quality children's literature and how to select and use books that are appropriate and meaningful for children and youth with and without reading disabilities. Students will discuss, analyze, and critique literary elements (author's style of writing, character development, setting, mood, and theme), determine estimated readability levels, and engage in reader response activities that promote critical discussion and a personal interaction with text. Students will become familiar with authors, illustrators, and books that represent diverse cultures, races, ethnic and ability groups, and develop meaningful literature extensions that support various curricular areas, develop literacy skills, and promote an enjoyment of reading.

Status as a student in the Graduate Special Education and Reading Program is a prerequisite for this class.

**SER 435 | LITERACY PROGRAMS: CURRICULUM AND COLLABORATION | 4 quarter hours
(Graduate)**

This course will prepare students to assume a leadership role within a school or district in selecting, implementing, and evaluating literacy instructional programs. Students will be supported in using educational research to inform decision-making and identifying effective methods and curriculum, particularly for students with identified disabilities and/or those who exhibit learning challenges. Approaches to collaborating with relevant stakeholders (e.g., administrators, teachers, school-based professionals, parents, and community members) and advocating for curricular change will also be explored.

SER 405 is a prerequisite for this class.

SER 437 | LEADERSHIP AND PROFESSIONAL DEVELOPMENT IN LITERACY | 4 quarter hours**(Graduate)**

In this course, an emphasis will be placed on developing the necessary skills to support school-based professionals in the effective implementation of literacy instruction and assessment. Applying models of professional development and coaching, students will identify a variety of resources to design professional development activities that include modeling, scaffolding, evaluation, and reflection. Aspects of change theory and its application to creating school-wide professional development plans will also be examined.

SER 405, SER 542 and SER 543 and status as a Graduate Education student are prerequisites for this class.

SER 438 | LITERATURE-BASED AND CONTENT AREA LITERACY INSTRUCTION | 4 quarter hours**(Graduate)**

This course addresses the integration of reading, writing, and oral language into the content areas. Candidates learn to assess the reading needs of students in content area courses and to design, select, modify, and evaluate a wide range of materials for the content areas. Attention is given to the characteristics of engaging, quality literature and well-structured, accessible expository texts, as well as applying these qualities to select books to engage K-12 students of a variety of backgrounds and skill levels. The course goes beyond teaching a set of isolated generic reading comprehension skills and provides explicit, research-based instructional strategies that can be applied across content areas to prepare students to read, write, talk, and think critically about complex texts, as well as to develop positive literacy identities and motivation to read.

SER 405 is a prerequisite for this class.

SER 440 | SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION | 4 quarter hours**(Graduate)**

A survey of exceptional learners and characteristics of students with both high- and low-incidence disabilities, with consideration of placements appropriate for children with such disabilities. Emphasis on historical, theoretical, practical and legal implications and issues. The course also addresses the importance of developing and maintaining collaborative relationships with parents and professionals in order to maximize the academic, social, and emotional benefits of all learners.

SER 442 | SURVEY AND CHARACTERISTICS OF THE EXCEPTIONAL LEARNER | 4 quarter hours**(Graduate)**

A survey of exceptional learners and characteristics of students with both high and low incidence disabilities, with consideration of alternative placements appropriate for children with various disabilities including the learning disabled. Emphasis on historical, theoretical, practical and legal implications and issues, as well as on the roles of special education professionals, including consultation and collaboration, in inclusion of exceptional learners.

SER 443 | PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS | 4 quarter hours**(Graduate)**

Principles of measurement and test construction including an evaluation of standardized test instruments. Principles of broad-based assessment involving case history, criterion-referenced tests and informal assessment. Emphasis on understanding the strengths and limitations of a wide variety of assessment instruments.

SER 446 | PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD | 4 quarter hours**(Graduate)**

Identification, characteristics, programs, schools, curricular variations, techniques for securing maximal development. Includes historical background, current legal and service provision issues including mainstreaming and inclusion.

(TCH 402 or T&L 424) and status as a Graduate Education student or status as a TEACH student are prerequisites for this class.

SER 456 | ADVANCED ISSUES AND STRATEGIES IN SPECIAL EDUCATION | 4 quarter hours**(Graduate)**

This course will examine current trends, issues, and strategies in the field of special education. This is an advanced course that will consider topics related to inclusion, overrepresentation, and transition services such as modifying curriculum, positive behavioral supports, collaboration and co-teaching, teacher scheduling, student scheduling, behavioral and academic data collection within general education classrooms, communication with families, developing and implementing IEP's, and managing paraprofessionals. Prerequisite: LSI 442 or LSI 446 or equivalent.

SER 457 | SEMINAR AND RESEARCH IN SPECIAL EDUCATION | 4 quarter hours**(Graduate)**

This course examines current research in special education including topics such as the social construction of special education; the assumptions of deficit vs. difference models of educational services; the overrepresentation of students of color and students from lower socioeconomic status backgrounds in special education; placement settings, inclusion, and service delivery models; and issues related to the short and long-term effects of special education on the lives of students with disabilities. Students select and pursue a topic of research interest and complete a professional portfolio.

SER 458, SER 467, SER 468, SER 469 are prerequisites for this course.

SER 458 | TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES I | 4 quarter hours**(Graduate)**

Introduction to the theoretical and practical approaches to instruction for students with high incidence disabilities across ages and levels of severity. Emphasis on developing an understanding of supportive learning environments, classroom and behavior management; developing collaborative practices with multiple service providers and families to meet the needs of diverse learners with high incidence disabilities. Strategies and materials for improving the social, emotional, and academic adjustment and functioning of students with high incidence disabilities are examined. Includes teaching social and emotional curricula; developing and implementing functional behavioral assessment; and monitoring growth and development in targeted areas. Strategies to increase the individual's self awareness, self-management, self control, self reliance, and self esteem are considered.

(SER 440 and Learning Behavior Specialist 1) or (SER 442 and SEE program) are prerequisites for this class.

SER 461 | COLLABORATIVE PRACTICE AND SPECIAL EDUCATION | 4 quarter hours (Graduate)

The purpose of this course is to develop pre-service teachers' understanding of the importance of developing and maintaining collaborative relationships with parents and professionals in educational environments. Students will develop an understanding of professional and legal responsibilities, networks, organizations, and services available for students with disabilities and their families. Students will also examine various educational models for working collaboratively with teachers, parents, and support personnel in classrooms and schools. Students will articulate a personal philosophy and strategies for working collaboratively with families, teachers, paraprofessionals, and other professionals within educational environments.

SER 462 | INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES I: ACCESSING GENERAL EDUCATION CURRICULUM | 4 quarter hours (Graduate)

This course focuses general theories of learning, instructional modifications, accommodations, grouping strategies, technology, and assessments used for helping to provide students with disabilities access to general education curricula. Course topics will focus on the effectiveness of these strategies for working with students with mild, moderate, and severe disabilities. Students will begin to articulate a personal philosophy and approaches designed to enhance the educational experiences of children and youth with disabilities and they will begin to examine the relationship between schooling and long term outcomes.

SER 464 | CONTEMPORARY ISSUES IN SPECIAL EDUCATION | 1-4 quarter hours (Graduate)

Current issues and problems in special education and reading will be discussed. Focus will be current research and best practices.

SER 465 | INDUCTION INTO THE FIELD OF EDUCATION I | 2 quarter hours (Graduate)

Designed primarily as a way to support student teachers through edTPA, this course utilizes a seminar approach to help students clarify their understanding of issues related to special education, general education, and teaching in urban schools. All students will prepare a an electronic portfolio based on planning for instruction and assessment, instructing and engaging the focus learner, and assessing learning.

SER 466 | INDUCTION INTO THE FIELD OF EDUCATION II | 4 quarter hours (Graduate)

Designed primarily as a culminating course experience at the graduate level, this course utilizes a seminar approach to help students clarify their understanding of issues related to special education, general education, and teaching in urban schools. All students will prepare a portfolio based on their experiences within the graduate program. These portfolios will contain evidence of each student's development during the program and students will make connections between their own theoretical, philosophical, and professional orientations and the Urban Professional Multicultural Model.

SER 467 | TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES II | 4 quarter hours (Graduate)

Continued study of the theoretical and practical approaches to instruction for students with high incidence disabilities across ages and levels of severity. Translation of diagnostic information into teaching strategies and development of an instructional plan (IEP) including transition needs. Emphasis on understanding theoretical models of literacy, literacy development, instructional strategies, and adjusting literacy instruction to meet the needs of diverse learners. Principles of diagnostic teaching will be discussed. Specific teaching techniques and materials will be reviewed, including appropriate uses of technology. **(SER 440 and Learning Behavior Specialist 1) or (SER 442 and SEE program) are prerequisites for this class.**

SER 468 | TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES I | 4 quarter hours (Graduate)

Introduction to the theoretical and practical approaches to instruction of children with low incidence disabilities including functional assessment and instructional strategies, curricular options and adaptations, as well as levels of participation and accommodation in the general curriculum. Emphasis will be placed on understanding theoretical models of language development and communication, instructional strategies for language and communication, and adjusting language instruction to meet the needs of diverse learners. Candidates will explore individualized planning (IEPs), transition needs, integration of related services into the instructional program, and strategies and materials for improving the social, emotional, and academic functioning of diverse students with low-incidence disabilities. **(SER 440 and Learning Behavior Specialist 1) or (SER 442 and SEE program) are prerequisites for this class.**

SER 469 | TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES II | 4 quarter hours (Graduate)

Continued study of the theoretical and practical approaches to instruction for diverse students with low incidence disabilities. Focuses on addressing the intellectual, educational, physical, motor, health, social, and transitional needs of diverse students with more severe low incidence disabilities. Examination of etiological factors, growth, development, and long-term outcomes. Developing collaborative efforts with family and multiple care and service providers is addressed. Provides strategies to facilitate maintenance and generalization of both academic and non-academic skills across learning environments. Includes experiences with assistive technology, community-based instruction, and designing and implementing a functional curriculum when needed. **(SER 440 and Learning Behavior Specialist 1) or (SER 442 and SEE program) are prerequisites for this class.**

SER 470 | STUDENT TEACHING IN SPECIAL EDUCATION | 6 quarter hours (Graduate)

Five school days per week in supervised teaching experience for 12-weeks. Candidates will also attend a student teaching seminar (SER 471) one day per week where they will discuss special education topics related to this experience. Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate student teaching placements. (6 credit hours) **.Status as a Graduate Education student and SER 440, 402, 403, 409, 410, 421, 416, 417, 418, 419 (or equivalent) are prerequisites for this class**

SER 471 | STUDENT TEACHING IN SPECIAL EDUCATION SEMINAR | 4 quarter hours (Graduate)

This seminar course provides support for candidates as they begin their student teaching experience. In addition and in conjunction with student teaching, candidates will complete a project designed to document a candidate's ability to impact student learning based on three to five days of teaching (edTPA).

.Status as a Graduate Education student and SER 440, 402, 403, 409, 410, 421, 416, 417, 418, 419 (or equivalent) are prerequisites for this class

SER 475 | METHODS OF TEACHING EARLY CHILDHOOD STUDENTS WITH LOW INCIDENCE DISABILITIES | 4 quarter hours (Graduate)

This course will focus on examining the developmental and learning characteristics of young children with low incident disabilities. In specific, this course will focus on educating early childhood students with Autism Spectrum Disorders and those with Intellectual Disabilities. One of the primary goals of this course is to understand the learning needs of these children, and examine and evaluate various educational and therapeutic methods of working with them. A major part of this course will be devoted to characteristics associated with and interventions for children with Autism Spectrum Disorders.

SER 476 | SPECIAL EDUCATION CURRICULUM AND STRATEGIES FOR EARLY CHILDHOOD: HIGH INCIDENCE DISABILITIES | 4 quarter hours (Graduate)

Study of the theoretical and practical approaches to instruction for young children with high incidence disabilities. Emphasis placed on the development of supportive learning environments, using special curricular and behavioral management strategies for all early childhood settings; application of collaborative practices with multiple service providers and families to meet the needs of diverse learners with high incidence disabilities. Strategies and materials for improving the social, emotional, and academic adjustment and functioning of young children with high incidence disabilities are examined. Includes teaching social and emotional curricula; implementing functional behavioral assessment; and monitoring growth and development in targeted areas. Strategies to increase the young child are self-awareness, self-management, self control, self reliance, and self esteem are considered. Application of diagnostic information into teaching strategies and implementation of an instructional plan (IEP) is a central tenet of the course. (Pre-requisite: SCG 404 and T&L 427) 25 clock hours for Level II Experience.

SER 487 | FOUNDATIONS OF LITERACY AND SPECIAL EDUCATION FOR THE MIDDLE GRADES | 4 quarter hours (Graduate)

Introduction to disabilities and the historical and legal foundations of special education. This course will prepare candidates to address the emotional, social, psychological, and cognitive needs of students with disabilities, with a particular emphasis on addressing the needs of students with reading and learning disabilities at the middle school level, including developmental and remedial instruction and support. ***This course counts toward Reading Teacher endorsement. Co-requisites for this course are MGE 421 and MGE 431. In this course, students will: 1. **MGE 401 is a prerequisite for this class.**

SER 542 | PRACTICUM IN LITERACY ASSESSMENT | 4 quarter hours (Graduate)

This practicum course provides students with an opportunity to apply theory to practice in assessing and teaching struggling literacy learners. Under the supervision of program faculty, students are responsible for completing a comprehensive assessment battery with a struggling literacy learner, interpreting results across assessments, developing and implementing an instructional plan, writing a case report, and discussing results with family members and/or other stakeholders.

SER 430 and status as a Graduate Education student are prerequisites for this class.

SER 543 | PRACTICUM IN LITERACY INSTRUCTION AND ASSESSMENT | 4 quarter hours (Graduate)

This practicum course provides students with an opportunity to apply theory to practice in teaching struggling literacy learners. Under the supervision of program faculty, students are responsible for developing, implementing, and evaluating an individual learning plan for a client(s) that includes on-going assessment of learning objectives. Students write a case report, summarizing outcomes of instructional sessions, to communicate progress towards goals to a variety of individuals, including parents.

SER 405 and status as a GRAD Education student are prerequisites for this class.

SER 544 | PRACTICUM IN LITERACY INSTRUCTION, ASSESSMENT, AND COLLABORATION | 4 quarter hours (Graduate)

This practicum course provides students with an opportunity to apply theory to practice in teaching struggling literacy learners. Under the supervision of program faculty, students are responsible for developing, implementing, and evaluating an individual learning plan for a client(s) that includes on-going assessment of learning objectives. Students write a case report, summarizing outcomes of instructional sessions, to communicate progress towards goals to a variety of individuals, including parents. Collaboration with peers for professional growth, which involves providing feedback on each other's practices, is also emphasized.

SER 405, SER 543 and status as a Graduate Education student are prerequisites for this class.

SER 548 | INDEPENDENT STUDY IN READING AND OTHER LEARNING DISABILITIES | 2-4 quarter hours (Graduate)

REREQUISITE(S): Permission of instructor, department chair and associate dean. (2 credit hours)

SER 549 | THESIS RESEARCH IN SPECIALIZED INSTRUCTION | 4 quarter hours (Graduate)

A Master of Arts candidate conducts original research, writes a thesis, and presents an oral defense before a committee of faculty members. PREREQUISITE(S): SCG 410 and approved thesis proposal.

SER 552 | PRACTICUM EXPERIENCE WITH HIGH INCIDENCE DISABILITIES | 4 quarter hours (Graduate)

Six weeks of supervised field experience in a cooperating school working with students with high incidence disabilities, together with structured opportunities for feedback and discussion of issues and problems encountered.

SER 440, SER 458, and SER 467 are prerequisites for this class.

SER 553 | PRACTICUM EXPERIENCE WITH LOW INCIDENCE DISABILITIES | 4 quarter hours**(Graduate)**

Six weeks of supervised field experience in a cooperating school working with low incidence disabilities, together with structured opportunities for feedback and discussion of issues and problems encountered.

SER 585 | STUDENT TEACHING IN SPECIAL EDUCATION | 4 quarter hours**(Graduate)**

Five school days per week in supervised teaching experience for a full academic quarter. Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate student teaching placements. Permission required. (4 credit hours)

SER 586 | STUDENT TEACHING IN ELEMENTARY EDUCATION | 4 quarter hours**(Graduate)**

Five school days per week in supervised teaching experience for a full academic quarter. Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate student teaching placements. Permission required. (4 credit hours)

SER 597 | EARLY CHILDHOOD EDUCATION SPECIAL EDUCATION PRACTICUM | 4 quarter hours**(Graduate)**

Supervised teaching in a cooperating school serving young children with disabilities for three hundred clock hours; arranged in collaboration with supervising faculty member and the Field Experience Office. Candidates will reflect upon their teaching experiences with young children with disabilities; collaborate with colleagues and instructor to identify alternative strategies for problematic situations. Application and approval required. Open only to DePaul students.

SER 600 | REGISTERED STUDENT IN GOOD STANDING | 0 quarter hours**(Graduate)**

Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

SER 606 | REVIEW OF LITERATURE | 0 quarter hours**(Graduate)**

This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. In other words, students will need to be able to ask and answer such questions as "What is known about? What are major issues and themes?" (0 credit hours)

SER 607 | INTEGRATIVE PAPER | 0 quarter hours**(Graduate)**

Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about "How theories work." (0 credit hours)

SER 608 | CAPSTONE IN SPECIALIZED INSTRUCTION | 0 quarter hours**(Graduate)**

Culminating experience(s) that help(s) students acquire the qualities of professionalism and leadership needed to play a significant role in one's professional education community. Students are expected to situate and understand educational issues in a larger context; keep current in and be able to organize and present a body of research on an education-related question; connect research with practical, professional activity; demonstrate mastery of a sub-field of a discipline; write in a format that meets accepted scholarly criteria and participate in an ongoing professional conversation. A final product such as master's paper(s), comprehensive exam, or collection of professional work products is required. (0 credit hours)

SER 625 | CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING) | 0 quarter hours**(Graduate)**

Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

Speech Language Pathology (SLP)

SLP 101 | INTRODUCTION TO COMMUNICATION SCIENCES AND DISORDERS | 4 quarter hours**(Undergraduate)**

Overview of the field of communication and its disorders with emphasis on speech-language pathology and audiology as a profession; current requirements for professional practice; professional ethics; definition, identification, and classification of disorders of hearing, speech, language, cognition and swallowing. Students will acquire 5 clinical observation hours in this course.

SLP 210 | PHONETICS | 4 quarter hours**(Undergraduate)**

This course examines the articulatory, acoustic, and linguistic properties of speech. Instruction in using the International Phonetic Alphabet for phonetic transcription is provided.

SLP 310 | NORMAL CHILD LANGUAGE DEVELOPMENT | 4 quarter hours**(Undergraduate)**

An overview of normal language acquisition, focusing on theories, experimental findings and milestones in typically developing children will be addressed. Students will acquire 5 clinical observation hours in this course.

SLP 320 | INTRODUCTION TO SPEECH SOUND DISORDERS | 4 quarter hours**(Undergraduate)**

Study of phonological and articulatory development in children, as well as the etiology, symptomatology, evaluation, and treatment of articulation and phonological disorders will be examined. Students will acquire 5 clinical observation hours in this course.

SLP 330 | INTRODUCTION TO AUDIOLOGY | 4 quarter hours**(Undergraduate)**

Review of the history of audiology as a profession; study of symptoms, causes, and treatment of hearing losses; and principles and application of basic audiometry.

**SLP 332 | AURAL REHABILITATION | 4 quarter hours
(Undergraduate)**

Examination of methods for assessing and treating hearing disorders in adults and children, as well as conditions that result in hearing loss.

**SLP 340 | ANATOMY & PHYSIOLOGY OF THE SPEECH, LANGUAGE, SWALLOWING & HEARING MECHANISM | 4 quarter hours
(Undergraduate)**

Study of anatomic and physiologic mechanisms underlying respiration, phonation, and articulatory mechanisms. Overview of the peripheral auditory system, neuroanatomy, and normal swallowing will also be addressed.

**SLP 342 | SPEECH AND HEARING SCIENCE | 4 quarter hours
(Undergraduate)**

Consideration of the physiology of the speech production, psychoacoustics and perceptual aspects of speech.

**SLP 400 | INTERPROFESIONAL EDUCATION | 2 quarter hours
(Graduate)**

Interprofessional education is defined as occasions when two or more professions learn with, from and about each other to improve collaboration and quality of patient care. This course focuses on developing the core competencies that define the skills and interprofessional behaviors that health professionals across the continuum need in order to participate effectively in collaborative practice and team-based care. This course will afford students the opportunity to work with other pre-professional students as well with patient simulation activities.

**SLP 401 | NEUROGENIC BASIS OF COMMUNICATION DISORDERS | 4 quarter hours
(Graduate)**

Advanced study of neuroanatomy and neurophysiology with emphasis on the structures and circuits in the human nervous system mediating motor, sensory, perceptual, linguistic, and cognitive functions important for speech, language and hearing function. Material related to normal and abnormal neurological development over the lifespan will also be explored. The course integrates neuroanatomy with cognitive neuroscience through assigned readings, lectures, and laboratory experiences. Brain dissection laboratory experiences enhance mastery of neurological concepts introduced in the course.

**SLP 402 | CULTURAL AND LINGUISTIC DIVERSITY IN SPEECH AND LANGUAGE DEVELOPMENT AND DISORDERS | 4 quarter hours
(Graduate)**

This course is an exploration of evidence-based practice to discuss cultural and linguistic diversity across the lifespan to provide minimally biased assessment and treatment of communication disorders. Bilingual speech and language acquisition in typically and atypically developing children will be examined. The course will focus on developing cross-cultural competence through understanding cultural diversity, multilingual acquisition, multilingualism, effective use of interpreters and translators, and service delivery strategies.

**SLP 403 | PROFESSIONAL ISSUES AND ETHICS IN SPEECH-LANGUAGE PATHOLOGY | 2 quarter hours
(Graduate)**

The scope of practice for the speech-language pathology profession will be examined. Students will explore expectations for professional behavior based upon standards of practice and the ASHA Code of Ethics. Emphasis will be placed on issues of ethical and professional integrity in clinical practice, and will include topics such as certification and licensure, quality assurance, evidence-based practice, and reimbursement topics.

**SLP 410 | RESEARCH METHODS | 3 quarter hours
(Graduate)**

Research methods commonly used in the field of speech-language pathology, including basic research concepts, common research designs, and methods of data analysis will be examined.

**SLP 411 | TOPICS IN RESEARCH FOR SLPS: EBP | 2 quarter hours
(Graduate)**

Students will gain experience critiquing professional literature relevant to clinical and/or research practices. Emphasis will be on the integration of research evidence and critical thinking into practice. Students will complete a literature review on a topic of interest and use it to inform evidence-based, clinical decisions.

**SLP 412 | THESIS | 1-4 quarter hours
(Graduate)**

Individual research in the various areas of speech and language science. Approved for satisfactory/unsatisfactory grading only. May be repeated. **SLP 410 and SLP 411 are prerequisites for this class.**

**SLP 420 | SPEECH SOUND DISORDERS | 4 quarter hours
(Graduate)**

This course addresses speech sound disorders of developmental or linguistic origin. Highlights include practice collecting and analyzing comprehensive speech samples, administering standardized tests, and planning therapeutic interventions, with an emphasis on case presentations of clients with articulation and phonological impairment.

**SLP 421 | LANGUAGE DISORDERS IN EARLY CHILDHOOD | 4 quarter hours
(Graduate)**

The study of early language milestones, processes, and theories; and the examination of the nature and characteristics of disordered language acquisition in young children (birth through age 5) will be examined in this course. Topics include the speech-language pathologist's role in prevention, communication and language assessment and intervention techniques, models of service delivery, relevant legislation, and speech and language resources available to families, educators, and service providers. Students will practice language sampling and analysis.

**SLP 422 | LANGUAGE DISORDERS IN SCHOOL-AGE POPULATIONS | 4 quarter hours
(Graduate)**

Language disorders of school-age children and adolescents, with an emphasis of the social, cognitive and linguistic aspects of language impairment will be examined in this course. Formal and informal assessment methods will be reviewed, along with intervention models commonly used in school and private settings. Students will practice narrative analysis.

SLP 421 is a prerequisite for this class.

**SLP 423 | AUTISM & OTHER DEVELOPMENTAL DISORDERS | 3 quarter hours
(Graduate)**

In this course, students will examine pediatric communication disorders related to the autism spectrum, genetic syndromes, and craniofacial anomalies. The etiologies of these conditions and co-morbid disorders will be discussed. Assessment and intervention models will be reviewed. **SLP 421 is a prerequisite for this class.**

**SLP 424 | LANGUAGE, LITERACY & LEARNING | 4 quarter hours
(Graduate)**

This course explores the theoretical models of language, literacy and learning related to Speech Language Pathology. The relationships between reading, writing, speaking and listening will be examined, including the impact on school performance. Reading and writing assessment and intervention models will be examined for clients with communication disorders.

SLP 420 and SLP 421 are prerequisites for this class.

**SLP 430 | APHASIA | 4 quarter hours
(Graduate)**

The causes, assessment, and treatment of acquired language disorders in adults, including aphasia, right hemisphere syndromes, and dementia will be examined. Etiologies of these conditions, including neurological correlates for presenting symptoms, will be reviewed. Assessment and intervention models will be discussed, with attention to the cognitive, linguistic, and social aspects of resulting communication disorders.

SLP 401 is a prerequisite for this class.

**SLP 431 | DYSPHAGIA | 4 quarter hours
(Graduate)**

Study of the anatomic and physiologic systems involved in normal swallowing and swallowing disorders (dysphagia) in adults and children will be explored. Emphasis on the role of the speech-language pathologist in the areas of assessment and treatment of dysphagia and as a team member in the areas of dysphagia related counseling, ethical and quality of life issues.

SLP 401 is a prerequisite for this class.

**SLP 432 | ACQUIRED NEUROLINGUISTIC AND NEUROCOGNITIVE DISORDERS | 4 quarter hours
(Graduate)**

Examination of the neural bases and characteristics that result from acquired conditions, with emphasis on traumatic brain injury, dementia, and other degenerative neurological conditions will be explored. Principles of assessment, differential diagnosis, prognosis, treatment and recovery processes associated with these disorders will be examined.

SLP 401 is prerequisite for this class.

**SLP 433 | MOTOR SPEECH DISORDER | 4 quarter hours
(Graduate)**

This course covers assessment and treatment of neurogenic speech disorders, including the various types of dysarthria and apraxia. The complex process of differential diagnosis of these conditions will be addressed, along with numerous treatment approaches designed to target respiration, phonation, articulation, resonance and prosodic components of motor speech disorders.

SLP 401 is a prerequisite for this class.

**SLP 440 | VOICE AND RESONANCE DISORDERS | 4 quarter hours
(Graduate)**

Students examine the anatomical and physiological correlates of phonation and oral/nasal resonance, as well as the exploration of diagnosis and management of congenital, acquired, and non-organic disorders of phonation. This course teaches evaluative and therapeutic aspects of voice and resonance disorders, including laryngectomy, cleft lip/palate, vocal fold hyperfunction, and therapies associated with a variety of neurogenic communication disorders.

SLP 401 is a prerequisite for this class.

**SLP 441 | FLUENCY DISORDERS | 3 quarter hours
(Graduate)**

This course is an overview of potential etiologies and characteristics of fluency and related disorders in children and adults. Focus on assessment, diagnosis, and effective treatment of stuttering across the lifespan is discussed. Consideration of the experience of stuttering from the point of view of the person who stutters will be explored.

**SLP 442 | AUGMENTATIVE AND ALTERNATIVE COMMUNICATION ACROSS THE LIFESPAN | 3 quarter hours
(Graduate)**

This course will address the complex communication needs of individuals with severe communication, sensory and/or physical impairments who may require the use of augmentative and alternative communication systems (AAC). Students will become familiar with various types of assistive technologies used for AAC. Cognitive, educational, physical, psycho-social, and linguistic aspects are considered together with symbol characteristics, teaching strategies, and research issues that impact AAC selection and implementation. AAC assessment and intervention strategies will be addressed, including interdisciplinary contributions from physical and occupational therapists.

**SLP 443 | AURAL REHABILITATION | 4 quarter hours
(Graduate)**

Discussion of auditory skill development, impact of hearing disorders on communication, as well as assessment and treatment planning for hearing disorders across the lifespan, including speechreading, auditory training, and hearing assistive technology.

**SLP 450 | SPECIAL TOPICS IN SPEECH LANGUAGE PATHOLOGY | 1-4 quarter hours
(Graduate)**

This course is an in-depth study of current issues in Speech-Language Pathology. Content and format of these courses are variable. Subject matter will be indicated in the class schedule. The Speech-Language Pathology department offers special topics in a variety of areas. Students may take more than one special topics course as an elective. This course is repeatable.

**SLP 460 | RESEARCH TO PRACTICE IN BILINGUAL SPEECH LANGUAGE PATHOLOGY | 1 quarter hour
(Graduate)**

This course is intended to be a collaborative and interactive course in which the examination and implementation of current professional and legal policies, procedures, and ethical issues as it impacts and safeguards bilingual individuals with speech and language disorders will be analyzed. Case studies specific to service delivery practices for bilingual individuals with acquired and developmental speech and language disorders will be examined.

**SLP 461 | PROFESSIONALISM AND ADVOCACY IN BILINGUAL SPEECH LANGUAGE PATHOLOGY | 1 quarter hour
(Graduate)**

Issues of advocacy and professionalism in the field of bilingual speech language pathology will be explored. Solutions and alternatives will be evaluated through case studies.

SLP 462 | ASSESSMENT AND INTERVENTION OF YOUNG BILINGUAL CHILDREN WITH COMMUNICATION DISORDERS | 2 quarter hours (Graduate)

Typical and atypical bilingual speech and language development as applied to assessment and intervention of communication disordered bilingual young children and adolescents will be examined. Etiology, psychological, linguistic and cultural characteristics with specific attention to developmental and acquired disorders will be discussed. Principles, models and theories for evidence-based assessment and treatment of bilingual speech and language disordered young children and adolescents will be reviewed. A service learning experience will be completed.

SLP 463 | BILINGUAL SERVICE PROVIDER, FAMILY, COMMUNITY AND INTERDISCIPLINARY INVOLVEMENT | 1 quarter hour (Graduate)

This course will examine the dynamic interactions and effects of bilingual speech and language service delivery across clients, family, caregivers, community and interdisciplinary members. Case study analysis will be used to problem solve, critically explore solutions and make evidence-based decisions.

SLP 464 | ASSESSMENT AND INTERVENTION OF BILINGUAL ADULTS WITH COMMUNICATION DISORDERS | 2 quarter hours (Graduate)

Evaluation and intervention of linguistic and cognitive systems in normal and disordered bilingual adults will be examined. Assessment and intervention strategies and cross-linguistic issues as it pertains to speech, language, and swallowing disorders will be discussed. A service learning experience will be completed.

SLP 465 | CULTURAL RESPONSIVENESS IN BILINGUAL SPEECH-LANGUAGE PATHOLOGY | 1 quarter hour (Graduate)

Culturally responsive practice and adaptation variables pertinent to the evaluation and intervention process of bilingual children and adults with developmental and acquired speech and language disorders will be generated through thoughtful problem solving. A case analysis approach and collaborative decision making will be applied.

SLP 466 | BILINGUAL SPEECH LANGUAGE PATHOLOGY SERVICE PROVISION ACROSS SETTINGS | 1 quarter hour (Graduate)

Issues of accountability, eligibility, and service provision across various settings for bilingual individuals with speech and language disorders will be evaluated. Case studies specific to acquired and developmental speech and language disorders will be examined.

SLP 480 | CLINICAL METHODS IN SPEECH-LANGUAGE PATHOLOGY | 4 quarter hours (Graduate)

The fundamentals of clinical methods, including assessing and treating individuals with communication disorders, the concepts of behavior change, session design, and functional, client-focused treatment will be explored. Discussion of data collection and documentation methods, as well as the basics of clinical writing.

SLP 481 | CLINICAL PRACTICUM I | 4 quarter hours (Graduate)

This is the first of four supervised part-time speech-language pathology practicum experiences at the DePaul University Clinic, or other community-based sites. Students will work with a licensed speech-language pathologist faculty member to plan and conduct assessment and intervention sessions for clients with communication disorders.

SLP 480 is a prerequisite for this class

SLP 482 | CLINICAL PRACTICUM II | 4 quarter hours (Graduate)

This is the second of four supervised part-time speech-language pathology practicum experiences at the DePaul University Clinic, or other community-based sites. Students will work with a licensed speech-language pathologist faculty member to plan and conduct assessment and intervention sessions for clients with communication disorders.

SLP 480 and SLP 481 are prerequisites for this class

SLP 483 | CLINICAL PRACTICUM III | 4 quarter hours (Graduate)

This is the third of four supervised part-time speech-language pathology practicum experiences at the DePaul University Clinic, or other community-based sites. Students will work with a licensed speech-language pathologist faculty member to plan and conduct assessment and intervention sessions for clients with communication disorders.

SLP 480 and SLP 481 and SLP 482 are prerequisites for this class

SLP 484 | CLINICAL PRACTICUM IV | 4 quarter hours (Graduate)

This is the fourth and final supervised part-time speech-language pathology practicum experiences at the DePaul University Clinic, or other community-based sites. Students will work with a licensed speech-language pathologist faculty member to plan and conduct assessment and intervention sessions for clients with communication disorders.

SLP 480 and SLP 481 and SLP 482 and SLP 483 are prerequisites for this class

SLP 485 | EXTERNSHIP: SCHOOL PRACTICUM | 8 quarter hours (Graduate)

This is a full-time supervised speech-language pathology clinical experience in a school setting. Students will acquire experience in individual and group therapy, assessment and consultation. This course consists of a 10-week, full-time school site placement.

SLP 480 and SLP 481 and SLP 482 and SLP 483 and SLP 484 are prerequisites for this class

SLP 486 | EXTERNSHIP: MEDICAL PRACTICUM | 8 quarter hours (Graduate)

This is a full-time supervised speech-language pathology practicum in a healthcare or other clinical setting, including hospitals, rehabilitation centers, skilled nursing facilities, outpatient facilities, early intervention, private practices, or private schools. Students will acquire experience in individual and group therapy, assessment, consultation and interdisciplinary staffing. This course consists of a 10-week, full-time clinical site placement.

SLP 480 and SLP 481 and SLP 482 and SLP 483 and SLP 484 are prerequisites for this class

SLP 487 | FOUNDATIONS IN CLINICAL PRACTICE LAB | 1 quarter hour (Graduate)

This course will provide students with foundational clinical skills obtained through screenings and simulations. Students will gain clinical experiences and earn clinical competencies in the areas of assessment, prevention, and treatment. The screenings will take place in our community partner preschools in Chicago. These preschools provide education to students who are historically denied access to high-quality education and their goals align with our Vincentian mission to provide equitable access of speech and language services to historically underserved individuals with communication disorders in our Chicago community. Students will be immersed in Vincentian social justice and the need for working for systemic change.

**SLP 488 | EXTERNSHIP: PART-TIME | 1-4 quarter hours
(Graduate)**

This is a part-time supervised speech language pathology clinical experience. This course requires the graduate program director approval.

**SLP 490 | BUSINESS PRINCIPLES FOR THE SPEECH LANGUAGE
PATHOLOGIST | 1 quarter hour
(Graduate)**

This course is a basic overview of the functional areas of business providing a general framework for understanding the development, structure, and social responsibility of business as it applies to the profession of speech language pathology. Emphasis is placed on the interaction of management, marketing, entrepreneurship, finance, accounting and insurance within the corporate, education and healthcare settings.

**SLP 491 | PUBLIC SCHOOL METHODS FOR SPEECH LANGUAGE
PATHOLOGISTS | 1 quarter hour
(Graduate)**

This course serves as an overview to prepare graduate clinicians for their work as speech-language pathologists in the public school system. The course begins with a brief history of school-based speech-language pathology (SLP) services, highlighting significant legal mandates (e.g., IDEA, No Child Left Behind Act) and additional court cases that have shaped school based services. Additionally, students will learn various service delivery models, work analysis approaches to caseload standards, and practical strategies for using evidence-based practice, proactive behavior management, conflict resolution, professional collaboration, goal writing, testing accommodations, and informal assessment procedures.

**SLP 492 | COUNSELING FUNDAMENTALS FOR SPEECH LANGUAGE
PATHOLOGISTS | 1 quarter hour
(Graduate)**

This course focuses on counseling theory and methods used by speech language pathologists in clinical practice used when working with caregivers and individuals who have communication disorders.

**SLP 493 | CRANIOFACIAL ANOMALIES AND SYNDROMES | 1 quarter hour
(Graduate)**

This course provides a comprehensive study of embryology, normal and abnormal development of oral facial structures as it relates to cleft lip and palate and craniofacial syndromes. A review of Anatomy and physiology, and genetics provide a platform for this case-based class. This course provides insight into the need for a multidisciplinary team approach to the evaluation and treatment of cleft lip and palate and craniofacial anomalies. Emphasis is placed on the speech language pathologist's role in identification, assessment of speech language and resonance disorders and treatment of this population.

**SLP 494 | TRACHS, VENTS AND LARYNGECTOMIES FOR THE SLP | 1
quarter hour
(Graduate)**

This is a course for students who are interested in clinical management skills of pulmonary function, swallowing and communication for clients after tracheostomy tubes, with and without mechanical ventilation, and following a total laryngectomy. Students will learn about tracheostomy and ventilator dependent assessments and treatment approaches including types of tracheostomies, speaking valves, and communication options.

**SLP 499 | INDEPENDENT STUDY | 1-4 quarter hours
(Graduate)**

This course is for Master's students. Topic of the course varies. Credit hours vary. Course requires graduate program director approval each quarter.

Sports Communication (SPRTCMN)

**SPRTCMN 276 | SPORTS PHOTOJOURNALISM | 4 quarter hours
(Undergraduate)**

Visuals are an important part of sports journalism. This class teaches students how to use photography to tell visual stories about sports. Students will learn how to freeze action in a variety of sports and settings, including indoor, outdoor and water sports. Students will also learn how to make meaningful portraits of athletes, fans, and other actors in the sports world. Students do not need their own camera equipment to take this class. Cameras are available through the university equipment center. (*Course will be first offered in WINTER 2019)

**SPRTCMN 290 | BOOK CLUB: THE SPORTING LIFE | 2 quarter hours
(Undergraduate)**

This is a two-credit book club class for students interested in reading books with a sports focus. Selections will include novels, biographies, collections of sports commentary, and history. If you have always wanted to join a book club, but didn't know where to get started, this course is for you. The emphasis is on reading for pleasure and lifelong learning. A variety of sports will be covered, such as tennis, football, baseball, ice skating, hockey and soccer. Discussions are a central part of the course.

**SPRTCMN 300 | TOPICS IN SPORTS COMMUNICATION | 4 quarter hours
(Undergraduate)**

Course topic varies by term and focuses on a specific issue related to the study and practice of the field of sports communication. For a detailed course description, click the course link and view the Class Notes in the Enrollment Information tab.

**SPRTCMN 308 | SPORTS & MASCULINITIES - A SURVEY OF HOW
SPORTS INFORM GENDER IN AMERICAN CULTURE | 4 quarter hours
(Undergraduate)**

Organized sports, now an American institution, emerged in the late 19th and early 20th centuries as a reaction to the alleged feminization of men as Western culture completed its shift from an agrarian society to an industrial society. Organized sports - whether professional or amateur - contribute to an ideological account of men's supposed superiority over women. By "Sports" we refer in this class to organized activities that emphasize physical rather than cognitive ability although, clearly, both are required to compete successfully. Race, gender, socioeconomic status, and physical ability intersect to complicate masculinity and sports. Title IX and cable television are just two ways of thinking about how communication, media, and rhetorical claims have changed sports in the last 50 years, particularly with regard to gender. Students are invited to consider how sports and gender intersect with politics, economics, culture, and representation.

**SPRTCMN 310 | SPORTS, MEDIA, AND SOCIETY | 4 quarter hours
(Undergraduate)**

This course examines the role of sports and media in shaping and reflecting culture and society. Students analyze media on topics such as journalism, programming, race, gender, sexuality, business, and power in a variety of media contexts. Students focus on ethical and social responsibility roles of various entities in sports media. (*Course will be first offered in WINTER 2019)

SPRTCMN 322 | LIVE SPORTS EVENT PRODUCTION | 4 quarter hours (Undergraduate)

This course is an introduction to the basic principles, procedures, and techniques needed for careers in Live Sports Event Production. Students explore the various aspects of sports television as it relates to entertainment, storytelling and journalism. This includes production of live events and studio shows, to programming, operations and new media. Students will get an inside look at the industry from award-winning professionals in an interactive class format, and also learn about careers in this field, such as producing, directing, announcing, and even technical roles.

SPRTCMN 323 | SPORTS PODCASTING | 4 quarter hours (Undergraduate)

Podcast listening and revenue have reached all-time highs. Sports podcasts, in particular, allow hosts and guests greater freedom to delve deeper into respective sports, games, and subjects than live radio and television. Podcasts are personal, portable, and flexible. Students may work individually or in groups in this course. Students will also produce a final podcast project that can be customized to the learning and career goals of individual students. Students do NOT need any previous radio or podcasting experience to succeed in this course. Some experience with Garageband or similar programs will definitely benefit students in this course. (Formerly SPRTCMN 389)

SPRTCMN 324 | SPORTS BLOGGING | 4 quarter hours (Undergraduate)

Students learn by doing in crafting interactive and engaging content for sports blogs focused on teams and leagues, including multimedia content, social media engagement and event coverage.

SPRTCMN 325 | SPORTS OPINION WRITING | 4 quarter hours (Undergraduate)

This course explores several forms of persuasive writing on sports: editorials, criticism, op-ed columns and personal columns. Course work emphasizes thorough reporting, critical thinking and sound argumentation along with effective, stylish writing adaptable to any medium. Class sessions include extensive discussion of professional practices, sophisticated writing techniques, ethics and legal issues.

SPRTCMN 326 | SPORTS MEDIA LAW | 4 quarter hours (Undergraduate)

Even as non-lawyers, it is important that professionals working in the sports industry have knowledge of applicable laws and ethical considerations. Students learn about the intersection between the media and sports businesses on legal topics such as management, contracts, regulations and intellectual property.

SPRTCMN 327 | SPORTS STATS AND ANALYTICS | 4 quarter hours (Undergraduate)

This class offers hand-on experience understanding how to calculate and analyze statistics and analytics that are key to the sports industry and sports media. Students learn how analytics influence games and teams and develop an understanding for the mathematical and statistical principles underpinning common data used in sports.

SPRTCMN 328 | SPORTS SOCIAL MEDIA | 4 quarter hours (Undergraduate)

Students learn how individuals, teams, leagues and other sports entities use sports media for branding, promotion and disseminating information. Students also learn by creating social media content and observing best practices for sharing information and multimedia about sports.

SPRTCMN 329 | SPORTS AUDIO PRODUCTION | 4 quarter hours (Undergraduate)

Students learn about various aspects of producing audio for sports in a variety of digital formats for multiple purposes, including game coverage, shows, pre and post-game coverage, podcast and other audio elements.

SPRTCMN 330 | SPORTS & MASCULINITIES | 4 quarter hours (Undergraduate)

Organized sports, now an American institution emerged in the late 19th and early 20th centuries as a reaction to the alleged feminization of men as our culture completed its shift from an agrarian society to an industrial society. Organized sports ? whether professional or amateur ? contribute to an ideological account of men?s supposed superiority over women. By ?Sports? we refer in this class to organized activities that emphasize physical rather than cognitive ability although, clearly, both are required to compete successfully and win. Race, gender, socioeconomic status, and physical ability intersect to complicate masculinity and sports. Title IX and cable television are just two ways of thinking about how communication, media, and rhetorical claims have changed sports in the last 50 years, particularly with regard to gender. Students are invited to consider how sports and gender intersect with politics, economics, culture, and representation.

SPRTCMN 331 | SPORTS BUSINESS NEWS | 4 quarter hours (Undergraduate)

Naming rights. Sponsorship deals. Labor agreements. The business of sports has become an essential element of sports journalism. In this class, we will practice several types of sports business stories, interact with leaders in the field, and learn the business language of the NFL, NBA, Major League Baseball and NHL.

SPRTCMN 337 | SPORTS CAMPAIGNS | 4 quarter hours (Undergraduate)

This class replicates the new business process for a public relations or sports marketing agency. Our partner firms provide two "real world" assignments from clients for a sports sponsorship or related sports business activity. Teams "compete" to win the business, which results in presentations to the agencies during the final. Students prepare a comprehensive new business pitch, including situation analysis, primary research, key insights, a big idea with tactical executions and evaluation. (*Course will be first offered in AUTUMN 2019)

PRAD 244 or PRAD 255 is a prerequisite for this class.

SPRTCMN 373 | SPORTS MEDIA ENTREPRENEURS | 4 quarter hours (Undergraduate)

Entrepreneurship is at the core of many aspects of digital sports media entities as new business and opportunities merge insight from sports communication and business training. This course provides students with a grounding in the process of planning, funding, launching, growing and managing a successful new sports media-related business; working in sports communication for an entrepreneurial venture; or freelancing/consulting. Through assignments, class discussions, site visits to entrepreneurial businesses and interaction with guest speakers, students will learn the risk, control and reward that comes with self-employment and working with startups in sports communication. (*Course will be first offered in SPRING 2019)

**SPRTCMN 374 | SPORTS MEDIA RELATIONS | 4 quarter hours
(Undergraduate)**

Sports Media Relations is designed for sports communications, public relations and business students who require an understanding of how both sports-focused and general interest media outlets operate as they cover sports topics. The course will demonstrate how sports communication professionals and general communications professionals who work on sports projects can: 1) connect and build relationships with media outlets, reporters, editors, producers, bloggers and other media influencers, 2) operate as a conduit or facilitator between their teams, leagues, school athletic department and/or organization and media that cover them, and 3) use of digital and social media to reach both journalists and fans/customers. The course will examine sports media across the spectrum of journalistic standards and credibility levels. Taught by an instructor with both PR counseling and major media sports reporting experience, the course will provide insight into strategies and tactics that resonate with media, as well as how sports journalists work and think. The course taps the expertise of other sports media relations professionals - including from Chicago's professional and collegiate teams - and other sports journalists to explore how sports media relations is evolving in the changing landscape of traditional, digital and social media. (*Course will be first offered in WINTER 2019)
PRAD 255 and instructor permission are prerequisites for this class.

**SPRTCMN 375 | SPORTS CONTENT CREATION | 4 quarter hours
(Undergraduate)**

Sports media content is increasingly produced using journalism skills by in-house talent working for teams, leagues and other entities outside of traditional news organization. In this course, taught by top professionals working at outlets such as ESPN and The Big Ten Network, students learn skills and approaches to navigating audiovisual and text content across platforms, including documentaries, social media, and streaming coverage.

**SPRTCMN 376 | SPORTS CRISIS CMN MANAGEMENT | 4 quarter hours
(Undergraduate)**

This course focuses on crisis communication management efforts by sports-related organizations including sports leagues, governing bodies, and university athletic program as well as the misdeeds of sports officials, individual athletes and the organizations or sponsorships linked to them. The course will emphasize the practical application of theories, strategies, tactics, and messaging in the crisis management process. Additionally, there will be a focus on planning for and preventing crises as well as experience in managing full-blown crises including Stakeholder communication. (*Course will be first offered in SUMMER 2019)

PRAD 255 and instructor permission are prerequisites for this class.

**SPRTCMN 396 | SPORTS COMMUNICATION CAPSTONE | 4 quarter hours
(Undergraduate)**

This culminating experience for Sports Communication majors integrates the knowledge and skills learned during their undergraduate years with a forward-thinking professional sports-focused curriculum designed to prepare students for the competitive 21st century workplace. The course will cover such essential career-building topics as social media management, creating and leveraging a professional network; understanding effective teamwork strategies; ethical considerations in sports communication; and creating a plan and fine-tuning the skills needed to begin a career in the sports industry. Only SPRTCMN majors who have 144 hours or above are eligible to register for capstone. SPRTCMN majors may not earn credit for either CMN396 or PRAD396. (*Course will be first offered in SUMMER 2019)

Senior status and a major in Sports Communication are prerequisites for this class.

**SPRTCMN 397 | FOX SPORTS UNIVERSITY | 4 quarter hours
(Undergraduate)**

Each year, we receive a specific real world assignment from Fox Sports involving one of their broadcast shows or major sports sponsorships. 20 students work in four groups of five over the quarter and compete to be selected by Fox Sports representatives as the winning marketing campaign. Students develop marketing, PR and sometimes advertising recommendations for the specific assignment. Students fully research the assignment, develop key insights, big ideas, complete tactical executions and evaluation. (*Course will be first offered in SPRING 2019)

Strategy Execution Valuation (SEV)

**SEV 611 | RETURN DRIVEN STRATEGY | 4 quarter hours
(Graduate)**

This course provides a framework and strategic skills that will enable Kellstadt students to make a significant impact on the future of their organizations and in their careers. The seminar course focuses on the Return Driven Strategy framework which describes the 11 tenets of successful business strategy, leveraging genuine assets, managing significant forces of change and understanding strategic valuation. This seminar course will focus on a deep analysis of the strategies and successful value creation of great companies. Each student will participate in a team project to apply the tenets of Return Driven Strategy to a high performance company. The Return Driven Strategy framework will be useful for MBA candidates working in various areas of corporate management, management consulting, investment banking, equity research, and for entrepreneurs. The seminar-driven course will include an executive seminar session for the morning session of the first day which will include presentations by executives and top thought leaders in strategy.

(ACC 500 or ACC 502 or its equivalent) or (status as an MS Audit and Advisory Services student) is a prerequisite for this course.

**SEV 621 | STRATEGY EXECUTION | 4 quarter hours
(Graduate)**

The course focuses on strategy execution and strategic performance measurement, including the balanced scorecard and value-based management as frameworks for describing and executing strategy. The course includes the latest developments in Strategic Risk Management and the implications for strategy and performance measurement. The course will study how high performance companies measure and manage performance, strategic risk, and corporate sustainability performance, as well as the ethical dimensions of strategy and execution. The seminar-driven course will include an executive seminar session for the morning session of the first day which will include presentations by executives and top thought leaders in strategy execution.

(ACC 500 or ACC 502 or its equivalent) or (status as an MS Audit and Advisory Services student) is a prerequisite for this course.

**SEV 641 | STRATEGIC VALUATION | 4 quarter hours
(Graduate)**

This course focuses on leading practices in valuation and practical methods for driving valuations from strategic corporate analysis. The course shows the link between strategic analysis and valuations - converting our qualitative understanding of company initiatives into quantitative forecasts and valuation models. The guiding principles for developing valuation models, and the tools and techniques for enhancing that analysis are introduced. This course builds a skillset for evaluating other valuation models and a first-hand experience in building valuation models for companies. The course differs from traditional treatments in its focus on the actual building of valuation models directly from financial performance and the valuation projects based on real-time data. This course is co-designed and co-taught by Dr. Mark L. Frigo, and Joel C. Litman, Clinical Professor of Business Strategy at DePaul's Kellstadt Graduate School of Business. They have been combining their efforts in the research, study, and development of business strategy models and frameworks for execution and value-creation and have assisted a wide range of public and private companies in the application of these concepts.

(ACC 500 or ACC 502 or its equivalent) or (status as an MS Audit and Advisory Services student) is a prerequisite for this course.

Study Abroad Program (SAP)

**SAP ACU997 | EXCHANGE: AUSTRALIAN CATHOLIC | 0 quarter hours
(Undergraduate)**

Through this study abroad exchange program, students enroll full-time at Australian Catholic University (ACU), an Australian government-funded, public university open to students of all beliefs, nationalities and cultures. ACU offers a wide range of courses in six faculties - Arts and Sciences, Business, Education, Theology and Philosophy, Health Sciences, and Law across six campuses. DePaul students are take 3-4 units (courses) totaling 30-40 ACU credit points per semester.

**SAP ACU998 | EXCHANGE PROGRAM: AUSTRALIAN CATHOLIC UNIVERSITY | 0 quarter hours
(Undergraduate)**

Through this study abroad exchange program, students enroll full-time at Australian Catholic University (ACU), an Australian government-funded, public university open to students of all beliefs, nationalities and cultures. ACU offers a wide range of courses in six faculties - Arts and Sciences, Business, Education, Theology and Philosophy, Health Sciences, and Law across six campuses. DePaul students are take 3-4 units (courses) totaling 30-40 ACU credit points per semester.

**SAP ACUOW7 | TERM-LONG: AUSTRALIAN CATHOLIC WINTER-SPRING | 0 quarter hours
(Undergraduate)**

Enroll full-time at Australian Catholic University (ACU), an Australian government-funded, public university open to students of all beliefs, nationalities and cultures. ACU offers a wide range of courses in six faculties - Arts and Sciences, Business, Education, Theology and Philosophy, Health Sciences, and Law across six campuses.

**SAP ACUOW8 | TERM-LONG: AUSTRALIAN CATHOLIC AY | 0 quarter hours
(Undergraduate)**

Enroll full-time at Australian Catholic University (ACU), an Australian government-funded, public university open to students of all beliefs, nationalities and cultures. ACU offers a wide range of courses in six faculties - Arts and Sciences, Business, Education, Theology and Philosophy, Health Sciences, and Law across six campuses.

**SAP ACUOW9 | TERM-LONG: AUSTRALIAN CATHOLIC FALL | 0 quarter hours
(Undergraduate)**

Enroll full-time at Australian Catholic University (ACU), an Australian government-funded, public university open to students of all beliefs, nationalities and cultures. ACU offers a wide range of courses in six faculties - Arts and Sciences, Business, Education, Theology and Philosophy, Health Sciences, and Law across six campuses.

**SAP AMMN01 | TERM: AMMAN/MADABA (AQ) | 0 quarter hours
(Undergraduate)**

Study Arabic language and culture in Jordan. Students will take classes at the American University of Madaba and complete an internship in Amman.

**SAP ARCH01 | SHORT-TERM PROGRAM: ARGENTINA AND CHILE | 0 quarter hours
(Undergraduate)**

This short-term December intercession program explores the history, culture, economics, and politics of Argentina and Chile. The program includes meetings with university students and faculty, representatives of the arts, domestic and foreign businesses, the U.S. expatriate community, and Consular officials, as well as visits to cultural and historical institutions. The Program includes two coordinated courses taken in the fall and winter quarters.

**SAP ARCH02 | SHORT-TERM PROGRAM: ARGENTINA AND CHILE | 0 quarter hours
(Graduate)**

This short-term December intercession program explores the history, culture, economics, and politics of Argentina and Chile. The program includes meetings with university students and faculty, representatives of the arts, domestic and foreign businesses, the U.S. expatriate community, and Consular officials, as well as visits to cultural and historical institutions. The Program includes two coordinated courses taken in the fall and winter quarters.

**SAP ARGN01 | SHORT-TERM PROGRAM: ARGENTINA | 0 quarter hours
(Professional Service)**

This short-term seminar introduces students to the basic framework of Latin American Law and legal systems, as well as the key principles of international business law necessary for advising clients doing business in the region. (0 semester hours)

**SAP ARGN02 | SHORT-TERM: LAS ARGENTINA WINE | 0 quarter hours
(Undergraduate)**

This short-term seminar introduces students to all aspects of viticulture and viniculture, as well as the geography of major wine producing regions of the world. The abroad portion focuses on more in-depth work related to a specific region, with introductions to that area's viticulture.

**SAP ARGN03 | SHORT-TERM: LAS ARGENTINA WINE | 0 quarter hours
(Graduate)**

This short-term seminar introduces students to all aspects of viticulture and viniculture, as well as the geography of major wine producing regions of the world. The abroad portion focuses on more in-depth work related to a specific region, with introductions to that area's viticulture.

**SAP ARGN04 | SHORT-TERM: CMN ARGENTINA | 0 quarter hours
(Undergraduate)**

This short-term program will give students the opportunity to visit major global and local advertising and marketing agencies as well as media companies in Argentina, to learn about practices and challenges associated with the development of global campaigns.

SAP ARGN05 | SHORT-TERM: CMN ARGENTINA | 0 quarter hours (Graduate)

This short-term program will give students the opportunity to visit major global and local advertising and marketing agencies as well as media companies in Argentina, to learn about practices and challenges associated with the development of global campaigns.

SAP ATHN97 | TERM PROGRAM: ATHENS, GREECE | 0 quarter hours (Undergraduate)

This term-long study abroad program in Athens is offered for the Fall quarter through Greece's renowned College Year in Athens (CYA). Coursework and excursions juxtapose the history and contributions of ancient Greece with the Greece of today; a country situated geographically, socially and culturally at the confluence of Europe, Asia, Africa and the Middle East. Students earn a total of 32 credits for five courses through CYA. Two courses are required: a Modern Greek language course and an Art and Archaeology course. The remaining three electives are worth 6 credits each and may be chosen from CYA's wide range of disciplines, which include Art and Archaeology, Classical Languages, Environmental Studies, Ethnography, History, International Relations, Literature, Modern Greek Language, Philosophy, Political Science, and Religion.

SAP ATHN98 | TERM PROGRAM: ATHENS, GREECE | 0 quarter hours (Undergraduate)

This term-long study abroad program in Athens is offered for the Academic Year through Greece's renowned College Year in Athens (CYA). Coursework and excursions juxtapose the history and contributions of ancient Greece with the Greece of today; a country situated geographically, socially and culturally at the confluence of Europe, Asia, Africa and the Middle East. Students earn a total of 32 credits for five courses through CYA. Two courses are required: a Modern Greek language course and an Art and Archaeology course. The remaining three electives are worth 6 credits each and may be chosen from CYA's wide range of disciplines, which include Art and Archaeology, Classical Languages, Environmental Studies, Ethnography, History, International Relations, Literature, Modern Greek Language, Philosophy, Political Science, and Religion.

SAP AUSW01 | SHORT-TERM: CDM AUSTRIA/SWITZERLAND | 0 quarter hours (Undergraduate)

This short-term seminar takes students to Austria and Switzerland to develop a more complete understanding of modernism and how it has impacted visual culture and design.

SAP AUSW02 | SHORT-TERM: CDM AUSTRIA/SWITZERLAND | 0 quarter hours (Graduate)

This short-term seminar takes students to Austria and Switzerland to develop a more complete understanding of modernism and how it has impacted visual culture and design.

SAP BJNG99 | TERM PROGRAM: BEIJING, CHINA | 0 quarter hours (Undergraduate)

This term-long study abroad program in China is offered during the Winter-Spring quarters at Tsinghua University in conjunction with Syracuse University. This program is designed to address the complexities of contemporary China and its languages. The academic program begins with a two-week field study seminar to Beijing, Xi'an and Shanghai, and is followed by classroom study at Tsinghua. Students live in single dormitory rooms on Tsinghua's modern campus.

SAP BRUS01 | SHORT-TERM PROGRAM: SPS BRUSSELS | 0 quarter hours (Graduate)

This short-term graduate program to Belgium allows students to broaden their perspective on public-policy analysis and public service management in an international context. The course explores how globalization is affecting national governments and traditional cultures while encouraging the creation of international non-profits and supranational governing agencies. Students will learn how large agencies, such as the European Union and NATO, are strengthening relationships and working more closely with grassroots organizations throughout the world.

SAP BRZL01 | SHORT-TERM PROGRAM: BRAZIL | 0 quarter hours (Undergraduate)

This short-term December intercession program to Brazil is designed for students from all colleges. Visiting three cities in Brazil, the course focuses on Information Technology (IT) in Brazil from multiple perspectives. Students learn about the history and development of IT in Brazil, the role it plays in economic development as well as its socio-cultural impact. In addition to seeing some of the highlights of the city, the participants will conduct a number of site visits to businesses, government offices, non-governmental organizations and institutions of higher learning. The program is open to graduate and undergraduate students from any college at DePaul. The program starts with several pre-departure sessions and continues through the winter quarter with meetings scheduled upon return. (0 credit hours)

SAP BRZL02 | SHORT-TERM PROGRAM: BRAZIL | 0 quarter hours (Graduate)

This short-term December intercession program to Brazil is designed for students from all colleges. Visiting three cities in Brazil, the course focuses on Information Technology (IT) in Brazil from multiple perspectives. Students learn about the history and development of IT in Brazil, the role it plays in economic development as well as its socio-cultural impact. In addition to seeing some of the highlights of the city, the participants will conduct a number of site visits to businesses, government offices, non-governmental organizations and institutions of higher learning. The program is open to graduate and undergraduate students from any college at DePaul. The program starts with several pre-departure sessions and continues through the winter quarter with meetings scheduled upon return.

SAP BRZL03 | SHORT-TERM PROGRAM: SPS BRAZIL | 0 quarter hours (Graduate)

This short-term program is designed to provide students with an understanding of social area analysis, neighborhood change, land use, and other topics by exploring the planning initiatives underway in Curitiba, Brazil, one of the most innovative urban areas in South America. The program site serves as an "urban laboratory" to evaluate a wide range of policies intended to enhance the efficiency and "livability" of a metropolitan region, improve public services, and support the development of critical infrastructure. At the host institution, the Pontificia Universidade Catolica do Parana (PUCPR), students critically evaluate how various strategies can be used to promote harmonious development and economic improvement in complex metropolitan areas involving many different units of government. They also compare the strategies used in Curitiba with those used in Chicago.

**SAP CAMB01 | SHORT-TERM: COL CAMBODIA | 0 quarter hours
(Professional Service)**

This short-term seminar will provide students the opportunity to witness the practice of international criminal law, through visiting international criminal judicial mechanisms, attending trials, and interacting with a variety of professionals working in the international criminal law field.

**SAP CANA01 | SHORT-TERM: CDM CANADA | 0 quarter hours
(Undergraduate)**

This short-term seminar is designed for students with an interest in attending the Ottawa International Animation Festival. Students will have the opportunity to learn about the state of animation worldwide, while seeing screenings, attending industry events, and meeting animators, critics, teachers, and animation directors from around the world.

**SAP CANA02 | SHORT-TERM: CDM CANADA | 0 quarter hours
(Graduate)**

This short-term seminar is designed for students with an interest in attending the Ottawa International Animation Festival. Students will have the opportunity to learn about the state of animation worldwide, while seeing screenings, attending industry events, and meeting animators, critics, teachers, and animation directors from around the world.

**SAP CANA03 | SHORT-TERM: LAS/MOL CANADA | 0 quarter hours
(Undergraduate)**

This short-term seminar is an introduction to the language and culture of French Canada, the third in the three-quarter beginning French sequence. The primary objective is to increase students' French proficiency and develop their cultural knowledge.

**SAP CHAR01 | SHORT-TERM: BUS CHILE & ARGENTINA | 0 quarter hours
(Undergraduate)**

This short-term seminar will explore the intricate process of developing a business idea for an entrepreneurial venture in the unique business and social culture in Chile and Argentina.

**SAP CHIL01 | SHORT-TERM: BUS CHILE | 0 quarter hours
(Undergraduate)**

This short-term program will lead students to understand managerial practices in a global environment, by studying the global wine industry and the role Chilean wines play in the world market.

**SAP CHIL02 | SHORT-TERM: BUS CHILE | 0 quarter hours
(Graduate)**

This short-term program will lead students to understand managerial practices in a global environment, by studying the global wine industry and the role Chilean wines play in the world market.

**SAP CHNA02 | SHORT-TERM: BUS CHINA BEIJING/SHANGHAI | 0 quarter hours
(Undergraduate)**

This business seminar to Beijing and Shanghai focuses on the evolution of ownership structures in China spurred by the country's membership in World Trade Organization (WTO). Through visits to majority-Chinese owned companies, Joint Ventures between Chinese and foreign companies, as well as wholly foreign owned companies, students have the opportunity to explore China's changing economic and regulatory structures and gain an understanding of how Chinese business culture varies across companies according to their different ownership structures. (0 quarter hours)

**SAP CHNA03 | SHORT-TERM: BUS CHINA BEIJING/SHANGHAI | 0 quarter hours
(Graduate)**

This business seminar to Beijing and Shanghai focuses on the evolution of ownership structures in China spurred by the country's membership in World Trade Organization (WTO). Through visits to majority-Chinese owned companies, Joint Ventures between Chinese and foreign companies, as well as wholly foreign owned companies, students have the opportunity to explore China's changing economic and regulatory structures and gain an understanding of how Chinese business culture varies across companies according to their different ownership structures. (0 quarter hours)

**SAP CHNA04 | SHORT-TERM: CDM CHINA | 0 quarter hours
(Undergraduate)**

This short-term seminar will provide students with insight into the cultural, technological, and logistical issues that arise with distributed or on-site collaboration with Chinese IT companies.

**SAP CHNA05 | SHORT-TERM: CDM CHINA | 0 quarter hours
(Graduate)**

This short-term seminar will provide students with insight into the cultural, technological, and logistical issues that arise with distributed or on-site collaboration with Chinese IT companies.

**SAP CHNA06 | SHORT-TERM: CSH CHINA | 0 quarter hours
(Undergraduate)**

This short-term seminar allows students to learn firsthand about the cultural transformations taking place in China by visiting two geographically and culturally distinct cities and providing students with an understanding of basic concepts and applications of psychology and human development from a cross-cultural perspective.

**SAP CHNA07 | SHORT-TERM: BUS CHINA GUIZHOU | 0 quarter hours
(Undergraduate)**

This short-term seminar offers students an opportunity to explore the universality of social entrepreneurship concepts in the rich and foreign cultural setting of Guizhou Province, China.

**SAP CHNA08 | SHORT-TERM: BUS CHINA GUIZHOU | 0 quarter hours
(Undergraduate)**

This short-term seminar offers students an opportunity to explore the universality of social entrepreneurship concepts in the rich and foreign cultural setting of Guizhou Province, China.

**SAP CHNA09 | SHORT-TERM: LAS CHINA | 0 quarter hours
(Undergraduate)**

This short-term program will introduce students to the complexity of culture in contemporary China. Through careful and observant travel, critical reading, original research, collaboration, and documentation, students will engage with an increasingly important nation in global negotiations over the shape of the future.

**SAP CHNA10 | SHORT-TERM: LAS CHINA | 0 quarter hours
(Graduate)**

This short-term program will introduce students to the complexity of culture in contemporary China. Through careful and observant travel, critical reading, original research, collaboration, and documentation, students will engage with an increasingly important nation in global negotiations over the shape of the future.

**SAP CHNA11 | SHORT-TERM: SNL CHINA | 0 quarter hours
(Undergraduate)**

This short-term seminar aims to raise awareness among students about assumptions and values, democracy, and the role that China's cultural beliefs such as Confucianism, Taoism, and Buddhism plays on the global stage. In light of China's influence on globalization and its increasing economic power, along with its particular values, the course examines what it means to be a global citizen.

**SAP CHNA12 | SHORT-TERM: SNL CHINA | 0 quarter hours
(Undergraduate)**

This short-term seminar aims to raise awareness among students about assumptions and values, democracy, and the role that China's cultural beliefs such as Confucianism, Taoism, and Buddhism plays on the global stage. In light of China's influence on globalization and its increasing economic power, along with its particular values, the course examines what it means to be a global citizen.

**SAP CHTB01 | SHORT-TERM PROGRAM: CHINA AND TIBET (SNL) | 0 quarter hours
(Undergraduate)**

This short-term study abroad program to China and Tibet is offered by the School for New Learning during the summer. Focusing on ethnic minority cultures located mostly in and around Yunnan province, students examine China's current state as they encounter regions that practice traditional beliefs and customs despite the monumental changes that are occurring. By traveling in present-day China and Tibet, students gain insight into the balance between a society's rich and complex past and the present. Students can register for either 3 or 4 competencies (with committee permission). Non-SNL students may apply for credit for this course with the approval of their department advisors. (0 quarter hours)

**SAP CLMB01 | SHORT-TERM PROGRAM: COLOMBIA (SNL) | 0 quarter hours
(Undergraduate)**

This short-term study abroad program to Cartagena, Colombia is offered by the School for New Learning during December intercession. Cartagena, Colombia provides the backdrop for this course which will stimulate your thinking about the meaning of leisure in your life and the interrelated nature of leisure in our global society. Cartagena offers a rich sense of history, beautiful beaches, excellent food, cultural events, competitive sports, and superior natural areas. Its heterogeneous ethnic and racial make-up is unmatched in the world making it a perfect environment to study and experience leisure. This program will be led by a faculty member of the School for New Learning. (0 quarter hours)

**SAP CLMB02 | SHORT-TERM PROGRAM: COLOMBIA (SPS) | 0 quarter hours
(Graduate)**

The program to Bogota, Colombia, seeks to expose students to ethical management tools and issues in an international context. By engaging with and learning from local practitioners, students will enhance their intercultural understanding, communication skills, and examine alternative approaches to issues of ethics in public service management. Students will also learn about how issues of ethics cross borders and the cultural sensitivities that are often involved in public service management through an immersion in Bogota, organizational site visits, and intensive fieldwork.

**SAP CLMB03 | SHORT-TERM: IA COLOMBIA | 0 quarter hours
(Undergraduate)**

This short-term seminar will examine the global-local processes of modernity/coloniality and the related power matrix of race, ethnicity, class, and environment, through a two-way service-learning immersion program.

**SAP CLMB04 | SHORT-TERM: COE COLOMBIA | 0 quarter hours
(Graduate)**

This short-term seminar invites students to engage in a philosophical inquiry of the relationship between pedagogy, culture, and globalization, exploring this relationship from different philosophical perspectives regarding globalization that emerge from the Global North and the Global South.

**SAP CORI01 | SHORT-TERM PROGRAM: COSTA RICA | 0 quarter hours
(Professional Service)**

This short-term seminar provides a comprehensive understanding of key elements of human rights law, which includes women's rights, children's rights and criminal procedure. (0 semester hours)

**SAP CORI02 | SHORT-TERM: COSTA RICA | 0 quarter hours
(Undergraduate)**

This short-term seminar provides a comprehensive understanding of key elements of human rights law, which includes women's rights, children's rights and criminal procedure.

**SAP CORI03 | SHORT-TERM: COSTA RICA | 0 quarter hours
(Graduate)**

This short-term seminar provides a comprehensive understanding of key elements of human rights law, which includes women's rights, children's rights and criminal procedure.

**SAP CORK97 | TERM-LONG: CORK WINTER-SPRING | 0 quarter hours
(Undergraduate)**

Study at University College Cork (UCC), a world class university that maintains a rich tradition of teaching, research and scholarship. UCC offers 40 academic programs and a vibrant student life.

**SAP CORK98 | TERM-LONG: CORK FALL | 0 quarter hours
(Undergraduate)**

Study at University College Cork (UCC), a world class university that maintains a rich tradition of teaching, research and scholarship. UCC offers 40 academic programs and a vibrant student life.

**SAP CORK99 | TERM-LONG: CORK AY | 0 quarter hours
(Undergraduate)**

Study at University College Cork (UCC), a world class university that maintains a rich tradition of teaching, research and scholarship. UCC offers 40 academic programs and a vibrant student life.

**SAP CSHIR | SHORT-TERM PROGRAM: IRELAND (CSH) | 0 quarter hours
(Undergraduate)**

This short-term Summer program explores the ways in which Irish landscapes set aside for nature are influenced by both natural and cultural forces.

**SAP CUA198 | TERM: CHILE UAI AY | 0 quarter hours
(Undergraduate)**

Universidad Adolfo Ibaez (UAI) offers students the opportunity to study in a variety of disciplines in Via del Mar, Chile.

**SAP CUA199 | TERM PROGRAM: CHILE UAI | 0 quarter hours
(Undergraduate)**

Universidad Adolfo Ibanez (UAI) offers students the opportunity to study in a variety of disciplines in Vina del Mar, Chile.

SAP CUBA01 | SHORT-TERM PROGRAM: CUBA | 0 quarter hours (Undergraduate)

This study abroad program introduces the history, culture, economics, and politics of Cuba before and after the revolution of 1959. During their travels, participants will interact with Cuban students, professors, policy makers, artists, and average citizens. From a historical perspective on the Cuban Revolution, students will learn about its impact on Cuban society, Latin America, the "Third World," and the United States, while focusing specifically on the contemporary international business environment and economic climate in Cuba.

SAP CUBA02 | SHORT-TERM PROGRAM: CUBA | 0 quarter hours (Graduate)

This study abroad program introduces the history, culture, economics, and politics of Cuba before and after the revolution of 1959. During their travels, participants will interact with Cuban students, professors, policy makers, artists, and average citizens. From a historical perspective on the Cuban Revolution, students will learn about its impact on Cuban society, Latin America, the "Third World," and the United States, while focusing specifically on the contemporary international business environment and economic climate in Cuba.

SAP CUBA03 | SHORT-TERM PROGRAM: CUBA (SPS) | 0 quarter hours (Graduate)

This program seeks to expose students to comparative and foreign policy issues as they pertain to the bilateral relations between the United States and Cuba. By engaging with and learning from local practitioners, students will enhance their intercultural understanding, communication skills, and examine alternative approaches to issues in foreign policy. Students will learn about how policy issues cross borders and the cultural sensitivities that are often involved in foreign policy through an immersion in Havana, organizational site visits, and intensive fieldwork.

SAP CUBA04 | SHORT-TERM: CUBA COL | 0 quarter hours (Professional Service)

This short-term seminar introduces students to the evolving Cuban legal system and the Cuban legal and economic framework regulating foreign investment, trade, and international business transactions. (0 semester hours)

SAP CUBA05 | SHORT-TERM: SNL CUBA | 0 quarter hours (Undergraduate)

This short-term seminar will provide participants with a foundation in the theories of intercultural communications. They will observe how people from in Cuba communicate in public spaces, cafes, schools and other institutions and evaluate how communications are affected by place.

SAP CUBA06 | SHORT-TERM: SNL CUBA | 0 quarter hours (Graduate)

This short-term seminar will provide participants with a foundation in the theories of intercultural communications. They will observe how people from in Cuba communicate in public spaces, cafes, schools and other institutions and evaluate how communications are affected by place.

SAP CUBA07 | SHORT-TERM: CUBA COL | 0 quarter hours (Graduate)

This short-term seminar introduces students to the evolving Cuban legal system and the Cuban legal and economic framework regulating foreign investment, trade, and international business transactions.

SAP CZAU01 | SHORT-TERM: BUS CZECH & GERMANY | 0 quarter hours (Undergraduate)

This short-term seminar to Prague and Vienna will broaden your general awareness of the international business climate of Central Europe. You will be provided with an understanding of the business, political and educational issues affecting this region's transition from a centralized to a market driven economy. (0 quarter hours)

SAP CZAU02 | SHORT-TERM: BUS CZECH & GERMANY | 0 quarter hours (Graduate)

This short-term seminar to Prague and Vienna will broaden your general awareness of the international business climate of Central Europe. You will be provided with an understanding of the business, political and educational issues affecting this region's transition from a centralized to a market driven economy. (0 quarter hours)

SAP CZEC01 | SHORT-TERM PROGRAM: CZECH REPUBLIC (NSG) | 0 quarter hours (Graduate)

This graduate nursing program examines health care in the Czech Republic, particularly its political, social, economic, and ethical implications. Networking with Czech medical and nursing students and government employees, participants learn about the contemporary changes in nursing science and practice in national and European contexts. Their experiences abroad help students draw parallels and contrasts to health care policies, practice, and access in the United States. (0 credit hours)

SAP CZEC02 | SHORT-TERM: TTS CZECH REPUBLIC | 0 quarter hours (Undergraduate)

This short-term seminar will take Theatre School students to the Prague Quadrennial, a global multidisciplinary festival of scenography and performance, to explore what the world and its stages might look like in a sustainable future.

SAP CZEC03 | SHORT-TERM: TTS CZECH REPUBLIC | 0 quarter hours (Graduate)

This short-term seminar will take Theatre School students to the Prague Quadrennial, a global multidisciplinary festival of scenography and performance, to explore what the world and its stages might look like in a sustainable future.

SAP DMRP01 | SHORT TERM PROGRAM: DOMINICAN REPUBLIC | 0 quarter hours (Undergraduate)

The Dominican Republic (DR) Study Abroad program offers a unique focus on questions of social, environmental and economic sustainability in Latin America. The central focus of the program is on environmental restoration, reforestation and sustainable food systems development in Rio Limpio, a town situated in the highlands of the DR bordering Haiti in the province of Elias Pi'a.

SAP DMRP02 | SHORT-TERM: LAS DOMINICAN REPUBLIC | 0 quarter hours (Graduate)

The Dominican Republic (DR) Study Abroad program offers a unique focus on questions of social, environmental and economic sustainability in Latin America. The central focus of the program is on environmental restoration, reforestation and sustainable food systems development in Rio Limpio, a town situated in the highlands of the DR bordering Haiti in the province of Elias Pi'a.

**SAP DMRP03 | SHORT-TERM: CSH DOMINICAN REPUBLIC HEALTH | 0 quarter hours
(Undergraduate)**

This short-term seminar will allow students to study maternal and child health in the Dominican Republic, by observing firsthand the differences a broad medical safety net can make in maternal and child health outcomes, and observing the practice of population health in a country with a developed public health care system.

**SAP DMRP04 | SHORT-TERM: CSH DOMINICAN REPUBLIC HEALTH | 0 quarter hours
(Graduate)**

This short-term seminar will allow students to study maternal and child health in the Dominican Republic, by observing firsthand the differences a broad medical safety net can make in maternal and child health outcomes, and observing the practice of population health in a country with a developed public health care system.

**SAP DUBL01 | SHORT TERM PROGRAM: SPS DUBLIN | 0 quarter hours
(Graduate)**

These summer seminars in Dublin are offered by the School of Public Service in conjunction with All Hallows College in Dublin. The courses are taught by American and Irish faculty. There, they explore public service management and strategy as applied in non-government sectors, such as health care, social service, associations, education, and the arts. The program offers one-week, executive-style courses that may be taken in sequence. Additional program meetings are held on DePaul's campus prior to and after travel.

**SAP DUBL02 | SHORT-TERM: SPS DUBLIN | 0 quarter hours
(Graduate)**

Each year spend the summer in Dublin, Ireland taking classes with an international student body taught by faculty from DePaul and All Hallows College. Here, you will explore public service management and strategy as applied in non-government sectors, such as health care, social service, associations, education, and the arts. The program offers one-week, executive-style courses beginning Sunday evening and concluding Friday at 1 pm with pre- and post-course meetings in the U.S. These courses are standard four-credit courses enhanced with international students, faculty, and perspective. The beautiful campus is conveniently located midway between the Dublin Airport and City Centre.

**SAP ECUA01 | SHORT-TERM: CSH ECUADOR | 0 quarter hours
(Undergraduate)**

This short-term seminar will provide students an opportunity to learn about Darwin's theory of evolution by natural selection, how it was developed (including the importance of Darwin's visit to the Galapagos Islands on the H.M.S. Beagle), what evidence exists to support the theory of evolution, and what it means for society.

**SAP ECUA02 | SHORT-TERM: CSH ECUADOR | 0 quarter hours
(Graduate)**

This short-term seminar will provide students an opportunity to learn about Darwin's theory of evolution by natural selection, how it was developed (including the importance of Darwin's visit to the Galapagos Islands on the H.M.S. Beagle), what evidence exists to support the theory of evolution, and what it means for society. (0 credit hours)

**SAP ECUA03 | SHORT-TERM: FY@BROAD ECUADOR | 0 quarter hours
(Undergraduate)**

This short-term seminar will examine this modern extinction crisis from biological, economic, and ethical perspectives and examine factors leading to the loss of natural habitat and species.

**SAP ENGL01 | SHORT-TERM: SCPS ENGLAND CATHEDRALS | 0 quarter hours
(Undergraduate)**

This short-term seminar provides opportunities for students to gain valuable understandings of religion, art, and culture that endures in present day Britain while unraveling its rich and complex past. This program's structure is that of a pilgrimage, allowing students some time for reflection as well as learning as they encounter sacred space, respond to aesthetic artifacts and religious rituals, and engage in guided inquiry about the role of these institutions of religion, culture, and education in the past as well as the present.

**SAP ENGL02 | SHORT-TERM: BUS ENGLAND SPORTS | 0 quarter hours
(Undergraduate)**

This short-term seminar will allow students to experience the international nature of sports marketing and business by meeting with leaders and executives at London-based sports organizations, agencies, and companies, and visiting historic sports venues in London.

**SAP ENGL03 | SHORT-TERM: BUS ENGLAND SPORTS | 0 quarter hours
(Graduate)**

This short-term seminar will allow students to experience the international nature of sports marketing and business by meeting with leaders and executives at London-based sports organizations, agencies, and companies, and visiting historic sports venues in London.

**SAP ENGL04 | SHORT-TERM: BUS ENGLAND ENTREPRENEURSHIP | 0 quarter hours
(Undergraduate)**

This short-term seminar will help students develop an entrepreneurial mindset and look at various UK businesses with a creative and innovative eye, as they examine the business and cultural differences between the UK and US, while creating a business plan that could result in a successful business.

**SAP ENGL05 | SHORT-TERM: BUS ENGLAND ENTREPRENEURSHIP | 0 quarter hours
(Graduate)**

This short-term seminar will help students develop an entrepreneurial mindset and look at various UK businesses with a creative and innovative eye, as they examine the business and cultural differences between the UK and US, while creating a business plan that could result in a successful business.

**SAP ENGL06 | SHORT-TERM: SCPS ENGLAND CATHEDRALS | 0 quarter hours
(Graduate)**

This short-term seminar provides opportunities for students to gain valuable understandings of religion, art, and culture that endures in present day Britain while unraveling its rich and complex past. This program's structure is that of a pilgrimage, allowing students some time for reflection as well as learning as they encounter sacred space, respond to aesthetic artifacts and religious rituals, and engage in guided inquiry about the role of these institutions of religion, culture, and education in the past as well as the present.

**SAP ENGL07 | SHORT-TERM: SCPS ENGLAND LONDON ALIVE | 0 quarter hours
(Undergraduate)**

This short-term seminar will examine how theatre, live performance, museum collections, and street markets are integral parts of English cultural history, bringing London "alive" in both the past and present.

SAP ENGL08 | SHORT-TERM: SCPS ENGLAND LONDON ALIVE | 0 quarter hours**(Graduate)**

This short-term seminar will examine how theatre, live performance, museum collections, and street markets are integral parts of English cultural history, bringing London "alive" in both the past and present.

SAP ENIR01 | SHORT-TERM: LAS ENGLAND & IRELAND | 0 quarter hours**(Undergraduate)**

This short-term seminar will focus on the examination of the heritage, public history, and travel narratives of the cities of London, England and Dublin, Ireland.

SAP ENIR02 | SHORT-TERM: LAS ENGLAND & IRELAND | 0 quarter hours**(Graduate)**

This short-term seminar will focus on the examination of the heritage, public history, and travel narratives of the cities of London, England and Dublin, Ireland.

SAP ESIT01 | SHORT-TERM PROGRAM: ESTONIA & ITALY (SNL) | 0 quarter hours**(Undergraduate)**

Participants in this two-country study abroad course on cross-cultural communication will examine how language and interactions are used in various contexts in Estonia and Italy. They will observe communication dynamics in informal settings, such as cafes and piazzas, and in the formal setting of schools and universities. Using concepts from assigned readings, they will then analyze how different socio-cultural factors shape individuals and interaction patterns in both societies, as well as in the United States. A primary focus will be on Estonian and Italian schools and universities, where participants will compare these organizational structures and study their implications for cross-cultural communication among and between teachers and students. (0 quarter hours)

SAP ESIT02 | SHORT-TERM PROGRAM: ESTONIA & ITALY (SNL) | 0 quarter hours**(Graduate)**

Participants in this two-country study abroad course on cross-cultural communication will examine how language and interactions are used in various contexts in Estonia and Italy. They will observe communication dynamics in informal settings, such as cafes and piazzas, and in the formal setting of schools and universities. Using concepts from assigned readings, they will then analyze how different socio-cultural factors shape individuals and interaction patterns in both societies, as well as in the United States. A primary focus will be on Estonian and Italian schools and universities, where participants will compare these organizational structures and study their implications for cross-cultural communication among and between teachers and students. (0 quarter hours)

SAP FINL01 | SHORT-TERM: BUS FINLAND | 0 quarter hours**(Undergraduate)**

This short-term seminar will explore the economy, values, and social structures of Finland and examine how it has become a powerhouse of entrepreneurship and innovation.

SAP FINL02 | SHORT-TERM: BUS FINLAND | 0 quarter hours**(Graduate)**

This short-term seminar will explore the economy, values, and social structures of Finland and examine how it has become a powerhouse of entrepreneurship and innovation.

SAP FRNC01 | SHORT-TERM PROGRAM: FRANCE CYCLING | 0 quarter hours**(Undergraduate)**

This short-term summer program in France takes students on a cycling 'pilgrimage' as they explore issues associated with pilgrimage, Catholic Church history and the life of Vincent de Paul. Special attention will be given to an experiential exploration of the elements of pilgrimage, the historical dimensions of Vincent de Paul's life and its influence on the ideas and practices of modern Vincentians. The purpose of this program is to offer students an intense experiential complement to academic study and intellectual investigations into topics like religious devotion, the historical development of ideas and practices, migration, multiculturalism, poverty, women's leadership in the Catholic Church, and 'Vincentianism.' Students enroll in two courses associated with the program.

SAP FRNC02 | SHORT-TERM: BUS FRANCE | 0 quarter hours**(Undergraduate)**

This international business seminar travels to Paris, one of Europe's most treasured cities, to learn about the cultural differences between France and the United States through marketing communication and distribution programs. (0 quarter hours)

SAP FRNC03 | SHORT-TERM: BUS FRANCE | 0 quarter hours**(Graduate)**

This international business seminar travels to Paris, one of Europe's most treasured cities, to learn about the cultural differences between France and the United States through marketing communication and distribution programs. (0 quarter hours)

SAP FRNC08 | SHORT-TERM: LAS FRANCE IMMIGRATION | 0 quarter hours**(Undergraduate)**

This short-term seminar aims to educate students in the politics and cultural conflicts around integration in France. Based in historical and cultural analysis, the course will link postwar mobility with an analysis of how minorities in France have been marginalized and constructed as the Other.

SAP FRNC09 | SHORT-TERM: LAS FRANCE IMMIGRATION | 0 quarter hours**(Graduate)**

This short-term seminar aims to educate students in the politics and cultural conflicts around integration in France. Based in historical and cultural analysis, the course will link postwar mobility with an analysis of how minorities in France have been marginalized and constructed as the Other.

SAP FRNC10 | SHORT-TERM: LAS FRANCE WINE | 0 quarter hours**(Undergraduate)**

This short-term seminar introduces students to all aspects of viticulture and viniculture, as well as the geography of major wine producing regions of the world. The abroad portion focuses on more in-depth work related to a specific region, with introductions to that area's viticulture.

SAP FRNC11 | SHORT-TERM: LAS FRANCE WINE | 0 quarter hours**(Graduate)**

This short-term seminar introduces students to all aspects of viticulture and viniculture, as well as the geography of major wine producing regions of the world. The abroad portion focuses on more in-depth work related to a specific region, with introductions to that area's viticulture.

**SAP FRNC12 | SHORT-TERM: CDM FRANCE | 0 quarter hours
(Undergraduate)**

This short-term seminar is designed for animation students interested in making professional connections with their peers studying animation and working as professional animators in the highly influential French animation community.

**SAP FRNC13 | SHORT-TERM: CDM FRANCE | 0 quarter hours
(Graduate)**

This short-term seminar is designed for animation students interested in making professional connections with their peers studying animation and working as professional animators in the highly influential French animation community.

**SAP FRPO97 | EXCHANGE: FRANCE SCIENCES PO (WS) | 0 quarter hours
(Undergraduate)**

This zero credit course marks a student's participation in the Science Po, France Winter-Spring Quarters study abroad program and attaches the study abroad program fee to the student's financial account.

**SAP FRPO98 | EXCHANGE: FRANCE SCIENCES PO (AQ) | 0 quarter hours
(Undergraduate)**

This zero credit course marks a student's participation in the Science Po, France Autumn Quarter study abroad program and attaches the study abroad program fee to the student's financial account.

**SAP FRSW01 | SHORT-TERM: BUS FRANCE & SWITZERLAND | 0 quarter hours
(Undergraduate)**

Exploring the tourism industry in France and Switzerland, two of the most popular travel destinations in Europe, students compare and contrast customer behavior trends and tourism operations in these countries and the United States. In France, students concentrate on the infrastructure of transportation, lodging, food and beverage, and tourism opportunities for visitors. During the stay in Switzerland, students learn about regional transportation, the role of sports in tourism, and the cultural influences of national groups on the tourist experience. A major theme of the seminar is the concept of "a stranger in a strange land," providing students with a heightened awareness of what a traveler experiences, including the impact of jet lag, confusion in customs, and language difficulties with directions, instructions, explanations, and different foods. (0 quarter hours)

**SAP FRSW02 | SHORT-TERM: BUS FRANCE & SWITZERLAND | 0 quarter hours
(Graduate)**

Exploring the tourism industry in France and Switzerland, two of the most popular travel destinations in Europe, students compare and contrast customer behavior trends and tourism operations in these countries and the United States. In France, students concentrate on the infrastructure of transportation, lodging, food and beverage, and tourism opportunities for visitors. During the stay in Switzerland, students learn about regional transportation, the role of sports in tourism, and the cultural influences of national groups on the tourist experience. A major theme of the seminar is the concept of "a stranger in a strange land," providing students with a heightened awareness of what a traveler experiences, including the impact of jet lag, confusion in customs, and language difficulties with directions, instructions, explanations, and different foods. (0 quarter hours)

**SAP FYCH01 | FY ABROAD: CHINA | 0 quarter hours
(Undergraduate)**

This Focal Point Seminar and First-Year Study Abroad program will introduce you to Chinese culture and society and, in particular, familiarize you with the causes and consequences of China's environmental challenge.

**SAP FYEN01 | SHORT-TERM: FY@BROAD ENGLAND | 0 quarter hours
(Undergraduate)**

This short-term seminar takes first-year students to England to explore the life of Charles Darwin and examine the nature of science.

**SAP FYEW01 | FY ABROAD: UNITED KINGDOM | 0 quarter hours
(Undergraduate)**

Through screenings, readings, and discussion, students will explore Doctor Who in order to learn different characteristics of television criticism. Students will be encouraged to develop a critical voice of their own, all the while learning to understand the popularity and cultural impact of this important television milestone.

**SAP FYFR01 | SHORT-TERM: FY@FRANCE | 0 quarter hours
(Undergraduate)**

This short-term seminar examines pilgrimage as a religious, cultural, historical and ethical phenomenon in the context of modern Paris, while examining current efforts being made by Parisians to build bridges among Jews, Christians and Muslims.

**SAP FYGC01 | SHORT-TERM PROGRAM: FY@GREECE | 0 quarter hours
(Undergraduate)**

This short-term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students examine how in ancient Greek poetry, history, and philosophy, we will find a certain tragic worldview at work. That is, a recognition of our human finitude, the potentially disastrous limitation of our understanding and power. Indeed, we will find here in their emergence many of the most fundamental concepts we use to make sense of our lives today. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

**SAP FYGR01 | SHORT-TERM PROGRAM: FY@GERMANY | 0 quarter hours
(Undergraduate)**

This short term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students learn about the important scientific discoveries made by Johannes Kepler and Albert Einstein. Students learn about the people and the society these scientists lived in, apply their discoveries in lab activities, and investigate how science is presented by museums and science education centers in Germany and the U.S. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

**SAP FYIR01 | SHORT-TERM PROGRAM: FY@IRELAND | 0 quarter hours
(Undergraduate)**

This short term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students explore Dublin's rich literary and cultural traditions. Students read and discuss travel writing and other literature and are coached in writing about place using a variety of styles and genres. With this foundation, students travel to Ireland to visit Dublin and neighboring areas. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

**SAP FYIS01 | SHORT-TERM: FY@JERUSALEM | 0 quarter hours
(Undergraduate)**

This short-term seminar looks at 3,000 years of life in the city of Jerusalem, in particular, looking at major historical moments that occasioned surprising creations in this place.

SAP FYIT02 | SHORT-TERM: FY@BROAD ITALY HISTORY | 0 quarter hours (Undergraduate)

This short-term seminar takes first-year students to Italy to observe how ancient Rome has continued to influence later generations.

SAP FYITAL | SHORT-TERM: FY@BROAD ITALY PEACE STUDIES | 0 quarter hours (Undergraduate)

This First Year Study Abroad Program in Rome and Assisi, Italy will explore the life and world of Saint Francis, study the power of pilgrimage, sharpen peacemaking skills, and experience the beauty and excitement of Italy.

SAP FYJD01 | SHORT-TERM PROGRAM: FY@JORDAN | 0 quarter hours (Undergraduate)

This short-term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students use archaeology, anthropology, and geography to uncover past and present experiences of what is now Jordan. Students discuss the impacts that artifacts, key events, and important players had in shaping the region. During travel, students spend time in the capital city of Amman and various archeological sites. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

SAP FYPERU | FY ABROAD: PERU | 0 quarter hours (Undergraduate)

This First Year Study Abroad Program in Peru will explore the global production of food, including issues of ethics, social practices, sourcing, trade, and the environment.

SAP FYSC01 | SHORT-TERM: FY@BROAD SCOTLAND | 0 quarter hours (Undergraduate)

This short-term Focal Point Seminar will provide students an opportunity to examine Scotland from an historical lens, as well as a more modern application of both political science and sociology, by examining how the 18th century Jacobite Uprising impacted the Scots hundreds of years ago and how those events still have an impact on Scotland today.

SAP GHNA02 | SHORT-TERM PROGRAM: GHANA | 0 quarter hours (Graduate)

This short-term program will focus on immersion and deeper understanding of African traditional healing, colonial history, culture, and self-development. The other focus will primarily explore the opportunities and challenges of the current IT business environment, resulting in the launch of a media learning IT project with partner institution in Ghana.

SAP GMNY02 | SHORT-TERM: BUS GERMANY | 0 quarter hours (Undergraduate)

This short-term seminar will focus in Munich and Berlin, which is one of Germany's biggest industrial centers. Once a symbol of Cold War division, Berlin today is a link between Western and Eastern Europe. The Berlin-Brandenburg capital region lies at the very heart of an expanding European Union and offers many new and exciting opportunities for the future! Culturally this seminar will take you to Dachau and many other on a WWII tour of Berlin. (0 quarter hours)

SAP GMNY03 | SHORT-TERM: BUS GERMANY | 0 quarter hours (Graduate)

This short-term seminar will focus in Munich and Berlin, which is one of Germany's biggest industrial centers. Once a symbol of Cold War division, Berlin today is a link between Western and Eastern Europe. The Berlin-Brandenburg capital region lies at the very heart of an expanding European Union and offers many new and exciting opportunities for the future! Culturally this seminar will take you to Dachau and many other on a WWII tour of Berlin. (0 quarter hours)

SAP GMNY04 | SHORT-TERM PROGRAM: GERMANY | 0 quarter hours (Professional Service)

This short-term seminar focuses on international human rights from historical traumas and anti-subordination of minorities in Europe, the United States and other parts of the world. The seminar will also focus on the structural disadvantage and social injustices faced by intersectional subjects. (0 semester hours)

SAP GMNY05 | SHORT-TERM: COL GERMANY | 0 quarter hours (Undergraduate)

This short-term seminar will explore the critical traditions in human rights law and how they relate to specific justice struggles confronting immigrants, religious minorities, communities of color, women, LGBT, and trans*people in Germany and the U.S.

SAP GMNY06 | SHORT-TERM: COL GERMANY | 0 quarter hours (Graduate)

This short-term seminar will explore the critical traditions in human rights law and how they relate to specific justice struggles confronting immigrants, religious minorities, communities of color, women, LGBT, and trans*people in Germany and the U.S.

SAP GMNY07 | SHORT-TERM: LAS GERMANY IMMIGRATION | 0 quarter hours (Undergraduate)

This short-term program will take students to Berlin to engage firsthand with individuals and institutions working to help refugees integrate to life in Germany.

SAP GMNY08 | SHORT-TERM: LAS GERMANY IMMIGRATION | 0 quarter hours (Graduate)**SAP GMNY09 | SHORT-TERM: CDM GERMANY | 0 quarter hours (Undergraduate)**

This short-term seminar will examine the German filmmaking industry, comparing the cinema and culture of Germany and the United States.

SAP GMNY10 | SHORT-TERM: CDM GERMANY | 0 quarter hours (Graduate)

This short-term seminar will examine the German filmmaking industry, comparing the cinema and culture of Germany and the United States.

SAP GMNY11 | SHORT-TERM: LAS GERMANY ART/SOCIOLOGY | 0 quarter hours (Undergraduate)

This short-term seminar will take students deep into Berlin's thriving art scene to examine, deconstruct, produce, and experiment with structures of visual communication through immersive research, divergent thinking, creating original artwork, and conducting field research and analysis.

SAP GMNY12 | SHORT-TERM: LAS GERMANY ART/SOCIOLOGY | 0 quarter hours (Undergraduate)

This short-term seminar will take students deep into Berlin's thriving art scene to examine, deconstruct, produce, and experiment with structures of visual communication through immersive research, divergent thinking, creating original artwork, and conducting field research and analysis.

SAP GREC01 | SHORT-TERM: BUS GREECE | 0 quarter hours (Undergraduate)

This short-term seminar is focused on environmental and social sustainability in Greece and will give students firsthand experience on how to apply sustainability management strategies in the real world.

**SAP GREC02 | SHORT-TERM: BUS GREECE | 0 quarter hours
(Graduate)**

This short-term seminar is focused on environmental and social sustainability in Greece and will give students firsthand experience on how to apply sustainability management strategies in the real world.

**SAP GREC03 | SHORT-TERM: TTS GREECE | 0 quarter hours
(Undergraduate)**

This short-term seminar will offer training in all aspects of performance - analysis and adaptation, dramaturgy, storytelling, ensemble creation, ritual studies, movement arts, and voice and speech while immersed in Greek culture.

**SAP GRFR01 | SHORT-TERM: CMN CANNES | 0 quarter hours
(Undergraduate)**

This short-term seminar informs students about the complexity and nuances of marketing communications in the global marketplace, exploring the execution of advertising campaigns in different countries.

**SAP GRFR02 | SHORT-TERM: CMN CANNES | 0 quarter hours
(Graduate)**

This short-term seminar informs students about the complexity and nuances of marketing communications in the global marketplace, exploring the execution of advertising campaigns in different countries.

**SAP HNKN01 | SHORT-TERM: BUS HONG KONG | 0 quarter hours
(Undergraduate)**

This short-term seminar will provide students with insight into global banking and finance in Hong Kong, to develop a deep understanding of how global financial services firms help local and international customers.

**SAP HNKN02 | SHORT-TERM: BUS HONG KONG | 0 quarter hours
(Graduate)**

This short-term seminar will provide students with insight into global banking and finance in Hong Kong, to develop a deep understanding of how global financial services firms help local and international customers.

**SAP IAMEX1 | SHORT-TERM: IA MEXICO | 0 quarter hours
(Undergraduate)**

This short-term seminar will focus on the migration experiences of Mexicans and Central Americans from both a historical perspective of the civil wars of the 1980s and 1990s to the current context of families fleeing in caravans as a way of migrating more safely.

**SAP IASAF1 | SHORT-TERM: IA SOUTH AFRICA | 0 quarter hours
(Undergraduate)**

This short-term seminar will focus on the legal and social antecedents of residential segregation (Apartheid) in the U.S. and South Africa, examining the socioeconomic and political consequences and the continued quest for housing equity, residential integration, justice, and reconciliation.

**SAP IBER97 | EXCHANGE PROGRAM: IBEROAMERICA WS | 0 quarter hours
(Undergraduate)**

La Universidad Iberoamericana in Mexico City offers DePaul students a wide range of courses taught in Spanish and English and the chance to live in one of the most dynamic world cities. Mexico City is a modern metropolis of over 25 million people with a fascinating blend of Aztec and Colonial roots. It is the capital of a country of 90 million inhabitants and the center for commerce, finance and the arts. DePaul students can take courses in 35 different undergraduate programs, including architecture, business, communications, computer, design, engineering, chemistry, nutrition, photography, physics, and psychology. La Ibero features state of the art facilities and a chance for DePaul students to integrate fully into life at a Mexican university.

**SAP IHRLP1 | SHORT-TERM: COL HUMAN RIGHTS PRACTICUM | 0 quarter hours
(Professional Service)**

The International Human Rights Law Practicum (IHRLP) provides students with an opportunity to experience the complex and varied approaches to human rights legal advocacy in an international setting. Students will investigate human rights violations, document human rights violations, create legal and policy recommendations and advocate to relevant governmental bodies. Students work closely with grassroots human rights organizations, international NGOs, U.N. human rights experts, and relevant treaty bodies.

**SAP INDA01 | SHORT-TERM PROGRAM: INDIA | 0 quarter hours
(Undergraduate)**

This short-term December intercession program takes students through India, beginning in the capital of Delhi and continuing on to the cities of Bangalore and Pune. In addition to guest lectures, guided observations and experiential learning activities, students learn about Indian environmentalism by participating in two restoration projects. The program includes two coordinated courses taken in the fall and winter quarters.

**SAP INDA02 | SHORT-TERM: SPS INDIA DIST/WOTR | 0 quarter hours
(Graduate)**

This short-term December intercession study abroad program creates learning opportunities for students to understand development challenges and the role of NGOs, the government, and for-profit entities in developing and implementing policy initiatives related to climate change, rural development, healthcare, education, gender initiatives, microfinance and micro-enterprise, micro-farming and organic farming, water management and watershed development. Students have the opportunity to interact with government administrators and leaders, Indian graduate students and program beneficiaries in rural and urban areas. Students complete four online learning modules prior to leaving for India.

**SAP INDA04 | SHORT-TERM: BUS INDIA | 0 quarter hours
(Undergraduate)**

This short-term business seminar provides students the opportunity to examine India's changing macro-environment (political, economic, cultural and demographics) and its fledgling micro-environment (information services, manufacturing, retail and financial). During the program, students visit various Indian companies in several major urban centers such as Mumbai, Pune, Bangalore, and Delhi. In addition, students have the chance to visit specific rural areas to become acquainted with domestic-type NGO initiatives. (0 quarter hours)

**SAP IND005 | SHORT-TERM: BUS INDIA | 0 quarter hours
(Graduate)**

This short-term business seminar provides students the opportunity to examine India's changing macro-environment (political, economic, cultural and demographics) and its fledgling micro-environment (information services, manufacturing, retail and financial). During the program, students visit various Indian companies in several major urban centers such as Mumbai, Pune, Bangalore, and Delhi. In addition, students have the chance to visit specific rural areas to become acquainted with domestic-type NGO initiatives. (0 quarter hours)

**SAP IND006 | SHORT-TERM: CDM INDIA | 0 quarter hours
(Undergraduate)**

This practical course will introduce graduate and junior/senior level undergraduate DePaul students to the cultural context, style and business of Hindi Cinema while giving them the opportunity to incorporate this knowledge into their own media project. Students will work collaboratively with Indian film professionals in either an introductory or advanced level film workshop at Whistling Woods International and have the opportunity to implement their technical and cultural learning in a creative project over the course of the visit. (0 credit hours)

**SAP IND007 | SHORT-TERM: CDM INDIA | 0 quarter hours
(Graduate)**

This practical course will introduce graduate and junior/senior level undergraduate DePaul students to the cultural context, style and business of Hindi Cinema while giving them the opportunity to incorporate this knowledge into their own media project. Students will work collaboratively with Indian film professionals in either an introductory or advanced level film workshop at Whistling Woods International and have the opportunity to implement their technical and cultural learning in a creative project over the course of the visit. (0 credit hours)

**SAP IND008 | SHORT-TERM: SPS INDIA DIST | 0 quarter hours
(Graduate)**

This short-term seminar makes students aware of the social, cultural, economic, and political realities of India, creating opportunities to understand development challenges and the role of NGOs, the government, and for-profit entities in developing and implementing policy initiatives.

**SAP IND009 | SHORT-TERM: SPS INDIA WOTR | 0 quarter hours
(Graduate)**

This short-term seminar makes students aware of the social, cultural, economic, and political realities of India, creating opportunities to understand development challenges and the role of NGOs, the government, and for-profit entities in developing and implementing policy initiatives.

**SAP IND001 | SHORT-TERM: TTS INDONESIA | 0 quarter hours
(Undergraduate)**

This short-term seminar will provide students an opportunity to engage with Balinese arts and philosophy first-hand, participating in lessons that incorporate masks, music, dance, and puppetry, and giving students the opportunity to witness the interconnectedness of the arts community.

**SAP IND002 | SHORT-TERM: TTS INDONESIA | 0 quarter hours
(Graduate)**

This short-term seminar will provide students an opportunity to engage with Balinese arts and philosophy first-hand, participating in lessons that incorporate masks, music, dance, and puppetry, and giving students the opportunity to witness the interconnectedness of the arts community.

**SAP IREL03 | SHORT-TERM: SPS NORTHERN IRELAND | 0 quarter hours
(Graduate)**

This program is an SPS graduate-level study abroad program that will provide students an experiential opportunity to see peace and reconciliation efforts through public policy and nonprofit social organizations in Northern Ireland.

**SAP IRLD02 | SHORT-TERM PROGRAM: IBS IRELAND | 0 quarter hours
(Undergraduate)**

This program will examine the recent economic and financial history of Ireland, with a focus on the role Ireland has played in the global financial crisis and response. Students will be able to learn about the sources of Ireland's economic success as well as its downfall, how the government managed the crisis, and finally, how business has responded to the challenging economic environment in which they operate. They will learn how a banking and financial crisis unfolds and how governments can respond to them. (0 quarter hours)

**SAP IRLD03 | SHORT-TERM PROGRAM: IBS IRELAND | 0 quarter hours
(Graduate)**

This program will examine the recent economic and financial history of Ireland, with a focus on the role Ireland has played in the global financial crisis and response. Students will be able to learn about the sources of Ireland's economic success as well as its downfall, how the government managed the crisis, and finally, how business has responded to the challenging economic environment in which they operate. They will learn how a banking and financial crisis unfolds and how governments can respond to them. (0 quarter hours)

**SAP IRLD04 | TERM: IRELAND | 0 quarter hours
(Undergraduate)**

Enroll in a courses at University College Cork in a wide range of academic subjects.

**SAP IRLD05 | SHORT-TERM: LAS IRELAND | 0 quarter hours
(Undergraduate)**

This short-term seminar will introduce students to environmental philosophy and have them produce their own artistic field guide, focusing on issues related to the Burren region of Ireland.

**SAP IRLD06 | SHORT-TERM: LAS IRELAND | 0 quarter hours
(Graduate)**

This short-term seminar will introduce students to environmental philosophy and have them produce their own artistic field guide, focusing on issues related to the Burren region of Ireland.

**SAP ISTN01 | SHORT-TERM PROGRAM: ISTANBUL, TURKEY | 0 quarter hours
(Undergraduate)**

This short-term Summer program explores the history and culture of Istanbul - the center of Byzantine civilization for a millennium, the capital of the Ottoman empire for more than 450 years, and the largest city of the modern Turkish republic. Students participating in this program must register for a specific spring quarter course and ENG 398 in summer session. Participants earn a total of eight academic credits.

**SAP ISTN02 | SHORT-TERM PROGRAM: ISTANBUL | 0 quarter hours
(Graduate)**

This short-term program explores the history and culture of Istanbul - the center of Byzantine civilization for a millennium, the capital of the Ottoman empire for more than 450 years, and the largest city of the modern Turkish republic. Students participating in this program must register for a specific spring quarter course and ENG 398 in summer session. Participants earn a total of eight academic credits.

SAP ITAL01 | SHORT-TERM: LAS ITALY ROME | 0 quarter hours (Undergraduate)

This short-term December program focuses on Rome and Roman Catholicism. While living and learning in central Rome, students visit sites that invoke several course components at once - e.g., the cultural and religious history that informs the architecture of the Catacombs; and Vatican City's historical, architectural, cultural, and Catholic aspects.

SAP ITAL02 | SHORT-TERM: BUS ITALY ECONOMICS | 0 quarter hours (Undergraduate)

This short-term seminar will examine the recent history and future prospects for the Italian economy and business climate.

SAP ITAL03 | SHORT-TERM: BUS ITALY ECONOMICS | 0 quarter hours (Graduate)

This short-term seminar will examine the recent history and future prospects for the Italian economy and business climate.

SAP ITAL04 | SHORT-TERM: LAS ITALY ROME/FLORENCE | 0 quarter hours (Undergraduate)

This short-term seminar engages students with sites in Florence, Rome, and Assisi. Students explore Western art, history, and religion through lectures from DePaul faculty and guest lectures from local experts, discussions, on-site learning at museums and historical landmarks, experiential learning activities, and cultural activities.

SAP ITAL05 | SHORT-TERM: LAS ITALY ROME/FLORENCE | 0 quarter hours (Graduate)

This short-term seminar engages students with sites in Florence, Rome, and Assisi. Students explore Western art, history, and religion through lectures from DePaul faculty and guest lectures from local experts, discussions, on-site learning at museums and historical landmarks, experiential learning activities, and cultural activities.

SAP ITAL06 | SHORT-TERM: LAS/MOL ITALY | 0 quarter hours (Undergraduate)

This short-term seminar is an introduction to the language and culture of Italy, the third in the three-quarter beginning Italian sequence. Focus is on the development of reading, writing, speaking, and listening skills and the study of Italian culture through language.

SAP ITAL07 | SHORT-TERM: LAS ITALY WINE | 0 quarter hours (Graduate)

This short-term seminar introduces students to all aspects of viticulture and viniculture, as well as the geography of major wine producing regions of the world. The abroad portion focuses on more in-depth work related to a specific region, with introductions to that area's viticulture.

SAP ITAL08 | SHORT-TERM: LAS ITALY WINE | 0 quarter hours (Undergraduate)

This short-term seminar introduces students to all aspects of viticulture and viniculture, as well as the geography of major wine producing regions of the world. The abroad portion focuses on more in-depth work related to a specific region, with introductions to that area's viticulture.

SAP ITAL09 | SHORT-TERM: LAS ITALY ROME | 0 quarter hours (Graduate)

This short-term December program focuses on Rome and Roman Catholicism. While living and learning in central Rome, students visit sites that invoke several course components at once - e.g., the cultural and religious history that informs the architecture of the Catacombs; and Vatican City's historical, architectural, cultural, and Catholic aspects.

SAP ITCR01 | SHORT-TERM: BUS ITALY/CROATIA | 0 quarter hours (Undergraduate)

This short-term seminar takes students to Italy and Croatia, to develop an awareness and interpretation of the diverse practices and policies between well-established tourism destinations and emerging tourism destinations.

SAP ITCR02 | SHORT-TERM: BUS ITALY/CROATIA | 0 quarter hours (Graduate)

This short-term seminar takes students to Italy and Croatia, to develop an awareness and interpretation of the diverse practices and policies between well-established tourism destinations and emerging tourism destinations.

SAP JAPN01 | SHORT-TERM PROGRAM: JAPAN (CDM) | 0 quarter hours (Undergraduate)

This short-term December intercession program in Japan is open to undergraduate and graduate students in CDM who have a strong interest in computer gaming and animation. A 2-week trip to Tokyo and Kyoto takes students to visit several gaming and animation companies in Japan. Touring studios and meeting with their developers and managers help students learn the characteristics and practices of Japan's gaming and animation industries. Students also learn about issues involved in developing games and animation for the global market, and strategies for international promotion. In addition, the program introduces some of the latest and upcoming technologies in the field. Throughout the trip, students learn about the culture of Japan and how it is reflected in Japanese computer games and animation films. (0 credit hours)

SAP JAPN02 | SHORT-TERM PROGRAM: JAPAN | 0 quarter hours (Undergraduate)

This short-term December intercession program in Japan focuses on the historical events of the 1945 atomic bombing, the religious sensibilities and ethics that informed responses to the event, and current nuclear issues. Students visit centuries-old temples and shrines in Kyoto, talk with an atomic-bomb survivor in Hiroshima, and visit Catholic churches in Nagasaki, home to Japan's largest Catholic community. The Program includes two coordinated courses taken in the fall and winter quarters.

SAP JAPN03 | SHORT-TERM: BUS JAPAN | 0 quarter hours (Undergraduate)

This short-term seminar will focus on SMEs and their drive to accelerate into the 21st Century behind smart, unconventional, strategies and partnerships and local-community leadership. During the seminar, students will be exposed to the traditional Japan national culture juxtaposed against a new paradigm of industry innovation and entrepreneurship. Students will visit both large traditional firms as well as non-traditional entrepreneurial SME firms involved in product and process innovations across several industry sectors. (0 quarter hours)

SAP JAPN04 | SHORT-TERM: BUS JAPAN | 0 quarter hours (Graduate)

This short-term seminar will focus on SMEs and their drive to accelerate into the 21st Century behind smart, unconventional, strategies and partnerships and local-community leadership. During the seminar, students will be exposed to the traditional Japan national culture juxtaposed against a new paradigm of industry innovation and entrepreneurship. Students will visit both large traditional firms as well as non-traditional entrepreneurial SME firms involved in product and process innovations across several industry sectors. (0 quarter hours)

SAP JAPN05 | SHORT-TERM PROGRAM: JAPAN (CDM) | 0 quarter hours (Graduate)

This short-term December intercession program in Japan is open to undergraduate and graduate students in CDM who have a strong interest in computer gaming and animation. A 2-week trip to Tokyo and Kyoto takes students to visit several gaming and animation companies in Japan. Touring studios and meeting with their developers and managers help students learn the characteristics and practices of Japan's gaming and animation industries. Students also learn about issues involved in developing games and animation for the global market, and strategies for international promotion. In addition, the program introduces some of the latest and upcoming technologies in the field. Throughout the trip, students learn about the culture of Japan and how it is reflected in Japanese computer games and animation films. (0 credit hours)

SAP JAPN06 | SHORT-TERM: CDM JAPAN ANIMATION | 0 quarter hours (Undergraduate)

During the two-week trip to Tokyo, Kyoto and Nagoya, students will visit several game, animation, and motion graphics companies as well as art museums and galleries. Visiting companies and meeting with their developers and managers will help students learn the characteristics and practices of Japan's game, animation, and motion graphics industries, which are markedly different from those in the US and Europe.

SAP JAPN07 | SHORT-TERM: CDM JAPAN ANIMATION | 0 quarter hours (Graduate)

During the two-week trip to Tokyo, Kyoto and Nagoya, students will visit several game, animation, and motion graphics companies as well as art museums and galleries. Visiting companies and meeting with their developers and managers will help students learn the characteristics and practices of Japan's game, animation, and motion graphics industries, which are markedly different from those in the US and Europe. (0 credit hours)

SAP JAPN08 | SHORT-TERM: JAPAN | 0 quarter hours (Undergraduate)

This short-term December intercession program in Japan focuses on the historical events of the 1945 atomic bombing, the religious sensibilities and ethics that informed responses to the event, and current nuclear issues.

SAP JAPN09 | SHORT-TERM: LAS JAPAN KYOTO | 0 quarter hours (Undergraduate)

This short-term seminar will take an interdisciplinary approach to examining Kyoto's political, economic, cultural, and artistic significance in a fluctuating world.

SAP JAPN10 | SHORT-TERM: LAS JAPAN KYOTO | 0 quarter hours (Graduate)

This short-term seminar will take an interdisciplinary approach to examining Kyoto's political, economic, cultural, and artistic significance in a fluctuating world.

SAP JAPN11 | SHORT-TERM: CDM JAPAN DESIGN | 0 quarter hours (Undergraduate)

This short-term seminar takes students to Japan to observe visual communication on a global scale and across various media platforms, as well as introduce students to the intricacies of Japanese design in both historic/traditional and contemporary contexts.

SAP JAPN12 | SHORT-TERM: CDM JAPAN DESIGN | 0 quarter hours (Graduate)

This short-term seminar takes students to Japan to observe visual communication on a global scale and across various media platforms, as well as introduce students to the intricacies of Japanese design in both historic/traditional and contemporary contexts.

SAP JMCA01 | SHORT-TERM PROGRAM: JAMAICA | 0 quarter hours (Undergraduate)

Through on-site visits to schools and public places, participants will compare intercultural communication by engaging in verbal and non-verbal interactions in a variety of settings. (0 quarter hours)

SAP JMCA02 | SHORT-TERM: JAMAICA | 0 quarter hours (Undergraduate)

Through on-site visits to schools and public places, participants will compare intercultural communication by engaging in verbal and non-verbal interactions in a variety of settings.

SAP KNYA01 | SHORT-TERM PROGRAM: KENYA GBM | 0 quarter hours (Undergraduate)

This short-term December intercession program to Kenya is organized in conjunction with the Green Belt Movement (GBM), a grassroots non-governmental organization founded by Nobel Prize winner Wangari Maathai. Her renowned organization focuses on providing income and sustenance to millions through planting trees and restoring the environment. Classroom activities on campus prior to travel introduce students to the courses' topics. While in Kenya, students and GBM members work on community projects such as tree planting, food security, and sustainable agriculture. Students enroll in two courses, one in the fall and one in the winter.

SAP KNYA02 | SHORT-TERM PROGRAM: KENYA (SPSMSW) | 0 quarter hours (Graduate)

This short-term December intercession program offers graduate students the opportunity to study health, social welfare and development needs in metropolitan and rural Nairobi during the December intercession. Students will spend 2 to 3 weeks visiting schools, religious missions, community cooperatives, relief agencies and/or governmental offices to gain appreciation for the challenges and opportunities confronting Kenya and other African nations.

SAP KNYA03 | SHORT-TERM PROGRAM: KENYA & TANZANIA (SNL) | 0 quarter hours (Undergraduate)

This program prepares students for lives in an increasingly globalized world by engaging issues and questions of the East African experience, including foreign pressures and influences on indigenous values and social justice dilemmas like class marginalization and the impacts of globalization on lifestyles and economies. Social and cultural exploration in which simple observation serves as a powerful tool for uncovering deeper meanings in everyday events in the lives of Kenyans and Tanzanians provides students with experiences to which they compare their lives in the United States through personal reflection. The participants' ongoing dialogue with local cultures and peoples raises consciousness on global issues of justice, peace, politics and traditions. In addition, students have the chance to explore the landscape and the major natural monuments of both countries. (0 quarter hours)

SAP KNYA04 | SHORT-TERM PROGRAM: KENYA & TANZANIA (SNL) | 0 quarter hours (Graduate)

This program prepares students for lives in an increasingly globalized world by engaging issues and questions of the East African experience, including foreign pressures and influences on indigenous values and social justice dilemmas like class marginalization and the impacts of globalization on lifestyles and economies. Social and cultural exploration in which simple observation serves as a powerful tool for uncovering deeper meanings in everyday events in the lives of Kenyans and Tanzanians provides students with experiences to which they compare their lives in the United States through personal reflection. The participants' ongoing dialogue with local cultures and peoples raises consciousness on global issues of justice, peace, politics and traditions. In addition, students have the chance to explore the landscape and the major natural monuments of both countries.

SAP KOCH98 | EXCHANGE PROGRAM: ISTANBUL, TURKEY (KOC UNIVERSITY) - AY | 0 quarter hours (Undergraduate)

Located on the European side of Istanbul, our exchange program with Koc University (pronounced Coach) allows DePaul University students to study in one of world's top 250 universities. Koc (KU) is an international university and students can take advantage of the active student life that is available on both campus as well as the cultural sights that Turkey has to offer.

SAP KRKW99 | TERM PROGRAM: KRAKOW, POLAND | 0 quarter hours (Undergraduate)

This term-long study abroad program in Poland is offered in Autumn Quarter. For the first three weeks, students tour Germany, the Czech and Slovak Republics, Hungary, and Austria and meet with students from these countries to discuss current political issues and contemporary life in the region. Students then participate in a short study tour of Northern Poland before beginning classes in October at the Jagiellonian University. During the term additional weekend excursions are planned to sites within Poland. Students study basic Polish at the Jagiellonian University. Other classes are taught in English.

SAP LBA01 | SHORT-TERM: LAS LEBANON | 0 quarter hours (Undergraduate)

This short-term seminar will orient students to literature in which cities function as characters, offering students an opportunity to reflect on the identities of Chicago and to learn about the history and contemporary life of Beirut.

SAP LBA02 | SHORT-TERM: LAS LEBANON | 0 quarter hours (Graduate)

This short-term seminar will orient students to literature in which cities function as characters, offering students an opportunity to reflect on the identities of Chicago and to learn about the history and contemporary life of Beirut.

SAP LNDN97 | TERM PROGRAM: LONDON | 0 quarter hours (Undergraduate)

This term-long study abroad program to London during the Fall term provides students options for studying and interning in one of Europe's most storied cities. Students enroll in classes at the University of Westminster in disciplines of a wide range. The program has an optional internship component, which provides career-orientated possibilities for students of almost any discipline.

SAP MEXI01 | SHORT-TERM PROGRAM: SHL MEXICO | 0 quarter hours (Undergraduate)

This program will travel to Puerto Vallarta and Cancun over DePaul's spring break in late March. Contact time is planned for each day so that students have ample opportunity to discuss differences in consumer behavior and preferences, impacts of culture in tourism behavior, forecasting issues, pricing strategies, ethical concerns, and service delivery variations. (0 quarter hours)

SAP MEXI03 | SHORT-TERM PROGRAM: MEXICO (SNL) | 0 quarter hours (Undergraduate)

Participants in this program will travel to one of the most significant centers of Catholic pilgrimage in the Americas: the Basilica of Our Lady of Guadalupe, the most visited Catholic shrine in the world. They will join countless numbers of other pilgrims from all over the world who come to Mexico City. (0 quarter hours)

SAP MEXI96 | EXCHANGE: GUADALAJARA AQ | 0 quarter hours (Undergraduate)

Participants enroll in a semester-long or year-long exchange program with Universidad Panamericana taking courses in business and social sciences.

SAP MEXI97 | EXCHANGE PROGRAM: LA SALLE UNIVERSITY - FALL | 0 quarter hours (Undergraduate)

Universidad La Salle offers exchange students the opportunity to live and study in one of the world's greatest cities. Mexico City is a modern metropolis of over 25 million people with a fascinating blend of Aztec and Colonial roots. It is the capital of a country of 90 million inhabitants and the center for commerce, finance and the arts. La Salle has 27 undergraduate and graduate programs in various fields such as education, communication, law, medicine and philosophy among others. It is part of the LaSallian network and it has campuses in 15 cities in Mexico, all of them available for this exchange program. The Mexico City campus is located in the heart of the trendy Colonia Condesa, a neighborhood within walking distance of many restaurants, cafes, bookstores and museums.

SAP MEXI98 | EXCHANGE PROGRAM: LASALLE UNIVERSITY - AY | 0 quarter hours (Undergraduate)

Universidad La Salle offers exchange students the opportunity to live and study in one of the world's greatest cities. Mexico City is a modern metropolis of over 25 million people with a fascinating blend of Aztec and Colonial roots. It is the capital of a country of 90 million inhabitants and the center for commerce, finance and the arts. La Salle has 27 undergraduate and graduate programs in various fields such as education, communication, law, medicine and philosophy among others. It is part of the LaSallian network and it has campuses in 15 cities in Mexico, all of them available for this exchange program. The Mexico City campus is located in the heart of the trendy Colonia Condesa, a neighborhood within walking distance of many restaurants, cafes, bookstores and museums.

SAP MIA001 | SHORT-TERM: MIAMI CMN | 0 quarter hours (Undergraduate)

This program will examine some of the foundations of Latino culture in Florida through an immersion experience in Miami. The focus of the course will be Latino Media and Communication through the lens of media outlets, Hispanic advertising agencies, and Latino communities and international agencies working with Latin America. Students will also tour key areas in Miami. (0 credit hours)

**SAP MIA002 | SHORT-TERM: MIAMI CMN | 0 quarter hours
(Graduate)**

This program will examine some of the foundations of Latino culture in Florida through an immersion experience in Miami. The focus of the course will be Latino Media and Communication through the lens of media outlets, Hispanic advertising agencies, and Latino communities and international agencies working with Latin America. Students will also tour key areas in Miami. (0 credit hours)

**SAP MRCC01 | SHORT-TERM PROGRAM: MOROCCO | 0 quarter hours
(Undergraduate)**

This short-term December intercession program explores the society and culture of Morocco and the ways in which Morocco has been written about in literature. The program begins in the cosmopolitan capital of Rabat and continues on to the imperial cities of Meknes and Fez. Students learn about Moroccan family life during homestays in Fez. These experiences, as well as the camel trek and desert camping trip provide material for student writing and reflections. Students enroll in two courses associated with this program, one in the fall and one in the winter.

**SAP MRCC02 | FEZ/ARABIC LANGUAGE | 0 quarter hours
(Undergraduate)**

This summer Arabic language program in Morocco provides seven weeks of intensive Arabic language study combined with cultural immersion and a home-stay experience. Students partake in intensive language study in the centuries-old city of Fez, Morocco at the Arabic Language Institute in Fez (ALIF). Private tutoring and cultural activities will be provided to strengthen language and cultural learning. Students enroll in a course about Moroccan society and culture taught by DePaul faculty members during the spring quarter prior to travel. 16 credits total.

**SAP MRCC03 | FEZ/ARABIC LANGUAGE | 0 quarter hours
(Graduate)**

This summer Arabic language program in Morocco provides seven weeks of intensive Arabic language study combined with cultural immersion and a home-stay experience. Students partake in intensive language study in the centuries-old city of Fez, Morocco at the Arabic Language Institute in Fez (ALIF). Private tutoring and cultural activities will be provided to strengthen language and cultural learning. Students enroll in a course about Moroccan society and culture taught by DePaul faculty members during the spring quarter prior to travel.

**SAP MRCC04 | SHORT-TERM PROGRAM: MOROCCO | 0 quarter hours
(Undergraduate)**

This short-term December intercession program explores the society and culture of Morocco and the ways in which Morocco has been written about in literature. The program begins in the cosmopolitan capital of Rabat and continues on to the imperial cities of Meknes and Fez. Students learn about Moroccan family life during homestays in Fez. These experiences, as well as the camel trek and desert camping trip provide material for student writing and reflections. Students enroll in two courses associated with this program, one in the fall and one in the winter.

SAP MTEC99 | EXCHANGE PROGRAM: Tec de Monterrey AQ | 0 quarter hours

(Undergraduate)

The Instituto Tecnológico de Estudios Superiores de Monterrey (ITESM), commonly known as Tec de Monterrey, or simply "Tec," was founded in 1943 by a group of entrepreneurs and has developed into an institution recognized, nationally and internationally, for its academic excellence in preparing students for the business world. Tec de Monterrey is a private non-profit nationwide university system comprised of 29 campuses spread throughout Mexico offering great student environments with programs in business administration, the social sciences, Spanish language and Mexican culture.

**SAP MXCY03 | SHORT-TERM PROGRAM: MEXICO CITY | 0 quarter hours
(Undergraduate)**

This program focuses on three overlapping sites of analysis in Mexico City, the world's fourth-largest megacity. First, students learn about the intense growth Mexico City has experienced over the past several decades and the ways that official urban planning efforts by federal and local officials have addressed the social, environmental, and infrastructural challenges that accompany a massive increase in population. Second, students study neighborhoods that have developed reputations as bohemian enclaves and subsequently experienced gentrification. Finally, field studies provide opportunities to learn about formal and informal spaces of leisure and popular culture. Visits to outdoor marketplaces in a variety of neighborhoods, alternative musical cultural centers, media outlets, and public squares and stadiums that serve as sites of national identity and local pride are included in the itinerary.

**SAP MXCY04 | SHORT-TERM PROGRAM: MEXICO CITY & GOLD COAST
(COMMERCE) | 0 quarter hours**

(Undergraduate)

In this two-way cultural exchange program in hospitality leadership, students compare and contrast tourism industry operations in Mexico and the United States with their peers at Iberoamerican University in Mexico City, whose visit to Chicago is coordinated by DePaul. Next, the DePaul students travel to Mexico City and Puerto Vallarta to visit local hospitality and tourism businesses with the Iberoamerican students. Through these visits, DePaul students explore the challenges of managing hospitality operations in Mexico and discuss differences in consumer behavior and preferences, impacts of culture in tourism behavior, forecasting issues, pricing strategies, ethical concerns, and service delivery variations. (0 quarter hours)

**SAP MXCY05 | SHORT-TERM PROGRAM: MEXICO CITY & GOLD COAST
(COMMERCE) | 0 quarter hours**

(Graduate)

In this two-way cultural exchange program in hospitality leadership, students compare and contrast tourism industry operations in Mexico and the United States with their peers at Iberoamerican University in Mexico City, whose visit to Chicago is coordinated by DePaul. Next, the DePaul students travel to Mexico City and Puerto Vallarta to visit local hospitality and tourism businesses with the Iberoamerican students. Through these visits, DePaul students explore the challenges of managing hospitality operations in Mexico and discuss differences in consumer behavior and preferences, impacts of culture in tourism behavior, forecasting issues, pricing strategies, ethical concerns, and service delivery variations. (0 quarter hours)

SAP MXCY06 | SHORT-TERM PROGRAM: MEXICO CITY & GOLD COAST (COMMERCE) | 0 quarter hours (Undergraduate)

In this two-way cultural exchange program in hospitality leadership, students compare and contrast tourism industry operations in Mexico and the United States with their peers at Iberoamerican University in Mexico City, whose visit to Chicago is coordinated by DePaul. Next, the DePaul students travel to Mexico City and Puerto Vallarta to visit local hospitality and tourism businesses with the Iberoamerican students. Through these visits, DePaul students explore the challenges of managing hospitality operations in Mexico and discuss differences in consumer behavior and preferences, impacts of culture in tourism behavior, forecasting issues, pricing strategies, ethical concerns, and service delivery variations. (0 quarter hours)

SAP NETH01 | SHORT-TERM: COL NETHERLANDS HAGUE | 0 quarter hours (Professional Service)

This short-term seminar will give student the opportunity to witness the practice of international criminal law firsthand, through visiting international criminal courts and international institutions supporting international criminal law, while interacting with professionals working in the field.

SAP NEWZ01 | SHORT-TERM: BUS NEW ZEALAND | 0 quarter hours (Undergraduate)

This short-term seminar will examine the paradox of business in New Zealand, where almost all businesses are small businesses and scaling them up is often a challenge, giving students the opportunity to explore the major cultural barriers to scaling Kiwi businesses.

SAP NEWZ02 | SHORT-TERM: BUS NEW ZEALAND | 0 quarter hours (Graduate)

This short-term seminar will examine the paradox of business in New Zealand, where almost all businesses are small businesses and scaling them up is often a challenge, giving students the opportunity to explore the major cultural barriers to scaling Kiwi businesses.

SAP NGLS01 | SHORT-TERM PROGRAM: NOGALES, MEXICO | 0 quarter hours (Undergraduate)

This short-term December intercession program takes students to visit communities, organizations and activists on both sides of the Mexico-US border. During course work and travel students explore changes affecting Nogales' economic, social, political and religious life in light of recent immigration policies and the North American Free Trade Agreement (NAFTA). Students also examine firsthand the impact of national borders on populations and return with new perspectives for establishing workable guidelines for social justice. Students enroll in two courses, one in the fall and one in the winter.

SAP NYC001 | SHORT-TERM: NEW YORK (PRAD | 0 quarter hours (Undergraduate)

The New York Way Program will provide Public Relations and Advertising (PRAD) students with a deeper understanding of the structure, operations and culture of agencies and media in Chicago and New York through a fast-paced, hands-on experience. During an intense two-week December session, students will spend three days conducting research and analysis of the Chicago advertising, media, and public relations industry environment; then travel to New York for four days of visits to major agencies, organizations, and media outlets, as well as meet and present to industry leaders and professionals on a special topic selected by a New York agency. (0 credit hours)

SAP NYC002 | SHORT-TERM: NEW YORK (PRAD | 0 quarter hours (Graduate)

The New York Way Program will provide Public Relations and Advertising (PRAD) students with a deeper understanding of the structure, operations and culture of agencies and media in Chicago and New York through a fast-paced, hands-on experience. During an intense two-week December session, students will spend three days conducting research and analysis of the Chicago advertising, media, and public relations industry environment; then travel to New York for four days of visits to major agencies, organizations, and media outlets, as well as meet and present to industry leaders and professionals on a special topic selected by a New York agency. (0 credit hours)

SAP NYC003 | SHORT-TERM: CMN NYC (JOURNALISM) | 0 quarter hours (Undergraduate)

This short-term seminar provides journalism students an immersion into the practices of a wide range of newsrooms in New York City, as well as an exploration of how these news organizations produce stories that engage and impact the communities they cover.

SAP NYC004 | SHORT-TERM: CMN NYC (JOURNALISM) | 0 quarter hours (Graduate)

This short-term seminar provides journalism students an immersion into the practices of a wide range of newsrooms in New York City, as well as an exploration of how these news organizations produce stories that engage and impact the communities they cover.

SAP OKIN01 | SHORT-TERM: LAS/BUS OKINAWA | 0 quarter hours (Undergraduate)

On this trip to Okinawa, Japan, students learn about how art and politics interact with everyday lives, history, and economics. Using photography and journals, students document their experiences as they explore and experience traditional Okinawan craft and contemporary art practices and learn about community based economic development against the backdrop of Okinawa's colonial, post-colonial and militarized history. Upon return, students share and reflect on their findings which culminate in a final project.

SAP OKIN02 | SHORT-TERM: LAS/BUS OKINAWA | 0 quarter hours (Graduate)

On this trip to Okinawa, Japan, students learn about how art and politics interact with everyday lives, history, and economics. Using photography and journals, students document their experiences as they explore and experience traditional Okinawan craft and contemporary art practices and learn about community based economic development against the backdrop of Okinawa's colonial, post-colonial and militarized history. Upon return, students share and reflect on their findings which culminate in a final project.

SAP OMAN01 | SHORT-TERM: LAS OMAN | 0 quarter hours (Undergraduate)

This short-term seminar allows students to examine the visual culture of the Islamic world, surveying major artistic developments with a particular interest in the Omani heritage, and considering art and architecture as an interplay between local culture and Islamic tradition.

SAP PANA01 | SHORT-TERM: SPS PANAMA | 0 quarter hours (Graduate)

This short-term seminar introduces students to policy issues and different approaches to leadership in Panama and Latin America, with a focus on leadership, management and policy in relation to the Panama Canal.

**SAP PERU01 | SHORT-TERM PROGRAM: PERU | 0 quarter hours
(Undergraduate)**

This Summer study abroad program aims to introduce students to the history, culture, economics and politics of Peru within the context of Peru's post internal war process of reconstruction. Special emphasis will be given to social structure, gender issues and distribution of power. The purpose of this program is to immerse students in the culture of Peru, providing an experiential learning experience that complements academic and artistic learning, with intellectual investigations that concern the nature of service, social justice, democracy, globalization and human rights in contemporary Peru. This program responds to the College of Liberal Arts and Science's goals through the development of critical thinking and self-reflection while fostering social and cultural enrichment in an environment of respect and support. Students enroll in two courses associated with the program.

**SAP PERU02 | SHORT-TERM PROGRAM: PERU | 0 quarter hours
(Graduate)**

This Summer study abroad program aims to introduce students to the history, culture, economics and politics of Peru within the context of Peru's post-internal war process of reconstruction. Special emphasis will be given to social structure, gender issues and distribution of power. The purpose of this program is to immerse students in the culture of Peru, providing an experiential learning experience that complements academic and artistic learning, with intellectual investigations that concern the nature of service, social justice, democracy, globalization and human rights in contemporary Peru. This program responds to the College of Liberal Arts and Social Sciences' goals through the development of critical thinking and self-reflection while fostering social and cultural enrichment in an environment of respect and support.

**SAP PERU03 | SHORT-TERM: CSH/LAS PERU | 0 quarter hours
(Undergraduate)**

This short-term program in Peru will examine sustainable resource management and community participation in a global context, giving particular attention to the political controversies that have recently emerged in Peru around issues of natural resource extraction and governance.

**SAP PERU04 | SHORT-TERM: CSH/LAS PERU | 0 quarter hours
(Graduate)**

This short-term program in Peru will examine sustainable resource management and community participation in a global context, giving particular attention to the political controversies that have recently emerged in Peru around issues of natural resource extraction and governance. (0 credit hours)

**SAP PHLP01 | SHORT-TERM PROGRAM: SPS PHILIPPINES | 0 quarter hours
(Graduate)**

The Manila (Philippines) study abroad program in the December intercession is an opportunity to learn applied research methods and monitoring and evaluation approaches for urban poverty reduction. The program is a collaborative effort between DePaul University and Adamson University in Manila. The program places DePaul graduate students in collaborative teams of Adamson faculty and community leaders for evaluating the works of the Vincentian Center for Social Responsibility (VCSR) among marginalized sectors and informal settlers of Metro Manila. Students enhance their research skills for development research and monitoring and evaluation (M&E). The cross-cultural and service-learning character of this program offers to students a perfect opportunity to become effective, ethical and collaborative international public service researchers.

**SAP POCZ01 | SHORT-TERM: TTS POLAND | 0 quarter hours
(Undergraduate)**

This short-term seminar will focus on the plays and performances that have been created, and are still being created, around themes of the Holocaust, and how to gain an understanding of this cataclysmic event in light of the multicultural issues of race, religion, gender, and peoplehood.

**SAP PORT01 | SHORT-TERM: COE PORTUGAL | 0 quarter hours
(Graduate)**

This short-term seminar will compare and contrast U.S. practices to assess and treat chemical dependency with practices in Portugal, using speakers and site visits to learn about addictions, screening assessment, public policy, addiction across lifespan, evidence-based strategies, family risks and resiliencies, ethnic, culture and socioeconomic determinants of addiction, and gender sexual and sexual orientation differences.

**SAP QAT002 | SHORT-TERM PROGRAM: QATAR | 0 quarter hours
(Graduate)**

This short-term, MBA cohort-specific seminar, compares and contrasts business industry operations and management in the rapidly growing market of Qatar in order to heighten student learning. (0 quarter hours)

**SAP ROME98 | SHORT-TERM: CMN ROME FILM | 0 quarter hours
(Undergraduate)**

This program provides an opportunity to study how Italian culture and identity are portrayed through films from classics such as La Dolce Vita and Bicycle Thieves to acclaimed contemporary works like Romanzo Criminale. Visits to filming locations in Rome illuminate how cinema uses settings to shape a viewer's experience of a city, a nation, and a people. Furthermore, discussions with Italian film industry representatives provide a firsthand perspective on the filmmaking process, revealing how creative and practical choices affect the representation of cultural issues. The program includes a survival Italian course and a weekend excursion.

**SAP RSSA01 | SHORT-TERM PROGRAM: RUSSIA | 0 quarter hours
(Undergraduate)**

This short-term summer program focuses on the medieval art and history of Imperial Russia. The program visits in Novgorod and St. Petersburg. These two cities, both designated UNESCO World Heritage Sites, offer one of the world's richest ensembles of urban planning, art, architecture, and historical treasures. Students participating in this program earn 8 credit hours for two 4 credit courses. They will select a course in the spring and summer session.

**SAP RSSA02 | SHORT-TERM: TTS RUSSIA | 0 quarter hours
(Undergraduate)**

This short-term seminar will take Theatre students to Moscow to participate in an intensive actor training program, while exploring Russian theatre through attending numerous plays and engaging in cultural activities.

**SAP RSSA03 | SHORT-TERM: TTS RUSSIA | 0 quarter hours
(Undergraduate)**

This short-term seminar will take Theatre students to Moscow to participate in an intensive actor training program, while exploring Russian theatre through attending numerous plays and engaging in cultural activities.

**SAP RWTZ01 | SHORT-TERM: COL RWANDA & TANZANIA | 0 quarter hours
(Professional Service)**

This short-term seminar will give students the opportunity to witness the practice of international criminal law firsthand, through visiting international criminal courts and international institutions supporting international criminal law, while interacting with professionals working in the field.

SAP SAFRC1 | SHORT-TERM: SOUTH AFRICA SNL | 0 quarter hours (Undergraduate)

Students explore recent South African history, politics, economics, and social life through visits to relevant historical sites, lectures and interaction with academics and experienced professionals in the areas of South African history, law, politics, economic development and public health. (0 quarter hours)

SAP SANT98 | TERM PROGRAM: SANTIAGO CHILE | 0 quarter hours (Undergraduate)

Pontificia Universidad Catolica de Chile (UC) is the oldest university and one of the most recognized educational institutions in Latin America, ranked number one in the country and the second best in South America. DePaul's relationship with UC is a reciprocal exchange program.

SAP SCVA01 | SHORT TERM: SCANDINAVIA | 0 quarter hours (Undergraduate)

Scandinavian countries like Iceland, Denmark and Sweden are known for their ecological consciousness and as leaders in renewable and alternative energy production. Their sustainable energy programs are known to be the best in the world and are therefore the perfect destination for studying the power and impact of sustainable energy. (0 quarter hours)

SAP SCVA02 | SHORT TERM: SCANDINAVIA | 0 quarter hours (Graduate)

Scandinavian countries like Iceland, Denmark and Sweden are known for their ecological consciousness and as leaders in renewable and alternative energy production. Their sustainable energy programs are known to be the best in the world and are therefore the perfect destination for studying the power and impact of sustainable energy. (0 quarter hours)

SAP SCVA03 | SHORT-TERM: CDM SCANDINAVIA | 0 quarter hours (Undergraduate)

This short-term seminar will introduce students to the unique relationships among Scandinavian society, landscape, and culture with a focus on how they have affected the development of modern design in Scandinavia.

SAP SCVA04 | SHORT-TERM: CDM SCANDINAVIA | 0 quarter hours (Graduate)

This short-term seminar will introduce students to the unique relationships among Scandinavian society, landscape, and culture with a focus on how they have affected the development of modern design in Scandinavia.

SAP SGMY01 | SHORT-TERM PROGRAM: SINGAPORE & MALAYSIA | 0 quarter hours (Undergraduate)

This short-term seminar explores the cultural and historical links between Singapore and Malaysia while analyzing the similarities and differences in their economic strategies. With the influence of colonialism and rapid economic growth after independence, the seminar provides insights into the economic and political development of two important South Asian societies. Students participate in meetings with government agencies, financial institutions, macro- and micro-businesses and media agencies to learn about a variety of issues.

SAP SGMY02 | SHORT-TERM PROGRAM: SINGAPORE & MALAYSIA | 0 quarter hours (Graduate)

This short-term seminar explores the cultural and historical links between Singapore and Malaysia while analyzing the similarities and differences in their economic strategies. With the influence of colonialism and rapid economic growth after independence, the seminar provides insights into the economic and political development of two important South Asian societies. Students participate in meetings with government agencies, financial institutions, macro- and micro-businesses and media agencies to learn about a variety of issues.

SAP SHM001 | SHORT-TERM PROGRAM: SINGAPORE, HONG KONG, MACAU | 0 quarter hours (Undergraduate)

This short-term seminar compares and contrasts the functioning of the tourism industry operations in the rapidly growing tourism markets of Singapore, Hong Kong, and Macau versus how it is conducted in the US to heighten student learning. It is an applied management program in hospitality leadership. (0 quarter hours)

SAP SHM002 | SHORT-TERM PROGRAM: SINGAPORE, HONG KONG, MACAU | 0 quarter hours (Graduate)

This short-term seminar compares and contrasts the functioning of the tourism industry operations in the rapidly growing tourism markets of Singapore, Hong Kong, and Macau versus how it is conducted in the US to heighten student learning. It is an applied management program in hospitality leadership. (0 quarter hours)

SAP SHNG01 | SUMMER: SHANGHAI/CHINESE LANGUAGE | 0 quarter hours (Undergraduate)

This eight-week summer language program in Shanghai, China allows students to study intensive Chinese. The program is designed for students who have the equivalent of at least one year of Chinese language learning. Intensive language study will be offered at Fudan University, one of China's most prestigious universities. Private tutoring and cultural activities such as tai chi, martial arts, and Chinese calligraphy, also will be provided during weekdays to strengthen language and cultural learning. Students also learn about contemporary life in China through lectures, readings, planned excursions and interactions with local people and students. This program is designed for students focused on intensive language study. Students enroll in a course about Chinese society and culture taught by DePaul faculty members during the spring quarter prior to travel. 16 credits total.

SAP SHNG02 | SUMMER: SHANGHAI/CHINESE LANGUAGE | 0 quarter hours (Graduate)

This summer language program in Shanghai, China allows students to study intensive Chinese. The program is designed for students who have the equivalent of at least one year of Chinese language learning. Intensive language study will be offered at Fudan University, one of China's most prestigious institutions. Private tutoring and cultural activities such as tai chi, martial arts, and Chinese calligraphy, also will be provided during weekdays to strengthen language and cultural learning. Students also learn about contemporary life in China through lectures, readings, planned excursions and interactions with local people and students. This program is designed for students focused on intensive language study. Students enroll in a course about Chinese society and culture taught by DePaul faculty members during the spring quarter prior to travel.

**SAP SKOR01 | SHORT-TERM: SOUTH KOREA IBS | 0 quarter hours
(Undergraduate)**

This study abroad program is designed to acquaint students with both multinational technology companies in South Korea (Chaebol) as well as Korean/Asian culture comparing it to the U.S. culture based on Hofstede's cultural dimensions. (0 quarter hours)

**SAP SKOR02 | SHORT-TERM: SOUTH KOREA IBS | 0 quarter hours
(Graduate)**

This study abroad program is designed to acquaint students with both multinational technology companies in South Korea (Chaebol) as well as Korean/Asian culture comparing it to the U.S. culture based on Hofstede's cultural dimensions. (0 quarter hours)

**SAP SPAI01 | SHORT-TERM PROGRAM: SPAIN | 0 quarter hours
(Undergraduate)**

This short-term program explores the transition from medieval to modern Spain through art, architecture and history.

**SAP SPAN03 | SHORT-TERM: SPAIN CMN | 0 quarter hours
(Undergraduate)**

This study abroad program is designed to introduce students to Spanish culture and society as they are connected to their cinema. We will also analyze the use of social media and the public role they have played in recent times. (0 quarter hours)

**SAP SPAN04 | SHORT-TERM: SPAIN CMN | 0 quarter hours
(Graduate)**

This study abroad program is designed to introduce students to Spanish culture and society as they are connected to their cinema. We will also analyze the use of social media and the public role they have played in recent times. (0 credit hours)

**SAP SPAN05 | SHORT-TERM PROGRAM: SPAIN | 0 quarter hours
(Professional Service)**

This short-term seminar focuses on the theory and practice of European law. It will provide an overview of fundamental institutions and legal norms regulation business transactions and provide a comprehensive understanding of the world's most advanced transnational human rights legal system.

**SAP SPAN06 | SHORT-TERM: CSH SPAIN | 0 quarter hours
(Undergraduate)**

This short-term seminar will bring science students to the city of Cadiz, Spain and the surrounding areas, home of the Universidad de Cadiz. Students will engage in valuable interdisciplinary coursework and research while simultaneously gaining international experience.

**SAP SPAN07 | SHORT-TERM: CSH SPAIN | 0 quarter hours
(Graduate)**

This short-term seminar will bring science students to the city of Cadiz, Spain and the surrounding areas, home of the Universidad de Cadiz. Students will engage in valuable interdisciplinary coursework and research while simultaneously gaining international experience. (0 credit hours)

**SAP SPPR02 | SHORT-TERM: BUS SPAIN & PORTUGAL | 0 quarter hours
(Graduate)**

This short-term seminar will explore the topic of international remote work with special attention to the business, market, and social implications, through class lectures and visits to digital nomad hubs.

**SAP SRES01 | SHORT-TERM: RELIGIOUS STUDIES RESEARCH | 0 quarter hours
(Undergraduate)**

This short-term seminar is a specialized program intended specifically for Religious Studies majors and minors. The program location rotates each year, but is always focused on topics related to religion.

**SAP STBG01 | EXCHANGE: STRASBOURG DUAL DEGREE (AY) | 0 quarter hours
(Undergraduate)**

This zero credit course marks a student's participation in the EM Strasbourg Business School dual degree Bachelor of European Management study abroad program and attaches the study abroad program fee to the student's financial account.

**SAP SWIS96 | TERM PROGRAM: STUDYSWISS+ | 0 quarter hours
(Undergraduate)**

The StudySwissPlus Program (StudySwiss+) is a study and internship experience designed specifically for students in the School of Hospitality Leadership (SHL) within the College of Commerce. The program at DCT University Center, an International Hotel and Business Management School in Vitznau, fits the requirements for SHL majors and provides high quality international training to enhance their careers in a leading location to gain such experience. In this incredibly flexible program, students choose either to study in Switzerland between one and three quarters, or extend their stay for an entire year that includes two quarters of study followed by a six-month paid internship in the Lodging or Foodservice industry in Switzerland. Students participating in StudySwiss+ are invited to study with world famous instructors, explore central Europe outside of class, and even add an international work experience to their resume. This course is for four terms.

**SAP SWIS97 | TERM PROGRAM: STUDYSWISS+ | 0 quarter hours
(Undergraduate)**

The StudySwissPlus Program (StudySwiss+) is a study and internship experience designed specifically for students in the School of Hospitality Leadership (SHL) within the College of Commerce. The program at DCT University Center, an International Hotel and Business Management School in Vitznau, fits the requirements for SHL majors and provides high quality international training to enhance their careers in a leading location to gain such experience. In this incredibly flexible program, students choose either to study in Switzerland between one and three quarters, or extend their stay for an entire year that includes two quarters of study followed by a six-month paid internship in the Lodging or Foodservice industry in Switzerland. Students participating in StudySwiss+ are invited to study with world famous instructors, explore central Europe outside of class, and even add an international work experience to their resume. This course is for three terms. (0 quarter hours)

**SAP SWIS98 | TERM PROGRAM: STUDYSWISS+ | 0 quarter hours
(Undergraduate)**

The StudySwissPlus Program (StudySwiss+) is a study and internship experience designed specifically for students in the School of Hospitality Leadership (SHL) within the College of Commerce. The program at DCT University Center, an International Hotel and Business Management School in Vitznau, fits the requirements for SHL majors and provides high quality international training to enhance their careers in a leading location to gain such experience. In this incredibly flexible program, students choose either to study in Switzerland between one and three quarters, or extend their stay for an entire year that includes two quarters of study followed by a six-month paid internship in the Lodging or Foodservice industry in Switzerland. Students participating in StudySwiss+ are invited to study with world famous instructors, explore central Europe outside of class, and even add an international work experience to their resume. This course is for two terms. (0 quarter hours)

**SAP SWIT01 | SHORT-TERM PROGRAM: SWITZERLAND (BUSINESS) | 0 quarter hours
(Undergraduate)**

This short-term seminar provides an opportunity for students to interact with members of a variety of NGOs in the Geneva area thus gaining an understanding of the complex nature of not-for-profit work in the current international climate. (0 quarter hours)

**SAP SWIT02 | SHORT-TERM PROGRAM: SWITZERLAND (BUSINESS) | 0 quarter hours
(Graduate)**

This short-term seminar provides an opportunity for students to interact with members of a variety of NGOs in the Geneva area thus gaining an understanding of the complex nature of not-for-profit work in the current international climate. (0 quarter hours)

**SAP SWIT03 | SHORT-TERM: BUS/MBA SWITZERLAND | 0 quarter hours
(Graduate)**

This short-term seminar will provide students with insight into Swiss economic success factors, banking and finance, as well as international business topics.

**SAP SWIT04 | SHORT-TERM: COL SWITZERLAND | 0 quarter hours
(Professional Service)**

This short-term seminar will focus on Geneva, Switzerland, a global capital for public international law. Students will study how systems of global governance work, how they have responded to the COVID-19 pandemic, and the resulting human rights violations.

**SAP SWIT05 | SHORT-TERM: COL SWITZERLAND | 0 quarter hours
(Undergraduate)**

This short-term seminar will focus on Geneva, Switzerland, a global capital for public international law. Students will study how systems of global governance work, how they have responded to the COVID-19 pandemic, and the resulting human rights violations.

**SAP SWIT06 | SHORT-TERM: COL SWITZERLAND | 0 quarter hours
(Graduate)**

This short-term seminar will focus on Geneva, Switzerland, a global capital for public international law. Students will study how systems of global governance work, how they have responded to the COVID-19 pandemic, and the resulting human rights violations.

**SAP SYMB14 | SHORT-TERM PROGRAM: SYMBIOSIS IMMERSION | 0 quarter hours
(Undergraduate)**

This is a short-term immersion program for students from Symbiosis International University.

**SAP TANZ01 | SHORT-TERM: SPS TANZANIA | 0 quarter hours
(Graduate)**

This short-term study abroad program will bring graduate students together from different disciplines for an international, collaborative experience focusing on the interrelationship of social welfare, nonprofits management and economic development in general, and understanding the collaborative work of educational institutions, faith-based organizations, non-governmental organizations (NGOs) to effect positive social change.

**SAP THAI01 | SHORT-TERM PROGRAM: THAILAND (SNL) | 0 quarter hours
(Undergraduate)**

This program will introduce students to Thailand's rich past and changing present by tracing its complex relationships with the countries on its borders. Students will gain a deeper understanding of this land and its people, history, and culture. They will learn that Thailand has a history unique to that of its neighbors and that its culture is not homogeneously "Thai" but is in fact made up of many rich ethnic minorities attempting to coexist. (0 quarter hours)

**SAP TWJP01 | SHORT-TERM: CMN TAIWAN & JAPAN | 0 quarter hours
(Undergraduate)**

This short-term seminar takes students to the cities of Taipei and Tokyo, to participate in a design thinking workshop and competition, working on a team-based project to develop an advertising and branding campaign for a client, while meeting with advertising scholars and professionals, marketers, and representatives from media companies and organizations.

**SAP TWJP02 | SHORT-TERM: CMN TAIWAN & JAPAN | 0 quarter hours
(Graduate)**

This short-term seminar takes students to the cities of Taipei and Tokyo, to participate in a design thinking workshop and competition, working on a team-based project to develop an advertising and branding campaign for a client, while meeting with advertising scholars and professionals, marketers, and representatives from media companies and organizations.

**SAP UKGR01 | SHORT-TERM: BUS UK & GERMANY | 0 quarter hours
(Undergraduate)**

This short-term seminar provides students with exposure to non-US financial centers that are home to a cluster of nationally or internationally significant financial services providers such as banks, investment managers, central banks or stock exchanges. Students will learn how financial instruments are traded, how banks operate, and how the entire system is tied together.

**SAP UKGR02 | SHORT-TERM: BUS UK & GERMANY | 0 quarter hours
(Graduate)**

This short-term seminar provides students with exposure to non-US financial centres that are home to a cluster of nationally or internationally significant financial services providers such as banks, investment managers, central banks or stock exchanges. Students will learn how financial instruments are traded, how banks operate, and how the entire system is tied together.

**SAP UKNG01 | SHORT-TERM: UIP CAREERS ABROAD UK | 0 quarter hours
(Undergraduate)**

This short-term seminar will give students interested in careers abroad a chance to analyze their own individual skills, values, and interests and explore career options, and includes a study abroad experience to London, England to meet alumni who have worked and lived abroad.

SAP UKNG02 | SHORT TERM: LAS/CMN UNITED KINGDOM | 0 quarter hours**(Undergraduate)**

This short-term seminar will enhance students' understanding of the ways in which the unique cultural and literary history of the United Kingdom has impacted the Harry Potter series, beginning with the writing of the novels, and to apply that understanding to contemporary audiences.

SAP UKNG03 | SHORT TERM: LAS/CMN UNITED KINGDOM | 0 quarter hours**(Graduate)**

This short-term seminar will enhance students' understanding of the ways in which the unique cultural and literary history of the United Kingdom has impacted the Harry Potter series, beginning with the writing of the novels, and to apply that understanding to contemporary audiences.

SAP VIEN01 | SHORT-TERM PROGRAM: VIENNA | 0 quarter hours
(Undergraduate)

This study abroad program introduces students to the peoples, locations, and traditions significant in Vienna of both the fin-de-siecle and today. Present-day Vienna still bears the stamp of the great personalities that shaped its culture and identity in the late nineteenth and early twentieth centuries, yet it is also a modernizing place, one that combines traditions of the past with innovations of the present, and exists as a global, multicultural center that straddles Western and Central Europe. It is also an ideal site for discovering how culture operates in people's lives by closely examining the things they eat, how those things are acquired in a large city, and how what people eat can tell us who they think they are. As a city of modern tastes, Vienna is shown through an exploration of music, visual arts, architecture, coffeehouse culture, as well as an examination of Viennese foods and systems of eating. VIET01.

SAP VIEN03 | EXCHANGE PROGRAM: VIENNA COL | 0 quarter hours
(Professional Service)

In this exchange program, DePaul students enroll in courses at Vienna University of Economics and Business College of Law (WU). (0 semester hours)

SAP VIET01 | SHORT-TERM PROGRAM: VIETNAM | 0 quarter hours
(Undergraduate)

This program offers students an opportunity to travel throughout Vietnam and explore multiple facets of its 1,000-year history, including its history of war in the twentieth century and its global emergence in the twenty-first. This program focuses on how Americans understand and interpret their encounters with other cultures, not only looking at how Americans have perceived Vietnam, but also how contemporary American culture has adopted, and been transformed by, its encounter with Vietnam. The trip features a variety of academic and cultural visits in locales such as Ho Chi Minh City, Hoi An, Hue, Hanoi, and Ha Long Bay.

SAP VIET02 | SHORT-TERM PROGRAM: VIETNAM | 0 quarter hours
(Graduate)

This program offers students an opportunity to travel throughout Vietnam and explore multiple facets of its 1,000-year history, including its history of war in the twentieth century and its global emergence in the twenty-first. This program focuses on how Americans understand and interpret their encounters with other cultures, not only looking at how Americans have perceived Vietnam, but also how contemporary American culture has adopted, and been transformed by, its encounter with Vietnam. The trip features a variety of academic and cultural visits in locales such as Ho Chi Minh City, Hoi An, Hue, Hanoi, and Ha Long Bay.

SAP VIRT01 | TERM: VIRTUAL INTERNSHIP (AQ) | 0 quarter hours
(Undergraduate)

This zero credit course marks a student's participation in the Virtual International Internship program for the Fall quarter and attaches the study abroad program fee to the student's financial account.

SAP VIRT02 | TERM: VIRTUAL INTERNSHIP (WQ) | 0 quarter hours
(Undergraduate)

This zero credit course marks a student's participation in the Virtual International Internship program for the Fall quarter and attaches the study abroad program fee to the student's financial account.

SAP VIRT03 | TERM: VIRTUAL INTERNSHIP (SQ) | 0 quarter hours
(Undergraduate)

This zero credit course marks a student's participation in the Virtual International Internship program for the Fall quarter and attaches the study abroad program fee to the student's financial account.

SAP VIRT04 | TERM: VIRTUAL INTERNSHIP (SumQ) | 0 quarter hours
(Undergraduate)

This zero credit course marks a student's participation in the Virtual International Internship program for the Fall quarter and attaches the study abroad program fee to the student's financial account.

SAP VIRT05 | TERM: VIRTUAL INTERNSHIP (AQ) | 0 quarter hours
(Graduate)

This zero credit course marks a student's participation in the Virtual International Internship program for the Fall quarter and attaches the study abroad program fee to the student's financial account.

SAP VIRT06 | TERM: VIRTUAL INTERNSHIP (WQ) | 0 quarter hours
(Graduate)

This zero credit course marks a student's participation in the Virtual International Internship program for the Fall quarter and attaches the study abroad program fee to the student's financial account.

SAP VIRT07 | TERM: VIRTUAL INTERNSHIP (SQ) | 0 quarter hours
(Graduate)

This zero credit course marks a student's participation in the Virtual International Internship program for the Fall quarter and attaches the study abroad program fee to the student's financial account.

SAP VIRT08 | TERM: VIRTUAL INTERNSHIP (SumQ) | 0 quarter hours
(Graduate)

This zero credit course marks a student's participation in the Virtual International Internship program for the Fall quarter and attaches the study abroad program fee to the student's financial account.

SAP WADC99 | TERM PROGRAM: WASHINGTON DC | 0 quarter hours
(Undergraduate)

DePaul University, in collaboration with The Fund for American Studies (TFAS), offers students the opportunity to learn about the political process through a full time internship in Washington, D.C. for the fall semester. The program is designed for undergraduate students interested in American politics and provides internship opportunities in the areas of political journalism, lobbying, government offices and agencies, and the nonprofit sectors. Capital Semester allows students to earn 12 transferable course credits at Georgetown; essentially, students will participate in their internship during the day and take three required evening courses.

**SAP WASH01 | SHORT-TERM: UIP CAREERS WASHINGTON DC | 0 quarter hours
(Undergraduate)**

This short-term seminar will give students interested in careers abroad a chance to analyze their own individual skills, values, and interests and explore career options, and includes a study abroad experience to Washington, DC to meet alumni who work in government, public policy, and international relations.

**SAP 105 | STUDY ABROAD: TOPICS IN INTERDISCIPLINARY COMMERCE STUDIES (100 level) | 4.5-12 quarter hours
(Undergraduate)**

STUDY ABROAD: TOPICS IN INTERDISCIPLINARY COMMERCE STUDIES (100 level)

**SAP 109 | STDY ABRD:BUSINESS LAW | 4.5 quarter hours
(CNET Systems)**

STUDY ABROAD: TOPICS IN BUSINESS LAW (100 level)

**SAP 116 | STUDY ABROAD: TOPICS IN PUBLIC RELATIONS AND ADVERTISING (100 level) | 0 quarter hours
(Undergraduate)**

STUDY ABROAD: TOPICS IN PUBLIC RELATIONS AND ADVERTISING (100 level)

**SAP 163 | STUDY ABROAD:TOPICS IN ENGLISH (100 level) | 0 quarter hours
(Undergraduate)**

STUDY ABROAD:TOPICS IN ENGLISH (100 level)

Sustainable Urban Development (SUD)

**SUD 401 | SUSTAINABLE URBAN DEVELOPMENT I: PLANNING, POLICY & COMMUNITY DEVELOPMENT | 4 quarter hours
(Graduate)**

This course addresses the concepts, practices, and tools for sustainable planning and provides an understanding for how to apply these to urban communities. The course is an intensive, topics-based overview of sustainable land use, housing, transportation, infrastructure, and community and economic development practices. The course is largely directed at contemporary policy issues and technical processes within the United States.

**SUD 402 | SUSTAINABLE URBAN DEVELOPMENT II: APPLIED ANALYSIS OF URBAN ENVIRONMENTAL POLICY | 4 quarter hours
(Graduate)**

This class focuses on the environmental aspects of city planning, including: resource management, environmental policy, transportation, LEED ratings and measures of environmental impact, integration of ecosystems within a land use planning framework, and community-based solutions to historical environmental injustice.

**SUD 403 | BROWNFIELDS REDEVELOPMENT: PRACTICE AND IMPLEMENTATION | 4 quarter hours
(Graduate)**

Students form a grounded understanding of the Brownfield lifecycle: how and why they were created and the general processes governing their redevelopment. The class will review the current regulatory, economic, environmental, community, public health, and development conditions of brownfields, through site visits and, when possible, discussions with stakeholders from public agencies, community organizations, and the private sector. Through a practice component, class members work in teams to apply their general brownfields knowledge to particular challenges in the field and gain hands-on experience in applied environmental and economic development research and analysis, community brownfield practices, and sustainability planning.

**SUD 404 | URBAN DESIGN LABORATORY | 4 quarter hours
(Graduate)**

This course teaches digital methods of creating visual information. Software used may include: Adobe Creative Suite, Google SketchUp, and advanced techniques for Microsoft PowerPoint, which can be applied by students in the SUD 501 and 502 courses.

**SUD 420 | SUSTAINABLE URBAN FOOD SYSTEMS | 4 quarter hours
(Graduate)**

SUD 420 offers a critical analysis of the policies and practices that contribute to development of sustainable urban food systems in the North American context. The course surveys current literature on urban food systems and explores ways that cities have become centers for capital investment in (re)localization and regionalization of food production and distribution to serve higher income residents and to encourage community building, enhance education, improve food access and nutrition, and spur environmental restoration in economically distressed neighborhoods. Particular attention is paid to the concept of community food system as it is employed as an alternative narrative and practice to the concept global food system. Attention is paid to the way that historically marginalized groups seek to take control over food as a means to assert self-determination of communities. And a centerpiece of the course is engagement in field service with community groups that engage in local food systems development. Readings, lectures, films, guest speakers, site visits, and field service provide students with an overview of emerging efforts to build sustainable urban food systems within the context of climate change, gentrification, racial segregation, labor exploitation and wage suppression. Emphasis will be placed on (1) for-profit, nonprofit, and community-based food projects within urban contexts in North America; (2) whether or not these projects constitute more environmentally, socially, and economically sustainable approaches to provisioning cities; and (3) the degree to which such projects enhance access to and control over food by urban populations. Cross-listed with CSS 320.

**SUD 430 | SUSTAINABLE URBAN TRANSPORTATION | 4 quarter hours
(Graduate)**

The course introduces transportation geography and explores the characteristics of sustainable transportation systems. From electric vehicles to new services like car and bike sharing, the course examines the role that transportation plays in environmental, social, and economic sustainability. Students will learn about current issues in urban transportation (both passenger and freight), and receive an introduction to tools and techniques used by transportation planners, e.g., Geographic Information Systems (GIS).

**SUD 433 | URBAN PLANNING | 4 quarter hours
(Graduate)**

A seminar on the intellectual history and theories of urban planning and design, and their application in urban settings in the U.S. and abroad. Systematic study of case studies leads to the investigation of current urban planning issues in Chicago and other cities globally.

**SUD 451 | SUSTAINABLE CITIES AND FOOD JUSTICE | 4 quarter hours
(Graduate)**

While the need for food is universal, geographies of urban food production, distribution and consumption are anything but even. This course critically examines the contemporary global food system with the goal of providing students with skills and knowledge to understand the intersection of food justice activism and the development of sustainable cities. Students explore literature focused on current and past food justice campaigns that focus on how activists create policies and practices in support of more just urban food systems. Through examining—and taking part in—contemporary food justice advocacy campaigns, the course specifically explores urban food justice movements in the U.S. and internationally and guides students to form a critique of how literature on alternative food systems is incorporated into theories of sustainable urban development. Cross-listed with GEO 351 and PAX 351.

**SUD 490 | SPECIAL TOPICS | 4 quarter hours
(Graduate)**

A course related to sustainable urban development.

**SUD 499 | INDEPENDENT STUDY | 4 quarter hours
(Graduate)**

Intensive study of a topic of special interest; requires that the student and instructor work together independently on a specific topic or project. Instructor consent required.

**SUD 501 | PROFESSIONAL SEMINAR IN SUSTAINABLE URBAN DEVELOPMENT | 4 quarter hours
(Graduate)**

SUD 501 seeks to develop professional, communication and consultancy skills of SUD students through exploring transdisciplinary approaches to urban development. Engagement with urban planners, policymakers, community advocates, government employees, and other sustainability practitioners through guest lectures and site visits is combined with a set of assignments that move students toward defining and/or deepening their career or academic interests. Students are guided toward developing a set of questions about their particular specialty areas and then to utilize oral history methods to engage with leaders to learn more deeply about SUD issues and careers. The course culminates in an annual symposium where students present on a topic within SUD to a public audience. During the MA program, students must complete 100hrs of internship or approved off campus work related to Sustainable Urban Development. Therefore, the grade for SUD 501 is awarded after (a) successfully completing the internship and (b) Successfully completing the SUD 501 course requirements.

**SUD 502 | CAPSTONE - PROFESSIONAL PORTFOLIO | 4 quarter hours
(Graduate)**

A discussion seminar that puts the skills learned on site into the wider academic context of the course. Students will draw from their internship to complete a project report as the culmination of this course.

**SUD 592 | INDEPENDENT STUDY IN SUSTAINABLE URBAN FOOD SYSTEMS | 4 quarter hours
(Graduate)**

A one-quarter, 4-credit class for Non-SUD students enrolled in the Graduate Certificate in Sustainable Urban Food Systems. In concurrence with a required 100-hour off-campus internship, the course includes five online or in-person sessions with the SUD Internship Coordinator consisting of: critical analysis and reflection on internship activities in relation to literature on sustainable urban food systems, discussion on successes and challenges during the internship, discussion of readings and journal entries, development of a final reflective essay, and advising and mentoring on career development in sustainable urban food systems.

SUD 420 or SUD 451 is a prerequisite for this class

**SUD 600 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to master's degree candidates who are actively working toward the completion of a thesis, project, or portfolio. Enrollment in this course is limited to three quarters and requires thesis/project advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries and requires the equivalent of half-time enrollment status. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

**SUD 601 | CANDIDACY MAINTENANCE | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to graduate students who are not registered for a course in a given quarter but need to maintain active university status. Enrollment in this course is limited to three quarters and requires permission of the graduate director. Enrollment in this course allows access to the library and other campus facilities. This course does not carry an equivalent enrollment status and students in it are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

TEACH Program (TCH)

**TCH 302 | INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION | 4 quarter hours
(Undergraduate)**

This course introduces middle grades and secondary education teacher candidates to the field of education and the role of teachers. It explores the expectations of and for teachers and students from fifth through twelfth grade. Students examine and critique goals and theories of middle grades and secondary education. They consider the meaning and practice of fostering equitable, intellectually rich, socially just, compassionate learning environments. Students will come to recognize the importance of, articulate the meaning of, and begin to practice critical, creative, reflective teaching practice. They also create instructional plans that reflect clearly articulated purposes and understanding of adolescents. 25 Level I Field Experience hours required. Offered during Fall, Winter, and Spring terms.

TCH 303 | CONCEPTIONS OF HEALTHY ADOLESCENCE | 4 quarter hours (Undergraduate)

This course introduces varying conceptions of healthy adolescence, taking into account physical health and development, social and emotional health, mental health, and the contextual factors that shape healthy adolescence. Students will articulate diverse theories of what it means to be "healthy" throughout adolescence, develop instructional plans that consider the diverse interpretations of a healthy adolescence, create classroom environments that are sensitive to the health of adolescents, and communicate, model, and engage adolescents in the habits of mind necessary for healthy adolescence. Offered during Fall, Winter, and Spring terms.

TCH 311 | THE NATURE OF ENGLISH | 4 quarter hours (Undergraduate)

This course is designed to help students to see that the field of English Studies is bigger than the component they probably identify as English (it's Literature, Writing, and Linguistics/Grammar). Students will explore the formation of the discipline up to the current day, focusing on the shifting understanding of ways of reading, writing and thinking about language. They will strive to answer the questions: "What does it mean to be a student of language and literature?" and, "What are the ways of knowing characteristics of English and Writing, Rhetoric, & Discourse majors?" In doing so, students will relate the disciplinary content of their major to their daily lives and interests and to the larger framework of human endeavor and understanding, including identifying its importance to the personal lives of middle grades and high school students. The course is a prerequisite for TCH 321. Offered during Winter term only.

TCH 312 | THE NATURE OF HISTORY AND THE SOCIAL SCIENCES | 4 quarter hours (Undergraduate)

This course builds on the content course work students have done in the seven disciplines grouped under the heading "social sciences" (history, political science, geography, sociology, anthropology, economics, and psychology). In this class students will get further exposure to the basic concepts of the social science disciplines and consider the connections as well as differences between them. The course emphasizes how different disciplinary backgrounds lead students to bring different perspectives to their study of social phenomena and helps them see these phenomena from multiple vantage points. The course will employ a case study approach framed around social issues of interest to all seven disciplines (e.g. social control, threats, development, natural disasters). By the end of the course, students will have applied the knowledge and skills of multiple social science disciplines to evaluate social phenomena, considered the relationship and differences between those disciplines, and be prepared to enter TCH 322 where they will apply their content knowledge to inquiry and teaching in the field. Offered during Winter term only.

TCH 313 | THE NATURE OF MATHEMATICS | 4 quarter hours (Undergraduate)

This course builds on students' mathematics understanding by emphasizing the universality of mathematics as a cultural endeavor. In it, students will explore the historical trends in mathematics and how those trends have been taught. Students will understand that, mathematics, at its core, is deductive; however, it also requires intuition. Thus, the course examines the interaction among intuition, experimentation, conjecture, abstraction, and deductive reasoning not only in the classroom but also in the everyday use of mathematics. It also examines the interplay between concrete problem-solving and generalization. Offered during Winter term only.

TCH 314 | THE NATURE OF SCIENCE | 4 quarter hours (Undergraduate)

This course is about the nature of science and the interactions between science and society. It will build on the foundation of understandings that students already have about the processes and conventions of science developed through their years as science students to create opportunities for deeper understandings of the beliefs and assumptions inherent to the creation of scientific knowledge. These opportunities will be developed through direct interactions with professional scientists as well as through case studies and readings that illustrate the strengths, limits and pitfalls of the scientific endeavor as well as provide opportunities for students to relate science to their daily lives and interests and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values). Cases will be drawn from different scientific disciplines as well as from modern and historic times. In this way, science students will have a better understanding of what it means to be a scientist and how science interfaces with society. The course is a prerequisite for TCH 324. Offered during Winter term only.

TCH 320 | EXPLORING TEACHING IN THE URBAN HIGH SCHOOL | 4 quarter hours (Undergraduate)

(JYEL CREDIT) This course is an invitation to secondary education as a profession, an opportunity for students considering education as a career to explore the reality of teaching and learning a disciplinary content area in a variety of Chicago-area schools. Students will become familiar with different narratives of teaching through teacher and student biographies, testimonials, literature, film, and classroom observations. They will explore the interrelationships between, for example, popular cultural beliefs about schooling; teacher and student identities; and classroom interaction. The instructor will coordinate observations in several classrooms as the basis for intensive, guided reflective work, aimed at supporting students' initial and subsequent efforts of developing identities as disciplinary content educators (25 hours of high school classroom observation required). Course is also an introduction to the TEACH Program. Offered during Fall, Winter, and Spring terms.

TCH 321 | INQUIRY & APPLICATION IN DEVELOPING ENGLISH PEDAGOGY | 4 quarter hours (Undergraduate)

This course builds on TCH 311 by preparing teacher candidates to distinguish between what needs to be taught (content) and how it is taught (pedagogy), with an emphasis on understanding the historical shifts in the teaching of content and how these shifts inform teaching and learning in today's English language arts classrooms. The course also introduces students to methods of inquiry and reflection on pedagogical content knowledge. Student will examine their own educational experience through the lens of the historical trends, focusing on how they learned and what they understood their teachers to be doing. This initial case study will serve as an introduction into case study methods. Students will also develop expertise in one of the three historical trend areas -reading, writing, and language - and examine how the trend has informed teaching and learning and shaped curriculum, pedagogy, and assessment. Students will develop a case study of a practicing teacher using the lens of the historical trend in which they are developing expertise. Offered during Spring term.

TCH 311 is a prerequisite for this class.

TCH 322 | INQUIRY & APPLICATION IN DEVELOPING HISTORY AND SOCIAL SCIENCES PEDAGOGY | 4 quarter hours**(Undergraduate)**

This course builds on the content knowledge students developed and reinforced in TCH 312. More, it asks them to make the shift from considering how a person prepared in the social sciences analyzes social phenomena to how such a person teaches the social sciences. Students will do this by developing two units of inquiry-based case studies that they could use in their own classrooms. As students work on these projects, they will continue to reflect on the course work they have done in the content areas as well as the instruction they see teachers delivering in their field experiences. They will contemplate such questions as: "What are the connections between the social science disciplines? How can they be taught together, creating interdisciplinary courses at the high school level? What are the differences between the social science disciplines and what does this mean for secondary pedagogy? How can teachers use inquiry with their students, making sure they have enough guidance to learn about social events but also the freedom to pursue their interests and make sense of the world on their own terms?" By the end of this course, students through readings and their projects will have advanced their learning about the nature of inquiry, its implementation in the classroom, and the connections and differences between the social science disciplines. Offered during Spring term.

TCH 312 is a prerequisite for this class.

TCH 323 | INQUIRY & APPLICATION IN DEVELOPING MATHEMATICS PEDAGOGY | 4 quarter hours**(Undergraduate)**

This course builds on TCH 313 by introducing students to inquiry methods to understand the teaching and learning of mathematics. Students will explore how mathematics has been and is taught by examining major paradigm shifts in mathematics education and the impact those paradigms and shifts have on pedagogical content knowledge, or knowledge of how to teach disciplinary content. Students will use case study methods to look at instructional practices and begin to articulate their own mathematics teaching pedagogy. With the completion of this course, students will have a deeper understanding of mathematical literacy and the barriers to understanding and teaching mathematics, as well as being able to identify what makes an exceptional math teacher who is able to address the needs of all students. Offered during Spring term.

TCH 313 is a prerequisite for this class.

TCH 324 | INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY | 4 quarter hours**(Undergraduate)**

Following TCH 314, this course transitions from asking "what does a scientist do?" to a consideration of why science literacy in the general public has been so difficult to achieve. The focusing questions for TCH 324 are: "How do we teach science? What is science literacy? Why is an understanding of science important to the general public? and What are the major obstacles and strategies to achieving science literacy?" The course begins by participants self-reflecting on their own educational experiences that led to their paths in science education: what have been their successful learning strategies, how have teachers influenced their education and what have been successful (and less than successful) classroom instructional strategies? Students will read seminal literature on science literacy and explore cases challenging their notions of the teacher-learner relationship and the relationship between science and society. As a result of this course, students will gain a deeper understanding of scientific literacy and the barriers to understanding and teaching science as well as identify what makes an exceptional science teacher able to prepare both future scientists and a knowledgeable public. Offered during Spring term.

TCH 314 is a prerequisite for this class.

TCH 325 | LITERACY IN THE CONTENT AREAS | 4 quarter hours**(Undergraduate)**

This course analyzes the relationships among reading, writing, speaking and listening. It encourages middle level and high school teachers in all disciplines to take these interrelationships into account and to plan curricula that include current teaching strategies to enable students to become better readers, writers and thinkers in their various content-areas. Language use, learning and teaching are considered from a multicultural perspective. Offered during Winter and Spring terms.

TCH 366 | TEACHER AS ARTIST | 4 quarter hours**(Undergraduate)**

This course builds on the work in TCH 365, which alongside TCH 366 is intended as a two course sequence each complimenting the other. As TCH 365 focuses on the art of teaching the visual arts, TCH 366 explores the source materials and major concepts of visual art content. Historically, artistic movements have shaped and currently identify the theories we use to define our most immediate environment. The major concepts can be connected to the artist studio and to the descriptions some artists make about the studio as a teaching space. In the course students will be introduced to a wide range of artists and their work, artistic movements and the individual artists who use teaching as a medium. How does an emerging artist or pre-service teaching artist draw on the understanding of their own work as a platform to build core principles of pedagogy? What is the link that combines a dynamic studio practice with an inspired methodology for teaching visual art? We will address these questions through creating a visual art teaching curriculum portfolio and writing a reflective artist monograph, produce a final exhibition of their work and work alongside teachers and artists in the field. 25 Level 2 Field Experience hours.

SEC 364 and Education major or minor are prerequisites for this class.

TCH 371 | TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 1 | 4 quarter hours
(Undergraduate)

This course introduces students to the theoretical and practical issues of teaching the English language arts in middle grades and secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of reading, writing, speaking, and listening skills and sensibilities. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. Whenever possible, Field Experience hours should be completed in student teaching placement. Offered during Fall term.

(TCH 302 or SEC 364) and (SEC 321 or TCH 321) are prerequisites for this class.

TCH 372 | TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1 | 4 quarter hours
(Undergraduate)

This course introduces students to the theoretical and practical issues of teaching history and the social sciences in middle grades and secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of the basic concepts of the seven social science disciplines. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. Offered during Fall term.

(TCH 302 or SEC 364) and (SEC 322 or TCH 322) are prerequisites for this class.

TCH 373 | TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 1 | 4 quarter hours
(Undergraduate)

This course introduces students to the theoretical and practical issues of teaching mathematics in middle grades and secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of mathematics in all its representations. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. Offered during Fall term.

(TCH 302 or SEC 364) and (SEC 323 or TCH 323) are prerequisites for this class.

TCH 374 | TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1 | 4 quarter hours
(Undergraduate)

This course introduces students to the theoretical and practical issues of teaching the sciences in middle grades and secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of the different sciences, including biology, chemistry, environmental science, and physics. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. Offered during Fall term.

(TCH 302 or SEC 364) and (SEC 324 or TCH 324) are prerequisites for this class.

TCH 380 | THE TEACHER AS PROFESSIONAL | 4 quarter hours
(Undergraduate)

In this course, students pull together significant elements from their prior courses as well as their experiences in the field to further their development as professional educators. Significant themes include understanding the socio-emotional needs of adolescents, the role and impact of using action research strategies to understand and adapt curriculum for students and to reflect on instructional strategies for potential professional development. Other considerations within the course include the role of teachers within building-, district-, and local communities; how teachers can continue to professionalize themselves and the profession by engaging in professional development opportunities and finding ways to model and motivate learning within relevant communities. This class is taken concurrently with TCH 381, TCH 382, TCH 383, or TCH 384. Offered during Winter term.

**TCH 381 | TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 2 | 4 quarter hours
(Undergraduate)**

This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 321 and TCH 371. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of reading, writing, speaking, and listening skills and sensibilities, with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 371, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. Whenever possible this field experience is completed in the same school site as the student teaching placement. **(TCH 371 or SEC 371) is a prerequisite for this class. This class is taken concurrently with TCH 380.**

**TCH 382 | TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2 | 4 quarter hours
(Undergraduate)**

This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 322 and TCH 372. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of the basic concepts of the seven social science disciplines with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 372, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. COREQUISITE(S): Taken concurrently with TCH 380. Offered during Winter term. **(TCH 372 or SEC 372) is a prerequisite for this class. This class is taken concurrently with TCH 380.**

**TCH 383 | TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 2 | 4 quarter hours
(Undergraduate)**

This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 323 and TCH 373. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of mathematics in all its representations with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 373, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. COREQUISITE(S): Taken concurrently with TCH 380. Offered during Winter term. **(TCH 373 or SEC 373) is a prerequisite for this class. This class is taken concurrently with TCH 380.**

**TCH 385 | TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2 | 4 quarter hours
(Undergraduate)**

This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 324 and TCH 374. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of the different sciences, including biology, chemistry, environmental science, and physics with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 374, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. COREQUISITE(S): Taken concurrently with TCH 380. Offered during Winter term. **(TCH 374 or SEC 374) is a prerequisite for this class. This class is taken concurrently with TCH 380.**

TCH 390 | CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS | 4 quarter hours**(Undergraduate)**

This course is designed to help students conceptualize issues and opportunities in teaching their disciplinary content to diverse students and in different classroom contexts. In this course, students will analyze and reflect on how teaching in their disciplines is informed by diverse cultures of schooling and youth, including the influences of economic, social, cultural, political, gender, and religious factors on schooling, educational policy and opportunity. Students will use disciplinary content to critically and creatively reflect on the teaching of that content in secondary schools. Students will be introduced to issues and ways of presenting essential disciplinary content in ways that engage diverse learners, including learners who have not been served well by formal education. Students will also develop a theory of teaching that emphasizes the intersection of disciplinary content with multicultural perspectives. Offered during Spring term only.

TCH 392 | MIDDLE GRADES AND SECONDARY STUDENT TEACHING | 10 quarter hours**(Undergraduate)**

This course is the culminating experience for Middle Grades and Secondary Education Program students and requires 11 weeks of onsite student teaching in a middle school or high school content area classroom. The course requires students to be in the school full-time, participating in both in-class instruction and extra-curricular activities related to the school. Student teaching application and approval required. (10 credit hours)

TCH 395 | ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION | 4 quarter hours**(Undergraduate)**

This course introduces candidates to theoretical and philosophical issues related to educational assessment. It addresses the range of assessments teachers will encounter in school settings, including individual cognitive and social and emotional assessments; course material, curricula, and disciplinary program assessments; and large scale high-stakes testing. The course provides candidates opportunities to explore student, program, and curricular assessment issues, including assessment methods and tools; standardized, quantitative, and qualitative assessments; formal and informal assessments; formative and summative assessments; integrated, self-, and peer assessments; cultural, social, economic, and language influences on assessments; and issues of reliability and validity in assessment.

This class is taken concurrently with (TCH 371 or TCH 372 or TCH 373 or TCH 374) OR (TCH 381 or TCH 382 or TCH 383 or TCH 385).

TCH 401 | TEACHING AS A PROFESSION IN SECONDARY SCHOOL | 4 quarter hours**(Graduate)**

This course is an introduction to the TEACH Program, including the College of Education's conceptual framework and teacher dispositions, and to the professional world of secondary school teaching, including the policy bodies and stakeholders that impact teaching. Within this developing understanding of the larger context of secondary education, students will begin to articulate clearly professional identities and the behaviors inherent in those identities, including their impact on student learning. Drawing on previous coursework and their growing understanding of differences in individual, ethnic, and cultural group attitudes, values, and needs, students also will learn to recognize the complexities of teaching and learning in a pluralistic society. Ultimately, students will be committed to teaching as a responsible professional who acts in an ethical and collegial fashion. 25 Level 2 field experience required. Offered during Fall term only.

TCH 402 | INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION | 4 quarter hours**(Graduate)**

This course introduces middle grades and secondary education teacher candidates to the field of education and the role of teachers. It explores the expectations of and for teachers and students from fifth through twelfth grade. Students examine and critique goals and theories of middle grades and secondary education. They consider the meaning and practice of fostering equitable, intellectually rich, socially just, compassionate learning environments. Students will come to recognize the importance of, articulate the meaning of, and begin to practice critical, creative, reflective teaching practice. They also create instructional plans that reflect clearly articulated purposes and understanding of adolescents. 25 Level I Field Experience hours required. Offered during Fall, Winter, and Spring terms.

TCH 403 | CONCEPTIONS OF HEALTHY ADOLESCENCE | 4 quarter hours**(Graduate)**

This course introduces varying conceptions of healthy adolescence, taking into account physical health and development, social and emotional health, mental health, and the contextual factors that shape healthy adolescence. Students will articulate diverse theories of what it means to be "healthy" throughout adolescence, develop instructional plans that consider the diverse interpretations of a healthy adolescence, create classroom environments that are sensitive to the health of adolescents, and communicate, model, and engage adolescents in the habits of mind necessary for healthy adolescence. Offered during Fall, Winter, and Spring terms.

TCH 411 | THE NATURE OF ENGLISH | 4 quarter hours**(Graduate)**

This course is designed to help students to see that the field of English Studies is bigger than the component they probably identify as English (it's Literature, Writing, and Linguistics/Grammar). Students will explore the formation of the discipline up to the current day, focusing on the shifting understanding of ways of reading, writing and thinking about language. They will strive to answer the questions: "What does it mean to be a student of language and literature?" and, "What are the ways of knowing characteristics of English and Writing, Rhetoric, & Discourse majors?" In doing so, students will relate the disciplinary content of their major to their daily lives and interests and to the larger framework of human endeavor and understanding, including identifying its importance to the personal lives of middle grades and high school students. The course is a prerequisite for TCH 421. Offered during Winter term only.

TCH 412 | THE NATURE OF HISTORY AND THE SOCIAL SCIENCES | 4 quarter hours
(Graduate)

This course builds on the content course work students have done in the seven disciplines grouped under the heading "social sciences" (history, political science, geography, sociology, anthropology, economics, and psychology). In this class students will get further exposure to the basic concepts of the social science disciplines and consider the connections as well as differences between them. The course emphasizes how different disciplinary backgrounds lead students to bring different perspectives to their study of social phenomena and helps them see these phenomena from multiple vantage points. The course will employ a case study approach framed around social issues of interest to all seven disciplines (e.g. social control, threats, development, natural disasters). By the end of the course, students will have applied the knowledge and skills of multiple social science disciplines to evaluate social phenomena, considered the relationship and differences between those disciplines, and be prepared to enter TCH 422 where they will apply their content knowledge to inquiry and teaching in the field. Offered during Winter term only.

TCH 413 | THE NATURE OF MATHEMATICS | 4 quarter hours
(Graduate)

This course builds on students' mathematics understanding by emphasizing the universality of mathematics as a cultural endeavor. In it, students will explore the historical trends in mathematic and how those trends have been taught. Students will understand that, mathematics, at its core, is deductive; however, it also requires intuition. Thus, the course examines the interaction among intuition, experimentation, conjecture, abstraction, and deductive reasoning not only in the classroom but also in the everyday use of mathematics. It also examines the interplay between concrete problem-solving and generalization. Offered during Winter term only.

TCH 414 | THE NATURE OF SCIENCE | 4 quarter hours
(Graduate)

This course is about the nature of science and the interactions between science and society. It will build on the foundation of understandings that students already have about the processes and conventions of science developed through their years as science students to create opportunities for deeper understandings of the beliefs and assumptions inherent to the creation of scientific knowledge. These opportunities will be developed through direct interactions with professional scientists as well as through case studies and readings that illustrate the strengths, limits and pitfalls of the scientific endeavor as well as provide opportunities for students to relate science to their daily lives and interests and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values). Cases will be drawn from different scientific disciplines as well as from modern and historic times. In this way, science students will have a better understanding of what it means to be a scientist and how science interfaces with society. The course is a prerequisite for TCH 424. Offered during Winter term only.

TCH 421 | INQUIRY & APPLICATION IN DEVELOPING ENGLISH PEDAGOGY | 4 quarter hours
(Graduate)

This course builds on TCH 411 by preparing teacher candidates to distinguish between what needs to be taught (content) and how it is taught (pedagogy), with an emphasis on understanding the historical shifts in the teaching of content and how these shifts inform teaching and learning in today's English language arts classrooms. The course also introduces students to methods of inquiry and reflection on content pedagogical knowledge. Student will examine their own educational experience through the lens of the historical trends, focusing on how they learned and what they understood their teachers to be doing. This initial case study will serve as an introduction into case study methods. Students will also develop expertise in one of the three historical trend areas -reading, writing, and language - and examine how the trend has informed teaching and learning and shaped curriculum, pedagogy, and assessment. Students will develop a case study of a practicing teacher using the lens of the historical trend in which they are developing expertise. Offered during Spring term.

TCH 411 is a prerequisite for this class.

TCH 422 | INQUIRY & APPLICATION IN DEVELOPING HISTORY AND SOCIAL SCIENCES PEDAGOGY | 4 quarter hours
(Graduate)

This course builds on the content knowledge students developed and reinforced in TCH 412. More, it asks them to make the shift from considering how a person prepared in the social sciences analyzes social phenomena to how such a person teaches the social sciences. Students will do this by developing two units of inquiry-based case studies that they could use in their own classrooms. As students work on these projects, they will continue to reflect on the course work they have done in the content areas as well as the instruction they see teachers delivering. They will contemplate such questions as: "What are the connections between the social science disciplines? How can they be taught together, creating interdisciplinary courses at the high school level? What are the differences between the social science disciplines and what does this mean for secondary pedagogy? How can teachers use inquiry with their students, making sure they have enough guidance to learn about social events but also the freedom to pursue their interests and make sense of the world on their own terms?" By the end of this course, students through readings and their projects will have advanced their learning about the nature of inquiry, its implementation in the classroom, and the connections and differences between the social science disciplines. Offered during Spring term.

TCH 412 is a prerequisite for this class.

TCH 423 | INQUIRY & APPLICATION IN DEVELOPING MATHEMATICS PEDAGOGY | 4 quarter hours
(Graduate)

This course builds on TCH 413 by introducing students to inquiry methods to understand the teaching and learning of mathematics. Students will explore how mathematics has been and is taught by examining major paradigm shifts in mathematics education and the impact those paradigms and shifts have on pedagogical content knowledge, or knowledge of how to teach disciplinary content. Students will use case study methods to look at instructional practices and begin to articulate their own mathematics teaching pedagogy. With the completion of this course, students will have a deeper understanding of mathematical literacy and the barriers to understanding and teaching mathematics, as well as being able to identify what makes an exceptional math teacher who is able to address the needs of all students. Offered during Spring term.

TCH 413 is a prerequisite for this class.

TCH 424 | INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY | 4 quarter hours
(Graduate)

Following TCH 414, this course transitions from asking "what does a scientist do?" to a consideration of why science literacy in the general public has been so difficult to achieve. The focusing questions for TCH 424 are: "How do we teach science? What is science literacy? Why is an understanding of science important to the general public? and What are the major obstacles and strategies to achieving science literacy?" The course begins by participants self-reflecting on their own educational experiences that led to their paths in science education: what have been their successful learning strategies, how have teachers influenced their education and what have been successful (and less than successful) classroom instructional strategies? From this, students will begin science classroom observation, discussing their observations with their peers, and speaking with educators about their experiences teaching high school science and about the goals and short-comings of science education. Throughout this process, students will read seminal literature on science literacy and explore cases challenging their notions of the teacher-learner relationship and the relationship between science and society. As a result of this course, students will gain a deeper understanding of scientific literacy and the barriers to understanding and teaching science as well as identify what makes an exceptional science teacher able to prepare both future scientists and a knowledgeable public. Offered during Spring term.

TCH 414 is a prerequisite for this class.

TCH 451 | RESEARCH METHODS & DISCIPLINARY INQUIRY: ENGLISH | 4 quarter hours
(Graduate)

This course introduces students to education research methods and discipline-specific research and inquiry. During the first five weeks, the course focuses on basic questions, issues, and theoretical frameworks central to the purpose, conceptualization, conducting, writing, reading and using education research as a means for informing education theory, practice and policy. Candidates will be exposed to the multiple frameworks that inform education research and various methodologies employed in collecting and analyzing data. During the last 6 weeks of the course, the course focuses on research related to the teaching of the English language arts in the middle school and high school and pedagogical content knowledge, including research on teaching and learning, curricula and instructional delivery, assessment, and the relationship of socio-cultural, economic, and language use to teaching and learning disciplinary-specific content. Students will develop and implement small discipline-specific research projects, identifying research questions, conducting a literature search, developing a theoretical framework, and collecting and analyzing data. NOTE: Offered concurrently with TCH 481.

TCH 452 | RESEARCH METHODS & DISCIPLINARY INQUIRY: HISTORY AND THE SOCIAL SCIENCES | 4 quarter hours
(Graduate)

This course introduces students to education research methods and discipline-specific research and inquiry. During the first five weeks, the course focuses on basic questions, issues, and theoretical frameworks central to the purpose, conceptualization, conducting, writing, reading and using education research as a means for informing education theory, practice and policy. Candidates will be exposed to the multiple frameworks that inform education research and various methodologies employed in collecting and analyzing data. During the last 6 weeks of the course, the course focuses on research related to the teaching of history and the social sciences in the middle school and high school and pedagogical content knowledge, including research on teaching and learning, curricula and instructional delivery, assessment, and the relationship of socio-cultural, economic, and language use to teaching and learning disciplinary-specific content. Students will develop and implement small discipline-specific research projects, identifying research questions, conducting a literature search, developing a theoretical framework, and collecting and analyzing data. NOTE: Offered concurrently with TCH 482.

TCH 453 | RESEARCH METHODS & DISCIPLINARY INQUIRY: MATHEMATICS | 4 quarter hours
(Graduate)

This course introduces students to education research methods and discipline-specific research and inquiry. During the first five weeks, the course focuses on basic questions, issues, and theoretical frameworks central to the purpose, conceptualization, conducting, writing, reading and using education research as a means for informing education theory, practice and policy. Candidates will be exposed to the multiple frameworks that inform education research and various methodologies employed in collecting and analyzing data. During the last 6 weeks of the course, the course focuses on research related to the teaching of mathematics in the middle school and high school and pedagogical content knowledge, including research on teaching and learning, curricula and instructional delivery, assessment, and the relationship of socio-cultural, economic, and language use to teaching and learning disciplinary-specific content. Students will develop and implement small discipline-specific research projects, identifying research questions, conducting a literature search, developing a theoretical framework, and collecting and analyzing data. NOTE: Offered concurrently with TCH 483.

TCH 454 | RESEARCH METHODS & DISCIPLINARY INQUIRY: SCIENCE | 4 quarter hours
(Graduate)

This course introduces students to education research methods and discipline-specific research and inquiry. During the first five weeks, the course focuses on basic questions, issues, and theoretical frameworks central to the purpose, conceptualization, conducting, writing, reading and using education research as a means for informing education theory, practice and policy. Candidates will be exposed to the multiple frameworks that inform education research and various methodologies employed in collecting and analyzing data. During the last 6 weeks of the course, the course focuses on research related to the teaching of the sciences in the middle school and high school and pedagogical content knowledge, including research on teaching and learning, curricula and instructional delivery, assessment, and the relationship of socio-cultural, economic, and language use to teaching and learning disciplinary-specific content. Students will develop and implement small discipline-specific research projects, identifying research questions, conducting a literature search, developing a theoretical framework, and collecting and analyzing data. NOTE: Offered concurrently with TCH 484.

**TCH 455 | READINGS IN AMERICAN HISTORY | 4 quarter hours
(Graduate)**

Prepares students for teaching American history at the secondary level. Readings focus on the foundational texts of American history from the colonial era to the late 20th century, with an emphasis on gaining content knowledge and applying it to teaching in the secondary classroom. Class discussions focus on matters of interpretation, evidence, and historiography. Offered during Fall term.

**TCH 465 | ART AND PEDAGOGY | 4 quarter hours
(Graduate)**

This course alongside TCH 466 is intended as a two-course sequence each complementing the other. As TCH 466 explores the source materials and major concepts of visual art's content, TCH 465 focuses on teaching visual art. Building from the content requirements from their program or experience, students will understand how the art studio (content) experiences where ideas are developed translate to the preparation of teaching. Students will do this through multiple curriculum based projects intended for use in their own classrooms, including a K-12th grade general course reader to assist in introducing an art historical overview that influences and connects to general middle and high school studio practices. As students work on these projects, they will continue to reflect on the coursework they have done in the content area as well as watching and learning from classroom teachers and teaching artists in the field. They will contemplate such questions as: What are the connections among the arts disciplines? How can they be taught together, creating interdisciplinary courses at the middle and high school levels? What are the differences among the arts disciplines and what does this mean for secondary pedagogy? How can teachers use inquiry with their students, making sure they have enough guidance to learn about artists, artistic periods and the nature of how artworks are produced. Site visits required. 25 hours Level 2 Field Experience required.

T&L 425 and admission to a College of Education program are prerequisites for this class.

TCH 471 | TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 1 | 4 quarter hours

(Graduate)

This course introduces students to the theoretical and practical issues of teaching the English language arts in middle grades and secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of reading, writing, speaking, and listening skills and sensibilities. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. Offered during Fall term.

TCH 402 or T&L 425 is a prerequisite for this class.

TCH 472 | TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1 | 4 quarter hours

(Graduate)

This course introduces students to the theoretical and practical issues of teaching history and the social sciences in middle grades and secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of the basic concepts of the seven social science disciplines. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. Offered during Fall term.

TCH 402 or T&L 425 is a prerequisite for this class.

TCH 473 | TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 1 | 4 quarter hours

(Graduate)

This course introduces students to the theoretical and practical issues of teaching mathematics in middle grades and secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of mathematics in all its representations. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. Offered during Fall term.

TCH 402 or T&L 425 is a prerequisite for this class.

TCH 474 | TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1 | 4 quarter hours

(Graduate)

This course introduces students to the theoretical and practical issues of teaching the sciences in middle grades and secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of the different sciences, including biology, chemistry, environmental science, and physics. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. Offered during Fall term.

TCH 402 or T&L 425 is a prerequisite for this class.

**TCH 480 | THE TEACHER AS PROFESSIONAL | 4 quarter hours
(Graduate)**

In this course, students pull together significant elements from their prior courses as well as their experiences in the field to further their development as professional educators. Significant themes include understanding the socio-emotional needs of adolescents, the role and impact of using action research strategies to understand and adapt curriculum for students and to reflect on instructional strategies for potential professional development. Other considerations within the course include the role of teachers within building-, district-, and local communities; how teachers can continue to professionalize themselves and the profession by engaging in professional development opportunities and finding ways to model and motivate learning within relevant communities. Offered during Winter term.

**TCH 481 | TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 2 | 4 quarter hours
(Graduate)**

This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 421 and TCH 471. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of reading, writing, speaking, and listening skills and sensibilities, with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 471, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. COREQUISITE(S): Taken concurrently with TCH 480. Offered during Winter term.

TCH 471 is a prerequisite for this class. This class is taken concurrently with TCH 480.

**TCH 482 | TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2 | 4 quarter hours
(Graduate)**

This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 422 and TCH 472. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of the basic concepts of the seven social science disciplines with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 472, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. COREQUISITE(S): Taken concurrently with TCH 480. Offered during Winter term.

TCH 472 is a prerequisite for this class. This class is taken concurrently with TCH 480.

**TCH 483 | TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 2 | 4 quarter hours
(Graduate)**

This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 423 and TCH 473. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of mathematics in all its representations with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 473, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. COREQUISITE(S): Taken concurrently with TCH 480. Offered during Winter term.

TCH 473 is a prerequisite for this class. This class is taken concurrently with TCH 480.

TCH 484 | TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2 | 4 quarter hours**(Graduate)**

This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 424 and TCH 474. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of the different sciences, including biology, chemistry, environmental science, and physics with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 474, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 25 Level 2 Field Experience hours required. COREQUISITE(S): Taken concurrently with TCH 480. Offered during Winter term.

TCH 474 is a prerequisite for this class. This class is taken concurrently with TCH 480.

TCH 495 | ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION | 4 quarter hours**(Graduate)**

This course introduces candidates to theoretical and philosophical issues related to educational assessment. It addresses the range of assessments teachers will encounter in school settings, including individual cognitive and social and emotional assessments; course material, curricula, and disciplinary program assessments; and large scale high-stakes testing. The course provides candidates opportunities to explore student, program, and curricular assessment issues, including assessment methods and tools; standardized, quantitative, and qualitative assessments; formal and informal assessments; formative and summative assessments; integrated, self-, and peer assessments; cultural, social, economic, and language influences on assessments; and issues of reliability and validity in assessment. 10 Level 2 Field Experience hours required. Offered during Fall, Winter, and Spring terms. COREQUISITE(S): Taken in conjunction with TCH 471/TCH 472/TCH 473/TCH 474 OR TCH 481/TCH 482/TCH 483/TCH 484.

This class is taken concurrently with (TCH 471 or TCH 472 or TCH 473 or TCH 474) or (TCH 481 or TCH 482 or TCH 483 or TCH 484).

TCH 525 | READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM | 4 quarter hours**(Graduate)**

This course analyzes the relationships among reading, writing, speaking and listening. It encourages middle level and high school teachers in all disciplines to take these interrelationships into account and to plan curricula that include current teaching strategies to enable students to become better readers, writers and thinkers in their various content-areas. This course will also concentrate on group process and its role in effective teaching within and across content-areas. Language use, learning and teaching are considered from a multicultural perspective. Offered during Winter and Spring terms.

TCH 471 or TCH 472 or TCH 473 or TCH 474, and status as a Graduate Education student is a prerequisite for this class.

TCH 565 | INDEPENDENT STUDIO TOPICS | 4 quarter hours**(Graduate)**

This course is a self-directed graduate course in the K-12 Visual Arts Education Program. Candidates who consider this course must develop a written proposal for their work and identify professional expectations of this quarter long immersion in advanced study. Candidates may select from a range of possible pursuits from preparing a new body of work or preparing an exhibition to working within a host of selected museums or galleries as an art education intern throughout the city and suburbs. All candidates are required to meet with a faculty member for an initial interview to discuss contact hours, needs and limitations, critique times and locations and the required documentation from the 11-week experience. All proposals must be approved by a faculty member in the program.

TCH 589 | THESIS RESEARCH IN TEACHING AND LEARNING | 4 quarter hours**(Graduate)**

A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

TCH 480 and an approved thesis proposal are prerequisites for this class.

TCH 590 | MIDDLE GRADES AND SECONDARY STUDENT TEACHING | 6 quarter hours**(Graduate)**

This course is the culminating experience for Middle Grades and Secondary Education Program students and requires 11 weeks of onsite student teaching in a middle school or high school content area classroom. The course requires students to be in the classroom full-time, participating in both in-class instruction and extra-curricular activities related to the school. Student teaching application and approval required. (6 credit hours)

TCH 591 | MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR | 2 quarter hours**(Graduate)**

This course must be taken concurrently with TCH 590. The seminar format provides students an opportunity to reflect on their student teaching experiences and to reach back and consider what they have learned in their teacher preparation programs and their next steps as practicing teachers. COREQUISITE(S): TCH 590. (2 credit hours)

Teaching and Learning (T&L)

T&L 311 | THE NATURE OF ENGLISH | 4 quarter hours**(Undergraduate)**

This course is designed to help students to see that the field of English Studies is bigger than the component they probably identify as English (it's Literature, Writing, and Linguistics/Grammar). Students will explore the formation of the discipline up to the current day, focusing on the shifting understanding of ways of reading, writing and thinking about language. They will strive to answer the questions: "What does it mean to be a student of language and literature?" and, "What are the ways of knowing characteristics of English and Writing, Rhetoric, & Discourse majors?" In doing so, students will relate the disciplinary content of their major to their daily lives and interests and to the larger framework of human endeavor and understanding, including identifying its importance to the personal lives of middle grades and high school students. The course is a prerequisite for TCH 321.

T&L 400 | CLINICAL EXPERIENCES WITH INFANTS AND TODDLERS | 1 quarter hour (Graduate)

Teacher candidates will observe and interact with infants and toddlers (25 clock hours). Appropriate lesson planning and assessment techniques and tools will be emphasized in the seminar. (1 credit hour)

T&L 401 | CLINICAL EXPERIENCE IN EARLY LANGUAGE AND LITERACY DEVELOPMENT | 1 quarter hour (Graduate)

Teacher candidates will observe and interact with young children and their families in programs, related to language and literacy development. A weekly seminar is required. (1 credit hour)

T&L 402 | CLINICAL EXPERIENCES WITH PRE-SCHOOLERS | 1 quarter hour (Graduate)

Candidates will observe and interact with preschool-age children (25 clock hours). Appropriate early childhood curricula, assessment and instructional methodologies will be emphasized. COREQUISITE(S): T&L 407. (1 credit hour)

Admission to a College of Education graduate program is a prerequisite for this class.

T&L 403 | CLINICAL EXPERIENCES IN PRIMARY GRADES | 1 quarter hour (Graduate)

Students will observe, interact with, and teach primary-age children (25 clock hours). Appropriate curricula, assessment and instructional methodologies for children in the primary grades (K-3) will be emphasized. (1 credit hour)

Admission to a College of Education graduate program is a prerequisite for this class.

T&L 404 | INTRODUCTION TO ELEMENTARY EDUCATION | 4 quarter hours (Graduate)

This is the first in a sequence of theory and practice courses that serves to familiarize teaching candidates with the world of elementary schools. Through observation and participation in schools, self-reflection, independently created assignments, cooperative learning assignments and classroom discussion, candidates will acquire familiarity with schools and classrooms including: social/cultural context, classroom climate, classroom management, curricular coherence, standards-based instruction, and teacher professional beliefs and practices. Written critical reflections and papers serve as initial foundation for the development of teaching philosophies.

T&L 405 | INTRODUCTION TO THE ROLE OF SCHOOL SERVICE PERSONNEL: SCHOOL NURSE | 4 quarter hours (Graduate)

This course focuses on organizational aspects of the school environment including the role of the school nurse as the administrator of the school health program, and as an advocate for children. The course also explores legal mandates that impact school communities, parent communication, common psychological issues impacting today's children, and the importance of collaborating with the school counselor, social worker, special education teacher, and other relevant personnel. Only students in the School Nurse program may take this course.

T&L 406 | LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (BIRTH TO 8) | 4 quarter hours (Graduate)

This course examines language acquisition and development in young children, including culturally and linguistically diverse learners and children with atypical language development. Attention will be given to dialectical issues as these apply to growth and development of linguistic competencies through the early childhood years. Explored in this course are the core topics of linguistic: morphology, syntax, semantics, pragmatics, phonetics, and phonology. Psycholinguistic and sociolinguistic theories anchor the discussion of language learning in childhood. Issues of language delay and processing of symbolic information to facilitate the development of articulation, fluency, voice, and functional language are included.

T&L 407 | PREPRIMARY PROGRAMS: CURRICULUM AND STRATEGY | 4 quarter hours (Graduate)

Students will plan, implement and evaluate activities that promote the physical, emotional, social, spiritual, creative, and cognitive development of preschool children from diverse cultural and socioeconomic backgrounds. Methods of facilitating children's play, individualization through building on children's experiences, learning styles and interests, using technology, and developing learning centers will be emphasized. Assessment practices are incorporated in this experience.

T&L 408 | CURRICULUM AND INSTRUCTION IN PRIMARY GRADES | 4 quarter hours (Graduate)

This course provides an examination of the objectives, content, methods and materials used in the primary grades of elementary schools. A variety of teaching methods and classroom management strategies will be discussed and illustrated, including teacher-led instruction and student-centered instruction. Students will be encouraged to reflect upon their own emerging educational philosophies and teaching styles as they take part in laboratory and clinical experiences. Many opportunities for planning, using and evaluating a variety of teaching methods will be offered. Each student will prepare one teaching unit on a primary social studies theme. Appropriate tests and assessment are included.

T&L 409 | PROFESSIONAL PRACTICE IN ELEMENTARY SCHOOLS | 4 quarter hours (Graduate)

This course is an introduction to the professional roles required of elementary school teachers. Students will develop a knowledge-based framework for considering the many factors involved in decision-making in an elementary classroom. This framework will serve to guide students as they create a social studies curriculum unit, which integrates planning skills, teaching strategies, classroom management and evaluation techniques. Daytime clinical hours are required during this course. (Only for Special and Elementary Education (SEE) majors).

T&L 410 | CHILDREN'S LITERATURE AND FAMILY LITERACY | 4 quarter hours (Graduate)

This course addresses literacy development in young children and the roles of families and early childhood programs in fostering that development. Strategies for enhancing literacy, such as word play, storytelling, conversations will be provided and all appropriate genres of children's literature will be explored. Finally, the course features appropriate poetry, early books for infants and toddlers, read-aloud materials, and all genres of children's literature for young children.

Admission to a College of Education graduate program is a prerequisite for this class.

T&L 411 | ASSESSMENT IN EARLY CHILDHOOD INCLUSIVE SETTINGS | 4 quarter hours (Graduate)

Candidates will study, use, and evaluate early childhood assessment methods and tools that are appropriate for young children with diverse learning, cultural, and socioeconomic experiences. Focus of the course is on the teacher candidate's acquisition of knowledge and skill regarding an array of formal and informal assessment instruments and techniques used to gather information needed for making decisions about typical and atypical children served in individual and group learning situations. Focus is directed toward the development of curricular goals and instructional approaches that evolve from the assessment information. Such information is used to create learning plans, including Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP), serving child and family responsively.

Admission to a College of Education graduate program is a prerequisite for this class.

T&L 412 | EMERGING READING AND LANGUAGE ARTS | 4 quarter hours (Graduate)

This course focuses on the curriculum content and sequence, instructional and assessment strategies as well as considerations integral to the creation of authentic, effective emergent literacy environments and engagements for first through third grade. Theory and practice principles are woven into course assignments and required field experiences designed to observe, teach, and reflect upon instructional decisions made for individual as well as groups of children. Prevailing curricular and instructional models (e.g., code-based, meaning-oriented, balanced) and their histories are compared and contrasted. The influences of development, home language(s) and dialect(s) (especially those of U.S. metropolitan areas), and educational settings are studied and applied to candidate instructional planning and teaching. Case studies and lesson planning facilitate the application of course content.

T&L 404 and admission to a College of Education graduate program are prerequisites for this class.

T&L 413 | READING/LANGUAGE ARTS IN THE INTERMEDIATE GRADES | 4 quarter hours (Graduate)

This course extends Emerging Reading and Language Arts to facilitate increased independence in students as strategic readers and competent writers. It focuses on the further development of reading comprehension and writing abilities in the intermediate grades. Emphasis is placed on the complex nature of literacy addressing issues such as content-area literacies, learning in and across languages, and critically consuming and producing a wide variety of texts (including online, multimedia and print based). Application of course material is facilitated through fieldwork focusing on the design, teaching, and reflection on literacy lesson(s) for intermediate learners.

T&L 412 and admission to a College of Education graduate program are prerequisites for this class.

T&L 415 | TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE | 4 quarter hours (Graduate)

This course is an introduction to materials, methods and strategies for helping students in grades 1-6 become scientifically literate: i.e., to understand the nature of science and its impact on technology. Particular attention will be given to theoretical views about how children learn science, the proper use of materials and equipment, the development of scientific thinking, e.g., skills in observing, classifying, collecting, and interpreting data, questioning strategies, and ways to assess student progress. Inquiry-based lesson plans and case studies invite application of course content. Daytime field required during this course.

(T&L 404 or T&L 409) and admission to a College of Education graduate program are prerequisites for this class.

T&L 416 | TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS | 4 quarter hours (Graduate)

This course is an introduction to materials, processes for developing, and strategies for mathematical literacy in grades 1-6. Particular attention will be given to the theoretical views about how children learn mathematics, the proper use of manipulative materials, the development of mathematical thinking, e.g., skills in estimation, pattern recognition, or spatial perception; the use of technology, and ways to assess student progress. Lesson planning, teaching, and critical reflection are an integral component of this course. Clinical hours required.

(T&L 404 or T&L 409) and admission to a College of Education graduate program are prerequisites for this class.

T&L 418 | LEARNING THROUGH THE ARTS | 4 quarter hours (Graduate)

This course focuses on the arts (visual art, music, drama and dance) as an integral component of teaching and learning in the elementary school curriculum. Students will explore a variety of art forms and disciplines to develop a critical aesthetic and artistic vocabulary. Students learn to help children utilize artistic media in the exploration and expression of thoughts and feelings. Emphasis is placed on design, construction, and implementation, and assessment of authentic conceptual classroom arts activities that integrate the arts with other classroom curricula. Daytime clinical hours (10) are required during this course.

T&L 419 | CURRICULUM AND STRATEGIES: SOCIAL STUDIES | 4 quarter hours (Graduate)

This course is an introduction to an integrated view of social studies for engaged citizenship. Through the study of strategies (such as concept formation, historical inquiry, role-play, etc), materials (such as primary sources) teacher candidates will learn and apply principles of curricular integration to create curriculum/units that engage elementary learners in the exploration of issues, ideas, and perspectives that impact our world.

T&L 404 and admission to a College of Education graduate program are prerequisites for this class.

T&L 420 | MATH AND SCIENCE IN EARLY CHILDHOOD | 4 quarter hours (Graduate)

This course applies child development principles to the planning of science and mathematics experiences for both typically and atypically developing young children. Emphasis is placed on understanding how children develop problem-solving skills, and on recognizing how teachers can facilitate inquiry-discovery experiences for young children with diverse learning styles and needs. Course assignments include participation in experiments and field-based experiences in mathematics and sciences. Teacher candidates are required to develop and provide developmentally and culturally appropriate activities in science and mathematics activities for young children.

SCG 404, T&L 432, and admission to a College of Education graduate program are prerequisites for this class.

T&L 421 | CHILD AND FAMILY IN THE URBAN COMMUNITY | 4 quarter hours (Graduate)

This course focuses on understanding the diversity of children and families in approaches to development, learning, and disability. Strategies in developing positive and supportive relationships with families of young children with special needs, including family-centered practices, will be explored. Particular attention is given to the challenges faced by teachers and other professionals in early intervention in assessing children's needs and providing services, which are reflective of the child's development within his/her diverse cultural and community context. In addition, the course examines ways to develop and maintain productive and collaborative relationships among professionals and families, communities, and other professionals across the range of support systems in the IFSP and IEP planning processes.

T&L 422 | CLASSROOM ASSESSMENT | 4 quarter hours (Graduate)

This course focuses on study, use, and evaluation of assessment practices in diverse, elementary school contexts. Assessment is addressed as part of instructional systems, attending to issues including: the appropriate use of standardized measures, formal and informal classroom assessment, portfolio development, as well as reporting to all stakeholders. This course also emphasizes ways of involving students and parents in assessment processes, how to observe and assess children individually and in classroom settings, and the use of numerous technologies as components of a classroom assessment system.

Admission to a College of Education graduate program is a prerequisite for this class.

T&L 423 | FUNCTIONAL BEHAVIOR ASSESSMENT: INTERVENTION AND SUPPORT IN EARLY CHILDHOOD | 4 quarter hours (Graduate)

This course is designed to prepare early childhood pre-service teachers to work with children who present a variety of challenging behaviors in the classroom. Grounded in principles of Applied Behavior Analysis, the philosophy of the course is based on the premise that understanding the underlying causes of children's externalizing and internalizing behavior enables the teacher to utilize appropriate techniques in conducting behavior intervention and classroom management. Using Positive Behavioral Support and Functional Behavior Analysis (a competency required for all teachers under the provisions of IDEA), students will learn how to design and develop a Behavior Intervention Plan. Diverse methods for addressing a variety of behaviors are explored and practiced through field-based assignments that include application of behavioral assessment and intervention tools, as well as techniques. Understanding the impacts of current legislation, policy and research on practice is fostered and developed.

SCG 404 and admission to a College of Education graduate program is a prerequisite for this class.

T&L 424 | INTRODUCTION TO SECONDARY EDUCATION | 4 quarter hours (Graduate)

This course is an introduction to the DePaul Secondary Education program as well as the professional world of secondary school teaching. In this course, candidates develop the knowledge and skills necessary for being a reflective practitioner. Candidates focus on understanding themselves (professional identity) and their behaviors in teaching situations with students in schools. These insights, combined with subject-matter knowledge, guide the development of various course assignments. Candidates will learn how to observe effectively in a school setting, to identify school governance issues, to understand school environment and the current social issues that shape it, and will experience a variety of teaching methods and resources for their future teaching. Candidates will acquire knowledge of important social concepts and theories that affect education, especially as they affect educational change in urban societies. As candidates become aware of differences in individual, ethnic, and cultural group attitudes, values and needs, they also will learn to recognize the complexities of teaching and learning in a pluralistic society. Candidates will be committed to teaching as responsible professionals who act ethically as well as in a collegial fashion. In addition to class attendance, candidates are required to complete 15 daytime fieldwork hours as part of the course. It is highly recommended that this course be taken concurrently with SCG 406.

T&L 425 | CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION | 4 quarter hours (Graduate)

This course will examine materials, methods, and techniques appropriate for teaching in secondary schools. Topics include writing instructional objectives, developing lesson plans, designing a curriculum unit, understanding classroom management and assessment related issues. Students will be encouraged to reflect upon their own emerging educational philosophies as well as draw from previous courses they have taken. Students will be given many opportunities for planning, using and evaluating a variety of instructional strategies while preparing and teaching a micro lesson in front of their peers. Students will be committed to teaching as a professional acting responsibly, ethically, and collegially in accordance to Vincentian Personalism. 30 hours Level 1 Field Experience required.

**T&L 426 | TEACHING WRITING | 4 quarter hours
(Graduate)**

Prepares teacher candidates for teaching writing and composition at the middle and secondary school levels. The course focuses upon methods of teaching composition, examination of literature and research about the composing process, the development of language and reading skills, and the assessment and evaluation of writing. The development of writing curriculums will also be explored. 30 hours Level 2 Field Experience required.

T&L 425 and admission to a College of Education program are prerequisites for this class.

**T&L 427 | YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS | 4 quarter hours
(Graduate)**

This course is a survey of the field of early childhood special education, including the Early Intervention System. Characteristics of infants, toddlers, and young children with special needs are examined in this course. Methods of working with different disabilities during children's early years will be explored. Strengths and needs of families of young children with disabilities and collaboration with family members will be emphasized. Understanding the impacts of current legislation, policy, and research on practice is fostered and developed.

SCG 404 and admission to a College of Education graduate program is a prerequisite for this class.

**T&L 428 | TEACHING LITERATURE | 4 quarter hours
(Graduate)**

Prepares teacher candidates for teaching literature at the middle and secondary school levels. Examines contemporary issues in the teaching of literature, explores methods of teaching major literary genres, addresses problems of literacy and focuses on the transactional nature of reading and writing. Emphasis on developing a repertoire of ways of teaching literature and a variety of literature curriculums. 30 hours Level 2 Field Experience required.

T&L 425 and admission to a College of Education program are prerequisites for this class.

**T&L 429 | TEACHING YOUNG ADULT LITERATURE | 4 quarter hours
(Graduate)**

This course is devoted to the study of Young Adult Literature: an exciting, emerging field. Issues and ideas to be examined include the following: current debates regarding issues in curriculum and teaching; selecting, reading, evaluating, and teaching young adult literature; cultivation of life-long reading habits and literacy development. Students will become familiar with major writers of young adult literature, read diverse texts, explore major genres, review award winning novels, consider the role of the media, and develop creative projects.

T&L 425 and admission to a College of Education program are prerequisites for this class.

**T&L 430 | TEACHING LITERACY K-12 | 4 quarter hours
(Graduate)**

This course provides an overview of the curriculum, instruction, and assessment strategies used in K-12 classrooms to foster and develop students' L1 and L2 literacies. Through guided examination of prevailing theories of language acquisition and development that currently influence classroom practices across the K-12 continuum, this course enables future teachers of world languages to grow in their understanding of the literacy-learning contexts that students will bring to their language classrooms. Issues that emerge in planning and conducting literacy instruction in schools are discussed and deliberated through university classroom experiences as well as required field experiences (15 hours, minimum; level 1). Course participants enjoy multiple opportunities to apply and analyze theories; to observe, critique, and practice instructional strategies; to make informed curricular and instructional decisions; and to use assessment to inform one's planning.

**T&L 431 | EARLY LANGUAGE AND LITERACY DEVELOPMENT | 4 quarter hours
(Graduate)**

This course will focus on enhancing language development and promoting early literacy in young children. It addresses instruction and assessment of language and literacy skills. Students will learn how family/child and teacher /child interactions promote language and literacy development and learning. Implementation of language and literacy curricula and activities that lead to growth in the key areas of literacy development for preschool and primary aged children will be explored. (Combination of previous T&L 406 and T&L 412).

**T&L 432 | EARLY CHILDHOOD CURRICULUM STRATEGIES AND PHILOSOPHY (BIRTH-8) | 4 quarter hours
(Graduate)**

Operating from a constructivist curricular perspective that considers individual child and the social learning context, candidates will plan, implement and evaluate activities that promote the physical, emotional, social, spiritual, aesthetic, creative, and cognitive development of young children from diverse cultural and socioeconomic backgrounds. Methods of facilitating children's play; individuation through building on children's experiences, learning styles and interests; using technology and, developing learning centers will be emphasized. A variety of teaching methods and classroom management strategies will be discussed and illustrated, including teacher led instruction and student-centered instruction. Students will be encouraged to reflect upon their own emerging educational philosophies and teaching styles as they take part in laboratory and field experiences. Many opportunities for planning, using and evaluating a variety of teaching methods will be offered. Each student will write at least one teaching unit on a primary social studies theme. (Combination of previous T&L 407 and T&L 408)

Admission to a College of Education graduate program is a prerequisite for this class.

**T&L 433 | EARLY CHILDHOOD SPECIAL EDUCATION STRATEGIES | 4 quarter hours
(Graduate)**

This course focuses on a range of curricular and instructional strategies that foster individual abilities and meet the individual learning needs within the contexts of group and individualized instruction in a variety of learning situations: classrooms, community and home environments. Teacher candidates acquire knowledge and skill to develop individual long-term and short-term educational service plans based on knowledge of children's needs and abilities; families' goals, priorities, and concerns for their children; communities; content areas; and early childhood curriculum goals. (Replaced HSC 408).

T&L 434 | LITERACY, LITERATURE, & THE YOUNG CHILD | 4 quarter hours (Graduate)

This course addresses the phenomenal process of literacy development in young children. Strategies for enhancing literacy through unlocking the phonemic code, acquiring vocabulary, and comprehending oral as well as print messages are emphasized within the context of choosing and using high-quality literature for children from birth through age 8. Curriculum content and sequence, instructional strategies, and assessment processes are interwoven across course assignments and field experiences. The influences of development, home languages and dialects (especially those of U.S. metropolitan areas), and educational settings are studied and applied to candidates' instructional planning and teaching.

SCG 404 and admission to a College of Education program is a prerequisite for this class.

T&L 436 | TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS | 4 quarter hours (Graduate)

Prepares teacher candidates for teaching mathematics at the middle school and secondary school levels. Examines contemporary issues in teaching mathematics, methods of teaching secondary mathematics, and recent history in mathematics curriculum development of alternative teaching strategies and the implementation of the NCTM Standards. Lesson and unit development, evaluation and classroom management also will be discussed. 30 hours Level 2 Field Experience required.

T&L 425 and admission to a College of Education program are prerequisites for this class.

T&L 439 | METHODS OF SECONDARY SCIENCE EDUCATION | 4 quarter hours (Graduate)

This course is designed to update teachers in the methods of teaching science. This involves reviewing the processes of science, theories of learning, and instructional strategies appropriate to laboratory science. This course also provides an update on the current trends and issues in science education as well as an analysis of successful science curricula programs. 30 hours Level 2 Field Experience required.

T&L 425 and admission to a College of Education program are prerequisites for this class.

T&L 440 | EARLY CHILDHOOD EDUCATION CROSS-CULTURAL STUDIES | 4 quarter hours (Graduate)

The course will discuss the historical, philosophical and cultural foundations of the education of young children in a multicultural society, emphasizing the role of ethnicity in development of young children within the context of families, childcare centers, and educational systems. Topics include: history of immigration and predictions for the future; the effects of population shifts on the education of English Language Learners; the impact of laws, litigation and executive orders on bilingual/English-as-a-Second- Language education; understanding cultural and linguistic differences regarding locating and using educational resources.

T&L 441 | METHODS AND MATERIALS FOR DUAL LANGUAGE AND MULTILINGUAL LEARNERS | 4 quarter hours (Graduate)

This course focuses on best practices in teaching and learning in ESL and bilingual early childhood classroom contexts. Students will learn about different approaches and methodologies currently used to support the development of listening, speaking, reading and writing in social and academic contexts in learners of English as a second or additional languages. Curriculum based-assessment, cultural awareness and self-reflective practice will also be addressed. 17 hours Level 2 Field Experience required.

T&L 442 | EARLY LITERACY DEVELOPMENT AND SECOND LANGUAGE ACQUISITION | 4 quarter hours (Graduate)

This course will examine the process of learning and using a second language. Research in second language acquisition (SLA) is multi-disciplinary in nature, reflecting the complexity of language learning and use. Linguistic, psychological and social processes that underlie language(s) learning and use will be introduced and applied to the understanding of this learning in young children. In this course, language acquisition theory concerning relationships between early literacy and oral language development in first and subsequent languages will be addressed.

T&L 443 | ASSESSMENT OF DUAL LANGUAGE AND MULTILINGUAL LEARNERS (DLL/ML) | 4 quarter hours (Graduate)

This course will focus on the discussion of basic principles and current approaches to assessment of dual language and multilingual learners (DLLs/MLs) in ESL and bilingual early childhood and early elementary educational settings. The different purposes of process and product assessment tools, authentic and curriculum-based forms of assessment, issues in the assessment of DLLs and MLs, and assessment in academic areas for early elementary MLs will be explored. Research on language and literacy acquisition in MLs vis a vis instruction and assessment will be discussed. Candidates will have opportunities to critically examine and learn how to administer assessment tools used in current practice. 17 hours Level 2 Field Experience Required.

T&L 444 | INTERNSHIP IN EARLY CHILDHOOD ESL/BILINGUAL EDUCATION SETTINGS | 4 quarter hours (Graduate)

This course will focus on application of the theories in effective teaching practices, and assessment procedures appropriate for young English Language learners. It will emphasize on application of knowledge gained from previous ESL/ELL courses, and demonstration of skills necessary to work collaboratively and effectively with families of young English Language learners. Professional behaviors that respect, value, and support all children's native language and culture will be reinforced. (100 clock hours)

T&L 440, T&L 441, T&L 442, T&L 443, (BBE 408 or BBE 409), BBE 425 and BBE 466 are prerequisites for this class.

T&L 449 | STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 | 4 quarter hours**(Graduate)**

This course prepares candidates to teach world languages at the elementary, middle and secondary school levels consonant with an aligned approach to meeting national and state WLE standards and Common Core standards. It examines the theory and practice of traditional or standard methods of teaching world languages (e.g., communicative approach, natural approach, etc.) with an emphasis on developing alternative, post-method strategies and using diverse resources, as well as on reformulating world languages instruction to integrate subject matter content into the curriculum, including science, social studies, math, fine arts, etc. Engages candidates in understanding and applying the "Five Cs" - Communication, Cultures, Connections, Comparisons, and Communities outlined in the national standards - toward this end. Lesson and unit development, evaluation/assessment, and classroom management also will be discussed. Issues that emerge in planning and instruction are discussed and deliberated through university classroom experiences as well as required fieldwork (20/15 hours; level 1 in language of certification).

T&L 453 | TEACHING HISTORY AND SOCIAL SCIENCE IN SECONDARY SCHOOLS | 4 quarter hours**(Graduate)**

Teaching, History and Social Science in Secondary Schools. Prepares for teaching history and social sciences at the middle and secondary school levels. Examines the nature and purpose of history and social sciences curriculum within secondary schools, the current status of social studies materials and practices, and issues confronting today's secondary social studies teachers. Emphasis on alternative teaching strategies, resources for teaching and learning, teachers' responsibilities in curriculum development and decision-making, and methods and materials for addressing cultural diversity. Lesson and unit development, evaluation and classroom management also will be discussed. 30 hours Level 2 Field Experience required.

T&L 425 and admission to a College of Education program are prerequisites for this class.

T&L 466 | TEACHER AS ARTIST | 4 quarter hours**(Graduate)**

This course builds on the work in T&L 465, which alongside T&L 466 is intended as a two-course sequence each complementing the other. As T&L 465 focuses on the art of teaching the visual arts, T&L 466 explores the source materials and major concepts of visual art content. Historically, artistic movements have shaped and currently identify the theories we use to define our most immediate environment. The major concepts can be connected to the artist studio and to the descriptions some artists make about the studio as a teaching space. In the course students will be introduced to a wide range of artists and their work, artistic movements and the individual artists who use teaching as a medium. How does an emerging artist or pre-service teaching artist draw on the understanding of their own work as a platform to build core principles of pedagogy? What is the link that combines a dynamic studio practice with an inspired methodology for teaching visual art? We will address these questions through creating a visual art teaching curriculum portfolio and writing a reflective artist monograph, produce a final exhibition of art and work alongside teachers and artists in the field. Site visits are required. 30 hours Level 2 Field Experience required.

T&L 425 and admission to a College of Education program are prerequisites for this class.

T&L 480 | INTERNSHIP WITH INFANTS AND TODDLERS | 2 quarter hours (Graduate)

Candidates conduct 75 hours of intense supervised fieldwork in an infant/toddler center where they are observing and documenting behavior and interactions, planning activities, and assessing development in children ages birth to 3. Candidates will also participate in a twice a quarter, hour and a half, seminar to reflect and discuss aspects of infant/toddler development and care, making connections between theory and practice. Onsite meetings with groups of candidates will be held weekly for supervision and reflection on practice. (2 credit hours)

T&L 481 | INTERNSHIP IN PRESCHOOL SETTING (35 CLOCK HOURS OF SUPERVISED EXPERIENCE) | 2 quarter hours**(Graduate)**

Candidates conduct 35 hours of supervised field work in preschool during the winter quarter. The internship is designed for advanced ECE candidates to be taken before student teaching. Candidates taking this internship have either taken ECE 310: Preprimary Programs: Curriculum and Strategy (at the undergraduate level), or T&L 407: Preprimary programs: Curriculum and Strategy (at the graduate level) in a previous quarter, or they are taking these courses as co-requisites with this internship. (2 credit hours)

Admission to a College of Education graduate program is a prerequisite for this class.

T&L 482 | INTERNSHIP IN PRIMARY SETTING (35 CLOCK HOURS OF SUPERVISED EXPERIENCE) | 2 quarter hours**(Graduate)**

Candidates conduct 35 hours of supervised field work in a primary grade (K-3) during the spring quarter. The internship is designed for advanced ECE candidates to be taken before student teaching. Candidates taking this internship have either taken ECE 311: Curriculum and Instruction in Primary Grades (at the undergraduate level), or T&L 408: Curriculum and Instruction in Primary Grades (at the graduate level) in a previous quarter, or they are taking these courses as co-requisites with this internship. (2 credit hours)

Admission to a College of Education graduate program is a prerequisite for this class.

T&L 495 | DESIGNING CURRICULUM FOR INFANTS AND TODDLERS | 4 quarter hours**(Graduate)**

Research in neuroscience indicates that the brain developmental foundation for all later learning is created in the first three years of life. The impact and impetus for the adults (families and caregivers) who nurture and teach children from birth to three will be explored in this course. The course will examine the developmental milestones, as well, as each child's developmental profile to create a developmentally appropriate curriculum to enhance the foundation for all later learning. The course explores ways to provide a safe and challenging environment; to focus on play as a vehicle for learning for optimal developmental outcomes. Collaboration with families in addressing each child's development is featured in the course. Candidates will be expected to design curricula to meet the needs of linguistically and culturally diverse children, as well as young children with special needs.

T&L 498 | TEACHING COMPUTER SCIENCE | 4 quarter hours (Graduate)

This course provides an examination of the objectives, content, and methods used for teaching computer science, with a special focus on the development of computational thinking skills. A variety of teaching methods and classroom management strategies will be discussed and illustrated, with an emphasis on inquiry-based strategies and culturally responsive pedagogical approaches.

T&L 525 | READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM | 4 quarter hours**(Graduate)**

This course analyzes the relationships among reading, writing, speaking and listening. It encourages middle level and high school teachers in all disciplines to take these interrelationships into account and to plan curricula that include current teaching strategies to enable students to become better readers, writers and thinkers in their various content-areas. This course will also concentrate on group process and its role in effective teaching within and across content-areas. Language use, learning and teaching are considered from a multicultural perspective. 30 hours Level 2 Field Experience required.

TCH 471 or TCH 472 or TCH 473 or TCH 474, and status as a Graduate Education student is a prerequisite for this class.

T&L 575 | WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT | 4 quarter hours**(Graduate)**

This course engages students in WLE curriculum development and language program advocacy, creation, and sustainability based on an examination of federal and state WLE history and policies and on a review of national and state standards. Reviews theory and application of curriculum development to world language instructional programs, such as design, scope and sequence, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal world language education program models are examined and analyzed in light of WLE history, policy, and standards (20/15 hours; level 1).

T&L 449, BBE 407, BBE 526, BBE 560 and BBE 570 are prerequisites for this class.

T&L 583 | FIELD EXPERIENCE LAB | 1 quarter hour**(Graduate)**

This field-based course will facilitate pre-service teacher candidates' experiences working in elementary and middle school classrooms. This supervised field experience is an opportunity to apply content and pedagogical knowledge in authentic settings. Approximately 24 clock hours are scheduled at school sites and visible during registration though subject to modification based on changes in schools' schedules. Students will enroll in this course multiple times during their program across diverse sites and will engage in different activities aligned with concurrent courses. (1 credit hour)

T&L 584 | PRE-STUDENT TEACHING FIELD EXPERIENCE | 1 quarter hour**(Graduate)**

This field-based experience occurs in teacher candidates' student teaching sites. Scheduling is negotiated between teacher candidate and mentor teacher based on classroom social studies and science content area schedule. This supervised field experience is an opportunity to apply content and pedagogical knowledge as well as gain introductory contextual understandings of student teaching site. For T&L EE majors, completed application to student teaching. (1 credit hour)

T&L 585 | ELEMENTARY STUDENT TEACHING | 6 quarter hours**(Graduate)**

Students will be placed for a minimum of 10 weeks in an elementary school. Seminar will meet once a week, in the participating schools and/or at DePaul. At first, they will focus on issues of immediate concern to student teachers. As the students gain experience the seminar will examine six or eight classroom issues, that is, topics which students have found to be significant on the basis of their experience. These would include such things as assessment, evaluation, classroom management, curriculum planning, and relationships with colleagues. After delineating what the issues are, students would be expected to analyze and discuss readings which relate to the issues. Open only to DePaul students.

COREQUISITES: T&L 586. (6 credit hours)

T&L 586 | ELEMENTARY STUDENT TEACHING SEMINAR | 2 quarter hours**(Graduate)**

This course is taken concurrently with T&L 585, Elementary Student Teaching. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and careers as teachers. COREQUISITE(S): T&L 585 (2 credit hours)

T&L 588 | INDEPENDENT STUDY IN TEACHING AND LEARNING | 1-4 quarter hours**(Graduate)**

PREREQUISITE(S): Permission of instructor, department chair and Associate Dean. (1 credit hour)

T&L 589 | THESIS RESEARCH IN TEACHING AND LEARNING | 4 quarter hours**(Graduate)**

A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

SCG 451 and an approved thesis proposal is a prerequisite for this class.

T&L 590 | SECONDARY STUDENT TEACHING | 6 quarter hours**(Graduate)**

Students will be placed for a minimum of 10 weeks in a secondary school. Seminar will meet once a week, in the participating schools and/or at DePaul. At first, they will focus on issues of immediate concern to student teachers. As the students gain experience, the seminar will examine six or eight classroom issues; that is, topics which students have found to be significant on the basis of their experience. These would include such topics as assessment, evaluation, classroom management, curriculum planning, and relationships with colleagues. After delineating what the issues are, students would be expected to analyze and discuss readings that relate to the issues. Open only to DePaul students. (6 credit hours)

T&L 591 | SECONDARY STUDENT TEACHING SEMINAR | 2 quarter hours**(Graduate)**

This course is taken concurrently with T&L 590, Secondary Student Teaching. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and careers as teachers. COREQUISITE(S): T&L 590 (2 credit hours)

T&L 592 | WORLD LANGUAGES STUDENT TEACHING | 6 quarter hours (Graduate)

Student teaching is the culminating experience of the World Languages certification program. It is a ten-week, 30-hour/week experience. Students must successfully complete student teaching with a grade of B- or better in a language classroom in which they are seeking certification to teach. The course is taken concurrently with T&L 593, World Languages Seminar. Open only to DePaul students. (6 credit hours)

T&L 593 | WORLD LANGUAGES SEMINAR | 2 quarter hours (Graduate)

This course is taken concurrently with T&L 592, World Languages Student Teaching. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and careers as teachers. COREQUISITE(S): T&L 592 (2 credit hours)

T&L 595 | EARLY CHILDHOOD STUDENT TEACHING | 6 quarter hours (Graduate)

This course requires students to participate in supervised teaching at a cooperating school, five full days per week, for an academic quarter. Part of the teaching will be in a preprimary setting and part will be in a primary setting. Feedback and discussion of issues encountered in student teaching as well as new materials and techniques of student teaching will be included. Open only to DePaul students. (6 credit hours)

T&L 596 | EARLY CHILDHOOD STUDENT TEACHING SEMINAR | 2 quarter hours (Graduate)

In this seminar, candidates will reflect upon their teaching experiences with young children, and collaborate with colleagues and instructor to identify alternative strategies for problematic situations. Candidates will outline ways to maintain strategies for lifelong learning. In addition, candidates will share resume development and job-search strategies. COREQUISITE: T&L 595.

T&L 600 | REGISTERED STUDENT IN GOOD STANDING | 0 quarter hours (Graduate)

Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

T&L 606 | SCHOOL NURSE INTERNSHIP | 8 quarter hours (Graduate)

In this eleven week supervised experience, the school nurse intern has the opportunity to develop and use school nursing methods, materials, and programs in public schools. He or she will work under the guidance of a licensed school nurse and will be supervised by a DePaul supervisor who is also a licensed school nurse.

T&L 614 | INDUCTION INTO THE TEACHING PROFESSION: EARLY CHILDHOOD | 4 quarter hours (Graduate)

This course is designed to assist first-year early childhood teachers in making the transition from student teaching to teacher. It creates a bridge between first-year teachers' formal education and the realities of their classrooms, providing assistance with: understanding their induction into the profession; analyzing their new educational contexts; actualizing their educational philosophies; developing their pedagogical knowledge; and identifying and making the most of professional support systems within their schools.

T&L 595 is a prerequisite for this course.

T&L 615 | SPECIAL TOPICS IN TEACHING AND LEARNING | 4 quarter hours (Graduate)

Current issues and problems in education will be discussed. Focus will be current research and best practices.

T&L 625 | CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING) | 0 quarter hours (Graduate)

Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

Telecommunications (TDC)

TDC 599 | INDEPENDENT STUDY | 1-8 quarter hours (Graduate)

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. (variable credit)

TDC 690 | RESEARCH SEMINAR | 1-4 quarter hours (Graduate)

Readings and discussion on current research topics. Students may register for this course no more than twice. PREREQUISITE(S): Consent of the instructor. (variable credit)

TDC 696 | MASTER'S PROJECT | 4 quarter hours (Graduate)

(4 credit hours) Students may register for this course only after their advisor has approved a written proposal for their project. PREREQUISITE(S): Consent of advisor. Independent study form required.

TDC 698 | MASTER'S THESIS | 2 quarter hours (Graduate)

Students may register for this course only after their advisor has approved a written proposal for their thesis. Students must continue to register for this course every quarter after their first registration in it until they complete their project or thesis to the satisfaction of their advisor. They earn two hours of credit for each such registration but only four hours of credit will apply for degree credit. PREREQUISITE(S): Consent of advisor. Independent study form required. (2 quarter hours)

Theatre Studies (THE)

THE 105 | HISTORY OF DRAMATIC LITERATURE | 4 quarter hours (Undergraduate)

Second course in a 3 course sequence.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 106 | HISTORY OF DRAMATIC LITERATURE: CLASSICAL GREECE AND ROME | 4 quarter hours (Undergraduate)

Third course in a 3 course sequence.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 141 | DESIGN WORKSHOP | 4 quarter hours
(Undergraduate)**

First course in a 3 course sequence. This course will introduce the student to the art of theatre design through the examination of the principles of design and composition, the elements of theatrical design, and the nature of collaboration and communication. It is intended for those who plan to work in the theatre in areas other than design. The focus is on the aesthetic, rather than the technical, aspects of design and on how design fits into the framework of the study of theatre in general. The class is intended to prepare those pursuing a career in theatre for communicating and working with designers. Assignments will emphasize the development of creative skills and a common vocabulary in order to establish a framework for informed choices, and for an appreciation of theatre design and its various areas of specialization. In this first course we will explore the fundamentals of visual design. Students will do several basic design projects during the quarter. The process of theatrical design will be introduced by working with a classic script for design analysis and preliminary design parameters.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 142 | DESIGN WORKSHOP | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. In the second quarter the class will focus on applying the fundamentals of the first course to the specific task of theatre design. The emphasis is on scenic design, but costumes, lighting, and sound will also be featured. The script analyzed in the first course will continue to be used to explore the integration of design parameters with the aesthetic and conceptual goals of production. We will also discuss the design process and some of the techniques utilized by designers. Later in the quarter another classic script will be used as the foundation for a final design project culminating in a scenic design for that script.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 143 | DESIGN WORKSHOP | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. In the third quarter the emphasis is on group artistic work. In this 'practicum' quarter students will collaborate in small groups on a design for a mythological story. Following that, and for the bulk of the quarter, students will be assigned to design teams consisting of director and designers. These teams will follow the entire design process, using a Shakespeare script, culminating in the formal presentation of a fully designed production. It is important to understand that the focus of this course is on design process and communication. The technical aspects of theatre design are kept to a minimum. The course aims to help theatre artists in their collaboration with theatre designers.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 201 | THEATRE MANAGEMENT I: INTRODUCTION TO MANAGEMENT CONCEPTS IN THE PERFORMING ARTS | 4 quarter hours
(Undergraduate)**

Through lecture, discussion, readings, videos, research and projects, the student learns about styles of arts leadership, contemporary issues and best practices in the field of non-profit arts management, the history of non-profit arts administration in the US including leaders in the field and opportunities for careers in the arts. Emphasis is placed on how non-profit organizations balance their commitment to the Art, the Artist and the Audience. Specific areas of non-profit arts management to be addressed include the role of the arts manager; the primacy of the mission; planning, change and adaptation; leadership and group dynamics; and human resources. (Cross Listed with PAM 301)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 202 | THEATRE MANAGEMENT I: ORGANIZATIONAL STRUCTURE AND FINANCIAL MANAGEMENT | 4 quarter hours
(Undergraduate)**

Through lecture, discussion and projects, the student learns about non-profit arts organizational structures, short-and long-term planning, intersection of mission/vision/values and programming with growth and sustainability, producing vs. presenting organizations, financial management, management information systems and budgeting. (Cross-listed with PAM 302)

THE 201 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

**THE 203 | THEATRE MANAGEMENT I: MARKETING FOR THE ARTS | 4 quarter hours
(Undergraduate)**

Through lecture, discussion and projects, the student learns about strategies and objectives in marketing and promoting the performing arts. Specific focus is given to integrated marketing and communication strategies; market research and evaluation techniques; organizational image and branding; patron support services; and audience development. Students will create marketing and public relations plans and materials, both independently and on teams, which incorporate targeting audiences; promotions, publicity, and advertising; and working with various forms of media, including social networking and technology-based platforms. (Cross-listed with PAM 303)

THE 202 and status as an Undergraduate Theatre student are prerequisites for this class.

**THE 204 | HISTORY OF DRAMATIC LITERATURE | 4 quarter hours
(Undergraduate)**

First course in a 3 course sequence. A study of the development of playscripts, the physical theatre, and means of production from ancient Greek and Roman societies through contemporary theatre. The course emphasizes theatre's changing role in society.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 205 | HISTORY OF DRAMATIC LITERATURE | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. A study of the development of playscripts, the physical theatre, and means of production from ancient Greek and Roman societies through contemporary theatre. The course emphasizes theatre's changing role in society.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 206 | HISTORY OF DRAMATIC LITERATURE | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. A study of the development of playscripts, the physical theatre, and means of production from ancient Greek and Roman societies through contemporary theatre. The course emphasizes theatre's changing role in society.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 207 | THEATRE MANAGEMENT I: INSTITUTIONAL ADVANCEMENT AND COMMUNITY ENGAGEMENT | 4 quarter hours
(Undergraduate)**

Through lecture, discussion and special projects, the student learns about institutional advancement and development as well as collaborations with internal and external constituencies. Topics include forming partnerships, community outreach, board development and engagement, fundraising and grant writing, donor cultivation, and the philanthropic community. This course is the final course in the four-course sequence on Performing Arts Management, and integrates the topics, vocabulary, themes, and subjects introduced in the previous three courses. (Cross-listed with PAM 304)

THE 203 and status as an Undergraduate Theatre student are prerequisites for this class.

**THE 208 | UNDERAGE ONSTAGE | 4 quarter hours
(Undergraduate)**

This class examines theatrical literature from the Ancient Greeks through today to uncover how and why playwrights include children in their works and what effect this has on audiences. Contributing variables examined while studying these plays include the time period in which they were written, the social, political, and cultural context, the playwright's style, and the genre. The class will also explore the choice faced by a number of directors: whether to use children true to the age in the script, or adults who can still play young people. The vocabulary of Dramatic Text Analysis will be taught and used when providing written and oral examination of plays covered.

**THE 210 | SCRIPT ANALYSIS | 4 quarter hours
(Undergraduate)**

A study of classical text analysis. Using dramatic literature from naturalism to the avant garde, students will dissect how the plays work structurally.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 211 | GAGA, GUNS & GAULTIER - THE POWER OF THEATRE IN POP CULTURE | 4 quarter hours
(Undergraduate)**

The course investigates popular culture's influence on theatre and performance, and theatre's influence on pop culture. We will look at plays that were written as spectacle performances, plays written based on pop culture trends, and essays relating to pop culture and its relation to the concept of performance. The course investigates complex ways in which popular culture in performance generates meaning and effect, and will also examine traditions of vaudeville, spectacle theatre, fashion shows, and the rise of the pop-cultural icon. Through readings of plays, essays, and videos, this course will address the following questions: How does the cross-fertilization between pop culture and theatre work, and why? How has dramatic literature used pop culture trends to communicate to audiences? How have other art forms used theatre to create, or enhance their performative aesthetics?.

**THE 212 | INTRODUCTION TO THEATRE STUDIES | 4 quarter hours
(Undergraduate)**

This course is a general introduction to the aesthetics of the various forms and permutations of theatrical performance. It is a study of performance as an art, with particular emphasis upon its cultural and social influences in our society, and its relationship with the other arts and humanities. The course will emphasize the development of skills for articulate verbal and written response to performances.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 214 | ETHICAL DECISION MAKING IN THE THEATRE | 4 quarter hours
(Undergraduate)**

Ethical decisions are a challenging part of every profession. Ethical Decision-Making in the Theatre assumes two basic questions: What is an ethical decision, and why is ethics of particular resonance for theatre professionals? Through readings, writing assignments, and class discussions, this course will work to define ethics by examining examples of both ethical and unethical behavior, will examine the ethical role that theatre plays in our society, and will debate the responsibilities that we carry into the profession as theatre artists and professionals. Through group work we will determine a framework for ethical thinking and will apply this framework to specific situations facing the theatre profession today, ultimately determining whether or not the result is an ethical decision.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 224 | DRAMATIC THEORY: TRAGEDY | 4 quarter hours
(Undergraduate)**

An introduction to the major developments in dramatic theory from Aristotle to the present. Through reading essays on theory along with plays, the course will create a context for understanding how the ethical, aesthetic and social philosophies of dramatic theory inform theatrical production and literature. May be taken by non-Theatre majors.

THE 206 is a prerequisite for this class.

**THE 225 | DRAMATIC THEORY: COMEDY | 4 quarter hours
(Undergraduate)**

An introduction to the major developments in dramatic theory from Aristotle to the present. Through reading essays on theory along with plays, the course will create a context for understanding how the ethical, aesthetic and social philosophies of dramatic theory inform theatrical production and literature. May be taken by non-Theatre majors.

THE 206 is a prerequisite for this class.

**THE 227 | PLAYWRITING I | 4 quarter hours
(Undergraduate)**

First Course in a three course sequence. A practical course introducing students to the fundamentals of dramatic writing. Students engage in a variety of writing exercises exploring various elements of writing for the stage. Each quarter students will complete short works for the stage that include 10 minute plays, one acts or first acts of longer works.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 228 | PLAYWRITING II | 4 quarter hours
(Undergraduate)**

Second in a three course sequence. A practical course introducing students to the fundamentals of dramatic writing. Students engage in a variety of writing exercises exploring various elements of writing for the stage. Each quarter students will complete short works for the stage that include 10 minute plays, one acts or first acts of longer works.

THE 227 and Status as an Undergraduate Theatre student is a prerequisite for this class.

**THE 229 | PLAYWRITING I | 4 quarter hours
(Undergraduate)**

Third in a three course sequence. A practical course introducing students to the fundamentals of dramatic writing. Students engage in a variety of writing exercises exploring various elements of writing for the stage. Each quarter students will complete short works for the stage that include 10 minute plays, one acts or first acts of longer works.

THE 228 and Status as an Undergraduate Theatre student is a prerequisite for this class.

**THE 232 | PLAYWRIGHT'S SEMINAR I | 4 quarter hours
(Undergraduate)**

In this course students explore the underlying formal principles found in various works of architecture, music, visual art, literature, and theatre. Each week students apply these principles to the writing and presentation of short theatrical works. The goal of this course is to expose students to a wide array of approaches to dramatic form.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 234 | DRAMATURGY I: INTRODUCTION TO DRAMATURGY | 4 quarter hours
(Undergraduate)**

The first course in the three-term Dramaturgy I sequence. Through reading about the history of dramaturgy, the course develops the intellectual framework necessary to think about the art and science of the discipline and focuses on the study of dramaturgical issues of the past two decades. Students work on theoretical projects. Some attendance at theatre productions may be required.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 235 | DRAMATURGY I: INTRODUCTION TO PRODUCTION
DRAMATURGY | 4 quarter hours
(Undergraduate)**

The second class in the three-term Dramaturgy I sequence, this course continues the work of THE 234 and emphasizes writing in a workshop context as well as the process of collaboration and hands-on collaboration itself. Much of the student work focuses on in-house theoretical theatre productions. Students who are dramaturgy-criticism majors prepare to work on their first dramaturgy project, the MFAI short plays.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 236 | DRAMATURGY I: TYA AND PLAYWORKS DRAMATURGY | 4 quarter hours
(Undergraduate)**

The third class in the three-term Dramaturgy I sequence, this course focuses on the dramaturgy for theatrical productions aimed at young audiences. A major emphasis in the class is the preparation of the actor packets and study guides for The Theatre School's Playworks series.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 246 | STAGE DESIGN FOR NON-MAJORS | 4 quarter hours
(Undergraduate)**

The course introduces the essential principles of designing for the stage. The art of stage design is explored through the analysis and interpretation of dramatic literature. Students will engage in script analysis, creative research, critical writing, model building and rendering to present visual and written work that represents their personal reflection on the plays examined in the class.

**THE 254 | POLITICAL THEATRE | 4 quarter hours
(Undergraduate)**

This course surveys political theatre from the ancient Greeks right up until today. Through an examination of the political contents of specific plays and of theoretical reading, such as manifestos, the course instructs students in critical thinking, the relationship between form and content, and between a society and one genre of art.

**THE 256 | THEATRE FOR YOUNG AUDIENCES DRAMATIC
LITERATURE:PLAYS FOR THE ONCE AND FUTURE AMERICAN AUDIENCE
| 4 quarter hours
(Undergraduate)**

Over the past one hundred years or so, artists and educators in the United States have specifically dedicated themselves to sharing and creating aesthetic, creative experiences for young people. But what have been the impulses behind these plays and creations? Why specifically devise a theatre for young audiences (TYA)? Are children just little adult theatre goers or has an approach and methodology developed through the years to speak directly to young people? The goal of this introductory course is find some answers to these questions by surveying the history of dramatic literature for children in the United States from the beginning of the last century to the present day. Through readings, lectures, workshops, and discussions students will gain insight into the TYA theories, philosophies, styles, and practices that have accumulated over the years. By excavating the past and examining the present, students will achieve further appreciation and understanding of the spectrum of theatrical experiences written and improvised for children.

**THE 258 | SHADOWS OF UNDERSTANDING: THE HOLOCAUST IN
THEATRE AND PERFORMANCE | 4 quarter hours
(Undergraduate)**

The Holocaust of the 20th Century perpetrated and executed by Nazi Germany, has both seared itself into people's consciousness and become very much a part of world culture. Theatre and performance have been created to try to understand this event and search for meaning. Created through multiple perspectives and styles - historical and political, philosophical and religious, realistic and surrealistic, using dark humor and the power of memory, focusing on gender relations -- there is no one method of presenting the Holocaust artistically. Through a close investigation of key theatre and performances, students will discover many works that were unknown to them and that will help to shed some light on these representations more deeply, reflecting the complexity of the Holocaust in a search for understanding and ultimately seeking to answer this imperative, "Can and should art be made from representations of genocidal atrocity?."

**THE 259 | PERFORMING MOSAIC: JEWISH CULTURE'S INFLUENCE ON
AMERICAN THEATRE AND PERFORMANCE | 4 quarter hours
(Undergraduate)**

Over the years the abundance of artistic contributions from Jewish creators--playwrights, performers, composers and lyricists, acting teachers and producers-- has helped to shape the American Theatre as we know it. Through a critical reading of the plays in their context and viewing performances on video this course will explore the unique synthesis and the long and colorful relationship between Jews and theatre in America. Critical questions to be asked are: How does the ethnic mosaic of America and American values and multi-culturalism act as an incubator? How did anti-Semitism and stereotypes play a role? Does the cultural memory of the Jew as the outsider and survivor in history" provide a particular aesthetic?.

THE 260 | CHICKS, MEAN GIRLS AND FEMMES FATALES: WOMEN WRITING IN THE AMERICAN THEATRE | 4 quarter hours (Undergraduate)

This course examines ninety years of women's dramatic writing in America from the jazz age to today. We will look at plays written by women, and theoretical essays about the plays and playwrights; biographies, as well as historical materials illuminating plays; themes and forms. Identity has always been important to American dramaturgy and women have always occupied a unique place in the theatre: as actresses, as spectators, as icons, as demons, and finally as creators. Women have been playwrights but they have also been producers and theatre adventurers.

THE 261 | OCULAR PROOF: SHAKESPEARE'S INFLUENCE IN CINEMA | 4 quarter hours (Undergraduate)

Shakespeare's plays explore the scope and depth of the human experience. Using the visual elements of cinema, these epic stories translate effectively for modern audiences. Students will read four plays by Shakespeare, and explore their thematic and dramatic interpretations on film: two adapted from Shakespeare's themes and two cinematic versions of the plays themselves which will elucidate the 'ocular proof' of Shakespeare's influence on cinema.

THE 268 | INTRODUCTION TO THE PRODUCTION PROCESS | 4 quarter hours (Undergraduate)

This course introduces students to the specifics of the production process and focuses on similarities and differences between the curricular perspective of the production process at The Theatre School and that of the professional world. Through readings, lecture, and discussion, students will gain an orientation to the responsibilities and expectations of first-year crew assignments, basic skills involved in stage management, examples of the production process from both the Chicago and national theatre scenes, and the concept of collaboration as a fundamental component of all production work.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 269 | STAGE MANAGEMENT WORKSHOP | 4 quarter hours (Undergraduate)

Second course in a 2 course sequence. A survey of the stage manager's role in pre-production, rehearsal, tech and performance. The course will explore the techniques and responsibilities of the stage manager in a variety of theatrical venues.

THE 268 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 271 | THEATRE STUDIES PRODUCTION PRACTICE I | 4 quarter hours (Undergraduate)

First course in a 3 course sequence. For all Theatre Studies students, this course makes assignments related to the student's major, including Dramaturgical work, assistant directing, and stage managing.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 272 | THEATRE STUDIES PRODUCTION PRACTICE I | 4 quarter hours (Undergraduate)

Second course in a 3 course sequence. For all Theatre Studies students, this course makes assignments related to the student's major, including Dramaturgical work, assistant directing, and stage managing.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 273 | THEATRE STUDIES PRODUCTION PRACTICE I | 4 quarter hours (Undergraduate)

Third course in a 3 course sequence. For all Theatre Studies students, this course makes assignments related to the student's major, including Dramaturgical work, assistant directing, and stage managing.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 280 | AFRICAN-AMERICAN THEATRE: GREAT BLACK PLAYS, THEN AND NOW | 4 quarter hours (Undergraduate)

This course introduces students to African American Theatre and the impact of African-Americans in theatre performance. The course includes critical discussions of plays and historical events, and allows students to discuss ideas such as: How non-traditional casting affects the playing and development of a theatrical performance, the need for stories of people of color, the cultural impact of society, laws and practices on the theatre and the need for the voice of minorities. The course will explore the similarities and differences of theatrical styles and tactics as they pertain to African-American theatre and performance. Warning: strong images, language and topical events are a major portion of the class discussions and assignments.

At least Sophomore Standing is a prerequisite for this course.

THE 281 | SCENE STUDY: COMEDY | 4 quarter hours (Undergraduate)

Students will rehearse and present scenes from classic and contemporary comedies, exploring the relationship between text and performance. They will learn to effectively analyze and synthesize text for performance and demonstrate competence in applying textual analysis to performance.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 282 | CONTEMPORARY STAGE COMEDY | 4 quarter hours (Undergraduate)

Students will read and analyze recent examples of comic literature for the stage. These plays will be examined in their relationship to the classical comic canon and more recent comedies for the stage. Students will learn to effectively analyze contemporary text in their current context and in relation to texts from earlier periods, as well as be able to analyze and express how theatrical text express or challenge societal norms and values.

THE 206 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

THE 291 | PERFORMANCE WORKSHOP I | 4 quarter hours (Undergraduate)

The first course in a 3-course sequence. Students work on basic performance skills through individual and group exercises in acting, voice and speech, and movement. The work culminates in in-class performances of selected scenes and/or monologues from a variety of contemporary American plays.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 292 | PERFORMANCE WORKSHOP II | 4 quarter hours
(Undergraduate)**

The second course in a 3-course sequence. Students expand on basic performance skills emphasized in Performance Workshop 1. The emphasis in this second quarter focuses on the actor's approach to text, intentionality and motivation, objectives, obstacles, the tactics used in realizing physical actions in performance, and an introduction to the director-actor relationship in rehearsal.

THE 291 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 293 | PERFORMANCE WORKSHOP III | 4 quarter hours
(Undergraduate)**

The third course in a 3-course sequence. The focus of the final course is on the practical dynamics of the director-actor relationship. Students in Performance Workshop 3 serve as the acting company for those students in the third quarter of the BFA Directing sequence.

THE 292 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 301 | THEATRE MANAGEMENT II: INTRODUCTION TO COMMERCIAL THEATRE | 4 quarter hours
(Undergraduate)**

Through lecture, discussion and projects, the student learns about the current environment in the world of commercial theatre. Focusing on the study of producing, students will learn about the nature of the work of the producer, general manager, and other key figures; securing rights to theatrical properties; raising capital for theatrical productions (filings, offerings, Securities and Exchange Commission); facilities and touring issues. Studies include researching commercial theatre entities and individuals.

THE 203 and status as an Undergraduate Theatre student are prerequisites for this class.

**THE 302 | THEATRE MANAGEMENT II: HUMAN RESOURCES MANAGEMENT IN THE COMMERCIAL THEATRE | 4 quarter hours
(Undergraduate)**

Through lecture, discussion and projects, the student learns about human resource management and compliance with federal employment laws including review of employee handbooks, employee benefits, payroll and withholding, I-9, W-2 and W-4 forms, employee vs independent contractor status as well as hiring someone who is a corporation. The course reviews the history, membership, contracts and work rules of the theatrical unions in the United States, collective bargaining, labor arbitration and non-union human resource management in commercial theatre.

THE 301 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

**THE 303 | THEATRE MANAGEMENT II: FINANCIAL MANAGEMENT IN THE COMMERCIAL THEATRE | 4 quarter hours
(Undergraduate)**

Through lecture, discussion and projects, the student learns about financial planning, budgeting and accounting, box office income, booking agreements and deals, paying labor and other expenses, income statements, and settlements. Attention is paid to distinguishing between facility licensing agreements and booking contracts.

THE 302 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

**THE 305 | IMMERSIVE THEATRE PRACTICUM | 4 quarter hours
(Undergraduate)**

Working with a team in the production of an immersive theatrical event, the class will explore the intersection of the theoretical and practical aspects of the creation of immersive theatre. Students will participate in the planning, design, fabrication, installation, operation, and strike of the event. Students will apply and explore their expertise in multiple theatrical specializations during the production process.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 310 | WRITING ABOUT THE ARTS | 4 quarter hours
(Undergraduate)**

In this advanced course students will take a crash course in writing about the arts. Not what they think that is or how they read about it in high school, but through hands on experience, and reading literary and political journalists, as well as making field trips. By arts we mean all the arts, but there will be, of course, a special concentration on theater. Students will have lively discussions and will come away with at least two finished writing pieces.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 311 | PRACTICUM IN CRITICAL WRITING | 2 quarter hours
(Undergraduate)**

An elective course for students who are working on The Grappler. In consultation with The Grappler advisor, students whose work on The Grappler warrants receiving production practice credit will be registered for this course. The Grappler, in effect, is a production of the dramaturgy program, and as such, enables students the opportunity to gain valuable experience in critical thinking and writing, analysis, editing, and the visual layout of the blog itself. (pre-requisite, New Writing about the Arts).

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 320 | MOVEMENT WORKSHOP | 4 quarter hours
(Undergraduate)**

By exploring a beginning approach to one or more methodologies intended to increase an actor's movement and use of self, this course provides a starting point for the analysis of the processes an actor uses to broaden, deepen, and clarify physical work on a character and as a member of an artistic ensemble.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 324 | DRAMATIC THEORY | 4 quarter hours
(Undergraduate)**

This course explores the art and craft of reviewing and writing about theater and the other performing arts in a variety of different media, from newspapers to alternative weeklies to magazines. The course also aims at developing for the student a systematic understanding of the concepts and issues that have historically informed theatrical criticism, as well as those that inform the contemporary period.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 325 | DRAMATIC CRITICISM | 4 quarter hours
(Undergraduate)**

Through reading, lecture, discussion, and writing practicum, the course introduces foundational concepts in descriptive and evaluative criticism. Through the process of writing critical responses to theatre performances, the course addresses topics from criteria for script evaluation to expected outcomes of the theatrical experience. Can be taken by non-Theatre School students with permission of instructor.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 326 | DRAMATIC CRITICISM | 4 quarter hours
(Undergraduate)**

Through reading, lecture, discussion, and writing practicum, the course introduces foundational concepts in descriptive and evaluative criticism. Through the process of writing critical responses to theatre performances, the course addresses topics from criteria for script evaluation to expected outcomes of the theatrical experience. Can be taken by non-Theatre School students with permission of instructor.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 327 | PLAYWRITING II | 4 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Students in this year long course focus on the completion of a major, full length work for the stage. Through writing exercises, table work sessions, storyboarding, targeted rewriting, minimal staging, and other means, students will experience the various stages of the process of writing a major work - from conception to development to public presentation. Plays written in this course are presented in the annual Wrights of Spring Festival and considered for production in the Theatre School season.

THE 229 and Status as an Undergraduate Theatre student is a prerequisite for this class.

**THE 328 | PLAYWRITING II | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Students in this year long course focus on the completion of a major, full length work for the stage. Through writing exercises, table work sessions, storyboarding, targeted rewriting, minimal staging, and other means, students will experience the various stages of the process of writing a major work - from conception to development to public presentation. Plays written in this course are presented in the annual Wrights of Spring Festival and considered for production in the Theatre School season.

THE 327 and Status as an Undergraduate Theatre student is a prerequisite for this class.

**THE 329 | PLAYWRITING II | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Students in this year long course focus on the completion of a major, full length work for the stage. Through writing exercises, table work sessions, storyboarding, targeted rewriting, minimal staging, and other means, students will experience the various stages of the process of writing a major work - from conception to development to public presentation. Plays written in this course are presented in the annual Wrights of Spring Festival and considered for production in the Theatre School season.

THE 328 and Status as an Undergraduate Theatre student is a prerequisite for this class.

**THE 330 | MUSICAL THEATRE WORKSHOP | 4 quarter hours
(Undergraduate)**

This course provides an introduction to musical theatre through performance (including solo and group singing and scene preparation) and historical and theoretical studies (including vocal technique, musical theatre history and literature, and music theory).

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 332 | PLAYWRIGHT'S SEMINAR II | 4 quarter hours
(Undergraduate)**

Continues and deepens the exploration of form students begin in Playwrights Seminar I. In this course students explore the underlying formal principles found in various works of architecture, music, visual art, literature, and theatre. Each week students apply these principles to the writing and presentation of short theatrical works. The goal of this course is to expose students to a wide array of approaches to dramatic form.

THE 232 and Status as an Undergraduate Theatre student is a prerequisite for this class.

**THE 334 | DRAMATURGY II: CIVIC DRAMATURGY | 4 quarter hours
(Undergraduate)**

The first class in the three-term Dramaturgy II sequence, this course continues the work of Dramaturgy I and focuses on the preparation for work on a classical play.

THE 234, 235, 236 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

**THE 335 | DRAMATURGY II: NEW PLAY DRAMATURGY | 4 quarter hours
(Undergraduate)**

This course is taught in conjunction with The Theatre School's playwriting program and focuses on the dramaturgical work involved in new play development.

THE 234, 235, 236 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

**THE 336 | DRAMATURGY II : DIY DRAMATURGY | 4 quarter hours
(Undergraduate)**

The final class in the dramaturgy sequence, this course focuses on issues relevant to dramaturgical work. Students in the class will be required to write a thesis essay that emphasizes a dramaturgical issue relevant to their own production work.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 344 | HAMLET IN PERFORMANCE: SCRIPT, STAGE, SCREEN | 4 quarter hours
(Undergraduate)**

It is through performance that the essence of Shakespeare materializes. In this course we will examine the relationship of Hamlet to theory, theatrical performance, and film. What makes a good production of Hamlet or a bad one? Was Hamlet rooted in economic necessity? What is lost or gained by filmic representation? To comprehend Shakespeare as a writer whose Hamlet continues to fascinate modern audiences, the course looks at not only the page-to-stage translations but also the critical cultural context in which he first achieved artistic success.

**THE 345 | POLITICAL THEATRE | 4 quarter hours
(Undergraduate)**

This course surveys political theatre from the ancient Greeks right up until today. Through an examination of the political contents of specific plays and of theoretical reading, such as manifestos, the course instructs students in critical thinking, the relationship between form and content, and between a society and one genre of art.

**THE 351 | PHYSICAL COMEDY | 4 quarter hours
(Undergraduate)**

Students will explore the application of techniques of commedia and slapstick to contemporary comic literature. Students will learn to analyze text in relationship to movement and action and be able to demonstrate competence in both conception and performance of physical action on stage.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 352 | VOICE AND SPEECH FOR COMEDY | 4 quarter hours
(Undergraduate)**

The course will present techniques for vocal production for the stage. Students will be introduced to dialect study, including examination of their personal dialect as they learn to execute safe and effective techniques for vocal production.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 353 | ADVANCED IMROVISATION | 4 quarter hours
(Undergraduate)**

Students will explore techniques of improvisation for both performance and the generation of comic material. They will learn a variety of formats for improvisation as performance, including both short-form and long-form improvisation, and be able to develop improvised material into scripted scenes.

ACT 223 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

**THE 354 | COMEDY STYLES | 4 quarter hours
(Undergraduate)**

The course will explore the comic styles of different historical periods. Study will include how the changes in style reflect contemporary ideas and events. Students will learn to analyze scripts within both their original and contemporary historical and social contexts and gain an understanding of changes in performance styles in different historical periods.

THE 210 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

**THE 361 | ADVANCED SKETCH COMEDY: REHEARSAL AND PERFORMANCE | 4 quarter hours
(Undergraduate)**

Students will write, stage and perform sketch comedy material for public presentation while learning the ability to revise and refine material in response to feedback through rehearsal and performance. They will also be able to plan and execute a schedule for completing all aspects of preparation for a comedy performance and effectively communicate and collaborate with other members of the ensemble.

ACT 209 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

**THE 362 | ADVANCED SKETCH COMEDY: REHEARSAL AND PERFORMANCE | 4 quarter hours
(Undergraduate)**

Students will write, stage and perform sketch comedy material for public presentation while learning the ability to revise and refine material in response to feedback through rehearsal and performance. They will also be able to plan and execute a schedule for completing all aspects of preparation for a comedy performance and effectively communicate and collaborate with other members of the ensemble.

ACT 209 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

**THE 371 | THEATRE STUDIES PRODUCTION PRACTICE II | 4 quarter hours
(Undergraduate)**

First course in a 3 course sequence. This course makes assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 372 | THEATRE STUDIES PRODUCTION PRACTICE II | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. This course makes assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 373 | THEATRE STUDIES PRODUCTION PRACTICE II | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. This course makes assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 381 | SURVEY OF THE ARTS FOR THEATRE | 4 quarter hours
(Undergraduate)**

First course in a 3 course sequence. The course explores the styles and aesthetics of art, architecture, fashion and the decorative arts from ancient Egyptian, Roman, Byzantine, medieval and Romanesque cultures, with emphasis on research techniques and effective use of period references in theatre disciplines. Can be taken by non-Theatre School students with permission of instructor.

Status as a Theatre Undergraduate or Graduate student (or concentration in Production Design in the School of Cinematic Arts) is a prerequisite for this course.

**THE 382 | SURVEY OF THE ARTS FOR THEATRE | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. The course explores the styles and aesthetics of art, architecture, fashion and the decorative arts from 14th to 17th centuries - Gothic, Renaissance, Baroque, and Chinese cultures - with emphasis on research techniques and effective use of period references in theatre disciplines. Can be taken by non-Theatre School students with permission of instructor.

Status as a Theatre Undergraduate or Graduate student (or concentration in Production Design in the School of Cinematic Arts) is a prerequisite for this course.

**THE 383 | SURVEY OF THE ARTS FOR THEATRE | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. The course explores the styles and aesthetics of art, architecture, fashion and the decorative arts in the 18th to 20th centuries ? Rococo, Neoclassical, Romanticism, and the industrial age, as well as Japanese and African design, with emphasis on research techniques and effective use of period references in theatre disciplines. Can be taken by non-Theatre School students with permission of instructor.

Status as a Theatre Undergraduate or Graduate student (or concentration in Production Design in the School of Cinematic Arts) is a prerequisite for this course.

**THE 395 | ARTIST AS ENTREPRENEUR | 4 quarter hours
(Undergraduate)**

The course will introduce students to methods for self-producing, marketing, and managing self-generated work. The course will explore the individual's balance between artist and businessperson. They will learn contemporary practices and professional expectations in the field and be able to communicate effectively about their work both orally and in writing, as well as the ability to create and execute basic plans for marketing or producing performances.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 399 | INDEPENDENT STUDY | 1-12 quarter hours
(Undergraduate)**

Independent Study (variable credit)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 408 | CAPSTONE: PREPARING FOR THE PROFESSION | 4 quarter hours
(Undergraduate)**

Preparing for the Profession is the first course in the 2-term Capstone sequence. This course serves as a cumulative and summative examination of both the academic and practical components of a 4-year BFA program in theatre studies. Through readings, writing, and discussion, the course will emphasize a number of theoretical issues such as the question of ethical decision-making in theatre practice and the interrelationship between liberal studies coursework (what we make theatre about) and theatre coursework (how we make theatre). From a more practical perspective, this course will also provide students with an introduction to portfolio preparation and cover letters and resumes for prospective jobs as students prepare to enter the professional market.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 410 | THEATRE STUDIES CAPSTONE | 2 quarter hours
(Undergraduate)**

Graduating students will explore the practical and philosophical issues of contemporary theatre. Topics will range from the preparation of resumes and portfolios for various positions to explorations of the role of the arts in society. (2 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 412 | PORTFOLIO PREPARATION | 4 quarter hours
(Undergraduate)**

PORTFOLIO PREPARATION; Portfolio Preparation expands and heightens the work begun in Capstone: Preparing for the Profession. Graduating students will explore the practical and philosophical issues of contemporary theatre and prepare for participation in Graduate Showcase. Students will work to develop a variety of cover letters for prospective jobs, refine and finesse their resumes, review interviewing techniques, and participate in a series of mock interviews for specific theatre companies.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 424 | SEMINAR: TOPICS IN THEATRE STUDIES | 4 quarter hours
(Undergraduate)**

Seminars will offer intensive study of various areas of theatrical study including history, criticism, performance and production. The courses may be organized around specific topics, issues, artists or themes.

THE 204, 205, 206 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 425 | SEMINAR: TOPICS IN THEATRE STUDIES | 4 quarter hours
(Undergraduate)**

Seminars will offer intensive study of various areas of theatrical study including history, criticism, performance and production. The courses may be organized around specific topics, issues, artists or themes.

THE 204, 205, 206 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 426 | SEMINAR: TOPICS IN THEATRE STUDIES | 4 quarter hours
(Undergraduate)**

Seminars will offer intensive study of various areas of theatrical study including history, criticism, performance and production. The courses may be organized around specific topics, issues, artists or themes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 427 | PLAYWRITING III | 4 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Advanced playwrights work on independent projects one on one with faculty. Students have the opportunity to refine existing work for workshop in Wrights of Spring or production in the Theatre School season. Students will also be exposed to the practical business of being a playwright entering the profession.

THE 329 and Status as an Undergraduate Theatre student is a prerequisite for this class.

**THE 428 | PLAYWRITING III | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Advanced playwrights work on independent projects one on one with faculty. Students have the opportunity to refine existing work for workshop in Wrights of Spring or production in the Theatre School season. Students will also be exposed to the practical business of being a playwright entering the profession.

THE 427 and Status as an Undergraduate Theatre student is a prerequisite for this class.

**THE 429 | PLAYWRITING III | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Advanced playwrights work on independent projects one on one with faculty. Students have the opportunity to refine existing work for workshop in Wrights of Spring or production in the Theatre School season. Students will also be exposed to the practical business of being a playwright entering the profession.

THE 428 and Status as an Undergraduate Theatre student is a prerequisite for this class.

**THE 430 | TOPICS IN PLAYWRITING I | 4 quarter hours
(Undergraduate)**

The first in a three sequence course. In these courses, advanced playwriting students are exposed to a wide array of approaches to playwriting. Topics might include improvisational based dramatic writing, the playwright-dramaturg relationship, adaptation, collaboratively written work and writing from a multicultural framework.

THE 332 and Status as an Undergraduate Theatre student is a prerequisite for this class.

**THE 431 | TOPICS IN PLAYWRITING II | 4 quarter hours
(Undergraduate)**

The second course in a three course sequence. In these courses, advanced playwriting students are exposed to a wide array of approaches to playwriting. Topics might include improvisational based dramatic writing, the playwright-dramaturg relationship, adaptation, collaboratively written work and writing from a multicultural framework.

THE 430 and Status as an Undergraduate Theatre student is a prerequisite for this class.

**THE 432 | TOPICS IN PLAYWRITING III | 4 quarter hours
(Undergraduate)**

The third course in a three course sequence. In these courses, advanced playwriting students are exposed to a wide array of approaches to playwriting. Topics might include improvisational based dramatic writing, the playwright-dramaturg relationship, adaptation, collaboratively written work and writing from a multicultural framework.

THE 431 and Status as an Undergraduate Theatre student is a prerequisite for this class.

**THE 434 | SEMINAR: TOPICS IN DRAMATIC LITERATURE | 4 quarter hours
(Undergraduate)**

Seminars will offer intensive study of various areas of literature created for the theatre. The courses may be organized around specific playwrights, historical periods, styles or themes.

THE 204, 205, 206 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 435 | SEMINAR: TOPICS IN DRAMATIC LITERATURE | 4 quarter hours
(Undergraduate)**

Seminars will offer intensive study of various areas of literature created for the theatre. The courses may be organized around specific playwrights, historical periods, styles or themes.

THE 204, 205, 206 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 436 | SEMINAR: TOPICS IN DRAMATIC LITERATURE | 4 quarter hours
(Undergraduate)**

Seminars will offer intensive study of various areas of literature created for the theatre. The courses may be organized around specific playwrights, historical periods, styles or themes.

THE 204, 205, 206 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 450 | CRITICAL ASSESSMENT | 4 quarter hours
(Graduate)**

Students work with a tutor to develop a thorough self assessment documentation of their work for the full term, including production work, following a defined rubric which includes external feedback, self reflection, work notes and documentation.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 460 | TOPICS IN TEACHING ARTISTRY; TEACHING YOUTH THEATER PROGRAMS | 4 quarter hours
(Undergraduate)**

This foundational course will serve as an introduction to the field of teaching artist work as well as explore the landscape of arts education in Chicago. Students are introduced to the fundamentals of planning, facilitating, and evaluating theater programs for young people while investigating different education strategies and best practices for the classroom. Active training, classroom observation and facilitation will coincide with programs offered to young people in an elementary, middle and high school setting.

Status as a graduate student or (status as an undergraduate student and one of the following prerequisites: ACT 290, DES 141, PRF 112 or THE 268).

**THE 471 | THEATRE STUDIES PRODUCTION PRACTICE III | 4 quarter hours
(Undergraduate)**

This course makes assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 472 | THEATRE STUDIES PRODUCTION PRACTICE III | 4 quarter hours
(Undergraduate)**

This course makes assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 473 | THEATRE STUDIES PRODUCTION PRACTICE III | 4 quarter hours
(Undergraduate)**

This course makes assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 490 | THEATRE STUDIES INTERNSHIP | 2-12 quarter hours
(Undergraduate)**

The internship provides the student with an opportunity to learn by working with professionals in an area related to his/her area of study at The Theatre School. (variable credit)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**THE 511 | GRADUATE MANAGEMENT PRACTICUM | 6 quarter hours
(Graduate)**

Work training course as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of tickets sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure. (6 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

**THE 512 | GRADUATE MANAGEMENT PRACTICUM | 6 quarter hours
(Graduate)**

Work training as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure. (6 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

**THE 513 | GRADUATE MANAGEMENT PRACTICUM | 6 quarter hours
(Graduate)**

Work training as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure. (6 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

THE 521 | ARTS LEADERSHIP SYNTHESIS SEMINAR | 3 quarter hours (Graduate)

All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students' weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

THE 522 | ARTS LEADERSHIP SYNTHESIS SEMINAR | 3 quarter hours (Graduate)

All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students' weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

THE 523 | ARTS LEADERSHIP SYNTHESIS SEMINAR | 3 quarter hours (Graduate)

All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students' weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

THE 534 | DRAMATURGY I | 4 quarter hours (Graduate)

This course develops the skills necessary to begin work as a production dramaturg through a consideration of practical, historical, and theoretical issues. The students work on both in-class and school productions as well as writing critical essays.

Status as Graduate Theatre student is a prerequisite for this class.

THE 535 | DRAMATURGY I | 4 quarter hours (Graduate)

This course develops the skills necessary to begin work as a production dramaturg through a consideration of practical, historical, and theoretical issues. The students work on both in-class and school productions as well as writing critical essays.

Status as Graduate Theatre student is a prerequisite for this class.

THE 580 | AFRICAN-AMERICAN THEATRE: GREAT BLACK PLAYS, THEN AND NOW | 4 quarter hours (Graduate)

This course introduces students to African American Theatre and the impact of African-Americans in theatre performance. The course includes critical discussions of plays and historical events, and allows students to discuss ideas such as: How non-traditional casting affects the playing and development of a theatrical performance, the need for stories of people of color, the cultural impact of society, laws and practices on the theatre and the need for the voice of minorities. The course will explore the similarities and differences of theatrical styles and tactics as they pertain to African-American theatre and performance. Warning: strong images, language and topical events are a major portion of the class discussions and assignments.

THE 599 | INDEPENDENT STUDY | 1-4 quarter hours (Graduate)

Independent Study (variable credit)

Status as Graduate Theatre student is a prerequisite for this class.

THE 601 | GRADUATE SEMINAR | 3 quarter hours (Graduate)

The course familiarizes the student with the requisites of the thesis project and prepares the student to successfully complete this graduate requirement. Additionally, students review material in preparation for the comprehensive exam in the history of theatre and dramatic literature. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

THE 602 | GRADUATE SEMINAR | 3 quarter hours (Graduate)

The course familiarizes the student with the requisites of the thesis project and prepares the student to successfully complete this graduate requirement. Additionally, students review material in preparation for the comprehensive exam in the history of theatre and dramatic literature. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

THE 603 | GRADUATE SEMINAR | 3 quarter hours (Graduate)

The course familiarizes the student with the requisites of the thesis project and prepares the student to successfully complete this graduate requirement. Additionally, students review material in preparation for the comprehensive exam in the history of theatre and dramatic literature. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

THE 611 | GRADUATE MANAGEMENT PRACTICUM | 6 quarter hours (Graduate)

Work training as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure. (6 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

THE 612 | GRADUATE MANAGEMENT PRACTICUM | 6 quarter hours (Graduate)

Work training as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure. (6 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

THE 613 | GRADUATE MANAGEMENT PRACTICUM | 4 quarter hours (Graduate)

Work training as full-time employment at Chicago Shakespeare Theatre. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure.

Status as Graduate Theatre student is a prerequisite for this class.

THE 621 | ARTS LEADERSHIP SYNTHESIS SEMINAR | 3 quarter hours (Graduate)

All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students' weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

THE 622 | ARTS LEADERSHIP SYNTHESIS SEMINAR | 3 quarter hours (Graduate)

All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students' weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads. (3 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

THE 681 | ARTS LEADERSHIP THESIS PROJECT | 5 quarter hours (Graduate)

As the final term of the Synthesis Seminar, this course focuses on the culmination of the program and successful completion of a final capstone project. These projects will be individually selected in conference with the Program Director during the second year of the program. Possible projects include analytical reports, a specific and substantial employment undertaking, and exploration and treatise with an innovative focus in the industry. (5 quarter hours)

Status as Graduate Theatre student is a prerequisite for this class.

Theatre Technology (TEC)

TEC 104 | INTRODUCTION TO THEATRE TECHNOLOGY | 4 quarter hours (Undergraduate)

Students are introduced to technical systems and standard scenic technology theatre practices. It emphasizes proper industry-accepted nomenclature of systems, tools, materials, and integrated infrastructure and introduces the steps involved in larger processes. It also highlights common tasks and deliverables such as construction projects, cost outs, build schedules, shop management, shop leadership, and overall project management. Safe working practices and collaboration with other members of the creative team are focused on throughout the course's projects.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 105 | INTRODUCTION TO STAGE MANAGEMENT | 4 quarter hours (Undergraduate)

This course is designed for stage management majors who are working as an assistant stage manager for the first time at The Theatre School. This class also gives students essential information on TTS-specific stage management expectations and walks the student through the production process. It continues to build the first-year stage management student's vocabulary, understanding of technical production paperwork, and best practices of an ASM at The Theatre School.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 107 | THEATRE CREW | 2 quarter hours (Undergraduate)

Theatre Crew. All students in the first year of the program are assigned on a rotating basis throughout the year to various crews which build and run the shows in the Showcase, Playworks, New Directors, and Workshop Series. (2 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 108 | THEATRE CREW | 2 quarter hours (Undergraduate)

Theatre Crew. All students in the first year of the program are assigned on a rotating basis throughout the year to various crews which build and run the shows in the Showcase, Playworks, New Directors, and Workshop Series. (2 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 109 | THEATRE CREW | 2 quarter hours (Undergraduate)

Theatre Crew. All students in the first year of the program are assigned on a rotating basis throughout the year to various crews which build and run the shows in the Showcase, Playworks, New Directors, and Workshop Series. (2 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 120 | SOUND SOFTWARE | 3 quarter hours (Undergraduate)

This class is an overview of the computer programs Sound Design majors will need to create their work. This helps them get a jump-start on how to manipulate sound files on the computer within Peak and Logic, with an overview of the M7CL console they will be using when they start designing the following year. (3 quarter hours)

**TEC 151 | TECHNICAL DRAWING I | 2 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Mechanical drawing techniques and projection theories are practiced, including drawing board geometry, scale and dimensioning, and orthographic principles. This quarter focuses on basic drafting and layout skills. (2 quarter hours)

Status as a Theatre Undergraduate or Graduate student (or concentration in Production Design in the School of Cinematic Arts) is a prerequisite for this course.

**TEC 152 | TECHNICAL DRAWING I | 2 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles. This quarter focuses on correct layouts of multiple views of objects, and entertainment industry drafting conventions. (2 quarter hours)

TEC 151 and status as an Undergraduate or Graduate Theatre student (or Production Design concentration in the School for Cinematic Arts) are prerequisites for this class.

**TEC 153 | TECHNICAL DRAWING I | 2 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. An introduction of computer aided drafting.

TEC 152 and status as an Undergraduate or Graduate Theatre student (or Production Design concentration in the School for Cinematic Arts) are prerequisites for this class.

**TEC 154 | INTRODUCTION TO VECTOR WORKS | 2 quarter hours
(Undergraduate)**

Students will learn to use the Vector Works drafting program to create construction drawings and Light Plots. Classes will include an instructional lecture/demo and instructed work time. This course is a requirement for Lighting Design Majors. (2 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 200 | COSTUME TECHNOLOGY INTRODUCTION | 4 quarter hours
(Undergraduate)**

An introduction to the costume shop and costume production for the theatre. Basic costume technology language, practices and construction techniques will be covered. Students will learn how to use an industrial sewing machine and commercial sewing pattern. Safety, organization, and maintaining a clean and positive work environment in the costume shop will be emphasized.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 208 | SOUND TECHNOLOGY I | 3 quarter hours
(Undergraduate)**

Intro to Sound Technology - Introduction to the fundamentals of sound technology. Students will become familiar with a range of audio components and specifications, and learn how they function, how they connect to each other, and why they are used in a modern theatre. Students will be able to put together a sound system and understand how audio signals flow thru that sound system.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 209 | SOUND TECHNOLOGY I | 3 quarter hours
(Undergraduate)**

Digital Technology - Digital advancement of sound technology and how it functions within a theatrical venue. Students will achieve an understanding of how technology has impacted the field of sound design as well as know how to work in a digital format.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 210 | SOUND TECHNOLOGY I | 3 quarter hours
(Undergraduate)**

Advanced Sound Technology - An in-depth understanding of sound delivery with intention. Students explore advanced paperwork: using various programs to create databases, ground plans, section views, signal flow at a pro-audio level. Research work includes statistics of various speaker choices. Students will learn how to create detailed paperwork of signal flow and speaker plots, as well as a specific knowledge to theatrical audio.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 220 | TEXTILES FOR COSTUME PRODUCTION | 4 quarter hours
(Undergraduate)**

Study of textiles and fibers to develop an understanding of physical properties and uses relevant to costume construction and design. Both natural and synthetic textiles will be studied. Textile history and evolution of their uses in the fashion industry will be studied. Textile properties will be explored in relation to their durability, drape, and appropriateness for various modes of costume construction.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 230 | PROJECTION TECHNOLOGY | 4 quarter hours
(Undergraduate)**

First course in three course sequence. Technical and mechanical aspects of projection and media. A detailed study of standard equipment, projectors, screens, lenses, connectors, distribution networks, control systems, hanging positions, procedures and practices for the projection technician. Students will become familiar with the most common varieties of projection design equipment and software.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 231 | PROJECTION TECHNOLOGY | 4 quarter hours
(Undergraduate)**

Second course in three course sequence. Technical and mechanical aspects of projection and media. A detailed study of standard equipment, projectors, screens, lenses, connectors, distribution networks, control systems, hanging positions, procedures and practices for the projection technician. Students will be familiar with the most common varieties of projection design equipment and software.

TEC 230 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

**TEC 232 | PROJECTION TECHNOLOGY | 4 quarter hours
(Undergraduate)**

Third course in three course sequence. Technical and mechanical aspects of projection and media. A detailed study of standard equipment, projectors, screens, lenses, connectors, distribution networks, control systems, hanging positions, procedures and practices for the projection technician. Students will be familiar with the most common varieties of projection design equipment and software.

TEC 231 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class.

**TEC 251 | TECHNICAL DRAWING II | 3 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Advanced techniques and theory are practiced, building on the skills covered in Technical Drawing I. (3 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 252 | TECHNICAL DRAWING II | 3 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Advanced techniques and theory are practiced, building on the skills covered in Technical Drawing I. (3 quarter hours)

TEC 251 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 253 | TECHNICAL DRAWING II | 3 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Advanced techniques and theory are practiced, building on the skills covered in Technical Drawing I. (3 quarter hours)

TEC 252 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 254 | COSTUME CRAFTS:DYEING AND PAINTING | 4 quarter hours
(Undergraduate)**

Dyeing, painting, and distressing textiles and costumes for the theatre. Different classes of dyes will be introduced emphasizing method, appropriateness and safety. The use of fabric paint and the making and using of stencils and stamps will be covered. Students will be introduced to distressing and aging techniques used on costumes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 255 | COSTUME CRAFTS: GENERAL CRAFTS | 4 quarter hours
(Undergraduate)**

Introduces various skills and materials used in costume crafts. Basics of working with molded materials, sheet foam and thermoplastics. Adhesives and a range of surface treatments will be explored. Discussions will center around making material and method choices based on design, budget, durability, equipment and safety for the craftsperson and performer.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 256 | COSTUME CRAFTS: MILLINERY | 4 quarter hours
(Undergraduate)**

An introduction to the fundamentals of hat making for the stage. Students will learn how to build a buckram-frame hat, be introduced to blocking both felt and straw hats, and learn the basics of creating wire-frame hats. Techniques for trimming the exterior and finishing the interior of hats will be covered.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 257 | CONSTRUCTION AND RIGGING I | 3 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware. (3 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 258 | CONSTRUCTION AND RIGGING I | 3 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware. (3 quarter hours)

TEC 257 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 259 | CONSTRUCTION AND RIGGING I | 3 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware. (3 quarter hours)

TEC 258 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 267 | STAGE MANAGEMENT I | 4 quarter hours
(Undergraduate)**

First in a 3 course sequence. This course will be divided into pre-production, rehearsal period, tech/running, and maintenance of production segments. The objective is to thoroughly introduce the student to the different venues of theatre from small storefront theatre to large regional theatres. Although the emphasis will be on management practices for theatre in all venues, there will be an element of the practical, day-to-day "nuts and bolts" in the stage management process.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 268 | STAGE MANAGEMENT I | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. This course will be divided into pre-production, rehearsal period, tech/running, and maintenance of production segments. The objective is to thoroughly introduce the student to the different venues of theatre from small storefront theatre to large regional theatres. Although the emphasis will be on management practices for theatre in all venues, there will be an element of the practical, day-to-day "nuts and bolts" in the stage management process.

TEC 267 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 269 | STAGE MANAGEMENT I | 4 quarter hours
(Undergraduate)**

Third in a 3 course sequence. This course will be divided into pre-production, rehearsal period, tech/running, and maintenance of production segments. The objective is to thoroughly introduce the student to the different venues of theatre from small storefront theatre to large regional theatres. Although the emphasis will be on management practices for theatre in all venues, there will be an element of the practical, day-to-day "nuts and bolts" in the stage management process.

TEC 268 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 271 | TECHNICAL PRODUCTION PRACTICE I | 3 quarter hours
(Undergraduate)**

First course in a 3 course sequence. For all technical students, this course makes production assignments based on the student's ability and experience. (3 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 272 | TECHNICAL PRODUCTION PRACTICE I | 3 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. For all technical students, this course makes production assignments based on the student's ability and experience. (3 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 273 | TECHNICAL PRODUCTION PRACTICE I | 3 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. For all technical students, this course makes production assignments based on the student's ability and experience. (3 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 310 | COSTUME MANAGEMENT | 4 quarter hours
(Undergraduate)**

Within the theatre there are three costume areas that can be approached from a managerial point of view: shop management, costume storage management, and wardrobe management. Each area can be independent of each other or responsibilities can overlap. in a given theatre. This course will cover the responsibilities and challenges of each area from a managerial perspective.

**TEC 320 | TECHNICAL COLLABORATION | 3 quarter hours
(Undergraduate)**

Tech Collaboration Class - Designed to teach students how to collaborate and hone their tech cuing skills. Students visit local theatres, from storefront to regional, to observe the tech process. After viewing other versions of tech, a discussion of the differences and similarities brings awareness to the students' level of expertise.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 330 | STAGE MANAGEMENT VARIATIONS | 4 quarter hours
(Undergraduate)**

Designed for the intermediate stage management student. Through a series of master classes, students are introduced to a broad range of protocols, documentation, and terminology used in the processes of stage managing different genres of performance; including dance, opera, physical theatre, and large-scale events. Students will learn to create various styles of calling scripts, basic dance notation, and cue placement in musical scores.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 354 | COSTUME CONSTRUCTION I: INTRODUCTION | 4 quarter hours
(Undergraduate)**

An introduction to garment construction and pattern manipulation. Students will build on sewing skills learned in the Costume Technology Introduction and be introduced to the use of pattern slopers/blocks. The process of making a muslin mock-up for the theatre will be taught. The final project will be making a skirt out of cotton fashion fabric.

TEC 200 and status as an Undergraduate or Graduate Theatre student are prerequisites for this class

**TEC 355 | COSTUME CONSTRUCTION I: PATTERN DRAFTING | 4 quarter hours
(Undergraduate)**

Building on skills learned in TEC 354, focus will be on flat patterning, drafting, and garment construction. Students will pattern and build a dress for themselves with a princess-line bodice, set-in sleeves, and a gathered skirt. The dress will be constructed with specific guidelines and construction sewing samples will be required throughout the build.

TEC 354 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 356 | COSTUME CONSTRUCTION I: DRAPING | 4 quarter hours
(Undergraduate)**

An introduction to garment draping which builds on skills learned in TEC 354 and 355. Focus will be on the process of draping, patterning, and garment construction. Students will use critical thinking to resolve fit, pattern, and construction challenges.

TEC 355 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 357 | CONSTRUCTION AND RIGGING II | 3 quarter hours
(Undergraduate)**

First course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware. (3 quarter hours)

TEC 259 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 358 | CONSTRUCTION AND RIGGING II | 3 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware. (3 quarter hours)

TEC 357 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 359 | CONSTRUCTION AND RIGGING II | 3 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware. (3 quarter hours)

TEC 358 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 367 | STAGE MANAGEMENT II | 4 quarter hours
(Undergraduate)**

First in a 3 course sequence. This course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 368 | STAGE MANAGEMENT II | 4 quarter hours
(Undergraduate)**

Second in a 3 course sequence. This course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions.

TEC 367 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 369 | STAGE MANAGEMENT II | 4 quarter hours
(Undergraduate)**

Third in a 3 course sequence. This course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions.

TEC 368 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 371 | TECHNICAL PRODUCTION PRACTICE II | 4 quarter hours
(Undergraduate)**

First course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 372 | TECHNICAL PRODUCTION PRACTICE II | 4 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 373 | TECHNICAL PRODUCTION PRACTICE II | 4 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 399 | INDEPENDENT STUDY: TECHNICAL | 4 quarter hours
(Undergraduate)**

Independent Study: Technical.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 424 | SPECIAL TOPICS IN THEATRE TECHNOLOGY | 4 quarter hours
(Undergraduate)**

Intensive study of a unique production experience: may be history, innovative, theatrical, or film based. The course may be organized around individual and/or group projects.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 454 | COSTUME CONSTRUCTION II: PERIOD COSTUMES | 4 quarter hours
(Undergraduate)**

An introduction to making period costumes. Both women's wear and men's wear will be covered in alternating years. Focus will be on pattern development, fit, construction techniques, sewing accuracy, and finishing techniques. Time management and meeting deadlines will be emphasized.

TEC 356 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

**TEC 455 | COSTUME CONSTRUCTION II: TAILORING | 4 quarter hours
(Undergraduate)**

Focus on 20th century tailoring techniques. Specific skills and techniques will be taught in alternating years. One year will focus on suit jackets alternating with pants and vests. Potentially both men's wear and women's wear will be covered.

TEC 356 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

**TEC 456 | COSTUME CONSTRUCTION II: SPECIAL TOPICS | 4 quarter hours
(Undergraduate)**

This course will change topics at minimum every other year.

Topics for the class could include: period understructures, couture sewing techniques, stretch fabrics, dancewear, leatherwork, fabric embellishment, and costumes for film. Content will be chosen based on student population and unique opportunities that may come up.

TEC 356 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

**TEC 457 | PRODUCTION MANAGEMENT SEMINAR | 3 quarter hours
(Undergraduate)**

Explores through lectures and projects the roles of the managerial staff in the modern theater. A basic knowledge of theater terminology and some knowledge of management practice is required. (3 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 458 | PRODUCTION MANAGEMENT SEMINAR | 3 quarter hours
(Undergraduate)**

Explores through lectures and projects the roles of the managerial staff in the modern theater. A basic knowledge of theater terminology and some knowledge of management practice is required. (3 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 459 | PRODUCTION MANAGEMENT SEMINAR | 3 quarter hours
(Undergraduate)**

Explores through lectures and projects the roles of the managerial staff in the modern theater. A basic knowledge of theater terminology and some knowledge of management practice is required. (3 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 460 | THEATRE MANAGEMENT | 4 quarter hours
(Undergraduate)**

Theatre Management.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 467 | STAGE MANAGEMENT III | 4 quarter hours
(Undergraduate)**

A continuation of 369 - this course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions. With the addition of a lab session.

TEC 369 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 468 | STAGE MANAGEMENT III | 4 quarter hours
(Undergraduate)**

A continuation of 467 with the addition of a lab session.

TEC 467 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 469 | STAGE MANAGEMENT III | 4 quarter hours
(Undergraduate)**

A continuation of 467 with the addition of a lab session.

TEC 468 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 471 | TECHNICAL PRODUCTION PRACTICE III | 5 quarter hours
(Undergraduate)**

First course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience. (5 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 472 | TECHNICAL PRODUCTION PRACTICE III | 5 quarter hours
(Undergraduate)**

Second course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience. (5 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 473 | TECHNICAL PRODUCTION PRACTICE III | 5 quarter hours
(Undergraduate)**

Third course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience. (5 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**TEC 490 | INTERNSHIP | 5 quarter hours
(Undergraduate)**

The internship provides the student with an opportunity to learn by working with experienced professionals in an area related to his or her area of study at The Theatre School. (5 quarter hours)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

User Experience Design (UXD)

**UXD 101 | DESIGN PRINCIPLES FOR USER EXPERIENCE DESIGN
(FORMERLY ISM 101) | 4 quarter hours
(Undergraduate)**

This course introduces user experience design principles using code. User experience design principles include: affordance, conceptual model, consistency, constraint, discoverability, feedback, mapping, and signifiers. Students will analyze user experience design principles through activities and group discussion. Students will apply user experience design principles through design exercises and projects. This is an introductory-level course, prior experience is not expected, beginners are welcome.

**UXD 205 | INTERSECTIONAL THEMES AND DESIGN (FORMERLY ISM 205)
| 4 quarter hours
(Undergraduate)**

This lecture and user experience design research course focuses on contemporary feminist theoretical debates and explores the complex relations and tensions between gender, sexuality, race/ethnicity and class as they relate to and intersect design. Through critical readings, central theories will be scrutinized to see how they are able to theorize other power dimensions such as heteronormativity, racism, (post)colonialism and classism.

**UXD 208 | VIRTUAL WORLDS AND ONLINE COMMUNITIES (FORMERLY
ISM 208) | 4 quarter hours
(Undergraduate)**

Environments such as social networking sites, multiplayer online games and other online communities are becoming an increasingly large part of how we work, play, and learn. This course introduces the fundamentals for the interdisciplinary study of cyberculture and online social behavior. By examining core scholarship in this area, together with analyzing an existing virtual world, game, or online community, students will learn to research and understand new technologically-enabled social forms as they are emerging.

WRD 104 is a prerequisite for this class.

**UXD 210 | INTRODUCTION TO USER EXPERIENCE DESIGN (FORMERLY
ISM 210) | 4 quarter hours
(Undergraduate)**

This course familiarizes students with the user-centered design process, including user and task analysis, interaction design, prototyping, and evaluation. Students study human perception, cognition and motor abilities as they relate to the design of interactive systems. In a series of projects, students design and revise both low-fidelity and high-fidelity interactive prototypes as they apply a user-centered design process. Emphasized topics include user profiles, information architecture, and usability testing. Students provide written analysis of their research and process.

**UXD 220 | PROTOTYPING METHODS I (FORMERLY ISM 220) | 4 quarter
hours
(Undergraduate)**

This course focuses on designing information and interaction through prototyping, with an emphasis on information architecture and interaction design. Students create working low to mid-fidelity prototypes that demonstrate a range of design patterns for interactive systems.

UXD 101 and UXD 210 are prerequisites for this class.

UXD 222 | DATA VISUALIZATION DESIGN (FORMERLY ISM 222) | 4 quarter hours (Undergraduate)

This course discusses the basic problems and techniques of visualizing quantitative and qualitative data. Topics include: perception, types of information, representation of univariate and multivariate data and relational information, analysis of representations, presentation, and dynamic and interactive visualizations. Students will create visualizations using graphical software.

UXD 101 is a prerequisite for this class.

UXD 225 | CODING DESIGN FRAMEWORKS (FORMERLY ISM 225) | 4 quarter hours (Undergraduate)

User Experience Designers facilitate communication between people, communities, and computer-based systems. We think in terms of code, without necessarily writing the code ourselves. This class introduces user experience design students to code-facilitated systems thinking: breaking down people's activities and community activity into a set of steps that allows the use of computer-based systems as tools. Students work with code to build prototype systems based on the needs of people, with a focus on ethical and inclusive design. Topics include: algorithms, system thinking, instruction sets, UXD software design and engineering, and use-case scenarios.

UXD 210 and IT 130 are prerequisites for this class.

UXD 227 | COMPUTING HUMAN LIVES | 4 quarter hours (Undergraduate)

Data structures shape and organize the data that keeps track of people's lives online. This class will introduce students to multiple types of data structures as they relate to designing user experiences in interactive applications. Students will learn via direct experience, working with code and data relevant to user experience design. Conceptual topics include: ethics, inclusion, accessibility, and human-centered approaches to data privacy and control.

UXD 101 is a prerequisite for this class.

UXD 251 | UI/UX PROTOTYPING WORKSHOP | 2-2.25 quarter hours (Undergraduate)

This course introduces students to creating interactive software prototypes through hands on, in-depth experience with a professional prototyping software package. Students will explore fundamental strategies in executing the design of cross-platform websites and applications, from mobile to desktop. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. Specific tools selected by the instructor. Tools covered vary with each offering. Contact instructor for more information. Course may be repeated with different topics.

UXD 101 is a prerequisite for this class.

UXD 260 | USER EXPERIENCE RESEARCH AND EVALUATION (FORMERLY ISM 260) | 4 quarter hours (Undergraduate)

This course provides in-depth knowledge about user research and usability evaluation methods. Students will engage with user research methods including (but not limited to) interviews, personas, and scenarios as well as prototype evaluation methods including (but not limited to) expert inspections and usability testing. Students will learn when to apply particular research and evaluation methods, the advantages and disadvantages of each method, and how to integrate such methods into their professional practice. Students will also learn to effectively and professionally communicate their findings.

UXD 210 is the prerequisite for this class.

UXD 270 | USER-CENTERED WEB DESIGN (FORMERLY ISM 270) | 4 quarter hours (Undergraduate)

Principles of interactive design for web pages and sites. Design patterns for information navigation. Use of HTML and CSS to produce standards- and accessibility-compliant web pages. Overview of technologies supporting dynamic and interactive content.

IT 130 or HCI 201 is a prerequisite for this class

UXD 320 | PROTOTYPING METHODS II (FORMERLY ISM 320) | 4 quarter hours (Undergraduate)

This course will deepen skills in design and prototyping by challenging students to solve real-world problems. Students will apply organizational and analytical strategies learned in UXD while developing more advanced prototyping skills with a range of tools and methods.

UXD 220 or GD 215 or GD 216 are the prerequisites for this class.

UXD 329 | AI APPROACHES FOR USER EXPERIENCE DESIGN | 4 quarter hours (Undergraduate)

Artificial intelligence is an increasingly important part of design processes, including user experience design. In this class, students will encounter both simple and complex artificial intelligence, using code libraries to experiment with intelligent agents, chat bots, as well as automated and generative design. This forward-thinking class prepares students for the near future of design processes in which human designers work closely with AI programmers. Topics include: machine and deep learning, data science and predictive analytics for UXD, and designing for adaptive systems.

UXD 225 or IT 130 is a prerequisite for this class.

UXD 336 | INTERACTIVE MEDIA SCRIPTING FOR PROGRAMMERS (FORMERLY ISM 336) | 4 quarter hours (Undergraduate)

Object-oriented programming in ActionScript for students who already know how to program. Students will design, code and test interactive media using standard and custom designed classes. PREREQUISITE(S): Experience in at least one high-level programming language.

UXD 360 | USER EXPERIENCE RESEARCH METHOD (FORMERLY ISM 360) | 4 quarter hours (Undergraduate)

Overview of user research and usability evaluation methods. User research includes interviews, profiles and scenarios. Usability evaluation methods include expert inspections and usability testing.

UXD 210 is the prerequisite for this class.

UXD 381 | QUANTITATIVE DESIGN RESEARCH METHODS | 4 quarter hours (Undergraduate)

In this course, students are introduced to quantitative design methods used to understand users. Specifically, students will learn the role of quantitative design research in the design process and how to select the most appropriate methods to collect and analyze quantitative data about users. Methods taught include (but are not limited to) surveys, web analytics, A/B testing, card sorting, and eye tracking. Students will also learn how to effectively communicate and summarize their findings using description and basic statistics reported in formats such as design documents, presentations, reports, and visualizations.

UXD 210 and IT 223 are prerequisites for this class.

UXD 382 | QUALITATIVE DESIGN RESEARCH METHODS | 4 quarter hours (Undergraduate)

In this course, students are introduced to qualitative design methods used to understand users and the context of technology use. Students will understand the role of qualitative design research in the design process and learn how to select the most appropriate methods to collect and analyze qualitative data about users including (but are not limited to) contextual inquiry, interviews, secondary research, and focus groups. Students will learn methods for synthesizing qualitative data such as affinity diagramming experience mapping. User personas, scenarios, and sketches, will also be practiced to effectively communicate and summarize findings.

UXD 210 and IT 223 are prerequisites for this class.

UXD 390 | TOPICS IN INTERACTIVE AND SOCIAL MEDIA (FORMERLY ISM 390) | 4 quarter hours (Undergraduate)

Specific topics will be selected by the instructor and may vary with each quarter. PREREQUISITE(S): For specific prerequisites, see syllabus or consult with course instructor.

UXD 394 | USER EXPERIENCE DESIGN PROJECTS (FORMERLY ISM 394) | 4 quarter hours (Undergraduate)

The User Experience Design Projects Capstone 2-course sequence engages students in design scenarios in connection with an organization, initiative, or creative project. Students work in groups to assess project needs, apply research methods, generate ideas, develop and test prototypes, and implement solutions, all from a human-centered design approach. Students must successfully complete both User Experience Design Projects Capstone 1 and 2 in sequence to receive any credit. At the end of the UX Design Projects Capstone sequence students will 1) present results to an audience [communications], 2) create a comprehensive case study [connecting concepts/reflection], and 3) create content relevant for a professional portfolio and/or resume based on the course project. These courses provide students with an opportunity to integrate their major area of design study with concepts introduced in their general education program while satisfying both the Experiential Learning requirement and the Capstone requirement.

UXD 395 | USER EXPERIENCE DESIGN PROJECTS 2 (FORMERLY ISM 395) | 4 quarter hours (Undergraduate)

The User Experience Design Projects Capstone 2-course sequence engages students in design scenarios in connection with an organization, initiative, or creative project. Students work in groups to assess project needs, apply research methods, generate ideas, develop and test prototypes, and implement solutions, all from a human-centered design approach. Students must successfully complete both User Experience Design Projects Capstone 1 and 2 in sequence to receive any credit. At the end of the UX Design Projects Capstone sequence students will 1) present results to an audience [communications], 2) create a comprehensive case study [connecting concepts/reflection], and 3) create content relevant for a professional portfolio and/or resume based on the course project. These courses provide students with an opportunity to integrate their major area of design study with concepts introduced in their general education program while satisfying both the Experiential Learning requirement and the Capstone requirement.

UXD 399 | INDEPENDENT STUDY (FORMERLY ISM 399) | 1-8 quarter hours (Undergraduate)

Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit. PREREQUISITE(S): None. (variable credit)

Value-Creating Education (VCE)

VCE 310 | HUMAN GEOGRAPHY AND COMMUNITIES STUDIES | 4 quarter hours (Undergraduate)

This course explores Japanese educator Tsunesaburo Makiguchi's (1871-1944) pioneering educational paradigm of human geography and its innovative curricular application in local communities studies. Students will also explore Makiguchi's unique approaches to reading and writing instruction. Bringing the community into the classroom and the classroom into the community, Makiguchi's synergistic harmonization of life and learning outlines multiple modes of interaction between humans and their natural surroundings. This approach employs direct observation of phenomena, fact, and daily living to elucidate the causal laws connecting humans and their surroundings. Special focus is placed on the contemporary relevance of this approach and on Makiguchi's unique contributions of "humanitarian competition", the development of identity in local, national, and global dimensions, and on education as a socially and epistemologically empowering act.

VCE 311 | VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE, AND POWER | 4 quarter hours (Undergraduate)

This course explores the formative context and content of value creation as the font of agency, social engagement, and genuine, almost existential happiness. Centered on the non-Western perspectives, radical critiques, and pragmatic actions of Japanese educator and Buddhist war resister Tsunesaburo Makiguchi (1871- 1944), the course addresses important differences between cognition and evaluation, fact and value, knowing and belief. Framing value in terms of aesthetic or sensory beauty, subjective gain or utility, and social good, the course engages students in considerations of value-creating approaches to society, knowledge, and power, and the educative impact this has for oneself and others to lead contributive lives in an interconnected world.

VCE 320 | HUMAN REVOLUTION IN SCHOOLS AND SOCIETY | 4 quarter hours (Undergraduate)

This course introduces students to the thought and practice of influential Japanese educator and peace activist, Josei Toda (1900-1958). Centered on Today's principle of human revolution, or the profound and persistent inner transformation at one's deep interiority, the course covers the history and context informing Today's early and late pedagogy and social activism, and examines themes underpinning his sweeping and widely popular approaches to education and human development, including deductive reasoning across the curriculum, literacy development, educating society's most marginalized children, educational leadership, test-preparation, and value creation. The course also examines Today's declaration for the abolition of nuclear weapons and perspective on global citizenship as unifying forces across racial, ethnic, and geographic boundaries.

VCE 331 | HUMAN EDUCATION AND THE POETIC SPIRIT | 4 quarter hours (Undergraduate)

What does it mean to be "fully human"? This course explores that question through the unique lenses of "human education" (ningen kyiku) and the "poetic spirit" (shigokoro) advanced by renowned global educator Daisaku Ikeda. Comprising four interlocking ideals and commitments, dialogue, global citizenship, value creation, and creative coexistence, human education is an East-West approach to being and becoming, encouraging and fostering others, and awakening to the fullness and possibility of our shared humanity in a complex and socio-ecologically interconnected world. The poetic spirit is an expansive and all-encompassing heart or mind free from the fetters of institutional and ideological impositions; it underpins human creativity and imagination, imparts hope and joy, and propels us to transform our inner world and manifest the causality of the eternal in the present. Together, human education and the poetic spirit offer a fresh and necessary perspective on the interdependence of all life and living and on courageous practices of compassion, inclusivity, diversity, and equity.

VCE 332 | DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE (2) DIALOGUES | 4 quarter hours (Undergraduate)

This course introduces candidates to Daisaku Ikeda's (b. 1928) philosophy and practice of dialogue in, as, and for education. The course covers the history and context informing Ikeda's approach to dialogue across difference and examines key themes and topics in Ikeda's over 70 published dialogues with leaders in politics, peace, culture, and education. Candidates in this course will read a number of Ikeda's published dialogues on education.

VCE 333 | PEACEBUILDING AND EDUCATION | 4 quarter hours (Undergraduate)

This course explores the relationship between education and global peace. Centered on the philosophy and practice of renowned global peacebuilder and educator, Daisaku Ikeda, this course engages students in considering the causes, conditions, and modes of confronting the most urgent and persistent challenges facing humanity and our planet. Focus is placed on Ikeda's citizen diplomacy, policy analyses, faith in civil society, and decades of annual peace proposals as a sweeping curriculum of global citizenship and value creation. Students will map the interrelated concepts, themes, issues, and aspects that animate this peacebuilding curriculum and explore the ways that humanity's most pressing challenges and sources of division are, fundamentally, matters of education.

VCE 340 | THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION | 4 quarter hours (Undergraduate)

This course introduces candidates to the Eastern and Western theoretical foundations undergirding the educational philosophies and practices of Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Although, theoretical foundations of Makiguchi's early curriculum theorizing will be addressed, special focus will be placed on the Eastern and Western perspectives and practices informing Makiguchi's value-creating pedagogy and Ikeda's value-creating education.

VCE 350 | EDUCATION FOR GLOBAL CITIZENSHIP | 4 quarter hours (Undergraduate)

This course examines education for global citizenship, or what is also called cosmopolitanism and world citizenship. Global citizenship is the idea that human individuals, irrespective of place of birth or cultural background, are citizens of the world. This course explores the idea of global citizenship and its implications for questions of justice, culture, and education. The course engages global citizenship from its historical development in the Western philosophical tradition, beginning in Ancient Greece, through the Enlightenment and into its most recent incarnation as a response to conditions of globalization. It will consider the manifestations of global citizenship beyond the West, with an especial focus on global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, moral philosophy, curriculum theory), this course seeks to understand the potential and limitations of global citizenship to respond to contemporary issues in education in times of globalization.

VCE 360 | DIALOGUE AND EDUCATION | 4 quarter hours (Undergraduate)

This course examines dialogue in, as, and for education. It explores the role of dialogue across difference and dialogue relative to questions of justice, culture, and education. The course engages dialogue as conceptualized from various educational philosophers and in various contexts, including its most recent incarnation as a necessity in an interdependent, multilingual, and globalized world. The course will consider the manifestations of dialogue and education beyond the West, with an especial focus on dialogue for global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, literary theory, moral philosophy, education), this course seeks to understand the potential and limitations of dialogue in response to contemporary issues in education in times of globalization.

VCE 370 | IKEDA/SOKA STUDIES IN EDUCATION | 4 quarter hours (Undergraduate)

This course engages students in critically analyzing scholarship and modes of inquiry in the international field of Ikeda/Soka studies in education. Centered on the far-reaching thought of Daisaku Ikeda and the heritage of ideas and ideals from Tsunesaburo Makiguchi and Josei Toda that he has embraced, developed, and spread globally under the broad banner of soka, or "value creation," this rapidly growing field shapes the practice of value-creating education for global citizenship across diverse disciplines and contexts. Students will analyze intrinsic and extrinsic scholarship in the field, formulate their own lines of inquiry, and conduct reviews of related literature.

VCE 380 | VALUE CREATION IN APPLICATION (LOCAL AND GLOBAL CONTEXTS) | 4 quarter hours**(Undergraduate)**

This course engages candidates in the practical application of value-creating approaches in local and global contexts. Whether educating learners in schools, active in the arts, or confronting the challenges of climate change, global health, systemic racism, or political divisions in civil society, the corporate sector, or nongovernmental and faith organizations, candidates will apply theoretical and empirical perspectives on value creation to their personal and professional activities. They will map out dispositional orientations, programmatic designs, practices, assessment, and reflective evaluation relating to these activities to engage with others in the dialogic and agentic creation of aesthetically gratifying, individually beneficial, and socially contributive outcomes of value. Candidates will consider the relevance of themes from core courses in the Value-Creating Education for Global Citizenship Program and explore ways of fostering value-creating approaches in others. Prerequisites: at least 6 VCE courses (or equivalent)

VCE 390 | INDEPENDENT STUDY | 4 quarter hours**(Undergraduate)**

This Independent study/Internship course is specially designed for candidates in Value-Creating Education for Global Citizenship. It is intended for students who wish to deepen understanding of, and explore, key ideas, theories, and practices in value-creating education for global citizenship. The course has as an overall objective to provide learners with tools for curriculum development and practical instructional opportunities that will enable them to become critical and reflective practitioners. Permission of Department Chair and Associate Dean is required.

VCE 395 | SPECIAL TOPICS | 4 quarter hours**(Undergraduate)**

This special topics course is specially designed for candidates in Value-Creating Education for Global Citizenship. It focuses on unique and timely issues in value-creating education for global citizenship. The course has as an overall objective to provide learners with opportunities that will enable them to become critical and reflective practitioners of value-creating education for global citizenship.

VCE 510 | HUMAN GEOGRAPHY AND COMMUNITIES STUDIES | 4 quarter hours**(Graduate)**

This course explores Japanese educator Tsunesaburo Makiguchi's (1871-1944) pioneering educational paradigm of human geography and its innovative curricular application in local communities studies. Students will also explore Makiguchi's unique approaches to reading and writing instruction. Bringing the community into the classroom and the classroom into the community, Makiguchi's synergistic harmonization of life and learning outlines multiple modes of interaction between humans and their natural surroundings. This approach employs direct observation of phenomena, fact, and daily living to elucidate the causal laws connecting humans and their surroundings. Special focus is placed on the contemporary relevance of this approach and on Makiguchi's unique contributions of "humanitarian competition", the development of identity in local, national, and global dimensions, and on education as a socially and epistemologically empowering act.

VCE 511 | VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE, AND POWER | 4 quarter hours**(Graduate)**

This course explores the formative context and content of value creation as the font of agency, social engagement, and genuine, almost existential happiness. Centered on the non-Western perspectives, radical critiques, and pragmatic actions of Japanese educator and Buddhist war resister Tsunesaburo Makiguchi (1871-1944), the course addresses important differences between cognition and evaluation, fact and value, knowing and belief. Framing value in terms of aesthetic or sensory beauty, subjective gain or utility, and social good, the course engages students in considerations of value-creating approaches to society, knowledge, and power, and the educative impact this has for oneself and others to lead contributive lives in an interconnected world.

VCE 520 | HUMAN REVOLUTION IN SCHOOLS AND SOCIETY | 4 quarter hours**(Graduate)**

This course introduces students to the thought and practice of influential Japanese educator and peace activist, Josei Toda (1900-1958). Centered on Today's principle of human revolution, or the profound and persistent inner transformation at one's deep interiority, the course covers the history and context informing Today's early and late pedagogy and social activism, and examines themes underpinning his sweeping and widely popular approaches to education and human development, including deductive reasoning across the curriculum, literacy development, educating society's most marginalized children, educational leadership, test-preparation, and value creation. The course also examines Today's declaration for the abolition of nuclear weapons and perspective on global citizenship as unifying forces across racial, ethnic, and geographic boundaries.

VCE 531 | HUMAN EDUCATION AND THE POETIC SPIRIT | 4 quarter hours**(Graduate)**

What does it mean to be "fully human?" This course explores that question through the unique lenses of "human education" (ningen kyiku) and the "poetic spirit" (shigokoro) advanced by renowned global educator Daisaku Ikeda. Comprising four interlocking ideals and commitments, dialogue, global citizenship, value creation, and creative coexistence, human education is an East-West approach to being and becoming, encouraging and fostering others, and awakening to the fullness and possibility of our shared humanity in a complex and socio-ecologically interconnected world. The poetic spirit is an expansive and all-encompassing heart or mind free from the fetters of institutional and ideological impositions; it underpins human creativity and imagination, imparts hope and joy, and propels us to transform our inner world and manifest the causality of the eternal in the present. Together, human education and the poetic spirit offer a fresh and necessary perspective on the interdependence of all life and living and on courageous practices of compassion, inclusivity, diversity, and equity.

VCE 532 | DAISAKU IKEDA'S PHILOSOPHY AND PRACTICE OF DIALOGUE | 4 quarter hours**(Graduate)**

This course introduces candidates to Daisaku Ikeda's (b. 1928) philosophy and practice of dialogue in, as, and for education. The course covers the history and context informing Ikeda's approach to dialogue across difference and examines key themes and topics in Ikeda's many published dialogues with leaders in fields of politics, peace, culture, and education. Candidates in this course will read and analyze a number of Ikeda's published dialogues on education.

VCE 533 | PEACEBUILDING AND EDUCATION | 4 quarter hours (Graduate)

This course explores the relationship between education and global peace. Centered on the philosophy and practice of renowned global peacebuilder and educator, Daisaku Ikeda, this course engages students in considering the causes, conditions, and modes of confronting the most urgent and persistent challenges facing humanity and our planet. Focus is placed on Ikeda's citizen diplomacy, policy analyses, faith in civil society, and decades of annual peace proposals as a sweeping curriculum of global citizenship and value creation. Students will map the interrelated concepts, themes, issues, and aspects that animate this peacebuilding curriculum and explore the ways that humanity's most pressing challenges and sources of division are, fundamentally, matters of education.

VCE 540 | THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION | 4 quarter hours (Graduate)

This course introduces candidates to the Eastern and Western theoretical foundations undergirding the educational philosophies and practices of Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Although, theoretical foundations of Makiguchi's early curriculum theorizing will be addressed, special focus will be placed on the Eastern and Western perspectives and practices informing Makiguchi's value-creating pedagogy and Ikeda's value-creating education.

VCE 550 | EDUCATION FOR GLOBAL CITIZENSHIP | 4 quarter hours (Graduate)

This course examines education for global citizenship, or what is also called cosmopolitanism and world citizenship. Global citizenship is the idea that human individuals, irrespective of place of birth or cultural background, are citizens of the world. This course explores the idea of global citizenship and its implications for questions of justice, culture, and education. The course engages global citizenship from its historical development in the Western philosophical tradition, beginning in Ancient Greece, through the Enlightenment and into its most recent incarnation as a response to conditions of globalization. It will consider the manifestations of global citizenship beyond the West, with an especial focus on global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, moral philosophy, curriculum theory), this course seeks to understand the potential and limitations of global citizenship to respond to contemporary issues in education in times of globalization.

VCE 560 | DIALOGUE AND EDUCATION | 4 quarter hours (Graduate)

This course examines dialogue in, as, and for education. It explores the role of dialogue across difference and dialogue relative to questions of justice, culture, and education. The course engages dialogue as conceptualized from various educational philosophers and in various contexts, including its most recent incarnation as a necessity in an interdependent, multilingual, and globalized world. The course will consider the manifestations of dialogue and education beyond the West, with an especial focus on dialogue for global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, literary theory, moral philosophy, education), this course seeks to understand the potential and limitations of dialogue in response to contemporary issues in education in times of globalization.

VCE 570 | IKEDA/SOKA STUDIES IN EDUCATION | 4 quarter hours (Graduate)

This course engages students in critically analyzing scholarship and modes of inquiry in the international field of Ikeda/Soka studies in education. Centered on the far-reaching thought of Daisaku Ikeda and the heritage of ideas and ideals from Tsunesaburo Makiguchi and Josei Toda that he has embraced, developed, and spread globally under the broad banner of soka, or "value creation," this rapidly growing field shapes the practice of value-creating education for global citizenship across diverse disciplines and contexts. Students will analyze intrinsic and extrinsic scholarship in the field, formulate their own lines of inquiry, and conduct reviews of related literature.

VCE 580 | VALUE CREATION IN APPLICATION (LOCAL AND GLOBAL CONTEXTS) | 4 quarter hours (Graduate)

This course engages candidates in the practical application of value creation in diverse local and global contexts, professional fields, and personal activities. Synthesizing theoretical, applied, and empirical research and core concepts and principles from Daisaku Ikeda, Josei Toda, and Tsunesaburo Makiguchi, candidates will develop concrete, appropriate, and professionally feasible applications of value-creating approaches for global citizenship. Prerequisites: at least 6 VCE courses (or equivalent).

VCE 590 | INDEPENDENT STUDY | 4 quarter hours (Graduate)

This Independent study/Internship course is specially designed for candidates in Value-Creating Education for Global Citizenship. It is intended for students who wish to deepen understanding of, and explore, key ideas, theories, and practices in value-creating education for global citizenship. The course has as an overall objective to provide learners with tools for curriculum development and practical instructional opportunities that will enable them to become critical and reflective practitioners. Permission of Department Chair and Associate Dean is required.

VCE 595 | SPECIAL TOPICS | 4 quarter hours (Graduate)

This special topics course is specially designed for candidates in Value-Creating Education for Global Citizenship. It focuses on unique and timely issues in value-creating education for global citizenship. The course has as an overall objective to provide learners with opportunities that will enable them to become critical and reflective practitioners of value-creating education for global citizenship.

VCE 633 | DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE - PEACE PROPOSALS | 4 quarter hours (Graduate)

This course introduces candidates to Daisaku Ikeda's (b. 1928) philosophy and practice of peace. The course covers the history and context informing Ikeda's extensive peace proposals and engages students in reading in translation a number of Ikeda's published peace proposals, particularly as these relate to education in global contexts. The course will address key concepts in Ikeda's peace proposals such as human education, human dignity, human security, nuclear abolition, Buddhist humanism, value creation, human revolution, interdependence, student-teacher relationship, happiness, world citizenship, and dialogue. **Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class.**

**VCE 700 | REGISTERED DOCTORAL STUDENT IN GOOD STANDING | 0 quarter hours
(Graduate)**

This registration is required of all doctoral students who are not enrolled in a doctoral course, but are completing course requirements and/or dissertation research. It provides access to University facilities.

Academic advisor approval required. After the third enrollment, dissertation chair approval required. (0 credit hours)

Status as a EDD student with a declared concentration is a prerequisite for this class.

**VCE 706 | CANDIDACY PAPER | 0 quarter hours
(Graduate)**

Registration in this course is required of all students who are not enrolled in a course but are completing a dissertation. It provides access to university facilities. Permission of advisor required. This registration indicates that a student has successfully completed the candidacy paper as specified in the Doctoral Student Handbook. (0 credit hours)

Status as a EDD student with a declared concentration is a prerequisite for this class.

**VCE 710 | HUMAN GEOGRAPHY AND COMMUNITIES STUDIES | 4 quarter hours
(Graduate)**

This course explores Japanese educator Tsunesaburo Makiguchi's (1871-1944) pioneering educational paradigm of human geography and its innovative curricular application in local communities studies. Students will also explore Makiguchi's unique approaches to reading and writing instruction. Bringing the community into the classroom and the classroom into the community, Makiguchi's synergistic harmonization of life and learning outlines multiple modes of interaction between humans and their natural surroundings. This approach employs direct observation of phenomena, fact, and daily living to elucidate the causal laws connecting humans and their surroundings. Special focus is placed on the contemporary relevance of this approach and on Makiguchi's unique contributions of humanitarian competition, the development of identity in local, national, and global dimensions, and on education as a socially and epistemologically empowering act. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of human geography and communities studies, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**VCE 711 | VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE, AND POWER | 4 quarter hours
(Graduate)**

This course explores the formative context and content of value creation as the font of agency, social engagement, and genuine, almost existential happiness. Centered on the non-Western perspectives, radical critiques, and pragmatic actions of Japanese educator and Buddhist war resister Tsunesaburo Makiguchi (1871-1944), the course addresses important differences between cognition and evaluation, fact and value, knowing and belief. Framing value in terms of aesthetic or sensory beauty, subjective gain or utility, and social good, the course engages students in considerations of value-creating approaches to society, knowledge, and power, and the educative impact this has for oneself and others to lead contributive lives in an interconnected world. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry. **Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..**

**VCE 720 | HUMAN REVOLUTION IN SCHOOLS AND SOCIETY | 4 quarter hours
(Graduate)**

This course introduces students to the thought and practice of influential Japanese educator and peace activist, Josei Toda (1900-1958). Centered on Toda's principle of human revolution, or the profound and persistent inner transformation at one's deep interiority, the course covers the history and context informing Today's early and late pedagogy and social activism, and examines themes underpinning his sweeping and widely popular approaches to education and human development, including deductive reasoning across the curriculum, literacy development, educating society's most marginalized children, educational leadership, test-preparation, and value creation. The course also examines Today's declaration for the abolition of nuclear weapons and perspective on global citizenship as unifying forces across racial, ethnic, and geographic boundaries. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

VCE 731 | HUMAN EDUCATION AND THE POETIC SPIRIT | 4 quarter hours (Graduate)

What does it mean to be "fully human"? This course explores that question through the unique lenses of "human education" (ningen kyoiku) and the "poetic spirit" (shigokoro) advanced by renowned global educator Daisaku Ikeda. Comprising four interlocking ideals and commitments, dialogue, global citizenship, value creation, and creative coexistence, human education is an East-West approach to being and becoming, encouraging and fostering others, and awakening to the fullness and possibility of our shared humanity in a complex and socio-ecologically interconnected world. The poetic spirit is an expansive and all-encompassing heart or mind free from the fetters of institutional and ideological impositions; it underpins human creativity and imagination, imparts hope and joy, and propels us to transform our inner world and manifest the causality of the eternal in the present.

Together, human education and the poetic spirit offer a fresh and necessary perspective on the interdependence of all life and living and on transformational practices of inclusivity, diversity, and equity. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry. **Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..**

VCE 732 | DAISAKU IKEDA'S PHILOSOPHY AND PRACTICE OF DIALOGUE | 4 quarter hours (Graduate)

This course introduces candidates to Daisaku Ikeda's philosophy and practice of dialogue in, as, and for education. The course covers the history and context informing Ikeda's approach to dialogue across difference and examines key themes and topics in Ikeda's many published dialogues with leaders in the fields of politics, peace, culture, and education. Candidates in this course will read a number of Ikeda's published dialogues on education. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating dialogue, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

VCE 733 | PEACEBUILDING AND EDUCATION | 4 quarter hours (Graduate)

This course explores the relationship between education and global peace. Centered on the philosophy and practice of renowned global peacebuilder and educator, Daisaku Ikeda, this course engages students in considering the causes, conditions, and modes of confronting the most urgent and persistent challenges facing humanity and our planet. Focus is placed on Ikeda's citizen diplomacy, policy analyses, faith in civil society, and decades of annual peace proposals as a sweeping curriculum of global citizenship and value creation. Students will map the interrelated concepts, themes, issues, and aspects that animate this peacebuilding curriculum and explore the ways that humanity's most pressing challenges and sources of division are, fundamentally, matters of education. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of peacebuilding and education, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry. **Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..**

VCE 740 | THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION | 4 quarter hours (Graduate)

This course introduces candidates to the Eastern and Western theoretical foundations undergirding the educational philosophies and practices of Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Although, theoretical foundations of Makiguchi's early curriculum theorizing will be addressed, special focus will be placed on the Eastern and Western perspectives and practices informing Makiguchi's value-creating pedagogy and Ikeda's value-creating education. In addition to deepening candidates' understanding and critical analyses of these theoretical foundations, the course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry. **Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..**

VCE 750 | EDUCATION FOR GLOBAL CITIZENSHIP | 4 quarter hours (Graduate)

This course examines education for global citizenship, or what is also called cosmopolitanism and world citizenship. Global citizenship is the idea that human individuals, irrespective of place of birth or cultural background, are citizens of the world. This course explores the idea of global citizenship and its implications for questions of justice, culture, and education. The course engages global citizenship from its historical development in the Western philosophical tradition, beginning in Ancient Greece, through the Enlightenment and into its most recent incarnation as a response to conditions of globalization. It will consider the manifestations of global citizenship beyond the West, with an especial focus on global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, moral philosophy, curriculum theory), this course seeks to understand the potential and limitations of global citizenship to respond to contemporary issues in education in times of globalization. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of global citizenship, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

VCE 760 | DIALOGUE AND EDUCATION | 4 quarter hours (Graduate)

This course examines dialogue in, as, and for education. It explores the role of dialogue across difference and dialogue relative to questions of justice, culture, and education. The course engages dialogue as conceptualized from various educational philosophers and in various contexts, including its most recent incarnation as a necessity in an interdependent, multilingual, and globalized world. The course will consider the manifestations of dialogue and education beyond the West, with an especial focus on dialogue for global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, literary theory, moral philosophy, education), this course seeks to understand the potential and limitations of dialogue in response to contemporary issues in education in times of globalization. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks and methodologies for dissertational research and lines of inquiry.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**VCE 770 | IKEDA/SOKA STUDIES IN EDUCATION | 4 quarter hours
(Graduate)**

This course engages students in critically analyzing scholarship and modes of inquiry in the international field of Ikeda/Soka studies in education. Centered on the far-reaching thought of Daisaku Ikeda and the heritage of ideas and ideals from Tsunesaburo Makiguchi and Josei Toda that he has embraced, developed, and spread globally under the broad banner of soka, or "value creation" this rapidly growing field shapes the practice of value-creating education for global citizenship across diverse disciplines and contexts. Students will analyze intrinsic and extrinsic scholarship in the field, formulate their own lines of inquiry, and conduct reviews of related literature.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**VCE 795 | SPECIAL TOPICS IN VALUE-CREATING EDUCATION FOR GLOBAL CITIZENSHIP | 4 quarter hours
(Graduate)**

This special topics course is specially designed for candidates in Value-Creating Education for Global Citizenship. It focuses on unique and timely issues in value-creating education for global citizenship. The course has as an overall objective to provide learners with opportunities that will enable them to become critical and reflective practitioners and scholars of value-creating education for global citizenship. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks and methodologies for dissertational research and lines of inquiry.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

**VCE 849 | SUPERVISED DISSERTATION (PHD) PROPOSAL DEVELOPMENT | 4 quarter hours
(Graduate)**

Students register for this course for the quarter in which they defend their dissertation proposals. Permission of dissertation chair required.

**VCE 859 | INDEPENDENT DISSERTATION RESEARCH (PHD): VALUES-CREATING EDUCATION FOR GLOBAL CITIZENSHIP | 4 quarter hours
(Graduate)**

Students register for this course for the quarter in which they defend their dissertations. Permission of dissertation chair required.

Visual Effects (VFX)

**VFX 200 | INTRODUCTION TO VISUAL EFFECTS | 4 quarter hours
(Undergraduate)**

Introduction to the use, history, and production methodologies of visual effects. Fundamental techniques will be explored through compositing exercises and projects. PREREQUISITES: NONE.

**VFX 301 | VISUAL EFFECTS FOR EDITING | 4 quarter hours
(Undergraduate)**

This course integrates principal visual effects tools into post-production editorial workflows. Emphasis on efficient image manipulation and basic compositing practices. PREREQUISITE(S): VFX 200.

**VFX 305 | VISUAL EFFECTS PIPELINES WORKSHOP | 2 quarter hours
(Undergraduate)**

This workshop is a comprehensive survey of the creative and technical pipelines used for the production of visual effects. Emphasis is placed on how images, CG assets, and data are created and flow through production departments from acquisition through final imagery.

**VFX 310 | GAME ENGINES FOR FILMMAKERS | 4 quarter hours
(Undergraduate)**

This course focuses on teaching both filmmakers and artists the fundamentals of a game engine. Topics include how to develop or import materials, environment pieces, animations, as well as creating lighting, post processing and cinematics. Emphasis will be placed on creating 3D set pieces and cinematic sequences. No previous experience with 3D is required.

**VFX 320 | FUNDAMENTALS OF VIRTUAL PRODUCTION | 4 quarter hours
(Undergraduate)**

This course is an introduction to the creation of in-camera visual effects on a virtual production stage. Topics include volume setup, camera tracking, virtual environment operation, screen management, and filming procedures.

FILM 110 or ANI 156 or GAM 180 or VFX 310 is a prerequisite for this class.

**VFX 330 | VISUAL EFFECTS SUPERVISION | 4 quarter hours
(Undergraduate)**

This course examines production from the perspective of the visual effects supervisor. The visual effects supervisor is the creative and technical director overseeing all aspects of the visual effects creation. Emphasis is placed on sequence design, on-set photography and data collection, as well as production management.

FILM 110 and POST 110 are prerequisites for this class.

**VFX 334 | VIRTUAL CINEMATOGRAPHY | 4 quarter hours
(Undergraduate)**

This course introduces real world cinematic techniques within a computer graphics environment. Emphasis is placed on camera movement, composition, pacing, lighting, and aesthetics.

(VFX 200 or VFX 374) and ANI 230 are prerequisites for this class.

**VFX 340 | PREVISUALIZATION | 4 quarter hours
(Undergraduate)**

This course introduces techniques for the rapid prototyping of creative camera and visual solutions for film and animation. Topics include story analysis, shot and sequence design, motion capture editing, technical visualization for production, and editing an effective previsualized animatic.

ANI 310 or VFX 334 is a prerequisite for this class.

**VFX 374 | COMPOSITING I | 4 quarter hours
(Undergraduate)**

Compositing is the art and science of manipulating the content of photographic images. This project-based course builds the core tool set for compositing live-action filmed footage. PREREQUISITE(S): VFX 200 or ANI 105 or GD 105 or DC 225.

**VFX 378 | COMPOSITING II | 4 quarter hours
(Undergraduate)**

This course expands compositing workflows into three dimensional space for set extensions and compositing with complex camera movement. Emphasis on camera tracking, projections, camera stitching, morphing, and advanced compositing techniques.

VFX 374 is a prerequisite for this class.

**VFX 380 | CG COMPOSITING | 4 quarter hours
(Undergraduate)**

This course introduces advanced concepts in compositing utilizing computer generated and filmed assets. Workflows will be explored employing matchmoving, realistic CG lighting, render passes, and multi-pass compositing techniques.

VFX 374 and ANI 339 are prerequisites for this class.

**VFX 382 | FLAME WORKSHOP | 2-2.5 quarter hours
(Undergraduate)**

This course provides an advanced workshop for students to learn how to finish media using Autodesk Flame. Students will learn how to set up a project, composite, color correct, and finish shots for distribution. Post-production workflow, visual effects, and integration with editorial will also be emphasized.

**VFX 390 | ADVANCED TOPICS IN VISUAL EFFECTS | 4 quarter hours
(Undergraduate)**

Advanced study in visual effects focusing on a specific area each quarter such as: virtual reality, stereoscopic compositing, visual effects supervising, visual effects producing, optical effects, etc. May be repeated for credit.

**VFX 391 | VISUAL EFFECTS STUDIO | 4 quarter hours
(Undergraduate)**

This course provides practical experience in visual effects. Participants will apply learned techniques in a real-world experience serving as visual effects artists for various projects that may include thesis, capstone and other student work. A key element of this course will be in-class reviews and critiques of students' work in progress to sharpen technical, collaborative, and storytelling skills.

VFX 478 or VFX 380 is a prerequisite for this class.

**VFX 399 | INDEPENDENT STUDY | 1-8 quarter hours
(Undergraduate)**

Variable credit. PREREQUISITE(S): Consent of dean.

**VFX 405 | VISUAL EFFECTS PIPELINES WORKSHOP | 2 quarter hours
(Graduate)**

This workshop is a comprehensive survey of the creative and technical pipelines used for the production of visual effects. Emphasis is placed on how images, CG assets, and data are created and flow through production departments from acquisition through final imagery.

**VFX 410 | GAME ENGINES FOR FILMMAKERS | 4 quarter hours
(Graduate)**

This course focuses on teaching both filmmakers and artists the fundamentals of a game engine. Topics include how to develop or import materials, environment pieces, animations, as well as creating lighting, post processing and cinematics. Emphasis will be placed on creating 3D set pieces and cinematic sequences. No previous experience with 3D is required.

**VFX 420 | FUNDAMENTALS OF VIRTUAL PRODUCTION | 4 quarter hours
(Graduate)**

This course is an introduction to the creation of in-camera visual effects on a virtual production stage. Topics include volume setup, camera tracking, virtual environment operation, screen management, and filming procedures.

FILM 401 or FILM 410 is a prerequisite for this class.

**VFX 430 | VISUAL EFFECTS SUPERVISION | 4 quarter hours
(Graduate)**

This course examines production from the perspective of the visual effects supervisor. The visual effects supervisor is the creative and technical director overseeing all aspects of visual effects creation. Emphasis is placed on sequence design, on-set photography and data collection, as well as production management.

(POST 400 or POST 401) and FILM 401

**VFX 434 | VIRTUAL CINEMATOGRAPHY | 4 quarter hours
(Graduate)**

This course introduces real world cinematic techniques within a computer graphics environment. Emphasis is placed on camera movement, composition, pacing, lighting, and aesthetics.

ANI 423 is a prerequisite for this course.

**VFX 440 | PREVISUALIZATION | 4 quarter hours
(Graduate)**

This course introduces techniques for the rapid prototyping of creative camera and visual solutions for film and animation. Topics include story analysis, shot and sequence design, motion capture editing, technical visualization for production, and editing an effective previsualized animatic.

ANI 450 or VFX 434 is a prerequisite for this class.

**VFX 474 | COMPOSITING I | 4 quarter hours
(Graduate)**

Compositing is the art and science of manipulating the content of photographic images. This project-based course builds the core tool set for compositing live-action filmed footage. Students will be introduced to design, supervision and production of a visual effects project.

POST 400 or POST 401 or ANI 423 is a prerequisite for this course.

**VFX 478 | COMPOSITING II | 4 quarter hours
(Graduate)**

This course expands compositing workflows into three dimensional space for set extensions and compositing with complex camera movement. Emphasis on camera tracking, projections, camera stitching, morphing, and advanced compositing techniques.

VFX 474 is a prerequisite for this class.

**VFX 480 | CG COMPOSITING | 4 quarter hours
(Graduate)**

This course introduces advanced concepts in compositing utilizing computer generated and filmed assets. Workflows will be explored employing matchmoving, realistic CG lighting, render passes, and multi-pass compositing techniques. PREREQUISITE(S): VFX 474 and ANI 439.

**VFX 482 | FLAME WORKSHOP | 2-2.5 quarter hours
(Graduate)**

This course provides an advanced workshop for students to learn how to finish media using Autodesk Flame. Students will learn how to set up a project, composite, color correct, and finish shots for distribution. Post-production workflow, visual effects, and integration with editorial will also be emphasized.

**VFX 490 | ADVANCED TOPICS IN VISUAL EFFECTS | 4 quarter hours
(Graduate)**

Advanced study in visual effects focusing on a specific area each quarter such as: virtual reality, stereoscopic compositing, visual effects supervising, visual effects producing, optical effects, etc. May be repeated for credit.

**VFX 491 | VISUAL EFFECTS STUDIO | 4 quarter hours
(Graduate)**

This course provides practical experience in visual effects. Participants will apply learned techniques in a real-world experience serving as visual effects artists for various projects that may include thesis, capstone and other student work. A key element of this course will be in-class reviews and critiques of students' work in progress to sharpen technical, collaborative, and storytelling skills.

**VFX 599 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

Independent study form required. PREREQUISITE(S): Consent of instructor. (variable credit)

Women's and Gender Studies (WGS)

**WGS 100 | WOMEN'S LIVES: RACE/CLASS/GENDER | 4 quarter hours
(Undergraduate)**

This course will introduce students to Women's & Gender Studies by exploring a range of issues that contemporary women face through experiences stratified by race, class, gender, sexuality, and disability. Topics will include women's identities; body image and the media; women's sexuality; intimate relationships and families; women, violence and criminalization; women's work, wage discrimination, and welfare reform; women's health issues, such as reproductive rights, and medical research. Participants will have opportunities to examine ways that this stratification interacts in varied eras, cultures, and sub-cultures to shape women's lives. Students will engage in an activist focus as they are introduced to the layers of oppression that affect many women's lives, from the personal to the global. As they analyze social, cultural, and political issues through "gendered lenses", participants may expand a view of their personal lives to include a framework that encourages resilient responses to such oppression.

**WGS 105 | DATING IN COLLEGE: ENDING VIOLENCE AND CREATING CHANGE | 2 quarter hours
(Undergraduate)**

Growing out of a decade-long community-based service learning program held in Chicago high schools entitled "Take Back the Halls: Ending Violence in Relationships and Schools," this college course brings topics of activism, community, and ending violence into a university setting. In this course, we will meet weekly to examine personal, interpersonal, and institutionalized systems of oppression including issues of domestic violence, sexual violence, racism, homophobia, and sexism, among others. We will explore how these issues intersect with one another and will formulate strategies on how to activate against forms of violence and systems of oppression. The course will operate as a seminar in which we will discuss these issues in relation to readings, popular media, and personal lived experience.

**WGS 200 | WOMEN'S STUDIES IN TRANSNATIONAL CONTEXTS | 4 quarter hours
(Undergraduate)**

This course is a transnational approach to Women's & Gender Studies, examining how goods, money, and media images of women cross national in new ways. A further focus is on how this transformation of national boundaries depends not only upon political changes but also upon economic and cultural shifts. This transnational perspective pays attention to the inequalities and differences intersecting race, class, and gender that arise from new forms of globalization as well as from older histories of colonialism and racism. The course is designed to give the student an in-depth look at a world of connections that do not necessarily create similarities in how women variously experience that world. It introduces students to research by and about women that reflects transnationality in all of its possibilities and challenges.

**WGS 212 | GROWING UP FEMALE IN THE U.S. | 4 quarter hours
(Undergraduate)**

This course examines what it means to grow up female in the contemporary U.S. It explores the ways in which girls develop and are socialized through childhood and adolescence, focusing on how families, schools, peers, and the larger culture influence young women's lives and the ways in which race, ethnicity, class and sexual orientation affect their growth and learning and how their interaction might affect the behaviors and choices of young women as they mature.

**WGS 215 | GENDER AND EDUCATION | 4 quarter hours
(Undergraduate)**

This course examines gender as a social construct and its meanings within the context of educational institutions, its implications for teaching and learning, and organizational practices that may oppress and/or empower groups or individuals. Emphasis is given to social forces within the larger society that affect education and schooling; sex-stereotyping and gender bias; teacher behaviors; attitudes, practices, and expectations; student motivation and achievement; principles of non-sexist education; gender bias in settings outside of schools; current issues in the media and popular culture; and the ways in which gender bias and sexism interact with other forms of prejudice, inequality, and oppression.

**WGS 219 | WOMEN AND SCIENCE | 4 quarter hours
(Undergraduate)**

In this course, we will examine the evolving relationship between women and science. There are growing opportunities for and representation of women in scientific fields in many parts of the world, but there are historical contexts that should be considered and remaining challenges that are being addressed. We will begin the course with a review of the scientific method— what is this process and what about it has enabled it to attain legitimacy as a way of knowing the world? We will also learn about female scientists in the fields of environmental geography and ecology who have broken gender norms and boundaries and made notable scientific contributions. Students will learn through several case studies of both well-known scientists as well as those who are less widely recognized. Finally, we will examine aspects of science and culture that have impacted women's participation and achievements.

**WGS 225 | CONSTRUCTING GENDER AND SEXUALITY | 4 quarter hours
(Undergraduate)**

This course will explore through interdisciplinary theory and research how gender and sexuality are socially constructed. It will examine how such constructions have evolved over time and how individuals of diverse identities and cultural backgrounds have been affected by the changes. Discussion will focus on the roles played by powerful societal institutions (e.g. religious, political, and medical) in effectively defining what is considered gender-appropriate behavior and legitimate sexual expression. Finally, the activism of recent social movements to psychological and politically empower individuals who are neither heterosexual nor traditionally masculine or feminine will be explored.

**WGS 230 | CONTESTED BODIES | 4 quarter hours
(Undergraduate)**

This course will consider the theories and practices of differential embodiments and the experiences of bodies that don't fit the norm: queer bodies, fat bodies, transgender bodies, bodies of color. In Western/Global North cultures, the mind is given more importance than the body, and historically, oppressed groups have been associated more with bodies than minds. The course will aid in understanding and questioning the dominant norms that promote "normal" bodies and normative embodiment and offer alternative theories and practices of embodiment. Students interested in the performing arts, social and health sciences, fat studies and disability studies, as well as women's and gender studies students will find valuable frameworks in this class.

**WGS 249 | GENDER AND POLITICS IN IRELAND | 4 quarter hours
(Undergraduate)**

This course explores the relationship between gender and politics in Ireland, focusing on the political history of gender relations in Ireland, women's political involvement throughout the enormous changes of the 20th Century, and contemporary legal and public policy issues related to sex/gender. The attitudes and behaviors of women as voters, activists, officeholders and peace activists will be examined, as will Ireland's place in global gender issues. We will pay particular attention to the changes that have taken place since Ireland's entry into the EU, the "Celtic Tiger" transformations of the Irish economy, and the impact of the recent worldwide economic recession on gender and politics in Ireland, along with the efforts of women, North and South, to further the process of peace in the North, which has been wracked by violence for several decades. Cross-listed with IRE 249.

**WGS 250 | FEMINIST FRAMEWORKS | 4 quarter hours
(Undergraduate)**

This course introduces feminist theories and methodologies with an emphasis on how theoretical frameworks shape specific research, policies, and praxis. The course will provide an introductory exploration of feminist frameworks in relationship to specific issues and questions within women's studies, with some attention to the resulting research/analytic methods. The class will delineate, analyze and compare the underlying assumptions and frameworks of a variety of feminist theories (i.e. historical materialist, liberal, radical, standpoint and identity-based, critical race, postcolonial, and transnational theoretical frameworks) in relation to a set of issues and questions (e.g. violence against women, sex discrimination, reproductive rights). The class will explore the relationship between these frameworks and knowledge production, public policy, and social change efforts within national and transnational contexts. Thus, the students will be able to discern how theories frame research questions and methods, as well as how they frame policy issues and action proposals; and students will be able to analyze the theoretical frameworks comparatively.

**WGS 255 | DECONSTRUCTING THE DIVA | 4 quarter hours
(Undergraduate)**

This course studies the figure of the diva as a powerful cultural text, central to both understanding historical conceptions of socially normative femininity and to uncovering and examining our own present-day conceptions of what it means to be feminine, to be a woman. Through fiction, drama, biography, autobiography, film, audio recordings, and gender, the course explores representations of the diva in literature, art, and popular and high culture. The goal of this course is to investigate the ways that "diva" has actually been code for women (and sometimes men) behaving outside of societal norms. Students will do this both historically and thematically, uncovering a path in which "women behaving badly" are routinely censured, and silenced. Students will also investigate how women both resist and re-appropriate this label. This course also seeks to explore the lives of both extraordinary and ordinary women, contextualizing the historical moments that they both contested and were sometimes consumed by.

**WGS 260 | GENDER, SEXUALITY AND VIOLENCE | 4 quarter hours
(Undergraduate)**

This course explores the social, political, and cultural contexts of interpersonal violence with a focus on sexual violence and dating violence among and against adolescents and young adults. This course also will emphasize activist strategies and anti-violence movements.

**WGS 265 | YOGA AND FEMINIST THOUGHT: EMBODYING INDIVIDUAL AND COLLECTIVE TRANSFORMATION | 4 quarter hours
(Undergraduate)**

This course explores the links between yoga and feminist thought, considering the benefits of applying each philosophy to the practice of the other. Through direct experience with the practice of yoga, we will consider both the tension points and commonalities between yoga and feminist perspectives. We take up questions of how yoga practices can promote individual healing and growth, and also look beyond the individual to a consideration of the potential that yoga has to animate community-engaged practices toward social justice.

**WGS 270 | WOMEN IN CARIBBEAN SOCIETIES | 4 quarter hours
(Undergraduate)**

This is a survey course which focuses on the diverse social, cultural and political realities of women in the Caribbean region across and within historical periods marked by colonialism, slavery and indentureship; anti-colonial, nationalist and labor movements; economic globalization and the emergence of the postcolony. Drawing on primary documents, images, feminist postcolonial writings, the course investigates how women of indigenous, African, Chinese, Indian and multiracial (or "mixed") descent have been positioned within various societies, and in relationship to each other. Topics covered include visual representations of women, gender and sexuality; forms of resistance and political engagement; motherhood, reproduction and the State; women in various religious traditions; work and economic status; social class, color and femininities; popular culture.

WGS 275 | BLACK FEMINIST THEORIES IN A U.S. CONTEXT | 4 quarter hours**(Undergraduate)**

This course introduces students to the major figures, statements, and movements that shape Black feminist thinking, writing and activism in the United States. Issues examined may include social and economic equity, beauty and voice, activism and social change; and the exploration of identity and subjectivity through the lens of intersectionality, including race, gender, sexual orientation, class, citizenship, and immigrant status. Throughout we will consider how Black feminist thought is situated in larger frameworks of Western feminist thought and its linkages with international feminist discourses.

WGS 290 | SPECIAL TOPICS | 4 quarter hours**(Undergraduate)**

See course schedule for current offerings.

WGS 300 | FEMINIST THEORIES | 4 quarter hours**(Undergraduate)**

Disagreements about what counts as feminist theory have raged as the borders of feminist discourse have shifted over the past two and a half decades. Yet most feminists continue to insist that sex/gender be considered basic categories of analysis and theory. Broadly conceived, feminist theory—historical or contemporary—represents an attempt to understand and interpret the roots and causes of women's place in the world. This course examines how different theoretical perspectives address gender, class, racial, and sexual inequalities and the method(s) proposed for social change. Students will be required to critically engage these theories in terms of how they address the commonalities and differences among women, especially insofar as these are grounded in race, class, and sexual identifications and dissonances. This course is a core requirement for the Women's & Gender Studies major.

WGS 250 is a prerequisite for this course.

WGS 303 | GENDER, VIOLENCE AND RESISTANCE | 4 quarter hours**(Undergraduate)**

This course explores the social and cultural contexts of interpersonal violence in women's lives, with a focus on domestic violence, rape, harassment. The course seeks to understand how gender, race, class, sexuality, and national differences and inequalities shape the experiences of violence, the social and institutional responses to violence, and strategies for resistance and change.

WGS 305 | MOTHERING, WORK, AND REPRODUCTIVE JUSTICE | 4**quarter hours****(Undergraduate)**

This course examines the institution of motherhood and gendered and racialized divisions of labor through the framework of reproductive justice in a cross-cultural and transnational perspective. What does mothering have to do with the feminization of poverty? How does the labor of mothers impact struggles for social justice and equality? Why is making visible the work of mothering critical to the pursuit of economic justice? What are the entanglements of mothering in relation to queerness as well as heterosexuality? Central topics will include ideas about motherwork, sexuality, labor and wealth inequalities, marriage, reproductive rights and politics, and capitalism with attention to the imperatives of gender, racial, and economic justice. This course includes interdisciplinary scholarship drawing from history, popular culture, autobiography, critical race theory, feminist economics, and motherhood studies.

WGS 306 | GENDER AND FAMILIES | 4 quarter hours**(Undergraduate)**

Gender and Families is an upper-level undergraduate course that considers issues raised by the diverse roles that women, men, and children play in families. It focuses particular attention on the social construction of gender in families, and examines families in their social, economic, and political contexts. Topics covered include adult intimate relationships, the social construction of motherhood and fatherhood, and shifting gender relations of power in families, family stress and adaptation, and the impact of social policies on families' lives.

WGS 307 | WOMEN IN THE MIDDLE EAST: BEYOND THE VEIL | 4 quarter hours**(Undergraduate)**

This course explores how Middle Eastern Women have been represented in the media outside of the Middle East, by Arab women scholars, and "Third World" feminists and challenges these representations by focusing on issues such as veiling, the everyday lives of Middle Eastern Women, political activism, literary works, economics and social class, and media representations.

WGS 310 | FEMINIST ETHICS | 4 quarter hours**(Undergraduate)**

This course explores theoretical issues regarding women's moral experience and feminist approaches to liberation from various forms of socio-cultural and political oppression. It explores the moral status of women from their own experiences and perspectives, in contrast to traditional Western ethics' characterizations, as well as feminist ethical perspectives on oppressive social practices, such as racism and violence against women, and the ethical dimensions of difference among women.

WGS 314 | ANTIRACIST FEMINISMS | 4 quarter hours**(Undergraduate)**

This course introduces students to the wide array of feminist thinking regarding ideologies of race, racism, white privilege, ethnocentrism, racial and ethnic identifications, and their relationship to gender, class, sexual and national identities and locations. The ways that racism has divided women's movements and feminist organizations will be examined along with the work of feminist scholars, writers, activists, and advocates who have articulated explicitly anti-racist theories, analyses, and programs within the U.S. as well as internationally.

WGS 316 | REPRESENTATIONS OF THE BODY | 4 quarter hours**(Undergraduate)**

This course reflects the current explosion of intellectual interest in the body as a site of cultural meaning. The course addresses the questions of how the body is socially created and sustained. It explores those questions in terms of tensions between nature and culture, body and spirit, and how discourses of power converge in and on the body.

WGS 320 | TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE | 4 quarter hours**(Undergraduate)**

This course introduces students to transformative justice responses to violence that do not rely on state institutions. These include collective processes for support and healing, intervention, accountability, and prevention. The pedagogical praxis of learning will be through communal peacemaking circles and collective strategy sessions to create community responses to violence. Cross-listed as WGS 420.

WGS 322 | FEMALE IDENTITIES: YOUNG ADULT LITERATURE | 4 quarter hours (Undergraduate)

This course is an introduction to Young Adult Literature as a genre and explores how this literature relates to adolescent girls' experiences in diverse cultural contexts. It addresses themes related to physical and emotional development, the development of personal values and beliefs; the construction of identity; beliefs and attitudes about the body; interpersonal relationships; gender and sexuality; and coping with change, death, belonging, alienation, and escape. Course materials are multicultural with a focus upon the experiences of female adolescents in terms of ethnicity, culture, gender, religion, disability, as well as other dimensions of difference within national and international contexts.

WGS 324 | WOMEN IN THEATRE: A GLOBAL PERSPECTIVE | 4 quarter hours (Undergraduate)

This course examines the concepts of gender and theatrical performance with reference to history, culture, critical response, viewer interpretation, and identity in a global context. Students will study character as a dramatic construct with respect to gender, race, and class; it examines how dramatic images are as diverse as their cultural contexts; explores the concepts of reader and viewer response to theater; and interrogates the relationship between the American theatrical image and the larger global context within which images are created.

WGS 326 | WOMEN AND LAW | 4 quarter hours (Undergraduate)

This course investigates the variety of ways in which women come into relation with the law, e.g., through laws and judicial decisions dealing with equal opportunity. Cross-listed as PSC 363.

WGS 330 | LESBIAN LIVES | 4 quarter hours (Undergraduate)

This course explores constructions of lesbian lives, politics, and communities in the U.S. using the political cartoons of artist Alison Bechdel as a primary text, along with theoretical and historical readings. Students examine the constructions of identities and politics within lesbian culture, paying particular attention to how these have changed and evolved over time, and how community can be created and sustained. Cross-listed with WGS 430.

WGS 332 | CREATING CHANGE: CONTEMPORARY LGBTQ POLITICS | 4 quarter hours (Undergraduate)

This course explores the historical roots and contemporary realities of gay, lesbian, bisexual and transgendered (GLBT) politics, nationally and internationally. GLBT groups and individuals are gaining political recognition, challenging institutions, and creating change by asserting claims to rights and protections under law. Such issues as hate crimes, marriage, AIDS, and ballot initiatives over non-discrimination law and policy have entered the political mainstream since the 1970's. This course examines the GLBT movement, its political and social strategies, conflicts and issues, and the political roles played by its members as participants in political culture. Cross-listed as PSC 312 and LGQ 332.

WGS 334 | GIRLHOOD ALL AROUND THE WORLD | 4 quarter hours (Undergraduate)

This course will address issues related to growing up female and coming of age in the 21st century within a global context. We will focus on the following questions, what does it mean to be female, a girl, a young woman in diverse cultural and cultural contexts, examining the ways in which community, family, peers, schools and relationships with others, popular culture and public policy influence their lived experiences, attitudes, beliefs, behaviors, choices and possibilities. The analytical framework will be rooted in understanding how the intersections of race, ethnicity, class, sexual orientation, religion, and belief systems influence notions of the self, the body, and the construction of female identities.

WGS 336 | WOMEN AND FILM | 4 quarter hours (Undergraduate)

This course engages in the practice of critical literacy in the viewing of films, U.S. based and international, with attention to issues of representation, images, construction of identities and circulation of messages about what it means to be female in the contemporary world. Central topics will include issues and ideas about film as art, as a cultural product, and as an industry. Various genres of films will be examined and the course will also explore women as subjects, actors, producers and critics of film.

WGS 338 | SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW | 4 quarter hours (Undergraduate)

This course examines the historical and contemporary relationships between lesbians, gays, and the law in the U.S., focusing on the intersections of power, sexuality, and identity with issues of sexuality-based discrimination. It focuses on case law, along with social science and legal literature, seeking out a diversity of voices and experiences. Primary emphasis will be on cases that have come before the U.S. Supreme Court since the mid-1950's, with particular attention paid to how groups and individuals have reached out to the court system for redress of injustice and how these groups and individuals have exercised or failed to exercise power within the legal process. Cross-listed with LGQ 338.

WGS 342 | QUEER PIONEERS: CULTURE, GENDER, AND POLITICAL ACTIVISM | 4 quarter hours (Undergraduate)

This course examines some of the historical roots and contemporary realities of lesbian and gay politics in the United States through the biographies of pioneering individuals whose lives and work shaped an ongoing struggle for civil rights and social justice. The biographies of individuals who, as activists and artists, rose to challenge the conventions of culture, gender, and political exclusion will be studied in-depth to both illuminate the politics of social movement and suggest how these diverse individuals and experiences may influence past and future efforts for cultural and political change. Cross-listed with LGQ 319.

WGS 345 | WOMEN, WAR AND RESISTANCE | 4 quarter hours (Undergraduate)

This course aims to make feminist sense of contemporary wars and conflicts. It analyzes the intersections between gender, race, class, and ethnicity in national conflicts. The class traces the gendered processes of defining citizenship, national identity and security, and examines the role of institutions like the military in the construction of femininity and masculinity. The course focuses on the gendered impact of war and conflict through examining torture, mass rape, genocide, and refugee displacement.

WGS 352 | GENDER, COMMUNITY, AND ACTIVISM: COMMUNITY-BASED LEARNING IN WGS | 4 quarter hours (Undergraduate)

Gender, Community, and Activism : Community-Based Learning in WGS is an interdisciplinary experiential/service learning seminar designed for undergraduate and graduate students in the field of Women's and Gender Studies. In an effort to provide students with an experience that integrates the feminist-informed theoretical work of the classroom with practical application in the community, the course will pair students with internship opportunities at community-based organizations that focus on a cause/issue related to their particular area of scholarly interest. The course is designed to encourage learning by doing and reflecting, where students will be asked to reflect on their internship experiences outside of the classroom through course readings, written assignments, and class discussion.

WGS 354 | CONTEMPORARY KNITTING: GENDER, CRAFT, AND COMMUNITY SERVICE | 4 quarter hours (Undergraduate)

This course will explore the gendered history of knitting and its contemporary popularity as both a creative leisure-time activity and a means of providing community service. The social history and social construction of a gendered division of labor surrounding knitting, with its complexities, provide the theoretical foundation of the course. Students will learn the basic techniques of knitting and will be expected to practice their new skills in- and out-side of the classroom. They will reach a level of proficiency sufficient to producing a minimum of three contributions to service knitting projects.

WGS 355 | WOMEN AND ART | 4 quarter hours (Undergraduate)

This class considers both the history of women artists and representations of women from other cultures around the world, from prehistory to the contemporary era. In addition, it will introduce feminist methodologies that can be applied to specific case studies. Cross-listed with HAA 366, WGS 455 and MLS 474.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

WGS 362 | INTRODUCTION TO TRANSGENDER STUDIES | 4 quarter hours (Undergraduate)

This course considers the emerging interdisciplinary field of transgender studies and its indebtedness to transgender history and activism, paying particular attention to the relationship between trans studies in the academy and in queer and feminist communities. Introducing the student to the relationship between trans studies and feminist studies, philosophy, science and LGBTQ studies, we won't attempt to justify trans existence or identity but rather address the interlocking structures that both survey and exclude trans bodies. Cross-listed with LGQ 362.

WGS 363 | GLOBALLY QUEER: TRANSNATIONAL LGBTQ POLITICS | 4 quarter hours (Undergraduate)

This course explores how political issues affecting lesbian, gay, bisexual, transgender, and queer (LGBTQ) communities and individuals are linked to global and transnational politics of citizenship, power, security, and political economy. It focuses on how gender roles, relationships, and identities are constructed, deployed, challenged, and resisted around the world, paying particular attention to how these systems and structures are interconnected. Cross-listed as WGS 463.

WGS 364 | POLITICAL AUTOBIOGRAPHY | 4 quarter hours (Undergraduate)

This class explores the interplay of political, social, economic and aesthetic factors in feminist autobiography from a transnational perspective. We examine the ways that women's autobiography is being used to write themselves into history. Story is integral in the process of healing and building solidarity and coalitions for gender based organizing. Further, autobiography creates a space for the "alter-history" to be told: the absence of testimony and experience is created for others to gain hope, strength, and deeper understanding of others and themselves. Various forms and critiques of feminist autobiographies are explored, and how each impacts the political possibilities for readers. Cross-listed with PAX 364.

WGS 375 | FEMINISMS OF THE BLACK DIASPORA | 4 quarter hours (Undergraduate)

This course is designed to offer a critical examination of black women's experiences and thought within a global and transnational framework. The course examines works by and about black women in diverse social, political, and geographical contexts: the continent of Africa, Western Europe, Canada, Latin America, the Caribbean, and Australia. Topics to be explored will include issues of politics and ideology; power and inequality based on intersectionality of race and other dimension of identity; agency, activism, and social movements; the mass media, popular culture and social policies. Cross-listed with WGS 475.

WGS 378 | UTOPIAN AND DYSTOPIAN LITERATURE AND FILM: GENDER, RACE AND BEYOND | 4 quarter hours (Undergraduate)

What does the future hold for humankind on this planet and elsewhere? What will life be like in the not too distant as well as far distant futures? How will societies be organized? What kinds of cultural milieus will shape life and living? How will identities be articulated and negotiated? Who will govern? Who will be in resistance? Who will be present and who will be absent? How will things come to be? These questions will form the core of our study of a genre devoted to social commentary, envisioning vastly different ideas about the future, emergent from 20th century works.

WGS 386 | BLACK WOMEN'S EXPERIENCES: VARIABLE TOPICS | 4 quarter hours (Undergraduate)

Topics vary. This course is designed to address issues related to the particular experiences of women in the Black Diaspora. Topics will vary in terms of their particular focus in addressing issues that are important to understanding Black women's experiences in a US context and globally--making interconnections to the experiences of women of other ethnic, cultural, and national backgrounds. The course will provide occasions for students to study and examine issues such as Black women's cultural criticism, Black women in the arts, engagement in activism and social and political movements--literature and the media. Cross-listed with WGS 486 and ABD 386.

**WGS 387 | TEEN VIOLENCE PREVENTION | 4 quarter hours
(Undergraduate)**

This course is an interdisciplinary experiential/service learning seminar in which students will participate in, and critically reflect upon, a relationship violence prevention program in Chicago area high schools. This class will explore adolescent development, considering the ways in which economic, social, political and cultural contexts influence that development. In addition, we will focus on adolescent relationships, group work with teens, aggression and violence in intimate – in particular teen – relationships, and evaluation of programs to prevent teen violence. Each week students will address a set of theoretical and/or practical themes that in some way relate to teen violence and aggression, as well as prevention of such violence. Discussions of each theme will draw on course readings, lecture materials, and perhaps most importantly, students' experiences working with teens in schools.

**WGS 388 | QUEER THEORY: AN INTRODUCTION | 4 quarter hours
(Undergraduate)**

This course examines some of the central texts of queer theory in order to contextualize and historicize the notion of homosexuality as a primary category of identity. The issue of sexual normativity as it relates to gay and lesbian assimilation will also be discussed. Because of the significant relationship of gender and sexuality, we will also examine theories of embodiment and take up the debates around the politics of intersex and transgender identities. Formerly WMS 284.

**WGS 390 | WOMEN ACROSS CULTURES | 4 quarter hours
(Undergraduate)**

A critical analysis of the experiences of women around the world in diverse social contexts, examined through different disciplines, with a special emphasis on economics, politics and culture. Focus is on African, Asian and Latin American cultures and nondominant groups within western societies. (Cross-listed as WGS 490 and MLS 441)

**WGS 391 | METHODS AND SCHOLARSHIP IN WOMEN'S STUDIES | 4 quarter hours
(Undergraduate)**

An exploration of the transforming effects that feminist methodologies and scholarship have had in the social sciences and humanities. This course emphasizes interdisciplinary research approaches, feminist publishing, and the interplay of research and activism, as it prepares students to write a research proposal. Not recommended for non-majors. (Cross-listed as WGS 491)

**WGS 392 | INTERNSHIP | 1-4 quarter hours
(Undergraduate)**

By arrangement. Variable credit.

**WGS 394 | WOMEN, SELF, AND SOCIETY SEMINAR | 4 quarter hours
(Undergraduate)**

Women, Self and Society Seminar (cross-listed as Women's and Gender Studies 480 and Master's of Liberal Studies 468). Variable Topics. See course schedule for current offerings.

**WGS 395 | WOMEN'S STUDIES ADVANCED SEMINAR | 4 quarter hours
(Undergraduate)**

The Advanced Seminar emphasizes interdisciplinary methodology and students' independent research. Designed to be an integrating experience, the seminar will focus on discussion, response to research, and blending theory and application. The primary goal of the Advanced Seminar is the successful completion of a project or thesis reflecting your knowledge and passionate interests developed in your Women's and Gender Studies major, and it is designed to facilitate this process. Not recommended for non-majors.

WGS 391 or instructor permission is a prerequisite for this course.

**WGS 398 | TRAVEL/STUDY | 1-4 quarter hours
(Undergraduate)**

(Cross-listed with WGS 498)

**WGS 399 | INDEPENDENT STUDY | 1-6 quarter hours
(Undergraduate)**

By arrangement. Variable credit.

**WGS 400 | FEMINIST THEORIES | 4 quarter hours
(Graduate)**

This course is designed to provide you with an introduction to the development of some contemporary feminist theories: local, global, transnational. The theories are interpretive frameworks to analyze, understand and act in the world. The theorists/writers offer concepts to critically analyze structures and practices of oppression, privilege, resilience, and resistance; they provide frameworks for conducting feminist research, advocacy, and activism for personal, social, intellectual, and/or political change and transformation. In this course, we will examine how these theoretical perspectives seek to understand and address various systems of inequality and power and the method(s) that we - theorists, scholars, researchers, advocates, activists, artists, writers - propose for change. We will discuss how these various feminisms continue to develop and evolve in relation to one another and to changing historical, political, social, economic contexts. Cross-listed with MLS 440.

**WGS 405 | MOTHERING. WORK AND REPRODUCTIVE JUSTICE | 4 quarter hours
(Graduate)**

This course examines the institution of motherhood and gendered and racialized divisions of labor through the framework of reproductive justice in a cross-cultural and transnational perspective. What does mothering have to do with the feminization of poverty? How does the labor of mothers impact struggles for social justice and equality? Why is making visible the work of mothering critical to the pursuit of economic justice? What are the entanglements of mothering in relation to queerness as well as heterosexuality? Central topics will include ideas about motherwork, sexuality, labor and wealth inequalities, marriage, reproductive rights and politics, and capitalism with attention to the imperatives of gender, racial, and economic justice. This course includes interdisciplinary scholarship drawing from history, popular culture, autobiography, critical race theory, feminist economics, and motherhood studies.

**WGS 406 | GENDER AND FAMILIES | 4 quarter hours
(Graduate)**

This course considers issues raised by the diverse roles that women, men, and children play in families. It focuses particular attention on the social construction of gender in families, and examines families in their social, economic, and political contexts. Topics covered include adult intimate relationships, the social construction of motherhood and fatherhood, and shifting gender relations of power in families, family stress and adaptation, and the impact of social policies on families' lives.

**WGS 407 | WOMEN IN THE MIDDLE EAST: BEYOND THE VEIL | 4 quarter hours
(Graduate)**

This course explores how Middle Eastern Women have been represented in the media outside of the Middle East, by Arab women scholars, and "Third World" feminists and challenges these representations by focusing on issues such as veiling, the everyday lives of Middle Eastern Women, political activism, literary works, economics and social class, and media representations.

**WGS 410 | FEMINIST ETHICS | 4 quarter hours
(Graduate)**

This course explores theoretical issues regarding women's moral experience and feminist approaches to liberation from various forms of socio-cultural and political oppression. It explores the moral status of women from their own experiences and perspectives, in contrast to traditional Western ethics' characterizations, as well as feminist ethical perspectives on oppressive social practices, such as racism and violence against women, and the ethical dimensions of difference among women.

**WGS 414 | ANTIRACIST FEMINISMS | 4 quarter hours
(Graduate)**

This course introduces students to the wide array of feminist thinking regarding ideologies of race, racism, white privilege, ethnocentrism, racial and ethnic identifications, and their relationship to gender, class, sexual and national identities and locations. The ways that racism has divided women's movements and feminist organizations will be examined along with the work of feminist scholars, writers, activists, and advocates who have articulated explicitly anti-racist theories, analyses, and programs within the U.S. as well as internationally.

**WGS 415 | FEMINIST GENEALOGIES IN WOMEN'S AND GENDER STUDIES | 4 quarter hours
(Graduate)**

This course introduces graduate students to the field of Women's and Gender Studies. It delves into the divergent ways in which scholars have approached the intellectual project of studying women and gender. Through tracing the historical growth and development of the discipline and its institutionalization, the course explores how attention to intersectional, transnational, and queer feminisms have expanded the field and its topics of study.

**WGS 416 | REPRESENTATIONS OF THE BODY | 4 quarter hours
(Graduate)**

This course reflects the current explosion of intellectual interest in the body as a site of cultural meaning. The course addresses the questions of how the body is socially created and sustained. It explores those questions in terms of tensions between nature and culture, body and spirit, and how discourses of power converge in and on the body.

**WGS 420 | TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE | 4 quarter hours
(Graduate)**

This course introduces students to transformative justice responses to violence that do not rely on state institutions. These include collective processes for support and healing, intervention, accountability, and prevention. The pedagogical praxis of learning will be through communal peacemaking circles and collective strategy sessions to create community responses to violence. Cross-listed with WGS 320.

**WGS 422 | FEMALE IDENTITIES: YOUNG ADULT LITERATURE | 4 quarter hours
(Graduate)**

This course is an introduction to Young Adult Literature as a genre and explores how this literature relates to adolescent girls' experiences in diverse cultural contexts. It addresses themes related to physical and emotional development, the development of personal values and beliefs; the construction of identity; beliefs and attitudes about the body; interpersonal relationships; gender and sexuality; and coping with change, death, belonging, alienation, and escape. Course materials are multicultural with a focus upon the experiences of female adolescents in terms of ethnicity, culture, gender, religion, disability, as well as other dimensions of difference within national and international contexts.

**WGS 424 | WOMEN IN THEATRE: A GLOBAL PERSPECTIVE | 4 quarter hours
(Graduate)**

This course examines the concepts of gender and theatrical performance with reference to history, culture, critical response, viewer interpretation, and identity in a global context. Students will study character as a dramatic construct with respect to gender, race, and class; it examines how dramatic images are as diverse as their cultural contexts; explores the concepts of reader and viewer response to theater; and interrogates the relationship between the American theatrical image and the larger global context within which images are created.

**WGS 426 | WOMEN AND LAW | 4 quarter hours
(Graduate)**

This course investigates the variety of ways in which women come into relation with the law, e.g., through laws and judicial decisions dealing with equal opportunity.

**WGS 430 | LESBIAN LIVES | 4 quarter hours
(Graduate)**

This course explores constructions of lesbian lives, politics, and communities in the U.S. using the political cartoons of artist Alison Bechdel as a primary text, along with theoretical and historical readings. Students examine the constructions of identities and politics within lesbian culture, paying particular attention to how these have changed and evolved over time, and how community can be created and sustained. Cross-listed with WGS 330.

**WGS 440 | GENDERED COMMUNICATION | 4 quarter hours
(Graduate)**

Examines research into the ways the various aspects of communication are affected by and affect the social construction of gender. Topics covered include language and language usage differences, interaction patterns and perceptions of the sexes generated through language and communication. (Cross-listed as CMNS 523)

**WGS 445 | WOMEN, WAR AND RESISTANCE | 4 quarter hours
(Graduate)**

This course aims to make feminist sense of contemporary wars and conflicts. It analyzes the intersections between gender, race, class, and ethnicity in national conflicts. The class traces the gendered processes of defining citizenship, national identity and security, and examines the role of institutions like the military in the construction of femininity and masculinity. The course focuses on the gendered impact of war and conflict through examining torture, mass rape, genocide, and refugee displacement. Cross-listed as WGS 345.

**WGS 452 | GENDER, COMMUNITY, AND ACTIVISM: COMMUNITY-BASED LEARNING IN WGS | 4 quarter hours
(Graduate)**

Gender, Community, and Activism : Community-Based Learning in WGS is an interdisciplinary experiential/service learning seminar designed for undergraduate and graduate students in the field of Women's and Gender Studies. In an effort to provide students with an experience that integrates the feminist-informed theoretical work of the classroom with practical application in the community, the course will pair students with internship opportunities at community-based organizations that focus on a cause/issue related to their particular area of scholarly interest. The course is designed to encourage learning by doing and reflecting, where students will be asked to reflect on their internship experiences outside of the classroom through course readings, written assignments, and class discussion.

**WGS 455 | WOMEN AND ART | 4 quarter hours
(Graduate)**

Examines the work of the most significant women artists from the Renaissance to the present. It will also investigate how women have been represented in Western art by both male and female artists. Cross-listed as MLS 474.

**WGS 460 | GENDER AND SOCIETY | 4 quarter hours
(Graduate)**

Attention to the growing literature and empirical research on changing patterns in economic, psychological, and social outcomes for women and men. Consideration of various theories of gender differentiation and equality. (Cross-listed as MLS 447 and SOC 470)

**WGS 462 | INTRODUCTION TO TRANSGENDER STUDIES | 4 quarter hours
(Graduate)**

This course considers the emerging interdisciplinary field of transgender studies and its indebtedness to transgender history and activism, paying particular attention to the relationship between trans studies in the academy and in queer and feminist communities. Introducing the student to the relationship between trans studies and feminist studies, philosophy, science and LGBTQ studies, we won't attempt to justify trans existence or identity but rather address the interlocking structures that both survey and exclude trans bodies.

**WGS 463 | GLOBALLY QUEER: TRANSNATIONAL LGBTQ POLITICS | 4 quarter hours
(Graduate)**

This course explores how political issues affecting lesbian, gay, bisexual, transgender, and queer (LGBTQ) communities and individuals are linked to global and transnational politics of citizenship, power, security, and political economy. It focuses on how gender roles, relationships, and identities are constructed, deployed, challenged, and resisted around the world, paying particular attention to how these systems and structures are interconnected. Cross-listed as WGS 363.

**WGS 464 | POLITICAL AUTOBIOGRAPHY | 4 quarter hours
(Graduate)**

This class explores the interplay of political, social, economic and aesthetic factors in feminist autobiography from a transnational perspective. We examine the ways that women's autobiography is being used to write themselves into history. Story is integral in the process of healing and building solidarity and coalitions for gender based organizing. Further, autobiography creates a space for the "alter-history" to be told: the absence of testimony and experience is created for others to gain hope, strength, and deeper understanding of others and themselves. Various forms and critiques of feminist autobiographies are explored, and how each impacts the political possibilities for readers.

**WGS 465 | GLOBALIZATION, TRANSNATIONALISM, AND GENDER | 4 quarter hours
(Graduate)**

This course examines how gender-based inequities are linked to global and transnational politics of power, security, political economy, militarism, and ecology. There will be a focus on how gender roles, relationships, and identities are constructed, deployed, challenged, and resisted around the globe, paying particular attention to how systems and structures of gender, race, class, sexuality, age, ability, culture, religion, nation etc. are interconnected. It will explore how resistance to structural inequities is constructed within and across national boundaries, paying particular attention to the role of non-governmental organizations (NGOs) worldwide and how the responses of NGOs to crises (e.g., nuclearism, uneven economic development, environmental degradation) highlight the shortcomings of state-centered decision making.

**WGS 470 | ADVANCED PSYCHOLOGY OF WOMEN AND GENDER | 4 quarter hours
(Graduate)**

A review of research and theory on women's and gender, including sexist biases and methodology, feminist therapy, violence against women, and gender differences in the development of power and sexuality. Cross-listed as MLS 478 and PSY 561.

**WGS 473 | SEMINAR IN GRADUATE PROPOSAL WRITING | 4 quarter hours
(Graduate)**

This is a required proposal writing course designed for graduate students in Women's and Gender Studies. The class will provide space for discussion, shared experiences and intellectual resources for students to be able to write effective proposals for their final MA projects or research grants grounded in feminist praxis. The main objective of the class will be to provide a structured process toward constructing proposals collaboratively, highlighting practices of peer feedback.

WGS 400 and WGS 491 are prerequisites for this class.

**WGS 475 | FEMINISMS OF THE BLACK DIASPORA | 4 quarter hours
(Graduate)**

This course is designed to offer a critical examination of black women's experiences and thought within a global and transnational framework. The course examines works by and about black women in diverse social, political, and geographical contexts: the continent of Africa, Western Europe, Canada, Latin America, the Caribbean, and Australia. Topics to be explored will include issues of politics and ideology; power and inequality based on intersectionality of race and other dimension of identity; agency, activism, and social movements; the mass media, popular culture and social policies. Cross-listed with WGS 375.

**WGS 478 | UTOPIAN & DYSTOPIAN LITERATURE AND FILM: GENDER, RACE AND BEYOND | 4 quarter hours
(Graduate)**

What does the future hold for humankind on this planet and elsewhere? What will life be like in the not too distant as well as far distant futures? How will societies be organized? What kinds of cultural milieus will shape life and living? How will identities be articulated and negotiated? Who will govern? Who will be in resistance? Who will be present and who will be absent? How will things come to be? These questions will form the core of our study of a genre devoted to social commentary, envisioning vastly different ideas about the future, emergent from 20th century works.

**WGS 480 | SELECTED TOPICS: WOMEN, SELF AND SOCIETY | 4 quarter hours
(Graduate)**

Topics vary. See schedule for current offerings. [Cross-listed as MLS 468 and WGS 394].

**WGS 485 | WOMEN, GENDER, AGENCY, AND SOCIAL CHANGE | 4 quarter hours
(Graduate)**

This course will examine women's individual and collective involvement in social, economic, and political resistance and change. The course will focus on women's participation with attention to the ways that gender shapes the history and development of social movements organized at local, national, regional and global levels, within and across differences of race, class, ethnicity, nationality, religion, geographic location and sexuality. Concrete examples of women's and gender movements within particular historical and geographical contexts, including within Africa, Latin America, Europe, the Middle East, Asia, the United States, among others, will be highlighted.

WGS 486 | BLACK WOMEN'S EXPERIENCES: VARIABLE TOPICS | 4 quarter hours (Graduate)

Topics vary. This course is designed to address issues related to the particular experiences of women in the Black Diaspora. Topics will vary in terms of their particular focus in addressing issues that are important to understanding Black women's experiences in a US context and globally: making interconnections to the experiences of women of other ethnic, cultural, and national backgrounds. The course will provide occasions for students to study and examine issues such as Black women's cultural criticism, Black women in the arts, engagement in activism and social and political movements –literature and the media.

WGS 488 | QUEER THEORY: AN INTRODUCTION | 4 quarter hours (Graduate)

This course examines some of the central texts of queer theory in order to contextualize and historicize the notion of homosexuality as a primary category of identity. The issue of sexual normativity as it relates to gay and lesbian assimilation will also be discussed. Because of the significant relationship of gender and sexuality, we will also examine theories of embodiment and take up the debates around the politics of intersex and transgender identities.

WGS 490 | WOMEN ACROSS CULTURES | 4 quarter hours (Graduate)

A critical analysis of the roles of women in societies around the world, with special emphasis on economics, politics and culture. Focus is on African, Asian and Latin American cultures and nondominant groups within Western societies. Topics vary each quarter. (Cross-listed as MLS 441 and WGS 390)

WGS 491 | METHODS AND SCHOLARSHIP IN WOMEN'S & GENDER STUDIES | 4 quarter hours (Graduate)

An exploration of the transforming effects that feminist methodologies and scholarship have had in the social sciences and humanities. This course emphasizes interdisciplinary research approaches, feminist publishing, and the interplay of research and activism, as it prepares students to write a research proposal.

WGS 400 is a prerequisite for this course.

WGS 492 | WGS MA PRACTICUM | 4 quarter hours (Graduate)

This course is an individual practicum that will encompass research, pedagogy, or organization-based experiential learning. The practicum experience must be designed in consultation with the Director of Graduate Studies, and/or the student's WGS Faculty Advisor. The practicum course may take the shape of a community service project or internship, a teaching assistant internship, a research assistant internship, or a micro-internship (a short-term project to help the student develop new skills and explore professional or career options). Students who are planning to continue their graduate education and pursue doctoral-level work will likely choose to work closely with a faculty member as a research intern or by participating in our teaching assistant internship program. This course meets the experiential-based learning requirement for the master's program. A minimum of 4 credit hours required (in either WGS 492 or WGS 452). Course cannot be repeated.

WGS 493 | FINAL PROJECT INDEPENDENT RESEARCH | 4-8 quarter hours (Graduate)

This course involves individual investigation and research (toward completion of the Master's thesis, project, or portfolio) under the supervision of a faculty member. A minimum of 4 credit hours required. Course can be repeated for a total of 8 credit hours.

WGS 495 | SPECIAL TOPICS IN WOMEN'S STUDIES | 4 quarter hours (Graduate)

Topics vary. See schedule for current offerings.

WGS 496 | CANDIDACY CONTINUATION | 0 quarter hours (Graduate)

This 0-credit hour course is available to master's degree candidates who are actively working toward the completion of a thesis, project, or portfolio. Enrollment in this course is limited to three quarters and requires thesis/project advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries and requires the equivalent of half-time enrollment status. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

WGS 497 | CANDIDACY MAINTENANCE | 0 quarter hours (Graduate)

This 0-credit hour course is available to graduate students who are not registered for a course in a given quarter but need to maintain active university status. Enrollment in this course is limited to three quarters and requires permission of the graduate director. Enrollment in this course allows access to the library and other campus facilities. This course does not carry an equivalent enrollment status and students in it are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

WGS 498 | FOREIGN STUDY | 4 quarter hours (Graduate)

Foreign Study.

WGS 499 | INDEPENDENT STUDY | 12.00 quarter hours (Graduate)

World Language Education (WLE)

WLE 326 | THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE | 4 quarter hours (Undergraduate)

This course introduces key foundational theories of English as a second language and world language education that form the basis of our development as language education practitioners and professionals. The course explores theories of language, theories of learning and learners from early childhood to adult, and theory-driven teaching, as well as the philosophical paradigms that inform them. Foundational theories are introduced as problem-solving tools that provide interdisciplinary perspectives of English as a second language and world language education, and as frameworks for critically reading literature on language education theory, research, and methods.

WLE 349 | STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 | 4 quarter hours (Undergraduate)

This course prepares candidates to teach world languages at the elementary, middle and secondary school levels consonant with an aligned approach to meeting national and state WLE standards and Common Core standards. It examines the theory and practice of traditional or standard methods of teaching world languages (e.g., communicative approach, natural approach, etc.) with an emphasis on developing alternative, post-method strategies and using diverse resources, as well as on reformulating world languages instruction to integrate subject matter content into the curriculum, including science, social studies, math, fine arts, etc. Engages candidates in understanding and applying the "Five Cs"-Communication, Cultures, Connections, Comparisons, and Communities outlined in the national standards-toward this end. Lesson and unit development, evaluation/assessment, and classroom management also will be discussed. Issues that emerge in planning and instruction are discussed and deliberated through university classroom experiences as well as required fieldwork (20/15 hours; level 1 in language of certification).

WLE 360 | SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION | 4 quarter hours (Undergraduate)

This course is an introduction to the theoretical study of second, world and heritage language acquisition (SLA) from a generative and psycholinguistic perspective. The content of the class is founded on the major concepts and issues of language acquisition, including UG-access, L1-transfer, age effects, and the acquisition of form vs. meaning. The course pays particular attention to empirical second and world language studies at the syntax/semantics interface. Course readings and discussion examine the complexities of the processes involved in acquiring a world language that includes the relation between first and second language acquisition; contrastive and error analysis; interlanguage; the social and cultural influences on SLA; learner variability; learning strategies; and classroom interaction analysis. Issues surrounding second, world and heritage language acquisition are discussed and deliberated through university classroom experiences as well as required field experiences. Includes clinical hour requirement.

WLE 370 | LANGUAGE, LITERACIES AND CULTURES | 4 quarter hours (Undergraduate)

This course examines the interdisciplinary study of first, second and world languages and multiple L1 and L2 literacies in their cultural, social, and political contexts, with emphasis on issues of ethnicity, identity, social class, gender, power, and other related topics relative to ideologies of reading and writing the world through reading and writing the word. Especial focus is placed on these topics as they pertain to the extant research on language, literacy, and culture represented in language communities, as well as in the literature, art, music, and popular culture of those communities as a means of advocating for students' sense of identity as global citizens. Includes clinical hour requirement.

WLE 375 | WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT | 4 quarter hours (Undergraduate)

This course engages students in WLE curriculum development and language program advocacy, creation, and sustainability based on an examination of federal and state WLE history and policies and on a review of national and state standards. Reviews theory and application of curriculum development to world language instructional programs, such as design, scope and sequence, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal world language education program models are examined and analyzed in light of WLE history, policy, and standards (20/15 hours; level 1).

WLE 326, WLE 349, WLE 360, WLE 370 and BBE 307 are prerequisites for this class.

WLE 384 | CAPSTONE IN WORLD LANGUAGE EDUCATION | 4 quarter hours (Undergraduate)

This course is taken concurrently with WLE 385, Student Teaching in World Languages. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and career as teachers. COREQUISITE(S): WLE 385.

WLE 385 | STUDENT TEACHING IN WORLD LANGUAGES | 12 quarter hours (Undergraduate)

(12 credits) Student teaching is the culminating experience of the World Languages certification program. It is a ten-week, 30-hour/week experience. Students must successfully complete student teaching with a grade of B- or better in a language classroom in which they are seeking certification to teach. The course is taken concurrently with WLE 384, World Languages Capstone. Application and approval required. Open only to DePaul students. (12 credit hours)

Writing Rhetoric and Discourse (WRD)

WRD 98 | PREPARATION FOR COLLEGE READING | 4 quarter hours (Undergraduate)

For students who need extra preparation in the development of college reading skills. Emphasizes development of reading strategies suitable for understanding a range of texts.

WRD 102 | BASIC WRITING II | 4 quarter hours (Undergraduate)

WRD 102 prepares students for college-level writing by examining composing processes and the way writers function in a community of other writers and readers. The course helps students increase the effectiveness of their writing practices and develop a sense of confidence in themselves as writers. The course is ideal for students with less writing experience or those who want more exposure before taking WRD 103.

WRD 102X | BASIC WRITING (FOR NON-NATIVE SPEAKERS) | 4 quarter hours**(Undergraduate)**

WRD 102x prepares students for college-level writing by examining composing processes and the way writers function in a community of other writers and readers. The course helps students increase the effectiveness of their writing practices and develop a sense of confidence in themselves as writers. The course is ideal for students with less writing experience or those who want more exposure before taking WRD 103 or 103x. X sections are specifically designed for students whose first or dominant language is not English. Students have the opportunity to focus on writing challenges that are unique to writing English as a second or additional language, including increased attention to language skills and to the cultural expectations of U.S. academic audiences. The lower enrollment capacity allows for greater attention to students' individual writing needs. WRD 102x addresses the same learning outcomes as WRD 102.

WRD 103 | COMPOSITION AND RHETORIC I | 4 quarter hours**(Undergraduate)**

An introduction to the forms, expectations, and conventions of writing at the college level. Emphasis on audience analysis, rhetorical stance, and the nature of the composing process.

WRD 103X | COMPOSITION AND RHETORIC I (FOR NON-NATIVE SPEAKERS) | 4 quarter hours**(Undergraduate)**

An introduction to the forms, expectations, and conventions of writing at the college level. Emphasis on audience analysis, rhetorical stance, and the nature of the composing process. X sections are specifically designed for students whose first or dominant language is not English. Students have the opportunity to focus on writing challenges that are unique to writing English as a second or additional language, including increased attention to language skills and to the cultural expectations of U.S. academic audiences. The lower enrollment capacity allows for greater attention to students' individual writing needs. WRD 103x addresses the same learning outcomes as WRD 103.

WRD 104 | COMPOSITION AND RHETORIC II | 4 quarter hours**(Undergraduate)**

Developing a convincing argument with information and evidence drawn from a variety of sources. Emphasis on effective research strategies and professional use of sources.

WRD 103 (C- or better required) or HON 100 is a prerequisite for this course.

WRD 104X | COMPOSITION & RHETORIC II (FOR NON-NATIVE SPEAKERS) | 4 quarter hours**(Undergraduate)**

Developing a convincing argument with information and evidence drawn from a variety of sources. Emphasis on effective research strategies and professional use of sources. X sections are specifically designed for students whose first or dominant language is not English. Students have the opportunity to focus on writing challenges that are unique to writing English as a second or additional language, including increased attention to language skills and to the cultural expectations of U.S. academic audiences. The lower enrollment capacity allows for greater attention to students' individual writing needs. WRD 104x addresses the same learning outcomes as WRD 104.

WRD 103 or WRD 103X or equivalent is a prerequisite for this class. A grade of C- or better is required in the prerequisite class.

WRD 108 | COLLEGE READING | 4 quarter hours**(Undergraduate)**

Devoted to the acquisition and development of analytical, critical, and interactive reading skills essential to continued success in college, regardless of intended major. Emphasizes effective reading techniques, vocabulary development, and comprehension improvement applicable to all academic disciplines.

WRD 111 | TRANSITION DEPAUL | 2 quarter hours**(Undergraduate)**

This course prepares new international transfer students for academic success at DePaul. It serves as an introduction to academic support services and opportunities available at DePaul, and the conventions of US academic culture, and the City of Chicago as an academic and culture resource. Topics include differences in approaches to teaching and learning; creating and sustaining productive student-faculty relationships; successful study patterns; and the relationship between liberal and professional education in American culture. Students will do assigned reading on course topics, keep a reflective journal, and engage with each other through discussion and presentation.

WRD 200 | WRITING IN THE DISCIPLINES | 4 quarter hours**(Undergraduate)**

Preparation for writing in academic disciplines. Special attention to forms, conventions, and expectations in university writing at the intermediate level.

WRD 201 | DIGITAL WRITING | 4 quarter hours**(Undergraduate)**

An introduction to the study and practice of writing in the digital age. Students will consider a range of digital text types, such as web pages, social media, blogs, online videos, and interactive media, to better understand the technologies, rhetorical conventions, and practices that contribute to and emerge from digital texts. Students will also produce digital texts of their own. No prior digital production experience is necessary.

WRD 103 (C- or better required) or HON 100 is a prerequisite for this course.

WRD 202 | PROFESSIONAL WRITING FOR BUSINESS | 2 quarter hours**(Undergraduate)**

Effective organization and design of documents common in business life - letters, memos, reports, and resumes. Attention to audience, purpose, and style. Two quarter hours credit.

WRD 104 or HON 100 is a prerequisite for this course.

WRD 202X | PROFESSIONAL WRITING FOR BUSINESS (FOR NON-NATIVE SPEAKERS) | 2 quarter hours**(Undergraduate)**

Effective organization and design of documents common in business life - letters, memos, reports, and resumes. Attention to audience, purpose, and style. These sections are specifically designed for students whose first or dominant language is not English. Students will have the opportunity to focus on writing challenges that are unique to writing in a second or additional language, including increased attention to language skills and to the cultural expectations of both U.S. and international business audiences. These sections address the same course objectives all WRD 202 sections. Two quarter hours credit.

WRD 104 or HON 100 is a prerequisite for this course.

**WRD 203 | STYLE FOR WRITERS | 4 quarter hours
(Undergraduate)**

This course provides students with opportunities to explore stylistic choices in written prose. Students will examine both published work and their own writing to explore how to manipulate language in specific contexts to achieve specific ends. Writing workshops will help students provide and receive constructive comments aimed at revision of drafts.

**WRD 204 | TECHNICAL WRITING | 4 quarter hours
(Undergraduate)**

In this course, students learn to communicate and interpret specialized information for readers' practical use. The course highlights the action-orientated goals of technical writing and the importance of accurately communicating information to users. The course provides an overview of key issues related to technical writing such as usability, audience analysis, designing pages and screens, effective collaboration with peers, interpreting and presenting data, and writing clearly and persuasively. Students learn to write, revise and present common technical writing genres such as instructions, tutorials, manuals, reports, product/process descriptions, proposals, and oral presentations.

**WRD 205 | HISTORY OF LITERACIES AND WRITING | 4 quarter hours
(Undergraduate)**

Literacy is traditionally defined as the ability to read and write. This course will expand that definition to also explore the technological, cultural, and political aspects of literacy from the earliest archeological record of writing to modern information technology and digital literacy. Students will examine practices and narratives surrounding literacy, learn how both physical media and social power constrain what information gets recorded and how, and question the implications of these constraints on the ways we define and engage literacy and writing.

**WRD 206 | PROFESSIONAL WRITING | 4 quarter hours
(Undergraduate)**

In this introductory course, students learn fundamentals of professional writing, with a special focus on distinguishing academic writing from workplace writing. The course provides a solid foundation that students can build on as they develop specializations in their professional fields. Through a series of short assignments, students explore the structure and format of typical professional writing documents, examine a variety of workplace writing situations, and begin developing a clear and concise style appropriate for professional settings. Students analyze and write a number of workplace genres, such as memos, emails, letters, resumes, short reports, web documents, and professional presentations.

**WRD 207 | INTRODUCTION TO WRITING AND RHETORIC | 4 quarter hours
(Undergraduate)**

An introduction to key concepts in the history of rhetoric, the development and current state of rhetoric and writing, and the impact of rhetoric on contemporary life. The course aims at understanding rhetoric as a theoretical approach, a set of practices, and a discipline.

**WRD 208 | INTRODUCTION TO REASONED DISCOURSE | 4 quarter hours
(Undergraduate)**

Study of the problems of reasoned discourse, emphasizing invention and construction of arguments for varied audiences.

WRD 104 or HON 100 is a prerequisite for this course.

**WRD 209 | GENRE AND DISCOURSE | 4 quarter hours
(Undergraduate)**

In this class, students examine how discourse and genres are used to frame issues and instantiate values and beliefs. Students will explore theories of genre and discourse, learn to analyze how genre and discourse operate, understand the relationship of formal features to beliefs and practices, and produce texts in a variety of genres.

**WRD 210 | CULTURAL RHETORICS | 4 quarter hours
(Undergraduate)**

In this course, students examine how systemic power impacts cultural-rhetorical production for individuals and communities. Students will explore how rhetoric and culture are overlapping and interdependent concepts. Students will also examine of how culture and meaning-making are produced through relationships, symbols, material conditions, locations, and ordinary day-to-day practices.

WRD 103 (C- or better required) or HON 100 is a prerequisite for this course.

**WRD 220 | HOW LANGUAGE WORKS | 4 quarter hours
(Undergraduate)**

The focus of this course is on linguistics as the study of how language works in the minds and brains of its speakers, taking an approach that focuses on the mental representation of language. We develop a theory of language knowledge that includes knowledge of sound systems, sentence structure, and meaning, and along the way we investigate data from diverse languages to illustrate how linguists think and reason. We also draw connections between linguistic knowledge and other types of cognition, as well as connections between linguistics and related fields, including philosophy, psychology, and neuroscience.

**WRD 227 | WRITING RESEARCH WITH IDENTITY | 2 quarter hours
(Undergraduate)**

An introduction to exploring the relationship between identity and research and its effect on writing research papers. Students will reflect on how their cultural and socioeconomic background intersects with their desire to write research papers. The course is specifically designed for students in DePaul's Arnold Mitchem Fellows Program.

**WRD 228 | WRITING AN ANNOTATED BIBLIOGRAPHY | 2 quarter hours
(Undergraduate)**

In this course, student will learn how to create annotated bibliographies that align with their research identity. Students will identify a research topic, develop a preliminary question, and analyze sources to create an annotated bibliography. The course is specifically designed for students in DePaul's Arnold Mitchem Fellows Program.

**WRD 229 | WRITING A LITERATURE REVIEW | 2 quarter hours
(Undergraduate)**

In this course, students will learn how to write literature reviews that align with their research identity. Using their annotated bibliography create from WRD 228 students will outline, draft, and finalize a literature review that improves their understanding of a research topic in preparation for future research projects. The course is specifically designed for students in DePaul's Arnold Mitchem Fellows Program.

**WRD 231 | GOOGLING GOD: RELIGIOUS PRACTICES IN DIGITAL CULTURE | 4 quarter hours
(Undergraduate)**

This course examines how religious rituals and practices, in both historical and contemporary contexts, have been adopted and adapted in digital culture and by new media technologies. By exploring the intersections of religious and digital practices, students will consider the relationship between spiritual transcendence and secular technologies and will identify diverse religious perspectives and evaluate ethical positions on the relationship of religion, technology, and culture.

WRD 232 | THE LANGUAGE OF DISABILITY | 4 quarter hours
(Undergraduate)

This course considers a variety of texts, such as scholarly works, symbols, and expressions in popular culture, to explore the critical role language plays in determining disability and related concepts. We will consider how both dominant and dissenting cultural discourses regulate actions we take on behalf of or against those defined as disabled. The course will explore how rhetorical dynamics in varied professions shape the implications of disability, making it appropriate to students with a wide range of academic and career interests.

WRD 103 (C- or better required) or HON 100 is a prerequisite for this course.

WRD 240 | ARGUMENTATIVE WRITING | 4 quarter hours
(Undergraduate)

Students in this course will learn techniques for constructing argumentative writing, working with rhetorical methods of inventing and arranging written arguments. Students will examine different genres of argument, but the focus in the course will be on student production and revision. This course builds on and extends skills in argumentative writing that students gain in the first-year writing program.

WRD 104 or HON 100 is a prerequisite for this course.

WRD 241 | THE ESSAY FROM PRINT TO NEW MEDIA | 4 quarter hours
(Undergraduate)

An introduction to one of the most elastic of artistic forms, this course explores the history of the essay from its origins in alphabetic text to contemporary renditions in film, audio, and interactive media. With close attention to social, political, and historical contexts, students will consider how essayists join content with form to simultaneously meet aesthetic and persuasive ends. By composing their own essays in varied media, students will explore the essay as both a work of art and a work of social action.

WRD 260 | RHETORICAL ANALYSIS | 4 quarter hours
(Undergraduate)

This course will introduce students to methods for analyzing symbolic acts and artifacts in order to understand the perspectives and motivations which shaped them. Students will analyze a variety of rhetorical artifacts from several perspectives including classical rhetoric, argumentation, metaphor, feminism, dramatism, and ethics. Through analysis, students will learn how messages are constructed in order to produce certain effects as well as how to question and respond critically to communication.

WRD 261 | DIGITAL CULTURE | 4 quarter hours
(Undergraduate)

Digital information technologies proliferate in our culture, significantly impacting the rhetorical contexts in which we work and play. This course will explore a variety of topics related to the expansion of digital culture and rhetoric such as the development of the Internet; gaming; the construction of personal and group identity; media convergence; the distribution of work; community, group, and subculture formation online; political and policy issues; cyberterrorism; privacy, and the representation of technology in popular media.

WRD 262 | THE RHETORIC OF EVERYDAY TEXTS | 4 quarter hours
(Undergraduate)

From transit signs to nutritional information, to tagging, to social media posts, we encounter "everyday texts" continually in our day-to-day lives. This course examines the social, rhetorical, and technological contexts that form and are formed by such texts, while examining how and why such texts can and do become notable or even extraordinary. The course considers print, digital, and hybrid platforms for both readers and writers. No prior experience with production technologies is necessary.

WRD 263 | READING BETWEEN THE GROOVES: THE RHETORICAL POWER OF POPULAR MUSIC | 4 quarter hours
(Undergraduate)

How do songs from rock, hip hop, R&B, country, folk, and other genres make arguments? How do performances by popular musicians offer perspectives on society, politics, and culture? This course takes up these and other questions as it analyzes the power of popular music, guided by the premise that it is both serious and rhetorically complex. The course explores the cultural work of diverse genres, and students may apply what they learn to artists of their choice in papers and projects.

WRD 264 | LANGUAGE, SELF AND SOCIETY | 4 quarter hours
(Undergraduate)

This course will explore the way language fundamentally shapes culture and identity. The course will focus particular attention on how we use language and its relationship to thought and power.

WRD 103 (C- or better required) or HON 100 is a prerequisite for this course.

WRD 265 | SOCIAL MOVEMENT, SOCIAL MEDIA, AND AMERICAN IDENTITIES | 4 quarter hours
(Undergraduate)

From civil rights and black power movements to women's liberation and gay rights judicial activism, Americans have participated in social movements to protest precarious conditions and achieve a more livable life. This course introduces students to the study of social movements from a rhetorical perspective and explores ways that social media has reoriented American political participation by democratizing access to information, disrupting old models of power distribution, and allowing for rapid, broad coalition building and immediate moments of multimodal protest.

WRD 103 (C- or better required) or HON 100 is a prerequisite for this course.

WRD 266 | LEVELING UP: THE SOCIAL RHETORIC OF VIDEO GAMES | 4 quarter hours
(Undergraduate)

Since the 1980s, the culture of video games has evolved from the arcade to the Internet. So too has the way gamers communicate about themselves and their games among themselves. This course will explore video games as both a reflection and engine of culture, as seen through gamers' rhetorical action. We will consider video games and identity, the rhetorical context of games and online spaces, games as artistic and persuasive texts, and the discourse communities surrounding various gaming genres. You will analyze games themselves, the writing that surrounds them, and the larger cultural moments games both occupy and create. WRD 104 or its equivalent is recommended as a prerequisite.

WRD 270 | ACADEMIC READING FOR INTERNATIONAL/MULTILINGUAL STUDENTS | 4 quarter hours
(Undergraduate)

This course prepares international/multilingual students to become more efficient, effective, and critical readers. By developing a range of focused reading strategies, and a deeper awareness of how academic texts function rhetorically within scholarly conversations, students will strengthen their abilities to understand, analyze, and respond to academic readings. Students will practice applying critical reading skills to selected texts from their specific majors. WRD 103 is recommended.

**WRD 280 | WRITING IN THE SCIENCES | 4 quarter hours
(Undergraduate)**

This course examines the relationship between writing and knowledge-building in the physical sciences, exploring both the historical development of written scientific argument and contemporary genres of writing in the sciences. Students will read, analyze, and discuss a range of scientific genres, including scientific articles, policy reports, public science writing, and presentation formats, while also producing a variety of scientific writing styles. WRD 104 is recommended as a prerequisite.

**WRD 281 | WRITING CENSORSHIP | 4 quarter hours
(Undergraduate)**

An introduction to censorship as both a mechanism of social control and a fundamental element of all rhetorical situations. Explores the history of censorship in the West and engages theoretical questions about the power of language and its suppression as a force for violence. Affords students opportunities to experiment with effective strategies of resistance by writing under varied conditions of censorship.

WRD 103 (C- or better required) or HON 100 is a prerequisite for this course.

**WRD 282 | ETHICS OF PUBLIC AND PROFESSIONAL WRITING | 4 quarter hours
(Undergraduate)**

This course introduces a critical moral philosophical framework for the study of public and professional writing. Students will learn to critique historic and contemporary texts from an ethical perspective. Students will also explore contemporary ethical issues for writing in digital environments and varied professional contexts.

WRD 103 (C- or better required) or HON 100 is a prerequisite for this course.

**WRD 283 | ENVIRONMENTAL WRITING | 4 quarter hours
(Undergraduate)**

In this class, students will develop knowledge, critical thinking skills, and multi-modal literacies that define writing practices in the environmental community. In order to become more proficient writers, students will analyze and practice a range of genres relevant to environmental issues in the workplace and the larger public sphere, from professional documents such as proposals and reports to research articles aimed at the general public and published in traditional or electronic media. Students will also analyze various new-media genres as indicators of public interests and as tools for reaching and engaging diverse audiences. WRD 104 is recommended.

**WRD 284 | SPORTS WRITING IN AMERICA: MYTHS, MEMORIES, HEROES AND VILLAINS | 4 quarter hours
(Undergraduate)**

This course explores the role of writing within and across multiple sports, viewed through historic, cultural, social, and economic lenses. Students will read, analyze, and discuss multiple genres, including reporting, memoir/nonfiction, and argument, and draft and revise their own writing in these genres on the sports of their choice. WRD 104 is recommended.

WRD 103 (C- or better required) or HON 100 is a prerequisite for this course.

**WRD 285 | TRUTH IN DISGUISE: THE RHETORIC OF SATIRE | 4 quarter hours
(Undergraduate)**

Attention to satire as a rhetorical strategy used to persuade, convince, inform, and provoke change or action. Examination of the use of satire to comment on social and political issues across multiple modes and media through the study of particular satirical texts in contemporary and historical contexts. Through the study and composition of satire, students will develop a critical attitude toward satire and the capacity to use satire with rhetorical awareness.

WRD 103 (C- or better required) or HON 100 is a prerequisite for this course.

**WRD 286 | WRITING WITH PHOTOGRAPHS | 4 quarter hours
(Undergraduate)**

This course explores how writers can use photographs and photography in their writing process and in their texts. Students will use writing to engage with photographs from their personal archives and from public collections, as well as shoot their own photographs and write accompanying text. The course also introduces literary, documentary, and theoretical works that model how photographs and language can work together. No prior experience with photography is necessary, though students must have access to a camera or camera phone.

**WRD 287 | THE COMIC BOOK AS VISUAL ARGUMENT | 4 quarter hours
(Undergraduate)**

This course explores the rhetorical interplay between text and image in the medium of the comic book. The study of the rhetorical art of graphic discourse and the various techniques used by authors and artists working in the medium. Students will examine how the genre of the comic combines text and image to introduce real social questions and argue for interpretations of historical events. Students will move from written analysis of texts to production of their own visual texts in the graphic medium using digital applications.

**WRD 288 | RHETORIC AND POPULAR CULTURE | 4 quarter hours
(Undergraduate)**

In this class, students will learn to think critically about works of popular culture, including how writers use various rhetorical strategies to explore, examine, and draw conclusions about works of art, the context in which they were created, and the culture that created them. Working in a variety of media, genres, and formats, students will apply these lessons to their own writing about cultural products, composing arguments about and evaluations of cultural products and events including music, art, books/comics, television, movies, sports, restaurants, and more. By reading and composing criticisms of pop culture with attention to rhetorical context and genre awareness, students will hone their ability to engage with and respond meaningfully to the cultural phenomena that surround us daily, becoming more purposeful consumers of popular culture in the process.

WRD 103 or HON 100 is a prerequisite for this course.

**WRD 289 | WRITING ABOUT RIGHTS | 4 quarter hours
(Undergraduate)**

Rights claims are a central part of public discourse today. In this course, students learn how to examine such claims from the perspective of rhetoric and language studies. Students will explore the common rhetorical and linguistic features in rights-based arguments, as well as the underlying assumptions that give rights arguments their force. In addition to reading about and discussing examples of rights-based arguments, students write about rights themselves, both by analyzing contemporary rights claims, and by building arguments in favor of rights that they believe are of special importance.

WRD 103 (C- or better required) or HON 100 is a prerequisite for this course.

**WRD 290 | WRITER'S TOOLS WORKSHOP | 2 quarter hours
(Undergraduate)**

Introduction to and practical engagement with specific digital technologies and/or multimodal environments. Two Credit Hours. Tools/topics vary. Can be repeated for credit as topics vary.

**WRD 291 | THE SCIENTIFIC RESEARCH POSTER | 2 quarter hours
(Undergraduate)**

An introduction to the poster as a mode for presenting scientific research in conference settings. In-class workshops will step students through the poster writing and design process, including modules on project planning, the composition and organization of written content, data visualization, fundamentals of visual design and how to talk about your poster with conference attendees. Students will compose and design a poster on a timeline to present at DePaul's annual Natural Science, Mathematics and Technology Showcase.

**WRD 300 | COMPOSITION AND STYLE | 4 quarter hours
(Undergraduate)**

Advanced instruction in invention, arrangement, and style, toward developing clear and effective prose styles.

WRD 104 or HON 100 is a prerequisite for this course.

**WRD 301 | WORKPLACE WRITING: THEORY AND PRACTICE | 4 quarter hours
(Undergraduate)**

Students examine the roles of writing (transactional, informative, and persuasive) in professional contexts and learn common features of workplace writing situations (internal vs. external documents, collaboration, distribution of expertise and authority, content management, globalization) and strategies for responding to them. They will also learn about stylistic conventions common to workplace genres (building an effective professional persona through writing - tone, document design) and their typical formats. Theory and analysis will ground discussions of production and production-based projects.

**WRD 306 | RHETORICAL TRADITIONS | 4 quarter hours
(Undergraduate)**

In this historical survey course, students examine a variety of traditions in rhetorical thought. Students will become familiar with key concepts in the Western rhetorical traditional, while also interrogating the centrality of that tradition by examining marginalized or resistant currents in rhetorical thought.

**WRD 309 | TOPICS IN WRITING, RHETORIC AND DISCOURSE | 4 quarter hours
(Undergraduate)**

May be repeated for credit as topics vary. See schedule for current offerings.

WRD 103 (C- or better required) or HON 100 is a prerequisite for this course.

**WRD 320 | TOPICS IN PROFESSIONAL WRITING | 4 quarter hours
(Undergraduate)**

May be repeated for credit as topics vary. This course provides students opportunities to explore concepts in depth and apply specialized practices related to a rotating selection of dedicated topics in technical and professional writing.

**WRD 321 | WRITING IN THE LEGAL PROFESSION | 4 quarter hours
(Undergraduate)**

This course explores the role of writing, thinking, and problem-solving in legal contexts. Students will gain an understanding of the principles involved in writing effective narrative and persuasive prose for a variety of legal purposes, and be able to apply these principles to their own writing. Students who completed this course as WRD 320, Topics in Professional Writing, may not take the course as WRD 321.

WRD 104 or HON 100 is a prerequisite for this course.

**WRD 322 | WRITING AND METADATA | 4 quarter hours
(Undergraduate)**

Writing in digital environments often involves layers of information beyond the written text itself, ranging from the markup languages that identify and structure the text, to hashtags and similar grouping data. Students in this class explore the way those additional layers shape meaning and rhetorical strategies in for both human and machine readers in digital environments; the semantic elements of markup languages; and cultural understandings of metadata, machine reading, and privacy.

WRD 104 or HON 100 is a prerequisite for this course.

**WRD 323 | EDITING | 4 quarter hours
(Undergraduate)**

Students will explore a range of practices associated with the revision of prose for publication. Students will learn to edit for style and consistency at the document, paragraph, and sentence levels. They will also compare and learn to apply differing style guides, learn technologies central to modern editorial practice, and examine related topics such as the Plain Language Movement and preparing documents for translation.

**WRD 324 | WRITING FOR PUBLIC HEALTH AND HEALTH CARE | 4 quarter hours
(Undergraduate)**

This course will explore writing in public health and health care. You will analyze contemporary writing produced by government and NGOs, research organizations, public and professional forums and related sites of action. You will apply what you learn to a health writing project on a topic of your own choice.

**WRD 325 | RHETORIC IN CRISIS CONTEXTS | 4 quarter hours
(Undergraduate)**

This course explores the theory and practice of rhetoric as applied to occasions of crisis, such as public responses to natural and human-made disasters, damage to brands, and historical crises. Students will consider both classic and contemporary case studies of crisis rhetoric, applying dominant disciplinary theories and considering how insights might apply to future crises in both individual and professional contexts. WRD 104 or its equivalent is recommended as a prerequisite.

WRD 104 or HON 100 is a prerequisite for this course.

**WRD 327 | CONTENT WRITING | 4 quarter hours
(Undergraduate)**

This course provides a broad overview of content writing and coaches students to produce their own content. The course also highlights in-demand content writing skills and types of content-writing workplaces. Students learn the history of content writing, engage in practical activities to hone their skills, create effective content across a range of writing situations and platforms, and usability test their own writing.

**WRD 330 | LANGUAGE AND LINGUISTICS | 4 quarter hours
(Undergraduate)**

This course introduces students to major concepts in and approaches to studying language, covering topics such as language structure, language acquisition, dialect variation, language and identity, language policy, and literacy. The course presumes no prior knowledge of linguistics and will be relevant to students studying in a wide variety of majors.

WRD 104 or HON 100 is a prerequisite for this course.

**WRD 340 | WRITING AND REVISING | 4 quarter hours
(Undergraduate)**

This course operates on the assumption that the secret to strong writing is revision. Students will learn about theories of revision, studying how successful writers revise, and will then put those techniques into practice. The goal of the course is to develop strategies and understanding of the rhetorical situations of writing in different contexts. Students will work on developing voice, taking ownership of work, and creating strong, well supported arguments.

**WRD 345 | GHOSTWRITING | 4 quarter hours
(Undergraduate)**

This course explores the phenomenon of ghostwriting and affords students opportunities to develop ghostwritten projects. Considers the appearance of ghostwriting across historical and contemporary genres, in print and online, in academic, professional, and imaginative contexts. An introduction to interview as research method and attention to related ethical questions will inform students' own ghostwriting.

WRD 103 (C- or better required) or HON 100 is a prerequisite for this course.

**WRD 360 | TOPICS IN RHETORIC | 4 quarter hours
(Undergraduate)**

May be repeated for credit as topics vary. This course provides students opportunities to explore concepts in depth and apply specialized practices related to a rotating selection of dedicated topics in the theory and history of rhetoric.

**WRD 361 | TOPICS IN ALTERNATIVE RHETORICS | 4 quarter hours
(Undergraduate)**

Women, ethnic minorities, gay/lesbian/and transgender writers, and individuals with disabilities are forced to navigate the dominant culture through strategies that draw upon and transform dominant cultural practices. Courses in this topics category will consider questions raised by alternative rhetorics and examine the way rhetorical acts construct such categories and shape the ways in which people are included or excluded from social groups and movements through language use. Students will examine and assess these mediation strategies while also developing theoretical frameworks to analyze and understand them. May be repeated for credit as topics vary.

**WRD 362 | SEMIOTICS | 4 quarter hours
(Undergraduate)**

The study of "the sign," semiotics extends the notion of "text" beyond the written page to any artifact that can "stand for" something else: not only pictures, sounds, gestures, and body language, but also objects and even the spaces between them! Semiotics is therefore the study of making meaning (both "encoding" and "decoding") in its widest possible sense. You will be invited to explore in course projects: drawing on the full range of media and signifying practices the value of semiotic principles to your program of study and/or non-academic area/s of interest.

**WRD 363 | VISUAL RHETORIC | 4 quarter hours
(Undergraduate)**

As both consumers and producers, we engage daily with a variety of textual and graphical elements. Participation in this course encourages critical consideration of such encounters. Students will examine the assumptions and practices that inform the authorship and interpretation of both print-based and electronic texts. The course will explore cultural and rhetorical frameworks for understanding, evaluating, and composing visual elements in various media.

**WRD 364 | CHICAGO WOMEN RHETORS | 4 quarter hours
(Undergraduate)**

What is the history of women's speaking in Chicago? How have women rhetors made their mark on our city? And how much of this history is widely known? This course asks these questions, looking at how women have made their voices heard, and how women have been remembered by the publics they spoke to. Students will learn about the past and think about how this past has been and can continue to be remembered and interpreted.

WRD 104 or HON 100 is a prerequisite for this course.

**WRD 368 | GLOBAL ENGLISHES | 4 quarter hours
(Undergraduate)**

At the start of the 21st century, English is a global language used in commerce, technology, research, education, and even popular culture around the world. This course explores the role and nature of the English language in a global context. Course readings and discussions will examine the historical context and cultural legacy of the spread of English, global varieties of English, uses and contexts of English, issues of ownership and identity, and the future of English.

**WRD 371 | MENTORING YOUTH IN COMMUNITY WRITING GROUPS | 4 quarter hours
(Undergraduate)**

This course is for any student who is interested in both mentoring young writers and understanding how writing in community functions as an identity-building process. In this class, you will have the opportunity to not only provide extensive online feedback for middle school writers engaged in writing projects, but also to pay occasional visits to them at their school. Course readings will address the value of writing groups and communities, attention to writing as a process, and best practices for effective and empowering feedback on writing. You will also reflect extensively on the intersection of identity, community, and mentoring through writing.

WRD 103 (C- or better required) or HON 100 is a prerequisite for this course.

**WRD 372 | DIGITAL STORYTELLING | 4 quarter hours
(Undergraduate)**

This course is an introduction to the theory and practice of digital storytelling, a workshop-based community arts process in which trained facilitators help individuals to write and produce short videos that combine personal photographs with a meaningful personal narrative. In recent years, communities and organizations worldwide have used digital storytelling initiatives to start important community discussions and create powerful media for outreach and advocacy. Students will read and discuss foundational digital storytelling texts, create their own digital story, and facilitate a digital storytelling workshop for members of a Chicago-area community group.

**WRD 376 | FIELDWORK IN ARTS WRITING | 4 quarter hours
(Undergraduate)**

The study and production of writing about art as social engagement, this course explores various genres of arts writing and their functions from the perspective of critic and artist. Combines fieldwork in the Chicago arts scene "collaborating and conversing with artists and professional writers" with classroom-based discussion. Students produce a portfolio of writing about art in a variety of genres including the critical, informative, and reflective.

**WRD 377 | WRITING AND SOCIAL ENGAGEMENT | 4 quarter hours
(Undergraduate)**

Using writing within community service. See schedule for current offerings.

WRD 104 or HON 100 is a prerequisite for this course.

**WRD 378 | TEACHING ENGLISH AS A SECOND LANGUAGE IN CHICAGO | 4 quarter hours
(Undergraduate)**

Students explore the theory and practice of learning and teaching English as a Second Language (ESL) through readings and classroom discussion while teaching or tutoring adult ESL learners at a Chicago-area community center. Classroom and service experiences together help students develop an understanding of second language learning, teaching strategies and approaches, and issues of immigration and language policy in both U.S. and global contexts. (Can count for both JYEL credit and minor credit.)

**WRD 390 | RHETORIC AND PUBLIC WRITING | 4 quarter hours
(Undergraduate)**

This course encourages a reflective stance on the development of the individual writer through the educational process, particularly as that relates to the interplay of the Liberal Studies experience and the WRD major. Students will be asked to look back for the purpose of looking forward, to consider how this broad preparation prepares one for rhetorical action across communities of discourse prepares one for public life as a writer. Students will develop a reflective portfolio of prior work and prepare new writing for contexts beyond undergraduate life.

**WRD 395 | WRITING CENTER THEORY & PEDAGOGY | 4 quarter hours
(Undergraduate)**

Introduction to current theories and practices in writing instruction; prepares students to develop and administer writing centers and to work as writing consultants. (Writing Center practicum required).

WRD 104 or HON 100 is a prerequisite for this course.

**WRD 396 | WRITING FELLOWS THEORY AND PRACTICE | 4 quarter hours
(Undergraduate)**

A seminar on tutoring writing across the curriculum. Students will read articles and do writing assignments designed to familiarize Fellows with theories of writing and tutoring and to stimulate thinking about the issues these theories raise. This course will also help develop tutoring skills, including practice writing comments on sample papers, participating in mock conferences, and sharing specifics from students' experiences as Fellows.

**WRD 398 | INTERNSHIP | 4 quarter hours
(Undergraduate)**

An approved internship obtained in consultation with the department's Internship Coordinator. In addition to internship duties, students will produce weekly journal entries that reflect on internship activities and related coursework; and compile a portfolio of written work product developed during the internship. May be repeated for credit.

**WRD 399 | INDEPENDENT STUDY | 1-4 quarter hours
(Undergraduate)**

Independent study guided by a faculty member. Written permission of supervising faculty member and by department chair required before registration. May be repeated for credit.

WRD 104 or HON 100 is a prerequisite for this course.

**WRD 500 | PROSEMINAR | 4 quarter hours
(Graduate)**

An introduction to the intellectual/scholarly traditions of writing studies, rhetorical theory, and discourse. Students learn different theoretical perspectives as well as the field's lexical-conceptual vocabulary, providing a gateway to the field and the program's concentration areas.

Status as a Graduate Writing, Rhetoric and Discourse student is a prerequisite for this class.

**WRD 503 | ANCIENT RHETORICS | 4 quarter hours
(Graduate)**

A survey of rhetorical theory from ancient Greece and Rome and as well as various Eastern traditions. The course examines important definitions and discussions of rhetoric from Plato to Augustine, with attention to their implications for an understanding of the roles of rhetoric and writing in modern society.

**WRD 505 | CONTEMPORARY RHETORICS | 4 quarter hours
(Graduate)**

A survey of theories and practices in 19th- and 20th-century rhetoric. Examines psychological, social and philosophical roots of contemporary rhetorics and the influence of scientific and literary studies on theories of discourse.

**WRD 506 | MULTICULTURAL RHETORICS | 4 quarter hours
(Graduate)**

An introduction to written rhetoric and culture. Explores competing conceptions of culture and meanings of literacy, particularly as they relate to American literacy education.

**WRD 507 | GLOBAL ENGLISHES | 4 quarter hours
(Graduate)**

Explores the role and nature of the English language in a global context, focusing on the historical context and cultural legacy of the spread of English, global varieties of English, uses and contexts of English, issues of ownership and identity, and writing and language instruction. Course content draws upon theoretical models of World Englishes, scholarly debates, descriptions of spoken and written English around the world, and artifacts of global Englishes.

**WRD 508 | DISCOURSE AND STYLE | 4 quarter hours
(Graduate)**

Explores discourse theory and practice in examining features of style, including linguistic and rhetorical perspectives.

**WRD 509 | GENRE THEORY AND PRACTICE | 4 quarter hours
(Graduate)**

An overview of the study of non-literary genres, focusing on contemporary theories and practices of genre and genre learning. Students become familiar with various disciplinary perspectives on genre theory, methods for analyzing non-literary genres, and pedagogical approaches to teaching genre in the writing classroom. Explores genres from textual, social, and critical perspectives, considering how genres within social and institutional contexts such as the academy, the workplace, and the public sphere.

**WRD 510 | TOPICS IN RHETORICAL HISTORY | 4 quarter hours
(Graduate)**

Explores topics in rhetorical history. May be repeated for credit as topics vary.

**WRD 511 | TOPICS IN COMMUNITY, CULTURE AND IDENTITY | 4 quarter hours
(Graduate)**

Explores topics related to community, culture, and identity from the perspectives of rhetoric and discourse. May be repeated for credit as topics vary.

**WRD 512 | TOPICS IN LANGUAGE | 4 quarter hours
(Graduate)**

Explores topics related to language and its intersections with rhetoric and discourse. May be repeated for credit as topics vary.

**WRD 513 | SEMIOTICS | 4 quarter hours
(Graduate)**

An introduction to semiotics, or the study of 'the sign'; a theory of meaning that is concerned with anything intended to or interpreted to stand for something else, including objects, pictures, sounds, gestures, and body language. The course examines the construction of meaning in manifold contexts, extending the notion of 'text' beyond the written page to any artifact that functions as a 'message' embodied in a genre and a medium.

**WRD 514 | SOCIOLINGUISTICS | 4 quarter hours
(Graduate)**

An introduction to the study of language in social contexts. Explores the principles of language variation and change within social contexts.

**WRD 515 | THE ESSAY | 4 quarter hours
(Graduate)**

Explores the history of the essay as genre from the Renaissance to the present, compares and contrasts literary essays with those written in most school settings, and offers students the opportunity to write their own extended essays on personal and professional topics.

**WRD 521 | TECHNICAL WRITING | 4 quarter hours
(Graduate)**

An introduction to various aspects of technical writing, including readability, document design, editing and usability.

**WRD 522 | WRITING IN THE PROFESSIONS | 4 quarter hours
(Graduate)**

This course introduces concepts important to professional writing and provides opportunities to practice creating professional texts. Students write workplace documents such as emails, memos, and reports with a focus on developing rhetorically appropriate content, structure, style, and design. To build conceptual foundations and critical awareness, students also read research on workplace writing and investigate writing practices in particular professions.

**WRD 523 | EDITING | 4 quarter hours
(Graduate)**

An introduction to editing principles and practices in professional and technical fields.

**WRD 524 | DOCUMENT DESIGN | 4 quarter hours
(Graduate)**

Theories, concepts, and components of effective document design, including the interrelation of visual displays and written texts across a range of electronic and print genres.

**WRD 525 | WRITING FOR THE WEB | 4 quarter hours
(Graduate)**

An introduction to various genres of web-based communication and the roles played by writers, readers, and users of web sites. Includes analysis, design, and revision of web-based writing as well as practice producing written documents which accompany the development of web information.

**WRD 526 | GRANT AND PROPOSAL WRITING | 4 quarter hours
(Graduate)**

This course introduces students to the purpose and structure of grant proposals and other forms of professional proposals. Through analysis of real-world documents and typical grant- and proposal-writing situations, as well as guided writing practice, students will develop the research and writing skills necessary to compose these common workplace genres. The course typically features a client project, in which students work on teams to develop grant proposals for nonprofit organizations.

**WRD 530 | TOPICS IN PROFESSIONAL AND DIGITAL WRITING | 4 quarter hours
(Graduate)**

Explores topics in professional, digital, and/or technical writing. May be repeated for credit as topics vary.

**WRD 531 | DIGITAL STORYTELLING | 4 quarter hours
(Graduate)**

This course introduces the genres, principles, and techniques most important to writers tasked with creating digital stories in workplace settings. Students analyze conventional and innovative examples of profiles, testimonials, and other narrative forms, and practice using digital tools to create stories suitable for workplace purposes. The course also provides conceptual frameworks for strategizing effective and ethical distribution of digital stories.

**WRD 532 | CONTENT STRATEGY | 4 quarter hours
(Graduate)**

This course examines the practice of content strategy in professional settings. Students learn how to assess existing organizational content, how to develop a content strategy, and how to create guidelines and governance documents to manage organizational content. The course features a substantial client project—students work on a team to develop a content strategy for a nonprofit organization.

**WRD 533 | WRITING ACROSS MEDIA | 4 quarter hours
(Graduate)**

This course explores the rhetorical potential of different modes available to writers today, including written text, sound, images, and video. Through theoretical readings, analysis of new media texts, and production projects—which may include infographics, podcasts, short videos, and other web-based text—students develop their ability to compose multimodal digital content.

**WRD 540 | TEACHING WRITING | 4 quarter hours
(Graduate)**

Introduction to teaching composition at the secondary and college undergraduate levels. The course helps students develop methods of teaching composition based on modern theories of rhetoric, reading and language acquisition.

**WRD 541 | COMPOSITION THEORY | 4 quarter hours
(Graduate)**

Explores the development of contemporary theories of written composition; focuses on contexts for writing, the writing process, and reader-writer relationships.

**WRD 542 | URBAN LITERACIES | 4 quarter hours
(Graduate)**

Explores the multiple definitions of literacy with a special emphasis on adult literacy in an urban environment. Students examine the relationship between theory and practice, reading about theories of literacy from psychology, cognitive science, education, composition & rhetoric and linguistics while engaging in literacy tutoring at Chicago-area literacy sites.

**WRD 543 | TEACHING ESL WRITING | 4 quarter hours
(Graduate)**

Provides an overview of the theory and practice of writing in a second language. Examines distinctions between first and second language writing and major issues and dilemmas within the field, including composing processes, error correction and feedback, contrastive rhetoric, culture, course design, plagiarism, and U.S. composition classrooms.

**WRD 544 | TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE | 4 quarter hours
(Graduate)**

A survey course in the teaching and learning of English as a Second Language (ESL). Familiarizes students with theoretical foundations and basic principles of second language learning and teaching, the components of the major language skills (listening, speaking, reading, writing), and the social and political dimensions of teaching and learning ESL.

**WRD 545 | TEACHING WRITING ONLINE | 4 quarter hours
(Graduate)**

Explores the teaching of writing in online-supported distance-learning. Introduces students to challenges and best practices and techniques for specific technologies.

**WRD 546 | PEDAGOGICAL GRAMMAR | 4 quarter hours
(Graduate)**

An introduction to grammar instruction for language and writing classrooms. Introduces students to current research in grammar instruction and applies that research to develop strategies for the instruction of a range of aspects of English grammar, with an emphasis on rhetoric and context.

**WRD 547 | AP INSTITUTE IN ENGLISH LANGUAGE AND COMPOSITION | 4 quarter hours
(Graduate)**

A workshop designed to help Advanced Placement teachers prepare their students for the AP exam in English Language and Composition and for the demands of college writing. The institute is a week-long, full-day intensive workshop that covers teaching, reading, writing, style, assessment, and argumentation in accelerated high school classes. This course is offered in the summer only.

**WRD 550 | TOPICS IN TEACHING WRITING AND LANGUAGE | 4 quarter hours
(Graduate)**

Explores topics related to teaching writing and language. May be repeated for credit as topics vary.

**WRD 551 | TEACHING APPRENTICESHIP PRACTICUM | 4 quarter hours
(Graduate)**

Ongoing support in instructional practice to include grading and responding to student work; facilitating in-class activities such as discussion and peer workshoping; student-teacher conferencing; classroom management; and related topics. Available only to MA in WRD students admitted to the Teaching Apprenticeship Program.

WRD 540 is a prerequisite for this course.

**WRD 580 | MARKUP AND TEXT ENCODING IN THE HUMANITIES | 4 quarter hours
(Graduate)**

This course introduces students to the digital encoding and analysis of text in the humanities. Students will explore theoretical and methodological discussions related to digital encoding and analysis while working with typical encoding languages (XML and TEI) and text analysis tools. Students gain a broad understanding of digital humanities tools and methods while developing hands-on skills encoding and analyzing humanities texts.

**WRD 582 | WRITING CENTER THEORY AND PEDAGOGY | 4 quarter hours
(Graduate)**

Introduction to current theories and practices in writing instruction; prepares students to develop and administer writing centers and to work as writing consultants. (Writing Center practicum required.)

**WRD 587 | AMERICAN ACADEMIC CULTURE FOR INTERNATIONAL GRADUATE STUDENTS | 4 quarter hours
(Graduate)**

This course is intended for international graduate students from across the university who want to participate successfully in American academic culture. Through advanced readings and discussions, students will learn how to navigate the writing conventions, classroom practices, and research expectations that shape American academic life both broadly and within their chosen fields. Class projects will allow students to investigate genres in their specific areas of study and practice the kinds of writing that define their disciplines.

**WRD 590 | INTERNSHIP IN PROFESSIONAL AND DIGITAL WRITING | 4 quarter hours
(Graduate)**

Internship in professional and/or digital and/or technical writing. May be repeated for credit.

**WRD 591 | INTERNSHIP IN TEACHING WRITING AND LANGUAGE | 2-4 quarter hours
(Graduate)**

Internship in teaching writing and/or language. May be repeated for credit.

**WRD 595 | INDEPENDENT STUDY | 1-8 quarter hours
(Graduate)**

Independent study guided by a faculty member. May be repeated for credit.

**WRD 596 | CANDIDACY CONTINUATION | 0 quarter hours
(Graduate)**

This 0-credit hour course is available to master's degree candidates who are actively working toward the completion of a thesis, project, or portfolio. Enrollment in this course is limited to three quarters and requires thesis/project advisor and graduate director approval and demonstration to them of work each quarter. Enrollment in this course allows access to the library and other campus facilities. This course carries and requires the equivalent of half-time enrollment status. The student may be eligible for loan deferment and student loans. This course is graded as pass/fail. (0 credit hours)

WRD 597 | CANDIDACY MAINTENANCE | 0 quarter hours

(Graduate)

This 0-credit hour course is available to graduate students who are not registered for a course in a given quarter but need to maintain active university status. Enrollment in this course is limited to three quarters and requires permission of the graduate director. Enrollment in this course allows access to the library and other campus facilities. This course does not carry an equivalent enrollment status and students in it are not eligible for loan deferment or student loans. This course is not graded. (0 credit hours)

WRD 598 | THESIS RESEARCH | 4 quarter hours

(Graduate)

Independent thesis research guided by a WRD faculty member. Written permission of supervising faculty member and of graduate director required before registration. This course may be taken up to two times for credit.

WRD 599 | PORTFOLIO | 4 quarter hours

(Graduate)

A capstone seminar course in which students select, revise, and write supplementary documentation for a collection of their work appropriate to a job search in their area of concentration or for doctoral program application.

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